MEMORANDUM September 27, 2017

TO: Joan Anderson
Assistant Superintendent, Office of Special Education Services

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2016–2017**

Attached please find the 2016–2017 Special Education Program: Identification, Placement, and Assessment Report. 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.

Key findings include:

- 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 2017 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 2017. This was especially evident in the identification of Hispanic students with dyslexia. Overall, 1.7 percent of students in the district were identified with dyslexia.
- There was an increase in the percent of African American and Hispanic students with disabilities placed in a mainstream setting from 2013 to 2017. 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 2017. 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 six years, there has been a steady increase in the percent 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 in 2017. More than half of the students with autism were placed in a self-contained instructional setting in 2017.

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

Attachment
cc: Grenita Lathan

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2016-2017

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2017 BOARD OF EDUCATION

Wanda Adams
President

Diana Dávila
First Vice President

Jolanda Jones
Second Vice President

Rhonda Skillern-Jones
Secretary

Anne Sung
Assistant Secretary

Anna Eastman
José Leal
Michael L. Lunceford
Holly Maria Flynn Vilaseca

Richard A. Carranza
Superintendent of Schools

Carla Stevens
Assistant Superintendent
Department of Research and Accountability

Lai Pei , Ph.D.
Research Specialist

Venita R. Holmes, Dr.P.H.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

www.HoustonISD.org

SPECIAL EDUCATION PROGRAM

IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT

2016–2017

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 integrated instructional settings;

Section III: Assessment

- Percent of students identified with a learning disability or dyslexia administered the various versions of the State of Texas Assessments 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 disability condition among African American students in the special education program was a learning disability (36.4 percent) (Table 3, p. 22). The percent of African Americans identified with a learning disability decreased by 16.6 percentage points from 2010 to 2017 (Figure 1, p. 8).

- African American students comprised 38.1 percent of students identified with an intellectual disability in 2017. This is a reduction from 42.5 percent who were identified with an intellectual disability in 2010 (Figure 2, p. 9).

- Among students identified with emotional disturbance, African American students made up 53.1 percent compared to 32.7 percent Hispanic and 11.5 percent White students in 2017. The percent of African American students identified with emotional disturbance decreased from 56.8 percent in 2010 to 53.1 percent in 2017 (Figure 3, p. 9).

- Similar to African American students, the most prevalent primary disability condition of Hispanic students in the special education program was a learning disability (39.5 percent). The percent of Hispanic students identified with a learning disability decreased by 14.4 percentage points, from 2010 to 2017 (Figure 4, p. 10).

- The most common primary disability conditions for Hispanic English Language Learners (ELLs) were learning disability and speech impairment. The percent of Hispanic ELL students with a learning disability decreased slightly from 45.0 percent in 2016 to 43.8 percent in 2017. Hispanic ELLs identified with speech impairment decreased from 21.9 percent in 2016 to 19.4 percent in 2017 (Table 5, p. 23).

- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels in 2017 (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 38 percent in 2017 (Figure 5, p. 11).

- The number of students identified for dyslexia services substantially increased from 560 in 2010 to 3,705 in 2017. This was an increase of 562 percent over the past six years. Also, 14.7 percent of students identified for dyslexia services were White, while at the district level they represented 8.7 percent of the student population in 2017. At the district level, Hispanic students represented 62.1 percent of the student population and 54.5 percent of students identified for dyslexia services. African American students made up 24 percent of the student population in the district, and 28.6 percent of students identified for dyslexia services (Table 6, p. 24).

- From 2010 to 2017, the percent of students identified for dyslexia services who were Hispanic increased by 13.2 percentage points, from 41.3 percent to 54.5 percent. The percent of students who were African American increased from 17.7 percent in 2010 to 28.6 percent in 2017. In contrast, the percent of students identified for dyslexia services who were White decreased by 25.7 percentage points, from 40.4 percent to 14.7 percent (Table 6, p. 24)

Section II: Placement

- There was an increase in the percent of students with disabilities placed in a mainstream setting from 2013 to 2017 from 37.7 percent to 55.8 percent (Figure 6, p. 13).

- There was a steady decrease in the percent of students with disabilities placed in a resource or self-contained instructional setting from 43.7 percent in 2012 to 29.3 percent in 2017 (Figure 6, p. 13).

- A higher percentage of African American students (28.4%) with disabilities were placed in a resource or self-contained instructional setting compared to their Hispanic (27.7%) and White peers (19.4%) in 2017 (Figures 7–9, p. 14).

Section III: Assessment

- The majority of the students with a learning disability in grades 3–8 took the STAAR with accommodation in all subjects. The highest percent of students with a learning disability who took the STAAR with accommodation was 87.1 percent in reading. From 12.8 to 16.6 percent of students identified with a learning disability took the STAAR without accommodation in each subject (Figure 10, p. 15). The percentage of students with autism who took STAAR End-of -Course (EOC)

assessments were comparable in STAAR without accommodation, STAAR with accommodation, and STAAR Alternate 2 (Table 22, p. 40).

Section IV: Students with Autism

- A total of 2,216 students were identified with autism in 2017 compared to 1,811 in 2016. The majority of these students were male (83.3 percent) compared to female (16.7 percent) in 2017. About 57.4 percent of the students identified with autism were Hispanic, followed by 25.5 percent African American, and 11.6 percent White (Table 15, p. 33).

- There was a 100 percent increase in the percent of students who were identified with autism over the past six years (Figure 11, p. 17).

- More than half of students identified with autism were placed in a self-contained instructional setting in 2017. The percent of students with autism in a self-contained setting was comparable in 2016 and 2017. About 36.5 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2017 (Table 16, p. 34).

- The percent of students with autism at the Approaches Grade Level standard in 2017 STAAR without accommodation was higher than that in STAAR with accommodation for both mathematics and reading in grade 3 to grade 8 with the exception of grade 4 mathematics and grade 7 reading (Table 19–20, p. 37-38).

- The percent of students with autism at Meets Grade Level standard in 2017 STAAR without accommodation was higher than that in STAAR with accommodation for both mathematics and reading in grade 4 to grade 8 (Table 21–22, p. 39-40).

- Comparing the 2017 STAAR Alternate 2 reading with mathematics, the percent of students with autism who met the Accomplished standard was higher in mathematics than that in reading (Table 23–24, p. 41-42).

- Comparing among three EOC test versions (STAAR without accommodation, STAAR with accommodation and STAAR Alternate 2), the higher percent of students with autism who met the standards (Approaches Grade Level and Masters Grade Level) was on the STAAR Alternate 2 rather than the other two test versions in all subjects in 2017 (Table 26, p. 44).

Recommendations

1. There has been much progress made in addressing the overrepresentation of African American students in the areas of intellectual disability and emotional disturbance from 2010 to 2017. 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. Efforts to develop knowledge about culturally-responsive instructional practices across general and special education should continue to be supported by the district (Harris-Murri et.al., 2006). 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 2017. This was especially evident in the identification of Hispanic students as having dyslexia. The rate of students identified for dyslexia reached 1.7 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 six years, more than half continue to be placed in a self-contained instructional setting. Consequently, a higher number of grade 6 to grade 8 students with autism took the STAAR Alternate 2 compared to the STAAR either with or without accommodation.

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 Neuroscience Research Center (NRC) (2017), "About 15 percent to 20 percent of people in the United States have a language-based disability, and of those, most have dyslexia." The International Dyslexia Association defines "dyslexia" in the following way:

> Dyslexia is 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 growth of vocabulary and background knowledge.
> (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

In the state of Texas, the identification and intervention process for dyslexia were governed by both state and federal requirements. Generally, dyslexia identification and intervention most often happen through general education rather than special education. Special education and the assessment through IDEA 2004 may occur when dyslexia is associated with factors complicating dyslexia, thus requiring more support than what is available through the general education dyslexia program (Texas Education Agency, 2014).

Methods

Data Collection

- Descriptive data, including student demographics in the Special Education program, were obtained from the Public Education Information Management System (PEIMS) in fall snapshot, and the Chancery Student Information System (SIS) in the end of school year.

- Quantitative analysis was accomplished using results from the State of Texas Assessments of Academic Readiness (STAAR) database. In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR L (Linguistically Accommodated) and A (Accommodated) test versions are no longer administered. This report examined results on the STAAR 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. The results in this report are based on the English and Spanish tests versions combined. STAAR Alternate 2 is offered to students with significant cognitive disabilities receiving special education services. 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.

- During STAAR tests, certain accommodations may be provided to students who meet eligibility criteria. Therefore, the results of STAAR are presented here separately for students tested with accommodation and without accommodation, although the results are not officially reported by the state in this way.

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

Results

Section I: Identification

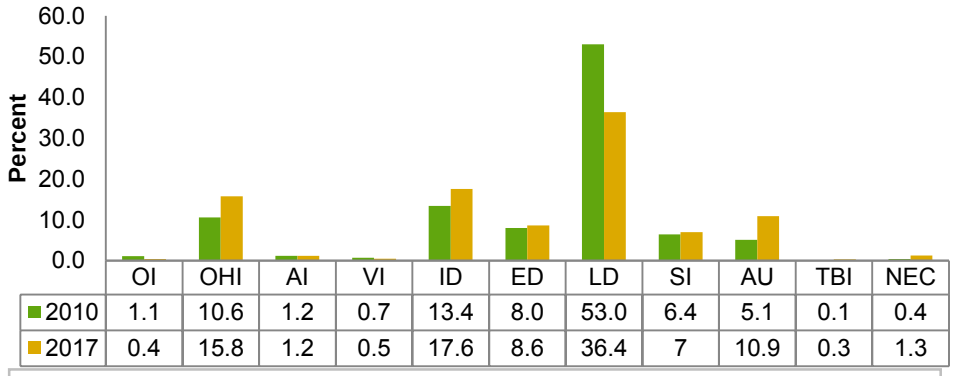
What were the identification trends for African American students in the special education program?

