

MEMORANDUM

December 17, 2019

TO: Tia Locke-Simmons
Director, Curriculum, Advanced Academics

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **GIFTED AND TALENTED PROGRAM EVALUATION: 2018–2019**

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 Gifted and Talented Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2018–2019 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. For the 2018–2019 school year, HISD developed 12 G/T Standards that aligned with the Texas State Plan. The evaluation report centered on measuring the effectiveness of the Gifted and Talented Program based on the state's five components. The Gifted and Talented program supports the district's strategic direction by having an effective teacher in every classroom and instruction that is personalized to meet the learning needs for each child.

Key findings include:

- In 2018–2019, a total of 33,068 students attending 262 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 17.1 percent of the district K–12 population, a 0.2 percentage-point increase from 16.9 percent in 2017–2018.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were **underrepresented**, while White and Asian students were **overrepresented**.
- The percentage of G/T students who met the Masters Grade Level Standard on the STAAR English Version for reading, mathematics, writing, and science **increased** in 2019 compared to 2016.
- When comparing 2016 to 2019, student performance **increased** in the percent of G/T students who met the Approaches, Meets, and Masters Grade Level Standards on the STAAR Spanish version for reading and mathematics.

- For 2019, first-time G/T testers on the STAAR End-of-Course exams scored 75 percent in Algebra I, 65 percent in biology, 47 percent in English I, 34 percent in English II, and 81 percent in U.S. History at the Masters Grade Level Standard of performance.
- For 2019, a total of 12,753 Advanced Placement (AP) exams were taken by 5,712 G/T high school students and 56.9 percent of the scores were three or higher on a scale of one to five, an **increase** of 1.3 percentage points from 2018.
- In 2019, 542 HISD G/T students took a total of 1,623 International Baccalaureate (IB) examinations, where 50.1 percent scored a four or higher on a scale from one to seven. This reflects an **increase** in participation of 56 students from 2018, as well as an **increase** in the *number* of exams scoring four or higher.
- On the fall 2018 PSAT results for eleventh grade, 2,122, or 96.1 percent, of G/T students took the PSAT, and a total of 1,459, or 68.8 percent, met both College and Career Readiness (CCR) Benchmarks.
- For the Class of 2018, a total of 663 G/T students, or 37.1 percent, of the 2018 G/T graduating class took the ACT and 73.6 percent met the criterion established by the state of 24 or higher (composite average).
- For the Class of 2018, a total of 1,739 G/T students, or 97.4 percent, of the 2018 G/T graduating class took the SAT and 74.5 met the CCR Benchmarks for both Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and Mathematics (greater than or equal to 530).

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



Carla J. Stevens CJS

Attachment

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RESEARCH

Educational Program Report

**GIFTED AND TALENTED PROGRAM
EVALUATION 2018-2019**



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GIFTED AND TALENTED PROGRAM EVALUATION 2018–2019

Executive Summary

Program Description

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

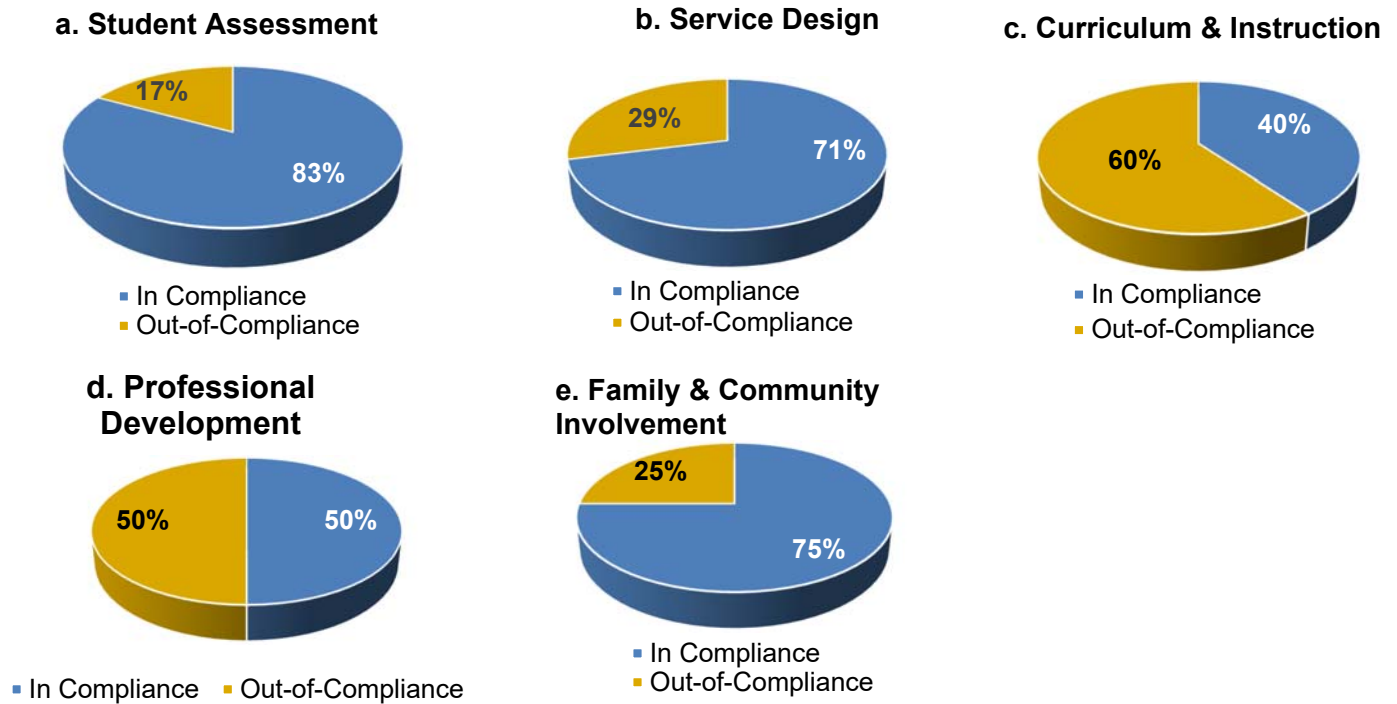
- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field (Houston Independent School District, 2018a, p. XXIV-1).”

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

The purpose of this evaluation is to comply with state mandates requiring school districts to evaluate the effectiveness of the Gifted and Talented Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Gifted and Talented Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 12 G/T Standards outlined in the Gifted and Talented School Guidelines (Houston Independent School District, 2018a) (**Table A–1**, p. 23). The newest G/T Standard was issued on January 14, 2016 centering on the Gifted Education Plan, consisting of a written statement of academic achievement, differentiation, and curricular modifications for the student. The score card reflecting the degree to which HISD’s Gifted and Talented Program adheres to the Texas State Plan is provided in **Appendix B** (pp. 35–39). In addition, the National Association for Gifted Children (NAGC) released their programming standards in 2010, and these have been aligned to the Texas State Plan (Johnsen, 2011). Specific measures of compliance include the following five components of the Texas State Plan:

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

Figure 1a-1e. Texas State Plan Continuum Score Card Summary, 2018–2019 Evaluation Results



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

Key Findings

- In 2018–2019, a total of 33,068 students attending 262 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 17.1 percent of the district K–12 population, a 0.2 percentage-point increase from 16.9 percent in 2017–2018.
- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were underrepresented, while White and Asian students were overrepresented.
- The percentage of G/T students who met the Masters Grade Level Standard on the STAAR English Version for reading, mathematics, writing, and science increased in 2019 compared to 2016.
- When comparing 2016 to 2019, student performance **increased** in the percent of G/T students who met the Approaches, Meets, and Masters Grade Level Standards on the STAAR Spanish Version for reading and mathematics.
- For 2019, first-time G/T testers on the STAAR End-of-Course exams scored 75 percent in Algebra I, 65 percent in biology, 47 percent in English I, 34 percent in English II, and 81 percent in U.S. History at the Masters Grade Level Standard of performance.
- For 2019, a total of 12,753 Advanced Placement (AP) exams were taken by 5,712 G/T high school students and 56.9 percent of the scores were three or higher on a scale of one to five, an increase of 1.3 percentage points from 2018.

- In 2019, 542 HISD G/T students took a total of 1,623 International Baccalaureate (IB) examinations, where 50.1 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 56 students from 2018, as well as an increase in the *number* of exams scoring four or higher.
- On the fall 2018 PSAT results for eleventh grade, 2,122, or 96.1 percent, of G/T students took the PSAT, and a total of 1,459, or 68.8 percent, met both College and Career Readiness (CCR) Benchmarks.
- For the Class of 2018, a total of 663 G/T students, or 37.1 percent, of the 2018 G/T graduating class took the ACT and 73.6 percent met the state’s college ready criterion of 24 or higher (composite).
- For the Class of 2018, a total of 1,739 G/T students, or 97.4 percent, of the 2018 G/T graduating class took the SAT and 74.5 percent met the CCR Benchmarks for both Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and math (greater than or equal to 530).
- Based on the Gifted and Talented Standards Review form returned by 125 elementary and 57 secondary campuses, there were 75 elementary core teachers at 30 campuses and 170 secondary core teachers at 23 campuses who were not G/T trained, but taught G/T students during the 2018–2019 school year.
- The percentage of items in compliance on the five components of the Texas State Plan Score Card ranged from 40 percent for curriculum and instruction to 83 percent for student assessment.

Recommendations

1. Consider providing professional development at principals’ meetings to prepare campuses in implementing the new *Texas State Plan for the Education of Gifted/Talented Students* so that the district will not lose state funding. The new requirements include:
 - a. New Public Education Information Management System (PEIMS) District Identifier with five categories for October reporting period,
 - b. Program Intent Code (PIC) 21 for tracking G/T funds and reporting use of G/T funds, and
 - c. Certify the district has a G/T plan aligned with the State Plan.
2. For a more equitable program for underrepresented groups, consider the following:
 - a. incorporating a performance project such as Texas Performance Standards Project (TPSP) as a component,
 - b. administering the full battery of the CogAT to obtain the CogAT Ability Profile for additional data to be included in the Gifted Education Plan,
 - c. administering the full battery of the Iowa/Logramos to align program services with assessments such as science and social studies,
 - d. incorporating published rating scales (e.g. *Hope Scale*, *Scales for Identifying Gifted Students (SIGS)*),
 - e. expanding program services and assessments (i.e. language development and artistic area),
 - f. having parents opt-out of the program rather than opt-into the program,
 - g. conduct parent meetings at schools with large underserved populations to increase the level of awareness about the G/T program, and

- h. To increase referrals, provide cultural responsiveness training to increase the levels of cultural competence so that school staff are aware of the unique characteristics of underrepresented groups.
3. Consider placing students with academic potential as measured by quantitative or qualitative data into a talent pool. These students would be provided academic supports so that they could reach their potential.
4. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
5. Consider incorporating suggestions made by the *Gifted Education Plan Survey* such as providing face-to-face teacher training early in the year with specific criteria so that a meaningful Gifted Education Plan (GEP) could be created and universally used as an instructional tool as the child progresses from grade to grade.
6. Provide training for any adopted rating scale with accompanying videos or role playing so that teachers understand the unique characteristics of economically disadvantaged and English Learners who are gifted students.
7. Ensure that all employees who make district-level decisions regarding the Gifted and Talented Program meet the professional development standards outlined in the Texas State Plan. Since the board of trustees of a school district has the responsibility to ensure that the district or school complies with all applicable state educational programs (TEC §7.028), it is recommended that Board Members pursue professional development on the Texas State Plan.
8. The *Elementary and Secondary G/T Training Administrator and Teacher Development Forms* should be available electronically, so they could be accessed and monitored.
9. Ensure that a plan is in place to address areas that are out of compliance.

Introduction

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

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2018–2019, the program served students at the following locations:

- Jewel Askew (K–4), Edna Carrillo, Lorenzo De Zavala, Gary Herod, Oak Forest, River Oaks, Theodore Roosevelt, William Travis, and Windsor Village elementary schools;
- Frank Black, Luther Burbank, Alexander Hamilton, and Bob Lanier middle schools;
- Thomas Horace Rogers School (K–8); and
- Andrew Carnegie Vanguard High School.

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

The Gifted and Talented Neighborhood program is designed for G/T students who excel in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students can apply for Gifted and Talented Neighborhood during the fall semester, and if qualified, are provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2018a).

Other Program/School Options

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

- Montessori program Grades K–8,
- International Baccalaureate Primary Years Programme (IBPYP) Grades K–5,
- International Baccalaureate Middle Years Programme (IBMYP) Grades 6–10,
- Pre-International Baccalaureate (Pre-IB) Classes Grades 9–10,
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12, and
- High School for Performing and Visual Arts (HSPVA) Grades 9–12.

Methods

Data Collection and Analysis

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

Data Limitations

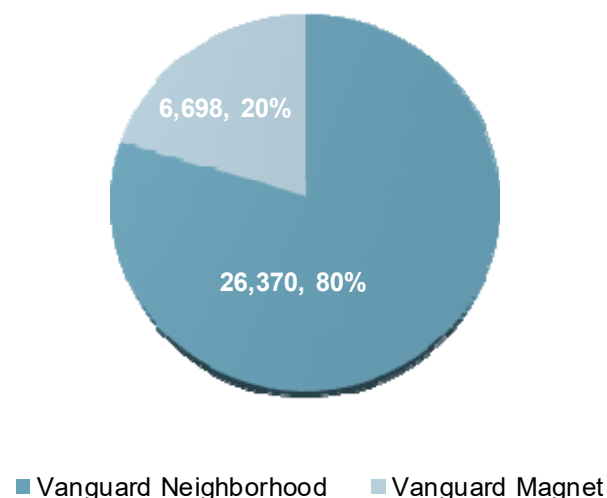
For a detailed description of the limitations in using OneSource, the Gifted and Talented Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix C, pp. 41–42.

Results

What program options were provided to G/T students during the 2018–2019 school year, and how did implementation compare to the G/T Standards?

- In HISD, 33,068 G/T students were served through two different program designs, Vanguard Magnet or Gifted and Talented Neighborhood. Out of 279 schools in HISD, 262 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 262 campuses with G/T identified students, 247 campuses offered a Gifted and Talented Neighborhood program (K–12) and 15 campuses offered a Vanguard Magnet program (K–12).
- For 2018–2019, 26,370, or 80 percent, of G/T students participated in the Gifted and Talented Neighborhood program (K–12) compared to 6,698, or 20 percent, of G/T students who participated in the Vanguard Magnet program (**Figure 1**).

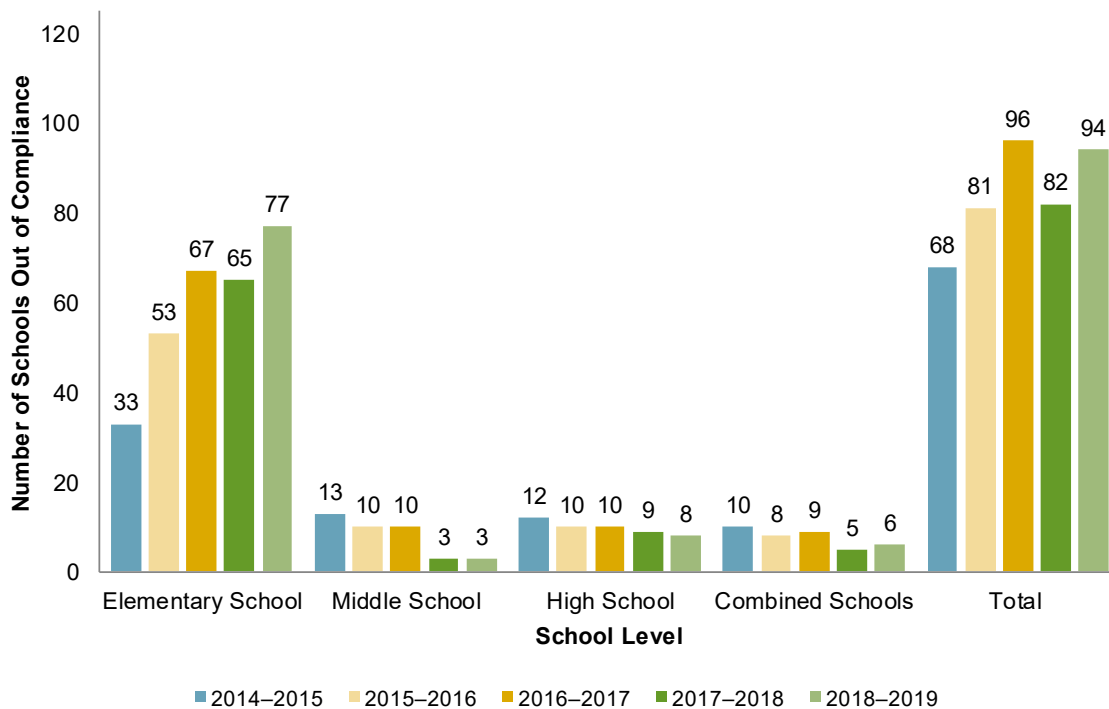
Figure 1. Number of G/T Students by Program Design, 2018–2019



Source: Fall PEIMS Snapshot, 2018

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 3) (Texas Education Agency, 2009). For 2018–2019, there were 94 campuses that identified fewer than three G/T students for at least one grade level. When comparing 2014–2015 to 2018–2019, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 68 to 94. It is not clear if and/or how services were provided for these students (**Figure 2**).
- In 2018–2019, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 3 middle schools to 77 elementary schools (Figure 2). A list of G/T enrollment by campus, and grade level, is provided in **Appendix D**, pp. 43–48.

