

MEMORANDUM

January 26, 2018

TO: Adam Stephens
Officer, Innovative Curriculum and Development

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **VANGUARD PROGRAM EVALUATION: 2016–2017**

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 2016–2017 school year.


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

Key findings include:

- In 2016–2017, a total of 32,533 students attending 265 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.2 percent of the district K–12 population, representing a slight **increase** from 16.1 percent in 2015–2016.
- 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 2017, a total of 12,274 Advanced Placement (AP) exams were taken by 5,466 G/T students and 52.5 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates of 27.3 percentage points from 2007.
- 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 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 testers who met the Masters Grade Level Standard on the STAAR End-of-Course exams ranged from 29 percent in English II to 74 percent in U.S. History for 2017.

- On the fall 2016 PSAT results for eleventh grade, 1,748 or 95.8 percent of eleventh grade G/T students took the PSAT, and 88.8 percent met the Evidenced-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 77.6 percent met the mathematics final CCR Benchmark of 510 or higher.
- For the 2015–2016 school year, a total of 1,725 G/T students or 97.5 percent of the 2016 G/T graduating class took the SAT and 50.0 percent met the criterion established on the Texas Academic Performance Report of 1110 or higher (critical reading or mathematics).
- For the 2015–2016 school year, a total of 803 G/T students or 45.4 percent of the 2016 G/T graduating class took the ACT and 68.2 percent met the criterion established on TAPR 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: Grenita Lathan
Area Superintendents
Lance Menster
Annie Wolfe



RESEARCH

Educational Program Report

VANGUARD PROGRAM EVALUATION
2016-2017



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VANGUARD PROGRAM EVALUATION 2016–2017

Executive Summary

Program Description

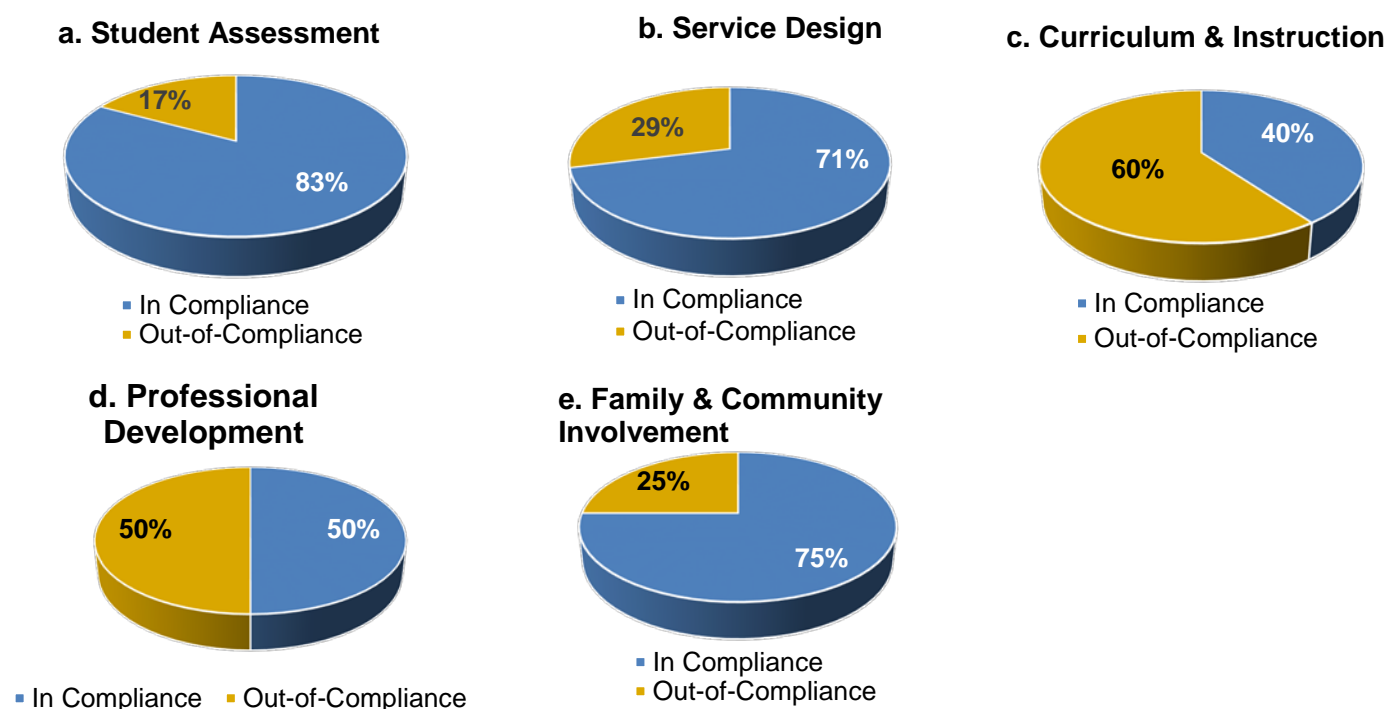
According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at a remarkably high level of accomplishment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

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership;
- Excels in a specific academic field (Houston Independent School District, 2016a, 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). 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. Specific measures of compliance include the following five components of the Texas State Plan:

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

Figure 1a-1e. Texas State Plan Continuum Score Card Summary, 2016–2017 Evaluation Results

Source: Texas State Plan Score Card, Appendix B

Key Findings

- In 2016–2017, a total of 32,533 students attending 265 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.2 percent of the district K–12 population, representing a .1 percentage point increase from 16.1 percent in 2015–2016.
- 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 2017, at least 89 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 36 percent in writing to 58 percent in mathematics and on the STAAR 3–8 Spanish version performance at the Masters Grade Level Standard ranged from 37 percent in writing to 54 percent in mathematics.
- For 2017, first-time G/T testers on the STAAR End-of-Course exams scored 71 percent in Algebra, 63 percent in biology, 38 percent in English I, 29 percent in English II, and 74 percent in U.S. History at the Masters Grade Level Standard of performance.
- For 2017, a total of 12,274 Advanced Placement (AP) exams were taken by 5,466 G/T students and 52.5 percent of the scores were three or higher on a scale of one to five, showing an increase in participation rates of 27.3 percentage points from 2007.

- In May of 2017, 384 HISD G/T students took a total of 1,195 International Baccalaureate (IB) examinations, where 47.3 percent scored a four or above on a scale from one to seven. This reflects an increase in participation of 52 students from 2016.
- On the fall 2016 PSAT results for eleventh grade, 1,748 or 95.8 percent of eleventh grade G/T students took the PSAT, and a total of 1,553 or 88.8 percent met the Evidence-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,357 or 77.6 percent met the math final (CCR) Benchmark of 510 or higher.
- For the 2015–2016 school year, a total of 1,725 G/T students or 97.5 of the 2016 G/T graduating class took the SAT and 50.0 percent met the criterion established on the Texas Academic Performance Report (TAPR) of 1110 or higher (critical reading and mathematics).
- For the 2015–2016 school year, a total of 803 G/T students or 45.4 percent of the 2016 G/T graduating class took the ACT and 68.2 percent met the criterion established on TAPR of 24 or higher (composite).
- Based on the Vanguard Standards Review form returned by 123 elementary and 55 secondary campuses, there were 116 elementary teachers at 28 campuses and 98 secondary teachers at 16 campuses who were not G/T trained, but taught G/T students during the 2016–2017 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, consideration should be given to using local or campus-based norms, a performance project such as TPSP as a component, administering the full battery of the CogAT and Iowa/Logramos, incorporating published rating scales (e.g. *Hope Scale*, *Scales for Identifying Gifted Students (SIGS)*), expanding program services (i.e. language development, creative, the arts, and leadership), and having parents opt-out of the program rather than opt-into the program.
2. In accordance with TEC §§11.251–11.253 of the Texas State Plan, provisions to improve services to gifted/talented students as well as the results of this evaluation should be reflected in the district and campus improvement plans.
3. Align program services with the assessments given.
4. Develop personalized Gifted Education Plans by school detailing how schools plan to meet the individual academic needs of each gifted student, establish campus-based committees to help identify gifted students and develop and carry out the personalized plans, and create a centralized database so that progress and rigor can be monitored and evaluated. Schools could use the Ability Score Profiles from the CogAT.
5. 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.

6. 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.
7. Consideration should be given to create Vanguard Neighborhood G/T Centers, similar to Newcomer Centers, so that Vanguard Neighborhood schools have a critical mass of G/T students.
8. Update and align HISD Vanguard Standards with the 2010 Pre-K–Grade 12 Gifted Programming Standards released by the National Association for Gifted Children (NAGC) and the State Plan, including outcome measures and evidence-based best practices and educator professional development (i.e. identifying G/T characteristics of underrepresented groups, teacher recommendation form/rating scales, and administration of assessments).

Introduction

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

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2016–2017, 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 have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2016a).

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. 40–41) summarizes the methods used in detail.

Data Limitations

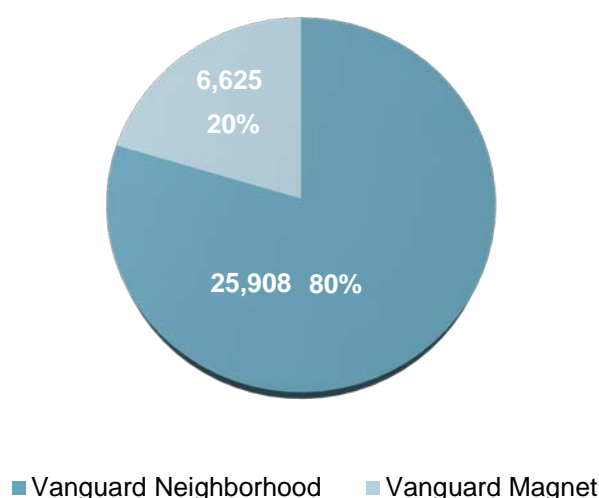
For a detailed description of the limitations in using OneSource, the Vanguard Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix C, p. 41.

Results

What program options were provided to G/T students during the 2016–2017 school year, and how does current implementation compare to the Board-approved G/T Standards?

- In HISD, 32,533 G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 285 schools in HISD, 265 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 265 campuses with G/T identified students, 250 campuses offered a Vanguard Neighborhood program (K–12), 15 campuses offered a Vanguard Magnet program (K–12).
- For 2016–2017, out of a total of 32,533, 25,908 or 80 percent of G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,625 or 20 percent of G/T students who participated in the Vanguard Magnet program (**Figure 1**).

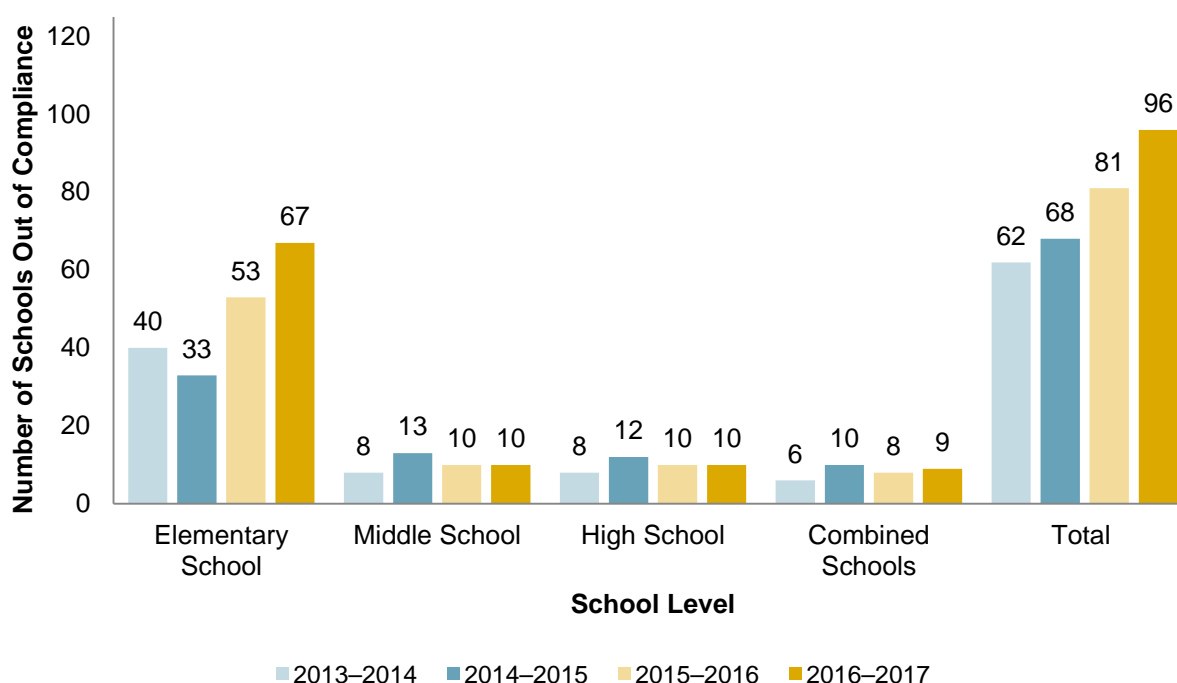
Figure 1. Number of G/T Students by Program Design, 2016–2017



Source: Fall PEIMS Snapshot, 2016

- 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 2016–2017, there were 96 elementary and secondary campuses that identified fewer than three G/T students for at least one grade level. When comparing 2013–2014 to 2016–2017, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 62 to 96 (**Figure 2**). It is not clear if and/or how services were provided for these students.
- In 2016–2017, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 9 combined schools to 67 elementary schools (Figure 2). A list of G/T enrollment by campus, and grade level, is provided in **Appendix D**, pp. 42–47.

