

MEMORANDUM

July 28, 2022

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **GIFTED AND TALENTED PROGRAM EVALUATION: 2020–2021**

CONTACT: Allison Matney, Ed.D., 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students (G/T)* forms the basis of program accountability for state-mandated services for G/T students. In accordance with the *Texas State Plan for the Education of Gifted/Talented Students (G/T)*, providing this evaluation to the Board of Education is a state requirement (TEC §11.251–11.253). In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Gifted and Talented Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Gifted and Talented Program during the 2020–2021 school year.

The state plan outlines two different performance measures: Accountability and Exemplary. There are six components that are addressed in the plan: Fidelity of Services, Student Assessment, Service Design, Curriculum and Instruction, Professional Learning, and Family/Community Involvement. For the 2020–2021 school year, HISD developed 12 G/T Standards that aligned with the Texas State Plan. The evaluation report centered on measuring the effectiveness of the Gifted and Talented Program based on the state's six components. The Gifted and Talented program supports the district's strategic direction by having an effective teacher in every classroom and instruction that is personalized to meet the learning needs for each child.

Key findings include:

- In 2020–2021, a total of 31,464 students attending 258 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 17.0 percent of the district K–12 population, a 0.3 percentage-point increase from 16.7 percent in 2019–2020.
- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, male, bilingual English Learner (EL) & Non-EL, EL, economically disadvantaged, English as a Second Language (ESL), and special education students were underrepresented, while White and Asian students were overrepresented.
- On the fall 2020 PSAT results for eleventh grade, 1,846, or 72.9 percent, of G/T students took the PSAT, and a total of 1,294, or 70.1 percent, met both College and Career Readiness (CCR) Benchmarks.
- For the Class of 2021, a total of 288 G/T students, or 12.4 percent, of the 2021 G/T graduating class took the ACT and 79.5 percent met the state's college ready criterion of 24 or higher (composite).
- For the Class of 2021, a total of 1,793 G/T students, or 76.9 percent, of the 2021 G/T graduating class took the SAT and 67.7 percent met the CCR Benchmarks for both

Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and math (greater than or equal to 530).

Administrative Response

Gifted and Talented Department:

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

1. To ensure that Gifted Education Plan are fully evaluated, and teachers are creating and implementing the plan for G/T students on an annual basis, the GT department will continue to support through training and collaboration with PowerSchool (PS) to ensure that students are receiving a Gifted Education Plan that is purposeful and using the Gifted Written Report for progress monitoring.
2. In working with PS, the GT department was able to create a report that will inform campuses when Gifted Education Plans are created and if they have been created within the designated time.
3. In effort to improve our data accuracy and automation of data to identify GT teachers, to monitor GT training and implement a PEIMS district identifier to delineate students served, we will continue to collaborate with PowerSchool/HISD Connect, Data Warehouse, and OneSource for the development of an automated and systemic approach.
4. To remain in compliance with the Texas Education Agency (TEA) and HISD Local Policy, the GT department will continue supporting campus leaders with pre-service and ongoing professional learning to ensure awareness and compliance with the Texas State Plan requirements and instructional supports. The GT Department has developed and provided trainings on toolkits and governing documents to support campus compliance with state and board expectations for programs and services.
 - a. The GT Department will continue the PEIMS District Identifier implemented in the Fall of 2019 for campus communication of service plan options from the five PEIMS Codes, as identified by the TEA for GT. This is monitored by the GT Department and communicated to the Department of Federal and State Compliance.
 - b. The GT Department will continue pre-service training on requirements for Program Intent Code 21 (PIC 21) funds and will support the Chief Financial Officer, when requested, with monitoring campus distributed funds.
 - c. The GT Department will continue certifying district alignment to the Texas State Plan through the Department of Federal and State Compliance.
5. To align the school guidelines and HISD board policy the GT Department submitted revisions to Local Board Policy EHBB to ensure alignment with the Texas State Plan (June of 2020). The HISD Board of Trustees reviewed the revisions and approved the updated policy August 19, 2020. The HISD GT Governing Documents (Program Manual (Handbook), Toolkits, and reference documents) were developed in alignment with the Texas State Plan and aligned with the HISD Local Board Policy.
6. To reflect administrative responsibilities for accountability for lesson design and delivery, the monitoring of state mandated professional development and instructional support, and GT students' scheduling in accordance with the Texas State Plan, the GT Department will communicate that best practice in HISD is for the GT Coordinator to be in an administrative role. For those campuses who do not have an administrator in that role, the GT department will continue to provide coaching and support.

7. To monitor the usage of the Texas Performance Standards Project (TPSP) tool, the GT Department will develop and monitor a centralized system to access information for TPSP participation. Currently, this information is maintained in the newly developed Gifted Education Plans (GEPs). Campuses also completed Service Plan Support documents in August 2020 to denote campus plans and necessary supports for TPSP. The GT Department will also develop a parent webinar for TPSP.
8. The GT department will continue to work with the Kinder High School for Performing and Visual Arts to develop an identification process for students gifted in the Arts. The GT department will continue to have parents opt-out of the program rather than opt-in and conduct parent meetings at schools with large, under-represented populations. We will present at Parent University to make parents aware through parent groups, such as Gifted and Talented Education Supporters (GATES).
9. In accordance with Texas Education Code § 7.028 and to ensure that all district-level employees are in compliance with state-mandatory professional learning for GT; the GT Department will continue with August 2020 implementation of assigning and monitoring state-mandated professional learning via OneSource Learning Profiles. The GT Department created a Texas State Plan course in OneSource and will offer the course to HISD Board Trustees for the recommended pursuit of professional learning for GT.
10. To monitor compliance, the GT Department established a Compliance Action Plan that is to be completed by campuses found to be out of compliance with the Texas State Plan. The action plans will be submitted to the GT Department and outline actions steps to be taken to achieve compliance. This information will be shared with SSOs and Area Superintendents for support with achieving compliance.

2020-2021 Administrative Response Summary

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

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

The Gifted and Talented Department continues to provide support to all district Leaders Campus Leaders, Coordinators and Teachers through PL on demand to help better support and recommend identification for GT students, also to ensure employees who make district-level decision regarding the Gifted and Talented program:

- You Might Have a G/T/ Student...
- State Plan for the Education of Gifted and Talented Students

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

- Professional Learning Community meetings
- One-to-one meetings
- Campus trainings
- Resources and Professional Learning to support:
 - Depth and Complexity
 - Instructional Differentiation

- Questioning Strategies
- Gifted Education Plans
- Differentiated products, processes, and pacing
- State Plan
- Identification of Giftedness
- Equity Analysis
- Navigating the Texas Performance Standards Project

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

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

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

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

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

- AP potential profiles will be analyzed, and cross referenced with non-GT students for determining potential giftedness
- College, Career, Military Readiness (CCMR) data will be evaluated for readiness indicators for GT students. The GT department will work with campus leadership to support GT students earning CCMR
- Established a monthly collaboration with the Office of Innovation & Post-Secondary Programming with a strategic focus on tracking students who are performing at EMERGE/Miles Ahead standards of readiness to create a potential GT cohort. This collaboration will be focused on increased identification of secondary GT students, as well as the improved performance outcomes of GT students on AP and IB exams through Virtual Camps and Study Halls

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

cc: Superintendent's Direct Reports
Khechara Bradford
Connie Smith, Ph.D.
Maggie Gardea
Melanie White

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

**GIFTED AND TALENTED PROGRAM
EVALUATION: 2020-2021**



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GIFTED AND TALENTED PROGRAM EVALUATION 2020–2021

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, 2020a, p. XXIV-1).”

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

The purpose of this evaluation is to comply with state mandates requiring school districts to evaluate the effectiveness of the Gifted and Talented Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Gifted and Talented Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 12 G/T Standards outlined in the Gifted and Talented School Guidelines (Houston Independent School District, 2020a) (**Appendix A, Table A–1**, p. 24). The newest G/T Standard was originally issued on January 14, 2016, centering on the Gifted Education Plan, consisting of a written statement of academic achievement, differentiation, and curricular modifications for the student. The twelve G/T Standards have been aligned to the six components in the Texas State Plan in Table A–1 (p. 24). Specific measures of compliance include the following six components of the Texas State Plan with the corresponding G/T Standard in parenthesis:

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

Key Findings

- In 2020–2021, a total of 31,464 students attending 258 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 17.0 percent of the district K–12 population, a 0.3 percentage-point increase from 16.7 percent in 2019–2020.

- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, male, bilingual English Learner (EL) & Non EL, EL, economically disadvantaged, English as a Second Language (ESL), and special education students were underrepresented, while White and Asian students were overrepresented.
- For 2021, a total of 12,867 Advanced Placement (AP) exams were taken by 5,952 G/T high school students and 50.8 percent of the scores were three or higher on a scale of one to five, an increase of 6.1 percentage points from 2019.
- During the COVID-19 pandemic in 2019–2020 and 2020–2021, the district chose the non-testing option for IB exams, in which grades were based on the internal assessments that were externally evaluated, teacher predicted grades, and historic data. Five-hundred forty HISD G/T students received results for a total of 1,657 International Baccalaureate (IB) examinations, where 74.4 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 60 students from 2020, as well as an increase in the number of exams scoring four or higher.
- On the fall 2020 PSAT results for eleventh grade, 1,846, or 72.9 percent, of G/T students took the PSAT, and a total of 1,294, or 70.1 percent, met both College and Career Readiness (CCR) Benchmarks.
- For the Class of 2021, a total of 288 G/T students, or 12.4 percent, of the 2021 G/T graduating class took the ACT and 79.5 percent met the state's college ready criterion of 24 or higher (composite).
- For the Class of 2021, a total of 1,793 G/T students, or 76.9 percent, of the 2021 G/T graduating class took the SAT and 67.7 percent met the CCR Benchmarks for both Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and math (greater than or equal to 530).
- To meet state mandates, a survey was administered during the 2020–2021 school year to parents of G/T students to collect information regarding the identification and assessment process. A total of 465 parents provided feedback on the identification and assessment procedures for HISD out of 966 respondents, reflecting 48.1 percent of the total. The top category was *Communication* (33.1 percent) followed by *Wait time was too long on the day of testing* (14.6 percent), *or results* (12.7 percent).

Recommendations

1. To ensure data quality, data validation measures should be implemented in PowerSchool for the Gifted Education Plan and the G/T Matrix in PowerSchool.
2. Due to data quality issues and the limitation of the Gifted Education Plan Report available in Power School, it is not possible to fully evaluate the Gifted Education Plan as an instructional tool or monitor its implementation.
3. Increase the level of district support so that it is possible to identify G/T teachers, interface OneSource and PowerSchool to monitor and record G/T training, and identify the areas in which G/T students are being served. As it stands, it is not possible to fully evaluate the professional learning component of the Texas State Plan.

4. Align the School Guidelines with Board Policy regarding the Gifted Education Plan so that all teachers of G/T students create a Gifted Education Plan.
5. Redesign the G/T Coordinator position to reflect administrative responsibilities so that G/T lesson plans can be submitted by G/T teachers to be evaluated and revised, teacher professional development can be tracked and planned, instructional support can be provided, and G/T students can be scheduled together in accordance with the Texas State Plan.
6. Since the Texas State Plan addresses Fidelity of Services using the Texas Performance Standards Project (TPSP), the district should monitor those students enrolling and completing the course as well as showcasing their advanced products. Consider using the TPSP experience as an additional strategy to identify underserved populations based on performance.
7. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
8. Ensure that all employees who make district-level decisions regarding the Gifted and Talented Program meet the professional development standards outlined in the Texas State Plan. Since the board of trustees of a school district has the responsibility to ensure that the district or school complies with all applicable state educational programs (TEC §7.028), it is recommended that Board Members pursue professional development on the Texas State Plan.
9. Ensure that a plan is in place to address areas that are out of compliance.

Introduction

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

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

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

According to The Texas Education Agency (TEA), kindergarten students need to be assessed, and if identified, provided G/T services. For entering kindergarten students that were assessed for the Vanguard program, parents who chose to decline the Vanguard program and enrolled their child in a G/T Neighborhood program, kept their G/T identification status. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2020a).

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,

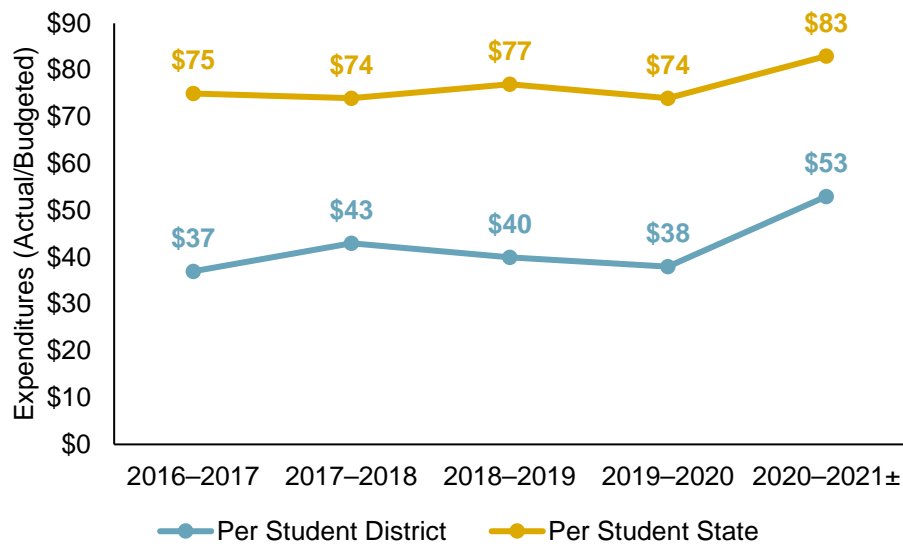
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12, and
- Kinder High School for Performing and Visual Arts (Kinder HSPVA) Grades 9–12.

Budget

The amount budgeted for the G/T Program for 2020–2021 was approximately \$8,603,481 (Houston Independent School District, 2020b). Expenditures for the program were at the discretion of the schools. The budgeted amount included salaries (57.6 percent), supplies and materials (37.9 percent), other operating expenses (2.6 percent), contracted services (1.8 percent), and capital outlay (0.1 percent).

Figure 1 compares district and state expenditures from 2016–2017 to 2020–2021 using the PEIMS Standard Financial Reports, Budgeted and Actual data. For 2020–2021, 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 2020–2021, the budgeted amount for the district was \$8,603,481. Compared to actual expenses incurred in 2019–2020, the per student district and state allocations increased from \$38 in 2019–2020 to \$53 in 2020–2021 (39.5 percent increase) for the district and from \$74 in 2019–2020 to \$83 in 2020–2021 (12.2 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

Note: ±For 2020–2021, the financial data reflects budgeted amounts rather than actual amounts for both state and district funds.

