

MEMORANDUM

October 4, 2018

TO: S. Lachlin Verrett
Assistant Superintendent, Office of Special Education Services

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability


SUBJECT: **SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2017–2018**

Attached please find the 2017–2018 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 emotional disturbance and learning disability has decreased from 2017 to 2018.
- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels (60 percent) than at the secondary grade levels (40 percent) in 2018. Early identification of ELLs with a disability is essential to their success in school.
- There was an increase of 38 percent of students identified for dyslexia services in HISD from 2016 to 2018. This was especially evident in the identification of Hispanic students with dyslexia. Overall, 1.9 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 2018. 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 2018. 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 seven years, there has been a steady increase in the percent of students identified with autism. Autism affects boys more often than girls. This was evident in HISD, as the majority of the students with autism were male in 2018. More than half of the students with autism were placed in a self-contained instructional setting in 2018.

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

 CJS

Attachment
cc: Noelia Longoria
Hannah Harvey
Courtney Busby



RESEARCH

Educational Program Report

**SPECIAL EDUCATION PROGRAM: IDENTIFICATION,
PLACEMENT, AND ASSESSMENT REPORT, 2017-2018**



2018 BOARD OF EDUCATION

Rhonda Skillern-Jones

President

Jolanda Jones

First Vice President

Anne Sung

Second Vice President

Sergio Lira

Secretary

Holly Maria Flynn Vilaseca

Assistant Secretary

Wanda Adams

Diana Dávila

Susan Deigaard

Elizabeth Santos

Grenita Lathan, Ph.D.

Interim Superintendent of Schools

Carla Stevens

Assistant Superintendent

Department of Research and Accountability

Venita Holmes, Dr.P.H.

Research Manager

Lai Pei, Ph.D

Research Specialist

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

SPECIAL EDUCATION PROGRAM

IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT 2017–2018

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 (34.9 percent) (Table 3, p. 22). The percent of African Americans identified with a learning disability decreased by 1.5 percentage points from 2017 to 2018 (Figure 1, p. 7).
- African American students comprised 37.3 percent of students identified with an intellectual disability in 2018. This is a reduction from 38.1 percent who were identified with an intellectual disability in 2017 (Figure 2, p. 8).
- Among students identified with emotional disturbance, African American students made up 53 percent compared to 32 percent Hispanic and 12 percent White students in 2018. The percent of African American students identified with emotional disturbance was similar as 2017 (Figure 3, p. 8).

- Similar to African American students, the most prevalent primary disability condition of Hispanic students in the special education program was a learning disability (38.4 percent). The percent of Hispanic students identified with a learning disability decreased by 1.1 percentage points, from 2017 to 2018 (Figure 4, p. 9).
- 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 43.8 percent in 2017 to 42.9 percent in 2018. Hispanic ELLs identified with speech impairment increased slightly from 19.4 percent in 2017 to 20.4 percent in 2018 (Table 5, p. 23).
- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels (60 percent) than in the secondary grade levels (40 percent) in 2018 (Figure 5, p. 10).
- The number of students identified for dyslexia services substantially increased from 3,005 in 2016 to 4,149 in 2018. This was an increase of 38 percent over the past three years. Also, 13.4 percent of students identified for dyslexia services were White, while at the district level they represented 8.7 percent of the student population in 2018. At the district level, Hispanic students represented 61.8 percent of the student population and 57.8 percent of students identified for dyslexia services. African American students made up 24 percent of the student population in the district, and 26.7 percent of students identified for dyslexia services (Table 6, p. 24).
- From 2016 to 2018, the percent of students identified for dyslexia services who were Hispanic increased by 4.3 percentage points, from 53.5 percent to 57.8 percent. The percent of students who were African American decreased from 29 percent in 2016 to 26.7 percent in 2018. The percent of students referred for dyslexia services who were White decreased from 15.2 percent in 2016 to 13.4 percent in 2018 (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 2018 from 37.7 percent to 56.2 percent (Figure 6, p. 12).
- In 2018, the percent of students in a resource or self-contained instructional setting was comparable with the previous year (Figure 6, p. 12).
- A higher percentage of African American students (33.9%) with disabilities were placed in a resource or self-contained instructional setting at least 50 percent of the instructional time compared to their Hispanic (28.6%) and White peers (22.0%) in 2018 (Table 8, p. 26).

Section III: Assessment

- 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 tests with accommodation in STAAR mathematics, reading, and science tests. From 18.5 to 27.7 percent of students identified with a learning disability took the STAAR without accommodation in each subject (Figure 10, p. 14). The number of students with autism who took the STAAR End-of -Course (EOC) assessments with accommodation was higher than those who took STAAR EOC without accommodation in all content areas (Table 25, p. 43).

Section IV: Students with Autism

- A total of 2,220 students were identified with autism in 2018 compared to 2,216 in 2017. The majority of these students were male (82.5 percent) compared to female (17.5 percent) in 2018. About 58.7 percent of the students identified with autism were Hispanic, followed by 25.5 percent African American, and 10.5 percent White in 2018 (Table 15, p. 33).
- The number of students identified with autism has increased by 51 percent from 2014 to 2018 (Table 15, page 33).
- More than half of students identified with autism were placed in a self-contained instructional setting in 2018. The percent of students with autism in a self-contained setting in 2018 was comparable to the previous year. About 37.4 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2018 (Table 16, p. 34).
- The percent of students with autism at or above Approaches Grade Level standard on the 2018 STAAR without accommodation was higher than on the STAAR with accommodation on mathematics, reading, writing, science, and social studies tests in grade 3 to grade 8, with the exception of grade 8 reading (Tables 19–20, p. 37-38).
- The percent of students with autism at Meets Grade Level standard on the 2018 STAAR without accommodation was higher than on the STAAR with accommodation on mathematics in grades 3–7, reading in grades 3–5 and grade 8, writing in grade 7, and science in grade 5 (Tables 21–22, p. 39-40).
- Comparing the 2018 STAAR Alternate 2 reading with mathematics test, the percent of students with autism who met the Accomplished standard was higher on the mathematics test than on the reading test in grade 3 to grade 8 (Tables 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 2018 with the exception of Biology (Table 26, p. 44).

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, section 618 (d) requires states and local educational agencies (LEAs) to take steps to address the disproportionate representation of racial and ethnic groups in special education with respect to identification and placement of children with disabilities (U.S. Department of Education, 2016). 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 (Wilkins and Garside, 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. Since 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. 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. The proficiency level for STAAR (grade 3–8) and STAAR EOC in 2017–2018 were as follows: Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Performance at or above Approaches Grade Level standard satisfies the graduation requirement for each End-of-Course exam. There are 3 proficiency levels for STAAR Alternate 2, which are Developing, Satisfactory and Accomplished.
- 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. Besides, the results in this report are based on the English and Spanish tests versions combined.
- One data limitation of this report is that it includes enrollment data from the fall 2018 PEIMS snapshot, therefore the enrollment count of students does not reflect students who enrolled after that date.

Results

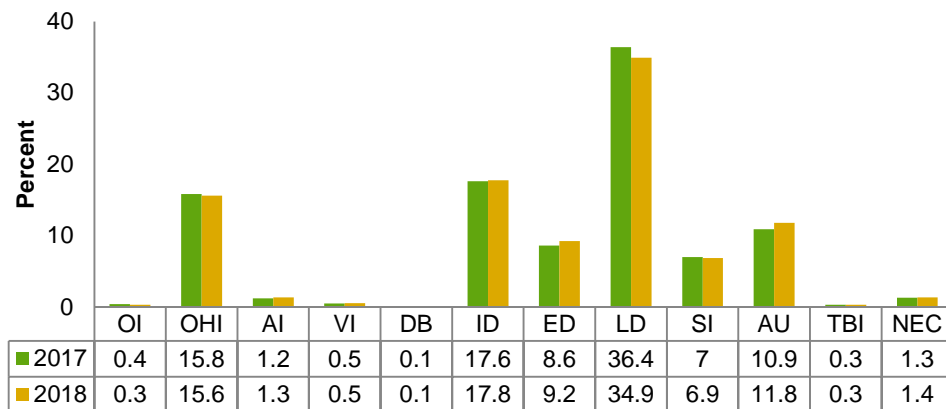
Section I: Identification

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

Overall, students with disabilities comprised 7.2 percent of the population in HISD during the 2017–2018 school year. This was a decrease from 7.6 percent during the 2016–2017 school year. According to the most recent data provided by the U.S. Department of Education, 13 percent of all public school students received special education services in 2015–2016.

- During the 2017–2018 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 30.9 percent of the special education population. The majority of African American 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 African American students in the special education program were enrolled in grade 9 (12.5 percent), followed by grade 5 (9.1 percent).
- **Figure 1** shows the primary disability condition of African American students in 2017 compared to 2018. The most prevalent primary disability condition for African American students in the special education program was a learning disability (34.9 percent) in 2018. In contrast, about 14.9 percent of White students in the special education program were identified as having a learning disability in 2018 (see **Table 3**, page 22). Although African American students were over-represented in the category of learning disability, there was a decrease of 1.5 percentage points identified from 2017 to 2018.

