MEMORANDUM August 24, 2015

TO: Board Members

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

SUBJECT: **SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2014–2015**

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 2015 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 2015. This was especially evident in the identification of Hispanic students as dyslexic. The rate of students identified for dyslexia reached 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 2010 to 2015. 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 over the past five years. However, African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers.

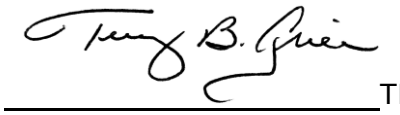
Over the past five years, there has been a steady increase in the number of students identified with autism. Autism affects boys more often than girls and this was evident in HISD as the majority of the students with autism were male. More than half of the students with autism were placed in a self-contained instructional setting. The percent of students with autism in a self-contained setting decreased from 2014 to 2015.

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.

Districtwide efforts to increase the identification of students with dyslexia will continue. The OSES continues to use the 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 receive rigorous instruction in inclusive settings. In the 2015–2016 school year, seven schools will pilot an inclusive instructional model for students with autism. Resources, such as Kurzweil and Goalbook, have been provided districtwide so that instruction is designed and delivered using Universal Design for Learning principles.

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 Officers
Sowmya Kumar

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

SPECIAL EDUCATION PROGRAM IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT 2014 – 2015

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RESEARCH

Special Education Program Identification, Placement, and Assessment Report

2014 – 2015

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SPECIAL EDUCATION PROGRAM

IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT

2014–2015

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 the various versions of the State of Texas Assessment of Academic Readiness (STAAR);

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 (43.1 percent). The percent of African Americans identified with a learning disability decreased by 9.9 percentage points from 2010 to 2015.

- African American students comprised 39 percent of students identified with an intellectual disability in 2015. 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 53 percent compared to 34 percent Hispanic and 11 percent White students in 2015. The percent of African American students identified with emotional disturbance decreased from 57 percent in 2010 to 53 percent in 2015.

- Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (44.4 percent). The percent of Hispanic students identified with a learning disability decreased by 9.5 percentage points from 2010 to 2015.

- 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 46.3 percent in 2015. The percent identified with speech impairment increased from 16.4 percent in 2010 to 24.4 percent in 2014, and then decreased to 23.4 in 2015.

- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels in 2015 (63 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 37 percent in 2015.

- The number of students referred for dyslexia services substantially increased from 560 in 2010 to 2,175 in 2015. This was an increase of 288 percent over the past five years. Also, 15.5 percent of students referred for dyslexia services were White, while at the district level they represented 8.3 percent of the student population in 2015. At the district level, Hispanic students represented 62.1 percent of the student population and 52.6 percent of students identified for dyslexia services. African American students made up 24.9 percent of the student population in the district, and 29.7 percent of students referred for dyslexia services.

- From 2010 to 2015, the percent of Hispanic students referred for dyslexia services increased by 11.3 percentage points, from 41.3 percent to 52.6 percent. The percent of African American students increased from 17.7 percent in 2010 to 29.7 percent in 2015. In contrast, the percent of White students referred for dyslexia services decreased by 24.9 percentage points, from 40.4 percent to 15.5 percentage points.

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 2015. There was a steady decrease in the percent of students with disabilities placed in a resource or self-contained instructional setting from 2012 to 2015. 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 2010–2015.

Section III: Assessment

- The majority of the students with a learning disability in grades 3–8 took the regular STAAR assessment in all subjects. The highest percent of students with a learning disability who took the STAAR was 77 percent in writing. About 29 percent of students identified with a learning disability took the STAAR A in science and social studies. Less than 0.2 percent of these students took any of the subject tests on the STAAR Alternate 2.

Section IV: Students with Autism

- A total of 1,629 students were identified with autism in 2015 compared to 1,472 in 2014. The majority of these students were male (83.7 percent) compared to female (16.3 percent) in 2015. About 55.7 percent of the students identified with autism were Hispanic, followed by 27.6 percent African American, and 12.6 percent White.

- More than half of students identified with autism were placed in a self-contained instructional setting in 2015. The percent of students with autism in a self-contained setting steadily decreased for three years, but increased in 2014 and then decreased in 2015. About 27 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2015.

- Students with autism experienced a decrease in satisfactory performance under phase-in 1 standards from 2014 to 2015 in all grades tested and subjects with available data on the STAAR exam. On the STAAR A, the percent of students who met satisfactory under phase-in 1 standards ranged from 0 in grade 8 for reading to 29 in grade 5 for science.

- Students with autism in grade 4 experienced an increase in satisfactory performance under the recommended standards for reading and writing and grade 6 for reading on the STAAR exam. The highest percent of students with autism who met satisfactory under the recommended standard on the STAAR A was 19 percent in grade 3 for reading.

- There was an increase in the percent of students with autism who met advanced performance on the STAAR for grade 4 for reading and writing and grade 6 for reading. For STAAR A, the highest percent of students with autism who met advanced performance was 9 percent in grade 6 for reading. On the STAAR Alternate 2, the percent of students with autism who met the accomplished standard ranged from 8 percent in grade 4 for reading to 38 percent in grade 3 for mathematics.

- For STAAR EOC assessments, the percent of students with autism who met the satisfactory standard ranged from 17 percent for English II to 75 percent for Biology in 2015. From 2014 to 2015, the percent who met satisfactory increased for Biology and English I. The highest percent of students with autism who met the advanced standard was in Algebra I with 26 percent in 2015.

Recommendations

1. There has been much progress made in addressing the over-representation of African American students in the areas of intellectual disability and emotional disturbance from 2010 to 2015. Also, the percent of African American students placed in a mainstream setting has increased substantially from previous years. However, they continue to be overrepresented in special education and placed in resource or self-contained instructional settings at a higher rate compared to their Hispanic and White peers. 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. There was a substantial increase in the percent of students identified for dyslexia services in HISD from 2010 to 2015. This was especially evident in the identification of Hispanic students as dyslexic. The rate of students identified for dyslexia reached 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.

3. Although, the percent of students with autism placed in a mainstream setting has increased over the past five years, more than half continue to be placed in a self-contained instructional setting. Consequently, a higher number of students with autism took the STAAR Alternate 2 compared to the STAAR A or general STAAR. Current federal law mandates that all children receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Efforts to develop inclusive opportunities for students with autism should be addressed. Addressing these efforts at this time is especially important as the number of students identified with autism continues to increase.

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.

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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 through 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).

- Quantitative analysis was accomplished using results from the State of Texas Assessments of Academic Readiness (STAAR) database. This report examined results on the STAAR, STAAR Accommodated (A), and STAAR Alternate 2. Subjects and grades tested on the STAAR exams include: reading and mathematics in grades 3–8, writing in grades 4 and 7, science in grades 5 and 8, and social studies in grade 8. Passing rates for STAAR mathematics tests in grade 3–8 are not available at this time. Due to substantial changes made to the STAAR mathematics test based on the state curriculum, the passing standards must be reset. STAAR A and STAAR Alternate 2 were offered for the first time in 2015. STAAR A, an accommodated version of STAAR for students with disabilities, is offered as an online assessment in the same grades and subjects as STAAR. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, and text-to-speech functionality. STAAR Alternate 2 replaced the STAAR Alternate test. STAAR Alternate 2 is offered to students with significant cognitive disabilities receiving special education services. The STAAR Modified and STAAR Alternate were administered for the final time in 2014. 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.

- 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?

