

## MEMORANDUM

January 23, 2015

TO: School Board Members

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

SUBJECT: **VANGUARD PROGRAM: 2013–2014**

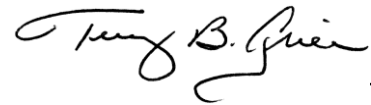
CONTACT: Carla Stevens, 713-556-6700

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 2013–2014 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 eight of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard program supports the district's strategic direction by supporting initiatives 1 and 3 by having an effective teacher in every classroom and rigorous instructional standards and supports.

- In 2013–2014, a total of 32,906 students attending 259 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.9 percent of the district K–12 population, representing a slight decrease from 17.0 percent in 2012–2013.
- 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 under-represented, while, White and Asian students were over-represented.
- For 2014, a total of 9,928 Advanced Placement (AP) exams were taken by 4,821 G/T students and 51.5 percent of the scores were three or higher on a scale of one to five, showing an increase in participation rates from 2007.
- In May of 2014, 376 HISD G/T students took a total of 1,165 International Baccalaureate (IB) examinations, where 63.0 percent scored a four or above on a scale from one to seven. This reflects an increase in participation rates from 2007.

- On the fall 2013 PSAT results for eleventh grade, 1,738 or 95.7 percent of eleventh grade G/T students took the PSAT, and a total of 1,128 or 64.9 percent met the College Readiness Benchmark of 142 on the 2013 PSAT; this is a decrease in participation and performance compared to the previous year.
- A total of 1,446 G/T students or 99.0 percent of the 2013 graduating class took either the SAT or ACT and 55.5 percent met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 67.9 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in SAT and ACT performance compared to the class of 2012.

  
\_\_\_\_\_TBG

Attachment

cc: Superintendent's Direct Reports  
Chief School Officers  
School Support Officers  
Annie Wolfe  
Michael Dorsey  
Mary Jane Gomez  
Principals



# RESEARCH

Educational Program Report

**VANGUARD PROGRAM FINDINGS  
RELATED TO STATE COMPLIANCE  
2013 - 2014**



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# VANGUARD PROGRAM

## FINDINGS RELATED TO STATE COMPLIANCE, 2013–2014

### 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, 2013a, p. XIX-1, 2013b, p. XIII-1).”

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

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the Vanguard Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Vanguard Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 14 G/T Standards approved by the Board of Education on March 8, 2007 (**Table 1**, p.18). The Vanguard Program supports the district’s strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports. Specific measures of compliance include the following five components:

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

#### Highlights

- In 2013–2014, a total of 32,906 students attending 259 elementary, middle, and high schools participated in the district’s Vanguard Program, reflecting 16.9 percent of the district K–12 population, representing a slight decrease from 17.0 percent in 2012–2013.

- 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 under-represented, while, White and Asian students were over-represented.
- For 2014, a total of 9,928 Advanced Placement (AP) exams were taken by 4,821 G/T students and 51.5 percent of the scores were three or higher on a scale of one to five, showing an increase in participation rates from 2007.
- In May of 2014, 376 HISD G/T students took a total of 1,165 International Baccalaureate (IB) examinations, where 63.0 percent scored a four or above on a scale from one to seven. This reflects an increase in participation from 2007.
- On the fall 2013 PSAT results for eleventh grade, 1,738 or 95.7 percent of eleventh grade G/T students took the PSAT, and a total of 1,128 or 64.9 percent met the College Readiness Benchmark of 142 on the 2013 PSAT; this is a decrease in participation and performance compared to the previous year.
- A total of 1,446 G/T students or 99.0 percent of the 2013 graduating class took either the SAT or ACT and 55.5 percent met the TEA standard of 1110 or higher (critical reading or mathematics) and/or 67.9 percent met the TEA standard of 24 or higher (composite) on the ACT, reflecting increases in SAT and ACT performance compared to the class of 2012.

### Recommendations

1. Since the percentage of students identified as G/T in the district is slightly less than twice that of the state, consideration should be given to re-evaluating the G/T Identification Matrix regarding criteria and assessment instruments.
2. To increase the rigor of the Vanguard Program, continue to develop a network of personnel to monitor and support implementation of the Vanguard Program. Target campuses with low student achievement on standardized tests, campuses that identified fewer than three G/T students at a grade level, and campuses that had fewer than 10 staff members who completed the HISD Rigor Institute during the 2013–2014 school year.
3. Improve the Vanguard Program design at the secondary level by considering additional components such as an intervention team to help students develop study and organizational skills, opportunities for students to take prerequisite mathematics and science courses during the year in an accelerated block or during the summer of ninth and tenth grade, an affective counseling component to address underachieving gifted and talented students, and expand/develop mentoring/internship programs.
4. To meet the responsibilities set out in the Elementary and Secondary Guidelines, Vanguard Coordinators should not be a classroom teacher.
5. In accordance with the Texas State Plan, results of this evaluation should continue to be reflected in the district and campus improvement plans, especially regarding professional development.

### Administrative Response

The department of Advanced Academics continues to provide support to Vanguard coordinators by conducting site visits and providing Vanguard program meetings for new and veteran coordinators focused on supporting data quality as it relates to G/T student identification, required teacher professional development, and program service design.

A trend in the decrease of fewer than three G/T students per grade level has been attributed to the support and monitoring from the Advanced Academics department and will continue to be a targeted practice.

The Advanced Academics department provided elementary and secondary G/T teachers a year-long series of Professional Learning Community meetings along with differentiated instruction training to support the depth,

complexity, and pacing of curriculum and instruction. The HISD Professional Support and Development department continues to provide professional development opportunities for G/T teachers and administrators through both face-to-face and virtual learning courses.

To support parents of G/T students, a consultant was provided that addressed the facets of raising G/T children. To educate HISD community families, the Advanced Academic department in coordination with the School Choice department provided general session meetings outlining the Vanguard/Magnet programs and the on-line application process to support families making school choices that align with their child's educational needs.

## Introduction

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

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2013–2014, the program served students at the following Board-approved locations:

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

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

The Vanguard Neighborhood program was designed for G/T students who excelled in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model were made at the campus level (Houston Independent School District, 2013a and 2013b).

### 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 A**, pp.28–29 summarizes the methods used in detail.

### Data Limitations

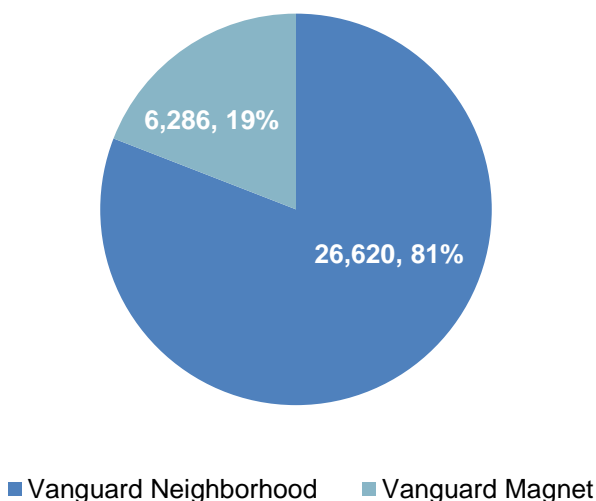
- For a detailed description of the limitations in using e-TRAIN and the Public Education Information System (PEIMS) data files, see Appendix A, pp. 28–29.

## Results

### What program options were provided to G/T students during the 2013–2014 school year, and how does current implementation compare to the Board-approved G/T Standards?

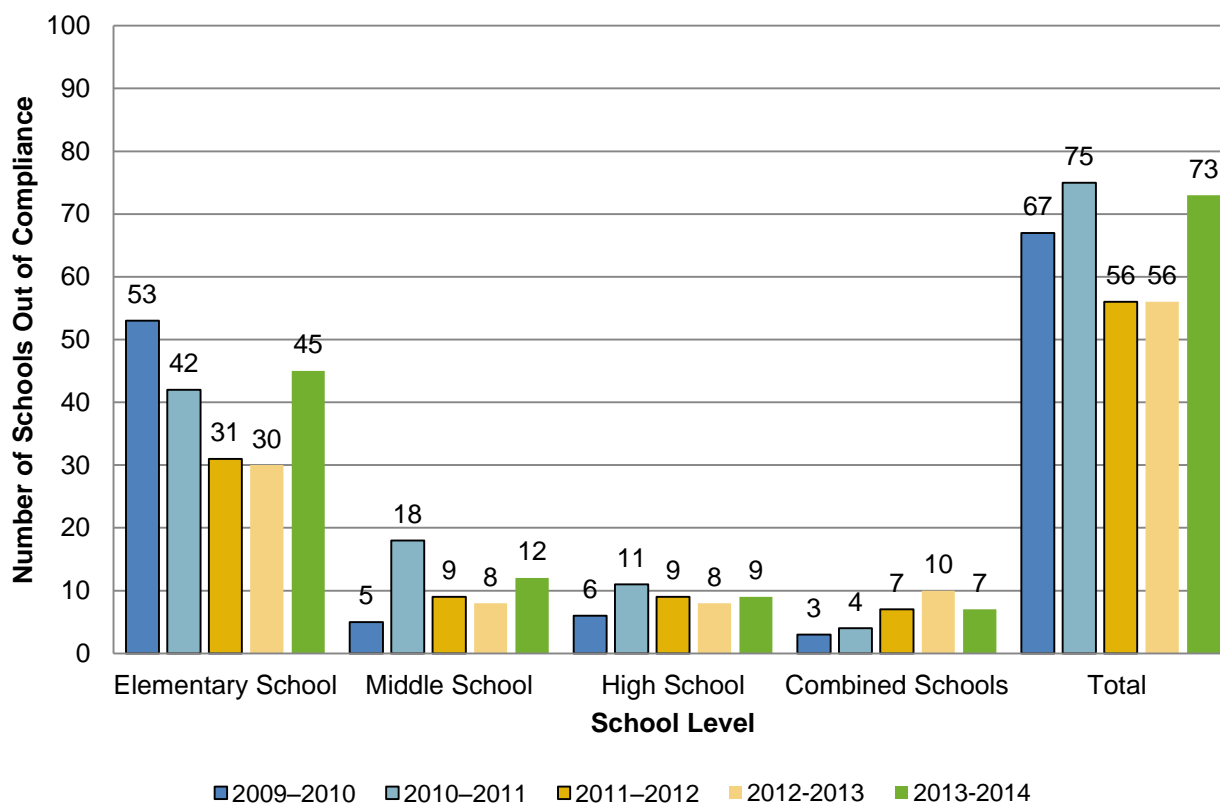
- In HISD, G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 275 schools in HISD, 259 campuses offered G/T services based on PEIMS Snapshot data. There were 241 Vanguard Neighborhood programs (K–12), and 18 campuses offering Vanguard Magnet programs (K–12).
- In addition to the 259 campuses offering G/T services, there were three campuses offering a Vanguard Neighborhood program that identified G/T students after the PEIMS fall snapshot. These included: Community Services, Cullen Middle School, and Halpin ECC.
- For 2013–2014, a total of 26,620 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,286 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 80.9 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 19.1 percent of the G/T students were served through the Vanguard Magnet program (**Figure 1**).

**Figure 1. Number of G/T students by program design**



- According to state mandates, G/T students served in the regular classroom needed to work together as a group (minimum of 3) (Texas Education Agency, 2010). For 2013–2014, there were 73 campuses that identified fewer than three G/T students for at least one grade level (**Figure 2**).
- In 2013–2014, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 7 for combined schools to 45 for the elementary schools. This was an increase for elementary, middle, and high schools. A list of campuses is provided in **Appendix B**, pp. 30–38. When comparing 2010–2011 to 2013–2014, there was a decrease in the number of campuses that had fewer than three G/T students by grade level from 75 to 73 (Figure 2).

**Figure 2. Number of schools with fewer than 3 G/T students for at least one grade level, 2009–2010 to 2013–2014**



- 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 174 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 174 elementary campuses that submitted Vanguard Standards Review Worksheet, 167 campuses (96.0 percent) used cluster classes, 3 campuses (1.7 percent) used homogeneous classrooms, and 17 (9.8 percent) used a combination of cluster and homogeneous classrooms.
- The most frequently selected model for elementary campuses was the G/T Clusters in Regular Classrooms, used by 96.0 percent of the schools.

