

## MEMORANDUM

May 8, 2023

TO: Board Members

FROM: Millard L. House II  
Superintendent of Schools

SUBJECT: **GIFTED AND TALENTED PROGRAM EVALUATION: 2021–2022**

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 2021–2022 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. This 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 plan by having a high-quality teaching and learning in every classroom, equitable opportunities and resources at every school, and effective services and supports for students with special needs.

Key findings include:

- In 2021–2022, a total of 28,433 students attending 260 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 15.6 percent of the district K–12 population, a 1.4 percentage-point decrease from 17.0 percent in 2020–2021.
- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, male, at-risk, Emergent Bilingual (EB), English as a Second Language (ESL), economically disadvantaged, Alternative Language Program, special education, and homeless students were underrepresented, while White, Asian, Two or more races, and monitored students were overrepresented.
- Although the percentage of students identified through the fifth-grade universal assessment has vacillated over time, approximately two-thirds to three-quarters of the students identified are African American and Hispanic, based on an analysis of two-year cohorts over eight years.
- For 2022, a total of 13,484 Advanced Placement (AP) exams were taken by 6,231 G/T high school students and 56.7 percent of the scores were three or higher on a scale of one to five, an increase of 5.9 percentage points from 2021.

- For 2022, 551 HISD G/T students received results for a total of 1,574 International Baccalaureate (IB) examinations, where 63.1 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 11 students from 2021, but a decrease in the number of exams (240) scoring four or higher.
- On the fall 2021 PSAT results for eleventh grade, 2,726, or 94.9 percent, of G/T students took the PSAT, and a total of 1,431, or 52.5 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 (G/T) Department shares the district's mission, goals, and beliefs as it continues to strive toward program equity. Currently, African American, Hispanic, At-risk, and economically disadvantaged students are underrepresented, while White and Asian students are overrepresented in the G/T program. These gaps further underscore the essential need to continue Universal Testing in fifth grade.

Across the 2021–2022 school year, the district continues to implement a Gifted Education Plan (GEP) where teachers create individual goals and expectations tailored for every G/T student annually. A GEP Report in PowerSchool provides stakeholders the ability to monitor implementation. Additionally, four-year old testing ensures that students are identified early in their educational tenure increasing their opportunities to learn.

The G/T Department increased the levels of community engagement by hosting the inaugural *Opening the G.A.T.E.S. to Gifted Learning–G/T Family Symposium* where 1,480 families registered. Feedback from this forum was positive and offered families guidance for supporting the educational process at home as well as identifying areas of future interest. During the 2021–2022 school year, the G.A.T.E.S family advisory council met four times and conducted a family needs assessment and subsequently presented the results. During one of the sessions, information about the Campus G/T Expo and the Virtual Districtwide G/T Expo was presented to increase family and community participation. Community engagement remains a priority as the G/T Department looks forward to the 2022-2023 school year.

The G/T Department is committed to taking additional steps to improve the identification process by expanding universal testing for HISD Pre-K and second grade in the 2022–2023 school year as a way to improve representation among historically marginalized groups. Secondly, students who audition for a fine arts magnet program in middle school would receive a G/T label to further expand access to G/T programming across all types of gifted children. Other alterations center on revamping the G/T matrix by reviewing the different components such as assessing the value of teacher recommendations, calculating obstacle points, and exploring the use of building norms for the standardized assessments.

Additionally, the G/T Department plans to expand and improve staffing to better meet the needs of currently identified G/T students. This includes broadening training and staff development opportunities, including district-level training for G/T coordinators and a campus-level training on diversity in G/T students. To foster and improve programming, the department plans to create a district-level position focused on G/T compliance.

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

 MLH

Attachment

cc: Superintendent's Direct Reports  
Assistant Superintendents  
Khechara Bradford, Ed.D.  
Connie Smith, Ph.D.  
Maggie Gardea



# RESEARCH

Educational Program Report

**GIFTED AND TALENTED PROGRAM  
EVALUATION, 2021-2022**



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# GIFTED AND TALENTED PROGRAM EVALUATION 2021–2022

## Executive Summary

### Program Description

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

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

The *Texas State Plan for the Education of Gifted/Talented (G/T) Students* (herein referred to as the Texas State Plan) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 2019). The State Board of Education approved revisions to the Texas State Plan in July 2019. The Texas State Plan establishes standards for accountability while recognizing exemplary actions. All districts are required to meet 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. Specific measures of compliance include the following six components of the Texas State Plan:

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

### Key Findings

- In 2021–2022, a total of 28,433 students attending 260 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 15.6 percent of the district K–12 population, a 1.4 percentage-point decrease from 17.0 percent in 2020–2021.
- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, male, at-risk, economically disadvantaged, Emergent Bilingual (EB), English as a Second Language (ESL), Alternative Language Program, special education, and homeless students were underrepresented, while White, Asian, Two or more races, female, and monitored students were overrepresented.

- Although the percentage of students identified through the fifth-grade universal assessment has varied over time, approximately two-thirds to three-quarters of the students identified are African American and Hispanic, based on an analysis of two-year cohorts over eight years.
- For 2022, a total of 13,484 Advanced Placement (AP) exams were taken by 6,231 G/T high school students and 56.7 percent of the scores were three or higher on a scale of one to five, an increase of 5.9 percentage points from 2021.
- For 2022, 551 HISD G/T students received results for a total of 1,574 International Baccalaureate (IB) examinations, where 63.1 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 11 students from 2021, but a decrease in the number of exams (240) scoring four or higher.
- On the fall 2021 PSAT results for eleventh grade, 2,726 (94.9 percent) of G/T students took the PSAT, and a total of 1,431 (52.5 percent) met both College and Career Readiness (CCR) Benchmarks.
- A total of 170 G/T students (7.1 percent) from the 2022 G/T graduating class took the ACT and 53.5 percent of those testers met all four CCR Benchmarks in English ( $\geq 18$ ), Mathematics ( $\geq 22$ ), Reading ( $\geq 22$ ), and Science ( $\geq 23$ ).
- A total of 2,280 G/T students (94.9 percent) from the 2022 G/T graduating class took the SAT and 69.2 of those testers met the CCR Benchmarks for both ERW ( $\geq 480$ ) and Math ( $\geq 530$ ).
- To meet state mandates, a survey was administered during the 2021–2022 school year to parents of G/T students to collect information regarding the identification and assessment process. A total of 267 parents provided feedback on the identification and assessment procedures for HISD out of 955 respondents, reflecting 28.0 percent of the total. The top category was *Communication* (32.9 percent) followed by *Results* (29.7 percent), or *Test Administration* (17.1 percent).

### Recommendations

1. To ensure equity of opportunity, the district should continue to universally test fifth grade students.
2. To monitor equity of opportunity, the district should centralize and digitize G/T nominations and G/T students who have exited the program.
3. On campuses with less than 4 G/T students at a grade level, steps should be taken to ensure students are scheduled with their G/T peers, G/T teachers have been trained to identify G/T students, and classroom instruction monitored to ensure that G/T students have a rigorous curriculum.
4. The Gifted and Talented Department should develop outcome measures to monitor and evaluate the rigor of the curriculum.
5. To ensure data quality, data validation measures should be implemented in PowerSchool for the Gifted Education Plan and the G/T Matrix.

6. Due to data quality issues and the limitation of the GEP Report available in PowerSchool, it is not possible to fully evaluate the Gifted Education Plan as an instructional tool or monitor its implementation.
7. Increase the level of district technical 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.
8. 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.
9. 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.
10. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
11. Ensure that all 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.
12. 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 2021–2022, the program served students at the following locations:

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

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

According to The Texas Education Agency (TEA), kindergarten students need to be assessed, and if identified, provided G/T services before March 1. 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.

### 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,

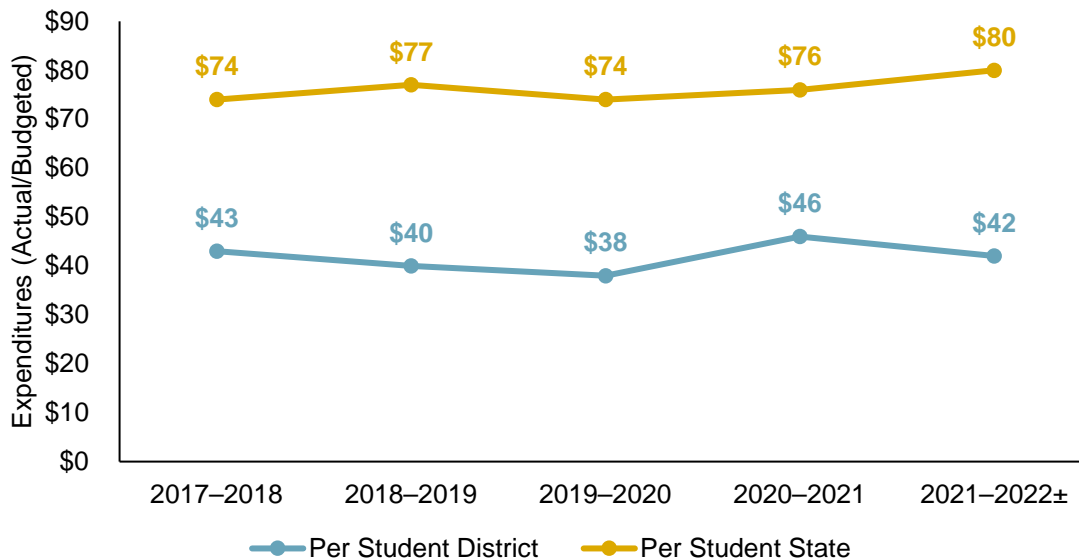
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12, and
- Kinder High School for Performing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

### Budget

The amount budgeted for the G/T Program for 2021–2022 was approximately \$6,287,994 (Houston Independent School District, 2021b). Expenditures for the program were at the discretion of the schools. The budgeted amount included salaries (76.1 percent), supplies and materials (19.3 percent), contracted services (2.8 percent), other operating expenses (1.5 percent), and capital outlay (0.3 percent).

**Figure 1** compares district and state expenditures from 2017–2018 to 2021–2022 using the PEIMS Standard Financial Reports, Budgeted and Actual data (Texas Education Agency, 2021a and 2020). For 2021–2022 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 2021–2022, the budgeted amount for the district was \$6,287,994. Compared to actual expenses incurred in 2020–2021, the per student district and state allocations decreased from \$46 in 2020–2021 to \$42 in 2021–2022 (10.5 percent decrease) for the district and from \$76 in 2020–2021 to \$80 in 2021–2022 (5.4 percent increase) for the state.

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



Sources: PEIMS Financial Standard Reports, Financial Actual Report, various years

Note: ±For 2021–2022, 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. 43–46) describes the methods used in detail.

### Data Limitations

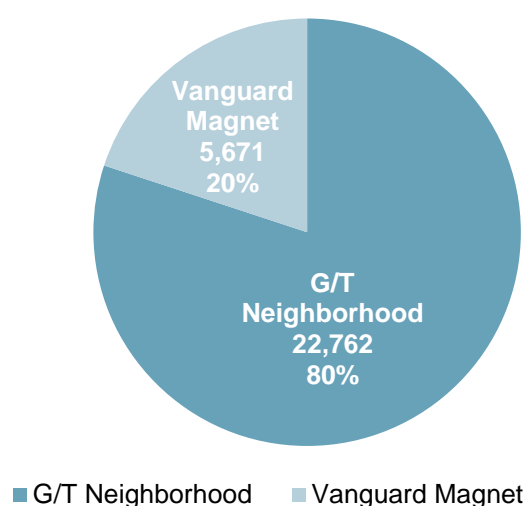
For a detailed description of the limitations in using OneSource, AP Exam data, survey data, and the Public Education Information System (PEIMS) data files, see Appendix B, pp 45–46.

## Results

### *What program options were provided to G/T students during the 2021–2022 school year?*

- In HISD, 28,433 G/T students were served through two different program designs, Vanguard Magnet or Gifted and Talented Neighborhood. Out of 269 schools serving K–12 in HISD, 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 2021–2022, 22,762 (80 percent) of G/T students participated in the Gifted and Talented Neighborhood program (K–12) compared to 5,671 (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, 2021–2022**



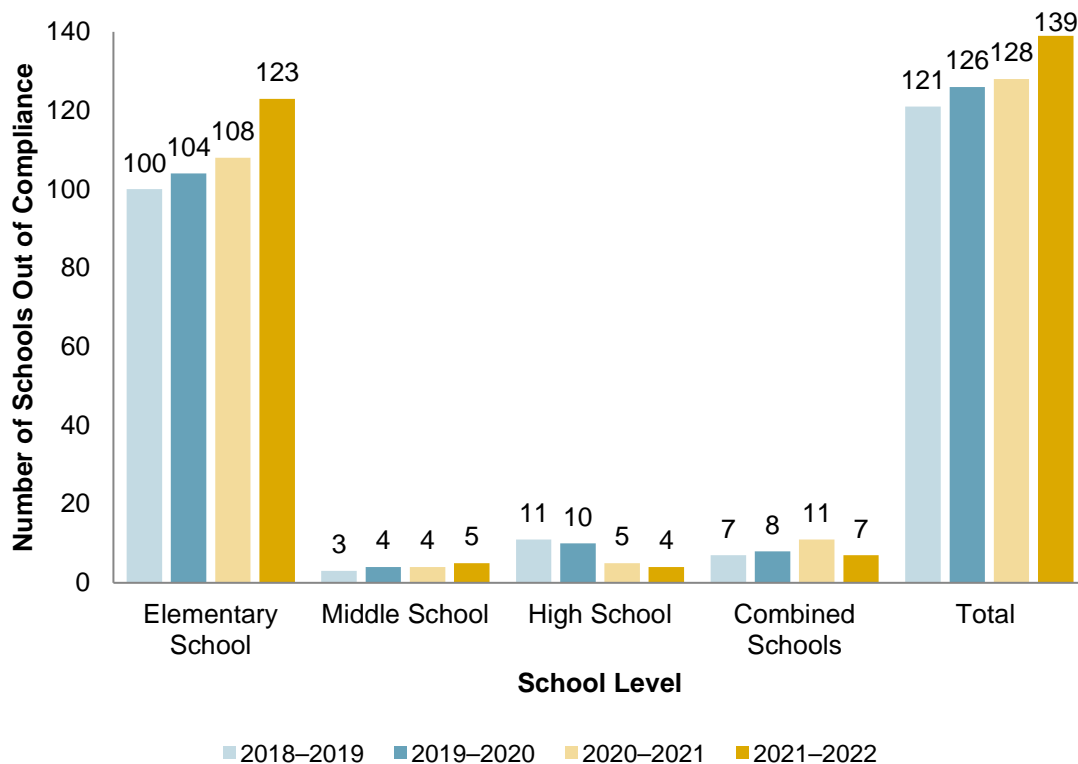
Source: Fall PEIMS Snapshot, 2021

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 4) (Texas Education Agency, 2021c). However, for 2021–2022,

there were 139 campuses that identified fewer than four G/T students for at least one grade level. When comparing 2018–2019 to 2021–2022, there was an **increase** in the number of campuses that had fewer than four G/T students for at least one grade level from 128 to 139 (**Figure 3**).

- In 2021–2022, there were 123 elementary schools, five middle schools, four high schools, and seven combined schools with fewer than four G/T students in one or more grade levels (Figure 3). A list of G/T enrollment by campus and by grade level, is provided in **Appendix C**, pp.47–52. From 2018–2019 to 2021–2022, there was an increase in the number of elementary and middle schools, decreases in the number of high schools, and no change in the number of combined schools with one or more grade levels with fewer than four students.

**Figure 3. Number of Schools with Fewer than 4 G/T Students Identified for at least One Grade Level, 2018–2019 to 2021–2022**



Sources: Fall PEIMS Snapshot, 2018 to 2021

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

For the 2021–2022 school year, the Texas Education Agency required districts to submit the Gifted and Talented Program Code in October 2021. 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–1** (p. 27).