Overall, students with disabilities comprised 7.6 percent of the population in HISD during the 2016–2017 school year. This was an increase from 7.4 percent during the 2015–2016 school year. In comparison, the special education identification rate for Texas was 8.9 percent in 2016–2017. According to the most recent data provided by the U.S. Department of Education, the percent of students in the nation was 13.3 percent in 2014–2015.

- During the 2016–2017 school year, African American students made up 24 percent of the student population in HISD (see **Table 1**, page 21). However, African American students comprised 31.4 percent of the special education population. The majority of African American students in the special education program were male (68.3 percent) compared to female (31.7 percent) (see **Table 2**, page 22). The highest percent of African American students in the special education program were enrolled in grade 9 (10.2 percent), followed by grade 5 (9 percent).

- **Figure 1** shows the primary disability condition of African American students in 2010 compared to 2017. The most prevalent primary disability condition for African American students in the special education program was a learning disability (36.4 percent). In contrast, about 15.8 percent of White students in the special education program were identified as having a learning disability (see **Table 3**, page 22). Although African American students were over-represented in the category of learning disability, there was a decrease of 16.6 percentage points identified from 2010 to 2017.

Figure 1. Primary Disability Condition of African American Students, 2010 and 2017



	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
2017	0.4	15.8	1.2	0.5	17.6	8.6	36.4	7	10.9	0.3	1.3

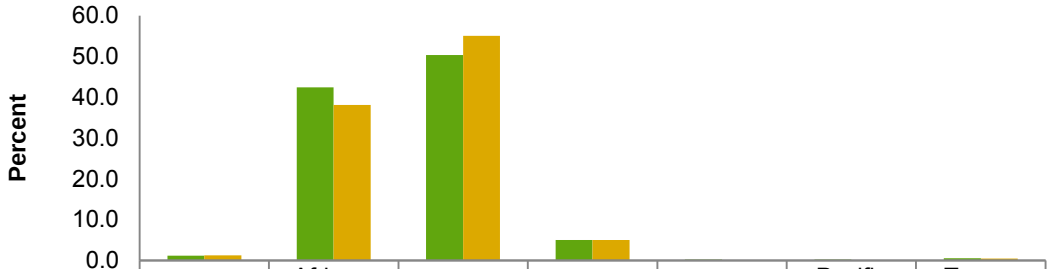
Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI-Speech Impairment, AU=Autism, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- About 17.6 percent of African American students in the special education program were identified with an intellectual disability in 2017, an increase from 13.4 percent in 2010. There was also an increase in the percent of African American students identified with other health Impairment (OHI) from 10.6 percent to 15.8 percent, and with autism (AU) from 5.1 percent to 10.9 percent from 2010 to 2017.

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

- **Figure 2** shows the percent of students identified with an intellectual disability by race/ethnicity in 2010 compared to 2017. African American students comprised 42.5 percent of students in the special education program with an intellectual disability in 2010, but decreased to 38.1 percent in 2017. The percent of Hispanic students with an intellectual disability increased from 50.3 percent in 2010 to 55 percent in 2017 (see page 9).

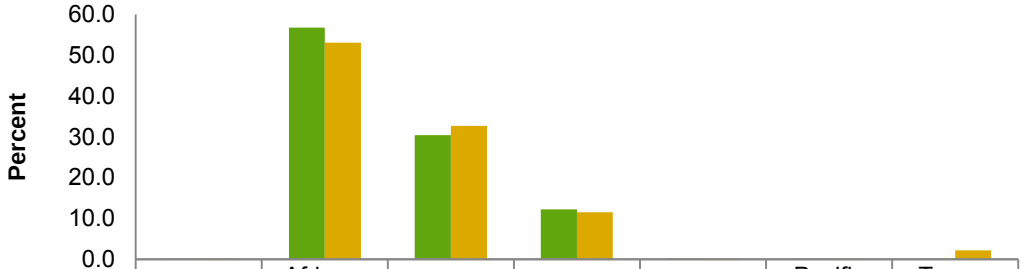
Figure 2. Students Identified with an Interllectual Disability by Race/Ethnicity, 2010 and 2017



	Asian	African Am.	Hispanic	White	Am. Indian	Pacific Islander	Two or more
2010	1.2	42.5	50.3	5.0	0.2	0.3	0.5
2017	1.3	38.1	55.0	5.0	0.1	0.0	0.5

- **Figure 3** shows the percent of students identified with emotional disturbance by race/ethnicity in 2010 compared to 2017. For both 2010 and 2017, 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 56.8 percent in 2010 to 53.1 percent in 2017**.**

Figure 3. Students Identified with Eomtional Disturbance by Race/Ethnicity, 2010 and 2017



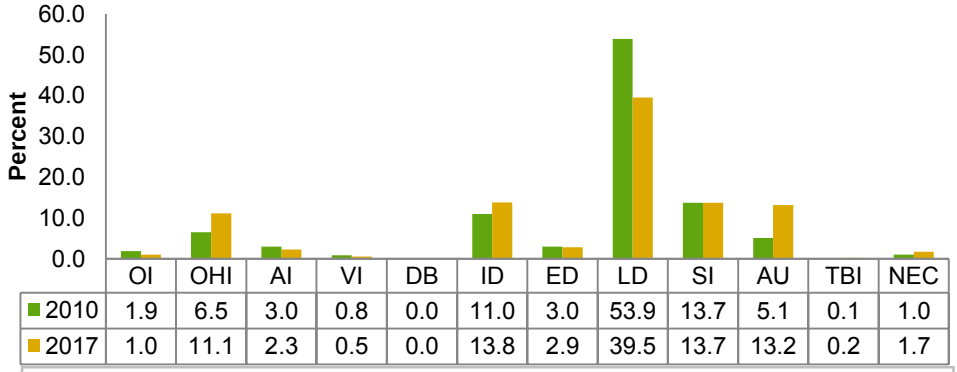
	Asian	African Am.	Hispanic	White	Am. Indian	Pacific Islander	Two or more
2010	0.1	56.8	30.4	12.2	0.2	0.1	0.1
2017	0.2	53.1	32.7	11.5	0.2	0.1	2.1

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 2017 (see Table 1, page 21). Hispanic students comprised 58.1 percent of the special education population. The majority of Hispanic students in the special education program were male (67.8 percent) compared to female (32.2 percent) (see Table 2, page 22). The highest percent of Hispanic students in the special education program were in grade 5 (9.6 percent), followed by grade 9 (8.7 percent).

- **Figure 4** shows the primary disability condition of Hispanic students in 2010 and 2017. Similar to African American students, the most prevalent primary disability condition of Hispanic students in the special education program was a learning disability (39.5 percent) in 2017. The percent of Hispanic students identified with a learning disability decreased by 14.4 percentage points from 2010 to 2017.

Figure 4. Primary Disability Condition of Hispanic Students, 2010 and 2017



	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
2017	1.0	11.1	2.3	0.5	0.0	13.8	2.9	39.5	13.7	13.2	0.2	1.7

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=Autism, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- Approximately, 13.8 percent of Hispanic students in the special education program were identified with an intellectual disability in 2017, an increase from 11.0 percent in 2010. There was also an increase in the percent of Hispanic students identified with other health impairment (OHI) from 6.5 percent to 11.1 percent, and with autism (AU) from 5.1 to 13.2 from 2010 to 2017.

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

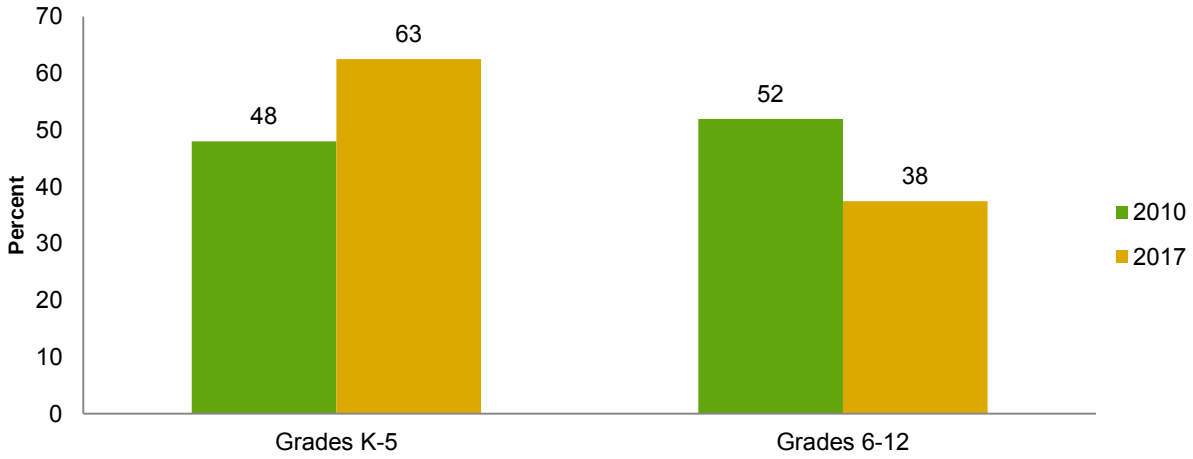
Specifically, the identification trends for Hispanic students who were identified as ELLs were examined. Early identification is important to the success of culturally and linguistically-diverse students who may have a disability.