Methods

Data Collection and Analysis

Quantitative and qualitative data were collected from a variety of sources including student demographic databases, survey data, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix B** (pp. 40–43) describes the methods used in detail.

Data Limitations

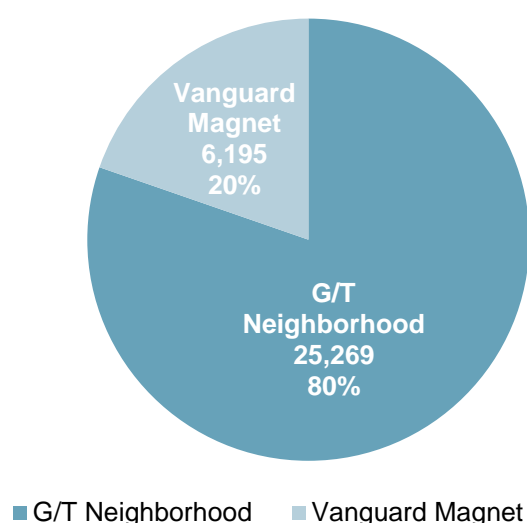
For a detailed description of the limitations in using OneSource, AP Exam data, survey data, and the Public Education Information System (PEIMS) data files, see Appendix B, pp 42–43.

Results

What program options were provided to G/T students during the 2020–2021 school year, and how did implementation compare to the G/T Standards?

- In HISD, 31,464 G/T students were served through two different program designs, Vanguard Magnet or Gifted and Talented Neighborhood. Out of 270 schools serving K–12 in HISD, 258 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 258 campuses with G/T identified students, 243 campuses offered a Gifted and Talented Neighborhood program (K–12) and 15 campuses offered a Vanguard Magnet program (K–12).
- For 2020–2021, 25,269, or 80 percent, of G/T students participated in the Gifted and Talented Neighborhood program (K–12) compared to 6,195, or 20 percent, of G/T students who participated in the Vanguard Magnet program (**Figure 2**).

Figure 2. Number of G/T Students by Program Design, 2020–2021



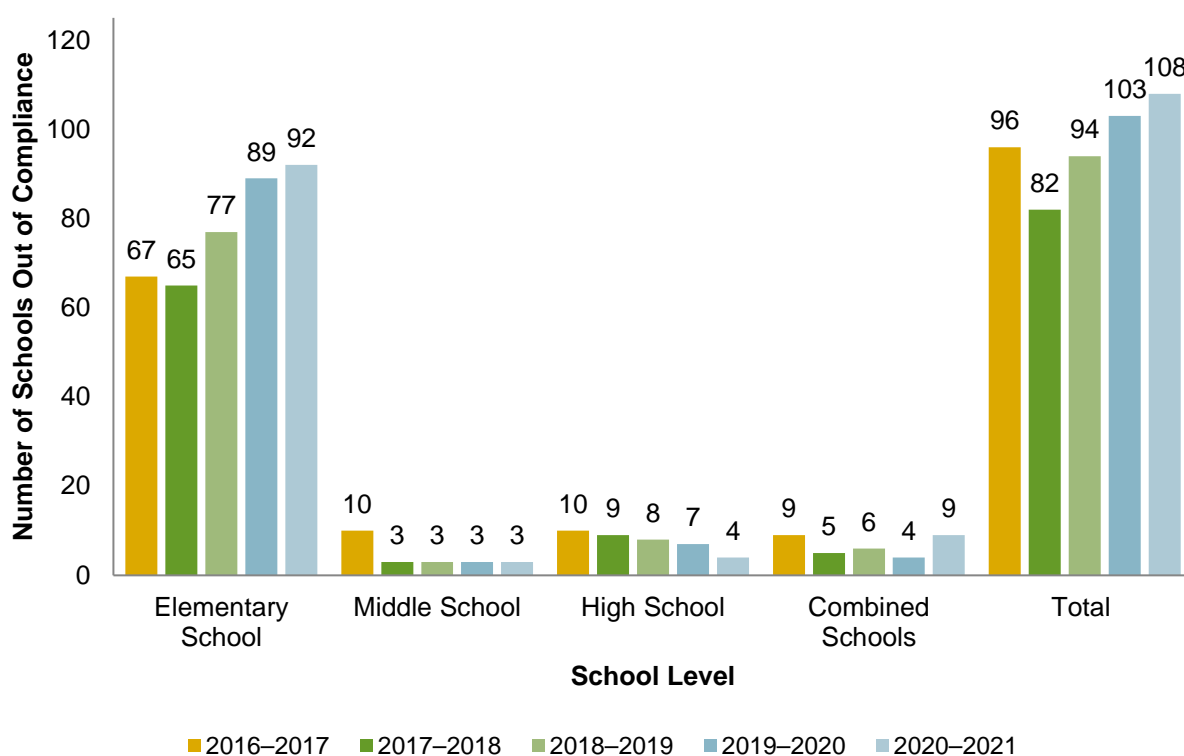
Source: Fall PEIMS Snapshot, 2020

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 3) (Texas Education Agency, 2019). For 2020–2021, there were

108 campuses that identified fewer than three G/T students for at least one grade level. When comparing 2016–2017 to 2020–2021, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 96 to 108 (**Figure 3**, p. 7).

- In 2020–2021, there were 92 elementary schools, three middle schools, four high schools, and nine combined schools with fewer than three G/T students in one or more grade levels (Figure 3). A list of G/T enrollment by campus and by grade level, is provided in **Appendix C**, pp.44–49. From 2016–2017 to 2020–2021, there was an increase in the number of elementary schools, decreases in the number of middle and high schools, and no change in the number of combined schools with one or more grade levels with fewer than three students.

Figure 3. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2016–2017 to 2020–2021



Sources: Fall PEIMS Snapshot, 2016 to 2020

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

For the 2020–2021 school year, the Texas Education Agency required districts to submit the Gifted and Talented Program Code in October 2020. 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, as well as *no program was available*. The Gifted and Talented Department collected the data by campus using a form. The results are summarized in **Table A–2** (p. 25).

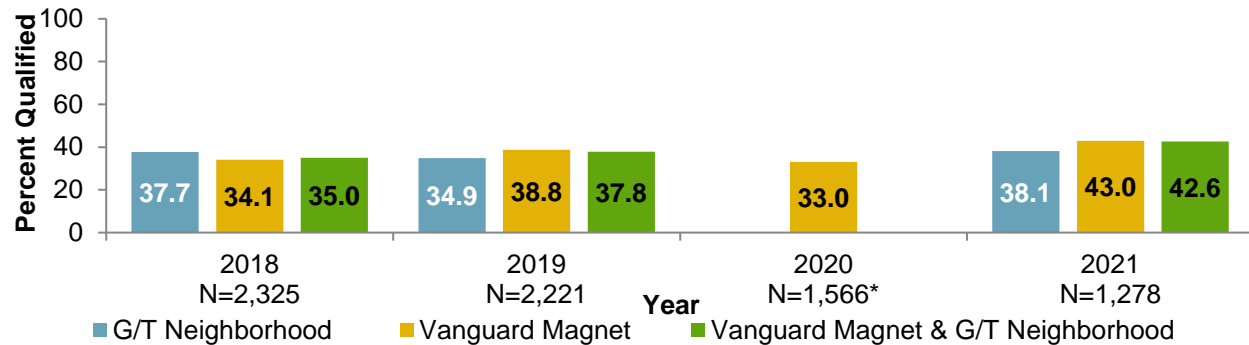
- Out of 316 responses, six campuses (1.9 percent) indicated they did not provide a program for gifted and talented students. Of the six campuses, all of them selected this as their only program code. These campuses included four early childhood centers, one middle school, and one high school.

- Thirty-one campuses (9.8 percent) indicated they used a pull-out program where a G/T student receives part-time services from a G/T trained teacher on a regular schedule in another classroom setting apart from their regular classroom.
- Thirty-four campuses (10.8 percent) indicated they used a push-in model where services were provided by a G/T trained teacher while the G/T student was in the regular classroom.
- Forty-eight campuses (15.2 percent) indicated they used a full-time gifted only model where services were provided by G/T trained teachers and all students in the classroom were identified as G/T.
- The highest number of campuses, 193 (61.1 percent), implemented a full-time inclusion model where G/T students receive a majority of their core subjects from a G/T trained teacher, but the classroom is composed of peers who are not identified as G/T.
- Four campuses (1.3 percent) indicated they used a special day school model where the school is administratively separate from regular schools and is organized to serve G/T students with G/T trained teachers.

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

G/T Enrollment

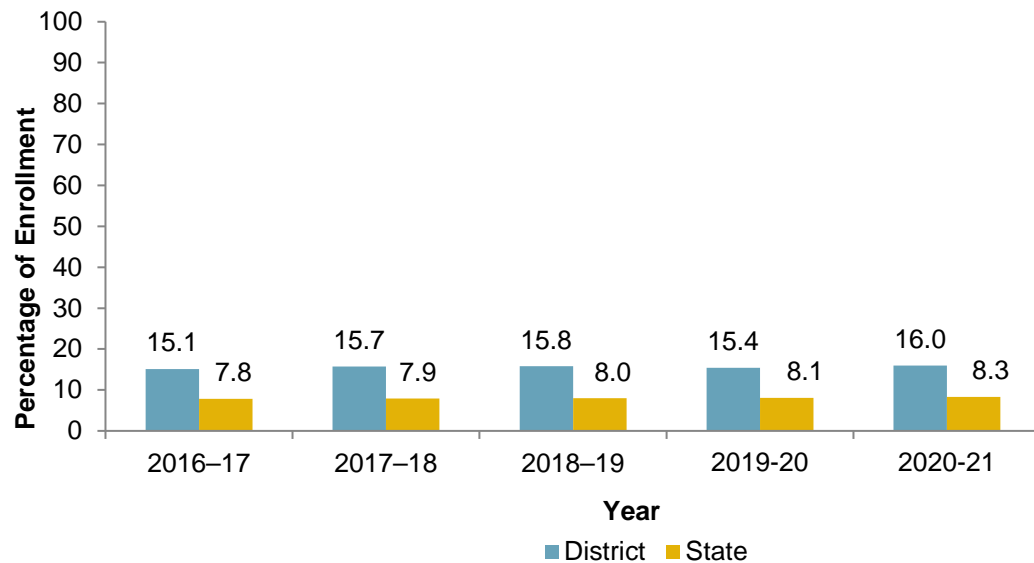
- For the 2020–2021 school year, a total of 31,464 students were identified as G/T compared to the district enrollment of 185,385 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has **increased** from 13.0 percent in 2006–2007 to 17.0 percent in 2020–2021 (**Table A–3**, p. 26).
- The G/T percentages **increased** from 2006–2007 to 2020–2021 at all grade levels except grades 2 and 3, where G/T percentages declined by 1.1 percentage points and 0.2 percentage point and grade 5, which did not change.
- The **increase** in the percentage of G/T kindergarten students for 2020–2021 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2021. When these students enrolled in the district during the 2021–2022 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding.
- The COVID-19 pandemic negatively impacted entering 4-year old G/T Neighborhood testing in spring 2020 because very few students had been tested at the time the district moved to virtual operations. In 2020–2021, the percentage of qualified 4-year old students identified from G/T Neighborhood and magnet schools **increased** from 37.8 percent in 2019 to 42.6 percent in 2021 (**Figure 4**, p. 9).

Figure 4. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Gifted and Talented Program, 2017–2018 to 2020–2021

Sources: Entering Kindergarten file, Gifted and Talented Department; Magnet Applications Data file, 2020–2021; *Gifted and Talented Program Evaluation, 2019–2020*

Note: *Vanguard Magnet results include Qualified and Qualified Pending for 2020. G/T Neighborhood results were not available for 2020.

- The percentage of G/T students identified at the state level increased slightly from 7.8 percent in 2016–2017 to 8.3 percent in 2020–2021. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (**Figure 5**).
- The percentage of G/T students identified at the district level increased from 15.1 percent for 2016–2017 to 16.0 percent in 2020–2021. The G/T percentage for the district has consistently exceeded that of the state by more than 7 percentage points since 2016–2017 (**Figure 5**).

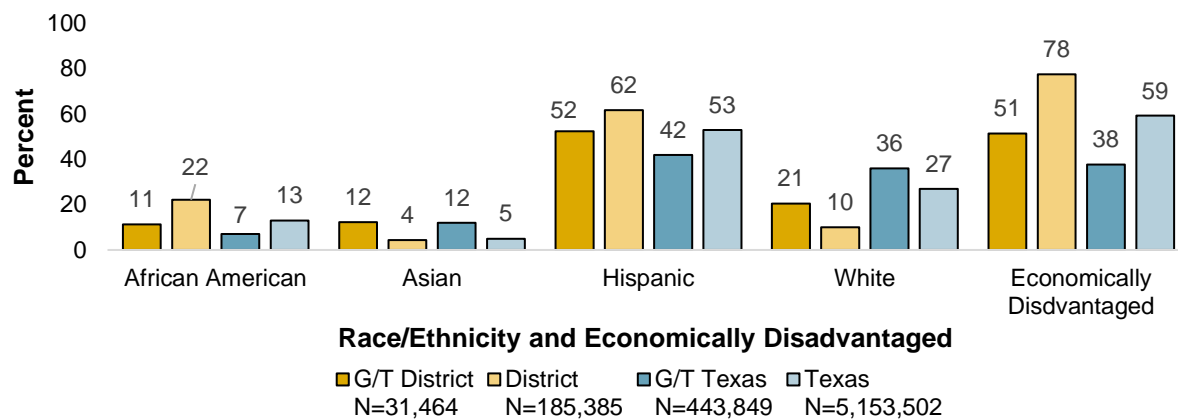
Figure 5. State and District Percentage of G/T Enrollment (Early Childhood included), 2016–2017 to 2020–2021

Sources: PEIMS Standard Reports, Student Program and Special Population Reports: 2016–2017 to 2020–2021

- African American students comprised 22.2 percent of the total HISD population in grades K–12 in 2020–2021. These students represent 11.3 percent of the G/T population reflecting an **underrepresentation** of African American students by 10.9 percentage points (**Table A–4**, p. 27).
- Hispanic students comprised 61.7 percent of the total HISD population in grades K–12. These students represent 52.4 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 9.2 percentage points (Table A–4).
- While economically disadvantaged students comprised 77.6 percent of the total HISD population in grades K–12, these students represent 51.4 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 26.2 percentage points (Table A–4).
- Since 2006–2007, underrepresentation has **decreased** for African American, Hispanic, male, and Special Education students by at least one percentage point (Table A–4).
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD kindergarten and entering sixth grade populations (**Table A–5**, p. 28).
- For kindergarten applicants, 46 percent of African American and 31 percent of Hispanic students who were identified as G/T in 2020–2021, accepted and enrolled in an HISD school for the 2021–2022 school year. As of December 11, 2022, 99 percent of Asian and 95 percent of Hispanic Kindergarten students who accepted and enrolled in the district were identified as G/T in the Student Information System (**Table A–6**, p. 29).
- For sixth grade, 47 percent of African American and 61 percent of Hispanic students who were identified as G/T during the universal assessment in 2020–2021, accepted and enrolled in an HISD school for the 2021–2022 school year. As of December 11, 2021, 100 percent of African American, 100 percent of Asian, 98 percent of Hispanic, 97 percent of White, and 95 percent of students who identified as two or more races, accepted and enrolled in the district were identified as G/T on the Student Information System (Table A–6).
- When comparing the racial/ethnic percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole; whereas White and Asian students are **overrepresented** (**Table A–7**, p. 30).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 1.3 percent at De Zavala Elementary School to 44.8 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 13.8 percent at T.H. Rogers ES/MS to 97.5 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 63.1 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Burbank Middle School to 54.2 percent at T.H. Rogers ES/MS (Table A–7).

