MEMORANDUM September 9, 2019

TO: Shannon Verrett
Assistant Superintendent, Office of Special Education Services

FROM: Carla Stevens
Assistant Superintendent, Research & Accountability

SUBJECT: **AN OBSERVATIONAL STUDY ON SPECIAL EDUCATION SERVICES IN THE HOUSTON INDEPENDENT SCHOOL DISTRICT AND PERFORMANCE OUTCOMES FOR STUDENTS WITH DISABILITIES, 2018–2019**

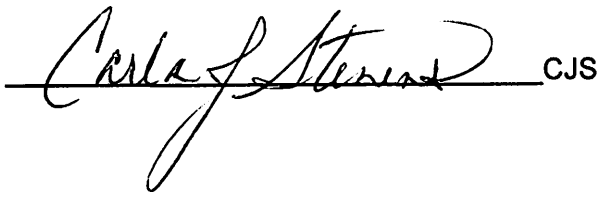
CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of the program evaluation on special education services, capturing activities and strategies implemented during the 2018–2019 academic year related to improving academic and behavioral outcomes for students with disabilities. A random sample of students with and without disabilities was surveyed to assess their academic mindsets to gain insight on how to facilitate learning for students with disabilities.

Key findings include:

- There was an increase in the prevalence of students with disabilities compared to all students in the district from the 2017–2018 to the 2018–2019 academic year.
- While students with disabilities were more likely to be Hispanic males with a learning disability, there was an overrepresentation of African American students over the past four years compared to other ethnic groups.
- The Office of Special Education Services (OSES) staff offered more than 1,200 professional development opportunities to school administrators, teachers, parents, and community stakeholders in targeted areas, including reading, math, writing, and behavior.
- There was a substantial increase in initial evaluations and reevaluations for special education services, as well as psychological and speech evaluations from 2018 to 2019.
- Iowa reading performance of kindergarten students with disabilities revealed a two-percentage point increase in the mean normal curve equivalents (NCEs) from 2018 to 2019.
- Combined STAAR English, Spanish, and Alternate 2 results showed gains in the passing rates for seventh-grade students in reading, seventh and eighth-grade students in math, fourth and seventh-grade students in writing, and eighth-grade students in both science and social studies. Students made the largest gains on the Biology End-of-Course (EOC) exam compared to U.S. History and English II EOC exams.
- Surveyed students with disabilities perceived themselves as having lower academic mindsets, including competence as learners, effort, and persistence, compared to students without disabilities. Students noted that resources, such as tutorials and support from others, may facilitate learning in reading and math.

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



Attachment

cc: Grenita Lathan
Silvia Trinh
Courtney Busby

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

AN OBSERVATIONAL STUDY ON SPECIAL EDUCATION SERVICES IN THE HOUSTON INDEPENDENT SCHOOL DISTRICT AND PERFORMANCE OUTCOMES FOR STUDENTS WITH DISABILITIES, 2018–2019

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EVALUATION REPORT
BUREAU OF PROGRAM EVALUATION

An Observational Study on Special Education Services in the Houston Independent School District and Performance Outcomes for Students with Disabilities, 2018–2019

Prepared by Venita R. Holmes, Dr.P.H.

Abstract

Longitudinal trends revealed an increase in the prevalence of HISD students with disabilities compared to all students in the district from the 2017–2018 to the 2018–2019 academic year (7.2% to 7.5%). Students with disabilities were more likely to be male and Hispanic with a learning disability. An overrepresentation of African American students was evident over the past four years compared to other ethnic groups. The Office of Special Education Services (OSES) staff offered more than 1,200 professional development opportunities to school administrators, teachers, parents, and community stakeholders in targeted areas, including reading, math, writing, and behavior. There was a substantial increase in the percentage of initial evaluations (72.6%) and reevaluations (13.7%) for special education services, while the percentage of psychological evaluations more than tripled, and speech evaluations increased by 29.9% from 2018 to 2019. Iowa reading performance of kindergarten students with disabilities revealed a two-percentage point increase in the mean normal curve equivalents (NCEs) from 2018 to 2019; with no change observed in math. Combined STAAR English, Spanish, and Alternate 2 results showed gains in the passing rates for seventh-grade students in reading (eight percentage points), and for seventh and eighth-grade students in math (eight and four percentage points, respectively). Performance gains were also observed for fourth and seventh-grade students in writing by two and eight percentage points, respectively. Eighth-grade students achieved a two percentage-point gain in both science and social studies. Students made the largest gains on the Biology End-of-Course (EOC) exam (six percentage points) compared to U.S. History and English II EOC exams (five percentage points). Surveyed students with disabilities perceived themselves as having lower academic mindsets, including competence as learners, effort, and persistence, compared to students without disabilities. Students noted that resources, such as tutorials and support from others, may facilitate learning in reading and math.

Background

Special education services and interventions are designed to reduce the impact of students' disabilities, while maximizing their opportunities to fully participate in their natural environment (Hehir, 2005; Horn & Kang, 2012). Educators of students with disabilities have the dual responsibility of designing programs that are effective in general education settings for a wide range of learners and developing targeted interventions to meet their individual learning and behavioral needs (Vaughn & Swanson, 2015). Collaboration among educators, parents, and students can provide important insights concerning the most effective ways in which students with disabilities learn (Hehir, 2005; Rousso, 1984).

Consistent with the research on educating students with disabilities, the Office of Special Education Services (OSES) in the Houston Independent School District (HISD) has the responsibility of helping this subgroup of the population gain college, career readiness, and independent living skills through active engagement in grade-level curriculum (**Figure 1**). The OSES Framework was designed to guide parents, teachers, campus leaders,

Figure 1: Northline Elementary metaplay coaching visit

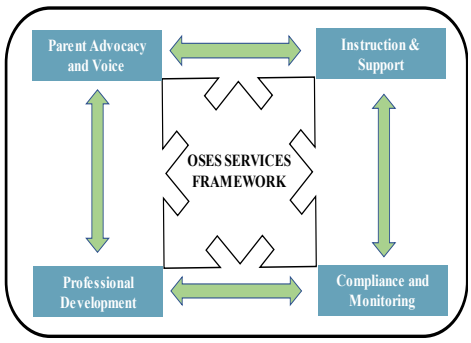

Figure 2: HISD OSES Framework, 2018–2019

and other community stakeholders who share the role of improving the educational outcomes for students with disabilities in order to ensure that every student is a successful learner (**Figure 2**).

The Individuals with Disabilities Education Act (IDEA, 2015) defines children with disabilities as those children who:

- have been properly evaluated and determined as having an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities; and
- require special education and related services as a result of the disability.

However, a child who has one of the above-mentioned disabilities is not a child with a disability under IDEA if the child does not require special education and related services due to the disability, or the child requires a related service only (IDEA, 2015).

An Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education and related services, not limited to, speech therapy, occupational therapy, physical therapy, and counseling (HISD OSES, 2019). This multidisciplinary team consists of the parent(s) or guardian, evaluation personnel, teacher(s), student, and school administrator. The team reviews evaluation information, discusses eligibility for special education, and identifies how to best incorporate the services to address the student's needs. If the team determines the child is eligible for special education services, they work with the parent to develop an IEP.

Transition

Students with disabilities transition throughout their school careers-from early childhood programs to elementary school, elementary to middle school, middle to high school, or high school to college and employment. Transition is a coordinated set of activities that includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that supports equal opportunities to learn for all students in HISD, including students with disabilities.

Figure 3: Neff Elementary students engaged in guided reading

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted to meet students' individual needs (**Figure 3**, HISD OSES, 2019).

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) (2019) challenged communities to rethink and question practices and systems to address deeply embedded and complex issues that limit opportunities for students with disabilities, change policies and practices that put the needs of systems over the needs of students, and alter mindsets that appear to hinder improvement efforts. OSERS also developed a Framework to improve outcomes and raise expectations for students with disabilities (**Appendix A**, p. 14).

During the 2017–2018 academic year, a study was conducted by the American Institutes for Research (AIR) to review HISD's strengths and areas of improvement with respect to special education. This program evaluation addresses issues raised by AIR as well as the HISD Special Education Advisory Committee.

During the 2018–2019 academic year, the HISD OSES developed new Key Performance Indicators (KPIs) that were driven by their program goals (**Figure 4**). The KPIs guided the department's actions toward ensuring that students with disabilities at all educational levels receive the instructional supports to meet national, state, and local standards in a timely and equitable

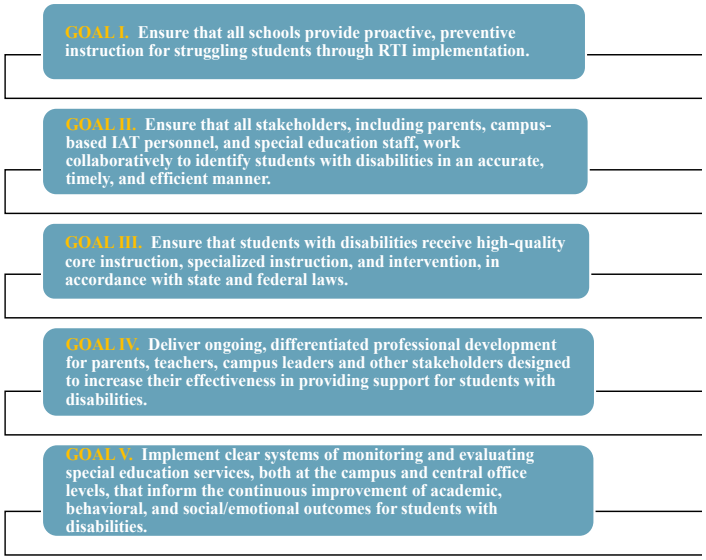

Figure 4: OSES program goals, 2018–2019

".....Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."
(IDEA, Public Law 114-95, Every Student Succeeds Act, 2015).

manner. The KPIs took into account research that supported the influence of external factors on academic achievement of students, including behavior, background characteristics, and school experience (Blackorby et al., 2004). To that end, this evaluation addressed the following research questions.

Research Questions:

1. What activities and strategies were implemented by OSES to ensure that the department's goals were met during the 2018–2019 academic year?
2. What were the identification trends for students with disabilities in HISD over the past four years?
3. What extent were special education evaluations conducted to identify students for special education services over the past two years?
4. What professional development was offered by HISD OSES to increase effectiveness of supports provided to students with disabilities?
5. What was the impact of OSES services on the academic performance of students with disabilities over the past two years?
6. How did the disciplinary action rates of students with disabilities compare to students who did not have disabilities over the past two years?
7. What extent do students with disabilities perceive academic mindsets and behaviors compared to students without disabilities?
8. What are students with disabilities perceptions regarding effective ways to improve reading and mathematics performance?

There were several limitations to the study. Primary disability identification and background characteristics of students presented in this report were derived from the fall 2018 Public Education Information Management System (PEIMS) snapshot. Therefore, results may exclude students who were identified as having a primary disability after the fall snapshot date. However, districtwide state assessment results included all students who were tested during the years observed in this evaluation.

Review of the Literature

The Council of Exceptional Children (1997) maintains that the fundamental purpose of special education services is to support the "optimal development of the student as a skillful, free, and purposeful person, able to plan and manage his or her own life and to reach his or her highest potential as an individual and as a member of society" (p. 1). The research has identified several factors that may influence the academic outcomes of students with disabilities. These factors could, ultimately, alter their educational trajectory if they are taken into account in their learning environment.

More specifically, the inclusion of students with disabilities in general education classrooms has been found to have beneficial outcomes for both students with disabilities (McLeskey, Henry, & Axelrod, 1999) and their general education peers (Salend, Garrick-Duhaney, 1999; Stainback, Stainback, & Stefanich, 1996; Staub & Peck, 1994). Inclusive practices have fostered more appropriate social behavior and higher levels of academic achievement for students with disabilities and increased awareness of human differences among students with disabilities and in the general population (Baker & Zigmond, 1995; Walther-Thomas, Bryant, & Land, 1996).

