Research Article

"Excuse Me, I'm Speaking" Do Girls Face a Level Playing Field in Public Forum Debates?

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ABSTRACT

High school debate offers the opportunity for students to develop skills critical to leadership and civic participation, yet there remains a gender gap in both performance and participation. Several empirical papers have shown that attrition is a significant cause of the gap, but previous research has focused on national or collegiate vs. regional competition, and more technical events like Lincoln Douglas or Policy debate. Instead, this paper explores the gender gap in Public Forum high school debate at the regional level. Specifically, it determines what effect gender has on a team's success at the Texas Forensic Association State tournaments over the last two years. This data set was chosen strategically to analyze judge bias as a possible explanation: Public Forum is often judged by non-technical judges, leaving results more subject to personal bias; second, by the time competitors get to TFA, they have already shown persistence, minimizing the attrition explanation; and third, regional competitions are a more inclusive space. Publicly available data was collected from Tabroom, the system most commonly used to run tournaments. Using an Ordinary Least Squares regression with gender and prior experience as explanatory variables, it was found that an all female team was about 7 percent less likely to win a round than an all male team, given the same levels of experience. This result had high significance, although the relatively low R-squared value suggests there are variables other than prior experience and gender that are relevant to understanding success to be explored further.

Keywords: Gender bias; Public Forum debate; High school debate; Educational equity

INTRODUCTION

Our innate sense of fairness tells us that most valuable skills can be mastered through practice; however, in reality, not everything comes down to preparation. For example: in public speaking, the way a speaker is perceived is shaped by factors often out of their own control. In debate, confidence and assertiveness are rewarded, sometimes over the substance of the argument, yet the reception of these traits is rarely consistent.

As the first female presidential candidates debated on the national stage, public reactions to their assertiveness did not appear to apply to male candidates, raising the question of whether a similar dynamic was occurring in

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debate and contributing to female debaters losing at a disproportionate rate (1).

There is some limited empirical literature on this topic, which has shown a significant gender gap in the debate space (2-4). Various explanations were explored with the available data, including gaps in persistence: at the novice level, there is little empirical difference between men and women debaters, but women are more likely to drop out after losses than men, which means there are proportionately fewer talented women at the highest levels of competition (3, 4). This is consistent with personal experience in debate: anecdotally, female debaters tend to leave debate after experiencing harsh critiques by judges or aggressive and argumentative opposing male teams.

Only one other analysis could be found focusing specifically on Public Forum events, partially because it was only added to the debate circuits in 2002 (3, 5). Public Forum (PF) debate is a two-on-two format that is centered on persuasive argumentation. Public Forum is uniquely pertinent to this paper because of its focus on rhetoric. Unlike other forms of debate, PF is designed for a lay audience, meaning it has a significantly higher percentage of judges without any experience debating. This makes PF particularly susceptible to bias, a possible driver of a gender gap. More rounds in PF, compared to other events, come down to purely judges' perception of competitors, because less judges know how to technically evaluate a debate round, meaning any biases in the way judges perceive women are exacerbated.

In addition, previous analysis has focused on collegiate or national circuits, vs. regional. It is important to note that the nature of local vs. national debate competition is quite different. Very few high schools in the US have the ability to travel on the national circuit (approximately 12%: there are 3,152 National Speech and Debate Association member high schools in 2023-24 according to the NSDA website of about a total of 26,000 public and private high schools in the USA in 2020-21 according to the National Center for Education Statistics). Competing at the national level is very expensive – on an individual level, it requires hiring consultants and coaches, and paying travel expenses to tournaments. On the team level, each national tournament costs thousands of dollars in entry and judge fees. Because we do not have good data on the socioeconomic status of individual competitors to use as a control, regional tournaments offer a more "noise-free" space to study the independent effects of gender.

Thus, by focusing on Public Forum at the regional vs. national level – with a unique dataset from one of the largest regional competitions in the nation – this paper attempts an original contribution to the question of whether the gender gap persists at the highest level of debate, among competitors with equal experience. Findings suggest that most persistent females experience different outcomes in the highest levels of competition. This might be due to judge bias, heightened by a lack of clarity on the relevant skills they are supposed to be evaluating, and that topic will be explored through available data in this paper.

