

**MEMORANDUM**

August 3, 2022

TO: Melanie White  
Interim Director, Curriculum

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

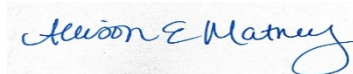
SUBJECT: **GIFTED AND TALENTED SURVEY RESULTS, 2021–2022**

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 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 2,413 parent surveys were successfully disseminated through SurveyMonkey® and 955 were returned, yielding a response rate of 39.6 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 (3.8 average score).The item with the lowest average score was:
  - The G/T identification process was clear to me (2.9 average score).
- Twenty-eight percent of respondents indicated they had not received their child's testing results at the time of the survey.
- Approximately ten percent of respondents indicated that their child received test preparation.
- 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, 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. 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. There were also requests for more testing dates to be offered throughout the year and not limited to only annual testing.

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: Shawn Bird, Ed.D.

Khechara Bradford

Rahshene Davis, Ed.D.



# RESEARCH

Educational Program Report

**GIFTED AND TALENTED SURVEY  
RESULTS, 2021-2022**



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# Gifted and Talented Survey Results, 2022

## 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. The district offers a Vanguard Magnet Program and a G/T Neighborhood Program. This report analyzes the parent survey responses of G/T students who were assessed during the 2021–2022 school year. Participants of both programs were evaluated, the survey results combined and reported as the Gifted and Talented Program.

### Key Findings

- A total of 2,413 parent surveys were successfully disseminated through SurveyMonkey® and 955 were returned, yielding a response rate of 39.6 percent.
- The largest percentage of respondents had children in prekindergarten (32.9 percent) followed by kindergarten (14.4 percent), fifth grade (16.3 percent), eighth grade (8.3 percent) and children not attending school currently (4.7 percent).
- Respondents were asked to provide their opinion on the identification and assessment process. On a scale from one to five, the item with the highest average score was:
  - There was sufficient time to complete the application process (3.8 average score).The item with the lowest average score was:
  - The G/T identification process was clear to me (2.9 average score).
- When respondents selected amount of time their child had to wait before being tested, the majority (58.3 percent) indicated being tested within 15 minutes of arrival.
- Twenty-eight percent of respondents indicated they had not received their child's testing results at the time of the survey.
- Approximately ten percent of respondents indicated that their child received test preparation.
- 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, 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. 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. There were also requests for more testing dates to be offered throughout the year and not limited to only annual testing.

### Recommendations

1. The Gifted and Talented Department should work with the School Choice Office to ensure that the timeline for identifying qualified G/T students precedes the lottery so that only qualified students receive a seat.
2. Work with PowerSchool to ensure that parents receive accurate testing results in a timely fashion. Ensure that data validation measures are employed.
3. Create a focus group of parents, G/T Coordinators, and the Office of School Choice to rework the Gifted and Talented website so that it is streamlined, and the communications are internally consistent. Consider including a section for parents on testing expectations for your child.
4. Provide effective communication for parents with a child not enrolled in the district. Consider announcing G/T testing on HISD social media (Facebook and Twitter), 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.
5. 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 can serve as a resource for parents.
6. Consideration should be given to selecting teachers or staff who work with young children to conduct the G/T test administration and include strategies for making young children comfortable and responsive as part of the test administration training.
7. If testing will occur annually, consideration should be given to increasing the budget so that additional testing dates and qualified personnel can be hired to reduce stress and wait times.

## 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, 2021, 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 the Vanguard Magnet Program 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 2021–2022, 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 2022 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: 2021–2022. This report presents the complete findings for parent surveys (see **Appendix A**, pp. 19–22).



## 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 considered 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 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, 2021. Parents of a student whose home language was Spanish, 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 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 2,413 parent surveys were successfully disseminated and 955 were returned, yielding a response rate of 39.6 percent. For the open-ended questions, responses were grouped into emergent categories. Translation Services provided translations for responses to the open-ended question.

### Data Limitations

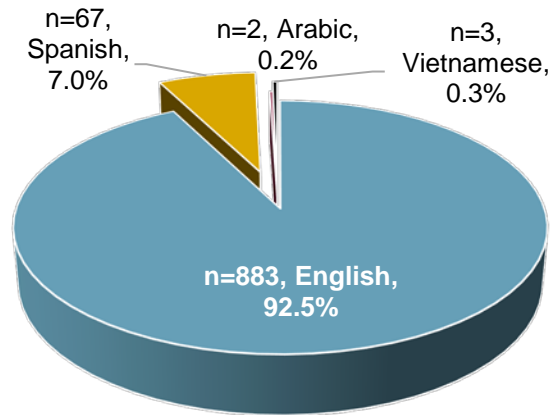
Fifteen parents whose home language was Arabic received the survey via U.S. Mail, and of those, eight were returned due to insufficient mailing address. PowerSchool was used to look up each student for the correct mailing address. Only one survey was returned out of the eight sent. Distribution of the survey for all other language versions 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 2021–2022 school year, 140 parents disqualified themselves by responding that they did not have a child assessed during the 2021–2022 school year. For 2021–2022, 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 assessed in the spring 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.

## Results

### Description of Respondents

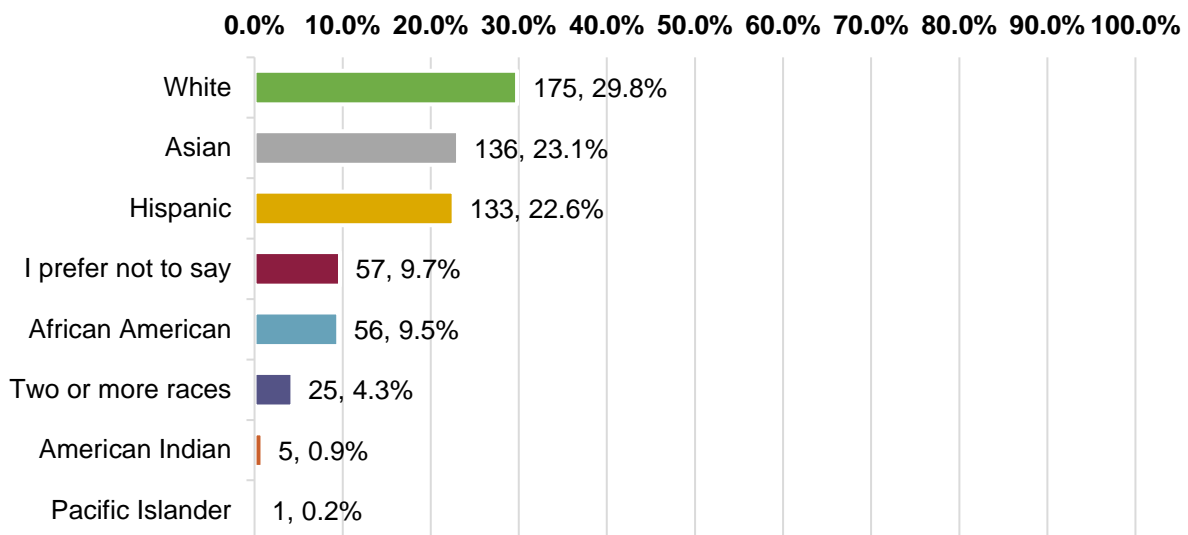
**Figure 1** shows the language of administration of the respondents who submitted a survey. Of the 955 respondents who had at least one child assessed for G/T services during the 2021–2022 school year and responded to the survey, 883 (92.5 percent) submitted the survey in English, 67 (7.0 percent) in Spanish, three in Vietnamese, and two in Arabic. **Figure 2** shows the race/ethnicity of the respondents. White, Asian, and Hispanic respondents reflect the highest percentages followed by 9.7 percent of parents who preferred not to state their race/ethnicity.