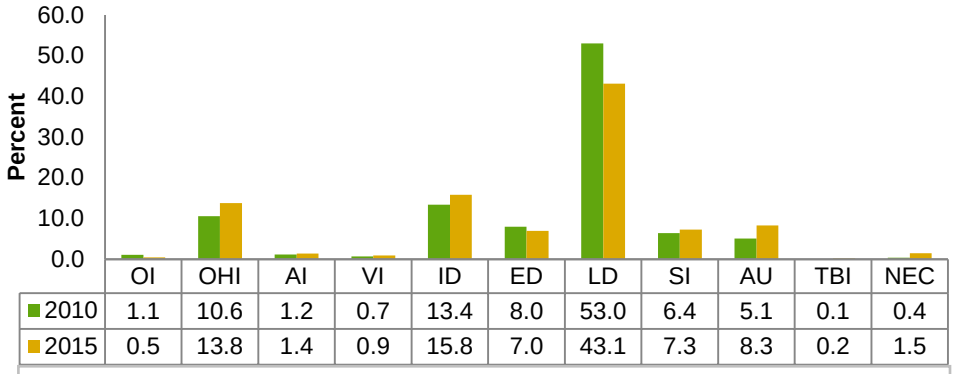
Overall, students with disabilities comprised 7.5 percent of the population in HISD during the 2014–2015 school year. This was a decrease from 7.7 percent during the 2013–2014 school year. In comparison, the special education identification rate for Texas was 8.5 percent in 2014–2015. According to the most recent data provided by the U.S. Department of Education, the percent of students in the nation was 13 percent in 2012–2013.

- During the 2014–2015 school year, African American students made up 24.9 percent of the student population in HISD (see **Table 1**, page 20). However, African American students comprised 33.1 percent of the special education population. The majority of African American students in the special education program were male (67.9 percent) compared to female (32.1 percent) (see **Table 2**, page 21). The highest percent of African American students in the special education program were enrolled in grade 9 (11.4 percent), followed by grade 6 (9.5 percent).

- **Figure 1** shows the primary handicapping condition of African American students in 2010 compared to 2015 (see page 8). The most prevalent primary handicapping condition for African American students in the special education program was a learning disability (43.1 percent). In contrast, about 18.9 percent of White students in the special education program were identified as having a learning disability (see **Table 3**, page 21). Although African American students were

over-represented in the category of learning disability, there was a decrease of 9.9 percentage points identified from 2010 to 2015.

Figure 1. Primary Handicapping Condition of African American Students, 2010 and 2015



	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
2015	0.5	13.8	1.4	0.9	15.8	7.0	43.1	7.3	8.3	0.2	1.5

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 15.8 percent of African American students in the special education program were identified with an intellectual disability in 2015, 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 7.0 percent in 2015.

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 2015. 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 2015. The percent of Hispanic students with an intellectual disability increased from 50 percent in 2010 to 54 percent in 2015.

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

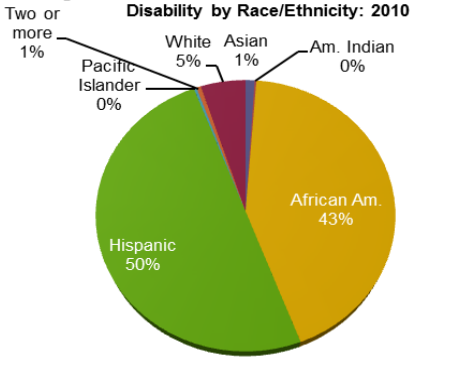
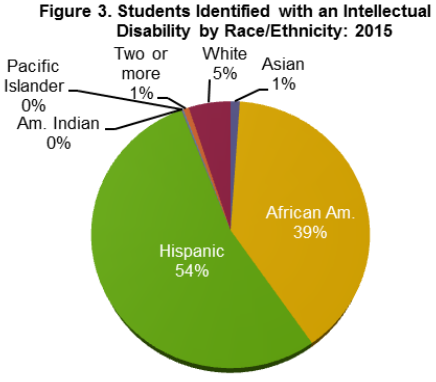


Figure 3. Students Identified with an Intellectual Disability by Race/Ethnicity: 2015



- **Figures 4** and **5** show the percent of students identified with emotional disturbance by race/ethnicity in 2010 compared to 2015 (see page 9). For both 2010 and 2015, there was a higher percent of African American students who were identified with an emotional disturbance compared to Hispanic and White

students. However, the percent of African American students identified with emotional disturbance decreased from 57 percent in 2010 to 53 percent in 2015.

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

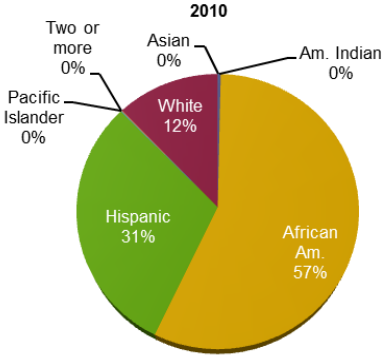
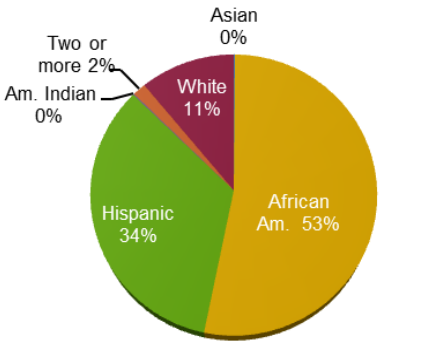


Figure 5. Students Identified with Emotional Disturbance by Race/Ethnicity: 2015

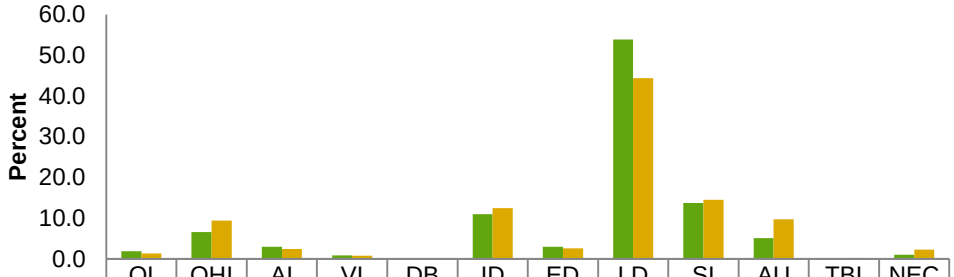


What were the identification trends for Hispanic students in the special education program?

- Hispanic students made up 62.1 percent of the student population in HISD in 2015 (see Table 1, page 20). Hispanic students comprised 57.4 percent of the special education population in 2015, which was an increase from 53 percent in 2010. The majority of Hispanic students in the special education program were male (67.2 percent) compared to female (32.8 percent) (see Table 2, page 21). The highest percent of Hispanic students in the special education program were in grade 4 (9.2 percent) followed by grade 5 (8.9 percent).

- **Figure 6** shows the primary handicapping condition of Hispanic students in 2010 and 2015. Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (44.4 percent) in 2015. The percent of Hispanic students identified with a learning disability decreased by 9.5 percentage points from 2010 to 2015.

Figure 6. Primary Handicapping Condition of Hispanic Students, 2010 and 2015



	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
2015	1.3	9.4	2.4	0.8	0.0	12.5	2.6	44.4	14.5	9.7	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, 12.5 percent of Hispanic students in the special education program were identified with an intellectual disability in 2015, an increase from 11.0 percent in 2010. The percent of Hispanic students identified with speech impairment was 14.5 percent in 2015 compared to 13.7 in 2010.

