

MEMORANDUM

March 11, 2021

TO: Tia Locke-Simmons
Director, Curriculum

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

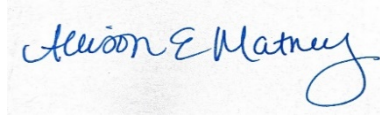
SUBJECT: **GIFTED AND TALENTED SURVEY RESULTS, 2019–2020**

As part of the program evaluation under the newly revised *Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2019), the Department of Research and Accountability conducted surveys of students, teachers, and parents to establish a baseline about perceptions of the G/T Program and collect formative data on implementation strategies. This report analyzes the survey responses collected from teachers, parents, and students. The district offers a Vanguard Magnet Program and a G/T Neighborhood Program; survey results are presented by the type of program for which services were provided.

Key findings include:

- Parents of elementary students in both the Vanguard Magnet Program and the G/T Neighborhood Program thought there was sufficient time to complete the application process (92.0 and 82.5 percent, respectively), and had received a copy of the child's G/T matrix (89.8 and 83.6 percent, respectively). Parents of secondary students in the Vanguard Magnet Program thought there was sufficient time to complete the application process (83.6 percent), and that the G/T identification process was clear (74.1 percent). Parents of secondary students in the G/T Neighborhood Program agreed with these statements as well, but to a lesser degree (77.3 and 65.5 percent, respectively). Teachers in both the Vanguard Magnet Program and the G/T Neighborhood Program thought that the G/T identification process was clear (61.8 percent and 57.0 percent, respectively), and that the process was fair (51.9 percent and 55.9 percent, respectively).
- Among parents of elementary students, 30.8 percent of respondents with students in the G/T Neighborhood Program and 42.5 percent of respondents with students in the Vanguard Magnet Program indicated their campus offered *Full-time inclusion*. Among parents of secondary students, 27.3 percent of respondents with a student in the G/T Neighborhood Program and 60.5 percent of parents with a student in the Vanguard Magnet Program indicated their school offered *Full-time gifted only*. More than half of the G/T Neighborhood teacher respondents indicated their school offered *Full-Time inclusion* (50.6 percent), while Vanguard Magnet teacher respondents indicated their school offered *Full-time gifted only* model (45.0 percent).
- Elementary parent, teacher, and student respondents in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than respondents in the G/T Neighborhood Program. For selected questions on the elementary parent, teacher, and student surveys, average scores were higher for all questions among respondents from the Vanguard Magnet Program than from the G/T Neighborhood Program. For secondary parents, out of the nine selected items, average scores were higher for respondents from the Vanguard Magnet Program on five of them.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

AEM

Attachment

cc: Grenita Lathan, Ph.D.
Silvia Trinh
Yolanda Rodriguez
Khalilah Campbell



RESEARCH

Educational Program Report

**GIFTED AND TALENTED SURVEY
RESULTS, 2019-2020**



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Gifted and Talented Survey Results, 2019–2020

Executive Summary

Program Description

As part of the program evaluation under the newly revised *Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2019), the Department of Research and Accountability conducted surveys of students, teachers, and parents to establish a baseline about perceptions of the G/T Program and collect formative data on implementation strategies. This report analyzes the survey responses collected from teachers, parents, and students. The district offers a Vanguard Magnet Program and a G/T Neighborhood Program; survey results are presented by the type of program for which services were provided.

Highlights

- Parents of elementary students in both the Vanguard Magnet Program and the G/T Neighborhood Program thought there was sufficient time to complete the application process (92.0 and 82.5 percent, respectively), and had received a copy of the child’s G/T matrix (89.8 and 83.6 percent, respectively). Parents of secondary students in the Vanguard Magnet Program thought there was sufficient time to complete the application process (83.6 percent), and that the G/T identification process was clear (74.1 percent). Parents of secondary students in the G/T Neighborhood Program agreed with these statements as well, but to a lesser degree (77.3 and 65.5 percent, respectively). Teachers in both the Vanguard Magnet Program and the G/T Neighborhood Program thought that the G/T identification process was clear (61.8 percent and 57.0 percent, respectively), and that the process was fair (51.9 percent and 55.9 percent, respectively).
- Among parents of elementary students, 30.8 percent of respondents with students in the G/T Neighborhood Program and 42.5 percent of respondents with students in the Vanguard Magnet Program indicated their campus offered *Full-time inclusion*. Among parents of secondary students, 27.3 percent of respondents with a student in the G/T Neighborhood Program and 60.5 percent of parents with a student in the Vanguard Magnet Program indicated their school offered *Full-time gifted only*. More than half of the G/T Neighborhood teacher respondents indicated their school offered *Full-Time inclusion* (50.6 percent), while Vanguard Magnet teacher respondents indicated their school offered *Full-time gifted only* model (45.0 percent).
- Survey respondents were asked about preparing G/T students based upon fourteen skill sets. Overall, respondents of all types (parents of elementary students, parents of secondary students, teachers, and students) in the Vanguard Magnet Program rated the skills as *Effective* or *Highly Effective* more than respondents from the G/T Neighborhood Program. Two exceptions existed for parents of secondary students in the G/T Neighborhood Program (*ability to work independently* and *communicating effectively*) as well as teachers (*setting goals* and *time management skills*) where ratings were higher than in the Vanguard Magnet Program.
- Parent respondents of elementary students in a Vanguard Magnet Program were more informed than respondents of G/T Neighborhood Program as to the availability of the services provided by the program. For example, 40.7 percent of G/T Neighborhood parents didn’t know how their child was being served compared to only 25.2 percent of Vanguard Magnet parents. More parent respondents in the

Vanguard Magnet Program indicated that the Texas Performance Standards Project was provided by the program as compared to those with a child in the G/T Neighborhood Program. And among students, more in the Vanguard Magnet Program reported that out-of-school activities were provided by the program as compared to those in the G/T Neighborhood Program.

- Elementary parent, teacher, and student respondents in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than respondents in the G/T Neighborhood Program. For selected questions on the elementary parent, teacher, and student surveys, average scores were higher for all questions among respondents from the Vanguard Magnet Program than from the G/T Neighborhood Program. For secondary parents, out of the nine selected items, average scores were higher for respondents from the Vanguard Magnet Program on five of them.

Introduction

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, 2019, p. XXIV-1).”

The district offers a Vanguard Magnet Program and a G/T Neighborhood Program.

Vanguard Magnet Program

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.

G/T Neighborhood Program

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.

Advanced Products demonstrate research skills and/or creativity that are advanced in relation to students similar in age, experience, and environment. As part of the Texas State Plan, the continuum of learning experiences should result in the development of an Advanced Product. Examples include:

- Projects (i.e. Texas Performance Standards Project)
- Performances
- Presentations
- Independent Research
- Scoring a 3, 4, or 5 on an AP exam or Scoring a 4, 5, 6, or 7 on an IB exam
- IB Culminating Project
- G/T Expo

According to the Texas State Plan, input from family and community representatives is solicited annually on G/T identification and assessment procedures. Teacher, parent, and student surveys were administered electronically during the Spring of 2020 to assess and evaluate the implementation of the district’s gifted and Talented Program and to fulfill the Texas State Plan mandate. A subset of the survey results was

included in the Gifted and Talented Program Evaluation: 2019–2020 published in March 2021. This report presents the complete findings from those surveys, with results presented by program services that were provided (see Appendix A (pp. 30–39), Appendix B–1 (pp. 40–51), Appendix B–2 (pp. 52–62), and Appendix C (pp. 63–70)).

Methods

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 parent and student surveys were translated into Spanish. The surveys were then piloted, and additional revisions were incorporated. Surveys were disseminated electronically to parents and students through HISD email. Teachers were contacted through their G/T coordinator or principal and provided a link to the survey. A reminder was sent directly to all teachers during the final week before the survey closed. Academic Services memos were distributed with information on student (February 17, 2020), teacher (February 10, 2020), and parent surveys (February 10, 2020). Teacher and parent surveys were available from February 10, 2020 through March 13, 2020. Student surveys (grades 4–12) were available from February 17, 2020 through March 13, 2020.

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. However, students reached out to the Research Department by email and requested an opportunity to complete the survey. Therefore, the student surveys were re-opened on March 31, 2020 and closed on June 24, 2020.

A total of 1,111 teachers, 1,211 elementary parents, 797 secondary parents, and 2,179 students responded to the surveys.

Data Analysis

Translation Services provided Spanish to English translations for responses to the open-ended questions.

Basic descriptive statistics were employed to analyze the data. 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 to not report grouped scores for fewer than five students. The parent and student 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 successfully disseminated and 2,008 were returned, yielding a response rate of 13.7 percent. A total of 24,882 student emails were successfully disseminated and 2,179 were returned, yielding a response rate of 8.8 percent.

At this time, G/T teachers cannot be identified within 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 providing instruction for G/T students. A total of 1,111 respondents selected a campus and indicated grade level (s) taught.

Data Limitations

Although the Parent and Student Surveys were translated into Spanish, differences existed between the English and Spanish versions. For example, Question 12 and 8 asked about how the students perceived academic rigor of their classes by subject, respectively. Science was not included on the Spanish version,

but it was included on the English version. Twenty-eight student surveys and 149 parent surveys were collected before this item was added to the Spanish version.

On the elementary parent survey, “the identification process was clear to me” was not on the Spanish survey, impacting 70 respondents. On the elementary survey, “I Don’t Know” was not included on the English survey for question 18, but it was included on the Spanish version. The response was coded as missing data.

Student survey responses from Travis Elementary School were removed due to program specifications and implementation at that campus that rendered the surveys administered at Travis incomparable to other campuses¹.

Although campuses reached out to assist families in survey completion, families without internet access or a web-enabled device may be underrepresented since the survey was only offered online.

Due to the low response rates of parent surveys (13.7 percent) and student surveys (8.8 percent), generalizations should be made with caution, and results should be interpreted with these low response rates in mind.

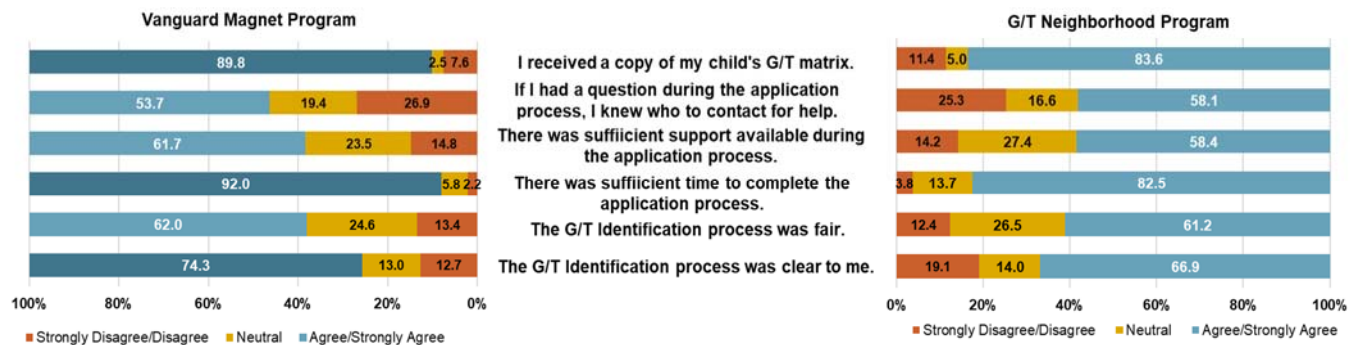
Results

What were the perceptions of parents and teachers regarding the identification and assessment process?

Elementary Parent Survey

Parents were asked to rate their level of agreement with statements regarding the G/T identification process. **Figure 1** shows parents of elementary students in both the Vanguard Magnet Program and the G/T Neighborhood Program thought there was sufficient time to complete the application process (92.0 and 82.5 percent, respectively) and had received a copy of the child’s G/T matrix (89.8 and 83.6 percent, respectively).

Figure 1. Percentage of Elementary Parent Respondents by G/T Identification Process Ratings and Program



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

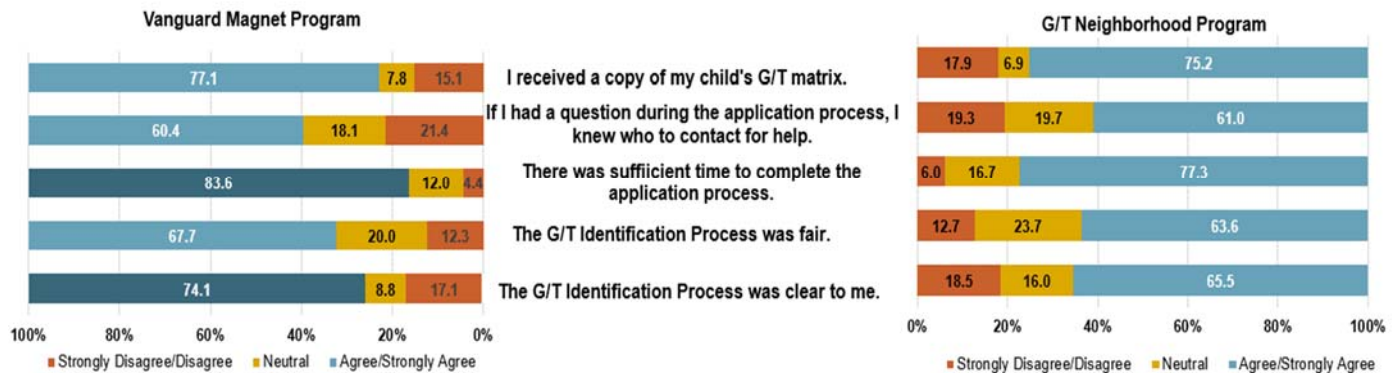
Note: For responses that are more than 5 percentage points different for the Agree/Strongly Agree rating, the bars are shaded darker for the category with the higher score.

¹ At Travis Elementary School, an effort is underway to reduce disparity among students by removing “labeling” of gifted and talented students; Modifications to the survey rendered the results incomparable to the district survey.

Secondary Parent Survey

Figure 2 shows parents of secondary students in the Vanguard Magnet Program thought there was sufficient time to complete the application process (83.6 percent), and that the G/T identification process was clear (74.1 percent). Parents of students in the G/T Neighborhood Program agreed with these statements as well, but to a lesser degree (77.3 and 65.5 percent, respectively).

Figure 2. Percentage of Secondary Parent Respondents by G/T Identification Process Ratings and Program



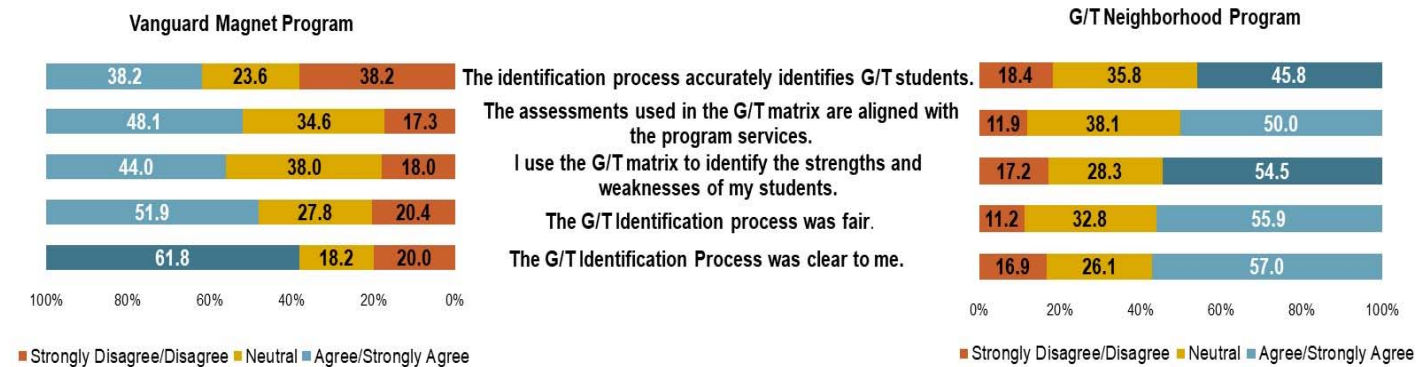
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

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.

Teacher Survey

Teachers were asked to rate their level of agreement with statements regarding the G/T identification process. **Figure 3** shows teachers in both the Vanguard Magnet Program and the G/T Neighborhood Program thought that the G/T identification process was clear (61.8 percent and 57.0 percent, respectively), and that the process was fair (51.9 percent and 55.9 percent, respectively). When asked if the identification process accurately identifies students, 38.2 percent of teachers in the Vanguard Magnet Program and 45.8 percent of teachers in the G/T Neighborhood Program agreed – a difference of 7.6 percentage points. A similar disparity can be seen when teachers were asked if they used the G/T matrix to identify the strengths and weaknesses of their students; 44.0 percent of teachers in the Vanguard Magnet Program and 54.5 percent of teachers in the G/T Neighborhood Program agreed – a difference of 10.5 percentage points.

Figure 3. Percentage of Teacher Responses by G/T Identification Process Ratings and Program



Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

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.

What input on G/T identification and assessment procedures from parents was provided for the 2019–2020 academic year?

Elementary Parent Survey

Table 1 summarizes the emergent categories for elementary parent feedback on the identification and assessment procedures for HISD. Of the 1,211 total respondents, 299 elementary parents provided at least one response (24.7 percent). The top four categories that parents provided feedback centered on *Nothing* (N=56), *Lack of clear, effective, or timely communication* (N=48), *Services* (N=40), and *Issues* (N=37). Selective comments can be found in **Appendix B-1**, pp. 43–44.

Response Category	N	% of Responses	% of Total
No/Nothing/NA	56	18.7%	4.6%
Lack of clear, effective, or timely communication	48	16.1%	4.0%
Services	40	13.4%	3.3%
Issues	37	12.4%	3.1%
Cutoff/Matrix	26	8.7%	2.1%
Unreliable	23	7.7%	1.9%
Inequity	22	7.4%	1.8%
Positive comments	12	4.0%	1.0%
Miscellaneous	10	3.3%	0.8%
Lottery	8	2.7%	0.7%
Obstacle points	7	2.3%	0.6%
Frequency	4	1.3%	0.3%
Teacher Rating	3	1.0%	0.2%
Reassess	3	1.0%	0.2%
Total Responses	299		24.7%
Total	1,211		

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

Elementary parent respondents were asked to rate how satisfied they were regarding the level of input they had into the G/T Program on their campus. On a scale of 1–10, with 10 being “Very Satisfied,” Vanguard Magnet elementary parents reported an average satisfaction rating of 5.8 points, while G/T Neighborhood elementary parents reported an average satisfaction rating of 3.7 points (**Figure 4**).

Figure 4. Elementary Parent Survey Respondents’ Rating of Input

On a scale of 1 to 10, how satisfied are you with the level of input parents have in the G/T program on your campus?



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

Secondary Parent Survey

Table 2 summarizes the emergent categories for secondary parent feedback on the identification and assessment procedures for HISD. A total of 212 secondary parents provided at least one response out of 797 respondents, reflecting 26.6 percent of the total. The top four categories that parents provided feedback centered on *Nothing* (N=55), *Identification Process* (N=48), *Lack of clear, effective, or timely communication* (N=25), and *Matrix* (N=25). Selective comments can be found in **Appendix B-2**, p. 54.

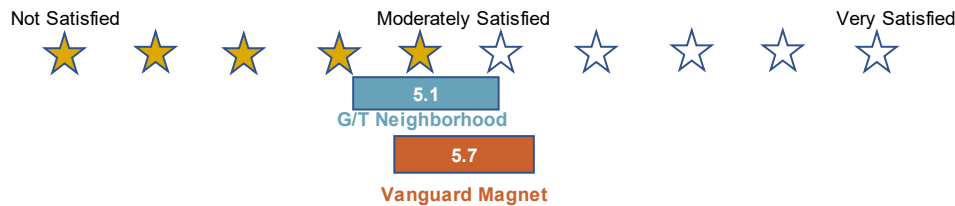
Response Category	N	% of Responses	% of Total
No/Nothing/NA	55	23.4%	6.9%
Identification Process	48	20.4%	6.0%
Lack of clear, effective, or timely communication	25	10.6%	3.1%
Matrix	25	10.6%	3.1%
Services	19	8.1%	2.4%
Positive/Satisfied	17	7.2%	2.1%
Issues and Lottery	14	6.0%	1.8%
Reassess	13	5.5%	1.6%
Miscellaneous	12	5.1%	1.5%
Inequity	7	3.0%	0.9%
Total Responses	235		29.5%
Total	797		

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

Secondary parent respondents were asked to rate how satisfied they were regarding the level of input they had into the G/T Program on their campus. On a scale of 1–10, with 10 being “Very Satisfied,” Vanguard Magnet secondary parents reported an average satisfaction rating of 5.7 points, while G/T Neighborhood secondary parents reported an average satisfaction rating of 5.1 points (**Figure 5**).

Figure 5. Secondary Parent Survey Respondents’ Rating of Input

On a scale of 1 to 10, how satisfied are you with the level of input parents have in the G/T program on your campus?