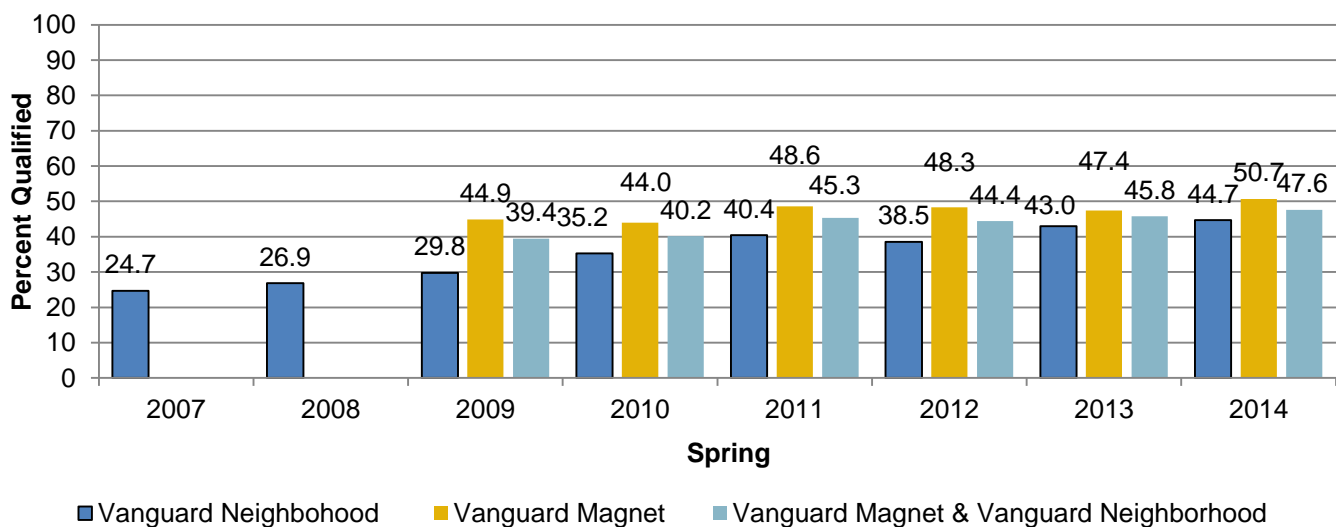
What evidence was there that the instruments and procedures for G/T identification met state mandates, and how will implementation of the Board-approved G/T standards continue to ensure equity of opportunity?

**Student Assessment**

**G/T Enrollment**

- For the 2013–2014 school year, a total of 32,906 students were identified as G/T compared to the district enrollment of 194,311 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has increased from 13.0 percent in 2006–2007 to 16.9 percent in 2013–2014. However, there has been a slight decline from 17.0 percent in 2012–2013 (**Table 2**, p.19).
- When comparing the G/T percentages by grade level from 2006–2007 to 2013–2014, increases occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 1.9 percentage points for tenth grade, 3.2 percentage points for eleventh grade, and 3.1 percentage points for twelfth grade (Table 2, p.19).
- The increase in the percentage of G/T kindergarten students for 2013–2014 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2013. When these students enrolled in the district during the 2013–2014 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.19).
- The percentage of qualified 4-year old students identified from neighborhood schools increased from 24.7 percent in 2007 to 44.7 percent in 2014, and magnet schools increased from 44.9 percent in 2009 to 50.7 percent in 2014 (**Appendix C**, pp. 39–41 and **Figure 3**).
- In 2013–2014, a total of 32 Vanguard Neighborhood or early childhood centers and 11 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix C, pp. 39–41).

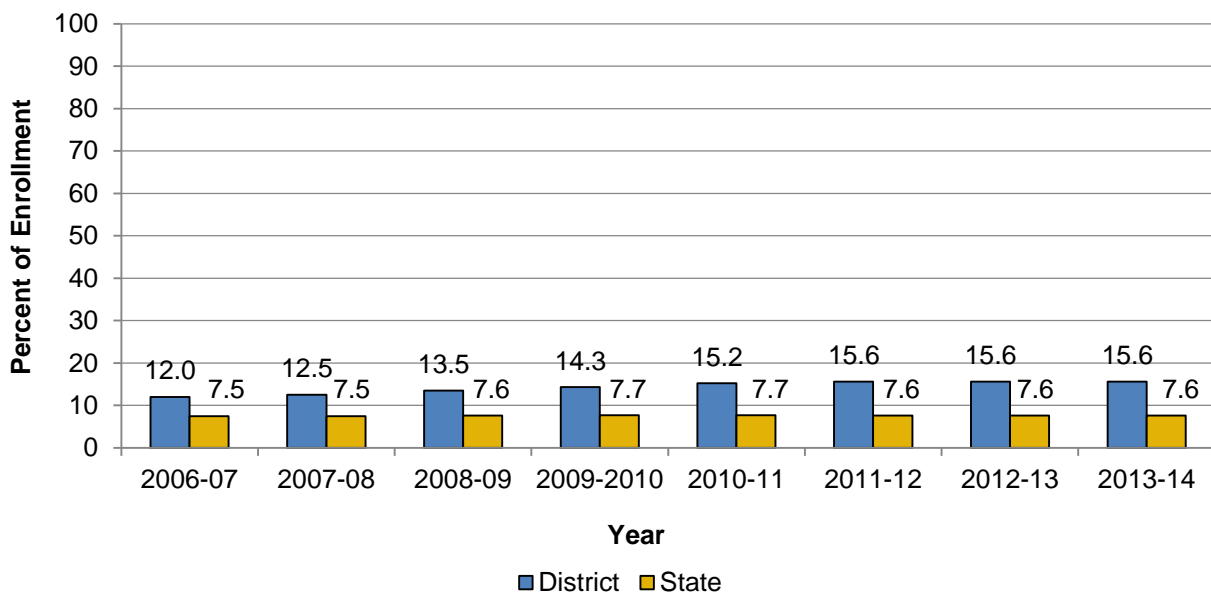
**Figure 3. Percent of qualified entering kindergarten Vanguard Program, 2006–2007 to 2014–2015**



Note: Data for 2007 and 2008 were not available for the Vanguard Magnet Program.

- The percentage of G/T students identified at the state level ranged from 7.5 to 7.7 percent over the last eight 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 (Table 2, p. 19 and **Figure 4**).
- When comparing state G/T enrollment over the eight-year period, rates have not fluctuated by more than 0.2 percentage point. The percentage of G/T students identified at the district level ranged from 12.0 percent in 2006–2007 and 2007–2008 to 15.6 percent in 2012–2013 and 2013–2014 (Figure 4).
- When comparing district G/T enrollment over the eight-year period, there was an increase of 3.6 percentage points. The G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2012–2013 and 2013–2014 (Figure 4).

**Figure 4. Percent of G/T enrollment, 2006–2007 to 2013–2014 (Early Childhood included)**



Source: Academic Excellence Indicator System (AEIS): 2006–07, 2007–08, 2008–09, 2009–2010, 2010–11, 2011–12; Student Program Reports, 2012–2013 and 2013–2014.

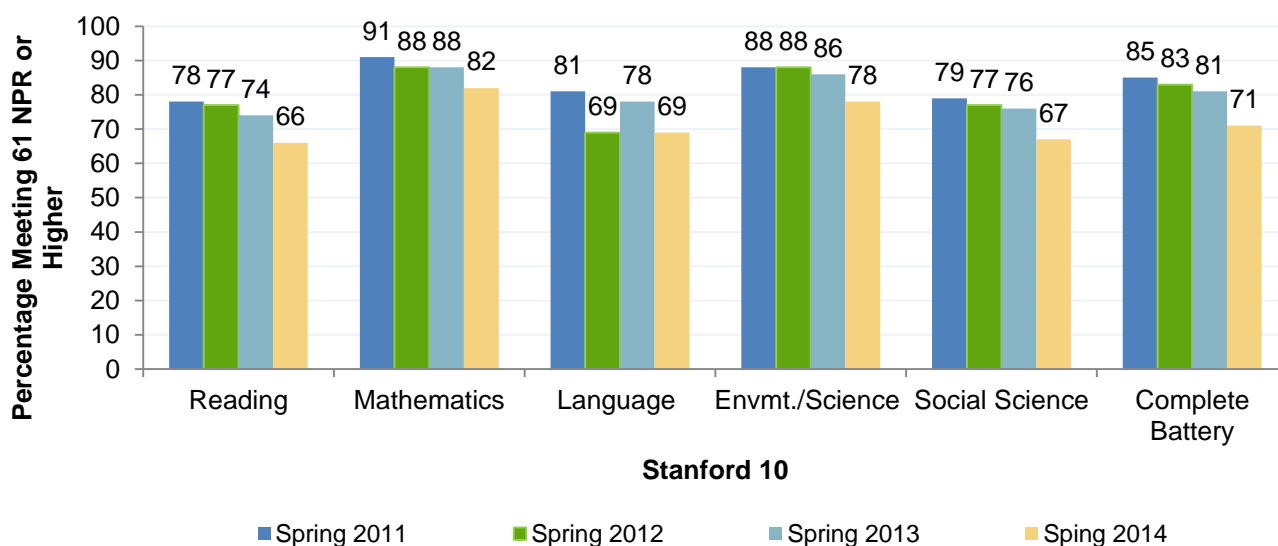
- Although African American students comprise 25.1 percent of the total HISD population in grades K–12, these students represent only 11.7 percent of the G/T population reflecting an underrepresentation of African American students by 13.4 percentage points (**Table 3**, p.20).
- Although Hispanic students comprise 61.5 percent of the total HISD population in grades K–12, these students represent only 57.2 percent of the G/T population reflecting an underrepresentation of Hispanic students by 4.3 percentage points (Table 3, p.20).
- Although economically disadvantaged students comprise 79.4 percent of the total HISD population in grades K–12, these students represent only 59.7 percent of the G/T population reflecting an underrepresentation of economically disadvantaged students by 19.7 percentage points (Table 3, p.20).
- Since 2006–2007, underrepresentation has decreased for Hispanic, male, English as a second language (ESL), English Language Learners (ELL), Economically Disadvantaged, and Special Education students (Table 3, p. 20).

- 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 9.2, 32.9, 10.2 and 13.6 percentage points, respectively (**Table 4**, p. 21)

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

- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level, defined as achieving a 61 National Percentile Rank (NPR) or greater on the Stanford 10 and/or the Aprenda 3. Stanford 10 data from 2014 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above. Scores ranged from 57 percent in grade 5 reading to 92 percent in grade 8 science (**Table 8**, p.23).
- **Figure 5** summarizes the percent of G/T students scoring 61 NPR or higher on the Stanford 10 over the past four years. Overall, the percentage meeting the criterion declined in reading, mathematics, language, environment/science, social science and the complete battery.
- According to Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level. Stanford 10 data from 2011, 2012, 2013 and 2014 indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or above. The standard was not met (**Tables 5–8**, p.20 and Figure 5).

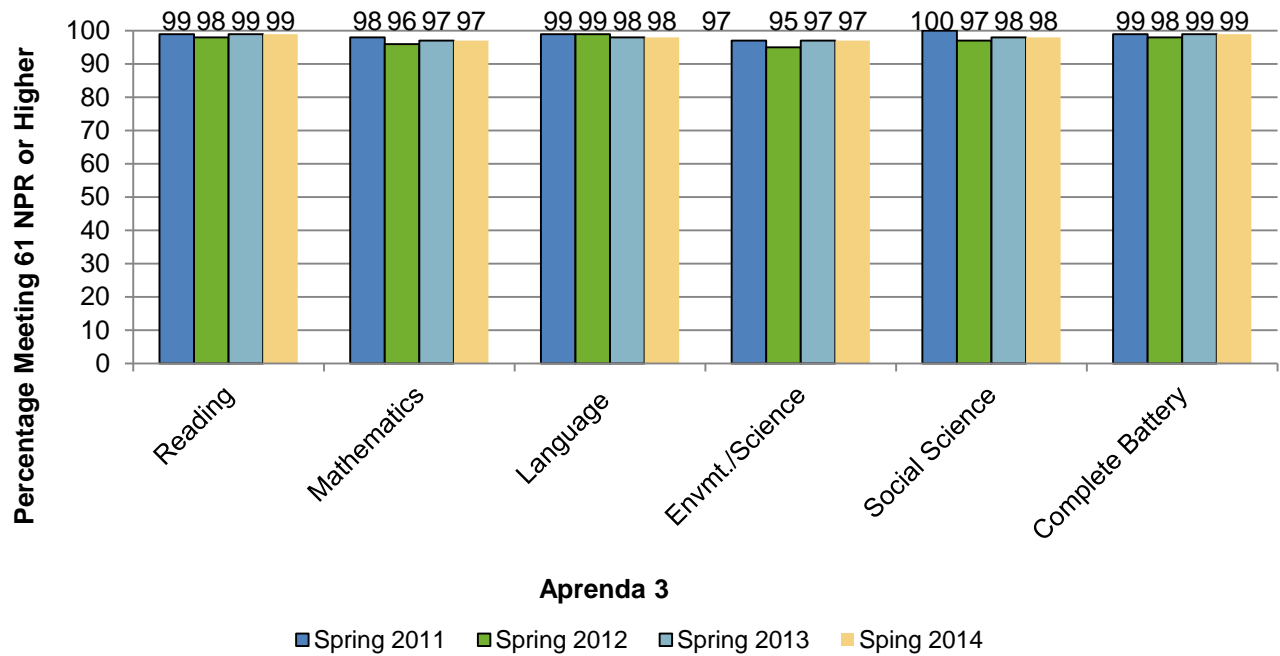
**Figure 5. Percent of G/T students in grades 1–8 scoring 61 NPR or higher on the Stanford 10, Spring 2011 to 2014**



- For 2011, Aprenda 3 achievement test results indicated that 100 percent of third grade G/T students achieved a 61 NPR or greater on the reading, language, science, social science, and the complete battery. For fourth grade G/T students, 100 percent scored a 61 NPR or above on the mathematics, language, science, and the complete battery. The standard was met for the aforementioned grade levels and subtests (**Table 9**, p.24).
- For 2012, Aprenda 3 achievement test results indicated that there was no grade level for which 100 percent of the G/T students scored a 61 NPR or higher, with scores ranging from a 91 percent on environment for grade 1 to 99 percent on reading for grade 1, language for grades 2–4, and science for grade 4, and the complete battery grades 1, 2, and 4 (**Table 10**, p.24).

