

MEMORANDUM

January 8, 2019

TO: Patricia Palacios
Director, Curriculum, Advanced Academics

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **VANGUARD PROGRAM EVALUATION: 2017–2018**

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 2017–2018 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*. In 2017–2018, the *Gifted Education Plan*, was added increasing the number of G/T Standards to fifteen. The evaluation report centered on measuring the effectiveness of the Vanguard Program based on the state's five components and comparing year nine of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard program supports the district's strategic direction by having an effective teacher in every classroom and instruction that is personalized to meet the learning needs for each child.

Key findings include:

- In 2017–2018, a total of 33,667 students attending 266 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.9 percent of the district K–12 population, representing a slight **increase** from 16.2 percent in 2016–2017.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were **underrepresented**, while White and Asian students were **overrepresented**.
- For 2018, a total of 12,549 Advanced Placement (AP) exams were taken by 5,546 G/T students and 55.6 percent of the scores were three or higher on a scale of one to five, an **increase** of 3.1 percentage points from 2017.
- There was an **increase** in the percent of G/T students who met the Masters Grade Level Standard on the STAAR English version for reading, mathematics, science and social studies over the past three years.
- Over the past three years, student performance increased or remained the same in the percent of G/T students who met the Masters Grade Level Standard on the STAAR Spanish version for reading and mathematics.

- The percent of first-time G/T testers who met the Masters Grade Level Standard on the STAAR End-of-Course exams ranged from 32 percent in English II to 77 percent in Algebra I and U.S. History for 2018.
- In fall 2017, 2,126, or 96.8 percent of eleventh grade G/T students took the PSAT, and a total of 1,881, or 88.5 percent met the Evidence-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,500, or 70.6 percent, met the math final (CCR) Benchmark of 510 or higher.
- A total of 1,798 G/T students, or 93.9 percent, of the 2017 G/T graduating class took the SAT and 67.8 percent met both the ERW and math CCR benchmarks established by the College Board (ERW greater than or equal to 480 and mathematics greater than or equal to 530).
- A total of 771 G/T students, or 40.3 percent, of the 2017 G/T graduating class took the ACT and 63.6 percent met the state's college ready criterion of 24 or higher (composite).

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.



CJS

Attachment

cc: Noelia Longoria
Rick Cruz
Area Superintendents
Lance Menster
Annie Wolfe
Courtney Busby



RESEARCH

Educational Program Report

VANGUARD PROGRAM EVALUATION
2017-2018



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VANGUARD PROGRAM EVALUATION 2017–2018

Executive Summary

Program Description

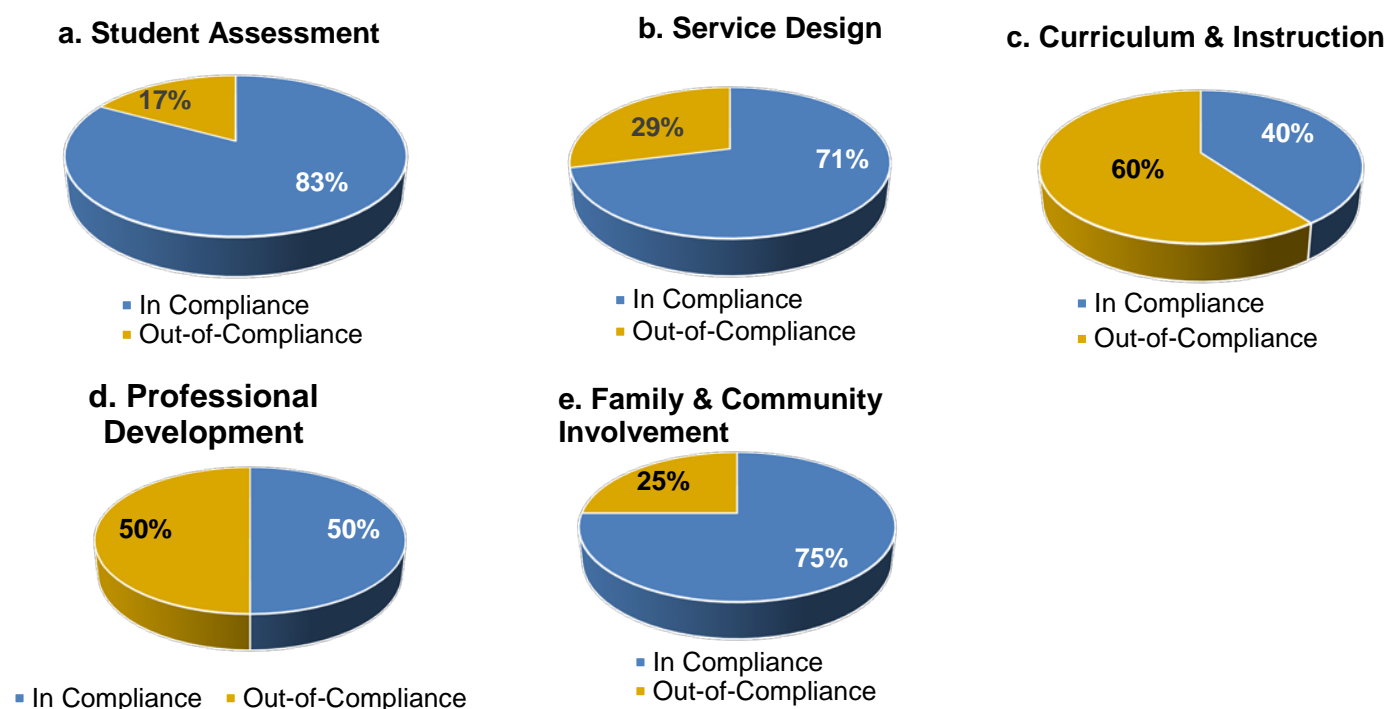
According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at, a remarkably high level of accomplishment 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 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, 2017a, p. XXIV-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 A–1**, p. 23). The score card reflecting the degree to which HISD’s Vanguard Program adheres to the Texas State Plan is provided in **Appendix B** (pp. 35–39). In addition, the 2010 National Association for Gifted Children (NAGC) released their programming standards, and these have been aligned to the Texas State Plan (Johnsen, 2011). Specific measures of compliance include the following five components of the Texas State Plan:

1. Student Assessment (align to HISD Vanguard (G/T) Standards 2, 3, 4, and 14) (**Figure 1a**, p. 2),
2. Service Design (align to HISD Vanguard G/T Standards 1, 6, 12, 13, and 14) (**Figure 1b**, p. 2),
3. Curriculum & Instruction (align to HISD Vanguard G/T Standards 5, 7, 8, 9, and 14) (**Figure 1c**, p. 2),
4. Professional Development (align to HISD Vanguard G/T Standards 10, 11, and 14) (**Figure 1d**, p. 2), and,
5. Family & Community Involvement (align to HISD Vanguard G/T Standards 13 and 14) (**Figure 1e**, p. 2).

Figure 1a-1e. Texas State Plan Continuum Score Card Summary, 2017–2018 Evaluation Results

Source: Texas State Plan Score Card, Appendix B, pp. 35–39

Key Findings

- In 2017–2018, a total of 33,667 students attending 266 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.9 percent of the district K–12 population, representing a .7 percentage-point increase from 16.2 percent in 2016–2017.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were underrepresented, while White and Asian students were overrepresented.
- For 2018, at least 91 percent of G/T students performed at or above the Approaches Grade Level Standard on STAAR 3–8 English and Spanish versions in all subject areas; performance at the Masters Grade Level on the STAAR 3–8 English version ranged from 31 percent in writing at grade 4 to 66 percent in reading at grade 8 and mathematics at grade 4, and, on the STAAR 3–8 Spanish version, performance at the Masters Grade Level Standard ranged from 31 percent in reading at grade 5 to 61 percent in mathematics at grade 3.
- For 2018, first-time G/T testers on the STAAR End-of-Course exams scored 77 percent in Algebra, 63 percent in biology, 35 percent in English I, 32 percent in English II, and 77 percent in U.S. History at the Masters Grade Level Standard of performance.
- For 2018, a total of 12,549 Advanced Placement (AP) exams were taken by 5,546 G/T students and 55.6 percent of the scores were three or higher on a scale of one to five, an increase of 3.1 percentage points from 2017.

- In May of 2018, 486 HISD G/T students took a total of 1,411 International Baccalaureate (IB) examinations, where 56.5 percent scored a four or above on a scale from one to seven. This reflects an increase in participation of 102 students from 2017, as well as an increase in performance of 9.2 percentage points.
- In fall 2017, 2,126, or 96.8 percent, of eleventh grade G/T students took the PSAT, and a total of 1,881, or 88.5 percent, met the Evidence-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,500, or 70.6 percent, met the math final (CCR) Benchmark of 510 or higher.
- A total of 1,798 G/T students, or 93.9 percent, of the 2017 G/T graduating class took the SAT and 67.8 percent met both the ERW and math CCR benchmarks established by the College Board (ERW greater than or equal to 480 and mathematics greater than or equal to 530).
- A total of 771 G/T students, or 40.3 percent, of the 2017 G/T graduating class took the ACT and 63.6 percent met the state's college ready criterion of 24 or higher (composite).
- Based on the Vanguard Standards Review form returned by 160 elementary and 87 secondary campuses, there were 235 elementary core teachers at 53 campuses and 412 secondary core teachers at 43 campuses who were not G/T trained, but taught G/T students during the 2017–2018 school year.
- The percentage of items in compliance on the five components of the Texas State Plan Score Card ranged from 40 percent for curriculum and instruction to 83 percent for student assessment.

Recommendations

1. For a more equitable program for underrepresented groups, consider the following:
 - a. incorporating a performance project such as TPSP as a component,
 - b. administering the full battery of the CogAT and Iowa/Logramos,
 - c. incorporating published rating scales (e.g. *Hope Scale*, *Scales for Identifying Gifted Students (SIGS)*),
 - d. expanding program services (i.e. language development, creative or artistic area, and/or leadership),
 - e. aligning program services with the assessments given, and
 - f. having parents opt-out of the program rather than opt-into the program.
2. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
3. Although personalized Gifted Education Plans (GEP) were developed and approved by the Board of Education on December 11, 2015 and included as a G/T Standard as of the 2017–2018 academic year, campus-based staff have not continued to implement the practice of completing GEP's. Campus staff should be surveyed to determine what further action is needed.
4. Provide training for any adopted rating scale with accompanying videos or role playing so that teachers understand the unique characteristics of economically disadvantaged and English Language Learners who are gifted students.

5. Ensure that all employees who make district-level decisions regarding the Vanguard (G/T) Program meet the professional development standards outlined in the Texas State Plan, including Board Members, since the board of trustees of a school district has the responsibility to ensure that the district or school complies with all applicable state educational programs (TEC §7.028). The *Elementary and Secondary G/T Training Administrator and Teacher Development Forms* should be available electronically, so they could be accessed and monitored.
6. Create a field on the Student Information System (SIS) to track G/T students by implementation model (cluster classrooms versus homogeneous classrooms), so that student performance and other outcome variables can be monitored.

Introduction

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

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2017–2018, the program served students at the following locations:

- Jewel Askew (K–4), Edna Carrillo, Lorenzo De Zavala, Gary Herod, Oak Forest, River Oaks, Theodore Roosevelt, William Travis, and Windsor Village elementary schools;
- Frank Black, Luther Burbank, Alexander Hamilton, and Bob Lanier middle schools;
- Thomas Horace Rogers School; and
- Andrew Carnegie Vanguard High School.

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

The Vanguard Neighborhood program is designed for G/T students who excel in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students can apply for Vanguard Neighborhood during the fall semester, and if qualified, are provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2017a).

Other Program/School Options

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

- Montessori program Grades K–5,
- International Baccalaureate Primary Years Programme (IBPYP) Grades K–5,
- 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,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12 and,
- High School for Performing and Visual Arts (HSPVA) Grades 9–12.

Methods

Data Collection and Analysis

Quantitative and qualitative data were collected from a variety of sources including student demographic databases, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix C** (pp. 40–42) describes the methods used in detail.

Data Limitations

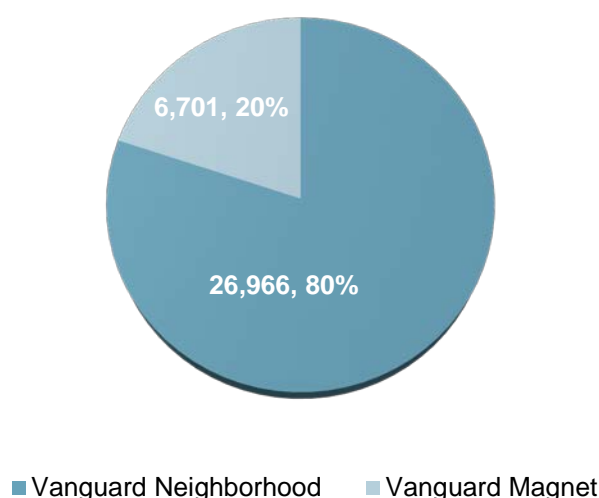
For a detailed description of the limitations in using OneSource, the Vanguard Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix C, pp. 41–42.

Results

What program options were provided to G/T students during the 2017–2018 school year, and how did implementation compare to the Board-approved G/T Standards?

- In HISD, 33,667 G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 281 schools in HISD, 266 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 266 campuses with G/T identified students, 251 campuses offered a Vanguard Neighborhood program (K–12), 15 campuses offered a Vanguard Magnet program (K–12).
- For 2017–2018, out of a total of 33,667, 26,966, or 80 percent, of G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,701, or 20 percent, of G/T students who participated in the Vanguard Magnet program (**Figure 1**).

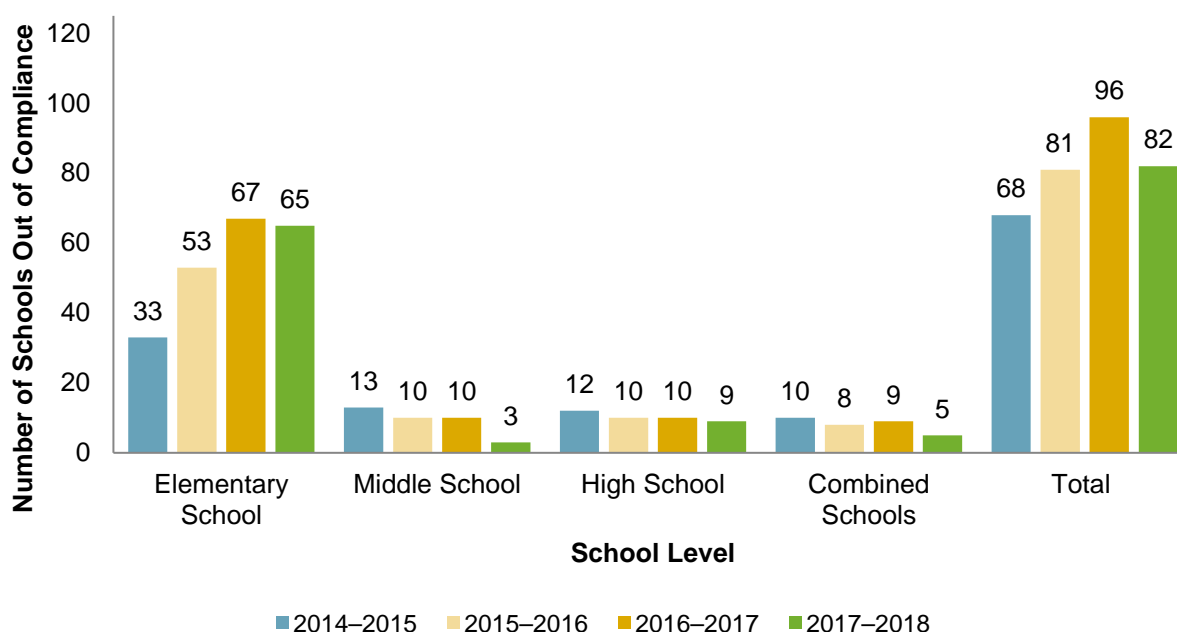
Figure 1. Number of G/T Students by Program Design, 2017–2018



Source: Fall PEIMS Snapshot, 2017

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 3) (Texas Education Agency, 2009). For 2017–2018, there were 82 elementary and secondary campuses that identified fewer than three G/T students for at least one grade level. When comparing 2014–2015 to 2017–2018, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 68 to 82 (**Figure 2**), but there was a **decline** from 96 in the previous year. It is not clear if and/or how services were provided for these students.
- In 2017–2018, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 3 middle schools to 65 elementary schools (Figure 2). A list of G/T enrollment by campus, and grade level, is provided in **Appendix D**, pp. 43–48.

