

**MEMORANDUM**

June 8, 2021

TO: Tia Locke-Simmons  
Director, Curriculum

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

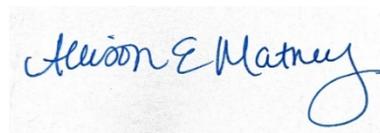
SUBJECT: **GIFTED AND TALENTED SURVEY RESULTS, 2020–2021**

As part of the program evaluation under the newly revised *Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2019), the Department of Research and Accountability conducted a parent survey to collect perceptions and input into the assessment and identification process. This report analyzes the survey responses. The district offers a Vanguard Magnet Program and a G/T Neighborhood Program.

Key findings include:

- A total of 1,836 parent surveys were successfully disseminated through SurveyMonkey® and 966 were returned, yielding a response rate of 52.6 percent.
- The largest percentage of respondents had children in prekindergarten (38.6 percent) followed by kindergarten (16.4 percent), fifth grade (14.8 percent), children not attending school currently (8.5 percent), and eighth grade (7.9 percent).
- Respondents were asked to provide their opinion on the identification and assessment process. 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 (3.0).
- When parents were asked if there was sufficient information provided to help them understand the different sections of the G/T matrix, 60.4 percent indicated *No* and 39.6 percent indicated *Yes*.
- The G/T Survey included one open-ended question that asked for parents to provide any additional feedback on the G/T identification and assessment procedures. Many of the respondents felt that the communication needed to be more effective, clearer, and timelier. Other parents noted that on the day of testing, the “wait time” was too long, especially for younger children. Parents also indicated that they did not receive the G/T testing results, and for parents that did receive them, they needed a better explanation of the results.

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



\_\_\_\_\_AEM

Attachment

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



# RESEARCH

Educational Program Report

**GIFTED AND TALENTED SURVEY  
RESULTS, 2020-2021**



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# Gifted and Talented Survey Results, 2021

## Executive Summary

### Program Description

As part of the program evaluation under the *Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2019), the Department of Research and Accountability collected parent feedback and perceptions about the district's Gifted and Talented (G/T) identification and assessment process. This report analyzes the parent survey responses of G/T students who were assessed during the 2020–2021 school year. The district offers a Vanguard Magnet Program and a G/T Neighborhood Program, and the survey results are combined and reported as the Gifted and Talented Program.

### Key Findings

- A total of 1,836 parent surveys were successfully disseminated through SurveyMonkey® and 966 were returned, yielding a response rate of 52.6 percent.
- The largest percentage of respondents had children in prekindergarten (38.6 percent) followed by kindergarten (16.4 percent), fifth grade (14.8 percent), children not attending school currently (8.5 percent), and eighth grade (7.9 percent).
- Respondents were asked to provide their opinion on the identification and assessment process. 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 (3.0).
- When parents were asked if there was sufficient information provided to help them understand the different sections of the G/T matrix, 60.4 percent indicated *No* and 39.6 percent indicated *Yes*.
- The G/T Survey included one open-ended question that asked for parents to provide any additional feedback on the G/T identification and assessment procedures. Many of the respondents felt that the communication needed to be more effective, clearer, and timelier. Other parents noted that on the day of testing, the “wait time” was too long, especially for younger children. Parents also indicated that they did not receive the G/T testing results, and for parents that did receive them, they needed a better explanation of the results.

### Recommendations

1. Revise scheduling to reduce wait times for students.
2. Develop a document to explain the scores and sections of the G/T matrix. Form a focus group of parents to ensure that it is written with technical information for a non-technical audience.
3. On the G/T Neighborhood 4-year-old testing form, include email address and a section asking the best way to receive the results of the G/T testing.
4. On the G/T website, add a section on Preparation for Testing. Consider including the following: What to expect on testing day, Who to contact on testing day with questions, What to do if delays occur, What

restroom facilities are available, Parking location and instructions, What to bring (cell phone, snacks, meals, drinks, books, etc.), where and when the results will be available, and include a note to state that test prep invalidates the results and is strongly discouraged.

5. Provide effective communication for parents with a child not enrolled in the district. Consider announcing G/T testing on social media, news, radio, community centers, and day-care centers. Form a focus group to ensure that these methods of outreach are effective and re-evaluate as needed.
6. At the beginning of the school year, provide an information session for the HISD preschools so that they are aware of 4-year-old testing and they can be a resource for their parents.
7. Consider uploading the following information in Power School for students that are enrolled in the district under Student Support Forms: Gifted Education Plan, G/T Matrix, Letter (qualified/not qualified). Update as needed.

## Introduction

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

- Exhibits high performance capability in an intellectual, creative, or artistic area,
- Possesses an unusual capacity for leadership; or,
- Excels in a specific academic field (Houston Independent School District, 2020, p. XXIV-1).”

The district offers a Vanguard Magnet Program and a G/T Neighborhood Program. The Vanguard Magnet Program is provided only in Board-approved schools, and entry into Vanguard Magnet Programs is competitive. Application and assessment timelines coincide with district and Magnet timelines. A centralized admissions committee reviews all applications and notifies the parents of their child’s placement recommendation. In 2020–2021, the program served students at the following locations:

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

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

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

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

According to the Texas State Plan, input from family and community representatives is solicited annually on G/T identification and assessment procedures. Parent Surveys were administered electronically during the Spring of 2021 to evaluate feedback and perceptions of the district’s Gifted and Talented Program and to fulfill the Texas State Plan mandate. A subset of the survey results will be included in the Gifted and Talented Program Evaluation: 2020–2021. This report presents the complete findings for parent surveys (see **Appendix A**, pp. 17–19).

## Methods

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

1. provided an email address to the Department of School Choice and
2. had at least one child assessed, and
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, 2020. 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.