- Out of 312 responses, five campuses (1.6 percent) indicated they did not provide a program for gifted and talented students. Of the five campuses, all of them selected this as their only program code. These campuses included four early childhood centers and one middle school.

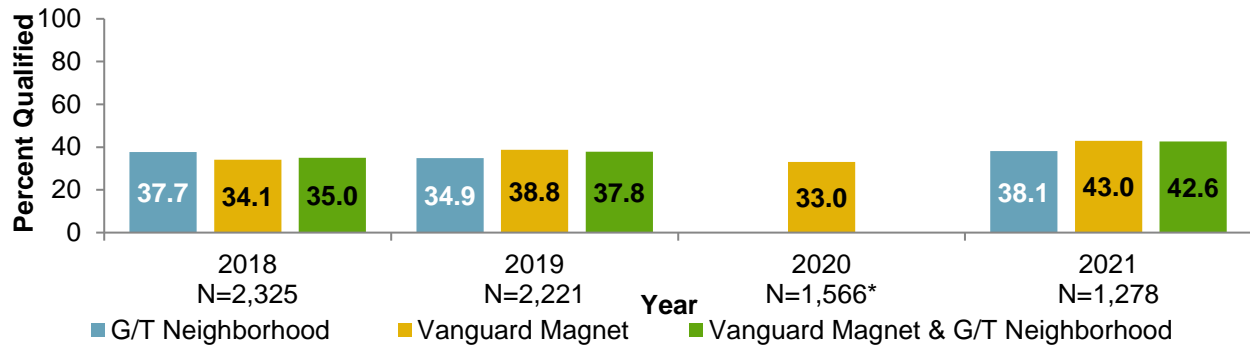
- Twenty-nine campuses (9.3 percent) indicated they used a pull-out program where a G/T student receives part-time services from a G/T trained teacher on a regular schedule in another classroom setting apart from their regular classroom.
- Thirty-eight campuses (12.2 percent) indicated they used a push-in model where services were provided by a G/T trained teacher while the G/T student was in the regular classroom.
- Forty-seven campuses (15.1 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, 188 (60.3 percent), implemented a full-time inclusion model where G/T students receive most of their core subjects from a G/T trained teacher, but the classroom is composed of peers who are not identified as G/T.
- Five campuses (1.6 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 program implementation ensure equity of opportunity?*

#### G/T Enrollment

- For the 2021–2022 school year, a total of 28,433 students were identified as G/T compared to the district enrollment of 182,222 (Grades K–12). In 2020–2021, a total of 31,464 students were identified as G/T compared to the district enrollment of 185,385. The G/T percentage for the district has **decreased** from 17.0 percent in 2020–2021 to 15.6 percent in 2021–2022 (**Table A–2**, p. 28).
- The G/T percentages **increased** from 2020–2021 to 2021–2022 for kindergarten, eighth, tenth, eleventh, and twelfth grades, but declined for all other grade levels.
- The **increase** in the percentage of G/T kindergarten students for 2021–2022 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 2021–2022**

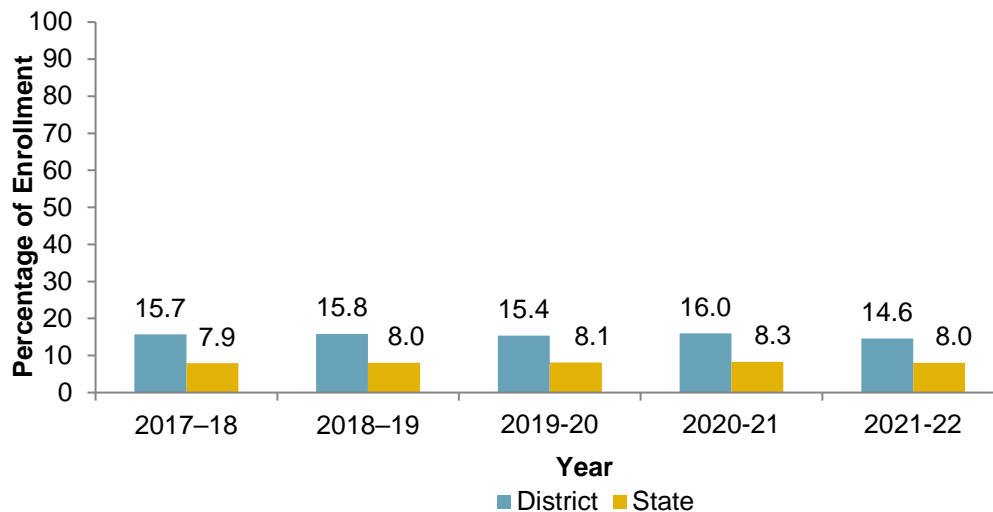


Sources: Entering Kindergarten file, Gifted and Talented Department; Magnet Applications Data file, 2021–2022; *Gifted and Talented Program Evaluation, 2020–2021*

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 enrolled at the state level increased slightly from 7.9 percent in 2017–2018 to 8.0 percent in 2021–2022. 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 enrolled at the district level decreased from 15.7 percent for 2017–2018 to 14.6 percent in 2021–2022. The G/T percentage for the district has consistently exceeded that of the state by at least 6.6 percentage points since 2017–2018 (Figure 5).

**Figure 5. State and District Percentage of G/T Enrollment (Early Childhood included), 2017–2018 to 2021–2022**



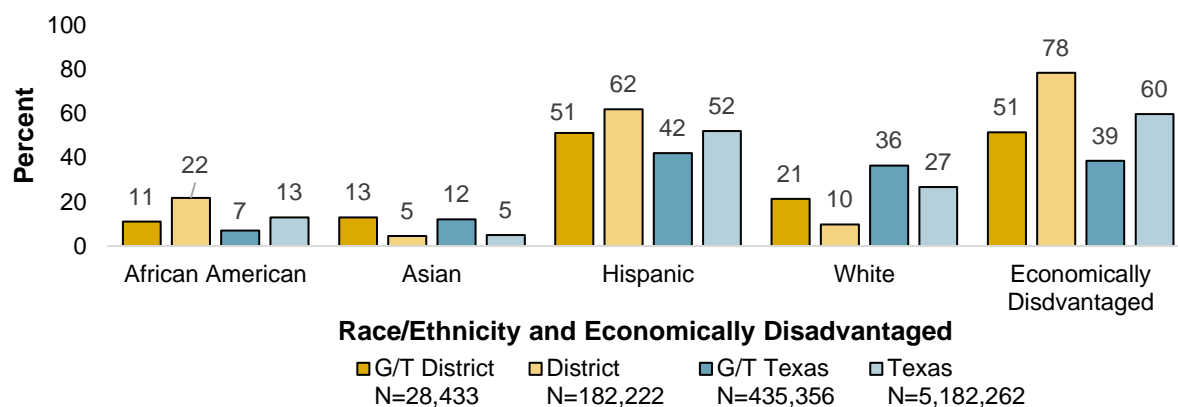
Sources: PEIMS Standard Reports, Student Program and Special Population Reports: 2017–2018 to 2021–2022

- African American students comprise 21.8 percent of the total HISD population in grades K–12 in 2021–2022. These students represent 11.0 percent of the G/T population reflecting an **underrepresentation** of African American students by 10.8 percentage points (**Table A–3**, p. 29).
- Hispanic students comprise 61.9 percent of the total HISD population in grades K–12. These students represent 51.1 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 10.8 percentage points (**Table A–3**).
- While at-risk students comprise 60.8 percent of the total HISD population in grades K–12, these students represent 31.0 percent of the GT population, reflecting an **underrepresentation** of at-risk students by 29.8 percentage points.
- While economically disadvantaged students comprise 78.4 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 27.0 percentage points (**Table A–3**).
- Since 2020–2021, underrepresentation has **increased** for Hispanic, at-risk, and emergent bilingual students by at least one percentage point (**Table A–3**).
- 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–4**, p. 30).
- For kindergarten applicants, 54 percent of African American and 59 percent of Hispanic students who were identified as G/T in 2021–2022, accepted and enrolled in an HISD school for the 2022–2023 school year. As of December 12, 2022, 100 percent of African American, Asian, Hispanic, two or more races, and White kindergarten students who accepted and enrolled in the district were coded as G/T in the Student Information System (**Table A–5**, p. 31).
- For sixth grade, 82 percent of African American and 92 percent of Hispanic students who were identified as G/T during the universal assessment in 2021–2022, accepted and enrolled in an HISD school for the 2022–2023 school year. As of December 12, 2022, 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 coded as G/T on the Student Information System (**Table A–5**).
- When comparing the race/ethnicity percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole, whereas White and Asian students are **overrepresented** (**Table A–6**, p. 32).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 0.0 percent at Carrillo and De Zavala elementary schools to 44.0 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 12.4 percent at T.H. Rogers ES/MS to 98.6 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 64.0 percent at Travis Elementary School, while the

percentage of Asian students ranged from 0.0 percent at Burbank Middle School to 55.5 percent at T.H. Rogers ES/MS (Table A–6, p. 32).

- A total of 32.6 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 6.4 percent at Travis Elementary School to a high of 93.2 percent at De Zavala Elementary School (Table A–6).
- 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 2021–2022 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 2021–2022; the district’s differential for African American, Hispanic, and economically disadvantaged students exceeds the state by 5 percentage points, 1 percentage point, and 6 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, 2021–2022**



Sources: Texas Education Agency (2021b), *Enrollment in Texas Public Schools, 2021–2022*; Fall PEIMS Snapshot, 2021

**Figure 6B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2021–2022**

	District Differential		Texas Differential	
African American		-11		-6
Asian		8		7
Hispanic		-11		-10
White		12		10
Economically Disadvantaged		-27		-21

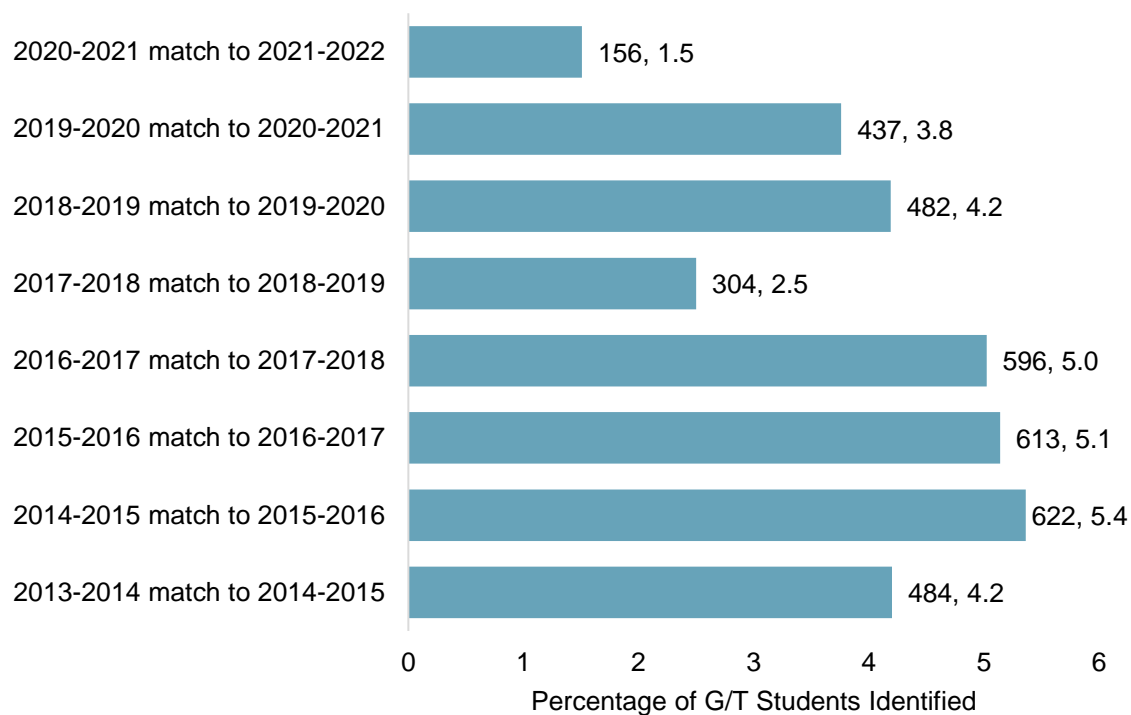
Sources: Texas Education Agency (2021b), *Enrollment in Texas Public Schools, 2021–2022*; Fall PEIMS Snapshot, 2021



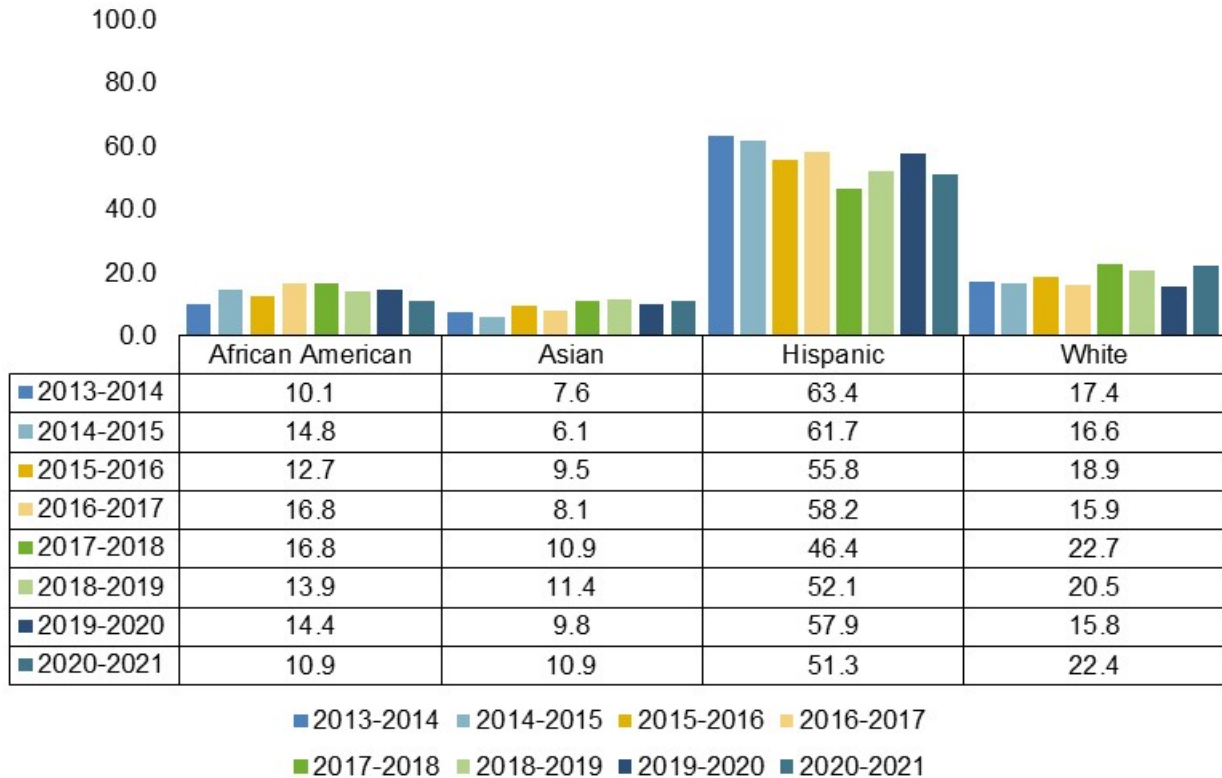
To examine the fifth-grade policy that would discontinue fifth-grade universal testing, analyses were conducted by looking at two-year cohorts over 8 years. **Figure 7A** shows the number and percentage of students that were identified during the fifth-grade universal assessment and enrolled in the district for sixth grade. **Figure 7B** shows the demographic composition of the students who were subsequently identified as G/T in sixth grade. The assumption is that the students identified for services in sixth grade participated in the universal assessment. The percentage of G/T students is based on the number of fifth grade students who subsequently enrolled in HISD for sixth grade.