**Figure 1. Language of Survey Administration**



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

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

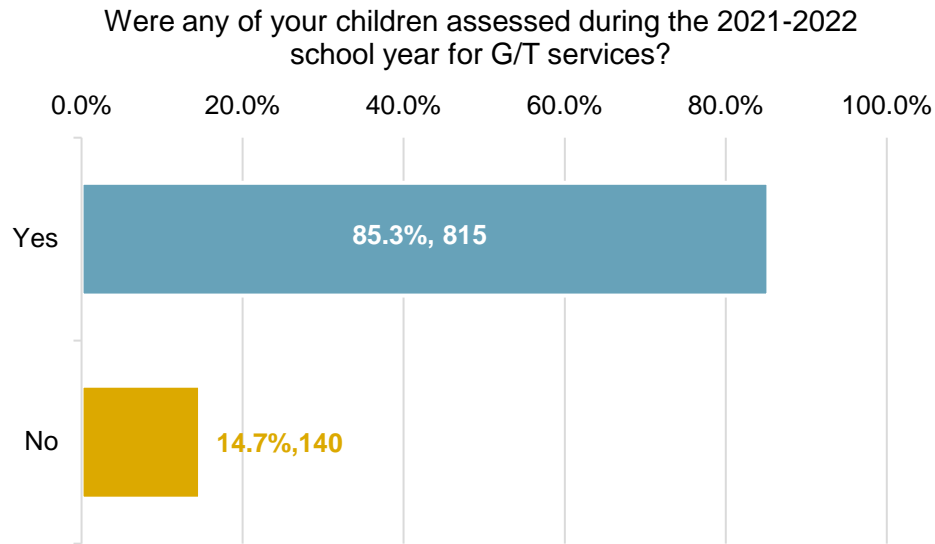


Source: SurveyMonkey, G/T Parent Data files, 6/6/2022



To gather meaningful data regarding the assessment and identification process, parents of children who were assessed during the 2021–2022 academic year were the targeted population for the survey. **Figure 3** shows that of the 955 respondents, most (85.3 percent) indicated they had a child assessed. Although all parents who were contacted had a child assessed for G/T during 2021–2022, 140 parents responded “No” to this question and thus were not included in any further analysis.

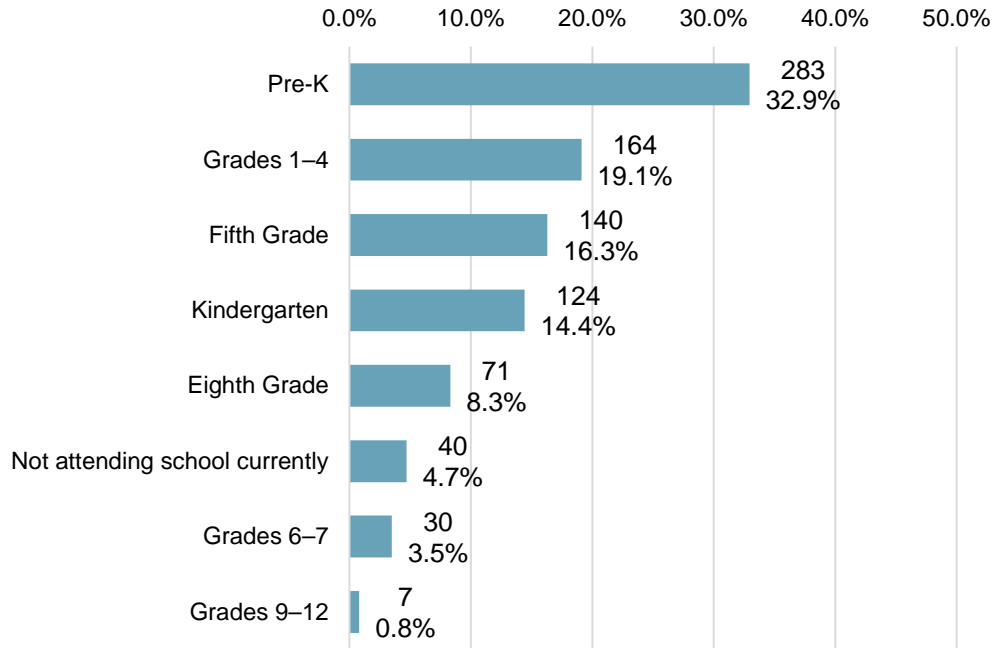
**Figure 3. Parents With At Least One Child Assessed for G/T Services during 2021–2022**



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

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 2021–2022 (**Figure 4**). Of the 859 students for whom parents responded, the highest percentage of children were assessed in prekindergarten (32.9 percent) followed by grades 1–4 (19.1 percent) and fifth grade (16.3 percent). Students in kindergarten (14.4 percent) and eighth grade (8.3 percent) reflected the fourth and fifth largest categories, respectively. Students not attending school currently (4.7 percent), grades 6–7 (3.5 percent), and grades 9–12 (0.8 percent) made up the remaining 9.0 percent of students assessed during the 2021–2022 school year.