Wagner, Newman, Cameto, and Levine (2006) found academic achievement and attendance benefits using results from the National Transition Study (NLTS2), which represented approximately 11,000 youth, ages 13 through 16, receiving special education services in grades seven through twelve during the 2000–2001 school year. Although the academic achievement for students in disability categories varied across academic domains, youth with visual impairments outscored those with learning disabilities; youth with hearing impairments scored significantly higher than those with learning disabilities on mathematics calculation, but significantly lower on science and social studies content knowledge, while youth with mental retardation and multiple disabilities consistently recorded lower performance scores across all achievement areas measured in the study (Levine & Wagner, 2003). Moreover, males with disabilities scored higher than females on mathematics and other content knowledge subtests, while White youth with disabilities scored higher on all academic achievement measures compared to African American, Hispanic, or youth of other racial/ethnic backgrounds. Youth with disabilities from low income households had lower average scores in all domains relative to youth from moderate income households, independent of racial/ethnic and other differences between them. Moreover, higher absenteeism was associated with lower scores on reading and mathematics subtests. Therefore, designing special education programs that accommodate the diverse characteristics of students with disabilities has the potential to positively influence their education and career outcomes and add to the body of research.

Research suggests that one of the best ways to increase students' perseverance and improve their academic behaviors is by supporting the development of "academic mindsets" (the psychological and social beliefs one has about oneself in relation to academic work) (Farrington, 2013). Students with positive academic mindsets work harder, engage in more productive academic behaviors, and persevere to overcome obstacles to be successful in school. Conversely, students with negative mindsets about school or about themselves as learners are likely to withdraw from the behaviors essential for academic success and to give up easily when they encounter setbacks or difficulty (Farrington, 2013).

While there is strong support for inclusion to enhance academic and behavioral outcomes, the research does not support the notion that all children with disabilities should be educated at all times in general education classrooms (Hocutt, 1996; Torgesen, 2000). The population of children with disabilities is large and diverse; therefore, a successful placement practice for one student group may not be appropriate for another. Specifically, learning outcomes for young children with multiple disabilities center on the development of skills, membership, and relationships (Horn & Kang, 2012). Regardless of disability category, it is critical that educators implement additional supports and individualized curriculum within the context of fully inclusive and natural environments while addressing the social emotional learning needs of students with disabilities. This practice will help to build positive relationships and membership in the school community. A collaborative team model that builds on the expertise of

educational practitioners and parents has been considered as a best practice, particularly in early childhood education, and an exemplary practice in service delivery for learners with multiple disabilities (Sandall, Hemmeter, Smith, & McLean, 2005; Soodak & Erwin, 2000).

Methods

Study Population

The study population consisted of students identified as having a primary disabilility as defined by PEIMS, and receiving special education services. These students will be referred to as students with disabilities throughout the program evaluation. Trends in student identification relative to demographic characteristics were presented for the past 4 years (2015–2016 through 2018–2019).

Data Collection and Analyses

Qualitative data that documented specific strategies and activities implemented by the HISD OSES during the 2018–2019 academic year were gathered through interviews with OSES administrative staff, and extracted from the department's Key Performance Indicators (KPIs) and progress reports. Professional development offerings for the current year were retrieved from the web-based KPI Training Tracker created by OSES. Trainings that occurred, beginning in September 2018 until March 2019, were included in this report.

Students' academic achievement was measured using the nationally-normed Iowa English Language Arts (ELA) Total and mathematics subtests along with the Logramos Language Arts (LA) Total and mathematics subtests to detect changes in the performance of kindergarten students with disabilities in fall 2018 compared to fall 2019. Normal Curve Equivalents (NCEs) were analyzed for the target student group. Riverside Publishing (1999) indicates that the NCE is a continuous measure, with a mean of 50 and a range of 1–99. Like the scale score, NCEs permit direct comparisons of different groups, and can be used to track performance over time to measure growth. **Appendix B** (p. 15) provides additional information regarding the interpretation of NCEs.

The first test administration of the state-mandated English and Spanish State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 and STAAR Alternate 2 determined academic outcomes for students with disabilities over a two-year period (spring 2018 and spring 2019) in 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 was administered to students with significant cognitive disabilities. STAAR Algebra I, Biology, English I, English II, and U.S. History End-of-Course (EOC) exams assessed students' performance at the high-school level.

The proficiency levels on STAAR (grades 3–8) and STAAR EOC 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, and indicates that students passed the test. According to the Texas Education Agency (2019), a student achieving the Approaches Grade Level standard is likely to succeed in the next grade or course with targeted academic intervention. Students in this category, typically, demonstrate the ability to apply the assessed knowledge and skills in familiar contexts (Texas Education Agency, 2019). STAAR Alternate 2 had three proficiency levels, which were Developing, Satisfactory, and Accomplished.

The 2017–2018 disciplinary actions were extracted from the PEIMS 425 Record, Disciplinary Action Data – Student report and the 2018–2019 data were extracted from IBM Cognos database (7/26/2019). The data were used to detect changes over time. Disciplinary outcomes were based on unduplicated counts of students who received in-school suspensions, out-of-school suspensions, referrals to a Disciplinary Alternative Education Program (DAEP), and expulsions during the corresponding academic years.

Academic mindsets and behaviors were measured to determine the extent that knowledge, skills, and attitudes needed for students to achieve academic success were perceived by students with disabilities and a comparison group of students without disabilities (American School Counselor Association, 2014). The survey questions were adapted from Devaney, Naftzger, Liu, & Sniegowski (2016). To improve reliability and validity of the results, a paper-and-pencil survey was administered to elementary, middle, and high-school students at 12 randomly-selected schools in the North, South, East, West, Northwest, and Achieve 180 Area offices. Special Education staff selected classes to administer the survey that had both students with disabilities and students who did not have disabilities. The identification number provided by the student on the survey was linked to PEIMS to determine students' disability status. The link yielded 107 students with disabilities and 263 students without disabilities. Independent t-tests were conducted to determine differences that existed between the groups. The level of statistical significance was $p < .05$.

Hedge's g was also computed using student survey data to measure the magnitude of the effect of students' responses based on students' disability status. Hedge's g is a standard deviation-based measure used to compute the effect size for groups with different sample sizes. Hedge's g follows similar criteria to Cohen's d for determining the strength of a program, with an effect size of 0.2 = small effect, 0.5 = moderate effect, and 0.8 = large effect. The What Work's Clearinghouse notes that an effect size of 0.25 standard deviations or larger is considered to be substantively important (What Works Clearinghouse, n.d.; **Appendix C**, p. 16).

Surveyed students were also asked to write about what helps them do well in reading and math. Themes were identified based on students' responses. No notable differences were observed based on students' disability status. Therefore, the combined data for both groups were presented in the evaluation.

Results

What activities and strategies were implemented by OSES to ensure that the department's goals were met during the 2018–2019 academic year?

Activities and strategies implemented by OSES staff during the 2018–2019 academic year were explored to assess their alignment with the department's goals. OSES's goals were primarily focused on improving academic and behavioral outcomes for students with disabilities through the provision of individualized instruction and instructional supports. Triangulation of the data was achieved through the use of multiple methods and data sources (Carter et al., 2014; Denzin, 2012), including qualitative inquiry, in-depth interviews, and meetings with OSES administrative staff. Archival documents, such as the department's KPIs, provided additional data to assess alignment.

Figure 5: Attucks Middle School math intervention

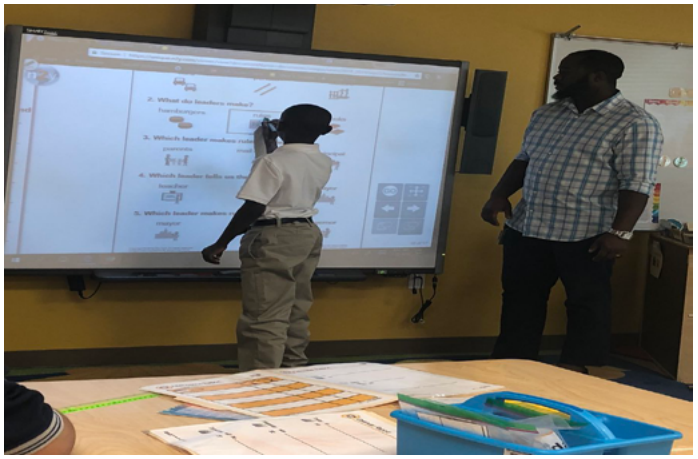

Figure 6: Dogan Elementary receiving instruction using technology tool

GOAL 1. *Ensure that all schools provide proactive, preventive instruction for struggling students through RTI implementation.*

Several actions were taken to assist struggling students with instruction and Response to Intervention (RTI). OSES collaborated with EasyIEP consultants to align students' master schedule to accurately reflect the appropriate instructional setting and times in accordance with students' IEPs. EasyIEP is a web-based system that allows users to create, store, and manage special education compliance by documenting services, information, and timelines. Lists of developmental support opportunities were identified for campus leaders, teachers, and central office staff. OSES partnered with other teams in the Special Populations department, including Multilingual Programs, Intervention, and Dyslexia, to create cross-functional support teams to analyze data and provide targeted training and instructional supports to students in reading, math, writing, and psychosocial/emotional behavior (**Figure 5** and **Figure 6**).

Renaissance 360 and district-level assessment data (DLAs) were reviewed to determine which supports were most suitable for students requiring Tier 2 and 3 interventions. Campuses received direct support in RTI to facilitate identification of students who need interventions, with the expectation that campuses begin implementing strategies and supports to students before the beginning of the 2019–2020 academic year.

GOAL 2. *Ensure that all stakeholders, including parents, campus-based IAT personnel, and special education staff, work collaboratively to identify students with disabilities in an accurate, timely, and efficient manner.*

To ensure that all struggling students and students with disabilities were identified, located, and evaluated in a timely manner, according to state guidelines and the Legal Framework[1], OSES began to align districtwide policies and practices. The Special Education Advisory Committee and various district departments were informed of this expectation. Collaboration with the Special Populations cross-functional data and support team contributed toward the development of a flow chart with the step-by-step process for referrals of students who may need special education services. The completion of evaluations was tracked monthly to determine the number of students eligible for special education services. A total of 77 randomly-selected folders were audited to determine ARD/IEP compliance based on Texas Education Agency (TEA) compliance standards. As a result of the folder audit, professional development was implemented for all campus administrators to guide effective monitoring of the ARD/IEP process.

GOAL 3. *Ensure that students with disabilities receive high-quality core instruction, specialized instruction, and intervention, in accordance with state and federal laws.*

The OSES operating guidelines are being reviewed and revamped and will be made accessible to parents, staff, and other stakeholders on the ARD/IEP process and other relevant topics. The OSES operating guidelines includes a framework illustrating the continuum of special education services and practices, and will help HISD staff identify placement options for all students. Trainings were launched in summer 2019 during HISD's Professional Learning Series (PLS) Leadership Development Conference and the department's Special Education Conference. Moreover, process monitoring was completed and documented in students' IEPs during each grading period. Embedded supports for students with disabilities were documented in HISD curriculum documents. A Community Based Vocational Instruction/Community-Based Instruction (CBVI/CBI) Handbook for parents, campus, and district personnel is being developed and will be disseminated to parents, teachers, campus leaders, and other stakeholders.

GOAL 4. *Deliver ongoing, differentiated professional development for parents, teachers, campus leaders, and other stakeholders designed to increase their effectiveness in providing support for students with disabilities.*

OSES implemented TeachSPEDU to support special education teachers within their first three years in HISD. All general and special education teachers had access to training on Unique, Restorative Practices, GoalBook, STAAR ALT 2, Self-Determination, EasyIEP, and IEP Writing based on current law and best practices. Moreover, trainings were hosted on Unique, Restorative Practices, GoalBook, STAAR ALT 2, Self-

1 The Legal Framework is a to compilation of state and federal requirements for special education organized by topic in a user-friendly format, developed through a statewide partnership between the Texas Education Agency and Region 18 Education Service Center.

