

GIFTED AND TALENTED PROGRAM EVALUATION 2022–2023

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Executive Summary

Program Description

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, *gifted and talented students* means “a child or youth who performs at, or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or,
- Excels in a specific academic field (Houston Independent School District, 2021a).”

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

The purpose of this evaluation is to comply with state mandates requiring school districts to evaluate the effectiveness of the Gifted and Talented Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Gifted and Talented Program operated in compliance with the policies and procedures developed by the legal and administrative authorities.

Specific measures of compliance include the following six components of the Texas State Plan:

1. Fidelity of Services
2. Student Assessment
3. Service Design
4. Curriculum & Instruction
5. Professional Learning
6. Family/Community Involvement

Key Findings

- In 2022–2023, a total of 26,532 students attending 260 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 15.0 percent of the district K–12 population, a 0.6 percentage-point decrease from 15.6 percent in 2021–2022.

- African American, Hispanic, at-risk, emergent bilingual, economically disadvantaged, English as a second language, special education, and homeless students are underrepresented in the gifted program based on Standard 2.25 of the Texas State Plan.
- For 2023, 13,835 Advanced Placement (AP) exams were taken by 6,380 G/T high school students, and 58.2 percent of the scores were three or higher on a scale of one to five, an increase of 1.5 percentage points from 2022.
- For 2023, 601 HISD G/T students received results for 1,730 International Baccalaureate (IB) examinations, where 56.0 percent of exams scored a four or higher on a scale from one to seven. This reflects an increase in participation of 50 students from 2022, but a decrease in the number of exams (25) scoring four or higher.
- On the fall 2022 PSAT results for eleventh grade, 2,654 (93.6 percent) of G/T students took the PSAT, and a total of 1,418 (53.4 percent) met both College and Career Readiness (CCR) Benchmarks.
- A total of 170 G/T students (7.1 percent) from the 2022 G/T graduating class took the ACT and 53.5 percent of those testers met all four CCR Benchmarks in English (≥ 18), Mathematics (≥ 22), Reading (≥ 22), and Science (≥ 23).
- A total of 2,280 G/T students (94.9 percent) from the 2022 G/T graduating class took the SAT and 69.2 of those testers met the CCR Benchmarks for both ERW (≥ 480) and Math (≥ 530).
- To meet state mandates, a survey was conducted during the 2022–2023 school year, with one open-ended question asking respondents to provide any additional feedback on the G/T identification and assessment procedures. Of the 383 total respondents, 142 provided at least one response (37.1 percent). The top three categories centered on *Communication* (47.4 percent), *Results* (23.1 percent), and *Test Administration* (15.8 percent). Many of the respondents felt the communications were not reaching the intended audience and needed to be more effective, clearer, in their native language, and timelier. Moreover, parents requested a checklist and timelines of steps to the application process and whom to contact for support. Parents also indicated they did not receive the G/T testing results, and for parents that did, they needed a better explanation. Regarding test administration, respondents indicated that the staff members administering the test should be prepared and know how to engage young children to make them more comfortable.

Recommendations

1. To ensure equity of opportunity, the district should reinstitute universally testing fifth grade students, consider using participation in the Texas Performance Standards Project (TPSP) as a component in the identification process, incorporating a published rating scale (e.g., *Hope Scale*, *Scales for Identifying Gifted Students (SIGS)*), and expanding program supports (language development, academic, and socioemotional learning).

2. To address the social and emotional needs of G/T students and their impact on student learning, consider incorporating social-emotional services to address student learning on the student's Gifted Education Plan.
3. To ensure that program services are aligned with the assessments given, recalculate the HISD Teacher Recommendation form so that there is a score for each domain, *General Intellectual Ability*, *Creative Ability*, and *Leadership Ability*. Remove double-barreled items, align items with the correct domain, replace *Rarely* with *Never*, and weight the scale used.
4. To monitor equity of opportunity, the district should centralize and digitize G/T nominations and G/T students who have exited the program.
5. On campuses with less than 4 G/T students at a grade level, steps should be taken to document what G/T services are provided by G/T trained teachers and monitor classroom instruction to ensure that G/T students have a rigorous curriculum and a critical mass of high-performing students with which to interact.
6. The Gifted and Talented Department should develop outcomes-based measures to monitor and evaluate the rigor of the curriculum.
7. To ensure data quality, data validation measures should be implemented in PowerSchool for the Gifted Education Plan and the G/T Matrix.
8. Develop a systemic process to identify G/T teachers, monitor, and track G/T training. As it stands, it is not possible to fully evaluate the professional learning component of the Texas State Plan using only district training.
9. Redefine the G/T Coordinator position to reflect administrative responsibilities so that the G/T Coordinator can review and provide feedback on lesson plans submitted by G/T teachers, provide input on the G/T professional learning plan, provide instructional support, and ensure G/T students are scheduled together (at least 4 G/T students) in accordance with the Texas State Plan.
10. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
11. Ensure that all stakeholders who make district-level decisions regarding the Gifted and Talented Program meet the professional development standards outlined in the Texas State Plan.

Introduction

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

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

The Vanguard Magnet program is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. Application and assessment timelines coincide with district and Magnet guidelines. A centralized admissions committee reviews all applications and notifies the parents of their child's placement recommendation. In 2022–2023, the program served students at the following locations:

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

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

According to The Texas Education Agency (TEA), kindergarten students need to be assessed, and if identified, provided with G/T services before March 1. Entering kindergarten students identified as G/T will keep their G/T identification status when they enroll in kindergarten and will retain their G/T identification. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level.

Other Program/School Options

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

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

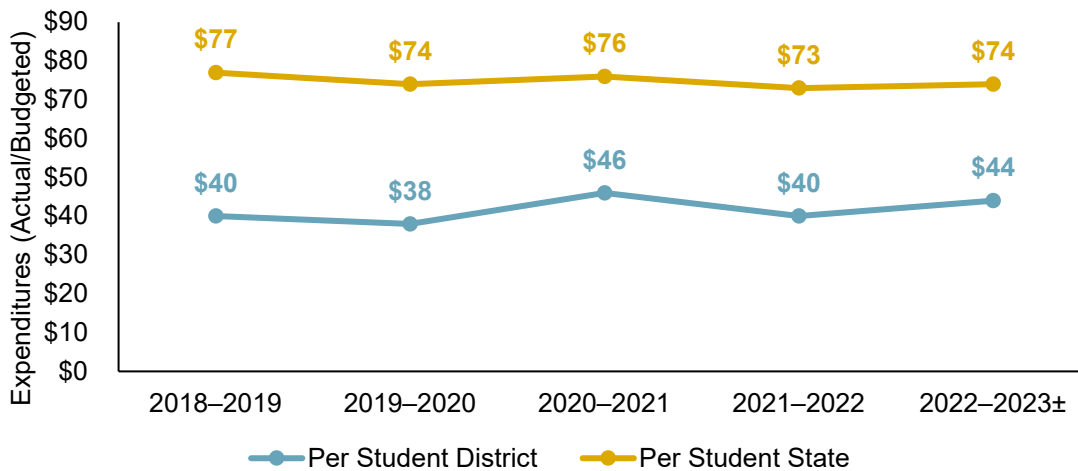
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12, and
- Kinder High School for Performing and Visual Arts (Kinder HSPVA) Grades 9–12.

Budget

The amount budgeted for the G/T Program for 2022–2023 was approximately \$6,583,887 (Houston Independent School District, 2022b). Expenditures for the program were at the discretion of the schools. The budgeted amount included salaries (79.6 percent), supplies and materials (15.1 percent), contracted services (3.2 percent), other operating expenses (1.7 percent), and capital outlay (0.4 percent).

Figure 1 compares district and state expenditures from 2018–2019 to 2022–2023 using the PEIMS Standard Financial Reports, Budgeted and Actual data (Texas Education Agency, 2022). For 2022–2023 the expenditures reflect budgeted amounts rather than actual financial data. The program intent code identifies the cost of instruction and other services directed toward gifted and talented students. For 2022–2023, the budgeted amount for the district was \$8,385,438. Compared to actual expenses incurred in 2021–2022, the per student district and state allocations increased from \$40 in 2021–2022 to \$44 in 2022–2023 (10.0 percent increase) for the district and from \$73 in 2021–2022 to \$74 in 2022–2023 (1.4 percent increase) for the state.

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



Sources: PEIMS Financial Standard Reports, Financial Actual Report, various years
 ±For 2022–2023, the financial data reflects budgeted amounts rather than actual amounts.
 for both state and district funds.

Methods

Data Collection and Analysis

Quantitative and qualitative data were collected from various sources including student demographic databases, survey data, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix B** (pp. 42–46) describes the methods used in detail.

Data Limitations

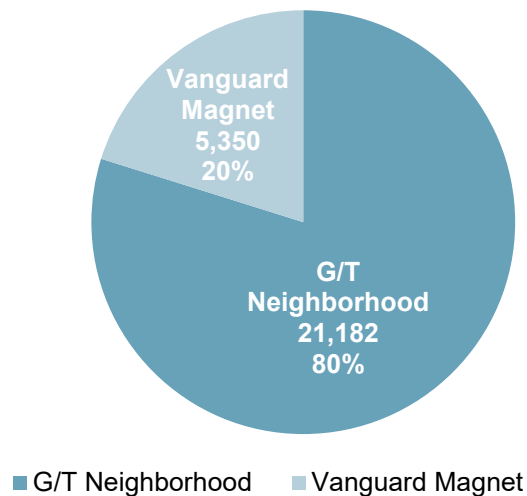
For a detailed description of the limitations in using OneSource, AP Exam data, survey data, the Public Education Information System (PEIMS) data files, and PowerSchool see Appendix B, pp 44–46.

Results

What program options were provided to G/T students during the 2022–2023 school year?

- In HISD, 26,532 G/T students were served through two different program designs, Vanguard Magnet or Gifted and Talented Neighborhood. Out of 269 schools serving K–12 in HISD, 260 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 260 campuses with G/T identified students, 245 campuses offered a Gifted and Talented Neighborhood program (K–12) and 15 campuses offered a Vanguard Magnet program (K–12).
- For 2022–2023, 21,182 (80 percent) G/T students participated in the Gifted and Talented Neighborhood program (K–12) compared to 5,350 (20 percent) G/T students who participated in the Vanguard Magnet program (**Figure 2**).

Figure 2. Number of G/T Students by Program Design, 2022–2023

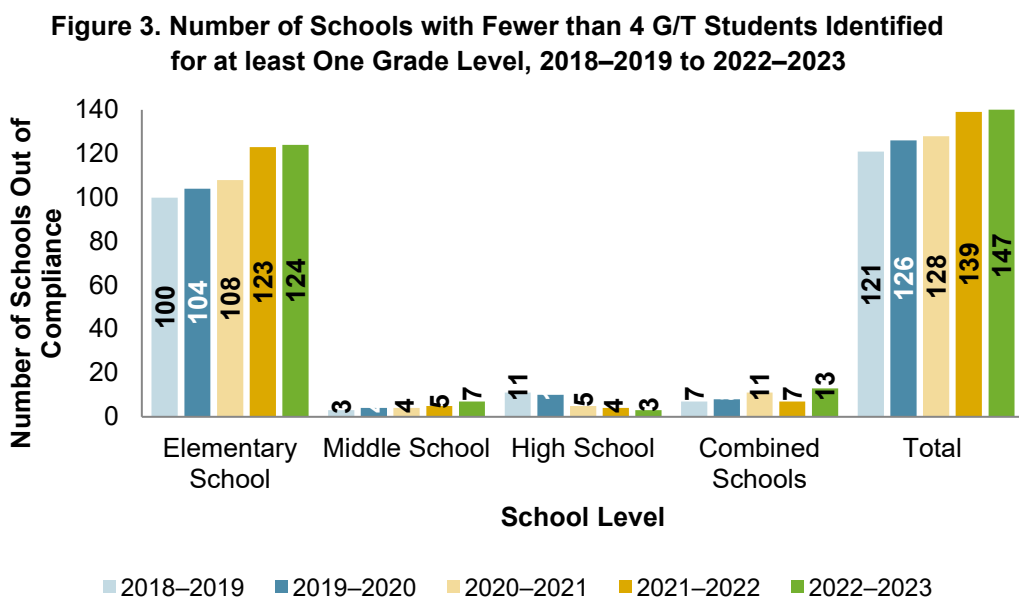


Source: Fall PEIMS Snapshot, 2022

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 4) (Texas Education Agency, 2021b). However, for 2022–2023, there were 147 campuses that identified fewer than four G/T students for at least one grade level.

There has been a gradual increase in the number of campuses identifying fewer than four G/T students since 2018–2019 (**Figure 3**).

- In 2022–2023, there were 124 elementary schools, seven middle schools, three high schools, and thirteen combined schools with fewer than four G/T students in one or more grade levels (Figure 3). A list of G/T enrollment by campus and by grade level, is provided in **Appendix C**, pp.47–52. From a longitudinal perspective, the number of campuses with fewer than four students have been increasing from 2018–2019 to 2022–2023.



Sources: Fall PEIMS Snapshot, 2018 to 2022

For the 2022–2023 school year, the Texas Education Agency required districts to submit the Gifted and Talented Program Code in October 2022. There were five programs: pull-out, push-in, full-time gifted only, full-time inclusion, and special day. In addition, campuses could also select no program was available. More than one option could be submitted. At the district level, all five program types were selected, and *no program was available*. The Gifted and Talented Department collected the data by campus using a form. The results are summarized in **Table A–1** (p. 27). The highest number of campuses, 219 (72.5 percent) implemented a full-time inclusion model where G/T students receive most of their core subjects from a G/T trained teacher, but the classroom is composed of peers who are not identified as G/T.

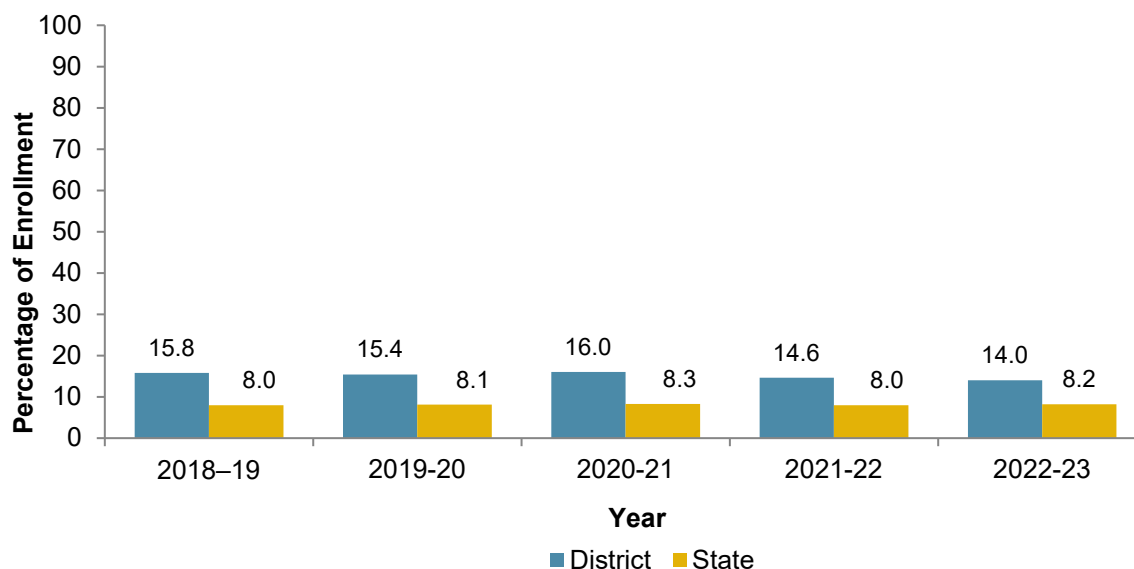
What evidence was there that the instruments and procedures for G/T identification met the standards in the Texas State Plan, and how will program implementation ensure equity of opportunity?

G/T Enrollment

- For the 2022–2023 school year, 26,532 students were identified as G/T compared to the district enrollment of 176,965 (Grades K–12). The G/T percentage for the district has **decreased** from 15.6 percent in 2021–2022 to 15.0 percent in 2022–2023 (**Table A–2**, p. 28).

- The percentage of G/T students enrolled at the state level increased slightly from 8.0 percent in 2018–2019 to 8.2 percent in 2022–2023. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (**Figure 4**).
- The percentage of G/T students enrolled at the district level decreased from 15.8 percent for 2018–2019 to 14.0 percent in 2022–2023. The G/T percentage for the district has consistently exceeded that of the state by at least 5.8 percentage points since 2018–2019.

Figure 4. State and District Percentage of G/T Enrollment (Early Childhood included), 2018–2019 to 2022–2023



Sources: PEIMS Standard Reports, Student Program and Special Population Reports: 2018–2019 to 2022–2023

According to the Texas State Plan (2019, p. 6) (Standard 2.25), the population of the G/T program should closely reflect the district or school enrollment. Moreover, all students should have the opportunity to be assessed, and if needed, provided service (Standard 2.24). According to the Texas Education Agency's study, *Equity in Gifted Education*, (Slocumb & Olenchak, 2006, p. 8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. This is one method of examining equity. Using this method, African American and Hispanic students are underrepresented by 10.61 and 12.45 percentage points, respectively (**Table A–3**, p. 29).

A second method for examining equity was developed by Wright, B., Ford, D., & Young, J (2017) by looking at the representation index (RI). The RI is calculated by looking at the ratio of students in the gifted program subpopulation compared to those in the overall population. To have an equitable representation, the RI should be at a minimum of 0.8 or 80 percent (Wright, B., Ford, D., & Young, J., 2017).

