MEMORANDUM   December 20, 2013

TO: School Board Members

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

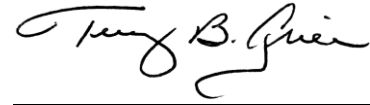SUBJECT: **VANGUARD PROGRAM: 2012–2013**

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* (G/T) 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 2012–2013 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 seven 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 2012–2013, a total of 31,689 students attending 256 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 17.0 percent of the district K–12 population up from 16.5 percent in 2011–2012.

- 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.

- For 2013, a total of 9,848 Advanced Placement (AP) exams were taken by 4,777 G/T students and 51.7 percent of the scores were three or higher on a scale of one to five, showing an increase in participation and performance rates over the previous year.

- In May of 2013, 328 HISD G/T students took a total of 821 International Baccalaureate (IB) examinations, where 77.3 percent scored a four or above on a scale from one to seven. This is an increase in participation rates and performance from the previous year.

- On the fall 2012 PSAT results for eleventh grade, 1,693 or 96.0 percent of eleventh grade G/T students took the PSAT, and a total of 1,191 or 70.3 percent met the College Readiness Benchmark of 142, while this is a decrease in participation, it is an increase in percent of students meeting the new standard of 142.

- A total of 1,511 G/T students or 99.0 percent of the 2012 graduating class took either the SAT or ACT and 53.0 percent met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 63.8 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in performance on the ACT compared to the class of 2011.

_____TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Michael Dorsey
Mary Jane Gomez
Principals

RESEARCH
Educational Program Report

Vanguard Program Findings Related to State Compliance, 2012–2013

2013 BOARD OF EDUCATION

Houston Independent School District
Hattie Mae White Educational Support Center
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VANGUARD PROGRAM
FINDINGS RELATED TO STATE COMPLIANCE, 2012–2013

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, 2012a, p. XIX-1, 2012b, 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 2012–2013, a total of 31,689 students attending 256 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 17.0 percent of the district K–12 population, up from 16.5 percent in 2011–2012.

- 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.

- For 2013, a total of 9,848 Advanced Placement (AP) exams were taken by 4,777 G/T students and 51.7 percent of the scores were three or higher on a scale of one to five, showing an increase in participation and performance rates.

- In May of 2013, 328 HISD G/T students took a total of 821 International Baccalaureate (IB) examinations, where 77.3 percent scored a four or above on a scale from one to seven. This is an increase in participation rates.

- On the fall 2012 PSAT results for eleventh grade, 1,693 or 96.0 percent of eleventh grade G/T students took the PSAT, and a total of 1,191 or 70.3 percent met the College Readiness Benchmark of 142 on the 2012 PSAT, while this is a decrease in participation compared to the previous year, it is an increase in percent of students meeting the new standard.

- A total of 1,511 G/T students or 99.0 percent of the 2012 graduating class took either the SAT or ACT and 53.0 percent met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 63.8 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in participation and ACT performance compared to the class of 2011.

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 meet the responsibilities set out in the Elementary and Secondary Guidelines, Vanguard Coordinators should not be a classroom teacher.

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

Administrative Response

The department of Advanced Academics continues to provide support to Vanguard coordinators by conducting site visits and providing Vanguard program meetings for new and veteran coordinators focused on supporting data quality as it relates to G/T student identification, required teacher professional development, and program service design.

A trend in the decrease of fewer than three G/T students per grade level has been attributed to the support and monitoring from the Advanced Academics department and will continue to be a targeted practice.

The Advanced Academics department provided elementary and secondary G/T teachers a year-long series of Professional Learning Community meetings along with differentiated instruction training to support the depth, complexity, and pacing of curriculum and instruction. The HISD Professional Support and Development department continues to provide professional development opportunities for G/T teachers and administrators through both face to face and virtual learning courses.

To support parents of G/T students, a consultant was provided that addressed the facets of raising G/T children. To educate HISD community families, the Advanced Academic department in coordination with the School Choice department provided general session meetings outlining the Vanguard/Magnet programs and the application process to support families making school choices that align with their child's educational needs.

Introduction

In the Houston Independent School District, 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 2012–2013, 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;
- Frank Black, Luther Burbank, Alexander Hamilton, William Holland, Thomas "Stonewall" Jackson, Sidney Lanier, Jane Long, and 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, 2012a).

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,
- AP Spanish Language for Native Spanish Speakers, Grade 8,
- International Baccalaureate Primary Years Programme (IBPYP) Grades K–5,
- International Baccalaureate Middle Years Programme (IBMYP)/Grades 6–10,
- Pre-International Baccalaureate (Pre-IB) Classes (Grades 9–10),
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- Dual Credit (Grades 9–12), and,
- High School for Performing and Visual Arts (HSPVA) Grades 9–12.

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources including student demographic data bases, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix A**, pp.26–27 summarizes the methods used in detail.

Data Limitations

- For a detailed description of the limitations in using e-TRAIN and the Public Education Information System (PEIMS) data files, see Appendix A, pp. 26–27.

Results

What program options were provided to G/T students during the 2012–2013 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 276 schools in HISD, 256 campuses offered G/T services. There were 236 Vanguard Neighborhood programs (K–12), and 20 campuses offering Vanguard Magnet programs (K–12).

- In addition to the 256 campuses offering G/T services, there were two campuses offering a Vanguard Neighborhood program that identified G/T students after the PEIMS fall snapshot. These included: Kaleidoscope Middle School and Dominion Academy.

- For 2012–2013, a total of 25,443 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,246 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 80.3 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 19.7 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

■ Vanguard Neighborhood   ■ Vanguard Magnet
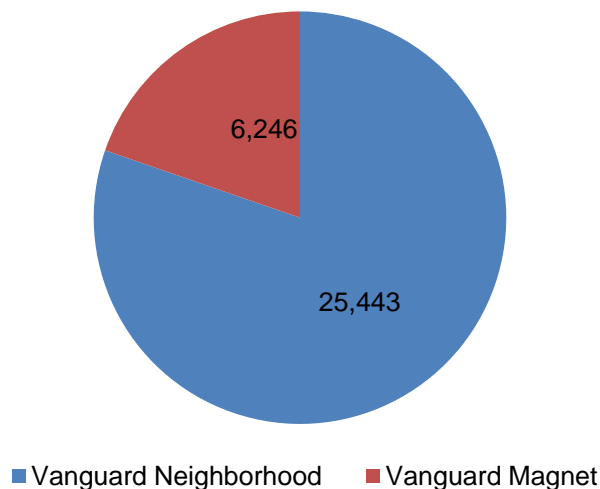
- According to state mandates, G/T students served in the regular classroom needed to work together as a group (minimum of 3) (Texas Education Agency, 2010). For 2012–2013, there were 56 campuses that identified fewer than three G/T students for at least one grade level (**Figure 2**).

- In 2012–2013, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 8 for Middle Schools to 30 for the Elementary Schools. This was an improvement for elementary, middle, and high schools. A list of campuses is provided in **Appendix B**, pp. 28–37. When comparing 2010–2011 to 2012–2013, there was a decrease in the number of campuses that had fewer than three G/T students by grade level from 75 to 56 (Figure 2).

Figure 2. Number of schools with fewer than 3 G/T students for at least one grade level, 2009–2010 to 2012–2013
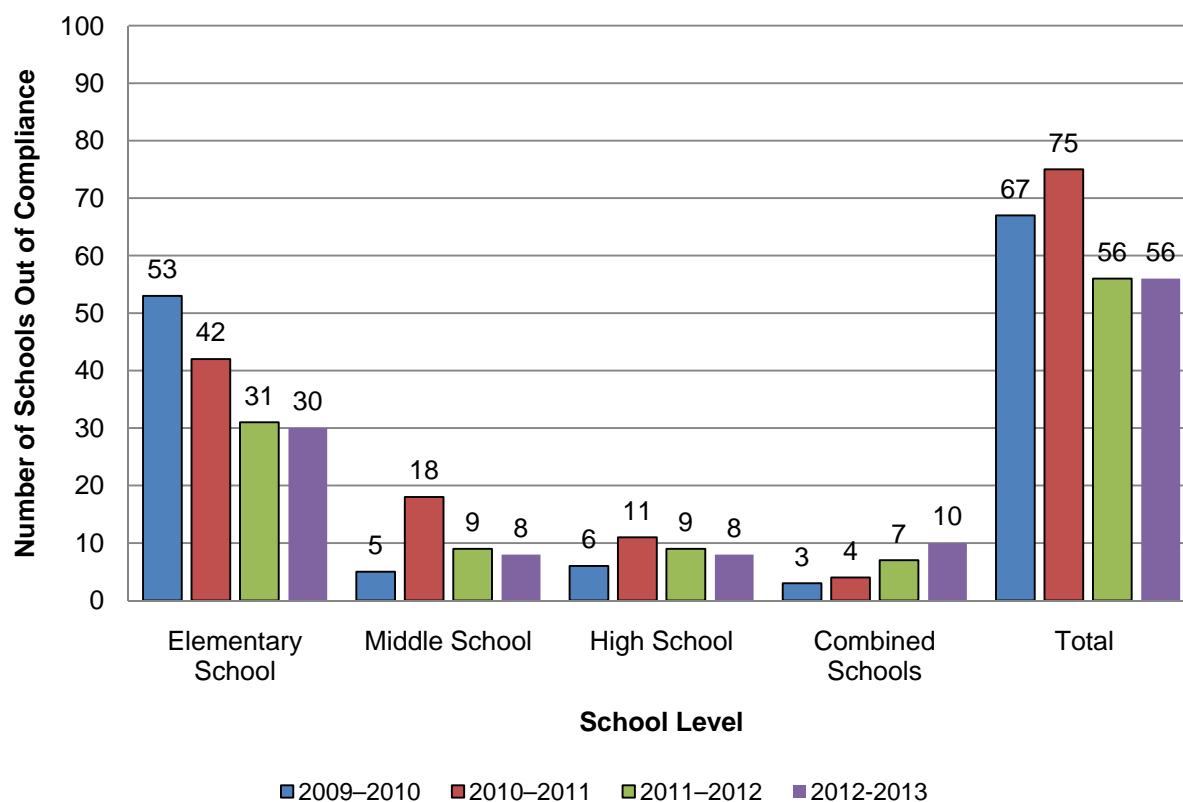
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and Advanced Academics Department showing their instructional delivery model for approval. Data from 162 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 169 elementary campuses that submitted Vanguard Standards Review Worksheet, 145 campuses (85.8 percent) used cluster classes, 1 campus (0.6 percent) used homogeneous classrooms, and 23 (13.6 percent) used a combination of cluster and homogeneous classrooms.

- The most frequently selected model was the G/T Clusters in Regular Classrooms, used by 85.8 percent of the schools.

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 2012–2013 school year, a total of 31,689 students were identified as G/T compared to the district enrollment of 186,094 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has increased from 13.0 percent in 2006–2007 to 17.0 percent in 2012–2013 (**Table 2**, p.19).

- When comparing the G/T percentages by grade level from 2006–2007 to 2012–2013, increases occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 1.3 percentage points for tenth grade, 3.2 percentage points for eleventh grade, and 4.7 percentage points for twelfth grade (Table 2, p.19).

- The increase in the percentage of G/T kindergarten students for 2012–2013 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2012. When these students enrolled in the district during the 2012–2013 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table 2, p.19).

- The percentage of qualified 4-year old students identified from neighborhood schools increased from 24.7 percent in 2007 to 47.5 percent in 2013, and magnet schools increased from 44.9 percent in 2009 to 47.4 percent in 2013 (**Appendix C**, pp. 38–40 and **Figure 3**).

- In 2012–2013, a total of 31 Vanguard Neighborhood or early childhood centers and 11 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix C, pp. 38–40).

Figure 3. Percent of qualified entering kindergarten Vanguard Program, 2007–2008* to 2012–2013
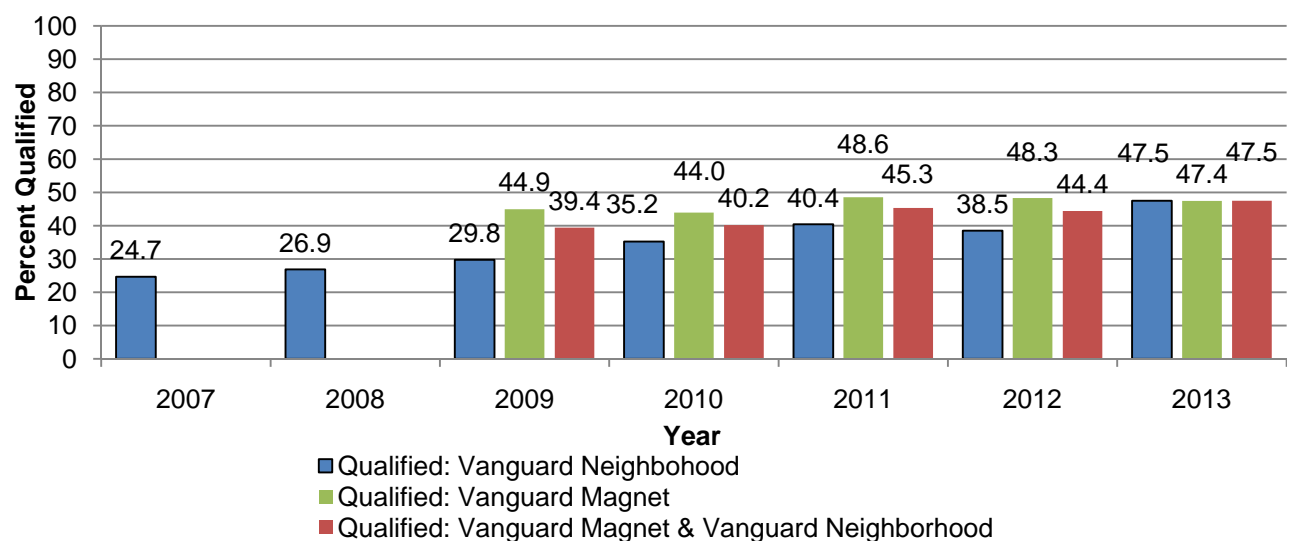
Note: Data for 2007 and 2008 were not available for the Vanguard Magnet Program.