Figure 2. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2013–2014 to 2016–2017



Sources: Fall PEIMS Snapshot, 2013–2014 to 2016–2017

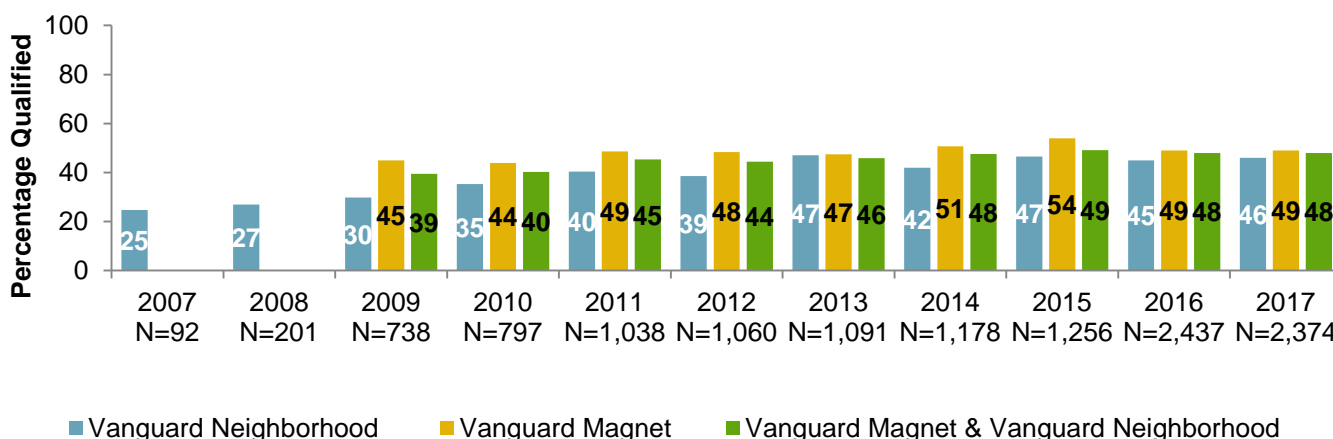
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and the Advanced Academics Department showing their instructional delivery model for approval. Data from 123 out of 179 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 123 elementary campuses that submitted a Vanguard Standards Review Worksheet, 107 campuses (87 percent) used cluster classes, 2 campuses (2.0 percent) used homogeneous classrooms, 11 (9 percent) used a combination of cluster and homogeneous classrooms, 2 campuses didn't address the question but did have G/T students identified on the PEIMS Fall Snapshot, and one was an early childhood center.
- Based on the Vanguard Standards Review form returned by 123 elementary and 55 secondary campuses, there were 116 elementary teachers at 28 campuses and 98 secondary teachers at 16 campuses who were not G/T trained, but taught G/T students during the 2016–2017 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 2016–2017 school year, a total of 32,533 students were identified as G/T compared to the district enrollment of 200,530 (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 16.2 percent in 2016–2017 (**Table A–2**, p. 24).
- The G/T percentages increased from 2006–2007 to 2016–2017 at all grade levels except grades 10–12, where G/T percentages declined by 0.7 percentage point for tenth grade, 5.4 percentage points for eleventh grade, and 2.0 percentage points for twelfth grade (Table A–2).
- The **increase** in the percentage of G/T kindergarten students for 2016–2017 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 25.0 percent in 2007 to 46.0 percent in 2017, and magnet schools **increased** from 45.0 percent in 2009 to 49.0 percent in 2017. Percentages for both programs were comparable to the previous year (**Appendix E**, pp. 48–49 and **Figure 3**).
- In 2016–2017, a total of 26 Vanguard Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (Appendix E).

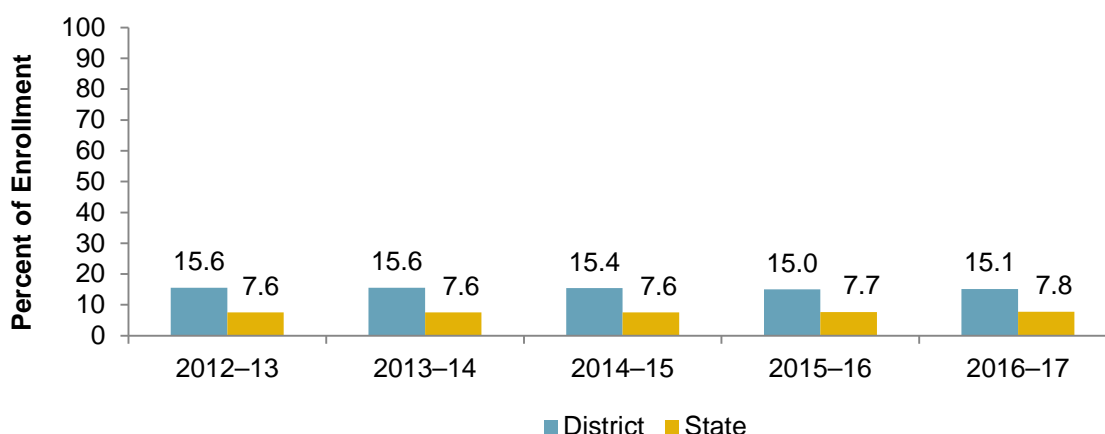
Figure 3. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Vanguard Program, 2006–2007 to 2016–2017



Sources: Advanced Academics, Summary of Entering Kindergarten Data file, 2016–2017; Vanguard Program Evaluation Report, 2015–2016

- The percentage of G/T students identified at the state level increased slightly from 7.6 percent in 2012–2013 to 7.8 percent in 2016–2017. 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 2012–2013 to 15.1 percent in 2016–2017; the G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2012–2013 to 2013–2014, and decreased to 7.3 percentage points in 2016–2017 (**Figure 4**).

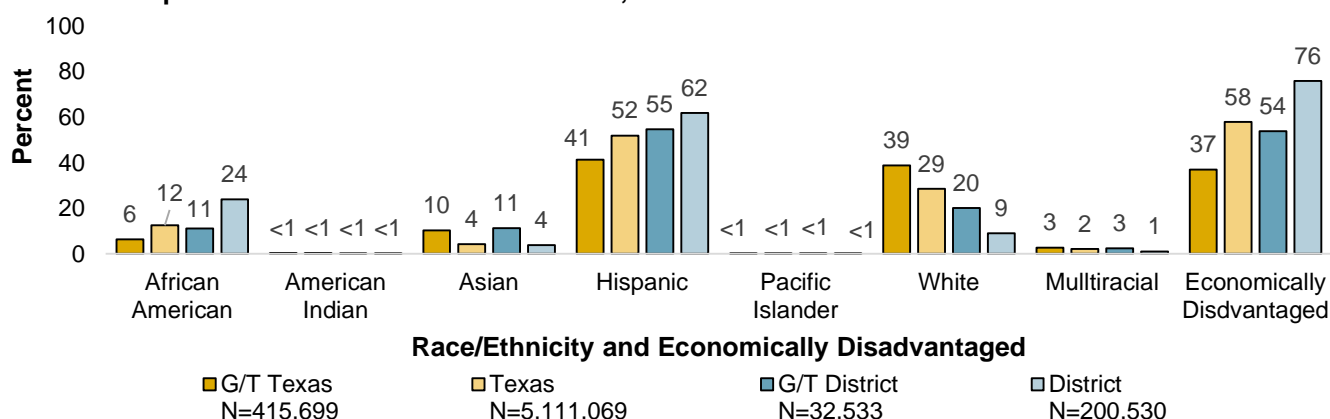
Figure 4. District Percentage of G/T Enrollment Slightly Declining (Early Childhood included)



Sources: Texas Academic Performance Reports (TAPR): 2012–13 to 2016–17

- African American students comprised 23.9 percent of the total HISD population in grades K–12 in 2016–2017. These students represent 11.2 percent of the G/T population reflecting an **underrepresentation** of African American students by 12.6 percentage points (**Table A–3**, p. 25).
- Hispanic students comprised 61.9 percent of the total HISD population in grades K–12. These students represent 54.7 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 7.2 percentage points (**Table A–3**).
- While economically disadvantaged students comprised 75.9 percent of the total HISD population in grades K–12, these students represent 53.9 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 22.0 percentage points (**Table A–3**).
- Since 2006–2007, underrepresentation has **decreased** for Hispanic, male, Bilingual, English Language Learners (ELL), 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. Caution is warranted in interpretation of the disproportionate rates due to missing data for Kindergarten (16.8 percent) and sixth grade (3.0 percent) (**Table A–4**, p. 26).

- For kindergarten applicants, 45.6 percent of African American and 59.5 percent of Hispanic students who were identified as G/T during the universal assessment in 2016–2017, accepted and enrolled in an HISD school for the 2017–2018 school year. As of December 15, 2017, 100.0 percent of all students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System (**Table A–5**, p. 27).
- For sixth grade, 39.6 percent of African American and 56.9 percent of Hispanic students who were identified as G/T during the universal assessment in 2016–2017, accepted and enrolled in an HISD school for the 2017–2018 school year. As of December 15, 2017, 100.0 percent of African American and 99.8 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 2.0 percent at Burbank Middle School to 39.7 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 14.4 percent at TH Rogers ES/MS to 97.2 at Burbank Middle School. The percentage of White students ranged from 0.0 percent at De Zavala Elementary School to 59.2 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.2 at Burbank Middle School to 52.9 percent at TH Rogers ES/MS (Table A–6).
- A total of 40.5 percent of the Vanguard Magnet students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 11.0 percent at River Oaks Elementary School to a high of 94.7 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 2016–2017 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 2016–2017; the state differential for Hispanic students exceeds the district by 4 percentage points; whereas the district's differential for African American students exceeds the state's by 7 percentage points (Figure 5B).

Figure 5A. Demographic Characteristics Comparing Gifted and Talented to the K-12 Student Population of the District and the State, 2016–2017

Sources: Texas Education Agency (2017b), *Enrollment in Texas Public Schools, 2016–2017*; Fall PEIMS Snapshot, 2016

Figure 5B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2016–2017

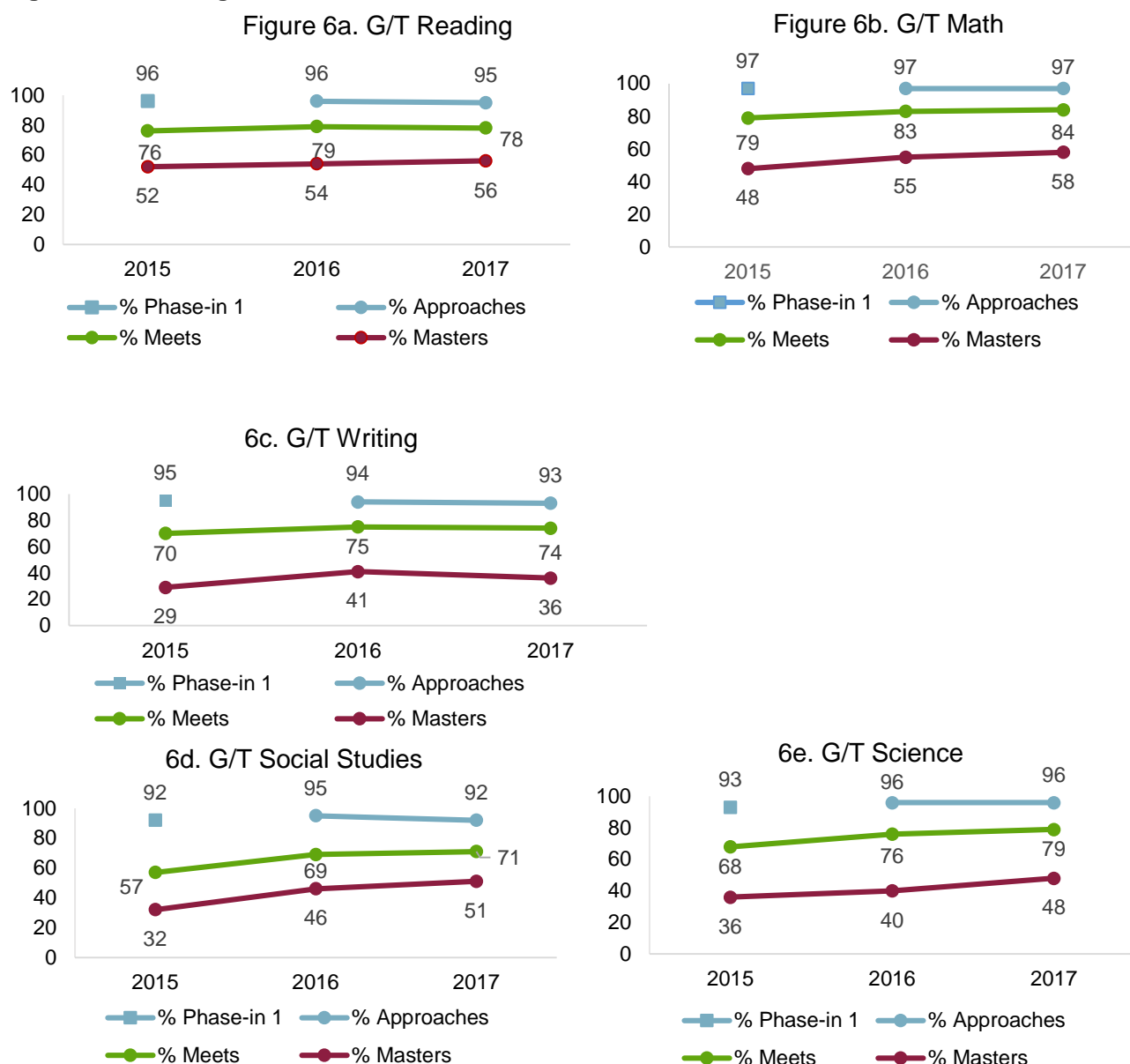
	District Differential		Texas Differential	
African American		-13		-6
Asian		7		6
Hispanic		-7		-11
White		11		10
Economical Disadv.		-22		-21

Sources: Texas Education Agency (2017b), *Enrollment in Texas Public Schools, 2016–2017*; Fall PEIMS Snapshot, 2016