Determination, EasyIEP, and IEP Writing for campus leaders at the Special Education Conference during the 2018–2019 academic year. In the immediate future, a minimum of two online, blended, prescriptive professional learning courses will be developed to support staff. Classrooms were observed by OSES administrative staff to determine whether job-embedded practices and best instructional practices in special education were implemented.

OSES conducted parent trainings on Child Find, full initial evaluations, transition, inclusion, behavior at the OSES fall and spring Parent Summit, Parent University, and Special Education Conference. A parent training related to post-secondary options was implemented. Trainings were hosted for teachers, campus leaders, and other stakeholders at the Special Education Conference on how to support students with disabilities.

OSES collaborated with the Student Assessment department to modify a data collection tool to include monitoring the reading performance of Tier 3 students with disabilities. During the 2019–2020 academic year, data will be tracked at the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY), and at progress monitoring.

GOAL 5. *Implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels, that inform the continuous improvement of academic, behavioral, and social/emotional outcomes for students with disabilities.*

The Special Education Advisory Committee was formed with teachers, parents, campus leaders, and other community stakeholders to inform OSES and improve practices. A survey to assess academic resilience of students with disabilities was included in the feedback. An Implementation Guide is being developed for school leaders and teachers to provide information on how to serve students with disabilities. OSES published monthly learning opportunities for campus leaders and staff in the principals' folders. Parent meetings were held in the fall and spring of the 2018–2019 academic year. Parent Advisory Committee meetings, Parent Summits (fall and spring), Transition Meetings, Autism meetings, and the Parent University provided venues to share information with parents and to gather feedback on the quality of services for students with disabilities in the district. Moreover, students' assessment data, such as Renaissance 360, district level assessments (DLAs), and disciplinary action records were reviewed to determine the alignment of students' academic and disciplinary performance with their IEPs. Evaluation requests were captured and monitored in EasyIEP to ensure compliance and that all referrals for evaluations met TEA timelines for evaluation.

What were the identification trends for students with disabilities in HISD over the past four years?

Figure 7 displays the prevalence of students with disabilities across HISD Area Offices during the 2018–2019 school year and students designated at the SOAR campus. Among the 15,831 students identified with a disability, the highest percentage was enrolled in schools located in the West Area Office (26.1%); whereas, the lowest percentage of students was enrolled in the South Area Office (11.8%).

Figure 8 shows that the number of students with disabilities and the number of students districtwide increased from 2015–

Prevalence of Students with Disabilities by Area Office		
Area Office	N	%
North	2,026	12.8
East	2,259	14.3
South	1,862	11.8
West	4,125	26.1
Northwest	2,232	14.1

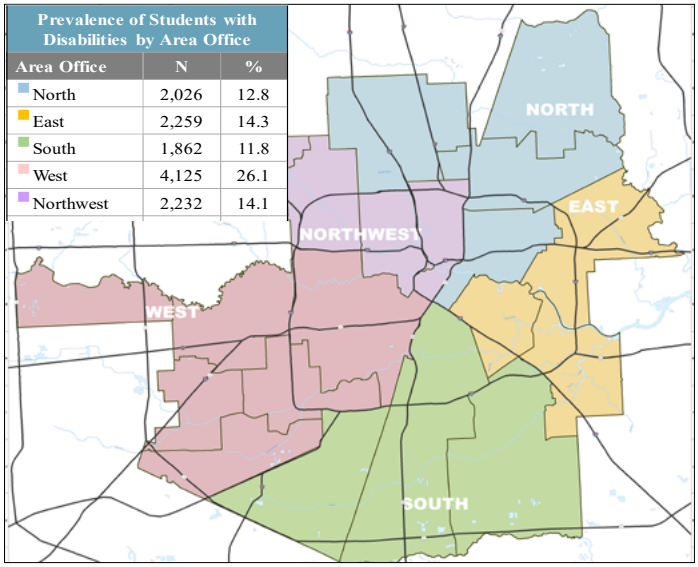

Figure 7: Distribution of students with disabilities by HISD Area Office, 2018–2019 (Note: Student prevalence data not depicted include Achieve 180 Area Office (n = 3,028, 19.1%) and SOAR (n = 299, 1.9%), yielding a total of 15,831 students.)

2016 to 2016–2017, while the number of students in both groups decreased from 2016–2017 to 2017–2018. In contrast, the number of students in HISD decreased substantially from 2017–2018 to 2018–2019; whereas, the number of students with disabilities increased over the same time period. The positive change related to students with disabilities was by 331 students or 2.1%, while the district enrollment decreased by 4,403 students or 2.1%.

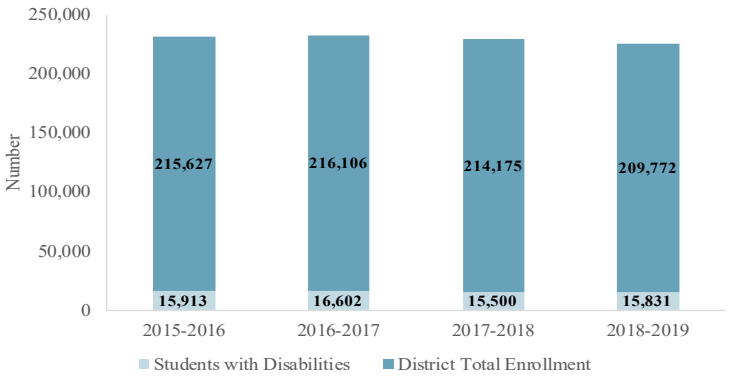

Figure 8: Distribution of students with disabilities by total HISD enrollment, 2015–2016 through 2018–2019 (Source: PEIMS)

Figure 9 (p. 7) depicts fluctuations in the distribution of students identified as having a primary disability compared to the total HISD enrollment over the past four years. It is evident that proportions grew from 7.4% to 7.7%, then down to 7.2%, and, finally up to 7.5% in the respective years.

Table 1a (**Appendix D**, p. 17) provides demographic characteristics of students with disabilities relative to gender, race/ethnicity, and grade level. Students with disabilities were much more likely to be male than female and Hispanic over the past four years. The latest trends, over the past two years, revealed that about 68.0% of students with disabilities were male and nearly 60.0% were Hispanic. Moreover, the largest proportion of students with disabilities were in the ninth grade in the past two years (10.2% and 9.4%, respectively).

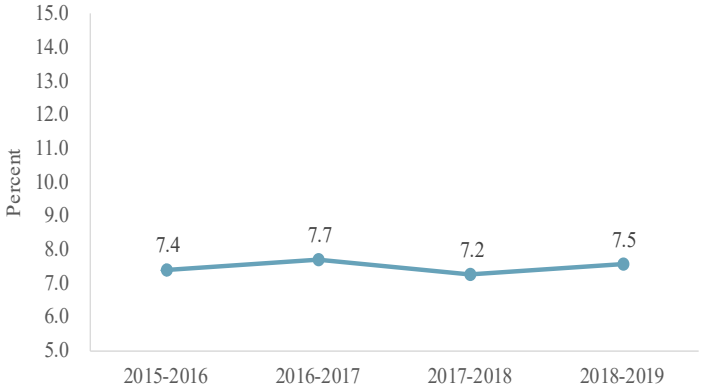

Figure 9: District and special education identification rates, 2015–2016 to 2018–2019

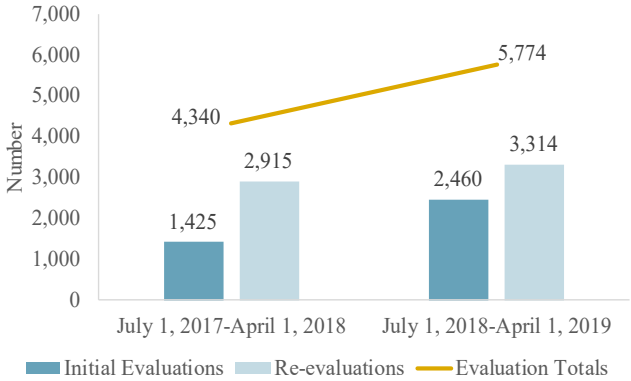

Figure 10: SPED evaluations, OSES, 2017–2018 vs. 2018–2019

Table 1a (Appendix D, p. 17) also presents the profile of students districtwide for the 2018–2019 academic year. A lower proportion of students were male districtwide compared to students with disabilities (50.7% vs. 67.7%). Relative to race/ethnicity, a higher proportion of students in the district were Hispanic compared to students with disabilities (62.1% vs. 59.4%). In contrast, there was an overrepresentation of African American students with disabilities compared to African American students districtwide (30.1% vs. 23.4%). Asian students were far more represented and White students were moderately more represented in the district compared to students with disabilities (4.2% vs. 1.6% and 8.9% vs. 7.7%, respectively).

Table 1b (Appendix D, p. 18) depicts the prevalence of HISD students by primary disability from 2015–2016 to 2018–2019. Students were most likely to have a learning disability over the past four years (39.9%, 36.4%, 34.9%, and 33.4%, respectively). During the 2018–2019 academic year, a higher percentage of students were identified with Autism (15.4%) compared to the previous three successive years (11.4%, 12.6%, and 14.3%).

Table 1c (Appendix D, p. 19) provides the number and percentage of students with disabilities by instructional setting. There was a steady increase in the percentage of students who were in a mainstream setting from 2015–2016 to 2017–2018 (37.5% to 39.2% to 40.6%). However, there was a decrease over the past two years of mainstream-setting students (40.6% to 37.9%, from 2017–2018 to 2018–2019). Students with no instructional setting remained fairly stable over the past two years at 12.2% and 12.4%, respectively. Students in resource (less than 21%) increased from 15.7% to 17.6%, while students in resource (at least 21% and less than 50%) decreased slightly (4.1% to 4.0%) from 2017–2018 to 2018–2019.

Additional trend data are presented for dominant racial/ethnic groups in the district, which are African American, Hispanic, and White students for the past two academic years (2017–2018 and 2018–2019). Data for the 2017–2018 academic year related to gender and grade level for these student groups can be found in **Table 2a**, **Appendix E** (p. 20), while the type of disability data are reflected in **Table 2b**, Appendix E (p. 20). Comparable trends for the 2018–2019 academic year on gender and grade level are shown in **Table 3a** (Appendix E, p. 21), with primary disability data depicted in **Table 3b** (Appendix E, p. 21). Instructional settings of African American, Hispanic, and White students for the 2017–2018 and 2018–2019 academic years can be seen in **Table 4** (Appendix E, p. 22).

What extent were special education evaluations conducted to identify students for special education services over the past two years?

Figure 10 shows an increase in initial evaluations to identify students for special education services over the past two years. Specifically, 1,425 initial evaluations were conducted between July 1, 2017 and April 1, 2018. However, 2,460 initial evaluations were conducted during a comparable time period from 2018 to 2019. These figures reflect an increase in initial evaluations by 72.6% over the past two years. In addition, reevaluations for special education services increased from 2,915 to 3,314 or 13.7% during the same time period.

Figure 11 reveals that the number of psychological evaluations conducted at the elementary, middle, and high school levels increased between July 1, 2017 and April 1, 2018 relative to comparable time periods in 2018 and 2019. Elementary schools had the highest increase in psychological evaluations (761 to 2,125) compared to middle school (213 to 688) and high school (241 to 858). The total number of psychological evaluations more than tripled from year to year (1,215 to 3,671).

Figure 12 (p. 8) shows an increase in the number of speech evaluations between 2017 and 2018 compared to 2018 and 2019 at elementary (774 vs. 1,007) and middle school levels (34 to 50). At the same time, the number of speech evaluations at the high school level decreased from 11 to 7. However, the total number of speech evaluations increased from 819 to 1,064 or by 29.9%.

