MEMORANDUM September 28, 2016

TO: Sowmya Kumar
Assistant Superintendent, Office of Special Education Services

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

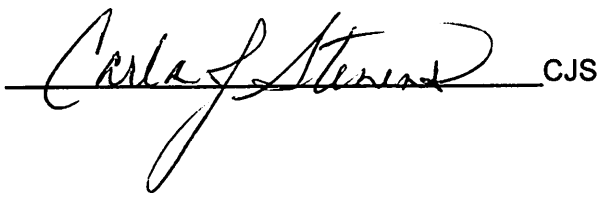
SUBJECT: **SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2015–2016**

Attached please find the 2015–2016 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 also a considerable increase in the percent of Hispanic students identified as ELLs being served in the special education program at elementary grades in 2016 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 2016. This was especially evident in the identification of Hispanic students as dyslexia. Overall, 1.4 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 2016. 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 2016. However, African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers.
- Over the past five years, there has been a steady increase in the 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 2016. More than half of the students with autism were placed in a self-contained instructional setting in 2016.

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



Attachment

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

SPECIAL EDUCATION PROGRAM: IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2015-2016

HISD | Research and Accountability

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SPECIAL EDUCATION PROGRAM

IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT

2015–2016

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

Section IV: Students with Autism

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

Highlights

Section I: Identification

- The most prevalent primary disability condition among African American students in the special education program was a learning disability (40.9 percent) (Table 3, p. 21). The percent of African Americans identified with a learning disability decreased by 12.1 percentage points from 2010 to 2016 (Figure 1, p. 8).

- African American students comprised 37.9 percent of students identified with an intellectual disability in 2016. 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 54.3 percent compared to 34.1 percent Hispanic and 10.3 percent White students in 2016. The percent of African American students identified with emotional disturbance decreased from 56.8 percent in 2010 to 54.3 percent in 2016 (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 (43.0 percent). The percent of Hispanic students identified with a learning disability decreased by 10.9 percentage points from 2010 to 2016 (Figure 4, p. 10).

- The most common primary disability conditions for Hispanic ELLs were learning disability and speech impairment. The percent of Hispanic ELLs with a learning disability decreased from 54.1 percent in 2010 to 45 percent in 2016. The percent identified with speech impairment increased from 16.4 percent in 2010 to 23.4 percent in 2015, and then decreased to 21.9 in 2016 (Table 5, p. 22).

- A higher percent of Hispanic ELL students with disabilities were identified at the elementary grade levels in 2016 (62 percent) compared to 2010 (48 percent). Consequently, the percent of Hispanic ELLs identified in the special education program in the secondary grade levels decreased from 52 percent in 2010 to 39 percent in 2016 (Figure 5, p. 11).

- The number of students identified for dyslexia services substantially increased from 560 in 2010 to 3,005 in 2016. This was an increase of 437 percent over the past six years. Also, 15.2 percent of students identified for dyslexia services were White, while at the district level they represented 8.4 percent of the student population in 2016. At the district level, Hispanic students represented 62.1 percent of the student population and 53.5 percent of students identified for dyslexia services. African American students made up 24.5 percent of the student population in the district, and 29.0 percent of students identified for dyslexia services (Table 6, p. 23).

- From 2010 to 2016, the percent of Hispanic students identified for dyslexia services increased by 12.2 percentage points, from 41.3 percent to 53.5 percent. The percent of African American students increased from 17.7 percent in 2010 to 29.0 percent in 2016. In contrast, the percent of White students identified for dyslexia services decreased by 25.2 percentage points, from 40.4 percent to 15.2 percent (Table 6, p. 23).

Section II: Placement

- There was an increase in the percent of students with disabilities placed in a mainstream setting from 2013 to 2016. However, there had been a steady decrease in the percent of students with disabilities placed in a mainstream setting from 2010 to 2013.

- There was a steady decrease in the percent of students with disabilities placed in a resource or self-contained instructional setting from 2013 to 2016.

- A higher percentage of African American students (37.5%) with disabilities were placed in a resource or self-contained instructional setting compared to their Hispanic (31.4%) and White peers (24.4%) in 2016 (Figures 7–9, p. 13–14).

Section III: Assessment

- The majority of the students with a learning disability in grades 3–8 took the STAAR in all subjects. The highest percent of students with a learning disability who took the STAAR was 69.4 percent in writing. From 30 to 36 percent of students identified with a learning disability took the STAAR A in all subjects (Figure 10, p. 15). The percentage of students with autism who took

STAAR End of Course (EOC) assessments were comparable in STAAR, STAAR A and STAAR Alternate 2 (Table 22, p. 35).

Section IV: Students with Autism

- A total of 1,811 students were identified with autism in 2016 compared to 1,629 in 2015. The majority of these students were male (83.3 percent) compared to female (16.7 percent) in 2016. About 55.2 percent of the students identified with autism were Hispanic, followed by 27.8 percent African American, and 12.7 percent White (Table 12, p. 29).

- There was a 64 percent increase in the percent of students who were identified with autism over the past five years (Figure 11, p. 16).

- More than half of students identified with autism were placed in a self-contained instructional setting in 2016. The percent of students with autism in a self-contained setting was comparable in 2015 and 2016. About 30.7 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2016 (Table 13, p. 30).

- Between 2015 and 2016 school year, students with autism experienced an increase in percent of passing satisfactory student standard for STAAR grades 3 and 5 reading, grades 5 and 8 science, and grade 7 writing. On the 2016 STAAR A, the percent of students who met satisfactory student standards ranged from 0 in grade 3 reading and grade 4 mathematics and writing to 39 in grade 8 social studies (Tables 16–17, p. 32).

- Between 2015 and 2016 school year, students with autism experienced an increase in percent of passing satisfactory recommended standards for STAAR grades 3, 5 and 7 reading, and grades 5 and 8 science. On the 2016 STAAR A, the highest percent of students with autism who met satisfactory recommended standard was 11 percent in grades 8 social studies (Tables 18–19, p. 33).

- Between 2015 and 2016 school year, there was an increase in the percent of students with autism who met advanced performance on all grade levels for STAAR reading except grade 4. For STAAR A, the highest percent of students with autism who met advanced performance was 5 percent in grades 5 and 8 science, and grade 7 reading and writing. On the STAAR Alternate 2, the percent of students with autism who met the accomplished standard ranged from 13 percent in grade 5 reading to 43 percent in grade 6 reading (Tables 20–21, p. 34).

- For STAAR EOC assessments, the percent of students with autism who met the satisfactory standard ranged from 34 percent for English I to 76 percent for Biology in 2016. From 2015 to 2016, the percent who met satisfactory increased for Algebra I, Biology and English II. The highest percent of students with autism who met the advanced standard was in Biology with 32 percent in 2016 (Table 22, p. 35).

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 2016. 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 2016. This was especially evident in the identification of Hispanic students as having dyslexia. The rate of students identified for dyslexia reached 1.5 percent of the district's population. The district should continue efforts in the identification of students with dyslexia by increasing awareness of dyslexia among school staff and parents.

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

Administrative Response

The Office of Special Education Services (OSES) has developed a continuous program improvement plan (CPIP) that includes goals, targets, strategies, and timelines for improving the data included in this report.

The OSES will continue its efforts to reduce the overall disproportionate representation of African American students in special education and in categories of intellectual and emotional disabilities. To address the underrepresentation of Hispanic students and English language learners at the elementary level, the OSES will continue to maintain its focus on increasing identification of this group of students. Culturally responsive identification practices, and interventions to address behavior, academics, and linguistic differences are some of the strategies that are part of the CPIP.

The OSES has set targets for increasing inclusive placements for students with disabilities at the preschool, elementary, and secondary levels and has identified coherent strategies to make gains. The OSES has issued guidance to schools on designing rigorous and high quality special education programs that help students with disabilities meet state standards based on the school's demographics, community, and culture. The OSES has provided district-wide universally designed for learning resources such as Goalbook and Kurzweil to improve the teaching and learning process.

Efforts to increase the identification of students with dyslexia will continue. The OSES has increased the pool of evaluators by training school-based personnel to conduct evaluations to expedite dyslexia identification.