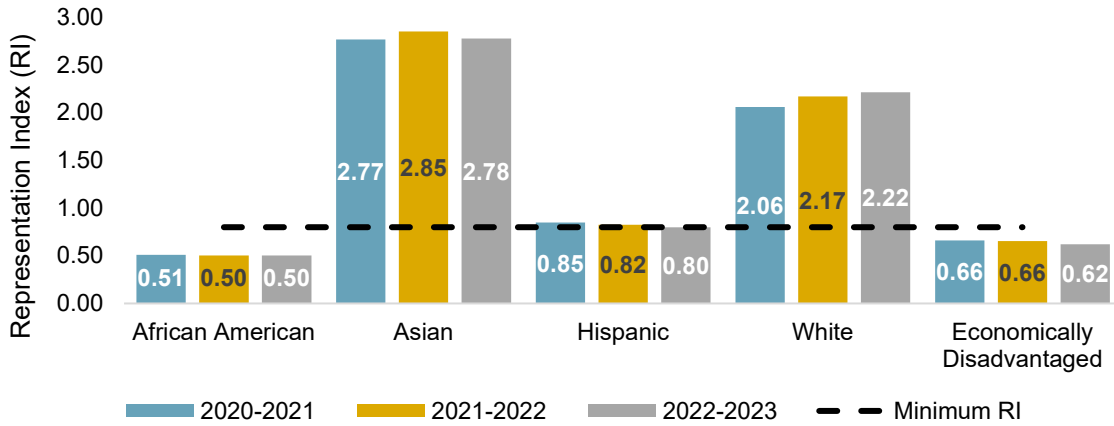
Table A–3 (p. 29) shows the demographics of the G/T program and the district, and the RI for 2020–2022 to 2022–2023. The Texas Education Agency (2021a & 2021c) developed a template for calculating the RI for a district or campus, and guidance on how to interpret the results.

- African American students comprise 21.30 percent of the total HISD population and 10.69 percent of the G/T population in grades K–12 in 2022–2023. The representation index is .50 or 50 percent, falling short of an equitable representation of .8 or 80 percent (Table A–3, p. 29).
- Hispanic students comprise 61.79 percent of the total HISD population and 49.34 of the G/T population in grades K–12. The representation index reflects an equitable representation at .80.
- While at-risk students comprise 65.55 percent of the total HISD population and 29.79 of the G/T population in grades K–12, there is not an equitable representation in the G/T program at 0.45 or 45 percent.
- While economically disadvantaged students comprise 78.64 percent of the total HISD population and 48.87 percent of the G/T population in grades K–12, there is not an equitable representation at 0.62 or 62 percent.

Figures 5A and **5B** (p. 10) show the RI for the district and the state by student race/ethnicity and students who are economically disadvantaged. To have an equitable representation, the RI should be at a minimum of 0.8 or 80 percent, as shown by the dotted line at 0.8. If a subpopulation is under the .8 threshold, it indicates that an inequity exists. There are several factors that may influence the identification process such as policy, culture, linguistic, socioeconomic status, and the assessment instruments selected (Texas Education Agency, 2024).

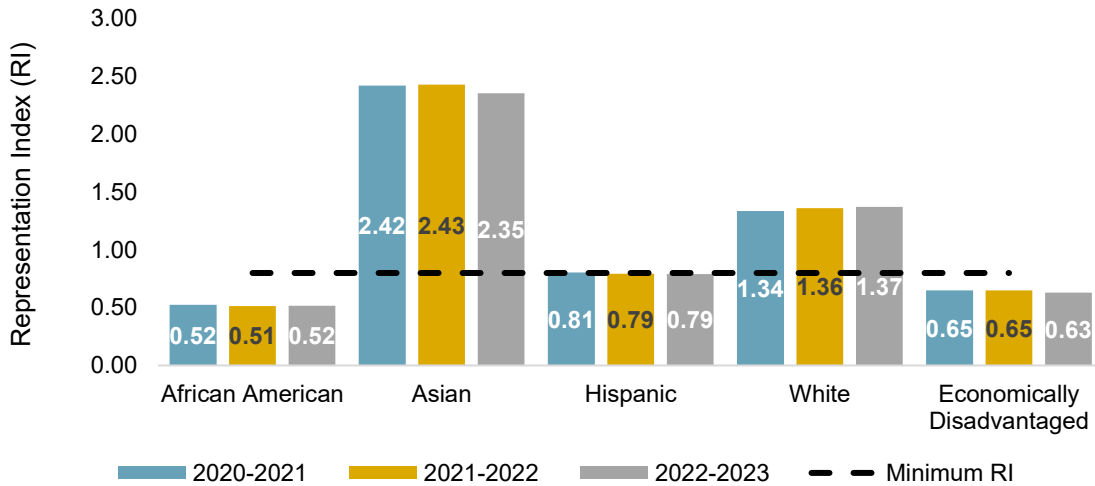
- For the past three years, the district and the state did not have an equitable distribution of African American or economically disadvantaged students. Moreover, the state did not have an equitable distribution of Hispanic students for the past two years (Figures 5A and 5B).
- Both the district and the state have an RI that is greater than 1.00 for Asian and White students. For the past three years, the RI for White students in the district exceeded 2.00, while the RI for White students in the state exceeded 1.00 but did not reach 2.00.

Figure 5A. District Representation Index (RI), 2020–2021 through 2022–2023 (Excludes Early Childhood and Prekindergarten)



Sources: Fall PEIMS Snapshot, various years; [TEA Equity in Gifted/Talented Education Template](#)

Figure 5B. State Representation Index (RI), 2020–2021 through 2022–2023 (Excludes Early Childhood and Prekindergarten)



Sources: Texas Education Agency (2021b), *Enrollment in Texas Public Schools, 2020–2021, 2021–2022, and 2022–2023*; Fall PEIMS Snapshot, various years; [TEA Equity in Gifted/Talented Education Template](#)

School Choice

Families can apply to Vanguard Magnet programs, which are Board-approved programs for which entry is competitive. Students can work with their cognitive peers, and the teachers differentiate the curriculum to meet their needs. Since an application process must be completed, families self-select to participate.

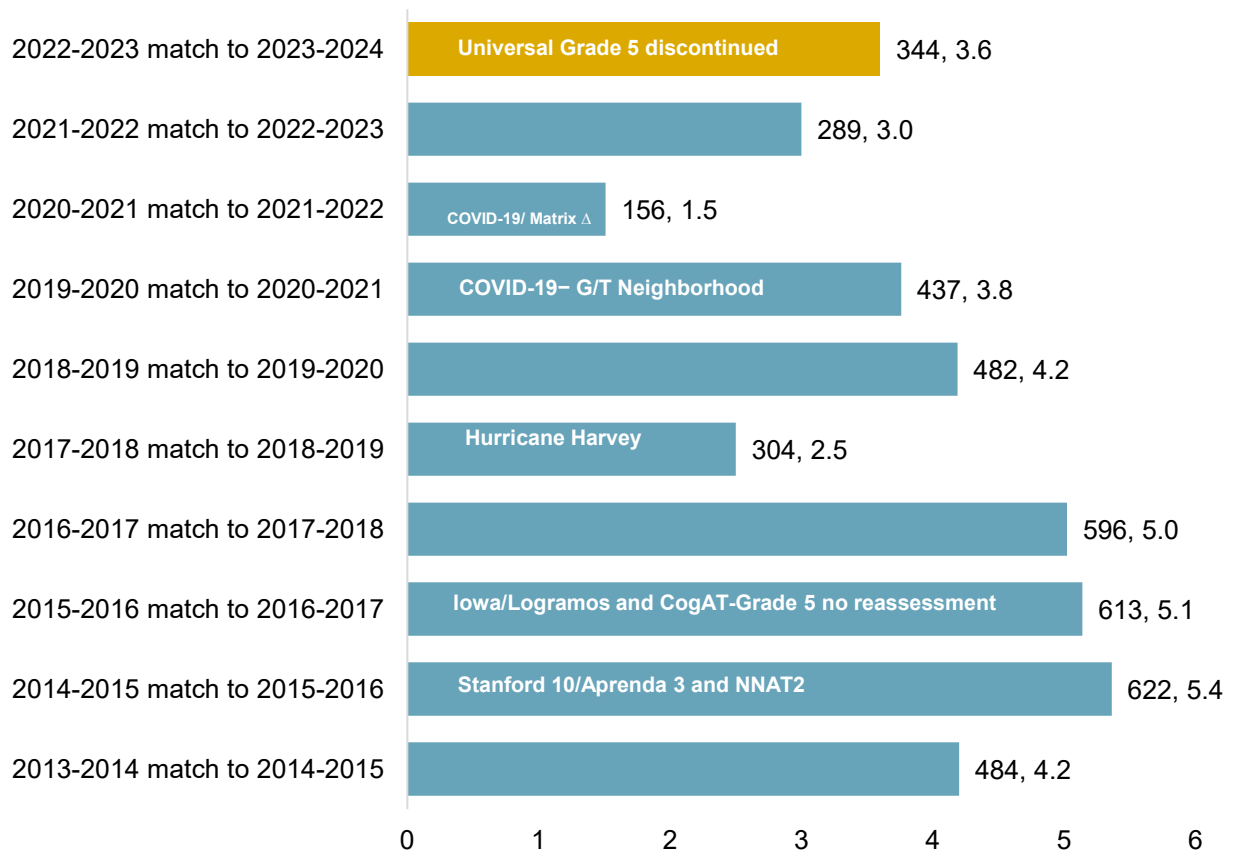
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD entering kindergarten and entering sixth grade populations (**Table A–4**, p. 30).
- Although Asian and White students apply for Vanguard Magnet schools at disproportionately **higher** rates than they are represented in the HISD entering kindergarten and sixth grade populations, they

enroll at **lower** rates compared to African American and Hispanic students (**Tables A–4 and A–5**, pp. 30–31).

- When comparing the race/ethnicity percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole, whereas White and Asian students are **overrepresented** (**Table A–6**, p. 32).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 0.0 percent at Carrillo and De Zavala elementary schools to 41.1 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 9.4 percent at T.H. Rogers ES/MS to 98.0 percent at De Zavala Elementary School. The percentage of White students ranged from 0.0 percent at De Zavala and Windsor Village elementary schools to 66.9 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Roosevelt Elementary School and Burbank Middle School to 59.1 percent at T.H. Rogers ES/MS (**Table A–6**).
- A total of 29.2 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 4.0 percent at Oak Forest Elementary School to a high of 94.4 percent at Windsor Village Elementary School (**Table A–6**).

To examine the fifth-grade policy that discontinued fifth-grade universal testing, analyses were conducted by looking at two-year cohorts over 10 years. **Figure 6A (p. 12) shows the number and percentage of students not identified in fifth grade as G/T and enrolled in the district in sixth grade as a G/T student. Figure 6B (p. 12) shows the demographic composition of the students who were subsequently identified as G/T in sixth grade.** The assumption is that the students identified for services in sixth grade participated in the universal assessment until 2022–2023 when it was discontinued. There was a decline in the number of G/T students identified in the 2022–2023 cohort compared to 2018–2019 (pre-COVID-19) by 28.6 percent (**Figure 6A**). However, the demographic composition of African American and Hispanic students fell in the range of previous years (**Figure 6B**).

During this period (2013–2014 to 2022–2023), there have been changes in the assessments used. For example, in 2014–2015, the district used Stanford10/Aprena2 and the Naglieri Nonverbal Ability Test (NNAT2). The assessments changed in 2015–2016 to the Iowa/Logramos and the CogAT 7 Abilities Test, Nonverbal section. Moreover, there was a policy change in 2015–2016 where fifth grade students carried their G/T label throughout their middle and high school tenure and were no longer reassessed. In 2017, Hurricane Harvey impacted enrollments as did COVID-19 during the 2020–2021 school year. Identification for the Neighborhood G/T entering kindergarten students during the spring of 2020 was interrupted and testing stopped after March. For the 2020–2021 school year, students were required to take a test on campus. Not all parents who selected virtual instruction for the next grading cycle felt comfortable bringing their children to test in a classroom setting. However, in 2020–2021, there was a change in the identification process. Students were able to qualify for G/T services based on subject areas (e.g., mathematics and science) with a lower matrix score. Yet, students that qualified for services based on subject area were required to retest and qualify in all core subject areas if they wanted to apply for a Vanguard Magnet school.

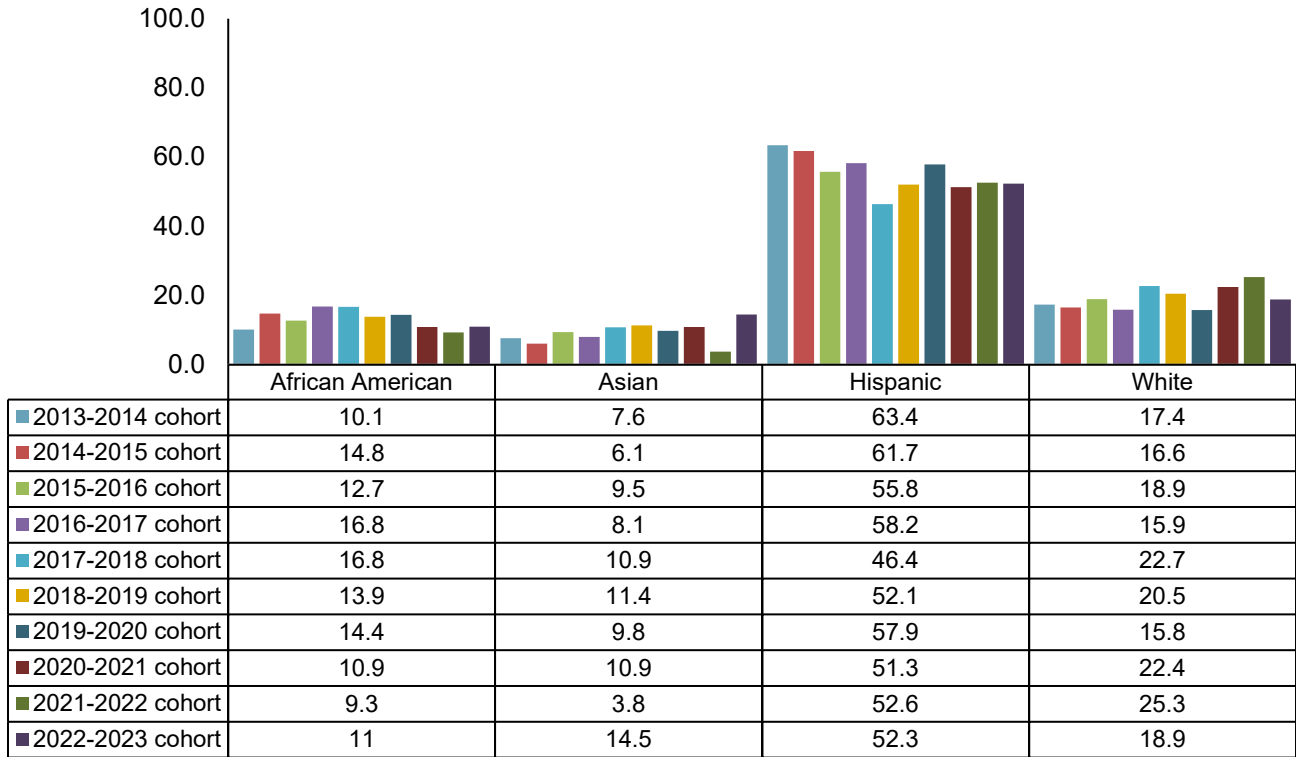
Figure 6A. Cohort Analysis of Fifth Grade Students Identified as G/T in Sixth Grade

Sources: Fall PEIMS Snapshot, various years

Note: The gold bar illustrates when the fifth-grade universal assessment was discontinued.

- The highest percentage of students identified through the fifth-grade universal assessment and subsequently enrolled in the district occurred in the 2014–2015 cohort (5.4 percent) (Figure 6A).
- The lowest percentage of students identified through the fifth-grade universal assessment and subsequently enrolled in the district occurred in the 2020–2021 cohort. The lower percentage is a direct impact of COVID-19, since students were assessed on campus, and some parents opted for virtual instruction and may not have had their children tested.
- Although the percentage of students identified through the fifth-grade universal assessment has varied over time, approximately two-thirds to three-quarters of the students identified are African American and Hispanic, based on an analysis of two-year cohorts over ten years (Figure 6B, p. 13).
- The highest percentage of students identified as G/T through the fifth-grade universal assessment was composed of African American and Hispanic students, ranging from 62.2 percent in 2020–2021 to 76.5 percent 2014–2015 (Figure 6B).

Figure 6B. Demographic Composition of Students Identified as G/T by Cohort



Sources: Fall PEIMS Snapshot, various years

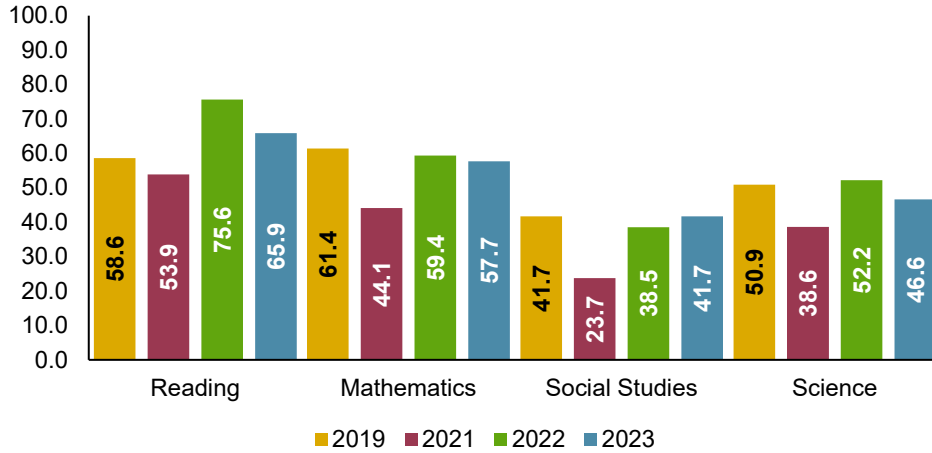
State of Texas Assessments of Academic Readiness (STAAR)

Achieving the Masters Grade Level Standard on the STAAR reflects one of the five ways a student may be nominated for G/T identification. The STAAR assessments are criterion-referenced exams aligned with the Texas Essential Knowledge and Skills, which are the state curriculum standards. For 2023, the number of G/T students tested and the performance by grade level can be found in **Tables A–7A to A–9B** (pp. 33–35). **Figure 7** (p. 14) summarizes the percentage of G/T students in grades 3–8 scoring at the Masters Grade Level Standard on the STAAR English reading, mathematics, science, and social studies exams from a longitudinal perspective, although interpretation needs to be tempered. In 2020, the STAAR 3–8 exams were canceled due to COVID-19. For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty since tests were administered in person. Therefore, comparisons using 2021 should be made with caution. In 2023, the STAAR assessment integrated writing into the reading language arts. **Figure 8** (p. 14) summarizes the percentage of G/T students in grades 3–5 scoring at the Masters Grade Level Standard on the STAAR Spanish reading, mathematics, and science exams.

