MEMORANDUM November 18, 2014

TO: Board Members

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

SUBJECT: **SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2013–2014**

CONTACT: Carla Stevens, (713) 556-6700

The Office of Special Education Services (OSES) in the Houston Independent School District (HISD) supports students with disabilities in gaining college, career readiness, and independent living skills through active engagement in grade-level curriculum. An Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education services. The purpose of this report was to address specific questions regarding identification, placement, and assessment among various groups of students with disabilities. This report also provided a comprehensive analysis of students with autism.

Findings revealed that the percent of African American students overrepresented among students with an intellectual disability, emotional disturbance, and learning disability has decreased since 2010. There was also a considerable increase in the percent of Hispanic students identified as ELLs being served in the special education program at elementary grades in 2014 compared to 2010. Early identification of ELLs with a disability is essential to their success in school. There was a substantial increase in the percent of students identified for dyslexia services in HISD from 2010 to 2014. This was especially evident in the identification of Hispanic students as dyslexic. Nevertheless, the rate of students identified for dyslexia is still below one percent of the district's population.

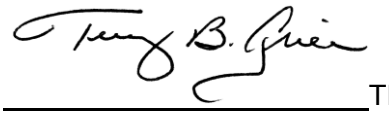
Despite the acquisition of students from North Forest Independent School District, there was an increase in the percent of African American and Hispanic students with disabilities placed in a mainstream setting from 2013 to 2014. Consequently, there was a decrease in the percent of African American and Hispanic students with disabilities placed in a resource or self-contained setting from 2013 to 2014. However, African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers.

Over the past four years, there has been a steady increase in the number of students identified with autism. Autism affects boys more often than girls and this was evident in HISD as the majority of the students with autism were male. More than half of the students with autism were placed in a self-contained instructional setting. The percent of students with autism in a self-contained setting steadily decreased for three years, but increased in 2014.

Administrative Response: The Office of Special Education Services (OSES) has developed a continuous program improvement plan that includes goals, targets, strategies, and timelines for improving the data included in this report. The OSES will continue its efforts to reduce the overall disproportionate representation of African American students in special education and in categories of intellectual and emotional disabilities. Continued increase in identification of Hispanic students for special education will remain an area of focus at the elementary level. The

OSES has set targets for increasing inclusive placements for students with disabilities at the preschool, elementary, and secondary levels and has identified coherent strategies to make gains. The OSES has issued guidance to schools on designing rigorous and high quality special education programs that help students with disabilities meet state standards based on the school's demographics, community, and culture. Efforts to increase the identification of students with dyslexia will continue. The OSES has implemented *504 Writer*, a data management system to track identification and services to students with disabilities eligible under Section 504 and Title II of the ADA. *504 Writer* has increased the consistency and accuracy of dyslexia identification data. The Autism support team is providing targeted and timely support to teachers and campus leaders so that students are served effectively in more inclusive settings.

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



TBG

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cc: Superintendent's Direct Reports
Chief School Officers
School Support Officer
Sowmya Kumar

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

SPECIAL EDUCATION PROGRAM IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT 2013 – 2014

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RESEARCH

Special Education Program Identification, Placement, and Assessment Report

2013 – 2014

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SPECIAL EDUCATION PROGRAM

IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT

2013–2014

Executive Summary

The Office of Special Education Services (OSES) in the Houston Independent School District (HISD) supports students with disabilities in gaining college, career readiness, and independent living skills through active engagement in grade-level curriculum. The purpose of special education is to minimize the impact of the students' disability, while maximizing opportunities for students to fully participate in their natural environment. An Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education services. The purpose of this report is to address specific questions regarding identification, placement, and assessment among various groups of students with disabilities. This report also provides a comprehensive analysis of students with autism. The report will be organized as follows:

Section I: Identification

- Identification trends for African American, Hispanic, and Hispanic English Language Learners (ELLs) students in the special education program;
- Identification trends for students with dyslexia;

Section II: Placement

- Percent of students with disabilities placed in mainstream instructional settings;

Section III: Assessment

- Percent of students identified with a learning disability administered modified versions of the State of Texas Assessment of Academic Readiness (STAAR);
- Performance of students with disabilities who were mainstream versus non-mainstream on the Stanford 10;

Section IV: Students with Autism

- Demographic profile of students with autism; and
- Academic performance of students with autism.

Highlights

Section I: Identification

- The most prevalent primary handicapping condition among African American students in the special education program was a learning disability (44.8 percent). The percent of African Americans identified with a learning disability decreased by 8.2 percentage points from 2010 to 2014.

- African American students comprised 39 percent of students identified with an intellectual disability in 2014. This is a reduction from 43 percent who were identified with an intellectual disability in 2010. Among students identified with emotional disturbance, African American students made up 55 percent compared to 33 percent Hispanic and 11 percent White students in 2014. The percent of African American students identified with emotional disturbance decreased from 57 percent in 2010 to 54 percent in 2014.

- Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (45.6 percent). The percent of Hispanic students identified with a learning disability decreased by 8.3 percentage points from 2010 to 2014.

- The most common primary handicapping conditions for Hispanic ELLs were learning disability and speech impairment. The percent of Hispanic ELLs with a learning disability decreased from 54.1 percent in 2010 to 46.7 percent in 2014, while the percent identified with speech impairment increased from 16.4 percent in 2010 to 24.4 percent in 2014.

- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels in 2014 (61 percent) compared to 2010 (48 percent). Consequently, the percent of Hispanic ELLs identified in the special education program in the secondary grade levels decreased from 52 percent in 2010 to 39 percent in 2014.

- The number of students referred for dyslexia services substantially increased from 560 in 2010 to 1,523 in 2014. This was an increase of 172 percent over the past four years. Also, 19.7 percent of students referred for dyslexia services were White, while at the district level they represented 8.2 percent of the student population in 2014. At the district level, Hispanic students represented 62.0 percent of the student population and 53.3 percent of students identified for dyslexia services. African American students made up 25.2 percent of the student population in the district, and 24.6 percent of students referred for dyslexia services.

- From 2010 to 2014, the percent of Hispanic students referred for dyslexia services increased by 12.0 percent, from 41.3 percent to 53.3 percent. The percent of African American students increased from 17.7 percent in 2010 to 24.6 percent in 2014. In contrast, the percent of White students referred for dyslexia services decreased by 20.7 percent, from 40.4 percent to 19.7 percent.

Section II: Placement

- There was a steady decrease in the percent of students with disabilities in a mainstream setting from 2010 to 2013. However, an increase in the percent of students with disabilities in a mainstream setting occurred from 2013 to 2014. There was a steady decrease in the percent of students with disabilities placed in a resource or self-contained instructional setting from 2012 to 2014. A higher percentage of African American students with disabilities were placed in a resource or self-contained instructional setting compared to their Hispanic and White peers from 2010–2014.

Section III: Assessment

- More than half of the students identified with a learning disability in grades 3–7 were administered the STAAR Modified for mathematics, reading, and writing. For science and social studies, the majority of students identified with a learning disability took the STAAR. Less than one percent of the students with a learning disability took the STAAR Alternate for any of the subjects.

- African American students with a learning disability had the highest percent of students taking the STAAR Modified in all subjects. More than half of African American students with a learning disability took the STAAR Modified in math, reading, and writing. In comparison, the vast majority of White students identified with a learning disability took the STAAR in all subjects. For reading

and writing, more than half of Hispanic students with a learning disability took the STAAR Modified in 2014.

- Average Stanford 10 NCEs for mainstream students with disabilities were higher across all grades and subtests compared to non-mainstream students with disabilities by at least 6 NCEs in 2014. A gap analysis of the total NCEs between non-mainstream and mainstream students with disabilities reveals that there were gap increases in reading and language in 2014 compared to 2010. The gap in performance for mathematics and science decreased, while the gap in performance for social studies remained the same.

Section IV: Students with Autism

- A total of 1,472 students were identified with autism in 2014 compared to 1,292 in 2013. The majority of these students were male (85.1 percent) compared to female (14.9 percent) in 2014. About 53.9 percent of the students identified with autism were Hispanic, followed by 27.2 percent African American, and 14.0 percent White.

- More than half of students identified with autism were placed in a self-contained instructional setting in 2014. The percent of students with autism in a self-contained setting steadily decreased for three years, but increased in 2014. About 21.8 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2014.

- Students with autism in grades 3 and 7 experienced an increase in satisfactory performance under the recommended standards on all subjects tested on the STAAR exam. The performance of students with autism on the STAAR Modified improved in all grades on the mathematics portion, grades 3, 4, and 6 on the reading portion, and all grades tested on the science and social studies portions. For the STAAR Alternate, all grades demonstrated an increase in satisfactory performance under the recommended standards for all subjects.

- In 2014, the highest percent of students with autism who met advanced performance for the STAAR was 29 percent in grade 8 on the reading portion. For the STAAR Modified, the highest percent of students with autism who met advanced performance was 11 percent in grade 4 on the mathematics portion and grade 8 on the social studies portion. The highest percent of students with autism who met advanced performance was 34 percent in grade 7 on the reading portion on the STAAR Alternate.

- For STAAR EOC, the percent of students with autism who met the satisfactory standard ranged from 27 percent for English I to 83 percent for Algebra I in 2014. EOC results for STAAR Modified showed that the percent of students with autism who met the satisfactory standard ranged from 43 percent for Biology to 58 percent for English II in 2014. For STAAR Alternate, the percent of students with autism who met the satisfactory standard ranged from 79 percent for U.S. History to 90 percent for Biology in 2014.

- Total NCEs for students with autism increased in reading, mathematics, environment/science, and social science from 2013 to 2014. For language, NCEs remained the same from 2013 to 2014.

Recommendations

1. Although there has been a reduction in the percent of African American students identified with an intellectual disability or emotional disturbance, they continue to be overrepresented in these categories. Also, African American students continue to be placed in resource or self-contained instructional settings at a higher rate compared to their Hispanic and White peers. Consequently, a higher percent of African American students took the STAAR Modified compared to their peers. Efforts to develop knowledge about culturally-responsive instructional practices across general and special education should be supported by the district (Harris-Murri et.al., 2006). Strategies should also be developed to ensure that all students are given the opportunity to take STAAR assessments without modifications. The STAAR Modified was administered for the final time during the 2013–2014 school year. The U.S. Department of Education has ruled that states cannot use assessments based on modified standards for students served in special education for accountability purposes. Current policies, procedures, and/or practices in the district, schools, and classrooms need to continue to be reviewed in order to determine the leading factors of disproportionality.

2. The percent of Hispanic ELLs identified at the elementary grade levels has substantially increased during the past three years. Campuses should continue to identify ELLs who may need special education services during the elementary years. Early identification and intervention is crucial to the success of culturally and linguistically-diverse students who may have a disability.

3. There was a substantial increase in the percent of students identified for dyslexia services in HISD from 2010 to 2014. This was especially evident in the identification of Hispanic students as dyslexic. However, the rate of students identified for dyslexia is still below one percent of the district's population. The district should continue efforts in the identification of students with dyslexia by increasing awareness of dyslexia among school staff and parents. Also, information regarding students identified for dyslexia in the Chancery Student Information System needs to reflect data collected on EasyIEP™ to ensure accurate reporting of dyslexia.

Administrative Response

The Office of Special Education Services (OSES) has developed a continuous program improvement plan that includes goals, targets, strategies, and timelines for improving the data included in this report. The OSES will continue its efforts to reduce the overall disproportionate representation of African American students in special education and in categories of intellectual and emotional disabilities. Continued increase in identification of Hispanic students for special education will remain an area of focus at the elementary level.

The OSES has set targets for increasing inclusive placements for students with disabilities at the preschool, elementary, and secondary levels and has identified coherent strategies to make gains. The OSES has issued guidance to schools on designing rigorous and high quality special education programs that help students with disabilities meet state standards based on the school's demographics, community, and culture.