Figure 2. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2014–2015 to 2017–2018



Sources: Fall PEIMS Snapshot, 2014 to 2017

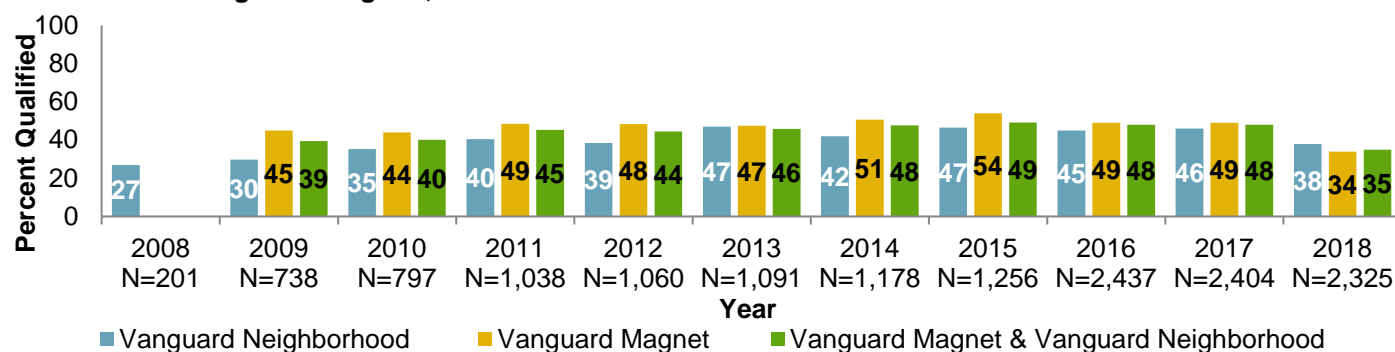
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and the Advanced Academics Department showing their instructional delivery model for approval. Data from 160 out of 179 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 160 elementary campuses that submitted a Vanguard Standards Review Worksheet, 142 campuses (88.8 percent) used cluster classes, 1 campus (.6 percent) used homogeneous classrooms, 14 (8.8 percent) used a combination of cluster and homogeneous classrooms, 3 campuses indicated they did not implement either model (1.9 percent).
- Based on the Vanguard Standards Review form returned by 160 elementary and 87 secondary campuses, there were 235 elementary teachers at 53 campuses and 412 secondary teachers at 43 campuses who were not G/T trained, but taught G/T students during the 2017–2018 school year.

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

G/T Enrollment

- For the 2017–2018 school year, a total of 33,667 students were identified as G/T compared to the district enrollment of 198,709 (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 16.9 percent in 2017–2018 (**Table A–2**, p. 24).
- The G/T percentages **increased** from 2006–2007 to 2017–2018 at all grade levels except grades 10–12, where G/T percentages declined by 0.5 percentage point for tenth grade, 1.9 percentage points for eleventh grade, and 3.9 percentage points for twelfth grade (Table A–2).
- The **increase** in the percentage of G/T kindergarten students for 2017–2018 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2017. When these students enrolled in the district during the 2017–2018 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table A–2).
- The percentage of qualified 4-year old students identified from neighborhood schools **increased** from 27.0 percent in 2008 to 38.0 percent in 2018, and magnet schools **decreased** from 45.0 percent in 2009 to 34.0 percent in 2018. Percentages for both programs **declined** from the previous year (**Appendix E**, pp. 49–50 and **Figure 3**).
- In 2017–2018, a total of 20 Vanguard Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix E).

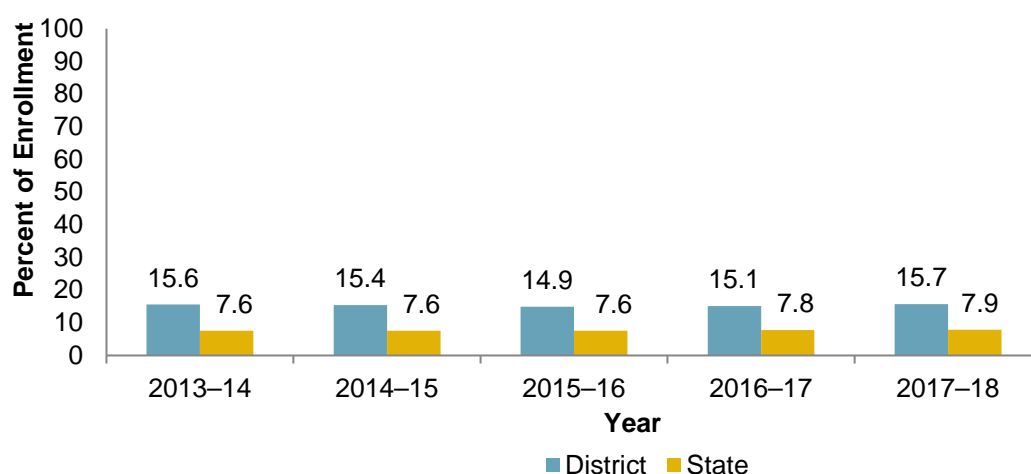
Figure 3. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Vanguard Program, 2007–2008 to 2017–2018



Sources: Advanced Academics, Summary of Entering Kindergarten Data file, 2017–2018; *Vanguard Program Evaluation Report, 2016–2017*

- The percentage of G/T students identified at the state level increased slightly from 7.6 percent in 2013–2014 to 7.9 percent in 2017–2018. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (**Figure 4**).
- The percentage of G/T students identified at the district level ranged from 15.6 percent for 2013–2014 to 15.7 percent in 2017–2018; the G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2013–2014, and decreased to 7.3 percentage points in 2015–2016 and 2016–2017 (Figure 4).

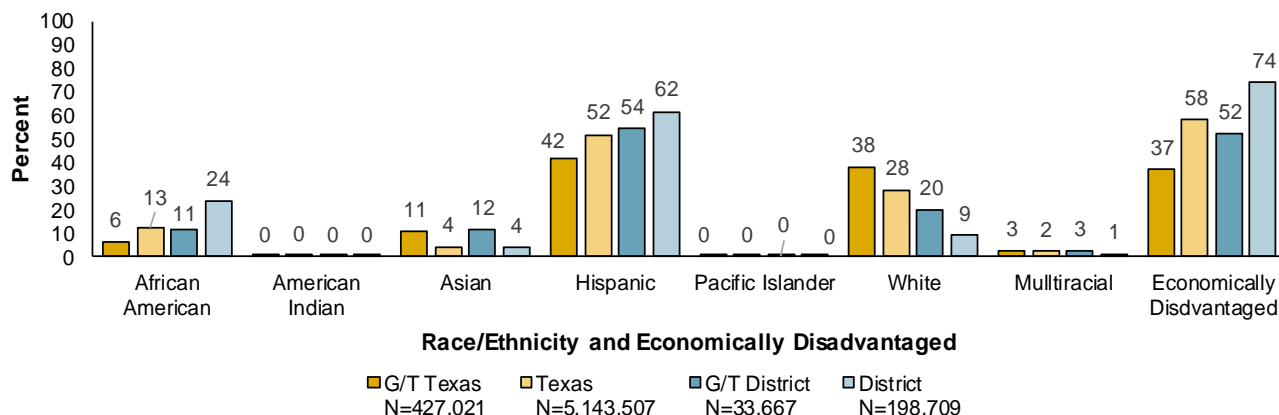
Figure 4. State and District Percentage of G/T Enrollment (Early Childhood included), 2013–2014 to 2017–2018



Sources: PEIMS Standard Reports: 2013–14 to 2017–18

- African American students comprised 23.8 percent of the total HISD population in grades K–12 in 2017–2018. These students represent 11.3 percent of the G/T population reflecting an **underrepresentation** of African American students by 12.5 percentage points (**Table A–3**, p. 25).
- Hispanic students comprised 61.6 percent of the total HISD population in grades K–12. These students represent 54.3 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 7.3 percentage points (Table A–3).
- While economically disadvantaged students comprised 73.8 percent of the total HISD population in grades K–12, these students represent 52.2 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 21.6 percentage points (Table A–3).
- Since 2006–2007, underrepresentation has **decreased** for Hispanic, male, Bilingual, English Learners (EL), Economically Disadvantaged, and Special Education students by at least one percentage point (Table A–3).
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD kindergarten and entering sixth grade populations. (**Table A–4**, p. 26).

- For kindergarten applicants, 49.0 percent of African American and 61.0 percent of Hispanic students who were identified as G/T during the universal assessment in 2017–2018, accepted and enrolled in an HISD school for the 2018–2019 school year. As of November 5, 2018, 95.0 percent of all students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System. This may, in part, be attributed to parents who did not opt-in for G/T services (**Table A–5**, p. 27).
- For sixth grade, 34.0 percent of African American and 58.0 percent of Hispanic students who were identified as G/T during the universal assessment in 2017–2018, accepted and enrolled in an HISD school for the 2018–2019 school year. As of November 5, 2018, 100.0 percent of African American and 99.0 percent of Hispanic students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System. This may, in part, be attributed to parents who did not opt-in for G/T services (Table A–5).
- When comparing the racial/ethnic percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole; whereas, White and Asian students are **overrepresented** (Table A–6, p. 28).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 1.7 percent at De Zavala Elementary School to 43.7 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 14.7 percent at TH Rogers ES/MS to 97.0 at Burbank Middle School. The percentage of White students ranged from 0.2 percent at Burbank Middle School to 63.3 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at De Zavala Elementary School to 53.3 percent at TH Rogers ES/MS (Table A–6).
- A total of 38.8 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 9.3 percent at Travis Elementary School to a high of 95.0 percent at Burbank Middle School (Table A– 6).
- Demographic characteristics comparing the G/T student population of the district to the state shows similar patterns of inequity for African American, Hispanic, and economically disadvantaged students for the 2017–2018 school year. There is an **overrepresentation** of Asian and White students and an **underrepresentation** of African American, Hispanic, and economically disadvantaged students for both the district and the state (**Figures 5A and 5B**, p. 11).
- When comparing the district to the state, HISD falls within 1 percentage point when comparing the differential for Asian, White and economically disadvantaged students for 2017–2018; the state differential for Hispanic students exceeds the district by 2 percentage points; whereas the district's differential for African American students exceeds the state's differential by 6 percentage points (Figure 5B).

Figure 5A. Demographic Characteristics Comparing Gifted and Talented to the K–12 Student Population of the District and the State, 2017–2018

Sources: Texas Education Agency (2017b), *Enrollment in Texas Public Schools, 2017–2018*; Fall PEIMS Snapshot, 2017

Figure 5B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2017–2018

Race/Ethnicity	District Differential		Texas Differential	
African American	-13		-7	
Asian	8		7	
Hispanic	-8		-10	
White	11		10	
Economical Disadv.	-22		-21	

Sources: Texas Education Agency (2017b), *Enrollment in Texas Public Schools, 2017–2018*; Fall PEIMS Snapshot, 2017

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

STAAR

According to HISD Vanguard (G/T) Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level on an achievement test. This was operationalized by looking at the percentage of students that scored at the Masters Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) (**Tables A–7A and A–7B**, p. 29).

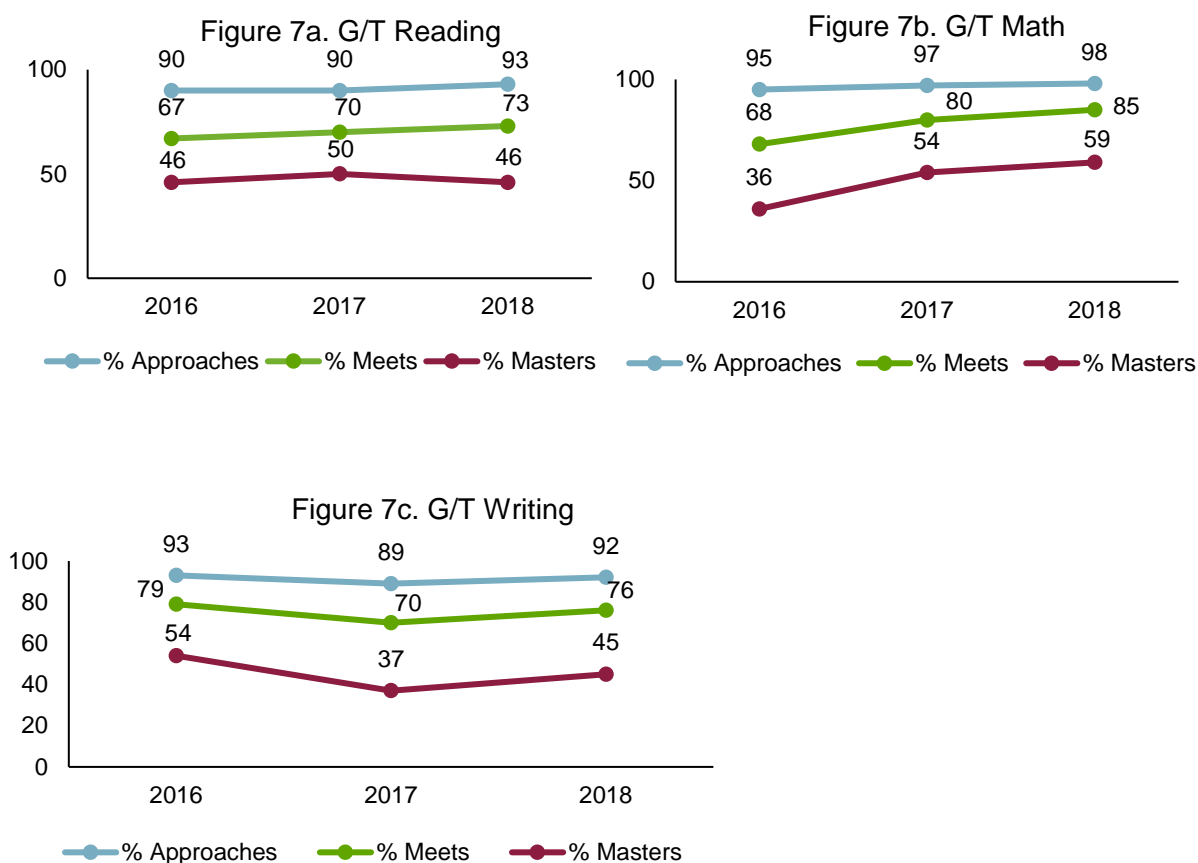
- **Figures 6a–6e** (p. 12) summarize the percent of G/T students in grades 3–8 scoring at the different performance standards on the STAAR English Reading, Math, Writing, Science, and Social Studies exams from 2016 to 2018. The percent of G/T students who met the Masters Grade Level Standard for reading, mathematics, social studies, and science increased in 2018 compared to 2016. G/T students who met the Masters Grade Level standard on the STAAR Writing decreased.

Figures 6a–6e. English G/T STAAR 3–8 Results, 2016–2018

Sources: TEA-ETS STAAR Student Data Files, Various Years

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions. Data may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Excludes STAAR Alt. 2 Test. 2016 Gifted and Talented status determined by April 15th, 2016 snapshot from Chancery SMS.

- **Figures 7a–7c** (p. 13) summarize the percent of G/T students in grades 3–5 scoring at the different performance standards on the STAAR Spanish Reading, Math, and Writing exams. When compared to 2016, student performance **increased** or remained the same for reading and mathematics for students who met the Approaches, Meets, and Masters Grade Level Standards (**Table A–8A and A–8B**, p. 30).

