

**MEMORANDUM**

April 30, 2010

TO: School Board Members

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

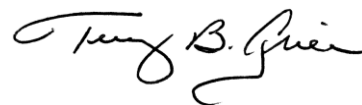
SUBJECT: **GIFTED AND TALENTED (G/T) PROGRAMS: 2008–2009**

CONTACT: Carla Stevens, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard/Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the G/T program during the 2008–2009 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: Acceptable, Recognized, and Exemplary. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. In 2007–2008, HISD developed fourteen G/T Standards that were aligned to the five components of the *Texas State Plan*. The evaluation report centered on measuring the effectiveness of the G/T program based on the state's five components and comparing year two of implementation of the G/T Standards with baseline data from 2006–2007.

In 2008–2009, a total of 24,979 students attending 257 elementary, middle, and high schools participated in the district's G/T program. When comparing the demographic profile of those participating in the G/T programs to the district's demographic profile, African American and Hispanic students were under-represented, while White and Asian students were over-represented. A total of 19 elementary campuses participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program and 142 or 32 percent of the tested applicants qualified for the G/T program at their neighborhood school. On the 2008–2009 English TAKS, the percent meeting commended performance for G/T students ranged from 58.8 percent in science to 77.6 percent in social studies, reflecting increases in all subtests from 2006–2007 (baseline year). The percent meeting commended performance on the Spanish TAKS for G/T students ranged from 57.4 percent in writing to 71.8 percent in mathematics, reflecting increases in reading, math, and writing from 2006–2007 (baseline year).



TBG

Attachment  
cc: Superintendent's Direct Reports  
Regional Superintendents  
Executive Principals  
Noelia Garza  
Tracye Wear  
Principals

# RESEARCH

**Educational Program Report**

**HOUSTON**  
Independent School District



Creating a College-Bound Culture

## **Gifted and Talented (G/T) Programs 2008–2009**

**Department of Research and Accountability  
Houston Independent School District**



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RESEARCH SPECIALIST

**Renmin Ye, Ed.D., Vera Lewis, and Naim Ullah**

APPLICATION SPECIALISTS

**Harry M. Selig**

RESEARCH MANAGER

**Houston Independent School District**

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Website: [www.houstonisd.org](http://www.houstonisd.org)

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## **Gifted and Talent (G/T) Program Evaluation**

2008–2009

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## EXECUTIVE SUMMARY

### GIFTED AND TALENTED (G/T) PROGRAMS 2008–2009

#### 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, 2008a, p. XIX-1, 2008b, 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, or
- Vanguard Neighborhood.

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

##### *HISD G/T Program Standards*

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

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

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

### **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 second year of implementation in 2008–2009.

### **Key Findings**

1. What program options were provided to G/T students during the 2008–2009 school year, and how does current implementation compare to the Board-approved G/T Standards?
  - For the 2008–2009 school year, 5,502 and 19,477 G/T students were served through one of two program designs, Vanguard Magnet or Vanguard Neighborhood, respectively.
  - Analysis of the instructional delivery model worksheets from 171 campuses indicated that two G/T models or a combination of the two G/T models were implemented across the district for 2008–2009. These included a Homogeneous G/T Classroom (9.9 percent), G/T Clusters in the Regular Classroom (98.8 percent), or a combination of the G/T Homogeneous model and the G/T Clusters in the Regular Classroom model (8.8 percent). Percentages do not add up to 100 because more than one model could be implemented.
  - There were two Vanguard Neighborhood campuses that reported offering G/T services, but did not identify any G/T students. 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 84 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 2008–2009, a total of 24,979 students attending 257 elementary, middle, and high schools participated in the G/T program.
  - The percentage of G/T students identified in the district (12.5 percent) is nearly twice the

percentage identified by the state (7.5 percent), using state calculations.

- Although African American students comprise 27.8 percent of the total HISD population in grades K–12, these students represent only 15.0 percent of the G/T population reflecting an underrepresentation of African American students by 12.8 percentage points.
  - When comparing the percentage of African American students enrolled in the G/T program from 2006–2007 (baseline) to 2008–2009 (year 2 of implementation of G/T standards), there was a decrease from 16.9 percent to 15.0 percent.
  - Although Hispanic students comprise 60.4 percent of the total HISD population in grades K–12, these students represent only 48.3 percent of the G/T population, reflecting an underrepresentation of Hispanic students by 12.1 percentage points.
  - When comparing the percentage of Hispanic students enrolled in the G/T program from 2006–2007 (baseline) to 2008–2009 (year 2 of implementation of G/T standards), there was an increase from 43.8 percent to 48.3 percent.
  - Although economically disadvantaged students comprise 79.7 percent of the total HISD population in grades K–12, these students represent only 53.5 percent of the G/T population, reflecting an underrepresentation of economically disadvantaged students by 26.2 percentage points.
  - When comparing the percentage of economically disadvantaged students enrolled in the G/T program from 2006–2007 (baseline) to 2008–2009 (year 2 of implementation of G/T standards), there was an increase from 50.0 percent to 53.5 percent.
  - In 2009, A total of 15 elementary campuses and 4 early childhood centers participated in the Entering Vanguard Neighborhood Kindergarten G/T Assessment Program. Out of the 643 applicants who were tested, 185 or 28.8 percent qualified for the G/T program at their neighborhood school. All qualified students will retain their G/T identification status upon entering kindergarten, will be coded as G/T on the Public Education Information Management System (PEIMS) database, and funded accordingly for the 2009–2010 school year.
  - The Tier system placed qualified G/T students into three different groups, with Tier I students meeting the highest criteria. Since the Tier system was eliminated for the 2008–2009 school year, an analysis was conducted to determine the impact of the policy for Tier I students by comparing it to 2006–2007 (prior to implementation). In 2006–2007, 184 students were identified as Tier I compared to 213 in 2007–2008, reflecting an increase of 29 students. The percentage of Tier I students that stayed in the district was comparable for both years (82.6 percent vs. 83.1 percent).
  - The number of campuses for which Tier I students enrolled for sixth grade increased from 21 in 2006–2007 to 27 in 2007–2008. The Vanguard Magnet schools that attracted the highest number of Tier I students were Sidney Lanier and T.H. Rogers middle schools, and the Vanguard Neighborhood schools that attracted the highest number of Tier I students were John Pershing and Pin Oak middle schools.
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, defined as achieving a 61 National Percentile Rank (NPR) or greater, on the Stanford 10 and the Apenda 3. Stanford 10 data from 2008–2009 indicated that there was no grade level for which 100 percent of the students scored a 61 NPR or above. The standard was not met.
- For 2009, Apenda 3 achievement test results indicated that 100 percent of fourth grade G/T students achieved a 61 NPR or greater on the mathematics, science, and complete battery. For second grade G/T students, 100 percent scored a 61 NPR or above on the complete battery. The standard was met for the aforementioned grade levels and subtests.
- When comparing districtwide G/T performance on the Apenda 3 for 2007 and 2009, G/T students improved on the mathematics, environment/science, and social science subtests, while a decline occurred on the language subtest. Reading and the complete battery results were comparable for 2007 and 2009.
- 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 2008–2009 school year indicated that the percent of G/T students scoring at the commended level ranged from 58.8 percent on the science subtest to 77.6 percent on the social studies subtest districtwide. The standard was not met.
- The percentage of G/T students achieving commended performance on the English TAKS for 2009 exceeded 2007 performance levels for all subtests.
- Spanish TAKS commended performance data for the 2008–2009 school year indicated that the percent of G/T students scoring at the commended level ranged from 57.4 percent on the writing subtest to 71.8 percent on the mathematics subtest. The standard was not met.
- The percentage of G/T students achieving commended performance on the Spanish TAKS for 2009 exceeded 2007 performance levels for the reading, mathematics, and writing subtests by 6.3, 0.7, and 8.2 percentage points, respectively.
- For 2009, a total of 6,818 Advanced Placement (AP) exams were taken by 2,985 G/T students, and 54.5 percent of the scores were three or higher on a scale of one to five.
- From 2007 to 2009, the number of G/T AP test-takers increased by 13, the number of AP exams taken increased by 409, the number of tests scoring three or higher increased by 65, but the percent of exams scoring three or higher declined by more than 2 percentage points.
- For 2009, AP test participation varied markedly by campus. G/T high school participation rates ranged from 3.1 percent at Mirabeau Lamar High School to 84.8 percent at Robert E. Lee High School. Lamar High School also offers the International Baccalaureate Program.
- 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 2009, 302 HISD G/T students took a total of 1,093 International Baccalaureate examinations (IB), where 81.4 percent scored a four or above on a scale from one to seven.



- In 2009, Bellaire High School had a higher percentage (90.8 percent) of G/T IB exams scoring four or above, while Lamar High School had more IB examinations taken by G/T students (n=952 vs. n=141).
  - For 2009, 23 Bellaire and 101 Lamar G/T students achieved the IB diploma. The number of G/T students earning an IB diploma increased districtwide from 84 in 2007 to 124 in 2009.
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 PEIMS, a total of 962 full-time teachers provided instruction for G/T students during the 2008–2009 school year reflecting 8.1 percent of the teachers districtwide. Due to coding practices, the number of teachers providing instruction for G/T students is underrepresented.
  - For 2008–2009, a total of 2,111 participants completed G/T training sessions. Of the 2,111 participants, 1,566 teachers completed 6 or more hours fulfilling the annual state and district professional development requirement.
5. To what extent did the district encourage community and family participation in services designed for G/T students?
- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the Instructional Delivery Model(s) that would be implemented on the campus.
  - For 2008–2009, 53 campuses hosted a *G/T Expo* on their campus and invited parents and community members to view their students' advanced products. The West Region hosted their G/T Expo at Rice University with 27 elementary schools

participating and an approximate attendance of 2,245 students, parents/families, district staff members, and community members.

### Recommendations

1. To increase student achievement and academic rigor, develop a network of regional and campus-based personnel to monitor the academic rigor and support the implementation of the Vanguard program. Develop a plan and incorporate the components into the Elementary and Secondary Guidelines. The plan should include an observation protocol, a rubric to assess advanced products, descriptions of the responsibilities of all personnel, including the coordinator, and identify all levels of accountability so that the district is in compliance with the *Texas State Plan*.
2. To build teacher capacity and increase academic rigor, provide G/T teachers with results of their formative assessment.
3. Improve the program design at the secondary level by considering additional components such as an intervention team to help students develop study and organizational skills, opportunities for students to take prerequisite mathematics and science courses during the year in an accelerated block or during the summer of ninth and tenth grade, an affective counseling component to address underachieving gifted and talented students, and expand/develop mentoring/internship programs.
4. For high school campuses, conduct a needs assessment of the AP program focusing on courses that should be offered along with content areas with low AP performance results, and identify content areas for which qualified teachers are needed.
5. To build capacity and increase the rigor of the G/T program, target professional development needs to those teachers that have low student performance on the Stanford 10/Aprena 3 achievement tests and AP exams.
6. To increase student achievement, strengthen the curriculum in middle school so that

students have a strong educational foundation not only academically, but also with regard to the development of higher order thinking skills and time management skills.

7. 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.
8. 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.
9. To ensure compliance with state mandates, continue offering the G/T Expo and invite parents and community members to the event.
10. Measure the effectiveness of G/T training through surveys and/or classroom observations.
11. 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 2008–2009

## 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, 2008a, p. XIX-1, 2008b, 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*

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

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

*Elementary and Secondary Program Design*

HISD Elementary and Secondary Guidelines, which are compiled by the HISD

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

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

- Board-approved Vanguard Magnet or
- Vanguard Neighborhood.

*Vanguard Magnet*

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

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
Standard 13	Evaluation	Section 1: Student Assessment Section 2: Program Design Section 3: Curriculum and Instruction Section 4: Professional Development Section 5: Family-Community Involvement
Standard 14	District Commitment and Support	Section 2: Program Design

Students had the opportunity to work with their cognitive peers.

