

MEMORANDUM

November 5, 2012

TO: School Board Members

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

SUBJECT: **VANGUARD PROGRAM: 2011–2012**


CONTACT: Carla Stevens, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (G/T) forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard/Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2011–2012 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: In Compliance, Recommended, and Exemplary. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. In 2007–2008, HISD implemented fourteen Vanguard Standards that were aligned to the five components of the *Texas State Plan*. The evaluation report centered on measuring the effectiveness of the Vanguard Program based on the state's five components and comparing year five of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard program supports the district's strategic direction by supporting initiatives 1 and 3 by having an effective teacher in every classroom and rigorous instructional standards and supports.

- In 2011–2012, a total of 30,587 students attending 253 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.5 percent of the district K–12 population up from 15.6 percent in 2010–2011.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American and Hispanic students were under-represented, while White and Asian students were over-represented.
- For 2012, a total of 9,637 Advanced Placement (AP) exams were taken by 4,775 G/T students and 47.2 percent of the scores were three or higher on a scale of one to five, showing an increase in participation rates.
- In May of 2012, 291 HISD G/T students took a total of 909 International Baccalaureate (IB) examinations, where 75.0 percent scored a four or above on a scale from one to seven. This is an increase in participation rates.
- On the fall 2011 PSAT results for eleventh grade, 1,442 or 96.7 percent of eleventh grade G/T students took the PSAT, and a total of 868 or 60.2 percent met the College Readiness Benchmark of 152, while this is a decrease in participation, it is an increase in percent of students meeting the standard.
- For 2011, a total of 1,316 G/T students or 93.9 percent of the 2011 graduating class took either the SAT or ACT and 57.9 percent met the TEA standard of 1110 or higher (critical

reading or mathematics) and/or 60.9 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in performance compared to the class of 2010.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Mary Jane Gomez
Estibaliz Arriaga
Principals



RESEARCH

Educational Program Report

VANGUARD PROGRAM FINDINGS RELATED TO STATE COMPLIANCE, 2011–2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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VANGUARD PROGRAM

FINDINGS RELATED TO STATE COMPLIANCE, 2011–2012

Executive Summary

Program Description

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Students capable of high performance include those with demonstrated achievement and/or high potential ability in any of the following areas:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or,
- Excels in a specific academic field (Houston Independent School District, 2011a, p. XIX-1, 2011b, p. XIII-1).”

The *Texas State Plan for the Education of Gifted/Talented Students* (herein referred to as the *Texas State Plan*) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 2009). The State Board of Education approved revisions in September 2009. The *Texas State Plan* outlines three different performance measures that may be viewed as a continuum: *In Compliance*, *Recommended*, and *Exemplary*. All districts are required to meet the accountability measures set forth under the *In Compliance* category. In addition, the state plan is to serve as a guide for improving program services. To accomplish this, districts and campuses may review the recommended and exemplary measures to improve student services that are not mandated (Texas Education Agency, 2009).

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the Vanguard Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Vanguard Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 14 G/T Standards approved by the Board of Education on March 8, 2007 (Table 1, p.17). The Vanguard Program supports the district’s strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports. Specific measures of compliance include the following five components:

- Student Assessment (G/T Standards 2, 3, 4, and 13),
- Service Design (G/T Standards 1, 5, 11, 13, and 14),
- Curriculum and Instruction (G/T Standards 6, 7, 8, and 13),
- Professional Development (G/T Standards 9, 10, and 13), and
- Family and Community Involvement (G/T Standards 12 and 13).

Highlights

- In 2011–2012, a total of 30,587 students attending 253 elementary, middle, and high schools participated in the district’s Vanguard Program, reflecting 16.5 percent of the district K–12 population, up from 15.6 percent in 2010–2011.

- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American and Hispanic students were under-represented, while, White and Asian students were over-represented.
- For 2012, a total of 9,637 Advanced Placement (AP) exams were taken by 4,775 G/T students and 47.2 percent of the scores were three or higher on a scale of one to five, showing an increase in participation rates.
- In May of 2012, 291 HISD G/T students took a total of 909 International Baccalaureate (IB) examinations, where 75.0 percent scored a four or above on a scale from one to seven. This is an increase in participation rates.
- On the fall 2011 PSAT results for eleventh grade, 1,442 or 96.7 percent of eleventh grade G/T students took the PSAT, and a total of 868 or 60.2 percent met the College Readiness Benchmark of 152 on the 2011 PSAT, while this is a decrease in participation, it is an increase in percent of students meeting the standard.
- For 2011, a total of 1,316 G/T students or 93.9 percent of the 2011 graduating class took either the SAT or ACT and 57.9 percent met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 60.9 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in performance compared to the class of 2010.

Recommendations

1. Since the percentage of students identified as G/T in the district is slightly less than twice that of the state, consideration should be given to re-evaluating the G/T Identification Matrix regarding criteria and assessment instruments.
2. To increase the rigor of the Vanguard Program, continue to develop a network of personnel to monitor and support implementation of the Vanguard Program. Target campuses with low student achievement on standardized tests and campuses that identified fewer than three G/T students at a grade level.
3. Improve the Vanguard Program design at the secondary level by considering additional components such as an intervention team to help students develop study and organizational skills, opportunities for students to take prerequisite mathematics and science courses during the year in an accelerated block or during the summer of ninth and tenth grade, an affective counseling component to address underachieving gifted and talented students, and expand/develop mentoring/internship programs.
4. To meet the responsibilities set out in the Elementary and Secondary Guidelines, Vanguard Coordinators should not be a classroom teacher.
5. In accordance with the Texas State Plan, results of this evaluation should continue to be reflected in the district and campus improvement plans, especially regarding professional development.

Administrative Response

Since 2007, the Department of Advanced Academics has facilitated the implementation and monitoring of HISD's G/T Standards, which are aligned to the state's standards. Over the past five years, the percentage of Hispanic and economically disadvantaged students, who typically are underrepresented in G/T programs, have increased. Moreover, the administration of an implementation survey, *The Instructional Delivery Model*, has been an effective vehicle for collecting classroom level information on the type of delivery model being used as well as teacher training for elementary schools. Advanced Academics has continued to monitor and follow-up on teachers that have indicated that they are being trained to ensure that students are in classrooms with teachers that meet the state's and district's requisite number of hours of G/T training. They

have also used PEIMS data to work with campuses that have fewer than 3 G/T students on a grade level, African-American schools with low G/T identification percentages, and LEP students without abilities or achievement test scores to be tested for G/T. Entering kindergarten testing for Vanguard Neighborhood and Vanguard Magnet program designs continues to be supported. This allows students to have their needs addressed early in their educational tenure.

As part of the District Improvement Plan, the Department of Advanced Academics continues to provide staff support, and documentation to schools hosting G/T Expos in order to meet state mandates for bringing the community and parents together to view advanced products. In addition, the Department of Advanced Academics has supported the implementation of the Texas Performance Standards Project (TPSP) at all educational levels. These products showcase student work that is of professional quality as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*.

The Department of Advanced Academics has revised the G/T curriculum framework, *Scholars and Knowledge*, and provided documents to support all schools. One challenge that the district faces is the uneven implementation of the Vanguard Program with regard to rigor. This area may be addressed through other district initiatives, particularly those focusing on the Advanced Placement program.

Introduction

In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Vanguard Neighborhood. Vanguard Magnet programs (K–12) were designed to serve G/T students, who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. Vanguard Magnet programs provided a learning continuum that was differentiated in depth, complexity, and pacing in the four core areas (reading/language arts, mathematics, social studies, and science). Students had the opportunity to work with their cognitive peers.

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2011–2012, the program served students at the following Board-approved locations:

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

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

The Vanguard Neighborhood program was designed for G/T students who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model were made at the campus level (Houston Independent School District, 2011a).

Other Program/School Options

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

- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- 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,
- Dual Credit (Grades 9–12), and,
- High School for Performing and Visual Arts (HSPVA).

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources including student demographic data bases, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. Appendix A, pp.23–24 summarizes the methods used in detail.

Data Limitations

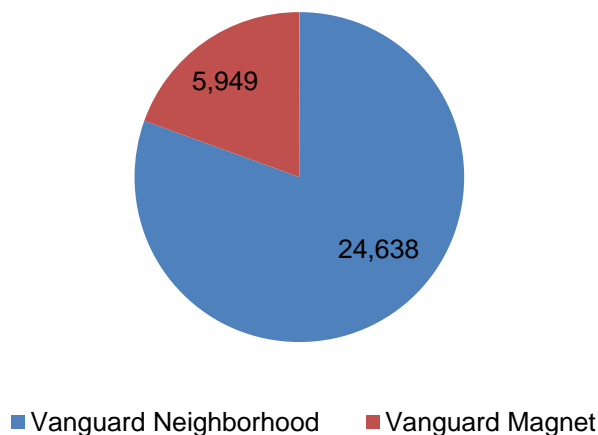
- For a detailed description of the limitations in using e-TRAIN and the Public Education Information System (PEIMS) data files, see Appendix A, pp. 23–24.

Results

What program options were provided to G/T students during the 2011–2012 school year, and how does current implementation compare to the Board-approved G/T Standards?

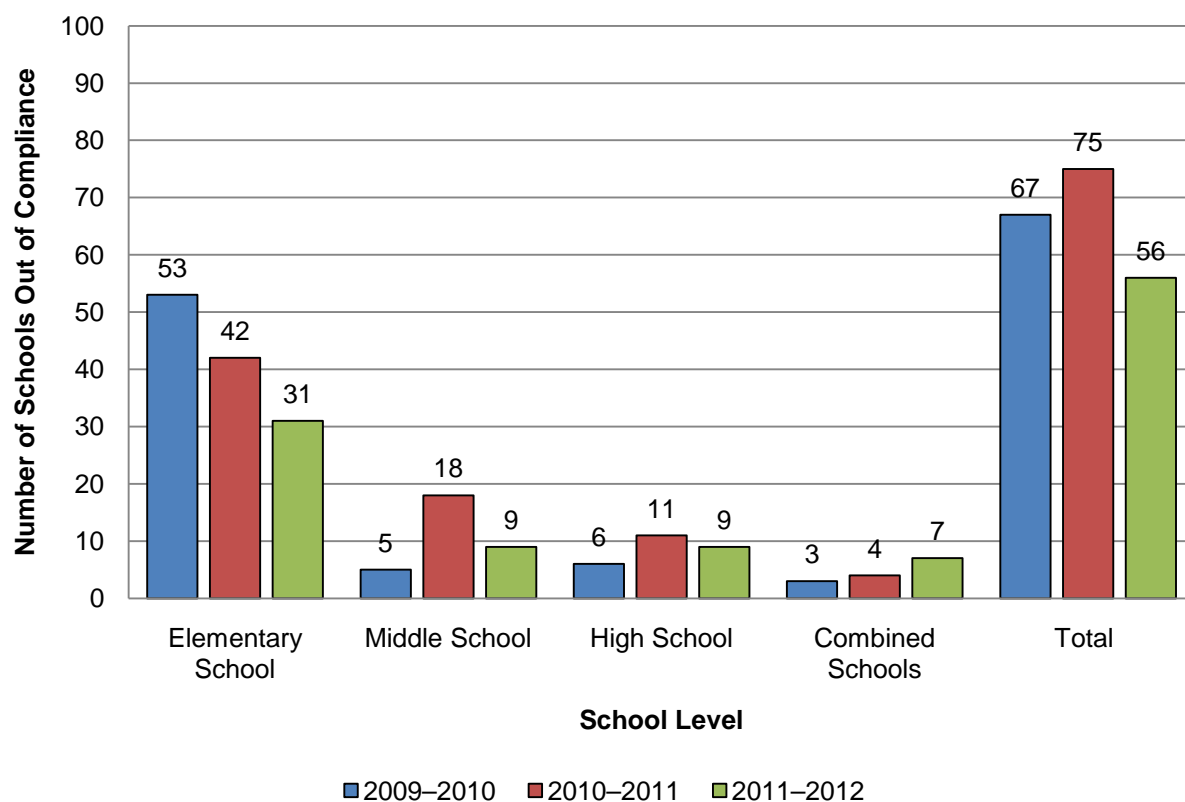
- In HISD, G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 279 schools in HISD, 253 campuses offered G/T services. There were 234 Vanguard Neighborhood programs (K–12), and 19 campuses offering Vanguard Magnet programs (K–12).
- In addition to the 234 campuses offering G/T services, there were two campuses offering a Vanguard Neighborhood program that identified G/T students after the PEIMS fall snapshot. These included: Kaleidoscope Middle School and Dominion Academy.
- For 2011–2012, a total of 24,638 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 5,949 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 80.6 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 19.4 percent of the G/T students were served through the Vanguard Magnet program (Figure 1).