- 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 and 2011–2012. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower (**Figure 4**).

- When comparing state G/T enrollment over the seven-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 15.6 percent in 2012–2013 (Figure 4).

- When comparing district G/T enrollment over the seven-year period, there was an increase of 3.6 percentage points. The G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2012–2013 (Figure 4).

Figure 4. Percent of G/T enrollment, 2007–2013 (Early Childhood included)
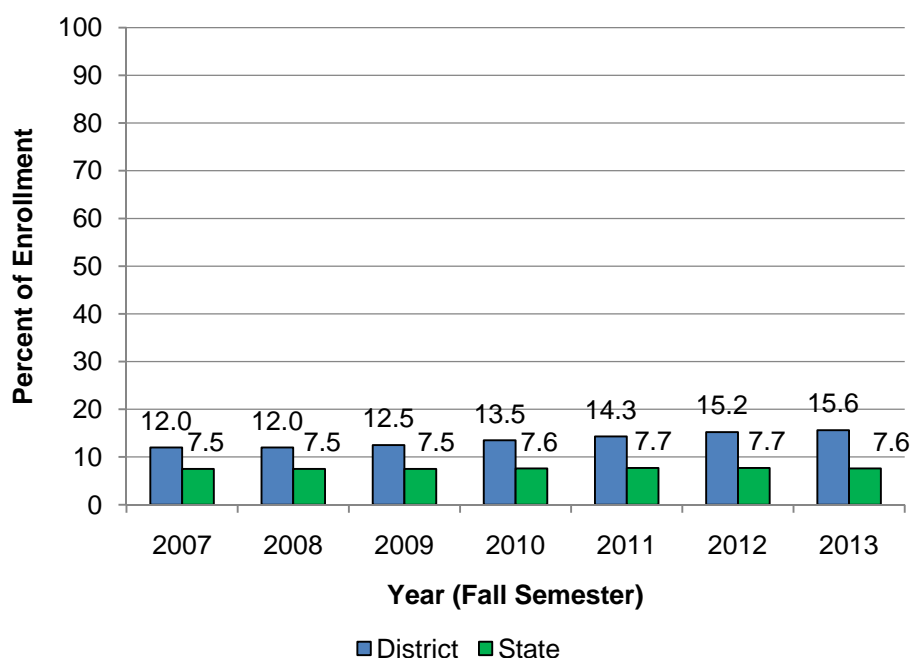
Source: Academic Excellence Indicator System (AEIS): 2007, 2008, 2009, 2010, 2011, and 2012; 2012–2013 Student Program Reports

- Although African American students comprise 24.5 percent of the total HISD population in grades K–12, these students represent only 12.2 percent of the G/T population reflecting an underrepresentation of African American students by 12.3 percentage points (**Table 3**, p.19).

- Although Hispanic students comprise 62.2 percent of the total HISD population in grades K–12, these students represent only 56.9 percent of the G/T population reflecting an underrepresentation of Hispanic students by 5.3 percentage points (Table 3, p.19).

- Although economically disadvantaged students comprise 78.7 percent of the total HISD population in grades K–12, these students represent only 59.5 percent of the G/T population reflecting an underrepresentation of economically disadvantaged students by 19.2 percentage points (Table 3, p.19).

- Since 2006–2007, underrepresentation has decreased for African American, Hispanic, male, bilingual, English as a second language (ESL), English Language Learners (ELL), Economically Disadvantaged, and Special Education students (Table 3, p. 19).

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/or the Aprenda 3. Stanford 10 data from 2013 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above, ranging from 66 percent in grade 4 social science and 67 percent in grades 4 and 5 reading to 94 percent in grade 8 science (**Table 6**, p.21).

- **Figure 5** summarizes the percent of G/T students scoring 61 NPR or higher on the Stanford 10 over the past three years. Overall, the percentage meeting the criterion declined in reading, mathematics, language, environment/science, social science and the complete battery.

- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level. Stanford 10 data from 2011, 2012, and 2013 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above. The standard was not met (**Tables 4–5**, p.20 and Figure 5).

Figure 5. Percent of G/T students in grades 1–8 scoring 61 NPR or higher on the Stanford 10, 2011 to 2013
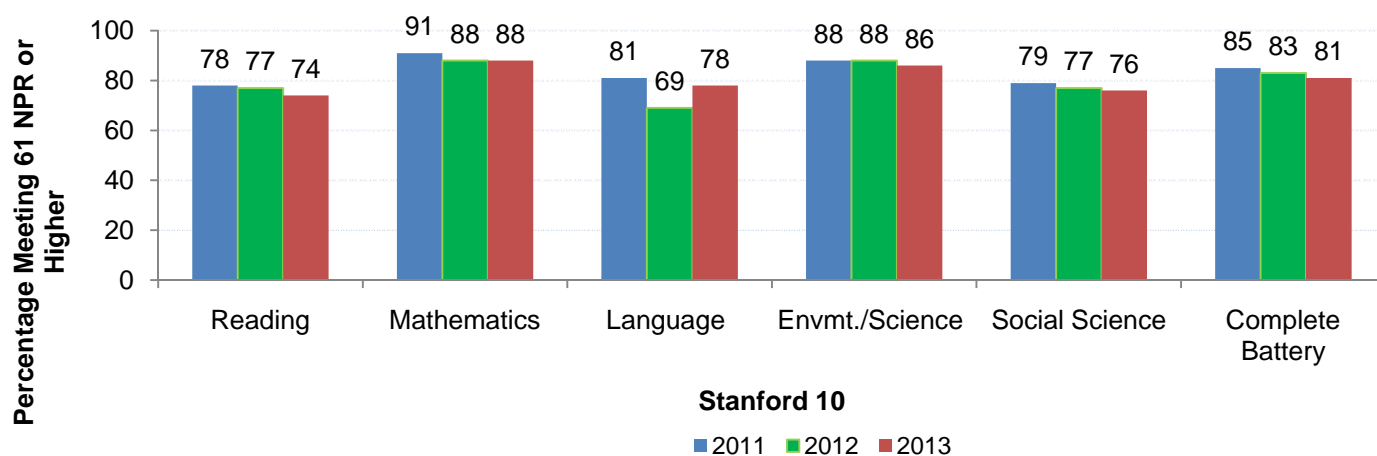
- For 2011, Aprenda 3 achievement test results indicated that 100 percent of third grade G/T students achieved a 61 NPR or greater on the reading, language, science, social science, and the complete battery. For fourth grade G/T students, 100 percent scored a 61 NPR or above on the mathematics, language, science, and the complete battery. The standard was met for the aforementioned grade levels and subtests (**Table 7**, p.21).

- For 2012, Aprenda 3 achievement test results indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or higher, with scores ranging from a 91 percent on environment for grade 1 to 99 percent on reading for grade 1, language for grades 2–4, and science for grade 4, and the complete battery grades 1, 2, and 4 (**Table 8**, p.22).

- For 2013, Aprenda 3 achievement test results indicated that 100 percent of third grade G/T students achieved a 61 NPR or greater on the science test. The standard was met for this grade level. Scores ranged from 94 percent scoring a 61 NPR or higher for the environment test in grade 1 to 100 percent for grade 3 in science (**Table 9**, p. 22 and **Figure 6**).

- Figure 6 summarizes the percent of G/T students scoring 61 NPR or higher on the Aprenda 3 over the past three years. Percentages meeting the criterion ranged from 98 percent to 99 percent in reading, language, and the complete battery, 95 percent to 97 percent in environment/science, from 96 percent to 98 percent in mathematics, and 97 percent to 100 percent in social science.

Figure 6. Percent of G/T students scoring 61 NPR or higher on the Aprenda 3, 2011 to 2013
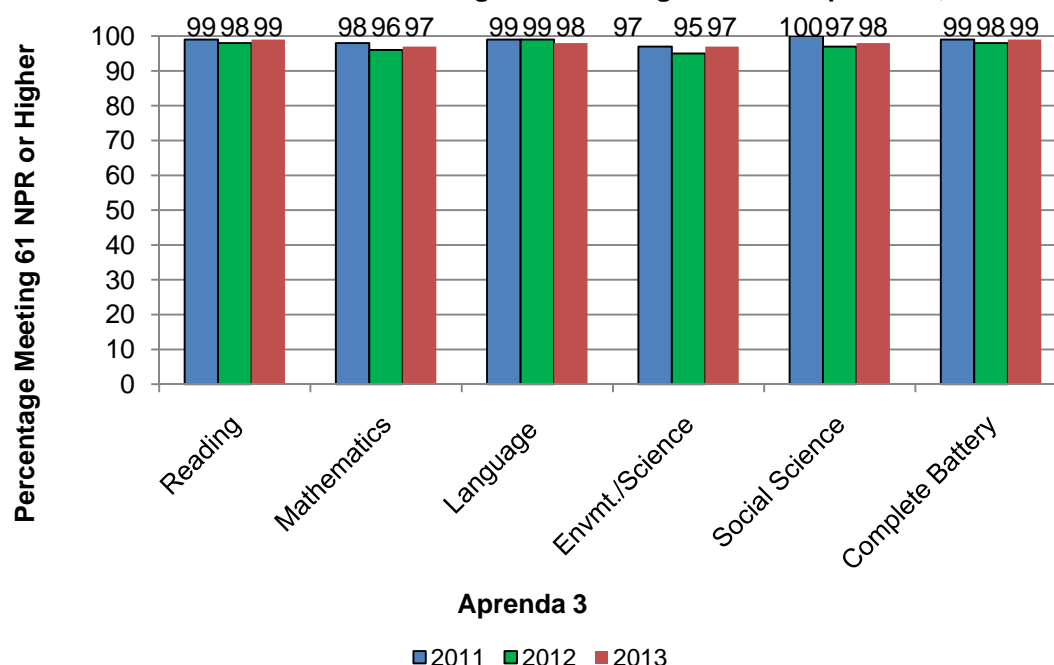
- According to Standard 8–Student Success (Expectations), G/T students were expected to score at the commended level on the Texas Assessment of Knowledge and Skills (TAKS). Eleventh grade TAKS commended performance data for 2013 indicated that the percent of G/T students scoring at the commended level ranged from 51 percent in science to 91 percent for social studies (**Table 12**, p. 23).

- There was an increase in commended performance on the TAKS when comparing 2011 to 2013 for English language arts. Mathematics remained the same for the last two years, social studies scores increased from 84 percent to 91 percent, while science scores declined (**Tables 10–12**, pp. 22–23 and **Figure 7**, p. 11).

Figure 7. Percent of G/T students scoring commended on TAKS, 2011, 2012 (grades 10 and 11), and 2013 (grade 11)
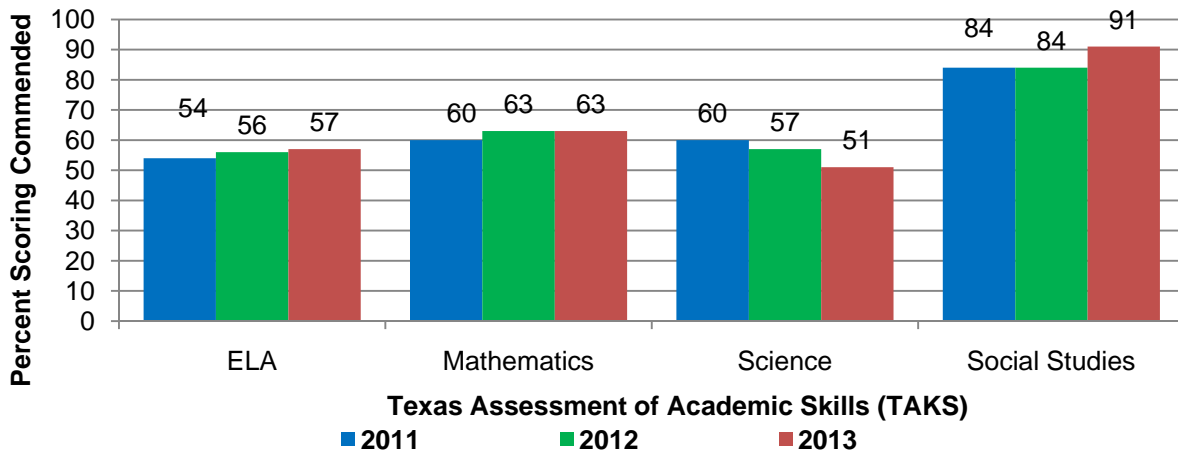
- For 2013, G/T students demonstrated the highest percentage of satisfactory and advanced performance on the STAAR reading, with 96 percent scoring satisfactory and 49 percent scoring advanced, respectively (**Figure 8** and **Table 13**, p. 23).