During this time frame (2013–2014 to 2021–2022), there have been changes in the assessments used. For example, in 2013–2014, the district used Stanford10/Aprenda2 and the Naglieri Nonverbal Ability Test (NNAT2). The assessments changed in 2014–2015 to the Iowa/Logramos and the CogAT Abilities Test, Nonverbal section. There was a policy change in 2015–2016 where fifth grade students carried their G/T label throughout their middle and high school tenure and were no longer retested. In 2017, Hurricane Harvey impacted enrollments as did COVID-19 during the 2020–2021 school year. For the 2020–2021 school year, students were required to test on campus. Not all parents who selected virtual instruction for the next grading cycle felt comfortable bringing their children to test in a classroom setting. However, in 2020–2021, there was a change in the G/T Matrix where students were able to qualify for G/T services based on subject areas with a lower matrix score as well as all four core subjects.

**Figure 7A. Cohort Analysis of Fifth Grade Students Identified as G/T in Sixth Grade**



Sources: Fall PEIMS Snapshot, various years

**Figure 7B. Demographic Composition of Students Identified as G/T for Sixth Grade**

Sources: Fall PEIMS Snapshot, various years

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

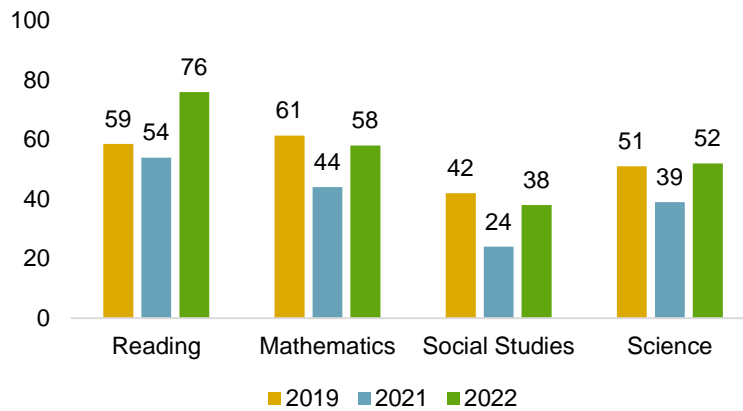
### State of Texas Assessments of Academic Readiness (STAAR)

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 2022, the number of G/T students tested and the performance by grade level can be found in **Tables A–7A to A–9B** (pp. 33–35). **Figure 8**, p. 14 summarizes the percentage of G/T students in grades 3–8 scoring at

the Masters Grade Level Standard on the STAAR English reading, mathematics, science and social studies exams for 2022. **Figure 9** summarizes the percentage of G/T students in grades 3–5 scoring at the Masters Grade Level Standard on the STAAR Spanish reading, mathematics, and science exams.

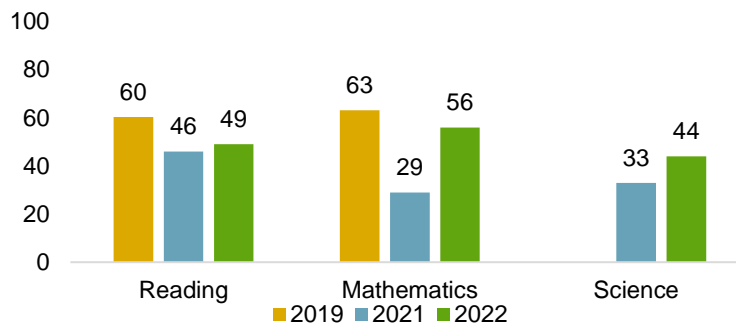
- The percentage of G/T students who met the Masters Grade Level Standard on the STAAR English assessments for reading and science increased when comparing 2019 to 2022, but decreased for mathematics and social studies (**Figure 8**).
- The percentage of G/T students who met the Masters Grade Level Standard on the STAAR Spanish assessments for reading and mathematics decreased for reading and mathematics when comparing 2019–2022. Comparisons were not made for science since the 2019 results were masked (Figure 9).

**Figure 8. English G/T STAAR 3–8 Results, Masters Grade Level Standard, 2019, 2021, and 2022**



Source: Cognos STAAR 3–8 Extract, 7/21/2022  
Note: Excludes Alternate 2 results.

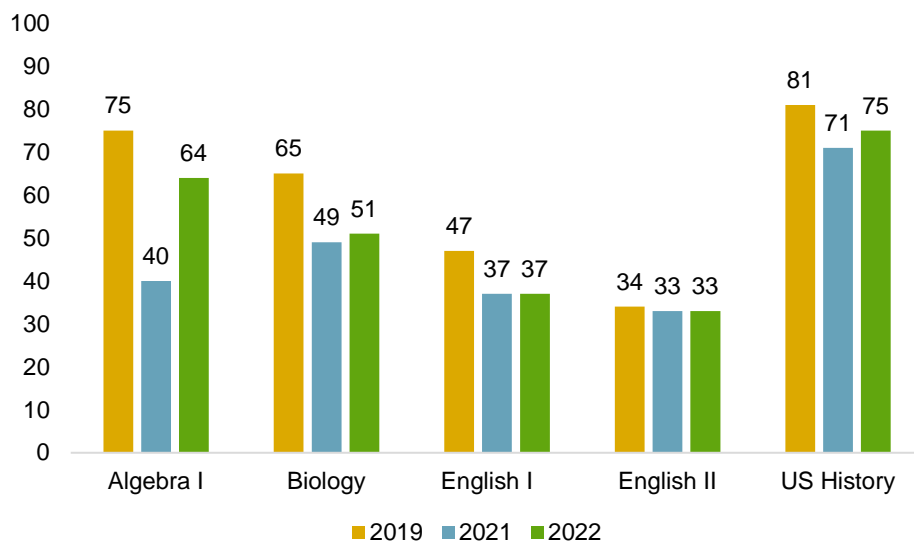
**Figure 9. Spanish G/T STAAR 3–8 Results, Masters Grade Level Standard, 2019, 2021, and 2022**



Source: Cognos STAAR 3–8 Extract, 7/21/2022  
Note: Excludes Alternate 2 results. In 2019, only 3 students tested in science and their results are not included on the graph.

- For 2022, first-time G/T testers on the STAAR End-of-Course exams scored 64 percent in Algebra I, 51 percent in Biology, 37 percent in English I, 33 percent in English II, and 75 percent in US History at the Masters Grade Level Standard of performance.
- Figure 10** summarizes the percentage of G/T students scoring at the Masters Grade Level Standard on the STAAR EOC exams. When comparing 2019 to 2022, student performance decreased in the percent of G/T students meeting the Masters Grade Level Standard in all subjects; however, in 2022, G/T students outperformed students in Algebra, Biology, and US History compared to student performance in 2021 (**Tables A-9A and A-9B**, p. 35).

**Figure 10. G/T STAAR End-Of-Course (EOC) Results, Masters Grade Level Standard, 2019, 2021, and 2022**



Source: Cognos STAAR 3–8 Extract, 7/21/2022

Note: Excludes Alternate 2 results.

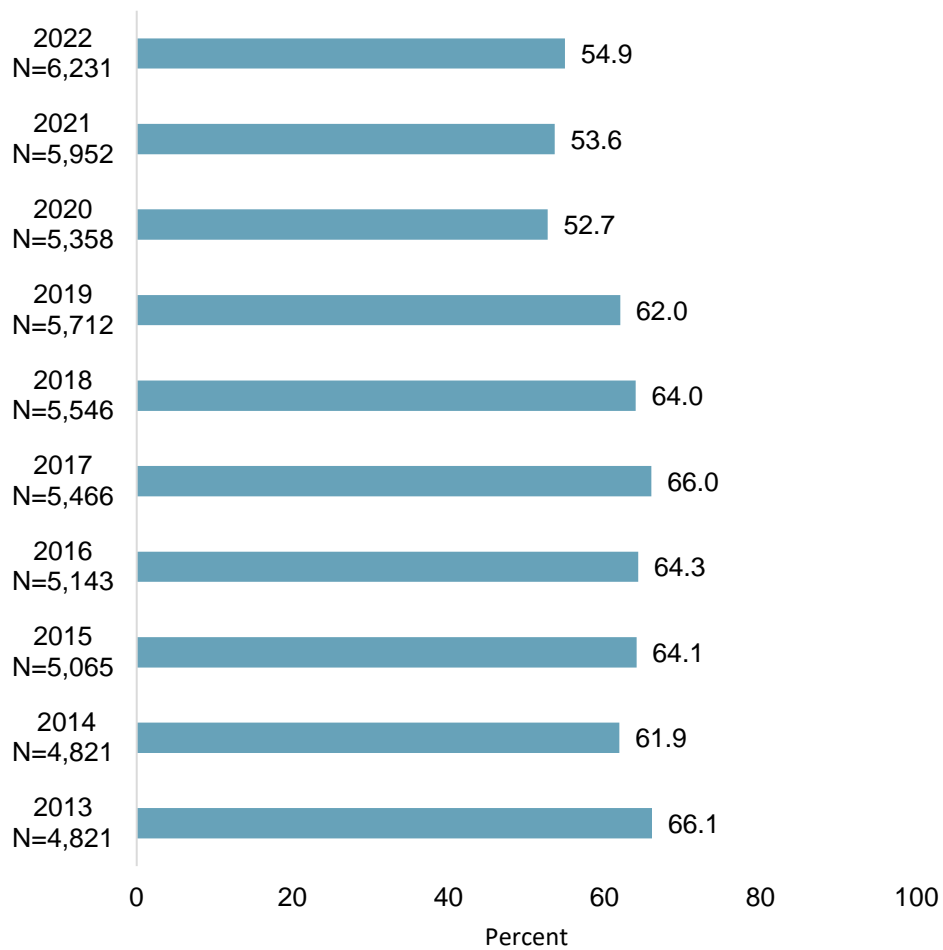
***What evidence exists to document positive student performance trends for students participating in the gifted program?***

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 29.2 percent from 4,821 in 2013 to 6,231 in 2022, although the percentage of G/T students taking AP tests decreased by 11.2 percentage points from 66.1 percent in 2013 to 54.9 percent in 2022. The number and percentage of G/T students taking AP tests increased by 4.7 percent and by 1.3 percentage points from 2021 (**Appendices D–1 and D–2**, pp. 53–54 and **Figure 11**, p. 16).

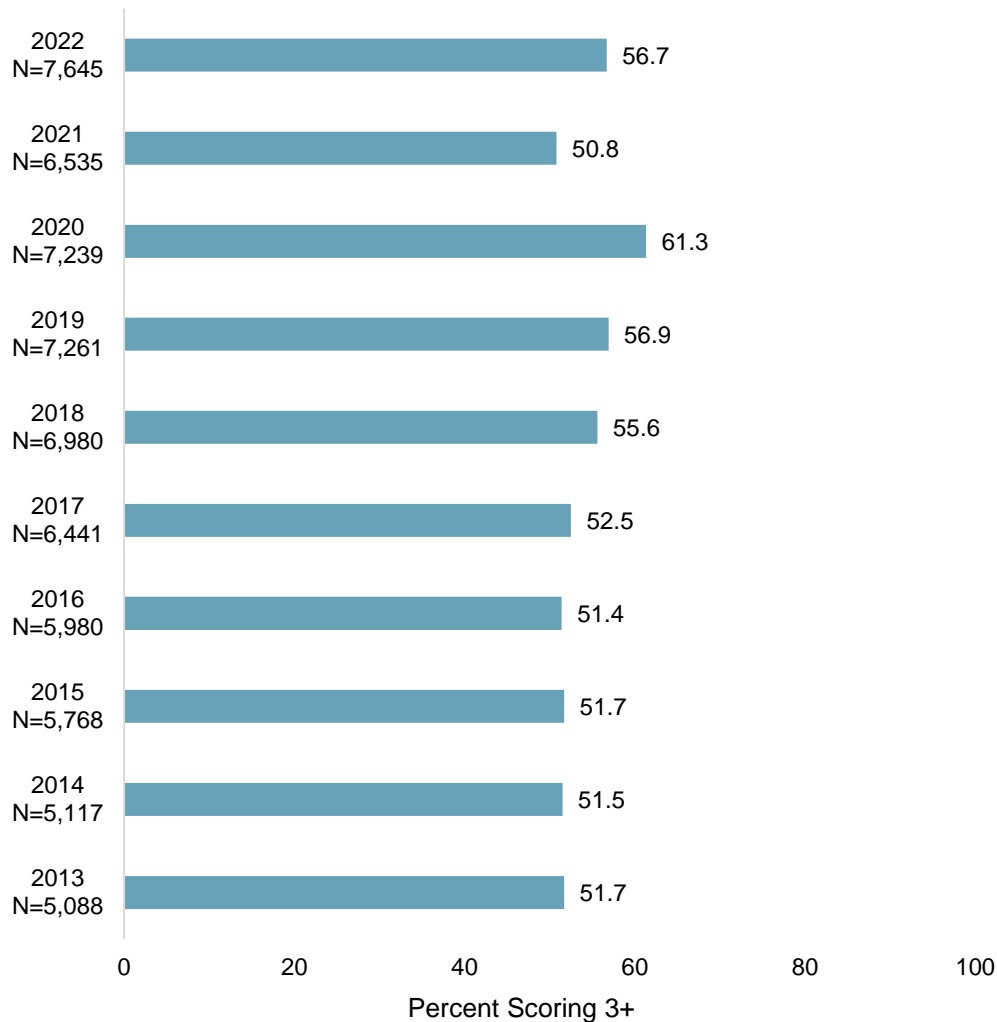
**Figure 11. Number of G/T High School Students Taking AP Exams and Participation Rates, 2013 to 2022**



Sources: College Board AP data file; 8/24/2022; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2020–2021*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 77 students. Due to COVID-19, 2020 AP Exam results are not comparable with subsequent or previous years.

- For 2022, a total of 13,484 Advanced Placement (AP) exams were taken by 6,231 G/T high school students and 56.7 percent of the scores were three or higher on a scale of one to five, an **increase** of 5.9 percentage points from 2021 (Appendix D–2 and Figures 11 and 12, pp. 16–17).

**Figure 12. Number and Percentage of High School G/T AP Exams Scored 3 or Higher, 2013 to 2022**

Sources: College Board AP data file; 8/24/2022; HISD Research and Accountability, *Gifted and Talented Program Evaluation, 2020–2021*

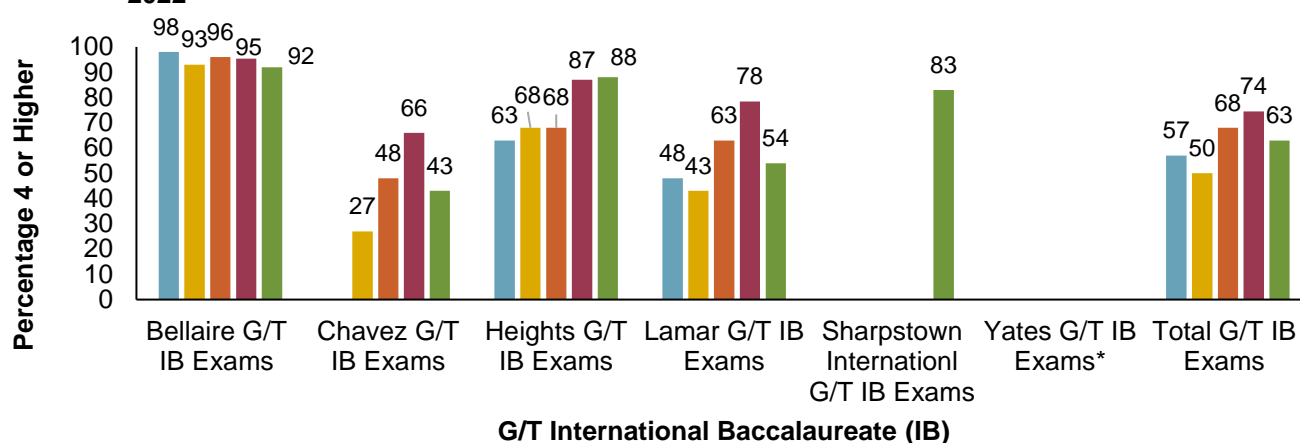
Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 77 students. G/T enrollment rates reflect only enrollment for schools participating in AP testing. Due to COVID-19, 2020 AP Exam results are not comparable with subsequent or previous years.

