

MEMORANDUM

May 30, 2008

TO: School Board Members

FROM: Abelardo Saavedra
Superintendent of Schools

SUBJECT: **GIFTED AND TALENTED (G/T) PROGRAMS: 2006–2007**

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 programs: Board-approved Vanguard/Magnet programs or Neighborhood G/T programs. Attached is the evaluation report summarizing the effectiveness of these programs during the 2006–2007 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: Acceptable, Recognized, and Exemplary. All districts are required to meet the accountability measures set forth under the Acceptable category. In addition, the state plan is to serve as a guide for improving program services. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. The evaluation report centered on measuring the effectiveness of the G/T programs based on these five components.

In 2006–2007, a total of 24,376 students attending 265 elementary, middle, and high schools participated in the district's G/T programs. 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 18 elementary campuses participated in the Entering Kindergarten G/T Pilot Program and 92 or 25 percent of the tested applicants qualified for the G/T program at their neighborhood school. On the 2006–2007 Stanford 10 and the Aprenda 3 achievement tests, 92 and 98 percent of the G/T students scored above grade level on the complete battery, respectively. Based upon parent survey information, parents indicated that they would like to receive more information on the G/T program. Based on survey results, parent satisfaction for providing input into their child's G/T program at the campus level was high, with a median score of 8 on a scale from 1 to 10.


_____ AS

Attachment
cc: Superintendent's Direct Reports
Regional Superintendents
Executive Principals
Noelia Garza
Cyndi Boyd
Principals

RESEARCH

Educational Program Report

HOUSTON
Independent School District



Creating a College-Bound Culture

Gifted and Talented (G/T) Programs 2006-2007



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Gifted and Talented (G/T) Programs
2006–2007

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EXECUTIVE SUMMARY

GIFTED AND TALENTED (G/T) PROGRAMS 2006–2007

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, 2006a, p. XIX-1, 2006b, 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, 2000) represents the program accountability plan for state-mandated services regarding G/T students. There are five components that are addressed in the plan:

- Program 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: *Acceptable*, *Recognized*, and *Exemplary*. All districts are required to meet the accountability measures set forth under the *Acceptable* 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 recognized and exemplary measures to improve student services that are not mandated (Texas Education Agency, 2000).

In HISD, G/T students were served through one of two programs implemented in 2006–2007:

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

Vanguard Magnet is a program that is district-wide 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

During the 2005–2006 school year, the Gifted and Talented Peer Examination, Evaluation, and Redesign (PEER) Review Committee was formed in order to examine and evaluate the program design and admission practices regarding the Vanguard Magnet and Vanguard Neighborhood (formerly known as Neighborhood G/T) programs and to report their

findings and recommendations to the HISD Board of Education. The following objectives were addressed:

- Conduct a program review of the effectiveness of Vanguard Neighborhood and Vanguard Magnet programs,
- Review current program designs, and
- Address the admissions policies and specifically the tier system and sibling policy.

During the three-month process, the committee received input from a number of sources, including interviewing parents of children in both G/T programs. This input was incorporated in the findings and recommendations put forth by the G/T PEER Committee.

To address the recommendations of the G/T PEER Committee, the Department of Advanced Academics developed 14 Standards for Vanguard G/T Programs to ensure that quality programs were offered throughout the district. 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 will 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.

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.

Key Findings

1. What program options were provided to G/T students during the 2006–2007 school year, and how does current implementation compare to the Board-approved G/T Standards?
 - Analysis of the instructional delivery model worksheets indicated that two G/T models or a combination of the two G/T models will be implemented across the district for 2007–2008. These included a Homogeneous G/T Classroom (19.0 percent), G/T Clusters in the Regular Classroom (87.7 percent), or a combination of the G/T Homogeneous model and the G/T Clusters in the Regular Classroom model (9.3 percent).
 - Of the 269 campuses that reported offering G/T services, four schools did not identify any G/T students.
 - Although Sections 2, 2.1A, and 2.2A of the Texas State Plan mandate that G/T students served in the regular classroom need to work together with groups (minimum of three), there were 92 campuses that identified fewer than three G/T students for at least one grade level. These schools are out of compliance.
 - Although the Department of Advanced Academics supports the G/T program districtwide, one coordinator retired during

the summer of 2006–2007 reducing the team members available to support the program.

- During the 2006–2007 school year, of the 24,376 G/T students identified in HISD, 87 percent were served in the Vanguard Neighborhood program, and 13 percent were served in the Vanguard Magnet Program.
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 2006–2007, a total of 24,376 students attending 265 elementary, middle, and high schools participated in the G/T program.
 - Although African American students comprise 29.3 percent of the total HISD population in grades K–12, these students represent only 16.9 percent of the G/T population, reflecting an underrepresentation of African American students of 12.4 percentage points.
 - Although Hispanic students comprise 58.6 percent of the total HISD population in grades K–12, these students represent only 43.8 percent of the G/T population, reflecting an underrepresentation of Hispanic students of 14.8 percentage points.
 - Although economically disadvantaged students comprise 76.9 percent of the total HISD population in grades K–12, these students represent only 50.0 percent of the G/T population, reflecting an underrepresentation of economically disadvantaged students of 26.9 percentage points.
 - A comparison of the actual enrollment with the enrollment goals for each Vanguard Magnet school indicated that most schools had a student enrollment that was within 16.0 percent of their enrollment goal, with four schools exceeding their enrollment goals. There were two elementary and four middle schools, however, with student enrollment levels that fell between 34.5 percent and 93.0 percent below their enrollment goal.
 - According to the Standards, Vanguard Magnet kindergarten applicants identified as G/T by meeting district guidelines, will retain their G/T identification status and will be coded on the Public Education Information Management System (PEIMS) database and funded accordingly for the 2007–2008 school year.
 - A total of 18 elementary campuses participated in the Entering Kindergarten G/T Pilot Program. Out of the 373 applicants who were tested, 92 or 25 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 on the PEIMS database and funded accordingly for the 2007–2008 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 required to perform above grade level on the Stanford 10 and the Aprenda. Baseline Stanford 10 data from 2006–2007 indicated that 92 percent of the students scored above grade level on the complete battery.
 - Baseline data for 2006–2007 on the Aprenda 3 achievement test indicated that 98 percent of the G/T students scored above grade level on the complete battery.

- According to Standard 8–Student Success (Expectations), G/T students were required to score at the commended level on Texas Assessment of Knowledge and Skills (TAKS). Baseline English TAKS commended performance data for the 2006–2007 school year indicated that the percent of G/T students scoring at the commended level ranged from 40.8 percent on the science subtest to 66.8 percent on the social studies subtest districtwide.
 - Baseline Spanish TAKS commended performance data for the 2006–2007 school year indicated that the percent of G/T students scoring at the commended level ranged from 49.2 percent on the writing subtest to 62.2 percent on the reading subtest.
 - Over 60 percent of the HISD Advanced Placement (AP) test-takers in 2007 were identified as G/T students.
 - For 2007, a total of 6,417 AP exams were taken by G/T students, and 57.0 percent of the scores were three or higher on a scale of one to five. Scores of three or higher typically qualified a student to receive college credit, advanced placement, or both.
 - Although HISD G/T test-takers outperformed state test-takers on the percentage of exams scored at three or higher, national test-takers slightly exceeded the performance of G/T test-takers.
 - For 2007, AP test participation varied markedly by campus. G/T high school participation rates ranged from 2.4 percent at Eastwood Academy to 63.6 percent at Cesar Chávez High School.
 - For 2007, less than 10 percent of the AP exams scored at three or higher taken by G/T students at Stephen F. Austin, Sam Houston, Jesse Jones, Barbara Jordan, James Madison, Sharpstown, Ross Sterling, Phillis Wheatley, Evan Worthing, and Jack Yates high schools.
 - The percentage of G/T AP tests scoring three or higher by Asian and White students exceeded that of African American and Hispanic students.
 - In May of 2007, 313 HISD G/T students took a total of 859 International Baccalaureate examinations (IB), where 80.8 percent scored a four or above on a scale from one to seven.
 - In 2007, Bellaire had the highest percentage (95.7 percent) of G/T IB exams scoring four or above, while Mirabeau Lamar had the highest number of G/T students taking IB examinations (n=259).
 - For 2006–2007, 26 Bellaire and 58 Lamar G/T students achieved the IB diploma.
4. What evidence indicated that personnel involved in the G/T program met state mandates regarding professional development and certification?
 - Based upon data extracted from the Public Education Information Management System (PEIMS), a total of 936 full-time teachers provided instruction for G/T students during the 2006–2007 school year reflecting 7.7 percent of the teachers districtwide. Due to coding practices, the number of teachers providing instruction for G/T students is underrepresented.
 - Professional development data extracted from e-TRAIN is under-represented because campuses may hire consultants or participants may attend training that is not tracked on e-TRAIN.
 5. To what extent did the district encourage community and family participation in services designed for G/T students?

- Based on G/T parent survey information, respondents were not aware of the type of G/T program in which their child was participating.
- Based on G/T parent survey information, parents indicated that they would like to receive more information on the G/T program.
- Parental satisfaction for providing input into their child's G/T program at the campus level was high, with a median score of 8.0 on a scale from 1 to 10 based on survey results.

Recommendations

1. To ensure that a quality G/T program is in place according to the *Texas State Plan*, continue monitoring the G/T program, especially those campuses where program enrollment levels are low and where participation and performance data are low. Consider providing additional support to these campuses to improve the quality of the program.
2. Target recruitment efforts for the Vanguard Magnet program at the preschool level, as kindergarten serves as a critical entry point where the racial/ethnic composition is essentially locked-in for the elementary years. With low program attrition, far fewer slots open up in subsequent years.
3. Continue assessing entering kindergarten students from neighborhood campuses. This provides students with G/T program services early in their educational tenure so that an appropriate foundation can be built.
4. Expand the number of administrative and support staff in the Department of Advanced Academics as a measure of district support to the G/T program to ensure that a proactive approach is taken towards implementation of G/T program services.
5. Continue training district personnel on implementing the G/T Curriculum Framework, *Scholars and Knowledge*, as well as Pre-AP/AP strategies to support students in making a seamless transition from elementary to middle to high school.
6. Since campuses select Pre-AP and AP course offerings, issues pertaining to vertical alignment may arise. Consider establishing district guidelines requiring middle and high schools to provide Pre-AP and AP courses in the core content areas.
7. Based on G/T parent survey data, campuses need to more effectively communicate about the G/T program and services being offered.
8. 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 2006–2007

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, 2006a, 2006b).”

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, 2000). The State Board of Education adopted a new plan in November 1996 consisting of five components:

- **Student Assessment:** Ensuring that instruments and procedures used to assess students for program services measure

diverse abilities and intelligence and provide students with an opportunity to demonstrate their talents and strengths.

- **Program Design:** Ensuring a flexible system of viable program options that provide for the development of a learning continuum through the district that reinforces the strengths, needs, and interests of G/T students.
- **Curriculum and Instruction:** Ensuring that curriculum and instruction met the needs of G/T students by modifying the depth, complexity, and pacing of the general school program.
- **Professional Development:** Ensuring that all personnel involved in the planning, development, and delivery of services to G/T students have sufficient knowledge to enable them to offer appropriate options and curricula for G/T students.
- **Family-Community Involvement:** Ensuring that districts regularly encourage community and family participation in services designed for G/T students.

The *Texas State Plan* outlines three different performance measures that may be viewed as a continuum: *Acceptable*, *Recognized*, and *Exemplary*. All districts are required to meet the accountability measures set forth under the *Acceptable* 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 recognized and exemplary measures to improve student services that are not mandated (Texas Education Agency, 2000).

HISD G/T Program Standards

During the 2005–2006 school year, the Gifted and Talented Peer Examination, Evaluation, and Redesign (PEER) Review Committee was formed in order to examine and

evaluate the program design and admission practices regarding the Vanguard Magnet and Vanguard Neighborhood (formerly known as Neighborhood G/T) programs and to report their findings and recommendations to the HISD Board of Education. The following objectives were addressed:

- Conduct a program review of the effectiveness of Vanguard Neighborhood and Vanguard Magnet programs,
- Review current program designs, and
- Address the admissions policies and specifically the tier system and sibling policy.

During the three-month process, the committee received input from a number of sources, including interviewing parents of children in both G/T programs. This input was incorporated in the findings and recommendations put forth by the G/T PEER Review Committee.

To address the recommendations of the PEER Committee, the Department of Advanced Academics developed 14 Standards for Vanguard (G/T) Programs to ensure that quality programs were offered throughout the district. 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. **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 programs implemented in 2006–2007:

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

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: Program 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: Program 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: Program 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: Program Design

Vanguard Magnet

The Vanguard Magnet program (K–12) was a districtwide Magnet program designed to serve G/T students, who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. Vanguard Magnet was a full day program, where students received special instruction in self-contained academic classes that were differentiated (depth, complexity, and pacing) in the four core areas (reading/language arts, mathematics, social studies, and science). By receiving instruction in a homogenous environment, students had the opportunity to work with their cognitive peers. At the secondary level, the Vanguard Magnet program was a college preparatory course of study. Students were encouraged and sometimes required to participate in extracurricular competitions such as *Odyssey of the Mind*, Academic Decathlon, Science Fair, or History Fair. As a Magnet program, Vanguard adhered to Magnet guidelines with respect to the admissions process. Qualified students were provided transportation for the program.

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 2006–2007, 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, T.H. Rogers, William Travis, and Windsor Village Elementary Schools;
- Luther Burbank, Alexander Hamilton, William Holland, Thomas Jackson, Sidney Lanier, Jane Long, James Ryan, and T.H. Rogers Middle Schools; and
- 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, 2007b).

Vanguard Neighborhood

The Vanguard Neighborhood program was designed to provide services for G/T students at their neighborhood schools who met the criteria for identification established by district guidelines. All qualified students were served in their Vanguard Neighborhood program because there were no program enrollment goals.

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 focus was to serve the top five percent of each campus with a differentiated curriculum by modifying the depth, complexity, and pacing of the general school program. Students were identified and 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, 2006a).

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 one 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.

HISD became the first public school district in the nation to require students to take more demanding Pre-AP (6th–10th) and AP (11th–12th) courses by implementing the *Advanced Placement Initiative*. As part of the initiative, all sixth and seventh grade students were scheduled for Pre-AP Language Arts and Reading classes. Rosters of eighth grade students who passed the previous years TAKS were created to ensure that students were automatically enrolled in Pre-AP English. Since HISD continues to endorse the open enrollment policy for all Pre-AP and AP courses, creating the eighth grade roster would in no way preclude any student from participating. This initiative provided middle school students with the necessary foundation to become successful in taking AP courses in high school. Pre-AP program course offerings varied at every campus.

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, 2006). Other benefits afforded to students included opportunities that led to scholarships, such as the AP Scholar awards. AP program course offerings varied at every campus.

IB Programs

In the spring of 2005, three HISD elementary schools became the first elementary schools in Texas to be named IB schools. River Oaks, Oran Roberts, and Mark Twain elementary schools successfully competed against 3,000 others throughout the country to join the select group of 30 elementary schools in the United States. 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, 2005–2007).