Figure 1. Primary Disability Condition of African American Students, 2017 and 2018



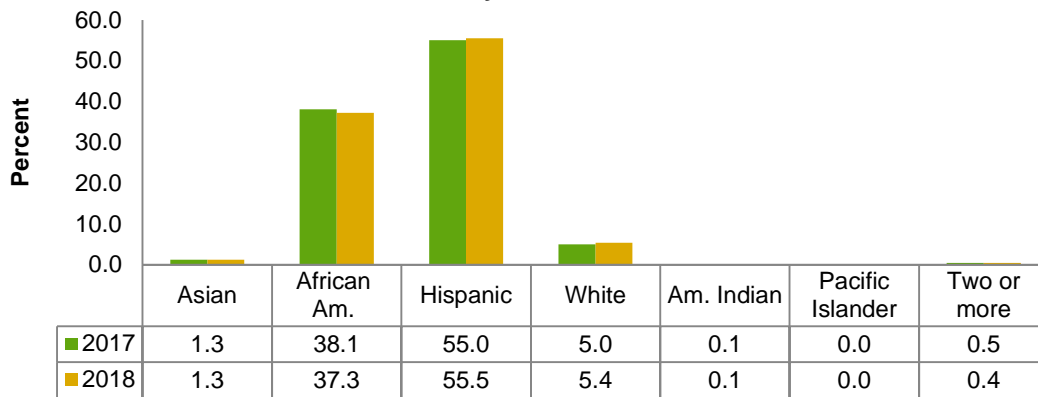
Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI=Speech Impairment, AU=Autism, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- About 11.8 percent of African American students in the special education program were identified with autism (AU) in 2018, an increase from 10.9 percent in 2017. The percent of African American students identified with all other disabilities in 2018 were comparable to previous year.

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

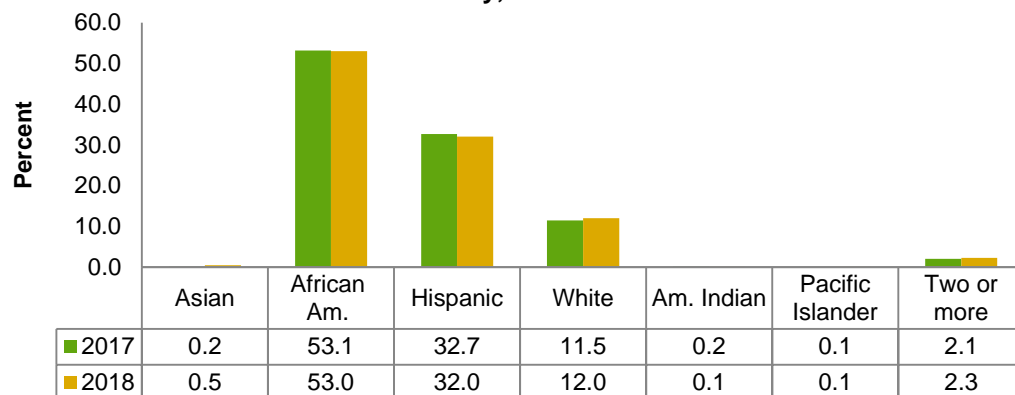
- Figure 2** shows the percent of students identified with an intellectual disability by race/ethnicity in 2017 compared to 2018. African American students comprised 38.1 percent of students in the special education program with an intellectual disability in 2017, but decreased to 37.3 percent in 2018. The percent of Hispanic students with an intellectual disability was comparable in 2017 and 2018.

Figure 2. Students Identified with an Intellectual Disability by Race/Ethnicity, 2017 and 2018



- Figure 3** shows the percent of students identified with emotional disturbance by race/ethnicity in 2017 compared to 2018. For both 2017 and 2018, there was a higher percent of African American students who were identified with an emotional disturbance compared to Hispanic and White students.

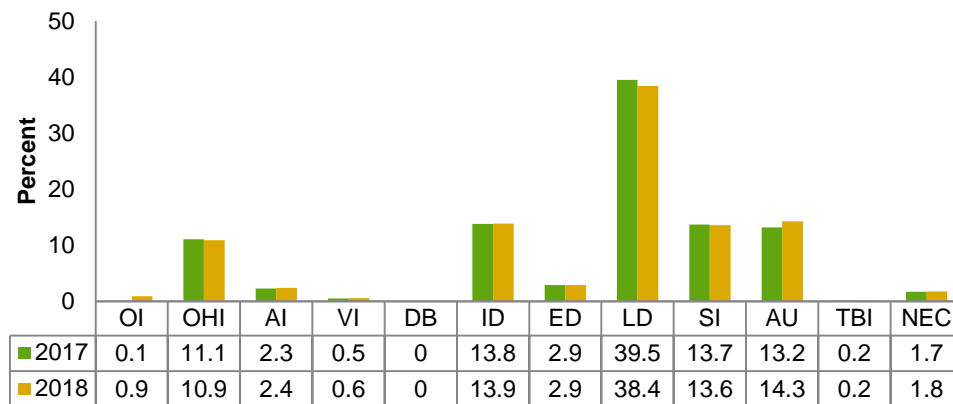
Figure 3. Students Identified with Emotional Disturbance by Race/Ethnicity, 2017 and 2018



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

- Hispanic students made up 61.8 percent of the student population in HISD in 2018 (see Table 1, page 21). Hispanic students comprised 58.8 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 9 (9.4 percent), followed by grade 5 (8.7 percent).
- Figure 4** shows the primary disability condition of Hispanic students in 2017 compared to 2018. Similar to African American students, the most prevalent primary disability condition of Hispanic students in the special education program was a learning disability (38.4 percent) in 2018. The percent of Hispanic students identified with a learning disability decreased by 1.1 percentage points from 2017 to 2018.

Figure 4. Primary Disability Condition of Hispanic Students, 2017 and 2018



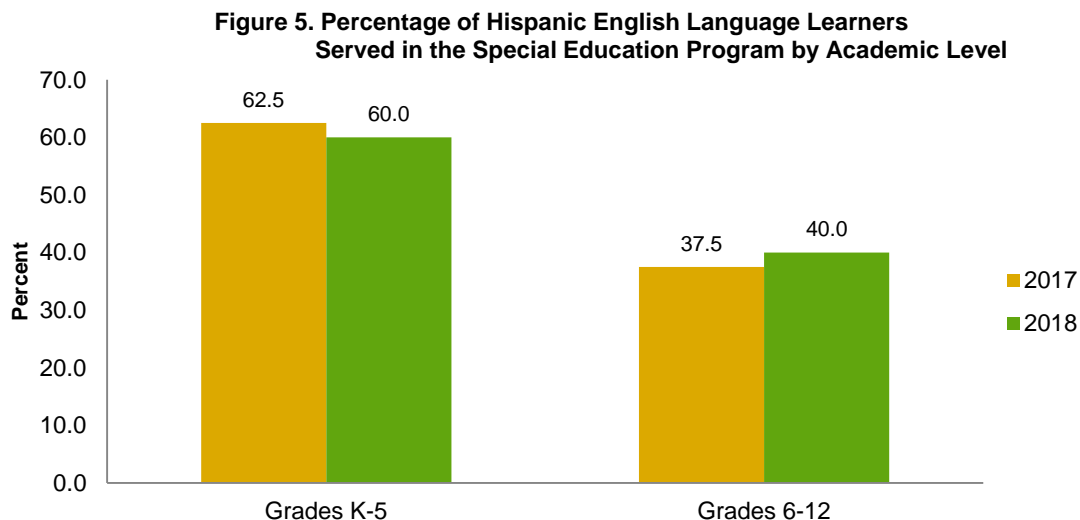
Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI=Speech Impairment, AU=Autism, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- Approximately, 13.9 percent of Hispanic students in the special education program were identified with an intellectual disability in 2018, which was similar as previous year (13.8 percent). There was also an increase in the percent of Hispanic students identified with autism (AU) from 13.2 to 14.3 from 2017 to 2018.

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 (69.2 percent) compared to female (30.8 percent) in 2018. The highest percent of Hispanic ELL students in the special education program were in grades 4 and 5 (about 11 percent), followed by grade 2 (10.3 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 43.8 percent in 2017 to 42.9 percent in 2018. Hispanic students identified with a speech impairment increased slightly from 19.4 percent in 2017 to 20.4 percent in 2018.
- **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) in 2017 and 2018. At the elementary grade levels, the percent of Hispanic ELL students identified in the special education program decreased by 2.5 percentage points, from 62.5 percent in 2017 to 60 percent in 2018. Consequently, the percent of Hispanic ELL students identified in the special education program in the secondary grade levels increase from 37.5 percent in 2017 to 40 percent in 2018.



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 from 2016 to 2018 (see page 24). About 37.6 percent of the students referred for dyslexia services were female in 2018. Also, 13.4 percent of students referred for dyslexia services were White, while at the district level they represented 8.7 percent of the student population in 2018. At the district level, Hispanic students represented 61.8 percent of the student population and 57.8 percent of students referred for dyslexia services in 2018. African American students made up 24 percent of the student population in the district, and 26.7 percent of students referred for dyslexia services in 2018.
- From 2016 to 2018, the percent of students referred for dyslexia services who were Hispanic increased by 4.3 percentage points, from 53.5 percent to 57.8 percent. The percent who were African American decreased from 29 percent in 2016 to 26.7 percent in 2018. The percent of students referred for dyslexia services who were White decreased from 15.2 percent in 2016 to 13.4 percent in 2018.
- First grade had the lowest percent of students identified with dyslexia (1.1 percent), while sixth grade had the highest percent of students identified with dyslexia (13 percent) in 2018.
- The number of students identified with dyslexia increased from 3,005 in 2016 to 4,149 in 2018. This was an increase of 38 percent over the past three years. Overall, 1.9 percent of students in the district were identified with dyslexia in 2018.