- A total of 33.7 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 6.1 percent at Travis Elementary School to a high of 92.8 percent at Burbank Middle School (Table A–7).
- Comparison based on demographic characteristics of the G/T student population of the district to the state shows similar patterns of inequity for African American, Hispanic, and economically disadvantaged students for the 2020–2021 school year. There is an **overrepresentation** of Asian and White students and an **underrepresentation** of African American, Hispanic, and economically disadvantaged students for both the district and the state (**Figures 6A and 6B**).
- Compared to the state, HISD falls within 2 percentage points when comparing the differential for Asian and White students for 2020–2021; the district's differential for Hispanic students is lower than that of the state by 2 percentage points, and the district's differential for economically disadvantaged and African American students exceeds the state by 4 percentage points and 5 percentage points, respectively (Figure 6B).

Figure 6A. Demographic Characteristics Comparing Gifted and Talented to the K–12 Student Population of the District and the State, 2020–2021



Sources: Texas Education Agency (2020b), *Enrollment in Texas Public Schools, 2020–2021*; Fall PEIMS Snapshot, 2021

Figure 6B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2020–2021

	District Differential		Texas Differential	
African American		-11		-6
Asian		8		7
Hispanic		-9		-11
White		11		9
Economically Disadvantaged		-26		-22

Sources: Texas Education Agency (2020b), *Enrollment in Texas Public Schools, 2020–2021*; Fall PEIMS Snapshot, 2020

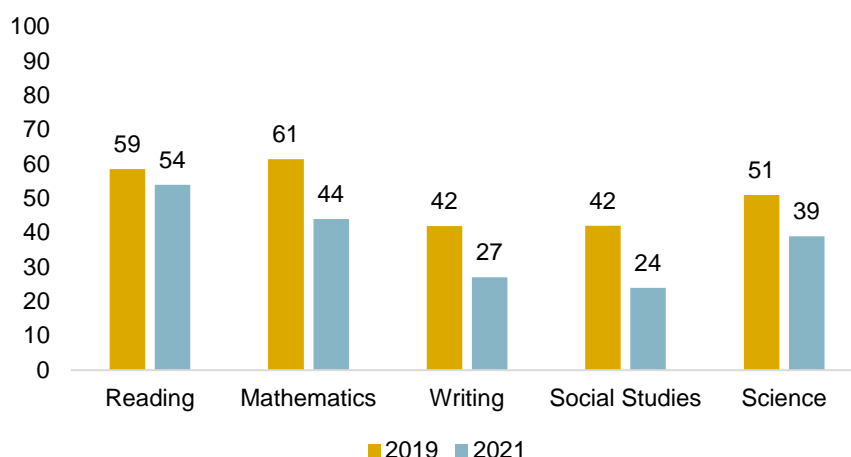
State of Texas Assessments of Academic Readiness (STAAR)

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 2021,

participation rates were lower due to COVID-19 (Tables A–8A to A–10B, pp. 31–33). **Figure 7** summarizes the percentage of G/T students in grades 3–8 scoring at the Masters Grade Level Standard on the STAAR English reading, mathematics, writing, science and social studies exams for 2021. **Figure 8** summarizes the percentage of G/T students in grades 3–5 scoring at the Masters Grade Level Standard on the STAAR Spanish reading, mathematics, writing, and science exams.

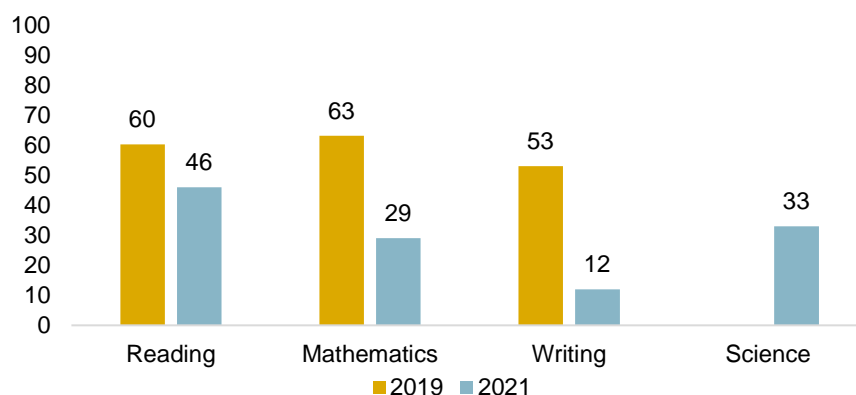
- The percentage of G/T students who met the Masters Grade Level Standard on the STAAR English and Spanish assessments for reading, mathematics, writing, social studies (English only), and science decreased for all subjects when comparing 2019 to 2021 (Figure 7 and Figure 8).

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



Sources: Cognos STAAR 3–8 Extract, 4/21/2022
Note: Excludes Alternate 2 results.

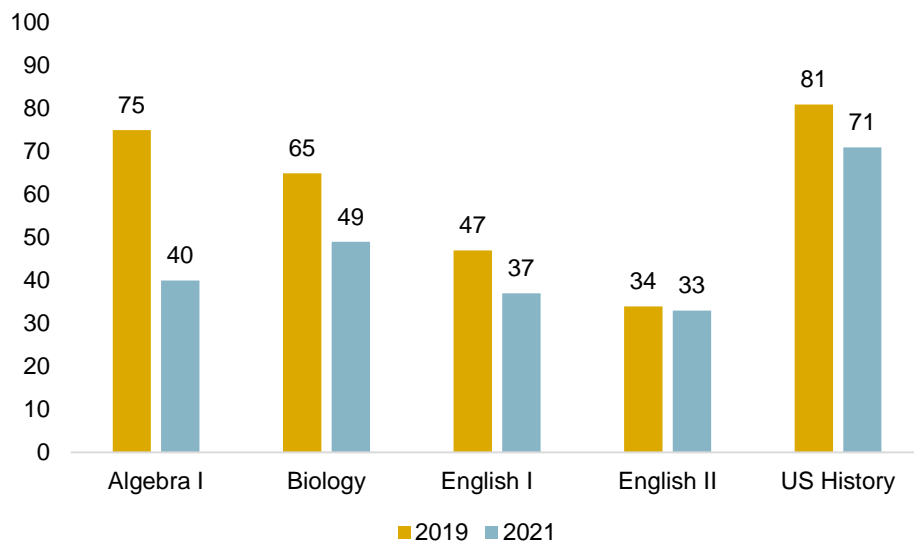
Figure 8. Spanish G/T STAAR 3–8 Results, Masters Grade Level Standard, 2021



Sources: Cognos STAAR 3–8 Extract, 4/21/2022
Note: Excludes Alternate 2 results. In 2019, only 3 students tested in science and their results are not included on the graph.

- **Figure 9** summarizes the percentage of G/T students scoring at the Masters Grade Level Standard on the STAAR EOC exams. When comparing 2019 to 2021, student performance decreased in the percent of G/T students meeting the Masters Grade Level Standard in all subjects (**Table A-10A** and **A-10B**).
- For 2021, first-time G/T testers on the STAAR End-of-Course exams scored 40 percent in Algebra I, 49 percent in biology, 37 percent in English I, 33 percent in English II, and 71 percent in US History at the Masters Grade Level Standard of performance.

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



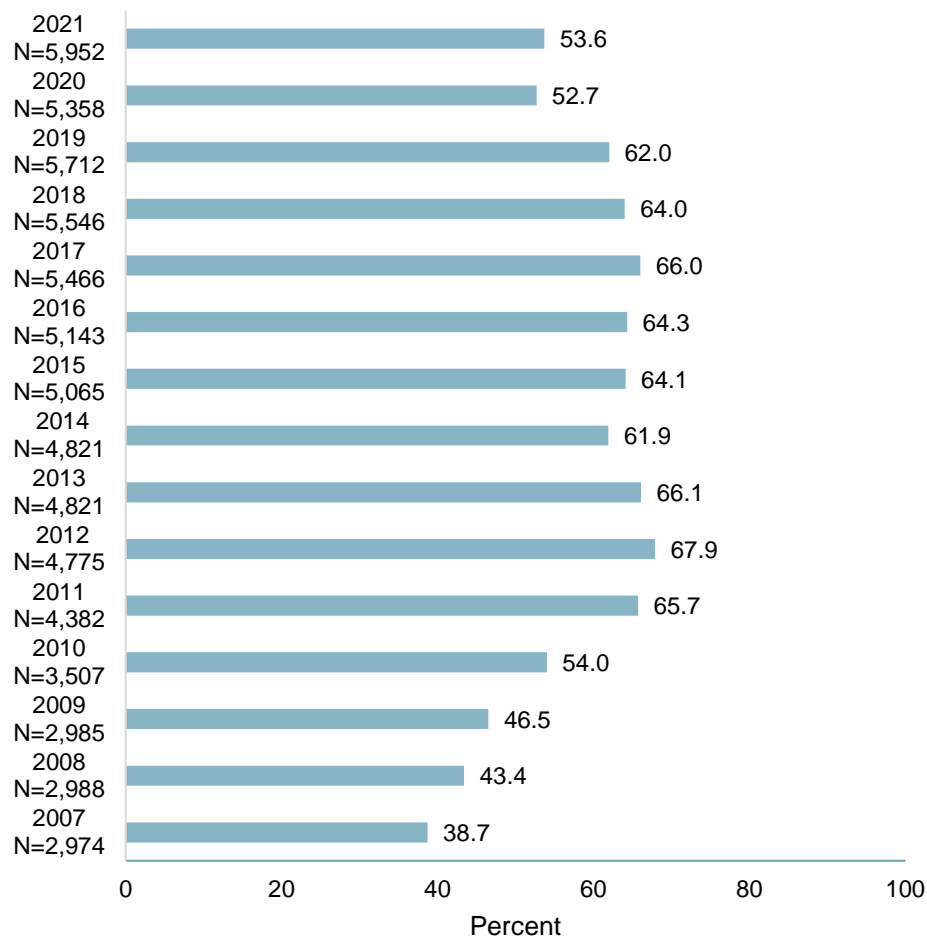
Sources: Cognos STAAR 3–8 Extract, 4/21/2022
Note: Excludes Alternate 2 results.

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

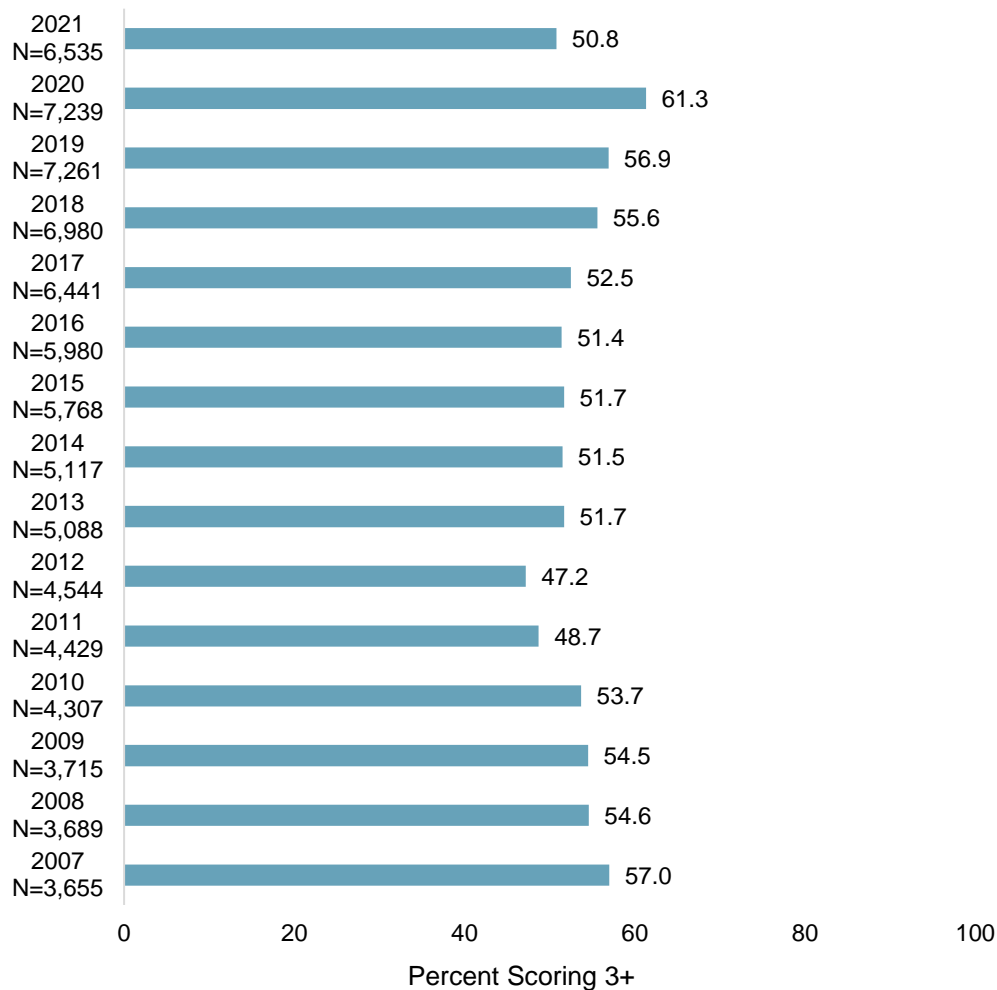
- The number of G/T high school students taking AP tests increased by 100.1 percent from 2,974 in 2007 to 5,952 in 2021, and the percentage of G/T students taking AP tests increased by 15 percentage points from 38.7 percent in 2007 to 53.6 percent in 2021. The number of G/T students taking AP tests increased by 4.2 percent from 2019 (**Appendices D–1** and **D–2**, pp. 50–51 and **Figure 10**, p. 14).