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

Introduction

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

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

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

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

Literature Review

According to the National Education Association (NEA) (2008), disproportionality is one of the most complex issues in the field of special education. Disproportionality is the "overrepresentation" and "underrepresentation" of a particular demographic group in special education relative to the presence of this group in the overall student population. The Individuals with Disabilities Education Act, Part B (IDEA-Part B) requires states and local educational agencies (LEAs) to take steps to address the disproportionate representation of racial and ethnic groups in special education (National Dissemination Center for Children with Disabilities, 2006). Much of the literature supports culturally responsive practices as an approach to address disproportionality. Harris-Murri, King, and Rostenberg (2006) quote Klinger as saying:

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

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

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

In the state of Texas, there are three ways for a student to be identified as having dyslexia. First, students may be identified as dyslexic through Section 504. Secondly, students may be identified as dyslexic through special education under the learning disability category. Thirdly, students may be identified as dyslexic, but not found to be eligible for Section 504 or special education services. However, these students may still receive accommodations in the classroom (Texas Education Agency, 2010). Furthermore, Section 300.114 of the Individuals with Disabilities Education Act of 2004 requires that public agencies educate students with disabilities in the least restrictive environment (LRE) (U.S. Department of Education, 2011). LRE is a term used to mandate that students with disabilities are placed in special classes, separate schools or positions other than regular education classrooms only when the nature or severity of the disability is such that even with aids and services education cannot be achieved. The placement must also allow the disabled student to be with non-disabled peers to the greatest extent possible.

Methods

Data Collection

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

- Quantitative analysis was accomplished using results from the State of Texas Assessments of Academic Readiness (STAAR) database. This report examined results on the STAAR, STAAR Accommodated (STAAR A), and STAAR Alternate 2. Subjects and grades tested on the STAAR exams include: reading and mathematics in grades 3–8, writing in grades 4 and 7, science in grades 5 and 8, and social studies in grade 8. STAAR A and STAAR Alternate 2 were offered for the first time in 2015. STAAR A, an accommodated version of STAAR for students with disabilities, is offered as an online assessment in the same grades and subjects as STAAR. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, and text-to-speech functionality. STAAR Alternate 2 replaced the STAAR Alternate test. STAAR Alternate 2 is offered to students with significant cognitive disabilities receiving special education services. The STAAR Modified and STAAR Alternate were administered for the final time in 2014. For high school, students must pass five STAAR end-of-course (EOC) assessments in order to graduate. The STAAR EOC assessments are Algebra I, Biology, English I and II, and U.S. History.

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

Results

Section I: Identification

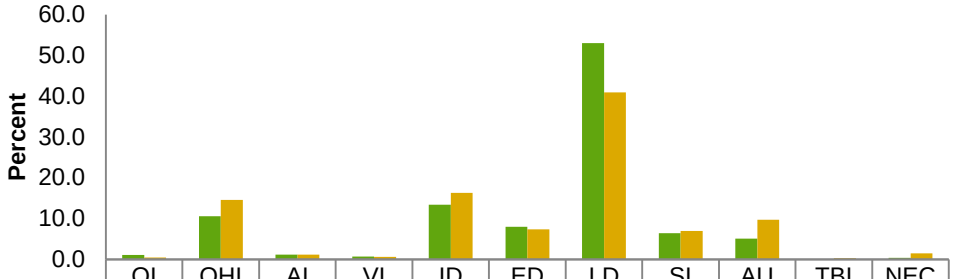
What were the identification trends for African American students in the special education program?

Overall, students with disabilities comprised 7.4 percent of the population in HISD during the 2015–2016 school year. This was a decrease from 7.5 percent during the 2014–2015 school year. In comparison, the special education identification rate for Texas was 8.7 percent in 2015–2016. According to the most recent data provided by the U.S. Department of Education, the percent of students in the nation was 13 percent in 2012–2013.

- During the 2015–2016 school year, African American students made up 24.5 percent of the student population in HISD (see **Table 1**, page 20). However, African American students comprised 32.6 percent of the special education population. The majority of African American students in the special education program were male (71.4 percent) compared to female (28.6 percent) (see **Table 2**, page 21). The highest percent of African American students in the special education program were enrolled in grade 9 (10.6 percent), followed by grade 5 (9.8 percent).

- **Figure 1** shows the primary disability condition of African American students in 2010 compared to 2016. The most prevalent primary disability condition for African American students in the special education program was a learning disability (40.9 percent). In contrast, about 17.4 percent of White students in the special education program were identified as having a learning disability (see **Table 3**, page 21). Although African American students were over-represented in the category of learning disability, there was a decrease of 12.1 percentage points identified from 2010 to 2016.

Figure 1. Primary Disability Condition of African American Students, 2010 and 2016



	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
2016	0.5	14.6	1.2	0.6	16.3	7.4	40.9	7	9.7	0.3	1.5

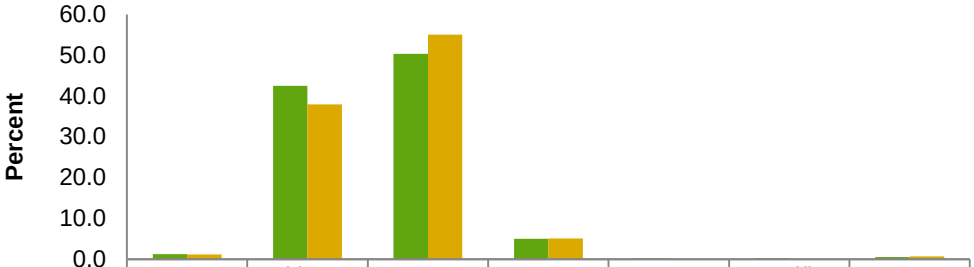
Note: OI=Orthopedic Impairment, OHI=Other Health Impairment, AI=Auditory Impairment, VI=Visual Impairment, ID=Intellectual Disability, ED=Emotional Disturbance, LD=Learning Disability, SI-Speech Impairment, AU=Auditory Impairment, TBI=Traumatic Brain Injury, and NEC=Noncategorical Early Childhood

- About 16.3 percent of African American students in the special education program were identified with an intellectual disability in 2016, an increase from 13.4 percent in 2010. There was a decrease in the percent of African American students identified with an emotional disturbance from 8.0 percent in 2010 to 7.4 percent in 2016.

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 2016. African American students comprised 42.5 percent of students in the special education program with an intellectual disability in 2010, but decreased to 37.9 percent in 2016. The percent of Hispanic students with an intellectual disability increased from 50.3 percent in 2010 to 55 percent in 2016 (see page 9).

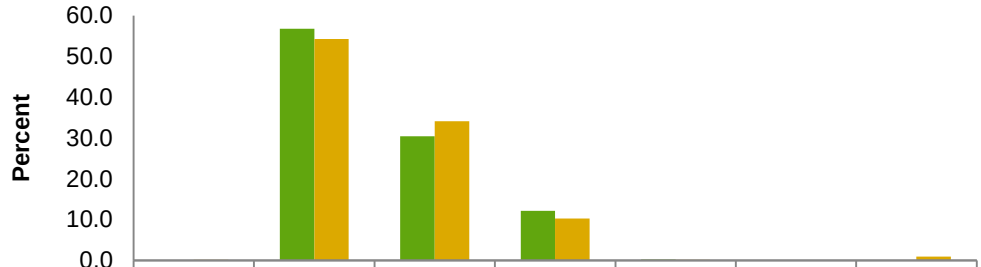
Figure 2. Students Identified with an Intellectual Disability by Race/Ethnicity, 2010 and 2016



	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
2016	1.2	37.9	55.0	5.1	0.0	0.1	0.7

- **Figure 3** shows the percent of students identified with emotional disturbance by race/ethnicity in 2010 compared to 2016. For both 2010 and 2016, 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 54.3 percent in 2016**.**

Figure 3. Students Identified with Emotional Disturbance by Race/Ethnicity, 2010 and 2016



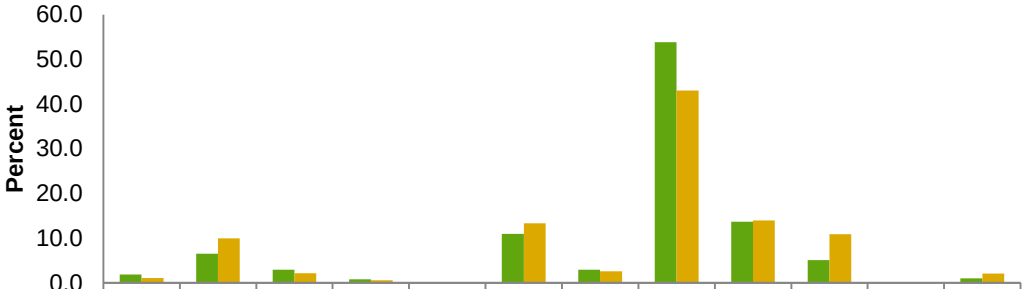
	Asian	African Am.	Hispanic	White	Am. Indian	Pacific Islander	Two or more
2010	0.1	56.8	30.4	12.2	0.2	0.1	0.1
2016	0.1	54.3	34.1	10.3	0.1	0.0	1.0

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 2016 (see Table 1, page 20). Hispanic students comprised 57.9 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 21). The highest percent of Hispanic students in the special education program were in grade 5 (9.7 percent) followed by grade 9 (9.6 percent).