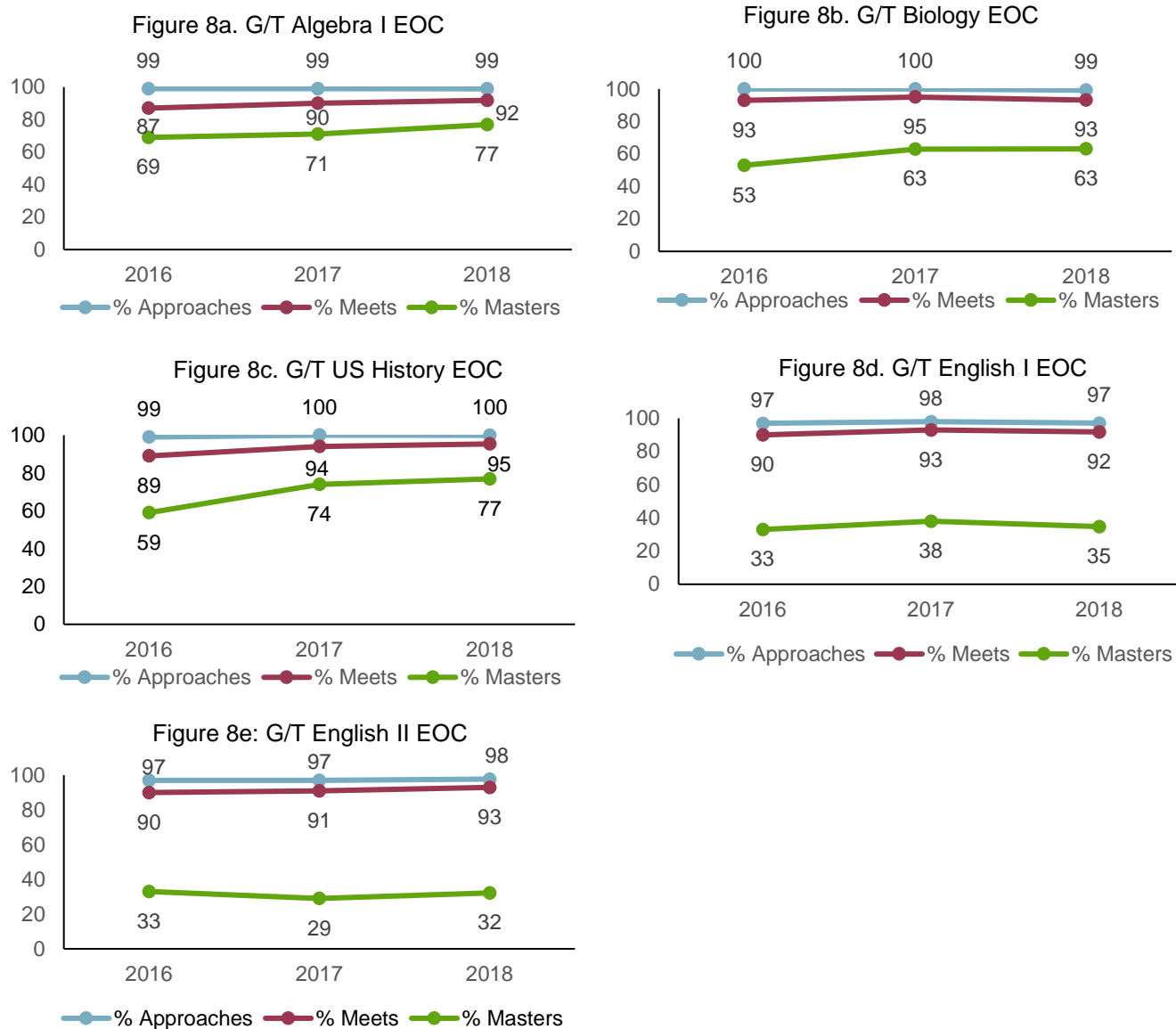
Figures 7a–7c. Spanish G/T STAAR 3–5 Results, 2016–2018

Source: TEA-ETS STAAR Student Data Files, Various Years

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions. Data may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Excludes STAAR Alt. 2 Test. 2016 Gifted and Talented status determined by April 15th, 2016 snapshot from Chancery SMS.

- When comparing 2016 to 2018, the percent of G/T students who met Masters Grade Level **increased** on the Algebra I, Biology, English I, and U.S. History STAAR EOC exams (**Figures 8a–8e**, p. 14).
- For 2018, the lowest percentage of students meeting the Approaches and Meets Grade Level Standards was associated with the English I exam, where 97 percent of G/T test-takers scored at the Approaches Grade Level and 92 percent scored at the Meets Grade Level, as well as Algebra I, where 92 percent scored at the Meets Grade Level (Figure 8a and 8d).
- U.S. History and Algebra I reflected the exams for which the highest percentage of G/T students scored at the Masters Grade Level (77 percent), and 100 percent of G/T students scored at the Approaches Grade Level on the U.S. History End-of-Course exams for 2018 (Figures 8a–8e and **Table A–9A** and **A–9B**, p. 31).

Figures 8a–8e. G/T STAAR End-Of-Course (EOC) Exams, Spring 2016–2018 (Spring Administration), First-Time Tested

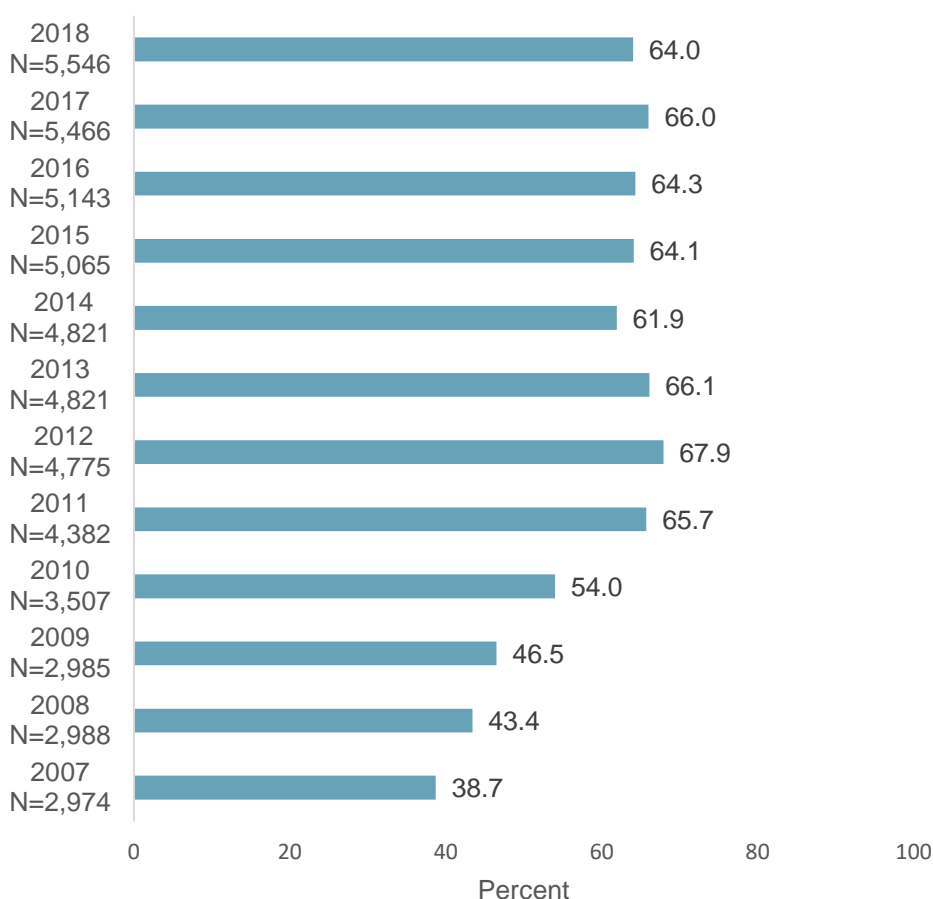


Sources: ETS-STAAR EOC Student Data Files, 6/21/2018; *District and School Results for STAAR End-of-Course Assessments, Spring 2017*

Note: All points reflect the most current data available and may differ slightly from data previously published. Excludes STAAR Alt. 2 Tests, First-time testers only, Spring administration results are used. Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions. Approaches Grade Level Standard is the Level II. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Advanced Placement

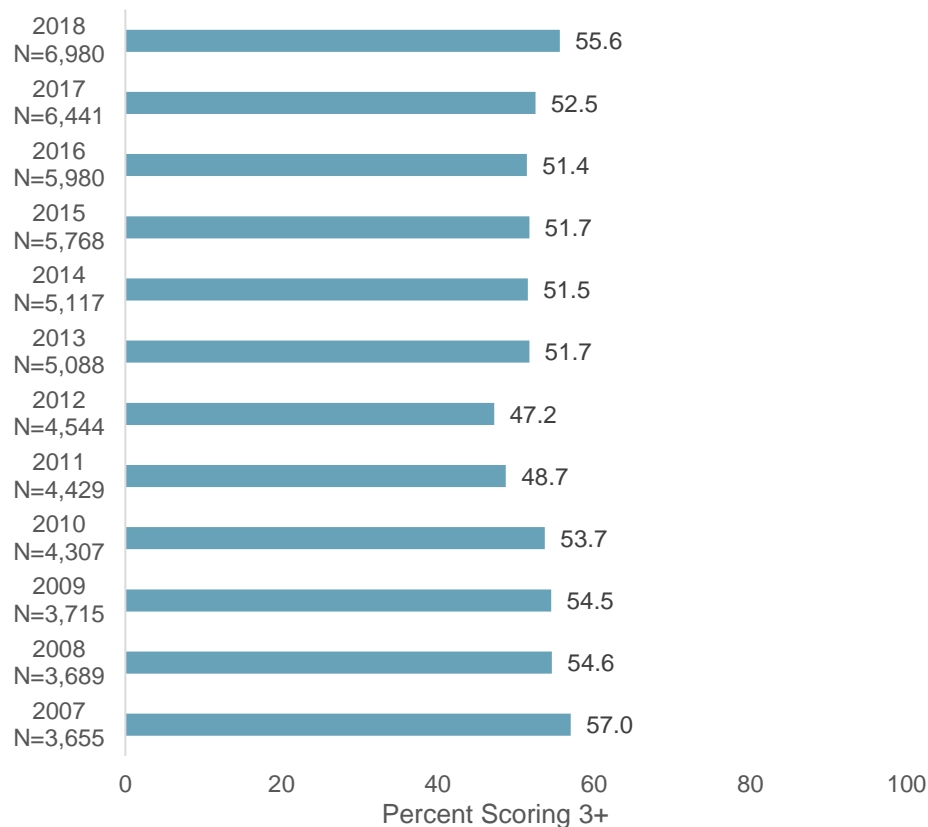
- The number of G/T high school students taking AP tests increased by 86.1 percent from 2,974 in 2007 to 5,546 in 2018, and the percentage of G/T students taking AP tests increased by 25.3 percentage points from 38.7 percent in 2007 to 64.0 percent in 2018 (**Figure 9**, p. 15 and **Appendices F–1 and F–2**, pp. 51–52).

Figure 9. Number of G/T High School Students Taking AP Exams and Participation Rates, 2007 to 2018

Sources: 2018 College Board AP data file; 8/29/2018; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2016–2017*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 17 students. G/T enrollment rates reflects only enrollment for schools participating in AP testing.

- The number of AP exams taken by G/T students increased from 6,416 exams in 2007 to 12,549 exams in 2018, and the percentage of AP exams scored three or higher decreased from 57.0 percent in 2007 to 55.6 percent in 2018 (Appendices F–1 and F–2, pp. 51–52 and **Figure 10**, p. 16).
- When comparing AP results prior to the implementation of the G/T Standards to 2018, the participation rates have increased from 38.7 percent to 64.0 percent, while the AP exams scoring three or higher have decreased from 57.0 percent to 55.6 percent (Appendices F–1 and F–2 and Figures 9 and 10).

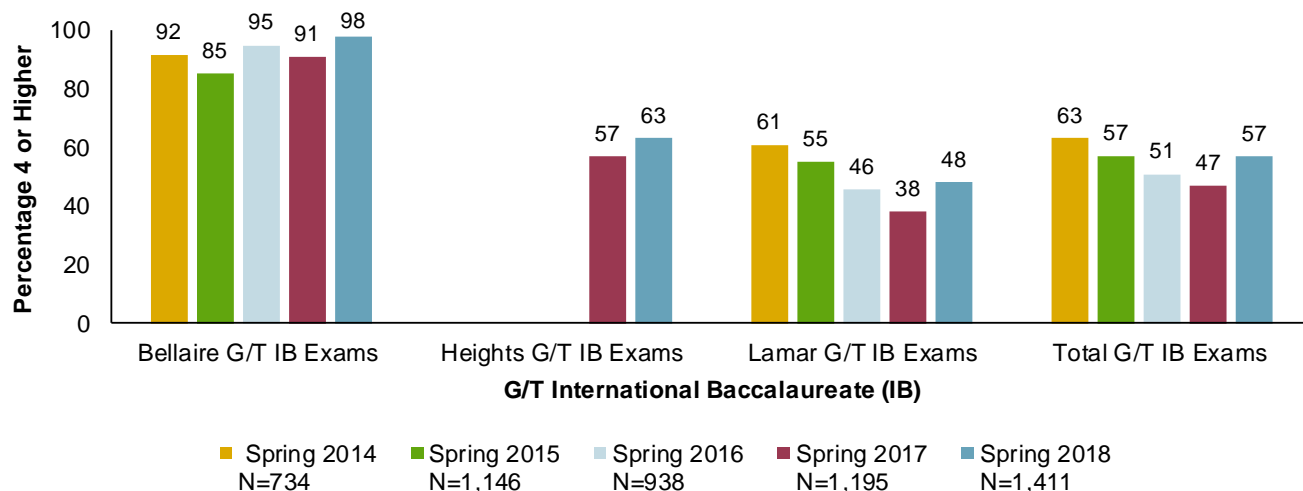
Figure 10. Number and Percentage of G/T AP Exams Scored 3 or Higher, 2007 to 2018

Sources: 2018 College Board AP data file; 8/29/2018; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2016–2017*

Note: N=number of exams with a score of 3 or higher

International Baccalaureate (IB)

- In May of 2018 486 HISD G/T students took a total of 1,411 International Baccalaureate (IB) examinations, where 56.5 percent scored a four or above on a scale from one to seven. This reflects an **increase** in participation of 102 students from 2017, as well as, an increase in performance of 9.2 percentage points (**Table A–10**, p. 32 and **Figure 11**, p. 17).
- For 2018, 27 Bellaire, 12 Heights, and 39 Lamar high schools' G/T students earned an IB diploma. The number of G/T students earning an IB diploma increased districtwide from 45 in 2017 to 78 in 2018. Heights High School produced their first diplomates in 2018 (**Table A–11**, p. 32).
- For 2018, Lamar High School offered students the opportunity to earn a Career-related Programme diploma (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 74 Candidates, 8 students completed the Career-related Programme in 2018 reflecting an **increase** from 2017. For G/T students in 2018, 2 out of 13 candidates completed the Career-related Programme (**Table A–11**).

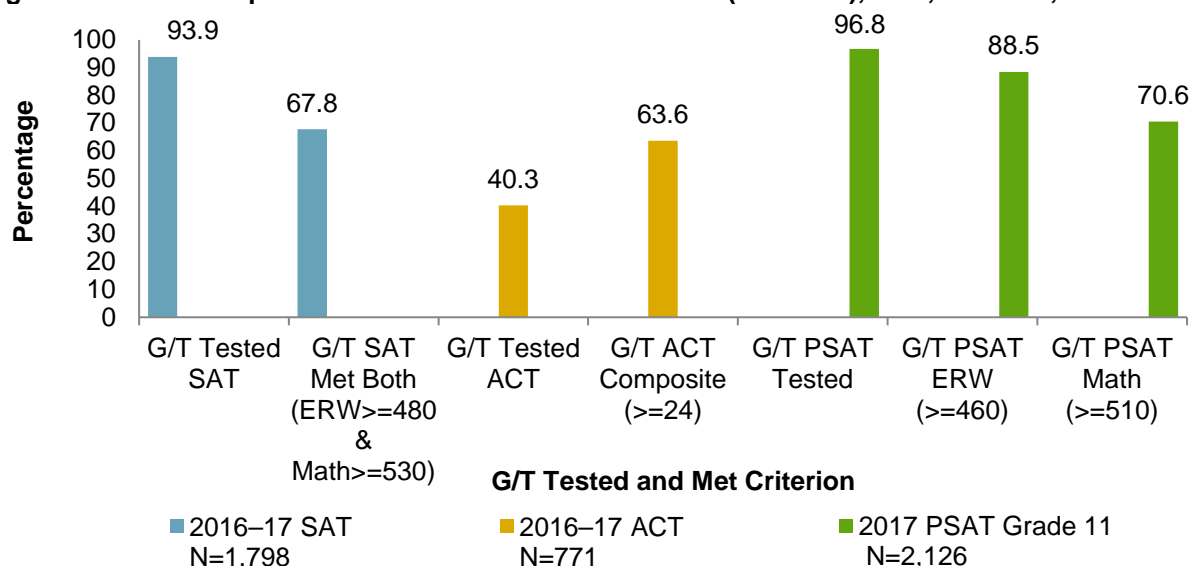
Figure 11. Percent of IB Tests Taken by G/T Students Scored at 4 or higher, Spring 2014–2018

Sources: International Baccalaureate Organization Candidate Results, 2018; Vanguard Program Evaluation Report, 2016–2017

N=Number of Exams taken by G/T Students across all 3 schools. Heights High School began IB testing in 2017.