Figure 10. Number of G/T High School Students Taking AP Exams and Participation Rates, 2007 to 2021

Sources: College Board AP data file; 9/9/2021; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2019–2020*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 45 students. Due to COVID-19, 2020 AP Exam results are not comparable with subsequent or previous years.

- When comparing AP results prior to the implementation of the HISD G/T Standards in 2007 to 2021, the participation rates have increased from 38.7 percent to 53.6 percent, but the AP exams scoring three or higher have decreased (57.0 percent in 2007 to 50.8 percent in 2021) (Appendices D–1 and D–2, pp. 50–51 and Figures 10 and 11).
- For 2021, a total of 12,867 Advanced Placement (AP) exams were taken by 5,952 G/T high school students and 50.8 percent of the scores were three or higher on a scale of one to five, a decrease of 6.1 percentage points from 2019 (Appendix D–2 and Figures 10 and 11, p. 15).

Figure 11. Number and Percentage of High School G/T AP Exams Scored 3 or Higher, 2007 to 2021

Sources: College Board AP data file; 9/9/2021; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2019–2020*

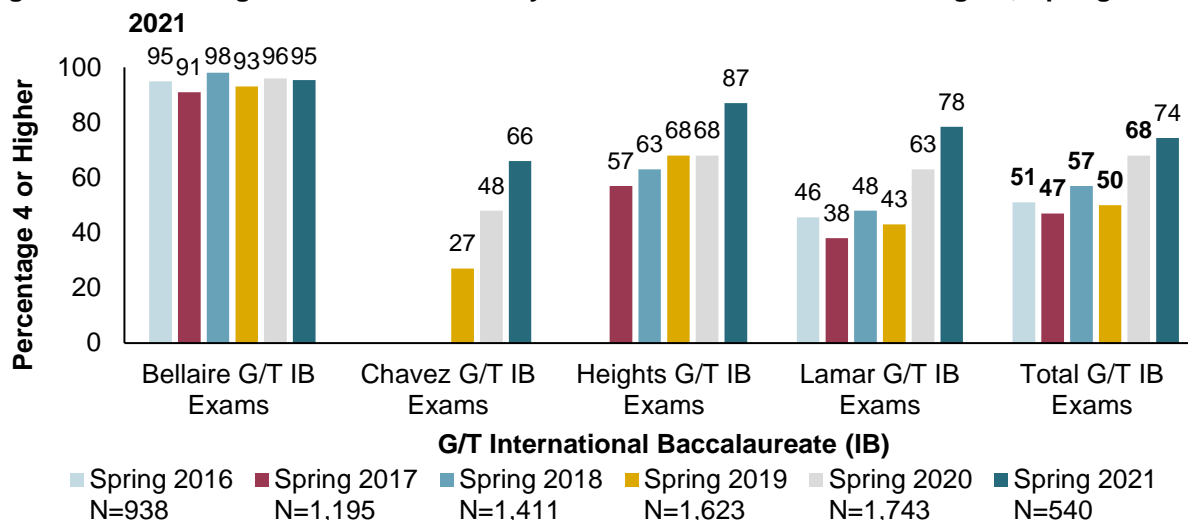
Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 45 students. G/T enrollment rates reflect only enrollment for schools participating in AP testing. Due to COVID-19, 2020 AP Exam results are not comparable with subsequent or previous years.

Table A–11 (p. 34) 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. Students could earn more than one award, and the awards reflect cumulative testing results. In the 2021 school year 1,534 G/T students earned at least one AP Award and earned 1,691 awards in total. The highest number of students earned an AP Scholar Award (N=688). To earn this distinction, a student needed to receive scores of 3 or higher on three or more AP Exams. This was followed by 578 G/T students who earned the AP Scholar with Distinction and 265 G/T students who earned the AP Scholar with Honor. One hundred thirty-one students earned the AP Capstone Diploma, and twenty-nine students earned the AP Seminar and Research Certificate.

International Baccalaureate (IB)

- In 2021, due to the spread of COVID-19, the district chose the non-testing option. Grades were based on the IB assigned internal assessment that was externally evaluated, predicted grades, and historic data. Five hundred and forty HISD G/T students received results for a total of 1,657 International Baccalaureate (IB) examinations, where 74.4 percent scored a four or higher on a scale from one to seven. This reflects a **decrease** in participation of 60 students from 2020, but an **increase** in the number of exams scoring four or higher (**Table A–12**, p. 35 and **Figure 12**).
- For 2021, 33 Bellaire, 10 Chavez, 35 Heights, and 86 Lamar high schools' G/T students earned an IB diploma. The number of G/T students earning an IB diploma increased districtwide from 113 in 2020 to 164 in 2021. Chavez High School produced their first diplomates in 2019 (**Table A–13**, p. 36).
- For 2021, Chavez, Lamar, and Heights high schools offered students the opportunity to earn a Career-related Programme diploma (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 145 Candidates, 49 students completed the Career-related Programme in 2021 reflecting an **increase** from 2020. For G/T students in 2021, 19 out of 50 candidates completed the Career-related Programme (**Table A–13**).

Figure 12. Percentage of IB Tests Taken by G/T Students Scored at 4 or Higher, Spring 2015–2021



Sources: International Baccalaureate Organization Candidate Results, 2021; Gifted and Talented Evaluation Report, 2019–2020
 N=Number of Exams taken by G/T Students across all 3 schools. Chavez High School began IB testing in 2019.

PSAT, ACT, and SAT

- On the fall 2020 PSAT results for eleventh grade, 1,846 (72.9 percent) of G/T students took the PSAT, and a total of 1,294 (70.1 percent) met both College and Career Readiness (CCR) Benchmarks. (**Appendix E**, p. 55 and **Figures 13A** and **13B**, p. 17).

Figures 13A and 13B. G/T 11th Grade Participation and Performance on the PSAT (Fall 2020), ACT, and SAT, 2021

Figure 13A. Participation

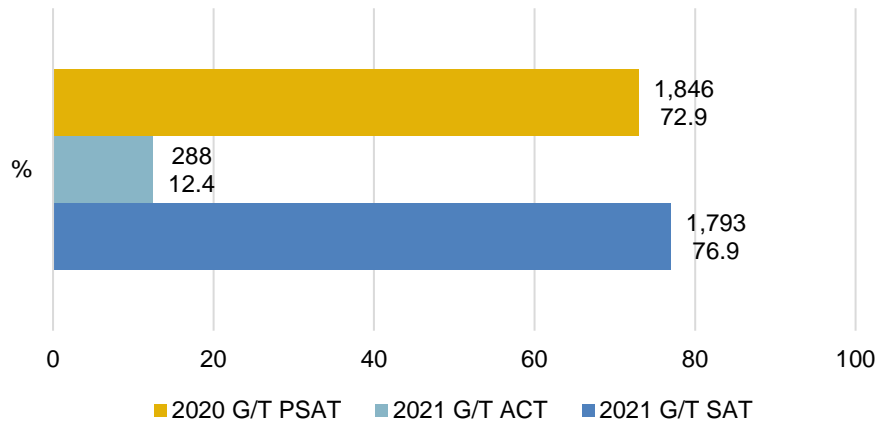
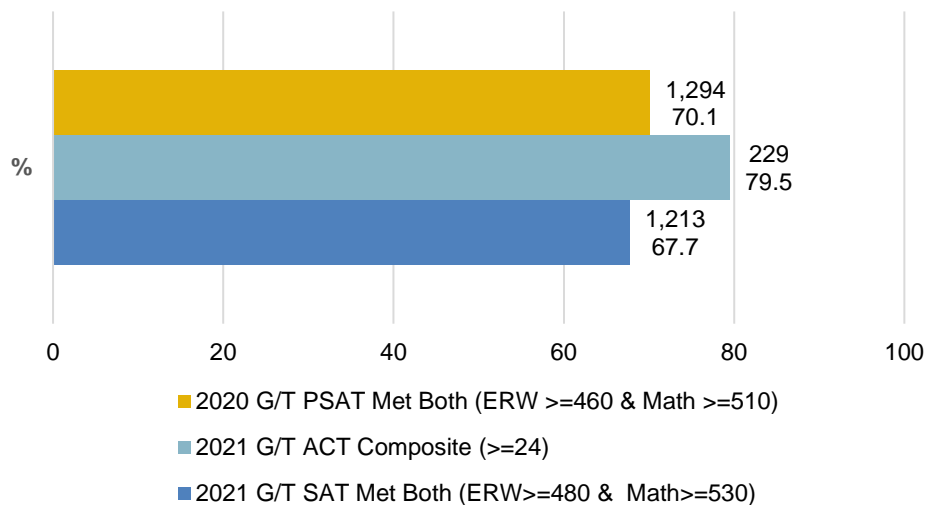


Figure 13B. Performance



Sources: PSAT data file, 4/7/2021; ACT data file, 2021; SAT data file 2021; Graduation data file, 2020–2021; SIS data files; PEIMS Fall Snapshot, 2020

Notes: ERW=Evidence-based Reading and Writing

- A total of 288 G/T students (12.4 percent) from the 2021 G/T graduating class took the ACT and 79.5 percent met the criterion established by the state of 24 or higher (composite average) (**Appendix F–1**, p. 53 and Figures 13A and 13B).
- For the 2021 G/T graduating class, the high schools with at least five testers had a mean composite score higher than the CCR composite criterion (**Appendix F–1**).
- A total of 1,793 G/T students (76.9 percent) from the 2021 G/T graduating class took the SAT and 67.7 met the CCR Benchmarks for both ERW (>=480) and Math (>=530) (**Appendix F–2**, p. 54 and Figures 13A and 13B).

Graduates and Gifted Educational Plan (GEP)

- Using a four-year longitudinal cohort methodology for the Class of 2020, 97.4 percent graduated, 0.6 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–14**, p. 37). The percentage of G/T students that graduated decreased by 0.5 percentage point, and the percentage of G/T students that dropped out increased by 0.2 percentage point compared to the previous year.
- On January 14, 2016, the HISD Board originally approved the addition of the Gifted Education Plan (GEP) as a G/T Standard. For the 2020–2021 school year, GEPs were completed for 19,622 students or 62.4 percent of the district’s G/T students (**Table A–15**, p. 37).
- Due to data quality issues in PowerSchool, it was not possible to fully evaluate the Gifted Education Plan 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. For the 2020–2021 school year, the Gifted and Talented Department established a method for identifying and tracking G/T professional learning. Campus G/T Coordinators were required to track G/T training of teachers and administrators using an Excel spreadsheet and provide the evidence (i.e., certificate) that the training had been completed. These documents were uploaded onto HISD’s Google Drive. The training was monitored by the Gifted and Talented Department. The timeline for completing training and uploading the documents started on September 8, 2020, and ended on December 7, 2020. Not all campuses completed the documentation for the 2020–2021 school year.

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

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

- For the 2020–2021 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 2020–2021, a total of 11,762 educators (unduplicated) completed at least one G/T professional learning course (**Appendix G**, p. 55).

- For 2020–2021, 23,339, educators (duplicated) completed one or more of the 33 G/T professional learning opportunities offered (Appendix G). The 33 courses exclude any courses for which educators would not receive G/T credit, such as monthly coordinator meetings.
- For 2020–2021, a total of 7,825 educators completed six or more hours of G/T professional learning courses meeting the annual state mandate, and 1,718 educators completed 30 or more hours (Appendix G).
- For 2020–2021, a total of 1,348 educators (unduplicated) completed at least one AP or IB professional learning course (**Appendix H**, p. 59).
- For 2020–2021, a total of 2,660 educators (duplicated) completed at least one AP or IB professional learning course (Appendix H).
- For 2020–2021, a total of 679 educators completed six or more hours of AP or IB professional learning courses meeting the annual state mandate, and 5 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 2020–2021 school year. Moreover, this year's G/T Expo winners were selected, and their winning videos were available to watch.
- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten and fifth grade for students who are not identified as G/T and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.

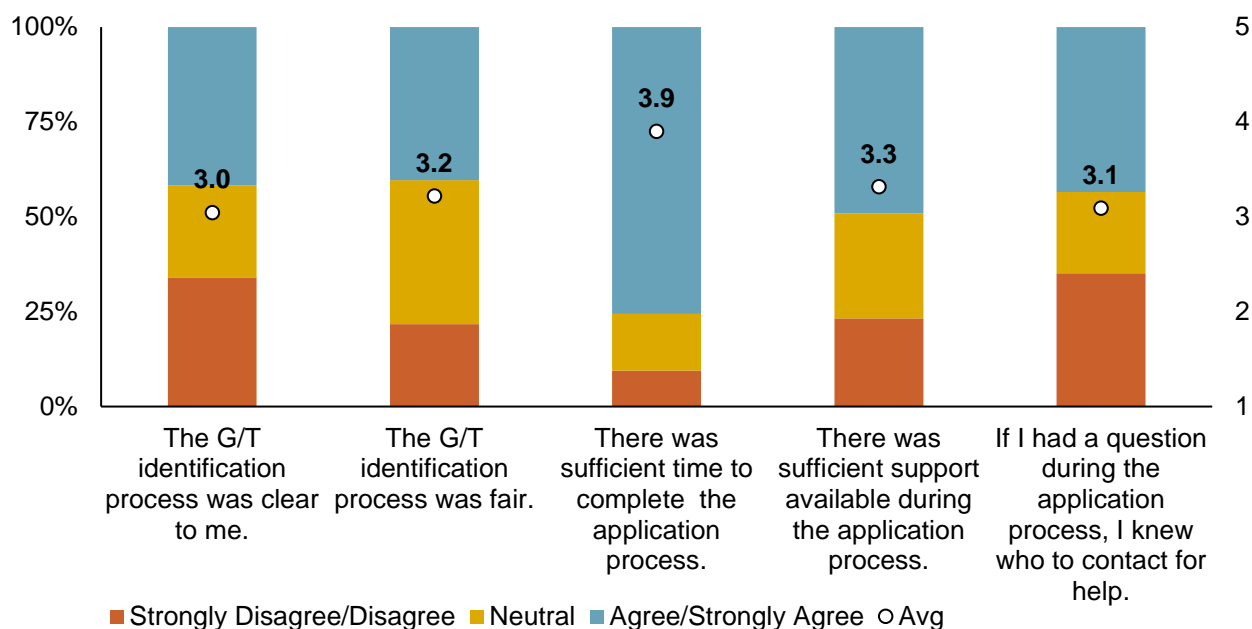
Parent Survey

According to the Texas State Plan, parent and community input is solicited annually regarding identification and assessment procedures. A total of 1,836 parents of students who were assessed during the 2020–2021 school year were surveyed and 966 were returned, yielding a response rate of 52.6 percent.