Section II: Placement

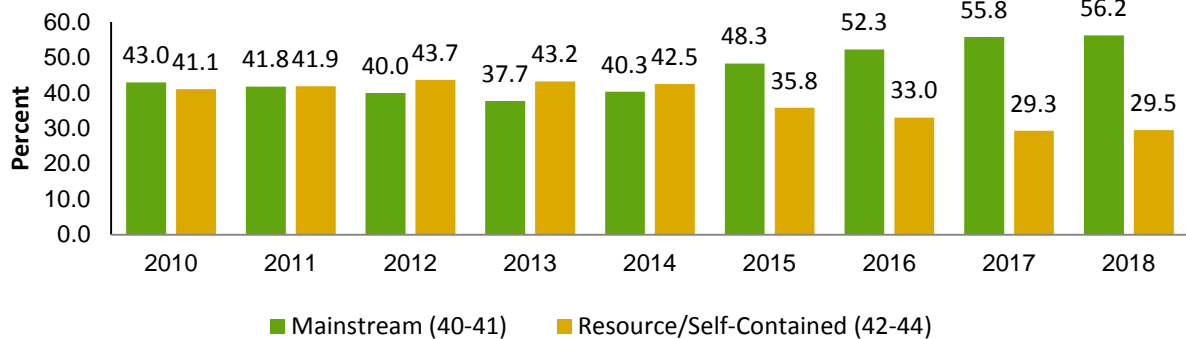
What proportion of students in the special education program spend all or most their day in a mainstream instructional setting?

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 2010–2018. 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 2018, the percent of students with disabilities in mainstream setting has increased by 15.9 percentage points (from 40.3 in 2014 to 56.2 percent in 2018).

- 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 2018, there has been a steady decrease in the percent of students in a resource or self-contained instructional setting. In 2018, the percent of students in a resource or self-contained instructional setting was comparable to the previous year (Figure 6).
- 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 from 2016 to 2018 (see page 25).

Figure 6. Percent of Students with Disabilities by Instructional Setting, 2010–2018



- **Figures 7 - 9** show the percent of students with disabilities by instructional settings from 2010–2018 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 2018, African American 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 students with disabilities placed in a resource or self-contained setting from 2013 to 2018 (see page 13).
- Specifically, the percent of African American students with disabilities placed in a mainstream setting increased from 37.1 percent in 2013 to 56.8 percent in 2018. Hispanic students with disabilities experienced an increase from 38.5 percent in 2013 to 57.1 percent in 2018 (see page 13).
- 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 51.1 percent in 2018. 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 13).
- Overall, a higher percentage of African American students (33.9 percent) were placed in a resource or self-contained instructional setting compared to their Hispanic (28.6 percent) and White peers (22.0 percent) in 2018. 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 2018 (see page 26).

Figure 7. Percent of African American Students with Disabilities by Instructional Setting, 2010–2018

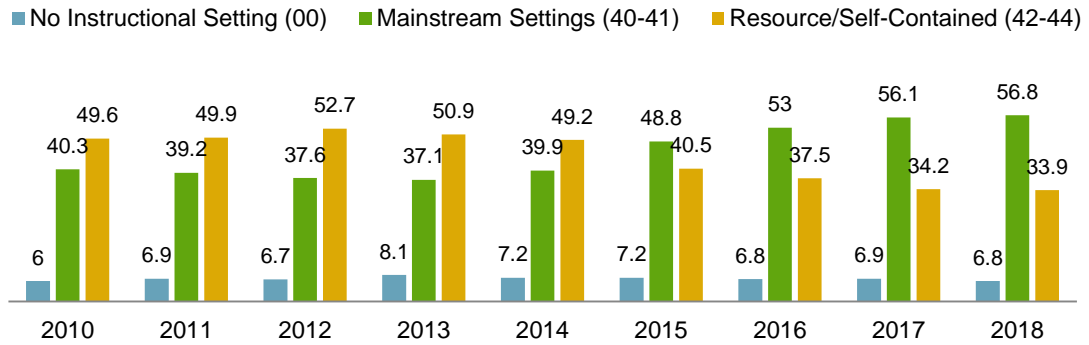


Figure 8. Percent of Hispanic Students with Disabilities by Instructional Setting, 2010–2018

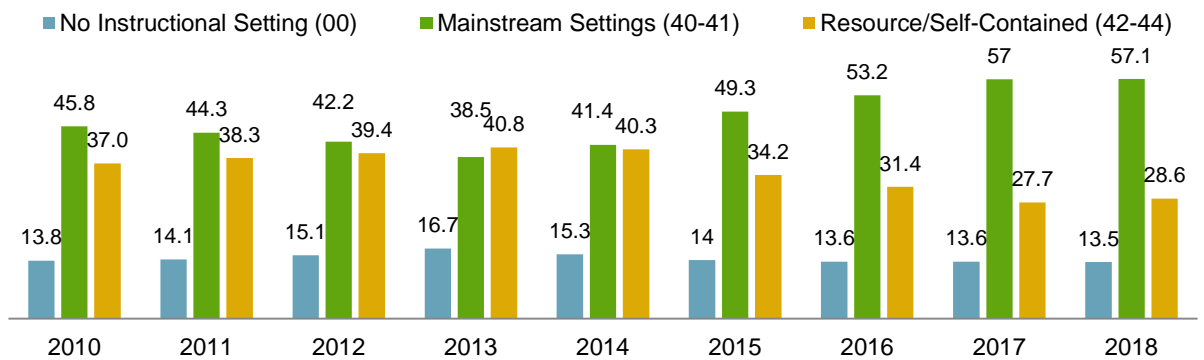
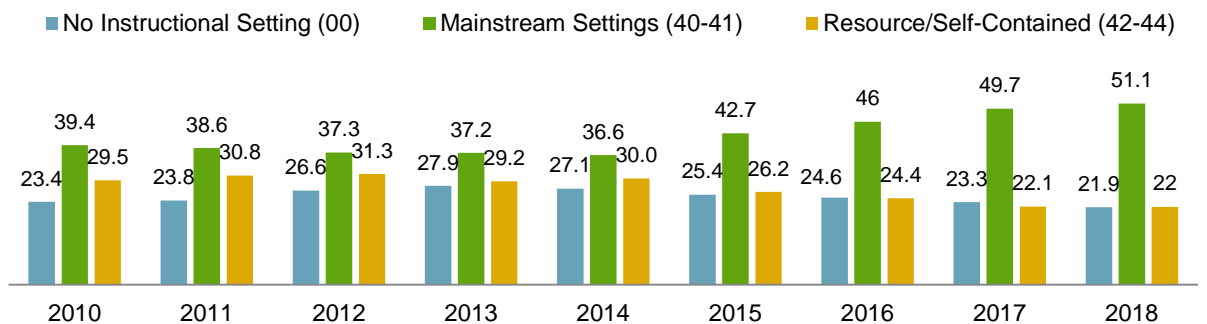


Figure 9. Percent of White Students with Disabilities by Instructional Setting, 2010–2018



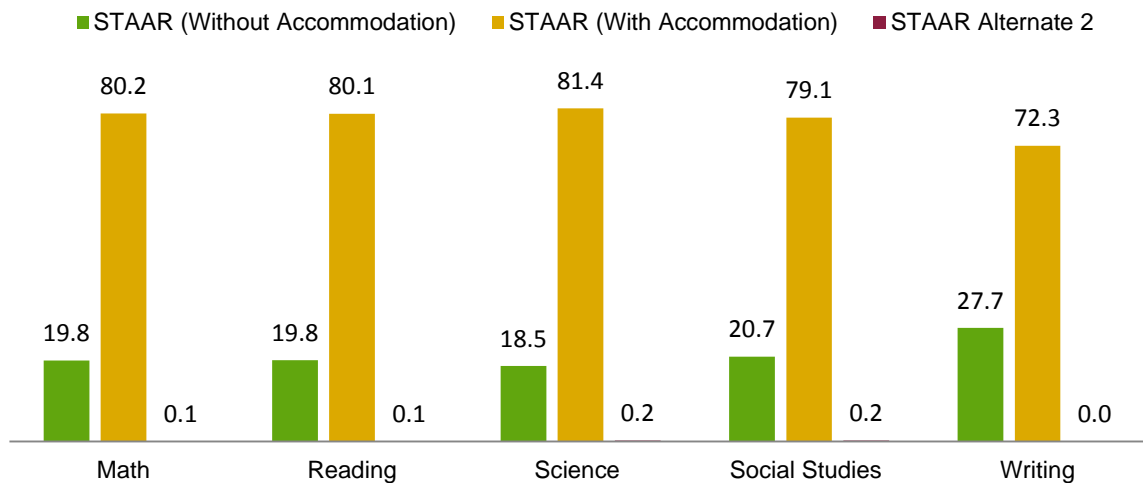
Section III: Assessment

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 administered STAAR and STAAR Alternate 2 were presented in this section. In this report, the results of STAAR were reported separately for special education students with accommodation and without accommodation when they took the tests. Additionally, the results of STAAR were 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 2018. 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 STAAR mathematics, reading, and science tests. From 18.5 to 27.7 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 Disability by STAAR Grades 3–8 Test Version and Subject, 2018



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). In 2018, the percent of students who took the STAAR without accommodation for mathematics was higher than the previous year at each grade level. Consequently, the students who took STAAR in mathematics with accommodations was lower than the previous year at each level. Fewer than five students identified with a learning disability took the STAAR Alternate 2 mathematics at each grade level in 2018.