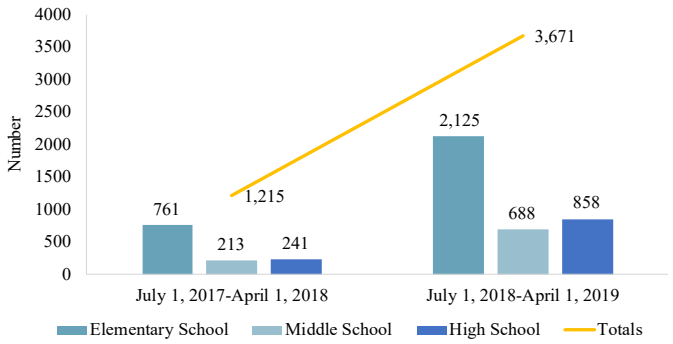

Figure 11: Psychological evaluations, OSES, 2017–2018 vs. 2018–2019

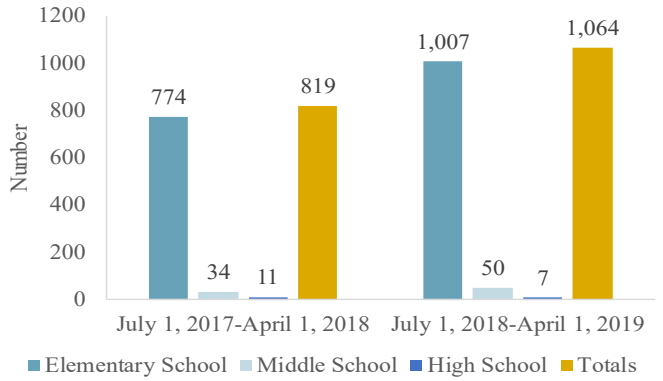

Figure 12: Speech Evaluations, 2017–2018 vs. 2018–2019

What professional development was offered by the HISD OSES to increase effectiveness of supports provided to students with disabilities?

Professional development offered by OSES during the 2018–2019 academic year was accessed through the electronic OSES KPI Training Tracker database system. The data were extracted in March 2019 and analyzed to determine the extent that professional development addressed the department's goals and targeted areas of support for students with disabilities. The numbers may represent duplicate counts, considering that a session may have addressed multiple goals.

Figure 13 provides a graphical representation of the number and percentage of OSES professional development sessions conducted during the 2018–2019 academic year according to OSES goal. The highest number and percentage of sessions focused on Goal 2 and Goal 3 (n = 395, 33% and n = 394, 32%, respectively). Professional development sessions relating to Goal 2 were designed to ensure that students with disabilities received high-quality core instruction and intervention, in accordance with state and federal laws. Goal 3 sessions focused on stakeholders working collaboratively to identify students with disabilities in an accurate, timely, and efficient manner.

Only 74 or 6% of OSES professional development sessions addressed Goal 5 and 95 or 8% of the sessions focused on Goal 4. These sessions were centered on implementing clear systems of monitoring and evaluating special education services; and delivering ongoing, differentiated professional development to various stakeholders to increase their effectiveness in providing support for students with disabilities.

Professional development sessions by content area and the number of hours that sessions were held can be found in **Table 5**. It should be noted that a session may have addressed more than one content area; therefore, numbers may represent duplicate counts. The content areas with the highest total number of sessions are presented in descending order.

Table 5 shows that among the 1,267 sessions held by OSES, 21.3% addressed reading and 20.5% focused on math and behavior. The least amount of sessions addressed transition (0.2%) and evaluation/referral (0.4%).

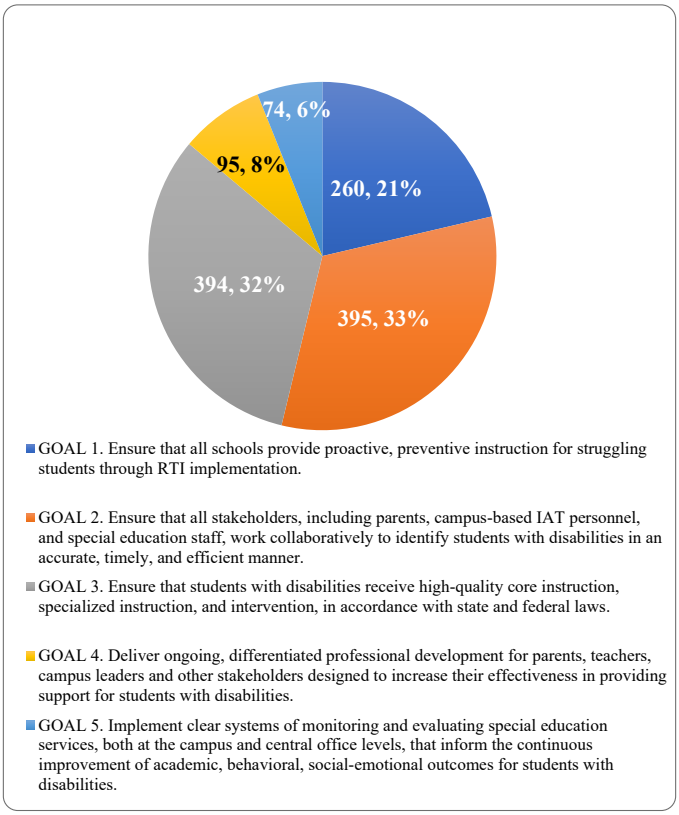

Figure 13: Number and percent of professional development sessions by OSES goal, 2018–2019 (Note: Total = 1,218 as of 3/7/2019. This number represents duplicate counts.)

What was the impact of OSES services on the academic performance of students with disabilities over the past two years?

Iowa and Logramos provided an academic performance measure for students with a primary disability at kindergarten using nationally-normed assessments. Iowa is an English-

Table 5: KPI Professional Development Offerings by Content Area, 2018–2019

Content Areas	1 up to 3 hours	3 up to 6 hours	6 up to 8 hours	Less than 1 hour	Multiple days/ sessions/ times	Total	%
Reading	218	14	13	22	4	270	21.3
Math	209	14	12	21	5	260	20.5
Behavior	198	24	13	21	5	260	20.5
Writing	175	14	11	17	4	221	17.4
Speech	53	2	4	2	1	62	4.9
Auditory/ Visual	53	3	2	2	6	62	4.9
Compliance	33	2	1	4	5	45	3.6
Crisis Prevention	0	13	6	0	0	29	2.3
IEP	17	2	0	4	0	23	1.8
Instruction	8	0	0	7	0	15	1.2
Testing (STAAR, STAAR Alt, TELPAS)	3	6	4	0	0	13	1.0
Evaluations/ Referral	0	2	1	2	0	5	0.4
Transitions	2	0	0	0	0	2	0.2
Total	**969**	**96**	**67**	**102**	**30**	**1,267***	**100.0**

*May represent multiple content areas.

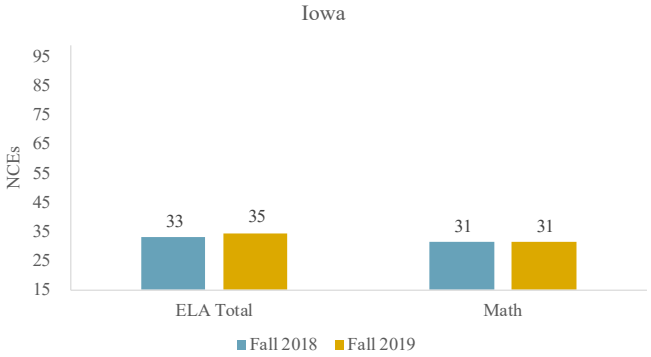

Figure 14: Iowa reading and math results, students with disabilities, fall 2018 vs. fall 2019

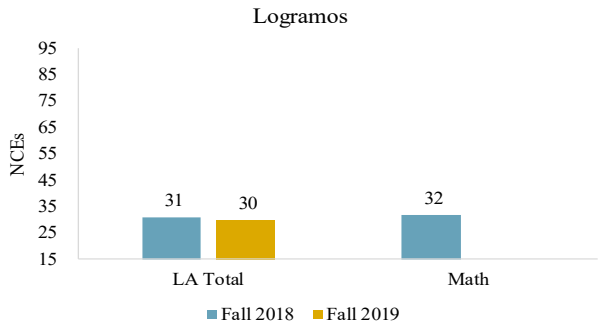

Figure 15: Logramos reading and math results, students with disabilities, fall 2018 vs. fall 2019

language assessment and Logramos is a Spanish-language assessment. Kindergarten students were administered the assessments in fall 2018 and fall 2019.

Figure 14 presents the mean Normal Curve Equivalents (NCEs) on the Iowa reading (ELA Total) and mathematics assessments for kindergarten students with disabilities. The findings include a two-NCE increase in students' mean Iowa reading performance over the two-year period, from 33 NCEs to 35 NCEs. An interpretation of the mean score revealed that students grew from "below average" to "somewhat below average" on the Iowa reading test. (See Appendix B, p. 15 for more information on score interpretation.) No change was noted in students' mathematics performance, which continued to be "below average" (31 NCEs in both years).

Logramos reading (LA Total) and mathematics assessments results for students with disabilities are shown in **Figure 15**. There was a slight decrease in students' reading NCEs from fall 2018 to fall 2019 (31 NCEs to 30 NCEs). These scores were considered "below average" in both years. No students with disabilities were tested on the mathematics assessment in fall 2019; however, the mean NCE in fall 2018 was 32, which is "below average."

Tables 6a and **6b** in Appendix **F** (pp. 23–24) provide the 2018 and 2019 STAAR 3–8 English, Spanish, Alternate 2, along with the combined STAAR 3–8 English, Spanish, and Alternate 2 results for students with disabilities by grade levels tested. The results represent students' performance on the first administration of the tests.

Figure 16 depicts the differences in the passing rates by content area for each grade level tested from 2018 to 2019 on the English STAAR 3–8. There were increases in the passing rates for third, fourth, seventh, and eighth-grade students in reading, ranging from one to five percentage points. Increases were also observed for fourth, seventh, and eighth-grade students on the English math STAAR. Fourth and seventh-grade students achieved five percentage-point gains in writing. Eighth grade students achieved a four percentage-point increase on both the science and social studies assessments.

Figure 17 (p. 10) shows the differences in the passing rates by content area and grade level from 2018 to 2019 on the Spanish STAAR 3–8. There were increases in the passing rates for fourth and fifth-grade students in reading, by seven and nine percentage points, respectively. Increases were noted for fourth-grade students by two percentage points in math. Fourth-grade students also attained a twelve percentage-point gain in writing. There were less students with disabilities tested in science in Spanish and no students tested in social studies.

Figure 18 (p. 10) shows the differences in the passing rates by content area for each grade level from 2018 to 2019 on the STAAR Alternate 2. Increases were noted for fifth, sixth, and eighth-grade students on the math STAAR Alternate 2, ranging from one to three percentage points. Increases were also observed for fifth, sixth, and eighth-grade students in math, ranging from three to four percentage points. Decreases in percentage points were observed in writing, while fifth and eighth-grade students achieved a three and two percentage-point gain in science. No change was noted on the social studies STAAR Alternate 2.