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

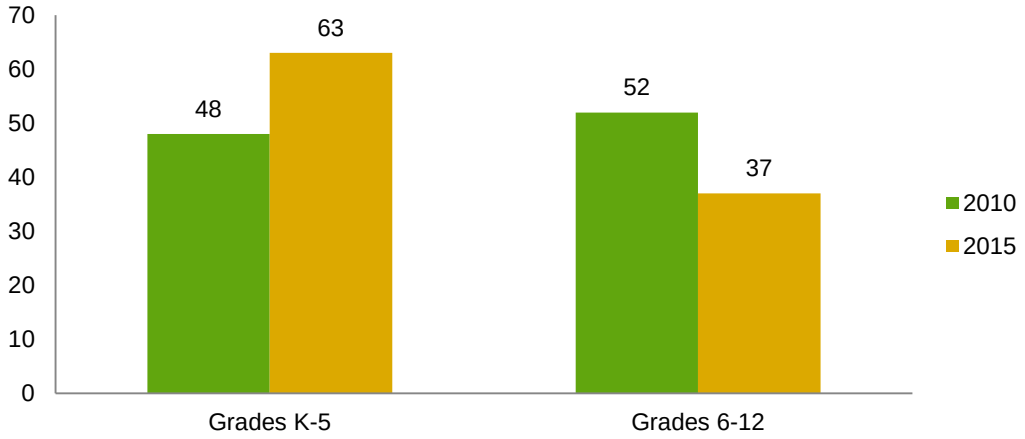
Specifically, the identification trends for Hispanic students who were identified as ELLs were examined. Early identification is important to the success of culturally and linguistically-diverse students who may have a disability.

- **Table 4** provides the number and percent of Hispanic ELLs in the special education program by gender and grade (see page 22). The overwhelming majority of Hispanic ELL students with disabilities were male (68.7 percent) compared to female (31.3 percent) in 2015. The percent of Hispanic ELL students with disabilities increased from grades pre-K through grade 5 comparing 2010 to 2015. Conversely, the percent of Hispanic ELL students with disabilities decreased in grades 7–12 comparing 2010 to 2015. There was no change in the percent of Hispanic ELL students with disabilities in grade 6.

- **Table 5** provides the number and percent of Hispanic ELLs in the special education program by primary handicapping condition (see page 22). 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 slightly from 46.7 percent in 2014 to 46.3 percent in 2015. Hispanic students identified with speech impairment decreased from 24.4 percent in 2014 to 23.4 percent in 2015.

- **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). At the elementary grade levels, the percent of Hispanic ELL students identified in the special education program increased by 15 percentage points, from 48 percent in 2010 to 63 percent in 2015. 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 37 percent in 2015.

Figure 7. Hispanic English Language Learners 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 2015 compared to 2010 (see page 23). Male students make up 50.9 percent of the student population, and represented 64.5 percent of students identified with dyslexia in 2015. About 35.5 percent of the students referred for dyslexia services were female. Also, 15.5 percent of students referred for dyslexia services were White, while at the district level they represented 8.3 percent of the student population in 2015. At the district level, Hispanic students represented 62.1 percent of the student population and 52.6 percent of students referred for dyslexia services. African American students made up 24.9 percent of the student population in the district, and 29.7 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. Then decreased slightly to 52.6 percent in 2015. The percent of African American students increased from 17.7 percent in 2010 to 29.7 percent in 2015. In contrast, the percent of White students referred for dyslexia services decreased by 24.9 percentage points, from 40.4 percent in 2010 to 15.5 percent in 2015.

- Kindergarten had the lowest percent of students identified with dyslexia (0.2 percent), while fourth grade had the highest percent of students identified with dyslexia (12.4 percent).

- The number of students identified with dyslexia increased from 560 in 2010 to 2,175 in 2015. This was an increase of 288 percent over the past five years. Overall, one percent of students in the district were identified with dyslexia.

Section II: Placement

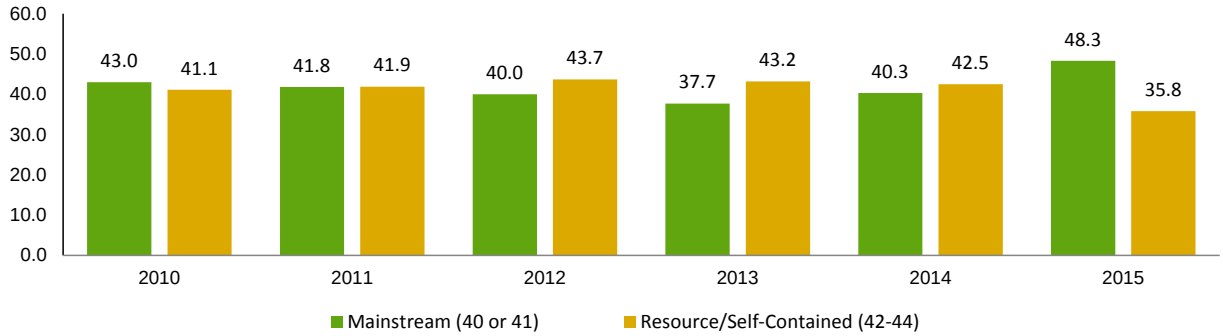
What proportion of students in the special education program spends all or most their day in a mainstream instructional setting?

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 36).

- **Figure 8** illustrates the percent of students with disabilities by instructional settings from 2010–2015. 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. From 2014 to 2015, the percent of students with disabilities has increased by eight percentage points (from 40.3 in 2014 to 48.3 percent in 2015).

- 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 2015, 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 2015 compared to 2010 (see page 24).

Figure 8: Percent of Students with Disabilties by Instructional Setting, 2010–2015



- **Figures 9–11** show the percent of students with disabilities by instructional settings from 2010–2015 for African American, Hispanic, and White students (see page 13). From 2010 to 2013, African American and Hispanic students with disabilities experienced a decrease in the percent placed in a mainstream setting. From 2013 to 2015, 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 2015.

- Specifically, the percent of African American students with disabilities placed in a mainstream setting increased from 39.9 percent in 2014 to 48.8 percent in 2015. Hispanic students with disabilities experienced an increase from 41.4 percent in 2014 to 49.3 percent in 2015.

- White students with disabilities experienced a decrease in the percent of students placed in a mainstream setting from 2010 to 2014. In 2015, White students with disabilities experienced an increase from 36.6 percent in 2014 to 42.7 percent in 2015.

- The percent of White students with disabilities coded as "no instructional setting" was higher than their African American and Hispanic peers throughout all six 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 2015 compared to 2010, (see page 25).

Figure 9: Percent of African American Students with Disabilities by Instructional Setting, 2010–2015

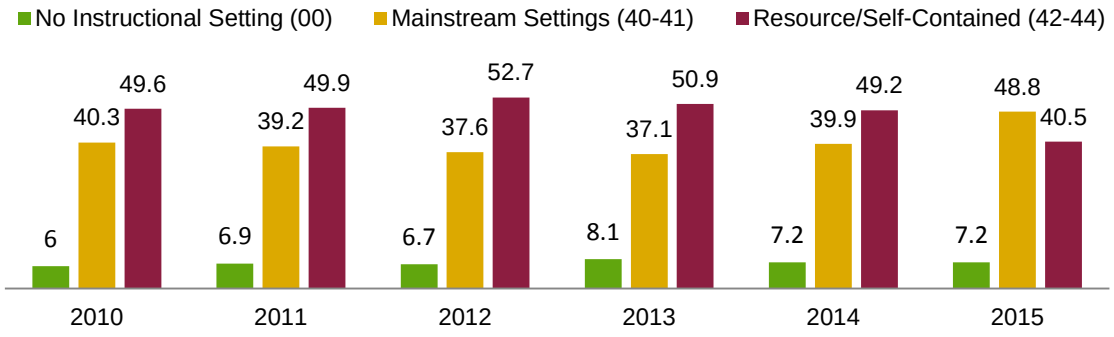


Figure 10: Percent of Hispanic Students with Disabilities by Instructional Setting, 2010–2015

