

MEMORANDUM

November 5, 2012

TO: School Board Members

FROM: Terry B.Grier, Ed.D.
Superintendent of Schools

SUBJECT: **VANGUARD PROGRAM: 2010–2011**

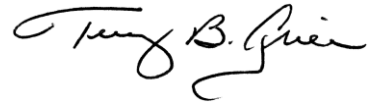
CONTACT: Carla Stevens, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard/Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2010–2011 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: In Compliance, Recommended, and Exemplary. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. In 2007–2008, HISD implemented fourteen Vanguard Standards that were aligned to the five components of the *Texas State Plan*. The evaluation report centered on measuring the effectiveness of the Vanguard Program based on the state's five components and comparing year four of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard Program supports the district's strategic direction by supporting initiatives 1 and 3 by having an effective teacher in every classroom and rigorous instructional standards and supports.

- In 2010–2011, a total of 29,000 students attending 265 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 15.6 percent of the district K–12 population.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American and Hispanic students were under-represented, while White and Asian students were over-represented.
- A total of 27 elementary campuses or early childhood centers participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program and 364 or 40.4 percent of the tested applicants qualified for the Vanguard Program at their neighborhood school.
- On the 2010–2011 English TAKS, the percent meeting commended performance for G/T students ranged from 63 percent in writing to 82 percent in social studies, reflecting increases in all subtests from 2006–2007 (baseline year).
- The percent meeting commended performance on the Spanish TAKS for G/T students ranged from 62 percent in writing to 78 percent in mathematics, reflecting increases in reading, mathematics, and writing from 2006–2007 (baseline year).
- For 2011, a total of 9,095 Advanced Placement (AP) exams were taken by 4,382 G/T students and 48.7 percent of the scores were three or higher on a scale of one to five.
- In May of 2011, 286 HISD G/T students took a total of 870 International Baccalaureate (IB) examinations, where 79.5 percent scored a four or above on a scale from one to seven.

- For 2011, 16 Bellaire and 73 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 89 in 2011.
- On the fall 2010 PSAT results for eleventh grade, 1,590 or 96 percent of eleventh grade G/T students took the PSAT, and a total of 948 or 59.6 percent met the College Readiness Benchmark of 152.
- Out of 33 campuses, only five campuses with five or more tested G/T students had at least 70 percent of their eleventh grade G/T students reaching the College Readiness Benchmark of 152 on the 2010 PSAT.
- For 2010, a total of 1,415 G/T students or 87.9 percent of the 2010 graduating class took either the SAT or ACT and 56.5 percent met the TEA standard of 1,110 or higher (critical reading and mathematics) and/or 56.5 percent met the TEA standard of 24 or higher (composite) on the ACT.
- On the 2010 SAT, Out of 27 high schools with at least five students tested, five had at least 70 percent or more of their students with a combined critical reading and mathematics score of 1110.
- On the 2010 ACT, there were four high schools out of 23 that had at least five students tested with at least 70 percent of their students with a composite score of 24 or higher.
- For 2010–2011, a total of 1,577 participants completed 6 or more hours of G/T or AP training fulfilling the annual state and district professional development requirement.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Mary Jane Gomez
Estibaliz Arriaga
Principals



RESEARCH

Educational Program Report

VANGUARD PROGRAM FINDINGS RELATED TO STATE COMPLIANCE, 2010–2011

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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VANGUARD PROGRAM

FINDINGS RELATED TO STATE COMPLIANCE, 2010–2011

Executive Summary

Program Description

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Students capable of high performance include those with demonstrated achievement and/or high potential ability in any of the following areas:

- 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, 2011a, p. XIX-1, 2011b, p. XIII-1).”

The *Texas State Plan for the Education of Gifted/Talented Students* (herein referred to as the *Texas State Plan*) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 2009). The State Board of Education approved revisions in September 2009. The *Texas State Plan* outlines three different performance measures that may be viewed as a continuum: *In Compliance*, *Recommended*, and *Exemplary*. All districts are required to meet the accountability measures set forth under the *In Compliance* category. In addition, the state plan is to serve as a guide for improving program services. To accomplish this, districts and campuses may review the recommended and exemplary measures to improve student services that are not mandated (Texas Education Agency, 2009).

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the Vanguard Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Vanguard Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 14 G/T Standards approved by the Board of Education on March 8, 2007 (Table 1, p. 17). The Vanguard Program supports the district’s strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports. Specific measures of compliance include the following five components:

- Student Assessment (G/T Standards 2, 3, 4, and 13),
- Service Design (G/T Standards 1, 5, 11, 13, and 14),
- Curriculum and Instruction (G/T Standards 6, 7, 8, and 13),
- Professional Development (G/T Standards 9, 10, and 13), and
- Family and Community Involvement (G/T Standards 12 and 13).

Highlights

- In 2010–2011, a total of 29,000 students attending 265 elementary, middle, and high schools participated in the district’s Vanguard Program, reflecting 15.6 percent of the district K–12 population.

- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American and Hispanic students were under-represented, while White and Asian students were over-represented.
- A total of 27 elementary campuses or early childhood centers participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program and 364 or 40.4 percent of the tested applicants qualified for the Vanguard Program at their neighborhood school.
- On the 2010–2011 English TAKS, the percent meeting commended performance for G/T students ranged from 63 percent in writing to 82 percent in social studies, reflecting increases in all subtests from 2006–2007 (baseline year).
- The percent meeting commended performance on the Spanish TAKS for G/T students ranged from 62 percent in writing to 78 percent in mathematics, reflecting increases in reading, mathematics, and writing from 2006–2007 (baseline year).
- For 2011, a total of 9,095 Advanced Placement (AP) exams were taken by 4,382 G/T students and 48.7 percent of the scores were three or higher on a scale of one to five.
- In May of 2011, 286 HISD G/T students took a total of 870 International Baccalaureate (IB) examinations, where 79.5 percent scored a four or above on a scale from one to seven.
- For 2011, 16 Bellaire and 73 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 89 in 2011.
- On the fall 2010 PSAT results for eleventh grade, 1,590 or 96 percent of eleventh grade G/T students took the PSAT, and a total of 948 or 59.6 percent met the College Readiness Benchmark of 152.
- Out of 33 campuses, only five campuses with five or more tested G/T students had at least 70 percent of their eleventh grade G/T students reaching the College Readiness Benchmark of 152 on the 2010 PSAT.
- For 2010, a total of 1,415 G/T students or 87.9 percent of the 2010 graduating class took either the SAT or ACT and 56.5 percent met the TEA standard of 1,110 or higher (critical reading and mathematics) and/or 56.5 percent met the TEA standard of 24 or higher (composite) on the ACT.
- On the 2010 SAT, Out of 27 high schools with at least five students tested, five had at least 70 percent or more of their students with a combined critical reading and mathematics score of 1110.
- On the 2010 ACT, there were four high schools out of 23 that had at least five students tested with at least 70 percent of their students with a composite score of 24 or higher.
- For 2010–2011, a total of 1,577 participants completed 6 or more hours of G/T or AP training fulfilling the annual state and district professional development requirement.

Recommendations

1. Since the percentage of students identified as G/T in the district is slightly less than twice that of the state, consideration should be given to re-evaluating the G/T Identification Matrix regarding criteria and assessment instruments.
2. To increase the rigor of the Vanguard Program, continue to develop a network of personnel to monitor and support implementation of the Vanguard Program. Target campuses with low student achievement on standardized tests and campuses that identified fewer than three G/T students at a grade level.
3. Improve the Vanguard Program design at the secondary level by considering additional components such as an intervention team to help students develop study and organizational skills, opportunities for students to take prerequisite mathematics and science courses during the year in an accelerated block or during the summer of ninth and tenth grade, an affective counseling component to address underachieving gifted and talented students, and expand/develop mentoring/internship programs.
4. To ensure compliance with state mandates, continue offering the G/T Expo or similar event that showcases G/T student products and invite parents and community members to the event.

5. In accordance with the Texas State Plan, results of this evaluation should continue to be reflected in the district and campus improvement plans.

Administrative Response

Since 2007, the Department of Advanced Academics has facilitated the implementation and monitoring of HISD's Vanguard Standards, which are aligned to the state's standards. Over the past four years, the percentage of Hispanic and economically disadvantaged students, who typically are underrepresented in G/T programs, have increased. Moreover, the administration of an implementation survey, *The Instructional Delivery Model*, has been an effective vehicle for collecting classroom level information on the type of delivery model being used as well as teacher training for elementary schools. Advanced Academics has continued to monitor and follow-up on teachers that have indicated that they are being trained to ensure that students are in classrooms with teachers that meet the state's and district's requisite number of hours of G/T training. They have also used PEIMS data to work with campuses that have fewer than 3 G/T students on a grade level, African-American schools with low G/T identification percentages, and LEP students without abilities or achievement test scores to be tested for G/T. Entering kindergarten testing for Vanguard Neighborhood and Vanguard Magnet program designs continues to be supported. This allows students to have their needs addressed early in their educational tenure.

As part of the District Improvement Plan, the Department of Advanced Academics continues to provide staff support, and documentation to schools hosting G/T Expos in order to meet state mandates for bringing the community and parents together to view advanced products. In addition, the Department of Advanced Academics has supported the implementation of the Texas Performance Standards Project (TPSP) at all educational levels. These products showcase student work that is of professional quality as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*.

The Department of Advanced Academics has revised the G/T curriculum framework, *Scholars and Knowledge*, and provided documents to support all schools. One challenge that the district faces is the uneven implementation of the Vanguard Program with regard to rigor. This area may be addressed through other district initiatives, particularly those focusing on the Advanced Placement program.

Introduction

In the Houston Independent School District, Gifted and Talented (G/T) students were served through one of two program designs: Board-approved Vanguard Magnet or Vanguard Neighborhood. Vanguard Magnet programs (K–12) were designed to serve G/T students, who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. Vanguard Magnet programs provided a learning continuum that was differentiated in depth, complexity, and pacing in the four core areas (reading/language arts, mathematics, social studies, and science). Students had the opportunity to work with their cognitive peers.

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2010–2011, the program served students at the following Board-approved locations:

- Jewel Askew (K–4), Edna Carrillo, Lorenzo De Zavala, Gary Herod, Oak Forest, Pleasantville, River Oaks, Theodore Roosevelt, William Travis, and Windsor Village elementary schools;
- Luther Burbank, Alexander Hamilton, William Holland, Thomas “Stonewall” Jackson, Sidney Lanier, Jane Long, James Ryan middle schools;
- Thomas Horace Rogers School; and,
- Andrew Carnegie Vanguard High School.

Vanguard Neighborhood programs (K–12) were 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 met the criteria for identification established by district guidelines. Vanguard Neighborhood K–12 programs provided a learning continuum that was differentiated in depth, complexity, and pacing in the four core content areas (reading/language arts, mathematics, social studies, and science). All qualified students were served in their Vanguard Neighborhood program because there were no program enrollment goals or qualification distinctions (tiers) in the admission process. All G/T students on the campus were served in G/T classes with appropriately trained/qualified teachers.

The Vanguard Neighborhood program was designed for G/T students who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model were made at the campus level (Houston Independent School District, 2010a).

Other Program/School Options

Other educational opportunities available to all students as well as those identified as G/T included:

- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- International Baccalaureate Primary Years Programme (IBPYP),
- 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,
- High School for Performing and Visual Arts (HSPVA), and
- Dual Credit Courses (Grades 9–12)

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources including student data bases, program documentation, magnet application and transfer data files, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. Appendix A, pp. 32–34 summarizes the methods used in detail.

Data Limitations

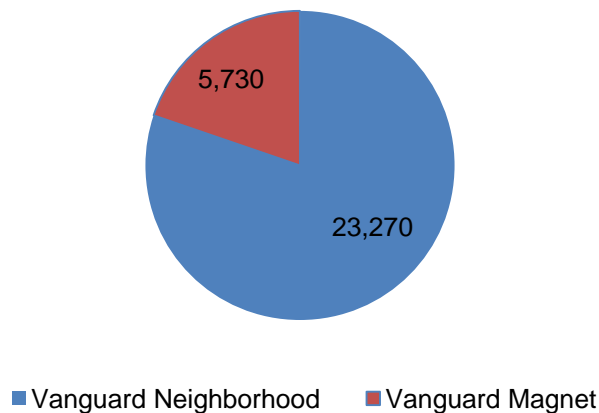
- For a detailed description of the limitations in using the Magnet Applications and Transfers System (MATS) data, e-TRAIN, and the Public Education Information System (PEIMS) data files, see Appendix A, pp. 32–34.

