

MEMORANDUM

November 5, 2010

TO: School Board Members

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

SUBJECT: **GIFTED AND TALENTED (G/T) PROGRAMS: 2009–2010**

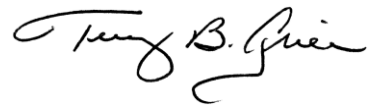
CONTACT: Carla Stevens, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard/Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the G/T program during the 2009–2010 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 G/T Standards that were aligned to the five components of the *Texas State Plan*. The evaluation report centered on measuring the effectiveness of the G/T program based on the state's five components and comparing year three of implementation of the G/T Standards with baseline data from 2006–2007. The Gifted and Talented 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 2009–2010, a total of 27,065 students attending 253 elementary, middle, and high schools participated in the district's G/T program.
- When comparing the demographic profile of those participating in the G/T programs to the district's demographic profile, African American and Hispanic students were under-represented, while White and Asian students were over-represented.
- A total of 30 elementary campuses or early childhood centers participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program and 246 or 35.2 percent of the tested applicants qualified for the G/T program at their neighborhood school.
- On the 2009–2010 English TAKS, the percent meeting commended performance for G/T students ranged from 61.0 percent in science to 79.0 percent in social studies, reflecting increases in all subtests from 2006–2007 (baseline year).
- The percent meeting commended performance on the Spanish TAKS for G/T students ranged from 58.0 percent in writing to 77.0 percent in mathematics, reflecting increases in reading, mathematics, and writing from 2006–2007 (baseline year).
- For 2010, a total of 8,021 Advanced Placement (AP) exams were taken by 3,507 G/T students and 53.7 percent of the scores were three or higher on a scale of one to five.
- From 2007 to 2010, the number of G/T AP test-takers increased by 535, the number of AP exams taken by G/T students increased by 1,612, there were increases in the number of AP exams scoring three or above, but the percent of exams scoring three or higher declined by 3.3 percentage points.

- In May of 2010, 261 HISD G/T students took a total of 831 International Baccalaureate (IB) examinations, where 81.7 percent scored a four or above on a scale from one to seven.
- For 2010, 12 Bellaire and 75 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 87 in 2010.
- For 2009–2010, a total of 1,738 participants completed 6 or more hours of G/T or AP training fulfilling the annual state and district professional development requirement. This represents an unduplicated count from e-TRAIN.
- For 2009–2010, 1,070 participants completed 6 or more hours of G/T, AP, or IB training offered at Rice University fulfilling the annual state and district professional development requirement. This represents a duplicated count.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Improvement Officers
Matilda Orozco
Tracye Wear
Principals

RESEARCH

Educational Program Report



Gifted and Talented (G/T) Programs 2009–2010



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EXECUTIVE SUMMARY

GIFTED AND TALENTED (G/T) PROGRAMS 2009–2010

Program Description

Definition of Gifted and Talented (G/T)

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, 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, 2009a, p. XIX-1, 2009b, p. XIII-1).”

According to §29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2009) represents the program accountability plan for state-mandated services regarding G/T students. There are five components that are addressed in the plan:

- Service Design,
- Student Assessment,
- Curriculum and Instruction,
- Professional Development, and
- Family-Community Involvement.

The state plan outlines three different program 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).

In HISD, G/T students were served through one of two program designs:

- Board-approved Vanguard Magnet, or
- Vanguard Neighborhood.

Vanguard Magnet is a program that is districtwide in scope and open to all G/T students within HISD regardless of the home school to which they are geographically zoned. The Vanguard Magnet program is designed to meet the needs of G/T students in grades K–12 by providing an environment for students to work with their cognitive peers. The Vanguard Neighborhood program is designed to meet the needs of G/T students in grades K–12 at their neighborhood (zoned) schools.

HISD G/T Program Standards/Strategic Direction

The HISD Vanguard (G/T) *Standards* have been established in accordance with the components of the *Texas State Plan for the Education of Gifted/Talented Students* and the state goal for gifted students and are designed to ensure equity in access for all students and to maintain consistency and integrity in program implementation. It is expected that all HISD schools will adhere to these standards.

The changes to the district G/T programs were approved by the Board of Education on March 8, 2007, with implementation slated for the 2007–2008 academic year. HISD schools were expected to adhere to the following standards:

- #1 Program Design,
- #2 Assessment,
- #3 Identification of G/T Students,
- #4 Admissions,
- #5 Instructional Delivery Models,
- #6 Curriculum and Instruction,
- #7 Monitoring Program Implementation-Quality-Rigor,
- #8 Student Success (Expectations),
- #9 Professional Development for Administrators,
- #10 Professional Development for G/T Teachers,
- #11 Data Quality and Compliance,
- #12 Parent/Community Communication and Involvement,
- #13 Evaluation, and
- #14 District Commitment and Support.

With the implementation of the G/T standards, coupled with the Texas State Plan, the G/T program supports the district’s strategic direction through initiatives 1 and 3 by having an effective teacher in every classroom and rigorous instructional standards and supports.

Purpose of the Evaluation

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the G/T program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the G/T program operated in compliance with the policies and procedures developed by the legal and administrative authorities. In addition to addressing issues of compliance to state mandates, baseline data were collected for each of the 14 G/T Standards from 2006–2007 and compared to the third year of implementation in 2009–2010.

Key Findings

1. What program options were provided to G/T students during the 2009–2010 school year, and how does current implementation compare to the Board-approved G/T Standards?
 - For the 2009–2010 school year, 5,614 and 21,451 G/T students were served through one of two program designs, Vanguard Magnet or Vanguard Neighborhood, respectively.
 - Analysis of the instructional delivery model worksheets from 171 campuses indicated that two G/T models or a combination of the two G/T models were implemented across the district for 2009–2010. These included a Homogeneous G/T Classroom (9.9 percent), G/T Clusters in the Regular Classroom (98.8 percent), or a combination of the G/T Homogeneous model and the G/T Clusters in the Regular Classroom model (8.8 percent). Percentages do not add up to 100 because more than one model could be implemented.
 - There were two Vanguard Neighborhood campuses that reported offering G/T services, but did not identify any G/T students until after the fall PEIMS snapshot, resulting in a loss of G/T funding from the state.
 - Although Sections 2, 2.C, and 2.3C of the *Texas State Plan* mandate that G/T students served in the regular classroom need to work together as a group, there were 67 campuses that identified fewer than three G/T students for at least one grade level based on the 2009 Fall PEIMS snapshot. These schools are out of compliance.
2. 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?

- In 2009–2010, a total of 27,065 students attending 253 elementary, middle, and high schools participated in the G/T program, reflecting 14.7 percent of the district K–12 enrollment.
 - Although African American students comprise 27.1 percent of the total HISD population in grades K–12, these students represent only 14.3 percent of the G/T population reflecting an underrepresentation of African American students by 12.8 percentage points.
 - When comparing the percentage of African American students enrolled in the G/T program from 2006–2007 (baseline) to 2009–2010 (year 3 of implementation of G/T standards), there was a decrease from 16.9 percent to 14.3 percent.
 - Although Hispanic students comprise 61.2 percent of the total HISD population in grades K–12, these students represent only 52.0 percent of the G/T population, reflecting an underrepresentation of Hispanic students by 9.2 percentage points.
 - When comparing the percentage of Hispanic students enrolled in the G/T program from 2006–2007 (baseline) to 2009–2010 (year 3 of implementation of G/T standards), there was an increase from 43.8 percent to 52.0 percent.
 - Although economically disadvantaged students comprise 78.5 percent of the total HISD population in grades K–12, these students represent only 55.9 percent of the G/T population, reflecting an underrepresentation of economically disadvantaged students by 22.6 percentage points.
 - When comparing the percentage of economically disadvantaged students enrolled in the G/T program from 2006–2007 (baseline) to 2009–2010 (year 3 of implementation of G/T standards), there was an increase from 50.0 percent to 55.9 percent.
 - In 2010, A total of 30 elementary campuses or early childhood centers participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program. Out of the 698 applicants who were tested, 246 or 35.2 percent qualified for the G/T program at their neighborhood school. All qualified students will retain their G/T identification status upon entering kindergarten, will be coded as G/T on the Public Education Information Management System (PEIMS) database, and funded accordingly for the 2010–2011 school year.
3. What evidence existed to document positive student performance trends for students participating in the gifted program?
- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater, on the Stanford 10 and the Aprenda 3. Stanford 10 data from 2010 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above, ranging from 63 percent in grade 5 social science to 95 percent in grade 1 language. The standard was not met.
 - For 2010, 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 studies, and the complete battery. For fourth grade G/T students, 100 percent scored a 61 NPR or above on the complete battery. The standard was met for the aforementioned grade levels and subtests.

- When comparing districtwide G/T performance on the Aprinda 3 for 2007 and 2010, G/T students improved on all subtests with the exception of mathematics for which no change occurred.
- According to Standard 8–Student Success (Expectations), G/T students were expected to score at the commended level on Texas Assessment of Knowledge and Skills (TAKS). English TAKS commended performance data for the 2010 indicated that the percent of G/T students scoring at the commended level ranged from 61 percent on the science subtest to 79 percent on the social studies subtest districtwide. The standard was not met.
- The percentage of G/T students achieving commended performance on the English TAKS for 2010 exceeded 2007 performance levels for all subtests by 5 to 20 percentage points.
- Spanish TAKS commended performance data for the 2010 indicated that the percent of G/T students scoring at the commended level ranged from 58 percent on the writing subtest to 77 percent on the mathematics subtest. The standard was not met.
- The percentage of G/T students achieving commended performance on the Spanish TAKS for 2010 exceeded 2007 performance levels for the reading, mathematics, and writing subtests by 15, 3, and 9 percentage points, respectively.
- For 2010, a total of 8,021 Advanced Placement (AP) exams were taken by 3,507 G/T students, and 53.7 percent of the scores were three or higher on a scale of one to five.
- From 2007 to 2010, the number of G/T AP test-takers increased by 535, the number of AP exams taken by G/T students increased by 1,612, there were increases in the number of AP exams taken by G/T students scoring three or above, but the percent of exams scoring three or higher declined by 3.3 percentage points.
- For 2010, G/T high school participation rates ranged from 5.2 percent at Mirabeau Lamar High School to 83.3 percent at International High School at Sharpstown. Lamar High School also offers the International Baccalaureate Program.
- In May of 2010, 261 HISD G/T students took a total of 831 International Baccalaureate examinations (IB), where 81.7 percent scored a four or above on a scale from one to seven.
- In 2010, Bellaire High School had a higher percentage (90.2 percent) of G/T students scoring 4 or above on IB exams, while Lamar High School had more IB examinations taken by G/T students (n=749 vs. n=82).
- For 2010, 12 Bellaire and 75 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 87 in 2010.
- 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 2010, 91.2 percent and 87.7 percent of G/T middle school students were enrolled in advanced classes in the four core content areas.
- According to Standard 6–Curriculum and Instruction, G/T students in high school were required to take two advanced level classes in the four core content areas. When comparing 2007 to 2010, 95.2 percent and 84.0 percent of G/T high school students were enrolled in two advanced classes in the four core content areas.

4. What evidence indicated that personnel involved in the G/T program met state mandates regarding professional development and certification?
 - For 2009–2010, a total of 1,738 participants completed 6 or more hours of G/T or AP training fulfilling the annual state and district professional development requirement. This represents an unduplicated count from e-TRAIN.
 - For 2009–2010, 1,070 participants completed 6 or more hours of G/T, AP, or IB training offered at Rice University fulfilling the annual state and district professional development requirement. This represents a duplicated count.
5. To what extent did the district encourage community and family participation in services designed for G/T students?
 - Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the Instructional Delivery Model(s) that would be implemented on the campus.
 - For 2009–2010, 75 campuses hosted a *G/T Expo* on their campus and invited parents and community members to view their students' advanced products. The West Region hosted their *G/T Expo* at Pin Oak Middle School with 32 elementary and middle schools participating and an approximate attendance between 3,000 and 3,200 students, parents/families, district staff members, and community members. This exceeded last year's participation.

Recommendations

1. Consideration should be given to increasing the level of district support to the G/T program by allocating sufficient funding to continue identifying entering kindergarten students and to increase In-District travel

- funds so that Advanced Academics personnel can support the implementation of the G/T program across the district.
2. Improve the 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.
3. For high school campuses, conduct a needs assessment of the AP program focusing on courses that should be offered along with content areas with low AP performance results, and identify content areas for which qualified teachers are needed.
4. To build capacity and increase the rigor of the G/T program, target professional development needs to those teachers that have low student performance on the Stanford 10/Aprena 3 achievement tests and AP exams.
5. To increase student achievement, strengthen the curriculum in middle school so that students have a strong educational foundation not only academically, but also with regard to the development of higher order thinking skills and time management skills.
6. Monitor secondary campuses to ensure that Pre-AP and AP courses are offered in the four core content areas and that course selections are vertically aligned.
7. Provide additional support to those campuses that place fewer than three G/T students in a regular classroom.
8. To ensure compliance with state mandates, continue offering the G/T Expo or similar event that showcases G/T student products and invite parents and community members to the event.

9. Measure the effectiveness of G/T training through surveys and/or classroom observations.
10. In accordance with the Texas State Plan, results of this year's evaluation should be reflected in the district and campus improvement plans.

GIFTED AND TALENTED (G/T) PROGRAMS 2009–2010

Introduction

Program Description

Definition of Gifted and Talented (G/T)

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, 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, 2009a, p. XIX-1, 2009b, p. XIII-1).”

Texas State Plan for the Education of Gifted/Talented Students

According to §29.123 of the Texas Education Code, 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 a revisions to the *Texas State Plan* in September 2009 consisting of five components:

- **Student Assessment:** Ensuring that assessment instruments and G/T identification pro-

cedures provide students an opportunity to demonstrate their diverse talents and abilities.

- **Service Design:** Ensuring a flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of G/T students.
- **Curriculum and Instruction:** Ensuring that districts meet the needs of G/T students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- **Professional Development:** Ensuring that all personnel involved in the planning, creation, and delivery of services to G/T students possess the knowledge required to develop and provide appropriate options and differentiated curricula.
- **Family/Community Involvement:** Ensuring that districts involve family and community members in services designed for G/T students throughout the school year.

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 Texas State Board of Education adopts the following as its goal for services for gifted learners:

“Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning,

thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services (Texas Education Agency, 2009).”

HISD G/T Program Standards/Strategic Direction

The HISD Vanguard (G/T) *Standards* have been established in accordance with the components of the *Texas State Plan for the Education of Gifted/Talented Students* and the state goal for gifted students and are designed to ensure equity in access for all students and to maintain consistency and integrity in program implementation. It is expected that all HISD schools will adhere to these standards. Moreover, the G/T program supports the district’s strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports.

Table 1 depicts the alignment of the *Texas State Plan* to the 14 HISD Vanguard (G/T) Standards.

Elementary and Secondary Program Design

HISD Elementary and Secondary Guidelines, which are compiled by the HISD Department of Federal and State Compliance, delineate specific district policies and procedures with respect to the education of G/T students in HISD. These specific policies and procedures are a product of the district’s interpretation and application of mandates from the following authorities: the Texas Education Code, the Texas Administrative Code, and HISD Board Policy. The district adopted the guidelines set forth in the *Texas State Plan* to ensure that the programs and services offered for G/T students were in compliance with the Texas Education Code.