Figure 2. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2014–2015 to 2018–2019



Sources: Fall PEIMS Snapshot, 2014 to 2018

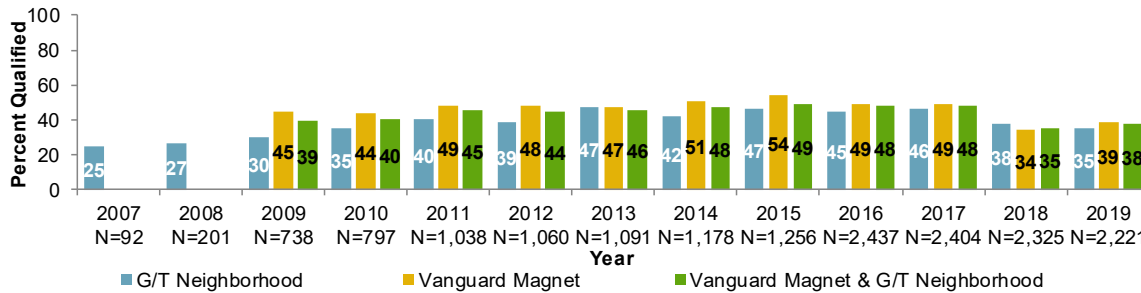
- Campuses were required to send a Gifted and Talented Standards Review form to their School Support Officer and the Gifted and Talented Department showing their instructional delivery model for approval. Data from 155 out of 232 elementary and middle schools were compiled to determine how schools planned to implement their G/T instructional model. Out of the 155 elementary and middle schools that submitted a Gifted and Talented Standards Review Worksheet, 148 campuses (79 percent) used cluster classes, 20 campuses (11 percent) used homogeneous classrooms, 17 campuses (9 percent) used a combination of cluster and homogeneous classrooms, and three campus indicated they did not implement either model (2 percent). Campuses could implement more than one model.
- Based on the Gifted and Talented Standards Review form returned by 125 elementary and 57 secondary campuses, there were 75 elementary teachers at 30 campuses and 170 secondary teachers at 23 campuses who were not G/T trained, but taught G/T students during the 2018–2019 school year.

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

G/T Enrollment

- For the 2018–2019 school year, a total of 33,068 students were identified as G/T compared to the district enrollment of 193,365 (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 17.1 percent in 2018–2019 (**Table A–2**, p. 24).
- The G/T percentages **increased** from 2006–2007 to 2018–2019 at all grade levels except grades 11–12, where G/T percentages declined 1.9 percentage points for eleventh grade and 1.1 percentage points for twelfth grade (Table A–2).
- The **increase** in the percentage of G/T kindergarten students for 2018–2019 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2018. When these students enrolled in the district during the 2018–2019 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table A–2).
- The percentage of qualified 4-year old students identified from neighborhood schools **increased** from 27.0 percent in 2008 to 35.0 percent in 2019, and magnet schools **decreased** from 45.0 percent in 2009 to 39.0 percent in 2019. Percentages for both programs **increased** by three percentage points from 2018 (**Appendix E**, pp. 49–50 and **Figure 3**). However, percentages for both programs dropped by 10 percentage points from 2017, which may be attributed to campus personnel and budgetary constraints.
- In 2018–2019, a total of 24 Gifted and Talented Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix E).

Figure 3. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Gifted and Talented Program, 2007–2008 to 2018–2019



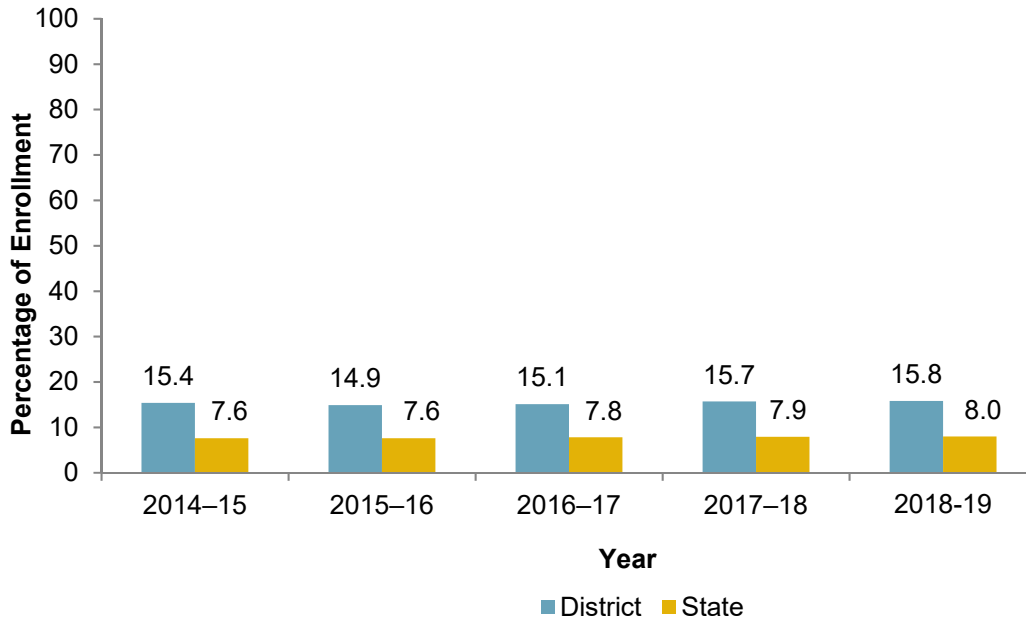
Sources: Gifted and Talented Department, Summary of Entering Kindergarten Data file, 2018–2019; Vanguard Program Evaluation Report, 2017–2018

Note: The results for Longfellow ES were not included in the G/T Neighborhood totals because they were not available.

- The percentage of G/T students identified at the state level increased slightly from 7.6 percent in 2014–2015 to 8.0 percent in 2018–2019. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (**Figure 4**, p. 9).

- The percentage of G/T students identified at the district level ranged from 14.9 percent for 2015–2016 to 15.8 percent in 2018–2019; the G/T percentage for the district exceeded that of the state by 7.8 percentage points for 2014–2015, 2017–2018, and 2018–2019, and by 7.3 percentage points in 2015–2016 and 2016–2017 (Figure 4).

Figure 4. State and District Percentage of G/T Enrollment (Early Childhood included), 2014–2015 to 2018–2019

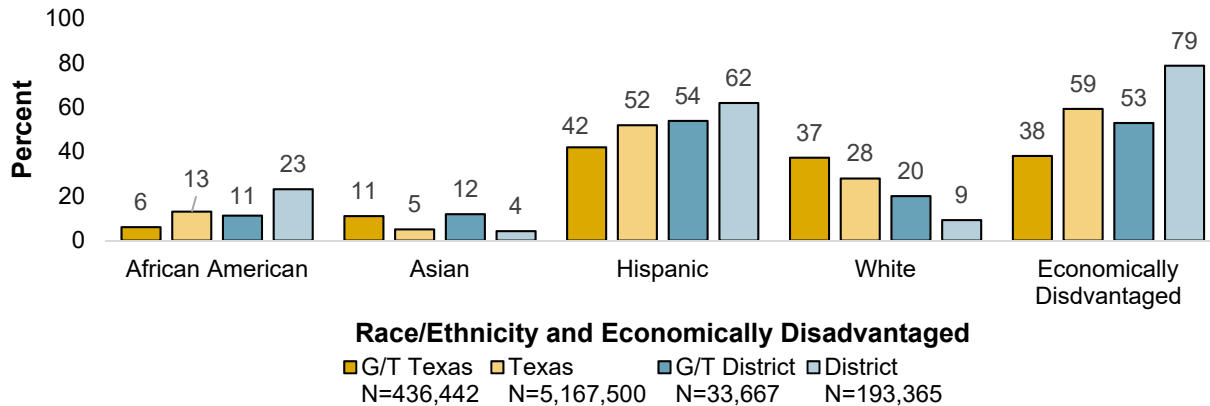


Sources: PEIMS Standard Reports: 2014–15 to 2018–19

- African American students comprised 23.1 percent of the total HISD population in grades K–12 in 2018–2019. These students represent 11.2 percent of the G/T population reflecting an **underrepresentation** of African American students by 11.9 percentage points (Table A–3, p. 25).
- Hispanic students comprised 62.0 percent of the total HISD population in grades K–12. These students represent 53.9 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 8.1 percentage points (Table A–3).
- While economically disadvantaged students comprised 78.8 percent of the total HISD population in grades K–12, these students represent 53.0 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 25.8 percentage points (Table A–3).
- Since 2006–2007, underrepresentation has **decreased** for Hispanic, male, Bilingual, Economically Disadvantaged, and Special Education students by at least one percentage point (Table A–3).
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD kindergarten and entering sixth grade populations (Table A–4, p. 26).

- For kindergarten applicants, 58 percent of African American and 59 percent of Hispanic students who were identified as G/T during the universal assessment in 2018–2019, accepted and enrolled in an HISD school for the 2019–2020 school year. As of October 16, 2019, 100 percent of all students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System (**Table A–5**, p. 27).
- For sixth grade, 31 percent of African American and 55 percent of Hispanic students who were identified as G/T during the universal assessment in 2018–2019, accepted and enrolled in an HISD school for the 2019–2020 school year. As of October 16, 2019, 100 percent of all students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System (Table A–5).
- When comparing the racial/ethnic percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole; whereas, White and Asian students are **overrepresented** (**Table A–6**, p. 28).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 1.3 percent at DeZavala Elementary School to 42.3 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 13.5 percent at River Oaks Elementary School to 97.4 percent at DeZavala Elementary School. The percentage of White students ranged from 0.6 percent at Burbank Middle School to 62.4 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at DeZavala Elementary School and Burbank Middle School to 52.9 percent at TH Rogers ES/MS (Table A–6).
- A total of 37.4 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 6.2 percent at Travis Elementary School to a high of 95.3 percent at Burbank Middle School (Table A–6).
- Demographic characteristics comparing the G/T student population of the district to the state shows similar patterns of inequity for African American, Hispanic, and economically disadvantaged students for the 2018–2019 school year. There is an **overrepresentation** of Asian and White students and an **underrepresentation** of African American, Hispanic, and economically disadvantaged students for both the district and the state (**Figures 5A** and **5B**, p. 11).
- When comparing the district to the state, HISD falls within 2 percentage points when comparing the differential for Asian, Hispanic, and White students for 2018–2019; the district’s differential for economically disadvantaged and African American students exceeds the state by 5 percentage points (Figure 5B).

Figure 5A. Demographic Characteristics Comparing Gifted and Talented to the K–12 Student Population of the District and the State, 2018–2019



Sources: Texas Education Agency (2018b), *Enrollment in Texas Public Schools, 2018–2019*; Fall PEIMS Snapshot, 2018

Figure 5B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2018–2019

	District Differential		Texas Differential	
African American	-12		-7	
Asian	8		6	
Hispanic	-8		-10	
White	11		9	
Economically Disadvantaged	-26		-21	

Sources: Texas Education Agency (2018b), *Enrollment in Texas Public Schools, 2018–2019*; Fall PEIMS Snapshot, 2018

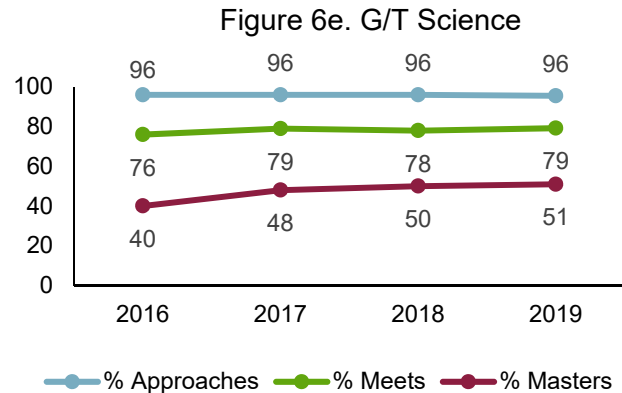
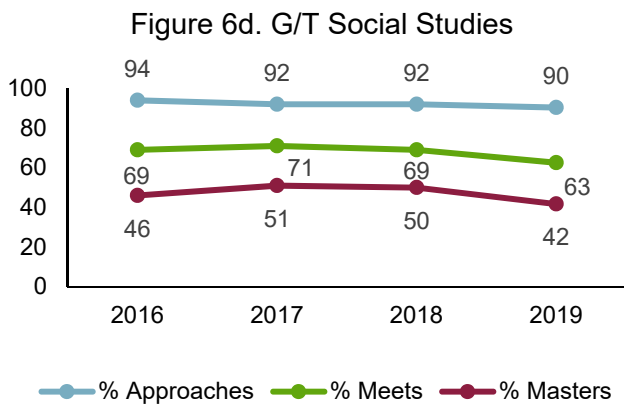
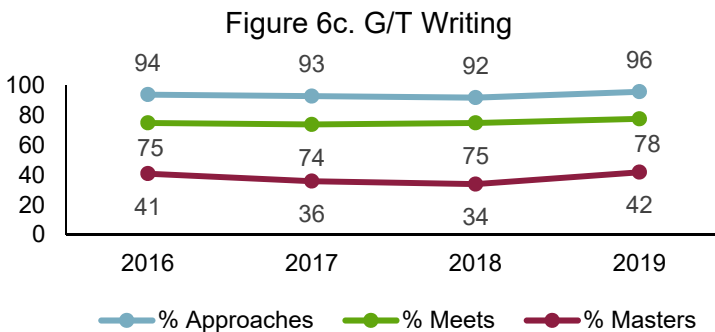
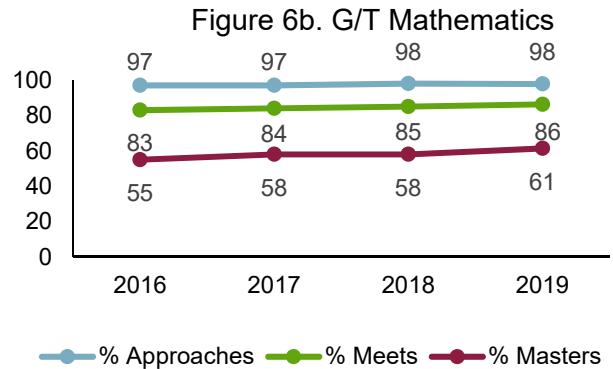
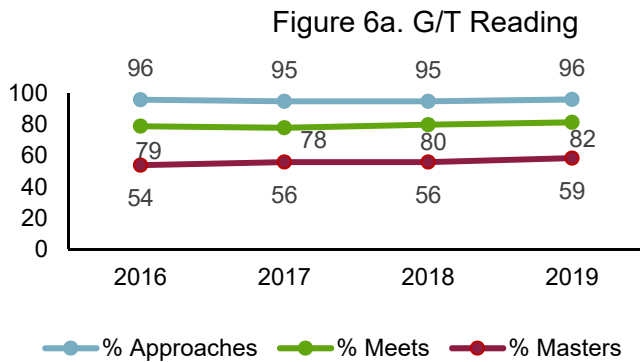
What evidence exists to document positive student performance trends for students participating in the gifted program?

STAAR

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

- **Figures 6a–6e** (p. 12) summarize the percentage of G/T students in grades 3–8 scoring at the different performance standards on the STAAR English Reading, Mathematics, Writing, Science, and Social Studies exams from 2016 to 2019.
- The percentage of G/T students who met the Masters Grade Level Standard for reading, mathematics, writing, and science increased in 2019 compared to 2016. G/T students who met the Masters Grade Level standard on the STAAR Social Studies decreased.

Figures 6a–6e. English G/T STAAR 3–8 Results, 2016–2019

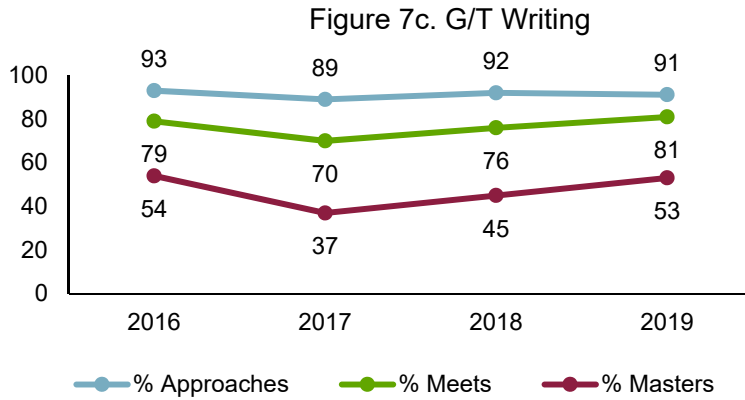
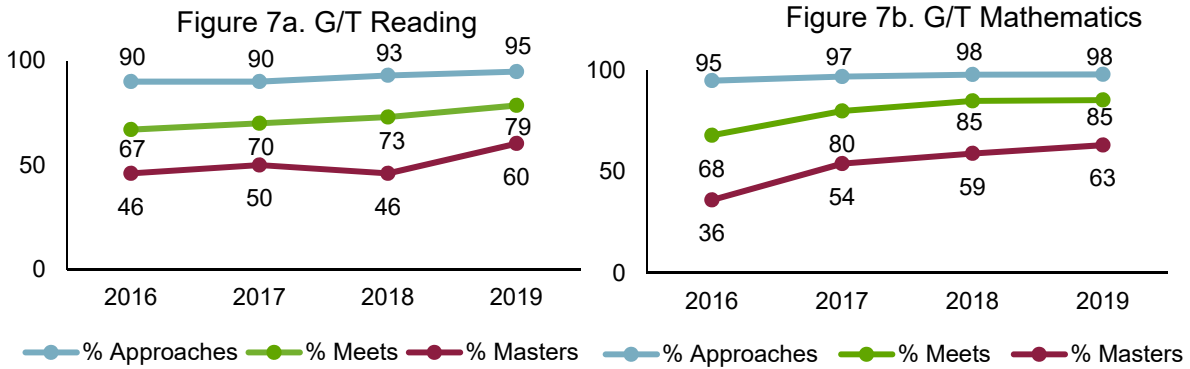


Sources: TEA-ETS STAAR Student Data Files, Various Years

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

- **Figures 7a–7c** (p. 13) summarize the percentage of G/T students in grades 3–5 scoring at the different performance standards on the STAAR Spanish Reading, Math, and Writing exams. When comparing 2016 to 2019, student performance **increased** in the percent of G/T students for reading and mathematics for students who met the Approaches, Meets, and Masters Grade Level Standards on the STAAR Spanish Version for reading and mathematics (**Table A–8A** and **A–8B**, p. 30).

