

RESEARCH

Educational Program Report

HOUSTON
Independent School District



Creating a College-Bound Culture

Gifted and Talented (G/T) Programs 2007-2008



2009 Board of Education

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Gifted and Talented (G/T) Programs
2007–2008

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EXECUTIVE SUMMARY

GIFTED AND TALENTED (G/T) PROGRAMS 2007–2008

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, 2007a, p. XIX-1, 2007b, 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 program designs:

- 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 and compared to the first year of implementation in 2007–2008.

Key Findings

1. What program options were provided to G/T students during the 2007–2008 school year, and how does current implementation compare to the Board-approved G/T Standards?
 - For the 2007–2008 school year, 5,120 and 18,740 G/T students were served through one of two program designs, Vanguard Magnet or Vanguard Neighborhood.
 - Analysis of the instructional delivery model worksheets indicated that two G/T models or a combination of the two G/T models were 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 230 Vanguard Neighborhood campuses that reported offering G/T services, nine schools did not identify any G/T students. These schools are out of compliance.
 - 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 82 campuses that identified fewer than three G/T students for at least one grade level. These schools are out of compliance.

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

- In 2007–2008, a total of 23,860 students attending 250 elementary, middle, and high schools participated in the G/T program.
- The percentage of G/T students identified in the district (12 percent) is nearly twice the percentage identified by the state (7.5 percent), using state calculations.
- Although African American students comprise 28.6 percent of the total HISD population in grades K–12, these students represent only 16.1 percent of the G/T population reflecting an underrepresentation of African American students of 12.5 percentage points.
- Although Hispanic students comprise 59.6 percent of the total HISD population in grades K–12, these students represent only 45.4 percent of the G/T population, reflecting an underrepresentation of Hispanic students of 14.2 percentage points.
- Although economically disadvantaged students comprise 78.1 percent of the total HISD population in grades K–12, these students represent only 50.8 percent of the G/T population, reflecting an underrepresentation of economically disadvantaged students of 27.3 percentage points.
- A total of 28 elementary campuses participated in the Entering Vanguard

Neighborhood Kindergarten G/T Assessment Program. Out of the 748 applicants who were tested, 201 or 27 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 2008–2009 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 3. Stanford 10 data from 2007–2008 indicated that 94 percent of the students scored above grade level on the complete battery reflecting an increase of 2 percentage points over last year.
- Aprenda 3 achievement test results indicated that 99 percent of the G/T students scored above grade level on the complete battery, reflecting an increase of 1 percentage point over last year.
- 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). English TAKS commended performance data for the 2007–2008 school year indicated that the percent of G/T students scoring at the commended level ranged from 50.5 percent on the science subtest to 69.1 percent on the social studies subtest districtwide.
- The percentage of G/T students achieving commended performance on the English TAKS for 2008 exceeded 2007 performance levels for all subtests.

- Spanish TAKS commended performance data for the 2007–2008 school year indicated that the percent of G/T students scoring at the commended level ranged from 55.1 percent on the writing subtest to 71.2 percent on the mathematics subtest.
 - The percentage of G/T students achieving commended performance on the Spanish TAKS for 2008 exceeded 2007 performance levels for the mathematics and writing subtests, but not the reading subtest where there was a decline of 3.5 percentage points.
 - Over 60 percent of the HISD Advanced Placement (AP) test-takers in 2007 were identified as G/T students.
 - For 2008, a total of 6,754 AP exams were taken by G/T students, and 54.6 percent of the scores were three or higher on a scale of one to five.
 - From 2007 to 2008, the number of G/T AP test-takers increased by 16, the number of AP exams taken increased by 345, the number of tests scoring three or higher increased by 39, but the percent of exams scoring three or higher declined by 2.4 percentage points.
 - For 2008, AP test participation varied markedly by campus. G/T high school participation rates ranged from 1.1 percent at Eastwood Academy to 75.6 percent at Westside High School.
 - 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 2008, 295 HISD G/T students took a total of 929 International Baccalaureate examinations (IB), where 78.8 percent scored a four or above on a scale from one to seven.
 - In 2008, Bellaire had a higher percentage (88.0 percent) of G/T IB exams scoring four or above, while Mirabeau Lamar had more IB examinations taken by G/T students (n=779).
 - For 2007–2008, 20 Bellaire and 75 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 942 full-time teachers provided instruction for G/T students during the 2007–2008 school year reflecting 7.8 percent of the teachers districtwide. Due to coding practices, the number of teachers providing instruction for G/T students is underrepresented.
 - For 2007–2008, 1,809 participants completed G/T training sessions.
 - There were 5,414 participants who completed 33,100 hours of Pre-AP and/or AP training.
5. To what extent did the district encourage community and family participation in services designed for G/T students?
- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the Instructional Delivery Model(s) that would be implemented on the campus.
 - During the 2007–2008 school year, the formation of a G/T Parent/Community Advisory Council did not come to fruition.

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. As outlined in Standard 12, create a districtwide G/T Parent/Community Advisory Council for the 2008–2009 school year with a meeting agenda posted on the Advanced Academics website.
 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. Since the percentage of students identified as G/T in the district is roughly twice that of the state, consideration should be given to re-evaluating the G/T Identification Matrix regarding criteria and assessment instruments.
 5. Continue training district personnel on implementing the G/T Curriculum Framework, *Scholars & Knowledge*, as well as Pre-AP/AP strategies to support students in making a seamless transition from elementary to middle to high school.
 6. Monitor the implementation of Standard Practice Memorandum 5610A to ensure that secondary campuses offer Pre-AP and AP courses in the four core content areas and that course selections are vertically aligned.
 7. Provide additional support to those campuses that are out of compliance with regard to placing fewer than three G/T students in a regular classroom.
 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 2007–2008

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, 2007a, p. XIX-1, 2007b, p. XIII-1).”

Texas State Plan for the Education of Gifted/Talented Students

According to §29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (herein referred to as the *Texas State Plan*) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 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).

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

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

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

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 |

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

In HISD, G/T students were served through one of two program designs implemented in 2007–2008:

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

Vanguard Magnet

Districtwide Vanguard Magnet programs (K–12) were designed to serve G/T students, who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. Vanguard Magnet programs provided a learning continuum that was differentiated in depth, complexity, and pacing in the four core areas (reading/language arts, mathematics, social studies, and science). Students had the opportunity to work with their cognitive peers. 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.

All Vanguard Magnet schools (with the exception of schools that operate under the “Separate and Unique School–SUS” Magnet program), used a “School Wide Program” (SWP) type of Magnet program. The Magnet speciality in Vanguard Magnet schools is the Vanguard focus. As a SWP, all zoned students had to apply for the Vanguard Magnet program and then take the necessary assessment if needed. All qualified zoned students would be served in the Vanguard Magnet program and would not be part of the transfer enrollment goal for that campus. Only non-zoned/transfer students would

participate in the Vanguard Magnet admissions lotteries when there were more qualified applicants than spaces. Enrollment goals for Vanguard Magnet schools were in accordance with the Magnet program standards as they relate to School-Wide Programs (SWP).

The Vanguard program began in 1972 and was HISD’s first full-day program for G/T students. Vanguard was incorporated into the Magnet program in 1975–1976 and now serves students at eleven elementary schools, eight middle schools, and one high school. The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2007–2008, the program served students at the following Board-approved locations:

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

Vanguard Neighborhood programs (K–12) were designed to provide services for G/T students at their neighborhood schools or for

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

The Vanguard Neighborhood program was designed for G/T students who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model were made at the campus level (Houston Independent School District, 2007a).

Other Program/School Options

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

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

At the secondary level, program services centered on Pre-AP/Pre-IB/IBMYP and AP/IB classes. Middle school students in the G/T program were required to enroll in Pre-AP/IBMYP classes in the four core content areas with a G/T-AP/IB and *Scholars & Knowledge*-trained teacher implementing the HISD G/T curriculum framework. High school students in the G/T program were required to enroll in at least two advanced level class (Pre-AP, AP, Pre-IB/IBMYP, and/or IB) with a teacher who had received the requisite training outlined above.

Pre-AP/AP

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

The AP program provided participating students with the opportunity to take college-level courses while still in high school and earn college credit, advanced placement, or both. The curriculum consisted of pre-university and university level courses developed by the College Board. Students who participated in the AP program had opportunities to study a particular subject in greater depth provided by highly qualified teachers. This experience may have assisted students in determining what educational path to pursue. By taking AP courses, students developed advanced skill sets and study habits that ultimately prepared them for college studies (College Board, AP Central, 2008). 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, 2005–2008).

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, 2008a). As a Magnet program, HSPVA was a Separate and Unique School (SUS). A SUS was a total Magnet program with no home zone. As part of the application process, students were required to audition in their respective area of concentration.

Student Assessment

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

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

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

According to the *Elementary and Secondary Guidelines* (2007a, 2007b), applicants were

assessed using multiple criteria which may have included some of the following:

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

The identification process involved a review of the student's data (i.e. assessments, recommendations, grades, and added obstacle points when applicable) by the Vanguard Admissions Committee, determination of eligibility based on the *G/T Identification Matrix*, parent notification of qualification or non-qualification, placement in G/T classes, and documentation of eligibility on the district's Student Information System (SIS).

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

Centralized Admissions Committee

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

Parents were notified by mail and sent a copy of the *G/T Identification Matrix* regarding

the qualification of their child for the Vanguard Magnet program, and were responsible for notifying the location of their decision to accept or decline the invitation by a specified date.

Campus-Based Admissions Committee

For all Vanguard Neighborhood applicants, the assessment process for nominated students included the completion of the district approved *G/T Identification Matrix*. The student *G/T Identification Matrix* was presented at the campus-based admissions committee meeting, composed of at least three members, who were trained in G/T education, to determine placement needs of the student. Parents were then notified of their child's placement recommendation and provided a copy of the *G/T Identification Matrix*. For the current academic year, students enrolled in kindergarten were assessed, identified, and provided services by March 1, 2008.

Retaining the G/T Identification

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

G/T Program: Exiting Procedure

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

was not able to meet the goals of the growth plan, a recommendation to remove the student from the G/T program was put forth.

Vanguard Sibling Policy

In HISD, there existed a sibling policy designed to accommodate parents who wanted their children to attend the same school during the same school year. First and foremost, the sibling needed to qualify for the program, and both children needed to be attending the same school during the school year for which the application was made. Changes were made to the sibling policy that will go into effect beginning with the 2008–2009 school year. 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 would be held to determine which students would be enrolled. If the remaining qualified siblings were not drawn in the regular lottery, there would be a waitlist sibling lottery for positions at the top of the waitlist, followed by a waitlist lottery for remaining qualified students.

For 2008–2009, the elementary entry grades included all Vanguard Magnet kindergartens and first grade at River Oaks and T.H. Rogers only. At the secondary level, entry grades included sixth grade at all Vanguard Magnet middle schools and ninth grade at Carnegie Vanguard High School.

For qualifying twins, if one twin was accepted into a Vanguard Magnet program during the lottery, the other twin became a sibling and followed the established sibling guidelines for admission. Siblings, who present new data and qualify through the appeals process, would be placed on the waitlist below other qualified siblings (if applicable), and above other non-sibling applicants. (Houston Independent School District, 2007a, 2007b).

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) 2007–2008 data file, there were 942 full-time teachers responsible for G/T classroom instruction, on 77 campuses in HISD. There were 12,019 teachers in HISD based on data extracted from PEIMS. Therefore, 7.8 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. The responsibilities of

the Vanguard Coordinator included, but was not limited to, the following:

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

The role of the Advanced Academics Department regarding the G/T program was to provide support to the campuses and teachers offering Vanguard Magnet and/or the Vanguard Neighborhood programs. Support efforts included, but were not limited to, training teachers to implement "Laying the Foundation" and monitoring AP course syllabi that were authorized through the College Board AP Course Audit process. The Advanced Academics Department consisted of one manager, one coordinator, and one administrative assistant for the 2007–2008 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 2007–2008 academic year, 24,376 students attending 250 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=77). The disparity may be explained by some of the following: the fact that teachers were in the process of serving G/T students while completing their professional development requirements, teachers serviced multiple

populations and PEIMS coding restrictions precluded identifying all of those groups served, teacher mobility precluded their inclusion for the fall snapshot, and/or submission of G/T teachers to the Texas Education Agency (TEA) was not complete.