- **Figure 4** shows the primary disability condition of Hispanic students in 2010 and 2016. Similar to African American students, the most prevalent primary disability condition of Hispanic students in the special education program was a learning disability (43.0 percent) in 2016. The percent of Hispanic students identified with a learning disability decreased by 10.9 percentage points from 2010 to 2016.

Figure 4. Primary Disability Condition of Hispanic Students, 2010 and 2016



	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
2016	1.1	10	2.2	0.6	0	13.3	2.6	43	14	10.9	0.2	2.1

- Approximately, 13.3 percent of Hispanic students in the special education program were identified with an intellectual disability in 2016, an increase from 11.0 percent in 2010. The percent of Hispanic students identified with speech impairment was 14.0 percent in 2016 compared to 13.7 in 2010.

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

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

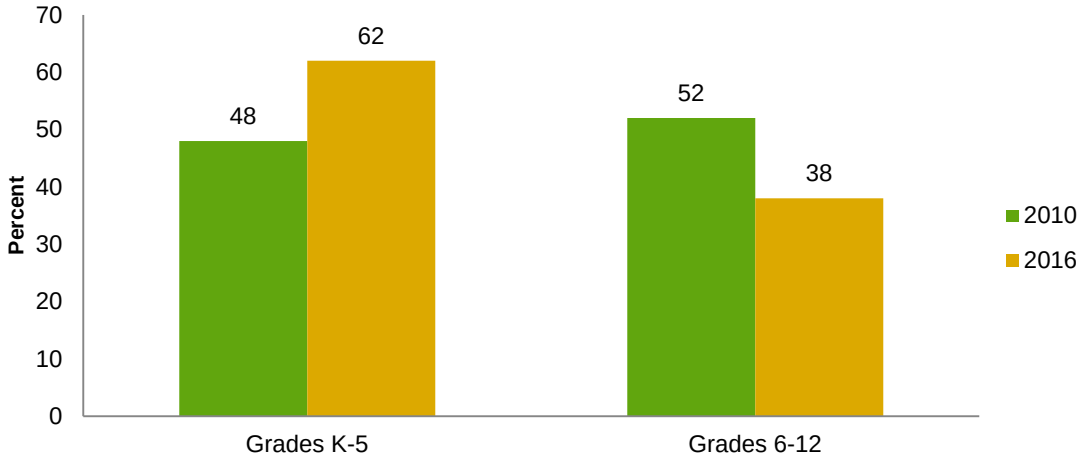
- **Table 4** provides the number and percent of Hispanic ELLs in the special education program by gender and grade (see page 22). The overwhelming majority of Hispanic ELL students with disabilities were male (69.3 percent) compared to female (30.7 percent) in 2016. The highest percent of Hispanic ELL students in the special education program were in grade 5 (12.6 percent) followed by grade 4 (11.3 percent).

- **Table 5** provides the number and percent of Hispanic ELLs in the special education program by primary disability condition (see page 22). 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 46.3 percent in 2015 to 45.0 percent in 2016. Hispanic students identified with speech impairment decreased from 23.4 percent in 2015 to 21.9 percent in 2016.

- **Figure 5** shows the percent of Hispanic ELL students served in the special education program by elementary grade levels (K–5) and secondary grade levels (6–12). At the elementary grade levels, the percent of Hispanic ELL students identified in the special education program increased

by 14 percentage points, from 48 percent in 2010 to 62 percent in 2016. 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 2016.

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 2016 compared to 2010 (see page 23). Male students make up 50.8 percent of the student population, and represented 63.6 percent of students identified with dyslexia in 2016. About 36.4 percent of the students referred for dyslexia services were female. Also, 15.2 percent of students referred for dyslexia services were White, while at the district level they represented 8.4 percent of the student population in 2016. At the district level, Hispanic students represented 62.1 percent of the student population and 53.5 percent of students referred for dyslexia services. African American students made up 24.5 percent of the student population in the district, and 29.0 percent of students referred for dyslexia services.

- From 2010 to 2016, the percent of Hispanic students referred for dyslexia services increased by 12.2 percentage points, from 41.3 percent to 53.5 percent. The percent of African American students increased from 17.7 percent in 2010 to 29.0 percent in 2016. In contrast, the percent of White students referred for dyslexia services decreased by 25.2 percentage points, from 40.4 percent in 2010 to 15.2 percent in 2016.

- Kindergarten had the lowest percent of students identified with dyslexia (0.2 percent), while fifth grade had the highest percent of students identified with dyslexia (13.0 percent).

- The number of students identified with dyslexia increased from 560 in 2010 to 3,005 in 2016. This was an increase of 437 percent over the past six years. Overall, 1.4 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?

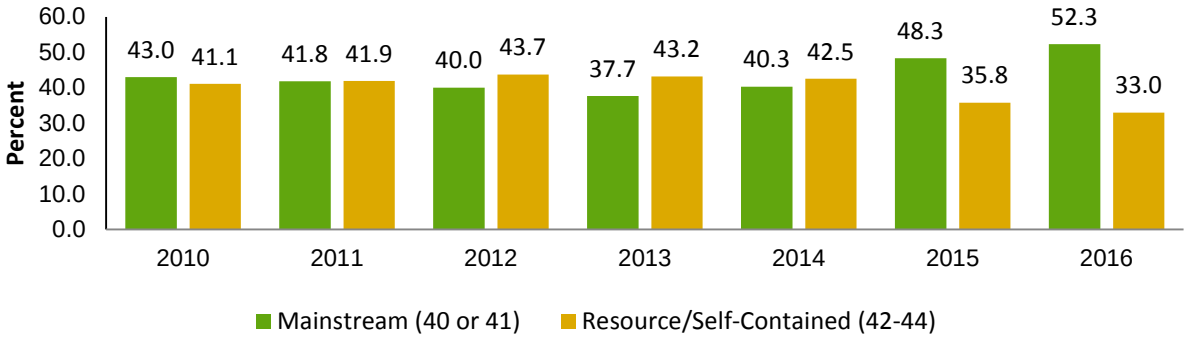
The most common instructional settings were (a) no instructional setting, where a student receives some special education service (such as speech therapy), but an instructional setting is not appropriate; (b) mainstream, where a student is provided instruction in the regular education classroom with 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 36).

- **Figure 6** illustrates the percent of students with disabilities by instructional settings from 2010–2016. 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 2016, the percent of students with disabilities has increased by 12 percentage points (from 40.3 in 2014 to 52.3 percent in 2016).

- 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 2016, there has been a steady decrease in the percent of students in a resource or self-contained instructional setting.

- Please note that percentages do not equal 100, since Figure 6 does not include all instructional settings. **Table 7** presents the number and percent of students with disabilities by all instructional settings in 2016 compared to 2010 (see page 24).

Figure 6. Percent of Students with Disabilties by Instructional Setting, 2010–2016



- **Figures 7 - 9** show the percent of students with disabilities by instructional settings from 2010–2016 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 2016, 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 2016.

- Specifically, the percent of African American students with disabilities placed in a mainstream setting increased from 48.8 percent in 2015 to 53.0 percent in 2016. Hispanic students with disabilities experienced an increase from 49.3 percent in 2015 to 53.2 percent in 2016.

- 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 experienced an increase from 42.7 percent in 2015 to 46.0 percent in 2016. However, the percent of White students with disabilities coded as "no instructional setting" was higher than their African American and Hispanic peers throughout all seven years. It is important to note that students coded as "no instructional setting" could either be served in a mainstream setting or more restrictive environment.

- Overall, a higher percentage of African American students were placed in a resource or self-contained instructional setting compared to their Hispanic and White peers. See **Table 8** for the number and percent of African American, Hispanic, and White students with disabilities for specific instructional settings for 2016 compared to 2010, (see page 25).