METHODS AND MATERIALS

To explore this idea, this paper analyzes the performance of debaters, on the basis of gender, at the TFA (Texas Forensic Association) State tournament. Texas is one of the most highly competitive states for debate, and the people who perform well at state are some of the nationally highest ranked debaters. Teams that make it to compete at TFA state have already demonstrated a significant amount of talent, drive, and experience.

For this paper, publicly available Tabroom data was collected from the two most recent years available, TFA state 2023 and 2024 (11). Specifically, the teams' win/loss record at state, speaker points, gender, and previous tournament experience. Speaker points are used as a tiebreaker in preliminary rounds. They are meant to be a measure of the individual debaters performance in the round, independent of their partner, and are judged on a scale of 25-30. The total speaker points of the team over all 6 preliminary rounds at state was collected. However, since there is no clear scale for what various speaker points correspond to, there is likely to be significantly more variability in a team's speaker points than in their win/loss record, depending on the judge. These two years of data provide this study with a broad enough sample for its planned analysis.

Collecting speaker points and win rates was straightforward, but the process for finding gender and previous experience introduced potential sources of error. The gender most closely associated with the name of each debater was used, and each team coded as 0, 1, or 2 based on the number of girls on each team, where 0 represents an all male team. Consistent with literature on this topic, the most probable gender of a given forename was researched, on the assumption that

debaters are using a chosen forename consistent with their gender identity. There is some room for error in this process, but in theory random enough as to not systematically affect the results. Determining each team's prior debate experience was somewhat more challenging, because of inconsistencies in tabroom. Because the site is being redone, there are some tournaments missing from the site. Additionally, which tournaments were attended by a specific partnership versus a different team with a member in common was left ambiguous. However, these errors are assumed to be random or minimal enough as to not introduce significant bias. Importantly, the gender composition of each team at TFA State, the same tournament where their win/loss records were collected, is certain, which is enough to determine how gender affects win rate at the state level.

The total number of teams was just under 200; the full data set can be found in the Appendix.

The goal of this method was to determine whether gender plays a significant role in competitive success, while controlling for debate experience. To accomplish this, a regression was run on the number of prior tournaments vs. win/loss records. This helped to establish a baseline for how experience affected success, as we would expect.

It is important to note that the prior number of tournaments is not a measure of ability. Other variables, if the data was available, could be much better indicators of debate ability, such as IQ, GPA, or SAT scores. While debate experience is, intuitively, a large part of success, there are other factors, ie. people who have been to the same number of tournaments are not necessarily the same level of debater. So while experience controls somewhat for skill level, it does not do so perfectly. Furthermore, it is unclear what makes a person good at debate. That is, this analysis is simplifying a complex situation, and requires one to assume that innate ability is equally distributed between male and female debaters.

Finally, another regression was run, this time using gender as an additional variable. If gender as another predicting variable is shown to be significant, while controlling for equal levels of experience, it suggests that gender has an independent effect on success.

RESULTS

First a graph was made (Figure 1) using the number of tournaments a team had been to prior to competing at TFA state as the independent variable and their win/loss record at state as the dependent variable. Figure 1 shows how the experience of a debater affects their success at state. It is clear from the data alone that there is some upward trending line that relates experience to the number of rounds won at TFA state.

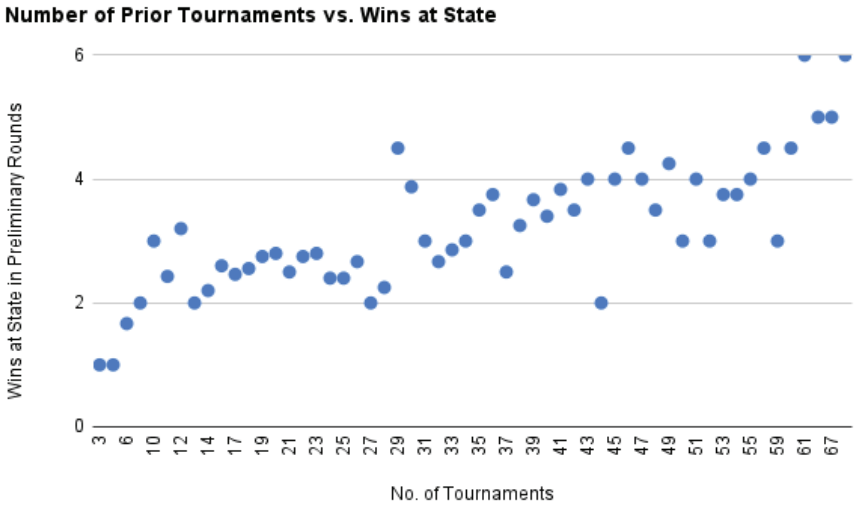

Figure 1. Number of Prior Tournaments vs. Wins at State. The scatterplot shows how the experience of a debater affects their success at state. It is clear from the data alone that there is some upward trending line that relates experience to the number of rounds won at TFA state.