- For 2013, 89 percent of G/T students scored satisfactory on the STAAR social studies subtest, reflecting the lowest of the five subtests for meeting the phase-in standard (Figure 8 and Table 13, p. 23).

Figure 8. Percent of G/T student performance on STAAR (grades 3–8 combined), 2013
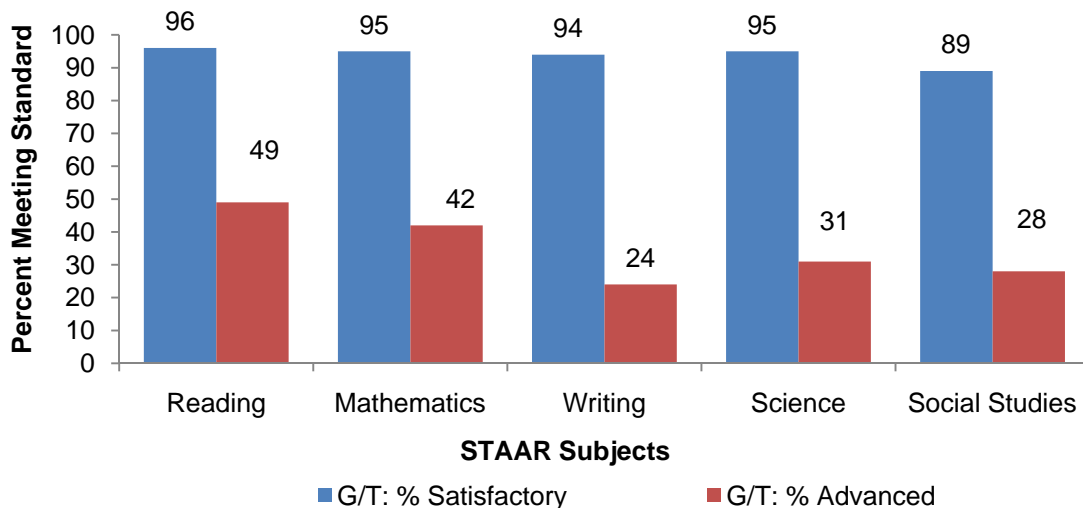
- For 2013, 21,699 G/T students (duplicated count) took fifteen STAAR End-of-Course Exams with at least five or more students. The lowest percentage of students scoring in the satisfactory range was associated with English I Writing, where 87 percent of G/T test-takers scored satisfactory and 9 percent scored at the advanced level. Algebra II reflected the exam for which the highest percentage of G/T students scored advanced (80 percent), and 100 percent of G/T students scored satisfactory

on the Physics and U.S. History End-of-Course exams, reflecting the highest percentages for the phase-in standard (**Figures 9** and **10**).

Figure 9. Percent of G/T student performance on mathematics and science end-of-course examinations, 2013

G/T End-of-Course Examinations, 2013

□ % Satisfactory   ■ % Advanced
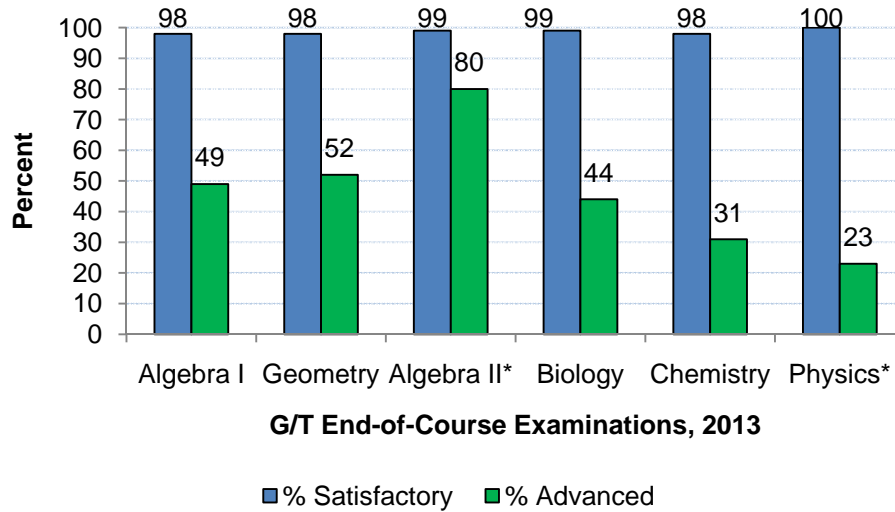
* Exams not required in 2013

Figure 10. Percent of G/T student performance on English and social studies end-of-course examinations, 2013

G/T End-of-Course Examinations, 2013

□ % Satisfactory   ■ % Advanced
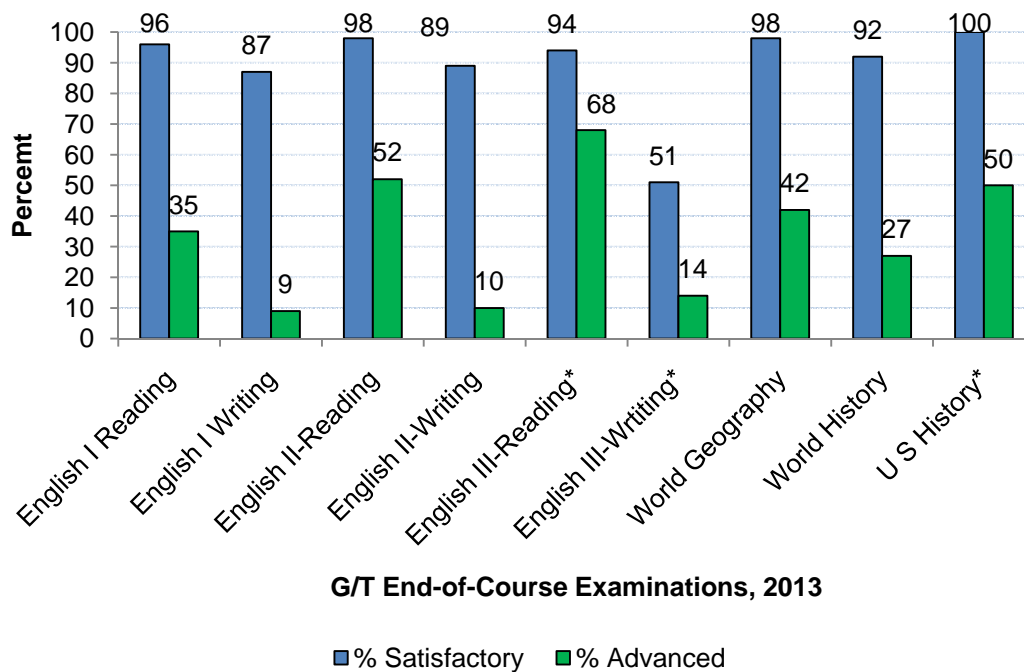
*Exams not required in 2013

- For 2007, of the 7,691 G/T students in grades 9–12 districtwide, 2,974 or 38.7 percent participated in taking AP examinations. Of the 6,416 exams taken, 57.0 percent of the exams scored at 3 or higher (**Appendix D**, p. 41).

- For 2013, of the 7,225 G/T students in grade 9–12 districtwide, 4,777 or 66.1 percent of G/T students took at least one AP exam. Of the 9,848 AP exams taken by G/T students, 51.7 percent scored 3 or higher (**Appendix E**, pp. 42–43).

- When comparing 2007 to 2013 participation rates, there was an increase of 27.4 percentage points in those taking AP examinations, and a decline of 5.3 percentage points for those scoring at least 3 or higher (Appendix D, p. 41 and Appendix E, p. 42–43 and Figure 11).

Figure 11. AP participation and performance, 2007 to 2013
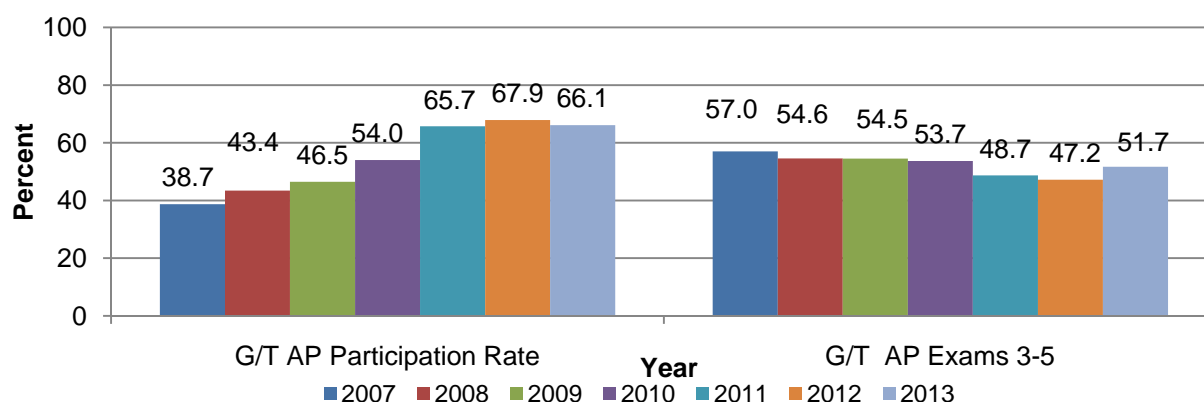
- In May of 2013, 328 HISD G/T students took a total of 821 International Baccalaureate examinations (IB), where 77.3 percent scored a four or above on a scale from one to seven. Since 2007, the percentage of G/T IB exams scoring 4 or higher has declined from 80.8 percent in 2007. However, there was an increase from 75.0 percent in 2012 to 77.3 percent in 2013 (**Table 15**, p. 24 and **Figure 12**).

- For 2013, 14 Bellaire and 48 Lamar G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 84 in 2007 to 62 in 2013 (**Table 16**, p. 24).

Figure 12. Percent of G/T students taking IB tests and percentage scoring 4 or higher, 2007, 2011, 2012, and 2013
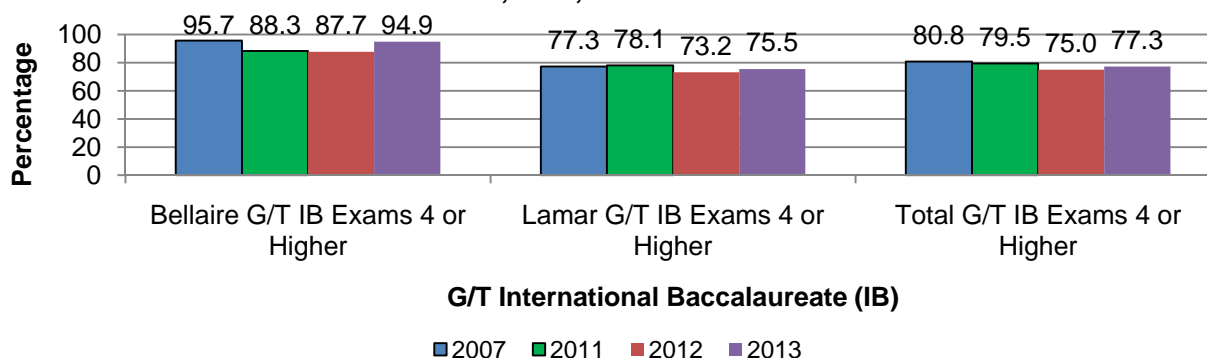
- On the fall 2012 PSAT results for eleventh grade, 1,763 or 96.0 percent of G/T students took the PSAT, and a total of 1,191 or 70.3 percent met the College Readiness Benchmark of 142 (**Appendix F**, p. 44 and **Figure 13**).

