

## MEMORANDUM

January 8, 2019

TO: Patricia Palacios  
Director, Curriculum, Advanced Academics

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

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

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (G/T) forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2017–2018 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: In Compliance, Recommended, and Exemplary. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. In 2007–2008, HISD implemented fourteen Vanguard Standards that were aligned to the five components of the *Texas State Plan*. In 2017–2018, the *Gifted Education Plan*, was added increasing the number of G/T Standards to fifteen. The evaluation report centered on measuring the effectiveness of the Vanguard Program based on the state's five components and comparing year nine of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard program supports the district's strategic direction by having an effective teacher in every classroom and instruction that is personalized to meet the learning needs for each child.

Key findings include:

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

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

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



CJS

Attachment

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



# RESEARCH

Educational Program Report

**VANGUARD PROGRAM EVALUATION**  
**2017-2018**



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# VANGUARD PROGRAM EVALUATION 2017–2018

## Executive Summary

### Program Description

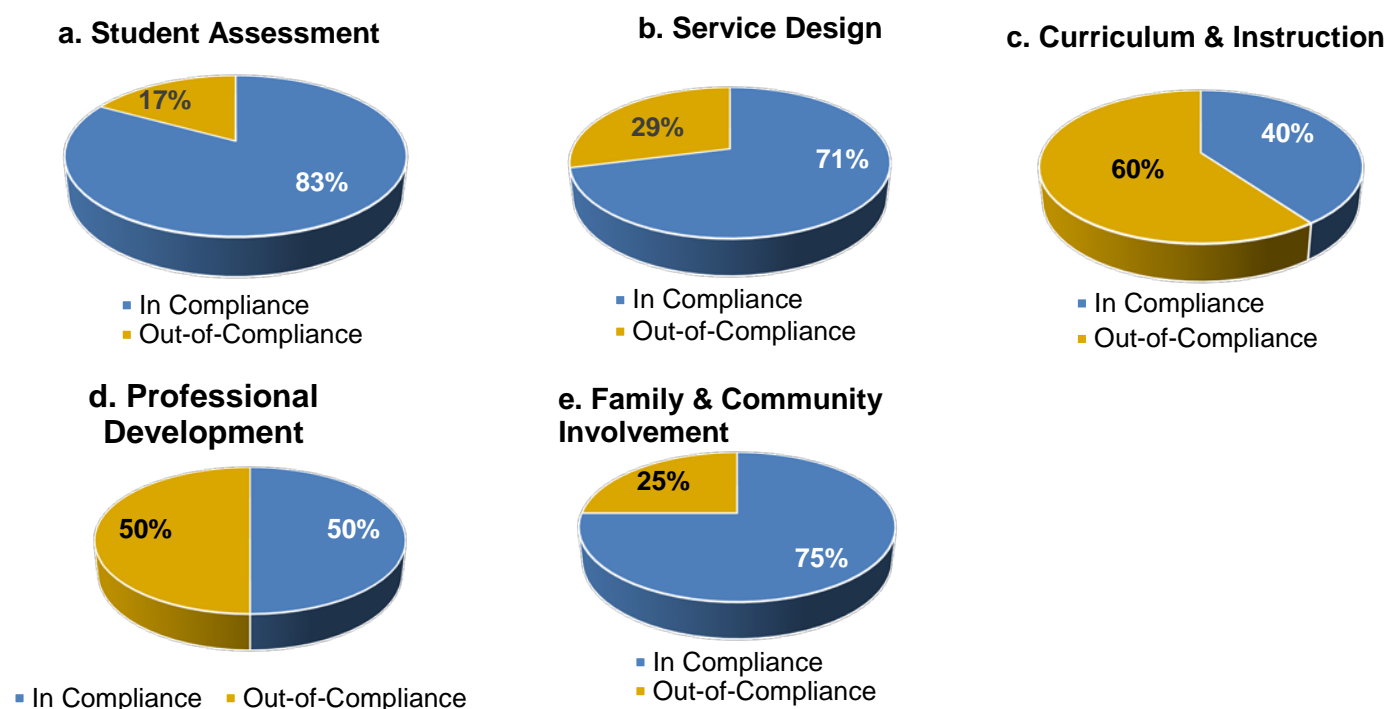
According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at, a remarkably high level of accomplishment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

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field (Houston Independent School District, 2017a, p. XXIV-1).”

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

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the Vanguard Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Vanguard Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 14 G/T Standards approved by the Board of Education on March 8, 2007 (**Table A–1**, p. 23). The score card reflecting the degree to which HISD’s Vanguard Program adheres to the Texas State Plan is provided in **Appendix B** (pp. 35–39). In addition, the 2010 National Association for Gifted Children (NAGC) released their programming standards, and these have been aligned to the Texas State Plan (Johnsen, 2011). Specific measures of compliance include the following five components of the Texas State Plan:

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

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

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

### Key Findings

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

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

### Recommendations

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

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

## Introduction

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

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

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

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

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

### Other Program/School Options

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

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

## Methods

### Data Collection and Analysis

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

### Data Limitations

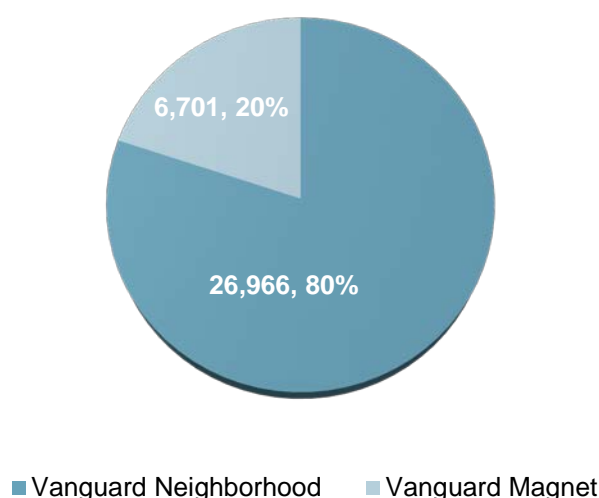
For a detailed description of the limitations in using OneSource, the Vanguard Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix C, pp. 41–42.