**Table A–10** (p. 36) summarizes the number of G/T high school students who earned an AP Award, the type of award, along with a description of the criteria needed to earn each award for 2021 and 2022. Students could earn more than one award, and the awards reflect cumulative testing results. In the 2022 school year 1,793 G/T students earned at least one AP Award and earned 1,963 awards in total. The highest number of students earned an AP Scholar Award (N=862). To earn this distinction, a student needed to receive scores of 3 or higher on three or more AP Exams. This was followed by 642 G/T students who earned the AP Scholar with Distinction and 287 G/T students who earned the AP Scholar with Honor. One hundred thirty-one G/T students earned the AP Capstone Diploma, and thirty-eight G/T students earned the AP Seminar and Research Certificate. Three G/T students earned the International Diploma.

### International Baccalaureate (IB)

- In 2022, 551 HISD G/T students received results for a total of 1,574 International Baccalaureate (IB) examinations, where 63.1 percent scored a four or higher on a scale from one to seven. This reflects an **increase** in participation of 11 students from 2021, but a **decrease** in the percentage of exams scoring four or higher (**Table A–11**, p. 37 and **Figure 13**).
- For 2022, 30 Bellaire, 2 Chavez, 25 Heights, and 44 Lamar high schools' G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 164 in 2021 to 101 in 2022. Chavez High School produced their first diplomates in 2019 (**Table A–12**, p. 37).
- For 2022, Chavez, Heights, and Lamar, high schools offered students the opportunity to earn a Career-related Programme certificate (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 228 Candidates, 73 students completed the Career-related Programme in 2022 reflecting an **increase** from 2021. For G/T students in 2022, 28 out of 69 candidates completed the Career-related Programme (Table A–12).

**Figure 13. Percentage of IB Tests Taken by G/T Students Scored at 4 or Higher, Spring 2018–2022**



■ Spring 2018 N=1,411   
 ■ Spring 2019 N=1,623   
 ■ Spring 2020 N=1,743   
 ■ Spring 2021 N=540   
 ■ Spring 2022 N=551

Sources: International Baccalaureate Organization Candidate Results, 2022; Gifted and Talented Evaluation Report, 2020–2021

Notes: N=Number of Exams taken by G/T Students across all schools. Chavez High School began IB testing in 2019, Yates began testing in 2021, and Sharpstown International began in 2022.

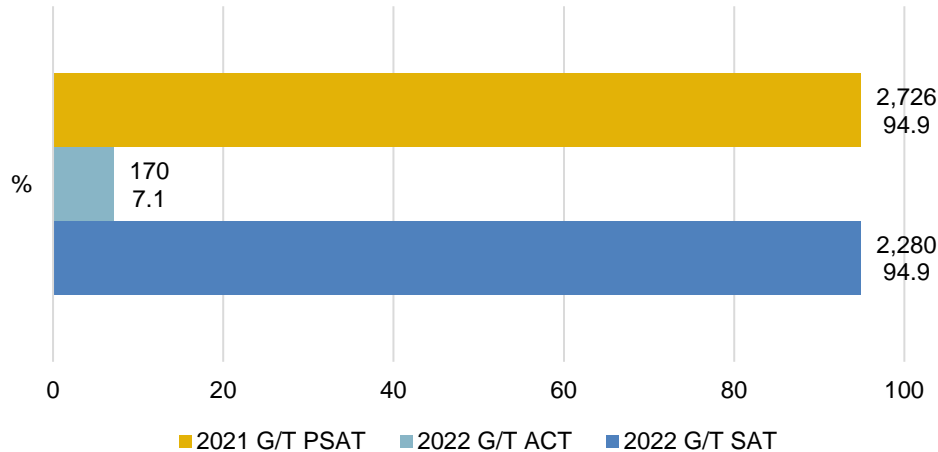
\*No results reported for less than 5 students.

### PSAT, ACT, and SAT

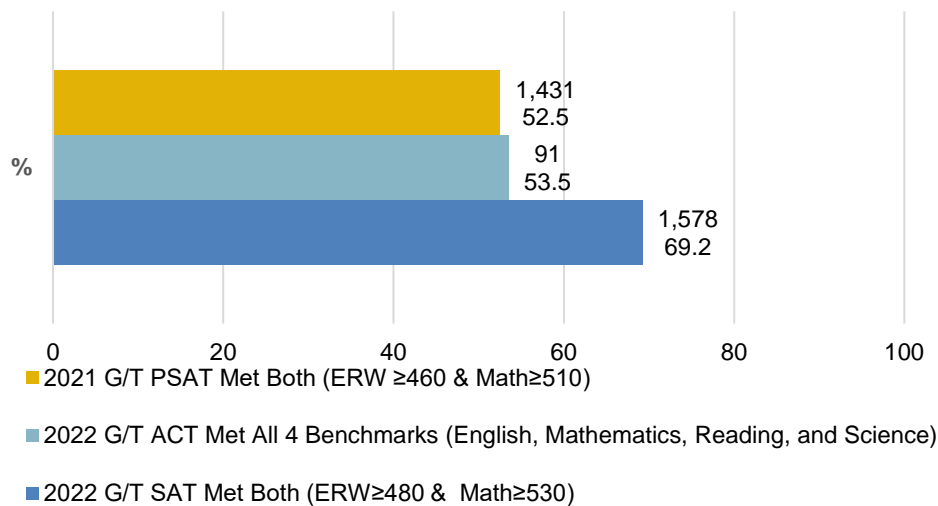
- On the fall 2021 PSAT results for eleventh grade, 2,726 (94.9 percent) of G/T students took the PSAT, and a total of 1,431 (52.5 percent) met both College and Career Readiness (CCR) Benchmarks. (**Appendix E**, p. 55 and **Figures 14A** and **14B**, p. 19).

**Figures 14A and 14B. G/T 11<sup>th</sup> Grade Participation and Performance on the PSAT (Fall 2021) and the Graduating Class on the ACT and SAT, 2022**

**Figure 14A. Participation**



**Figure 14B. Performance**



Sources: PSAT data file, 4/7/2021; ACT data file, 2021–2022; SAT data file 2021–2022; Student Leaver File, 2/8/2022; PEIMS Fall Snapshot, 2021

Notes: ERW=Evidence-based Reading and Writing. ACT College Readiness Benchmarks are 18 in English, 22 in Math, 22 in Reading, and 23 in Science.

- A total of 170 G/T students (7.1 percent) from the 2022 G/T graduating class took the ACT and 53.5 percent met all four CCR Benchmarks (English  $\geq$ 18; Mathematics  $\geq$ 22; Reading  $\geq$ 22; and Science  $\geq$ 23) (**Appendix F–1**, p. 56 and Figures 14A and 14B).
- A total of 2,280 G/T students (94.9 percent) from the 2022 G/T graduating class took the SAT and 69.2 met the CCR Benchmarks for both ERW ( $\geq$ 480) and Math ( $\geq$ 530) (**Appendix F–2**, p. 57 and Figures 14A and 14B).



### Advanced Courses, Graduates and Gifted Educational Plan (GEP)

According to the Texas State Plan, the district is expected to provide an array of appropriately challenging learning experiences in each of the four foundation curricular areas. This was operationalized by looking at enrollment and completion of International Baccalaureate Middle Years Programme (IBMYP), Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), dual credit, and honors courses. Grade distributions for middle school and high school courses can be found in **Appendix G–1**, p. 58 and **Appendix G–2**, p. 59, respectively.

- At the middle school level, 95.4 percent of G/T students were enrolled in at least one advanced course in a core content area in 2021–2022. Percentages ranged from 90.7 percent in grade 6 to 98.1 percent in grade 8 (**Table A–13**, p. 38).
- For high school students, 90.0 percent of G/T students were enrolled in at least one advanced course in a core content area in 2021–2022. Percentages ranged from 89.2 percent in grade 10 to 91.5 percent in grade 12 (**Table A–14**, p. 38).
- Completion rates for G/T students in middle school were highest in mathematics for all grade levels, ranging from 87.1 percent in grade 6 to 91.3 percent in grade 7 (**Table A–15**, p. 38).
- Completion rates for G/T students in high school were highest in English Language Arts (ELA) for grade 10 at 79.1 percent (**Table A–15**).
- For grades 11 and 12, completion rates were highest in social studies at 105.6 percent and 129.7 percent, respectively. Percentages were over 100 since students took more than one advanced course in the social studies content area (**Table A–15**).
- For middle school G/T students, at least 86.7 percent of G/T students received an A or B in Reading/ELA, mathematics (86.1 percent), science (88.7 percent), and social studies (85.4 percent). The highest percentage of G/T students receiving an F in Reading/English Language Arts occurred in grade 8 (4.1 percent), in grade 7 for mathematics (2.9 percent), in grade 7 for science (3.6 percent), and grade 8 for social studies (4.4 percent) (**Appendix G–1**, p. 58).
- For high school G/T students, at least 81.2 percent of G/T students received an A or B in ELA, mathematics (71.9 percent), science (77.9 percent), and social studies (73.8). The highest percentage of G/T students receiving an F occurred in grade 11 in ELA (6.9 percent), mathematics (10.5 percent), and science (6.5 percent), and grade 9 for social studies (9.8 percent) (**Appendix G–2**, p. 59).
- Using a four-year longitudinal cohort methodology for the Class of 2021, 97.7 percent graduated, 0.5 percent continued in high school, 0.4 percent received the Texas Certificate of High School Equivalency, and 1.4 percent dropped out of school (**Table A–16**, p. 39). The percentage of G/T students that graduated increased by 0.3 percentage point, and the percentage of G/T students that dropped out decreased by 0.5 percentage point compared to the prior cohort.
- On January 14, 2016, the HISD Board originally approved the addition of the Gifted Education Plan (GEP) as a G/T Standard. For the 2021–2022 school year, GEPs were completed for 15,962 students or 56.1 percent of the district's G/T students. This reflects a 6.3 percentage point decrease from the previous year (**Table A–17**, p. 40).

- Due to data quality issues in PowerSchool, it was not possible to fully evaluate the GEP as an instructional tool or monitor its implementation.
- According to the District Improvement Plan, by June 2022, G/T students would receive targeted instruction for reading and mathematics as evidenced by 100 percent of Grade 3 students having an implemented Gifted Education Plan. It was not possible to fully evaluate this objective due to data quality errors. Moreover, 100 percent of third grade students did not have an implemented or completed GEP. This goal assumes that the GEP guides instruction, and this is not the case.

*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 2021–2022 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 June 12, 2021, and was completed by June 8, 2022. Not all campuses completed the documentation for the 2021–2022 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 2021–2022 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 2021–2022, a total of 8,603 educators (unduplicated) completed at least one G/T professional learning course (**Appendix H**, pp. 60–61).
- For 2021–2022, 20,407 educators (duplicated) completed one or more of the 45 G/T professional learning opportunities offered (**Appendix H**). The 45 courses exclude any courses for which educators would not receive G/T credit, such as monthly coordinator meetings.

- For 2021–2022, a total of 6,633 educators completed six or more hours of G/T professional learning courses meeting the annual state mandate, and 981 educators completed 30 or more hours (**Appendix H**, pp. 60–61).
- For 2021–2022, a total of 1,087 educators (unduplicated) completed at least one AP or IB professional learning course (**Appendix I**, p. 62).
- For 2021–2022, a total of 1,779 educators (duplicated) completed at least one AP or IB professional learning course (**Appendix I**).
- For 2021–2022, a total of 90 educators completed six or more hours of AP or IB professional learning courses meeting the annual state mandate, but none of the educators completed 18 or more hours (**Appendix I**).

*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 2021–2022 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.
- The G/T Department hosted an inaugural G/T Family symposium August 3–6. Regarding participation, 1,480 families registered. A total of 1,166 course seats were filled among the 43 sessions offered. The average feedback rating was an 8.4 on a scale of 1 to 10.
- The Gifted and Talented family advisory council held four meetings during the 2021–2022 school year.

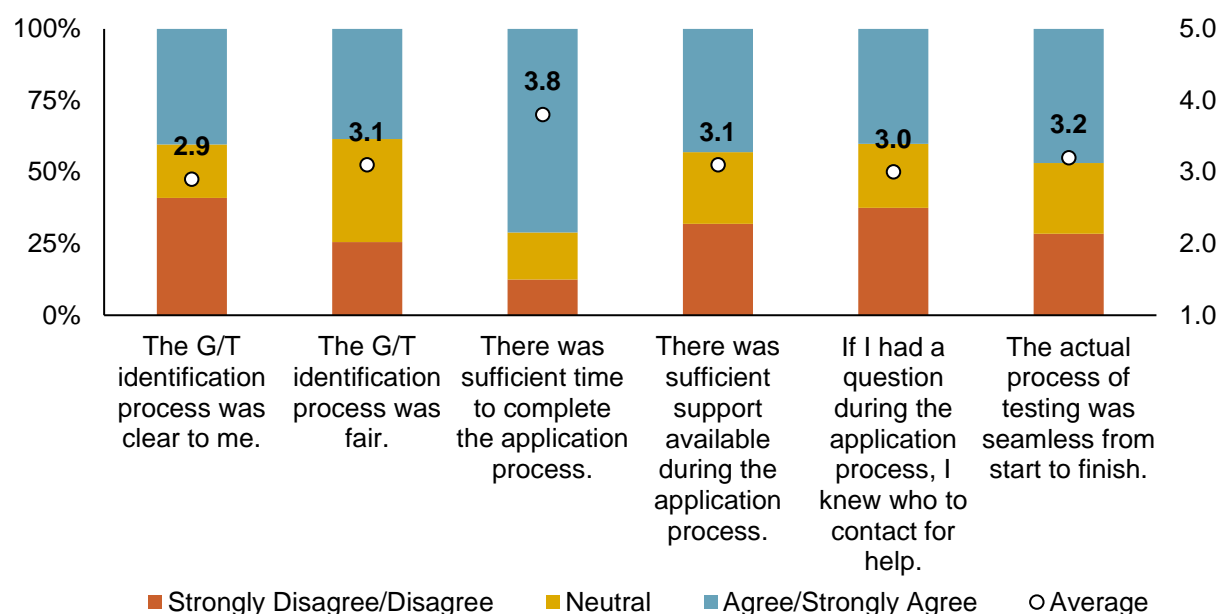
**Parent Survey**

According to the Texas State Plan, parent and community input is solicited annually regarding identification and assessment procedures. A total of 2,413 parents of students who were assessed during the 2021–2022 school year were surveyed and 955 were returned, yielding a response rate of 39.6 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 15** 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* (3.8).
- *The G/T identification process was clear to me* was the statement that received the lowest average score (2.9).

**Figure 15. Perceptions of the G/T Identification and Assessment Procedures, 2021–2022**

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

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–18** (pp. 41–42) summarizes the emergent categories for parent feedback on the identification and assessment procedures for HISD. A total of 267 out of 955 respondents provided at least one response, reflecting 28.0 percent of the total. The top three categories centered on “communication” (32.9 percent), “results” (29.7 percent), and “test administration” (17.1 percent).