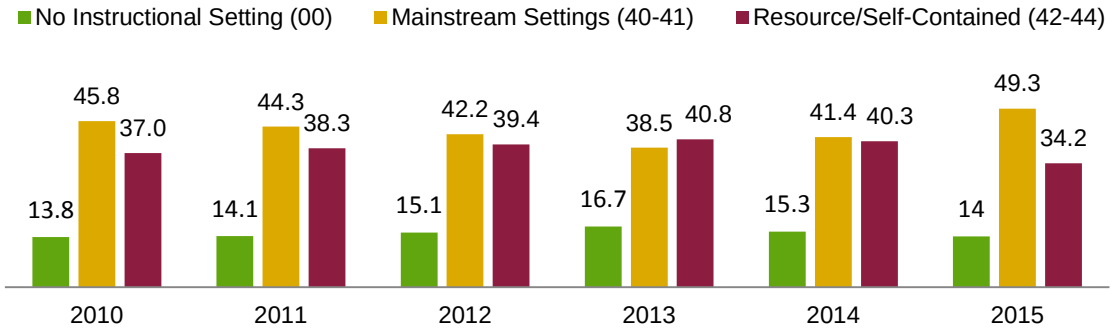
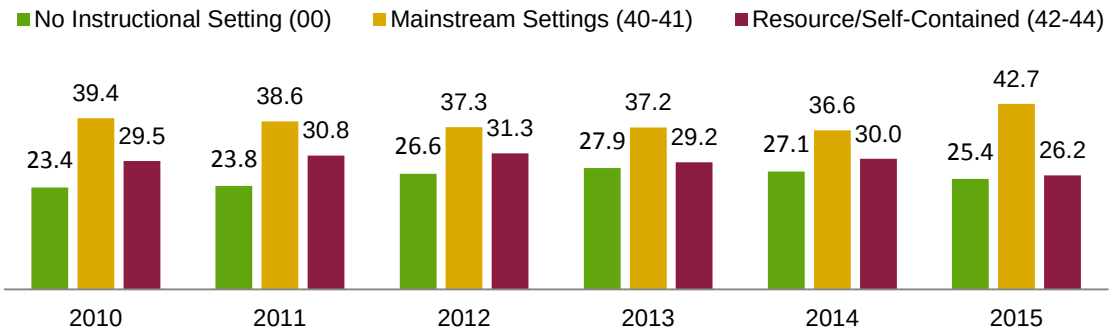


Figure 11: Percent of White Students with Disabilities by Instructional Setting, 2010–2015



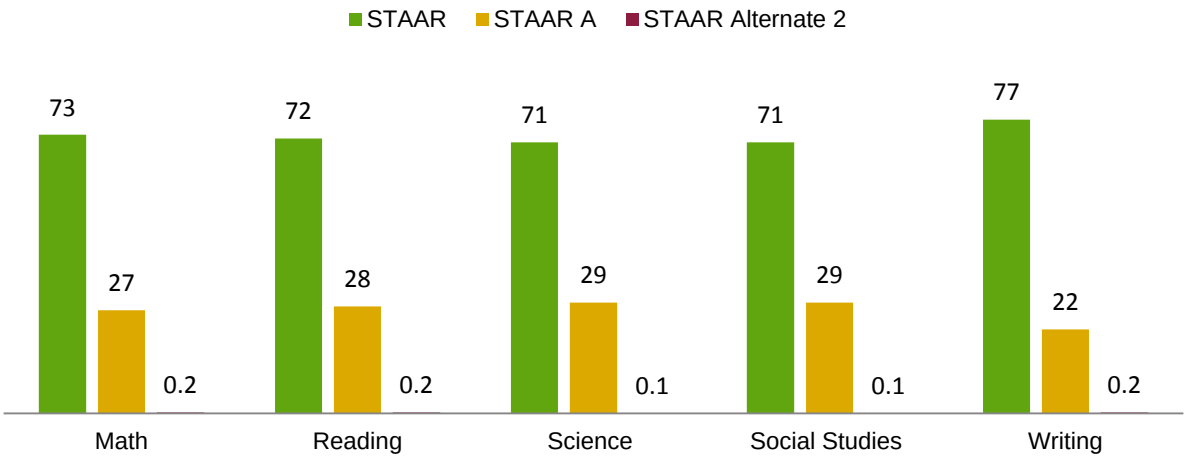
Section III: Assessment

What test versions of the State of Texas Assessments of Academic Readiness (STAAR) were administered to students with learning disabilities?

The STAAR includes several test versions for students who require accommodations. There were four versions of the STAAR exam offered to students in 2014: STAAR, STAAR L (linguistic accommodation), STAAR Modified, and STAAR Alternate. The STAAR Modified and STAAR Alternate were administered for the final time during the 2013–2014 school year. STAAR A and STAAR Alternate 2 were offered for the first time in 2015. STAAR A, an accommodated version of STAAR for students with disabilities, is offered as an online assessment in the same grades and subjects as STAAR. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, and text-to-speech functionality. STAAR Alternate 2 replaced the STAAR Alternate test. STAAR Alternate 2 is offered to students with significant cognitive disabilities receiving special education services. The ARD/IEP committee makes assessment decisions based on the types of accommodations a student receives in the classroom. There were fewer than five students overall who took the STAAR L; therefore, these results were not included.

- **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 2015. The majority of the students with a learning disability in grades 3–8 took the STAAR in all subjects. The highest percent of students with a learning disability who took the STAAR was 77 percent in writing. About 29 percent of students identified with a learning disability took the STAAR A in science and social studies. About 0.2 percent or less of these students took any of the subject tests on the STAAR Alternate 2.

Figure 12: Percent of Students with a Learning Disabilty by STAAR Grades 3–8 Test Version and Subject, 2015



- **Table 9** presents the number and percent of students identified with a learning disability administered the STAAR grades 3–8 mathematics by test version and grade (see page 26). Seventy percent or more of the students took the regular STAAR assessment in all subjects and grades in 2015. Students who took STAAR A in mathematics ranged from 23 percent in grade 3 to 30 percent in grade 6. Fewer than five students identified with a learning disability took the STAAR Alternate 2.

- **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 and grade (see page 27). The majority of students took the regular STAAR assessment for reading in all grades in 2015. The lowest percent of students who took the STAAR for reading was in grade 6 (69 percent). Students who took STAAR A in reading ranged from 26 percent in grades 3 and 4 to 31 percent in grade 6. Fewer than five students identified with a learning disability took the STAAR Alternate 2.

- **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 28). Most of the students took the regular STAAR assessment for science, social studies, and writing in 2015. About 82 percent of students identified with a learning disability in grade 4 took the STAAR in writing. Fewer than five students identified with a learning disability took the STAAR Alternate 2 in science, social studies or writing.

- The academic performance of special education students is presented in the district's STAAR and STAAR EOC annual performance reports available from the Department of Research and Accountability.

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 five years (2011–2015).

- In 2015, there were a total of 1,629 students identified with autism in HISD. The majority of students were male (83.7 percent) compared to female (16.3 percent) (see **Table 12**, page 29). About 55.7 percent of the students identified with autism were Hispanic, followed by 27.6 percent African American, and 12.6 percent White. A higher percentage of students identified with autism were at elementary grades compared to the secondary grades. Specifically, 10.1 percent of the students were in grade 2 in 2015.

- The number of students identified with autism has increased by 55 percent from 2011 to 2015. 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 percentage points) in the percent of African American students identified with autism from 2011 to 2014, followed by a slight increase in 2015. The percent of Hispanic students identified with autism increased from 50.0 percent in 2011 to 55.7 percent in 2015. The percent of White students identified with autism decreased from 15.0 in 2011 percent to 12.6 percent in 2015.

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 2015. Specifically, 54.5 percent were placed in a self-contained setting for more than 60 percent of the school day and 4.0 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. There was a decrease from 55.7 in 2014 to 54.5 in 2015 (see **Table 13**, page 30).