## Results

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

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

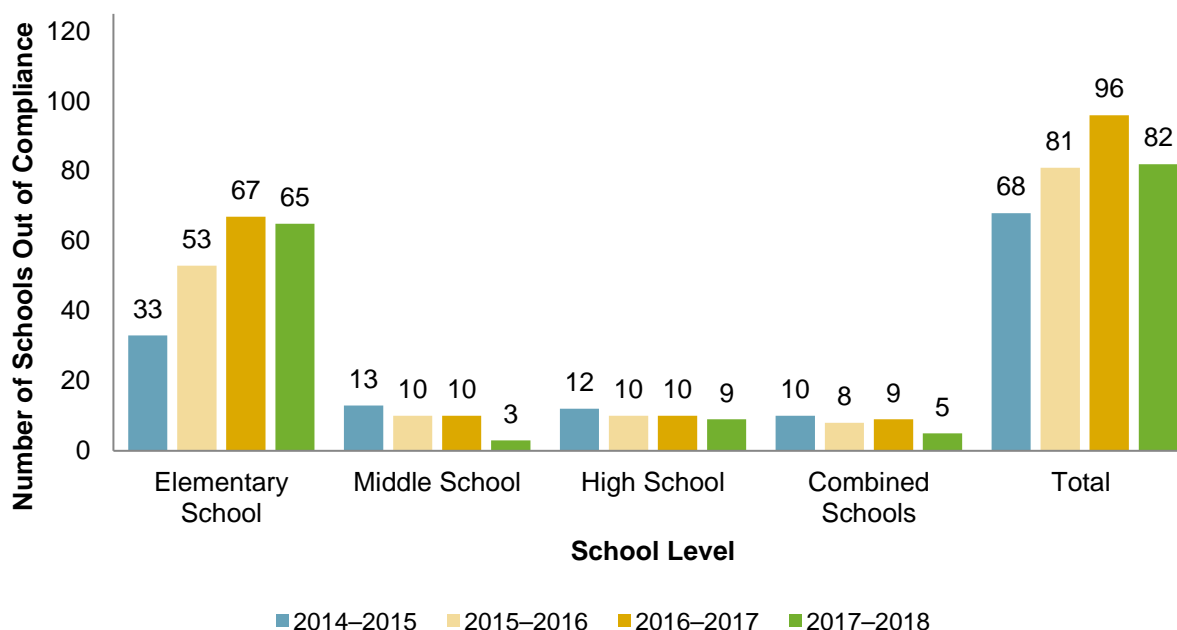
**Figure 1. Number of G/T Students by Program Design, 2017–2018**



Source: Fall PEIMS Snapshot, 2017

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

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



Sources: Fall PEIMS Snapshot, 2014 to 2017

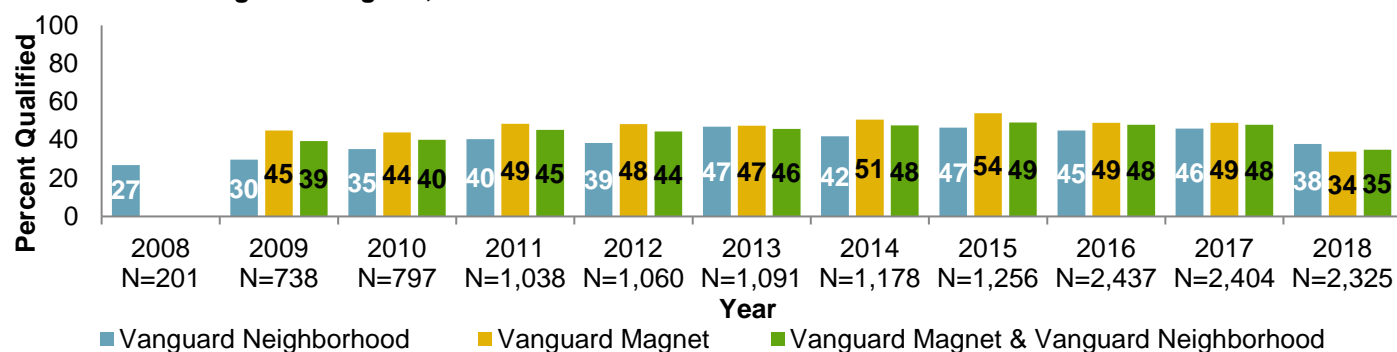
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and the Advanced Academics Department showing their instructional delivery model for approval. Data from 160 out of 179 elementary campuses were compiled to determine how schools planned to implement their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