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

Figure 14 (p. 20) shows how respondents perceived 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 G/T identification process was clear to me* was the statement that received the lowest average score (3.0).

Figure 14. Perceptions of the G/T Identification and Assessment Procedures, 2020–2021

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

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

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

Table A–16 (pp. 38–39) summarizes the emergent categories for parent feedback on the identification and assessment procedures for HISD. A total of 465 respondents provided at least one response out of 966 respondents, reflecting 48.1 percent of the total. 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).

Discussion

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

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

During the 2021–2022 school year, the Gifted and Talented Department piloted the *Scales for Identifying Gifted Students* and compared the results with the current teacher rating scale. After scoring the SIGS

and comparing it to the HISD Teacher Recommendation, they did not see any significant advantage to using the SIGS over the current Teacher Recommendation (R. Ricca, personal communication, April 25, 2022).

With the implementation of PowerSchool, data quality issues have emerged since there were no data validation rules in place. Furthermore, G/T data updates from PowerSchool Special Programs did not flow back into PowerSchool as it should. These issues have not been resolved to date. From a programmatic perspective, it is difficult to identify a G/T student with or without a GEP due to the data quality issues. The expression, “garbage in-garbage out” applies to the poorly entered data. Moreover, the G/T indicator flag on PowerSchool has been manually updated; however, it is imperative to resolve the programming issue so that updates occur seamlessly in the future.

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

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

A plan to provide targeted professional learning was put in place during the 2019–2020 school year with the addition of four new courses. The number of teachers and/or administrators completing these courses for the 2020–2021 school year was among the highest: *G/T Administrators Nature and Needs with Service Options + Social and Emotional Needs of G/T students* (6-hour course, N=679), *Differentiation for Gifted Learners* (6-hour course, N=2405), *You Might have a G/T Student* (online course available to parents and required for all HISD teachers, N=10,256), and *Texas State Plan Orientation* (online course required for all new to HISD teachers as mandated in the Texas State Plan, N=1,671).

By taking these courses, especially *You Might have a G/T Student*, teachers will learn to identify the characteristics of typically underserved populations (Slocumb & Olenchak, 2006). The district should also consider administering the full-battery of the CogAT since each student receives a CogAT Ability Profile which provides instructional strategies for student success that can be part of a student's Personalized Gifted Education Plan.

Over the past five years, the percentage of students identified as G/T in HISD (15.1 percent in 2016–2017 to 16.0 in 2020–2021) and the state (7.8 percent in 2016–2017 to 8.3 percent in 2020–2021) has increased. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the following school years: 2017–2018 and 2018–2019 (7.8 percentage points). These data indicate that the district has an overrepresentation of students in the Gifted and Talented Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

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

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

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

The district continues to move in a positive direction with regard to Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), the continuation of the G/T Expo, and the use of 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, and developing Personalized Gifted Education Plans are promising steps. The Gifted and Talented Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school-level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

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Appendix A

Table A–1. Alignment of HISD Gifted and Talented Standards to the Texas State Plan for the Education of Gifted/Talented Students

Gifted and Talented School Guidelines 2020–2021 and HISD Gifted and Talented Standards		<i>The Texas State Plan for the Education of Gifted/Talented Students</i>
Standard		Board Approved, March 2015
		April 2019
Standard 1	Service Design	Section 1. Fidelity of Services
Standard 2	Student Assessment	
Standard 6	Curriculum and Instruction	
Standard 11	Program Evaluation	
Standard 12	District Commitment and Support	
Standard 1	Service Design	Section 3: Service Design
Standard 2	Student Assessment	Section 2: Student Assessment
Standard 3	Identification of G/T Students	Section 2: Student Assessment
Standard 4	Admissions of G/T Students	Section 2: Student Assessment
Standard 5	Gifted Education Plan‡	Section 4: Curriculum and Instruction
Standard 6	Curriculum and Instruction	Section 3: Service Design
		Section 4: Curriculum and Instruction
Standard 7	Professional Development for Administrators and Gifted and Talented Coordinators	Section 5: Professional Learning
Standard 8	Professional Development for Teachers	Section 5: Professional Learning
Standard 9	Data Quality and Compliance	Section 3: Service Design
Standard 10	Family/Community Communication and Involvement	Section 6: Family/Community Involvement
Standard 11	Program Evaluation	Section 1: Fidelity of Services
		Section 2: Student Assessment
		Section 3: Service Design
		Section 4: Curriculum and Instruction
		Section 5: Professional Learning
		Section 6 Family/Community Involvement
Standard 12	District Commitment and Support	Section 3: Service Design

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

Appendix A (Continued)

Table A-2. District Summary of Gifted and Talented Program Code					
Code	Gifted/Talented Program Code	2019–2020		2020–2021	
		N	%	N	%
00	Does not provide a program for gifted and talented students.	8	2.6	6	1.9
01	Pull-out	26	8.6	31	9.8
02	Push-in	30	9.9	34	10.8
03	Full-time gifted only	46	15.2	48	15.2
04	Full-time inclusion	187	61.9	193	61.1
05	Special day school	5	1.7	4	1.3
	Total Responses	302	100.0	316	100.0
	Total Schools	234		252	

Source: Gifted and Talented Department

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

Appendix A (Continued)

Table A–3. Comparison of G/T Student Population to the District Population, 2006–2007 and 2020–2021 (K–12)

	2006–2007			2020–2021			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	303	16,408	1.8	462	13,871	3.3	1.5
First	1,685	18,290	9.2	1,684	15,089	11.2	2
Second	2,122	16,431	12.9	1,786	15,139	11.8	-1.1
Third	2,312	15,998	14.5	2,228	15,575	14.3	-0.2
Fourth	2,398	15,859	15.1	2,734	15,706	17.4	2.3
Fifth	2,435	14,454	16.8	2,673	15,952	16.8	0
Subtotal (K–5)	11,255	97,440	11.6	11,567	91,332	12.7	1.1
Sixth	1,671	14,118	11.8	2,476	13,302	18.6	6.8
Seventh	1,904	14,101	13.5	3,198	13,473	23.7	10.2
Eighth	1,796	13,552	13.3	3,123	13,901	22.5	9.2
Ninth	1,811	16,010	11.3	3,126	14,966	20.9	9.6
Tenth	2,118	12,159	17.4	3,115	13,987	22.3	4.9
Eleventh	2,026	10,192	19.9	2,536	12,578	20.2	0.3
Twelfth	1,795	9,335	19.2	2,323	11,846	19.6	0.4
Subtotal (6–12)	13,121	89,467	14.7	19,897	94,053	21.2	6.5
HISD Totals*	24,376	186,907	13.0	31,464	185,385	17.0	4.0
2019–2020 Total				32,412	193,720	16.7	3.7

Sources: Fall PEIMS Snapshot 2006–2007 and 2020–2021

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

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

Appendix A (Continued)

Table A–4. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2020–2021, Grades K–12

2006–2007						2020–2021					Gap Diff.
G/T		District				G/T		District			
N	%	N	%	Diff	N	%	N	%	Diff		
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,566	11.3	41,205	22.2	-10.9	-
Amer. Indian	-	-	-	-	-	56	0.2	324	0.2	0.0	
Asian	2,502	10.3	6,096	3.3	7.0	3,865	12.3	8,210	4.4	7.9	
Hispanic	10,671	43.8	109,577	58.6	-14.8	16,501	52.4	114,298	61.7	-9.2	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-		
Pac. Islander	-	-	-	-	-	28	0.1	133	0.1	0.0	
White	7,044	28.9	16,345	8.7	20.2	6,464	20.5	18,452	10.0	10.5	-
Two or More	-	-	-	-	-	984	3.1	2,763	1.5	1.7	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,003	47.7	93,547	50.5	-2.8	-
Female	13,090	53.7	91,616	49.0	4.7	16,461	52.3	91,838	49.5	2.8	-
Group											
Bilingual EL & Non EL	2,339	9.6	31,453	16.8	-7.2	3,001	9.5	30,356	16.4	-6.9	
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	16,181	51.4	143,907	77.6	-26.2	
EL	2,642	10.8	47,770	25.6	-14.8	4,560	14.5	60,503	32.6	-18.1	+
ESL	201	0.8	13,665	7.3	-6.5	1,957	6.2	28,540	15.4	-9.2	+
Special Ed.	458	1.9	19,317	10.3	-8.4	368	1.2	15,456	8.3	-7.1	-
Homeless	-	-	-	-	-	188	0.6	2,764	1.5	0.9	
HISD Totals	24,376	100.0	186,907	100.0		31,464	100.0	185,385	100.0		

Sources: Fall PEIMS Snapshot, 2006–2007 and 2020–2021

Note: A "+" in the Gap Diff. column means that there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2020–2021.

Red shaded areas denote a decrease of at least 1 percentage point, and green shaded areas denote an increase of at least 1 percentage point, G/T Bilingual Non-EL students (N=772) participated in a dual language program.

Appendix A (Continued)

Table A–5. Comparison of Entering Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2021–2022

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2021–2022		District Enrollment 2021–2022		2021–2022
	N	%	N	%	N	%	N	%	Difference
Kindergarten									
African American or Black	171	15.7	4,070	25.1	136	11.7	2,922	20.6	-8.9
American Indian					6	0.5	22	0.2	0.3
Asian ^a	160	14.7	498	3.1	300	25.8	701	4.9	20.9
Hispanic	311	28.6	10,320	63.7	276	23.7	8,750	61.7	-38.0
Native American	2	0.2	19	0.1					N/A
Pacific Islander					0	0.0	6	<1	0.0
White	435	40.0	1,282	7.9	358	30.7	1,492	10.5	20.2
Two or More Races					89	7.6	278	2.0	5.6
Missing	8	0.7	0	0.0					N/A
Total	1,087	100.0	16,189	100.0	1,165	100	14,171	100.0	
Sixth									
African American or Black	301	17.3	3,769	29.1	189	11.7	2,784	21.9	-10.2
American Indian	-	-	-	-	0	0	20	0.2	N/A
Asian ^a	208	12.0	413	3.2	279	17.2	587	4.6	12.6
Hispanic	790	45.5	7,747	59.8	739	45.6	7,787	61.2	-15.6
Native American	1	0.1	9	0.1					N/A
Pacific Islander					1	0.1	14	0.1	0.0
White	436	25.1	1,012	7.8	360	22.2	1,323	10.4	11.8
Two or More Races	-	-	-	-	54	3.3	215	1.7	1.6
Missing	2	0.1	-	-					N/A
Total	1,738	100.0	12,950	100.0	1,622	100.0	12,730	100.0	

Sources: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 8/26/2021, entering 2021–2022; Fall PEIMS Snapshot 2007 and Fall PEIMS Snapshot, 2021

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

^a For 2007–2008, Asian and Pacific Islander were grouped together. Vanguard Applicants applying for the 2021–2022 school year include only those using the on-line system.

Appendix A (Continued)

Table A–6. Distribution of Entering Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Accepted, and Enrolled by Race/Ethnicity, 2021–2022

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Enrolled Identified as G/T
Kindergarten	African American	136	46	25	21	46%	95%
	American Indian	6	1	0	0	0.0%	0.0%
	Asian	300	165	93	73	44%	99%
	Hispanic	276	107	45	33	31%	100%
	Pacific Islander	--	--	--	--	--	--
	White	358	141	76	50	35%	100%
	Two or More Races	89	41	18	15	37%	100%
	Total	1,165	501	257	192	38%	99%
Sixth	African American	189	60	30	28	47%	100%
	American Indian	--	--	--	--	--	--
	Asian	279	146	110	98	67%	100%
	Hispanic	739	276	177	167	61%	98%
	Pacific Islander	1	*	*	*	*	*
	White	360	249	124	114	46%	97%
	Two or More Races	54	36	21	20	56%	95%
	Total	1,622	768	463	428	56%	98%

Sources: Magnet Department, Magnet Applications Data File Extract, 8/26/2021 and Fall PEIMS Snapshot, 2021

Note: Applicants applying for the 2021–2022 school year include only those using the on-line system. Applicants reflect an unduplicated count of students. Qualified applicants were identified as *Qualified or Waitlist Retired*. Accepted applicants were Accepted (*Accepted*) and Confirmed (Yes). Percentages may not add up due to rounding. There were 275 Kindergarten applicants and 28 Sixth grade applicants without an HISD ID. These students were not included in the enrolled calculations.

*Scores not reported for less than five students. -- denotes no data.

Appendix A (Continued)

Table A–7. Demographic Characteristics for Vanguard Magnet Students by School, 2020–2021

School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	190	17.9	0.5	37.4	15.3	0.0	24.7	4.2	25.3
Carrillo	119	1.7	0.0	1.7	89.1	0.0	7.6	0	64.7
De Zavala	79	1.3	0.0	1.3	97.5	0.0	0.0	0	89.9
Herod	275	19.3	0.0	13.8	32.0	0.0	29.8	5.1	26.5
Oak Forest	413	3.4	0.0	7.3	23.7	0.5	59.3	5.8	8.2
River Oaks	395	4.1	0.0	40.8	15.4	0.0	30.4	9.4	9.9
Roosevelt	85	11.8	1.2	2.4	81.2	0.0	2.4	1.2	67.1
Travis	347	4.3	0.3	4.3	19.9	0.0	63.1	8.1	6.1
Windsor Village	145	44.8	1.4	2.1	51.0	0.0	0.0	0.7	86.9
Middle									
Black	452	7.7	0.2	2.7	44.9	0.0	38.7	5.8	26.3
Burbank	497	2.6	0.2	0.0	96.4	0.0	0.8	0	92.8
Hamilton	452	4.4	0.0	0.7	90.9	0.2	3.5	0.2	79.6
Lanier	962	9.4	0.1	26.0	25.1	0.1	31.3	8.1	17.6
Combined									
Rogers, T.H.	872	10.2	0.3	54.2	13.8	0.1	15.5	5.8	14.8
High									
Carnegie	912	12.2	0.3	29.2	33.4	0.3	20.8	3.7	33.0
Vanguard Magnet Total	6,195	9.2	0.2	21.4	39.2	0.1	24.9	4.9	33.7
HISD K–12 Total	185,385	22.2	0.2	4.4	61.7	0.1	10.0	1.5	77.6

Source: Fall PEIMS Snapshot, 2020

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

Appendix A (Continued)

Table A–8A. Districtwide G/T STAAR English Performance Levels on Reading, Mathematics, and Writing, Spring 2021												
	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	1,634	95	81	57	1,659	94	71	48				
4	2,147	92	74	48	2,145	88	70	52	2,119	86	61	30
5	2,182	97	86	72	2,154	96	82	62				
6	1,797	94	72	44	1,789	94	72	41				
7	2,130	94	78	54	1,634	83	50	22	2,134	91	63	24
8	1,880	95	77	46	929	75	49	22				
G/T Totals	11,770	94	78	54	10,310	90	68	44	4,253	89	62	27

Sources: Cognos STAAR 3–8 Extract, 4/21/2022

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2021 only; does not include Alternate 2 results.