- About 7.9 percent of students identified with autism were placed in a resource instructional setting for less than 21 percent of the school day in 2015. About 8.6 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 increased from 14.9 percent in 2014 to 19.1 percent in 2015. There has been a steady increase in the percent of students with autism placed in a mainstream instructional setting over the past five school years.

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 STAAR assessments, 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, 2013–2014, and 2014–2015 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 14**–**15** 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 2 compared to the STAAR and STAAR A at all grade levels (see page 31).

- **Tables 16**–**17** show the percent met satisfactory under phase-in 1 standards for HISD by STAAR version, grade level, and subject (see page 32). Students with autism experienced a decrease in satisfactory performance under phase-in 1 standards in all grades tested and subjects with available data on the regular STAAR exam. On the STAAR A, the percent of students who met satisfactory under phase-in 1 standards ranged from 0 in grade 8 for reading to 29 in grade 5 for science. Phase-in 1 standards were not available for the STAAR Alternate 2 as students were held accountable at the recommended Satisfactory and Accomplished standards.

- **Tables 18**–**19** show the percent met satisfactory under the recommended standards for HISD by STAAR version, grade level, and subject (see page 33). Students with autism in grade 4 experienced an increase in satisfactory performance under the recommended standards for reading and writing and grade 6 for reading on the regular STAAR exam. The highest percent of students with autism who met satisfactory under the recommended standard on the STAAR A was 19 percent in grade 3 for reading.

- **Tables 20–21** show the percent of students with autism who met advanced standards by STAAR version, grade level, and subject (see page 34). There was an increase in the percent of students with autism who met advanced performance on the STAAR for grade 4 for reading and writing and grade 6 for reading.

- For STAAR A, the highest percent of students with autism who met advanced performance was 9 percent in grade 6 for reading. On the STAAR Alternate 2, the percent of students with autism who met the accomplished standard ranged from 8 percent in grade 4 for reading to 38 percent in grade 3 for mathematics.

For high school, there are five STAAR EOC assessments that students must pass in order to graduate. The ARD/IEP committee makes a determination, based on the student's performance, whether a student with a disability needs to pass the Algebra I, Biology, English I and II, and U.S. History EOC tests to graduate. 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 22** shows the percent of students with autism who passed the STAAR by test version and EOC for 2013, 2014, and 2015 (see page 35). For STAAR, the percent of students with autism who met the phase-in I satisfactory standard ranged from 17 percent for English II to 75 percent

for Biology in 2015. From 2014 to 2015, the percent who met satisfactory increased for Biology and English I. The highest percent of students with autism who met the advanced standard was in Algebra I with 26 percent in 2015.

- For STAAR A, the percent of students with autism who met the satisfactory phase-in I standard ranged from 0 percent for English I and U.S. History to 63 percent for Biology in 2015. The highest percent of students with autism who met the advanced standard on the STAAR A was 14 percent in Algebra I.

- For STAAR Alternate 2, the percent of students with autism who met the accomplished standard ranged from 29 percent for Biology to 42 percent for Algebra in 2015. STAAR Alternate 2 was held accountable at the recommended Satisfactory and Accomplished standards.

Discussion

This report examined the trends in identification, placement, and assessment of African American and Hispanic students with disabilities in 2015 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 2015 compared to 2010. Early identification of ELL students with a disability is essential to their success in school. There has been a substantial increase in the number of students identified for dyslexia services in HISD, since 2010. The rate of students with dyslexia reached one percent of the district's population.

From 2014 to 2015, there was a considerable increase in the percent of students with disabilities placed in a mainstream setting. This increase may be in response to the changes made to the STAAR program, in which assessments based on modified standards were no longer allowed to count for accountability purposes. Students who were previously assessed with the STAAR Modified had to be included in the general assessment program on the regular or accommodated versions of the STAAR. The percent of African American and Hispanic students with disabilities placed in a mainstream setting increased from 2013 to 2015. 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 2015. However, 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.

This report also provided a comprehensive analysis of students with autism. Over the past five 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 decreased in 2014 from 2015. A higher number of students with autism took the STAAR Alternate 2 followed by the general STAAR, and STAAR A. Performance on the STAAR showed that students with autism experienced a decrease in the percent meeting the phase-in standard in all subjects with available data. Results on the STAAR EOC for students with autism indicated that performance improved for two out of the five assessments with prior year data.

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

	2010		2013		2014		2015		District 2015	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	5,365	32.5	5,201	32.5	5,306	32.4	5,291	32.5	105,698	49.1
Male	11,138	67.5	10,797	67.5	11,048	67.6	11,011	67.5	109,527	50.9
Race/Ethnicity										
Asian	206	1.2	195	1.2	201	1.2	203	1.2	7,714	3.6
American Indian	16	0.1	23	0.1	26	0.2	26	0.2	402	0.2
African American	6,187	37.5	5,306	33.2	5,370	32.8	5,392	33.1	53,552	24.9
Hispanic	8,777	53.2	9,119	57.0	9,378	57.3	9,354	57.4	133,639	62.1
Native Hawaiian/ Other Islander	0		14	0.1	12	0.1	8	0.0	181	0.1
White	1,317	8.0	1,254	7.8	1,268	7.8	1,208	7.4	17,798	8.3
Two or more	NA		87	0.5	99	0.6	111	0.7	1,939	0.9
Grade Level										
EE	485	2.9	440	2.8	513	3.1	440	2.7		
Pre-K	296	1.8	431	2.7	428	2.6	410	2.5		
K	561	3.4	701	4.4	703	4.3	739	4.5		
1st	801	4.9	877	5.5	913	5.6	872	5.3		
2nd	928	5.6	1,006	6.3	1,072	6.6	1105	6.8		
3rd	1,097	6.6	1,066	6.7	1,183	7.2	1222	7.5		
4th	1,275	7.7	1,388	8.7	1,337	8.2	1445	8.9		
5th	1,393	8.4	1,466	9.2	1,455	8.9	1406	8.6		
6th	1,382	8.4	1,395	8.7	1,421	8.7	1406	8.6		
7th	1,415	8.6	1,264	7.9	1,369	8.4	1390	8.5		
8th	1,490	9.0	1,220	7.6	1,247	7.6	1285	7.9		
9th	1,951	11.8	1,545	9.7	1,457	8.9	1516	9.3		
10th	1,291	7.8	1,133	7.1	1,185	7.2	1049	6.4		
11th	1,119	6.8	1,007	6.3	1,020	6.2	1006	6.2		
12th	1,019	6.2	1,059	6.6	1,051	6.4	1011	6.2		
Total	**16,503**	**100.0**	**15,998**	**100.0**	**16,354**	**100.0**	**16,302**	**100.0**	**215,225**	**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, 2015

	African American		Hispanic		White	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,730	32.1	3,072	32.8	378	31.3
Male	3,662	67.9	6,282	67.2	830	68.7
Grade						
EE	98	1.8	256	2.7	54	4.5
PK	93	1.7	271	2.9	35	2.9
K	144	2.7	501	5.4	71	5.9
1st	180	3.3	574	6.1	83	6.9
2nd	301	5.6	670	7.2	106	8.8
3rd	340	6.3	758	8.1	95	7.9
4th	455	8.4	864	9.2	99	8.2
5th	487	9.0	830	8.9	63	5.2
6th	510	9.5	779	8.3	99	8.2
7th	468	8.7	797	8.5	95	7.9
8th	441	8.2	752	8.0	78	6.5
9th	617	11.4	794	8.5	87	7.2
10th	411	7.6	557	6.0	63	5.2
11th	449	8.3	457	4.9	82	6.8
12th	398	7.4	494	5.3	98	8.1
Total	**5,392**	**100.0**	**9,354**	**100.0**	**1,208**	**100.0**

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Handicapping Condition, 2015