Budget

The annual budget for the G/T Program for 2007–2008 was \$9,486,209.30. This figure represented both school-based funds of \$9,211,089.30 and funding for the Department of Advanced Academics totaling \$275,120. Additionally, the budget included grants totaling \$878,856.42. For the 2008–2009 school year, the budget allocation for the Department of Advanced Academics will be \$244,904, reflecting a decrease in funding from the previous year by 11 percent.

Purpose of the Evaluation

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the G/T program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the G/T program operated in compliance with the policies and procedures developed by the legal and administrative authorities. In addition to addressing issues of compliance to state mandates, baseline data were collected for each of the 14 G/T Standards from 2006–2007 and compared to the first year of implementation in 2007–2008.

To accomplish this, the following research questions were addressed:

1. What program options were provided to G/T students during the 2007–2008 school year, and how does current implementation compare to the Board-approved G/T Standards?
2. What evidence was there that the instruments and procedures for G/T identification met state mandates, and how will implementation of the Board-approved G/T standards continue to ensure equity of opportunity?

3. What evidence existed to document positive student performance trends for students participating in the gifted program?
4. What evidence indicated that personnel involved in the G/T program met state mandates regarding professional development and certification?
5. To what extent did the district encourage community and family participation in services designed for G/T students?

Methods

Data Limitations

When examining the Magnet Applications and Transfers System (MATS) data, it is important to acknowledge that it has some limitations. Qualifying for the program does not necessarily result in being given a place in a Vanguard program. This is due to the fact that not all wait-listed students will be given, or will accept, a space in a kindergarten or sixth grade Vanguard program. Others may not receive admittance into the program of their choice and will decline to attend. Thus, the final pool of “accepted” students will fluctuate until the first day of the 2007–2008 academic year for applications received during the 2006–2007 cycle, and these data were current as of June 2007. Since MATS is a dynamic database, information is updated regularly. Kindergarten and sixth grade applicants were extracted from the 2007–2008 application cycle. Therefore, MATS data from the 2006–2007 school year, which had been archived, were used to track kindergarten and sixth grade students into the 2007–2008 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.

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

Data Collection

Student data were obtained using a variety of sources. For the 2007–2008 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, 2007–2008* and the *District and School Profiles* (Houston Independent School District, 2007a, 2007b, 2008b). 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 2006–2007 and 2007–2008. A cohort of G/T qualified kindergarten and middle school students was tracked using the 2006–2007 and 2007–2008 MATS database and then matched to 2007–2008 PEIMS database and the 2008–2009 Chancery Student Management System (SMS), respectively, to follow-up on the number of students who accepted admission and actually enrolled.

Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. Budget information for HISD during the 2007–2008 academic year was extracted from documentation from the Budgeting and Financial Planning Department and the Advanced Academics Department.

Information with respect to G/T training was provided by the Department of Professional Development Services as an extract from the HISD e-TRAIN database for 2007–2008. 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 Apenda 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2007–2008 school year. English and Spanish TAKS data were extracted for G/T students in grades three through eleven for the 2007–2008 school year.

AP test performance for 2008, 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.

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. State-level data for the International Baccalaureate program were extracted from the *Examination Review & Summary Data 2008: Profile of Diploma Programme Test Takers* and *Examination Review & Summary Data 2007: Profile of Diploma Programme Test Takers*. HISD policy is not to report grouped scores for fewer than five students.

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level

and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. To determine the percentage of students scoring above grade level on the Stanford 10 and Apenda, the percentage of students that scored a 61 NPR or higher were analyzed at the campus and district levels. G/T participation rates in AP testing for each campus were calculated by dividing the number of G/T students tested by the PEIMS enrollment for grades 9–12.

Results

What program options were provided to G/T students during the 2007–2008 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 program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 293 schools in HISD, 250 campuses offered G/T services. There were 230 Vanguard Neighborhood programs (K–12), and 20 campuses offering Vanguard Magnet programs (K–12). Out of the 250 campuses offering G/T services, there were nine campuses offering a Vanguard Neighborhood program who did not identify any G/T students based upon the PEIMS fall snapshot. These included: Concord, Sharon Halpin Early Childhood Center, Henry Petersen, Leeona Pugh, E.O. Smith Education Center (grades 1–8), St. Johns Academy, Briarmeadow Charter, and William A. Lawson Institute for Peace and Prosperity (WALIPP). For 2007–2008, a total of 18,740 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 5,120 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 78.5 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while

21.5 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 2007–2008, there were 82 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 0 for Alternative/Charter Schools to 20 for the North region. A list of campuses is provided in **Appendix B**.

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 offered through one of the following program designs:

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

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

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

Standard 5–Instructional Delivery Models

Schools, with input from parents and teachers, selected the instructional delivery

Table 2. Vanguard Neighborhood Campuses with Fewer than 3 G/T Students for At Least One Grade Level by Region, 2007–2008

| Region | Total Schools |
|---------------------|---------------|
| Alternative/Charter | 0 |
| Central | 19 |
| East | 10 |
| North | 20 |
| South | 19 |
| West | 14 |
| Total | 82 |

Source: PEIMS 2007–2008

model that best fits the needs of all students on their campus. For 2007–2008, models included the G/T Homogeneous Classroom, G/T Clusters in Regular Classrooms, or a Combination G/T Homogenous and G/T Clusters.

Campuses were required to send an Instructional Delivery Model Worksheet to their Regional Office by June 1, 2007. Data from 162 campuses were compiled to determine how schools 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 Regular Classrooms, used by 87.7 percent of the schools.

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 included a section on G/T, was updated and disseminated by the Federal and Compliance Department. Regional G/T managers received training on the updates at their regularly scheduled meeting in August 2007, and worked collaboratively with the Advanced Academics Department to ensure data quality and compliance.

Standard 14–District Commitment and Support

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

- HISD bus transportation for qualified Vanguard G/T Magnet students within the transportation guidelines (see Table 4).
- Budgetary support through the district’s GF1 funds (fund 108) which equals to a 12 percent add-on rate (to the Average Daily Attendance (ADA) rate) for each student appropriately coded as G/T on PEIMS (Budget section, page 14).
- Regional Office support and services provided by the regional office staff,

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.

including executive principals and designated regional G/T specialists, will include classroom monitoring, data quality, professional development for teachers/parents, and service networking (Data Quality Manual for 2007–2008; professional development, page 39).

- 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 (see page 39 professional development; forms/letters, and tools on the Advanced Academics website).

Baseline data regarding transportation was requested from the manager of bus routing and scheduling for the 2006–2007 school year and first year of implementation data were collected for the 2007–2008 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, 2,929 Vanguard Magnet students requested bus transportation, and a total of 2,340 were eligible for bus transportation out of a total of 4,149 Vanguard Magnet students. Transportation services were provided to all of the Vanguard Magnet campuses for 2006–2007.

During the 2007–2008 school year, a total of 1,996 students requested bus transportation, and

Table 4. Summary of Vanguard Magnet Students Requesting and Eligible for Bus Transportation, 2006–2007 and 2007–2008

| Vanguard | 2006–2007 | | 2007–2008 | |
|-------------------------|--------------|--------------|--------------|--------------|
| | Requesting | Eligible | Requesting | Eligible |
| Askew | 110 | 55 | 28 | 27 |
| Carrillo | 33 | 14 | 14 | 14 |
| De Zavala | 68 | 49 | 21 | 21 |
| Herod | 79 | 38 | 24 | 24 |
| Oak Forest | 74 | 29 | 47 | 47 |
| Pleasantville | 51 | 40 | 9 | 9 |
| River Oaks | 152 | 136 | 98 | 93 |
| Roosevelt | 42 | 23 | 17 | 17 |
| T.H. Rogers | 150 | 138 | 109 | 102 |
| Travis | 79 | 62 | 18 | 18 |
| Windsor Village | 164 | 85 | 29 | 28 |
| Elementary Total | 1,002 | 669 | 414 | 400 |
| Burbank | 96 | 41 | 44 | 44 |
| Carnegie Vanguard | 355 | 340 | 330 | 327 |
| Hamilton | 305 | 232 | 218 | 218 |
| Holland | 54 | 42 | 12 | 11 |
| Jackson | 53 | 24 | 4 | 4 |
| Lanier | 728 | 690 | 654 | 650 |
| Long | 43 | 25 | 11 | 11 |
| Ryan | 5 | 4 | 2 | 2 |
| T. H. Rogers Middle | 288 | 273 | 307 | 204 |
| Secondary Total | 1,927 | 1,671 | 1,582 | 1,471 |
| Total | 2,929 | 2,340 | 1,996 | 1,871 |

1,871 were eligible out of a total of 5,120 Vanguard Magnet students. Transportation was provided to all of the Vanguard Magnet campuses for 2007–2008.

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 2007–2008, a total of 23,860 students attending 250 elementary, middle, and high schools participated in the G/T program. **Table 5** (page 20) 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 and 2007–2008 school year. For the 2007–2008 school

year, a total of 23,860 students were identified as G/T compared to the district enrollment of 183,038 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. For the past two years, the G/T percentage for the district was 13.0 percent.

G/T percentages were also calculated by grade level. The number of G/T students were divided by the number of students in the district for each grade level. G/T percentages ranged from 1.8 percent at kindergarten to 19.9 percent at eleventh grade for 2006–2007.

Previously, kindergarten students participating in the Vanguard Neighborhood program were not systematically identified prior to the PEIMS fall snapshot; therefore, low enrollment figures primarily reflect students participating in the Vanguard Magnet program. The increase in the percentage of G/T kindergarten students for 2007–2008 reflects the

Table 5. Comparison of G/T Student Population to the District Population, 2006–2007 and 2007–2008

| Grade | 2006–2007 | | | 2007–2008 | | |
|-----------------|---------------|----------------|----------------|---------------|----------------|----------------|
| | G/T N | District N | GT Percentage† | G/T N | District N | GT Percentage† |
| K | 303 | 16,408 | 1.8 | 451 | 16,189 | 2.8 |
| First | 1,685 | 18,290 | 9.2 | 1,600 | 17,813 | 9.0 |
| Second | 2,122 | 16,431 | 12.9 | 2,141 | 16,788 | 12.8 |
| Third | 2,312 | 15,998 | 14.5 | 2,362 | 15,665 | 15.1 |
| Fourth | 2,398 | 15,859 | 15.1 | 2,482 | 15,491 | 16.0 |
| Fifth | 2,435 | 14,454 | 16.8 | 2,445 | 14,552 | 16.8 |
| Subtotal | 11,255 | 97,440 | 11.6 | 11,481 | 96,498 | 11.9 |
| Sixth | 1,671 | 14,118 | 11.8 | 1,731 | 12,950 | 13.4 |
| Seventh | 1,904 | 14,101 | 13.5 | 1,749 | 13,461 | 13.0 |
| Eighth | 1,796 | 13,552 | 13.3 | 1,929 | 13,164 | 14.7 |
| Ninth | 1,811 | 16,010 | 11.3 | 1,516 | 16,868 | 9.0 |
| Tenth | 2,118 | 12,159 | 17.4 | 1,665 | 11,275 | 14.8 |
| Eleventh | 2,026 | 10,192 | 19.9 | 1,945 | 9,844 | 19.8 |
| Twelfth | 1,795 | 9,335 | 19.2 | 1,844 | 8,978 | 20.5 |
| Subtotal | 13,121 | 89,467 | 14.7 | 12,379 | 86,540 | 14.3 |
| Total* | 24,376 | 186,907 | 13.0 | 23,860 | 183,038 | 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.

Source: PEIMS 2006–2007 and 2007–2008

implementation of a 4-year old assessment pilot program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2007. When these students enrolled in the District during the 2007–2008 school year, the students identified as G/T were coded on the PEIMS data base for the fall.

Figure 1 compares the district and state G/T enrollment for the past five years (Academic Excellence Indicator System, 2004, 2005, 2006, 2007 and 2008). This calculation is based on the total number of students in the district divided by the total number of G/T students. Since early childhood is included, the overall G/T percentages are lower. The percentage of G/T students identified at the state level ranged from 7.5 percent in 2006–2007 and 2007–2008 to 7.8 percent in 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 ranged from 9.8 percent in 2003–2004 to 12.0 percent in 2006–2007 and 2007–2008. When comparing district G/T enrollment over the five-year period, there was an increase of 2.2 percentage points. The G/T

percentage for the district exceeded that of the state by 4.5 percentage points for 2006–2007 and 2007–2008.

