

## MEMORANDUM

September 13, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

SUBJECT: **SPECIAL EDUCATION PROGRAM IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2012–2013**

CONTACT: Carla Stevens, (713) 556-6700

The Office of Special Education Services (OSES) in the Houston Independent School District (HISD) supports students with disabilities in gaining college, career readiness, and independent living skills through active engagement in grade-level curriculum. An Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education services. The purpose of this report was to address specific questions regarding identification, placement, and assessment among various groups of students with disabilities. This report also provided a comprehensive analysis of students with autism.

Findings revealed that the percent of African American students overrepresented among students with an intellectual disability decreased since 2010, while the percent identified with emotional disturbance remained the same. Also, contrary to expectations, there was a decrease in the percent of students with disabilities placed in mainstream instructional settings. Hispanic students experienced the greatest decrease in the percent of students with disabilities in a mainstream instructional setting from 2010 to 2013. A focus on instructional placement by race/ethnicity showed that African American students were placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers. Furthermore, there was a considerable increase in the percent of Hispanic students identified as limited English proficient (LEP) being served in the special education program at elementary grades in 2013 compared to 2010.

Although there was a steady increase in the number of students referred for dyslexia services in HISD, the rate continues to be well below one percent of the district's population. However, there was a noticeable increase in the number of Hispanic students identified as dyslexic from 2010 to 2013. Over the past three years, there has been a steady increase in the number of students identified with autism. Autism affects boys more often than girls, and this was evident in HISD as the majority of the students with autism were male. More than half of the students with autism were placed in a self-contained instructional setting; however, this percent has decreased from 2011 to 2013.

**Administrative Response:** The Office of Special Education Services has reviewed the 2012–2013 Special Education Program Identification, Placement, and Assessment Report. The OSES will continue its efforts to reduce disproportionate representation of African American students in special education overall and in particular in categories of intellectual and emotional disabilities. Increase in identification of Hispanic students at the elementary level will also continue to be an area of focus. The department has set targets for increasing inclusive placements for students with disabilities at the preschool, elementary, and secondary levels and has identified coherent strategies to make gains. Since the modified version of the state assessment will no longer be an option after the current school year, more inclusive placements will ensure greater rigor in instruction and better outcomes for students with disabilities. The efforts to increase the identification of students with dyslexia will continue. The state will collect dyslexia data through PEIMS beginning this school year and the OSES will implement 504 Writer, a data management system to track identification and services to

students with disabilities including dyslexia. With 504 Writer, data will be consistently, accurately, and reliably collected across the district. The Autism Support team has been reorganized with additional personnel to provide greater and timelier support to teachers and campus leaders so that students are served in more inclusive settings.

Should you have any questions or require any further information, please contact me or Carla Stevens in the Department of Research and Accountability, at 713-556-6700.



TBG

TBG/CS:dm

cc: Superintendent's Direct Reports  
Chief School Officers  
School Support Officer  
Sowmya Kumar



# RESEARCH

Educational Program Report

## SPECIAL EDUCATION PROGRAM IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT, 2012–2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



## 2013 BOARD OF EDUCATION

**Anna Eastman**

PRESIDENT

**Juliet Stipeche**

FIRST VICE PRESIDENT

**Manuel Rodriguez, Jr.**

SECOND VICE PRESIDENT

**Rhonda Skillern-Jones**

SECRETARY

**Michael L. Lunceford**

ASSISTANT SECRETARY

**Paula Harris**

**Lawrence Marshall**

**Greg Meyers**

**Harvin C. Moore**

**Terry B. Grier, Ed.D.**

SUPERINTENDENT OF SCHOOLS

**Carla Stevens**

ASSISTANT SUPERINTENDENT

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

**Deborah L. Muñiz**

RESEARCH SPECIALIST

**Venita Holmes, Dr.P.H.**

RESEARCH MANAGER

### **Houston Independent School District**

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

**[www.houstonisd.org](http://www.houstonisd.org)**

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

# TABLE OF CONTENTS

<b>Executive Summary.....</b>	<b>1</b>
<b>Highlights.....</b>	<b>1</b>
<b>Recommendations.....</b>	<b>4</b>
<b>Introduction.....</b>	<b>6</b>
<b>Literature Review.....</b>	<b>6</b>
<b>Methods.....</b>	<b>7</b>
<b>Section I: Identification.....</b>	<b>8</b>
<b>Section II: Placement.....</b>	<b>13</b>
<b>Section III: Assessment.....</b>	<b>15</b>
<b>Section IV: Students with Autism.....</b>	<b>20</b>
<b>Discussion.....</b>	<b>23</b>
<b>References.....</b>	<b>24</b>
<b>Tables.....</b>	<b>26</b>
<b>Appendix.....</b>	<b>43</b>



# SPECIAL EDUCATION PROGRAM

## IDENTIFICATION, PLACEMENT, AND ASSESSMENT REPORT 2012–2013

### Executive Summary

The Office of Special Education Services (OSES) in the Houston Independent School District (HISD) supports students with disabilities in gaining college, career readiness, and independent living skills through active engagement in grade-level curriculum. The purpose of special education is to minimize the impact of the students' disability, while maximizing opportunities for students to fully participate in their natural environment. An Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee makes decisions about students' eligibility for special education services. The purpose of this report is to address specific questions regarding identification, placement, and assessment among various groups of students with disabilities. This report also provides a comprehensive analysis of students with autism. The report will be organized as follows:

#### Section I: Identification

- Identification trends for African American, Hispanic, and Limited English Proficient (LEP) Hispanic students in the special education program in 2013 compared to 2010;
- Identification trends for students with dyslexia in 2013 compared to 2010;

#### Section II: Placement

- Percent of students with disabilities placed in mainstream instructional settings in 2013 compared to 2010;

#### Section III: Assessment

- Percent of students identified with a learning disability administered modified versions of the State of Texas Assessment of Academic Readiness (STAAR) in 2013;
- Performance of students with disabilities who were mainstream versus non-mainstream on the Stanford 10 in 2013 compared to 2010;

#### Section IV: Students with Autism

- Demographic profile of students with autism from 2011 to 2013; and
- Academic performance of students with autism in 2013 compared to 2012.

## Highlights

### Section I: Identification

- The most prevalent primary handicapping condition among African American students in the special education program was a learning disability (48 percent). The percent of African Americans identified with a learning disability decreased by five percentage points from 2010 to 2013.
- African American students comprised 38 percent of students identified with an intellectual disability in 2013. This is a reduction from 43 percent who were identified with an intellectual disability in 2010. Among students identified with emotional disturbance, African American students made up 57 percent compared to 32 percent Hispanic and 10 percent White students in 2013. The percent of African American students identified with emotional disturbance remained steady from 2010 to 2013.

- Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (48.2 percent). The percent of Hispanic students identified with a learning disability decreased by 5.7 percentage points from 2010 to 2013.
- The most common primary handicapping conditions for LEP Hispanic students were learning disability and speech impairment. The percent of LEP Hispanic students with a learning disability decreased from 54 percent in 2010 to 49 percent in 2013, while the percent identified with speech impairment increased from 16 percent in 2010 to 23 percent in 2013.
- A higher percent of LEP Hispanic students with disabilities were identified at the elementary grade levels in 2013 (59 percent) compared to 2010 (48 percent). Consequently, the percent of LEP Hispanic students identified in the special education program in the secondary grade levels decreased from 52 percent in 2010 to 41 percent in 2013.
- The number of students referred for dyslexia services increased 71 percent, from 560 in 2010 to 958 in 2013. About 28.1 percent of students referred for dyslexia services were White; while at the district level, they represented 8.2 percent of the student population in 2013. At the district level, Hispanic students represented 62.7 percent of the student population and 54.6 percent of students referred for dyslexia services. Although Hispanic students continue to be underrepresented, the percent of Hispanic students referred for dyslexia services increased by 13.3 percent from 2010 to 2013 (41.3 percent to 54.6 percent). African American students were also underrepresented among students referred for dyslexia services. They made up 24.6 percent of the student population in the district and 15.6 percent of students referred for dyslexia services in 2013.
- The percent of students identified with dyslexia served under special education decreased by almost 13.6 percent from 2010 to 2013. Consequently, the percent of students with dyslexia served under Section 504 increased by almost 13.5 percentage points from 2010 to 2013.

