



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

- The majority of HISD special education students are male at 67.5 percent compared to 32.5 percent who are female. Male students are over-represented in special education by 16.4 percentage points, while female students are under-represented by 16.4 percentage points. The same is true for male and female students in Texas who are over – and under – represented by 16.0 percentage points (Figure 1).
- HISD African American students are over-represented in special education by 10.4 percentage points compared to African American students in Texas who are over-represented in special education by 2.9 percentage points. HISD Hispanic students are under-represented in special education by 8.4 percentage points compared to Hispanic students in Texas who are under-represented by 2.8 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 53.0 percent followed by 13.2 percent with mental retardation, and 10.7 percent with Other Health Impairment (Table 2).
- The majority of Hispanic special education students were identified with a learning disability at 53.8 percent followed by 13.8 percent with speech impairment, and 11.0 percent with mental retardation (Table 2).

- The highest percent of White special education students were identified with a learning disability at 27.8 percent followed by 21.9 percent with speech impairment, and 16.5 percent with Other Health Impairment (Table 2).

Analysis of Special Education Students' Participation in State Assessments

- A total of 1,446 special education students participated either on the Spanish or English TAKS compared to 2,431 who participated on the TAKS (Accommodated) form in reading for the 2010 Adequate Yearly Progress (AYP) accountability system. Also, 5,012 special education students took the TAKS-Modified (TAKS-M), 999 the TAKS-Alternate (TAKS-ALT), 16 took the Texas English Language Proficiency Assessment System Reading (TELPAS-R), and 5 the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M. (Table 3).
- A total of 1,517 special education students participated either on the Spanish or English TAKS compared to 2,528 who participated on the TAKS (Accommodated) form in math for the 2010 AYP accountability system. Also, 4,823 special education students took the TAKS-M, 999 the TAKS-ALT, and 4 the LAT.
- The number of special education students who exceeded the federal AYP cap was 1,550 for reading and 1,064 exceeders for math (Table 4).

Administrative Response

African American over-representation:

The goal of the district is to meet the state standard of no more than 1.0 percentage point difference between the percentage of all African American students enrolled in the district and students with disabilities that are African American.

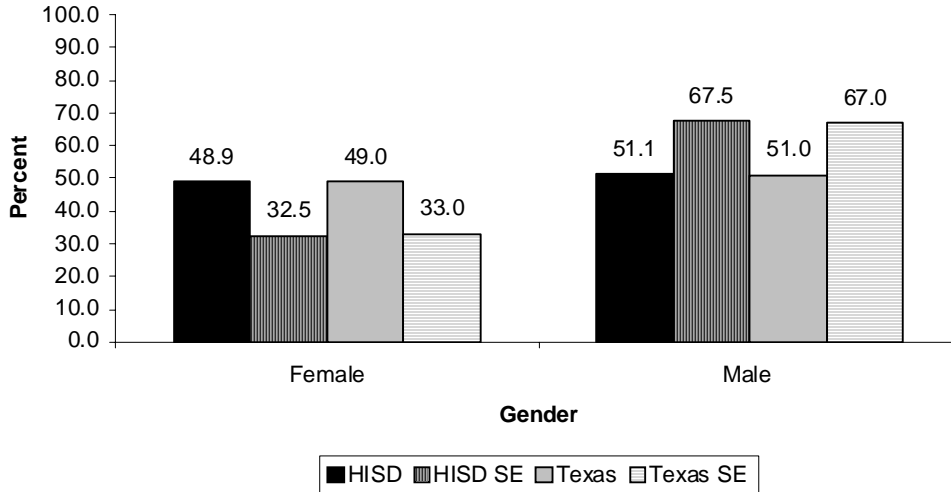
The district has reviewed African American over representation data for the last seven years and has observed little to no change in the percentage point difference rate. A core team is analyzing the data by examining multiple contributing causes to develop an action plan for improvement.

Assessment of Students with Disabilities:

The district is below the state standard for students with disabilities taking the TAKS and TAKS (Accommodated) (State standard=50%, 2010 district rate 35.2%); and above the state standard for their participation in the TAKS-M (State standard=20%, 2010 district rate 38.5%); and higher than the state standard for TAKS-Alt (State standard=10%, 2010 district rate 8.9%). The district goal is to meet the state standard at a minimum. The rates used for federal accountability which are shown in this report are calculated differently but still show that the district is not meeting the standards (state or federal) in terms of assessing students with disabilities.