Figures 7a–7c. Spanish G/T STAAR 3–5 Results, 2016–2019

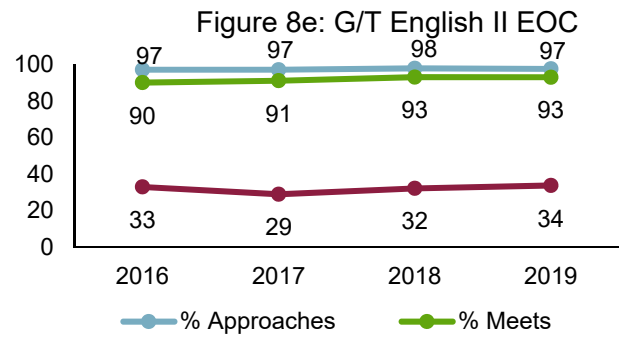
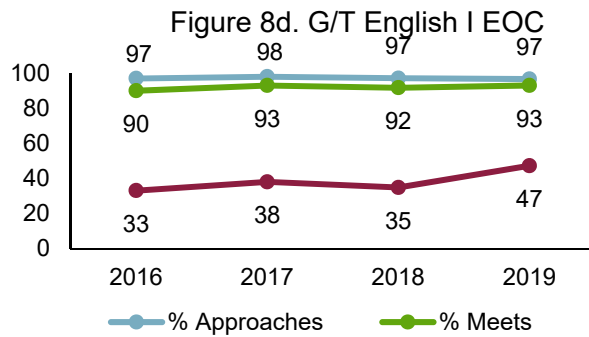
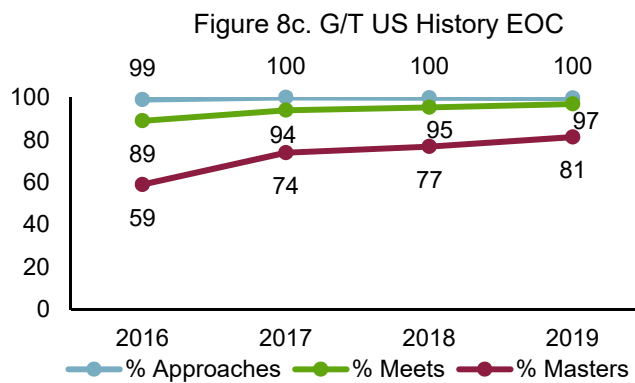
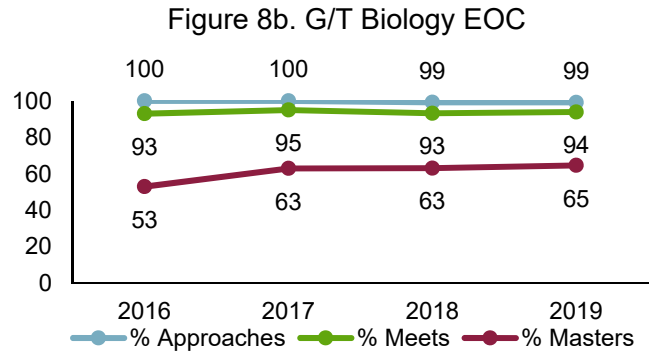
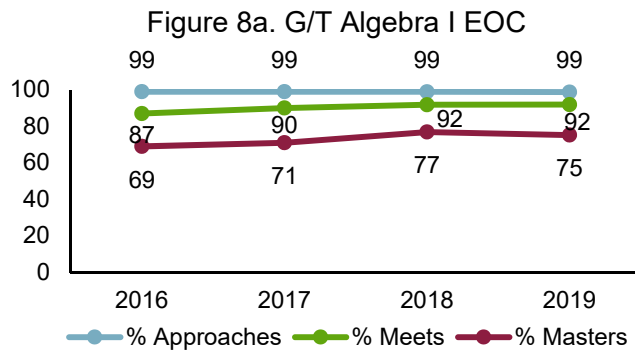


Source: TEA-ETS STAAR Student Data Files, Various Years

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

- When comparing 2016 to 2019, the percentage of G/T students who met the Masters Grade Level Standard **increased** on the Algebra I, Biology, English I, English II, and U.S. History STAAR EOC exams (**Figures 8a–8e**, p. 14).
- For 2019, the lowest percentage of students meeting the Masters Grade Level Standard was associated with both English I and English II exams, where 47 percent and 34 percent, respectively, of G/T test-takers scored at the Masters Grade Level (Figures 8d and 8e).
- U.S. History reflected the exam for which the highest percentage of G/T students scored at the Masters Grade Level (81 percent), and 100 percent of G/T students scored at the Approaches Grade Level on the U.S. History End-of-Course exam for the third year in a row (Figure 8c and **Table A–9A** and **A–9B**, p. 31).

Figures 8a–8e. G/T STAAR End-Of-Course (EOC) Exams, Spring 2016–2019 (Spring Administration), First-Time Tested

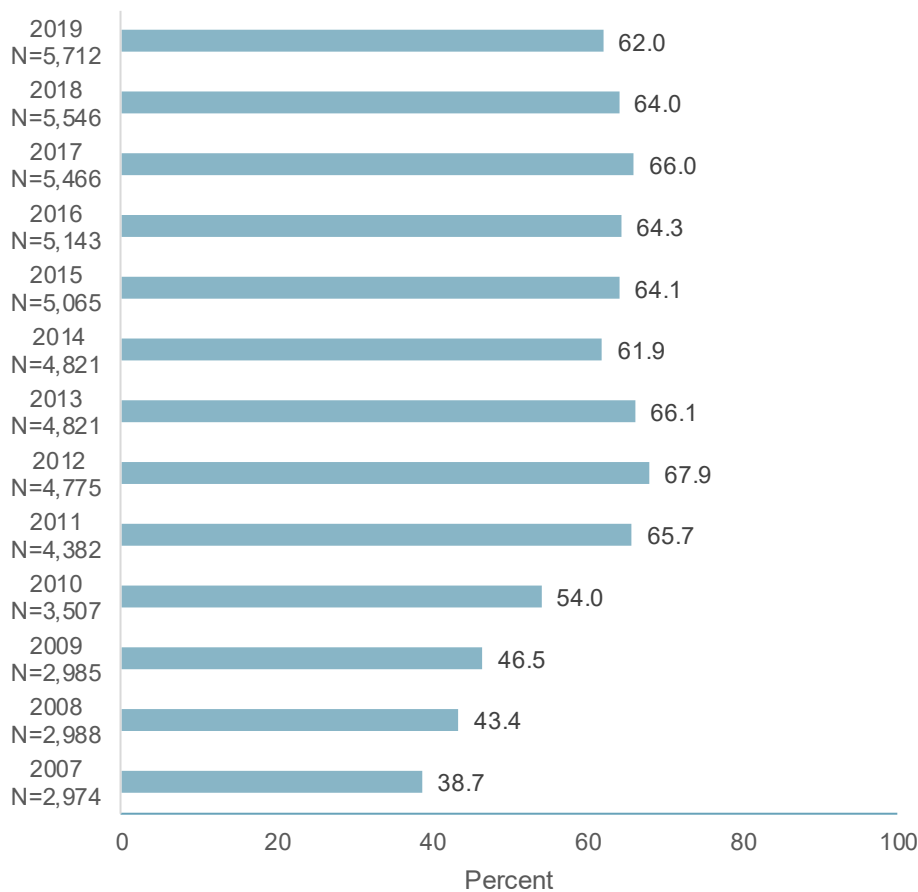


Sources: ETS-STAAR EOC Student Data Files, 6/21/2018; District and School Results for STAAR End-of-Course Assessments, Spring 2017

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

Advanced Placement

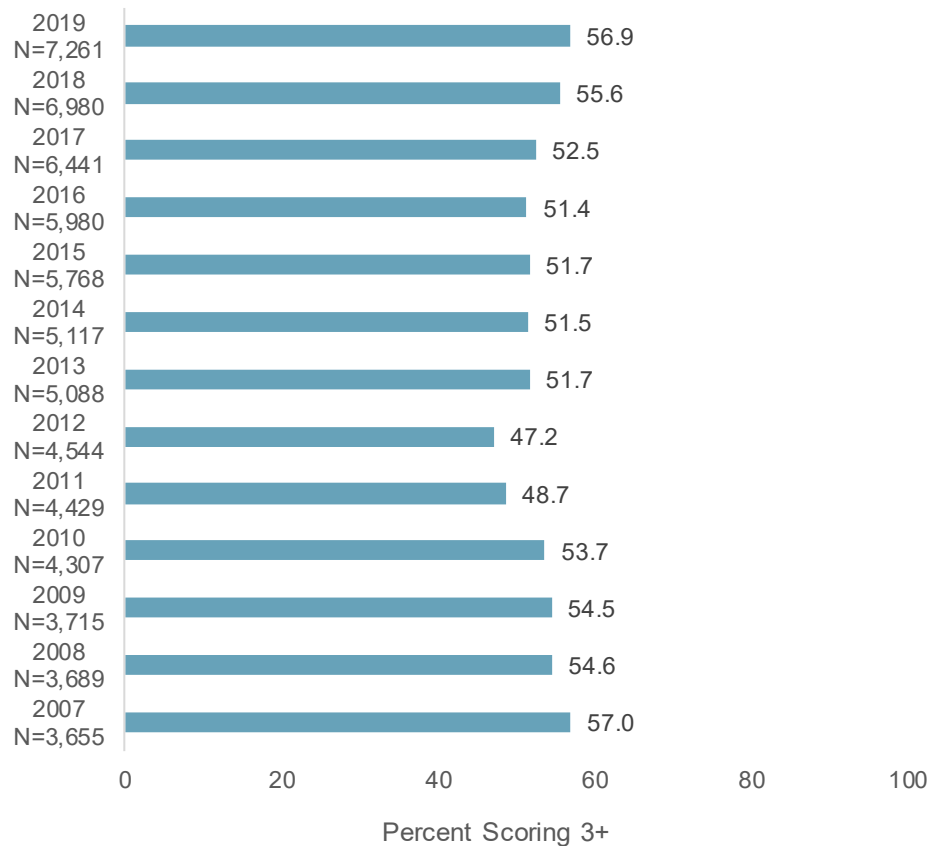
- The number of G/T high school students taking AP tests increased by 92.1 percent from 2,974 in 2007 to 5,712 in 2019, and the percentage of G/T students taking AP tests increased by 23.3 percentage points from 38.7 percent in 2007 to 62.0 percent in 2019. While this is the largest number of G/T students taking AP tests, the rate is lower than the rate of 67.9 percent in 2012 (**Figure 9**, p. 15 and **Appendices F–1 and F–2**, pp. 51–52).

Figure 9. Number of G/T High School Students Taking AP Exams and Participation Rates, 2007 to 2019

Sources: 2019 College Board AP data file; 9/11/2019; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2017–2018*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 46 students. G/T enrollment rates reflects only enrollment for schools participating in AP testing.

- The number of AP exams taken by G/T students increased from 6,416 exams in 2007 to 12,753 exams in 2019, and the percentage of AP exams scored three or higher was flat from 57.0 percent in 2007 versus 56.9 percent in 2019 (Appendices F–1 and F–2, pp. 51–52 and **Figure 10**, p. 16).
- When comparing AP results prior to the implementation of the HISD G/T Standards in 2007 to 2019, the participation rates have increased from 38.7 percent to 62.0 percent, while the AP exams scoring three or higher have remained the same (57.0 percent in 2007 to 56.9 percent in 2019) (Appendices F–1 and F–2 and Figures 9 and 10).
- For 2019, a total of 12,753 Advanced Placement (AP) exams were taken by 5,712 G/T high school students and 56.9 percent of the scores were three or higher on a scale of one to five, an increase of 1.3 percentage points from 2018 (Appendices F–2, Figures 9 and 10).

Figure 10. Number and Percentage of G/T AP Exams Scored 3 or Higher, 2007 to 2019

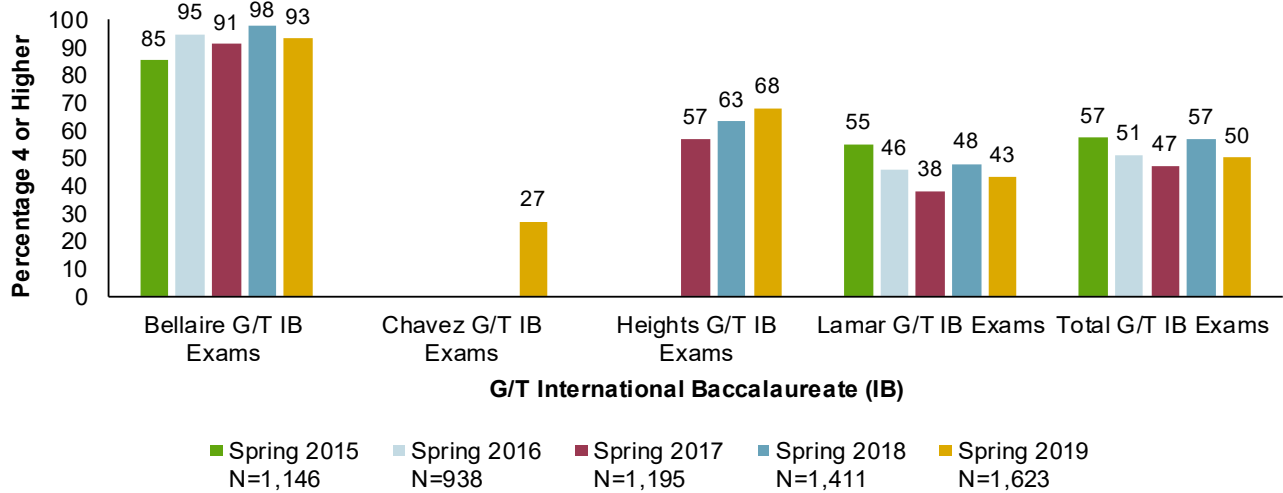
Sources: 2019 College Board AP data file, 9/11/2019; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2017–2018*

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

International Baccalaureate (IB)

- In May of 2019, 542 HISD G/T students took a total of 1,623 International Baccalaureate (IB) examinations, where 50.1 percent scored a four or above on a scale from one to seven. This reflects an **increase** in participation of 56 students from 2018, but, reflects a decrease in performance of 6.4 percentage points (**Table A–10**, p. 32 and **Figure 11**, p. 17).
- For 2019, 22 Bellaire, 3 Chavez, 16 Heights, and 28 Lamar high schools' G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 78 in 2018 to 69 in 2019. Chavez High School produced their first diplomates in 2019 (**Table A–11**, p. 32).
- For 2019, Lamar High School offered students the opportunity to earn a Career-related Programme diploma (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 79 Candidates, 7 students completed the Career-related Programme in 2019 reflecting a **decrease** from 2018. For G/T students in 2019, 1 out of 8 candidates completed the Career-related Programme (**Table A–11**).

Figure 11. Percent of IB Tests Taken by G/T Students Scored at 4 or Higher, Spring 2014–2019

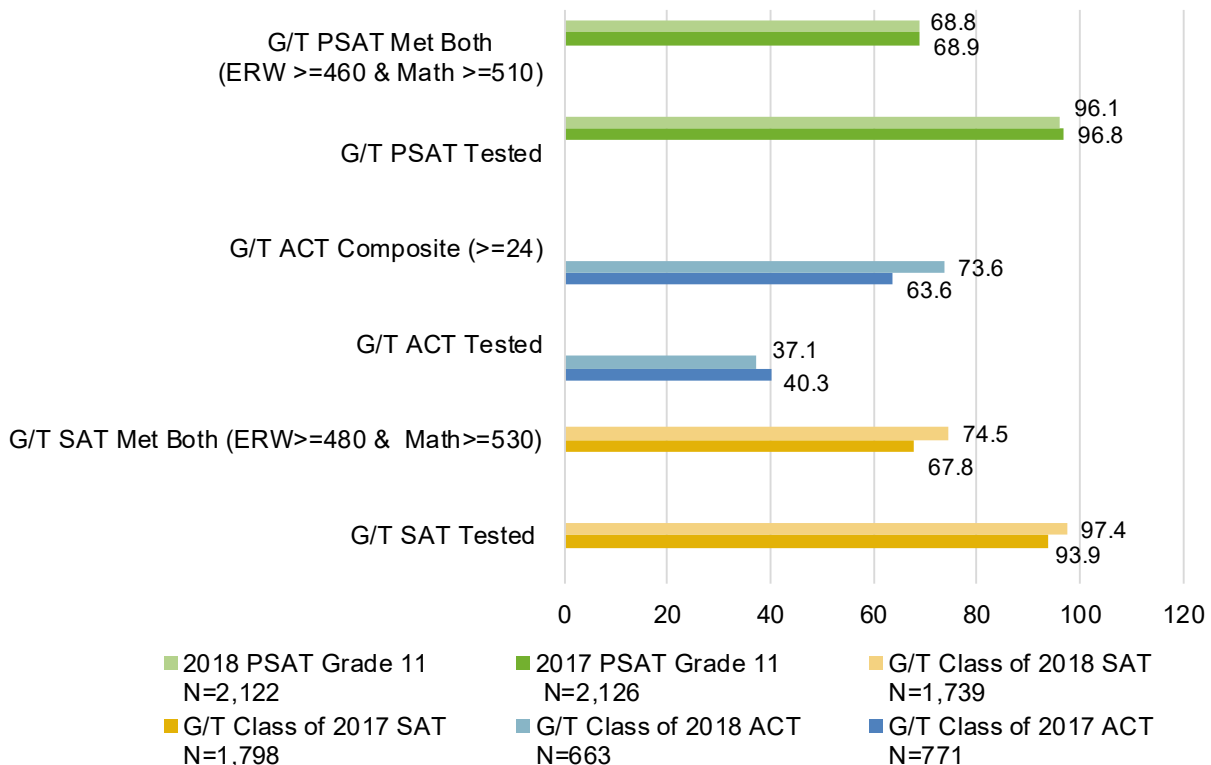


Sources: International Baccalaureate Organization Candidate Results, 2019; Vanguard Program Evaluation Report, 2017–2018
 N=Number of Exams taken by G/T Students across all 3 schools. Chavez High School began IB testing in 2019.