- **Table 4** provides the number and percent of Hispanic ELLs in the special education program by gender and grade (see page 23). The overwhelming majority of Hispanic ELL students with disabilities were male (69 percent) compared to female (31 percent) in 2017. The highest percent of Hispanic ELL students in the special education program were in grade 5 (12.3 percent), followed by grade 4 (11 percent).

- **Table 5** provides the number and percent of Hispanic ELLs in the special education program by primary disability condition (see page 23). The most common primary disability conditions for Hispanic ELLs were learning disability and speech impairment. The percent of Hispanic ELL students with a learning disability decreased slightly from 45.0 percent in 2016 to 43.8 percent in 2017. Hispanic students identified with speech impairment decreased from 21.9 percent in 2016 to 19.4 percent in 2017.

- **Figure 5** shows the percent of Hispanic ELL students served in the special education program by elementary grade levels (EE–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 2017. 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 38 percent in 2017.

Figure 5. Percentage of Hispanic English Language Learners Served in the Special Education Program by Academic Level



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 with dyslexia in 2010, 2016, and 2017 (see page 24). About 37 percent of the students referred for dyslexia services were female in 2017. Also, 14.7 percent of students referred for dyslexia services were White, while at the district level they represented 8.7 percent of the student population in 2017. At the district level, Hispanic students represented 62.1 percent of the student population and 54.5 percent of students referred for dyslexia services. African American students made up 24 percent of the student population in the district, and 28.6 percent of students referred for dyslexia services.

- From 2010 to 2017, the percent of students referred for dyslexia services who were Hispanic increased by 13.2 percentage points, from 41.3 percent to 54.5 percent. The percent who were African American increased from 17.7 percent in 2010 to 28.6 percent in 2017. In contrast, the percent of students referred for dyslexia services who were White decreased by 25.7 percentage points, from 40.4 percent in 2010 to 14.7 percent in 2017.

- Kindergarten had the lowest percent of students identified with dyslexia (0.5 percent), while fifth grade had the highest percent of students identified with dyslexia (12.6 percent) in 2017.

- The number of students identified with dyslexia increased from 560 in 2010 to 3,705 in 2017. This was an increase of 562 percent over the past six years. Overall, 1.7 percent of students in the district were identified with dyslexia.

Section II: Placement

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

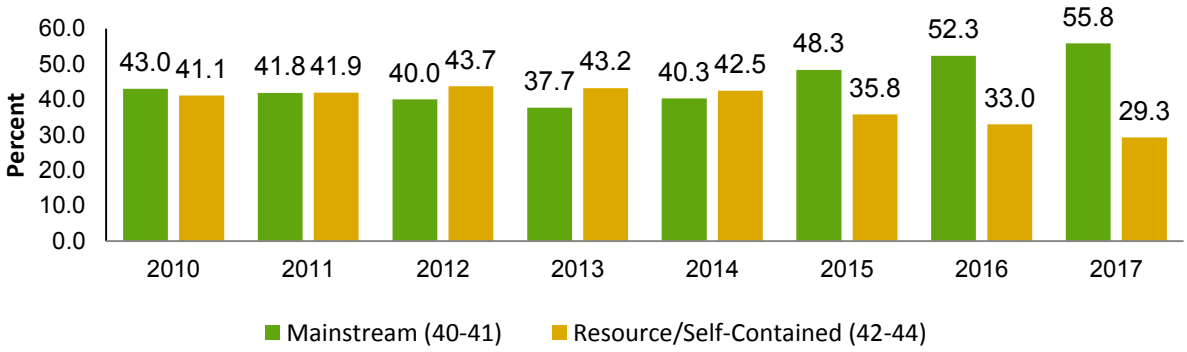
The most common instructional settings were (a) no instructional setting, where a student receives some special education service (such as speech therapy), but an instructional setting is not appropriate; (b) mainstream, where a student is provided instruction in the regular education classroom with 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 45).

- **Figure 6** illustrates the percent of students with disabilities by instructional settings from 2010–2017. 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 2017, the percent of students with disabilities in mainstream setting has increased by 15.5 percentage points (from 40.3 in 2014 to 55.8 percent in 2017) (see page 13).

- 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 2013 to 2017, there has been a steady decrease in the percent of students in a resource or self-contained instructional setting (Figure 6, page 13).

- Please note that percentages do not equal 100, since Figure 6 does not include all instructional settings. **Table 7** presents the number and percent of students with disabilities by all instructional settings in 2010, 2016, and 2017 (see page 25).

Figure 6. Percent of Students with Disabilties by Instructional Setting, 2010–2017



- **Figures 7 - 9** show the percent of students with disabilities by instructional settings from 2010–2017 for African American, Hispanic, and White students. 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 2017, 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 2017 (see page 14).

- Specifically, the percent of African American students with disabilities placed in a mainstream setting increased from 48.8 percent in 2015 to 56.1 percent in 2017. Hispanic students with disabilities experienced an increase from 49.3 percent in 2015 to 57 percent in 2017(see page 14).

- White students with disabilities experienced a decrease in the percent of students placed in a mainstream setting from 2010 to 2014. White students with disabilities placed in a mainstream setting experienced an increase from 42.7 percent in 2015 to 49.7 percent in 2017. However, the percent of White students with disabilities coded as “no instructional setting” was higher than their African American and Hispanic peers throughout all eight years (see page 14).

- 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 2017 compared to 2010 (see page 26).

Figure 7. Percent of African American Students with Disabilities by Instructional Setting, 2010–2017

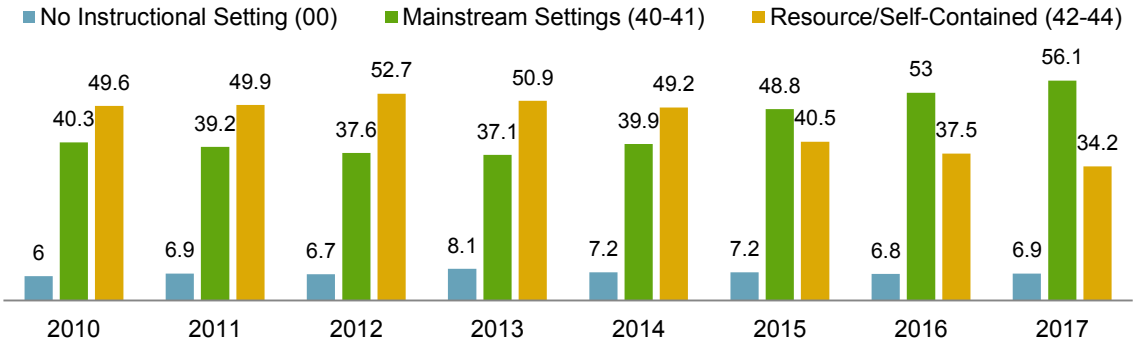


Figure 8. Percent of Hispanic Students with Disabilities by Instructional Setting, 2010–2017

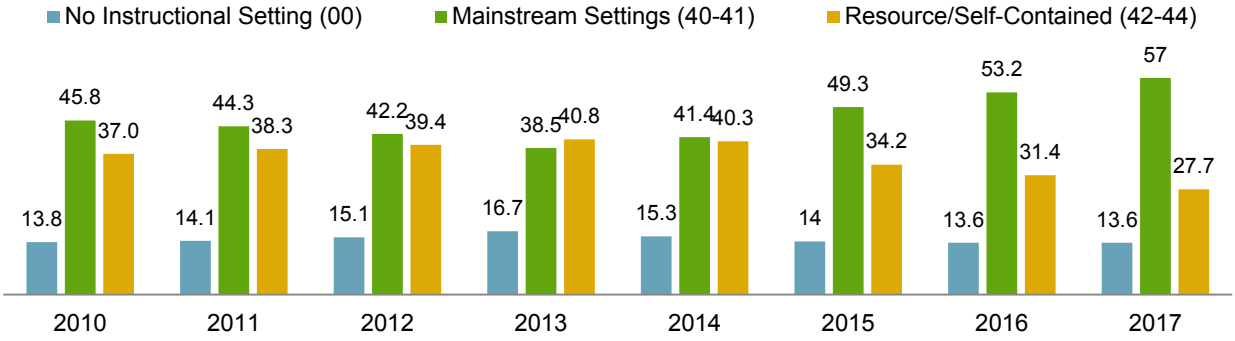
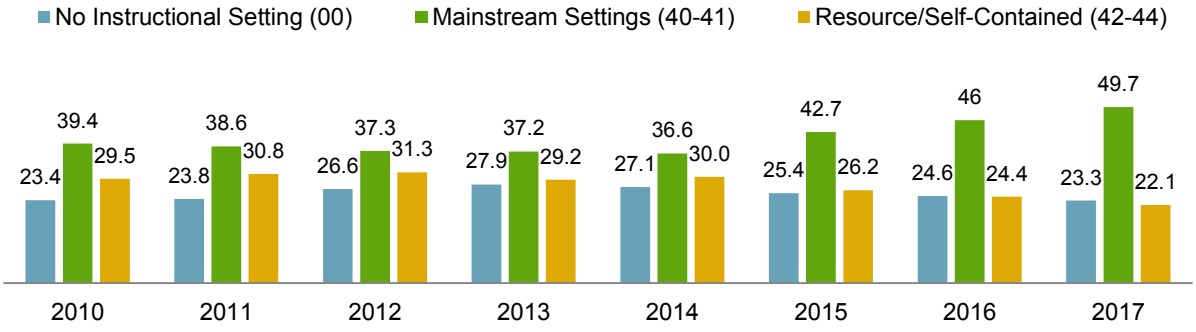


Figure 9. Percent of White Students with Disabilities by Instructional Setting, 2010–2017