Efforts to increase the identification of students with dyslexia will continue. The OSES has implemented *504 Writer*, a data management system to track identification and services to students with disabilities eligible under Section 504 and Title II of the ADA. *504 Writer* has increased the consistency and accuracy of dyslexia identification data.

The Autism support team is providing targeted and timely support to teachers and campus leaders so that students are served effectively in more inclusive settings.

Introduction

The Office of Special Education Services (OSES) in the Houston Independent School District (HISD) supports students with disabilities in gaining college, career readiness, and independent living skills through active engagement in grade level curriculum. The purpose of special education is to minimize the impact of the students' disability, while maximizing opportunities for students to fully participate in his/her natural environment. An Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education services. Students between the ages of 3 through 21 must meet the criteria for one or more of the disability categories listed below to be eligible for special education services:

- auditory impairment,
- autism,
- deaf-blindness,
- emotional disturbance,
- intellectual disability,
- multiple disabilities,
- noncategorical early childhood ages 3 – 5,
- orthopedic impairment,
- other health impairment,
- specific learning disability,
- speech or language impairment,
- traumatic brain injury, and
- visual impairment.

The ARD/IEP committee must determine the instructional placement of a student served though special education. Federal law requires placement in the least restrictive environment (LRE). This means that to the maximum extent appropriate, the student will be educated with students that do not have disabilities. Placement refers to the educational program on the continuum of placements, not to the specific physical location or site where the services will be delivered. Special education services for students with disabilities are provided on a continuum as indicated:

- general education with consultation services from special education;
- general education with instructional modifications and/or accommodations from special education;
- general education with supplementary aids and services from special education;
- special education instructional services less than 21 percent of the school day;
- special education instructional services at least 21 percent of the school day and less than 50 percent of the school day;
- special education instructional services at least 50 percent and no more than 60 percent of the school day; and
- special education instructional services more than 60 percent of the school day.

Literature Review

According to the National Education Association (NEA) (2008), disproportionality is one of the most complex issues in the field of special education. Disproportionality is the "overrepresentation" and

"underrepresentation" of a particular demographic group in special education relative to the presence of this group in the overall student population. The Individuals with Disabilities Education Act, Part B (IDEA-Part B) requires states and local educational agencies (LEAs) to take steps to address the disproportionate representation of racial and ethnic groups in special education (National Dissemination Center for Children with Disabilities, 2006). Much of the literature supports culturally responsive practices as an approach to address disproportionality. Harris-Murri, King, and Rostenberg (2006) quote Klinger as saying:

> Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high quality teachers, programs, and resources (p. 781).

Another concern that continues to challenge school districts is the under-identification of students with dyslexia. According to the National Institute of Child Health and Human Development (NICHD) (2010), "About 15 percent to 20 percent of people in the United States have a language-based disability, and of those, most have dyslexia" (p.1). The International Dyslexia Association (IDA) (2008) defines dyslexia as:

> a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (p.1).

In the state of Texas, there are three ways to be identified as having dyslexia. First, students may be identified as dyslexic through Section 504. Secondly, students may be identified as dyslexic through special education under the learning disability category. Thirdly, students may be identified as dyslexic, but not found to be eligible for Section 504 or special education services. However, these students may still receive accommodations in the classroom (Texas Education Agency, 2010).

Furthermore, Section 300.114 of the Individuals with Disabilities Education Act of 2004 requires that public agencies educate students with disabilities in the least restrictive environment (LRE) (U.S. Department of Education, 2011). LRE is a term used to mandate that students with disabilities are placed in special classes, separate schools or positions other than regular education classrooms only when the nature or severity of the disability is such that even with aids and services education cannot be achieved. The placement must also allow the disabled student to be with non-disabled peers to the greatest extent possible.

Methods

Data Collection

- Descriptive data, including student demographics in the Special Education program, were obtained from the Public Education Information Management System (PEIMS) and the Chancery Student Information System (SIS). Due to undercounts of students with dyslexia in Chancery, EasyIEP™, a web-based special education management system, was used to generate data.

- Quantitative analysis was accomplished using results from the State of Texas Assessments of Academic Readiness (STAAR) database. The STAAR program at grades 3–8 assessed the same grades and subjects as were assessed on the Texas Assessment of Knowledge and Skills

(TAKS) (ELA/reading, mathematics, science, social studies). There were four versions of the STAAR exam offered to students: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. For high school, students must pass five STAAR end-of-course (EOC) assessments in order to graduate. The STAAR EOC assessments are Algebra I, Biology, English I and II, and U.S. History. Also, the results from the Stanford 10 were analyzed for the reading, math, language, science, and social science subtests for grades 1–8. Specifically, Normal Curve Equivalents (NCEs) on the Stanford 10 were reported. The two main advantages to using an NCE scale are that it allows the comparison of student performance from different test and allows NCE units to have the same meaning across tests, subtests, and grade levels. The NCE distribution is an equal-interval, continuous scoring scale, which is normalized and universal. It ranges from 1 to 99 with a mean NCE of 50.

- One data limitation of this report is that it includes enrollment data from the fall PEIMS snapshots, therefore the counts of students does not reflect students who enrolled after that date.

Results

Section I: Identification

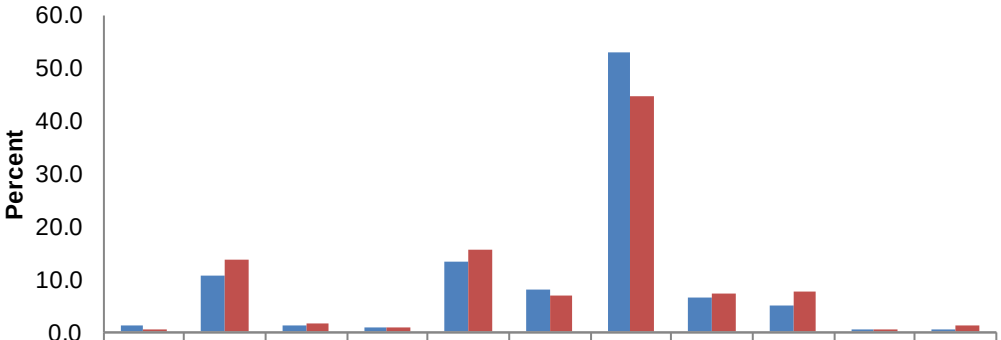
What were the identification trends for African American students in the special education program?

Overall, students with disabilities comprised 7.7 percent of the population in HISD during the 2013–2014 school year. This was a decrease from 7.9 percent during the 2012–2013 school year. In comparison, the special education identification rate for Texas was 8.5 percent and 13 percent for the nation.

- During the 2013–2014 school year, African American students made up 25.2 percent of the student population in HISD (see **Table 1**, page 25). However, African American students comprised 32.8 percent of the special education population. The majority of African American students in the special education program were male (67.6 percent) compared to female (32.4 percent) (see **Table 2**, page 26). The highest percent of African American students in the special education program were enrolled in grade 9 (11.0 percent), followed by grade 10 (9.9 percent).

- **Figure 1** shows the primary handicapping condition of African American students in 2010 compared to 2014 (see page 8). The most prevalent primary handicapping condition for African American students in the special education program was a learning disability (44.8 percent). In contrast, about 20.4 percent of White students in the special education program were identified as having a learning disability (see **Table 3**, page 26). Although African American students were over-represented in the category of learning disability, there was a decrease of 8.2 percentage points identified from 2010 to 2014.

Figure 1. Primary Handicapping Condition of African American Students, 2010 and 2014



	OI	OHI	AI	VI	ID	ED	LD	SI	AU	TBI	NEC
2010	1.1	10.6	1.2	0.7	13.4	8.0	53.0	6.4	5.1	0.1	0.4
2014	0.5	13.6	1.5	0.8	15.5	6.9	44.8	7.4	7.5	0.1	1.3

Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI-Speech Impairment, AU=Auditory Impairment, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- About 15.5 percent of African American students in the special education program were identified with an intellectual disability in 2014, an increase from 13.4 percent in 2010. There was a decrease in the percent of African American students identified with an emotional disturbance from 8.0 percent in 2010 to 6.9 percent in 2014.

What were the identification trends among students identified with intellectual disability and emotional disturbance?

- **Figures 2** and **3** show the percent of students identified with an intellectual disability by race/ethnicity in 2010 compared to 2014. African American students comprised 43 percent of students in the special education program with an intellectual disability in 2010, but decreased to 39 percent in 2014. The percent of Hispanic students with an intellectual disability increased from 50 percent in 2010 to 54 percent in 2014.

Figure 2. Students Identified with an Intellectual Disability by Race/Ethnicity: 2010

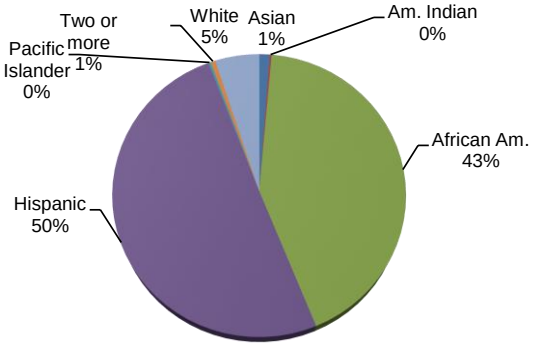
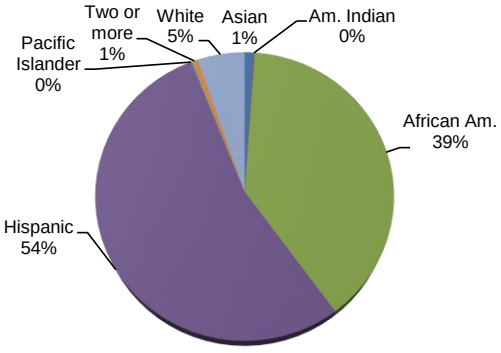


Figure 3. Students Identified with an Intellectual Disability by Race/Ethnicity: 2014



- **Figures 4** and **5** show the percent of students identified with emotional disturbance by race/ethnicity in 2010 compared to 2014 (see page 9). For both 2010 and 2014, there was a higher percent of African American students who were identified with an emotional disturbance compared to Hispanic and White students. The percent of African American students identified with emotional disturbance decreased from 57 percent in 2010 to 54 percent in 2014**.**

Figure 4. Students Identified with Emotional Disturbance by Race/Ethnicity: 2010

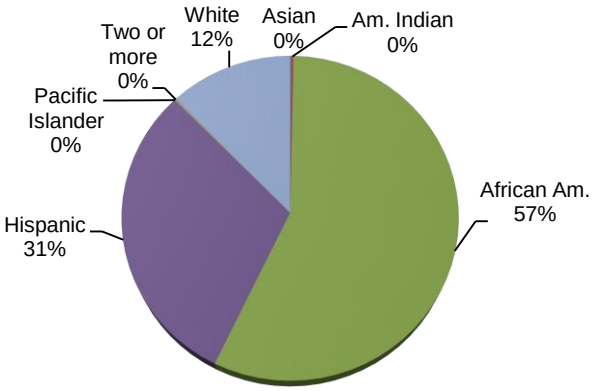
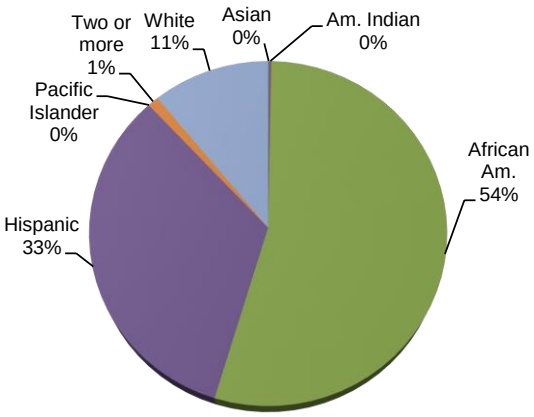


Figure 5. Students Identified with Emotional Disturbance by Race/Ethnicity: 2014

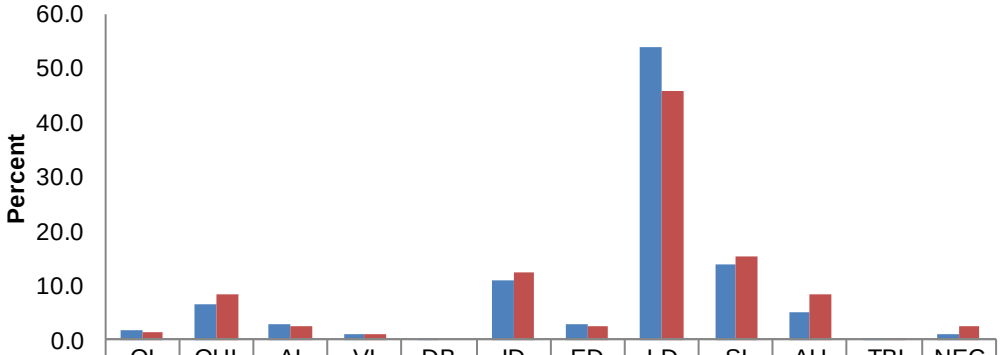


What were the identification trends for Hispanic students in the special education program?