With the inception of the PYP, HISD became one of only eight districts in North America to have an IB feeder pattern across grade levels. River Oaks, Roberts, and Twain elementary schools “feed” into Lanier Middle School, which “feeds” into Mirabeau Lamar High School.

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, 2007a). 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

Admission into the G/T program was determined by criteria established by the Board and according to the Texas Education Code §29.122 and the Texas Administrative Code §89.1. According to the *Elementary and Secondary Guidelines* (2006a, 2006b), applicants were assessed using multiple criteria which may have included some of the following:

- Ability Testing,
- Achievement Testing,
- Teacher Observation,
- Parent Observation (K–5),
- Exhibits (6–8),
- Grades, and
- Overcoming Obstacles (English Language Learners, Special Education/504, or Low Socio-economic Status).

Entry Procedures for G/T

In order to be assessed for the G/T program, parents secured and completed either a Vanguard Magnet or a Magnet Neighborhood application form. Application forms were available on the HISD Connect Web Site, through the Department of Advanced Academics, Magnet Department (Vanguard program), or through the school. For Vanguard Magnet schools, parents submitted only one application to their first choice school. Eligible students resided within HISD boundaries or had an approved transfer. Out-of-district students would be charged tuition according to the approved rate of each school. Applications were reviewed by a centralized admissions committee for Vanguard Magnet and by a campus based admissions committee for the Vanguard Neighborhood program.

Centralized Admissions Committee

For all Vanguard Magnet applicants, coordinators scored and recorded information on the district approved G/T Profile sheet. Using a centralized admissions committee, which consisted of at least three members trained in G/T education, the profile sheets were reviewed to determine those applicants meeting district criteria. Applicants indicated their top three choices for school locations. Those students who qualified for the Vanguard Magnet program

were classified into three different groups, Tier I, Tier II (applicants with a profile score of 62 or above), and Tier II (applicants with a profile score between 56-61). Tier I applicants represented the top qualifying applicants according to district criteria and received placement in their first or second choice program location. Tier I was applicable for the following grade levels: kindergarten, first grade at River Oaks Elementary, fourth grade at T.H. Rogers, and all sixth grades. Tier II qualified applicants received their first choice location if space was available. If there were more qualified applicants than spaces available, applicants were assigned to their program location according to a centralized lottery process. The applicant may have been placed on a waiting list determined by the lottery process.

Parents were notified by mail 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. At the kindergarten level, parents who chose to decline the Vanguard Magnet program and enrolled their child in a neighborhood school, lost their G/T identification status. However, these parents would have the opportunity for their child to be reassessed during their kindergarten year and, if identified, their child would be provided G/T services in their neighborhood school by March 1, 2007. For grades 1–5, students that qualified for Vanguard Magnet, but did not accept a Vanguard placement location, automatically qualified for their Vanguard Neighborhood program, pending parents completing the application and the neighborhood campus receiving a copy of the completed district G/T Profile sheet.

Campus-Based Admissions Committee

For all Vanguard Neighborhood applicants, the assessment process for nominated students included the completion of the district approved G/T Profile sheet. The student G/T profile sheet 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. For the current academic year, students enrolled in kindergarten were assessed, identified, and provided services by March 1, 2007.

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 one 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. A Tier I sibling received

priority in program assignment. However, no Tier I student would be displaced from his/her location choice due to a Tier II sibling. Tier II siblings would be considered as Tier I and received preference for program location when there was space available. If a Tier II lottery was held, the siblings would go through the process and be placed in order of their lottery number at the top of the waiting list. Siblings qualifying through the appeals process would be placed on the waiting list below other qualified siblings and above other non-sibling applicants (Houston Independent School District, 2006a, 2006b).

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). **Appendix A** graphically summarizes the goals for each of the five components of the *Texas State Plan*. The goals as they related to the G/T program were to:

- Provide a flexible system of viable program options that provide a learning continuum throughout the district and reinforce the strengths, needs, and interests of G/T students (Program Design);
- Ensure instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths (Student Assessment);
- Meet the needs of G/T students by modifying the depth, complexity, and pacing of the general school program (Curriculum and Instruction);
- Ensure all personnel involved in the planning, development, and delivery of services to G/T students have knowledge to enable them to offer appropriate options and curricula for G/T students (Professional Development); and,
- Encourage community and family participation in services designed for G/T students on a regular basis (Family-Community Involvement).

Program Personnel

Based upon information extracted from the staff file in the Public Education Information Management System (PEIMS) database, there were 936 full-time teachers responsible for G/T classroom instruction, on 75 campuses in HISD. According to the *District and School Profiles* (Houston Independent School District, 2007b), there were 12,110 teachers in HISD. Therefore, 7.7 percent of the teachers districtwide provided instruction for the G/T student population.

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 supervisors and communicate G/T information to the principal and faculty. According to the *Elementary School Guidelines* (2006a), the Vanguard Neighborhood Coordinator (Grades K–5), performed the following duties and implemented all procedures according to the Vanguard Neighborhood K–5 timeline:

- Communicate Neighborhood G/T K–5 program information to parents concerning the student application process;
- Coordinate assessment and identification of applicants with campus G/T admissions committee;
- Send parent notifications;
- Maintain documentation of faculty's G/T professional development;
- Coordinate development of program design for the campus, based on the number of identified G/T students per grade level;
- Maintain Neighborhood G/T K–5 files of all applicants (qualified and non-qualified);
- Coordinate PEIMS coding of G/T students;
- Submit required program documentation to Regional Office and HISD Advanced Academics Department.
- Attend monthly meetings with Regional Office G/T supervisors and communicate G/T information to principal and faculty.

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 2006–2007 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 2006–2007 academic year, 24,376 students attending 265 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=265) compared to the teacher file (n=75). 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 the Texas Education Agency (TEA) was not complete.

Budget

The annual budget for the G/T Program for 2006–2007 was \$11,158,329. This figure represented both school-based funds of \$10,349,000 and grant funds totaling \$809,329. The budget included \$266,673 for the Department of Advanced Academics.

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.

To accomplish this, the following research questions were addressed:

1. What program options were provided to G/T students during the 2006–2007 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

The G/T students were served in the district by two programs, Vanguard Magnet and Vanguard Neighborhood. However, there was only one code on the Public Education and Information Management System (PEIMS) database identifying G/T students. To identify the particular program (Vanguard Magnet versus Vanguard Neighborhood), a two-step process was implemented. Using the PEIMS database, all G/T students were extracted for the 2006–2007 school year. Next, the G/T students were then matched to Chancery Student Management System (SMS), to identify Magnet

students. G/T students who were matched to the Magnet student file were identified as Vanguard Magnet participants. Those G/T students who were not identified as Magnet students were identified as Vanguard Neighborhood participants. There may be small discrepancies in the number of participants because students entering the district after the PEIMS fall snapshot would not be included in the analysis.

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 because 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 2006–2007 academic year for applications received during the 2005–2006 cycle, and these data were current as of June 2006. Since MATS is a dynamic database, information is updated regularly. Kindergarten and sixth grade applicants were extracted from the 2005–2006 application cycle. Therefore, MATS data from the 2005–2006 school year, which had been archived, were used to track kindergarten and sixth grade students into the 2006–2007 academic year 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. Therefore, the resulting counts may be under-represented.

G/T certification was extracted using PeopleSoft, which contains personnel data. The data may under-represent the true number of teachers that have met the requisite training requirements for providing G/T instruction or making program decisions. Primarily, archived information reflecting those teachers with G/T

certification may not have been entered into the system; however, personnel have hard copies of their qualifications. Information pertaining to those teachers providing G/T instruction was also extracted using the PEIMS database. The total number of G/T teachers and the number of teachers in the district when comparing the data from PeopleSoft and PEIMS were not in accord. Since PEIMS represents a snapshot in time, and PeopleSoft is a dynamic source of information, a greater number of staff members could be tracked. PEIMS also 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.

Data Collection

Student data were obtained using a variety of sources. For the 2006–2007 academic year, demographic, and enrollment, for G/T students were extracted from the PEIMS and Chancery databases. The program description, entry procedures, and student eligibility criteria were extracted from the *HISD Elementary and Secondary Guidelines, 2006–2007* and the *District and School Profiles* (Houston Independent School District, 2006a, 2006b, 2007b). 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 2005–2006. A cohort of G/T qualified kindergarten and middle school students was tracked using the 2005–2006 MATS database and then matched to 2006–2007 PEIMS database to follow-up on the number of students who accepted admission and actually enrolled.

Additional documentation including data for the Entering Kindergarten Pilot Program, G/T Standards, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. Budget information for HISD during the 2006–2007 academic year was extracted from documentation submitted to the Board of Education.

Information with respect to G/T training was provided by the Department of Professional Development Services as an extract from the HISD e-TRAIN database for 2006–2007. 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 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 2006–2007 school year. English and Spanish TAKS data were extracted for G/T students in grades three through eleven for the 2006–2007 school year.

AP test performance for 2007, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via printed reports and electronic database. 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. The 2007 national scores for test performance by subject were extracted from the *National Summary Report* (College Board, AP Central, 2007a). State level data, including the number of AP Subject tests taken along with the percentage of scores that were three or above, were extracted from the *State Summary Report* (College Board, AP Central, 2007b). Participation rates for juniors and seniors were calculated by dividing the number of students tested by the PEIMS snapshot of fall enrollment for the same group. Participation rates for juniors and seniors were calculated across the district and by school.

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 policy is not to report grouped scores for fewer than five students.

G/T Survey

In May, a *G/T Parent Survey* was distributed to randomly selected parents of first and sixth grade students in the Vanguard Magnet and Vanguard Neighborhood programs. The purpose of the survey was to learn about parent satisfaction, communication, and input. There were a total of 18 questions. Out of a total of 1,450 surveys administered, 830 surveys were completed, representing a 57.2 percent return rate. A copy of the survey results can be found in **Appendix B**.

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, the percentage of students that scored a 61 NPR or higher were analyzed at the campus and district levels.

Results

What program options were provided to G/T students during the 2006–2007 school year, and how does current implementation compare to the Board-approved G/T Standards?

Program Design

G/T Program Services

In HISD, G/T students were served through two different programs, Vanguard Magnet or

Vanguard Neighborhood. Out of 296 schools in HISD, 269 campuses offered G/T services. There were 181 elementary campuses offering Vanguard Neighborhood programs (K–5/6), 81 secondary campuses offering Vanguard Neighborhood programs (6–12) and 20 campuses offering Vanguard Magnet programs (K–12). Moreover, 17 of the Board-Approved Vanguard Magnet campuses also offered a Vanguard Neighborhood Program. Out of the 269 campuses offering G/T services, there were four campuses offering a Vanguard Neighborhood program who did not identify any G/T students based upon the PEIMS fall snapshot. These included: Sharon Halpin Early Childhood Center, Las Americas Early Childhood Development Center, William A. Lawson Institute for Peace and Prosperity (WALIPP), and St. John's Academy. For 2006–2007, a total of 20,227 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 4,149 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, approximately, 83 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 17 percent of the G/T students were served through the Vanguard Magnet program.

There were three instructional delivery models that elementary campuses could select in order to serve G/T students. These included the following: G/T Homogeneous Classroom, G/T Clusters in the Regular Classroom, and/or G/T Pull Out/Simple Exchange. The G/T Homogeneous Classroom is where the G/T certified teacher has only district-qualified G/T students in the classroom and has the entire day to differentiate the curriculum in the four core areas. All Vanguard/Magnet programs implement this model. The G/T Clusters in the Regular Classroom model is one in which district-qualified students are grouped with regular students and served by a G/T certified teacher. The G/T Pull Out/Simple Exchange model is one in which the students are removed from the regular classroom or teachers exchange

clusters of district-qualified G/T students on a daily basis. The G/T students are served by G/T teachers, who differentiate the curriculum in the four core areas. Factors such as the number of students, special populations, or departmentalized grade levels influenced how the program was implemented at the campus level. Moreover, campuses, if needed, implemented more than one model so that different models would be implemented depending on the grade level.

According to the *Texas State Plan* Section 2, 2.1A, and 2.2A; G/T students served in the regular classroom needed to work together with groups (minimum of three) of G/T students. An analysis was undertaken to examine the enrollment for elementary and secondary campuses, which were serving G/T students. For 2006–2007, there were 92 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. The number of schools serving G/T students with fewer than three G/T students by grade level ranged from 10 for Alternative/Charter Schools to 22 for the North region.

Standard 1–Program Design

For the 2007–2008 school year, there will be one program name, Vanguard, for all G/T programs. The Vanguard G/T program will be

Table 2. Vanguard Neighborhood Campuses with Fewer than 3 G/T Students for At Least One Grade Level by Region, 2006–2007

Region	Total Schools
Alternative/Charter	10
Central	20
East	12
North	22
South	13
West	15
Total	92

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 will change to a “School Wide Program” (SWP) Magnet model for the 2007–2008 school year. This will eliminate the duality of programs within Magnet schools so that all qualifying students in these schools will be served in the same program. This change will not affect the schools, like T.H. Rogers or Carnegie Vanguard, that operate under the “Separate and Unique School” (SUS) model.

As a SWP, all zoned students will apply for the Vanguard Magnet program, and if qualified, all zoned students will be served. Non-zoned students must apply, qualify, and if space is available, they will be served. Only non-zoned/transfer students will participate in the Vanguard Magnet admission lotteries when there are more qualified applicants than spaces.

Standard 5—Instructional Delivery Models

Schools, with input from parents and teachers, will select the instructional delivery model that best fits the needs of all students on their campus. For 2007–2008, models will include the G/T Homogeneous Classroom, G/T Clusters in Regular Classrooms, or a combination. The Pull Out/Simple Exchange Model is no longer an option.

Campuses were required to send an Instructional Delivery Model Worksheet to their Regional Office by June 1, 2007. Data from 162 campuses were compiled to determine how programs planned to implement their G/T instructional model. **Table 3** summarizes the results for each model. Since campuses may use more than one model, the percentages do not add up to 100 percent. The most frequently selected model was the G/T Clusters in the Classrooms, used by 87.7 percent of the schools.

Table 3. G/T Program Models and Percent of HISD Schools Implementing Each Model, 2007–2008

Instructional Delivery Model	%
G/T Homogeneous Classroom	19.0
G/T Clusters in Regular Classrooms	87.7
Combination	9.3

Note: Totals exceed 100% because some campuses have multiple models. Percentages were based on 162 respondents.

Standard 11—Data Quality and Compliance

Each HISD school will comply with all state and district guidelines regarding the management and operation of Vanguard (G/T) programs, related documentation, and related budgets. The Data Quality Manual for 2007–2008, which includes a section on G/T, has been updated and will be disseminated by the Federal and Compliance Department. Regional G/T managers will receive training on the updates at their regularly scheduled meeting in August 2007, and will work collaboratively with the Advanced Academics Department to ensure data quality and compliance.