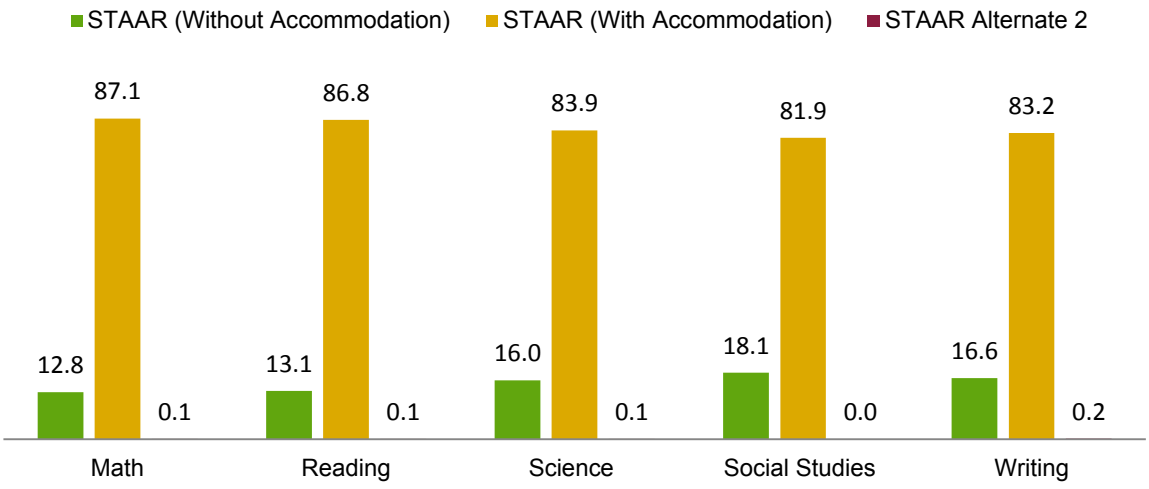
Section III: Assessment

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

The number and percent of students with learning disabilities administrated STAAR and STAAR Alternate 2 were presented in this section. 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, STAAR Modified, and STAAR Alternate. The STAAR Modified and STAAR Alternate were administered for the final time during the 2013–2014 school year. STAAR Accommodated and STAAR Alternate 2 were offered for the first time in 2015. In 2017, the STAAR test includes accessibility features and designated supports for students through an online platform. Subsequently, the STAAR L (Linguistically Accommodated) and A (Accommodated) test versions are no longer administered. 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. Although it is the same STAAR test, in this report, the results of STAAR are reported separately for special education students with accommodation and without accommodation when they took the tests. Additionally, the participation data are based on the English and Spanish test versions combined.

- **Figure 10** 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 2017. The majority of the students with a learning disability in grades 3–8 took the STAAR with accommodation in all subjects. Over 80 percent of students with a learning disability took the STAAR with accommodation in each subject. From 12.8 to 18.1 percent of students identified with a learning disability took the STAAR without accommodation in each subject. About 0.2 percent or less of the students took any of the subject tests on the STAAR Alternate 2.

Figure 10. Percent of Students with a Learning Disabilty by STAAR Grades 3–8 Test Version and Subject, 2017



Note: STAAR participation disaggregated by use of accommodations (English and Spanish test versions were combined).

- **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 27). The highest percent of students who took the STAAR without accommodation for mathematics was in grade 7 (15.7 percent) while the lowest percent of students who took the STAAR without accommodation for mathematics was in grade 4 (11 percent). Students who took STAAR in mathematics with accommodations ranged from 84.3 percent in grade 7 to 89 percent in grade 4. Fewer than five students identified with a learning disability took the STAAR Alternate 2 mathematics at each grade level.

- **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 28). The lowest percent of students who took the STAAR with accommodations for reading was in grade 6 (85.3 percent). Fewer than five students identified with a learning disability took the STAAR Alternate 2 reading at each grade level.

- **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 29). Most of the students took the STAAR with accommodations for science, social studies, and writing. Fewer than five students identified with a learning disability took the STAAR Alternate 2 in science, social studies, or writing.

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

- **Table 12** presents the number and percent of students with Dyslexia administered the STAAR grades 3–8 mathematics by test version and grade (see page 30). On average, the percent of students who took the STAAR for mathematics with accommodations was over 80 percent in all grades except grade 7. The highest percent of students who took the STAAR without accommodation for mathematics was in grade 7 (24 percent), while the lowest percent of students who took the STAAR without accommodation for mathematics was in grade 5 (12 percent). Fewer than five students identified with Dyslexia took the STAAR Alternate 2 mathematics at each grade level.

- **Table 13** presents the number and percent of students with Dyslexia who took the STAAR grades 3–8 reading by test version and grade (see page 31). The lowest percent of students who took the STAAR with accommodations for reading was in grade 7 (75 percent). Fewer than five students identified with Dyslexia took the STAAR Alternate 2 reading at each grade level.

- **Table 14** presents the number and percent of students with Dyslexia administered the STAAR science, social studies, and writing by grade and test version (see page 32). Most of the students took the STAAR with accommodations for science, social studies, and writing. Fewer than five students identified with Dyslexia took the STAAR Alternate 2 in science, social studies, or writing.

Section IV: Students with Autism

What were the demographic characteristics of students with autism?

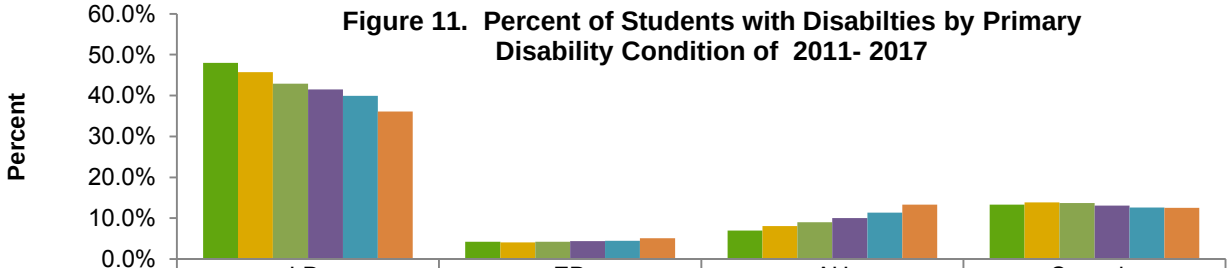
Autism is defined by the Autism Society of America (ASA) as: "a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction 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 Society, 2013). Autism affects one in 88 children; however, boys are five times more likely than girls to have autism (Autism Speaks, 2013). The following analyses examines the demographic characteristics of students with autism for six years (2012–2017).

- In 2017, there were a total of 2,216 students identified with autism. The majority of students were male (83.3 percent) compared to female (16.7 percent) (see **Table 15**, page 33). About 57.4 percent of the students identified with autism were Hispanic, followed by 25.5 percent African American, and 11.6 percent White. A higher percentage of students identified with autism were at elementary grades compared to the secondary grades. Specifically, more than 9 percent of the students were in grades 1 or 2 in 2017.

- The number of students identified with autism has increased by 100 percent from 2012 to 2017. 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 (-2.3 percent) in the percent of African American students identified with autism from 2016 to 2017. The percent of Hispanic students identified with autism increased from 55.2 percent in 2016 to 57.4 percent in 2017. The percent of White students identified with autism decreased from 12.7 percent in 2016 to 11.6 percent in 2017.

- **Figure 11** shows the percent of students with disabilities by primary disability condition. There was a steady increase in the percent of students who were identified with autism over the past six years.

Figure 11. Percent of Students with Disabilties by Primary Disability Condition of 2011- 2017



	LD	ED	AU	Speech
2011-2012	48.0%	4.2%	7.0%	13.3%
2012-2013	45.7%	4.1%	8.1%	13.9%
2013-2014	42.9%	4.2%	9.0%	13.7%
2014-2015	41.5%	4.4%	10.0%	13.1%
2015-2016	39.9%	4.5%	11.4%	12.6%
2016-2017	36.1%	5.1%	13.3%	12.6%

Note: LD=Learning Disability, ED=Emotional Disturbance, AU=Autism, Speech=Speech Impairment

What instructional settings were students with autism placed?

- More than half of the students identified with autism were placed in a self-contained instructional setting in 2017. Specifically, 51.1 percent were placed in a self-contained setting for more than 60 percent of the school day and 3.9 percent were placed in 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 was higher in 2016 than that in 2017, which was 54.1 percent and 51.1 percent, respectively (see **Table 16**, page 34).

- About 14 percent of students identified with autism were placed in a resource instructional setting for less than 21 percent of the school day in 2017. About 5 percent were in a resource instructional setting at least 21 percent, but less than 50 percent of the school day in 2017.

- The percent of students identified with autism who were placed in a mainstream setting increased from 21.9 percent in 2016 to 22.8 percent in 2017. There has been a steady increase in the percent of students with autism placed in a mainstream instructional setting over the past six 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. Previously, a student's performance was labeled as Advanced, Satisfactory, or Unsatisfactory. Now there are four categories instead of three. The new labels are Masters Grade Level (passing), Meets Grade Level (passing), Approaches Grade Level (passing), Does Not Meet Grade Level (not passing). For the STAAR End-of-Course (EOC) assessments, students must pass the five STAAR EOC assessments (Algebra I, Biology, English I, English II, and U.S. History) to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025. The proficiency level descriptors in 2016–2017 were updated as follows: Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Performance at or above the Approaches Grade Level standard satisfies the graduation requirement for each End-of-Course exam.

- **Tables 17–18** 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 with accommodation than STAAR without accommodation and STAAR Alternate 2 at all grade levels (see pages 35-36).