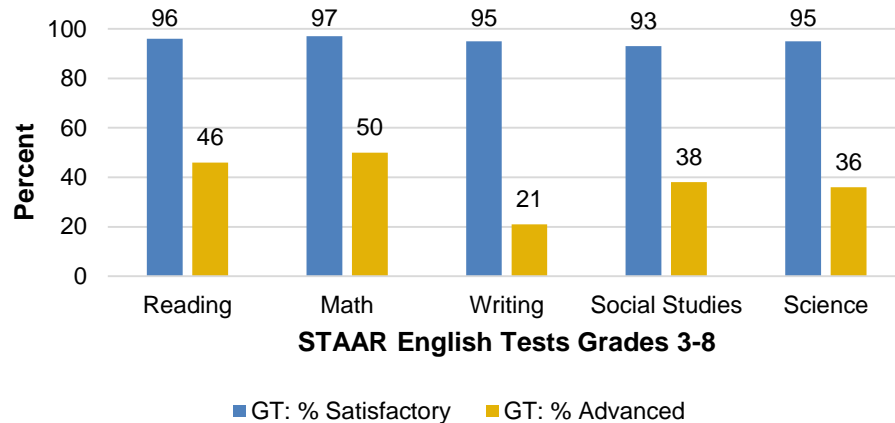
- For 2014, Aprenda 3 achievement test results indicated that for third grade science 100% of the students scored at 61 NPR or higher (**Table 12**, p. 25 and **Figure 6**).
- **Figure 6** summarizes the percent of G/T students scoring 61 NPR or higher on the Aprenda 3 over the past four years. Percentages meeting the criterion ranged from 98 percent to 99 percent in reading, language, and the complete battery, 96 percent to 98 percent in mathematics, 95 percent to 97 percent in environment/science, and 97 percent to 100 percent in social science.

**Figure 6. Percent of G/T students scoring 61 NPR or higher on the Aprenda 3, Spring 2011 to 2014**



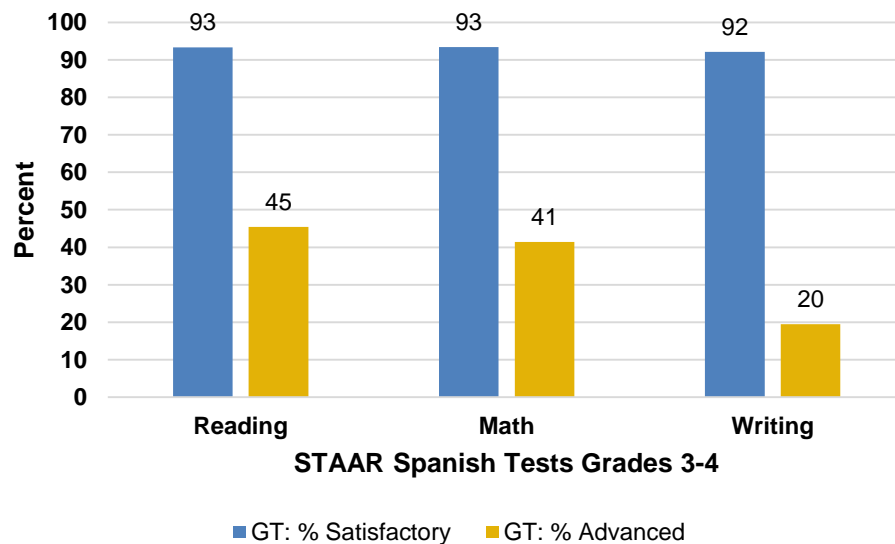
- For 2014, G/T students demonstrated the highest percentage of satisfactory and advanced performance on the STAAR mathematics, with 97 percent scoring satisfactory and 50 percent scoring advanced (**Figure 7** and **Table 13**, p. 25).
- For 2014, 93 percent of G/T students scored satisfactory on the STAAR social studies test, reflecting the lowest of the five tests for meeting the phase-in standard, whereas writing reflected the lowest of the five tests for meeting the advanced performance level at 21 percent (Figure 7 and Table 13, p. 25).

**Figure 7. Percent of G/T student performance on STAAR (grades 3–8 combined), Spring 2014**



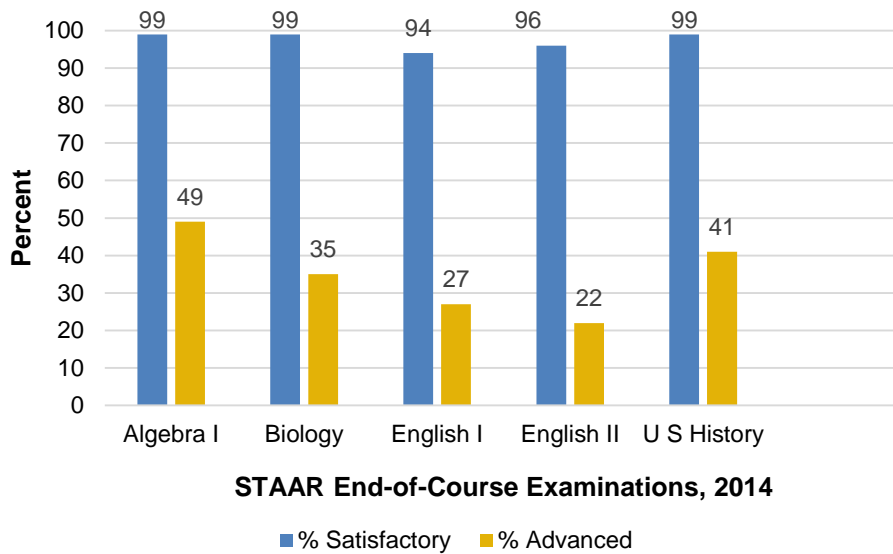
- For 2014, 93 percent of G/T students scored satisfactory on the STAAR Spanish reading and mathematics tests, reflecting the highest level of achievement of the three tests for meeting the phase-in standard, whereas writing reflected the lowest of the five tests for meeting the satisfactory phase-in standard and the advanced performance level at 92 percent and 20 percent, respectively (Figure 8 and Table 14, p. 25).

**Figure 8. Percent of G/T student performance on STAAR Spanish (grades 3–4 combined), Spring 2014**



- For 2014, 10,667 G/T students (duplicated count) took five STAAR End-of-Course Exams with at least five or more students. The lowest percentage of students scoring in the satisfactory range was associated with the English I exam, where 94 percent of G/T test-takers scored satisfactory and 27 percent scored at the advanced performance level. Algebra I reflected the exam for which the highest percentage of G/T students scored advanced (49 percent), and 99 percent of G/T students scored satisfactory on the Algebra I, Biology, and U.S. History End-of-Course exams, reflecting the highest percentages for the phase-in standard (Figure 9).

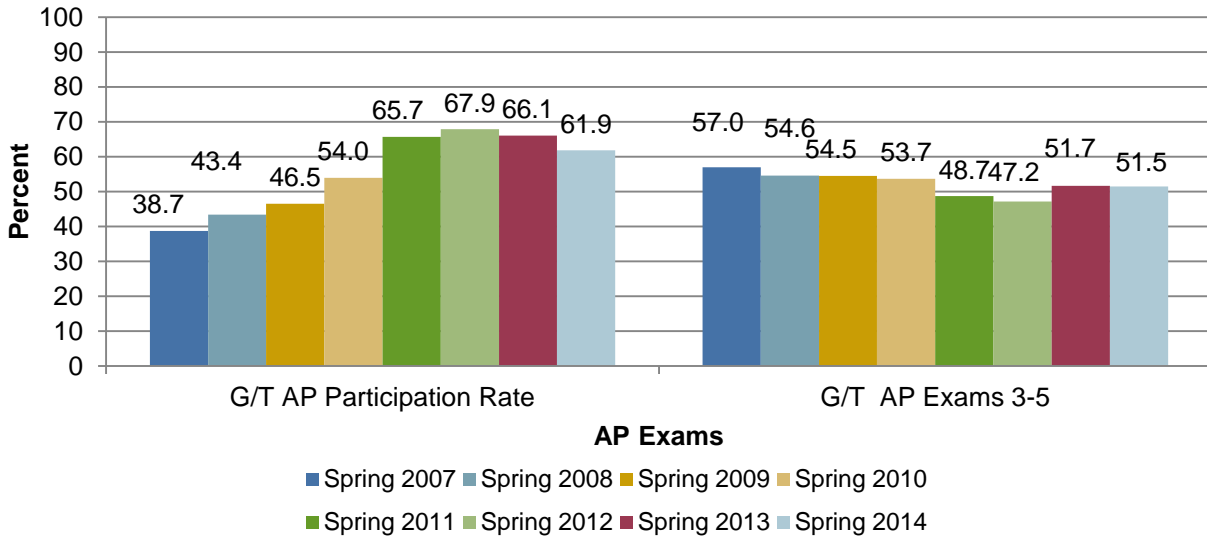
**Figure 9. Percent of G/T student performance on STAAR End-Of-Exams, Spring 2014**



- For 2007, of the 7,691 G/T students in grades 9–12 districtwide, 2,974 or 38.7 percent participated in taking AP examinations. Of the 6,416 exams taken, 57.0 percent of the exams scored at 3 or higher (**Appendix D**, p. 42).
- For 2014, of the 7,786 G/T students in grade 9–12 districtwide, 4,821 or 61.9 percent of G/T students took at least one AP exam, showing an increase in participation rates from 2007. Of the 9,928 AP exams taken by G/T students, 51.5 percent scored 3 or higher (**Appendix E**, pp. 43–44).
- When comparing 2007 to 2014 participation rates, there was an increase of 23.2 percentage points in those taking AP examinations, and a decline of 5.5 percentage points for those scoring at least 3 or higher (Appendix D, p. 42 and Appendix E, p. 43–44 and **Figure 10**, p. 13).

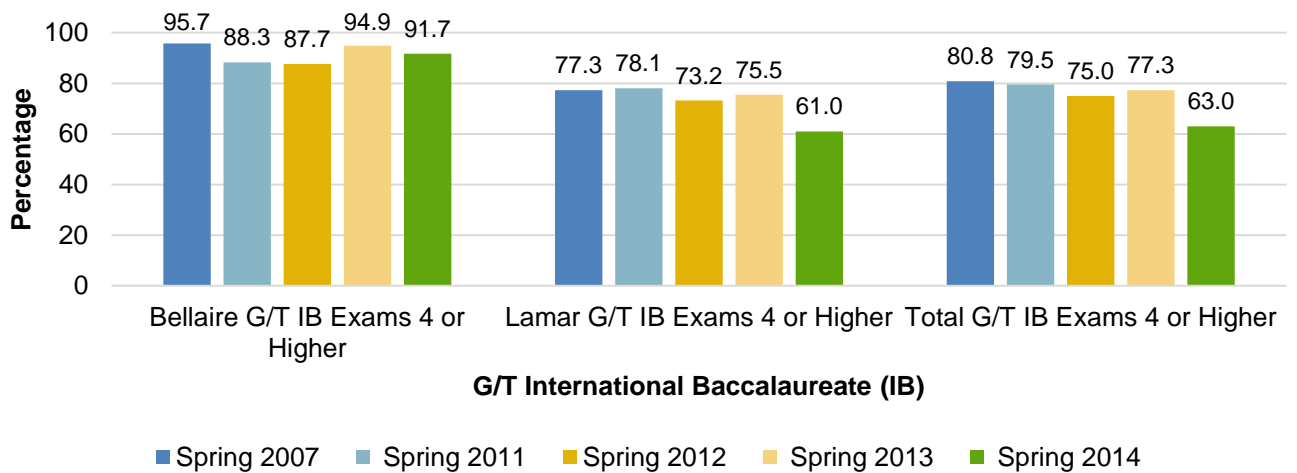


**Figure 10. AP participation and performance, Spring 2007 to 2014**



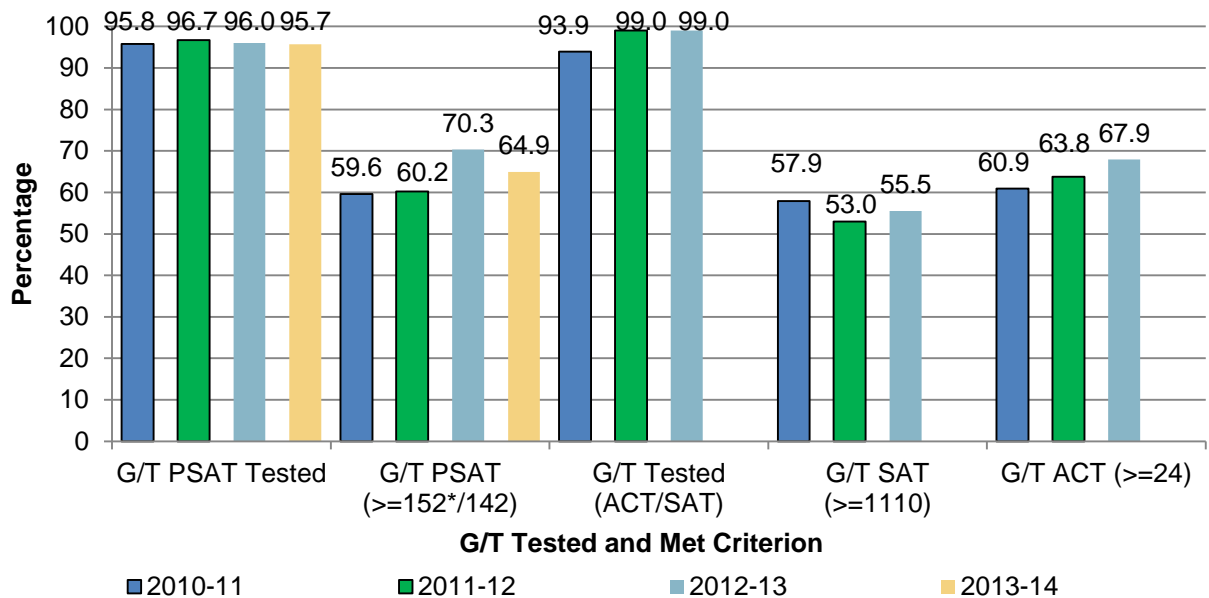
- In May of 2014, 376 HISD G/T students took a total of 1,165 International Baccalaureate examinations (IB), where 63.0 percent scored a four or above on a scale from one to seven. This reflects an increase in participation since 2007. Since 2007, the percentage of G/T IB exams scoring 4 or higher has declined from 80.8 percent (Table 15, p. 26 and Figure 11).
- For 2014, 7 Bellaire and 72 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 79 in 2014 (Table 16, p. 26).