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 9, 2021 and closed on Monday, May 3, 2021.

### Data Analysis

Translation Services provided translations for responses to the open-ended question.

Basic descriptive statistics were employed to analyze the data. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. The parent response rates were calculated by the total number of emails sent less any that were not delivered or unsubscribed. A total of 1,836 parent surveys were successfully disseminated and 966 were returned, yielding a response rate of 52.6 percent. For the open-ended questions, responses were grouped into emergent categories.

### Data Limitations

Distribution of the survey using only an electronic format may have precluded families that did not have a web-enabled device, internet, or email address to participate. Although every parent that was issued an invitation had a child assessed during the 2020–2021 school year, 101 parents disqualified themselves by responding that they did not have a child assessed during the 2020–2021 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. Therefore, a response option was added on March 23, 2021 to the question about whether their child qualified for G/T services, *I have not received the testing results*. Parents with a 4-year-old in a G/T Neighborhood school were not surveyed due to lack of contact information.

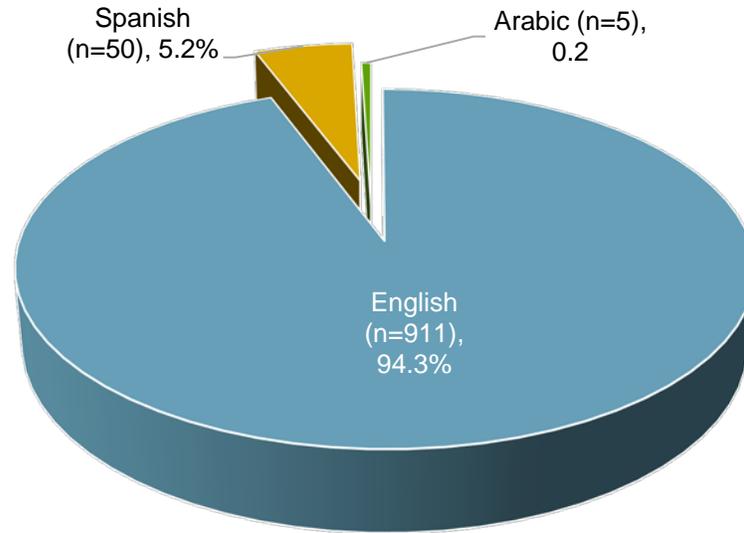
## Results

### Description of Respondents

**Figure 1** (p. 5) shows the language of administration of the respondents who submitted a survey. Of the 966 respondents who had at least one child assessed for G/T services during the 2020–2021 school year and responded to the survey, 911 (94.3 percent) submitted the survey in English, 50 (5.2 percent), in

Spanish, and 5 (0.5 percent) in Arabic. Although the survey was offered in Vietnamese, none of the respondents completed the survey in that language.

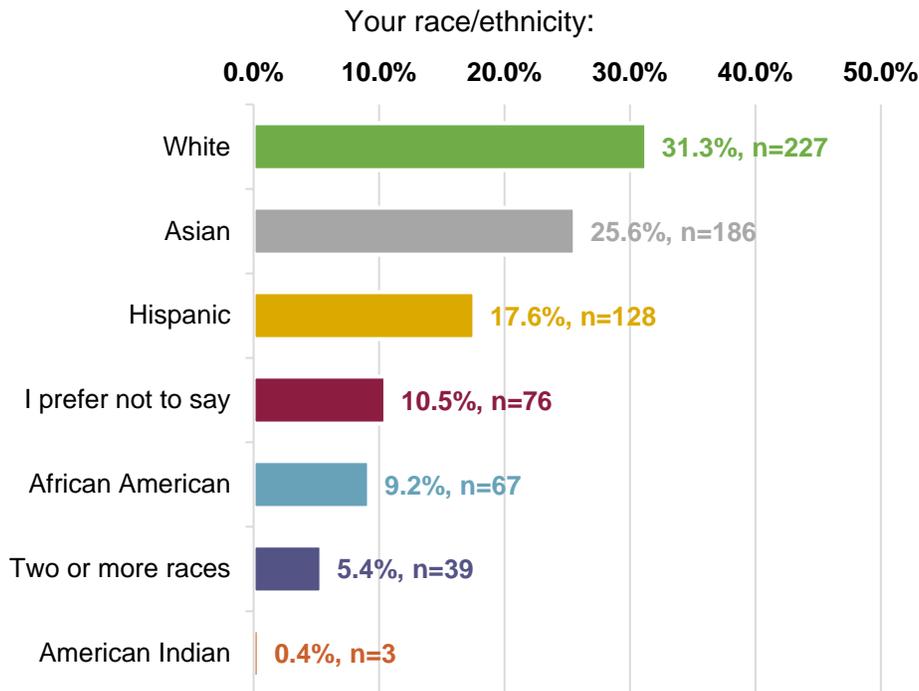
**Figure 1. Language of Survey Administration**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

**Figure 2** shows the race/ethnicity of the respondents. White, Asian, and Hispanic respondents reflect the highest percentages followed by 10.5 percent of parents who preferred not to state their race/ethnicity.