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

STAAR

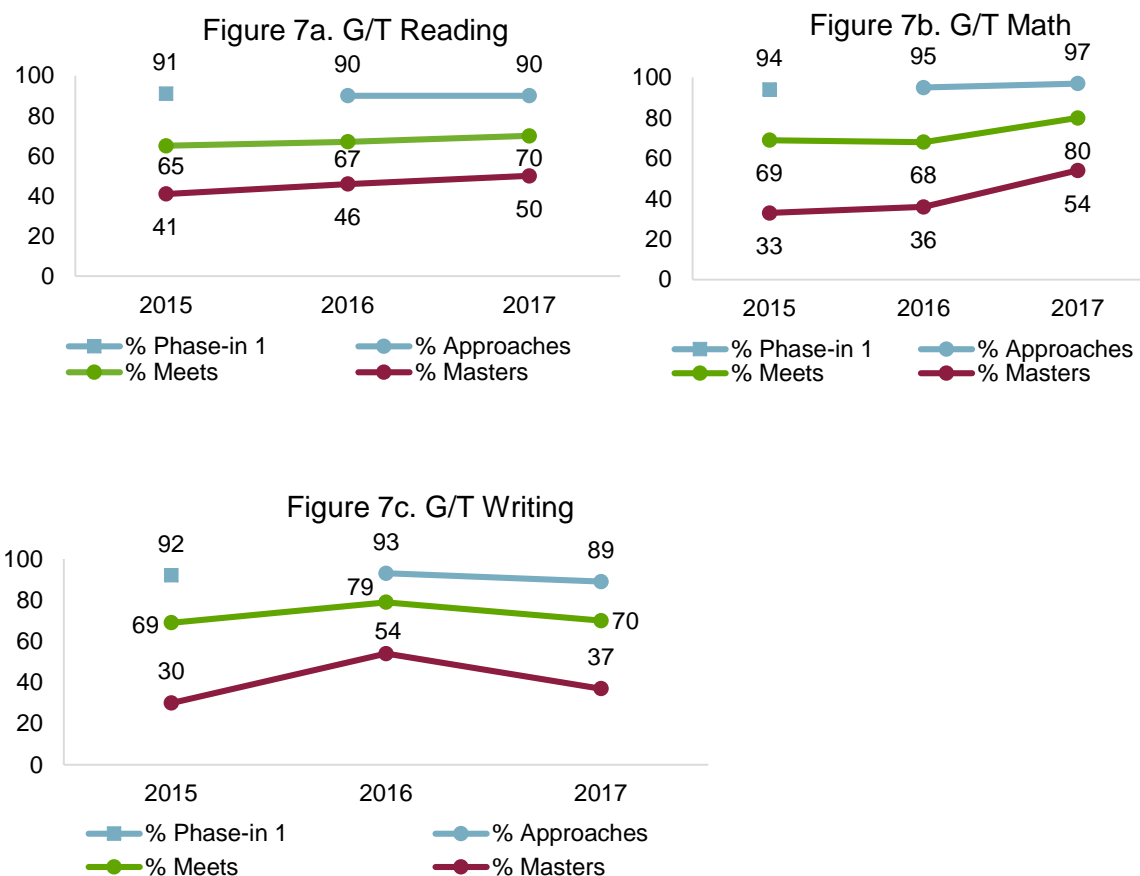
- According to HISD Vanguard (G/T) Standard 8–Student Success (Expectations), G/T students were expected to perform above grade level on an achievement test. This was operationalized by looking at the percentage of students that scored at the Masters Grade Level Standard on the State of Texas Assessments 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 2015 to 2017. Over the past three years, the percent of G/T students who met the Masters Grade Level Standard for reading, mathematics, science and social studies increased.

Figures 6a–6e. English G/T STAAR 3–8 Results, 2015–2017

Sources: STAAR Data files, various years

Note: Due to the removal of STAAR L and A in 2017, 2015 and 2016 results have been updated to include STAAR L and A test versions. Data may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Excludes STAAR Alt. 2 Test. 2016 Gifted and Talented status determined by April 15th, 2016 snapshot from Chancery SMS.

- **Figures 7a–7c** (p. 13) summarize the percent of G/T students in grades 3–5 scoring at the different performance standards on the STAAR Spanish Reading, Math, and Writing exams. Note that the standard changed from 2015 to 2016 making it more difficult to pass the test.
- Over the past three years, student performance **increased** or remained the same for reading and mathematics for students who met the Approaches, Meets, and Masters Grade Level Standards. (Figures 7a–7c and **Table A–8A** and **A–8B**, p. 30).

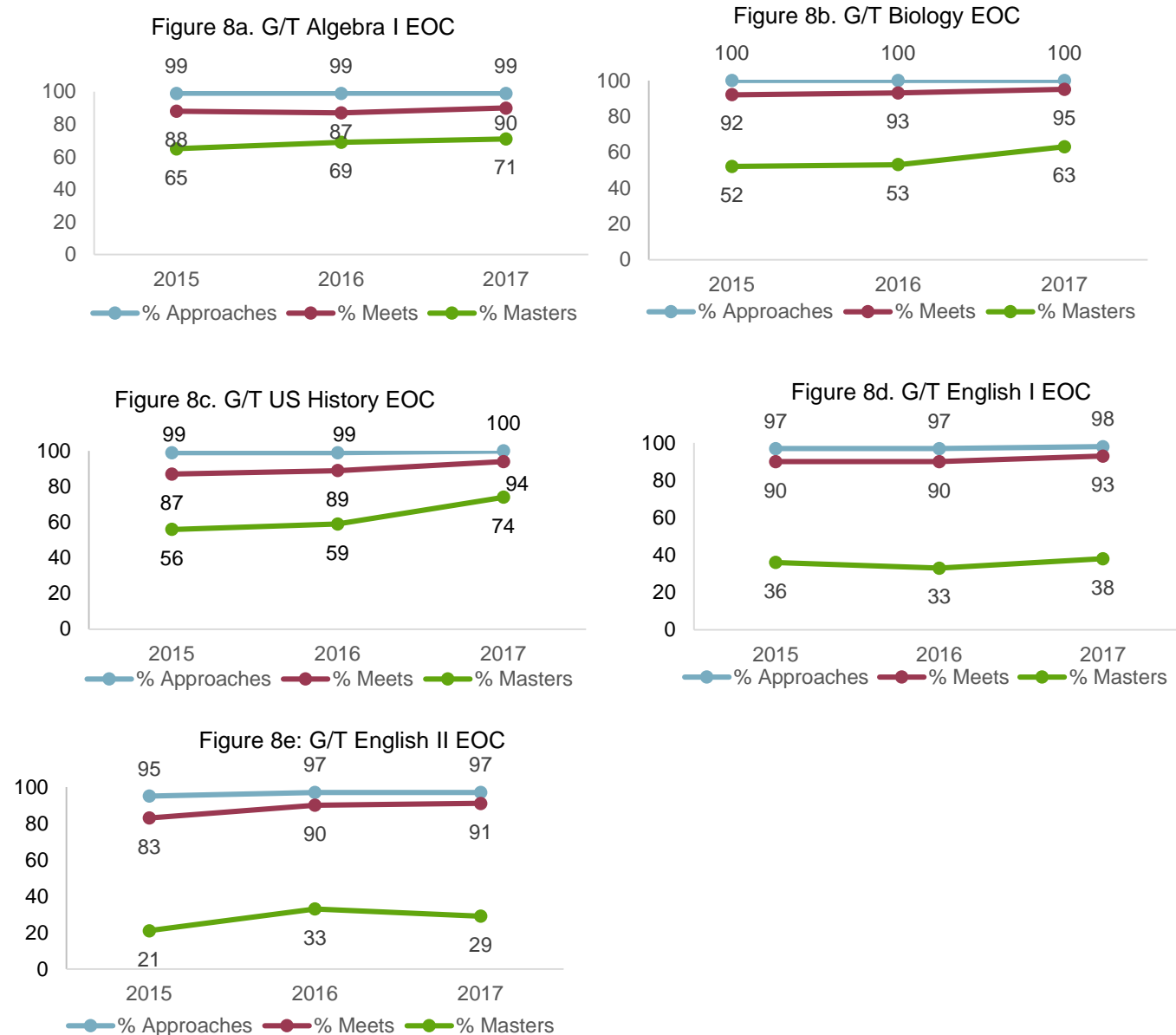
Figures 7a–7c. Spanish G/T STAAR 3–5 Results, 2015–2017

Source: STAAR Data files, various years

Note: Due to the removal of STAAR L and A in 2017, 2015 and 2016 results have been updated to include STAAR L and A test versions. Data may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Excludes STAAR Alt. 2 Test. 2016 Gifted and Talented status determined by April 15th, 2016 snapshot from Chancery SMS.

- When comparing 2015 to 2017, the percent of G/T students who met all three performance levels **increased** or remained the same on all five STAAR EOC exams (**Figures 8a–8e**, p. 14). Note that the standard increased from 2015 to 2016 making it more difficult to pass the test.
- For 2017, the lowest percentage of students meeting any of the performance levels was associated with the English II exam, where 97 percent of G/T test-takers scored at the Approaches Grade Level, 91 percent scored at the Meets Grade Level, and 29 percent scored at the Masters Grade Level (Figure 8e).
- U.S. History reflected the exam for which the highest percentage of G/T students scored at the Masters Grade Level (74 percent), and 100 percent of G/T students scored at the Approaches Grade Level on the Biology and U.S. History End-of-Course exams for 2017 (Figures 8a–8e and **Table A–9A and A–9B**, p. 31).

Figures 8a–8e. G/T STAAR End-Of-Course (EOC) Exams, Spring 2015–2017 (Spring Administration), First-Time Tested



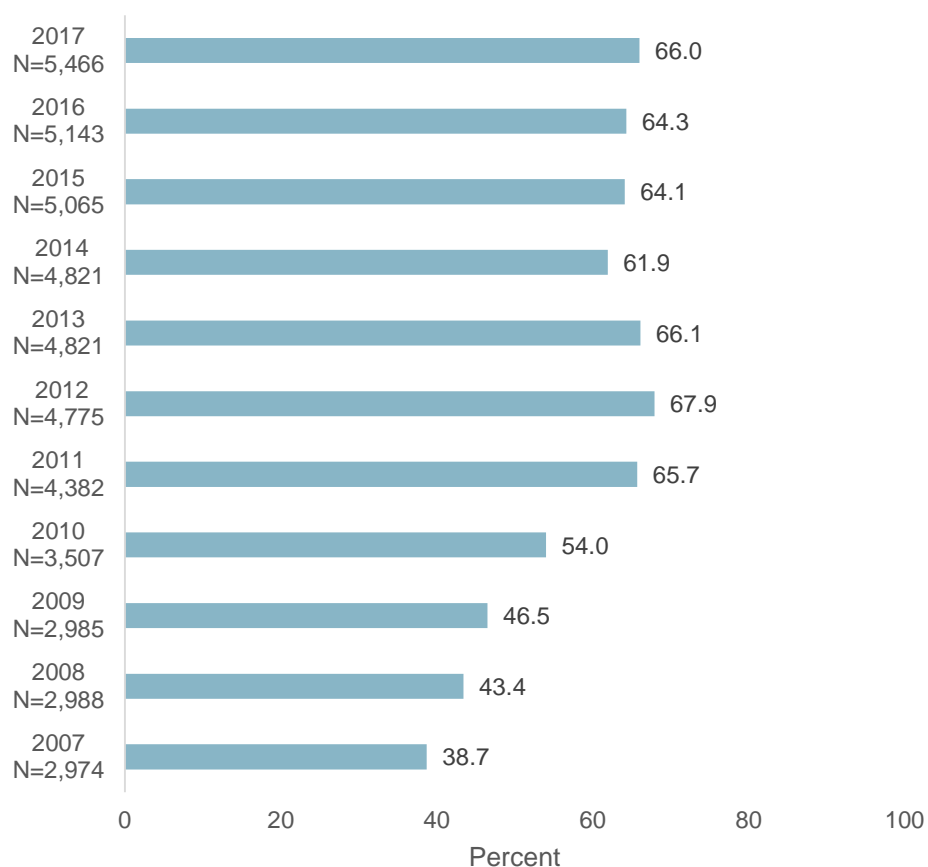
Sources: STAAR EOC data file, 6/6/2017; *District and School Results for STAAR End-of-Course Assessments, Spring 2017*

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, 2015 and 2016 results have been updated to include STAAR L and A test versions. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. 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 83.8 percent from 2,974 in 2007 to 5,466 in 2017, and the percentage of G/T students taking AP tests increased by 27.3 percentage points from 38.7 percent in 2007 to 66.0 percent in 2017 (**Figure 9** and **Appendices F–1** and **F–2**, pp. 50–51).

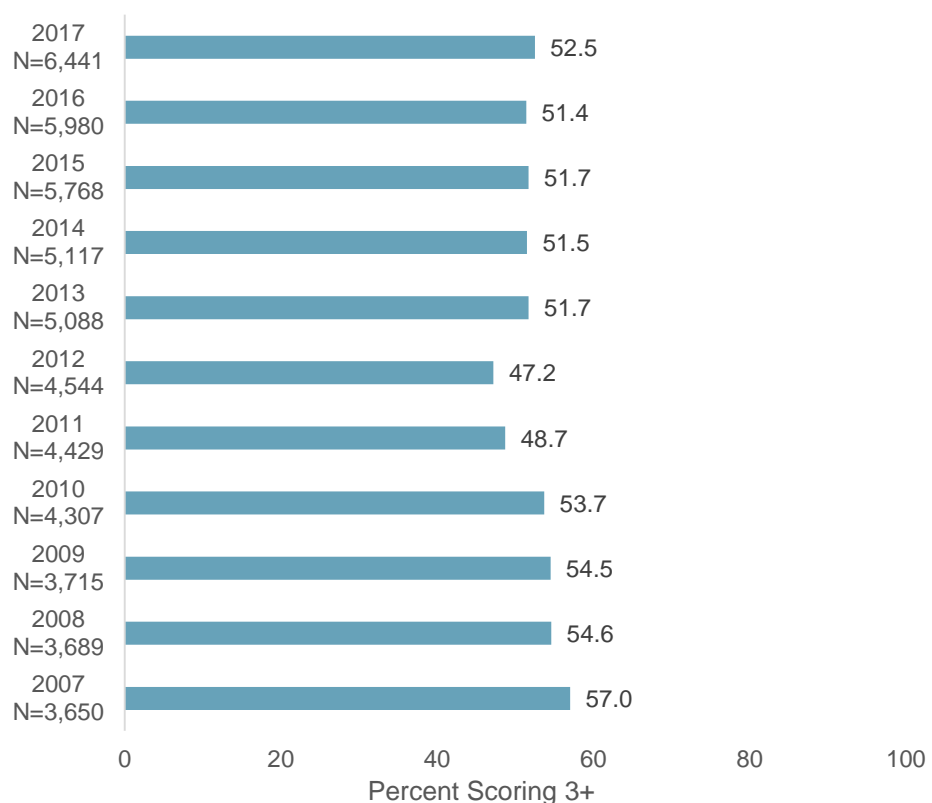
Figure 9. Number of G/T AP Exams and Participation Rates, 2007 to 2017



Sources: 2017 College Board AP data file; 8/14/2017; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2015–2016*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 24 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 12,274 exams in 2017, and the percentage of AP exams scored three or higher decreased from 57.0 percent in 2007 to 52.5 percent in 2017 (Appendices F–1 and F–2 and **Figure 10**, p. 16).