Table A–8B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2021								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	2,187	90	65	36				
6								
7								
8	1,628	87	67	42	1,817	77	44	24
G/T Totals	3,815	89	66	39	1,817	77	44	24

Sources: Cognos STAAR 3–8 Extract, 4/21/2022

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2021 only; does not include Alternate 2 results.

Appendix A (Continued)

Table A–9A. Districtwide G/T STAAR Spanish Performance Levels on Reading, Mathematics, and Writing, Spring 2021

	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	238	87	63	45	217	87	52	22				
4	130	79	62	40	138	76	52	30	129	71	46	12
5	25	100	96	80	52	98	81	52				
G/T Totals	393	85	65	46	407	85	56	29	129	71	46	12

Sources: Cognos STAAR 3–8 Extract, 4/21/2022

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2021 only; does not include Alternate 2 results. – Denotes the test was not administered.

Table A–9B. Districtwide G/T STAAR Spanish Performance Levels on Science and Social Studies, Spring 2021

	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	6	100	67	33	--	--	--	--
G/T Totals	6	100	67	33	--	--	--	--

Sources: Cognos STAAR 3–8 Extract, 4/21/2022

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2021 only; does not include Alternate 2 results. – Denotes the test was not administered. * If fewer than 5 students tested.

Appendix A (Continued)

Table A–10A. Districtwide G/T STAAR Algebra I, Biology, and English I EOC Results, First-Time Tested Students Only, Spring 2021												
	Algebra I				Biology				English I			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2021	3,011	90	61	40	3,019	98	85	49	2,785	95	90	37

Sources: Cognos STAAR Extract, 4/21/2021

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level).

Table A–10B. Districtwide G/T STAAR English II and U.S. History EOC Results, First-Time Tested Students Only, Spring, 2021								
	English II				U.S. History			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2021	2,870	95	90	33	2,437	98	91	71

Sources: Cognos STAAR Extract, 4/21/2021

Note: Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level).

Appendix A (Continued)

Table A–11. G/T Students Earning an AP Award, 2021

AP Award Type	G/T N
AP Scholar —Granted to students who receive scores of 3 or higher on three or more AP Exams.	688
AP Scholar with Distinction —Granted to students who receive an average score of at least 3.5 on all AP Exams taken, <u>and</u> scores of 3 or higher on five or more of these exams.	578
AP Scholar with Honor —Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.	265
AP Capstone Diploma —Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing.	131
AP Seminar and Research Certificate —Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.	29
AP International Diploma —Granted to students who receive a 3 or higher on five or more exams. Exams taken multiple times only count once. The highest score will be used for award calculation. Students attending a school within the U.S. must indicate on their AP Exam answer sheet that their scores will be sent to a university outside the U.S. Exams must fulfill the following content areas: 1). Two AP Exams from two world languages and culture courses. The language must be different in each course; or 2). Two AP Exams from one world language and culture course and one English course.	0
G/T Students Earning an AP Award -duplicated	1,691
G/T Students Earning an AP Award -unduplicated	1,534

Sources: College Board AP data file, September 9, 2021; 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–12. Districtwide and G/T IB Exam Participation and Performance, 2020 and 2021								
	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
<i>District</i>	2020	2021	2020	2021	2020	2021	2020	2021
Bellaire	110	88	311	256	296	244	95.2	95.3
Chavez	145	158	411	400	184	290	44.8	72.5
Heights	141	168	308	409	210	320	68.2	78.2
Lamar	744	652	2,055	1,920	1,114	1,056	54.2	55.0
Total	1,140	1,066	3,085	2,985	1,804	1,910	58.5	64.0

<i>G/T</i>	2020	2021	2020	2021	2020	2021	2020	2021
Bellaire	101	79	291	240	278	229	95.5	95.4
Chavez	47	314	158	1,020	76	673	48.1	66.0
Heights	78	99	174	230	118	200	67.8	87.0
Lamar	374	48	1,120	167	705	131	62.9	78.4
Total	600	540	1,743	1,657	1,177	1,233	67.5	74.4

Sources: International Baccalaureate Organization Candidate Results, 2020; PEIMS Fall Snapshot, 2019; *Gifted and Talented Program Evaluation, 2019–2020*

Note: Scores of P-pending or N-no grade awarded were not included. G/T status was missing from 2 students.

Appendix A (Continued)

Table A–13. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2020 and 2021									
School	Candidates		Diplomates		Candidates		CP		
<i>District</i>	2020	2021	2020	2021	2020	2021	2020	2021	
Bellaire	49	37	44	34	N/A	N/A	N/A	N/A	
Chavez	39	32	8	17	N/A	22	N/A	2	
Heights	23	63	11	39	21	46	12	29	
Lamar	257	274	82	107	9	77	0	18	
Total	329	406	145	197	30	145	12	49	
<i>G/T</i>	2020	2021	2020	2021	2020	2021	2020	2021	
Bellaire	47	36	42	33	N/A	N/A	N/A	N/A	
Chavez	18	18	1	10	N/A	9	N/A	1	
Heights	11	35	4	35	10	23	5	15	
Lamar	161	165	66	86	3	18	*	3	
Total	237	254	113	164	13	50	5	19	

Sources: IB data file, November 4, 2021; PEIMS Fall Snapshot, 2020; Gifted and Talented Program Evaluation 2019-2020

Note: Chavez, Heights, and Lamar offer a Career-related Programme (CP). Results pending and Candidate withdrawn were not included. G/T status was missing from 7 students.

Appendix A (Continued)

Table A–14. Number and Percent of Four-Year Longitudinal Completion for G/T Cohort, Class of 2016–2020

	G/T Class	G/T Graduated		G/T Continued HS		G/T Received TxCHSE		G/T Dropped out	
		N	%	N	%	N	%	N	%
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, 2019–2020; ADA PEIMS Files, various years; Chancery Student Demographics Files, various years; Rec 400_Basic Attendance 2017–2018 (092518); Fall PEIMS 2020–2021; Graduates File, 19–20

Note: Students missing a G/T code were not included in the analysis (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.

Table A–15. Number of Students and G/T Areas with Completed Gifted Education Plans, 2018–2019 and 2020–2021

	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												

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

Note: A completed Gifted Education Plan consisted of at least one entry during the 2019–2020 school year or the 2018–2019 school year. 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 or 2021 was counted as having a GEP.

Appendix A (Continued)

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

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

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

Appendix A (Continued)

Table A–16. Parent Input: Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
Communication 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%
Wait time was too long	68	14.6%	7.0%
Results Have not received them/can't pick them up/ I chased them down	59	12.7%	6.1%
Explanation of results 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%
Equity/Unfair	34	7.3%	3.5%
N/A	30	6.5%	3.1%
Magnet website G/T testing results were not updated on the website Magnet application process was not clear	26	5.6%	2.7%
Testing environment and logistics Not conducive to testing	26	5.6%	2.7%
Improve Scheduling Overscheduled Rescheduled testing due to overscheduling	14	3.0%	1.4%
Test Preparation	12	2.6%	1.2%
Weight Why is the nonverbal ability test weighted so high? Don't weight the teacher recommendation	5	1.1%	0.5%
Total Responses	465		48.1%
Total	966		

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

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. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD School Guidelines (Houston Independent School District, 2020a). Additional documentation including data for the Entering Kindergarten Assessment Program, PEIMS Coding, Professional Development Course listings, G/T Expo, Gifted Education Plan, and student performance data, was provided from the Director and specialists in the Gifted and Talented Department.

Information with respect to training in HISD was provided by the Department of Human Resources Information Systems (HRIS) from July 1, 2020, to June 30, 2021. The HRIS database had the capability to track employee professional development on the individual level, including attendance and completion for each training session. The Gifted and Talented Department provided a list of G/T courses.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports from 2013–2014 to 2020–2021 (Texas Education Agency, 2021, 2020, 2019a, 2018, 2017, 2016, 2015, and 2014). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2020–2021 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2020b).

District and state budget information was extracted from the PEIMS Financial Standard Reports and HISD's Budget Book.

Academic Performance

Advanced Placement (AP) test performance data for 2020, along with demographic information were reported to HISD for each participating campus by the College Board via an electronic data file on September 9, 2021. The file was provided with the G/T indicator. Students who were missing the G/T indicator were not included in the analysis (N=33). 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 percent of students scoring a four or better were reported along with the number of diplomates earned.

PSAT performance data for 2020 and the Fall PEIMS Snapshot, 2020 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness (CCR) Benchmarks was revised by the College Board in 2015. SAT and ACT data for 2020–2021 were extracted from student test files as well as 2020–2021 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring a 1180 or higher on the total score or meeting both CCR benchmarks (ERW ≥ 480 and mathematics ≥ 530) on the SAT and/or a 24 or higher composite on the ACT or meeting the individual CCR

Appendix B (Continued)

benchmarks (English ≥ 18 , reading ≥ 22 , mathematics ≥ 22 , and/or science ≥ 23) and/or all four CCR benchmarks were analyzed to determine participation and performance.

Survey Data

Survey items were developed from previously administered gifted and talented surveys and from input by stakeholders. Drafts of the surveys were reviewed by various stakeholders, and their comments were taken into account for the final versions. The surveys were then piloted, and the additional revisions were incorporated into the final surveys. Surveys were disseminated electronically to parents 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,
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

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 1,836 parent surveys were disseminated and 966 were returned, yielding a response rate of 52.6 percent. For the open-ended questions, translation services provided translations. All open-ended responses were grouped into emergent categories.

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

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

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

number of G/T students tested. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

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

Four-year longitudinal completion rates were calculated using the 2015–2016, 2016–2017, 2017–2018, 2018–2019, and 2019–2020 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 out, received Texas Certificate of High School Equivalency, and continued in high school. Each category was divided by the denominator to calculate a rate.

Data Limitations

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date 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 falls 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, and the training was not recorded by the district, resulting in an undercount.

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.

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

Due to the COVID-19 pandemic in 2021, students had the opportunity to take AP exams online or in school. There was no modification regarding the format or content for 2021; however, the administration windows were expanded for the health and safety of participating students. Comparisons to the previous year should be made with caution: 1). students could only take the exams at home remotely 2). The content was modified and covered topics that were taught through March 3, 2021, 3). HISD students experienced submission errors or other issues that may have prevented them from completing the exams.

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.

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 provided due to the implementation of a new Student Information System.

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 (Research and Accountability, 2021a & 2021b). 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. (Research and Accountability 2021b).

Appendix C

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Alcott ES	1					1								
Almeda ES	41		11	3	3	12	12							
Anderson ES	30		1	3	5	8	13							
Arabic Immersion	62		8	7	17	16	14							
Ashford ES	34	5	2	5	6	9	7							
Askew ES	190	20	30	27	40	34	39							
Atherton ES	18		1	3	3	7	4							
Barrick ES	36		2	3	6	10	15							
Bastian ES	20	1	4	6	2	5	2							
Bell ES	60		4	11	12	25	8							
Bellfort ECC														
Benavidez ES	14		2	1	5	4	2							
Benbrook ES	28	1	4	3	1	13	6							
Berry ES	49	2	5	3	7	16	16							
Blackshear ES	8		1	1	1	3	2							
Bonham ES	48		7	7	8	11	15							
Bonner ES	50		5	7	4	15	19							
Braeburn ES	22		1	3	5	7	6							
Briargrove ES	95	6	15	12	27	19	16							
Briscoe ES	19			3	5	6	5							
Brookline ES	64		6	7	11	19	21							
Browning ES	14		3	2		3	6							
Bruce ES	23		2	1	8	7	5							
Burbank ES	118		16	11	31	32	28							
Burnet ES	13		1		4	2	6							
Burrus ES	20		4	2	7	4	3							
Bush ES	281	8	33	62	48	55	75							
Cage ES	41		4	6	8	15	8							
Carrillo ES	119	3	23	14	18	30	31							
Codwell ES	11		2		7	2								
Condit ES	225	1	27	47	49	49	52							
Cook ES	1			1										
Coop ES	22		1	4	3	5	9							
Cornelius ES	81	1	10	10	16	20	24							
Crespo ES	86		13	10	16	32	15							
Crockett ES	95	1	21	12	21	17	23							
Cunningham ES	41		5	5	7	16	8							
Daily ES	91		17	20	16	17	21							
Davila ES	40		8	9	7	11	5							
De Chaumes ES	44		5	2	6	17	14							
DeAnda ES	53	1	4	6	9	15	18							
De Zavala ES	79		7	11	18	28	15							
Dogan ES	9				4	3	2							
Durham ES	64	1	9	10	16	14	14							
Durkee ES	27	2	5	2	2	7	9							
Eliot ES	51		10	10	7	7	17							

Source: Fall PEIMS Snapshot, 2020

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

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Elmore ES	7		2		2	3								
Elrod ES	32		3	2	6	6	15							
Emerson ES	55		5	5	9	17	19							
Energized ES	40		21		5	13	1							
Field ES	55	4	2	13	14	13	9							
Foerster ES	18		5	3	1	2	7							
Fondren ES	13			1	4	5	3							
Fonwood ECC														
Foster ES	4				1	2	1							
Franklin ES	18		1	8	4	3	2							
Frost ES	26		11	4	3	5	3							
Gallegos ES	46		7	6	6	10	17							
Garcia ES	21		3	2	8	6	2							
Garden Villas ES	26		1	4	6	6	9							
Golfcrest ES	26		2	3	8	8	5							
Gregg ES	18		5	3	4	2	4							
Grissom ES	26		3	5	3	9	6							
Gross ES	26			5	8	6	7							
Halpin ECC														
Harris JR ES	14		4	2	2		6							
Harris RP ES	10				4	4	2							
Hartsfield ES	4				1	1	2							
Harvard ES	219	9	33	49	42	46	40							
Helms ES	60	2	7	14	10	11	16							
Henderson JP ES	83		12	13	22	21	15							
Henderson NQ ES	3			1		1	1							
Herod ES	275	35	43	47	44	55	51							
Herrera ES	71		6	21	22	15	7							
Highland Heights ES	4					3	1							
Hilliard ES	8		1	2	1	3	1							
Hines-Caldwell ES	48		3	5	6	15	19							
Hobby ES	23		9	5	4	2	3							
Horn ES	313	4	52	49	56	80	72							
Isaacs ES	4				2	2								
Janowski ES	35		3	7	5	12	8							
Jefferson ES	15			1	3	5	6							
Kashmere Gardens ES	10		3	1	2	2	2							
Kelso ES	12		2	1	3	4	2							
Kennedy ES	32		8	2	2	10	10							
Ketelsen ES	76		10	14	13	24	15							
Kolter ES	212	11	34	30	39	40	58							
Lantrip ES	78		6	19	8	21	24							
Laurenzo ECC														
Law ES	22		4		3	5	10							