Standard 14—District Commitment and Support

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

- HISD bus transportation for qualified Vanguard G/T Magnet students within the transportation guidelines.
- 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.
- 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.
- Central Office support and services provided by the Advanced Academics Department

will include district applications, forms/letters, professional development, instructional monitoring tools, program guidelines, service networking, and parent information/training.

Campus personnel were trained in May on the new Vanguard G/T Program Standards, and will receive information materials (presentations, brochures, etc.) to share with parents and community members. The new standards, identification matrix, and an update on the standards will be posted on the Advanced Academics website.

Baseline data regarding transportation was requested from the manager of bus routing and scheduling for the 2006–2007 school year. **Table 4** summarizes the number of Vanguard Magnet students who requested bus transportation and the number of eligible students. During the 2006–2007 school year, 2,903 Vanguard Magnet students requested bus transportation, and a total of 2,339 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.

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 2006–2007, a total of 24,376 students attending 265 elementary, middle, and high schools participated in the G/T program. **Table 5** 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 during the 2006–2007 school year. A total of 24,376 students were identified as G/T compared to the district enrollment of 186,907 (Grades K–12). The G/T percentage for the district was 13.0 percent.

Table 4. Summary of Vanguard Magnet Students Requesting and Eligible for Bus Transportation, 2006–2007

Vanguard	Requesting	Eligible
Askew	110	55
Carrillo	33	14
De Zavala	68	49
Herod	78	38
Oak Forest	74	29
Pleasantville	51	40
River Oaks	151	136
T.H. Rogers	150	138
Roosevelt	42	23
Travis	79	62
Windsor Village	163	85
Elementary Total	999	669
Burbank	96	41
Carnegie Vanguard	355	340
Hamilton	305	232
Holland	41	42
Jackson	51	24
Lanier	725	690
Long	41	25
T. H. Rogers Middle	288	273
Ryan	2	3
Secondary Total	1,904	1,670
Total	2,903	2,339

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. Since kindergarten students participating in the Vanguard Neighborhood program are not identified prior to the PEIMS fall snapshot, the low enrollment figures primarily reflect students participating in the Vanguard Magnet program.

Figure 1 compares the district and state G/T enrollment for the past five years (Academic Excellence Indicator System, 2003, 2004, 2005, 2006, and 2007). 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 and kindergarten enrollment are included, the overall G/T percentages are lower. The percentage of G/T students identified at the

Table 5. Comparison of G/T Student Population to the District Population, 2006–2007

Grade	G/T N	District N	GT Percentage†
K	303	16,408	1.8
First	1,685	18,290	9.2
Second	2,122	16,431	12.9
Third	2,312	15,998	14.5
Fourth	2,398	15,859	15.1
Fifth	2,435	14,454	16.8
Sixth	1,671	14,118	11.8
Seventh	1,904	14,101	13.5
Eighth	1,796	13,552	13.3
Ninth	1,811	16,010	11.3
Tenth	2,118	12,159	17.4
Eleventh	2,026	10,192	19.9
Twelfth	1,795	9,335	19.2
Total*	24,376	186,907	13.0

† 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.

state level ranged from 7.5 percent in 2006–2007 to 7.8 percent in 2002–2003 and 2003–2004. When comparing state G/T enrollment over the five-year period, there was a decrease of 0.3 percentage point. The percentage of G/T students identified at the district level

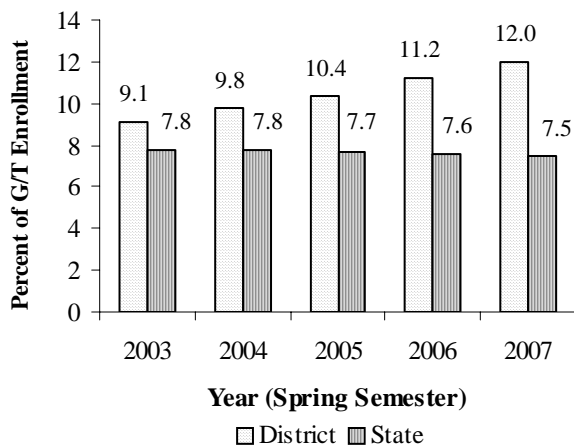


Figure 1. Percent of G/T enrollment, 2003–2007. Note: Scale ranges from 0 to 14 percent, not 100 Percent. Source: AEIS, 2003, 2004, 2005, 2006, and 2007.

ranged from 9.1 percent in 2002–2003 to 12.0 percent in 2006–2007. When comparing district G/T enrollment over the five-year period, there was an increase of 2.9 percentage points. The G/T percentage for the district exceeded that of the state by 4.5 percentage points for 2006–2007.

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 2005–2006 were identified using the MATS database. Students in the MATS database were matched with the PEIMS and Chancery SMS databases for the 2006–2007 school year to track those that applied, accepted and actually enrolled in a Vanguard program.

Archived data from the 2005–2006 MATS database were used to analyze the total applicant pool and the subsequent enrollment in a Vanguard program for the 2006–2007 school year. A total of 2,933 kindergarten and sixth grade students applied to one of the Board-approved Vanguard Magnet elementary or middle schools.

As **Table 6** indicates, the racial make-up of kindergarten Vanguard Magnet applicants for the upcoming 2006–2007 academic year is significantly different from the racial/ethnic make-up of kindergarten students enrolled during the 2006–2007 academic year. African American and Hispanic students apply for Vanguard Magnet at disproportionately lower

Table 6. Kindergarten and Sixth Grade Vanguard Applicants Compared to HISD by Race/Ethnicity

Race/Ethnicity	Vanguard Applicants		District Enrollment	
	N	%	N	%
Kindergarten				
African Am.	205	17.3	4,157	25.3
Asian	180	15.2	500	3.0
Hispanic	330	27.9	10,444	63.7
Native Am.	6	0.5	16	0.1
White	449	37.9	1,291	7.9
Missing	14	1.2	0	0.0
Total	1,184	100.0	16,408	100.0
Sixth				
African Am.	349	20.0	4,347	30.8
Asian	161	9.2	396	2.8
Hispanic	790	45.2	8,289	58.7
Native Am.	1	0.1	7	0.0
White	448	25.6	1,079	7.6
Total	1,749	100.0	14,118	100.0

Source: 2005–2006 Magnet Applicant Transfer System (MATS) and PEIMS 2006–2007

rates than they are represented in the HISD kindergarten population by 8.0 and 35.8 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 30.0 and 12.2 percentage points, respectively.

Racial/ethnic differences also exist when comparing sixth grade applicants to the sixth grade population, but to a lesser extent. The percentage of African American and Hispanic applicants is disproportionately lower by 10.8 and 13.5 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 18.0 and 6.4 percentage points, respectively. In part, sixth grade students enrolled in the district since kindergarten have more opportunities to be identified as G/T through teacher nomination, parent nomination, and two universal testing windows (kindergarten and fifth grade).

Table 7 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 Vanguard program by race/ethnicity. For kindergarten, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled

Table 7. Distribution of Kindergarten and Sixth Grade Vanguard Applicants, Acceptance, and Enrollment by Race/Ethnicity

Kindergarten	Race/Ethnicity	Applicants	Accepted	Enrolled	Accepted/Enrolled
		N	N	N	%
	African American	205	74	45	60.8
	Asian	180	86	47	54.7
	Hispanic	330	121	98	81.0
	Native American	6	4	3	75.0
	White	449	209	119	56.9
	Missing	14	5	4	80.0
	Total	1,184	499	316	63.3
Sixth					
	African American	349	138	78	56.5
	Asian	161	119	75	63.0
	Hispanic	790	396	272	68.7
	Native American	1	0	0	0.0
	White	448	331	184	55.6
	Total	1,749	984	609	61.9

Source: 2005–2006 Magnet Applicant Transfer System (MATS) and PEIMS 2006–2007

Note: Accepted includes wait-listed and no-space

in a Vanguard program (81.0 percent), while Asian students were characterized by the lowest percentage (54.7 percent). When looking at total percentages of those enrolled, a slightly lower percentage of sixth grade students accepted and enrolled in a Vanguard program compared with those in kindergarten. Moreover, a greater percentage of sixth grade Hispanic students were accepted and subsequently enrolled in a Vanguard program when compared with White or Asian students.

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 on this research, data from kindergarten through eighth grade is used because students in high school do not participate in the free lunch program, even though they may be eligible; therefore, a more

accurate representation is gleaned by examining K–8 data (Texas Education Agency, 2006). **Table 8** shows the discrepancy of identified G/T students by race/ethnicity when compared to the general population. African American students comprise 28.4 percent of the total HISD population in grades K–8. These students represent 16.7 percent of the total identified G/T population. This is an under-representation of African American students of 11.8 percentage points. Hispanic students represent 60.6 percent of the total population; yet, only 45.3 percent of these students are represented in the G/T population. This is an under-representation by 15.3 percentage points. Alternatively, Asian and White students are over-represented by 7.1 and 19.9 percentage points, respectively.

Table 9 depicts inequities in the G/T population by race when economic status is considered. When examining the percentage of each racial/ethnic group that is economically disadvantaged as determined by eligibility to participate in the free or reduced lunch program, all racial/ethnic groups are under-represented.

Table 8. Discrepancy of Identified G/T students by Race/Ethnicity when Compared to the General Population (K–8), 2006–2007

Race/Ethnicity	# Enrolled	% of Total Population	# of G/T Students	% of Total G/T Population	% Difference Between Total Population and G/T Population
African Am.	39,576	28.4	2,769	16.7	-11.8
Asian	4,222	3.0	1,685	10.1	7.1
Hispanic	84,297	60.6	7,529	45.3	-15.3
Native Am.	83	0.1	21	0.1	0.1
White	11,033	7.9	4,622	27.8	19.9
Total	139,211	100.0	16,626	100.0	

Table 9. Discrepancy of Identified G/T students by Race/Ethnicity and Economic Status when Compared to the General Population (K–8), 2006–2007

Race/Ethnicity	# Enrolled	# of Economically Disadvantaged (ED)	% ED by Race/Ethnicity	# of G/T Students	# of ED G/T	% of ED G/T by Race/Ethnicity
African Am.	39,576	32,790	82.9	2,769	1,776	64.1
Asian	4,222	1,771	41.9	1,685	384	22.8
Hispanic	84,297	76,573	90.8	7,529	6,202	82.4
Native Am.	83	52	62.7	21	8	38.1
White	11,033	2,382	21.6	4,622	358	7.7
Total	139,211	113,568	81.6	16,626	8,728	52.5

Vanguard Magnet K–12 Enrollment by School

For 2006–2007, a total of 4,149 G/T students participated in the Vanguard Magnet program. The elementary and secondary enrollments by school, along with the enrollment goals for each school, are presented in **Figures 2** and **3**. A comparison of the actual enrollment and the enrollment goal for each school indicated that the majority of schools had a student enrollment within 16 percent of their enrollment goal. Moreover, three elementary and two secondary

schools exceeded their enrollment goals. However, there were two elementary and four middle schools where student enrollment levels fell between 34.5 percent and 93.0 percent below their enrollment goals.

The Vanguard Magnet program was designed as a school-within-a-school (SWAS) model on most campuses. The SWAS model is one in which a subset of the student population attending the school is served by the Magnet program at that campus. Moreover, the facilities

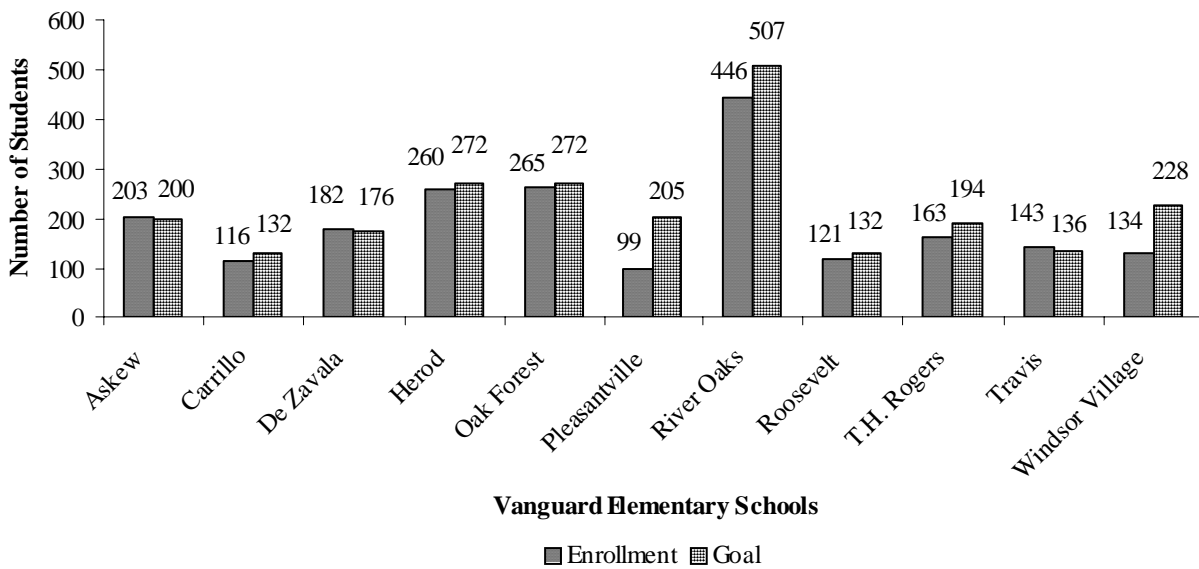


Figure 2. Vanguard elementary enrollment and goal by campus.

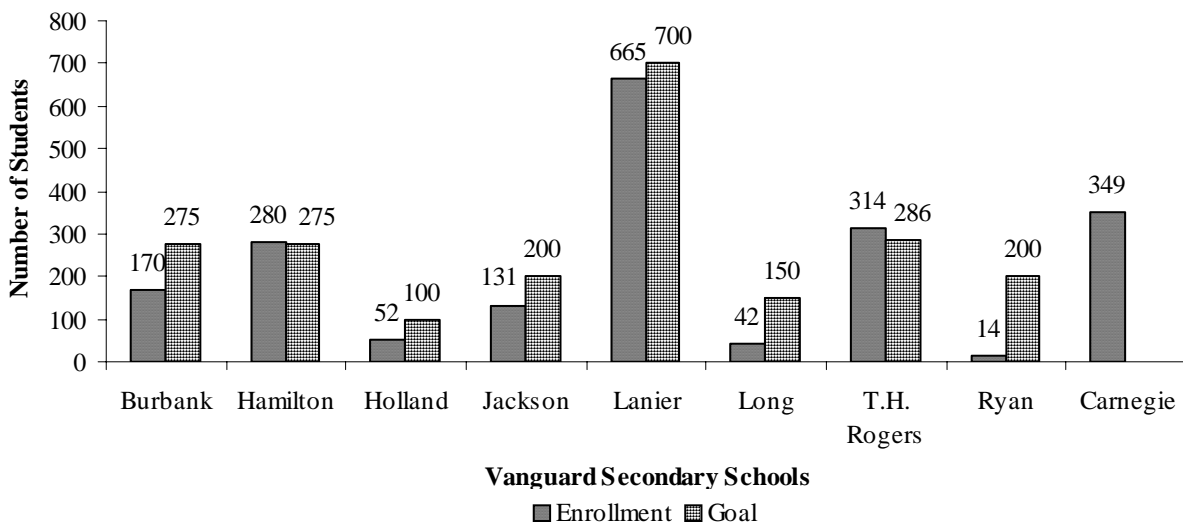


Figure 3. Vanguard secondary enrollment and goal by campus.

are shared by students in the Magnet program and those in the home school. However, Carnegie Vanguard High School is operated as a Separate and Unique School (SUS). As a SUS, there is no home zone and all students attending the school were in the Magnet program.

