MEMORANDUM February 10, 2016

TO: Board Members

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

SUBJECT: **VANGUARD PROGRAM EVALUATION: 2014–2015**

CONTACT: Carla Stevens, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (G/T) forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard/Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2014–2015 school year.

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

Key Findings:

- In 2014–2015, a total of 33,061 students attending 262 elementary, middle, and high schools were identified as G/T for the district's Vanguard Program, reflecting an **increase** in participation by 155 students when comparing 2013–2014 to 2014–2015.
- 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 2015, a total of 11,161 Advanced Placement (AP) exams were taken by 5,065 G/T students and 51.9 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates (38.7 percent) of 25.4 percentage points from 2007.
- For 2015, advanced levels of performance on the STAAR English for G/T students in grades 3–8, ranged from 29 percent in writing to 52 percent in reading. Advanced level of performance for first-time testers on the STAAR End-of-Course exams ranged from 20 percent in English II to 65 percent in Algebra I.
- For 2015, a total of 11,161 Advanced Placement (AP) exams were taken by 5,065 G/T students and 51.7 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates of 25.4 percentage points from 2007.
- On the fall 2014 PSAT results for eleventh grade, 1,849 or 96 percent of eleventh grade G/T students took the PSAT, and 68.8 percent met the College Readiness Benchmark of 142; this is an **increase** in participation and performance compared to the previous year.

- A total of 1,632 G/T students or 99 percent of the 2014 graduating class took either the SAT or ACT and almost half (49.0 percent) met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 65.0 percent met the TEA standard of 24 or higher (composite) on the ACT. This reflects **decreases** of 6.5 percentage points in SAT and 2.8 percentage points for ACT performance compared to the class of 2013.

Should you have any further questions, please contact Carla Stevens in the Department of Research and Accountability at 713-556-6700.

_____TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Adam Stephens
Annie Wolfe
Michael Dorsey
Principals

RESEARCH

Educational Program Report

Vanguard Program Findings Related to State Compliance 2014-2015

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT

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VANGUARD PROGRAM EVALUATION

FINDINGS RELATED TO STATE COMPLIANCE, 2014–2015

Executive Summary

Program Description

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

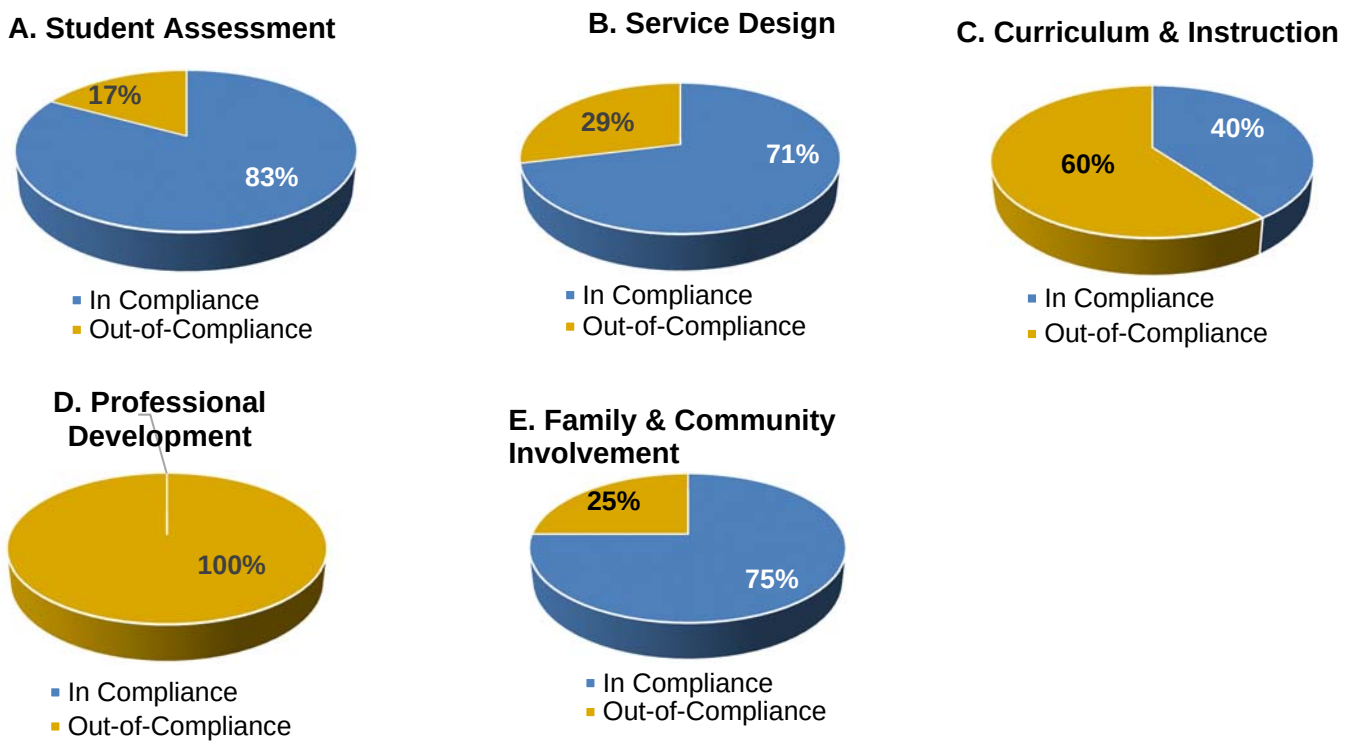
- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or,
- Excels in a specific academic field (Houston Independent School District, 2014a, p. XXIV-1)."

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 1**, p.21). The score card reflecting the degree to which HISD's Vanguard Program adheres to the Texas State Plan is provided in **Appendix A** (pp. 33–37). 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). The Vanguard Program supports the district's strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports. Specific measures of compliance include the following five components of the Texas State Plan:

1. Student Assessment (align to HISD Vanguard (G/T) Standards 2, 3, 4, and 13) (**Figure 1A**, p. 2),
2. Service Design (align to HISD Vanguard G/T Standards 1, 5, 11, 13, and 14) (**Figure 1B**, p. 2),
3. Curriculum and Instruction (align to HISD Vanguard G/T Standards 6, 7, 8, and 13) (**Figure 1C**, p. 2),
4. Professional Development (align to HISD Vanguard G/T Standards 9, 10, and 13) (**Figure 1D**, p. 2), and
5. Family/Community Involvement (align to HISD Vanguard G/T Standards 12 and 13) (**Figure 1E**, p. 2).

Figure 1A-1E. Texas State Plan Continuum Score Card Summary, 2014–2015 Evaluation Results



Source: Texas State Plan Score Card, Appendix A

Key Findings:

- In 2014–2015, a total of 33,061 students attending 262 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.6 percent of the district K–12 population, representing a slight **decrease** from 16.9 percent in 2013–2014; however, 155 more students participated in 2014–2015 than in 2013–2014.
- 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 2015, G/T students overwhelmingly met satisfactory levels of performance on STAAR English and Spanish in all subject areas; advanced levels of performance on the STAAR English ranged from 29 percent in writing to 52 percent in reading, and on the STAAR Spanish advanced performance levels ranged from 30 percent in writing to 41 percent in reading.
- For 2015, first-time testers on the STAAR End-of-Course exams scored 65 percent in Algebra, 51 percent in biology, 35 percent in English I, 20 percent in English II, and 56 percent in U.S. History at the advanced level of performance.
- For 2015, a total of 11,161 Advanced Placement (AP) exams were taken by 5,065 G/T students and 51.7 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates (38.7 percent) of 25.4 percentage points from 2007.

- In May of 2015, 372 HISD G/T students took a total of 1,146 International Baccalaureate (IB) examinations, where 57.2 percent scored a four or above on a scale from one to seven. This reflects an **increase** in participation of 59 students from 2007.
- On the fall 2014 PSAT results for eleventh grade, 1,849 or 96.0 percent of eleventh grade G/T students took the PSAT, and a total of 1,272 or 68.8 percent met the College Readiness Benchmark of 142; this is an **increase** in participation and performance compared to the previous year.
- A total of 1,632 G/T students or 98.7 percent of the 2014 graduating class took the SAT and/or the ACT and 49.0 percent met the TEA standard of 1110 or higher (critical reading and mathematics) and/or 65.1 percent met the TEA standard of 24 or higher (composite) on the ACT. This reflects **decreases** of 6.5 percentage points in SAT and 2.8 percentage points for ACT performance compared to the class of 2013.
- Based on the Vanguard Standards Review form returned by 165 elementary and 80 secondary campuses, there were 165 elementary teachers at 53 campuses and 193 secondary teachers at 28 campuses who were not G/T trained, but taught G/T students during the 2014–2015 school year.
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 0 percent for professional development to 83 percent for student assessment.

Recommendations

1. For a more equitable program for underrepresented groups, consideration should be given to using a defensible, published identification system, incorporating published rating scales (i.e. *Scales for Rating the Behavioral Characteristics of Superior Students*), expanding program services (i.e. language development, creative, the arts, and leadership), and 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, provisions to improve services to gifted/talented students as well as the results of this evaluation should be reflected in the district and campus improvement plans.
3. Align program services with the assessments given. To be in compliance with state mandates, the district is required by law to include assessments to evaluate social studies and science. If program services expand to include creativity, the arts, and leadership, these areas will need to be assessed.
4. Develop personalized Gifted Education Plans by school detailing how schools plan to meet the individual academic needs of each gifted student, establish campus based committees to help identify gifted students and develop and carry out the personalized plans, and create a centralized database so that progress and rigor can be monitored and evaluated.
5. Ensure that all employees that 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 §7.208). To accomplish this, the district should create a data base that tracks G/T professional development for all staff and Board Members so that program personnel can monitor activity.
6. Consideration should be given to create Vanguard Neighborhood G/T Centers, similar to Newcomer Centers, so that Vanguard Neighborhood schools have a critical mass of G/T students.
7. Update and align HISD Vanguard Standards with the 2010 Pre-K–Grade 12 Gifted Programming Standards released by the National Association for Gifted Children (NAGC) and the State Plan, including outcome measures and evidence-based best practices and educator professional development (i.e. identifying G/T

characteristics of underrepresented groups, teacher recommendation form/rating scales, and administration of assessments).

Administrative Response

The Advanced Academics Department will implement the following actions to support campuses and increase equity of and access to gifted and talent services.

1. Design new training to include supporting students in the areas of arts, creativity and leadership.

2. Partner with each campus to ensure that all staff have the required GT training and that when possible students are grouped with GT peers.

3. Develop a district wide GT Steering Committee comprised of various stakeholders focused on improving service design in HISD.

4. Oversee district wide GT Expos where students in grades K-12 will have the opportunity to showcase research in a variety of advanced-level products.

5. Work with Schools Offices and the Communications department to establish stakeholder communication protocol.

6. Update school improvement plans (SIP's) to include section about GT at each campus.

7. Establish grade and subject-specific PLC's across HISD that focus on best practices and allow for teacher collaboration.

8. Collaborate with Schools Offices to provide guidelines for selection of campus GT coordinators from a pool of certified non-instructional personnel.

9. For a more equitable program for underrepresented groups, consideration should be given to using a defensible, published identification system, incorporating published rating scales, expanding program services (i.e. language development, creative, the arts, and leadership), and having parents opt-out of the program rather than opt-into the program.

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 have the opportunity to work with their cognitive peers.

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2014–2015, the program served students at the following Board-approved 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 Sidney 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 have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2014a).

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 data bases, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix B** (pp.38–39) summarizes the methods used in detail. **Appendix C-1** (pp. 40–41) and **Appendix C-2** (pp. 42–43) show the matrices used to identify G/T students, and **Appendix D** (44–45) depicts the press release regarding proposed changes to the G/T program.

Data Limitations

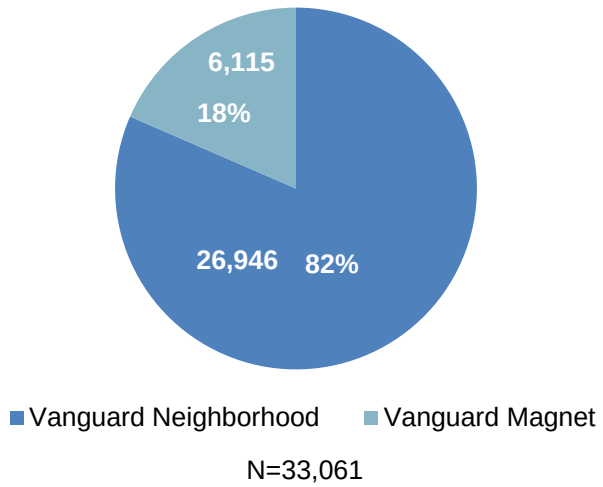
- For a detailed description of the limitations in using e-TRAIN, the Vanguard Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix B, pp. 38–39.

Results

What program options were provided to G/T students during the 2014–2015 school year, and how does current implementation compare to the Board-approved G/T Standards?

- In HISD, 33,061 G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 283 schools in HISD, 262 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 262 campuses with G/T identified students, 242 campuses offered a Vanguard Neighborhood program (K–12), 15 campuses offered a Vanguard Magnet program (K–12), and five campuses did not have a Vanguard program for their G/T students.
- For 2014–2015, out of a total of 33,061, 26,946 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,115 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 82 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 18 percent of the G/T students were served through the Vanguard Magnet program (**Figure 1**).

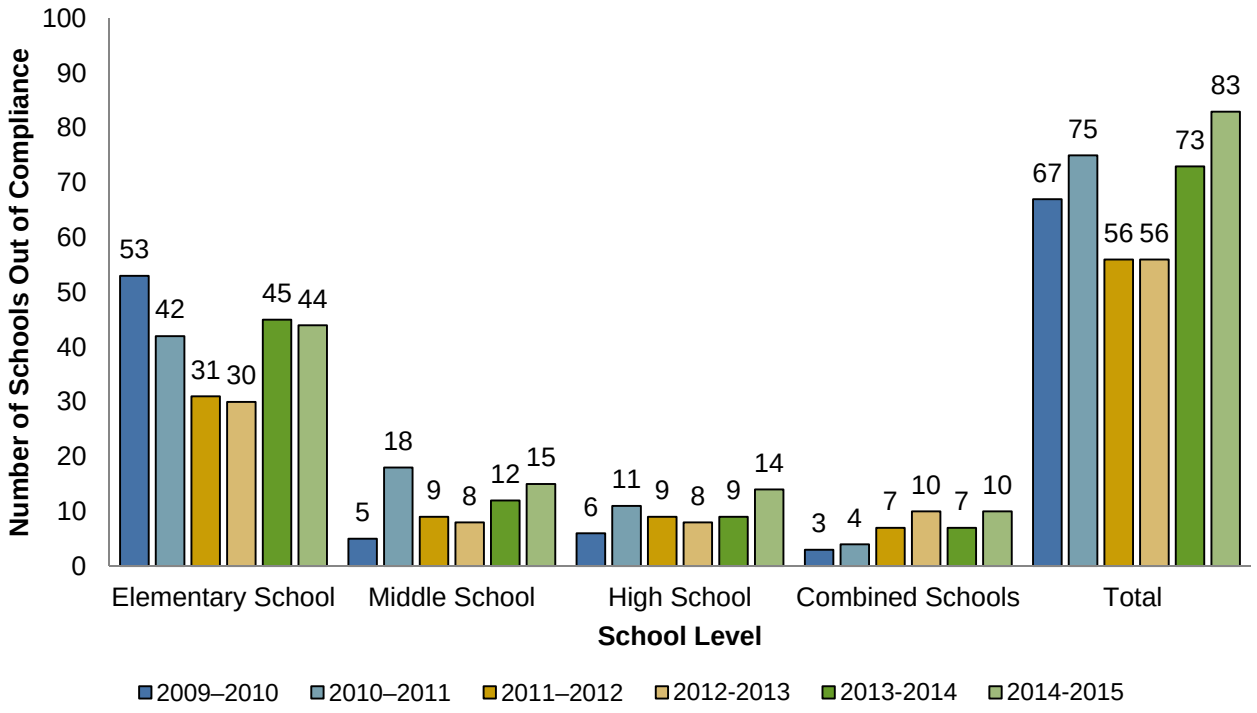
Figure 1. Number of G/T students by program design, 2014–2015



Source: Fall PEIMS Snapshot, 2014

- 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; Texas Education Agency, 2007–2015). For 2014–2015, there were 83 elementary and secondary campuses that identified fewer than three G/T students for at least one grade level. When comparing 2013–2014 to 2014–2015, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 73 to 83 (**Figure 2**). It is not clear if and/or how services were provided.
- In 2014–2015, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 10 combined schools to 44 elementary schools (Figure 2). A list of G/T enrollment by campus, and grade level, is provided in **Appendix E**, pp. 46–56.

Figure 2. Number of schools with fewer than 3 G/T students identified for at least one grade level, 2009–2010 to 2014–2015



Source: Fall PEIMS Snapshot, 2009–2010 to 2014–2015

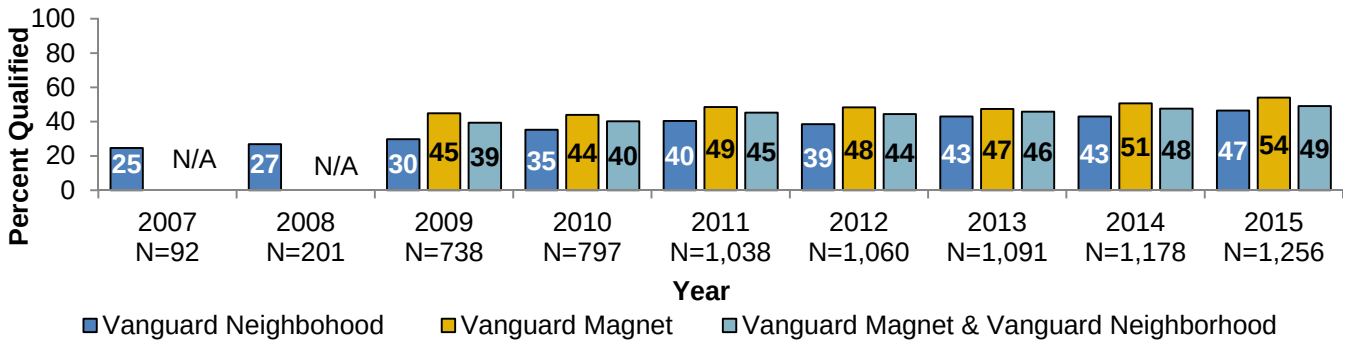
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and Advanced Academics Department showing their instructional delivery model for approval. Data from 165 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 165 elementary campuses that submitted a Vanguard Standards Review Worksheet, 155 campuses (93.4 percent) used cluster classes, 18 campuses (10.8 percent) used homogeneous classrooms, and 14 (8.4 percent) used a combination of cluster and homogeneous classrooms.
- Based on the Vanguard Standards Review form returned by 165 elementary and 80 secondary campuses, there were 165 elementary teachers at 53 campuses and 193 secondary teachers at 28 campuses who were not G/T trained, but taught G/T students during the 2014–2015 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 2014–2015 school year, a total of 33,061 students were identified as G/T compared to the district enrollment of 199,023 (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 16.6 percent in 2014–2015. However, there has been a slight decline from 16.9 percent in 2013–2014 (**Table 2**, p.22).
- When comparing the G/T percentages by grade level from 2006–2007 to 2014–2015, **increases** occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 0.1 percentage point for tenth grade, 3.4 percentage points for eleventh grade, and 2.0 percentage points for twelfth grade (Table 2, p.22).
- The **increase** in the percentage of G/T kindergarten students for 2014–2015 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2015. When these students enrolled in the district during the 2015–2016 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table 2, p.22).
- The percentage of qualified 4-year old students identified from neighborhood schools **increased** from 25.0 percent in 2007 to 47.0 percent in 2015, and magnet schools **increased** from 45.0 percent in 2009 to 54.0 percent in 2015 (**Appendix F**, pp. 57–60 and **Figure 3**).
- In 2015–2016, a total of 31 Vanguard Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix F, pp. 57–60).