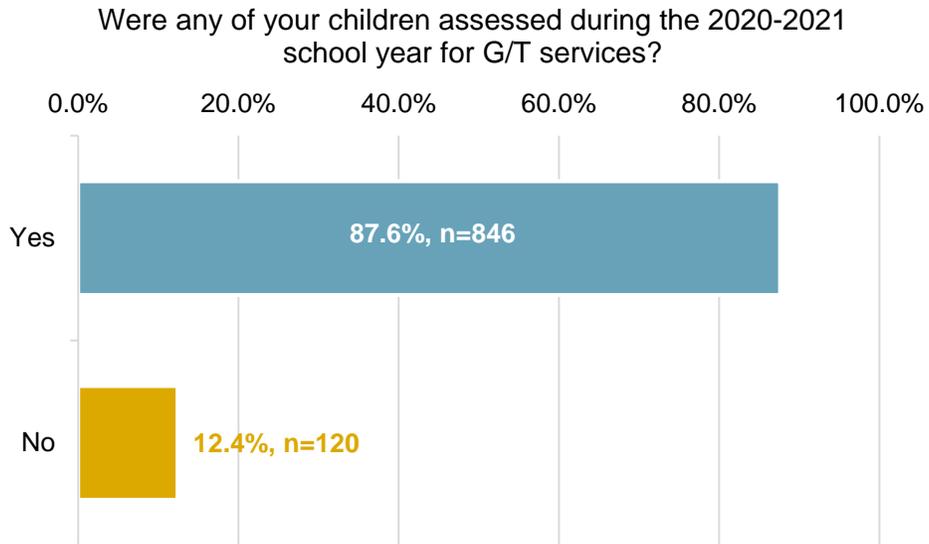
**Figure 2. Race/Ethnicity of Respondents**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

To gather meaningful data regarding the assessment and identification process, parents of children who were assessed during the 2020–2021 academic year were the targeted population for the survey. **Figure 3** shows that of the 966 respondents, most (87.6 percent) indicated they had a child assessed.

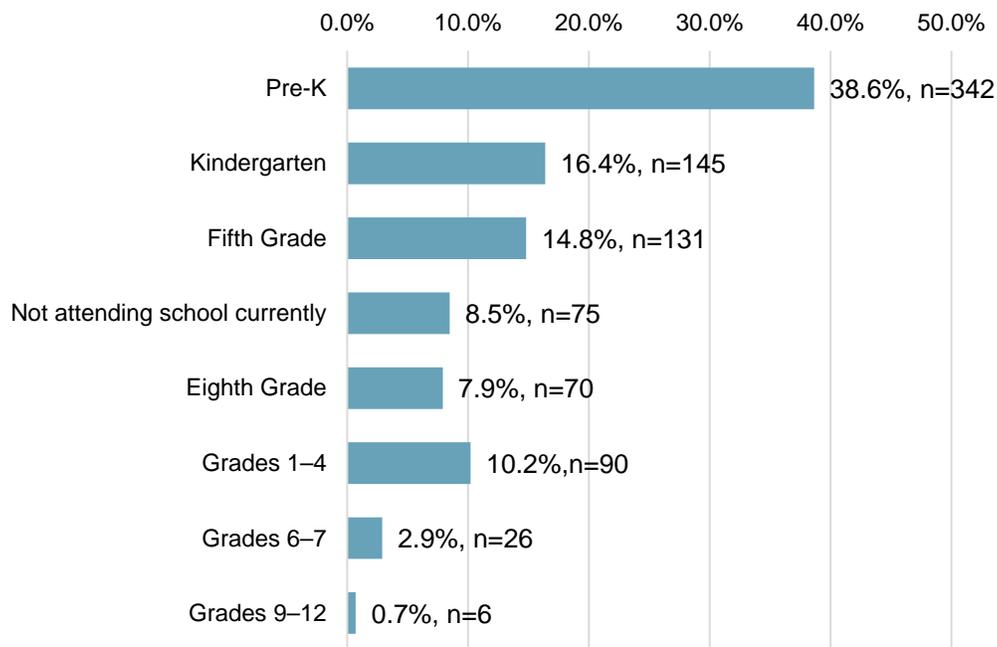
**Figure 3. Parents With At Least One Child Assessed for G/T Services during 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

Survey respondents were asked to select the grade levels of all children who were assessed. Parents may have had more than one child assessed in 2020–2021 (**Figure 4**). Of the 885 students for whom parents responded, the highest percentage of children were assessed in prekindergarten (n=342, 38.6 percent) followed by kindergarten (n=145, 16.4 percent) and fifth grade (n=131, 14.8 percent). Students not attending school (n=75, 8.5 percent) and eighth grade students (n=70, 7.9 percent) reflected the fourth and fifth largest categories, respectively. Students in grades 1–4 (n=90, 10.2 percent), grades 6–7 (n=26, 2.9 percent), and grades 9–12 (n=6, 0.7 percent) made up the remaining 13.8 percent of students assessed during the 2020–2021 school year.