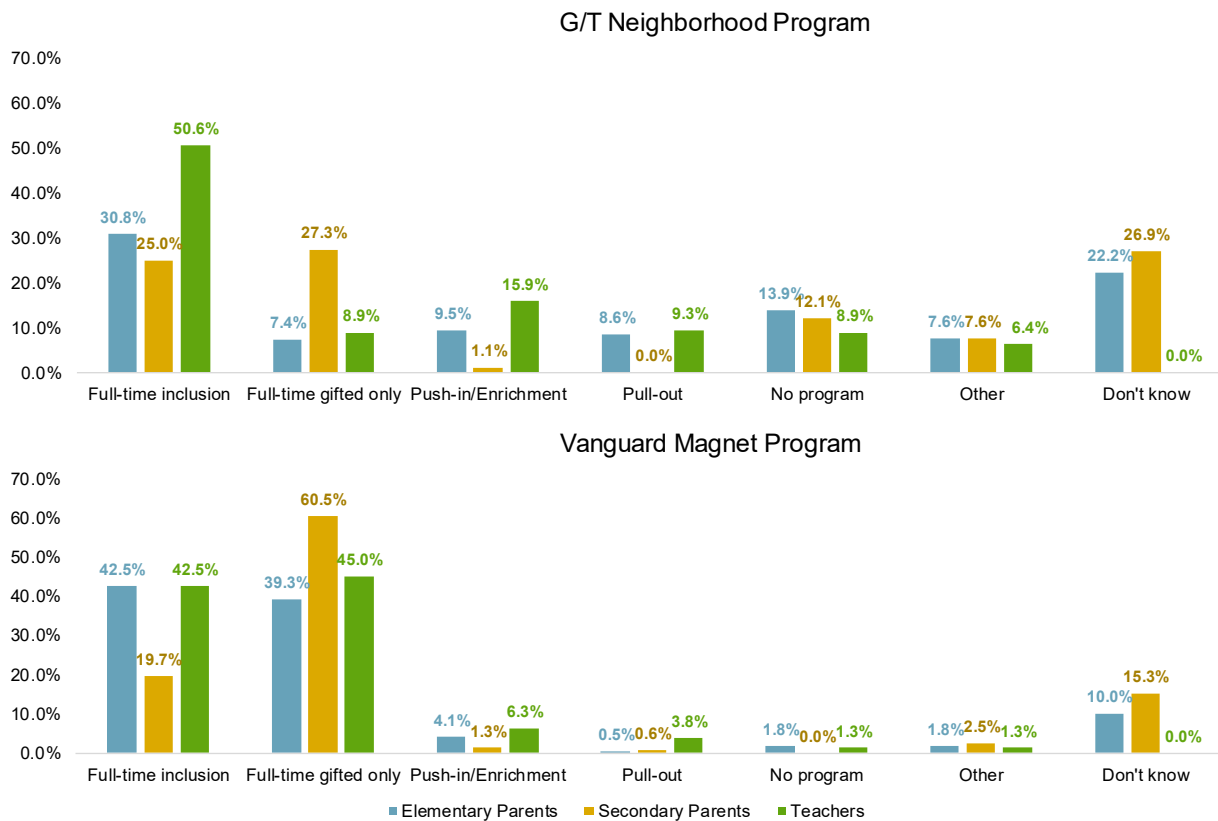
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

What G/T service model does your school provide?

Parent and teacher respondents were asked what service models were offered by the campuses (**Figure 6**, p. 9). Service model response choices were created by the Texas Education Agency.

- In the *Full-time inclusion* model, G/T students receive the majority of their core subjects from a G/T trained teacher or teachers, but the classes may include peers who are not G/T. Among G/T Neighborhood respondents, 30.8 percent of elementary parents and 25.0 percent of secondary parents indicated that their child’s campus offered *Full-time inclusion*, while 50.6 percent of teachers indicated the same. Among Vanguard Magnet respondents, 42.5 percent of elementary parents and 42.5 percent of teachers indicated that the campus offered *Full-time inclusion*, while just 19.7 percent of secondary parents indicated the same.
- In the *Full-time gifted only* model, G/T students receive the majority of their core subjects from a G/T trained teacher or teachers with peers who are all identified as G/T. Among G/T Neighborhood respondents, 7.4 percent of elementary parents and 8.9 percent of teachers indicated that the campus offered *Full-time gifted only*, while 27.3 percent of secondary parents indicated the same. Among Vanguard Magnet respondents, 39.3 percent of elementary parents and 45.0 percent of teachers indicated that their campus offered *Full-time gifted only*, while 60.5 percent of secondary parents indicated the same.
- Of concern are the respondents who indicated that there was no program offered. Among G/T Neighborhood respondents, 13.9 percent of elementary parents, 12.1 percent of secondary parents, and 8.9 percent of teachers indicated that there was no program offered. Among Vanguard Magnet respondents, 1.8 percent of elementary parents and 1.3 percent of teachers indicated that there was no program offered.

Figure 6. Percentage of Survey Respondents by School Service Model Provided



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

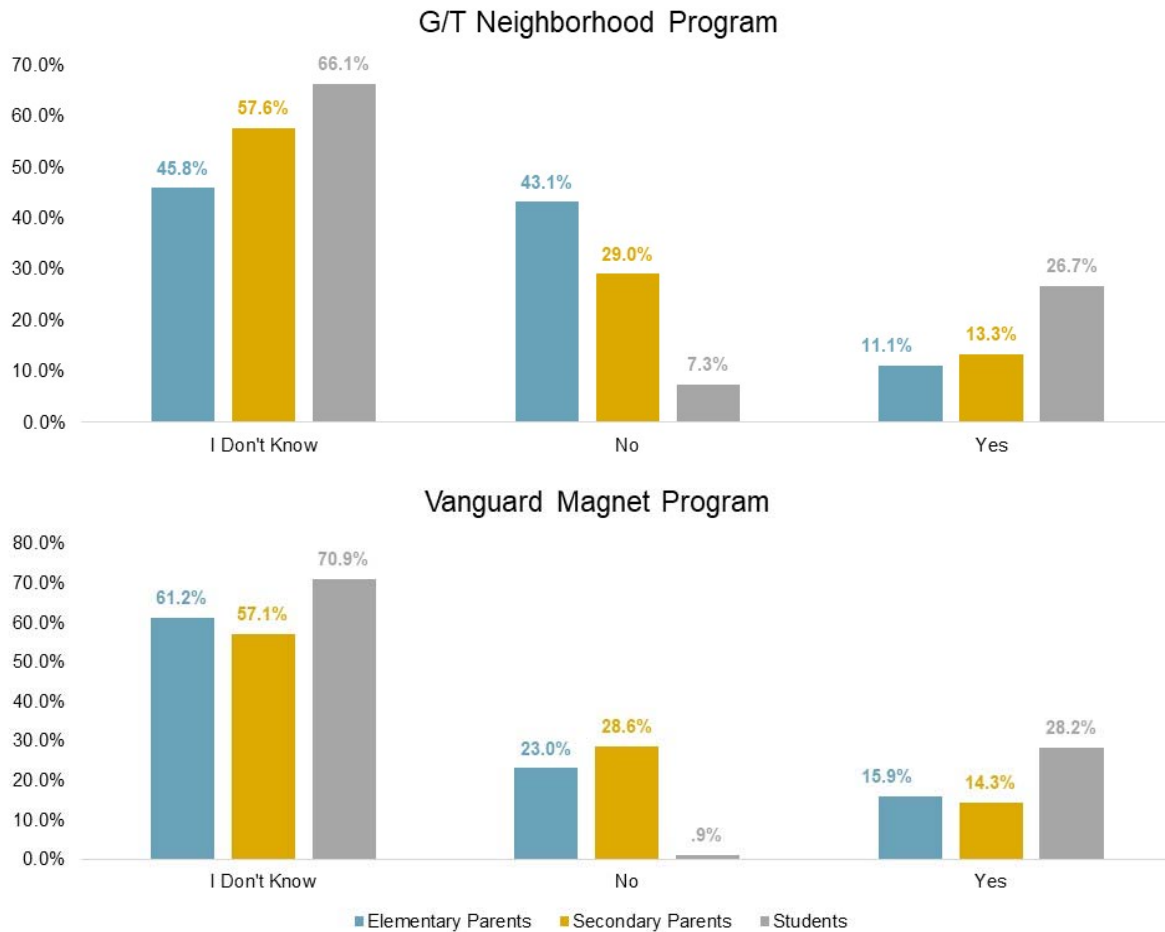
What did stakeholders indicate about the status of the Gifted Education Plan (GEP)?

According to Board Policy EHBB (Local) (Houston Independent School District, August 19, 2020), each student who qualifies for gifted education should have a “Gifted Education Plan” (GEP). **Figure 7** shows the percentage of parent respondents indicating that their child had a Gifted Education Plan (GEP) as well as the percentage of students in grades 4–12 who indicated that they had a GEP.

For both programs, the highest percent of parent respondents indicated that they did not know whether or not their child had a GEP. Moreover, 66.1 percent of student respondents in the G/T Neighborhood Program and 70.9 percent of students in the Vanguard Magnet Program indicated that they did not know if they had a GEP, reflecting the highest response rate.

Among G/T Neighborhood respondents, 11.1 percent of elementary parents and 13.3 percent of secondary parents indicated that their child had a GEP, while 26.7 percent of students indicated the same. Among Vanguard Magnet respondents, 15.9 percent of elementary parents and 14.3 percent of secondary parents indicated their child had a GEP, while 28.2 percent of students indicated the same.

Figure 7. Percentage of Elementary Parent Survey Respondents Indicating Whether their G/T Child had a Gifted Educational Plan



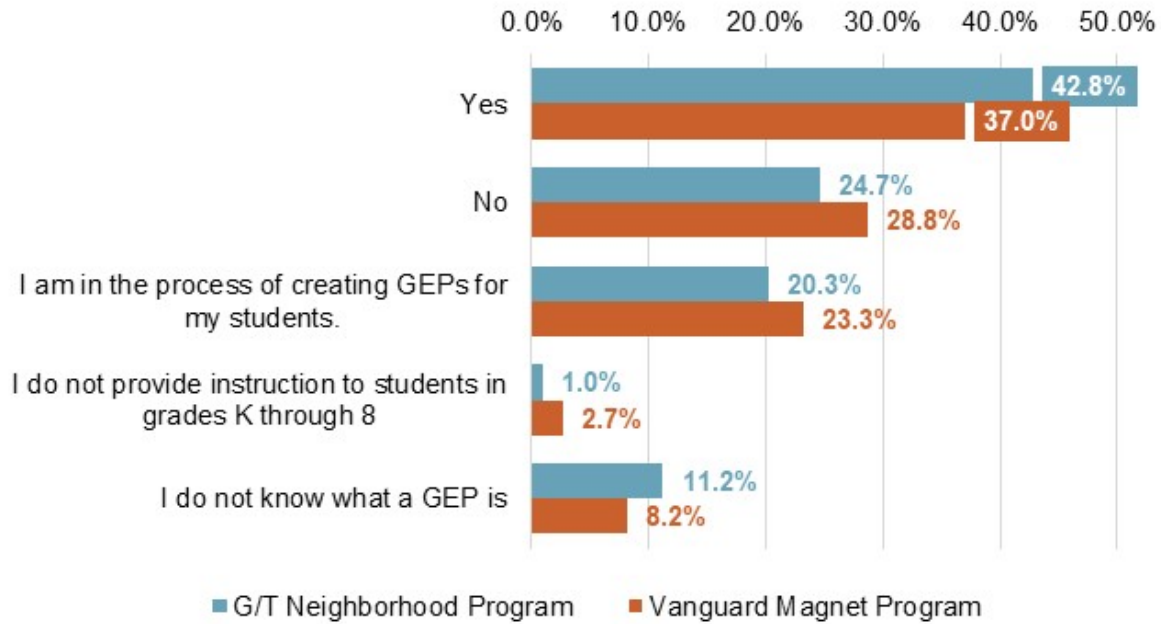
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Teacher Survey

Figure 8 shows the teacher respondents by GEP and program type.

- For the current school year, 60.3 percent of Vanguard Magnet teachers indicated they created or were creating a GEP for their students, and 63.1 percent of G/T Neighborhood teachers indicated same.
- Eight percent of the Vanguard Magnet teachers and 11.2 percent of G/T Neighborhood teachers did not know what a Gifted Education Plan was.

Figure 8. Percentage of Teacher Survey Respondents by Gifted Education Plan (GEP) and Program



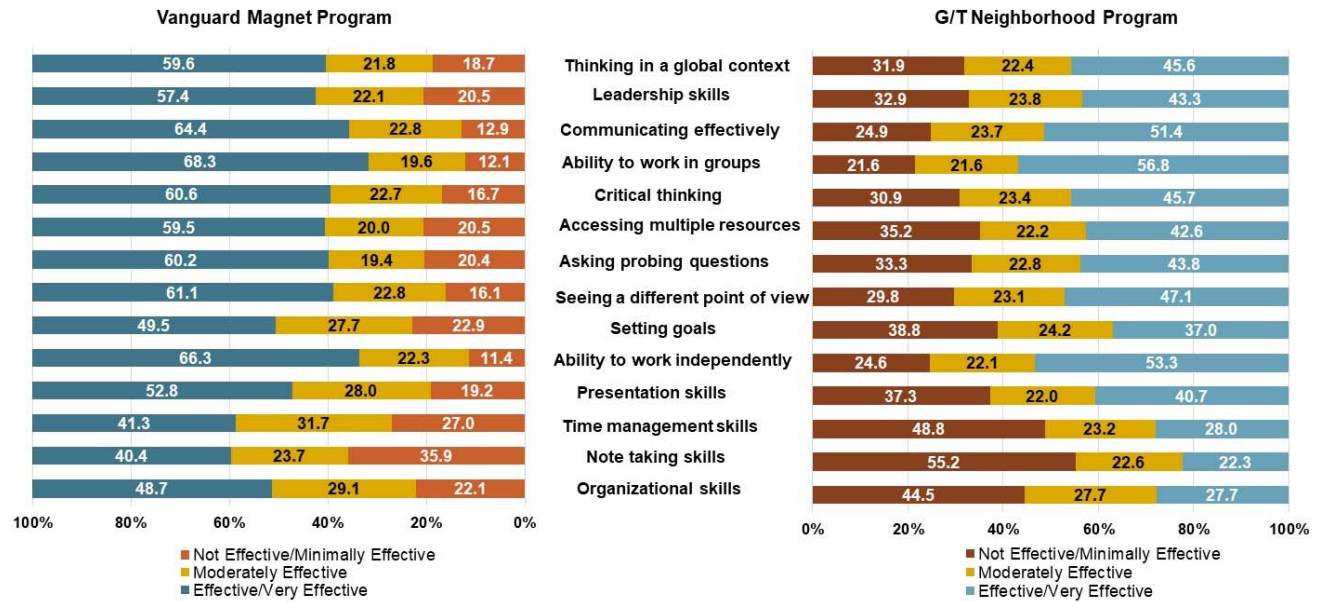
Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Elementary Parent Survey

Figure 9 (p. 12) shows the distribution of elementary parent survey responses for preparing G/T students based upon fourteen skill sets. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- Elementary parent respondents with a child in the Vanguard Magnet Program rated all of the skills at least 11 percentage points higher with an *Effective/Very Effective* rating than those with a child in the G/T Neighborhood Program.
- When comparing the Vanguard Magnet Program and the G/T Neighborhood Program for *Not Effective/Minimally Effective* ratings, elementary parent respondents with a child in the G/T Neighborhood Program rated all of the skills at least 9 percentage points higher than those with a child in the Vanguard Magnet Program.

Figure 9. Percentage of Elementary Parent Survey Responses for Skill Sets by Program



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

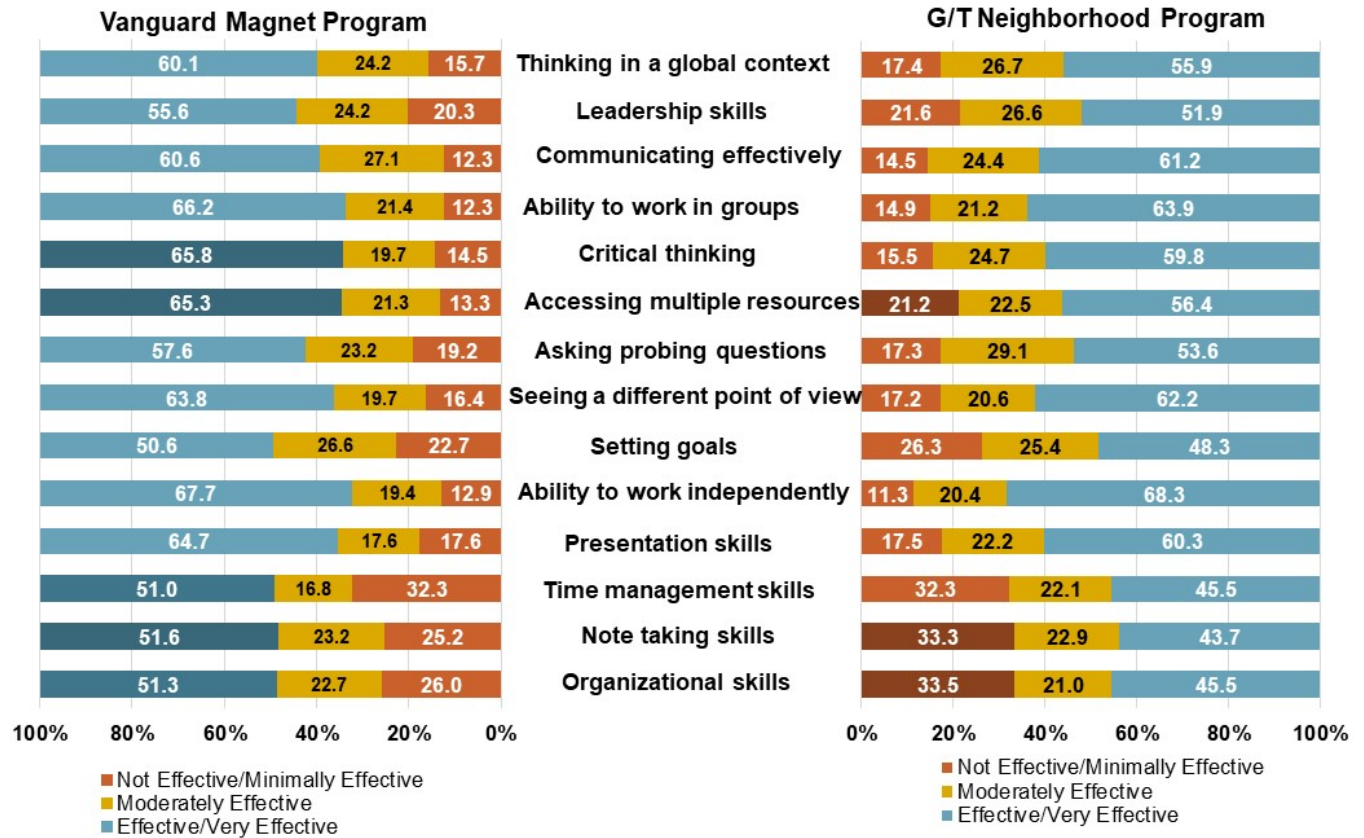
Note: For responses that are more than 5 percentage points different for the *effective/very effective* and the *not effective/minimally effective* rating, the bars are shaded darker for the category with the higher score.

Secondary Parent Survey

Figure 10 (p. 13) shows the distribution of secondary parent survey responses for preparing G/T students based upon the same fourteen skill sets. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- When comparing the Vanguard Magnet to the G/T Neighborhood Program, secondary parent respondents with a child in the Vanguard Magnet Program rated the following at least five percentage points higher: organizational skills, note-taking skills, time-management skills, accessing multiple resources, and critical thinking as *Effective/Very Effective* than those with a child in the G/T Neighborhood Program.
- Secondary parents with a child in the G/T Neighborhood Program rated accessing multiple resources, note-taking skills, and organizational skills as *Not Effective/Minimally Effective* by at least five percentage points higher than those with a child in the Vanguard Magnet Program.

Figure 10. Percentage of Secondary Parent Survey Responses for Skill Sets by Program



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

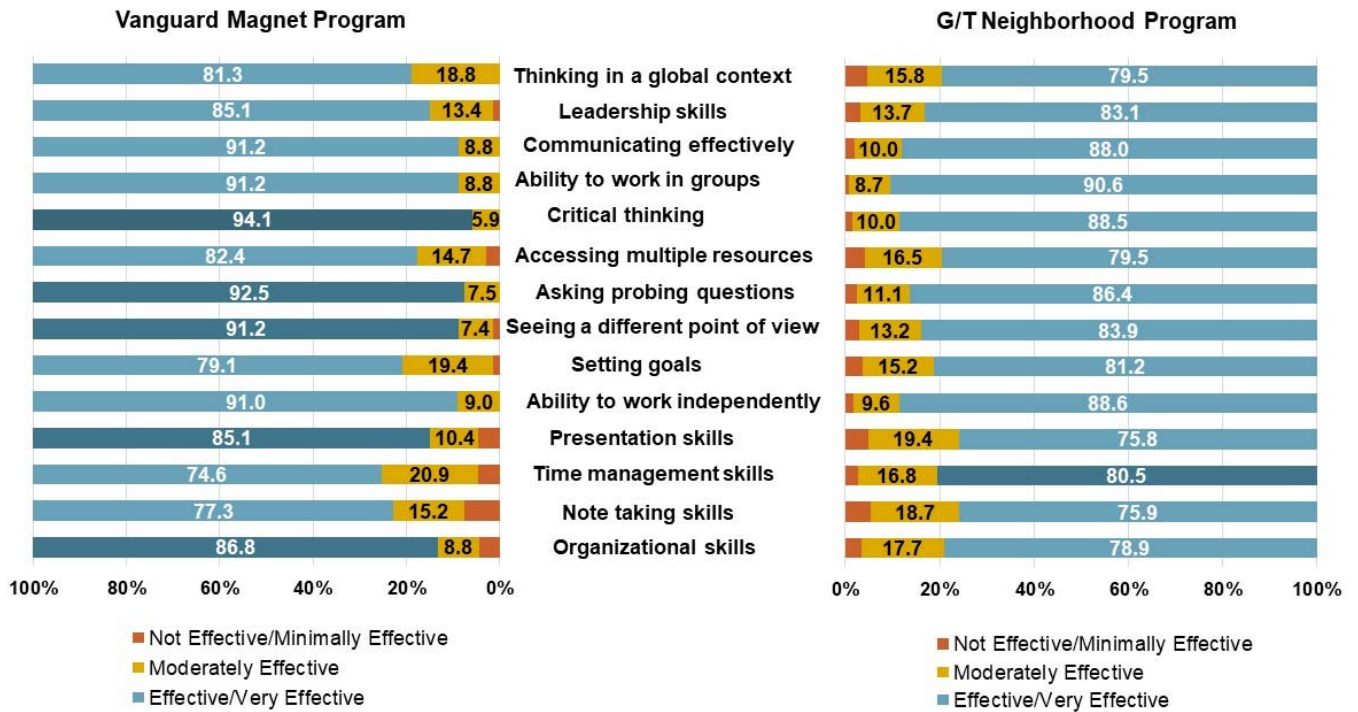
Note: For responses that are more than 5 percentage points different for the *effective/very effective* and the *not effective/minimally effective* rating, the bars are shaded darker for the category with the higher score.