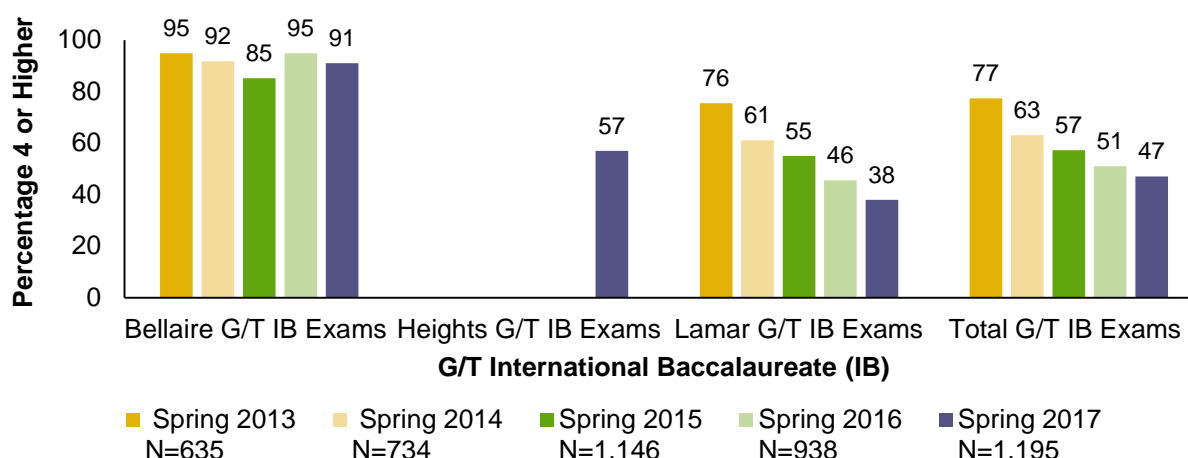
Figure 10. Percentage of AP Exams Taken by G/T Students Scored 3 or Higher, 2007 to 2017

Sources: 2017 College Board AP data file; 8/14/2017; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2015–2016*

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

International Baccalaureate (IB)

- In May of 2017, 384 HISD G/T students took a total of 1,195 International Baccalaureate (IB) examinations, where 47.3 percent scored a four or above on a scale from one to seven. This reflects an **increase** in participation since 2016. The percentage of G/T IB exams scoring 4 or higher has declined from 77 percent in 2013 to 47 percent in 2017 (**Table A–10**, p. 32 and **Figure 11**, p. 17).
- For 2017, 24 Bellaire and 21 Lamar high schools G/T students earned an IB diploma. The number of G/T students earning an IB diploma increased districtwide from 34 in 2016 to 45 in 2017 (**Table A–11**, p. 32).
- For 2017, 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 47 Candidates, 7 students completed the Career-related Programme in 2017 reflecting an **increase** from 2016. For G/T students in 2017, 3 out of 9 candidates completed the Career-related Programme (Table A–11).

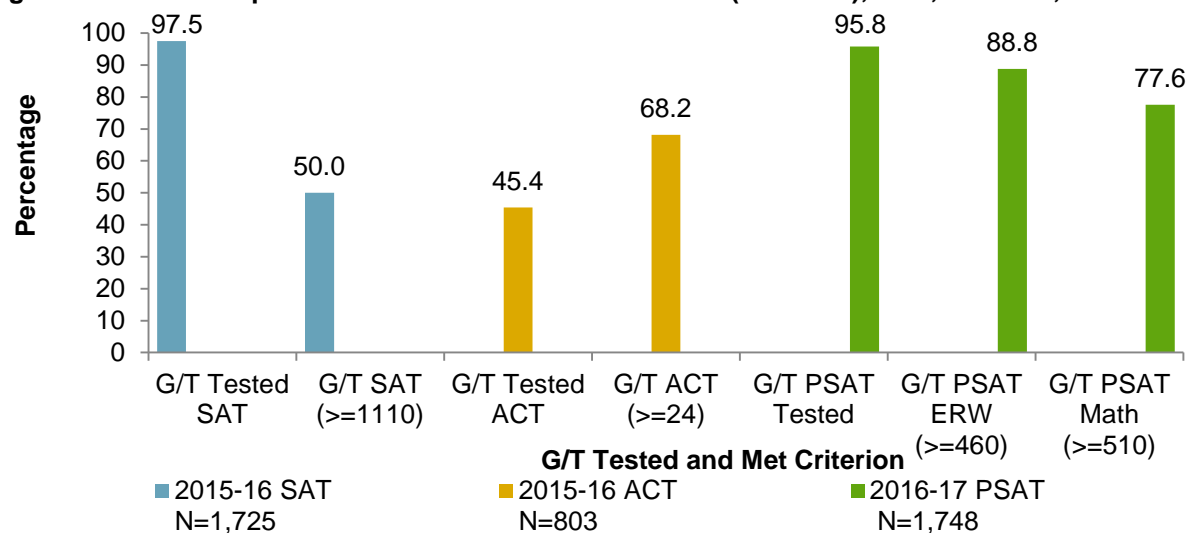
Figure 11. Percent of IB Tests Taken by G/T Students Scored at 4 or higher, Spring 2013–2017

Sources: International Baccalaureate Organization Candidate Results, 2017; Vanguard Program Evaluation Report, 2015–2016

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 2016 PSAT results for eleventh grade, 1,748 or 95.8 percent of G/T students took the PSAT, and a total of 1,553 or 88.8 percent met the Evidenced-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,357 or 77.6 percent met the mathematics final CCR Benchmark of 510 or higher (**Appendix G**, p. 52 and **Figure 12**).

Figure 12. G/T Participation and Performance on the PSAT (Fall 2016), ACT, and SAT, 2015–2016

Sources: PSAT data file, 2016; ACT data file, 2015–2016; SAT data file 2015–2016; Graduation data file, 2015–2016; Chancery extract, 10/24/2016

*The methodology used to calculate PSAT was redesigned in 2014–2015 and final college readiness benchmarks were used.

- Out of 33 campuses that tested five or more G/T students on the fall 2016 PSAT, fourteen campuses had at least 70 percent of their G/T eleventh grade students reach both ERW and mathematics final CCR Benchmarks (**Appendix G**).

- For the 2015–2016 school year, a total of 803 G/T students or 45.4 percent of the 2016 G/T graduating class took the ACT and 68.2 percent met the criterion established on the Texas Academic Performance Report (TAPR) of 24 or higher (composite average) (**Appendix H–1**, p. 53 and Figure 12, p. 17).
- For the 2016 G/T graduating class, nine of the 21 high schools with at least five testers had a mean composite score of 24 or higher on the ACT (Appendix H–1).
- For the 2015–2016 school year, a total of 1,725 G/T students or 97.5 percent of the 2016 G/T graduating class took the SAT and 50.0 percent met the criterion established on TAPR of 1110 or higher (critical reading and mathematics) (**Appendix H–2**, p. 54 and Figure 12).
- Out of 34 campuses that tested five or more G/T students, four high schools had at least 70 percent of their G/T students with a combined critical reading and mathematics score of 1110 on the SAT (Appendix H–2).
- According to the College Board, a score of 1550 (critical reading, mathematics, and writing sections combined) on the SAT indicates a student has a 65 percent likelihood of achieving a B- average or higher during the first year of college. Out of 34 campuses with at least five students tested from which G/T students graduated during the 2015–2016 school year, eight high schools had at least 70 percent or more of their G/T students with a combined critical reading, mathematics, and writing score of 1550 (Appendix H–2).
- According to HISD Vanguard Standard 6–Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2017, the percent of G/T middle school students enrolled in advanced classes in the four core content areas **decreased** from 91.2 percent to 84.9 percent, but the actual number of G/T students taking advanced courses **increased** by 40.6 percent, from 4,806 to 6,756 (**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 2017, the percent of G/T high school students enrolled in two advanced classes **decreased** from 95.2 percent to 92.5 percent. However, the actual number of G/T students taking advanced courses **increased** by 22.5 percent (**Table A–13**, p. 33).
- Using a four-year longitudinal cohort methodology for the Classes of 2014–2016, 21, 18, and 14 G/T students dropped out of school, reflecting .23 percent, .23 percent, and .17 percent of the grade 9–12 four-year cohort (**Table A–14**, p. 34).
- From 2013–2014 through 2015–2016, 2.1 percent, 2.2 percent and 1.5 percent of G/T seniors did not graduate (Table A–14).

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

- For 2016–2017, a total of 4,183 educators (unduplicated) completed at least one G/T professional development (**Appendix I**, pp. 55–57).

- For 2016–2017, 6,422 educators (duplicated) completed one or more of the 90 G/T professional development opportunities offered (Appendix I).
- For 2016–2017, a total of 3,775 educators completed six or more hours meeting the annual state mandate, and 893 educators completed 30 or more hours in accordance with state mandates (Appendix I, pp. 55–57).
- Based on the Vanguard Standards Review form returned by 123 elementary and 55 secondary campuses, there were 116 elementary teachers at 28 campuses and 98 secondary teachers at 16 campuses who were not G/T trained, but taught G/T students during the 2016–2017 school year.
- Based on the 2016–2017 HISD Advanced Academics G/T Standards Review, counselors and other administrators at 13 elementary schools and principals at 14 elementary schools did not have G/T training certificates on file.
- Based on the 2016–2017 HISD Advanced Academics G/T Standards Review, counselors and other administrators at 15 secondary schools and principals at 13 secondary schools did not have G/T training certificates on file.

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

- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the G/T Standards Review(s) that would be implemented on the campus.
- For 2016–2017, four district-wide G/T Expos were held for sharing advanced products with parents, students, and the community.
- 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, 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.

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

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

If the School Improvement Plan reflects the goals for the year, each campus should have G/T professional development opportunities on their 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. Consideration should be given to providing targeted training regarding the teacher recommendation form used in the matrix along with characteristics of gifted students in poverty and ELL 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 in HISD identified as G/T has decreased (15.6 percent to 15.1 percent), while G/T enrollment at the state level has increased (7.6 percent to 7.8 percent). District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2012–2013 and 2013–2014 school years (8.0 percentage points, respectively). These data indicate that the district has an overrepresentation of students in the Vanguard Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (2006, p. 8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African

American and Hispanic students are underrepresented and White and Asian students are overrepresented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are disproportionately economically disadvantaged are underrepresented. However, since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, ELL, economically disadvantaged, and special education students. Moreover, the gap has narrowed for White and Asian students.

Program personnel should decide what G/T services need to be offered and select appropriate 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 and 2016). Data collected from previous evaluations have been used at the administrative and campus levels.

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

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Appendix A

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

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

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

Appendix A (Continued)

Table A–2. Comparison of G/T Student Population to the District Population, 2006–2007 and 2016–2017 (K–12)

	2006–2007			2016–2017			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	303	16,408	1.8	931	16,535	5.6	3.8
First	1,685	18,290	9.2	2,088	17,948	11.6	2.4
Second	2,122	16,431	12.9	2,404	18,393	13.1	0.2
Third	2,312	15,998	14.5	3,559	18,082	19.7	5.2
Fourth	2,398	15,859	15.1	3,780	17,901	21.1	6.0
Fifth	2,435	14,454	16.8	3,498	16,666	21.0	4.2
Subtotal (K–5)	11,255	97,440	11.6	16,260	105,525	15.4	3.8
Sixth	1,671	14,118	11.8	3,369	14,041	24.0	12.2
Seventh	1,904	14,101	13.5	2,464	13,543	18.2	4.7
Eighth	1,796	13,552	13.3	2,126	13,581	15.7	2.4
Ninth	1,811	16,010	11.3	2,329	16,679	14.0	2.7
Tenth	2,118	12,159	17.4	2,275	13,641	16.7	-0.7
Eleventh	2,026	10,192	19.9	1,808	12,430	14.5	-5.4
Twelfth	1,795	9,335	19.2	1,902	11,090	17.2	-2.0
Subtotal (6–12)	13,121	89,467	14.7	16,273	95,005	17.1	2.4
HISD Totals*	24,376	186,907	13.0	32,533	200,530	16.2	3.2
2015–2016 Total				32,200	199,813	16.1	3.1

Sources: Fall PEIMS Snapshot 2006–2007, 2015–2016 and 2016–2017

† 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 2016–2017, Grades K–12

2006–2007						2016–2017					Gap Diff.
G/T		District				G/T		District			
N	%	N	%	Diff	N	%	N	%	Diff		
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,656	11.2	47,835	23.9	-12.6	+
Amer. Indian	-	-	-	-	-	38	0.1	415	0.2	-0.1	
Asian	2,502	10.3	6,096	3.3	7.0	3,668	11.3	7,870	3.9	7.4	+
Hispanic	10,671	43.8	109,577	58.6	-14.8	17,783	54.7	124,089	61.9	-7.2	-
Native Am.	32	0.1	127	0.1	0.0	-	-				
Pac. Islander	-	-	-	-	-	33	0.1	160	0.1	0.0	
White	7,044	28.9	16,345	8.7	20.2	6,542	20.1	17,950	9.0	11.2	-
Two or More	-	-	-	-	-	813	2.5	2,211	1.1	1.4	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,409	47.4	101,536	50.6	-3.3	-
Female	13,090	53.7	91,616	49.0	4.7	17,124	52.6	98,994	49.4	3.3	-
Group											
Bilingual	2,339	9.6	31,453	16.8	-7.2	4,402	13.5	34,459	17.2	-3.7	-
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	17,536	53.9	152,282	75.9	-22.0	-
ELL	2,642	10.8	47,770	25.6	-14.8	6,029	18.5	61,591	30.7	-12.2	-
ESL	201	0.8	13,665	7.3	-6.5	1,296	4.0	22,754	11.3	-7.3	+
Special Ed.	458	1.9	19,317	10.3	-8.4	243	0.7	14,473	7.2	-6.5	-
HISD Totals	24,376	100.0	186,907	100.0		32,533	100.0	200,530	100.0		

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

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 2016–2017.