Figure 1. Number of G/T Students by Program Design



- According to state mandates, G/T students served in the regular classroom needed to work together as a group (minimum of 3) (Texas Education Agency, 2010). For 2011–2012, there were 56 campuses that identified fewer than three G/T students for at least one grade level (Figure 2).
- In 2011–2012, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 7 for Combined Schools to 31 for the Elementary Schools. This was an improvement for elementary, middle, and high schools. A list of campuses is provided in Appendix B, pp. 25–33. When comparing 2010–2011 to 2011–2012, there was a decrease in the number of campuses that had fewer than three G/T students by grade level from 75 to 56 (Figure 2).

Figure 2. Number of schools with fewer than 3 G/T students for at least one grade level, 2009–2010 to 2011–2012



- Campuses were required to send an Instructional Delivery Model Worksheet to their School Improvement Officer for approval. Data from 164 campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 164 elementary campuses that submitted an Instructional Delivery Model Worksheet, 140 campuses (85.4 percent) used cluster classes, 2 campuses (1.2 percent) used homogeneous classrooms, and 22 (13.4 percent) used a combination of cluster and homogeneous classrooms.
- The most frequently selected model was the G/T Clusters in Regular Classrooms, used by 85.4 percent of the schools.

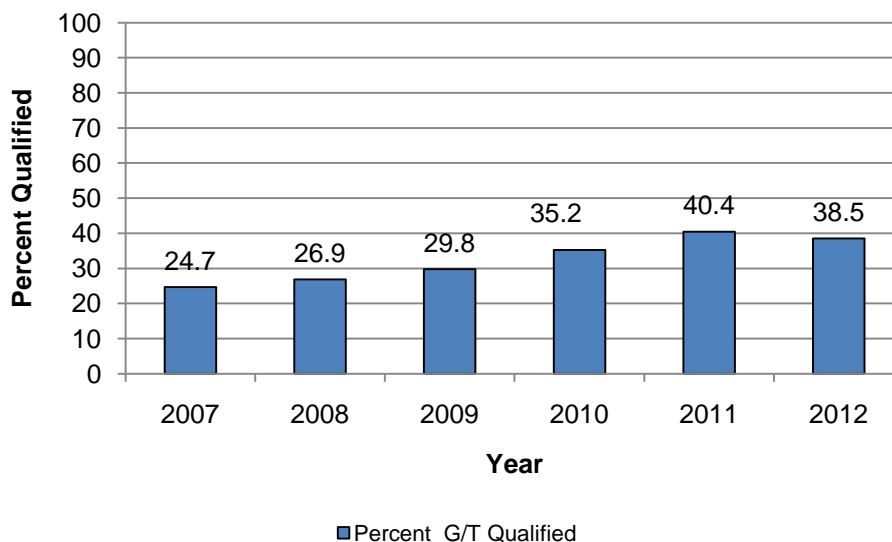
What evidence was there that the instruments and procedures for G/T identification met state mandates, and how will implementation of the Board-approved G/T standards continue to ensure equity of opportunity?

Student Assessment

G/T Enrollment

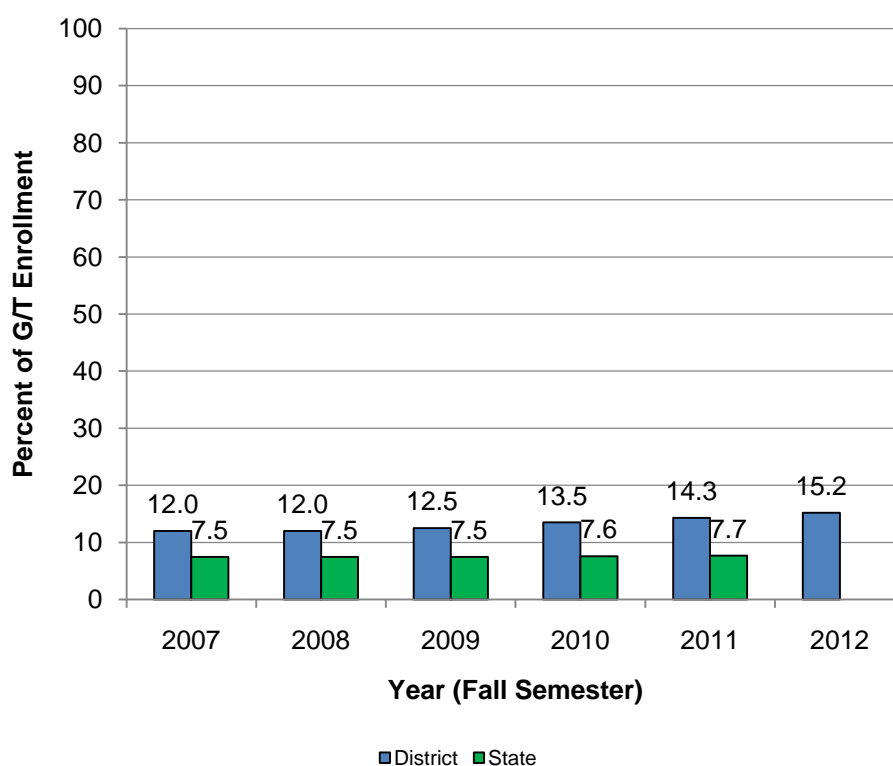
- For the 2011–2012 school year, a total of 30,587 students were identified as G/T compared to the district enrollment of 184,882 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has increased from 13.0 percent in 2006–2007 to 16.5 percent in 2011–2012 (Table 2, p.18).
- When comparing the G/T percentages by grade level from 2006–2007 to 2011–2012, increases occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 1.3 percentage points for tenth grade, 6.0 percentage points for eleventh grade, and 4.3 percentage points for twelfth grade (Table 2, p.18).
- The increase in the percentage of G/T kindergarten students for 2011–2012 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2010. When these students enrolled in the district during the 2011–2012 school year, the students identified as G/T were coded on the PEIMS data base for the fall and the schools received funding (Table 2, p.18).
- The percentage of qualified 4-year old students identified from neighborhood schools increased from 24.7 percent in 2007 to 40.4 percent in 2011 and 38.5 percent in 2012 (Appendix C, pp. 34–35 and Figure 3).
- In 2011, a total of 31 elementary campuses or early childhood centers participated in the entering kindergarten Vanguard Neighborhood assessment program (Appendix C, pp. 34–35).

Figure 3. Percent of qualified entering kindergarten G/T students, 2007–2008 to 2011–2012



- The percentage of G/T students identified at the state level ranged from 7.5 percent in 2006–2007, 2007–2008, and 2008–2009 to 7.7 percent in 2010–2011. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower (Figure 4).
- When comparing state G/T enrollment over the five-year period, rates have not fluctuated by more than 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 12.0 percent in 2006–2007 and 2007–2008 to 14.3 percent in 2010–2011 (Figure 4).
- When comparing district G/T enrollment over the five-year period, there was an increase of 2.3 percentage points. The G/T percentage for the district exceeded that of the state by 6.6 percentage points for 2010–2011 (Figure 4).

Figure 4. Percent of G/T enrollment, 2007–2011 (Early Childhood Included)



Source: Academic Excellence Indicator System (AEIS): 2007, 2008, 2009, 2010, and 2011; Fall PEIMS Snapshot, 2011. State data for 2012 were not available at the time of this report.

- Although African American students comprise 25.2 percent of the total HISD population in grades K–12, these students represent only 12.6 percent of the G/T population reflecting an underrepresentation of African American students by 12.6 percentage points (Table 3, p.18).
- Although Hispanic students comprise 62.0 percent of the total HISD population in grades K–12, these students represent only 55.7 percent of the G/T population reflecting an underrepresentation of Hispanic students by 6.3 percentage points (Table 3, p.18).
- Although economically disadvantaged students comprise 79.4 percent of the total HISD population in grades K–12, these students represent only 59.2 percent of the G/T population reflecting an

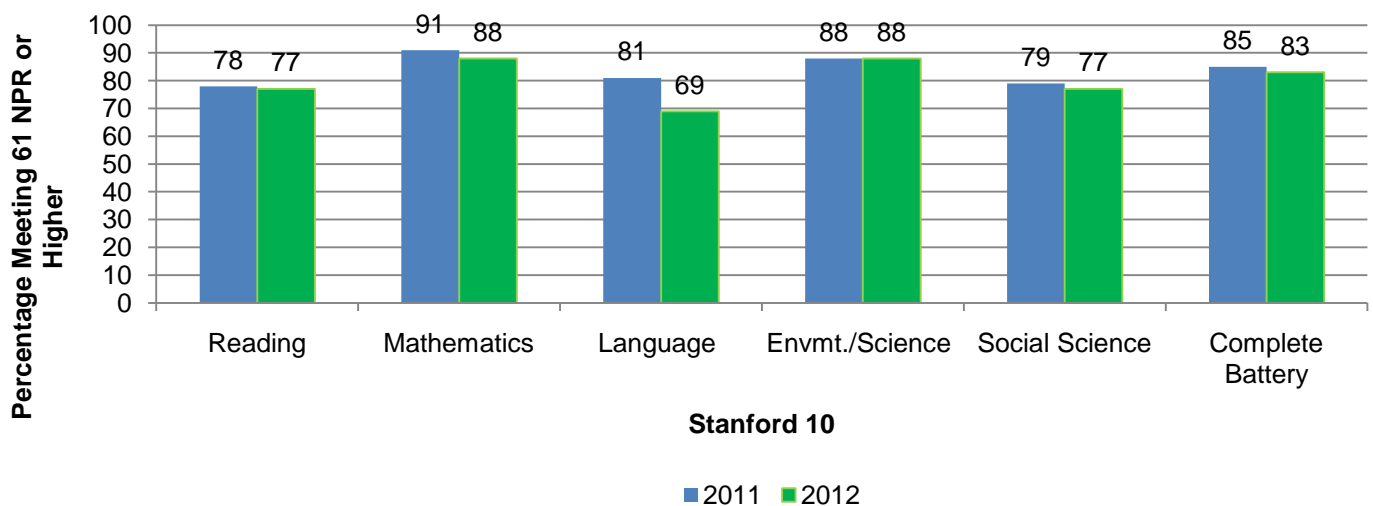
underrepresentation of economically disadvantaged students by 20.2 percentage points (Table 3, p.18).

- Since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, ESL, ELL, Economically Disadvantaged, and Special Education students (Table 3, p. 18).