## Discussion

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

The district conducts 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.

However, for the 2022–2023 school year, the new district policy will eliminate the fifth-grade universal assessment. Analyses of two-year fifth-grade cohorts over eight years showed that predominantly African American and Hispanic students were identified as gifted. Therefore, underrepresented students would be impacted by this policy change along with program equity.

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). Therefore, there will be no change in the teacher rating scale.

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. It is imperative to resolve the programming issue so that updates occur seamlessly in the future.

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

Demographic data indicate that the district has an overrepresentation of students 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. Moreover, at-risk students are also underrepresented. Since 2020–2021, underrepresentation has **increased** by at least 1 percentage point for Hispanic, at-risk, and emergent bilingual students. Moreover, the gap has also **increased** 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 nineteen years (Department of Research and Accountability, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019 &

2020). Data collected from previous evaluations have been used at the administrative and campus levels.

The level of district support has wavered: 1) decision to discontinue universal testing for fifth grade students, 2) hiring a vendor that did not deliver the products promised with fidelity and not holding the vendor accountable, 3) creating goals in the District Improvement Plan that included the GEP while knowing that data quality issues existed, 4) limiting the allocation of funding for 4-year old testing resulting in long wait times due to insufficient staff, and 5) not using the full CogAT test so that specific areas of giftedness could be identified and a profile could be created and uploaded to a dashboard.

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

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## Appendix A

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

Source: Gifted and Talented Department

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



## Appendix A (Continued)

Table A–2. Comparison of G/T Student Population to the District Population, 2020–2021 and 2021–2022 (K–12)

	2020–2021			2021–2022			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	462	13,871	3.3	479	14,171	3.4	0.1
First	1,684	15,089	11.2	1,139	15,060	7.6	-3.6
Second	1,786	15,139	11.8	1,587	14,290	11.1	-0.7
Third	2,228	15,575	14.3	1,732	15,064	11.5	-2.8
Fourth	2,734	15,706	17.4	2,105	15,255	13.8	-3.6
Fifth	2,673	15,952	16.8	2,512	15,345	16.4	-0.4
<b>Subtotal (K–5)</b>	<b>11,567</b>	<b>91,332</b>	<b>12.7</b>	<b>9,554</b>	<b>89,185</b>	<b>10.7</b>	<b>-2.0</b>
Sixth	2,476	13,302	18.6	2,189	12,730	17.2	-1.4
Seventh	3,198	13,473	23.7	2,331	13,282	17.6	-6.1
Eighth	3,123	13,901	22.5	3,017	13,149	22.9	0.4
Ninth	3,126	14,966	20.9	3,077	17,666	17.4	-3.5
Tenth	3,115	13,987	22.3	2,989	12,868	23.2	0.9
Eleventh	2,536	12,578	20.2	2,872	12,338	23.3	3.1
Twelfth	2,323	11,846	19.6	2,404	11,004	21.8	2.2
<b>Subtotal (6–12)</b>	<b>19,897</b>	<b>94,053</b>	<b>21.2</b>	<b>18,879</b>	<b>93,037</b>	<b>20.3</b>	<b>-0.9</b>
<b>HISD Totals*</b>	<b>31,464</b>	<b>185,385</b>	<b>17.0</b>	<b>28,433</b>	<b>182,222</b>	<b>15.6</b>	<b>-1.4</b>

Sources: Fall PEIMS Snapshot, 2020–2021 and 2021–2022

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

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

## Appendix A (Continued)

Table A–3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2020–2021 to 2021–2022, Grades K–12

2020–2021						2021–2022					Gap Diff.
G/T		District				G/T		District			
N	%	N	%	Diff	N	%	N	%	Diff		
Race/Ethnicity											
African Am.	3,566	11.3	41,205	22.2	-10.9	3,135	11.0	39,807	21.8	-10.8	
Amer. Indian	56	0.2	324	0.2	0.0	50	0.2	308	0.2	0.0	
Asian	3,865	12.3	8,210	4.4	7.9	3,658	12.9	8,222	4.5	8.4	
Hispanic	16,501	52.4	114,298	61.7	-9.3	14,522	51.1	112,819	61.9	-10.8	+
Pac. Islander	28	0.1	133	0.1	0.0	26	0.1	137	0.1	0.0	
Two or More	984	3.1	2,763	1.5	1.6	981	3.5	3,029	1.7	1.8	
White	6,464	20.5	18,452	10.0	10.5	6,061	21.3	17,900	9.8	11.5	+
Gender											
Male	15,003	47.7	93,547	50.5	-2.8	13,603	47.8	92,040	50.5	-2.7	
Female	16,461	52.3	91,838	49.5	2.8	14,837	52.2	90,182	49.5	2.7	
Group											
At-Risk	7,286	23.2	93,624	50.5	-27.3	8,822	31.0	110,837	60.8	-29.8	+
Bilingual EB & Non EB	3,001	9.5	30,356	16.4	-6.9	2,421	8.5	28,617	15.7	-7.2	
Econ. Disadv.	16,181	51.4	143,907	77.6	-26.2	14,614	51.4	142,891	78.4	-27.0	
EB	4,560	14.5	60,503	32.6	-18.1	4,275	15.0	62,778	34.5	-19.5	+
Monitored	3,901	12.4	10,063	5.4	7.0	2,847	10.0	7,075	3.9	6.1	
ESL	1,957	6.2	28,540	15.4	-9.2	1,993	7.0	29,693	16.3	-9.3	
Alternative Language Program	218	0.7	2,754	1.5	-0.8	390	1.4	5,102	2.8	-1.4	
Special Ed.	368	1.2	15,456	8.3	-7.1	399	1.4	15,855	8.7	-7.3	
Homeless	188	0.6	2,764	1.5	-0.9	252	0.9	4,991	2.7	-1.8	
HISD Totals	31,464	100.0	185,385	100.0		28,433		182,222	100.0		

Sources: Fall PEIMS Snapshot, 2020–2021 and 2021–2022

Note: A "+" in the Gap Diff. column means that there was an increase, and a "-" means there was a decrease in the gap from 2020–2021 to 2021–2022.

Green shaded areas denote an increase of at least 1 percentage point, G/T Bilingual Non-EL students (N=692) participated in a dual language program.

## Appendix A (Continued)

Table A–4. Comparison of Entering Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2021–2022 and 2022–2023									
Race/Ethnicity	Vanguard Applicants for 2021–2022		District Enrollment 2021–2022		Vanguard Applicants for 2022–2023		District Enrollment 2022–2023		2022–2023
	N	%	N	%	N	%	N	%	Difference
<b>Kindergarten</b>									
African American or Black	136	11.7	2,922	20.6	172	14.4	2,770	20.8	-6.4
American Indian	6	0.5	22	0.2	2	0.2	27	0.2	0.0
Asian	300	25.8	701	4.9	319	26.7	772	5.8	20.9
Hispanic	276	23.7	8,750	61.7	256	21.4	7,975	60.0	-38.6
Pacific Islander	0	0.0	6	<0.1	1	0.1	8	0.1	0.0
White	358	30.7	1,492	10.5	391	32.7	1,468	11.0	21.7
Two or More Races	89	7.6	278	2.0	41	3.4	275	2.1	1.4
Missing					13	1.1	0	0.0	
<b>Total</b>	<b>1,165</b>	<b>100</b>	<b>14,171</b>	<b>100.0</b>	<b>1,195</b>	<b>100.0</b>	<b>13,295</b>	<b>100.0</b>	
<b>Sixth</b>									
African American or Black	189	11.7	2,784	21.9	234	12.5	2,557	21.8	-9.2
American Indian	0	0	20	0.2		0.0	13	0.1	-0.1
Asian	279	17.2	587	4.6	360	19.3	608	5.2	14.1
Hispanic	739	45.6	7,787	61.2	832	44.6	7,037	59.9	-15.4
Pacific Islander	1	0.1	14	0.1	0	0.0	13	0.1	-0.1
White	360	22.2	1,323	10.4	422	22.6	1,245	10.6	12.0
Two or More Races	54	3.3	215	1.7	5	0.3	270	2.3	-2.0
Missing					14	0.7	0	0.0	
<b>Total</b>	<b>1,622</b>	<b>100.0</b>	<b>12,730</b>	<b>100.0</b>	<b>1,867</b>	<b>100.0</b>	<b>11,743</b>	<b>100</b>	

Sources: Magnet Applications Data Files, 8/26/2021 and 8/29/2022, entering 2021–2022 and 2022–2023; Fall PEIMS Snapshot, 2021; OnDataSuite, 12/14/2022

Note: Vanguard Applicants applying for the 2021–2022 and 2022–2023 school years include only those using the on-line system.

## Appendix A (Continued)

Table A–5. Distribution of Entering Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Accepted, and Enrolled by Race/Ethnicity, 2022–2023

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Enrolled Identified as G/T
<b>Kindergarten</b>	African American	172	41	26	22	54%	100%
	American Indian	2	*	*	*	*	*
	Asian	319	144	94	89	62%	100%
	Hispanic	256	46	28	27	59%	100%
	Pacific Islander	1	*	*	*	*	*
	White	391	141	70	63	45%	100%
	Two or More Races	41	18	9	7	39%	100%
	Missing	13	3	0	0	0%	
	<b>Total</b>	<b>1,195</b>	<b>404</b>	<b>234</b>	<b>208</b>	<b>51%</b>	<b>100%</b>
<b>Sixth</b>	African American	234	39	33	32	82%	100%
	American Indian	0	N/A	N/A	N/A	0%	0%
	Asian	360	135	126	112	82%	100%
	Hispanic	832	203	197	187	92%	98%
	Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
	White	422	146	133	120	81%	97%
	Two or More Races	5	2	2	2	100%	95%
	Missing	14	3	3	2	67%	
	<b>Total</b>	<b>1,867</b>	<b>533</b>	<b>494</b>	<b>455</b>	<b>85%</b>	<b>98%</b>

Sources: Magnet Department, Magnet Applications Data File Extract, 8/29/2022 and ODS Fall PEIMS Snapshot, 12/14/2022

Note: Applicants applying for the 2022–2023 school year include only those using the on-line system. Applicants reflect an unduplicated count of students. Qualified applicants were identified as *Qualified or Waitlist Retired*. Accepted applicants were Accepted (*Accepted*) and Confirmed (Yes). Percentages may not add up due to rounding. There were 73 Kindergarten applicants and 41 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–6. Demographic Characteristics for Vanguard Magnet Students by School, 2021–2022									
School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	Two or More	White	
<b>Elementary</b>									
Askew	172	19.2	0.6	33.1	15.7	0.0	5.8	25.6	36.0
Carrillo	75	0.0	0.0	2.7	85.3	0.0	0.0	12.0	66.7
De Zavala	73	0.0	0.0	1.4	98.6	0.0	0.0	0.0	93.2
Herod	232	19.0	0.0	13.8	30.6	0.0	6.5	30.2	28.0
Oak Forest	389	2.6	0.0	8.5	21.6	0.5	6.7	60.2	9.5
River Oaks	376	4.3	0.3	44.1	16.2	0.0	7.7	27.4	12.0
Roosevelt	66	12.1	0.0	3.0	81.8	0.0	0.0	3.0	65.2
Travis	328	3.7	0.3	3.4	20.1	0.0	8.5	64.0	6.4
Windsor Village	116	44.0	1.7	2.6	51.7	0.0	0.0	0.0	90.5
<b>Middle</b>									
Black	438	7.8	0.2	2.7	41.6	0.0	4.1	43.6	27.4
Burbank	422	1.7	0.0	0.0	97.9	0.0	0.0	0.5	91.7
Hamilton	303	5.3	0.0	1.3	89.4	0.0	0.3	3.6	80.5
Lanier	921	9.1	0.0	26.4	23.5	0.0	8.0	33.0	18.0
<b>Combined</b>									
Rogers, T.H.	849	10.5	0.4	55.5	12.4	0.0	5.4	15.9	13.5
<b>High</b>									
Carnegie	911	11.4	0.2	30.2	31.6	0.3	4.6	21.6	35.1
<b>Vanguard Magnet Total</b>	<b>5,671</b>	<b>9.0</b>	<b>0.2</b>	<b>23.1</b>	<b>35.9</b>	<b>0.1</b>	<b>5.1</b>	<b>26.7</b>	<b>32.6</b>
<b>HISD K–12 Total</b>	<b>182,222</b>	<b>21.8</b>	<b>0.2</b>	<b>4.5</b>	<b>61.9</b>	<b>0.1</b>	<b>1.7</b>	<b>9.8</b>	<b>78.4</b>

Source: Fall PEIMS Snapshot, 2021

Notes: 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–7A. Districtwide G/T STAAR English Performance Levels on Reading and Mathematics, Spring 2022								
	Reading				Mathematics			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	1,457	99	94	82	1,463	99	91	74
4	1,962	98	91	72	1,961	98	89	71
5	2,463	98	91	77	2,452	98	87	65
6	2,148	98	86	65	2,133	97	82	50
7	2,292	99	94	82	1,898	95	79	49
8	2,974	98	92	76	1,740	94	72	42
<b>G/T Totals</b>	<b>13,296</b>	<b>98</b>	<b>91</b>	<b>76</b>	<b>11,647</b>	<b>97</b>	<b>83</b>	<b>58</b>

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2022								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	2,477	94	75	48				
6								
7								
8	2,783	95	80	56	2,975	86	55	38
<b>G/T Totals</b>	<b>5,260</b>	<b>95</b>	<b>78</b>	<b>52</b>	<b>2,975</b>	<b>86</b>	<b>55</b>	<b>38</b>

Source: Cognos STAAR 3–8 Extract, 7/21/2022

Note: Heading 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–8A. Districtwide G/T STAAR Spanish Performance Levels on Reading and Mathematics, Spring 2022								
	Reading				Mathematics			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	226	92	68	49	223	93	77	52
4	103	89	76	53	105	92	83	63
5	20	85	65	30	32	91	88	69
<b>G/T Totals</b>	<b>349</b>	<b>91</b>	<b>70</b>	<b>49</b>	<b>360</b>	<b>93</b>	<b>80</b>	<b>56</b>

Table A–8B. Districtwide G/T STAAR Spanish Performance Levels on Science and Social Studies, Spring 2022								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	9	67	44	44	--	--	--	--
<b>G/T Totals</b>	<b>9</b>	<b>67</b>	<b>44</b>	<b>44</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>

Source: Cognos STAAR 3–8 Extract, 7/21/2022

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–9A. Districtwide G/T STAAR Algebra I, Biology, and English I EOC Results, First-Time Tested Students Only, Spring 2021 and 2022												
	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
2022	2,649	95	80	64	2,632	98	88	51	2,765	95	89	37

Sources: Cognos STAAR Extract, 4/21/2021 and 7/21/2022

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

Table A–9B. Districtwide G/T STAAR English II and U.S. History EOC Results, First-Time Tested Students Only, Spring, 2021 and 2022								
	English II				U.S. History			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2021	2,870	95	90	33	2,437	98	91	71
2022	2,979	97	93	33	2,886	99	94	75

Sources: Cognos STAAR Extract, 4/21/2021 and 7/21/2022

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



## Appendix A (Continued)

Table A–10. G/T Students Earning an AP Award, 2021 and 2022		
AP Award Type	G/T N	
	2021	2022
<b>AP Scholar</b> —Granted to students who receive scores of 3 or higher on three or more AP Exams.	688	862
<b>AP Scholar with Distinction</b> —Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.	578	642
<b>AP Scholar with Honor</b> —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	287
<b>AP Capstone Diploma</b> —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	131
<b>AP Seminar and Research Certificate</b> —Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.	29	38
<b>AP International Diploma</b> —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	3
<b>G/T Students Earning an AP Award -duplicated</b>	<b>1,691</b>	<b>1,963</b>
<b>G/T Students Earning an AP Award -unduplicated</b>	<b>1,534</b>	<b>1,793</b>