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

### G/T Enrollment

- For the 2017–2018 school year, a total of 33,667 students were identified as G/T compared to the district enrollment of 198,709 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has **increased** from 13.0 percent in 2006–2007 to 16.9 percent in 2017–2018 (**Table A–2**, p. 24).
- The G/T percentages **increased** from 2006–2007 to 2017–2018 at all grade levels except grades 10–12, where G/T percentages declined by 0.5 percentage point for tenth grade, 1.9 percentage points for eleventh grade, and 3.9 percentage points for twelfth grade (Table A–2).
- The **increase** in the percentage of G/T kindergarten students for 2017–2018 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2017. When these students enrolled in the district during the 2017–2018 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table A–2).
- The percentage of qualified 4-year old students identified from neighborhood schools **increased** from 27.0 percent in 2008 to 38.0 percent in 2018, and magnet schools **decreased** from 45.0 percent in 2009 to 34.0 percent in 2018. Percentages for both programs **declined** from the previous year (**Appendix E**, pp. 49–50 and **Figure 3**).
- In 2017–2018, a total of 20 Vanguard Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix E).

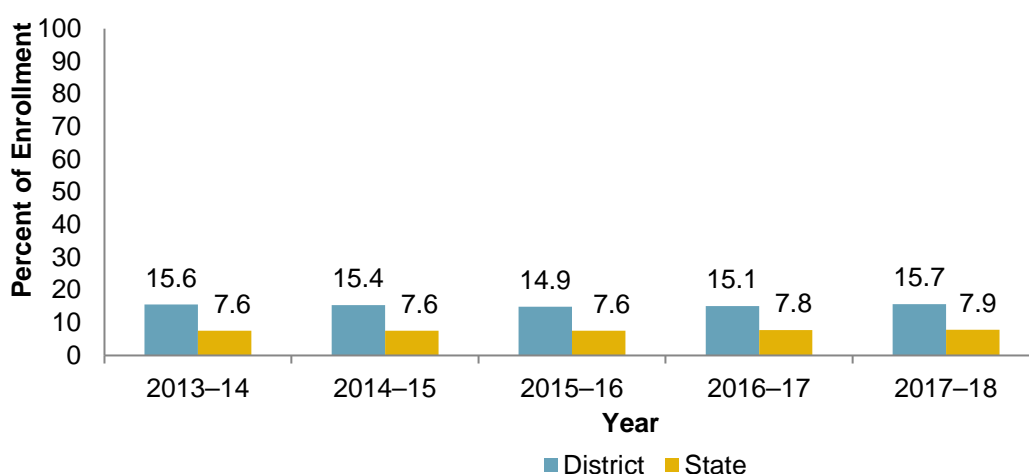
**Figure 3. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Vanguard Program, 2007–2008 to 2017–2018**



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

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

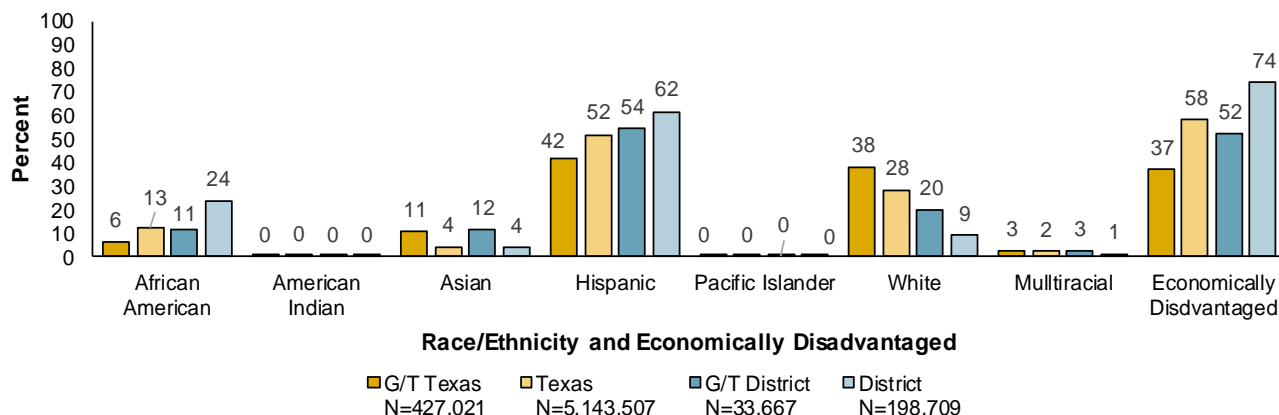
**Figure 4. State and District Percentage of G/T Enrollment (Early Childhood included), 2013–2014 to 2017–2018**