- **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). In 2018, the percent of students who took the STAAR without accommodation for reading was higher than the previous year at each grade level. Consequently, the students who took STAAR in reading with accommodations was lower than the previous year at each level. Fewer than five students identified with a learning disability took the STAAR Alternate 2 mathematics at each grade level in 2018.
- **Table 11** presents the number and percent of students identified with a learning disability administered the STAAR science, social studies, and writing tests by grade and test version (see page 29). Most of the students took the STAAR with accommodations in science, social studies, and writing tests. Fewer than five students identified with a learning disability took the STAAR Alternate 2 in science, social studies, or writing tests.

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

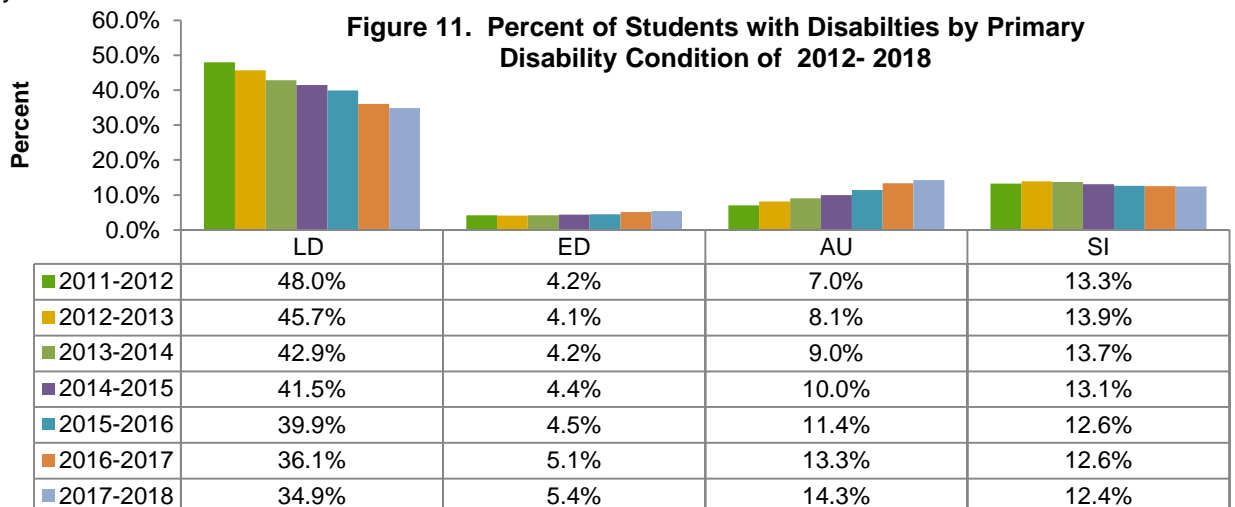
- **Table 12** presents the number and percent of students with dyslexia administered the STAAR grades 3–8 mathematics by test version and grade (see page 30). On average, the percent of students who took the STAAR mathematics with accommodations was around 80 percent for grades 3 to 6, whereas, the percents for the other two grades were 77 percent and 74.3 percent for grades 7 and 8, respectively. The highest percent of students who took the STAAR without accommodation in mathematics was in grade 8 (25.7 percent), while the lowest percent of students who took the STAAR without accommodation in mathematics was grade 3 (18.3 percent). Fewer than five students identified with dyslexia took the STAAR Alternate 2 mathematics test 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 in reading was in grade 7 (76.1 percent). The percent of students who took the STAAR without accommodations in reading ranged from 17 percent in grade 3 to 23.9 in grade 7. Fewer than five students identified with dyslexia took the STAAR Alternate 2 reading test at each grade level.
- **Table 14** presents the number and percent of students with dyslexia administered the STAAR science, social studies, and writing tests by grade and test version (see page 32). Most of the students took the STAAR with accommodations in science, social studies, and writing tests. Fewer than five students identified with dyslexia took the STAAR Alternate 2 science, social studies, or writing tests.

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 seven years (2012–2018).

- In 2018, there were a total of 2,220 students identified with autism in HISD. The majority of students were male (82.5 percent) compared to female (17.5 percent) (see **Table 15**, page 33). About 58.7 percent of the students identified with autism were Hispanic, followed by 25.5 percent African American, and 10.5 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, 3, or 4 in 2018.
- The number of students identified with autism has increased by 51 percent from 2014 to 2018. The percent of male and female students with autism has remained steady. An examination of the race/ethnicity of students identified with autism shows the percent of African American students identified with autism was the same from 2017 to 2018. The percent of Hispanic students identified with autism increased from 57.4 percent in 2017 to 58.7 percent in 2018. The percent of White students identified with autism decreased from 11.6 percent in 2017 to 10.5 percent in 2018 (Table 15, page 33).
- **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 seven years.



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

In 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 2018. Specifically, 50.8 percent were placed in a self-contained setting for more than 60 percent of the school day and 3.6 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 more than 60 percent of the school day in 2018 was comparable to that in the previous year, which was 51.1 percent and 50.8 percent in 2017 and 2018, respectively (see **Table 16**, page 34).
- The percent of students identified with autism placed in a resource instructional setting for less than 21 percent of the school day was 14 percent in 2018. About 5 percent were in a resource instructional setting at least 21 percent, but less than 50 percent of the school day in 2018.
- The percent of students identified with autism who were placed in a mainstream setting increased from 22.8 percent in 2017 to 23.4 percent in 2018. 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 number and percent of students with autism administered STAAR and STAAR Alternate 2 exams were presented in this section. In this report, the results of STAAR were reported separately for students with autism with accommodation and without accommodation when they took the tests. Additionally, the results of STAAR were based on the English and Spanish test versions combined.

- **Tables 17–18** show the number of students with autism who were administered STAAR tests by test version, grade, and subject. There were a higher number of students with autism administered the STAAR with accommodation than STAAR without accommodation at all grade levels (see pages 35-36).
- **Tables 19–20** shows the percent of students with autism who performed at or above Approaches Grade Level standards by STAAR test version, grade level, and subject (see pages 37-38). Comparing STAAR results of students without accommodation with those administered the STAAR with accommodation in 2018, the percent passing at or above Approaches Grade Level standard on STAAR without accommodation was higher than on the STAAR with accommodation on mathematics, reading, writing, science, and social studies tests in grade 3 to grade 8 with the exception of grade 8 reading test.
- **Tables 21–22** show the percent of students with autism who met Meets Grade Level standards by STAAR test 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 mathematics in grades 3–7, reading in grades 3–5 and grade 8, writing in grade 7, and science in grade 5.
- **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 2018, the percent at the Masters Grade Level standard was higher than on

STAAR with accommodation in both mathematics and reading tests in grade 3 to grade 8, with the exception of grade 4 mathematics test, and grades 6 and 8 reading and mathematics tests.

- The percent of students with autism who met the Accomplished standard on the STAAR Alternate 2 was higher in mathematics than that in reading in grade 3 to grade 8 (Tables 23–24, p. 41-42).

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** shows the number of students with autism tested by STAAR EOC version and subject. There was a higher number of students with autism administered the STAAR EOC with accommodation than administered the STAAR without accommodation in all content areas (see page 43).
- **Table 26** shows the percent of students with autism who passed the STAAR EOC by test version and subjects in 2016, 2017, and 2018 (see page 44). Comparing the three test versions (STAAR without accommodation, STAAR with accommodation, and STAAR Alternate 2) in 2018, a lower percent of students with autism performed at and above Approaches Grade Level and Masters Grade Level standards on STAAR with or without accommodation compared to STAAR Alternate 2 in all subjects with the exception of Biology.

Discussion

This report examined the trends in identification, placement, and assessment of African American and Hispanic students with disabilities in 2018. Findings revealed that the percent of African American students with an intellectual disability and emotional disturbance decreased from 2017 to 2018. There was a slight decrease in the percent of Hispanic students identified as ELLs being served in the special education program at elementary grades in 2018 compared to 2017. 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 1.9 percent of the district's population in 2018.

From 2013 to 2018, 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 2018. 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 2018. However, a focus on instructional placement by race/ethnicity in 2018 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 seven 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 from 2014 to 2018. More than half of the students with autism were placed in a self-contained instructional setting in 2018. The percent of students with autism in a self-contained setting was comparable in 2017 and 2018. Comparing the 2018 STAAR Alternate 2 reading test with mathematics test, the percent of students with autism who met the Accomplished standard was higher in mathematics than in reading in grade 3 to grade 8. Results on the STAAR EOC for students with autism indicated that the performance was higher for students who took the STAAR Alternate 2 than the STAAR with or without accommodation for all subjects with the exception of Biology at the Masters Grade Level Standard.