Vanguard Neighborhood Enrollment by Grade

Table 10 presents the enrollment of students participating in the Vanguard Neighborhood K–5 program. During the 2006–2007 school year, a total of 9,123 students were identified for the Vanguard Neighborhood K–5 program from 181 campuses. The percentage of students identified as G/T increased from <1 percent in Kindergarten to 22.8 percent in fifth grade.

Table 11 presents the enrollment of students participating in the Vanguard Neighborhood 6–12 program. During the 2006–2007 school year, a total of 11,104 students from 91 campuses were identified for the Vanguard Neighborhood 6–12 program. The number of campuses included 9 elementary campuses who offered G/T services to sixth grade students. The percentage of students in middle school (grades 6–8) ranged from 10.0 percent in sixth grade to 11.9 percent in seventh grade. However the percentage of high school students served is comparatively higher. Percentages ranged from 15.4 percent in ninth grade to 18.2 percent in tenth grade.

Table 10. Vanguard Neighborhood Grades K–5 Enrollment by Grade Level, 2006–2007

Vanguard Neighborhood Grades K–5		
Grade	# Enrolled	Percent
Kindergarten	42	0.5
First	1,333	14.7
Second	1,766	19.4
Third	1,926	21.2
Fourth	1,989	21.9
Fifth	2,067	22.8
Total	9,123	100.0

Source: 2006–2007 PEIMS Fall Snapshot

Table 11. Vanguard Neighborhood Grades 6–12 Enrollment by Grade Level, 2006–2007

Vanguard Neighborhood Grades 6–12		
Grade	Enrolled	Percent
Sixth	1,113	10.0
Seventh	1,323	11.9
Eighth	1,267	11.4
Ninth	1,705	15.4
Tenth	2,026	18.2
Eleventh	1,950	17.6
Twelfth	1,720	15.5
Total	11,104	100.0

Source: 2006–2007 PEIMS Fall Snapshot

Comparison of G/T Demographics to the District

Table 12 shows the demographic characteristics of G/T students compared to students in the district during the 2006–2007 school year (K–12). Of the students served in the G/T program, 43.8 percent were Hispanic, 28.9 percent were White, 16.9 percent were African American, and 10.3 percent were Asian. District-wide data indicated that Hispanic students represented the predominant racial/ethnic group (58.6 percent), followed by 29.3 percent African American students, 8.7 percent White students, and 3.3 percent Asian students. The percent of Native American students was

Table 12. Demographic Characteristics of G/T Students and the District

	G/T		District	
	N	%	N	%
Race/Ethnicity				
African Am.	4,127	16.9	54,762	29.3
Asian	2,502	10.3	6,096	3.3
Hispanic	10,671	43.8	109,577	58.6
Native Am.	32	0.1	127	0.1
White	7,044	28.9	16,345	8.7
Gender				
Male	11,286	46.3	95,291	51.0
Female	13,090	53.7	91,616	49.0
Group				
Econ. Disadv.	12,182	50.0	143,737	76.9
Special Ed	458	1.9	19,317	10.3
Bilingual	2,339	9.6	31,453	16.8
ESL	201	0.8	13,665	7.3
ELL	2,642	10.8	47,770	25.6
Total	24,376	100.0	186,907	100.0

comparable to the district. When comparing the demographic profile of students in the G/T program to that of HISD, overall, 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 exceeded the percentage identified for the G/T program by 14.8 percentage points; whereas, the percentage of African American students in the district exceeded the percentage identified for the G/T program by 12.4 percentage points. Alternatively, the percentage of Asian and White students in the G/T program exceeded the percentage in the district by 7.0 and 20.2 percentage points, respectively. Regarding gender, the percentage of females exceeded the percentage of males for the G/T program.

Student demographics were also reported by certain group affiliations such as Special Education, Bilingual, English as a Second Language (ESL), English Language Learners (ELL), and economically disadvantaged. The percentages for each group were markedly different for the five categories. Special Education students comprised 1.9 percent of students in the G/T program, compared to 10.3 percent of the district-wide population. The percentage of Bilingual students in the G/T program was 9.6 percent in contrast to 16.8 percent district-wide. G/T students participating in ESL comprised 0.8 percent compared to 7.3 percent of those students district-wide. G/T students identified as ELL comprised 10.8 percent in contrast to 25.6 percent district-wide. The percentage of economically disadvantaged students, determined by participation in the Free or Reduced Lunch program, was only 50.0 percent for the G/T program; whereas 76.9 percent of students districtwide were categorized as economically disadvantaged.

Vanguard Magnet Demographics

Table 13 summarizes the demographic characteristics by Vanguard Magnet school for the 2006–2007 school year. With regard to race/ethnicity, White students (37.5 percent) represented the major racial/ethnic group

followed by Hispanic students (33.8 percent). When comparing the racial/ethnic percentages with those district-wide, 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 identified for the Vanguard program by 24.8 percentage points; whereas, the percentage of African American students in the district exceeded those identified for the Vanguard program by 15.0 percentage points. Alternatively, the percentage of Asian and White students in the Vanguard program exceeded the percentage in the district by 10.8 and 28.8 percentage points, respectively.

When examining the racial/ethnic composition by school, the percentage of African American students ranged from 1.1 percent at De Zavala to 86.9 percent at Pleasantville Elementary Schools. For Hispanic students, the percentages by campus ranged from 6.7 percent at T.H. Rogers to 94.8 percent at Carrillo Elementary Schools. The percentage of White students ranged from 0.0 percent at Pleasantville Elementary School, Holland, and Ryan Middle Schools to 75.5 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Burbank Middle School to 52.1 percent at T.H. Rogers Elementary School.

Regarding gender, a total of 48.0 percent of the 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 39.7 percent at Roosevelt to 59.6 percent at Holland Middle School. A total of 34.7 percent of the Vanguard students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 6.3 percent at River Oaks to a high of 87.0 percent at Jackson Middle School.

Vanguard Neighborhood Demographics

Table 14 presents the demographic characteristics of students enrolled in the

Table 13. Demographic Characteristics for Vanguard Magnet Students by School, 2006–2007

School	Percent							Econ. Disadv.
	Af.Am.	Asian	Hisp.	Nat. Am.	White	Male	Female	
Elementary								
Askew	11.8	24.1	16.3	0.0	47.8	43.3	56.7	11.3
Carrillo	2.6	1.7	94.8	0.0	0.9	50.0	50.0	72.4
De Zavala	1.1	1.6	94.5	0.5	2.2	50.5	49.5	86.8
Herod	8.5	14.6	11.2	0.0	65.8	45.4	54.6	11.5
Oak Forest	12.5	3.4	26.4	0.4	57.4	44.9	55.1	20.4
Pleasantville	86.9	3.0	10.1	0.0	0.0	42.4	57.6	65.7
River Oaks	8.3	19.3	10.1	0.2	62.1	49.3	50.7	6.3
Roosevelt	21.5	4.1	68.6	1.7	4.1	39.7	60.3	72.7
T.H. Rogers	6.7	52.1	6.7	0.6	33.7	49.7	50.3	10.4
Travis	1.4	7.7	15.4	0.0	75.5	51.0	49.0	7.0
Windsor Village	56.0	7.5	33.6	0.0	3.0	55.2	44.8	73.1
Middle								
Burbank	10.0	0.0	85.3	0.6	4.1	45.3	54.7	80.6
Hamilton	10.0	2.1	61.1	0.0	26.8	43.9	56.1	51.8
Holland	32.7	7.7	59.6	0.0	0.0	59.6	40.4	73.1
Jackson	1.5	0.8	93.1	0.8	3.8	45.8	54.2	87.0
Lanier	11.3	16.8	19.5	0.2	52.2	50.2	49.8	19.1
Long	16.7	26.2	50.0	0.0	7.1	42.9	57.1	83.3
T.H. Rogers	10.5	44.3	15.3	0.0	29.9	50.6	49.4	18.5
Ryan	78.6	7.1	14.3	0.0	0.0	57.1	42.9	71.4
High								
Carnegie	23.8	3.2	29.2	0.3	43.6	48.4	51.6	35.0
Vanguard Total	14.3	14.1	33.8	0.2	37.5	48.0	52.0	34.7
District	29.3	3.3	58.6	0.1	8.7	51.0	49.0	76.9

Source: Vanguard data extracted from the PEIMS and Chancery databases, 2006–2007; District demographics extracted from fall PEIMS database for grades K–12, 2006–2007.

Elementary Vanguard Neighborhood program. Of the 9,123 students identified as G/T for the 2006–2007 school year, 4,277 or 46.9 percent were males and 4,846 or 53.1 percent were females.

Regarding race/ethnicity, Hispanic students represented the largest racial/ethnic group comprising 51.3 percent of the students enrolled in the program. White students comprised 23.2 percent of the program, followed by 16.9 percent African American, 8.5 percent Asian, and 0.1 percent Native American students.

Student demographics were also reported by group affiliation: Economically Disadvantaged, Special Education, Bilingual, ESL, and ELL. The percentage of economically disadvantaged students, which was determined by participation in the Free or Reduced Lunch program was 60.5 percent. Students identified as ELL comprised

Table 14. Demographic Characteristics for Elementary Vanguard Neighborhood Students, 2006–2007

Vanguard Neighborhood (K–5)		
	Enrolled	Percent
Gender		
Male	4,277	46.9
Female	4,846	53.1
Race/Ethnicity		
African Am.	1,540	16.9
Asian	775	8.5
Hispanic	4,681	51.3
Native Am.	7	0.1
White	2,120	23.2
Group		
Econ. Disadv.	5,523	60.5
Special Ed.	200	2.2
Bilingual	2,247	24.6
ESL	141	1.5
ELL	2,469	27.1
Total	9,123	100.0

27.1 percent of the program, followed by Bilingual students (24.6 percent). G/T students who were enrolled in Special Education or ESL represented only 2.2 percent and 1.5 percent of the participants, respectively.

Table 15 presents the demographic characteristics of students participating in the Secondary Vanguard Neighborhood program. Of the 11,104 students identified, 45.2 percent were males and 54.8 percent were females.

Hispanic students represented the largest racial/ethnic group comprising 41.3 percent of the students enrolled in the program. Moreover, 30.3 percent of the students were White, 17.9 percent were African American, 10.3 percent were Asian, and 0.1 percent were Native American.

Student demographics were also reported by group affiliation: Free or Reduced Lunch, Special Education, ESL, and ELL. The percentage of economically disadvantaged students, which was determined by participation in the Free or Reduced Lunch program was 47.0 percent. G/T students who were enrolled in Special Education represented only 1.1 percent of the participants. Students who were ESL or ELL comprised only 0.3 percent and 0.4 percent of the participants, respectively.

Table 15. Demographic Characteristics for Secondary Vanguard Neighborhood Students, 2006–2007

Vanguard Neighborhood (6–12)		
	Enrolled	Percent
Gender		
Female	6,087	54.8
Male	5,017	45.2
Race/Ethnicity		
African Am	1,993	17.9
Asian	1,141	10.3
Hispanic	4,588	41.3
Native Am	15	0.1
White	3,367	30.3
Group		
Econ. Disadv.	5,218	47.0
Special Ed.	120	1.1
ESL	29	0.3
LEP/ELL	44	0.4
Total	11,104	100.0

Standard 2–Assessment

G/T testing windows for the 2007–2008 school year will be posted on the Student Assessment and Advanced Academics Department websites prior to the start of the school year. In May 2007, the Kindergarten G/T Pilot Program was conducted. In an effort to increase the number of students identified for the G/T program, Vanguard Neighborhood students were assessed prior to entering kindergarten. Out of 373 applicants who were tested, 92 or 25 percent of the applicants qualified for the G/T program. Notification letters were mailed to parents on June 29, 2007. All qualified students will retain their G/T identification status upon entering kindergarten, will be coded on the PEIMS database and funded accordingly for the 2007–2008 school year.

Table 16 summarizes the number of applicants, number of students tested, number of students not tested, number of qualified students, the number of not qualified students, the percent of qualified, and the percent of not qualified students by campus. A total of eighteen elementary campuses participated in the pilot. The campus with the highest number of applicants who qualified was West University with 28.

Standard 3–Identification of G/T Students

In January 2007, schools received the new G/T Identification Matrix along with a memo to explain the changes that were made to the identification process. There is now one G/T Matrix for K–12 so that all G/T students will be assessed using the same identification criteria.

To enable the district to identify and serve students that qualify for the G/T program without having to apply, there will be student rosters of eligible G/T students who are currently in kindergarten and students who are currently entering 6th grade generated. Parents will have to opt in or opt out of the program.

Standard 4–Admissions

Admissions procedures are available through the Elementary and Secondary Guidelines and

Table 16. Kindergarten G/T Pilot Program Assessment Summary

School	# of Applicants	# of Students Tested	# of Students Not Tested	# of Students Qualified	# of Students Not Qualified	% Qualified	% Not Qualified
Ashford	20	19	1	4	15	21	79
Codwell	21	21	0	10	11	48	52
Cook	12	12	0	3	9	25	75
Daily	14	12	2	1	11	8	92
Emerson	14	14	0	6	8	43	57
Franklin	12	11	1	5	6	45	55
Harvard	15	14	1	4	10	29	71
Helms	16	15	1	8	7	53	47
Law	10	4	6	1	3	25	75
MacGregor	25	21	4	0	21	0	100
Mitchell	24	24	0	3	21	13	88
Montgomery	5	5	0	2	3	40	60
Poe	15	12	3	2	10	17	83
R. Martinez	17	15	2	1	14	7	93
Sherman	26	26	0	2	24	8	92
Thompson	26	26	0	10	16	38	62
Walnut Bend	16	16	0	2	14	13	88
West University	108	106	2	28	78	26	74
Total	396	373	23	92	281	25	75

Source: Advanced Academics Department

can be accessed through the Advanced Academics Department website. The Vanguard Neighborhood applications for the 2007–2008 school year are available on the website, and Vanguard Magnet applications for the 2008–2009 school year will be available at the Magnet Open House on November 10, 2007.

There have been some changes regarding the admissions procedures for Vanguard Neighborhood and Vanguard Magnet programs, and the procedures vary to some degree.