To then more precisely understand this effect, an ordinary least squares regression was run in excel. The first summary output can be seen in Table 1.

Table 1 shows a few valuable things: firstly, the line of best fit is approximately.

$$y = 1.69126 + 0.4569x$$

This shows that for every previous tournament completed, a given team won approximately .046 more rounds at state. Secondly, R, the correlation coefficient, is 0.526, suggesting a moderately strong positive linear correlation, and thus a strong effect of experience on success. The R-squared value is somewhat low, from a theoretical mathematical standpoint – approximately 0.277 – which suggests only about 28% of the variance in success at TFA state is explained by experience. However, in social sciences, it is expected that the R-squared value is lower, because there are so many unobservable or, at least difficult-to-measure, explanatory variables in a real world context, that it is rare that a given variable explains a majority of the variance. From this regression output, it is clear that experience has a significant effect on a team's success.

With a baseline now established, a second regression was run, this one a two variable regression. Whereas a one variable linear regression finds a line of best fit, a two variable regression finds the plane that best fits the data, through a very similar process, the only difference being that the function is now a multivariate one. Whereas the output before gives us a line of the form $y = a + bx$, a two variable regression outputs an equation of the form $y = a + b_1 x_1 + b_2 x_2$. In this case, $b_1 x_1$ stays the same, it represents the effect of number of tournaments a team has gone to prior to state, and $b_2 x_2$ will represent the effect of gender. In both regressions, we are finding coefficients b_1 and b_2 such that the equation fits the data the best, according to an ordinary least squares regression, which minimizes the sum of the squares of the residuals for each data point. This summary output can be seen in Table 2.

Table 2 shows us the new line of best fit is described by the following equation:

$$y = 1.9349 – 0.21557x_1 + 0.04271x_2$$

Where x_1 is the number of girls on a specific team, and x_2 is the number of tournaments that team has gone to. We can also see that the r value is higher than the previous regression, although marginally, suggesting again a moderately strong linear relationship between the predictive variables and a team's success. Furthermore, the R-squared value also went up, now showing that about 30% of the data is explained by the team's gender and experience.

The coefficient of x_2 indicates that each additional tournament attended translates to 0.043 more rounds won, again out of 6 preliminary ones, a similar result to the original regression. The coefficient of x_1 suggests that for every girl on your debate team, you can expect to lose 0.21 more rounds out of 6 preliminary rounds at TFA state. An expected 0.21 less wins out of 6 translates to 3.5% less wins for every girl on a given team; thus a girl-girl team at state is about 7% more

Table 1. Summary output for regression one between the number of tournaments a team had been to prior to competing at TFA state as the independent variable and their win/loss record at state as the dependent variable

REGRESSION ONE: SUMMARY OUTPUT	
Y = Number of wins at state rounds	
Regression Statistics	
Multiple R	0.5259661498
R Square	0.2766403907
Adjusted R Square	0.2728924134
Standard Error	1.079559142
Observations	195

	Coefficients	**Standard Error**	**t Stat**	**P-value**	**Lower 95%**	**Upper 95%**
Intercept	1.691260724	0.172426092	9.808612519	0	1.351179289	2.031342159
No. of Tournaments	0.04565944453	0.0053146088	8.591308647	0	0.035177273	0.035177273

Table 2. Summary output for regression two using gender and number of tournaments a team had been to prior to competing at TFA state as the independent variables and their win/loss record at state as the dependent variable. Notably, gender as an explanation for win rate is a significant result at the 5 percent level.