- Hispanic students made up 62.0 percent of the student population in HISD in 2014 (see Table 1, page 25). Hispanic students comprised 57.3 percent of the special education population. The majority of Hispanic students in the special education program were male (67.3 percent) compared to female (32.7 percent) (see Table 2, page 26). The highest percent of Hispanic students in the special education program were in grade 5 (9.0 percent) followed by grade 6 (8.8 percent).

- **Figure 6** shows the primary handicapping condition of Hispanic students in 2010 and 2014. Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (45.6 percent) in 2014. The percent of Hispanic students identified with a learning disability decreased by 8.3 percentage points from 2010 to 2014.

Figure 6. Primary Handicapping Condition of Hispanic Students, 2010 and 2014



	OI	OHI	AI	VI	DB	ID	ED	LD	SI	AU	TBI	NEC
2010	1.9	6.5	3.0	0.8	0.0	11.0	3.0	53.9	13.7	5.1	0.1	1.0
2014	1.4	8.5	2.5	0.9	0.0	12.3	2.4	45.6	15.4	8.5	0.2	2.3

Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI-Speech Impairment, AU=Auditory Impairment, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- Approximately, 12.3 percent of Hispanic students in the special education program were identified with an intellectual disability in 2014, an increase from 11.0 percent in 2010. There was an increase in the percent of Hispanic students identified with speech impairment from 13.7 percent to 15.4 percent from 2010 to 2014.

What were the identification trends for Hispanic English Language Learners (ELLs) in the special education program?

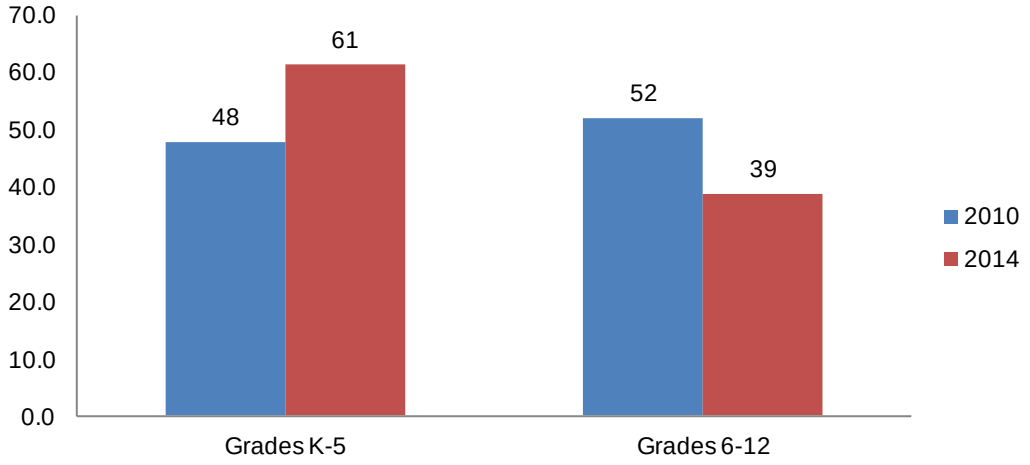
Specifically, the identification trends for Hispanic students who were identified as ELLs were examined. Early identification is important to the success of culturally and linguistically-diverse students who may have a disability.

- **Table 4** provides the number and percent of Hispanic ELLs in the special education program by gender and grade (see page 27). The overwhelming majority of Hispanic ELL students with disabilities were male (70.1 percent) compared to female (29.9 percent) in 2014. The percent of Hispanic ELL students with disabilities increased from grades prekindergarten through grade 6 from 2010 to 2014. Conversely, the percent of Hispanic ELL students with disabilities decreased in grades 7–12 from 2010 to 2014.

- **Table 5** provides the number and percent of Hispanic ELLs in the special education program by primary handicapping condition (see page 27). The most common primary handicapping conditions for Hispanic ELLs were learning disability and speech impairment. The percent of Hispanic ELL students with a learning disability decreased from 54.1 percent in 2010 to 46.7 percent in 2014. Hispanic students identified with speech impairment increased from 16.4 percent in 2010 to 24.4 percent in 2014.

- **Figure 7** shows the percent of Hispanic ELL students served in the special education program by elementary grade levels (K–5) and secondary grade levels (6–12) (see page 11). At the elementary grade levels, the percent of Hispanic ELL students identified in the special education program increased by 13 percent, from 48 percent in 2010 to 61 percent in 2014. Consequently, the percent of Hispanic ELL students identified in the special education program in the secondary grade levels decreased from 52 percent in 2010 to 39 percent in 2014.

Figure 7. Limited English Proficient Hispanic Students Served in the Special Education Program



What were the identification trends for students with dyslexia in the special education program?

The Office of Special Education Services wants to identify, assess, and serve students with dyslexia and related disorders that limit their ability of learning to read, write, or spell. Students who are identified with dyslexia may be served in general education under Section 504, served in special education or not found to be eligible for Section 504 or special education, but still receive accommodations in the classroom.

- **Table 6** provides the demographic profile of students identified in 2014 compared to 2010 (see page 28). Male students make up 50.9 percent of the student population, and represented 63.7 percent of students identified with dyslexia in 2014. About 36.3 percent of the students referred for dyslexia services were female. Also, 19.7 percent of students referred for dyslexia services were White, while at the district level they represented 8.2 percent of the student population in 2014. At the district level, Hispanic students represented 62.0 percent of the student population and 53.3 percent of students referred for dyslexia services. African American students made up 25.2 percent of the student population in the district, and 24.6 percent of students referred for dyslexia services.

- From 2010 to 2014, the percent of Hispanic students referred for dyslexia services increased by 12.0 percent, from 41.3 percent to 53.3 percent. The percent of African American students increased from 17.7 percent in 2010 to 24.6 percent in 2014. In contrast, the percent of White students referred for dyslexia services decreased by 20.7 percent, from 40.4 percent to 19.7 percent.

- Kindergarten had the lowest percent of students identified with dyslexia (0.1 percent), while fifth grade had the highest percent of students identified with dyslexia (13.2 percent).

- The number of students identified with dyslexia increased from 560 in 2010 to 1,523 in 2014. This was an increase of 172 percent over the past four years. Overall, 0.7 percent of students in the district were identified with dyslexia.

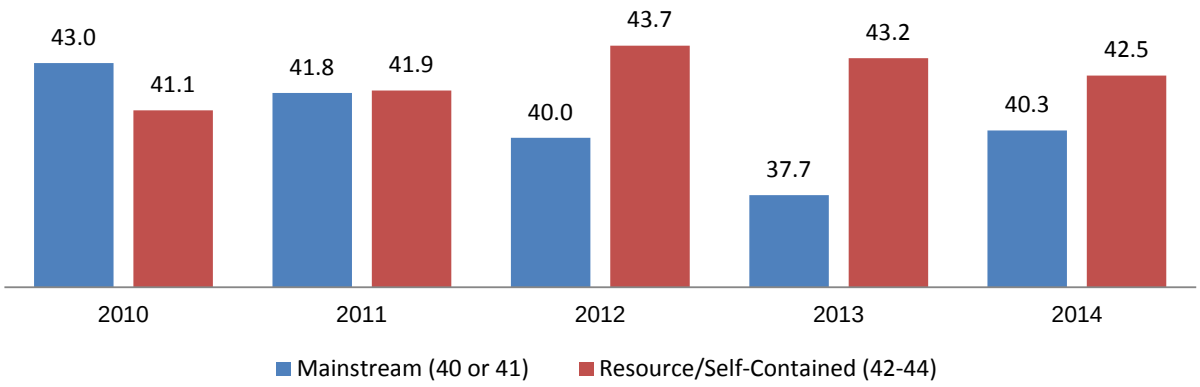
Section II: Placement

What proportion of students in the special education program spends all or most their day in a mainstream instructional setting?

The most common instructional settings were (a) no instructional setting, where a student receives some special education service (such as speech therapy), but an instructional setting is not appropriate; (b) mainstream, where a student is provided instruction in the regular education classroom with special education support; (c) resource, where a student is provided special education instruction and related services in a setting other than regular education for less than 50 percent of the student's school day; and (d) self-contained, where a student is provided special education instruction and related services in a special education program for 50 percent or more of the student's school day. Instructional settings mainstream and resource for less than 21% of the instructional day are considered less restrictive and are therefore considered mainstream for this analysis (see **Appendix A**, page 43).

- **Figure 8** illustrates the percent of students with disabilities by instructional settings from 2010–2014. The percent of students with disabilities in a mainstream setting decreased from 43.0 percent in 2010 to 37.7 percent in 2013. In 2014, the percent of students with disabilities in a mainstream setting increased to 40.3 percent. The percent of students in a resource or self-contained instructional setting increased from 41.1 percent in 2010 to 43.7 percent in 2012. From 2012 to 2014, there has been a steady decrease in the percent of students in a resource or self-contained instructional setting. Please note that percentages do not equal 100, since Figure 8 does not include all instructional settings. **Table 7** presents the number and percent of students with disabilities by all instructional settings in 2014 compared to 2010 (see page 29).

Figure 8: Percent of Students with Disabilties by Instructional Setting, 2010–2014



- **Figures 9–11** show the percent of students with disabilities by instructional settings from 2010–2014 for African American, Hispanic, and White students (see pages 13-14). From 2010 to 2013, African American and Hispanic students with disabilities experienced a decrease in the percent placed in a mainstream setting. In 2014, African American and Hispanic students with disabilities experienced an increase in the percent of students placed in a mainstream setting. Consequently, there was a decrease in the percent of African American and Hispanic students with disabilities placed in a resource or self-contained setting from 2013 to 2014. White students with disabilities

experienced a decrease in the percent of students placed in a mainstream setting from 2010 to 2014. However, the percent of White students with disabilities coded as "no instructional setting" was higher than their African American and Hispanic peers throughout all five years. It is important to note that students coded as "no instructional setting" could either be served in a mainstream setting or more restrictive environment. Overall, a higher percentage of African American students were placed in a resource or self-contained instructional setting compared to their Hispanic and White peers. See **Table 8** for the number and percent of African American, Hispanic, and White students with disabilities for specific instructional settings for 2014 compared to 2010, (see page 30).