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

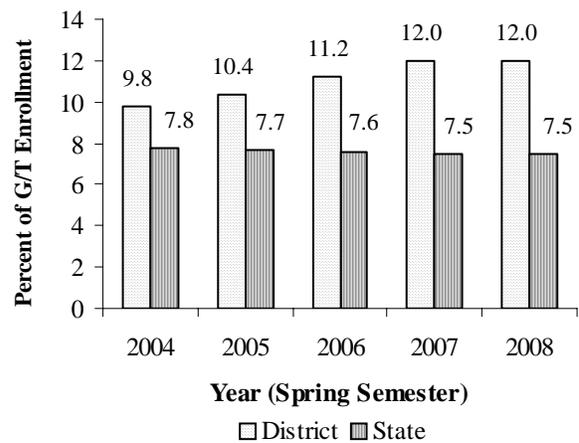


Figure 1. Percent of G/T enrollment, 2004–2008

Calculation based on enrollment for grades EC–12.
Source: AEIS, 2004, 2005, 2006, 2007, and 2008.

assessment and, if identified, services offered as part of the program for G/T students (19 TAC §89.1(3)). To achieve parity, the demographic composition of the G/T population should be closely aligned to that of the district population.

The MATS database provided one venue to address issues pertaining to equality in assessment, identification, and services because it was possible to track Vanguard students from the point of application to the point of enrollment. MATS was designed to record and report magnet applications and to record and report student transfers, and Vanguard is a Magnet program. A pool of kindergarten and sixth grade applicants from 2006–2007 and 2007–2008 were identified using the MATS database. Students in the MATS database were matched with the PEIMS and Chancery SMS databases for the 2007–2008 and 2008–2009 school year to track those that qualified, accepted and actually enrolled in a Vanguard program.

Archived data from the 2006–2007 and 2007–2008 MATS database were used to analyze the total applicant pool and the subsequent enrollment in a Vanguard program for the 2007–2008 and 2008–2009 school years.

For enrollment during the 2007–2008 school year, a total of 2,825 kindergarten and sixth grade students applied to one of the Board-approved Vanguard Magnet elementary or middle schools. For enrollment during the 2008–2009 school year, a total of 2,451 kindergarten and sixth grade students applied to one of the Board-approved Vanguard Magnet elementary or middle schools. Over the past two years, the number of applications decreased by 13.2 percent.

As **Table 6** indicates, the racial make-up of kindergarten Vanguard Magnet applicants for the 2007–2008 academic year is significantly different from the racial/ethnic make-up of kindergarten students enrolled during the 2007–2008 academic year. African American and Hispanic students apply for Vanguard Magnet at disproportionately lower rates than they are represented in the HISD kindergarten population by 9.4 and 35.1 percentage points, respectively. Conversely, White students and students of Asian descent apply for Vanguard Magnet at disproportionately higher rates than they are represented in the HISD kindergarten population by 32.1 and 11.6 percentage points, respectively.

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

| Race/Ethnicity | 2007–2008 | | | | 2008–2009 | | | |
|---------------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|
| | Vanguard Applicants | | District Enrollment | | Vanguard Applicants | | District Enrollment | |
| | N | % | N | % | N | % | N | % |
| Kindergarten | | | | | | | | |
| African Am. | 171 | 15.7 | 4,070 | 25.1 | 141 | 12.3 | 4,019 | 24.3 |
| Asian | 160 | 14.7 | 498 | 3.1 | 192 | 16.7 | 518 | 3.1 |
| Hispanic | 311 | 28.6 | 10,320 | 63.7 | 341 | 29.7 | 10,606 | 64.2 |
| Native Am. | 2 | 0.2 | 19 | 0.1 | 2 | 0.2 | 23 | 0.1 |
| White | 435 | 40.0 | 1,282 | 7.9 | 468 | 40.7 | 1,349 | 8.2 |
| Missing | 8 | 0.7 | - | - | 5 | 0.4 | 2 | 0.0 |
| Total | 1,087 | 100.0 | 16,189 | 100.0 | 1,149 | 100.0 | 16,515 | 100.0 |
| Sixth | | | | | | | | |
| African Am. | 301 | 17.3 | 3,769 | 29.1 | 241 | 18.5 | 3,710 | 28.4 |
| Asian | 208 | 12.0 | 413 | 3.2 | 190 | 14.6 | 418 | 3.2 |
| Hispanic | 790 | 45.5 | 7,747 | 59.8 | 463 | 35.6 | 7,952 | 60.9 |
| Native Am. | 1 | 0.1 | 9 | 0.1 | 1 | 0.1 | 5 | 0.0 |
| White | 436 | 25.1 | 1,012 | 7.8 | 406 | 31.2 | 968 | 7.4 |
| Missing | 2 | 0.1 | - | - | 1 | 0.1 | - | - |
| Total | 1,738 | 100.0 | 12,950 | 100.0 | 1,302 | 100.0 | 13,053 | 100.0 |

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

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 11.8 and 14.3 percentage points, respectively. Alternatively, White students and students of Asian descent apply for Vanguard G/T at disproportionately higher rates than they are represented in the HISD sixth grade population by 17.3 and 8.8 percentage points, respectively. In part, sixth grade students enrolled in the district since kindergarten have more opportunities to be identified as G/T through teacher nomination, parent nomination, and two universal testing windows (kindergarten and fifth grade).

The same pattern is mirrored for kindergarten and sixth grade Vanguard applicants who are entering the district for the 2008–2009 school year.

African American and Hispanic students apply for Vanguard Magnet at disproportionately lower rates than they are represented in the HISD kindergarten population by 12.0 and 34.5 percentage points, respectively. Conversely, White students and students of Asian descent apply for Vanguard Magnet at disproportionately

higher rates than they are represented in the HISD kindergarten population by 32.5 and 13.6 percentage points, respectively.

Racial/ethnic differences also exist when comparing sixth grade applicants to the sixth grade population. The percentage of African American and Hispanic applicants is disproportionately lower by 9.9 and 25.3 percentage points, respectively. Alternatively, White students and students of Asian descent apply for Vanguard G/T at disproportionately higher rates than they are represented in the HISD sixth grade population 23.8 by and 11.4 percentage points, respectively. Although the percentage of African American kindergarten applicants declined by 3.4 percentage points, the percentage of Hispanic applicants increased by 1.1 percentage point. For sixth grade, there was an increase in the percentage of African American, Asian, and White applicants, but a decline in Hispanic applicants when comparing 2007–2008 to 2008–2009.

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 over the past two years. For 2007–2008 kindergarten

Table 7. Distribution of Kindergarten and Sixth Grade Vanguard Qualified, Accepted, and Enrolled by Race/Ethnicity, 2007–2008 and 2008–2009

| | Race/Ethnicity | Qualified | | Accepted | | Enrolled | | Accepted/Enrolled | |
|---------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|----------------|
| | | 2007-2008 N | 2008-2009 N | 2007-2008 N | 2008-2009 N | 2007-2008 N | 2008-2009 N | 2007-2008 % | 2008-2009 % |
| Kindergarten | African American | 73 | 61 | 69 | 39 | 43 | 21 | 62.3 | 53.8 |
| | Asian | 83 | 93 | 78 | 92 | 45 | 43 | 57.7 | 46.7 |
| | Hispanic | 118 | 171 | 106 | 93 | 82 | 57 | 77.4 | 61.3 |
| | Native American | 2 | 1 | 2 | 1 | 1 | 1 | 50.0 | 100.0 |
| | White | 229 | 239 | 220 | 230 | 122 | 124 | 55.5 | 53.9 |
| | Missing | 5 | 2 | 4 | 2 | 2 | 2 | 50.0 | 100.0 |
| | Total | 510 | 567 | 479 | 457 | 295 | 248 | 61.6 | 54.3 |
| Sixth | African American | 135 | 107 | 107 | 97 | 71 | 57 | 66.4 | 58.8 |
| | Asian | 167 | 147 | 153 | 145 | 98 | 95 | 64.1 | 65.5 |
| | Hispanic | 447 | 220 | 392 | 189 | 296 | 132 | 75.5 | 69.8 |
| | Native American | 1 | 0 | 1 | 0 | 1 | 0 | 100.0 | 0.0 |
| | White | 358 | 323 | 303 | 319 | 211 | 188 | 69.6 | 58.9 |
| | Missing | 2 | 0 | 1 | 0 | 1 | 0 | 100.0 | 0.0 |
| | Total | 1,110 | 797 | 957 | 750 | 678 | 472 | 70.8 | 62.9 |

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

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

students, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled in a Vanguard program (77.4 percent), while Native American and White students were characterized by the lowest percentage (50.0 and 55.5 percent, respectively). When looking at total percentages of those enrolled, the percentage of sixth grade students that accepted and subsequently enrolled in a Vanguard program exceeded the percentage of total kindergarten applicants who accepted and then enrolled in a Vanguard program by 9.2 percentage points. A greater percentage of sixth grade Hispanic and Native American students were accepted and subsequently enrolled in a Vanguard program when compared to African American, Asian, or White students.

For students enrolling in the district for the 2008–2009 school year, the results differed. For kindergarten students, Native American and Hispanic students represented the racial/ethnic groups with the highest percentage of accepted students that subsequently enrolled in a Vanguard program (100.0 percent and 61.3 percent, respectively). African American and White students were characterized by the lowest percentage (53.8 percent and 53.9 percent, respectively).

The percentage of sixth grade students who were accepted and subsequently enrolled in a Vanguard Program for 2008–2009, Hispanic students represented the highest percentage with 69.8 percent, while African American students

reflected the lowest percentage with 58.8 percent. There were no qualified Native American applicants to the Vanguard program. When comparing the percentage of students that accepted and subsequently enrolled in the Vanguard program for the past two years, there was a decline for both kindergarten and sixth grade students by 7.3 and 7.9 percentage points, respectively.

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 27.6 percent of the total HISD population in grades K–8. These students represent 16.2 percent of the total identified G/T population. This is an under-representation of African American students of -11.4 percentage points. Hispanic students represent 61.5 percent of the total population; yet, only 47.4 percent of

Table 8. Discrepancy of Identified G/T students by Race/Ethnicity when Compared to the General Population (K–8), 2007–2008

| 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. | 37,490 | 27.6 | 2,728 | 16.2 | -11.4 |
| Asian | 4,185 | 3.1 | 1,655 | 9.8 | 6.7 |
| Hispanic | 83,734 | 61.5 | 8,011 | 47.4 | -14.1 |
| Native Am. | 95 | 0.1 | 21 | 0.1 | 0.1 |
| White | 10,569 | 7.8 | 4,475 | 26.5 | 18.7 |
| Total | 136,073 | 100.0 | 16,890 | 100.0 | |

Source: PEIMS 2007–2008

these students are represented in the G/T population. This is an under-representation by -14.1 percentage points. Alternatively, Asian and White students are over-represented by 6.7 and 18.7 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.

Comparison of G/T Demographics to the District

Table 10 shows the demographic characteristics of G/T students compared to

students in the district during the past two years (K–12). Of the students served in the G/T program for 2007–2008, 45.4 percent were Hispanic, 28.0 percent were White, 16.1 percent were African American, and 10.3 percent were Asian. Districtwide data over the past two years indicated that Hispanic students represented the predominant racial/ethnic group, followed by African American students, White students, and Asian students. The percent of Native American students was comparable to the district. When comparing the demographic profile of students in the G/T program to that of HISD for the past two years, overall, African American and Hispanic students were under-represented, while White and Asian students were over-represented.