**Figure 4. Grade Level (s) of Assessed Children, 2021–2022**

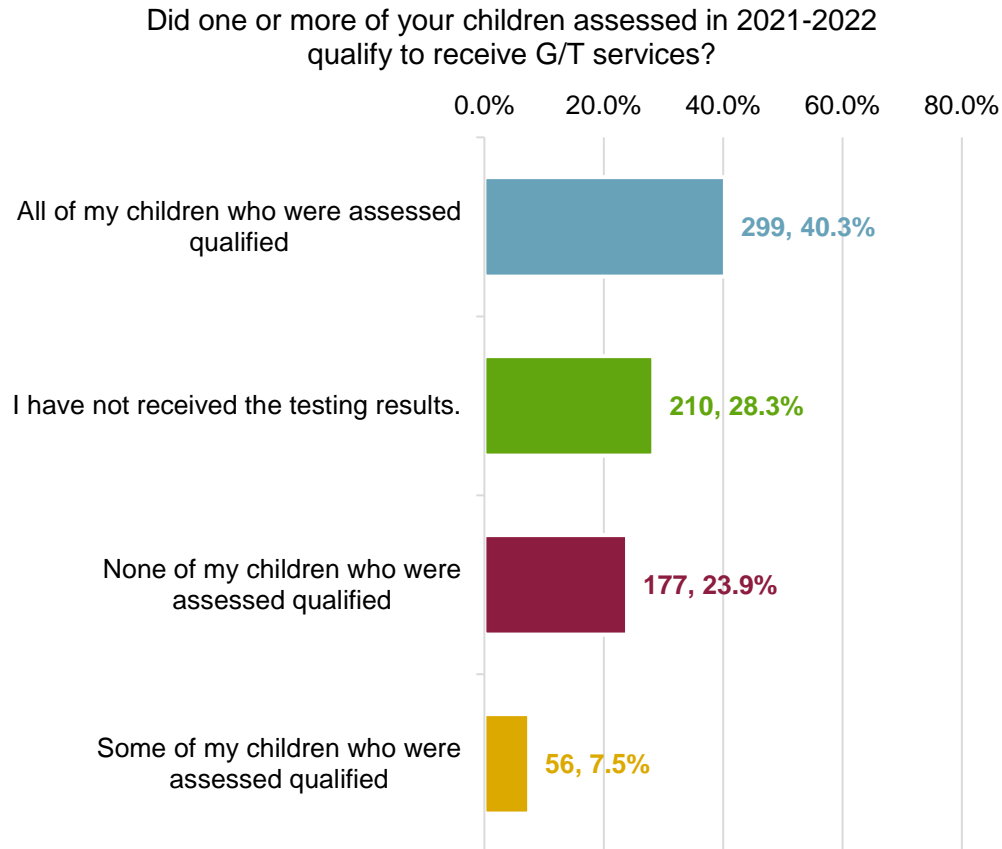


Source: SurveyMonkey, G/T Parent Data files, 6/6/2022

### Assessment Results

Survey respondents were asked if one or more of their children assessed in 2021–2022 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 40 percent of respondents indicated that all their children who were assessed qualified, followed by 28.3 percent who indicated that they had not received the testing results. Twenty-four percent indicated that none of their children qualified for G/T services, while 7.5 percent of respondents indicated that some of their children qualified.

**Figure 5. Assessment Results, 2021–2022**

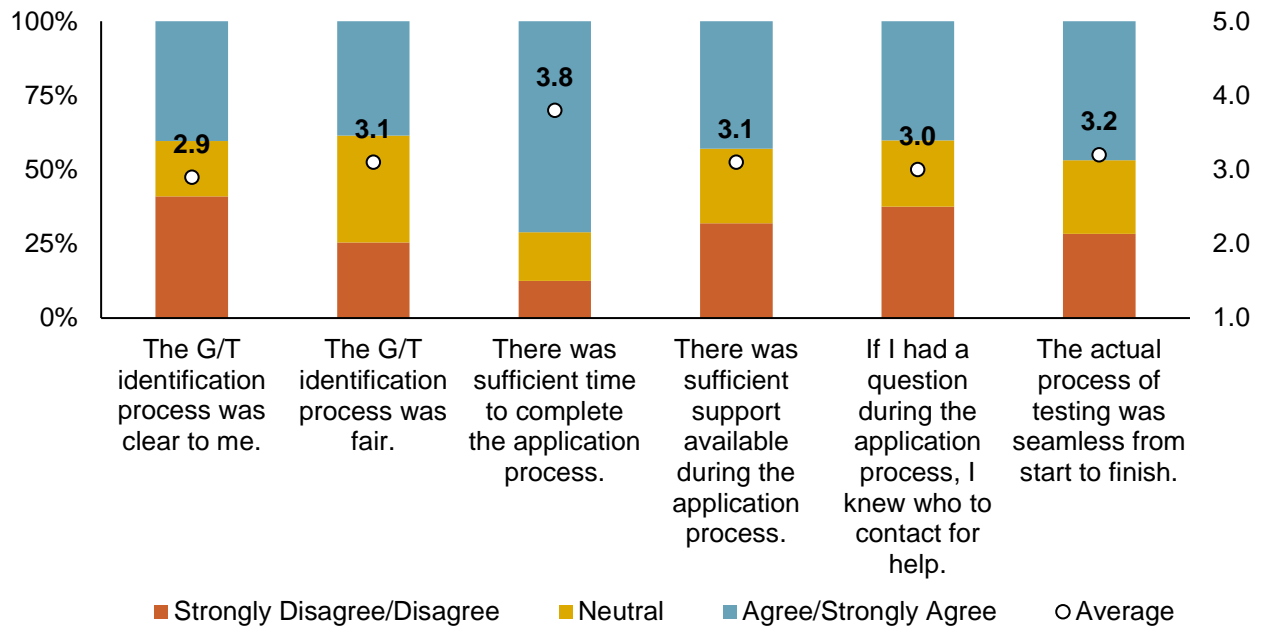


Source: SurveyMonkey, G/T Parent Data files, 6/6/2022

### Perceptions of the G/T Identification and Assessment Process for 2021–2022

Respondents were asked to provide their opinion on the identification and assessment process. The results are presented in **Figure 6** (p. 9). On a scale from one to five, the item with the highest average score was: *There was sufficient time to complete the application process* (3.8 average score). The item with the lowest average score was: *The G/T identification process was clear to me* (2.9 average score).