Results

What program options were provided to G/T students during the 2010–2011 school year, and how does current implementation compare to the Board-approved G/T Standards?

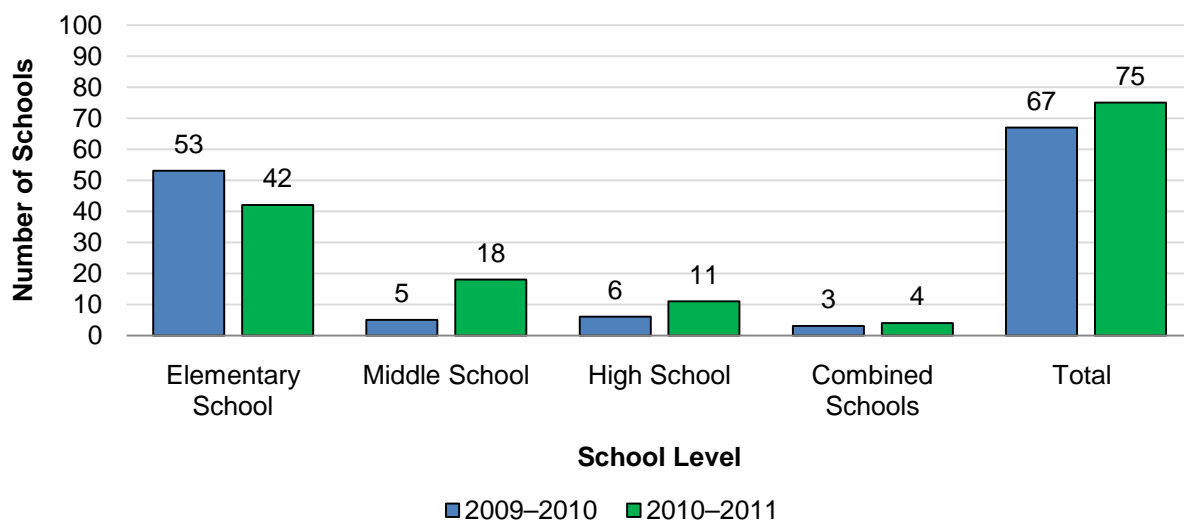
- In HISD, G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 297 schools in HISD, 265 campuses offered G/T services. There were 245 Vanguard Neighborhood programs (K–12), and 20 campuses offering Vanguard Magnet programs (K–12) (Figure 1).
- In addition to the 245 campuses offering G/T services, there were four campuses offering a Vanguard Neighborhood program that identified G/T students after the PEIMS fall snapshot. These included: Sharon Halpin Early Childhood Center, Kaleidoscope Middle School, Bellfort Academy, and Dominion Academy.
- For 2010–2011, a total of 23,270 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 5,730 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 80.2 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 19.8 percent of the G/T students were served through the Vanguard Magnet program (Figure 1).

Figure 1. Number of G/T Students by Program Design, 2010–2011



- Although the *Texas State Plan* mandates that G/T students served in the regular classroom needed to work together as a group (minimum of 3), for 2010–2011, there were 75 campuses that identified fewer than three G/T students for at least one grade level based on the 2010 fall PEIMS snapshot (Figure 2).
- In 2010–2011, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 4 for combined schools to 42 for the elementary schools. A list of campuses is provided in Appendix B, pp. 35–36. When comparing 2009–2010 to 2010–2011, there was an increase in the number of campuses that had fewer than three G/T students by grade level from 67 to 75 (Figure 2).

Figure 2. Number of schools with fewer than 3 G/T students for at least one grade level, 2009–2010 and 2010–2011



- Campuses were required to send an Instructional Delivery Model Worksheet to their School Improvement Officer for approval. Data from 171 campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 171 elementary campuses that submitted an Instructional Delivery Model Worksheet, 153 campuses (89.5 percent) used cluster classes, 1 campus (0.6 percent) used homogeneous classrooms, and 17 (9.9 percent) used a combination of cluster and homogeneous classrooms.
- The most frequently selected model was the G/T Clusters in Regular Classrooms, used by 89.5 percent of the schools.
- During the 2006–2007 school year (baseline data), 2,929 Vanguard Magnet students requested bus transportation, and a total of 2,340 were eligible for bus transportation out of a total of 4,149 Vanguard Magnet students. Transportation services were provided to all of the Vanguard Magnet campuses for 2006–2007 (Table 2, p. 22).
- During the 2010–2011 school year, a total of 2,413 students requested bus transportation, and 2,209 were eligible out of a total of 5,730 Vanguard Magnet students (Table 2, p.22).
- When comparing baseline data (2006–2007) to 2010–2011, there was a decline in the total number of students requesting and eligible for bus transportation by -17.6 percent and -5.6 percent. Over the past four years, transportation was provided to all of the Vanguard Magnet

campuses. All Magnet students were eligible unless they lived within 2 miles of the school they were attending or if they lived out-of district and space was not available (Table 2, p.22).

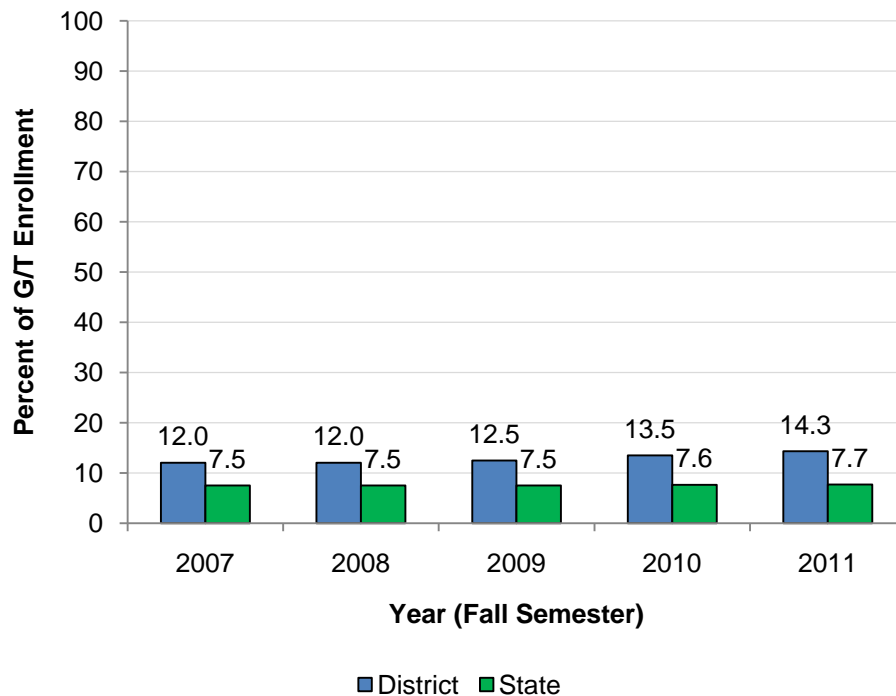
What evidence was there that the instruments and procedures for G/T identification met state mandates, and how will implementation of the Board-approved G/T standards continue to ensure equity of opportunity?

Student Assessment

G/T Enrollment

- For the 2010–2011 school year, a total of 29,000 students were identified as G/T compared to the district enrollment of 186,184 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has increased from 13.0 percent in 2006–2007 to 15.6 percent in 2010–2011 (Table 3, p.23).
- When comparing the G/T percentages by grade level from 2006–2007 to 2010–2011, increases occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 4.6 percentage points for tenth grade, 5.1 percentage points for eleventh grade, and 5.7 percentage points for twelfth grade (Table 3, p.23).
- The increase in the percentage of G/T kindergarten students for 2010–2011 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2010. When these students enrolled in the district during the 2011–2012 school year, the students identified as G/T were coded on the PEIMS data base for the fall and the schools received funding (Appendix C, pp. 37–38 and Table 3, p.23).
- The percentage of G/T students identified at the state level ranged from 7.5 percent in 2006–2007, 2007–2008, and 2008–2009 to 7.7 percent in 2010–2011. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore the percentages are lower (Figure 3).
- When comparing state G/T enrollment over the five-year period, rates have not fluctuated by more than 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 12.0 percent in 2006–2007 and 2007–2008 to 14.3 percent in 2010–2011 (Figure 3).
- When comparing district G/T enrollment over the five-year period, there was an increase of 2.3 percentage points. The G/T percentage for the district exceeded that of the state by 6.6 percentage points for 2010–2011 (Figure 3).

Figure 3. Percent of G/T Enrollment, 2007–2011 (Early Childhood Included)



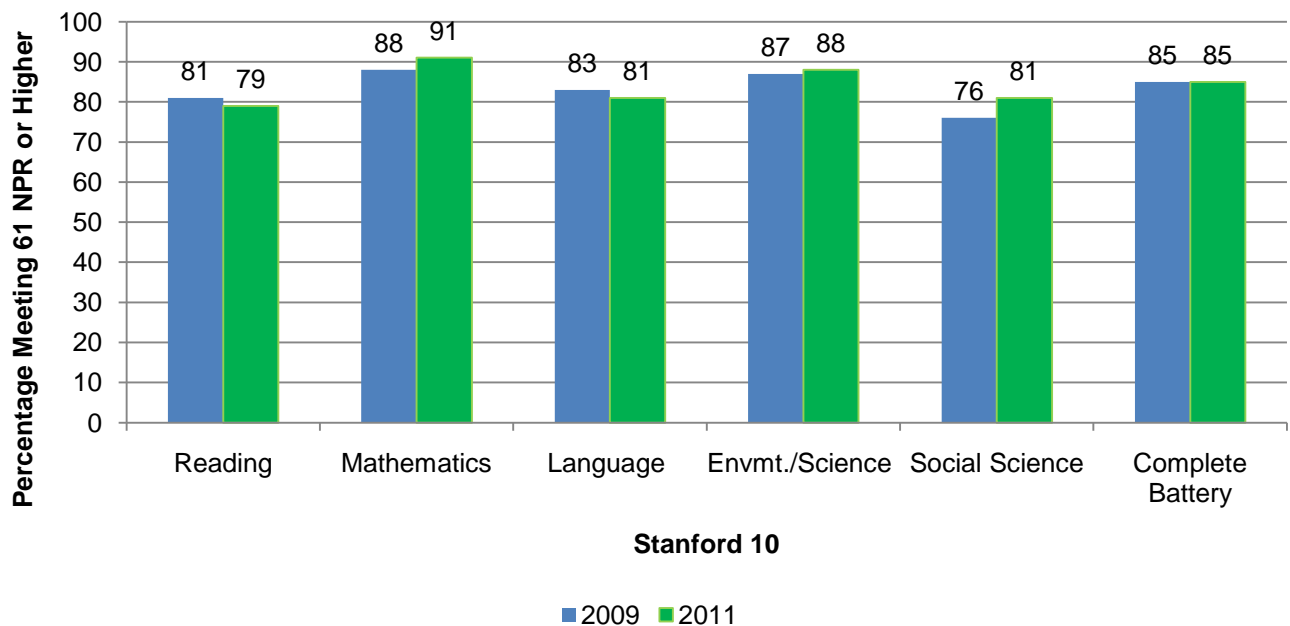
Source: Academic Excellence Indicator System (AEIS): 2007, 2008, 2009, 2010, and 2011

- African American and Hispanic students apply for Vanguard Magnet schools at disproportionately lower rates than they are represented in the HISD kindergarten population by 10.5 and 35.5 percentage points, respectively (Table 4, p. 24).
- African American and Hispanic students apply for Vanguard Magnet schools at disproportionately lower rates than they are represented in the HISD sixth grade population by 10.5 and 14.2 percentage points, respectively (Table 4, p. 24).
- Although African American students comprise 26.2 percent of the total HISD population in grades K–12, these students represent only 13.2 percent of the G/T population reflecting an underrepresentation of African American students by 13.0 percentage points (Table 5, p. 25).
- Although Hispanic students comprise 61.3 percent of the total HISD population in grades K–12, these students represent only 54.1 percent of the G/T population reflecting an underrepresentation of African American students by 7.2 percentage points (Table 5, p. 25).
- Although economically disadvantaged students comprise 79.4 percent of the total HISD population in grades K–12, these students represent only 58.2 percent of the G/T population reflecting an underrepresentation of African American students by 21.2 percentage points (Table 5, p. 25).
- Campus demographics for students participating in the Vanguard Magnet program design are presented in Table 6, p. 26.