For the Vanguard Neighborhood program, there are no enrollment quotas or qualification distinctions (tiers) in the admission process. All G/T students on the campus are served in G/T classes with appropriately trained teachers. All entering kindergarten students who qualify as G/T during the “four year old testing” for Vanguard Magnet Admissions and did not receive and/or accept a space, will keep their G/T qualification and be designated and coded in PEIMS as G/T when they enter 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 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. These schools will follow the established Magnet (transfer) quotas.

- **For Zoned Students**—Zoned students will apply to that specific Vanguard Magnet program (and are not part of the transfer quota for the campus) and if qualified, 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. However, they will be phased out in 2008–2009 admissions cycle. Similarly, qualified siblings of enrolled or wait-listed students were given priority in admissions. Effective 2008–2009, qualified siblings will take up no more than 25 percent of the spaces in the Vanguard Magnet entry grades. If there are more than 25 percent qualified siblings, a lottery will determine which students will be enrolled. If the remaining qualified siblings are not drawn in the regular lottery, there will be 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, Apenda 3, and

TAKS, however, will not be 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 Apenda 3 Performance

The Stanford 10 and Apenda 3 achievement tests were used to assess academic performance for students enrolled in the G/T program for 2006–2007. 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/Apenda, 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.

Table 17 summarizes the number and percent of students taking the Stanford 10 along with the percent of students scoring above grade level for each subtest and the complete battery by grade level. Although there was not a single grade level districtwide for which 100% of the students scored above grade level, mathematics and language represented the two subtests with the highest percentage of students (97 percent)

Table 17. Percentage of G/T Students Scoring Above Grade Level on the Stanford 10 by Grade Level and Subtest, 2006–2007

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N Take	%	N Take	%	N Take	%	N Take	%	N Take	%	N Take	%
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).

meeting the criterion for grades 7 and 8 and grade 4 respectively. The percentages of students scoring above grade level on the reading subtest ranged from 86 percent at grade 5 to 95 percent at grade 11. The percentage of students scoring above grade level on the environment/science subtest ranged from 82 percent in first grade to 94 percent in grade 5 and grade 7. The social science subtest represented the area for which the percentage of students meeting the district criterion was the lowest. Only 72 percent of ninth grade students scored above grade level. For eleventh grade students, 93 percent scored above grade level on the social science subtest. Performance on the complete battery ranged

from 89 percent for 10th grade and 96 percent at 7th grade.

Table 18 summarizes the number and percent of students taking the Aprenda 3 along with the percent of students scoring above grade level for each subtest and the complete battery by grade level. Overall performance on the Aprenda 3 was higher than performance on the Aprenda 3 for participating G/T students; however, the number of students tested on the Stanford was greater. On the Aprenda 3, all of the students in grade 3 scored above grade level on the language subtest. The environment/science subtest represented the one for which performance was lowest. Only 83 percent of first grade students scored above grade level;

Table 18. Percentage of G/T Students Scoring Above Grade Level on the Aprenda 3 by Grade Level and Subtest, 2006–2007

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science		Complete Battery	
	N Take	%	N Take	%	N Take	%	N Take	%	N Take	%	N Take	%
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).

*Scores not reported for less than 5 students.

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.

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 19** 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. Districtwide, 57.6 percent of G/T students scored at the commended level on reading, 53.9 percent scored at the commended level on mathematics, 55.8 percent scored at the commended level on writing, 40.8 percent scored on the commended level on science, and 66.8 percent scored at the commended level on social studies.

Table 20 summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the five subtests by grade level. Districtwide, scores ranged from 49.2 percent on the writing subtest to 71.1 percent on the mathematics subtest. There were no G/T students who took the Spanish TAKS beyond fourth grade precluding any performance results for the science or social studies subtests.

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

In Texas, participation and performance on AP and IB examinations are indicators included in AEIS and the Texas GPA, which recognizes 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 one advanced level class (Pre-AP, AP, Pre-IB, or IB) to remain identified as G/T. As such, AP and IB examination results for G/T students are monitored as part of this evaluation.

Tables 21 and **22** (pages 32 and 33) show district-wide and G/T student participation and

Table 19. Districtwide G/T English TAKS Percent Commended Performance, 2007

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	# Taking	%	# Taking	%	# Taking	%	# Taking	%	# Taking	%
3	1,717	69.4	1,721	60.2						
4	2,049	58.2	2,049	64.6	2,030	45.7				
5	2,385	49.1	2,373	70.2			2,379	58.3		
6	1,630	87.0	1,631	68.5						
7	1,869	57.9	1,869	40.6	1,855	66.7				
8	1,773	78.1	1,773	49.4			1,768	46.8	1,766	71.5
9	1,745	52.7	1,743	47.0						
10	2,074	26.0	2,072	37.8			2,064	28.4	2,065	61.5
11	1,963	51.8	1,968	45.0			1,966	27.3	1,960	68.4
Total	17,205	57.6	17,199	53.9	3,885	55.8	8,177	40.8	5,791	66.8

Table 20. Districtwide G/T Spanish TAKS Percent Commended Performance, 2007

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	# Taking	%	# Taking	%	# Taking	%	# Taking	%	# Taking	%
3	544	59.6	543	65.4						
4	301	67.1	301	81.4	301	49.2				
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	845	62.2	844	71.1	301	49.2	0	0.0	0	0.0

Table 21. Districtwide Advanced Placement Participation and Examination Performance by Campus, 2007

Campus	Districtwide Participation Rate			AP Exams at or Above Criterion		
	9–12 Enrollment ^a	Number Tested	Rate %	Number of Exams	Number Scoring 3–5	Rate %
Austin	1,865	154	8.3	236	21	8.9
Bellaire	3,392	920	27.1	2,501	2,067	82.6
Carnegie Vanguard	349	132	37.8	254	158	62.2
Challenge	379	56	14.8	63	34	54.0
Chavez	2,479	341	13.8	578	119	20.6
Davis	1,577	141	8.9	175	50	28.6
DeBakey	728	211	29.0	462	327	70.8
Eastwood	244	3	1.2	7	*	*
Furr	940	59	6.3	102	18	17.6
Houston	2,540	189	7.4	301	8	2.7
HSLECJ	674	93	13.8	143	59	41.3
HSPVA	664	180	27.1	400	277	69.3
Jones	902	57	6.3	87	0	0.0
Jordan	1,228	77	6.3	113	3	2.7
Kashmere	583	16	2.7	23	0	0.0
Lamar	3,324	67	2.0	67	54	80.6
Lee	2,000	126	6.3	257	37	14.4
Madison	2,492	249	10.0	301	18	6.0
Milby	2,156	206	9.6	358	104	29.1
Reagan	1,715	149	8.7	223	25	11.2
Scarborough	869	44	5.1	61	9	14.8
Sharpstown	1,685	92	5.5	168	36	21.4
Sterling	1,118	57	5.1	63	1	1.6
Waltrip	1,769	79	4.5	159	46	28.9
Washington	1,075	48	4.5	82	29	35.4
Westbury	2,099	131	6.2	226	27	11.9
Westside	2,829	777	27.5	1,457	763	52.4
Wheatley	1,168	63	5.4	99	1	1.0
Worthing	1,030	48	4.7	63	2	3.2
Yates	1,338	46	3.4	58	1	1.7
Johnston Middle School	-	31		31	24	77.4
HISD	45,211	4,842	10.7	9,118	4,318	47.4
Texas	1,271,344	126,232	9.9	230,007	105,740	46.0
Nation	-	1,242,484	-	2,139,489	1,224,816	57.2

Source: 2007 College Board Report; PEIMS 2006–2007 enrollment data; 2007 National Summary Data for Public Schools; 2007 Texas Summary Data for Public Schools; AEIS 2006–2007 State Profile Report.

^a The HISD 9–12 enrollment figure reflects the totals for those high schools in the district that participated in the AP Program.

Note: Bellaire and Lamar offer the International Baccalaureate program.

*Scores not reported for less than 5 students.

performance on AP examinations for 2007. Additionally, participation and performance of Texas test-takers and national test-takers are summarized for comparative purposes. Typically, a score of three qualifies a student to receive advanced placement and/or college credit. Of the 4,842 students districtwide that

participated in taking AP examinations during the 2006–2007 school year, 2,980 or 61.5 percent were enrolled in the G/T program. A higher proportion of HISD students took AP examinations than Texas students (10.7 percent vs. 9.9 percent). HISD students outperformed students in Texas schools by 1.4 percentage

Table 22. HISD G/T Advanced Placement Participation and Examination Performance by Campus, 2007

Campus	G/T Participation Rate			AP Exams at or Above Criterion		
	9–12 Enrollment	Number Tested	Rate %	Number of Exams	Number Scoring 3–5	Rate %
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	89	43	48.3	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
Johnston Middle	-	8	-	8	7	87.5
HISD	7,692	2,980	38.7	6,417	3,657	57.0
Texas	-	-	-	-	-	-
Nation	-	-	-	-	-	-

Source: 2007 College Board Data file; PEIMS 2006–2007 enrollment data and G/T status. G/T identification code was missing for 51 students.

Note: Bellaire and Lamar offer the International Baccalaureate program.

*Scores not reported for less than 5 students.

points for those exams scored at three or higher. However, nationally, students outperformed those in HISD by 9.8 percentage points for those exams scored at three or higher.

When comparing G/T student performance with national and state test-takers, it is important to understand that G/T students represent a special population that are typically identified by

high test scores, and G/T test-taker data were not available at the state and national level. A higher proportion of G/T students took AP examinations than Texas students (38.7 percent vs. 9.9 percent) or HISD students (38.7 percent vs. 10.7 percent). For the 2007 school year, 2,980 HISD G/T students took 6,417 AP examinations, and 57.0 percent of the scores

were three or higher (Table 21). G/T performance on AP examinations scored at three or higher exceeded that for HISD and Texas by 9.6 and 11.0 percentage points, respectively. National test-takers outperformed G/T test-takers for examinations scored at three or higher by 0.2 percentage points.

The level of AP participation and performance varied across the district when looking at school-level data (Table 21). For 2006–2007, high school participation rates ranged from 1.2 percent at Eastwood Academy to 37.8 percent at Carnegie Vanguard High School. High school performance levels ranged from 0.0 percent at Jesse Jones and Kashmere High Schools to 82.6 percent at Bellaire High School. Out of the 30 high schools, only seven met or exceeded the state percentage (46.0 percent) of examinations that scored at three or higher.

AP participation and performance also varied markedly for campuses with G/T students (Table 22). Out of a total of 30 high school campuses, 28 campuses had five or more G/T participants. Levels of participation ranged from 2.4 percent at Eastwood Academy and to 63.6 percent at Cesar Chavez High School. The percentage of exams that were scored at three or higher ranged from 0.0 percent at Jones and Evan Worthing High Schools to 85.8 percent at Bellaire High School. Out of the 28 high schools with five or more G/T participants, only 8 met or exceeded the state percentage of 46.0 percent for examinations that scored at three or higher.

Figure 4 compares the percentage for HISD G/T and National AP tests scoring three or higher by race/ethnicity based upon the total number of G/T AP tests taken for each racial/ethnic group. The percentages of exams scoring three or higher for all racial/ethnic groups of G/T exceeded those for national test-takers, with the exception of Hispanics. National AP exams scoring three or higher by Hispanics exceeded those for HISD by 8.4 percentage points. The percentages for each racial/ethnic group attaining a score of three or above ranged from 26.0

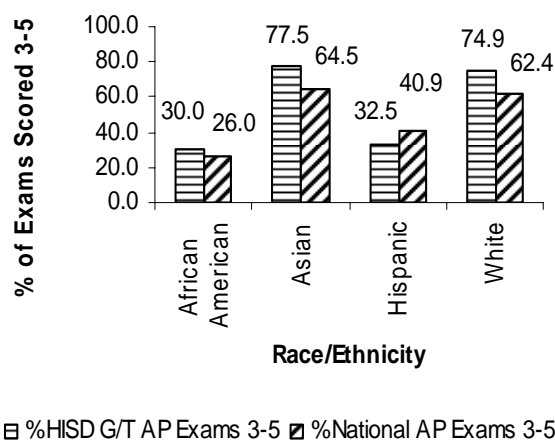


Figure 4. Percentage of HISD G/T and National AP exams scoring three or higher by race/ethnicity, 2007.

percent for African Americans to 64.5 percent for Asians for National AP exams scored at three or higher, and 30.0 percent for African Americans to 77.5 percent for Asians for HISD G/T AP exams scored at three or higher. There clearly is a disparity in the performance levels of African American and Hispanic students compared to White or Asian students.

This pattern is reflected for both G/T and National AP exams that were scored at three or higher, with the percentage of exams taken by White and Asian students scoring three or higher exceeding that of African American and Hispanic students. The differentials in performance among exams taken by White students and exams taken by African American and Hispanic students scoring three or higher were 44.9 and 42.4 percentage points for HISD, respectively. Nationally, the differentials in performance among exams taken by White students and exams taken by African American and Hispanic students scoring three or higher were 36.4 and 21.5 percentage points, respectively.

Table 23 summarizes the number of G/T and district-wide IB test-takers, number of exams, and the percent of exams scoring four or higher by campus for 2007. A total of 417 students took 1,071 IB examinations district-

Table 23. Districtwide and G/T IB Exam Participation and Performance, 2007

School	District			G/T		
	# Taking	# of Exams	% of Exams Scoring 4–7	# Taking	# of Exams	% of Exams Scoring 4–7
Bellaire	59	168	94.6	54	162	95.7
Lamar	358	903	73.8	259	697	77.3
Total	417	1,071	77.0	313	859	80.8

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.

Source: 2007 International Baccalaureate Organization Candidate Results.

wide, with 77.0 percent of the exams scored at four or higher. For G/T students, a total of 313 students took 859 examinations with 80.8 percent scoring four or higher. According to the International Baccalaureate Organization (2006), 79 percent of IB exams scored in the 4–7 range in Texas. Overall, a higher percentage G/T and HISD students received passing scores on the IB examination.

Alternatively, results differed by campus. Districtwide, 59 Bellaire students took a total of 168 IB exams where 94.6 percent of the exams were scored at four or higher. At Mirabeau Lamar High School, 358 students took a total of 903 IB exams where 73.8 percent of the exams were scored at four or higher.

For G/T test-takers at Bellaire High School, 54 students took a total of 162 IB exams where 95.7 percent of the exams scored four or higher. At Lamar High School, 259 students took a total of 697 IB exams where 77.3 percent of the exams were scored at four or higher. Districtwide, only students attending Bellaire High School exceeded the state level of performance where 79 percent of IB exams scored in the 4–7 range.

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 24 depicts the number of candidates and students who earned the IB diploma districtwide and those participating in the G/T program during the 2006–2007 academic year. Overall, there were 93 diplomates districtwide and 84 of them were participating in the G/T program.

The number of IB diploma recipients differed markedly by campus. Districtwide, Bellaire High School had a total of 29 candidates and 26 of these earned an IB diploma. Lamar High School awarded the IB diploma to 67 students out of a total of 89 candidates. For students participating in the G/T program, Bellaire High School had a total of 29 candidates

Table 24. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007

	District		G/T	
	Candidates	Diplomates	Candidates	Diplomates
Bellaire	29	26	29	26
Lamar	89	67	74	58
Total	118	93	103	84

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

Source: 2007 International Baccalaureate Organization Candidate Results.

and 26 of these earned an IB diploma. Lamar High School had 74 candidates and 58 of these earned an IB diploma.