**Figure 6. Perceptions of the G/T Identification and Assessment Procedures, 2021–2022**



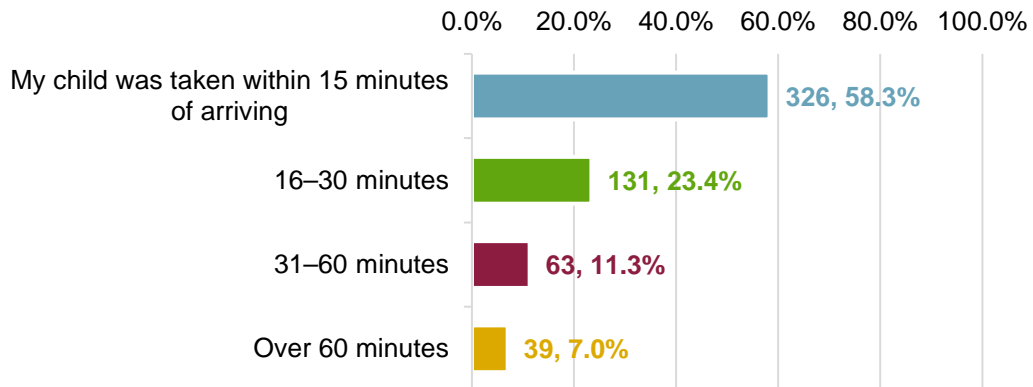
Source: SurveyMonkey, G/T Parent Data files, 6/6/2022

**Test Administration**

Understanding how respondents perceived the seamlessness of the testing process provides meaningful data to look at strengths and weakness of the identification process. The results are presented in **Figure 7**. Respondents were asked the length of time their child waited to be assessed. Most respondents (58.3 percent) indicated their child waited 15 minutes for the testing process to begin, while 23.4 percent indicated their child waited for 31–60 minutes after arriving for the testing process to begin.

**Figure 7. Perceptions of the Wait Time, 2021–2022**

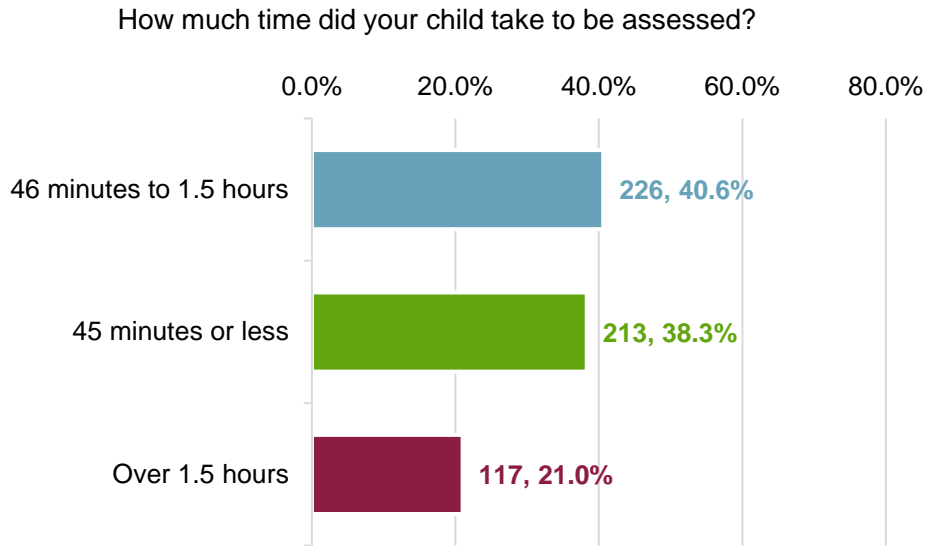
When you arrived at the testing center, what was your wait time for your child to be assessed?



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

Respondents were asked how much time it took for their child to be assessed (**Figure 8**). The highest percentage of respondents (40.6 percent) reported 46 minutes to 1.5 hours, followed by 45 minutes or less (38.3 percent) for completing the assessment.

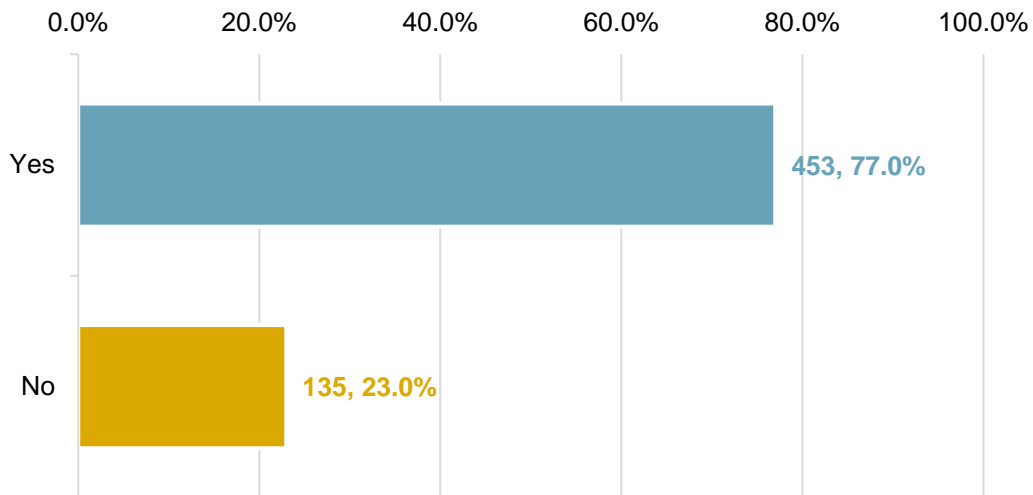
**Figure 8. Perceptions of the Testing Time, 2021–2022**



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

Respondents asked if they were promptly notified when their child finished testing. The results are shown in **Figure 9**. Over three-quarters of respondents indicated *Yes*, while less than one-quarter indicated *No*.