Figure 19 (p. 10) depicts the percentage-point differences in the passing rates for students with disabilities on the combined STAAR English, Spanish, and Alternate 2. Gains were found in the passing rates for seventh-grade students in reading by eight

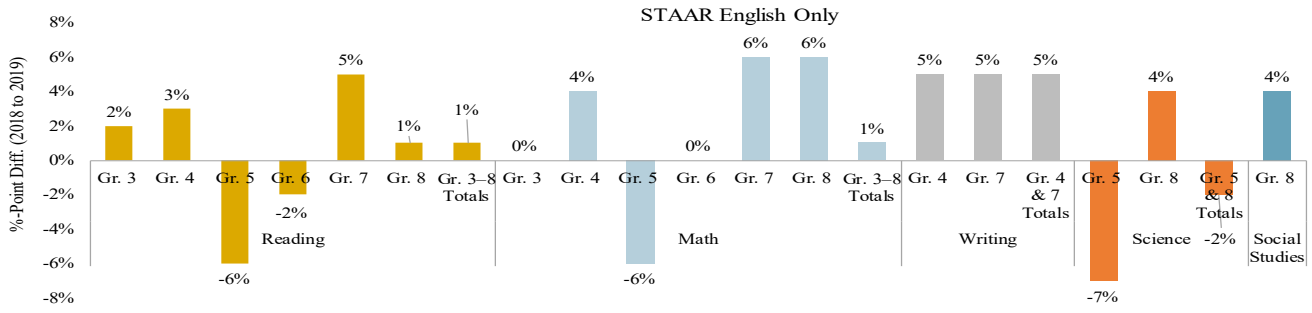

Figure 16: Percentage-point differences on STAAR 3–8 English only, students with disabilities, first test administration, 2018 to 2019

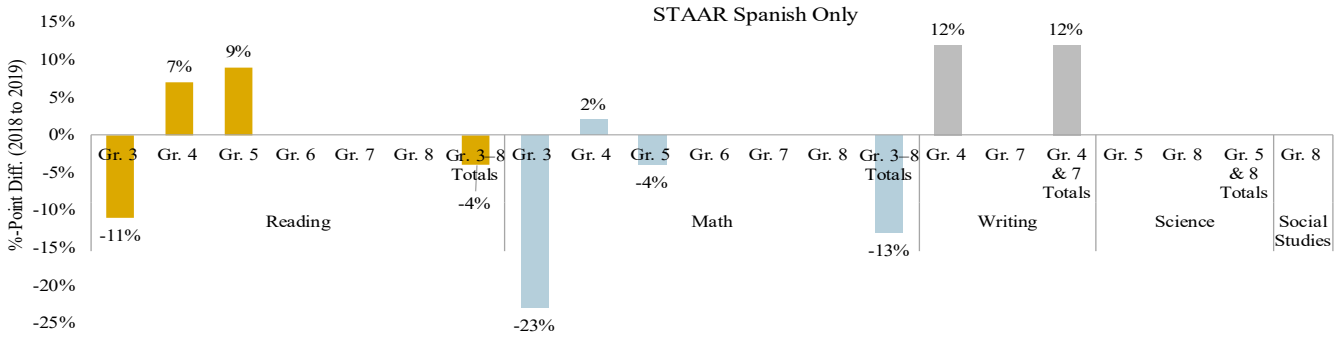

Figure 17: Percentage-point differences on STAAR 3–8 Spanish only, students with disabilities, first test administration, 2018 to 2019

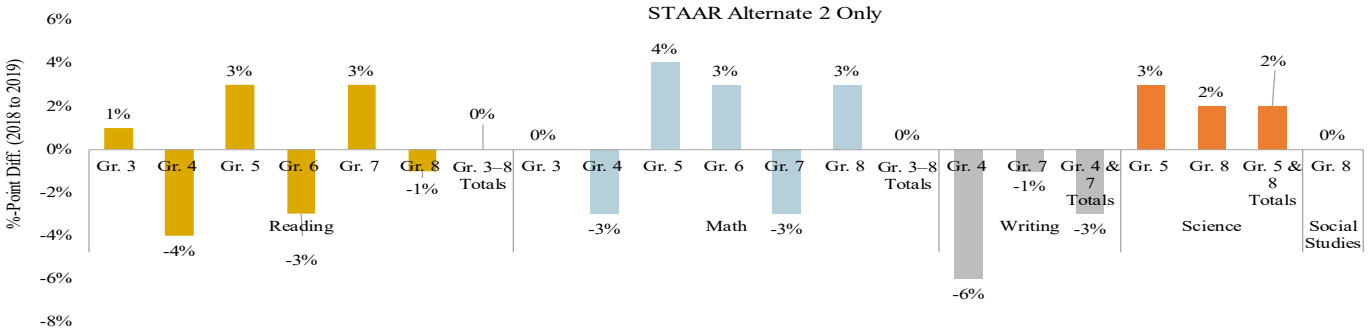

Figure 18: Percentage-point differences on STAAR Alternate 2, students with disabilities, first test administration, 2018 to 2019

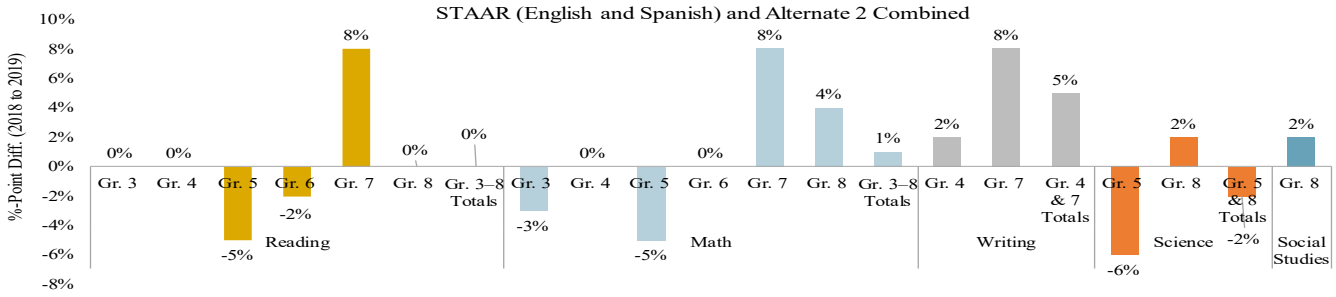

Figure 19: Percentage-point differences in STAAR (English & Spanish) and Alt. 2 combined, students with disabilities, first test administration, 2018 to 2019

percentage points, and for seventh and eighth-grade students in math by eight and four percentage points, respectively. Performance gains were also observed for fourth and seventh-grade students in writing by two and eight percentage points, respectively. Eighth-grade students achieved a two percentage-point gain in both science and social studies.

The STAAR EOC exam performance for students with disabilities is depicted in **Figure 20** and in **Table 7** (Appendix F**,** p. 25). It is evident that students made the largest gain in Biology (six percentage points). Notable gains were also found on the U.S. History and the English II EOC exams.

How did the disciplinary action rates of students with disabilities compare to students who did not have disabilities over the past two years?

Disciplinary actions were used to measure the impact of special education services on students' behavior. Unduplicated student counts of in-school suspensions, out-of-school suspensions, referrals to Disciplinary Alternative Education Programs (DAEPs), and expulsions to Juvenile Justice Alternative Education Programs (JJAEPs) for the 2017–2018 and the 2018–2019 school years can be found in **Figure 21** (p. 11) and in **Table 8** (**Appendix G**, p. 26).

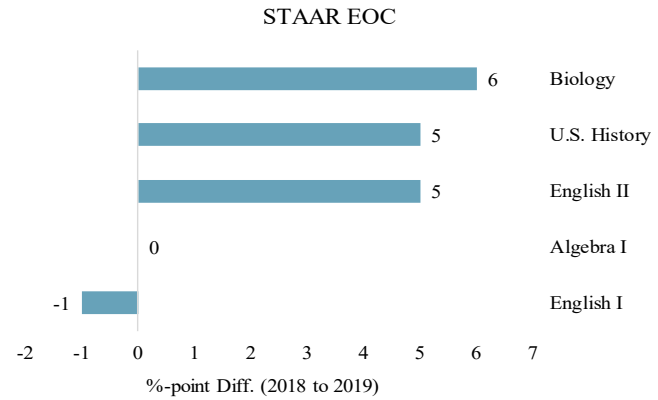

Figure 20: Percentage-point differences in STAAR EOC, students with disabilities, spring administration, 2018 vs. 2019, first-time testers and retesters

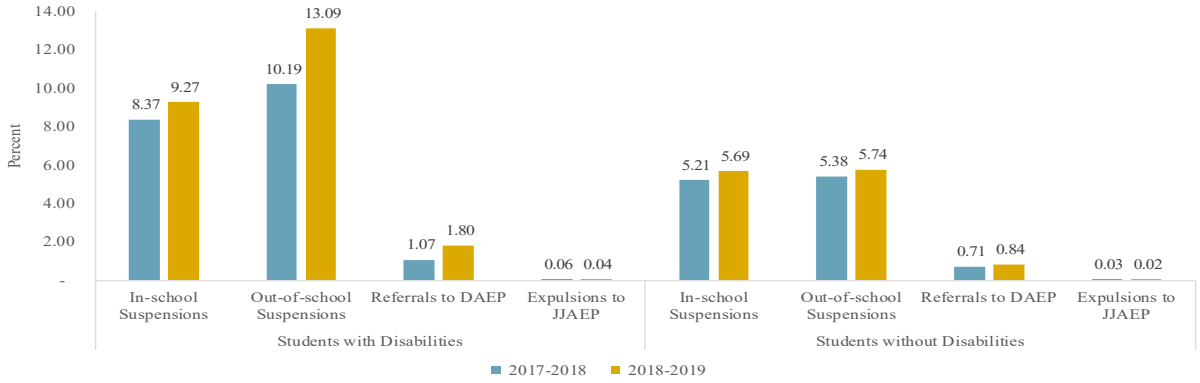

Figure 21: Disciplinary actions, unduplicated counts, students with disabilities vs. students without disabilities, 2017–2018 and 2018–2019

Figure 21 shows an increase in the percentage of students with in-school suspensions, out-of-school suspensions, and referrals to disciplinary alternative education programs (DAEPs) over the past two years for students with disabilities and for students without disabilities. However, the percentage-point increase over the two-year period was slightly higher for students with disabilities relative to in-school suspensions (.90 vs. .48 percentage points) and moderately higher for students with disabilities relative to out-of-school suspensions (2.90 vs. .36 percentage points). Differences in alternative placements were also higher for students with disabilities relative to the comparison group (.73 vs .13). Both groups had decreases in expulsions, with students with disabilities showing a slightly larger decrease compared to students without disabilities (-0.02 vs. -0.01).

What extent do students with disabilities perceive academic mindsets and behaviors compared to students without disabilities?

A survey was administered to capture academic mindsets consisting of knowledge, skills and attitudes students need to achieve academic success (American School Counselor Association, 2014). Specifically, the survey measured students' sense of competence as a learner, effort and persistence, and learner behaviors. Students with and without disabilities in the same randomly-selected schools and purposively-selected classrooms were administered the survey to establish a control and a comparison group. **Table 9** in **Appendix H** (p. 27) provides descriptive statistics, including the number of students who rated each survey item, the mean rating, and the standard deviation by survey item.

Independent t-tests found statistically significant differences, at the $p < .05$ level, between the groups on two of the five items that measured "Sense of Competence as a Learner." Specifically, students without disabilities were much more likely to respond that they keep trying until they get it when they can't learn something right away compared to students with disabilities (M = 1.61 vs. M = 1.33, respectively, t = 3.67, p = .000). Students without disabilities also provided significantly higher ratings on the item "I am good at solving problems" compared to students with disabilities (M = 1.43 vs. M = 1.19, respectively, t = 3.39, p = .001).

Five of the six items that measured "Effort and Persistence" were statistically significantly higher for students without disabilities compared to students with disabilities. The largest differences were found on the items "I keep trying to do my school work, even if it is hard to me" (M = 1.60 vs. M = 1.27, respectively, t = 4.33, p = .000); "I really work hard in school" (M=1.65 vs. M = 1.38, respectively, t = 4.14, p = .000); and "I keep trying to figure it out when I am taught something that doesn't make sense to me" (M = 1.57 vs. M = 1.27, respectively, t = 4.12, p = .002). Although statistically insignificant, students with disabilities had a higher rating on the item "I feel comfortable asking teachers for help to complete my school work compared to students without disabilities (M = 1.49 vs. M = 1.39, respectively, t=-1.25, p=.222).

On the items that measured "Learner Behaviors," five of the seven items yielded statistical significance at $p < .05$. The largest differences on the items in descending order were "I make sure I have all the things I need before I start my school work" (M = 1.56 vs. M = 1.31, respectively, t = 3.41, p = .001); "I use my time in class to do my work and keep up with the rest of the class" (M = 1.54 vs. M = 1.36, respectively, t = 2.69, p = .007); "When I am in class, I think about what we are working on" (M = 1.46 vs. M = 1.29, respectively, t = 2.30, p = .022); and "I usually take part in what we do in class" (M = 1.49 vs. M = 1.33, respectively, t = 2.09, p = .037).