Table 9. Discrepancy of Identified G/T students by Race/Ethnicity and Economic Status when Compared to the General Population (K–8), 2007–2008

| 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. | 37,490 | 31,554 | 84.2 | 2,728 | 1,746 | 64.0 |
| Asian | 4,185 | 1,702 | 40.7 | 1,655 | 370 | 22.4 |
| Hispanic | 83,734 | 76,268 | 91.1 | 8,011 | 6,582 | 82.2 |
| Native Am. | 95 | 59 | 62.1 | 21 | 10 | 47.6 |
| White | 10,569 | 2,209 | 20.9 | 4,475 | 334 | 7.5 |
| Total | 136,073 | 111,792 | 82.2 | 16,890 | 9,042 | 53.5 |

Source: PEIMS 2007–2008

Table 10. Demographic Characteristics of G/T Students and the District, 2006–2008

| Race/Ethnicity | 2006–2007 | | | | 2007–2008 | | | |
|----------------|---------------|--------------|----------------|--------------|---------------|--------------|----------------|--------------|
| | G/T | | District | | G/T | | District | |
| | N | % | N | % | N | % | N | % |
| African Am. | 4,127 | 16.9 | 54,762 | 29.3 | 3,852 | 16.1 | 52,267 | 28.6 |
| Asian | 2,502 | 10.3 | 6,096 | 3.3 | 2,469 | 10.3 | 6,044 | 3.3 |
| Hispanic | 10,671 | 43.8 | 109,577 | 58.6 | 10,840 | 45.4 | 109,057 | 59.6 |
| Native Am. | 32 | 0.1 | 127 | 0.1 | 28 | 0.1 | 135 | 0.1 |
| White | 7,044 | 28.9 | 16,345 | 8.7 | 6,671 | 28.0 | 15,535 | 8.5 |
| Gender | | | | | | | | |
| Male | 11,286 | 46.3 | 95,291 | 51.0 | 11,078 | 46.4 | 89,649 | 49.0 |
| Female | 13,090 | 53.7 | 91,616 | 49.0 | 12,782 | 53.6 | 93,389 | 51.0 |
| Group | | | | | | | | |
| Bilingual | 2,339 | 9.6 | 31,453 | 16.8 | 2,717 | 11.4 | 33,093 | 18.1 |
| Econ. Disadv. | 12,182 | 50.0 | 143,737 | 76.9 | 12,120 | 50.8 | 142,874 | 78.1 |
| ELL | 2,642 | 10.8 | 47,770 | 25.6 | 3,292 | 13.8 | 51,613 | 28.2 |
| ESL | 201 | 0.8 | 13,665 | 7.3 | 338 | 1.4 | 15,033 | 8.2 |
| Special Ed. | 458 | 1.9 | 19,317 | 10.3 | 332 | 1.4 | 17,355 | 9.5 |
| Total | 24,376 | 100.0 | 186,907 | 100.0 | 23,860 | 100.0 | 183,038 | 100.0 |

Source: PEIMS 2006-2007 and 2007-2008 Fall Snapshot (Grades K–12)

More specifically, the percentage of Hispanic students in the district during the 2007–2008 school year exceeded the percentage identified for the G/T program by 14.2 percentage points; whereas, the percentage of African American students in the district exceeded the percentage identified for the G/T program by 12.5 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 19.5 percentage points, respectively. Regarding gender, the percentage of females exceeded the percentage of males for the G/T program for the past two years, and were over-represented compared to the district proportions.

Student demographics were also reported by certain group affiliations such as Bilingual, economically disadvantaged, English Language Learners (ELL), English as a Second Language (ESL), and Special Education. The percentages for each group were markedly different for the five categories. For the 2007–2008 school year, the percentage of Bilingual students in the G/T program was 11.4 percent in contrast to 18.1 percent districtwide. The percentage of economically disadvantaged students, determined by participation in the Free or Reduced Lunch program, was only 50.8 percent for the G/T program; whereas 78.1 percent of students districtwide were categorized as economically disadvantaged. G/T students identified as ELL comprised 13.8 percent in contrast to 28.2 percent district-wide. G/T students participating in ESL comprised 1.4 percent compared to 8.2 percent of those students district-wide. Special Education students comprised 1.4 percent of students in the G/T program, compared to 9.5 percent of the district-wide population.

Vanguard Magnet Demographics

Table 11 (page 26) summarizes the demographic characteristics for the Vanguard Magnet program design by school for the 2007–2008 school year. With regard to race/ethnicity, Hispanic students (36.8 percent) represented the

major racial/ethnic group followed by White students (36.2 percent). When comparing the racial/ethnic percentages with those districtwide, however, the data suggest that Hispanic and African American students are under-represented in the program as a whole; whereas, White students and Asian students are over-represented. More specifically, the percentage of Hispanic students in the district exceeded those participating in the Vanguard Magnet program by 22.8 percentage points; whereas, the percentage of African American students in the district exceeded those participating in the Vanguard Magnet program by 14.5 percentage points. Alternatively, the percentage of Asian and White students in the Vanguard Magnet program exceeded the percentage in the district by 9.4 and 27.7 percentage points, respectively.

When examining the racial/ethnic composition by school, the percentage of African American students ranged from 1.2 percent at Jackson Middle School to 95.1 percent at Ryan Middle School. For Hispanic students, the percentages by campus ranged from 4.9 percent at Ryan Middle School to 96.7 percent at Carrillo Elementary School. The percentage of White students ranged from 0.0 percent at Pleasantville Elementary School and Ryan Middle School to 68.1 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Burbank, Jackson, and Ryan Middle Schools to 53.9 percent at Rogers Elementary School.

Regarding gender, a total of 47.7 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 41.5 percent at Ryan Middle School to 53.8 percent at Windsor Village Elementary School. A total of 37.2 percent of the Vanguard Magnet students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 6.0 percent at River Oaks to a high of 92.5 percent at Jackson Middle School.

Table 11. Demographic Characteristics for Vanguard Magnet Students by School, 2007–2008

| School | N | Percent | | | | | | | |
|------------------------------|----------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| | | African Am. | Asian | Hisp. | Native Am. | White | Male | Female | F/R Lunch |
| Elementary | | | | | | | | | |
| Askew | 256 | 14.1 | 19.1 | 19.1 | 0.0 | 47.7 | 48.0 | 52.0 | 15.2 |
| Carrillo | 150 | 1.3 | 1.3 | 96.7 | 0.0 | 0.7 | 50.0 | 50.0 | 80.0 |
| De Zavala | 186 | 1.6 | 1.6 | 94.6 | 0.5 | 1.6 | 48.4 | 51.6 | 87.6 |
| Herod | 295 | 14.6 | 14.2 | 20.7 | 0.0 | 50.5 | 46.1 | 53.9 | 24.1 |
| Oak Forest | 339 | 13.6 | 2.1 | 27.4 | 0.3 | 56.6 | 47.5 | 52.5 | 23.6 |
| Pleasantville | 100 | 84.0 | 2.0 | 14.0 | 0.0 | 0.0 | 50.0 | 50.0 | 67.0 |
| River Oaks | 537 | 8.8 | 19.0 | 12.5 | 0.4 | 59.4 | 49.0 | 51.0 | 6.0 |
| Roosevelt | 156 | 14.1 | 3.2 | 76.9 | 1.3 | 4.5 | 44.9 | 55.1 | 75.0 |
| T.H. Rogers | 254 | 9.8 | 53.9 | 7.5 | 0.0 | 28.7 | 50.0 | 50.0 | 17.3 |
| Travis | 270 | 1.5 | 5.9 | 24.4 | 0.0 | 68.1 | 48.9 | 51.1 | 13.7 |
| Windsor Village | 171 | 55.6 | 5.3 | 36.8 | 0.0 | 2.3 | 53.8 | 46.2 | 80.7 |
| Middle | | | | | | | | | |
| Burbank | 194 | 7.2 | 0.0 | 88.7 | 0.5 | 3.6 | 44.3 | 55.7 | 84.5 |
| Hamilton | 355 | 8.7 | 2.0 | 68.2 | 0.0 | 21.1 | 46.8 | 53.2 | 56.6 |
| Holland | 64 | 39.1 | 1.6 | 56.3 | 0.0 | 3.1 | 48.4 | 51.6 | 81.3 |
| Jackson | 173 | 1.2 | 0.0 | 96.0 | 1.2 | 1.7 | 48.0 | 52.0 | 92.5 |
| Lanier | 912 | 10.3 | 15.6 | 20.9 | 0.0 | 53.2 | 45.6 | 54.4 | 17.8 |
| Long | 79 | 8.9 | 12.7 | 75.9 | 0.0 | 2.5 | 53.2 | 46.8 | 88.6 |
| T.H. Rogers | 217 | 11.5 | 45.6 | 16.1 | 0.0 | 26.7 | 50.2 | 49.8 | 19.8 |
| Ryan | 41 | 95.1 | 0.0 | 4.9 | 0.0 | 0.0 | 41.5 | 58.5 | 68.3 |
| High | | | | | | | | | |
| Carnegie | 371 | 21.3 | 5.1 | 28.6 | 0.0 | 45.0 | 46.4 | 53.6 | 31.0 |
| Vanguard Magnet Total | 5,120 | 14.1 | 12.7 | 36.8 | 0.2 | 36.2 | 47.7 | 52.3 | 37.2 |
| District | 183,038 | 28.6 | 3.3 | 59.6 | 0.1 | 8.5 | 51.0 | 49.0 | 78.1 |

Source: Vanguard and District demographic data extracted from the PEIMS Fall Snapshot for grades K–12, 2007–2008.

Vanguard Neighborhood Demographics

Table 12 presents the demographic characteristics of students enrolled in the Vanguard Neighborhood program design (K–12). Of the 18,740 students identified as G/T and served in the Vanguard Neighborhood program for the 2007–2008 school year, 8,637 or 46.1 percent were males and 10,103 or 53.9 percent were females.

Regarding race/ethnicity, Hispanic students represented the largest racial/ethnic group comprising 47.8 percent of the students enrolled in the Vanguard Neighborhood program design. White students comprised 25.7 percent of the Vanguard Neighborhood program design, followed by 16.7 percent African American, 9.7 percent Asian, and 0.1 percent Native American students.

Table 12. Demographic Characteristics for Vanguard Neighborhood Students, 2007–2008

| Vanguard Neighborhood (K–12) | | |
|-------------------------------------|-----------------|----------------|
| | Enrolled | Percent |
| Gender | | |
| Male | 8,637 | 46.1 |
| Female | 10,103 | 53.9 |
| Race/Ethnicity | | |
| African Am | 3,129 | 16.7 |
| Asian | 1,817 | 9.7 |
| Hispanic | 8,957 | 47.8 |
| Native Am | 19 | 0.1 |
| White | 4,818 | 25.7 |
| Group | | |
| Bilingual | 2,547 | 13.6 |
| Free/Red. Lunch | 10,217 | 54.5 |
| ELL | 2,942 | 15.7 |
| ESL | 227 | 1.2 |
| Special Ed. | 198 | 1.1 |
| Total | 18,740 | 100.0 |

Source: PEIMS 2007–2008 for grades K–12

Student demographics were also reported by group affiliation: Bilingual, Free or Reduced Lunch, ELL, ESL, and Special Education. Bilingual students comprised 13.6 percent of the G/T students participating in the Vanguard Neighborhood program design. The percentage of economically disadvantaged students, which was determined by participation in the Free or Reduced Lunch program, was 54.5 percent. Students who were ELL comprised 15.7 percent and those designated as ESL comprised 1.2 percent of those enrolled in the Vanguard Neighborhood program design. G/T students who were enrolled in Special Education represented only 1.1 percent of the participants. With the exception of Special Education students and by gender, Vanguard Neighborhood students, though not reflecting district percentages, were closer to district rates than Vanguard Magnet students.

Standard 2–Assessment

G/T testing windows for the 2007–2008 school year were posted on the Student Assessment and Advanced Academics Department websites prior to the start of the school year.

In May 2007, a pilot was conducted to assess entering Vanguard Neighborhood kindergarten students for the G/T program. A total of 18 schools participated in the pilot program. Out of 373 students tested, 25 percent were identified as G/T. Notification letters were mailed to parents. All qualified students retained their G/T identification status upon entering kindergarten for the 2007–2008 school year, and were coded on the PEIMS database and funded accordingly.

The assessment program for entering Vanguard Neighborhood kindergarten students was expanded to include 28 elementary schools or early childhood centers in May of 2008. Of 748 applicants who were tested in May 2008, 27 percent or 201 applicants qualified for the G/T program. **Table 13** (page 28) 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 for the past

two years. For both 2007 and 2008, the campus with the highest number of qualified applicants was West University for which 28 and 49 G/T students were identified, respectively.

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, student rosters of eligible G/T students who are currently in kindergarten and students who are currently entering sixth grade were generated and disseminated to campuses districtwide. Parents were notified and advised that they could either opt in or opt out of the program.