Figure 7. Percent of African American Students with Disabilities by Instructional Setting, 2010–2016

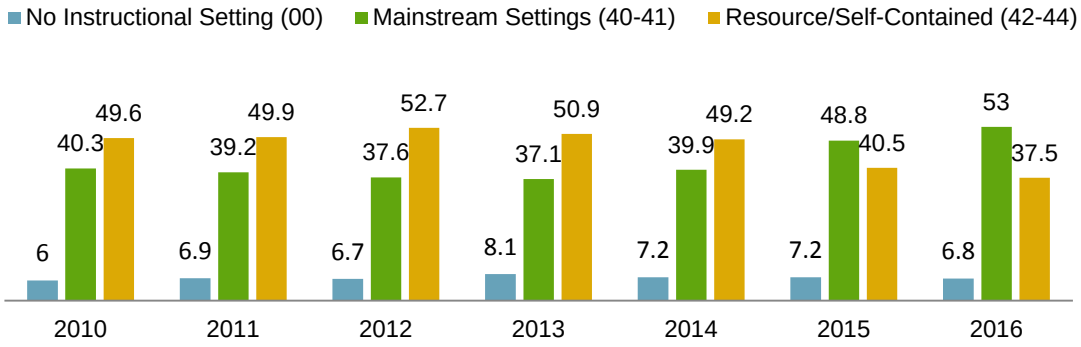


Figure 8. Percent of Hispanic Students with Disabilities by Instructional Setting, 2010–2016

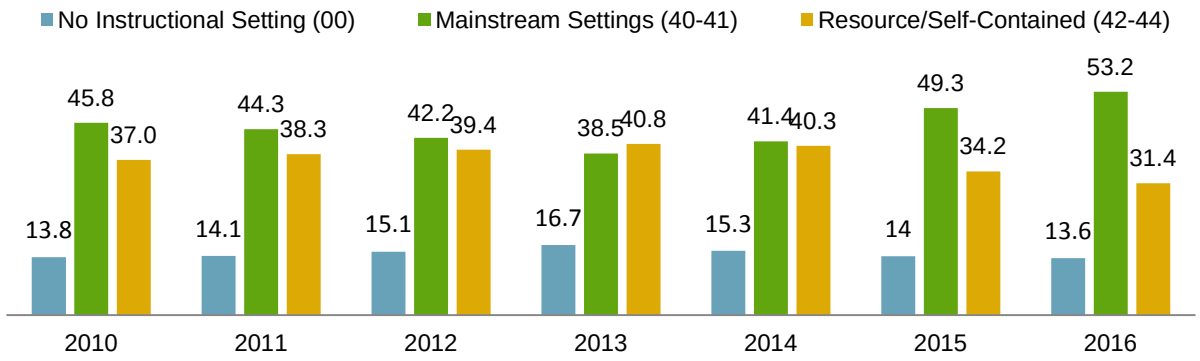
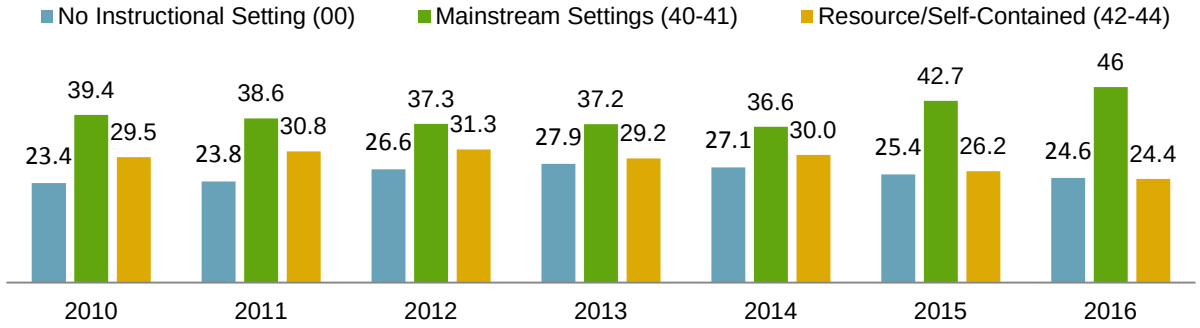


Figure 9. Percent of White Students with Disabilities by Instructional Setting, 2010–2016



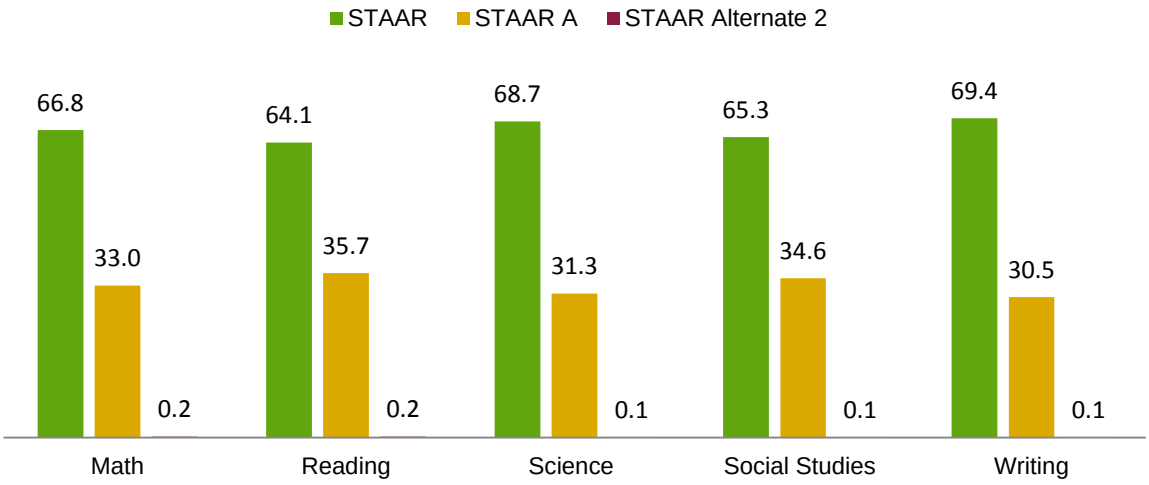
Section III: Assessment

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

The STAAR includes several test versions for students who require accommodations. There were four versions of the STAAR exam offered to students in 2014: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. The STAAR Modified and STAAR Alternate were administered for the final time during the 2013–2014 school year. STAAR A and STAAR Alternate 2 were offered for the first time in 2015. STAAR A, an accommodated version of STAAR for students with disabilities, is offered as an online assessment in the same grades and subjects as STAAR. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, and text-to-speech functionality. STAAR Alternate 2 replaced the STAAR Alternate test. STAAR Alternate 2 is offered to students with significant cognitive disabilities receiving special education services. The ARD/IEP committee makes assessment decisions based on the types of accommodations a student receives in the classroom.

- **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 2016. The majority of the students with a learning disability in grades 3–8 took the STAAR in all subjects. The highest percent of students with a learning disability who took the STAAR was 69.4 percent in writing. From 30 to 36 percent of students identified with a learning disability took the STAAR A in all subjects. 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, 2016



- **Table 9** presents the number and percent of students identified with a learning disability administered the STAAR grades 3–8 mathematics by test version and grade (see page 26). The highest percent of students who took the STAAR for mathematics was in grade 3 (74 percent) while the lowest percent of students who took the STAAR for mathematics was in grade 6 (58 percent). Students who took STAAR A in mathematics ranged from 25 percent in grade 3 to 41 percent in grade 6. Fewer than five students identified with a learning disability took the STAAR Alternate 2 mathematics in all grades.

- **Table 10** presents the number and percent of students identified with a learning disability who took the STAAR grades 3–8 reading by test version and grade (see page 27). The majority of students took the STAAR for reading in all grades. The lowest percent of students who took the STAAR for reading was in grade 6 (55 percent). Students who took STAAR A in reading ranged from 27 percent in grades 3 to 44 percent in grade 6. Fewer than five students identified with a learning disability took the STAAR Alternate 2 reading in all grades.

- **Table 11** presents the number and percent of students identified with a learning disability administered the STAAR science, social studies, and writing by grade and test version (see page 28). Most of the students took the STAAR for science, social studies, and writing. About 73 percent of students identified with a learning disability in grade 5 took the STAAR Science. Fewer than five students identified with a learning disability 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?

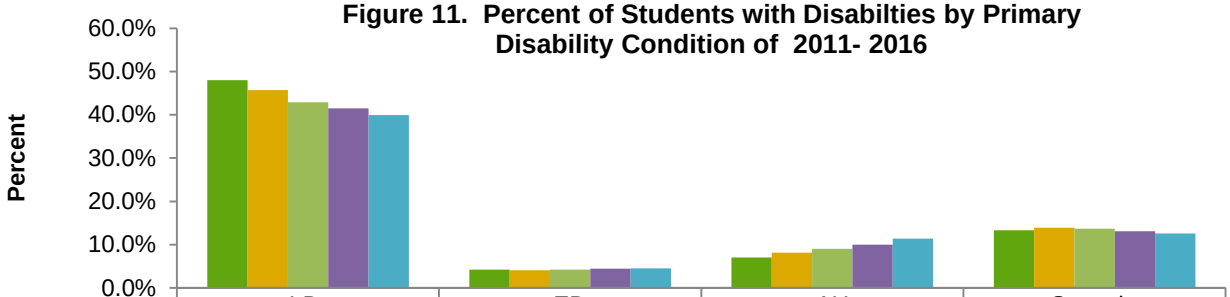
Autism is defined by the Autism Society of America (ASA) as: "a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction 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 affects one in 88 children; however, boys are five times more likely than girls to have autism (Autism Speaks, 2013). The following analysis examines the demographic characteristics of students with autism for five years (2012–2016).