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

The Vanguard program began in 1972 and was HISD’s first full-day program for G/T students. Vanguard was incorporated into the Magnet program in 1975–1976 and now serves students at eleven elementary schools, eight middle schools, and one high school. The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2008–2009, the program served students at the following Board-approved locations:

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

The overall goals of the Vanguard Magnet program were to “provide G/T students additional opportunities for developing their

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

#### *Vanguard Neighborhood*

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

The Vanguard Neighborhood program was designed for G/T students who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model were made at the campus level (Houston Independent School District, 2008a).

### *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

For the 2008–2009 school year, Northline Elementary School joined River Oaks, Oran Roberts, and Mark Twain elementary schools when it became certified to offer the International Baccalaureate Primary Years Program. This Primary Years Programme (PYP) is a school-wide program that benefited all students regardless of G/T identification. It focused on the development of the whole child and offered a framework that meets children’s academic, social, physical, emotional, and cultural needs. The framework, geared towards students from ages 3–12, consists of structured inquiry centered around six organizing or “transdisciplinary” themes which are incorporated into the advanced curriculum, including:

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

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* (2008a, 2008b), applicants were assessed using multiple criteria which may have included some of the following:

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

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

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

points, and the student earned a score of 16 points or above on the achievement score and 10 points or above on the abilities score, they would be identified as G/T.

#### *Centralized Admissions Committee*

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

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

#### *Campus-Based Admissions Committee*

For all Vanguard Neighborhood applicants, the assessment process for nominated students included the completion of the district approved *G/T Identification Matrix*. The student *G/T Identification Matrix* was presented at the campus-based admissions committee meeting, composed of at least three members, who were trained in G/T education, to determine placement needs of the student. Parents were then notified of their child's placement recommendation and provided a copy of the *G/T Identification Matrix*. For the current academic year, students enrolled in kindergarten were assessed, identified, and campuses were to provide services by March 1, 2009.

#### *Retaining the G/T Identification*

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

#### *G/T Program: Exiting Procedure*

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

#### *Vanguard Sibling Policy*

In HISD, there existed a sibling policy designed to accommodate parents who wanted their children to attend the same school during the same school year. First and foremost, the sibling needed to qualify for the program, and both children needed to be attending the same school during the school year for which the application was made. Changes were made to the sibling policy that went into effect during the 2008–2009 school year. Qualified siblings took up no more than 25 percent of the spaces in the Vanguard Magnet entry grades. If there are more than 25 percent qualified siblings, a lottery was held to determine which students would be enrolled. If the remaining qualified siblings were not drawn in the regular lottery, there would be a waitlist sibling lottery for positions at the top of the waitlist, followed by a waitlist lottery for remaining qualified students.

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

For qualifying twins, if one twin was accepted into a Vanguard Magnet program



during the lottery, the other twin became a sibling and followed the established sibling guidelines for admission. Siblings, who present new data and qualify through the appeals process, would be placed on the waitlist below other qualified siblings (if applicable), and above other non-sibling applicants. (Houston Independent School District, 2008a, 2008b).

### **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) 2008–2009 data file, there were 962 full-time teachers

responsible for G/T classroom instruction, on 73 campuses in HISD. There were 11,917 teachers in HISD based on data extracted from PEIMS. Therefore, 8.1 percent of the teachers districtwide provided instruction for the G/T student population. This reflects an undercount of teachers because of PEIMS coding practices.

In addition to the teachers, campuses designated coordinators for the Vanguard Magnet and Vanguard Neighborhood programs. All coordinators were expected to attend the monthly meetings with the Regional Office G/T 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; and
- Mail G/T notification letters to the parents/guardians regarding qualification status and a copy of the G/T Identification Matrix by the notification date determined annually.

The role of the Advanced Academics Department regarding the G/T program was to provide support to the campuses and teachers offering Vanguard Magnet and/or the Vanguard Neighborhood programs. Support efforts included, but were not limited to, training teachers to implement “Laying the Foundation” and monitoring AP course syllabi that were authorized through the College Board AP Course Audit process. The Advanced Academics Department consisted of one director, two coordinators, and one administrative assistant for the 2008–2009 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

2008–2009 academic year, 24,979 students attending 257 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=257) compared to the teacher file (n=73). The disparity may be explained by some of the following: the fact that teachers were in the process of serving G/T students while completing their professional development requirements, teachers serviced multiple populations and PEIMS coding restrictions precluded identifying all of those groups served, teacher mobility precluded their inclusion for the fall snapshot, and/or submission of G/T teachers to TEA was not complete.

### **Budget**

The annual budget for the G/T Program for 2008–2009 was \$19,488,312. This figure represented both school-based funds of \$15,658,068 and non-school based funds of \$3,830,244. Of the non-school based funds, a total of \$1,394,390 was budgeted for the Department of Advanced Academics, which included grants totaling \$635,486.

### **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 second year of implementation in 2008–2009.

To accomplish this, the following research questions were addressed:

1. What program options were provided to G/T students during the 2008–2009 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 many not receive admittance into the program of their choice and will decline to attend. Thus, the final pool of “accepted” students will fluctuate until the first day of the 2009–2010 academic year for applications received during the 2008–2009 cycle, and these data were current as of July 2009. Since MATS is a dynamic database, information is updated regularly. Kindergarten and sixth grade applicants were extracted from the 2007–2008 and 2008–2009 application cycles. These data were used to track kindergarten and sixth grade students into the 2008–2009 and 2009–2010 academic years to compare accepted applicants to the pool of students that actually enrolled.

Professional development for G/T teachers was extracted using HISD e-TRAIN.

Limitations exist since some professional development activities were not tracked on e-TRAIN because campuses may have hired their own trainer, and the training was not recorded through e-TRAIN. 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.

Tier I students were included in the analysis only if there were data available from the three indicators: Stanford 10/Aprena 3 achievement tests, Naglieri Nonverbal Ability Test (NNAT), and overall grade average. River Oaks students were analyzed separately based on meeting two of the three indicators because grades were not available.

### **Data Collection**

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

Additional documentation including data for the Entering Kindergarten Assessment Program,

G/T Standards, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. Budget information for HISD during the 2008–2009 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 2008–2009. 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 Aprena 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2008–2009 school year. English and Spanish TAKS data were extracted for G/T students in grades three through eleven for the 2008–2009 school year.

AP test performance for 2009, 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 provided by personal communication from the Global Head of Research, IBO and archival data were extracted from the *Review & Summary Data 2007: Profile of Diploma Programme Test Takers*. HISD and state policy is not to report grouped scores for fewer than five students.

### Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. To determine the percentage of students scoring above grade level on the Stanford 10 and Apenda 3, the percentage of students that scored a 61 NPR or higher were analyzed at the campus and district levels. G/T participation rates in AP testing for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grades 9–12.

## Results

### What program options were provided to G/T students during the 2008–2009 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 296 schools in HISD, 257 campuses offered G/T services. There were 237 Vanguard Neighborhood programs (K–12), and 20 campuses offering Vanguard Magnet programs (K–12). In addition to the 237, there were two campuses offering a Vanguard Neighborhood program who did not identify any G/T students based upon the PEIMS fall snapshot. These included: Sharon Halpin Early Childhood Center and William A. Lawson Institute for Peace and

Prosperity (WALIPP). For 2008–2009, a total of 19,477 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 5,502 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 78.0 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 22.0 percent of the G/T students were served through the Vanguard Magnet program.

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 2008–2009, there were 84 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 25 for the North region. A list of campuses is provided in **Appendix B**.

#### *Standard 1–Program Design*

For the 2008–2009 school year, there was one program name, Vanguard, for all G/T programs. The Vanguard G/T program was

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

Region	Total Schools
Alternative/Charter	0
Central	18
East	7
North	25
South	20
West	14
<b>Total</b>	<b>84</b>

Source: PEIMS 2008–2009

offered through one of the following program designs:

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

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

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

#### *Standard 5—Instructional Delivery Models*

Schools, with input from parents and teachers, selected the instructional delivery models that best fit the needs of all students on their campus. For 2008–2009, models included the G/T Homogeneous Classroom, G/T Clusters in Regular Classrooms, or a Combination G/T Homogenous and G/T Clusters.

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

most frequently selected model was the G/T Clusters in Regular Classrooms, used by 98.8 percent of the schools.

#### *Standard 11—Data Quality and Compliance*

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

Regional G/T managers, Magnet Coordinators, teachers, and other G/T campus-based staff attended training in August 2008 regarding all of the G/T Performance Standards.

#### *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 3**, page 18).
- Budgetary support through the district’s GF1 funds (fund 108) which equals to a 12 percent add-on rate (to the Average Daily Attendance (ADA) rate) for each student appropriately coded as G/T on PEIMS (Budget section, page 14).
- Regional Office support and services provided by the regional office staff, including executive principals and designated regional G/T specialists, will include classroom monitoring, data quality, professional development for teachers/parents, and service networking (Professional development, page 40).
- Central Office support and services provided by the Advanced Academics Department will include district applications, forms/letters, professional development, instructional monitoring tools, program guidelines, service networking, and parent information/training (see page 40 professional development; forms/letters, and tools on the Advanced Academics website).

Baseline data regarding transportation was requested from the manager of bus routing and

scheduling from the 2006–2007 to the 2008–2009 school year. Table 3 summarizes the number of Vanguard Magnet students who requested bus transportation and the number of eligible students. During the 2006–2007 school year, 2,929 Vanguard Magnet students requested bus transportation, and a total of 2,340 were eligible for bus transportation out of a total of 4,149 Vanguard Magnet students. Transportation services were provided to all of the Vanguard Magnet campuses for 2006–2007.

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

During the 2008–2009 school year, a total of 2,169 students requested bus transportation, and 1,993 were eligible out of a total of 5,502 Vanguard Magnet students. Transportation was provided to all of the Vanguard Magnet

campuses for 2008–2009. All Magnet students were eligible unless they lived within 2 miles of the school they were attending or if they lived out-of district and space was not available.

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

**Student Assessment**

*G/T Enrollment*

In 2008–2009, a total of 24,979 students attending 257 elementary, middle, and high schools participated in the G/T program. **Table 4** (page 19) compares the number of students who were identified as G/T to the total district enrollment by grade level along with the G/T percentage for 2006–2007 (prior to the implementation of the G/T Standards) and 2008–2009 (after two years of implementation).