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

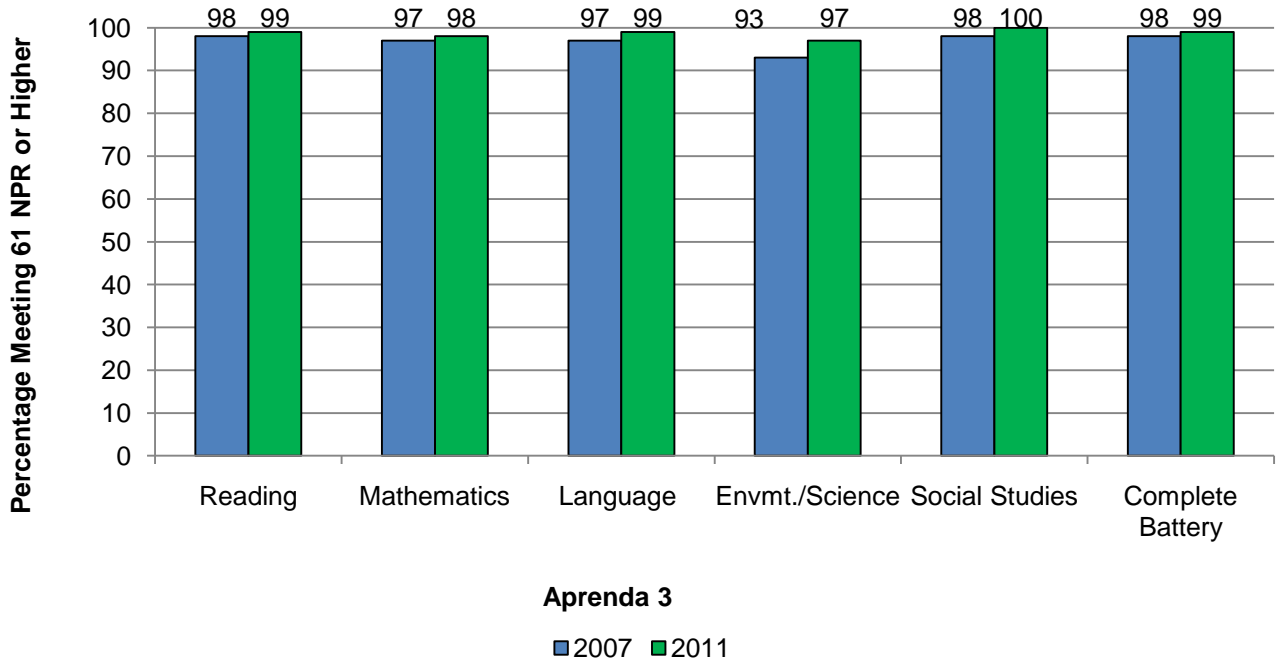
- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater, on the Stanford 10 and the Aprenda 3. Stanford 10 data from 2011 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above, ranging from 68 percent in grade 5 reading to 97 percent in grade 8 science. The standard was not met (Table 8, p. 27).
- When comparing districtwide G/T performance on the Stanford 10 for 2009 and 2011, G/T students improved on selected subtests and grade levels (Tables 7 and 8, p. 27 and Figure 4).

Figure 4. Percent of G/T Students Scoring 61 NPR or higher on the Stanford 10, 2009 and 2011



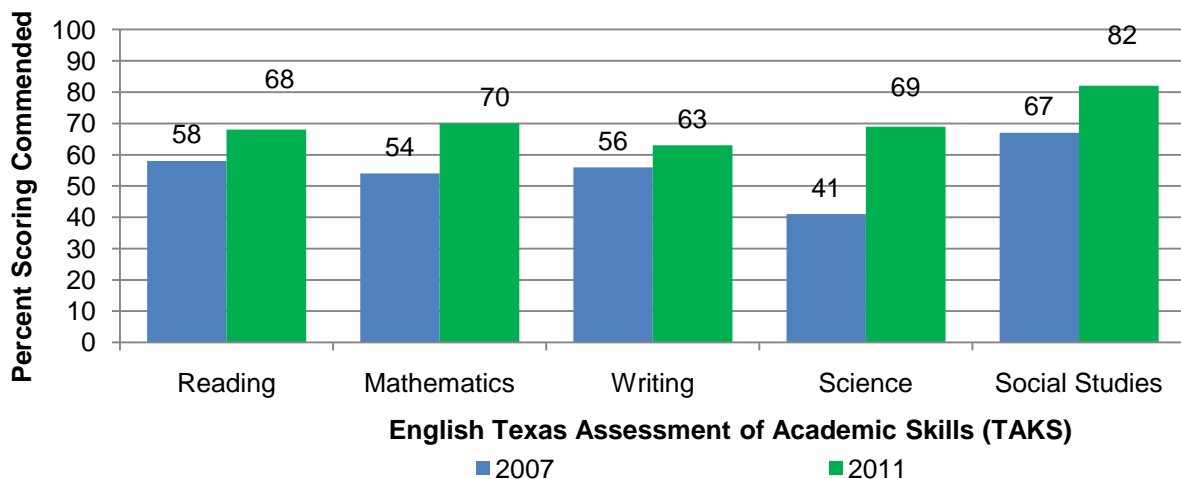
- For 2011, Aprenda 3 achievement test results indicated that 100 percent of third grade G/T students achieved a 61 NPR or greater on the reading, language, science, social science, and the complete battery. For fourth grade G/T students, 100 percent scored a 61 NPR or above on the mathematics, language, science, and the complete battery. The standard was met for the aforementioned grade levels and subtests (Table 10, p. 28).
- When comparing districtwide G/T performance on the Aprenda 3 for 2007 and 2011, G/T students improved on all subtests (Tables 9 and 10, p. 28 and Figure 5).

Figure 5. Percent of G/T Students Scoring 61 NPR or higher on the Aprenda 3, 2007 and 2011



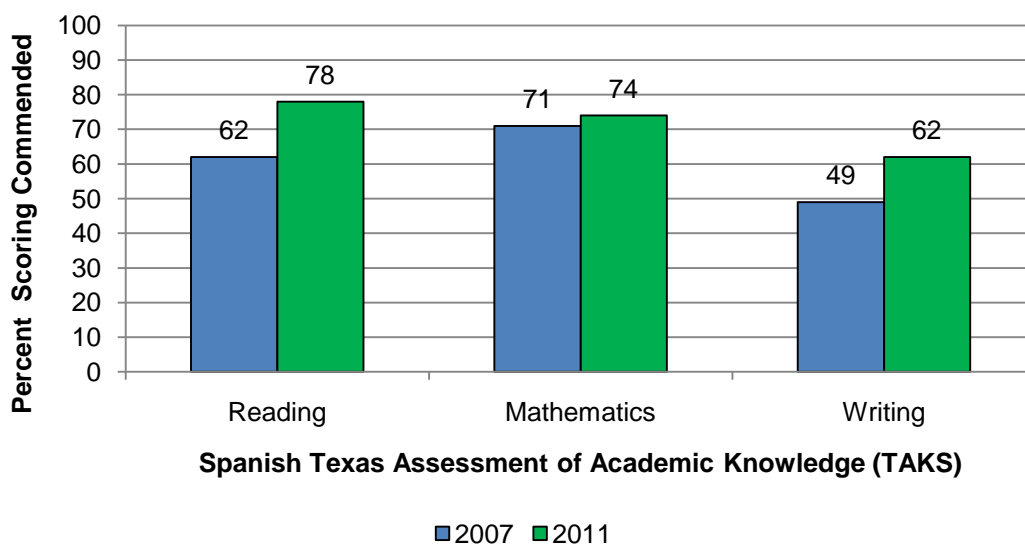
- According to Standard 8–Student Success (Expectations), G/T students were expected to score at the commended level on the Texas Assessment of Knowledge and Skills (TAKS). English TAKS commended performance data for 2011 indicated that the percent of G/T students scoring at the commended level ranged from 63 percent on the writing subtest to 82 percent on the social studies subtest districtwide. Although substantial increases were seen compared to 2007, the standard was not met (Tables 11 and 12, pp. 28–29 and Figure 6).

Figure 6. Percent of G/T Students Scoring Commended on EnglishTAKS, 2007 and 2011



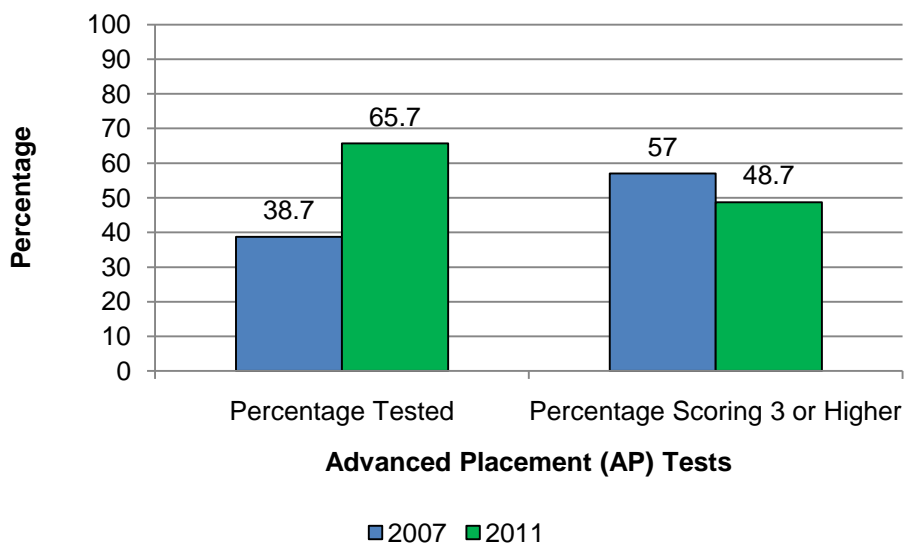
- Spanish TAKS commended performance data for 2011 indicated that the percent of G/T students scoring at the commended level ranged from 62 percent on the writing subtest to 78 percent on the reading subtest. Although these reflect increases over 2007, the standard was not met (Tables 13 and 14, p. 29 and Figure 7).

Figure 7. Percent of G/T Students Scoring Commended on SpanishTAKS, 2007 and 2011



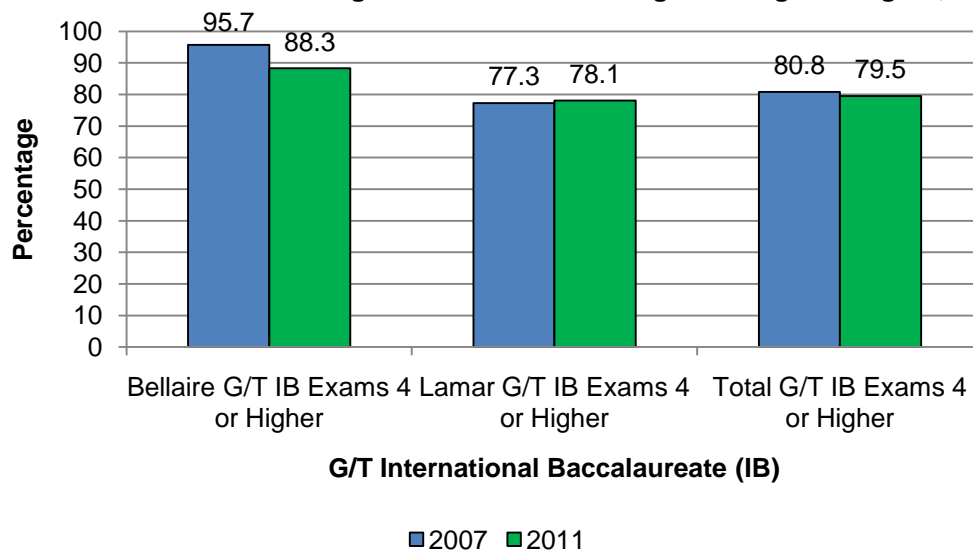
- For 2011, a total of 9,095 Advanced Placement (AP) exams were taken by 4,382 G/T students, and 48.7 percent of the scores were three or higher on a scale of one to five. Participation increased by 27.0 percentage points while performance declined by 8.3 percentage points compared to 2007 (Appendix D, p. 39, Appendix E, pp. 40–41, and Figure 8).

Figure 8. Percent of G/T Students Taking AP Tests and Percentage Scoring 3 or Higher, 2007 and 2011



- For 2011, G/T high school participation rates, where at least 5 G/T students were enrolled, ranged from 0.0 percent at Mount Carmel and Ninth Grade Preparatory Academies to 100.0 percent at South Early College (Appendix E, pp. 40–41).
- For 2011, the percentage of scores were three or higher on a five-point scale, where at least 5 G/T students were tested, ranged from 0.0 percent at Energized for E-STEM Central, Jesse Jones, Kashmere, and Evan Worthing high schools to 87.2 percent at Michael E. DeBakey High School (Appendix E, pp. 40–41).
- In May of 2011, 286 HISD G/T students took a total of 870 International Baccalaureate examinations (IB), where 79.5 percent scored a four or above on a scale from one to seven (Table 15, p. 30 and Figure 9).