Sources: College Board AP data file, September 9, 2021 and August 24, 2022; 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](http://apcentral.collegeboard.com/apc/public/score_reports_data/awards/232781.html)

## Appendix A (Continued)

Table A–11. Districtwide and G/T IB Exam Participation and Performance, 2021 and 2022

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2021	2022	2021	2022	2021	2022	2021	2022
Bellaire	88	89	256	234	244	212	95.3	90.6
Chavez	158	148	400	376	290	149	72.5	39.6
Heights	168	137	409	320	320	252	78.2	78.8
Lamar	652	684	1,920	1,878	1,056	842	55.0	44.8
Sharpstown International	N/A	20	N/A	39	N/A	33	N/A	84.6
Yates	N/A	19	N/A	95	N/A	1	N/A	1.1
<b>Total</b>	<b>1,066</b>	<b>1,097</b>	<b>2,985</b>	<b>2,942</b>	<b>1,910</b>	<b>1,489</b>	<b>64.0</b>	<b>50.6</b>

<i>G/T</i>	2021	2022	2021	2022	2021	2022	2020	2022
Bellaire	79	81	240	220	229	202	95.4	91.8
Chavez	314	60	1,020	168	673	72	66.0	42.9
Heights	99	89	230	218	200	192	87.0	88.1
Lamar	48	314	167	950	131	517	78.4	54.4
Sharpstown International	N/A	6	N/A	12	N/A	10	N/A	83.3
Yates	N/A	1	N/A	6	N/A	*	N/A	*
<b>Total</b>	<b>540</b>	<b>551</b>	<b>1,657</b>	<b>1,574</b>	<b>1,233</b>	<b>993</b>	<b>74.4</b>	<b>63.1</b>

Table A–12. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2021 and 2022

<i>School</i>	Candidates		Diplomates		Candidates		CP	
	2021	2022	2021	2022	2021	2022	2021	2022
<i>District</i>								
Bellaire	37	33	34	32	N/A	N/A	N/A	N/A
Chavez	32	21	17	3	22	9	2	4
Heights	63	36	39	30	46	39	29	28
Lamar	274	177	107	66	77	180	18	41
Yates	N/A	16	N/A	0	N/A	N/A	N/A	N/A
<b>Total</b>	<b>406</b>	<b>283</b>	<b>197</b>	<b>131</b>	<b>145</b>	<b>228</b>	<b>49</b>	<b>73</b>
<i>G/T</i>								
Bellaire	36	31	33	30	N/A	N/A	N/A	
Chavez	18	11	10	2	9	4	1	3
Heights	35	28	35	25	23	15	15	10
Lamar	165	107	86	44	18	50	3	15
Yates	N/A	1	N/A	*	N/A	N/A	N/A	N/A
<b>Total</b>	<b>254</b>	<b>178</b>	<b>164</b>	<b>101</b>	<b>50</b>	<b>69</b>	<b>19</b>	<b>28</b>

Sources: IB data file, 2022; PEIMS Fall Snapshot, 2021; *Gifted and Talented Program Evaluation 2020-2021*

Notes: Chavez, Heights, and Lamar high schools offer a Career-related Programme (CP).

Results pending and Candidate withdrawn were not included. G/T status was missing from 7 students in 2021. This includes retake candidates.

## Appendix A (Continued)

**Table A–13. Number and Percent of G/T Middle School Students Enrolled in at Least One Pre-AP and/or IBMYP\* Core Content Area Course, 2021-2022**

Grade	Total # GT Students	# Taking at least 1 Advanced Core Course	% Taking at least one Advanced Core Course
6	2,300	2,087	90.7%
7	2,387	2,300	96.4%
8	3,099	3,039	98.1%
<b>Total</b>	<b>7,786</b>	<b>7,426</b>	<b>95.4%</b>

Source: SIS Cycles 1–6, Semester 1&amp;2, and EOY data files, 2022

**Table A–14. Number and Percent of G/T High School Students Enrolled in at Least One Advanced Core Content Area Course, 2021-2022**

Grade	Total # GT Students	# Taking at least 1 Advanced Core Course	% Taking at least one Advanced Core Course
9	3,302	2,958	89.6%
10	3,095	2,760	89.2%
11	2,950	2,662	90.2%
12	2,445	2,237	91.5%
<b>Total</b>	<b>11,792</b>	<b>10,617</b>	<b>90.0%</b>

Source: SIS Cycles 1–6, Semester 1&amp;2, and EOY data files, 2022

**Table A–15. Number and Percent of Advanced Courses Completed, Grades 6–12**

Grade	Total # GT students	Reading/ELA		Math		Science		Social Studies		Non-Core Content	
		N	%	N	%	N	%	N	%	N	%
Grade 6	2,300	1,874	81.5%	2,003	87.1%	1,998	86.9%	1,963	85.3%	22	1.0%
Grade 7	2,387	2,107	88.3%	2,179	91.3%	2,127	89.1%	2,143	89.8%	103	4.3%
Grade 8	3,099	2,747	88.6%	2,810	90.7%	2,768	89.3%	2,805	90.5%	242	7.8%
Grade 9	3,302	2,233	67.6%	2,205	66.8%	2,131	64.5%	2,260	68.4%	1,247	37.8%
Grade 10	3,095	2,449	79.1%	2,203	71.2%	2,171	70.1%	2,354	76.1%	2,498	80.7%
Grade 11	2,950	2,452	83.1%	2,107	71.4%	2,020	68.5%	3,116	105.6%	2,386	80.9%
Grade 12	2,445	1,899	77.7%	1,560	63.8%	1,326	54.2%	3,171	129.7%	1,576	64.5%
<b>Total</b>	<b>19,578</b>	<b>15,761</b>	<b>80.5%</b>	<b>15,067</b>	<b>77.0%</b>	<b>14,541</b>	<b>74.3%</b>	<b>17,812</b>	<b>91.0%</b>	<b>8,074</b>	<b>41.2%</b>

Source: SIS Cycles 1–6, Semester 1&amp;2, and EOY data files, 2022

Note: Duplicated count. Percentages may result in over 100% completion when students took more than one advanced academics course in a content area (see highlighted cells).

**Table A–16. Number and Percent of Four-Year Longitudinal Completion for G/T Cohort, Class of 2016–2021**

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

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

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

## Appendix A (Continued)

Table A–17. Number of Students and G/T Areas with Completed Gifted Education Plans, 2018–2019 and 2021–2022															
	G/T Students	G/T Students with a GEP		Leadership		Creativity		Reading/LA		Mathematics		Science		Social Studies	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2018–2019	33,068	18,132	54.8	1,772	5.4	2,551	14.0	5,871	32.4	5,248	28.9	3,635	20.0	2,997	16.5
2019–2020	32,412	23,751	73.3	2,895	8.9	3,998	12.3	9,734	30.0	8,901	27.5	6,628	20.4	4,428	1.7
2020–2021	31,464	19,622	62.4												
2021–2022	28,433	15,962	56.1												

Sources: Gifted Education Plan data file provided by the Gifted and Talented Department, 2022; *Gifted and Talented Program Evaluation, 2020–2021*

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

## Appendix A (Continued)

Table A–18. Number and Percentage of Elementary Parent Respondents by Response Category for Feedback on Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
<b>Communication/Unclear Process</b> Communications were not reaching the intended audience The content of the communications were not clear, effective, in my native language, or timely Need more, accurate, and clearer information on the application process Dated Information on the website, difficult to navigate the website, and broken links Provide a checklist of steps in the application process Provide information about when and where the results will be returned Provide expectations on day of testing Provide support for parents with contacts who will respond to questions with accurate information in a timely fashion	123	32.9%	12.9%
<b>Results</b> How do I interpret the G/T Matrix? Did my child qualify? Have not received them// I chased them down Send the results to parents directly through U.S. mail or email Provide a date of when results should be received and a contact for support	111	29.7%	11.6%
<b>Test Administration</b> Provide the test in my home language and discuss this before administering the exam Provide accommodations for special education students Campuses had their own testing policies which could take place in one day or over several Staff members involved in testing should exhibit more warmth and know how to engage young children to make them feel more comfortable-or receive training The App system was down -parents were not notified when to pickup their child/The programmers didn't delete a "test" session so parents checked into the wrong session. Covid impact: wearing a mask while testing and learning loss Technical issues with the computers causing delays of several hours More testing dates available throughout the year and not limited to only annual testing	64	17.1%	6.7%

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

## Appendix A (Continued)

Table A–18. Number and Percentage of Elementary Parent Respondents by Response Category for Feedback on Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
<b>N/A or Don't Know</b>	30	8.0%	3.1%
<b>School Choice</b> G/T Seats were offered before G/T testing results were calculated G/T testing results were not updated on the website Magnet application process was not clear to me Need more G/T Vanguard seats Provide numerous links to the application page	17	4.5%	1.8%
<b>G/T Matrix</b> Raise the Matrix Qualifying Score Assess different types of giftedness (leadership and creativity) Siblings should get preference for all grade level entry Rank the scores highest to lowest for entry into the Vanguard Magnet program Provide an information session for parents on how to complete the form Do not include obstacle points	11	2.9%	1.2%
<b>Satisfied</b>	7	1.9%	0.7%
<b>Equity</b>	6	1.6%	0.6%
<b>Revamp the entire process</b>	5	1.3%	0.5%
<b>Total Responses</b>	<b>374</b>		<b>39.2%</b>
<b>Total</b>	<b>955</b>		

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

## Appendix B Methods

### Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and SIS databases. 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, 2021a). 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, 2021, to June 30, 2022. The HRIS database had the capability to track employee professional development on the individual level, including attendance and completion for each training session. The list of G/T Professional Learning courses was downloaded from the Gifted and Talented website.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports (Texas Education Agency, 2022). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2021–2022 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2021b).

District and state budget information was extracted from the PEIMS Financial Standard Reports and HISD's Budget Book (Houston Independent School District, 2021b; Texas Education Agency, 2021a and 2020).

### Academic Performance

STAAR English and Spanish performance for grades 3–8 and STAAR End-of-Course (EOC) exams were extracted from Cognos on 7/21/2022.

Advanced Placement (AP) test performance data for 2022, along with demographic information were reported to HISD for each participating campus by the College Board via an electronic data file on August 4, 2022. The file was provided with the G/T indicator. 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 2021 and the Fall PEIMS Snapshot, 2021 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 ( $\geq 460$ ) and mathematics ( $\geq 510$ ) 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 2021–2022 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



## Appendix B (Continued)

students scoring a 1180 or higher on the total score or meeting both CCR benchmarks (ERW  $\geq 480$  and mathematics  $\geq 530$ ) on the SAT and/ on the ACT, the number and percent meeting the individual CCR benchmarks (English  $\geq 18$ , reading  $\geq 22$ , mathematics  $\geq 22$ , and/or science  $\geq 23$ ) and/or all four CCR benchmarks were analyzed to determine participation and performance. For 2022, the SAT and ACT data files were matched to the graduates in the Fall PEIMS submission using the Student Leaver File.

### Survey Data

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

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

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

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

### Data Analysis

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

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  $\geq 460$  and Mathematics  $\geq 510$ ) 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 ( $\geq 480$ ) and Mathematics ( $\geq 530$ ) was divided by the total number of G/T students tested. For the ACT, the number of students meeting all four benchmarks (English  $\geq 18$ ; Mathematics  $\geq 22$ ; Reading  $\geq 22$ ; and Science  $\geq 23$ ) 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. However, participation in STAAR testing was optional in 2021.

Four-year longitudinal completion rates were calculated using the 2015–2016, 2016–2017, 2017–2018, 2018–2019, 2019–2020, and 2020–2021 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.

An Advanced Course list was submitted to program personnel to identify the appropriate Pre-AP, AP, Pre-IB, IB, Honors, and Dual Credit courses. This file was matched to the cycle grades file.

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

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

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. Entering Kindergarten data for the spring of 2022 was not available.

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

Due to the global COVID-19 pandemic, all 2019–2020 STAAR assessments were canceled. For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the Spring 2021 administration was required to be done in person. These decisions impacted participation. Therefore, comparisons between Spring 2019 and Spring 2021 STAAR assessment results should not be made (Research and Accountability, 2022a & 2022b). 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 2022b).

## Appendix C

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	1						1							
Almeda ES	27		1	9	3	2	12							
Anderson ES	23		3	2	3	6	9							
Arabic Immersion	54	1	5	6	6	15	12	9						
Ashford ES	22		3	1	4	5	9							
Askew ES	172	23	26	30	29	38	26							
Atherton ES	9			1	1	2	5							
Barrick ES	22		2	1	4	6	9							
Bastian ES	18		1	4	5	4	4							
Bell ES	46			3	10	11	22							
Bellfort ECC	4	4												
Benavidez ES	12		1	2	1	5	3							
Benbrook ES	21		1	4	4	2	10							
Berry ES	32		4	3	4	7	14							
Blackshear ES	3				1		2							
Bonham ES	32		1	7	6	6	12							
Bonner ES	36		3	4	8	6	15							
Braeburn ES	18		1	3	2	6	6							
Briargrove ES	52	1	6	9	7	16	13							
Briscoe ES	12			1	3	3	5							
Brookline ES	43		4	4	6	11	18							
Browning ES	7			2	2		3							
Bruce ES	15			2		7	6							
Burbank ES	84		1	14	12	26	31							
Burnet ES	8	1	1	1		3	2							
Burrus ES	25		8	3	3	8	3							
Bush ES	211	7	26	26	58	43	51							
Cage ES	32		2	3	5	8	14							
Carrillo ES	75	6	4	17	13	16	19							
Codwell ES	9			1		7	1							
Condit ES	208	2	29	30	47	55	45							
Cook ES	3		1	1			1							
Coop ES	16		3	1	4	3	5							
Cornelius ES	59		5	10	9	15	20							
Crespo ES	66		4	10	9	15	28							
Crockett ES	85	2	13	19	13	20	18							
Cunningham ES	36		1	4	6	7	18							
Daily ES	63	1	6	15	14	11	16							
Davila ES	37	4		6	9	7	11							
De Chaumes ES	39		6	6	3	6	18							
De Anda ES	33		3	4	7	7	12							
De Zavala ES	73	11		5	13	17	27							
Dogan ES	4					2	2							
Durham ES	62	9	8	10	10	13	12							
Durkee ES	19		4	4	2	2	7							
Eliot ES	34		2	11	10	6	5							

Source: Fall PEIMS Snapshot, 2021

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

## Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	5			1		2	2							
Elrod ES	14			4		5	5							
Emerson ES	32		1	5	7	6	13							
Energized ES	36		2	17		2	15							
Field ES	50	3	9	5	10	14	9							
Foerster ES	16		3	6	4	1	2							
Fondren ES	10				2	4	4							
Forwood ECC														
Foster ES	2					1	1							
Franklin ES	11		1	1	3	3	3							
Frost ES	26		6	9	4	3	4							
Gallegos ES	26			5	6	5	10							
Garcia ES	20		5	1	2	4	8							
Garden Villas ES	16	1		2	4	5	4							
Golfcrest ES	17			2	1	7	7							
Gregg ES	12		1	4	3	3	1							
Grissom ES	20		2	1	5	3	9							
Gross ES	16		1		4	7	4							
Halpin ECC	5	5												
Harris JR ES	5			2	1	2								
Harris RP ES	8					4	4							
Hartsfield ES	2					1	1							
Harvard ES	194	6	30	33	44	39	42							
Helms ES	48	6	7	6	11	9	9							
Henderson JP ES	66		4	10	13	19	20							
Henderson NQ ES														
Herod ES	232	33	39	35	42	32	51							
Herrera ES	69		8	7	19	21	14							
Highland Heights ES	5				2		3							
Hilliard ES	5			1	1		3							
Hines-Caldwell ES	28		3	4	3	7	11							
Hobby ES	18		1	5	4	5	3							
Horn ES	287	9	47	51	51	53	76							
Isaacs ES	5		1		1	1	2							
Janowski ES	26			2		8	5	11						
Jefferson ES	8		1		1	3	3							
Kashmere Gardens ES	7			3	1	1	2							
Kelso ES	10			2	1	3	4							
Kennedy ES	22			7	2	2	11							
Ketelsen ES	54	4	1	9	10	12	18							
Kolter ES	210	12	37	38	39	41	43							
Lantrip ES	54		3	6	18	13	14							
Laurenzo ECC														
Law ES	12			4	1	3	4							