PSAT, ACT, and SAT

- On the fall 2018 PSAT results for eleventh grade, 2,122, or 96.1 percent, of G/T students took the PSAT, and a total of 1,459, or 68.8 percent, met both College and Career Readiness (CCR) Benchmarks (**Appendix G**, p. 53 and **Figure 12**).

Figure 12. G/T Participation and Performance on the PSAT (Fall 2018), ACT, and SAT, 2016–2018



Sources: PSAT data file, 2018; ACT data file, 2017–2018; SAT data file 2017–2018; Graduation data file, 2017–2018; Chancery Demographics data files, 05-01-17, 05-07-18, 10-29-18

Notes: ERW=Evidence-based Reading and Writing

- Out of 34 campuses that tested five or more G/T eleventh grade students on the fall 2018 PSAT, twelve campuses had at least 70 percent of their G/T eleventh grade students reach both ERW and mathematics CCR Benchmarks (Appendix G).
- For the Class of 2018, a total of 663 G/T students, or 37.1 percent, of the 2018 G/T graduating class took the ACT and 73.6 percent met the criterion established by the state of 24 or higher (composite average) (**Appendix H–1**, p. 54 and Figure 12, p. 17).
- For the 2018 G/T graduating class, nine of the 16 high schools with at least five testers had a mean composite score of 24 or higher on the ACT (Appendix H–1).
- For the Class of 2018, a total of 1,739 G/T students, or 97.4 percent, of the 2018 G/T graduating class took the SAT and 74.5 met the CCR Benchmarks for both ERW (≥ 480) and Math (≥ 530) (**Appendix H–2**, p. 55 and Figure 12).
- Out of 32 campuses that tested five or more G/T students, twelve high schools had at least 70 percent of their G/T students meet the CCR Benchmarks for both ERW and Math on the SAT (Appendix H–2).

Advanced Courses, Graduates, and Gifted Educational Plan (GEP)

- According to HISD Gifted and Talented Standard 6–Curriculum and Instruction, an array of challenging learning experiences in each of the four foundation curricular areas should be provided. This was operationalized by looking at enrollment in International Baccalaureate Middle Years Programme (IBMYP) or Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) courses. When comparing 2007 to 2019, the percentage of G/T middle school students enrolled in at least one of these advanced class **decreased** from 98.7 percent to 95.4 percent, but the actual number of G/T students taking advanced courses **increased** by 73.5 percent, from 5,285 to 9,167 (**Table A–12**, p. 33).
- For high school, to evaluate Gifted and Talented Standard 6, those students enrolled in at least one advanced class were considered. Advanced courses consisted of the following: Pre-AP/AP, Pre-IB/IB, Honors, or Dual Credit. When comparing 2007 to 2019, the percentage of G/T high school students enrolled in at least one advanced class **increased** from 90.7 percent to 92.6 percent. Moreover, the actual number of G/T students taking advanced courses **increased** by 20.9 percent (**Table A–13**, p. 33).
- Using a four-year longitudinal cohort methodology for the Class of 2018, 98.5 percent graduated, 0.2 percent continued in high school, <0.1 percent received the Texas Certificate of High School Equivalency, and 1.2 percent dropped out of school (**Table A–14**, p. 34). Comparable results were demonstrated for graduates over the past three years.
- On January 14, 2016, the Board Approved the Gifted Education Plan. For the 2018–2019 school year, Gifted Education Plans (GEP) were completed for 18,132 students or 54.8 percent of the district’s G/T students. A total of 1,772 student entries centered on leadership, 2,551 on creativity, 5,871 on reading/language arts, 5,248 on math, 3,635 on science, and 2,997 on social studies. Students may have had more than one area included on their GEP (**Table A–15**, p. 34).
- A total of 320 respondents completed the *Gifted Education Plan Survey* that was administered to district personnel providing instruction to G/T students or involved in G/T education. Sixty-nine percent of the respondents indicated they completed a Gifted Education Plan (GEP) for the 2018–2019 school

year, 12.5 percent indicated they had not completed a plan, 3.1 percent didn't finish, and 15 percent indicated it was not applicable (**Appendix I**, pp. 56–58).

- On the GEP survey, 35.0 percent of respondents indicated the GEP they created was not useful with a rating of 1 or 2 and 30.2 percent indicated it was very useful with a rating of 4 or 5 on a scale of 1 to 5 (Appendix I, pp. 56-58).
- When respondents were asked if they used the GEP as an instructional tool, 42 percent of the respondents indicated they had used the GEP as an instructional tool and/or explained how it had been used, while 39 percent indicated they had not used the GEP as an instructional tool and 11 percent stated the question was not applicable (Appendix I).

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

- For 2018–2019, a total of 6,313 educators (unduplicated) completed at least one G/T professional development (**Appendix J**, pp. 59–61).
- For 2018–2019, 10,953 educators (duplicated) completed one or more of the 80 G/T professional development opportunities offered (Appendix J).
- For 2018–2019, a total of 5,891 educators completed six or more hours meeting the annual state mandate, and 1,411 educators completed 30 or more hours (Appendix J).
- Based on the Gifted and Talented Standards Review form returned by 125 elementary and 57 secondary campuses, there were 75 elementary core teachers at 30 campuses and 170 secondary core teachers at 23 campuses who were not G/T trained, but taught G/T students during the 2018–2019 school year.
- Based on the 2018–2019 HISD Gifted and Talented Standards Review, counselors and other administrators at 13 elementary schools and principals at 18 elementary schools did not have G/T training certificates on file.
- Based on the 2018–2019 HISD Gifted and Talented Standards Review, counselors and other administrators at 11 secondary schools and principals at 8 secondary schools did not have G/T training certificates on file.
- Student Assessment and the Gifted and Talented Department provided pre-testing materials. There were 88 schools that indicated their kindergarten teachers made use of these materials with their students prior to the Universal CogAT administration.
- Out of 125 elementary schools that submitted a Gifted and Talented Standards Review, 78 percent of respondents indicated that most or all of their G/T students had at least one entry in their Gifted Education Plan (GEP).
- Out of 34 middle school campuses that submitted a Gifted and Talented Standards Review, 59 percent of respondents indicated that most or all of their G/T students had at least one entry in their Gifted Education Plan (GEP).

To what extent did the district encourage community and family participation in services designed for G/T students?

- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the G/T Standards Review(s) that would be implemented on the campus.
- On April 23, 2019, a district-wide G/T Expo was held for sharing advanced products with parents, students, and the community at Delmar Fieldhouse from 5:30–7:00 pm.
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 40 percent for curriculum and instruction to 83 percent for student assessment (Appendix B, pp. 35–39; Figures 1a–1e, p. 2).
- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten and fifth grade for students who are not identified as G/T and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.

Discussion

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

Program services offered are not fully aligned to the assessments, and that is a concern. For example, there are currently no districtwide arts, science or social studies assessments on the G/T matrix. Moreover, adopting a published teacher rating instrument that is reliable and valid would enhance the district's ability to provide services aligned to student needs. For example, the *Scales for Identifying Gifted Students* includes seven scales: 1) general intellectual ability; 2) language arts; 3) mathematics; 4) science 5) social studies; 6) creativity; and 7) leadership.

The district developed HISD's Vanguard G/T Standards in 2007 that were aligned to the Texas State Plan to ensure that highly able students were identified and served, and to provide consistency regarding implementation across schools. These standards have been modified over the last twelve years of implementation. With the creation of a new *Texas State Plan for the Education of Gifted and Talented Students*, the district needs to be proactive in ensuring that state standards are met or that a plan is in place with action steps on how to meet the new standards.

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

of these courses varies across the district, a better monitoring system needs to be developed with formative feedback on rigor, training, scheduling, and assessments available to campuses so that G/T students are being equitably served.

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

Over the past five years, the percentage of students identified as G/T in HISD (15.4 percent in 2014–2015 to 15.8 in 2018–2019) and the state (7.6 percent in 2014–2015 to 8.0 percent in 2018–2019) have increased. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the following school years: 2014–2015, 2017–2018, and 2018–2019 (7.8 percentage points). These data indicate that the district has an overrepresentation of students in the Gifted and Talented Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

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

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

The Department of Research and Accountability has conducted an annual evaluation of the Gifted and Talented Program for the past fifteen years (Department of Research and Accountability, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018). Data collected from previous evaluations have been used at the administrative and campus levels.

The district continues to move in a positive direction with regard to Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), and the continuation of the G/T Expo. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support, and developing Personalized Gifted Education Plans are promising steps. The Gifted and Talented Program provides the educational

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

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Appendix A

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

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

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

Appendix A (Continued)

Table A–2. Comparison of G/T Student Population to the District Population, 2006–2007 and 2018–2019 (K–12)

	2006–2007			2018–2019			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	303	16,408	1.8	653	15,490	4.2	2.4
First	1,685	18,290	9.2	2,036	16,412	12.4	3.2
Second	2,122	16,431	12.9	2,607	16,394	15.9	3.0
Third	2,312	15,998	14.5	2,514	16,870	14.9	0.4
Fourth	2,398	15,859	15.1	2,620	17,168	15.3	0.2
Fifth	2,435	14,454	16.8	3,579	16,632	21.5	4.7
Subtotal (K–5)	11,255	97,440	11.6	14,009	98,966	14.2	2.6
Sixth	1,671	14,118	11.8	3,249	14,092	23.1	11.3
Seventh	1,904	14,101	13.5	3,270	13,478	24.3	10.8
Eighth	1,796	13,552	13.3	3,227	13,541	23.8	10.5
Ninth	1,811	16,010	11.3	2,598	15,696	16.6	5.3
Tenth	2,118	12,159	17.4	2,405	13,764	17.5	0.1
Eleventh	2,026	10,192	19.9	2,207	12,238	18.0	-1.9
Twelfth	1,795	9,335	19.2	2,103	11,590	18.1	-1.1
Subtotal (6–12)	13,121	89,467	14.7	19,059	94,399	20.2	5.5
HISD Totals*	24,376	186,907	13.0	33,068	193,365	17.1	4.1
2017–2018 Total				33,667	198,709	16.9	3.9

Sources: Fall PEIMS Snapshot 2006–2007, 2016–2017 and 2018–2019

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

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

Appendix A (Continued)

Table A–3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2018–2019, Grades K–12

	2006–2007					2018–2019					Gap Diff.
	G/T		District			G/T		District			
	N	%	N	%	Diff	N	%	N	%	Diff	
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,694	11.2	44,627	23.1	-11.9	
Amer. Indian	-	-	-	-	-	41	0.1	321	0.2		
Asian	2,502	10.3	6,096	3.3	7.0	3,920	11.9	8,191	4.2	7.7	
Hispanic	10,671	43.8	109,577	58.6	-14.8	17,828	53.9	119,935	62.0	-8.1	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-	
Pac. Islander	-	-	-	-	-	25	0.1	117	0.1	0	
White	7,044	28.9	16,345	8.7	20.2	6,623	20.0	17,728	9.2	10.8	-
Two or More	-	-	-	-	-	937	2.8	2,446	1.3	-	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,651	47.3	97,938	50.6	-3.3	-
Female	13,090	53.7	91,616	49.0	4.7	17,417	52.7	95,427	49.4	3.3	-
Group											
Bilingual EL & Non EL	2,339	9.6	31,453	16.8	-7.2	3,570	10.8	32,785	17.0	-6.2	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	17,541	53.0	152,380	78.8	-25.8	-
EL	2,642	10.8	47,770	25.6	-14.8	4,706	14.2	59,575	30.8	-16.6	+
ESL	201	0.8	13,665	7.3	-6.5	1,678	5.1	27,432	14.2	-9.1	+
Special Ed.	458	1.9	19,317	10.3	-8.4	288	0.9	14,801	7.7	-6.8	-
HISD Totals	24,376	100.0	186,907	100.0		33,068	100.0	193,365	100.0		

Sources: Fall PEIMS Snapshot, 2006–2007 and 2018–2019

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 2018–2019.

Red shaded areas denote a decrease of at least 1 percentage point, and green shaded areas denote an increase of at least 1 percentage point, G/T Bilingual Non-EL students (N=740) participated in a dual language program.

Appendix A (Continued)

Table A–4. Comparison of Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2019–2020 (12 Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2019–2020		District Enrollment 2019–2020		2019–2020
	N	%	N	%	N	%	N	%	Difference
Kindergarten									
African American or Black	171	15.7	4,070	25.1	201	12.2	3,550	22.6	-10.4
American Indian					4	0.2	21	0.1	0.1
Asian ^a	160	14.7	498	3.1	362	21.9	785	5.0	16.9
Hispanic	311	28.6	10,320	63.7	440	26.7	9,413	60.0	-33.3
Native American	2	0.2	19	0.1	-	-	-	-	N/A
Pacific Islander					3	0.2	5	<1	0.1
White	435	40.0	1,282	7.9	547	33.1	1,656	10.6	22.5
Two or More Races	-	-	-	-	93	5.6	252	1.6	4.0
Missing	8	0.7	0	0.0	1	0.1	-	-	N/A
Total	1,087	100.0	16,189	100.0	1,651	100	15,682	100	
Sixth									
African American or Black	301	17.3	3,769	29.1	293	12.1	3,030	22.3	-10.2
American Indian	-	-	-	-	7	0.3	28	0.2	N/A
Asian ^a	208	12.0	413	3.2	328	13.6	610	4.5	9.1
Hispanic	790	45.5	7,747	59.8	1,243	51.3	8,494	62.5	-11.2
Native American	1	0.1	9	0.1	-	-	-	-	N/A
Pacific Islander					3	.01	3	0.0	0.1
White	436	25.1	1,012	7.8	483	19.9	1,244	9.1	10.8
Two or More Races	-	-	-	-	68	2.8	188	1.4	1.4
Missing	2	0.1	-	-	-	-	-	-	N/A
Total	1,738	100.0	12,950	100.0	2,425	100.0	13,597	100.0	

Sources: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 8/21/2018, entering 2019–2020; Fall PEIMS Snapshot 2007 and Chancery Extract 10/16/2019

Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used.

^a For 2007–2008, Asian and Pacific Islander were grouped together. Vanguard Applicants applying for the 2019–2020 school year include only those using the on-line system.

Appendix A (Continued)

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

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Enrolled Identified as G/T
Kindergarten	African American	201	64	40	37	58%	100%
	American Indian	4	2	0	0	0%	100%
	Asian	362	197	94	84	43%	100%
	Hispanic	440	158	96	93	59%	100%
	Pacific Islander	3	2	2	1	50%	100%
	White	547	177	86	85	48%	100%
	Two or More Races	93	40	17	16	40%	100%
	Missing	1	1	0	0	0%	0%
	Total	1,651	641	335	316	49%	100%
Sixth	African American	293	162	52	50	31%	100%
	American Indian	7	5	0	0	0%	100%
	Asian	328	272	90	84	31%	100%
	Hispanic	1,243	857	473	468	55%	100%
	Pacific Islander	3	3	2	2	67%	100%
	White	483	409	104	102	25%	100%
	Two or More Races	68	62	22	21	34%	100%
	Total	2,425	1,770	743	727	41%	100%

Sources: Magnet Department, Magnet Applications Data File Extract, 8/2/2019 and Chancery Extracts, 10/16/2019

Note: Applicants applying for the 2019–2020 school year include only those using the on-line system. Applicants reflect an unduplicated count of students. Qualified applicants were identified as *eligible*. Accepted applicants were (*System Offers the seat*), Accepted (*Parents Accepted*), and Confirmed (*Yes*). Percentages may not add up due to rounding.

Appendix A (Continued)

Table A–6. Demographic Characteristics for Vanguard Magnet Students by School, 2018–2019									
School	N	Percentage							
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	Econ. Disadv.
Elementary									
Askew	221	16.7	0.0	29.0	23.5	0.0	26.2	4.5	38.0
Carrillo	159	4.4	0.0	0.6	91.2	0.0	3.8	0.0	71.1
De Zavala	153	1.3	0.7	0.0	97.4	0.0	0.7	0.0	83.7
Herod	304	17.4	0.0	15.1	31.9	0.0	31.3	4.3	26.0
Oak Forest	454	5.3	0.0	5.1	25.3	0.2	57.3	6.8	9.0
River Oaks	423	5.7	0.0	39.5	13.5	0.0	31.0	10.4	7.8
Roosevelt	124	11.3	0.0	3.2	84.7	0.0	0.8	0.0	69.4
Travis	354	4.2	0.3	3.4	22.6	0.0	62.4	7.1	6.2
Windsor Village	182	42.3	1.1	2.2	52.7	0.0	1.1	0.5	80.8
Middle									
Black	427	7.7	0.2	2.3	45.2	0.0	39.1	5.4	30.7
Burbank	514	2.7	0.4	0.0	96.3	0.0	0.6	0.0	95.3
Hamilton	649	5.2	0.2	1.1	90.6	0.3	2.6	0.0	81.2
Lanier	1,062	11.3	0.2	21.1	28.9	0.2	31.3	7.1	19.9
Combined									
Rogers, T.H.	864	10.9	0.2	52.9	14.2	0.7	15.7	5.3	18.6
High									
Carnegie	808	10.5	0.0	30.1	32.8	0.0	22.9	3.7	31.3
Vanguard Magnet Total	6,698	9.5	0.2	18.8	42.8	0.2	24.1	4.4	37.4
HISD K–12 Total	193,365	23.1	0.2	4.2	62.0	0.1	9.2	1.3	78.8

Source: Fall PEIMS Snapshot, 2018

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

Appendix A (Continued)

Table A–7A. Districtwide G/T STAAR English Performance Levels on Reading, Mathematics, and Writing, Spring 2019												
	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	2,182	97	85	69	2,224	99	90	70				
4	2,437	97	83	60	2,458	98	88	73	2,442	95	75	36
5	3,550	96	82	60	3,552	98	90	76				
6	3,170	93	70	43	3,135	97	82	52				
7	3,206	97	84	63	2,773	97	82	46	3,202	96	80	47
8	3,191	97	86	59	1,604	98	86	46				
G/T Totals	17,736	96	82	59	15,746	98	86	61	5,644	96	78	42

Sources: STAAR 3–8 data Student Data Files, 6/13/19; STAAR 5 and 8 Reading and Mathematics Student Data Files, 6/3/19; G/T flag was used from the STAAR data file
 Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2019 only; does not include Alternate 2 results.