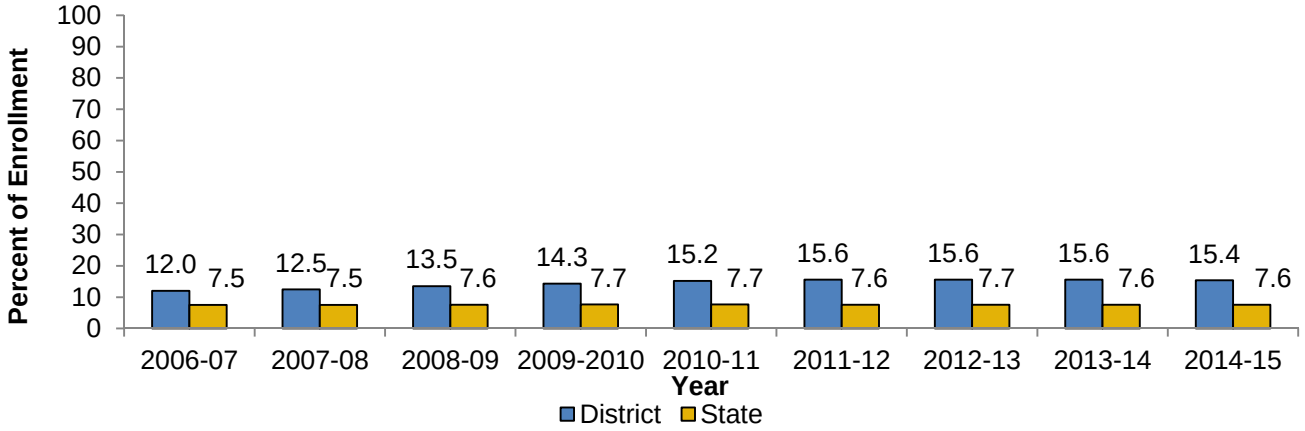
Figure 3. Percent of qualified 4-year old students entering kindergarten Vanguard Program, 2006–2007 to 2015–2016



Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2014–2015 Vanguard Program Evaluation Report, 2013–2014

- The percentage of G/T students identified at the state level ranged from 7.5 to 7.7 percent over the last nine school years. 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**).
- When comparing state G/T enrollment over the nine-year period, rates have not fluctuated by more than 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 12.0 percent in 2006–2007 to 15.6 percent in 2011–2012, 2012–2013 and 2013–2014 (Figure 4).
- When comparing district G/T enrollment over the nine-year period, there was an increase of 3.4 percentage points from 2006–2007. The G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2012–2013 and 2013–2014, and decreased to 7.8 in 2014–2015 (Figure 4).

Figure 4. Percent of G/T enrollment, 2006–2007 to 2014–2015 (Early Childhood included)



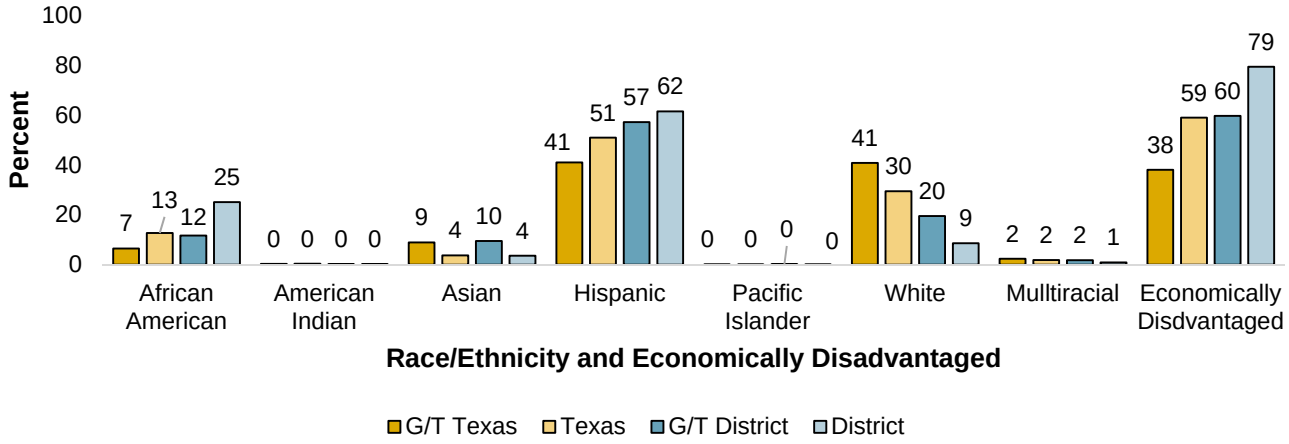
Source: Academic Excellence Indicator System (AEIS): 2006–07 through, 2011–12; Texas Academic Performance Reports (TAPR): 2012–13 to 2014–15

- African American students comprise 24.8 percent of the total HISD population in grades K–12. These students represent 11.5 percent of the G/T population reflecting an **underrepresentation** of African American students by 13.3 percentage points (**Table 3**, p.23).
- Hispanic students comprise 61.7 percent of the total HISD population in grades K–12, these students represent 57.0 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 4.7 percentage points (Table 3, p.23).
- While economically disadvantaged students comprise 74.3 percent of the total HISD population in grades K–12, these students represent 56.2 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 18.1 percentage points (Table 3, p.23).
- Since 2006–2007, underrepresentation has **decreased** for Hispanic, male, English Language Learners (ELL), Economically Disadvantaged, and Special Education students (Table 3, p. 23).
- Since 2006–2007, overrepresentation has **decreased** for White and Asian students (Table 3, p. 23).
- 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 by 6.6, 33.5, 8.6 and 11.5 percentage points, respectively (**Table 4**, p. 24).
- For kindergarten applicants, 51.2 percent of African American and 56.4 percent of Hispanic students who were identified as G/T during the universal assessment in 2014–2015, accepted, and enrolled in an HISD

school for the 2015–2016 school year. As of October 26, 2015, 79.7 percent of the African American and 89.5 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 5**, p. 25).

- For sixth grade, 62.1 percent of African American and 54.6 percent of Hispanic students who were identified as G/T during the universal assessment in 2014–2015, accepted, and enrolled in an HISD school for the 2015–2016 school year. As of October 26, 2015, 80.2 percent of African American and 89.0 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 5, p. 25).
- 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 6**, p. 25).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 0.5 percent at De Zavala to 45.4 percent at Windsor Village. For Hispanic students, the percentages ranged from 12.8 percent at TH Rogers ES/MS to 99.0 at De Zavala. The percentage of White students ranged from 0.0 percent at De Zavala to 57.0 percent at Travis, while the percentage of Asian students ranged from 0.3 at Windsor Village to 56.2 percent at TH Rogers ES/MS (Table 6, p. 25).
- A total of 38.7 percent of the Vanguard Magnet students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 9.4 at River Oaks Elementary School to a high of 93.7 at Burbank Middle School (Table 6, p.25).
- Demographic characteristics comparing the G/T student population of the district to the state shows the same inequity for African American, Hispanic, and economically disadvantaged students for the 2013–2014 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 (**Figure 5**).

Figure 5. Demographic Characteristics Comparing Gifted and Talented to the K-12 Student Population of the District and the State, 2013–2014



Source: Texas Education Agency, Enrollment Trends, Enrollment in Texas Public Schools, 2013–2014, [most recent state results publicly available]; Fall PEIMS Snapshot, 2013–2014.

G/T Exits

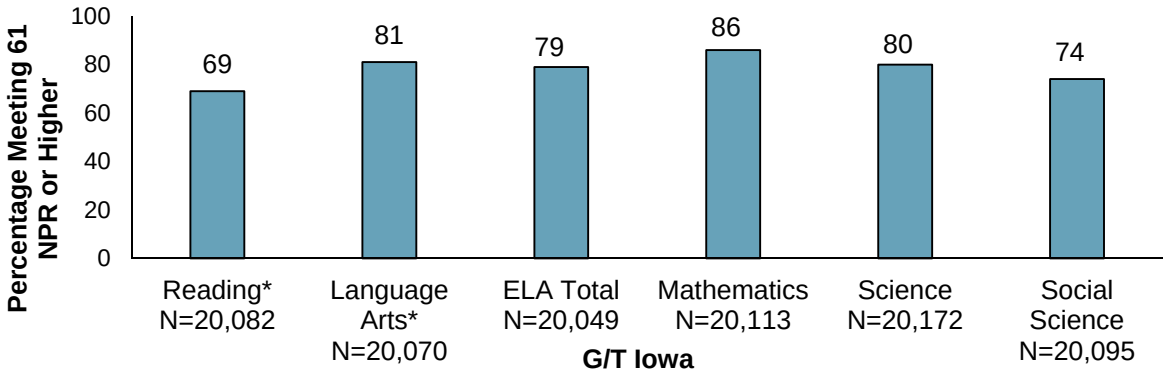
Students may be exited from the G/T program for the following reasons: 1) students fail to achieve academic success, 2) parents may voluntarily exit their child, 3) students fail to meet promotion standards or are retained, 4) students, upon reassessment, do not meet the qualifying score on the G/T matrix (Houston Independent School District, 2014a).

- **Table 7** (p. 26) depicts a cohort of students that were identified as G/T in 2013–2014 and their subsequent status the following year. If students were identified as G/T in 2014–2015, but were not G/T in the 2013–2014 school year, they were not included in the analysis.
- For the 2013–2014 school year, there were 3,357 first grade students who were identified as gifted and talented. Of the 3,357 G/T students identified, 3,089 retained their G/T identification in 2014–2015, while 260 or 7.7 percent did not return to HISD the following year and 8 were exited from the G/T Program (Tabl**e** 7, p. 26).
- During the district's universal G/T assessment that takes place during fifth grade for sixth grade G/T services, 1,201 G/T students were exited from the program. Of those, 922 (76.8 percent) were Hispanic, 186 (15.5 percent) were African American, 66 (5.5 percent) were White, 18 (1.5 percent) were Asian, 6 (0.5 percent) were identified as Two or more races, and 3 (0.2 percent) were American Indian (**Tables 7–9,** pp. 26–27).
- The average attendance for the 1,674 G/T students who were exited from the program was 97.7 percent. The minimum percentage for attendance was 48.00, the maximum and most frequently occurring (mode) percentage was 100, and the median percentage was 98.9 (**Table 10**, p. 27).
- Of the 1,674 G/T students who were exited from the G/T Program, a total of 113 students had a total of 205 disciplinary infractions (**Table 11** and **Table 12, p**p. 27–28).
- African American and Hispanic students comprise the largest proportion of students who were exited from the G/T Program and had a disciplinary action incident (Table 12, p. 28).
- The highest number of students who were exited from the G/T Program occurred in grade 5 with average reading scores being 52 NCEs and average mathematics scores being 63 NCEs (**Table 13,** p. 28).
- On the 2013–2014 Stanford, the lowest average NCE scores among exited G/T students was for reading and mathematics in grade 2 (49 NCEs and 55 NCEs respectively) (Table 13, p. 28).
- On the 2013–2014 Stanford, the highest average reading and mathematics NCE scores for exited G/T students were in grade 8 (67 NCEs and 77 NCEs, respectively) (Table 13, p. 28).
- On the 2013–2014 Aprenda, reading NCE scores ranged from 76 in grade 1 to 95 in grade 2, and mathematics NCE scores ranged from 82 in grade 1 to 97 in grade 2 (**Table 14**, p.28).

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

- According to HISD Vanguard (G/T) Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater on the Iowa and/or the Logramos, both norm-reference tests. Iowa data from 2015 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or higher. Scores ranged from 55 percent in grade 5 reading to 91 percent in grade 1 in reading and grades 2 and 3 in mathematics. The HISD Vanguard G/T standard was not met (**Table 15**, p.29).
- **Figure 6** summarizes the combined percent of G/T students in grades 1–8 scoring 61 NPR or higher on the Iowa for 2015. The reading subtest reflected the lowest scores for the percentage scoring 61 NPR or higher at 69 percent. On the mathematics subtest, the highest percentage of students scored a 61 NPR or higher at 86 percent.

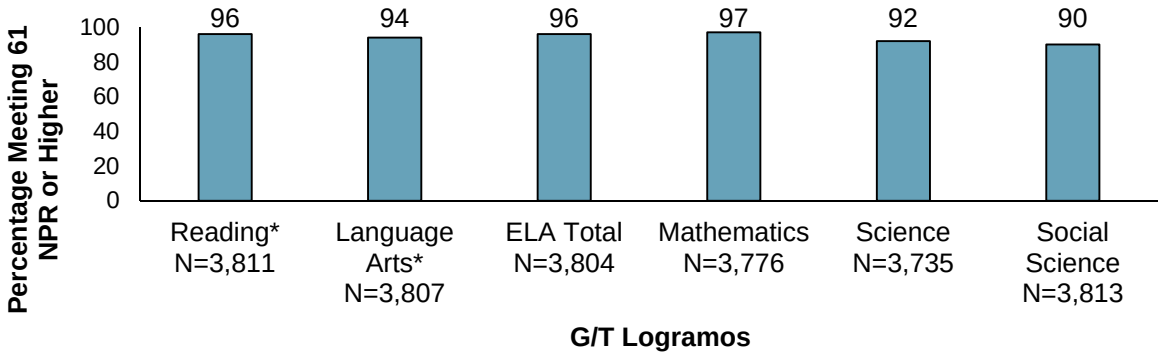
Figure 6. Percent of G/T students in grades 1–8 scoring 61 NPR or higher on the Iowa, Spring 2015



*Reading and Language Arts are subtests of the ELA Total.
Source: Iowa data file, 2015

- For 2015, Logramos achievement test results indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or higher. Scores ranged from 87 percent in grade 2 for social science to 98 percent in grade 1 for ELA, grades 1 and 2 for mathematics, and grade 1 for reading. The HISD Vanguard G/T standard was not met (**Table 16**, p.29 and **Figure 7**).

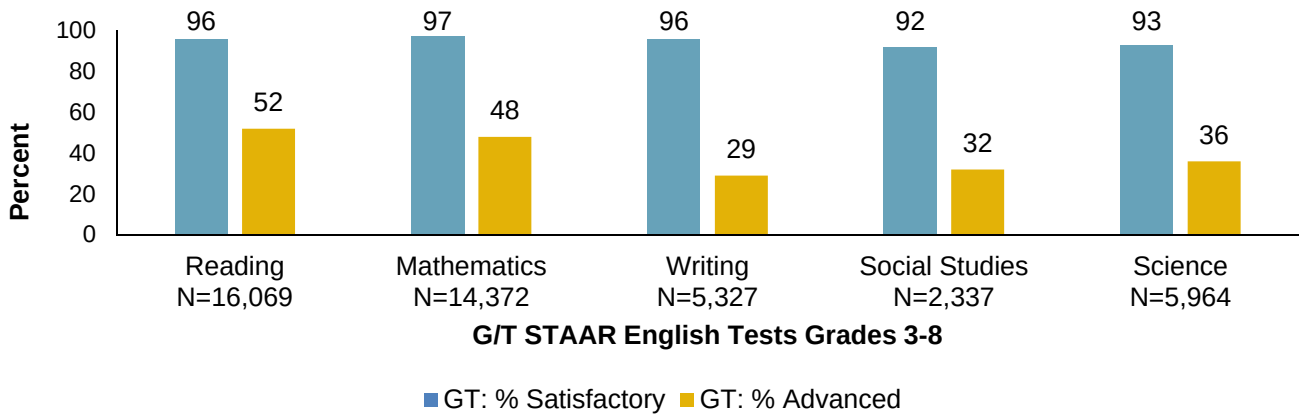
Figure 7. Percent of G/T students in grades 1–4 scoring 61 NPR or higher on the Logramos, Spring 2015



*Reading and Language Arts are subtests of the ELA Total.
Source: Logramos data file, 2015

- For 2015, G/T students in grades 3–8 scored satisfactory performance results ranging from 92 percent on STAAR English social studies to 97 percent on STAAR English mathematics. However, at the advanced level, results ranged from 29 percent on STAAR English writing to 52 percent on STAAR English reading (**Figure 8** and **Table 17**, p. 30).

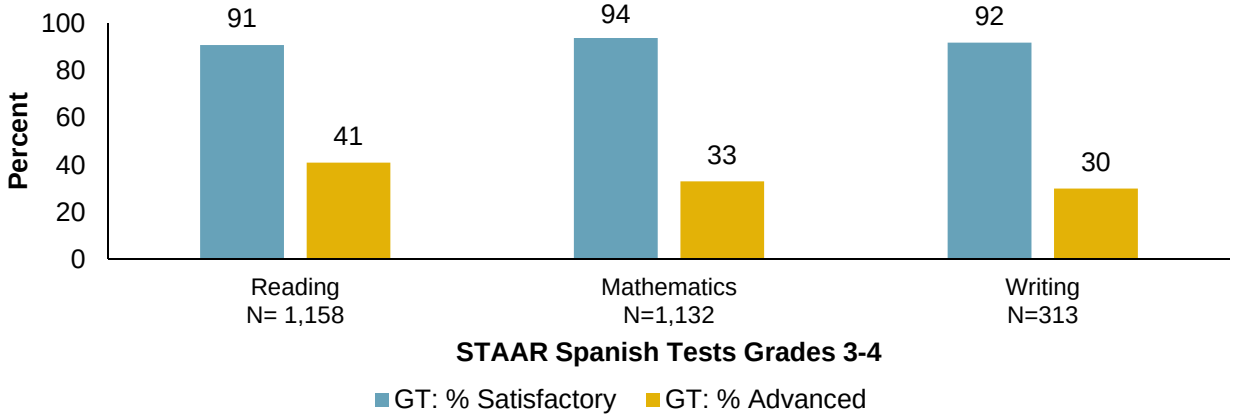
Figure 8. Percent of G/T student performance on STAAR English (grades 3–8 combined), Spring 2015



Source: STAAR data files, 2015;
First Administration for Grades 5 and 8.

