

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of November 10, 2011

SUBJECT: BOARD MONITORING SYSTEM–GOAL 1 SECTION L: STUDENTS WITH DISABILITIES ARE APPROPRIATELY SERVED

At the February 11, 2010 meeting, the Board of Education approved upon first reading a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District (HISD) goals and core values. The monitoring system was designed to give district administrators clear direction on how to meet the Board's expectations in these crucial areas. This Board Monitoring System Indicator aligns to HISD's strategic direction which focuses on the Data-Driven Accountability core initiative.

Board Policy AE(LOCAL) requires that *"the administration shall report to the Board of Education on each goal and core value using the specific method and timing set out below,"*

In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section L: Students with Disabilities are Appropriately Served**. The policy states that the administration shall provide the Board of Education with a report of the percentage of students with disabilities by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Finally, the report shall include analysis of the number and percentage of students with disabilities participating in the state's assessment program and the number of students with disabilities in excess of the proficiency cap as measured and defined by the No Child Left Behind Act of 2001 for adequate yearly progress. This report will be prepared for the Board in November of each school year.



Board Monitoring System: Indicator L

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 Students with Disabilities are appropriately served (Goal 1, Section L). This Board Monitoring System Indicator aligns to HISD's strategic direction which focuses on the core initiative: Data-Driven Accountability.

Findings

Percent of Students with Disabilities by Gender and Race Compared to the District Enrollment

- The majority of HISD Students with Disabilities are male at 67.2 percent compared to 32.8 percent who are female. Male students are over-represented as Students with Disabilities by 16.1 percentage points, while female students are under-represented by 16.1 percentage points. The same is true for male and female students in Texas who are over- and under-represented by 15.8 percentage points (Figure 1).
- HISD African American students are over-represented as Students with Disabilities by 9.9 percentage points compared to African American students in Texas who are over-represented as Students with Disabilities by 3.8 percentage points. HISD Hispanic students are under-represented as Students with Disabilities by 7.7 percentage points compared to Hispanic students in Texas who are under-represented by 3.3 percentage points (Figure 2).
- Overall, HISD is closing the gap between the percentage of students over-represented as Students with Disabilities and the enrollment percentage they represent in the district. Additionally, the district continues to close the gap between the percentage of African American and Hispanic students who are over- and under-represented as Students with Disabilities (Table 1).

Ethnic Distribution of Students with Disabilities by Primary Disability

- The majority of African American Students with Disabilities were identified with a learning disability at 52.4 percent followed by 13.6 percent with mental retardation, and 10.8 percent with Other Health Impairment (Table 2).
- The majority of Hispanic Students with Disabilities were identified with a learning disability at 52.5 percent followed by 14.1 percent with speech impairment and 11.5 percent with mental retardation (Table 2).
- The highest percent of White Students with Disabilities was identified with a learning disability at 28.0 percent followed by 22.6 percent with speech impairment and 16.4 percent with Other Health Impairment (Table 2).

Analysis of Students with Disabilities Participation in State Assessments

- A total of 1,216 Students with Disabilities participated either on the Spanish or English TAKS compared to 2,508 who participated on the TAKS (Accommodated) form in reading for the 2011 Adequate Yearly Progress (AYP) accountability system. Also, 4,760 Students with Disabilities took the TAKS-Modified (TAKS-M), 1,094 the TAKS-Alternate (TAKS-ALT), 18 took the Texas English Language Proficiency Assessment System Reading (TELPAS-R), and 8 the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M (Table 3). This indicates that 6.0 percent of the district's students tested on an alternative assessment.
- A total of 1,277 Students with Disabilities participated either on the Spanish or English TAKS compared to 2,600 who participated on the TAKS (Accommodated) form in math for the 2011 AYP accountability system. Also, 4,579 Students with Disabilities took the TAKS-M, 1,094 the TAKS-ALT, and 11 the LAT, again reflecting that 6.0 percent of the district's students were tested on an alternative assessment.
- The number of Students with Disabilities who exceeded the federal AYP cap of 3.0 percent was 1,935 for reading and 1,531 for math (Table 4).