**Figure 11. Percent of G/T students taking IB tests and percentage scoring 4 or higher, Spring 2007, 2011, 2012, 2013, and 2014**



- On the fall 2013 PSAT results for eleventh grade, 1,738 or 95.7 percent of G/T students took the PSAT, and a total of 1,128 or 64.9 percent met the College Readiness Benchmark of 142; this reflects a decrease in participation and performance compared to the previous year (Appendix F, p. 45 and Figure 12).

**Figure 12. G/T participation and performance on the PSAT (Fall), ACT, and SAT, 2010–2011 and 2013–2014**



\*The methodology used to calculate PSAT College Readiness Benchmark was revised from 152 in Fall 2011 to 142 in Fall 2012 (**Appendix A**, p. 28).

- Out of 32 campuses that tested five or more G/T students on the 2013–2014 PSAT, six campuses had at least 70 percent of their G/T eleventh grade students reaching the College Readiness Benchmark of 142 (Appendix F, p. 44 and Figure 12).
- For the 2012–2013 school year, a total of 1,446 G/T students or 99.0 percent of the 2013 graduating class took either the SAT or ACT, and 55.5 percent met the TEA standard of 1110 or higher (critical reading and mathematics) on the SAT and/or 67.9 percent met the TEA standard of 24 or higher (composite score) on the ACT, reflecting increases in SAT and ACT performance compared to the class of 2012 (**Appendix G**, pp. 46–47 and Figure 12).
- Out of 32 campuses with at least five students tested from which G/T students graduated during the 2012–2013 school year, five high schools had at least 70 percent or more of their G/T students with a combined critical reading and mathematics score of 1110; four of the 19 high schools had at least 70 percent of their G/T students with a composite score of 24 or higher on the ACT (Appendix G, pp. 46–47).
- 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 32 campuses with at least five students tested from which G/T students graduated during the 2012–2013 school year, six 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 G-1**, p. 48).
- According to Standard 6–Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2014, the percent of G/T middle school students enrolled in advanced classes in the four core content areas decreased from 91.2 percent to 83.6 percent, but the actual number of students taking advanced courses increased by 14.3 percent (**Table 17**, p. 26).

- 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 2014, the percent of G/T high school students enrolled in two advanced classes decreased from 95.2 percent to 86.7 percent. However, the actual number of students taking advanced courses increased by 16.4 percent (**Table 18**, p. 26).
- From 2010–2011, 2011–2012, and 2012–2013, 15, 24, and 11 G/T students dropped out of school, reflecting 0.1, 0.2, and <0.1 of the grade 7–12 cumulative enrollment (**Table 19**, p. 27).
- For 2010–2011 and 2011–2012, 1.8 percent and 3.0 percent of G/T students did not graduate. This decreased to 1.6 percent not graduating in 2012–2013 (**Table 19**, p.27).
- Results of a ninth-grade cohort study for 2010–2011 indicated that out of 28 high school magnet programs, the percentage of students who left the district or went to a different campus after four years ranged from 22.8 percent at the High School for Performing Arts (HSPVA) to 75.5 percent at Worthing’s Math/Science/Technology Magnet program. The only Vanguard Magnet High School Program was Carnegie Vanguard, and by senior year, 38.2 percent of the students left the district or went to a different campus (**Appendix H**, p. 49–50).

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

- For 2013–2014, a total of 9,900 participants completed 6 or more hours of G/T and/or AP training fulfilling the annual state and district professional development requirement (**Appendix I**, pp. 51–52).
- For 2013–2014, 15,952 duplicated or 10,221 unduplicated participants completed one or more of the 71 G/T or AP professional development opportunities offered through e-TRAIN (Appendix I, pp. 51–52).
- For 2013–2014, 1,396 participants (duplicated) attended Vanguard Coordinator/PLC professional development sessions (Appendix I, pp. 51–52).

#### 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 Standards Review(s) that would be implemented on the campus.
- For 2013–2014, 49 Vanguard schools participated in or hosted a G/T Expo, sharing advanced products with parents, students, and the community.

## Discussion

After eight years of implementation, HISD’s Vanguard G/T Standard 8: Student Success needs to be reconsidered and redeveloped. Jonathan Wei (2014) noted that on the fifth grade STAAR mathematics test, over 4,271 students attained a perfect score and the number rose to over 10,000 if students could miss one or two items. The point being that there is a ceiling effect on most grade level tests. In order to assess program effectiveness, it is necessary to find measures that have sufficient room to gauge growth or differentiate among gifted students (Wei, 2014). Measures such as grade point averages, high school or college graduation, or scores on state assessments lack the “head room.” (Wei, 2014). Wei (2014) suggested looking at long-term measures such as attainment of a Ph.D, university tenure, publications, and patents. When the district identifies G/T students, both quantitative and qualitative measures are used, and student success should be assessed using more than standardized test scores.

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

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 served. If the School Improvement Plan reflects the goals for the year, each campus should have professional development opportunities on their calendars for 30 hours and for the 6-hour update. For those campuses that did not have any teachers or fewer than 10 completing the HISD Rigor Institute training, there should be follow-up on those campuses to ensure that the curriculum is being delivered as needed.

Over the past eight years, the percentage of students in HISD identified as G/T has increased (12.0 percent to 15.6 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 eight 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 over-representation of students in the Vanguard Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC), approximately six percent of U.S. children in grades K–12 are gifted. This reflects an estimate since "no federal agency/organization systematically collects this information" (NAGC 2012).

According to the Texas Education Agency's study, *Equity in Gifted Education*, (2006, p.8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American and Hispanic students are under-represented and White and Asian students are over-represented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are under-represented. However, since 2006–2007, underrepresentation has decreased for African American, Hispanic, male, bilingual, ESL, ELL, economically disadvantaged, and special education students.

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past twelve 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. 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**

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

**Table 2: Comparison of G/T Student Population to the District Population, 2006–2007 and 2013–2014 (K–12)**

Grade	2006–2007			2013–2014		
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†
Kindergarten	303	16,408	1.8	867	17,868	4.9
First	1,685	18,290	9.2	3,357	18,959	17.7
Second	2,122	16,431	12.9	3,435	17,386	19.8
Third	2,312	15,998	14.5	3,451	17,494	19.7
Fourth	2,398	15,859	15.1	3,896	16,634	23.4
Fifth	2,435	14,454	16.8	3,527	15,807	22.3
<b>Subtotal</b>	<b>11,255</b>	<b>97,440</b>	<b>11.6</b>	<b>18,533</b>	<b>104,148</b>	<b>17.8</b>
Sixth	1,671	14,118	11.8	2,244	13,536	16.6
Seventh	1,904	14,101	13.5	2,344	13,826	17.0
Eighth	1,796	13,552	13.3	1,980	13,350	14.8
Ninth	1,811	16,010	11.3	2,292	15,122	15.2
Tenth	2,118	12,159	17.4	1,966	12,674	15.5
Eleventh	2,026	10,192	19.9	1,879	11,284	16.7
Twelfth	1,795	9,335	19.2	1,668	10,371	16.1
<b>Subtotal</b>	<b>13,121</b>	<b>89,467</b>	<b>14.7</b>	<b>14,373</b>	<b>90,163</b>	<b>15.9</b>
<b>2013–2014 Total*</b>	<b>24,376</b>	<b>186,907</b>	<b>13.0</b>	<b>32,906</b>	<b>194,311</b>	<b>16.9</b>
<b>2012–2013 Total</b>				<b>31,689</b>	<b>186,094</b>	<b>17.0</b>

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

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

Source: Fall PEIMS Snapshot 2006 and 2013.

**Table 3: Demographic Characteristics of G/T Students, 2006–2007 to 2013–2014**

	2006–2007					2013–2014					Gap Diff.
	G/T		District			G/T		District			
	N	%	N	%	Diff	N	%	N	%	Diff	
<b>Race/Ethnicity</b>											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,862	11.7	48,851	25.1	-13.4	+
Amer. Indian	-	-	-	-	-	60	0.2	411	0.2	0	
Asian	2,502	10.3	6,096	3.3	7.0	3,111	9.5	7,014	3.6	5.9	-
Hispanic	10,671	43.8	109,577	58.6	-14.8	18,826	57.2	119,496	61.5	-4.3	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-	
Pac. Islander	-	-	-	-	-	50	0.2	184	0.1	0.1	
White	7,044	28.9	16,345	8.7	20.2	6,419	19.5	16,632	8.6	10.9	-
Two or More	-	-	-	-	-	578	1.8	1,723	0.9	0.9	
<b>Gender</b>											
Male	11,286	46.3	95,291	51.0	-4.7	15,750	47.9	99,005	51.0	-3.1	-
Female	13,090	53.7	91,616	49.0	4.7	17,156	52.1	95,306	49.0	3.1	-
<b>Group</b>											
Bilingual	2,339	9.6	31,453	16.8	-7.2	6,135	18.6	33,729	17.4	1.2	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	19,631	59.7	154,366	79.4	-19.7	-
ELL	2,642	10.8	47,770	25.6	-14.8	7,345	22.3	55,023	28.3	-6.0	-
ESL	201	0.8	13,665	7.3	-6.5	596	1.8	14,840	7.6	-5.8	-
Special Ed.	458	1.9	19,317	10.3	-8.4	273	0.8	15,142	7.8	-7.0	-
<b>Total</b>	<b>24,376</b>	<b>100.0</b>	<b>186,907</b>	<b>100.0</b>		<b>32,906</b>	<b>100.0</b>	<b>194,311</b>	<b>100.0</b>		

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 2013–2014. Shaded areas denote at least 1 percentage point difference.



**Table 4: Kindergarten and Sixth Grade Vanguard Magnet Applicants Compared to HISD by Race/Ethnicity, 2007–2008 (Baseline) and 2014–2015 (Eight Years of Implementation)**

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2014–2015		District Enrollment 2014–2015	
	N	%	N	%	N	%	N	%
<b>Kindergarten</b>								
African American or Black	171	15.7	4,070	25.1	211	13.9	4,146	23.1
American Indian					4	0.3	20	0.1
Asian/Pacific Islander	160	14.7	498	3.1	283	18.6	727	4.0
Hispanic	311	28.6	10,320	63.7	462	30.4	11,376	63.3
Native American	2	0.2	19	0.1	-	-	-	-
White	435	40.0	1,282	7.9	475	31.2	1,474	8.2
Two or More Races					77	5.1	218	1.2
Missing	8	0.7	0	0.0	9	0.6	2	<0.1
<b>Total</b>	<b>1,087</b>	<b>100.0</b>	<b>16,189</b>	<b>100.0</b>	<b>1,521</b>	<b>100.0</b>	<b>17,963</b>	<b>100.0</b>
<b>Sixth</b>								
African American or Black	301	17.3	3,769	29.1	383	15.5	3,521	25.7
American Indian	-	-	-	-	8	0.3	36	0.3
Asian	208	12.0	413	3.2	306	12.4	486	3.5
Hispanic	790	45.5	7,747	59.8	1,171	47.4	8,358	61.0
Native American	1	0.1	9	0.1	-	-	-	-
White	436	25.1	1,012	7.8	577	23.4	1,196	8.7
Two or More Races	-	-	-	-	15	0.6	102	0.7
Missing	2	0.1	-	-	8	0.3	-	-
<b>Total</b>	<b>1,738</b>	<b>100.0</b>	<b>12,950</b>	<b>100.0</b>	<b>2,468</b>	<b>100.0</b>	<b>13,699</b>	<b>100.0</b>

Source: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 2013–2014; Fall PEIMS Snapshot 2007 and Chancery Extract, October 20, 2014.

Note: Race/Ethnicity categories changed from 2007–2008 to 2014–2015 when federal race/ethnicity categories were used (italics). Vanguard Applicants applying for the 2014–2015 school year include only those using the on-line system. Hard copies were not tracked.