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2019								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	3,560	95	79	49				
6								
7								
8	3,058	96	80	53	3,158	90	63	42
G/T Totals	6,618	96	79	51	3,158	90	63	42

Sources: STAAR 3–8 data Student Data Files, 6/13/18; G/T flag was used from the STAAR data file
 Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2019 only; does not include Alternate 2 results.

Appendix A (Continued)

Table A–8A. Districtwide G/T STAAR Spanish Performance Levels on Reading, Mathematics, and Writing, Spring 2019

	Reading			Mathematics			Writing					
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	314	96	81	66	273	99	86	61				
4	149	92	72	49	124	98	85	69	147	91	81	53
5	18	89	89	61	21	95	71	57				
G/T Totals	481	95	79	60	418	98	85	63	147	91	81	53

Sources: STAAR 3–8 data Student Data Files, 6/13/19; STAAR 5 and 8 Reading and Mathematics Student Data Files, 6/3/19; G/T flag was used from the STAAR data file

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: App (Approaches Grade Level), Meets (Meets Grade Level), Masters (Masters Grade Level); STAAR results for 2019 only; does not include Alternate 2 results. – Denotes the test was not administered. * If fewer than 5 students tested.

Table A– 8B. Districtwide G/T STAAR Spanish Performance Levels on Science and Social Studies, Spring 2019

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

Sources: STAAR 3–8 data Student Data Files, 6/13/19; G/T flag was used from the STAAR data file

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

Appendix A (Continued)

Table A–9A. Districtwide G/T STAAR Algebra I, Biology, and English I EOC Results, First-Time Tested Students Only, Spring 2019												
	Algebra I				Biology				English I			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2019	2,707	99	92	75	2,585	99	94	65	2,403	97	93	47

Sources: EOC STAAR data files, 2019; District and School STAAR End-Of-Course, Spring 2019

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

Table A–9B. Districtwide G/T STAAR English II and U.S. History EOC Results, First-Time Tested Students Only, Spring, 2017								
	English II				U.S. History			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2019	2,372	97	93	34	2,172	100	97	81

Sources: EOC STAAR data files, 2019; District and School STAAR End-Of-Course, Spring 2019

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

Appendix A (Continued)

Table A–10. Districtwide and G/T IB Exam Participation and Performance, 2018 and 2019

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2018	2019	2018	2019	2018	2019	2018	2019
Bellaire	85	86	224	209	218	195	97.3	93.3
Chavez±	--	161	--	424	--	106	--	25.0
Heights	90	91	284	253	169	157	59.5	61.4
Lamar	869	762	2,339	2,190	866	715	37.0	32.9
Total	1,044	1,100	2,847	3,076	1,253	1,173	44.0	38.2

<i>G/T</i>								
<i>District</i>	2018	2019	2018	2019	2018	2019	2018	2019
Bellaire	71	81	184	200	180	186	97.8	93.0
Chavez±	--	49	--	145	--	39	--	26.9
Heights	54	57	167	169	105	115	62.9	68.0
Lamar	361	355	1,060	1,109	512	473	48.3	42.7
Total	486	542	1,411	1,623	797	813	56.5	50.1

Sources: International Baccalaureate Organization Candidate Results, 2019; Chancery Extract, 5/13/2019; *Vanguard Program Evaluation, 2017–2018*

Note: Scores of P-pending or N-no grade awarded were not included. G/T Status was missing from 1 student.
±Chavez began IB testing in 2018 and did not have any diplomates until 2019.

Table A–11. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2018 and 2019

<i>School</i>	Candidates		Diplomates		Candidates		CP	
	2018	2019	2018	2019	2018	2019	2018	2019
<i>District</i>								
Bellaire	36	26	33	23	N/A	N/A	N/A	N/A
Chavez±	--	30	--	6	N/A	N/A	N/A	N/A
Heights	39	45	18	19	N/A	N/A	N/A	N/A
Lamar	208	267	49	36	74	79	8	7
Total	283	368	100	84	74	79	8	7

<i>G/T</i>								
<i>District</i>	2018	2019	2018	2019	2018	2019	2018	2019
Bellaire	29	25	27	22	N/A	N/A	N/A	N/A
Chavez±	--	11	--	3	N/A	N/A	N/A	N/A
Heights	20	31	12	16	N/A	N/A	N/A	N/A
Lamar	111	163	39	28	13	8	2	1
Total	160	230	78	69	13	8	2	1

Sources: International Baccalaureate Organization Candidate Results, 2019; Chancery Extract, 5/13/2019; *Vanguard Program Evaluation, 2017–2018*

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

-- No students were tested.

±Chavez began IB testing in 2018 and did not have any diplomates until 2019.

Appendix A (Continued)

Table A–12. Number and Percent of G/T Middle School Students Enrolled in at Least One Pre-AP and/or IBMYP* Core Content Area Course, 2006–2007 and 2018–2019

	2006–2007 (Baseline)			2018–2019 (Year 12)			
	# Taking 1 Core Courses	Total G/T Students	% Taking 1 Core Courses	# Taking 1 Core Courses	Total G/T Students	% Taking 1 Core Courses	Change
6	1,636	1,654	98.9	3,000	3,193	94.0	-4.9
7	1,879	1,903	98.7	3,081	3,220	95.7	-3.0
8	1,770	1,795	98.6	3,086	3,195	96.6	-2.0
Total	5,285	5,352	98.7	9,167	9,608	95.4	-3.3

Sources: Cognos Extract, July 3, 2019; Cognos and Chancery Data Files, Combined Schools Grades, Middle School Grades, High School Grades, June 2006; Fall PEIMS Snapshot, 2006 and 2018

*IBMYP= International Baccalaureate Middle Years Programme

Table A–13. Number and Percent of G/T High School Students Enrolled in at Least One Advanced Level Course, 2006–2007 and 2018–2019

	2006–2007 (Baseline)			2018–2019 (Year 12)			
	# Taking 1 Advanced Courses	Total G/T Students	% Taking 1 Advanced Courses	# Taking 1 Advanced Courses	Total G/T Students	% Taking 1 Advanced Courses	Change
9	1,626	1,809	89.9	2,371	2,558	92.7	2.9
10	1,915	2,117	90.5	2,213	2,359	93.8	3.3
11	1,829	2,026	90.3	2,021	2,173	93.0	2.7
12	1,653	1,793	92.2	1,887	2,080	90.7	-1.5
Total	7,023	7,745	90.7	8,492	9,170	92.6	1.9

Sources: Cognos Extract, July 3, 2019; Cognos Chancery Data Files, Combined Schools Grades and High School Grades, June 2006; Fall PEIMS Snapshot, 2006 and 2018

Appendix A (Continued)

Table A–14. Number and Percent of Four-Year Longitudinal Completion for G/T Cohort, Class of 2016–2018									
	G/T Class	G/T Graduated		G/T Continued HS		G/T Received TxCHSE		G/T Dropped out	
		N	%	N	%	N	%	N	%
2018	1,779	1,753	98.5	4	0.2	1	<0.1	21	1.2
2017	1,948	1,915	98.3	12	0.6	3	0.2	19	1.0
2016	1,787	1,758	98.4	5	0.3	7	0.4	17	1.0

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

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

Table A–15. Number of Students and G/T Areas with Completed Gifted Education Plans, 2018–2019															
	G/T Students	G/T Students with a GEP		Leadership		Creativity		Reading/ELA		Mathematics		Science		Social Studies	
		N	N	%	N	%	N	%	N	%	N	%	N	%	
2018–2019	33,068	18,132	54.8	1,772	5.4	2,551	14.0	5,871	32.4	5,248	28.9	3,635	20.0	2,997	16.5

Source: Chancery GEP Data File, 11/8/2019

Note: A completed Gifted Education Plan consisted of at least one entry during the 2018–2019 school year.

Appendix B

Texas State GT Plan Components, 2010 Section 1: Student Assessment Description and Indicators	Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Gifted and Talented School Guidelines (2018–2019) Alignment to the Texas State GT Plan	Recommendations to Align with the Texas State GT Plan	
	C	R	E			
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities	1.1	●	●	●	Board Policy, 2007	
	1.2	●	●	●	Board Policy, 2007	
	1.3.1	●	●	●	The Texas State GT Plan states, "Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishments in each areas of giftedness served by the district are included in board-approved policy."	Assess and provide services in the areas of general intellect, science, and social studies.
	1.3.2	●	--	--	Standard 2	
	1.4	●	--	●	Standards 2, 3, 4, and 5	
	1.5.1	●	●	●	The Texas State GT Plan states, "Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services."	HISD collects data from multiple sources; however the areas of general intellect, science and social studies giftedness are not specifically assessed or provided services across the district.
	1.5.2	●	●	●	Standards 2 and 3	
	1.5.3	●	--	--	Standards 2 and 3	
	1.5.4	●	--	--	Standards 2 and 3	
	1.5.5	●	--	--	The Texas State GT Plan states, "If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment."	Assess and provide services in the areas of leadership, the arts, and creativity for all schools.
	1.6	●	●	●	Standards 2, 3, 4, and 5	
	1.7	●	●	●	Standards 2, 3, and 4	
	Percentage in Compliance = 10/12 83%		● Green = evidence of districtwide implementation ● Red = lack of evidence in districtwide implementation			

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 2: Service Design Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Gifted and Talented School Guidelines (2018–2019) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.	2.1	●	●	●	The Texas State GT Plan states, "Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options."	Provide G/T school day services at all HISD campuses.
	2.2	●	●	--	The Texas State GT Plan states, "Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of G/T service options."	There are 94 campuses which have less than 3 identified G/T students in a grade level (as per TEA's FAQ #12). Promote awareness and monitor district G/T identification policies.
	2.3	●	●	--	Standards 5 and 6	
	2.4	●	●	●	Board Policy, 2007	
	2.4.2	●	●	--	Board Policy, 2007	
	2.5	●	●	●	Budget provided	
	2.6	●	●	●	Standards 1 through 12	
	2.6.2	not evaluated			not evaluated	
	2.6.3	--	●	--	The Texas State GT Plan states, "Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of G/T students, school staff, and G/T education staff which meets regularly for that purpose."	Implement a parent/community/district advisory committee focused on improving the G/T program.
	2.7	--	●	●	HISD staffing	
Percentage in Compliance = 5/7		71%			● Green = evidence of districtwide implementation	
					● Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 3: Curriculum & Instruction Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Gifted and Talented School Guidelines (2018–2019) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.	3.1	●	●	●	<i>The Texas State GT Plan states, "An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for G/T students in grades K-12 and parents are informed of the opportunities."</i>	Provide G/T school day services at all HISD campuses.
	3.1.2	--	●	--	Gifted and Talented School Guidelines	
	3.1.3	not evaluated			not evaluated	
	3.2	●	●	●	Standards 5 and 6	
	3.3	●	●	●	<i>The Texas State GT Plan states, "Opportunities are provided to accelerate in areas of student strengths."</i>	Provide G/T school day services at all HISD campuses.
	3.4	●	●	●	<i>The Texas State GT Plan states, "Provisions to improve services to G/T students are included in district and campus improvement plans."</i>	Include G/T services in both the DIP and the SIPs. On the Standards Review, 44 out of 125 elementary schools did not include teacher training on the SIP.
	3.4.2	not evaluated			not evaluated	
	3.4.3	not evaluated			not evaluated	
	3.5	not evaluated			not evaluated	
	3.6	●	●	●	Report Cards	
Percentage in Compliance = 2/5		40%			● Green = evidence of districtwide implementation ● Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 4: Professional Development Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Gifted and Talented School Guidelines (2018–2019) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.	4.1.1	●	●	●	<i>The Texas State GT Plan states, "...Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's G/T services." HISD provides multiple opportunities for teachers to complete the required 30 hours of G/T training.</i>	According to the Standards Review, there are G/T teachers who have not completed the mandatory 30 hours of G/T training. Monitor G/T training and completion by developing a G/T database to track educator enrollment, completion and certification of G/T professional development hours.
	4.1.2	not evaluated			not evaluated	
	4.1.3	not evaluated			not evaluated	
	4.2	●	●	●	<i>The Texas State GT Plan states, "Teachers who provide instruction and services that are a part of the district's defined G/T services receive a minimum of six (6) hours annually of professional development in G/T education that is related to state teacher education standards." HISD provides multiple opportunities for teachers to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.2.2	not evaluated			not evaluated	
	4.3	●	●	●	<i>The Texas State GT Plan states, "Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development..." HISD provides multiple opportunities for educators to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.4	●	●	●	<i>The Texas State GT Plan states, "Evaluation of professional development activities for G/T education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans."</i>	Include G/T professional development services in both the DIP and the SIPs.
	4.4.2	--	--	●	Standards 7 and 8	
Percentage in Compliance = 2/4		50%			● Green = evidence of districtwide implementation ● Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 5: Family/Community Involvement Description and Indicators	Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Gifted and Talented School Guidelines (2018–2019) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan	
	C	R	E			
The district involves family and community members in services designed for gifted/talented students throughout the school year.	5.1	●	●	●	Board Policy, 2007	
	5.1.2	●	●	●	Standard 12	
	5.2	●	●	●	<i>The Texas State GT Plan states, "An array of learning opportunities is provided for G/T students in grades K-12, and parents are informed of all G/T services and opportunities."</i>	Previous program evaluation survey results show lack of awareness of the G/T program, services, and activities. Increase the level of awareness to parents about the G/T program services.
	5.2.2	--	●	●	<i>The Texas State GT Plan states, "Support and assistance is provided to the district in G/T service planning and improvement by a parent/community advisory committee."</i>	Implement a parent/community advisory committee focused on improving the G/T program.
	5.2.3	--	●	●	<i>The Texas State GT Plan states, "Products and achievements of G/T students are shared with the community."</i>	Although the G/T Expo showcases G/T student products, all campuses should share G/T student products, performances and achievements within their communities throughout the year.
	5.2.4	--	●	●	<i>The Texas State GT Plan states, "Presentations are given to community groups and organizations to solicit their involvement in services for GT students."</i>	Present G/T program information to districtwide community groups to solicit their involvement.
	5.2.5	not evaluated			not evaluated	
	5.3	●	--	--	Standard 11	
Percentage in Compliance = 3/4		75%		● Green = evidence of districtwide implementation ● Red = lack of evidence in districtwide implementation		

Appendix C Methods

Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD School Guidelines, and the District and School Profiles (Houston Independent School District, 2018a and 2018b). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards Review, Professional Development Course listings, G/T Expo, and student performance data, was provided from the manager and coordinators in the Gifted and Talented Department. At the G/T Expos, students were interviewed.

Information with respect to training in HISD was provided by the Department of Human Resources Information Systems (HRIS) from July 1, 2018 to June 30, 2019. The HRIS database had the capability to track employee professional development on the individual level, including attendance and completion for each training session. The Gifted and Talented Department provided a list of G/T courses.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports from 2013–2014 to 2018–2019 (Texas Education Agency, 2019a, 2018, 2017, 2016, 2015, and 2014). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2018–2019 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2019b).

Academic Performance

Advanced Placement (AP) test performance data for 2019, 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 September 11, 2019. Student-level data were matched to a Chancery extract from May 13, 2019, 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. Participation and performance were reported by district and school. For the district and individual schools, the number and percent of students scoring a four or better were reported. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program.

PSAT performance data for 2018 and a Chancery extract from 10/29/2018 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness (CCR) Benchmarks was revised by the College Board in 2015. SAT and ACT data for 2017–2018 were extracted from student test files as well as 2017–2018 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring a 1180 or higher on the total score or meeting both CCR benchmarks (ERW ≥ 480 and mathematics ≥ 530) on the SAT and/or a 24 or higher composite on the ACT or meeting the individual CCR benchmarks (English ≥ 18 , reading ≥ 22 , mathematics ≥ 22 , and/or science ≥ 23) and/or all four CCR benchmarks were analyzed to determine participation and performance.

Appendix C (Continued)

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. HISD and state policy is not to report grouped scores for fewer than five students.

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

G/T PSAT participation rates for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grade 11. Performance on the PSAT was measured by dividing the number of G/T students meeting the College Readiness Benchmark of 142 by the total number of G/T students tested in grade 11.

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for that year. SAT performance was measured using the College Board benchmarks. For the SAT, the number of students meeting the College and Career Benchmarks for both the Evidence-based Reading and Writing (≥ 480) and Mathematics (≥ 530) was divided by the total number of G/T students tested. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

The State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 changed in 2017 to administering only two versions of the STAAR exam. Therefore, STAAR administration results from 2016 have been updated to include STAAR L and A test versions. In 2017, the performance standard labels changed to Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

Four-year longitudinal completion rates were calculated using the 2015–2016, 2016–2017, and 2017–2018 data files. The data files were then matched to Chancery demographic files and PEIMS files to include G/T status. Students without a G/T indicator were not included in the analysis. The denominator consisted of the following students: graduated, dropped out, received Texas Certificate of High School Equivalency, and continued in high school. Each category was divided by the denominator to calculate a rate.