## Section II: Placement

- The percent of students with disabilities in a mainstream setting decreased from 43 percent in 2010 to 38 percent in 2013. Consequently, the percent of students in a resource and self-contained instructional setting increased. A higher percentage of African American students with disabilities were placed in a resource or self-contained instructional setting compared to their Hispanic and White peers. About 45 percent of African American students compared to 65 percent of White students and 55 percent of Hispanic students were placed in a mainstream instructional setting or did not require an instructional setting in 2013.

## Section III: Assessment

- More than half of the students identified with a learning disability in grades 3–8 were administered the STAAR Modified for mathematics, reading, and writing. For science and social studies, the majority of students identified with a learning disability took the STAAR (58 percent). Less than one percent of the students with a learning disability took the STAAR Alternate for any of the subjects.

- African American students with a learning disability had the highest percent of students taking the STAAR Modified in all subjects. More than half of African American students with a learning disability took the STAAR Modified in math, reading, and writing. In comparison, the vast majority of White students identified with a learning disability took the STAAR in all subjects. For reading and writing, more than half of Hispanic students with a learning disability took the STAAR Modified in 2013.
- Average Normal Curve Equivalent (NCE) scores on the Stanford 10 for mainstream students with disabilities were higher across all grades and subtests compared to non-mainstream students with disabilities by at least 8 NCEs in 2013. A gap analysis of the total NCEs between non-mainstream and mainstream students with disabilities reveals that there were gap increases in reading, language, and social studies in 2013 compared to 2010. The gap in performance for mathematics and science remained the same.

#### Section IV: Students with Autism

- A total of 1,292 students were identified with autism in 2013. The majority of these students were male (84.5 percent) compared to female (15.5 percent). About 51.8 percent of the students identified with autism were Hispanic, followed by 29.2 percent African American, and 14.8 percent White.
- More than half of students identified with autism were placed in a self-contained instructional setting in 2013. However, the percent of students with autism in a self-contained setting has steadily decreased from 55 percent in 2011 to 52 percent in 2013. About 21 percent of students identified with autism were in a mainstream setting (mainstream and resource less than 21 percent of the school day) in 2013.
- Students with autism at all grades and subjects experienced an increase in satisfactory performance under the recommended standards on the STAAR exam from 2012 to 2013 with the exception of grade 3 for reading and grade 4 for mathematics. The performance of students with autism on the STAAR Modified improved in grade 3 on the mathematics portion, grades 3, 5, and 7 on the reading portion, grade 8 on the writing portion, and grade 8 on the science portion. For the STAAR Alternate, all grades demonstrated an increase in satisfactory performance under the recommended standards for all subjects, except grade 4 for reading and writing in 2013.
- In 2013, the highest percent of students with autism who met advanced performance for the STAAR was 36 percent at grade 6 on the reading test in 2013. For the STAAR Modified, the highest percent of students with autism who met advanced performance was 11 percent at grade 3 on the mathematics test. On the STAAR Alternate, the highest percent of students with autism who met advanced performance was 26 percent at grade 6 on the mathematics test.
- For STAAR End-Of-Course (EOC), the percent of students with autism who met the satisfactory standard ranged from 31 percent for English II-Writing to 80 percent for Biology in 2013. EOC results for STAAR Modified showed that the percent of students with autism who met the satisfactory standard ranged from 21 percent for Biology to 100 percent for English II-Writing in 2013. For STAAR Alternate, the percent of students with autism who met the satisfactory standard ranged from 50 percent for Algebra I to 68 percent for U.S. History in 2013.

- On the 2013 Stanford 10, total NCEs for students with autism increased in reading and decreased in mathematics and social science from 2012 to 2013. For language and environment/science, NCEs remained the same from 2012 to 2013.

## Recommendations

1. African American students continue to be overrepresented in the categories of intellectual disability and emotional disturbance. There has been a reduction in the percent of African Americans identified with an intellectual disability since 2010, but the percent identified with emotional disturbance has remained the same. Efforts to develop knowledge about culturally-responsive instructional practices across general and special education should be supported by the district (Harris-Murri et.al., 2006). Strategies should also be developed to ensure that all students are given the opportunity to take STAAR assessments without modifications. It should be noted that the STAAR Modified will be administered for the final time during the 2013–2014 school year. The U.S. Department of Education has ruled that states cannot use assessments based on modified standards for students served in special education for accountability purposes.
2. The percent of students with disabilities placed in a mainstream setting has decreased since 2010. Also, African American students continue to be placed in resource or self-contained instructional settings at a higher rate compared to their Hispanic and White peers. Efforts to place students identified with a disability in the least restrictive environment should continue to be addressed. Current policies, procedures, and/or practices in the district, schools, and classrooms need to continue to be reviewed in order to determine the leading factors of disproportionality.
3. The percent of LEP Hispanic students identified at the elementary grade levels has substantially increased during the past three years. Campuses should continue to identify LEP Hispanic students who may need special education services during the elementary years. Early identification and intervention is crucial to the success of culturally and linguistically-diverse students who may have a disability.
4. There was a notable increase in the percent of students referred for dyslexia services in HISD; however, this rate is still well below one percent of the district's population. The district should continue efforts in the identification of students with dyslexia by increasing awareness of dyslexia among school staff and parents. Also, ensure special education diagnosticians continue to be trained to discern the characteristics of dyslexia.

## Administrative Response

The Office of Special Education Services has reviewed the *2012–2013 Special Education Program Identification, Placement, and Assessment Report*. The Office of Special Education Services will continue its efforts to reduce disproportionate representation of African American students in special education overall and in particular in categories of intellectual and emotional disabilities. Increase in identification of Hispanic students at the elementary level will also continue to be an area of focus.

The department has set targets for increasing inclusive placements for students with disabilities at the preschool, elementary, and secondary levels and has identified coherent strategies to make gains. Since the Modified version of the state assessment will no longer be an option after the current school year, more inclusive placements will ensure greater rigor in instruction and better outcomes for students with disabilities.

The efforts to increase the identification of students with dyslexia will continue. The state will collect dyslexia data through PEIMS beginning this school year and the Office of Special Education Services will implement 504 Writer, a data management system to track identification and services to students with disabilities including dyslexia. With 504 Writer, data will be consistently, accurately, and reliably collected across the district.

The Autism Support team has been reorganized with additional personnel to provide greater, more timely support to teachers and campus leaders so that students are served in more inclusive settings.