Table 3. Summary of Vanguard Magnet Students Requesting and Eligible for Bus Transportation, 2006–2007 to 2008–2009

Vanguard	2006–2007		2007–2008		2008–2009	
	Requesting	Eligible	Requesting	Eligible	Requesting	Eligible
Askew	110	55	28	27	45	33
Carrillo	33	14	14	14	18	11
De Zavala	68	49	21	21	21	15
Herod	79	38	24	24	28	25
Oak Forest	74	29	47	47	40	28
Pleasantville	51	40	9	9	4	4
River Oaks	152	136	98	93	103	97
Roosevelt	42	23	17	17	34	32
T.H. Rogers	150	138	109	102	136	127
Travis	79	62	18	18	13	6
Windsor Village	164	85	29	28	41	36
<b>Elementary Total</b>	<b>1,002</b>	<b>669</b>	<b>414</b>	<b>400</b>	<b>483</b>	<b>414</b>
Burbank	96	41	44	44	37	23
Carnegie Vanguard	355	340	330	327	373	359
Hamilton	305	232	218	218	332	290
Holland	54	42	12	11	12	11
Jackson	53	24	4	4	6	5
Lanier	728	690	654	650	647	628
Long	43	25	11	11	5	4
Ryan	5	4	2	2	3	3
T. H. Rogers Middle	288	273	307	204	271	256
<b>Secondary Total</b>	<b>1,927</b>	<b>1,671</b>	<b>1,582</b>	<b>1,471</b>	<b>1,686</b>	<b>1,579</b>
<b>Total</b>	<b>2,929</b>	<b>2,340</b>	<b>1,996</b>	<b>1,871</b>	<b>2,169</b>	<b>1,993</b>

Table 4. Comparison of G/T Student Population to the District Population, 2006–2007 and 2008–2009

Grade	2006–2007			2008–2009		
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	570	16,562	3.4
First	1,685	18,290	9.2	2,193	17,571	12.5
Second	2,122	16,431	12.9	2,211	16,739	13.2
Third	2,312	15,998	14.5	2,541	16,398	15.5
Fourth	2,398	15,859	15.1	2,608	15,264	17.1
Fifth	2,435	14,454	16.8	2,573	14,545	17.7
<b>Subtotal</b>	<b>11,255</b>	<b>97,440</b>	<b>11.6</b>	<b>12,696</b>	<b>97,079</b>	<b>13.1</b>
Sixth	1,671	14,118	11.8	1,930	13,046	14.8
Seventh	1,904	14,101	13.5	1,982	12,587	15.7
Eighth	1,796	13,552	13.3	1,770	12,891	13.7
Ninth	1,811	16,010	11.3	1,719	15,764	10.9
Tenth	2,118	12,159	17.4	1,488	12,255	12.1
Eleventh	2,026	10,192	19.9	1,617	9,752	16.6
Twelfth	1,795	9,335	19.2	1,777	9,435	18.8
<b>Subtotal</b>	<b>13,121</b>	<b>89,467</b>	<b>14.7</b>	<b>12,283</b>	<b>85,730</b>	<b>14.3</b>
<b>Total*</b>	<b>24,376</b>	<b>186,907</b>	<b>13.0</b>	<b>24,979</b>	<b>182,809</b>	<b>13.7</b>

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

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

Source: Fall PEIMS Snapshot 2006 and 2008.

For the 2008–2009 school year, a total of 24,979 students were identified as G/T compared to the district enrollment of 182,809 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has increased slightly from 13.0 percent in 2006–2007 to 13.7 percent in 2008–2009.

G/T percentages were also calculated by grade level. The number of G/T students were divided by the number of students in the district for each grade level. G/T percentages ranged from 1.8 percent at kindergarten to 19.9 percent at eleventh grade for 2006–2007. G/T percentages for 2008–2009 ranged from 3.4 percent in kindergarten to 18.8 percent in twelfth grade. When comparing the G/T percentages by grade level from 2006–2007 to 2008–2009, increases occurred for all grade levels with the exception of high school (grades 9–12), where G/T percentages declined by 0.4 percentage points for ninth grade to 5.3 percentage points for tenth grade.

Previously, kindergarten students participating in the Vanguard Neighborhood program were not systematically identified prior to the PEIMS fall snapshot; therefore, low enrollment figures primarily reflect students participating in the Vanguard Magnet program. The increase in the percentage of G/T kindergarten students for 2008–2009 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2008. When these students enrolled in the District during the 2008–2009 school year, the students identified as G/T were coded on the PEIMS data base for the fall and the schools received funding.

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

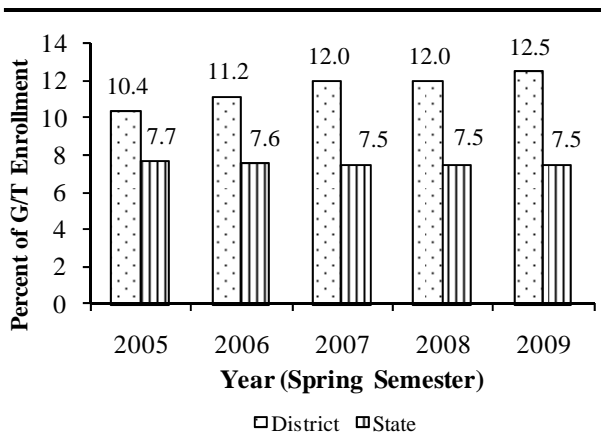


Figure 1. Percent of G/T enrollment, 2005–2009

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

level ranged from 7.5 percent in 2006–2007, 2007–2008, and 2008–2009 to 7.7 percent in 2004–2005. When comparing state G/T enrollment over the five-year period, there was a decrease of 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 10.4 percent in 2004–2005 to 12.5 percent in 2008–2009. When comparing district G/T enrollment over the five-year period, there was an increase of 2.1 percentage points. The G/T percentage for the district exceeded that of the state by 5.0 percentage points for 2008–2009.

#### *Access to Assessment and Identification*

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

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

sixth grade applicants from 2006–2007 and 2008–2009 were identified using the MATS database. Students in the MATS database were matched with the PEIMS and Chancery SMS databases for the 2007–2008 and 2009–2010 school year to track those that qualified, accepted and actually enrolled in a Vanguard program.

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

As Table 5 indicates, the racial/ethnic make-up of kindergarten Vanguard Magnet applicants for the 2007–2008 academic year is significantly different from the racial/ethnic make-up of kindergarten students enrolled during the 2007–2008 academic year. African American and Hispanic students apply for Vanguard Magnet at disproportionately lower rates than they are represented in the HISD kindergarten population by 9.4 and 35.1 percentage points, respectively. Conversely, White students and students of Asian descent apply for Vanguard Magnet at disproportionately higher rates than they are represented in the HISD kindergarten population by 32.1 and 11.6 percentage points, respectively.

Racial/ethnic differences also exist when comparing sixth grade applicants to the sixth grade population, but to a lesser extent. 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



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

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

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

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 2009–2010 school year.

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

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

Comparisons made between the 2006–2007 and 2008–2009 kindergarten applicant pool must be tempered with the knowledge that 4.8 percent of the applicants in 2008–2009 were missing data regarding their race/ethnicity. The percentage of African American and Hispanic kindergarten applicants declined by 2.0 percentage points and 2.4 percentage points, respectively from 2006–2007 to 2008–2009; however, the district's African American population also decreased by 1.6 percentage points for the same time period. Alternatively, the district's Hispanic, Asian, and White student population increased by 0.7, 0.4, and 0.5

percentage points, respectively from 2006–2007 to 2009–2010. For sixth grade, there was a decrease in the percentage of African American, Asian, Hispanic, and White applicants, when comparing 2006–2007 to 2008–2009. The decreases are comparable to those seen in the district for sixth grade African American and Asian students. However, there was an increase in the percentage of Hispanic and White students districtwide by 0.7 and 0.5 percentage points, respectively.

**Table 6** summarizes the number of kindergarten and sixth grade applicants that applied, accepted, and enrolled as well as the percentage of accepted applicants who enrolled in a Vanguard program by race/ethnicity over the past two years. For 2007–2008 kindergarten students, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled in a Vanguard program (77.4 percent), while White students were characterized by the lowest percentage (55.3 percent) based on those racial/ethnic groups that were identified or for which at least 5 students were identified. When looking at total percentages of those enrolled, the percentage of sixth grade students that accepted and subsequently enrolled in a Vanguard

program exceeded the percentage of total kindergarten applicants who accepted and then enrolled in a Vanguard program by 7.3 percentage points. A greater percentage of sixth grade Hispanic students were accepted and subsequently enrolled in a Vanguard program when compared to African American, Asian, or White students based on those racial/ethnic groups identified or for those groups comprised of at least five students.

For students enrolling in the district for the 2009–2010 school year, the results were similar. For kindergarten students, Hispanic students represented the racial/ethnic group with the highest percentage of accepted students that subsequently enrolled in a Vanguard program (72.1 percent). Asian and White students were characterized by the lowest percentages (53.2 percent and 56.0 percent, respectively).

Of the sixth grade students who were accepted and subsequently enrolled in a Vanguard Program for 2009–2010, Hispanic students represented the highest percentage with 72.6 percent, while African American students reflected the lowest percentages with 64.8 percent based on those racial/ethnic groups that were identified or for which at least five students were identified. When comparing the percentage

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

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

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

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

of students that accepted and subsequently enrolled in the Vanguard program for 2007–2008 and 2009–2010, there was a decline for kindergarten students by 4.0 percentage points, but an increase of 2.5 percentage points for sixth grade students.

### Tier System

When the G/T Standards went into effect during the 2007–2008 school year, one of the policy changes focused on eliminating the Tier System. During the 2006–2007 application cycle, when applicants applied for admission into a Vanguard Magnet program, qualified applicants were placed in one of three groups: Tier I, Tier II (total profile points of 62 or above) or Tier II (total profile points between 56–61 with additional minimum point scores on achievement and ability tests).

Tier I applicants were those students that scored an 85 NPR or higher on three of the four Stanford 10 subtests (reading, mathematics, science, or social science) or scored an 85 NPR or higher on the Aprenda 3 reading and mathematics subtests based on the previous years' score, earned a 95 NPR on the Naglieri Nonverbal Abilities Test (NNAT) taken in the current year, and scored 90 or higher on the final grade average based on the previous years' score. Typically, any student that met the criteria established for Tier I was admitted to their first choice Vanguard Magnet school unless more than 50 percent of the openings would be filled by Tier I students. In order to determine the effect of the policy, baseline data from the 2006–2007 Magnet application cycle was compared to 2007–2008 data reflecting the first year of implementation. There were four areas to be assessed. These included:

- How many Tier I students were impacted by the change in policy?
- Were students choosing to leave the district?
- Where did students enroll if they stayed in the district?
- How many students did not enroll in their first choice Vanguard Magnet program?

For a student to be included in the analysis, all three data elements were required. Since River Oaks Elementary School did not have overall final averages included on the data file that was used for the extract for the past two years, a separate analysis was conducted using only two of the three criteria (Stanford 10 scores and NNAT scores). There were eight cases where a student had duplicated records because they had been wait listed at a campus. For example, if Rogers Middle School was the applicant's first choice, and that student was wait listed, then the information would be forwarded to the second choice Vanguard School. Therefore, the applicant would have two records. For the purposes of this analysis, if a student was wait listed at a campus that campus was considered the students' first choice.

**Table 7** summarizes the demographic characteristics of Tier I (and River Oaks) students for the 2006–2007 and 2007–2008 application cycles. There were 199 and 236 fifth grade students that qualified as Tier I. For these two application cycles, White students had the highest percentages of the five racial/ethnic groups with 45.2 percent and 46.2 percent, respectively. This was followed by Asian (25.1 percent) and Hispanic (21.6 percent) students for 2006–2007 applicants, and Hispanic (25.0

Table 7. Demographic Characteristics of Tier I Students, 2006–2007 and 2007–2008

	2006–2007		2007–2008	
	Tier I		Tier I	
	N	%	N	%
<b>Race/Ethnicity</b>				
African Am.	16	8.0	16	6.8
Asian	50	25.1	52	22.0
Hispanic	43	21.6	59	25.0
Native Am.	0	0.0	0	0.0
White	90	45.2	109	46.2
<b>Gender</b>				
Male	100	50.3	108	45.8
Female	99	49.7	128	54.2
<b>Group</b>				
Econ. Disadv.	58	29.1	61	25.8
G/T	181	91.0	210	89.0
<b>Total</b>	<b>199</b>	<b>100.0</b>	<b>236</b>	<b>100.0</b>

Note: River Oaks students were included in the demographic totals.

Source: Fall PEIMS Snapshot: 2006–2007 and 2007–2008

percent) and Asian (22.0 percent) for 2007–2008 applicants. For 2006–2007, males slightly exceeded females and for 2007–2008, females exceeded males. Regarding economic status, 29.1 percent of 2006–2007 applicants were economically disadvantaged and this percentage declined to 25.8 percent for 2007–2008 applicants. Ninety-one percent of the 2006–2007 applicants were already identified as G/T and 89.0 percent of 2007–2008 applicants were already identified as G/T.

**Table 8** summarizes the application and enrollment actions for Tier I students. For the 2006–2007 and 2007–2008 application cycle, there were 184 and 213 Tier I students identified, respectively. There was an increase in the number of students that qualified as Tier I by 29 students.