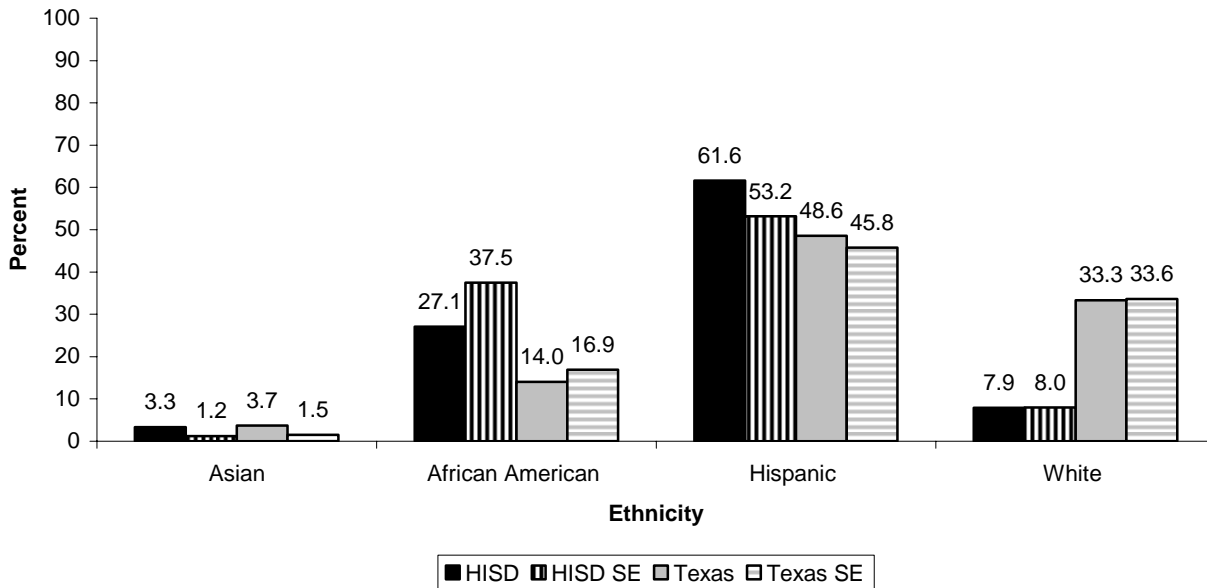
District teams of specialists are working with all campuses to improve staff knowledge of the Admission Review and Dismissal Committee decision-making process for the Texas assessments, as it specifically relates to determining appropriate accommodations and modifications for routine instruction and for each assessment.

Figure 1: Percent of Special Education (SE) Students in HISD and Texas by Gender Compared to District and State Enrollment 2009-10



Source: The Public Education Information Management System (PEIMS) for 2009–10. Data reflect the most current information available.

Figure 2: Percent of Special Education (SE) Students by Ethnicity Compared to District and State Enrollment 2009-10



Source: The Public Education Information Management System (PEIMS) for 2009–2010. Data reflect the most current information available.

Table 1: Percent of Special Education (SE) Students by Ethnicity Compared to Total Enrollment from 2008–2010

	HISD Total			HISD SE			Texas Total			Texas SE		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Asian	3.2	3.2	3.3	1.3	1.3	1.2	3.4	3.6	3.7	1.5	1.6	1.5
African Am.	28.4	27.8	27.1	39.5	38.9	37.5	14.3	14.1	14.0	18.2	18.1	16.9
Hispanic	60.3	61.1	61.6	51.2	51.9	53.2	47.2	47.9	48.6	43.1	43.8	45.8
White	8.0	7.8	7.9	8.0	7.8	8.0	34.8	34	33.3	36.8	36.1	33.6

Source: The Public Education Information Management System (PEIMS) for 2008–2010.

Table 2: Ethnic Distribution of HISD Students with Disabilities by Primary Disability for 2009–2010

Primary Disability	African American		Asian		Hispanic		White	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	67	1.1	8	3.9	164	1.9	21	1.6
Other Health Impairment	660	10.7	12	5.8	571	6.5	217	16.5
Auditory Impairment	76	1.2	8	3.9	264	3.0	25	1.9
Visual Impairment	40	0.6	4	1.9	74	0.8	19	1.4
Deaf-Blind	1	0.0	0	0.0	1	0.0	1	0.1
Mental Retardation	819	13.2	32	15.5	969	11.0	94	7.1
Emotional Disturbance	499	8.1	2	1.0	258	2.9	102	7.7
Learning Disability	3,282	53.0	46	22.3	4,720	53.8	366	27.8
Speech Impairment	401	6.5	60	29.1	1,210	13.8	289	21.9
Autism	313	5.1	32	15.5	444	5.1	166	12.6
Developmental Delay	0	0.0	0	0.0	11	0.1	0	0.0
Traumatic Brain Injury	6	0.1	0	0.0	0	0.0	4	0.3
Noncategorical Early Child.	23	0.4	2	1.0	91	1.0	13	1.0
Total	6,187	100.0	206	100.0	8,777	100.0	1,317	100.0

Source: The Public Education Information Management System (PEIMS) for 2009–10. Data reflect the most current information available.

Table 3: Analysis of Special Education Students’ Participation in State Assessments for AYP, 2010

Reading	N	% SpecEd	% District
District Enrollment (3–8 and 10)	97,211		
SpecEd Enrollment (3–8 and 10)	9,909		
Spanish and English TAKS	1,446	14.6	1.5
TAKS (Accommodated)	2,431	24.5	2.5
TAKS-Modified	5,012	50.6	5.2
TAKS-Alternate	999	10.1	1.0
LAT	5	0.1	0.0
TELPAS-R	16	0.2	0.0
Mathematics		% SpecEd	% District
District Enrollment (3–8 and 10)	96,293		
SpecEd Enrollment (3–8 and 10)	9,871		
Spanish and English TAKS	1,517	15.4	1.6
TAKS (Accommodated)	2,528	25.6	2.6
TAKS-Modified	4,823	48.9	5.0
TAKS-Alternate	999	10.1	1.0
LAT	4	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, 2010

Reading	TAKS-Alt	TAKS-M
Number Met Standard	518	3,942
Number Non-Proficient	73	719
Number Tested	591	4,661
Federal Cap	970	1,940
1% Cap Available for Spill-Over	452	452
Total Federal Cap Limit	970	2,392
Number of Exceeders	0	1,550
Mathematics		
Number Met Standard	529	3,436
Number Non-Proficient	62	1,029
Number Tested	591	4,465
Federal Cap	967	1,934
1% Cap Available for Spill-Over	438	438
Total Federal Cap Limit	967	2,372
Number of Exceeders	0	1,064

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.