Standard 6–Curriculum and Instruction

All Vanguard programs (Neighborhood or Magnet) will continue to implement the district’s G/T Curriculum Framework, *Scholars & Knowledge*, in grades K–12 for the 2007–2008 school year. Elementary school G/T students will receive instruction in the four core content areas (reading, math, science, and social studies), emphasizing advanced level products. Middle school G/T students will receive instruction daily in the four core content areas (Language Arts, reading, math, 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 will 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 25 summarizes the number and percent of G/T middle school students enrolled in Pre-AP/IBMYP courses in the four core content areas. Percentages range from 78.1 percent in sixth grade to 97.4 percent in eighth grade. Overall, 91.2 percent of G/T middle school students are enrolled in advanced courses in the four core content areas.

Beginning in 2007–2008, G/T students in grades 9–12 must take at least two advanced level courses, rather than one. **Table 26** depicts the number of students taking at least two advanced level courses for the 2006–2007 school year. Overall, 95.2 percent of G/T high school

students enrolled in at least two advanced level courses during the 2006–2007 school year. The grade level with the lowest enrollment was twelfth grade, with 83.7 percent.

Standard 7–Monitoring Program Implementation–Quality-Rigor

For the 2007–2008 school year, measures will be put in place to provide continual monitoring by campus-based, regional, and central office staff in areas that impact instruction and student achievement. Campus-based monitoring strategies will include, but not be limited to:

- **Campus G/T Coordinator**–Each campus principal will designate a Campus G/T Coordinator to assist in implementing the G/T requirements, monitoring classroom instruction, and serving as an information liaison for the regional office, central office, and parents. Campus G/T Coordinators will be paid a stipend, in June from the campus budget.
- **Instructional Delivery Model**–Each campus principal will submit annually to the Regional Superintendent and Executive Principal for approval a copy of the campus G/T instructional model(s) with documentation of the comprehensive analysis and approval by the Campus Shared Decision Making Committee (SDMC).
- **Academic Rigor**–Each campus principal, in collaboration with the leadership team, will establish a process for systematically monitoring teachers’ implementation of the *Scholars & Knowledge* framework. The process shall include random walk-through

Table 25. Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007

	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses
6	1,277	1,636	78.1
7	1,806	1,865	96.8
8	1,723	1,769	97.4
Total	4,806	5,270	91.2

Table 26. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007

	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses
9	1,671	1,700	98.3
10	1,885	1,919	98.2
11	1,556	1,650	94.3
12	706	843	83.7
Total	5,818	6,112	95.2

evaluations of G/T classroom instruction during the first grading cycle, with follow-up observations and/or reviews for improvement as needed, as well as frequent reviews of students' advanced level products.

- **G/T Common Grade Planning**—Each campus principal will provide G/T teachers with opportunities for common-grade planning at least once every grading cycle to ensure alignment of course requirements and review of students' advanced level products.
- **G/T Vertical Team Planning**—Each campus principal will ensure that G/T teachers have opportunities for cross-grade planning at least once every grading cycle to ensure vertical alignment across the grades.

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 and Knowledge*. Although this training is not mandated for administrators or counselors, information on *Scholars and Knowledge* is incorporated in many of the professional development opportunities offered.

HISD G/T Certification

An extract from PeopleSoft, which contains HISD personnel data, indicated that 1,528 staff (teachers, counselors, and administrators) of the 13,031 staff in HISD (11.7 percent) were certified to teach or had the authority for making G/T program decisions on either the elementary or secondary levels during the 2006–2007 school year. Of the 1,528 G/T staff members, 1,410 had completed the G/T Basic 30-hours for Elementary certification. At the secondary level, 724 staff members had completed the G/T Basic 18-hours for certification. Additionally, 13 staff members held a G/T certification and 1,406 staff members held G/T Continuing Education Certificates. The majority of these staff members held a bachelor's degree (67.5 percent), while 31.3 percent held a Master's degree, and only 1.2 percent held a Doctorate. Approximately one-third or more of the G/T teachers were African American (36.7 percent) or White (32.7 percent), while 26.1 percent were Hispanic, and only 4.5 percent were Asian. The 1,528 staff members were located on 252 campuses, with Ruby Sue Clifton Middle School having the highest number of G/T certified staff members, followed by Walnut Bend, Braeburn, and Jonathan Wainwright Elementary Schools, (24, 23, 21, and 20, respectively).

HISD G/T Professional Development: e-TRAIN

The director of e-TRAIN provided an extract of G/T training sessions offered by the district extending from June 1, 2006 through May, 2007. It is important to reiterate that these data do not reflect training opportunities outside of e-TRAIN. For example, summer training through the AP Institute was not included. During the 2006–2007 school year, 1,413 participants completed G/T training sessions. **Table 27** shows the topical areas, derived from the 44 sessions, the type of course, the number of participants completing the session, the number of professional development hours each session warranted, and the total number of hours earned based upon the number of participants. For the 2006–2007 school year, the professional development focus for G/T teachers and

administrators centered on Advanced Placement. In the district, there were 3,126 participants who completed 23,118 hours of training. Since participants may take more than one course, the participation represents a duplicated count.

Standard 9–Professional Development for Administrators

For 2007–2008, Administrators are required by state law to complete 6 hours of G/T training in “Nature and Needs of G/T Students with Program Options.” They are also required to complete a minimum of 3 hours in “Monitoring

Table 27. Summary of e-TRAIN G/T Sessions, 2006–2007

Course Description	# of Participants Completing	# of Hours per Session	Total Hours Earned Based on # of Participants
Advanced Placement			
18-HOUR PRE-AP MS SOC. STUDIES	35	18	630
AP INCENTIVE SCHOOL KICKOFF	64	2	128
AP LEADERSHIP TEAM	21	3	63
LTF 06-07 HS AP ENGLISH DAY 1	63	7	441
LTF 06-07 HS AP MATH DAY 1	6	6	36
LTF 06-07 HS AP MATH DAY 1	30	8	240
LTF 06-07 HS AP SCIENCE DAY 1	25	8	200
LTF 06-07 HS PRE-AP ENG DAY 1	107	7	749
LTF 06-07 HS PRE-AP ENG DAY 2	44	7	308
LTF 06-07 HS PRE-AP ENG DAY 4	89	7	623
LTF 06-07 HS PRE-AP MATH DAY 1	130	8	1,040
LTF 06-07 HS PRE-AP MATH DAY 2	104	7	728
LTF 06-07 HS PRE-AP MATH DAY 4	30	7	210
LTF 06-07 MS PRE-AP ENG DAY 1	227	7	1,589
LTF 06-07 MS PRE-AP ENG DAY 1	111	8	888
LTF 06-07 MS PRE-AP ENG DAY 2	124	7	868
LTF 06-07 MS PRE-AP ENG DAY 4	270	7	1,890
LTF 06-07 MS PRE-AP MATH DAY 1	241	8	1,928
LTF 06-07 MS PRE-AP MATH DAY 2	1	6	6
LTF 06-07 MS PRE-AP MATH DAY 2	215	7	1,505
LTF 06-07 MS PRE-AP MATH DAY 4	96	7	672
LTF 06-07 MS PRE-AP SCI DAY 1	179	7	1,253
LTF 06-07 MS PRE-AP SCI DAY 2	166	7	1,162
LTF 06-07 MS PRE-AP SCI DAY 4	158	7	1,106
LTF 06-07 PRE-AP BIOLOGY DAY 1	34	7	238
LTF 06-07 PRE-AP BIOLOGY DAY 2	32	7	224
LTF 06-07 PRE-AP BIOLOGY DAY 4	31	7	217
LTF 06-07 PRE-AP CHEM DAY 1	34	7	238
LTF 06-07 PRE-AP CHEM DAY 2	38	7	266
LTF 06-07 PRE-AP CHEM DAY 4	32	7	224
LTF 06-07 PRE-AP IPC DAY 1	35	7	245
LTF 06-07 PRE-AP IPC DAY 2	36	7	252
LTF 06-07 PRE-AP IPC DAY 4	32	7	224
LTF 06-07 PRE-AP PHYSICS DAY 1	11	7	77
AP - English			
APS English Vertical Team Mtg2	17	2	34
AP - Science Pre-AP IBC			
AP Science Vertical Team Mtg.	19	2	38
G/T			
REGIONAL OFFICE GT SUPER MTG 2	7	2.5	18
REGIONAL OFFICE GT SUPER MTG 7	5	2.5	13
REGIONAL OFFICE GT SUPERV. MTG	6	2.5	15
SECONDARY GT/AP COORD. MTG.	59	1	59
SECONDARY GT/AP COORD. MTG 2	68	1	68
REGIONAL OFFICE GT SUPER MTG 2	7	2.5	18
Total (Number of Teachers Duplicated)	3,126	300.5	23,118

Academic Rigor and Advanced Level Products in the G/T Classroom.” Training sessions will be conducted for principals beginning in June and continuing through October, 2007. The Professional Development Department will continue to offer “Nature and Needs of G/T Students” for administrators and the 30 hour training. Evidence of training will be documented at the campus level.

Standard 10–Professional Development for Teachers

All elementary teachers will begin attending training for Academic Rigor and Advanced Level Products in August 2007. Additional dates in the spring will be scheduled as needed. Participation lists will be sent to principals upon completion. Secondary teachers will receive their training throughout the 2007–2008 school year.

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

G/T Parent Survey

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)

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; and 2006). 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, meetings, and/or information sessions. Moreover, the Department of Advanced Academics has established a website with program information, application forms, and links for organizations such as The Texas

Association for the Gifted and Talented, National Association for the Gifted and Talented, and the University of North Texas, Gifted Education.

During the spring of 2007, the HISD Department of Research and Accountability sought parental input by administering a survey to parents of first and sixth grade G/T students. A stratified random sample was drawn based upon program, ethnicity, gender, economic status, and grade. The survey, which was administered in May of 2007, focused on parental perceptions about communication, satisfaction, and input. Surveys were returned to the G/T Coordinators on each campus in a sealed envelope. Coordinators sent the surveys to the Department of Research and Accountability in return envelopes that were provided.

During 2006–2007, 1,450 G/T parent surveys were distributed to 152 campuses. Surveys were sent to the parents of enrolled G/T students through the campus G/T Coordinator. A total of 830 surveys were returned, yielding a response rate of 57.2%. **Appendix C** shows the response rates for individual schools and for the stratified random sample drawn from the overall G/T population of first and sixth grade students.

Higher response rates on surveys correspond with greater confidence in the generalizability of survey results. This is due to that fact that, in general, as response rates increase, there is a greater chance that the sample population will resemble the targeted population. As **Table 28** indicates, the G/T first and sixth grade respondents closely resembled the targeted population on the major demographic indicators thereby increasing the confidence in the generalizability of survey results. **Appendix B** summarizes the survey results for the overall G/T program as well as by program design, Vanguard Magnet and Vanguard Neighborhood.

Survey respondents were asked to identify the G/T program for which their child was participating. A total of 51.9% indicated that their child was in the Vanguard Magnet program, 41.6 percent indicated the Vanguard Neighborhood program and 6.5 percent did not identify a program (Appendix B). The results of

the self-reported information were compared to program assignment using Board Policy because parents had indicated that their child was in a Vanguard Magnet program, but that campus was not identified as one of the Vanguard Magnet schools. Out of the 830 respondents, 40.1 percent identified a Vanguard Magnet program, 53.4 percent identified a Vanguard Neighborhood program, and 6.5 percent did not identify either program. The data indicate that more communication is required so that parents are informed about the program design on their campus.

Respondents were asked how often they received information about the G/T program from their school with responses based on a 4-point Likert scale (Appendix B). Overall, 47.2 percent of the respondents indicated that information was received *sometimes*. When looking at the data by program design, 43.2 percent of Vanguard Magnet parents and 50.6 percent of Vanguard Neighborhood parents indicated *sometimes*.

When respondents were asked how information was provided in their G/T program at the campus level, the predominant form of communication was the campus brochure or a

letter sent from the school to the parent’s home. Open houses were the other avenues that campuses used to provide updates and information on the G/T program to parents. For the respondents that indicated “other,” the most frequent responses were Email (n=19), No communication (n=15), phone (n=12), Don’t know (n=12), and newsletters/flyers/notes (n=10) (Appendix B).

Communication about student progress represents an important facet of the program since student’s are required to perform academically based on their entrance agreement. The predominant form of progress was the report card for both G/T programs (92.3 percent). This was followed by a progress report (76.6 percent) and notes sent to the home (31.4 percent) (Appendix B).

Since parents are considered partners in the educational process, parents were asked how often they participated in events that were held on their child’s campus. Approximately 39 percent of parents participated sometimes and 34 percent participated often for campus events (Appendix B).

Involving the community in the program is another important component. Parents were asked how their campus shared the accomplishments of G/T students within the community. Overall, school events such as open house or carnivals were identified as the most predominant method for sharing accomplishments (43.4 percent). Of importance, however, is that 42.4 percent of parents didn’t know how accomplishments were shared with the community, possibly indicating that more communication is required (Appendix B).

When parents were asked if they were satisfied with the information provided by the school about their child’s progress, 81.5 percent either agreed or strongly agreed that they were satisfied with the information. Parents whose children participated in the Vanguard Magnet (85.0 percent) had slightly higher levels of satisfaction than those in the Vanguard Neighborhood (78.6 percent) program (Appendix B).

Table 28. Comparison of Survey Respondents to First and Sixth Grade Vanguard Population

	Survey Respondents		Vanguard Population (Grades 1 & 6)	
	N	%	N	%
Gender				
Male	367	44.2	1,562	46.5
Female	459	55.3	1,794	53.5
Missing gender	4	0.5	-	-
Race/Ethnicity				
African Am.	104	12.5	521	15.5
Asian	91	11.0	369	11.0
Hispanic	339	40.8	1,440	42.9
Native Am.	1	0.1	4	0.1
White	269	32.4	1,022	30.5
Missing race	26	3.1	-	-
Free/Red.Lunch				
Yes	336	40.5	1,665	49.6
No	456	54.9	1,691	50.4
Missing econ.	38	4.6	-	-
Total	830		3,356	

Respondents were asked whether the school provided an adequate number of opportunities for parents to be involved in their child's education. Overall, 79.9 percent strongly agreed or agreed that they had an adequate number of opportunities to become involved. There were slight differences in the percentage of parents with positive perceptions when comparing the Vanguard Magnet responses (82.2 percent) to the Vanguard Neighborhood responses (77.2 percent) (Appendix B).

Providing G/T program information in the native language of the parents was asked. Approximately 83 percent of the parents strongly agreed or agreed that program information was presented in their native language (Appendix B).