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>
- U.S. Department of Education. (2016). *Significant Disproportionality*. Retrieved from <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.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, 2015–2018

	2015		2016		2017		2018		District 2018	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	5,291	32.5	5,077	31.9	5,297	31.9	4,969	32.1	105,533	49.3
Male	11,011	67.5	10,836	68.1	11,305	68.1	10,531	67.9	108,642	50.7
Race/Ethnicity										
Asian	203	1.2	220	1.4	260	1.6	249	1.6	8,673	4.05
American Indian	26	0.2	26	0.2	32	0.2	26	0.2	355	0.17
African American	5,392	33.1	5,190	32.6	5,214	31.4	4,787	30.9	51,437	24.0
Hispanic	9,354	57.4	9,215	57.9	9,646	58.1	9,107	58.8	132,449	61.8
Native Hawaiian/ Other Islander	8	0.0	6	0.0	8	0.0	7	0.0	151	0.07
White	1,208	7.4	1,140	7.2	1,294	7.8	1,184	7.6	18,625	8.7
Two or more	111	0.7	116	0.7	144	0.9	140	0.9	2,485	1.16
Grade Level										
EE	440	2.7	366	2.3	534	3.2	343	2.2	460	0.21
Pre-K	410	2.5	404	2.5	624	3.8	359	2.3	14,590	6.81
K	739	4.5	726	4.6	814	4.9	700	4.5	16,086	7.51
1 st	872	5.3	860	5.4	1,063	6.4	893	5.8	17,270	8.06
2 nd	1,105	6.8	1,001	6.3	1,166	7.0	1,065	6.9	17,579	8.21
3 rd	1,222	7.5	1,176	7.4	1,234	7.4	1,163	7.5	17,955	8.38
4 th	1,445	8.9	1,390	8.7	1,392	8.4	1,232	7.9	17,502	8.17
5 th	1,406	8.6	1,516	9.5	1,526	9.2	1,349	8.7	17,334	8.09
6 th	1,406	8.6	1,285	8.1	1,317	7.9	1,282	8.3	13,901	6.49
7 th	1,390	8.5	1,316	8.3	1,233	7.4	1,267	8.2	13,945	6.51
8 th	1,285	7.9	1,321	8.3	1,247	7.5	1,178	7.6	13,386	6.25
9 th	1,516	9.3	1,547	9.7	1,509	9.1	1,582	10.2	16,525	7.72
10 th	1,049	6.4	1,070	6.7	1,031	6.2	1,108	7.1	13,649	6.37
11 th	1,006	6.2	915	5.8	892	5.4	957	6.2	12,249	5.72
12 th	1,011	6.2	1,020	6.4	1,020	6.1	1,022	6.6	11,744	5.48
Total	16,302	100.0	15,913	100.0	16,602	100.0	15,500	100.0	214,175	100.0

Source: PEIMS

Table 2: African American, Hispanic, and White Students with Disabilities by Gender and Grade, 2018

Gender	African American		Hispanic		White	
	N	%	N	%	N	%
Female	1,541	32.2	2,937	32.2	368	31.1
Male	3,246	67.8	6,170	67.8	816	68.9
Grade						
EE	70	1.5	195	2.1	45	3.8
PK	71	1.5	260	2.9	17	1.4
K	140	2.9	451	5.0	79	6.7
1 st	213	4.4	571	6.3	83	7.0
2 nd	266	5.6	672	7.4	88	7.4
3 rd	316	6.6	699	7.7	107	9.0
4 th	359	7.5	750	8.2	89	7.5
5 th	434	9.1	789	8.7	81	6.8
6 th	411	8.6	761	8.4	84	7.1
7 th	426	8.9	738	8.1	81	6.8
8 th	418	8.7	658	7.2	75	6.3
9 th	596	12.5	855	9.4	106	9.0
10 th	385	8.0	605	6.6	92	7.8
11 th	334	7.0	540	5.9	69	5.8
12 th	348	7.3	563	6.2	88	7.4
Total	4,787	100.0	9,107	100.0	1,184	100.0

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Disability Condition, 2018

Primary Disability	African American		Hispanic		White	
	N	%	N	%	N	%
Orthopedic Impairment	14	0.3	79	0.9	13	1.1
Other Health Impairment	746	15.6	997	10.9	213	18.0
Auditory Impairment	63	1.3	220	2.4	21	1.8
Visual Impairment	25	0.5	55	0.6	17	1.4
Deaf-Blind	*	-	*	-	*	-
Intellectual Disability	850	17.8	1,267	13.9	123	10.4
Emotional Disturbance	441	9.2	266	2.9	100	8.4
Learning Disability	1,672	34.9	3,498	38.4	176	14.9
Speech Impairment	329	6.9	1,241	13.6	264	22.3
Autism	565	11.8	1,304	14.3	233	19.7
Traumatic Brain Injury	14	0.3	17	0.2	3	0.3
Noncategorical Early Childhood	65	1.4	160	1.8	18	1.5
Total	4,787	100.0	9,107	100.0	1,184	100.0

*Fewer than five students.

Source: PEIMS

Table 4. Demographic Profile of Hispanic English Language Learners (ELLs) with Disabilities, 2015–2018

Gender	2015		2016		2017		2018	
	N	%	N	%	N	%	N	%
Female	1,048	31.3	1,066	30.7	1,105	31.0	1,027	30.8
Male	2,305	68.7	2,401	69.3	2,462	69.0	2,309	69.2
Grade								
EE	6	0.2	7	0.2	7	0.2	*	-
PK	119	3.5	126	3.6	1,88	5.3	102	3.1
K	248	7.4	229	6.6	2,31	6.5	193	5.8
1 st	303	9.0	300	8.7	340	9.5	262	7.9
2 nd	336	10.0	349	10.1	326	9.1	344	10.3
3 rd	356	10.6	346	10.0	383	10.7	324	9.7
4 th	413	12.3	393	11.3	391	11.0	370	11.1
5 th	390	11.6	437	12.6	438	12.3	373	11.2
6 th	294	8.8	323	9.3	337	9.4	321	9.6
7 th	285	8.5	256	7.4	250	7.0	299	9.0
8 th	190	5.7	266	7.7	210	5.9	219	6.6
9 th	172	5.1	190	5.5	224	6.3	220	6.6
10 th	114	3.4	104	3.0	104	2.9	139	4.2
11 th	64	1.9	88	2.5	74	2.1	87	2.6
12 th	63	1.9	53	1.5	64	1.8	79	2.4
Total	3,353	100.0	3,467	100.0	3,567	100.0	3,336	100.0

*Fewer than five students.

Source: PEIMS

Table 5. Primary Disability Condition of Hispanic ELLs with Disabilities, 2015–2018

Primary Disability	2015		2016		2017		2018	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	29	0.9	30	0.9	22	0.6	16	0.5
Other Health Impairment	289	8.6	338	9.7	424	11.9	389	11.7
Auditory Impairment	51	1.5	51	1.5	58	1.6	57	1.7
Visual Impairment	17	0.5	12	0.3	13	0.4	16	0.5
Deaf-Blind	*	-	*	-	*	-	*	-
Intellectual Disability	291	8.7	321	9.3	333	9.3	289	8.7
Emotional Disturbance	69	2.1	75	2.2	71	2.0	72	2.2
Learning Disability	1,553	46.3	1,561	45.0	1,561	43.8	1431	42.9
Speech Impairment	783	23.4	760	21.9	693	19.4	682	20.4
Autism	240	7.2	273	7.9	349	9.8	348	10.4
Developmental Delay	*	-	*	-	*	-	*	-
Traumatic Brain Injury	5	0.1	8	0.2	9	0.3	5	0.1
Noncategorical Early Childhood	26	0.8	38	1.1	34	1.0	31	0.9
Total	3,353	100.0	3,467	100.0	3,567	100.0	3,336	100.0

*Fewer than five students.

Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2016–2018

Gender	2016		2017		2018	
	N	%	N	%	N	%
Female	1,094	36.4	1,376	37.1	1,562	37.6
Male	1,911	63.6	2,329	62.9	2,587	62.4
Race/Ethnicity						
Asian	19	0.6	25	0.7	29	0.7
American Indian	10	0.3	10	0.3	5	0.1
African American	870	29.0	1,058	28.6	1,108	26.7
Hispanic	1,609	53.5	2,021	54.5	2,400	57.8
Native Hawaiian/Other Islander	*	–	*	–	*	–
White	456	15.2	543	14.7	558	13.4
Two or more/Other	38	1.3	46	1.2	48	1.2
Grade Level						
K	7	0.2	18	0.5	*	–
1 st	140	4.7	184	5.0	47	1.1
2 nd	243	8.1	347	9.4	230	5.5
3 rd	341	11.4	388	10.5	422	10.2
4 th	367	12.2	456	12.3	506	12.2
5 th	391	13.0	466	12.6	477	11.5
6 th	251	8.4	361	9.7	540	13.0
7 th	262	8.7	270	7.3	399	9.6
8 th	304	10.1	316	8.5	367	8.8
9 th	247	8.2	344	9.3	363	8.7
10 th	221	7.4	224	6.0	335	8.1
11 th	121	4.0	204	5.5	234	5.6
12 th	109	3.6	127	3.4	225	5.4
Total	3,005	100.0	3,705	100.0	4,149	100.0

*Fewer than five students.