Figure 13. G/T participation and performance on the PSAT, ACT, and SAT, 2010–2011 and 2012–2013
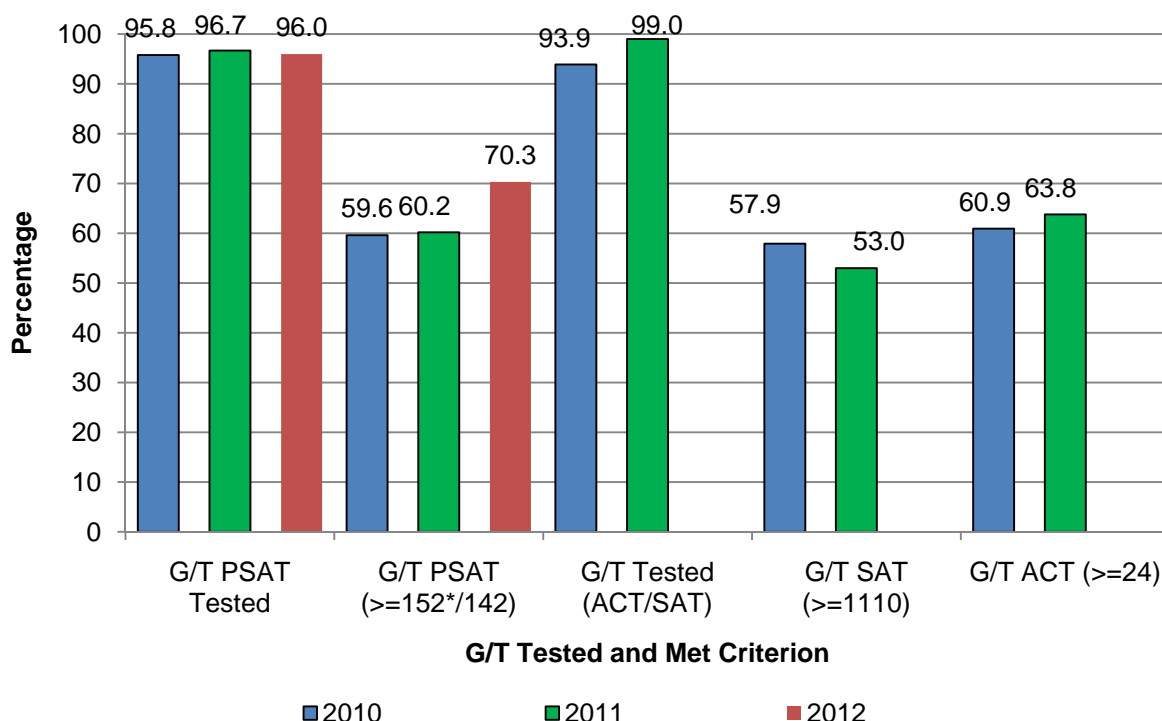
*The methodology used to calculate PSAT College Readiness Benchmark was revised from 152 in Fall 2011 to 142 in Fall 2012 (**Appendix A**, p. 26).

- Out of 29 campuses that tested five or more G/T students on the 2012 PSAT, nine campuses had at least 70 percent of their G/T eleventh grade students reaching the College Readiness Benchmark of 142 (Appendix F, p. 44 and Figure 13).

- For 2012, a total of 1,511 G/T students or 99.0 percent of the 2012 graduating class took either the SAT or ACT, and 53.0 percent met the TEA standard of 1110 or higher (critical reading and mathematics) on the SAT and/or 63.8 percent met the TEA standard of 24 or higher (composite score) on the ACT (**Appendix G**, pp. 45–46 and Figure 13).

- Out of 32 campuses with at least five students tested from which G/T students graduated in 2012, 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; six of the 22 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, pp. 45–46).

- 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 2013, the percent of G/T middle school students enrolled in advanced classes in the four core content areas decreased from 91.2 percent to 90.5 percent, but the actual number of students taking advanced courses increased by 21.1 percent (**Table 17**, p. 24).

According to Standard 6–Curriculum and Instruction, G/T students in high school were required to take two advanced level classes. When comparing 2007 to 2013, the percent of G/T high school students enrolled in two advanced classes increased from 95.2 percent to 96.6 percent. The actual number of students taking advanced courses increased by 18.2 percent (**Table 18**, p. 25).

- From 2010–2011 and 2011–2012, 15 and 24 G/T students dropped out of school, reflecting 0.1 and 0.2 of the grade 7–12 cumulative enrollment (**Table 19**, p. 25).

- For 2010–2011 and 2011–2012, 1.8 percent and 3.0 percent of G/T students did not graduate (Table 19, p.25).

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

- For 2012–2013, a total of 3,348 participants completed 6 or more hours of G/T and/or AP training fulfilling the annual state and district professional development requirement (**Appendix H**, pp.47–51).

- For 2012–2013, 5,349 duplicated or 3,721 unduplicated participants completed one or more of the 179 G/T or AP professional development opportunities offered through e-TRAIN (Appendix H, pp. 47–51).

- For 2012–2013, 347 teachers out of 500 participants attended Vanguard Coordinator/PLC professional development sessions (Appendix H, pp. 47–51).

- For 2012–2013, 1,269 staff members completed on-line G/T training and 1,522 completed face-to-face G/T training to meet state training requisites (**Table 20**, p. 25).

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 Standards Review(s) that would be implemented on the campus.

- For 2012–2013, 51 Vanguard schools participated or hosted a G/T Expo, sharing advanced products with parents, students, and the community.

- The G/T Parent Advisory Committee met three times during the 2012–2013 school year to examine and review current best practices in gifted education programming in the district and encourage involvement of parent and community volunteers in activities to enhance gifted programming.

Discussion

After six years of implementation, HISD's Vanguard G/T standards need to be redeveloped so that they are aligned with the appropriate assessments and performance measures need to be selected for Standard 8: Student Success. Additionally, the performance measures require additonal consideration since all G/T students may not be gifted in all core subject areas; in fact, they may not be gifted in any core area. To expect all students to perform at a specific level on all subtests of a criterion-referenced or nationally normed exam does not follow the philosophy of the *Texas State Plan*. Students may be gifted in leadership; they need opportunities to develop their talent. For those students in eleventh grade with leadership abilities, it doesn't automatically follow that they will score commended on the four core areas of TAKS.

Other assessments should be considered to measure the success of the program. 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 four or higher. With both AP and IB assessments, there are fine arts and language exams that broaden what is assessed for gifted students.

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 do not have an opportunity to work with their peers.

A better monitoring system needs to be developed with formative feedback on rigor, training, scheduling, and assessments available to campuses so that G/T students are being served. If the School Improvement Plan reflects the goals for the year, each campus should have professional development opportunities on their calenders for 30-hours and for the 6-hour update.

Over the past seven years, the percentage of students in HISD identified as G/T has increased (12.0 percent to 15.6 percent), while G/T enrollment at the state level has essentially not fluctuated (7.5 percent to 7.7 percent). District G/T percentages have exceeded state G/T percentages over the past seven years, with the largest differential occurring for the 2012–2013 school year (8.0 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).

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. However, since 2006–2007, underrepresentation has decreased for African American, Hispanic, male, bilingual, ESL, ELL, economically disadvantaged, and special education students.

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past eleven years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012). 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 continuation of the G/T Parent Advisory Committee, expansion of the Texas Performance Standards Project (TPSP), 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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Standard	HISD Vanguard Standards	The Texas State Plan for the Education of Gifted/Talented Students
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 1: Alignment of HISD Vanguard Standards to the Texas State Plan for the Education of Gifted/Talented Students

Table 2:   Comparison of G/T Student Population to the District Population, 2006–2007 and 2012–2013

	2006–2007			2012–2013		
Grade	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	816	17,453	4.7
First	1,685	18,290	9.2	3,177	17,296	18.4
Second	2,122	16,431	12.9	3,230	16,651	19.4
Third	2,312	15,998	14.5	3,849	16,332	23.6
Fourth	2,398	15,859	15.1	3,539	16,136	21.9
Fifth	2,435	14,454	16.8	3,198	15,224	21.0
Subtotal	**11,255**	**97,440**	**11.6**	**17,809**	**99,092**	**18.0**
Sixth	1,671	14,118	11.8	2,310	13,504	17.1
Seventh	1,904	14,101	13.5	1,988	13,187	15.1
Eighth	1,796	13,552	13.3	2,354	12,522	18.8
Ninth	1,811	16,010	11.3	1,999	14,682	13.6
Tenth	2,118	12,159	17.4	1,941	12,067	16.1
Eleventh	2,026	10,192	19.9	1,816	10,864	16.7
Twelfth	1,795	9,335	19.2	1,472	10,176	14.5
Subtotal	**13,121**	**89,467**	**14.7**	**13,880**	**87,002**	**16.0**
Total*	**24,376**	**186,907**	**13.0**	**31,689**	**186,094**	**17.0**
2011–2012 Total				**30,587**	**184,882**	**16.5**

† 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 2012.

Table 3: Demographic Characteristics of G/T Students, 2006–2007 to 2012–2013

	2006–2007					2012–2013					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	3,865	12.2	45,606	24.5	-12.3	-
Amer. Indian	-	-	-	-	-	62	0.2	399	0.2	0	
Asian	2,502	10.3	6,096	3.3	7.0	2,897	9.1	6,540	3.5	5.6	-
Hispanic	10,671	43.8	109,577	58.6	-14.8	18,024	56.9	115,762	62.2	-5.3	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-		
Pac. Islander	-	-	-	-	-	54	0.2	215	0.1	0.1	
White	7,044	28.9	16,345	8.7	20.2	6,275	19.8	16,029	8.6	11.2	-
Two or More	-	-	-	-	-	512	1.6	1,543	0.8	0.8	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,092	47.6	91,152	49.0	-1.4	-
Female	13,090	53.7	91,616	49.0	4.7	16,597	52.4	94,942	51.0	1.4	-
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	5,870	18.5	33,084	17.8	0.7	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	18,855	59.5	146,548	78.7	-19.2	-
ELL	2,642	10.8	47,770	25.6	-14.8	7,195	22.7	53,028	28.5	-5.8	-
ESL	201	0.8	13,665	7.3	-6.5	662	2.1	13,391	7.2	-5.1	-
Special Ed.	458	1.9	19,317	10.3	-8.4	270	0.9	14,907	8.0	-7.1	-
Total	**24,376**	**100.0**	**186,907**	**100.0**		**31,689**	**100.0**	**186,094**	**100.0**		

Note: A "+" in the Gap Diff.column means that there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2012–2013. Shaded areas denote at least 1 percentage point difference.

Table 4: 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 N Tested	%	Mathematics N Tested	%	Language N Tested	%	Envirnmt./ Science N Tested	%	Social Science N Tested	%	Complete Battery N 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
Gr. 1–8	17,027	78	17,038	91	17,024	81	17,013	88	13,248	79	16,931	85
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 5: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2012 (Based on 2007 Norms)

Grade	Reading N Tested	%	Mathematics N Tested	%	Language N Tested	%	Envirnmt./ Science N Tested	%	Social Science N Tested	%	Complete Battery N Tested	%
1	1,674	85	1,681	77	1,681	79	1,680	77			1,670	88
2	2,171	75	2,170	88	2,171	58	2,168	88			2,160	83
3	2,331	79	2,343	89	2,334	69	2,330	89	2,331	78	2,322	84
4	2,708	76	2,708	82	2,708	80	2,708	82	2,709	70	2,705	83
5	2,891	72	2,890	95	2,890	67	2,888	95	2,888	74	2,881	80
6	1,909	71	1,908	85	1,909	70	1,903	85	1,903	75	1,804	80
7	2,455	79	2,453	91	2,454	69	2,451	91	2,451	83	2,412	84
8	2,012	81	2,014	96	2,011	64	2,011	96	2,011	82	1,944	86
Total	18,151	77	18,167	88	18,158	69	1,8139	88	14,293	77	17,898	83

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 2012; Fall PEIMS Snapshot 2011.

Table 6: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2013 (Based on 2007 Norms)

Grade	Reading N Tested	%	Mathematics N Tested	%	Language N Tested	%	Envirnmt./ Science N Tested	%	Social Science N Tested	%	Complete Battery N Tested	%
1	1,795	82	1,798	85	1,795	85	1,796	79			1,787	85
2	1,995	78	1,996	84	1,996	81	1,995	81			1,990	83
3	2,608	77	2,607	91	2,609	81	2,607	84	2,607	72	2,604	83
4	3,044	67	3,045	87	3,043	80	3,042	79	3,043	66	3,041	76
5	3,162	67	3,162	86	3,161	71	3,162	87	3,162	74	3,159	75
6	2,273	76	2,272	92	2,273	77	2,273	90	2,272	77	2,263	82
7	1,950	79	1,950	93	1,950	82	1,947	92	1,950	85	1,945	87
8	2,320	74	2,317	91	2,316	72	2,317	94	2,317	84	2,305	83
Total	**19,147**	**74**	**19,147**	**88**	**19,143**	**78**	**19,139**	**86**	**15,351**	**76**	**19,094**	**81**

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 2013; Fall PEIMS Snapshot 2012.

Table 7: Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2010–2011

Grade	Reading N Tested	%	Mathematics N Tested	%	Language N Tested	%	Envirnmt./ Science N Tested	%	Social Science N Tested	%	Complete Battery N 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 8:	Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2012											
	Reading		**Mathematics**		**Language**		**Envirnmt./ Science**		**Social Science**		**Complete Battery**	
Grade	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**
1	1,145	99	1,144	97	1,144	97	1,143	91			1,135	99
2	1,482	98	1,482	96	1,482	99	1,482	96			1,478	99
3	1,112	96	1,104	96	1,112	99	1,112	97	1,112	97	1,101	98
4	455	97	455	98	456	99	456	99	456	98	455	99
8	1	*	1	*	1	*	1	*	1	*	1	*
Total	**4,195**	**98**	**4,186**	**96**	**4,195**	**99**	**4,194**	**95**	**1,569**	**97**	**4,170**	**98**

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 2012; Fall PEIMS Snapshot 2011.