Prior to the implementation of the G/T Standards, 82.6 percent of Tier I students chose to enroll in the district compared to 83.1 percent of Tier I students as a result of the first year of implementation. Based on this information, a comparable percentage of Tier I students still chose to enroll in the district. The number of campuses from which the Tier I students were enrolled as fifth grade students expanded from 59 during the baseline year to 68 during year one of implementation.

The third issue to examine with regard to the change in policy focused on where students enrolled. For 2006–2007, 152 Tier I students enrolled in 21 different HISD campuses for the 2007–2008 school year. The list is summarized in **Appendix C**. With regard to Vanguard Magnet schools, Lanier and Rogers had the

Table 8. Tier I Application and Enrollment Actions, 2006–2007 and 2007–2008

	2006–2007	2007–2008
	# of Students	# of Students
Tier I students who met all three criteria	184	213
Tier I students that enrolled in an HISD school	152	177
% of Tier I students who enrolled in the district	82.6%	83.1%
Tier I students that applied to a Vanguard Magnet	130	115
Tier I students that were accepted (an acceptance letter was sent) into their Vanguard Magnet Program of choice*	109	83
• Tier I students that accepted the agreement*	103	77
• Tier I students that did not accept/did not respond to the letter	6	6
Tier I students wait listed	0	31
• Tier I students that were wait listed and enrolled in their Vanguard Magnet Program of choice	N/A	15
• Tier I students that were wait listed and enrolled in a Vanguard Magnet Program that differed from the wait listed campus	N/A	2
• Tier I students that were wait listed and enrolled in a Vanguard Neighborhood Program	N/A	14
Tier I students that declined the offer after being accepted	21	1
Tier I students that enrolled in a Vanguard Magnet Program	103	94
<b>River Oaks</b>		
Tier I students who met Stanford/Aprenda & NNAT criteria	15	23
Tier I students who enrolled in HISD	13	17
Tier I students who enrolled in a Vanguard school	13	13

\*For 2007–2008, there were 24 students that were not listed in the MATS data file, but were enrolled in a Vanguard Magnet school. Students were enrolled in the following Vanguard Magnet middle schools: Burbank (n=3), Hamilton (n=1), Jackson (n=3), Lanier (n=1) and Rogers (n=16). All students were considered accepted into their Vanguard Magnet program of choice and accepting the agreement.

Note: **Tier I Applied to a Vanguard Magnet Program** = Accepted + Wait Listed + Declined.

**Tier I enrolled in a Vanguard Program** = Accepted the agreement + Wait Listed and enrolled in their Vanguard Magnet Program of Choice + Wait Listed and enrolled in a Vanguard Magnet Program that differed from the wait listed campus.

highest number of Tier I students that chose to enroll for 2007–2008. With regard to Vanguard Neighborhood schools, Pin Oak and John Pershing attracted the highest number of Tier I students.

For the 2007–2008 Tier I cohort, 177 students enrolled in 27 campuses in the district. This reflects an increase of 6 campuses from the previous year. **Appendix D** summarizes the campuses that students enrolled in for 2008–2009. With regard to Vanguard Magnet schools, Lanier and Rogers had the highest number of Tier I students that enrolled. With regard to Vanguard Neighborhood schools, Pershing and Pin Oak had the highest number of Tier I students that enrolled for 2008–2009.

The fourth issue to examine with regard to the change in policy focused on choice. For students applying prior to implementation of the G/T Standards, Tier I students received their first choice of Vanguard Magnet campuses, and Rogers and Lanier reflected the Vanguard Magnet campuses with the highest number of Tier I students.

For the first year of implementation, 115 Tier I students applied to a Vanguard Magnet school and 83 were accepted while 1 declined. Of the 83 students that were accepted, 77 accepted the agreement to enroll and 6 either did

not accept the agreement to enroll or did not respond to the letter. Thirty-one Tier I students were wait listed. Of the 31 Tier I students who were wait listed, 15 enrolled in the Vanguard Magnet program of their choice, 2 enrolled in a Vanguard Magnet program that differed from the wait listed campus, and 14 Tier I students that were wait listed enrolled in a Vanguard Neighborhood program. A total of 94 Tier I students enrolled in a Vanguard Magnet program. Based on this analysis, not all Tier I students had the opportunity to enroll at the Vanguard Magnet campus of their choice.

*Comparison of G/T Demographics to the District*

**Table 9** shows the demographic characteristics of G/T students compared to students in the district (K–12) for 2006–2007 (baseline) and 2008–2009 (year 2) along with the differential for both years. Of the students served in the G/T program for 2008–2009, 48.3 percent were Hispanic, 26.4 percent were White, 15.0 percent were African American, and 10.2 percent were Asian. Districtwide data that compared 2006–2007 (baseline) to 2008–2009 (year 2) indicated that at least 43 percent of the G/T students were Hispanic, followed by White students, African American students and Asian students, respectively. The percent of Native

Table 9. Demographic Characteristics of G/T Students, 2006–2007 to 2008–2009

	2006–2007					2008–2009					Gap Diff.
	G/T		District			G/T		District			
	N	%	N	%	Diff	N	%	N	%	Diff	
<b>Race/Ethnicity</b>											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,758	15.0	50,900	27.8	-12.8	0.4
Asian	2,502	10.3	6,096	3.3	7.0	2,537	10.2	6,155	3.4	6.8	-0.2
Hispanic	10,671	43.8	109,577	58.6	-14.8	12,068	48.3	110,371	60.4	-12.1	-2.7
Native Am.	32	0.1	127	0.1	0.0	27	0.1	139	0.1	0.0	0.0
White	7,044	28.9	16,345	8.7	20.2	6,589	26.4	15,244	8.3	18.1	-2.1
<b>Gender</b>											
Male	11,286	46.3	95,291	51.0	-4.7	11,619	46.5	93,371	51.1	-4.6	-0.1
Female	13,090	53.7	91,616	49.0	4.7	13,360	53.5	89,438	48.9	4.6	-0.1
<b>Group</b>											
Bilingual	2,339	9.6	31,453	16.8	-7.2	3,402	13.6	33,343	18.2	-4.6	-2.6
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	13,360	53.5	145,760	79.7	-26.2	-0.7
ELL	2,642	10.8	47,770	25.6	-14.8	4,315	17.3	53,602	29.3	-12.0	-2.8
ESL	201	0.8	13,665	7.3	-6.5	543	2.2	16,111	8.8	-6.6	0.1
Special Ed.	458	1.9	19,317	10.3	-8.4	300	1.2	16,094	8.8	-7.6	-0.8
<b>Total</b>	<b>24,376</b>	<b>100.0</b>	<b>186,907</b>	<b>100.0</b>		<b>24,979</b>	<b>100.0</b>	<b>182,809</b>	<b>100.0</b>		

American students was comparable to the district. When comparing the demographic profile of students in the G/T program to that of HISD overall, African American and Hispanic students were under-represented, while White and Asian students were over-represented. More specifically, the percentage of Hispanic students in the district during the 2008–2009 school year exceeded the percentage identified for the G/T program by 12.1 percentage points; whereas, the percentage of African American students in the district exceeded the percentage identified for the G/T program by 12.8 percentage points.

Alternatively, the percentage of Asian and White students in the G/T program exceeded the percentage in the district by 6.8 and 18.1 percentage points, respectively. Regarding gender, the percentage of females exceeded the percentage of males for the G/T program for the 2006–2007 and 2008–2009, and were over-represented compared to the district proportions. The district has increased the percentage of Hispanic students in the G/T program when comparing baseline data with 2008–2009 by 4.5 percentage points.

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 2008–2009 school year, the percentage of Bilingual students in the G/T program was 13.6 percent in contrast to 18.2 percent districtwide. The percentage of economically disadvantaged students, determined by participation in the Free or Reduced Lunch program, was only 53.5 percent for the G/T program; whereas 79.7 percent of students districtwide were categorized as economically disadvantaged. G/T students identified as ELL comprised 17.3 percent in contrast to 29.3 percent districtwide. G/T students participating in ESL comprised 2.2 percent compared to 8.8 percent of those students districtwide. Special Education students comprised 1.2 percent of students in the G/T

program, compared to 8.8 percent of the district-wide population.

When comparing baseline data to 2008–2009, bilingual students identified as G/T increased from 9.6 percent to 13.6 percent. For ELL, ESL, and economically disadvantaged students, there were also increases in the percentage in the G/T program when comparing baseline to 2008–2009.

Ideally, the district demographic profile should mirror the G/T program. Table 9 shows the gap or differences between the district and the G/T program at baseline and 2008–2009. Groups for which the gap closed by at least 1 percentage point include Hispanic and White students, Bilingual students, and English Language Learners (ELL).

#### *Vanguard Magnet Demographics*

**Table 10** (page 27) summarizes the demographic characteristics for the Vanguard Magnet program design by school for the 2008–2009 school year. With regard to race/ethnicity, Hispanic (39.2 percent) and White (33.6 percent) students reflected the highest percentages of the five racial/ethnic groups. When comparing the racial/ethnic percentages with those districtwide, however, the data suggest that Hispanic and African American students are under-represented in the program as a whole; whereas, White students and Asian students are over-represented. More specifically, the percentage of Hispanic students in the district exceeded those participating in the Vanguard Magnet program by 21.2 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 10.3 and 25.3 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 90.4 percent at Pleasantville Elementary School. For Hispanic

Table 10. Demographic Characteristics for Vanguard Magnet Students by School, 2008–2009

School	N	Percent							
		African Am.	Asian	Hisp.	Native Am.	White	Male	Female	F/R Lunch
<b>Elementary</b>									
Askew	245	13.9	18.4	23.7	0.0	44.1	47.3	52.7	21.6
Carrillo	144	1.4	0.0	97.9	0.0	0.7	51.4	48.6	72.9
De Zavala	206	2.4	1.5	95.1	0.5	0.5	46.6	53.4	86.4
Herod	286	14.3	15.4	26.9	0.0	43.4	47.9	52.1	27.6
Oak Forest	354	10.5	2.8	31.4	0.6	54.8	42.9	57.1	24.0
Pleasantville	83	90.4	0.0	9.6	0.0	0.0	48.2	51.8	74.7
River Oaks	548	9.3	19.3	13.9	0.4	57.1	50.0	50.0	7.8
Roosevelt	176	13.6	2.8	77.8	1.1	4.5	44.3	55.7	80.1
Rogers	248	8.9	57.3	5.2	0.0	28.6	46.4	53.6	14.1
Travis	301	1.3	6.3	24.9	0.3	67.1	50.2	49.8	14.3
Windsor Village	178	56.2	3.9	37.6	0.0	2.2	47.8	52.2	70.8
<b>Middle</b>									
Burbank	285	5.6	0.4	92.6	0.0	1.4	44.9	55.1	89.5
Hamilton	421	11.2	2.4	66.0	0.2	20.2	45.6	54.4	64.6
Holland	100	34.0	0.0	59.0	0.0	7.0	51.0	49.0	89.0
Jackson	162	1.2	0.0	97.5	0.6	0.6	48.8	51.2	92.0
Lanier	905	10.2	18.3	21.7	0.0	49.8	47.0	53.0	18.5
Long	76	3.9	6.6	88.2	0.0	1.3	46.1	53.9	97.4
Rogers	348	10.3	46.8	14.1	0.0	28.7	51.7	48.3	21.0
Ryan	38	84.2	0.0	15.8	0.0	0.0	39.5	60.5	81.6
<b>High</b>									
Carnegie	398	19.1	7.3	30.4	0.0	43.2	47.2	52.8	28.6
<b>Vanguard</b>									
<b>Magnet Total</b>	<b>5,502</b>	<b>13.3</b>	<b>13.7</b>	<b>39.2</b>	<b>0.2</b>	<b>33.6</b>	<b>47.5</b>	<b>52.5</b>	<b>39.5</b>
<b>District Total</b>	<b>182,809</b>	<b>27.8</b>	<b>3.4</b>	<b>60.4</b>	<b>0.1</b>	<b>8.3</b>	<b>51.1</b>	<b>48.9</b>	<b>79.7</b>

Source: Vanguard and District demographic data extracted from the Fall PEIMS Snapshot for grades K–12, 2008–2009.

students, the percentages by campus ranged from 5.2 percent at Rogers Elementary School to 97.9 percent at Carrillo Elementary School. The percentage of White students ranged from 0.0 percent at Pleasantville Elementary School and Ryan Middle School to 67.1 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at Carrillo and Pleasantville elementary schools, and Holland, Jackson, and Ryan middle schools to 57.3 percent at Rogers Elementary School.