Source: Chancery SIS

Table 7. Number and Percent of Students with Disabilities by Instructional Setting, 2016–2018

Instructional Setting	2016		2017		2018	
	N	%	N	%	N	%
No instructional setting	1,974	12.4	2,065	12.4	1,898	12.2
Hospital class	9	0.1	*	–	*	–
Homebound	70	0.4	56	0.3	70	0.5
Vocational Adjustment Class/Program	14	0.1				
Mainstream	5,963	37.5	6,507	39.2	6,290	40.6
Resource (Less than 21%)	2,359	14.8	2,764	16.6	2,426	15.7
Resource (At Least 21% and Less than 50%)	1,293	8.1	767	4.6	637	4.1
Self-Contained (At Least 50% and No More than 60%)	306	1.9	254	1.5	256	1.7
Self-Contained (More than 60%)	3,652	22.9	3,859	23.2	3,673	23.7
Full-Time Early Childhood Special Education Setting	18	0.1	8	0.0	*	–
Residential Nonpublic School Program	13	0.1	12	0.1	16	0.1
Nonpublic Day School	57	0.4	66	0.4	50	0.3
Residential Care And Treatment Facility Mainstream	11	0.1	17	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%)	18	0.1	22	0.1	23	0.1
Residential Care (Separate Campus)					*	–
Residential Care (Community Class)					*	–
Off Home Campus (Mainstream)	41	0.3	*	–	22	0.1
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, 50-60%					*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–
Off Home Campus (Separate Campus)	57	0.4	*	–	25	0.2
Off Home Campus (Community Class)	38	0.2	32	0.2	85	0.5
Total	15,913	100.0	16,592	100.0	15,500	100.0

*Fewer than five students.

Source: PEIMS

Table 8. Instructional Setting by Ethnicity, 2017 and 2018

Instructional Setting	African Am.				Hispanic				White			
	2017		2018		2017		2018		2017		2018	
	N	%	N	%	N	%	N	%	N	%	N	%
No instructional setting	360	6.9	324	6.8	1,311	13.6	1,230	13.5	302	23.3	259	21.9
Hospital class	*	–	*	–	*	–	*	–	*	–	*	–
Homebound	6	0.1	11	.2	40	0.4	44	0.5	6	0.5	9	0.8
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–	*	–	*	–
Mainstream	2,196	42.1	2,088	43.6	3,714	38.5	3,604	39.6	464	35.9	467	39.4
Resource (Less than 21%)	728	14.0	631	13.2	1,789	18.5	1,596	17.5	178	13.8	138	11.7
Resource (At Least 21% and Less than 50%)	300	5.8	245	5.1	412	4.3	343	3.8	35	2.7	32	2.7
Self-Contained (At Least 50% and No More than 60%)	96	1.8	95	2.0	129	1.3	132	1.4	21	1.6	24	2.0
Self-Contained (More than 60%)	1,385	26.6	1,284	26.8	2,132	22.1	2,072	22.8	230	17.8	205	17.3
Full-Time Early Childhood Special Education Setting	*	–	*	–	7	0.1	*	–	*	–	*	–
Residential Nonpublic School Program	7	0.1	11	0.2	*	–	*	–	*	–	*	–
Nonpublic Day School	22	0.4	16	0.3	22	0.2	18	0.2	20	1.5	15	1.3
Residential Care And Treatment Facility Mainstream	5	0.1	*	–	7	0.1	7	0.1	5	0.4	6	0.5
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%)	8	0.2	8	0.2	*	–	*	–	12	0.9	14	1.2
Residential Care And Treatment Facility (Separate Campus)	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care (Community Class)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Mainstream)	26	0.5	11	0.2	26	0.3	9	0.1	*	–	*	–
Off Home Campus (Resource, Less than 21%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Resource, At Least 21% and Less than 50%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus Self-Contained, 50-60%	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Separate Campus)	22	0.4	15	0.3	6	0.1	7	0.1	*	–	*	–
Off Home Campus (Community Class)	48	0.9	40	0.8	37	0.4	37	0.4	7	0.5	6	0.5
Total	5,213	100.0	4,787	100.0	9,640	100.0	9,107	100.0	1,291	100.0	1,184	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, 2016–2018

Grade	Test Version	2016		2017		2018	
		N	%	N	%	N	%
3	STAAR (without accommodation)	227	77	43	12.0	72	19.0
3	STAAR (with accommodation)	NA		314	88.0	306	81.0
3	STAAR A	80	23				
3	STAAR Alternate 2	*	–	*	–	*	–
4	STAAR (w/o acc)	343	75	56	11.0	98	19.6
4	STAAR (with accommodation)	NA		455	89.0	401	80.4
4	STAAR A	160	24				
4	STAAR Alternate 2	*	–	*	–	*	–
5	STAAR (w/o acc)	495	72	76	11.5	118	20.6
5	STAAR (with accommodation)	NA		584	88.5	456	79.4
5	STAAR A	185	28				
5	STAAR Alternate 2	*	–	*	–	*	–
6	STAAR (w/o acc)	349	70	84	13.7	104	18.8
6	STAAR (with accommodation)	NA		527	86.3	449	81.2
6	STAAR A	247	30				
6	STAAR Alternate 2	*	–	*	–	*	–
7	STAAR (w/o acc)	413	73	92	15.7	111	19.2
7	STAAR (with accommodation)	NA		494	84.3	468	80.8
7	STAAR A	219	27				
7	STAAR Alternate 2	*	–	*	–	*	–
8	STAAR (w/o acc)	475	72	78	12.4	120	21.2
8	STAAR (with accommodation)	NA		553	87.6	445	78.8
8	STAAR A	246	28				
8	STAAR Alternate 2	*	–	*	–	*	–

*Fewer than five students.

Note:

-Since 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, 2016–2018

Grade	Test Version	2016		2017		2018	
		N	%	N	%	N	%
3	STAAR (without accommodation)	225	73	42	11.8	71	18.8
3	STAAR (with accommodation)			315	88.2	307	81.2
3	STAAR A	83	27				
3	STAAR Alternate 2	*	–	*	–	*	–
4	STAAR (w/o acc)	332	66	60	11.7	103	20.7
4	STAAR (with accommodation)			451	88.3	394	79.3
4	STAAR A	173	34				
4	STAAR Alternate 2	*	–	*	–	*	–
5	STAAR (w/o acc)	483	71	84	12.7	121	21.1
5	STAAR (with accommodation)			576	87.3	452	78.9
5	STAAR A	199	29				
5	STAAR Alternate 2	*	–	*	–	*	–
6	STAAR (w/o acc)	331	55	90	14.7	105	18.9
6	STAAR (with accommodation)			524	85.3	452	81.1
6	STAAR A	267	44				
6	STAAR Alternate 2	*	–	*	–	*	–
7	STAAR (w/o acc)	391	62	91	15.5	112	19.2
7	STAAR (with accommodation)			495	84.5	470	80.8
7	STAAR A	243	38				
7	STAAR Alternate 2	*	–	*	–	*	–
8	STAAR (w/o acc)	456	63	74	11.7	116	20.2
8	STAAR (with accommodation)			556	88.3	459	79.8
8	STAAR A	272	37				
8	STAAR Alternate 2	*	–	*	–	*	–

*Fewer than five students.

Note:

-Since 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, 2016–2018

Subject	Grade	Test Version	2016		2017		2018		
			N	%	N	%	N	%	
Science	5	STAAR (without accommodation)	495	73	95	14	95	16.7	
	5	STAAR (with accommodation)			565	86	473	83.3	
	5	STAAR A	187	27					
	5	STAAR Alternate 2	*	–	*	–	*	–	
	8	STAAR (w/o acc)	461	65	111	18	116	20.2	
	8	STAAR (with accommodation)			516	82	457	79.8	
	8	STAAR A	248	35					
	8	STAAR Alternate 2	*	–	*	–	*	–	
	Social Studies	8	STAAR (w/o acc)	459	65	114	18	119	20.7
		8	STAAR (with accommodation)			516	82	455	79.3
8		STAAR A	243	35					
8		STAAR Alternate 2	*	–	*	–	*	–	
Writing	4	STAAR (w/o acc)	351	70	103	20	120	24.1	
	4	STAAR (with accommodation)			407	80	378	75.9	
	4	STAAR A	153	30					
	4	STAAR Alternate 2	*	–	*	–	*	–	
	7	STAAR (w/o acc)	437	69	80	14	181	30.8	
	7	STAAR (with accommodation)			509	86	406	69.2	
	7	STAAR A	194	31					
	7	STAAR Alternate 2	*	–	*	–	*	–	

*Fewer than five students.