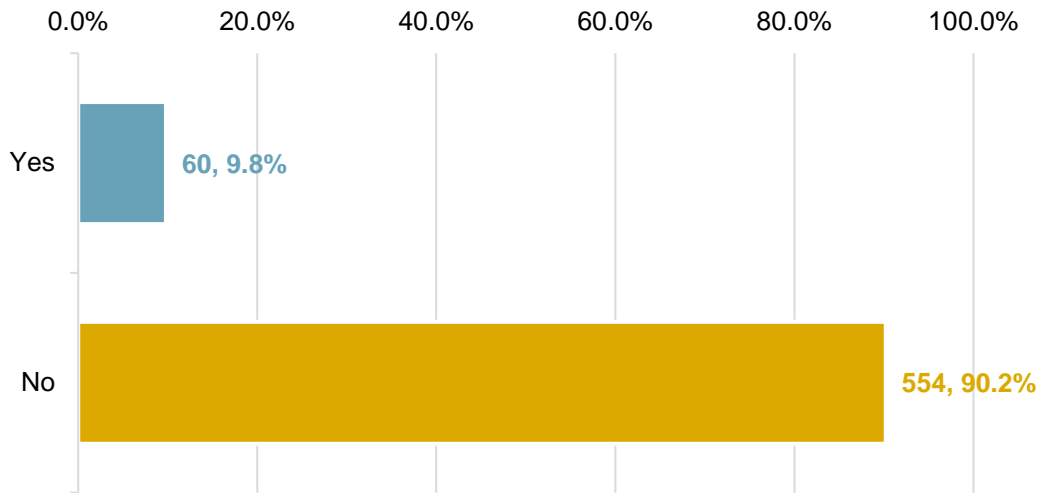
**Figure 9. Perceptions of the Notification of Time that Testing was Finished, 2021–2022**



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

Respondents were asked whether their child received any test preparation (**Figure 10**, p. 11). Ninety percent of respondents indicated *No*, while approximately ten percent indicated *Yes*.

**Figure 10. Perceptions of the Test Preparation, 2021–2022**

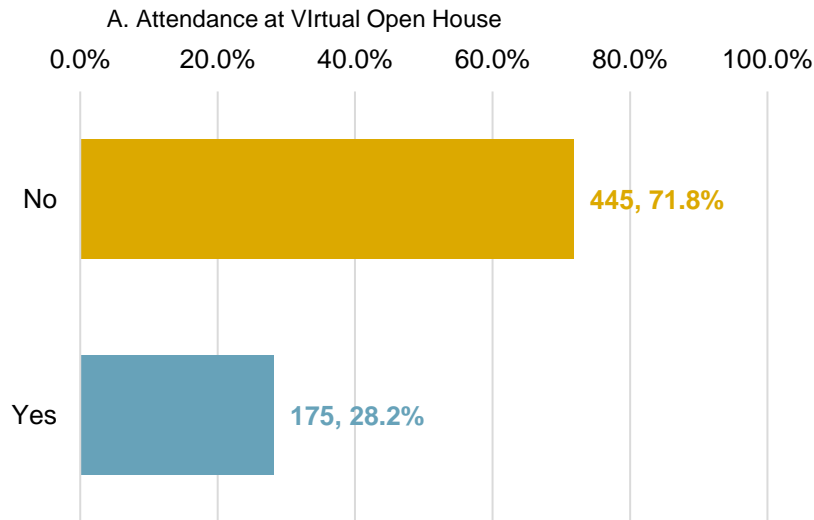


Source: SurveyMonkey, G/T Parent Data files, 6/6/2022

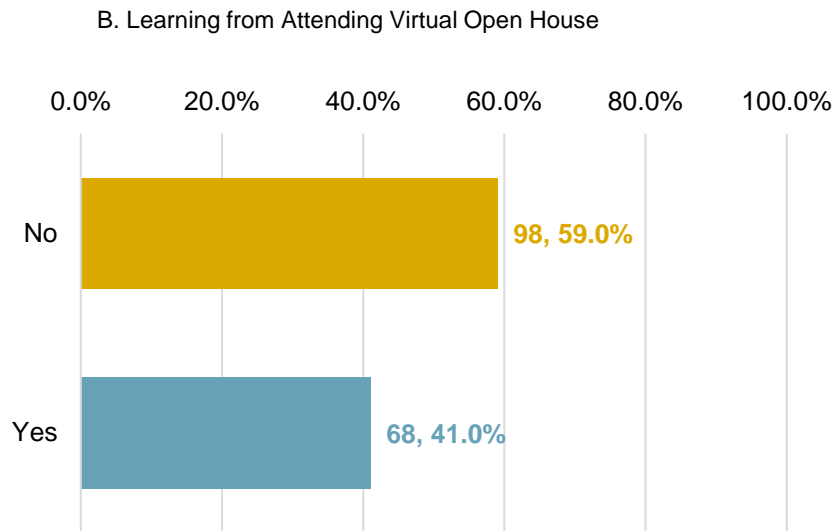
**Methods of Communicating about the Application Process**

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 (71.8 percent) did not attend any of the virtual open houses to learn about the Magnet School application process (**Figure 11A**). Respondents that answered Yes were then asked if they learned about the G/T identification process by attending. Over half the survey respondents (59.0 percent) did not learn about the G/T identification process by attending a virtual open house (**Figure 11B**, p. 12).

**Figure 11A. Virtual Open House, 2021–2022**



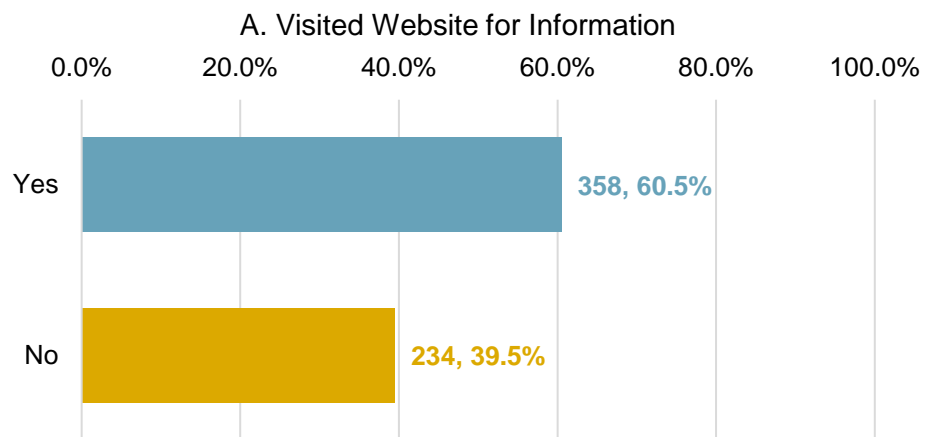
**Figure 11B. Virtual Open House, 2021–2022**