## Introduction

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

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

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

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

## Literature Review

According to the National Education Association (NEA) (2008), disproportionality is one of the most complex issues in the field of special education. Disproportionality is the “overrepresentation” and “underrepresentation” of a particular demographic group in special education relative to the presence of this group in the overall student population. The Individuals with Disabilities Education Act, Part B (IDEA-

Part B) requires states and local educational agencies (LEAs) to take steps to address the disproportionate representation of racial and ethnic groups in special education (National Dissemination Center for Children with Disabilities, 2006). Much of the literature supports culturally responsive practices as an approach to address disproportionality. Harris-Murri, King, and Rostenberg (2006) quote Klinger as saying:

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

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

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

In the state of Texas, there are three ways to be identified as having dyslexia. First, students may be identified as dyslexic through Section 504. Secondly, students may be identified as dyslexic through special education under the learning disability category. Thirdly, students may be identified as dyslexic, but not found to be eligible for Section 504 or special education services. However, these students may still receive accommodations in the classroom (Texas Education Agency, 2010).

Furthermore, Section 300.114 of the Individuals with Disabilities Education Act of 2004 requires that public agencies educate students with disabilities in the least restrictive environment (LRE) (U.S. Department of Education, 2011). LRE is a term used to mandate that students with disabilities are placed in special classes, separate schools or positions other than regular education classrooms only when the nature or severity of the disability is such that even with aids and services education cannot be achieved. The placement must also allow the disabled student to be with non-disabled peers to the greatest extent possible.

## Methods

### Data Collection

- Descriptive data, including student demographics in the Special Education program, were obtained from the Public Education Information Management System (PEIMS) and the Chancery Student Information System (SIS). All data from Chancery SIS were pulled on June 3, 2013.
- Quantitative analysis was accomplished using results from the State of Texas Assessments of Academic Readiness (STAAR) database. The STAAR program at grades 3–8 assessed the same grades and subjects as were assessed on the Texas Assessment of Knowledge and Skills

(TAKS) (ELA/reading, mathematics, science, social studies). There were four versions of the STAAR exam offered to students: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. For high school, general subject-area TAKS assessments were replaced with fifteen STAAR end-of-course (EOC) assessments during the 2011–2012 school year. However, the 83rd legislature recently passed House Bill 5 which reduced the number of STAAR EOC assessments to five EOC tests that must be passed by students in order to graduate. The EOC assessments which students will need to pass are Algebra I, Biology, English I and II – Reading and Writing, and U.S. History. Also, the results from the Stanford 10 were analyzed for the reading, math, language, science, and social science subtests for grades 1–8. Specifically, Normal Curve Equivalents (NCEs) on the Stanford 10 were reported. The two main advantages to using an NCE scale are that it allows the comparison of student performance from different test and allows NCE units to have the same meaning across tests, subtests, and grade levels. The NCE distribution is an equal-interval, continuous scoring scale, which is normalized and universal. It ranges from 1 to 99 with a mean NCE of 50.

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

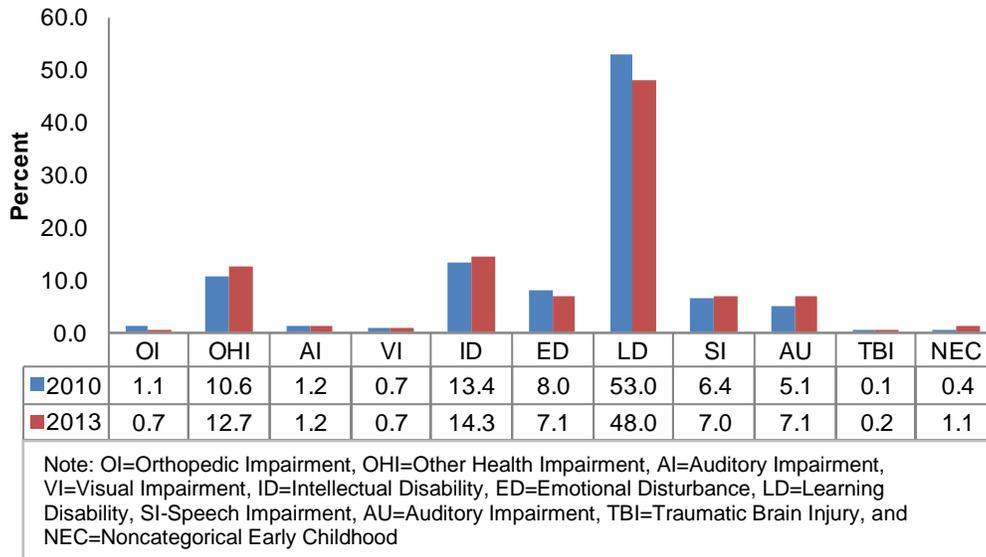
## Results

### Section I: Identification

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

- During the 2012–2013 school year, African American students made up 24.6 percent of the student population in HISD (see **Table 1**, page 26). However, African American students comprised 33.2 percent of the special education population. The majority of African American students in the special education program were male (67.9 percent) compared to female (32.1 percent) (see **Table 2**, page 27). The highest percent of African American students in the special education program were enrolled in grade 9 (12.1 percent), followed by grade 5 (9.3 percent), and grade 8 (9.2 percent).
- **Figure 1** shows the primary handicapping condition of African American students in 2010 compared to 2013 (see page 9). The most prevalent primary handicapping condition that African American students in the special education program were identified with was a learning disability (48.0 percent). In contrast, about 22.9 percent of White students in the special education program were identified as having a learning disability (see **Table 3**, page 27). Although African American students were over-represented in the category of learning disability, there was a decrease of 5.0 percentage points identified from 2010 to 2013.

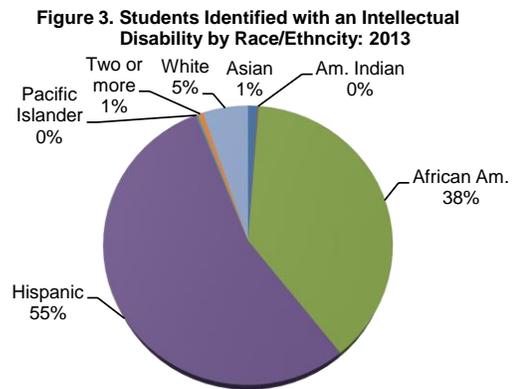
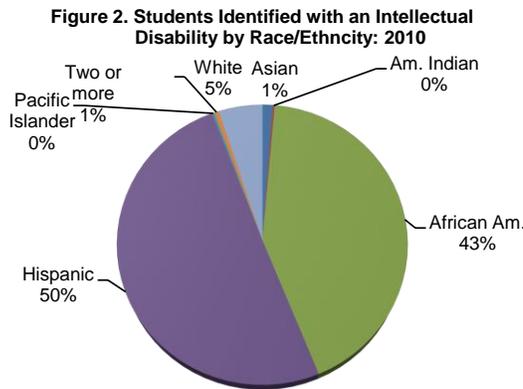
**Figure 1. Primary Handicapping Condition of African American Students, 2010 and 2013**



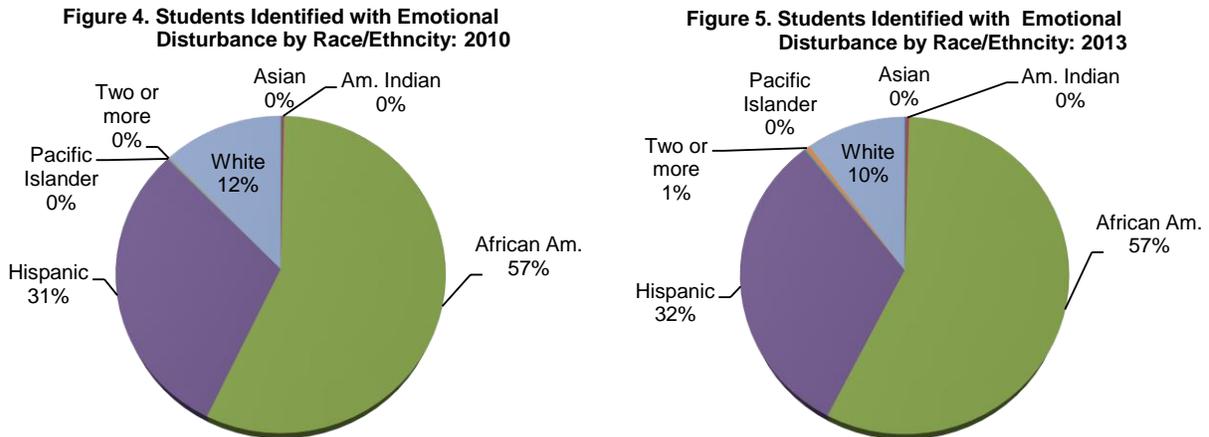
- About 14.3 percent of African American students in the special education program were identified with an intellectual disability in 2013, a slight increase from 13.4 percent in 2010. There was a decrease in the percent of African American students identified with an emotional disturbance from 8.0 percent in 2010 to 7.1 percent in 2013.