**Figure 4. Grade Level (s) of Assessed Children, 2020–2021**

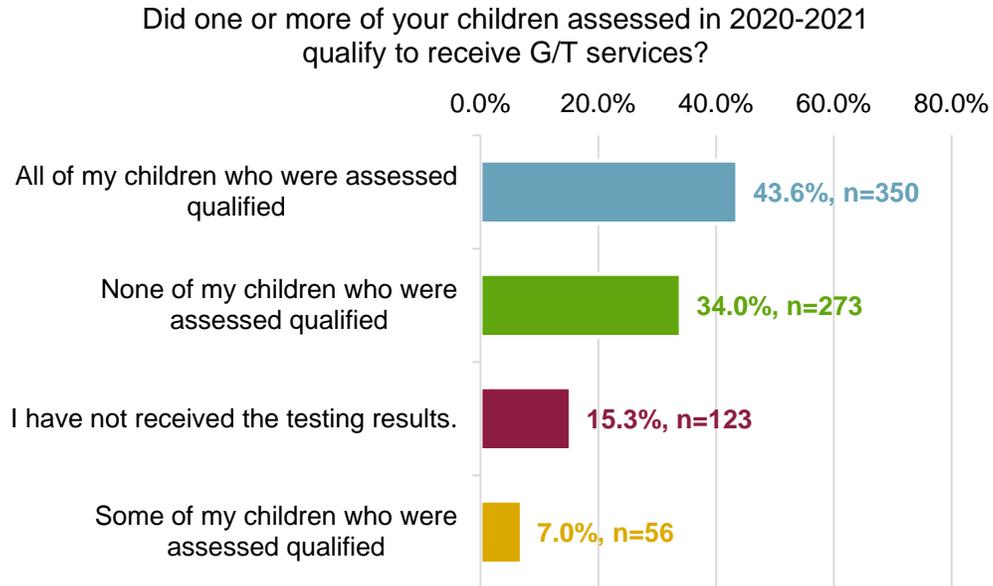


Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

### Assessment Results

Survey respondents were asked if one or more of their children assessed in 2020–2021 qualified to receive G/T services. In some cases, a child could qualify for G/T services, but the child may not have gotten into his/her first choice of Vanguard Magnet schools (**Figure 5**). Approximately 44 percent (n=307) of respondents indicated that all of their children who were assessed qualified, followed by 34 percent (n=240) who indicated none of their children qualified for G/T services. Seven percent (n=47) indicated that some of their children qualified for G/T services, while 15.3 percent (n=110) of respondents indicated that they had not received the testing results.

**Figure 5. Assessment Results, 2020–2021**

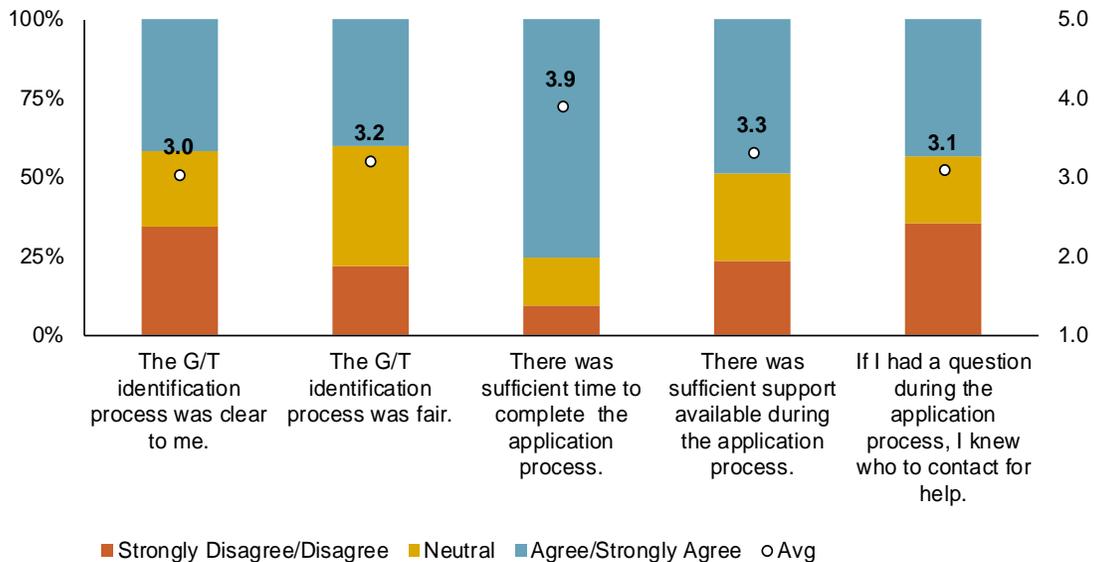


Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

### Perceptions of the G/T Identification and Assessment Process for 2020–2021

Respondents were asked to provide their opinion on the identification and assessment process. The results are presented in **Figure 6**. 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 (3.0).

**Figure 6. Perceptions of the G/T Identification and Assessment Procedures, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

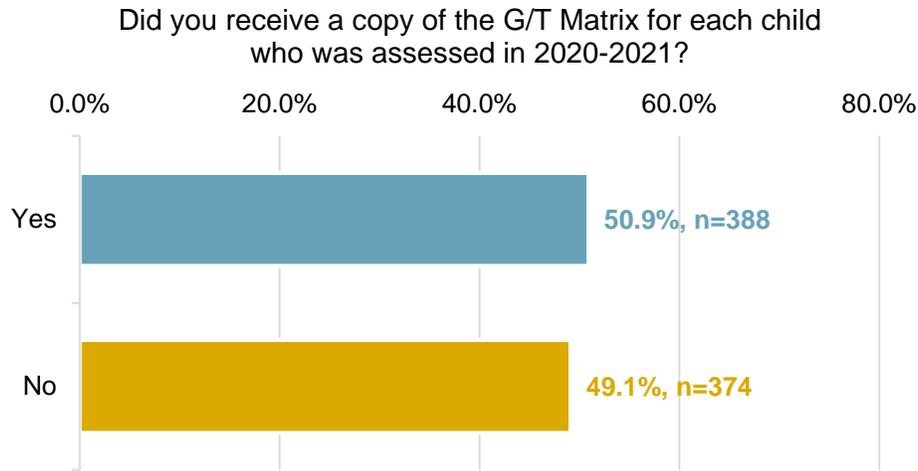
### G/T Matrix

The results of G/T testing were presented in a letter mailed to parents that was accompanied by a copy of the child's G/T Matrix. There was a delay in mailing out the letters and the accompanying G/T matrix for 2020–2021. Results were not released until the week of April 19, 2021. This impacted survey recipients since the survey closed on May 3, 2021. The G/T Matrix summarizes the following information:

- Student information section
- Achievement test with the administration date, the scores, and the points,
- Ability test with the administration date, the score, and the points,
- Report card score and points,
- Teacher recommendation score and points,
- Obstacle score and points,
- Total Matrix Points with areas of giftedness identified,
- Admissions Committee with the meeting date, date the information was sent to parents, and the committee members, and
- The rubric for evaluating the teacher recommendation and the report cards.