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

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

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

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

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

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

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

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

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

### STAAR

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

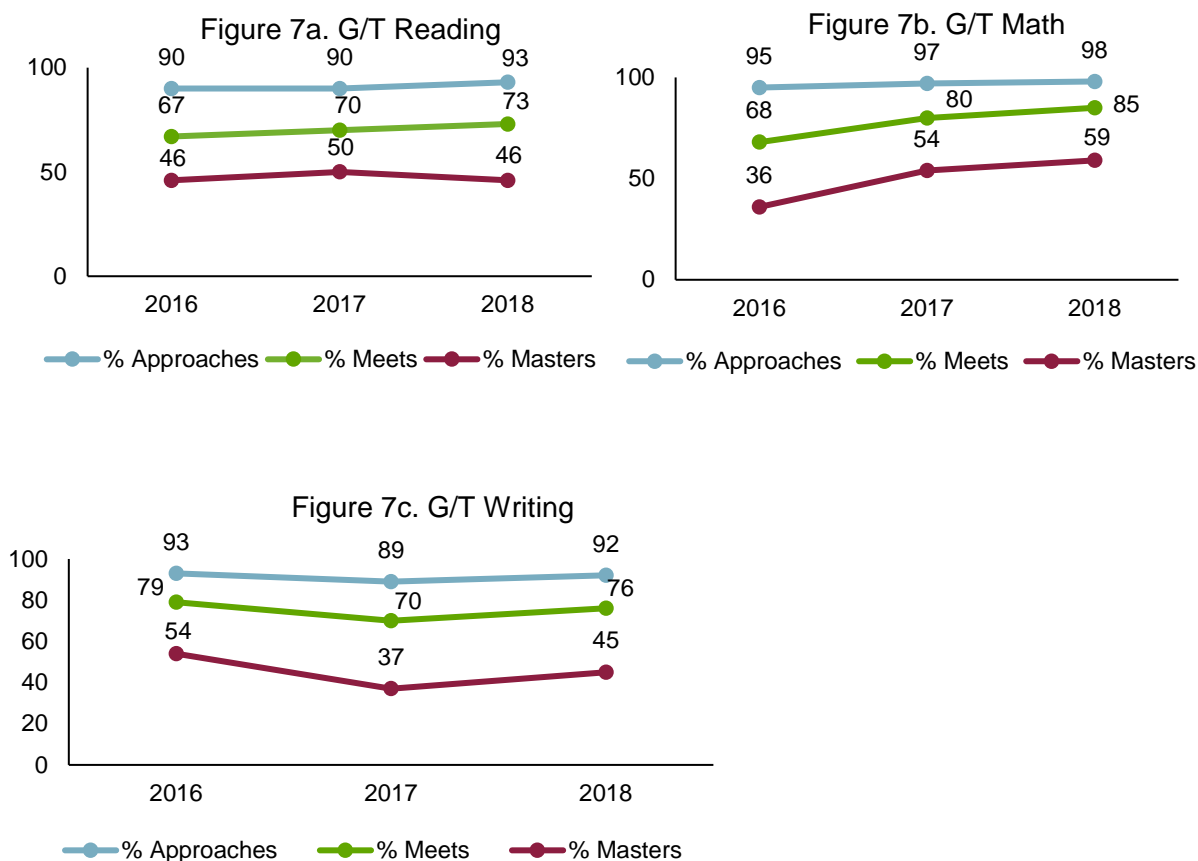
- **Figures 6a–6e** (p. 12) summarize the percent of G/T students in grades 3–8 scoring at the different performance standards on the STAAR English Reading, Math, Writing, Science, and Social Studies exams from 2016 to 2018. The percent of G/T students who met the Masters Grade Level Standard for reading,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

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

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

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

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

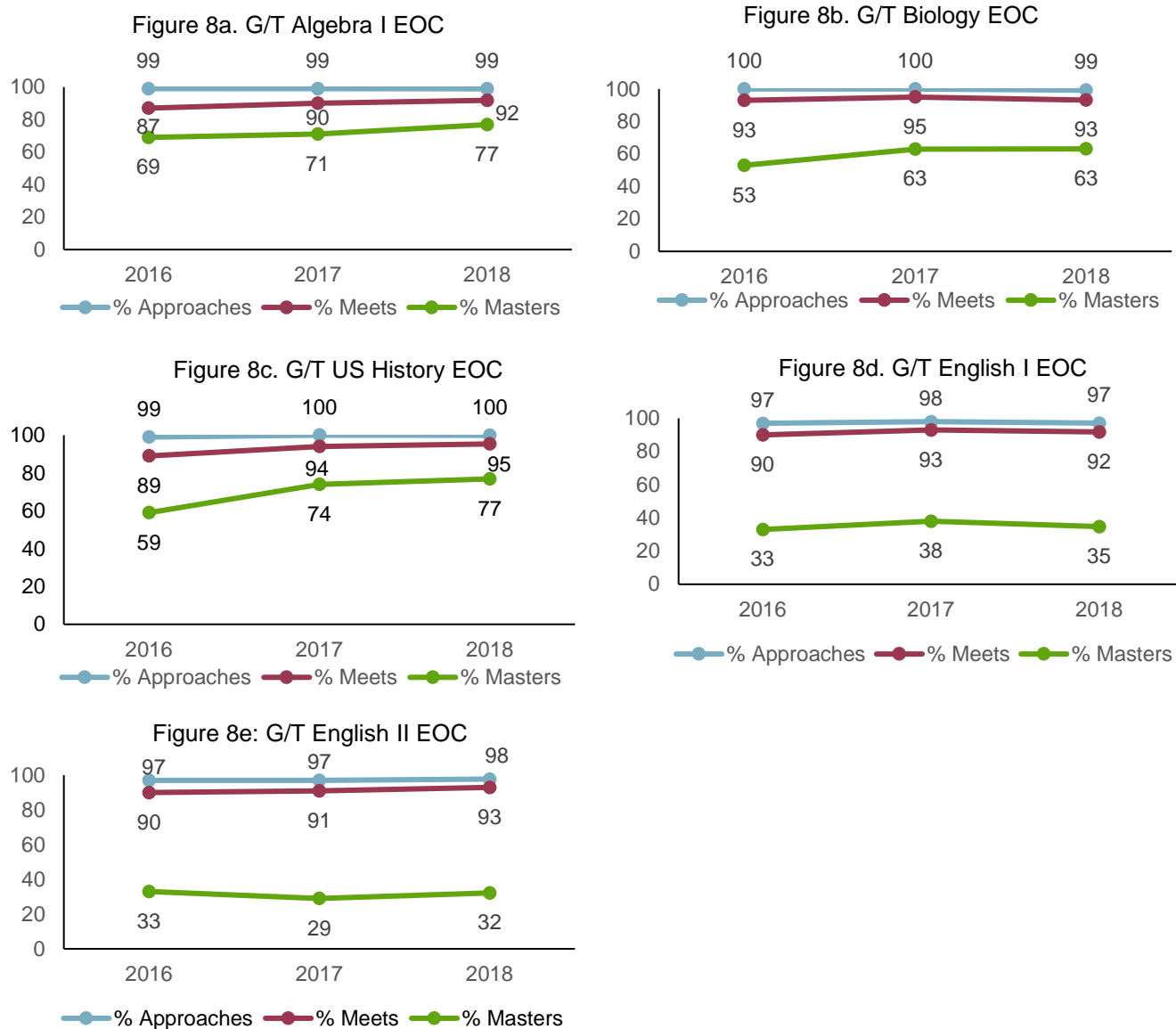
**Figures 7a–7c. Spanish G/T STAAR 3–5 Results, 2016–2018**