**What were the identification trends among students identified with intellectual disability and emotional disturbance?**

- **Figures 2 and 3** show the percent of students identified with an intellectual disability by race/ethnicity in 2010 compared to 2013. African American students comprised 43 percent of students in the special education program with an intellectual disability in 2010, but decreased to 38 percent in 2013. The percent of Hispanic students with an intellectual disability increased from 50 percent in 2010 to 55 percent in 2013.



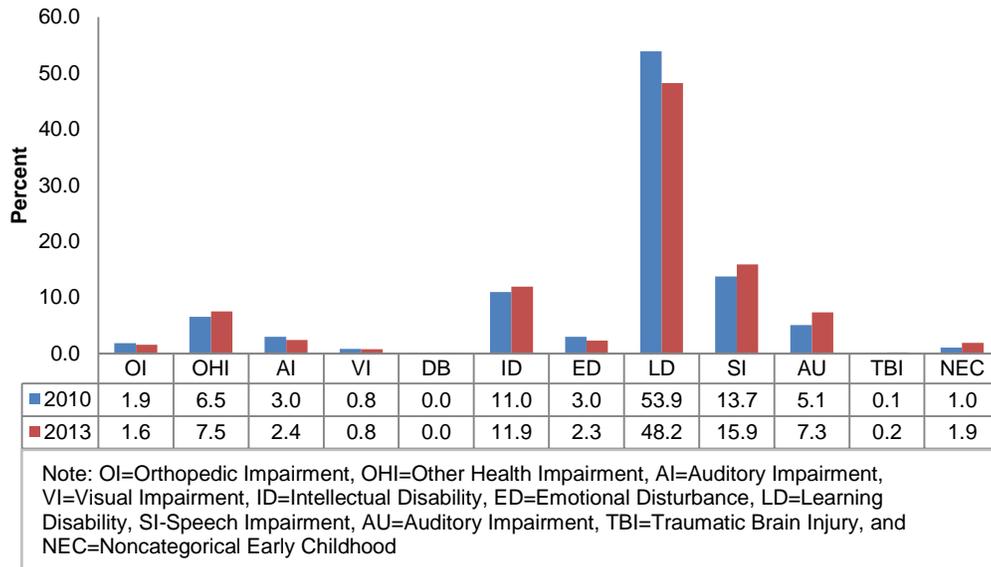
- Figures 4 and 5** show the percent of students identified with emotional disturbance by race/ethnicity in 2010 compared to 2013. For both 2010 and 2013, there was a higher percent of African American students who were identified with an emotional disturbance compared to Hispanic and White students. The percent of African American students identified with emotional disturbance remained the same from 2010 to 2013 at 57 percent.



**What were the identification trends for Hispanic students in the special education program?**

- Hispanic students made up 62.7 percent of the student population in HISD in 2013 (see Table 1, page 26). Hispanic students comprised 57.0 percent of the special education population. The majority of Hispanic students in the special education program were male (67.3 percent) compared to female (32.7 percent) (see Table 2, page 27). The highest percent of Hispanic students in the special education program were in grade 5 (9.3 percent) followed by grades 4 and 6 (9.0 percent each).
- Figure 6** shows the primary handicapping condition of Hispanic students in 2010 and 2013 (see page 11). Similar to African American students, the most prevalent primary handicapping condition of Hispanic students in the special education program was a learning disability (48.2 percent) in 2013. The percent of Hispanic students identified with a learning disability decreased by 5.7 percentage points from 2010 to 2013.

**Figure 6. Primary Handicapping Condition of Hispanic Students**



- Approximately, 11.9 percent of Hispanic students in the special education program were identified with an intellectual disability in 2013, a slight increase from 11.0 percent in 2010. There was an increase in the percent of Hispanic students identified with speech impairment from 13.7 percent to 15.9 percent from 2010 to 2013.

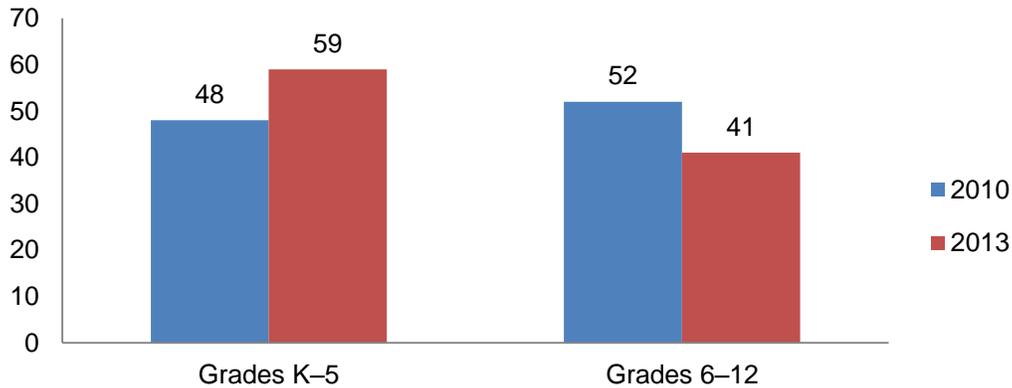
**What were the identification trends for Limited English Proficient (LEP) Hispanic students in the special education program?**

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

- **Table 4** provides the number and percent of LEP Hispanic students in the special education program by gender and grade (see page 28). The overwhelming majority of LEP Hispanic students with disabilities were male (68.5 percent) compared to female (31.5 percent) in 2013. The percent of LEP Hispanic students with disabilities increased from grades prekindergarten through grade 6 from 2010 to 2013. The only exception was grade 3, where the percent of LEP Hispanic students dropped from 8.9 to 8.8 percent from 2010 to 2013.
- **Table 5** provides the number and percent of LEP Hispanic students in the special education program by primary handicapping condition (see page 28). The most common primary handicapping conditions for LEP Hispanic students were learning disability and speech impairment. The percent of LEP Hispanic students with a learning disability decreased from 54.1 percent in 2010 to 48.9 percent in 2013. LEP Hispanic students identified with speech impairment increased from 16.4 percent in 2010 to 23.1 percent in 2013.
- **Figure 7** shows the percent of LEP Hispanic students served in the special education program by elementary grade levels (K–5) and secondary grade levels (6–12) (see page 12). At the elementary grade levels, the percent of LEP Hispanic students identified in the special education

program increased from 48 percent in 2010 to 59 percent in 2013. Consequently, the percent of LEP Hispanic students identified in the special education program in the secondary grade levels decreased from 52 percent in 2010 to 41 percent in 2013.