Teacher Survey

Figure 11 (p. 14) shows the distribution of teacher survey responses for preparing G/T students based upon the same fourteen skill sets. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- Teacher respondents in the Vanguard Magnet Program rated critical thinking, asking probing questions, seeing a different point of view, presentation skills, and organizational skills as *Effective/Very Effective* by at least five percentage points higher than those teachers in the G/T Neighborhood Program.
- Teacher respondents in the G/T Neighborhood Program rated time management skills as *Effective/Very Effective* by at least 5 percentage points higher than those teachers in the Vanguard Magnet Program.

Figure 11. Percentage of Teacher Survey Responses for Skill Sets by Program



Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

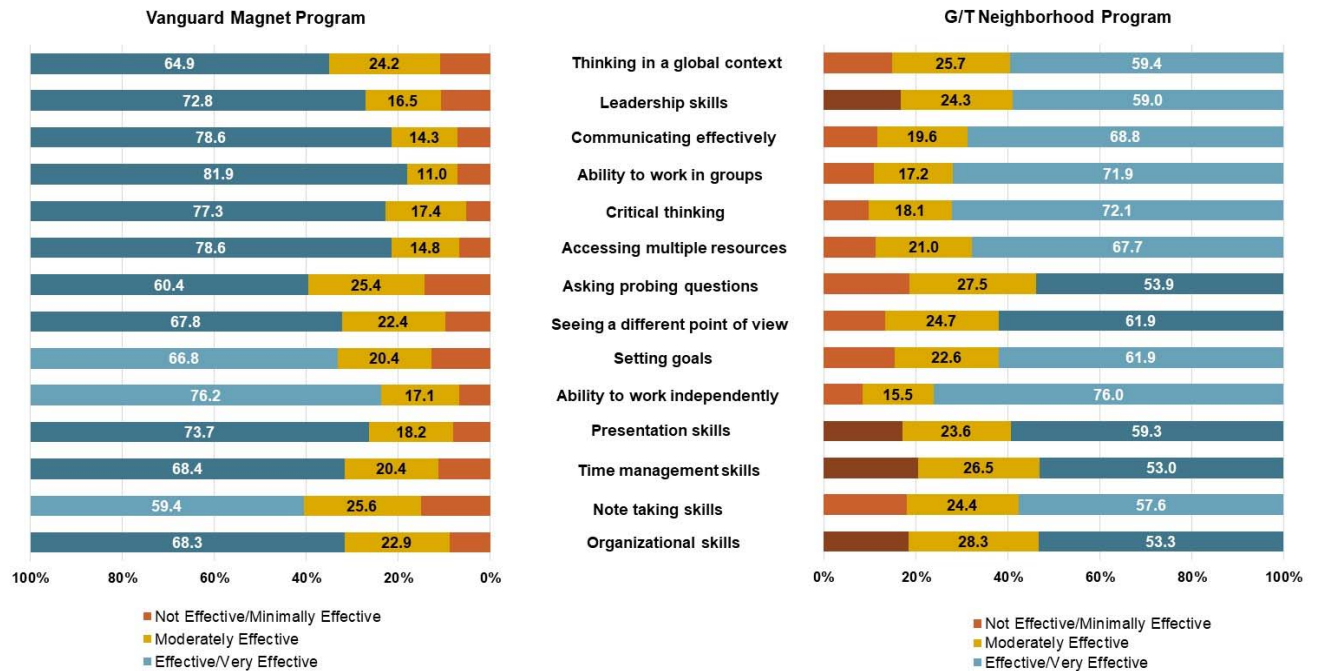
Note: For responses that are more than 5 percentage points different for the *effective/very effective* rating, the bars are shaded darker for the category with the higher score.

Student Survey

Student respondents were also asked to indicate the effectiveness of preparing them with the 14 skill sets (Figure 12, p. 15). Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- A higher percentage of student respondents in the Vanguard Magnet Program rated all of the skills as *Effective* or *Very Effective* than those in the G/T Neighborhood Program.
- A higher percentage of student respondents in the G/T Neighborhood Program rated all of the skills as *Not Effective* or *Minimally Effective* than those in the Vanguard Magnet Program.

Figure 12. Percentage of Student Survey Responses for Skill Sets by Program



Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

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

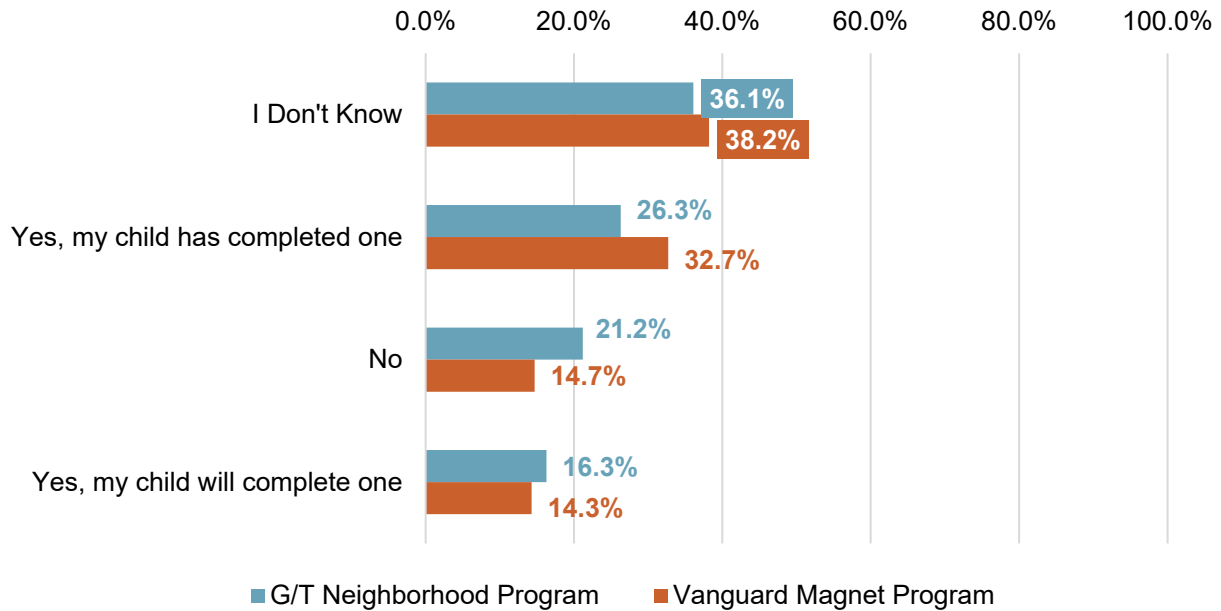
What progress was made toward completing an Advanced Product?

Elementary Parent Survey

Figure 13 (p. 16) shows the percentage of elementary parent respondents indicating whether their child would be completing an advanced product this school year.

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, slightly more than one-third of parents indicated that they did not know if their child had completed an advanced product (38.2 percent and 36.1 percent, respectively).
- Forty-seven percent of parents with a child in the Vanguard Magnet Program and 42.6 percent of elementary parents with a child in the G/T Neighborhood Program indicated their child had already completed one or would be completing one.

Figure 13. Percentage of Elementary Parent Survey Respondents Indicating Whether Their Child Would Complete an Advanced Product

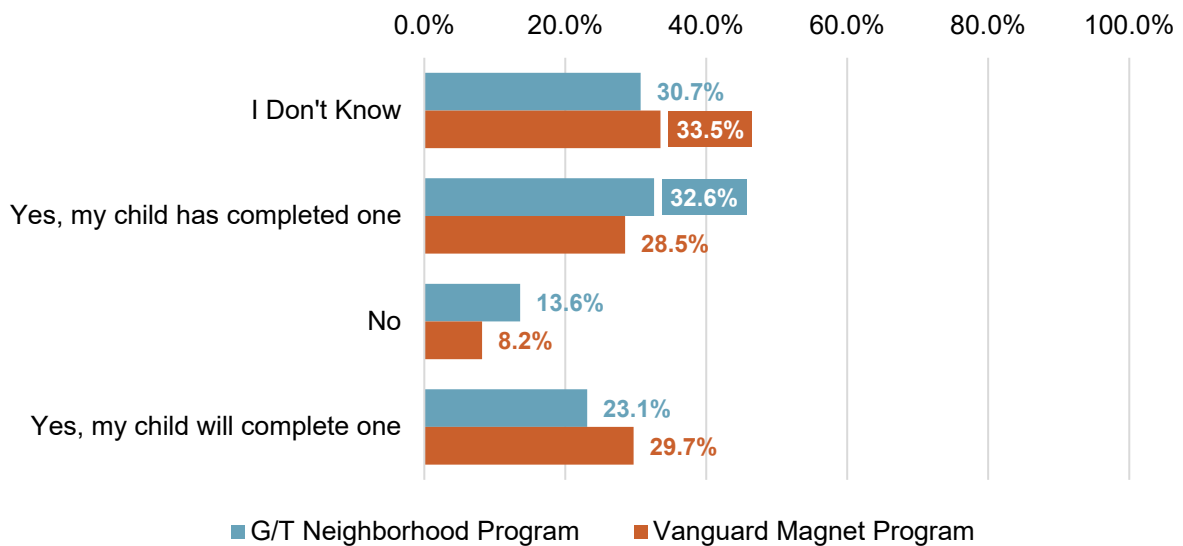


Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Secondary Parent Survey

Figure 14 shows the percentage of secondary parent respondents indicating whether their child would be completing an advanced product this school year.

Figure 14. Percentage of Secondary Parent Survey Respondents Indicating Whether Their Child Would Complete an Advanced Product



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

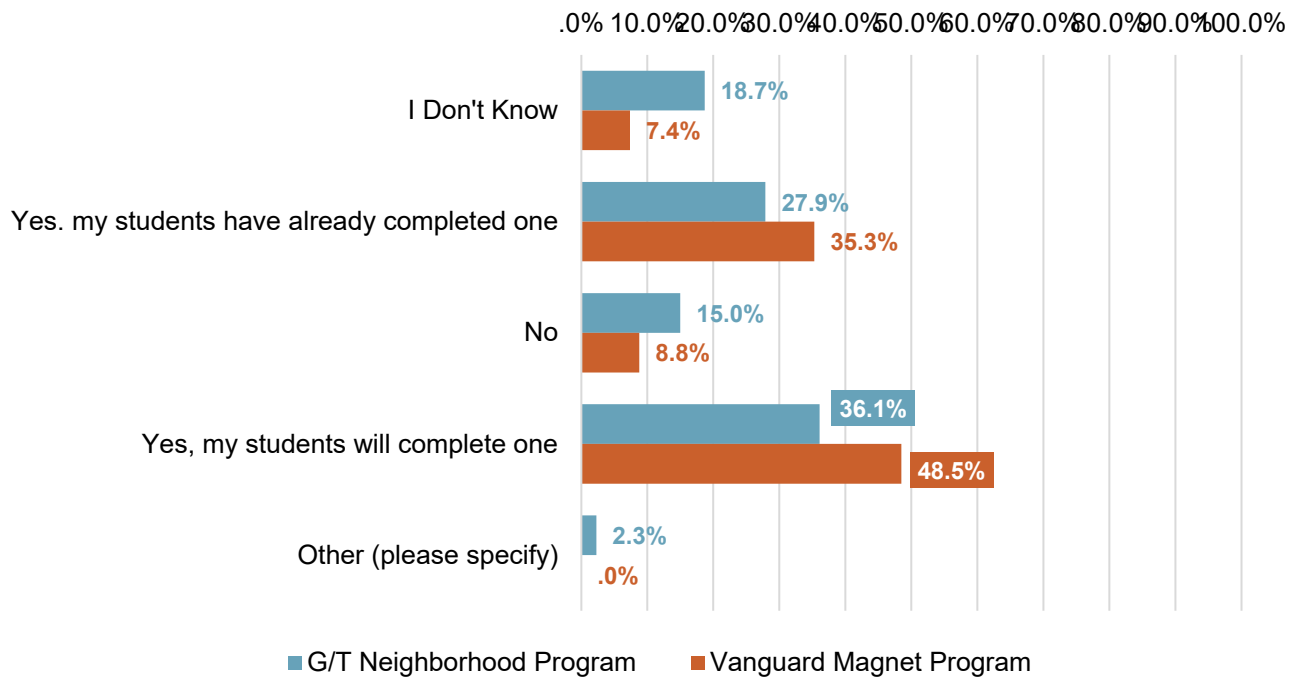
- For both the Vanguard Magnet Program and the G/T Neighborhood Program, more than 50 percent of secondary parent respondents indicated that their child either already had or would be completing an advanced product (58.2 percent and 55.7 percent, respectively).
- For both the Vanguard Magnet Program and the G/T Neighborhood Program, nearly a third of parents indicated that they did not know if their child would be completing an advanced product (33.5 percent and 30.7 percent, respectively).

Teacher Survey

Figure 15 shows the teacher respondents who indicated whether or not their students would be completing an advanced product.

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, more than 60 percent of respondents indicated that their students either already had or would be completing an advanced product (83.8 percent and 64 percent, respectively). Notably, there was nearly a 20 percentage-point difference between teachers in the Vanguard Magnet Program and the G/T Neighborhood Program, with many more Vanguard Magnet teachers reporting that students were completing advanced products.
- One third of teachers from a G/T Neighborhood Program reported that their students either would not be completing an advanced product (15.0 percent) or that they didn't know (18.7 percent), as compared to teachers from a Vanguard Magnet Program (8.8 percent reported *No*, and 7.4 percent reported that they did not know).

Figure 15. Percentage of Teacher Survey Responses and Advanced Product Status



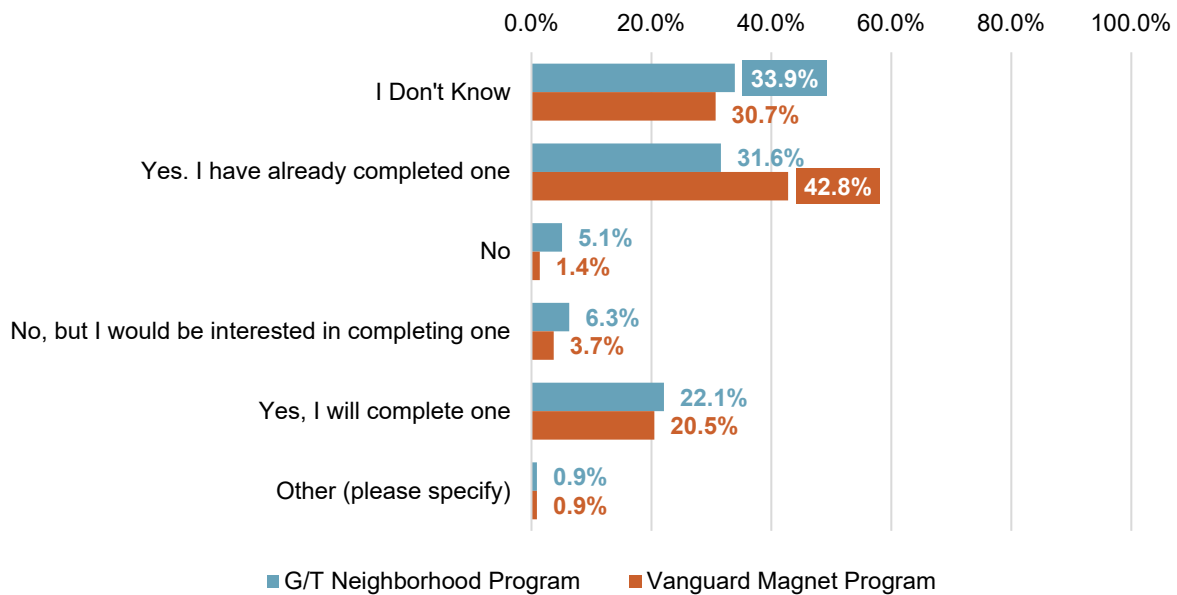
Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Student Survey

Figure 16 shows the student respondents who indicated whether or not they would be completing an advanced product.

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, more than 50 percent of respondents indicated that they either already had or would be completing an advanced product (63.3 percent and 53.7 percent, respectively). Notably, there was nearly a ten percentage-point difference between students in the Vanguard Magnet Program and the G/T Neighborhood Program, with many more Vanguard Magnet students reporting that they were completing advanced products.
- Approximately one third of students from both the Vanguard Magnet Program and the G/T Neighborhood Program reported that they didn’t know if they would be completing an advanced product (30.7 percent and 33.9 percent, respectively). The Covid-19 pandemic may have impacted the responses of some students since some of the responses were submitted after the district shifted to remote instruction. Those respondents may not yet have received information about district decisions concerning Advanced Placement or International Baccalaureate exams or judges for Texas Performance Standards Projects.

Figure 16. Percentage of Student Survey Responses and Advanced Products Status



Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

What services are available to G/T students?

Elementary Parent Survey

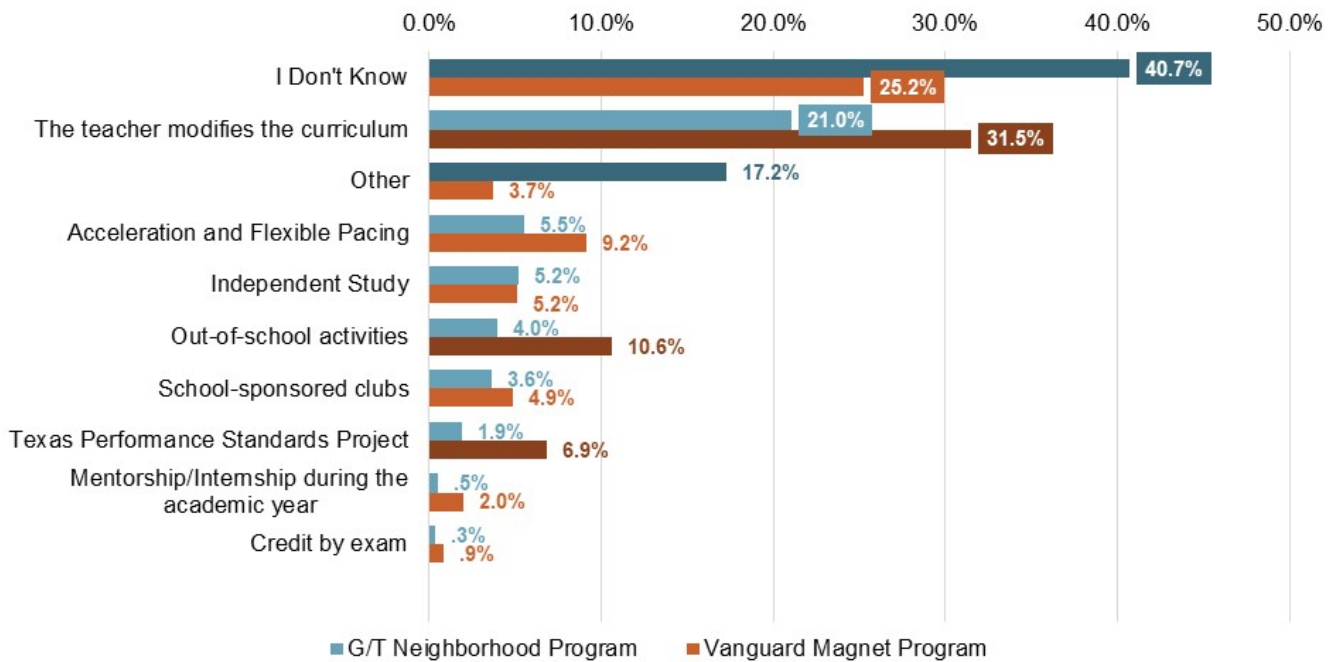
Figure 17 (p. 19) summarizes how elementary parent respondents indicated their children were being served by each program. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- The following services according to elementary parent respondents with a child in the Vanguard Magnet Program were at least five percentage points higher when compared to parents with a child in the G/T

Neighborhood Program: the teacher modifies the curriculum in the four core content areas to meet the child’s needs, out-of-school activities, and the Texas Performance Standards Project.

- According to elementary parent respondents with a child in the G/T Neighborhood Program, other services provided or that they did not know what services were provided were at least five percentage points higher when compared to parents with a child in the Vanguard Program. This indicates that parent respondents of elementary students in a Vanguard Magnet Program were more informed than respondents of G/T Neighborhood Program as to the availability of the services provided by the program.