- The percentage of G/T students who met the Masters Grade Level Standard on the English STAAR 3-8 assessments increased for social studies, but decreased for reading, mathematics and science as compared to Spring 2022 (Figure 7).
- The percentage of G/T students who met the Masters Grade Level Standard on the Spanish STAAR 3-5 assessments decreased for reading and mathematics as compared to 2022. Comparisons were not made for science since fewer than five students tested (Figure 8).

- The percentage of G/T students who met the Masters Grade Level Standard on the English STAAR for reading surpassed performance as compared to 2019 (pre-COVID-19); however, this is not true for G/T students taking the English mathematics or Spanish STAAR 3–8 reading and mathematics exams.

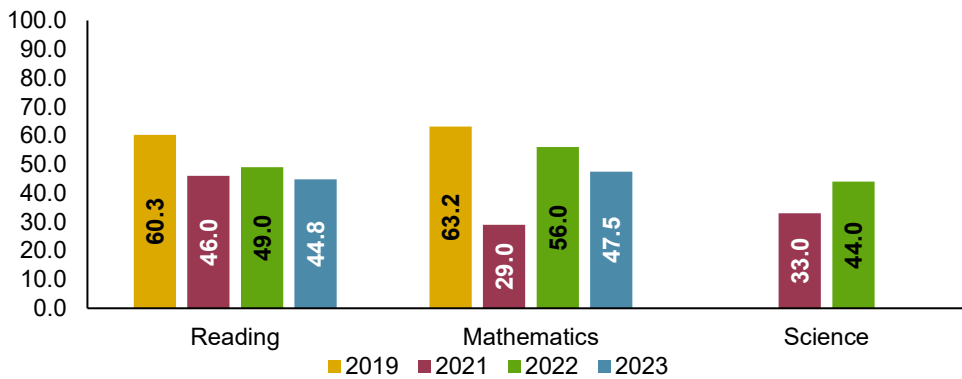
Figure 7. English G/T STAAR 3–8 Results, Masters Grade Level Standard, 2019, 2021, 2022, & 2023



Source: STAAR 3–8 Dashboard, 8/17/2023

Note: Excludes Alternate 2 results. No students tested during 2020 due to the COVID-19 pandemic. Comparisons to prior years should not be made. First administration results were used in 2018–2019. Starting in 2019–2020, testing moved to a single administration.

Figure 8. Spanish G/T STAAR 3–5 Results, Masters Grade Level Standard, 2019, 2021, 2022, & 2023



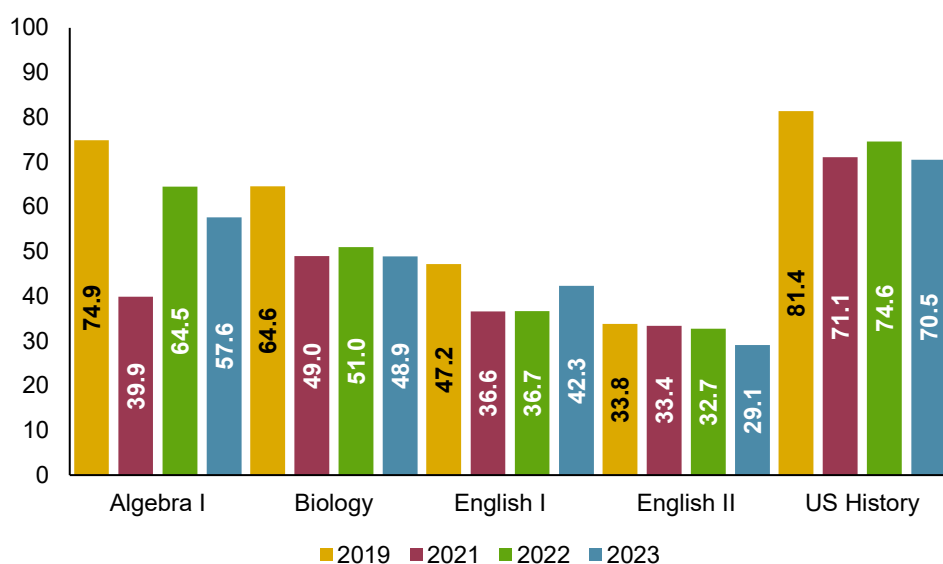
Source: STAAR 3–8 Dashboard, 8/17/2023

Note: Excludes Alternate 2 results. No students tested during 2020 due to the COVID-19 pandemic. Comparisons to prior years should not be made. First administration results were used in 2018–2019. Starting in 2019–2020, testing moved to a single administration. In 2019 & 2023, only three students tested in science on the Spanish STAAR 3–8 and their results are masked.

Figure 9 shows the longitudinal performance of first-time G/T testers on the STAAR End-of-Course (EOC) exams.

- For 2023, first-time G/T testers on the STAAR End-of-Course exams scored lower on Algebra I, Biology, English II, and US History as compared to 2022, while English I showed an increase.
- For 2023, performance on the STAAR EOC exams did not exceed pre-pandemic performance (2019) for first-time G/T testers (**Tables A-9A and A-9B**, p. 35).
- Performance by first-time G/T testers on the U.S. History exceeded performance on all other EOC subject tests for each year 2019–2023.

Figure 9. G/T STAAR End-Of-Course (EOC) Results, Masters Grade Level Standard, 2019, 2021, 2022, & 2023



Source: STAAR EOC Dashboard, 8/18/2023

Note: Excludes Alternate 2 results. No students tested during 2020 due to the COVID-19 pandemic. Comparisons to prior years should not be made. The graph reflects first-time tested students.

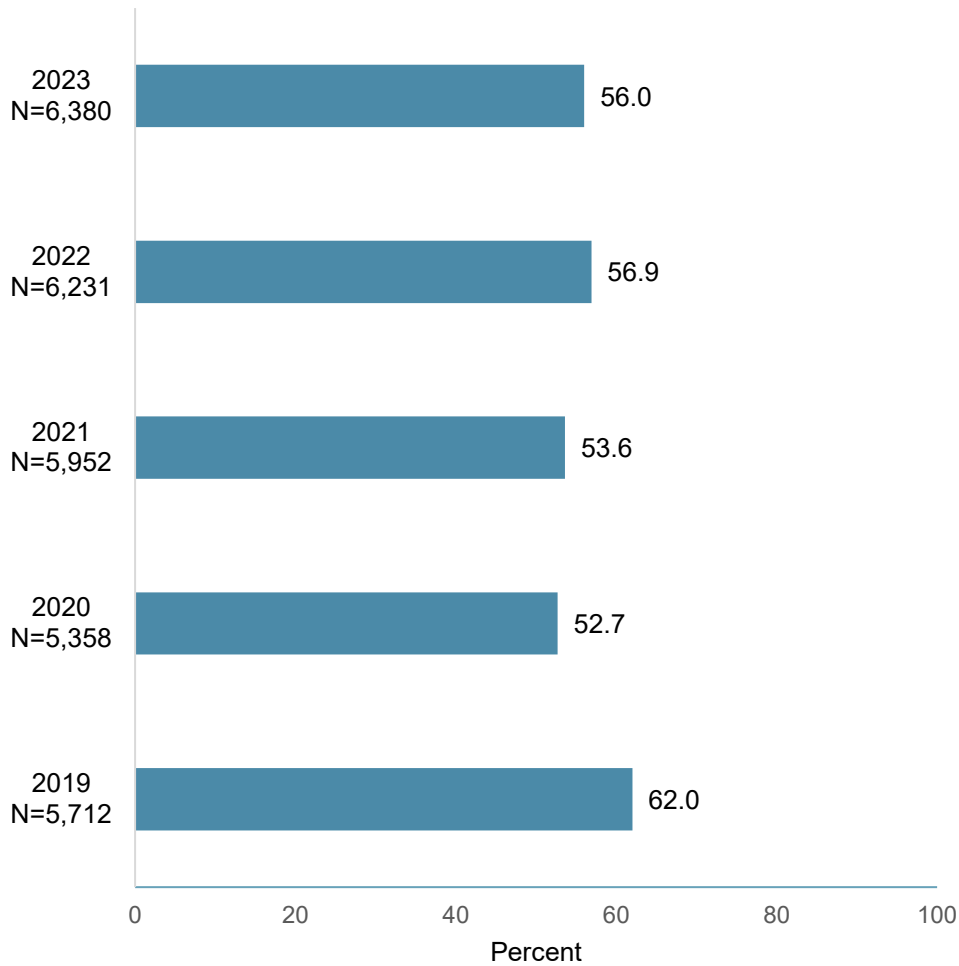
What evidence exists to document positive student performance trends for students participating in the gifted program?

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

Advanced Placement

- The number of G/T High School students taking AP tests increased by 2.4 percent from 6,231 in 2022 to 6,380 in 2023. (**Figure 10A**, p. 16 and **Appendices D-1 and D-2**, pp. 53–54).

Figure 10A. Number of G/T High School Students Taking AP Exams and Participation Rates, 2019 to 2023

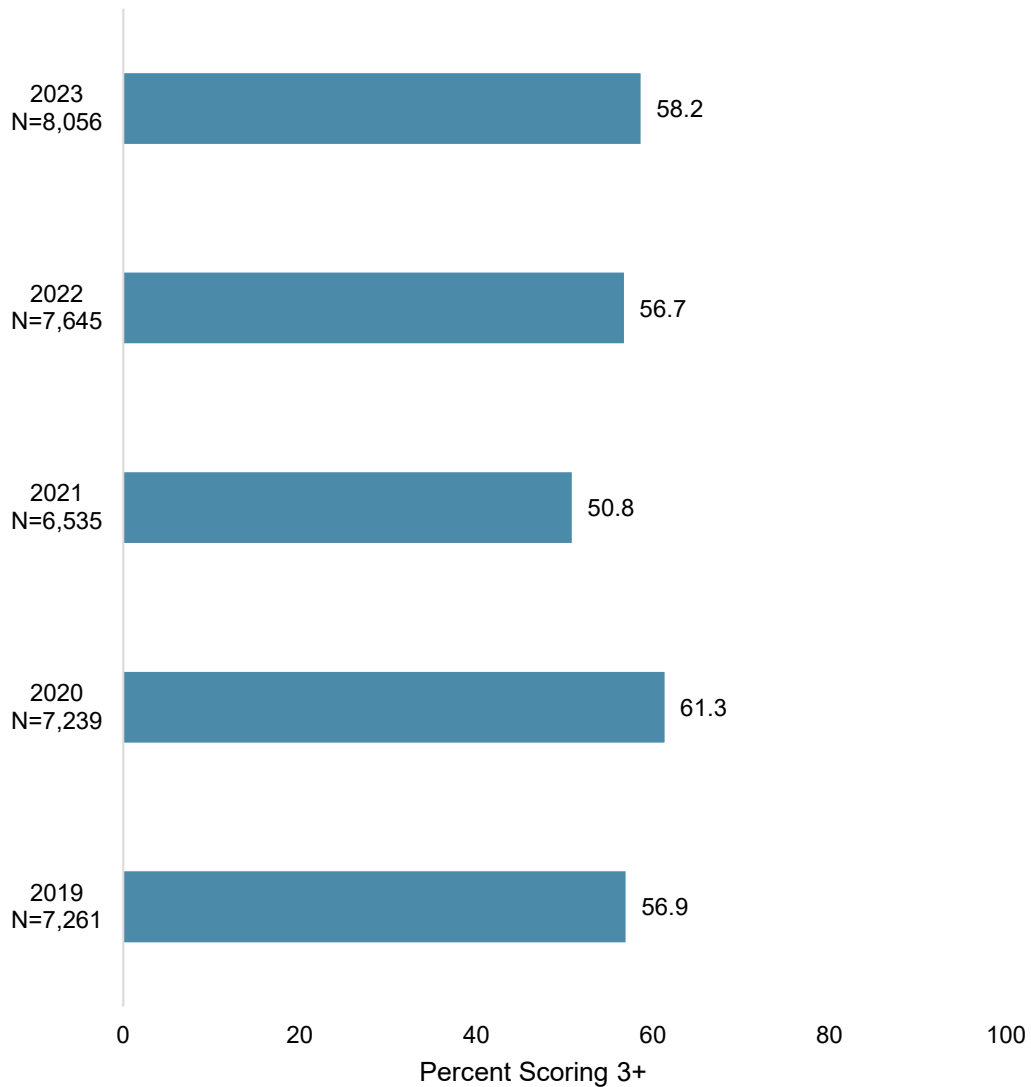


Sources: College Board AP data file; 8/8/2023; Fall PEIMS Snapshot, 2022; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2021–2022*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 64 students in 2023. Due to COVID-19, 2020 AP Exam results are not comparable with previous years or subsequent years.

- For 2023, a total of 13,835 Advanced Placement (AP) exams were taken by 6,380 G/T high school students and 58.2 percent of the scores were three or higher on a scale of one to five, an **increase** of 1.5 percentage points from 2022 (Appendices D–1 and D–2 pp. 53–54 and Figures 10A and 10B, pp. 16–17).

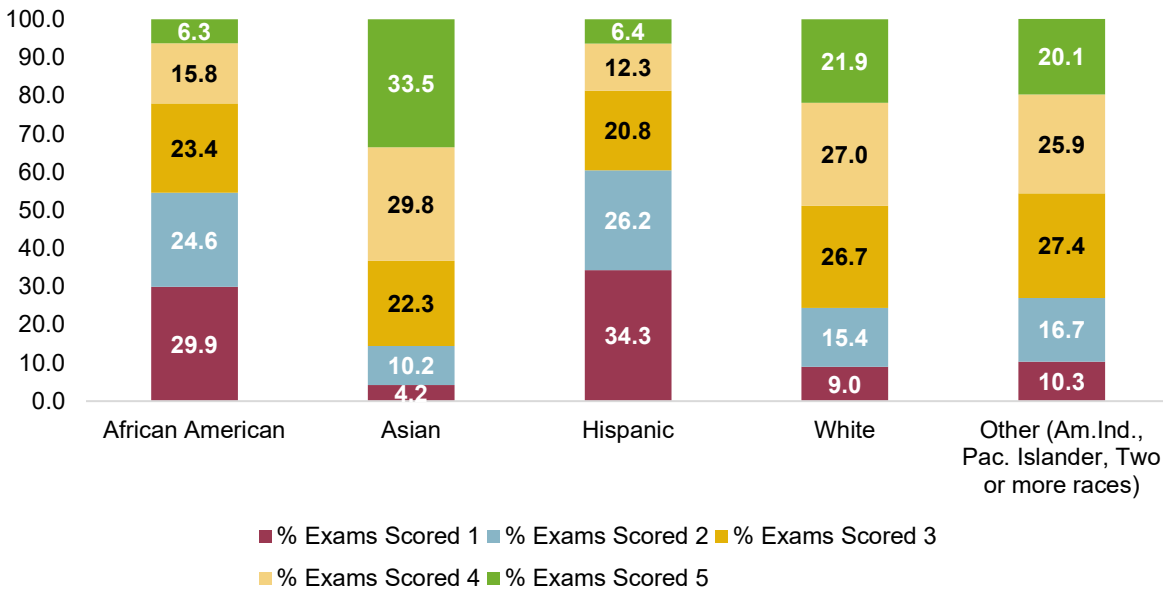
Figure 10B. Number and Percentage of High School G/T AP Exams Scored 3 or Higher, 2019 to 2023



Sources: College Board AP data file; 8/8/2023; Fall PEIMS Snapshot, 2022; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2021–2022*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 64 students in 2023. Due to COVID-19, 2020 AP Exam results are not comparable with subsequent or previous years.

Figure 10C (p. 18) shows the AP score distribution for exams taken by G/T students by race/ethnicity for 2023. Due to small numbers, American Indian, Pacific Islander, and Two or more races were combined into *Other*. Asian students outperformed all racial/ethnic groups with 85.6 percent of exams scored at 3 or higher, closely followed by White students (75.6 percent). Approximately 40 percent of Hispanic students scored at 3 or higher on an AP exam compared to Asian (85.6 percent) and White (75.6 percent). A higher percentage of African American students scored three or higher at 45.5 percent compared to Hispanic students, but lower than Asian or White students.

Figure 10C. AP Score Distribution for G/T Exams Taken by Race/Ethnicity, 2023

Sources: College Board AP data file; 8/8/2023; Fall PEIMS Snapshot, 2022

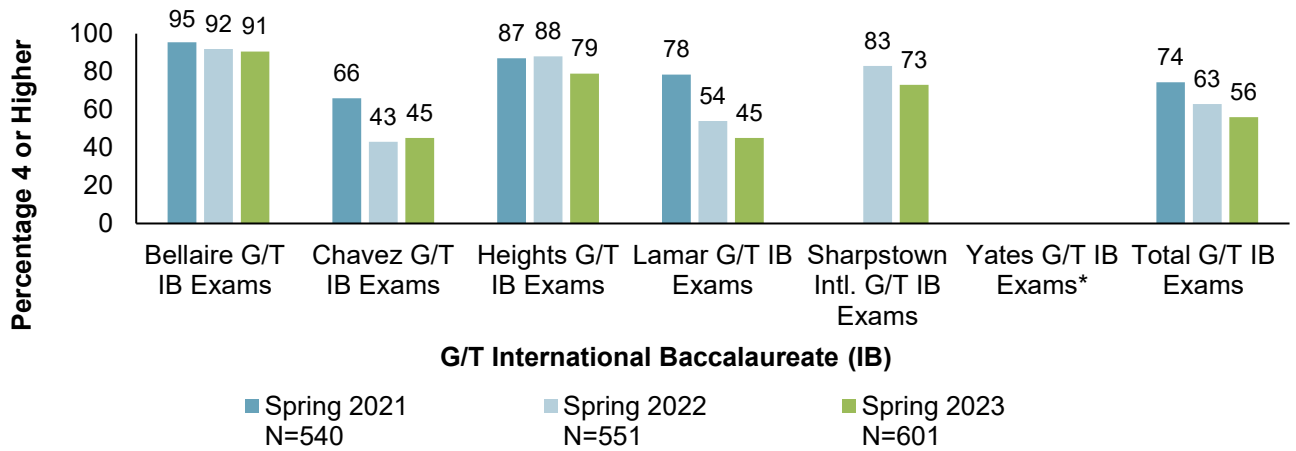
Note: *Other* includes American Indian, Pacific Islander, and Two or more races due to small numbers.