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

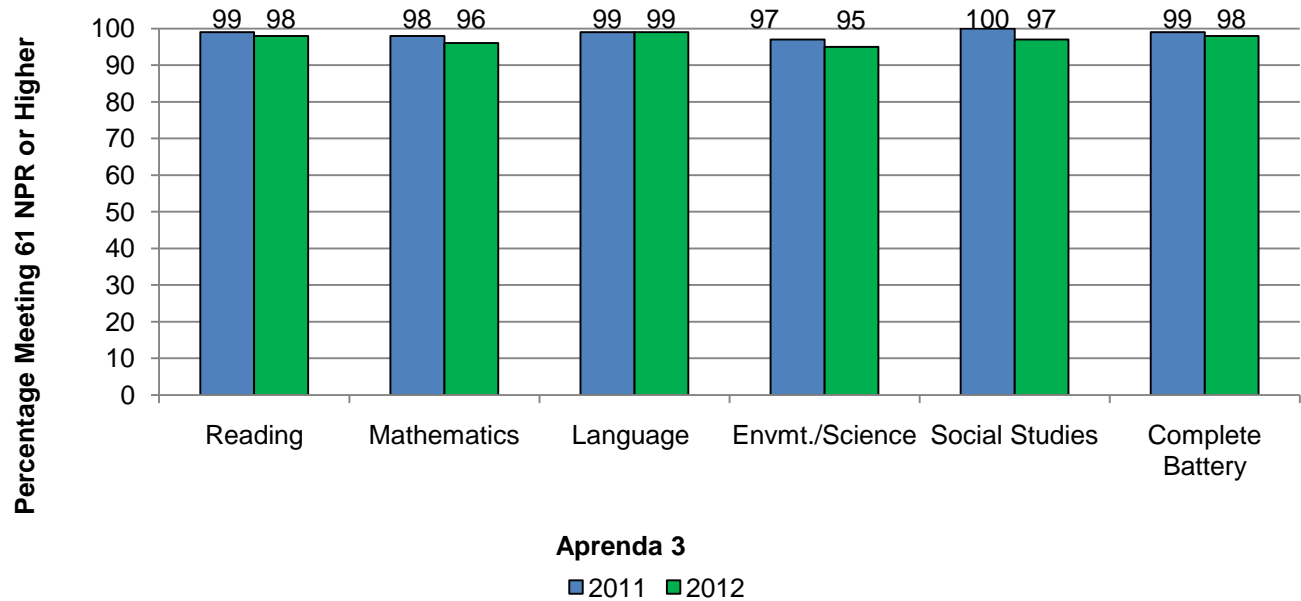
- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater on the Stanford 10 and/or the Aprenda 3. Stanford 10 data from 2011 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above, ranging from 68 percent in grade 5 reading to 97 percent in grade 8 science (Table 4, p.19).
- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater on the Stanford 10 and/or the Aprenda 3. Stanford 10 data from 2012 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above, ranging from 58 percent in grade 2 language to 96 percent in grade 8 mathematics and science. The standard was not met (Table 5, p.19 and Figure 5).

Figure 5. Percent of G/T Students Scoring 61 NPR or higher on the Stanford 10, 2011 and 2012



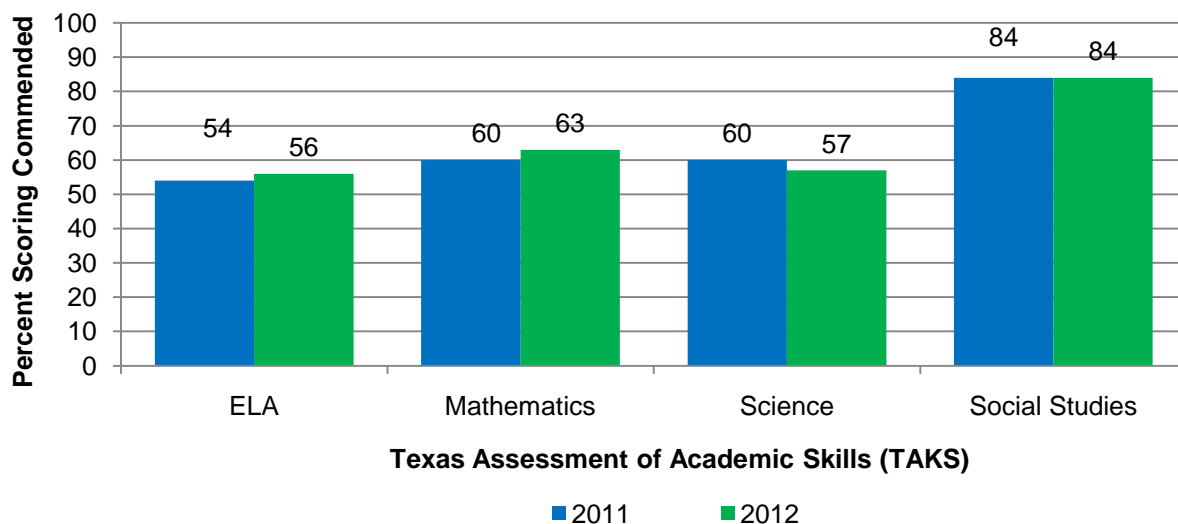
- For 2011, Aprenda 3 achievement test results indicated that 100 percent of third grade G/T students achieved a 61 NPR or greater on the reading, language, science, social science, and the complete battery. For fourth grade G/T students, 100 percent scored a 61 NPR or above on the mathematics, language, science, and the complete battery. The standard was met for the aforementioned grade levels and subtests (Table 6, p.20 and Figure 6, p. 10).
- For 2012, Aprenda 3 achievement test results indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or higher, with scores ranging from an 81 percent in grades 3 and 4 on the complete battery to 99 percent on reading for grade 1, language for grades 2–4, and science for grade 4 (Table 7, p.20 and Figure 6, p. 10).

Figure 6. Percent of G/T Students Scoring 61 NPR or higher on the Aprenda 3, 2011 and 2012



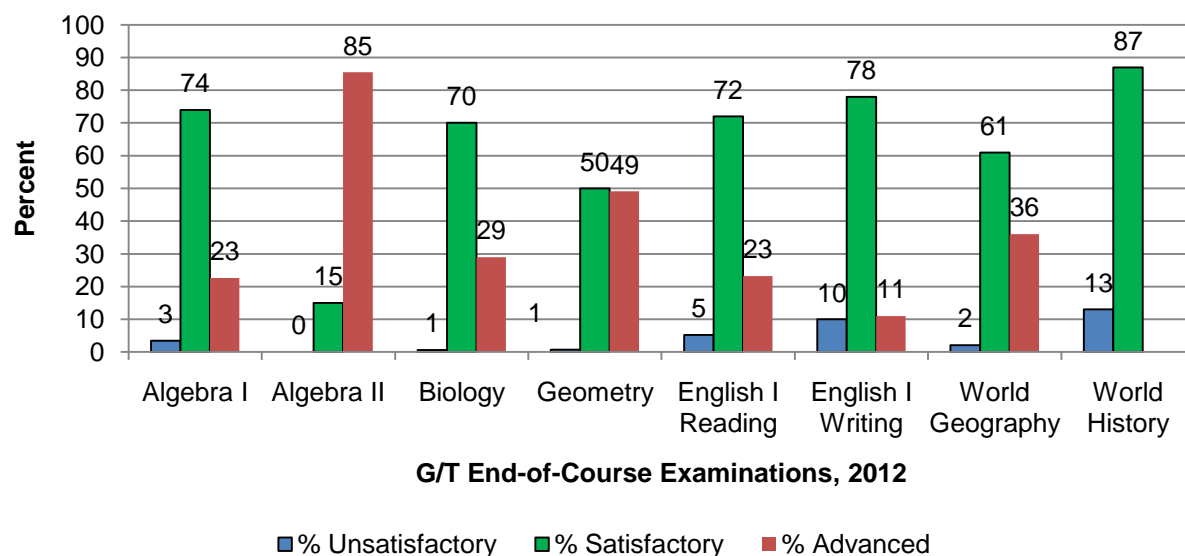
- According to Standard 8–Student Success (Expectations), G/T students were expected to score at the commended level on the Texas Assessment of Knowledge and Skills (TAKS). English TAKS commended performance data for 2012 indicated that the percent of G/T students scoring at the commended level ranged from 49 percent for tenth grade science to 94 percent for eleventh grade social studies (Table 9, p. 20).
- There was an increase in performance on the English TAKS when comparing 2011 to 2012 for English language arts and mathematics. Social studies remained the same for the two years (Tables 8 and 9, p. 20 and Figure 7).

Figure 7. Percent of G/T Students Scoring Commended on English TAKS, 2011 and 2012 (Grades 10 and 11)



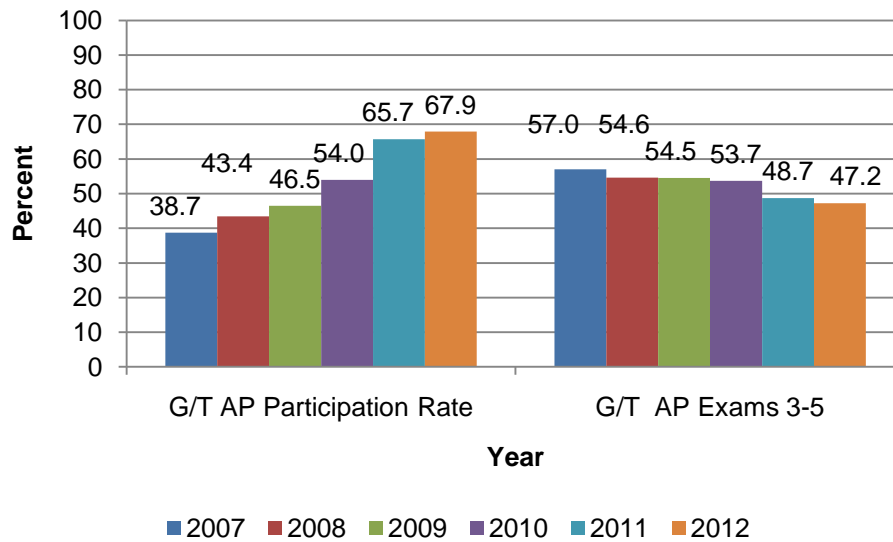
- For 2012, 10,039 G/T students took eight End-of-Course Exams with at least five or more students. The highest percentage of students scoring in the unsatisfactory range was associated with World History, where 13 percent of G/T test-takers scored unsatisfactory and 87 percent scored satisfactory. Algebra II reflected the exam for which 85 percent of G/T students scored advanced (Figure 8).

Figure 8. Percent of G/T Student Performance on End-of-Course Examinations, 2012



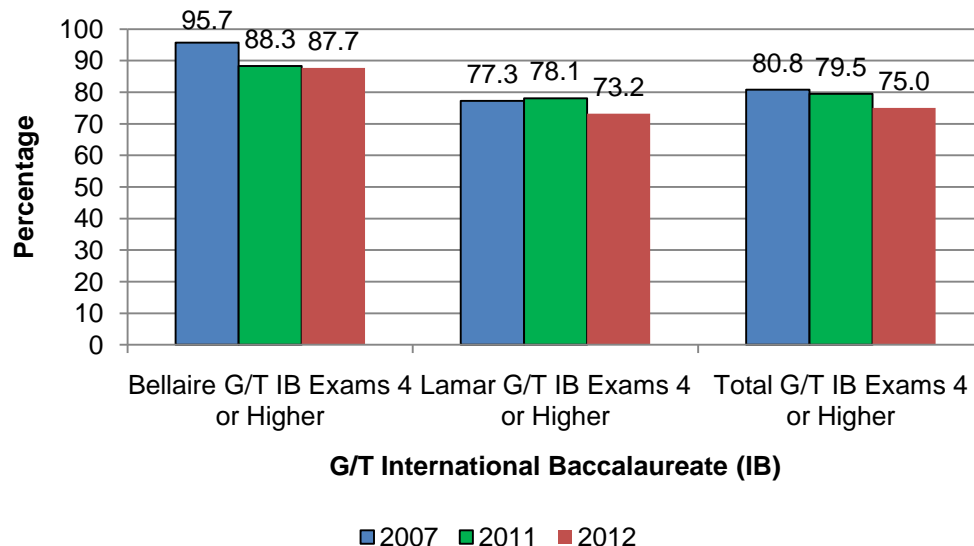
- For 2007, of the 7,691 G/T students in grades 9–12 districtwide, 2,974 or 38.7 percent participated in taking AP examinations for the 2007 administration. Of the 6,416 exams taken, 57.0 percent of the exams scored at 3 or higher (Appendix D, p. 36).
- For 2012, of the 7,028 G/T students in grade 9–12 districtwide, 4,775 or 67.9 percent of G/T students took at least one AP exam for the 2012 AP test administration. Of the 9,637 AP exams taken by G/T students, 47.2 percent scored three or higher (Appendix E, pp. 37–38).
- When comparing 2007 to 2012 participation rates, there was an increase by 29.2 percentage points in those taking AP examinations, and a decline of 9.8 percentage points for those scoring at least 3 or higher (Appendix D, p. 36 and Appendix E, p. 37–38 and Figure 8).