Figure 9: Percent of African American Students with Disabilities by Instructional Setting, 2010–2014

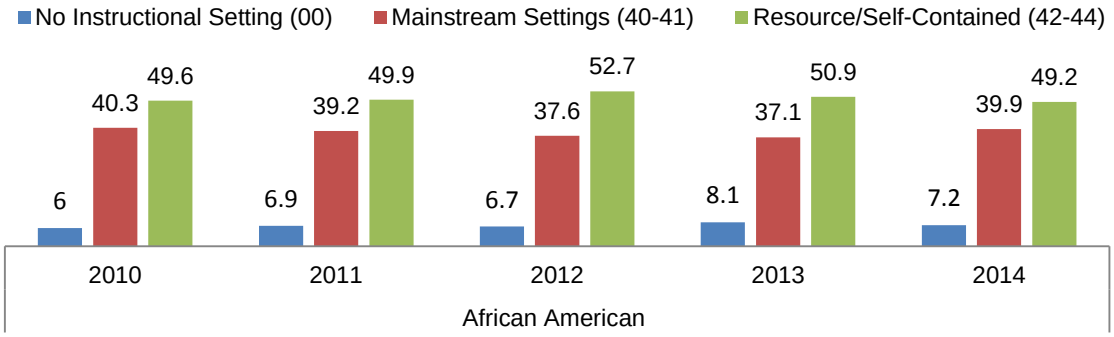


Figure 10: Percent of Hispanic Students with Disabilities by Instructional Setting, 2010–2014

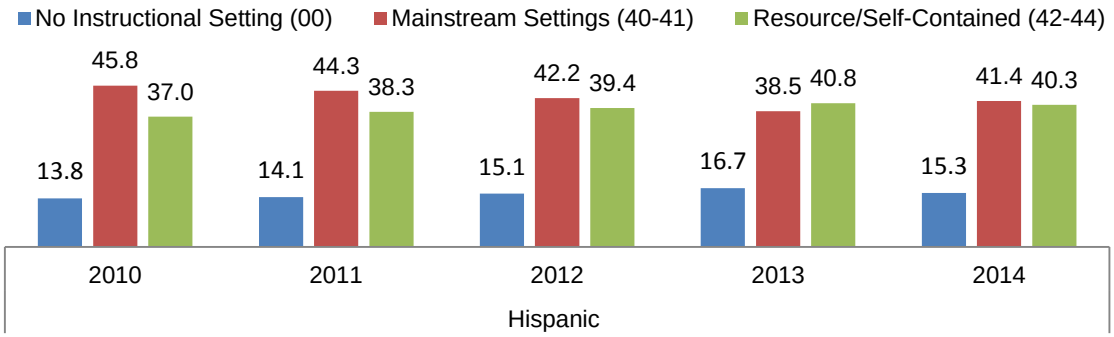
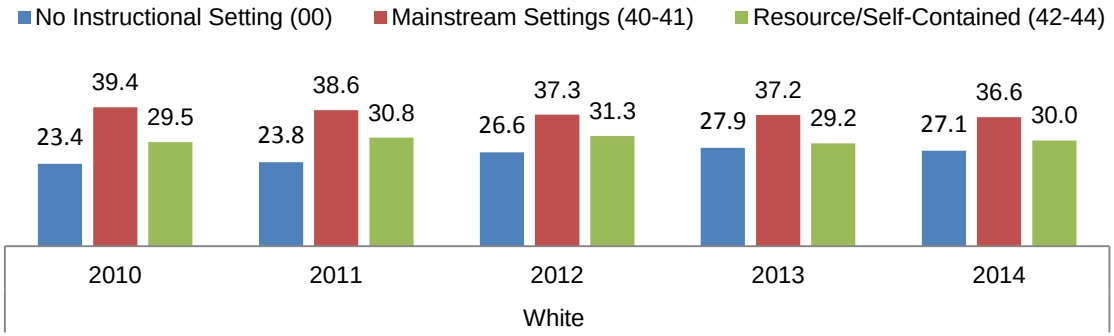


Figure 11: Percent of White Students with Disabilities by Instructional Setting, 2010–2014



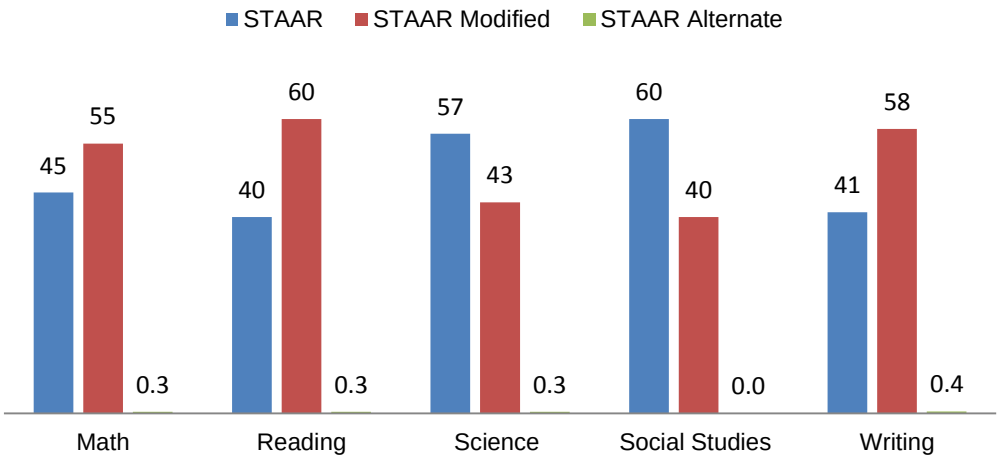
Section III: Assessment

What percentage of students with learning disabilities were administered the modified version of the State of Texas Assessments of Academic Readiness (STAAR)?

The STAAR includes several test versions for students who require accommodations. There were four versions of the STAAR exam offered to students: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. The ARD/IEP committee makes assessment decisions based on the types of accommodations a student receives in the classroom. The test versions of students with a primary handicapping condition of a learning disability were examined in order to find out if these students were administered modified versions of the STAAR. It should be noted that U.S. Department of Education has ruled that states cannot use assessments based on modified standards for students served in special education for accountability purposes. Therefore, the STAAR Modified was administered for the final time during the 2013–2014 school year. There were no students with a primary handicapping condition of a learning disability who took the modified version of the STAAR EOC, therefore, the analysis only included STAAR 3–8.

- **Figure 12** illustrates the percent of students identified with a learning disability who took the various test versions of the STAAR grades 3–8 by subject in 2014 compared to 2013 (see page 15). More than half of the students in grades 3–8 took the STAAR Modified in mathematics, reading, and writing. The highest percent of students with learning disabilities who took the STAAR Modified was 60 percent in reading. About 57 percent of students identified with a learning disability took the STAAR science and 60 percent, the social studies test. Less than 0.4 percent of the students took any of the subject tests on the STAAR Alternate.

Figure 12: Percent of Students with a Learning Disabilty by STAAR Grades 3–8 Test Version and Subject, 2014



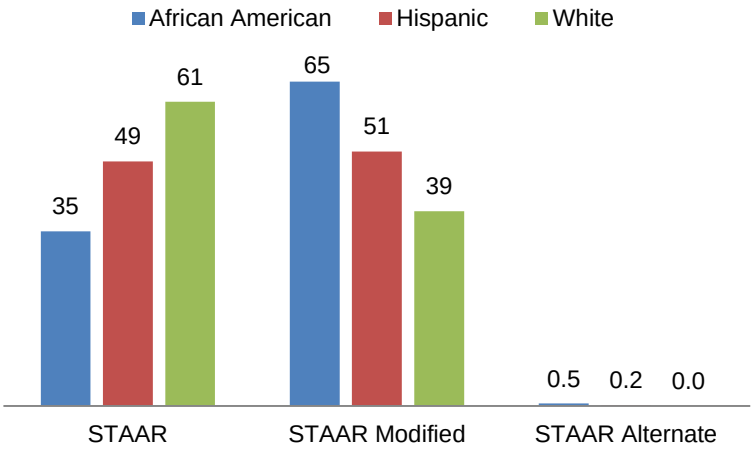
- **Table 9** presents the number and percent of students identified with a learning disability administered the STAAR grades 3–8 mathematics by test version by grade (see page 31). More than half of these students took the STAAR Modified in mathematics in grades 3–7. However, a higher percent took the STAAR in grade 8 (53 percent). Fewer than five students identified with a learning disability took the STAAR Alternate.

- **Table 10** presents the number and percent of students identified with a learning disability who took the STAAR grades 3–8 reading by test version by grade (see page 32). The majority of students took the STAAR Modified for reading in grades 3–7. The highest percent of students who took the STAAR Modified for reading was in grade 5 (67 percent). Slightly more than half of students in grade 8 took the STAAR (52 percent) compared to 48 percent who took the STAAR Modified.

- **Table 11** presents the number and percent of students identified with a learning disability administered the STAAR science, social studies, and writing by grade and test version (see page 33). Most of the students took the STAAR for science and social studies, whereas, most took the STAAR Modified for writing.

- **Figure 13** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who were administered the various test versions of the STAAR grades 3–8 for mathematics (see page 16). Approximately, 65 percent of African American students were administered the STAAR Modified compared to 39 percent of White students. A little less than half of the Hispanic students were administered the STAAR and the 51 percent the STAAR Modified.

Figure 13: Percent of Students with a Learning Disabilty who took the STAAR Grades 3-8 Math by Ethnicity/Race and Test Version, 2014



- **Figure 14** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who were administered the various test versions of the STAAR grades 3–8 for reading. About 68 percent of African American students were administered the STAAR Modified compared to 38 percent of White students. There was also a higher percent of Hispanic students who took the STAAR Modified for reading (58 percent) compared to their White peers.

- **Figure 15** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who were administered the various test versions of the STAAR grades 5 and 8 for science (see page 17). The highest percent of students who were administered the STAAR were White students (76 percent), followed by Hispanic students (58 percent), and African American students (51 percent).

Figure 14: Percent of Students with a Learning Disabilty who took the STAAR Grades 3-8 Reading by Ethnicity/Race and Test Version, 2014

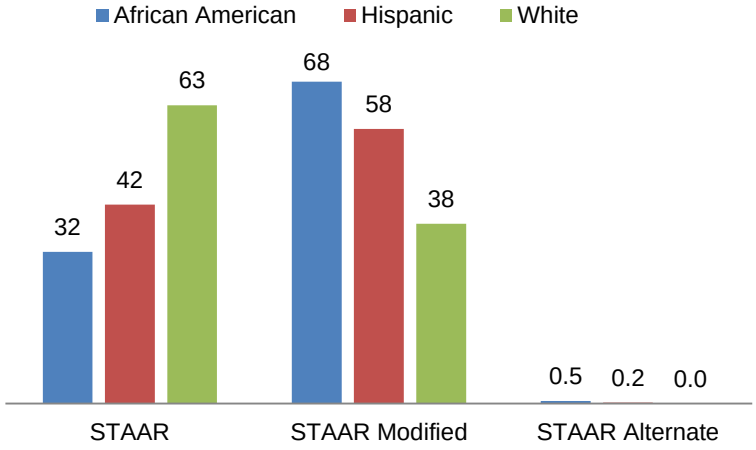
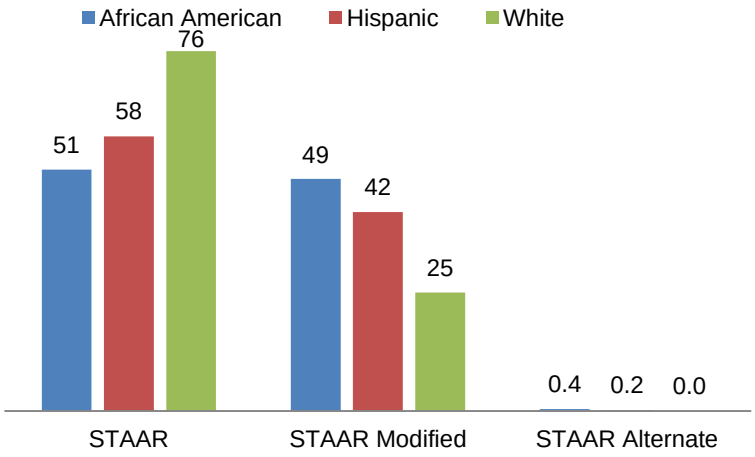
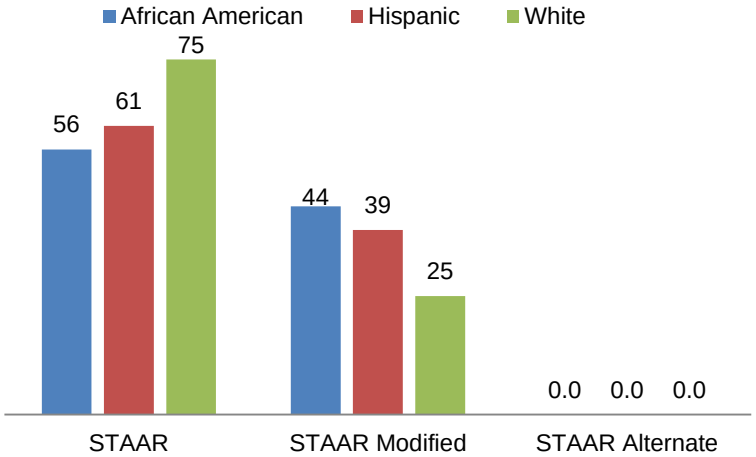