Table A–10 (p. 36) summarizes the number of G/T high school students who earned an AP Award, the type of award, along with a description of the criteria needed to earn each award for 2021 through 2023. Students could earn more than one award, and the awards reflect cumulative testing results. In the 2023 school year, more G/T students earned an AP scholar award compared to 2022. In 2023, the district had 922 high school G/T AP Scholars, with 306 recognized with Honor, 698 recognized with Distinction, and one earning the AP International Diploma. Moreover, 140 earned a Capstone Diploma and 30 earned an AP Seminar and Research Certificate.

International Baccalaureate (IB)

- In 2023, 601 HISD G/T students received results for 1,730 International Baccalaureate (IB) examinations, where 56 percent scored four or higher on a scale from one to seven. This reflects an **increase** in participation by 50 students from 2022, but a **decrease** in the percentage of exams scoring four or higher (**Figure 11**, p. 19 and **Table A–11**, p. 37).
- For 2023, 34 Bellaire, 4 Chavez, 19 Heights, and 37 Lamar high schools' G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 101 in 2022 to 99 in 2023 (**Table A–12**, p. 37).
- For 2023, Chavez, Heights, and Lamar, high schools offered students the opportunity to earn a Career-related Programme certificate (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 284 Candidates, 91 students completed the Career-related Programme in 2023 reflecting an **increase** from 2022. For G/T students in 2023, 50 out of 107 candidates completed the Career-related Programme, reflecting an increase from 2022 (**Table A–12**).

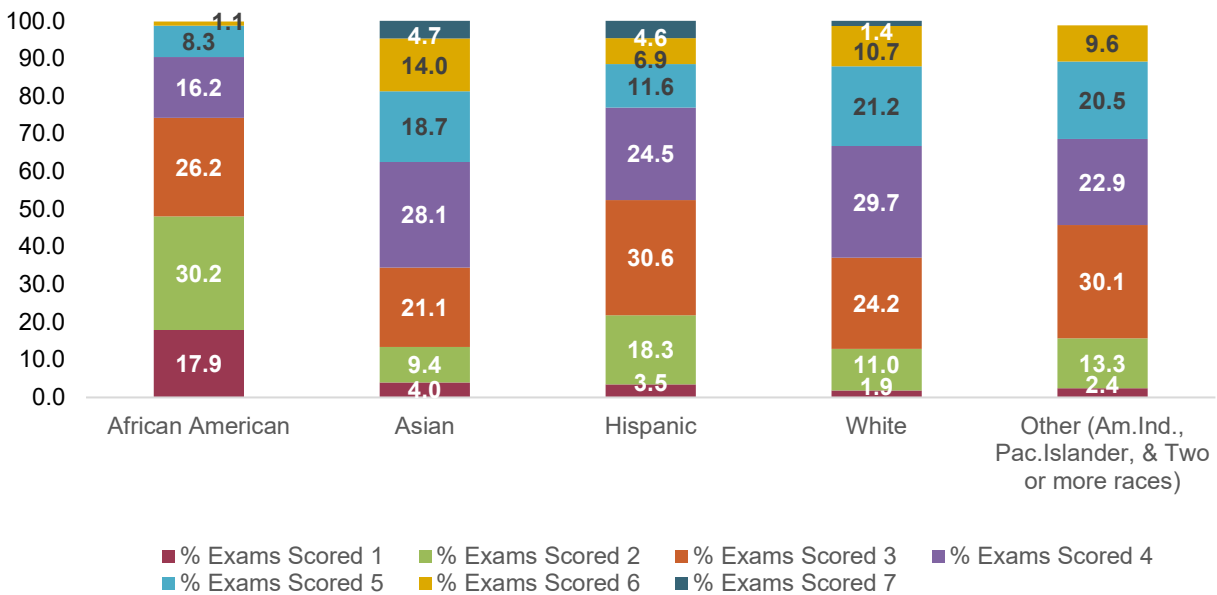
Figure 11. Percentage of IB Tests Taken by G/T Students Scored at 4 or Higher, Spring 2021–2023



Sources: IB data file, 2023; PEIMS Fall Snapshot, 2022; *Gifted and Talented Program Evaluation Report, 2021–2022*
 Notes: Due to COVID-19, assessment adaptations were put in place for 2021 and 2022, limiting comparisons to 2023. Chavez, Heights, and Lamar high schools offer a Career-related Programme (CP).
 *Less than 5 students tested.

Figure 12 shows the IB score distribution for exams taken by G/T students by race/ethnicity for 2023. Due to small numbers, American Indian, Pacific Islander, and Two or more races were combined into *Other*. Asian students outperformed all racial/ethnic groups with 65.6 percent of exams scored at 4 or higher, closely followed by White students (62.9 percent). Approximately 48 percent of IB exams taken by Hispanic students and 25.5 percent of IB exams taken by African American students scored a four or higher. The gap in performance between Asian and African American students and Asian and Hispanic students is 40 and 18 percentage points, respectively.

Figure 12. IB Score Distribution for G/T Exams Taken by Race/Ethnicity, 2023



Sources: IB data file, 2023; PEIMS Fall Snapshot, 2022

PSAT, ACT, and SAT

- On the fall 2022 PSAT results for eleventh grade, 2,654 (93.6 percent) of G/T students took the PSAT, and a total of 1,418 (53.4 percent) met both College and Career Readiness (CCR) Benchmarks. (**Appendix E**, p. 55 and **Figures 13A** and **13B**).

Figures 13A and 13B. G/T 11th Grade Participation and Performance on the PSAT (Fall 2022) and the Graduating Class on the ACT and SAT, 2022

Figure 13A. Participation

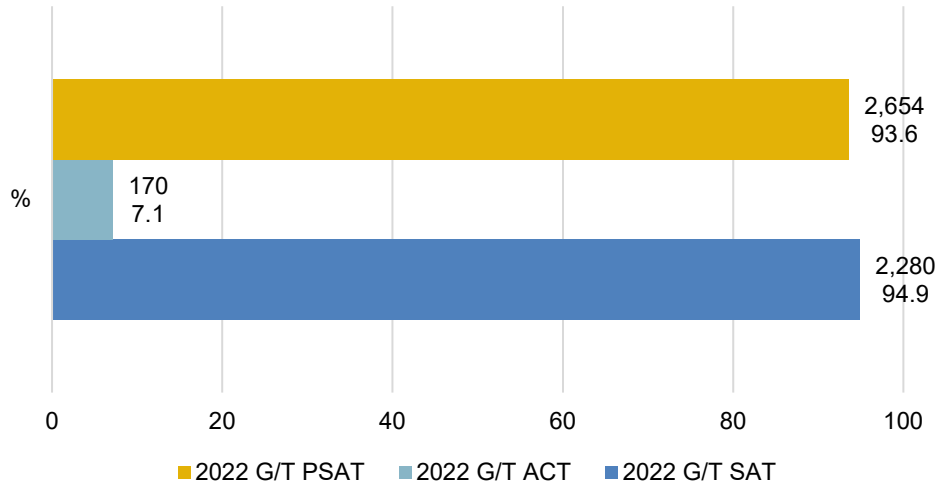
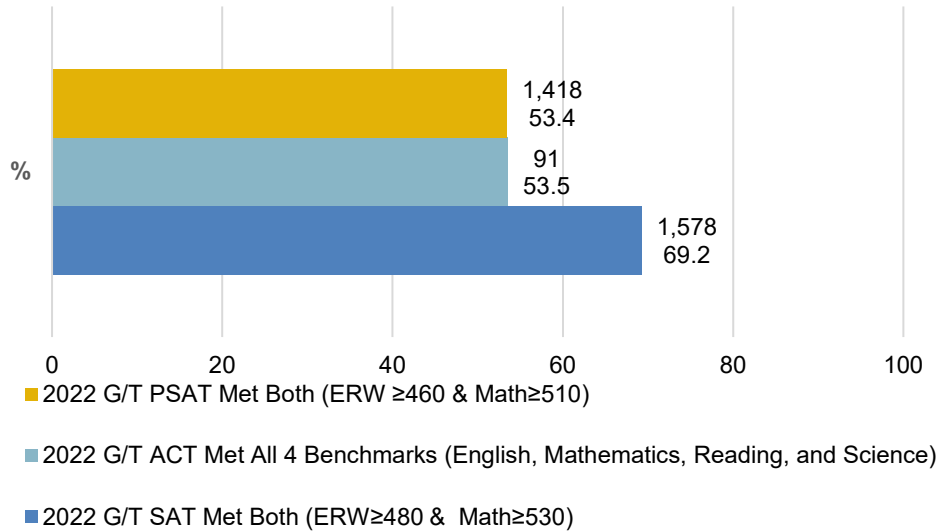


Figure 13B. Performance



Sources: PSAT/NMSQT data file, 4/20/2023; ACT data file, 2021–2022; Cognos SAT data file 2021–2022; Student Leaver File, 12/8/2022; PEIMS Fall Snapshot, 2022; Cognos Student ID file
 Notes: ERW=Evidence-based Reading and Writing. ACT College Readiness Benchmarks are 18 in English, 22 in Math, 22 in Reading, and 23 in Science.

- A total of 170 G/T students (7.1 percent) from the 2022 G/T graduating class took the ACT and 53.5 percent met all four CCR Benchmarks (English \geq 18; Mathematics \geq 22; Reading \geq 22; and Science \geq 23) (**Appendix F–1**, p. 56 and Figures 13A and 13B, p. 20).
- A total of 2,280 G/T students (94.9 percent) from the 2022 G/T graduating class took the SAT and 69.2 met the CCR Benchmarks for both ERW (\geq 480) and Math (\geq 530) (**Appendix F–2**, p. 57 and Figures 13A and 13B).

Graduates and Gifted Educational Plan (GEP)

According to the Texas State Plan, the district is expected to provide an array of appropriately challenging learning experiences in each of the four foundation curricular areas. Therefore, the G/T graduates were analyzed for a summative measure and the GEP was analyzed for a formative measure.

- Using a four-year longitudinal cohort methodology for the Class of 2022, 97.7 percent graduated, 0.2 percent continued in high school, 0.2 percent received the Texas Certificate of High School Equivalency, and 1.9 percent dropped out of school (**Table A–13**, p. 38). The percentage of G/T students that graduated remained the same, and the percentage of G/T students that dropped out increased by 0.5 percentage point compared to the prior cohort.
- On January 14, 2016, the HISD Board originally approved the addition of the Gifted Education Plan (GEP) as a G/T Standard. For the 2022–2023 school year, GEPs were completed for 12,641 students or 47.6 percent of the district’s G/T students. This reflects an 8.5 percentage point decrease from the previous year (**Table A–14**, p. 39).
- Due to data quality issues in PowerSchool, it was not possible to fully evaluate the GEP as an instructional tool or monitor its implementation.

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

Professional Learning

There currently is not a centralized system in place that identifies G/T teachers. The campus G/T Coordinator must identify which staff members are providing instruction to G/T students, and, thus, must complete G/T training. The Gifted and Talented Department has established a method for identifying and tracking G/T professional learning. Campus G/T Coordinators were required to track G/T training of teachers and administrators using an Excel spreadsheet and provide the evidence (i.e., certificate) that the training had been completed. These documents were uploaded onto HISD’s Google Drive. The training was monitored by the Gifted and Talented Department. The timeline for completing training and uploading the documents started on June 17, 2022, and was completed by June 23, 2023.

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

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

- For the 2022–2023 school year, the professional learning component of the state plan could not be fully evaluated since it was not possible to identify which teachers provided instruction to G/T students or to automatically track G/T professional learning seamlessly.
- For 2022–2023, 7,329 educators (unduplicated) completed at least one G/T professional learning course (Appendix G, pp. 58–59).
- For 2022–2023, 17,991 educators (duplicated) completed one or more of the 34 G/T professional learning opportunities offered (Appendix G). The 34 courses exclude any courses for which educators would not receive G/T credit, such as monthly coordinator meetings.
- For 2022–2023, 6,185 educators completed six or more hours of G/T professional learning courses meeting the annual state mandate, and 1,098 educators completed 30 or more hours (Appendix H, p. 60).
- For 2022–2023, 1,077 educators (unduplicated) completed at least one AP or IB professional learning course (Appendix H, p. 63).
- For 2022–2023, 2,517 educators (duplicated) completed at least one AP or IB professional learning course (Appendix H).
- For 2022–2023, 859 educators completed six or more hours of AP or IB professional learning courses meeting the annual state mandate, and 347 educators completed 18 or more hours (Appendix H).

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

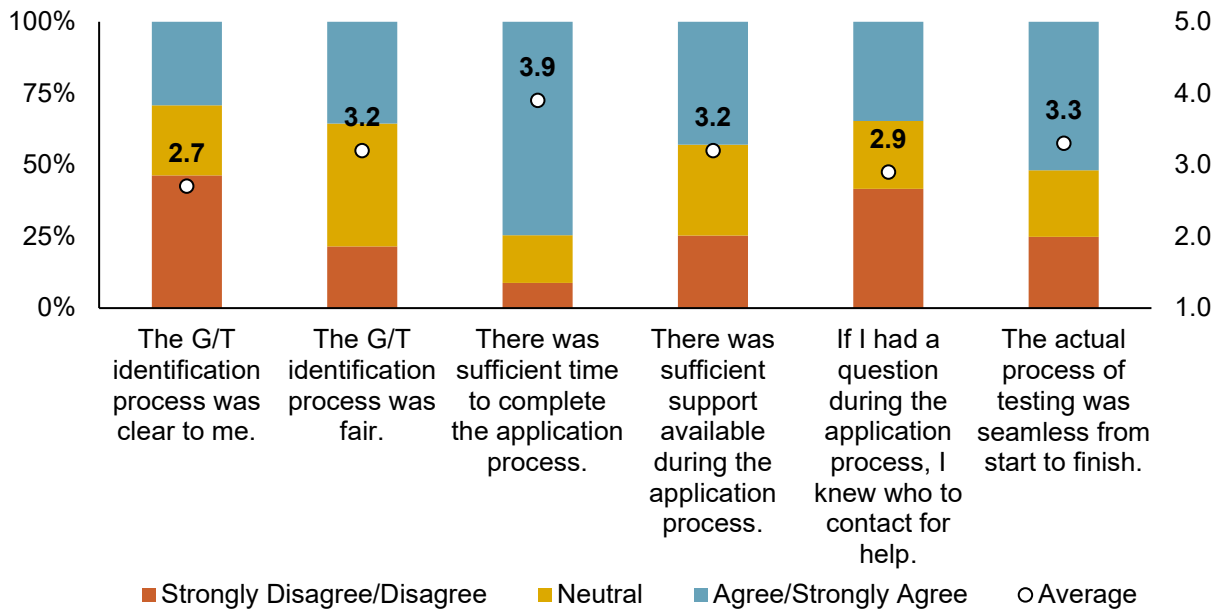
- The G/T Expo at the district-level was held virtually for the 2022–2023 school year. Video presentations were made so that community members could see the work of G/T students displayed.
- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten for students who are not identified as G/T and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.
- For the 2022–2023 school year, the Director of the Gifted and Talented Department presented *Data in the Dugout*, which centered on program equity, barriers to equity, solutions, and goals for the 2023–2024 school year.

- To foster community involvement and build capacity for families in the district, the Gifted and Talented Department held a Gifted and Talented Family Symposium on Tuesday, September 15, 2022. The keynote speakers were Dr. Joseph Renzulli and Dr. Sally Reis. Sessions were recorded so participants could watch at their convenience.

Parent Survey

According to the Texas State Plan, Standard 6.2, family and community input is solicited annually regarding identification and assessment procedures. A total of 1,194 parents of students who were assessed during the 2022–2023 school year were surveyed and 383 were returned, yielding a response rate of 32.1 percent. Respondents were asked to provide their opinion on the identification and assessment process. The results are presented in **Figure 14**. On a scale from one to five, the item with the highest average score was: *There was sufficient time to complete the application process* (3.9). The item with the lowest average score was: *The G/T identification process was clear to me* (2.7).

Figure 14. Perceptions of the G/T Identification and Assessment Procedures, 2022–2023



Source: SurveyMonkey, G/T Parent Data files, 5/31/2023

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

Table A–15 (pp. 40–41) summarizes the emergent categories for feedback on the identification and assessment procedures for HISD. Of the 383 total respondents, 142 provided at least one response (37.1 percent). The top three categories centered on “communication” (32.9 percent), “results” (29.7 percent), and “test administration” (17.1 percent). Many of the respondents felt that communication needed to be more effective, clearer, in their native language, and timelier. Moreover, parents requested a communication outlining what to expect on the day of testing and who to contact for support. Parents also indicated they did not receive the G/T testing results, and for parents that did, they needed a better explanation. For students that tested on HISD campuses during the week, respondents would like advanced notice as to the testing schedule. Respondents indicated they did not know who to contact for accommodations (e.g., blind).

Discussion

The implementation of the HISD Gifted and Talented Program has varied across the district from the program design, rigor, opportunities to work with G/T peers, strategies for serving G/T students, to curriculum and instruction, professional development, and communicating with parents about program implementation. This variation impacted the educational opportunities available to the G/T students.