- In 2016, there were a total of 1,811 students identified with autism. The majority of students were male (83.3 percent) compared to female (16.7 percent) (see **Table 12**, page 29). About 55.2 percent of the students identified with autism were Hispanic, followed by 27.8 percent African American, and 12.7 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 and 3 in 2016.

- The number of students identified with autism has increased by 63.7 percent from 2012 to 2016. 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 (-2.8 percent) in the percent of African American students identified with autism from 2012 to 2014, followed by a slight increase from 2015 to 2016. The percent of Hispanic students identified with autism increased from 51.0 percent in 2012 to 55.2 percent in 2016. The percent of White students identified with autism decreased from 15.0 in 2012 percent to 12.7 percent in 2016.

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

Figure 11. Percent of Students with Disabilties by Primary Disability Condition of 2011- 2016



	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%

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

What instructional settings were students with autism placed?

- More than half of students identified with autism were placed in a self-contained instructional setting in 2016. Specifically, 54.1 percent were placed in a self-contained setting for more than 60 percent of the school day and 4.1 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 comparable in 2015 and 2016, which was 54.5 percent and 54.1 percent, respectively (see **Table 13**, page 30).

- About 8.8 percent of students identified with autism were placed in a resource instructional setting for less than 21 percent of the school day in 2016. About 6.7 percent were in a resource instructional setting at least 21 percent, but less than 50 percent of the school day in 2016.

- The percent of students identified with autism who were placed in mainstream setting increased from 19.1 percent in 2015 to 21.9 percent in 2016. There has been a steady increase in the percent of students with autism placed in a mainstream instructional setting over the past five school years.

What was the academic performance of students with autism?

The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program in spring 2012. At grades 3–8, all students are assessed in mathematics and reading. Students are also assessed in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. There are two cut scores, which identify three performance categories. For the STAAR assessments, the labels for the performance categories are: Unsatisfactory Academic Performance (Level I), Satisfactory Academic Performance (Level II), and Advanced Academic Performance (Level III). This year, by commissioner's rule, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard. This means that students taking the STAAR grades 3-8 assessments will have to answer more items correctly to "pass" the exams than in the previous year. For the STAAR EOC assessments, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021-22 where the Final Recommended Standard is reached. This means that students taking an EOC for the FIRST TIME EVER will have to answer more items correctly to "pass" STAAR than the previous year; and any student who has PREVIOUSLY taken an EOC will be scored based on the Phase-In 1 standard in place at the student's first time of testing. Any comparisons of STAAR grades 3-8 and EOC assessments to prior performance should be made with caution. The Satisfactory student standard and recommended standard are used to measure the performance of students with autism in this report.

- **Tables 14**–**15** show the number of students with autism tested by STAAR version, grade, and subject. There were a higher number of students with autism administered the STAAR Alternate 2 compared to the STAAR and STAAR A at all grade levels except for grade 5 (see page 31).

- **Tables 16**–**17** shows the percent met satisfactory student standards for HISD by STAAR version, grade level, and subject (see page 32). Comparing STAAR results of students with autism between 2015 and 2016, students with autism experienced an increase in percent of passing satisfactory student standard for grades 3 and 5 reading, grades 5 and 8 science, and grade 7 writing, whereas, they experienced a decrease in grades 4, 6, 7, and 8 reading, grade 4 writing and grade 8 social studies. On the 2016 STAAR A, the percent of students who met satisfactory

student standards ranged from 0 in grade 3 reading and grade 4 mathematics and writing to 39 in grade 8 social studies.

- **Tables 18–19** show the percent met satisfactory under the recommended standards for HISD by STAAR version, grade level, and subject (see page 33). Comparing autism students' STAAR performance between 2015 and 2016, students with autism experienced an increase in percent of passing satisfactory recommended standards for grades 3, 5 and 7 reading, and grades 5 and 8 science. On the STAAR A exam, the highest percent of students with autism who met satisfactory recommended standard was 11 percent in grade 8 science and social studies.

- **Tables 20–21** show the percent of students with autism who met advanced standards by STAAR version, grade level, and subject (see page 34). Comparing 2015 and 2016 STAAR results, there was an increase in the percent of students with autism who met advanced performance on all grade levels in reading except grade 4. For 2016 STAAR A, the highest percent of students with autism who met advanced performance was 5 percent in grades 5 and 8 science, and grade 7 reading and writing. On the 2016 STAAR Alternate 2, the percent of students with autism who met the accomplished standard ranged from 13 percent in grade 5 reading to 43 percent in grade 6 reading.

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

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

- **Table 22** shows the percent of students with autism who passed the STAAR EOC by test version and course for 2013, 2015, and 2016 (see page 35). For STAAR EOC, the percent of students with autism who met the satisfactory standard ranged from 34 percent for English I to 76 percent for Biology in 2016. From 2015 to 2016, the percent who met satisfactory increased for Algebra I, Biology, and English II. The highest percent of students with autism who met the advanced standard was in Biology with 32 percent in 2016.

- For STAAR A, the percent of students with autism who met the satisfactory standard ranged from 9 percent for English I to 32 percent for Biology in 2016.

- For STAAR Alternate 2, the percent of students with autism who met the advanced/accomplished standard ranged from 20 percent for U.S. History to 53 percent for Algebra I in 2016.

Discussion

This report examined the trends in identification, placement, and assessment of African American and Hispanic students with disabilities in 2016 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 2016 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 1.4 percent of the district's population.

From 2015 to 2016, 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 2016. 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 2016. However, a focus on instructional placement by race/ethnicity shows that African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers.

This report also provided a comprehensive analysis of students with autism. Over the past five years, there has been a steady increase in the number of students identified with autism. As stated by the literature, autism affects boys more often than girls and this was evident in HISD as the majority of the students with autism were male (Autism Speaks, 2013). More than half of the students with autism were placed in a self-contained instructional setting. The percent of students with autism in a self-contained setting was comparable in 2015 and 2016. A higher number of students with autism took the STAAR Alternate 2 followed by the general STAAR, and STAAR A. From 2015 to 2016, performance on the STAAR showed that students with autism experienced increases in meeting the standard in different subjects. Results on the STAAR EOC for students with autism indicated that performance improved for three out of the five assessments with prior year data.

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Table 1. Demographic Profile of Students with Disabilities, 2010, 2014, 2015, and 2016

	2010		2014		2015		2016		District 2016	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	5,365	32.5	5,306	32.4	5,291	32.5	5077	31.9	106,152	49.2
Male	11,138	67.5	11,048	67.6	11,011	67.5	10836	68.1	109,475	50.8
Race/Ethnicity										
Asian	206	1.2	201	1.2	203	1.2	220	1.4	8,059	3.7
American Indian	16	0.1	26	0.2	26	0.2	26	0.2	422	0.2
African American	6,187	37.5	5,370	32.8	5,392	33.1	5190	32.6	52,735	24.5
Hispanic	8,777	53.2	9,378	57.3	9,354	57.4	9215	57.9	133,889	62.1
Native Hawaiian/ Other Islander	0	0	12	0.1	8	0.0	6	0.0	177	0.1
White	1,317	8.0	1,268	7.8	1,208	7.4	1140	7.2	18,217	8.4
Two or more	NA		99	0.6	111	0.7	116	0.7	2,128	1.0
Grade Level										
EE	485	2.9	513	3.1	440	2.7	366	2.3	466	0.2
Pre-K	296	1.8	428	2.6	410	2.5	404	2.5	14,824	6.9
K	561	3.4	703	4.3	739	4.5	726	4.6	17,143	8.0
1st	801	4.9	913	5.6	872	5.3	860	5.4	18,981	8.8
2nd	928	5.6	1,072	6.6	1,105	6.8	1001	6.3	18,339	8.5
3rd	1,097	6.6	1,183	7.2	1,222	7.5	1176	7.4	18,523	8.6
4th	1,275	7.7	1,337	8.2	1,445	8.9	1390	8.7	17,153	8.0
5th	1,393	8.4	1,455	8.9	1,406	8.6	1516	9.5	16,615	7.7
6th	1,382	8.4	1,421	8.7	1,406	8.6	1285	8.1	13,596	6.3
7th	1,415	8.6	1,369	8.4	1,390	8.5	1316	8.3	13,652	6.3
8th	1,490	9.0	1,247	7.6	1,285	7.9	1321	8.3	13,444	6.2
9th	1,951	11.8	1,457	8.9	1,516	9.3	1547	9.7	16,474	7.6
10th	1,291	7.8	1,185	7.2	1,049	6.4	1070	6.7	13,351	6.2
11th	1,119	6.8	1,020	6.2	1,006	6.2	915	5.8	11,890	5.5
12th	1,019	6.2	1,051	6.4	1, 011	6.2	1020	6.4	11,176	5.2
Total	**16,503**	**100.0**	**16,354**	**100.0**	**16,302**	**100.0**	**1,5913**	**100**	**215,627**	**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, 2016