- For 2015, 94 percent of G/T students in grades 3–4 scored satisfactory on the STAAR Spanish mathematics test, reflecting the highest level of achievement of the three tests for meeting the phase-in standard, whereas reading reflected the lowest of the three tests for meeting the satisfactory phase-in standard as well as the highest of the three tests for meeting advanced performance level at 91 percent and 41 percent, respectively (**Figure 9** and **Table 18**, p. 30).

Figure 9. Percent of G/T student performance on STAAR Spanish (grades 3–4 combined), Spring 2015

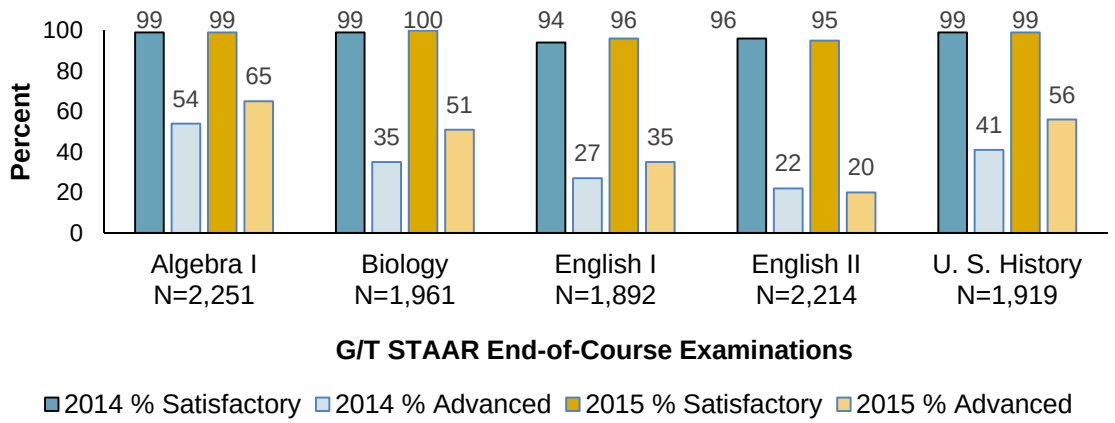


Source: STAAR data files, 2015
Note: There were no G/T fifth grade students who tested on STAAR Spanish.

- For 2015, 10,237 G/T students were first-time testers on at least one of the five STAAR End-of-Course exams. Since students may take more than one end-of-course exam, this reflects a duplicated count. The

lowest percentage of students scoring in the satisfactory range was associated with the English II exam, where 95 percent of G/T test-takers scored satisfactory and 20 percent scored at the advanced performance level. Algebra I reflected the exam for which the highest percentage of G/T students scored advanced (65 percent), and 100 percent of G/T students scored satisfactory on the Biology End-of-Course exam, reflecting the highest percentage for the Satisfactory phase-in-1 standard (**Figure 10** and **Table 19,** p. 30).

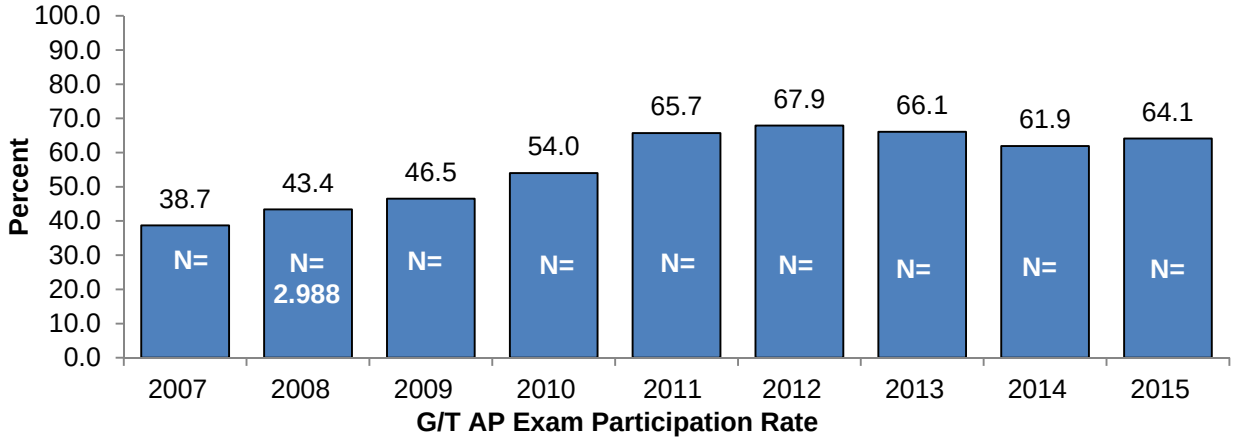
Figure 10. Percent of G/T student performance on STAAR End-Of-Course Exams, Spring 2014 & 2015



Source: STAAR data file, 2015; First-Time Tested Students Only

- When comparing 2007 to 2015 AP participation, the number of G/T high school students taking AP tests **increased** by 70.3 percent from 2,974 in 2007 to 5,065 in 2015 (**Figure 11** and **Appendices G– H**, pp. 61–63).
- When comparing 2007 to 2015 AP participation rates, the percentage of G/T students taking AP tests **increased** by 25.4 percentage points from 38.7 percent in 2007 to 64.1 percent in 2015 (Figure 11 and Appendices G–H, pp. 61–63).

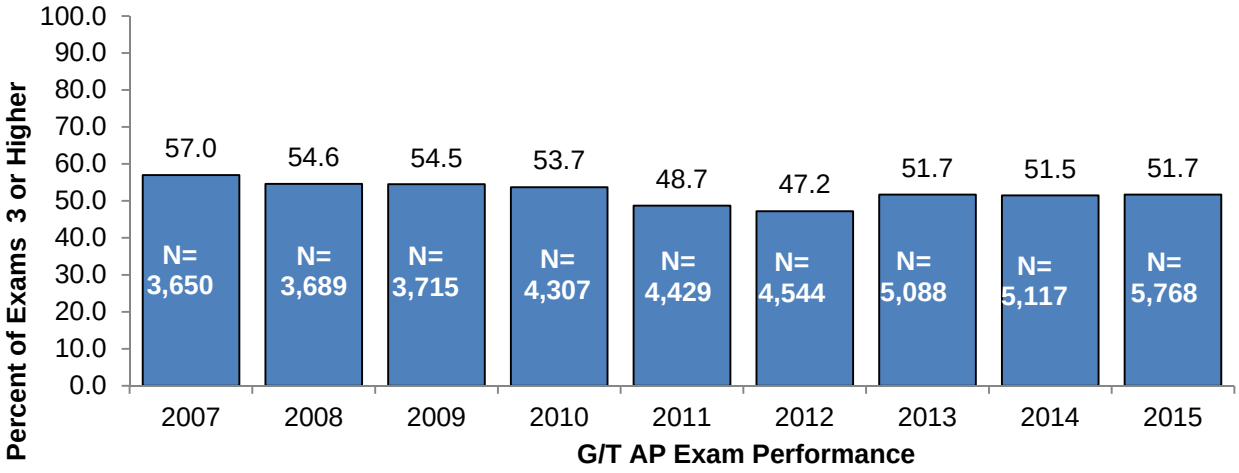
Figure 11. Percent of G/T students taking AP tests, Spring 2007–2015



Note: N=number of G/T students taking at least one AP test.
Source: 2015 College Board AP data file; retrieved August 14, 2015; HISD Research and Accountability, Vanguard Program Evaluation Report, 2013–2014

- When comparing 2007 to 2015 AP performance, the number of exams taken **increased** from 6,416 exams in 2007 to 11,161 exams in 2015 (Appendices G–H, pp. 61–63, and **Figure 12**).
- When comparing 2007 to 2015 AP performance, the percentage of exams scoring three or higher **decreased** from 57.0 percent in 2007 to 51.7 percent in 2015 (Appendix G–H, pp. 61–63 and Figure 12).

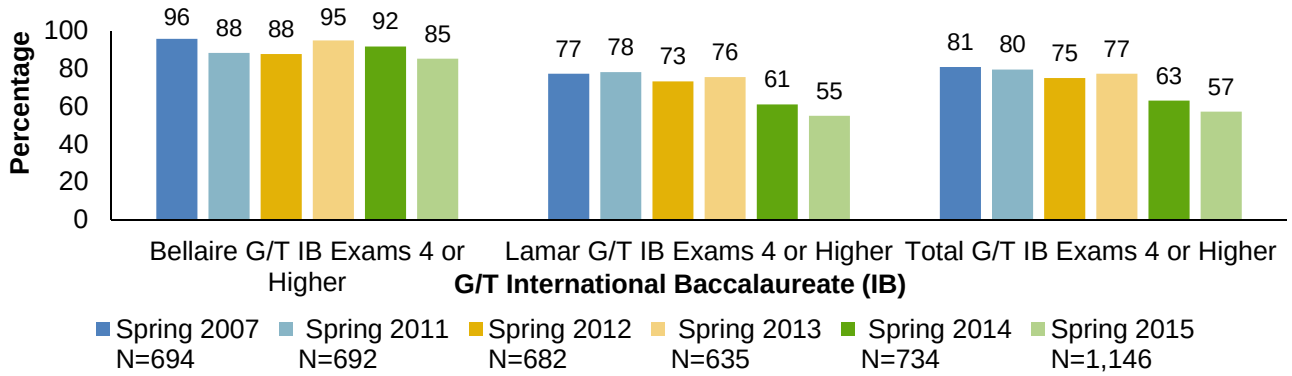
Figure 12. Percent of G/T students scoring 3 or higher on AP tests, Spring 2007–2015



Note: N=number of exams with a score of 3 or higher.
Source: 2015 College Board AP data file; retrieved August 14, 2015; HISD Research and Accountability, Vanguard Program Evaluation Report, 2013–2014

- In May of 2015, 372 HISD G/T students took a total of 1,146 International Baccalaureate examinations (IB), where 57.2 percent scored a four or above on a scale from one to seven. This reflects an increase in participation since 2007. With the exception of 2013, the percentage of G/T IB exams scoring 4 or higher has **declined** from 81 percent in 2007 to 57 percent in 2015 (**Table 20**, p. 31 and **Figure 13**).
- For 2015, 12 Bellaire and 31 Lamar high schools G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 84 in 2007 to 43 in 2015 (**Table 21**, p. 31).

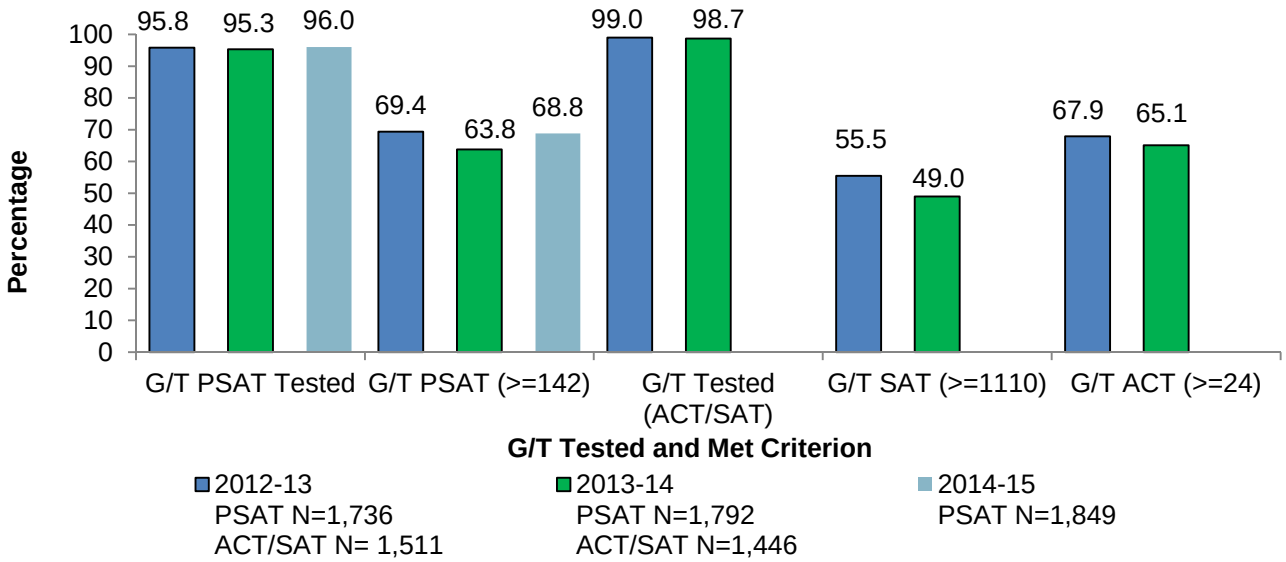
Figure 13. Percent of G/T students taking IB tests and percentage scoring 4 or higher, Spring 2007, 2011, 2012, 2013, 2014, and 2015



Source: International Baccalaureate Organization Candidate Results, 2015; Vanguard Program Evaluation Report, 2013–2014

- On the fall 2014 PSAT results for eleventh grade, 1,849 or 96.0 percent of G/T students took the PSAT, and a total of 1,272 or 68.8 percent met the College Readiness Benchmark of 142; this reflects an **increase** in both participation and performance compared to the previous year (**Appendix I**, pp. 64–65 and **Figure 14**).

Figure 14. G/T participation and performance on the PSAT (Fall), ACT, and SAT, 2012–2013 through 2014–2015



Source: PSAT data file, 2014; ACT data file, 2014; SAT School Day data file, 2014 and SAT data file 2013–2014; Fall PEIMS Snapshot, 2014; Vanguard Program Evaluation Report, 2013–2014. *The methodology used to calculate PSAT College Readiness Benchmark was revised from 152 in Fall 2011 to 142 in Fall 2012 (Appendix **B**, p. 38).

- Out of 31 campuses that tested five or more G/T students on the fall 2014 PSAT, twelve campuses had at least 70 percent of their G/T eleventh grade students reaching the College Readiness Benchmark of 142 (Appendix I, p. 64–65 and Figure 14).
- For the 2013–2014 school year, a total of 1,632 G/T students or 98.7 percent of the 2014 graduating class took the SAT and/or ACT, and 49.0 percent met the TEA standard of 1110 or higher (critical reading and mathematics) on the SAT and/or 65.1 percent met the TEA standard of 24 or higher (composite score) on the ACT, reflecting **decreases** in SAT and/or ACT participation and performance compared to the class of 2013 (**Appendix J-1**, pp. 66–67 and Figure 14).
- Out of 33 campuses with at least five students tested from which G/T students graduated during the 2013–2014 school year, three high schools had at least 70 percent or more of their G/T students with a combined critical reading and mathematics score of 1110 on the SAT; six of the 21 high schools had at least 70 percent of their G/T students with a composite score of 24 or higher on the ACT (Appendix J-1, pp. 66–67).
- According to the College Board, a score of 1550 (critical reading, mathematics, and writing sections combined), indicates a student has a 65 percent likelihood of achieving a B- average or higher during the first year of college. Out of 33 campuses with at least five students tested from which G/T students graduated during the 2013–2014 school year, eight high schools had at least 70 percent or more of their G/T students with a combined critical reading, mathematics, and writing score of 1550 (**Appendix J-2**, pp. 68–69).

- According to HISD Vanguard Standard 6–Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2015, the percent of G/T middle school students enrolled in advanced classes in the four core content areas **decreased** from 91.2 percent to 85.2 percent, but the actual number of students taking advanced courses **increased** by 38.7 percent (**Table 22**, p. 31).
- 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 2015, the percent of G/T high school students enrolled in two advanced classes **decreased** from 95.2 percent to 86.6 percent. However, the actual number of students taking advanced courses **increased** by 35.9 percent (**Table 23**, p. 32).
- From 2010–2011 through 2013–2014, 15, 24, 11, and 21 G/T students dropped out of school, reflecting 0.1, 0.2, <0.1, and .17 percent of the grade 7–12 cumulative enrollment (Table 24, p. 32).
- From 2010–2011 through 2013–2014, 1.8 percent, 3.0 percent, 1.6 percent, and 2.1 percent of G/T students did not graduate (Table 24, p.32).

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

- For 2014–2015, a total of 1,926 and 960 educators (unduplicated) completed 6 or more hours and/or 30 or more hours of G/T professional development fulfilling the state and district professional development requirements, respectively (**Appendix K**, pp. 70–71).
- For 2014–2015, 2,596 educators completed one or more of the 59 G/T professional development opportunities offered through e-TRAIN for a total of 4,060 courses (Appendix K, pp. 70–71).
- For 2014–2015, 2,593 educators attended at least one Vanguard Coordinator meeting or AP PLC Meeting (Appendix K, pp. 70–71).
- Based on the 2014–2015 HISD Advanced Academics G/T Standards Review, 165 elementary and 193 secondary teachers at 53 elementary and 28 secondary campuses provided instruction for G/T students, but had not completed their G/T training. These 82 campuses were out of compliance with the Texas State Plan.
- Based on the 2014–2015 HISD Advanced Academics G/T Standards Review, 17 counselors and other administrators and 27 principals at the elementary level did not have G/T training certificates on file.
- Based on the 2014–2015 HISD Advanced Academics G/T Standards Review, 27 counselors and other administrators and 24 principals at the secondary level did not have G/T training certificates on file.

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 the G/T Standards Review, there were schools that indicated their 6 hour update was included on the School Improvement Plan (SIP), however, there was no mention of the G/T training when the submitted SIPs were reviewed.
- For 2014–2015, 37 out of 262 Vanguard schools participated in or hosted a G/T Expo, sharing advanced products with parents, students, and the community.

- A survey was administered to G/T teachers and coordinators in May 2015. A total of 280 respondents submitted the survey, representing 57 schools. The results are summarized in **Appendix L**, pp. 72–74.
- When respondents were asked what strategies were used to serve gifted and talented children, out of 7 listed strategies, differentiation received the highest percentage with 23.4 percent followed by creative activities with 20.8 percent (Appendix L, pp. 72–74).
- On the 2015 Gifted and Talented Teacher and Coordinator Survey, when respondents were asked whether the needs of their gifted and talented children were met, 27.5 percent responded *All of the time*, 66.1 percent responded *Some of the time*, 3.9 percent responded *None of the time*, and 2.5 percent did not provide a response (Appendix L, pp. 72–74).
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 0 percent for professional development to 83 percent for student assessment (Appendix A, pp. 33–37; Figur 1A–1E).
- 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 nine 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.There are campuses that are meeting the needs of high performing students, and these campuses are perceived positively by the community and parents. To help program personnel identify areas of strengths and weaknesses in the program, a Texas State Plan Score Code was developed. The strongest component of the five components in the Texas State Plan centered on Student Assessment. The district conducts two universal assesments, 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 identifed and served and to provide consistency regarding implementation across schools. After nine 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 and appropriate outcome measures need to be selected, 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 *State Texas 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.