PSAT, ACT, and SAT

- On the fall 2017 PSAT results for eleventh grade, 2,126, or 96.8 percent, of G/T students took the PSAT, and a total of 1,881, or 88.5 percent, met the Evidence-Based Reading and Writing (ERW) College and Career Readiness (CCR) Benchmark of 460 or higher and 1,500, or 70.6 percent, met the mathematics CCR Benchmark of 510 or higher (**Appendix G**, p. 53 and **Figure 12**).

Figure 12. G/T Participation and Performance on the PSAT (Fall 2017), ACT, and SAT, 2016–2017

Sources: PSAT data file, 2017; ACT data file, 2016–2017; SAT data file 2016–2017; Graduation data file, 2016–2017; PEIMS Fall Snapshot, 2017

- Out of 35 campuses that tested five or more G/T eleventh grade students on the fall 2017 PSAT, thirteen campuses had at least 70 percent of their G/T eleventh grade students reach both ERW and mathematics CCR Benchmarks (Appendix G).

- For the Class of 2017, a total of 771 G/T students, or 40.3 percent, of the 2017 G/T graduating class took the ACT and 63.6 percent met the criterion established by the state of 24 or higher (composite average) (**Appendix H–1**, p. 54 and Figure 12, p. 17).
- For the 2017 G/T graduating class, seven of the 24 high schools with at least five testers had a mean composite score of 24 or higher on the ACT (Appendix H–1).
- For the Class of 2017, a total of 1,798 G/T students, or 93.9 percent, of the 2017 G/T graduating class took the SAT and 67.8 met the CCR Benchmarks for both ERW (≥ 480) and Math (≥ 530) (**Appendix H–2**, p. 55 and Figure 12).
- Out of 34 campuses that tested five or more G/T students, six high schools had at least 70 percent of their G/T students meet the CCR Benchmarks for both ERW and Math on the SAT (Appendix H–2).
- According to HISD Vanguard Standard 6–Curriculum and Instruction, G/T students in middle school were required to take two advanced level courses. This was operationalized by looking at enrollment in International Baccalaureate Middle Years Programme (IBMYP) or Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) courses. When comparing 2007 to 2018, the percent of G/T middle school students enrolled in at least two advanced classes **decreased** from 96.6 percent to 95.8 percent, but the actual number of G/T students taking advanced courses **increased** by 69.6 percent, from 5,186 to 8,797 (**Table A–12**, p. 33).
- According to Standard 6–Curriculum and Instruction, G/T students in high school were required to take two advanced level classes. When comparing 2007 to 2018, the percent of G/T high school students enrolled in two advanced classes **decreased** from 95.2 percent to 88.3 percent. However, the actual number of G/T students taking advanced courses **increased** by 33.0 percent (**Table A–13**, p. 33).
- Using a four-year longitudinal cohort methodology for the Class of 2017, 98.3 percent graduated, 0.3 percent continued in high school, 0.4 percent received the Texas Certificate of High School Equivalency, and 1.0 percent dropped out of school (**Table A–14**, p. 34). Comparable results were demonstrated for the Class of 2016.
- For the 2017–2018 school year, Gifted Education Plans were not completed.

What evidence indicated that personnel involved in the Vanguard Program met the standards of the Texas State Plan regarding professional development and certification?

- For 2017–2018, a total of 4,562 educators (unduplicated) completed at least one G/T professional development (**Appendix I**, pp. 56–57).
- For 2017–2018, 6,446 educators (duplicated) completed one or more of the 78 G/T professional development opportunities offered (Appendix I).
- For 2017–2018, a total of 3,809 educators completed six or more hours meeting the annual state mandate, and 905 educators completed 30 or more hours in accordance with state mandates (Appendix I).

- Based on the Vanguard Standards Review form returned by 160 elementary and 87 secondary campuses, there were 235 elementary core teachers at 53 campuses and 412 secondary core teachers at 43 campuses who were not G/T trained, but taught G/T students during the 2017–2018 school year.
- Based on the 2017–2018 HISD Advanced Academics G/T Standards Review, counselors and other administrators at 14 elementary schools and principals at 24 elementary schools did not have G/T training certificates on file.
- Based on the 2017–2018 HISD Advanced Academics G/T Standards Review, counselors and other administrators at 22 secondary schools and principals at 26 secondary schools did not have G/T training certificates on file.
- Houghton-Mifflin provided pre-testing materials. There were 124 schools that indicated their kindergarten teachers made use of these materials with their students prior to the Universal CogAT administration.

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 G/T Standards Review(s) that would be implemented on the campus.
- On April 25, 2018, a district-wide G/T Expo was held for sharing advanced products with parents, students, and the community at Delmar Fieldhouse from 5:50–7:30 pm.
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 40 percent for curriculum and instruction to 83 percent for student assessment (Appendix B, pp. 35–39; Figures 1a–1e, p. 2).
- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten and fifth grade and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.

Discussion

Over the past eleven years, the implementation of the HISD Vanguard Program has varied across the district from the program design, rigor, opportunities to work with G/T peers, strategies for serving G/T students, to curriculum and instruction, professional development, and communicating with parents about program implementation. To help program personnel identify areas of strengths and weaknesses in the program, a Texas State Plan Score Card was developed. The strongest component of the five components in the Texas State Plan centered on Student Assessment. The district conducts two universal assessments for students who are not already identified as G/T, one in kindergarten and one in fifth grade. This is a program strength as there are not gatekeepers for identification. However, program services offered are not fully aligned to the assessments, and that is a concern.

The district developed HISD's Vanguard G/T Standards in 2007 that were aligned to the Texas State Plan to ensure that highly able students were identified and served, and to provide consistency regarding

implementation across schools. After eleven years of implementation, HISD's Vanguard G/T Standards need to be redesigned, including selection of appropriate outcome measures other than student test scores, so that they are aligned with both the state and national standards, especially for Standard 8: Student Success, since the district no longer administers a norm-referenced test. Moreover, there are two national standards, *Learning and Development* and *Learning Environments* that are not fully addressed in the *Texas State Plan* (Johnsen, 2011). Since HISD is a diverse district, teachers need to be cognizant of the affective needs of gifted students, especially those students in poverty, and construct positive learning environments for diverse learners.

Student outcome measures by campus indicate that program implementation is inconsistent and the rigor of the program varies widely throughout the district. There are campuses that have not identified a critical mass of G/T students on their campus (i.e. less than three at a grade level), and some that schedule the G/T students so that they do not have an opportunity to work with their peers. At the secondary level, gifted and talented students are primarily served through taking Pre-AP/AP and Pre-IB/IB courses. Since the rigor of these courses varies across the district, a better monitoring system needs to be developed with formative feedback on rigor, training, scheduling, and assessments available to campuses so that G/T students are being equitably served.

If the School Improvement Plan reflects the goals for the year, each campus should have G/T professional development opportunities on their calendars for 30 hours and for the 6-hour G/T update to ensure all G/T teachers of G/T students meet the state requirement. Consider targeted training regarding the teacher recommendation form used in the matrix along with characteristics of gifted students in poverty and EL students, since these underserved populations differ in how they express their G/T traits (Slocumb & Olenchak, 2006). The district should also consider administering the full-battery of the CogAT since each student receives an Ability Score Profile which provides instructional strategies for student success that can be part of a student's Personalized Gifted Education Plan.

Over the past five years, the percentage of students identified as G/T in HISD (15.6 percent in 2013–2014 to 15.7 in 2017–2018) and the state (7.6 percent in 2013–2014 to 7.9 percent in 2017–2018) have increased. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2012–2013 school year (8.0 percentage points). These data indicate that the district has an overrepresentation 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 National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (Slocumb & Olenchak, 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 underrepresented and White and Asian students are overrepresented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are disproportionately economically disadvantaged are underrepresented. However, since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, EL, economically disadvantaged, and special education students. Moreover, the gap has narrowed for White and Asian students.

Program personnel should decide what G/T services need to be offered and select appropriate assessment instruments to identify those students. Consideration should be given to providing G/T students in poverty with language development services. One size does not fit all in terms of G/T services offered (Slocumb & Olechchak, 2006).

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past fifteen years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013, 2014, 2015, 2016 and 2017). 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 expansion of the Texas Performance Standards Project (TPSP), and the continuation of the G/T Expo. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support, and developing Personalized Gifted Education Plans are promising steps. 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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Appendix A

Table A–1. Alignment of HISD Vanguard Standards to the Texas State Plan for the Education of Gifted/Talented Students and National Association for Gifted Children (NAGC)

HISD Vanguard Standards Board Approved, March 2015		<i>The Texas State Plan for the Education of Gifted/Talented Students</i> October 2009	2010 National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Programming Standards*
			1. Learning and Development 4. Learning Environments 5. Programming
Standard 1	Service Design	Section 2: Service Design	
Standard 2	Student Assessment	Section 1: Student Assessment	2. Assessment
Standard 3	Identification of G/T Students	Section 1: Student Assessment	2. Assessment
Standard 4	Admissions of G/T Students	Section 1: Student Assessment	2. Assessment
Standard 5	Gifted Education Plan	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 6	Instructional Delivery Models	Section 2: Service Design	6. Programming
Standard 7	District Recommended Curriculum and Instruction	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 8	Monitoring Program Implementation-Quality-Rigor	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 9	Student Success (Expectations)	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 10	Professional Development for Administrators	Section 4: Professional Development	6. Professional Development
Standard 11	Professional Development for G/T Teachers	Section 4: Professional Development	6. Professional Development
Standard 12	Data Quality and Compliance	Section 2: Service Design	5. Programming
Standard 13	Parent/Community Communication and Involvement	Section 5: Family/Community Involvement	
Standard 14	Evaluation	Section 2: Service Design Section 3: Curriculum and Instruction Section 5: Family/Community Involvement Section 4: Professional Development Section 1: Student Assessment	5. Programming 6. Professional Development
Standard 15	District Commitment and Support	Section 2: Service Design	5. Programming

*Note: the relationship between the Texas State Plan for the Education of Gifted/Talented Students and the 2010 NAGC Pre-K–Grade 12 Gifted Programming Standards was adapted from Johnsen (2011, Table 1, p. 15) where four or more standards in the *Texas State Plan* related to the NAGC Programming Standards.

Appendix A (Continued)

Table A–2. Comparison of G/T Student Population to the District Population, 2006–2007 and 2017–2018 (K–12)

	2006–2007			2017–2018			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	303	16,408	1.8	930	16,048	5.8	4.0
First	1,685	18,290	9.2	2,548	17,248	14.8	5.6
Second	2,122	16,431	12.9	2,352	17,553	13.4	0.5
Third	2,312	15,998	14.5	2,625	17,933	14.6	0.1
Fourth	2,398	15,859	15.1	3,565	17,491	20.4	5.3
Fifth	2,435	14,454	16.8	3,695	17,310	21.3	4.5
Subtotal (K–5)	11,255	97,440	11.6	15,715	103,583	15.2	3.6
Sixth	1,671	14,118	11.8	3,405	13,880	24.5	12.7
Seventh	1,904	14,101	13.5	3,295	13,930	23.7	10.2
Eighth	1,796	13,552	13.3	2,485	13,370	18.6	5.3
Ninth	1,811	16,010	11.3	2,482	16,512	15.0	3.7
Tenth	2,118	12,159	17.4	2,310	13,630	16.9	-0.5
Eleventh	2,026	10,192	19.9	2,199	12,220	18.0	-1.9
Twelfth	1,795	9,335	19.2	1,776	11,584	15.3	-3.9
Subtotal (6–12)	13,121	89,467	14.7	17,952	95,126	18.9	4.2
HISD Totals*	24,376	186,907	13.0	33,667	198,709	16.9	3.9
2016–2017 Total				32,533	200,530	16.2	3.2

Sources: Fall PEIMS Snapshot 2006–2007, 2016–2017 and 2017–2018

† 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.

Appendix A (Continued)

Table A–3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2017–2018, Grades K–12

2006–2007						2017–2018					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	3,797	11.3	47,335	23.8	-12.5	+
Amer. Indian	-	-	-	-	-	41	0.1	336	0.2	-0.1	
Asian	2,502	10.3	6,096	3.3	7.0	3,895	11.6	8,142	4.1	7.5	+
Hispanic	10,671	43.8	109,577	58.6	-14.8	18,265	54.3	122,480	61.6	-7.3	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-	
Pac. Islander	-	-	-	-	-	30	0.1	146	0.1	0	
White	7,044	28.9	16,345	8.7	20.2	6,740	20.0	17,893	9.0	11	-
Two or More	-	-	-	-	-	899	2.7	2,377	1.2	1.5	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,988	47.5	100,779	50.7	-3.2	-
Female	13,090	53.7	91,616	49.0	4.7	17,679	52.5	97,930	49.3	3.2	-
Group											
Bilingual EL & Non EL	2,339	9.6	31,453	16.8	-7.2	4,496	13.4	36,109	18.2	-4.8	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	17,558	52.2	146,581	73.8	-21.6	-
EL	2,642	10.8	47,770	25.6	-14.8	5,508	16.4	60,580	30.5	-14.1	-
ESL	201	0.8	13,665	7.3	-6.5	1,709	5.1	25,649	12.9	-7.8	+
Special Ed.	458	1.9	19,317	10.3	-8.4	269	0.8	14,552	7.3	-6.5	-
HISD Totals	24,376	100.0	186,907	100.0		33,667	100.0	198,709	100.0		

Sources: Fall PEIMS Snapshot, 2006–2007 and 2017–2018

Note: A "+" in the Gap Diff. column means that there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2017–2018.

Shaded areas denote at least 1 percentage point difference. Bilingual Non-EL students (N=944) participated in a dual language program.

Appendix A (Continued)

Table A–4. Comparison of Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2018–2019 (11 Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2018–2019		District Enrollment 2018–2019		2018–2019
	N	%	N	%	N	%	N	%	Difference
Kindergarten									
African American or Black	171	15.7	4,070	25.1	228	16.6	3,456	22.2	-5.6
American Indian					5	0.3	22	0.1	0.2
Asian/Pacific Islander	160	14.7	498	3.1	414	29.9	860	5.5	24.4
Hispanic	311	28.6	10,320	63.7	453	28.9	9,398	60.3	-31.4
Native American	2	0.2	19	0.1	-	-	-	-	N/A
White	435	40.0	1,282	7.9	562	20.6	1,605	10.3	10.3
Two or More Races	-	-	-	-	92	3.6	240	1.5	2.1
Missing	8	0.7	0	0.0	-	-	-	-	N/A
Total	1,087	100.0	16,189	100.0	1,754	100.0	15,581	100.0	
Sixth									
African American or Black	301	17.3	3,769	29.1	399	13.8	3,403	24.2	-10.4
American Indian	-	-	-	-	5	0.2	26	0.2	N/A
Asian/Pacific Islander	208	12.0	413	3.2	384	13.3	596	4.2	9.1
Hispanic	790	45.5	7,747	59.8	1,503	51.9	8,617	61.2	-9.3
Native American	1	0.1	9	0.1	-	-	-	-	N/A
White	436	25.1	1,012	7.8	525	18.1	1,244	8.8	9.3
Two or More Races	-	-	-	-	81	2.8	194	1.4	1.4
Missing	2	0.1	-	-	-	-	-	-	N/A
Total	1,738	100.0	12,950	100.0	2,897	100.0	14,080	100.0	

Sources: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 8/21/2018, entering 2018–2019; Fall PEIMS Snapshot 2007 and Chancery Extract 11/05/2018

Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used. Vanguard Applicants applying for the 2018–2019 school year include only those using the on-line system.

Appendix A (Continued)

Table A–5. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Accepted, and Enrolled by Race/Ethnicity, 2018–2019

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Identified as G/T
Kindergarten	African American	228	55	28	27	49%	100%
	American Indian	5	3	0	0	0%	0%
	Asian/Pacific Islander	414	206	96	94	46%	93%
	Hispanic	453	126	80	77	61%	99%
	White	562	167	78	77	46%	91%
	Two or More Races	92	43	24	23	53%	96%
	Total	1,754	600	306	298	50%	95%
Sixth	African American	399	201	73	69	34%	100%
	American Indian	5	4	2	2	50%	100%
	Asian/Pacific Islander	384	336	164	162	48%	100%
	Hispanic	1,503	881	508	507	58%	99%
	White	525	435	145	142	33%	100%
	Two or More Races	81	69	28	27	39%	100%
	Total	2,897	1,926	920	909	47%	100%

Sources: Magnet Department, Magnet Applications Data File Extract, 8/21/2018 and Chancery Extracts, 11/05/2018

Note: Applicants applying for the 2018–2019 school year include only those using the on-line system. Applicants reflect an unduplicated count of students.