REGRESSION TWO: SUMMARY OUTPUT	
Y = Number of wins at state rounds	
Regression Statistics	
Multiple R	0.5449984274
R Square	0.2970232858
Adjusted R Square	0.2897006117
Standard Error	1.067008359
Observations	195

	Coefficients	**Standard Error**	**t Stat**	**P-value**	**Lower 95%**	**Upper 95%**
Intercept	1.934942172	0.1992734498	9.709984818	0	1.541895928	2.327988417
No. of Girls	-0.2155652822	0.0913620292	-2.359462502	0.01930535	-0.39576742	-0.03536314
No. of Tournaments	0.04270771207	0.00539973958	7.909216995	0	0.032057285	0.053358139

likely to lose any given round than a boy-boy team of the same level.

The p-value measures the probability this data would be obtained if the null hypothesis is true – in this case the p-value is the probability this data exists given gender has no effect on a team's success – and is approximately 0.019. Since this value is lower than the regularly accepted threshold of 0.05, this result is considered highly statistically significant. In other words, there is only a 2% chance the observed gender disparity is due to random variance. A third regression with an interaction coefficient (gender * experience) was also run to see if gender had a disproportionate effect on experience. However, the model was not significant, suggesting that for a given level of experience the slope is similar for men and women, ie. experience has a similar effect on success for men and women. This would be expected if attrition is not the only explanation for gender disparity.

DISCUSSION

After running this regression, it can be seen that there is a significant gender gap even at the highest regional levels of competition. In addition, the parsimony of this model suggests that it is likely to be stable, and predictive. In previous empirical studies, more control variables were included, but available controls all existed within the debate space (e.g. whether or not a judge was female, which resulted in no effect, whether the competitors had a record of winning or losing, etc.) and were not independent of debate experience or success; given the results – gender disparity in outcomes – are stable with this more parsimonious model and a new, more recent data set in a different context, this study can be considered to successfully replicate past results

There are a couple of possible explanations for this. Firstly, there could be inherent skill differences, although this explanation is not grounded in the empirical literature. In a field as complex as debate, it would require being very specific about which skill set is important: is it substantive ability to write an argument or is it presentation and showmanship? To test this would require experimental evidence and is outside the scope of this work.

As discussed in the introduction, another explanation is that girls quit debate at higher rates than their male counterparts, meaning there is some experience gap – i.e. teams comprised of two girls do not get to high level debates at the same rate as teams that are comprised of two boys. As already mentioned, there is some empirical evidence that attrition does account for some of the gender gap; this paper attempts to correct for that explanation by focusing on women who have already persisted through many losses.

One final explanation has nothing to do with girls themselves, but comes entirely from external factors, the most prevalent of which would be judge bias. Debate is, in theory, an objective measurement of a

person's argumentation skills, but the specific skills themselves are not measured, named, or codified in a way that would objectively allow judges to identify them. This is especially true in Public Forum which is generally judged by non-technical "lay" judges, and, therefore, is uniquely up to subjective interpretation. Because these judges in this space have trouble tracking the technicalities of a round that might help to make it more objective, they may rely on bias. Numerous studies from the larger literature on gender bias outside the debate space show that women are often perceived as less persuasive or authoritative, which suggests that a judge may be more likely to view an all female team as less convincing and vote for a male team instead (6, 7). Indeed, these broader social dynamics around gender are shown within the literature to be replicated and reinforced within debate. For example, one comprehensive study that examined judge ballots showed that in an average tournament, 20% of women will be criticized for how they speak vs. their male counterparts, and two specific criticisms – aggression and emotion – are levied at women far more often than male debaters (8). One sociological study where judges and participants in Policy debate were interviewed suggested that "successful debaters were 'controlling and dominating,' 'hyper-masculine,' 'assertive,' 'cocky,' and 'hostile. At the same time, they pointed out that women debaters who display these qualities are punished because 'arguing [is] not ladylike.'" (9)

It is important, and feasible, to reduce the gender gap in high school debate. As previously discussed, much of the gap is explained by attrition rates, but this data shows that women still struggle at the highest levels of competition. This suggests there are two places to focus. First, is on getting more women in debate, and second, getting them to stay once they join.

The problem of persistence is driven and exacerbated by the culture in the debate space, which is often highly and overtly unrespecting of women (9, 10). For example, former high school debate coach Anna Waters states in a recent interview areas areas where women tend to have trouble in debate rounds: "some of the adjectives used to describe women's voices you don't really hear about men - so things like screechy or naggy or just in general annoying. The high-pitched tone of voice is often criticized." (10). This is a hard problem to address until there are more women in the debate space – the Nie and Yi study demonstrated that there are lower rates of attrition in female debaters that come from schools with higher ratios of female to male debaters (3). Unfortunately, this solution is circular. Worse, as we have seen above, experience is not the only predictor of success in debate, even when accounting for gender. We know from our models that there are other variables that drive success outside of debate (even if we do not know what they are, precisely) which might include intelligence, drive, verbal reasoning, etc. – but women with these skills are likely leaving debate at higher rates than men with these skills, leaving talent at the top thinner than it should be.