**Figure 7. Limited English Proficient Hispanic Students Served in the Special Education Program**



**What were the identification trends for students with dyslexia in the special education program?**

The Office of Special Education Services wants to identify, assess, and serve students with dyslexia and related disorders that limit their ability of learning to read, write, or spell. Students who are identified with dyslexia may be served in general education under Section 504, served in special education or not found to be eligible for Section 504 or special education, but still receive accommodations in the classroom.

- **Table 6** provides the demographic profile of students identified on the dyslexia roster in 2013 compared to 2010 (see page 29). Male students make up 51.1 percent of the student population, and represented 64.0 percent of students identified with dyslexia in 2013. About 36.0 percent of the students referred for dyslexia services were female. Also, 28.1 percent of students referred for dyslexia services were White, while at the district level they represented 8.2 percent of the student population in 2013. At the district level, Hispanic students represented 62.7 percent of the student population and 54.6 percent of students referred for dyslexia services. African American students made up 24.6 percent of the student population in the district, and 15.6 percent of students referred for dyslexia services.
- From 2010 to 2013, the percent of Hispanic students referred for dyslexia services increased by 13.3 percentage points, from 41.3 percent to 54.6 percent. In contrast, the percent of White students referred for dyslexia services decreased by 12.3 percent, from 40.4 percent to 28.1 percent. The percent of African American students slightly decreased from 17.7 percent in 2010 to 15.6 percent in 2013.
- First grade had the lowest percent of students identified as eligible to receive dyslexia services (<1 percent), while fourth grade had the highest percent of students (15.9 percent).

- The number of students referred for dyslexia services increased 71 percent, from 560 in 2010 to 958 in 2013. However, only 0.5 percent of students in the district were referred for dyslexia services.
- **Table 7** provides the program status of students referred for dyslexia services (see page 30). The majority of students referred for dyslexia services were served under Section 504 (66.7 percent) compared to 27.5 percent who were served in special education. The percent of students served under Section 504 increased from 53.2 percent in 2010 to 66.7 percent in 2013. Program data for 2013 were unavailable for 4.4 percent of the students and program placement was pending for 1.5 percent of students. About 84.8 percent of students referred for dyslexia services had a status of “currently served,” and 1.7 percent had an “identified as dyslexia/services not needed” status in 2013. Less than one percent of students each had a status of “assessment in process,” “referral in process,” or “evaluated/no demonstrated education need.” About 2.4 percent of students had exited dyslexia services. Data regarding program status were unavailable for 8.6 percent of the students in 2013.
- Specific developmental dyslexia was the most common type of dyslexia reported (46.6 percent) in 2013. Approximately, 7.6 percent of students were identified with developmental dysgraphia, followed by developmental spelling disability (5.8 percent), developmental auditory imperceptions (1.1 percent) and dysphasia (0.6 percent).

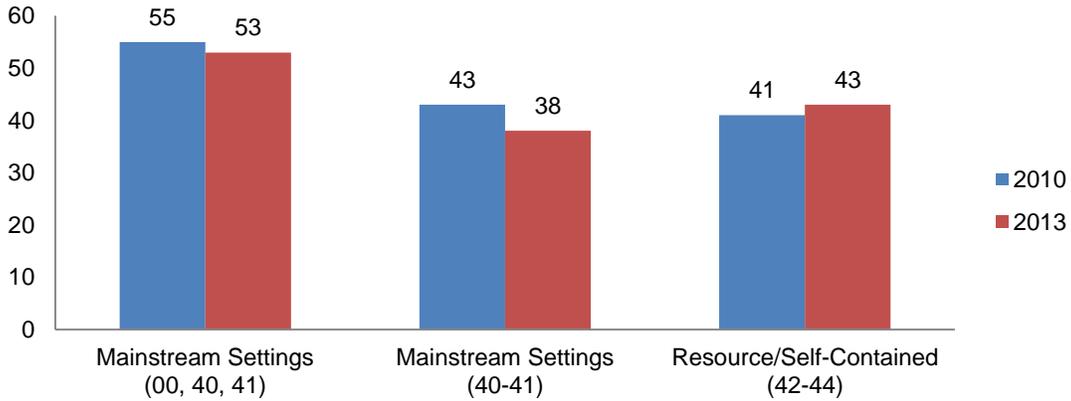
## Section II: Placement

### What proportion of students in the special education program spends all or most their day in a mainstream instructional setting?

The most common instructional settings were (a) no instructional setting, where a student receives some special education service (such as speech therapy), but an instructional setting is not appropriate; (b) mainstream, where a student is provided instruction in the regular education classroom with special education support; (c) resource, where a student is provided special education instruction and related services in a setting other than regular education for less than 50 percent of the student's school day; and (d) self-contained, where a student is provided special education instruction and related services in a special education program for 50 percent or more of the student's school day. Instructional settings mainstream and resource for less than 21% of the instructional day are considered less restrictive and are therefore considered mainstream for this analysis (see **Appendix A**, page 43).

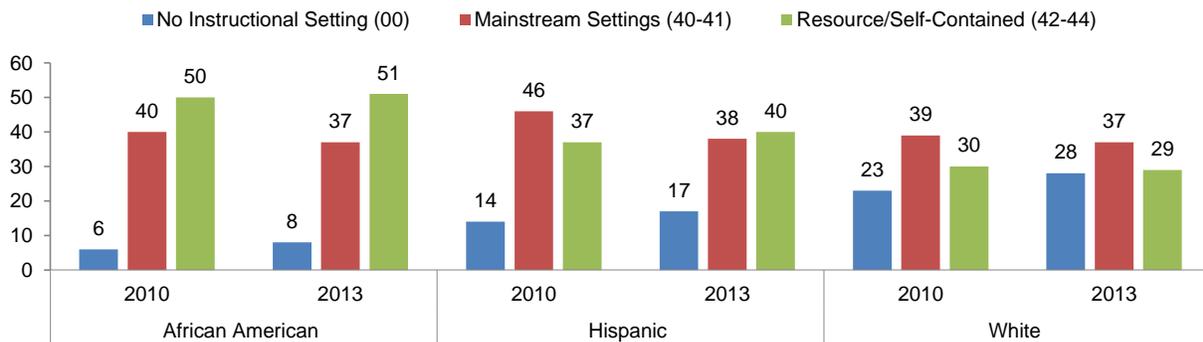
- **Figure 8** (see page 14) illustrates the percent of students with disabilities by instructional settings in 2013 compared to 2010. The percent of students with disabilities in a mainstream setting decreased from 43 percent in 2010 to 38 percent in 2013. Consequently, the percent of students in a resource and self-contained instructional setting increased. Including students with disabilities with no instructional setting as mainstream increases the percent of students with disabilities in a mainstream setting to 53 percent in 2013 (percentages do not equal 100, since Figure 8 does not include all instructional settings). **Table 8** presents the number and percent of students with disabilities by all instructional settings in 2013 compared to 2010 (see page 31).

**Figure 8: Percent of Students with Disabilities by Instructional Setting, 2010 and 2013**



- A comparison between 2010 and 2013 shows that the percent of African American, Hispanic, and White students in a mainstream instructional setting decreased over the years. **Figure 9** shows the percent of students with disabilities by instructional settings and race/ethnicity. About 65 percent of White students with disabilities were placed in a mainstream instructional setting or did not require an instructional setting compared to 45 percent of African American students with disabilities in 2013. Approximately 55 percent of Hispanic students were placed in a mainstream instructional setting or did not require an instructional setting. Thus, a higher percentage of African American students were placed in a resource or self-contained instructional setting compared to their Hispanic and White peers. Hispanic students experienced the greatest decrease in the percent of students with disabilities in a mainstream setting from 46 percent in 2010 to 38 percent in 2013. See **Table 9** for the number and percent of African American, Hispanic, and White students with disabilities for specific instructional settings for 2013 compared to 2010, (see page 32).