Figure 8. AP Participation and Performance, 2007 to 2012



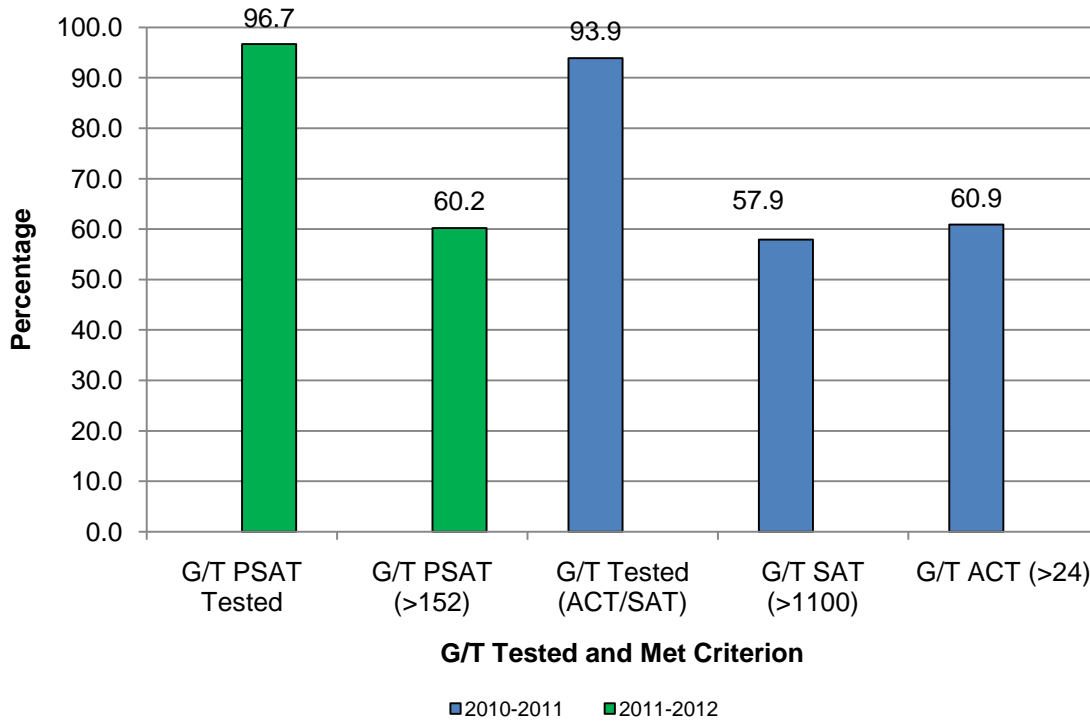
- In May of 2012, 291 HISD G/T students took a total of 909 International Baccalaureate examinations (IB), where 75.0 percent scored a four or above on a scale from one to seven. Since 2007, the percentage of IB exams scoring 4 or higher has declined from 80.8 percent in 2007. (Table 10, p. 21 and Figure 9).
- For 2012, 15 Bellaire and 64 Lamar G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 84 in 2007 to 79 in 2012 (Table 11, p. 21).

Figure 9. Percent of G/T Students Taking IB Tests and Percentage Scoring 4 or Higher, 2007, 2011, and 2012



- On the fall 2011 PSAT results for eleventh grade, 1,442 or 96.7 percent of G/T students took the PSAT, and a total of 868 or 60.2 percent met the College Readiness Benchmark of 152 (Appendix F, p. 39 and Figure 10, p. 13).

Figure 10. G/T Participation and Performance on the PSAT, ACT, and SAT, 2010–2011 and 2011–2012



- Out of 30 campuses that tested five or more G/T students on the 2011 PSAT, five campuses had at least 70 percent of their G/T eleventh grade students reaching the College Readiness Benchmark of 152 (Appendix F, p. 39 and Figure 10).
- For 2011, a total of 1,316 G/T students or 93.9 percent of the 2011 graduating class took either the SAT or ACT, and 57.9 percent met the TEA standard of 1110 or higher (critical reading and mathematics) on the SAT and/or 60.9 percent met the TEA standard of 24 or higher (composite score) on the ACT (Appendix G, pp. 40–41 and Figure 10).
- Out of 29 campuses with at least five students tested from which G/T students graduated, five high schools had at least 70 percent or more of their G/T students with a combined critical reading and mathematics score of 1110; five of the 22 high schools had at least 70 percent of their G/T students with a composite score of 24 or higher on the ACT (Appendix G, pp. 40–41).
- According to Standard 6–Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2012, although the percent of G/T middle school students enrolled in advanced classes in the four core content areas decreased from 91.2 percent to 79.8 percent, the actual number of students taking advanced courses increased by 6.3 percent (Table 12, p. 21).
- According to Standard 6–Curriculum and Instruction, G/T students in high school were required to take two advanced level classes in the four core content areas. When comparing 2007 to 2012, the percent of G/T high school students enrolled in two advanced classes in the four core content areas decreased from 95.2 percent to 92.0 percent. The actual number of students taking advanced courses increased by 9.8 percent (Table 13, p. 22).

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

- For 2011–2012, a total of 3,203 participants completed 6 or more hours of G/T and/or AP training fulfilling the annual state and district professional development requirement (Appendix H, pp.42–46).
- For 2011–2012, 6,448 participants completed one or more of the 171 professional development opportunities offered through e-TRAIN (Appendix H, pp. 42–46).
- For 2011–2012, 183 teachers out of 439 participants attended Vanguard Coordinator professional development sessions.

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 2011–2012, Vanguard schools participated or hosted a G/T Expo, sharing advanced products with parents, students, and the community.
- The G/T Parent Advisory Committee met three times during the 2011–2012 school year to examine and review current best practices in gifted education programming in the district and encourage involvement of parent and community volunteers in activities to enhance gifted programming.

Discussion

After five years of implementation, HISD's Vanguard G/T standards need to be redeveloped so that they are aligned with both the state and national standards and appropriate assessments need to be selected for Standard 8: Student Success. More specifically, at the secondary level, AP/IB performance may be used as an outcome measure. Longitudinal measures may include the percent of G/T students in the graduating class that took at least one AP or IB exam and scored a three or four or higher.

Student outcome measures by campus indicate that program implementation is problematic and not consistent throughout the district. There are campuses that haven't identified a critical mass of G/T students on their campus, and some that schedule the G/T students so that they don't have an opportunity to work with their peers.

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

Over the past five years, the percentage of students in HISD identified as G/T has increased (12.0 percent to 15.2 percent), while G/T enrollment at the state level has essentially not fluctuated (7.5 percent to 7.7 percent). District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2010–2011 school year (6.6 percentage points). These data indicate that the district has an over-representation of students in the Vanguard Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the NAGC, approximately six percent of U.S. children in grades K–12 are gifted. This reflects an estimate since "no federal agency/organization systematically collects this information" (NAGC 2012).

According to the Texas Education Agency's study, *Equity in Gifted Education*, (2006, p.8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American

and Hispanic students are under-represented and White and Asian students are over-represented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are under-represented. However, since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, ESL, ELL, Economically disadvantaged, and special education students.

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past ten years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; and 2011). Data collected from previous evaluations have been used at the administrative and campus levels.

The district continues to move in a positive direction with regard to Family-Community Involvement with the continuation of the G/T Parent Advisory Committee and the continuation of the G/T Expo. The Vanguard Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

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Table 1: Alignment of HISD Vanguard Standards to the Texas State Plan for the Education of Gifted/Talented Students

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

Table 2: Comparison of G/T Student Population to the District Population, 2006–2007 and 2011–2012

Grade	2006–2007			2011–2012		
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	802	16,653	4.8
First	1,685	18,290	9.2	2,868	17,228	16.6
Second	2,122	16,431	12.9	3,720	16,554	22.5
Third	2,312	15,998	14.5	3,506	16,702	21.0
Fourth	2,398	15,859	15.1	3,231	15,810	20.4
Fifth	2,435	14,454	16.8	2,941	15,577	18.9
Subtotal	11,255	97,440	11.6	17,068	98,524	17.3
Sixth	1,671	14,118	11.8	1,935	13,286	14.6
Seventh	1,904	14,101	13.5	2,500	12,727	19.6
Eighth	1,796	13,552	13.3	2,047	12,504	16.4
Ninth	1,811	16,010	11.3	2,063	14,623	14.1
Tenth	2,118	12,159	17.4	1,913	11,870	16.1
Eleventh	2,026	10,192	19.9	1,535	11,077	13.9
Twelfth	1,795	9,335	19.2	1,526	10,271	14.9
Subtotal	13,121	89,467	14.7	13,519	86,358	15.7
Total*	24,376	186,907	13.0	30,587	184,882	16.5

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

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

Source: Fall PEIMS Snapshot 2006 and 2011.

Table 3: Demographic Characteristics of G/T Students, 2006–2007 to 2011–2012

2006–2007						2011–2012					Gap Diff.
G/T		District				G/T		District			
N	%	N	%	Diff	N	%	N	%	Diff		
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,862	12.6	46,551	25.2	-12.6	+
Amer. Indian	-	-	-	-	-	61	0.2	433	0.2	0.0	
Asian	2,502	10.3	6,096	3.3	7.0	2,757	9.0	6250	3.4	5.6	-
Hispanic	10,671	43.8	109,577	58.6	-14.8	17,034	55.7	114,607	62.0	-6.3	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-	
Pac. Islander	-	-	-	-	-	63	0.2	198	0.1	0.1	
White	7,044	28.9	16,345	8.7	20.2	6,341	20.7	15,425	8.3	12.4	-
Two or More	-	-	-	-	-	469	1.5	1,418	0.8	0.7	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	14,558	52.4	94,458	51.1	1.3	-
Female	13,090	53.7	91,616	49.0	4.7	16,029	47.6	90,424	48.9	-1.3	-
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	5,986	19.6	34,315	18.6	1.0	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	18,098	59.2	146,868	79.4	-20.2	-
ELL	2,642	10.8	47,770	25.6	-14.8	7,094	23.2	52,512	28.4	-5.2	-
ESL	201	0.8	13,665	7.3	-6.5	519	1.7	12,654	6.7	-5.0	-
Special Ed.	458	1.9	19,317	10.3	-8.4	274	0.9	14,851	8.0	-7.1	-
Total	24,376	100.0	186,907	100.0		30,587	100.0	184,882	100.0		

Note: A "+" in the Gap Diff. column means there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2011–2012.

Table 4: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2011 (Based on 2007 Norms)

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,927	82	1,929	87	1,925	85	1,924	77			1,919	85
2	1,842	80	1,843	87	1,843	81	1,840	82			1,834	86
3	1,937	82	1,944	94	1,943	85	1,939	87	1,940	80	1,927	89
4	2,442	75	2,444	94	2,439	86	2,442	85	2,440	73	2,433	84
5	2,912	68	2,910	90	2,913	74	2,910	91	2,908	78	2,903	78
6	1,945	79	1,947	93	1,944	79	1,943	89	1,945	75	1,928	83
7	2,019	81	2,019	94	2,016	81	2,017	91	2,017	84	2,005	86
8	2,003	81	2,002	94	2,001	78	1,998	97	1,998	90	1,982	90
9	1,993	80	1,996	92	1,996	76	1,995	90	1,993	78	1,982	85
10	1,578	85	1,578	93	1,579	81	1,579	89	1,579	88	1,563	88
11	1,634	86	1,635	87	1,628	87	1,632	92	1,632	87	1,618	89
Gr. 1–8	17,027	78	17,038	91	17,024	81	17,013	88	13,248	79	16,931	85
Total	22,232	79	22,247	91	22,227	81	22,219	88	18,452	81	22,094	85

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

Source: Stanford 10 Data File 2011; Fall PEIMS Snapshot 2010.

Table 5: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2012 (Based on 2007 Norms)

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

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

Source: Stanford 10 Data File 2012; Fall PEIMS Snapshot 2011.