Table 9:	Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2013											
	Reading		**Mathematics**		**Language**		**Envirnmt./ Science**		**Social Science**		**Complete Battery**	
Grade	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**
1	1,317	99	1,317	96	1,317	97	1,317	94			1,317	99
2	1,187	99	1,187	98	1,187	99	1,186	98			1,186	99
3	1,173	99	1,172	97	1,172	99	1,172	100	1,172	98	1,172	99
4	433	96	432	98	433	97	433	99	433	99	432	99
Total	**4,110**	**99**	**4,108**	**97**	**4,109**	**98**	**4,108**	**97**	**1,605**	**98**	**4,107**	**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 2013; Fall PEIMS Snapshot 2012.

Table 10:	Districtwide G/T TAKS Percent Commended Performance, 2011							
	Reading		**Mathematics**		**Science**		**Social Studies**	
Grade	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**	**N Tested**	**%**
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	**3,194**	**54**	**3,190**	**60**	**3,188**	**60**	**3,181**	**84**

Note: For subjects and grades with multiple test administrations, the first administration results are used.
Source: TAKS Data File 2011.

Table 11: Districtwide G/T TAKS Percent Commended Performance, 2012

Grade	Reading N Tested	%	Mathematics N Tested	%	Science N Tested	%	Social Studies N Tested	%
10	1,877	50	1,876	52	1,870	49	1,864	76
11	1,490	64	1,480	77	1,484	66	1,476	94
Total	**3,367**	**56**	**3,356**	**63**	**3,354**	**57**	**3,340**	**84**

Note: For subjects and grades with multiple test administrations, the first administration results are used.
Source: TAKS Data File 2012.

Table 12: Districtwide G/T TAKS Percent Commended Performance, 2013

Grade	Reading N Tested	%	Mathematics N Tested	%	Science N Tested	%	Social Studies N Tested	%
11	1,775	57	1,767	63	1,764	51	1,774	91
Total	**1,775**	**57**	**1,767**	**63**	**1,764**	**51**	**1,774**	**91**

Note: For subjects and grades with multiple test administrations, the first administration results are used.
Source: TAKS Data File 2013.

Table 13: Districtwide G/T English STAAR Percent Satisfactory and Advanced, 2013

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	2,632	96	49	2,626	94	44									
4	3,047	92	47	3,049	93	44	3,048	92	26						
5	3,167	94	46	3,165	96	51				3,166	94	28			
6	2,276	96	54	2,065	99	53									
7	1,952	99	45	328	93	27	1,952	97	21						
8	2,330	98	58	2,376	97	20				2,280	97	36	2,322	89	28
Total	**15,404**	**96**	**49**	**13,609**	**95**	**42**	**5,000**	**94**	**24**	**5,446**	**95**	**31**	**2,322**	**89**	**28**

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory), & AD (Advanced); Green shaded area reflects passing standard.
Source: STAAR Data File 2013.

Table 14: Districtwide G/T Spanish STAAR Percent Satisfactory and Advanced, 2013

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	1,153	93	44	1,160	91	28				0			0		
4	430	91	38	430	89	32	430	89	15	0			0		
Total	**1,583**	**93**	**43**	**1,590**	**91**	**29**	**430**	**89**	**15**						

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory), & AD (Advanced); Green shaded area reflects passing standard.
Source: STAAR Data File 2013.

Table 15:   Districtwide and G/T IB Exam Participation and Performance, 2007 and 2013

	District								G/T							
	# Tested		# of Exams		# of Exams 4–7		% of Exams 4–7		# Tested		# of Exams		# of Exams 4–7		% of Exams 4–7	
	2007	2013	2007	2013	2007	2013	2007	2013	2007	2013	2007	2013	2007	2013	2007	2013
Bellaire	59	32	168	106	159	99	94.6	93.4	54	24	162	78	155	74	95.7	94.9
Lamar	358	578	903	1,299	666	885	73.8	68.1	259	296	697	743	539	561	77.3	75.5
Total	**417**	**610**	**1,071**	**1,405**	**825**	**984**	**77.0**	**70.0**	**313**	**328**	**859**	**821**	**694**	**635**	**80.8**	**77.3**

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 2013.

Source: 2007 and 2013 International Baccalaureate Organization Candidate Results and Fall PEIMS Snapshot 2006 and 2012.

Table 16: Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2013

	District				G/T			
School	Candidates		Diplomates		Candidates		Diplomates	
	2007	2013	2007	2013	2007	2013	2007	2013
Bellaire	29	19	26	18	29	14	26	14
Lamar	89	94	67	70	74	62	58	48
Total	**118**	**113**	**93**	**88**	**103**	**76**	**84**	**62**

Note: G/T identification code was missing for one student attending Lamar High School for 2007.

Source: 2007 and 2013 International Baccalaureate Organization Candidate Results and PEIMS 2006 and 2012.

Table 17: Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007 and 2012–2013

	2006–2007 (Baseline)			2012–2013 (Year 6)		
	# 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	2,084	2,231	93.4
7	1,806	1,865	96.8	1,779	1,916	92.8
8	1,723	1,769	97.4	1,959	2,284	85.8
Total	**4,806**	**5,270**	**91.2**	**5,822**	**6,431**	**90.5**

Table 18: Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2012–2013						
	2006–2007 (Baseline)			2012–2013 (Year 6)		
	# 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	1,913	1,965	97.4
10	1,885	1,919	98.2	1,833	1,885	97.2
11	1,556	1,650	94.3	1,744	1,798	97.0
12	706	843	83.7	1,387	1,471	94.3
Total	5,818	6,112	95.2	6,877	7,119	96.6

Table 19: Annual Dropout and Graduation Summary		
	2010-2011	2011-2012
# of G/T Dropouts	15	24
Grades 7-12 Cumulative Enrollment 11-12	11,030	11,915
% of G/T Dropouts	0.1	0.2
Reason Code	98-Other	98-Other
G/T Cumulative Seniors	1,459	1,654
G/T Graduates	1,438	1,606
Number Not Graduating	26	49
Percent Not Graduating	1.8	3.0

Note: Out of 9,955 graduates in 2010–2011, 264 did not have a G/T code and were not included in the analysis. Out of 9,684 graduates in 2011–2012, 200 did not have a G/T code and were not included in the analysis.

Source: PEIMS edit Plus Report, 2010–2011 and 2011–2012; Graduate File 2010–2011 and 2011–2012; ADA Duplicated File, 2010–2011 and 2011–2012.

Table 20: Professional Support and Development Compliance Training		
Course	Online	Face to Face
GT 12 Hours 6-12	204	124
GT 30 Hours K-5	463	215
Differentiation Using Technology K-5	89	125
Differentiation Using Technology 6-12	61	58
Differentiation for GT K-5	N/A	78
Differentiation for GT 6-12	N/A	27
Administrators and Counselors K-12	44	42
Monitoring Rigor K-12	41	N/A
GT Revised Framework K-5	231	305
GT Revised Framework 6-12	59	47
The Creative Classroom	77	460
Differentiation in a Nutshell K-5	N/A	41
Total	1,269	1,522

Source: Professional Support and Development Compliance Training (Gifted and Talented and Bullying Awareness): An End of Year Summary, July 9, 2013.

APPENDIX A
METHODS

DATA COLLECTION

Student data were obtained using a variety of sources. For the 2012–2013 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, 2012–2013 and the District and School Profiles (Houston Independent School District, 2012a, 2012b, and 2012c). 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.

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, 2012 to May 31, 2013. The e-TRAIN program had the capability to track employee professional development on the individual level, including attendance and completion for each training session.

The percentage of G/T students in the district was extracted from Academic Excellence Indicator Reports (AEIS Reports) (2007–2012) and 2012–2013 Student Program Reports.

ACADEMIC PERFORMANCE

Stanford 10 and Aprenda 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2012–2013 school year. English Texas Assessment of Knowledge and Skills (TAKS) data were extracted for G/T students in grades 10 and 11 for the 2011–2012 school year. End-of-Course Examination Performance for 2012 was analyzed for G/T students.

Advanced Placement (AP) test performance data for 2013, 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 26, 2013. 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 2013 and fall 2013 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 142 (College Readiness Benchmark) on the combined reading, mathematics, and writing portions of the PSAT. The methodology for calculating the College Readiness Benchmark was revised by the College Board. In 2011–2012, the College Readiness Benchmark was 152.

SAT and ACT data for 2012 were extracted from student test files as well as 2012 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 an 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.

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 2012. 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.

DATA LIMITATIONS

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.

APPENDIX B

G/T Enrollment Less Than 3 students Per Grade Level, Fall PEIMS Snapshot, 2012

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
102	Alcott Elementary School	27	1	6	3	8	2	7							
104	Almeda Elementary School	80		29	13	18	13	7							
105	Anderson Elementary School	47		7	5	17	8	10							
273	Ashford Elementary School	76	14	35	27										
274	Askew Elementary School	302	42	43	53	73	54	37							
106	Atherton Elementary School	16		2	1	4	5	4							
275	Bush Elementary School	262	26	43	40	63	39	51							
107	Barrick Elementary School	95		19	18	23	19	16							
108	Bastian Elementary School	72		16	22	16	12	6							
151	Bell Elementary School	160		35	33	33	28	31							
360	Bellfort ECC	13	13												
295	Benavidez Elementary School	40		0	13	13	9	5							
268	Benbrook Elementary School	33		6	11	11	2	3							
109	Berry Elementary School	118		12	33	31	22	20							
110	Blackshear Elementary School	14		0	3	0	6	5							
111	Bonham Elementary School	82		18	14	22	17	11							
112	Bonner Elementary School	105		20	17	16	26	26							
114	Braeburn Elementary School	102		16	21	11	29	25							
116	Briargrove Elementary School	194	14	35	34	39	42	30							
117	Briscoe Elementary School	71		7	18	17	13	16							
119	Brookline Elementary School	99		19	19	24	24	13							
120	Browning Elementary School	106		22	21	29	14	20							
121	Bruce Elementary School	43		2	11	8	13	9							
122	Burbank Elementary School	94		10	25	17	23	19							
124	Burnet Elementary School	67		7	20	16	14	10							
125	Burrus Elementary School	69		9	13	20	19	8							
287	Cage Elementary School	133		31	22	26	25	29							
292	Carrillo Elementary School	195	27	36	27	32	36	37							
123	Codwell Elementary School	74		7	9	19	22	17							
130	Condit Elementary School	236	3	30	42	53	49	59							

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
358	Cook Elementary School	100	1	19	15	27	20	18							
132	Coop Elementary School	117		27	24	22	25	19							
133	Cornelius Elementary School	159		33	28	22	43	33							
290	Crespo Elementary School	181	8	50	26	33	36	28							
135	Crockett Elementary School	77	1	19	12	16	14	15							
136	Cunningham Elementary School	126	7	35	21	19	26	18							
396	Daily Elementary School	85		18	25	13	14	15							
297	Davila Elementary School	64	2	16	9	15	14	8							
137	DeChaumes Elementary School	101		20	18	28	23	12							
138	De Zavala Elementary School	228	20	42	33	40	52	41							
139	Dodson Elementary School	63	16	8	11	9	9	10	0						
140	Dogan Elementary School	99		17	22	19	13	28							
115	Durham Elementary School	95	4	19	22	16	17	17							
144	Durkee Elementary School	75		10	9	34	5	17							
466	EL DAEP														
147	Eliot Elementary School	59		14	8	11	8	18							
148	Elrod Elementary School	35		5	6	10	5	9							
149	Emerson Elementary School	88		12	14	24	20	18							
364	Energized for Excellence Academy	23		2	5	6	4	6							
152	Field Elementary School	42		16	8	11	1	6							
271	Foerster Elementary School	33	1	5	9	7	7	4							
153	Fondren Elementary School	38		3	12	11	6	6							
154	Foster Elementary School	10		1	1	4	4	0							
155	Franklin Elementary School	68		10	13	16	16	13							
156	Frost Elementary School	33		3	10	6	6	8							
291	Gallegos Elementary School	104		23	18	25	23	15							
283	Garcia Elementary School	85		17	16	23	17	12							
157	Garden Oaks Elementary School	94	6	18	22	12	24	12	0						
158	Garden Villas Elementary School	131		22	26	28	24	31							
159	Golfcrest Elementary School	71		10	8	25	16	11							

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
162	Gregg Elementary School	41		5	3	7	12	14							
262	Grissom Elementary School	62		16	7	7	16	16							
369	Gross Elementary School	25		4	6	6	5	4							
131	Halpin ECC	0	0												
166	Harris, J. Elementary School	139		37	27	24	15	36							
167	Harris, R. Elementary School	64		8	8	23	13	12							
168	Hartsfield Elementary School	23		3	4	8	4	4							
169	Harvard Elementary School	279	26	50	48	57	48	50							
170	Helms Elementary School	84	1	10	23	17	13	20							
171	Henderson, J Elementary School	129		22	22	23	32	30							
172	Henderson, N. Elementary School	28		2	8	7	6	5							
173	Herod Elementary School	353	48	71	41	78	52	63							
286	Herrera Elementary School	124		21	28	15	34	26							
174	Highland Heights ES	40		7	6	8	12	7							
395	Hines-Caldwell Elementary School	153	1	32	36	38	24	22							
175	Hobby Elementary School	86		48	8	9	13	8							
178	Horn Elementary School	293	17	46	62	59	54	55							
180	Isaacs Elementary School	50	2	8	2	11	12	15							
383	James Deanda Elementary	56		9	4	11	15	17							
181	Janowski Elementary School	52		8	10	11	16	7							
182	Jefferson Elementary School	63		10	6	19	14	14							
378	Kandy Stripe Academy	0													
185	Kashmere Gardens ES	16		1	2	5	0	8							
187	Kelso Elementary School	29		1	5	5	8	10							
188	Kennedy Elementary School	95		14	20	14	23	24							
389	Ketelsen Elementary School	71		17	9	24	12	9							
189	Kolter Elementary School	251	39	41	47	47	44	33							
192	Lantrip Elementary School	140		25	25	37	30	23							