The district conducts one universal assessment at kindergarten for students who are not already identified as G/T. Conducting a universal assessment is a program strength as there are no gatekeepers for identification. Moreover, the district revised the G/T matrix to allow students to qualify for services based on ELA, math, or both, permitting more students to qualify and be served for their specific area of giftedness. For the 2022–2023 school year, the district eliminated the fifth-grade universal assessment. This decision impacted the number of underrepresented students identified compared 2018–2019 (pre-pandemic), although not the proportion.

With the implementation of PowerSchool, data quality issues have emerged since there are no data validation rules in place. For example, the Team Meeting date and the Implementation date are blank, but there is a completion date. Moreover, the *Students with a Current GEP* report does not provide the level of detail that the previous platform did since the report does not identify the area of giftedness.

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

Demographic data indicate that the district has an overrepresentation of students at 15 percent in the Gifted and Talented Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted. The district is over-identifying G/T students.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (Slocumb & Olenchak, 2006, p. 8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American and Hispanic students are underrepresented, and White and Asian students are overrepresented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are disproportionately economically disadvantaged are underrepresented. Moreover, at-risk students are also underrepresented. Since 2021–2022, proportional underrepresentation has **increased** by at least 1 percentage point for Hispanic, at-risk, economically disadvantaged, emergent bilingual, and ESL students, as well as students in the alternative language program.

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

The Department of Research and Accountability has conducted an annual evaluation of the Gifted and Talented Program for the past nineteen years (Department of Research and Accountability, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, & 2021). Data collected from previous evaluations have been used at the administrative and campus levels.

The level of district support has wavered: 1) recent decision to discontinue universal testing for fifth grade students, 2) hiring a vendor that did not deliver the products promised with fidelity and failure to hold the vendor accountable, 3) limiting the allocation of funding for 4-year old testing resulting in long wait times due to insufficient staff, and 4) not using the full CogAT test so that specific areas of giftedness could be identified and a profile could be created and uploaded to a dashboard.

The district has shown positive support regarding Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), the continuation of the G/T Expo, creating the Gifted and Talented family advisory council, hosting a G/T Family Symposium, and using Renzulli Learning. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support are promising steps. The Gifted and Talented Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school-level support are essential.

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Appendix A

Table A-1. District Summary of Gifted and Talented Program Code, 2019–2020 to 2022–2023									
		2019–2020		2020–2021		2021–2022		2022–2023	
Code	Gifted/Talented Program Code	N	Percent	N	Percent	N	Percent	N	Percent
0	Does not provide a program for gifted and talented students.	8	2.6	6	1.9	5	1.6	8	2.6
1	Pull-out	26	8.6	31	9.8	29	9.3	24	7.9
2	Push-in	30	9.9	34	10.8	38	12.2	19	6.3
3	Full-time gifted only	46	15.2	48	15.2	47	15.1	29	9.6
4	Full-time inclusion	187	61.9	193	61.1	188	60.3	219	72.5
5	Special day school	5	1.7	4	1.3	5	1.6	3	1
	Total Responses	302	100.0	316	100.0	312	100.0	302	100.0
	Total Schools	234		252		255		257	

Source: Gifted and Talented Department, PEIMS Coding Google Document

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

Appendix A (Continued)

Table A–2. Comparison of G/T Student Population to the District Population by Grade Level, 2021–2022 and 2022–2023 (K–12)							
	2021–2022			2022–2023			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	479	14,171	3.4	473	13,317	3.6	0.2
First	1,139	15,060	7.6	1,128	15,456	7.3	-0.3
Second	1,587	14,290	11.1	1,245	14,426	8.6	-2.5
Third	1,732	15,064	11.5	1,738	13,914	12.5	1.0
Fourth	2,105	15,255	13.8	1,842	14,478	12.7	-1.1
Fifth	2,512	15,345	16.4	2,171	14,405	15.1	-1.3
Subtotal (K–5)	9,554	89,185	10.7	8,597	85,996	10.0	-0.7
Sixth	2,189	12,730	17.2	2,169	11,737	18.5	1.3
Seventh	2,331	13,282	17.6	2,123	12,481	17.0	-0.6
Eighth	3,017	13,149	22.9	2,256	13,104	17.2	-5.7
Ninth	3,077	17,666	17.4	2,949	16,878	17.5	0.1
Tenth	2,989	12,868	23.2	2,786	13,693	20.3	-2.9
Eleventh	2,872	12,338	23.3	2,834	11,838	23.9	0.6
Twelfth	2,404	11,004	21.8	2,818	11,238	25.1	3.3
Subtotal (6–12)	18,879	93,037	20.3	17,935	90,969	19.7	-0.6
HISD Totals*	28,433	182,222	15.6	26,532	176,965	15.0	-0.6

Sources: Fall PEIMS Snapshot, 2021–2022 and 2022–2023

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

*Calculation based on G/T enrollment for grades K–12 divided by District enrollment for grades K–12.

Appendix A (Continued)

Table A–3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2021–2022 to 2022–2023, Grades K–12												
	2021–2022					RI	2022–2023					2023 RI
	G/T		District		G/T		District					
	N	%	N	%	N		%	N	%	RI		
Race/Ethnicity												
African Am.	3,135	11.03	39,807	21.85	0.50	2,836	10.69	37,692	21.30	0.50	Under	
Amer. Indian	50	0.18	308	0.17	1.06	40	0.15	297	0.17	0.88	Met	
Asian	3,658	12.87	8,222	4.51	2.85	3,598	13.56	8,632	4.88	2.78	Over	
Hispanic	14,522	51.07	112,819	61.91	0.82	13,091	49.34	109,339	61.79	0.80	Met	
Pac. Islander	26	0.09	137	0.08	1.13	25	0.09	137	0.08	1.13	Over	
Two or More	981	3.45	3,029	1.66	2.08	1,060	4.00	3,175	1.79	2.23	Over	
White	6,061	21.32	17,900	9.82	2.17	5,882	22.17	17,693	10.00	2.22	Over	
Gender												
Male	13,599	47.83	92,040	50.51	0.95	12,810	48.28	89,424	50.53	0.96	Met	
Female	14,834	52.17	90,182	49.49	1.05	13,722	51.72	87,541	49.47	1.05	Over	
Group												
At-Risk	8,822	31.03	110,837	60.83	0.51	7,905	29.79	116,006	65.55	0.45	Under	
Bilingual EB & Non-EB	2,421	8.51	28,617	15.70	0.54	2,042	7.70	27,561	15.57	0.49	Under	
Economically Disadvantaged	14,614	51.40	142,891	78.42	0.66	12,967	48.87	139,163	78.64	0.62	Under	
EB	4,275	15.04	62,778	34.45	0.44	4,141	15.61	64,589	36.50	0.43	Under	
Monitored	2,847	10.01	7,075	3.88	2.58	5,552	20.93	11,869	6.71	3.12	Over	
ESL	1,993	7.01	29,693	16.29	0.43	2,159	8.14	34,216	19.33	0.42	Under	
Special Ed.	396	1.39	15,855	8.70	0.16	548	2.07	16,694	9.43	0.22	Under	
Homeless	252	0.89	4,991	2.74	0.32	300	1.13	6,248	3.53	0.32	Under	
HISD Totals	28,433		182,222	100.00		26,532		176,965	100.00			

Sources: Fall PEIMS Snapshot, 2021–2022 and 2022–2023

Note: The Representation Index (RI) is the minimum amount any subpopulation should represent in your gifted program. The RI should be at least 0.8 or 80% of the proportional representation of each population (Met). An index greater than 1.0 (over 100%) would indicate a well-represented population (Over). An index less than 0.8 (80%) would indicate there was not an equitable representation of that population in the gifted program.

Appendix A (Continued)

Table A–4. Comparison of Entering Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2022–2023 and 2023–2024									
Race/Ethnicity	Vanguard Applicants for 2022–2023		District Enrollment 2022–2023		Vanguard Applicants for 2023–2024		District Enrollment 2023–2024		2023–2024
	N	%	N	%	N	%	N	%	Difference
Kindergarten									
African American or Black	172	14.4	2,770	20.8	176	13.4	2,643	20.9	-7.5
American Indian	2	0.2	27	0.2	3	0.2	13	0.1	0.1
Asian	319	26.7	772	5.8	253	19.2	692	5.5	13.7
Hispanic	256	21.4	7,975	60.0	343	26.1	7,555	59.9	-33.8
Pacific Islander	1	0.1	8	0.1	2	0.2	5	0.0	0.2
White	391	32.7	1,468	11.0	371	28.2	1,405	11.1	17.1
Two or More Races	41	3.4	275	2.1	109	8.3	309	2.4	5.9
Missing	13	1.1	0	0.0	58	4.4	0	0.0	
Total	1,195	100.0	13,295	100.0	1,315	100.0	12,622	100.0	
Sixth									
African American or Black	234	12.5	2,557	21.8	298	15.5	2,468	21.8	-6.3
American Indian		0.0	13	0.1	3	0.2	15	0.1	0.1
Asian	360	19.3	608	5.2	269	14.0	627	5.5	8.5
Hispanic	832	44.6	7,037	59.9	786	40.8	6,843	60.6	-19.8
Pacific Islander	0	0.0	13	0.1	5	0.3	9	0.1	0.2
White	422	22.6	1,245	10.6	406	21.1	1,121	9.9	11.2
Two or More Races	5	0.3	270	2.3	76	3.9	217	1.9	2.0
Missing	14	0.7	0	0.0	83	4.3	0	0.0	
Total	1,867	100.0	11,743	100	1,926	100.0	11,300	100.0	

Sources: Magnet Applications Data Files, 8/29/2022 and 11/15/2023, entering 2022–2023 and 2023–2024; On Data Suite (ODS), 12/14/2022 and 11/29/2023

Note: Vanguard Applicants applying for the 2022–2023 and 2023–2024 school years include only those using the on-line system.

Appendix A (Continued)

Table A–5. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, and Enrolled by Race/Ethnicity, 2023–2024					
		Applicant N	Qualified N	Enrolled N	Enrolled %
Kindergarten	African American	176	37	35	95%
	American Indian	3	*	*	*
	Asian	253	109	86	79%
	Hispanic	343	74	69	93%
	Pacific Islander	2	*	*	*
	White	371	135	114	84%
	Two or More Races	109	38	36	95%
	Missing	58	18	16	89%
	Total	1,315	413	358	87%
Sixth	African American	298	122	100	82%
	American Indian	3	*	*	*
	Asian	269	215	174	81%
	Hispanic	786	442	400	90%
	Pacific Islander	5	5	4	80%
	White	406	325	253	78%
	Two or More Races	76	59	43	73%
	Missing	83	76	54	71%
	Total	1,926	1,246	1,030	83%

Sources: Magnet Department, Magnet Applications Data File Extract, 11/15/2023 and ODS Fall PEIMS Snapshot, 11/29/2023

Note: Applicants applying for the 2022–2023 school year include only those using the on-line system. Applicants reflect an unduplicated count of students. Qualified applicants were identified as *GT Eligibility–Eligible*. Enrolled were G/T Qualified students who were matched to the ODS PEIMS Fall data file. *Scores not reported for less than five students. - - denotes no data.

Appendix A (Continued)

Table A–6. Demographic Characteristics for Vanguard Magnet Students by School, 2022–2023									
School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	Two or More	White	
Elementary									
Askew	114	25.4	0.0	24.6	19.3	0.0	5.3	25.4	34.2
Carrillo	56	0.0	0.0	1.8	82.1	0.0	0.0	16.1	64.3
De Zavala	51	0.0	0.0	2.0	98.0	0.0	0.0	0.0	88.2
Herod	175	20.0	0.0	10.9	28.6	0.0	8.0	32.6	25.1
Oak Forest	349	2.6	0.0	10.6	20.3	0.3	6.3	59.9	4.0
River Oaks	420	6.7	0.2	37.6	16.4	0.0	8.1	31.0	10.0
Roosevelt	54	9.3	0.0	0.0	83.3	0.0	0.0	7.4	66.7
Travis	305	2.6	0.0	3.9	18.0	0.0	8.5	66.9	7.2
Windsor Village	90	41.1	2.2	1.1	55.6	0.0	0.0	0.0	94.4
Middle									
Black	429	6.1	0.0	2.3	36.1	0.0	5.6	49.9	25.4
Burbank	352	2.0	0.0	0.0	98.0	0.0	0.0	0.0	93.5
Hamilton	186	6.5	0.0	0.5	85.5	0.0	0.5	7.0	80.6
Lanier	917	8.9	0.1	25.6	23.7	0.0	6.9	34.8	21.2
Combined									
Rogers, T.H.	1,011	10.3	0.2	59.1	9.4	0.0	5.8	15.2	12.7
High									
Carnegie	841	10.7	0.1	30.9	33.8	0.2	4.0	20.2	34.4
Vanguard Magnet Total	5,350	8.8	0.1	25.4	32.0	0.1	5.3	28.3	29.2
HISD K–12 Total	176,965	21.3	0.2	4.9	61.8	0.1	1.8	10.0	78.6

Source: Fall PEIMS Snapshot, 2022

Notes: Percentages have been rounded and may not total one hundred. Enrollment Counts (N) were extracted from the fall PEIMS snapshot using the G/T field indicator.

Appendix A (Continued)

Table A–7A. Districtwide G/T STAAR English Performance Levels on Reading and Mathematics, Spring 2023								
	Reading				Mathematics			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	1,559	98.3	92.0	62.4	1,579	98.1	90.9	65.3
4	1,734	98.5	90.3	65.3	1,740	98.3	91.9	72.0
5	2,130	98.8	92.2	68.6	2,120	98.1	90.4	67.5
6	2,145	97.2	87.6	57.8	2,127	96.2	78.0	43.8
7	2,099	98.7	91.7	70.7	1,662	94.3	81.2	40.1
8	2,238	98.7	93.1	69.3	962	96.0	82.4	54.7
G/T Totals	11,905	98.4	91.1	65.9	10,190	96.9	85.7	57.7

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2023								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	2,137	92.8	74.7	46.0				
6								
7								
8	2,093	95.8	83.3	47.3	2,241	91.4	66.0	41.7
G/T Totals	4,230	94.3	78.9	46.6	2,241	91.4	66.0	41.7

Source: STAAR 3–8 Dashboard, 8/17/2023

Note: Heading in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2023 only; does not include Alternate 2 results.

Appendix A (Continued)

Table A–8A. Districtwide G/T STAAR Spanish Performance Levels on Reading and Mathematics, Spring 2023								
	Reading				Mathematics			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	161	92.5	72.0	52.8	140	95.0	80.7	45.0
4	89	84.3	66.3	31.5	84	94.0	79.8	47.6
5	11	91.0	36.0	20.0	20	100.0	90.0	65.0
G/T Totals	261	89.7	69.7	44.8	244	95.1	81.1	47.5

Table A–8B. Districtwide G/T STAAR Spanish Performance Levels on Science and Social Studies, Spring 2023								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	3	*	*	*	--	--	--	--
G/T Totals	3	*	*	*	--	--	--	--

Source: Cognos STAAR 3–8 Extract 8/17/2023

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2023 only; does not include Alternate 2 results.

– Denotes the test was not administered. * If fewer than five students tested.

Appendix A (Continued)

Table A–9A. Districtwide G/T STAAR Algebra I, Biology, and English I EOC Results, First-Time Tested Students Only, Spring 2021, 2022, and 2023												
	Algebra I				Biology				English I			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2021	3,011	89.9	61.3	39.9	3,019	97.6	85.4	49.0	2,785	95.2	88.7	36.6
2022	2,649	94.6	80.1	64.5	2,632	97.7	88.1	51.0	2,765	94.6	88.8	36.7
2023	2,831	96.5	81.0	57.6	2,760	98.6	87.6	48.9	2,797	97.0	91.8	42.3

Sources: STAAR EOC Dashboard, 8/18/2023

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level). No students tested during the spring of 2020 due to the COVID-19 pandemic.

Table A–9B. Districtwide G/T STAAR English II and U.S. History EOC Results, First-Time Tested Students Only, Spring, 2021, 2022, and 2023								
	English II				U.S. History			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2021	2,869	95.1	90.4	33.4	2,437	98.3	91.0	71.1
2022	2,979	97.2	93.1	32.7	2,886	99.1	94.0	74.6
2023	2,716	96.9	90.4	29.1	2,866	99.3	93.0	70.5

Sources: STAAR EOC Dashboard, 8/18/2023

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level). No students tested during the spring of 2020 due to the COVID-19 pandemic.

Appendix A (Continued)

Table A–10. G/T Students Earning an AP Award, 2021-2023			
AP Award Type	G/T N		
	2021	2022	2023
AP Scholar —Granted to students who receive scores of three or higher on three or more AP Exams.	688	862	922
AP Scholar with Honor —Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of three or higher on five or more of these exams.	265	287	306
AP Scholar with Distinction —Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of three or higher on five or more of these exams.	578	642	698
AP Capstone Diploma —Granted to students who earn scores of three or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing.	131	131	140
AP International Diploma —Awarded to students who display exceptional achievement across disciplines. See eligibility requirements .	0	3	1
AP Seminar and Research Certificate —Granted to students who earn scores of three or higher in both AP Seminar and AP Research.	29	38	30
G/T Students Earning an AP Award -duplicated	1,691	1,963	2,097
G/T Students Earning an AP Award -unduplicated	1,534	1,793	1,927

Sources: College Board AP data files, various years; College Board. AP Scholar Award, retrieved from <https://apcentral.collegeboard.org/exam-administration-ordering-scores/scores/awards/scholar-awards>; AP International Diploma, College Board. AP Scholar Awards, retrieved from http://apcentral.collegeboard.com/apc/public/score_reports_data/awards/232781.html

Appendix A (Continued)

Table A–11. Districtwide and G/T IB Exam Participation and Performance, 2022 and 2023								
District	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2022	2023	2022	2023	2022	2023	2022	2023
Bellaire	89	89	234	244	212	221	91	91
Chavez	148	91	376	224	149	82	40	37
Heights	137	128	320	275	252	196	79	71
Lamar	684	699	1,878	1,940	842	706	45	36
Sharpstown International	20	46	39	100	33	73	85	73
Yates	19	4	95	4	1	*	1	*
Total	1,097	1,057	2,942	2,787	1,489	1,278	51	46
G/T	2022	2023	2022	2023	2022	2023	2022	2023
Bellaire	81	82	220	233	202	212	92	91
Chavez	60	55	168	144	72	65	43	45
Heights	89	95	218	218	192	172	88	79
Lamar	314	348	950	1,093	517	489	54	45
Sharpstown International	6	20	12	41	10	30	83	73
Yates	1	1	6	1	*	*	*	*
Total	551	601	1,574	1,730	993	968	63	56

Table A–12. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2022 and 2023

School	Candidates		Diplomates		Candidates		CP	
	2022	2023	2022	2023	2022	2023	2022	2023
Bellaire	33	38	32	35	N/A	N/A	N/A	N/A
Chavez	21	19	3	4	9	6	4	2
Heights	36	35	30	22	39	34	28	23
Lamar	177	147	66	45	180	244	41	66
Sharpstown Intl.	N/A	16	N/A	14	N/A	N/A	N/A	N/A
Yates	16	N/A	0	N/A	N/A	N/A	N/A	N/A
Total	283	255	131	120	228	284	73	91
G/T	2022	2023	2022	2023	2022	2023	2022	2023
Bellaire	31	37	30	34	N/A	N/A	N/A	N/A
Chavez	11	14	2	4	4	4	3	*
Heights	28	31	25	19	15	20	10	14
Lamar	107	103	44	37	50	83	15	35
Sharpstown Intl.	N/A	6	N/A	5	N/A	N/A	N/A	N/A
Yates	1	0	*	0	N/A	N/A	N/A	N/A
Total	178	191	101	99	69	107	28	50

Sources: IB data file, 2023; PEIMS Fall Snapshot, 2022; *Gifted and Talented Program Evaluation 2021-2022*

Notes: Chavez, Heights, and Lamar high schools offer a Career-related Programme (CP). Results pending and Candidate withdrawn were not included. G/T status was missing from seven students in 2021. This includes retake candidates.