In HISD, G/T students were served through one of two program designs:

- Board-approved Vanguard Magnet or
- Vanguard Neighborhood.

Vanguard Magnet

Districtwide Vanguard Magnet programs (K–12) were designed to serve G/T students, who excelled in general intellectual ability, in

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

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

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.

All Vanguard Magnet schools (with the exception of schools that operate under the “Separate and Unique School–SUS” Magnet program), used a “School Wide Program” (SWP) type of Magnet program. The Magnet speciality in Vanguard Magnet schools is the Vanguard focus. As a SWP, all zoned students had to apply for the Vanguard Magnet program and then take the necessary assessment if needed. All qualified zoned students would be served in the Vanguard Magnet program and would not be part of the transfer enrollment goal for that campus. Only non-zoned/transfer students would participate in the Vanguard Magnet admissions lotteries when there were more qualified applicants than spaces. Enrollment goals for Vanguard Magnet schools were in accordance with the Magnet program standards as they relate to School-Wide Programs (SWP).

The Vanguard program began in 1972 and was HISD’s first full-day program for G/T students. Vanguard was incorporated into the Magnet program in 1975–1976 and now serves students at eleven elementary schools, eight middle schools, and one high school. The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2009–2010, 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, Thomas Horace Rogers, William Travis, and Windsor Village elementary schools;
- Luther Burbank, Alexander Hamilton, William Holland, Thomas “Stonewall”

Jackson, Sidney Lanier, Jane Long, James Ryan, and Rogers middle schools; and

- Andrew Carnegie Vanguard High School.

The overall goals of the Vanguard Magnet program were to “provide G/T students additional opportunities for developing their exceptional talents and pursuing their special interests, and to provide an environment that promoted G/T students’ potential for divergent, creative, and critical thinking and reasoning” (Department of Research and Accountability, 1994). The overarching goals of all magnet programs were to provide a quality program and unique focus to attract students from across the district, and also increase the diversity of the student body (Houston Independent School District, 2009c).

Texas State Law for the Education of G/T Students mandates that all school districts provide program services for their G/T students with the following state goal:

“Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.”

Vanguard Neighborhood

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, 2009a).

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 11–12,
- International Baccalaureate Primary Years Programme (IBPYP),
- International Baccalaureate Middle Years Programme (IBMYP)/Grades 6–10,
- Pre-International Baccalaureate (Pre-IB) Classes (Grades 9–10),
- International Baccalaureate (IB) Degree Programme Grades 11–12, and
- High School for Performing and Visual Arts (HSPVA).

At the secondary level, program services centered on Pre-AP/Pre-IB/IBMYP and AP/IB classes. Middle school students in the G/T program were required to enroll in Pre-AP/IBMYP classes in the four core content areas with a G/T-AP/IB and *Scholars & Knowledge-*

trained teacher implementing the HISD G/T curriculum framework. High school students in the G/T program were required to enroll in at least two advanced level class (Pre-AP, AP, Pre-IB/IBMYP, and/or IB) with a teacher who had received the requisite training outlined above.

Pre-AP/AP

Pre-AP classes provided a challenging curriculum that was aligned with the College Board Advanced Placement course curriculum objectives for students in grades 6–10. Advanced skills were introduced through traditional subject areas by inquiry and problem-based learning. Research and analytical writing were emphasized in every core subject area.

The AP program provided participating students with the opportunity to take college-level courses while still in high school and earn college credit, advanced placement, or both. The curriculum consisted of pre-university and university level courses developed by the College Board. Students who participated in the AP program had opportunities to study a particular subject in greater depth provided by highly qualified teachers. This experience may have assisted students in determining what educational path to pursue. By taking AP courses, students developed advanced skill sets and study habits that ultimately prepared them for college studies (College Board, AP Central, 2010). Other benefits afforded to students included opportunities that led to scholarships, such as the AP Scholar awards.

IB Programs

For the 2008–2009 school year, Northline Elementary School joined River Oaks, Oran Roberts, and Mark Twain elementary schools when it became certified to offer the International Baccalaureate Primary Years Programme. This Primary Years Programme (PYP) is a school-wide program that benefited all students regardless of G/T identification. It focused on the development of the whole child and offered a framework that meets children's academic, social, physical, emotional, and cultural needs. The framework, geared towards students from ages 3–12, consists of structured

inquiry centered around six organizing or “transdisciplinary” themes which are incorporated into the advanced curriculum, including:

- Who we are;
- Where we are in place and time;
- How we express ourselves;
- How the world works;
- How we organize ourselves; and
- Sharing the planet (International Baccalaureate Organization, 2005–2009).

The IBMYP used a challenging internationally based curriculum, and was designed for students in grades 6–10. Traditional subject areas were enhanced by interdisciplinary study with a focus on history, culture, language, and expression. Service and leadership were emphasized. Students enrolled in IBMYP classes that were aligned with the IB course curriculum. The IBMYP prepared students for participation in the IB Diploma Programme. Lamar High School and Lanier Middle School have been authorized by the International Baccalaureate Organization (IBO) to offer the IBMYP at their schools.

The IB Diploma Programme for eleventh and twelfth grades was an internationally based pre-university level curriculum developed by the IBO. Through IB examinations, students may receive college placement hours. The IB program was offered at Bellaire and Lamar High Schools. Students accepted and attending one of the two IB Diploma schools may be enrolled in Pre-IB courses during 9th and 10th grades.

In 1971, the concept of a high school designed to provide specialized training for G/T young students in the arts evolved. The High School for the Performing and Visual Arts (HSPVA) was the only high school in the district to offer G/T artists a program integrating academics with concentrated training in both visual and performing arts. Students spend three hours each day in their respective art areas, and the remainder of the time in academics or electives. The arts offered for in-depth study included: dance, instrumental and vocal music, theater arts, and visual arts (Houston

Independent School District, 2010). As a Magnet program, HSPVA was a Separate and Unique School (SUS). A SUS was a total Magnet program with no home zone. As part of the application process, students were required to audition in their respective area of concentration.

Student Assessment

Written policies on student identification for Vanguard programs were approved by the district Board of Education and disseminated to all parents. High school students could be identified G/T through artistic or academic measures. Students attending the High School for Visual and Performing Arts Program were identified G/T in artistic and creative areas.

The academic G/T identification of a student can be initiated four ways:

1. Parent nomination that leads to a Vanguard application;
2. Teacher nomination that leads to parent completion of a Vanguard application;
3. Student self-nomination that leads to parent completion of a Vanguard application;
4. District-generated rosters of G/T eligible students to be reviewed by the campus Vanguard Admissions Committee for Kindergarten and sixth grade students.

According to the *Elementary and Secondary Guidelines* (2009a, 2009b), applicants were assessed using multiple criteria which may have included some of the following:

- Ability Testing,
- Achievement Testing,
- Teacher Recommendation (K–12),
- Parent Recommendation (entering Kindergarten only),
- Grades, and
- Overcoming Obstacles (English Language Learners, Special Education/504, or Low Socio-economic Status).

The identification process involved a review of the student’s data (i.e. assessments, recommendations, grades, and added obstacle points when applicable) by the Vanguard Admissions Committee, determination of

eligibility based on the *G/T Identification Matrix*, parent notification of qualification or non-qualification, placement in G/T classes, and documentation of eligibility on the district's Student Information System (SIS).

To be coded "G/T" on the District PEIMS report, the students must qualify on the *G/T Identification Matrix* by either having a total identification matrix score of 62 points or above based on the ability score, achievement score, teacher recommendation (K–12), parent recommendation (entering kindergarten only), and obstacles (if applicable). Alternatively, if the total matrix score was between 56 and 61 points, and the student earned a score of 16 points or above on the achievement score and 10 points or above on the abilities score, they would be identified as G/T.

Centralized Admissions Committee

For all Vanguard Magnet applicants, coordinators scored and recorded information on the district approved *G/T Identification Matrix*. Using a centralized admissions committee, which consisted of at least three members trained in G/T education, the *G/T Identification Matrix* was reviewed to determine those applicants meeting district criteria.

Parents were notified by mail and sent a copy of the *G/T Identification Matrix* regarding the qualification of their child for the Vanguard Magnet program, and were responsible for notifying the location of their decision to accept or decline the invitation by a specified date.

Campus-Based Admissions Committee

For all Vanguard Neighborhood applicants, the assessment process for nominated students included the completion of the district approved *G/T Identification Matrix*. The student *G/T Identification Matrix* was presented at the campus-based admissions committee meeting, composed of at least three members, who were trained in G/T education, to determine placement needs of the student. Parents were then notified of their child's placement recommendation and provided a copy of the *G/T Identification Matrix*. For the current academic year, students enrolled

in kindergarten were assessed, identified, and campuses were to provide services by March 1, 2010.

Retaining the G/T Identification

Elementary students maintained their G/T identification through fifth grade. All students must reapply for G/T identification at sixth grade. Students in grade nine carried their G/T identification from middle school and remained identified as G/T as long as they enrolled each year in two or more advanced level classes in the four core academic areas.

G/T Program: Exiting Procedure

Students not meeting program expectations were placed on a growth plan. The growth plan outlined the following: identification of the problem, student's responsibilities for improvement, school personnel's responsibilities for helping the student to improve, parent's responsibilities for helping the student to improve, and a designated time for re-evaluation. There were three possible recommendations that may have ensued. First, a recommendation to continue in the program was made if the student met the goals and objectives of the growth plan. Alternatively, extensions or modifications to the growth plan were made, and a new re-evaluation time was then scheduled. Finally, if a student was not able to meet the goals of the growth plan, a recommendation to remove the student from the G/T program was put forth.

Vanguard Sibling Policy

In HISD, there existed a sibling policy designed to accommodate parents who wanted their children to attend the same school during the same school year. First and foremost, the sibling needed to qualify for the program, and both children needed to be attending the same school during the school year for which the application was made. Changes were made to the sibling policy that went into effect during the 2008–2009 school year. Qualified siblings took up no more than 25 percent of the transfer spaces in the Vanguard Magnet entry grades. If there are more than 25 percent qualified siblings, a

lottery was held to determine which students would be enrolled. If the remaining qualified siblings were not drawn in the regular lottery, there would be a waitlist sibling lottery for positions at the top of the waitlist, followed by a waitlist lottery for remaining qualified students.

For 2009–2010, the elementary entry grades included all Vanguard Magnet kindergartens and first grade at River Oaks. At the secondary level, entry grades included sixth grade at all Vanguard Magnet middle schools and ninth grade at Carnegie Vanguard High School.

For qualifying twins, if one twin was accepted into a Vanguard Magnet program during the lottery, the other twin became a sibling and followed the established sibling guidelines for admission. Siblings, who present new data and qualify through the appeals process, would be placed on the waitlist below other qualified siblings (if applicable), and above other non-sibling applicants. (Houston Independent School District, 2009a, 2009b).

Program Rationale and Goals

A quality G/T program is in compliance with state guidelines as outlined in the *Texas State Plan*, which forms the basis of program accountability for state mandated services (TEC §29.123). The goals as they related to the G/T program were to:

- Provide a flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of G/T students (Service Design);
- Ensure assessment instruments and G/T identification procedures provide students an opportunity to demonstrate their diverse talents and abilities (Student Assessment);
- Meet the needs of G/T students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school (Curriculum and Instruction);
- Ensure all personnel involved in the planning, development, creation, and delivery of services to G/T students possess the knowledge required to develop and provide

appropriate options and differentiated curricula (Professional Development); and,

- Involve family and community members in services designed for G/T students throughout the school year (Family/Community Involvement).

Program Personnel

Based upon information extracted from the staff file in the Public Education Information Management System (PEIMS) 2009–2010 data file, there were 1,012 teachers responsible for G/T classroom instruction, on 77 campuses in HISD. There were 12,075 teachers in HISD based on data extracted from PEIMS. Therefore, 8.4 percent of the teachers districtwide provided instruction for the G/T student population. This reflects an undercount of teachers because of PEIMS coding practices.

In addition to the teachers, campuses designated coordinators for the Vanguard Magnet and Vanguard Neighborhood programs. All coordinators were expected to attend the monthly meetings with the Regional Office G/T personnel and communicate G/T information to the principal and faculty. The responsibilities of the Vanguard Coordinator included, but was not limited to, the following:

- Maintain a G/T folder for every student nominated and/or placed in the Vanguard program;
- Process the student's application that has been signed by the parent to ensure all required documentation has been submitted;
- Contact parents if testing is needed;
- Complete the G/T Identification Matrix and submit it to the Vanguard Admissions Committee; and
- Mail G/T notification letters to the parents/guardians regarding qualification status and a copy of the G/T Identification Matrix by the notification date determined annually.

The role of the Advanced Academics Department regarding the G/T program was to provide support to the campuses and teachers offering Vanguard Magnet and/or the Vanguard Neighborhood programs. Support efforts included, but were not limited to, training

teachers to implement “Laying the Foundation” and monitoring AP course syllabi that were authorized through the College Board AP Course Audit process. The Advanced Academics Department consisted of one manager, two coordinators, and one administrative assistant for the 2009–2010 school year.

Program Participants

The G/T program was designed to serve K–12 students who were identified by criteria established at the district level. During the 2009–2010 academic year, 27,065 students attending 253 elementary, middle, and high schools participated in this program based upon information extracted from the PEIMS fall enrollment data file. Differences existed between the number of participating campuses derived from the student enrollment file (n=253) compared to the teacher file (n=77). The disparity may be explained by some of the following: the fact that teachers were in the process of serving G/T students while completing their professional development requirements, teachers serviced multiple populations and PEIMS coding restrictions precluded identifying all of those groups served, teacher mobility precluded their inclusion for the fall snapshot, and/or submission of G/T teachers to TEA was not complete.

Budget

The annual budget for the G/T program for 2009–2010 was \$13,868,823. This included the departmental budget for Advanced Academics totaling \$886,039 as well as \$3,986,065 in grants. The remaining \$8,996,719 went to support campuses for districtwide activities.

For 2010–2011, the Advanced Academics departmental budget totals \$857,989.70, reflecting a reduction of \$28,049.30 from the previous year. Among the line items, testing materials has been reduced from \$63,696 in 2009–2010 to \$1,000 in 2010–2011, and In-District Travel has been modestly increased from \$1,086 in 2009–2010 to \$1,200 in 2010–2011. These two line items are of particular importance since the changes in funding may limit the level of support

to campuses provided by Advanced Academics personnel, and it may impact the number of entering kindergarten students identified as G/T early in their educational tenure.

Purpose of the Evaluation

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the G/T program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the G/T program operated in compliance with the policies and procedures developed by the legal and administrative authorities. In addition to addressing issues of compliance to state mandates, baseline data were collected for each of the 14 G/T Standards from 2006–2007 and compared to the third year of implementation in 2009–2010.

