



Board Monitoring System: Indicator K

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The Board Monitoring System will report on each goal and core value on a routine basis. The goal currently under review is to ensure Special Education students are appropriately served (Goal 1, Section K).

Findings

Percent of Special Education Students by Gender and Race Compared to the District Enrollment

- The majority of HISD special education students are male at 67.2 percent compared to 32.8 percent who are female. Male students are over-represented in Special Education by 16.2 percentage points, while female students are under-represented by 16.2 percentage points. The same is true for male and female students in Texas, who are over- and under-represented by 16 percentage points (Figure 1).
- HISD African-American students are over-represented in Special Education by 11.1 percentage points compared to African-American students in Texas, who are over-represented in Special Education by 4 percentage points. HISD Hispanic students are under-represented in Special Education by 9.2 percentage points compared to Hispanic students in Texas, who are under-represented by 4.1 percentage points (Figure 2).

Ethnic Distribution of Special Education Students by Primary Disability

- The majority of African-American Special Education students were identified with a learning disability at 52.7 percent, followed by 12.9 percent with mental retardation and 9.9 percent with Other Health Impairment (Table 1).
- The majority of Hispanic Special Education students were identified with a learning disability at 54.1 percent, followed by 15 percent with speech impairment and 10.5 percent with mental retardation (Table 1).

- The highest percent of white students were identified with a learning disability at 31.1 percent, followed by 22.1 percent with speech impairment and 16.3 percent with Other Health Impairment (Table 1).

Analysis of Special Education Students' Participation in State Assessments

- A total of 1,957 Special Education students participated on either the Spanish or English TAKS compared to 2,330 who participated on the TAKS (Accommodated) form in reading for the 2009 Adequate Yearly Progress (AYP) accountability system. Also, 5,128 Special Education students took the TAKS-Modified (TAKS-M), 883 took the TAKS-Alternate (TAKS-ALT), 40 took the Texas English-Language Proficiency Assessment System-Reading (TELPAS-R), and 6 took the Linguistically Accommodated Test (LAT) of the TAKS or TAKS-M (Table 3).
- A total of 2,019 Special Education students participated on either the Spanish or English TAKS compared to 2,337 who participated on the TAKS (Accommodated) form in math for the 2009 AYP accountability system. Also, 4,995 Special Education students took the TAKS-M, 883 the TAKS-ALT, and 9 the LAT.
- The number of Special Education students who exceeded the federal AYP cap was 1,363 for reading, and there were no exceeders for math (Table 3).

Administrative Response

Nationally, more African American male students are identified for special education. In addition, the largest category of students with disabilities statewide and nationally is learning disability. However, preliminary data currently being collected for the 2009-2010 school year indicates that three of the district's new initiatives, including implementation of Response to Intervention (RTI), the Intervention Assistance Team (IAT) process, and the new federal and state regulations required for the identification of students with learning disabilities is beginning to have a positive impact on the identification. Research completed by the National Comprehensive Center for Teacher Quality at Vanderbilt University indicates that the implementation of RTI and the IAT processes play an important role in the prevention of referrals to special education. These processes have been implemented by campuses in HISD for one year. Preliminary data for this school year indicates that the identification of African American students for special education services is being reduced from 11.1 percent to 9.93 percent.

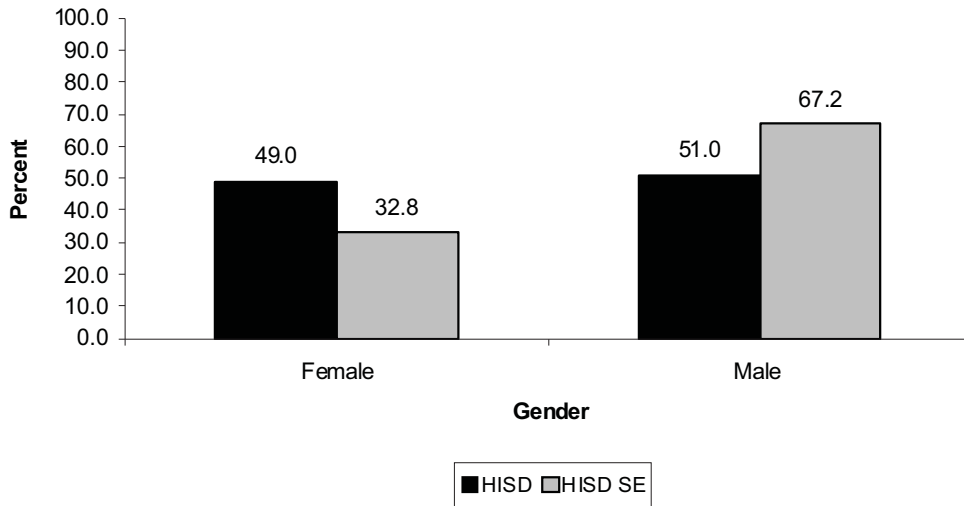
In addition to the implementation of these processes, the following have occurred: (1) districtwide implementation of the new federal and state guidelines for the identification of students with learning disability, mental retardation, other health impairment, and speech impairments for students referred for special education; (2) a comprehensive review of the use of appropriate testing instruments and uniform implementation of best testing practices by evaluation staff has been completed; (3) ongoing professional development of evaluation staff and school staff regarding identification occurs