	African American		Hispanic		White	
Gender	N	%	N	%	N	%
Female	63	28.6	2,970	32.2	354	31.1
Male	157	71.4	6,245	67.8	786	68.9
Grade						
EE	83	1.6	205	2.2	48	4.2
PK	85	1.6	292	3.2	18	1.6
K	157	3.0	465	5.0	72	6.3
1st	196	3.8	548	5.9	84	7.4
2nd	247	4.8	632	6.9	86	7.5
3rd	354	6.8	698	7.6	91	8.0
4th	413	8.0	856	9.3	94	8.2
5th	507	9.8	892	9.7	86	7.5
6th	457	8.8	730	7.9	73	6.4
7th	484	9.3	723	7.8	95	8.3
8th	467	9.0	742	8.1	82	7.2
9th	552	10.6	881	9.6	95	8.3
10th	399	7.7	587	6.4	63	5.5
11th	380	7.3	472	5.1	52	4.6
12th	409	7.9	492	5.3	101	8.9
Total	**5,190**	**100.0**	**9,215**	**100.0**	**1,140**	**100.0**

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Disability Condition, 2016

	African American		Hispanic		White	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	25	0.5	101	1.1	12	1.1
Other Health Impairment	758	14.6	920	10.0	178	15.6
Auditory Impairment	61	1.2	206	2.2	20	1.8
Visual Impairment	33	0.6	56	0.6	17	1.5
Deaf-Blind	3	0.1	1	0.0	0	0.0
Intellectual Disability	847	16.3	1,228	13.3	113	9.9
Emotional Disturbance	385	7.4	242	2.6	73	6.4
Learning Disability	2,122	40.9	3,961	43.0	198	17.4
Speech Impairment	363	7.0	1,288	14.0	272	23.9
Autism	503	9.7	1,000	10.9	230	20.2
Developmental Delay	0	0.0	0	0.0	0	0.0
Traumatic Brain Injury	13	0.3	17	0.2	4	0.4
Noncategorical Early Childhood	77	1.5	195	2.1	23	2.0
Total	**5,190**	**100.0**	**9,215**	**100.0**	**1,140**	**100.0**

Source: PEIMS

Table 4. Demographic Profile of Hispanic English Language Learners (ELLs) Students with Disabilities, 2010, and 2014–2016

	2010		2014		2015		2016	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,288	30.9	1,034	29.9	1,048	31.3	1,066	30.7
Male	2,874	69.1	2,427	70.1	2,305	68.7	2,401	69.3
Grade								
EE	17	0.4	13	0.4	6	0.2	7	0.2
PK	108	2.6	161	4.7	119	3.5	126	3.6
K	194	4.7	255	7.4	248	7.4	229	6.6
1st	263	6.3	282	8.1	303	9.0	300	8.7
2nd	325	7.8	342	9.9	336	10.0	349	10.1
3rd	369	8.9	358	10.3	356	10.6	346	10.0
4th	376	9.0	381	11.0	413	12.3	393	11.3
5th	407	9.8	395	11.4	390	11.6	437	12.6
6th	367	8.8	383	11.1	294	8.8	323	9.3
7th	365	8.8	253	7.3	285	8.5	256	7.4
8th	409	9.8	178	5.1	190	5.7	266	7.7
9th	393	9.4	205	5.9	172	5.1	190	5.5
10th	268	6.4	103	3.0	114	3.4	104	3.0
11th	176	4.2	86	2.5	64	1.9	88	2.5
12th	125	3.0	66	1.9	63	1.9	53	1.5
Total	**4,162**	**100.0**	**3,461**	**100.0**	**3,353**	**100.0**	**3,467**	**100.0**

Source: PEIMS

Table 5. Primary Disability Condition of Hispanic ELL Students with Disabilities, 2010, and 2014–2016

	2010		2014		2015		2016	
Primary Disability	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Orthopedic Impairment	77	1.9	41	1.2	29	0.9	30	0.9
Other Health Impairment	252	6.1	268	7.7	289	8.6	338	9.7
Auditory Impairment	64	1.5	56	1.6	51	1.5	51	1.5
Visual Impairment	33	0.8	20	0.6	17	0.5	12	0.3
Deaf-Blind	*	–	*	–	*	–	*	–
Intellectual Disability	509	12.2	292	8.4	291	8.7	321	9.3
Emotional Disturbance	79	1.9	67	1.9	69	2.1	75	2.2
Learning Disability	2,251	54.1	1,615	46.7	1,553	46.3	1,561	45.0
Speech Impairment	682	16.4	843	24.4	783	23.4	760	21.9
Autism	193	4.6	230	6.6	240	7.2	273	7.9
Developmental Delay	*	–	*	–	*	–	*	–
Traumatic Brain Injury	7	0.2	*	–	5	0.1	8	0.2
Noncategorical Early Childhood	15	0.4	25	0.7	26	0.8	38	1.1
Total	**4,162**	**100.0**	**3,461**	**100.0**	**3,353**	**100.0**	**3,467**	**100**

*Fewer than five students.
Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2010, 2015, and 2016

	2010		2015		2016	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	195	34.8	772	35.5	1094	36.4
Male	365	65.2	1,403	64.5	1911	63.6
Race/Ethnicity						
Asian	*	–	16	0.7	19	0.6
American Indian	*	–	5	0.2	10	0.3
African American	99	17.7	646	29.7	870	29.0
Hispanic	231	41.3	1,144	52.6	1609	53.5
Native Hawaiian/Other Islander	*	–	*	–	*	–
White	226	40.4	338	15.5	456	15.2
Two or more/Other	NA		24	1.1	38	1.3
Grade Level						
K	*	–	*	–	7	0.2
1st	16	2.9	73	3.4	140	4.7
2nd	30	5.4	163	7.5	243	8.1
3rd	53	9.5	233	10.7	341	11.4
4th	81	14.5	270	12.4	367	12.2
5th	63	11.3	264	12.1	391	13.0
6th	40	7.1	249	11.4	251	8.4
7th	42	7.5	252	11.6	262	8.7
8th	56	10.0	205	9.4	304	10.1
9th	47	8.4	222	10.2	247	8.2
10th	50	8.9	126	5.8	221	7.4
11th	53	9.5	100	4.6	121	4.0
12th	29	5.2	14	0.6	109	3.6
Total	**560**	**100.0**	**2,175**	**100.0**	**3,005**	**100.0**

*Fewer than five students.
Source: Chancery SIS

Table 7. Number and Percent of Students with Disabilities by Instructional Setting, 2010, 2015, and 2016

Instructional Setting	2010 N	2010 %	2015 N	2015 %	2016 N	2016 %
No instructional setting	1,972	11.9	2,084	12.8	1,974	12.4
Hospital class	25	0.2	10	0.1	9	0.1
Homebound	62	0.4	82	0.5	70	0.4
Vocational Adjustment Class/Program	87	0.5	17	0.1	14	0.1
Mainstream	4,719	28.6	5,397	33.1	5,963	37.5
Resource (Less than 21%)	2,376	14.4	2,483	15.2	2,359	14.8
Resource (At Least 21% and Less than 50%)	3,339	20.2	1,872	11.5	1,293	8.1
Self-Contained (At Least 50% and No More than 60%)	420	2.5	388	2.4	306	1.9
Self-Contained (More than 60%)	3,017	18.3	3,572	21.9	3,652	22.9
Full-Time Early Childhood Special Education Setting	259	1.6	138	0.8	18	0.1
Residential Nonpublic School Program	12	0.1	10	0.1	13	0.1
Nonpublic Day School	44	0.3	53	0.3	57	0.4
Residential Care And Treatment Facility Mainstream	15	0.1	11	0.1	11	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	10	0.1	18	0.1
Off Home Campus (Mainstream)			27	0.2	41	0.3
Off Home Campus (Resource, Less than 21%)	*	–	6	0.0	*	–
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	70	0.4	57	0.4
Off Home Campus (Community Class)	42	0.3	46	0.3	38	0.2
Total	**16,503**	**100.0**	**6,302**	**100.0**	**15,913**	**100**