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
357	Laurenzo ECC														
263	Law Elementary School	74	9	17	6	10	16	16							
194	Lewis Elementary School	137		46	22	31	21	17							
195	Lockhart Elementary School	133	10	16	21	29	30	27							
196	Longfellow Elementary School	96		22	22	18	23	11							
197	Looscan Elementary School	57		15	8	14	15	5							
198	Love Elementary School	83	3	19	6	15	23	17							
199	Lovett Elementary School	289	33	51	51	67	47	40							
128	Lyons Elementary School	192		27	43	48	31	43							
201	MacGregor Elementary School	90		18	17	21	18	14							
203	Mading Elementary School	33		9	9	8	5								
460	Mandarin Chinese School	22		9	8		3								
179	McGowan Elementary School	44		13	9	10	5	7							
227	McNamara Elementary School	48		11	4	16	10	7							
289	Martinez, C. Elementary School	74		8	17	27	10	12							
298	Martinez, R. Elementary School	69		16	10	20	12	11							
204	Memorial Elementary School	46		3	5	12	14	12							
299	Milne Elementary School	63		20	12	13	8	10							
354	Mistral ECC	0	0												
264	Mitchell Elementary School	60	3	6	6	16	16	13							
207	Montgomery Elementary School	87		15	15	18	28	11							
359	Moreno Elementary School	157		33	39	29	28	28							
209	Neff Early Learning Center	14		14											
394	Neff Elementary School	142			16	47	42	37							
210	Northline Elementary School	63		12	5	16	14	16							
211	Oak Forest Elementary School	379	52	62	68	64	73	60							
212	Oates Elementary School	25		4	7	5	4	5							
213	Osborne Elementary School	5		0	2	3	0	0							
113	Paige Elementary School	34		11	6	7	7	3							

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
214	Park Place Elementary School	200		36	35	34	47	48							
215	Parker Elementary School	218	2	42	34	52	31	57							
217	Peck Elementary School	34		3	4	6	10	11							
265	Petersen Elementary School	31		4	4	5	10	8							
219	Piney Point Elementary School	121		29	19	28	25	20							
220	Pleasantville Elementary School	82	6	9	13	24	17	13							
221	Poe Elementary School	255	19	27	38	65	60	46							
222	Port Houston Elementary School	37		3	8	9	8	9							
223	Pugh Elementary School	51		6	2	12	17	14							
224	Red Elementary School	115	9	42	19	17	16	12							
225	Reynolds Elementary School	11		0	1	2	3	5							
228	River Oaks Elementary School	572	61	122	108	89	107	85							
229	Roberts Elementary School	272	10	51	47	57	67	40							
186	Robinson Elementary School	45			10	9	14	12							
372	Rodriguez Elementary School	122		0	24	32	28	38							
231	Roosevelt Elementary School	223	11	46	46	51	42	27							
232	Ross Elementary School	45		7	6	14	12	6							
233	Rucker Elementary School	118		19	24	28	24	23							
281	Sanchez Elementary School	73		14	8	12	14	25							
237	Scarborough Elementary School	59		4	8	16	16	15							
353	School at St George Place	71	4	12	11	11	19	14							
269	Scroggins Elementary School	102		15	11	29	22	25							
373	Seguin Elementary School	96		15	21	19	26	15							
276	Shadowbriar Elementary School	63				24	11	28							
239	Shearn Elementary School	68		6	10	16	19	17							
240	Sherman Elementary School	80		11	15	20	25	9							
241	Sinclair Elementary School	75		15	15	17	8	20							
242	Smith, K. Elementary School	72		8	21	12	15	16							

G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2012

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
244	Southmayd Elementary School	110		26	13	26	25	20							
245	Stevens Elementary School	26		2	5	3	9	7							
248	Sutton Elementary School	251		42	46	70	48	45							
243	Thompson Elementary School	28		3	11	4	6	4							
279	Tijerina Elementary School	74		10	12	19	17	16							
374	Tinsley Elementary School	102		30	15	23	21	13							
249	Travis Elementary School	358	53	68	73	59	51	54							
328	TSU Charter Lab School	0	0	0	0										
251	Twain Elementary School	354	8	52	71	80	77	66							
285	Valley West Elementary School	97		26	21	24	13	13							
252	Wainwright Elementary School	60		9	20	15	8	8							
253	Walnut Bend Elementary School	88	13	18	15	19	11	12							
254	Wesley Elementary School	14		0	4	5	3	2							
255	West University Elementary School	646	64	99	123	143	125	92							
257	Whidby Elementary School	27		9	5	7	4	2							
267	White Elementary School	124		14	29	25	36	20							
258	Whittier Elementary School	15		0	2	11	2	0							
260	Windsor Village Elementary School	237	36	37	51	49	38	26							
247	Young Elementary School	16		0	4	5	5	2							
41	Attucks Middle School	14							3	5	6				
42	Black Middle School	89							59	17	13				
43	Burbank Middle School	339							135	102	102				
48	Clifton Middle School	127							48	36	43				
44	Cullen Middle School	3							0	2	1				
45	Deady Middle School	82							15	20	47				
75	Dowling Middle School	118							42	34	42				
46	Edison Middle School	83							23	21	39				
342	Energized for Excellence MS	7							0	3	4				

Sch No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
459	Energized For STEM Middle Southeast	6							0	1	5				
390	Energized For STEM Middle Southwest	4							0	0	4				
78	Fleming Middle School	20								2	18				
72	Fondren Middle School	19							1	7	11				
47	Fonville Middle School	119							51	22	46				
68	Grady Middle School	107							39	36	32				
49	Hamilton Middle School	432							150	137	145				
94	Harper Alternative High School	0							0	0	0	0	0	0	0
51	Hartman Middle School	165							58	44	63				
97	HCC Life Skills														
53	Hogg Middle School	56							22	8	26				
50	Holland Middle School	54							7	8	39				
54	Jackson Middle School	145							41	36	68				
55	Johnston Middle School	376							162	96	118				
79	Key Middle School	9							6	2	1				
57	Lanier Middle School	964							367	317	280				
340	Las Americas Middle School	0							0	0	0				
59	Long Middle School	71							18	15	35	3			
61	Marshall Middle School	71							21	16	34				
62	McReynolds Middle School	16							4	4	8				
338	Ortiz Middle School	93							22	40	31				
52	Patrick Henry Middle School	63							21	19	23				
64	Pershing Middle School	423							122	130	171				
337	Pin Oak Middle School	632							210	177	245				
71	Project Chrysalis Middle School	127							45	41	41				
60	Revere Middle School	99							39	35	25				
66	Ryan Middle School	10							2	2	6				
98	Stevenson Middle School	404							130	128	146				
163	Sugar Grove Academy	28							11	5	12				

School No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
77	Thomas Middle School	13							3	3	7				
56	Welch Middle School	40							11	10	19				
99	Westbriar Middle School	349							115	118	116				
82	Williams Middle School	22							10	2	10				
1	Austin High School	156										45	27	44	40
2	Bellaire High School	838										227	195	203	213
322	Carnegie Vanguard High School	590										214	159	107	110
323	Challenge Early College HS	171										36	64	63	8
27	Chavez High School	318										101	109	81	27
3	Davis High School	141										28	42	37	34
26	DeBakey HSHP	417										104	99	81	133
345	East Early College High School	194										52	55	52	35
301	Eastwood Academy Charter HS	141										43	38	34	26
325	Empowerment College Prep. HS	10										2	3	1	4
321	Energized for STEM Acad. Southeast	3										2	0	1	0
455	Energized For STEM Acad. Southwest HS	5										4	1	0	0
4	Furr High School	86										17	23	26	20
320	Harris County JJAEP														
329	Hope Academy	0										0	0	0	0
348	Houston Acad. for Intern. Studies	78										24	22	20	12
310	Houston Math, Science & Tech.	164										50	46	38	30
34	HSLECJ	125										31	26	36	32
25	HSPVA	690										183	190	173	144
6	Jones High School	8										1	3	2	2
33	Jordan High School	82										19	18	20	25
7	Kashmere High School	18										6	4	2	6
8	Lamar High School	935										212	292	267	164
9	Lee High School	43										9	16	10	8
324	Liberty High School	0													0

G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2012

School No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
10	Madison High School	121										34	21	38	28
11	Milby High School	209										78	50	47	34
311	Mount Carmel Academy	14										6	3	4	1
308	North Houston Early College HS	106										21	23	33	29
349	REACH Alternative High School	2												1	1
12	Reagan High School	381										115	113	104	49
24	Scarborough High School	23										9	5	3	6
23	Sharpstown High School	43										15	4	13	11
14	Sterling High School	25										5	6	8	6
453	Vision Academy														
15	Waltrip High School	226										60	58	62	46
16	Washington High School	62										18	16	17	11
17	Westbury High School	83										19	20	24	20
36	Westside High School	512										137	136	122	117
18	Wheatley High School	30										3	8	4	15
19	Worthing High School	21										5	3	9	4
20	Yates High School	58										18	15	15	10
462	Advanced Virtual Academy	9										0	2	2	5
303	Beechnut Academy	6							0	0	1	4	1	0	0
344	Briarmeadow Charter School	69		7	9	9	9	8	13	11	3				
13	Community Services	1	0	0	1	0	0	0	0	0	0	0	0	0	0
58	Gregory-Lincoln	38		1	2	1	1	2	1	4	26				
456	High School Ahead Academy	0							0	0					
300	Inspired for Excellence Acad. West	2							0	0	1	1			
218	Pilgrim Academy	118		13	17	22	21	14	11	9	11				
332	Provision	2							1	0	1	0			
382	Reagan K-8 Educational Center	115	1	14	23	24	31	13	2	3	4				
80	Rice	284	6	25	32	42	31	40	34	34	40				
39	Rogers	623	44	44	44	44	44	50	100	126	127				
234	Rusk Elementary School	70		6	10	7	2	1	18	15	11				

G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2012

School No.	School Name	GT Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
81	Sharpstown International School	119							28	19	18	25	12	11	6
100	Texas Connections Academy	24				2	2	5	2	2	5	4	1	1	
256	Wharton K-8 Dual Lang. Acad.	118	5	8	10	19	14	13	15	14	20				
259	Wilson Montessori	120	9	23	21	22	18	13	6	4	4				
127	Woodson	5		0	0	2	0	1	1	0	1				
458	Young Men's College Prep	49							29	15		2	3		
371	Young Scholars Academy	2		0			1	1	0	0	0				
463	Young Women's College Prep	83							37	29		8	9		
	Total	**31,689**	**816**	**3,177**	**3,230**	**3,849**	**3,539**	**3,198**	**2,310**	**1,988**	**2,354**	**1,999**	**1,941**	**1,816**	**1,472**

Source: Fall PEIMS Snapshot, 2012 for enrollment data and G/T status.
Note: Highlighted cells indicate grade levels that have fewer than 3 G/T students.