regularly, as well as, staff development during Principal's Meeting on interventions; and (4) the use of a specific reading program in general education at Tier I of RTI. Also, special education funds will be used to provide professional development to teachers and staff regarding topics which will include teaching diverse learners and early identification to prevent referrals to special education.

Analysis of Special Education Student' Participation in State Assessments

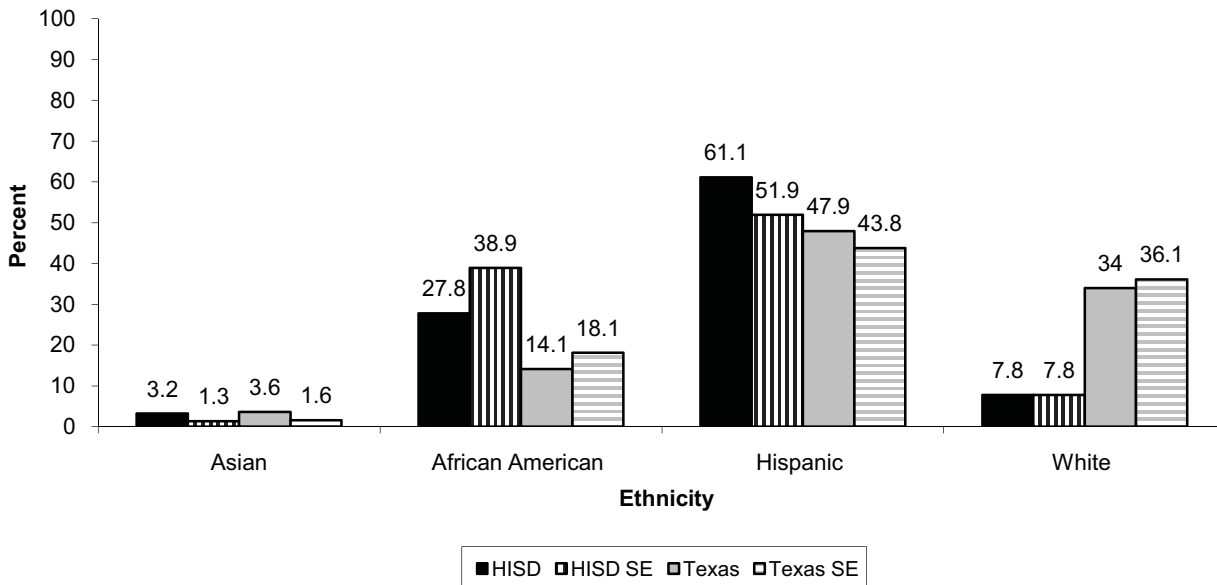
Admission, Review and Dismissal\Individual Education Plan (ARD/IEP) committees at each campus are required to follow the state guidelines to determine the appropriate state assessment for students with disabilities. Several procedures are in place to address this issue: (1) Campuses are informed, on a regular basis, by the Special Education Office and Regional Office staff and through on-line memos of information related to student assessment; (2) the Technology Department is developing a process for campuses and other administrators to utilize the Chancery system to monitor the state assessments each student with disabilities will take. This new feature, to be available in November will permit monitoring of this data for planning and intervention to address student needs;(3) a State Assessment channel is provided on the website of the Office of Special Education to give updated information for campus staff and other staff to monitor changes in the state guidelines regarding state assessments, (4) funds are provided through the Office of Special Education to provide tutoring for students with disabilities; and (5) professional development for teachers on the implementation of accommodations for state assessments.

Figure 1: Percent of Special Education Students by Gender Compared to District Enrollment 2006–07



Source: The Public Education Information Management System (PEIMS) for 2008–2009. Data reflect the most-current information available.