*Fewer than five students.
Source: PEIMS

Table 8. Instructional Setting by Ethnicity, 2010 and 2016

Instructional Setting	African Am.				Hispanic				White			
	2010		2016		2010		2016		2010		2016	
	N	%	N	%	N	%	N	%	N	%	N	%
No instructional setting	380	6.2	355	6.8	1,209	13.8	1,250	13.6	312	23.4	281	24.6
Hospital class	13	0.2	*	–	*	–	5	0.1	9	0.7	*	–
Homebound	14	0.2	13	0.3	31	0.4	43	0.5	14	1.0	9	0.8
Vocational Adjustment Class/Program	38	0.6	6	0.1	41	0.5	7	0.1	6	0.4	*	–
Mainstream	1,671	27.5	2,042	39.3	2,612	29.7	3,419	37.1	357	26.8	414	36.3
Resource (Less than 21%)	779	12.8	712	13.7	1,411	16.1	1,487	16.1	169	12.7	111	9.7
Resource (At Least 21% and Less than 50%)	1,589	26.1	499	9.6	1,545	17.6	714	7.7	165	12.4	58	5.1
Self-Contained (At Least 50% and No More than 60%)	165	2.7	141	2.7	200	2.3	138	1.5	40	3.0	21	1.8
Self-Contained (More than 60%)	1,262	20.7	1,306	25.2	1,502	17.1	2,043	22.2	189	14.2	199	17.5
Full-Time Early Childhood Special Education Setting	57	0.9	6	0.1	163	1.9	12	0.1	30	2.2	*	–
Residential Nonpublic School Program	*	–	8	0.2	*	–	*	–	*	–	*	–
Nonpublic Day School	15	0.2	18	0.3	13	0.1	21	0.2	16	1.2	16	1.4
Residential Care And Treatment Facility Mainstream	10	0.2	*	–	*	–	*	–	*	–	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	9	0.2	7	0.1	*	–	*	–	6	0.5
Residential Care And Treatment Facility (Separate Campus)	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Mainstream)	*	–	19	0.4	*	–	20	0.2	*	–	*	–
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	28	0.5	22	0.3	26	0.3	8	0.6	*	–
Off Home Campus (Community Class)	20	0.3	19	0.4	14	0.2	13	0.1	8	0.6	6	0.5
Total	**6,085**	**100.0**	**5,190**	**100.0**	**8,783**	**100.0**	**9,215**	**100.0**	**1,334**	**100.0**	**1,140**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 9. Students Identified with a Learning Disability: Number Tested on the STAAR Mathematics by Test Versions and Grade Levels, 2013, 2015 and 2016

Grade	Test Version	2013		2015		2016	
		N	%	N	%	N	%
3	STAAR	163	47	255	77	227	74
3	STAAR A	NA		75	23	80	25
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR	287	47	448	75	343	68
4	STAAR A	NA		145	24	160	32
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR	358	46	494	72	495	73
5	STAAR A	NA		192	28	185	27
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR	349	44	480	70	349	58
6	STAAR A	NA		204	30	247	41
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR	342	47	538	73	413	65
7	STAAR A	NA		201	27	219	35
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR	363	52	499	72	475	66
8	STAAR A	NA		193	28	246	34
8	STAAR Alternate 2	NA		*	–	*	–

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

Table 10. Students Identified with a Learning Disability: Number Tested on the STAAR Reading by Test Versions and Grade Levels, 2013, 2015 and 2016

Grade	Test Version	2013		2015		2016	
		N	%	N	%	N	%
3	STAAR	131	37	244	73	225	73
3	STAAR A	NA		87	26	83	27
3	STAAR Alternate 2	NA		*	–	*	–
4	STAAR	218	35	436	73	332	66
4	STAAR A	NA		157	26	173	34
4	STAAR Alternate 2	NA		*	–	*	–
5	STAAR	284	37	489	71	483	71
5	STAAR A	NA		198	29	199	29
5	STAAR Alternate 2	NA		*	–	*	–
6	STAAR	288	37	475	69	331	55
6	STAAR A	NA		216	31	267	44
6	STAAR Alternate 2	NA		*	–	*	–
7	STAAR	306	42	529	71	391	62
7	STAAR A	NA		212	29	243	38
7	STAAR Alternate 2	NA		*	–	*	–
8	STAAR	360	52	506	73	456	63
8	STAAR A	NA		188	27	272	37
8	STAAR Alternate 2	NA		*	–	*	–

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

Table 11. Students Identified with a Learning Disability: Number Tested on the STAAR Science, Social Studies, and Writing by Test Versions and Grade Levels, 2013, 2015 and 2016

Subject	Grade	Test Version	2013		2015		2016	
			N	%	N	%	N	%
Science	5	STAAR	450	58	493	72	495	73
	5	STAAR A	NA		194	28	187	27
	5	STAAR Alternate 2	NA		*	–	*	–
	8	STAAR	393	57	494	71	461	65
	8	STAAR A	NA		202	29	248	35
	8	STAAR Alternate 2	NA		*	–	*	–
Social Studies	8	STAAR	394	57	495	71	459	65
	8	STAAR A	NA		201	29	243	35
	8	STAAR Alternate 2	NA		*	–	*	–
Writing	4	STAAR	257	42	478	82	351	70
	4	STAAR A	NA		107	18	153	30
	4	STAAR Alternate 2	NA		*	–	*	–
	7	STAAR	315	44	551	74	437	69
	7	STAAR A	NA		191	26	194	31
	7	STAAR Alternate 2	NA		*	–	*	–

*Fewer than five students.

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

Table 12. Demographic Characteristics of Students with Autism, 2012–2016

	2012		2013		2014		2015		2016	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	166	15.0	200	15.5	220	14.9	265	16.3	303	16.7
Male	940	85.0	1,092	84.5	1,252	85.1	1,364	83.7	1,508	83.3
Race/Ethnicity										
Asian	32	3.0	39	3.0	47	3.2	45	2.8	54	3.0
American Indian	*	–	*	–	*	–	*	–	*	–
African American	328	30.0	377	29.2	401	27.2	449	27.6	503	27.8
Hispanic	563	51.0	669	51.8	794	53.9	907	55.7	1,000	55.2
Pacific Islander	*	–	*	–	*	–	*	–	*	–
White	166	15.0	191	14.8	206	14.0	205	12.6	230	12.7
Two or more	12	1.0	11	0.9	18	1.2	17	1.0	17	0.9
Grade										
EE	53	5.0	66	5.1	69	4.7	81	5.0	88	4.9
PK	36	3.0	26	2.0	32	2.2	43	2.6	57	3.1
K	95	9.0	95	7.4	84	5.7	98	6.0	115	6.4
1st	95	9.0	137	10.6	155	10.5	137	8.4	169	9.3
2nd	114	10.0	117	9.1	154	10.5	165	10.1	154	8.5
3rd	119	11.0	112	8.7	121	8. 2	159	9.8	167	9.2
4th	88	8.0	133	10.3	125	8.5	127	7.8	153	8.4
5th	78	7.0	105	8.1	136	9.2	122	7.5	137	7.6
6th	64	6.0	83	6.4	107	7.3	145	8.9	114	6.3
7th	49	4.0	69	5.3	89	6.0	114	7.0	151	8.3
8th	70	6.0	62	4.8	78	5.3	100	6.1	121	6.7
9th	57	5.0	69	5.3	65	4.4	86	5.3	103	5.7
10th	57	5.0	58	4.5	80	5.4	60	3.7	84	4.6
11th	43	4.0	61	4.7	60	4.1	78	4.8	62	3.4
12th	88	8.0	99	7.7	117	7.9	114	7.0	136	7.5
Total	**1,106**	**100.0**	**1,292**	**100.0**	**1,472**	**100.0**	**1,629**	**100.0**	**1,811**	**100.0**

*Fewer than five students.
Source: PEIMS

Table 13. Instructional Setting of Students with Autism, 2012–2016

Instructional Setting	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
No instructional setting	7	0.6	19	1.5	*	–	*	–	*	–
Hospital class	*	–	*	–	*	–	*	–	*	–
Homebound	*	–	*	–	*	–	*	–	*	–
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–	*	–
Mainstream	145	13.1	182	14.1	220	14.9	311	19.1	397	21.9
Resource (Less than 21%)	84	7.6	90	7.0	102	6.9	128	7.9	159	8.8
Resource (At Least 21% and Less than 50%)	101	9.1	122	9.4	150	10.2	140	8.6	122	6.7
Self-Contained (At Least 50% and No More than 60%)	56	5.1	57	4.4	60	4.1	65	4.0	75	4.1
Self-Contained (More than 60%)	598	54.1	671	51.9	820	55.7	888	54.5	979	54.1
Full-Time Early Childhood Special Education Setting	53	4.8	88	6.8	51	3.5	33	2.0	5	0.3
Residential Nonpublic School Program	*	–	*	–	*	–	*	–	*	–
Nonpublic Day School	32	2.9	37	2.9	38	2.6	36	2.2	39	2.2
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	6	0.5	5	0.3	*	–	5	0.3
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	8	0.6	9	0.6	10	0.6	11	0.6
Total	**1,106**	**100.0**	**1,292**	**100.0**	**1,472**	**100.0**	**1,629**	**100.0**	**1,811**	**100.0**

*Fewer than five students.