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

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

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

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

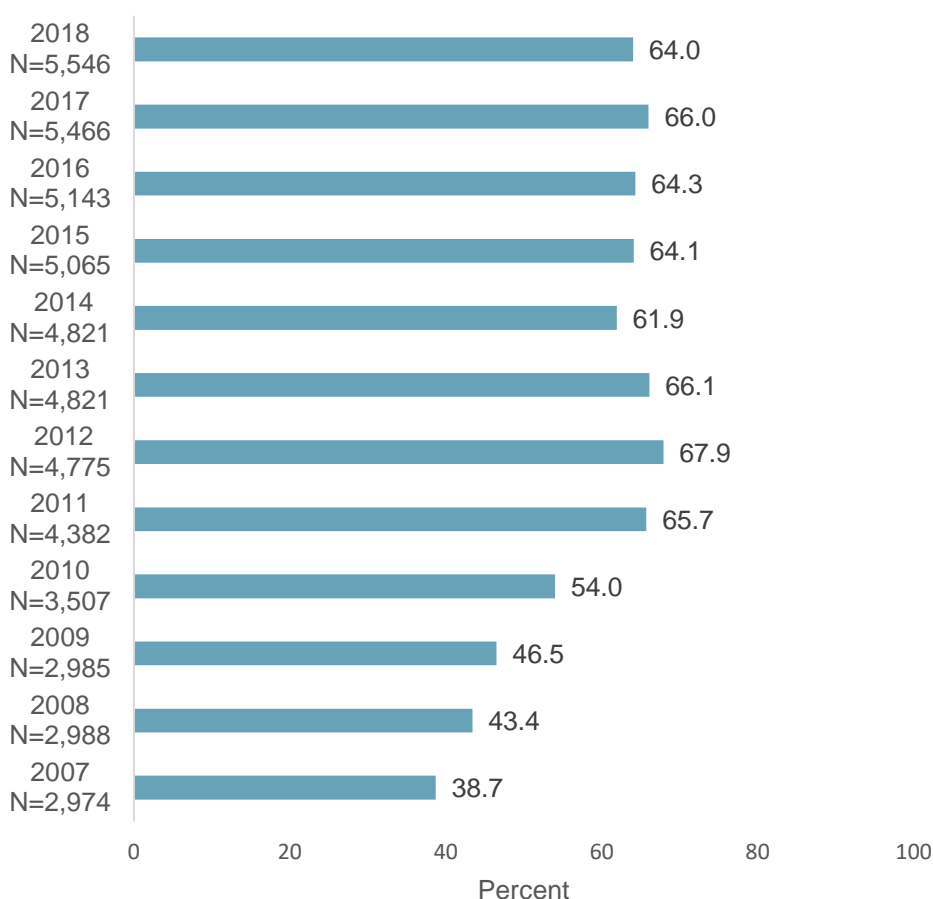


Sources: ETS-STAAR EOC Student Data Files, 6/21/2018; *District and School Results for STAAR End-of-Course Assessments, Spring 2017*