Standard 4–Admissions

Admissions procedures were available through the Elementary and Secondary Guidelines and could be accessed through the Advanced Academics Department website. The Vanguard Neighborhood applications for the 2007–2008 school year were available on the website, and Vanguard Magnet applications for the 2008–2009 school year were available at the Magnet Open House on November 10, 2007.

There were some changes regarding the admissions procedures for Vanguard Neighborhood and Vanguard Magnet programs, and the procedures varied to some degree.

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

Table 13. Entering Kindergarten Assessment Summary, 2007 and 2008

| School | # of Applicants | | # of Students Tested | | # of Students Qualified | | # of Students Not Qualified | | % Qualified | | % Not Qualified | |
|-----------------|-----------------|------------|----------------------|------------|-------------------------|------------|-----------------------------|------------|-------------|-----------|-----------------|-----------|
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 |
| Ashford | 20 | 23 | 19 | 23 | 4 | 6 | 15 | 17 | 21 | 26 | 79 | 74 |
| Codwell | 21 | 28 | 21 | 26 | 10 | 12 | 11 | 14 | 48 | 46 | 52 | 54 |
| Cook | 12 | 8 | 12 | 8 | 3 | 3 | 9 | 5 | 25 | 38 | 75 | 63 |
| Daily | 14 | 15 | 12 | 15 | 1 | 4 | 11 | 11 | 8 | 27 | 92 | 73 |
| Emerson | 14 | - | 14 | - | 6 | - | 8 | - | 43 | - | 57 | - |
| Farias ECC | - | 60 | - | 60 | - | 12 | - | 48 | - | 20 | - | 80 |
| Field | - | 16 | - | 15 | - | 1 | - | 14 | - | 7 | - | 93 |
| Franklin | 12 | 18 | 11 | 18 | 5 | 7 | 6 | 11 | 45 | 39 | 55 | 61 |
| Harvard | 15 | 24 | 14 | 24 | 4 | 9 | 10 | 15 | 29 | 38 | 71 | 63 |
| Helms | 16 | - | 15 | - | 8 | - | 7 | - | 53 | - | 47 | - |
| King ECC | - | 87 | - | 80 | - | 22 | - | 58 | - | 28 | - | 73 |
| Kolter | - | 9 | - | 9 | - | 7 | - | 2 | - | 78 | - | 22 |
| Laurenzo ECC | - | 57 | - | 20 | - | 12 | - | 38 | - | 24 | - | 76 |
| Law | 10 | 20 | 4 | 4 | 1 | 1 | 3 | 3 | 25 | 25 | 75 | 75 |
| Lovett | - | 16 | - | 15 | - | 6 | - | 9 | - | 40 | - | 60 |
| MacArthur | - | 15 | - | 15 | - | 4 | - | 11 | - | 27 | - | 73 |
| MacGregor | 25 | 40 | 21 | 26 | 0 | 4 | 21 | 22 | 0 | 15 | 100 | 85 |
| Martinez, R. | 17 | - | 15 | - | 1 | - | 14 | - | 7 | - | 93 | - |
| Mistral ECC | - | 74 | - | 65 | - | 4 | - | 61 | - | 7 | - | 94 |
| Mitchell | 24 | 57 | 24 | 57 | 3 | 11 | 21 | 46 | 13 | 19 | 88 | 81 |
| Montgomery | 5 | - | 5 | - | 2 | - | 3 | - | 40 | - | 60 | - |
| Poe | 15 | 32 | 12 | 32 | 2 | 5 | 10 | 27 | 17 | 16 | 83 | 84 |
| Sherman | 26 | - | 26 | - | 2 | - | 24 | - | 8 | - | 92 | - |
| Thompson | 26 | - | 26 | - | 10 | - | 16 | - | 38 | - | 62 | - |
| Walnut Bend | 16 | 15 | 16 | 15 | 2 | 4 | 14 | 11 | 13 | 27 | 88 | 73 |
| West University | 108 | 152 | 106 | 140 | 28 | 49 | 78 | 91 | 26 | 35 | 74 | 65 |
| White | - | 18 | - | 17 | - | 8 | - | 9 | - | 47 | - | 53 |
| Wilson | - | 36 | - | 34 | - | 10 | - | 24 | - | 29 | - | 71 |
| Total | 396 | 817 | 373 | 748 | 92 | 201 | 281 | 547 | 25 | 27 | 75 | 73 |

Source: Advanced Academics Department

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

- **For Zoned Students**—Zoned students 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 for the 2007–2008 school year. 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, Aprenda 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 Aprenda 3 Performance

The Stanford 10 and Aprenda 3 achievement tests were used to assess academic performance for students enrolled in the G/T program for 2007–2008. These tests were selected because they represented national norm-referenced examinations that assessed student achievement in reading, mathematics, language, environment/science, and social science. Since G/T students represent a special population, assessing the academic performance is problematic due to a number of issues. Callahan (1992) addressed the limitations in using standardized instruments for assessing the effectiveness of educational services for G/T students. For example, many of the instruments used to assess student progress may only address traditional curricular areas such as mathematics, science, language arts/reading, and social studies. Tests typically do not have enough items at the upper end of the range to assess performance for G/T students. Additionally, statistical effects, such as regression to the mean, may mask progress. When examining the goals of the program, there is not a match with those areas being tested. Finally, HISD uses Stanford 10 as one of the quantitative measures to assess students for the G/T program, limiting comparisons between G/T and non-G/T students. The district, however, established outcome measures for the Stanford/Aprenda, where students were expected to score above grade level. For this analysis, National Percentile Rank Scores that were 61 or above were considered to be above grade level.

Tables 14 and 15 (page 30) summarize 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 for 2007–2008 and 2008–2009. 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) meeting the criterion for grades 7

Table 14. Percentage of G/T Students Scoring Above Grade Level on the Stanford 10 by Grade Level and Subtest, 2006–2007

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

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

Source: Stanford 10 Data File 2007; PEIMS 2006–2007.

Table 15. Percentage of G/T Students Scoring Above Grade Level on the Stanford 10 by Grade Level and Subtest, 2007–2008

| Grade | Reading | | Mathematics | | Language | | Environmt./ Science | | Social Science | | Complete Battery | |
|--------------|---------------|-----------|---------------|-----------|---------------|-----------|---------------------|-----------|----------------|-----------|------------------|-----------|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 1 | 1,146 | 94 | 1,147 | 90 | 1,142 | 97 | 1,141 | 81 | | | 1,138 | 96 |
| 2 | 1,533 | 90 | 1,533 | 90 | 1,534 | 91 | 1,532 | 80 | | | 1,529 | 95 |
| 3 | 1,690 | 85 | 1,693 | 91 | 1,690 | 85 | 1,690 | 87 | 1,689 | 85 | 1,684 | 92 |
| 4 | 2,104 | 85 | 2,103 | 95 | 2,105 | 92 | 2,104 | 86 | 2,103 | 86 | 2,100 | 93 |
| 5 | 2,426 | 80 | 2,425 | 95 | 2,425 | 87 | 2,424 | 90 | 2,425 | 80 | 2,416 | 92 |
| 6 | 1,702 | 87 | 1,704 | 96 | 1,703 | 86 | 1,702 | 90 | 1,702 | 78 | 1,698 | 93 |
| 7 | 1,729 | 89 | 1,730 | 97 | 1,726 | 93 | 1,727 | 91 | 1,728 | 88 | 1,722 | 96 |
| 8 | 1,913 | 86 | 1,913 | 96 | 1,911 | 92 | 1,912 | 93 | 1,911 | 87 | 1,902 | 96 |
| 9 | 1,476 | 88 | 1,483 | 95 | 1,481 | 90 | 1,480 | 89 | 1,481 | 83 | 1,469 | 96 |
| 10 | 1,642 | 85 | 1,646 | 91 | 1,644 | 86 | 1,647 | 81 | 1,649 | 88 | 1,638 | 92 |
| 11 | 1,875 | 88 | 1,886 | 89 | 1,879 | 87 | 1,886 | 87 | 1,885 | 89 | 1,865 | 93 |
| Missing | 395 | 97 | 396 | 93 | | | 394 | 87 | | | | |
| Total | 19,631 | 87 | 19,659 | 93 | 19,240 | 89 | 19,639 | 87 | 16,573 | 85 | 19,161 | 94 |

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

Source: Stanford 10 Data File 2008; PEIMS 2007–2008.

and 8 and grade 4 respectively for 2006–2007. 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 for the 2006–2007 school year. 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 the 2006–2007 school year. 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 to 96 percent at 7th grade for the 2006–2007 school year.

For the 2008–2009 school year, there was no grade level for which 100 percent of the students scored at or above grade level. Mathematics and language represented the two subtests with the highest percentage of students (97 percent) meeting the criterion for grade 7 and grade 1 respectively for 2007–2008. Sixth grade social science was the subtest for which only 78 percent of the G/T students scored at or above grade level in 2007–2008.

When comparing G/T student performance on the Stanford 10 districtwide from 2007 to 2008, the percentage of G/T students who scored at or above grade level was higher in 2007 compared to 2008 for reading, mathematics, language, and environment/science by 3, 1, 1, and 2 percentage point(s), respectively. There was no change in the percentage of students

scoring at or above grade level for social studies districtwide. For 2008, the percentage of students that scored at or above grade level exceeded the percentage in 2007 for the Stanford Complete Battery by 2 percentage points.

Tables 16 and 17 summarize the number and percent of students taking the Apenda 3 along with the percent of students scoring above grade level for each subtest and the complete battery by grade level for 2006–2007 and 2007–2008. Overall performance on the Apenda 3 was higher than performance on the Stanford 10 for participating G/T students; however, the number of students tested on the Stanford 10 was greater.

For the 2006–2007 school year, all of the students in grade 3 scored above grade level on the Apenda 3 language subtest. The

Table 16. Percentage of G/T Students Scoring Above Grade Level on the Apenda 3 by Grade Level and Subtest, 2006–2007

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

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

*Scores not reported for less than 5 students.

Source: Apenda 3 Data File 2007; PEIMS 2006–2007

Table 17. Percentage of G/T Students Scoring Above Grade Level on the Apenda 3 by Grade Level and Subtest, 2007–2008

| Grade | Reading | | Mathematics | | Language | | Environmt./ Science | | Social Science | | Complete Battery | |
|--------------|--------------|-----------|--------------|-----------|--------------|-----------|------------------------|-----------|-------------------|-----------|---------------------|-----------|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 1 | 432 | 97 | 432 | 97 | 432 | 96 | 430 | 86 | | | 430 | 100 |
| 2 | 576 | 98 | 575 | 98 | 575 | 99 | 575 | 95 | | | 573 | 99 |
| 3 | 647 | 99 | 646 | 97 | 646 | 100 | 647 | 100 | 647 | 99 | 646 | 100 |
| 4 | 346 | 98 | 346 | 99 | 346 | 99 | 345 | 100 | 345 | 99 | 345 | 100 |
| 5 | - | - | - | - | - | - | - | - | - | - | - | - |
| Missing | 35 | 91 | 34 | 91 | 0 | 0 | 34 | 91 | 0 | 0 | 0 | 0 |
| Total | 2,036 | 98 | 2,033 | 98 | 1,999 | 99 | 2,031 | 95 | 992 | 99 | 1,994 | 99 |

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). Missing refers to students without information for grade.

*Scores not reported for less than 5 students.

Source: Apenda 3 Data File 2008; PEIMS 2007–2008.

environment/science subtest represented the one for which performance was lowest. Only 83 percent of first grade students scored above grade level; however 99 percent of the third grade students met the district-established criterion. Performance on the complete battery ranged from 97 percent at fourth grade to 99 percent at third grade.

For 2007–2008, 100 percent of third grade students scored at or above grade level on the language, environment, and complete battery. For the science subtest and the complete battery, all fourth grade students scored at or above grade level on the Aprenda 3. On the complete battery, all first grade students scored at or above grade level. The lowest performance rates on the Aprenda 3 occurred for first grade students taking the environment subtest where only 86 percent of the G/T students scored at or above grade level.

When comparing districtwide G/T performance on the Aprenda 3 for 2007 and 2008, G/T students improved on the mathematics language, environment/science, social science, and complete battery. Reading results were comparable when comparing 2007 performance to 2008.