However, the attrition rate of women is not independent of judge bias – the Tartovsky study shows that women respond more negatively to losing, and further, that when their win rate increases by one standard deviation, women are 50% less likely to drop out of debate, whereas the same increase has no effect for men.

So it would seem the solution ultimately to both retaining women in debate and closing a gender gap seems to rely on eliminating judge bias. The main way to do this would likely look like some standardization of the underlying purpose of PF and what a judge is meant to evaluate. There should be an objective measure by which to judge competitors – such as a rubric – because currently there is a lack of clarity on what judges are meant to even be judging – is it argumentation and logical reasoning? Presentation? Rhetoric? Most judges, even at the highest level tournaments, have received zero training. Due to a lack of resources, judges are often parent volunteers, that are, at best, relying on their personal experiences of cultural norms to determine who won. Without objective measure of a debater's skill there is an ambiguity that allows implicit biases to seep into the debate space, ultimately making it an uphill battle for women, and causing them to leave debate at higher rates and find less success even when they do persist. This is a problem, because participating in debate can provide portable skills for women to inform future career success – including the very skills to stand up to gender bias in the first place. Interviewees of one study on debate said that participation in the space helped them learn how to handle day-to-day sexism or at least tolerate it, " 'when you can stand up and despite people despite biases still pull out the win, it is empowering,' ….'I played the game exactly how you wanted it to be played and I still beat you.'...'now when things bother me, it's really easy to handle it, um, or it's really easy to articulate why I feel a certain way and then figure out what the next best course of action is." (9)

CONCLUSION

This paper ran original Ordinary Least Squares regression analysis on a unique dataset and confirmed that female Public Forum debaters at TFA State lost rounds, on average, more frequently than male debaters with the same level of experience. Public Forum was chosen because it considered one of the least technical debate events, thus leaving it more susceptible to judge bias, and the state vs. local tournaments was chosen because women who have qualified for state have already demonstrated persistence, minimizing the explanation that differentiated outcomes between genders is due to attrition. For these reasons, this paper concluded that judge bias likely reasons for this persistent gap, and offers several possible solutions for reducing or eliminating bias.

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CONFLICT OF INTERESTS

The author declares that there are no conflicts of interest regarding the publication of this article.

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APPENDIX: DATA SOURCE

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
3	Mehta & Lu	Seven Lakes	5	357.5	0	62
3	Suri & Punreddy	Southlake Carroll	5	357.1	2	43
14	Bindlish & Sharma	Southlake Carroll	4	357.1	0	36
1	Ben-Avi & Coleman	L C Anderson	6	357.1	0	54
2	Kapoor & Lohtia	Plano West	6	356.2	0	12
12	Patel & Kumar	Plano West	4	355	2	10
1	Reddy & Yarlagedda	Southlake Carroll	6	355	0	61
5	Liu & Mehta	Seven Lakes	5	354.8	0	67
6	Bakshi & Koh	Southlake Carroll	5	354.2	0	49
7	Chen & Lin	Seven Lakes	5	354.1	0	18
4	Chimata & Turley	Strake Jesuit College Prep	5	354	0	46
4	Kashyap & Kim	Flower Mound	5	353.9	1	41
15	Kondagunturi & Pillay	Westlake	4	353.9	0	49
17	Appan & Bai	Jasper	4	353.7	0	30
15	Ingram & MacKay	Winston Churchill	4	353.7	0	36
34	Kasturi & Wadhwa	Westlake	3	353.7	0	34
13	Bakshi & Sharma	Southlake Carroll	4	353.6	0	14
33	Haire & Haire	Strake Jesuit College Prep	3	353.5	0	33
17	Li & Wang	A and M Consolidated	4	353.4	2	48
2	Dubey & Yates	Strake Jesuit College Prep	6	353.3	0	70
61	Lo & Zeng	Strake Jesuit College Prep	2	353.3	0	25
16	Mendoza Casas & Jeter	Seven Lakes	4	353.2	1	35
60	Syed & Shim	Westlake	2	353.1	0	40
5	Gogia & Wang	Southlake Carroll	5	352.8	2	38
19	Gogia & Wang	Southlake Carroll	4	352.8	2	38
18	Polishetty & Pham	Vista Ridge	4	352.7	0	22
6	Wu & Kaboo	Seven Lakes	5	352.7	0	60
22	Agrawal & Ramineni	Seven Lakes	4	352.5	2	39
42	Lutterman & Veith	Seven Lakes	3	352.5	0	39
35	Patwardhan & Carter	McNeil	3	352.3	2	15
39	Stenglein & Iley	Westwood	3	352.3	0	36
9	Tang & Chen	Bellaire	5	352.1	1	40
20	Rodgers & Wang	Westlake	4	352.1	1	60
23	Chimata & Panjwani	Strake Jesuit College Prep	4	351.9	0	56
7	Zhao & Lu	Seven Lakes	5	351.7	0	23
38	Bharadwaj & Shahi	Rouse	3	351.5	0	6