District Response

Race and Gender and Primary Disability

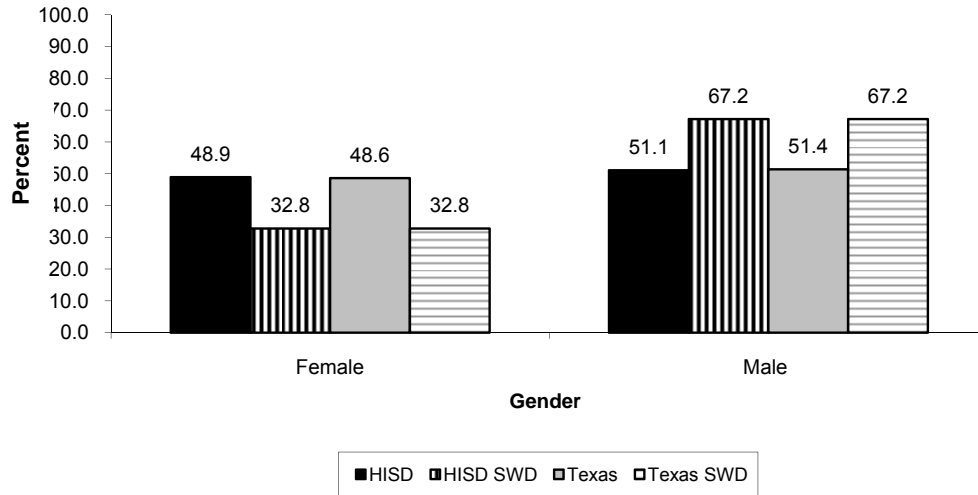
- A screening process has been implemented to ensure all campuses are providing appropriate and effective interventions for all students through the Rtl process prior to special education referral.
- A district team has analyzed pertinent district and campus data to develop specific strategies and targeted staff development to address disproportionality related to race, gender, and primary disability.
- The department has developed an institute that provides evaluation specialists with best practices for the evaluation of minority and English Language Learners.
- The department has developed a checklist to examine exclusionary factors such as language, culture, and socio-economic status when determining eligibility for

Specific Learning Disability (SLD), Intellectual Disability (ID), Other Health Impairment (OHI), and Emotional Disturbance (ED).

Participation in State Assessments

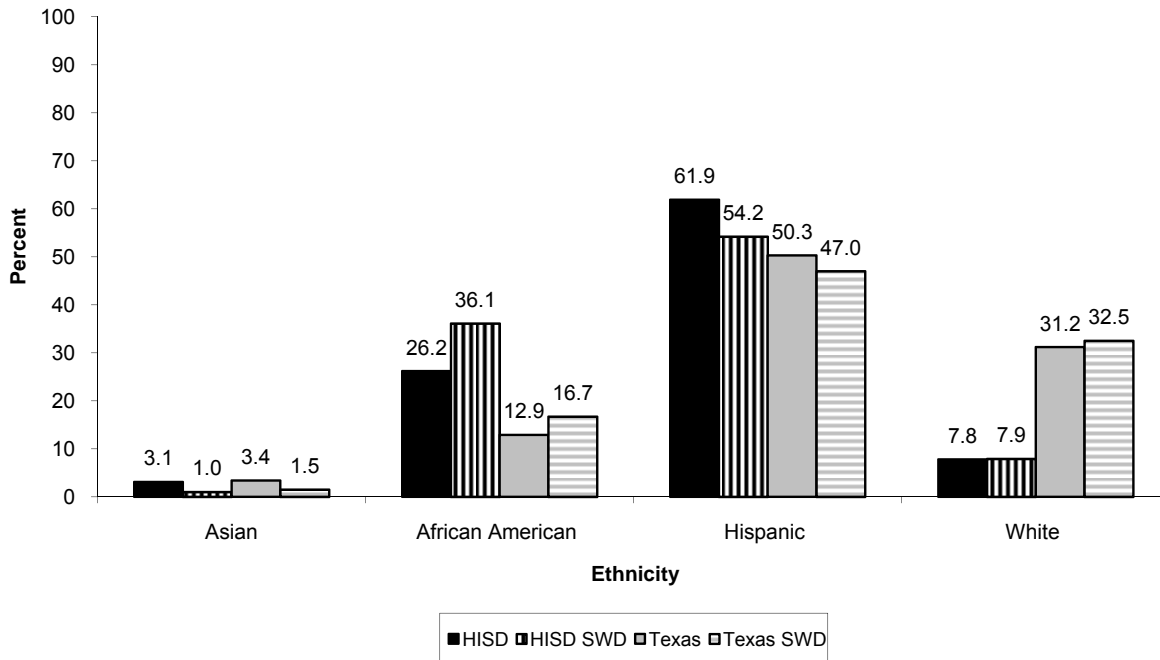
- Campus leaders have received staff development on appropriate assessment decision-making procedures including test selection, accommodations, and supplemental aids and services.
- Completed and signed STAAR Modified and STAAR Alternate Participation Requirement Forms, which document a student is participating in the appropriate assessment, are submitted for every student by the campuses to the Special Education Senior Managers in the field offices for review. Summaries are provided to the School Improvement Officers. The Participation Requirement Form is placed in the student audit folder.
- The Special Education Compliance Team is conducting a quarterly review of randomly-selected student audit folders to evaluate the appropriateness of the assessment decision-making process and is providing focused staff development for campus personnel when necessary.