Respondents were asked whether or not they received a copy of the G/T matrix. The majority of parents (n=388, 50.9 percent) indicated Yes (**Figure 7**).

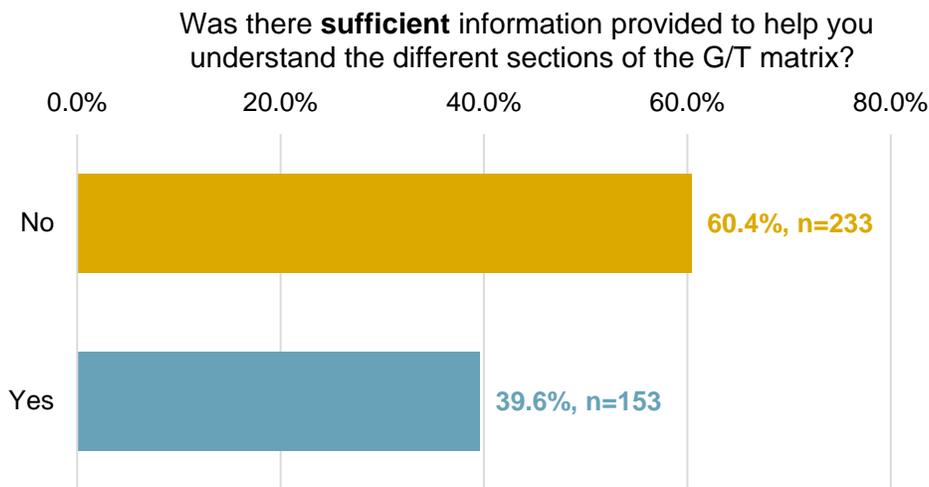
**Figure 7. Parents Received G/T Testing Results, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

Respondents were asked if there was sufficient information provided to help them understand the different sections of the G/T matrix. The majority of parents (n=233, 60.4 percent) indicated *No* and 39.6 percent (n=153) indicated *Yes* (**Figure 8**).

**Figure 8. Explanation of G/T Testing Results, 2020–2021**

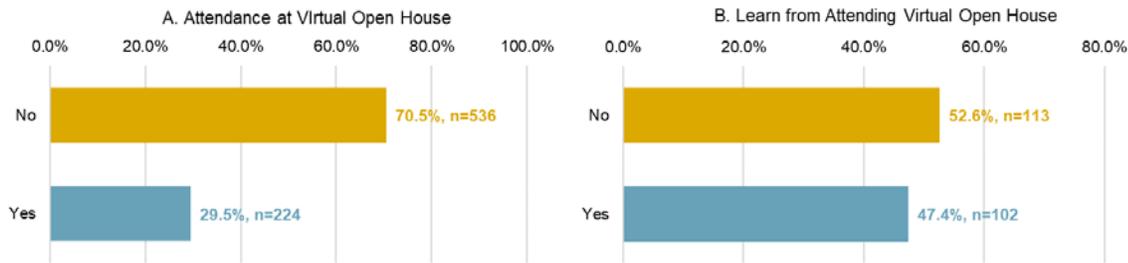


Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

### Methods of Communicating about the Application Process

One source for parents to learn about the Magnet School application process involved attending one of the Saturday virtual open houses for information. The majority of survey respondents (n=536, 70.5 percent), did not attend any of the virtual open houses to learn about the Magnet School application process (**Figure 9A**). Respondents that answered *Yes* were then asked if they learned about the G/T identification process by attending. The majority of survey respondents (n=113, 52.6 percent) did not learn about the G/T identification process by attending a virtual open house (**Figure 9B**).

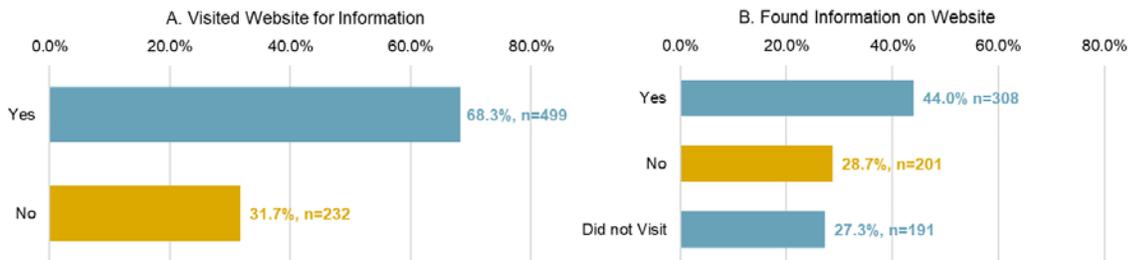
**Figures 9A and 9B. Virtual Open House, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

Respondents were asked if they visited the Gifted and Talented website for assessment and identification information. The majority of respondents (68.3 percent) indicated that they had visited the website for information (**Figure 10A**). Respondents that answered *yes* were then asked if they found the information they needed. Forty-four percent (n=308) of respondents answered that they had, 28.7 percent answered that they had not, and 27.3 percent answered that they had not visited the website (**Figure 10B**).