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

### Advanced Placement

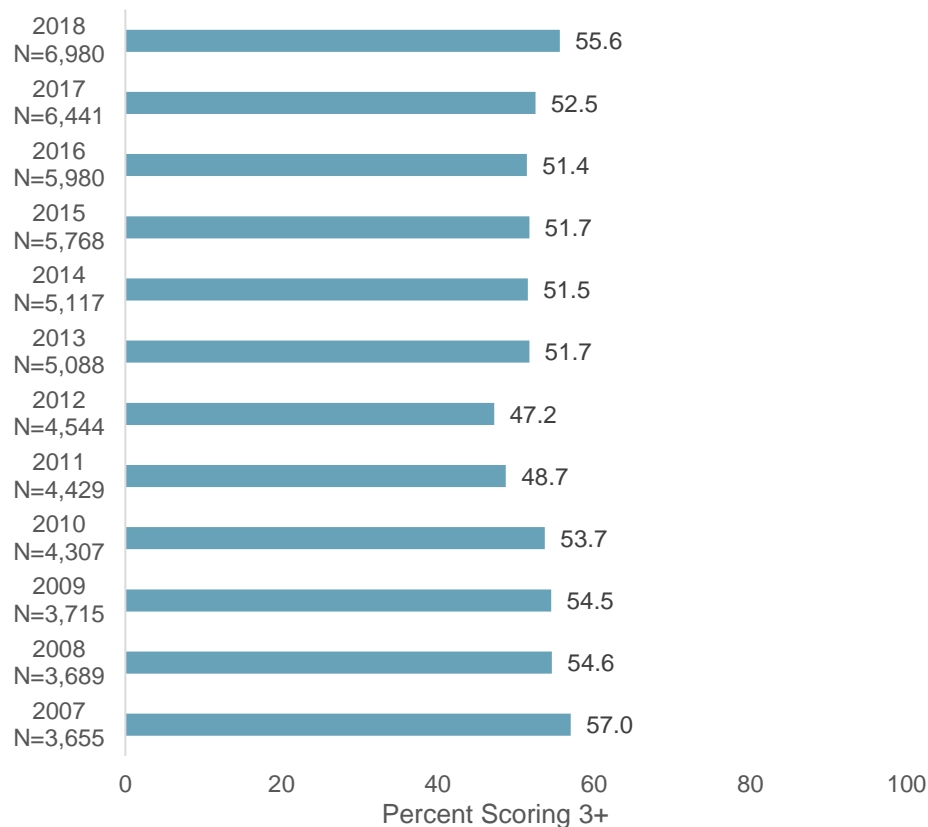
- The number of G/T high school students taking AP tests increased by 86.1 percent from 2,974 in 2007 to 5,546 in 2018, and the percentage of G/T students taking AP tests increased by 25.3 percentage points from 38.7 percent in 2007 to 64.0 percent in 2018 (**Figure 9**, p. 15 and **Appendices F–1 and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

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

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

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

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

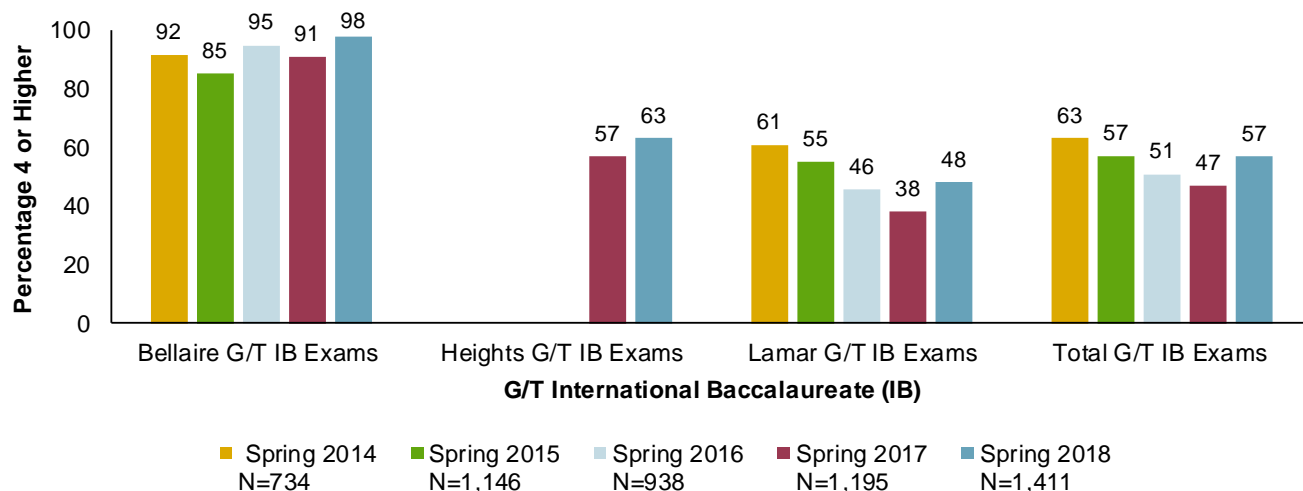
**Figure 10. Number and Percentage of G/T AP Exams Scored 3 or Higher, 2007 to 2018**

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

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

### International Baccalaureate (IB)

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

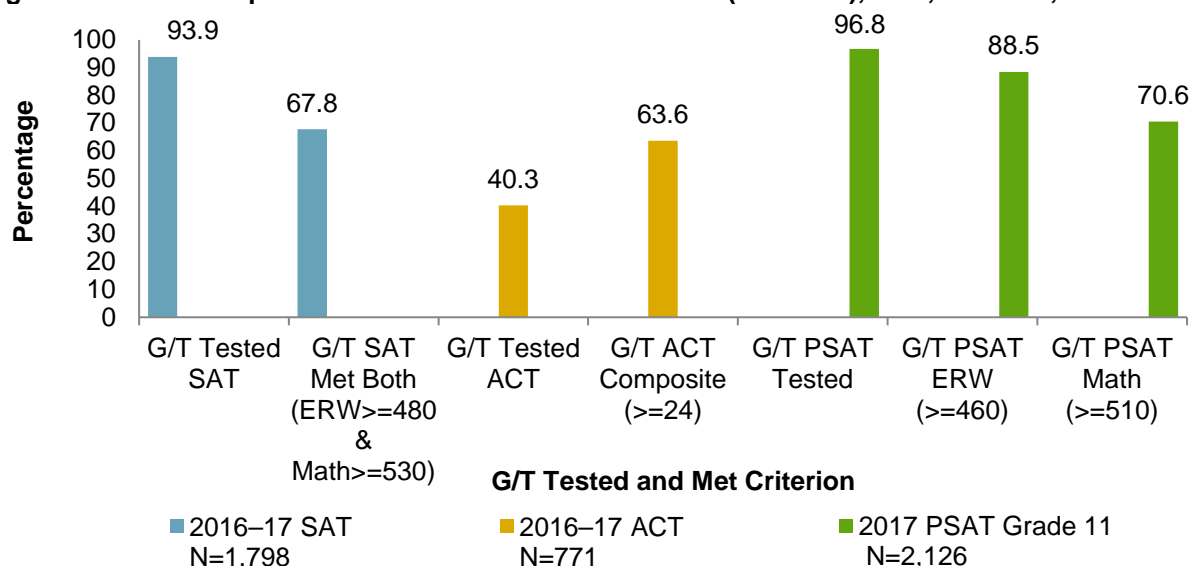
**Figure 11. Percent of IB Tests Taken by G/T Students Scored at 4 or higher, Spring 2014–2018**