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 18** summarizes the number of G/T students taking the English TAKS and the percent scoring at the commended level on the five subtests by grade level for the spring 2007 administration. Districtwide, 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 19 summarizes the G/T English TAKS results by grade level for the five subtests for 2008 administration. Districtwide, 63.2 percent of G/T students scored at the commended level on reading, 61.4 percent scored at the commended level on the mathematics subtest, 64.9 percent scored at the commended level on the writing subtest, and 50.5 percent and 69.1 percent scored at the commended level on the science and social studies subtests, respectively.

The results indicate that a greater percentage of G/T students scored at the commended level in 2008 compared to the previous year. The greatest gains were seen on the science subtest where the percentage scoring at the commended level increased by 9.7 percentage points compared to the previous year. The percentage

Table 18. Districtwide G/T English TAKS Percent Commended Performance, 2007

| Grade | Reading | | Mathematics | | Writing | | Science | | Social Studies | |
|--------------|---------------|-------------|---------------|-------------|--------------|-------------|--------------|-------------|----------------|-------------|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 3 | 1,717 | 69.4 | 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 |

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

Source: TAKS Data File 2007.

Table 19. Districtwide G/T English TAKS Percent Commended Performance, 2008

| Grade | Reading | | Mathematics | | Writing | | Science | | Social Studies | |
|--------------|---------------|-------------|---------------|-------------|--------------|-------------|--------------|-------------|----------------|-------------|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 3 | 1,680 | 71.3 | 1,681 | 63.8 | | | | | | |
| 4 | 2,094 | 55.7 | 2,088 | 65.7 | 2,084 | 64.1 | | | | |
| 5 | 2,413 | 57.9 | 2,408 | 75.3 | | | 2,408 | 70.8 | | |
| 6 | 1,695 | 79.2 | 1,695 | 73.0 | | | | | | |
| 7 | 1,715 | 67.9 | 1,715 | 51.4 | 1,717 | 65.8 | | | | |
| 8 | 1,910 | 86.2 | 1,903 | 53.5 | | | 1,901 | 55.8 | 1,899 | 73.9 |
| 9 | 1,469 | 67.7 | 1,474 | 60.8 | | | | | | |
| 10 | 1,632 | 43.3 | 1,628 | 45.4 | | | 1,621 | 37.3 | 1,619 | 64.7 |
| 11 | 1,878 | 42.8 | 1,882 | 58.0 | | | 1,886 | 30.7 | 1,878 | 68.1 |
| Total | 16,486 | 63.2 | 16,474 | 61.4 | 3,801 | 64.9 | 7,816 | 50.5 | 5,396 | 69.1 |

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

Source: TAKS Data File 2008.

of students scoring at the commended level on the reading, mathematics, writing, and social studies subtests increased by 5.6, 7.5, 9.1, and 2.3 percentage points, respectively.

Table 20 summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the four subtests by grade level for the 2007 administration. 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 subtest.

Table 21 summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the four subtests by grade level for the 2008 administration. For grades 5 and 6, the percentage scoring at the commended level was not reported because fewer than five students were tested at those grade levels. For reading, mathematics, and writing, the percentage of students scoring at the commended level was 58.7, 71.2, and 55.1 percent, respectively. There were increases on the mathematics and writing subtests by 0.1 and 5.9 percentage point(s), but there was a decline of 3.5 percentage points for

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

| Grade | Reading | | Mathematics | | Writing | | Science | | Social Studies | |
|--------------|------------|-------------|-------------|-------------|------------|-------------|----------|------------|----------------|------------|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 3 | 544 | 59.6 | 543 | 65.4 | | | | | | |
| 4 | 301 | 67.1 | 301 | 81.4 | 301 | 49.2 | | | | |
| Total | 845 | 62.2 | 844 | 71.1 | 301 | 49.2 | 0 | 0.0 | 0 | 0.0 |

Note: For subjects and grades with multiple test administrations, the first administration results are used. Science and Social Studies are not tested in grades 3 and 4.

Source: TAKS Data File 2007.

Table 21. Districtwide G/T Spanish TAKS Percent Commended Performance, 2008

| Grade | Reading | | Mathematics | | Writing | | Science | | Social Studies | |
|--------------|------------|-------------|-------------|-------------|------------|-------------|----------|----------|----------------|---|
| | N Tested | % | N Tested | % | N Tested | % | N Tested | % | N Tested | % |
| 3 | 645 | 55.0 | 642 | 65.3 | | | | | | |
| 4 | 334 | 65.9 | 343 | 82.8 | 343 | 55.1 | | | | |
| 5 | 2 | * | 2 | * | | | 1 | * | | |
| 6 | 1 | * | 1 | * | | | | | | |
| Total | 982 | 58.7 | 988 | 71.2 | 343 | 55.1 | 1 | * | | |

Note: For subjects and grades with multiple test administrations, the first administration results are used. Social Studies is not tested in grades 3–6.

Source: TAKS Data File 2008.

the reading subtest when comparing 2008 to 2007.

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

Tables 22 and 23 (pages 35 and 36) show G/T student participation and performance on AP examinations for 2007 and 2008, respectively. Typically, a score of three qualifies a student to receive advanced placement and/or college credit. Of the 7,691 G/T students in grades 9–12 districtwide, 2,972 or 38.6 participated in taking AP examinations for the 2007 administration.

For 2007, a total of 2,972 HISD G/T students took 6,409 AP examinations, and 57.0 percent of the scores were three or higher (Table 22). 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 Jesse Jones and Evan Worthing high schools to 85.8 percent at Bellaire High School.

For 2008, of the 6,887 G/T students in grades 9–12 districtwide, 2,988 or 43.4 percent of G/T students took AP exams for the 2008 AP test administration (Table 23). Of the 6,754 AP exams taken by G/T students, 3,689 or 54.6 percent of the exams scored three or higher.

Table 23 summarizes G/T AP participation and performance by high school campus. For 2008, levels of AP participation ranged from 1.1 percent at Eastwood Academy to 75.6 percent at Westside High School. The percentage of AP exams scored at three or higher ranged from 0.0 percent at Jones, Kashmere, Ross Sterling, and Worthing high schools to 83.3 percent at Lamar High School.

Figure 2 compares the percentage for HISD G/T 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 for 2007 and 2008, respectively. The percentage of exams scoring three or higher for African American and Hispanic students increased from 2007 to 2008 by 6.0 and 1.2 percentage points, respectively, while the percentage of exams for Asian and White students decreased from 2007 to 2008 by -4.2 and -6.1 percentage points, respectively. There clearly is a disparity in the performance levels of G/T AP exams for African American and Hispanic students scoring three or higher compared to G/T AP exams for White and Asian students scoring three or higher. In 2007, the percentage of G/T AP exams taken by

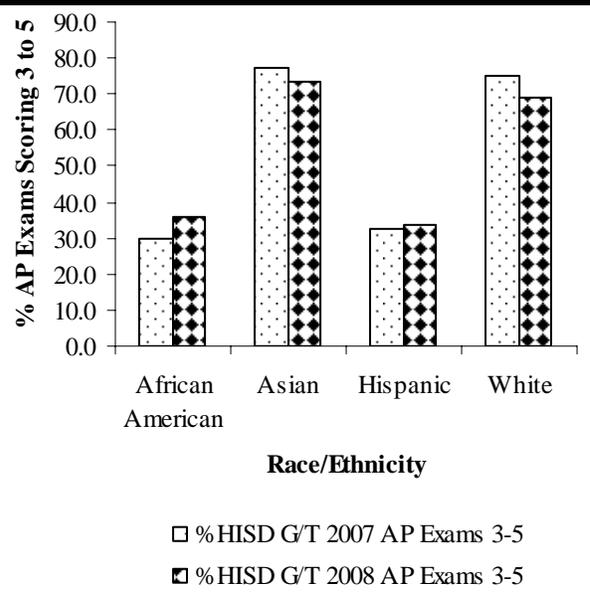


Figure 2. Percentage of HISD G/T AP exams scoring three or higher by race/ethnicity, 2007 and 2008.

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 | | |
|-------------------|------------------------|---------------|-------------|--------------------------------|--------------------|-------------|
| | G/T 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 | 88 | 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 |
| HISD | 7,691 | 2,972 | 38.6 | 6,409 | 3,650 | 57.0 |

Source: 2007 College Board Data file; PEIMS:2006–2007 enrollment data and G/T status.

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

*Scores not reported for less than 5 students.

Asian students that scored three or higher exceeded the percentage of exams taken by African American and Hispanic students scoring three or higher by 47.5 and 45.1 percentage points, respectively. Similarly, G/T AP tests taken by White students that scored three or higher in 2007 exceeded the percentage of G/T AP tests taken by African American and Hispanic students scoring three or higher by 44.9 and 42.4 percentage points, respectively. In

2008, the differences in performance for G/T AP exams taken by White and Asian students scoring three or higher and G/T AP tests taken by African American and Hispanic students decreased because the overall performance for exams taken by Asian and White students decreased from 2007 to 2008. At the same time, Hispanic and especially African American performance improved.

Table 23. HISD G/T Advanced Placement Participation and Examination Performance by Campus, 2008

| Campus | G/T Participation Rate | | | G/T AP Exams at or Above Criterion | | |
|-------------------|------------------------|---------------|-------------|------------------------------------|--------------------|-------------|
| | G/T 9–12 Enrollment | Number Tested | Rate % | Number of Exams | Number Scoring 3–5 | Rate % |
| Austin | 183 | 86 | 47.0 | 157 | 25 | 15.9 |
| Bellaire | 1,195 | 775 | 64.9 | 2,386 | 1,942 | 81.4 |
| Carnegie Vanguard | 371 | 171 | 46.1 | 339 | 207 | 61.1 |
| Challenge | 146 | 44 | 30.1 | 54 | 30 | 55.6 |
| Chavez | 201 | 126 | 62.7 | 251 | 52 | 20.7 |
| Davis | 160 | 51 | 31.9 | 117 | 18 | 15.4 |
| DeBakey | 242 | 152 | 62.8 | 395 | 323 | 81.8 |
| Eastwood | 94 | 1 | 1.1 | 1 | * | * |
| Furr | 47 | 11 | 23.4 | 24 | 5 | 20.8 |
| Houston | 146 | 47 | 32.2 | 91 | 28 | 30.8 |
| HSLECJ | 647 | 187 | 28.9 | 325 | 196 | 60.3 |
| HSPVA | 190 | 73 | 38.4 | 117 | 12 | 10.3 |
| Jones | 36 | 13 | 36.1 | 25 | 0 | 0.0 |
| Jordan | 83 | 13 | 15.7 | 15 | 3 | 20.0 |
| Kashmere | 13 | 8 | 61.5 | 9 | 0 | 0.0 |
| Lamar | 840 | 18 | 2.1 | 18 | 15 | 83.3 |
| Lee | 64 | 38 | 59.4 | 114 | 34 | 29.8 |
| Madison | 167 | 86 | 51.5 | 132 | 6 | 4.5 |
| Milby | 237 | 140 | 59.1 | 325 | 82 | 25.2 |
| Reagan | 222 | 75 | 33.8 | 120 | 36 | 30.0 |
| Scarborough | 43 | 20 | 46.5 | 33 | 4 | 12.1 |
| Sharpstown | 61 | 26 | 42.6 | 51 | 9 | 17.6 |
| Sterling | 63 | 18 | 28.6 | 18 | 0 | 0.0 |
| Waltrip | 328 | 100 | 30.5 | 215 | 51 | 23.7 |
| Washington | 101 | 17 | 16.8 | 32 | 10 | 31.3 |
| Westbury | 114 | 75 | 65.8 | 158 | 25 | 15.8 |
| Westside | 720 | 544 | 75.6 | 1,133 | 572 | 50.5 |
| Wheatley | 59 | 30 | 50.8 | 45 | 3 | 6.7 |
| Worthing | 38 | 18 | 47.4 | 21 | 0 | 0.0 |
| Yates | 76 | 25 | 32.9 | 33 | 1 | 3.0 |
| HISD 9–12 | 6,887 | 2,988 | 43.4 | 6,754 | 3,689 | 54.6 |

Source: 2008 College Board Data file; PEIMS: 2007 Fall PEIMS snapshot.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 64 students in 2008. HISD 9–12 enrollment reflects only enrollment for schools participating in AP testing. There were 83 G/T students from 3 campuses that did not participate in AP testing.