Figure 15: Percent of Students with a Learning Disabilty who took the STAAR Grades 5 and 8 Science by Ethnicity/Race and Test Version, 2014



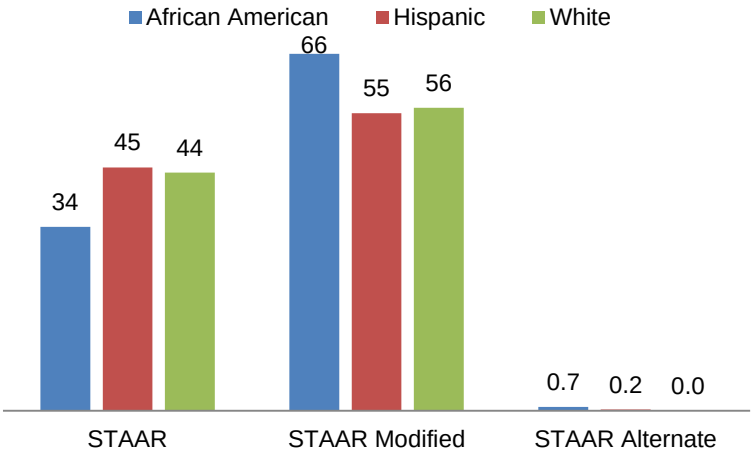
- **Figure 16** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who were administered on the various test versions of the STAAR grade 8 for social studies. A higher percent of White students were administered the STAAR (75 percent) compared to the STAAR Modified (25 percent) for social studies. In comparison, 44 percent of African American students and 39 percent of Hispanic students took the STAAR Modified.

Figure 16: Percent of Students with a Learning Disabilty who took the STAAR Grade 8 Social Studies by Ethnicity/Race and Test Version, 2014



- **Figure 17** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who were administered the various test versions of the STAAR grades 4 and 7 for writing. Approximately, 66 percent of African American students were administered the STAAR Modified for writing, compared to 55 percent of Hispanic students, and 56 percent of White students.

Figure 17: Percent of Students with a Learning Disabilty who took the STAAR Grades 4 and 7 Writing by Ethnicity/Race and Test Version, 2014



- The highest percent of students with disabilities who took the STAAR Modified were African American in all subjects. More than half of African American students with disabilities took the STAAR Modified in mathematics, reading, and writing. In comparison, 44 percent to 76 percent of White students identified with a learning disability took the STAAR in all subjects. More than half of Hispanic students with a learning disability took the STAAR Modified in reading and writing.

What were the performance results of students with disabilities who were mainstream versus non-mainstream on the Stanford 10?

Students with disabilities placed in instructional settings mainstream and resource for less than 21 percent of the instructional day were grouped together as mainstream and students with disabilities placed in instructional settings resource for more than 21 percent of the instructional day and self-contained were grouped together as non-mainstream for this analysis (see Appendix A, page 43). Stanford 10 Normal Curve Equivalents (NCEs) were reported for mainstream and non-mainstream students in 2014 compared to 2010. NCEs are a standard scale of scores with a mean of 50 that can be used for comparisons across years. **Tables 12** and **13** provide the Stanford 10 NCEs for students with disabilities who were mainstreamed and non-mainstream (see page 34).

- For mainstream students with disabilities, average NCE increases were found at four grade levels in mathematics (grades 1 and 6–8), three grade levels in science (grades 6–8), and one grade level in social science (grade 6) in 2014 compared to 2010. There were no NCE increases in reading or language.

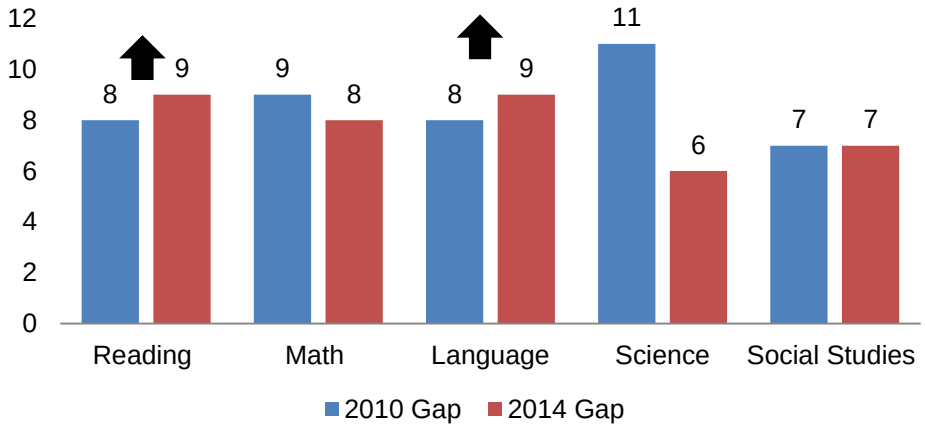
- For non-mainstream students with disabilities, average NCE increases were found at three grade levels in mathematics (grades 6–8) and science (grades 3), and one grade level in social science (grade 3) in 2014 compared to 2010. There were no NCE increases in reading and language.

- Total NCEs for mainstream and non-mainstream students with disabilities decreased for all subtests in 2014 compared to 2010.

- Neither mainstream nor non-mainstream students with disabilities achieved a mean NCE of 50 on any of the grade levels or subtests. The highest total NCEs were found in science for mainstream students with disabilities and mathematics for non-mainstream students with disabilities.

- **Figure 18** shows a gap analysis between mainstream and non-mainstreamed students with disabilities for Stanford 10 total NCEs. Average NCEs for mainstream students with disabilities were higher across all grades and subtests compared to non-mainstream students with disabilities by at least 6 NCEs in 2014. A gap analysis of the total NCEs between non-mainstream and mainstream students with disabilities reveals that there were gap increases in reading and language in 2014 compared to 2010. The gap in performance for mathematics and science decreased, while the gap in performance for social studies remained the same.

Figure 18: Gap Analyis between Mainstream and Non-Mainstream Students with Disabilities for Stanford 10 Total NCEs



Section IV: Students with Autism

What were the demographic characteristics of students with autism?

Autism is defined by the Autism Society of America (ASA) as: "a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities." Autism affects one in 88 children;

however, boys are five times more likely than girls to have autism (Autism Speaks, 2013). The following analysis examines the demographic characteristics of students with autism for four years (2011–2014).

- In 2014, there were a total of 1,472 students identified with autism. The majority of students were male (85.1 percent) compared to female (14.9 percent) (see **Table 14**, page 35). About 53.9 percent of the students identified with autism were Hispanic, followed by 27.2 percent African American, and 14.0 percent White. A higher percentage of students identified with autism were at elementary grades compared to the secondary grades. Specifically, 10.5 percent of the students were in grades 1 and 2 each in 2014.

- The number of students identified with autism has increased by 40 percent from 2011 to 2014. The percent of male and female students with autism has remained steady. An examination of the race/ethnicity of students identified with autism shows a decrease (-3.8 percent) in the percent of African American students identified with autism from 2011 to 2014. The percent of Hispanic students identified with autism increased from 50.0 percent in 2011 to 53.9 percent in 2014. The percent of White students identified with autism slightly decreased from 15.0 in 2011 percent to 14.0 percent in 2014.

What instructional settings were students with autism placed?

- More than half of students identified with autism were placed in a self-contained instructional setting in 2014. Specifically, 55.7 percent were placed in a self-contained setting for more than 60 percent of the school day and 4.1 percent at least 50 percent but not more than 60 percent of the school day. The percent of students with autism in a self-contained setting increased in 2014 after a steady decrease from 2011 to 2013 (see **Table 15**, page 36).

- About 6.9 percent of students identified with autism were placed in a resource instructional setting for less than 21 percent of the school day in 2014. About 10.2 percent were in a resource instructional setting at least 21 percent but less than 50 percent of the school day.

- The percent of students identified with autism who were placed in mainstream setting was 14.9 percent in 2014. Over the past four school years, the percent of students with autism placed in a mainstream instructional setting increased slightly more than two percent.

What was the academic performance of students with autism?

The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program in spring 2012. At grades 3–8, all students are assessed in mathematics and reading. Students are also assessed in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. There are two cut scores, which identify three performance categories. For the general STAAR assessments and STAAR Modified, the labels for the performance categories are: Unsatisfactory Academic Performance (Level I), Satisfactory Academic Performance (Level II), and Advanced Academic Performance (Level III). The performance at Satisfactory will be phased in before the recommended standard is applied. The phase-in 1 standards were in effect for the STAAR assessments in 2011–2012, 2012–2013, and 2013–2014. The current phase-in 1 performance standard will be maintained for the 2014–-15 school year. Finally, the recommended standards for satisfactory performance will be implemented in 2021–2022. The recommended satisfactory standard is shown in this report as a preview.

- **Tables 16–17** show the number of students with autism tested by STAAR version, grade, and subject. There were a higher number of students with autism administered the STAAR Alternate compared to the STAAR and STAAR Modified at all grade levels (see page 37).

- **Tables 18–19** shows the percent met satisfactory under phase-in 1 standards for HISD by STAAR version, grade level, and subject (see page 38). Students with autism in grades 5–8 experienced an increase in satisfactory performance under phase-in 1 standards on at least one subject or more tested on the STAAR exam. Students with autism in grade 5 experienced an increase on all subjects tested on the STAAR exam. On the STAAR Modified, grades 3, 4, 6, and 8 demonstrated an increase in satisfactory performance under phase-in 1 standards on the reading portion. Performance on the mathematics portion increased at all grades for the STAAR Modified between 2013 and 2014, with the exception of grade 4. Phase-in standards were not available for the STAAR Alternate as students were held accountable at the recommended standard.

- The percent of students with autism who met satisfactory performance under phase-in 1 standards ranged from 56 percent (grades 4 and 5) to 92 percent (grade 8) on the mathematics portion of the STAAR compared to 48 percent (grade 6) to 66 percent (grade 3) on the STAAR Modified in 2014. On the reading portion of the STAAR, the percent of students with autism who met satisfactory performance under phase-in 1 standards ranged from 52 percent (grade 4) to 93 percent (grade 7), and ranged from 52 percent (grade 7) to 79 percent (grade 8) on the STAAR Modified in 2014.

- **Tables 20–21** show the percent met satisfactory under the recommended standards for HISD by STAAR version, grade level, and subject (see page 39). Students with autism in grades 3 and 7 experienced an increase in satisfactory performance under the recommended standards on all subjects tested on the STAAR exam. The performance of students with autism on the STAAR Modified improved in all grades on the mathematics test, grades 3, 4, and 6 on the reading test, and all grades tested on the science and social studies tests. For the STAAR Alternate, all grades demonstrated an increase in satisfactory performance under the recommended standards for all subjects.

- On the mathematics test of the STAAR, the percent of students with autism who met satisfactory performance under the recommended standards ranged from 24 percent (grade 4) to 46 percent (grade 8) compared to 22 percent (grade 6) to 53 percent (grade 3) on the STAAR Modified in 2014. The range of students with autism who met satisfactory performance under recommended standards on the STAAR Alternate was 84 percent (grade 5) to 94 percent (grade 7).