Shaded areas denote at least 1 percentage point difference.

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 2017–2018 (Ten Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2017–2018		District Enrollment 2017–2018		2017–2018
	N	%	N	%	N	%	N	%	Difference
Kindergarten									
African American or Black	171	15.7	4,070	25.1	171	9.8	3,675	22.9	-13.1
American Indian					3	0.2	20	0.1	N/A
Asian/Pacific Islander	160	14.7	498	3.1	351	20.2	876	5.5	14.7
Hispanic	311	28.6	10,320	63.7	406	23.3	9,714	60.4	-37.1
Native American	2	0.2	19	0.1	-	-	-	-	N/A
White	435	40.0	1,282	7.9	455	26.2	1,558	9.7	16.5
Two or More Races	-	-	-	-	61	3.5	229	1.4	2.1
Missing	8	0.7	0	0.0	292	16.8	-	-	N/A
Total	1,087	100.0	16,189	100.0	1,739	100.0	16,072	100.0	
Sixth									
African American or Black	301	17.3	3,769	29.1	424	14.5	3,483	25.1	-10.6
American Indian	-	-	-	-	7	0.2	23	0.2	N/A
Asian/Pacific Islander	208	12.0	413	3.2	321	10.9	547	3.9	7.0
Hispanic	790	45.5	7,747	59.8	1,535	52.3	8,460	60.9	-8.6
Native American	1	0.1	9	0.1	-	-	-	-	N/A
White	436	25.1	1,012	7.8	482	16.4	1,202	8.7	7.7
Two or More Races	-	-	-	-	76	2.6	169	1.2	1.4
Missing	2	0.1	-	-	88	3.0	-	-	N/A
Total	1,738	100.0	12,950	100.0	2,933	100.0	13,884	100.0	

Sources: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 12/12/2017, entering 2017–2018 Fall PEIMS Snapshot 2007 and Chancery Extracts, 10/30/2017, 2/13/2017; Cognos Extract, 12/15/2017

Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used. Vanguard Applicants applying for the 2017–2018 school year include only those using the on-line system. Caution is warranted in interpreting the data due to missing demographic information.

Appendix A (Continued)

Table A–5. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Accepted, and Enrolled by Race/Ethnicity, 2017–2018

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Identified as G/T
Kindergarten	African American	171	68	34	31	45.6	100.0
	American Indian	3	3	3	3	100.0	100.0
	Asian/Pacific Islander	351	236	110	101	42.8	100.0
	Hispanic	406	153	93	91	59.5	100.0
	White	455	240	144	139	57.9	100.0
	Two or More Races	61	37	19	19	51.4	100.0
	Missing	292	104	5	0	0.0	0.0
	Total	1,739	841	408	384	45.7	100.0
Sixth	African American	424	230	93	91	39.6	100.0
	American Indian	7	6	3	3	50.0	100.0
	Asian/Pacific Islander	321	288	137	133	46.2	100.0
	Hispanic	1,535	915	551	521	56.9	99.8
	White	482	410	157	159	38.8	100.0
	Two or More Races	76	63	25	23	36.5	100.0
	Missing	88	37	0	0	0.0	0.0
	Total	2,933	1,949	966	930	47.7	99.9

Sources: Magnet Department, Magnet Applications Data File Extract, 12/12/2017 and Chancery Extracts, 10/30/2017, 2/13/2017; Cognos Extract, 12/15/2017

Note: Applicants applying for the 2017–2018 school year include only those using the on-line system. Caution is warranted in interpreting the data due to missing demographic information.

Appendix A (Continued)

Table A–6. Demographic Characteristics for Vanguard Magnet Students by School, 2016–2017

School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	272	18.0	0.0	30.9	28.3	0.0	19.1	3.7	40.8
Carrillo	194	2.1	0.0	1.0	93.8	0.0	3.1	0.0	77.3
De Zavala	185	2.2	0.5	0.5	96.8	0.0	0.0	0.0	83.8
Herod	346	17.9	0.0	14.5	32.9	0.0	31.2	3.5	28.0
Oak Forest	458	6.6	0.0	4.4	29.0	0.0	54.8	5.2	17.0
River Oaks	499	7.4	0.0	32.1	15.0	0.2	34.9	10.4	11.0
Roosevelt	204	9.3	0.0	5.4	84.8	0.0	0.5	0.0	81.4
Travis	404	2.2	0.0	3.2	28.0	0.2	59.2	7.2	11.4
Windsor Village	229	39.7	0.0	1.3	57.2	0.0	0.9	0.9	84.7
Middle									
Black	295	11.2	0.3	0.7	43.4	0.0	40.0	4.4	33.6
Burbank	506	2.0	0.0	0.2	97.2	0.0	0.4	0.2	94.7
Hamilton	530	6.8	0.0	0.6	88.3	0.2	4.0	0.2	84.9
Lanier	1,060	10.8	0.5	19.5	30.3	0.2	33.3	5.4	21.4
Combined									
Rogers TH ES & MS	806	11.5	0.1	52.9	14.4	1.0	16.7	3.3	20.8
High									
Carnegie	637	8.9	0.0	25.3	33.6	0.0	29.0	3.1	32.2
Vanguard Magnet Total	6,625	9.8	0.1	17.3	44.0	0.2	24.9	3.7	40.5
HISD K–12 Total	200,530	23.9	0.2	3.9	61.9	0.1	9.0	1.1	75.9

Source: Fall PEIMS Snapshot, 2016

Appendix A (Continued)

Table A–7A. Districtwide G/T STAAR English Performance Levels on Reading, Mathematics, and Writing, Spring 2017												
	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	2,807	95	81	65	2,837	98	86	63				
4	3,426	93	75	54	3,441	97	83	62	3,433	91	67	31
5	3,502	93	77	55	3,504	98	84	59				
6	3,312	93	69	43	3,278	97	82	50				
7	2,447	97	83	61	2,039	98	89	59	2,453	97	84	43
8	2,112	98	88	61	880	96	84	50				
G/T Totals	17,606	95	78	56	15,979	97	84	58	5,886	93	74	36

Sources: STAAR 3–8 data Student Data Files, May 2017; STAAR 5 and 8 Reading and Mathematics Student Data Files, March 2017; 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 2017 only; does not include Alternate 2 results.

Table A–7B. Districtwide G/T STAAR English Performance Levels on Science and Social Studies, Spring 2017								
	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3								
4								
5	3,522	94	74	43				
6								
7								
8	2,003	98	90	58	2,110	92	71	51
G/T Totals	5,525	96	79	48	2,110	92	71	51

Sources: STAAR 3–8 data Student Data Files, May 2017; 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 2017 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 2017

	Reading				Mathematics				Writing			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	716	92	71	54	687	98	82	54	--	--	--	--
4	301	84	65	39	286	94	76	56	298	89	70	37
5	5	80	60	40	2	*	*	*	--	--	--	--
G/T Totals	1,022	90	70	50	975	97	80	54	298	89	70	37

Sources: STAAR 3–8 data Student Data Files, May 2017; STAAR 5 and 8 Reading and Mathematics Student Data Files, March 2017; 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 2017 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 2017

	Science				Social Studies			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	1	*	*	*	--	--	--	--
G/T Totals	1	*	*	*	--	--	--	--

Sources: STAAR 3–8 data Student Data Files, May 2017; 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 2017 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 2017												
	Algebra I				Biology				English I			
	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters	N	% App	% Meets	% Masters
2017	2,340	99	90	71	2,275	100	95	63	2,270	98	93	38

Sources: EOC STAAR data files, 2017; *District and School STAAR End-Of-Course, Spring 2017*

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
2017	2,261	97	91	29	1,739	100	94	74

Sources: EOC STAAR data files, 2017; *District and School STAAR End-Of-Course, Spring 2017*

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, 2016 and 2017

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2016	2017	2016	2017	2016	2017	2016	2017
Bellaire	56	76	137	222	121	203	88.3	91.4
Heights	--	46	--	46	--	20	--	43.5
Lamar	556	626	1,533	1,865	601	587	39.2	31.5
Total	612	748	1,670	2,133	722	810	43.2	38.0

<i>G/T</i>								
Bellaire	42	64	98	194	93	176	94.9	90.7
Heights	--	23	--	23	--	13	--	56.5
Lamar	290	297	840	978	383	376	45.6	38.4
Total	332	384	938	1,195	476	565	50.7	47.3

Sources: International Baccalaureate Organization Candidate Results, 2017; Fall PEIMS Snapshot, 2016; Chancery Extract, 5/1/2017; *Vanguard Program Evaluation, 2015–2016*

Note: Scores of P-pending or N-no credit were not included. - - No students were tested.

Table A–11. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2016 and 2017

<i>School</i>	Candidates		Diplomates		Candidates		CP	
	2016	2017	2016	2017	2016	2017	2016	2017
<i>District</i>								
Bellaire	16	32	12	26	N/A	N/A	N/A	N/A
Heights±	--	--	--	--	N/A	N/A	N/A	N/A
Lamar	177	239	30	24	33	47	3	7
Total	193	271	42	50	33	47	3	7

<i>G/T</i>								
Bellaire	10	29	10	24	N/A	N/A	N/A	N/A
Heights	--	--	--	--	N/A	N/A	N/A	N/A
Lamar	108	142	24	21	12	9	2	3
Total	118	171	34	45	12	9	2	3

Sources: 2016 and 2017 International Baccalaureate Organization Candidate Results; Chancery Extract, 5/1/2017; *Vanguard Program Evaluation, 2015–2016*

Note: Lamar offers a Career-related Programme (CP). Scores of P-pending or N-no credit, and withdrawn were not included.

-- No students were tested.

±Heights began IB testing in 2017 and will 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 2016–2017

2006–2007 (Baseline)				2016–2017 (Year 11)			
	# Taking 4 Core Courses	Total G/T Students	% Taking 4 Core Courses	# Taking 4 Core Courses	Total G/T Students	% Taking 4 Core Courses	Change
6	1,277	1,636	78.1	2,709	3,369	80.4	2.3
7	1,806	1,865	96.8	2,262	2,464	91.8	-5.0
8	1,723	1,769	97.4	1,785	2,126	84.0	-13.4
Total	4,806	5,270	91.2	6,756	7,959	84.9	-6.3

Sources: Chancery Data Files, Combined Schools Grades, Middle School Grades, High School Grades, 6/6/2017; Fall PEIMS Snapshot, 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 2016–2017

2006–2007 (Baseline)				2016–2017 (Year 11)			
	# Taking 2 Advanced Courses	Total G/T Students	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Students	% Taking 2 Advanced Courses	Change
9	1,671	1,700	98.3	2,140	2,240	95.5	-2.8
10	1,885	1,919	98.2	2,031	2,180	93.2	-5.0
11	1,556	1,650	94.3	1,547	1,705	90.7	-3.6
12	706	843	83.7	1,583	1,765	89.7	6.0
Total	5,818	6,112	95.2	7,301	7,890	92.5	-2.7

Sources: Chancery Data Files, Combined Schools Grades and High School Grades, 6/6/2017; Fall PEIMS Snapshot, 2016

Appendix A (Continued)

Table A–14. Dropout and Graduation Summary for G/T Students

	Class of 2014	Class of 2015	Class of 2016
# of G/T Dropouts	21	18	14
Grades 9–12 Cumulative Enrollment	7,864	7,970	8,010
Missing GT code	2,421	2,570	2,828
% of G/T Dropouts	.23	.23	.17
	98- Other/Dropped Out	98- Other/Dropped Out	Dropped Out
Reason Code	2013–2014	2014–2015	2015–2016
G/T Cumulative Seniors	1,677	1,827	1,774
G/T Graduates	1,643	1,776	1,747
Missing GT code	193	166	14
Number Not Graduating	34	39	27
Percent Not Graduating	2.1	2.2	1.5

Sources: Graduate File, 2013–2014, 2014–2015, and 2015–2016; ADA PEIMS File, 2013–2014, 2014–2015, and 2015–2016; Dropout 4-year longitudinal data file, 2014, 2015, and 2016