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

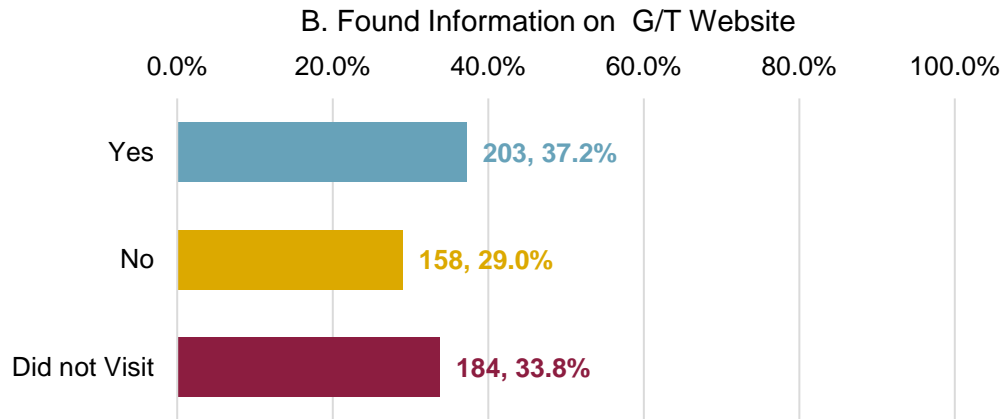
Respondents were asked if they visited the Gifted and Talented website for assessment and identification information. A majority of respondents (60.5 percent) indicated that they had visited the website for information (**Figure 12A**). Respondents that answered Yes were then asked if they found the information they needed. Thirty-seven percent of respondents answered that they found the information they needed, 29.0 percent answered that they had not, and 33.8 percent answered that they had not visited the website at all (**Figure 12B**, p. 13).

**Figure 12A. Gifted and Talented Website, 2021–2022**





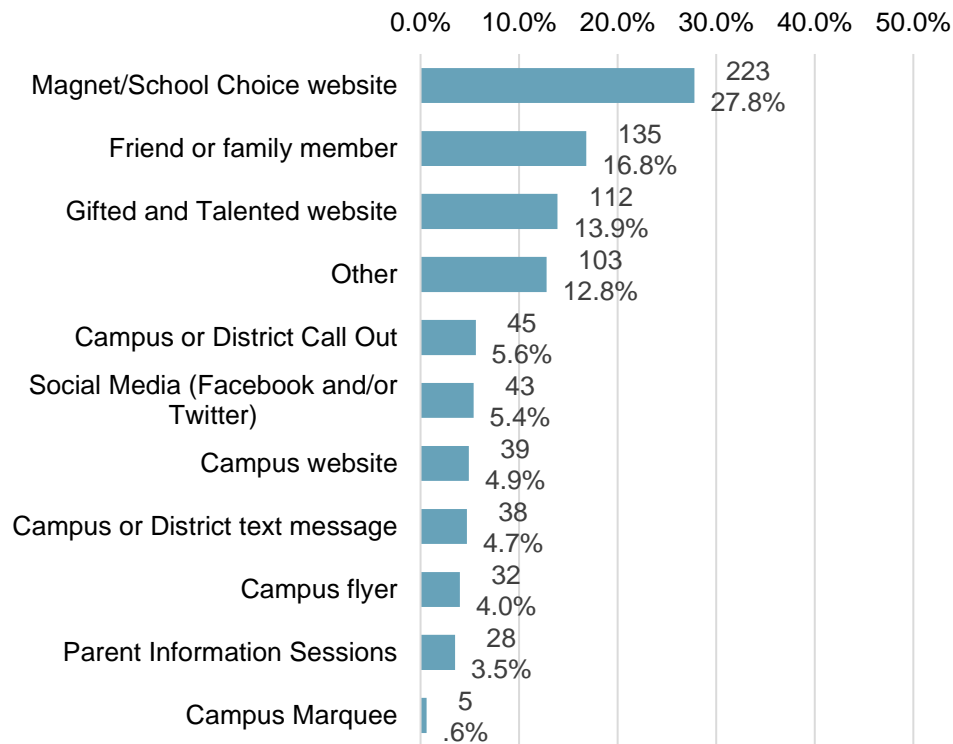
**Figure 12B. Gifted and Talented Website, 2021–2022**



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

Respondents were asked how they learned when G/T testing was conducted (**Figure 13**). The top four choices representing 71 percent of the total responses were: *Magnet/School Choice website* (27.8 percent), *Friend or family member* (16.8 percent), *Gifted and Talented website* (13.9 percent), and *Other* (12.8 percent).

**Figure 13. Learning about when G/T Testing was Conducted, 2021–2022**



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

A total of 103 out of 955 respondents answered *Other*. **Table 1** (p. 15) summarizes the open-ended responses.

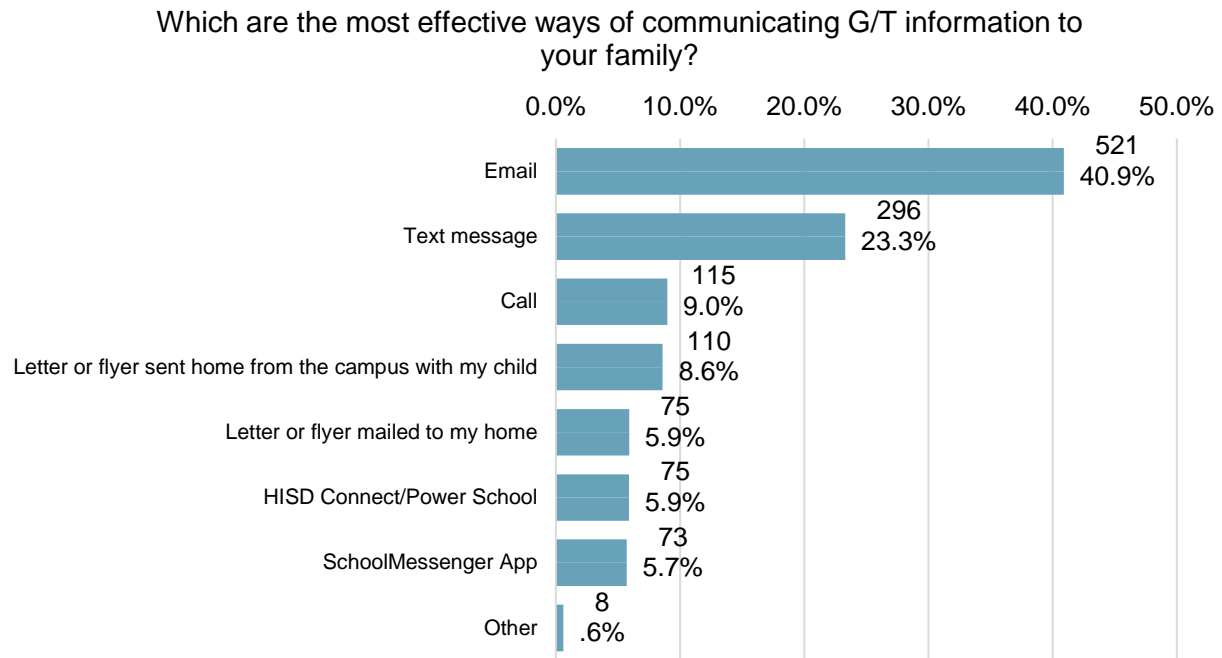
- *District Employee* (N=29): The respondent indicated the type of employee providing the information, such as a teacher, magnet coordinator, or campus employee. This category included respondents that indicated they were HISD employees (i.e., teachers or employed by the district).
- *Parent Action* (N=23): This response was typically accompanied by a description regarding the actions taken by the parent. 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 email, phone call, or not stated.
- *Action Taken by the School* (N=21): Denotes action taken by the school such as sending an email, PTO communication, school letter, school orientation, phone call, or Class Dojo/Living Tree.