- On the reading test of the STAAR, the percent of students with autism who met satisfactory performance under the recommended standards ranged from four percent (grade 4) to 60 percent (grade 7) and ranged from 19 percent (grade 7) to 47 percent (grade 3) on the STAAR Modified in 2014. Performance on the reading test of the STAAR Alternate ranged from 84 percent (grade 3) to 94 percent (grades 6 and 7) in 2014.

- **Tables 22–23** show the percent of students with autism who met advanced standards by STAAR version, grade level, and subject (see page 40). There was an increase in the percent of students with autism who met advanced performance on the STAAR for grade 5 on all subjects tested. STAAR Modified results show that the percent of students with autism who met advanced

standards increased in grades 4–6 for mathematics and reading, grade 8 for social studies. For the STAAR Alternate, grades 3, 5, and 7 showed improved advanced performance on all subjects tested.

- In 2014, the highest percent of students with autism who met advanced performance for the STAAR was 29 percent in grade 8 on the reading test. For the STAAR Modified, the highest percent of students with autism who met advanced performance was 11 percent in grade 4 on the mathematics test and grade 8 on the social studies test. The highest percent of students with autism who met advanced performance was 34 percent in grade 7 on the reading test on the STAAR Alternate.

For high school, there are five STAAR EOC assessments that students must pass in order to graduate. The ARD/IEP committee determines whether EOC tests are graduation requirements for identified students with disabilities. The EOC assessments that students need to pass are Algebra I, Biology, English I and II, and U.S. History. The performance standards set by the TEA for these assessments are as follows:

- **Level I: Unsatisfactory Academic Performance** – students are inadequately prepared for the following course.
- **Level II: Satisfactory Academic Performance** – students are sufficiently prepared for the next course.
- **Level III: Advanced Academic Performance** – students are well prepared for the following course.

- **Table 24** shows the percent of students with autism who passed the STAAR by test version and EOC for 2012, 2013, and 2014 (see page 41). For STAAR, the percent of students with autism who met the satisfactory standard ranged from 27 percent for English I to 83 percent for Algebra I in 2014. From 2013 to 2014, the percent who met satisfactory increased for Algebra I. The highest percent of students with autism who met the advanced standard was in Algebra I with 17 percent in 2014.

- For STAAR Modified, the percent of students with autism who met the satisfactory standard ranged from 43 percent for Biology to 58 percent for English II in 2014. From 2013 to 2014, the percent who met satisfactory increased for Biology and Algebra I. None of the students with autism met the advanced standard in 2014.

- For STAAR Alternate, the percent of students with autism who met the satisfactory standard ranged from 79 percent for U.S. History to 90 percent for Biology in 2014. From 2013 to 2014, the percent who met satisfactory increased for all EOCs. The highest percent of students with autism who met the advanced standard was in English I with 21 percent in 2014.

- **Tables 25**–**26** present the Stanford 10 NCEs for students with autism for 2012, 2013, and 2014 (see page 42). Average NCE increases were found at six grade levels in reading, four grade levels in mathematics, science, and social science, and three grade levels in language from 2013 to 2014. Total NCEs for students with autism increased in reading, mathematics, science, and social science from 2013 to 2014. For language, NCEs remained the same from 2013 to 2014.

Discussion

This report examined the trends in identification, placement, and assessment of African American and Hispanic students with disabilities in 2014 compared to 2010. Findings revealed that the percent of African American students overrepresented among students with an intellectual disability, emotional disturbance, and learning disability has decreased since 2010. There was a considerable increase in the percent of Hispanic students identified as ELLs being served in the special education program at elementary grades in 2014 compared to 2010. Early identification of ELL students with a disability is essential to their success in school. There was a substantial increase in the number of students identified for dyslexia services in HISD; however, the rate continues to be below one percent of the district's population. There was also a noticeable increase in the percent of Hispanic students identified as dyslexic from 2010 to 2014.

Despite the acquisition of students from North Forest Independent School District, there was an increase in the percent of African American and Hispanic students with disabilities placed in a mainstream setting from 2013 to 2014. Consequently, there was a decrease in the percent of African American and Hispanic students with disabilities placed in a resource or self-contained setting from 2013 to 2014. A focus on instructional placement by race/ethnicity shows that African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers. The instructional placement of African Americans may relate to higher levels of participation on the STAAR Modified rather than the STAAR. Results from the Stanford 10 showed that the achievement gap between mainstream and non-mainstream students with disabilities widen for reading and language from 2010 to 2014, and that mainstreamed students outperformed their self-contained counter parts by a least 6 NCEs on the Stanford assessment.

This report also provided a comprehensive analysis of students with autism. Over the past four years, there has been a steady increase in the number of students identified with autism. As stated by the literature, autism affects boys more often than girls and this was evident in HISD as the majority of the students with autism were male (Autism Speaks, 2013). More than half of the students with autism were placed in a self-contained instructional setting. The percent of students with autism in a self-contained setting steadily decreased for three years, but increased in 2014. A higher number of students with autism took the STAAR Alternate followed by the STAAR Modified. Performance on the STAAR showed that students with autism in grade 5 made gains in the percent meeting the phase-in standard in all subjects tested. Students who took the STAAR versus the STAAR Modified had a higher percent meeting the phase-in standard. A higher percent of students with autism who took the STAAR Alternate met the recommended standard than those who took the STAAR or STAAR Modified. Results on the STAAR EOC for students with autism indicated that performance improved for most assessments and test versions with prior year data. There were gains on NCEs made on the Stanford 10 for all subtests with the exception of language where performance remained the same.

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Table 1. Demographic Profile of Students with Disabilities, 2010, 2013, and 2014

	2010		2013		2014		2014 District	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	5,365	32.5	5,201	32.5	5,306	32.4	103,890	49.1
Male	11,138	67.5	10,797	67.5	11,048	67.6	107,662	50.9
Race/Ethnicity								
Asian	206	1.2	195	1.2	201	1.2	7,401	3.5
American Indian	16	0.1	23	0.1	26	0.2	435	0.2
African American	6,187	37.5	5,306	33.2	5,370	32.8	53,297	25.2
Hispanic	8,777	53.2	9,119	57.0	9,378	57.3	131,062	62.0
Native Hawaiian/Other Islander	0		14	0.1	12	0.1	194	0.1
White	1,317	8.0	1,254	7.8	1,268	7.8	17,313	8.2
Two or more	NA		87	0.5	99	0.6	1,850	0.9
Grade Level								
EE	485	2.9	440	2.8	513	3.1		
Pre-K	296	1.8	431	2.7	428	2.6		
K	561	3.4	701	4.4	703	4.3		
1st	801	4.9	877	5.5	913	5.6		
2nd	928	5.6	1,006	6.3	1,072	6.6		
3rd	1,097	6.6	1,066	6.7	1,183	7.2		
4th	1,275	7.7	1,388	8.7	1,337	8.2		
5th	1,393	8.4	1,466	9.2	1,455	8.9		
6th	1,382	8.4	1,395	8.7	1,421	8.7		
7th	1,415	8.6	1,264	7.9	1,369	8.4		
8th	1,490	9.0	1,220	7.6	1,247	7.6		
9th	1,951	11.8	1,545	9.7	1,457	8.9		
10th	1,291	7.8	1,133	7.1	1,185	7.2		
11th	1,119	6.8	1,007	6.3	1,020	6.2		
12th	1,019	6.2	1,059	6.6	1,051	6.4		
Total	16,503	100.0	15,998	100.0	16,354	100.0	211,552	100.0

Note: Data were generated using PEIMS. The two or more category under race/ethnicity was added to PEIMS in the 2010–2011 school year.

Table 2: African American, Hispanic, and White Students with Disabilities by Gender and Grade, 2014

	African American		Hispanic		White	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,726	32.1	3,065	32.7	410	32.3
Male	3,644	67.9	6,313	67.3	858	67.7
Grade						
EE	112	2.1	297	3.2	78	6.2
PK	82	1.5	313	3.3	26	2.1
K	132	2.5	466	5.0	74	5.8
1st	211	3.9	565	6.0	109	8.6
2nd	250	4.7	696	7.4	98	7.7
3rd	337	6.3	719	7.7	103	8.1
4th	425	7.9	798	8.5	85	6.7
5th	474	8.8	847	9.0	112	8.8
6th	475	8.8	829	8.8	88	6.9
7th	470	8.8	806	8.6	76	6.0
8th	466	8.7	684	7.3	77	6.1
9th	589	11.0	767	8.2	79	6.2
10th	529	9.9	542	5.8	96	7.6
11th	431	8.0	485	5.2	86	6.8
12th	387	7.2	564	6.0	81	6.4
Total	5,370	100.0	9,378	100.0	1,268	100.0

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Handicapping Condition, 2014

	African American		Hispanic		White	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	28	0.5	133	1.4	15	1.2
Other Health Impairment	733	13.6	794	8.5	204	16.1
Auditory Impairment	78	1.5	236	2.5	27	2.1
Visual Impairment	45	0.8	81	0.9	12	0.9
Deaf-Blind	*	–	*	–	0	
Intellectual Disability	831	15.5	1,155	12.3	113	8.9
Emotional Disturbance	372	6.9	228	2.4	75	5.9
Learning Disability	2,407	44.8	4,280	45.6	259	20.4
Speech Impairment	395	7.4	1,446	15.4	331	26.1
Autism	401	7.5	794	8.5	206	16.2
Developmental Delay	0	0.0	0	0.0	0	
Traumatic Brain Injury	6	0.1	15	0.2	*	–
Noncategorical Early Childhood	72	1.3	215	2.3	23	1.8
Total	5,370	100.0	9,378	100.0	1,268	100.0

*Fewer than five students.
Source: PEIMS

Table 4. Demographic Profile of Hispanic English Language Learners (ELLs) Students with Disabilities, 2010, 2013, and 2014

	2010		2013		2014	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,288	30.9	1,110	31.5	1,034	29.9
Male	2,874	69.1	2,415	68.5	2,427	70.1
Grade						0.0
EE	17	0.4	7	0.2	13	0.4
PK	108	2.6	166	4.7	161	4.7
K	194	4.7	229	6.5	255	7.4
1st	263	6.3	289	8.2	282	8.1
2nd	325	7.8	313	8.9	342	9.9
3rd	369	8.9	309	8.8	358	10.3
4th	376	9.0	421	11.9	381	11.0
5th	407	9.8	431	12.2	395	11.4
6th	367	8.8	337	9.6	383	11.1
7th	365	8.8	235	6.7	253	7.3
8th	409	9.8	235	6.7	178	5.1
9th	393	9.4	209	5.9	205	5.9
10th	268	6.4	142	4.0	103	3.0
11th	176	4.2	124	3.5	86	2.5
12th	125	3.0	78	2.2	66	1.9
Total	4,162	100.0	3,525	100.0	3,461	100.0

Source: PEIMS

Table 5. Primary Handicapping Condition of Hispanic ELL Students with Disabilities, 2010, 2013, and 2014

	2010		2013		2014	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	77	1.9	50	1.4	41	1.2
Other Health Impairment	252	6.1	244	6.9	268	7.7
Auditory Impairment	64	1.5	51	1.4	56	1.6
Visual Impairment	33	0.8	19	0.5	20	0.6
Deaf-Blind	0		0		0	0.0
Intellectual Disability	509	12.2	323	9.2	292	8.4
Emotional Disturbance	79	1.9	59	1.7	67	1.9
Learning Disability	2,251	54.1	1,722	48.9	1,615	46.7
Speech Impairment	682	16.4	813	23.1	843	24.4
Autism	193	4.6	215	6.1	230	6.6
Developmental Delay	0		0		0	0.0
Traumatic Brain Injury	7	0.2	*	–	4	0.1
Noncategorical Early Childhood	15	0.4	26	0.7	25	0.7
Total	4,162	100.0	3,525	100.0	3,461	100.0

*Fewer than five students.
Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2010 and 2014

	2010		2014	
Gender	**N**	**%**	**N**	**%**
Female	195	34.8	553	36.3
Male	365	65.2	970	63.7
Race/Ethnicity				
Asian	4	0.7	11	0.7
American Indian	0		*	0.3
African American	99	17.7	375	24.6
Hispanic	231	41.3	812	53.3
Native Hawaiian/Other Islander	0		0	
White	226	40.4	300	19.7
Two or more/Other	NA			
Grade Level				
K	0		*	0.1
1st	16	2.9	13	0.9
2nd	30	5.4	75	4.9
3rd	53	9.5	141	9.3
4th	81	14.5	185	12.1
5th	63	11.3	201	13.2
6th	40	7.1	180	11.8
7th	42	7.5	194	12.7
8th	56	10.0	155	10.2
9th	47	8.4	163	10.7
10th	50	8.9	89	5.8
11th	53	9.5	67	4.4
12th	29	5.2	59	3.9
Total	560	100.0	1,523	100.0

*Fewer than five students.
Source: Chancery SIS for the 2010 school year and EasyIEP™ for the 2014 school year.