To accomplish this, the following research questions were addressed:

1. What program options were provided to G/T students during the 2009–2010 school year, and how does current implementation compare to the Board-approved G/T Standards?
2. 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?
3. What evidence existed to document positive student performance trends for students participating in the gifted program?
4. What evidence indicated that personnel involved in the G/T program met state mandates regarding professional development and certification?
5. To what extent did the district encourage community and family participation in services designed for G/T students?

Methods

Data Limitations

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

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

For 2009–2010, the Manager of Advanced Academics provided training data for teachers that attended the AP Summer Institute at Rice University and AP, Pre-AP, and IB training offered at Rice University (Fall to Spring). These trainings were not recorded through e-TRAIN. Since only aggregated numbers were provided, unduplicated participation could not be determined.

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

instruction to multiple populations, including G/T students, from being coded.

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date will not be included. For example, HISD conducts a universal assessment for identifying G/T students in kindergarten. Once identified, they must be served by March 1st. The results of the assessment falls after the PEIMS fall snapshot date. However, the identified students are coded as G/T using the Chancery Student Management System (SMS). Although the fall PEIMS database is used for funding and compliance, it is important to review data in Chancery SMS to gain a more holistic picture of the G/T program.

Data Collection

Student data were obtained using a variety of sources. For the 2009–2010 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, 2009–2010* and the *District and School Profiles* (Houston Independent School District, 2009a, 2009b, 2009c). Information pertaining to the application and acceptance rates for kindergarten and sixth grade Vanguard students was obtained from the Magnet Applications and Transfers System (MATS) database for 2008–2009 with archival data used for 2006–2007. A cohort of G/T qualified kindergarten and sixth grade students were tracked using two years of data extracted from the MATS database and then matched to the respective academic year in the Chancery Student Management System (SMS), to follow-up on the number of students who accepted admission and actually enrolled.

Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards, Instructional Delivery Model Summary, and student performance data, was

provided from the manager and coordinators in the Department of Advanced Academics. Budget information for HISD during the 2009–2010 academic year was extracted from documentation from the Budgeting and Financial Planning Department and the Advanced Academics Department.

Information with respect to G/T training was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2009 to May 31, 2010. The e-TRAIN program had the capability to track employee professional development on the individual level, including attendance and completion for each training session. Data for the AP Summer Institute in 2009, and additional AP, Pre-AP, and IB training held at Rice University were provided by the Manager of Advanced Academics.

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

Academic Performance

Stanford 10 and Aprenda 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2009–2010 school year. English and Spanish TAKS data were extracted for G/T students in grades three through eleven for the 2009–2010 school year.

AP test performance data for 2010, 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 14, 2010. 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 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.

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 were analyzed at the campus and district levels. G/T participation rates in AP testing for each campus will be calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grades 9–12.

Results

What program options were provided to G/T students during the 2009–2010 school year, and how does current implementation compare to the Board-approved G/T Standards?

Service Design

G/T Program Services

In HISD, G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 298 schools in HISD, 253 campuses offered G/T services. There were 233 Vanguard Neighborhood programs (K–12), and 20 campuses offering Vanguard Magnet programs (K–12). In addition to the 233, there were two campuses offering a Vanguard Neighborhood program that identified G/T students after the PEIMS fall snapshot. These included: Sharon Halpin Early Childhood Center and William A. Lawson Institute for Peace and Prosperity (WALIPP). For 2009–2010, a total of 21,451 G/T students participated in the Vanguard Neighborhood program (K–12) compared to

5,614 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 79.3 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 20.7 percent of the G/T students were served through the Vanguard Magnet program.

According to the *Texas State Plan* Section 2, 2.2C, and 2.3C; G/T students served in the regular classroom needed to work together as a group (minimum of 3) (Texas Education Agency, 2010). An analysis was undertaken to examine the enrollment for elementary and secondary campuses, which were serving G/T students. For 2009–2010, there were 67 campuses that identified fewer than three G/T students for at least one grade level. **Table 2** summarizes the number of campuses by region serving fewer than three G/T students for at least one grade level. In 2009–2010 the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 0 for Alternative/Charter Schools to 21 for the North Region. A list of campuses is provided in **Appendix A**. When comparing 2008–2009 to 2009–2010, there was a reduction in the number of campuses that had fewer than three G/T students by grade level from 84 to 67.

Standard 1–Program Design

For the 2009–2010 school year, there was one program name, Vanguard, for all G/T programs. The Vanguard G/T program was

offered through one of the following program designs:

- Vanguard Neighborhood—for zoned and non-zoned (transfer) students;
- Vanguard Magnet—for zoned and non-zoned (Magnet transfer) students.

All Vanguard Magnet programs changed to a “School Wide Program” (SWP) Magnet model starting in the 2007–2008 school year. This eliminated the duality of programs within Magnet schools so that all qualifying students in these schools were served in the same program. This change did not affect those schools, like Rogers or Carnegie Vanguard, that operated under the “Separate and Unique School” (SUS) model.

As a SWP, all zoned students applied for the Vanguard Magnet program, and if qualified, all zoned students were served. Non-zoned students applied, qualified, and if space was available, they were served. Only non-zoned/transfer students participated in the Vanguard Magnet admission lotteries when there were more qualified applicants than spaces.

Standard 5–Instructional Delivery Models

Schools, with input from parents and teachers, selected the instructional delivery models that best fit the needs of all students on their campus. For 2009–2010, models included the G/T Homogeneous Classroom, G/T Clusters in Regular Classrooms, or a Combination G/T Homogenous and G/T Clusters.

Campuses were required to send an Instructional Delivery Model Worksheet to their Regional Office. Data from 171 campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 171 elementary campuses that submitted an Instructional Delivery Model Worksheet, 169 campuses (98.8 percent) used cluster classes, 17 campuses (9.9 percent) used homogeneous classrooms, and 15 (8.8 percent) used a combination of cluster and homogeneous classrooms. Percentages do not add up to 100 because campuses could choose to implement more than one model at any grade level. The most frequently selected model was the G/T

Table 2. Vanguard Neighborhood Campuses with Fewer than 3 G/T Students for At Least One Grade Level by Region, 2008–2009 and 2009–2010

Region	2008–2009	2009–2010
Alternative/Charter	0	0
Central	18	13
East	7	7
North	25	21
South	20	14
West	14	12
Total	84	67

Source: Fall PEIMS Snapshot 2008 and 2009

Clusters in Regular Classrooms, used by 98.8 percent of the schools.

Standard 11–Data Quality and Compliance

Each HISD school was required to comply with all state and district guidelines regarding the management and operation of Vanguard (G/T) programs, related documentation, and related budgets.

Regional G/T managers, Magnet Coordinators, teachers, and other G/T campus-based staff attended training throughout the 2009–2010 school year to cover issues pertaining to data quality and compliance of the G/T program.

Standard 14–District Commitment and Support

Each Vanguard G/T program received support from the district in the following areas:

- HISD bus transportation for qualified Vanguard G/T Magnet students within the transportation guidelines (**Table 3**).
- Budgetary support through the district’s GF1 funds (fund 108) which equals to a 12 percent add-on rate (to the Average Daily Attendance (ADA) rate) for each student appropriately coded as G/T on PEIMS (Budget section, page 14).
- Regional Office support and services provided by the regional office staff, including executive principals and designated regional G/T specialists, will include classroom monitoring, data quality, professional development for teachers/parents, and service networking (Professional development, page 40).
- Central Office support and services provided by the Advanced Academics Department will include district applications, forms/letters, professional development,

Table 3. Summary of Vanguard Magnet Students Requesting and Eligible for Bus Transportation, 2006–2007 to 2009–2010

	2006–2007		2007–2008		2008–2009		2009–2010	
Vanguard	Request	Elig.	Request	Elig.	Request	Elig.	Request	Elig.
Askew	110	55	28	27	45	33	68	51
Carrillo	33	14	14	14	18	11	25	13
De Zavala	68	49	21	21	21	15	19	15
Herod	79	38	24	24	28	25	25	21
Oak Forest	74	29	47	47	40	28	40	35
Pleasantville	51	40	9	9	4	4	9	9
River Oaks	152	136	98	93	103	97	91	88
Rogers, T.H. ES	150	138	17	17	136	127	150	136
Roosevelt	42	23	109	102	34	32	43	32
Travis	79	62	18	18	13	6	24	16
Windsor Village	164	85	29	28	41	36	30	26
Elementary Total	1,002	669	414	400	483	414	524	442
Burbank	96	41	44	44	37	23	34	14
Carnegie Vanguard HS	355	340	330	327	373	359	388	378
Hamilton	305	232	218	218	332	290	317	278
Holland	54	42	12	11	12	11	23	23
Jackson	53	24	4	4	6	5	4	3
Lanier	728	690	654	650	647	628	651	644
Long	43	25	11	11	5	4	8	8
Rogers, T.H. MS	288	273	2	2	271	256	264	248
Ryan	5	4	307	204	3	3	4	4
Secondary Total	1,927	1,671	1,582	1,471	1,686	1,579	1,693	1,600
Total	2,929	2,340	1,996	1,871	2,169	1,993	2,217	2,042

instructional monitoring tools, program guidelines, service networking, and parent information/training (see page 40 professional development; forms/letters, and tools on the Advanced Academics website).

Baseline data regarding transportation was requested from the manager of bus routing and scheduling from the 2006–2007 to the 2009–2010 school year. Table 3 summarizes the number of Vanguard Magnet students who requested bus transportation and the number of eligible students. During the 2006–2007 school year, 2,929 Vanguard Magnet students requested bus transportation, and a total of 2,340 were eligible for bus transportation out of a total of 4,149 Vanguard Magnet students. Transportation services were provided to all of the Vanguard Magnet campuses for 2006–2007.

During the 2009–2010 school year, a total of 2,217 students requested bus transportation, and 2,042 were eligible out of a total of 5,614 Vanguard Magnet students.

When comparing baseline data (2006–2007) to 2009–2010, there was a decline in the total number of students requesting bus transportation

by –24.3 percent and a decline in the total number of students eligible for bus transportation by –12.7 percent. Over the past four years, transportation was provided to all of the Vanguard Magnet campuses. All Magnet students were eligible unless they lived within 2 miles of the school they were attending or if they lived out-of-district and space was not available.

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

In 2009–2010, a total of 27,065 students attending 253 elementary, middle, and high schools participated in the G/T program. **Table 4** compares the number of students who were identified as G/T to the total district enrollment by grade level along with the G/T percentage for 2006–2007 (prior to the implementation of the G/T Standards) and 2009–2010 (after three years of implementation). For the 2009–2010 school

Table 4. Comparison of G/T Student Population to the District Population, 2006–2007 and 2009–2010

Grade	2006–2007			2009–2010		
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	619	16,621	3.7
First	1,685	18,290	9.2	2,760	17,606	15.7
Second	2,122	16,431	12.9	2,730	16,622	16.4
Third	2,312	15,998	14.5	2,647	16,509	16.0
Fourth	2,398	15,859	15.1	2,906	16,008	18.2
Fifth	2,435	14,454	16.8	2,723	14,466	18.8
Subtotal	11,255	97,440	11.6	14,385	97,832	14.7
Sixth	1,671	14,118	11.8	2,008	12,791	15.7
Seventh	1,904	14,101	13.5	1,994	12,820	15.6
Eighth	1,796	13,552	13.3	2,075	12,381	16.8
Ninth	1,811	16,010	11.3	1,674	15,439	10.8
Tenth	2,118	12,159	17.4	1,807	12,320	14.7
Eleventh	2,026	10,192	19.9	1,513	11,144	13.6
Twelfth	1,795	9,335	19.2	1,609	9,503	16.9
Subtotal	13,121	89,467	14.7	12,680	86,398	14.7
Total*	24,376	186,907	13.0	27,065	184,230	14.7

† 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 2009.

year, a total of 27,065 students were identified as G/T compared to the district enrollment of 184,230 (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 14.7 percent in 2009–2010.

G/T percentages were also calculated by grade level. The number of G/T students were divided by the number of students in the district for each grade level. G/T percentages ranged from 1.8 percent at kindergarten to 19.9 percent at eleventh grade for 2006–2007. G/T percentages for 2009–2010 ranged from 3.7 percent in kindergarten to 18.8 percent in fifth grade. When comparing the G/T percentages by grade level from 2006–2007 to 2009–2010, increases occurred for all grade levels with the exception of high school (grades 9–12), where G/T percentages declined by 0.5 percentage points for ninth grade to 6.3 percentage points for eleventh grade.

Previously, kindergarten students participating in the Vanguard Neighborhood program were not systematically identified prior to the PEIMS fall snapshot; therefore, low enrollment figures primarily reflect students participating in the Vanguard Magnet program. The increase in the percentage of G/T kindergarten students for 2009–2010 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2009. When these students enrolled in the district during the 2009–2010 school year, the students identified as G/T were coded on the PEIMS data base for the fall and the schools received funding.

Figure 1 compares the district and state G/T enrollment for the past five years (Academic Excellence Indicator System (AEIS), 2005, 2006, 2007, 2008, and 2009). This calculation is based on the total number of students in the district divided by the total number of G/T students. Since early childhood is included, the overall G/T percentages are lower. The percentage of G/T students identified at the state level ranged from 7.5 percent in 2006–2007,

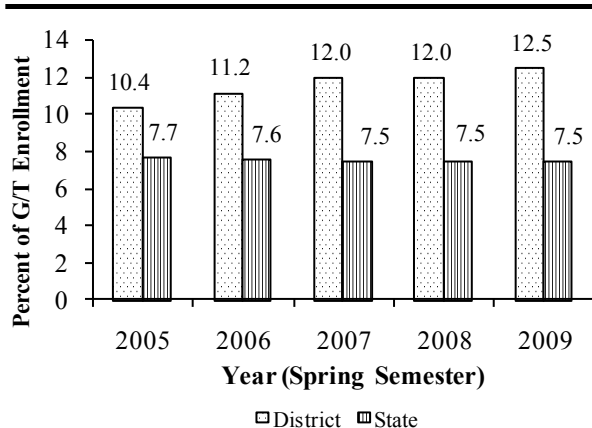


Figure 1. Percent of G/T enrollment, 2005–2009.

Calculation based on enrollment for grades EC–12.
Source: AEIS, 2005, 2006, 2007, 2008, and 2009.

2007–2008, and 2008–2009 to 7.7 percent in 2004–2005. When comparing state G/T enrollment over the five-year period, there was a decrease of 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 10.4 percent in 2004–2005 to 12.5 percent in 2008–2009. When comparing district G/T enrollment over the five-year period, there was an increase of 2.1 percentage points. The G/T percentage for the district exceeded that of the state by 5.0 percentage points for 2008–2009.

Access to Assessment and Identification

According to the Texas Administrative Code as outlined in the *Texas State Plan*, all populations of the district must have access to assessment and, if identified, services offered as part of the program for G/T students (19 TAC §89.1(3)). To achieve parity, the demographic composition of the G/T population should be closely aligned to that of the district population.

The MATS database provided one venue to address issues pertaining to equality in assessment, identification, and services because it was possible to track Vanguard students from the point of application to the point of enrollment. MATS was designed to record and report magnet applications and to record and report student transfers, and Vanguard is a Magnet program. A pool of kindergarten and sixth grade applicants from 2006–2007 and

2008–2009 were identified using the MATS database. Students in the MATS database were matched with the PEIMS and Chancery SMS databases for the 2007–2008 and 2009–2010 school year to track those that qualified, accepted and actually enrolled in a Vanguard program.