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

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

### PSAT, ACT, and SAT

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

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

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

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

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

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

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

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

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

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

## Discussion

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

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

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

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

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

Over the past five years, the percentage of students identified as G/T in HISD (15.6 percent in 2013–2014 to 15.7 in 2017–2018) and the state (7.6 percent in 2013–2014 to 7.9 percent in 2017–2018) have increased. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2012–2013 school year (8.0 percentage points). These data indicate that the district has an overrepresentation of students in the Vanguard Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

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

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

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

The district continues to move in a positive direction with regard to Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), and the continuation of the G/T Expo. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support, and developing Personalized Gifted Education Plans are promising steps. The Vanguard Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school-level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

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## Appendix A

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

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

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

## Appendix A (Continued)

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

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

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

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

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

## Appendix A (Continued)

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

| 2006–2007             |        |          |         |       |       | 2017–2018 |       |          |       |       | Gap<br>Diff. |
|-----------------------|--------|----------|---------|-------|-------|-----------|-------|----------|-------|-------|--------------|
| G/T                   |        | District |         |       |       | G/T       |       | District |       |       |              |
| N                     | %      | N        | %       | Diff  | N     | %         | N     | %        | Diff  |       |              |
| Race/Ethnicity        |        |          |         |       |       |           |       |          |       |       |              |
| African Am.           | 4,127  | 16.9     | 54,762  | 29.3  | -12.4 | 3,797     | 11.3  | 47,335   | 23.8  | -12.5 | +            |
| Amer. Indian          | -      | -        | -       | -     | -     | 41        | 0.1   | 336      | 0.2   | -0.1  |              |
| Asian                 | 2,502  | 10.3     | 6,096   | 3.3   | 7.0   | 3,895     | 11.6  | 8,142    | 4.1   | 7.5   | +            |
| Hispanic              | 10,671 | 43.8     | 109,577 | 58.6  | -14.8 | 18,265    | 54.3  | 122,480  | 61.6  | -7.3  | -            |
| Native Am.            | 32     | 0.1      | 127     | 0.1   | 0.0   | -         | -     | -        | -     | -     |              |
| Pac. Islander         | -      | -        | -       | -     | -     | 30        | 0.1   | 146      | 0.1   | 0     |              |
| White                 | 7,044  | 28.9     | 16,345  | 8.7   | 20.2  | 6,740     | 20.0  | 17,893   | 9.0   | 11    | -            |
| Two or More           | -      | -        | -       | -     | -     | 899       | 2.7   | 2,377    | 1.2   | 1.5   |              |
| Gender                |        |          |         |       |       |           |       |          |       |       |              |
| Male                  | 11,286 | 46.3     | 95,291  | 51.0  | -4.7  | 15,988    | 47.5  | 100,779  | 50.7  | -3.2  | -            |
| Female                | 13,090 | 53.7     | 91,616  | 49.0  | 4.7   | 17,679    | 52.5  | 97,930   | 49.3  | 3.2   | -            |
| Group                 |        |          |         |       |       |           |       |          |       |       |              |
| Bilingual EL & Non EL | 2,339  | 9.6      | 31,453  | 16.8  | -7.2  | 4,496     | 13.4  | 36,109   | 18.2  | -4.8  | -            |
| Econ. Disadv.         | 12,182 | 50.0     | 143,737 | 76.9  | -26.9 | 17,558    | 52.2  | 146,581  | 73.8  | -21.6 | -            |
| EL                    | 2,642  | 10.8     | 47,770  | 25.6  | -14.8 | 5,508     | 16.4  | 60,580   | 30.5  | -14.1 | -            |
| ESL                   | 201    | 0.8      | 13,665  | 7.3   | -6.5  | 1,709     | 5.1   | 25,649   | 12.9  | -7.8  | +            |
| Special Ed.           | 458    | 1.9      | 19,317  | 10.3  | -8.4  | 269       | 0.8   | 14,552   | 7.3   | -6.5  | -            |
| HISD Totals           | 24,376 | 100.0    | 186,907 | 100.0 |       | 33,667    | 100.0 | 198,709  | 100.0 |       |              |

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

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

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

## Appendix A (Continued)

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

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

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

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

## Appendix A (Continued)

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

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

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

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

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

Percentages may not add up due to rounding.