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

Response Category	N	% of Responses	% of Total
District Employee (teacher, principal, Magnet Coordinator, Employed by HISD)	29	27.4	3.0
Parent Action (parent-initiated contact)	23	21.7	2.4
Action Taken by the School (School letter, PTO, email, Class Dojo, Living Tree)	21	19.8	2.2
Friends & Family (i.e., child)	12	11.3	1.3
Did Not Know (about website, G/T testing timeline, learned afterwards)	7	6.6	0.7
Previous Experience	7	6.6	0.7
Neighborhood Parent Groups	3	2.8	0.3
Web	2	1.9	0.2
Office of School Choice	2	1.9	0.2
<b># of Responses</b>	<b>106</b>		<b>11.1</b>
	<b>955</b>		

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

Respondents were asked what were the most effective ways of communicating G/T information to their families (**Figure 14**). Approximately forty-one percent of respondents indicated that email was the most effective method of communication, followed by text message (23.3 percent), and call (9.0 percent). Eight respondents indicated “other” and completed the free response. The responses included websites (with no dead links), social media posts, present information in the parents’ home language, and improve the level of awareness at HISD early childhood centers regarding kindergarten G/T testing timelines and processes.

**Figure 14. Effective Methods of Communication, 2021–2022**

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

*What input on G/T identification and assessment procedures from parents was provided for the 2021–2022 academic year?*

**Table 2** (pp. 16–17) summarizes the emergent categories for parent feedback on the identification and assessment procedures for HISD. Of the 955 total respondents, 267 provided at least one response (28.0 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 the 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. 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. Parents requested more testing dates available throughout the year and not limited to only annual testing.

Table 2. Parent Input: Identification and Assessment Procedures

Response Category	N	% of Responses	% of Total
<b>Communication/Unclear Process</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 Dated Information on the website, difficult to navigate the website, and broken links 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 Provide support for parents with contacts who will respond to questions with accurate information in a timely fashion	123	32.9%	12.9%
<b>Results</b> How do I interpret the G/T Matrix? Did my child qualify? Have not received them// I chased them down Send the results to parents directly through U.S. mail or email Provide a date of when results should be received and a contact for support	111	29.7%	11.6%
<b>Test Administration</b> Provide the test in my home language and discuss this before administering the exam Provide accommodations for special education students Campuses had their own testing policies which could take place in one day or over several Staff members involved in testing should exhibit more warmth and know how to engage young children to make them feel more comfortable-or receive training The App system was down -parents were not notified when to pick up their child/The programmers didn't delete a "test" session so parents checked into the wrong session. Covid impact: wearing a mask while testing and learning loss Technical issues with the computers causing delays of several hours More testing dates available throughout the year and not limited to only annual testing	64	17.1%	6.7%
<b>N/A or Don't Know</b>	30	8.0%	3.1%

**Table 2. Parent Input: Identification and Assessment Procedures (cont'd)**

Response Category	N	% of Responses	% of Total
<b>School Choice</b> G/T Seats were offered before G/T testing results were calculated 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	17	4.5%	1.8%
<b>G/T Matrix</b> Raise the Matrix Qualifying Score Assess different types of giftedness (leadership and creativity) Siblings should get preference for all grade level entry Rank the scores highest to lowest for entry into the Vanguard Magnet program Provide an information session for parents on how to complete the form Do not include obstacle points	11	2.9%	1.2%
<b>Satisfied</b>	7	1.9%	0.7%
<b>Concerns that the process was not equitable</b>	6	1.6%	0.6%
<b>Revamp the entire process</b>	5	1.3%	0.5%
<b>Total Responses</b>	<b>374</b>		<b>39.2%</b>

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

## 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 and implementation of a new Student Information System impacted the assessment procedures conducted during the 2021–2022 school year.

For the open-ended question, out of 955 respondents, there were 374 responses. Communication reflected the highest emergent category with 32.9 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 lacked clarity and timeliness. For example, parents who did reach out for clarification stated that it would take several weeks to find the correct information. Respondents indicated they would like a timeline posted. The timeline of when to expect the results to be returned, where to expect the results, how the results would be provided (email, School Choice website, U.S. mail), and a contact person with whom a parent can connect if they do not receive their results. Respondents also indicated that they encountered broken links and found the website difficult to navigate. 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.

Program personnel should consider the following:

- 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, what to do about time delays, and who to contact for support and clarification.

- 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.
- For staff members involved in testing 4-year-old children, ensure the training includes how to engage young children and make them comfortable in addition to the logistical aspects of test administration.
- Provide a checklist of steps in the application process for current HISD students and non-HISD students and include timelines. This information should be communicated out to the community-at-large.
- Provide information about when, how, 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.

Due to the implementation of having the G/T Matrix calculations analyzed in PowerSchool, there was a delay in the distribution of results. There were respondents submitting a survey in May that indicated they had not received their children's results. For example, one respondent indicated the following: "While my daughter was told by her teacher, she qualified, we still have not received anything in writing. When I wrote the school contact, I did not receive a reply." Moreover, several respondents indicated that the "coordinators...are very short and spend no time explaining the results." For the 2022–2023 school year, steps should be in place to ensure the calculations of the G/T Matrix are accurate, timely, and distributed.

The test administration process had some logistical issues, while several parents raised the issue about equity of opportunity, and one respondent stated "a less savvy, connected parent would not have been able to navigate the system and their kid would certainly get left behind. Makes me sad." In addition, several respondents stated that the testing environment was not conducive (cold or chaotic), the tester was mean or not well versed in working with young children, and that campuses had their own policies regarding test administration where a child could be tested over several days or all testing occurred on one day.