Source: Fall PEIMS Snapshot, 2020

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

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Lewis ES	70		5	13	20	24	8							
Lockhart ES	15		5	2		5	3							
Longfellow ES	68	2	9	9	17	17	14							
Looscan ES	10				6	2	2							
Love ES	32		7	4	5	12	4							
Lovett ES	223	9	30	39	45	51	49							
Lyons ES	112		11	11	21	30	39							
MacGregor ES	62		10	9	14	12	17							
Mading ES	10		2	1	3	4								
Marshall ES	41		2	9	12	14	4							
Martinez C ES	14		2		5	3	4							
Martinez R ES	26		1	3	2	10	10							
McGowen ES	20		4	2	9	5								
McNamara ES	55		8	14	10	15	8							
Memorial ES	35	2	4	6	8	6	9							
Milne ES	11				2	8	1							
Mistral ECC														
Mitchell ES	14		2	1	5	2	4							
MLK ECC														
Montgomery ES	20		1	2	5	6	6							
Moreno ES	41	1	3	3	6	13	15							
Neff ECC	14		14											
Neff ES	82			15	23	26	18							
Northline ES	20		4		4	6	6							
Oak Forest ES	413	32	68	47	91	91	84							
Oates ES	7				1	3	3							
Osborne ES	9			4	1	2	2							
Paige ES	2					1	1							
Park Place ES	111		8	21	18	27	37							
Parker ES	200	1	31	35	43	48	42							
Patterson ES	71		6	9	14	17	25							
Peck ES	37		12	7	5	4	9							
Petersen ES	33		3	4	7	12	7							
Piney Point ES	93		9	18	22	16	28							
Pleasantville ES	8		1			4	3							
Poe ES	167	2	21	29	34	35	46							
Port Houston ES	31		3	9	4	8	7							
Pugh ES	20			1	4	7	8							
Red ES	109	4	17	11	25	22	30							
Reynolds ES	6	1		1	1	1	2							
River Oaks ES	395	53	53	70	73	71	75							
Roberts ES	272	5	41	45	61	59	61							
Robinson ES	22		2	4	2	11	3							
Rodriguez ES	67		8	6	17	19	17							
Roosevelt ES	85	3	16	18	12	19	17							
Ross ES	6		1	2	2		1							

Source: Fall PEIMS Snapshot, 2020

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

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Rucker ES	13	3	2	2	1	3	2							
Sanchez ES	23		3	5	6	5	4							
Scarborough ES	34	1		2	5	13	13							
School at St. George ES	85		7	10	21	26	21							
Scroggins ES	32		3	2	5	13	9							
Seguin ES	20		1	1	2	7	9							
Shadowbriar ES	19		3		7	7	2							
Shadydale ES	40		7	6	8	10	9							
Shearn ES	18		2	3		4	9							
Sherman ES	16		1	1	4	5	5							
Sinclair ES	181	25	37	37	29	23	30							
Smith ES	28		3	1	2	12	10							
Southmayd ES	45		5	4	9	10	17							
Stevens ES	20		4	4	2	7	3							
Sutton ES	95		3	12	17	30	33							
Thompson ES	16		3	3	6	2	2							
Tijerina ES	25		7	1	6	5	6							
Tinsley ES	63		6	9	11	20	17							
Travis ES	347	35	68	46	70	73	55							
Twain ES	319	1	66	53	63	72	64							
Valley West ES	58		3	14	7	23	11							
Wainwright ES	18	1	3	2	1	8	3							
Walnut Bend ES	42		7	6	11	9	9							
Wesley ES	2			1			1							
West University ES	677	81	103	97	122	140	134							
Whidby ES	19			2	6	7	4							
White E ES	45		8	8	10	12	7							
White M ES	52	3	12	9	11	10	7							
Whittier ES	8			3			5							
Windsor Village ES	145	2	34	20	28	30	31							
Woodson	10		3	1	1	2	3							
Young ES	7		3			2	2							
Attucks MS	11							6	1	4				
Baylor College MS	196							63	81	52				
BCM Biotech Acad at Rusk	103							31	44	28				
Black MS	452							159	147	146				
Burbank MS	497							134	197	166				
Chrysalis MS	177							51	61	65				
Clifton MS	44							15	19	10				
Cullen MS	8							2	2	4				
Deady MS	94							16	40	38				
Edison MS	74							21	20	33				
Energized For STEM Academy MS	43							7	22	14				
Energized MS	59							29	19	11				

Source: Fall PEIMS Snapshot, 2020

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

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Fleming MS	22							4	6	12				
Fondren MS	102							33	33	36				
Fonville MS	48							10	18	20				
Forest Brook MS	20							6	11	3				
Hamilton MS	452							99	167	186				
Hartman MS	146							33	47	66				
Henry MS	66							17	23	26				
High School Ahead Acad MS	5							1	4					
Hogg MS	350							96	132	122				
Holland MS	48							16	14	18				
Key MS	27							11	7	9				
Lanier MS	962							315	314	333				
Lawson MS	154							35	59	60				
Marshall MS	59							17	18	24				
McReynolds MS	57							15	14	28				
Meyerland MS	383							104	137	142				
Navarro MS	55							14	27	14				
Ortiz MS	145							38	45	62				
Pershing MS	543							137	208	198				
Pin Oak MS	768							228	290	250				
Revere MS	121							33	42	46				
Stevenson MS	393							69	155	169				
Sugar Grove MS	36							9	15	12				
Tanglewood MS	217							76	81	60				
Thomas MS	21							7	7	7				
Welch MS	38							8	10	20				
West Briar MS	308							82	117	109				
Williams MS	20							6	5	9				
Austin HS	167										52	43	32	40
Bellaire HS	1149										251	339	288	271
Carnegie HS	912										237	247	265	163
Challenge EC HS	170										40	54	38	38
Chavez HS	450										127	152	82	89
DeBakey HS	635										172	159	131	173
East EC HS	184										52	58	40	34
Eastwood Acad HS	212										57	66	40	49
Energized For STEM Academy HS	36										21	10	3	2
Energy Inst HS	289										110	90	59	30
Furr HS	107										38	34	31	4
HAIS HS	235										68	51	55	61
HCC Lifeskills														
Heights HS	843										291	245	165	142
Houston MSTC HS	382										78	102	88	114
HSLJ	156										49	38	36	33
Jones HS	47										17	16	6	8

Source: Fall PEIMS Snapshot, 2020

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

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2020

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Kashmere HS	32										11	9	8	4
Kinder HSPVA	789										206	214	188	181
Lamar HS	985										287	253	218	227
Liberty HS														
Madison HS	139										56	39	24	20
Middle College HS - Fraga	14										4	8	1	1
Middle College HS - Gulfon	8										1	3	2	2
Milby HS	447										125	98	105	119
Mount Carmel Acad HS	20										9	6	4	1
North Forest HS	35										7	7	10	11
North Houston EC HS	232										58	66	54	54
Northside HS	158										50	60	27	21
Scarborough HS	76										19	15	21	21
Sharpstown HS	90										30	18	25	17
South EC HS	96										31	37	18	10
Sterling HS	85										32	16	21	16
Waltrip HS	351										73	118	85	75
Washington HS	77										27	22	16	12
Westbury HS	252										81	64	66	41
Westside HS	750										210	209	179	152
Wheatley HS	40										6	11	11	12
Wisdom HS	49										13	13	8	15
Worthing HS	33										12	11	6	4
Yates HS	23										6	11	3	3
Baker Montessori	145	2	17	21	21	25	25	15	12	7				
Briarwood	106	1	6	8	8	15	11	17	24	16				
Community Services														
Garden Oaks	191	2	30	29	20	20	33	20	19	18				
Gregory-Lincoln PK-8	81	3	5	11	8	4	14	8	18	10				
Harper DAEP														
Las Americas MS														
Leland YMCPA	105							16	17	23	15	14	10	10
Long Acad	88							11	18	14	9	15	10	11
Mandarin Immersion Magnet	321	3	21	41	39	39	50	35	40	53				
Pilgrim Acad	101		12	2	7	24	9	16	17	14				
Reagan Ed Ctr PK-8	40		1	3	3	4	10	5	9	5				
Rice School PK-8	316		23	19	21	29	38	43	68	75				
Rogers T H	872	65	64	65	67	68	78	148	158	159				
Secondary DAEP														
Sharpstown Intl	311							32	70	67	58	40	27	17
SOAR Center	3		1			1				1				
TCAH	75				2	2	7	10	7	6	10	12	10	9
Wharton K-8	148	1	22	17	20	19	21	17	23	8				
Young Scholars	3		1	2										
YWCPA	172							30	39	35	20	22	20	6
Total G/T	31,464	462	1,684	1,786	2,228	2,734	2,673	2,476	3,198	3,123	3,126	3,115	2,536	2,323

Source: Fall PEIMS Snapshot, 2020

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

Appendix D–1

G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

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

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

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

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

*Scores not reported for less than 5 students.

Appendix D–2

G/T ADVANCED PLACEMENT EXAM RESULTS, 2021

Campus Short Name	G/T Participation			G/T AP Exams at or Above Criterion		
	GT 9-12 Enrollment	GT Tested	Rate %	Exams Taken	Exams 3 to 5	% Qualifying
Austin HS	167	27	16.2	32	2	6.2
Bellaire HS	1,149	650	56.6	2,092	1,550	74.1
Carnegie HS	912	872	95.6	2,733	1,777	65.0
Challenge EC HS	170	154	90.6	357	123	34.5
Chavez HS	450	106	23.6	111	30	27.0
DeBakey HS	635	415	65.4	1,005	722	71.8
East EC HS	184	123	66.8	159	36	22.6
Eastwood Acad HS	212	133	62.7	259	98	37.8
Energized for STEM Acad.	36	35	97.2	56	4	7.1
Energy Inst HS	289	134	46.4	297	130	43.8
Furr HS	107	44	41.1	52	5	9.6
HAIS HS	235	187	79.6	232	48	20.7
Heights HS	843	349	41.4	552	182	33.0
Houston MSTC HS	382	111	29.1	202	23	11.4
HSLJ	156	81	51.9	146	28	19.2
Jones HS	47	22	46.8	32	4	12.5
Kashmere HS	32	9	28.1	18	2	11.1
Kinder HSPVA	789	392	49.7	864	617	71.4
Lamar HS	985	513	52.1	590	206	34.9
Leland YMCPA	49	45	91.8	118	7	5.9
Long Acad	45	3	6.7	3	3	100.0
Madison HS	139	42	30.2	74	10	13.5
Middle College HS - Fraga	14	2	14.3	2	2	100.0
Middle College HS - Gulfton	8	0	0.0			
Milby HS	447	176	39.4	342	42	12.3
Mount Carmel Acad HS	20	9	45.0	11	2	18.2
North Forest HS	35	8	22.9	13		
North Houston EC HS	232	188	81.0	332	64	19.3
Northside HS	158	78	49.4	142	11	7.7
Scarborough HS	76	15	19.7	21	2	9.5
Sharpstown HS	90	19	21.1	26	10	38.5
Sharpstown Intl	142	85	59.9	158	82	51.9
South EC HS	96	66	68.8	67	8	11.9
Sterling HS	85	18	21.2	29	5	17.2
TCAH	41	6	14.6	10	7	70.0
Waltrip HS	351	180	51.3	397	81	20.4
Washington HS	77	14	18.2	31	7	22.6
Westbury HS	252	115	45.6	240	45	18.8
Westside HS	750	408	54.4	850	504	59.3
Wheatley HS	40	4	10.0	6		
Wisdom HS	49	22	44.9	57	7	12.3
Worthing HS	33	10	30.3	14	5	35.7
Yates HS	23	6	26.1	7		
YWCPA	68	55	80.9	106	33	31.1
<>	--	21	--	22	11	50.0
G/T High School Total	11,100	5,952	53.6	12,867	6,535	50.8
HISD High School Total	53,377	12,823	24.0	23,915	8,570	35.8

Sources: 2021 College Board Data file extracted 9/9/2021; PEIMS Fall Snapshot, 2020.

Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 33 students without a G/T code and were excluded from analysis. <> Ninth grade students attributed to a middle school campus by the College Board. *Scores not reported for less than 5 students.

Appendix E

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY,
FALL 2020

School Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark ERW>=460	# Met Final CCR Benchmark Math>=510	% Met Final CCR Benchmark Math>=510	# Met Both Final CCR Benchmarks	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	32	22	68.8	13	59.1	9	40.9	8	36.4	956
Bellaire HS	288	204	70.8	199	97.5	188	92.2	187	91.7	1273
Carnegie HS	265	254	95.8	253	99.6	243	95.7	242	95.3	1272
Challenge EC HS	38	35	92.1	34	97.1	23	65.7	22	62.9	1113
Chavez HS	82	43	52.4	32	74.4	33	76.7	30	69.8	1047
DeBaKey HS	131	118	90.1	116	98.3	104	88.1	103	87.3	1238
East EC HS	40	39	97.5	34	87.2	24	61.5	22	56.4	1034
Eastwood Acad HS	40	32	80.0	29	90.6	30	93.8	28	87.5	1121
Energy Inst HS	59	50	84.7	48	96.0	39	78.0	38	76.0	1137
Furr HS	31	16	51.6	9	56.3	3	18.8	3	18.8	929
HAIS HS	55	36	65.5	35	97.2	20	55.6	20	55.6	1076
Heights HS	165	83	50.3	77	92.8	60	72.3	60	72.3	1121
Houston MSTC HS	88	57	64.8	34	59.6	13	22.8	11	19.3	926
HSLJ	36	22	61.1	17	77.3	5	22.7	5	22.7	992
Jones HS	6	4	66.7	*	*	*	*	*	*	*
Kashmere HS	8	3	37.5	*	*	*	*	*	*	*
Kinder HSPVA	188	150	79.8	141	94.0	116	77.3	113	75.3	1166
Lamar HS	218	162	74.3	158	97.5	121	74.7	120	74.1	1131
Leland YMCPA	10	9	90.0	9	100.0	7	77.8	7	77.8	1086
Long Acad	10	4	40.0	*	*	*	*	*	*	*
Madison HS	24	10	41.7	4	40.0	2	20.0	2	20.0	911
Middle College HS - Fraga	1	1	100.0	*	*	*	*	*	*	*
Milby HS	105	85	81.0	55	64.7	25	29.4	23	27.1	965
Mount Carmel Acad HS	4	4	100.0	*	*	*	*	*	*	*
North Forest HS	10	1	10.0	*	*	*	*	*	*	*
North Houston EC HS	54	31	57.4	25	80.6	17	54.8	16	51.6	1034
Northside HS	27	12	44.4	11	91.7	8	66.7	8	66.7	1047
Scarborough HS	21	19	90.5	12	63.2	6	31.6	6	31.6	985
Sharpstown HS	25	5	20.0	3	60.0	4	80.0	3	60.0	1030
Sharpstown Intl	27	27	100.0	25	92.6	17	63.0	17	63.0	1089
South EC HS	18	15	83.3	13	86.7	7	46.7	7	46.7	1067
Sterling HS	21	13	61.9	7	53.8	5	38.5	5	38.5	935
TCAH	10	3	30.0	*	*	*	*	*	*	*
Waltrip HS	85	64	75.3	54	84.4	33	51.6	31	48.4	1042
Washington HS	16	11	68.8	7	63.6	2	18.2	2	18.2	936
Westbury HS	66	53	80.3	42	79.2	29	54.7	25	47.2	1026
Westside HS	179	117	65.4	113	96.6	101	86.3	100	85.5	1179
Wheatley HS	11	4	36.4	*	*	*	*	*	*	*
Wisdom HS	8	5	62.5	4	80.0	4	80.0	4	80.0	1078
Worthing HS	6	5	83.3	4	80.0	2	40.0	1	20.0	998
Yates HS	3	2	66.7	*	*	*	*	*	*	*
YWCPA	20	16	80.0	16	100.0	14	87.5	14	87.5	1136
G/T Grade 11 Total	2,531	1,846	72.9	1,653	89.5	1,326	71.8	1,294	70.1	1136
HISD Grade 11 Total	12,578	6,201	49.3	3,271	52.7	1,978	31.9	1,860	30.0	945

Source: College Board PSAT/NMSQT data file, 4/7/2021; PEIMS Fall Snapshot, 2020

Notes: *Scores not reported for less than five students.