Table 6: Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2010–2011

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,411	99	1,412	98	1,413	98	1,413	95			1,410	99
2	1,341	99	1,340	98	1,340	99	1,341	97			1,339	99
3	1,008	100	1,002	99	1,003	100	1,003	100	1,003	100	999	100
4	426	99	426	100	426	100	425	100	425	99	425	100
7	1	*	1	*	1	*	1	*	1	*	1	*
Total	4,187	99	4,181	98	4,183	99	4,183	97	1,429	100	4,174	99

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

*Scores not reported for less than 5 students.

Source: Aprenda 3 Data File 2011; Fall PEIMS Snapshot 2010.

Table 7: Percentage of G/T Students Scoring 61 NPR or Above on the Aprenda 3 by Grade Level and Subtest, 2011–2012

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N		N		N		N		N		N	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
1	1,145	99	1,144	97	1,144	97	1,143	91			1,135	99
2	1,482	98	1,482	96	1,482	99	1,482	96			1,478	99
3	1,112	96	1,104	96	1,112	99	1,112	97	1,112	97	1,101	98
4	455	97	455	98	456	99	456	99	456	98	455	99
8	1	*	1	*	1	*	1	*	1	*	1	*
Total	4,195	98	4,186	96	4,195	99	4,194	95	1,569	97	4,170	98

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

*Scores not reported for less than 5 students.

Source: Aprenda 3 Data File 2012; Fall PEIMS Snapshot 2011.

Table 8: Districtwide G/T English TAKS Percent Commended Performance, 2011

Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested		N Tested		N Tested		N Tested		N Tested	
		%		%		%		%		%
10	1,578	51	1,577	56	-	-	1,575	54	1,573	81
11	1,616	56	1,613	65	-	-	1,613	66	1,608	87
Total	3,194	54	3,190	60	-	-	3,188	60	3,181	84

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

Source: TAKS Data File 2011.

Table 9: Districtwide G/T English TAKS Percent Commended Performance, 2012

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

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

Source: TAKS Data File 2012.

Table 10: Districtwide and G/T IB Exam Participation and Performance, 2007 and 2012

District																G/T							
# Tested		# of Exams		# of Exams		% of Exams		# Tested		# of Exams		# of Exams		% of Exams									
				4-7		4-7						4-7		Exams 4-7									
2007		2012		2007		2012		2007		2012		2007		2012		2007		2012					
Bellaire	59	45	168	137	159	123	94.6	89.8	54	37	162	114	155	100	95.7	87.7							
Lamar	358	454	903	1,266	666	853	73.8	67.4	259	254	697	795	539	582	77.3	73.2							
Total	417	499	1,071	1,403	825	976	77.0	69.6	313	291	859	909	694	682	80.8	75.0							

Note: Scores of *P-pending* or *N-no credit* were not included. G/T identification code was missing for one student attending Lamar High School for 2007 and 2012.

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

Table 11: Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2012

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2007	2012	2007	2012	2007	2012	2007	2012
Bellaire	29	22	26	18	29	19	26	15
Lamar	89	130	67	83	74	126	58	64
Total	118	152	93	102	103	145	84	79

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

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

Table 12: Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006–2007 and 2011–2012

2006–2007 (Baseline)				2011–2012 (Year 5)		
# 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	1,797	1,912	94.0
7	1,806	1,865	96.8	2,147	2,464	87.1
8	1,723	1,769	97.4	1,166	2,027	57.5
Total	4,806	5,270	91.2	5,110	6,403	79.8

Table 13: Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2011–2012

	2006–2007 (Baseline)			2011–2012 (Year 5)		
	# 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	1,802	2,030	88.8
10	1,885	1,919	98.2	1,764	1,884	93.6
11	1,556	1,650	94.3	1,404	1,517	92.6
12	706	843	83.7	1,416	1,512	93.7
Total	5,818	6,112	95.2	6,386	6,943	92.0

APPENDIX A

METHODS

DATA LIMITATIONS

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

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

DATA COLLECTION

Student data were obtained using a variety of sources. For the 2011–2012 academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the HISD Elementary and Secondary Guidelines, 2011–2012 and the District and School Profiles (Houston Independent School District, 2011a, 2011b, and 2011c). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards, Instructional Delivery Model Summary, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics.

Information with respect to G/T training was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2011 to May 31, 2012. The e-TRAIN program had the capability to track employee professional development on the individual level, including attendance and completion for each training session.

ACADEMIC PERFORMANCE

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

Advanced Placement (AP) test performance data for 2012, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on July 30, 2012. Student-level data were matched to the PEIMS database to identify those students who were G/T. Students who were not matched were not included in the analysis.

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports or from participating schools. Participation and performance were reported by district and school. For the district and individual schools, the number and

APPENDIX A (CONTINUED)

METHODS

percent of students scoring a four or better were reported. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program. HISD and state policy is not to report grouped scores for fewer than five students.

PSAT performance data for 2011 and fall 2011 PEIMS enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and scored at or above 152 on the combined reading, mathematics, and writing portions of the PSAT.

SAT and ACT data for 2011 were extracted from student test files as well as 2011 graduation data. These files were matched with the fall PEIMS snapshot to identify G/T students. The number and percent of G/T test-takers, and the number and percent of G/T students scoring a 1110 or higher (critical reading and mathematics) on the SAT and/or a 24 or higher composite on the ACT were analyzed to determine participation and performance.

DATA ANALYSIS

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. To determine the percentage of students scoring above grade level on the Stanford 10 and Aprenda 3, the percentage of students that scored a 61 NPR or higher was analyzed at the campus and district levels.

G/T participation rates in AP testing for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grades 9–12. AP/IB performance was calculated by dividing the number of G/T AP/IB test-takers scoring a three/four or higher by the total number of G/T AP/IB tests taken.

G/T PSAT participation rates for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grade 11. Performance on the PSAT was measured by dividing the number of G/T students meeting the College Readiness Benchmark of 152 by the total number of G/T students tested in grade 11.

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for 2011. Performance for each test was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

APPENDIX B
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Alcott Elementary School	29		1	11	4	6	7							
Almeda Elementary School	99		17	23	22	11	26							
Anderson Elementary School	43		2	13	7	10	11							
Ashford Elementary School	75	13	26	36										
Askew Elementary School	236	22	42	45	42	37	48							
Atherton Elementary School	24		1	4	5	6	8							
Barrick Elementary School	86		20	23	18	14	11							
Bastian Elementary School	59		19	16	12	5	7							
Bell Elementary School	156	9	33	32	27	31	24							
Bellfort Academy	4	4												
Benavidez Elementary School	74		21	16	10	7	20							
Benbrook Elementary School	27		10	9	2	4	2							
Berry Elementary School	90		12	22	17	22	17							
Blackshear Elementary School	17		4	1	5	6	1							
Bonham Elementary School	84		15	24	19	10	16							
Bonner Elementary School	104		15	19	24	26	20							
Braeburn Elementary School	113		24	13	32	27	17							
Briargrove Elementary School	210	15	28	44	50	29	44							
Briscoe Elementary School	81		16	16	14	17	18							
Brookline Elementary School	104		18	23	23	16	24							
Browning Elementary School	101		22	27	15	21	16							
Bruce Elementary School	30		4	6	6	3	11							
Burbank Elementary School	60		12	9	18	9	12							
Burnet Elementary School	70		14	16	14	8	12	6						
Burrus Elementary School	86	1	16	25	23	11	10							
Bush Elementary School	250	22	26	58	39	55	50							
Cage Elementary School	125		26	25	28	31	15							
Carrillo Elementary School	210	31	23	35	38	41	42							
Codwell Elementary School	83		7	21	24	18	13							
Condit Elementary School	267	2	40	48	52	61	64							
Cook Elementary School	86	4	13	31	18	18	2							

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Coop Elementary School	113		27	26	24	23	13							
Cornelius Elementary School	142		27	17	47	29	22							
Crespo Elementary School	156		32	36	38	31	19							
Crockett Elementary School	67		6	14	13	17	17							
Cunningham Elementary School	110	13	17	17	21	17	25							
Daily Elementary School	87		17	18	21	17	14							
Dávila Elementary School	43		6	6	12	7	12							
DeAnda Elementary School	66	6	5	8	13	18	16							
DeChaumes Elementary School	89		16	27	22	14	10							
DeZavala Elementary School	228	28	31	37	49	41	42							
Dodson Elementary School	63	11	10	13	13	13		3						
Dogan Elementary School	99		20	21	10	30	18							
Durham Elementary School	95	15	18	16	17	16	13							
Durkee Elementary School	43		9	25	6	3								
Eliot Elementary School	55		7	13	7	19	9							
Elrod Elementary School	30		3	9	6	10	2							
Emerson Elementary School	101		17	29	24	21	10							
Energized for Excellence Elementary School	17		2	4	4	5	2							
Field Elementary School	34		10	11	2	6	5							
Foerster Elementary School	19	5	4	4	2	1	3							
Fondren Elementary School	42		13	11	3	9	6							
Foster Elementary School	15		3	5	4	1	2							
Franklin Elementary School	72	6	13	12	16	15	10							
Frost Elementary School	22		4	4	4	3	7							
Gallegos Elementary School	110		18	34	23	16	19							
Garcia Elementary School	74		15	23	17	8	11							
Garden Oaks Elementary School	89	6	21	17	22	12	11							
Garden Villas Elementary School	92		18	18	17	29	10							
Golfcrest Elementary School	74	1	4	31	17	11	10							

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Gordon Elementary School	21		2	6	2	6	5							
Gregg Elementary School	44		4	5	14	11	10							
Gregory-Lincoln Elementary School	7					1	6							
Grissom Elementary School	58		8	9	15	14	12							
Gross Elementary School	34	1	7	10	7	3	6							
Harris, J. R. Elementary School	118		28	24	16	37	13							
Harris, R. P. Elementary School	50		7	13	12	9	9							
Hartsfield Elementary School	23		3	8	2	5	5							
Harvard Elementary School	270	21	44	58	47	47	53							
Helms Community Learning Center	85	2	20	20	11	18	14							
Henderson, J. P. Elementary School	126		14	22	30	34	26							
Henderson, N. Q. Elementary School	35		9	9	7	6	4							
Herod Elementary School	344	48	43	81	53	63	56							
Herrera Elementary School	117		26	18	33	26	14							
Highland Heights Elementary School	47		6	11	13	6	11							
Hines-Caldwell Elementary School	140		36	38	26	22	18							
Hobby Elementary School	26	1		4	8	8	5							
Horn Elementary School	278	9	52	63	55	59	40							
Houston Gardens Elementary School	42		7	9	7	7	12							
Isaacs Elementary School	57		3	11	14	15	14							
Janowski Elementary School	66		13	12	18	8	15							
Jefferson Elementary School	77		10	21	14	14	18							
Kashmere Gardens Elementary School	21		3	5		7	6							
Kelso Elementary School	46		6	5	8	14	13							
Kennedy Elementary School	85		19	13	19	21	13							
Ketelsen Elementary School	58		9	24	11	9	5							
Kolter Elementary School	248	31	43	43	44	34	53							
Lantrip Elementary School	135		23	39	32	24	17							
Law Elementary School	49		4	10	6	18	11							
Lewis Elementary School	106		25	38	22	19	2							
Lockhart Elementary School	143	12	20	36	29	26	20							