The G/T students in the district would benefit from using a published identification system. Lohman and Renzulli (2007) have published a procedure for combining ability scores, achievement scores, and teacher ratings to identify academically talented students. Another resource for identifying gifted students has been published by Susan Johnsen (2004).

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 calenders for 30 hours and for the 6-hour G/T update. Consideration should be given to providing targeted training to the teacher recommendation form used in the matrix along with characteristics of gifed students in poverty and ELL students, since these underserved populations differ in how they express their G/T traits (Slocumb & Olenchak, 2006).

Over the past nine years, the percentage of students in HISD identified as G/T has increased (12.0 percent to 15.4 percent), while G/T enrollment at the state level has essentially not fluctuated (7.5 percent to 7.7 percent). District G/T percentages have exceeded state G/T percentages over the past nine years, with the largest differential occurring for the 2012–2013 and 2013–2014 school years (8.0 percentage points, respectively). 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, (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 economically disadavantaged are underrepresented. However, since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, ELL, 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 assessement 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 thirteen years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013, and 2014). 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 Gited 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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Table 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)

Standard	**HISD Vanguard Standards** Board Approved, March 2007	***The Texas State Plan for the Education of Gifted/Talented Students*** October 2009	**2010 National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Programming Standards***
			1. Learning and Development
			4. Learning Environments
Standard 1	Program Design	Section 2: Service Design	5. Programming
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	Instructional Delivery Models	Section 2: Service Design	6. Programming
Standard 6	Curriculum and Instruction	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 7	Monitoring Program Implementation-Quality-Rigor	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 8	Student Success (expectations)	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 9	Professional Development for Administrators	Section 4: Professional Development	6. Professional Development
Standard 10	Professional Development for G/T Teachers	Section 4: Professional Development	6. Professional Development
Standard 11	Data Quality and Compliance	Section 2: Service Design	5. Programming
Standard 12	Parent/Community Communication and Involvement	Section 5: Family/Community Involvement	
Standard 13	Evaluation	Section 2: Service Design	
		Section 3: Curriculum and Instruction	5. Programming
		Section 5: Family/Community Involvement	
		Section 4: Professional Development	6. Professional Development
		Section 1: Student Assessment	
Standard 14	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.

Table 2. Comparison of G/T Student Population to the District Population, 2006–2007 and 2014–2015 (K–12)

	2006–2007			2014–2015			
Grade	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†	Change
Kindergarten	303	16,408	1.8	884	18,141	4.9	3.1
First	1,685	18,290	9.2	3,155	18,866	16.7	7.5
Second	2,122	16,431	12.9	3,628	18,644	19.5	6.6
Third	2,312	15,998	14.5	3,537	17,663	20.0	5.5
Fourth	2,398	15,859	15.1	3,498	17,229	20.3	5.2
Fifth	2,435	14,454	16.8	3,790	16,125	23.5	6.7
Subtotal (K–5)	**11,255**	**97,440**	**11.6**	**18,492**	**106,668**	**17.3**	**5.7**
Sixth	1,671	14,118	11.8	2,051	13,764	14.9	3.1
Seventh	1,904	14,101	13.5	2,246	13,541	16.6	3.1
Eighth	1,796	13,552	13.3	2,367	13,741	17.2	3.9
Ninth	1,811	16,010	11.3	1,931	16,167	11.9	0.6
Tenth	2,118	12,159	17.4	2,227	12,892	17.3	-0.1
Eleventh	2,026	10,192	19.9	1,928	11,659	16.5	-3.4
Twelfth	1,795	9,335	19.2	1,819	10,591	17.2	-2.0
Subtotal (6–12)	**13,121**	**89,467**	**14.7**	**14,569**	**92,355**	**15.8**	**1.1**
HISD Totals*	**24,376**	**186,907**	**13.0**	**33,061**	**199,023**	**16.6**	**3.6**
2013–2014 Total				**32,906**	**194,311**	**16.9**	

† Calculation based on G/T enrollment divided by District enrollment by grade level.
*Calculation based on GT enrollment for grades K–12 divided by District enrollment for grades K–12.
Source: Fall PEIMS Snapshot 2006–2007, 2013–2014, and 2014–2015.

Table 3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2014–2015, Grades K–12

	2006–2007					2014–2015					
	G/T		District			G/T		District			Gap
	N	%	N	%	Diff	N	%	N	%	Diff	Diff.
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,810	11.5	49,376	24.8	-13.3	+
Amer. Indian	-	-	-	-	-	57	0.2	384	0.2	0.0	
Asian	2,502	10.3	6,096	3.3	7.0	3,309	10.0	7,327	3.7	6.3	-
Hispanic	10,671	43.8	109,577	58.6	-14.8	18,860	57.0	122,792	61.7	-4.7	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-		
Pac. Islander	-	-	-	-	-	46	0.1	171	0.1	0	
White	7,044	28.9	16,345	8.7	20.2	6,320	19.1	17,135	8.6	10.5	-
Two or More	-	-	-	-	-	659	2.0	1,838	0.9	1.1	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,788	47.8	101,215	50.9	-3.1	-
Female	13,090	53.7	91,616	49.0	4.7	17,273	52.2	97,808	49.1	3.1	-
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	5,869	17.8	34,268	17.2	0.6	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	18,572	56.2	147,834	74.3	-18.1	-
ELL	2,642	10.8	47,770	25.6	-14.8	7,042	21.3	57,102	28.7	-7.4	-
ESL	201	0.8	13,665	7.3	-6.5	667	2.0	16,952	8.5	-6.5	
Special Ed.	458	1.9	19,317	10.3	-8.4	269	0.8	15,195	7.6	-6.8	-
HISD Totals	**24,376**	**100.0**	**186,907**	**100.0**		**33,061**	**100.0**	**199,023**	**100.0**		

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 2014–2015.
Shaded areas denote at least 1 percentage point difference.
Source: Fall PEIMS Snapshot, 2006–2007 and 2014–2015.

Table 4. Comparison of Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2015–2016 (Nine Years of Implementation)

	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2015–2016		District Enrollment 2015–2016		
Race/Ethnicity	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Change**
Kindergarten									
African American or Black	171	15.7	4,070	25.1	309	16.0	3,866	22.6	-6.6
American Indian					1	0.1	26	0.2	-0.1
Asian/Pacific Islander	160	14.7	498	3.1	411	21.3	748	4.4	16.9
Hispanic	311	28.6	10,320	63.7	557	28.8	10,656	62.3	-33.5
Native American	2	0.2	19	0.1	-	-	-	-	NA
White	435	40.0	1,282	7.9	573	29.7	1,581	9.2	20.5
Two or More Races					81	4.2	217	1.3	2.9
Missing	8	0.7	0	0.0	-	-	-	-	NA
Total	**1,087**	**100.0**	**16,189**	**100.0**	**1,932**	**100.0**	**17,094**	**100.0**	
Sixth									
African American or Black	301	17.3	3,769	29.1	486	16.4	3,395	25.0	-8.6
American Indian	-	-	-	-	5	0.2	28	0.2	0.0
Asian	208	12.0	413	3.2	359	12.1	528	3.9	8.2
Hispanic	790	45.5	7,747	59.8	1,462	49.5	8,276	61.0	-11.5
Native American	1	0.1	9	0.1	-	-	-	-	NA
White	436	25.1	1,012	7.8	599	20.3	1,206	8.9	11.4
Two or More Races	-	-	-	-	44	1.5	138	1.0	0.5
Missing	2	0.1	-	-	-	-	-	-	NA
Total	**1,738**	**100.0**	**12,950**	**100.0**	**2,955**	**100.0**	**13,571**	**100.0**	

Source: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, entering 2015–2016; Fall PEIMS Snapshot 2007 and Chancery Extract, October 26, 2015.
Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used. Vanguard Applicants applying for the 2015–2016 school year include only those using the on-line system. Hard copies were not tracked.

Table 5. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Acceptance, and Enrollment by Race/Ethnicity, 2015–2016

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Identified as G/T
Kindergarten	African American	309	125	78	64	51.2	79.7
	American Indian	1	*	*	*	*	*
	Asian/Pacific Islander	411	240	132	106	44.2	93.4
	Hispanic	557	220	135	124	56.4	89.5
	White	573	275	157	139	50.5	92.8
	Two or More Races	81	44	29	26	59.1	92.3
	Total	**1,932**	**904**	**531**	**459**	**50.8**	**90.2**
Sixth	African American	486	195	134	121	62.1	80.2
	American Indian	5	2	*	*	*	*
	Asian/Pacific Islander	359	307	206	175	57.0	93.1
	Hispanic	1,462	749	459	409	54.6	89.0
	White	599	465	336	273	58.7	79.5
	Two or More Races	44	33	24	22	66.7	95.5
	Total	**2,955**	**1,751**	**1,160**	**1,001**	**57.2**	**86.2**

*Results not reported for less than 5 students

Source: Magnet Department, Magnet Applications Data File Extract, October 29, 2015 and Chancery Extract, October 26, 2015.

Table 6. Demographic Characteristics for Vanguard Magnet Students by School, 2014–2015

		Percent							
School	**N**	**African Am.**	**Am. Indian**	**Asian**	**Hisp.**	**Pacific Island.**	**White**	**Two or More**	**Econ. Disadv.**
Elementary									
Askew	272	13.6	0.0	34.6	25.0	0.4	23.2	3.3	27.6
Carrillo	174	1.7	0.0	0.6	95.4	0.0	2.3	0.0	77.0
De Zavala	194	0.5	0.0	0.5	99.0	0.0	0.0	0.0	83.5
Herod	380	18.2	0.0	16.1	32.4	0.3	30.5	2.6	30.5
Oak Forest	413	7.0	0.2	4.6	32.4	0.0	51.3	4.4	20.8
River Oaks	521	6.5	0.0	28.6	16.5	0.4	40.1	7.9	9.4
Roosevelt	229	7.0	0.0	4.8	86.9	0.0	1.3	0.0	81.7
Travis	381	1.6	0.0	2.4	32.8	0.3	57.0	6.0	12.9
Windsor Village	295	45.4	0.0	0.3	52.2	0.0	1.0	1.0	80.0
Middle									
Black	204	8.3	0.0	2.0	38.2	0.0	47.5	3.9	32.4
Burbank	446	2.7	0.0	0.9	96.2	0.0	0.2	0.0	93.7
Hamilton	374	7.5	0.0	1.3	84.8	0.0	5.9	0.5	78.3
Lanier	964	7.9	0.5	16.1	31.7	0.2	39.3	4.3	22.6
Combined									
Rogers TH ES & MS	655	9.0	0.5	56.2	12.8	0.5	18.6	2.4	18.9
High									
Carnegie	613	10.8	0.2	18.8	28.2	0.0	39.0	3.1	25.3
Vanguard Magnet Total	**6,115**	**9.6**	**0.2**	**16.3**	**43.1**	**0.2**	**27.6**	**3.1**	**38.7**
HISD K–12 Total	**199,023**	**24.8**	**0.2**	**3.7**	**61.7**	**0.1**	**8.6**	**0.9**	**74.3**

Source: Fall PEIMS Snapshot, 2014

Table 7. Number of G/T Students Cohort Analysis of Mobility and G/T Status

	2013–14 Identified G/T Students N	2014–15 Returned G/T Status N	2014–15 Did Not Return to HISD N	Number of G/T Students Exited from the program* N
Kindergarten	867	773	94	0
Grade 1	3,357	3,089	260	8
Grade 2	3,435	3,159	256	20
Grade 3	3,451	3,189	240	22
Grade 4	3,896	3,602	282	12
Grade 5	3,527	1,499	827	1,201
Grade 6	2,244	2,098	124	22
Grade 7	2,344	2,228	103	13
Grade 8	1,980	1,649	216	115
Grade 9	2,292	2,127	106	59
Grade 10	1,966	1,810	88	68
Grade 11	1,879	1,662	83	134
Grade 12	1,668	8	1,660±	N/A
Total	**32,906**	**26,893**	**2,679**	**1,674**

*Exited students were defined as those students who were identified as G/T on the Fall PEIMS Snapshot in 2013, but were not identified as G/T on the Fall PEIMS Snapshot in 2014.

±Of the 1,668 seniors identified as G/T in 2013–2014, there were 1,636 seniors that were G/T in 2013–2014 who graduated, 24 who left the district in 2014–2015, and 8 seniors who were retained and still retained their G/T status.
Source: Fall PEIMS Snapshot, 2013 and 2014

Table 8. Number of G/T Students Exited* from the G/T Program by Race/Ethnicity

2013-14 Grade	Exited* G/T	African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	Two or more	White
01	8	2			5			1
02	20	1		1	15			3
03	22	1			18			3
04	12	1			11			
05	1,201	186	3	18	922		6	66
06	22			1	20			1
07	13			3	10			
08	115	13		19	73	1	2	7
09	59	8		1	44	1	1	4
10	68	15			46		1	6
11	134	18	1	3	98	2	1	11
Total	**1,674**	**245**	**4**	**46**	**1,262**	**4**	**11**	**102**

*Exited students were defined as those students who were identified as G/T on the Fall PEIMS Snapshot in 2013, but were not identified as G/T on the Fall PEIMS Snapshot in 2014.
Source: Fall PEIMS Snapshot, 2013 and 2014

Table 9. Percent of G/T Students Exited from the G/T Program by Race/Ethnicity

2013-14 Grade	Exited* G/T N	% African Am.	% Am. Indian	% Asian	% Hisp.	% Pacific Island.	% Two or more	% White
01	8	25.0	0.0	0.0	62.5	0.0	0.0	12.5
02	20	5.0	0.0	5.0	75.0	0.0	0.0	15.0
03	22	4.5	0.0	0.0	81.8	0.0	0.0	13.6
04	12	8.3	0.0	0.0	91.7	0.0	0.0	0.0
05	1,201	15.5	0.2	1.5	76.8	0.0	0.5	5.5
06	22	0.0	0.0	4.5	90.9	0.0	0.0	4.5
07	13	0.0	0.0	23.1	76.9	0.0	0.0	0.0
08	115	11.3	0.0	16.5	63.5	0.9	1.74	6.1
09	59	13.6	0.0	1.7	74.6	1.7	1.7	6.8
10	68	22.1	0.0	0.0	67.6	0.0	1.5	8.8
11	134	13.4	0.7	2.2	73.1	1.5	0.7	8.2
Total	**1,674**	**14.6**	**0.2**	**2.7**	**75.4**	**0.2**	**0.7**	**6.1**

*Exited students were defined as those students who were identified as G/T on the Fall PEIMS Snapshot in 2013, but were not identified as G/T on the Fall PEIMS Snapshot in 2014.
Source: Fall PEIMS Snapshot, 2013 and 2014

Table 10. G/T Students Exited from the G/T Program by Attendance, 2013–2014

	Exited G/T N	% Average Attendance	% Minimum Attendance	% Maximum Attendance	% Median Attendance	% Mode Attendance
Exited	1,674	97.7	48.0	100.0	98.9	100.0

Source: Fall PEIMS Snapshot, 2013; PEIMS 13–14 ADA data file.

Table 11. G/T Students Exited from the G/T Program by Disciplinary Actions 2013–2014

	Total Exited Students	Disciplinary Actions±	Out-Of-School Suspension		In-School Suspension		Placement in An On-Campus or Off-Campus DAEP		Truancy (failure to attend school) charges filed and fine was assessed		Truancy (failure to attend school) charges filed and no fine was assessed	
	N	N	N	%	N	%	N	%	N	%	N	%
Exited	113	205	63	30.7	135	65.9	4	1.9	1	0.5	2	1.0

±The number of disciplinary actions reflects a duplicated count.
Source: Fall PEIMS Snapshot, 2013 and 2014; TEA Disciplinary Actions Data file, 2013–2014

Table 12. G/T Students Exited from the G/T Program by Disciplinary Actions and Race/Ethnicity, 2013–2014

	Total Students*	African Am.		Asian		Hispanic		Two or More		White	
	N	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Exited	113	25	22.1	2	1.8	77	68.1	1	0.9	8	7.1

*The Total Students refers to an unduplicated count of G/T Students Exited from the G/T Program with a Disciplinary Action.
Source: Fall PEIMS Snapshot, 2013 and 2014; TEA Disciplinary Actions Data file, 2013–2014

Table 13. G/T Students Exited from the G/T Program by Average Normal Curve Equivalent Scores (NCEs) on Stanford Reading and Mathematics

2013-14 Grade	Exited G/T N	Read Mean NCE	Math Mean NCE
01	3	*	*
02	8	49	55
03	19	57	76
04	11	52	63
05	1,199	52	63
06	20	54	60
07	13	62	72
08	114	67	77
Total	**1,387**	**53**	**64**

Note: Normal Curve Equivalent scores are a way of measuring where a student falls along the normal curve. The NCE distribution is an equal-interval, continuous scoring scale which is normalized and universal. It ranges from 1 to 99 with a mean NCE of 50, and a standard deviation of 21.06 NCEs.
*****Scores are not reported for less than 5 students.
Source: Fall PEIMS Snapshot, 2013 and 2014; Stanford Data Files, 2014

Table 14. G/T Students Exited from the G/T Program by Average Normal Curve Equivalent Scores (NCEs) on Aprenda Reading and Mathematics

2013-14 Grade	Exited G/T N	Read Mean NCE	Mathematics Mean NCE
01	5	76	82
02	12	95	97
03	3	*	*
04	1	*	*
Total	**21**	**86**	**90**

Note: Normal curve equivalent scores are a way of measuring where a student falls along the normal curve. The NCE distribution is an equal-interval, continuous scoring scale which is normalized and universal. It ranges from 1 to 99 with a mean NCE of 50, and a standard deviation of 21.06 NCEs*****Scores are not reported for less than 5 students.
Source: Fall PEIMS Snapshot, 2013 and 2014; Aprenda Data Files, 2014

Table 15. Percentage of G/T Students Scoring 61 NPR or Above on the Iowa NRT by Grade Level and Subtest, 2015

	Reading*		Language*		English Language Arts		Mathematics		Science		Social Science	
Grade	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
1	1,859	90	1,865	87	1,857	91	1,865	89	1,889	77	1,867	75
2	2,159	80	2,165	81	2,159	84	2,189	91	2,209	81	2,165	73
3	2,634	65	2,631	76	2,630	73	2,642	91	2,643	79	2,636	74
4	3,122	65	3,123	82	3,121	78	3,124	86	3,125	77	3,123	67
5	3,750	55	3,744	73	3,743	69	3,743	79	3,751	75	3,749	70
6	2,015	67	2,008	84	2,007	80	2,014	85	2,011	85	2,011	76
7	2,211	71	2,209	87	2,209	85	2,209	89	2,211	83	2,211	78
8	2,332	71	2,325	82	2,323	82	2,327	83	2,333	85	2,333	81
G/T Totals	**20,082**	**69**	**20,070**	**81**	**20,049**	**79**	**20,113**	**86**	**20,172**	**80**	**20,095**	**74**

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). The Iowa, as a norm-referenced measure, provides a means of determining the relative standing of HISD students' academic performance when compared to the performance of students from a nationally representative sample.
*Reading and Language are subtests of the English Language Arts Total.
Source: Iowa data file 2015; Fall PEIMS Snapshot, 2014.