Note:

-Since 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, 2016–2018

Grade	Test Version	2016		2017		2018	
		N	%	N	%	N	%
3	STAAR (without accommodation)	227	77	70	18	89	18.3
3	STAAR (with accommodation)	NA		312	82	398	81.7
3	STAAR A	80	23				
3	STAAR Alternate 2	*	–	*	–	*	–
4	STAAR (w/o acc)	343	75	62	14	93	19.7
4	STAAR (with accommodation)	NA		380	86	380	80.3
4	STAAR A	160	24				
4	STAAR Alternate 2	*	–	*	–	*	–
5	STAAR (w/o acc)	495	72	55	12	104	20.1
5	STAAR (with accommodation)	NA		397	88	414	79.9
5	STAAR A	185	28				
5	STAAR Alternate 2	*	–	*	–	*	–
6	STAAR (w/o acc)	349	70	65	19	79	21.0
6	STAAR (with accommodation)	NA		285	81	298	79.0
6	STAAR A	247	30				
6	STAAR Alternate 2	*	–	*	–	*	–
7	STAAR (w/o acc)	413	73	62	24	82	23.0
7	STAAR (with accommodation)	NA		194	76	274	77.0
7	STAAR A	219	27				
7	STAAR Alternate 2	*	–	*	–	*	–
8	STAAR (w/o acc)	475	72	53	18	68	25.7
8	STAAR (with accommodation)	NA		239	82	197	74.3
8	STAAR A	246	28				
8	STAAR Alternate 2	*	–	*	–	*	–

*Fewer than five students.

Note:

-Since 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, 2016–2018

<u>Grade</u>	<u>Test Version</u>	<u>2016</u>		<u>2017</u>		<u>2018</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
3	STAAR (without accommodation)	225	73	66	17	83	17.0
3	STAAR (with accommodation)			315	83	404	83.0
3	STAAR A	83	27				
3	STAAR Alternate 2	*	–	*	–	*	–
4	STAAR (w/o acc)	332	66	60	14	92	19.5
4	STAAR (with accommodation)			382	86	380	80.5
4	STAAR A	173	34				
4	STAAR Alternate 2	*	–	*	–	*	–
5	STAAR (w/o acc)	483	71	55	12	102	19.7
5	STAAR (with accommodation)			397	88	415	80.3
5	STAAR A	199	29				
5	STAAR Alternate 2	*	–	*	–	*	–
6	STAAR (w/o acc)	331	55	66	19	79	20.7
6	STAAR (with accommodation)			287	81	302	79.3
6	STAAR A	267	44				
6	STAAR Alternate 2	*	–	*	–	*	–
7	STAAR (w/o acc)	391	62	65	25	86	23.9
7	STAAR (with accommodation)			194	75	274	76.1
7	STAAR A	243	38				
7	STAAR Alternate 2	*	–	*	–	*	–
8	STAAR (w/o acc)	456	63	56	18	65	22.8
8	STAAR (with accommodation)			247	82	220	77.2
8	STAAR A	272	37				
8	STAAR Alternate 2	*	–	*	–	*	–

*Fewer than five students.

Note:

- Since 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, 2016–2018

Subject	Grade	Test Version	2016		2017		2018		
			N	%	N	%	N	%	
Science	5	STAAR (without accommodation)	495	73	73	16	91	17.7	
	5	STAAR (with accommodation)			377	84	424	82.3	
	5	STAAR A	187	27					
	5	STAAR Alternate 2	*	–	*	–	*	–	
	8	STAAR (w/o acc)	461	65	68	23	63	22.4	
	8	STAAR (with accommodation)			231	77	218	77.6	
	8	STAAR A	248	35					
	8	STAAR Alternate 2	*	–	*	–	*	–	
	Social Studies	8	STAAR (w/o acc)	459	65	73	24	65	22.6
		8	STAAR (with accommodation)			229	76	222	77.4
8		STAAR A	243	35					
8		STAAR Alternate 2	*	–	*	–	*	–	
Writing	4	STAAR (w/o acc)	351	70	93	21	117	24.7	
	4	STAAR (with accommodation)			351	79	356	75.3	
	4	STAAR A	153	30					
	4	STAAR Alternate 2	*	–	*	–	*	–	
	7	STAAR (w/o acc)	437	69	58	23	123	34.1	
	7	STAAR (with accommodation)			199	77	238	65.9	
	7	STAAR A	194	31					
	7	STAAR Alternate 2	*	–	*	–	*	–	

*Fewer than five students.

Note:

-Since 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, 2014–2018

Gender	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
Female	220	14.9	265	16.3	303	16.7	370	16.7	388	17.5
Male	1,252	85.1	1,364	83.7	1,508	83.3	1,846	83.3	1,832	82.5
Race/Ethnicity										
Asian	47	3.2	45	2.8	54	3.0	79	3.6	84	3.8
American Indian	*	–	*	–	*	–	6	0.3	5	0.2
African American	401	27.2	449	27.6	503	27.8	566	25.5	565	25.5
Hispanic	794	53.9	907	55.7	1,000	55.2	1,273	57.4	1,304	58.7
Pacific Islander	*	–	*	–	*	–	*	–	*	–
White	206	14.0	205	12.6	230	12.7	258	11.6	233	10.5
Two or more	18	1.2	17	1.0	17	0.9	31	1.4	27	1.2
Grade										
EE	69	4.7	81	5.0	88	4.9	119	5.4	91	4.1
PK	32	2.2	43	2.6	57	3.1	123	5.6	56	2.5
K	84	5.7	98	6.0	115	6.4	180	8.1	169	7.6
1 st	155	10.5	137	8.4	169	9.3	202	9.1	208	9.4
2 nd	154	10.5	165	10.1	154	8.5	208	9.4	189	8.5
3 rd	121	8.2	159	9.8	167	9.2	184	8.3	212	9.5
4 th	125	8.5	127	7.8	153	8.4	180	8.1	202	9.1
5 th	136	9.2	122	7.5	137	7.6	167	7.5	173	7.8
6 th	107	7.3	145	8.9	114	6.3	128	5.8	154	6.9
7 th	89	6.0	114	7.0	151	8.3	141	6.4	127	5.7
8 th	78	5.3	100	6.1	121	6.7	148	6.7	132	5.9
9 th	65	4.4	86	5.3	103	5.7	124	5.6	158	7.1
10 th	80	5.4	60	3.7	84	4.6	100	4.5	114	5.1
11 th	60	4.1	78	4.8	62	3.4	83	3.7	96	4.3
12 th	117	7.9	114	7.0	136	7.5	129	5.8	139	6.3
Total	1,472	100.0	1,629	100.0	1,811	100.0	2,216	100.0	2,220	100.0

*Fewer than five students.

Source: PEIMS

Table 16. Instructional Setting of Students with Autism, 2014–2018

Instructional Setting	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
No instructional setting	*	—	*	—	*	—	*	—	*	—
Hospital class	*	—	*	—	*	—	*	—	*	—
Homebound	*	—	*	—	*	—	*	—	*	—
Vocational Adjustment Class/Program	*	—	*	—	*	—	*	—	*	—
Mainstream	220	14.9	311	19.1	397	21.9	506	22.8	519	23.4
Resource (Less than 21%)	102	6.9	128	7.9	159	8.8	304	13.7	311	14.0
Resource (At Least 21% and Less than 50%)	150	10.2	140	8.6	122	6.7	102	4.6	109	4.9
Self-Contained (At Least 50% and No More than 60%)	60	4.1	65	4.0	75	4.1	87	3.9	81	3.6
Self-Contained (More than 60%)	820	55.7	888	54.5	979	54.1	1,133	51.1	1,127	50.8
Full-Time Early Childhood Special Education Setting	51	3.5	33	2.0	5	0.3	7	0.3	*	—
Residential Nonpublic School Program	*	—	*	—	*	—	*	—	6	0.3
Nonpublic Day School	38	2.6	36	2.2	39	2.2	43	1.9	37	1.7
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	0.3	*	—	5	0.3	5	0.2	5	0.2
Off Home Campus (Mainstream)	*	—	*	—	*	—	*	—	*	—
Off Home Campus (Self-Contained, More than 60%)	*	—	*	—	*	—	*	—	*	—
Off Home Campus (Separate Campus)	*	—	*	—	*	—	*	—	*	—
Off Home Campus (Community Class)	9	0.6	10	0.6	11	0.6	18	0.8	21	0.9
Total	1,472	100.0	1,629	100.0	1,811	100.0	2,215	100.0	2,220	100.0

*Fewer than five students.