*Scores not reported for less than 5 students.

Table 24 (page 37) summarizes the number of G/T and districtwide IB test-takers, number of exams, and the percent of exams scoring four or higher by campus for 2007 and 2008. A total of 417 students took 1,071 IB examinations districtwide, with 77.0 percent of the exams scored at four or higher for 2007. For 2008, a total of 432 students took 1,286 IB examinations districtwide, with 76.7 percent of the exams scored at four or higher.

In 2008, a total of 295 G/T students took 929 IB examinations with 78.8 percent scoring four or higher. When comparing 2007 to 2008 participation and performance data, the number of IB test-takers decreased by 18 students, but the number of exams taken increased by 70; however, overall performance dropped by 2 percentage points. According to the International Baccalaureate Organization (2008), 77 percent of IB exams scored in the 4–7 range in Texas for

2008. This represents a decline of 1 percentage point over the previous year (International Baccalaureate Organization, 2007). Overall, a higher percentage of G/T students received passing scores on the IB examination for both years when compared to performance in Texas.

Alternatively, results in 2007 and 2008 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 in 2007. For 2008, 52 students took 151 IB exams where 88.1 percent 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 in 2007. For 2008, 380 students took 1,135 IB exams where 75.2 percent scored at four or higher.

For G/T IB test-takers at Bellaire High School, 54 G/T students took a total of 162 IB exams where 95.7 percent of the exams scored four or higher in 2007. For 2008, 51 G/T students took 150 IB exams where 88.0 percent were scored at four or higher. At Lamar High School, 259 G/T students took a total of 697 IB exams where 77.3 percent of the exams were

scored at four or higher in 2007. In 2008, 244 G/T students took 779 IB exams where 77.0 percent scored at four or higher.

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 25 depicts the number of candidates and students who earned the IB diploma participating in the G/T program for 2007 and 2008. Overall, there were 119 diplomates districtwide and 95 of them were participating in the G/T program in 2008. This represents an increase from last year for which 84 of the 93 diplomates were participating in the G/T program.

The number of IB diploma recipients differed markedly by campus. Districtwide,

Table 24. Districtwide and G/T IB Exam Participation and Performance, 2007 and 2008

| School | District | | | | | | G/T | | | | | |
|--------------|------------|------------|--------------|--------------|------------------------|-------------|------------|------------|------------|------------|------------------------|-------------|
| | # Tested | | # of Exams | | % of Exams Scoring 4–7 | | # Tested | | # of Exams | | % of Exams Scoring 4–7 | |
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 |
| Bellaire | 59 | 52 | 168 | 151 | 94.6 | 88.1 | 54 | 51 | 162 | 150 | 95.7 | 88.0 |
| Lamar | 358 | 380 | 903 | 1,135 | 73.8 | 75.2 | 259 | 244 | 697 | 779 | 77.3 | 77.0 |
| Total | 417 | 432 | 1,071 | 1,286 | 77.0 | 76.7 | 313 | 295 | 859 | 929 | 80.8 | 78.8 |

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 for 2007 and 2008. G/T identification code was missing for one student attending Bellaire High School for 2008.

Source: 2007 and 2008 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2008.

Table 25. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2008

| School | District | | | | G/T | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| | Candidates | | Diplomates | | Candidates | | Diplomates | |
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 |
| Bellaire | 29 | 23 | 26 | 20 | 29 | 23 | 26 | 20 |
| Lamar | 89 | 133 | 67 | 99 | 74 | 95 | 58 | 75 |
| Total | 118 | 156 | 93 | 119 | 103 | 118 | 84 | 95 |

Note: G/T identification code was missing for one student attending Lamar High School for 2007. G/T identification code was missing for one student attending Bellaire High School for 2008.

Source: 2007 and 2008 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2008.

Bellaire High School had a total of 29 candidates and 26 of these earned an IB diploma in 2007. In 2008, Bellaire had 23 candidates districtwide, and 20 earned an IB diploma. Lamar High School awarded the IB diploma to 67 students out of a total of 89 candidates in 2007, and increased the number of candidates to 133 and diplomates to 99 in 2008. For students participating in the G/T program, Bellaire High School had a total of 29 candidates and 26 of these earned an IB diploma. For 2008, the number decreased to 23 candidates and 20 students earned an IB diploma. Since all of the IB candidates districtwide were also identified as G/T at Bellaire, the districtwide results are the same as the G/T results. Lamar High School had 74 candidates in 2007 and 58 of these earned an IB diploma. The number of G/T diplomates increased to 95 in 2008 out of 118 G/T candidates.

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, mathematics, 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 26 summarizes the number and percent of G/T middle school students enrolled in Pre-AP/IBMYP courses in the four core content areas for 2007–2008. Percentages ranged from 73.5 percent in sixth grade to 92.6 percent in eighth grade. Overall, 81.9 percent of

Table 26. Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2007–2008

| | # Taking 4 Core Courses | Total G/T Course Enrollment | % Taking 4 Core Courses |
|--------------|-------------------------|-----------------------------|-------------------------|
| 6 | 1,272 | 1,731 | 73.5 |
| 7 | 1,371 | 1,749 | 78.4 |
| 8 | 1,786 | 1,929 | 92.6 |
| Total | 4,429 | 5,409 | 81.9 |

G/T middle school students were enrolled in advanced courses in the four core content areas.

Table 27 depicts the number of students taking at least two advanced level courses for the 2007–2008 school year. Overall, 83.0 percent of G/T high school students enrolled in at least two advanced level courses during the 2007–2008 school year. The grade level with the lowest enrollment was twelfth grade, with 72.3 percent.

Standard 7–Monitoring Program Implementation–Quality-Rigor

For the 2007–2008 school year, measures were put in place to provide continual monitoring by campus-based, regional, and central office staff in areas that impact instruction and student achievement. For the 2007–2008 school year, the Department of Advanced Academics offered training to principals and their leadership teams so that they could systematically monitor teachers’ implementation of the *Scholars & Knowledge* framework. Training was completed by 266 principals and/or leadership members for 174 campuses as well as 15 Central/Regional

Table 27. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2007–2008

| | # Taking 2 Advanced Courses | Total G/T Course Enrollment | % Taking 2 Advanced Courses |
|--------------|-----------------------------|-----------------------------|-----------------------------|
| 9 | 1,322 | 1,516 | 87.2 |
| 10 | 1,470 | 1,665 | 88.3 |
| 11 | 1,660 | 1,945 | 85.3 |
| 12 | 1,334 | 1,844 | 72.3 |
| Total | 5,786 | 6,970 | 83.0 |

personnel. Moreover, there was at least one staff member who completed the training from each of the four regions. Staff from the Alternative/Charter Schools Office did not complete this training.

During the 2007–2008 academic year, there were a total of 259 Campus G/T Coordinators to help with implementation of the G/T program. Campus G/T Coordinators attended meetings and trainings to facilitate the delivery of information at the campus level.

One hundred and sixty-two principals submitted a copy of their Instructional Delivery Model(s) to their Regional Office for approval along with documentation to support the approval of their model(s) by the Campus Shared Decision-Making Committee (SDMC).

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

Professional Development

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

incorporated in many of the professional development opportunities offered.

Standards 9 and 10: Professional Development for Administrators and Teachers

The director of e-TRAIN provided an extract of G/T training sessions offered by the district extending from June 1, 2007 through May 31, 2008. 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 2007–2008 school year, 1,809 participants completed G/T training sessions. This represents an unduplicated count for participation in professional development activities. For the 2007–2008 school year, the professional development opportunities focused on Pre-AP training (Laying the Foundation), Advanced Placement, and Monitoring Rigor. There were a number of training sessions designed to provide support to G/T campuses. Elementary Vanguard G/T coordinators, Vanguard Magnet Coordinators, Regional Office G/T meetings, Secondary Vanguard/AP Coordinator meetings, and Vanguard Neighborhood Tester Training all occurred during the 2007–2008 school year in order to provide different levels of support for the program. In the district, there were 5,414 participants who completed 33,100 hours of training. Since participants may take more than one course, the participation represented a duplicated count.

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

G/T Program Evaluation

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

and to inform parents of the opportunities (TAC §89.3)

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

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

District and Campus Improvement Plans

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

Texas law requires that District and campus improvement plans include provisions to improve/modify services to G/T students (TEC §11.252, §11.253). In order to gauge compliance at the campus level, 20 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: Askew, Felix Cook, James Law, Edgar Lovett, Pleasantville, Oran Roberts, Roosevelt, Pearl Rucker, Travis, and Windsor Village elementary schools; Burbank, Daniel Ortiz, Pin Oak, Ryan, and Carter Woodson (K–8) middle schools; and, Bellaire, Carnegie Vanguard, Cesar Chavez, Jefferson Davis, and George Scarborough 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 16 schools provided information concerning the program design; descriptions ranged from providing data on the G/T popula-

tion from the school to providing an in-depth description of the program model or models implemented.

Three campuses provided student achievement data on the G/T population. Since G/T students are served at the secondary level through Advanced Placement courses, one school outlined the need to contact parents in order to communicate the benefits afforded through the AP program. None of the schools included information on recruitment strategies and/or information about assessment timelines. Nine campuses 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.

Campus Shared Decision-Making Committee

G/T Program input was sought by parents that served on the Campus SDMC for the 2007–2008 school year with regard to the selection of the G/T Instructional Delivery Model. One hundred and sixty-two principals provided documentation. Parents were active participants in this important process.

G/T Parent/Community Council

On July 17, 2007 an update was provided regarding the G/T Program and Standards. One of the goals for fulfilling Standard 12 was to form a G/T Parent/Community Advisory Council and meet to discuss the G/T Program. Based on information from program personnel, action steps were taken to form a Council, but members were still being solicited to serve.

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 comply with state mandates requiring school districts to evaluate the effectiveness of the G/T program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the G/T program operated in compliance with the policies and procedures developed by the legal and administrative authorities. In addition to addressing issues of compliance to state mandates, baseline data were collected for each of the 14 G/T Standards from 2006–2007 and compared to the first year of implementation in 2007–2008.

Program Services

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

Vanguard Magnet students were served in homogenous classrooms while the predominant model used by the Vanguard Neighborhood program was to integrate G/T students in the regular classroom (Department of Research and Accountability, 2006). Vanguard Magnet programs had strict enrollment goals so that class sizes rarely exceeded the state requirements. Since all G/T students at the Vanguard Neighborhood schools required program services, waivers would be obtained if needed.

For 2007–2008, the program design options changed. Campuses offered either a Vanguard

Neighborhood or Vanguard Magnet program design. The changes largely 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 82 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 district provides support to the G/T program by monitoring, training, administering and documenting grants, financial support, regional office support, central office support, and HISD bus transportation. Data were collected during the 2007–2008 school year regarding bus transportation for eligible Vanguard Magnet students. A total of 1,996 Vanguard Magnet students requested information for bus transportation, and a total of 1,871 students were eligible to receive transportation services out of a total of 5,120 Vanguard Magnet students. There was a drop in the number of students that were eligible to receive bus transportation when comparing 2008 to the previous year. It is important to understand that the number of eligible students does not necessarily reflect actual bus ridership. Students may request and be eligible for services, but choose not to utilize those services.

Student Assessment

Over the past five years, the percentage of students in HISD identified as G/T has increased, while G/T enrollment at the state level has declined over the same time period. District G/T percentages have exceeded state G/T percentages over the past five years, with the

largest differential occurring for the 2006–2007 school year (4.5 percentage points). These data indicate that the district has an over-representation of students in the G/T program, especially when previously published state documentation established that districts should have approximately eight percent of the students identified as G/T (Texas Education Agency, 2002). There are primarily two factors impacting the number of students identified for G/T program services. These include the policies outlined by the district for student assessment and the logistical aspects of implementing those policies.

One of the difficulties faced by educators in identifying G/T students is capturing those students who are typically under-represented. These groups would include economically disadvantaged students, minority students, and students who are limited English proficient. By casting a wider net, there is a greater chance to have students from these groups identified. In addition, the district implemented a program for assessing students who would be entering kindergarten at their neighborhood campus. This has increased the number of G/T students identified on the PEIMS database, and these students were provided services early in their educational tenure. Another policy change that was implemented during the 2007–2008 school year focuses on having students who were identified prior to entering kindergarten keep their G/T identification even if they choose not to participate in a Vanguard Magnet program. Previously, students who did not enter the Vanguard Magnet program in kindergarten did not retain their G/T status, but had the opportunity to be reassessed in kindergarten, and if identified, then they were served 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 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research,

African American and Hispanic students are under-represented and White and Asian students are over-represented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are under-represented.