**Table 5: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2011 (Based on 2007 Norms)**

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

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

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

**Table 6: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2012 (Based on 2007 Norms)**

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

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

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

**Table 7: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2013 (Based on 2007 Norms)**

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N	%	N	%	N	%	N	%	N	%	N	%
	Tested		Tested		Tested		Tested		Tested		Tested	
1	1,795	82	1,798	85	1,795	85	1,796	79			1,787	85
2	1,995	78	1,996	84	1,996	81	1,995	81			1,990	83
3	2,608	77	2,607	91	2,609	81	2,607	84	2,607	72	2,604	83
4	3,044	67	3,045	87	3,043	80	3,042	79	3,043	66	3,041	76
5	3,162	67	3,162	86	3,161	71	3,162	87	3,162	74	3,159	75
6	2,273	76	2,272	92	2,273	77	2,273	90	2,272	77	2,263	82
7	1,950	79	1,950	93	1,950	82	1,947	92	1,950	85	1,945	87
8	2,320	74	2,317	91	2,316	72	2,317	94	2,317	84	2,305	83
<b>Total</b>	<b>19,147</b>	<b>74</b>	<b>19,147</b>	<b>88</b>	<b>19,143</b>	<b>78</b>	<b>19,139</b>	<b>86</b>	<b>15,351</b>	<b>76</b>	<b>19,094</b>	<b>81</b>

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

Source: Stanford 10 Data File 2013; Fall PEIMS Snapshot 2012.

**Table 8: Percentage of G/T Students Scoring 61 NPR or Above on the Stanford 10 by Grade Level and Subtest, 2014 (Based on 2007 Norms)**

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N	%	N	%	N	%	N	%	N	%	N	%
	Tested		Tested		Tested		Tested		Tested		Tested	
1	1,866	70	1,868	77	1,869	72	1,870	66			1,861	73
2	2,018	67	2,028	73	2,016	71	2,024	69			2,009	70
3	2,521	70	2,524	87	2,521	72	2,522	74	2,523	66	2,511	74
4	3,384	58	3,386	81	3,382	74	3,387	71	3,387	58	3,374	64
5	3,474	57	3,473	76	3,475	63	3,473	80	3,474	59	3,467	63
6	2,205	70	2,205	87	2,206	68	2,206	87	2,207	72	2,195	78
7	2,316	70	2,316	88	2,315	72	2,315	84	2,316	75	2,309	78
8	1,962	70	1,962	89	1,962	63	1,962	92	1,961	84	1,941	80
<b>Total</b>	<b>19,746</b>	<b>66</b>	<b>19,762</b>	<b>82</b>	<b>19,746</b>	<b>69</b>	<b>19,759</b>	<b>78</b>	<b>15,868</b>	<b>67</b>	<b>19,667</b>	<b>71</b>

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

Source: Stanford 10 Data file 2014; Fall PEIMS Snapshot 2013.

**Table 9: Percentage of G/T Students Scoring 61 NPR or Above on the Apenda 3 by Grade Level and Subtest, 2011**

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

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

\*Scores not reported for less than 5 students.

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

**Table 10: Percentage of G/T Students Scoring 61 NPR or Above on the Apenda 3 by Grade Level and Subtest, 2012**

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

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

\*Scores not reported for less than 5 students.

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

**Table 11: Percentage of G/T Students Scoring 61 NPR or Above on the Apenda 3 by Grade Level and Subtest, 2013**

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N	%	N	%	N	%	N	%	N	%	N	%
	Tested		Tested		Tested		Tested		Tested		Tested	
1	1,317	99	1,317	96	1,317	97	1,317	94			1,317	99
2	1,187	99	1,187	98	1,187	99	1,186	98			1,186	99
3	1,173	99	1,172	97	1,172	99	1,172	100	1,172	98	1,172	99
4	433	96	432	98	433	97	433	99	433	99	432	99
<b>Total</b>	<b>4,110</b>	<b>99</b>	<b>4,108</b>	<b>97</b>	<b>4,109</b>	<b>98</b>	<b>4,108</b>	<b>97</b>	<b>1,605</b>	<b>98</b>	<b>4,107</b>	<b>99</b>

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

\*Scores not reported for less than 5 students.

Source: Apenda 3 Data File 2013; Fall PEIMS Snapshot 2012.

**Table 12: Percentage of G/T Students Scoring 61 NPR or Above on the Apenda 3 by Grade Level and Subtest, 2014**

Grade	Reading		Mathematics		Language		Environmt./ Science		Social Science		Complete Battery	
	N	%	N	%	N	%	N	%	N	%	N	%
	Tested		Tested		Tested		Tested		Tested		Tested	
1	1,317	99	1,317	96	1,317	97	1,317	94			1,317	99
2	1,187	99	1,187	98	1,187	99	1,186	98			1,186	99
3	1,173	99	1,172	97	1,172	99	1,172	100	1,172	98	1,172	99
4	433	96	432	98	433	97	433	99	433	99	432	99
<b>Total</b>	<b>4,110</b>	<b>99</b>	<b>4,108</b>	<b>97</b>	<b>4,109</b>	<b>98</b>	<b>4,108</b>	<b>97</b>	<b>1,605</b>	<b>98</b>	<b>4,107</b>	<b>99</b>

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

\*Scores not reported for less than 5 students.

Source: Apenda 3 Data File 2014; Fall PEIMS Snapshot 2013.

**Table 13: Districtwide G/T English STAAR Percent Satisfactory and Advanced, 2014**

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	%SA	% AD	N	%SA	% AD	N	%SA	% AD	N	%SA	% AD
3	2,522	96	42	2,544	97	49									
4	3,393	93	41	3,399	94	52	3,391	93	19						
5	3,482	93	42	3,482	96	53				3,477	93	26			
6	2,207	98	45	2,205	99	57									
7	2,319	97	54	2,053	98	41	2,320	98	25						
8	1,969	99	61	698	99	37				1,917	97	54	1,970	93	38
<b>Total</b>	<b>15,892</b>	<b>96</b>	<b>46</b>	<b>14,381</b>	<b>97</b>	<b>50</b>	<b>5,711</b>	<b>95</b>	<b>21</b>	<b>5,394</b>	<b>95</b>	<b>36</b>	<b>1,970</b>	<b>93</b>	<b>38</b>

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 File 2014.

**Table 14: Districtwide G/T Spanish STAAR Percent Satisfactory and Advanced, 2014**

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	882	94	50	861	93	41									
4	454	92	36	450	94	43	456	92	20						
<b>Total</b>	<b>1,336</b>	<b>93</b>	<b>45</b>	<b>1,311</b>	<b>93</b>	<b>41</b>	<b>456</b>	<b>92</b>	<b>20</b>						

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 File 2014.

**Table 15: Districtwide and G/T IB Exam Participation and Performance, 2007 and 2014**

	District								G/T							
	# Tested		# of Exams		# of Exams 4-7		% of Exams 4-7		# Tested		# of Exams		# of Exams 4-7		% of Exams 4-7	
	2007	2014	2007	2014	2007	2014	2007	2014	2007	2014	2007	2014	2007	2014	2007	2014
Bellaire	59	35	168	83	159	76	94.6	91.6	54	26	162	60	155	55	95.7	91.7
Lamar	358	699	903	1,954	666	1,026	73.8	52.5	259	350	697	1,105	539	679	77.3	61.4
<b>Total</b>	<b>417</b>	<b>734</b>	<b>1,071</b>	<b>2,037</b>	<b>825</b>	<b>1,102</b>	<b>77.0</b>	<b>54.1</b>	<b>313</b>	<b>376</b>	<b>859</b>	<b>1,165</b>	<b>694</b>	<b>734</b>	<b>80.8</b>	<b>63.0</b>

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

Source: 2007 and 2014 International Baccalaureate Organization Candidate Results and Fall PEIMS Snapshot 2006 and 2013.

**Table 16: Number of Districtwide and G/T IB Candidates and Diplomates by School, 2007 and 2014**

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2007	2014	2007	2014	2007	2014	2007	2014
Bellaire	29	11	26	10	29	8	26	7
Lamar	89	163	67	96	74	110	58	72
<b>Total</b>	<b>118</b>	<b>174</b>	<b>93</b>	<b>106</b>	<b>103</b>	<b>118</b>	<b>84</b>	<b>79</b>

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

Source: 2007 and 2014 International Baccalaureate Organization Candidate Results and PEIMS 2006 and 2013.

**Table 17: Number and Percent of G/T Middle School Students Enrolled in Pre-AP/IBMYP Core Content Area Courses, 2006-2007 and 2013-2014**

	2006-2007 (Baseline)			2013-2014 (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
6	1,277	1,636	78.1	2,031	2,244	90.5
7	1,806	1,865	96.8	2,021	2,344	86.2
8	1,723	1,769	97.4	1,442	1,981	72.8
<b>Total</b>	<b>4,806</b>	<b>5,270</b>	<b>91.2</b>	<b>5,494</b>	<b>6,569</b>	<b>83.6</b>

**Table 18. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006-2007 and 2013-2014**

	2006-2007 (Baseline)			2013-2014 (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
9	1,671	1,700	98.3	1,964	2,292	85.7
10	1,885	1,919	98.2	1,698	1,966	86.4
11	1,556	1,650	94.3	1,629	1,879	86.7
12	706	843	83.7	1,481	1,675	88.4
<b>Total</b>	<b>5,818</b>	<b>6,112</b>	<b>95.2</b>	<b>6,772</b>	<b>7,812</b>	<b>86.7</b>

**Table 19. Dropout and Graduation Summary for G/T Students**

	<b>2010–2011</b>	<b>2011–2012</b>	<b>2012–2013</b>
# of G/T Dropouts	15	24	11
Grades 7-12 Cumulative Enrollment 11-12	11,030	11,915	11,601
% of G/T Dropouts	0.1	0.2	<0.1
Reason Code	98-Other	98-Other	98-Other/ Dropped Out
G/T Cumulative Seniors	1,459	1,654	1,475
G/T Graduates	1,438	1,606	1,465
Number Not Graduating	26	49	24
Percent Not Graduating	1.8	3.0	1.6

Note: Out of 9,955 graduates in 2010–2011, 264 did not have a G/T code and were not included in the analysis. Out of 9,684 graduates in 2011–2012, 200 did not have a G/T code and were not included in the analysis. Out of 9,487 graduates in 2012–2013, 182 did not have a G/T code and were not included in the analysis.

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

## APPENDIX A

### METHODS

#### DATA COLLECTION

Student data were obtained using a variety of sources. For the 2013–2014 academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the HISD Elementary and Secondary Guidelines, 2013–2014 and the District and School Profiles (Houston Independent School District, 2013a, 2013b, and 2013c). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards, Instructional Delivery Model Summary, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics.

Information with respect to G/T training was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2013 to May 31, 2014. 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 and 2013–2014 Student Program Reports.

#### ACADEMIC PERFORMANCE

Stanford 10 and Apenda 3 National Percentile Rank (NPR) scores were extracted for G/T students by grade level for the 2013–2014 school year. STAAR End-of-Grade exams were extracted for G/T students by grade level for the 2013–2014 school year. End-of-Course Examination Performance for 2014 was analyzed for 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, 2014. 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 2013 and fall 2013 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 2011–2012, the College Readiness Benchmark was 152.

SAT and ACT data for 2012 were extracted from student test files as well as 2012 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 Stanford 10 and Aprenda 3, the percentage of students that scored a 61 NPR or higher was analyzed at the campus and district levels.

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

G/T PSAT participation rates for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grade 11. Performance on the PSAT was measured by dividing the number of G/T students meeting the College Readiness Benchmark of 152 in the Fall of 2011 by the total number of G/T students tested in grade 11, and this College Readiness Benchmark was revised to 142 in subsequent years..

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 2012. Performance for each test was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

#### 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 for G/T teachers was extracted using HISD e-TRAIN. Limitations exist since some professional development activities were not tracked on e-TRAIN because campuses may have hired their own trainer, 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.