**Figure 9: Percent of Students with Disabilities by Instructional Setting and Race/Ethnicity, 2010 and 2013**



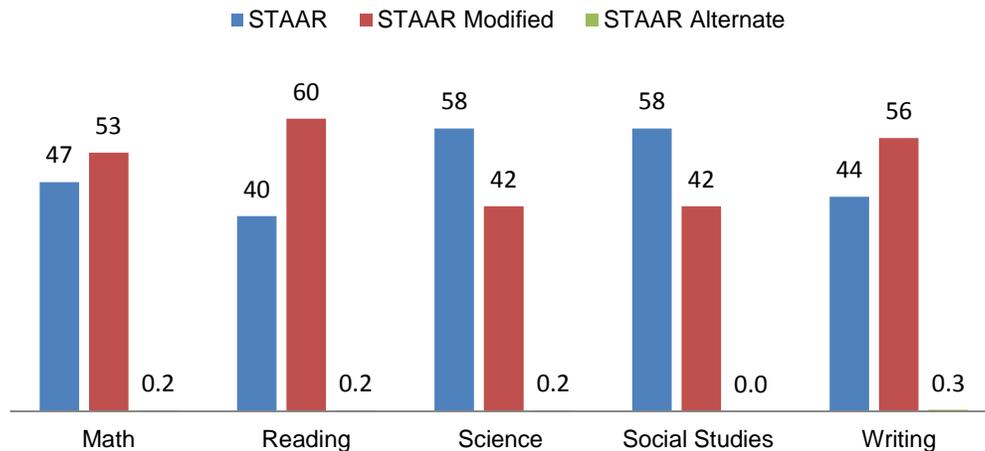
## Section III: Assessment

### What percentage of students with learning disabilities were administered the modified version of the State of Texas Assessments of Academic Readiness (STAAR)?

The STAAR includes several test versions for students who require accommodations. There were four versions of the STAAR exam offered to students: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. The ARD/IEP committee makes assessment decisions based on the types of accommodations a student receives in the classroom. The test versions of students with a primary handicapping condition of a learning disability were examined in order to find out if these students were administered modified versions of the STAAR. It should be noted that U.S. Department of Education has ruled that states cannot use assessments based on modified standards for students served in special education for accountability purposes. Therefore, the STAAR Modified will be administered for the final time during the 2013–2014 school year.

- Figure 10** illustrates the percent of students identified with a learning disability who took the various test versions of the STAAR grades 3–8 by subject in 2013. More than half of the students in grades 3–8 took the STAAR Modified for mathematics, reading, and writing. The highest percent of students with learning disabilities who took the STAAR Modified was 60 percent in reading. About 58 percent of students identified with a learning disability took the STAAR science and social studies. Less than 0.3 percent of the students took any of the subjects on the STAAR Alternate.

**Figure 10: Percent of Students with a Learning Disability by STAAR Grades 3–8 Test Version and Subject, 2013**

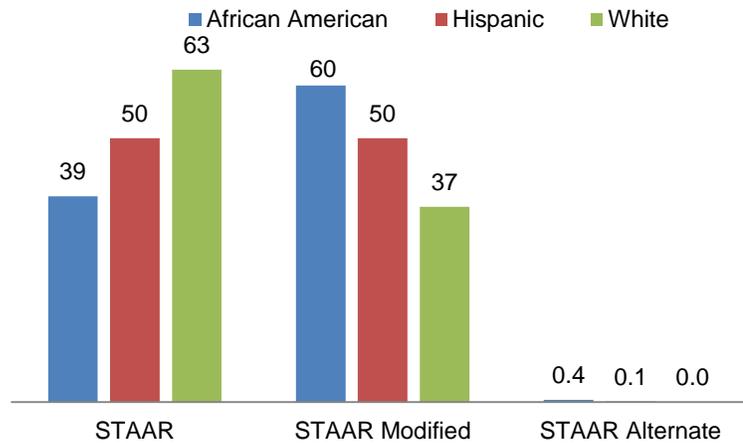


- Table 10** presents the number and percent of students identified with a learning disability administered the STAAR grades 3–8 mathematics by test version by grade (see page 33). More than half of these students took the STAAR Modified for mathematics in grades 3–7. However, a higher percent took the STAAR in grade 8 (52 percent). Fewer than five students identified with a learning disability took the STAAR Alternate.
- Table 11** presents the number and percent of students identified with a learning disability who took the STAAR grades 3–8 reading by test version by grade (see page 34). The majority of students took the STAAR Modified for reading in grades 3–7. The highest percent of students

who took the STAAR Modified for reading was in grade 4 (65 percent). Slightly more than half of students in grade 8 took the STAAR (52 percent) compared to 48 percent who took the STAAR Modified.

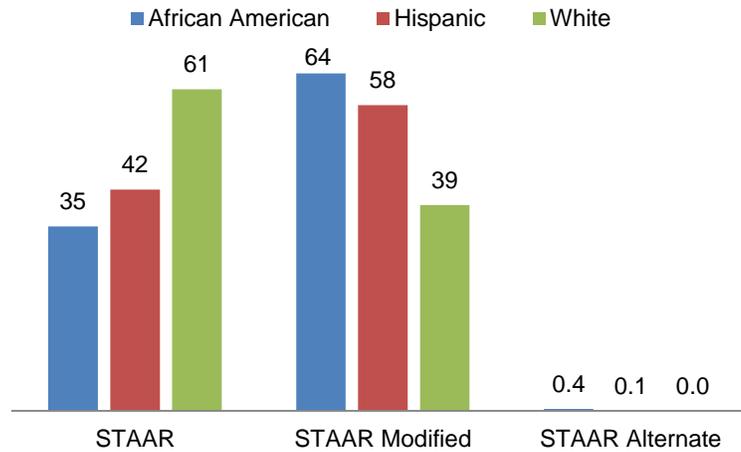
- **Table 12** presents the number and percent of students identified with a learning disability administered the STAAR science, social studies, and writing by grade and test version (see page 35). Most of the students took the STAAR for science and social studies, whereas, most took the STAAR Modified for writing.
- **Figure 11** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who participated on the various test versions of the STAAR Grades 3–8 for mathematics. Approximately, 60 percent of African American students were administered the STAAR Modified compared to 37 percent of White students. Half of the Hispanic students were administered the STAAR and the other half the STAAR Modified.

**Figure 11: Percent of Students with a Learning Disability who took the STAAR Grades 3–8 Math by Ethnicity/Race and Test Version, 2013**

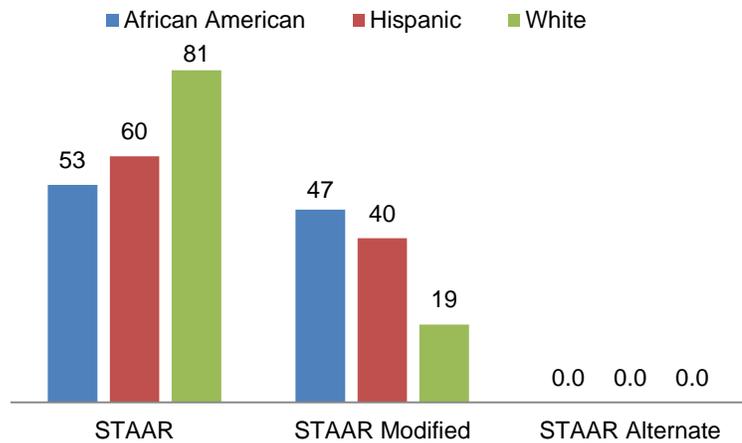


- **Figure 12** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who participated on the various test versions of the STAAR Grades 3–8 for reading (see page 17). About 64 percent of African American students were administered the STAAR Modified compared to 39 percent of White students. There was also a higher percent of Hispanic students who took the STAAR Modified for reading (58 percent) compared to their White peers.
- **Figure 13** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who participated on the various test versions of the STAAR Grades 3–8 for science (see page 17). The highest percent of students who were administered the STAAR were White students (81 percent), followed by Hispanic students (60 percent), and African American students (53 percent).