- **Tables 19–20** shows the percent met Approaches Grade Level standards for HISD by STAAR version, grade level, and subject (see pages 37-38). Comparing STAAR results of students without accommodation with those administered the STAAR with accommodation in 2017, the percent passing at the Approaches Grade Level standard on STAAR without accommodation was higher than on the STAAR with accommodation for both mathematics and reading tests in grade 3 to grade 8 with the exception of grade 4 mathematics and grade 7 reading.

- **Tables 21–22** show the percent met Meets Grade Level standards for HISD by STAAR version, grade level, and subject (see pages 39-40). The percent of students with autism achieving the Meets Grade Level standard was higher on the STAAR without accommodation than those taking the STAAR with accommodation on both mathematics and reading tests in grade 4 to grade 8.

- **Tables 23–24** show the percent of students with autism who met Masters Grade Level standards by STAAR version, grade level, and subject (see pages 41-42). Comparing STAAR without accommodation results of students with autism with those administered the STAAR with accommodation in 2017, the percent at the Masters Grade Level standard was higher than on STAAR with accommodation for both mathematics and reading tests in grade 3 to grade 8.

- The percent of students with autism who met the Accomplished standard on STAAR Alternate 2 was higher in mathematics than that in reading in grade 3 to grade 8 (Table 23–24).

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.

- **Table 25** show the number of students with autism tested by STAAR EOC version and subject. There were a higher number of students with autism administered the STAAR EOC with accommodation than those administrated the STAAR without accommodation and STAAR Alternate 2 in Algebra I and Biology (see page 43).

- **Table 26** shows the percent of students with autism who passed the STAAR EOC by test version and subjects in 2013, 2016, and 2017 (see page 44). Comparing the three test versions (STAAR without accommodation, STAAR with accommodation, and STAAR Alternate 2) in 2017, a lower percent of students with autism met the standards (Approaches Grade Level and Masters Grade Level) on STAAR with or without accommodation compared to STAAR Alternate 2 in all subjects.

Discussion

This report examined the trends in identification, placement, and assessment of African American and Hispanic students with disabilities in 2017 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 2017 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 1.7 percent of the district's population in 2017.

From 2016 to 2017, there was a considerable increase in the percent of students with disabilities placed in a mainstream setting. The percent of African American and Hispanic students with disabilities placed in a mainstream setting increased from 2013 to 2017. 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 2017. 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 rate than their White and Hispanic peers.

This report also provided comprehensive analyses of students with autism. Over the past six 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 (Autism Speaks, 2013), 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 was comparable in 2016 and 2017. A lower number of students with autism took the STAAR Alternate 2 than took STAAR with accommodation. In 2017 STAAR tests, the passing rate in each

proficiency level for students with autism is higher for those who took the STAAR without accommodation than their peers who took the STAAR with accommodation. Results on the STAAR EOC for students with autism indicated that the performance was higher for students who took the STAAR Alternate 2 than other two test versions for all subjects.

The over-placement of African American students may be due to ineffective programs and supports in general education. Special Education Department should work closely with general education to provide effective education for children with disabilities in general education classrooms.

References

Autism Society. (2013). *About Autism*. Retrieved from http://www.autism-society.org/about-autism/

Autism Speaks. (2013). *Facts about Autism*. Retrieved from http://www.autismspeaks.org/what-autism/facts-about-autism

Harris-Murri, N. King, K. & Rostenberg, D. (2006). *Reducing Disproportionate Minority Representation in Special Education Programs for Students with Emotional Disturbances: Toward a Culturally Responsive Response to Intervention Model*, Retrieved from http://www.monarchcenter.org/pdfs/Harris-Murri_06.pdf

National Education Association. (NEA). (2008) *Disproportionality: Inappropriate Identification of Culturally and Linguistically Diverse Children,* Retrieved from http://www.nea.org/assets/docs/mf_PB02_Disproportionality.pdf

Neuroscience Research Center. (2017). *Development*, Retrieved from https://med.uth.edu/nrc/research/development/

Texas Education Agency. (2014). *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.* Retrieved from https://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf

Wilkins, A. M., & Garside, A. H. (2002). *Basic facts about dyslexia: What every layperson ought to know.* The Orton Emeritus Series (3rd ed.). Baltimore, MD: International Dyslexia Association.

Table 1. Demographic Profile of Students with Disabilities, 2010, 2015, 2016, and 2017

	2010		2015		2016		2017		District 2017	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	5,365	32.5	5,291	32.5	5,077	31.9	5,297	31.9	107,835	49.3
Male	11,138	67.5	11,011	67.5	10,836	68.1	11,305	68.1	110,820	50.7
Race/Ethnicity										
Asian	206	1.2	203	1.2	220	1.4	260	1.6	8,433	3.9
American Indian	16	0.1	26	0.2	26	0.2	32	0.2	413	0.2
African American	6,187	37.5	5,392	33.1	5,190	32.6	5,214	31.4	52,551	24.0
Hispanic	8,777	53.2	9,354	57.4	9,215	57.9	9,646	58.1	135,686	62.1
Native Hawaiian/ Other Islander	0.0	0.0	8	0.0	6	0.0	8	0.0	163	0.1
White	1,317	8.0	1,208	7.4	1,140	7.2	1,294	7.8	19,021	8.7
Two or more	NA		111	0.7	116	0.7	144	0.9	2,357	1.1
Grade Level										
EE	485	2.9	440	2.7	366	2.3	534	3.2	112	0.1
Pre-K	296	1.8	410	2.5	404	2.5	624	3.8	3,286	1.5
K	561	3.4	739	4.5	726	4.6	814	4.9	12,862	5.9
1st	801	4.9	872	5.3	860	5.4	1,063	6.4	16,905	7.7
2nd	928	5.6	1,105	6.8	1,001	6.3	1,166	7.0	17,738	8.1
3rd	1,097	6.6	1,222	7.5	1,176	7.4	1,234	7.4	18,250	8.4
4th	1,275	7.7	1,445	8.9	1,390	8.7	1,392	8.4	17,892	8.2
5th	1,393	8.4	1,406	8.6	1,516	9.5	1,526	9.2	18,388	8.4
6th	1,382	8.4	1,406	8.6	1,285	8.1	1,317	7.9	16,182	7.4
7th	1,415	8.6	1,390	8.5	1,316	8.3	1,233	7.4	13,969	6.4
8th	1,490	9.0	1,285	7.9	1,321	8.3	1,247	7.5	14,249	6.5
9th	1,951	11.8	1,516	9.3	1,547	9.7	1,509	9.1	16,675	7.6
10th	1,291	7.8	1,049	6.4	1,070	6.7	1,031	6.2	15,610	7.1
11th	1,119	6.8	1,006	6.2	915	5.8	892	5.4	13,944	6.4
12th	1,019	6.2	1, 011	6.2	1,020	6.4	1,020	6.1	22,367	10.2
Total	**16,503**	**100**	**16,302**	**100**	**15,913**	**100**	**16,602**	**100**	**218,655**	**100**

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, 2017

	African American		Hispanic		White	
Gender	N	%	N	%	N	%
Female	1,651	31.7	3,104	32.2	400	30.9
Male	3,563	68.3	6,542	67.8	894	69.1
Grade						
EE	105	2.0	311	3.2	82	6.3
PK	137	2.6	417	4.3	44	3.4
K	193	3.7	510	5.3	87	6.7
1st	250	4.8	675	7.0	92	7.1
2nd	313	6.0	703	7.3	113	8.7
3rd	348	6.7	745	7.7	100	7.7
4th	449	8.6	815	8.4	84	6.5
5th	470	9.0	927	9.6	101	7.8
6th	440	8.4	763	7.9	93	7.2
7th	441	8.5	684	7.1	79	6.1
8th	455	8.7	684	7.1	88	6.8
9th	534	10.2	837	8.7	103	8.0
10th	363	7.0	568	5.9	80	6.2
11th	324	6.2	482	5.0	70	5.4
12th	392	7.5	525	5.4	78	6.0
Total	5,214	100.0	9,646	100.0	1,294	100.0

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Disability Condition, 2017

	African American		Hispanic		White	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	19	0.4	96	1.0	14	1.1
Other Health Impairment	825	15.8	1,072	11.1	222	17.2
Auditory Impairment	64	1.2	221	2.3	20	1.5
Visual Impairment	25	0.5	51	0.5	20	1.5
Deaf-Blind	*	–	*	–	*	–
Intellectual Disability	920	17.6	1,330	13.8	121	9.4
Emotional Disturbance	448	8.6	276	2.9	97	7.5
Learning Disability	1,897	36.4	3,813	39.5	205	15.8
Speech Impairment	363	7.0	1,325	13.7	305	23.6
Autism	566	10.9	1,273	13.2	258	19.9
Traumatic Brain Injury	15	0.3	20	0.2	6	0.5
Noncategorical Early Childhood	69	1.3	166	1.7	24	1.9
Orthopedic Impairment	19	0.4	96	1.0	14	1.1
Total	5,214	100	9,645	100	1,294	100

*Fewer than five students.
Source: PEIMS

Table 4. Demographic Profile of Hispanic English Language Learners (ELLs) with Disabilities, 2010, and 2015–2017