Table 16. Percentage of G/T Students Scoring 61 NPR or Above on the Logramos NRT by Grade Level and Subtest, 2015

	Reading*		Language*		English Language Arts		Mathematics		Science		Social Science	
Grade	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%
1	1228	98	1228	95	1227	98	1228	98	1206	93	1229	91
2	1417	94	1417	94	1416	95	1393	98	1372	93	1418	87
3	849	94	846	91	845	92	841	97	843	91	850	92
4	317	95	316	96	316	97	314	96	314	91	316	91
G/T Totals	**3811**	**96**	**3807**	**94**	**3804**	**96**	**3776**	**97**	**3735**	**92**	**3813**	**90**

Note: Above grade level is defined as scoring in the above average range (61 NPR or greater). The Logramos, as a norm-referenced measure, provides a means of determining the relative standing of HISD students' academic performance when compared to the performance of students from a nationally representative sample.
*Reading and Language are subtests of the English Language Arts Total.
Source: Logramos data file 2015; Fall PEIMS Snapshot, 2014.

Table 17. Districtwide G/T STAAR English Percent Satisfactory and Advanced, Spring 2015

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	2,637	96	54	2,656	98	49									
4	3,116	94	50	3,120	96	51	3,112	94	24						
5	3,746	94	48	3,755	97	49				3,747	91	28			
6	2,015	97	56	2,010	98	51									
7	2,217	98	52	1,928	98	44	2,215	98	36						
8	2,338	98	58	903	96	35				2,217	96	48	2,337	92	32
G/T Totals	**16,069**	**96**	**52**	**14,372**	**97**	**48**	**5,327**	**96**	**29**	**5,964**	**93**	**36**	**2,337**	**92**	**32**

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory), & AD (Advanced);
Source: STAAR data files, 2015.

Table 18. Districtwide G/T STAAR Spanish Percent Satisfactory and Advanced, Spring 2015

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	847	91	43	824	95	29				--	--	--	--	--	--
4	311	91	34	308	93	43	313	92	30	--	--	--	--	--	--
G/T Totals	**1,158**	**91**	**41**	**1,132**	**94**	**33**	**313**	**92**	**30**	**--**	--	--	**--**	--	--

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory) & AD (Advanced)
--denotes no test results for grade 5.

Source: STAAR data files, 2015

Table 19. Districtwide G/T STAAR EOC Results, First-Time Tested Students Only, Spring 2014 and 2015 Administration

	Algebra			Biology			English I			English II			U.S. History		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
2014	2,303	99	54	2,250	99	35	2,281	94	27	1,949	96	22	1,884	99	41
2015	2,251	99	65	1,961	100	51	1,892	96	35	2,214	95	20	1,919	99	56

Note: Results reflect first-time testers. Headings in individual subjects: SA (At Least Satisfactory) & AD (Advanced)
Source: STAAR data files, 2015; Vanguard Program Evaluation, 2013–2014

Table 20. Districtwide and G/T IB Exam Participation and Performance, 2007 and 2015

	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
District	**2007**	**2015**	**2007**	**2015**	**2007**	**2015**	**2007**	**2015**
Bellaire	59	49	168	125	159	97	94.6	77.6
Lamar	358	649	903	1,808	666	857	73.8	47.4
Total	**417**	**698**	**1,071**	**1,933**	**825**	**954**	**77.0**	**49.4**
G/T								
Bellaire	54	32	162	81	155	69	95.7	85.2
Lamar	259	340	697	1,065	539	586	77.3	55.0
Total	**313**	**372**	**859**	**1,146**	**694**	**655**	**80.8**	**57.2**

Note: Scores of P-*pending* or N-*no credit* were not included. G/T identification code was missing for one student attending Lamar High School for 2007. Source: International Baccalaureate Organization Candidate Results, 2007 and 2015; Fall PEIMS Snapshot, 2014

Table 21. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2015

	District				G/T			
School	**Candidates**		**Diplomates**		**Candidates**		**Diplomates**	
	2007	**2015**	**2007**	**2015**	**2007**	**2015**	**2007**	**2015**
Bellaire	29	19	26	15	29	13	26	12
Lamar	89	117	67	40	74	78	58	31
Total	**118**	**136**	**93**	**54**	**103**	**91**	**84**	**43**

Note: G/T identification code was missing for one student attending Lamar High School for 2007.
Source: 2007 and 2015 International Baccalaureate Organization Candidate Results; Fall PEIMS Snapshot, 2014

Table 22. Number and Percent of G/T Middle School Students Enrolled in Pre-AP and/or IBMYP* Core Content Area Courses, 2006–2007 and 2014–2015

	2006–2007 (Baseline)			2014–2015 (Year 8)			
	# Taking 4 Core Courses	**Total G/T Course Enrollment**	**% Taking 4 Core Courses**	**# Taking 4 Core Courses**	**Total G/T Course Enrollment**	**% Taking 4 Core Courses**	**Change**
6	1,277	1,636	78.1	2,051	1,924	93.8	15.7
7	1,806	1,865	96.8	2,246	2,103	93.6	-3.2
8	1,723	1,769	97.4	2,367	1,650	69.7	-27.7
Total	**4,806**	**5,270**	**91.2**	**6,664**	**5,677**	**85.2**	**-6.00**

*IBMYP= International Baccalaureate Middle Years Programme
Source: Chancery Data File, 2014–2015; Fall PEIMS Snapshot, 2014

Table 23. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2014–2015

	2006–2007 (Baseline)			2014–2015 (Year 8)			
	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	Change
9	1,671	1,700	98.3	1,931	1,700	88.0	-10.3
10	1,885	1,919	98.2	2,227	1,892	85.0	-13.2
11	1,556	1,650	94.3	1,928	1,686	87.4	-6.9
12	706	843	83.7	1,819	1,567	86.1	2.4
Total	**5,818**	**6,112**	**95.2**	**7,905**	**6,845**	**86.6**	**-8.6**

Source: Chancery Data File, 2014–2015; Fall PEIMS Snapshot, 2014

Table 24. Dropout and Graduation Summary for G/T Students

	2010–2011	2011–2012	2012–2013	2013–2014
# of G/T Dropouts	15	24	11	21
Grades 7-12 Cumulative Enrollment 11-12	11,030	11,915	11,601	12,199
Missing GT code			2,523	2,421
% of G/T Dropouts	0.1	0.2	<0.1	.17
Reason Code	98-Other	98-Other	98-Other/ Dropped Out	98-Other/Dropped Out
G/T Cumulative Seniors	1,459	1,654	1,475	1,677
G/T Graduates	1,438	1,606	1,465	1,643
Missing GT code	264	200	182	193
Number Not Graduating	26	49	24	34
Percent Not Graduating	1.8	3.0	1.6	2.1

Note: Students missing a G/T code were not included in the analysis.

Source: PEIMS edit Plus Report, 2010–2011 and 2011–2012; Graduate File 2010–2011, 2011–2012, 2012–2013, and 2013–2014; ADA Duplicated File, 2010–2011 and 2011–2012; ADA PEIMS File, 2012–2013 and 2013–2014.

APPENDIX A
TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 1: Student Assessment Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with the Texas State GT Plan
		C	R	E		
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities	1.1	Green	Green	Red	Board Policy, 2007	
	1.2	Green	Red	Red	Board Policy, 2007	
	1.3.1	Red	Red	Red	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 science and social studies
	1.3.2	Green	--	--	Standard 2	
	1.4	Green	--	Red	Standards 2, 3, 4, and 5	
	1.5.1	Green	Red	Red	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 science and social studies giftedness are not specifically assessed or provided
	1.5.2	Green	Green	Red	Standards 2 and 3	
	1.5.3	Green	--	--	Standards 2 and 3	
	1.5.4	Green	--	--	Standards 2 and 3	
	1.5.5	Red	--	--	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	Green	Red	Red	Standards 2, 3, 4, and 5	
	1.7	Green	Green	Red	Standards 2, 3, and 4	
Percentage in Compliance =	10/12	83%		Green	Green = evidence of districtwide implementation	
				Red	Red = lack of evidence in districtwide implementation	

APPENDIX A (CONTINUED)
TEXAS STATE PLAN SCORE CARD

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 (2014-2015) 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	Red	Red	Red	The Texas State GT Plan states, *"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 curriculuar areas. Services are available during the shool day as well as the entire school year. Parents are informed of these options."*	Provide g/t school day services at all HISD campuses
	2.2	Red	Red	--	The Texas State GT Plan states, *"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."*	There are 83 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	Green	Green	--	Standards 5 and 6	
	2.4	Green	Red	Red	Board Policy, 2007	
	2.4.2	Green	Green	--	Board Policy, 2007	
	2.5	Green	Green	Red	Budget provided	
	2.6	Green	Green	Green	Standards 1 through 14	
	2.6.2	not evaluated			not evaluated	
	2.6.3	--	Red	--	The Texas State GT Plan states, *"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."*	Implement a parent/community/district advisory committee focused on improving the g/t program.
	2.7	--	Green	Red	HISD staffing	
Percentage in Compliance = 5/7		71%		Green	Green = evidence of districtwide implementation	
				Red	Red = lack of evidence in districtwide implementation	

APPENDIX A (CONTINUED) TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 3: Curriculum & Instruction Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
Districts meet the needs of gifted/talented students by modifying the depth, comlexity, and pacing of the curriculum and instruction ordinarily provided by the school.	3.1				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."*	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				The Texas State GT Plan states, *"Opportunities are provided to accelerate in areas of student strengths."*	Provide g/t school day services at all HISD campuses
	3.4				The Texas State GT Plan states, *"Provisions to improve services to g/t students are included in district and campus improvement plans."*	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 A (CONTINUED): TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 4: Professional Development Description and Indicators		Texas State GT Plan Continuum C	R	E	HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop andprovide appropriate options and differentiated curricula.	4.1.1				The Texas State GT Plan states, *"…Teachers are required to have completed the thirty (30) hours of professional development prior to their assignement ot the district's g/t services."* HISD provides multiple opportunities for teachers to complete the required 30 hours of g/t training.	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				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 profesisonal development in g/t education that is related to state teacher education standards."* HISD provides multiple opportunities for teachers to complete the annual 6 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.
	4.2.2	not evaluated			not evaluated	
	4.3				The Texas State GT Plan states, *"Administrators and counselors who have authority for service decisions ar required to complete a minimum of six (6) hours of professional development..."* HISD provides multiple opportunities for educators to complete the annual 6 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.
	4.4				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."*	Include g/t professional development services in both the DIP and the SIPs
	4.4.2	--	--		Standards 9 and 10	
Percentage in Compliance = 0/4		0%			Green = evidence of districtwide implementation	
					Red = lack of evidence in districtwide implementation	

APPENDIX A (CONTINUED)
TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 5: Family/Community Involvement Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
The district involves family and community members in services designed for gifted/talented students throughout the school year.	5.1	Green	Red	Red	Board Policy, 2007	
	5.1.2	Green	Green	Red	Standard 12	
	5.2	Red	Red	Red	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."*	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	--	Red	Red	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."*	Implement a parent/community advisory committee focused on improving the g/t program.
	5.2.3	--	Red	Red	The Texas State GT Plan states, *"Products and achievements of g/t students are shared with the community."*	All campuses share g/t student products, performances and achievements within their communities.
	5.2.4	--	Red	Red	*The Texas State GT Plan states, "Presentations are given to community groups and organizations to solicit their involvement in servces for GT students."*	Present g/t program information to districtwide community groups to solicit their involvement
	5.2.5	not evaluated			not evaluated	
	5.3	Green	--	--	Standard 13	
Percentage in Compliance = 3/4		75%		Green	Green = evidence of districtwide implementation	
				Red	Red = lack of evidence in districtwide implementation	

APPENDIX B
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, 2014a and 2014b). 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. G/T Coordinators and Teachers were surveyed at the end of the school year to provide information on implementation of the G/T Program. At the G/T Expos, students, parents, and school staff were interviewed.

Information with respect to training in HISD was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2014 to May 31, 2015. The e-TRAIN program 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 was extracted from Academic Excellence Indicator Reports (AEIS Reports) (2007–2012) and 2012–2013 to 2014–2015 Student Program Reports.

ACADEMIC PERFORMANCE

Iowa and Logramos National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the current school year. STAAR for grades 3–8 and End-of-Course exams were extracted and analyzed for current year G/T students.

Advanced Placement (AP) test performance data for 2014, 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 25, 2015. Student-level data were matched to the PEIMS database to identify those students who were G/T. Students who were not matched were not included in the analysis.

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports or from participating schools. Participation and performance were reported by district and school. For the district and individual schools, the number and percent of students scoring a four or better were reported. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program. HISD and state policy is not to report grouped scores for fewer than five students.

PSAT performance data for 2014 and fall 2014 PEIMS enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and scored at or above 142 (College Readiness Benchmark) on the combined reading, mathematics, and writing portions of the PSAT. The methodology for calculating the College Readiness Benchmark was revised by the College Board in 2012; previously, the College Readiness Benchmark was 152.

SAT and ACT data for 2013–2014 were extracted from student test files as well as 2013–2014 graduation data. These files were matched with the fall PEIMS snapshot to identify G/T students. The number and percent

of G/T test-takers, and the number and percent of G/T students scoring 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.

DATA ANALYSIS

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

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

G/T PSAT participation rates for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grade 11. Performance on the PSAT was measured by dividing the number of G/T students meeting the College Readiness Benchmark of 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 benchmark defined by Texas Academic Performance Report (TAPR) as well as the College Board benchmark. The SAT TAPR benchmark for college readiness was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher on the reading and mathematics sections only and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested. For the SAT College Board college readiness benchmark, the number of G/T students meeting the standard of 1550 or higher on the reading, mathematics, and writing sections divided by the total number of G/T students tested.

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). Although the fall PEIMS database is used for funding and compliance, it is important to review data in Chancery SMS to gain a more holistic picture of the Vanguard Program.

Professional development course numbers were provided by the Advanced Academics Department and an extract of G/T teachers was extracted using HISD e-TRAIN. Limitations exist since some professional development activities were not tracked on e-TRAIN because campuses may have hired their own trainer, or teachers may have attended training at the AP Summer Institute at Rice University, and the training was not recorded through e-TRAIN, resulting in an undercount.

On the Vanguard Standards Review, if duplicate data were submitted, the latest version was used in the analysis.

APPENDIX C-1
G/T MATRIX KINDERGARTEN–GRADE 1

HOUSTON INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Identification Matrix, K-1
Kindergarten for Spring Services 2015 and
Entering First Grade 2015-2016 School Year

STUDENT INFORMATION

Name _____ Applying for Grade _____

Date of Birth _____ ID _____ Race _____ Ethnicity: _____

Processing School: _____ Zoned School: _____ Current School: _____

ACHIEVEMENT TEST

Please indicate which test was administered and the administration date. All tests must have been administered within the last 12 months of application.

☐ **IOWA** _____ (Administration Date) ☐ **Logramos** _____ (Administration Date)

☐ **Other** _____ (Name of Test Administered) _____ (Administration Date)

Total Reading LPR		Total Math LPR	
95-99 percentile	20 points	95-99 percentile	20 points
90-94 percentile	16 points	90-94 percentile	16 points
85-89 percentile	13 points	85-89 percentile	13 points
80-84 percentile	10 points	80-84 percentile	10 points
70-79 percentile	7 points	70-79 percentile	7 points

Score: _____ **Points:** _____ **Score:** _____ **Points:** _____

NOTE: This matrix is using Local Percentile Ranks for the Kindergarten Iowa and Logramos Assessments ONLY.

ABILITY TEST

Cognitive Abilities Test (CogAT 7)
(current year's score)

SAS	126-160	30 points
SAS	121-125	25 points
SAS	114-120	20 points
SAS	109-113	15 points
SAS	104-108	10 points
SAS	100-103	5 points

Score: _____ **Points:** _____

REPORT CARD

Please refer to the G/T Report Card Evaluation Rubric on the back of this page to complete this section.

Score: _____ **Points:** _____

TEACHER RECOMMENDATION

Score: 90-100	10 points
Score: 80-89	8 points
Score: 70-79	6 points
Score: 60-69	4 points

Score: _____ **Points:** _____

TOTAL MATRIX POINTS

Total Matrix Points: _____

A matrix that totals 62 points or above is required to be qualified for the Vanguard Program.

Students can qualify with Total Matrix points totaling 56-61 points if the total points earned for the Iowa/Logramos equals 20 and the total points earned for the CogAT 7 equals 10.

(Circle one)

Qualified **Not Qualified**

OBSTACLES

Check all appropriate boxes:

☐ Limited English Proficient

☐ Special Education/504

☐ Low SES
(One or more = 5 points)

Points: _____

If Low SES Above + Minority (Hispanic or African American) = 3 additional point

Total Points: _____

ADMISSIONS COMMITTEE

Meeting Date _____ Date Information Sent to Parents: _____

Committee Member _____
Vanguard Coordinator

_____
Vanguard Committee Member

_____
Principal/Designee or Advanced Academics Dept.

Revised February 27, 2015

APPENDIX C-1 (CONTINUED)
G/T MATRIX KINDERGARTEN–GRADE 1

Gifted and Talented Admissions: 2015-2016

To be coded "G/T" on the District PEIMS report the students must have a G/T Identification Matrix score that meets either number one or two below:

1. 62 POINTS OR ABOVE: **Total G/T Identification Matrix points of** 62 points or above **which includes the following:**
   - **Ability score (age based SAS score)**
   - **Achievement score (local percentile rank)**
   - **Grades**
   - **Teacher Recommendation**
   - **Obstacles (if applicable)**

   OR
2. TEST QUALIFIED: **Total G/T Identification Matrix points of 56-61 and meets the following test criteria:**
   - **Iowa/Logramos Achievement score that totals 20 points or above AND CogAT 7 score that totals 10 points or above.**

TEACHER RECOMMENDATION FORM RUBRIC FOR 2015-2016		
Calculate points for each line item on Teacher Recommendation form with rubric provided. Add all points and total on G/T Identification Matrix.	Consistently, most of the time	5 points
	More than half the time	4 points
	About half the time	3 points
	Less than half the time	2 points
	Rarely	1 point

HISD KINDERGARTEN REPORT CARD EVALUATION RUBRIC FOR 2015-2016

Students applying to Kindergarten or first grade, use the most recent 9 weeks completed. Add the total points the student earned in the core content areas only (Language Arts, Math, Science, and Social Studies). Find the point total for the appropriate nine weeks and look to the right for the Matrix Points. Do not calculate the grade percentage; it is already done. Total score does **not** include: Social Development/Social Studies, ESL, Health and Physical Development, or Fine Arts.