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
16	Chu & Rajanna	Westlake	4	351.5	0	42
40	Zhao & Stratton	Strake Jesuit College Prep	3	351.2	0	15
23	Chen & Juang	St John's	4	350.9	0	12
39	Ramineni & Duong	Seven Lakes	3	350.8	2	20
41	Li & Gu	Bellaire	3	350.8	1	12
20	Tomar & Cui	Plano West	4	350.8	0	30
8	Kondagunturi & Pillay	Westlake	5	350.8	0	62
8	Yang & Zhang	Kinkaid	5	350.8	0	24
10	Chai & He	Seven Lakes	5	350.7	2	41
21	Yang & Zhang	Kinkaid	4	350.7	0	40
25	Rajkumar & Bhowmik	Seven Lakes	4	350.7	0	30
41	Shankar & Sheybani	Clark	3	350.6	1	17
47	Drake & Nagunoori	Southlake Carroll	3	350.5	2	31
37	Ma & Bian	Dulles	3	350.5	2	34
10	Holmes & Haire	Strake Jesuit College Prep	5	350.5	0	54
19	Wadhwa & Kasturi	Westlake	4	350.4	0	53
14	Meyer & Battu	Plano Senior	4	350.4	0	19
38	Kou & Kaul	Westlake	3	350.4	0	24
43	Ayuluri & Vemireddy	Jasper	3	350.3	2	28
44	Carvajal Picott & Le	Seven Lakes	3	350.3	0	33
24	Guo & Zhao	Strake Jesuit College Prep	4	350.2	0	49
26	Carvajal Picott & Le	Seven Lakes	4	350.2	0	20
22	Morris & Kurra	Flower Mound	4	350.1	0	37
25	Lara & Tang	Kinkaid	4	350	0	45
27	Liu & Wang	Bellaire	4	349.8	1	17
21	Reddy & Yarlagedda	Southlake Carroll	4	349.8	0	51
49	Zhang & Zhao	Jasper	3	349.7	2	11
18	Bhattacharya & Sharma	Flower Mound	4	349.7	0	36
44	Merchant & Trivedi	Strake Jesuit College Prep	3	349.7	0	28
65	Hay & Nash	Hendrickson	2	349.6	2	54
40	Li & Palazzolo	A and M Consolidated	3	349.5	0	53
45	Valencia & Panjwani	Strake Jesuit College Prep	3	349.5	0	41
42	Li & Huang	Dulles	3	349.3	2	18
29	Iyengar & Rizvi	William P. Clements	4	349.2	0	30
28	Rao & Pham	Vista Ridge	4	349.1	0	29
26	Wu & Haire	Strake Jesuit College Prep	4	349.1	0	39
51	Reddy & Bontu	Westwood	3	349	2	24