	2010		2015		2016		2017	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,288	30.9	1,048	31.3	1,066	30.7	1,105	31.0
Male	2,874	69.1	2,305	68.7	2,401	69.3	2,462	69.0
Grade								
EE	17	0.4	6	0.2	7	0.2	7	0.2
PK	108	2.6	119	3.5	126	3.6	1,88	5.3
K	194	4.7	248	7.4	229	6.6	2,31	6.5
1st	263	6.3	303	9.0	300	8.7	340	9.5
2nd	325	7.8	336	10.0	349	10.1	326	9.1
3rd	369	8.9	356	10.6	346	10.0	383	10.7
4th	376	9.0	413	12.3	393	11.3	391	11.0
5th	407	9.8	390	11.6	437	12.6	438	12.3
6th	367	8.8	294	8.8	323	9.3	337	9.4
7th	365	8.8	285	8.5	256	7.4	250	7.0
8th	409	9.8	190	5.7	266	7.7	210	5.9
9th	393	9.4	172	5.1	190	5.5	224	6.3
10th	268	6.4	114	3.4	104	3.0	104	2.9
11th	176	4.2	64	1.9	88	2.5	74	2.1
12th	125	3.0	63	1.9	53	1.5	64	1.8
Total	**4,162**	**100.0**	**3,353**	**100.0**	**3,467**	**100.0**	**3,567**	**100.0**

Source: PEIMS

Table 5. Primary Disability Condition of Hispanic ELLs with Disabilities, 2010, and 2015–2017

	2010		2015		2016		2017	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	77	1.9	29	0.9	30	0.9	22	0.6
Other Health Impairment	252	6.1	289	8.6	338	9.7	424	11.9
Auditory Impairment	64	1.5	51	1.5	51	1.5	58	1.6
Visual Impairment	33	0.8	17	0.5	12	0.3	13	0.4
Deaf-Blind	*	–	*	–	*	–	*	–
Intellectual Disability	509	12.2	291	8.7	321	9.3	333	9.3
Emotional Disturbance	79	1.9	69	2.1	75	2.2	71	2.0
Learning Disability	2,251	54.1	1,553	46.3	1,561	45.0	1,561	43.8
Speech Impairment	682	16.4	783	23.4	760	21.9	693	19.4
Autism	193	4.6	240	7.2	273	7.9	349	9.8
Developmental Delay	*	–	*	–	*	–	*	–
Traumatic Brain Injury	7	0.2	5	0.1	8	0.2	9	0.3
Noncategorical Early Childhood	15	0.4	26	0.8	38	1.1	34	1.0
Total	**4,162**	**100.0**	**3,353**	**100.0**	**3,467**	**100.0**	**3,567**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2010, 2016, and 2017

	2010		2016		2017	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	195	34.8	1,094	36.4	1,376	37.1
Male	365	65.2	1,911	63.6	2,329	62.9
Race/Ethnicity						
Asian	*	–	19	0.6	25	0.7
American Indian	*	–	10	0.3	10	0.3
African American	99	17.7	870	29.0	1,058	28.6
Hispanic	231	41.3	1,609	53.5	2,021	54.5
Native Hawaiian/Other Islander	*	–	*	–	*	–
White	226	40.4	456	15.2	543	14.7
Two or more/Other	NA		38	1.3	46	1.2
Grade Level						
K	*	–	7	0.2	18	0.5
1st	16	2.9	140	4.7	184	5.0
2nd	30	5.4	243	8.1	347	9.4
3rd	53	9.5	341	11.4	388	10.5
4th	81	14.5	367	12.2	456	12.3
5th	63	11.3	391	13.0	466	12.6
6th	40	7.1	251	8.4	361	9.7
7th	42	7.5	262	8.7	270	7.3
8th	56	10.0	304	10.1	316	8.5
9th	47	8.4	247	8.2	344	9.3
10th	50	8.9	221	7.4	224	6.0
11th	53	9.5	121	4.0	204	5.5
12th	29	5.2	109	3.6	127	3.4
Total	**560**	**100.0**	**3,005**	**100.0**	**3,705**	**100.0**

*Fewer than five students.
Source: Chancery SIS

Table 7. Number and Percent of Students with Disabilities by Instructional Setting, 2010, 2016, and 2017

Instructional Setting	2010 N	2010 %	2016 N	2016 %	2017 N	2017 %
No instructional setting	1,972	11.9	1,974	12.4	2,065	12.4
Hospital class	25	0.2	9	0.1	*	–
Homebound	62	0.4	70	0.4	56	0.3
Vocational Adjustment Class/Program	87	0.5	14	0.1		
Mainstream	4,719	28.6	5,963	37.5	6,507	39.2
Resource (Less than 21%)	2,376	14.4	2,359	14.8	2,764	16.6
Resource (At Least 21% and Less than 50%)	3,339	20.2	1,293	8.1	767	4.6
Self-Contained (At Least 50% and No More than 60%)	420	2.5	306	1.9	254	1.5
Self-Contained (More than 60%)	3,017	18.3	3,652	22.9	3,859	23.2
Full-Time Early Childhood Special Education Setting	259	1.6	18	0.1	8	0.0
Residential Nonpublic School Program	12	0.1	13	0.1	12	0.1
Nonpublic Day School	44	0.3	57	0.4	66	0.4
Residential Care And Treatment Facility Mainstream	15	0.1	11	0.1	17	0.1
Residential Care And Treatment Facility Resource (Less than 21%)	*	–	*	–	*	–
Residential Care And Treatment Facility Resource (At Least 21% and Less than 50%)	*	–	*	–	*	–
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	18	0.1	22	.1
Off Home Campus (Mainstream)			41	0.3	*	–
Off Home Campus (Resource, Less than 21%)	*	–	*	–	58	.3
Off Home Campus (Resource, At Least 21% and Less than 50%)	*	–	7	0	*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–
Off Home Campus (Separate Campus)	82	0.5	57	0.4	*	–
Off Home Campus (Community Class)	42	0.3	38	0.2	32	0.2
Total	**16,503**	**100.0**	**15,913**	**100.0**	**16,592**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 8. Instructional Setting by Ethnicity, 2010 and 2017

Instructional Setting	African Am. 2010 N	African Am. 2010 %	African Am. 2017 N	African Am. 2017 %	Hispanic 2010 N	Hispanic 2010 %	Hispanic 2017 N	Hispanic 2017 %	White 2010 N	White 2010 %	White 2017 N	White 2017 %
No instructional setting	380	6.2	360	6.9	1,209	13.8	1,311	13.6	312	23.4	302	23.3
Hospital class	13	0.2	*	–	*	–	*	–	9	0.7	*	–
Homebound	14	0.2	6	0.1	31	0.4	40	0.4	14	1.0	6	0.5
Vocational Adjustment Class/Program	38	0.6	*	–	41	0.5	*	–	6	0.4	*	–
Mainstream	1,671	27.5	2,196	42.1	2,612	29.7	3,714	38.5	357	26.8	464	35.9
Resource (Less than 21%)	779	12.8	728	14.0	1,411	16.1	1,789	18.5	169	12.7	178	13.8
Resource (At Least 21% and Less than 50%)	1,589	26.1	300	5.8	1,545	17.6	412	4.3	165	12.4	35	2.7
Self-Contained (At Least 50% and No More than 60%)	165	2.7	96	1.8	200	2.3	129	1.3	40	3.0	21	1.6
Self-Contained (More than 60%)	1,262	20.7	1,385	26.6	1,502	17.1	2,132	22.1	189	14.2	230	17.8
Full-Time Early Childhood Special Education Setting	57	0.9	*	–	163	1.9	7	0.1	30	2.2	*	–
Residential Nonpublic School Program	*	–	7	0.1	*	–	*	–	*	–	*	–
Nonpublic Day School	15	0.2	22	0.4	13	0.1	22	0.2	16	1.2	20	1.5
Residential Care And Treatment Facility Mainstream	10	0.2	5	0.1	*	–	7	0.1	*	–	5	0.4
Residential Care And Treatment Facility Resource, (Less than 21%)	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility Resource, (At Least 21% and Less than 50%)	*	–	*	–	*	–	*	–	*	–	*	–
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%)	9	0.1	8	0.2	7	0.1	*	–	*	–	12	0.9
Residential Care And Treatment Facility (Separate Campus)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Mainstream)	*	–	26	0.5	*	–	26	0.3	*	–	*	–
Off Home Campus (Resource, Less than 21%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Resource, At Least 21% and Less than 50%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Separate Campus)	52	0.9	22	0.4	22	0.3	6	0.1	8	0.6	*	–
Off Home Campus (Community Class)	20	0.3	48	0.9	14	0.2	37	0.4	8	0.6	7	0.5
Total	**6,085**	**100.0**	**5,213**	**100.0**	**8,783**	**100.0**	**9,640**	**100.0**	**1,334**	**100.0**	**1,291**	**100.0**

*Fewer than five students.