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

Appendix B

Texas State GT Plan Components, 2010		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with the Texas State GT Plan
Section 1: Student Assessment Description and Indicators		C	R	E		
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities	1.1	●	●	●	Board Policy, 2007	
	1.2	●	●	●	Board Policy, 2007	
	1.3.1	●	●	●	The Texas State GT Plan states, "Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishments in each areas of giftedness served by the district are included in board-approved policy."	Assess and provide services in the areas of 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 science and social studies giftedness are not specifically assessed or provided
	1.5.2	●	●	●	Standards 2 and 3	
	1.5.3	●	--	--	Standards 2 and 3	
	1.5.4	●	--	--	Standards 2 and 3	
	1.5.5	●	--	--	The Texas State GT Plan states, "If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment."	Assess and provide services in the areas of leadership, the arts, and creativity
	1.6	●	●	●	Standards 2, 3, 4, and 5	
	1.7	●	●	●	Standards 2, 3, and 4	
Percentage in Compliance = 10/12 83%				●	Green = evidence of districtwide implementation	
				●	Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 2: Service Design Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.	2.1				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 83 campuses which have less than 3 identified g/t students in a grade level (as per TEA's FAQ #12). Promote awareness and monitor district g/t identification policies
	2.3			--	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 Section 3: Curriculum & Instruction Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.	3.1				The Texas State GT Plan states, <i>"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				The Texas State GT Plan states, <i>"Opportunities are provided to accelerate in areas of student strengths."</i>	Provide g/t school day services at all HISD campuses
	3.4				The Texas State GT Plan states, <i>"Provisions to improve services to g/t students are included in district and campus improvement plans."</i>	Include g/t services in both the DIP and the SIPs
	3.4.2	not evaluated			not evaluated	
	3.4.3	not evaluated			not evaluated	
	3.5	not evaluated			not evaluated	
	3.6				Standard 8 and Report Cards	
Percentage in Compliance = 2/5		40%			Green = evidence of districtwide implementation	
					Red = lack of evidence in districtwide implementation	

Appendix B (Continued)

Texas State GT Plan Components, 2010 Section 4: Professional Development Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.	4.1.1	●	●	●	<i>The Texas State GT Plan states, "...Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment at the district's G/T services." 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 G/T database to track educator enrollment, completion and certification of G/T professional development hours.
	4.1.2	not evaluated			not evaluated	
	4.1.3	not evaluated			not evaluated	
	4.2	●	●	●	<i>The Texas State GT Plan states, "Teachers who provide instruction and services that are a part of the district's defined G/T services receive a minimum of six (6) hours annually of professional development in G/T education that is related to state teacher education standards." HISD provides multiple opportunities for teachers to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.2.2	not evaluated			not evaluated	
	4.3	●	●	●	<i>The Texas State GT Plan states, "Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development..." HISD provides multiple opportunities for educators to complete the annual 6 hours of G/T training.</i>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.4	●	●	●	<i>The Texas State GT Plan states, "Evaluation of professional development activities for G/T education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans."</i>	Include G/T professional development services in both the DIP and the SIPs
	4.4.2	--	--	●	Standards 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 Section 5: Family/Community Involvement Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
The district involves family and community members in services designed for gifted/talented students throughout the school year.	5.1				Board Policy, 2007	
	5.1.2				Standard 12	
	5.2				The Texas State GT Plan states, "An array of learning opportunities is provided for g/t students in grades K-12, and parents are informed of all g/t services and opportunities."	The program evaluation survey results show lack of awareness of the g/t program, services, and activities. Provide GT program information to parents using a variety of media
	5.2.2	--			The Texas State GT Plan states, "Support and assistance is provided to the district in g/t service planning and improvement by a parent/community advisory committee."	Implement a parent/community advisory committee focused on improving the g/t program.
	5.2.3	--			The Texas State GT Plan states, "Products and achievements of g/t students are shared with the community."	All campuses share g/t student products, performances and achievements within their communities.
	5.2.4	--			The Texas State GT Plan states, "Presentations are given to community groups and organizations to solicit their involvement in services for GT students."	Present g/t program information to districtwide community groups to solicit their involvement
	5.2.5	not evaluated			not evaluated	
	5.3		--	--	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, 2016a and 2016b). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards Review, Professional Development Course listings, G/T Expo, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. G/T Coordinators and Teachers were surveyed at the end of the school year to provide information on implementation of the G/T Program. At the G/T Expos, students 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, 2016 to May 31, 2017. 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 was extracted from the Texas Academic Performance Reports (TAPR) from 2012–2013 to 2016–2017 (Texas Education Agency, 2017a, 2016, 2015, 2014 and 2013). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2016–2017 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2017b).

Academic Performance

Advanced Placement (AP) test performance data for 2017, 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 14, 2017. Student-level data were matched to a Chancery extract from May 1, 2017 to identify those students who were G/T. Students who were not matched were not included in the analysis.

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

PSAT performance data for 2016 and a Chancery extract from 10/24/2016 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness Benchmarks was revised by the College Board in 2015.

SAT and ACT data for 2015–2016 were extracted from student test files as well as 2015–2016 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring an

Appendix C (Continued)

1110 or higher (critical reading and mathematics) on the SAT and/or a 24 or higher composite on the ACT were analyzed to determine participation and performance.

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent.

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

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

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for that year. SAT Performance was measured using the benchmark defined by Texas Academic Performance Report (TAPR) as well as the College Board benchmark. The SAT TAPR benchmark for college readiness was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher on the reading and mathematics sections only and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested. For the SAT College Board college readiness benchmark, the number of G/T students meeting the standard of 1550 or higher on the reading, mathematics, and writing sections divided by the total number of G/T students tested.

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.

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.

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

Appendix D

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	6		0	0	0	1	5							
Almeda ES	150		7	20	48	42	33							
Anderson ES	50		5	11	13	11	10							
Arabic Immersion	10	1	9											
Ashford ES	65	6	10	15	15	19	0							
Askew ES	272	47	44	46	54	46	35							
Atherton ES	15		5	1	2	4	3							
Barrick ES	58		5	7	10	19	17							
Bastian ES	33	10	2	4	0	7	10							
Bell ES	93		9	12	11	31	30							
Bellfort ECC	8	8												
Benavidez ES	28		2	0	5	16	5							
Benbrook ES	35		5	2	12	10	6							
Berry ES	107		6	7	29	37	28							
Blackshear ES	11		1	0	3	3	4							
Bonham ES	75		7	10	12	21	25							
Bonner ES	90		7	9	15	38	21							
Braeburn ES	72		6	11	24	21	10							
Briargrove ES	149	10	18	28	29	30	34							
Briar Meadow	144	9	8	12	11	9	20	28	22	25				
Briscoe ES	50		5	7	11	17	10							
Brookline ES	83	1	13	4	15	29	21							
Browning ES	78		1	12	13	27	25							
Bruce ES	30		3	5	8	8	6							
Burbank ES	110		7	23	33	27	20							
Burnet ES	21		0	3	5	4	9							
Burrus ES	15		5	1	2	1	6							
Bush ES	319	36	70	58	52	46	57							
Cage ES	98	1	6	8	28	23	32							
Carrillo ES	194	21	31	36	33	41	32							
Codwell ES	12		0	1	4	2	5							
Condit ES	267	13	45	53	65	51	40							
Cook ES	21		0	0	2	8	11							
Coop ES	115		10	20	36	27	22							
Cornelius ES	148	1	15	17	46	40	29							
Crespo ES	117		14	13	27	28	35							
Crockett ES	76		21	8	11	20	16							
Cunningham ES	76		13	9	27	9	18							
DAEP EL														
Daily ES	98	2	16	14	27	19	20							
Davila ES	68		0	11	17	19	21							
De Chaumes ES	65		7	7	21	11	19							
DeAnda ES	74		14	1	25	20	14							
DeZavala ES	185	4	10	28	53	41	49							
Dogan ES	42		1	0	9	13	19							
Durham ES	61	2	11	9	12	10	17							
Durkee ES	45		1	6	9	11	18							
Eliot ES	73		7	16	22	15	13							

Source: Fall PEIMS Snapshot, 2016

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, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	11		0	3	3	5	0							
Elrod ES	42	2	4	2	16	9	9							
Emerson ES	77		2	12	27	15	21							
Energized ECC														
Energized ES	21		0	2	2	9	8							
Field ES	70		5	8	15	25	17							
Foerster ES	34		6	5	11	4	8							
Fondren ES	25		2	4	5	8	6							
Fonwood ECC														
Foster ES	2		0	0	0	0	2							
Franklin ES	32	2	0	8	9	4	9							
Frost ES	51		7	13	9	19	3							
Gallegos ES	72	1	13	11	16	15	16							
Garcia ES	42		1	9	11	12	9							
Garden Oaks Montessori	210	5	28	33	40	29	23	18	13	21				
Garden Villas ES	86		5	5	18	29	29							
Golfcrest ES	41		3	4	15	11	8							
Gregg ES	40		1	1	13	14	11							
Gregory-Lincoln PK-8	62	3	12	6	8	3	5	12	2	11				
Grissom ES	55	11	7	2	7	11	17							
Gross ES	31		4	1	6	14	6							
Halpin ECC	12	12												
Harris, JR ES	70		2	4	20	17	27							
Harris, RP ES	24		0	0	7	11	6							
Hartsfield ES	8		1	0	0	3	4							
Harvard ES	243	24	40	39	35	51	54							
Helms ES	62	3	12	13	10	10	14							
Henderson, JP ES	111		14	11	27	31	28							
Henderson, NQ ES	5		0	0	1	3	1							
Herod ES	346	50	54	51	59	71	61							
Herrera ES	71		2	8	18	21	22							
Highland Heights ES	17		0	4	4	6	3							
Hilliard ES	0		0	0	0	0	0							
Hines-Caldwell ES	91	1	1	12	18	23	36							
Hobby ES	81		2	13	16	19	31							
Horn ES	377	16	52	73	80	84	72							
Inspired Acad	4						1	1	0	2				
Isaacs ES	29		1	6	12	6	4							
Janowski ES	43		3	3	13	18	6							
Jefferson ES	25		0	1	3	10	11							
Kandy Stripe														
Kashmere Gardens ES	10		0	0	4	5	1							
Kelso ES	21		2	5	3	7	4							
Kennedy ES	71		8	6	21	20	16							
Ketelsen ES	112	5	7	17	24	31	28							
Kolter ES	235	14	40	42	45	50	44							
Lantrip ES	120	2	14	11	37	29	27							

Source: Fall PEIMS Snapshot, 2016

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, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Laurenzo ECC														
Law ES	81	7	14	9	19	15	17							
Lewis ES	112		14	16	21	34	27							
Lockhart ES	70		8	15	14	20	13							
Longfellow ES	107	10	11	15	18	26	27							
Looscan ES	22		0	2	4	7	9							
Love ES	79	2	6	6	23	23	19							
Lovett ES	283	23	39	43	67	57	54							
Lyons ES	173		17	22	45	43	46							
MacGregor ES	105	2	16	13	25	28	21							
Mading ES	9		0	2	1	1	5							
Mandarin Immersion	226	14	49	38	41	43	22	19						
Marshall ES	23		0	1	11	4	7							
Martinez, C ES	35		3	9	4	10	9							
Martinez, R ES	82		8	20	17	24	13							
McGowen ES	31	3	6	9	3	4	6							
McNamara ES	59		3	6	21	18	11							
Memorial ES	32	2	2	10	7	7	4							
Milne ES	29		2	1	8	3	15							
Mistral ES														
Mitchell ES	39	3	2	11	3	11	9							
MLK ECC														
Montgomery ES	44		4	5	10	13	12							
Moreno ES	131		14	4	34	45	34							
Neff ECC	22	13	9											
Neff ES	104			16	30	33	25							
Northline ES	55		3	8	16	14	14							
Oak Forest ES	458	62	85	79	77	83	72							
Oates ES	11		0	0	2	6	3							
Osborne ES	11		0	5	2	1	3							
Paige ES	22		1	1	7	2	11							
Park Place ES	201	10	35	25	53	36	42							
Parker ES	210	23	38	36	37	38	38							
Patterson ES	142		4	20	39	42	37							
Peck ES	42		6	9	7	12	8							
Petersen ES	60		7	13	13	16	11							
Pilgrim Acad.	119		11	10	22	16	17	23	8	12				
Piney Point ES	136		17	25	39	26	29							
Pleasantville ES	52	2	8	17	9	5	11							
Poe ES	235	8	40	38	52	52	45							
Port Houston ES	33		7	8	0	9	9							
Pugh ES	38		6	2	8	11	11							
Reagan Ed Ctr	66	2	4	5	9	2	14	19	5	6				
Red ES	184	13	29	27	47	38	30							
Reynolds ES	20		2	6	2	6	4							
Rice School	322	18	24	22	32	42	31	67	46	40				
River Oaks ES	499	49	76	81	85	80	128							
Roberts ES	311	15	54	61	70	63	48							
Robinson ES	43	7	3	2	12	11	8							

Source: Fall PEIMS Snapshot, 2016

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, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rodriguez ES	54		9	4	6	17	18							
Rogers, TH	806	64	66	65	63	65	74	142	137	130				
Roosevelt ES	204	12	28	32	38	39	55							
Ross ES	23		0	4	3	9	7							
Rucker ES	63		1	2	21	18	21							
Rusk School	80				6	11	9	28	10	16				
Sanchez ES	51		3	9	12	15	12							
Scarborough ES	89		1	13	27	34	14							
Scroggins ES	71		4	2	22	22	21							
Seguin ES	67		7	6	16	24	14							
Shadowbriar ES	54		1	5	6	18	24							
Shadydale ES	28		9	6	3	6	4							
Shearn ES	41	1	2	1	16	12	9							
Sherman ES	43	4	0	3	10	11	15							
Sinclair ES	103	7	23	16	14	23	20							
Smith ES	38		6	5	6	9	12							
Southmayd ES	115		10	13	33	27	32							
St. George ES	88	5	9	13	25	18	18							
Stevens ES	43		7	7	7	15	7							
Sugar Grove MS	43							5	21	17				
Sutton ES	162		8	23	48	45	38							
Thompson ES	15		0	2	3	7	3							
Tijerina ES	19		0	0	6	6	7							
Tinsley ES	122		21	21	28	31	21							
Travis ES	404	79	63	59	56	76	71							
TSU Charter														
Twain ES	367	19	61	64	62	90	71							
V Prep K-8	7		0	1	0	1	1	2	1	1				
Valley West ES	110	1	2	12	23	40	32							
Wainwright ES	27		0	1	7	9	10							
Walnut Bend ES	92	11	17	10	22	19	13							
Wesley ES	7		0	1	2	0	4							
West Univ. ES	736	77	117	135	152	135	120							
Wharton Dual Lang.	138	5	15	15	22	19	14	17	17	14				
Whidby ES	39		9	4	12	8	6							
White ES	81		7	4	23	32	15							
White, M ES	26	5	2	3	10	4	2							
Whittier ES	40		0	1	15	15	9							
Wilson Mont.	146	14	30	17	19	15	15	18	13	5				
Windsor Village ES	229	16	24	38	52	60	39							
Woodson School	5		1	0	2	0	0	2	0	0				
Young ES	3		1	1	1	0	0							
Young Scholars														