**Figure 12: Percent of Students with a Learning Disability who took the STAAR Grades 3–8 Reading by Ethnicity/Race and Test Version, 2013**

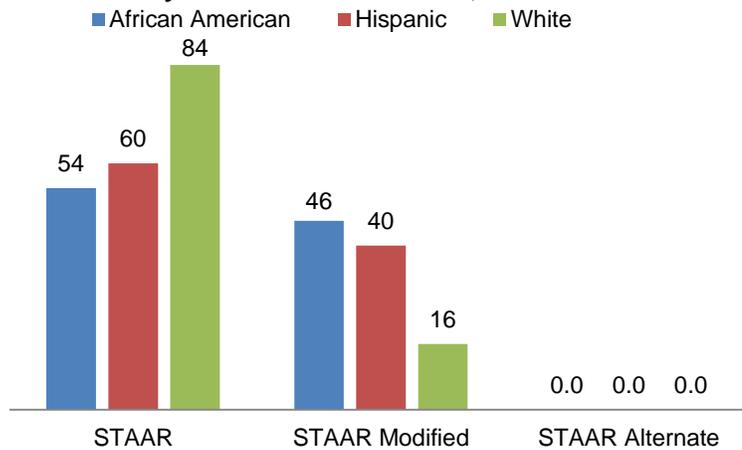


**Figure 13: Percent of Students with a Learning Disability who took the STAAR Grades 5 and 8 Science by Ethnicity/Race and Test Version, 2013**



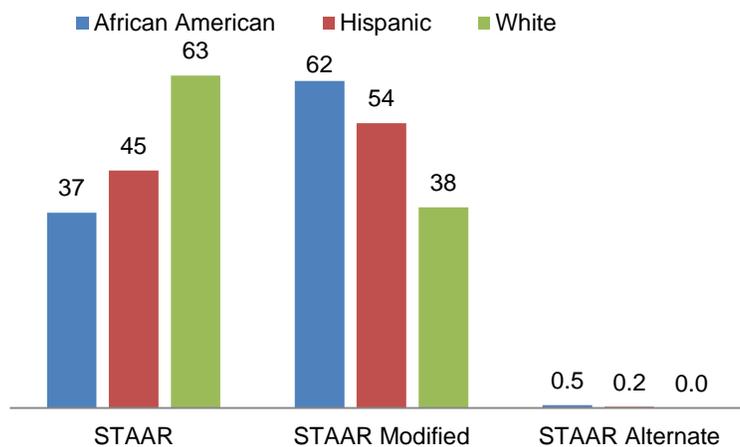
- Figure 14** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who participated on the various test versions of the STAAR Grades 3–8 for social studies (see page 18). A higher percent of White students were administered the STAAR (84 percent) compared to the STAAR Modified (16 percent) for social studies. In comparison, 46 percent of African American students and 40 percent of Hispanic students took the STAAR Modified.

**Figure 14: Percent of Students with a Learning Disability who took the STAAR Grade 8 Social Studies by Ethnicity/Race and Test Version, 2013**



- Figure 15** shows the percent of students with a primary handicapping condition of learning disability by race/ethnicity who participated on the various test versions of the STAAR Grades 3–8 for writing. Approximately, 62 percent of African American students were administered the STAAR Modified for writing, compared to 54 percent of Hispanic students, and 38 percent of White students.

**Figure 15: Percent of Students with a Learning Disability who took the STAAR Grades 4 and 7 Writing by Ethnicity/Race and Test Version, 2013**



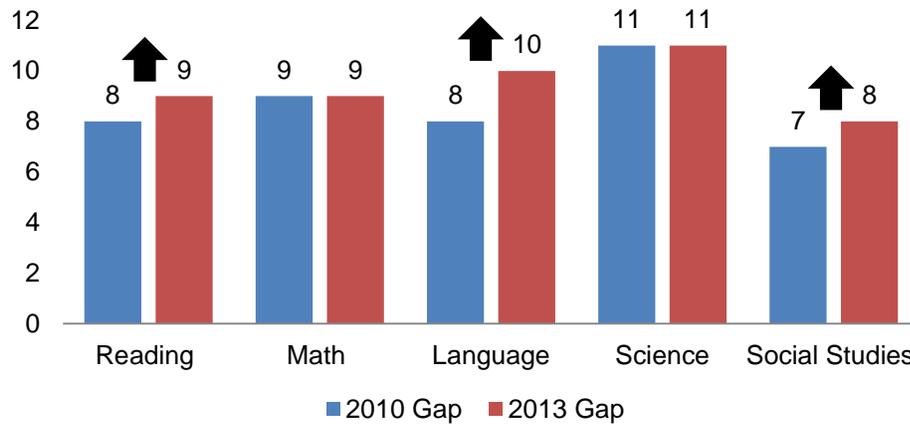
- The highest percent of students with disabilities who took the STAAR Modified were African American in all subjects. More than half of African American students with disabilities took the STAAR Modified in mathematics, reading, and writing. In comparison, 61 percent to 84 percent of White students identified with a learning disability took the STAAR in all subjects. More than half of Hispanic students with a learning disability took the STAAR Modified in reading and writing.

## What were the performance results of students with disabilities who were mainstream versus non-mainstream on the Stanford 10?

Students with disabilities placed in instructional settings mainstream and resource for less than 21 percent of the instructional day were grouped together as mainstream and students with disabilities placed in instructional settings resource for more than 21 percent of the instructional day and self-contained were grouped together as non-mainstream for this analysis (see Appendix A, page 40). Stanford 10 Normal Curve Equivalents (NCEs) were reported for mainstream and non-mainstream students in 2013 compared to 2010. NCEs are a standard scale of scores with a mean of 50 that can be used for comparisons across years. **Tables 13** and **14** provide the Stanford 10 NCEs for students with disabilities who were mainstreamed and non-mainstream (see page 36).

- For mainstream students with disabilities, average NCE increases were found at three grade levels in mathematics (grades 1, 3, and 8), two grade levels in language (grades 3 and 7), four grade levels in environment/science (grades 1 and 6–8), and one grade level in social science (grade 3) in 2013 compared to 2010. There were no NCE increases in reading.
- For non-mainstream students with disabilities, average NCE increases were found at two grade levels in mathematics (grades 7 and 8) and environment/science (grades 3 and 5), and one grade level in social science (grade 3) in 2013 compared to 2010. There were no NCE increases in reading and language.
- Total NCEs for mainstream and non-mainstream students with disabilities decreased for all subtests, with the exception of environment/science where NCEs remained the same in 2013 compared to 2010.
- Neither mainstream nor non-mainstream students with disabilities achieved a mean NCE of 50 on any of the grade levels or subtests. The highest total NCEs were found in environment/science for both mainstream and non-mainstream students with disabilities.
- **Figure 16** (see page 20) shows a gap analysis between mainstream and non-mainstreamed students with disabilities for Stanford 10 Total NCEs. Average NCEs for mainstream students with disabilities were higher across all grades and subtests compared to non-mainstream students with disabilities by at least 8 NCEs in 2013. A gap analysis of the total NCEs between non-mainstream and mainstream students with disabilities reveals that there were gap increases in reading, language, and social studies in 2013 compared to 2010. The gap in performance for mathematics and science remained the same.