Data Limitations

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

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

Appendix C (Continued)

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

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

Appendix D

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	2			1			1							
Almeda ES	81		3	11	12	17	38							
Anderson ES	43		6	5	11	7	14							
Arabic Immersion	40	5	12	9	14									
Ashford ES	52	5	6	18	5	11	7							
Askew ES	221	24	38	40	39	39	41							
Atherton ES	11		2	3	4	1	1							
Barrick ES	34		2	3	7	10	12							
Bastian ES	17	4	2	8	1	1	1							
Bell ES	76		18	24	9	14	11							
Bellfort ECC	9	9												
Benavidez ES	13		3	3			7							
Benbrook ES	34		2	9	6	5	12							
Berry ES	65		2	12	14	9	28							
Blackshear ES	7			2	2		3							
Bonham ES	58		14	14	13	10	7							
Bonner ES	55		1	13	15	11	15							
Braeburn ES	38		2	3	5	9	19							
Briargrove ES	123	3	27	22	19	26	26							
Briscoe ES	38		6	7	5	11	9							
Brookline ES	76		7	14	21	11	23							
Browning ES	37	1		3	6	17	10							
Bruce ES	27		7	7	4	4	5							
Burbank ES	150		25	25	26	40	34							
Burnet ES	24		2	2	6	8	6							
Burrus ES	24		9	5	4	3	3							
Bush ES	334	27	53	58	78	64	54							
Cage ES	59		3	13	4	10	29							
Carrillo ES	159	14	18	29	30	36	32							
Codwell ES	13		5	2		2	4							
Condit ES	286	11	44	49	56	55	71							
Cook ES	8		2			1	5							
Coop ES	72		3	7	9	21	32							
Cornelius ES	116	1	14	20	23	18	40							
Crespo ES	97		16	28	17	9	27							
Crockett ES	91	6	19	16	20	12	18							
Cunningham ES	69		8	17	12	7	25							
Daily ES	95	1	26	7	18	17	26							
Davila ES	47		6	8	3	14	16							
De Chaumes ES	70		8	10	10	16	26							
DeAnda ES	75		6	6	16	13	34							
DeZavala ES	153	9	14	31	15	32	52							
Dogan ES	14		4	2	1	1	6							
Durham ES	76	7	14	10	18	11	16							
Durkee ES	39		2	5	7	8	17							
Eliot ES	65	6		9	15	15	20							

Source: Fall PEIMS Snapshot, 2018

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

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	12		1	4		5	2							
Elrod ES	43		6	8	8	6	15							
Emerson ES	83	1	2	18	22	15	25							
Energized ES	24		5	13		3	3							
Field ES	57	3	14	9	5	10	16							
Foerster ES	28		6	3	6	4	9							
Fondren ES	8		1		2	2	3							
Fonwood ECC														
Foster ES	6		1	2	1	1	1							
Franklin ES	23		2	3		10	8							
Frost ES	29		3	5	4	6	11							
Gallegos ES	46		6	10	13	10	7							
Garcia ES	30		7	5	1	7	10							
Garden Villas ES	39		2	5	6	10	16							
Golfcrest ES	35		6	10	3	5	11							
Gregg ES	28		3	3	1	5	16							
Grissom ES	30		3	11	7	3	6							
Gross ES	26		9	4	6	3	4							
Halpin ECC	5	5												
Harris, JR ES	20		1	1	2	6	10							
Harris, RP ES	17		3	5	1	2	6							
Hartsfield ES	4		1		2		1							
Harvard ES	222	12	41	44	45	46	34							
Helms ES	68	5	9	10	15	15	14							
Henderson, JP ES	99		19	18	15	15	32							
Henderson, NQ ES	6		1	1	1		3							
Herod ES	304	38	54	56	46	53	57							
Herrera ES	75	1	24	17	5	8	20							
Highland Heights ES	12		1	1	1	3	6							
Hilliard ES	6	1		1		1	3							
Hines-Caldwell ES	73		4	15	18	11	25							
Hobby ES	34		3	1	3	11	16							
Horn ES	390	16	57	87	70	83	77							
Isaacs ES	16			1		3	12							
Janowski ES	44		1	12	6	9	16							
Jefferson ES	13		1	5		2	5							
Kashmere Gardens ES	7		1			1	5							
Kelso ES	18		2	4	2	6	4							
Kennedy ES	48		2	14	7	7	18							
Ketelsen ES	94	12	12	17	12	18	23							
Kolter ES	197	9	26	30	49	36	47							
Lantrip ES	92		5	17	18	16	36							
Laurenzo ECC														
Law ES	46		3	7	12	9	15							

Source: Fall PEIMS Snapshot, 2018

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

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lewis ES	97		26	29	11	12	19							
Lockhart ES	35		3	4	5	9	14							
Longfellow ES	84	1	21	19	14	12	17							
Looscan ES	15		5	1		6	3							
Love ES	59	2	12	13	4	7	21							
Lovett ES	262	20	39	48	44	49	62							
Lyons ES	152	1	14	23	35	29	50							
MacGregor ES	88	2	19	16	19	9	23							
Mading ES	9		2	3		3	1							
Marshall ES	43		15	17	1		10							
Martinez, C ES	23		7	3	4	1	8							
Martinez, R ES	58		3	8	14	19	14							
McGowen ES	28		10	5	2	8	3							
McNamara ES	57		7	13	6	10	21							
Memorial ES	37	1	6	3	9	11	7							
Milne ES	22		2	8	1	4	7							
Mistral ES														
Mitchell ES	10		2	3		2	3							
MLK ECC														
Montgomery ES	32		4	8	6	5	9							
Moreno ES	75		3	7	15	11	39							
Neff ECC	30	13	17											
Neff ES	93			23	19	20	31							
Northline ES	34		1	3	6	8	16							
Oak Forest ES	454	35	89	82	83	82	83							
Oates ES	6		1	3	1		1							
Osborne ES	21		3	4	3	6	5							
Paige ES	11			3		1	7							
Park Place ES	172	4	14	30	37	28	59							
Parker ES	220	11	42	52	36	37	42							
Patterson ES	113	1	3	17	26	30	36							
Peck ES	42		11	8	5	10	8							
Petersen ES	45		5	9	6	11	14							
Piney Point ES	123		18	15	32	24	34							
Pleasantville ES	32		1	6	5	14	6							
Poe ES	208	3	32	30	40	46	57							
Port Houston ES	28		4	9	6	7	2							
Pugh ES	24	1	2	5	7	2	7							
Red ES	149	3	26	26	31	26	37							
Reynolds ES	12		2	2	2	5	1							
River Oaks ES	423	45	68	77	77	79	77							
Roberts ES	308	12	49	62	53	64	68							
Robinson ES	25	1	1	10	1	3	9							
Rodriguez ES	77		20	28	14	7	8							
Roosevelt ES	124	13	11	16	21	28	35							
Ross ES	6		1	1		2	2							

Source: Fall PEIMS Snapshot, 2018

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

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rucker ES	22		1	4		1	16							
Sanchez ES	35		8	5	2	8	12							
Scarborough ES	53			4	10	11	28							
Scroggins ES	65		4	15	8	10	28							
Seguin ES	38		1	5	9	6	17							
Shadowbriar ES	37		7	9	6	8	7							
Shadydale ES	47		6	15	13	10	3							
Shearn ES	33		1	1	10	4	17							
Sherman ES	35		6	6	3	9	11							
Sinclair ES	154	28	35	19	30	20	22							
Smith ES	43	1	2	10	10	12	8							
Southmayd ES	74		6	10	14	12	32							
St. George ES	113	7	22	22	12	20	30							
Stevens ES	26	1	3	6	2	9	5							
Sugar Grove MS	27							9	13	5				
Sutton ES	132		1	31	30	23	47							
Thompson ES	15		6	1	1	4	3							
Tijerina ES	5		2				3							
Tinsley ES	98		15	24	20	13	26							
Travis ES	354	34	68	80	64	57	51							
Twain ES	328	12	54	60	59	64	79							
Valley West ES	77	2	5	22	5	19	24							
Wainwright ES	19	2		6	2	3	6							
Walnut Bend ES	63		8	9	14	13	19							
Wesley ES	4			1		1	2							
West Univ. ES	720	34	112	127	148	140	159							
Wharton Dual Lang.	113	1	10	10	18	13	28	8	10	15				
Whidby ES	34	1	6	8	5	3	11							
White ES	62		4	11	9	10	28							
Whittier ES	23		2	1	4	4	12							
Wilson Mont.	160	12	23	28	26	17	19	9	10	16				
Windsor Village ES	182	9	29	29	31	34	50							
Young ES	5			1	1	2	1							
Attucks MS	14							4	6	4				
Baylor College MS	267							59	99	109				
Black MS	427							152	143	132				
Burbank MS	514							175	153	186				
Chrysalis MS	186							62	58	66				
Clifton MS	93							14	37	42				
Cullen MS	5							3	2					
DAEP SEC	4									1	2	1		
Deady MS	114							42	45	27				
Edison MS	82							28	30	24				
Energized MS	37							14	15	8				
E-STEM Central MS	11							9	2					
E-STEM West MS	37							11	20	6				

Source: Fall PEIMS Snapshot, 2018

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

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Fleming MS	33							11	10	12				
Fondren MS	108							38	42	28				
Fonville MS	72							20	28	24				
Forest Brook MS	25							10	10	5				
Grady MS	183							53	72	58				
Hamilton MS	649							204	218	227				
Hartman MS	210							68	79	63				
Henry MS	66							25	17	24				
Hogg MS	323							129	99	95				
Holland MS	69							15	25	29				
Key MS	25							7	10	8				
Lanier MS	1062							342	360	360				
Lawson MS	144							58	52	34				
Marshall MS	110							28	36	46				
McReynolds MS	67							28	19	20				
Meyerland MS	512							160	177	175				
Navarro MS	79							16	34	29				
Ortiz MS	156							67	53	36				
Pershing MS	554							204	160	190				
Pin Oak MS	784							252	256	276				
Revere MS	142							49	47	46				
Stevenson MS	487							150	159	178				
Thomas MS	29							12	9	8				
Welch MS	48							21	15	12				
West Briar MS	318							111	95	112				
Williams MS	23							9	8	6				
Austin HS	181										36	46	48	51
Bellaire HS	1050										296	270	270	214
Carnegie HS	808										332	200	137	139
Challenge ECHS	172										43	43	32	54
Chavez HS	365										88	84	101	92
DeBakey HS	638										156	206	133	143
East ECHS	183										38	34	48	63
Eastwood Acad	159										32	46	34	47
Energy Inst HS	234										57	67	58	52
E-STEM Central HS	3											1		2
E-STEM West HS	3										3			
Furr HS	45										27	1	5	12
Heights HS	575										170	145	135	125
Hou Acad. Intl.	196										53	54	45	44
Houston MSTC HS	298										59	105	68	66
HS Ahead MS	2								1	1				
HS for Law & Justice	96										27	28	21	20
HS Perf. Vis. Arts	752										193	188	195	176
JJAEP	1								1					
Jones HS	32										6	6	9	11

Source: Fall PEIMS Snapshot, 2018

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

Appendix D (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2018

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Kashmere HS	16										9	4	2	1
Lamar HS	949										248	235	245	221
Madison HS	92										26	16	22	28
Mid Coll - Gulfon	4										2	2		
Milby HS	369										114	132	87	36
N. Houston ECHS	229										53	58	52	66
North Forest HS	10											3	1	6
Northside HS	94										25	18	30	21
Scarborough HS	41										3	7	17	14
Sharpstown HS	71										32	18	13	8
Sharpstown Intl	283							74	61	40	32	17	26	33
South ECHS	59										19	10	22	8
Sterling HS	52										15	11	20	6
Waltrip HS	298										96	81	58	63
Washington HS	50										18	9	14	9
Westbury HS	136										52	30	28	26
Westside HS	648										166	163	154	165
Wheatley HS	20										6	4	6	4
Wisdom HS	45										7	11	15	12
Worthing HS	12										4	3	1	4
Yates HS	24										5	10	3	6
Briarmeadow	123	3	6	12	8	12	12	20	26	24				
Comm. Serv.	1											1		
Garden Oaks ES	203	4	15	24	32	35	41	19	20	13				
Gregory-Lincoln PK-8	89	9	9	4	14	10	9	14	10	10				
Inspired Acad	4							2	1	1				
Leland YMCPA	142							29	21	31	10	11	22	18
Long Acad	102							18	20	23	11	12	7	11
Mandarin Immersion	363	14	36	47	61	45	46	66	38	10				
Pilgrim Acad.	136		10	21	10	15	22	13	20	25				
Reagan Ed Ctr	63		2	3	5	5	10	7	13	18				
Rice School	355	8	20	31	30	27	38	71	62	68				
Rogers, T.H.	864	66	61	65	66	66	74	159	159	148				
Rusk School	114						13	31	41	29				
Tx Conn. Acad.	71				4	6	1	4	8	10	7	9	6	16
Woodson School	5			1	2		2							
Young Scholars	1								1					
YWCPA	156							36	34	34	19	6	17	10
Total G/T	33,068	653	2,036	2,607	2,514	2,620	3,579	3,249	3,270	3,227	2,598	2,405	2,207	2,103

Source: Fall PEIMS Snapshot, 2018

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

Appendix E

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2019

	# Tested											# Qualified												
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Askew ES		67	61	67	78	70	54	107	101	80	94			28	34	21	33	23	22	66	50	36	33	
Carrillo ES		23	19	53	37	50	56	67	41	50	37			6	7	37	26	23	29	31	22	18	17	
De Zavala ES		43	6	55	41	36	40	27	19	33	33			22	4	30	18	14	22	9	5	16	8	
Herod ES		148	146	157	192	187	221	217	179	157	201			66	47	74	87	76	89	107	81	74	39	
Oak Forest ES		122	135	130	152	162	208	221	190	232	255			42	54	43	59	59	95	88	78	101	63	
Pleasantville ES±		31	2	34	17	18	22	±	±	±	±			4	*	8	7	6	7	±	±	±	±	
River Oaks ES		349	358	375	403	398	451	440	411	427	443			183	177	199	203	207	263	227	220	221	175	
T.H. Rogers ES		30	16	54	44	330	332	397	453	447	361			21	8	29	12	199	197	225	248	253	15	
Roosevelt ES		195	192	236	279	56	23	63	29	36	50			81	91	128	151	11	13	20	7	15	166	
Travis ES		127	145	145	130	128	160	167	153	177	210			59	62	81	66	69	82	90	80	83	67	
Windsor Village ES		56	44	82	68	74	73	90	72	70	70			23	10	24	34	29	28	39	15	23	15	
Vanguard Magnet Total	-/-	1,191	1,124	1,388	1,441	1,509	1,670	1,796	1,648	1,709	1,754	1,651	-/-	535	494	674	696	716	847	902	806	840	598	641
Alcott ES	-/-	-	-	-	16	10	-	-	-	-	-	-	-/-	-	-	-	2	2	-	-	-	-	-	-
Ashford ES	19/23	48	33	51	44	29	29	14	23	27	36	19	4/6	12	14	17	20	11	15	5	8	12	8	4
Bastian ES	-	-	-	-	-	-	-	-	17	-	-	13	-	-	-	-	-	-	-	-	12	-	6	5
Bell, K. ES	-/-	-	74	73	-	-	-	-	-	-	-	-	-/-	-	11	12	-	-	-	-	-	-	-	-
Bellfort ECC	-/-	-	15	22	24	37	31	37	21	28	32	39	-/-	-	9	5	13	13	7	24	11	14	16	15
Bonner ES	-/-	-	-	-	-	15	-	-	-	-	-	-	-/-	-	-	-	-	7	-	-	-	-	-	-
Briargrove ES	-/-	-	-	33	27	18	37	16	11	-	-	-	-/-	-	-	14	6	8	9	5	5	-	-	-
Briscoe ES	-/-	-	4	-	-	-	-	-	-	-	-	-	-/-	-	*	-	-	-	-	-	-	-	-	-
Burbank ES	-/-	-	-	-	-	-	-	8	-	-	-	-	-/-	-	-	-	-	-	-	0	-	-	-	-
Bush ES	-/-	-	37	52	39	48	58	46	55	34	33	-	-/-	-	15	21	22	25	34	23	33	23	16	-
Cage ES	-/-	-	24	-	-	-	-	-	-	-	-	-	-/-	-	7	-	-	-	-	-	-	-	-	-
Codwell ES	21/26	18	13	-	-	-	-	-	-	-	-	-	10/12	6	6	-	-	-	-	-	-	-	-	-
Cook ES	12/8	10	-	21	19	11	-	-	-	-	-	-	3/3	3	-	4	2	0	-	-	-	-	-	-
Crespo ES	-/-	-	23	-	24	-	-	-	-	-	-	-	-/-	-	4	-	7	-	-	-	-	-	-	-
Cunningham ES	-/-	-	-	19	15	14	-	-	-	-	-	-	-/-	-	-	12	9	8	-	-	-	-	-	-
Daily ES	12/5	-	-	-	-	-	-	-	-	20	-	12	1/4	-	-	-	-	-	-	-	-	-	11	5
Davila ES	-/-	-	11	9	6	-	-	-	-	-	-	16	-/-	-	4	2	4	-	-	-	-	-	-	6
DeAnda ES	-/-	-	-	-	17	-	-	-	-	-	-	-	-/-	-	-	-	2	-	-	-	-	-	-	-
Dodson ES	-/-	-	-	23	34	-	-	-	-	-	-	-	-/-	-	-	21	21	-	-	-	-	-	-	-
Durham ES	-/-	-	28	22	13	-	-	-	-	-	-	6	-/-	-	12	13	3	-	-	-	-	-	-	3
Eliot ES	-/-	-	-	-	-	-	-	-	-	-	-	24	-/-	-	-	-	-	-	-	-	-	-	-	9
Emerson ES	14/-	-	-	-	-	-	-	-	-	-	-	-	6/-	-	-	-	-	-	-	-	-	-	-	-
Farias ECC	-/60	32	-	-	-	-	-	-	34	-	-	-	-/12	8	-	-	-	-	-	-	12	-	-	-
Field ES	-/15	-	26	-	-	-	-	-	-	-	-	-	-/1	-	6	-	-	-	-	-	-	-	-	-
Foerster ES	-/-	-	-	14	8	11	5	-	-	-	-	-	-/-	-	-	7	4	10	3	-	-	-	-	-
Franklin ES	11/18	16	24	24	10	16	15	-	12	-	-	-	5/7	4	9	7	2	7	10	-	2	-	-	-
Garden Oaks Montessori	-/-	-	30	16	22	27	-	-	-	-	-	-	-/-	-	11	7	8	17	-	-	-	-	-	-
Gregory-Lincoln Ed. Ctr.	-/-	-	-	-	-	-	21	23	1	17	22	24	-/-	-	-	-	-	-	5	17	*	7	10	9
Grissom ES	-/-	-	-	-	-	-	-	21	29	17	-	-	-/-	-	-	-	-	-	-	8	13	2	-	-
Halpin ECC	-/-	-	-	-	-	-	34	32	37	32	19	1	-/-	-	-	-	-	-	-	13	18	12	-	1
Harvard ES	14/-	45	42	41	51	56	33	23	28	14	22	20	4/9	14	13	18	20	22	12	14	16	10	6	7
Harris, J. R. ES	-/-	-	-	-	-	-	13	-	-	-	-	-	-/-	-	-	-	-	-	-	7	-	-	-	-
Helms ES	15/-	-	20	-	-	18	25	-	-	-	-	-	8/-	-	10	-	-	15	16	-	-	-	-	-
Henderson, J. ES	-/-	-	-	-	-	21	35	-	-	-	-	-	-/-	-	-	-	-	6	13	-	-	-	-	-
Isaacs ES	-/-	-	-	-	11	14	25	16	-	-	-	-	-/-	-	-	-	2	6	11	2	-	-	-	-
Ketelsen ES	-	-	-	-	-	-	-	-	18	30	29	34	-	-	-	-	-	-	-	-	7	17	15	16
King ECC	-/80	41	51	35	39	37	36	34	35	-	-	-	-/-	14	23	19	23	26	19	22	18	-	-	-

Sources: Gifted and Talented Department, Summary of Entering Kindergarten Data file, 2018–2019; Vanguard Program Evaluation Report, 2017–2018

*Results not reported for less than 5 students.