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

The district has developed strategies to address this issue as part of the new G/T Standards. First, the district is implementing a kindergarten assessment program for the Vanguard Neighborhood students as part of Standard 2. Second, the district has developed rosters for the 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 grades K–12 so that all students will be assessed using the same identification criteria. Evaluating the effectiveness of these measures can be accomplished by looking at the demographics of the students in the G/T program and comparing them with the district population.

There are two changes that have taken place with regard to Vanguard Magnet admissions. Elementary and middle schools with an attendance zone that offer a Vanguard Magnet program will follow the School Wide Program (SWP) Magnet program design model. The entire G/T program at these schools will be designated as Vanguard Magnet and subject to Magnet (transfer) quotas. All zoned students need to apply to the Vanguard Magnet program and are not part of the transfer quota, and they do not have to go through the lottery process. Non-

zoned students must apply and proceed with the necessary assessment. Those who qualify as G/T may be admitted so long as there is space available. If there are more applications than spaces, a lottery is conducted. Therefore, the number of Magnet transfers that are available each year, will depend largely on the number of zoned G/T students. This change will positively impact zoned students by automatically serving them in their neighborhood schools.

In 2008–2009, the district 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, 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 percent of the spaces in the Vanguard Magnet entry grades. This may negatively impact a family that is not zoned to a Vanguard Magnet school because there may not be space available, and the family may be forced to enroll their children at two different schools.

Curriculum and Instruction

To address curriculum alignment, the Advanced Academics Department developed a curricular framework entitled *Scholars & Knowledge*. The framework consisted of four strands: ascending levels of intellectual demand, concepts, differentiation, and products.

Moreover, inservices were offered throughout the 2007–2008 school year. This represents an important step toward ensuring that students make a seamless move from elementary to middle to high school.

On May 27, 2008, HISD released Standard Practice Memorandum 5610.A, a document designed to describe and provide guidelines regarding the implementation of the *Advanced Placement Initiative*. As part of the guidelines, campuses are required to offer Pre-AP and AP courses in the four core content areas (reading/English language arts, mathematics, science, and social studies). Prior to the release of this document, campuses determined which Pre-AP and AP courses to offer (Houston Independent School District (2007b)). Although it is important to offer courses in the four core content areas, it is equally important to ensure that there is alignment of the Pre-AP and AP courses offered at both the middle school and high school level so that students have a seamless transition and a proper foundation. Since G/T students are primarily served at the secondary level through Pre-AP and AP courses, this policy will positively impact the opportunities afforded not only to G/T students, but to all students across the district. Additionally, special issues are faced by magnet schools, which enroll students from all over the district. Developing strategies to ensure that students have the educational foundation so that they are prepared to take advanced classes is paramount.

Standard 6–Curriculum and Instruction, addresses the issue of rigor by ensuring that students in middle school receive instruction daily in the four core content areas (language arts/reading, mathematics, science, and social studies). Baseline data indicated that 81.9 percent of middle school students were enrolled in the four core content areas for 2007–2008; however, only 73.5 percent of sixth grade students were enrolled in Pre-AP or IBMYP 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/Aprena, 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 Aprena 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 42.8 percent of eleventh grade students scored at the commended level on English Language Arts TAKS for 2008. There was a decline in performance by 9.0 percentage points.

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, 5,414 participants completed training. This represents a duplicated count because participants could attend more than one training session. The focus on training for the 2007–2008 school year centered on Pre-AP and AP training and monitoring academic rigor. This number does not fully capture the training received by district staff members because not all professional development opportunities are tracked through e-TRAIN.

Family-Community Involvement

The Department of Research and Accountability has conducted an annual evaluation of the G/T program for the past six years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; and 2007). 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.

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.

Since part of the evaluation process involves soliciting parent input for program improvement, the formation of the G/T Parent/Community Advisory Council would represent a very proactive measure in the district. Parents and community members could aid in soliciting input for the program, and also providing perceptions of the program from a different perspective. The initial steps that were taken included contacting regional offices to provide a slate of parents to serve on the committee.

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. As outlined in Standard 12, create a districtwide G/T Parent/Community Advisory Council for the 2008–2009 school year with a meeting agenda posted on the Advanced Academics website.
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. Since the percentage of students identified as G/T in the district is roughly twice that of the state, consideration should be given to re-evaluating the G/T Identification Matrix regarding criteria and assessment instruments.
5. Continue training district personnel on implementing the G/T Curriculum Framework, *Scholars & Knowledge*, as well as Pre-AP/AP strategies to support students in making a seamless transition from elementary to middle to high school.
6. Monitor the implementation of Standard Practice Memorandum 5610A to ensure that secondary campuses offer Pre-AP and AP courses in the four core content areas and that course selections are vertically aligned.
7. Provide additional support to those campuses that are out of compliance with regard to placing fewer than three G/T students in a regular classroom.
8. In accordance with the *Texas State Plan*, results of this year’s evaluation should be reflected in the district and campus improvement plans.

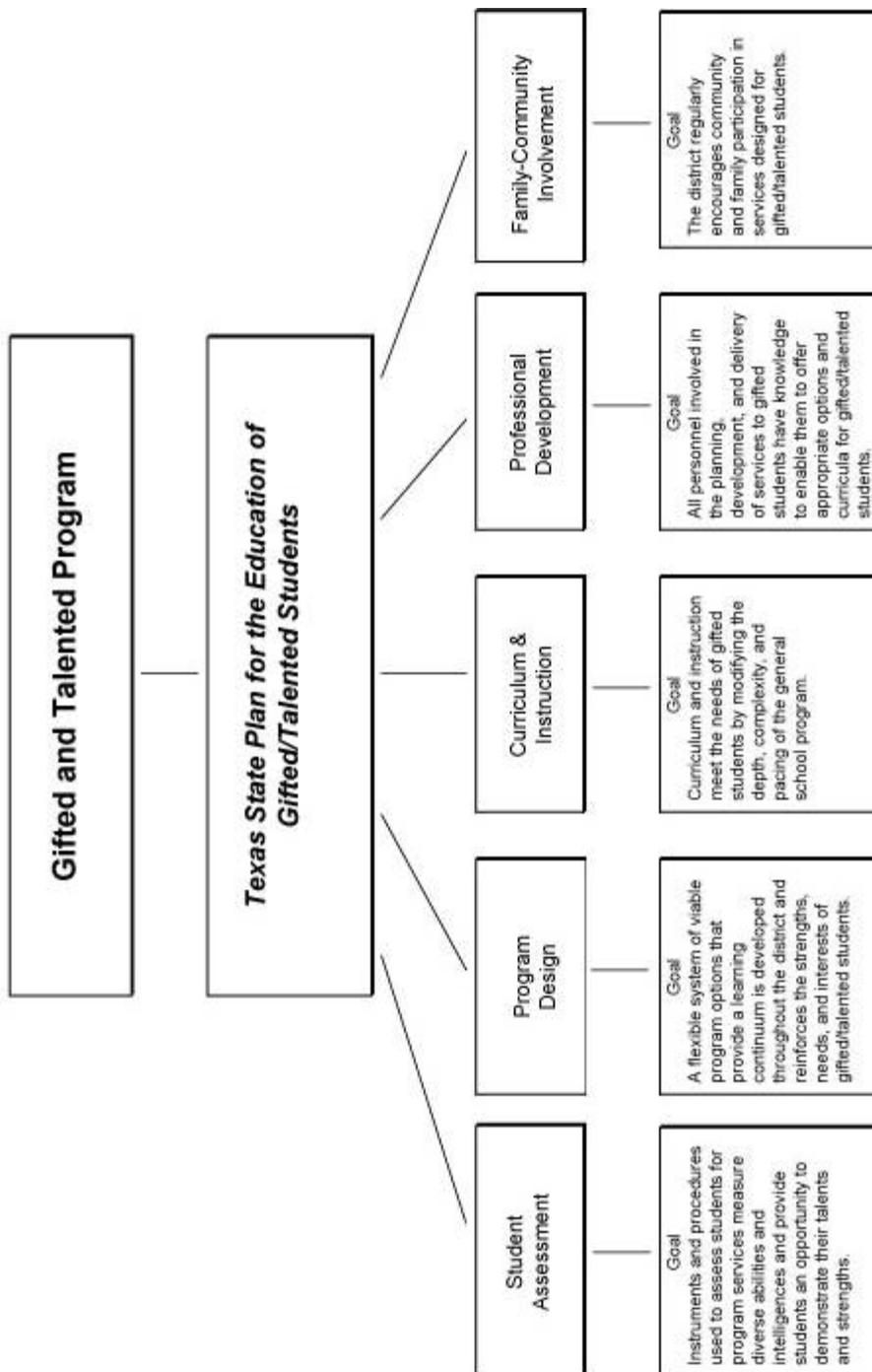
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Appendix A

Texas State Plan for the Education of Gifted/Talented Students



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

| Region Name | School |
|--------------------|---|
| Central | Benbrook Elementary School |
| Central | Black Middle School |
| Central | Blackshear Elementary School |
| Central | Crockett Elementary School |
| Central | Dodson Elementary School |
| Central | Field Elementary School |
| Central | Foster Elementary School |
| Central | Garden Oaks Elementary School |
| Central | Gregory-Lincoln Education Center (ES) |
| Central | Hartsfield Elementary School |
| Central | Jones, J. W. Elementary School |
| Central | MacArthur Elementary School |
| Central | MacGregor Elementary School |
| Central | Memorial Elementary School |
| Central | Rice School Elementary School (La Escuela Rice) |
| Central | Stevens Elementary School |
| Central | Thompson Elementary School |
| Central | Turner Elementary School |
| Central | Wharton Elementary School |
| East | Briscoe Elementary School |
| East | Chrysalis Middle School |
| East | Deady Middle School |
| East | Franklin Elementary School |
| East | Harris, R. P., Elementary School |
| East | Henderson, J. P., Elementary School |
| East | Port Houston Elementary School |
| East | Rucker Elementary School |
| East | Rusk Elementary School |
| East | Tijerina Elementary School |
| North | Allen Elementary School |
| North | Bruce Elementary School |
| North | Burrus Elementary School |
| North | Crawford Elementary School |
| North | De Chaumes Elementary School |
| North | Dogan Elementary School |
| North | Durkee Elementary School |
| North | Eliot Elementary School |
| North | Hohl Elementary School |
| North | Houston Gardens Elementary School |
| North | Kashmere Gardens Elementary School |
| North | Kashmere High School |
| North | Kennedy Elementary School |
| North | Ketelsen Elementary School |

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

| Region Name | School |
|--------------------|--|
| North | Key Middle School |
| North | Martinez, R., Elementary School |
| North | McDade Elementary School |
| North | Osborne Elementary (Acres Homes) |
| North | Paige Elementary School |
| North | Scott Elementary School |
| South | Bastian Elementary School |
| South | Brookline Elementary School |
| South | Empowerment College Prep High School |
| South | Fondren Elementary School |
| South | Frost Elementary School |
| South | Golfcrest Elementary School |
| South | Gregg Elementary School |
| South | Grimes Elementary School |
| South | Hobby Elementary School |
| South | Kelso Elementary School |
| South | Law Elementary School |
| South | Mading Elementary School |
| South | Montgomery Elementary School |
| South | Reynolds Elementary School |
| South | Rhoads Elementary School |
| South | Thomas Middle School |
| South | Woodson Elementary School |
| South | Woodson Middle School |
| South | Young Elementary School |
| West | Anderson Charter Elementary School |
| West | Bonham Elementary School |
| West | Briar Meadow Charter Elementary School |
| West | Daily Ray Elementary School |
| West | Elrod Elementary School |
| West | Emerson Elementary School |
| West | Foerster Elementary School |
| West | Gordon Elementary School |
| West | Kaleidoscope/Caleidoscopio Middle School |
| West | McNamara Elementary School |
| West | Milne Elementary School |
| West | Pilgrim Elementary School |
| West | Sands Point Elementary School |
| West | Sugar Grove Elementary School |