Appendix A (Continued)

	G/T Class	G/T Graduated		G/T Continued HS		G/T Received TxCHSE		G/T Dropped out	
	N	N	%	N	%	N	%	N	%
2022	2,473	2,415	97.7	6	0.2	5	0.2	47	1.9
2021	2,292	2,239	97.7	11	0.5	10	0.4	32	1.4
2020	2,210	2,152	97.4	13	0.6	4	0.2	41	1.9
2019	2,140	2,094	97.9	7	0.3	2	0.1	37	1.7
2018	1,779	1,753	98.5	4	0.2	1	<0.1	21	1.2
2017	1,948	1,915	98.3	12	0.6	3	0.2	19	1.0
2016	1,787	1,758	98.4	5	0.3	7	0.4	17	1.0

Sources: 4-year longitudinal data file, 2020–2021; Cognos Extract, various years; ADA PEIMS Files, various years; Chancery Student Demographics Files, various years; Rec 400_Basic Attendance 2017–2018 (092518); Fall PEIMS 2021–2022; Graduates File, 2020–2021

Notes: Students missing a G/T code were not included in the analysis (N=8 for 2022, N=3 for 2020, N=1 for 2019, N=3 for 2016.). TxCHSE=Texas Certificate of High School Equivalency. This includes any student who was ever identified as G/T during their high school tenure.

Appendix A (Continued)

Table A–14. Number of Students and G/T Areas with Completed Gifted Education Plans, 2018–2019 and 2022–2023															
	G/T Students	G/T Students with a GEP		Leadership		Creativity		Reading/LA		Mathematics		Science		Social Studies	
		N	N	%	N	%	N	%	N	%	N	%	N	%	
2018–2019	33,068	18,132	54.8	1,772	5.4	2,551	14.0	5,871	32.4	5,248	28.9	3,635	20.0	2,997	16.5
2019–2020	32,412	23,751	73.3	2,895	8.9	3,998	12.3	9,734	30.0	8,901	27.5	6,628	20.4	4,428	1.7
2020–2021	31,464	19,622	62.4												
2021–2022	28,433	15,962	56.1												
2022–2023	26,532	12,641	47.6												

Sources: Gifted Education Plan data file provided by the Gifted and Talented Department, 2022; fall PEIMS snapshot, 2022; *Gifted and Talented Program Evaluation, 2021–2022*

Notes: A completed Gifted Education Plan consisted of at least one entry during the 2019–2020 school year or the 2018–2019 school year. Due to a change in the Student Information System (SIS), the data file for 2020–2021 did not include the area for which the child was gifted or the entry. Any student with a GEP completion date in 2020 going forward was counted as having a GEP. When the district changed to PowerSchool, a report with the area of giftedness was not created.

Appendix A (Continued)

Table A–15. Parent Input: Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
<p>Communication/Unclear Process</p> <p>Provide technical support (how to maneuver online platforms & set up an email account)</p> <p>For families not in HISD, provide a contact who will support setting up testing</p> <p>The content of the communications was not clear, effective, in my native language, or timely.</p> <p>Need more, accurate, and clearer information on the application process.</p> <p>Dated Information on the website.</p> <p>Provide a checklist and timelines of steps in the application process.</p> <p>Provide information about when and where the results will be returned.</p> <p>Provide expectations on the day of testing.</p> <p>Provide support for parents with contacts who will respond to questions with accurate information in a timely fashion</p>	111	47.4%	29.0%
<p>Results</p> <p>There was no clear communication on the results of the testing process.</p> <p>Send the results to parents directly through U.S. mail, email, or School Choice website</p> <p>After the assessment, what happens next? G/T services provided?</p> <p>Have not received them// I chased them down</p> <p>Do I need to provide them for the school?</p> <p>Provide a timeline for receiving results and a contact for support</p> <p>Explain the results to parents, for students who qualified and those that did not.</p>	54	23.1%	14.1%
<p>Test Administration</p> <p>For Saturday testing, no information was communicated to parents ahead of time</p> <p>Provide the test in my home language and discuss this before administering the exam</p> <p>Provide accommodations for special education students (i.e., blind)</p> <p>Campuses had their own testing policies which could take place in one day or over several, with no advanced notice as to the schedule</p> <p>Staff members involved in testing should exhibit more warmth and know how to engage young children to make them feel more comfortable</p> <p>A logistical error in the phone system resulted in a wait time over 3 hours</p>	37	15.8%	9.7%

Source: SurveyMonkey, G/T Parent Data files, 5/31/2023

Appendix A (Continued)

Table A–15. Parent Input: Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
N/A or None	12	5.1%	3.1%
Equity Need a G/T test for the blind G/T testing should be based on aptitude not academics Parents primarily speak Spanish and do not maneuver online platforms well Is there program equity? Resources for test preparation not widely available or communicated Parents do not have email accounts	8	3.4%	2.1%
School Choice G/T Seats were offered before G/T testing results were calculated If I had known my child's results, I would have ranked my choices differently G/T testing results were not updated on the website Magnet application process was not clear to me Need more G/T Vanguard seats Provide numerous links to the application page	6	2.6%	1.6%
G/T Matrix Explanation of the G/T Matrix: Parent observation-how is it taken into consideration? Kindergarten report card-no points given so early in the year Obstacle points-did not receive any Explanation of test results was lacking	6	2.6%	1.6%
Total Responses	234		61.1%
Respondents providing at least one response	142		37.1%
Total Respondents	383		

Source: SurveyMonkey, G/T Parent Data files, 6/6/2022

Appendix B Methods

Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and SIS databases. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD School Guidelines (Houston Independent School District, 2022a). Additional documentation including data for the Entering Kindergarten Assessment Program, PEIMS Coding, Professional Development Course listings, G/T Expo, Gifted Education Plan, and the G/T matrix data, was provided by the Director and specialists in the Gifted and Talented Department.

Information about training in HISD was provided by the Department of Human Resources Information Systems (HRIS) from July 1, 2022, to June 30, 2023. The HRIS database could track employee professional development on the individual level, including attendance and completion for each training session. The list of G/T Professional Learning courses was downloaded from the Gifted and Talented website.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports (Texas Education Agency, 2022b). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2022–2023 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2023).

District and state budget information was extracted from the PEIMS Financial Standard Reports and HISD's Budget Book (Houston Independent School District, 2022b; Texas Education Agency, 2022a).

The Office of School Choice provided the Magnet applications data. The file was unduplicated so that a participation rate could be calculated. The data file was requested once the waitlist had been retired.

The longitudinal 4-year data file was used to calculate G/T dropouts and graduation rates. To obtain the G/T status, these files were matched to the Fall PEIMS snapshot, Summer PEIMS Programs, Summer Student Basic Demographics, PowerSchool, and OnData Suite.

Academic Performance

STAAR English and Spanish performance for grades 3–8 and STAAR End-of-Course (EOC) exams were extracted from Cognos on 7/21/2023.

Advanced Placement (AP) test performance data for 2023, along with demographic information were reported to HISD for each participating campus by the College Board via an electronic data file on August 8, 2023. The file was cleaned so that the SIS demographics could be used to ensure data quality. AP Scholar information was extracted from the AP data files downloaded from the College Board's website.

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

Appendix B (Continued)

The PSAT/NMSQT data file was downloaded from the College Board website. This file was cleaned so that the SIS demographics could be used to ensure data quality. Average subject scores and college readiness benchmarks were used to assess performance for G/T students and the district.

The SAT and ACT data files were extracted from Cognos. The highest scores over four years were used for the analysis.

Survey Data

Survey items were developed from previously administered gifted and talented surveys and from input by stakeholders. Drafts of the surveys were reviewed by various stakeholders, and their comments were considered for the final versions. The surveys were then piloted, and the additional revisions were incorporated into the final surveys. Surveys were disseminated electronically to parents of Vanguard Magnet applicants who met all the following conditions:

1. Provided an email address to the Department of School Choice and
2. Had at least one child assessed,
3. Had a total G/T matrix score value, and
4. Had a “Not Qualified” or “Qualified” designation on the G/T matrix.

All parents were sent the survey in English. Students who were assessed were matched to their home language using the Fall PEIMS Snapshot, 2021. Parents of a student whose home language was Spanish, Arabic, or Vietnamese were sent an additional survey in the corresponding language with instructions to provide feedback on only one survey. If Arabic was the home language, parents received a copy of the survey by U.S. mail with a stamped return envelope.

Two reminders were sent directly to any parents who had not completed the survey before it closed. Parent G/T Surveys opened on Tuesday, March 21, 2022, and closed on Friday, May 27, 2022.

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. HISD and state policy is not to report grouped scores for fewer than five students. The parent response rates were calculated by the total number of emails sent less any that were not delivered. A total of 2,413 parent surveys were disseminated and 955 were returned, yielding a response rate of 39.6 percent. All open-ended responses were grouped into emergent categories. Translation services provided translations for the open-ended question.

The Representation Index (RI) or Equity Allowance Goal is calculated by creating a ratio of the G/T percentage to the district percentage by sub-population and comparing the result the Equity Allowance Goal of 0.8 or 80%. To have an equitable representation of a subpopulation, the ratio should be equal to or greater than 0.8. A Representation Index much greater than one indicates a well-represented population (Wright, B., Bord, D., & Young, J., 2017).

Appendix B (Continued)

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

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

The College Board reports the most recent SAT score in the graduating cohort report. HISD stakeholders indicated they wanted the highest score reported. Therefore, a Cognos extract using the four most recent years was made and the highest values were used for the performance measure. This file was matched to the Student Leaver file to obtain the graduates. The participation rate was calculated by dividing the number SAT test-takers by grade 12 students using the PEIMS fall snapshot. Regarding performance on the SAT, the number of students meeting the College and Career Benchmarks for both the Evidence-based Reading and Writing (≥ 480) and Mathematics (≥ 530) was divided by the total number of G/T students tested.

A similar methodology was used to calculate participation and performance on the ACT because ACT, Inc., stopped providing the district with a graduating class data file. Therefore, all test administrations over the most recent four years were extracted from Cognos. The highest values over the four years were used as the performance measure. This file was matched to the Student Leaver file to obtain the graduates. The ACT participation rate was calculated by dividing the number of ACT test-takers by grade 12 students using the PEIMS fall snapshot. For the ACT, performance was measured by the number of students meeting all four benchmarks (English ≥ 18 ; Mathematics ≥ 22 ; Reading ≥ 22 ; and Science ≥ 23) divided by the number of G/T students tested.

Due to the COVID-19 pandemic, the State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and the State of Texas Assessments of Academic Readiness End-of-Course (EOC) Exams were not administered in 2020, so comparisons were made looking at 2022, 2021, and 2019 performance. However, participation in STAAR testing was optional in 2021.

The Magnet Applications data file was cleaned and unduplicated to determine participation by race for Entering Kindergarten and Sixth grade. Qualified applicants were extracted. These applicants were matched to the OnDataSuite fall PEIMS snapshot to compare qualified applicants who subsequently enrolled in the district.

The Gifted Education Plan (GEP) was provided by the G/T Department. The file was unduplicated and matched to the fall PEIMS snapshot to determine the percentage of G/T students with a GEP for the current school year.

Four-year longitudinal completion rates were calculated using the 2015–2016, 2016–2017, 2017–2018, 2018–2019, 2019–2020, 2020–2021, and 2021–2022 data files. The data files were then matched to the student information demographic files and PEIMS files to include G/T status. Students without a G/T indicator were not included in the analysis. The denominator consisted of the following students: graduated, dropped-

Appendix B (Continued)

out, received the Texas Certificate of High School Equivalency, and continued in high school. Each category was divided by the denominator to calculate a rate.

Data Limitations

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date are not included. For example, HISD conducts a universal assessment for identifying G/T students in kindergarten. Once identified, they must be served by March 1st. The results of the assessment fall after the PEIMS fall snapshot date. However, the identified students are coded as G/T using the Student Information System (SIS). It is important to use both PEIMS and SIS to gain a holistic understanding of the G/T program.

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

Distribution of the English, Spanish, and Vietnamese surveys using only an electronic format may have precluded families that did not have a web-enabled device, internet, or email address to participate. Fifteen parents whose home language was Arabic received the survey via U.S. Mail, and of those, eight were returned due to insufficient mailing address. PowerSchool was used to look up each student for the correct mailing address. Only one survey was returned out of the eight. Although every parent that was issued an invitation had a child assessed during the 2021–2022 school year, 140 parents disqualified themselves by responding that they did not have a child assessed during the 2021–2022 school year. There was a delay in mailing out the matrix results so that some parents may not have known whether their child qualified to receive G/T services when they took the survey. Parents with a 4-year-old in a G/T Neighborhood school were not surveyed. HISD students applying for a Vanguard Magnet program were tested during the school day. Their parents were not required to bring them to a specific school on a Saturday. Some of the questions in the test administration section would not directly apply to these families.

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

In 2023, there were sixty-four students without a G/T code, and these students were dropped from the analysis. Due to the impact of the COVID–19 pandemic on the educational experiences of students, participation rates on AP exams decreased markedly in 2020. Moreover, the AP exams administered in 2020 were not full length, did not cover the full scope of the course, and were administered remotely. Therefore, 2020 results are not comparable to previous or subsequent years.

For 2020, entering kindergarten testing for G/T Neighborhood students was negatively impacted by COVID-19 since testing did not take place after the district stopped face-to-face instruction in March. For 2021, G/T Neighborhood students were assessed. Entering Kindergarten data for the spring of 2022 and 2023 were not available.

The new method used for both SAT and ACT results in college and career readiness indicators that may have been reached by taking the exam over multiple years, rather than in a single test administration.

Appendix B (Continued)

Since data validation measures are not incorporated in PowerSchool, data quality errors existed in the Gifted Education Plan (GEP) data file provided by the G/T Department. These encompassed the GEP Team Meeting, the Implementation, and the Completion. Moreover, the fields denoting what area of giftedness along with the teacher's statement about how the student's needs were met was not included in the data report available through PowerSchool, whereas that information could be attained under the old SIS system. Additionally, the data file contained duplicated entries from multiple years. Assumptions were made to remove the duplicated entries. The record with the most recent dates and the most recent grade level were kept.

Due to the global COVID-19 pandemic, all 2019–2020 STAAR assessments were canceled. For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the Spring 2021 administration was required to be done in person. These decisions impacted participation. Therefore, comparisons between Spring 2019 and Spring 2021 STAAR assessment results should not be made (Department of Research and Accountability, 2023a & 2023b). Moreover, fewer students needed to take the EOC assessment in subsequent administrations since they received EOC assessment waivers for successfully completing the corresponding course during the 2019–2020 school year (Department of Research and Accountability, 2022b).