Questions pertaining to the application process were asked. Respondents strongly agreed or agreed that the application process was clear (85.1 percent) and 90.0 percent strongly agreed or agreed that there was sufficient time to complete the application process. When parents were asked whether they felt that sufficient support was available during the application process, 80.6 percent of the respondents strongly agreed or agreed that sufficient support was available (Appendix B).

Parents were asked to indicate their overall satisfaction regarding the level to which they were able to provide input into the G/T program on their campus on a scale of one to ten. The median score was an 8.0 indicating that parental satisfaction for providing input was high for first and sixth grade respondents. The median score was the same for respondents whose children were in the Vanguard Magnet program (8.0), but slightly less for respondents whose children were in the Vanguard Neighborhood program (7.0) (Appendix B).

District and Campus Improvement Plans

Texas law requires that District and campus improvement plans include provisions to improve/modify services to gifted/talented students (TEC §11.252, §11.253). In order to gauge compliance at the campus level, 20 school improvement plans were selected and reviewed. Selected schools were from each of the five regions

and encompassed campuses implementing a Vanguard Neighborhood and/or a Vanguard Magnet program. The following schools included: Edgar Allan Poe, River Oaks, Lorenzo De Zavala, Dora Lantrip, James Law, Windsor Village, Theodore Roosevelt, John Kennedy, Paul Horn, and Gary Herod Elementary Schools; Sidney Lanier, Thomas Jackson, Crispus Attucks, McKinley Williams, and John Pershing Middle Schools; and, Stephen Austin, Lamar, Carnegie Vanguard, Booker Washington, and Westbury High Schools.

The following areas were analyzed with respect to the school improvement plan: program design, student achievement, informing parents/community, recruitment/assessment, professional development, needs assessment, and budget. A total of 18 schools provided information concerning the program design; descriptions 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, number of students served along with grade levels, and the percentage on transfers, if applicable.

Four campuses provided student achievement data on the G/T population. Four schools mentioned how parents and the community were informed about the accomplishments and nature of the G/T program, including modes of communication. Five schools provided information on recruitment strategies and/or information about assessment time lines.

Eleven campuses provided information on ensuring that G/T teachers were certified, and provided information on the professional development opportunities available so that the campus was in compliance with the annual 6-hour professional update. Three campuses included a needs assessment concerning strategies for serving the G/T students. Only one school provided information concerning the expenditure of G/T funds.

Discussion

A quality G/T program is in compliance 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,
- Program Design,
- Curriculum and Instruction,
- Professional Development, and
- Family-Community Involvement.

The purpose of this evaluation was to document the current status of the program, and to collect baseline data for the 14 standards that will be implemented during the 2007–2008 school year. The major findings of this evaluation will be discussed and will be followed by recommendations for program improvements.

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 will be implemented across the district. Beginning in 2007–2008, there will be one program name, Vanguard, for all G/T programs. The purpose of having one program name was to eliminate the misconception that that one program was better than the other. However, as the G/T program is currently implemented for 2006–2007, there are differences in the services provided when comparing the Vanguard Magnet and the Vanguard Neighborhood programs because of the program design, the number of G/T students identified, the number of teachers trained to work with G/T populations, the Pre-AP and AP course offerings, and personnel available to monitor and support the program.

Vanguard 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.

Starting in 2007–2008, the program design options have changed. Each campus will offer the Vanguard G/T program through one of the following program designs: Vanguard Neighborhood or Vanguard Magnet. The changes largely effect 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 92 schools for which fewer than 3 students are 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. Survey results from 2005–2006 indicated that one of the biggest obstacles faced by elementary campuses implementing the Vanguard Neighborhood program was identifying a critical mass of G/T students on their campuses (Department of Research and Accountability, 2006). 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 out an agreement with another neighboring HISD school so that a critical mass of students may be served.

The Vanguard Neighborhood coordinator is not a full-time position; yet, the duties assigned to the coordinator clearly reflect administrative responsibilities. The added administrative duties impose a heavy burden on these staff members. At some campuses, the number of applications received is voluminous. Although a network of personnel to support and monitor the Neighborhood G/T program was established, formally setting up an avenue to delegate these responsibilities has not been fully addressed.

For the Vanguard Magnet program, implementation tended to be uniform because a systemic framework was in place. All Vanguard campuses had a full-time coordinator who was responsible for support and implementation of the program. All applications were reviewed by a centralized admissions committee, which consisted of at least three members with the requisite G/T training. Additionally, the Advanced Academics Department directly

supervised the Vanguard program. Furthermore, enrollment goals were established at all of the campuses controlling enrollment in the program. When comparing the actual enrollment to the enrollment goal, it is clear that some of the programs had very low levels of G/T students being served (Pleasantville and Windsor Village elementary schools, and Holland, Jackson, Long, and Ryan middle schools). Additional monitoring and support of the program should assist in increasing the quality of services offered and the number of students being served.

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 through HISD bus transportation. Baseline data were collected during the 2006–2007 school year regarding bus transportation for eligible Vanguard Magnet students. A total of 2,903 Vanguard Magnet students requested information for bus transportation, and a total of 2,339 students were eligible to receive transportation services out of a total of 4,149 Vanguard Magnet students. With the changes in the admissions procedures for Vanguard Magnet students, there may be a drop in the number of transfers provided due to space issues at Vanguard Magnet schools.

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 8 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 pilot program for assessing students who would be entering kindergarten at their neighborhood campus. This will increase the number of G/T students identified on the PEIMS database, and it would provide services to students early in their educational tenure. Another policy change that will be 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 by March 1st.

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% of the district's population is comprised of Hispanic students, then 60% 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 data suggest that a concerted effort is needed to identify a greater number of minority students for the program. 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 Magnet Neighborhood students as part of Standard 2. Second, the district is developing rosters for the new entering kindergarten 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 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 will take place during the next two years 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. For non-zoned/Magnet transfer students that apply and qualify, the students must apply. 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 will phase 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. Once the tier system is phased out, all students will go into a lottery depending on space availability. There may be a negative impact for this policy change, especially for entering sixth grade students. Based on enrollment figures, there are two Vanguard middle schools, T.H. Rogers and Lanier, that typically have fewer spaces than qualified applicants. They both are perceived as quality programs. Since parents of some of the highest achieving students in the district may not perceive other programs as quality programs, they may look into private schools or other educational venues. The other policy that will be modified and phased in for the 2008–2009 school year concerns qualified siblings of enrolled or wait listed students. Qualified siblings will take up no more than 25% 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 and Knowledge*. The framework consisted of four strands: ascending levels of intellectual demand, concepts, differentiation, and products. Moreover, inservices were offered throughout the 2006–2007 school year. This represents an important step toward ensuring that students make a seamless move from elementary to middle to high school. However, based upon information in the Secondary Guidelines, campuses determine which Pre-AP and AP courses to offer. Issues pertaining to alignment may arise. 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). Baseline data indicated that 91.2 percent of middle school students were enrolled in the four core content areas for 2006–2007; however, only 78.1 percent of sixth grade students were enrolled in Pre-AP or MYIBP classes in the core content areas. 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.

With the adoption of the Standards, issues pertaining to vertical alignment may be ameliorated. There will be a teacher common planning period by grade and vertical team planning at least once every grading cycle to align the curriculum and review advanced products. This may also serve as an impetus to expand Pre-AP and AP courses that are offered and aligned at the middle and high school level.

An important issue in evaluating the quality of a G/T program is the achievement of its students. Students entering the program have high achievement scores as measured by the Stanford/Aprenda, TAKS, and/or Naglieri Nonverbal Ability Test (NNAT). Since G/T students represent a special population, assessing the academic performance of G/T students is problematic due to a number of issues. For one, many of the instruments used to assess student progress only address traditional curricular areas such as mathematics, science, language arts/reading, and social studies. Tests typically do not have enough items in 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. For example, G/T students do not represent a normal distribution with regard to achievement. They cluster at one extreme of the distribution of

standardized test scores. Missing just one question may cause students who scored very high one year to slip back a little or appear to “regress” the next year. Finally, when examining the goals of the program, there is no match with those areas being tested (Callahan, 1992).

Alternatively, Beggs, Mouw, & Barton (1989) suggested using nationally normed achievement tests as a way of identifying overall strengths or weaknesses of a program, while recognizing that limitations exist such as those outlined by Callahan (1992).

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. Students are not exited from the G/T program if they do not score above grade level on all of the subtests. 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 26 percent of tenth grade students scored at the commended level on English Language Arts TAKS. In order to review the efficacy of having high school students score at the commended level, it will be necessary to make comparisons of performance levels on another national instrument and compare the performance levels to TAKS performance.

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. Regarding quality AP courses, the district has 390 authorized courses through the College Board AP Course Audit process at 30 high schools. AP course rigor can be monitored by analyzing 2007–2008 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, 3,126 participants completed training. This represents a duplicated count because participants could attend more than one training session. The focus on training for the 2006–2007 school year centered on Pre-AP and AP training. This number does not fully capture the training received by district staff members because not all professional development opportunities are tracked through e-TRAIN.

With the implementation of the Standards in 2007–2008, administrators will be trained to monitor academic rigor and advanced level products.

Family-Community Involvement

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

levels. The G/T monitoring framework is in place, and G/T supervisors monitor and support the G/T program at the campus level.

Based on survey results, the primary vehicle for communicating the G/T program to parents was a campus letter/campus brochure. Communication on the type of program offered on a campus needs to be strengthened based on the percentage of parents who were not aware of the G/T program in which their child was participating and the percentage of parents who identified a program as a Vanguard Magnet when that campus was not approved based on Board Policy. Parents were not aware of the way in which their campus shared the accomplishments of their G/T students within the community. This is another area that requires additional communication. Alternatively, parents indicated a high level of satisfaction regarding their ability to provide input into the G/T program at the campus level, with a median score of 8.0 on a scale of one to ten.

Analysis of the School Improvement Plans (SIP) from 20 campuses indicated that schools were out of compliance regarding state mandates. Professional development 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

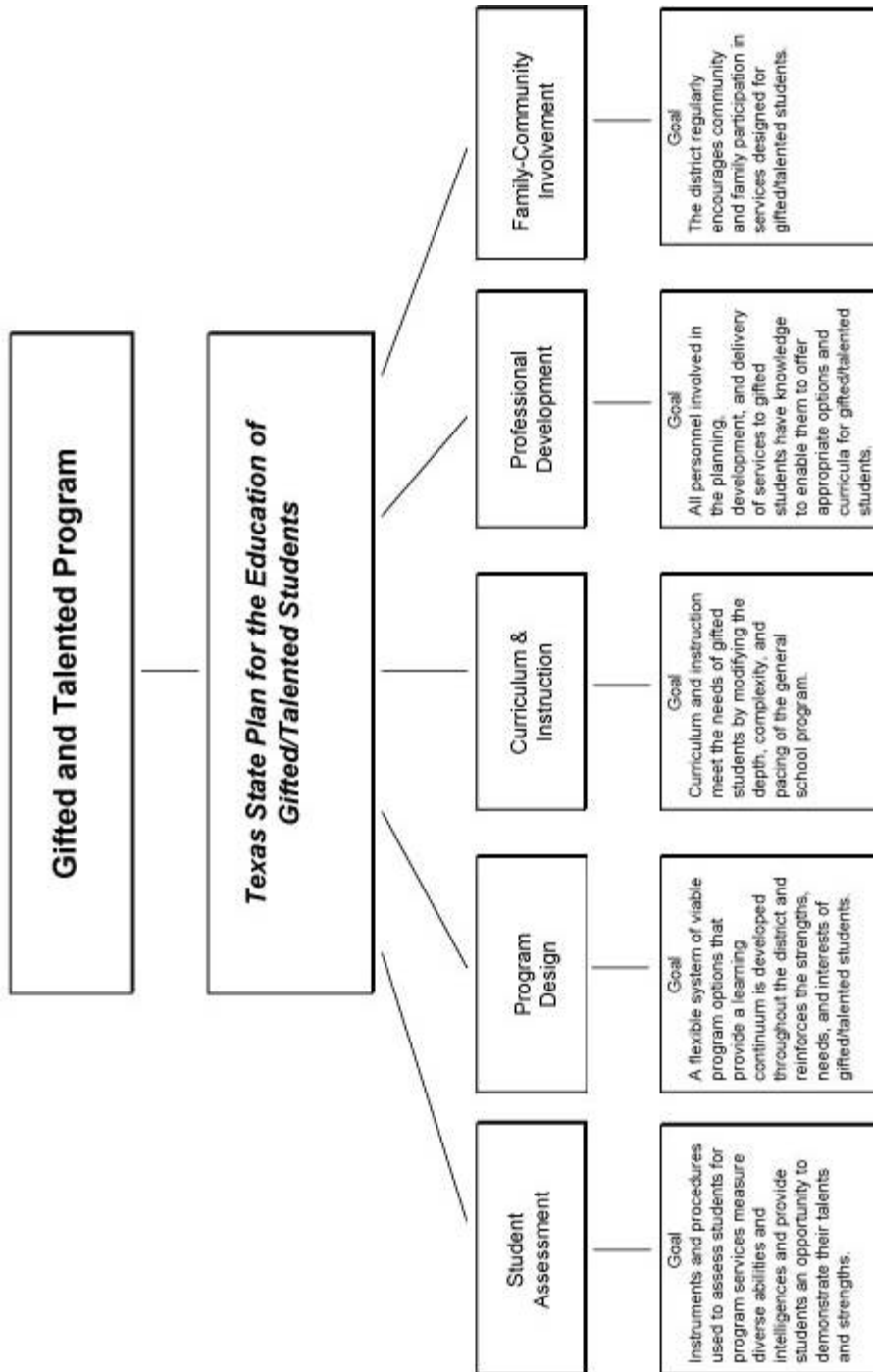
1. To ensure that a quality G/T program is in place according to the *Texas State Plan*, continue monitoring the G/T program, especially those campuses where program enrollment levels are low and where participation and performance data are low. Consider providing additional support to these campuses to improve the quality of the program.
2. Target recruitment efforts for the Vanguard program at the preschool level, as kindergarten serves as a critical entry point where the racial/ethnic composition is essentially locked-in for the elementary years. With low program attrition, far fewer slots open up in subsequent years.
3. Continue assessing entering kindergarten students from neighborhood campuses. This provides students with G/T program services early in their educational tenure so that an appropriate foundation can be built.
4. Expand the number of administrative and support staff in the Department of Advanced Academics as a measure of district support to the G/T program to ensure that a proactive approach is taken towards implementation of G/T program services.
5. Continue training district personnel on implementing the G/T Curriculum Framework, *Scholars and Knowledge*, to support students in making a seamless transition from elementary to middle to high school.
6. Since campuses select Pre-AP and AP course offerings, issues pertaining to vertical alignment may arise. Consider establishing district guidelines requiring middle and high schools to provide Pre-AP and AP courses in the core content areas.
7. Based on G/T parent survey data, campuses need to more effectively communicate about the G/T program and services being offered.
8. 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
Texas State Plan for the Education of Gifted/Talented Students



Appendix B Results of the Gifted and Talented (G/T) Programs Parent Survey 2006–2007

Gifted and Talented (G/T) Programs Parent Survey (2006–2007)

Instructions: The purpose of this survey is to solicit parental input about your perceptions regarding the effectiveness of the Gifted and Talented (G/T) Program. Your input is important and will play a key role in the evaluation of the program. All responses from this survey will remain anonymous. When you have completed this survey, please use the enclosed envelope and return it to the Gifted and Talented Coordinator on your child’s campus by May 18, 2007. Thank you very much. Using a No. 2 pencil only, mark your answers to the following statements.