Figure 17. Percentage of Elementary Parent Survey Respondents by Classroom Services Provided and Program



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

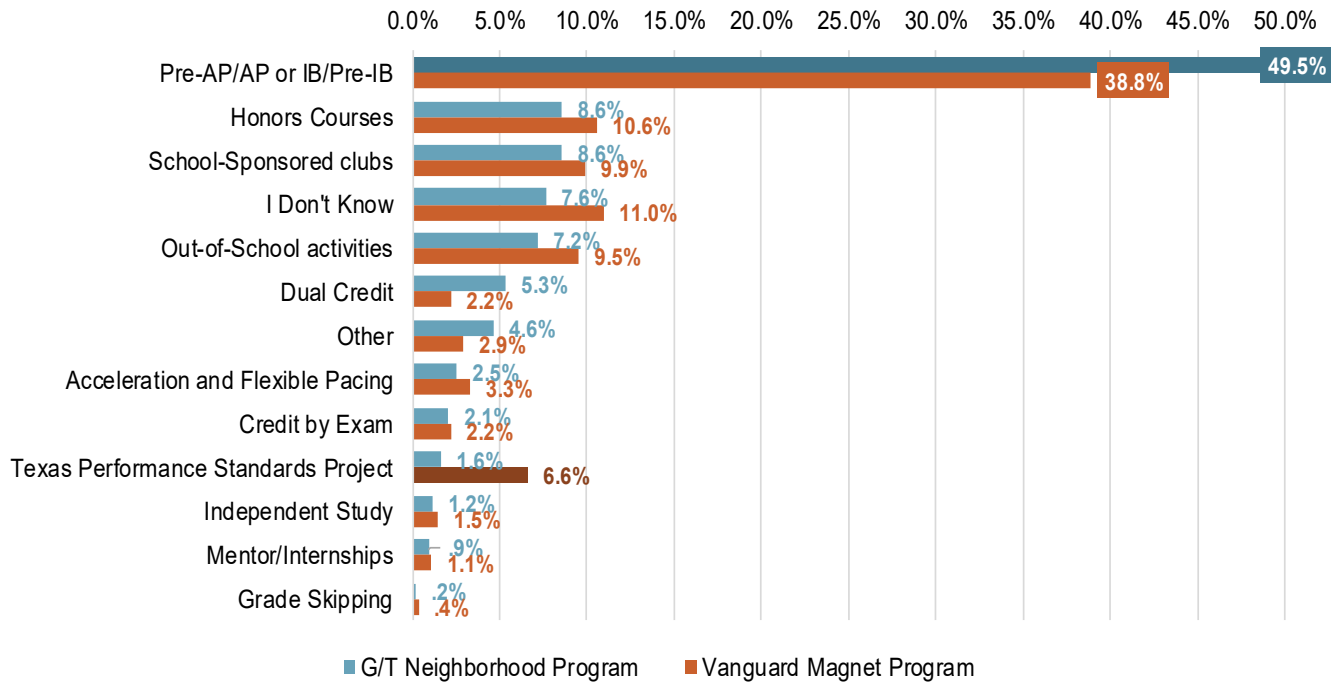
Note: Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

Secondary Parent Survey

Figure 18 (p. 20) summarizes how secondary parent respondents indicated their children were being served by each program. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- For the secondary parent respondents with children in either program, the highest percentage of respondents indicated their children were served through Pre-AP/AP or IB/Pre-IB courses.
- The statements for which the differences between the programs were at least five percentage points were Pre-AP/AP or IB/Pre-IB and the Texas Performance Standards Project.

Figure 18. Percentage of Secondary Parent Survey Respondents by Classroom Services Provided and Program



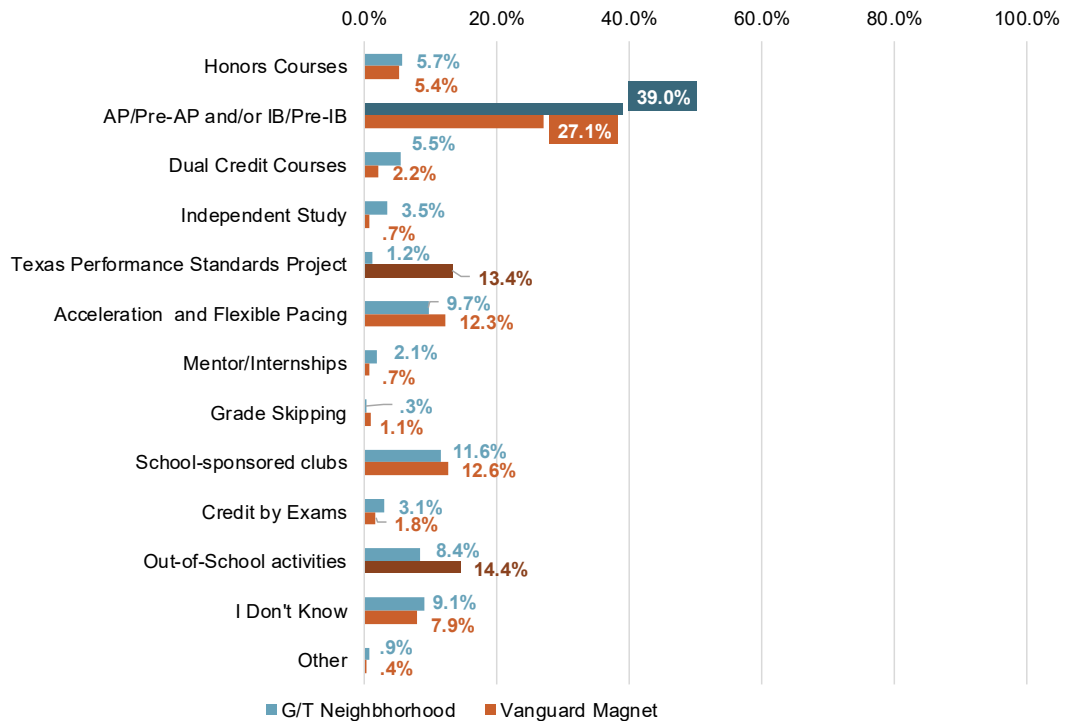
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Note: Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

Student Survey

Figure 19 (p. 21) summarizes how G/T student respondents were being served by program type. Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

- Although the highest percentage of G/T student respondents indicated they were served through Pre-AP/AP or IB/Pre-IB courses, a higher percentage of G/T students in the G/T Neighborhood Program (39.0 percent) than G/T students in the Vanguard Program (27.1 percent) selected this.
- A higher percentage of G/T student respondents in the Vanguard Magnet Program reported that out-of-school activities and the Texas Performance Standards Project were provided by the program as compared to students in the G/T Neighborhood Program.

Figure 19. Percentage of G/T Student Respondents by Classroom Services Provided and Program

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Where program differences were at least 5 percentage points, the bar with the greater value has been darkened.

What were parent, teacher, and student perceptions regarding opportunities afforded by the Gifted Program?

Respondents were asked to rate their perceptions and satisfaction on different survey items. The full set of responses can be found for teachers in **Appendix A** (pp. 30–39), elementary parents in **Appendix B-1** (pp. 40–51), secondary parents in **Appendix B-2** (pp. 52–62), and students in **Appendix C** (pp. 63–70).

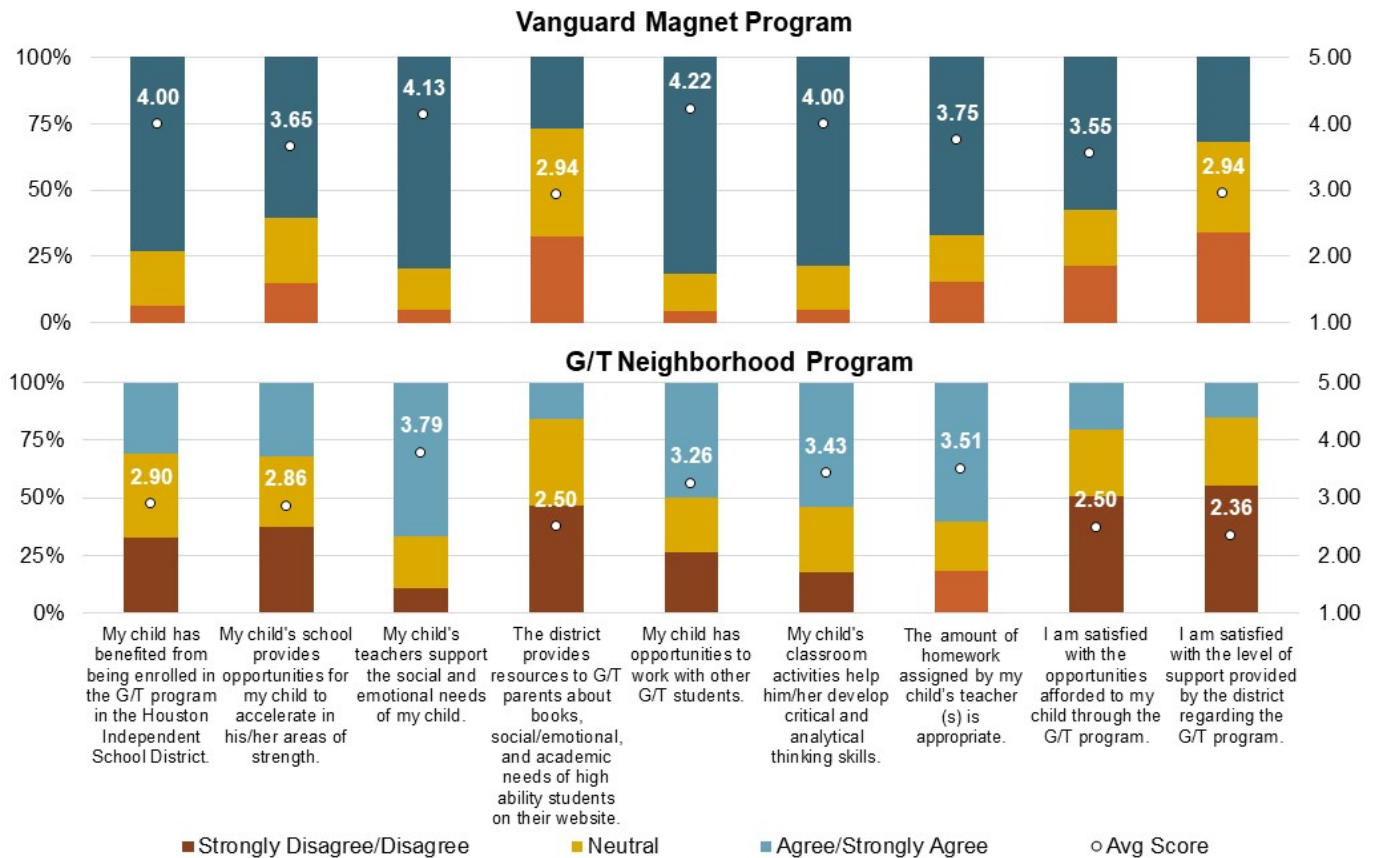
Elementary Parent Survey

Figure 20 (p. 22) shows the distribution of survey responses and the average score for selected items asking about how parents of elementary students rated formative practice and satisfaction. Items were selected based on high and low average scores by program type and included items measuring the level of satisfaction. The full set of responses can be found in **Appendix B-1** (pp. 47–48).

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, parents of elementary students felt that the teacher supported the social and emotional needs of their child (average score of 4.13 and 3.79, respectively). Parents of elementary students in the Vanguard Magnet Program agreed much more strongly than those in the G/T Neighborhood Program that their child has opportunities to work with other G/T students (average score of 4.22 and 3.26, respectively). When asked if they were satisfied with the opportunities afforded their child through the G/T Program, Vanguard Magnet participants agreed much more strongly than those in the G/T Neighborhood Program (average score of 3.55 and 2.50, respectively) – a difference of more than one point on the scale, and approximately 29 percentage points for respondents indicating they disagreed or strongly disagreed.

- Parents of elementary students in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than parents of elementary students in the G/T Neighborhood Program. Of the nine survey questions selected regarding formative practice and satisfaction, average scores of responses from the Vanguard Magnet Program exceeded 3.0 (Neutral) on seven, while average scores of responses from the G/T Neighborhood Program exceeded 3.0 on only four. Furthermore, the average scores for responses from the Vanguard program were higher than the average scores for responses in the neighborhood program for all survey questions.
- Regarding elementary Vanguard Magnet parents, 72.9 percent perceived their child benefited from being enrolled in the program, whereas only 30.6 percent of G/T Neighborhood parents perceived their child benefited from being enrolled in the program, reflecting the highest levels of disparity between the two programs of more than 42 percentage points.

Figure 20. Percentage of Elementary Parent Survey Responses and Average Scores on Formative Practice and Satisfaction



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

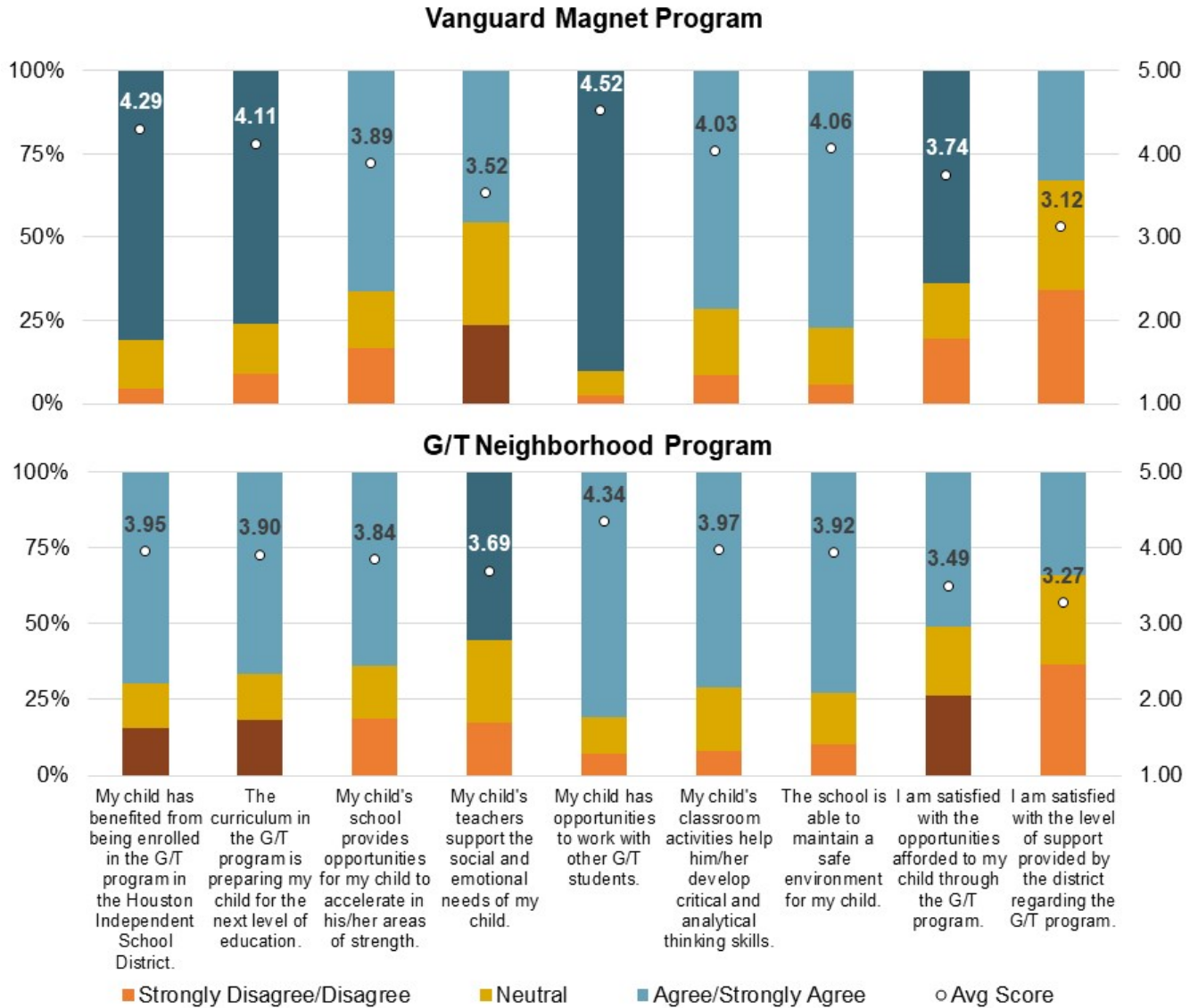
Note: For responses that are more than 5 percentage points different for the *Agree/Strongly Agree* and the *Strongly Disagree/Agree* rating, the bars are shaded darker for the category with the higher score.

Secondary Parent Survey

Figure 21 (p. 23) shows the distribution of survey responses and the average score for selected items asking about how parents of secondary students rated formative practice and satisfaction. Items were

selected based on high and low average scores by program type and included items measuring the level of satisfaction. The full set of responses can be found in **Appendix B–2** (pp. 58–59).

Figure 21. Percentage of Secondary Parent Survey Responses and Average Scores on Formative Practice and Satisfaction



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* and the *Strongly Disagree/Disagree* rating, the bars are shaded darker for the category with the higher score.

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, parents of secondary students felt that their students had the opportunity to work with other G/T students (average score of 4.52 and 4.34, respectively). Parents of secondary students in the Vanguard Magnet Program agreed much more strongly than those in the G/T Neighborhood Program that their child has benefitted from being enrolled in the G/T Program (average score of 4.29 and 3.95, respectively), that the G/T Program is preparing their child for the next level of education (4.11 and 3.90, respectively), and that they were

satisfied with the opportunities afforded through the G/T Program (average score of 3.74 and 3.49, respectively).

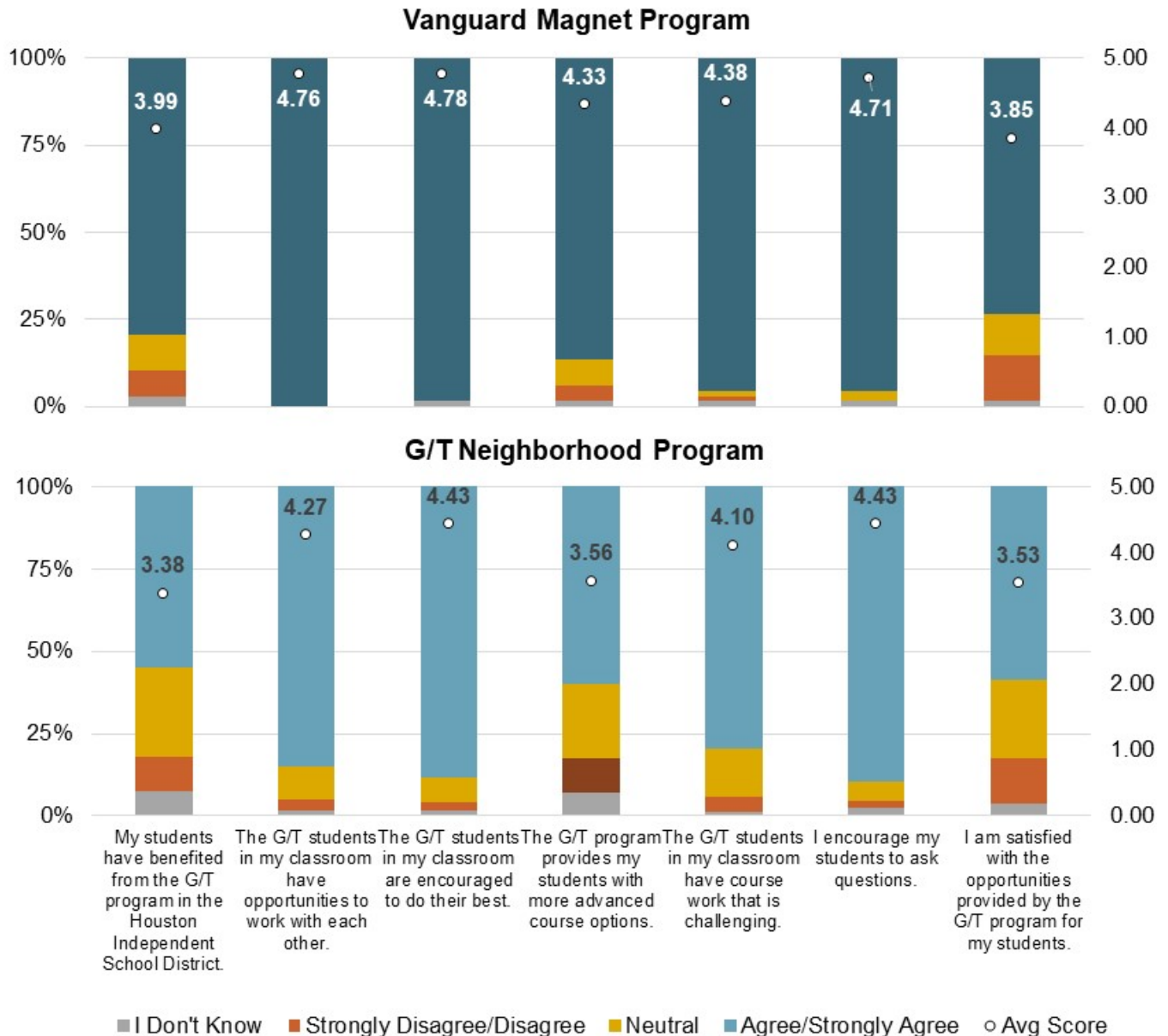
- Parents of secondary students in the G/T Neighborhood Program agreed more strongly than those in the Vanguard Magnet Program that the teachers support the social and emotional needs of their child (average score of 3.69 and 3.52, respectively), and that they were satisfied with the level of support provided by the district (3.27 and 3.12, respectively).
- Parents of secondary students in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than parents of secondary students in the G/T Neighborhood Program based on the selected items. Of the nine survey questions regarding formative practice and satisfaction, average scores of responses from the Vanguard program exceeded 4.0 (Agree) on five, while average scores of responses from the neighborhood program exceeded 4.0 on only one. Furthermore, the average scores for respondents from the Vanguard program were higher than the average scores for respondents in the neighborhood program for seven of the nine survey questions.
- The two items reflecting the greatest disparity between programs were *I am satisfied with the opportunities afforded to my child through the G/T Program* (13.1 percentage points) and *My child has benefited from being enrolled in the G/T Program in the Houston Independent School District* (11.5 percentage points). For parents of secondary students in the Vanguard Magnet Program and G/T Neighborhood Program, 81.0 percent and 69.5 percent of parents perceived their child benefited from being enrolled in the program, respectively.