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

**Longfellow's results were not available for 2019.

Note: gray-shaded areas reflect that data are not available, whereas “-/-” reflects that no students were tested. Students with a blank matrix score were not included in the analysis.

APPENDIX E (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2019

	# Tested													# Qualified												
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
Kolter ES	-/9	24	26	31	45	36	35	36	12	-	-	-	-/7	17	17	22	25	20	19	17	6	-	-	-		
Lantrip ES	-/-	-	16	-	-	-	-	-	-	-	-	-	-/-	-	2	-	-	-	-	-	-	-	-	-		
Laurenzo ECC	-/20	75	-	-	59	-	-	-	-	-	-	-	-/12	12	-	-	15	-	-	-	-	-	-	-		
Law ES	4/4	-	-	-	20	27	26	32	35	27	-	-	*/*	-	-	-	12	18	12	19	9	8	-	-		
Lockhart ES	-/-	17	-	37	27	27	24	17	-	-	-	-	-/-	2	-	21	12	10	9	4	-	-	-	-		
Longfellow ES	-/-	-	-	-	-	-	35	17	31	34	-	**	-/-	-	-	-	-	14	9	10	12	-	**			
Love ES	-/-	-	14	5	6	15	14	13	9	10	8	8	-/-	-	1	4	3	5	4	4	2	5	0	2		
Lovett ES	-/15	53	42	42	41	57	33	30	38	43	36	34	-/6	22	17	15	16	20	15	12	16	14	10	9		
MacArthur ES	-/15	12	-	-	-	-	-	-	-	-	-	-	-/4	2	-	-	-	-	-	-	-	-	-	-		
MacGregor ES	21/26	24	-	-	-	-	-	-	-	-	-	-	0/4	3	-	-	-	-	-	-	-	-	-	-		
Martinez, R. ES	15/-	-	-	-	-	-	-	-	-	-	-	-	1/-	-	-	-	-	-	-	-	-	-	-	-		
McGowen ES	-/-	-	-	-	-	21	24	20	21	21	-	21	-/-	-	-	-	9	6	4	6	9	-	2			
Memorial ES	-/-	-	-	-	-	-	9	-	-	-	-	-	-/-	-	-	-	-	5	-	-	-	-	-	-		
Mistral ECC	-/65	46	14	17	43	-	-	-	-	-	-	-	-/-	9	4	6	7	-	-	-	-	-	-	-		
Mitchell ES	24/57	27	22	36	11	7	8	15	13	12	-	27	3/11	5	1	10	4	1	3	5	4	7	-	-		
Montgomery ES	5/-	-	-	-	-	-	-	-	-	-	-	-	-/-	-	-	-	-	2	-	-	-	-	-	-		
Neff ECC	-/-	-	-	-	-	-	33	-	27	30	45	35	-/-	-	-	-	-	13	-	18	15	18	12	-		
Neff ES	-/-	-	-	-	-	28	-	17	-	-	-	-	-/-	-	-	-	18	-	7	-	-	-	-	-		
Parker ES	-/-	-	-	-	-	23	9	10	12	16	16	12	-/-	-	-	-	9	4	5	6	7	8	1	-		
Park Place ES	-/-	-	-	-	-	-	18	17	22	10	24	13	-/-	-	-	-	-	14	13	12	7	5	-	-		
Pleasantville ES±	-/-	-	-	-	-	-	2	17	9	2	-	-	-/-	-	-	-	-	*	12	4	0	-	-	-		
Peck ES	-/-	-	23	28	-	-	-	-	-	-	-	-	-/-	-	1	6	-	-	-	-	-	-	-	-		
Poe ES	12/32	17	-	19	44	-	-	-	-	-	-	-	2/5	9	-	4	13	-	-	-	-	-	-	-		
Red ES	-/-	-	43	25	20	23	24	17	15	15	-	9	-/-	-	8	12	7	9	10	5	7	7	-	5		
Reynolds ES	-/-	3	-	-	-	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-	-	-	-		
Rice School (K–8)	-/-	-	4	-	-	-	-	-	-	-	-	-	-/-	-	*	-	-	-	-	-	-	-	-	-		
Robinson ES	-/-	-	-	-	-	-	23	2	15	4	5	9	-/-	-	-	-	-	2	-	7	1	1	3	-		
Sherman ES	26/-	-	-	-	-	-	-	-	15	-	-	-	2/-	-	-	-	-	-	-	4	-	-	-	-		
Sinclair ES	-/-	4	23	-	-	3	4	13	15	25	38	39	-/-	*	8	-	-	*	4	10	12	28	24	-		
Smith ES	-/-	-	-	-	-	-	-	-	-	-	15	13	-/-	-	-	-	-	-	-	-	-	-	3	3		
St. George	-/-	-	-	-	-	-	-	-	-	36	31	22	-/-	-	-	-	-	-	-	-	33	4	3	-		
Stevens ES	-/-	-	-	-	-	-	-	12	-	-	-	-	-/-	-	-	-	-	-	7	-	-	-	-	-		
Thompson ES	26/-	-	-	-	-	-	-	-	-	-	-	-	10/-	-	-	-	-	-	-	-	-	-	-	-		
Tijerina ES	-/-	-	-	-	-	-	-	-	-	-	-	9	-/-	-	-	-	-	-	-	-	-	-	-	4		
Turner ES	-/-	13	-	-	-	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-	-	-	-		
Wainwright ES	-/-	-	-	-	-	15	-	-	-	-	-	-	-/-	-	-	-	6	-	-	-	-	-	-	-		
Walnut Bend ES	16/15	17	16	22	31	25	49	35	24	29	-	-	2/4	4	9	11	14	16	13	12	13	6	-	-		
West University ES	106/140	125	146	150	150	155	128	141	138	143	122	138	28/49	49	71	66	56	74	64	69	60	61	34	45		
Whidby ES	-/-	15	-	-	-	-	-	-	-	-	-	-	-/-	3	-	-	-	-	-	-	-	-	-	-		
White ES	-/17	-	-	-	-	-	-	-	-	-	-	-	-/8	-	-	-	-	-	-	-	-	-	-	-		
Whittier ES	-/-	-	16	-	-	-	-	-	-	-	-	-	-/-	-	3	-	-	-	-	-	-	-	-	-		
Wilson ES	-/34	-	-	34	29	28	18	17	17	19	10	-	-/10	-	-	8	10	14	6	5	8	7	7	-		
G/T Neighborhood Total	373/748	682	860	901	945	872	766	761	789	695	571	570	92/201	203	303	364	364	375	331	354	358	319	215	199		
G/T Neighborhood & Magnet Total	-/1,873	1,984	2,289	2,386	2,381	2,436	2,557	2,437	2,404	2,325	2,221	-	-/738	797	1,038	1,060	1,091	1,178	1,256	1,164	1,159	813	840			

Sources: Gifted and Talented Department, Summary of Entering Kindergarten Data file, 2018–2019; *Vanguard Program Evaluation Report, 2017–2018*

*Results not reported for less than 5 students.

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

**Longfellow's results were not available for 2019.

Note: gray-shaded areas reflect that data are not available, whereas “-“reflects that no students were tested. Students with a blank matrix score were not included in the analysis.

Appendix F–1

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

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

Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T Identification code was missing for 51 students in 2007.

HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.

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

*Scores not reported for less than 5 students.

Appendix F–2

G/T ADVANCED PLACEMENT EXAM RESULTS, 2019

School Name	G/T Participation			G/T AP Exams at or Above Criterion		
	GT 9-12 Enrollment	GT Tested	Rate %	Exams Taken	Exams 3 to 5	% Qualifying
Austin HS	177	86	48.6	141	22	15.6
Bellaire HS	1,046	592	56.6	1,907	1,663	87.2
Carnegie HS	783	778	99.4	2,101	1,503	71.5
Challenge EC HS	172	162	94.2	338	131	38.8
Chavez HS	367	127	34.6	151	48	31.8
DeBakey HS	632	376	59.5	1,147	1,077	93.9
East EC HS	183	99	54.1	137	52	38.0
Eastwood Acad HS	160	135	84.4	288	94	32.6
Energy Inst HS	200	122	61.0	420	206	49.0
E-STEM Central HS	3	3	100.0	7	*	*
E-STEM West HS	3	3	100.0	3	*	*
Furr HS	47	10	21.3	16	1	6.3
H AIS HS	199	163	81.9	200	72	36.0
Heights HS	569	342	60.1	605	153	25.3
Houston MSTC HS	296	149	50.3	274	46	16.8
HSLJ	91	58	63.7	107	16	15.0
Jones HS	33	8	24.2	8	8	100.0
Kashmere HS	18	4	22.2	4	*	*
Kinder HSPVA	749	355	47.4	853	690	80.9
Lamar HS	939	532	56.7	564	149	26.4
Leland YMCPA	61	61	100.0	206	38	18.4
Long Acad	41	5	12.2	5	3	60.0
Madison HS	93	44	47.3	109	12	11.0
Milby HS	359	173	48.2	304	53	17.4
North Forest HS	13	3	23.1	3	*	*
North Houston EC HS	229	206	90.0	436	133	30.5
Northside HS	95	76	80.0	157	21	13.4
Scarborough HS	41	25	61.0	36	10	27.8
Sharpstown HS	65	25	38.5	38	16	42.1
Sharpstown Intl	109	82	75.2	215	138	64.2
South EC HS	59	35	59.3	38	15	39.5
Sterling HS	51	24	47.1	33	2	6.1
TCAH	36	5	13.9	13	8	61.5
Waltrip HS	299	138	46.2	330	81	24.5
Washington HS	46	25	54.3	53	1	1.9
Westbury HS	142	98	69.0	163	50	30.7
Westside HS	650	466	71.7	1,091	697	63.9
Wheatley HS	19	15	78.9	15	0	0.0
Wisdom HS	47	33	70.2	82	15	18.3
Worthing HS	15	7	46.7	14	3	21.4
Yates HS	20	15	75.0	22	0	0.0
YWCPA	55	47	85.5	119	34	28.6
G/T High School Total	9,212	5,712	62.0	12,753	7,261	56.9
HISD High School Total	51,154	15,193	29.7	27,515	10,455	38.0

Sources: 2019 College Board Data file extracted 9/11/2019; Chancery extract, 05/13/2019—enrollment and G/T status.

Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 46 students without a G/T code and were excluded from analysis.

*Scores not reported for less than 5 students.

Appendix G

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY,
FALL 2018

School Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark ERW>=460	# Met Final CCR Benchmark Math>=510	% Met Final CCR Benchmark Math>=510	# Met Both Final CCR Benchmarks	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	48	43	89.6	29	67.4	18	41.9	15	34.9	980
Bellaire HS	270	257	95.2	253	98.4	227	88.3	227	88.3	1273
Carnegie HS	137	133	97.1	132	99.2	127	95.5	127	95.5	1321
Challenge ECHS	32	32	100.0	32	100.0	18	56.3	18	56.3	1132
Chavez HS	101	96	95.0	83	86.5	57	59.4	57	59.4	1052
DeBakey HS	133	130	97.7	130	100.0	128	98.5	128	98.5	1317
East ECHS	48	48	100.0	47	97.9	37	77.1	37	77.1	1123
Eastwood Acad	34	34	100.0	31	91.2	26	76.5	25	73.5	1115
Energy Inst HS	58	56	96.6	53	94.6	42	75.0	41	73.2	1164
Furr HS	5	4	80.0	*	*	*	*	*	*	995
Heights HS	135	130	96.3	111	85.4	60	46.2	59	45.4	1040
Hou Acad. Intl.	45	43	95.6	40	93.0	28	65.1	28	65.1	1109
Houston MSTC HS	68	66	97.1	39	59.1	24	36.4	20	30.3	945
HS for Law & Justice	21	21	100.0	16	76.2	7	33.3	7	33.3	1010
HS Perf. Vis. Arts	195	189	96.9	178	94.2	147	77.8	144	76.2	1183
Jones HS	9	9	100.0	6	66.7	5	55.6	4	44.4	1003
Kashmere HS	2	2	100.0	*	*	*	*	*	*	935
Lamar HS	246	235	95.5	222	94.5	174	74.0	172	73.2	1149
Leland YMCPA	22	22	100.0	22	100.0	16	72.7	16	72.7	1134
Long Acad	7	7	100.0	7	100.0	6	85.7	6	85.7	1121
Madison HS	22	20	90.9	12	60.0	7	35.0	7	35.0	995
Milby HS	87	83	95.4	65	78.3	33	39.8	32	38.6	993
N. Houston ECHS	52	52	100.0	48	92.3	33	63.5	32	61.5	1075
North Forest HS	1	1	100.0	*	*	*	*	*	*	1100
Northside HS	30	30	100.0	25	83.3	17	56.7	14	46.7	1032
Scarborough HS	17	13	76.5	8	61.5	7	53.8	5	38.5	985
Sharpstown HS	13	10	76.9	9	90.0	6	60.0	6	60.0	1036
Sharpstown Intl	26	26	100.0	25	96.2	21	80.8	21	80.8	1142
South ECHS	22	22	100.0	19	86.4	16	72.7	14	63.6	1092
Sterling HS	20	19	95.0	15	78.9	7	36.8	7	36.8	997
Tx Conn. Acad.	6	2	33.3	*	*	*	*	*	*	1200
Waltrip HS	59	56	94.9	46	82.1	29	51.8	27	48.2	1036
Washington HS	14	11	78.6	8	72.7	2	18.2	2	18.2	980
Westbury HS	28	25	89.3	18	72.0	12	48.0	11	44.0	1015
Westside HS	154	153	99.4	152	99.3	130	85.0	129	84.3	1181
Wheatley HS	6	6	100.0	4	66.7	2	33.3	2	33.3	1052
Wisdom HS	15	15	100.0	10	66.7	6	40.0	6	40.0	1009
Worthing HS	1	1	100.0	*	*	*	*	*	*	980
Yates HS	3	3	100.0	*	*	*	*	*	*	1073
YWCPA	17	17	100.0	15	88.2	7	41.2	7	41.2	1053
G/T Grade 11 Total	2,209	2,122	96.1	1,921	90.5	1,489	70.2	1,459	68.8	1143
HISD Grade 11 Total	12,274	9,930	80.9	4,628	46.6	2,402	24.2	2,268	22.8	907

Sources: College Board data file, 1/29/2019; Chancery Demographic data file, 10/29/2019

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

*Scores not reported for less than 5 students tested.