Archived data from the 2006–2007 and 2008–2009 MATS database were used to analyze the total applicant pool and the subsequent enrollment in a Vanguard program for the 2007–2008 and 2009–2010 school years (**Table 5**). For enrollment during the 2007–2008 school year, a total of 2,825 kindergarten and sixth grade students applied to one of the Board-approved Vanguard Magnet elementary or middle schools. For enrollment during the 2009–2010 school year, a total of 2,928 kindergarten and sixth grade students applied to one of the Board-approved Vanguard Magnet elementary or middle schools. When comparing the number of Vanguard Magnet applications prior to implementing the G/T Standards to two years after implementation, applications increased by 3.6 percent.

As Table 5 indicates, the racial/ethnic make-up of kindergarten Vanguard Magnet applicants

for the 2007–2008 academic year is significantly different from the racial/ethnic make-up of kindergarten students enrolled during the 2007–2008 academic year. African American and Hispanic students apply for Vanguard Magnet at disproportionately lower rates than they are represented in the HISD kindergarten population by 9.4 and 35.1 percentage points, respectively. Conversely, White students and students of Asian descent apply for Vanguard Magnet at disproportionately higher rates than they are represented in the HISD kindergarten population by 32.1 and 11.6 percentage points, respectively.

Racial/ethnic differences also exist when comparing sixth grade applicants to the sixth grade population, but to a lesser extent. In 2007–2008, the percentage of African American and Hispanic applicants is disproportionately lower by 11.8 and 14.3 percentage points, respectively. Alternatively, White students and students of Asian descent apply for Vanguard G/T at disproportionately higher rates than they are represented in the HISD sixth grade population by 17.3 and 8.8 percentage points, respectively. In part, sixth grade students enrolled in the district since kindergarten have more

Table 5. Kindergarten and Sixth Grade Vanguard Magnet Applicants Compared to HISD by Race/Ethnicity

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2009–2010		District Enrollment 2009–2010	
	N	%	N	%	N	%	N	%
Kindergarten								
African Am.	171	15.7	4,070	25.1	165	13.7	3,901	23.5
Asian	160	14.7	498	3.1	204	16.9	588	3.5
Hispanic	311	28.6	10,320	63.7	316	26.2	10,663	64.4
Native Am.	2	0.2	19	0.1	2	0.2	26	0.2
White	435	40.0	1,282	7.9	460	38.2	1,387	8.4
Missing	8	0.7	-	-	58	4.8	-	-
Total	1,087	100.0	16,189	100.0	1,205	100.0	16,565	100.0
Sixth								
African Am.	301	17.3	3,769	29.1	297	17.2	3,633	28.0
Asian	208	12.0	413	3.2	193	11.2	404	3.1
Hispanic	790	45.5	7,747	59.8	781	45.3	7,831	60.5
Native Am.	1	0.1	9	0.1	4	0.2	13	0.1
White	436	25.1	1,012	7.8	426	24.7	1,061	8.3
Missing	2	0.1	-	-	22	1.3	-	-
Total	1,738	100.0	12,950	100.0	1,723	100.0	12,942	100.0

Source: Magnet Applicant Transfer System (MATS) 2006–2007 and 2008–2009; Chancery 2008–2009 and 2009–2010

opportunities to be identified as G/T through teacher nomination, parent nomination, and two universal testing windows (kindergarten and fifth grade).

The same pattern is mirrored for kindergarten and sixth grade Vanguard applicants who are entering the district for the 2009–2010 school year.

African American and Hispanic students apply for Vanguard Magnet at disproportionately lower rates than they are represented in the HISD kindergarten population by 9.8 and 38.2 percentage points, respectively. Conversely, White students and students of Asian descent apply for Vanguard Magnet at disproportionately higher rates than they are represented in the HISD kindergarten population by 29.8 and 13.4 percentage points, respectively.

Racial/ethnic differences also exist when comparing sixth grade applicants to the sixth grade population. The percentage of African American and Hispanic applicants is disproportionately lower by 10.8 and 15.2 percentage points, respectively. Alternatively, White students and students of Asian descent apply for Vanguard G/T at disproportionately higher rates than they are represented in the HISD sixth grade population by 16.4 and 8.1 percentage points, respectively.

Comparisons made between the 2006–2007 and 2008–2009 kindergarten applicant pool must be tempered with the knowledge that 4.8 percent of the applicants in 2008–2009 were missing data regarding their race/ethnicity. The percentage of African American and Hispanic kindergarten applicants declined by 2.0 percentage points and 2.4 percentage points, respectively from 2006–2007 to 2008–2009; however, the district's African American population also decreased by 1.6 percentage points for the same time period. Alternatively, the district's Hispanic, Asian, and White student population increased by 0.7, 0.4, and 0.5 percentage points, respectively from 2006–2007 to 2009–2010. For sixth grade, there was a decrease in the percentage of African American, Asian, Hispanic, and White applicants, when comparing 2006–2007 to 2008–2009. The decreases are comparable to those seen in the district for sixth grade African American and Asian students. However, there was an increase in the percentage of Hispanic and White students districtwide by 0.7 and 0.5 percentage points, respectively.

Table 6 summarizes the number of kindergarten and sixth grade applicants that applied, accepted, and enrolled as well as the percentage of accepted applicants who enrolled in a

Table 6. Distribution of Kindergarten and Sixth Grade Vanguard Qualified, Accepted, and Enrolled by Race/Ethnicity, 2006–2007 and 2008–2009 Applicant Cohorts

	Race/Ethnicity	Qualified		Accepted		Enrolled		Accepted/Enrolled	
		2007-2008	2009-2010	2007-2008	2009-2010	2007-2008	2009-2010	2007-2008	2009-2010
		N	N	N	N	N	N	%	%
Kindergarten	African American	72	86	68	55	43	39	63.2	70.9
	Asian	76	114	71	112	42	66	59.2	53.2
	Hispanic	118	154	106	129	82	98	77.4	72.1
	Native American	2	1	2	1	1	0	50.0	0.0
	White	226	223	217	218	120	122	55.3	56.0
	Missing	5	19	4	16	2	0	50.0	0.0
	Total	499	597	468	531	290	325	62.0	61.2
Sixth	African American	133	128	107	108	71	70	66.4	64.8
	Asian	164	145	153	134	97	91	63.4	67.9
	Hispanic	436	393	388	332	283	241	72.9	72.6
	Native American	1	2	1	2	1	1	100.0	50.0
	White	354	321	302	250	207	188	68.5	75.2
	Missing	2	11	1	7	1	7	100.0	100.0
	Total	1,090	1,000	952	833	660	598	69.3	71.8

Note: Accepted includes wait-listed, no-space, and Qualified LPAC

Source: Magnet Applicant Transfer System (MATS) 2006–2007, 2008–2009; PEIMS 2007–2008; Chancery 2009–2010

Vanguard program by race/ethnicity over the past two years. For 2007–2008 kindergarten students, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled in a Vanguard program (77.4 percent), while White students were characterized by the lowest percentage (55.3 percent) based on those racial/ethnic groups that were identified or for which at least 5 students were identified. When looking at total percentages of those enrolled, the percentage of sixth grade students that accepted and subsequently enrolled in a Vanguard program exceeded the percentage of total kindergarten applicants who accepted and then enrolled in a Vanguard program by 7.3 percentage points. A greater percentage of sixth grade Hispanic students were accepted and subsequently enrolled in a Vanguard program when compared to African American, Asian, or White students based on those racial/ethnic groups identified or for those groups comprised of at least five students.

For students enrolling in the district for the 2009–2010 school year, the results were similar. For kindergarten students, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled in a Vanguard program

(72.1 percent). Asian and White students were characterized by the lowest percentages (53.2 percent and 56.0 percent, respectively).

Of the sixth grade students who were accepted and subsequently enrolled in a Vanguard Program for 2009–2010, Hispanic students represented the highest percentage with 72.6 percent, while African American students reflected the lowest percentages with 64.8 percent based on those racial/ethnic groups that were identified or for which at least five students were identified. When comparing the percentage of students that accepted and subsequently enrolled in the Vanguard program for 2007–2008 and 2009–2010, there was a decline for kindergarten students by 0.8 percentage points, but an increase of 2.5 percentage points for sixth grade students.

Comparison of G/T Demographics to the District

Table 7 shows the demographic characteristics of G/T students compared to students in the district (K–12) for 2006–2007 (baseline) and 2009–2010 (year 3) along with the differential for both years. Of the students served in the G/T program for 2009–2010, 52.0 percent were Hispanic, 23.5 percent were White, 14.3 percent were African American, and 10.1 percent were Asian. Districtwide data for 2009–

Table 7. Demographic Characteristics of G/T Students, 2006–2007 to 2009–2010

2006–2007						2009–2010					Gap Diff.
G/T		District			Diff	G/T		District		Diff	
N	%	N	%			N	%	N	%		
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,859	14.3	49,984	27.1	-12.8	0.4
Asian	2,502	10.3	6,096	3.3	7.0	2,737	10.1	6,337	3.4	6.7	-0.3
Hispanic	10,671	43.8	109,577	58.6	-14.8	14,061	52.0	112,790	61.2	-9.2	-5.6
Native Am.	32	0.1	127	0.1	0.0	35	0.1	201	0.1	0	0.0
White	7,044	28.9	16,345	8.7	20.2	6,373	23.5	14,918	8.1	15.4	-4.8
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	12,711	47.0	94,150	51.1	-4.1	-0.6
Female	13,090	53.7	91,616	49.0	4.7	14,354	53.0	90,080	48.9	4.1	-0.6
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	4,847	17.9	34,739	18.9	-1.0	-6.2
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	15,116	55.9	144,556	78.5	-22.6	-4.3
ELL	2,642	10.8	47,770	25.6	-14.8	5,771	21.3	54,429	29.5	-8.2	-6.6
ESL	201	0.8	13,665	7.3	-6.5	681	2.5	16,115	8.7	-6.2	-0.3
Special Ed.	458	1.9	19,317	10.3	-8.4	277	1.0	15,557	8.4	-7.4	-1.0
Total	24,376	100.0	186,907	100.0		27,065	100.0	184,230	100.0		

2010 (year 3) indicated that 61.2 percent of the students were Hispanic, followed by African American students (27.1 percent), White students (8.1 percent) and Asian students (3.4 percent), respectively. The percent of Native American students was comparable to the district. When comparing the demographic profile of students in the G/T program to that of HISD overall for 2009–2010, African American and Hispanic students were under-represented, while White and Asian students were over-represented. More specifically, the percentage of Hispanic students in the district during the 2009–2010 school year exceeded the percentage identified for the G/T program by 9.2 percentage points; whereas, the percentage of African American students in the district exceeded the percentage identified for the G/T program by 12.8 percentage points.

Alternatively, the percentage of Asian and White students in the G/T program exceeded the percentage in the district by 6.7 and 15.4 percentage points, respectively. Regarding gender, the percentage of females exceeded the percentage of males for the G/T program for 2006–2007 and 2009–2010, and were over-represented compared to the district proportions. The district has increased the percentage of Hispanic students in the G/T program when comparing baseline data with 2009–2010 by 8.2 percentage points. African American students decreased from 16.9 percent to 14.3 percent of students enrolled in the G/T program.

Student demographics were also reported by certain group affiliations such as Bilingual, economically disadvantaged, English Language Learners (ELL), English as a Second Language (ESL), and Special Education. The percentages for each group were markedly different for the five categories. For the 2009–2010 school year, the percentage of Bilingual students in the G/T program was 17.9 percent in contrast to 18.9 percent districtwide. The percentage of economically disadvantaged students, determined by participation in the Free or Reduced Lunch program, was only 55.9 percent for the G/T program; whereas 78.5 percent of students districtwide were categorized as

economically disadvantaged. G/T students identified as ELL comprised 21.3 percent in contrast to 29.5 percent districtwide. G/T students participating in ESL comprised 2.5 percent compared to 8.7 percent of those students districtwide. Special Education students comprised 1.0 percent of students in the G/T program, compared to 8.4 percent of the districtwide population.

When comparing baseline data to 2009–2010, bilingual students identified as G/T increased from 9.6 percent to 17.9 percent. For ELL, ESL, and economically disadvantaged students, there were also increases in the percentage in the G/T program when comparing baseline to 2009–2010.

Ideally, the district demographic profile should mirror the G/T program. Table 7 shows the gap or differences between the district and the G/T program at baseline and 2009–2010. Groups for which the gap closed by at least 1 percentage point include Hispanic and White students, Bilingual students, economically disadvantaged students, English Language Learners (ELL) and Special Education students.

Vanguard Magnet Demographics

Table 8 (page 25) summarizes the demographic characteristics for the Vanguard Magnet program design by school for the 2009–2010 school year. With regard to race/ethnicity, Hispanic (39.4 percent) and White (32.7 percent) students reflected the highest percentages of the five racial/ethnic groups. When comparing the racial/ethnic percentages with those districtwide, however, the data suggest that Hispanic and African American students are under-represented in the program as a whole; whereas, White students and Asian students are over-represented. More specifically, the percentage of Hispanic students in the district exceeded those participating in the Vanguard Magnet program by 21.8 percentage points; whereas, the percentage of African American students in the district exceeded those participating in the Vanguard Magnet program by 13.9 percentage points. Alternatively, the percentage of Asian and White students in the

Table 8. Demographic Characteristics for Vanguard Magnet Students by School, 2009–2010

School	N	Percent						F/R Lunch
		African Am.	Asian	Hisp.	Native Am.	White	Male	Female
Elementary								
Askew	257	12.8	19.5	24.5	0.0	43.2	45.5	54.5
Carrillo	134	1.5	1.5	95.5	0.0	1.5	47.8	52.2
De Zavala	233	1.3	0.4	97.9	0.4	0.0	47.2	52.8
Herod	311	15.8	16.1	28.3	0.6	39.2	49.2	50.8
Oak Forest	363	9.6	4.4	32.2	0.0	53.7	43.3	56.7
Pleasantville	89	88.8	0.0	11.2	0.0	0.0	55.1	44.9
River Oaks	535	9.7	19.8	15.3	0.4	54.8	50.5	49.5
Rogers	272	8.8	62.5	7.4	0.4	21.0	49.6	50.4
Roosevelt	200	13.0	1.5	82.0	0.0	3.5	45.0	55.0
Travis	302	1.7	5.3	24.5	0.0	68.5	49.0	51.0
Windsor Village	170	57.1	1.8	38.8	0.0	2.4	40.6	59.4
Middle								
Burbank	249	3.6	0.0	96.0	0.0	0.4	50.2	49.8
Hamilton	475	12.2	4.0	63.2	0.2	20.4	46.7	53.3
Holland	103	29.1	0.0	68.0	0.0	2.9	50.5	49.5
Jackson	145	1.4	0.7	97.9	0.0	0.0	48.3	51.7
Lanier	899	10.8	18.4	21.1	0.0	49.7	48.8	51.2
Long	71	5.6	2.8	91.5	0.0	0.0	47.9	52.1
Rogers	360	9.2	50.3	12.5	0.3	27.8	50.3	49.7
Ryan	21	61.9	0.0	38.1	0.0	0.0	28.6	71.4
High								
Carnegie	425	21.2	7.5	26.4	0.0	44.9	44.2	55.8
Vanguard Magnet Total	5,614	13.2	14.6	39.4	0.1	32.7	47.7	52.3
District Total	184,230	27.1	3.4	61.2	0.1	8.1	51.1	48.9

Source: Vanguard and District demographic data extracted from the Fall PEIMS Snapshot for grades K–12, 2009–2010.