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2013

	# Tested							# Qualified						
	2007	2008	2009	2010	2011	2012	2013	2007	2008	2009	2010	2011	2012	2013
Askew Elementary School			67	61	67	78	70			28	34	21	33	23
Carrillo Elementary School			23	19	53	37	50			6	7	37	26	23
De Zavala Elementary School			43	6	55	41	36			22	4	30	18	14
Herod			148	146	157	192	187			66	47	74	87	76
Oak Forest			122	135	130	152	162			42	54	43	59	59
Pleasantville			31	2	34	17	18			4	0	8	7	6
River Oaks			349	358	375	403	398			183	177	199	203	207
T.H. Rogers			30	16	54	44	330			21	8	29	12	199
Roosevelt			195	192	236	279	56			81	91	128	151	11
Travis			127	145	145	130	128			59	62	81	66	69
Windsor Village			56	44	82	68	74			23	10	24	34	29
Vanguard Magnet Total	**-**	**-**	**1,191**	**1,124**	**1,388**	**1,441**	**1,509**	**-**	**-**	**535**	**494**	**674**	**696**	**716**
Alcott Elementary School	-	-	-	-	-	16	10	-	-	-	-	-	2	2
Ashford Elementary School	19	23	48	33	51	44	29	4	6	12	14	17	20	11
Bell, K. Elementary School	-	-	-	74	73	-	-	-	-	-	11	12	-	-
Bellfort ECC	-	-	-	15	22	24	37	-	-	-	9	5	13	13
Bonner Elementary School	-	-	-	-	-	-	15	-	-	-	-	-	-	7
Briargrove Elementary School	-	-	-	-	33	27	18	-	-	-	-	14	6	8
Briscoe Elementary School	-	-	-	4	-	-	-	-	-	-	4	-	-	-
Bush Elementary School	-	-	-	37	52	39	48	-	-	-	15	21	22	25
Cage Elementary School	-	-	-	24	-	-	-	-	-	-	7	-	-	-
Codwell Elementary School	21	26	18	13	-	-	-	10	12	6	6	-	-	-
Cook Elementary School	12	8	10	-	21	19	11	3	3	3	-	4	2	0
Crespo Elementary School	-	-	-	23	-	24	-	-	-	-	4	-	7	-
Cunningham Elementary School	-	-	-	-	19	15	14	-	-	-	-	12	9	8
Daily Elementary School	12	15	-	-	-	-	-	1	4	-	-	-	-	-
Davila Elementary School	-	-	-	11	9	6	-	-	-	-	4	2	4	-
DeAnda Elementary School						17	-						2	-

	# Tested							# Qualified						
	2007	2008	2009	2010	2011	2012	2013	2007	2008	2009	2010	2011	2012	2013
Dodson Elementary School	-	-	-	-	23	34	-	-	-	-	-	21	21	-
Durham Elementary School	-	-	-	28	22	13	-	-	-	-	12	13	3	-
Emerson Elementary School	14	-	-	-	-	-	-	6	-	-	-	-	-	-
Farias ECC	-	60	32	-	-	-	-	-	12	8	-	-	-	-
Field Elementary School	-	15	-	26	-	-	-	-	1	-	6	-	-	-
Foerster Elementary School	-	-	-	-	14	8	11	-	-	-	-	7	4	10
Franklin Elementary School	11	18	16	24	24	10	16	5	7	4	9	7	2	7
Garden Oaks Elementary School	-	-	-	30	16	22	27	-	-	-	11	7	8	17
Harvard Elementary School	14	24	45	42	41	51	56	4	9	14	13	18	20	22
Helms Elementary School	15	-	-	20	-	-	18	8	-	-	10	-	-	15
Henderson, J. Elementary School	-	-	-	-	-	-	21	-	-	-	-	-	-	6
Isaacs Elementary School	-	-	-	-	-	11	14	-	-	-	-	-	2	6
King ECC	-	80	41	51	35	39	37	-	22	14	23	19	23	26
Kolter Elementary School	-	9	24	26	31	45	36	-	7	17	17	22	25	20
Lantrip Elementary School	-	-	-	16	-	-	-	-	-	-	2	-	-	-
Laurenzo ECC	-	20	75	-	-	59	-	-	12	12	-	-	15	-
Law Elementary School	4	4	-	-	-	20	27	1	1	-	-	-	12	18
Lockhart Elementary School	-	-	17	-	37	27	27	-	-	2	-	21	12	10
Love Elementary School	-	-	-	14	5	6	15	-	-	-	1	4	3	5
Lovett Elementary School	-	15	53	42	42	41	57	-	6	22	17	15	16	20
MacArthur Elementary School	-	15	12	-	-	-	-	-	4	2	-	-	-	-
MacGregor Elementary School	21	26	24	-	-	-	-	0	4	3	-	-	-	-
Martinez, R. Elementary School	15	-	-	-	-	-	-	1	-	-	-	-	-	-
McGowen Elementary School	-	-	-	-	-	-	21	-	-	-	-	-	-	9
Mistral ECC	-	65	46	14	17	43	-	-	4	9	4	6	7	-
Mitchell Elementary School	24	57	27	22	36	11	7	3	11	5	1	10	4	1
Montgomery Elementary School	5	-	-	-	-	-	-	2	-	-	-	-	-	-
Neff Elementary School	-	-	-	-	-	-	28	-	-	-	-	-	-	18
Parker Elementary School	-	-	-	-	-	-	23	-	-	-	-	-	-	9
Peck Elementary School	-	-	-	23	28	-	-	-	-	-	1	6	-	-

	# Tested							# Qualified						
	2007	2008	2009	2010	2011	2012	2013	2007	2008	2009	2010	2011	2012	2013
Poe Elementary School	12	32	17	-	19	44	-	2	5	9	-	4	13	-
Red Elementary School	-	-	-	43	25	20	23	-	-	-	8	12	7	9
Reynolds Elementary School	-	-	3	-	-	-	-	-	-	1	-	-	-	-
Rice School (K–8)	-	-	-	4	-	-	-	-	-	-	3	-	-	-
Sherman Elementary School	26	-	-	-	-	-	-	2	-	-	-	-	-	-
Sinclair Elementary School	-	-	4	23	-	-	3	-	-	3	8	-	-	2
Thompson Elementary School	26	-	-	-	-	-		10	-	-	-	-	-	-
Turner Elementary School	-	-	13	-	-	-	-	-	-	1	-	-	-	-
Wainwright Elementary School	-	-	-	-	-	-	15	-	-	-	-	-	-	6
Walnut Bend Elementary School	16	15	17	16	22	31	25	2	4	4	9	11	14	16
West University Elementary School	106	140	125	146	150	150	155	28	49	49	71	66	56	74
Whidby Elementary School	-	-	15	-	-	-	-	-	-	3	-	-	-	-
White Elementary School	-	17	-	-	-	-	-	-	8	-	-	-	-	-
Whittier Elementary School	-	-	-	16	-	-	-	-	-	-	3	-	-	-
Wilson Elementary School	-	34	-	-	34	29	28	-	10	-	-	8	10	14
Vanguard Neighborhood Total	**373**	**748**	**682**	**860**	**901**	**945**	**872**	**92**	**201**	**203**	**303**	**364**	**364**	**375**
Vanguard Neighborhood & Magnet	**-**	**-**	**1,873**	**1,984**	**2,289**	**2,386**	**2,381**	**-**	**-**	**738**	**797**	**1,038**	**1,060**	**1,091**

G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

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

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 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.
± Totals not reported because two schools tested less than five students.
*Scores not reported for less than 5 students.

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Austin High School	156	47	30.1	82	19	23.2
Bellaire High School	838	550	65.6	1,722	1,498	87.0
Carnegie Vanguard High School	590	565	95.8	1,272	824	64.8
Challenge High School	171	164	95.9	264	112	42.4
Chavez High School	318	214	67.3	391	153	39.1
Davis High School	141	103	73.0	202	28	13.9
DeBakey HSHP	417	278	66.7	755	705	93.4
East Early College High School	194	117	60.3	138	48	34.8
Eastwood Academy	141	111	78.7	220	117	53.2
Empowerment College Prep High School	10	4	40.0	4		0.0
Energized for E-STEM Acad. Southeast HS	3	1	33.3	3	*	*
Energized E-STEM Acad. Southwest HS	5	1	20.0	1	*	*
Furr High School	86	60	69.8	111	0	0.0
HAIS	78	41	52.6	64	19	29.7
Houston Math, Science & Tech. Ctr.	164	92	56.1	206	32	15.5
HSLECJ	125	92	73.6	230	30	13.0
HSPVA	690	293	42.5	639	450	70.4
Jones High School	8	6	75.0	10	0	0.0
Jordan High School	82	45	54.9	72	4	5.6
Kashmere High School	18	5	27.8	15	0	0.0
Lamar High School	935	772	82.6	824	213	25.8
Lee High School	43	19	44.2	32	1	3.1
Madison High School	121	75	62.0	138	12	8.7
Milby High School	209	95	45.5	173	53	30.6
Mount Carmel	14	4	28.6	8	*	*
North Houston Early College High School	106	49	46.2	76	14	18.4
REACH	2	0	0.0	0		
Reagan High School	381	242	63.5	465	85	18.3
Scarborough High School	23	14	60.9	30	5	16.7
Sharpstown High School	43	31	72.1	79	15	19.0
Sterling High School	25	13	52.0	19	1	5.3
Waltrip High School	226	126	55.8	290	77	26.6
Washington High School	62	38	61.3	76	6	7.9
Westbury High School	83	59	71.1	142	27	19.0
Westside High School	512	344	67.2	920	511	55.5
Wheatley High School	30	17	56.7	26		0.0
Worthing High School	21	18	85.7	26	6	23.1
Yates High School	58	26	44.8	52	2	3.8

G/T ADVANCED PLACEMENT EXAM RESULTS, 2013

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Advanced Virtual Academy	9	0	0.0	0		
Beechnut Academy	5	0	0.0	0		
Sharpstown International HS	54	31	57.4	56	18	32.1
Texas Connections Academy	6	0	0.0	0		
Young Men's College Prep	5	0	0.0	0		
Young Women's College Prep	17	15	88.2	15	2	13.3
G/T High School Total	**7,225**	**4,777**	**66.1**	**9,848**	**5,087**	**51.7**
HISD High School Total	**44,898**	**12,966**	**28.9**	**22,738**	**7,523**	**33.1**

Source: 2013 College Board Data file extracted August 29, 2013; Fall PEIMS snapshot, 2012–enrollment and G/T status.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 27 students. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.

*Scores not reported for less than 5 students.

APPENDIX F

G/T PSAT PARTICIPATION AND PERFORMANCE, FALL 2012

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	Percent of G/T Tested	# Met Benchmark (≥ 142)	% Met Benchmark (> 142)
Austin High School	44	40	90.9	11	27.5
Bellaire High School	203	192	94.6	186	96.9
Carnegie Vanguard High School	107	107	100.0	104	97.2
Challenge High School	63	63	100.0	48	76.2
Chavez High School	81	76	93.8	32	42.1
Davis High School	37	35	94.6	12	34.3
East Early College HS	52	51	98.1	40	78.4
Eastwood Academy	34	34	100.0	21	61.8
Empowerment College Prep HS	1	1	100.0	*	*
Furr High School	26	21	80.8	8	38.1
DeBakey HSHP	81	81	100.0	80	98.8
HAIS	20	20	100.0	15	75.0
HSLECJ	36	35	97.2	20	57.1
HSPVA	173	165	95.4	127	77.0
Jones High School	2	2	100.0	*	*
Jordan High School	20	20	100.0	9	45.0
Kashmere High School	2	2	100.0	*	*
Lamar High School	267	260	97.4	209	80.4
Lee High School	10	10	100.0	3	30.0
Madison High School	38	31	81.6	9	29.0
Milby High School	47	45	95.7	18	40.0
Mount Carmel	4	4	100.0	*	*
North Houston Early College HS	33	36	109.1	20	55.6
REACH	1	0	0.0		
Reagan High School	104	95	91.3	45	47.4
Scarborough High School	3	3	100.0	*	*
Sharpstown High School	13	12	92.3	7	58.3
Sterling High School	8	7	87.5	2	28.6
Waltrip High School	62	59	95.2	29	49.2
Washington High School	17	16	94.1	11	68.8
Westbury High School	24	23	95.8	8	34.8
Westside High School	122	119	97.5	101	84.9
Wheatley High School	4	5	125.0	1	20.0
Worthing High School	9	9	100.0	6	66.7
Yates High School	15	14	93.3	3	21.4
Total	**1,763**	**1,693**	**96.0**	**1,191**	**70.3**

Note: Percentages over 100 reflect mobility of students from the PEIMS Fall Snapshot in 2012 to PSAT testing date.

*Scores not reported for less than 5 students tested.

G/T SAT I AND ACT PARTICIPATION AND PERFORMANCE, 2011–2012

School Name	G/T Grad Enrollment	# of G/T 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	30	28	93.3	28	2	7.1	4	*	*
Bellaire High School	255	254	99.6	253	215	85.0	149	130	87.2
Carnegie Vanguard High School	83	83	100.0	83	69	83.1	66	58	87.9
Challenge High School	2	2	100.0	2	*	*	0		
Chavez High School	29	29	100.0	28	4	14.3	8	1	12.5
Davis High School	27	27	100.0	27	3	11.1	3	*	*
DeBakey HSHP	74	74	100.0	74	73	98.6	27	26	96.3
East Early College HS	34	34	100.0	34	9	26.5	16	3	18.8
Eastwood Academy	38	38	100.0	38	12	31.6	35	8	22.9
Furr High School	16	14	87.5	14	3	21.4	2	*	*
HAIS	18	18	100.0	18	7	38.9	0		
Houston Math/Sci/Tech Ctr.	31	31	100.0	31	3	9.7	8	2	25.0
HSLECJ	28	27	96.4	27	3	11.1	4	*	*
HSPVA	150	148	98.7	148	80	54.1	38	23	60.5
Jones High School	3	3	100.0	3	*	*	0		
Jordan High School	32	32	100.0	32	1	3.1	12	0	0.0
Kashmere High School	5	5	100.0	5	0	0.0	3	*	*
Lamar High School	184	183	99.5	183	136	74.3	77	61	79.2

*Scores not reported for less than 5 students tested.