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Longfellow Elementary School	86		17	17	25	13	14							
Looscan Elementary School	45		8	14	15	4	4							
Love Elementary School	88	4	10	15	24	17	18							
Lovett Elementary School	258	28	41	55	41	43	50							
Lyons Elementary School	195		33	47	33	45	37							
MacGregor Elementary School	85		16	19	18	15	17							
Mading Elementary School	27		5	8	4	4	6							
Martínez, C. Elementary School	84		22	30	12	12	8							
Martínez, R. Elementary School	68		10	19	13	12	14							
McNamara Elementary School	55		4	20	11	11	9							
Memorial Elementary School	39		3	12	10	9	5							
Milne Elementary School	59		16	15	11	10	7							
Mitchell Elementary School	68	2	3	17	16	14	16							
Montgomery Elementary School	133	1	27	33	43	15	14							
Moreno Elementary School	148		31	27	29	31	30							
Neff Elementary School	152		12	44	37	37	22							
Northline Elementary School	65		7	17	15	15	11							
Oak Forest Elementary School	367	41	61	63	69	61	72							
Oates Elementary School	29		8	6	6	4	2							
Osborne Elementary School	6		2	3			1							
Paige Elementary School	27		6	6	7	4	4							
Park Place Elementary School	180		25	26	47	45	37							
Parker Elementary School	208	6	33	50	30	55	34							
Patterson Elementary School	176		25	21	54	41	35							
Peck Elementary School	52	3	4	10	13	12	10							
Petersen Elementary School	30		6	3	10	7	4							
Piney Point Elementary School	102		16	31	22	22	11							
Pleasantville Elementary School	92	6	14	26	18	14	14							
Poe Elementary School	252	7	37	55	63	47	43							
Port Houston Elementary School	49		8	9	9	11	11							
Pugh Elementary School	51		3	14	18	15	1							

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Red Elementary School	80	14	16	17	15	10	8							
Reynolds Elementary School	12		1	1	4	2	4							
River Oaks Elementary School	550	92	96	80	103	87	92							
Roberts Elementary School	282	8	40	60	67	52	55							
Robinson Elementary School	68		15	11	16	15	11							
Rodríguez Elementary School	135		18	25	32	34	26							
Roosevelt Elementary School	221	30	44	45	43	28	31							
Ross Elementary School	57		9	15	11	8	14							
Rucker Elementary School	101		17	29	17	25	13							
Sánchez Elementary School	64		4	13	12	23	12							
Scarborough Elementary School	61		5	10	15	11	20							
School at St. George Place	70	1	5	10	20	16	18							
Scroggins Elementary School	101		12	23	19	24	23							
Seguin Elementary School	83		21	11	25	13	13							
Shadowbriar Elementary School	72				23	27	22							
Shearn Elementary School	72		4	13	23	16	16							
Sherman Elementary School	94		17	22	28	10	17							
Sinclair Elementary School	93		22	19	11	24	17							
Smith, K. Elementary School	67		17	8	15	14	13							
Southmayd Elementary School	104		14	26	23	28	13							
Stevens Elementary School	22		5	5	6	3	3							
Sutton Elementary School	246		34	69	49	50	44							
Thompson Elementary School	34		10	3	7	7	7							
Tijerina Elementary School	94		8	22	22	17	15	10						
Tinsley Elementary School	92		19	25	22	12	14							
Travis Elementary School	325	46	61	56	53	54	55							
Twain Elementary School	332	11	57	75	62	62	65							
Valley West Elementary School	83		9	18	11	13	32							
Wainwright Elementary School	62		20	16	8	9	9							
Walnut Bend Elementary School	75	7	17	16	12	12	11							
Wesley Elementary School	18		5	6	4	3								

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
West University Elementary School	632	72	111	134	122	98	95							
Whidby Elementary School	31		5	7	8	5	6							
White Elementary School	147		32	26	35	23	31							
Whittier Elementary School	16			7	8		1							
Windsor Village Elementary School	190	19	48	37	36	23	27							
Young Elementary School	24		7	7	5	3	2							
Attucks Middle School	20							2	11	7				
Black Middle School	31							7	11	13				
Burbank Middle School	300							108	129	63				
Clifton Middle School	130							41	45	44				
Cullen Middle School	8							4	4	0				
Deady Middle School	90							10	46	34				
Dominion Academy	1								1					
Dowling Middle School	124							39	48	37				
Edison Middle School	92							8	51	33				
Energized for Excellence Middle School	5							1	3	1				
Energized for STEM Southeast Middle School	8								8					
Energized for STEM West Middle School	6								5	1				
Fleming Middle School	29							1	19	9				
Fondren Middle School	10							6	3	1				
Fonville Middle School	114							20	44	50				
Grady Middle School	102							31	31	40				
Gregory-Lincoln Education Middle School	35								29	6				
Hamilton Middle School	497							143	201	153				
Hartman Middle School	119							4	79	36				
Henry Middle School	57							15	16	26				
Hogg Middle School	51							5	29	17				
Holland Middle School	82							6	41	35				
Jackson Middle School	143							30	69	44				
Johnston Middle School	332							98	122	112				

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Key Middle School	8							4	1	3				
Lanier Charter Middle School	943							336	303	304				
Long Middle School	61							17	30	14				
Marshall Middle School	71							10	38	23				
McReynolds Middle School	17							3	0	14				
Ortiz Middle School	131							54	43	34				
Pershing Middle School	441							121	165	155				
Pin Oak Middle School	598							163	239	196				
Project Chrysalis Middle School	121							44	41	36				
Revere Middle School	109							47	34	28				
Ryan Middle School	11							0	5	6				
Stevenson Middle School	343							128	138	77				
Sugar Grove Middle School	21							0	12	9				
Thomas Middle School	17							2	9	6				
Welch Middle School	53							8	22	23				
West Briar Middle School	392							124	125	143				
Williams Middle School	22							1	10	11				
Advanced Virtual Academy	3										1	0	1	1
Austin High School	141										28	44	38	31
Bellaire High School	912										244	212	203	253
Carnegie Vanguard	507										184	122	118	83
Challenge High School	168										66	67	33	2
Chavez High School	256										111	82	35	28
Davis High School	147										43	36	41	27
DeBakey HSHP	338										96	85	83	74
DeVry/Contemporary Learning Center HS	1										1			

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
East Early College High School	184										56	56	37	35
Eastwood Academy for Academic Achievement	134										38	35	23	38
Empowerment College Prep High School	9										3	1	5	0
Energized for STEM-West High School	3										3			
Furr High School	90										27	24	24	15
Houston Academy for International Studies	75										19	22	16	18
Houston Math, Science & Tech. Center	144										42	34	38	30
Jones High School	10										2	4	2	2
Jordan High School for Careers	98										21	19	26	32
Kashmere High School	16										4	1	6	5
Lamar High School	947										310	278	177	182
Law Enforcement and Criminal Justice High School	126										27	38	34	27
Lee High School	55										22	10	11	12
Madison High School	122										23	39	27	33
Milby High School	149										41	33	32	43
New Aspirations	1												1	
North Houston Early College High School	128										24	38	29	37
Performing and Visual Arts High School	687										203	182	153	149
REACH Charter High School	1												1	
Reagan High School	349										123	113	69	44
Scarborough High School	27										2	3	5	17
Sharpstown High School	43										5	15	13	10
Sterling High School	44										6	9	7	22
Waltrip High School	254										61	65	52	76
Washington High School	68										19	17	13	19
Westbury High School	93										21	23	20	29

APPENDIX B (CONTINUED)
G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL

School Name	Total G/T	KG	01	02	03	04	05	06	07	08	09	10	11	12
Westside High School	562										146	168	136	112
Wheatley High School	47										6	7	14	20
Worthing High School	26										5	10	4	7
Yates High School	24										7	8	3	6
Briar Meadow Charter School	53		2	9	7	6	2	11	8	8				
Pilgrim Academy	99		14	23	23	11	11	7	4	6				
Rice School	265	10	20	41	27	41	26	32	34	34				
Rogers, T. H.	642	44	44	44	44	44	50	125	125	122				
Rusk School	50		7	5	1	1	5	13	12	6				
Sharpstown International School	73							9	20	8	11	13	5	7
Texas Connections Academy	14				3	2	1		5	2	1			
Wharton Dual Language Academy	108	2	8	16	9	12	9	17	22	13				
Wilson Montessori School	98	9	21	19	18	15	9	3	3	1				
Woodson School	3			2	1									
Young Men's College Prep.	17							13			4			
Young Scholars Academy for Excellence	1				1									
Young Women's College Prep.	39							32			7			
Total G/T K-12 Enrollment	30,587	802	2,868	3,720	3,506	3,231	2,941	1,935	2,500	2,047	2,063	1,913	1,535	1,526

Source: Fall PEIMS Snapshot, 2011

Note: Highlighted cells indicate grade levels that have fewer than 3 G/T students.

APPENDIX C
ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2012

	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012
Alcott	-	-	-	-	-	16	-	-	-	-	-	2
Ashford	19	23	48	33	51	44	4	6	12	14	17	20
Bell	-	-	-	74	73	-	-	-	-	11	12	-
Bellfort	-	-	-	15	22	24	-	-	-	9	5	13
Briargrove	-	-	-	-	33	27	-	-	-	-	14	6
Briscoe	-	-	-	4	-	-	-	-	-	4	-	-
Bush	-	-	-	37	52	39	-	-	-	15	21	22
Cage	-	-	-	24	-	-	-	-	-	7	-	-
Codwell	21	26	18	13	-	-	10	12	6	6	-	-
Cook	12	8	10	-	21	19	3	3	3	-	4	2
Crespo	-	-	-	23	-	24	-	-	-	4	-	7
Cunningham	-	-	-	-	19	15	-	-	-	-	12	9
Daily	12	15	-	-	-	-	1	4	-	-	-	-
Davila	-	-	-	11	9	6	-	-	-	4	2	4
DeAnda	-	-	-	-	-	17	-	-	-	-	-	2
Dodson	-	-	-	-	23	34	-	-	-	-	21	21
Durham	-	-	-	28	22	13	-	-	-	12	13	3
Emerson	14	-	-	-	-	-	6	-	-	-	-	-
Farias ECC	-	60	32	-	-	-	-	12	8	-	-	-
Field	-	15	-	26	-	-	-	1	-	6	-	-
Foerster	-	-	-	-	14	8	-	-	-	-	7	4
Franklin	11	18	16	24	24	10	5	7	4	9	7	2
Garden Oaks	-	-	-	30	16	22	-	-	-	11	7	8
Harvard	14	24	45	42	41	51	4	9	14	13	18	20
Helms	15	-	-	20	-	-	8	-	-	10	-	-
Isaacs	-	-	-	-	-	11	-	-	-	-	-	2
King ECC	-	80	41	51	35	39	-	22	14	23	19	23

APPENDIX C (CONTINUED)
ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2012

	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012
Kolter	-	9	24	26	31	45	-	7	17	17	22	25
Lantrip	-	-	-	16	-	-	-	-	-	2	-	-
Laurenzo ECC	-	20	75	-	-	59	-	12	12	-	-	15
Law	4	4	-	-	-	20	1	1	-	-	-	12
Lockhart	-	-	17	-	37	27	-	-	2	-	21	12
Love	-	-	-	14	5	6	-	-	-	1	4	3
Lovett	-	15	53	42	42	41	-	6	22	17	15	16
MacArthur	-	15	12	-	-	-	-	4	2	-	-	-
MacGregor	21	26	24	-	-	-	0	4	3	-	-	-
Martinez, R.	15	-	-	-	-	-	1	-	-	-	-	-
Mistral ECC	-	65	46	14	17	43	-	4	9	4	6	7
Mitchell	24	57	27	22	36	11	3	11	5	1	10	4
Montgomery	5	-	-	-	-	-	2	-	-	-	-	-
Peck	-	-	-	23	28	-	-	-	-	1	6	-
Poe	12	32	17	-	19	44	2	5	9	-	4	13
Red	-	-	-	43	25	20	-	-	-	8	12	7
Reynolds	-	-	3	-	-	-	-	-	1	-	-	-
Rice	-	-	-	4	-	-	-	-	-	3	-	-
Sherman	26	-	-	-	-	-	2	-	-	-	-	-
Sinclair	-	-	4	23	-	-	-	-	3	8	-	-
Thompson	26	-	-	-	-	-	10	-	-	-	-	-
Turner	-	-	13	-	-	-	-	-	1	-	-	-
Walnut Bend	16	15	17	16	22	31	2	4	4	9	11	14
West University	106	140	125	146	150	150	28	49	49	71	66	56
Whidby	-	-	15	-	-	-	-	-	3	-	-	-
White	-	17	-	-	-	-	-	8	-	-	-	-
Whittier	-	-	-	16	-	-	-	-	-	3	-	-
Wilson	-	34	-	-	34	29	-	10	-	-	8	10
Total	373	748	682	860	901	945	92	201	203	303	364	364