Table 9. Students Identified with a Learning Disability: Number Tested on the STAAR Mathematics by Test Versions and Grade Levels, 2013, 2016 and 2017

Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
3	STAAR (without accommodation)	163	47	227	77	43	12.0
3	STAAR (with accommodation)	NA		NA		314	88.0
3	STAAR A	NA		80	23		
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR (w/o acc)	287	47	343	75	56	11.0
4	STAAR (with accommodation)	NA		NA		455	89.0
4	STAAR A	NA		160	24		
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR (w/o acc)	358	46	495	72	76	11.5
5	STAAR (with accommodation)	NA		NA		584	88.5
5	STAAR A	NA		185	28		
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR (w/o acc)	349	44	349	70	84	13.7
6	STAAR (with accommodation)	NA		NA		527	86.3
6	STAAR A	NA		247	30		
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR (w/o acc)	342	47	413	73	92	15.7
7	STAAR (with accommodation)	NA		NA		494	84.3
7	STAAR A	NA		219	27		
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR (w/o acc)	363	52	475	72	78	12.4
8	STAAR (with accommodation)	NA		NA		553	87.6
8	STAAR A	NA		246	28		
8	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-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 Grade Levels, 2013, 2016 and 2017

Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
3	STAAR (without accommodation)	131	37	225	73	42	11.8
3	STAAR (with accommodation)					315	88.2
3	STAAR A	NA		83	27		
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR (w/o acc)	218	35	332	66	60	11.7
4	STAAR (with accommodation)					451	88.3
4	STAAR A	NA		173	34		
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR (w/o acc)	284	37	483	71	84	12.7
5	STAAR (with accommodation)					576	87.3
5	STAAR A	NA		199	29		
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR (w/o acc)	288	37	331	55	90	14.7
6	STAAR (with accommodation)					524	85.3
6	STAAR A	NA		267	44		
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR (w/o acc)	306	42	391	62	91	15.5
7	STAAR (with accommodation)					495	84.5
7	STAAR A	NA		243	38		
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR (w/o acc)	360	52	456	63	74	11.7
8	STAAR (with accommodation)					556	88.3
8	STAAR A	NA		272	37		
8	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-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, 2016 and 2017

Subject	Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
Science	5	STAAR (without accommodation)	450	58	495	73	95	14
	5	STAAR (with accommodation)					565	86
	5	STAAR A	NA		187	27		
	5	STAAR Alternate 2	NA		*	–	*	–
	8	STAAR (w/o acc)	393	57	461	65	111	18
	8	STAAR (with accommodation)					516	82
	8	STAAR A	NA		248	35		
	8	STAAR Alternate 2	NA		*	–	*	–
Social Studies	8	STAAR (w/o acc)	394	57	459	65	114	18
	8	STAAR (with accommodation)					516	82
	8	STAAR A	NA		243	35		
	8	STAAR Alternate 2	NA		*	–	*	–
Writing	4	STAAR (w/o acc)	257	42	351	70	103	20
	4	STAAR (with accommodation)					407	80
	4	STAAR A	NA		153	30		
	4	STAAR Alternate 2	NA		*	–	*	–
	7	STAAR (w/o acc)	315	44	437	69	80	14
	7	STAAR (with accommodation)					509	86
	7	STAAR A	NA		194	31		
	7	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

Table 12. Students Identified with Dyslexia: Number Tested on the STAAR Mathematics by Test Versions and Grade Levels, 2013, 2016 and 2017

Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
3	STAAR (without accommodation)	163	47	227	77	70	18
3	STAAR (with accommodation)	NA		NA		312	82
3	STAAR A	NA		80	23		
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR (w/o acc)	287	47	343	75	62	14
4	STAAR (with accommodation)	NA		NA		380	86
4	STAAR A	NA		160	24		
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR (w/o acc)	358	46	495	72	55	12
5	STAAR (with accommodation)	NA		NA		397	88
5	STAAR A	NA		185	28		
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR (w/o acc)	349	44	349	70	65	19
6	STAAR (with accommodation)	NA		NA		285	81
6	STAAR A	NA		247	30		
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR (w/o acc)	342	47	413	73	62	24
7	STAAR (with accommodation)	NA		NA		194	76
7	STAAR A	NA		219	27		
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR (w/o acc)	363	52	475	72	53	18
8	STAAR (with accommodation)	NA		NA		239	82
8	STAAR A	NA		246	28		
8	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

Table 13. Students Identified with Dyslexia: Number Tested on the STAAR Reading by Test Versions and Grade Levels, 2013, 2016 and 2017

Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
3	STAAR (without accommodation)	131	37	225	73	66	17
3	STAAR (with accommodation)					315	83
3	STAAR A	NA		83	27		
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR (w/o acc)	218	35	332	66	60	14
4	STAAR (with accommodation)					382	86
4	STAAR A	NA		173	34		
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR (w/o acc)	284	37	483	71	55	12
5	STAAR (with accommodation)					397	88
5	STAAR A	NA		199	29		
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR (w/o acc)	288	37	331	55	66	19
6	STAAR (with accommodation)					287	81
6	STAAR A	NA		267	44		
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR (w/o acc)	306	42	391	62	65	25
7	STAAR (with accommodation)					194	75
7	STAAR A	NA		243	38		
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR (w/o acc)	360	52	456	63	56	18
8	STAAR (with accommodation)					247	82
8	STAAR A	NA		272	37		
8	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

Table 14. Students Identified with Dyslexia: Number Tested on the STAAR Science, Social Studies, and Writing by Test Versions and Grade Levels, 2013, 2016 and 2017

Subject	Grade	Test Version	2013 N	2013 %	2016 N	2016 %	2017 N	2017 %
Science	5	STAAR (without accommodation)	450	58	495	73	73	16
	5	STAAR (with accommodation)					377	84
	5	STAAR A	NA		187	27		
	5	STAAR Alternate 2	NA		*	–	*	–
	8	STAAR (w/o acc)	393	57	461	65	68	23
	8	STAAR (with accommodation)					231	77
	8	STAAR A	NA		248	35		
	8	STAAR Alternate 2	NA		*	–	*	–
Social Studies	8	STAAR (w/o acc)	394	57	459	65	73	24
	8	STAAR (with accommodation)					229	76
	8	STAAR A	NA		243	35		
	8	STAAR Alternate 2	NA		*	–	*	–
Writing	4	STAAR (w/o acc)	257	42	351	70	93	21
	4	STAAR (with accommodation)					351	79
	4	STAAR A	NA		153	30		
	4	STAAR Alternate 2	NA		*	–	*	–
	7	STAAR (w/o acc)	315	44	437	69	58	23
	7	STAAR (with accommodation)					199	77
	7	STAAR A	NA		194	31		
	7	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

Table 15. Demographic Characteristics of Students with Autism, 2012, 2014–2017

	2012		2014		2015		2016		2017	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	166	15.0	220	14.9	265	16.3	303	16.7	370	16.7
Male	940	85.0	1,252	85.1	1,364	83.7	1,508	83.3	1,846	83.3
Race/Ethnicity										
Asian	32	3.0	47	3.2	45	2.8	54	3.0	79	3.6
American Indian	*	–	*	–	*	–	*	–	6	0.3
African American	328	30.0	401	27.2	449	27.6	503	27.8	566	25.5
Hispanic	563	51.0	794	53.9	907	55.7	1,000	55.2	1,273	57.4
Pacific Islander	*	–	*	–	*	–	*	–	*	–
White	166	15.0	206	14.0	205	12.6	230	12.7	258	11.6
Two or more	12	1.0	18	1.2	17	1.0	17	0.9	31	1.4
Grade										
EE	53	5.0	69	4.7	81	5.0	88	4.9	119	5.4
PK	36	3.0	32	2.2	43	2.6	57	3.1	123	5.6
K	95	9.0	84	5.7	98	6.0	115	6.4	180	8.1
1st	95	9.0	155	10.5	137	8.4	169	9.3	202	9.1
2nd	114	10.0	154	10.5	165	10.1	154	8.5	208	9.4
3rd	119	11.0	121	8. 2	159	9.8	167	9.2	184	8.3
4th	88	8.0	125	8.5	127	7.8	153	8.4	180	8.1
5th	78	7.0	136	9.2	122	7.5	137	7.6	167	7.5
6th	64	6.0	107	7.3	145	8.9	114	6.3	128	5.8
7th	49	4.0	89	6.0	114	7.0	151	8.3	141	6.4
8th	70	6.0	78	5.3	100	6.1	121	6.7	148	6.7
9th	57	5.0	65	4.4	86	5.3	103	5.7	124	5.6
10th	57	5.0	80	5.4	60	3.7	84	4.6	100	4.5
11th	43	4.0	60	4.1	78	4.8	62	3.4	83	3.7
12th	88	8.0	117	7.9	114	7.0	136	7.5	129	5.8
Total	**1,106**	**100.0**	**1,472**	**100.0**	**1,629**	**100.0**	**1,811**	**100.0**	**2,216**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 16. Instructional Setting of Students with Autism, 2012–2016

	2012		2014		2015		2016		2017	
Instructional Setting	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
No instructional setting	7	0.6	*	–	*	–	*	–	*	–
Hospital class	*	–	*	–	*	–	*	–	*	–
Homebound	*	–	*	–	*	–	*	–	*	–
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–	*	–
Mainstream	145	13.1	220	14.9	311	19.1	397	21.9	506	22.8
Resource (Less than 21%)	84	7.6	102	6.9	128	7.9	159	8.8	304	13.7
Resource (At Least 21% and Less than 50%)	101	9.1	150	10.2	140	8.6	122	6.7	102	4.6
Self-Contained (At Least 50% and No More than 60%)	56	5.1	60	4.1	65	4.0	75	4.1	87	3.9
Self-Contained (More than 60%)	598	54.1	820	55.7	888	54.5	979	54.1	1133	51.1
Full-Time Early Childhood Special Education Setting	53	4.8	51	3.5	33	2.0	5	0.3	7	0.3
Residential Nonpublic School Program	*	–	*	–	*	–	*	–	*	–
Nonpublic Day School	32	2.9	38	2.6	36	2.2	39	2.2	43	1.9
Residential Care And Treatment Facility Mainstream	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility (Less than 21%)	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility (At Least 21% and Less than 50%)	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility (At Least 50% and No More than 60%)	*	–	*	–	*	–	*	–	*	–
Residential Care And Treatment Facility (More than 60%)	5	0.5	5	0.3	*	–	5	0.3	5	0.2
Off Home Campus (Mainstream)	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Separate Campus)	5	0.5	*	–	*	–	*	–	*	–
Off Home Campus (Community Class)	13	1.2	9	0.6	10	0.6	11	0.6	18	0.8
Total	**1,106**	**100.0**	**1,472**	**100.0**	**1,629**	**100.0**	**1,811**	**100.0**	**2,215**	**100.0**

*Fewer than five students.