	African American		Hispanic		White	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	25	0.5	118	1.3	17	1.4
Other Health Impairment	744	13.8	878	9.4	208	17.2
Auditory Impairment	78	1.4	229	2.4	23	1.9
Visual Impairment	46	0.9	71	0.8	17	1.4
Deaf-Blind	2	0.0	1	0.0	0	
Intellectual Disability	853	15.8	1,166	12.5	109	9.0
Emotional Disturbance	379	7.0	243	2.6	79	6.5
Learning Disability	2,325	43.1	4,152	44.4	228	18.9
Speech Impairment	396	7.3	1,357	14.5	298	24.7
Autism	449	8.3	907	9.7	205	17.0
Developmental Delay	0		0		0	
Traumatic Brain Injury	12	0.2	15	0.2	3	0.2
Noncategorical Early Childhood	83	1.5	217	2.3	21	1.7
Total	**5,392**	**100.0**	**9,354**	**100.0**	**1,208**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 4. Demographic Profile of Hispanic English Language Learners (ELLs) Students with Disabilities, 2010, and 2013–2015

	2010		2013		2014		2015	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,288	30.9	1,110	31.5	1,034	29.9	1,048	31.3
Male	2,874	69.1	2,415	68.5	2,427	70.1	2,305	68.7
Grade								
EE	17	0.4	7	0.2	13	0.4	6	0.2
PK	108	2.6	166	4.7	161	4.7	119	3.5
K	194	4.7	229	6.5	255	7.4	248	7.4
1st	263	6.3	289	8.2	282	8.1	303	9.0
2nd	325	7.8	313	8.9	342	9.9	336	10.0
3rd	369	8.9	309	8.8	358	10.3	356	10.6
4th	376	9.0	421	11.9	381	11.0	413	12.3
5th	407	9.8	431	12.2	395	11.4	390	11.6
6th	367	8.8	337	9.6	383	11.1	294	8.8
7th	365	8.8	235	6.7	253	7.3	285	8.5
8th	409	9.8	235	6.7	178	5.1	190	5.7
9th	393	9.4	209	5.9	205	5.9	172	5.1
10th	268	6.4	142	4.0	103	3.0	114	3.4
11th	176	4.2	124	3.5	86	2.5	64	1.9
12th	125	3.0	78	2.2	66	1.9	63	1.9
Total	**4,162**	**100.0**	**3,525**	**100.0**	**3,461**	**100.0**	**3,353**	**100.0**

Source: PEIMS

Table 5. Primary Handicapping Condition of Hispanic ELL Students with Disabilities, 2010, and 2013–2015

	2010		2013		2014		2015	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	77	1.9	50	1.4	41	1.2	29	0.9
Other Health Impairment	252	6.1	244	6.9	268	7.7	289	8.6
Auditory Impairment	64	1.5	51	1.4	56	1.6	51	1.5
Visual Impairment	33	0.8	19	0.5	20	0.6	17	0.5
Deaf-Blind	0		0		0		0	
Intellectual Disability	509	12.2	323	9.2	292	8.4	291	8.7
Emotional Disturbance	79	1.9	59	1.7	67	1.9	69	2.1
Learning Disability	2,251	54.1	1,722	48.9	1,615	46.7	1,553	46.3
Speech Impairment	682	16.4	813	23.1	843	24.4	783	23.4
Autism	193	4.6	215	6.1	230	6.6	240	7.2
Developmental Delay	0		0		0		0	
Traumatic Brain Injury	7	0.2	*	–	4	0.1	5	0.1
Noncategorical Early Childhood	15	0.4	26	0.7	25	0.7	26	0.8
Total	**4,162**	**100.0**	**3,525**	**100.0**	**3,461**	**100.0**	**3,353**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2010, 2014, and 2015

	2010		2014		2015	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	195	34.8	553	36.3	772	35.5
Male	365	65.2	970	63.7	1,403	64.5
Race/Ethnicity						
Asian	4	0.7	11	0.7	16	0.7
American Indian	0		*	0.3	5	0.2
African American	99	17.7	375	24.6	646	29.7
Hispanic	231	41.3	812	53.3	1,144	52.6
Native Hawaiian/Other Islander	0		0		0	
White	226	40.4	300	19.7	338	15.5
Two or more/Other	NA				24	1.1
Grade Level						
K	0		*	–	4	0.2
1st	16	2.9	13	0.9	73	3.4
2nd	30	5.4	75	4.9	163	7.5
3rd	53	9.5	141	9.3	233	10.7
4th	81	14.5	185	12.1	270	12.4
5th	63	11.3	201	13.2	264	12.1
6th	40	7.1	180	11.8	249	11.4
7th	42	7.5	194	12.7	252	11.6
8th	56	10.0	155	10.2	205	9.4
9th	47	8.4	163	10.7	222	10.2
10th	50	8.9	89	5.8	126	5.8
11th	53	9.5	67	4.4	100	4.6
12th	29	5.2	59	3.9	14	0.6
Total	**560**	**100.0**	**1,523**	**100.0**	**2,175**	**100.0**

*Fewer than five students.
Source: Chancery SIS in 2010 and 2015 and EasyIEP™ in 2014
Note: There were two students who did not have an ethnicity indicated in 2015.

Table 7. Number and Percent of Students with Disabilities by Instructional Setting, 2010, 2014, and 2015

Instructional Setting	2010 N	2010 %	2014 N	2014 %	2015 N	2015 %
No instructional setting	1,972	11.9	2,227	13.6	2084	12.8
Hospital class	25	0.2	18	0.1	10	0.1
Homebound	62	0.4	71	0.4	82	0.5
Vocational Adjustment Class/Program	87	0.5	13	0.1	17	0.1
Mainstream	4,719	28.6	3,987	24.4	5,397	33.1
Resource (Less than 21%)	2,376	14.4	2,606	15.9	2,483	15.2
Resource (At Least 21% and Less than 50%)	3,339	20.2	2,877	17.6	1,872	11.5
Self-Contained (At Least 50% and No More than 60%)	420	2.5	551	3.4	388	2.4
Self-Contained (More than 60%)	3,017	18.3	3,518	21.5	3,572	21.9
Full-Time Early Childhood Special Education Setting	259	1.6	243	1.5	138	0.8
Residential Nonpublic School Program	12	0.1	11	0.1	10	0.1
Nonpublic Day School	44	0.3	62	0.4	53	0.3
Residential Care And Treatment Facility Mainstream	15	0.1	*	–	11	0.1
Residential Care And Treatment Facility Resource (At Least 21% and Less than 50%)	*	–	*	–	0	0.0
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	10	0.1
Off Home Campus (Mainstream)			18	0.1	27	0.2
Off Home Campus (Resource, Less than 21%))	0		*	–	6	0.0
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	70	0.4
Off Home Campus (Community Class)	42	0.3	30	0.2	46	0.3
Total	**16,503**	**100.0**	**16,354**	**100.0**	**16,302**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 8. Instructional Setting by Ethnicity, 2010 and 2015