APPENDIX D
G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

School Name	G/T Participation Rate			AP Exams at or Above		Criterion
	G/T 9-12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Austin High School	185	76	41.1	121	12	9.9
Bellaire High School	1,113	704	63.3	2,111	1,811	85.8
Carnegie Vanguard	349	132	37.8	254	158	62.2
Challenge High School	143	37	25.9	43	27	62.8
Chavez High School	247	157	63.6	330	67	20.3
Davis High School	162	63	38.9	74	10	13.5
DeBakey HSHP	277	161	58.1	389	306	78.7
Eastwood Academy for Academic Achievement	85	2	2.4	2	*	*
Furr High School	47	21	44.7	51	9	17.6
Houston Math, Science & Tech. Center	227	111	48.9	190	8	4.2
Jones High School	50	20	40.0	31	0	0.0
Jordan High School for Careers	52	7	13.5	14	1	7.1
Kashmere High School	15	4	26.7	5	*	*
Lamar High School	1,143	39	3.4	39	31	79.5
Law Enforcement and Criminal Justice High School	189	50	26.5	86	41	47.7
Lee High School	88	43	48.9	96	13	13.5
Madison High School	197	84	42.6	112	6	5.4
Milby High School	260	127	48.8	232	78	33.6
Performing and Visual Arts High School	664	180	27.1	400	277	69.3
Reagan High School	232	82	35.3	131	15	11.5
Scarborough High School	57	12	21.1	19	4	21.1
Sharpstown High School	72	26	36.1	53	5	9.4
Sterling High School	77	27	35.1	29	1	3.4
Waltrip High School	353	54	15.3	120	40	33.3
Washington High School	120	26	21.7	55	24	43.6
Westbury High School	139	57	41.0	113	23	20.4
Westside High School	943	599	63.5	1,205	684	56.8
Wheatley High School	79	27	34.2	46	1	2.2
Worthing High School	61	26	42.6	36	0	0.0
Yates High School	65	20	30.8	29	1	3.4
G/T Total	7,691	2,974	38.7	6,416	±	57.0

Source: 2007 College Board Data file extracted 9/18/2007; Fall PEIMS Snapshot: 2006–2007 enrollment data and G/T status.

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

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

*Scores not reported for less than 5 students.

APPENDIX E
G/T ADVANCED PLACEMENT EXAM RESULTS, 2012

G/T Participation Rate				G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Austin High School	141	68	48.2	108	20	18.5
Bellaire High School	912	575	63.0	1,780	1,540	86.5
Carnegie Vanguard	507	470	92.7	964	637	66.1
Challenge High School	168	152	90.5	192	79	41.1
Chavez High School	256	165	64.5	275	64	23.3
CLC HS/DeVry High School	1	0	0.0			
Davis High School	147	91	61.9	185	39	21.1
DeBakey HSHP	338	211	62.4	598	556	93.0
East Early College High School	184	130	70.7	163	47	28.8
Eastwood Academy for Academic Achievement	134	107	79.9	238	117	49.2
Empowerment College Prep High School	9	7	77.8	10	4	40.0
Energized for STEM SE High School [†]	0	1		1	*	*
Energized for STEM–West High School	3	0	0.0			
Furr High School	90	72	80.0	186	8	4.3
Houston Academy for International Studies	75	51	68.0	78	20	25.6
Houston Math, Science & Tech.	144	81	56.3	206	35	17.0
International HS at Sharpstown	36	24	66.7	54	12	22.2
Jones High School	10	7	70.0	14	0	0.0
Jordan High School for Careers	98	62	63.3	102	13	12.7
Kashmere High School	16	11	68.8	26	0	0.0
Lamar High School	947	783	82.7	820	190	23.2
Law Enforcement and Criminal Justice High School	126	101	80.2	225	34	15.1
Lee High School	55	20	36.4	57	8	14.0
Madison High School	122	77	63.1	117	13	11.1
Milby High School	149	89	59.7	225	55	24.4
New Aspirations	1	0	0.0			
North Houston Early College High School	128	55	43.0	93	11	11.8
Performing and Visual Arts High School	687	357	52.0	707	306	43.3
Reagan High School	349	154	44.1	328	59	18.0
Scarborough High School	27	22	81.5	75	4	5.3
Sharpstown High School	43	32	74.4	67	12	17.9

APPENDIX E (CONTINUED)
G/T ADVANCED PLACEMENT EXAM RESULTS, 2012

G/T Participation Rate				G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Sterling High School	44	23	52.3	45	1	2.2
Waltrip High School	254	135	53.1	275	60	21.8
Washington High School	68	38	55.9	67	12	17.9
Westbury High School	93	73	78.5	187	42	22.5
Westside High School	562	464	82.6	1,021	541	53.0
Wheatley High School	47	34	72.3	82	2	2.4
Worthing High School	26	14	53.8	36	2	5.6
Yates High School	24	12	50.0	21	0	0.0
Young Women's Prep	7	7	100.0	9	1	11.1
G/T Total	7,028	4,775	67.9	9,637	±	47.2

Source: 2012 College Board Data file extracted July 30, 2012; Fall PEIMS snapshot, 2011—enrollment and G/T status.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 29 students.

±Totals not reported because one school tested less than five students. One G/T student was not identified on the Fall PEIMS Snapshot, 2011, but was later identified in Chancery SMS as G/T.

*Scores not reported for less than 5 students.

APPENDIX F
G/T PSAT PARTICIPATION AND PERFORMANCE, 2011

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	Percent of G/T Tested	# Met Benchmark (≥ 152)	% Met Benchmark (> 152)
Austin High School	38	36	94.7	5	13.9
Bellaire High School	203	191	94.1	183	95.8
Carnegie Vanguard	118	117	99.2	106	90.6
Challenge High School	33	33	100.0	25	75.8
Chavez High School	35	34	97.1	8	23.5
Davis High School	41	41	100.0	9	22.0
DeBakey HSHP	83	82	98.8	81	98.8
East Early College HS	37	35	94.6	19	54.3
Eastwood Academy for Academic Achievement	23	23	100.0	9	39.1
Empowerment College Prep High School	5	5	100.0	3	60.0
Furr High School	24	19	79.2	1	5.3
Houston Academy for International Studies	16	16	100.0	9	56.3
Jones High School	2	2	100.0	*	*
Jordan High School for Careers	26	26	100.0	4	15.4
Kashmere High School	6	6	100.0	0	0.0
Lamar High School	177	172	97.2	117	68.0
Law Enforcement and Criminal Justice High School	34	33	97.1	8	24.2
Lee High School	11	11	100.0	1	9.1
Madison High School	27	26	96.3	6	23.1
Milby High School	32	31	96.9	5	16.1
New Aspirations	1	1	100.0	*	*
North Houston Early College High School	29	28	96.6	12	42.9
Performing and Visual Arts High School	153	150	98.0	91	60.7
REACH Charter High School	1	0	0.0		
Reagan High School	69	69	100.0	24	34.8
Scarborough High School	5	5	100.0	1	20.0
Sharpstown High School	13	13	100.0	5	38.5
Sterling High School	7	5	71.4	1	20.0
Waltrip High School	52	49	94.2	20	40.8
Washington High School	13	12	92.3	4	33.3
Westbury High School	20	18	90.0	7	38.9
Westside High School	136	135	99.3	100	74.1
Wheatley High School	14	11	78.6	0	0.0
Worthing High School	4	4	100.0	*	*
Yates High School	3	3	100.0	*	*
G/T Total	1,491	1,442	96.7	868	60.2

APPENDIX G

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

School Name	G/T Grad Enrollment (Grade 11)	# of G/T Taking SAT and/or ACT	% Taking SAT and/or ACT	# Taking SAT	SAT Met Standard (>1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (≥24)	% Met Standard (ACT)
Austin High School	35	32	91.4	25	3	12.0	22	0	0.0
Bellaire High School	242	235	97.1	234	204	87.2	124	111	89.5
Carnegie Vanguard	80	80	100.0	79	59	74.7	55	40	72.7
Challenge HS	5	5	100.0	5	1	20.0	2	*	*
Chavez High School	20	17	85.0	17	5	29.4	11	4	36.4
Davis High School	27	23	85.2	23	1	4.3	1	*	*
DeBakey HSHP	130	131	100.8	130	111	85.4	66	58	87.9
East Early College HS	42	40	95.2	39	16	41.0	33	10	30.3
Eastwood Academy for Academic Achievement	23	23	100.0	22	8	36.4	23	6	26.1
Empowerment College Prep High School	1	1	100.0	1	*	*	1	*	*
Furr High School	13	11	84.6	11	1	9.1	5	1	20.0
Houston Academy for International Studies	4	4	100.0	4	*	*	0		
International High School at Sharpstown	6	4	66.7	4	*	*	1	*	*
Jones High School	2	2	100.0	2	*	*	1	*	*
Jordan High School for Careers	7	6	85.7	6	0	0.0	4	1	25.0
Kashmere High School	5	4	80.0	3	*	*	3	*	*
Lamar High School	148	144	97.3	140	116	82.9	69	58	84.1
Law Enforcement and Criminal Justice High School	31	25	80.6	25	4	16.0	3	1	33.3
Lee High School	16	16	100.0	16	9	56.3	12	6	50.0
Madison High School	29	26	89.7	24	2	8.3	8		0.0
Milby High School	39	32	82.1	32	4	12.5	6		0.0
Performing and Visual Arts High School	152	146	96.1	139	65	46.8	52	28	53.8
REACH Charter	1	1	100.0	0			1	*	*
Reagan High School	33	29	87.9	28	14	50.0	8	4	50.0

APPENDIX G (CONTINUED)

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

School Name	G/T Grad Enrollment (Grade 11)	# of G/T Taking SAT and/or ACT	% Taking SAT and/or ACT	# Taking SAT	SAT Met Standard (>1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (≥24)	% Met Standard (ACT)
Sam Houston Math, Science & Tech. Center	30	24	80.0	23	4	17.4	8	2	25.0
Scarborough High School	9	8	88.9	8	3	37.5	4	*	*
Sharpstown High School	12	13	108.3	13	0	0.0	9	1	11.1
Sterling High School	29	22	75.9	18	1	5.6	9		0.0
Waltrip High School	45	40	88.9	38	11	28.9	13	1	7.7
Washington High School	18	16	88.9	15	5	33.3	7	3	42.9
Westbury High School	30	24	80.0	24	8	33.3	6	4	66.7
Westside High School	107	105	98.1	102	77	75.5	60	46	76.7
Wheatley High School	10	9	90.0	9	0	0.0	4	*	*
Worthing High School	7	6	85.7	6	1	16.7	3	*	*
Yates High School	13	12	92.3	12	2	16.7	3	*	*
Total	1,401	1,316	93.9	1,277	739	57.9	637	388	60.9