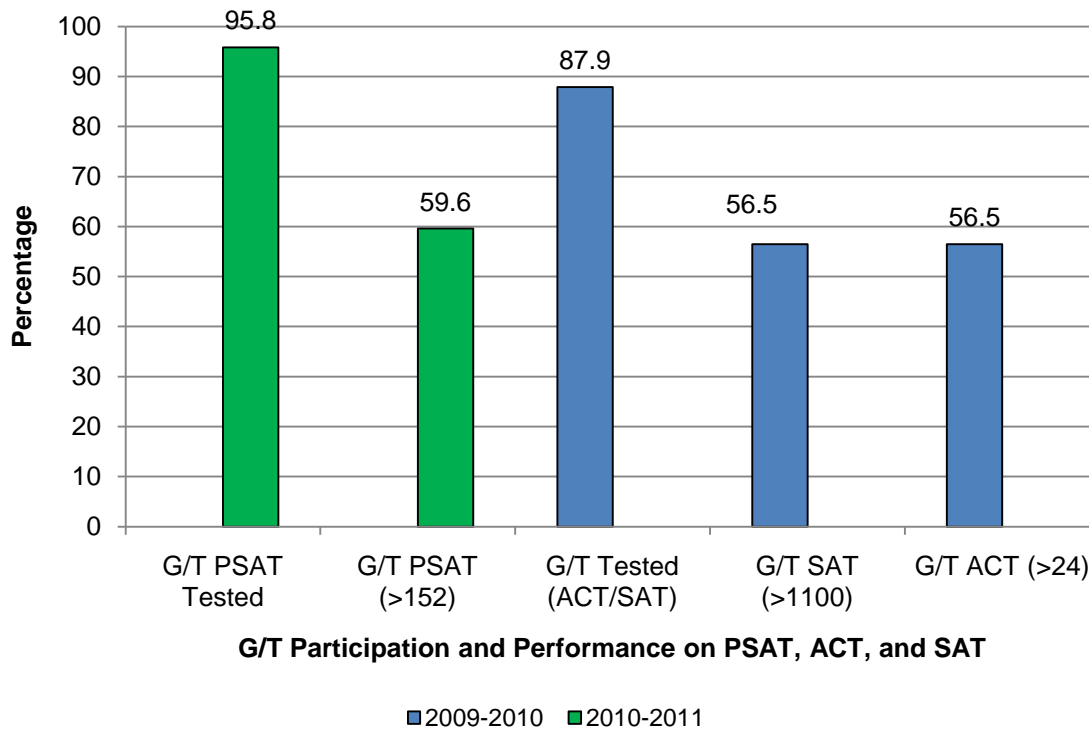
Figure 9. Percent of G/T Students Taking IB Tests and Percentage Scoring 4 or Higher, 2007 and 2011



- For 2011, 16 Bellaire and 73 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 89 in 2011 (Table 16, p.30).
- On the fall 2010 PSAT results for eleventh grade, 1,590 or 96 percent of eleventh grade G/T students took the PSAT, and a total of 948 or 59.6 percent met the College Readiness Benchmark of 152 (Appendix F, p. 42 and Figure 10).
- Out of 33 campuses that tested five or more G/T students on the 2010 PSAT, five campuses had at least 70 percent of their G/T eleventh grade students reaching the College Readiness Benchmark of 152 (Appendix F, p. 42).
- For 2010, a total of 1,415 G/T students or 87.9 percent of the 2010 graduating class took either the SAT or ACT; 56.5 percent met the TEA standard of 1110 or higher (critical reading and

mathematics) on the SAT and/or 56.5 percent met the TEA standard of 24 or higher (composite score) on the ACT (Appendix G, p. 43–44 and Figure 10).

Figure 10. G/T Participation and Performance on the PSAT, ACT, and SAT, 2009–2010 and 2010–2011



- Out of 27 campuses with at least five students tested from which G/T students graduated, five high schools had at least 70 percent or more of their G/T students with a combined critical reading and mathematics score of 1110; four of the 23 high schools had at least 70 percent of their G/T students with a composite score of 24 or higher on the ACT (Appendix G, p. 43–44).
- According to Standard 6–Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2011, although the percent of G/T middle school students enrolled in advanced classes in the four core content areas decreased from 91.2 percent to 89.5 percent, the actual number of students taking advanced courses increased 13 percent (Table 16, p. 30).
- According to Standard 6–Curriculum and Instruction, G/T students in high school were required to take two advanced level classes in the four core content areas. When comparing 2007 to 2011, the percent of G/T high school students enrolled in two advanced classes in the four core content areas decreased from 95.2 percent to 90.9 percent while the actual number of students taking two courses increased by 4 percent (Table 17, p. 30).

What evidence indicated that personnel involved in the Vanguard Program met state mandates regarding professional development and certification?

- For 2010–2011, a total of 1,577 participants completed 6 or more hours of G/T or AP training fulfilling the annual state and district professional development requirement (Appendix H, pp. 45–46).

To what extent did the district encourage community and family participation in services designed for G/T students?

- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the Instructional Delivery Model(s) that would be implemented on the campus.
- For 2010–2011, 138 schools participated or hosted a G/T Expo. All Board-Approved Vanguard Magnet Elementary schools as well as the one Vanguard Magnet high school participated.
- The G/T Parent Advisory Committee was formed and met four times during the 2010–2011 to examine and review current best practices in gifted education, provide feedback about current gifted education programming in the district, and encourage involvement of parent and community volunteers in activities to enhance gifted programming.

Discussion

Ideally, a quality Vanguard Program must comply with state guidelines as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*, which forms the basis of program accountability for state mandated services (TEC §29.123) as well as align with the 2010 Pre-K–Grade 12 Gifted Programming Standards.

In November 2010, the National Association for Gifted Children (NAGC) released the Pre-K–Grade 12 Gifted Programming Standards (NAGC Programming Standards; NAGC, 2010). These standards were developed specifically for gifted education rather than the general education classroom, and were aligned with the National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) Teacher Preparation Standards (Johnson, 2011, p.12). There are six G/T Programming Standards:

1. Learning and Development,
2. Assessment,
3. Curriculum Planning and Instruction,
4. Learning Environments,
5. Programming, and
6. Professional Development.

According to Johnson (2011, p.18), there are two areas that are not directly addressed in the *Texas State Plan*. These include, Learning and Development (emphasizes affective development linked to self-understanding and social awareness) and Learning Environments (personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership). Although other differences exist, and are outlined by Johnson (2011, p.18), one of the more crucial differences is that the Texas State Plan emphasizes specific practices whereas the NAGC Programming Standards focus on student outcomes.

Johnson (2011, p.18) identifies the next steps that school districts should undertake. These include:

1. Conduct a self-assessment using both sets of standards to determine what areas are "in compliance" or higher. Consider ways to incorporate the two areas, *Learning Environments* and *Learning and Development*, that are not directly addressed in the Texas State Plan.
2. Identify student outcome measures using the NAGC Programming Standards as well as the *Texas State Plan* as a guide.
3. Select appropriate assessments aligned with the standards to fully evaluate effectiveness. Selected suggestions include using the Texas Performance Standards Project, Cornell Critical Thinking Test, portfolios, AP/IB exams, SAT, and PSAT scores.
4. Develop and implement an action plan to determine what is to be collected, how data will be collected, who will analyze the results, how the results will be communicated, and how the results will be used for program improvement.

After four years of implementation, HISD's Vanguard G/T standards need to be redeveloped so that they are aligned with both the state and national standards and appropriate assessments need to be selected for Standard 8: Student Success. More specifically, at the secondary level, AP/IB performance may be used as an outcome measure. Longitudinal measures may include the percent of G/T students in the graduating class that took at least one AP or IB exam and scored a three or higher.

Student outcome measures by campus indicate that program implementation is problematic and not consistent throughout the district. There are campuses that haven't identified a critical mass of G/T students on their campus, and some that schedule the G/T students so that they don't have an opportunity to work with their peers.

A better monitoring system needs to be developed with formative feedback on rigor, training, scheduling, and assessment available to campuses so that G/T students are being served.

Program Services

Based on the recommendations of the G/T Peer Committee, the district developed 14 G/T standards to ensure that a quality program would be implemented across the district. For the 2007–2008 school year, there was one program name, Vanguard, for all G/T programs. The purpose of having one program name was to eliminate the misconception that one program was better than the other. Prior to the 2007–2008 school year, there were differences in the implementation of the Vanguard Neighborhood and Vanguard Magnet program designs.

Beginning in 2007–2008, the program design options changed. Campuses offered either a Vanguard Neighborhood or Vanguard Magnet program design. The changes largely affect the Vanguard Magnet program design. In the past, the instructional delivery model used by Vanguard Magnet schools was a homogeneous classroom with a qualified G/T teacher. With the implementation of Standard 5, campuses have more flexibility, and they can implement a G/T homogeneous classroom, G/T clusters in the general classroom, or a combination of both.

Since research indicates that G/T students' academic and social emotional needs are best met in classrooms with other students with similar abilities, it will be important to monitor academic achievement in both instructional delivery models. Borland (1989) identifies advantages and disadvantages to different instructional delivery models. For the homogeneous G/T classroom, the advantages are that students have the opportunity to work with peers of the same ability and age. G/T students can be integrated with students in the regular education program for ancillary subjects such as art, music, lunch, and physical education. Teachers can differentiate the curriculum and compact the curriculum with the knowledge that all of the students are G/T. Disadvantages center on friction between gifted and non-gifted students when the program uses a school-within-a-school model, and competition may result for admission into the program and grades.

With regard to serving G/T students in the regular classroom, Borland (1989, p.142) states, "On the basis of principle and experience, I am skeptical of the efficacy of this program format." This instructional model can be viewed as an inexpensive way to serve gifted students. The quality of the G/T teacher, the composition of the classroom, and the class size represent variables that can greatly impact successful implementation.

There are currently 75 schools for which fewer than 3 students were identified as G/T on a particular grade level. According to state mandates, G/T students are required to work at least part of the instructional day with their cognitive peers (minimum of 3 students). In a setting without peer interaction, an important part of the educational process is lost. In a Vanguard Neighborhood setting, a classroom may be composed of many different types of students such as special education, regular education, G/T, bilingual, and/or ESL. Teachers must address the needs of all of their students; it is difficult to find time in the instructional day to meet those needs on a daily basis, and the needs of the G/T student are not always met. Where G/T student enrollment has been traditionally low, it may be beneficial to work with schools to ensure that students are identified resulting in a critical mass of G/T students, and ensure that they can work as a group (minimum of 3).

The district provides support to the Vanguard Program by monitoring, training, administering and documenting financial support, central office support, and HISD bus transportation.

Student Assessment

Over the past five years, the percentage of students in HISD identified as G/T has increased, while G/T enrollment at the state level has not fluctuated by more than 0.2 percentage point. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2010–2011 school year (6.6 percentage points). These data indicate that the district has an over-representation of students in the Vanguard 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), approximately six percent of U.S. children in grades K–12 are gifted. This reflects an estimate since "no federal agency/organization systematically collects this information" (NAGC 2012).

There are primarily two factors impacting the number of students identified for Vanguard Program services. These include the policies outlined by the district for student assessment and the logistical aspects of implementing those policies.

One of the difficulties faced by educators in identifying G/T students is capturing those students who are typically under-represented. These groups would include economically disadvantaged students, minority students, and students who are limited English proficient. By casting a wider net, there is a greater chance to have students from these groups identified. In addition, the district implemented a program for assessing students who would be entering kindergarten at their neighborhood campus. This has increased the number of G/T students identified on the PEIMS database, and these students were provided services early in their educational tenure. Another policy change that was implemented during the 2007–2008 school year focuses on having students who were identified prior to entering kindergarten keep their G/T identification even if they choose not to participate in a Vanguard Magnet program. Previously, students who did not enter the Vanguard Magnet program in kindergarten did not retain their G/T status, but had the opportunity to be reassessed in kindergarten, and if identified, then they were served.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (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 under-represented and White and Asian students are over-represented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are under-represented.