Appendix C

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	0													
Almeda ES	18		2	1	9	4	2							
Anderson ES	15		1	3	3	3	5							
Ashford ES	17	1		3	6	3	4							
Askew ES	114	10	18	16	20	21	29							
Atherton ES	2				1	1								
Barrick ES	22		1	2	4	8	7							
Bastian ES	13			1	4	4	4							
Bell ES	18		1	1	2	7	7							
Belfort ECC	3	3												
Benavidez ES	8		1		1	1	5							
Benbrook ES	18		7	1	3	4	3							
Berry ES	41	15	1	6	8	6	5							
Blackshear ES	2		2											
Bonham ES	23		2	2	8	6	5							
Bonner ES	28		2	5	7	8	6							
Braeburn ES	19		1	1	7	3	7							
Briargrove ES	53	1	5	11	11	7	18							
Briscoe ES	7		1		1	3	2							
Brookline ES	27			4	4	6	13							
Browning ES	19	10	2		3	3	1							
Bruce ES	6		1		1		4							
Burbank ES	49		1	1	13	10	24							
Burnet ES	8		1	1	3	1	2							
Burrus ES	19			6	2	3	8							
Bush ES	188	6	23	32	33	53	41							
Cage ES	24		1	3	4	6	10							
Carrillo ES	56	3	6	3	13	12	19							
Codwell ES	11		2	1	1		7							
Condit ES	210	4	32	32	37	52	53							
Cook ES	1			1										
Coop ES	13	1		3	2	4	3							
Cornelius ES	40		5	5	7	7	16							
Crespo ES	43		5	5	11	7	15							
Crockett ES	77	2	6	13	20	13	23							
Cunningham ES	23		5	3	3	6	6							
Daily ES	58	1	9	7	15	16	10							
Davila ES	32	2	3	4	4	10	9							
De Chaumes ES	29	1	1	6	7	5	9							
DeAnda ES	24			4	6	7	7							
DeZavala ES	51		11	1	7	16	16							
Dogan ES	6		1			1	4							
Durham ES	63	3	12	11	13	11	13							
Durkee ES	12			4	4	2	2							
Eliot ES	37		2	2	12	12	9							

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	5				1	1	3							
Elrod ES	9				4	1	4							
Emerson ES	24		4	1	6	9	4							
Energized ES	13		2	2	7		2							
Field ES	66	4	11	11	8	15	17							
Foerster ES	18		3	3	5	5	2							
Fondren ES	7				2	2	3							
Fonwood ECC														
Foster ES	1						1							
Franklin ES	8		1	1	1	3	2							
Frost ES	21		2	5	9	2	3							
Gallegos ES	18		1		6	6	5							
Garcia ES	11			5		2	4							
Garden Villas ES	13		1		2	5	5							
Golfcrest ES	11				3	1	7							
Gregg ES	13		1	2	4	3	3							
Grissom ES	10			1	1	5	3							
Gross ES	13		1	1		4	7							
Halpin ECC														
Harris JR ES	7		1		2	1	3							
Harris RP ES	4						4							
Hartsfield ES	1					1								
Harvard ES	188	13	25	30	29	45	46							
Helms ES	46	3	9	7	7	13	7							
Henderson JP ES	52		5	5	11	13	18							
Henderson NQ ES														
Herod ES	175	19	30	33	31	33	29							
Herrera ES	59	1	7	6	7	19	19							
Highland Heights ES	5				2	2	1							
Hilliard ES	3				1	2								
Hines-Caldwell ES	22		1	4	6	3	8							
Hobby ES	15		1		6	3	5							
Horn ES	266	4	39	50	60	61	52							
Isaacs ES	5			1		2	2							
Janowski ES	17				3	8	6							
Jefferson ES	11			3	1	1	6							
Kashmere Gardens ES	5		1		1	2	1							
Kelso ES	6		1		1	2	2							
Kennedy ES	11		2		5	2	2							
Ketelsen ES	35		4	1	9	9	12							
Kolter ES	204	13	30	35	43	43	40							
Lantrip ES	48	2	4	4	7	18	13							
Laurenzo ECC														
Law ES	7				4		3							

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lewis ES	38		4	1	6	12	15							
Lockhart ES	4			1	1	1	1							
Longfellow ES	44		4	8	8	9	15							
Looscan ES	11		3	1	2	1	4							
Love ES	20	2	1	1	6	4	6							
Lovett ES	200	23	27	33	41	34	42							
Lyons ES	53		2	1	14	13	23							
MacGregor ES	31		4		8	10	9							
Mading ES	8				3	1	4							
Marshall ES	23		2	3	1	9	8							
Martinez C ES	6				1		5							
Martinez R ES	14		1	2	2	4	5							
McGowen ES	19		5	1	3	2	8							
McNamara ES	34		1	3	7	16	7							
Memorial ES	46	5	8	4	11	9	9							
Milne ES	3			1	1		1							
Mistral ECC														
Mitchell ES	13		3	1	1	1	7							
MLK ECC														
Montgomery ES	15		1	1	3	4	6							
Moreno ES	21		1	5	2	4	9							
Neff ECC	5		5											
Neff ES	44				11	15	18							
Northline ES	11				4		7							
Oak Forest ES	349	24	47	62	72	50	94							
Oates ES	1		1											
Osborne ES	3					2	1							
Paige ES	4		1	1		1	1							
Park Place ES	55		3	7	7	23	15							
Parker ES	169	5	29	24	31	39	41							
Patterson ES	33		2	3	5	10	13							
Peck ES	20	1	2		7	6	4							
Petersen ES	14		1		2	4	7							
Piney Point ES	64		8	8	8	19	21							
Pleasantville ES	3			1	1		1							
Poe ES	145	4	21	16	30	36	38							
Port Houston ES	16				4	8	4							
Pugh ES	5					2	3							
Red ES	63		7	8	16	15	17							
Reynolds ES	5		1			3	1							
River Oaks ES	420	58	58	76	73	73	82							
Roberts ES	247	11	38	40	50	49	59							
Robinson ES	14		1		2	6	5							
Rodriguez ES	25		1		6	3	15							
Roosevelt ES	54	1	3	4	17	17	12							
Ross ES	7			1	1	3	2							

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rucker ES	18	9	2	2	2	2	1							
Sanchez ES	12		1		3	2	6							
Scarborough ES	12			1		5	6							
School at St. George ES	55	3	9	3	7	11	22							
Scroggins ES	11				3	2	6							
Seguin ES	5		1		1		3							
Shadowbriar ES	6			2	1	1	2							
Shadydale ES	20		1		4	6	9							
Shearn ES	7		1		4	1	1							
Sherman ES	9				2	3	4							
Sinclair ES	168	6	25	35	33	33	36							
Smith ES	12				4	3	5							
Southmayd ES	15			2	3	5	5							
Stevens ES	18	1	6	1	2	4	4							
Sutton ES	44		3	5	4	14	18							
Thompson ES	13		1	1	2	2	7							
Tijerina ES	13		1		5	1	6							
Tinsley ES	30		4	1	4	8	13							
Travis ES	305	25	49	48	67	46	70							
Twain ES	310	7	53	53	68	63	66							
Valley West ES	30		2	3	6	10	9							
Wainwright ES	5		1	1		2	1							
Walnut Bend ES	31		4	6	7	6	8							
Wesley ES	3		1	1			1							
West University ES	558	38	77	100	122	111	110							
Whidby ES	10		2	2	1	1	4							
White E ES	31		2	5	9	6	9							
White M ES	34	1	5	4	6	9	9							
Whittier ES	3			1		2								
Windsor Village ES	90	4	4	10	32	17	23							
Woodson	5		1	2	1	1								
Young ES	3				3									
Attucks MS	7							1	2	4				
Baylor College MS	105							27	30	48				
BCM Biotech Acad at Rusk	93							29	33	31				
Black MS	429							136	142	151				
Burbank MS	352							110	112	130				
Chrysalis MS	116							32	38	46				
Clifton MS	28							10	7	11				
Cullen MS	9							4	2	3				
Deady MS	40							16	12	12				
Edison MS	45							19	16	10				
Energized for STEM MS	20							7	8	5				
Energized MS	47							10	16	21				

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Fleming MS	11							5	3	3				
Fondren MS	67							15	26	26				
Fonville MS	23							7	12	4				
Forest Brook MS	22							10	7	5				
Hamilton MS	186							53	47	86				
Hartman MS	73							18	30	25				
Henry MS	38							8	14	16				
High School Ahead Acad MS	2								1	1				
Hogg MS	354							139	114	101				
Holland MS	37							10	11	16				
Key MS	16							7	1	8				
Lanier MS	917							325	295	297				
Lawson MS	90							31	22	37				
Marshall MS	45							14	14	17				
McReynolds MS	31							4	11	16				
Meyerland MS	309							115	99	95				
Navarro MS	45							12	20	13				
Ortiz MS	95							43	20	32				
Pershing MS	327							119	81	127				
Pin Oak MS	648							208	228	212				
Revere MS	66							16	21	29				
Stevenson MS	234							62	100	72				
Sugar Grove MS	29							18	6	5				
Tanglewood MS	115							28	35	52				
Thomas MS	12							4	2	6				
Welch MS	18							6	7	5				
West Briar MS	219							65	79	75				
Williams MS	8							2	5	1				
Austin HS	184										52	46	41	45
Bellaire HS	1,211										313	321	253	324
Carnegie HS	841										216	211	199	215
Challenge EC HS	176										56	36	38	46
Chavez HS	454										102	125	106	121
DeBakey HS	591										186	121	148	136
East EC HS	201										41	58	50	52
Eastwood Acad HS	202										47	47	48	60
Energized for STEM Acad.	50										16	11	14	9
Energy Inst HS	331										67	75	115	74
Furr HS	139										30	42	35	32
H AIS HS	209										49	53	60	47
HCC Lifeskills	0													
Heights HS	935										222	222	265	226
Houston MSTC HS	338										93	88	68	89
HSLJ	138										39	32	39	28
Jones HS	55										10	12	20	13

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2022

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Kashmere HS	31										8	7	8	8
Kinder HSPVA	785										198	194	203	190
Lamar HS	1,063										303	248	274	238
Liberty HS	1													1
Madison HS	193										48	48	49	48
Middle College HS - Fraga	31										8	6	9	8
Middle College HS - Gulfton	8										2	1	2	3
Milby HS	418										121	97	109	91
Mount Carmel Acad HS	39										8	11	11	9
North Forest HS	29										8	8	7	6
North Houston EC HS	236										57	69	49	61
Northside HS	175										39	45	35	56
Scarborough HS	50										11	6	16	17
Sharpstown HS	117										49	25	28	15
South EC HS	106										24	17	31	34
Sterling HS	94										34	23	23	14
Waltrip HS	310										77	69	69	95
Washington HS	77										21	15	16	25
Westbury HS	265										59	67	77	62
Westside HS	733										170	168	195	200
Wheatley HS	38										7	17	7	7
Wisdom HS	66										33	9	12	12
Worthing HS	37										7	9	11	10
Yates HS	39										12	13	5	9
Arabic Immersion	61	3	5	7	9	6	18	10	3					
Baker Montessori	130	3	25	17	15	20	19	11	10	10				
Briar Meadow	81	6	4	4	7	6	9	20	12	13				
Community Services														
Garden Oaks	170	5	25	24	28	29	22	10	13	14				
Gregory-Lincoln PK-8	52		1	1	5	8	9	5	15	8				
Harper DAEP	3										2	1		
JJAEP	1										1			
Las Americas MS														
Leland YMCPA	66							8	2	11	7	12	14	12
Long Acad	51							10	6	12	3	3	7	10
Mandarin Immersion Magnet	334	10	36	41	34	41	41	47	53	31				
Pilgrim Acad	86		9	8	12	2	7	23	9	16				
Reagan Ed Ctr PK-8	24			1		3	4	5	4	7				
Rice School PK-8	193	1	11	14	21	19	18	33	38	38				
Rogers T H	1,011	91	84	82	93	89	101	155	157	159				
Secondary DAEP	2							1	1					
Sharpstown Intl	307							29	39	37	56	61	46	39
SOAR Center	3				1	1	1							
TCAH	66				1	3	3	2	9	10	13	10	9	6
Wharton K-8	152	4	15	23	23	21	23	15	14	14				
YWCPA	150							40	9	22	24	27	13	15
Total G/T	26,532	473	1,128	1,245	1,738	1,842	2,171	2,169	2,123	2,256	2,949	2,786	2,834	2,818

Source: Fall PEIMS Snapshot, 2022

Note: Red shading identifies less than 4 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D–1

G/T ADVANCED PLACEMENT EXAM RESULTS, 2022

Campus Name	G/T Participation			G/T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	G/T Tested	Rate %	Exams Taken	Exams 3 to 5	% Qualifying
Austin HS	180	41	22.8	69	21	30.4
Bellaire HS	1,194	653	54.7	1935	1655	85.5
Carnegie HS	911	903	99.1	2835	2038	71.9
Challenge EC HS	167	155	92.8	377	151	40.1
Chavez HS	474	163	34.4	218	79	36.2
DeBakey HS	566	338	59.7	896	708	79
East EC HS	204	113	55.4	134	32	23.9
Eastwood Acad HS	198	140	70.7	285	155	54.4
Energized for STEM Acad.	40	28	70.0	63	5	7.9
Energy Inst HS	328	193	58.8	453	254	56.1
Furr HS	147	107	72.8	163	13	8
H AIS HS	214	121	56.5	144	50	34.7
Heights HS	881	416	47.2	645	280	43.4
Houston MSTC HS	352	143	40.6	244	31	12.7
HSLJ	141	92	65.2	157	41	26.1
Jones HS	50	21	42.0	30	11	36.7
Kashmere HS	33	9	27.3	14	3	21.4
Kinder HSPVA	772	387	50.1	888	601	67.7
Lamar HS	1,014	478	47.1	494	156	31.6
Leland YMCPA	51	49	96.1	115	10	8.7
Liberty HS	1	0	0.0	--	--	--
Long Acad	36	6	16.7	6	2	33.3
Madison HS	184	55	29.9	108	28	25.9
Middle College HS - Fraga	27	5	18.5	5	4	80
Middle College HS - Gulfton	5	0	0.0	--	--	--
Milby HS	413	132	32.0	272	75	27.6
Mount Carmel Acad HS	32	17	53.1	24	6	25
North Forest HS	27	8	29.6	10	4	40
North Houston EC HS	231	199	86.1	341	109	32
Northside HS	183	93	50.8	164	23	14
Scarborough HS	65	27	41.5	31	3	9.7
Sharpstown HS	103	45	43.7	68	21	30.9
Sharpstown Intl	182	97	53.3	192	116	60.4
South EC HS	102	72	70.6	108	22	20.4
Sterling HS	101	23	22.8	54	9	16.7
TCAH	32	4	12.5	9	4	44.4
Waltrip HS	328	193	58.8	422	110	26.1
Washington HS	74	24	32.4	39	4	10.3
Westbury HS	286	146	51.0	318	64	20.1
Westside HS	760	417	54.9	887	657	74.1
Wheatley HS	50	10	20.0	12		0
Wisdom HS	50	16	32.0	22	4	18.2
Worthing HS	36	12	33.3	16	3	18.8
Yates HS	32	9	28.1	11	1	9.1
YWCPA	83	60	72.3	194	75	38.7
G/T Middle Schools	--	227	--	227	183	80.6
<>	--	11	--	12	7	58.3
G/T High School Total	11,340	6,231	54.9	13,484	7,645	56.7
HISD High School Total	53,679	13,334	24.8	24,805	10,151	40.9

Sources: 2022 College Board Data file extracted 8/24/2022; PEIMS Fall Snapshot, 2021

Notes: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment excludes Community Services, Harper DAEP, HCC Life Skills, JJAEP, TH Rogers, Secondary DAEP, and SOAR Center.

<> Ninth grade students attributed to a middle school campus by the College Board.

--No G/T students tested at that campus.

Appendix D–2
G/T ADVANCED PLACEMENT EXAM RESULTS, 2023

Campus Name	G/T Participation			G/T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	G/T Tested	Rate %	Exams Taken	Exams 3 to 5	% Qualifying
Austin HS	184	46	25.0	63	7	11.1
Bellaire HS	1,211	704	58.1	2,076	1,725	83.1
Carnegie HS	841	826	98.2	2,770	1,980	71.5
Challenge EC HS	176	165	93.8	303	117	38.6
Chavez HS	454	196	43.2	260	95	36.5
DeBakey HS	591	432	73.1	1,062	869	81.8
East EC HS	201	106	52.7	124	29	23.4
Eastwood Acad HS	202	134	66.3	269	110	40.9
Energized for STEM Acad.	50	27	54.0	47	8	17.0
Energy Inst HS	331	254	76.7	707	394	55.7
Furr HS	139	100	71.9	171	10	5.8
HAIS HS	209	100	47.8	105	43	41.0
Heights HS	935	467	49.9	759	362	47.7
Houston MSTC HS	338	131	38.8	230	50	21.7
HSLJ	138	90	65.2	139	42	30.2
Jones HS	55	6	10.9	6	4	66.7
Kashmere HS	31	9	29.0	19	1	5.3
Kinder HSPVA	785	388	49.4	857	642	74.9
Lamar HS	1,063	456	42.9	465	156	33.5
Leland YMCPA	45	44	97.8	133	9	6.8
Liberty HS	1	1	100.0	*	*	*
Long Acad	23	1	4.3	*	*	*
Madison HS	193	85	44.0	148	44	29.7
Middle College HS - Fraga	31	2	6.5	*	*	*
Middle College HS - Gulfton	8	0	0.0	--	--	--
Milby HS	418	145	34.7	243	63	25.9
Mount Carmel Acad HS	39	25	64.1	36	2	5.6
North Forest HS	29	11	37.9	20	0	0.0
North Houston EC HS	236	210	89.0	351	125	35.6
Northside HS	175	80	45.7	116	19	16.4
Scarborough HS	50	7	14.0	8	5	62.5
Sharpstown HS	117	27	23.1	38	13	34.2
Sharpstown Intl	202	99	49.0	166	103	62.0
South EC HS	106	72	67.9	100	7	7.0
Sterling HS	94	22	23.4	31	11	35.5
TCAH	38	5	13.2	10	8	80.0
Waltrip HS	310	161	51.9	364	108	29.7
Washington HS	77	26	33.8	50	2	4.0
Westbury HS	265	140	52.8	325	71	21.8
Westside HS	733	453	61.8	970	740	76.3
Wheatley HS	38	11	28.9	13	4	30.8
Wisdom HS	66	21	31.8	43	8	18.6
Worthing HS	37	14	37.8	19	3	15.8
Yates HS	39	13	33.3	21	5	23.8
YWCPA	79	68	86.1	191	56	29.3
<>	--	36	--	46	18	39.1
G/T Middle Schools	--	201	--	201	172	85.6
G/T High School Total	11,383	6,380	56.0	13,835	8,056	58.2
HISD High School Total	53,406	13,771	25.8	25,044	10,930	43.6

Sources: 2023 College Board Data file extracted 8/8/2023; PEIMS Fall Snapshot, 2022

Notes: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment excludes Community Services, DAEP EL, Harper DAEP, HCC Life Skills, JJAEP, TH Rogers, Secondary DAEP, and SOAR Center.

<> Ninth grade students attributed to a middle school campus by the College Board.