Source: PEIMS

Table 17. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2016 and 2017

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		n	n	n	n	n	n	n	n	n
STAAR (without accommodation)	Mathematics	19	68	12	34	44	7	23	56	12
	Reading	18	67	12	35	40	6	21	57	11
	Writing				36	45	6			
	Science							27	58	13
	Social Studies									
STAAR (with accommodation)	Mathematics			94			89			79
	Reading			93			88			80
	Writing						89			
	Science									77
	Social Studies									
STAAR A	Mathematics		17			26			24	
	Reading		17			29			23	
	Writing					25				
	Science								21	
	Social Studies									
STAAR Alternate 2	Mathematics		75	78		77	77		53	73
	Reading		75	78		77	77		53	73
	Writing					77	77			
	Science								53	73
	Social Studies									

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.

Table 18. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2016 and 2017

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		n	n	n	n	n	n	n	n	n
STAAR (without accommodation)	Mathematics	17	26	7	11	48	10	11	35	7
	Reading	14	26	8	12	48	9	11	37	11
	Writing				12	49	5			
	Science							11	36	14
	Social Studies							11	38	15
STAAR (with accommodation)	Mathematics			60			52			60
	Reading			59			53			62
	Writing						57			
	Science									60
	Social Studies									60
STAAR A	Mathematics		19			21			20	
	Reading		19			20			21	
	Writing					20				
	Science								19	
	Social Studies								18	
STAAR Alternate 2	Mathematics		28	59		71	75		51	72
	Reading		66	59		71	75		52	72
	Writing					71	75			
	Science								52	72
	Social Studies								52	72

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.

Table 19. Students with Autism: Percent Met Approaches Grade Level / Satisfactory Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2016 and 2017

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without accommodation)	Mathematics	68	43	50	56	34	29	52	32	42
	Reading	56	34	42	63	25	33	57	37	36
	Writing				67	22	33			
	Science							48	41	54
	Social Studies									
STAAR (with accommodation)	Mathematics			28			29			32
	Reading			22			26			16
	Writing						25			
	Science									31
	Social Studies									
STAAR A	Mathematics		12			0			25	
	Reading		0			7			9	
	Writing					0				
	Science								10	
	Social Studies									
STAAR Alternate 2	Mathematics			97			97			93
	Reading			92			79			85
	Writing						87			
	Science									89
	Social Studies									

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.
-The equivalent standard in STAAR Alternate 2 is Satisfactory.

Table 20. Students with Autism: Percent Met Approaches Grade Level / Satisfactory Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2016 and 2017

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without accommodation)	Mathematics	59	38	57	82	36	50	73	40	71
	Reading	79	35	50	75	35	22	91	43	82
	Writing				42	39	60			
	Science							82	53	71
	Social Studies							73	45	67
STAAR (with accommodation)	Mathematics			38			29			30
	Reading			27			26			29
	Writing						21			
	Science									35
	Social Studies									35
STAAR A	Mathematics		26			14			25	
	Reading		16			15			24	
	Writing					20				
	Science								26	
	Social Studies								39	
STAAR Alternate 2	Mathematics			86			92			86
	Reading			85			88			92
	Writing						85			
	Science									99
	Social Studies									94

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.
-The equivalent standard in STAAR Alternate 2 is Satisfactory.

Table 21. Students with Autism: Percent Met Meets Grade Level Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2016 and 2017

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without accommodation)	Mathematics	26	18	8	32	11	29	39	14	25
	Reading	6	16	25	23	8	17	19	16	27
	Writing				25	10	17			
	Science							22	17	31
	Social Studies									
STAAR (with accommodation)	Mathematics			11			12			9
	Reading			9			9			6
	Writing						11			
	Science									13
	Social Studies									
STAAR A	Mathematics		0			0			4	
	Reading		0			0			4	
	Writing					0				
	Science								5	
	Social Studies									

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

-STAAR Alternate 2 does not have a Meets Grade Level Standard.

Table 22. Students with Autism: Percent Met Meets Grade Level Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2016 and 2017

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without Accommodation)	Mathematics	29	15	57	27	29	30	55	23	57
	Reading	57	12	25	42	23	11	64	30	64
	Writing				25	2	40			
	Science							55	33	50
	Social Studies							36	26	53
STAAR (with Accommodation)	Mathematics			15			10			17
	Reading			12			8			18
	Writing						11			
	Science									23
	Social Studies									23
STAAR A	Mathematics		11			5			15	
	Reading		0			0			0	
	Writing					5				
	Science								11	
	Social Studies								11	

Note:

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

- STAAR Alternate 2 does not have a Meets Grade Level Standard.

Table 23. Students with Autism: Percent Met Masters Grade Level / Accomplished Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2016 and 2017

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without Accommodation)	Mathematics	11	4	8	18	5	29	13	9	17
	Reading	6	7	25	17	3	17	10	9	18
	Writing				8	0	17			
	Science							4	9	23
	Social Studies									
STAAR (with Accommodation)	Mathematics			3			7			3
	Reading			5			5			1
	Writing						1			
	Science									7
	Social Studies									
STAAR A	Mathematics		0			0			0	
	Reading		0			0			4	
	Writing					0				
	Science								5	
	Social Studies									
STAAR Alternate 2	Mathematics		40	47		31	26		30	41
	Reading		19	21		18	12		13	21
	Writing					36	23			
	Science								26	29
	Social Studies									

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.
-The equivalent standard in STAAR Alternate 2 is Accomplished.

Table 24. Students with Autism: Percent Met Masters Grade Level / Accomplished Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2016 and 2017

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2016	2017	2013	2016	2017	2013	2016	2017
		%	%	%	%	%	%	%	%	%
STAAR (without Accommodation)	Mathematics	12	8	14	9	17	20	0	9	29
	Reading	36	11	13	17	17	11	27	16	36
	Writing				8	12	0			
	Science							9	17	36
	Social Studies							27	13	27
STAAR (with Accommodation)	Mathematics			7			4			3
	Reading			5			4			11
	Writing						0			
	Science									13
	Social Studies									15
STAAR A	Mathematics		0			0			5	
	Reading		0			5			0	
	Writing					5				
	Science								5	
	Social Studies								0	
STAAR Alternate 2	Mathematics		43	37		32	35		37	31
	Reading		35	24		27	29		23	25
	Writing					34	28			
	Science								38	24
	Social Studies								37	36

Note:
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.
-The equivalent standard in STAAR Alternate 2 is Accomplished.

Table 25. Students with Autism: Number Tested by STAAR EOC Version, Subject, 2013, 2016 and 2017

	EOC	2013	2016	2017	
		n	n	n	%
STAAR (without Accommodation)	Algebra I	13	30	11	17
	Biology	20	25	11	17
	English I-Reading	19			
	English I-Writing	20			
	English II-Reading	13			
	English II-Writing	13			
	English I		32	18	27
	English II		36	13	20
	U.S. History		19	13	20
STAAR (with Accommodation)	Algebra I			70	26
	Biology			58	21
	English I-Reading				
	English I-Writing				
	English II-Reading				
	English II-Writing				
	English I			69	25
	English II			45	17
	U.S. History			31	11
STAAR A	Algebra I		24		
	Biology		19		
	English I-Reading				
	English I-Writing				
	English II-Reading				
	English II-Writing				
	English I		22		
	English II		18		
	U.S. History		9		
STAAR Alternate 2	Algebra I		59	54	21
	Biology		62	53	20
	English I		59	52	20
	English II		50	57	22
	U.S. History		41	44	17

*Fewer than five students.

Note:

-U.S. History was not administrated in 2013.

-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.

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

-English and Spanish test versions were combined.

Table 26. Students with Autism: Percent Met Approaches Grade Level, Meets Grade Level, and Masters Grade Level Standards by STAAR EOC Version, Subject 2013, 2016 and 2017

		% Approaches Grade Level / Satisfactory			% Meets Grade Level			% Masters Grade Level / Accomplished		
	EOC	2013	2016	2017	2013	2016	2017	2013	2016	2017
STAAR (w/o acc)	Algebra I	13	30	91	69	24	36	8	20	27
	Biology	20	25	91	80	54	46	10	32	27
	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		32	28		20	28		3	0
	English II		36	31		31	23		3	0
	U.S. History		19	85		35	62		16	5
STAAR (with acc)	Algebra I			56			20			10
	Biology			62			31			12
	English I-Reading									
	English I-Writing									
	English II-Reading									
	English II-Writing									
	English I			26			19			1
	English II			27			18			2
	U.S. History			55			32			26
STAAR A	Algebra I	24				4			0	
	Biology	19				15			0	
	English I-Reading									
	English I-Writing									
	English II-Reading									
	English II-Writing									
	English I	22				9			0	
	English II	18				0			0	
	U.S. History	9				0			0	
STAAR Alternate 2	Algebra I	59		91		86			53	69
	Biology	62		100		87			37	36
	English I	59		96		86			42	60
	English II	50		90		98			42	40
	U.S. History	41		98		88			20	43

Note:
-U.S. History was not administrated in 2013.
-In 2017, the STAAR test includes accessibility features and designated supports for students. Subsequently, the STAAR A test version is no longer administered. The results on the STAAR were disaggregated by students who used accommodations and those who did not.
-For grades and subjects with multiple test administrations, the first administration results are used.
-English and Spanish test versions were combined.
-The equivalent standards in STAAR Alternate 2 are Satisfactory and Accomplished.
- STAAR Alternate 2 does not have a Meets Grade Level Standard.

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