Source: Fall PEIMS Snapshot, 2021

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

## Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lewis ES	58		1	4	13	19	21							
Lockhart ES	12		1	3	2	1	5							
Longfellow ES	58	1	5	10	9	16	17							
Looscan ES	8			1		5	2							
Love ES	26		3	5	3	5	10							
Lovett ES	202	11	31	32	38	42	48							
Lyons ES	75		1	10	12	20	32							
MacGregor ES	39		2	8	9	12	8							
Mading ES	7			2	1	3	1							
Marshall ES	36		4	2	8	9	13							
Martinez C ES	8			1		5	2							
Martinez R ES	14			1	4	2	7							
McGowen ES	20			4	2	9	5							
McNamara ES	43		1	7	15	7	13							
Memorial ES	32	2	6	6	5	9	4							
Milne ES	10		1			2	7							
Mistral ECC														
Mitchell ES	11		1	2	1	5	2							
MLK ECC														
Montgomery ES	12			1	2	5	4							
Moreno ES	28		3	3	2	6	14							
Neff ECC	6	5	1											
Neff ES	70			11	15	20	24							
Northline ES	15			4		5	6							
Oak Forest ES	389	31	65	69	46	94	84							
Oates ES	4						4							
Osborne ES	4				3		1							
Paige ES	3				1		2							
Park Place ES	76		6	5	23	17	25							
Parker ES	189	11	25	28	37	41	47							
Patterson ES	44			6	9	13	16							
Peck ES	25			11	6	4	4							
Petersen ES	26			3	3	7	13							
Piney Point ES	64	1	6	8	17	17	15							
Pleasantville ES	8		2	1		1	4							
Poe ES	130	2	16	20	31	32	29							
Port Houston ES	27		1	4	9	4	9							
Pugh ES	11				1	3	7							
Red ES	83		7	17	12	23	24							
Reynolds ES	3				1	1	1							
River Oaks ES	376	53	57	60	64	75	67							
Roberts ES	233	7	31	38	51	54	52							
Robinson ES	20			1	5	3	11							
Rodriguez ES	46		1	5	5	16	19							
Roosevelt ES	66	2	3	17	15	12	17							
Ross ES	4			1	2	1								

Source: Fall PEIMS Snapshot, 2021

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

## Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rucker ES	12	1	3	1	2	1	4							
Sanchez ES	17		1	3	4	6	3							
Scarborough ES	25		1		5	6	13							
School at St. George ES	67	2	6	6	8	21	24							
Scroggins ES	24			4	2	5	13							
Seguin ES	13		1	1		4	7							
Shadowbriar ES	11		2	3		3	3							
Shadydale ES	29			4	6	9	10							
Shearn ES	7			2	2		3							
Sherman ES	12			1	1	4	6							
Sinclair ES	159	13	32	30	31	32	21							
Smith ES	15			2		2	11							
Southmayd ES	22			3	5	5	9							
Stevens ES	21	4	1	3	4	3	6							
Sutton ES	63		4	3	11	17	28							
Thompson ES	12			2	2	6	2							
Tijerina ES	16			4	1	6	5							
Tinsley ES	45		1	5	11	12	16							
Travis ES	328	34	46	61	46	70	71							
Twain ES	291	7	43	65	52	60	64							
Valley West ES	43		3	4	11	7	18							
Wainwright ES	12		1	3	2	1	5							
Walnut Bend ES	30		4	7	4	9	6							
Wesley ES	4		1	1	1	1								
West University ES	599	40	95	115	104	125	120							
Whidby ES	14		3		1	5	5							
White E ES	35		4	7	6	7	11							
White M ES	41	2	4	7	7	8	13							
Whittier ES	2				2									
Windsor Village ES	116	2	7	35	20	26	26							
Woodson	8		2	2	1		3							
Young ES	4			2			2							
Attucks MS	8							1	5	2				
Baylor College MS	163							34	54	75				
BCM Biotech Acad at Rusk	107							32	33	42				
Black MS	438							146	156	136				
Burbank MS	422							107	130	185				
Chrysalis MS	146							40	46	60				
Clifton MS	36							7	11	18				
Cullen MS	5							1	2	2				
Deady MS	70							16	12	42				
Edison MS	49							15	15	19				
Energized for STEM Academy MS	39							11	7	21				
Energized MS	55							12	26	17				

Source: Fall PEIMS Snapshot, 2021

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

## Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Fleming MS	15							5	4	6				
Fondren MS	86							31	27	28				
Fonville MS	37							11	9	17				
Forest Brook MS	19							7	3	9				
Hamilton MS	303							59	97	147				
Hartman MS	96							29	24	43				
Henry MS	53							15	15	23				
High School Ahead Acad MS	3							1	2					
Hogg MS	342							112	96	134				
Holland MS	31							9	14	8				
Key MS	16							1	8	7				
Lanier MS	921							305	303	313				
Lawson MS	123							25	37	61				
Marshall MS	48							16	16	16				
McReynolds MS	38							9	17	12				
Meyerland MS	318							93	93	132				
Navarro MS	62							22	12	28				
Ortiz MS	98							22	35	41				
Pershing MS	418							85	127	206				
Pin Oak MS	723							231	223	269				
Revere MS	91							25	28	38				
Stevenson MS	310							96	69	145				
Sugar Grove MS	32							8	8	16				
Tanglewood MS	174							43	61	70				
Thomas MS	15							4	6	5				
Welch MS	26							7	11	8				
West Briar MS	284							87	79	118				
Williams MS	15							5	4	6				
Austin HS	180										58	49	43	30
Bellaire HS	1,194										337	261	323	273
Carnegie HS	911										218	225	220	248
Challenge EC HS	167										40	42	49	36
Chavez HS	474										153	120	121	80
DeBakey HS	566										145	158	144	119
East EC HS	204										59	51	52	42
Eastwood Acad HS	198										49	49	61	39
Energized for STEM Academy HS	40										12	16	9	3
Energy Inst HS	328										78	117	77	56
Furr HS	147										45	36	36	30
HAIS HS	214										53	62	50	49
HCC Lifeskills														
Heights HS	881										230	257	232	162
Houston MSTC HS	352										103	79	86	84
HSLJ	141										36	44	29	32
Jones HS	50										11	19	14	6

Source: Fall PEIMS Snapshot, 2021

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



## Appendix C (Continued)

## G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2021

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Kashmere HS	33										11	9	7	6
Kinder HSPVA	772										193	208	192	179
Lamar HS	1,014										273	284	252	205
Liberty HS	1												1	
Madison HS	184										64	48	48	24
Middle College HS - Fraga	27										7	11	9	
Middle College HS - Gulfon	5											1	3	1
Milby HS	413										106	114	96	97
Mount Carmel Acad HS	32										11	9	8	4
North Forest HS	27										8	6	6	7
North Houston EC HS	231										66	52	60	53
Northside HS	183										59	43	57	24
Scarborough HS	65										11	18	16	20
Sharpstown HS	103										37	26	16	24
South EC HS	102										18	32	35	17
Sterling HS	101										38	28	13	22
Waltrip HS	328										75	74	100	79
Washington HS	74										18	21	19	16
Westbury HS	286										81	82	58	65
Westside HS	760										181	206	200	173
Wheatley HS	50										24	7	8	11
Wisdom HS	50										21	10	13	6
Worthing HS	36										11	12	9	4
Yates HS	32										13	7	10	2
Baker Montessori	125	5	13	17	19	20	23	8	10	10				
Briar Meadow	102	5	7	10	5	9	15	15	14	22				
Community Services														
Garden Oaks	178	4	30	30	28	21	18	12	14	21				
Gregory-Lincoln PK-8	60		1	4	8	9	2	15	8	13				
Harper DAEP														
JJAEP														
Las Americas MS														
Leland YMCPA	84							2	13	18	13	15	14	9
Long Acad	71							8	10	17	5	10	12	9
Mandarin Immersion Magnet	304	13	31	24	41	36	38	53	32	36				
Pilgrim Acad	90		8	12	1	7	20	10	15	17				
Reagan Ed Ctr PK-8	34		1		3	4	4	6	8	8				
Rice School PK-8	249	3	13	22	19	18	32	42	42	58				
Rogers T H	849	64	63	64	64	64	77	149	159	145				
Secondary DAEP	2										1		1	
Sharpstown Intl	323							44	36	61	67	50	37	28
SOAR Center	1					1								
TCAH	81				7	5	8	7	7	15	7	6	8	11
Wharton K-8	151	3	24	20	19	19	19	12	14	21				
YWCPA	149							12	24	30	31	15	18	19
Total G/T	28,433	479	1,144	1,597	1,747	2,125	2,537	2,219	2,366	3,057	3,122	3,039	2,927	2,464

Source: Fall PEIMS Snapshot, 2021

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

## Appendix D–1

## G/T ADVANCED PLACEMENT EXAM RESULTS, 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
<b>G/T High School Total</b>	<b>11,100</b>	<b>5,952</b>	<b>53.6</b>	<b>12,867</b>	<b>6,535</b>	<b>50.8</b>
<b>HISD High School Total</b>	<b>53,377</b>	<b>12,823</b>	<b>24.0</b>	<b>23,915</b>	<b>8,570</b>	<b>35.8</b>

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

Notes: 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 D–2

## G/T ADVANCED PLACEMENT EXAM RESULTS, 2022

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

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

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

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

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

## Appendix E

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11<sup>TH</sup> GRADE ONLY,  
FALL 2021

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 CCR Benchmarks	% Met Both CCR Benchmarks	Mean Total
Austin HS	43	36	83.7	19	52.8	10	27.8	9	25.0	925
Bellaire HS	323	311	96.3	298	95.8	246	79.1	245	78.8	1187
Carnegie HS	220	219	99.5	216	98.6	184	84	184	84.0	1207
Challenge EC HS	49	49	100.0	45	91.8	24	49	24	49.0	1073
Chavez HS	121	110	90.9	74	67.3	41	37.3	38	34.5	985
DeBakey HS	144	144	100.0	141	97.9	133	92.4	131	91.0	1222
East EC HS	52	53	101.9	46	86.8	25	47.2	25	47.2	1045
Eastwood Acad HS	61	60	98.4	51	85	26	43.3	24	40.0	1038
Energized for STEM Acad.	9	7	77.8	5	71.4	4	57.1	4	57.1	963
Energy Inst HS	77	76	98.7	69	90.8	55	72.4	53	69.7	1134
Furr HS	36	34	94.4	18	52.9	3	8.8	3	8.8	905
HAIS HS	50	48	96.0	41	85.4	18	37.5	18	37.5	1014
Heights HS	232	220	94.8	182	82.7	92	41.8	88	40.0	1043
Houston MSTC HS	86	83	96.5	43	51.8	15	18.1	13	15.7	915
HSLJ	29	29	100.0	22	75.9	2	6.9	2	6.9	946
Jones HS	14	15	107.1	6	40	4	26.7	4	26.7	901
Kashmere HS	7	7	100.0	2	28.6	0	0	0	0.0	839
Kinder HSPVA	192	188	97.9	176	93.6	130	69.1	127	67.6	1141
Lamar HS	252	235	93.3	212	90.2	139	59.1	135	57.4	1091
Leland YMCPA	14	13	92.9	11	84.6	6	46.2	6	46.2	1005
Long Acad	12	11	91.7	7	63.6	4	36.4	3	27.3	981
Madison HS	48	45	93.8	33	73.3	9	20	8	17.8	945
Middle College HS - Fraga	9	8	88.9	7	87.5	4	50	4	50.0	1020
Middle College HS - Gulfton	3	3	100.0	*	*	*	*	*	*	*
Milby HS	96	95	99.0	54	56.8	21	22.1	17	17.9	935
Mount Carmel Acad HS	8	8	100.0	5	62.5	4	50	3	37.5	998
North Forest HS	6	6	100.0	4	66.7	0	0	0	0.0	927
North Houston EC HS	60	58	96.7	49	84.5	33	56.9	30	51.7	1059
Northside HS	57	57	100.0	31	54.4	17	29.8	15	26.3	932
Scarborough HS	16	16	100.0	9	56.3	2	12.5	2	12.5	889
Sharpstown HS	16	13	81.3	6	46.2	4	30.8	4	30.8	931
Sharpstown Intl	37	35	94.6	28	80	16	45.7	15	42.9	1027
South EC HS	35	32	91.4	23	71.9	17	53.1	17	53.1	1044
Sterling HS	13	10	76.9	5	50	3	30	2	20.0	962
TCAH	8	2	25.0	*	*	*	*	*	*	*
Waltrip HS	100	83	83.0	56	67.5	25	30.1	23	27.7	946
Washington HS	19	17	89.5	10	58.8	4	23.5	4	23.5	939
Westbury HS	58	53	91.4	34	64.2	9	17	9	17.0	942
Westside HS	200	190	95.0	178	93.7	127	66.8	124	65.3	1120
Wheatley HS	8	6	75.0	3	50	1	16.7	1	16.7	885
Wisdom HS	13	11	84.6	5	45.5	3	27.3	2	18.2	905
Worthing HS	9	8	88.9	3	37.5	0	0	0	0.0	825
Yates HS	10	4	40.0	*	*	*	*	*	*	*
YWCPA	18	18	100.0	16	88.9	11	61.1	11	61.1	1077
<b>G/T Total, Grade 11</b>	<b>2,872</b>	<b>2,726</b>	<b>94.9</b>	<b>2,249</b>	<b>82.5</b>	<b>1,476</b>	<b>54.1</b>	<b>1,431</b>	<b>52.5</b>	<b>1071</b>
<b>District Total, Grade 11</b>	<b>12,338</b>	<b>9,312</b>	<b>75.5</b>	<b>4,057</b>	<b>43.6</b>	<b>1,973</b>	<b>21.2</b>	<b>1,864</b>	<b>20.0</b>	<b>898</b>

Source: College Board PSAT/NMSQT data file, 5/10/2022; PEIMS Fall Snapshot, 2021

Notes: Liberty HS and Secondary DAEP did not test their G/T eleventh grade students, but these students are included in the G/T eleventh grade enrollment.

\*Scores not reported for less than five students.