APPENDIX H

G/T AND AP TRAINING, 2011–2012

Course	Description	N	Hours Earned	Total Hours
AP5223	AP Biology Exam Prep Strateg	8	6	48
AP5225	AP Calculus AB Exam Prep Strg	11	6	66
AP5226	AP Chemistry Exam Prep Stratg	14	6	84
AP5227	AP Eng Lang Exam Prep Strateg	17	6	102
AP5228	AP English Lit Exam Prep Strtg	12	6	72
AP5229	AP Environml Science Exam Prep	6	6	36
AP5230	AP Macroeconomics Exam Prep	6	6	36
AP5231	AP US Gov & Politics Exam Prep	9	6	54
AP5232	AP US History Exam Prep Stratg	19	6	114
AP5233	AP World Hist Exam Prep Stratg	15	6	90
AP5237	AP Statistics Exam Prep Stratg	11	6	66
AP5238	AP Human Geo Exam Prep Stratg	10	6	60
AP5239	AP Spanish Lng Exam Prep Strtg	23	6	138
AP6061	AP Potential Refresher	20	1.5	30
AP6117	4-Day SpringBoard ELA 6-8	72	24	1,728
AP6119	4-Day SpringBoard ELA 6-8	89	24	2,136
AP6120	4-Day SpringBoard Math 6-8	110	24	2,640
AP6123	4-Day SpringBoard ELA 8	23	24	552
AP6127	2-Day SB Prin Leadership Acad	72	12	864
AP6130	4-Day SpringBoard ELA 9-12	118	24	2,832
AP6135	High Sch Ofc Principal Retreat	41	15	615
AP6137	MTG: AP Coordinator Kick-Off	21	2	42
AP6138	Orientation: AP Art Hist Tchrs	13	4	52
AP6139	Orientation: AP Biology Tchrs	12	4	48
AP6140	Orientation: AP Calc AB Tchrs	13	4	52
AP6141	Orientation: AP Chem Tchrs	18	4	72
AP6142	Orientation: AP Eng Lang 9-12	20	4	80
AP6143	Orientation: AP Eng Lit Tchrs	9	4	36
AP6144	Orientation: AP Span Lang Tchr	24	4	96
AP6145	Orientation: AP Stats Tchrs	21	4	84
AP6146	Orientation: AP US Gov Tchrs	13	4	52
AP6147	Orientation: AP US Hist Tchrs	21	4	84
AP6148	Orientation: AP Wrld Hist Tcrs	23	4	92
AP6149	Orientation: AP En Scienc Tchr	14	4	56
AP6150	Orientation: AP Hmn Geo Tchrs	14	4	56
AP6151	Orientation: AP MacrEcon Tchrs	7	4	28
AP6152	Orientation: AP Physics Tchrs	11	4	44
AP6153	Orientation: AP Psych Tchrs	10	4	40
AP6154	Orientation: AP Comp Sci Tchrs	2	4	8
AP6154	Orientation: AP Comp Sci Tchrs	3	12	36
AP6156	2-Day SB QuickStart ELA 6-8	50	12	600
AP6157	2-Day SB QuickStart Math 6-8	22	12	264

APPENDIX H (CONTINUED)
G/T AND AP TRAINING, 2011–2012

Course	Description	N	Hours Earned	Total Hours
AP6160	2-Day SB QuickStart ELA 9-12	22	12	264
AP6161	LTF Pre-AP ELA6-8 Free-Resp	28	6	168
AP6162	LTF Pre-AP Math 6-8 Free-Resp	29	6	174
AP6163	LTF Alg I/Geometry Free-Resp	47	6	282
AP6164	LTF Alg II/Pre-Calc Free-Resp	31	6	186
AP6165	LTF Pre-AP Sci 6-8 Free-Resp	23	6	138
AP6166	LTF Pre-AP Chemistry Free-Resp	11	6	66
AP6167	LTF Pre-AP Biology Free-Resp	21	6	126
AP6168	LTF Pre-AP Physics Free-Resp	6	6	36
AP6169	LTF Pre-AP Eng Free-Response	22	6	132
AP6170	New AP Coordinators Overview	18	4	72
AP6171	New AP Coord Exam Admin Overv	26	4	104
AP6172	AP Coord Best Pract - Yr 2+	17	4	68
AP6173	MTG: AP Biology - Rice Fall	18	6	108
AP6174	MTG: AP Calc AB - Rice Fall	16	6	96
AP6175	MTG: AP Chemistry - Rice Fall	8	6	48
AP6176	MTG: AP ELA - Rice Fall	12	6	72
AP6177	MTG: AP Eng Lit- Rice Fall	11	6	66
AP6178	MTG: AP Human Geog - Rice Fall	11	6	66
AP6179	MTG: AP Spanish - Rice Fall	15	6	90
AP6180	MTG: AP Govt & Pol - Rice Fal	11	6	66
AP6181	MTG: AP US History - Rice Fall	15	6	90
AP6182	MTG: AP World Hist - Rice Fall	15	6	90
AP6183	MTG: Pre-AP ELA - Rice Fall	9	6	54
AP6184	MTG: Pre-AP Alg II/Calc - Rice	15	6	90
AP6185	MTG: Pre-AP Geom - Rice Fall	7	6	42
AP6186	MTG: Pre-AP Span - Rice Fall	5	6	30
AP6187	MTG: PreAP ELA 6-8 - Rice Fall	12	6	72
AP6188	MTG: Pre-AP Math 6-8 - Rice	15	6	90
AP6189	MTG: PreAP Sci 6-8 - Rice Fall	11	6	66
AP6190	MTG: PreAP SS 6-8 - Rice Fall	10	6	60
AP6191	MTG: Pre-AP World Geog - Rice	7	6	42
AP6192	AP Strateg - Non-Tradl Stdnts	102	3	306
AP6193	Springboard ELA 9	1	6	6
AP6194	Springboard ELA 7	18	6	108
AP6195	Springboard Math 6-8	26	6	156
AP6196	SB Writing ELA 9	8	6	48
AP6197	Springboard ELA 9	3	6	18

APPENDIX H (CONTINUED)
G/T AND AP TRAINING, 2011–2012

Course	Description	N	Hours Earned	Total Hours
AP6198	Springboard ELA 7	21	6	126
AP6199	SB Writing ELA 7	9	6	54
AP6201	Rice College Ready Summit	52	6.5	338
AP6202	AP-IB Celebration Saturday	168	4	672
AP6203	MTG: IB Steering Committee	34	3	102
AP6204	Mentor AP Art Hist Tchrs	8	3	24
AP6205	Mentor AP Biology Tchrs	9	3	27
AP6206	Mentor AP Calculus Tchrs	14	3	42
AP6207	Mentor AP Chemistry Tchrs	12	3	36
AP6208	Mentor AP ELA Tchrs	6	3	18
AP6209	Mentor AP English Lit Tchrs	4	3	12
AP6210	Mentor AP Span Lang Tchrs	11	3	33
AP6211	Mentor AP Statistics Tchrs	15	3	45
AP6212	Mentor AP U.S. Gov Tchrs	6	3	18
AP6213	Mentor AP U.S. History Tchrs	5	3	15
AP6214	Mentor AP World History Tchrs	13	3	39
AP6215	Mentor AP Enviro Sci Tchrs	13	3	39
AP6216	Mentor AP Human Geo Tchrs	4	3	12
AP6217	Mentor AP Macro Eco Tchrs	7	3	21
AP6218	Mentor AP Physics Tchrs	7	3	21
AP6219	Mentor AP Psychology Tchrs	6	3	18
AP6220	Mentor AP Computer Sci Tchrs	3	3	9
AP6221	MTG:AP Chemistry Tchr Strtgs	9	6	54
AP6222	MTG:Pre-AP Sci Tchr Strtgs	8	6	48
AP6223	MTG: AP Biology Tchr Strtgs	10	6	60
AP6224	MTG: AP Calculus Tchr Strtgs	6	6	36
AP6225	MTG: Pre-AP ELA Tchr Strtgs	7	6	42
AP6226	MTG: AP World Hstry Tchr Strtg	3	6	18
AP6227	MTG: SpringBrd Math Tchr Fdbck	12	2	24
AP6228	MTG: P-AP Interdscplnry Strtgs	8	6	48
AP6229	Y1 LTF PAP Gr 6-12 ELA 4-D Tch	18	30	540
AP7001	Springboard Math 6-8	9	6	54
EL0027	ONLINE: G/T Gr 6-12 (12 Hrs)	136	12	1,632
EL0028	ONLINE: Diffn Techn Tools K-5	18	12	216
EL0029	ONLINE: Diffn Techn Tools 6-12	18	12	216
EL0030	ONLINE: G/T K-5 (30 hrs)	192	30	5,760
EL0044	ONLINE: G/T K-12 Admin & Coun	85	6	510
EL0047	ONLINE: K-5 G/T Diff in Nutshl	66	6	396

APPENDIX H (CONTINUED)
G/T AND AP TRAINING, 2011–2012

Course	Description	N	Hours Earned	Total Hours
EL0048	ONLINE: Monitorg Acad Rig 6-12	32	3	96
EL0049	ONLINE: Rigor & Relevance 6-12	1	6	6
EL1000	ONLINE: Monitoring Rigor K-5	45	3	135
EL1015	ONLINE: Rev Schlrs & Know G/T	22	6	132
EL3000	ONLINE: G/T Framework K-5	410	6	2,460
EL4000	ONLINE: G/T Framework 6-12	68	6	408
GT0138	MTG: K-12 Vang Magnet Coord 2	20	3	60
GT0139	MTG: K-12 Vang Magnet Coord 3	14	3	42
GT0140	MTG: 6-12 G/T Coordinators 1	53	2	106
GT0141	MTG: 6-12 G/T Coordinators 2	38	2	76
GT0142	MTG: 6-12 G/T Coordinators 3	28	2	56
GT0157	MTG: K-12 Vang Magnet Coord 4	16	3	48
GT0162	Refreshr: Entering K G/T Testr	137	3	411
GT0163	INTRO: New Enter-K G/T Tester	53	6	318
GT0165	MTG: Kindrg Entrance G/T Tstg	50	2	100
GT0166	MTG: K-5 G/T Coordinators 1	145	2	290
GT0167	MTG: K-5 G/T Coordinators 2	123	2	246
GT0168	MTG: K-5 G/T Coordinators 3	110	2	220
GT0173	MTG: Odyssey of Mind Coaches	26	6	156
GT0174	OM Judge Guidelines	26	6	156
GT0176	G/T K-5 TPSP Overview	68	6	408
GT0182	MTG: New Vanguard Coord 1	48	3	144
GT0183	MTG: New Vanguard Coord 2	39	3	117
GT0184	MTG: New Vanguard Coord 3	27	3	81
GT0185	MTG: New Vanguard Coord 4	33	3	99
GT0186	MTG: K-5 TPSP/IIM Cohort 1	22	1.5	33
GT0187	MTG: K-5 TPSP/IIM Cohort 2	3	1.5	5
GT0188	MTG: K-5 TPSP/IIM Cohort 3	4	1.5	6
GT0189	G/T TPSP/Research 6-8 Overv 1	10	3	30
GT0190	G/T TPSP/Research 6-8 Overv 2	12	3	36
GT0191	G/T TPSP/Research 6-8 Overv 3	9	3	27
GT0192	G/T TPSP/Research 6-8 Overv 4	7	3	21
GT0196	G/T Ind Std/TPSP 9-12 Overv 1	1	3	3
GT0197	G/T Ind Std/TPSP 9-12 Overv 2	2	3	6
GT0198	G/T Ind Std/TPSP 9-12 Overv 3	1	3	3
GT0199	G/T Ind Std/TPSP 9-12 Overv 4	2	3	6
GT0203	MTG: GT K-12 Tchrs Focus Grp 1	15	2	30

APPENDIX H (CONTINUED)
G/T AND AP TRAINING, 2011–2012

Course	Description	N	Hours Earned	Total Hours
GT0204	MTG: GT K-12 Tchrs Focus Grp 2	13	2	26
PC0340	ONLINE: Rigor & Relevance 6-12	45	6	270
PC1233	PK-5 Revised Scholars & Knowl	139	6	834
SP0134	ONLINE: SIS Gifted & Talented	207	1	207
TE0092	ONLINE: G/T & NNAT2	434	2	868
TT1396	PK-5 Revised Scholars & Knowl	44	6	264
TT1425	G/T Overv - K-12 Admin & Couns	31	6	186
TT3012	Revised G/T Framework K-5	331	6	1,986
TT3013	Revised G/T Framework 6-12	65	6	390
TT4122	K-5 G/T Differentn in a Nutshl	118	6	708
TT4123	Diffn Using Tech Tools 6-12 GT	44	6	264
TT4124	Diffn Using Tech Tools K-5 G/T	105	6	630
TT4602	G/T - K-5 Teachers (30 hrs)	1	7.5	8
TT4602	G/T - K-5 Teachers (30 hrs)	180	30	5,400
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)	84	12	1,008
TT5556	The Creative Classroom K-5 G/T	126	6	756
	Duplicated e-TRAIN Count	6,448	1,029	6,634,992
	Unduplicated e-TRAIN Count	3,775		
	Participants with at least 6 hours	3,203		