Teacher Survey

Figure 22 (p. 25) shows the distribution of survey responses and the average score for selected items asking about how teachers rated formative practice and satisfaction. Items were selected based on high and low average scores by program type and included items measuring the level of satisfaction. The full set of responses can be found in **Appendix A** (pp. 34–35).

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, teachers responded that their G/T students were encouraged to do their best (average score of 4.78 and 4.43, respectively), G/T students have course work that is challenging (average score of 4.38 and 4.10, respectively), and students are encouraged to ask questions (4.71 and 4.43, respectively). Teachers in the Vanguard Magnet Program agreed much more strongly than those in the G/T Neighborhood Program that the G/T students in their classroom have opportunities to work with each other (4.76 and 4.27, respectively) and that the G/T Program provides students with more advanced course options (4.33 and 3.56, respectively).
- Teachers in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than teachers in the G/T Neighborhood Program. Of the seven survey questions selected regarding formative practice and satisfaction, average scores of responses from the Vanguard program exceeded 4.0 (Agree) on five, while average scores of responses from the neighborhood program exceeded 4.0 on four. Furthermore, the average scores for respondents in the Vanguard program were higher than the average scores for respondents in the neighborhood program for all seven survey questions.

Figure 22. Percentage of Teacher Survey Responses and Average Scores on Formative Practice and Satisfaction



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* and the *Strongly Disagree/Agree* rating, the bars are shaded darker for the category with the higher score.

Student Survey

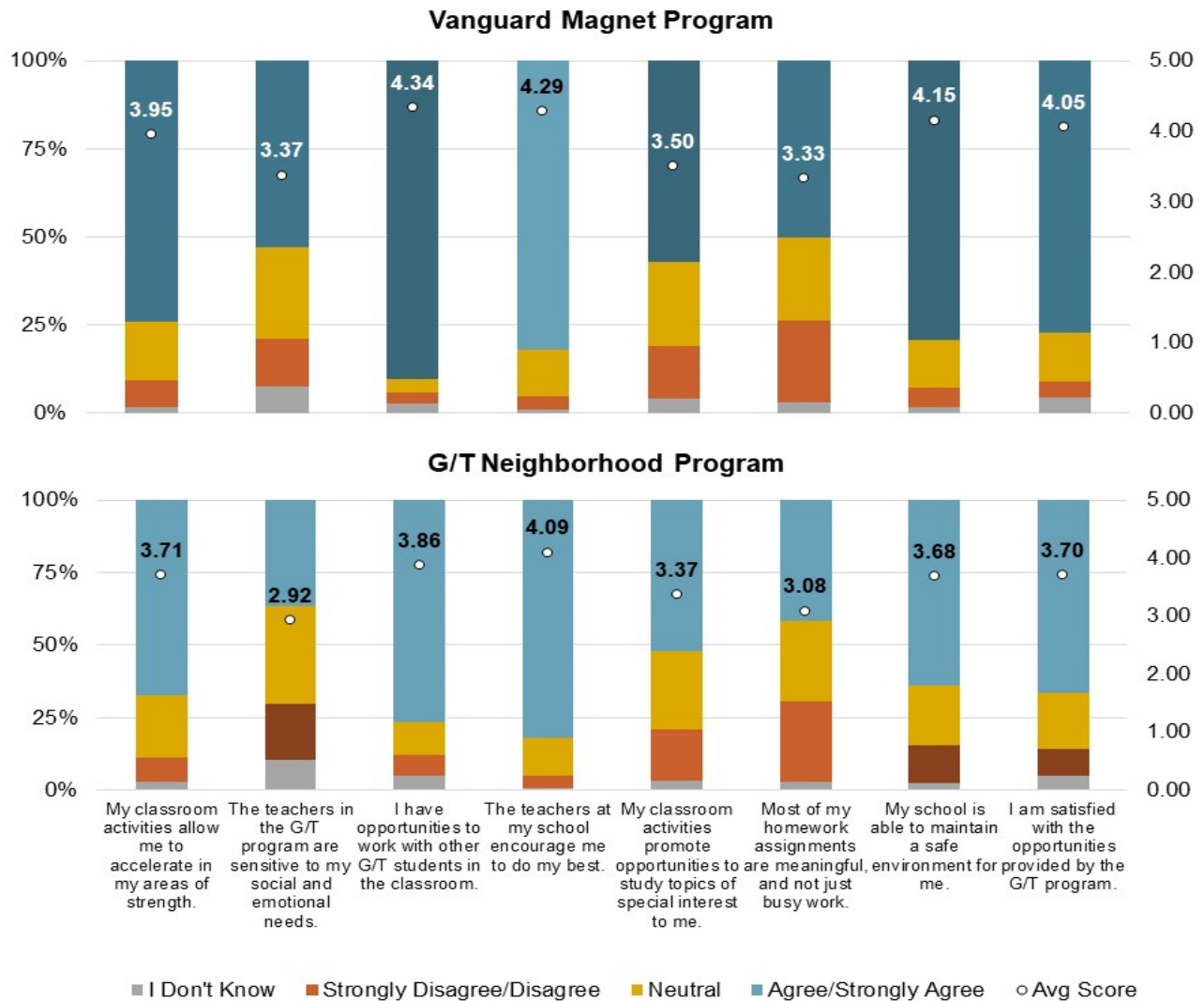
Figure 23 (p. 26) shows the distribution of survey responses and the average score for selected items asking about how students rated formative practice and satisfaction. The full set of responses can be found in **Appendix C** (pp. 65–66).

- For both the Vanguard Magnet Program and the G/T Neighborhood Program, students responded that their teachers encouraged them to do their best (average score of 4.29 and 4.09, respectively). Students in the Vanguard Magnet Program agreed much more strongly than those in the G/T

Neighborhood Program that they had opportunities to work with each other (average score of 4.34 and 3.86, respectively) that the school maintains a safe environment (average score of 4.15 and 3.68, respectively), and that they were satisfied with the opportunities provided by the G/T Program (average score of 4.05 and 3.70, respectively).

- Students in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than students in the G/T Neighborhood Program. Of the eight survey questions regarding formative practice and satisfaction, average scores of responses from the Vanguard program exceeded 4.0 (Agree) on four, while average scores of responses from the neighborhood program exceeded 4.0 on just one. Furthermore, the average scores for respondents from the Vanguard program were higher than the average scores for respondents in the neighborhood program for all eight survey questions.

Figure 23. Percentage of Student Survey Responses and Average Scores on Formative Practice and Satisfaction



Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

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

What could the district do to support you in teaching G/T students?

Teacher Survey

Table 3 summarizes the emergent categories for teachers on district support for teaching G/T students. Of the 1,111 total teacher respondents, 438 provided at least one response (39.4 percent). The top three categories where teachers provided feedback centered on *Creating a G/T training plan; more effective G/T training* (N=121), *More resources* (N=58), and *More support/collaboration* (N=55).

Response Category	N	% of Responses	% of Total
Create a G/T training plan; More effective G/T training	121	27.6%	10.9%
More resources	58	13.2%	5.2%
More support/collaboration	55	12.6%	5.0%
Increase funding	29	6.6%	2.6%
Expand academic & non-academic options	25	5.7%	2.3%
G/T assessment	24	5.5%	2.2%
Decrease class size; class composition	20	4.6%	1.8%
Provide a G/T curriculum	17	3.9%	1.5%
More time (Planning, Observations, Training, Classroom Work)	11	2.5%	1.0%
Planning Guide	6	1.4%	0.5%
Provide a G/T program	6	1.4%	0.5%
Vertical alignment	3	0.7%	0.3%
Miscellaneous	13	3.0%	1.2%
Nothing	10	2.3%	0.9%
Don't know	8	1.8%	0.7%
N/A	32	7.3%	2.9%
Total Responses	438		39.4%
Total	1,111		

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Conclusion

The purpose of this report was to obtain baseline data on perceptions, describe classroom practices, and collect input on the assessment and identification practices for the Gifted and Talented Program.

When examining the data by program, levels of satisfaction and average scores for most items are higher for the Vanguard Magnet Program. For example, elementary G/T Parents were asked to rate how satisfied they were regarding the level of input they had for the G/T Program on their campus on a scale of 1 (Not

Satisfied) to 10 (Very Satisfied). Vanguard Magnet elementary parents showed higher levels of satisfaction with an average of 5.8 points compared to G/T Neighborhood elementary parents with an average of 3.7 points. A similar pattern is seen for secondary G/T parents where parents of a student in the Vanguard Magnet Program (5.7 points) indicated higher levels of satisfaction compared to those parents with a student in the G/T Neighborhood Program (5.1 points).

Teachers in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than teachers in the G/T Neighborhood Program. Of the seven survey questions selected regarding formative practice and satisfaction, average scores of responses from the Vanguard program exceeded 4.0 (Agree) on five, while average scores of responses from the neighborhood program exceeded 4.0 on four. Furthermore, the average scores for respondents in the Vanguard program were higher than the average scores for respondents in the neighborhood program for all seven survey questions.

Students in the Vanguard Magnet Program overall indicated more satisfaction with the G/T Program than students in the G/T Neighborhood Program. Out of the eight selected items regarding formative practice and satisfaction, students in the Vanguard Magnet Program rated four items with a four or higher compared to those in the G/T Neighborhood Program with only one item rated similarly. Moreover, when examining different skill sets by program, a higher percentage of student respondents in the Vanguard Magnet Program rated all of the skill sets as *Effective* or *Very Effective* compared to those in the G/T Neighborhood Program.

According to the Texas State Plan, input on the G/T identification and assessment procedures is solicited annually. To that end, parents of G/T students were asked for feedback. The highest emergent category was that respondents did not have any feedback regarding identification and assessment procedures for both elementary and secondary G/T parents. For elementary parents, respondents identified a *lack of clear, effective, or timely communication* for the next highest category, while secondary parent respondents indicated *Identification* (over-identifies, raise the cut score, and unreliable).

Elementary parent perceptions regarding the Vanguard Magnet Program were positive. Parents perceived that the G/T Program provided opportunities for their child to work with other G/T students and that the teachers supported the socio-emotional needs of their child. Moreover, 72.9 percent of Vanguard Magnet parents perceived their child benefited from being enrolled in the program.

Elementary parent perceptions for the G/T Neighborhood Program were positive, but not to the same extent as those reported for the Vanguard Magnet Program. Parents perceived that the teachers supported the socio-emotional needs of their child and that the amount of homework assigned was appropriate. However, only 30.6 percent of G/T Neighborhood parents perceived their child benefited from being enrolled in the program.

Overall, secondary parent perceptions regarding the G/T Program were more positive compared to those of elementary parents. For example, 81.0 percent of Vanguard Magnet parents and 69.5 percent of G/T Neighborhood parents perceived their child benefited from being enrolled in the program. Both program designs had a high percentage of parent respondents indicate that their child had opportunities to work with other G/T students.

Satisfaction for district-level support for the G/T Program was negatively perceived by parents of all academic levels and program designs. On a five-point scale, average scores ranged from 2.36 (G/T

Neighborhood) to 2.94 (Vanguard Magnet) for elementary parents, and average scores ranged from 3.1 (Vanguard Magnet) to 3.3 (G/T Neighborhood) for secondary parents.

Teachers were asked how the district could support them in teaching G/T students, teacher feedback centered on *Creating a G/T training plan; more effective G/T training* (N=121), *More resources* (N=58), and *More support/collaboration* (N=55).

Reference

Houston Independent School District. (August 19, 2020). Policy EHBB (Local). Retrieved from <https://pol.tasb.org/Policy/Code/592?filter=EHBB>

Houston Independent School District. (2019). *School Guidelines, 2019–2020: Gifted and Talented, XXIV*. Houston: Texas: Printing Services.

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

Appendix A

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

Select the school where you are currently employed.

G/T Neighborhood Schools	N	G/T Neighborhood Schools	N	G/T Neighborhood Schools	N
Alcott ES	1	Eliot ES	11	Lantrip ES	3
Alameda ES	4	Elmore ES	1	Law ES	1
Anderson ES	7	Elrod ES	3	Leland YMCPA	1
Arabic Immersion	2	Emerson ES	2	Lewis ES	2
Ashford ES	1	Energized ES	13	Lockhart ES	3
Atherton ES	11	Energized MS	21	Long Acad	6
Austin HS	9	Energy Inst HS	6	Longfellow ES	3
Barrick ES	9	E-STEM Central HS	3	Love ES	2
Bastian ES	4	E-STEM Central MS	3	Lovett ES	1
Baylor College MS	7	E-STEM West MS	8	Lyons ES	5
BCM Acad at Rusk	3	Field ES	3	MacGregor ES	4
Bell ES	1	Fondren MS	2	Mandarin Immersion	3
Bellaire HS	27	Fonville MS	1	Marshall MS	5
Benavidez ES	4	Foster ES	1	Martinez R ES	1
Benbrook ES	5	Furr HS	7	McGowen ES	2
Berry ES	18	Gallegos ES	1	McNamara ES	11
Bonner ES	5	Garcia ES	3	McReynolds MS	1
Braeburn ES	8	Garden Oaks	9	Memorial ES	2
Briargrove ES	3	Garden Villas ES	8	Meyerland MS	5
Briarmeadow	5	Gregg ES	6	Middle College HS - Gulfton	1
Briscoe ES	2	Grissom ES	1	Milby HS	6
Brookline ES	3	Gross ES	8	Milne ES	2
Browning ES	2	HAIS HS	6	Montgomery ES	5
Burbank ES	3	Harris JR ES	1	Moreno ES	2
Burnet ES	1	Harris RP ES	3	Mount Carmel Acad HS	2
Burrus ES	3	Hartman MS	8	Navarro MS	7
Bush ES	10	Harvard ES	3	Neff ES	15
Cage ES	3	Heights HS	19	North Houston EC HS	12
Challenge EC HS	3	Helms ES	1	Northside HS	9
Chavez HS	11	Henderson, JP ES	17	Oates ES	1
Chrysalis MS	2	Henderson, NQ ES	1	Ortiz MS	3
Clifton MS	3	Herrera ES	6	Osborne ES	2
Codwell ES	2	Hines-Caldwell ES	6	Park Place ES	2
Condit ES	2	Hobby ES	3	Parker ES	14
Cook ES	1	Hogg MS	9	Patterson ES	1
Coop ES	5	Horn ES	5	Pershing MS	14
Cornelius ES	15	Houston MSTC HS	8	Petersen ES	3
Crespo ES	4	HSLJ	5	Pilgrim Acad	5
Crockett ES	12	Isaacs ES	3	Pin Oak MS	10
Cunningham ES	5	Janowski ES	1	Piney Point ES	10
Daily ES	10	Jefferson ES	5	Poe ES	4
Davila ES	10	Jones HS	3	Pugh ES	3
De Chaumes ES	2	Kashmere Gardens ES	1	Reagan Ed Ctr PK-8	3
DeAnda ES	1	Kennedy ES	2	Red ES	8
DeBakey HS	6	Ketelsen ES	4	Revere MS	5
Durham ES	7	Key MS	2	Rice School PK-8	3
East EC HS	4	Kinder HSPVA	5	Roberts ES	15
Eastwood Acad HS	11	Kolter ES	5	Robinson ES	4
Edison MS	2	Lamar HS	10	Rodriguez ES	13

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

G/T Neighborhood Schools		Vanguard Magnet Schools	
	N		N
Ross ES	2	Askew ES	5
Rucker ES	2	Black MS	6
Sanchez ES	1	Burbank MS	4
Scarborough ES	4	Carnegie HS	15
Scarborough HS	2	Carrillo ES	3
School at St. George ES	5	DeZavala ES	5
Scroggins ES	16	Hamilton MS	7
Seguin ES	3	Herod ES	2
Shadowbriar ES	1	Lanier MS	12
Shadydale ES	1	Oak Forest ES	5
Sharpstown HS	3	River Oaks ES	10
Sharpstown Intl	11	Rogers, T H	11
Shearn ES	3	Roosevelt ES	8
Sinclair ES	5	Travis ES	5
Smith ES	4	Windsor Village ES	2
South EC HS	3		
Southmayd ES	3		
Sterling HS	4		
Stevens ES	3		
Stevenson MS	10		
Sutton ES	10		
Tijerina ES	3		
Tinsley ES	4		
Twain ES	10		
Valley West ES	7		
Wainwright ES	1		
Walnut Bend ES	4		
Waltrip HS	11		
Welch MS	7		
West Briar MS	3		
West University ES	3		
Westbury HS	9		
Westside HS	21		
Wharton K-8	5		
Whidby ES	1		
White, E ES	5		
White, M ES	13		
Whittier ES	2		
Wilson Montessori	3		
Wisdom HS	8		
YWCPA	8		
G/T Neighborhood School Total	1,011	Vanguard Magnet School Total	100

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

Which grade level do you teach?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Kindergarten	17	9.4	132	7.6
First	13	7.2	128	7.4
Second	15	8.3	155	8.9
Third	14	7.7	173	10.0
Fourth	13	7.2	160	9.2
Fifth	18	9.9	169	9.7
Sixth	13	7.2	77	4.4
Seventh	15	8.3	71	4.1
Eighth	18	9.9	94	5.4
Ninth	10	5.5	142	8.2
Tenth	14	7.7	139	8.0
Eleventh	11	6.1	155	8.9
Twelfth	10	5.5	140	8.1

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Have you created a Gifted Education Plan (GEP) for your students for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	27	37.0	293	42.8
No	21	28.8	169	24.7
I am in the process of creating GEPs for my students	17	23.3	139	20.3
I do not provide instruction to students in grades K through 8	2	2.7	7	1.0
I do not know what a GEP is	6	8.2	77	11.2

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Have you discussed the GEPs you created with parents?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes, all of them	8	8.0	111	16.2
Yes, some of them	7	7.0	142	20.8
None of them	36	36.0	287	42.0
N/A-I do not provide instruction to students in grades K through 8	22	22.0	144	21.1

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

How do you provide services to the G/T students you teach? Select all that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Pull-out	3	3.8	82	9.3
Push-in	5	6.3	141	15.9
Full-time gifted only	36	45.0	79	8.9
Full-time inclusion	34	42.5	448	50.6
My school does not provide a program for gifted and talented students	1	1.3	79	8.9
Other (please specify)	1	1.3	57	6.4

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

What strategies are used to serve gifted and talented students in your classroom in the current academic year. Select all that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Acceleration and Flexible Pacing	48	10.3	395	9.4
Curriculum Compacting	24	5.1	170	4.1
Depth & Complexity	51	10.9	460	11.0
Grade Skipping	6	1.3	15	.4
Critical Thinking	63	13.5	606	14.4
Creative Thinking	63	13.5	561	13.4
Tiered Assignments	29	6.2	315	7.5
Flexible Grouping	47	10.1	474	11.3
Student Choice	53	11.3	425	10.1
Leadership Activities	40	8.6	368	8.8
Developmental Language	14	3.0	156	3.7
Providing Services for Social and Emotional Needs	27	5.8	216	5.1
Other	2	.4	36	.9

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Of the above options, do you think the gifted and talented children are having their needs met in your classroom in the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
All of the time	16	16.0	155	15.3
Most of the time	47	47.0	382	37.8
Some of the time	5	5.0	182	18.0
None of the time	68	68.0	13	1.3

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

As a classroom teacher, how many students have you nominated for G/T assessment in the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
None	21	21.0	275	27.2
1-5	22	22.0	314	31.1
6-10	2	2.0	45	4.5
11-15	0	0.0	10	1.0
16+	0	0.0	18	1.8
N/A	23	23.0	77	7.6

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

How many parents nominated a student for G/T services in your classroom for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
None	21	21.0	275	27.2
1-5	22	22.0	314	31.1
6-10	2	2.0	45	4.5
11-15	0	0.0	10	1.0
16+	0	0.0	18	1.8
N/A	23	23.0	77	7.6

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

Based on the current academic year, rate your level of agreement with each statement regarding HISD's Identification process on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	Vanguard Magnet						G/T Neighborhood					
	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
The G/T Identification Process was clear to me.	11	20.0	10	18.2	34	61.8	118	16.9	182	26.1	398	57.0
The G/T Identification process was fair.	11	20.4	15	27.8	28	51.9	74	11.2	216	32.8	368	55.9
I use the G/T matrix to identify the strengths and weaknesses of my students.	9	18.0	276	38.0	367	44.0	111	17.2	182	28.3	351	54.5
The assessments used in the G/T matrix are aligned with the program services.	9	17.3	18	34.6	25	48.1	76	11.9	243	38.1	319	50.0
The identification process accurately identifies G/T students.	21	38.2	13	23.6	21	38.2	123	18.4	240	35.8	307	45.8

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Using the scale below, select the response that best represents your opinion for the current academic year.