Regarding gender, a total of 47.5 percent of the Vanguard Magnet student population was male. Across schools, there was a slight difference when comparing males with females. By campus, the percentage of males in the program ranged from 39.5 percent at Ryan Middle School to 51.7 percent at Rogers Middle School. A total of 39.5 percent of the Vanguard Magnet students were considered to be

economically disadvantaged, although this figure varied across campuses from a low of 7.8 percent at River Oaks to a high of 97.4 percent at Long Middle School.

#### *Vanguard Neighborhood Demographics*

**Table 11** presents the demographic characteristics of students enrolled in the Vanguard Neighborhood program design (K–12). Of the 19,477 students identified as G/T and served in the Vanguard Neighborhood program for the 2008–2009 school year, 9,008 or 46.2 percent were males and 10,469 or 53.8 percent were females.

Regarding race/ethnicity, Hispanic students represented the largest racial/ethnic group comprising 50.9 percent of the students enrolled in the Vanguard Neighborhood program design. White students comprised 24.3 percent of the Vanguard Neighborhood program design,

Table 11. Demographic Characteristics for Vanguard Neighborhood Students, 2008–2009

<b>Vanguard Neighborhood (K–12)</b>		
	<b>Enrolled</b>	<b>Percent</b>
<b>Gender</b>		
Male	9,008	46.2
Female	10,469	53.8
<b>Race/Ethnicity</b>		
African Am.	3,025	15.5
Asian	1,782	9.1
Hispanic	9,911	50.9
Native Am.	17	0.1
White	4,742	24.3
<b>Group</b>		
Bilingual	3,186	16.4
Free/Red. Lunch	11,186	57.4
ELL	3,862	19.8
ESL	410	2.1
Special Ed.	202	1.0
<b>Total</b>	<b>19,477</b>	<b>100.0</b>

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

followed by 15.5 percent African American, 9.1 percent Asian, and 0.1 percent Native American students.

Student demographics were also reported by group affiliation: Bilingual, Free or Reduced Lunch, ELL, ESL, and Special Education. Bilingual students comprised 16.4 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 57.4 percent. Students who were ELL comprised 19.8 percent and those designated as ESL comprised 2.1 percent of those enrolled in the Vanguard Neighborhood program design. G/T students who were enrolled in Special Education represented only 1.0 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 2008–2009 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 22 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.

For 2009, the assessment program for entering Vanguard Neighborhood kindergarten students included 15 elementary schools and four early childhood centers in May 2009. Of the 643 students who were tested, 185 or 28.8 percent qualified for the G/T program. There was a reduction in the number of campuses that participated in 2009 by 3 campuses from the previous year. The number of students identified as G/T declined from 201 to 185 when comparing 2008 to 2009.

**Table 12** (page 29) summarizes number of students tested, number of qualified students, and the number of students not qualified by campus for the past three years. For the past three years, the campus with the highest number of qualified applicants was West University for which 28, 49, and 49 G/T students were identified, respectively.

#### *Standard 3–Identification of G/T Students*

To enable the district to identify and serve students that qualify for the G/T program without having to apply, student rosters of eligible G/T students who are currently in kindergarten and students who are currently entering sixth grade were generated and disseminated to campuses districtwide. Parents



Table 12. Entering Kindergarten Assessment Summary, 2007-2009

School	# of Students Tested			# of Students Qualified			# of Students Not Qualified		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Ashford	19	23	48	4	6	12	15	17	36
Codwell	21	26	-	10	12	-	11	14	-
Cook	12	8	10	3	3	3	9	5	7
Daily	12	15	-	1	4	-	11	11	-
Emerson	14	-	-	6	-	-	8	-	-
Farias ECC	-	60	32	-	12	8	-	48	24
Field	-	15	-	-	1	-	-	14	-
Franklin	11	18	16	5	7	4	6	11	12
Harvard	14	24	45	4	9	14	10	15	31
Helms	15	-	-	8	-	-	7	-	-
King ECC	-	80	41	-	22	14	-	58	27
Kolter	-	9	24	-	7	17	-	2	7
Laurenzo ECC	-	20	75	-	12	12	-	38	63
Law	4	4	-	1	1	-	3	3	-
Lockhart	-	-	17	-	-	2	-	-	15
Lovett	-	15	53	-	6	22	-	9	31
MacArthur	-	15	12	-	4	2	-	11	10
MacGregor	21	26	24	0	4	3	21	22	21
Martinez, R.	15	-	-	1	-	-	14	-	-
Mistral ECC	-	65	46	-	4	9	-	61	37
Mitchell	24	57	27	3	11	5	21	46	22
Montgomery	5	-	-	2	-	-	3	-	-
Poe	12	32	-	2	5	-	10	27	-
Reynolds	-	-	3	-	-	1	-	-	2
Sherman	26	-	-	2	-	-	24	-	-
Thompson	26	-	-	10	-	-	16	-	-
Turner	-	-	13	-	-	1	-	-	12
Walnut Bend	16	15	17	2	4	4	14	11	13
West University	106	140	125	28	49	49	78	91	76
Whidby	-	-	15	-	-	3	-	-	12
White	-	17	-	-	8	-	-	9	-
Wilson	-	34	-	-	10	-	-	24	-
<b>Total</b>	<b>373</b>	<b>748</b>	<b>643</b>	<b>92</b>	<b>201</b>	<b>185</b>	<b>281</b>	<b>547</b>	<b>458</b>

Source: Advanced Academics Department.

were notified and advised that they could either opt in or opt out of the program.

#### *Standard 4–Admissions*

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

Neighborhood and Vanguard Magnet programs, and the procedures varied to some degree.

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

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

- **For Zoned Students**—Zoned students 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 were phased out in the 2008–2009 admissions cycle. Similarly, qualified siblings of enrolled or wait-listed students were given priority in admissions. Effective 2008–2009, qualified siblings did not take up more than 25 percent of the spaces in the Vanguard Magnet entry grades. If there are more than 25 percent qualified siblings, a lottery determined which students would be enrolled. If the remaining qualified siblings were not drawn in the regular lottery, there was a wait-list sibling lottery for positions at the top of the wait list, followed by a wait-list lottery for maintaining qualified students.

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

*Standard 8—Student Success (Expectations)*

According to the *Texas State Plan*, G/T programs, at a minimum, are required to provide a continuum of learning experiences that lead to the development of advanced-level products. In Texas, participation and performance on AP and IB examinations are used as high performance indicators in AEIS, the Texas Gold Performance Acknowledgment System (GPA), and the Distinguished Achievement Program (DAP). The DAP requires students to complete four advanced measures in addition to successfully completing all course requirements in order to earn this distinction. Since advanced measures may include performance on AP or IB tests, and since G/T students are required to enroll in advanced courses, AP and IB participation and results reflect appropriate outcome measures for evaluating program effectiveness. In addition, the district administers the Stanford 10, a norm-referenced achievement test for students enrolled in grades 1–11, so that performance may be measured at all educational levels. In addition, the district developed a standard on the Texas Assessment of Knowledge and Skills, where G/T students are expected to score at the commended level. The student achievement standards developed for the Stanford 10, Aprenda 3, and TAKS, however, were not used as part of the entrance agreement. It is to be used to evaluate the success of the program at the district and campus levels.

#### *Stanford 10 and Aprenda 3 Performance*

The Stanford 10 and Aprenda 3 achievement tests were used to assess academic performance for students enrolled in the G/T program for 2008–2009. 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.

ables 13 and 14 summarize the number of students taking the Stanford 10 along with the percent of students scoring a 61 NPR or higher for each subtest and the complete battery by

Table 13. Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2007 (Based on 2002 Norms)

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

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

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

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

Source: Stanford 10 Data File 2009; PEIMS 2008–2009.

grade level for 2006–2007 (baseline) and 2008–2009 (year two of implementation). For the 2006–2007 school year, there was no grade level for which 100 percent of the students scored a 61 NPR or higher. Mathematics and language represented the two subtests with the highest percentage of students (97 percent) meeting the criterion for grades 7 and 8 and grade 4, respectively for 2006–2007. Ninth grade social science was the subtest for which only 72 percent of the G/T students scored a 61 NPR or higher in 2006–2007.

Although there was no grade level for which 100 percent of the students scored a 61 NPR or higher for 2008–2009, mathematics represented the subtest with the highest percentage of ninth grade students (94 percent) meeting the criterion. Alternatively, fifth grade social science was the subtest for which only 66 percent of the G/T students met the criterion.

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

**Tables 15 and 16** summarize the number and percent of students taking the Aprenda 3 along with the percent of students scoring above grade level for each subtest and the complete battery by grade level for 2006–2007 (baseline) and 2008–2009 (year 2 of implementation). Overall performance on the Aprenda 3 was

higher than performance on the Stanford 10 for participating G/T students; however, the number of students tested on the Stanford 10 was greater.

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

For 2008–2009, 100 percent of fourth grade students achieved a 61 NPR or higher on the mathematics, science, and complete battery. On the complete battery, all second grade students met the criterion. The lowest performance rates on the Aprenda 3 occurred for first grade students taking the environment subtest where only 88 percent of the G/T students achieved a 61 NPR or higher.

When comparing districtwide G/T performance on the Aprenda 3 for 2007 and 2009, G/T students improved on the mathematics environment/science, and social science while language declined. Reading and the complete battery results were comparable when comparing 2007 performance to 2009.

*TAKS Performance*

Table 15. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2006–2007

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

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

\*Scores not reported for less than 5 students.

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

Table 16. Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2008–2009

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
1	760	97	761	95	760	95	761	88			757	98
2	669	99	667	99	667	99	666	97			664	100
3	679	99	679	97	678	99	677	99	677	99	675	99
4	423	97	424	100	422	97	424	100	424	99	421	100
<b>Total</b>	<b>2,531</b>	<b>98</b>	<b>2,531</b>	<b>98</b>	<b>2,527</b>	<b>95</b>	<b>2,528</b>	<b>99</b>	<b>1,101</b>	<b>99</b>	<b>2,517</b>	<b>98</b>

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

\*Scores not reported for less than 5 students.

Source: Aprenda 3 Data File 2009; PEIMS 2008–2009.

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 17** 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 18** summarizes the G/T English TAKS results by grade level for the five subtests for 2009 administration reflecting achievement for G/T students after two years of program implementation. Districtwide, 64.7 percent of G/T students scored at the commended level on reading, 67.5 percent scored at the commended level on the mathematics subtest, 64.2 percent scored at the commended level on the writing subtest, and 58.8 percent and 77.6 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 2009 compared to 2007 on the English TAKS. The greatest gains were seen on the science subtest where the percentage scoring at the commended level increased by 18.0 percentage

Table 17. 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
<b>Total</b>	<b>17,205</b>	<b>57.6</b>	<b>17,199</b>	<b>53.9</b>	<b>3,885</b>	<b>55.8</b>	<b>8,177</b>	<b>40.8</b>	<b>5,791</b>	<b>66.8</b>

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

Source: TAKS Data File 2007.