Qualified applicants were identified as *eligible*. Accepted applicants were (*System Offers the seat*), Accepted (*Parents Accepted*), and Confirmed (*Yes*).

Percentages may not add up due to rounding.

Appendix A (Continued)

Table A–6. Demographic Characteristics for Vanguard Magnet Students by School, 2017–2018

School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	235	16.2	0.0	32.8	25.5	0.0	21.7	3.8	33.2
Carrillo	184	3.3	0.0	0.5	92.4	0.0	3.8	0.0	71.2
De Zavala	181	1.7	0.6	0.0	95.6	0.0	2.2	0.0	55.8
Herod	334	17.1	0.0	14.4	33.5	0.0	31.7	3.3	35.3
Oak Forest	491	5.7	0.0	4.5	26.1	0.0	58.2	5.5	14.5
River Oaks	454	5.1	0.0	36.8	15.2	0.0	31.7	11.2	10.4
Roosevelt	151	8.6	0.0	4.0	86.8	0.0	0.7	0.0	70.9
Travis	400	3.5	0.3	4.0	22.0	0.3	63.3	6.8	9.3
Windsor Village	213	43.7	0.9	0.9	53.1	0.0	0.9	0.5	74.6
Middle									
Black	368	9.2	0.3	1.1	46.7	0.0	38.3	4.3	38.6
Burbank	500	2.4	0.2	0.2	97.0	0.0	0.2	0.0	95.0
Hamilton	630	5.4	0.2	1.1	90.3	0.2	2.5	0.3	81.3
Lanier	1,089	12.7	0.4	19.7	29.4	0.2	32.0	5.8	21.2
Combined									
Rogers TH ES & MS	845	11.2	0.2	53.3	14.7	0.8	15.9	3.9	22.5
High									
Carnegie	626	7.5	0.0	28.4	35.1	0.0	25.4	3.5	32.6
Vanguard Magnet Total	6,701	9.5	0.2	17.8	43.8	0.2	24.7	3.9	38.8
HISD K–12 Total	198,709	23.8	0.2	4.1	61.6	0.1	9.0	1.2	73.8

Source: Fall PEIMS Snapshot, 2017

Note: Some percentages may not add up to 100 due to rounding. Enrollment Counts (N) were extracted from the fall PEIMS snapshot using the G/T field indicator.

Appendix A (Continued)

Table A–7A. Districtwide G/T STAAR English Performance Levels on Reading, Mathematics, and Writing, Spring 2018												
	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	2,246	98	84	63	2,284	99	89	65				
4	3,285	93	76	52	3,307	98	87	66	3,284	91	74	31
5	3,655	96	82	56	3,660	98	88	65				
6	3,354	94	72	44	3,326	97	80	48				
7	3,239	96	81	60	2,764	96	79	49	3,238	93	77	36
8	2,467	97	86	66	1,098	98	87	52				
G/T Totals	18,246	95	80	56	16,439	98	85	58	6,522	92	75	34

Sources: STAAR 3–8 data Student Data Files, 6/27/18; STAAR 5 and 8 Reading and Mathematics Student Data Files, 6/4/18; G/T flag was used from the STAAR data file

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2018 only; does not include Alternate 2 results.

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2018								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	3,976	95	73	41				
6								
7								
8	2,345	98	88	64	2,468	92	69	50
G/T Totals	6,321	96	78	50	2,468	92	69	50

Sources: STAAR 3–8 data Student Data Files, 6/27/18; G/T flag was used from the STAAR data file

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2018 only; does not include Alternate 2 results.

Appendix A (Continued)

Table A–8A. Districtwide G/T STAAR Spanish Performance Levels on Reading, Mathematics, and Writing, Spring 2018

	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	345	95	78	53	307	97	84	61	--	--	--	--
4	250	91	67	39	229	99	86	59	253	92	76	45
5	16	94	69	31	13	100	69	38	--	--	--	--
G/T Totals	611	93	73	46	549	98	85	59	253	92	76	45

Sources: STAAR 3–8 data Student Data Files, 6/27/18; STAAR 5 and 8 Reading and Mathematics Student Data Files, 6/4/18; G/T flag was used from the STAAR data file

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2018 only; does not include Alternate 2 results. – Denotes the test was not administered. * If fewer than 5 students tested.

Table A– 8B. Districtwide G/T STAAR Spanish Performance Levels on Science and Social Studies, Spring 2018

	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	4	*	*	*	--	--	--	--
G/T Totals	4	*	*	*	--	--	--	--

Sources: STAAR 3–8 data Student Data Files, 6/27/18; G/T flag was used from the STAAR data file

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2018 only; does not include Alternate 2 results. – Denotes the test was not administered. * If fewer than 5 students tested.

Appendix A (Continued)

Table A–9A. Districtwide G/T STAAR Algebra I, Biology, and English I EOC Results, First-Time Tested Students Only, Spring 2018

	Algebra I				Biology				English I			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2018	2,554	99	92	77	2,382	99	93	63	2,387	97	92	35

Sources: EOC STAAR data files, 2018; *District and School STAAR End-Of-Course, Spring 2018*

Note: Results reflect first-time testers. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR EOC results only; does not include STAAR EOC Alternate 2 results.

Table A–9B. Districtwide G/T STAAR English II and U.S. History EOC Results, First-Time Tested Students Only, Spring, 2017

	English II				U.S. History			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2018	2,272	98	93	32	2,149	100	95	77

Sources: EOC STAAR data files, 2018; *District and School STAAR End-Of-Course, Spring 2018*

Note: Results reflect first-time testers. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR EOC results only; does not include STAAR EOC Alternate 2 results.

Appendix A (Continued)

Table A–10. Districtwide and G/T IB Exam Participation and Performance, 2017 and 2018

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2017	2018	2017	2018	2017	2018	2017	2018
Bellaire	76	85	222	224	203	218	91.4	97.3
Heights	46	90	46	284	20	169	43.5	59.5
Lamar	626	869	1,865	2,339	587	866	31.5	37.0
Total	748	1,044	2,133	2,847	810	1,253	38.0	44.0
G/T								
Bellaire	64	71	194	184	176	180	90.7	97.8
Heights	23	54	23	167	13	105	56.5	62.9
Lamar	297	361	978	1,060	376	512	38.4	48.3
Total	384	486	1,195	1,411	565	797	47.3	56.5

Sources: International Baccalaureate Organization Candidate Results data files from Bellaire, Heights, and Lamar high schools, 2018; Chancery Extract, 5/7/2018; *Vanguard Program Evaluation, 2016–2017*

Note: Scores of P-pending or N-no grade awarded were not included. G/T Status was missing from 1 student.

Table A–11. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2017 and 2018

<i>School</i>	Candidates		Diplomates		Candidates		CP	
	2017	2018	2017	2018	2017	2018	2017	2018
District								
Bellaire	32	36	26	33	N/A	N/A	N/A	N/A
Heights±	--	39	--	18	N/A	N/A	N/A	N/A
Lamar	239	208	24	49	47	74	7	8
Total	271	283	50	100	47	74	7	8
G/T								
Bellaire	29	29	24	27	N/A		N/A	N/A
Heights	--	20	--	12	N/A		N/A	N/A
Lamar	142	111	21	39	9	13	3	2
Total	171	160	45	78	9	13	3	2

Sources: International Baccalaureate Organization Candidate Results, 2018; Chancery Extract, 5/7/2018; *Vanguard Program Evaluation, 2016–2017*

Note: Lamar offers a Career-related Programme (CP). Results pending and Candidate withdrawn were not included.

-- No students were tested.

±Heights began IB testing in 2017 and did not have any diplomates until 2018.

Appendix A (Continued)

Table A–12. Number and Percent of G/T Middle School Students Enrolled in Pre-AP and/or IBMYP* Core Content Area Courses, 2006–2007 and 2017–2018

2006–2007 (Baseline)				2017–2018 (Year 11)			
	# Taking 2 Core Courses	Total G/T Students	% Taking 2 Core Courses	# Taking 2 Core Courses	Total G/T Students	% Taking 2 Core Courses	Change
6	1,590	1,671	95.2	3,405	3,196	93.9	-1.3
7	1,853	1,904	97.3	3,295	3,187	96.7	-0.6
8	1,743	1,796	97.0	2,485	2,414	97.1	0.1
Total	5,186	5,371	96.6	8,797	9,185	95.8	-0.8

Sources: Chancery Data Files, Combined Schools Grades, Middle School Grades, High School Grades, 6/18/2018; Fall PEIMS Snapshot, 2006 and 2016

*IBMYP= International Baccalaureate Middle Years Programme

Table A–13. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2017–2018

2006–2007 (Baseline)				2017–2018 (Year 11)			
	# Taking 2 Advanced Courses	Total G/T Students	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Students	% Taking 2 Advanced Courses	Change
9	1,671	1,700	98.3	2,188	2,482	88.2	-10.1
10	1,885	1,919	98.2	2,073	2,310	89.7	-8.5
11	1,556	1,650	94.3	1,938	2,199	88.1	-6.2
12	706	843	83.7	1,539	1,776	86.7	3.0
Total	5,818	6,112	95.2	7,738	8,767	88.3	-6.9

Sources: Chancery Data Files, Combined Schools Grades and High School Grades, 6/18/2018; Fall PEIMS Snapshot, 2006 and 2017

Appendix A (Continued)

Table A–14. Number and Percent of Four-Year Longitudinal Completion for G/T Cohort, Class of 2016 and 2017									
	G/T Class	G/T Graduated		G/T Continued HS		G/T Received TxCHSE		G/T Dropped out	
		N	%	N	%	N	%	N	%
2017	1,948	1,915	98.3	12	0.6	3	0.2	19	1.0
2016	1,787	1,758	98.4	5	0.3	7	0.4	17	1.0

Sources: 4-year longitudinal data file, 2015–2016 and 2016–2017; ADA PEIMS Files, 2012–2013 (9–25–2013), 2013–2014 (3–2–2017), 2014–2015 (3–2–2017), 2015–2016, and 2016–2017; Chancery Student Demographics Files, 2014–2015 (5–27–15), 2015–2016 (6–28–16), 2016–2017 (5–31–17), 2017–2018 (1–29–2018)

Note: Students missing a G/T code were not included in the analysis (N=3 for 2017, N=2 for 2016). TxCHSE=Texas Certificate of High School Equivalency. This includes any student who was **ever** identified as G/T during their high school tenure.

Appendix B

Texas State GT Plan Components, 2010		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2017-2018) Alignment to the Texas State GT Plan	Recommendations to Align with the Texas State GT Plan
Section 1: Student Assessment		C	R	E		
Description and Indicators						
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities	1.1				Board Policy, 2007	
	1.2				Board Policy, 2007	
	1.3.1				The Texas State GT Plan states, "Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishments in each areas of giftedness served by the district are included in board-approved policy."	Assess and provide services in the areas of general intellect, science, and social studies
	1.3.2		--	--	Standard 2	
	1.4		--		Standards 2, 3, 4, and 5	
	1.5.1				The Texas State GT Plan states, "Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services."	HISD collects data from multiple sources; however the areas of general intellect, science and social studies giftedness are not specifically assessed or provided services.
	1.5.2				Standards 2 and 3	
	1.5.3		--	--	Standards 2 and 3	
	1.5.4		--	--	Standards 2 and 3	
	1.5.5		--	--	The Texas State GT Plan states, "If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment."	Assess and provide services in the areas of leadership, the arts, and creativity
	1.6				Standards 2, 3, 4, and 5	
	1.7				Standards 2, 3, and 4	
Percentage in Compliance = 10/12 83%					Green = evidence of districtwide implementation	
					Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 2: Service Design Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2017-2018) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.	2.1	●	●	●	The Texas State GT Plan states, " <i>Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.</i> "	Provide G/T school day services at all HISD campuses
	2.2	●	●	--	The Texas State GT Plan states, " <i>Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of G/T service options.</i> "	There are 93 campuses which have less than 3 identified G/T students in a grade level (as per TEA's FAQ #12). Promote awareness and monitor district G/T identification policies
	2.3	●	●	--	Standards 5 and 6	
	2.4	●	●	●	Board Policy, 2007	
	2.4.2	●	●	--	Board Policy, 2007	
	2.5	●	●	●	Budget provided	
	2.6	●	●	●	Standards 1 through 14	
	2.6.2	not evaluated			not evaluated	
	2.6.3	--	●	--	The Texas State GT Plan states, " <i>Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of G/T students, school staff, and G/T education staff which meets regularly for that purpose.</i> "	Implement a parent/community/district advisory committee focused on improving the G/T program.
	2.7	--	●	●	HISD staffing	
Percentage in Compliance = 5/7		71%		●	Green = evidence of districtwide implementation	
				●	Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2017-2018) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
Section 3: Curriculum & Instruction		C	R	E		
Description and Indicators						
Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.	3.1				<i>The Texas State GT Plan states, "An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for G/T students in grades K-12 and parents are informed of the opportunities."</i>	Provide G/T school day services at all HISD campuses
	3.1.2	--		--	Advanced Academic School Guidelines	
	3.1.3	not evaluated			not evaluated	
	3.2				Standards 5, 6, 7 and 8	
	3.3				<i>The Texas State GT Plan states, "Opportunities are provided to accelerate in areas of student strengths."</i>	Provide G/T school day services at all HISD campuses
	3.4				<i>The Texas State GT Plan states, "Provisions to improve services to G/T students are included in district and campus improvement plans."</i>	Include G/T services in both the DIP and the SIPs
	3.4.2	not evaluated			not evaluated	
	3.4.3	not evaluated			not evaluated	
	3.5	not evaluated			not evaluated	
	3.6				Standard 8 and Report Cards	
Percentage in Compliance = 2/5		40%			Green = evidence of districtwide implementation	
					Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 4: Professional Development Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2017-2018) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.	4.1.1	●	●	●	<i>The Texas State GT Plan states, "...Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's G/T services."</i> <i>HISD provides multiple opportunities for teachers to complete the required 30 hours of G/T training.</i>	However, according to the Standards Review, there are G/T teachers who have not completed the mandatory 30 hours of G/T training. Monitor G/T training and completion by developing a G/T database to track educator enrollment, completion and certification of G/T professional development hours.
	4.1.2	not evaluated			not evaluated	
	4.1.3	not evaluated			not evaluated	
	4.2	●	●	●	<i>The Texas State GT Plan states, "Teachers who provide instruction and services that are a part of the district's defined G/T services receive a minimum of six (6) hours annually of professional development in G/T education that is related to state teacher education standards."</i> <i>HISD provides multiple opportunities for teachers to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.2.2	not evaluated			not evaluated	
	4.3	●	●	●	<i>The Texas State GT Plan states, "Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development..."</i> <i>HISD provides multiple opportunities for educators to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.4	●	●	●	<i>The Texas State GT Plan states, "Evaluation of professional development activities for G/T education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans."</i>	Include G/T professional development services in both the DIP and the SIPs
	4.4.2	--	--	●	Standards 9 and 10	
Percentage in Compliance = 2/4		50%			● Green = evidence of districtwide implementation	
					● Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2017-2018) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
Section 5: Family/Community Involvement Description and Indicators		C	R	E		
The district involves family and community members in services designed for gifted/talented students throughout the school year.	5.1	●	●	●	Board Policy, 2007	
	5.1.2	●	●	●	Standard 12	
	5.2	●	●	●	<i>The Texas State GT Plan states, "An array of learning opportunities is provided for G/T students in grades K-12, and parents are informed of all G/T services and opportunities."</i>	The program evaluation survey results show lack of awareness of the G/T program, services, and activities. Provide GT program information to parents using a variety of media
	5.2.2	--	●	●	<i>The Texas State GT Plan states, "Support and assistance is provided to the district in G/T service planning and improvement by a parent/community advisory committee."</i>	Implement a parent/community advisory committee focused on improving the G/T program.
	5.2.3	--	●	●	<i>The Texas State GT Plan states, "Products and achievements of G/T students are shared with the community."</i>	All campuses share G/T student products, performances and achievements within their communities.
	5.2.4	--	●	●	<i>The Texas State GT Plan states, "Presentations are given to community groups and organizations to solicit their involvement in services for GT students."</i>	Present G/T program information to districtwide community groups to solicit their involvement
	5.2.5	not evaluated			not evaluated	
	5.3	●	--	--	Standard 13	
Percentage in Compliance = 3/4		75%				

● Green = evidence of districtwide implementation

● Red = lack of evidence in districtwide implementation

Appendix C Methods

Data Collection

Student data were obtained using a variety of sources. For the current 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 current HISD Elementary and Secondary Guidelines, and the District and School Profiles (Houston Independent School District, 2017a and 2017b). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards Review, Professional Development Course listings, G/T Expo, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. At the G/T Expos, students and school staff were interviewed.