Vanguard Magnet	I Don't Know		Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Avg Score
	N	%	N	%	N	%	N	%	
My students have benefited from the G/T program in the Houston Independent School District.	2	2.9	5	7.4	7	10.3	54	79.4	3.99
The curriculum in the G/T program is preparing my students for the next level of education.	1	1.5	6	8.8	10	14.7	51	75.0	4.01
I am sensitive to the social and emotional needs of my G/T students.	0	0.0	2	2.9	4	5.9	62	91.2	4.41
The G/T students in my classroom have opportunities to work with each other.	0	0.0	0	0.0	0	0.0	68	100.0	4.76
The G/T students in my classroom are encouraged to do their best.	1	1.5	0	0.0	0	0.0	66	98.5	4.78
The G/T program provides my students with more advanced course options.	1	1.5	3	4.5	5	7.5	58	86.6	4.33
The G/T students in my classroom have course work that is challenging.	1	1.5	1	1.5	1	1.5	65	95.6	4.38
The amount of homework assigned to my students is appropriate.	1	1.5	4	5.9	4	2.9	61	89.7	4.24
My homework assignments are meaningful, and not just busy work.	0	0.0	0	0.0	6	8.8	62	91.2	4.47
My classroom activities stimulate curiosity.	1	1.5	1	1.5	1	1.5	65	95.6	4.44
My school is able to maintain a safe environment for my students.	1	1.5	4	6.0	2	3.0	60	89.6	4.39
I encourage my students to ask questions.	1	1.5	0	0.0	2	2.9	65	95.6	4.71
I am satisfied with the degree to which the school has challenged my students to excel this year.	0	0.0	5	7.4	6	8.8	57	83.8	4.13
I am satisfied with the opportunities provided by the G/T program for my students.	1	1.5	9	13.2	8	11.8	50	73.5	3.85

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

G/T Neighborhood	I Don't Know		Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	N	%	
My students have benefited from the G/T program in the Houston Independent School District.	54	7.3	79	10.7	200	27.1	406	54.9	3.38
The curriculum in the G/T program is preparing my students for the next level of education.	59	8.0	69	9.3	197	26.7	413	56.0	3.41
I am sensitive to the social and emotional needs of my G/T students.	13	1.8	20	2.7	78	10.6	628	85.0	4.19
The G/T students in my classroom have opportunities to work with each other.	12	1.6	25	3.4	72	9.8	627	85.2	4.27
The G/T students in my classroom are encouraged to do their best.	11	1.5	19	2.6	56	7.6	651	88.3	4.43
The G/T program provides my students with more advanced course options.	51	6.9	79	10.7	163	22.2	442	60.1	3.56
The G/T students in my classroom have course work that is challenging.	10	1.4	32	4.3	110	14.9	585	79.4	4.10
The amount of homework assigned to my students is appropriate.	30	4.1	36	4.9	110	14.9	562	76.2	3.92
My homework assignments are meaningful, and not just busy work.	30	4.1	19	2.6	92	12.5	596	80.9	4.08
My classroom activities stimulate curiosity.	15	2.0	19	2.6	68	9.3	633	86.1	4.22
My school is able to maintain a safe environment for my students.	18	2.4	42	5.7	76	10.3	601	81.5	4.13
I encourage my students to ask questions.	20	2.7	15	2.0	41	5.6	662	89.7	4.43
I am satisfied with the degree to which the school has challenged my students to excel this year.	13	1.8	79	10.7	141	19.1	505	68.4	3.80
I am satisfied with the opportunities provided by the G/T program for my students.	29	4.0	98	13.4	175	23.9	431	58.8	3.53

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Using the scale below, select the response that best represents your opinion for the current academic year. My classroom activities:

	I Don't Know		Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	N	%	
Vanguard Magnet									
allow my G/T students to accelerate in their areas of strength	0	0.0	1	1.5	4	5.9	63	92.6	4.37
encourage critical and analytical thinking (to evaluate evidence to guide decision-making) for my G/T students	1	1.5	0	0.0	3	4.4	64	94.1	4.47
promote opportunities to study topics of special interest to each G/T student	1	1.5	2	2.9	6	8.8	59	86.8	4.24
encourage the development of creative abilities	1	1.5	0	0.0	0	0.0	67	98.5	4.50
promote the development of leadership skills	0	0.0	0	0.0	4	5.9	64	94.1	4.43
provide opportunities to make decisions	0	0.0	0	0.0	1	1.5	67	98.5	4.57
G/T Neighborhood									
allow my G/T students to accelerate in their areas of strength	7	1.0	24	3.3	81	11.0	622	84.7	4.16
encourage critical and analytical thinking (to evaluate evidence to guide decision-making) for my G/T students	6	.8	17	2.3	64	8.7	646	88.1	4.29
promote opportunities to study topics of special interest to each G/T student	8	1.1	45	6.1	89	12.1	591	80.6	4.07
encourage the development of creative abilities	7	1.0	15	2.0	74	10.1	637	86.9	4.24
promote the development of leadership skills	9	1.2	16	2.2	96	13.1	611	83.5	4.19
provide opportunities to make decisions	10	1.4	13	1.8	63	8.6	643	88.2	4.27

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

On a scale of 1 to 5, rate how effective you are in preparing your G/T students with the following skills.

Vanguard Magnet	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	68	4.4	8.8	86.8
Note taking skills	66	7.6	15.2	77.3
Time management skills	67	4.5	20.9	74.6
Presentation skills	67	4.5	10.4	85.1
Ability to work independently	67	0.0	9.0	91.0
Setting Goals	67	1.5	19.4	79.1
Seeing a different point of view	68	1.5	7.4	91.2
Asking probing questions	67	0.0	7.5	92.5
Accessing multiple resources	68	2.9	14.7	82.4
Critical thinking	68	0.0	5.9	94.1
Ability to work in groups	68	0.0	8.8	91.2
Communicating effectively	68	0.0	8.8	91.2
Leadership skills	67	1.5	13.4	85.1
Thinking in a global context	64	0.0	18.8	81.3

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

G/T Neighborhood	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	722	3.3	17.7	78.9
Note taking skills	697	5.5	18.7	75.9
Time management skills	719	2.6	16.8	80.5
Presentation skills	712	4.8	19.4	75.8
Ability to work independently	721	1.8	9.6	88.6
Setting Goals	718	3.6	15.2	81.2
Seeing a different point of view	720	2.9	13.2	83.9
Asking probing questions	718	2.5	11.1	86.4
Accessing multiple resources	717	4.0	16.5	79.5
Critical thinking	720	1.5	10.0	88.5
Ability to work in groups	721	.7	8.7	90.6
Communicating effectively	717	2.0	10.0	88.0
Leadership skills	715	3.2	13.7	83.1
Thinking in a global context	704	4.7	15.8	79.5

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Will your students be completing an Advanced Product this school year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes, my students will complete one	33	48.5	265	36.1
Yes, my students have already completed one	24	35.3	205	27.9
No	6	8.8	110	15.0
I Don't Know	5	7.4	137	18.7
Other (please specify)	0	0.0	17	2.3

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

Based on the current academic year, describe the level of difficulty in the subjects you teach to your G/T students.

	Not Challenging/ Slightly Challenging		Moderately Challenging		Challenging/ Very Challenging		Avg Score
	N	%	N	%	N	%	
Vanguard Magnet							
Reading	4	10.3	7	17.9	28	71.8	4.23
Mathematics	4	13.3	5	16.7	21	70.0	4.13
English Language Arts	3	8.6	7	20.0	25	71.4	4.26
Science	5	16.7	4	13.3	21	70.0	4.07
Social Studies	4	10.5	8	21.1	26	68.4	4.16
Foreign Language	4	25.0	2	12.5	10	62.5	3.75
Fine Arts	34	20	61	13.3	119	66.7	3.93
G/T Neighborhood	N	%	N	%	N	%	
Reading	31	6.8	93	20.5	329	72.6	4.32
Mathematics	35	8.6	84	20.7	287	70.7	4.24
English Language Arts	33	7.6	95	21.8	307	70.6	4.26
Science	35	8.6	105	25.9	265	65.4	4.14
Social Studies	46	11.6	116	29.4	233	59.0	3.95
Foreign Language	24	13.7	40	22.9	111	63.4	3.99
Fine Arts	3	15.9	2	28.5	10	55.6	3.79

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Have you completed your 30-hours of G/T training?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	66	97.1	671	91.3
No	1	1.5	29	3.9
I am currently working on completing my 30-hours of G/T training	1	1.5	35	4.8

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Have you completed your 6-hour update of G/T training?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	60	88.2	607	83.0
No	3	4.4	70	9.6
I am currently working on completing my 6-hour update of G/T training	5	7.4	54	7.4

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Do you have a written plan for G/T professional learning based on identified needs that is being implemented?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	31	45.6	284	39.1
No	37	54.4	442	60.9

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

List one or more things you like about the G/T Program at your school.

Response Category	N	% of Responses	% of Total
Academic Rigor	109	25.3	9.8
Projects (i.e. G/T Expo and PBL)	49	11.4	4.4
Miscellaneous	38	8.8	3.4
N/A	34	7.9	3.1
Support	30	7.0	2.7
Students	27	6.3	2.4
Flexibility	22	5.1	2.0
Creativity	16	3.7	1.4
G/T Assessment	16	3.7	1.4
Extracurricular activities	15	3.5	1.4
I Don't Know	14	3.2	1.3
There is no G/T Program	13	3.0	1.2
G/T Model	9	2.1	0.8
Opportunities	8	1.9	0.7
Inclusive	7	1.6	0.6
G/T Trained	6	1.4	0.5
Teacher Collaboration	5	1.2	0.5
None	4	0.9	0.4
Student Characteristics	4	0.9	0.4
Diversity	3	0.7	0.3
Nothing	2	0.5	0.2
Total Responses	431		38.8
Total	1,111		

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix A (cont'd)

Gifted and Talented (G/T) Program: Teacher Survey 2019–2020

List one or more things you would like to see changed or improved about the G/T Program at your school.

Response Category	N	% of Responses	% of Total
Expand Academic/Non-Academic Options	67	14.8	6.0
Improve G/T Assessment/Identification	56	12.3	5.0
Create a G/T Culture	43	9.5	3.9
N/A	38	8.4	3.4
G/T Training (target, observation, face-to face)	37	8.1	3.3
Class Size/Composition	33	7.3	3.0
Support/Collaboration	32	7.0	2.9
G/T Pullout	27	5.9	2.4
Nothing	27	5.9	2.4
Miscellaneous	26	5.7	2.3
Better/More Resources	24	5.3	2.2
More Time	18	4.0	1.6
Effective Communication	11	2.4	1.0
No G/T Program	8	1.8	0.7
G/T Curriculum	7	1.5	0.6
Total Responses	454		40.9
Total	1,111		

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

What could the district do to support you in teaching G/T students?

Response Category	N	% of Responses	% of Total
Create a G/T Training Plan/More Effective G/T Training	121	27.6	10.9
More Resources	58	13.2	5.2
More Support/Collaboration	55	12.6	5.0
N/A	32	7.3	2.9
Increase Funding	29	6.6	2.6
Expand Academic & Non-Academic options	25	5.7	2.3
G/T Assessment	24	5.5	2.2
Class size (decrease) & Composition	20	4.6	1.8
Provide a G/T Curriculum	17	3.9	1.5
Miscellaneous	13	3.0	1.2
More Time (Planning, Observations, Training, Classroom Work)	11	2.5	1.0
Nothing	10	2.3	0.9
Don't Know	8	1.8	0.7
Planning Guide	6	1.4	0.5
Provide a G/T Program	6	1.4	0.5
Vertical Alignment	3	0.7	0.3
Total Responses	438		39.4
Total	1,111		

Source: SurveyMonkey, G/T Teacher Data file, 3/13/2020

Appendix B–1

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

If you have more than one child receiving G/T services in HISD in grades K–5, please choose one of those children for whom to respond to this survey. Select the campus of that child from the drop down menu.

G/T Neighborhood Schools	N	G/T Neighborhood Schools	N	Vanguard Magnet Schools	N
Alameda ES	1	Love ES	2	Askew ES	10
Anderson ES	1	Lovett ES	25	Carrillo ES	3
Arabic Immersion	15	MacGregor ES	4	Herod ES	39
Atherton ES	1	Mandarin Immersion Magnet	24	Oak Forest ES	61
Bell ES	1	McNamara ES	1	River Oaks ES	45
Bonham ES	1	Memorial ES	6	Roosevelt ES	4
Briargrove ES	15	Moreno ES	1	Rogers, T H	93
Briarmeadow	1	Neff ES	2	Travis ES	77
Browning ES	2	Park Place ES	1		
Burbank ES	1	Parker ES	34		
Bush ES	30	Patterson ES	2		
Condit ES	33	Poe ES	22		
Cornelius ES	1	Pugh ES	1		
Crockett ES	8	Red ES	6		
Daily ES	2	Rice School/La Escuela Rice	10		
Durham ES	8	Roberts ES	67		
Eliot ES	12	School at St. George ES	16		
Emerson ES	1	Sinclair ES	26		
Field ES	4	Smith ES	1		
Garden Oaks	21	Stevens ES	1		
Gregory-Lincoln PK-8	2	Sutton ES	1		
Harris JR ES	1	Tijerina ES	1		
Harvard ES	22	Twain ES	37		
Helms ES	6	Valley West ES	1		
Henderson, JP ES	2	Walnut Bend ES	2		
Hobby ES	1	West University ES	17		
Horn ES	59	Wharton K-8	10		
Inspired Acad	1	White, E ES	2		
Kennedy ES	1	Wilson Montessori	11		
Ketelsen ES	1				
Kolter ES	35	No School Selected	245		
Lantrip ES	3	Total GT Neighborhood Respondents	634		
Lewis ES	2	Total Vanguard Magnet Respondents	332		
Longfellow ES	5	Total G/T Elementary Respondents	1,211		

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

Select the grade level of that child:

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Kindergarten	56	16.9	37	5.8
First	59	17.8	107	16.9
Second	54	16.3	111	17.5
Third	60	18.1	124	19.6
Fourth	56	16.9	126	19.9
Fifth	47	14.2	128	20.2

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

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

Does your child have a Gifted Education Plan?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	49	15.9	67	11.1
No	71	23.0	260	43.1
I Don't Know	189	61.2	276	45.8

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

Have any of your student's teachers discussed your child's Gifted Education Plan with you for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes, all of them	23	7.5	27	4.5
Yes, at least one of the teachers, but not all of them	9	2.9	17	2.8
None of them	109	35.4	289	48.1
N/A	167	50.3	268	44.6

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

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).

	Vanguard Magnet						G/T Neighborhood					
	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
The G/T Identification Process was clear to me.	35	12.7	36	13.0	205	74.3	101	19.1	74	14.0	353	66.9
The G/T Identification process was fair.	37	13.4	68	24.6	171	62.0	66	12.4	141	26.5	326	61.2
There was sufficient time to complete the application process.	6	2.2	16	5.8	252	92.0	19	3.8	69	13.7	415	82.5
There was sufficient support available during the application process.	39	14.8	62	23.5	163	61.7	69	14.2	133	27.4	283	58.4
If I had a question during the application process, I knew who to contact for help.	72	26.9	52	19.4	144	53.7	123	25.3	81	16.6	283	58.1
I received a copy of my child's G/T matrix.	21	7.6	7	2.5	247	89.8	61	11.4	27	5.0	448	83.6

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

When was your child assessed and identified as G/T...

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Prior to entering Kindergarten for entry into a Board-approved Vanguard Magnet School	188	67.6	103	18.5
Prior to entering Kindergarten for entry into a G/T Neighborhood School	33	11.9	96	17.2
In Kindergarten	45	16.2	252	45.2
In Fifth Grade	0	0.0	5	0.9
Other (please specify)	12	4.3	102	18.3

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

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

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

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 B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

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

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 B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

How does your school provide G/T services to your child?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Pull-out	1	0.5	41	8.6
Push-in	9	4.1	45	9.5
Full-time gifted only	86	39.3	35	7.4
Full-time inclusion	93	42.5	146	30.8
My school does not provide a program for gifted and talented students	4	1.2	66	13.9
Other (please specify)	4	1.8	36	7.6

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

For the current academic year, how is your child being served? Select all types that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
I Don't Know	88	25.2	236	40.7
The teacher modifies the pace	110	31.5	122	21.0
Other	13	3.7	100	17.2
Acceleration and Flexible Pacing	32	9.2	32	5.5
Independent Study	18	5.2	30	5.2
Out-of-school activities	37	10.6	23	4.0
School-sponsored clubs	17	4.9	21	3.6
Texas Performance Standards Project	24	6.9	11	1.9
Mentorship/Internship during the academic year	7	2.0	3	.5
Credit by exam	3	.9	2	.3

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

Based on the current academic year, what is the academic rigor that best describes the services your child receives in:

	Not Challenging/ Slightly Challenging		Moderately Challenging		Challenging/ Very Challenging		Avg Score
	N	%	N	%	N	%	
Vanguard Magnet							
Reading	72	33.5	53	24.7	90	41.9	3.0
Mathematics	70	32.6	56	26.0	89	41.4	3.1
English Language Arts	71	33.6	51	24.2	89	42.2	3.1
Science	73	35.6	64	31.2	205	33.2	2.9
Social Studies	72	36.4	53	26.8	73	36.9	2.9
Foreign Language	43	58.9	18	24.7	12	16.4	2.2
Fine Arts	85	51.5	44	26.7	36	21.8	2.5
G/T Neighborhood							
Reading	201	46.4	106	24.5	126	29.1	2.6
Mathematics	203	47.1	107	24.8	121	28.1	2.6
English Language Arts	194	46.2	111	26.4	115	27.4	2.6
Science	201	52.1	92	23.8	93	24.1	2.5
Social Studies	197	49.4	108	27.1	94	23.6	2.5
Foreign Language	108	53.5	33	16.3	61	30.2	2.5
Fine Arts	192	56.6	72	21.2	75	22.1	2.3

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

Did you receive information about the G/T program at your child's school?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	128	59.0	187	39.6
No	89	41.0	286	60.4

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

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

How often do you receive updates on your child's progress in the G/T program for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
I receive no communications about my child's G/T progress.	104	48.1	370	78.2
Other (please specify)	18	8.3	27	5.7
Quarterly	49	22.7	28	5.9
Semester	10	4.6	16	3.4
Annually	5	2.3	16	3.4
Weekly	17	7.9	12	2.5
Monthly	13	6.0	4	0.8

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

How do you receive information on your child's academic progress? Select all that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Report Cards	194	28.3	419	28.1
Progress Report	165	24.1	351	23.6
Talking to my child	139	20.3	317	21.3
Notes/email	90	13.1	166	11.1
Parent Student Connect	66	9.6	145	9.7
Other	0	0.0	52	3.5
Phone calls	2	.3	18	1.2
I receive no communications about my child's academic progress.	19	2.8	14	.9
Parent/Teacher Conferences	11	1.6	7	.5

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

Will your child be completing an Advanced Product this school year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
I Don't Know	83	38.2	170	36.1
Yes, my child has completed one	71	32.7	124	26.3
No	32	14.7	100	21.2
Yes, my child will complete one	31	14.3	77	16.3

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

On a scale of 1 to 5, rate the effectiveness of the G/T elementary program in preparing your child with the following skills for the current academic year.

Vanguard Magnet	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	199	22.1	29.1	48.7
Note taking skills	156	35.9	23.7	40.4
Time management skills	189	27.0	31.7	41.3
Presentation skills	193	19.2	28.0	52.8
Ability to work independently	202	11.4	22.3	66.3
Setting Goals	188	22.9	27.7	49.5
Seeing a different point of view	193	16.1	22.8	61.1
Asking probing questions	201	20.4	19.4	60.2
Accessing multiple resources	185	20.5	20.0	59.5
Critical thinking	203	16.7	22.7	60.6
Ability to work in groups	199	12.1	19.6	68.3
Communicating effectively	202	12.9	22.8	64.4
Leadership skills	195	20.5	22.1	57.4
Thinking in a global context	193	18.7	21.8	59.6

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

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

G/T Neighborhood	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	375	44.5	27.7	27.7
Note taking skills	337	55.2	22.6	22.3
Time management skills	371	48.8	23.2	28.0
Presentation skills	381	37.3	22.0	40.7
Ability to work independently	398	24.6	22.1	53.3
Setting Goals	376	38.8	24.2	37.0
Seeing a different point of view	376	29.8	23.1	47.1
Asking probing questions	381	33.3	22.8	43.8
Accessing multiple resources	378	35.2	22.2	42.6
Critical thinking	385	30.9	23.4	45.7
Ability to work in groups	389	21.6	21.6	56.8
Communicating effectively	393	24.9	23.7	51.4
Leadership skills	383	32.9	23.8	43.3
Thinking in a global context	379	31.9	22.4	45.6

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

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

Using the scale below, select the response that best represents your opinion for the current school year.

Vanguard Magnet	Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	
My child has benefited from being enrolled in the G/T program in the Houston Independent School District.	14	6.4	45	20.6	159	72.9	4.00
The curriculum in the G/T program is preparing my child for the next level of education.	22	10.1	51	23.4	145	66.5	3.79
My child's school provides opportunities for my child to accelerate in his/her areas of strength.	32	14.7	54	24.8	132	60.6	3.65
My child's teachers support the social and emotional needs of my child.	11	5.0	34	15.6	173	79.4	4.13
The district provides resources to G/T parents about books, social/emotional, and academic needs of high ability students on their website.	71	32.6	21.4	40.8	32.6	26.6	2.94
My child has opportunities to work with other G/T students.	10	4.6	30	13.8	178	81.7	4.22
My child's classroom activities help him/her develop critical and analytical thinking skills.	11	5.1	35	16.1	171	78.8	4.00
My child's school is able to meet the counseling needs of G/T students.	30	13.8	73	33.5	115	52.8	3.52
My child's school provides an adequate number of opportunities for me to be involved in my child's education.	21	9.6	28	12.8	169	77.5	4.01
The amount of homework assigned by my child's teacher (s) is appropriate.	33	15.3	38	17.6	145	67.1	3.75
Most of my child's homework assignments are meaningful, and not just busy work.	27	12.4	43	19.7	148	67.9	3.80
I am satisfied with the degree to which the school has challenged my child to excel this school year.	39	17.9	40	18.3	139	63.8	3.62
I am satisfied with the information provided by the school regarding my child's progress.	45	20.6	46	21.1	127	58.3	3.51
I am satisfied with the opportunities afforded to my child through the G/T program.	47	21.6	46	21.1	125	57.3	3.55
I am satisfied with the level of support provided by the district regarding the G/T program.	74	33.9	74	33.9	70	32.1	2.94

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

Note: Red-shaded areas reflect the items with the two lowest average scores and blue-shaded areas reflect the items with the two highest average scores.