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
45	Zhang & Zhao	Awty International	3	349	0	23
63	Edwards & Perez	Dripping Springs	2	348.9	2	18
92	Avuthu & Gokul	Flower Mound	1	348.8	2	24
27	Chu & Rajanna	Westlake	4	348.8	0	55
36	Hassen & Parcus	Strake Jesuit College Prep	3	348.8	0	42
48	Qiu & Yi	Jasper	3	348.7	2	17
28	Tomar & Cui	Plano West	4	348.7	2	15
64	Younus & Wang	Clear Creek	2	348.7	2	18
46	Ahuja & Nair	Elkins	3	348.5	1	34
46	Stalnaker & Panagiotopoulos	Colleyville Heritage	3	348.5	1	48
67	Nicholson & Malkowski	Geneva School of Boerne	2	348.2	1	24
9	Tang & Lara	Kinkaid	5	348.1	0	30
30	Kumar & Patel	Plano West	4	348	2	14
50	Iyer & Munipalle	Flower Mound	3	348	0	21
43	Guo & Holmes	Strake Jesuit College Prep	3	348	0	35
11	Liu & Wang	Bellaire	5	347.8	1	30
24	Kapoor & Lohtia	Jasper	4	347.8	0	25
52	Dasari & Venkat	Westwood	3	347.7	2	59
59	Ingling & Kim	A and M Consolidated	3	347.7	0	33
31	Syed & Shim	Westlake	4	347.6	0	49
54	Kou & Kaul	Westlake	3	347.3	0	33
32	Castillo & Karam	Strake Jesuit College Prep	4	347.3	0	33
69	Duan & Yuan	Dulles	2	347.1	1	32
69	Salemi & Stevenson	Village	2	347	1	15
56	Jinnah & Rovere	Village	3	347	0	17
73	Thatola & Kaushik	Seven Lakes	2	346.9	2	18
57	Kasibhatla & Sud	Seven Lakes	3	346.9	2	38
12	Boddeti & Kutianawala	Westwood	5	346.8	0	53
34	Li & Huang	Dulles	4	346.7	2	32
70	Shah & Patil	Westwood	2	346.7	0	22
30	Rizvi & Santanam	William P. Clements	4	346.5	0	19
49	Kashyap & Kim	Flower Mound	3	346.4	1	26
53	Merchant & Li	Strake Jesuit College Prep	3	346.4	0	41
51	Ingling & Kim	A and M Consolidated	3	346.3	0	22
71	Sugg & Nguyen	Memorial	2	346.2	2	19
76	Jackson & Ganti	Seven Lakes	2	346	2	25

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
58	Harpavat & Kirichenko	Strake Jesuit College Prep	3	346	0	17
55	Gu & Liu	Bellaire	3	345.9	1	30
74	Cai & Yang	Kinkaid	2	345.8	0	20
13	Stratton & Zhao	Strake Jesuit College Prep	5	345.8	0	29
93	Chachad & Mathai	Plano West	1	345.6	0	11
35	Jain & Birmiwal	Westwood	4	345.5	1	20
29	Appan & Qian	Jasper	4	345.5	0	11
68	Abarca & Caputo-Espinosa	James Bowie	2	345.3	1	54
66	Baird & Barden	James Bowie	2	345.2	1	32
70	Zhao & Yi	Awty International	2	345.2	1	12
47	Chen & Tang	Bellaire	3	345.1	2	23
33	Sharma & Martin	L C Anderson	4	345.1	1	46
11	Dharani & Subramanian	Southlake Carroll	5	345	0	56
68	Shah & Joglekar	Lake Travis	2	344.9	0	25
62	Arora & Yalamanchili	L C Anderson	3	344.8	2	43
60	Baird & Barden	James Bowie	3	344.7	1	53
63	Hadi & Murthy	Strake Jesuit College Prep	3	344.7	0	17
48	Palazzolo & Li	A and M Consolidated	3	344.7	0	41
94	RAMOS & Retzer	Young Women's Leadership	1	344.6	2	15
72	Ayuluri & Vemireddy	Jasper	2	344.6	2	11
62	Hemrajani & Patibandla	Jordan	2	344.5	1	26
52	Chachad & Mathai	Jasper	3	344.5	0	13
75	Varre & Kazmi	Seven Lakes	2	344.4	2	19
61	Marshall & Rath	McNeil	3	344.4	1	52
36	Trivedi & Wan	Strake Jesuit College Prep	4	344.4	0	40
75	Arora & Patel	Jasper	2	344.3	0	18
71	Bhuta & Mawani	William P. Clements	2	344.2	2	19
72	Trevino & Abdelqader	Earl Warren	2	344.2	1	33
82	Das & Srivastva	Seven Lakes	2	343.9	2	21
83	Arora & Yalamanchili	L C Anderson	1	343.9	2	37
37	Yin & Patel	Plano West	4	343.9	1	11
79	Hemrajani & Gannavarapu	Jordan	2	343.9	0	44
77	Spindler & Benko	L C Anderson	2	343.8	2	23
32	Martinez & Valladolid	Strake Jesuit College Prep	4	343.7	0	41