Kindergarten (English/ESL) - Montessori			
2nd Nine Weeks	**3rd Nine Weeks**	**4th Nine Weeks**	**Matrix Points**
134-141 points	137-144 points	143-150 points	**20 points**
127-133 points	130-136 points	135-142 points	**15 points**
120-126points	122-129 points	128-134 points	**10 points**
113-119 points	115-121 points	120-127 points	**5 points**
Kindergarten			**Matrix Points**
2nd Nine Weeks	**3rd Nine Weeks**	**4th Nine Weeks**	
123-129 points	128-135 points	123-129 points	**20 points**
116-122 points	122-127 points	116-122 points	**15 points**
110-115 points	115-121 points	110-115 points	**10 points**
103-109 points	108-114 points	103-109 points	**5 points**
Kindergarten (Bilingual/English) and Jardín (Bilingüe/Inglés)			**Matrix Points**
2nd Nine Weeks	**3rd Nine Weeks**	**4th Nine Weeks**	
128-135 points	134-141 points	131-138 points	**20 points**
122-127 points	127-133 points	124-130 points	**15 points**
115-121 points	120-126 points	117-123 points	**10 points**
108-114 points	113-119 points	110-116 points	**5 points**
Jardín (Bilingüe/Inglés) - Montessori			**Matrix Points**
2nd Nine Weeks	**3rd Nine Weeks**	**4th Nine Weeks**	
137-144 points	140-147 points	148-156 points	**20 points**
130-136 points	132-139 points	140-147 points	**15 points**
122-129 points	125-131 points	133-139 points	**10 points**
115-121 points	118-124 points	125-132 points	**5 points**

Revised February 27, 2015

APPENDIX C-2
G/T MATRIX GRADE 2–12

HOUSTON INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Identification Matrix 2-12
Second through Twelfth Grade for the 2015-2016 School Year

STUDENT INFORMATION

Name:_____ Applying for Grade:_____

Date of Birth:_____ ID#_____ Race:_____ Ethnicity:_____

Processing School:_____ Zoned School:_____ Current School:_____

ACHIEVEMENT TEST

Please indicate which test was administered and the administration date. All tests must have been administered within the last 12 months of application.

☐ **IOWA** _____ (Administration Date)

☐ **Logramos** _____ (Administration Date)

☐ **Other** _____ (Name of Test Administered) _____ (Administration Date)

Total Reading NPR		Total Math NPR	
95-99 percentile	20 points	95-99 percentile	20 points
90-94 percentile	16 points	90-94 percentile	16 points
85-89 percentile	13 points	85-89 percentile	13 points
80-84 percentile	10 points	80-84 percentile	10 points
70-79 percentile	7 points	70-79 percentile	7 points

Score:_____ **Points:**_____ **Score:**_____ **Points:**_____

ABILITY TEST

Cognitive Abilities Test (CogAT 7)
(current year's score)

SAS	126-160	30 points
SAS	121-125	25 points
SAS	114-120	20 points
SAS	109-113	15 points
SAS	104-108	10 points
SAS	100-103	5 points

Score:_____ **Points:**_____

REPORT CARD

Please refer to the G/T Report Card Evaluation Rubric on the back of this page to complete this section.

Score:_____ **Points:**_____

TEACHER RECOMMENDATION

Score:	90-100	10 points
Score:	80-89	8 points
Score:	70-79	6 points
Score:	60-69	4 points

Teacher Recommendation score calculated using G/T Identification Matrix on page 2.

Score:_____ **Points:**_____

TOTAL MATRIX POINTS

Total Matrix Points:_____

A matrix that totals 62 points or above is required to be qualified for the Vanguard Program.

Students can qualify with Total Matrix points totaling 56-61 points if the total points earned for the Iowa/Logramos equals 20 **and** the total points earned for the CogAT 7equals 10.
(Circle one)

Qualified **Not Qualified**

OBSTACLES

Check all appropriate boxes:

☐ Limited English Proficient
☐ Special Education/504
☐ Low SES
(One or more = 5 points) **Points:**_____

If Low SES Above + Minority(Hispanic or African American) = 3 additional points

Total Points:_____

ADMISSIONS COMMITTEE

Meeting Date:_____ Date Information Sent to Parents:_____

Committee Members:_____
Vanguard Coordinator

_____
Vanguard Committee Member

_____
Principal/Designee or Advanced Academics Dept.

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APPENDIX C-2 (CONTINUED)
G/T MATRIX GRADE 2–12

Gifted and Talented Admissions: 2015-2016

To be coded "G/T" on the District PEIMS report the students must have a G/T Identification Matrix score that meets either number one or two below:

1. **62 POINTS OR ABOVE**: Total G/T Identification Matrix points of **62 points or above** which includes the following:
   - Ability score (age based SAS score)
   - Achievement score (national percentile score)
   - Grades
   - Teacher Recommendation
   - Obstacles (if applicable)

   OR
2. **TEST QUALIFIED**: Total G/T Identification Matrix points of **56-61** and meets the following test criteria:
   - Iowa/Logramos Achievement score that totals 20 points or above **AND** CogAT 7 score that totals 10 points or above.

TEACHER RECOMMENDATION FORM RUBRIC FOR 2015-2016		
Calculate points for each line item on Teacher Recommendation form with rubric provided. Add all points and total on G/T Identification Matrix.	Consistently, most of the time	5 points
	More than half the time	4 points
	About half the time	3 points
	Less than half the time	2 points
	Rarely	1 point

REPORT CARD EVALUATION RUBRIC FOR 2015-2016

Use the following criteria to determine the appropriate report card to use in evaluating a student's report card score:
Students applying to 2nd grade use most recent 9 weeks report card
Students applying to 3rd – 8th grade use the end of the year report card (the overall average) from the most recent year
Students applying to 9th-12th grade use the total first and second semester averages (for all courses) from the most recent report card

Numerical or Letter Report Card	HISD Primary Progress Report Card, E, S, N, U Style Report Card, or Narrative Report Card (adapt to reports with different indicator codes)	HISD Montessori Report Card K-8 HP, MP, LP, NP	Matrix Points
Calculate the student's score by averaging all grades.	1. Calculate the student's score by averaging all grades. 2. Assign point values to each indicator (E=3, S=2, N=1, U=0) 3. Add the student's points, divide by the total number of points possible, and multiply by 100 to determine the percent of total possible points earned by the student.	1. Calculate the student's score by averaging all grades. 2. Assign point values to each indicator (HP=95, MP=85, LP=75, NP=65)	
95-100 or A to A+			**20 points**
90-94 or A-			**15 points**
85-89 or B to B+			**10 points**
80-84 or B-			**5 points**

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APPENDIX D
G/T PRESS RELEASE

HOUSTON INDEPENDENT SCHOOL DISTRICT

HISD Press Release

HISD Board of Education approves G/T policy focusing on equitable access for all students

Students previously identified as gifted no longer have to requalify in fifth grade.

Nov. 12, 2015 — The Houston Independent School District Board of Education approved the first reading of a policy revision that would provide students with more equitable access to the district's gifted and talented program.

The proposal is designed to ensure that students identified as gifted are able to retain that designation and remain in the district's gifted and talented program throughout their tenure in HISD, no matter which school they attend.

Currently, all HISD students are tested for the gifted and talented program in kindergarten and then again in fifth grade. During the 2013-2014 school year, more than one-third of the district's 3,527 gifted fifth graders were removed from the program after taking the requalifying test in fifth grade. The vast majority of exited students — more than three-quarters — were Hispanic.

"We hope this goes a long way in making sure all students — no matter their background — have equal access to the district's gifted and talented program," said HISD Superintendent Terry Grier, who earlier this year directed the district's Equity Council to review the program and identify a solution that would ensure equitable access for all students. "If you've been identified as gifted, you shouldn't have to continue to prove it."

More than one-third of white students in HISD are labeled as gifted and talented, while just 14 percent of Hispanic students and seven percent of African American students receive the same designation. Similarly, students from wealthier families are more than twice as likely to be labeled as gifted and talented than their peers from poor families.

The average number of gifted and talented students across the state is just eight percent, compared to 15 percent in HISD.

A gifted and talented label gives students — and the schools they attend — a financial advantage, which is why ensuring equity in the process is important. HISD schools receive $400 in additional funding for every gifted student enrolled. Vanguard magnet schools, which are specifically designed for gifted and talented students, receive another $400 per student on top of that.

Additional changes included in the policy update include an expansion of content areas in which students can be considered gifted and receive academic support. Previously, HISD focused solely on core academic areas, but now will also consider creativity, the arts and leadership. Adding the three new

content areas ensures the district is better aligned with the state's education plan for gifted and talented students.

Schools also would be required to develop personalized Gifted Education Plans detailing how they plan to meet each gifted student's individual academic needs, and establish campus-based committees to help identify gifted students and develop and carry out the personalized plans.

The Board of Education must approve a second reading of the proposal before it goes into effect.

HISD MEDIA RELATIONS DEPARTMENT | www.HoustonISD.org/HISDmedia | 713.556.6393

The Houston Independent School District is the largest school district in Texas and the seventh-largest in the United States with 283 schools and nearly 215,000 students. The 334-square-mile district is one of the largest employers in the Houston metropolitan area with more than 28,000 employees. For more information, visit the HISD Web site at www.HoustonISD.org.

Houston Independent School District • 4400 West 18th Street • Houston, Texas 77092-8501
www.HoustonISD.org • www.facebook.com/HoustonISD • www.twitter.com/HoustonISD

APPENDIX E

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Alcott ES	11		0	1	5	1	4							
Almeda ES	160		44	41	35	19	21							
Anderson ES	47		7	9	11	5	15							
Ashford ES	75	11	25	39										
Askew ES	272	30	51	51	35	47	58							
Atherton ES	19		2	7	2	2	6							
Barrick ES	85		6	22	16	20	21							
Bastian ES	49		3	6	14	17	9							
Bell ES	145		11	31	36	36	31							
Bellfort ECC	5	5												
Benavidez ES	49		7	18	1	9	14							
Benbrook ES	50		14	11	7	10	8							
Berry ES	143		20	26	25	42	30							
Blackshear ES	34		12	4	6	7	5							
Bonham ES	118		12	39	30	15	22							
Bonner ES	118		1	38	21	30	28							
Braeburn ES	102	1	29	27	14	20	11							
Briargrove ES	167	12	26	33	32	35	29							
Briarmeadow	127	1	6	7	15	13	15	27	23	20				
Briscoe ES	78		11	16	17	13	21							
Brookline ES	114		14	35	23	18	24							
Browning ES	112		10	22	26	23	31							
Bruce ES	43		6	7	5	14	11							
Burbank ES	122		35	29	14	26	18							
Burnet ES	52		9	1	9	15	18							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Burrus ES	25		1	0	5	9	10							
Bush ES	315	43	55	52	66	44	55							
Cage ES	133		23	22	35	27	26							
Carrillo ES	174	20	26	39	29	28	32							
Codwell ES	29		0	1	4	8	16							
Condit ES	265	14	53	53	36	46	63							
Cook ES	66		5	7	14	20	20							
Coop ES	138		38	28	21	28	23							
Cornelius ES	190		57	40	36	31	26							
Crespo ES	156		28	29	43	25	31							
Crockett ES	73		9	13	17	13	21							
Cunningham ES	102	1	32	11	21	18	19							
Daily ES	93		25	18	19	18	13							
Davila ES	63		13	9	20	4	17							
De Chaumes ES	73		6		19	17	31							
DeAnda ES	93	1	24	20	18	11	19							
DeZavala ES	194	18	30	29	44	37	36							
Dogan ES	91		12	15	26	21	17							
Durham ES	64	3	4	9	18	16	14							
Durkee ES	71		4	8	13	15	31							
Eliot ES	65		22	12	11	9	11							
Elmore ES	8		4	0	0	4	0							
Elrod ES	53		18	11	10	6	8							
Emerson ES	91		28	10	18	14	21							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Energized ES	21		2	4	6	5	4							
Field ES	74		20	18	16	6	14							
Foerster ES	48	2	12	8	9	7	10							
Fondren ES	33		7	5	2	10	9							
Foster ES	7		0	0	3	1	3							
Franklin ES	55	9	11	5	8	9	13							
Frost ES	52		10	21	7	9	5							
Gallegos ES	95		14	15	22	19	25							
Garcia ES	66		4	17	10	15	20							
Garden Oaks ES	154	1	37	23	19	24	14	23	6	7				
Garden Villas ES	122	1	19	30	23	20	29							
Golfcrest ES	63		17	13	9	5	19							
Gregg ES	47		4	12	15	8	8							
Gregory-Lincoln PK-8	38	3	5	1	2	4	3	11	3	6				
Grissom ES	59		5	8	19	14	13							
Gross ES	46		9	15	11	6	5							
Halpin ECC	6	6												
Harris, JR ES	100	1	13	19	30	19	18							
Harris, RP ES	50		9	11	6	8	16							
Hartsfield ES	12		0	2	2	2	6							
Harvard ES	277	33	37	50	48	51	58							
Helms ES	94	13	14	12	17	24	14							
Henderson, JP ES	158	8	23	33	28	30	36							
Henderson, NQ ES	15		0	5	1	6	3							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Herod ES	380	43	62	75	71	56	73							
Herrera ES	95		16	20	20	23	16							
Highland Heights ES	22		2	4	3	9	4							
Hilliard ES	6		1	0	0	2	3							
Hines-Caldwell ES	143		16	25	33	31	38							
Hobby ES	95		17	18	34	10	16							
Horn ES	357	18	68	72	69	72	58							
Isaacs ES	50	10	12	8	7	2	11							
Janowski ES	51		4	16	8	12	11							
Jefferson ES	44		2	10	10	6	16							
Kandy Stripe Acad ES	2		0	2	0	0	0							
Kashmere Gardens ES	15		3	5	0	4	3							
Kelso ES	38		7	7	5	9	10							
Kennedy ES	80		11	16	17	19	17							
Ketelsen ES	110		14	27	25	17	27							
Kolter ES	263	36	44	48	44	42	49							
Lantrip ES	161		39	34	26	29	33							
Law ES	85	10	18	14	18	12	13							
Lewis ES	141		26	44	33	18	20							
Lockhart ES	100	7	16	18	15	17	27							
Longfellow ES	138	12	17	28	25	28	28							
Looscan ES	48		7	10	11	6	14							
Love ES	107	4	24	21	22	16	20							
Lovett ES	296	26	56	44	49	57	64							
Lyons ES	195		30	37	42	41	45							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
MacGregor ES	120	1	26	29	21	23	20							
Mading ES	22		3	0	7	5	7							
Mandarin Chinese ES	102	7	22	36	19	18	0							
Marshall ES	16		1	2	3	8	2							
Martinez, C. ES	70	1	9	10	9	13	28							
Martinez, R. ES	85		19	26	13	11	16							
McGowen ES	36	4	5	4	9	5	9							
McNamara ES	84		26	24	13	4	17							
Memorial ES	28		3	4	3	5	13							
Milne ES	58		10	4	18	12	14							
Mitchell ES	39		1	9	9	7	13							
Montgomery ES	72		13	15	14	14	16							
Moreno ES	187		36	45	43	38	25							
Neff ECC	42	11	31											
Neff ES	121			31	23	25	42							
Northline ES	73		12	17	11	14	19							
Oak Forest ES	413	60	72	77	63	74	67							
Oates ES	18		0	4	3	7	4							
Osborne ES	11		2	1	0	6	2							
Paige ES	34		7	3	11	6	7							
Park Place ES	226	11	57	34	48	39	37							
Parker ES	212	10	36	38	39	40	49							
Patterson ES	188		27	34	39	52	36							
Peck ES	54		15	15	8	10	6							
Petersen ES	48		10	11	10	6	11							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Pilgrim ES	114		23	17	10	16	23	11	5	9				
Piney Point ES	139		23	25	40	19	32							
Pleasantville ES	65	5	10	6	12	14	18							
Poe ES	230	8	37	38	33	46	68							
Port Houston ES	51		0	9	13	17	12							
Pugh ES	37		4	9	8	5	11							
Reagan Ed Ctr PK-8	77	1	8	2	11	26	17	6	5					
Red ES	166	13	46	38	32	21	16							
Reynolds ES	22		0	8	5	4	5							
Rice School PK-8	293	3	27	34	32	44	44	32	37	40				
River Oaks ES	521	57	79	78	131	95	81							
Roberts ES	292	15	64	54	54	50	55							
Robinson ES	39		11	13	2	5	8							
Rodriguez ES	113		4	22	25	35	27							
Rogers, TH ES & MS	655	45	44	42	41	44	50	133	129	127				
Roosevelt ES	229	19	32	31	56	46	45							
Ross ES	38		4	10	7	5	12							
Rucker ES	109		20	17	21	26	25							
Rusk ES	80		5	9	8	11	9	16	8	14				
Sanchez ES	45		3	11	12	8	11							
Scarborough ES	112		29	38	11	16	18							
School @ St. George ES	72	2	15	15	18	9	13							
Scroggins ES	97		14	24	16	10	33							
Seguin ES	97		20	23	14	20	20							
Shadowbriar ES	87				30	26	31							

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Shadydale ES	12		2	4	2	1	3							
Shearn ES	54		2	11	7	16	18							
Sherman ES	63		0	9	5	24	25							
Sinclair ES	97	1	10	25	17	22	22							
Smith ES	67		9	11	12	23	12							
Southmayd ES	131		32	23	32	24	20							
Stevens ES	46		8	16	5	12	5							
Sutton ES	230		34	43	48	50	55							
Thompson ES	30		7	7	2	10	4							
Tijerina ES	45		4	6	8	11	16							
Tinsley ES	123		25	32	25	18	23							
Travis ES	381	56	55	74	69	69	58							
Twain ES	382	7	51	90	74	79	81							
Valley West ES	134	1	17	34	30	25	27							
Wainwright ES	56		3	14	11	16	12							
Walnut Bend ES	112	11	27	21	15	16	22							
Wesley ES	25		4	6	6	4	5							
West University ES	688	82	92	113	129	137	135							
Wharton ES	137	3	11	16	18	19	21	16	17	16				
Whidby ES	42		12	11	7	5	7							
White ES	132		28	35	18	28	23							
Whittier ES	61		20	19	8	1	13							
Wilson ES	124	12	24	15	14	20	15	8	7	9				
Windsor Village ES	295	35	48	61	50	55	46							
Woodson PK-8	4		1	0	1	0	0	0	0	1				