Answer the questions below as they pertain to the child on the mailing label.

1. Child’s racial/ethnic background:

Race/Ethnicity	G/T Programs		Vanguard/ Magnet		Vanguard/ Neighborhood	
	N	%	N	%	N	%
American Indian or Alaskan Native	1	0.1	1	0.3	0	0.0
Asian or Pacific Islander	91	11.0	47	12.6	48	10.8
African American	104	12.5	35	10.5	64	14.4
Hispanic	339	40.8	108	32.4	189	42.7
White	269	32.4	138	41.4	129	29.1
Missing	26	3.1	9	2.7	13	2.9
Total	830	100.0	333	100.0	443	100.0

Note: There were 54 respondents that did not indicate a G/T program or indicated that they were in both G/T programs. Their data are not included.

2. Child’s gender:

Gender	G/T Programs		Vanguard/ Magnet		Vanguard/ Neighborhood	
	N	%	N	%	N	%
Male	367	44.2	143	42.9	198	44.7
Female	459	55.3	189	56.8	243	54.9
Missing	4	0.5	1	0.3	2	0.5
Total	830	100.0	333	100.0	443	100.0

3. My child participates in the free and reduced lunch program.

Socioeconomic Status	G/T Programs		Vanguard/ Magnet		Vanguard/ Neighborhood	
	N	%	N	%	N	%
Yes	336	40.5	92	27.6	205	46.3
No	456	54.9	227	68.2	221	49.9
Missing	38	4.6	14	4.2	17	3.8
Total	830	100.0	333	100.0	443	100.0

4. Which school does your child attend? Participating Schools are listed in Appendix C.

Appendix B (continued)
Results of the Gifted and Talented (G/T) Programs Parent Survey 2006–2007

5. In which program is your child participating?

Gifted and Talented Program	G/T Programs	
	N	%
Vanguard/Magnet	431	51.9
Vanguard/Neighborhood	345	41.6
Missing	54	6.5
Total	830	100.0

5a. Program Assignment using Board Policy.

Gifted and Talented Program	G/T Programs	
	N	%
Vanguard/Magnet	333	40.1
Vanguard/Neighborhood	443	53.4
Missing	54	6.5
Total	830	100.0

6. How often do you receive information about the G/T program from your school?

	G/T Programs		Vanguard/ Magnet		Vanguard/ Neighborhood	
	N	%	N	%	N	%
Very often	88	10.6	55	16.5	30	6.8
Often	203	24.5	91	27.3	98	22.1
Sometimes	392	47.2	144	43.2	224	50.6
Not at all	129	15.5	38	11.4	83	18.7
Missing	18	2.2	5	1.5	8	1.8
Total	830	100.0	333	100.0	443	100.0

7. How does your campus provide information or updates for parents of students in the G/T program?
 Check all that apply.

	G/T Programs		Vanguard/ Magnet		Vanguard/ Neighborhood	
	N	%	N	%	N	%
HISD web site	153	18.4	66	19.8	82	18.5
PTO meetings	281	33.9	149	44.7	119	26.9
Campus newsletter	376	45.3	195	58.6	156	35.2
Campus web site	182	21.9	111	33.3	69	15.6
Open house	303	36.5	148	44.4	148	33.4
Campus brochure/letter sent from the school to my home	415	50.0	162	48.6	225	50.8
Other	107	12.9	51	15.3	54	12.2

Note: Totals exceed 100% because of multiple responses.

Other: Email, No communication, Phone, Don't Know, Newsletters/flier/notes, Personal communication, School Meetings, Mail, Communication folder, Conference, Voicemail, Parent Advisory Council, Communication is not related to the G/T program, Event, From teacher, Rumor, Student's planner, Child provides information, Communication is infrequent, Communication/Information is requested by parent, Assignments, Room mom.

Appendix B (continued)

8. How do you receive information on your child’s progress? Check all that apply.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Report cards	766	92.3	316	94.9	403	91.0
Notes home	261	31.4	122	36.6	125	28.2
Regular phone calls	37	4.5	8	2.4	27	6.1
Progress report	611	76.6	256	76.9	322	72.7
Phone calls only if your child is not performing well	54	6.5	21	6.3	30	6.8

9. What is your level of participation for events held on your child’s campus?

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Very often	175	21.1	77	23.1	92	20.8
Often	283	34.1	120	36.0	144	32.5
Sometimes	321	38.7	121	36.3	179	40.4
Not at all	39	4.7	12	3.6	23	5.2
Missing	12	1.4	3	0.9	5	1.1
Total	830	100.0	333	100.0	443	100.0

10. How does your campus share the accomplishments of G/T students within the community? Check all that apply.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
School events (open house, carnivals)	360	43.4	183	55.0	157	35.4
PTO community meetings	215	25.9	94	28.2	101	22.8
Campus web site	163	19.6	89	26.7	66	14.9
Business partners (communication/meetings)	43	5.2	18	5.4	19	4.3
Newspaper	87	10.5	52	15.6	29	6.5
I don’t know	352	42.4	117	35.1	214	48.3
Student work displayed in area business or within the community	73	8.8	40	12.0	28	6.3

11. I am satisfied with the information provided by the school regarding my child’s progress.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	282	34.0	112	33.6	147	33.2
Agree	394	47.5	171	51.4	201	45.4
Not Sure	59	7.1	16	4.8	39	8.8
Disagree	70	8.4	24	7.2	44	9.9
Strongly Disagree	5	0.6	1	0.3	4	0.9
Missing	20	2.4	9	2.7	8	1.8
Total	830	100.0	333	100.0	443	100.0

Appendix B (continued)

12. The school provides an adequate number of opportunities for me to be involved in my child's education.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	279	33.6	120	36.0	140	31.6
Agree	384	46.3	154	46.2	202	45.6
Not Sure	88	10.6	31	9.3	53	12.0
Disagree	51	6.1	19	5.7	32	7.2
Strongly Disagree	7	0.8	0	0.0	6	1.4
Missing	21	2.5	9	2.7	10	2.3
Total	830	100.0	333	100.0	443	100.0

13. Information about the G/T program was presented to me in my native language.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	432	52.0	182	54.7	215	48.5
Agree	258	31.1	102	30.6	146	33.0
Not Sure	43	5.2	11	3.3	28	6.3
Disagree	43	5.2	10	3.0	31	7.0
Strongly Disagree	29	3.5	16	4.8	13	2.9
Missing	25	3.0	12	3.6	10	2.3
Total	830	100.0	333	100.0	443	100.0

14. The G/T application process was clear to me.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	344	41.4	152	45.6	170	38.4
Agree	363	43.7	139	41.7	202	45.6
Not Sure	65	7.8	22	6.6	38	8.6
Disagree	23	2.8	6	1.8	15	3.4
Strongly Disagree	10	1.2	1	0.3	9	2.0
Missing	25	3.0	13	3.9	9	2.0
Total	830	100.0	333	100.0	443	100.0

15. There was sufficient time to complete the application process.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	371	44.7	162	48.6	187	42.2
Agree	376	45.3	145	43.5	209	47.2
Not Sure	47	5.7	13	3.9	26	5.9
Disagree	11	1.3	1	0.3	10	2.3
Strongly Disagree	4	0.5	1	0.3	3	0.7
Missing	21	2.5	11	3.3	8	1.8
Total	830	100.0	333	100.0	443	100.0

Appendix B (continued)

16. I feel that sufficient support was available during the application process.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
Strongly Agree	297	35.8	129	38.7	153	34.5
Agree	372	44.8	160	48.0	190	42.9
Not Sure	101	12.2	27	8.1	64	14.4
Disagree	27	3.3	6	1.8	20	4.5
Strongly Disagree	6	0.7	1	0.3	5	1.1
Missing	27	3.3	10	3.0	11	2.5
Total	830	100.0	333	100.0	443	100.0

17. Please indicate your overall satisfaction regarding the level to which parents are able to provide input into the G/T program on your campus.

	<u>G/T Programs</u>		<u>Vanguard/ Magnet</u>		<u>Vanguard/ Neighborhood</u>	
	N	%	N	%	N	%
1 (Very Dissatisfied)	20	2.4	4	1.2	15	3.4
2	16	1.9	0	0.0	15	3.4
3	26	3.1	6	1.8	20	4.5
4	39	4.7	12	3.6	25	5.6
5	65	7.8	19	5.7	41	9.3
6	102	12.3	40	12.0	57	12.9
7	105	12.7	45	13.5	53	12.0
8	147	17.7	77	23.1	64	14.4
9	131	15.8	54	16.2	67	15.1
10 (Very Satisfied)	142	17.1	65	19.5	65	14.7
Missing	37	4.5	11	3.3	21	4.7
Total	830	100.0	333	100.0	443	100.0

Descriptive Statistics	N	Median	Mean	Std. Deviation
Vanguard/Magnet	322	8.00	7.7	1.9
Vanguard/Neighborhood	422	7.00	6.8	2.4
Gifted Programs	793	8.00	7.2	2.3

Appendix C

G/T Parent Survey Response Rates

School Name	# of Students	# of Surveys	Rate %
Vanguard Magnet			
Askew	37	35	94.6
Carrillo	13	13	100.0
De Zavala	22	13	59.1
Herod	41	28	68.3
Oak Forest	35	26	74.3
Pleasantville	13	3	23.1
River Oaks	66	42	63.6
Roosevelt	14	9	64.3
T.H. Rogers	16	15	93.8
Travis	26	18	69.2
Windsor Village	17	15	88.2
Burbank MS	35	21	60.0
Hamilton MS	50	0	0.0
Holland MS	13	10	76.9
Jackson MS	30	13	43.3
Lanier MS	141	87	61.7
Long MS	5	5	100.0
Ryan MS	10	0	0.0
T. H. Rogers MS	66	17	25.8
Total	650	370	56.9
Vanguard Neighborhood			
Alcott	1		0.0
Almeda	4	1	25.0
Ashford	12	8	66.7
Atherton	3	3	100.0
Atherton	1	1	100.0
Barrick	5	0	0.0
Bastian	1	1	100.0
Bell	3	3	100.0
Benavidez	1	1	100.0
Berry	4	4	100.0
Bonham	1	0	0.0
Bonner	3	2	66.7
Braeburn	2	2	100.0
Briargrove	15	7	46.7
Briscoe	3	3	100.0
Brookline	2	0	0.0
Burbank	1	1	100.0

School Name	# of Students	# of Surveys	Rate %
Burnet	4	2	50.0
Bush	20	16	80.0
Codwell	3	3	100.0
Condit	17	13	76.5
Coop	3	0	0.0
Cornelius	10	6	60.0
Crespo	2	3	150.0
Cunningham	1	0	0.0
Davila	1	0	0.0
Dodson	1	1	100.0
Durham	3	2	66.7
Elrod	1	1	100.0
Emerson	6	3	50.0
Fairchild	1	1	100.0
Felix Cook Jr.	2	0	0.0
Fondren	3	3	100.0
Franklin	4	3	75.0
Frost	1	0	0.0
Gallegos	3	0	0.0
Garden Oaks	3	0	0.0
Garden Villas	4	4	100.0
Gregg	2	2	100.0
Grissom	1	1	100.0
Gross	5	2	40.0
Harris, J.R.	5	4	80.0
Harris, R. P.	1	1	100.0
Harvard	1	1	100.0
Helms	4	3	75.0
Henderson, N.Q.	2	2	100.0
Herrera	5	5	100.0
Hines-Caldwell	5	0	0.0
Horn	12	7	58.3
Houston Gardens	2	0	0.0
Janowski	2	0	0.0
Jefferson	1	1	100.0
Kashmere			
Gardens	2	0	0.0
Ketelsen	2	1	50.0
Kolter	7	5	71.4
Lantrip	2	1	50.0
Law	1	1	100.0

Note: Crespo returned three survey forms, rather than the two that were provided, and the results reflect the additional data.

Appendix C (continued)

G/T Parent Survey Response Rates

School Name	# of Students	# of Surveys	Rate %
Lewis	2	2	100.0
Lockhart	2	1	50.0
Longfellow	5	4	80.0
Love	3	0	0.0
Lovett	4	1	25.0
Lyons	9	9	100.0
MacGregor	6	4	66.7
Mading	2	0	0.0
Martinez, C.	6	4	66.7
McDade	1	0	0.0
McNamara	1	1	100.0
Mitchell	2	2	100.0
Montgomery	1	1	100.0
Moreno El.	1	0	0.0
Neff	2	1	50.0
Northline	3	0	0.0
Oates	2	0	0.0
Park Place	3	1	33.3
Parker	7	6	85.7
Patterson	3	3	100.0
Pilgrim	4	3	75.0
Pin Oak	45	15	33.3
Piney Point	4	4	100.0
Poe	7	6	85.7
Red	3	2	66.7
Reynolds	1	1	100.0
Rhoads	1	1	100.0
Rice School El	7	5	71.4
Roberts	6	3	50.0
Robinson	2	1	50.0
Rodriguez	1	0	0.0
Sanchez	2	0	0.0
Scott	1	1	100.0
Scroggins	4	0	0.0
Seguin	5	5	100.0
Shearn	1	1	100.0
Sinclair	2	0	0.0
Smith, K.	1	0	0.0
Southmayd	1	0	0.0
Stevenson	2	2	100.0
Sutton	7	6	85.7
Twain	14	0	0.0

School Name	# of Students	# of Surveys	Rate %
Valley West	4	0	0.0
Wainwright	1	1	100.0
Walnut Bend	2	2	100.0
Wesley	1	1	100.0
West University	29	0	0.0
Wharton	1	1	100.0
Whidby	2	0	0.0
White	4	3	75.0
Whittier	1	1	100.0
Wilson	3	1	33.3
Attucks MS	8	5	62.5
Clifton MS	22	21	95.5
Cullen MS	3	0	0.0
Deady MS	11	0	0.0
Dowling MS	7	6	85.7
Edison MS	16	16	100.0
Fondren MS	2	2	100.0
Grady MS	5	4	80.0
Hartman MS	13	13	100.0
Hogg MS	8	3	37.5
Johnston MS	34	29	85.3
Key MS	15	0	0.0
Marshall MS	7	5	71.4
McReynolds MS	5	0	0.0
Pershing MS	56	34	60.7
Revere MS	14	10	71.4
Rice School MS	27	8	29.6
Sharpstown MS	9	9	100.0
Smith, E.O. MS	1	0	0.0
Stevenson MS	8	0	0.0
Welch MS	4	4	100.0
West Briar MS	68	46	67.6
Williams MS	2	1	50.0
Miscellaneous		2	
Total	800	460	57.5
HISD Total	1,450	830	57.2