Table 7. Number and Percent of Students with Disabilities by Instructional Setting, 2010 and 2014

Instructional Setting	2010 N	2010 %	2014 N	2014 %
No instructional setting	1,972	11.9	2,227	13.6
Hospital class	25	0.2	18	0.1
Homebound	62	0.4	71	0.4
Vocational Adjustment Class/Program	87	0.5	13	0.1
Mainstream	4,719	28.6	3,987	24.4
Resource (Less than 21%)	2,376	14.4	2,606	15.9
Resource (At Least 21% and Less than 50%)	3,339	20.2	2,877	17.6
Self-Contained (At Least 50% and No More than 60%)	420	2.5	551	3.4
Self-Contained (More than 60%)	3,017	18.3	3,518	21.5
Full-Time Early Childhood Special Education Setting	259	1.6	243	1.5
Residential Nonpublic School Program	12	0.1	11	0.1
Nonpublic Day School	44	0.3	62	0.4
Residential Care And Treatment Facility Mainstream	15	0.1	*	–
Residential Care And Treatment Facility Resource (At Least 21% and Less than 50%)	*	–	*	–
Residential Care And Treatment Facility Resource (Less than 21%)	*	–	5	0.0
Residential Care And Treatment Facility Self-Contained (At Least 50% and No More than 60%)	*	–	*	–
Residential Care And Treatment Facility Self-Contained (More than 60%)	19	0.1	30	0.2
Off Home Campus (Mainstream)			18	0.1
Off Home Campus (Resource, Less than 21%))	0		*	–
Off Home Campus (Resource, At Least 21% and Less than 50%)	*	–	9	0.1
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–
Off Home Campus (Separate Campus)	82	0.5	56	0.3
Off Home Campus (Community Class)	42	0.3	30	0.2
Total	16,503	100.0	16,354	100.0

*Fewer than five students.

Table 8. Instructional Setting by Ethnicity, 2010 and 2014

Instructional Setting	African Am. 2010 N	African Am. 2010 %	African Am. 2014 N	African Am. 2014 %	Hispanic 2010 N	Hispanic 2010 %	Hispanic 2014 N	Hispanic 2014 %	White 2010 N	White 2010 %	White 2014 N	White 2014 %
No instructional setting	380	6.2	389	7.2	1,209	13.8	1,431	15.3	312	23.4	343	27.1
Hospital class	13	0.2	9	0.2	*	–	9	0.1	9	0.7	0	
Homebound	14	0.2	20	0.4	31	0.4	34	0.4	14	1.0	14	1.1
Vocational Adjustment Class/Program	38	0.6	5	0.1	41	0.5	6	0.1	6	0.4	*	–
Mainstream	1,671	27.5	1,346	25.1	2,612	29.7	2,228	23.8	357	26.8	336	26.5
Resource (Less than 21%)	779	12.8	794	14.8	1,411	16.1	1,652	17.6	169	12.7	128	10.1
Resource (At Least 21% and Less than 50%)	1,589	26.1	1,214	22.6	1,545	17.6	1,492	15.9	165	12.4	125	9.9
Self-Contained (At Least 50% and No More than 60%)	165	2.7	186	3.5	200	2.3	327	3.5	40	3.0	25	1.0
Self-Contained (More than 60%)	1,262	20.7	1,241	23.1	1,502	17.1	1,961	20.9	189	14.2	230	18.1
Full-Time Early Childhood Special Education Setting	57	0.9	62	1.2	163	1.9	155	1.7	30	2.2	13	1.0
Residential Nonpublic School Program	*	–	*	–	*	–	*	–	*	–	*	–
Nonpublic Day School	15	0.2	21	0.4	13	0.1	25	0.3	16	1.2	15	1.2
Residential Care And Treatment Facility Mainstream	10	0.2	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility Resource, (At Least 21% and Less than 50%)	*	–	*	–	0		*	–	0		*	–
Residential Care And Treatment Facility Resource, (Less than 21%)	0		*	–	*	–	*	–	0		*	–
Residential Care And Treatment Facility Self-Contained (At Least 50% and No More than 60%)	*	–	*	–	0		6	0.1	*	–	*	–
Residential Care And Treatment Facility Self-Contained (More than 60%)	9	0.1	14	0.3	7	0.1	0		*	–	10	0.8
Residential Care And Treatment Facility (Separate Campus)	0		0		0		0		0		*	–
Off Home Campus (Mainstream)	0		*	–	0		7	0.1	0		9	0.7
Off Home Campus (Resource, Less than 21%)	0		*	–	0		0		0		*	–
Off Home Campus (Resource, At Least 21% and Less than 50%)	0		*	–	*	–	5	0.1	0		0	
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–	0		*	–
Off Home Campus (Separate Campus)	52	0.9	34	0.6	22	0.3	17	0.2	8	0.6	*	–
Off Home Campus (Community Class)	20	0.3	14	0.3	14	0.2	15	0.2	8	0.6	*	–
Total	6,085	100.0	5,370	100.0	8,783	100.0	9,378	100.0	1,334	100.0	1,268	100.0

*Fewer than five students.

Table 9. Students Identified with a Learning Disability: Number Tested on the STAAR Mathematics by Test Versions and Grades Level, 2013 and 2014

		2013		2014	
Grade	**Test Version**	**N**	**%**	**N**	**%**
3	STAAR	163	47	179	48
3	STAAR Modified	186	53	195	52
3	STAAR Alternate	*	–	*	–
4	STAAR	287	47	249	44
4	STAAR Modified	329	53	316	56
4	STAAR Alternate	*	–	*	–
5	STAAR	358	46	283	41
5	STAAR Modified	418	54	411	59
5	STAAR Alternate	*	–	*	–
6	STAAR	349	44	313	41
6	STAAR Modified	436	55	445	59
6	STAAR Alternate	*	–	*	–
7	STAAR	342	47	338	46
7	STAAR Modified	387	53	401	54
7	STAAR Alternate	*	–	*	–
8	STAAR	363	52	360	53
8	STAAR Modified	329	48	325	47
8	STAAR Alternate	0		0	

*Fewer than five students.
Note: English and Spanish test versions were combined.

Table 10. Students Identified with a Learning Disability: Number Tested on the STAAR Reading by Test Versions and Grades Level, 2013 and 2014

Grade	Test Version	2013 N	2013 %	2014 N	2014 %
3	STAAR	131	37	151	40
3	STAAR Modified	218	62	224	60
3	STAAR Alternate	*	–	*	–
4	STAAR	218	35	194	34
4	STAAR Modified	398	65	370	65
4	STAAR Alternate	*	–	*	–
5	STAAR	284	37	225	32
5	STAAR Modified	490	63	470	67
5	STAAR Alternate	*	–	*	–
6	STAAR	288	37	279	37
6	STAAR Modified	494	63	483	63
6	STAAR Alternate	*	–	*	–
7	STAAR	306	42	307	42
7	STAAR Modified	419	58	427	58
7	STAAR Alternate	*	–	*	–
8	STAAR	360	52	354	52
8	STAAR Modified	332	48	330	48
8	STAAR Alternate	0		0	

*Fewer than five students.
Note: English and Spanish test versions were combined.

Table 11. Students Identified with a Learning Disability: Number Tested on the STAAR Science, Social Studies, and Writing by Test Versions and Grades Level, 2013 and 2014

Subject	Grade	Test Version	2013		2014	
			N	%	N	%
Science	5	STAAR	450	58	372	53
	5	STAAR Modified	322	42	321	46
	5	STAAR Alternate	*	–	*	–
	8	STAAR	393	57	412	60
	8	STAAR Modified	295	43	279	40
	8	STAAR Alternate	0		0	
Social Studies	8	STAAR	394	57	412	60
	8	STAAR Modified	295	43	279	40
	8	STAAR Alternate	0		0	
Writing	4	STAAR	257	42	228	40
	4	STAAR Modified	354	58	335	59
	4	STAAR Alternate	*	–	*	–
	7	STAAR	315	44	307	42
	7	STAAR Modified	392	55	422	58
	7	STAAR Alternate	*	–	*	–

*Fewer than five students.

Note: English and Spanish test versions were combined.

Table 12. Mainstream Students with Disabilities: Stanford 10 Normal Curve Equivalents (NCEs), 2010 and 2014

Grade	N Tested		Normal Curve Equivalents (NCEs)									
			Reading		Mathematics		Language		Environment/ Science		Social Science	
	2010	2014	2010	2014	2010	2014	2010	2014	2010	2014	2010	2014
1	82	111	35	27	30	33	46	33	29	28		
2	120	243	27	21	29	24	28	22	35	30		
3	222	399	26	20	33	27	26	21	34	28	28	24
4	429	545	29	23	38	31	32	28	38	31	34	26
5	564	733	28	22	35	29	29	24	37	33	33	28
6	664	523	23	22	32	33	25	23	32	34	28	29
7	748	502	25	23	33	35	27	27	31	32	32	31
8	761	497	28	28	35	37	29	28	41	42	34	33
Total	**3,590**	**3,553**	**26**	**23**	**34**	**32**	**28**	**25**	**36**	**29**	**32**	**29**

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 13. Non-Mainstream Students with Disabilities: Stanford 10 Normal Curve Equivalents (NCEs), 2010 and 2014

Grade	N Tested		Normal Curve Equivalents (NCEs)									
			Reading		Mathematics		Language		Environment/ Science		Social Science	
	2010	2014	2010	2014	2010	2014	2010	2014	2010	2014	2010	2014
1	90	59	28	17	30	23	45	22	24	16		
2	235	107	18	14	20	16	19	17	28	24		
3	317	200	19	18	26	24	20	18	23	26	20	23
4	439	271	18	17	26	22	22	20	25	23	25	21
5	483	309	19	16	26	20	21	17	27	26	26	21
6	452	525	16	12	24	25	18	13	24	19	23	19
7	411	502	15	12	23	26	17	16	21	20	25	21
8	441	408	18	15	26	30	20	16	31	29	29	26
Total	**2,868**	**2,381**	**18**	**14**	**25**	**24**	**20**	**16**	**25**	**23**	**25**	**22**

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 14. Demographic Characteristics of Students with Autism, 2011–2014

	2011		2012		2013		2014	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	156	15.0	166	15.0	200	15.5	220	14.9
Male	894	85.0	940	85.0	1,092	84.5	1,252	85.1
Race/Ethnicity								
Asian	33	3.0	32	3.0	39	3.0	47	3.2
American Indian	*	–	*	–	*	–	*	–
African American	324	31.0	328	30.0	377	29.2	401	27.2
Hispanic	520	50.0	563	51.0	669	51.8	794	53.9
Pacific Islander	*	–	*	–	*	–	*	–
White	157	15.0	166	15.0	191	14.8	206	14.0
Two or more	12	1.0	12	1.0	11	0.9	18	1.2
Grade								
EE	78	7.0	53	5.0	66	5.1	69	4.7
PK	39	4.0	36	3.0	26	2.0	32	2.2
K	83	8.0	95	9.0	95	7.4	84	5.7
1st	111	11.0	95	9.0	137	10.6	155	10.5
2nd	121	12.0	114	10.0	117	9.1	154	10.5
3rd	85	8.0	119	11.0	112	8.7	121	8.2
4th	66	6.0	88	8.0	133	10.3	125	8.5
5th	61	6.0	78	7.0	105	8.1	136	9.2
6th	54	5.0	64	6.0	83	6.4	107	7.3
7th	64	6.0	49	4.0	69	5.3	89	6.0
8th	53	5.0	70	6.0	62	4.8	78	5.3
9th	64	6.0	57	5.0	69	5.3	65	4.4
10th	42	4.0	57	5.0	58	4.5	80	5.4
11th	42	4.0	43	4.0	61	4.7	60	4.1
12th	87	8.0	88	8.0	99	7.7	117	7.9
Total	1,050	100.0	1,106	100.0	1,292	100.0	1,472	100.0

*Fewer than five students.
Note: Data were generated using PEIMS.