Information with respect to training in HISD was provided by the Department of Human Resources Information Systems (HRIS) from June 1, 2017 to May 31, 2018. The HRIS database had the capability to track employee professional development on the individual level, including attendance and completion for each training session.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports from 2013–2014 to 2017–2018 (Texas Education Agency, 2018a, 2017, 2016, 2015, and 2014). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2017–2018 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2018b).

Academic Performance

Advanced Placement (AP) test performance data for 2018, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on August 29, 2018. Student-level data were matched to a Chancery extract from May 5, 2018 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 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.

PSAT performance data for 2018 and a Chancery extract from 10/17/2017 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness Benchmarks was revised by the College Board in 2015. SAT and ACT data for 2016–2017 were extracted from student test files as well as 2016–2017 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring an 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.

Appendix C (Continued)

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

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 142 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 that year. SAT performance was measured using the College Board benchmarks. For the SAT, the number of students meeting the College and Career Benchmarks for both the Evidence-based Reading and Writing (≥ 460) and Mathematics (≥ 510) was divided by the total number of G/T students tested. 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.

The State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 changed to administering two versions of the STAAR exam. Therefore, STAAR administration results have been updated to include STAAR L and A test versions. The performance standard labels changed to Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

Four-year longitudinal completion rates were calculated using the 2015–2016 and 2016–2017 data files. The data files were then matched to Chancery demographic files and PEIMS ada files to include G/T status. Students without a G/T indicator were not included in the analysis. The denominator consisted of the following students: graduated, dropped out, received Texas Certificate of High School Equivalency, and continued in high school. Each category was divided by the denominator to calculate a rate.

Data Limitations

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). It is important to use both PEIMS and Chancery to gain a holistic understanding of the G/T program.

Limitations exist since some professional development activities were not tracked by the district because campuses may have hired their own trainer, or teachers may have attended training at the AP Summer Institute at Rice University, and the training was not recorded by the district, resulting in an undercount.

Appendix C (Continued)

On the Vanguard Standards Review, if duplicate data were submitted, the latest version was used in the analysis. If a school name wasn't provided, the entry was not included in the analysis.

Vanguard Magnet enrollment counts for G/T students were extracted using the G/T field indicator on the PEIMS fall snapshot and may result in different enrollment counts from using the Magnet field in the Chancery data file.

Appendix D

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	3					1	2							
Alameda ES	110		7	6	17	44	36							
Anderson ES	47		6	8	7	16	10							
Arabic Immersion	31	5	13	13										
Ashford ES	76	7	19	9	12	10	19							
Askew ES	235	31	49	35	43	42	35							
Atherton ES	15		3	4	1	2	5							
Barrick ES	46	1	3	6	10	9	17							
Bastian ES	21		10	2	3		6							
Bell ES	87		25	11	13	11	27							
Bellfort ECC	12	12												
Benavidez ES	22		3	1		5	13							
Benbrook ES	47		10	7	6	11	13							
Berry ES	92	1	10	13	7	26	35							
Blackshear ES	8		3	2		3								
Bonham ES	56		10	9	12	10	15							
Bonner ES	79		13	6	8	15	37							
Braeburn ES	60		4	5	10	21	20							
Briargrove ES	135	14	17	17	32	24	31							
Briarmeadow	138	6	17	8	9	13	10	25	27	23				
Briscoe ES	52		8	5	11	11	17							
Brookline ES	80		9	12	10	21	28							
Browning ES	64		4	6	18	11	25							
Bruce ES	30		8	4	4	6	8							
Burbank ES	139		28	20	33	32	26							
Burnet ES	28		2	4	8	6	8							
Burrus ES	15		5	5	1	2	2							
Bush ES	329	34	58	77	62	50	48							
Cage ES	76		12	6	9	26	23							
Carrillo ES	184	18	27	31	38	32	38							
Codwell ES	13	2	2		2	5	2							
Condit ES	295	14	48	48	59	73	53							
Cook ES	10					3	7							
Coop ES	94		7	9	19	33	26							
Cornelius ES	138		21	22	15	44	36							
Crespo ES	119		29	17	11	34	28							
Crockett ES	91	3	20	22	12	15	19							
Cunningham ES	75		17	13	7	28	10							
DAEP ES														
Daily ES	103	11	11	16	19	25	21							
Davila ES	58		6	3	15	18	16							
De Chaumes ES	90		9	11	16	28	26							
DeAnda ES	78		8	11	7	31	21							
DeZavala ES	181	13	32	13	31	55	37							
Dogan ES	27		3	1	1	7	15							
Durham ES	62	6	10	13	10	13	10							
Durkee ES	31		2	2	5	10	12							
Eliot ES	70		9	10	17	19	15							

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	12		3		3	3	3							
Elrod ES	49	3	9	9	6	14	8							
Emerson ES	83		11	18	19	22	13							
Energized ECC														
Energized ES	31		15	1	3	5	7							
Field ES	64	4	7	5	11	16	21							
Foerster ES	25		4	4	4	10	3							
Fondren ES	16			2	4	4	6							
Fonwood ECC														
Foster ES	4		2	1	1									
Franklin ES	21		3		7	8	3							
Frost ES	53		10	6	13	7	17							
Gallegos ES	59		11	13	10	10	15							
Garcia ES	33		4	2	8	11	8							
Garden Oaks Montessori	217	3	23	33	32	44	32	22	15	13				
Garden Villas ES	66		5	6	4	20	31							
Golfcrest ES	42		12	4	4	12	10							
Gregg ES	34		3	1	5	14	11							
Gregory-Lincoln PK-8	75	8	3	14	7	8	9	11	12	3				
Grissom ES	38		14	8		6	10							
Gross ES	31		6	6	1	4	14							
Halpin ECC	6	6												
Harris, JR ES	37			2	5	15	15							
Harris, RP ES	26		6	2	2	6	10							
Hartsfield ES	4			1			3							
Harvard ES	222	16	40	38	43	33	52							
Helms ES	66	6	10	16	13	10	11							
Henderson, JP ES	109		18	16	13	32	30							
Henderson, NQ ES	4		1			1	2							
Herod ES	334	46	56	52	51	58	71							
Herrera ES	71		18	5	9	18	21							
Highland Heights ES	15			2	2	5	6							
Hilliard ES	3		1	1			1							
Hines-Caldwell ES	66		14	1	13	16	22							
Hobby ES	59		5	5	14	15	20							
Horn ES	410	15	80	65	82	77	91							
Inspired Acad	2							1		1				
Isaacs ES	23		2	1	4	12	4							
Janowski ES	63		14	4	8	15	22							
Jefferson ES	21		8		2	4	7							
Kandy Stripe	7		7											
Kashmere Gardens ES	11		1			6	4							
Kelso ES	22		3	2	5	4	8							
Kennedy ES	67		16	7	6	18	20							
Ketelsen ES	114	14	13	10	21	25	31							
Kolter ES	215	12	28	46	43	43	43							
Lantrip ES	109	2	16	15	11	36	29							
Laurenzo ECC														
Law ES	64	6	7	13	9	17	12							
Lewis ES	111		34	13	14	18	32							

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lockhart ES	55	1	4	5	12	14	19							
Longfellow ES	96	13	17	12	13	16	25							
Looscan ES	18		1		6	4	7							
Love ES	77	6	15	6	7	23	20							
Lovett ES	290	26	43	44	49	66	62							
Lyons ES	168		22	27	27	49	43							
MacGregor ES	104	4	14	20	13	26	27							
Mading ES	5		2		1	1	1							
Mandarin Immersion	300	25	41	53	41	43	44	39	14					
Marshall ES	32		17		1	10	4							
Martinez, C ES	27		2	3	4	8	10							
Martinez, R ES	81		7	8	24	17	25							
McGowen ES	33	7	5	5	9	3	4							
McNamara ES	62		13	3	9	21	16							
Memorial ES	40	2	5	7	11	7	8							
Milne ES	25	1	8	2	2	7	5							
Mistral ES														
Mitchell ES	21	1	4		6	2	8							
MLK ECC														
Montgomery ES	34	1	5	4	5	9	10							
Moreno ES	100		9	13	4	34	40							
Neff ECC	35	14	21											
Neff ES	93			11	19	30	33							
Northline ES	49		4	6	9	18	12							
Oak Forest ES	491	70	85	90	84	78	84							
Oates ES	13		4	1		2	6							
Osborne ES	17		4	3	7	2	1							
Paige ES	15		3		1	7	4							
Park Place ES	177	4	29	34	23	51	36							
Parker ES	226	24	50	33	38	39	42							
Patterson ES	138	1	12	17	27	39	42							
Peck ES	46		10	5	10	9	12							
Petersen ES	65		13	8	12	15	17							
Pilgrim Acad.	133		24	10	11	20	14	22	24	8				
Piney Point ES	129	1	15	33	23	36	21							
Pleasantville ES	42		7	4	18	9	4							
Poe ES	233	13	28	42	45	56	49							
Port Houston ES	34		10	6	9	1	8							
Pugh ES	30		6	5	2	7	10							
Reagan Ed Ctr	72		1	6	6	11	6	17	19	6				
Red ES	179	14	27	33	28	43	34							
Reynolds ES	19		4	1	8	1	5							
Rice School	347	5	32	23	25	32	44	62	72	52				
River Oaks ES	454	65	73	77	80	81	78							
Roberts ES	316	6	51	57	72	73	57							
Robinson ES	33	2	10	1	1	11	8							
Rodriguez ES	74		24	9	7	12	22							
Roosevelt ES	151	7	15	23	31	36	39							
Ross ES	18		1		4	3	10							

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rucker ES	39		4		2	17	16							
Rusk School	93					7	10	40	28	8				
Sanchez ES	43		6	2	8	11	16							
Scarborough ES	77		1	8	12	25	31							
Scroggins ES	77		14	9	9	22	23							
Seguin ES	53		4	7	5	15	22							
Shadowbriar ES	43	1	6	5	10	5	16							
Shadydale ES	42		13	9	9	5	6							
Shearn ES	45		1	9	5	17	13							
Sherman ES	41		6	4	9	11	11							
Sinclair ES	125	17	17	24	19	24	24							
Smith ES	45		5	9	12	9	10							
Southmayd ES	98		9	14	15	34	26							
St. George ES	111	17	18	11	14	27	24							
Stevens ES	35		5	2	9	6	13							
Sugar Grove MS	47							18	8	21				
Sutton ES	154		11	30	21	51	41							
Thompson ES	15		1	1	3	2	8							
Tijerina ES	10			1		4	5							
Tinsley ES	110		21	19	15	27	28							
Travis ES	400	62	84	63	60	59	72							
TSU Charter	1		1											
Twain ES	360	6	62	60	66	67	99							
Valley West ES	91	1	13	3	19	22	33							
Wainwright ES	26		8	1	4	6	7							
Walnut Bend ES	86	6	12	12	14	25	17							
Wesley ES	5		1		1	2	1							
West Univ. ES	764	80	117	146	138	157	126							
Wharton Dual Lang.	132	7	9	17	15	22	23	8	15	16				
Whidby ES	39		6	7	4	12	10							
White ES	81	1	9	9	11	24	27							
White M ES	31	3	8	5	2	11	2							
Whittier ES	40		1	5	4	14	16							
Wilson Mont.	154	13	26	26	15	19	14	13	16	12				
Windsor Village ES	213	19	23	23	39	53	56							
Woodson School	6			1		1		2	2					
Young ES	6		3	1	2									
Young Scholars	3							3						
Attucks MS	21							5	5	11				
Baylor College MS	317							123	115	79				
Black MS	368							147	137	84				
Burbank MS	500							157	186	157				
Chrysalis MS	173							58	68	47				
Clifton MS	93							36	41	16				
Cullen MS	9							4		5				
Deady MS	96							48	34	14				
Edison MS	77							32	24	21				
Energized MS	23							15	8					
E-STEM Central MS	12							8		4				
E-STEM West MS	26							20	6					

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Fleming MS	26							9	12	5				
Fondren MS	110							43	35	32				
Fonville MS	72							25	24	23				
Forest Brook MS	16							10	5	1				
Hamilton MS	630							232	240	158				
Hartman MS	177							77	65	35				
Henry MS	57							20	22	15				
Hogg MS	235							112	95	28				
Holland MS	82							29	31	22				
Key MS	24							12	10	2				
Lanier MS	1,089							371	362	356				
Lawson MS	107							55	33	19				
Leland YMCPA	129							23	31	11	11	23	18	12
Long Acad	95							19	20	20	11	7	11	7
Marshall MS	90							34	42	14				
McReynolds MS	46							17	20	9				
Meyerland MS	535							181	176	178				
Navarro MS	76							33	28	15				
Ortiz MS	98							56	28	14				
Pershing MS	511							167	192	152				
Pin Oak MS	819							271	287	261				
Revere MS	136							53	46	37				
Rogers, TH MS	845	65	66	65	65	67	75	150	145	147				
Secondary DAEP	3								1				2	
Stevenson MS	455							162	192	101				
Tanglewood MS	164							76	56	32				
Thomas MS	29							9	11	9				
Tx Conn. Acad.	61				3		2	4	9	8	7	6	17	5
Welch MS	37							14	15	8				
West Briar MS	293							89	105	99				
Williams MS	20							10	5	5				
YWCPA	156							38	33	33	13	19	10	10
Austin HS	172										46	57	50	19
Bellaire HS	1,011										285	278	227	221
Carnegie HS	626										182	157	145	142
Challenge ECHS	163										42	36	57	28
Chavez HS	364										87	101	97	79
Comm. Serv.	2			1				1						
DeBakey HS	708										273	160	148	127
East ECHS	198										39	49	64	46
Eastwood Acad	186										47	37	49	53
Energy Inst HS	221										59	58	53	51
E-STEM Central HS	2												2	
E-STEM West HS	3										3			
Furr HS	28										1	4	13	10
Heights HS	521										150	135	148	88
Hou Acad. Intl.	185										59	50	43	33
Houston MSTC HS	300										116	70	67	47
HS Ahead MS	8							4	1	3				
HS for Law & Justice	88										28	23	21	16
HS Perf. Vis. Arts	753										179	202	183	189
Jones HS	33										6	8	11	8
Jordan HS	3													3

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2017

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Kashmere HS	11										5	1	3	2
Lamar HS	932										256	253	233	190
Madison HS	85										14	25	26	20
Mid Coll - Gulfton	3										1			2
Milby HS	231										111	67	37	16
N. Houston ECHS	226										59	53	67	47
North Forest HS	14										4	2	6	2
Northside HS	100										19	34	28	19
Scarborough HS	47										10	17	14	6
Sharpstown HS	62										21	12	4	25
Sharpstown Intl	228							63	42	32	18	28	33	12
South ECHS	39										6	21	8	4
Sterling HS	40										10	19	6	5
V Prep South	12										4	1	2	5
Waltrip HS	258										83	60	61	54
Washington HS	33										9	14	7	3
Westbury HS	98										25	23	27	23
Westside HS	637										166	168	177	126
Wheatley HS	15										1	7	4	3
Wisdom HS	52										9	18	12	13
Worthing HS	10										4	3	2	1
Yates HS	17										3	4	6	4
Total G/T	33,667	930	2,548	2,352	2,625	3,565	3,695	3,405	3,295	2,485	2,482	2,310	2,199	1,776