Source: PEIMS

Table 14. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2015 and 2016

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	19	47	68	34	50	44	23	37	56
	Reading	18	46	67	35	47	40	21	37	57
	Writing				36	49	45			
	Science							27	37	58
	Social Studies									
STAAR A	Mathematics		14	17		12	26		14	24
	Reading		16	17		15	29		14	23
	Writing					13	25			
	Science								14	21
	Social Studies									
STAAR Alternate 2	Mathematics		91	75		62	77		68	53
	Reading		91	75		61	77		68	53
	Writing					61	77			
	Science								68	53
	Social Studies									

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

Table 15. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2015 and 2016

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	17	54	26	11	40	48	11	26	35
	Reading	14	54	26	12	42	48	11	27	37
	Writing				12	43	49			
	Science							11	28	36
	Social Studies							11	27	38
STAAR A	Mathematics		11	19		15	21		8	20
	Reading		11	19		15	20		9	21
	Writing					14	20			
	Science								8	19
	Social Studies								8	18
STAAR Alternate 2	Mathematics		71	28		52	71		60	51
	Reading		71	66		52	71		60	52
	Writing					52	71			
	Science								60	52
	Social Studies								60	52

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

Table 16. Students with Autism: Percent Met Satisfactory at Student Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2015 and 2016

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	68	NA	43	56	NA	34	52	NA	32
	Reading	56	28	34	63	28	25	57	35	37
	Writing				67	31	22			
	Science							48	38	41
	Social Studies									
STAAR A	Mathematics		NA	12		NA	0		NA	25
	Reading		19	0		27	7		14	9
	Writing					23	0			
	Science								29	10
	Social Studies									

Note: STAAR Alternate 2 was held accountable at the Student and Advanced/Accomplished standards.
For grades and subjects with multiple test administrations, the first administration results are used.
STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.
NA-Math standards for 2015 were not set in 2015.

Table 17. Students with Autism: Percent Met Satisfactory at Student Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2015 and 2016

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	59	NA	38	82	NA	36	73	NA	40
	Reading	79	41	35	75	40	35	91	56	43
	Writing				42	37	39			
	Science							82	46	53
	Social Studies							73	52	45
STAAR A	Mathematics		NA	26		NA	14		NA	25
	Reading		9	16		27	15		0	24
	Writing					14	20			
	Science								13	26
	Social Studies								25	39

Note: STAAR Alternate 2 was held accountable at the Student and Advanced/Accomplished standards.
For grades and subjects with multiple test administrations, the first administration results are used.
STAAR A and STAAR Alternate 2 were administered for the first time in 2015. Also, English and Spanish test versions were combined.
NA-Math standards for 2015 were not set in 2015.

Table 18. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2015 and 2016

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	26	NA	18	32	NA	11	39	NA	14
	Reading	6	9	16	23	17	8	19	14	16
	Writing				25	18	10			
	Science							22	16	17
	Social Studies									
STAAR A	Mathematics		NA	0		NA	0		NA	4
	Reading		19	0		0	0		0	4
	Writing					8	0			
	Science								7	5
	Social Studies									

Note: STAAR Alternate 2 was held accountable at the Student and Advanced/Accomplished standards.
For grades and subjects with multiple test administrations, the first administration results are used.
STAAR A and STAAR Alternate 2 were administered for the first time in 2016. Also, English and Spanish test versions were combined.
NA-Math standards for 2015 were not set in 2015.

Table 19. Students with Autism: Percent Met Satisfactory at Recommended Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2015 and 2016

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	29	NA	15	27	NA	29	55	NA	23
	Reading	57	24	12	42	19	23	64	33	30
	Writing				25	16	2			
	Science							55	21	33
	Social Studies							36	30	26
STAAR A	Mathematics		NA	11		NA	5		NA	15
	Reading		9	0		0	0		0	0
	Writing					0	5			
	Science								0	11
	Social Studies								0	11

Note: STAAR Alternate 2 was held accountable at the Student and Advanced/Accomplished standards.
For grades and subjects with multiple test administrations, the first administration results are used.
STAAR A and STAAR Alternate 2 were administered for the first time in 2016. Also, English and Spanish test versions were combined.
NA-Math standards for 2015 were not set in 2015.

Table 20. Students with Autism: Percent Met Advanced/Accomplished Standards by STAAR Version, Subject, and Grade Levels 3–5, 2013, 2015 and 2016

Version	Subject	Grade 3			Grade 4			Grade 5		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	11	NA	4	18	NA	5	13	NA	9
	Reading	6	0	7	17	9	3	10	3	9
	Writing				8	4	0			
	Science							4	3	9
	Social Studies									
STAAR A	Mathematics		NA	0		NA	0		NA	0
	Reading		6	0		0	0		0	4
	Writing					0	0			
	Science								7	5
	Social Studies									
STAAR Alternate 2	Mathematics		38	40		19	31		37	30
	Reading		20	19		8	18		18	13
	Writing					20	36			
	Science								37	26
	Social Studies									

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.
NA-Math standards for 2015 were not set in 2015.

Table 21. Students with Autism: Percent Met Advanced/Accomplished Standards by STAAR Version, Subject, and Grade Levels 6–8, 2013, 2015 and 2016

Version	Subject	Grade 6			Grade 7			Grade 8		
		2013	2015	2016	2013	2015	2016	2013	2015	2016
STAAR	Mathematics	12	NA	8	9	NA	17	0	NA	9
	Reading	36	9	11	17	10	17	27	22	16
	Writing				8	2	12			
	Science							9	7	17
	Social Studies							27	15	13
STAAR A	Mathematics		NA	0		NA	0		NA	5
	Reading		9	0		0	5		0	0
	Writing					0	5			
	Science								0	5
	Social Studies								0	0
STAAR Alternate 2	Mathematics		31	43		21	32		35	37
	Reading		24	35		21	27		27	23
	Writing					28	34			
	Science								37	38
	Social Studies								32	37

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined. Passing rates for mathematics are not available.
NA-Math standards for 2015 were not set in 2015.

Table 22. Students with Autism: Percent Met Satisfactory and Advanced/Accomplished by STAAR Version and EOC, 2013, 2015 and 2016

	EOC	N Tested				% Satisfactory			% Advanced/ Accomplished		
		2013	2015	2016		2013	2015	2016	2013	2015	2016
				n	%						
STAAR	Algebra I	13	34	30	21	69	59	60	8	18	20
	Biology	20	36	25	18	80	75	76	10	17	32
	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		33	32	23		36	34		6	3
	English II		29	36	25		17	44		0	3
	U.S. History	0	27	19	13		74	42		26	16
STAAR A	Algebra I		7	24	26		29	25		14	0
	Biology		8	19	21		63	32		13	0
	English I-Reading										
	English I-Writing										
	English II-Reading										
	English II-Writing										
	English I		7	22	24		0	9		0	0
	English II		*	18	20		–	11		–	0
	U.S. History		5	9	10		0	11		0	0
STAAR Alternate 2	Algebra I		48	59	22		85	86		42	53
	Biology		48	62	23		92	87		29	37
	English I		47	59	22		87	86		38	42
	English II		35	50	18		83	98		31	42
	U.S. History		39	41	15		80	88		38	20

*Fewer than five students.

Note: English I and II for STAAR A and STAAR Alternate 2 are new assessments for 2015. STAAR Alternate 2 was held accountable at the Recommended standards.

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