Appendix F–1

G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, CLASS OF 2021

Sorted in Descending order on Mean Composite Score

School Name	# of G/T Grads Enrolled	# of G/T Tested	% of G/T Tested	G/T Mean Composite	# Met State Standard (≥24)	% Met English CR	% Met Mathematics CR	% Met Reading CR	% Met Science CR	% Met All 4
DeBakey HS	173	27	15.6	31.2	93	100.0	96.3	100.0	92.6	92.6
Carnegie HS	163	65	39.9	30.5	92	96.9	95.4	92.3	90.8	87.7
Bellaire HS	272	54	19.9	29.4	91	96.3	96.3	92.6	96.3	90.7
Heights HS	143	5	3.5	28.8	80	100.0	60.0	80.0	60.0	60.0
Kinder HSPVA	181	32	17.7	28.6	81	100.0	78.1	93.8	81.3	71.9
Westside HS	154	17	11.0	27.0	77	100.0	88.2	82.4	82.4	70.6
Lamar HS	229	64	27.9	26.5	67	93.8	67.2	81.3	71.9	57.8
HAIS HS	61	5	8.2	25.0	60	100.0	60.0	60.0	60.0	40.0
Challenge EC HS	38	2	5.3	*	*	*	*	*	*	*
Eastwood Acad HS	49	1	2.0	*	*	*	*	*	*	*
Energy Inst HS	30	1	3.3	*	*	*	*	*	*	*
North Houston EC HS	54	3	5.6	*	*	*	*	*	*	*
South EC HS	10	1	10.0	*	*	*	*	*	*	*
Scarborough HS	22	1	4.5	*	*	*	*	*	*	*
Sterling HS	14	1	7.1	*	*	*	*	*	*	*
Waltrip HS	76	4	5.3	*	*	*	*	*	*	*
Washington HS	13	1	7.7	*	*	*	*	*	*	*
Westbury HS	42	1	2.4	*	*	*	*	*	*	*
YWCPA	6	3	50.0	*	*	*	*	*	*	*
Middle College HS - Gulfton	2	0	0.0	--	--	--	--	--	--	--
Milby HS	121	0	0.0	--	--	--	--	--	--	--
Wisdom HS	16	0	0.0	--	--	--	--	--	--	--
Kashmere HS	5	0	0.0	--	--	--	--	--	--	--
Jones HS	8	0	0.0	--	--	--	--	--	--	--
Furr HS	4	0	0.0	--	--	--	--	--	--	--
Northside HS	20	0	0.0	--	--	--	--	--	--	--
Middle College HS - Fraga	1	0	0.0	--	--	--	--	--	--	--
Madison HS	20	0	0.0	--	--	--	--	--	--	--
Long Acad	11	0	0.0	--	--	--	--	--	--	--
East EC HS	34	0	0.0	--	--	--	--	--	--	--
Leland YMCPA	10	0	0.0	--	--	--	--	--	--	--
Energized for STEM Acad. HS	2	0	0.0	--	--	--	--	--	--	--
Mount Carmel Acad HS	1	0	0.0	--	--	--	--	--	--	--
Houston MSTC HS	114	0	0.0	--	--	--	--	--	--	--
Yates HS	3	0	0.0	--	--	--	--	--	--	--
Sharpstown Intl	16	0	0.0	--	--	--	--	--	--	--
Wheatley HS	12	0	0.0	--	--	--	--	--	--	--
HSLJ	33	0	0.0	--	--	--	--	--	--	--
North Forest HS	13	0	0.0	--	--	--	--	--	--	--
Austin HS	42	0	0.0	--	--	--	--	--	--	--
Sharpstown HS	20	0	0.0	--	--	--	--	--	--	--
Chavez HS	80	0	0.0	--	--	--	--	--	--	--
Worthing HS	4	0	0.0	--	--	--	--	--	--	--
TCAH	9	0	0.0	--	--	--	--	--	--	--
2021 G/T Total	2,331	288	12.4	28.5	79.5	96.5	83.0	87.5	83.3	75.0
2021 District Total	11,846	489	4.1	25.6	60.7	84.5	64.6	72.4	66.1	55.0

Sources: ACT data file, 2021; Graduate File, 2021

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

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

Appendix F–2

G/T SAT PARTICIPATION AND COLLEGE BOARD PERFORMANCE, GRADUATES ONLY, CLASS OF 2021

Sorted on Mean Total Score in Descending Order

School Name	# of G/T Grads	# of G/T Tested	% of G/T Tested	Mean Total	# Met Both (ERW >= 480) (Math >= 530)	% Met Both	Met TAPR (Total >= 1180)	% Met TAPR
Carnegie HS	163	146	89.6	1354	141	96.6	130	89.0
Bellaire HS	272	219	80.5	1329	202	92.2	167	76.3
DeBakey HS	173	155	89.6	1323	146	94.2	125	80.6
Kinder HSPVA	181	143	79.0	1243	109	76.2	90	62.9
Westside HS	154	121	78.6	1235	103	85.1	79	65.3
Energy Inst HS	30	24	80.0	1214	17	70.8	12	50.0
Lamar HS	229	163	71.2	1194	125	76.7	87	53.4
Challenge EC HS	38	35	92.1	1192	30	85.7	15	42.9
Sharpstown Intl	16	10	62.5	1175	7	70.0	4	40.0
YWCPA	6	5	83.3	1170	3	60.0	2	40.0
Leland YMCPA	10	7	70.0	1161	5	71.4	2	28.6
Long Acad	11	5	45.5	1156	4	80.0	2	40.0
HAIS HS	61	29	47.5	1152	21	72.4	12	41.4
North Houston EC HS	54	52	96.3	1143	35	67.3	22	42.3
Eastwood Acad HS	49	42	85.7	1133	29	69.0	19	45.2
East EC HS	34	33	97.1	1122	21	65.6	7	21.9
South EC HS	10	10	100.0	1114	5	50.0	2	20.0
Heights HS	143	95	66.4	1114	49	51.6	27	28.4
Chavez HS	80	51	63.7	1096	29	56.9	15	29.4
Wisdom HS	16	13	81.2	1070	8	61.5	4	30.8
Westbury HS	42	36	85.7	1058	15	41.7	9	25.0
Waltrip HS	76	64	84.2	1043	30	46.9	8	12.5
Northside HS	20	15	75.0	1034	8	53.3	0	0.0
Washington HS	13	6	46.2	1020	2	33.3	1	16.7
Jones HS	8	8	100.0	1019	1	12.5	1	12.5
HSLJ	33	26	78.8	1007	9	34.6	4	15.4
Scarborough HS	22	18	81.8	989	3	16.7	1	5.6
Austin HS	42	23	54.8	987	4	17.4	2	8.7
Madison HS	20	12	60.0	980	2	16.7	0	0.0
Sterling HS	14	11	78.6	955	4	36.4	2	18.2
Milby HS	121	97	80.2	951	22	22.7	4	4.1
Sharpstown HS	20	5	25.0	938	0	0.0	0	0.0
Houston MSTC HS	114	78	68.4	927	15	19.2	3	3.8
Wheatley HS	12	9	75.0	900	0	0.0	0	0.0
North Forest HS	13	6	46.2	877	0	0.0	0	0.0
Energized for STEM Acad HS	2	3	150.0	*	*	*	*	*
Furr HS	4	3	75.0	*	*	*	*	*
Kashmere HS	5	4	80.0	*	*	*	*	*
Middle College HS - Fraga	1	1	100.0	*	*	*	*	*
Mount Carmel Acad HS	1	1	100.0	*	*	*	*	*
Worthing HS	4	4	100.0	*	*	*	*	*
TCAH	9	2	22.2	*	*	*	*	*
Yates HS	3	2	66.7	*	*	*	*	*
2021 G/T Total	2,331	1,793	76.9	1176	1,213	67.7	860	48.0
2021 District Total	11,846	7,189	60.7	960	1,934	26.9	1,114	15.5

Sources: SAT data file, 2020–2021; Graduation file, 2020–2021

Note: The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 480 on the ERW section and greater than or equal to a 530 on the math section. The TAPR score for college readiness is a total score >= 1180. Middle College HS-Gulfton had 2 G/T graduates with no one that tested on the SAT. They are included in the total number of G/T graduates.

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

Appendix G

G/T PROFESSIONAL LEARNING, 2020–2021

Course Description	Credit Hours	N Completing
GT_30 Hour Foundational Training PK-12	30	1,706
GT_Social Emotional Needs of GT Children	6	2,743
GT_Differentiation for Gifted Learners	6	2,405
GT_ Administrators Nature and Needs with Service Options + Social and Emotional Needs of GT Students	6	679
GT_ You Might Have a G/T Student	2	10,256
GT_State Plan for the Education of Gifted/Talented Students	1	1,671
GT_Engaging Gifted Students by Adding Depth and Complexity	6	74
GT_Implementing the Texas Performance Standards Project (TPSP)	6	2
GT_K-12 PowerSchool G/T Forms and Letters Professional Learning	2.5	116
GT_Digital Differentiation	6	86
GT_Differentiation Debbie Diller	6	47
GT_Differentiation for the Gifted in the Digital Age	6	49
GT_Entering Kindergarten Informational Session	1	44
GT_Renzulli Student Profiler Professional Learning	1 to 2	941
GT_Entering Kinder Assessment Training	3	201
GT_Gifted Education Plans – The Power and The Purpose	1 to 2	431
GT_Gifted and Talented Texas Performance Standards Project Training	1	139
GT_Gifted and Talented Depth and Complexity Full Training	5 to 6	4
GT_ The Power and The Purpose of the Gifted Education Plans	2	273
GT_Renzulli Learning Student Profiler	2	64
GT_ Using Depth and Complexity Icons to Elevate Student Engagement	5	24
GT_ Questioning Strategies to Elevate Critical Thought	2	54
GT_ The Differentiator to Establish Tiered Learning Activities and Groupings	1	20
GT_ Navigating the Mentoring Minds Mobile App to Align Critical Thought, Standards Mastery, and SEL	1	25
GT_ Thinking Routines to Drive Critical Thought	1	35
GT_ Navigating the Texas Performance Standards Project (TPSP) Website	1	19
GT_ Gifted and Talented Expo Training	1	55
GT_Digital Choice Boards as an Instructional Tool	2	22
GT_ Identifying Gifted Students in Special Populations	6	126
GT_ Why Being Gifted is Much More Than What We Think	1	27
GT_IB ATL Final Assignment	1	101
GT_Identification & Assessment for GT Students K-12 Online	6	672
GT_ 12 Hour K-12 Online	12	228
Duplicated OneSource Count		23,339
Unduplicated OneSource Count		11,762
Educators completing 6 or more hours		7,825
Educators completing 30 or more hours		1,718

Source: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/7/2021

Note: Charter School personnel are included in OneSource.

Appendix H

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROFESSIONAL LEARNING, 2020–2021

Course Description	Credit Hours	N Completing
AP_ Advanced Placement Teachers PLC	1.5	705
AP_ Advanced Placement (AP) Coordinators 6-12	1	70
AP_ Advanced Placement English Literature and Composition Teachers PLC	2	15
AP_ Capstone Scoring Training	4	9
AP_ Effective Instructional Strategies for Advanced Placement and IB DP/CP Courses	1	20
AP_ HS-Khan Academy Course Mastery	2	17
AP_ HS-Khan Academy Official SAT Practice	2	41
AP_ PS20_JobAlike - Training for AP/DP Teachers/HS	3	524
AP_ Using Khan Academy to Enrich AP Instruction	1	33
AP_ Advanced Placement Basics	2	46
IB_ An Introduction to Recognizing IB ATL Skills in Practice	2	142
IB_ DP/CP (Diploma Programme & Career-related Programme) Coordinator meeting	2	38
IB_ MYP (Middle Years Programme) Coordinator Meeting	2	32
IB_ MYP Coordinator Meeting	2	38
IB_ MYP Unit Planning	2	85
IB_ MYP Unit Planning Part 2	3	67
IB_ MYP Unit Planning Part 2 Final Assignment	1	35
IB_ PLC Meeting for International Baccalaureate Teachers	1.5	207
IB_ Primary Year Programme (PYP) Basics	6	28
IB_ PYP Coordinator Meeting	2	68
IB_ PYP Coordinator Meeting	2	43
IB_ PYP_Agency & Action	6	251
IB_ PYP_Intro to PYP	6	98
IB_ Supporting the MYP to DP transition in Language and Literature, Part 1	1	1
IB_ MYP Unit Planning - Final Assignment	1	47
Duplicated OneSource Count		2,660
Unduplicated OneSource Count		1,348
Educators completing 6 or more hours		679
Educators completing 18 or more hours		5

Source: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/7/2021

Note: Charter School personnel are included in OneSource.