School Name	G/T Grad Enrollment	# of G/T 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)
Lee High School	12	12	100.0	12	4	33.3	1	*	*
Madison High School	33	33	100.0	33	5	15.2	8	0	0.0
Milby High School	42	42	100.0	42	13	31.0	21	6	28.6
New Aspirations	2	2	100.0	2	*	*	0		
North Houston Early College	36	36	100.0	36	9	25.0	15	4	26.7
Reagan High School	46	45	97.8	45	12	26.7	5	0	0.0
Scarborough High School	16	16	100.0	16	4	25.0	5	2	40.0
Sharpstown High School	9	9	100.0	9	3	33.3	2	*	*
Sharpstown International	7	7	100.0	7	2	28.6	0		
Sterling High School	20	20	100.0	20	0	0.0	6	0	0.0
Virtual Academy	1	1	100.0	1	*	*	0		
Waltrip High School	71	69	97.2	69	14	20.3	6	5	83.3
Washington High School	20	20	100.0	20	9	45.0	10	3	30.0
Westbury High School	28	28	100.0	28	9	32.1	9	3	33.3
Westside High School	112	112	100.0	111	92	82.9	64	55	85.9
Wheatley High School	18	16	88.9	16	1	6.3	7	1	14.3
Worthing High School	8	7	87.5	7	1	14.3	5	0	0.0
Yates High School	6	6	100.0	6	0	0.0	3	*	*
Total	**1,526**	**1,511**	**99.0**	**1,508**	**799**	**53.0**	**619**	**395**	**63.8**

*Scores not reported for less than 5 students tested.

Course	Course Description	N	Total Hours
AP5223	AP Biology Exam Prep Strateg	11	66
AP5225	AP Calculus AB Exam Prep Strg	20	120
AP5226	AP Chemistry Exam Prep Stratg	14	84
AP5227	AP Eng Lang Exam Prep Strateg	21	126
AP5228	AP English Lit Exam Prep Strtg	17	102
AP5231	AP US Gov & Politics Exam Prep	8	48
AP5232	AP US History Exam Prep Stratg	9	54
AP5233	AP World Hist Exam Prep Stratg	13	78
AP5237	AP Statistics Exam Prep Stratg	15	90
AP5238	AP Human Geo Exam Prep Stratgs	6	36
AP5239	AP Spanish Lng Exam Prep Strtg	24	144
AP5240	AP Spanish Lit Exam Prep Strtg	12	72
AP6061	AP Potential Refresher	15	23
AP6094	Y2 4-Day LTF Pre-AP Physics	6	180
AP6138	Orientation: AP Art Hist Tchrs	8	32
AP6139	Orientation: AP Biology Tchrs	13	52
AP6140	Orientation: AP Calc AB Tchrs	19	76
AP6141	Orientation: AP Chem Tchrs	13	52
AP6142	Orientation: AP Eng Lang 9-12	29	116
AP6143	Orientation: AP Eng Lit Tchrs	20	80
AP6144	Orientation: AP Span Lang Tchr	17	68
AP6145	Orientation: AP Stats Tchrs	15	60
AP6146	Orientation: AP US Gov Tchrs	12	48
AP6147	Orientation: AP US Hist Tchrs	18	72
AP6148	Orientation: AP Wrld Hist Tcrs	28	112
AP6149	Orientation: AP En Scienc Tchr	12	48
AP6150	Orientation: AP Hmn Geo Tchrs	9	36
AP6151	Orientation: AP MacrEcon Tchrs	4	16
AP6152	Orientation: AP Physics Tchrs	7	28
AP6153	Orientation: AP Psych Tchrs	6	24
AP6156	2-Day SB QuickStart ELA 6-8	30	360
AP6157	2-Day SB QuickStart Math 6-8	33	396
AP6173	MTG: AP Biology - Rice Fall	18	108
AP6174	MTG: AP Calc AB - Rice Fall	14	84
AP6175	MTG: AP Chemistry - Rice Fall	9	54
AP6176	MTG: AP ELA - Rice Fall	18	108
AP6177	MTG: AP Eng Lit - Rice Fall	15	90
AP6179	MTG: AP Spanish - Rice Fall	17	102
AP6181	MTG: AP US History - Rice Fall	16	96
AP6182	MTG: AP World Hist - Rice Fall	12	72
AP6183	MTG: Pre-AP ELA - Rice Fall	11	66
AP6184	MTG: Pre-AP Alg II/Calc - Rice	21	126
AP6187	MTG: PreAP ELA 6-8 - Rice Fall	15	90

Course	Course Description	N	Total Hours
AP6188	MTG: Pre-AP Math 6-8 - Rice	21	126
AP6190	MTG: PreAP SS 6-8 - Rice Fall	12	72
AP6229	Y1 LTF PAP Gr 6-12 ELA 4-D Tch	23	690
AP6230	Y2 LTF PAP Gr 6-12 ELA 4-D Tch	16	480
AP6231	Y1 LTF PAP Gr 6-8 Math 4-D Tch	10	300
AP6232	Y2 LTF PAP Gr 6-8 Math 4-D Tch	3	90
AP6233	Y1 LTF PAP Gr 6-9 Sci 4-D Tchr	8	240
AP6235	Y1 LTF Pre-AP Bio 4-Day Tchrs	3	90
AP6237	Y2 LTF Pre-AP Chem 4-Day Tchrs	6	180
AP6238	Y2 LTF Pre-AP Bio 4-Day Tchrs	9	270
AP6239	Y1 LTF PAP Gr 9-12 Math 4D Tch	9	270
AP6240	Y2 LTF PAP Gr 9-12 Math 4D Tch	6	180
AP6245	3 Day SpringBoard Gr 9-12 ELA	12	216
AP6246	3 Day SpringBoard Gr 6-8 ELA	57	1,044
AP6247	3 Day SpringBoard Gr 6-8 Math	127	2,304
AP6252	AP Bio One Day Conference	6	36
AP6253	AP Cal One Day Conference	11	66
AP6254	AP Chem One Day Conference	10	60
AP6255	AP ELA One Day Conference	14	84
AP6256	AP US Gov One Day Conference	5	30
AP6257	AP Eng Lit One Day Conference	7	42
AP6258	AP US History One Day Conferen	7	42
AP6259	AP W History One Day Conferenc	5	30
AP6260	AP Enviro Science One Day Conf	4	24
AP6261	AP Macro Eco One Day Conferenc	4	24
AP6262	AP HUM Geo One Day Conference	2	12
AP6263	New 6 - 8 AP Coord Roles	4	10
AP6265	New Gr 9-12 AP Coordinator	20	81
AP6266	LTF PAP 1 Day Eng. Conf	76	456
AP6267	LTF Math 1Day Conf.	24	144
AP6268	New AP Coordinators MS	5	10
AP6269	LTF PAP Alg1/Geom 1 day conf	22	132
AP6270	LTF Alg2/PreCal 1 day conf	10	60
AP6271	LTF MS PAP Sci 1 Day conf	11	66
AP6272	LTF PAP Chemistry1 Day conf	8	48
AP6273	LTF PAP Biology 1 Day Conf	12	72
AP6274	AP Spanish Literatur-Rice Fall	10	60
AP6275	Duke Tip/SureScore ELA	8	48
AP6276	Duke Tlp SureScore Math	9	54
AP6277	MTG: SAT Readiness ELA AVID	7	42
AP6279	Counseling 101 AVID Rice	31	186
AP6282	Dell AP Administrator training	8	16
AP6283	1 Day Gr. 6-8 SpringBoard Math	54	324

Course	Course Description	N	Total Hours
AP6284	1 Day Grade 9 SpringBoard ELA	17	102
AP6285	1Day Grade 10 SpringBoard ELA	19	114
AP6286	1 Day Grade 11 SpringBoard ELA	2	12
AP6287	1Day Gr 6-8 SpringBoard ELA	73	438
AP6294	College Summit AVID Rice	39	234
AP6295	RIce Univ. Urban Ed Symposium	48	288
AP6296	Rice World History Teachers	16	96
AP6297	Readistep	29	29
AP6298	PSAT-Coordinators training	29	29
AP6299	AP PLC Envir Science Meeting 1	8	32
AP6300	AP PLC Art History meeting 1	6	24
AP6301	AP PLC Biology meeting 1	9	36
AP6302	AP PLC ELA meeting 1	8	32
AP6303	AP PLC Government meeting1	5	20
AP6304	AP PLC Psychology meeting 1	6	24
AP6305	AP PLC Psychology meeting 2	3	12
AP6306	AP PLC Spanish meeting 1	11	44
AP6307	AP PLC Spanish meeting 2	13	52
AP6308	MTG: AP PLC US History 1	6	24
AP6309	AP PLC World History meeting 1	18	72
AP6310	AP PLC World History meeting 2	17	68
AP6311	AP PLC World History Meeting 3	12	48
AP6312	AP PLC Macroeconomics day 1	2	4
AP6313	MTG: AP PLC Physics 1	5	13
AP6314	AP PLC Statistics meeting 1	10	40
AP6315	AP PLC Macroeconomics mtg 2	3	8
AP6316	AP PLC Macroeconomics Day 3	3	6
AP6317	AP PLC Macroeconomics Day 4	4	8
AP6321	AP PLC Statistics meeting 2	9	36
AP6322	MTG: AP PLC Art History 2	4	16
AP6323	AP PLC Statistics meeting 3	12	48
AP6324	MTG: AP PLC US History 2	6	24
AP6325	AP PLC Government meeting 2	4	16
AP6326	AP PLC Envir Science meeting 2	6	24
AP6327	AP PLC Chemisty meeting 1	11	44
AP6328	AP PLC Statistics meeting 4	11	44
AP6329	AP PLC World History meeting 4	15	60
AP6330	MTG: AP PLC Calculus 1	9	18
AP6331	MTG: AP PLC Calculus 2	6	12
AP6332	AP PLC Psychology meeting 3	5	20
AP6333	MTG: AP PLC US History 3	3	12
AP6334	AP PLC ELA meeting 2	6	24
AP6335	AP PLC ELA meeting 3	3	12

G/T AND AP TRAINING, 2012–2013

Course	Course Description	N	Total Hours
AP6336	AP PLC ELA meeting 4	3	12
AP6337	AP PLC Biology meeting 2	6	24
AP6338	MTG: AP PLC Envir Science 3	3	12
AP6339	MTG: AP PLC Chemistry 2	6	24
AP6340	MTG: AP PLC Statistics 5	4	16
AP6341	MTG: AP PLC Spanish 3	12	48
AP6342	MTG: AP PLC Government 3	2	8
AP6343	MTG: AP PLC ELA 5	7	28
AP6344	MTG: AP PLC ELA 6	4	16
AP6345	MTG: AP PLC Physics 2	4	16
AP6346	MTG: AP PLC Macroeconomics 5	3	12
AP6347	AP PLC Physics	6	24
AP6348	MTG: AP PLC Art History 3	6	24
AP6349	MTG: AP PLC Biology 3	10	40
AP6351	MTG: AP PLC ELA 7	12	48
EL0027	ONLINE: G/T Gr 6-12 (12 Hrs)	196	2,352
EL0030	ONLINE: G/T K-5 (30 hrs)	439	13,170
EL0044	ONLINE: G/T K-12 Admin & Coun	39	234
EL2001	ONLINE:G/T Creative Clasm K-5	89	534
EL2011	G/T DI: Foundations	9	27
EL2012	G/T DI: Adapt Depth/Pace/Deliv	21	84
EL2013	G/T DI: Flexible Grouping	14	56
EL2014	G/T DI: Performance Tasks/Prod	9	36
EL2016	G/T DI: Enrichment and Support	9	36
EL2017	G/T DI: Mult Ways of Engagemen	19	76
EL2018	G/T DI: Foundations	26	78
EL2019	G/T DI: Enrichment and Support	34	136
EL2022	G/T DI: Adapt Depth/Pace/Deliv	36	144
EL2023	G/T DI: Performance Tasks/Prod	11	44
EL2024	G/T DI: Mult Ways of Engagemen	28	112
EL2026	G/T DI: Flexible Grouping	37	148
EL3000	ONLINE: G/T Framework K-5	186	1,122
EL4000	ONLINE: G/T Framework 6-12	50	300
GT0162	Refreshr: Entering K G/T Testr	127	384
GT0163	INTRO: New Enter-K G/T Tester	90	540
GT0165	MTG: Kindrg Entrance G/T Tstg	49	98
GT0173	MTG: Odyssey of Mind Coaches	32	192
GT0174	OM Judge Guidelines	42	252
PC1407	G/T DI: Performance Tasks/Prod	6	18
TE0115	G/T & NNAT 2	232	476
TT1425	G/T Overv - K-12 Admin & Couns	42	252
TT3012	Revised G/T Framework K-5	291	1,752
TT3013	Revised G/T Framework 6-12	47	282

G/T AND AP TRAINING, 2012–2013

Course	Course Description	N	Total Hours
TT3016	Diffn for the G/T Classm K-5	109	654
TT3017	Diffn for the G/T Classm 6-12	37	222
TT4122	K-5 G/T Differentn in a Nutshl	41	246
TT4124	Diffn Using Tech Tools K-5 G/T	153	918
TT4602	G/T - K-5 Teachers (30 hrs)	214	6,450
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)	135	1,602
TT5556	The Creative Classroom K-5 G/T	465	2,826
	Duplicated e-TRAIN Count	**5,349**	**51,229**
	Unduplicated e-TRAIN Count	**3,721**	
	Participants with at least 6 hours	**3,348**	