According to the Texas Administrative Code, all populations of the district must have access to assessment and be served. The district offers two universal testing windows, one in kindergarten, and the other for students entering sixth grade. Based upon information extracted from students applying for the Vanguard Magnet program in kindergarten and sixth grade, the data indicate that minorities apply for the kindergarten and sixth grade Vanguard program at disproportionately lower rates compared to the composition of the district.

The district has developed strategies to address this issue as part of the new G/T Standards. First, the district is implementing an entering kindergarten assessment program for the Vanguard Neighborhood students as part of Standard 2. Second, the district has developed rosters for the first and sixth grade students that automatically identify G/T students. This will enable the district to identify and serve students that qualify for the Vanguard Program without having to apply. The district has also developed one G/T matrix for grades K–12 so that all students will be assessed using the same identification criteria. Evaluating the effectiveness of these measures can be accomplished by looking at the demographics of the students in the Vanguard Program and comparing them with the district population.

There are two changes that have taken place with regard to Vanguard Magnet admissions. Elementary and middle schools with an attendance zone that offer a Vanguard Magnet program will follow the School Wide Program (SWP) Magnet program design model. The entire Vanguard Program at these schools will be designated as Vanguard Magnet and subject to Magnet (transfer) quotas. All zoned students need to apply to the Vanguard Magnet program and are not part of the transfer quota, and they do not have to go through the lottery process. Non-zoned students must apply and proceed with the necessary assessment. Those who qualify as G/T may be admitted so long as there is space available. If there are more applications than spaces, a lottery is conducted. Therefore, the number of Magnet transfers that are available each year, will depend largely on the number of zoned G/T students. This change will positively impact zoned students by automatically serving them in their neighborhood schools.

The other policy that was modified and phased in for the 2008–2009 school year concerned qualified siblings of enrolled or wait-listed students. Qualified siblings took up no more than 25 percent of the spaces in the Vanguard Magnet entry grades. This may negatively impact a family that is not zoned to a Vanguard Magnet school because there may not be space available, and the family may be forced to enroll their children at two different schools.

Curriculum and Instruction

To address curriculum alignment, the Advanced Academics Department refined a curricular framework entitled *Scholars & Knowledge* during the 2010–2011 school year. The framework consisted of six areas: building student profiles, differentiating in four foundation areas through curriculum compacting and differentiated instructional strategies, differentiating in four foundation areas through the addition of the dimensions of depth and complexity, embedding rigor, TPSP continuum, and advanced level products aligned to the TPSP Scoring Scales (rubrics). Implementation of this curricular framework represents an important step toward ensuring that students make a seamless move from elementary to middle to high school.

On May 27, 2008, HISD released Standard Practice Memorandum 5610.A, a document designed to describe and provide guidelines regarding the implementation of the *Advanced Placement Initiative*. On December 14, 2009, this was updated and made into Board Policy (Administrative Regulation) as *EH-Advanced Placement Initiative*. As part of the guidelines, campuses are required to offer Pre-AP and AP courses in the four core content areas (reading/English language arts, mathematics, science, and social

studies). Although it is important to offer courses in the four core content areas, it is equally important to ensure that there is alignment of the Pre-AP/AP and IBMYP/Pre-IB/IB courses offered at both the middle school and high school level so that students have a seamless transition and a proper foundation. Since G/T students are primarily served at the secondary level through Pre-AP/AP and IBMYP/Pre-IB/IB courses, this policy will positively impact the opportunities afforded not only to G/T students, but to all students across the district. Additionally, special issues are faced by magnet schools, which enroll students from all over the district. Developing strategies to ensure that students have the educational foundation so that they are prepared to take advanced classes is paramount.

Standard 6—Curriculum and Instruction, superficially addresses the issue of rigor by ensuring that students in middle school receive instruction daily in advanced courses in the four core content areas (language arts/reading, mathematics, science, and social studies). For 2010–2011, 89.5 percent of G/T middle school students and 90.9 percent of high school students enrolled in two or more advanced classes compared to 91.2 percent and 95.2 percent, respectively in 2006–2007.

Enrollment in Pre-AP courses does not translate into rigor. There are some campuses for which the Pre-AP curriculum is lacking in rigor. This erodes the ability of these students to make a seamless transition into high school. Finding an external measure, such as the Laying the Foundation End-of-Course results, would help evaluate which campuses need assistance in building a stronger Pre-AP program.

Although there are benefits conferred to students if they are enrolled in an AP or IB course, completing AP or IB courses and subsequently taking the corresponding AP or IB exam would help evaluate program rigor. More specifically, campuses for which 20 percent or less of their G/T students score a 3 or higher for AP exams or 4 or higher for IB exams require an action plan to address the lack of rigor in the curriculum.

An important issue in evaluating the quality of a Vanguard Program is the achievement of its students. With the adoption of the Standards, achievement expectations have been developed. All students taking the Stanford and Aprenda are expected to achieve above grade level. This performance standard was directed more to evaluate campuses than students. A second measure for achievement centers on the TAKS. All G/T students are expected to score at the commended level. The nature and needs of a G/T student must be considered when performance measures center on the TAKS, especially at the high school level. Students are interested in college preparation, and the TAKS may not be perceived as important as performance on the PSAT, SAT, or AP/IB tests. Program outcome measures should be aligned with college assessments. In addition, student projection measures for the PSAT are available and could be used as an outcome measure for campuses as well as a diagnostic tool.

Affective support groups, individual counseling, practices focusing on time management, study skills, organizational skills, along with a tutoring program would be important components for success. Since participation and performance in advanced academic programs varied markedly by campus, stakeholders interested in raising the participation and level of performance in advanced academic programs need to monitor the quality and rigor of the Pre-AP and AP courses, strengthen professional development, and strengthen the foundation of all students at all educational levels through vertical teams. AP course rigor can be monitored by analyzing AP exams that scored 3 or higher by campus, and by examining the number of students taking AP courses and the number actually testing.

Professional Development

The district has moved forward with regard to creating a database of G/T professional development/training opportunities. For the current year, 1,577 participants completed six or more hours of G/T training, fulfilling the annual state and district professional development requirement. This represents an unduplicated count. The focus on training for the 2010–2011 school year centered on Pre-AP and AP training, Renzulli training, Vanguard Neighborhood Tester Training, and G/T Meetings for

compliance and program implementation. The number of participants does not fully capture the training received by district staff members because not all professional development opportunities are tracked through e-TRAIN.

Family-Community Involvement

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past seven years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; and 2010). Data collected from previous evaluations have been used at the administrative and campus levels.

The district continues to move in a positive direction with regard to Family-Community Involvement with the formation of the G/T Parent Advisory Committee and the continuation of the G/T Expo.

The Vanguard Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

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Table 1: Alignment of HISD Vanguard Standards to the *Texas State Plan for the Education of Gifted/Talented Students*

Standard	HISD Vanguard Standards	<i>The Texas State Plan for the Education of Gifted/Talented Students</i>
Standard 1	Program Design	Section 2: Service Design
Standard 2	Assessment for Entering Kindergarten Students	Section 1: Student Assessment
Standard 3	Identification of GT Students	Section 1: Student Assessment
Standard 4	Admissions	Section 1: Student Assessment
Standard 5	Instructional Delivery Models	Section 2: Service Design
Standard 6	Curriculum and Instruction	Section 3: Curriculum and Instruction
Standard 7	Monitoring Program Implementation	Section 3: Curriculum and Instruction
Standard 8	Student Success	Section 3: Curriculum and Instruction
Standard 9	Professional Development for Principals	Section 4: Professional Development
Standard 10	Professional Development for G/T Teachers	Section 4: Professional Development
Standard 11	Data Quality and Compliance	Section 2: Service Design
Standard 12	Parent/Community Communication and Involvement	Section 5: Family/Community Involvement
Standard 13	Evaluation	Section 1: Student Assessment Section 2: Service Design Section 3: Curriculum and Instruction Section 4: Professional Development Section 5: Family/Community Involvement
Standard 14	District Commitment and Support	Section 2: Service Design

Table 2: Summary of Vanguard Magnet Students Requesting and Eligible for Bus Transportation, 2006–2007 to 2010–2011

Vanguard	2006–2007		2008–2009		2009–2010		2010–2011	
	Request	Elig.	Request	Elig.	Request	Elig.	Request	Elig.
Askew	110	55	45	33	68	51	30	13
Carrillo	33	14	18	11	25	13	25	15
De Zavala	68	49	21	15	19	15	25	19
Herod	79	38	28	25	25	21	39	35
Oak Forest	74	29	40	28	40	35	53	39
Pleasantville	51	40	4	4	9	9	5	5
River Oaks	152	136	103	97	91	88	126	122
Rogers, T.H. ES	150	138	136	127	150	136	193	164
Roosevelt	42	23	34	32	43	32	56	42
Travis	79	62	13	6	24	16	26	15
Windsor Village	164	85	41	36	30	26	43	35
Elementary Total	1,002	669	483	414	524	442	621	504
Burbank	96	41	37	23	34	14	33	12
Carnegie Vanguard HS	355	340	373	359	388	378	440	431
Hamilton	305	232	332	290	317	278	302	273
Holland	54	42	12	11	23	23	35	34
Jackson	53	24	6	5	4	3	10	9
Lanier	728	690	647	628	651	644	634	624
Long	43	25	5	4	8	8	9	7
Rogers, T.H. MS	288	273	271	256	264	248	319	305
Ryan	5	4	3	3	4	4	10	10
Secondary Total	1,927	1,671	1,686	1,579	1,693	1,600	1,792	1,705
Total	2,929	2,340	2,169	1,993	2,217	2,042	2,413	2,209

Table 3: Comparison of G/T Student Population to the District Population, 2006–2007 and 2010–2011 (K–12)

Grade	2006–2007			2010–2011		
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	709	16,633	4.3
First	1,685	18,290	9.2	3,414	17,368	19.7
Second	2,122	16,431	12.9	3,248	16,987	19.1
Third	2,312	15,998	14.5	3,003	16,427	18.3
Fourth	2,398	15,859	15.1	2,907	16,266	17.9
Fifth	2,435	14,454	16.8	2,965	15,329	19.3
Subtotal	11,255	97,440	11.6	16,246	99,010	16.4
Sixth	1,671	14,118	11.8	1,991	12,852	15.5
Seventh	1,904	14,101	13.5	2,053	12,615	16.3
Eighth	1,796	13,552	13.3	2,041	12,866	15.9
Ninth	1,811	16,010	11.3	2,010	14,746	13.6
Tenth	2,118	12,159	17.4	1,595	12,413	12.8
Eleventh	2,026	10,192	19.9	1,656	11,219	14.8
Twelfth	1,795	9,335	19.2	1,408	10,463	13.5
Subtotal	13,121	89,467	14.7	12,754	87,174	14.6
Total*	24,376	186,907	13.0	29,000	186,184	15.6

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

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

Source: Fall PEIMS Snapshot 2006 and 2010.

Table 4. Kindergarten and Sixth Grade Vanguard Magnet Applicants Compared to HISD by Race/Ethnicity, 2007–2008 (Baseline) and 2010–2011 (Four Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2010–2011		District Enrollment 2010–2011	
	N	%	N	%	N	%	N	%
Kindergarten								
African American	171	15.7	4,070	25.1	160	12.8	3,868	23.3
<i>American Indian</i>	-	-	-	-	-	-	26	0.2
<i>Asian</i>	160	14.7	498	3.1	191	15.3	538	3.2
<i>Hispanic</i>	311	28.6	10,320	63.7	362	28.9	10,710	64.4
Native American	2	0.2	19	0.1	-	-	-	-
<i>Pacific Islander</i>	-	-	-	-	6	0.5	17	0.1
<i>White</i>	435	40.0	1,282	7.9	352	28.1	1,316	7.9
<i>Two or More Races</i>	-	-	-	-	176	14.1	158	0.9
Missing	8	0.7	0	0.0	4	0.3	0	0.0
Total	1,087	100.0	16,189	100.0	1,251	100.0	16,633	100.0
Sixth								
African American or <i>Black</i>	301	17.3	3,769	29.1	292	16.3	3,441	26.8
<i>American Indian</i>	-	-	-	-	2	0.1	27	0.2
<i>Asian</i>	208	12.0	413	3.2	173	9.6	376	2.9
<i>Hispanic</i>	790	45.5	7,747	59.8	852	47.4	7,923	61.6
Native American	1	0.1	9	0.1	-	-	-	-
<i>Pacific Islander</i>	-	-	-	-	3	0.2	8	0.1
<i>White</i>	436	25.1	1,012	7.8	431	24.0	992	7.7
<i>Two or More Races</i>	-	-	-	-	43	2.4	85	0.7
Missing	2	0.1	-	-	-	-	0	0.0
Total	1,738	100.0	12,950	100.0	1,796	100.0	12,852	100.0

Source: Magnet Applicant Transfer System (MATS) 2006–2007 and 2009–2010; Fall PEIMS Snapshot 2007 and 2010.