Instructional Setting	African Am. 2010 N	African Am. 2010 %	African Am. 2015 N	African Am. 2015 %	Hispanic 2010 N	Hispanic 2010 %	Hispanic 2015 N	Hispanic 2015 %	White 2010 N	White 2010 %	White 2015 N	White 2015 %
No instructional setting	380	6.2	388	7.2	1,209	13.8	1,313	14.0	312	23.4	307	25.4
Hospital class	13	0.2	*	–	*	–	6	0.1	9	0.7	0	
Homebound	14	0.2	19	0.4	31	0.4	48	0.5	14	1.0	11	0.9
Vocational Adjustment Class/Program	38	0.6	10	0.2	41	0.5	*	–	6	0.4	*	–
Mainstream	1,671	27.5	1,845	34.2	2,612	29.7	3,061	32.7	357	26.8	397	32.9
Resource (Less than 21%)	779	12.8	785	14.6	1,411	16.1	1,546	16.5	169	12.7	119	9.9
Resource (At Least 21% and Less than 50%)	1,589	26.1	750	13.9	1,545	17.6	999	10.7	165	12.4	88	7.3
Self-Contained (At Least 50% and No More than 60%)	165	2.7	167	3.1	200	2.3	197	2.1	40	3.0	19	1.6
Self-Contained (More than 60%)	1,262	20.7	1,265	23.5	1,502	17.1	2,007	21.5	189	14.2	210	17.4
Full-Time Early Childhood Special Education Setting	57	0.9	43	0.8	163	1.9	79	0.8	30	2.2	11	0.9
Residential Nonpublic School Program	*	–	5	0.1	*	–	*	–	*	–	*	–
Nonpublic Day School	15	0.2	16	0.3	13	0.1	19	0.2	16	1.2	16	1.3
Residential Care And Treatment Facility Mainstream	10	0.2	*	–	*	–	*	–	*	–	5	0.4
Residential Care And Treatment Facility Resource, (At Least 21% and Less than 50%)	*	–	*	–	0		0		0		*	–
Residential Care And Treatment Facility Resource, (Less than 21%)	0		0		*	–	*	–	0		*	–
Residential Care And Treatment Facility Self-Contained (At Least 50% and No More than 60%)	*	–	*	–	0		0		*	–	*	–
Residential Care And Treatment Facility Self-Contained (More than 60%)	9	0.1	8	0.1	7	0.1	*	–	*	–	0	
Residential Care And Treatment Facility (Separate Campus)	0		*	–	0		0		0		0	
Off Home Campus (Mainstream)	0		*	–	0		17	0.2	0		5	0.4
Off Home Campus (Resource, Less than 21%)	0		*	–	0		*	–	0		0	
Off Home Campus (Resource, At Least 21% and Less than 50%)	0		*	–	*	–	*	–	0		0	
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–	0		*	–
Off Home Campus (Separate Campus)	52	0.9	41	0.8	22	0.3	25	0.3	8	0.6	*	–
Off Home Campus (Community Class)	20	0.3	28	0.5	14	0.2	15	0.2	8	0.6	*	–
Total	**6,085**	**100.0**	**5,392**	**100.0**	**8,783**	**100.0**	**9,354**	**100.0**	**1,334**	**100.0**	**1,208**	**100.0**

*Fewer than five students.

Source: PEIMS

Table 9. Students Identified with a Learning Disability: Number Tested on the STAAR Mathematics by Test Versions and Grade Levels, 2013–2015

Grade	Test Version	2013		2014		2015	
		N	%	N	%	N	%
3	STAAR	163	47	179	48	255	N/A
3	STAAR A	NA		NA		75	N/A
3	STAAR Alternate 2	NA		NA		2	*
4	STAAR	287	47	249	44	448	N/A
4	STAAR A	NA		NA		145	N/A
4	STAAR Alternate 2	NA		NA		1	*
5	STAAR	358	46	283	41	494	N/A
5	STAAR A	NA		NA		192	N/A
5	STAAR Alternate 2	NA		NA		0	*
6	STAAR	349	44	313	41	480	N/A
6	STAAR A	NA		NA		204	N/A
6	STAAR Alternate 2	NA		NA		1	*
7	STAAR	342	47	338	46	538	N/A
7	STAAR A	NA		NA		201	N/A
7	STAAR Alternate 2	NA		NA		1	*
8	STAAR	363	52	360	53	499	N/A
8	STAAR A	NA		NA		193	N/A
8	STAAR Alternate 2	NA		NA		1	*

Note: STAAR A and STAAR Alternate 2 were administered for the first time in 2015. English and Spanish test versions were combined.
N/A – Math standards for 2015 were not set at the time of this report.

Table 10. Students Identified with a Learning Disability: Number Tested on the STAAR Reading by Test Versions and Grade Levels, 2013–2015

Grade	Test Version	2013 N	2013 %	2014 N	2014 %	2015 N	2015 %
3	STAAR	131	37	151	40	244	73
3	STAAR A	NA		NA		87	26
3	STAAR Alternate 2	NA		NA		2	*
4	STAAR	218	35	194	34	436	73
4	STAAR A	NA		NA		157	26
4	STAAR Alternate 2	NA		NA		1	*
5	STAAR	284	37	225	32	489	71
5	STAAR A	NA		NA		198	29
5	STAAR Alternate 2	NA		NA		0	–
6	STAAR	288	37	279	37	475	69
6	STAAR A	NA		NA		216	31
6	STAAR Alternate 2	NA		NA		1	*
7	STAAR	306	42	307	42	529	71
7	STAAR A	NA		NA		212	29
7	STAAR Alternate 2	NA		NA		1	*
8	STAAR	360	52	354	52	506	73
8	STAAR A	NA		NA		188	27
8	STAAR Alternate 2	NA		NA		1	*

*Fewer than five students.
Note: STAAR A and STAAR Alternate 2 were administered for the first time in 2015.
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 Grade Levels, 2013–2015

Subject	Grade	Test Version	2013		2014		2015	
			N	%	N	%	N	%
Science	5	STAAR	450	58	372	53	493	72
	5	STAAR A	NA		NA		194	28
	5	STAAR Alternate 2	NA		NA		0	-
	8	STAAR	393	57	412	60	494	71
	8	STAAR A	NA		NA		202	29
	8	STAAR Alternate 2	NA		NA		1	*
Social Studies	8	STAAR	394	57	412	60	495	71
	8	STAAR A	NA		NA		201	29
	8	STAAR Alternate 2	NA		NA		1	*
Writing	4	STAAR	257	42	228	40	478	82
	4	STAAR A	NA		NA		107	18
	4	STAAR Alternate 2	NA		NA		1	*
	7	STAAR	315	44	307	42	551	74
	7	STAAR A	NA		NA		191	26
	7	STAAR Alternate 2	NA		NA		1	*

Note: STAAR A and STAAR Alternate 2 were administered for the first time in 2015. English and Spanish test versions were combined.

Table 12. Demographic Characteristics of Students with Autism, 2011–2015

	2011		2012		2013		2014		2015	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	156	15.0	166	15.0	200	15.5	220	14.9	265	16.3
Male	894	85.0	940	85.0	1,092	84.5	1,252	85.1	1,364	83.7
Race/Ethnicity										
Asian	33	3.0	32	3.0	39	3.0	47	3.2	45	2.8
American Indian	*	–	*	–	*	–	*	–	*	–
African American	324	31.0	328	30.0	377	29.2	401	27.2	449	27.6
Hispanic	520	50.0	563	51.0	669	51.8	794	53.9	907	55.7
Pacific Islander	*	–	*	–	*	–	*	–	*	–
White	157	15.0	166	15.0	191	14.8	206	14.0	205	12.6
Two or more	12	1.0	12	1.0	11	0.9	18	1.2	17	1.0
Grade										
EE	78	7.0	53	5.0	66	5.1	69	4.7	81	5.0
PK	39	4.0	36	3.0	26	2.0	32	2.2	43	2.6
K	83	8.0	95	9.0	95	7.4	84	5.7	98	6.0
1st	111	11.0	95	9.0	137	10.6	155	10.5	137	8.4
2nd	121	12.0	114	10.0	117	9.1	154	10.5	165	10.1
3rd	85	8.0	119	11.0	112	8.7	121	8.2	159	9.8
4th	66	6.0	88	8.0	133	10.3	125	8.5	127	7.8
5th	61	6.0	78	7.0	105	8.1	136	9.2	122	7.5
6th	54	5.0	64	6.0	83	6.4	107	7.3	145	8.9
7th	64	6.0	49	4.0	69	5.3	89	6.0	114	7.0
8th	53	5.0	70	6.0	62	4.8	78	5.3	100	6.1
9th	64	6.0	57	5.0	69	5.3	65	4.4	86	5.3
10th	42	4.0	57	5.0	58	4.5	80	5.4	60	3.7
11th	42	4.0	43	4.0	61	4.7	60	4.1	78	4.8
12th	87	8.0	88	8.0	99	7.7	117	7.9	114	7.0
Total	**1,050**	**100.0**	**1,106**	**100.0**	**1,292**	**100.0**	**1,472**	**100.0**	**1,629**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 13. Instructional Setting of Students with Autism, 2011–2014