Vanguard Magnet program exceeded the percentage in the district by 11.2 and 24.6 percentage points, respectively.

When examining the racial/ethnic composition by school, the percentage of African American students ranged from 1.3 percent at De Zavala Elementary School to 88.8 percent at Pleasantville Elementary School. For Hispanic students, the percentages by campus ranged from 7.4 percent at Rogers Elementary School to 97.9 percent at De Zavala Elementary School and Jackson Middle School. The percentage of White students ranged from 0.0 percent at De Zavala and Pleasantville elementary schools and Jackson, Long, and Ryan middle schools to 68.5 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Pleasantville Elementary School, and

Burbank, Holland, and Ryan middle schools to 62.5 percent at Rogers Elementary School.

Regarding gender, a total of 47.7 percent of the Vanguard Magnet student population was male. Across schools, there was a slight difference when comparing males with females. By campus, the percentage of males in the program ranged from 28.6 percent at Ryan Middle School to 55.1 percent at Pleasantville Elementary School. A total of 39.2 percent of the Vanguard Magnet students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 6.7 percent at River Oaks to a high of 98.6 percent at Long Middle School.

Vanguard Neighborhood Demographics

Table 9 (page 26) presents the demographic characteristics of students enrolled in the

Table 9. Demographic Characteristics for Vanguard Neighborhood Students, 2009–2010

Vanguard Neighborhood (K–12)		
	Enrolled	Percent
Gender		
Male	10,032	46.8
Female	11,419	53.2
Race/Ethnicity		
African Am.	3,118	14.5
Asian	1,920	9.0
Hispanic	11,850	55.2
Native Am.	27	0.1
White	4,536	21.1
Group		
Bilingual	4,565	21.3
Free/Red. Lunch	12,915	60.2
ELL	5,250	24.5
ESL	545	2.5
Special Ed.	183	0.9
Total	21,451	100.0

Source: PEIMS 2008–2009 for grades K–12.

Vanguard Neighborhood program design (K–12). Of the 21,451 students identified as G/T and served in the Vanguard Neighborhood program for the 2009–2010 school year, 10,032 or 46.8 percent were males and 11,419 or 53.2 percent were females.

Regarding race/ethnicity, Hispanic students represented the largest racial/ethnic group comprising 55.2 percent of the students enrolled in the Vanguard Neighborhood program design. White students comprised 21.1 percent of the Vanguard Neighborhood program design, followed by 14.5 percent African American, 9.0 percent Asian, and 0.1 percent Native American students.

Student demographics were also reported by group affiliation: Bilingual, Free or Reduced Lunch, ELL, ESL, and Special Education. Bilingual students comprised 21.3 percent of the G/T students participating in the Vanguard Neighborhood program design. The percentage of economically disadvantaged students, which was determined by participation in the Free or Reduced Lunch program, was 60.2 percent. Students who were ELL comprised 24.5 percent and those designated as ESL comprised 2.5 percent of those enrolled in the Vanguard Neighborhood program design. G/T students

who were enrolled in Special Education represented only 0.9 percent of the participants. With the exception of Special Education students and by gender, Vanguard Neighborhood students, though not reflecting district percentages, were closer to district rates than Vanguard Magnet students.

Standard 2–Assessment

G/T testing windows for the 2009–2010 school year were posted on the HISD website under testing calendars, as well as on the Student Assessment and Advanced Academics Department websites at the start of the school year.

For the past four years, entering Vanguard Neighborhood kindergarten students have been assessed for the G/T program. The assessment program started as a pilot with 18 schools participating in 2007 and has grown to include 30 schools in 2010. In 2007, out of 373 students tested, 25 percent were identified as G/T. Notification letters were mailed to parents. All qualified students retained their G/T identification status upon entering kindergarten for the 2007–2008 school year, and were coded on the PEIMS database and funded accordingly.

Table 10 (page 27) summarizes the number of applicants tested and the number of qualified applicants by campus from 2007–2010. For the past four years, the campus with the highest number of qualified applicants was West University for which 28, 49, 49, and 71 G/T students were identified, respectively. There were six schools that participated in the assessment program for all four years. These included Ashford, Franklin, Harvard, Mitchell, Walnut Bend, and West University elementary schools.

For 2010, the assessment program for entering Vanguard Neighborhood kindergarten included 30 elementary schools or early childhood centers. There were two testing windows, January/February and May 2010. Of the 698 students who were tested, 246 or 35.2 percent qualified for the G/T program. There was an increase in the number of campuses that participated in 2010 by 11 campuses from the previous year. The

Table 10. Entering Kindergarten Assessment Summary, 2007–2010

	# of Applicants Tested				# of Qualified Applicants			
	2007	2008	2009	2010	2007	2008	2009	2010
Ashford	19	23	48	33	4	6	12	14
Bell	-	-	-	74	-	-	-	11
Bellfort	-	-	-	15	-	-	-	9
Briscoe	-	-	-	4	-	-	-	4
Bush	-	-	-	37	-	-	-	15
Cage	-	-	-	24	-	-	-	7
Codwell	21	26	-	13	10	12	-	6
Cook	12	8	10	-	3	3	3	-
Crespo	-	-	-	23	-	-	-	4
Daily	12	15	-	-	1	4	-	-
Davila	-	-	-	11	-	-	-	4
Durham	-	-	-	28	-	-	-	12
Emerson	14	-	-	-	6	-	-	-
Farias ECC	-	60	32	-	-	12	8	-
Field	-	15	-	26	-	1	-	6
Franklin	11	18	16	24	5	7	4	9
Garden Oaks	-	-	-	33	-	-	-	12
Harvard	14	24	45	42	4	9	14	13
Helms	15	-	-	20	8	-	-	10
King ECC	-	80	41	51	-	22	14	23
Kolter	-	9	24	26	-	7	17	17
Lantrip	-	-	-	16	-	-	-	2
Laurenzo ECC	-	20	75	76	-	12	12	17
Law	4	4	-	-	1	1	-	-
Lockhart	-	-	17	-	-	-	2	-
Love	-	-	-	14	-	-	-	1
Lovett	-	15	53	42	-	6	22	17
MacArthur	-	15	12	-	-	4	2	-
MacGregor	21	26	24	-	0	4	3	-
Martinez, R.	15	-	-	-	1	-	-	-
Mistral ECC	-	65	46	14	-	4	9	4
Mitchell	24	57	27	22	3	11	5	1
Montgomery	5	-	-	-	2	-	-	-
Peck	-	-	-	23	-	-	-	1
Poe	12	32	-	-	2	5	-	-
Red	-	-	-	43	-	-	-	8
Reynolds	-	-	3	-	-	-	1	-
Rice	-	-	-	4	-	-	-	3
Sherman	26	-	-	-	2	-	-	-
Sinclair	-	-	-	23	-	-	-	8
Thompson	26	-	-	-	10	-	-	-
Turner	-	-	13	-	-	-	1	-
Walnut Bend	16	15	17	16	2	4	4	9
West University	106	140	125	146	28	49	49	71
Whidby	-	-	15	-	-	-	3	-
White	-	17	-	-	-	8	-	-
Whittier	-	-	-	16	-	-	-	3
Wilson	-	34	-	-	-	10	-	-
Total	373	748	643	698	92	201	185	246

Source: Advanced Academics Department.

number of students identified as G/T increased from 185 to 246 when comparing 2009 to 2010.

Standard 3—Identification of G/T Students

To enable the district to identify and serve students that qualify for the G/T program

without having to apply, student rosters of eligible G/T students who are currently in kindergarten and students who are currently entering sixth grade were generated and disseminated to campuses districtwide. Parents were notified and advised that they could either opt in or opt out of the program.

Standard 4–Admissions

Admissions procedures were available through the Elementary and Secondary Guidelines and could be accessed through the Advanced Academics Department website. The Vanguard Neighborhood and Vanguard Magnet applications were available on the website. Vanguard Magnet applications were also available during the open house in November. There were some changes regarding the admissions procedures for Vanguard Neighborhood and Vanguard Magnet programs, and the procedures varied to some degree.

For the Vanguard Neighborhood program, there were no enrollment quotas or qualification distinctions (tiers) in the admission process. All G/T students on the campus were served in G/T classes with appropriately trained teachers. All entering kindergarten students who qualified as G/T during the “four-year-old testing” for Vanguard Magnet Admissions and did not receive and/or accept a space, kept their G/T qualification and were designated and coded in PEIMS as G/T when they entered kindergarten, either on their zoned campus or in any other Magnet program.

For the Vanguard Magnet program, any elementary and middle schools with an attendance zone that offered a Vanguard Magnet program followed the SWP Magnet program design model. The entire G/T program at these schools was designated as Vanguard Magnet. These schools followed the established Magnet (transfer) quotas.

- **For Zoned Students**—Zoned students apply to that specific Vanguard Magnet program (and are not part of the transfer quota for the campus) and if qualified, are served through

the Vanguard Magnet program without going through Vanguard Magnet admission lotteries.

- **For Non-zoned/Magnet Transfer Students**—When there are more qualified non-zoned Magnet transfer applicants than Magnet transfer spaces, an admissions lottery is conducted centrally through the Advanced Academics Department in accordance with established Advanced Academics guidelines.

Qualification distinctions (tiers) were used in the admissions process for the 2007–2008 school year. However, they were phased out in the 2008–2009 admissions cycle. Similarly, qualified siblings of enrolled or wait-listed students were given priority in admissions. Effective 2008–2009, qualified siblings did not take up more than 25 percent of the transfer spaces in the Vanguard Magnet entry grades. If there are more than 25 percent qualified siblings, a lottery determined which students would be enrolled. If the remaining qualified siblings were not drawn in the regular lottery, there was a wait-list sibling lottery for positions at the top of the wait list, followed by a wait-list lottery for maintaining qualified students.

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

Standard 8–Student Success (Expectations)

According to the *Texas State Plan*, G/T programs, at a minimum, are required to provide a continuum of learning experiences that lead to the development of advanced-level products. In Texas, participation and performance on AP and IB examinations are used as high performance indicators in AEIS, the Texas Gold Performance Acknowledgment System (GPA), and the Distinguished Achievement Program (DAP). The DAP requires students to complete four advanced measures in addition to successfully completing all course requirements in order to

earn this distinction. Since advanced measures may include performance on AP or IB tests, and since G/T students are required to enroll in advanced courses, AP and IB participation and results reflect appropriate outcome measures for evaluating program effectiveness. In addition, the district administers the Stanford 10, a norm-referenced achievement test for students enrolled in grades 1–11, so that performance may be measured at all educational levels. In addition, the district developed a standard on the Texas Assessment of Knowledge and Skills, where G/T students are expected to score at the commended level. The student achievement standards developed for the Stanford 10, Aprenda 3, and TAKS, however, were not used as part of the entrance agreement. It is to be used to evaluate the success of the program at the district and campus levels.

Stanford 10 and Aprenda 3 Performance

The Stanford 10 and Aprenda 3 achievement tests were used to assess academic performance for students enrolled in the G/T program for 2009–2010. These tests were selected because they represented national norm-referenced examinations that assessed student achievement in reading, mathematics, language, environment/science, and social science. Since G/T students represent a special population, assessing the

academic performance is problematic due to a number of issues. Callahan (1992) addressed the limitations in using standardized instruments for assessing the effectiveness of educational services for G/T students. For example, many of the instruments used to assess student progress may only address traditional curricular areas such as mathematics, science, language arts/reading, and social studies. Tests typically do not have enough items at the upper end of the range to assess performance for G/T students. Additionally, statistical effects, such as regression to the mean, may mask progress. When examining the goals of the program, there is not a match with those areas being tested. Finally, HISD uses Stanford 10 as one of the quantitative measures to assess students for the G/T program, limiting comparisons between G/T and non-G/T students. The district, however, established outcome measures for the Stanford/Aprenda, where students were expected to score above grade level. For this analysis, National Percentile Rank Scores that were 61 or above were considered to be above grade level.

Tables 11 and 12 (page 30) summarize the number of students taking the Stanford 10 along with the percent of students scoring a 61 NPR or higher for each subtest and the complete battery by grade level for 2006–2007 (baseline) and 2009–2010 (year three of implementation). For

Table 11. Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2007 (Based on 2002 Norms)

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
1	1,208	91	1,210	91	1,207	93	1,200	82			1,201	93
2	1,500	88	1,498	90	1,503	85	1,497	86			1,501	91
3	1,715	90	1,725	93	1,720	88	1,723	91	1,721	86	1,714	92
4	2,052	88	2,053	95	2,053	97	2,052	85	2,049	83	2,048	92
5	2,389	86	2,396	95	2,393	85	2,394	94	2,388	83	2,395	90
6	1,638	89	1,640	96	1,636	91	1,640	91	1,638	79	1,635	92
7	1,877	91	1,873	97	1,873	96	1,873	94	1,872	91	1,870	96
8	1,776	90	1,775	97	1,773	93	1,771	92	1,770	86	1,770	95
9	1,766	89	1,769	96	1,769	95	1,762	86	1,764	72	1,759	92
10	2,070	88	2,064	90	2,066	81	2,059	84	2,058	91	2,060	89
11	1,947	95	1,947	89	1,953	92	1,944	85	1,943	93	1,933	93
Total	19,938	90	19,950	94	19,946	90	19,915	89	17,203	85	19,886	92

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 2007; PEIMS 2006–2007.

Table 12. Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2010 (Based on 2007 Norms)

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,527	88	1,522	85	1,524	95	1,521	74			1,513	89
2	1,665	82	1,664	85	1,665	85	1,659	78			1,657	85
3	1,866	79	1,867	88	1,867	84	1,865	82	1,864	73	1,861	84
4	2,392	70	2,393	88	2,391	81	2,389	80	2,389	72	2,384	78
5	2,707	67	2,706	87	2,707	77	2,705	83	2,705	63	2,696	75
6	1,976	78	1,977	90	1,976	78	1,972	89	1,973	74	1,969	80
7	1,983	73	1,982	90	1,981	79	1,982	87	1,981	82	1,977	83
8	2,060	82	2,058	91	2,057	81	2,058	93	2,059	85	2,053	87
9	1,653	83	1,653	91	1,653	81	1,652	87	1,653	81	1,646	86
10	1,777	84	1,778	92	1,776	78	1,778	87	1,777	88	1,767	87
11	1,470	87	1,478	88	1,467	86	1,467	91	1,468	87	1,460	89
Total	21,076	78	21,078	89	21,064	82	21,048	85	17,869	77	20,983	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 2010; Fall PEIMS Snapshot 2009.

the 2006–2007 school year, there was no grade level for which 100 percent of the students scored a 61 NPR or higher. Mathematics and language represented the two subtests with the highest percentage of students (97 percent) meeting the criterion for grades 7 and 8 and grade 4, respectively for 2006–2007. Ninth grade social science was the subtest for which only 72 percent of the G/T students scored a 61 NPR or higher in 2006–2007.