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
50	Schwarzenbach & Nambiar	Westwood	3	343.7	0	50
80	Al Nuami & Holland	Tascosa	2	343.6	0	17
64	Jain & Suleman	Seven Lakes	3	343.2	2	26
83	Shih & Xia	Bellaire	2	343.1	2	18
74	Khalikov & Saboo	BASIS San Antonio Shavano	2	343	1	30
65	Wolf & Veerani	A and M Consolidated	3	342.9	1	17
81	Thatola & Kaushik	Seven Lakes	2	342.7	2	10
54	Bindlish & Li	Southlake Carroll	3	342.5	0	24
98	Vadlapatla & Vadlapatla	Young Women's Leadership	1	342.3	2	17
99	Golla & D'Amico	Southlake Carroll	1	342.3	1	14
55	Jeter & Mendoza Casas	Seven Lakes	3	342.2	1	17
95	Kancherla & Tammana	Elkins	1	342.1	0	14
85	Tanyi & Varghese	Elkins	1	342	0	23
53	Pelaez & Rashid	BASIS San Antonio Shavano	3	341.8	1	21
80	Ronanki & Kumar	Jasper	2	341.8	0	9
66	Nair & Yang	Westwood	3	341.5	0	21
78	Peasley & Lutterman	Seven Lakes	2	341.5	0	27
67	Pandey & Pai	Lovejoy	3	341.4	2	19
79	Wang & Brown	Clear Springs	2	341.4	2	24
57	Ma & Arulkumar	Dulles	3	341.4	1	17
78	Wu & Zhou	Seven Lakes	2	341.3	2	18
76	Chacko & Li	Dulles	2	341.2	0	21
86	Frausto & Agrawal	Seven Lakes	1	340.9	2	13
58	Roongta & Chen	Centennial	3	340.9	0	19
84	Li & Liu	Bellaire	1	340.7	1	17
96	Shehata & Kuruvilla	Clear Falls	1	340.7	0	12
85	Lindsay & Bronfman	Woodlands	2	340.6	2	28
100	Clarke & Raich	Lake Travis	1	340.5	1	20
97	Gidley & McDowell	Strake Jesuit College Prep	1	340.3	0	24
84	Du & Markan	St Agnes	2	340.2	2	13
82	Stevenson & Salemi	Village	2	339.8	1	6
59	Carlile & Hablinski	Strake Jesuit College Prep	3	339.7	0	18
31	Dasari & Venkat	Westwood	4	339.6	2	47
56	Martin & Sharma	L C Anderson	3	339.4	1	31
86	Athipatla & Kilaru	Southlake Carroll	2	338.6	0	24

Place	Entry	School	WinPm	Speaker Points	No. of Girls	No. of Tournaments
73	Ingram & MacKay	Winston Churchill	2	338.6	0	22
81	Bi & Warner	Strake Jesuit College Prep	2	338.4	0	25
88	Betson & Small	Winston Churchill	2	338.4	0	21
101	Peterson & Jurado	El Paso Coronado	1	338.1	0	3
89	Benko & Spindler	L C Anderson	1	337.9	2	11
88	Paulson & Ho	Westlake	1	337.9	0	28
87	Bhakkad & Rai	Jasper	2	337.7	2	11
89	Subramanian & Raghunathan	Flower Mound	2	337.7	0	19
77	McLeod & Losoya	Westlake	2	337.6	2	24
91	Kulkarni & Garite	Eastlake	0	336.4	2	2
90	Eswar & Meghani	Seven Lakes	2	336.3	0	40
102	Hasper & Squires	Grapevine	1	336.1	0	38
87	Summers & Obergan	Lake Travis	1	335.2	1	14
103	McGinnes & Martinez Diaz	El Paso Coronado	0	334.7	1	6
104	Molina & Massey	St Thomas	0	333.4	0	17
91	Hablinski & Carlile	Strake Jesuit College Prep	2	333.4	0	33
90	RAMOS & RETZER	Young Women's Leadership	1	328.8	2	5