Source: Fall PEIMS Snapshot, 2016

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, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Attucks MS	26							6	12	8				
Baylor College MS	297							137	82	78				
Black MS	295							140	88	67				
Burbank MS	506							199	159	148				
Chrysalis MS	160							69	41	50				
Clifton MS	81							38	14	29				
Cullen MS	4							2	0	2				
Deady MS	56							30	12	14				
Edison MS	65							26	22	17				
Energized MS	9							9	0	0				
E-STEM Central MS	3							0	2	1				
E-STEM West MS	7							6	0	1				
Fleming MS	20							15	4	1				
Fondren MS	73							40	26	7				
Fonville MS	78							25	24	29				
Forest Brook MS	10							6	2	2				
Hamilton MS	530							248	159	123				
Hartman MS	127							64	37	26				
Henry MS	48							21	14	13				
Hogg MS	138							97	26	15				
Holland MS	55							31	23	1				
HS Ahead MS	1							1	0	0				
Key MS	13							9	2	2				
Lanier MS	1,060							361	352	347				
Las Americas MS	0					0	0	0	0	0				
Lawson MS	53							26	19	8				
Leland YMCPA	121							32	10	21	26	19	11	2
Long Acad	97							17	22	16	9	11	8	14
Marshall MS	63							39	17	7				
McReynolds MS	34							21	11	2				
Meyerland MS	530							180	198	152				
Navarro MS	76							29	16	31				
Ortiz MS	64							34	14	16				
Pershing MS	435							199	147	89				
Pin Oak MS	755							288	260	207				
Revere MS	120							52	35	33				
Stevenson MS	373							197	104	72				
Tanglewood MS	119							62	28	29				
Thomas MS	13							8	3	2				
Tx Conn. Acad.	41				0	1	4	2	2	6	8	10	7	1
Welch MS	38							17	9	12				
West Briar MS	303							105	101	97				
Williams MS	11							3	4	4				
YWCPA	141							39	35	21	19	14	10	3

Source: Fall PEIMS Snapshot, 2016

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, 2016

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Austin HS	146										38	48	26	34
AVA	7										0	0	1	6
Beechnut Acad	5							0	0	0	3	2	0	0
Bellaire HS	1,014										280	232	233	269
Carnegie HS	637										184	172	150	131
Challenge ECHS	157										41	41	29	46
Chavez HS	328										105	91	77	55
Comm. Serv.	1		0	0	0	0	0	0	0	0	0	0	0	1
DeBakey HS	579										174	202	97	106
East ECHS	222										52	65	46	59
Eastwood Acad	199										38	50	54	57
Energy Inst HS	208										53	53	52	50
E-STEM Central HS	3										0	2	0	1
E-STEM West HS	3										0	0	0	3
Furr HS	55										6	11	14	24
Harper Alt.														
HCC Lifeskills														
Heights HS	473										142	153	89	89
Hou Acad. Intl.	155										53	44	33	25
Houston MSTC HS	216										71	66	43	36
HS for Law & Justice	93										28	24	17	24
HS Perf. Vis. Arts	749										197	187	198	167
JJAEP														
Jones HS	29										7	12	8	2
Jordan HS	18										0	0	3	15
Kashmere HS	9										1	3	2	3
Lamar HS	926										276	238	205	207
Liberty HS														
Madison HS	108										31	25	24	28
Mid Coll - Fraga	7										3	2	1	1
Mid Coll - Gulfon														
Milby HS	94										16	19	4	55
N. Houston ECHS	219										54	70	48	47
North Forest HS	12										1	3	2	6
Northside HS	112										35	33	22	22
Reach HS														
Scarborough HS	43										13	13	8	9
Sharpstown HS	60										18	7	20	15
Sharpstown Intl	188							38	33	20	30	32	12	23
South ECHS	20										12	4	4	0
Sterling HS	36										18	5	3	10
V Prep North	1										0	0	1	0
V Prep South	11										3	3	1	4
Waltrip HS	232										59	64	55	54
Washington HS	31										14	6	3	8
Westbury HS	84										16	25	19	24
Westside HS	642										170	195	144	133
Wheatley HS	14										3	3	3	5
Wisdom HS	58										16	13	14	15
Worthing HS	7										2	2	1	2
Yates HS	22										4	1	6	11
SOAR Center														
Young Learners														
	32,533	931	2,088	2,404	3,559	3,780	3,498	3,369	2,464	2,126	2,329	2,275	1,808	1,902

Source: Fall PEIMS Snapshot, 2016

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/ 2008–2017

	# Tested											# Qualified										
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017		
Askew Elementary School		67	61	67	78	70	54	107	101	80		28	34	21	33	23	22	66	50	36		
Carrillo Elementary School		23	19	53	37	50	56	67	41	50		6	7	37	26	23	29	31	22	18		
De Zavala Elementary School		43	6	55	41	36	40	27	19	33		22	4	30	18	14	22	9	5	16		
Herod Elementary School		148	146	157	192	187	221	217	179	157		66	47	74	87	76	89	107	81	74		
Oak Forest Elementary School		122	135	130	152	162	208	221	190	232		42	54	43	59	59	95	88	78	101		
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		183	177	199	203	207	263	227	220	221		
T.H. Rogers Elementary School		30	16	54	44	330	332	397	453	447		21	8	29	12	199	197	225	248	253		
Roosevelt Elementary School		195	192	236	279	56	23	63	29	36		81	91	128	151	11	13	20	7	15		
Travis Elementary School		127	145	145	130	128	160	167	153	177		59	62	81	66	69	82	90	80	83		
Windsor Village Elementary School	56	44	82	68	74	73	90	72	70	23	10	24	34	29	28	39	15	23				
Vanguard Magnet Total	-/-	1,191	1,124	1,388	1,441	1,509	1,670	1,658	1,648	1,709	-/-	535	494	674	696	716	847	902	806	840		
Alcott Elementary School	-/-	-	-	-	16	10	-	-	-	-	-/-	-	-	-	2	2	-	-	-	-		
Ashford Elementary School	19/23	48	33	51	44	29	29	14	23	27	4/6	12	14	17	20	11	15	5	8	12		
Bastian Elementary School	-	-	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	12	-	-		
Bell, K. Elementary School	-/-	-	74	73	-	-	-	-	-	-	-/-	-	11	12	-	-	-	-	-	-		
Bellfort ECC	-/-	-	15	22	24	37	31	37	21	28	-/-	-	9	5	13	13	7	24	11	14		
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	-/-	-	15	21	22	25	34	23	33	23		
Cage Elementary School	-/-	-	24	-	-	-	-	-	-	-	-/-	-	7	-	-	-	-	-	-	-		
Codwell Elementary School	21/26	18	13	-	-	-	-	-	-	-	10/12	6	6	-	-	-	-	-	-	-		
Cook Elementary School	12/8	10	-	21	19	11	-	-	-	-	3/3	3	-	4	2	0	-	-	-	-		
Crespo Elementary School	-/-	-	23	-	24	-	-	-	-	-	-/-	-	4	-	7	-	-	-	-	-		
Cunningham Elementary School	-/-	-	-	19	15	14	-	-	-	-	-/-	-	-	12	9	8	-	-	-	-		
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	-	-	-	-	-		
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	-/-	-	-	-	-	-	5	17	*	7		
Grissom Elementary School	-/-	-	-	-	-	-	-	21	29	17	-/-	-	-	-	-	-	-	8	13	2		
Halpin ECC	-/-	-	-	-	-	-	34	32	37	32	-/-	-	-	-	-	-	-	13	18	12		
Harvard Elementary School	14/-	45	42	41	51	56	33	23	28	14	4/9	14	13	18	20	22	12	14	16	10		
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	-	-	-	-	-	-	-	-	7	17		
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, 2016–2017; Vanguard Program Evaluation Report, 2015–2016

*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/ 2008–2017

	# Tested											# Qualified										
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017		2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
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		-/-	-	1	4	3	5	4	4	2	5	
Lovett Elementary School	-15	53	42	42	41	57	33	30	38	43		-6	22	17	15	16	20	15	12	16	14	
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		-/-	-	-	-	-	-	13	-	18	15	
Neff Elementary School	-/-	-	-	-	-	28	-	17	-	-		-/-	-	-	-	-	18	-	7	-	-	
Parker Elementary School	-/-	-	-	-	-	23	9	10	12	16		-/-	-	-	-	-	9	4	5	6	7	
Park Place Elementary School	-/-	-	-	-	-	-	18	17	22	10		-/-	-	-	-	-	-	14	13	12	7	
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		-/-	-	-	-	-	-	2	-	7	1	
Sherman Elementary School	26/-	-	-	-	-	-	-	-	15	-		2/-	-	-	-	-	-	-	-	4	-	
Sinclair Elementary School	-/-	4	23	-	-	3	4	13	15	25		-/-	*	8	-	-	*	*	4	10	12	
St. George	-/-	-	-	-	-	-	-	-	-	36		-/-	-	-	-	-	-	-	-	-	33	
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		28/49	49	71	66	56	74	64	69	60	61	
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	-	-	8	10	14	6	5	8	7	
Vanguard Neighborhood Total	373/748	682	860	901	945	872	766	761	789	695		92/201	203	303	364	364	375	331	354	358	319	
Vanguard Neighborhood & Magnet	-/-	1,873	1,984	2,289	2,386	2,381	2,436	2,557	2,437	2,404		-/-	738	797	1,038	1,060	1,091	1,178	1,256	1,164	1,159	

Sources: Advanced Academics, Summary of Entering Kindergarten Data file, 2016–2017; Vanguard Program Evaluation Report, 2015–2016

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

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

Appendix F–1

G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

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

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

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

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

*Scores not reported for less than 5 students.

Appendix F–2

G/T ADVANCED PLACEMENT EXAM RESULTS, 2017

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	146	67	45.9	96	19	19.8
Beechnut Acad	5	1	20.0	5	*	*
Bellaire HS	1,014	546	53.8	1,837	1525	83.0
Carnegie HS	637	619	97.2	2,032	1444	71.1
Challenge ECHS	157	172	109.6	297	109	36.7
Chavez HS	328	199	60.7	473	121	25.6
DeBakey HS	579	362	62.5	1,033	961	93.0
East ECHS	222	94	42.3	125	32	25.6
Eastwood Acad	199	153	76.9	424	177	41.7
Energy Inst HS	208	134	64.4	366	116	31.7
E-STEM Central HS	3	2	66.7	2	*	*
E-STEM West HS	3	4	133.3	17	*	*
Furr HS	55	14	25.5	22	4	18.2
Heights HS	473	290	61.3	623	126	20.2
Hou Acad. Intl	155	141	91.0	175	32	18.3
Houston MSTC HS	216	105	48.6	191	35	18.3
HS for Law & Justice	93	56	60.2	132	19	14.4
HS Perf. Vis. Arts	749	307	41.0	787	637	80.9
Jones HS	29	16	55.2	18	2	11.1
Jordan HS	18	15	83.3	19	2	10.5
Kashmere HS	9	6	66.7	17		0.0
Lamar HS	926	769	83.0	830	200	24.1
Leland YMCPA	58	36	62.1	82	27	32.9
Long Acad	42	3	7.1	3	*	*
Madison HS	108	53	49.1	126	8	6.3
Milby HS	94	60	63.8	133	18	13.5
N. Houston ECHS	219	185	84.5	348	66	19.0
North Forest HS	12	7	58.3	15		0.0
Northside HS	112	82	73.2	209	30	14.4
Scarborough HS	43	21	48.8	28	1	3.6
Sharpstown HS	60	24	40.0	41	18	43.9
Sharpstown Intl	97	69	71.1	134	54	40.3
South ECHS	20	14	70.0	18	8	44.4
Sterling HS	36	31	86.1	49	1	2.0
Tx Conn. Acad.	26	1	3.8	1	*	*
Waltrip HS	232	113	48.7	199	60	30.2
Washington HS	31	25	80.6	49	4	8.2
Westbury HS	84	63	75.0	151	36	23.8
Westside HS	642	535	83.3	997	530	53.2
Wheatley HS	14	7	50.0	10		0.0
Wisdom HS	58	21	36.2	42	4	9.5
Worthing HS	7	3	42.9	5	*	*
Yates HS	22	13	59.1	30	0	0.0
YW CPA	46	28	60.9	83	15	18.1
G/T High School Total	8,287	5,466	66.0	12,274	6,441	52.5
HISD High School Total	53,840	15,018	27.9	28,236	9,513	33.7

Sources: 2017 College Board Data file extracted 8/14/2017; Fall PEIMS snapshot, 2016–enrollment and G/T status.

Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. G/T identification code was missing for 24 high school students. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.

*Scores not reported for less than 5 students.