Note: Race/Ethnicity categories changed from 2007–2008 to 2010–2011 when federal race/ethnicity categories were used (italics).

Table 5. Demographic Characteristics of G/T Students, 2006–2007 to 2010–2011

	2006–2007					2010–2011					Gap Diff.
	G/T		District			G/T		District			
	N	%	N	%	Diff	N	%	N	%	Diff	
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,836	13.2	48,820	26.2	-13.0	+
Amer. Indian	-	-	-	-	-	74	0.3	436	0.2	0.1	
Asian	2,502	10.3	6,096	3.3	7.0	2,650	9.1	5,923	3.2	5.9	-
Hispanic	10,671	43.8	109,577	58.6	-14.8	15,682	54.1	114,122	61.3	-7.2	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-		
Pac. Islander	-	-	-	-	-	73	0.3	266	0.1	0.2	
White	7,044	28.9	16,345	8.7	20.2	6,274	21.6	15,312	8.2	13.4	-
Two or More	-	-	-	-	-	411	1.4	1,305	0.7	0.7	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	13,743	47.4	95,196	51.1	-3.7	-
Female	13,090	53.7	91,616	49.0	4.7	15,257	52.6	90,988	48.9	3.7	-
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	5,583	19.3	34,538	18.6	0.7	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	16,884	58.2	147,833	79.4	-21.2	-
ELL	2,642	10.8	47,770	25.6	-14.8	6,766	23.3	53,987	29.0	-5.7	-
ESL	201	0.8	13,665	7.3	-6.5	624	2.1	13,897	7.5	-5.4	-
Special Ed.	458	1.9	19,317	10.3	-8.4	258	0.9	15,307	8.2	-7.3	-
Total	24,376	100.0	186,907	100.0		29,000	100.0	186,184	100.0		

Note: A "+" in the Gap Diff. column means there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2010–2012.

Table 6. Demographic Characteristics for Vanguard Magnet Students by School, 2010–2011

School	N	Percent							F/R Lunch
		Am. Indian	Asian	African Am.	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	274	0.0	18.2	10.9	29.9	0.0	38.0	2.9	27.0
Carrillo	178	0.0	1.7	2.2	95.5	0.0	0.6	0.0	79.2
De Zavala	239	0.0	0.4	1.3	97.5	0.0	0.8	0.0	93.7
Herod	321	0.3	16.5	17.1	32.7	0.3	29.3	3.7	35.2
Oak Forest	363	0.3	3.3	9.6	32.2	0.0	52.6	1.9	26.2
Pleasantville	97	0.0	0.0	84.5	15.5	0.0	0.0	0.0	93.8
River Oaks	535	0.2	21.5	8.2	15.7	0.4	50.7	3.4	7.1
Rogers	270	0.7	61.9	8.5	7.4	0.7	20.0	0.7	79.6
Roosevelt	211	0.5	0.5	10.9	85.8	0.0	2.4	0.0	12.2
Travis	311	0.3	4.2	0.0	26.4	0.0	64.3	4.8	14.1
Windsor Village	166	0.0	0.0	56.0	42.2	0.0	1.8	0.0	78.9
Middle									
Burbank	255	0.4	0.4	3.9	94.5	0.0	0.8	0.0	93.3
Hamilton	457	0.0	3.3	10.9	63.5	0.0	20.8	1.5	65.2
Holland	111	0.0	0.0	31.5	66.7	0.0	0.9	0.9	93.7
Jackson	143	0.7	1.4	1.4	96.5	0.0	0.0	0.0	93.0
Lanier	892	0.2	17.4	11.1	24.8	0.1	44.3	2.1	22.5
Long	76	0.0	6.6	7.9	82.9	0.0	2.6	0.0	96.1
Rogers	365	0.5	48.2	11.2	12.3	0.5	24.4	2.7	21.1
Ryan	19	0.0	0.0	57.9	42.1	0.0	0.0	0.0	89.5
High									
Carnegie	447	0.0	9.8	19.7	23.7	0.0	45.0	1.8	27.7
Vanguard Magnet Total	5,730	0.2	14.2	12.8	40.9	0.1	29.8	1.9	42.2
District Total	186,184	0.2	3.2	26.2	61.3	0.1	8.2	0.7	79.4

Source: Fall PEIMS Snapshot 2010, Grades K–12

Table 7. Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2009 (Based on 2007 Norms)

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,405	85	1,398	82	1,398	91	1,394	81			1,376	86
2	1,517	82	1,519	87	1,518	80	1,514	85			1,507	87
3	1,830	78	1,829	87	1,827	82	1,823	85	1,820	78	1,805	83
4	2,157	76	2,156	89	2,157	86	2,152	81	2,149	70	2,141	81
5	2,553	76	2,552	87	2,551	77	2,551	88	2,553	66	2,543	79
6	1,908	75	1,908	87	1,906	77	1,906	87	1,905	71	1,886	79
7	1,961	83	1,963	91	1,962	84	1,961	92	1,962	86	1,941	88
8	1,762	84	1,762	91	1,761	83	1,760	93	1,759	79	1,723	87
9	1,683	87	1,683	94	1,681	88	1,677	90	1,680	71	1,667	88
10	1,449	87	1,447	90	1,449	81	1,447	89	1,448	86	1,439	89
11	1,564	92	1,563	87	1,568	89	1,567	86	1,566	89	1,550	91
Total	19,789	81	19,780	88	19,778	83	19,752	87	16,842	76	19,578	85

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). The complete battery consists of the five subtests listed above as well as spelling, thinking skills, and listening.

Source: Stanford 10 Data File 2009; Fall PEIMS Snapshot 2008.

Table 8. Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2011 (Based on 2007 Norms)

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,927	82	1,929	87	1,925	85	1,924	77			1,919	85
2	1,842	80	1,843	87	1,843	81	1,840	82			1,834	86
3	1,937	82	1,944	94	1,943	85	1,939	87	1,940	80	1,927	89
4	2,442	75	2,444	94	2,439	86	2,442	85	2,440	73	2,433	84
5	2,912	68	2,910	90	2,913	74	2,910	91	2,908	78	2,903	78
6	1,945	79	1,947	93	1,944	79	1,943	89	1,945	75	1,928	83
7	2,019	81	2,019	94	2,016	81	2,017	91	2,017	84	2,005	86
8	2,003	81	2,002	94	2,001	78	1,998	97	1,998	90	1,982	90
9	1,993	80	1,996	92	1,996	76	1,995	90	1,993	78	1,982	85
10	1,578	85	1,578	93	1,579	81	1,579	89	1,579	88	1,563	88
11	1,634	86	1,635	87	1,628	87	1,632	92	1,632	87	1,618	89
Total	22,232	79	22,247	91	22,227	81	22,219	88	18,452	81	22,094	85

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). The complete battery consists of the five subtests listed above as well as spelling, thinking skills, and listening.

Source: Stanford 10 Data File 2011; Fall PEIMS Snapshot 2010.

Table 9. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2007

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	430	97	424	95	426	93	427	83			422	98
2	567	97	566	97	566	98	565	92			565	98
3	543	99	542	98	543	100	543	99	543	99	542	99
4	301	96	301	98	301	98	302	97	301	96	301	97
5	1	*	1	*	1	*	1	*	1	*	1	*
Total	1,842	98	1,834	97	1,837	97	1,838	93	845	98	1,831	98

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). The complete battery consists of the five subtests listed above as well as spelling, thinking skills, and listening.

*Scores not reported for less than 5 students.

Source: Aprenda 3 Data File 2007; Fall PEIMS Snapshot 2006.

Table 10. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2011

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,411	99	1,412	98	1,413	98	1,413	95			1,410	99
2	1,341	99	1,340	98	1,340	99	1,341	97			1,339	99
3	1,008	100	1,002	99	1,003	100	1,003	100	1,003	100	999	100
4	426	99	426	100	426	100	425	100	425	99	425	100
7	1	*	1	*	1	*	1	*	1	*	1	*
Total	4,187	99	4,181	98	4,183	99	4,183	97	1,429	100	4,174	99

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater).

*Scores not reported for less than 5 students.

Source: Aprenda 3 Data File 2011; Fall PEIMS Snapshot 2010.

Table 11. Districtwide G/T English TAKS Percent Commended Performance, 2007

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
3	1,717	69	1,721	60						
4	2,049	58	2,049	65	2,030	46				
5	2,385	49	2,373	70			2,379	58		
6	1,630	87	1,631	68						
7	1,869	58	1,869	41	1,855	67				
8	1,773	78	1,773	49			1,768	47	1,766	71
9	1,745	53	1,743	47						
10	2,074	26	2,072	38			2,064	28	2,065	61
11	1,963	52	1,968	45			1,966	27	1,960	68
Total	17,205	58	17,199	54	3,885	56	8,177	41	5,791	67

Note: For subjects and grades with multiple test administrations, the first administration results are used.

Source: TAKS Data File 2007

Table 12. Districtwide G/T English TAKS Percent Commended Performance, 2011

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
3	1,938	77	1,945	72						
4	2,447	70	2,445	78	2,437	58				
5	2,915	65	2,917	81			2,911	78		
6	1,945	71	1,943	72						
7	2,025	68	2,024	67	2,018	69				
8	2,004	81	2,005	64			2,004	73	2,004	79
9	1,980	64	1,971	66						
10	1,578	51	1,577	56			1,575	54	1,573	81
11	1,616	56	1,613	65			1,613	66	1,608	87
Total	18,448	68	18,440	70	4,455	63	8,103	69	5,185	82

Note: For subjects and grades with multiple test administrations, the first administration results are used.

Source: TAKS Data File 2007

Table 13. Districtwide G/T Spanish TAKS Percent Commended Performance, 2007

Grade	Reading		Mathematics		Writing	
	N Tested	%	N Tested	%	N Tested	%
3	544	60	543	65		
4	301	67	301	81	301	49
Total	845	62	844	71	301	49

Note: For subjects and grades with multiple test administrations, the first administration results are used. Social Studies is not tested in grades 3–6. There were no fifth grade students identified as G/T that tested in Spanish.

Source: TAKS Data File 2007.

Table 14. Districtwide G/T Spanish TAKS Percent Commended Performance, 2011

Grade	Reading		Mathematics		Writing	
	N Tested	%	N Tested	%	N Tested	%
3	1,012	78	1,005	71		
4	420	78	423	83	423	62
Total	1,432	78	1,428	74	423	62

Note: For subjects and grades with multiple test administrations, the first administration results are used. Social Studies is not tested in grades 3–5. There were no fifth grade students identified as G/T that took the reading, mathematics, writing or science tests.

Source: TAKS Data File 2011.

Table 15. Districtwide and G/T IB Exam Participation and Performance, 2007 and 2011

School	District						G/T					
	# Tested		# of Exams		% of Exams Scoring 4–7		# Tested		# of Exams		% of Exams Scoring 4–7	
	2007	2011	2007	2011	2007	2011	2007	2011	2007	2011	2007	2011
Bellaire	59	53	168	146	94.6	85.6	54	44	162	120	95.7	88.3
Lamar	358	451	903	1,270	73.8	71.1	259	242	697	750	77.3	78.1
Total	417	504	1,071	1,416	77.0	72.6	313	286	859	870	80.8	79.5

Note: Scores of *P-pending* or *N-no credit* were not included. G/T identification code was missing for one student attending Lamar High School for 2007 and 2011. Source: 2007 and 2011 International Baccalaureate Organization Candidate Results and Fall PEIMS Snapshot 2007 and 2010.

Table 16. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2011

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2007	2011	2007	2011	2007	2011	2007	2011
Bellaire	29	21	26	19	29	17	26	16
Lamar	89	126	67	104	74	81	58	73
Total	118	147	93	123	103	98	84	89

Note: G/T identification code was missing for one student attending Lamar High School for 2007 and 2011. Source: 2007 and 2010 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2010.