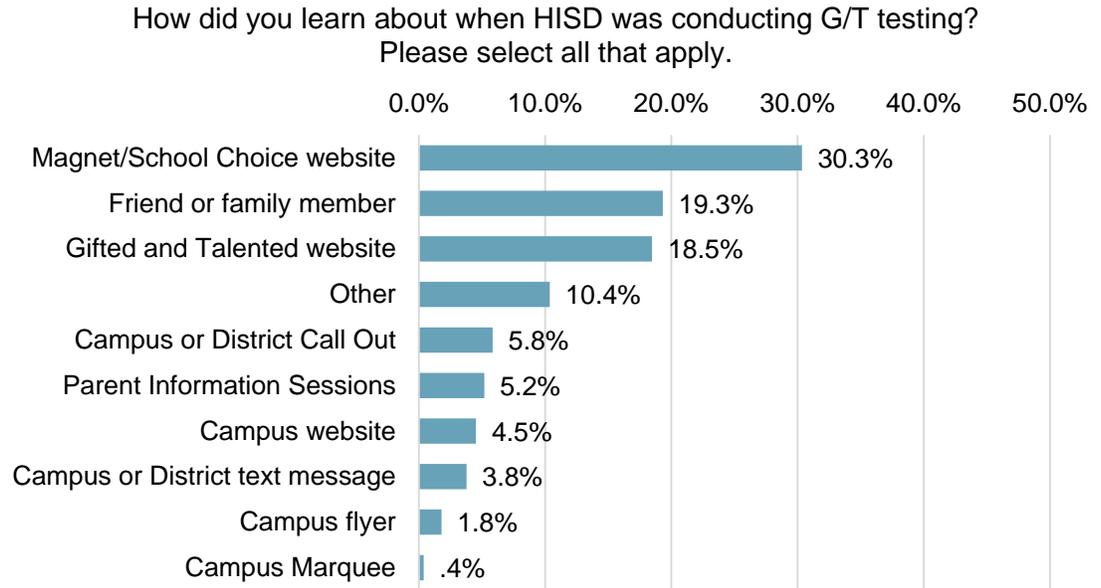
**Figures 10A and 10B. Gifted and Talented Website, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

Respondents were asked how they learned when G/T testing was conducted (**Figure 11**, p. 12). The top four responses were: *Magnet/School Choice website* (30.3 percent), *Friend or family member* (19.3 percent), *Gifted and Talented website* (18.5 percent) and *Other* (10.4 percent).

**Figure 11. Learning about when G/T Testing was Conducted, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

A total of 113 out of 966 respondents answered *Other*. **Table 1** summarizes the open-ended responses.

- *Parent Action* (N=38): This response was typically accompanied by a description regarding the actions taken. For example, parents contacted the school, the magnet coordinator, or their child’s teacher to find out about G/T testing. Their method of contact was either email or phone call.
- *Social Media/Media* (N=23): Most of the respondents referred to Facebook groups.
- *School* (N=22): Denotes action taken by the school such as sending an email, principal message, a school newsletter, or providing a testing date.
- *District Employee* (N=17): The respondent indicated the type of employee providing the information, such as a teacher, magnet coordinator, or campus employee.

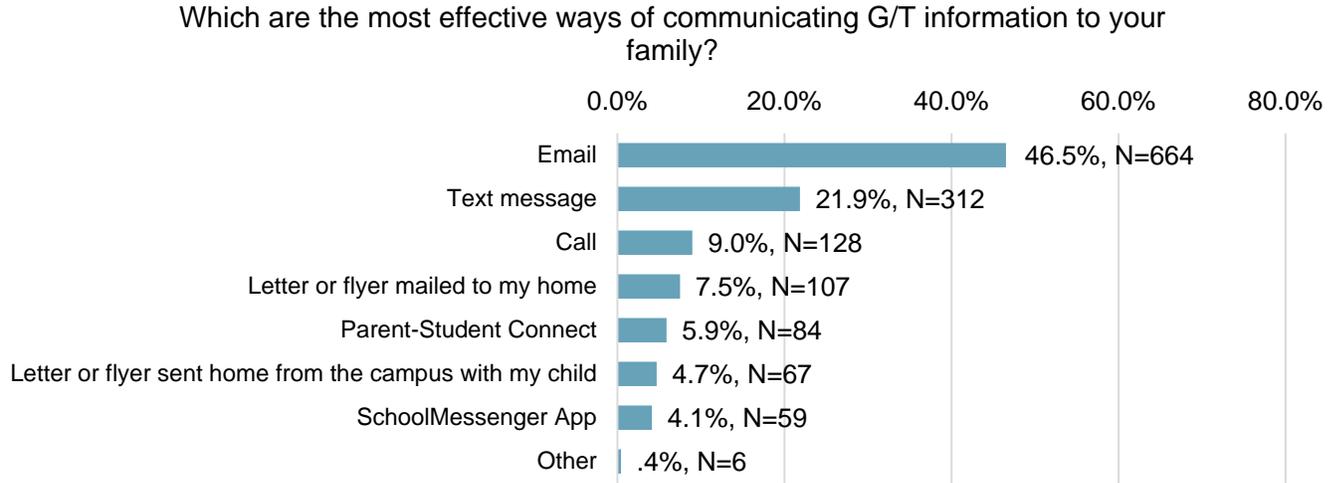
**Table 1. Learning About G/T Testing Timeline: *Other***

Response Category	N	% of Responses	% of Total
Parent Action (parent initiated contact)	38	33.6	3.9
Social Media/Media (i.e. Facebook, news, or online)	23	20.4	2.4
Action taken by the School (newsletter, email)	22	19.5	2.3
District Employee (teacher, principal, Magnet Coordinator)	17	15.0	1.8
Phone calls/Email (action taken by the district)	5	4.4	0.5
Sibling	4	3.5	0.4
Don't Know	1	0.9	0.1
After the fact	1	0.9	0.1
Friend	1	0.9	0.1
School Choice website	1	0.9	0.1
<b>Total</b>	<b>113</b>		<b>11.7</b>
<b>Total</b>	<b>966</b>		

Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

Respondents were asked which were the most effective ways of communicating G/T information to their families (**Figure 12**). Most respondents (46.5 percent) indicated that email was the most effective method of communication, followed by text message (21.9 percent), and call (9.0 percent). Six respondents indicated “other” and completed the free response; these responses included school tours, HISD website, and Facebook.