Appendix H–1

G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, CLASS OF 2018

Sorted in Descending order on Mean Composite Score

School Name	# of Grads	# of G/T Tested	% of G/T Tested	Mean Composite	# Met State Standard (>=24)	% Met English CR	% Met Math CR	% Met Read CR	% Met Science CR	% Met Met All 4						
DeBakey HS	127	59	46	31.2	59	100	98	98	95	93						
Bellaire HS	231	100	43	29.7	86	98	92	93	88	83						
Carnegie HS	142	126	89	29.2	115	98	95	91	90	83						
HS Perf. Vis. Arts	189	57	30	27.9	45	95	75	88	75	68						
Westside HS	127	52	41	27.1	43	100	92	90	81	75						
Lamar HS	193	106	55	26.6	75	90	80	88	75	67						
Heights HS	87	9	10	24.7	5	89	78	78	78	56						
N. Houston ECHS	47	5	11	24.6	4	100	100	60	80	60						
Hou Acad. Intl.	33	8	24	24.3	6	88	50	88	63	25						
Energy Inst HS	50	50	100	23.4	21	86	68	64	72	42						
Eastwood Acad	53	5	9	23.2	3	80	80	60	60	20						
Chavez HS	78	18	23	22.3	6	78	56	61	39	28						
Sharpstown HS	19	7	37	22.1	2	86	71	57	43	29						
East ECHS	46	13	28	22.1	4	77	69	69	31	31						
Sharpstown Intl	12	5	42	21.6	1	60	60	40	20	20						
Waltrip HS	53	8	15	18.5	2	25	38	25	13	13						
Challenge ECHS	28	3	11	*	*	*	*	*	*	*						
Houston MSTC HS	47	3	6	*	*	*	*	*	*	*						
Austin HS	19	2	11	*	*	*	*	*	*	*						
HS for Law & Justice	16	2	13	*	*	*	*	*	*	*						
Leland YMCPA	12	3	25	*	*	*	*	*	*	*						
Wisdom HS	13	2	15	*	*	*	*	*	*	*						
Westbury HS	23	4	17	*	*	*	*	*	*	*						
Yates HS	4	1	25	*	*	*	*	*	*	*						
Northside HS	19	2	11	*	*	*	*	*	*	*						
North Forest HS	2	1	50	*	*	*	*	*	*	*						
Milby HS	16	1	6	*	*	*	*	*	*	*						
Furr HS	10	1	10	*	*	*	*	*	*	*						
Madison HS	20	4	20	*	*	*	*	*	*	*						
Jones HS	8	1	13	*	*	*	*	*	*	*						
Tx Conn. Acad.	6	1	17	*	*	*	*	*	*	*						
YWCPA	10	4	40	*	*	*	*	*	*	*						
Sterling HS	6	0	0	--	--	--	--	--	--	--						
Washington HS	3	0	0	--	--	--	--	--	--	--						
V Prep South	5	0	0	--	--	--	--	--	--	--						
Scarborough HS	8	0	0	--	--	--	--	--	--	--						
Long Acad	7	0	0	--	--	--	--	--	--	--						
Wheatley HS	3	0	0	--	--	--	--	--	--	--						
Kashmere HS	3	0	0	--	--	--	--	--	--	--						
Worthing HS	2	0	0	--	--	--	--	--	--	--						
Mid Coll - Gulfton	1	0	0	--	--	--	--	--	--	--						
South ECHS	4	0	0	--	--	--	--	--	--	--						
Jordan HS	3	0	0	--	--	--	--	--	--	--						
2018 G/T Total	1,785	663	37.1	27.2	488	73.6	610	92.0	549	82.8	557	84.0	505	76.2	447	67.4
2017 G/T Total	1,915	771	40.3	25.7	490	63.6	695	90.1	586	76.0	605	78.5	515	66.8	440	57.1

Sources: ACT data file, 2017–2018; Graduate File, 2017-2018;

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

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

Appendix H–2

G/T SAT PARTICIPATION AND COLLEGE BOARD PERFORMANCE, GRADUATES ONLY, CLASS OF 2018

Sorted on Mean Total Score in Descending Order

School Name	# of GT Grads	# of G/T Tested	% of G/T Tested	Mean Composite	# Met Both (ERW \geq 480) (Math \geq 530)	% Met Both	Met TAPR (Total \geq 1180)	% Met TAPR
DeBakey HS	127	126	99.2	1404	125	98.4	123	96.9
Carnegie HS	142	142	100.0	1379	142	100.0	132	93.0
Bellaire HS	231	223	96.5	1332	198	85.7	178	77.1
Westside HS	127	125	98.4	1262	113	89.0	98	77.2
HS Perf. Vis. Arts	189	187	98.9	1238	148	78.3	122	64.6
Lamar HS	193	180	93.3	1216	145	75.1	120	62.2
Leland YMCPA	12	12	100.0	1198	9	75.0	8	66.7
Energy Inst HS	50	50	100.0	1192	39	78.0	26	52.0
Challenge ECHS	29	28	96.6	1181	18	62.1	14	48.3
Hou Acad. Intl.	33	33	100.0	1175	26	78.8	19	57.6
YWCPA	10	10	100.0	1168	8	80.0	4	40.0
Eastwood Acad	53	53	100.0	1145	39	73.6	29	54.7
East ECHS	46	46	100.0	1140	34	73.9	25	54.3
Long Acad	7	7	100.0	1129	3	42.9	4	57.1
Heights HS	87	87	100.0	1127	59	67.8	32	36.8
N. Houston ECHS	47	47	100.0	1110	32	68.1	18	38.3
Westbury HS	23	23	100.0	1095	12	52.2	9	39.1
Chavez HS	78	78	100.0	1093	37	47.4	41	52.6
Waltrip HS	53	51	96.2	1088	26	49.1	27	50.9
Sharpstown HS	19	19	100.0	1076	12	63.2	7	36.8
Sharpstown Intl	12	12	100.0	1076	6	50.0	6	50.0
Northside HS	19	19	100.0	1072	10	52.6	4	21.1
Wisdom HS	13	12	92.3	1046	4	30.8	4	30.8
Jones HS	8	8	100.0	1041	4	50.0	2	25.0
Austin HS	19	20	105.3	1040	10	52.6	5	26.3
HS for Law & Justice	16	16	100.0	1040	4	25.0	8	50.0
Furr HS	10	9	90.0	1037	4	40.0	5	50.0
Sterling HS	6	5	83.3	1010	1	16.7	3	50.0
Houston MSTC HS	47	44	93.6	1003	15	31.9	26	55.3
Milby HS	16	14	87.5	979	0	0.0	11	68.8
Madison HS	20	16	80.0	974	3	15.0	10	50.0
Scarborough HS	8	7	87.5	933	0	0.0	6	75.0
Jordan HS	3	3	100.0	*	*	*	*	*
Kashmere HS	3	3	100.0	*	*	*	*	*
Mid Coll - Gulfton	1	1	100.0	*	*	*	*	*
North Forest HS	2	2	100.0	*	*	*	*	*
South ECHS	4	4	100.0	*	*	*	*	*
Tx Conn. Acad.	6	2	33.3	*	*	*	*	*
Washington HS	3	3	100.0	*	*	*	*	*
Wheatley HS	3	3	100.0	*	*	*	*	*
Worthing HS	2	1	50.0	*	*	*	*	*
V Prep South	5	4	80.0	*	*	*	*	*
Yates HS	4	4	100.0	*	*	*	*	*
2018 G/T Total	1,786	1,739	97.4	1213	1,295	74.5	1,141	65.6
2017 G/T Total	1,915	1,798	93.9	1166	1,219	67.8	N/A	N/A

Sources: SAT data file, 2017–2018; Graduation file, 2017–2018

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

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

Appendix I

GIFTED EDUCATION PLAN (GEP) SURVEY, 2018–2019

1. What is your position?

Table I–1. Position in HISD for 2018–2019

N Responses	%	Response
226	70.6	G/T Teacher
40	12.5	Administrator
51	15.9	Other
3	0.9	Skipped
320	100.0	Total Respondents

Survey Monkey Data file, downloaded on 8/22/2019; N=317

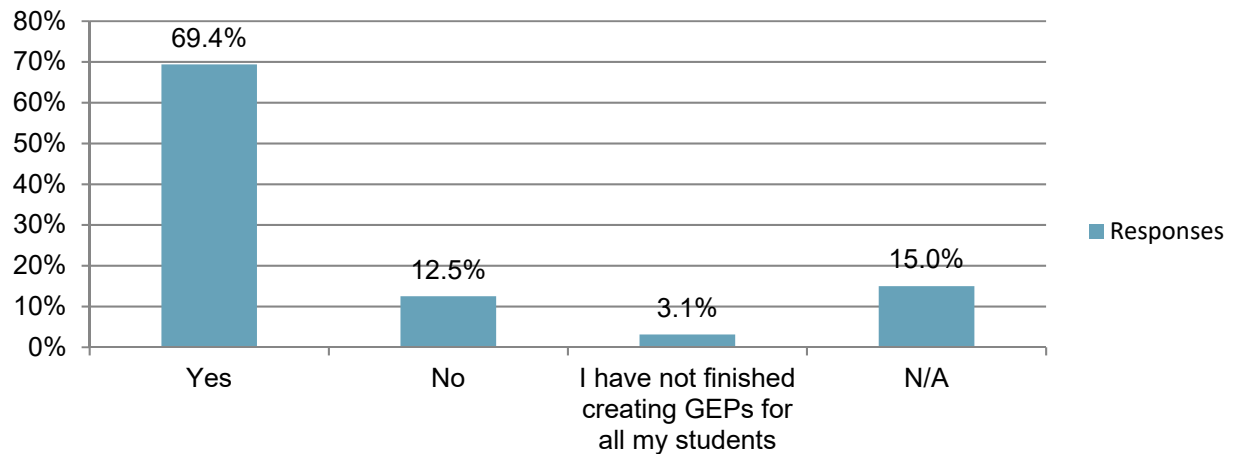
Table I–1a. Emergent Categories for “Other”

N Responses	Response
38	Teacher (Bilingual, Dual Language, Foreign Language, Special Education, Ancillary, ESL, Regular)
8	Coordinator (G/T, IAT, Magnet)
3	Counselor
1	Interventionist
1	CTC
51	Total

Survey Monkey Data file, downloaded on 8/22/2019; Answered N=51

2. Did you create a Gifted Education Plan (GEP) for each of your G/T identified students for the 2018–2019 school year?

Figure I–1. Percentage of Respondents Creating a GEP



Survey Monkey Data file, downloaded on 8/22/2019; N=320

3. On a scale of 1 (Not Useful) to 5 (Very Useful), rate the level of usefulness of the Gifted Education Plan you created for each of your G/T students.

1 (Not Useful)	2	3	4	5 (Very Useful)	N/A
21.5%	13.5%	17.6%	16.4%	13.8%	17.3

Survey Monkey Data file, downloaded on 8/22/2019; N=312, N=8 blank

Appendix I (Continued)

4. On a scale of 1 (Not Useful) to 5 (Very Useful), how useful were the resources found on the SharePoint in helping you complete the Gifted Education Plan?

1 (Not Useful)	2	3	4	5 (Very Useful)	N/A
13.3%	11.4%	22.9%	15.2%	15.6%	21.6

Survey Monkey Data file, downloaded on 8/22/2019; N=315, N=5 blank

5. How have you used the Gifted Education Plan as an Instructional tool?

The top four categories encompassed 66% of the responses. Forty-two percent of the respondents indicated that they used the GEP as an instructional tool and/or explained how it was used, while 39% indicated they did use the GEP as an instructional tool, and 11% stated that the question was not applicable.

Table I– 5. Emergent Categories for Using the GEP as an Instructional Tool

N	%	Response
104	39%	Not Used/No/Scheduling/Compliance/Useful for Receiving Teacher
34	13%	Yes
32	12%	Lesson Plans/Drive Instruction
28	11%	N/A
27	10%	Projects/Enrichment/Workstations/PBL/Independent Work/Grouping/Student Interest
27	10%	Strengths/weaknesses, Monitor progress/growth/goals, Don't Know, Increased Awareness of G/T Needs
20	8%	Increase Rigor/High Expectations/Differentiate

Survey Monkey Data file, downloaded on 8/22/2019; N=230, N=90 blank; Blue shaded areas indicated teachers used the GEP as an instructional tool, N=113, 42%.

6. What recommendations would you make to improve the use of the Gifted Education Plan?

Table I–6. Emergent Categories for Using the GEP Recommendations

N	%	Response
39	18%	N/A
36	17%	None/None Listed
33	15%	Timeline (i.e. beginning of the year; completed by December; Present at G/T Training)
23	11%	Remove It/Not Useful
18	8%	Provide Resources by Grade Level/GT Teacher Toolkit
17	8%	Face-to-Face Training
15	7%	Change format/Simplify/Check Boxes, Not Sure/Don't Know, Evaluate usefulness, Meeting with student, Include all content areas
13	6%	Miscellaneous—"I do not have proper training for GT students."
10	5%	More visibility/accessibility

Survey Monkey Data file, downloaded on 8/22/2019; N=195, N=125 blanks

Appendix I (Continued)

7. If you completed writing all of the Gifted Education Plans for your students for 2018–2019, how long did it take? (# of hours). If you haven't completed them or if you do not provide instruction to G/T students, please type N/A.

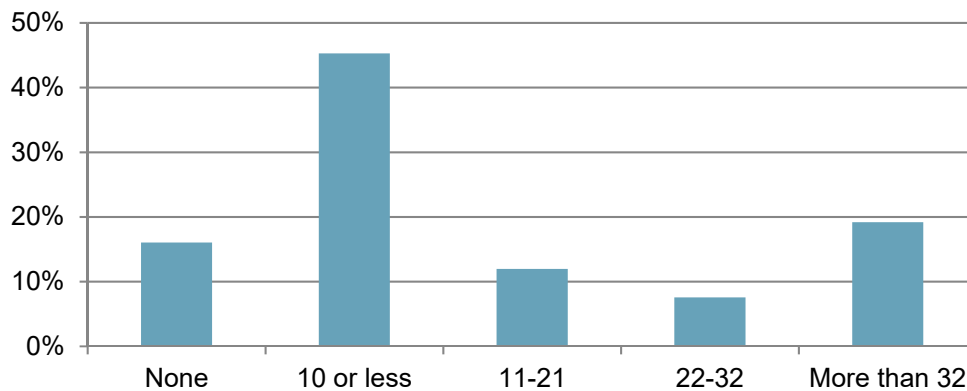
The responses varied and depended on the number of G/T students for each teacher and whether or not the teachers split the task.

8. How useful do you think the plan you created will be as a starting point for the students' teachers the following school year?

1 (Not Useful)	2	3	4	5 (Very Useful)	N/A
16.6%	13.9%	18.9%	18.9%	14.6%	17.2%

Survey Monkey Data file, downloaded on 8/22/2019; N=302, N=18 blank

Figure I–2. How many G/T students do you teach?



Survey Monkey Data file, downloaded on 8/22/2019; N=318, N=2 blank

Table I–9. Emergent Categories for Other Feedback to Share with Program Personnel

N	%	Response
29	19%	N/A
29	19%	Remove it/Not Useful
28	19%	None/None Listed
20	13%	GT Program/GT Resources/Provide Completed Plans/Guidelines
15	10%	Explicit Training & Implementation/Videos-Examples of what plans look like in relation to student needs
8	5%	Timeline
5	3%	Stream the process
6	4%	Communication: Communicate with Non-G/T Teachers; Increase Awareness; More Specific
4	3%	Instructions & Universally Understood; Purpose
4	3%	Miscellaneous, Information on the student/Student reflection
3	2%	Chancery Platform-(i.e. errors discovered & corrected quickly; Not efficient)

Survey Monkey Data file, downloaded on 8/22/2019; N=146, N=174 blanks

Appendix J

G/T PROFESSIONAL DEVELOPMENT, 2018–2019

Course Description	N Completing
AP_ Fall Kick Off	74
AP_ IN YOUR BACKYARD: AP/Pre-AP Workshop	18
AP_ Job Alike 2018: Advanced Placement	35
AP_ Job Alike 2018: AP English	60
AP_ Job Alike 2018: AP Mathematics	53
AP_ Job Alike 2018: AP Science	84
AP_ Job Alike 2018: Heritage/AP World Language	121
AP_ Job Alike 2018: Social Studies	117
AP_ Literature and Comp PLC	42
AP_ PLC Social Studies & Art	249
AP_ Statistics PLC	34
AP_ 2018 Pre-AP Laying the Foundation	173
AP_ Advanced Placement Basics	11
AP_ Advanced Placement Coordinators 6-12	110
AP_ Biology PLC	56
AP_ Calculus PLC	63
AP_ Capstone District PLC	18
AP_ Capstone Scoring Trainig	14
AP_ Chemistry PLC	37
AP_ Chinese K/12 Teacher Collaboration	14
AP_ Environmental Science PLC	29
AP_ History Day Collaboration	13
AP_ Language and Composition PLC	36
AP_ Physics 1 PLC	51
AP_ Pre-AP ELA (HS) PLC	27
AP_ Pre-AP ELA (MS) PLC	8
AP_ Social Studies PLC	63
AP_ The Countdown	33
GT_ 12 Hour K-12 Online	269
GT_ Content-Area Lliteracy that Ignites	57
GT_ Creative Classroom K-12 Online	600
GT_ Developing Number Concepts	22
GT_ Entering Kinder GT Tester	413
GT_ Entering Kinder GT Testing Informational	31
GT_ Coordinator Open Lab	25
GT_ I3 Differentiation for Teachers	87
GT_ Implementing Project Based Learning	29
GT_ Introduction to PYP Curriculum mode	26
GT_ JOB ALIKE 2018: K-12 G/T Coordinators	230
GT_ Kagan Strategies and Structures	76
GT_ Matrix Protocols	2

Appendix J (Continued)

G/T PROFESSIONAL DEVELOPMENT, 2018–2019

Course Description	N Completing
GT_ Teacher Reading for Depth	18
GT_ Texas Performance Standards Project K-12	14
GT_ 30 Hour Foundational Training PK-12	1,157
GT_ 30 Hours 6-12 Online	43
GT_ 30 Hours K-5 Online	48
GT_ Creative and Critical Thinking K-12	35
GT_ DI: Adapt Depth, Pace & Delivery K-12 Online	96
GT_ DI: Flexible Grouping K-12 Online	226
GT_ DI: Multiple Ways of Engagement K-12 Online	365
GT_ Differentiation for Gifted Learners	84
GT_ Differentiation Foundation Book Study K-12 Online	15
GT_ Differentiation Using Technology K-12 Online	129
GT_ Engaging Gifted Students by Ad K-12	44
GT_ Engaging Gifted Students by Adding Depth and Complexity K-12	106
GT_ Gifted and Talented Expo Info Meeting	55
GT_ Great Grit Gallery	47
GT_ IB ATL Final Assignment	96
GT_ Identification & Assessment for GT Students K-12 Online	1,274
GT_ Independent Investigation Method K-12	18
GT_ Manifestations of Giftedness K-5 Online	1,216
GT_ Manifestations of Giftedness K-5 Online	39
GT_ Models of Differentiated Instruction K-12	63
GT_ Nature & Needs Service Options Online	258
GT_ New GT Coordinator Meeting	76
GT_ OEC Playing With Petroleum K-5	14
GT_ Online Course Open Lab	71
GT_ Online Course Open Lab	102
GT_ Reflect, Refocus, Renew	397
GT_ Social and Emotional Needs for Gifted and Talented Students K-12	47
GT_ Social Emotional Needs of GT Children	716
GT_ Supporting the Whole Gifted Child	20
GT_ Texas Performance Standards (TPSP)	29
GT_ TX Performance Standards Proj. K-12	29
IB_ An Introduction to Recognizing IB ATL Skills in Practice	179
IB_ MYP Unit Planning (2 credit hours)	147
IB_ MYP Unit Planning (6 credit hours)	1
IB_ Curriculum Development in MYP	51
IB_ Learning & Coaching in Math	45
IB_ MYP Unit Planning - Final Assignment	73
GT_ GT Coordinator Gifted Education Plan Open Lab	57

Appendix J (Continued)

G/T PROFESSIONAL DEVELOPMENT, 2018–2019

Course Description	N Completing
GT_ District Expo A180 Info Session	7
GT_ Offering GT PD On Your Campus Meeting	35
Duplicated OneSource Count	10,953
Unduplicated OneSource Count	6,313
Educators completing 6 or more hours	5,891
Educators completing 30 or more hours	1,411

Source: OneSource data file, 2018–2019; Gifted and Talented Department Professional Development Offerings

Note: Charter School personnel are included in OneSource. Gray shaded courses did not meet requirements for state mandates and were not included in the totals.