Table 15. Instructional Setting of Students with Autism, 2011–2014

	2011		2012		2013		2014	
Instructional Setting	**N**	**%**	**N**	**N**	**N**	**%**	**N**	**%**
No instructional setting	15	1.4	7	0.6	19	1.5	*	–
Hospital class	*	–	0		0		0	
Homebound	0		0		*	–	0	
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–
Mainstream	133	12.7	145	13.1	182	14.1	220	14.9
Resource (Less than 21%)	66	6.3	84	7.6	90	7.0	102	6.9
Resource (At Least 21% and Less than 50%)	85	8.1	101	9.1	122	9.4	150	10.2
Self-Contained (At Least 50% and No More than 60%)	67	6.4	56	5.1	57	4.4	60	4.1
Self-Contained (More than 60%)	577	55.0	598	54.1	671	51.9	820	55.7
Full-Time Early Childhood Special Education Setting	43	4.1	53	4.8	88	6.8	51	3.5
Residential Nonpublic School Program	*	–	*	–	*	–	*	–
Nonpublic Day School	31	3.0	32	2.9	37	2.9	38	2.6
Residential Care And Treatment Facility Mainstream	0		0		0		*	–
Residential Care And Treatment Facility (At Least 21% and Less than 50%)	0		0		*	–	*	–
Residential Care And Treatment Facility (Less than 21%)	0		*	–	0		0	
Residential Care And Treatment Facility (At Least 50% and No More than 60%)	*	–	0		0		*	–
Residential Care And Treatment Facility (More than 60%)	5	0.5	5	0.5	6	0.5	5	0.3
Off Home Campus (Mainstream)			*	–	0		*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–
Off Home Campus (Separate Campus)	*	–	5	0.5	*	–	*	–
Off Home Campus (Community Class)	18	1.7	13	1.2	8	0.6	9	0.6
Total	1,050	100.0	1,106	100.0	1,292	100.0	1,472	100.0

*Fewer than five students.

Table 16. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 3–5, 2012–2014

Version	Subject	Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	34	19	17	21	34	25	19	23	34
	Reading	36	18	19	21	35	23	16	21	35
	Writing				19	36	25			
	Science							21	27	35
	Social Studies									
STAAR Modified	Mathematics	22	27	38	24	30	28	21	28	29
	Reading	21	28	36	24	30	30	24	31	27
	Writing				28	30	29			
	Science							18	24	29
	Social Studies									
STAAR Alternate	Mathematics	57	63	61	40	64	63	35	47	68
	Reading	57	63	61	40	64	63	35	47	68
	Writing				40	64	62			
	Science							34	47	67
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 17. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 6–8, 2012–2014

Version	Subject	Grade 6			Grade 7			Grade 8		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	10	17	22	5	11	17	18	11	13
	Reading	9	14	18	6	12	15	20	11	14
	Writing				6	12	15			
	Science							17	11	15
	Social Studies							19	11	15
STAAR Modified	Mathematics	16	22	27	12	19	17	15	17	18
	Reading	17	25	32	11	19	21	15	19	19
	Writing				12	21	20			
	Science							15	18	18
	Social Studies							13	18	18
STAAR Alternate	Mathematics	34	39	53	30	35	50	36	33	38
	Reading	34	39	53	30	35	50	36	32	0
	Writing				30	34	50			
	Science							36	33	38
	Social Studies							36	33	38

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 18. Students with Autism: Percent Met Satisfactory at Phase-in 1 Standards by STAAR Version, Subject, and Grade Levels 3–5, 2012–2014

Version	Subject	Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	53	68	59	48	56	56	37	52	56
	Reading	53	56	53	57	63	52	31	57	63
	Writing				58	67	40			
	Science							29	48	57
	Social Studies									
STAAR Modified	Mathematics	41	52	66	63	53	50	57	32	52
	Reading	48	61	64	54	47	57	42	68	56
	Writing				68	60	48			
	Science							33	38	45
	Social Studies									

Note: STAAR Alternate was held accountable at the Recommended standards.
For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 19. Students with Autism: Percent Met Satisfactory at Phase-in 1 Standards by STAAR Version, Subject, and Grade Levels 6–8, 2012–2014

Version	Subject	Grade 6			Grade 7			Grade 8		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	80	59	68	100	82	65	61	73	92
	Reading	56	79	56	83	75	93	65	91	86
	Writing				83	42	67			
	Science							71	82	73
	Social Studies							74	73	80
STAAR Modified	Mathematics	44	36	48	58	37	53	60	53	56
	Reading	65	40	59	27	53	52	53	63	79
	Writing				67	57	65			
	Science							53	61	67
	Social Studies							46	44	67

Note: STAAR Alternate was held accountable at the Recommended standards.
For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 20. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 3–5, 2012–2014

Version	Subject	Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	21	26	41	33	32	24	5	39	32
	Reading	22	6	26	14	23	4	13	19	40
	Writing				11	25	16			
	Science							10	22	31
	Social Studies									
STAAR Modified	Mathematics	27	48	53	38	27	29	19	11	28
	Reading	14	43	47	29	17	30	21	32	26
	Writing				25	33	28			
	Science							28	13	17
	Social Studies									
STAAR Alternate	Mathematics	53	68	87	58	59	90	54	64	84
	Reading	46	63	84	55	47	87	49	51	87
	Writing				53	52	84			
	Science							50	55	88
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 21. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 6–8, 2012–2014

Version	Subject	Grade 6			Grade 7			Grade 8		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	20	29	36	20	27	41	28	55	46
	Reading	33	57	22	33	42	60	20	64	57
	Writing				0	25	27			
	Science							41	55	33
	Social Studies							26	36	53
STAAR Modified	Mathematics	19	18	22	17	16	29	33	24	28
	Reading	18	12	28	18	26	19	20	26	26
	Writing				8	43	35			
	Science							27	28	50
	Social Studies							31	22	33
STAAR Alternate	Mathematics	59	67	91	60	71	94	58	76	92
	Reading	62	64	94	67	69	94	61	75	92
	Writing				67	71	94			
	Science							67	76	100
	Social Studies							58	76	92

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 22. Students with Autism: Percent Met Advanced Standards by STAAR Version, Subject, and Grade Levels 3–5, 2012–2014

Version	Subject	Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	6	11	23	14	18	12	0	13	18
	Reading	11	6	0	10	17	0	0	10	23
	Writing				0	8	0			
	Science							5	4	14
	Social Studies									
STAAR Modified	Mathematics	14	11	5	0	3	11	0	0	3
	Reading	10	4	3	0	0	7	8	3	7
	Writing				4	7	3			
	Science							17	8	7
	Social Studies									
STAAR Alternate	Mathematics	7	8	16	18	19	19	20	15	19
	Reading	4	11	13	8	13	19	14	6	15
	Writing				13	14	15			
	Science							15	9	13
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 23. Students with Autism: Percent Met Advanced Standards by STAAR Version, Subject, and Grade Levels 6–8, 2012–2014

Version	Subject	Grade 6			Grade 7			Grade 8		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Mathematics	20	12	18	0	9	18	0	0	23
	Reading	33	36	6	0	17	27	10	27	29
	Writing				0	8	7			
	Science							18	9	13
	Social Studies							16	27	20
STAAR Modified	Mathematics	0	0	7	0	0	0	7	0	0
	Reading	6	0	9	0	0	0	0	5	0
	Writing				0	5	5			
	Science							7	6	6
	Social Studies							0	6	11
STAAR Alternate	Mathematics	18	26	15	17	9	30	33	15	18
	Reading	12	18	9	10	9	34	25	16	8
	Writing				13	6	30			
	Science							42	15	13
	Social Studies							11	21	11

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 24. Students with Autism: Percent Met Satisfactory and Advanced by STAAR Version and EOC, 2012–2014

		N Tested			% Satisfactory			% Advanced		
	EOC	2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Algebra I	16	13	12	81	69	83	0	8	17
	Biology	12	20	9	75	80	56	0	10	0
	English I-Reading	13	19		31	37		0	11	
	English I-Writing	14	20		36	35		0	0	
	English II-Reading	0	13			62			8	
	English II-Writing	0	13			31			0	
	English I			15			27			0
	English II			29			41			0
	U.S. History	0	0	15			87			7
STAAR Modified	Algebra I	11	19	21	27	32	48	0	11	0
	Biology	8	14	21	38	21	43	0	0	0
	English I-Reading	12	14		50	57		0	14	
	English I-Writing	12	14		25	43		0	14	
	English II-Reading	0	12			67			0	
	English II-Writing	0	12			100			25	
	English I			19			53			0
	English II			12			58			0
	U.S. History	0	0	0						
STAAR Alternate	Algebra I	26	30	34	58	50	85	4	17	12
	Biology	36	31	41	69	52	90	8	16	17
	English I	25	30	34	56	53	85	8	10	21
	English II	24	32	36	63	66	89	4	6	14
	U.S. History	22	22	29	45	68	79	5	9	7

Note: English I and II for STAAR and STAAR Modified are new assessments for 2014. STAAR Alternate was held accountable at the Recommended standards.

Table 25. Students with Autism: Stanford 10 Normal Curve Equivalents (NCEs), 2012–2014

Grade	N Tested			Normal Curve Equivalents (NCEs)								
				Reading			Mathematics			Language		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
1	37	49	54	26	30	27	25	31	30	27	33	31
2	44	51	57	18	19	22	25	20	23	17	19	25
3	53	43	50	33	23	23	35	31	28	35	25	25
4	43	61	47	30	29	27	35	34	29	37	35	32
5	38	49	64	17	27	30	26	33	33	23	32	30
6	23	40	48	26	23	25	33	30	38	30	28	27
7	16	33	36	23	28	29	33	34	41	29	29	36
8	33	26	35	27	25	32	42	34	44	36	27	33
Total	**287**	**352**	**391**	**25**	**26**	**27**	**32**	**31**	**32**	**29**	**29**	**29**

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 26. Students with Autism: Stanford 10 Normal Curve Equivalents (NCEs), 2012–2014

Grade	Normal Curve Equivalents (NCEs)					
	Environment/Science			Social Science		
	2012	2013	2014	2012	2013	2014
1	21	25	23			
2	23	23	23			
3	38	32	30	34	25	26
4	33	35	35	29	30	26
5	29	38	39	26	31	31
6	38	35	41	34	30	35
7	37	36	38	37	39	40
8	42	42	50	42	40	43
Total	**36**	**36**	**38**	**33**	**32**	**33**

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

APPENDIX A
PEIMS Instructional Setting Codes

Code	Description
00	No Instructional Setting (such as Speech Therapy)
40	Mainstream
41	Resource Room/Services Less than 21%
42	Resource Room/Services At least 21% and Less than 50%
43	Self-Contained, Mild/Moderate/Severe, Regular Campus At Least 50% and No More than 60%
44	Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%

Source: PEIMS Data Standards