Figure 1: Percent of Students with Disabilities (SWD) in HISD and Texas by Gender Compared to District and State Enrollment, 2010-2011



Source: The Public Education Information Management System (PEIMS) for 2010–2011. Data reflects the most current information available.

Figure 2: Percent of Students with Disabilities (SWD) by Ethnicity Compared to District and State Enrollment, 2010-2011



Source: The Public Education Information Management System (PEIMS) for 2010–2011. Data reflects the most current information available.

Table 1: Percent of Students with Disabilities (SWD) by Ethnicity Compared to Total Enrollment, 2010–2011

	HISD Total			HISD SWD			Texas Total			Texas SWD		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Asian	3.2	3.3	3.1	1.3	1.2	1.0	3.6	3.7	3.4	1.6	1.5	1.5
African Am.	27.8	27.1	26.2	38.9	37.5	36.1	14.1	14.0	12.9	18.1	16.9	16.7
Hispanic	61.1	61.6	61.9	51.9	53.2	54.2	47.9	48.6	50.3	43.8	45.8	47.0
White	7.8	7.9	7.8	7.8	8.0	7.9	34	33.3	31.2	36.1	33.6	32.5

Source: The Public Education Information Management System (PEIMS) for 2009–2011.

Table 2: Ethnic Distribution of HISD Students with Disabilities (SWD) by Primary Disability, 2010–2011

Primary Disability	African American		Asian		Hispanic		White	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	50	0.8	6	3.6	165	1.9	26	2.0
Other Health Impairment	642	10.8	8	4.7	596	6.7	212	16.4
Auditory Impairment	75	1.3	9	5.3	237	2.7	27	2.1
Visual Impairment	37	0.6	3	1.8	69	0.8	16	1.2
Deaf-Blind	0	0.0	0	0.0	1	0.0	0	0.0
Mental Retardation	807	13.6	26	15.4	1,020	11.5	99	7.6
Emotional Disturbance	439	7.4	0	0.0	236	2.7	86	6.6
Learning Disability	3,104	52.4	38	22.5	4,659	52.5	363	28.0
Speech Impairment	398	6.7	43	25.4	1,254	14.1	293	22.6
Autism	324	5.5	33	19.5	520	5.9	157	12.1
Developmental Delay	0	0.0	0	0.0	0	0.0	0	0.0
Traumatic Brain Injury	7	0.1	1	0.6	14	≤1.0	4	0.3
Noncategorical Early Child.	37	0.8	2	1.2	111	1.2	12	0.9
Total	5,920	100.0	169	100.0	8,882	100.0	1,295	100.0

Source: The Public Education Information Management System (PEIMS) for 2010–2011. Data reflects the most current information available.

Table 3: Analysis of Students with Disabilities (SWD) Participation in State Assessments for AYP, 2011

Reading	N	% SWD	% District
District Enrollment (3–8 and 10)	97,287		
SWD Enrollment (3–8 and 10)	9,604		
Spanish & English TAKS	1,216	12.7	1.2
TAKS (Accommodated)	2,508	26.1	2.6
TAKS-Modified	4,760	49.6	4.9
TAKS-Alternate	1,094	11.4	1.1
LAT	8	0.1	0.0
TELPAS-R	18	0.2	0.0
Mathematics		% SWD	% District
District Enrollment (3–8 and 10)	97,036		
SWD Enrollment (3–8 and 10)	9,561		
Spanish & English TAKS	1,277	15.4	1.6
TAKS (Accommodated)	2,600	25.6	2.6
TAKS-Modified	4,579	48.9	5.0
TAKS-Alternate	1,094	10.1	1.0
LAT	11	0.0	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, 2011

Reading	TAKS-Alt	TAKS-M
Number Met Standard	958	3,898
Number Non-Proficient	56	577
Number Tested	1,014	4,475
Federal Cap	974	1,947
1% Cap Available for Spill-Over	16	16
Total Federal Cap Limit	974	1,963
Number of Exceeders	0	1,935
Mathematics		
Number Met Standard	960	3,486
Number Non-Proficient	54	826
Number Tested	1,014	4,312
Federal Cap	972	1,943
1% Cap Available for Spill-Over	12	12
Total Federal Cap Limit	972	1,955
Number of Exceeders	0	1,531

Note: Final federal regulations regarding modified academic achievement standards have changed the federal cap from a single 3% cap to a 1% and 2% dual cap system. The 1% cap is applied to proficient results on the TAKS-ALT and the 2% 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.