**Figure 12. Effective Methods of Communication, 2020–2021**



Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

*What input on G/T identification and assessment procedures from parents was provided for the 2020–2021 academic year?*

**Table 2** summarizes the emergent categories for parent feedback on the identification and assessment procedures for HISD. Of the 966 total respondents, 465 provided responses (48.1 percent). The top three categories centered on “communication” (33.1 percent), “wait time was too long on the day of testing” (14.6 percent), and “results” (12.7 percent).

<b>Table 2. Parent Input: Identification and Assessment Procedures</b>			
<b>Response Category</b>	<b>N</b>	<b>% of Responses</b>	<b>% of Total</b>
<b>Communication</b> Communications were not reaching the intended audience The content of the communications were not clear, effective, in my native language, or timely Need more, accurate, and clearer information on the application process Provide a checklist of steps in the application process Provide information about when and where the results will be returned Provide expectations on day of testing	154	33.1%	15.9%
<b>Wait time</b> was too long	68	14.6%	7.0%
<b>Results</b> Have not received them/can't pick them up/ I chased them down	59	12.7%	6.1%
<b>Explanation of results</b> What do the sections of the matrix mean? Was my child tested at grade level, age-adjusted considerations Testing accommodations?	37	8.0%	3.8%
<b>Equity/Unfair</b>	34	7.3%	3.5%
<b>N/A</b>	30	6.5%	3.1%
<b>Magnet website</b> G/T testing results were not updated on the website Magnet application process was not clear	26	5.6%	2.7%
<b>Testing environment and logistics</b> Not conducive to testing	26	5.6%	2.7%
<b>Improve Scheduling</b> Overscheduled Rescheduled testing due to overscheduling	14	3.0%	1.4%
<b>Test Preparation</b>	12	2.6%	1.2%
<b>Weight</b> Why is the nonverbal ability test weighted so high? Don't weight the teacher recommendation	5	1.1%	0.5%
<b>Total Responses</b>	<b>465</b>		<b>48.1%</b>
<b>Total</b>	<b>966</b>		

Source: SurveyMonkey, G/T Parent Data files, 5/3/2021

## Discussion

The purpose of this report was to obtain data on the perceptions of the identification process and to collect information on assessment and identification practices for the Gifted and Talented Program. COVID-19, implementation of a new Student Information System, and budget constraints were all factors that impacted the assessment procedures conducted during the 2020–2021 school year.

For the open-ended question, out of 966 respondents, there were 465 responses. Communication reflected the highest emergent category with 33.1 percent of responses. Communications were not reaching the intended audience, especially if the parents did not have a child enrolled in an HISD school. Moreover, the content of the communications was lacking. It would behoove the G/T Department to form a focus group to review the G/T website, the G/T matrix, the G/T letters, and to discuss the best methods of communicating as well as the content of communications with HISD and non-HISD parents.

Based on parent responses, the following recommendations are made:

- Develop a specific location on the G/T website about what to expect on testing day. Include the following: parking instructions, check-in instructions, what to bring (cell phone), bathroom locations, food, time delays and what to do and who to contact.
- Develop a procedure for communicating with the parents involved in the assessment process: U.S. mail, email, or text message. Instructions on what to expect on the day of testing should be provided to parents prior to their testing date.
- Develop a procedure for informing HISD preschools about 4-year-old testing opportunities at the beginning of the school year so they can be a resource for parents.
- Develop a procedure for informing non-HISD parents about G/T assessment opportunities.
- Provide a checklist of steps in the application process and include timelines. This information should be communicated out to the community-at-large.
- Provide information about when and where the results will be returned.
- Provide contact information for questions that arise on the day of testing or during the application process or if the child's results have not been received.
- Provide communications or contacts who can speak to parents in their native language

Based on information provided in the open-ended question, scheduling was an issue that warrants attention. Too many students were scheduled on a single day. Parents recommended that the testing dates be expanded along with increasing the number of qualified assessors. Moreover, a suggestion was made to provide additional testing locations. These recommendations by parents were made in response to extraordinary “wait times” of two to four hours. For younger children, these delays negatively impacted their nap times and mealtimes. Figuring out how to entertain their children safely became problematic due to COVID-19. One parent stated the following:

“The information given was incorrect at the parent session. I was told my child would be tested at my zoned school, but that was not the case. I was also told to contact the G/T coordinator at my zoned school with questions, but she was not accessible. The worst, though, was that my child was not tested until FIVE HOURS after our appointment time in November, during which we sat in our car with no communication. This created stark inequity between parents who could afford to spend the day distracting hungry, tired kids in their cars and parents who took time off hourly jobs to be there. There should be a dramatic shift in the way these assessments are performed and scheduled. It was shameful.”

Parents perceived these delays negatively impacted their child's performance on the test.

When parents were asked if there was sufficient information provided to help them understand the different sections of the G/T matrix, 60.4 percent indicated *No*. This aligns with the open-ended response where 8.0 percent of respondents indicated they would like to have an explanation of the different sections of the matrix. Moreover, the nature of the exams administered required greater explanation in terms of age-norming. It is recommended that clearer, more detailed communications are developed to help parents better understand the sections of the G/T matrix and how G/T identification is determined.

## Appendix A

Were any of your children **assessed** during the **2020-2021** school year for G/T services? This question requires an answer.

	N	%
Yes	846	87.6
No	120	12.4

Please select the **current** grade level (s) of all of your children that were assessed for G/T services during the **2020–2021** school year. This question requires an answer.