## APPENDIX B

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Alcott ES	19		2	6	3	5	3							
Almeda ES	132		46	33	18	19	16							
Anderson ES	55		10	9	5	16	15							
Ashford ES	92	12	48	32										
Askew ES	296	34	52	41	54	65	50							
Atherton ES	20		5	2	3	5	5							
Barrick ES	93		11	18	21	24	19							
Bastian ES	62		10	13	18	11	10							
Bell ES	155		26	38	31	33	27							
Bellfort ECC	10	10												
Benavidez ES	57		23	1	11	13	9							
Benbrook ES	36		11	7	10	7	1							
Berry ES	120		17	19	37	30	17							
Blackshear ES	15		4	3	3	1	4							
Bonham ES	88		21	17	12	22	16							
Bonner ES	146		38	21	28	28	31							
Braeburn ES	103		30	12	23	11	27							
Briargrove ES	188	18	29	39	32	31	39							
Briar Meadow	108		9	10	10	13	9	27	14	16				
Briscoe ES	76		15	13	13	23	12							
Brookline ES	128		39	23	19	26	21							
Browning ES	102		17	20	23	29	13							
Bruce ES	43		5	2	15	9	12							
Burbank ES	115		27	14	28	19	27							
Burnet ES	58		1	8	18	19	12							
Burrus ES	42			4	9	13	16							
Bush ES	282	32	45	62	48	58	37							
Cage ES	118		19	32	24	22	21							
Carrillo ES	191	21	37	33	31	33	36							
Codwell ES	51		2	5	9	16	19							
Condit ES	232	9	38	35	43	57	50							

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Cook ES	78		8	16	19	19	16							
Coop ES	126		28	26	25	22	25							
Cornelius ES	170		42	34	28	25	41							
Crespo ES	167		32	46	24	34	31							
Crockett ES	82	1	14	16	10	24	17							
Cunningham ES	122	7	16	27	22	22	28							
Daily ES	87		19	16	21	20	11							
Davila ES	75		12	21	14	18	10							
De Chaumes ES	90			20	19	29	22							
DeAnda ES	63		17	7	11	11	17							
DeZavala ES	197	15	23	40	33	35	51							
Dodson ES	48		11	8	10	8	10	1						
Dogan ES	89		17	18	22	18	14							
Durham ES	82		12	18	19	13	20							
Durkee ES	75		3	13	17	31	11							
Eliot ES	52		12	14	9	11	6							
Elmore ES	4				2		2							
Elrod ES	38		9	10	7	9	3							
Emerson ES	71		6	12	15	18	20							
Energized ES	14			3	4	3	4							
Field ES	58	1	19	18	7	12	1							
Foerster ES	49	9	10	10	8	7	5							
Fondren ES	34		5	4	11	10	4							
Foster ES	11			3	1	3	4							
Franklin ES	59	5	5	9	11	16	13							
Frost ES	48		19	5	9	6	9							
Gallegos ES	112		17	22	21	29	23							
Garcia ES	76		15	13	12	20	16							
Garden Villas ES	129		28	23	21	30	27							
Golfcrest ES	67		16	10	5	21	15							
Gregg ES	36		4	7	3	7	15							

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Gregory-Lincoln PK-8	17		2	2	1	2	2	3	2	3				
Grissom ES	58		5	16	12	10	15							
Gross ES	33		11	7	6	5	4							
Halpin ECC	0	0												
Harris, JR ES	114		22	33	22	20	17							
Harris, RP ES	56		9	7	8	20	12							
Hartsfield ES	16		2	4	3	4	3							
Harvard ES	288	27	51	50	50	60	50							
Helms ES	100	13	14	18	24	18	13							
Henderson, JP ES	150	6	21	28	24	35	36							
Henderson, NQ ES	25		7	2	6	4	6							
Herod ES	380	57	66	75	52	78	52							
Herrera ES	115		19	20	27	15	34							
Highland Heights ES	34		6	7	8	6	7							
Hilliard ES	7				1	4	2							
Hines-Caldwell ES	152		26	32	32	39	23							
Hobby ES	100	1	18	39	12	13	17							
Horn ES	327	15	65	63	71	60	53							
Isaacs ES	43	2	9	7	2	12	11							
Janowski ES	62		16	8	11	11	16							
Jefferson ES	58		8	10	8	18	14							
Kandy Stripe Acad ES	0	0	0	0	0	0	0							
Kashmere Gardens ES	6				2	4								
Kelso ES	31	1	2	2	8	11	7							
Kennedy ES	93		18	14	19	18	24							
Ketelsen ES	91		19	21	16	24	11							
Kolter ES	271	33	49	46	48	48	47							
Lantrip ES	151	1	31	25	29	36	29							
Law ES	79	15	11	17	8	16	12							
Lewis ES	168		59	40	20	24	25							
Lockhart ES	116	6	15	16	19	29	31							

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Longfellow ES	124	1	23	24	22	27	27							
Looscan ES	60		13	12	8	14	13							
Love ES	99	4	14	27	15	19	20							
Lovett ES	310	36	50	50	55	70	49							
Lyons ES	183		24	38	43	46	32							
MacGregor ES	112	4	26	20	21	20	21							
Mading ES	23			7	6	7	3							
Mandarin Chinese ES	77	13	32	15	16		1							
Marshall ES	19			3	8	2	6							
Martinez, C. ES	73		9	9	16	27	12							
Martinez, R. ES	70		26	12	11	14	7							
McGowen ES	40	4	4	10	7	11	4							
McNamara ES	70	1	26	11	5	15	12							
Memorial ES	38		2	2	6	12	16							
Milne ES	57		8	18	11	14	6							
Mistral ES	0	0												
Mitchell ES	50		8	6	7	13	16							
Montgomery ES	72		13	12	12	15	20							
Moreno ES	184		42	43	41	28	30							
Neff ELC	50	14	36											
Neff ES	125			20	19	45	41							
Northline ES	66		10	12	13	18	13							
Oak Forest ES	412	51	77	62	74	71	77							
Oates ES	24		4	3	7	6	4							
Osborne ES	11		1	2	5	3								
Paige ES	31		5	10	6	5	5							
Park Place ES	201	1	34	43	41	36	46							
Parker ES	207	8	40	41	36	52	30							
Patterson ES	196		31	38	44	38	45							
Peck ES	46		14	6	9	8	9							
Petersen ES	36		12	4	5	5	10							

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Pilgrim ES	120		20	11	17	23	22	7	11	9				
Piney Point ES	140		18	39	21	31	31							
Pleasantville ES	64	2	6	10	12	19	15							
Poe ES	246	8	36	34	42	72	54							
Port Houston ES	45		9	7	11	12	6							
Pugh ES	45		9	6	2	13	15							
Reagan Ed Ctr PK-8	105		3	16	26	25	30	0	3	2				
Red ES	143	11	37	39	23	17	16							
Reynolds ES	25		7	5	4	7	2							
Rice School PK-8	300	8	26	34	41	39	45	39	36	32				
River Oaks ES	541	50	76	127	104	87	97							
Roberts ES	286	8	50	54	52	62	60							
Robinson ES	45		15	2	7	9	12							
Rodriguez ES	143		24	21	33	33	32							
Rogers, TH MS	650	44	44	44	44	44	50	135	136	109				
Roosevelt ES	226	12	29	50	44	50	41							
Ross ES	43		7	6	6	14	10							
Rucker ES	106		11	22	23	25	25							
Rusk ES	66		6	8	9	6	4	0	17	16				
Sanchez ES	48		1	13	9	12	13							
Scarborough ES	94		38	10	12	18	16							
School @ St. George ES	87	5	17	16	12	16	21							
Scroggins ES	85	1	4	16	11	32	21							
Seguin ES	107	1	24	15	21	20	26							
Shadowbriar ES	58				22	25	11							
Shadydale ES	20			2	3	4	11							
Shearn ES	65		8	6	15	17	19							
Sherman ES	81		1	12	20	22	26							
Sinclair ES	87	2	14	20	18	23	10							
Smith, K. ES	68		8	9	22	12	17							

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Southmayd ES	103		20	25	16	22	20							
Stevens ES	49		18	5	12	4	10							
Sutton ES	233		32	47	52	60	42							
Thompson ES	31		8	3	11	3	6							
Marshall ES	19			3	8	2	6							
Tijerina ES	58		6	9	10	17	16							
Tinsley ES	122		29	27	19	27	20							
Travis ES	366	49	69	69	72	59	48							
Twain ES	390	11	74	68	77	85	75							
Valley West ES	110		20	23	22	24	21							
Wainwright ES	71	5	18	10	19	13	6							
Walnut Bend ES	108	13	22	16	18	23	16							
Wesley ES	25		6	8	4	5	2							
West University ES	670	85	87	114	123	140	121							
Wharton ES	132	3	14	15	16	17	18	19	16	14				
Whidby ES	34		8	8	6	9	3							
White ES	142		37	14	29	27	35							
Whittier ES	46		22	8	2	11	3							
Wilson ES	116	14	13	16	23	16	16	5	6	7				
Windsor Village ES	277	28	63	45	50	48	43							
Woodson PK-8	5			2		1	1	0	1					
Young ES	17				5	8	4							
Young Scholars	1					1		0						
YMCPA	89							31	36	16	3	0	3	
YWCPA	117							40	38	23	3	5	8	
Attucks MS	9							1	5	3				
BCM Acad MS	109							109						
Black MS	148							68	62	18				

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Burbank MS	381							150	133	98				
Chrysalis MS	124							42	44	38				
Clifton MS	116							40	42	34				
Cullen MS	0							0	0	0				
Deady MS	54							21	15	18				
Dowling MS	97							27	38	32				
Edison MS	60							21	23	16				
Energized MS	7							6	1	0				
E-STEM Central MS	1							0	0	1				
E-STEM West MS	4							4	0	0				
Fleming MS	14							12	2	0				
Fondren MS	4							0	0	4				
Fonville MS	89							12	52	25				
Forest Brook MS	0							0	0	0				
Grady MS	106							28	38	40				
Hamilton MS	388							112	142	134				
Hartman MS	81							36	26	19				
Henry MS	45							13	15	17				
High School Ahead Acad MS	1							0	1					
Hogg MS	41							4	26	11				
Holland MS	27							5	10	12				
Inspired Academy	0							0	0	0				
Jackson MS	123							34	46	43				
Johnston MS	411							151	162	98				
Key MS	11							1	6	4				
Lanier MS	1,011							341	358	312				
Las Americas	0							0	0	0				
Long Acad	66							15	18	15	15	3		
Marshall MS	86							29	32	25				
McReynolds MS	12							5	4	3				
Ortiz MS	75							16	23	36				



## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Pershing MS	390							105	135	150				
Pin Oak MS	646							246	222	178				
Revere MS	99							23	35	41				
Stevenson MS	342							92	126	124				
Sugar Grove MS	43							16	13	14				
TCAH	27					2	3		1	4	4	6	4	3
Thomas MS	11							5	2	4				
Welch MS	35							12	13	10				
West Briar MS	353							102	120	131				
Williams MS	11							1	8	2				
Austin HS	126										29	39	26	32
AVA/Twilight Schools	5										1		1	3
Beechnut Acad	2							0		1			1	
Bellaire HS	925										301	217	202	205
Carnegie HS	608										187	176	142	103
Challenge EC HS	188										49	48	66	25
Chavez HS	328										94	92	89	53
Community Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Davis HS	119										26	26	41	26
DeBakey HS	311										79	75	79	78
East EC HS	172										66	50	49	7
Eastwood Acad HS	188										61	46	41	40
Energy Inst HS	63										63			
E-STEM Central HS	5										4	1		
E-STEM West HS	8										4	3	1	
Furr HS	86										19	18	25	24
HAIS HS	100										32	26	21	21
Houston MSTC HS	202										73	53	43	33
HSPVA	699										187	183	173	156
Jones HS	46										5	3	18	20
Jordan HS	85										26	19	20	20

## APPENDIX B (CONTINUED)

### G/T ENROLLMENT LESS THAN 3 STUDENTS PER GRADE LEVEL, FALL PEIMS SNAPSHOT, 2013

School Name	GT Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
JJAEP														
Kashmere HS	10										2	5	3	
Lamar HS	995										227	220	280	268
LECJ HS	110										26	29	20	35
Lee HS	53										21	9	16	7
Madison HS	166										49	44	28	45
Milby HS	295										112	84	49	50
Mount Carmel Acad HS	27										9	6	7	5
North Forest HS	31										1	11	16	3
North Houston EC HS	123										49	22	23	29
REACH HS	1												1	
Reagan HS	424										111	116	117	80
Scarborough HS	20										10	4	3	3
Sharpstown HS	43										12	14	6	11
Sharpstown Intern'l	146							26	26	18	28	23	15	10
South EC HS	6										1	1	3	1
Sterling HS	29										10	4	6	9
Waltrip HS	235										59	55	56	65
Washington HS	65										13	18	14	20
Westbury HS	86										20	23	21	22
Westside HS	551										174	149	113	115
Wheatley HS	47										11	12	12	12
Worthing HS	22										2	5	4	11
Yates HS	68										14	23	13	18
<b>Total</b>	<b>32,906</b>	<b>867</b>	<b>3,357</b>	<b>3,435</b>	<b>3,451</b>	<b>3,896</b>	<b>3,527</b>	<b>2,244</b>	<b>2,344</b>	<b>1,980</b>	<b>2,292</b>	<b>1,966</b>	<b>1,879</b>	<b>1,668</b>

Source: Fall PEIMS Snapshot, 2013 for enrollment data and G/T status.