Instructional Setting	2011		2012		2013		2014		2015	
	N	%	N	N	N	%	N	%	N	%
No instructional setting	15	1.4	7	0.6	19	1.5	*	–	*	–
Hospital class	*	–	0		0		0		0	
Homebound	0		0		*	–	0		0	
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–	*	–
Mainstream	133	12.7	145	13.1	182	14.1	220	14.9	311	19.1
Resource (Less than 21%)	66	6.3	84	7.6	90	7.0	102	6.9	128	7.9
Resource (At Least 21% and Less than 50%)	85	8.1	101	9.1	122	9.4	150	10.2	140	8.6
Self-Contained (At Least 50% and No More than 60%)	67	6.4	56	5.1	57	4.4	60	4.1	65	4.0
Self-Contained (More than 60%)	577	55.0	598	54.1	671	51.9	820	55.7	888	54.5
Full-Time Early Childhood Special Education Setting	43	4.1	53	4.8	88	6.8	51	3.5	33	2.0
Residential Nonpublic School Program	*	–	*	–	*	–	*	–	*	–
Nonpublic Day School	31	3.0	32	2.9	37	2.9	38	2.6	36	2.2
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		0	
Residential Care And Treatment Facility (At Least 50% and No More than 60%)	*	–	0		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		*	–	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	10	0.6
Total	1,050	100.0	1,106	100.0	1,292	100.0	1,472	100.0	1,629	100.0

*Fewer than five students.

Source: PEIMS

Table 14. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 3–5, 2013–2015

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	19	17	47	34	25	50	23	34	37
	Reading	18	19	46	35	23	47	21	35	37
	Writing				36	25	49			
	Science							27	35	37
	Social Studies									
STAAR A	Mathematics			14			12			14
	Reading			16			15			14
	Writing						13			
	Science									14
	Social Studies									
STAAR Alternate 2	Mathematics			91			62			68
	Reading			91			61			68
	Writing						61			
	Science									68
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.

Table 15. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 6–8, 2013–2015

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	17	22	54	11	17	40	11	13	26
	Reading	14	18	54	12	15	42	11	14	27
	Writing				12	15	43			
	Science							11	15	28
	Social Studies							11	15	27
STAAR A	Mathematics			11			15			8
	Reading			11			15			9
	Writing						14			
	Science									8
	Social Studies									8
STAAR Alternate 2	Mathematics			71			52			60
	Reading			71			52			60
	Writing						52			
	Science									60
	Social Studies									60

Note: For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.

Table 16. Students with Autism: Percent Met Satisfactory at Phase-in 1 Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013–2015

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	68	59	NA	56	56	NA	52	56	NA
	Reading	56	53	28	63	52	28	57	63	35
	Writing				67	40	31			
	Science							48	57	38
	Social Studies									
STAAR A	Mathematics			NA			NA			NA
	Reading			19			27			14
	Writing						23			
	Science									29
	Social Studies									

Note: STAAR Alternate 2 was held accountable at the recommended Satisfactory and Accomplished standards. For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.

Table 17. Students with Autism: Percent Met Satisfactory at Phase-in 1 Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013–2015

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	59	68	NA	82	65	NA	73	92	NA
	Reading	79	56	41	75	93	40	91	86	56
	Writing				42	67	37			
	Science							82	73	46
	Social Studies							73	80	52
STAAR A	Mathematics			NA			NA			NA
	Reading			9			27			0
	Writing						14			
	Science									13
	Social Studies									25

Note: STAAR Alternate 2 was held accountable at the recommended Satisfactory and Accomplished standards. For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.

Table 18. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013–2015

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	26	41	NA	32	24	NA	39	32	NA
	Reading	6	26	9	23	4	17	19	40	14
	Writing				25	16	18			
	Science							22	31	16
	Social Studies									
STAAR A	Mathematics			NA			NA			NA
	Reading			19			0			0
	Writing						8			
	Science									7
	Social Studies									
STAAR Alt 2	Mathematics			92			82			85
	Reading			88			80			87
	Writing						82			
	Science									88
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.

Table 19. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013–2015

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	29	36	NA	27	41	NA	55	46	NA
	Reading	57	22	24	42	60	19	64	57	33
	Writing				25	27	16			
	Science							55	33	21
	Social Studies							36	53	30
STAAR A	Mathematics			NA			NA			NA
	Reading			9			0			0
	Writing						0			
	Science									0
	Social Studies									0
STAAR Alt 2	Mathematics			90			85			73
	Reading			77			75			70
	Writing						71			
	Science									87
	Social Studies									78

Note: For grades and subjects with multiple test administrations, the first administration results are used. STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish

test versions were combined.

Table 20. Students with Autism: Percent Met Advanced/Accomplished Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013–2015

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	11	23	NA	18	12	NA	13	18	NA
	Reading	6	0	0	17	0	9	10	23	3
	Writing				8	0	4			
	Science							4	14	3
	Social Studies									
STAAR A	Mathematics			NA			NA			NA
	Reading			6			0			0
	Writing						0			
	Science									7
	Social Studies									
STAAR Alternate 2	Mathematics			38			19			37
	Reading			20			8			18
	Writing						20			
	Science									37
	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 Advanced/Accomplished Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013–2015

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Mathematics	12	18	NA	9	18	NA	0	23	NA
	Reading	36	6	9	17	27	10	27	29	22
	Writing				8	7	2			
	Science							9	13	7
	Social Studies							27	20	15
STAAR A	Mathematics			NA			NA			NA
	Reading			9			0			0
	Writing						0			
	Science									0
	Social Studies									0
STAAR Alternate 2	Mathematics			31			21			35
	Reading			24			21			27
	Writing						28			
	Science									37
	Social Studies									32

Note: For grades and subjects with multiple test administrations, the first administration results are used.

Also, English and Spanish test versions were combined. Passing rates for mathematics are not available.

Table 22. Students with Autism: Percent Met Satisfactory and Advanced/Accomplished by STAAR Version and EOC, 2013–2015

		N Tested			% Satisfactory			% Advanced/ Accomplished		
	EOC	2013	2014	2015	2013	2014	2015	2013	2014	2015
STAAR	Algebra I	13	12	34	69	83	59	8	17	18
	Biology	20	9	36	80	56	75	10	0	17
	English I-Reading	19			37			11		
	English I-Writing	20			35			0		
	English II-Reading	13			62			8		
	English II-Writing	13			31			0		
	English I		15	33		27	36		0	6
	English II		29	29		41	17		0	0
	U.S. History	0	15	27		87	74		7	26
STAAR A	Algebra I			7			29			14
	Biology			8			63			13
	English I-Reading									
	English I-Writing									
	English II-Reading									
	English II-Writing									
	English I			7			0			0
	English II			*			–			–
	U.S. History			5			0			0
STAAR Alternate 2	Algebra I			48			85			42
	Biology			48			92			29
	English I			47			87			38
	English II			35			83			31
	U.S. History			39			80			38

*Fewer than five students.

Note: English I and II for STAAR were new assessments for 2014. STAAR A and Alternate 2 were new assessments for 2015.

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