Effect sizes were calculated to estimate the magnitude of the difference between the groups using Hedge's g (0.2 = small effect, 0.5 = moderate effect, and 0.8 = large effect). The What Work's Clearinghouse notes that an effect size of 0.25 standard deviations or larger is considered to be substantively important. **Figure 22** shows that the magnitude of the differences between the groups related to "Effort and Persistence" was "large" (Hedge's g = 0.515), "Learner Behaviors" was medium (Hedge's g = 0.363), and "Sense of Competence as a Learner" was medium (Hedge's g = 0.348, respectively).

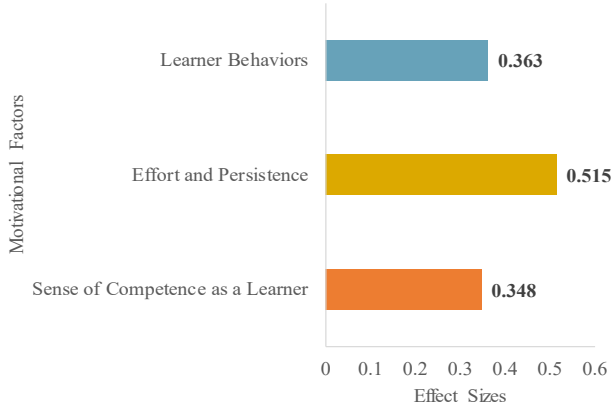

Figure 22: Effect size estimates for motivational factors.

What are students with disabilities' perceptions regarding effective ways to improve reading and mathematics performance?

Student survey respondents were also asked what helps them do well in reading and math. The data were categorized in themes, summarized, and depicted in **Table 10**. After reviewing the data, the results were aggregated considering that the perspectives of both groups were similar.

In general, students identified several reading strategies that help them do well, including reading stories multiple times and highlighting key words. Math strategies consisted of doing homework and reading the questions carefully. Students noted the importance of building background knowledge by getting examples. The learning environment also played an important role in learning, with some students performing better in reading and math in a quiet space. Students mentioned having a mindset that fosters learning, which included paying attention, working hard, and never giving up. Finally, seeking support from friends, family, teachers and accessing resources, such as dictionaries for reading and calculators for math were emphasized by students.

Table 10:

What helps you do well in reading?	What helps you do well in math?
Reading Strategies Reading the story more than one time key information or details Rereading the text **Building Background** Get examples Playing games Read more books and write down what I don't know **Vocabulary Strategy** Pronouce words by letter (phonemic awareness) Dictionaries **Learning Style** Reading in silence Quiet classroom Listen to music Read the questions first, then read the story Notes Highlighting, circling, and underlining **Reading Motivation and Efficacy**Reading interesting books To get a prize if we do our work **Practice** Reading more books, articles, poems to help me be more fluent Chapter books from the library Tutorials **Reading Mindset** I keep on trying and never give up I take my time and not work too fast I pay attention **Seeking help or support from others** Ask teachers for help when I don't understand Tutorials	**Math Strategies** Quiz myself on my free time Homework Get examples show my strategies and go back to see if my answer makes sense Read the questions carefully **Building Background** My family, friends, a partner, going to the teacher who gives me confidence Videos Get examples **Learning Style** Listen carefully in class I do better in math when it is quiet Working in a group Manipulatives (calculators, charts, rubrics with equations, paper, computers, graphic organizers, composition/interactive notebooks) **Math Content** Have someone explain it step by step Breaking down the problem in simpliest form Having a good teacher that teachers math well **Math Mindset** Not to be distracted in class and do my work Work hard Do extra work Focus, concentrate **Math Motivation and Self-Efficacy** Practice Practice a lot of math Chips and candy as incentives **Practice** Tutorials Games **Seeking help or support** Ask friends, family, teachers for help Tutorials Group activities

Discussion

This program evaluation presented longitudinal trends related to the prevalence of students with disabilities in HISD, which included their demographic characteristics, primary disability, academic performance, and disciplinary actions. The evaluation also described activities and strategies implemented by the OSES to improve students' academic and behavioral outcomes. Students with disabilities were surveyed to gather information related to their academic mindsets and behavior that may influence school success.

The study found that OSES staff provided more that 1,200 professional development opportunities to school administrative staff, teachers, parents, and community stakeholders throughout the 2018–2019 academic year in targeted content-related areas, including reading (21.3%), mathematics (20.5%), writing (17.4%), and behavior (20.5%). There was a substantial increase in the percentage of initial evaluations (72.6%) and reevaluations (13.7%) for special education services. The percentage of psychological evaluations more than doubled, while speech evaluations increased by 29.9%.

The academic performance of students with disabilities was assessed at kindergarten, grades 3–8, and at the high-school level. Iowa reading performance for kindergarten students with disabilities revealed a two-NCE increase in the mean normal curve equivalents (NCEs) from 2018 to 2019; with no change observed in math. The combined STAAR English, Spanish, and Alternate 2 showed gains in the passing rates for seventh-grade students in reading by eight percentage points, and for seventh and eighth-grade students in math by eight and four percentage points, respectively. Performance gains were also observed for fourth and seventh-grade students in writing by two and eight percentage points, respectively. Eighth-grade students achieved a two percentage-point gain in both science and social studies. Students made the largest gains on the Biology EOC exam (6 percentage points) along with the U.S. History and English II EOC exams (5 percentage points).

In-school suspensions, out-of-school suspensions, and referrals to disciplinary alternative education programs increased at a higher rate for students with disabilities compared to students without disabilities from 2017–2018 to 2018–2019. Both groups had decreases in expulsions to JJAEP, with students with disabilities showing a slightly larger decrease compared to students without disabilities (-0.02 vs. -0.01).

There were indications that students with disabilities can benefit from strategies that are designed to increase academic achievement. Students offered various ways that schools can facilitate the process by providing more opportunities to build background knowledge in content areas, providing a conducive environment for learning, and by offering tutorials and academic supports from others.

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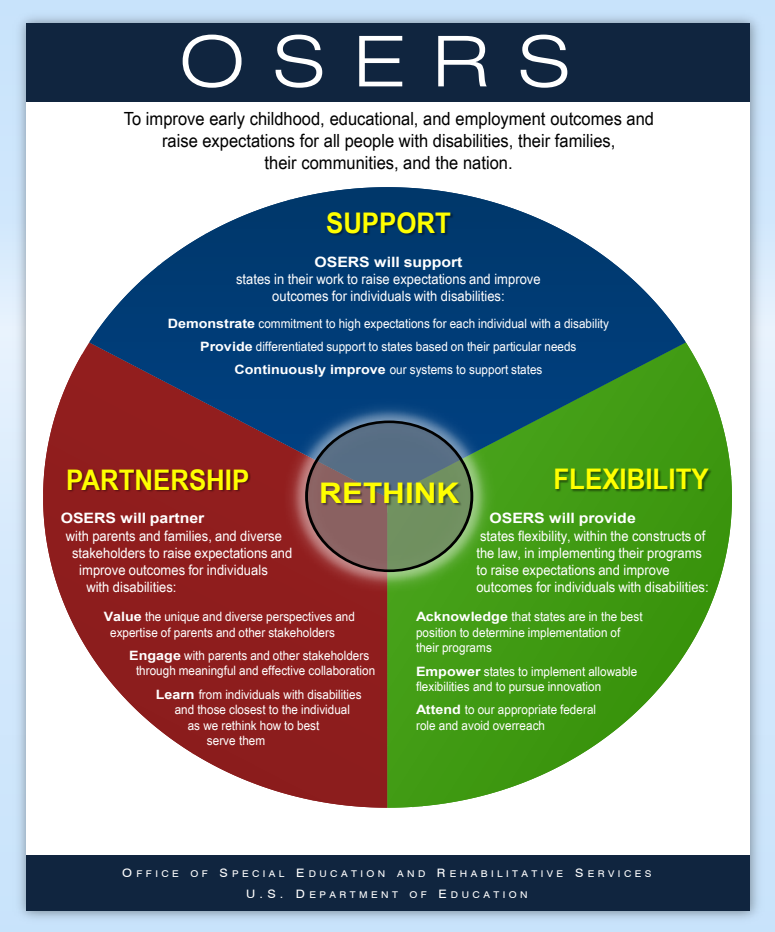
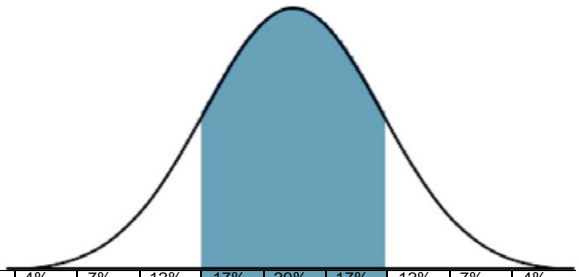
Appendix A

Office of Special Education and Rehabilitative Services (OSERS) Framework, 2018



Source: U. S. Department of Education, Office of Special Education and Rehabilitative Services. (2018). OSERS Framework. Retrieved from https://www2.ed.gov/about/offices/list/osers/framework/osers-framework-9-20-2018.pdf

Appendix B



% of Examinees	4%	7%	12%	17%	20%	17%	12%	7%	4%
Percentile Rank	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
NCE	1-14	15-24	25-34	35-44	45-55	56-65	66-75	76-85	86-99
Descriptor	Low Average	Well Below Average	Below Average	Somewhat Below Average	About Average	Somewhat Above Average	Above Average	Well Above Average	High Average

Source: Glossary of Testing, Measurement, and Statistical Terms, p. 17 and 26.

Appendix C

Statistically significant positive effect	The estimated effect is positive and statistically significant (correcting for clustering when not properly aligned).
Substantively important positive effect	The estimated effect is positive and not statistically significant but is substantively important.
Indeterminate effect	The estimated effect is neither statistically significant nor substantively important.
Substantively important negative effect	The estimated effect is negative and not statistically significant but is substantively important.
Statistically significant negative effect	The estimated effect is negative and statistically significant (correcting for clustering when not properly aligned).

Note: A statistically significant estimate of an effect is one for which the probability of observing such a result by chance is less than one in 20 (using a two-tailed t-test with $p = 0.05$). A properly aligned analysis is one for which the unit of assignment and unit of analysis are the same. An effect size of 0.25 standard deviations or larger is considered to be substantively important.