## Appendix A

Were any of your children **assessed** during the **2021-2022** school year for G/T services? This question requires an answer.

	N	%
Yes	815	85.3
No	140	14.7

Please select the **current** grade level (s) of all of your children that were assessed for G/T services during the **2021–2022** school year. This question requires an answer.

	N	%
Not Attending school currently	40	4.7
Pre-K	283	32.9
Kindergarten	124	14.4
First	60	7.0
Second	42	4.9
Third	36	4.2
Fourth	26	3.0
Fifth	140	16.3
Sixth	21	2.4
Seventh	9	1.0
Eighth	71	8.3
Ninth	3	0.3
Tenth	1	0.1
Eleventh	3	0.3
Twelfth	0	0.0

Did one or more of your children assessed in **2021-2022** **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	299	40.3
Some of my children who were assessed qualified	56	7.5
None of my children who were assessed qualified	177	23.9
I have not received the testing results.	210	28.3

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.	254	41.0	115	18.6	250	40.4
The G/T Identification process was fair.	157	25.5	222	36.0	237	38.5
There was sufficient time to complete the application process.	77	12.5	101	16.4	437	71.1
There was sufficient support available during the application process.	197	31.9	155	25.1	266	43.0
If I had a question during the application process, I knew who to contact for help.	233	37.6	138	22.3	249	40.2
The actual process of testing was seamless from start to finish.	176	28.4	153	24.7	290	46.8

When you arrived at the testing center, what was your wait time for your child to be assessed?

	N	%
My child was taken within 15 minutes of arriving	326	58.3
16–30 minutes	131	23.4
31–60 minutes	63	11.3
Over 60 minutes	39	7.0

How much time did it take for your child to be assessed?

	N	%
45 minutes or less	213	38.3
46 minutes to 1.5 hours	226	40.6
Over 1.5 hours	117	21.0



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Were you notified promptly when your child had finished testing?

	N	%
Yes	453	77.0
No	135	23.0

Did your child receive any test preparation?

	N	%
Yes	60	9.8
No	554	90.2

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

	N	%
Yes	175	28.2
No	445	71.8

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	68	41.0
No	98	59.0

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

	N	%
Yes	358	60.5
No	234	39.5

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

	N	%
Yes	203	37.2
No	158	29.0
I did not visit the Gifted and Talented website	184	33.8

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

	N	%
Gifted and Talented website	112	13.9
Magnet/School Choice website	223	27.8
Campus website	39	4.9
Campus flyer	32	4.0
Campus Marquee	5	0.6
Campus or District Call Out	45	5.6
Campus or District text message	38	4.7
Friend or family member	135	16.8
Parent Information Sessions	28	3.5
Social Media (Facebook and/or Twitter)	43	5.4
Other (please specify)	103	12.8

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

Response Category	N	% of Responses	% of Total
District Employee (teacher, principal, Magnet Coordinator, Employed by HISD)	29	27.4	3.0
Parent Action (parent initiated contact)	23	21.7	2.4
Action taken by the School (School letter, PTO, email, Class Dojo, Living Tree)	21	19.8	2.2
Friends & Family (i.e., child)	12	11.3	1.3
Did Not Know (about website, G/T testing timeline, learned afterwards)	7	6.6	0.7
Previous Experience	7	6.6	0.7
Neighborhood Parent Groups	3	2.8	0.3
Web	2	1.9	0.2
Office of School Choice	2	1.9	0.2
<b># of Responses</b>	<b>106</b>		<b>11.1</b>
	<b>955</b>		

Which are the most effective ways of communicating G/T information to your family?

	N	%
Email	521	40.9
Letter or Flyer sent home from the campus with my child	110	8.6
Letter or Flyer mailed to my home	75	5.9
Mobile App-School Messenger App (free)	73	5.7
Call	115	9.0
Text Message	296	23.3
Parent/Student Connect	75	5.9
Other (please specify) social media, HISD earl childhood centers, websites (with no dead links), present information in parents' home language.	8	0.6

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

**Table 2. Parent Input: Identification and Assessment Procedures**

Response Category	N	% of Responses	% of Total
<b>Communication/Unclear Process</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			
Dated Information on the website, difficult to navigate the website, and broken links			
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			
Provide support for parents with contacts who will respond to questions with accurate information in a timely fashion	123	32.9%	12.9%
<b>Results</b>			
How do I interpret the G/T Matrix? Did my child qualify?			
Have not received them// I chased them down			
Send the results to parents directly through U.S. mail or email			
Provide a date of when results should be received and a contact for support	111	29.7%	11.6%
<b>Test Administration</b>			
Provide the test in my home language and discuss this before administering the exam			
Provide accommodations for special education students			
Campuses had their own testing policies which could take place in one day or over several			
Staff members involved in testing should exhibit more warmth and know how to engage young children to make them feel more comfortable-or receive training			
The App system was down -parents were not notified when to pick up their child/The programmers didn't delete a "test" session so parents checked into the wrong session.			
Covid impact: wearing a mask while testing and learning loss			
Technical issues with the computers causing delays of several hours			
More testing dates available throughout the year and not limited to only annual testing	64	17.1%	6.7%
N/A or Don't Know	30	8.0%	3.1%
<b>School Choice</b>			
G/T Seats were offered before G/T testing results were calculated			
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	17	4.5%	1.8%
<b>G/T Matrix</b>			
Raise the Matrix Qualifying Score			
Assess different types of giftedness (leadership and creativity)			
Siblings should get preference for all grade level entry			
Rank the scores highest to lowest for entry into the Vanguard Magnet program			
Provide an information session for parents on how to complete the form			
Do not include obstacle points	11	2.9%	1.2%
Satisfied	7	1.9%	0.7%
Equity	6	1.6%	0.6%
Revamp the entire process	5	1.3%	0.5%
<b>Total Responses</b>	<b>374</b>		<b>39.2%</b>
<b>Total</b>	<b>955</b>		

Your race/ethnicity:

	N	%
African American	56	9.5
American Indian or Alaskan Native	5	0.9
Asian	136	23.1
Hispanic/Latino	133	22.6
Pacific Islander	1	0.2
Two or more races	25	4.3
White	175	29.8
I prefer not to say	57	9.7

Language version:

	N	%
English	833	92.5
Spanish	67	7.0
Arabic	2	0.2
Vietnamese	3	0.3

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