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

G/T Neighborhood	Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	
My child has benefited from being enrolled in the G/T program in the Houston Independent School District.	153	32.6	173	36.8	144	30.6	2.90
The curriculum in the G/T program is preparing my child for the next level of education.	164	35.0	161	34.4	143	30.6	2.85
My child's school provides opportunities for my child to accelerate in his/her areas of strength.	176	37.6	143	30.6	149	31.8	2.86
My child's teachers support the social and emotional needs of my child.	52	11.1	105	22.3	313	66.6	3.79
The district provides resources to G/T parents about books, social/emotional, and academic needs of high ability students on their website.	215	46.7	172	37.4	73	15.9	2.50
My child has opportunities to work with other G/T students.	124	26.4	110	23.5	235	50.1	3.26
My child's classroom activities help him/her develop critical and analytical thinking skills.	83	17.7	133	28.3	254	54.0	3.43
My child's school is able to meet the counseling needs of G/T students.	146	31.5	199	43.0	118	25.5	2.84
My child's school provides an adequate number of opportunities for me to be involved in my child's education.	91	19.4	120	25.6	258	55.0	3.46
The amount of homework assigned by my child's teacher (s) is appropriate.	88	18.7	100	21.2	283	60.1	3.51
Most of my child's homework assignments are meaningful, and not just busy work.	123	26.1	114	24.2	234	49.7	3.25
I am satisfied with the degree to which the school has challenged my child to excel this school year.	160	34.0	118	25.1	192	40.9	3.01
I am satisfied with the information provided by the school regarding my child's progress.	123	26.2	144	30.6	203	43.2	3.19
I am satisfied with the opportunities afforded to my child through the G/T program.	236	50.9	132	28.4	96	20.7	2.50
I am satisfied with the level of support provided by the district regarding the G/T program.	256	55.2	136	29.3	72	15.5	2.36

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

Note: Red-shaded areas reflect the items with the three lowest average scores and blue-shaded areas reflect the items with the two highest average scores.

Of which of the following resources are you aware? Select all that apply.

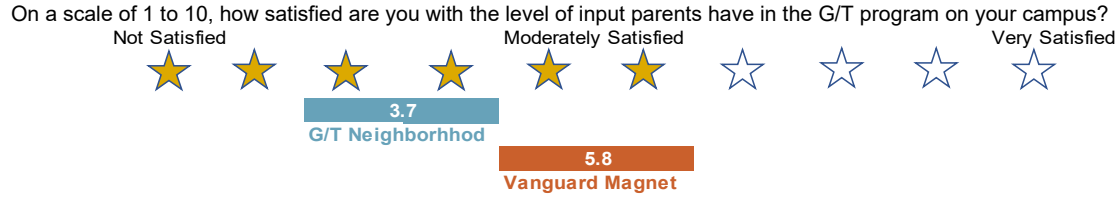
	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Information on identification of G/T children	82	29.2	192	36.9
School Guidelines	58	20.6	90	17.3
Parenting resources	45	16.0	52	10.0
Brochure outlining G/T program services for your campus	34	12.1	50	9.6
Information on conferences for parents of gifted youth	17	6.0	42	8.1
Other	5	1.8	35	6.7
G/T Curriculum Framework	14	5.0	23	4.4
Information on summer or enrichment opportunities for gifted students	18	6.4	20	3.8
Wraparound services for your campus	8	2.8	17	3.3

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

Note: Red-shaded areas reflect the item with the lowest percentage and blue-shaded areas reflect the item with the highest percentage.

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020



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

G/T Child's racial/ethnic background:

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
American Indian or Alaskan Native	1	0.5	1	0.2
African American	16	7.4	27	5.8
Asian	45	20.8	75	16.0
Hispanic-Latino	23	10.6	64	13.7
Pacific Islander	0	0.0	1	0.2
White	96	44.4	221	47.2
Two or more races	35	16.2	79	12.5

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

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

List at least one thing you like about the G/T program at your child's school.

Response Category	N	% of Responses	% of Total
Academic Rigor Challenging, Rigorous, Varied Critical, Creative Thinking	99	15.0	8.2
Teacher (s) G/T Trained Amazing, fantastic, caring, incredible asset	69	10.4	5.7
Instructional Strategies Project-Based Learning Differentiated Instruction (accelerated, faster pace, in-depth) Hands-on activities	68	10.3	5.6
Advanced Products Projects, G/T Expo, Presentations (written/oral)	53	8.0	4.4
Don't Know I don't know much about it; I know nothing about it;	52	7.9	4.3
No GT Services/Program offered	49	7.4	4.0
Inclusivity G/T Inclusion model where G/T and Non-G/T are in one classroom Inclusive classrooms build tolerance, empathy, and kindness Exposure to other children of varying abilities	47	7.1	3.9
GT Peers Being able to get all G/T students together Being among his/her peers that are of the same ability	40	6.1	3.3
Limited Services My child is "somewhat challenged" Instead of receiving instruction on my child's level, my child is bored and not inspired to learn.	32	4.8	2.6
None/Nothing/N/A None. The program doesn't exist. There is nothing to like-there is no program.	28	4.2	2.3
Misc. ?, neutral, runs smoothly, there is diversity in the classroom	26	3.9	2.1
Opportunities Opportunities to do research and present to the class G/T Saturday, creativity, future learning	21	3.2	1.7
GT Program exists That there is such a program Everything.	19	2.9	1.6
Communication regarding GT Program is non-existent Received no communication on G/T Plan, updates, progress What services are being offered?	17	2.6	1.4
School Emotionally supportive environment and active PTO Vanguard Magnet School Being smart is part of the school culture	15	2.3	1.2
Identification Identification process is fair and clear G/T label follows the child-Once G/T, Always G/T Communication for application timeline is fine	15	2.3	1.2
Group Work Loves working in groups Opportunity to work in groups Collaborative environment	11	1.7	0.9
Total Responses	661		54.6
Total	1,211		

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

Appendix B–1 (cont'd)

Gifted and Talented (G/T) Program: Elementary Parent Survey 2019–2020

List at least one thing you would like to see changed or improved about the G/T program at your child's school.

Response Category	N	% of Responses	% of Total
Provide G/T Services Provide an actual program with goals & vision Let it be offered	84	6.9	9.9
District Support Funding and G/T resources G/T Curriculum	59	4.9	7.0
G/T Model Classes with only G/T students More than once per week for 30 minutes Pull-out, Push-in, Cluster	53	4.4	6.3
Opportunities Enrichment Activities outside of the classroom By interest (science, fine arts, socio-emotional, foreign language) Field trips	48	4.0	5.7
Instructional Strategies Compacting curriculum Project based learning Differentiating the curriculum More tailored to individual needs	46	3.8	5.4
Advanced Products Projects, oral & written presentations	28	2.3	3.3
Parental involvement Parental support, input, & networking	26	2.1	3.1
School G/T trained, passionate teachers Provide counselors, more teachers, and aids Vertical alignment for seamless transition from elementary school to middle school to high school Reduce class size	24	2.0	2.8
GT Peers & Acceleration Opportunity to work with GT Peers Opportunity to accelerate learning	23	1.9	2.7
Homework Less homework Rigorous homework Appropriate ability-level assignments w/out parents doing the work More homework	22	1.8	2.6
Miscellaneous GT Childcare ?	21	1.7	2.5
Identification Testing starting in grade 3 For PreK testing, have their teacher do the testing More rigorous criteria Testing based on logic/ability Testing for twice exceptional students	14	1.2	1.7
N/A or None or Nothing Nothing except to restore the funding to the school	13	1.1	1.5
Provide/Enhance Socio-emotional programming A stronger focus on socio-emotional Learning (SEL) programming Provide professional development on SEL for teachers and administrators	13	1.1	1.5
Don't Know	12	1.0	1.4
Total Responses	847		69.9
Total	1,211		

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

Appendix B–2

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

If you have more than one child receiving G/T services in HISD in grades 6-12, please choose one of those children for whom to respond to this survey. Select the campus of that child from the drop-down menu.

G/T Neighborhood Schools	N	G/T Neighborhood Schools	N	Vanguard Magnet Schools	N
Austin HS	1	Milby HS	2	Black MS	35
Baylor College MS	12	North Forest HS	1	Burbank MS	4
BCM Biotech Acad at Rusk	7	North Houston EC HS	1	Carnegie HS	85
Bellaire HS	25	Ortiz MS	2	Hamilton MS	9
Briarmeadow	1	Pershing MS	22	Lanier MS	59
Challenge EC HS	4	Pilgrim Acad	2	Rogers, TH	37
Chavez HS	1	Pin Oak MS	45	Total	229
Clifton MS	1	Reagan Ed Ctr PK-8	1		
DeBakey HS	9	Revere MS	3		
East EC HS	2	Rice School/La Escuela Rice	9		
Eastwood Acad HS	3	Sharpstown Intl	1		
Energized MS, #342	1	Sterling HS	1		
Energy Institute	12	Tanglewood MS	4		
E-STEM Central MS, #459	1	TCAH	1		
Garden Oaks	2	Thomas MS	3		
HAIS HS	5	Waltrip HS	2		
HCC Life Skills	3	Washington HS	1		
Heights HS	15	Welch MS	3		
Hogg MS	26	West Briar MS	23		
HSLJ	1	Westbury HS	2		
Jones HS	1	Westside HS	10		
Kashmere HS	1	Wharton K-8	2		
Kinder HSPVA	25	Wilson Montessori	1		
Lamar HS	26	Yates HS	1		
Lawson MS	2	YWCPA	5		
Leland YMCPA	5				
Mandarin Immersion Magnet	11				
McReynolds MS	1	No School Selected			192
Meyerland MS	22	Total G/T Neighborhood Respondents			376
Middle College HS-Fraga	1	Total Vanguard Magnet Respondents			229
Middle College HS-Gulfton	1	Total G/T Secondary Respondents			797

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

Select the grade level of that child:

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Sixth	44	19.2	86	22.9
Seventh	52	22.7	56	14.9
Eighth	48	21.0	73	19.5
Ninth	31	13.5	62	16.5
Tenth	29	12.7	37	9.9
Eleventh	18	7.9	36	9.6
Twelfth	7	3.1	25	6.7

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

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

Does your child have a Gifted Education Plan?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	20	14.3	28	13.3
No	40	28.6	61	29.0
I Don't Know	80	57.1	121	57.6

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

Have any of your student's teachers discussed your child's Gifted Education Plan with you for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes, all of them	3	2.1	4	1.9
Yes, at least one of the teachers, but not all of them	4	2.9	11	5.2
None of them	74	52.9	106	50.5
N/A	59	42.1	89	42.4

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

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).

	Vanguard Magnet						G/T Neighborhood					
	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
The G/T Identification Process was clear to me.	33	17.1	17	8.8	143	74.1	60	18.5	52	16.0	213	65.5
The G/T Identification process was fair.	24	12.3	39	20.0	132	67.7	40	12.7	75	23.7	201	63.6
There was sufficient time to complete the application process.	8	4.4	22	12.0	153	83.6	18	6.0	50	16.7	231	77.3
If I had a question during the application process, I knew who to contact for help.	39	21.4	33	18.1	110	60.4	58	19.3	59	19.7	183	61.0
I received a copy of my child's G/T matrix.	29	15.1	15	7.8	148	77.1	57	17.9	22	6.9	239	75.2

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

Note: Red-shaded areas reflect the lowest level of agreement and blue-shaded areas reflect the highest level of agreement by program.

When was your child assessed and identified as G/T...

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
In Kindergarten		23.7	108	32.2
Other (please specify)	49	24.7	71	21.2
Prior to entering Kindergarten for entry into a Board-approved Vanguard Magnet school	48	24.2	58	17.3
In Fifth Grade	34	17.2	63	18.8
Prior to entering Kindergarten for entry into a Gifted and Talented Neighborhood school	20	10.1	35	10.4

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

Note: Red-shaded areas reflect the item with the lowest percentage and blue-shaded areas reflect the item with the highest percentage by program.

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

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

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
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–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

How does your school provide G/T services to your child?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Pull-out	1	0.6	0	0.0
Push-in	2	1.3	3	1.1
Full-time gifted only	95	60.5	71	27.3
Full-time inclusion	31	19.7	66	25.0
My school does not provide a program for gifted and talented students	0	0.0	32	12.1
Other (please specify)	4	2.5	20	7.6
I Don't Know	24	15.3	71	26.9

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

Note: Blue-shaded area reflects the highest percentage by program

For the current academic year, how is your child being served? Select all types that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Pre-AP/AP or IB/Pre-IB	106	38.8	214	49.5
Honors Courses	29	10.6	37	8.6
School-Sponsored clubs	27	9.9	37	8.6
I Don't Know	30	11.0	33	7.6
Out-of-School activities	26	9.5	31	7.2
Dual Credit	6	2.2	23	5.3
Other	8	2.9	20	4.6
Acceleration and Flexible Pacing	9	3.3	11	2.5
Credit by Exam	6	2.2	9	2.1
Texas Performance Standards Project	18	6.6	7	1.6
Independent Study	4	1.5	5	1.2
Mentor/Internships	3	1.1	4	.9
Grade Skipping	1	.4	1	.2

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

Note: Blue-shaded area reflects the highest percentage by program.

Based on the current academic year, what is the academic rigor that best describes the services your child receives in:

	Not Challenging/ Slightly Challenging		Moderately Challenging		Challenging/ Very Challenging		Avg Score
	N	%	N	%	N	%	
Vanguard Magnet							
Reading	41	28.7	36	25.2	66	46.2	3.3
Mathematics	34	21.9	22	14.2	99	63.9	3.7
English Language Arts	40	26.5	38	25.2	73	48.3	3.3
Science	32	20.9	25	16.3	96	62.7	3.6
Social Studies	34	21.9	34	21.9	87	56.1	3.5
Foreign Language	33	28.0	26	22.0	59	50.0	3.3
Fine Arts	41	33.9	31	25.6	49	40.5	3.0
G/T Neighborhood							
Reading	76	32.5	48	20.5	110	47.0	3.1
Mathematics	46	18.0	43	16.8	167	65.2	3.7
English Language Arts	81	31.5	51	19.8	125	48.6	3.2
Science	41	17.3	61	25.7	135	57.0	3.6
Social Studies	57	22.4	59	23.2	138	54.3	3.4
Foreign Language	55	32.9	28	16.8	167	50.3	3.3
Fine Arts	68	34.5	40	20.3	89	45.2	3.1

Source: SurveyMonkey, G/T Parent Data files, 3/14/2020; Note: Blue-shaded area reflects highest average score by program.

Did you receive information about the G/T program at your child's school?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes	83	52.9	87	33.1
No	74	47.1	176	66.9

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

Appendix B–2 (cont’d)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

How often do you receive updates on your child’s progress in the G/T program for the current academic year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Other (please specify)	24	15.2%	69	26.1%
Weekly	13	8.2%	25	9.5%
Monthly	25	15.8%	27	10.2%
Quarterly	37	23.4%	48	18.2%
Semester	24	15.2%	13	4.9%
Annually	0	0.0%	4	1.5%
I receive no communications about my child’s academic progress.	35	22.2%	78	29.5%

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

How do you receive information on your child’s academic progress? Select all that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Report Cards	142	27.1	229	25.1
Progress Report	126	24.0	210	23.0
Talking to my child	115	21.9	176	19.3
Notes/email	39	7.4	76	8.3
Parent Student Connect	71	13.5	143	15.6
Other	5	1.0	20	2.2
Phone calls	7	1.3	17	1.9
I receive no communications about my child’s academic progress.	3	.6	6	0.7
Parent/Teacher Conferences	16	3.1	37	4.0

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

Note: Red-shaded area reflects the lowest percentage and blue-shaded area reflects the highest percentage by program.

Will your child be completing an Advanced Product this school year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes, my child has completed one	45	28.5%	86	32.6%
Yes, my child will complete one	47	29.7%	61	23.1%
No	13	8.2%	36	13.6%
I Don’t Know	53	33.5%	81	30.7%

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

Note: Red-shaded areas reflect the lowest percentages and blue-shaded areas reflect the highest percentages by program.

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

On a scale of 1 to 5, rate the effectiveness of the G/T elementary program in preparing your child with the following skills for the current academic year.

Vanguard Magnet	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	154	26.0	22.7	51.3
Note taking skills	155	25.2	23.2	51.6
Time management skills	155	32.3	16.8	51.0
Presentation skills	153	17.6	17.6	64.7
Ability to work independently	155	12.9	19.4	67.7
Setting Goals	154	22.7	26.6	50.6
Seeing a different point of view	152	16.4	19.7	63.8
Asking probing questions	151	19.2	23.2	57.6
Accessing multiple resources	150	13.3	21.3	65.3
Critical thinking	152	14.5	19.7	65.8
Ability to work in groups	154	12.3	21.4	66.2
Communicating effectively	155	12.3	27.1	60.6
Leadership skills	153	20.3	24.2	55.6
Thinking in a global context	153	15.7	24.2	60.1

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

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

G/T Neighborhood	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	233	33.5	21.0	45.5
Note taking skills	231	33.3	22.9	43.7
Time management skills	235	32.3	22.1	45.5
Presentation skills	234	17.5	22.2	60.3
Ability to work independently	240	11.3	20.4	68.3
Setting Goals	236	26.3	25.4	48.3
Seeing a different point of view	238	17.2	20.6	62.2
Asking probing questions	237	17.3	29.1	53.6
Accessing multiple resources	236	21.2	22.5	56.4
Critical thinking	239	15.5	24.7	59.8
Ability to work in groups	241	14.9	21.2	63.9
Communicating effectively	242	14.5	24.4	61.2
Leadership skills	241	21.6	26.6	51.9
Thinking in a global context	236	17.4	26.7	55.9

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

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

Using the scale below, select the response that best represents your opinion for the current school year.

Vanguard Magnet	Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	
My child has benefited from being enrolled in the G/T program in the Houston Independent School District.	7	4.6	22	14.4	124	81.0	4.3
The curriculum in the G/T program is preparing my child for the next level of education.	14	9.2	23	15.0	116	75.8	4.1
My child's school provides opportunities for my child to accelerate in his/her areas of strength.	26	16.9	26	16.9	102	66.2	3.9
My child's teachers support the social and emotional needs of my child.	35	23.8	45	30.6	67	45.6	3.5
The district provides resources to G/T parents about books, social/emotional, and academic needs of high ability students on their website.	46	36.8	37	29.6	42	33.6	3.6
My child has opportunities to work with other G/T students.	4	2.6	11	7.2	137	90.1	4.5
My child's classroom activities help him/her develop critical and analytical thinking skills.	13	8.6	30	19.7	109	71.7	4.0
My child's school is able to meet the counseling needs of G/T students.	35	26.5	37	28.0	60	45.5	3.7
The school is able to maintain a safe environment for my child.	9	5.7	27	17.1	122	77.2	4.1
My child's school provides an adequate number of opportunities for me to be involved in my child's education.	33	21.3	41	26.5	81	52.3	3.5
The amount of homework assigned by my child's teacher (s) is appropriate.	28	17.8	37	23.6	92	58.6	3.5
Most of my child's homework assignments are meaningful, and not just busy work.	26	16.5	35	22.2	97	61.4	3.6
I am satisfied with the degree to which the school has challenged my child to excel this school year.	27	17.1	31	19.6	100	63.3	3.7
I am satisfied with the information provided by the school regarding my child's progress.	35	22.4	38	24.4	83	53.2	3.5
I am satisfied with the opportunities afforded to my child through the G/T program.	31	19.6	26	16.5	101	63.9	3.7
I am satisfied with the level of support provided by the district regarding the G/T program.	52	34.2	50	32.9	50	32.9	3.1

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

Note: Red-shaded area reflects the item with the lowest average score and blue-shaded areas reflect the items with the two highest average scores.

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

G/T Neighborhood	Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	
My child has benefited from being enrolled in the G/T program in the Houston Independent School District.	39	15.7	37	14.9	173	69.5	3.9
The curriculum in the G/T program is preparing my child for the next level of education.	44	18.1	37	15.2	162	66.7	3.9
My child's school provides opportunities for my child to accelerate in his/her areas of strength.	46	18.8	42	17.1	157	64.1	3.8
My child's teachers support the social and emotional needs of my child.	43	17.2	68	27.2	139	55.6	3.7
The district provides resources to G/T parents about books, social/emotional, and academic needs of high ability students on their website.	79	41.6	46	24.2	65	34.2	3.7
My child has opportunities to work with other G/T students.	17	7.3	28	12.0	189	80.8	4.3
My child's classroom activities help him/her develop critical and analytical thinking skills.	20	8.1	52	21.1	175	70.9	4.0
My child's school is able to meet the counseling needs of G/T students.	53	25.5	65	31.3	90	43.3	3.8
The school is able to maintain a safe environment for my child.	26	10.1	44	17.1	188	72.9	3.9
My child's school provides an adequate number of opportunities for me to be involved in my child's education.	40	16.1	56	22.6	152	61.3	3.8
The amount of homework assigned by my child's teacher (s) is appropriate.	38	15.0	49	19.3	167	65.7	3.7
Most of my child's homework assignments are meaningful, and not just busy work.	31	12.2	55	21.7	168	66.1	3.8
I am satisfied with the degree to which the school has challenged my child to excel this school year.	40	15.4	43	16.5	177	68.1	3.7
I am satisfied with the information provided by the school regarding my child's progress.	50	19.6	60	23.5	145	56.9	3.6
I am satisfied with the opportunities afforded to my child through the G/T program.	65	26.4	56	22.8	125	50.8	3.5
I am satisfied with the level of support provided by the district regarding the G/T program.	86	36.6	69	29.4	80	34.0	3.3

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

Note: Red-shaded areas reflect the items with the three lowest average scores and blue-shaded areas reflect the items with the two highest average scores.