Table 18. Districtwide G/T English TAKS Percent Commended Performance, 2009

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
3	1,818	80.6	1,821	74.6						
4	2,131	60.5	2,138	78.3	2,125	62.0				
5	2,525	60.3	2,531	82.5			2,513	77.5		
6	1,890	74.8	1,894	75.8						
7	1,950	59.6	1,949	49.0	1,933	66.6				
8	1,756	86.1	1,749	62.1			1,749	60.1	1,746	78.6
9	1,672	51.0	1,671	60.7						
10	1,449	43.1	1,453	47.2			1,437	37.9	1,439	74.1
11	1,568	64.3	1,560	65.1			1,557	46.2	1,564	79.5
<b>Total</b>	<b>16,759</b>	<b>64.7</b>	<b>16,766</b>	<b>67.5</b>	<b>4,058</b>	<b>64.2</b>	<b>7,256</b>	<b>58.8</b>	<b>4,749</b>	<b>77.6</b>

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

Source: TAKS Data File 2009.

points compared to the 2007. The percentage of students scoring at the commended level on the reading, mathematics, writing, and social studies subtests increased by 7.1, 13.6, 8.4, and 10.8 percentage points, respectively.

**Table 19** summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the three subtests by grade level for the 2007 administration. Districtwide, scores ranged from 49.2 percent on the writing subtest to 71.1 percent on the mathematics subtest.

**Table 20** (page 35) summarizes the number of G/T students taking the Spanish TAKS and the percent scoring at the commended level on the three subtests by grade level for the 2009 administration. For grade 6, the percentage scoring at the commended level was not reported because fewer than five students were tested. There were no students test at grade 5. For reading, mathematics, and writing, the percentage of students scoring at the commended level was 68.5, 71.8, and 57.4 percent,

respectively. There were increases on the reading, mathematics and writing subtests by 6.3 0.7, and 8.2 percentage points, respectively, when comparing 2007 to 2009.

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

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

**Tables 21** and **22** (pages 36 and 37) show G/T student participation and performance on

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

Grade	Reading		Mathematics		Writing	
	N Tested	%	N Tested	%	N Tested	%
3	544	59.6	543	65.4		
4	301	67.1	301	81.4	301	49.2
<b>Total</b>	<b>845</b>	<b>62.2</b>	<b>844</b>	<b>71.1</b>	<b>301</b>	<b>49.2</b>

\*Scores not reported for less than five students.

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

Source: TAKS Data File 2007.

Table 20. Districtwide G/T Spanish TAKS Percent Commended Performance, 2009

Grade	Reading		Mathematics		Writing	
	N Tested	%	N Tested	%	N Tested	%
3	674	69.6	671	64.1		
4	419	66.8	421	84.1	420	57.4
5	0		0			
6	1	*	1	*		
<b>Total</b>	<b>1,094</b>	<b>68.5</b>	<b>1,093</b>	<b>71.8</b>	<b>420</b>	<b>57.4</b>

\*Scores not reported for less than five students.

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 2009.

AP examinations for 2007 and 2009, 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 21). AP participation and performance also varied markedly for campuses with G/T students (Table 21). 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 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 2009, of the 6,424 G/T students in grades 9–12 districtwide, 2,985 or 46.5 percent of G/T students took AP exams for the 2009 AP test administration (Table 22, page 37). Of the 6,818 AP exams taken by G/T students, more than 54.0 percent of the exams scored three or higher.

Table 22 (page 37) summarizes G/T AP participation and performance by high school campus for 2009. Levels of AP participation ranged from 3.1 percent at Mirabeau Lamar High School to 84.8 percent at Robert E. Lee High School. The percentage of AP exams scored at three or higher ranged from 0.0 percent

at Kashmere and Evan Worthing high schools to 84.8 percent at Bellaire 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 2009, respectively. The percentage of exams scoring three or higher for African American and Hispanic students increased from 2007 to 2009 by 6.1 and 0.2 percentage point(s), respectively, while the percentage of exams for Asian and White students decreased from 2007 to 2009 by -4.9 and -9.9 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

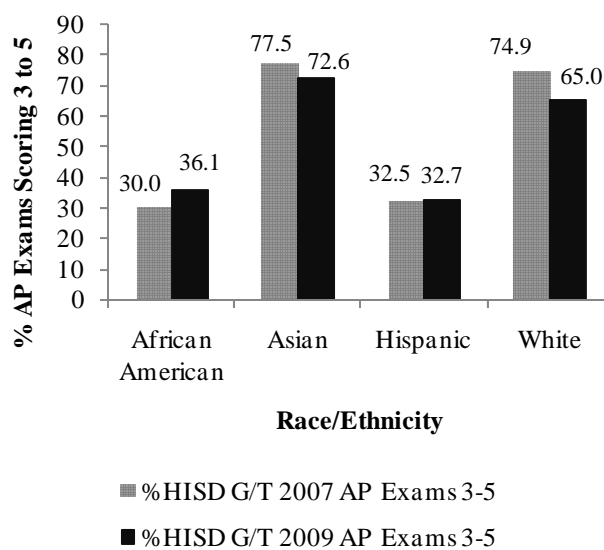


Figure 2. Percentage of HISD G/T AP exams scoring three or higher by race/ethnicity, 2007 and 2009.

Table 21. HISD High School G/T Advanced Placement Participation and Examination Performance by Campus, 2007

Campus	G/T Participation Rate			AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Number 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	48.9	96	13	13.5
Madison	197	84	42.6	112	6	5.4
Milby	260	127	48.8	232	78	33.6
Reagan	232	82	35.3	131	15	11.5
Scarborough	57	12	21.1	19	4	21.1
Sharpstown	72	26	36.1	53	5	9.4
Sterling	77	27	35.1	29	1	3.4
Waltrip	353	54	15.3	120	40	33.3
Washington	120	26	21.7	55	24	43.6
Westbury	139	57	41.0	113	23	20.4
Westside	943	599	63.5	1,205	684	56.8
Wheatley	79	27	34.2	46	1	2.2
Worthing	61	27	44.3	37	0	0.0
Yates	65	20	30.8	29	1	3.4
<b>HISD</b>	<b>7,691</b>	<b>2,972</b>	<b>38.6</b>	<b>6,409</b>	†	<b>57.0</b>

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 G/T enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.

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

\*Scores not reported for less than 5 students.

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 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 2009, 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



Table 22. HISD High School G/T Advanced Placement Participation and Examination Performance by Campus, 2009

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	169	90	53.3	158	21	13.3
Bellaire	1,008	671	66.6	2,134	1,810	84.8
Camegie Vanguard	398	210	52.8	464	286	61.6
Challenge	137	37	27.0	40	24	60.0
Chavez	138	101	73.2	220	57	25.9
Davis	152	50	32.9	75	10	13.3
DeBakey	245	205	83.7	436	355	81.4
Eastwood	106	19	17.9	23	12	52.2
Empowerment	3	2	66.7	2	*	*
Furr	51	11	21.6	24	8	33.3
Houston±	143	99	69.2	263	28	10.6
HSLECJ	144	57	39.6	86	27	31.4
HSPVA	649	200	30.8	367	204	55.6
Jones	25	3	12.0	3	*	*
Jordan	106	20	18.9	30	2	6.7
Kashmere	18	7	38.9	8	0	0.0
Lamar	804	25	3.1	25	11	44.0
Lee	66	56	84.8	170	56	32.9
Madison	139	86	61.9	135	8	5.9
Milby	218	111	50.9	267	55	20.6
Reagan	216	84	38.9	113	18	15.9
Scarborough	32	18	56.3	57	11	19.3
Sharpstown	64	41	64.1	91	18	19.8
Sterling	29	21	72.4	32	1	3.1
Waltrip	298	98	32.9	227	84	37.0
Washington	112	41	36.6	67	10	14.9
Westbury	118	60	50.8	135	17	12.6
Westside	692	504	72.8	1,089	578	53.1
Wheatley	47	18	38.3	31	2	6.5
Worthing	30	17	56.7	22	0	0.0
Yates	67	23	34.3	24	2	8.3
<b>G/T HISD 9–12</b>	<b>6,424</b>	<b>2,985</b>	<b>46.5</b>	<b>6,818</b>	<b>†</b>	<b>54.5</b>

Source: 2009 College Board Data file; PEIMS: 2009 Fall PEIMS snapshot.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 56 students.

G/T HISD 9–12 enrollment reflects only enrollment for schools participating in AP testing.

± For 2008–2009, Sam Houston High School was closed and two new campuses were opened: Houston

Math/Science/Technology Center and Houston Ninth Grade Prep Academy. However, AP College Board results for the two new campuses were sent under the old campus designation. Enrollment information reflects the two new campuses.

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

\*Scores not reported for less than 5 students.

performance for exams taken by Asian and White students decreased from 2007 to 2009. At the same time, Hispanic and especially African American performance improved.

**Table 23** (page 38) 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 2009. 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 2009, a total of 419 students took 1,431 IB examinations

districtwide, with 77.0 percent of the exams scored at four or higher.

In 2007, a total of 313 G/T students took 859 IB examinations with 80.8 percent scoring four or higher. In 2009, a total of 302 G/T students took 1,093 IB examinations with 81.4 percent scoring four or higher. When comparing 2007 to 2009 G/T participation and performance data, the number of IB test-takers decreased by 11 students, but the number of exams taken increased by 234; moreover, overall performance increased by 0.6 percentage point. According to the International Baccalaureate Organization (2007), 78.0 percent of IB exams scored in the 4–7 range in Texas for 2007. For 2009, 76.3 percent scored 4–7 in Texas. 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 2009 differed by campus. At Bellaire, 59 students took a total of 168 IB exams where 94.6 percent of the exams were scored at four or higher in 2007. For 2009, 42 students took 151 IB exams where 88.7 percent scored at four or higher. At 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. In 2009, 377 students at Lamar took 1,280 IB exams and 75.6 percent scored 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 2009, 39 G/T students took 141 IB exams where 90.8 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. For 2009, 263 G/T students took 952 IB exams where 80.0 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 24** (page 39) depicts the number of candidates and students who earned the IB diploma districtwide and for students participating in the G/T program for 2007 and 2009. Overall, there were 93 diplomates in 2007 and 139 in 2009. Regarding G/T students, there were 84 diplomates in 2007 compared to 124 in 2009. For G/T students, there was an increase of 40 more diplomates when comparing 2007 to 2009.

The number of IB diploma recipients differed markedly by campus. At Bellaire High School, 26 out of 29 candidates earned an IB diploma in 2007. In 2009, Bellaire had 29 candidates, and 23 earned an IB diploma. Lamar High School awarded the IB diploma to 67 students out of a total of 89 candidates in 2007,

**Table 23. Districtwide and G/T IB Exam Participation and Performance, 2007 and 2009**

School	District						G/T					
	# Tested		# of Exams		% of Exams Scoring 4–7		# Tested		# of Exams		% of Exams Scoring 4–7	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bellaire	59	42	168	151	94.6	88.7	54	39	162	141	95.7	90.8
Lamar	358	377	903	1,280	73.8	75.6	259	263	697	952	77.3	80.0
<b>Total</b>	<b>417</b>	<b>419</b>	<b>1,071</b>	<b>1,431</b>	<b>77.0</b>	<b>77.0</b>	<b>313</b>	<b>302</b>	<b>859</b>	<b>1,093</b>	<b>80.8</b>	<b>81.4</b>

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. G/T identification code was missing for one student attending Bellaire High School for 2009.

Source: 2007 and 2009 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2009.

Table 24. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2009

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2007	2009	2007	2009	2007	2009	2007	2009
Bellaire	29	29	26	23	29	28	26	23
Lamar	89	161	67	116	74	128	58	101
<b>Total</b>	<b>118</b>	<b>190</b>	<b>93</b>	<b>139</b>	<b>103</b>	<b>156</b>	<b>84</b>	<b>124</b>

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

Source: 2007 and 2009 International Baccalaureate Organization Candidate Results and PEIMS 2007 and 2009.

and increased the number of candidates to 161 and diplomates to 116 in 2009.