Table 17. Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007 and 2010–2011

	2006–2007 (Baseline)			2010–2011 (Year 4)		
	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses
6	1,277	1,636	78.1	1,814	1,991	91.1
7	1,806	1,865	96.8	1,886	2,053	91.9
8	1,723	1,769	97.4	1,745	2,041	85.5
Total	4,806	5,270	91.2	5,445	6,085	89.5

Table 18. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2010–2011

	2006–2007 (Baseline)			2010–2011 (Year 4)		
	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses
9	1,671	1,700	98.3	1,822	2,010	90.6
10	1,885	1,919	98.2	1,492	1,595	93.5
11	1,556	1,650	94.3	1,496	1,656	90.3
12	706	843	83.7	1,254	1,408	89.1
Total	5,818	6,112	95.2	6,064	6,669	90.9

APPENDIX A

METHODS

DATA LIMITATIONS

When examining the Magnet Applications and Transfers System (MATS) data, it is important to acknowledge that it has some limitations. Qualifying for the program does not necessarily result in being given a place in a Vanguard program. This is due to the fact that not all wait-listed students will be given, or will accept, a space in a kindergarten or sixth grade Vanguard program. Others may not receive admittance into the program of their choice and will decline to attend. Thus, the final pool of "accepted" students will fluctuate until the first day of the 2010–2011 academic year for applications received during the 2009–2010 cycle, and these data were current as of June 2010. Since MATS is a dynamic database, information is updated regularly. Kindergarten and sixth grade applicants were extracted from the 2007–2008 and 2009–2010 application cycles. These data were used to track kindergarten and sixth grade students into the 2008–2009 and 2010–2011 academic years to compare accepted applicants to the pool of students that actually enrolled.

Professional development for G/T teachers was extracted using HISD e-TRAIN. Limitations exist since some professional development activities were not tracked on e-TRAIN because campuses may have hired their own trainer, and the training was not recorded through e-TRAIN, resulting in an undercount.

For 2010–2011, the Manager of Advanced Academics provided training data for teachers that attended the AP Summer Institute at Rice University. This training was not recorded through e-TRAIN. Since only aggregated numbers were provided, unduplicated participation could not be determined.

Information pertaining to those teachers providing G/T instruction was extracted using the PEIMS database. PEIMS allows for only one population code to be entered, possibly precluding those teachers who provide instruction to multiple populations, including G/T students, from being coded.

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date will not be 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 Chancery Student Management System (SMS). Although the fall PEIMS database is used for funding and compliance, it is important to review data in Chancery SMS to gain a more holistic picture of the Vanguard Program.

DATA COLLECTION

Student data were obtained using a variety of sources. For the 2010–2011 academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery 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 HISD Elementary and Secondary Guidelines, 2010–2011 and the District and School Profiles (Houston Independent School District, 2010a, 2010b, 2010c). Information pertaining to the application and acceptance rates for kindergarten and sixth grade Vanguard students was obtained from the Magnet Applications and Transfers System (MATS) database for 2009–2010 with archival data used for 2006–2007. A cohort of G/T qualified kindergarten and sixth grade students were tracked using two years of data extracted from the MATS database and then matched to the respective academic year.

APPENDIX A (CONTINUED)

METHODS

in the Chancery Student Management System (SMS), to follow-up on the number of students who accepted admission and actually enrolled.

Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards, Instructional Delivery Model Summary, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. Budget information for HISD during the 2010–2011 academic year was extracted from documentation from the Budgeting and Financial Planning Department and the Advanced Academics Department.

Information with respect to G/T training was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2010 to May 31, 2011. The e-TRAIN program had the capability to track employee professional development on the individual level, including attendance and completion for each training session. Data for the AP Summer Institute in 2010 held at Rice University were provided by the Manager of Advanced Academics.

Data were collected on the number of Vanguard Magnet students who requested bus transportation and the number of Vanguard Magnet students who were eligible for bus transportation from the Manager of Routing and Scheduling.

ACADEMIC PERFORMANCE

Stanford 10 and Aprenda 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2010–2011 school year. English and Spanish Texas Assessment of Knowledge and Skills (TAKS) data were extracted for G/T students in grades three through eleven for the 2010–2011 school year.

Advanced Placement (AP) test performance data for 2011, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on August 23, 2011. Student-level data were matched to the PEIMS database to identify those students who were G/T. Students who were not matched were not included in the analysis.

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports or from participating schools. 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. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program. HISD and state policy is not to report grouped scores for fewer than five students.

PSAT performance data for 2010 and fall 2010 PEIMS enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and scored at or above 152 on the combined reading, mathematics, and writing portion of the PSAT.

SAT and ACT data for 2010 were extracted from student test files as well as 2010 graduation data. These files were matched with the fall PEIMS snapshot to identify G/T students. The number and percent of G/T test-takers, and the number and percent of G/T students scoring a 1110 or higher (critical reading and mathematics) on the SAT and/or a 24 or higher composite on the ACT were analyzed to determine participation and performance.

APPENDIX A (CONTINUED)

METHODS

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. To determine the percentage of students scoring above grade level on the Stanford 10 and Aprenda 3, the percentage of students that scored a 61 NPR or higher was analyzed at the campus and district levels.

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 College Readiness Benchmark of 152 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 2010. Performance for each test was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

APPENDIX B

VANGUARD NEIGHBORHOOD CAMPUSES WITH FEWER THAN 3 G/T STUDENTS FOR AT LEAST ONE GRADE LEVEL

Academic Level	School Name
Elementary	Alcott Elementary School
Elementary	Atherton Elementary School
Elementary	Bastian Elementary School
Elementary	Blackshear Elementary School
Elementary	Briarmeadow Charter Elementary School
Elementary	Briscoe Elementary School
Elementary	Bruce Elementary School
Elementary	Burnet Elementary School
Elementary	Burrus Elementary School
Elementary	Dodson Elementary School
Elementary	Durkee Elementary School
Elementary	Energized for Excellence Elementary School
Elementary	Field Elementary School
Elementary	Foerster Elementary School
Elementary	Fondren Elementary School
Elementary	Foster Elementary School
Elementary	Frost Elementary School
Elementary	Garden Oaks Elementary School
Elementary	Garden Villas Elementary School
Elementary	Gregory-Lincoln Education Center (ES)
Elementary	Grimes Elementary School
Elementary	Isaacs Elementary School
Elementary	Kashmere Gardens Elementary School
Elementary	Kennedy Elementary School
Elementary	McDade Elementary School
Elementary	Oates Elementary School
Elementary	Osborne Elementary School
Elementary	Paige Elementary School
Elementary	Port Houston Elementary School
Elementary	Pugh Elementary School
Elementary	Reynolds Elementary School
Elementary	Rhoads Elementary School
Elementary	Rucker Elementary School
Elementary	Scott Elementary School
Elementary	Smith, E.O. Education Center (ES)
Elementary	Stevenson Elementary School
Elementary	Thompson Elementary School
Elementary	Wesley Elementary School

APPENDIX B (CONTINUED)

VANGUARD NEIGHBORHOOD CAMPUSES WITH FEWER THAN 3 G/T STUDENTS FOR AT LEAST ONE GRADE LEVEL

Academic Level	School Name
Elementary	Whidby Elementary School
Elementary	Whittier Elementary School
Elementary	Woodson Elementary School
Elementary	Young Elementary School
Middle School	Attucks Middle School
Middle School	Black Middle School
Middle School	Briarmeadow Charter Middle School
Middle School	Contemporary Learning Center Middle School*
Middle School	Cullen Middle School
Middle School	Dominion Academy
Middle School	Energized E-STEM West MS*
Middle School	E-STEM Central MS**
Middle School	Fondren Middle School
Middle School	Hartman Middle School
Middle School	High School Ahead*
Middle School	Kaleidoscope Middle School
Middle School	Key Middle School
Middle School	Las Américas Middle School
Middle School	Sharpstown Middle School
Middle School	Smith Education Center (MS)
Middle School	WALIPP Middle School
Middle School	Woodson Middle School
High School	Empowerment College Prep High School
High School	Energized E-STEM West HS
High School	Energized for E-STEM Academy
High School	HS Bus & Eco Success*
High School	Jones High School
High School	Kashmere High School
High School	Leader's Academy*
High School	Mount Carmel Academy
High School	New Aspirations*
High School	REACH Charter High School*
High School	South Early College
Combined	Pilgrim Academy
Combined	Rusk School
Combined	Texas Connections Academy*
Combined	Wilson Elementary School

Notes: Grades 1–12, excludes KG

Source: 2010 Fall PEIMS Snapshot

APPENDIX C **ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2011**

	# of Applicants Tested					# of Qualified Applicants				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Ashford	19	23	48	33	51	4	6	12	14	17
Bell	-	-	-	74	73	-	-	-	11	12
Bellfort	-	-	-	15	22	-	-	-	9	5
Briargrove	-	-	-	-	33	-	-	-	-	14
Briscoe	-	-	-	4	-	-	-	-	4	-
Bush	-	-	-	37	52	-	-	-	15	21
Cage	-	-	-	24	-	-	-	-	7	-
Codwell	21	26	18	13	-	10	12	6	6	-
Cook	12	8	10	-	21	3	3	3	-	4
Crespo	-	-	-	23	-	-	-	-	4	-
Cunningham	-	-	-	-	19	-	-	-	-	12
Daily	12	15	-	-	-	1	4	-	-	-
Davila	-	-	-	11	9	-	-	-	4	2
Dodson	-	-	-	-	23	-	-	-	-	21
Durham	-	-	-	28	22	-	-	-	12	13
Emerson	14	-	-	-	-	6	-	-	-	-
Farias ECC	-	60	32	-	-	-	12	8	-	-
Field	-	15	-	26	-	-	1	-	6	-
Foerster	-	-	-	-	14	-	-	-	-	7
Franklin	11	18	16	24	24	5	7	4	9	7
Garden Oaks	-	-	-	30	16	-	-	-	11	7
Harvard	14	24	45	42	41	4	9	14	13	18
Helms	15	-	-	20	-	8	-	-	10	-
King ECC	-	80	41	51	35	-	22	14	23	19
Kolter	-	9	24	26	31	-	7	17	17	22
Lantrip	-	-	-	16	-	-	-	-	2	-
Laurenzo ECC	-	20	75	-	-	-	12	12	-	-
Law	4	4	-	-	-	1	1	-	-	-
Lockhart	-	-	17	-	37	-	-	2	-	21
Love	-	-	-	14	5	-	-	-	1	4
Lovett	-	15	53	42	42	-	6	22	17	15
MacArthur	-	15	12	-	-	-	4	2	-	-
MacGregor	21	26	24	-	-	0	4	3	-	-
Martinez, R.	15	-	-	-	-	1	-	-	-	-
Mistral ECC	-	65	46	14	17	-	4	9	4	6
Mitchell	24	57	27	22	36	3	11	5	1	10
Montgomery	5	-	-	-	-	2	-	-	-	-
Peck	-	-	-	23	28	-	-	-	1	6
Poe	12	32	17	-	19	2	5	9	-	4
Red	-	-	-	43	25	-	-	-	8	12
Reynolds	-	-	3	-	-	-	-	1	-	-
Rice	-	-	-	4	-	-	-	-	3	-

APPENDIX C (CONTINUED)
ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2011

	# of Applicants Tested					# of Qualified Applicants				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Sherman	26	-	-	-	-	2	-	-	-	-
Sinclair	-	-	4	23	-	-	-	3	8	-
Thompson	26	-	-	-	-	10	-	-	-	-
Turner	-	-	13	-	-	-	-	1	-	-
Walnut Bend	16	15	17	16	22	2	4	4	9	11
West University	106	140	125	146	150	28	49	49	71	66
Whidby	-	-	15	-	-	-	-	3	-	-
White	-	17	-	-	-	-	8	-	-	-
Whittier	-	-	-	16	-	-	-	-	3	-
Wilson	-	34	-	-	34	-	10	-	-	8
Total	373	748	682	860	901	92	201	203	303	364

Source: Advanced Academics 2007–2011.

APPENDIX D

HISD HIGH SCHOOL G/T ADVANCED PLACEMENT PARTICIPATION AND EXAMINATION PERFORMANCE BY CAMPUS, 2007

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

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

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

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

*Scores not reported for less than 5 students.