Although there was no grade level for which 100 percent of the students scored a 61 NPR or higher for 2009–2010, language represented the subtest with the highest percentage of first grade

students (95 percent) meeting the criterion. Alternatively, fifth grade social science was the subtest for which only 63 percent of the G/T students met the criterion.

The Stanford 10 achievement test was re-normed in 2009. Therefore, it is inappropriate to make comparisons to the 2007 test administration because two different sets of norms were used, and with any renorming process, there will be fluctuations in the data.

Tables 13 and 14 (page 31) summarize the number and percent of students taking the Aprenda 3 along with the percent of students scoring above grade level for each subtest and

Table 13. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2006–2007

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

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

*Scores not reported for less than 5 students.

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

Table 14. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2009–2010

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
1	1,196	99	1,195	94	1,195	96	1,192	88			1,192	99
2	1,033	98	1,032	98	1,032	99	1,033	96			1,032	99
3	756	100	756	98	756	100	757	100	757	100	755	100
4	480	99	479	99	478	97	478	99	478	99	478	100
Total	3,465	99	3,462	97	3,461	98	3,460	95	1,235	100	3,457	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 2010; Fall PEIMS Snapshot 2009–2010.

the complete battery by grade level for 2006–2007 (baseline) and 2009–2010 (year 3 of implementation). Overall performance on the Aprenda 3 was higher than performance on the Stanford 10 for participating G/T students; however, the number of students tested on the Stanford 10 was greater.

For the 2006–2007 school year, all of the students in grade 3 scored a 61 NPR or higher on the Aprenda 3 language subtest. The environment/science subtest represented the one for which performance was lowest. Only 83 percent of first grade students scored met the criterion; however 99 percent of the third grade students met the district-established criterion. Performance on the complete battery ranged from 97 percent at fourth grade to 99 percent at third grade.

For 2009–2010, 100 percent of third grade students achieved a 61 NPR or higher on the reading, language, science, social science, and the complete battery. All fourth grade students met the criterion on the complete battery. The lowest performance rates on the Aprenda 3 occurred for first grade students taking the environment subtest where only 88 percent of the G/T students achieved a 61 NPR or higher.

When comparing districtwide G/T performance on the Aprenda 3 for 2007 and 2010, G/T students improved on the reading, language, environment/science, social science, and the complete battery, while mathematics did not change.

TAKS Performance

The TAKS is a criterion-referenced exam that is mandated by the state for students in grades 3 through 11 enrolled in Texas public schools and state-approved charter schools. For the 2007–2008 school year, the district developed achievement expectations for students participating in the G/T program to score at the commended level on the TAKS. Therefore, baseline data were collected during the 2006–2007 year for TAKS. **Table 15** (page 32) summarizes the number of G/T students taking the English TAKS and the percent scoring at the commended level on the five subtests by grade level for the spring 2007 administration. Districtwide, 58 percent of G/T students scored at the commended level on reading, 54 percent scored at the commended level on mathematics, 56 percent scored at the commended level on writing, 41 percent scored on the commended level on science, and 67 percent scored at the commended level on social studies.

Table 16 (page 32) summarizes the G/T English TAKS results by grade level for the five subtests for 2010 administration reflecting achievement for G/T students after three years of program implementation. Districtwide, 63 percent of G/T students scored at the commended level on reading, 66 percent scored at the commended level on the mathematics subtest, 63 percent scored at the commended level on the writing subtest, and 61 percent and 79 percent scored at the commended level on the science and social studies subtests, respectively.

Table 15. Districtwide G/T English TAKS Percent Commended Performance, 2007

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

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

Source: TAKS Data File 2007.

Table 16. Districtwide G/T English TAKS Percent Commended Performance, 2010

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
3	1,847	81	1,847	69						
4	2,386	57	2,388	73	2,363	53				
5	2,680	61	2,685	78			2,688	76		
6	1,965	68	1,967	71						
7	1,969	62	1,971	60	1,966	75				
8	2,052	78	2,053	58			2,046	65	2,037	74
9	1,644	54	1,647	66						
10	1,771	42	1,768	52			1,755	47	1,764	79
11	1,463	67	1,465	63			1,465	46	1,461	85
Total	17,777	63	17,791	66	4,329	63	7,954	61	5,262	79

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

Source: TAKS Data File 2010.

The results indicate that a greater percentage of G/T students scored at the commended level in 2010 compared to 2007 on the English TAKS. The greatest gains were seen on the science subtest where the percentage scoring at the commended level increased by 20 percentage points. The percentage of students scoring at the commended level on the reading, mathematics, writing, and social studies subtests increased by 5, 12, 7, and 12 percentage points, respectively.

Table 17 summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the three subtests by grade level for the 2007 administration. Districtwide, scores ranged from 49 percent on the writing subtest to 71 percent on the mathematics subtest.

Table 18 (page 33) summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on

Table 17. Districtwide G/T Spanish TAKS Percent Commended Performance, 2007

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

*Scores not reported for less than five students.

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

Source: TAKS Data File 2007.

Table 18. Districtwide G/T Spanish TAKS Percent Commended Performance, 2010

	Reading		Mathematics		Writing	
	N Tested	%	N Tested	%	N Tested	%
Grade						
3	752	80	752	70		
4	469	74	469	80	479	58
5	2	*				
Total	1,223	77	1,221	74	479	58

*Scores not reported for less than five students.

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

Source: TAKS Data File 2010.

the three subtests by grade level for the 2010 administration. For reading, mathematics, and writing, the percentage of students scoring at the commended level was 77, 74, and 58 percent, respectively. There were increases on the reading, mathematics and writing subtests by 15, 3, and 9 percentage points, respectively, when comparing 2007 to 2010.

HISD Advanced Placement (AP) and International Baccalaureate (IB) Examination Results

In Texas, participation and performance on AP and IB examinations are indicators included in the AEIS and the Texas Gold Performance Acknowledgments (GPA), which recognize districts and campuses for high levels of participation and performance on AP and IB examinations. Moreover, high school G/T students are required to enroll each year in at least two advanced level classes (Pre-AP, AP, Pre-IB, IB, or Dual Credit) to remain identified as G/T. As such, AP and IB examination results for G/T students are monitored as part of this evaluation.

Student mobility and G/T status reflect two limitations to the data presented. For example, in 2010, none of the students at Mount Carmel Academy were identified as G/T at the time of the Fall PEIMS snapshot; however, two G/T students from another school moved to Mount Carmel and participated in the AP testing in the spring. Logistical limitations centered on schools that were not registered with the College Board. Results from ninth grade students attending South Early College were included with Empowerment College Prep because South Early Col-

lege had not registered with the College Board. The table reflects the correct number of G/T ninth grade students testing at South Early College Prep.

Appendices C and D show G/T student participation and performance on AP examinations for 2007 and 2010, respectively. Typically, a score of three qualifies a student to receive advanced placement and/or college credit. Of the 7,691 G/T students in grades 9–12 districtwide, 2,972 or 38.6 percent participated in taking AP examinations for the 2007 administration. Of the 6,409 exams taken, 57.0 percent of the exams scored at 3 or higher (Appendix C, page 50).

For 2010, of the 6,495 G/T students in grades 9–12 districtwide, 3,507 or 54 percent of G/T students took at least one AP exam for the 2010 AP test administration (Appendix D, page 51). Of the 8,021 AP exams taken by G/T students, 53.7 percent scored three or higher.

Appendix D summarizes G/T AP participation and performance by high school campus for 2010. Levels of participation ranged from 5.2 percent at Mirabeau Lamar High School to 83.3 percent at International High School at Sharpstown. The percentage of AP exams scored at 3 or higher ranged from 0.0 percent at Kashmere, Sterling, and Wheatley to 87.7 percent at Bellaire High School.

When comparing 2007 and 2010 participation rates, there was an increase by 15.4 percentage points. When comparing 2007 and 2010 percent passing, there was a decline from 57 percent to 53.7 percent (3.3 percentage points).

Table 19 (page 34) summarizes the number of G/T and districtwide IB test-takers, number of exams, and the percent of exams scoring four or

Table 19. Districtwide and G/T IB Exam Participation and Performance, 2007 and 2010

School	District						G/T					
	# Tested		# of Exams		% of Exams Scoring 4–7		# Tested		# of Exams		% of Exams Scoring 4–7	
	2007	2010	2007	2010	2007	2010	2007	2010	2007	2010	2007	2010
Bellaire	59	34	168	88	94.6	89.8	54	31	162	82	95.7	90.2
Lamar	358	342	903	1,059	73.8	78.8	259	230	697	749	77.3	80.8
Total	417	376	1,071	1,147	77.0	79.7	313	261	859	831	80.8	81.7

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. Source: 2007 and 2010 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2010.

higher by campus for 2007 and 2010. A total of 417 students took 1,071 IB examinations districtwide, with 77.0 percent of the exams scored at four or higher for 2007. For 2010, a total of 376 students took 1,147 IB examinations districtwide, with 79.7 percent of the exams scored at four or higher.

In 2007, a total of 313 G/T students took 859 IB examinations with 80.8 percent scoring four or higher. In 2010, a total of 261 G/T students took 831 IB examinations with 81.7 percent scoring four or higher. When comparing 2007 to 2010 G/T participation and performance data, the number of IB test-takers decreased by 52 students, and the number of exams taken decreased by 28; moreover, overall performance increased by 0.9 percentage point. According to the International Baccalaureate Organization (2007), 78.0 percent of IB exams scored in the 4–7 range in Texas for 2007. For 2010, comparisons to student performance in Texas were not available at the time this report was completed. For 2007, a higher percentage of G/T students received passing scores on the IB examination when compared to performance in Texas.

Students who were Diploma Candidates were required to study and take examinations in six different academic subjects. They were also required to take a critical thinking class known as *Theory of Knowledge*; document participation in 150 hours of *Creativity, Action, and Service* activities; and write an extended essay based upon original research. If a student fulfilled these requirements and earned a total of twenty-four points on six exams (each exam was graded on a scale from 1 to 7), an IB diploma was awarded.

Table 20 depicts the number of candidates and students who earned the IB diploma districtwide and for students participating in the G/T program for 2007 and 2010. Overall, there were 93 diplomates in 2007 and 106 in 2010. Regarding G/T students, there were 84 diplomates in 2007 compared to 87 in 2010. For G/T students, there was an increase of 3 more diplomates when comparing 2007 to 2010.

The number of IB diploma recipients differed markedly by campus. At Bellaire High School, 26 out of 29 candidates earned an IB diploma in 2007. In 2010, Bellaire had 12

Table 20. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2010

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2007	2010	2007	2010	2007	2010	2007	2010
Bellaire	29	12	26	12	29	12	26	12
Lamar	89	119	67	94	74	91	58	75
Total	118	131	93	106	103	103	84	87

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

Source: 2007 and 2010 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2010.

candidates, and 12 earned an IB diploma. Lamar High School awarded the IB diploma to 67 students out of a total of 89 candidates in 2007, and increased the number of candidates to 119 and diplomates to 94 in 2010.

For students participating in the G/T program, Bellaire High School had a total of 29 candidates and 26 of these earned an IB diploma in 2007. For 2010, the number decreased to 12 candidates and 12 students earned an IB diploma in 2010. Since all of the IB candidates were also identified as G/T at Bellaire in 2007, the school-wide results are the same as the G/T results. Lamar High School had 74 G/T candidates in 2007 and 58 of these earned an IB diploma. The number of G/T diplomates increased to 75 in 2010 out of 91 G/T candidates. When comparing IB diplomates from 2007 to 2010, there were increases for all students and for G/T students attending Lamar High School.

Standard 6—Curriculum and Instruction

All Vanguard programs (Neighborhood or Magnet) continued to implement the district's G/T Curriculum Framework, *Scholars & Knowledge*, in grades K–12 for the 2009–2010 school year. Elementary school G/T students were to receive instruction in the four core content areas (reading, mathematics, science, and social studies), emphasizing advanced level products. Middle school G/T students were to receive instruction daily in the four core content areas (reading/language arts, mathematics, science, and social studies) in Pre-AP or IBMYP classes with a G/T Pre-AP and/or IBMYP trained teacher implementing *Scholars & Knowledge*, emphasizing advanced level products. In grades 9–12, G/T students were to be enrolled in at least two advanced classes (Pre-

AP, AP, dual credit, IBMYP, and/or IB) with appropriately trained teachers emphasizing advanced level products.

Table 21 summarizes the number and percent of G/T middle school students enrolled in Pre-AP/IBMYP courses in the four core content areas for 2006–2007 (prior to implementation of the standards) and 2009–2010 (year 3). Overall, 91.2 percent and 87.7 percent of G/T middle school students were enrolled in advanced courses in the four core content areas in 2006–2007 and 2009–2010, respectively.

Table 22 (page 36) depicts the number of G/T high school students taking at least two advanced level courses for 2006–2007 (prior to implementation of the standards) and 2009–2010 (year 3). Prior to implementing the standards, G/T high school students were required to enroll in only one advanced course to keep their G/T status. When the analysis for 2006–2007 was conducted, however, the new standard of two advanced classes was used to gather baseline data. Overall, 95.2 percent and 84.0 percent of G/T high school students enrolled in at least two advanced level courses for 2006–2007 and 2009–2010.

Standard 7—Monitoring Program Implementation—Quality-Rigor

During the 2009–2010 academic year, a total of 861 campus G/T coordinators, regional staff, principals, and teachers attended meetings and trainings to facilitate the delivery of information at the campus level and to support implementation of the G/T program.

One hundred and seventy-one principals submitted a copy of their Instructional Delivery Model(s) to their regional office for approval along with documentation to support the

Table 21. Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007 and 2009–2010

2006–2007 (Baseline)				2009–2010 (Year 3)		
	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses
6	1,277	1,636	78.1	1,741	2,008	86.7
7	1,806	1,865	96.8	1,825	1,994	91.5
8	1,723	1,769	97.4	1,762	2,075	84.9
Total	4,806	5,270	91.2	5,328	6,077	87.7

Table 22. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2009–2010

2006–2007 (Baseline)				2008–2009 (Year 2)		
	# 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	1,530	1,674	91.4
10	1,885	1,919	98.2	1,613	1,807	89.3
11	1,556	1,650	94.3	1,278	1,513	84.5
12	706	843	83.7	1,123	1,608	69.8
Total	5,818	6,112	95.2	5,544	6,602	84.0

approval of their model(s) by the Campus Shared Decision-Making Committee (SDMC).

What evidence indicated that personnel involved in the G/T program met state mandates regarding professional development and certification?