--No G/T students tested at that campus. [00]

Appendix E

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY, FALL 2022

School Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark ERW>=460	# Met Final CCR Benchmark Math>=510	% Met Final CCR Benchmark Math>=510	# Met Both Final CCR Benchmarks	% Met Both CCR Benchmarks	Mean Total
Austin HS	41	36	87.8	20	55.6	2	5.6	1	2.8	897
Bellaire HS	253	231	91.3	225	97.4	177	76.6	176	76.2	1205
Carnegie HS	199	197	99.0	193	98.0	173	87.8	171	86.8	1235
Challenge EC HS	38	37	97.4	33	89.2	20	54.1	19	51.4	1063
Chavez HS	106	101	95.3	68	67.3	28	27.7	26	25.7	962
DeBakey HS	148	147	99.3	146	99.3	137	93.2	137	93.2	1231
East EC HS	50	49	98.0	45	91.8	33	67.3	30	61.2	1083
Eastwood Acad HS	48	48	100.0	43	89.6	30	62.5	30	62.5	1069
ENERGIZED FOR STEM ACADEMY HS	14	14	100.0	10	71.4	3	21.4	3	21.4	921
Energy Inst HS	115	112	97.4	106	94.6	87	77.7	87	77.7	1154
Furr HS	35	26	74.3	11	42.3	3	11.5	3	11.5	884
HAIS HS	60	58	96.7	52	89.7	28	48.3	27	46.6	1061
Heights HS	265	252	95.1	211	83.7	114	45.2	110	43.7	1035
Houston MSTC HS	68	56	82.4	35	62.5	15	26.8	15	26.8	940
HSLJ	39	39	100.0	30	76.9	16	41.0	14	35.9	996
Jones HS	20	19	95.0	13	68.4	5	26.3	5	26.3	1003
Kashmere HS	8	7	87.5	4	57.1	2	28.6	2	28.6	947
Kinder HSPVA	203	197	97.0	179	90.9	128	65.0	127	64.5	1128
Lamar HS	274	245	89.4	212	86.5	126	51.4	122	49.8	1064
Leland YMCPA	14	13	92.9	9	69.2	3	23.1	2	15.4	953
Long Acad	7	7	100.0	4	57.1	2	28.6	2	28.6	967
Madison HS	49	42	85.7	20	47.6	9	21.4	8	19.0	889
Middle College HS - Fraga	9	6	66.7	4	66.7	1	16.7	1	16.7	925
Middle College HS - Gulfon	2	1	50.0	*	*	*	*	*	*	*
Milby HS	109	105	96.3	53	50.5	23	21.9	19	18.1	916
Mount Carmel Acad HS	11	11	100.0	6	54.5	3	27.3	3	27.3	958
North Forest HS	7	7	100.0	2	28.6	1	14.3	0	0.0	850
North Houston EC HS	49	49	100.0	41	83.7	29	59.2	26	53.1	1055
Northside HS	35	34	97.1	18	52.9	8	23.5	8	23.5	916
Scarborough HS	16	16	100.0	10	62.5	2	12.5	2	12.5	950
Sharpstown HS	28	24	85.7	12	50.0	4	16.7	3	12.5	914
Sharpstown Intl	46	45	97.8	41	91.1	34	75.6	32	71.1	1095
South EC HS	31	31	100.0	23	74.2	17	54.8	15	48.4	1008
Sterling HS	23	22	95.7	12	54.5	8	36.4	8	36.4	975
TCAH	9	1	11.1	*	*	*	*	1	*	*
Waltrip HS	69	59	85.5	39	66.1	23	39.0	23	39.0	990
Washington HS	16	15	93.8	8	53.3	3	20.0	2	13.3	893
Westbury HS	77	75	97.4	50	66.7	20	26.7	19	25.3	953
Westside HS	195	178	91.3	164	92.1	136	76.4	130	73.0	1130
Wheatley HS	7	5	71.4	2	40.0	0	0.0	0	0.0	804
Wisdom HS	12	8	66.7	4	50.0	1	12.5	1	12.5	950
Worthing HS	11	11	100.0	6	54.5	2	18.2	2	18.2	839
Yates HS	5	5	100.0	4	80.0	0	0.0	0	0.0	994
YWCPA	13	13	100.0	12	92.3	6	46.2	6	46.2	1039
G/T Grade 11	2,834	2,654	93.6	2,182	82.2	1,463	55.1	1,418	53.4	1072
District Total, Grade 11	11,838	8,763	74.0	3,800	43.4	2,034	23.2	1,885	21.5	895

Source: College Board PSAT/NMSQT data file, 4/20/2023; PEIMS Fall Snapshot, 2022

*Scores not reported for less than five students.

Appendix F–1

G/T ACT PARTICIPATION AND PERFORMANCE, STUDENTS GRADUATING IN 2022

Sorted in Descending order on Mean Composite Score

School Name	# G/T Class Size	# of G/T Tested	% of G/T Tested	G/T Mean Composite	% G/T Met English CR >=18)	% G/T Met Mathematics CR (>=22)	% G/T Met Reading CR (>=22)	% G/T Met Science CR (>=23)	% G/T Met All 4
Heights HS	162	6	3.7	27.2	100.0	66.7	83.3	50.0	50.0
Carnegie HS	248	37	14.9	27.1	100.0	91.9	86.5	86.5	73.0
DeBakey HS	119	6	5.0	27.0	100.0	100.0	100.0	83.3	83.3
Bellaire HS	273	23	8.4	26.3	95.7	78.3	87.0	78.3	60.9
Lamar HS	205	27	13.2	26.3	85.2	81.5	74.1	74.1	70.4
Kinder HSPVA	179	16	8.9	25.8	100.0	56.3	87.5	81.3	43.8
Westside HS	173	18	10.4	25.5	88.9	66.7	66.7	55.6	38.9
Energy Inst HS	56	9	16.1	24.8	100.0	55.6	77.8	88.9	33.3
Leland YMCPA	9	5	55.6	20.8	60.0	40.0	40.0	40.0	20.0
Milby HS	97	8	8.2	16.9	77.8	33.3	11.1	11.1	11.1
Challenge EC HS	36	2	5.6	*	*	*	*	*	*
Chavez HS	80	2	2.5	*	*	*	*	*	*
East EC HS	42	1	2.4	*	*	*	*	*	*
HAIS HS	49	1	2.0	*	*	*	*	*	*
Jones HS	6	2	33.3	*	*	*	*	*	*
Sterling HS	22	2	9.1	*	*	*	*	*	*
TCAH	11	1	9.1	*	*	*	*	*	*
Waltrip HS	79	1	1.3	*	*	*	*	*	*
Washington HS	16	1	6.3	*	*	*	*	*	*
YWCPA	19	2	10.5	*	*	*	*	*	*
Austin HS	30	0	0.0	--	--	--	--	--	--
Eastwood Acad HS	39	0	0.0	--	--	--	--	--	--
ENERGIZED FOR STEM ACADEMY HS	3	0	0.0	--	--	--	--	--	--
Furr HS	30	0	0.0	--	--	--	--	--	--
Houston MSTC HS	84	0	0.0	--	--	--	--	--	--
HSLJ	32	0	0.0	--	--	--	--	--	--
Kashmere HS	6	0	0.0	--	--	--	--	--	--
Long Acad	9	0	0.0	--	--	--	--	--	--
Madison HS	24	0	0.0	--	--	--	--	--	--
Middle College HS - Gulfon	1	0	0.0	--	--	--	--	--	--
Mount Carmel Acad HS	4	0	0.0	--	--	--	--	--	--
North Forest HS	7	0	0.0	--	--	--	--	--	--
North Houston EC HS	53	0	0.0	--	--	--	--	--	--
Northside HS	24	0	0.0	--	--	--	--	--	--
Scarborough HS	20	0	0.0	--	--	--	--	--	--
Sharpstown HS	24	0	0.0	--	--	--	--	--	--
Sharpstown Intl	28	0	0.0	--	--	--	--	--	--
South EC HS	17	0	0.0	--	--	--	--	--	--
Westbury HS	65	0	0.0	--	--	--	--	--	--
Wheatley HS	11	0	0.0	--	--	--	--	--	--
Wisdom HS	6	0	0.0	--	--	--	--	--	--
Worthing HS	4	0	0.0	--	--	--	--	--	--
Yates HS	2	0	0.0	--	--	--	--	--	--
2021 G/T Total	2,331	288	12.4	28.5	96.5	83.0	87.5	83.3	75.0
2022 G/T Total	2,404	170	7.1	25.4	91.2	70.6	76.5	71.2	53.5
2022 District Total	11,004	755	7.0	23.8	79.6	58.5	53.6	59.3	41.5

Sources: ACT data file, 2021–2022; Student Leaver File, 12/8/2022; Cognos Student ID file; Fall PEIMS Snapshot, 2021

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

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

Appendix F–2

G/T SAT PARTICIPATION AND COLLEGE BOARD PERFORMANCE, STUDENTS GRADUATING IN 2022

Sorted on Mean Total Score in Descending Order

Campus Short Name	Class Size	Number Tested	Pct Tested	Mean Total	Mean Total	# Met Both (ERW >=480) (Math >=530)	% Met Both	Met TAPR (Total ≥1180)	% Met TAPR
Carnegie HS	248	248	100.0		1,374	245	98.8	219	88.3
DeBakey HS	119	117	98.3		1,325	113	96.6	92	78.6
Bellaire HS	273	252	92.3		1,322	228	90.5	196	77.8
Kinder HSPVA	179	161	89.9		1,234	126	78.3	103	64.0
Westside HS	173	158	91.3		1,220	129	81.6	91	57.6
Energy Inst HS	56	55	98.2		1,203	48	87.3	30	54.5
Eastwood Acad HS	39	40	102.6		1,184	34	85.0	19	47.5
Challenge EC HS	36	36	100.0		1,177	27	75.0	18	50.0
Lamar HS	205	197	96.1		1,175	150	76.1	96	48.7
YWCPA	19	18	94.7		1,166	14	77.8	8	44.4
TCAH	11	9	81.8		1,164	6	66.7	5	55.6
Sharpstown Intl	28	26	92.9		1,145	19	73.1	9	34.6
Jones HS	6	6	100.0		1,138	3	50.0	1	16.7
East EC HS	42	42	100.0		1,133	31	73.8	14	33.3
Leland YMCPA	9	10	111.1		1,130	6	60.0	4	40.0
Heights HS	162	153	94.4		1,128	96	62.7	54	35.3
South EC HS	17	17	100.0		1,122	12	70.6	5	29.4
H AIS HS	49	46	93.9		1,097	26	56.5	13	28.3
North Houston EC HS	53	53	100.0		1,085	33	62.3	9	17.0
Chavez HS	80	78	97.5		1,085	51	65.4	15	19.2
Westbury HS	65	65	100.0		1,083	35	53.8	14	21.5
Northside HS	24	26	108.3		1,078	16	61.5	6	23.1
Waltrip HS	79	81	102.5		1,070	43	53.1	21	25.9
HSLJ	32	31	96.9		1,023	11	35.5	3	9.7
Scarborough HS	20	16	80.0		1,015	5	31.3	1	6.3
Austin HS	30	23	76.7		1,011	4	17.4	4	17.4
Madison HS	24	22	91.7		1,005	6	27.3	4	18.2
Washington HS	16	13	81.2		998	3	23.1	3	23.1
Sterling HS	22	20	90.9		993	6	30.0	4	20.0
Sharpstown HS	24	14	58.3		987	4	28.6	2	14.3
Long Acad	9	7	77.8		983	2	28.6	1	14.3
Milby HS	97	97	100.0		975	23	23.7	5	5.2
Furr HS	30	29	96.7		953	5	17.2	1	3.4
Houston MSTC HS	84	74	88.1		934	8	10.8	2	2.7
Wheatley HS	11	10	90.9		930	1	10.0	1	10.0
North Forest HS	7	5	71.4		914	1	20.0		0.0
Wisdom HS	6	7	116.7		911	1	14.3	1	14.3
Energized for STEM Acad HS	3	3	*	*	*	*	*	*	*
Kashmere HS	6	4	*	*	*	*	*	*	*
Mount Carmel Acad HS	4	4	*	*	*	*	*	*	*
Worthing HS	4	4	*	*	*	*	*	*	*
Yates HS	2	3	*	*	*	*	*	*	*
2021 G/T Total	2,331	1,793	76.9		1176	1,213	67.7	860	48.0
2022 G/T Total	2,403	2,280	94.9		1176	1,578	69.2	1,077	47.2
2022 District Total	11,004	8,662	78.7		966	2,408	27.8	1,355	15.6

Sources: Cognos SAT data file, 2022–2023; Cognos Student ID file, Student Leaver file, 12/8/2022, Fall PEIMS snapshot, 2021; and Gifted and Talented Program Evaluation, 2020–2021

Note: The criterion scores as defined by the College Board (CB) is a score that is greater than or equal to a 480 on the ERW section and greater than or equal to a 530 on the math section. The TAPR score for college readiness is a total score >=1180.

*Scores not reported for less than 5 students.

Appendix G

G/T PROFESSIONAL LEARNING, 2022–2023

Course Description	Credit Hours	N Completing
GT_Differentiation for Gifted Learners	6	820
GT_ Administrators Nature and Needs with Service Options + Social and Emotional Needs of GT Students	6	146
GT_ You Might Have a G/T Student	2	2,531
GT_ State Plan for the Education of Gifted/Talented Students	1	1,707
GT_ Renzulli Student Profiler Professional Learning	2	34
GT_ Gifted Education Plans – The Power and The Purpose	2	61
GT_ The Power and The Purpose of the Gifted Education Plans	2	324
GT_ Renzulli Learning Student Profiler	2	382
GT_ Using Depth and Complexity Icons to Elevate Student Engagement	5	92
GT_ Questioning Strategies to Elevate Critical Thought	2	327
GT_ The Differentiator to Establish Tiered Learning Activities and Groupings	1	136
GT_ Navigating the Mentoring Minds Mobile App to Align Critical Thought, Standards Mastery, and SEL	1	57
GT_ Thinking Routines to Drive Critical Thought	1	223
GT_ Navigating the Texas Performance Standards Project (TPSP) Website	1	108
GT_ Gifted and Talented Expo Training	1	211
GT_ Digital Choice Boards as an Instructional Tool	2	182
GT_ Identifying Gifted Students in Special Populations	6	754
GT_ Why Being Gifted is Much More Than What We Think	1	128
GT_ Nature and Needs of Gifted/Talented Students	6	32
GT_ Identification and Assessment of Gifted/Talented Students	6	25
GT_ Creativity and Instructional Strategies	6	43
GT_ Differentiated Curriculum	6	43
GT_ Social and Emotional Needs of Gifted/Talented Students	6	52
GT_ Nature and Needs of Gifted/Talented Students	6	1,391
GT_ Identification and Assessment of Gifted/Talented Students	6	1,188
GT_ Creativity and Instructional Strategies	6	1,866
GT_ Differentiated Curriculum	6	1,800
GT_ Social and Emotional Needs of Gifted/Talented Students	6	2,005
GT_ Using Depth and Complexity Icons to Elevate Student Engagement	1.5	25
GT_ 12 Hour Online	12	57
GT_ IB ATL Final Assignment	1	2
GT_ Identification & Assessment for GT Students K-12 Online	6	180
GT_ 12 Hour K-12 Online	12	18

Appendix G (Continued)

Course Description	N	
	Credit Hours	Completing
G/T 30 Foundational Training	30	1,041
Duplicated OneSource Count		17,991
Unduplicated OneSource Count		7,329
Educators completing 6 or more hours		6,185
Educators completing 30 or more hours		1,098

Sources: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/11/2023

Note: Charter School personnel are included in OneSource. Job Alike and Coordinator meetings were excluded from counts.

Appendix G (Continued)

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROFESSIONAL LEARNING, 2022–2023

Course Description	Credit Hours	N Completing
AP_ Advanced Placement Basics	2	9
IB_ MYP Unit Planning - Final Assignment	1	3
AP_ Using Khan Academy to Enrich AP Instruction	1	16
IB_ MYP Unit Planning Part 2 Final Assignment	1	3
IB_ Supporting the MYP to DP transition in Language and Literature, Part 1	1	8
AP_ Advanced Placement Teacher PLC	1.5	275
IB_ PLC Meeting for International Baccalaureate Teachers	1.5	91
AP_ JobAlike 2022 - Advanced Placement (AP) Teachers	6	162
AP_ NMSI Laying the Foundation (LTF) for HISD Advanced (HISD ADV) Teachers	18	93
AP_ JobAlike 2022 - Pre-AP-Advanced Placement Teachers	18	145
IB_ JobAlike 2022- International Baccalaureate Diploma and Career -Related Programs	6	62
IB_ TIBS Workshop for international Baccalaureate Teachers	12	256
IB_ TIBS Workshop for international Baccalaureate Teachers	3	4
AP_ Pre-Advanced Placement Teacher PLC	1.5	343
IB_ TSD Oct 2022-International Baccalaureate Diploma and Career-Related Teachers PLC	3	201
AP_ TSD Oct 2022-Advanced Placement Teachers PLC	3	177
IB_ International Baccalaureate Primary years Programme Coordinators Meeting	2	21
IB_ International Baccalaureate Diploma Programme and Career Related Programme Coordinators Meeting.	2	20
IB_ International baccalaureate Middle Years Programme Coordinators Meeting	2	26
AP_ Saturday Academy - Teacher Collaboration	3	188
IB_ Saturday Academy - Teacher Collaboration	3	74
IB_ TSD Jan 2023- International Baccalaureate Diploma and Career-Related Teachers PLC	3	5
AP_ TSD Jan 2023- Advanced Placement Teachers PLC	3	43
AP_ TSD FEB 2023-Advanced Placement Teachers PLC	3	135
IB_ TSD FEB 2023-International Baccalaureate Diploma, Career-Related Teachers PLC	3	22
AP_ Postsecondary Programming - Fine Arts, day-long intensive	6.5	25
AP_ NMSI Laying the Foundation (LTF) for HISD Advanced (HISD ADV) Teachers	18	24
AP_ Pre-AP Summer Institute	24	34
AP_ Advanced Placement Coordinators 6-12	2	43
IB_ An Introduction to Recognizing IB ATL Skills in Practice	2	4
IB_ MYP Unit Planning	2	2
IB_ MYP Unit Planning Part 2	3	3
Duplicated OneSource Count		2,517
Unduplicated OneSource Count		1,077
Educators completing 6 or more hours		859
Educators completing 18 or more hours		347

Sources: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/11/2023

Note: Charter School personnel are included in OneSource.