APPENDIX E

HISD HIGH SCHOOL G/T ADVANCED PLACEMENT PARTICIPATION AND EXAMINATION PERFORMANCE BY CAMPUS, 2011

G/T Participation Rate				G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Austin	151	87	57.6	125	12	9.6
Bellaire	841	549	65.3	1,897	1,549	81.7
Carnegie Vanguard	447	430	96.2	923	576	62.4
Challenge	121	94	77.7	126	48	38.1
Chavez	188	116	61.7	198	38	19.2
Davis	140	89	63.6	165	30	18.2
DeBakey	472	275	58.3	686	598	87.2
East Early College	176	105	59.7	158	27	17.1
Eastwood Academy	122	85	69.7	229	70	30.6
Empowerment College Prep	1	1	100.0	2	*	*
Energized for STEM West	3	0	0.0	0		
Energized for STEM Academy						
Central	7	6	85.7	12	0	0.0
Furr	74	69	93.2	146	12	8.2
Houston Academy for International Studies	65	53	81.5	71	6	8.5
Houston Math, Science & Tech. Center	93	62	66.7	122	14	11.5
HSLECJ	138	90	65.2	158	28	17.7
HSPVA	654	342	52.3	630	288	45.7
International HS at Sharpstown	28	24	85.7	55	10	18.2
Jones	12	5	41.7	9	0	0.0
Jordan	70	49	70.0	83	9	10.8
Kashmere	21	11	52.4	17	0	0.0
Lamar	801	528	65.9	544	139	25.6
Leader's Academy	3	0	0.0	0		
Lee	55	37	67.3	102	35	34.3
Madison	106	62	58.5	123	6	4.9
Milby	162	97	59.9	218	68	31.2
Mount Carmel	8	0	0.0	0		
New Aspirations	1	0	0.0	0		
Ninth Grade College Prep	36	0	0.0	0		
North Houston Early College	104	67	64.4	84	61	72.6
REACH	2	0	0.0	0		
Reagan	257	116	45.1	245	54	22.0
Scarborough	33	27	81.8	72	18	25.0
Sharpstown	49	34	69.4	55	4	7.3
South Early College	6	6	100.0	7	1	14.3

APPENDIX E (CONTINUED)

HISD HIGH SCHOOL G/T ADVANCED PLACEMENT PARTICIPATION AND EXAMINATION PERFORMANCE BY CAMPUS, 2011

G/T Participation Rate				G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Sterling	60	48	80.0	93	2	2.2
Waltrip	241	121	50.2	221	53	24.0
Washington	71	37	52.1	81	25	30.9
Westbury	106	72	67.9	165	40	24.2
Westside	612	527	86.1	1,156	604	52.2
Wheatley	56	24	42.9	38	1	2.6
Worthing	31	16	51.6	28	0	0.0
Yates	45	21	46.7	51	3	5.9
G/T Total	6,669	4,382	65.7	9,095	±	48.7

Source: 2011 College Board Data file extracted August 23, 2011; Fall PEIMS snapshot, 2010—enrollment and G/T status.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 19 students.

±Totals not reported because one school tested less than five students.

*Scores not reported for less than 5 students.

APPENDIX F
G/T PSAT PARTICIPATION AND PERFORMANCE, FALL 2010

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% G/T Tested	Met Benchmark (>=152)	% Met Benchmark (>=152)
Austin	32	31	96.9	3	9.7
Bellaire	211	204	96.7	195	95.6
Carnegie Vanguard	87	85	97.7	82	96.5
Challenge	39	35	89.7	20	57.1
Chavez	45	41	91.1	12	29.3
Davis	31	30	96.8	5	16.7
DeBakey	106	105	99.1	103	98.1
East Early College	35	34	97.1	15	44.1
Eastwood Academy	37	37	100.0	15	40.5
Energized for STEM Academy Central	1	1	100.0	*	*
Furr	13	13	100.0	2	15.4
Houston International	19	18	94.7	7	38.9
Houston Math, Science & Tech. Center	30	30	100.0	2	6.7
HSLECJ	30	29	96.7	6	20.7
HSPVA	166	156	94.0	95	60.9
International HS at Sharpstown	9	9	100.0	4	44.4
Jones	2	2	100.0	*	*
Jordan	35	34	97.1	3	8.8
Kashmere	8	8	100.0	1	12.5
Lamar	179	177	98.9	146	82.5
Lee	9	7	77.8	4	57.1
Madison	30	26	86.7	6	23.1
Milby	44	42	95.5	17	40.5
North Houston Early College	37	36	97.3	9	25.0
REACH	1	0	0	*	*
Reagan	54	52	96.3	19	36.5
Scarborough	17	13	76.5	4	30.8
Sharpstown	13	12	92.3	4	33.3
Sterling	22	20	90.9	2	10.0
Waltrip	80	77	96.3	26	33.8
Washington	20	20	100.0	10	50.0
Westbury	31	27	87.1	9	33.3
Westside	151	147	97.4	117	79.6
Wheatley	20	18	90.0	2	11.1
Worthing	7	7	100.0	1	14.3
Yates	8	7	87.5	0	0.0
G/T Total	1,659	1,590	95.8	948	59.6

APPENDIX G

G/T SAT I AND ACT PARTICIPATION AND PERFORMANCE, 2009–2010

School Name	GT Grad Enrollment	# Taking SAT and/or ACT	% Taking SAT and/or ACT	# Taking SAT	SAT Met Standard (>=1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (>=24)	% Met Standard (ACT)
Austin High School	38	37	97.4	29	1	3.4	30	0	0.0
Bellaire High School	262	250	95.4	247	232	93.9	91	80	87.9
Carnegie Vanguard	79	75	94.9	65	51	78.5	59	44	74.6
Challenge HS	35	32	91.4	31	9	29.0	8	5	62.5
Chavez High School	38	30	78.9	30	7	23.3	7	2	28.6
Davis High School	32	22	68.8	22	3	13.6	1	*	*
DeBakey HSHP	145	134	92.4	133	114	85.7	44	38	86.4
East Early College HS	25	22	88.0	22	6	27.3	10	3	30.0
Eastwood Academy	17	17	100.0	15	4	26.7	16	1	6.3
Empowerment College Prep High School	1	1	100.0	1	*	*	0		
Furr High School	14	11	78.6	5	1	20.0	11	1	9.1
HSLECJ	34	25	73.5	24	6	25.0	6	2	33.3
HSPVA	147	123	83.7	117	60	51.3	35	21	60.0
HS for Bus. And Econ. Success	1	0	0.0	0			0		
Houston Academy for International Studies	1	1	100.0	1	*	*	0		
Jones High School	3	3	100.0	3	*	*	2	*	*
Jordan High School for Careers	24	13	54.2	10	1	10.0	8	2	25.0
Kashmere High School	4	4	100.0	4	*	*	1	*	*
Lamar High School	163	155	95.1	150	108	72.0	77	56	72.7
Lee High School	28	25	89.3	26	8	30.8	3	*	*
Madison High School	42	33	78.6	33	3	9.1	8	0	0.0
Milby High School	63	52	82.5	50	12	24.0	11	2	18.2
Reagan High School	37	29	78.4	29	9	31.0	9	3	33.3
Sam Houston Math, Science & Tech. Center	46	36	78.3	35	5	14.3	7	1	14.3
Scarborough High School	10	8	80.0	8	1	12.5	5	1	20.0
Sharpstown High School	8	7	87.5	7	1	14.3	3	*	*

APPENDIX G (CONTINUED)

G/T SAT I AND ACT PARTICIPATION AND PERFORMANCE, 2009–2010

School Name	GT Grad Enrollment	# Taking SAT and/or ACT	% Taking SAT and/or ACT	# Taking SAT	SAT Met Standard (>=1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (>=24)	% Met Standard (ACT)
Sterling High School	3	1	33.3	0			1	*	*
Waltrip High School	75	60	80.0	59	16	27.1	11	2	18.2
Washington High School	35	31	88.6	29	11	37.9	11	3	27.3
Westbury High School	25	19	76.0	17	3	17.6	8	1	12.5
Westside High School	141	133	94.3	128	92	71.9	70	48	68.6
Wheatley High School	5	2	40.0	2	*	*	2	*	*
Worthing High School	8	6	75.0	6	2	33.3	4	*	*
Yates High School	20	18	90.0	17	0	0.0	9	1	11.1
G/T Total	1,609	1,415	87.9	1,355	766	56.5	568	321	56.5

APPENDIX H
G/T AND ADVANCED PLACEMENT TRAINING, 2010–2011

Course	Description	N	Hours Earned	Total Hours
AP6039	Analysis of AP Exams	74	3	222
AP6064	MTG: AP PLC Facilitators	18	2	36
AP6071	MTG: AP PLC Planning	19	2	38
AP6072	MTG: Dell Grant PreAP/AP Coord	19	2	38
AP6128	AP Vertical Team Orientation	38	2	76
EL0027	ONLINE: G/T Gr 6-12 (12 Hrs)	35	12	420
EL0028	ONLINE: Diffn Techn Tools K-5	22	12	264
EL0029	ONLINE: Diffn Techn Tools 6-12	14	12	168
EL0030	ONLINE: G/T K-5 (30 hrs)	130	30	3,900
EL0044	ONLINE: G/T K-12 Admin & Coun	9	6	54
EL0045	ONLINE: G/T Schlr & Know K-5	40	6	240
EL0046	ONLINE: G/T Schlrs & Know 6-12	16	6	96
EL0047	ONLINE: K-5 G/T Diff in Nutshl	49	6	294
EL0048	ONLINE: Monitorg Acad Rig 6-12	25	3	75
EL0049	ONLINE: Rigor & Relevance 6-12	36	6	216
EL0050	ONLINE: G/T Acad Rigor K-5	33	6	198
EL0052	ONLINE: Monitoring Rigor K-5	24	3	72
EL0079	HYBRID: G/T K-12 Rigor & Relev	4	6	24
GT0137	MTG: K-12 Vang Magnet Coord 1	15	2	30
GT0138	MTG: K-12 Vang Magnet Coord 2	38	2	76
GT0139	MTG: K-12 Vang Magnet Coord 3	18	2	36
GT0140	MTG: 6-12 G/T Coordinators 1	64	2	128
GT0141	MTG: 6-12 G/T Coordinators 2	50	2	100
GT0142	MTG: 6-12 G/T Coordinators 3	56	2	112
GT0143	MTG: 6-12 G/T Coordinators 4	56	2	112
GT0157	MTG: K-12 Vang Magnet Coord 4	11	3	33
GT0158	MTG: K-12 Vang Magnet Coord 5	6	3	18
GT0162	Refreshr: Entering K G/T Testr	137	3	411
GT0163	INTRO: New Enter-K G/T Tester	79	6	474
GT0165	MTG: Kindrg Entrance G/T Tstg	48	2	96
GT0166	MTG: K-5 G/T Coordinators 1	136	2	272
GT0167	MTG: K-5 G/T Coordinators 2	134	2	268
GT0168	MTG: K-5 G/T Coordinators 3	128	2	256
GT0171	K-5 Advanced Renzulli Stratg	236	3	590
GT0173	MTG: Odyssey of Mind Coaches	23	6	138
GT0174	OM Judge Guidelines	19	6	114
GT0175	G/T Differentiation - SIOs	12	1	12
GT0178	K-12 G/T Appeals Process	30	2	45
GT0181	G/T Indep Studs for 9-12 Coord	9	1	9

APPENDIX H (CONTINUED)
G/T AND ADVANCED PLACEMENT TRAINING, 2010–2011

Course	Description	N	Hours Earned	Total Hours
PC1217	PK-5 Diffn Using Technology/GT	29	6	174
PC1221	Diffn Using Tech Tools K-5 GT	29	6	174
PC1225	G/T Scholars & Knowledge K-5	61	6	366
PC1226	Diffn Using Tech Tools K-5 G/T	8	6	48
PC1515	K-5 G/T Differtn in a Nutshell	214	6	1,284
PC2067	G/T Academic Rigor & Adv PK-5	111	6	666
PC2231	Understanding Learng PK-5 G/T	20	6	120
TT1425	G/T Overv - K-12 Admin & Couns	12	6	72
TT2031	K-5 G/T Programs and Products	352	2	704
TT2309	G/T Schlrs & Know K-5 (6 hrs)	91	6	546
TT3010	G/T Schlrs & Know 6-12 (6 hrs)	47	6	282
TT4014	AKOM: All Kinds of Minds G/T	27	18	486
TT4030	Understg Learning PK-12 G/T	52	6	312
TT4122	K-5 G/T Differentn in a Nutshl	109	6	654
TT4123	Diffn Using Tech Tools 6-12 GT	55	6	330
TT4125	G/T Acad Rig & Adv K-5	102	6	612
TT4602	G/T - K-5 Teachers (30 hrs)	82	30	2,460
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)*	1	6	6
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)	28	12	336
Duplicated e-TRAIN Count		3,340	332	19,393
Unduplicated e-TRAIN Count		2,216		

Source: Advanced Academics Department and e-TRAIN extract (June 1, 2010 to May 31, 2011).

*One employee on the data file was listed as having completed the training with only 6 hours rather than 12 hours of training.