For students participating in the G/T program, Bellaire High School had a total of 29 candidates and 26 of these earned an IB diploma in 2007. For 2009, the number decreased to 28 candidates and 23 students earned an IB diploma in 2007. Since all of the IB candidates were also identified as G/T at Bellaire in 2007, the school-wide results are the same as the G/T results. Lamar High School had 74 G/T candidates in 2007 and 58 of these earned an IB diploma. The number of G/T diplomates increased to 101 in 2009 out of 128 G/T candidates. When comparing IB diplomates from 2007 to 2009, there were increases for all students and for G/T students attending Bellaire and Lamar high schools.

#### Standard 6—Curriculum and Instruction

All Vanguard programs (Neighborhood or Magnet) continued to implement the district's G/T Curriculum Framework, *Scholars & Knowledge*, in grades K–12 for the 2008–2009 school year. Elementary school G/T students were to receive instruction in the four core content areas (reading, mathematics, science, and social studies), emphasizing advanced level products. Middle school G/T students were to

receive instruction daily in the four core content areas (language arts, reading, mathematics, science, and social studies) in Pre-AP or IBMYP classes with a G/T Pre-AP and/or IBMYP trained teacher implementing *Scholars & Knowledge*, emphasizing advanced level products. In grades 9–12, G/T students were to be enrolled in at least two advanced classes (Pre-AP, AP, dual credit, IBMYP, and/or IB) with appropriately trained teachers emphasizing advanced level products.

**Table 25** summarizes the number and percent of G/T middle school students enrolled in Pre-AP/IBMYP courses in the four core content areas for 2006–2007 (prior to implementation of the standards) and 2008–2009 (year 2). Overall, 91.2 percent and 91.9 percent of G/T middle school students were enrolled in advanced courses in the four core content areas in 2006–2007 and 2008–2009.

**Table 26** (page 40) depicts the number of G/T high school students taking at least two advanced level courses for 2006–2007 (prior to implementation of the standards) and 2008–2009 (year 2). Prior to implementing the standards, G/T high school students were required to enroll in only one advanced course to keep their G/T status. When the analysis for 2006–2007 was conducted, however, the new standard of two

Table 25. Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007 and 2008–2009

	2006–2007 (Baseline)			2008–2009 (Year 2)		
	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses
6	1,277	1,636	78.1	1,701	1,899	89.6
7	1,806	1,865	96.8	1,805	1,955	92.3
8	1,723	1,769	97.4	1,648	1,754	94.0
<b>Total</b>	<b>4,806</b>	<b>5,270</b>	<b>91.2</b>	<b>5,154</b>	<b>5,608</b>	<b>91.9</b>

Table 26. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2008–2009

	2006–2007 (Baseline)			2008–2009 (Year 2)		
	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses
9	1,671	1,700	98.3	1,608	1,690	95.1
10	1,885	1,919	98.2	1,378	1,469	93.8
11	1,556	1,650	94.3	1,480	1,594	92.8
12	706	843	83.7	1,600	1,748	91.5
<b>Total</b>	<b>5,818</b>	<b>6,112</b>	<b>95.2</b>	<b>6,066</b>	<b>6,501</b>	<b>93.3</b>

advanced classes was used to gather baseline data. Overall, 95.2 percent and 93.3 percent of G/T high school students enrolled in at least two advanced level courses for 2006–2007 and 2008–2009. Although this represents an overall decline from the baseline year, the percentage of G/T seniors that enrolled in two or more advanced level courses increased by 7.8 percentage points.

#### *Standard 7—Monitoring Program Implementation—Quality-Rigor*

During the 2008–2009 academic year, a total of 152 campus G/T coordinators, regional staff, principals, and teachers attended meetings and trainings to facilitate the delivery of information at the campus level.

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

A total of 102 staff members attended training with regard to the G/T standards during the 2008–2009 school year accumulating 306 hours of training.

#### **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, 2008 through May 31, 2009. 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 2008–2009 school year, 2,111 participants completed G/T training sessions. This represents an unduplicated count for participation in professional development activities. For the 2008–2009 school year, the professional development opportunities focused on Pre-AP training (Laying the Foundation), Advanced

Placement Social Studies Vertical Teams, G/T Performance Standards, and Renzulli training. 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 2008–2009 school year in order to provide different levels of support for the program. In the district, there were 5,789 participants who completed 33,720 hours of training. Since participants may take more than one course, the participation represented a duplicated count. Since the state and district require G/T teachers to receive a minimum of six hours of professional development, there were a total of 1,566 teachers that earned six or more hours during the 2008–2009 school year. This represents an unduplicated 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; 2007 and 2008). 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. Since the review of selected schools during the 2007–2008 school year revealed schools that had not incorporated G/T planning in their School Improvement Plans, the same schools were reviewed for 2008–2009 to see whether changes were incorporated. Selected schools were from each of the five regions and encompassed campuses implementing a Vanguard Neighborhood and/or a Vanguard Magnet program design. The schools included: Askew, Felix Cook, James Law, Edgar Lovett, Pleasantville, 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, 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/action plan, and budget. A total of 17 schools provided information concerning the program design; descriptions ranged from providing data on the G/T population from the school to providing an in-depth description of the program model or models implemented.

Six campuses provided student achievement data on the G/T population. Since G/T students are served at the secondary level through Advanced Placement courses, one school outlined the need to contact parents in order to communicate the benefits afforded through the AP program, and provided financial information on how AP award and incentive money would be used to subsidize AP tests. One school included

information on the necessity of targeting G/T identification and introducing more rigor into the curriculum. Nine campuses provided information on the professional development opportunities available so that the campus was in compliance with the annual 6-hour professional update.

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

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

#### Campus Shared Decision-Making Committee

G/T Program input was sought from parents that served on the Campus SDMC for the 2008–2009 school year with regard to the selection of the G/T Instructional Delivery Model. One hundred and seventy-one principals provided documentation. Parents were active participants in this important process.

#### G/T Expo

For 2008–2009, selected elementary campuses hosted a G/T Expo to share with parents and community members their students' advanced products. Fifty-three campuses hosted a G/T Expo on their campus and invited parents and community members to attend.

The West Region hosted their Gifted and Talented Expo at Rice University in the Rice Memorial Center Grand Hall from 5 p.m. to 7 p.m. on Monday, May 18, 2009. Twenty-seven elementary schools participated. The approximate attendance was 2,245 students, parents/families, district staff members, and community members.

A representative from Renzulli Learning was available to sign up parents so that they

could access the Renzulli Learning web site. Renzulli Learning is an internet-based educational tool with activities that were tailored to meet each child's individual interests and needs. All participants received a thumb drive from Renzulli Learning. There were computers set up for students to occupy themselves as well as refreshments. West Region staff provided a list of questions that could be posed to the participants to facilitate conversations about their advanced products. Some examples of advanced products that were exhibited included: *Save the penguins*, *Three Cups of Tea*, *Rainforest*, *Pokeman*, and *Tessellations*. To complete the evening, a string orchestra played during the exhibition.

### **Discussion**

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

- Student Assessment,
- 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 second year of implementation in 2008–2009.

### **Program Services**

Based on the recommendations of the G/T Peer Committee, the district developed 14 G/T

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

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

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

Since research indicates that G/T students' academic and social emotional needs are best met in classrooms with other students with similar abilities, it will be important to monitor academic achievement in both instructional delivery models. Borland (1989) identifies advantages and disadvantages to different instructional delivery models. For the homogeneous G/T classroom, the advantages are that students have the opportunity to work with peers of the same ability and age. G/T students can be integrated with students in the regular education program for ancillary subjects such as art, music, lunch, and physical education.

Teachers can differentiate the curriculum and compact the curriculum with the knowledge that all of the students are G/T. Disadvantages center on friction between gifted and non-gifted students when the program uses a school-within-a-school model, and competition may result for admission into the program and grades.

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

There are currently 84 schools for which fewer than 3 students were identified as G/T on a particular grade level. According to state mandates, G/T students are required to work at least part of the instructional day with their cognitive peers (minimum of 3 students). In a setting without peer interaction, an important part of the educational process is lost. 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 2008–2009 school year regarding bus transportation for eligible Vanguard Magnet students. A total of 2,169 Vanguard Magnet students requested information for bus transportation, and a total of 1,993 students were eligible to receive transportation services out of a total of 5,502 Vanguard Magnet students. There was a drop in the number of students that were eligible to receive bus transportation when comparing 2008–2009 to the baseline year, particularly for elementary students. In 2006–2007, 669 elementary students were eligible to ride the bus compared to only 414 in 2008–2009. It is important to understand that the number of eligible students does not necessarily reflect actual bus ridership. Students may request and be eligible for services, but choose not to utilize those services.

### **Student Assessment**

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

One of the difficulties faced by educators in identifying G/T students is capturing those students who are typically under-represented. These groups would include economically disadvantaged students, minority students, and students who are limited English proficient. By casting a wider net, there is a greater chance to

have students from these groups identified. In addition, the district implemented a program for assessing students who would be entering kindergarten at their neighborhood campus. This has increased the number of G/T students identified on the PEIMS database, and these students were provided services early in their educational tenure. Another policy change that was implemented during the 2007–2008 school year focuses on having students who were identified prior to entering kindergarten keep their G/T identification even if they choose not to participate in a Vanguard Magnet program. Previously, students who did not enter the Vanguard Magnet program in kindergarten did not retain their G/T status, but had the opportunity to be reassessed in kindergarten, and if identified, then they were served.

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

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

The district has developed strategies to address this issue as part of the new G/T Standards. First, the district is implementing a



kindergarten assessment program for the Vanguard Neighborhood students as part of Standard 2. Second, the district has developed rosters for the 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 phased out the use of qualification distinctions (tiers). Previously, students in Tier 1 would receive placement in their first choice school as long as the program did not fill more than 50% of the spaces. These students represented some of the highest achieving students in the district.

When comparing baseline data to the first year of implementation without the tier system, a comparable percentage of students stayed in the district (82.6 percent and 83.1 percent, respec-

tively). The number of middle schools that Tier I students enrolled, however, increased from 21 campuses to 27 campuses. With regard to Vanguard Magnet campuses, Lanier and Rogers middle schools attracted the highest number of Tier I students. With regard to Vanguard Neighborhood campuses, Pershing and Pin Oak had the highest number of Tier I students. This was true for baseline and year 1 of implementation of the G/T standards. Results of the analysis indicated that not all Tier I students had the opportunity to enroll in a Vanguard Magnet program.

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

### **Curriculum and Instruction**

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

On May 27, 2008, HISD released Standard Practice Memorandum 5610.A, a document designed to describe and provide guidelines regarding the implementation of the *Advanced Placement Initiative*. As part of the guidelines, campuses are required to offer Pre-AP and AP courses in the four core content areas (reading/English language arts, mathematics, science, and social studies). Prior to the release of this document, campuses determined which Pre-AP and AP courses to offer (Houston Independent School District (2007b). Although it is important to offer courses in the four core content areas, it

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

Standard 6–Curriculum and Instruction, addresses the issue of rigor by ensuring that students in middle school receive instruction daily in the four core content areas (language arts/reading, mathematics, science, and social studies). For 2008–2009, 91.9 percent of G/T middle school students were enrolled in advanced core courses, with only 89.6 percent placed in an advanced course for grade 6. With the production of sixth grade rosters that identify students as G/T, this should assist in properly assigning advanced classes to qualified G/T students.

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 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 Apenda are expected to achieve above grade level. This performance standard was directed more to evaluate campuses than students. The Stanford 10 was renormed in 2009, and therefore, comparisons to 2006–2007 are not appropriate because with any renorming process there will be fluctuations in the data.

A second measure for achievement centers on the TAKS. All G/T students are expected to score at the commended level. The nature and needs of a G/T student must be considered when performance measures center on the TAKS, especially at the high school level. Students are interested in college preparation, and the TAKS may not be perceived as important as performance on the PSAT, SAT, or AP/IB tests. Percentages meeting commended performance were particularly low when looking at district performance by grade level. Only 46.2 percent of eleventh grade students scored at the commended level on the science TAKS for 2008.