Source: https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_v3_0_standards_handbook.pdf

Appendix D

Table 1a: Students with Disabilities by Gender, Race/Ethnicity, and Grade Level vs. District, 2015–2016 through 2018–2019

	HISD Students with Disabilities								HISD Students Districtwide	
	2015–2016		2016–2017		2017–2018		2018–2019		2018–2019	
Gender	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	5,077	31.9	5,297	31.9	4,969	32.1	5,112	32.3	103,435	49.3
Male	10,836	68.1	11,305	68.1	10,531	67.9	10,719	67.7	106,337	50.7
Race/Ethnicity										
Asian	220	1.4	260	1.6	249	1.6	260	1.6	8,783	4.2
American Indian	26	0.2	32	0.2	26	0.2	22	.1	352	0.2
African American	5,190	32.6	5,214	31.4	4,787	30.9	4,765	30.1	49,046	23.4
Hispanic	9,215	57.9	9,646	58.1	9,107	58.8	9,403	59.4	130,284	62.1
Native Hawaiian/Other Islander	6	0.0	8	0.0	7	0.0	7	.0	124	0.1
White	1,140	7.2	1,294	7.8	1,184	7.6	1213	7.7	18,591	8.9
Two or More Races	116	0.7	144	0.9	140	0.9	161	1.0	2,592	1.2
Grade Level										
EE	366	2.3	534	3.2	343	2.2	361	2.3	519	0.2
PreK	404	2.5	624	3.8	359	2.3	390	2.5	14,841	7.1
K	726	4.6	814	4.9	700	4.5	734	4.6	15,639	7.5
1st	860	5.4	1,063	6.4	893	5.8	924	5.8	16,559	7.9
2nd	1,001	6.3	1,166	7.0	1,065	6.9	1,094	6.9	16,520	7.9
3rd	1,176	7.4	1,234	7.4	1,163	7.5	1,272	8.0	16,989	8.1
4th	1,390	8.7	1,392	8.4	1,232	7.9	1,363	8.6	17,267	8.2
5th	1,516	9.5	1,526	9.2	1,349	8.7	1,406	8.9	16,726	8.0
6th	1,285	8.1	1,317	7.9	1,282	8.3	1,216	7.7	14,113	6.7
7th	1,316	8.3	1,233	7.4	1,267	8.2	1,238	7.8	13,493	6.4
8th	1,321	8.3	1,247	7.5	1,178	7.6	1,217	7.7	13,557	6.5
9th	1,547	9.7	1,509	9.1	1,582	10.2	1,487	9.4	15,709	7.5
10th	1,070	6.7	1,031	6.2	1,108	7.1	1,164	7.4	13,787	6.6
11th	915	5.8	892	5.4	957	6.2	925	5.8	12,267	5.8
12th	1,020	6.4	1,020	6.1	1,022	6.6	1,040	6.6	11,786	5.6
Total	**15,913**	**100.0**	**16,602**	**100.0**	**15,500**	**100.0**	**15,831**	**100.0**	**209,772**	**100**

*Fewer than five students

Source: PEIMS

Appendix D (cont'd)

Table 1b: Students with Disabilities by Primary Disability, 2015-2016 through 2018-2019

	HISD Students with Disabilities							
Primary Disability	**2015–2016**		**2016–2017**		**2017–2018**		**2018–2019**	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	143	0.9	133	0.8	108	.7	109	.7
Other Health Impairment	1,902	12.0	2,178	13.1	2,009	13.0	2,171	13.7
Auditory Impairment	296	1.9	313	1.9	312	2.0	278	1.8
Visual Impairment	113	0.7	101	0.6	101	.7	91	.6
Deaf-Blind	4	<0.1	7	0.0	9	.1	15	.1
Intellectual Disability	2,232	14.0	2,416	14.6	2,281	14.7	2,341	14.8
Emotional Disturbance	709	4.5	845	5.1	832	5.4	838	5.3
Learning Disability	6,346	39.9	5,988	36.1	5,417	34.9	5,283	33.4
Speech Impairment	2,012	12.6	2,085	12.6	1,921	12.4	1,976	12.5
Autism	1,811	11.4	2,216	13.3	2,220	14.3	2,444	15.4
Traumatic Brain Injury	35	0.2	43	0.3	36	.2	33	.2
Non-Categorical Early Childhood	310	1.9	276	1.7	254	1.6	252	1.6
Unknown	-	-	1	0.0	-	-	-	-
Total	**15,913**	**100.0**	**16,602**	**100.0**	**15,500**	**100**	**15,831**	**100.0**

*Fewer than five students

Source: PEIMS

Appendix D (cont'd)

Table 1c: Students with Disabilities by Instructional Setting 2015–2016 through 2018–2019								
	All HISD Students with Disabilities							
	2015–2016		2016–2017		2017–2018		2018–2019	
Instructional Setting	N	%	N	%	N	%	N	%
No instructional setting	1,974	12.4	2,065	12.4	1,898	12.2	1,957	12.4
Hospital class	9	0.1	*	–	*	–	*	-
Homebound	70	0.4	56	0.3	70	0.5	67	0.4
Vocational Adjustment Class/Program	14	0.1						
Mainstream	5,963	37.5	6,507	39.2	6,290	40.6	6,001	37.9
Resource (Less than 21%)	2,359	14.8	2,764	16.6	2,426	15.7	2,792	17.6
Resource (At Least 21% and Less than 50%)	1,293	8.1	767	4.6	637	4.1	639	4.0
Self-Contained (At Least 50% and No More than 60%)	306	1.9	254	1.5	256	1.7	275	1.7
Self-Contained (More than 60%)	3,652	22.9	3,859	23.2	3,673	23.7	3,859	24.4
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	9	.0
Nonpublic Day School	57	0.4	66	0.4	50	0.3	53	.3
Residential Care And Treatment Facility Mainstream	11	0.1	17	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	19	0.1
Residential Care (Separate Campus)					*	–	*	–
Residential Care (Community Class)					*	–		
Off Home Campus (Mainstream)	41	0.3	58	0.3	22	0.1	*	–
Off Home Campus (Resource, Less than 21%)	*	–	-	-	*	–		
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%)	*	–	*	–	*	–	11	0.1
Off Home Campus (Separate Campus)	57	0.4	32	0.2	25	0.2	17	0.1
Off Home Campus (Community Class)	38	0.2	97	0.6	85	0.5	97	0.6
Total	**15,913**	**100.0**	**16,602**	**100.0**	**15,500**	**100.0**	**15,831**	**100.0**
*Fewer than five students. **Source**: PEIMS								

Appendix E

Table 2a: African American, Hispanic, and White Students with Disabilities by Gender and Grade, 2017-2018

	African American		Hispanic		White		Asian	
Gender	N	%	N	%	N	%	N	%
Female	1,541	32.2	2,937	32.2	368	31.1	69	27.7
Male	3,246	67.8	6,170	67.8	816	68.9	180	72.3
Grade								
EE	70	1.5	195	2.1	45	3.8	25	10.0
PK	71	1.5	260	2.9	17	1.4	11	4.4
K	140	2.9	451	5.0	79	6.7	20	8.0
1st	213	4.4	571	6.3	83	7.0	16	6.4
2nd	266	5.6	672	7.4	88	7.4	24	9.6
3rd	316	6.6	699	7.7	107	9.0	29	11.6
4th	359	7.5	750	8.2	89	7.5	23	9.2
5th	434	9.1	789	8.7	81	6.8	21	8.4
6th	411	8.6	761	8.4	84	7.1	9	3.6
7th	426	8.9	738	8.1	81	6.8	8	3.2
8th	418	8.7	658	7.2	75	6.3	14	5.6
9th	596	12.5	855	9.4	106	9.0	15	6.0
10th	385	8.0	605	6.6	92	7.8	12	4.8
11th	334	7.0	540	5.9	69	5.8	8	3.2
12th	348	7.3	563	6.2	88	7.4	14	5.6
Total	**4,787**	**100.0**	**9,107**	**100.0**	**1,184**	**100.0**	**249**	**100.0**

Source: PEIMS

Table 2b: African American, Hispanic, and White Students with Disabilities by Primary Disability, 2017-2018

	African American		Hispanic		White		Asian	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	14	0.3	79	0.9	13	1.1	1	0.4
Other Health Impairment	746	15.6	997	10.9	213	18	21	8.4
Auditory Impairment	63	1.3	220	2.4	21	1.8	6	2.4
Visual Impairment	25	0.5	55	0.6	17	1.4	2	0.8
Deaf-Blind	*	-	*	-	*	-	0	0
Intellectual Disability	850	17.8	1,267	13.9	123	10.4	29	11.6
Emotional Disturbance	441	9.2	266	2.9	100	8.4	4	1.6
Learning Disability	1,672	34.9	3,498	38.4	176	14.9	32	12.9
Speech Impairment	329	6.9	1,241	13.6	264	22.3	60	24.1
Autism	565	11.8	1,304	14.3	233	19.7	84	33.7
Traumatic Brain Injury	14	0.3	17	0.2	3	0.3	1	0.4
Noncategorical Early Childhood	65	1.4	160	1.8	18	1.5	9	3.6
Total	**4,787**	**100**	**9,107**	**100**	**1,184**	**100**	**249**	**100**

Appendix E (cont'd)

Table 3a: African American, Hispanic, and White Students with Disabilities by Gender and Grade, 2018-2019

	African American		Hispanic		White		Asian	
Gender	N	%	N	%	N	%	N	%
Female	1,541	32.3	3,045	32.4	384	31.7	83	31.9
Male	3,224	67.7	6,358	67.6	829	68.3	177	68.1
Grade								
EE	61	1.3	221	2.4	50	4.1	19	7.3
PK	84	1.8	274	2.9	19	1.6	11	4.2
K	122	2.6	498	5.3	71	5.9	32	12.3
1st	222	4.7	569	6.1	96	7.9	21	8.1
2nd	294	6.2	682	7.3	89	7.3	18	6.9
3rd	367	7.7	787	8.4	89	7.3	18	6.9
4th	428	9.0	792	8.4	102	8.4	23	8.8
5th	417	8.8	854	9.1	97	8.0	23	8.8
6th	388	8.1	711	7.6	79	6.5	17	6.5
7th	383	8.0	746	7.9	87	7.2	9	3.5
8th	382	8.0	717	7.6	89	7.3	13	5.0
9th	539	11.3	822	8.7	98	8.1	12	4.6
10th	420	8.8	620	6.6	95	7.8	16	6.2
11th	319	6.7	505	5.4	76	6.3	13	5.0
12th	339	7.1	605	6.4	76	6.3	15	5.8
Total	**4,765**	**100.0**	**9,403**	**100.0**	**1,213**	**100.0**	**260**	**100.0**

Source: PEIMS

Table 3b: African American, Hispanic, and White Students with Disabilities by Primary Disability, 2018-2019

	African American		Hispanic		White		Asian	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	15	0.3	79	0.8	12	1.0	2	0.8
Other Health Impairment	830	17.4	1,077	11.5	213	17.6	19	7.3
Auditory Impairment	54	1.1	196	2.1	22	1.8	5	1.9
Visual Impairment	24	0.5	46	0.5	17	1.4	1	0.4
Deaf-Blind	4	0.1	7	0.1	4	0.3	0	0
Intellectual Disability	854	17.9	1,316	14.0	123	10.1	34	13.1
Emotional Disturbance	407	8.5	294	3.1	110	9.1	3	1.2
Learning Disability	1,534	32.2	3469	36.9	201	16.6	38	14.6
Speech Impairment	361	7.6	1273	13.5	253	20.9	57	21.9
Autism	615	12.9	1461	15.5	236	19.5	92	35.4
Traumatic Brain Injury	16	0.3	16	0.2	3	0.3		
Noncategorical Early Childhood	51	1.1	169	1.8	21	1.7	9	3.5
Total	**4,765**	**100.0**	**9,403**	**100.0**	**1,213**	**100.0**	**260**	**100.0**

Appendix E (cont'd)

Table 4: Students with Disabilities by Instructional Setting, 2017–2018 and 2018–2019