## Appendix F–1

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

Sorted in Descending order on Mean Composite Score

School Name	# G/T Class Size	# of G/T Tested	% of G/T Tested	G/T Mean Composite	% G/T Met English CR >=18)	% G/T Met Mathematics CR (>=22)	% G/T Met Reading CR (>=22)	% G/T Met Science CR (>=23)	% G/T Met All 4
Heights HS	162	6	3.7	27.2	100.0	66.7	83.3	50.0	50.0
Carnegie HS	248	37	14.9	27.1	100.0	91.9	86.5	86.5	73.0
DeBakey HS	119	6	5.0	27.0	100.0	100.0	100.0	83.3	83.3
Bellaire HS	273	23	8.4	26.3	95.7	78.3	87.0	78.3	60.9
Lamar HS	205	27	13.2	26.3	85.2	81.5	74.1	74.1	70.4
Kinder HSPVA	179	16	8.9	25.8	100.0	56.3	87.5	81.3	43.8
Westside HS	173	18	10.4	25.5	88.9	66.7	66.7	55.6	38.9
Energy Inst HS	56	9	16.1	24.8	100.0	55.6	77.8	88.9	33.3
Leland YMCPA	9	5	55.6	20.8	60.0	40.0	40.0	40.0	20.0
Milby HS	97	8	8.2	16.9	77.8	33.3	11.1	11.1	11.1
Challenge EC HS	36	2	5.6	*	*	*	*	*	*
Chavez HS	80	2	2.5	*	*	*	*	*	*
East EC HS	42	1	2.4	*	*	*	*	*	*
HAIS HS	49	1	2.0	*	*	*	*	*	*
Jones HS	6	2	33.3	*	*	*	*	*	*
Sterling HS	22	2	9.1	*	*	*	*	*	*
TCAH	11	1	9.1	*	*	*	*	*	*
Waltrip HS	79	1	1.3	*	*	*	*	*	*
Washington HS	16	1	6.3	*	*	*	*	*	*
YWCPA	19	2	10.5	*	*	*	*	*	*
Austin HS	30	0	0.0	--	--	--	--	--	--
Eastwood Acad HS	39	0	0.0	--	--	--	--	--	--
ENERGIZED FOR STEM ACADEMY HS	3	0	0.0	--	--	--	--	--	--
Furr HS	30	0	0.0	--	--	--	--	--	--
Houston MSTC HS	84	0	0.0	--	--	--	--	--	--
HSLJ	32	0	0.0	--	--	--	--	--	--
Kashmere HS	6	0	0.0	--	--	--	--	--	--
Long Acad	9	0	0.0	--	--	--	--	--	--
Madison HS	24	0	0.0	--	--	--	--	--	--
Middle College HS - Gulfon	1	0	0.0	--	--	--	--	--	--
Mount Carmel Acad HS	4	0	0.0	--	--	--	--	--	--
North Forest HS	7	0	0.0	--	--	--	--	--	--
North Houston EC HS	53	0	0.0	--	--	--	--	--	--
Northside HS	24	0	0.0	--	--	--	--	--	--
Scarborough HS	20	0	0.0	--	--	--	--	--	--
Sharpstown HS	24	0	0.0	--	--	--	--	--	--
Sharpstown Intl	28	0	0.0	--	--	--	--	--	--
South EC HS	17	0	0.0	--	--	--	--	--	--
Westbury HS	65	0	0.0	--	--	--	--	--	--
Wheatley HS	11	0	0.0	--	--	--	--	--	--
Wisdom HS	6	0	0.0	--	--	--	--	--	--
Worthing HS	4	0	0.0	--	--	--	--	--	--
Yates HS	2	0	0.0	--	--	--	--	--	--
<b>2021 G/T Total</b>	<b>2,331</b>	<b>288</b>	<b>12.4</b>	<b>28.5</b>	<b>96.5</b>	<b>83.0</b>	<b>87.5</b>	<b>83.3</b>	<b>75.0</b>
<b>2022 G/T Total</b>	<b>2,404</b>	<b>170</b>	<b>7.1</b>	<b>25.4</b>	<b>91.2</b>	<b>70.6</b>	<b>76.5</b>	<b>71.2</b>	<b>53.5</b>
<b>2022 District Total</b>	<b>11,004</b>	<b>755</b>	<b>7.0</b>	<b>23.8</b>	<b>79.6</b>	<b>58.5</b>	<b>53.6</b>	<b>59.3</b>	<b>42.0</b>

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

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

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

## Appendix F–2

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

Sorted on Mean Total Score in Descending Order

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

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

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

\*Scores not reported for less than 5 students.

## Appendix G–1

### Middle School G/T Students: Advanced Courses Grade Distributions

Grade 6 Reading/ELA			Grade 7 Reading/ELA			Grade 8 Reading/ELA		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,255	67.0%	A	1,381	65.5%	A	1,685	61.3%
B	461	24.6%	B	540	25.6%	B	698	25.4%
C	78	4.2%	C	81	3.8%	C	162	5.9%
D	35	1.9%	D	54	2.6%	D	89	3.2%
F	45	2.4%	F	51	2.4%	F	113	4.1%
Total	1,874		Total	2,107		Total	2,747	
Grade 6 Math			Grade 7 Math			Grade 8 Math		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,148	57.3%	A	1,314	60.3%	A	1,542	54.9%
B	624	31.2%	B	576	26.4%	B	878	31.2%
C	122	6.1%	C	133	6.1%	C	214	7.6%
D	75	3.7%	D	92	4.2%	D	94	3.3%
F	34	1.7%	F	64	2.9%	F	82	2.9%
Total	2,003		Total	2,179		Total	2,810	
Grade 6 Science			Grade 7 Science			Grade 8 Science		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,281	64.1%	A	1,406	66.1%	A	1,632	59.0%
B	583	29.2%	B	481	22.6%	B	840	30.3%
C	82	4.1%	C	112	5.3%	C	169	6.1%
D	36	1.8%	D	51	2.4%	D	83	3.0%
F	16	0.8%	F	77	3.6%	F	44	1.6%
Total	1,998		Total	2,127		Total	2,768	
Grade 6 Social Studies			Grade 7 Social Studies			Grade 8 Social Studies		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,357	69.1%	A	1,412	65.9%	A	1,676	59.8%
B	489	24.9%	B	581	27.1%	B	720	25.7%
C	67	3.4%	C	78	3.6%	C	187	6.7%
D	34	1.7%	D	37	1.7%	D	98	3.5%
F	16	0.8%	F	35	1.6%	F	124	4.4%
Total	1,963		Total	2,143		Total	2,805	
Grade 6 Non-Core Content			Grade 7 Non-Core Content			Grade 8 Non-Core Content		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	12	54.5%	A	77	74.8%	A	118	48.8%
B	7	31.8%	B	20	19.4%	B	79	32.6%
C	1	4.5%	C	3	2.9%	C	17	7.0%
D	1	4.5%	D	2	1.9%	D	9	3.7%
F	1	4.5%	F	1	1.0%	F	19	7.9%
Total	22		Total	103		Total	242	

Source: SIS Cycles 1–6, Semester 1 &amp; 2, and EOY Data Files, 2022

## Appendix G–2

## High School G/T Students: Advanced Courses Grade Distributions

Grade 9 Reading/ELA			Grade 10 Reading/ELA			Grade 11 Reading/ELA			Grade 12 Reading/ELA		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,245	55.8%	A	1,431	58.4%	A	1,425	58.1%	A	1,018	53.6%
B	588	26.3%	B	628	25.6%	B	566	23.1%	B	558	29.4%
C	164	7.3%	C	149	6.1%	C	187	7.6%	C	169	8.9%
D	112	5.0%	D	97	4.0%	D	105	4.3%	D	89	4.7%
F	124	5.6%	F	144	5.9%	F	169	6.9%	F	65	3.4%
Total	2,233		Total	2,449		Total	2,452		Total	1,899	
Grade 9 Math			Grade 10 Math			Grade 11 Math			Grade 12 Math		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	986	44.7%	A	984	44.7%	A	869	41.2%	A	632	40.5%
B	639	29.0%	B	631	28.6%	B	605	28.7%	B	490	31.4%
C	179	8.1%	C	210	9.5%	C	207	9.8%	C	157	10.1%
D	204	9.3%	D	183	8.3%	D	204	9.7%	D	160	10.3%
F	197	8.9%	F	195	8.9%	F	222	10.5%	F	121	7.8%
Total	2,205		Total	2,203		Total	2,107		Total	1,560	
Grade 9 Science			Grade 10 Science			Grade 11 Science			Grade 12 Science		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,063	49.9%	A	1,072	49.4%	A	994	49.2%	A	668	50.4%
B	630	29.6%	B	620	28.6%	B	597	29.6%	B	401	30.2%
C	188	8.8%	C	201	9.3%	C	175	8.7%	C	106	8.0%
D	127	6.0%	D	158	7.3%	D	123	6.1%	D	89	6.7%
F	123	5.8%	F	120	5.5%	F	131	6.5%	F	62	4.7%
Total	2,131		Total	2,171		Total	2,020		Total	1,326	
Grade 9 Social Studies			Grade 10 Social Studies			Grade 11 Social Studies			Grade 12 Social Studies		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	1,087	48.1%	A	1,158	49.2%	A	1,674	53.7%	A	1,566	49.4%
B	582	25.8%	B	688	29.2%	B	848	27.2%	B	989	31.2%
C	204	9.0%	C	190	8.1%	C	258	8.3%	C	288	9.1%
D	166	7.3%	D	157	6.7%	D	161	5.2%	D	216	6.8%
F	221	9.8%	F	161	6.8%	F	175	5.6%	F	112	3.5%
Total	2,260		Total	2,354		Total	3,116		Total	3,171	
Grade 9 Non-Core Content			Grade 10 Non-Core Content			Grade 11 Non-Core Content			Grade 12 Non-Core Content		
Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%	Grade Earned	N	%
A	787	63.1%	A	1,541	61.7%	A	1,546	64.8%	A	963	61.1%
B	237	19.0%	B	508	20.3%	B	468	19.6%	B	329	20.9%
C	101	8.1%	C	196	7.8%	C	124	5.2%	C	118	7.5%
D	58	4.7%	D	83	3.3%	D	108	4.5%	D	72	4.6%
F	64	5.1%	F	170	6.8%	F	140	5.9%	F	94	6.0%
Total	1,247		Total	2,498		Total	2,386		Total	1,576	

Source: SIS Cycles 1–6, Semester 1 &amp; 2, and EOY Data Files, 2022



## Appendix H

### G/T PROFESSIONAL LEARNING, 2021–2022

Course Description	Credit Hours	N Completing
GT_30 Hour Foundational Training PK-12	30	369
GT_Social Emotional Needs of GT Children	6	272
GT_Differentiation for Gifted Learners	6	1,221
GT_Administrators Nature and Needs with Service Options + Social and Emotional Needs of GT Students	6	371
GT_You Might Have a G/T Student	2	3,984
GT_State Plan for the Education of Gifted/Talented Students	1	2,025
GT_Engaging Gifted Students by Adding Depth and Complexity	3	32
GT_Implementing the Texas Performance Standards Project (TPSP)	1	6
GT_K-12 PowerSchool G/T Forms and Letters Professional Learning Open Lab	2	80
GT_Renzulli Student Profiler Professional Learning	1	42
GT_Renzulli Student Profiler Professional Learning	1.5	5
GT_Renzulli Student Profiler Professional Learning	2	27
GT_Gifted Education Plans – The Power and The Purpose	2	120
GT_The Power and The Purpose of the Gifted Education Plans	2	660
GT_Renzulli Learning Student Profiler	2	641
GT_Using Depth and Complexity Icons to Elevate Student Engagement	5	151
GT_Questioning Strategies to Elevate Critical Thought	2	395
GT_The Differentiator to Establish Tiered Learning Activities and Groupings	1	281
GT_Navigating the Mentoring Minds Mobile App to Align Critical Thought, Standards Mastery, and SEL	1	175
GT_Thinking Routines to Drive Critical Thought	1	348
GT_Navigating the Texas Performance Standards Project (TPSP) Website	1	309
GT_Gifted and Talented Expo Training	1	264
GT_Digital Choice Boards as an Instructional Tool	2	253
GT_Identifying Gifted Students in Special Populations	6	836
GT_Why Being Gifted is Much More Than What We Think	1	296
GT_Nature and Needs of Gifted/Talented Students	6	994
GT_Identification and Assessment of Gifted/Talented Students	6	793
GT_Creativity and Instructional Strategies	6	1,251
GT_Differentiated Curriculum	6	1,254
GT_Social and Emotional Needs of Gifted/Talented Students	6	1,527
GT_TSDSEPT21 - K-12 HISD Connect G/T Forms Open Lab (Request for Evaluation, Teacher & Parent Recommendation)	1.5	50
GT_TSDSEPT21 - Gifted Education Plans – The Power and The Purpose/HISD Connect G/T Forms and Letters Open Lab (GEPs and GWRs)	1.5	213
GT_TSDSEPT21 - K-12 Using Depth and Complexity Icons to Elevate Student Engagement	1.5	170

## Appendix H (Continued)

Course Description	Credit Hours	N Completing
GT_TSDSEPT21 - K-12 The Differentiator to Establish Tiered Learning Activities and Groupings	1.5	71
GT_TSDOCT21 - K-12 HISD Connect G/T Forms Open Lab (Request for Evaluation, Teacher & Parent Recommendation)	1.5	49
GT_TSDOCT21 - Gifted Education Plans – The Power and The Purpose/HISD Connect G/T Forms and Letters Open Lab (GEPs and GWRs)	1.5	62
GT_TSDOCT21 - Renzulli Learning Student Profiler	1.5	107
GT_TSDOCT21 - Best Practices in the Gifted Classroom	1.5	26
GT_Dive Into Inquiry Book Study	6	47
GT_K-12 PowerSchool G/T Forms and Letters Professional Learning Open Lab	2	5
GT_IB ATL Final Assignment	1	10
GT_Identification & Assessment for GT Students K-12 Online	6	218
GT_12 Hour K-12 Online	12	15
<b>Duplicated OneSource Count</b>		<b>20,407</b>
<b>Unduplicated OneSource Count</b>		<b>8,603</b>
<b>Educators completing 6 or more hours</b>		<b>6,633</b>
<b>Educators completing 30 or more hours</b>		<b>981</b>

Sources: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/19/2022

Note: Charter School personnel are included in OneSource.

## Appendix I

### ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROFESSIONAL LEARNING, 2021–2022

Course Description	Credit Hours	N Completing
AP_ Advanced Placement Basics	2	14
IB_ MYP Unit Planning - Final Assignment	1	1
AP_ Using Khan Academy to Enrich AP Instruction	1	10
IB_ MYP Unit Planning Part 2 Final Assignment	1	1
IB_ DP/CP (Diploma Programme & Career-related Programme) Coordinator meeting	2	9
IB_ MYP Coordinator Meeting	2	40
IB_ PYP Coordinator Meeting	2	55
IB_ Supporting the MYP to DP transition in Language and Literature, Part 1	1	2
AP_ PS21 - JobAlike: Advanced Placement Teachers	1.5	344
IB_ PS21 - JobAlike: Training for International Baccalaureate DP and CP Teachers	1.5	73
IB_ PS21 - JobAlike: Best Practices for International Baccalaureate PYP and MYP teachers	1.5	425
AP_ TSDSEPT21 - PLC for Advanced Placement High School and Middle School Teachers	1.5	273
IB_ TSDSEPT21-PLC for International Baccalaureate DP and CP Teachers	1.5	55
IB_ TSDSEPT21 International Baccalaureate Practices in the Classroom	1.5	128
IB_ TSDOCT21 - IB Practice For Primary And Middle Years Programme Teachers	1.5	3
AP_ TSDOCT21 - PLC for Advanced Placement High School and Middle School Teachers	1.5	58
AP_ Advanced Placement Teacher PLC	1.5	154
IB_ PLC Meeting for International Baccalaureate Teachers	1.5	36
AP_ Teaching with Primary Sources	6	21
IB_ TSDFEB22 - PLC for International Baccalaureate High School	1.5	7
IB_ TSDFEB22 IB Professional Development Learning Exchange for Primary Years Programme (PYP) Teacher	1.5	55
IB_ An Introduction to Recognizing IB ATL Skills in Practice	2	7
IB_ Primary Year Programme (PYP) Basics	6	3
IB_ MYP Unit Planning	2	3
IB_ MYP Unit Planning Part 2	3	2
<b>Duplicated OneSource Count</b>		<b>1,779</b>
<b>Unduplicated OneSource Count</b>		<b>1,087</b>
<b>Educators completing 6 or more hours</b>		<b>90</b>
<b>Educators completing 18 or more hours</b>		<b>0</b>

Sources: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 7/19/2022

Note: Charter School personnel are included in OneSource.