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

## APPENDIX C

### ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2014

	# Tested								# Qualified							
	2007	2008	2009	2010	2011	2012	2013	2014	2007	2008	2009	2010	2011	2012	2013	2014
Askew Elementary School			67	61	67	78	70	54			28	34	21	33	23	22
Carrillo Elementary School			23	19	53	37	50	56			6	7	37	26	23	29
De Zavala Elementary School			43	6	55	41	36	40			22	4	30	18	14	22
Herod Elementary School			148	146	157	192	187	221			66	47	74	87	76	89
Oak Forest Elementary School			122	135	130	152	162	208			42	54	43	59	59	95
Pleasantville Elementary School			31	2	34	17	18	22			4	0	8	7	6	7
River Oaks Elementary School			349	358	375	403	398	451			183	177	199	203	207	263
T.H. Rogers Elementary School			30	16	54	44	330	332			21	8	29	12	199	197
Roosevelt Elementary School			195	192	236	279	56	23			81	91	128	151	11	13
Travis Elementary School			127	145	145	130	128	160			59	62	81	66	69	82
Windsor Village Elementary School			56	44	82	68	74	73			23	10	24		29	28
<b>Vanguard Magnet Total</b>	-	-	<b>1,191</b>	<b>1,124</b>	<b>1,388</b>	<b>1,441</b>	<b>1,509</b>	<b>1,670</b>	-	-	<b>535</b>	<b>494</b>	<b>674</b>	<b>696</b>	<b>716</b>	<b>847</b>
Alcott Elementary School			-	-	-	16	10	-			-	-	-	2	2	-
Ashford Elementary School	19	23	48	33	51	44	29	29	4	6	12	14	17	20	11	15
Bell, K. Elementary School	-	-	-	74	73	-	-	-	-	-	-	11	12	-	-	-
Bellfort ECC	-	-	-	15	22	24	37	31	-	-	-	9	5	13	13	7
Bonner Elementary School	-	-	-	-	-	-	15	-	-	-	-	-	-	-	7	-
Briargrove Elementary School	-	-	-	-	33	27	18	37	-	-	-	-	14	6	8	9
Briscoe Elementary School	-	-	-	4	-	-	-	-	-	-	-	4	-	-	-	-
Bush Elementary School	-	-	-	37	52	39	48	58	-	-	-	15	21	22	25	34
Cage Elementary School	-	-	-	24	-	-	-	-	-	-	-	7	-	-	-	-
Codwell Elementary School	21	26	18	13	-	-	-	-	10	12	6	6	-	-	-	-
Cook Elementary School	12	8	10	-	21	19	11	-	3	3	3	-	4	2	0	-
Crespo Elementary School	-	-	-	23	-	24	-	-	-	-	-	4	-	7	-	-
Cunningham Elementary School	-	-	-	-	19	15	14	-	-	-	-	-	12	9	8	-
Daily Elementary School	12	15	-	-	-	-	-	-	1	4	-	-	-	-	-	-
Davila Elementary School	-	-	-	11	9	6	-	-	-	-	-	4	2	4	-	-
DeAnda Elementary School	-	-	-	-	-	17	-	-	-	-	-	-	-	2	-	-

## APPENDIX C (CONTINUED)

### ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2014

	# Tested								# Qualified							
	2007	2008	2009	2010	2011	2012	2013	2014	2007	2008	2009	2010	2011	2012	2013	2014
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	-	-	-	-	-	-	-	21	-	-	-	-	-	-	-	5
Halpin ECC	-	-	-	-	-	-	-	34	-	-	-	-	-	-	-	-
Harvard Elementary School	14	24	45	42	41	51	56	33	4	9	14	13	18	20	22	12
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	-	-	-	-	-	2	6	11
King ECC	-	80	41	51	35	39	37	36	-	22	14	23	19	23	26	19
Kolter Elementary School	-	9	24	26	31	45	36	35	-	7	17	17	22	25	20	19
Lantrip Elementary School	-	-	-	16	-	-	-	-	-	-	-	2	-	-	-	-
Laurenzo ECC	-	20	75	-	-	59	-	-	-	12	12	-	-	15	-	-
Law Elementary School	4	4	-	-	-	20	27	26	1	1	-	-	-	12	18	12
Lockhart Elementary School	-	-	17	-	37	27	27	24	-	-	2	-	21	12	10	9
Longfellow Elementary School	-	-	-	-	-	-	-	35	-	-	-	-	-	-	-	14
Love Elementary School	-	-	-	14	5	6	15	14	-	-	-	1	4	3	5	4
Lovett Elementary School	-	15	53	42	42	41	57	33	-	6	22	17	15	16	20	15
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	-	-	-	-	-	-	9	6
Memorial Elementary School	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	5
Mistral ECC	-	65	46	14	17	43	-	-	-	4	9	4	6	7	-	-
Mitchell Elementary School	24	57	27	22	36	11	7	8	3	11	5	1	10	4	1	3

## APPENDIX C (CONTINUED)

### ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007–2014

	# Tested								# Qualified							
	2007	2008	2009	2010	2011	2012	2013	2014	2007	2008	2009	2010	2011	2012	2013	2014
Montgomery Elementary School	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Neff ECC	-	-	-	-	-	-	-	33	-	-	-	-	-	-	-	13
Neff Elementary School	-	-	-	-	-	-	28	-	-	-	-	-	-	-	18	-
Parker Elementary School	-	-	-	-	-	-	23	9	-	-	-	-	-	-	9	4
Park Place Elementary School	-	-	-	-	-	-	-	18	-	-	-	-	-	-	-	14
Pleasantville Elementary	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
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	-	-	-	8	12	7	9	10
Reynolds Elementary School	-	-	3	-	-	-	-	-	-	-	1	-	-	-	-	-
Rice School (K–8)	-	-	-	4	-	-	-	-	-	-	-	3	-	-	-	-
Robinson Elementary School	-	-	-	-	-	-	-	23	-	-	-	-	-	-	-	2
Sherman Elementary School	26	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-
Sinclair Elementary School	-	-	4	23	-	-	3	4	-	-	3	8	-	-	2	2
Thompson Elementary School	26	-	-	-	-	-	-	-	10	-	-	-	-	-	-	-
Turner Elementary School	-	-	13	-	-	-	-	-	-	-	1	-	-	-	-	-
Wainwright Elementary School	-	-	-	-	-	-	15	-	-	-	-	-	-	-	6	-
Walnut Bend Elementary School	16	15	17	16	22	31	25	49	2	4	4	9	11	14	16	13
West University Elementary School	106	140	125	146	150	150	155	128	28	49	49	71	66	56	74	64
Whidby Elementary School	-	-	15	-	-	-	-	-	-	-	3	-	-	-	-	-
White Elementary School	-	17	-	-	-	-	-	-	-	8	-	-	-	-	-	-
Whittier Elementary School	-	-	-	16	-	-	-	-	-	-	-	3	-	-	-	-
Wilson Elementary School	-	34	-	-	34	29	28	18	-	10	-	-	8	10	14	6
<b>Vanguard Neighborhood Total</b>	<b>373</b>	<b>748</b>	<b>682</b>	<b>860</b>	<b>901</b>	<b>945</b>	<b>872</b>	<b>766</b>	<b>92</b>	<b>201</b>	<b>203</b>	<b>303</b>	<b>364</b>	<b>364</b>	<b>375</b>	<b>331</b>
<b>Vanguard Neighborhood &amp; Magnet</b>	-	-	<b>1,873</b>	<b>1,984</b>	<b>2,289</b>	<b>2,386</b>	<b>2,381</b>	<b>2,436</b>	-	-	<b>738</b>	<b>797</b>	<b>1,038</b>	<b>1,060</b>	<b>1,091</b>	<b>1,178</b>

**APPENDIX D**  
G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

School Name	G/T Participation Rate			G/ T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Austin High School	185	76	41.1	121	12	9.9
Bellaire High School	1,113	704	63.3	2,111	1,811	85.8
Carnegie Vanguard 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
<b>G/T High School Total</b>	<b>7,691</b>	<b>2,974</b>	<b>38.7</b>	<b>6,416</b>	<b>±</b>	<b>57.0</b>
<b>HISD High School Total</b>	<b>45,211</b>	<b>4,811</b>	<b>10.6</b>	<b>9,087</b>	<b>4,294</b>	<b>47.3</b>

Source: 2007 College Board Data file extracted 9/18/2007; Fall PEIMS Snapshot: 2006–2007 enrollment data and G/T status.  
 Note: Bellaire and Lamar offer the International Baccalaureate program. G/T Identification code was missing for 51 students in 2007. HISD 9–12 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 E**  
G/T ADVANCED PLACEMENT EXAM RESULTS, 2014

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Advanced Virtual Academy	5	0	0.0			
Austin High School	126	48	38.1	63	23	36.5
Bellaire High School	925	494	53.4	1,554	1,346	86.6
Carnegie Vanguard High School	608	586	96.4	1,424	1,022	71.8
Challenge High School	188	173	92.0	284	126	44.4
Chavez High School	328	239	72.9	414	144	34.8
Davis High School	119	85	71.4	188	28	14.9
DeBakey HSHP	311	207	66.6	637	607	95.3
East Early College High School	172	108	62.8	121	47	38.8
Eastwood Academy	188	158	84.0	354	173	48.9
Energized for E-STEM West HS	8	1	12.5	2	*	*
Energized E-STEM Academy	5	6	120.0	8	0	0.0
Energy Institute HS	63	1	1.6	1	*	*
Furr High School	86	57	66.3	105	8	7.6
HAIS	100	46	46.0	59	14	23.7
Houston Math, Science & Tech. Ctr.	202	96	47.5	172	27	15.7
HSLECJ	110	80	72.7	198	21	10.6
HSPVA	699	270	38.6	585	486	83.1
Jones High School	46	41	89.1	108	0	0.0
Jordan High School	85	40	47.1	59	6	10.2
Kashmere High School	10	6	60.0	7	*	*
Lamar High School	995	726	73.0	757	153	20.2
Lee High School	53	12	22.6	21	3	14.3
Madison High School	166	120	72.3	218	9	4.1
Milby High School	295	107	36.3	177	63	35.6
Mount Carmel	27	6	22.2	11	2	18.2
North Forest High School	31	14	45.2	22	0	0.0
North Houston Early College High School	123	57	46.3	81	19	23.5
REACH	1	0	0.0			
Reagan High School	424	267	63.0	608	104	17.1
Scarborough High School	20	10	50.0	19	2	10.5
Sharpstown High School	43	22	51.2	46	12	26.1
Sharpstown International HS	76	45	59.2	71	19	26.8
South Early College	6	3	50.0	3	1	33.3
Sterling High School	29	15	51.7	32	2	6.3

## APPENDIX E (CONTINUED)

### G/T ADVANCED PLACEMENT EXAM RESULTS, 2014

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3 to 5	% Passing
Texas Connections Academy	17	1	5.9	1	1	100.0
Waltrip High School	235	111	47.2	262	85	32.4
Washington High School	65	38	58.5	94	18	19.1
Westbury High School	86	60	69.8	147	21	14.3
Westside High School	551	389	70.6	894	517	57.8
Wheatley High School	47	19	40.4	31	2	6.5
Worthing High School	22	20	90.9	30	2	6.7
Yates High School	68	20	29.4	29	1	3.4
Young Men's College Prep	6	3	50.0	9	1	11.1
Young Women's College Prep	16	14	87.5	22	1	4.5
<b>G/T High School Total</b>	<b>7,786</b>	<b>4,821</b>	<b>61.9</b>	<b>9,928</b>	<b>5,117</b>	<b>51.5</b>
<b>HISD High School Total</b>		<b>12,837</b>		<b>22,277</b>	<b>7,795</b>	<b>35.0</b>

Source: 2014 College Board Data file extracted July 31, 2014; Fall PEIMS snapshot, 2012–enrollment and G/T status.

Note: Bellaire and Lamar offer the International Baccalaureate program. G/T identification code was missing for 27 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.



## APPENDIX F

### G/T PSAT PARTICIPATION AND PERFORMANCE, FALL 2013

School Name	PEIMS G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# G/T Met Benchmark (≥142)	% Met Benchmark (≥142)
Austin High School	26	24	92.3	5	20.8
Bellaire High School	202	180	89.1	175	97.2
Carnegie Vanguard High School	142	141	99.3	141	100.0
Challenge High School	66	63	95.5	52	82.5
Chavez High School	89	84	94.4	38	45.2
Davis High School	41	40	97.6	15	37.5
East Early College HS	49	49	100.0	28	57.1
Eastwood Academy	41	41	100.0	23	56.1
Energized for STEM Acad West	1	1	100.0	*	*
Furr High School	25	24	96.0	9	37.5
DeBakey Health HSHP	79	79	100.0	79	100.0
HAIS	21	20	95.2	10	50.0
HSPVA	173	168	97.1	134	79.8
Jones High School	18	18	100.0	3	16.7
Jordan High School	20	18	90.0	6	33.3
Kashmere High School	3	3	100.0	*	*
Lamar High School	280	271	96.8	189	69.7
HSLECJ	20	19	95.0	8	42.1
Lee High School	16	15	93.8	1	6.7
Madison High School	28	18	64.3	4	22.2
Milby High School	49	47	95.9	13	27.7
Mount Carmel Academy	7	7	100.0	3	42.9
North Forest High School	16	16	100.0	1	6.3
North Houston Early College HS	23	23	100.0	14	60.9
REACH Charter	1		0.0		
Reagan High School	117	113	96.6	37	32.7
Scarborough High School	3	3	100.0	*	*
Sharpstown High School	6	5	83.3		0.0
Sterling High School	6	5	83.3	2	40.0
Texas Connections Academy	4	1	25.0	*	*
Waltrip High School	56	54	96.4	19	35.2
Washington High School	14	16	114.3	7	43.8
Westbury High School	21	21	100.0	1	4.8
Westside High School	113	113	100.0	99	87.6
Wheatley High School	12	10	83.3	2	20.0
Worthing High School	4	4	100.0	*	*
Yates High School	13	13	100.0	1	7.7
Young Men's College Prep	3	3	100.0	*	*
Young Women's College Prep	8	8	100.0	3	37.5
<b>Total</b>	<b>1,816</b>	<b>1,738</b>	<b>95.7</b>	<b>1,128</b>	<b>64.9</b>

Note: Percentages over 100 reflect mobility of students from the PEIMS Fall Snapshot in 2013 to PSAT testing date.

\*Scores not reported for less than 5 students tested.