	N	%
Not Attending school currently	75	8.5
Pre-K	342	38.6
Kindergarten	145	16.4
First	36	4.1
Second	23	2.6
Third	17	1.9
Fourth	14	1.6
Fifth	131	14.8
Sixth	18	2.0
Seventh	8	.9
Eighth	70	7.9
Ninth	4	.5
Tenth	0	0.0
Eleventh	1	.1
Twelfth	1	.1

Did one or more of your children assessed in **2020-2021** **qualify to receive G/T services**? Keep in mind that your child may have *qualified* for G/T services but did not get into his/her first choice of Vanguard Magnet schools.

	N	%
All of my children who were assessed qualified	350	43.6
Some of my children who were assessed qualified	56	7.0
None of my children who were assessed qualified	273	34.0
I have not received the testing results.	123	15.3

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

	Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree	
	N	%	N	%	N	%
The G/T identification process was clear to me.	259	34.0	185	24.3	318	41.7
The G/T Identification process was fair.	165	21.7	289	38.0	307	40.3
There was sufficient time to complete the application process.	72	9.5	113	14.9	575	75.7
There was sufficient support available during the application process.	176	23.2	209	27.6	372	49.1
If I had a question during the application process, I knew who to contact for help.	267	35.1	163	21.4	331	43.5

Did you receive a copy of the G/T matrix for each child who was assessed in 2020-2021?

	N	%
Yes	388	50.9
No	374	49.1

Was there sufficient information provided to help you understand the different sections of the G/T matrix (i.e. ability test, achievement test, recommendation, report card (K-12 only), & obstacle points)?

	N	%
Yes	153	39.6
No	233	60.4

Did you **attend** any of the Saturday virtual open houses during the Magnet School application process?

	N	%
Yes	224	29.5
No	536	70.5

Did you learn about the G/T identification process by **attending** any of the Saturday virtual open houses **during the Magnet School application process?**

	N	%
Yes	102	47.4
No	113	52.6

Have you visited the Gifted and Talented website for **assessment and identification information?**

	N	%
Yes	499	68.3
No	232	31.7

If you answered **Yes** to the previous question, did you find the information you needed?

	N	%
Yes	308	44.0
No	201	28.7
I did not visit the Gifted and Talented website	191	27.3

How did you learn about **when** HISD was conducting G/T testing? Please select all that apply.

	N	%
Gifted and Talented website	196	18.5
Magnet/School Choice website	322	30.3
Campus website	48	4.5
Campus flyer	19	1.8
Campus Marquee	4	.4
Campus or District Call Out	62	5.8
Campus or District text message	40	3.8
Friend or family member	205	19.3
Parent Information Sessions	55	5.2
Other (please specify)	110	10.4

Response Category–Other	N	% of Responses	% of Total
Parent Action (parent initiated contact)	38	33.6	3.9
Social Media/Media (i.e. Facebook, news, or online)	23	20.4	2.4
Action taken by the School (newsletter, email)	22	19.5	2.3
District Employee (teacher, principal, Magnet Coordinator)	17	15.0	1.8
Phone calls/Email (action taken by the district)	5	4.4	0.5
Sibling	4	3.5	0.4
Don't Know	1	0.9	0.1
After the fact	1	0.9	0.1
Friend	1	0.9	0.1
School Choice website	1	0.9	0.1
	113		11.7
<b>Total</b>	<b>966</b>		

Which are the most effective ways of communicating G/T information to your family? Please select all that apply.

	N	%
Email	664	46.5%
Letter or Flyer sent home from the campus with my child	67	4.7%
Letter or Flyer mailed to my home	107	7.5%
Mobile App-SchoolMessenger App (free)	59	4.1%
Call	128	9.0%
Text Message	312	21.9%
Parent/Student Connect	84	5.9%
Other (please specify) school tours, HISD website, and Facebook.	6	.4%

Do you have any additional feedback on the **G/T identification and assessment procedures for HISD?**

Response Category	N	% of Responses	% of Total
<b>Communication</b> Communications were not reaching the intended audience The content of the communications were not clear, effective, in my native language, or timely Need more, accurate, and clearer information on the application process Provide a checklist of steps in the application process Provide information about when and where the results will be returned Provide expectations on day of testing	154	33.1%	15.9%
<b>Wait time</b> was too long	68	14.6%	7.0%
<b>Results</b> Have not received them/can't pick them up/ I chased them down	59	12.7%	6.1%
<b>Explanation of results</b> What do the sections of the matrix mean? Was my child tested at grade level, age-adjusted considerations Testing accommodations?	37	8.0%	3.8%
<b>Equity/Unfair</b>	34	7.3%	3.5%
<b>N/A</b>	30	6.5%	3.1%
<b>Magnet website</b> G/T testing results were not updated on the website Magnet application process was not clear	26	5.6%	2.7%
<b>Testing environment and logistics</b> Not conducive to testing	26	5.6%	2.7%
<b>Improve Scheduling</b> Overscheduled Rescheduled testing due to overscheduling	14	3.0%	1.4%
<b>Test Preparation</b>	12	2.6%	1.2%
<b>Weight</b> Why is the nonverbal ability test weighted so high? Don't weight the teacher recommendation	5	1.1%	0.5%
<b>Total Responses</b>	<b>465</b>		<b>48.1%</b>
<b>Total</b>	<b>966</b>		

Your race/ethnicity:

	N	%
African American	67	9.2
American Indian or Alaskan Native	3	.4
Asian	186	25.6
Hispanic/Latino	128	17.6
Pacific Islander	0	0.0
Two or more races	39	5.4
White	227	31.3
I prefer not to say	76	10.5

Language version:

	N	%
English	911	94.3
Spanish	50	5.2
Arabic	5	.5
Vietnamese	0	0.0

Source: SurveyMonkey, G/T Parent Data files, 5/3/2021