	All HISD Students with Disabilities															
	African American				Hispanic				White				Asian			
	2017–2018		2018–2019		2017–2018		2018–2019		2017–2018		2018–2019		2017–2018		2018–2019	
Instructional Setting	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No instructional setting	324	6.8	356	7.5	1230	13.5	1,265	13.5	259	21.9	249	20.5	59	23.7	56	21.5
Hospital class	*	–	*	-	*	–	*	–	*	–	*	–	*	–	*	–
Homebound	11	.2	9	0.2	44	0.5	41	0.4	9	0.8	14	1.2	*	–	*	–
Vocational Adjustment Class/Program	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Mainstream	2,088	43.6	1,903	39.9	3,604	39.6	3,488	37.1	467	39.4	455	37.5	59	23.7	74	28.5
Resource (Less than 21%)	631	13.2	726	15.2	1,596	17.5	1,817	19.3	138	11.7	190	15.7	35	14.1	34	13.1
Resource																
(At Least 21% and Less than 50%)	245	5.1	228	4.8	343	3.8	352	3.7	32	2.7	43	3.5	6	2.4	7	2.7
Self-Contained (At Least 50% and No More than 60%)	95	2.0	97	2.0	132	1.4	148	1.6	24	2.0	15	1.2	*	–	8	3.1
Self-Contained (More than 60%)	1,284	26.8	1,358	28.5	2,072	22.8	2,191	23.3	205	17.3	204	16.8	80	32.1	71	27.3
Full-Time Early Childhood Special Education Setting	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Residential Nonpublic School Program	11	0.2	6	0.1	*	–	*	–	*	–	*	–	*	–	*	–
Nonpublic Day School	16	0.3	18	0.4	18	0.2	19	0.2	15	1.3	14	1.2	*	–	*	–
Residential Care And Treat-ment Facility Mainstream	*	–	*	–	7	0.1	5	0.1	6	0.5	7	0.6	*	–	*	–
Residential Care And Treat-ment Facility Resource, (Less than 21%)	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care And Treat-ment Facility Resource, (At Least 21% and Less than 50%)	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care And Treat-ment Facility Self-Contained (At Least 50% and No More than 60%)	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care And Treat-ment Facility Self-Contained (More than 60%)	8	0.2	7	0.1	*	–	*	–	14	1.2	11	0.9	*	–	*	–
Residential Care And Treat-ment Facility (Separate Cam-pus)	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Residential Care (Community Class)	*	–	*	–	*	–	*	–	*	–	*	–	*	–	*	–
Off Home Campus (Main-stream)	11	0.2	*	–	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%)	*	–	*	–	*	–	7	0.1	*	–	*	–	*	–	*	–
Off Home Campus (Separate Campus)	15	0.3	10	0.2	7	0.1	5	0.1	*	–	*	–	*	–	*	–
Off Home Campus (Community Class)	40	0.8	34	0.7	37	0.4	55	0.6	6	0.5	*	–	*	–	5	1.9
Total	**4,787**	**100.0**	**4,765**	**100.0**	**9,107**	**100.0**	**9,403**	**100.0**	**1,184**	**100.0**	**1,213**	**100.0**	**249**	**100.0**	**260**	**100.0**

*Fewer than five students. PEIMS

Appendix F

Table 6a: HISD STAAR English, Spanish, Alt 2, and Combined by Subject and Grade Level: 2018, Spring Administration Number Tested and Percent At or Above Approaches Grade Level Standard, Students with Disabilities, Grades 3–8

	STAAR English Only		STAAR Spanish Only		STAAR Alternate 2 Only		STAAR (Eng. & Span.) and Alt. 2 Combined Totals	
	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Gr. 3 Reading	818	28%	122	39%	248	85%	1,188	41%
Gr. 4 Reading	937	22%	70	14%	257	91%	1,264	36%
Gr. 5 Reading	1,058	31%	11	27%	262	86%	1,331	42%
Gr. 6 Reading	956	17%	0	**	269	88%	1,225	32%
Gr. 7 Reading	999	19%	0	**	218	83%	1,217	30%
Gr. 8 Reading	913	21%	0	**	245	91%	1,158	35%
HISD Gr. 3–8 Reading Totals	**5,681**	**23%**	**203**	**30%**	**1,499**	**87%**	**7,383**	**36%**
Gr. 3 Math	830	34%	110	52%	248	89%	1,188	47%
Gr. 4 Math	939	26%	67	31%	257	95%	1,263	41%
Gr. 5 Math	1,063	43%	10	40%	262	89%	1,335	52%
Gr. 6 Math	953	34%	0	**	268	88%	1,221	46%
Gr. 7 Math	994	24%	0	**	218	94%	1,212	36%
Gr. 8 Math	882	28%	0	**	244	89%	1,126	42%
HISD Gr. 3–8 Math Totals	**5,661**	**32%**	**187**	**44%**	**1,497**	**91%**	**7,345**	**44%**
Gr. 4 Writing	947	12%	66	12%	257	88%	1,270	28%
Gr. 7 Writing	1,012	12%	0	**	218	86%	1,230	25%
HISD Gr. 4 & 7 Writing Totals	**1,959**	**12%**	**66**	**12%**	**475**	**87%**	**2,500**	**26%**
Gr. 5 Science	1,077	31%	7	0%	262	90%	1,346	42%
Gr. 8 Science	912	21%	0	**	245	91%	1,157	36%
HISD Gr. 5 & 8 Science Totals	**1,989**	**26%**	**7**	**0%**	**507**	**91%**	**2,503**	**39%**
HISD Gr. 8 Social Studies	**910**	**14%**	**0**	**	**244**	**90%**	**1,154**	**30%**

Sources: TEA-ETS Student Data Files

Note: All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

**<5 students tested

% Met = % At or Above Approaches Grade Level Standard on STAAR English and Spanish assessments and % At or Above Satisfactory on STAAR Alternate 2

Appendix F (cont'd)

Table 6b: HISD STAAR English, Spanish, Alt 2, and Combined by Subject and Grade Level: 2019, Spring Administration Number Tested and Percent At or Above Approaches Grade Level Standard, Students with Disabilities, Grades 3–8

	STAAR English Only		STAAR Spanish Only		STAAR Alternate 2 Only		STAAR (Eng. & Span.) and Alt. 2 Combined Totals	
	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Gr. 3 Reading	902	30%	163	28%	268	86%	1,333	41%
Gr. 4 Reading	1,066	25%	90	21%	263	87%	1,419	36%
Gr. 5 Reading	1,132	25%	11	36%	255	89%	1,398	37%
Gr. 6 Reading	943	15%	0	---	253	85%	1,196	30%
Gr. 7 Reading	922	24%	0	---	278	86%	1,200	38%
Gr. 8 Reading	965	22%	0	---	229	90%	1,194	35%
HISD Gr. 3–8 Reading Totals	**5,930**	**24%**	**264**	**26%**	**1,546**	**87%**	**7,740**	**36%**
Gr. 3 Math	917	34%	151	29%	268	89%	1,336	44%
Gr. 4 Math	1,082	30%	72	33%	262	92%	1,416	41%
Gr. 5 Math	1,134	37%	11	36%	255	93%	1,400	47%
Gr. 6 Math	941	34%	0	---	253	91%	1,194	46%
Gr. 7 Math	917	30%	0	---	278	91%	1,195	44%
Gr. 8 Math	948	34%	0	---	229	92%	1,177	46%
HISD Gr. 3–8 Math Totals	**5,939**	**33%**	**234**	**31%**	**1,545**	**91%**	**7,718**	**45%**
Gr. 4 Writing	1,072	17%	86	24%	262	82%	1,420	30%
Gr. 7 Writing	927	17%	0	---	278	85%	1,205	33%
HISD Gr. 4 & 7 Writing Totals	**1,999**	**17%**	**86**	**24%**	**540**	**84%**	**2,625**	**31%**
Gr. 5 Science	1,180	24%	3	**	255	93%	1,438	36%
Gr. 8 Science	969	25%	0	---	228	93%	1,197	38%
HISD Gr. 5 & 8 Science Totals	**2,149**	**24%**	**3**	**	**483**	**93%**	**2,635**	**37%**
HISD Gr. 8 Social Studies	**962**	**18%**	**0**	---	**229**	**90%**	**1,191**	**32%**

Sources: TEA-ETS Student Data Files

Note: All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

**<5 students tested

% Met = % At or Above Approaches Grade Level Standard on STAAR English and Spanish assessments and % At or Above Satisfactory on STAAR Alternate 2

Appendix F (cont'd)

Table 7: HISD End-of-Course (EOC) Examination Results for Students with Disabilities, Spring Administration, 2018 and 2019, First-time Test Takers and Retesters

	Spring 2018		Spring 2019		1-year Change
	N Tested	% Met	N Tested	% Met	2018 to 2019
English I	1,933	12%	1,668	11%	-1
English II	1,409	13%	1,280	18%	5
Algebra I	1,476	33%	1,267	33%	0
Biology	1,291	39%	1,187	45%	6

Sources: TEA-ETS Student Data Files
% Met = % At or Above Approaches Grade Level Standard, spring administration, first-time testers and retesters

Appendix G

Table 8: Disciplinary Actions for Students with Disabilities, 2018 and 2019					
	2017-2018		2018-2019		
	N	%	N	%	% Point Diff. 2018 to 2019
Students with Disabilities					
In-school Suspensions	1,298	8.37	1,467	9.27	0.90
Out-of-school Suspensions	1,579	10.19	2,073	13.09	2.90
Referrals to DAEP	166	1.07	285	1.80	0.73
Expulsions to JJAEP	9	0.06	6	0.04	-0.02
Total Enrollment	15,500	100.00	15,831	100.00	-
Students without Disabilities					
In-school Suspensions	10,347	5.21	11,028	5.69	0.48
Out-of-school Suspensions	10,689	5.38	11,139	5.74	0.36
Referrals to DAEP	1,410	0.71	1,630	0.84	0.13
Expulsions to JJAEP	50	0.03	42	0.02	-0.01
Total Enrollment	198,675	100.00	193,941	100.00	-

Source: 2017-2018 data from PEIMS; 2018-2019 data from IBM Cognos database on 7/26/2019

Appendix H

Table 9: Academic Mindsets and Behaviors Survey Results, Students without Disabilities vs. Students with Disabilities, Spring 2019

	Students without Disabilities			Students with Disabilities						
	n	Mean	Std. Dev.	n	Mean	Std. Dev.	Mean Diff	t	df	Sig.
Sense of Compentence as a Learner	**263**	**1.44**	**.372**	**107**	**1.30**	**.465**	**0.14**	**3.07**	**368**	**.002**
1. I like to give new things a try, even if they look hard.	263	1.34	.570	106	1.33	.643	0.01	.176	367	.860
2. I am as good as other students in my school.	263	1.32	.643	106	1.30	.733	0.02	.277	367	.782
3. I am good at solving problems.	262	1.43	.574	104	1.19	.655	0.24	3.39	364	.001
4. I am as good as other children my age at learning new things.	261	1.53	.617	106	1.42	.688	0.11	1.60	365	.111
5. I keep trying until I get it when I can't learn something right away.	258	1.61	.591	105	1.33	.743	0.28	3.67	361	.000
Effort and Persistence	**263**	**1.52**	**.357**	**107**	**1.31**	**.509**	**0.21**	**4.63**	**368**	**.000**
6. I keep trying to figure it out when I am taught something that doesn't make sense to me.	263	1.57	.587	107	1.27	.759	0.3	4.12	368	.002
7. I keep trying to do my school work, even if it is hard to me.	262	1.60	.621	106	1.27	.750	0.33	4. 33	366	.000
8. I work really hard in school.	262	1.65	.524	105	1.38	.641	0.27	4.14	365	.000
9. I don't give up on my school work, even when I am frustrated.	262	1.44	.627	104	1.21	.664	0.23	3.13	364	.002
10. I try harder when I don't understand.	260	1.52	.599	103	1.35	.724	0.17	2.34	361	.020
11. I feel comfortable asking teachers for help to complete my school work.	261	1.39	.697	106	1.49	.734	-0.1	-1.25	365	.222
Learner Behaviors	**263**	**1.43**	**.362**	**107**	**1.29**	**.437**	**0.14**	**3.19**	**368**	**.002**
12. I make sure I have all the things I need before I start my school work.	262	1.56	.608	105	1.31	.670	0.25	3.41	365	.001
13. I use my time in class to do my work and keep up with the rest of the class.	263	1.54	.564	105	1.36	.637	0.18	2.69	366	.007
14. I usually take part in what we do in class.	262	1.49	.617	105	1.33	.703	0.16	2.09	365	.037
15. When I am in class, I think about what we are working on.	260	1.46	.611	107	1.29	.740	0.17	2.30	365	.022
16. I listen carefully in class.	261	1.53	.572	106	1.38	.683	0.15	2.17	365	.031
17. I am interested in the things we work on in class.	260	1.30	.700	104	1.32	.658	-0.02	-.169	362	.886
18. I think most of my classes are fun.	261	1.21	.782	107	1.18	.711	0.03	.335	366	.738
Note: 2= Very much like me; 1= Sort of like me; 0 = Not at all like me										