With the continued implementation of the AP Initiative, enrollment in advanced courses of all students would represent an important strategy to increasing the number of students taking challenging courses. In addition to increasing enrollment, strategies for retention represent the second strategy. Affective support groups, individual counseling, practices focusing on time management, study skills, organizational skills, along with a tutoring program would be important components for success. Since

participation and performance in advanced academic programs varied markedly by campus, stakeholders interested in raising the participation and level of performance in advanced academic programs need to monitor the quality and rigor of the Pre-AP and AP courses, strengthen professional development, and strengthen the foundation of all students at all educational levels through vertical teams. AP course rigor can be monitored by analyzing 2009 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, 2,111 participants completed G/T training, and of those 1,566 participants received a minimum of six or more hours of professional development, fulfilling the annual state and district professional development requirement. This represents an unduplicated count. The focus on training for the 2008–2009 school year centered on Pre-AP and AP training, Renzulli training, Vanguard Neighborhood Tester Training, and training related to the G/T Performance Standards. The number of participants does not fully capture the training received by district staff members because not all professional development opportunities are tracked through e-TRAIN.

### **Family-Community Involvement**

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

Analysis of the School Improvement Plans (SIP) from 20 campuses indicated that schools were out of compliance regarding state mandates. There was one school that did not include any aspect of the G/T program on the SIP.

Professional development is needed to assist schools in formulating proactive measures for their G/T students. Alternatively, campuses may be planning appropriately, but not documenting their outcome measures on their SIP.

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

### **Recommendations**

1. To increase student achievement and academic rigor, develop a network of regional and campus-based personnel to monitor the academic rigor and support the implementation of the Vanguard program. Develop a plan and incorporate the components into the Elementary and Secondary Guidelines. The plan should include an observation protocol, a rubric to assess advanced products, descriptions of the responsibilities of all personnel, including the coordinator, and identify all levels of accountability so that the district is in compliance with the *Texas State Plan*.
2. To build teacher capacity and increase academic rigor, provide G/T teachers with results of their formative assessment.
3. Improve the program design at the secondary level by considering additional components such as an intervention team to help students develop study and organizational skills, opportunities for students to take prerequisite mathematics and science courses during the year in an accelerated block or during the summer of ninth and tenth grade, an affective counseling component to address under-achieving gifted and talented students, and expand/develop mentoring/internship programs.

4. For high school campuses, conduct a needs assessment of the AP program focusing on courses that should be offered along with content areas with low AP performance results, and identify content areas for which qualified teachers are needed.
5. To build capacity and increase the rigor of the G/T program, target professional development needs to those teachers that have low student performance on the Stanford 10/ Aprenda 3 achievement tests and AP exams.
6. To increase student achievement, strengthen the curriculum in middle school so that students have a strong educational foundation not only academically, but also with regard to the development of higher order thinking skills and time management skills.
7. 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.
8. 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.
9. To ensure compliance with state mandates, continue offering the G/T Expo and invite parents and community members to the event.
10. Measure the effectiveness of G/T training through surveys and/or classroom observations
11. 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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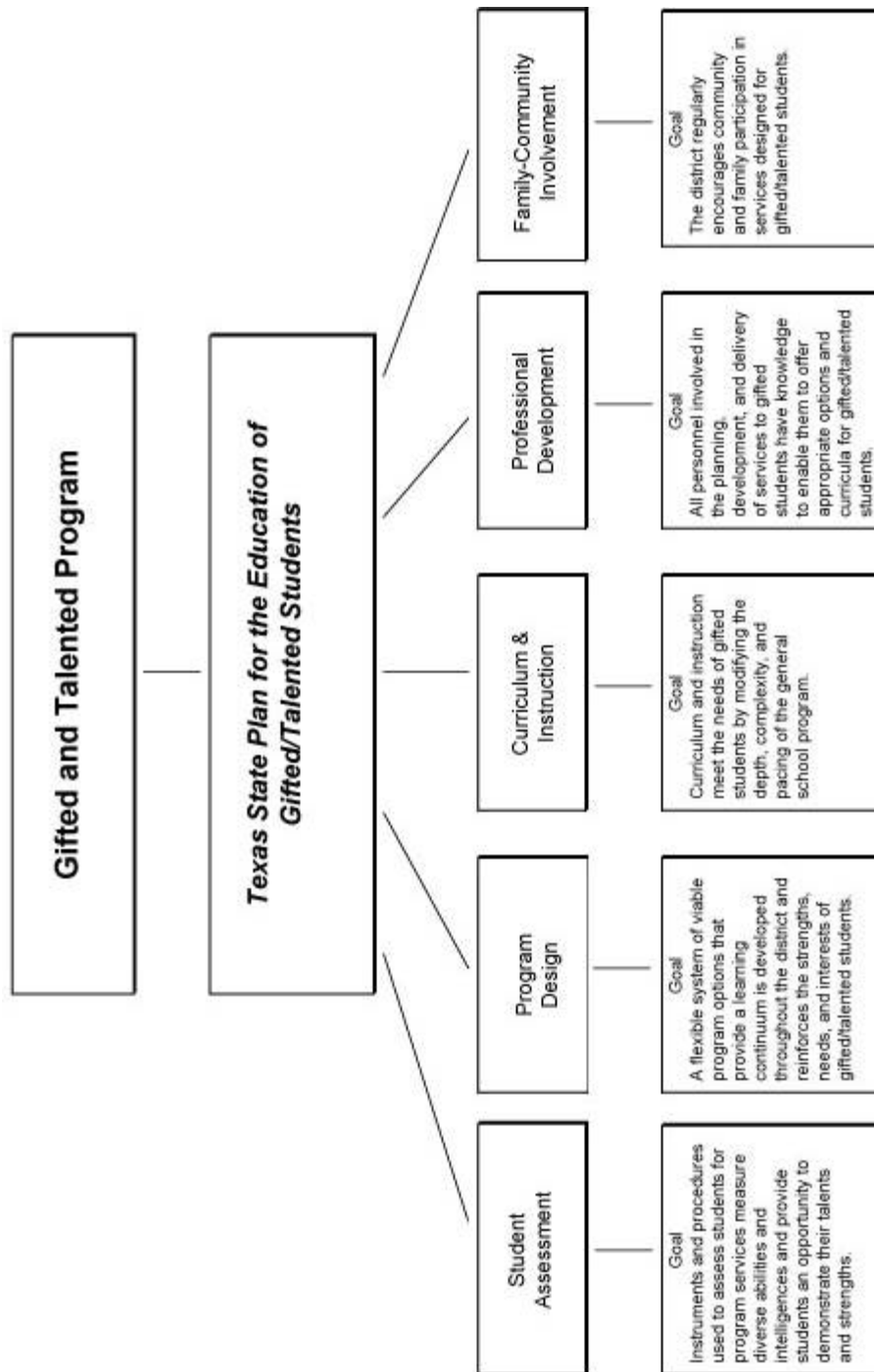
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**Appendix A**  
*Texas State Plan for the Education of Gifted/Talented Students*



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

<b>Region Name</b>	<b>School</b>
Central	Benbrook Elementary School
Central	Blackshear Elementary School
Central	Dodson Elementary School
Central	Foster Elementary School
Central	Garden Oaks Elementary School
Central	Gregory-Lincoln Education Center (ES)
Central	Hartsfield Elementary School
Central	Love Elementary School
Central	MacGregor Elementary School
Central	Peck Elementary School
Central	Stevens Elementary School
Central	Stevenson Elementary School
Central	Thompson Elementary School
Central	Turner Elementary School
Central	Wharton Elementary School
Central	Wilson Elementary School
Central	Houston Academy for International Studies
Central	Scarborough High School
East	Briscoe Elementary School
East	Oates Elementary School
East	Port Houston Elementary School
East	Sanchez Elementary School
East	Whittier Elementary School
East	Deady Middle School
East	Rusk Elementary School
North	Allen Elementary School
North	Bruce Elementary School
North	Burrus Elementary School
North	Cook Elementary School
North	Crawford Elementary School
North	De Chaumes Elementary School
North	Dogan Elementary School
North	Durkee Elementary School
North	Garcia Elementary School
North	Hohl Elementary School
North	Houston Gardens Elementary School
North	Kashmere Gardens Elementary School
North	Kennedy Elementary School
North	Ketelsen Elementary School
North	Looscan Elementary School
North	Lyons Elementary School
North	Martinez, C., Elementary School
North	Martinez, R., Elementary School

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

<b>Region Name</b>	<b>School</b>
North	Paige Elementary School
North	Pugh Elementary School
North	Scott Elementary School
North	Smith, E.O Elementary School
North	Wesley Elementary
North	Smith Education Center
North	Kashmere High School
South	Bastian Elementary School
South	Brookline Elementary School
South	Cornelius Elementary School
South	Frost Elementary School
South	Golfcrest Elementary School
South	Gregg Elementary School
South	Grimes Elementary School
South	Grissom Elementary School
South	Hobby Elementary School
South	Kelso Elementary School
South	Law Elementary School
South	Petersen Elementary School
South	Reynolds Elementary School
South	Rhoads Elementary School
South	South Alternative School
South	Woodson Elementary School
South	Young Elementary School
South	Thomas Middle School
South	Woodson Middle School
South	Empowerment College Prep High School
West	Anderson Elementary School
West	Briar Meadow Charter Elementary School
West	Daily Elementary School
West	Elrod Elementary School
West	Foerster Elementary School
West	Gordon Elementary School
West	Gross Elementary
West	Red Elementary School
West	Sands Point Elementary School
West	School at St. George Place
West	Sugar Grove Elementary School
West	Briar Meadow Charter Middle School
West	Pilgrim Elementary School



**Appendix C**  
**2006–2007 Tier I Students Who Enrolled in HISD by Campus for 2007–2008**

<b>Region Name</b>	<b>SCHOOL NAME</b>	<b>N</b>
Central	Black Middle School	1
Central	Clifton Middle School	1
Central	Hamilton Middle School	10
Central	Lanier Charter Middle School	51
Central	Rice School Middle School	1
Central	Wharton Elementary School	1
East	Deady Middle School	2
East	Jackson Middle School	1
East	Ortiz Middle School	4
East	Rusk School	1
East	Stevenson Middle School	2
North	Burbank Middle School	4
North	Henry Middle School	1
South	Dowling Middle School	1
West	Briar Meadow Charter Middle School	1
West	Johnston Middle School	8
West	Pershing Middle School	9
West	Pin Oak Middle School	10
West	Revere Middle School	1
West	Rogers, T.H. Middle School	37
West	West Briar Middle School	5
<b>Total</b>		<b>152</b>

Source: Chancery: 2007–2008

**Appendix D**  
**2007–2008 Tier I Students Who Enrolled in HISD by Campus for 2008–2009**

<b>Region Name</b>	<b>2008–2009 Campus</b>	<b>N</b>
Alternative	Community Education Partners (SE)	1
Central	Clifton Middle School	4
Central	Hamilton Middle School	11
Central	Lanier Charter Middle School	49
Central	Rice School Middle School	3
Central	Wilson Elementary School	1
East	Chrysalis Middle School	1
East	Deady Middle School	1
East	Jackson Middle School	3
East	Stevenson Middle School	3
North	Burbank Middle School	3
North	Fleming Middle School	1
North	Fonville Middle School	1
North	Marshall Middle School	1
North	Smith Education Center (MS)	1
South	Dowling Middle School	3
South	Hartman Middle School	3
West	Fondren Middle School	1
West	Grady Middle School	2
West	Johnston Middle School	7
West	Long Middle School	1
West	Pershing Middle School	22
West	Pin Oak Middle School	14
West	Revere Middle School	1
West	Rogers, T.H. Middle School	27
West	Sharpstown Middle School	1
West	West Briar Middle School	11
<b>Total</b>		<b>177</b>

Source: Chancery: 2008–2009