Of which of the following resources are you aware? Select all that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Information on identification of G/T children	52	23.0	70	24.3
School Guidelines	48	21.2	52	18.1
Parenting resources	34	15.0	38	13.2
Information on conferences for parents of gifted youth	13	5.8	30	10.4
Information on summer or enrichment opportunities for gifted students	21	9.3	29	10.1
Brochure outlining G/T program services for your campus.	28	12.4	25	8.7
Wraparound services for your campus	9	4.0	22	7.6
G/T curriculum framework	21	9.3	22	7.6

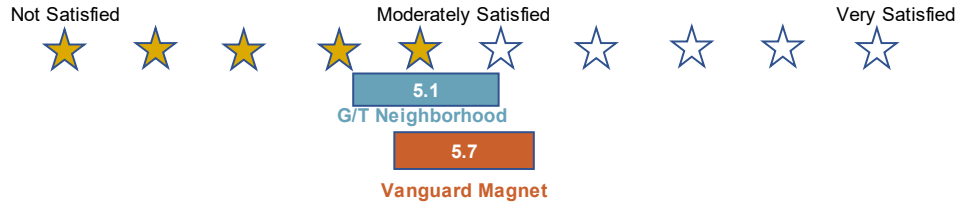
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Note: Red-shaded areas reflect the items with the lowest percentages and blue-shaded areas reflect the item with the highest percentage.

Appendix B–2 (cont’d)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

On a scale of 1 to 10, how satisfied are you with the level of input parents have in the G/T program on your campus?



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

G/T Child’s racial/ethnic background:

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
American Indian or Alaskan Native	0	0.0	2	0.8
African American	12	7.7	39	14.9
Asian	30	19.4	29	11.1
Hispanic-Latino	37	23.9	60	23.0
Pacific Islander	0	0.0	0	0.0
White	57	36.8	107	41.0
Two or more races	19	12.3	24	9.2

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

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

List at least one thing you like about the G/T program at your child's school.

Response Category	N	% of Responses	% of Total
Academic Rigor Challenging, critical thinking, accelerated Pre-AP, AP, IB, Dual Credit Courses Prepared for the next level, college readiness	131	29.9	16.4
School Climate Diverse, supports the whole student Supportive and safe environment Fosters a positive college culture & responsibility	65	14.8	8.2
Teacher Engaging, highly-qualified, GT trained	57	13.0	7.2
GT Peers Grouped with other GT students Allows interaction with other GT students Allows for a more accelerated pace of instruction	46	10.5	5.8
Opportunities Variety of courses offered, extracurriculars Explore topics outside the box Earn college credit Greater educational opportunities	35	8.0	4.4
Instructional Strategies Hands-on learning, project-based learning Engagement, Improving skill sets Accelerating learning Individualized learning	17	3.9	2.1
Don't Know	12	2.7	1.5
None/N/A I can't list one thing, None, N/A	12	2.7	1.5
GT Program exists It's offered. There is GT Program	11	2.5	1.4
No GT Program There is no GT Program	9	2.1	1.1
Misc. Instruction appears to be aligned with the TEKS	9	2.1	1.1
Advanced Products Research papers Critical & creative thinking through projects	14	3.2	1.8
Clear/No Communication about the GT Program Currently there is no communication How do services differ-GT vs Non-GT? Teacher provides updates and notes to parents Lack of progress reports	11	2.5	1.4
Limited Services Courses aren't very challenging Non-existent program except for field trips No formal GT Program-except science fair	5	1.1	0.6
Inclusivity GT and Non-GT are in the same classes	4	0.9	0.5
Total Responses	438		55.0
Total	797		

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

Appendix B–2 (cont'd)

Gifted and Talented (G/T) Program: Secondary Parent Survey 2019–2020

List at least one thing you would like to see changed or improved about the G/T program at your child's school.

Response Category	N	% of Responses	% of Total
Provide Communication & G/T Program Information Implement program meetings with parents to track progress More information on what's happening in the program Define goals that are individual to each student Provide a plan for achieving the goals Provide resources for parents and students	100	21.7	12.5
Increase Academic Rigor of core and elective courses Provide learning materials at the level of the student so the student is challenged My child is bored	56	12.1	7.0
Homework Reduce the volume/time Assign more meaningful activities Homework to practice skills No weekend homework/reduce weekend homework	28	6.1	3.5
Increase School Support of the G/T Program More curricular/extracurricular options Provide/enhance socio-emotional learning (SEL) programming Provide soft skills to G/T students Reduce class sizes or group G/T students together More opportunities for field trips, activities, speakers, mentors Solicit community partners for G/T students Increase parental involvement	98	21.3	12.3
Provide more teachers/better trained teachers The teacher is repeating the same thing for the third time Increase teachers' level of knowledge in content area (s)	34	7.4	4.3
Misc.	20	4.3	2.5
N/A	21	4.6	2.6
Increase District Support Reassess students-students are tested too early Increase entrance requirements/require an entrance test Improve teacher retention & recognition Replace lottery system with academic requirements	37	8.0	4.6
Provide G/T Services	17	3.7	2.1
Instructional Strategies More hands-on learning Provide differentiated instruction More creativity, more discussion Project based learning	21	4.6	2.6
G/T Model Pull-out enrichment All G/T classes More inclusive, don't separate G/T and Non G/T	13	2.8	1.6
Advanced Products The program should include more meaningful projects Time to spend on student experiments or exploring ideas, opinions	10	2.2	1.3
Don't Know	6	1.3	0.8
Total Responses	461		57.8
Total	797		

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

Appendix C

Gifted and Talented (G/T) Program: Student Survey 2019–2020

Which school are you currently enrolled? Select the campus of that child from the drop-down menu.

G/T Neighborhood Schools	N	G/T Neighborhood Schools	N	Vanguard Magnet Schools	N
Alcott ES	1	McNamara ES	15	Black MS	3
Almeda ES	1	Memorial ES	21	Burbank MS	8
Austin HS	4	Meyerland MS	13	Carnegie HS	28
Baylor College MS	4	Middle College HS - Fraga	3	Hamilton MS	6
BCM Biotech Acad at Rusk	6	Milby HS	16	Herod ES	1
Bellaire HS	18	North Forest HS	1	Lanier MS	24
Benbrook ES	5	North Houston EC HS	12	Rogers, T H	192
Berry ES	10	Northside HS	7	Travis ES	7
Bonner ES	22	Ortiz MS	1	Total	269
Briar meadow	1	Park Place ES	2		
Bush ES	3	Patterson ES	47		
Challenge EC HS	6	Pershing MS	524		
Chavez HS	7	Petersen ES	4		
Chrysalis MS	1	Pilgrim Acad	2		
Davila ES	17	Pin Oak MS	8		
Deady MS	1	Revere MS	3		
DeBakey HS	46	Rice School/La Escuela Rice	2		
East EC HS	17	Roberts ES	76		
Eastwood Acad HS	48	Rodriguez ES	17		
Energy Inst HS	22	Scarborough HS	2		
E-STEM Central MS, #459	7	Sharpstown HS	3		
E-STEM West HS, #455	2	Sharpstown Intl	8		
E-STEM West MS, #390	34	Sinclair ES	2		
Fondren MS	2	South EC HS	4		
Fonville MS	1	Sterling HS	2		
Foster ES	4	Stevenson MS	2		
Garden Oaks	1	Tanglewood MS	1		
Grissom ES	1	Thomas MS	1		
Gross ES	15	Thompson ES	2		
HAIS HS	19	Valley West ES	4		
Hartman MS	1	Walnut Bend ES	1		
Harvard ES	1	Waltrip HS	13		
Heights HS	33	Washington HS	3		
Helms ES	1	West Briar MS	12		
Henderson, JP ES	25	Westbury HS	12		
High School Ahead Acad MS	1	Westside HS	43		
Hobby ES	1	Wharton K-8	3		
Hogg MS	9	Wheatley HS	2		
Holland MS	1	Wilson Montessori	2		
HSLJ	8	Wisdom HS	15		
Jones HS	6	Woodson	1		
Kashmere HS	1	Worthing HS	2		
Kinder HSPVA	456	YWCPA	28		
Lamar HS	71				
Long Acad	1	*Travis ES-Modified Survey Administered			17
Madison HS	2	Total G/T Neighborhood Respondents			1,893
Mandarin Immersion Magnet	6	Vanguard Magnet Respondents			269
Marshall MS	1	Total			2,179

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

What is your current grade level?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Fourth	71	26.4	142	7.5
Fifth	77	28.6	158	8.4
Sixth	21	7.8	276	14.6
Seventh	45	16.7	219	11.6
Eighth	27	10.0	173	9.1
Ninth	11	4.1	324	17.1
Tenth	12	4.5	270	14.3
Eleventh	1	0.4	204	10.8
Twelfth	4	1.5	126	6.7

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

For the current academic school year, how are you being served? Select all types that apply.

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Honors Courses	15	5.4	187	5.7
AP/Pre-AP and/or IB/Pre-IB	75	27.1	1273	39.0
Dual Credit Courses	6	2.2	180	5.5
Independent Study	2	.7	113	3.5
Texas Performance Standards Project	37	13.4	39	1.2
Acceleration and Flexible Pacing	34	12.3	317	9.7
Mentor/Internships	2	.7	67	2.1
Grade Skipping	3	1.1	11	.3
School-sponsored clubs	35	12.6	377	11.6
Credit by Exams	5	1.8	100	3.1
Out-of-School activities	40	14.4	274	8.4
I Don't Know	22	7.9	296	9.1
Other	1	.4	30	.9

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Red-shaded areas reflect the item with the lowest percentage and blue-shaded areas reflect the item with the highest percentage by program.

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

Using the scale below, select the response that best represents your opinion for the current academic year.

Vanguard Magnet	I Don't Know		Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	N	%	
I have benefited from being enrolled in the G/T program in the Houston Independent School District.	16	7.0	3	1.3	18	7.9	191	83.8	4.05
The curriculum in the G/T program is preparing me for the next level of education.	11	4.8	6	2.6	23	10.1	188	82.5	4.09
My classroom activities allow me to accelerate in my areas of strength.	4	1.8	17	7.5	38	16.8	167	73.9	3.95
The teachers in the G/T program are sensitive to my social and emotional needs.	17	7.5	31	13.7	59	26.0	120	52.9	3.37
I have opportunities to work with other G/T students in the classroom.	6	2.7	7	3.1	9	4.0	203	90.2	4.34
The teachers at my school encourage me to do my best.	2	.9	9	4.0	30	13.3	185	81.9	4.29
My classroom activities encourage critical and analytical thinking.	12	5.3	7	3.1	30	13.2	179	78.5	3.93
The G/T program provides me with more advanced course options.	23	10.1	17	7.5	22	9.6	166	72.8	3.73
My course work is challenging.	11	4.9	26	11.6	80	35.6	108	48.0	3.40
My classroom activities promote opportunities to study topics of special interest to me.	9	4.0	34	15.0	54	23.9	129	57.1	3.50
My classroom activities encourage the development of creative abilities.	10	4.4	14	6.2	40	17.8	161	71.6	3.85
My classroom activities promote the development of leadership skills.	10	4.5	20	9.0	48	21.6	144	64.9	3.71
My classroom activities provide opportunities to make decisions.	6	2.7	13	5.9	29	13.1	173	78.3	4.00
The amount of homework assigned by my teacher(s) is appropriate.	6	2.7	51	22.7	52	23.1	116	51.6	3.40
Most of my homework assignments are meaningful, and not just busy work.	7	3.1	52	23.2	53	23.7	112	50.0	3.33
My classroom activities stimulate curiosity.	12	5.3	23	10.2	55	24.4	135	60.0	3.58
My school is able to maintain a safe environment for me.	4	1.8	12	5.3	31	13.8	178	79.1	4.15
I am encouraged to ask questions by my teachers.	6	2.6	21	9.3	38	16.7	162	71.4	3.85
I am satisfied with the degree to which the school has challenged me to excel this year.	11	4.9	16	7.1	37	16.4	162	71.7	3.84
I am satisfied with the opportunities provided by the G/T program.	10	4.5	10	4.5	31	13.8	173	77.2	4.05

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Red-shaded area reflects the item with the lowest average score and blue-shaded areas reflect the items with the two highest average scores.

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

G/T Neighborhood	I Don't Know		Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree		Avg Score
	N	%	N	%	N	%	N	%	
I have benefited from being enrolled in the G/T program in the Houston Independent School District.	125	7.7	112	6.9	222	13.6	1,171	71.8	3.72
The curriculum in the G/T program is preparing me for the next level of education.	92	5.6	127	7.8	240	14.7	1,171	71.8	3.74
My classroom activities allow me to accelerate in my areas of strength.	46	2.9	134	8.3	343	21.3	1,087	67.5	3.71
The teachers in the G/T program are sensitive to my social and emotional needs.	171	10.5	309	19.0	547	33.7	597	36.8	2.92
I have opportunities to work with other G/T students in the classroom.	82	5.1	110	6.8	189	11.7	1,232	76.4	3.86
The teachers at my school encourage me to do my best.	33	.9	82	4.0	221	13.3	1,292	81.9	4.09
My classroom activities encourage critical and analytical thinking.	73	4.5	104	6.4	279	17.2	1,169	71.9	3.78
The G/T program provides me with more advanced course options.	136	8.4	131	8.1	222	13.7	1,133	69.9	3.66
My course work is challenging.	50	3.1	183	11.4	392	24.4	984	61.2	3.62
My classroom activities promote opportunities to study topics of special interest to me.	50	3.1	286	17.7	436	27.0	842	52.2	3.37
My classroom activities encourage the development of creative abilities.	46	2.9	191	11.8	370	23.0	1,005	62.3	3.61
My classroom activities promote the development of leadership skills.	65	4.0	210	12.9	424	26.1	925	57.0	3.46
My classroom activities provide opportunities to make decisions.	50	3.1	142	8.8	316	19.6	1,101	68.4	3.71
The amount of homework assigned by my teacher(s) is appropriate.	32	2.0	363	22.4	418	25.8	809	49.9	3.31
Most of my homework assignments are meaningful, and not just busy work.	45	2.8	449	27.8	447	27.6	677	41.8	3.08
My classroom activities stimulate curiosity.	68	4.2	245	15.3	457	28.5	834	52.0	3.35
My school is able to maintain a safe environment for me.	42	2.6	209	13.0	328	20.3	1,034	64.1	3.68
I am encouraged to ask questions by my teachers.	39	2.4	159	9.8	364	22.4	1,063	65.4	3.74
I am satisfied with the degree to which the school has challenged me to excel this year.	48	3.0	155	9.5	327	20.1	1,094	67.4	3.71
I am satisfied with the opportunities provided by the G/T program.	78	4.8	153	9.4	317	19.5	1,077	66.3	3.70

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Red-shaded area reflects the item with the lowest average score and blue-shaded areas reflect the items with the two highest average scores.

Do you have a Gifted Education Plan?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
I Don't Know	161	70.9	1,080	66.1
No	2	.9	119	7.3
Yes	64	28.2	436	26.7

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

On a scale of 1 to 5, rate the effectiveness of the G/T program in preparing you with the following skills in the current academic year.

Vanguard Magnet	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	205	8.8	22.9	68.3
Note taking skills	207	15.0	25.6	59.4
Time management skills	206	11.2	20.4	68.4
Presentation skills	209	8.1	18.2	73.7
Ability to work independently	210	6.7	17.1	76.2
Setting Goals	226	12.8	20.4	66.8
Seeing a different point of view	205	9.8	22.4	67.8
Asking probing questions	197	14.2	25.4	60.4
Accessing multiple resources	210	6.7	14.8	78.6
Critical thinking	207	5.3	17.4	77.3
Ability to work in groups	210	7.1	11.0	81.9
Communicating effectively	210	7.1	14.3	78.6
Leadership skills	206	10.7	16.5	72.8
Thinking in a global context	194	10.8	24.2	64.9

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

G/T Neighborhood	N	Not Effective/Minimally Effective	Moderately Effective	Effective/Very Effective
Organizational skills	1,411	18.4	28.3	53.3
Note taking skills	1,433	18.0	24.4	57.6
Time management skills	1,401	20.5	26.5	53.0
Presentation skills	1,423	17.1	23.6	59.3
Ability to work independently	1,431	8.5	15.5	76.0
Setting Goals	1,622	15.5	22.6	61.9
Seeing a different point of view	1,419	13.3	24.7	61.9
Asking probing questions	1,396	18.6	27.5	53.9
Accessing multiple resources	1,413	11.3	21.0	67.7
Critical thinking	1,422	9.8	18.1	72.1
Ability to work in groups	1,433	10.9	17.2	71.9
Communicating effectively	1,423	11.6	19.6	68.8
Leadership skills	1,408	16.7	24.3	59.0
Thinking in a global context	1,359	14.9	25.7	59.4

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Note: Red-shaded areas reflect the lowest Effective/Very Effective rating and blue-shaded areas reflect the highest Effective/Very Effective rating by program.

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

Will you be completing an Advanced Product this school year?

	Vanguard Magnet		G/T Neighborhood	
	N	%	N	%
Yes. I have already completed one	92	42.8	473	31.6
Yes, I will complete one	44	20.5	331	22.1
No	3	1.4	77	5.1
No, but I would be interested in completing one	8	3.7	95	6.3
I Don't Know	66	30.7	508	33.9
Other (please specify)	2	0.9	14	0.9

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Based on the current academic year, how would you describe the level of difficulty in the following subjects:

	Not Challenging/ Slightly Challenging		Moderately Challenging		Challenging/ Very Challenging		Avg Score
	N	%	N	%	N	%	
Vanguard Magnet							
Reading	118	58.7	44	21.9	39	19.4	2.36
Mathematics	92	43.2	45	21.1	76	35.7	2.82
English Language Arts	102	48.6	59	28.1	49	23.3	2.66
Science	82	38.9	63	29.9	66	31.3	2.86
Social Studies	71	33.3	60	28.2	82	38.5	3.07
Foreign Language	45	35.2	34	26.6	128	38.3	3.00
Fine Arts	20	9.8	46	22.4	139	67.8	2.56
G/T Neighborhood							
Reading	691	50.3	403	29.3	280	20.4	2.50
Mathematics	510	34.8	327	22.3	627	42.8	3.09
English Language Arts	701	48.5	410	28.4	334	23.1	2.56
Science	531	36.5	323	22.2	599	41.2	3.05
Social Studies	572	39.1	369	25.2	521	35.6	2.93
Foreign Language	412	45.7	192	21.3	298	33.0	2.74
Fine Arts	189	13.3	351	24.7	879	61.9	2.08

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

List at least one thing you like about the G/T Program at your school.

Response Category	N	% of Responses	% of Total
Academic Rigor It's challenging, more advanced course work, higher level courses	409	23.6	18.8
Curriculum (Subjects) Math, Reading, Algebra, STEM classes, Fine Arts, Recess	215	12.4	9.9
Environment/Climate I like that we have lots of freedom, more focused work environment	200	11.5	9.2
Prepared for the Future Prepares me for college, Earn high school and college credits, Prepares me for the future	166	9.6	7.6
Teachers Helpful, Kind, Encouraging, Knowledgeable, Caring	142	8.2	6.5
Opportunities I have many opportunities and paths I can take	121	7.0	5.6
Skills Time management, Organization, Leadership	95	5.5	4.4
G/T Peers, Peer Friendships, & Peer Tutoring Interacting with other G/T Members; There are others like me; my friends; That I can help students that have difficulty on the subject	91	5.2	4.2
Projects, Activities, & Resources Fun activities and projects, Present projects, TPSP, Access to resources that stimulate my interests	92	5.3	4.2
Nothing, No Difference, N/A	50	2.9	2.3
I Don't Know	46	2.6	2.1
Miscellaneous	41	2.4	1.9
Pacing Fast paced, Fast learning, Move through the lesson faster	25	1.4	1.1
Work in groups Collaboration, Share ideas, Work together	24	1.4	1.1
No GT Program or Services	19	1.1	0.9
Total Responses	1,736		79.7
Total	2,179		

Source: SurveyMonkey, G/T Student Survey files, 6/24/2020

Appendix C (cont'd)

Gifted and Talented (G/T) Program: Student Survey 2019–2020

List at least one thing you would like to see changed or improved about the G/T program at your school.

Response Category	N	% of Responses	% of Total
Increase Academic Rigor	160	8.8	7.3
N/A or Nothing or Not Much	147	8.1	6.7
Better qualified & More supportive teachers	126	7.0	5.8
Improve instructional strategies	100	5.5	4.6
More course options/More advanced course options	96	5.3	4.4
Improve socio-emotional support	78	4.3	3.6
Environment	73	4.0	3.4
Less Homework	71	3.9	3.3
Workload (general)	60	3.3	2.8
More activities (classroom, field trips, clubs)	56	3.1	2.6
Don't Know	55	3.0	2.5
More Group Work	55	3.0	2.5
Improve skills	52	2.9	2.4
Fun & Interesting & Relevant	50	2.8	2.3
Curriculum	47	2.6	2.2
More opportunities	41	2.3	1.9
Provide G/T Services	41	2.3	1.9
More time (classes, assignments, personal)	38	2.1	1.7
Misc.	36	2.0	1.7
Meaningful Homework	35	1.9	1.6
Effective Communication	31	1.7	1.4
Increase Level of Awareness	31	1.7	1.4
Amount of Homework	31	1.7	1.4
Food	27	1.5	1.2
Prepared for the Future	26	1.4	1.2
Scheduling	24	1.3	1.1
More Projects	23	1.3	1.1
Identification	21	1.2	1.0
Better/More Resources/District Support	20	1.1	0.9
Better Counselors/Counseling	18	1.0	0.8
Homogeneous classes	18	1.0	0.8
Improve classroom management	18	1.0	0.8
Pacing	13	0.7	0.6
Cleanliness	12	0.7	0.6
Assessment	10	0.6	0.5
One-on-one instruction	10	0.6	0.5
Improve Facilities	10	0.6	0.5
Fewer Projects	10	0.6	0.5
Recognition	9	0.5	0.4
More G/T Students in the classroom	8	0.4	0.4
Accelerated Course Options	7	0.4	0.3
Interdisciplinary collaborative planning	6	0.3	0.3
Increase Funding	4	0.2	0.2
More Homework	4	0.2	0.2
No Substitutes	2	0.1	0.1
Student Input	1	0.1	0.0
Total Responses	1,811		83.1
Total	2,179		