Figure 2: Percent of Special Education (SE) Students by Ethnicity Compared to District Enrollment 2008-09



Source: The Public Education Information Management System (PEIMS) for 2007–2008. Data reflect the most-current information available.

Table 1: Percentage of Special Education (SE) Students by Ethnicity Compared to Total Enrollment from 2007–2009

	HISD Total			HISD SE			Texas Total			Texas SE		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Asian	3.1	3.2	3.2	1.3	1.3	1.3	3.3	3.4	3.6	1.4	1.5	1.6
African Am.	29.2	28.4	27.8	40.4	39.5	38.9	14.4	14.3	14.1	18.3	18.2	18.1
Hispanic	59.3	60.3	61.1	49.7	51.2	51.9	46.3	47.2	47.9	42.2	43.1	43.8
White	8.3	8.0	7.8	8.6	8.0	7.8	35.7	34.8	34	37.6	36.8	36.1

Source: The Public Education Information Management System (PEIMS) for 2007–2009.

Table 2: Ethnic Distribution of HISD Students with Disabilities by Primary Disability for 2008–2009

Primary Disability	Afr. American		Asian		Hispanic		White	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	67	1.0	7	3.1	145	1.6	19	1.4
Other Health Impairment	646	9.9	12	5.3	555	6.3	216	16.3
Auditory Impairment	84	1.3	8	3.5	268	3.0	27	2.0
Visual Impairment	39	0.6	6	2.6	78	0.9	19	1.4
Deaf-Blind	0	0.0	0	0.0	0	0.0	0	0.0
Mental Retardation	845	12.9	31	13.7	930	10.5	85	6.4
Emotional Disturbance	574	8.8	6	2.6	283	3.2	103	7.8
Learning Disability	3,441	52.7	53	23.3	4,777	54.1	412	31.1
Speech Impairment	529	8.1	67	29.5	1,315	15.0	293	22.1
Autism	288	4.4	37	16.3	395	4.5	139	10.5
Developmental Delay	0	0.0	0	0.0	0	0.0	0	0.0
Traumatic Brain Injury	3	0.0	0	0.0	10	0.1	6	0.5
Noncategorical Early Child.	16	0.2	0	0.0	73	0.8	7	0.5
Total	6,532	100.0	227	100.0	8,829	100.0	1,326	100.0

Source: The Public Education Information Management System (PEIMS) for 2008–2009. Data reflect the most-current information available.

Table 3: Analysis of Special Education Students' Participation in State Assessments for AYP, 2009

Reading	N	% SpecEd	% District
District Enrollment (3–8 and 10)	96,597		
SpecEd Enrollment (3–8 and 10)	10,336		
Spanish & English TAKS	1,957	18.9	2.0
TAKS (Accommodated)	2,330	22.5	2.4
TAKS-Modified	5,128	49.6	5.3
TAKS-Alternate	883	8.5	0.9
LAT	6	0.1	0.0
TELPAS-R	40	0.4	0.0
Mathematics		% SpecEd	% District
District Enrollment (3–8 and 10)	95,841		
SpecEd Enrollment (3–8 and 10)	10,237		
Spanish & English TAKS	2,019	19.7	2.1
TAKS (Accommodated)	2,337	22.8	2.4
TAKS-Modified	4,995	48.8	5.2
TAKS-Alternate	883	8.6	0.9
LAT	9	0.1	0.0

Note: District Enrollment is calculated by counting unduplicated answer documents submitted for reading and math (AYP definition).

Table 4: Analysis of Federal Cap and Exceeders for AYP, 2009

Reading	TAKS-Alt	TAKS-M
Number Met Standard	499	3,764
Number Non-Proficient	229	962
Number Tested	728	4,726
Federal Cap	967	1,933
1% Cap Available for Spill-Over	468	468
Total Federal Cap Limit	967	2,401
Number of Exceeders	0	1363
Mathematics		
Number Met Standard	550	3,298
Number Non-Proficient	182	1,350
Number Tested	732	4,648
Federal Cap	959	1,918
1% Cap Available for Spill-Over	409	409
Total Federal Cap Limit	959	2,327
Number of Exceeders	0	971

Note: Final federal regulations regarding modified academic achievement standards have changed the federal cap from a single 3 percent cap to a 1percent and 2 percent dual-cap system. The 1 percent cap is applied to proficient results on the TAKS-ALT, and the 2 percent cap is applied to proficient results on the TAKS-M. Proficient results on these tests that exceed the statewide cap will be counted as non-proficient in all AYP calculations for campus-, district-, and state-level results and will be referred to as Exceeders.