Source: PEIMS

Table 17. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 3–5, 2016–2018

Version	Subject	Grade 3			Grade 4			Grade 5		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
STAAR (without accommodation)	Mathematics	<u>n</u> 68	<u>n</u> 12	<u>n</u> 17	<u>n</u> 44	<u>n</u> 7	<u>n</u> 15	<u>n</u> 56	<u>n</u> 12	<u>n</u> 22
	Reading	67	12	17	40	6	17	57	11	20
	Writing				45	6	16			
	Science							58	13	22
	Social Studies									
STAAR (with accommodation)	Mathematics		94	120		89	104		79	82
	Reading		93	120		88	103		80	83
	Writing					89	102			
	Science								77	80
	Social Studies									
STAAR A	Mathematics	17			26			24		
	Reading	17			29			23		
	Writing				25					
	Science							21		
	Social Studies									
STAAR Alternate 2	Mathematics	75	78	75	77	77	84	53	73	71
	Reading	75	78	75	77	77	84	53	73	71
	Writing				77	77	84			
	Science							53	73	71
	Social Studies									

Note:

-Since 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, 2016–2018

<u>Version</u>	<u>Subject</u>	<u>Grade 6</u>			<u>Grade 7</u>			<u>Grade 8</u>		
		<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
		<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>
STAAR (without accommodation)	Mathematics	26	7	12	48	10	16	35	7	6
	Reading	26	8	13	48	9	15	37	11	7
	Writing				49	5	12			
	Science							36	14	9
	Social Studies							38	15	9
STAAR (with accommodation)	Mathematics		60	72		52	54		60	47
	Reading		59	72		53	55		62	50
	Writing					57	60			
	Science								60	50
	Social Studies								60	50
STAAR A	Mathematics	19			21			20		
	Reading	19			20			21		
	Writing				20					
	Science							19		
	Social Studies							18		
STAAR Alternate 2	Mathematics	28	59	67	71	75	54	51	72	72
	Reading	66	59	67	71	75	54	52	72	72
	Writing				71	75	54			
	Science							52	72	72
	Social Studies							52	72	72

Note:

-Since 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 At or Above Approaches Grade Level/Satisfactory Standard by STAAR Version, Subject, and Grade Levels 3–5, 2016–2018

Version	Subject	Grade 3			Grade 4			Grade 5		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
		%	%	%	%	%	%	%	%	%
STAAR (without accommodation)	Mathematics	43	50	70.6	34	29	40.0	32	42	63.6
	Reading	34	42	58.8	25	33	47.1	37	36	45.0
	Writing				22	33	18.8			
	Science							41	54	63.6
	Social Studies									
STAAR (with accommodation)	Mathematics		28	27.5		29	21.2		32	43.9
	Reading		22	26.7		26	22.3		16	32.5
	Writing					25	17.6			
	Science							31	37.5	
	Social Studies									
STAAR A	Mathematics	12			0			25		
	Reading	0			7			9		
	Writing				0					
	Science							10		
	Social Studies									
STAAR Alternate 2	Mathematics		97	85.3		97	96.4		93	94.4
	Reading		92	80		79	92.9		85	85.9
	Writing					87	88.1			
	Science							89	94.4	
	Social Studies									

Note:

-Since 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 At or Above Approaches Grade Level / Satisfactory Standard by STAAR Version, Subject, and Grade Levels 6–8, 2016–2018

Version	Subject	Grade 6			Grade 7			Grade 8		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
		%	%	%	%	%	%	%	%	%
STAAR (without accommodation)	Mathematics	38	57	50.0	36	50	50.0	40	71	50.0
	Reading	35	50	30.8	35	22	40.0	43	82	14.3
	Writing				39	60	41.7			
	Science							53	71	55.6
	Social Studies							45	67	44.4
STAAR (with accommodation)	Mathematics		38	23.6		29	27.8		30	34.0
	Reading		27	19.4		26	32.7		29	38.0
	Writing					21	23.3			
	Science								35	38.0
	Social Studies								35	38.0
STAAR A	Mathematics	26			14			25		
	Reading	16			15			24		
	Writing				20					
	Science							26		
	Social Studies							39		
STAAR Alternate 2	Mathematics		86	77.6		92	88.9		86	81.9
	Reading		85	76.1		88	75.9		92	84.7
	Writing					85	77.8			
	Science								99	84.7
	Social Studies								94	83.3

Note:

-Since 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 Standard by STAAR Version, Subject, and Grade Levels 3–5, 2016–2018

<u>Version</u>	<u>Subject</u>	<u>Grade 3</u>			<u>Grade 4</u>			<u>Grade 5</u>		
		<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
STAAR (without accommodation)	Mathematics	18	8	41.2	11	29	14.3	14	25	40.9
	Reading	16	25	35.3	8	17	12.5	16	27	40.0
	Writing				10	17	6.3			
	Science							17	31	22.7
	Social Studies									
STAAR (with accommodation)	Mathematics		11	14.3		12	9.3		9	16.0
	Reading		9	10.3		9	10.4		6	8.5
	Writing					11	9.6			
	Science								13	10.0
	Social Studies									
STAAR A	Mathematics	0			0			4		
	Reading	0			0			4		
	Writing				0					
	Science							5		
	Social Studies									

Note:

-Since 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, 2016–2018

Version	Subject	Grade 6			Grade 7			Grade 8		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
		%	%	%	%	%	%	%	%	%
STAAR (without Accommodation)	Mathematics	15	57	16.7	29	30	18.8	23	57	0
	Reading	12	25	0	23	11	13.3	30	64	14.3
	Writing				2	40	25.0			
	Science							33	50	22.2
	Social Studies							26	53	11.1
STAAR (with Accommodation)	Mathematics		15	9.7		10	14.8		17	19.1
	Reading		12	5.6		8	21.8		18	12.0
	Writing					11	8.3			
	Science								23	24.0
	Social Studies								23	12.0
STAAR A	Mathematics	11			5			15		
	Reading	0			0			0		
	Writing				5					
	Science							11		
	Social Studies							11		

Note:

- Since 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, 2016–2018

<u>Version</u>	<u>Subject</u>	<u>Grade 3</u>			<u>Grade 4</u>			<u>Grade 5</u>		
		<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
STAAR (without Accommodation)	Mathematics	4	8	14.3	5	29	0	9	17	22.7
	Reading	7	25	7.1	3	17	6.3	9	18	15.0
	Writing				0	17	0			
	Science							9	23	0
	Social Studies									
STAAR (with Accommodation)	Mathematics		3	6.8		7	6.2		3	8.6
	Reading		5	5.1		5	4.2		1	4.9
	Writing					1	4.3			
	Science								7	5.0
	Social Studies									
STAAR A	Mathematics	0			0			0		
	Reading	0			0			4		
	Writing				0					
	Science							5		
	Social Studies									
STAAR Alternate 2	Mathematics	40	47	38.7	31	26	39.3	30	41	36.6
	Reading	19	21	24	18	12	28.6	13	21	12.7
	Writing				36	23	39.3			
	Science							26	29	19.7
	Social Studies									

Note:

-Since 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, 2016–2018

Version	Subject	Grade 6			Grade 7			Grade 8		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
		%	%	%	%	%	%	%	%	%
STAAR (without Accommodation)	Mathematics	8	14	0	17	20	12.5	9	29	0
	Reading	11	13	0	17	11	13.3	16	36	0
	Writing				12	0	0			
	Science							17	36	0
	Social Studies							13	27	0
STAAR (with Accommodation)	Mathematics		7	1.4		4	7.4		3	6.4
	Reading		5	1.4		4	5.5		11	6.0
	Writing					0	1.7			
	Science								13	10.0
	Social Studies								15	6.0
STAAR A	Mathematics	0			0			5		
	Reading	0			5			0		
	Writing				5					
	Science							5		
	Social Studies							0		
STAAR Alternate 2	Mathematics	43	37	35.8	32	35	35.2	37	31	37.5
	Reading	35	24	26.9	27	29	24.1	23	25	23.6
	Writing				34	28	31.5			
	Science							38	24	26.4
	Social Studies							37	36	27.8

Note:

- Since 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, 2016–2018

		<u>EOC</u>	<u>2016</u>		<u>2017</u>		<u>2018</u>	
			<u>n</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	
STAAR (without Accommodation)	Algebra I		30	11	17	16	20.5	
	Biology		25	11	17	16	20.5	
	English I		32	18	27	24	30.8	
	English II		36	13	20	13	16.7	
	U.S. History		19	13	20	9	11.5	
STAAR (with Accommodation)	Algebra I			70	26	54	22.1	
	Biology			58	21	59	24.2	
	English I			69	25	53	21.7	
	English II			45	17	47	19.3	
	U.S. History			31	11	31	12.7	
STAAR A	Algebra I		24					
	Biology		19					
	English I		22					
	English II		18					
	U.S. History		9					
STAAR Alternate 2	Algebra I		59	54	21	74	22.8	
	Biology		62	53	20	73	22.5	
	English I		59	52	20	76	23.4	
	English II		50	57	22	52	16.0	
	U.S. History		41	44	17	50	15.4	

*Fewer than five students.

Note:

-Since 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, 2016–2018

	EOC	% Approaches Grade Level / Satisfactory			% Meets Grade Level			% Masters Grade Level / Accomplished		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
STAAR (w/o acc)	Algebra I	30	91	25.0	24	36	6.3	20	27	6.3
	Biology	25	91	68.8	54	46	50.0	32	27	37.5
	English I	32	28	25.0	20	28	25.0	3	0	4.2
	English II	36	31	23.1	31	23	15.4	3	0	0.0
	U.S. History	19	85	88.9	35	62	44.4	16	5	22.2
STAAR (with acc)	Algebra I		56	53.7		20	29.6		10	16.7
	Biology		62	72.9		31	35.6		12	15.3
	English I		26	37.7		19	28.3		1	5.7
	English II		27	46.8		18	31.9		2	2.1
	U.S. History		55	61.3		32	38.7		26	19.4
STAAR A	Algebra I				4			0		
	Biology				15			0		
	English I				9			0		
	English II				0			0		
	U.S. History				0			0		
STAAR Alternate 2	Algebra I		91	89.2	86			53	69	41.9
	Biology		100	95.9	87			37	36	30.1
	English I		96	94.7	86			42	60	44.7
	English II		90	96.2	98			42	40	61.5
	U.S. History		98	90.0	88			20	43	30.0

Note:

-Since 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

<u>Code</u>	<u>Description</u>
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