Professional Development

Texas law requires that teachers who provide instruction and services to G/T students have a minimum of 30 hours of staff development that includes the nature and needs of G/T students, assessing students' needs, and curriculum and instruction for G/T students (19 TAC §89.2(1)). These teachers are also required to complete a minimum of six hours annually of professional development in G/T education (19 TAC §89.2 (3)). Administrators and counselors who have authority for program decisions are required to receive a minimum of six hours of professional development that includes nature and needs of G/T students and program options for G/T students (19 TAC §89.2(4)). In addition to the state's professional development requirements, HISD requires teachers to complete the six-hour G/T Curriculum Framework, *Scholars & Knowledge*. Although this training is not mandated for administrators or counselors, information on *Scholars & Knowledge* is incorporated in many of the professional development opportunities offered.

Standards 9 and 10: Professional Development for Administrators and Teachers

The manager of e-TRAIN provided an extract of G/T training sessions offered by the

district. Training sessions extending from June 1, 2009 through May 31, 2010 were incorporated into the report. It is important to reiterate that these data do not reflect training opportunities outside of e-TRAIN. For example, summer training opportunities offered from outside venues, such as International Baccalaureate training opportunities, were not included. During the 2009–2010 school year, 1,994 participants completed G/T and AP training sessions. This represents an unduplicated count for participation in professional development activities through e-TRAIN.

Training information for the AP Summer Institute (N=468), Fall AP Seminar (N=175), Spring Exam Prep Workshop (N=202), Pre-AP Middle School Institute (N=40), and IB professional development (N=185) held at Rice University was provided by the Manager of Advanced Academics. A total of 1,070 participants completed training at Rice University. This reflects a duplicated count of participants.

In the district, there were 6,377 participants who completed G/T, AP, or IB training. Since participants may take more than one course, the participation represented a duplicated count. Since the state and district require G/T teachers to receive a minimum of six hours of professional development, there were a total of 1,738 teachers that earned six or more hours during the 2009–2010 school year. This represents an unduplicated count from courses offered through e-TRAIN.

Appendix B summarizes the professional development completed based on e-TRAIN courses. For the 2009–2010 school year, the professional development opportunities focused

on Pre-AP training (Laying the Foundation), AP Potential, and Renzulli training. There were a number of training sessions designed to provide support to G/T campuses. G/T Coordinator meetings, Regional Office G/T meetings, and Entering Kindergarten G/T Tester Training all occurred during the 2009–2010 school year in order to provide different levels of support for the program.

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

G/T Program Evaluation

According to Texas law, school districts are required to evaluate the effectiveness of G/T programs annually and to include parents in the evaluation process (TEC §11.251-11.253), and to provide an array of learning opportunities for G/T students in kindergarten through grade 11, and to inform parents of the opportunities (TAC §89.3)

Standard 12: Parent/Community Communication and Involvement and Standard 13: Evaluation

The Department of Research and Accountability has conducted an annual evaluation of the G/T program since the 2001–2002 academic year (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; and 2009). Data collected from the evaluations have been used at the administrative and campus levels. Program information for parents may be disseminated at the campus level in the form of brochures, letters, flyers, open houses, meetings, and/or posted on the HISD or school web site.

District and Campus Improvement Plans

Standard 12: Parent/Community Communication and Involvement and Standard 13: Evaluation

Texas law requires that district and campus improvement plans include provisions to improve/modify services to G/T students (TEC §11.252, §11.253). In order to gauge

compliance at the campus level, 20 Vanguard Magnet and 12 Vanguard Neighborhood school improvement plans were reviewed. Selected schools were from each of the five regions. The schools included: Askew, Carrillo, De Zavala, Herod, James Law, Edgar Lovett, Oak Forest, Pleasantville, River Oaks, Roberts, Roosevelt, Pearl Rucker, Travis, and Windsor Village elementary schools; Burbank, Hamilton, Holland, Jackson, Lanier, Long, Daniel Ortiz, Pin Oak, and Ryan, middle schools; and, Bellaire, Carnegie Vanguard, Cesar Chavez, Jefferson Davis, and George Scarborough high schools. Rogers (K–8) and Carter Woodson (K–8), two combined schools, were also reviewed.

The following areas were analyzed with respect to the school improvement plan: G/T program goals, program design, student achievement, informing parents/community, recruitment/assessment, professional development, needs assessment/action plan, and budget. A total of 28 schools provided information concerning the G/T program goals which included formative and summative practices and strategies; for program design, a total of 27 campuses provided descriptions that ranged from providing data on the G/T population from the school to providing an in-depth description of the program model or models implemented.

Six campuses provided student achievement data on the G/T population. Since G/T students are served at the secondary level through Advanced Placement courses, one school outlined the need to contact parents in order to communicate the benefits afforded through the AP program, and provided financial information on how AP award and incentive money would be used to subsidize AP tests. One school included information on the necessity of targeting G/T identification and introducing more rigor into the curriculum. Thirteen campuses provided information on the professional development opportunities available so that the campus was in compliance with the annual 6-hour professional update.

Nine campuses included a needs assessment/action plan concerning strategies for serving the G/T students with formative and summative outcome measures. Seven schools provided information concerning the expenditure of G/T funds and or funding sources directed to support the G/T program.

When comparing School Improvement Plans over the last two years, there was a marked improvement regarding information included, particularly setting specific G/T program goals with formative and summative outcome measures and strategies to incorporate. There was only one school that did not include any aspect of their Vanguard program, and four schools that did not include any G/T program goals.

Campus Shared Decision-Making Committee

G/T Program input was sought from parents that served on the Campus SDMC for the 2009–2010 school year with regard to the selection of the G/T Instructional Delivery Model. One hundred and seventy-one principals provided documentation. Parents were active participants in this important process.

G/T Expo

For 2009–2010, selected elementary campuses hosted a G/T Expo to share with parents and community members their students' advanced products. Seventy-five campuses hosted a G/T Expo on their campus and invited parents and community members to attend.

The West Region hosted their Gifted and Talented Expo at Pin Oak Middle School on Saturday, May 22, 2010. Thirty-two elementary and middle schools participated with 469 projects produced by 622 students. The approximate attendance was between 3,000 to 3,200 students, parents/families, district staff members, and community members. This exceeded last year's numbers by 169 projects, 122 students, and 3 schools.

Discussion

A quality G/T program must comply with state guidelines as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*, which forms the basis of program accountability for state mandated services (TEC §29.123). There are five components addressed in the plan:

- Student Assessment,
- Service Design,
- Curriculum and Instruction,
- Professional Development, and
- Family-Community Involvement.

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the G/T program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the G/T program operated in compliance with the policies and procedures developed by the legal and administrative authorities. In addition to addressing issues of compliance to state mandates, baseline data were collected for each of the 14 G/T Standards from 2006–2007 and compared to the third year of implementation in 2009–2010.

Program Services

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

Previously, Vanguard Magnet students were served in homogenous classrooms while the predominant model used by the Vanguard Neighborhood program was to integrate G/T students in the regular classroom (Department of Research and Accountability, 2006). Vanguard

Magnet programs had strict enrollment goals so that class sizes rarely exceeded the state requirements. Since all G/T students at the Vanguard Neighborhood schools required program services, waivers would be obtained if needed.

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

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

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

variables that can greatly impact successful implementation.

There are currently 67 schools for which fewer than 3 students were identified as G/T on a particular grade level. According to state mandates, G/T students are required to work at least part of the instructional day with their cognitive peers (minimum of 3 students). In a setting without peer interaction, an important part of the educational process is lost. In a Vanguard Neighborhood setting, a classroom may be composed of many different types of students such as special education, regular education, G/T, bilingual, and/or ESL. Teachers must address the needs of all of their students; it is difficult to find time in the instructional day to meet those needs on a daily basis, and the needs of the G/T student are not always met. Where G/T student enrollment has been traditionally low, it may be beneficial to work with schools to ensure that students are identified resulting in a critical mass of G/T students, and ensure that they can work as a group (minimum of 3).

The district provides support to the G/T program by monitoring, training, administering and documenting grants, financial support, regional office support, central office support, and HISD bus transportation.

When comparing the Advanced Academics Department Budget for 2009–2010 and 2010–2011, there was a reduction of \$28,049.30. Among the line items in the departmental budget, testing materials was reduced from \$66,696 in 2009–2010 to \$1000 in 2010–2011. This line item is of particular importance because the reduction in the funding could negatively impact the number of entering kindergarten students identified as G/T. Identifying entering kindergarten students has a positive impact on the G/T program because students are served early in their educational tenure. Moreover, the district receives funding from the state if these entering kindergarten students are coded in the fall PEIMS snapshot.

A second line item in the departmental budget of Advanced Academics centers on In-District Travel. There was a modest increase of \$114 from 2009–2010. To support campuses for

program implementation, personnel make campus visits throughout the academic year to ensure a quality program. To accomplish this, adequate financial resources are needed. The number of staff members available to support campuses has increased from one manager and two G/T specialists in 2009–2010 to 1 manager, four G/T specialists, and 2 AP/IB specialists in 2010–2011, while the amount budgeted has only increased by \$114. The three elementary G/T specialists provide services to approximately 187 elementary schools.

Data were collected during the 2009–2010 school year regarding bus transportation for eligible Vanguard Magnet students. A total of 2,217 Vanguard Magnet students requested information for bus transportation, and a total of 2,042 students were eligible to receive transportation services out of a total of 5,614 Vanguard Magnet students. There was a drop in the number of students that were eligible to receive bus transportation when comparing 2009–2010 to the baseline year, particularly for elementary students. In 2006–2007, 669 elementary students were eligible to ride the bus compared to only 442 in 2009–2010. It is important to understand that the number of eligible students does not necessarily reflect actual bus ridership. Students may request and be eligible for services, but choose not to utilize those services.

Student Assessment

Over the past five years, the percentage of students in HISD identified as G/T has increased, while G/T enrollment at the state level has declined over the same time period. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2006–2007 school year (4.5 percentage points). These data indicate that the district has an over-representation of students in the G/T program, especially when previously published state documentation established that districts should have approximately eight percent of the students identified as G/T (Texas Education Agency, 2002). There are primarily two factors impacting the number of students identified for G/T

program services. These include the policies outlined by the district for student assessment and the logistical aspects of implementing those policies.

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

According to the Texas Education Agency's study, *Equity in Gifted Education*, (2006, p.8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American and Hispanic students are under-represented and White and Asian students are over-represented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are under-represented.

According to the Texas Administrative Code, all populations of the district must have access to assessment and be served. The district offers two universal testing windows, one in

kindergarten, and the other for students entering sixth grade. Based upon information extracted from students applying for the Vanguard Magnet program in kindergarten and sixth grade, the data indicate that minorities apply for the kindergarten and sixth grade Vanguard program at disproportionately lower rates compared to the composition of the district.

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

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

In 2008–2009, the district phased out the use of qualification distinctions (tiers). Previously, students in Tier 1 would receive placement in their first choice school as long as the program did not fill more than 50% of the spaces. These students represented some of the highest achieving students in the district.

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

Curriculum and Instruction

To address curriculum alignment, the Advanced Academics Department developed a curricular framework entitled *Scholars & Knowledge*. The framework consisted of four strands: ascending levels of intellectual demand, concepts, differentiation, and products. Implementation of this curricular framework represents an important step toward ensuring that students make a seamless move from elementary to middle to high school.

On May 27, 2008, HISD released Standard Practice Memorandum 5610.A, a document designed to describe and provide guidelines regarding the implementation of the *Advanced Placement Initiative*. In 2010, this was updated and made into Board Policy (Administrative Regulation) as *EH-Advanced Placement Initiative*. As part of the guidelines, campuses are required to offer Pre-AP and AP courses in the four core content areas (reading/English language arts, mathematics, science, and social studies). Prior to the release of this document, campuses determined which Pre-AP and AP courses to offer (Houston Independent School District (2007b). Although it is important to offer courses in the four core content areas, it is equally important to ensure that there is alignment of the Pre-AP and AP courses offered at both the middle school and high school level

so that students have a seamless transition and a proper foundation. Since G/T students are primarily served at the secondary level through Pre-AP and AP courses, this policy will positively impact the opportunities afforded not only to G/T students, but to all students across the district. Additionally, special issues are faced by magnet schools, which enroll students from all over the district. Developing strategies to ensure that students have the educational foundation so that they are prepared to take advanced classes is paramount.

Standard 6–Curriculum and Instruction, addresses the issue of rigor by ensuring that students in middle school receive instruction daily in the four core content areas (language arts/reading, mathematics, science, and social studies). For 2009–2010, 87.7 percent of G/T middle school students were enrolled in advanced core courses, with only 86.7 percent placed in an advanced course for grade 6. With the production of sixth grade rosters that identify students as G/T, this should assist in properly assigning advanced classes to qualified G/T students. For high school, only 69.8 percent of twelfth grade students in 2009–2010 enrolled in two or more advanced classes compared to 83.7 percent in 2006–2007. Campuses should provide information to parents and students on the benefits of taking advanced courses and college admissions.

An important issue in evaluating the quality of a G/T program is the achievement of its students. With the adoption of the Standards, achievement expectations have been developed. All students taking the Stanford and Aprenda are expected to achieve above grade level. This performance standard was directed more to evaluate campuses than students. The Stanford 10 was renormed in 2009, and therefore, comparisons to 2006–2007 are not appropriate because with any renorming process there will be fluctuations in the data.

A second measure for achievement centers on the TAKS. All G/T students are expected to score at the commended level. The nature and

needs of a G/T student must be considered when performance measures center on the TAKS, especially at the high school level. Students are interested in college preparation, and the TAKS may not be perceived as important as performance on the PSAT, SAT, or AP/IB tests. Percentages meeting commended performance were particularly low when looking at district performance by grade level. Only 42 percent of tenth grade students scored at the commended level on the reading TAKS for 2010.

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

Professional Development

The district has moved forward with regard to creating a database of G/T professional development/training opportunities. For the current year, 1,738 participants completed six or more hours of G/T training, fulfilling the annual state and district professional development requirement. This represents an unduplicated count. The focus on training for the 2009–2010 school year centered on Pre-AP and AP training,

Renzulli training, Vanguard Neighborhood Tester Training, and G/T Meetings for compliance and program implementation. The number of participants does not fully capture the training received by district staff members because not all professional development opportunities are tracked through e-TRAIN.

Family-Community Involvement

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

Analysis of the School Improvement Plans (SIP) from 32 campuses indicated that the majority of schools were including G/T program goals in their SIPs. For the schools that did not include G/T program goals, additional support is needed to assist schools in formulating proactive measures for their G/T students. Alternatively, campuses may be planning appropriately, but not documenting their outcome measures on their SIP.

The G/T 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.

Recommendations

1. Consideration should be given to increasing the level of district support to the G/T program by allocating sufficient funding to continue identifying entering kindergarten students and to increase In-District travel funds so that Advanced Academics personnel can support the implementation of the G/T program across the district.
2. Improve the 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 under-achieving gifted and talented students, and expand/develop mentoring/internship programs.
3. For high school campuses, conduct a needs assessment of the AP program focusing on courses that should be offered along with content areas with low AP performance results, and identify content areas for which qualified teachers are needed.
4. To build capacity and increase the rigor of the G/T program, target professional development needs to those teachers that have low student performance on the Stanford 10/ Aprenda 3 achievement tests and AP exams.
5. To increase student achievement, strengthen the curriculum in middle school so that students have a strong educational foundation not only academically, but also with regard to the development of higher order thinking skills and time management skills.
6. Monitor secondary campuses to ensure that Pre-AP and AP courses are offered in the four core content areas and that course selections are vertically aligned.
7. Provide additional support to those campuses that place fewer than three G/T students in a regular classroom.
8. To ensure compliance with state mandates, continue offering the G/T Expo or similar event that showcases G/T student products and invite parents and community members to the event.