Source: Fall PEIMS Snapshot, 2017

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix E

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2018

	# Tested												# Qualified											
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018		
Askew Elementary School		67	61	67	78	70	54	107	101	80	94		28	34	21	33	23	22	66	50	36	33		
Carrillo Elementary School		23	19	53	37	50	56	67	41	50	37		6	7	37	26	23	29	31	22	18	17		
De Zavala Elementary School		43	6	55	41	36	40	27	19	33	33		22	4	30	18	14	22	9	5	16	8		
Herod Elementary School		148	146	157	192	187	221	217	179	157	201		66	47	74	87	76	89	107	81	74	39		
Oak Forest Elementary School		122	135	130	152	162	208	221	190	232	255		42	54	43	59	59	95	88	78	101	63		
Pleasantville Elementary School±		31	2	34	17	18	22	±	±	±	±		4	*	8	7	6	7	±	±	±	±		
River Oaks Elementary School		349	358	375	403	398	451	440	411	427	443		183	177	199	203	207	263	227	220	221	175		
T.H. Rogers Elementary School		30	16	54	44	330	332	397	453	447	361		21	8	29	12	199	197	225	248	253	15		
Roosevelt Elementary School		195	192	236	279	56	23	63	29	36	50		81	91	128	151	11	13	20	7	15	166		
Travis Elementary School		127	145	145	130	128	160	167	153	177	210		59	62	81	66	69	82	90	80	83	67		
Windsor Village Elementary School	56	44	82	68	74	73	90	72	70	70	23	10	24	34	29	28	39	15	23	15				
Vanguard Magnet Total	-/-	1,191	1,124	1,388	1,441	1,509	1,670	1,666	1,648	1,709	1,754	-/-	535	494	674	696	716	847	902	806	840	598		
Alcott Elementary School	-/-	-	-	-	16	10	-	-	-	-	-	-/-	-	-	-	2	2	-	-	-	-	-		
Ashford Elementary School	19/23	48	33	51	44	29	29	14	23	27	36	4/6	12	14	17	20	11	15	5	8	12	8		
Bastian Elementary School	-	-	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	-	12	-	-	6		
Bell, K. Elementary School	-/-	-	74	73	-	-	-	-	-	-	-	-/-	-	11	12	-	-	-	-	-	-	-		
Bellfort ECC	-/-	-	15	22	24	37	31	37	21	28	32	-/-	-	9	5	13	13	7	24	11	14	16		
Bonner Elementary School	-/-	-	-	-	-	15	-	-	-	-	-	-/-	-	-	-	-	7	-	-	-	-	-		
Briargrove Elementary School	-/-	-	-	33	27	18	37	16	11	-	-	-/-	-	-	14	6	8	9	5	5	-	-		
Briscoe Elementary School	-/-	-	4	-	-	-	-	-	-	-	-	-/-	-	*	-	-	-	-	-	-	-	-		
Burbank Elementary School	-/-	-	-	-	-	-	-	8	-	-	-	-/-	-	-	-	-	-	-	0	-	-	-		
Bush Elementary School	-/-	-	37	52	39	48	58	46	55	34	33	-/-	-	15	21	22	25	34	23	33	23	16		
Cage Elementary School	-/-	-	24	-	-	-	-	-	-	-	-	-/-	-	7	-	-	-	-	-	-	-	-		
Codwell Elementary School	21/26	18	13	-	-	-	-	-	-	-	-	10/12	6	6	-	-	-	-	-	-	-	-		
Cook Elementary School	12/8	10	-	21	19	11	-	-	-	-	-	3/3	3	-	4	2	0	-	-	-	-	-		
Crespo Elementary School	-/-	-	23	-	24	-	-	-	-	-	-	-/-	-	4	-	7	-	-	-	-	-	-		
Cunningham Elementary School	-/-	-	-	19	15	14	-	-	-	-	-	-/-	-	-	12	9	8	-	-	-	-	-		
Daily Elementary School	12/5	-	-	-	-	-	-	-	-	20	-	1/4	-	-	-	-	-	-	-	-	11	-		
Davila Elementary School	-/-	-	11	9	6	-	-	-	-	-	-	-/-	-	4	2	4	-	-	-	-	-	-		
DeAnda Elementary School	-/-	-	-	-	17	-	-	-	-	-	-	-/-	-	-	-	2	-	-	-	-	-	-		
Dodson Elementary School	-/-	-	-	23	34	-	-	-	-	-	-	-/-	-	-	21	21	-	-	-	-	-	-		
Durham Elementary School	-/-	-	28	22	13	-	-	-	-	-	-	-/-	-	12	13	3	-	-	-	-	-	-		
Eliot Elementary School	-/-	-	-	-	-	-	-	-	-	-	-	-/-	-	-	-	-	-	-	-	-	-	-		
Emerson Elementary School	14/-	-	-	-	-	-	-	-	-	-	-	6/-	-	-	-	-	-	-	-	-	-	-		
Farias ECC	-/60	32	-	-	-	-	-	-	34	-	-	-/12	8	-	-	-	-	-	-	12	-	-		
Field Elementary School	-/15	-	26	-	-	-	-	-	-	-	-	-/1	-	6	-	-	-	-	-	-	-	-		
Foerster Elementary School	-/-	-	-	14	8	11	5	-	-	-	-	-/-	-	-	7	4	10	3	-	-	-	-		
Franklin Elementary School	11/18	16	24	24	10	16	15	-	12	-	-	5/7	4	9	7	2	7	10	-	2	-	-		
Garden Oaks Montessori	-/-	-	30	16	22	27	-	-	-	-	-	-/-	-	11	7	8	17	-	-	-	-	-		
Gregory-Lincoln Ed. Ctr.	-/-	-	-	-	-	-	21	23	1	17	22	-/-	-	-	-	-	-	5	17	*	7	10		
Grissom Elementary School	-/-	-	-	-	-	-	-	21	29	17	-	-/-	-	-	-	-	-	-	8	13	2	-		
Halpin ECC	-/-	-	-	-	-	-	34	32	37	32	19	-/-	-	-	-	-	-	-	13	18	12	-		
Harvard Elementary School	14/-	45	42	41	51	56	33	23	28	14	22	4/9	14	13	18	20	22	12	14	16	10	6		
Harris, J. R. Elementary School	-/-	-	-	-	-	-	-	13	-	-	-	-/-	-	-	-	-	-	-	7	-	-	-		
Helms Elementary School	15/-	-	20	-	-	18	25	-	-	-	-	8/-	-	10	-	-	15	16	-	-	-	-		
Henderson, J. Elementary School	-/-	-	-	-	-	21	35	-	-	-	-	-/-	-	-	-	-	6	13	-	-	-	-		
Isaacs Elementary School	-/-	-	-	-	11	14	25	16	-	-	-	-/-	-	-	-	2	6	11	2	-	-	-		
Ketelsen	-	-	-	-	-	-	-	-	18	30	29	-	-	-	-	-	-	-	-	7	17	15		
King ECC	-/80	41	51	35	39	37	36	34	35	-	-	-/-	14	23	19	23	26	19	22	18	-	-		

Sources: Advanced Academics, Summary of Entering Kindergarten Data file, 2017–2018; Vanguard Program Evaluation Report, 2016–2017

*Results not reported for less than 5 students. Note: gray-shaded areas reflect that data are not available, whereas “-” reflects that no students were tested.

± Pleasantville Elementary School had been a Board-Approved Magnet School whose status changed to a Vanguard Neighborhood Program in the spring of 2014.

APPENDIX E (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2018

	# Tested												# Qualified											
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018		
Kolter Elementary School	-9	24	26	31	45	36	35	36	12	-	-	-7	17	17	22	25	20	19	17	6	-	-		
Lantrip Elementary School	-	-	16	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-		
Laurenzo ECC	-20	75	-	-	59	-	-	-	-	-	-	-12	12	-	-	15	-	-	-	-	-	-		
Law Elementary School	4/4	-	-	-	20	27	26	32	35	27	-	**	-	-	-	12	18	12	19	9	8	-		
Lockhart Elementary School	-	17	-	37	27	27	24	17	-	-	-	-	2	-	21	12	10	9	4	-	-	-		
Longfellow Elementary School	-	-	-	-	-	-	35	17	31	34	-	-	-	-	-	-	-	14	9	10	12	-		
Love Elementary School	-	-	14	5	6	15	14	13	9	10	8	-	-	1	4	3	5	4	4	2	5	0		
Lovett Elementary School	-15	53	42	42	41	57	33	30	38	43	36	-6	22	17	15	16	20	15	12	16	14	10		
MacArthur Elementary School	-15	12	-	-	-	-	-	-	-	-	-	-4	2	-	-	-	-	-	-	-	-	-		
MacGregor Elementary School	21/26	24	-	-	-	-	-	-	-	-	-	0/4	3	-	-	-	-	-	-	-	-	-		
Martinez, R. Elementary School	15/-	-	-	-	-	-	-	-	-	-	-	1/-	-	-	-	-	-	-	-	-	-	-		
McGowen Elementary School	-	-	-	-	-	21	24	20	21	21	-	-	-	-	-	-	9	6	4	6	9	-		
Memorial Elementary School	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-		
Mistral ECC	-65	46	14	17	43	-	-	-	-	-	-	-	9	4	6	7	-	-	-	-	-	-		
Mitchell Elementary School	24/57	27	22	36	11	7	8	15	13	12	-	3/11	5	1	10	4	1	3	5	4	7	-		
Montgomery Elementary School	5/-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-		
Neff ECC	-	-	-	-	-	-	33	-	27	30	45	-	-	-	-	-	-	13	-	18	15	18		
Neff Elementary School	-	-	-	-	-	28	-	17	-	-	-	-	-	-	-	-	18	-	7	-	-	-		
Parker Elementary School	-	-	-	-	-	23	9	10	12	16	16	-	-	-	-	-	9	4	5	6	7	8		
Park Place Elementary School	-	-	-	-	-	-	18	17	22	10	24	-	-	-	-	-	-	14	13	12	7	5		
Pleasantville Elementary School±	-	-	-	-	-	-	2	17	9	2	-	-	-	-	-	-	-	*	12	4	0	-		
Peck Elementary School	-	-	23	28	-	-	-	-	-	-	-	-	-	1	6	-	-	-	-	-	-	-		
Poe Elementary School	12/32	17	-	19	44	-	-	-	-	-	-	2/5	9	-	4	13	-	-	-	-	-	-		
Red Elementary School	-	-	43	25	20	23	24	17	15	15	-	-	-	8	12	7	9	10	5	7	7	-		
Reynolds Elementary School	-	3	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-		
Rice School (K–8)	-	-	4	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	-	-	-		
Robinson Elementary School	-	-	-	-	-	-	23	2	15	4	5	-	-	-	-	-	-	2	-	7	1	1		
Sherman Elementary School	26/-	-	-	-	-	-	-	-	15	-	-	2/-	-	-	-	-	-	-	-	4	-	-		
Sinclair Elementary School	-	4	23	-	-	3	4	13	15	25	38	-	*	8	-	-	*	*	4	10	12	28		
Smith Elementary School	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	3		
St. George	-	-	-	-	-	-	-	-	-	36	31	-	-	-	-	-	-	-	-	-	33	4		
Stevens Elementary School	-	-	-	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	7	-	-	-		
Thompson Elementary School	26/-	-	-	-	-	-	-	-	-	-	-	10/-	-	-	-	-	-	-	-	-	-	-		
Turner Elementary School	-	13	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-		
Wainwright Elementary School	-	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-		
Walnut Bend Elementary School	16/15	17	16	22	31	25	49	35	24	29	-	2/4	4	9	11	14	16	13	12	13	6	-		
West University Elementary School	106/140	125	146	150	150	155	128	141	138	143	122	28/49	49	71	66	56	74	64	69	60	61	34		
Whidby Elementary School	-	15	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-		
White Elementary School	-17	-	-	-	-	-	-	-	-	-	-	-8	-	-	-	-	-	-	-	-	-	-		
Whittier Elementary School	-	-	16	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-		
Wilson Elementary School	-34	-	-	34	29	28	18	17	17	19	10	-10	-	-	8	10	14	6	5	8	7	7		
Vanguard Neighborhood Total	373/748	682	860	901	945	872	766	761	789	695	571	92/201	203	303	364	364	375	331	354	358	319	215		
Vanguard Neighborhood & Magnet	-	1,873	1,984	2,289	2,386	2,381	2,436	2,557	2,437	2,404	2,325	-	738	797	1,038	1,060	1,091	1,178	1,256	1,164	1,159	813		

Sources: Advanced Academics, Summary of Entering Kindergarten Data file, 2017–2018; Vanguard Program Evaluation Report, 2016–2017

*Results not reported for less than 5 students. Note: gray-shaded areas reflect that data are not available, whereas “-” reflects that no students were tested.

± Pleasantville Elementary School had been a Board-Approved Magnet School whose status changed to a Vanguard Neighborhood Program in the spring of 2014.

Appendix F–1

G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

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	% Exams 3 to 5
Austin HS	185	76	41.1	121	12	9.9
Bellaire HS	1,113	704	63.3	2,111	1,811	85.8
Carnegie HS	349	132	37.8	254	158	62.2
Challenge HS	143	37	25.9	43	27	62.8
Chavez HS	247	157	63.6	330	67	20.3
DeBakey HSHP	277	161	58.1	389	306	78.7
Eastwood Academy	85	2	2.4	2	*	*
Furr HS	47	21	44.7	51	9	17.6
Heights HS	232	82	35.3	131	15	11.5
Houston MSTC HS	227	111	48.9	190	8	4.2
HSLJ	189	50	26.5	86	41	47.7
HSPVA	664	180	27.1	400	277	69.3
Jones HS	50	20	40.0	31	0	0.0
Jordan HS	52	7	13.5	14	1	7.1
Kashmere HS	15	4	26.7	5	*	*
Lamar HS	1,143	39	3.4	39	31	79.5
Madison HS	197	84	42.6	112	6	5.4
Milby HS	260	127	48.8	232	78	33.6
Northside HS	162	63	38.9	74	10	13.5
Scarborough HS	57	12	21.1	19	4	21.1
Sharpstown HS	72	26	36.1	53	5	9.4
Sterling HS	77	27	35.1	29	1	3.4
Waltrip HS	353	54	15.3	120	40	33.3
Washington HS	120	26	21.7	55	24	43.6
Westbury HS	139	57	41.0	113	23	20.4
Westside HS	943	599	63.5	1,205	684	56.8
Wheatley HS	79	27	34.2	46	1	2.2
Wisdom HS	88	43	48.9	96	13	13.5
Worthing HS	61	26	42.6	36	0	0.0
Yates HS	65	20	30.8	29	1	3.4
G/T High School Total	7,691	2,974	38.7	6,416	±	57.0
HISD High School Total	45,211	4,811	10.6	9,087	4,294	47.3

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

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

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

*Scores not reported for less than 5 students.

Appendix F–2

G/T ADVANCED PLACEMENT EXAM RESULTS, 2018

School Name	G/T Participation			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Qualifying
Austin HS	172	93	54.1	174	19	10.9
Bellaire HS	1,004	572	57.0	1,774	1,531	86.3
Carnegie HS	612	607	99.2	1,985	1,444	72.7
Challenge ECHS	160	151	94.4	306	156	51.0
Chavez HS	356	222	62.4	441	104	23.6
DeBakey HS	685	420	61.3	1,187	1,086	91.5
East ECHS	197	143	72.6	180	64	35.6
Eastwood Acad	185	169	91.4	423	118	27.9
Energy Inst HS	224	139	62.1	406	166	40.9
E-STEM Central HS	2	2	100.0	6	*	*
E-STEM West HS	3	1	33.3	1	*	*
Furr HS	30	15	50.0	25	1	4.0
Heights HS	524	341	65.1	584	135	23.1
Hou Acad. Intl.	185	137	74.1	153	48	31.4
Houston MSTC HS	283	139	49.1	259	36	13.9
HS for Law & Justice	85	70	82.4	139	17	12.2
HS Perf. Vis. Arts	751	326	43.4	810	671	82.8
Jones HS	32	1	3.1	1	*	*
Jordan HS	3	3	100.0	5	*	*
Kashmere HS	11	3	27.3	8	*	*
Lamar HS	925	545	58.9	575	198	34.4
Leland YMCPA	64	62	96.9	213	38	17.8
Long Acad	36	4	11.1	4	*	*
Madison HS	81	58	71.6	112	9	8.0
Milby HS	235	94	40.0	131	27	20.6
Mount Carmel Acad.	1	1	100.0	1	*	*
N. Houston ECHS	224	163	72.8	329	112	34.0
North Forest HS	12	5	41.7	7	0	0.0
Northside HS	102	88	86.3	223	33	14.8
Scarborough HS	48	13	27.1	24	4	16.7
Sharpstown HS	59	26	44.1	47	17	36.2
Sharpstown Intl	90	72	80.0	191	113	59.2
South ECHS	39	35	89.7	46	12	26.1
Sterling HS	42	14	33.3	17	2	11.8
Tx Conn. Acad.	33	6	18.2	10	7	70.0
Waltrip HS	256	114	44.5	219	65	29.7
Washington HS	37	23	62.2	35	0	0.0
Westbury HS	100	66	66.0	142	31	21.8
Westside HS	636	496	78.0	1,112	659	59.3
Wheatley HS	16	13	81.3	21	1	4.8
Wisdom HS	52	35	67.3	84	10	11.9
Worthing HS	10	3	30.0	7	*	*
Yates HS	20	12	60.0	27	3	11.1
YWCPA	50	44	88.0	105	36	34.3
G/T High School Total	8,672	5,546	64.0	12,549	6,980	55.6
HISD High School Total	50,996	14,732	28.9	27,647	9,932	35.9

Sources: 2018 College Board Data file extracted 8/29/2018; Chancery extract, 05/07/2018—enrollment and G/T status.

Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.

*Scores not reported for less than 5 students.

Appendix G

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY,
FALL 2017

School Name	G/T Enrollment (Grade11)	# of G/T Tested (Grade 11)	% of G/T Tested	% Met Final ERW CCR Benchmark ERW>=460	% Met Final Math CCR Benchmark Math>=510	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	50	37	74.0	54.1	24.3	18.9	941
Bellaire HS	227	212	93.4	96.2	86.3	85.8	1249
Carnegie HS	145	146	100.7	100.0	95.2	95.2	1290
Challenge ECHS	57	57	100.0	96.5	80.7	80.7	1147
Chavez HS	97	95	97.9	68.4	43.2	34.7	997
DeBakey HS	148	178	120.3	100.0	100.0	100.0	1327
East ECHS	64	63	98.4	93.7	84.1	79.4	1092
Eastwood Acad	49	49	100.0	87.8	79.6	77.6	1079
Energy Inst HS	53	53	100.0	94.3	79.2	77.4	1126
E-STEM Central HS	2	2	100.0	*	*	*	*
Furr HS	13	13	100.0	61.5	46.2	46.2	1006
Heights HS	148	147	99.3	82.3	55.1	52.4	1045
Hou Acad. Intl.	43	43	100.0	95.3	69.8	69.8	1103
Houston MSTC HS	67	63	94.0	46.0	17.5	15.9	911
HS for Law & Justice	21	21	100.0	81.0	23.8	23.8	1000
HS Perf. Vis. Arts	183	172	94.0	97.7	73.3	73.3	1169
Jones HS	11	11	100.0	81.8	72.7	72.7	1038
Kashmere HS	3	2	66.7	*	*	*	*
Lamar HS	233	216	92.7	94.4	74.5	74.1	1135
Leland YMCPA	18	17	94.4	94.1	76.5	70.6	1123
Long Acad	11	11	100.0	54.5	36.4	18.2	975
Madison HS	26	22	84.6	86.4	45.5	45.5	998
Milby HS	37	21	56.8	66.7	33.3	33.3	974
Mount Carmel Acad.	0	2	N/A	*	*	*	*
N. Houston ECHS	67	67	100.0	88.1	62.7	61.2	1073
North Forest HS	6	5	83.3	60.0	20.0	20.0	888
Northside HS	28	28	100.0	75.0	42.9	42.9	999
Scarborough HS	14	13	92.9	61.5	46.2	38.5	957
Sharpstown HS	4	3	75.0	*	*	*	*
Sharpstown Intl	33	31	93.9	93.5	90.3	83.9	1162
South ECHS	8	8	100.0	100.0	62.5	62.5	1114
Sterling HS	6	6	100.0	83.3	50.0	50.0	985
Tx Conn. Acad.	17	6	35.3	83.3	50.0	50.0	1112
V Prep South	2	1	50.0	*	*	*	*
Waltrip HS	61	55	90.2	72.7	34.5	34.5	993
Washington HS	7	7	100.0	85.7	28.6	28.6	977
Westbury HS	27	24	88.9	79.2	25.0	25.0	998
Westside HS	177	187	105.6	96.3	87.7	86.1	1175
Wheatley HS	4	4	100.0	*	*	*	*
Wisdom HS	12	12	100.0	50.0	50.0	33.3	998
Worthing HS	2	2	100.0	*	*	*	*
Yates HS	6	4	66.7	*	*	*	*
YWCPA	10	10	100.0	90.0	60.0	60.0	1077
G/T Grade 11 Total	2,197	2,126	96.8	88.5	70.6	68.9	1133
HISD Grade 11 Total	12,220	9,887	80.9	44.0	25.0	23.0	1014

Sources: College Board Fall 2017 PSAT data file; PEIMS Fall Snapshot, 2017; *HISD PSAT/NMSQT Report, Fall 2017*

Note: Number tested only includes students with a valid score and those found in the PEIMS extract.

*Scores not reported for less than 5 students tested.

Appendix H–1

G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, CLASS OF 2017

Sorted in Descending order on Mean Composite Score

School Name	# of GT Grads	# of G/T Tested	% of G/T Tested	Mean Composite	# Met State Standard (>=24)	% Met English CR	% Met Math CR	% Met Read CR	% Met Science CR	% Met Met All 4						
DeBakey HS	105	59	56.2	31.1	58	100	100	98	97	95						
Carnegie HS	131	107	81.7	28.7	99	100	94	94	87	80						
HS Perf. Vis. Arts	166	59	35.5	27.9	48	95	85	90	81	78						
Bellaire HS	275	118	42.9	27.0	90	90	86	82	76	67						
Westside HS	136	68	50.0	26.1	51	97	84	82	78	68						
Lamar HS	211	122	57.8	25.6	78	95	75	88	70	59						
Energy Inst HS	49	17	34.7	24.6	9	88	76	82	71	53						
Waltrip HS	56	5	8.9	23.8	1	100	60	40	40	20						
Challenge EC HS	45	19	42.2	23.7	9	95	63	74	37	32						
HS for Law & Justice	24	7	29.2	22.7	3	100	57	100	43	43						
Washington HS	8	7	87.5	22.7	2	71	43	71	43	29						
North Houston ECHS	47	10	21.3	22.5	3	80	70	50	40	30						
Heights HS	90	7	7.8	22.3	3	71	43	71	29	29						
Chavez HS	57	28	49.1	22.3	9	79	57	54	43	29						
East ECHS	59	42	71.2	22.1	11	81	55	60	36	24						
Eastwood Acad	57	11	19.3	21.8	3	64	55	55	27	9						
Westbury HS	24	11	45.8	21.4	2	82	27	64	55	0						
Milby HS	54	7	13.0	20.0	2	71	14	43	43	14						
Hou Acad. Intl.	25	9	36.0	20.0	2	67	56	44	22	22						
Sharpstown Intl	22	11	50.0	19.9	3	55	45	45	36	27						
Austin HS	34	9	26.5	19.9	2	56	56	33	22	22						
Madison HS	25	5	20.0	19.8	0	100	20	40	40	0						
Furr HS	24	5	20.8	19.6	0	80	40	20	0	0						
Yates HS	11	6	54.5	18.5	0	50	0	67	17	0						
E-STEM West HS	3	2	66.7	*	*	*	*	*	*	*						
Houston MSTC HS	39	1	2.6	*	*	*	*	*	*	*						
Jordan HS	15	4	26.7	*	*	*	*	*	*	*						
Leland YMCPA	2	1	50.0	*	*	*	*	*	*	*						
Long Acad	14	3	21.4	*	*	*	*	*	*	*						
Northside HS	22	4	18.2	*	*	*	*	*	*	*						
Sharpstown HS	14	3	21.4	*	*	*	*	*	*	*						
Sterling HS	11	1	9.1	*	*	*	*	*	*	*						
V Prep South	4	1	25.0	*	*	*	*	*	*	*						
Wheatley HS	5	1	20.0	*	*	*	*	*	*	*						
YWCPA	3	1	33.3	*	*	*	*	*	*	*						
AVA	6	0	0.0	--	--	--	--	--	--	--						
E-STEM Central HS	1	0	0.0	--	--	--	--	--	--	--						
Jones HS	2	0	0.0	--	--	--	--	--	--	--						
Kashmere HS	3	0	0.0	--	--	--	--	--	--	--						
Mid Coll - Fraga	2	0	0.0	--	--	--	--	--	--	--						
North Forest HS	6	0	0.0	--	--	--	--	--	--	--						
Scarborough HS	8	0	0.0	--	--	--	--	--	--	--						
Tx Conn. Acad.	1	0	0.0	--	--	--	--	--	--	--						
Wisdom HS	15	0	0.0	--	--	--	--	--	--	--						
Worthing HS	4	0	0.0	--	--	--	--	--	--	--						
G/T Total	1,915	771	40.3	25.7	490	63.6	695	90.1	586	76.0	605	78.5	515	66.8	440	57.1

Sources: ACT data file, 2016–2017; Graduate File, 2016–2017;

Note: A College Readiness (CR) benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. ACT College Readiness Benchmarks are 18 in English, 22 in Math, 22 in Reading, and 23 in Science.

*Scores not reported for less than 5 students tested; --No data

Appendix H–2

G/T SAT PARTICIPATION AND COLLEGE BOARD PERFORMANCE, GRADUATES ONLY, CLASS OF 2017

Sorted on Mean Total Score in Descending Order

School Name	# of GT Grads	# of G/T Tested	% of G/T Tested	Mean Total	# Met Both (ERW ≥480) (Math ≥530)	% Met Both
DeBaKey HS	105	87	82.86	1400	87	82.9
Carnegie HS	131	127	96.95	1338	125	95.4
Bellaire HS	275	247	89.82	1256	215	78.2
HS Perf. Vis. Arts	166	157	94.58	1247	131	78.9
Westside HS	136	129	94.85	1216	106	77.9
Lamar HS	211	196	92.89	1167	139	65.9
Challenge ECHS	45	45	100.00	1160	31	68.9
East ECHS	59	59	100.00	1131	39	66.1
Eastwood Acad	57	57	100.00	1130	42	73.7
Washington HS	8	8	100.00	1119	5	62.5
Energy Inst HS	49	48	97.96	1119	27	55.1
Heights HS	90	86	95.56	1108	54	60.0
N. Houston ECHS	47	46	97.87	1107	30	63.8
Chavez HS	57	57	100.00	1101	37	64.9
Northside HS	22	20	90.91	1093	12	54.5
Westbury HS	24	24	100.00	1092	15	62.5
HS for Law & Justice	24	24	100.00	1090	10	41.7
Long Acad	14	14	100.00	1072	5	35.7
Sharpstown Intl	22	22	100.00	1065	9	40.9
Scarborough HS	8	8	100.00	1061	2	25.0
Sharpstown HS	14	14	100.00	1061	5	35.7
Jordan HS	15	15	100.00	1059	10	66.7
Waltrip HS	56	53	94.64	1022	23	41.1
Hou Acad. Intl.	25	25	100.00	1021	7	28.0
Houston MSTC HS	39	36	92.31	1004	7	17.9
Wheatley HS	5	5	100.00	990	1	20.0
Madison HS	25	23	92.00	988	6	24.0
Milby HS	54	53	98.15	986	14	25.9
Sterling HS	11	10	90.91	986	2	18.2
Furr HS	24	23	95.83	977	4	16.7
North Forest HS	6	5	83.33	972	1	16.7
Wisdom HS	15	15	100.00	951	2	13.3
Austin HS	34	34	100.00	950	6	17.6
Yates HS	11	10	90.91	909	2	18.2
E-STEM Central HS	1	1	*	*	*	*
E-STEM West HS	3	3	*	*	*	*
Jones HS	2	1	*	*	*	*
Kashmere HS	3	3	*	*	*	*
Leland YMCPA	2	2	*	*	*	*
Tx Conn. Acad.	1	1	*	*	*	*
V Prep South	4	1	*	*	*	*
YWCPA	3	3	*	*	*	*
Worthing HS	4	1	*	*	*	*
AVA	6	0	--	--	--	--
Mid Coll - Fraga	2	0	--	--	--	--
G/T Total	1,915	1,798	93.9	1166	1,219	67.8

Sources: SAT data file, 2016–2017; Graduation file, 2016–2017

Note: The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 480 on the ERW section and greater than or equal to a 530 on the math section

*Scores not reported for less than 5 students. - -No data

Appendix I

G/T PROFESSIONAL DEVELOPMENT, 2017–2018

Course Description	N Completing
AP_Statistics PLC	7
AP_Crucial Conversations	22
AP_Crespo Thinking Maps	32
AP_Hybrid: G/T 30 Hours K-5	47
AP_K-5 Hybrid Online Component	50
AP_Calculus PLC	20
AP_Nature and Needs Service Options K-12	13
AP_Independent Investigation Method K-5	119
AP_G/T 12 Hours 6-12	10
GT_Nature & Needs Service Options Online	90
AP_Depth and Complexity K-5	331
AP_Depth and Complexity 6-12	60
AP_Advanced Placement Coordinators 6-12	99
AP_Manifestation of Giftedness online K-5	149
AP_New TEKS World Languages	13
AP_Hybrid: G/T 30 hours online component 6-12	3
GT_An Introduction to Recognizing IB ATL Skills in Practice	42
GT_JOB ALIKE 2017 K-12 G/T Coordinator	145
GT_Matrix Protocols	227
AP_Identification and Assessment for G/T Services	44
GT_Texas Performance Standards Project (TPSP)	126
GT_Texas Performance Standards (TPSP)	205
GT_Texas Performance Standards (TPSP)	91
AP_Advanced Placement Social Studies Kickoff	49
AP_Digital Design & Solid Modeling Boot Camp	11
GT_Differentiation in a Balanced Literacy Classroom_Burbank	58
GT_Kagan Strategies and Structure	85
GT_Teaching Gifted Kids in Today's Classroom Part 1 Pilgrim Academy	72
AP_Flexible Grouping 6-12	30
AP_GT 30 Hours 6-12	109
AP_GT 12 Hours 6-12	118
AP_Multiple Ways of Engagement 6-12	49
AP_Adapt Depth Pace Delivery 6-12	37
AP_Differentiation Using Technology K-12	31
AP_Adapt Depth Pace Delivery K-5	120
AP_Differentiation Foundation 6-12	3
AP_Flexible Grouping K-5	158
AP_Multiple Ways of Engagement K-5	236
AP_GT 30 Hours K-5	247
AP_GT Creative Classroom K-5	193
AP_Differentiation Foundations K-5	5
GT_Entering Kinder GT Testing Informational	25
GT_Manifestations of G/T	27

Appendix I (Continued)

G/T PROFESSIONAL DEVELOPMENT, 2017–2018

Course Description	N Completing
GT_K-12 G/T Coordinator Meeting	59
GT_ Entering Kindergarten G/T Testers	2
GT_ Independent Investigation Method (IIM)	20
GT_ Entering Kinder GT Tester	189
GT_Teaching GT Kids Today_DeZavala	13
GT_Differentiation in Middle and High School	67
AP_Capstone District PD	26
AP_Social Studies PLC	5
GT_30 Hours K-5 Online	328
GT_30 Hours 6-12 Online	221
AP_English Q&A Session	2
GT_Creative and Critical Thinking K-5	101
GT_Independent Investigation Method K-5	43
GT_Social and Emotional Needs for GT 6-12	20
GT_Engaging Gifted Students by Adding Depth and Complexity K-12	76
GT_Models of Differentiated Instruction K_12	145
GT_Social and Emotional Needs for Gifted and Talented Students K-5	41
GT_Creative and Critical Thinking K-12	76
GT_Engaging Gifted Students by Adding Depth and Complexity K-5	85
GT_Independent Investigation Method 6-12	15
GT_Models of Differentiated Instruction K-5	79
GT_DI: Flexible Grouping K-12 Online	143
GT_Differentiation Using Technology K-12 Online	61
GT_Differentiation Foundation Book Study K-12 Online	3
GT_DI: Adapt Depth, Pace & Delivery K-12 Online	81
GT_Identification & Assessment for GT Students K-12 Online	116
GT_DI: Multiple Ways of Engagement K-12 Online	160
GT_Creative Classroom K-12 Online	455
GT_Matrix Protocol Open Lab	14
AP_Chinese K/12 Teacher Collaboration	37
AP_Spanish Heritage Speakers Resources	1
AP_ELA Vertical Alignment Planning-HS	9
AP_The Countdown	82
GT_12 Hours K-12 Online	36
GT_Coordinator Open Lab	27
Duplicated OneSource Count	6,446
Unduplicated OneSource Count	4,562
Educators completing 6 or more hours	3,809
Educators completing 30 or more hours	905

Source: HRIS data file, 2017–2018; Advanced Academics Professional Development Offerings