## APPENDIX G

### G/T SAT I AND ACT PARTICIPATION AND PERFORMANCE, 2012–2013

School Name	# of Grads Enrolled	# Taking SAT ACT	% Taking SAT and /or ACT	# Taking SAT	SAT Met Standard (>1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (≥24)	% Met Standard (ACT)
Austin High School	41	38	92.7	38	0	0.0	6	0	0.0
Bellaire High School	213	213	100.0	212	184	86.8	115	109	94.8
Carnegie Vanguard High School	108	108	100.0	108	94	87.0	91	80	87.9
Challenge High School	7	7	100.0	7	5	71.4	0		
Chavez High School	28	27	96.4	27	6	22.2	9	2	22.2
Davis High School	33	32	97.0	32	3	9.4	5	0	0.0
DeBakey HSHP	133	133	100.0	133	117	88.0	50	47	94.0
East Early College High School	35	35	100.0	35	11	31.4	17	5	29.4
Eastwood Academy	27	27	100.0	27	10	37.0	14	5	35.7
Empowerment Prep	4	4	100.0	4	*	*	1	*	*
Furr High School	19	19	100.0	19	0	0.0	3	*	*
HAIS	11	11	100.0	11	6	54.5	1	*	*
Houston, Sam Math/Sci/Tech Center	33	33	100.0	32	4	12.5	7	0	0.0
HSLECJ	32	32	100.0	32	5	15.6	5	1	20.0
HSPVA	144	143	99.3	141	81	57.4	42	25	59.5
Jones High School	2	2	100.0	2	*	*	1	*	*
Jordan High School	25	25	100.0	25	5	20.0	17	2	11.8
Kashmere High School	6	6	100.0	5	0	0.0	4	*	*

\*Scores not reported for less than 5 students tested.

## APPENDIX G (CONTINUED)

### G/T SAT I AND ACT PARTICIPATION AND PERFORMANCE, 2012–2013

School Name	# of Grads Enrolled	# Taking SAT ACT	% Taking SAT and /or ACT	# Taking SAT	SAT Met Standard (>1110)	% Met Standard (SAT)	# Taking ACT	ACT Met Standard (≥24)	% Met Standard (ACT)
Lee High School	8	7	87.5	7	1	14.3	1	*	*
Madison High School	28	28	100.0	28	3	10.7	11	4	36.4
Milby High School	35	34	97.1	34	2	5.9	3	*	*
Mount Carmel Academy	1	1	100.0	1	*	*	0		
North Houston Early College	29	28	96.6	28	12	42.9	16	4	25.0
Reagan High School	49	49	100.0	49	13	26.5	14	6	42.9
Scarborough High School	6	6	100.0	6	2	33.3	1	*	*
Sharpstown High School	11	11	100.0	12	3	25.0	3	*	*
Sharpstown Mdl.	6	5	83.3	5	3	60.0	4	*	*
Sterling High School	6	6	100.0	6	0	0.0	2	*	*
Waltrip High School	44	42	95.5	42	14	33.3	3	*	*
Washington High School	10	10	100.0	10	2	20.0	4	*	*
Westbury High School	20	20	100.0	20	8	40.0	5	1	20.0
Westside High School	117	117	100.0	117	95	81.2	60	46	76.7
Wheatley High School	14	13	92.9	12	0	0.0	8	0	0.0
Worthing High School	4	4	100.0	4	*	*	0		
Yates High School	10	9	90.0	9	1	11.1	0		
<b>Total</b>	<b>1,461</b>	<b>1,446</b>	<b>99.0</b>	<b>1,441</b>	<b>800</b>	<b>55.5</b>	<b>619</b>	<b>420</b>	<b>67.9</b>

\*Scores not reported for less than 5 students tested.

## APPENDIX G-1

### COMPARISON OF G/T SAT I MET STANDARD PERFORMANCE, COLLEGE BOARD AND TEXAS ACADEMIC PERFORMANCE REPORT, 2012–2013

School No.	School Name	# Taking SAT	SAT Met Standard (≥1110)	% Met Standard (SAT)	SAT Met CB Standard (≥1550)	% Met CB Standard (SAT)
001	Austin High School	38	0	0.0	1	2.6
002	Bellaire High School	212	184	86.8	195	92.0
322	Carnegie Vanguard High School	108	94	87.0	102	94.4
323	Challenge High School	7	5	71.4	5	71.4
027	Chavez High School	27	6	22.2	8	29.6
003	Davis High School	32	3	9.4	6	18.8
026	DeBakey HSHP	133	117	88.0	127	95.5
345	East Early College High School	35	11	31.4	14	40.0
301	Eastwood Academy	27	10	37.0	14	51.9
325	Empowerment Prep	4	*	*	*	*
004	Furr High School	19	0	0.0	1	5.3
348	HAIS	11	6	54.5	6	54.5
310	Houston, Sam Math/Sci/Tech Center	32	4	12.5	5	15.6
034	HSLECJ	32	5	15.6	9	28.1
025	HSPVA	141	81	57.4	97	68.8
006	Jones High School	2	*	*	*	*
033	Jordan High School	25	5	20.0	6	24.0
007	Kashmere High School	5	0	0.0	1	20.0
008	Lamar High School	161	109	67.7	123	76.4
009	Lee High School	7	1	14.3	1	14.3
010	Madison High School	28	3	10.7	7	25.0
011	Milby High School	34	2	5.9	4	11.8
311	Mount Carmel Academy	1	*	*	*	*
308	North Houston Early College	28	12	42.9	14	50.0
012	Reagan High School	49	13	26.5	19	38.8
024	Scarborough High School	6	2	33.3	2	33.3
023	Sharpstown High School	12	3	25.0	5	41.7
081	Sharpstown International High School	5	3	60.0	3	60.0
014	Sterling High School	6	0	0.0	0	0.0
015	Waltrip High School	42	14	33.3	20	47.6
016	Washington High School	10	2	20.0	4	40.0
017	Westbury High School	20	8	40.0	10	50.0
036	Westside High School	117	95	81.2	102	87.2
018	Wheatley High School	12	0	0.0	0	0.0
019	Worthing High School	4	*	*	*	*
020	Yates High School	9	1	11.1	2	22.2
<b>Total</b>		<b>1,441</b>	<b>800</b>	<b>55.5</b>	<b>916</b>	<b>63.6</b>

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 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.

**APPENDIX H**  
 NINTH GRADE COHORT STUDY, 2010-2011 TO 2013-2014

Campus No.	Campus Name	Magnet Program 2010-2011	Ninth Grade Cohort (2010-2011)	Senior Year 2013-2014	Different Campus Senior Year	Not in HISD	% Left
001	Austin High School	Teaching Professions	537	272	42	223	49.3
002	Bellaire High School	Foreign Language	952	608	56	288	36.1
322	Carnegie Vanguard	Vanguard	157	97	46	14	38.2
027	Chavez High School	Environmental Science	918	468	34	416	49.0
029	Contemporary Learning Center HS	Alternative School	95	<b>Closed</b>	25	70	<b>Closed</b>
003	Davis High School	Hotel and Restaurant Management	475	259	14	202	45.5
026	DeBakey HSHP	Health Professions	236	171	47	18	27.5
004	Furr High School	Fine Arts	267	121	25	121	54.7
034	HSLECJ	Law Enforcement/Criminal Justice	172	107	25	40	37.8
025	HSPVA	Performing and Visual Arts	184	142	18	24	22.8
081	Sharpstown International School	International Studies	130	81	14	35	37.7
033	Jordan High School for Careers	Careers	291	186	30	75	36.1
007	Kashmere High School	Music/Fine Arts	175	52	15	108	70.3
008	Lamar High School	Business Administration	1,062	765	62	235	28.0
009	Lee High School	Classical Humanities	577	199	50	328	65.5
010	Madison High School	Meteorology/Space Science	623	317	41	265	49.1
011	Milby High School	Science Institute	591	357	32	202	39.6
012	Reagan High School	Computer Technology	706	424	41	241	39.9
024	Scarborough High School	Landscape Design and Architecture	230	92	14	124	60.0
023	Sharpstown High School	Leadership Academy	370	134	42	194	63.8
014	Sterling High School	Aviation	339	124	35	180	63.4
015	Waltrip High School	Research and Technology	532	314	41	177	41.0
016	Washington High School	Engineering Professions	233	113	20	100	51.5
017	Westbury High School	Coalition of Essential Schools	629	297	28	304	52.8

## APPENDIX H (CONTINUED)

### NINTH GRADE COHORT STUDY, 2010-2011 TO 2013–2014

Campus No.	Campus Name	Magnet Program 2010-2011	Ninth Grade Cohort (2010-2011)	Senior Year 2013-2014	Different Campus Senior Year	Not in HISD	% Left
036	Westside High School	Integrated Technology	942	537	39	366	43.0
018	Wheatley High School	Technology Careers	356	125	34	197	64.9
019	Worthing High School	Math/Science/Technology	253	62	35	156	75.5
020	Yates High School	Communications	352	140	60	152	60.2
<b>HISD Total</b>			<b>12,384</b>	<b>6,564</b>	<b>965</b>	<b>4,855</b>	<b>47.0</b>

**APPENDIX I**  
G/T TRAINING, 2013–2014

Course	Course Description	Hours Earned	N
AP5020	MTG: AP Language PLC	2	75
AP5021	MTG: AP Calculus PLC	2	89
AP5022	MTG: AP US History PLC	2	82
AP5023	MTG: AP World History PLC	2	94
AP6265	New Gr 9-12 AP Coordinator	3	30
CB5002	HISD Rigor Institute GT- Day 2	6	11,549
CU2259	K-5 Renzulli: Differentiatn 5	2	85
EL0027	ONLINE: G/T Gr 6-12 (12 Hrs)	12	213
EL0028	ONLINE: Diffn Techn Tools K-5	12	22
EL0030	ONLINE: G/T K-5 (30 hrs)	30	684
EL0044	ONLINE: G/T Nature and Needs	6	57
EL0048	ONLINE: Monitorg Acad Rig 6-12	3	42
EL1000	ONLINE: Monitoring Rigor K-5	3	32
EL2001	ONLINE:G/T Creative Clasm K-5	6	16
EL2011	G/T DI: Foundations	3	3
EL2012	G/T DI: Adapt Depth/Pace/Deliv	4	7
EL2013	G/T DI: Flexible Grouping	4	9
EL2014	G/T DI: Performance Tasks/Prod	4	2
EL2016	G/T DI: Enrichment and Support	4	3
EL2017	G/T DI: Mult Ways of Engagemen	4	6
EL2019	G/T DI: Enrichment and Support	4	6
EL2022	G/T DI: Adapt Depth/Pace/Deliv	4	12
EL2024	G/T DI: Mult Ways of Engagemen	4	13
EL2026	G/T DI: Flexible Grouping	4	12
EL2034	G/T DI: Mult Ways of Engagemen	3	15
EL2035	G/T DI: Mult Ways of Engagemen	3	14
EL2036	G/T DI: Adapt Depth/Pace/Deliv	3	12
EL2037	G/T DI: Adapt Depth/Pace/Deliv	3	19
EL2038	G/T DI: Flexible Grouping	3	21
EL2039	G/T DI: Flexible Grouping	3	20
EL3000	ONLINE: G/T Framework K-5	6	44
EL4000	ONLINE: G/T Scholars Knowledge	6	31
GT0141	MTG: 6-12 G/T Coordinators 2	2	46
GT0162	Refreshr: Entering K G/T Testr	3	186
GT0165	MTG: Kindrg Entrance G/T Tstg	2	51
GT0173	MTG: Odyssey of Mind Coaches	6	20
GT0174	OM Judge Guidelines	6	16
GT0205	MTG: Gr K-5 VGM Coordinators	1	18
GT0207	MTG: Gr 6-12 VGM Coordinators	1	14
GT0211	Independent Investigation Meth	6	56
GT0212	Twice Exceptional	6	47
LD0236	New AP Induction Institute	16	1
MP0027	MTG: PK-5 Magnet Coordinators	3	330

## APPENDIX H (CONTINUED)

### G/T TRAINING, 2013–2014

Course	Course Description	Hours Earned	N
MP0028	MTG: Grades 6-12 Magnet Coord	3	320
MP0029	MTG: PK-12 Magnet Coordinators	3	142
SP0134	ONLINE: SIS Gifted & Talented	1	266
TT1425	G/T Nature and Needs	6	63
TT3012	Revised G/T Framework K-5	6	65
TT3016	Diffn for the G/T Classm K-5	6	101
TT3017	Diffn for the G/T Classm 6-12	6	47
TT4123	Diffn Using Tech Tools 6-12 GT	6	84
TT4124	Diffn Using Tech Tools K-5 G/T	6	79
TT4188	Social and Emotional K-12 G/T	3	3
TT4190	Beyond Projects 6-12 G/T	6	4
TT4602	G/T - K-5 Teachers (30 hrs)	30	211
TT4604	G/T - Gr 6-12 Tchrs (12 hrs)	12	124
TT5556	The Creative Classroom K-5 G/T	6	116
TT5611	eLearn 1: Content & Design	3	18
TT6600	G/T DI: Adapt DepthPace/Deliv	3	15
TT6601	G/T DI: Adapt Depth/Pace/Deliv	3	2
TT6602	G/T DI: Enrichment and Support	3	11
TT6603	G/T DI: Enrichment and Support	3	3
TT6604	G/T DI: Flexible Grouping	3	20
TT6605	G/T DI: Flexible Grouping 6-12	3	8
TT6606	G/T DI: Foundations	3	6
TT6609	G/T DI: Mult Ways of Engagemen	3	7
TT6610	G/T DI: Performance Tasks/Prod	3	9
TT6611	G/T DI: Performance Tasks/Prod	3	3
TT6612	G/T DI: Multi Ways of Engageme	3	1
TT6615	G/T DI: Mult Ways of Engagemen	3	5
<b>Duplicated e-TRAIN Count</b>		<b>352.5</b>	<b>15,952</b>
<b>Unduplicated e-TRAIN Count</b>		<b>10,221</b>	