9. Measure the effectiveness of G/T training through surveys and/or classroom observations.
10. In accordance with the Texas State Plan, results of this year's evaluation should be reflected in the district and campus improvement plans.

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Appendix A
Vanguard Neighborhood Campuses with Fewer than 3 G/T Students for At Least One Grade Level

Region Name	School Name
Central	Benbrook Elementary School
Central	Blackshear Elementary School
Central	Dodson Elementary School
Central	Foster Elementary School
Central	Garden Oaks Elementary School
Central	Gregory-Lincoln Education Center (ES)
Central	Hartsfield Elementary School
Central	Houston Academy for International Studies
Central	Peck Elementary School
Central	Stevenson Elementary School
Central	Thompson Elementary School
Central	Wharton Elementary School
Central	Wilson Elementary School
East	Briscoe Elementary School
East	Burnet Elementary School
East	Harris, R. P. Elementary School
East	Oates Elementary School
East	REACH Charter High School
East	Rusk School
East	Tijerina Elementary School
North	Atherton Elementary School
North	Bruce Elementary School
North	Burbank Elementary School
North	Burrus Elementary School
North	Cook Elementary School
North	Crawford Elementary School
North	Dogan Elementary School
North	Durkee Elementary School
North	Highland Heights Elementary School
North	Houston Gardens Elementary School
North	Isaacs Elementary School
North	Kashmere Gardens Elementary School
North	Kennedy Elementary School
North	Ketelsen Elementary School

Appendix A (continued)
Vanguard Neighborhood Campuses with Fewer than 3 G/T Students for At Least One Grade Level

Region Name	School Name
North	Key Middle School
North	McDade Elementary School
North	Osborne Elementary School
North	Paige Elementary School
North	Pugh Elementary School
North	Scott Elementary School
North	Smith, E.O. Education Center (ES)
South	Alcott Elementary School
South	Empowerment College Prep High School
South	Fondren Elementary School
South	Grimes Elementary School
South	Hobby Elementary School
South	Jones High School
South	Kelso Elementary School
South	Petersen Elementary School
South	Reynolds Elementary School
South	Rhoads Elementary School
South	Sterling High School
South	Woodson Elementary School
South	Woodson Middle School
South	Young Elementary School
West	Anderson Elementary School
West	Benavidez Elementary School
West	Briarmeadow Charter Elementary School
West	Briarmeadow Middle School
West	Elrod Elementary School
West	Foerster Elementary School
West	Fondren Middle School
West	Gordon Elementary School
West	Gross Elementary School
West	International HS at Sharpstown
West	Kaleidoscope Middle School
West	Las Américas Middle School
Note: Grades 1-12, excludes KG	
Source: 2009 Fall PEIMS Snapshot	

Appendix B

G/T and ADVANCED PLACEMENT Training, 2009–2010

Course #	Course Title	N	Hours Earned
AD0187	Renzulli Learning System - Alt	9	18
AP4224	Overview: AP Potential WebTool	36	108
AP4225	MTG: AP Coordinators	25	100
AP5000	LTF 9-10: Pre-AP Eng 9-12 (1)	88	616
AP5001	LTF 9-10: Pre-AP Eng 9-12 (2)	82	574
AP5002	LTF 9-10: Pre-AP Eng 9-12 (3)	84	588
AP5003	LTF 9-10: Pre-AP Eng 9-12 (4)	81	567
AP5004	LTF 9-10: New Pre-AP 9-12 Eng1	27	189
AP5005	LTF 9-10: New Pre-AP 9-12 Eng2	24	168
AP5006	LTF 9-10: New Pre-AP 9-12 Eng3	20	140
AP5007	LTF 9-10: New Pre-AP 9-12 Eng4	18	126
AP5008	LTF Holistic ELA Assmt Tools	15	90
AP5012	LTF 9-10: Pre-AP Eng 6-8 (1)	256	1792
AP5013	LTF 9-10: Pre-AP Eng 6-8 (2)	232	1624
AP5014	LTF 9-10: Pre-AP Eng 6-8 (3)	199	1393
AP5015	LTF 9-10: Pre-AP Eng 6-8 (4)	175	1225
AP5016	LTF 9-10: New Pre-AP 6-8 Eng1	31	217
AP5017	LTF 9-10: New Pre-AP 6-8 Eng2	32	224
AP5018	LTF 9-10: New Pre-AP 6-8 Eng3	28	196
AP5019	LTF 9-10: New Pre-AP 6-8 Eng4	27	189
AP5100	LTF 9-10: Pre-AP Math 9-12 (1)	142	994
AP5102	LTF 9-10: Pre-AP Math 9-12 (2)	110	770
AP5103	LTF 9-10: Pre-AP Math 9-12 (3)	120	840
AP5104	LTF 9-10: Pre-AP Math 9-12 (4)	116	812
AP5105	LTF Holistic Math Assmt Tools	11	66
AP5109	LTF 9-10: Pre-AP Math 6-8 (1)	246	1722
AP5111	LTF 9-10: Pre-AP Math 6-8 (2)	232	1624
AP5112	LTF 9-10: Pre-AP Math 6-8 (3)	209	1463
AP5113	LTF 9-10: Pre-AP Math 6-8 (4)	207	1449
AP5200	LTF 9-10: Pre-AP Biology (1)	27	189
AP5201	LTF 9-10: Pre-AP Biology (2)	25	175
AP5202	LTF 9-10: Pre-AP Biology (3)	29	203
AP5203	LTF 9-10: Pre-AP Biology (4)	25	175
AP5204	LTF 9-10: Pre-AP Chemistry (1)	33	231
AP5205	LTF 9-10: Pre-AP Chemistry (2)	30	210
AP5206	LTF 9-10: Pre-AP Chemistry (3)	23	161
AP5207	LTF 9-10: Pre-AP Chemistry (4)	25	175
AP5208	LTF 9-10: Pre-AP Physics (1)	18	126
AP5209	LTF 9-10: Pre-AP Physics (2)	17	119

Appendix B (continued)
G/T and ADVANCED PLACEMENT Training, 2009–2010

Course #	Course Title	N	Hours Earned
AP5210	LTF 9-10: Pre-AP Physics (3)	18	126
AP5211	LTF 9-10: Pre-AP Physics (4)	15	105
AP5212	LTF Holistic Sci Assmt Tools	7	42
AP5218	LTF 9-10: Pre-AP Sci 6-8 (1)	127	889
AP5219	LTF 9-10: New Pre-AP 6-8 Sci 1	17	119
AP5220	LTF 9-10: Pre-AP 6-8 Sci 2	140	980
AP5221	LTF 9-10: Pre-AP 6-8 Sci 3	131	917
AP5222	LTF 9-10: Pre-AP Sci 6-8 (4)	111	777
AP5223	AP Biology Exam Prep Strateg	15	90
AP5225	AP: Calculus AB Exam Prep Strg	14	84
AP5227	AP: English Lan Exam Prep Strg	24	144
AP5228	AP English Lit Exam Prep Strtg	26	156
AP5229	AP Environmental Sci Exam Prp	5	30
AP5230	AP Macroeconomics Exam Prep	8	48
AP5231	AP US Gov & Politics Exam Prep	11	66
AP5232	AP US History Exam Prep Stg	21	126
AP5233	AP World Hist Exam Prep Stratg	21	126
CD0107	Overview: Cent Rg G/T Strateg	42	1,260
ED0147	MTG: AP 9-12 Teachers - East	97	291
ED0412	MTG: East G/T Coordinatrs PK-8	31	77.5
ED0413	MTG: East G/T Coordinatrs PK-8	26	65
ED0414	MTG: East G/T Coordinatrs PK-8	30	75
ED0415	MTG: East GT Coordntrs Gr PK-8	26	65
ED0416	MTG: East PK-8 G/T Coordinatrs	19	47.5
GT0116	MTG: Regional Ofc G/T Mgrs 10	2	4
GT0128	CELC: G/T Coordinators K-12	172	516
GT0129	MTG: Regional Ofc G/T Mgrs (1)	6	12
GT0130	MTG: Regional Ofc G/T Mgrs (2)	4	6
GT0131	MTG: Regional Ofc G/T Mgrs (3)	6	9
GT0133	MTG: Regional Ofc G/T Mgrs (5)	5	7.5
GT0140	MTG: 6-12 G/T Coordinators 1	65	130
GT0141	MTG: 6-12 G/T Coordinators 2	46	92
GT0142	MTG: 6-12 G/T Coordinators 3	24	48
GT0143	MTG: 6-12 G/T Coordinators 4	59	118
GT0145	TOT: Adv Renzulli Stratg K-5	128	1,536
GT0146	TOT: Advcd Renzulli 6-12 Strtg	20	240
GT0147	TOT: Intro Renzulli K-5 Stratg	81	972
GT0148	TOT: Intro Renzulli 6-12 Strtg	60	720
GT0149	Renzulli K-12 Unit Supplements	17	51

Appendix B (continued)
G/T and ADVANCED PLACEMENT Training, 2009–2010

Course #	Course Title	N	Hours Earned
GT0150	Renzulli Super-Starters/TPSP	16	48
GT0151	Renzulli Differentiation Plus	37	111
GT0152	Renzulli RLS Enrich ELLs	22	66
GT0153	Renzulli K-12 Projects G/T Expo	44	132
GT0154	Renzulli PSP 6-12 Overview	3	9
GT0155	TOT: Renzulli Media Specialts	16	48
GT0156	TOT: Renzulli - Reg Ofc Mangrs	2	6
GT0163	INTRO: New Enter-K GT Tester	97	582
NR1215	MTG: K-5 G/T Coordinators	95	190
NR1235	Overv: Renzulli LS - North	15	52.5
NR1248	AP/Pre-AP 9-12 ELA/Spn - North	26	78
SP0034	SIS Gifted & Talented	17	34
SU0292	MTG: South Rg PK-5 Vangd Coord	68	136
WD0187	MTG: K-5 G/T Coordinators	38	76
Duplicated e-TRAIN Count		5,307	34,384
Unduplicated e-TRAIN count		1,994	
Source: e-TRAIN 2009–2010			

Appendix C

HISD High School G/T Advanced Placement Participation and Examination Performance by Campus, 2007

Campus	G/T Participation Rate			AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Number Scoring 1–5	Number Scoring 3–5	% Passing
Austin	185	76	41.1	121	12	9.9
Bellaire	1,113	703	63.2	2,109	1809	85.8
Carnegie Vanguard	349	132	37.8	254	158	62.2
Challenge	143	37	25.9	43	27	62.8
Chavez	247	157	63.6	330	67	20.3
Davis	162	63	38.9	74	10	13.5
DeBakey	277	160	57.8	384	303	78.9
Eastwood	85	2	2.4	2	*	*
Furr	47	21	44.7	51	9	17.6
Houston	227	110	48.5	189	8	4.2
HSLECJ	189	50	26.5	86	41	47.7
HSPVA	664	180	27.1	400	277	69.3
Jones	50	20	40.0	31	0	0.0
Jordan	52	7	13.5	14	1	7.1
Kashmere	15	4	26.7	5	*	*
Lamar	1,143	39	3.4	39	31	79.5
Lee	88	43	48.9	96	13	13.5
Madison	197	84	42.6	112	6	5.4
Milby	260	127	48.8	232	78	33.6
Reagan	232	82	35.3	131	15	11.5
Scarborough	57	12	21.1	19	4	21.1
Sharpstown	72	26	36.1	53	5	9.4
Sterling	77	27	35.1	29	1	3.4
Waltrip	353	54	15.3	120	40	33.3
Washington	120	26	21.7	55	24	43.6
Westbury	139	57	41.0	113	23	20.4
Westside	943	599	63.5	1,205	684	56.8
Wheatley	79	27	34.2	46	1	2.2
Worthing	61	27	44.3	37	0	0.0
Yates	65	20	30.8	29	1	3.4
HISD	7,691	2,972	38.6	6,409	†	57.0

Source: 2007 College Board Data file extracted 9/18/2007; Fall PEIMS Snapshot: 2006–2007 enrollment data and G/T status;
 Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 51 students in 2007. HISD 9–12 enrollment reflects only G/T enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.

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

*Scores not reported for less than 5 students.

Appendix D

HISD High School G/T Advanced Placement Participation and Examination Performance by Campus, 2010

Campus	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	% Rate	Number Scoring 1–5	Number Scoring 3–5	% Passing
Austin	155	95	61.3	74	21	12.1
Bellaire	1,018	599	58.8	2,005	1,759	87.7
Carnegie Vanguard	425	353	83.1	714	459	64.3
Challenge	137	60	43.8	81	50	61.7
Chavez	161	112	69.6	202	44	21.8
Davis	149	84	56.4	155	28	18.1
DeBakey	366	281	76.8	731	627	85.8
East Early College HS	150	32	21.3	40	8	20.0
Eastwood Academy	106	75	70.8	150	53	35.3
Empowerment College Prep	2	1	50.0	*	*	*
Furr	59	24	40.7	41	7	17.1
Houston International	43	11	25.6	11	1	9.1
Houston Math/Sci./Tech. Center	102	68	66.7	188	14	7.4
HSLECJ	138	87	63.0	177	36	20.3
HSPVA	638	296	46.4	533	210	39.4
International HS at Sharpstown	18	15	83.3	26	4	15.4
Jones	14	1	7.1	*	*	*
Jordan	118	60	50.8	83	8	9.6
Kashmere	23	13	56.5	19	0	0.0
Lamar	709	37	5.2	37	17	45.9
Lee	75	50	66.7	212	87	41.0
Madison	120	80	66.7	138	9	6.5
Milby	184	107	58.2	255	60	23.5
Mount Carmel Academy	0	2	N/A	*	*	*
Reagan	203	105	51.7	217	51	23.5
Scarborough	41	21	51.2	50	9	18.0
Sharpstown	40	27	67.5	56	7	12.5
South Early College	5	3	60.0	*	*	*
Sterling	57	21	36.8	21	0	0.0
Waltrip	271	102	37.6	227	68	30.0
Washington	92	60	65.2	153	12	7.8
Westbury	101	56	55.4	136	22	16.2
Westside	642	517	80.5	1,084	628	57.9
Wheatley	53	9	17.0	10	0	0.0
Worthing	24	13	54.2	23	4	17.4
Yates	56	30	53.6	65	1	1.5
HISD G/T	6,495	3,507	54.0	8,021	4,304	53.7

Source: 2010 College Board Data file extracted August 14, 2010; 2009 Fall PEIMS snapshot—enrollment and G/T status.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 127 students.

G/T HISD 9–12 enrollment reflects only enrollment for schools participating in A/P testing. There were 108 G/T students from 3 campuses that did not participate in AP testing.

*Scores not reported for less than 5 students.