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Young ES	13		0	0	0	5	6							
Young Scholars	1		0	0	0	1	0	0	0	0				
Attucks MS	8							1	4	3				
Baylor College MS	192							87	105					
Black MS	204							72	69	63				
Burbank MS	446							148	156	142				
Chrysalis MS	135							52	41	42				
Clifton MS	124							36	43	45				
Cullen MS	4							2	2	0				
Deady MS	57							15	22	20				
Dowling MS	70							9	29	32				
Edison MS	62							19	20	23				
Energized MS	7							1	5	1				
E-STEM Central MS	1							1	0	0				
E-STEM West MS	5							1	4	0				
Fleming MS	14							0	12	2				
Fondren MS	21							13	7	1				
Fonville MS	91							31	15	45				
Forest Brook MS	0							0	0	0				
Grady MS	87							24	27	36				
Hamilton MS	374							128	106	140				
Hartman MS	98							21	41	36				
Henry MS	38							6	15	17				
High School Ahead Acad MS	4							3	1	0				
Hogg MS	42							8	6	28				

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Holland MS	13							2	4	7				
Jackson MS	137							31	48	58				
Johnston MS	464							148	153	163				
Key MS	8							0	1	7				
Lanier MS	964							296	322	346				
Las Americas MS	0					0	0	0	0	0				
Leland YMCPA	95							14	29	32	14	3	1	2
Long Academy	82							19	14	23	10	13	3	
Marshall MS	67							6	27	34				
McReynolds MS	16							2	6	8				
Ortiz MS	54							18	15	21				
Pershing MS	343							99	104	140				
Pin Oak MS	653							198	233	222				
Revere MS	88							32	21	35				
Stevenson MS	284							72	90	122				
Sugar Grove MS	34							8	17	9				
TCAH	39				4	0	1	1	2	3	1	7	11	
Thomas MS	8							2	5	1				
Welch MS	39							13	13	13				
West Briar MS	331							94	107	130				
Williams MS	10							1	1	8				
YWCPA	109							18	35	29	14	2	2	9
Austin HS	140										35	45	38	22
AVA	8										0	0	2	6
Beechnut Acad	5							0	1	0	1	2	1	0

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Bellaire HS	993										243	299	239	212
Carnegie HS	613										168	151	155	139
Challenge EC HS	164										29	49	46	40
Chavez HS	331										103	97	77	54
Davis HS	108										25	28	23	32
DeBakey HS	535										66	137	143	189
East EC HS	204										51	66	42	45
Eastwood Acad HS	200										52	59	47	42
Energy Inst HS	108										51	57		
E-STEM Central HS	2										0	1	1	0
E-STEM West HS	9										2	3	3	1
Furr HS	71										8	22	19	22
HAIS HS	108										33	34	24	17
Hope Acad HS	2										0	0	0	2
Houston MSTC HS	180										41	56	50	33
HSPVA	724										206	183	166	169
Jones HS	23										8	2	4	9
Jordan HS	64										8	26	14	16
Kashmere HS	11										3	2	3	3
Lamar HS	933										229	225	203	276
LECJ HS	90										19	25	27	19
Lee HS	55										10	22	9	14
Madison HS	130										32	32	43	23
Middle College HS - Fraga	2										0	0	1	1

Note: Red shading identifies less than 3 G/T students per grade level.
Source: Fall PEIMS Snapshot, 2014

APPENDIX E (CONTINUED)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2014

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Middle College HS - Gulfton	2										1	1	0	0
Milby HS	199										11	87	75	26
Mount Carmel Academy	0										0	0	0	0
North Forest HS	32										2	5	8	17
North Houston EC HS	136										47	47	22	20
Reagan HS	441										106	112	116	107
Scarborough HS	24										5	10	5	4
Sharpstown HS	46										20	8	14	4
Sharpstown Intern'l	150							16	28	30	17	25	23	11
South EC HS	6										4	1	1	0
Sterling HS	31										7	11	6	7
Waltrip HS	219										56	59	53	51
Washington HS	49										9	13	14	13
Westbury HS	80										12	23	23	22
Westside HS	556										164	156	131	105
Wheatley HS	30										2	7	13	8
Worthing HS	13										1	2	4	6
Yates HS	52										5	12	23	12
HISD Totals	**33,061**	**884**	**3,153**	**3,628**	**3,537**	**3,496**	**3,790**	**2,051**	**2,246**	**2,367**	**1,931**	**2,227**	**1,928**	**1,819**

Note: Red shading identifies less than 3 G/T students per grade level.

Source: Fall PEIMS Snapshot, 2014

APPENDIX F

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/2008–2015

	# Tested								# Qualified							
	2007/ 2008	2009	2010	2011	2012	2013	2014	2015	2007/ 2008	2009	2010	2011	2012	2013	2014	2015
Askew Elementary School		67	61	67	78	70	54	107		28	34	21	33	23	22	66
Carrillo Elementary School		23	19	53	37	50	56	67		6	7	37	26	23	29	31
De Zavala Elementary School		43	6	55	41	36	40	27		22	4	30	18	14	22	9
Herod Elementary School		148	146	157	192	187	221	217		66	47	74	87	76	89	107
Oak Forest Elementary School		122	135	130	152	162	208	221		42	54	43	59	59	95	88
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		183	177	199	203	207	263	227
T.H. Rogers Elementary School		30	16	54	44	330	332	397		21	8	29	12	199	197	225
Roosevelt Elementary School		195	192	236	279	56	23	63		81	91	128	151	11	13	20
Travis Elementary School		127	145	145	130	128	160	167		59	62	81	66	69	82	90
Windsor Village Elementary School		56	44	82	68	74	73	90		23	10	24	34	29	28	39
Vanguard Magnet Total	-/-	**1,191**	**1,124**	**1,388**	**1,441**	**1,509**	**1,670**	**1.658**	-/-	**535**	**494**	**674**	**696**	**716**	**847**	**902**
Alcott Elementary School	-/-	-	-	-	16	10	-	-	-/-	-	-	-	2	2	-	-
Ashford Elementary School	19/23	48	33	51	44	29	29	14	4/6	12	14	17	20	11	15	5
Bell, K. Elementary School	-/-	-	74	73	-	-	-	-	-/-	-	11	12	-	-	-	-
Bellfort ECC	-/-	-	15	22	24	37	31	37	-/-	-	9	5	13	13	7	24
Bonner Elementary School	-/-	-	-	-	-	15	-	-	-/-	-	-	-	-	7	-	-
Briargrove Elementary School	-/-	-	-	33	27	18	37	16	-/-	-	-	14	6	8	9	5
Briscoe Elementary School	-/-	-	4	-	-	-	-	-	-/-	-	4	-	-	-	-	-
Burbank Elementary School	-/-	-	-	-	-	-	-	8	-/-	-	-	-	-	-	-	0
Bush Elementary School	-/-	-	37	52	39	48	58	46	-/-	-	15	21	22	25	34	23
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	-	-

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2014–2015; Vanguard Program Evaluation Report, 2013–2014

*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 (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2015

	# Tested								# Qualified							
	2007/ 2008	2009	2010	2011	2012	2013	2014	2015	2007/ 2008	2009	2010	2011	2012	2013	2014	2015
Daily Elementary School	12/15	-	-	-	-	-	-	-	1/4	-	-	-	-	-	-	-
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	-	-	-
Emerson Elementary School	14/-	-	-	-	-	-	-	-	6/-	-	-	-	-	-	-	-
Farias ECC	-/60	32	-	-	-	-	-	-	-/12	8	-	-	-	-	-	-
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	-	5/7	4	9	7	2	7	10	-
Garden Oaks Elementary School	-/-	-	30	16	22	27		-	-/-	-	11	7	8	17	-	-
Gregory-Lincoln Ed. Ctr.	-/-	-	-	-	-	-	21	23	-/-	-	-	-	-	-	5	17
Grissom Elementary School	-/-	-	-	-	-	-	-	21	-/-	-	-	-	-	-	-	8
Halpin ECC	-/-	-	-	-	-	-	34	32	-/-	-	-	-	-	-	-	13
Harvard Elementary School	14/-	45	42	41	51	56	33	23	4/9	14	13	18	20	22	12	14
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
King ECC	-/80	41	51	35	39	37	36	34	-/-	14	23	19	23	26	19	22
Kolter Elementary School	-/9	24	26	31	45	36	35	36	-/7	17	17	22	25	20	19	17
Lantrip Elementary School	-/-	-	16	-	-	-	-	-	-/-	-	2	-	-	-	-	-
Laurenzo ECC	-/20	75	-	-	59	-	-	-	-/12	12	-	-	15	-	-	-
Law Elementary School	4	-	-	-	20	27	26	32	1/1	-	-	-	12	18	12	19
Lockhart Elementary School	-/-	17	-	37	27	27	24	17	-/-	2	-	21	12	10	9	4
Longfellow Elementary School	-/-	-	-	-	-	-	35	17	-/-	-	-	-	-	-	14	9
Love Elementary School	-/-	-	14	5	6	15	14	13	-/-	-	1	4	3	5	4	4

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2014–2015; Vanguard Program Evaluation Report, 2013–2014

*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 (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/2008–2015

	# Tested								# Qualified							
	2007/ 2008	2009	2010	2011	2012	2013	2014	2015	2007/ 2008	2009	2010	2011	2012	2013	2014	2015
Lovett Elementary School	-/15	53	42	42	41	57	33	30	-/6	22	17	15	16	20	15	12
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	-/-	-	-	-	-	9	6	4
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	3/11	5	1	10	4	1	3	5
Montgomery Elementary School	5/-	-	-	-	-	-	-	-	-/-	-	-	-	-	-	2	-
Neff ECC	-/-	-	-	-	-	-	33	-	-/-	-	-	-	-	-	13	-
Neff Elementary School	-/-	-	-	-	-	28	-	17	-/-	-	-	-	-	18	-	7
Parker Elementary School	-/-	-	-	-	-	23	9	10	-/-	-	-	-	-	9	4	5
Park Place Elementary School	-/-	-	-	-	-	-	18	17	-/-	-	-	-	-	-	14	13
Pleasantville Elementary School±	-/-	-	-	-	-	-	2	17	-/-	-	-	-	-	-	*	12
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	-/-	-	8	12	7	9	10	5
Reynolds Elementary School	-/-	3	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-
Rice School (K–8)	-/-	-	4	-	-	-	-	-	-/-	-	3	-	-	-	-	-
Robinson Elementary School	-/-	-	-	-	-	-	23	2	-/-	-	-	-	-	-	2	*
Sherman Elementary School	26/-	-	-	-	-	-	-	-	2/-	-	-	-	-	-	-	-
Sinclair Elementary School	-/-	4	23	-	-	3	4	13	-/-	3	8	-	-	2	2	4
Stevens Elementary School	-/-	-	-	-	-	-	-	12	-/-	-	-	-	-	-	-	7
Thompson Elementary School	26/-	-	-	-	-	-	-	-	10/-	-	-	-	-	-	-	-
Turner Elementary School	-/-	13	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-
Wainwright Elementary School	-/-	-	-	-	-	15	-	-	-/-	-	-	-	-	6	-	-

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2014–2015; Vanguard Program Evaluation Report, 2013–2014

*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 (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/2008–2015

	# Tested								# Qualified							
	2007/ 2008	2009	2010	2011	2012	2013	2014	2015	2007/ 2008	2009	2010	2011	2012	2013	2014	2015
Walnut Bend Elementary School	16/15	17	16	22	31	25	49	35	2/4	4	9	11	14	16	13	12
West University Elementary School	106/140	125	146	150	150	155	128	141	28/49	49	71	66	56	74	64	69
Whidby Elementary School	-/-	15	-	-	-	-	-		-/-	3	-	-	-	-		
White Elementary School	-/17	-	-	-	-	-	-		-/8	-	-	-	-	-		
Whittier Elementary School	-/-	-	16	-	-	-	-		-/-	-	3	-	-	-		
Wilson Elementary School	-/34	-	-	34	29	28	18	17	-/10	-	-	8	10	14	6	5
Vanguard Neighborhood Total	**373/748**	**682**	**860**	**901**	**945**	**872**	**766**	**761**	**92/201**	**203**	**303**	**364**	**364**	**375**	**331**	**354**
Vanguard Neighborhood & Magnet	**-/-**	**1,873**	**1,984**	**2,289**	**2,386**	**2,381**	**2,436**	**2,557**	**-/-**	**738**	**797**	**1,038**	**1,060**	**1,091**	**1,178**	**1,256**

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2014–2015; Vanguard Program Evaluation Report, 2013–2014

*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 G

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

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

G/T ADVANCED PLACEMENT EXAM RESULTS, 2015

	G/T Participation Rate			G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Advanced Virtual Academy	8	--	--	--	--	--
Austin High School	140	79	56.4	124	23	18.5
Bellaire High School	993	519	52.3	1628	1363	83.7
Beechnut	4	--	--	--	--	--
Carnegie Vanguard High School	613	590	96.2	1791	1305	72.9
Challenge High School	164	160	97.6	282	116	41.1
Chavez High School	331	216	65.3	485	161	33.2
Davis High School	108	61	56.5	174	18	10.3
DeBakey HSHP	535	422	78.9	1243	1112	89.5
East Early College High School	204	117	57.4	186	59	31.7
Eastwood Academy	200	169	84.5	357	157	44.0
Energized for STEM HS SE	2	2	100.0	3	*	*
Energized STEM HS SW	9	9	100.0	14	0	0.0
Energy Institute HS	108	39	36.1	45	30	66.7
Furr High School	71	30	42.3	47	3	6.4
Hope Academy	2	--	--	--	--	--
HAIS	108	81	75.0	98	26	26.5
Houston Math, Science & Tech. Ctr.	180	119	66.1	224	26	11.6
HSLECJ	90	70	77.8	158	17	10.8
HSPVA	724	265	36.6	588	408	69.4
Jones Futures Academy	23	23	100.0	37	1	2.7
Jordan High School	64	42	65.6	69	11	15.9
Kashmere High School	11	6	54.5	12	1	8.3
Lamar High School	933	622	66.7	658	140	21.3
Lee High School	55	20	36.4	29	7	24.1
Leland YMCPA	20	12	60.0	23	7	30.4
Long Academy	26	--	--	--	--	--
Madison High School	130	80	61.5	153	14	9.2
Middle College HS-Fraga	2	--	--	--	--	--
Middle College HS-Gulfton	2	--	--	--	--	--
Milby High School	199	122	61.3	223	38	17.0
North Forest High School	32	15	46.9	36	0	0.0
North Houston Early College High School	136	112	82.4	177	52	29.4
Reagan High School	441	282	63.9	618	80	12.9
Scarborough High School	24	17	70.8	26	3	11.5
Sharpstown High School	46	26	56.5	50	8	16.0

Source: 2015 College Board Data file extracted August 14, 2015; Fall PEIMS snapshot, 2014–enrollment and G/T status.
Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T identification code was missing for 19 students. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.
*Scores not reported for less than 5 students;
-- Students did not take any AP exams.

APPENDIX H (CONTINUED)

G/T ADVANCED PLACEMENT EXAM RESULTS, 2015

	G/T Participation Rate			G/T AP Exams at or Above Criterion		
School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Sharpstown International HS	76	56	73.7	111	33	29.7
South Early College	6	1	16.7	1	*	*
Sterling High School	31	13	41.9	23	1	4.3
Texas Connections Academy	28	--	--	--	--	--
Waltrip High School	219	119	54.3	258	58	22.5
Washington High School	49	29	59.2	72	17	23.6
Westbury High School	80	59	73.8	122	11	9.0
Westside High School	556	398	71.6	896	458	51.1
Wheatley High School	30	12	40.0	26	1	3.8
Worthing High School	13	9	69.2	12	0	0.0
Yates High School	52	32	61.5	47	1	2.1
Young Women's College Prep	27	10	37.0	35	1	2.9
G/T High School Total	**7,905**	**5,065**	**64.1**	**11,161**	**5,768**	**51.7**
HISD High School Total	**51,290**	**13,954**	**27.0**	**25,147**	**8,294**	**33.0**

Source: 2015 College Board Data file extracted August 14, 2015; Fall PEIMS snapshot, 2014–enrollment and G/T status.
Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T identification code was missing for 19 students. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.
*Scores not reported for less than 5 students;
-- Students did not take any AP exams.

APPENDIX I

G/T PSAT PARTICIPATION COLLEGE READINESS (CR) PERFORMANCE, 11TH GRADE ONLY, FALL 2014

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# G/T Met CR Benchmark (≥142)	% Met CR Benchmark (≥142)
Advanced Virtual Academy	2	0	0.0	--	--
Austin High School	38	35	92.1	10	28.6
Beechnut Academy	1	1	*	*	*
Bellaire High School	239	232	97.1	213	91.8
Carnegie Vanguard High School	155	153	98.7	149	97.4
Challenge High School±	46	47	102.2	38	80.9
Chavez High School	77	73	94.8	30	41.1
Davis High School	23	23	100.0	8	34.8
East Early College High School	42	42	100.0	28	66.7
Eastwood Academy	47	47	100.0	36	76.6
Energized for STEM Academy West	3	3	*	*	*
Energized for STEM Acad. Cen. HS	1	1	100.0	*	*
Furr High School	19	18	94.7	7	38.9
Health Professions	143	143	100.0	142	99.3
Houston International HS	24	23	95.8	18	78.3
HSLECJ	27	27	100.0	13	48.1
HSPVA	166	161	97.0	136	84.5
International HS at Sharpstown	23	23	100.0	9	39.1
Jones High School	4	4	*	*	*
Jordan High School	14	14	100.0	8	57.1
Kashmere High School	3	3	*	*	*
Lamar High School	203	187	92.1	152	81.3
Lee High School	9	8	88.9		0.0
Leland YMCPA	1	1	*	*	*
Long Academy	3	3	*	*	*
Madison High School	43	34	79.1	5	14.7
Middle College HS at HCC Fraga	1	1	*	*	*
Milby High School	75	72	96.0	19	26.4
North Forest High School	8	8	100.0		0.0
North Houston Early College HS	22	22	100.0	9	40.9
Reagan High School	116	113	97.4	55	48.7
Sam Houston MSTC	50	49	98.0	10	20.4
Scarborough High School	5	4	*	*	*
Sharpstown High School	14	13	92.9	4	30.8
South Early College HS	1	1	100.0	*	*

Note: Percentages over 100 reflect mobility of students from the PEIMS Fall Snapshot in 2014 to PSAT testing date.
*Scores not reported for less than 5 students tested.
-- No data
Source: PSAT data file, 2014

APPENDIX I (CONTINUED)

G/T PSAT PARTICIPATION COLLEGE READINESS (CR) PERFORMANCE, 11TH GRADE ONLY, FALL 2014

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# G/T Met CR Benchmark (≥142)	% Met CR Benchmark (≥142)
Sterling High School	6	6	100.0	1	16.7
Texas Connections Academy	11	2	*	*	*
Waltrip High School	53	50	94.3	26	52.0
Washington High School	14	12	85.7	9	75.0
Westbury High School	23	23	100.0	5	21.7
Westside High School	131	129	98.5	114	88.4
Wheatley High School	13	12	92.3	*	0.0
Worthing High School	4	4	*	*	*
Yates High School	23	20	87.0	2	10.0
Young Women's College Prep	2	2	*	*	*
Total G/T PSAT 2014	**1,926**	**1,849**	**96.0**	**1,272**	**68.8**
Total G/T PSAT 2013	**1,881**	**1,792**	**95.3**	**1,143**	**63.8**

Note: Percentages over 100 reflect mobility of students from the PEIMS Fall Snapshot in 2014 to PSAT testing date.