## Appendix A (Continued)

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

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

Source: Fall PEIMS Snapshot, 2017

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

## Appendix A (Continued)

Table A–7A. Districtwide G/T STAAR English Performance Levels on Reading, Mathematics, and Writing, Spring 2018

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

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

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

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2018

| Science, Spring 2016 |         |       |         |           |                |       |         |           |
|----------------------|---------|-------|---------|-----------|----------------|-------|---------|-----------|
|                      | Science |       |         |           | Social Studies |       |         |           |
|                      | N       | % App | % Meets | % Masters | N              | % App | % Meets | % Masters |
| 3                    |         |       |         |           |                |       |         |           |
| 4                    |         |       |         |           |                |       |         |           |
| 5                    | 3,976   | 95    | 73      | 41        |                |       |         |           |
| 6                    |         |       |         |           |                |       |         |           |
| 7                    |         |       |         |           |                |       |         |           |
| 8                    | 2,345   | 98    | 88      | 64        | 2,468          | 92    | 69      | 50        |
| G/T Totals           | 6,321   | 96    | 78      | 50        | 2,468          | 92    | 69      | 50        |

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

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

## Appendix A (Continued)

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

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

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

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

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

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

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

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

## Appendix A (Continued)

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

|      | <b>Algebra I</b> |                  |                    |                      | <b>Biology</b> |                  |                    |                      | <b>English I</b> |                  |                    |                      |
|------|------------------|------------------|--------------------|----------------------|----------------|------------------|--------------------|----------------------|------------------|------------------|--------------------|----------------------|
|      | <b>N</b>         | <b>%<br/>App</b> | <b>%<br/>Meets</b> | <b>%<br/>Masters</b> | <b>N</b>       | <b>%<br/>App</b> | <b>%<br/>Meets</b> | <b>%<br/>Masters</b> | <b>N</b>         | <b>%<br/>App</b> | <b>%<br/>Meets</b> | <b>%<br/>Masters</b> |
| 2018 | 2,554            | 99               | 92                 | 77                   | 2,382          | 99               | 93                 | 63                   | 2,387            | 97               | 92                 | 35                   |

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

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

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

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

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

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

## Appendix A (Continued)

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

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

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

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

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

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

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

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

-- No students were tested.

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

## Appendix A (Continued)

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

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

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

\*IBMYP= International Baccalaureate Middle Years Programme

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

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

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

## Appendix A (Continued)

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

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

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

## Appendix B

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

## Appendix B (Continued)

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

## Appendix B (Continued)

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

## Appendix B (Continued)

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

## Appendix B (Continued)

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

● Green = evidence of districtwide implementation

● Red = lack of evidence in districtwide implementation

## Appendix C Methods

### Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD Elementary and Secondary Guidelines, and the District and School Profiles (Houston Independent School District, 2017a and 2017b). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards Review, Professional Development Course listings, G/T Expo, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. At the G/T Expos, students and school staff were interviewed.

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

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

### Academic Performance

Advanced Placement (AP) test performance data for 2018, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on August 29, 2018. Student-level data were matched to a Chancery extract from May 5, 2018 to identify those students who were G/T. Students who were not matched were not included in the analysis.

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports or from participating schools. Participation and performance were reported by district and school. For the district and individual schools, the number and percent of students scoring a four or better were reported. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program.

PSAT performance data for 2018 and a Chancery extract from 10/17/2017 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW ( $\geq 460$ ) and mathematics ( $\geq 510$ ) tests. The methodology for calculating the College and Career Readiness Benchmarks was revised by the College Board in 2015. SAT and ACT data for 2016–2017 were extracted from student test files as well as 2016–2017 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring an 1110 or higher (critical reading and mathematics) on the SAT and/or a 24 or higher composite on the ACT were analyzed to determine participation and performance.

## Appendix C (Continued)

### Data Analysis

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

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

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

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for that year. SAT performance was measured using the College Board benchmarks. For the SAT, the number of students meeting the College and Career Benchmarks for both the Evidence-based Reading and Writing ( $\geq 460$ ) and Mathematics ( $\geq 510$ ) was divided by the total number of G/T students tested. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

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

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

### Data Limitations

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

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

## Appendix C (Continued)

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

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

## Appendix D

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

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

Source: Fall PEIMS Snapshot, 2017

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

## Appendix D (Continued)

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

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

Source: Fall PEIMS Snapshot, 2017

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

## Appendix D (Continued)

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

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

Source: Fall PEIMS Snapshot, 2017

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## Appendix D (Continued)

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

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

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## Appendix D (Continued)

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

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

Source: Fall PEIMS Snapshot, 2017

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

## Appendix D (Continued)

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

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

Source: Fall PEIMS Snapshot, 2017

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

## Appendix E

## ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2018

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

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

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

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

## APPENDIX E (CONTINUED)

### ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2018

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

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

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

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

## Appendix F–1

## G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

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

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

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

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

\*Scores not reported for less than 5 students.

## Appendix F–2

## G/T ADVANCED PLACEMENT EXAM RESULTS, 2018

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

Sources: 2018 College Board Data file extracted 8/29/2018; Chancery extract, 05/07/2018—enrollment and G/T status.  
 Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.

\*Scores not reported for less than 5 students.

## Appendix G

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

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

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

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

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

## Appendix H–1

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

Sorted in Descending order on Mean Composite Score

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

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

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

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

## Appendix H–2

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

Sorted on Mean Total Score in Descending Order

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

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

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

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

## Appendix I

### G/T PROFESSIONAL DEVELOPMENT, 2017–2018

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

## Appendix I (Continued)

## G/T PROFESSIONAL DEVELOPMENT, 2017–2018

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

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