Appendix G

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY,
FALL 2016

School Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	% Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark Math>=510	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	26	24	92.3	50.0	33.3	33.3	947
Beechnut Acad	1	1	100.0	*	*	*	*
Bellaire HS	233	223	95.7	96.9	90.6	90.6	1271
Carnegie HS	150	150	100.0	100.0	99.3	99.3	1309
Challenge E CHS	29	30	103.4	93.3	70.0	70.0	1143
Chavez HS	85	83	97.6	81.9	69.9	62.7	1066
DeBakey HS	97	97	100.0	100.0	100.0	100.0	1361
East ECHS	46	46	100.0	91.3	80.4	80.4	1086
Eastwood Acad	54	54	100.0	87.0	74.1	68.5	1099
Energy Inst HS	52	52	100.0	90.4	80.8	76.9	1122
Furr HS	14	12	85.7	50.0	33.3	25.0	929
Heights HS	89	88	98.9	85.2	75.0	69.3	1078
Hou Acad. Intl.	33	31	93.9	96.8	80.6	80.6	1131
Houston MSTC HS	41	37	90.2	54.1	29.7	29.7	935
HS for Law & Justice	17	16	94.1	75.0	37.5	31.3	991
HS Perf. Vis. Arts	198	192	97.0	95.8	81.8	80.2	1176
Jones HS	8	7	87.5	85.7	71.4	57.1	1060
Jordan HS	4	4	100.0	*	*	*	*
Kashmere HS	2	2	100.0	*	*	*	*
Lamar HS	206	191	92.7	91.6	78.5	74.9	1139
Leland YMCPA	11	11	100.0	90.9	90.9	90.9	1131
Long Acad	8	8	100.0	100.0	62.5	62.5	1089
Madison HS	24	18	75.0	38.9	16.7	5.6	900
Mid Coll - Fraga	1	1	100.0	*	*	*	*
Milby HS	7	6	85.7	50.0	50.0	33.3	947
Mount Camel Acad.	1	1	100.0	100.0	100.0	100.0	1060
N. Houston ECHS	48	47	97.9	93.6	74.5	72.3	1074
North Forest HS	2	2	100.0	*	*	*	*
Northside HS	22	21	95.5	81.0	66.7	57.1	1021
Scarborough HS	8	8	100.0	37.5	25.0	0.0	914
Sharpstown HS	20	17	85.0	70.6	47.1	47.1	1001
Sharpstown Intl	12	12	100.0	83.3	83.3	66.7	1073
South E CHS	4	4	100.0	*	*	*	*
Sterling HS	3	3	100.0	*	*	*	*
Tx Conn. Acad.	7	1	14.3	*	*	*	*
Waltrip HS	56	50	89.3	80.0	58.0	48.0	1043
Washington HS	8	4	50.0	*	*	*	*
Westbury HS	19	20	105.3	75.0	55.0	50.0	1027
Westside HS	144	142	98.6	96.5	88.0	86.6	1192
Wheatley HS	3	2	66.7	*	*	*	*
Wisdom HS	14	14	100.0	42.9	28.6	28.6	921
Worthing HS	1	1	100.0	*	*	*	*
Yates HS	6	5	83.3	40.0	40.0	40.0	872
YWCPA	10	10	100.0	100.0	80.0	80.0	1141
G/T Grade 11 Total	1,824	1,748	95.8	88.8	77.6	74.8	1152
HISD Grade 11 Total	12,461	9,693	77.8	46.0	29.2	26.1	923

Sources: College Board Fall 2016 PSAT data file; Chancery extract, 10/24/2016; *HISD PSAT/NMSQT Report, 2016–2017*

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

*Scores not reported for less than 5 students tested.

Appendix H–1

G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, 2015–2016

School Name	# of GT Grads	# of G/T Tested	% of G/T Tested	Mean Composite		# Met TAPR Standard (>=24)		% Met English CR		% Met Math CR		% Met Read CR		% Met Science CR		% Met Met All 4	
DeBakey HS	154	76	49.4		29.2		70		76		74		69		69		66
Carnegie HS	148	127	85.8		29.0		111		127		121		118		109		107
Bellaire HS	239	135	56.5		28.9		120		134		126		125		119		110
Westside HS	114	67	58.8		26.8		52		66		64		57		48		43
Lamar HS	194	104	53.6		26.2		73		95		87		86		80		68
HS Perf. Vis. Arts	154	62	40.3		26.0		44		60		51		52		38		35
Washington HS	8	6	75.0		25.5		4		5		5		5		3		3
Eastwood Acad	47	22	46.8		25.0		16		21		22		18		18		16
Challenge ECHS	44	16	36.4		24.2		7		12		12		12		7		6
Heights HS	113	13	11.5		23.4		6		11		7		10		8		4
Waltrip HS	54	8	14.8		23.3		4		8		6		4		2		1
Hou Acad. Intl.	26	17	65.4		22.7		6		14		10		9		6		6
Milby HS	44	11	25.0		22.5		4		8		6		6		5		4
N. Houston ECHS	23	6	26.1		21.8		2		4		4		2		3		2
East ECHS	40	25	62.5		21.6		8		17		15		12		8		6
HS for Law & Justice	27	8	29.6		20.3		2		4		2		2		3		2
Chavez HS	44	29	65.9		19.8		4		18	12	12	11	11	3	3	3	3
Madison HS	40	8	20.0		18.6		1		1	2	2	2	2	2	2	1	1
Yates HS	20	6	30.0		18.5		0		2	1	1	1	1				
Houston MSTC HS	30	5	16.7		18.4		1		2	2	2			1	1		
Austin HS	31	9	29.0		18.3		2		4	1	1	3	3	2	2		
E-STEM Central HS	1	1	100.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
E-STEM West HS	1	2	200.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Furr HS	19	3	15.8	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Jones HS	4	2	50.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Jordan HS	15	4	26.7	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Leland YMCPA	1	1	100.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Long Acad	3	3	100.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
North Forest HS	9	3	33.3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Northside HS	18	4	22.2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Scarborough HS	6	3	50.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sharpstown HS	15	4	26.7	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sharpstown Intl	22	3	13.6	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Tx Conn. Acad.	8	1	12.5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Westbury HS	15	3	20.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Wheatley HS	11	2	18.2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Wisdom HS	8	2	25.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
YWCPA	2	2	100.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AVA	3	0	0.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kashmere HS	3	0	0.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mid Coll - Fraga	1	0	0.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sterling HS	6	0	0.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Worthing HS	5	0	0.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
G/T Total	1,770	803	45.4		26.1	548	68.2	718	89.4	652	81.2	621	77.3	545	67.9	491	61.1







































































Sources: ACT data file, 2015–2016; Graduate File, 2015-2016;

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

COMPARISON OF G/T SAT MET STANDARD PERFORMANCE, COLLEGE BOARD AND TEXAS ACADEMIC
PERFORMANCE REPORT (TAPR), 2015–2016

School Name	# of G/T Grads Enrolled	# of G/T Tested	% of G/T Tested	# Met SAT TAPR Standard (≥1110)	% Met SAT TAPR Standard (≥1110)	# Met SAT CB Standard (≥1550)	% Met SAT CB Standard (≥1550)
DeBakey HS	154	153	99.4	141		148	
Carnegie HS	148	147	99.3	134		141	
Washington HS	8	7	87.5	5		6	
Westside HS	114	113	99.1	74		95	
Tx Conn. Acad.	8	6	75.0	3		5	
Bellaire HS	239	232	97.1	167		190	
HS Perf. Vis. Arts	154	153	99.4	90		115	
Lamar HS	194	182	93.8	102		131	
Challenge ECHS	44	44	100.0	20		26	
East ECHS	40	40	100.0	11		22	
Wisdom HS	8	8	100.0	3		4	
Eastwood Acad	47	47	100.0	19		23	
Hou Acad. Intl.	26	25	96.2	7		11	
Chavez HS	44	44	100.0	10		18	
Jordan HS	15	15	100.0	2		6	
N. Houston ECHS	23	23	100.0	3		9	
Heights HS	113	107	94.7	23		40	
Waltrip HS	54	54	100.0	12		20	
Milby HS	44	44	100.0	6		16	
Northside HS	18	18	100.0	3		6	
Furr HS	19	19	100.0	4		6	
Sharpstown Intl	22	22	100.0	4		6	
Houston MSTC HS	30	30	100.0	5		6	
Worthing HS	5	5	100.0	0		1	
HS for Law & Justice	27	27	100.0	4		5	
Scarborough HS	6	6	100.0	1		1	
Westbury HS	15	14	93.3	1		2	
Austin HS	31	31	100.0	1		3	
Madison HS	40	39	97.5	2		3	
Sharpstown HS	15	14	93.3	1		1	
Yates HS	20	20	100.0	1		1	
E-STEM Central HS	1	1	100.0	*	*	*	*
E-STEM West HS	1	1	100.0	*	*	*	*
Kashmere HS	3	3	100.0	*	*	*	*
Leland YMCPA	1	1	100.0	*	*	*	*
Long Acad	3	3	100.0	*	*	*	*
Jones HS	4	4	100.0	*	*	*	*
Mid Coll - Fraga	1	1	100.0	*	*	*	*
North Forest HS	9	7	77.8	0		0	
Sterling HS	6	5	83.3	0		0	
Wheatley HS	11	8	72.7	0		0	
YWCPA	2	2	100.0	*	*	*	*
AVA	3	0	0.0	0		-	
G/T Total	1,770	1,725	97.5	863	50.0	1,071	62.1

Sources: SAT data file, 2015–2016; Graduation file, 2015–2016

Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT is a score that is greater than or equal to an 1110 on the reading and mathematics sections only. The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 1550 on the reading, mathematics, and writing sections.

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

Appendix I

G/T PROFESSIONAL DEVELOPMENT, 2016–2017

Course Description	Credit Hours	N Completing
AP_Statistics PLC	2	50
AP_ Spanish Lang. & Lit. PLC	2	120
AP_Capstone District PLC	2	18
AP_Travis Conscious Discipline	3	49
AP_ Spanish Curriculum Meeting 1	7	6
AP_ Crespo Thinking Maps	6	62
AP_ Spanish Curriculum Mtg 2	2	5
AP_ Spanish Curriculum Mtg 2	3	1
AP_Askew Inquiry Based Learning	6	40
AP_Barbara Bush STEAM	6	41
AP_ Spanish Curriculum Meeting 3	2	3
AP_Condit Small Group Math	6	17
AP_ Spanish Curriculum Meeting 4	7	4
AP_Travis Multiple Ways of Engagement	3	98
AP_ Spanish Curriculum Meeting 5	2	4
AP_Oak Forest TPSP	6	53
AP_Burbank Differentiation Instruction	6	15
AP_Rice Teaching Gifted Kids	6	64
AP_Condit Guided Reading	6	12
AP_Field C&I for Gifted students	6	18
AP_Condit Science BIG 8	6	9
AP_SInclair Student Research	6	28
AP_ Spanish Curriculum Meeting 6	2	4
AP_ Spanish Curriculum Meeting 7	2	1
AP_Hybrid: G/T 30 Hours K-5	12	39
AP_K-5 Hybrid Online Component	18	28
AP_Calculus PLC	2	104
AP_Nature and Needs Service Options K-12	6	100
AP_Manifestations of Giftedness	3	131
AP_Independent Investigation Method K-5	6	220
AP_ English Literature and Comp PLC	2	54
AP_ Spanish Curriculum Update 1	2.5	7
AP_ Spanish Curriculum Update 2	2.5	6
AP_ Understanding by Design 6-8	3	56
AP_Creative Classroom K-5	6	71
AP_Scholars and Knowledge K-12	6	33

Sources: HRIS data file, 2016–2017; Advanced Academics Professional Development Offerings

Appendix I (Continued)

G/T PROFESSIONAL DEVELOPMENT, 2016–2017

Course Description	Credit Hours	N Completing
AP_G/T 12 Hours 6-12	12	34
AP_MYP ASSESSMENT	6	170
AP_Independent Investigative Method 6-12	6	32
AP_Hybrid: G/T 30 hours 6-12	12	131
AP_G/T 30 Hours K-5	30	102
AP_Making the PYP Happen	6.5	149
AP_PYP Creative Instincts	3	162
AP_Texas Performance Standards K-5	6	3
AP_Nature and Needs Service Options Online	6	32
AP_Social and Emotional Development for G/T students K-5	3	77
AP_TAGT ONLINE Demand 6 hour K-5	6	104
AP_PYP Principled Action	3	120
AP_PYP Teaching and Learning	3	345
AP_Play-Based Learning	3	144
AP_Spanish Curriculum Update 3	7	3
AP_Depth and Complexity K-5	6	133
AP_Depth and Complexity 6-12	6	54
AP_English Language and Composition PLC	2	58
AP_Advanced Placement Coordinators 6-12	2	91
AP_Teaching GT Kids Today K-5	6	13
AP_Demystifying Rigor for ELA	6	17
AP_Fine Arts & Critical Thinking	6	18
AP_Advanced Placement Spanish Curriculum 2	7	1
AP_Spanish Curriculum 3	7	1
AP_Manifestation of Giftedness online K-5	3	29
AP_Biology PLC	2	59
AP_Texas Perfro Standards K-2	3	40
AP_Hybrid: G/T 30 hours online component 6-12	18	91
AP_Lesson Study	6	11
AP_Spanish Curriculum Review 1	2	3
AP_Spanish Curriculum Review 3	2	3
AP_Spanish Curriculum Review 2	2	3
AP_Spanish Curriculum Review 4	2	2
AP_Spanish Curriculum Review 5	2	2
AP_Human Geography PLC	2	49
AP_Macroeconomics PLC	2	36

Sources: HRIS data file, 2016–2017; Advanced Academics Professional Development Offerings

Appendix I (Continued)

G/T PROFESSIONAL DEVELOPMENT, 2016–2017

Course Description	Credit Hours	N
AP_ US Government PLC	2	49
AP_ United States History PLC	2	89
AP_ World History PLC	2	109
AP_ Pre-AP Spanish Curriculum	16	2
AP_Flexible Grouping 6-12	3	51
AP_GT 30 Hours 6-12	18	14
AP_GT 30 Hours 6-12	30	158
AP_ GT 12 Hours 6-12	12	147
AP_ Multiple Ways of Engagement 6-12	3	73
AP_ Adapt Depth Pace Delivery 6-12	3	32
AP_ Differentiation Using Technology K-12	6	81
AP_ Adapt Depth Pace Delivery K-5	3	96
AP_ GT Scholars and Knowledge K-12	6	101
AP_ Flexible Grouping K-5	3	112
AP_ Multiple Ways of Engagement K-5	3	130
AP_ GT 30 Hours K-5	30	722
AP_ GT Creative Classroom K-5	6	523
AP_ Chinese Lang. & Culture PLC	2	40
Duplicated Count		6,422
Unduplicated Count		4,183
Educators with 6 or more hours		3,775
Educators with 30 or more hours		893

Sources: HRIS data file, 2016–2017; Advanced Academics Professional Development Offerings