*Scores not reported for less than 5 students tested.

-- No data

Source: PSAT data file, 2014; Fall PEIMS Snapshot, 2014

APPENDIX J-1

G/T SAT AND/OR ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, 2013–2014

School Name	# of Grads Enrolled	# Taking SAT and/or ACT	% Taking SAT and /or ACT	# Taking SAT	SAT Met TAPR Standard (>1110)	% Met TAPR Standard (SAT)	# Taking ACT	ACT Met TAPR Standard (>24)	% Met TAPR Standard (ACT)
Austin High School	34	31	91.2	31	3	9.7	2	*	*
AVA	1	1	*	1	*	*	0	*	*
Bellaire High School	205	204	99.5	202	164	81.2	112	94	83.9
Carnegie Vanguard High School	102	102	100.0	101	84	83.2	81	68	84.0
Challenge High School	24	24	100.0	24	14	58.3	8	2	25.0
Chavez High School	53	53	100.0	53	12	22.6	29	5	17.2
Davis High School	26	26	100.0	26	5	19.2	8	2	25.0
DeBakey HSHP	78	78	100.0	78	74	94.9	30	30	100.0
East Early College High School	7	7	100.0	7	2	28.6	6	3	50.0
Eastwood Academy	40	40	100.0	40	12	30.0	19	7	36.8
Furr High School	26	24	92.3	24	2	8.3	5	1	20.0
HSLECJ	35	35	100.0	35	8	22.9	6	2	33.3
HSPVA	155	153	98.7	153	100	65.4	63	40	63.5
Houston Academy International HS	21	19	90.5	19	9	47.4	3	*	*
Houston, Sam Math/Sci/Tech Center	30	29	96.7	29	5	17.2	9	3	33.3
Jones High School	20	20	100.0	20	1	5.0	2	*	*
Jordan High School	19	19	100.0	19	1	5.3	6	1	16.7
Lamar High School	264	261	98.9	259	148	57.1	130	94	72.3
Lee High School	7	7	100.0	7	0.0	0.0	1	*	*
Madison High School	46	44	95.7	44		0.0	10	0	0.0
Milby High School	49	48	98.0	48	1	2.1	9	2	22.2
Mount Carmel Academy	6	6	100.0	5	1	20.0	3	*	*

*Scores not reported for less than 5 students tested.

Source: SAT data file, 2013–2014; SAT School Day data file, 2013–2014; ACT data file, 2013–2014; Graduation file, 2013–2014; Fall PEIMS Snapshot, 2013 Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT is a score that is greater than or equal to an 1110 on the reading and mathematics sections only.

APPENDIX J-1 (CONTINUED)

G/T SAT AND/OR ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, 2013–2014

School Name	# of Grads Enrolled	# Taking SAT and/or ACT	% Taking SAT and /or ACT	# Taking SAT	SAT Met TAPR Standard (≥1110)	% Met TAPR Standard (SAT)	# Taking ACT	ACT Met TAPR Standard (≥24)	% Met TAPR Standard (ACT)
North Forest High School	3	3	*	3	*	*	1	*	*
North Houston Early College	29	29	100.0	29	9	31.0	2	*	*
Reagan High School	81	81	100.0	81	23	28.4	10	5	50.0
Scarborough High School	3	3	*	3	*	*	2	*	*
Sharpstown High School	12	12	100.0	12	3	25.0	2	*	*
Sharpstown International School	9	9	100.0	9	2	22.2	1	*	*
South Early College	1	1	*	1	*	*	0	*	*
Sterling High School	8	8	100.0	8	0	0.0	4	*	*
Texas Connections Academy	1	1	*	1	*	*	0	*	*
Waltrip High School	62	62	100.0	62	20	32.3	10	5	50.0
Washington High School	21	18	85.7	18	7	38.9	5	5	100.0
Westbury High School	19	19	100.0	19	3	15.8	4	2	50.0
Westside High School	115	114	99.1	114	79	69.3	48	38	79.2
Wheatley High School	13	12	92.3	11		0.0	3	*	*
Worthing High School	11	11	100.0	11	2	18.2	5	3	60.0
Yates High School	18	18	100.0	18		0.0	2	*	*
Total	**1,654**	**1,632**	**98.7**	**1,625**	**796**	**49.0**	**641**	**417**	**65.1**

*Scores not reported for less than 5 students tested.
Source: SAT data file, 2013–2014; SAT School Day data file, 2013–2014; ACT data file, 2013–2014; Graduation file, 2013–2014; Fall PEIMS Snapshot, 2013
Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT I is a score that is greater than or equal to an 1110 on the reading and mathematics sections only.

APPENDIX J-2

COMPARISON OF G/T SAT MET STANDARD PERFORMANCE, COLLEGE BOARD AND TEXAS ACADEMIC PERFORMANCE REPORT (TAPR), 2013–2014

School Name	# of Grads Enrolled	# Taking SAT	SAT Met TAPR Standard (>1110)	% Met TAPR Standard (SAT)	SAT Met CB Standard (>1550)	% Met CB Standard (SAT)
Austin High School	34	31	3	9.7	4	12.9
AVA	1	1	*	*	0	0.0
Bellaire High School	205	202	164	81.2	181	89.6
Carnegie Vanguard HS	102	101	84	83.2	94	93.1
Challenge High School	24	24	14	58.3	18	75.0
Chavez High School	53	53	12	22.6	17	32.1
Davis High School	26	26	5	19.2	6	23.1
DeBakey HSHP	78	78	74	94.9	76	97.4
East Early College High School	7	7	2	28.6	5	71.4
Eastwood Academy	40	40	12	30.0	21	52.5
Furr High School	26	24	2	8.3	5	20.8
HSLECJ	35	35	8	22.9	14	40.0
HSPVA	155	153	100	65.4	114	74.5
Houston Academy International HS	21	19	9	47.4	11	57.9
Houston, Sam Math/Sci/Tech Center	30	29	5	17.2	7	24.1
Jones High School	20	20	1	5.0	1	5.0
Jordan High School	19	19	1	5.3	1	5.3
Lamar High School	264	259	148	57.1	192	74.1
Lee High School	7	7	0	0.0	1	14.3
Madison High School	46	44	0	0.0	3	6.8
Milby High School	49	48	1	2.1	4	8.3
Mount Carmel Academy	6	5	1	20.0	2	40.0
North Forest High School	3	3	*	*	*	*
North Houston Early College	29	29	9	31.0	13	44.8
Reagan High School	81	81	23	28.4	30	37.0
Scarborough High School	3	3	*	*	*	*
Sharpstown High School	12	12	3	25.0	6	50.0
Sharpstown International School	9	9	2	22.2	2	22.2
South Early College	1	1	*	*	*	*
Sterling High School	8	8	0	0.0	1	12.5

Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT is a score that is greater than or equal to an 1110 on the reading and mathematics sections only. The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 1550 on the reading, mathematics, and writing sections.
Source: SAT data file, 2013–2014; SAT School Day data file, 2013–2014; Graduation file, 2013–2014; Fall PEIMS Snapshot, 2013

APPENDIX J-1 (CONTINUED)

COMPARISON OF G/T SAT MET STANDARD PERFORMANCE, COLLEGE BOARD (CB) AND TEXAS ACADEMIC PERFORMANCE REPORT (TAPR), 2013–2014

School Name	# of Grads Enrolled	# Taking SAT	SAT Met TAPR Standard (>1110)	% Met TAPR Standard (SAT)	SAT Met CB Standard (>1550)	% Met CB Standard (SAT)
Texas Connections Academy	1	1	*	*	*	*
Waltrip High School	62	62	20	32.3	25	40.3
Washington High School	21	18	7	38.9	9	50.0
Westbury High School	19	19	3	15.8	5	26.3
Westside High School	115	114	79	69.3	92	80.7
Wheatley High School	13	11	0.0	0.0	0.0	0.0
Worthing High School	11	11	2	18.2	2	18.2
Yates High School	18	18	0.0	0.0	1	5.6
Total	**1,654**	**1,625**	**794**	**48.9**	**963**	**59.3**

Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT is a score that is greater than or equal to a 1110 on the reading and mathematics sections only. The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 1550 on the reading, mathematics, and writing sections.
Source: SAT data file, 2013–2014; SAT School Day data file, 2013–2014; Graduation file, 2013–2014; Fall PEIMS Snapshot, 2013

APPENDIX K

G/T PROFESSIONAL DEVELOPMENT, 2014–2015

Course	Course Description	Hours Earned	N
AP5020	MTG: AP Language PLC	2	124
AP5021	MTG: AP Calculus PLC	2	134
AP5022	MTG: AP US History PLC	2	126
AP5023	MTG: AP World History PLC	2	132
AP6361	AP Macro PLC	2	47
AP6362	AP Gov & Politics PLC	2	72
AP6364	AP Lit and Composition PLC	2	134
AP6366	IIM: Research Method	6	41
AP6367	Revised G/T Framework 6-12	6	16
EL0027	ONLINE: G/T Gr 6-12 (12 Hrs)	12	61
EL0028	ONLINE: Diffn Techn Tools K-5	12	8
EL0029	ONLINE: Diffn Techn Tools 6-12	12	34
EL0030	ONLINE: G/T K-5 (30 hrs)	30	532
EL0044	ONLINE: G/T Nature and Needs	6	32
EL0048	ONLINE: Monitorg Acad Rig 6-12	3	24
EL1000	ONLINE: Monitoring Rigor K-5	3	34
EL2001	ONLINE:G/T Creative Clasm K-5	6	28
EL2002	ONLINE: G/T - Gr 6-12 (30 hrs)	30	248
EL2034	G/T DI: Mult Ways of Engagemen	3	49
EL2035	G/T DI: Mult Ways of Engagemen	3	57
EL2036	G/T DI: Adapt Depth/Pace/Deliv	3	16
EL2037	G/T DI: Adapt Depth/Pace/Deliv	3	12
EL2038	G/T DI: Flexible Grouping	3	32
EL2039	G/T DI: Flexible Grouping	3	21
EL4000	ONLINE: G/T Scholars Knowledge	6	16
GT0162	Refreshr: Entering K G/T Testr	3	196
GT0163	INTRO: New Enter-K G/T Tester	6	78
GT0165	MTG: Kindrg Entrance G/T Tstg	2	38
GT0173	MTG: Odyssey of Mind Coaches	6	4
GT0174	OM Judge Guidelines	6	25
GT0205	MTG: K-5 VGM Coordinators	1	24
GT0207	MTG: Gr 6-12 VGM Coordinators	1	11
GT0213	MTG: G/T Data Workshop	2	50
GT0220	MTG: New K-5 GT Coord 1	1.5	111
GT0221	MTG: K-5 G/T Coordinator 1	1.5	334
GT0222	MTG: 6-12 New G/T Coord 1	1.5	36
GT0223	MTG: 6-12 G/T Coordinators 1	1.5	78
GT0224	MTG: 6-12 G/T Coordinators	2	36
TT1425	G/T Nature and Needs	6	60
TT3012	Revised G/T Framework K-5	6	14
TT3013	Revised G/T Framework 6-12	6	6
TT3016	Diffn for the G/T Classm K-5	6	109

Source: e-TRAIN data file, 2014–2015; Advanced Academics Professional Development Offerings, 2014–2015

APPENDIX K (CONTINUED)

G/T PROFESSIONAL DEVELOPMENT, 2014–2015

Course	Course Description	Hours Earned	N
TT3017	Diffn for the G/T Classm 6-12	6	40
TT3032	Diffn and Instr. Stratg G/T	18	12
TT4123	Diffn Using Tech Tools 6-12 GT	6	101
TT4124	Diffn Using Tech Tools K-5 G/T	6	82
TT4188	Social and Emotional K-12 G/T	3	29
TT4189	Beyond Projects K-5 G/T	6	117
TT4190	Beyond Projects 6-12 G/T	6	20
TT4602	G/T - K-5 Teachers (30 hrs)	30	173
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)	12	71
TT5556	The Creative Classroom K-5 G/T	6	77
TT6613	G/T DI: Flexible Grouping 6-12	3	11
TT6614	G/T DI: Flexible Grouping	3	32
TT6618	Dare to Differentiate 6-12 G/T	6	20
TT6620	Dare to Differentiate K-5 G/T	6	35
	Duplicated e-TRAIN Count		**4,060**
	Unduplicated e-TRAIN Count		**2,596**
	Educators with 6 or more hours		**1,926**
	Educators with 30 or more hours		**960**

Source: e-TRAIN data file, 2014–2015; Advanced Academics Professional Development Offerings, 2014–2015

APPENDIX L

GIFTED AND TALENTED TEACHER AND COORDINATOR SURVEY QUESTIONS AND RESULTS, 2015

1. Describe the Gifted and Talented Program on your campus:

A total of 211 teachers or coordinators provided at least one response from 57 schools, with 69 providing no response. There were 14 positive and 19 negative comments that didn't provide relevant information on the G/T program.

- Identified students (N=23) in our Vanguard Magnet/Vanguard Neighborhood Program are in cluster/homogeneous classes (N=74) with a G/T trained teacher (N=42) providing differentiated instruction (N=44) throughout the four core content areas.
- Nonexistent or None (N=15)
- Students are served through Prep-AP/AP classes (N=30), Extracurricular activities, clubs, and competitions (N=7), Creative/Leadership activities (N=3), Extra work (N=3), Projects/Presentations (N=40), G/T Expos (N=29), other curriculum outside of core foundation such as technology, engineering, or fine arts (N=6), and/or Field trips (N=4).
- The IB Program/IB Candidate lends itself to student exploration, constructivist/inquiry based approach to learning (N=5).
- N/A or No Comment (N=8)
- Don't Know (N=11)

2. What program design do you implement?

Table 2. G/T Program Designs

N	%	Item
49	17.5	Homogeneous classes
93	33.2	Cluster Classes
60	21.4	Both Cluster and Homogeneous
74	26.4	I don't know
4	1.4	No Response
280	**100.0**	**Total**

3. What strategies are used to serve gifted and talented children? Please choose all that apply.

Table 3. G/T Strategies Used

N	%	Item
131	12.4	Acceleration
91	8.6	Curriculum Compacting
100	9.5	Developmental Language
247	23.4	Differentiation
158	15.0	Leadership activities
219	20.8	Creative activities
108	10.2	Social and emotional needs
1,054	**100.0**	**Total**

Other strategies (please specify)

A total of 19 participants provided at least one response.

- Focus on earning college credit through AP classes (N=2)
- Independent Investigation Method (IIM) (N=3); Higher Order Thinking Skills (HOTS) (N=1), Project Based Learning (PBL) (N=3), Vanguard Icon Strategies (N=1), TPSP (N=2), Leadership (N=1), Odyssey of the Mind (OM) (N=1), UIL (N=1), GT EXPO (N=1), College Board skills and curriculum (N=1), Montessori Curriculum (N=1), None/Don't Know (N=3), International Baccalaureate Organization Primary Years Program includes strategies listed above (N=2), Fine arts classes (N=1), Extra Credit (N=1), Strategies from Harvard (N=1), technology based activities (N=1), No Place for Hate (N=1), [school name omitted] Helping Hands (N=1).

4. Of the above options, do you think the gifted and talented children are having their needs met?

Table 4. Percentage of Respondents Indicating G/T Needs are Met

N	%	Item
77	27.5	All of the time
185	66.1	Some of the time
11	3.9	None of the time
7	2.5	No Response

5. What methods do you use to communicate to your parents about how your program is implemented?

A total of 243 participants provided at least one response. Fifteen respondents did not specify any method of communication. Fifteen respondents indicated they did not communicate information about how the G/T program was being implemented. One respondent indicated they didn't know, and 12 respondents indicated N/A.

- Campuses may have listed more than one method of communication. The top three categories were Mass phone calls/phone calls/text messages (N=53), Letters Home (N=51), and email (N=44).
- Other methods of communication included: Meetings/Open House/Family Nights (N=44), Newsletters (N=35), Web (e.g. school website, district website, Livingtree.com, Grade speed) (N=29),), Parent-Teacher Conferences (N=24), Communication folder/Notes home (N=22), Face-to-Face (N=16), Flyers (N=16), Written communication (N=14), Syllabus (N=10), Homework (N=8), Oral communication (N=8), Progress Reports (N=4), Students communicate with parents (N=4), Class Dojo App (N=4), Report Cards (N=3), G/T Expos (N=3), Twitter/campus blog (N=2), School Calendar (N=2), HUB (N=1), and Teachers (N=1).

6. As a classroom teacher, how many student referrals for the G/T Program did you make? If you did not have a classroom, please skip this question and continue to #8.

A total of 186 participants provided at least one response, with 67 respondents indicating that they did not refer any students.

- Aside from the respondents that indicated they did not make any referrals, the number of referrals ranged from 1 to 50, with the average number being 5, the median being 3, and the mode being 2.
- Twenty-two respondents made comments such as "I am not sure of the G/T referral process", "I am not sure," "All our students are G/T," and "As a fifth grade teacher, I referred all my students."

7. As a coordinator, how many teacher referrals were made for students for the G/T Program?

A total of 87 participants provided at least one response, with 15 respondents indicating that none of their teachers made any student referrals for the G/T program.

- Aside from the respondents that indicated none of their teachers made any G/T referrals, the number of reported referrals ranged from 1 to 50, with the average being 20, the median being 17, and the mode being 10.
- Twenty-six respondents made comments such as, "Unsure,", "Don't Know," and "Our teachers talk to parents to refer them for our program so no teacher comes directly to me for referrals."

8. How many parents refer or nominate a student for G/T services in your classroom or campus?

A total of 201 participants provided at least one response, with 57 respondents indicating that none of their parents nominated students for the G/T program.

- Aside from the respondents that indicated none of their parents made G/T nominations, the number of reported nominations or referrals ranged from 1 to 1,056, with the average being 24, the median being 3, and the mode being 2.
- Seventy-five respondents made comments such as, "Unsure,", "Don't Know," and "Approximately 2/3 of our referrals are made by parent request. This year (excluding kindergarten), we tested a total of 73 students."

9. Any comments about the G/T Program?

A total of 103 participants provided at least one response, with 38 respondents indicating they had no comment about the G/T program.

- Positive (N=14) and Negative (N=10) comments comprised the two categories with highest number of responses.
- Assistance Needed (N=10), Student Assessment (N=9), Training (N=8), and Program Design (N=7), and Curriculum (N=7) made up the remaining categories.