**Figure 16: Gap Analysis between Mainstream and Non-Mainstream Students with Disabilities for Stanford 10 Total NCEs**



## Section IV: Students with Autism

### What were the demographic characteristics of students with autism?

Autism is defined by the Autism Society of America (ASA) as: "a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities." Autism affects one in 88 children; however, boys are five times more likely than girls to have autism (Autism Speaks, 2013). The following analysis examines the demographic characteristics of students with autism for three years (2011–2013).

- In 2013, there were a total of 1,292 students identified with autism. The majority of students were male (84.5 percent) compared to female (15.5 percent) (see **Table 15**, page 37). About 51.8 percent of the students identified with autism were Hispanic, followed by 29.2 percent African American, and 14.8 percent White. A higher percentage of students identified with autism were at elementary grades compared to the secondary grades. Specifically, 10.6 percent of the students were in first grade, followed by 10.3 percent in fourth grade, and 9.1 percent in second grade.
- The number of students identified with autism has increased by 23 percent from 2011 to 2013. The percent of male and female students with autism has remained steady for the past three years. An examination of the race/ethnicity of students with autism shows a slight decrease (-2 percent) in the percent of African American students with autism from 2011 to 2013. The percent of Hispanic students with autism slightly increased from 50.0 percent in 2011 to 51.8 percent in 2013. The percent of White students with autism remained steady around 15.0 percent for all three school years.

### What instructional settings were students with autism placed?

- More than half of students identified with autism were placed in a self-contained instructional setting in 2013. Specifically, 51.9 percent were placed in a self-contained setting for more than 60 percent of the school day and 4.4 percent at least 50 percent but not more than 60 percent of the school day. The percent of students with autism in self-contained settings has steadily decreased from 2011 to 2013 (see **Table 16**, page 38).
- About 7.0 percent of students identified with autism were placed in a resource instructional setting for less than 21 percent of the school day in 2013. About 9.4 percent were in a resource instructional setting at least 21 percent but less than 50 percent of the school day. Since 2011, the percent of students with autism placed in a resource instructional setting has slightly increased.
- The percent of students identified with autism who were placed in mainstream setting was 14.1 percent in 2013. Over the past three school years, the percent of students with autism placed in a mainstream instructional setting increased slightly more than one percent.

### What was the academic performance of students with autism?

The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program in spring 2012. At grades 3–8, all students are assessed in mathematics and reading. Students are also assessed in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. There are two cut scores, which identify three performance categories. For the general STAAR assessments and STAAR Modified, the labels for the performance categories are: Unsatisfactory Academic Performance (Level I), Satisfactory Academic Performance (Level II), and Advanced Academic Performance (Level III). The performance at Satisfactory will be phased in over four years before the recommended standard is applied. The phase-in 1 standards were in effect for the STAAR assessments in 2011–2012 and 2012–2013. Finally, the recommended standards for satisfactory performance will be implemented in 2015–2016. The recommended satisfactory standard is shown in this report as a preview to 2016.

- **Table 17** shows the number of students with autism tested by STAAR version, grade, and subject. There were a higher number of students with autism administered the STAAR Alternate compared to the STAAR and STAAR Modified at all grade levels (see page 39).
- **Table 18** shows the percent met satisfactory under phase-in 1 standards for HISD by STAAR version, grade level, and subject (see page 39). Students with autism in grades 3–5 experienced an increase in satisfactory performance under phase-in 1 standards on all subjects on the STAAR exam. On the STAAR Modified, grades 3, 5, 7, and 8 demonstrated an increase in satisfactory performance under phase-in 1 standards on the reading portion. Performance on the mathematics portion decreased at all grades for the STAAR Modified between 2012 and 2013 with the exception of grade 3. Phase-in standards were not available for the STAAR Alternate as it was held accountable at the recommended standard.
- The percent of students with autism who met satisfactory performance under phase-in 1 standards ranged from 52 percent (grade 5) to 82 percent (grade 7) on the mathematics portion of the STAAR compared to 32 percent (grade 5) to 53 percent (grades 4 and 8) on the STAAR

Modified in 2013. On the reading portion of the STAAR, the percent of students with autism who met satisfactory performance under phase-in 1 standards ranged from 56 percent (grade 3) to 91 percent (grade 8) and ranged from 40 percent (grade 6) to 68 percent (grade 5) on the STAAR Modified in 2013.

- **Table 19** shows the percent met satisfactory under the recommended standards for HISD by STAAR version as a preview to 2016, grade level, and subject (see page 40). Students with autism in all grades and subjects experienced an increase in satisfactory performance under the recommended standards on the STAAR exam with the exception of grade 3 for reading and grade 4 for mathematics. The performance of students with autism on the STAAR Modified improved in grade 3 on the mathematics portion, grades 3, 5, and 7 on the reading portion, grades 4 and 7 on the writing portion, and grade 8 on the science portion. For the STAAR Alternate, all grades demonstrated an increase in satisfactory performance under the recommended standards for all subjects with the exception of grade 4 for reading and writing.
- On the mathematics portion of the STAAR, the percent of students with autism who met satisfactory performance under the recommended standards ranged from 26 percent (grade 3) to 55 percent (grade 8) compared to 11 percent (grade 5) to 48 percent (grade 3) on the STAAR Modified in 2013. The range of students with autism who met satisfactory performance under recommended standards on the STAAR Alternate was 59 percent (grade 4) to 76 percent (grade 8).
- On the reading portion of the STAAR, the percent of students with autism who met satisfactory performance under the recommended standards ranged from six percent (grade 3) to 64 percent (grade 8) and ranged from 12 percent (grade 6) to 43 percent (grade 3) on the STAAR Modified in 2013. Performance on the reading portion of the STAAR Alternate ranged from 47 percent (grade 4) to 75 percent (grade 8) in 2013.
- **Table 20** shows the percent of students with autism who met advanced standards by STAAR version, grade level, and subject (see page 41). There was an increase in the percent of students with autism who met advanced performance on the STAAR for grades 4 and 7 on all subjects tested. STAAR Modified results show that the percent of students with autism who met advanced standards increased in grades 3 and 4 for mathematics, grade 8 for reading, all grades tested for writing and social studies. For the STAAR Alternate, grades 3, 4, and 6 showed improved advanced performance on all subjects tested.
- In 2013, the highest percent of students with autism who met advanced performance for the STAAR was 36 percent in grade 6 on the reading portion. For the STAAR Modified, the highest percent of students with autism who met advanced performance was 11 percent in grade 3 on the mathematics portion. The highest percent of students with autism who met advanced performance was 26 percent in grade 6 on the mathematics portion on the STAAR Alternate.

For high school, general subject-area TAKS assessments were replaced with fifteen STAAR end-of-course (EOC) assessments during the 2011–2012 school year. However, the 83rd legislature recently passed House Bill 5 which reduced the number of STAAR EOC assessments to five EOC tests that must be passed by students in order to graduate. The ARD/IEP committees will determine whether EOC tests are graduation requirements for identified students with disabilities. The EOC assessments which

students will need to pass are Algebra I, Biology, English I and II – Reading and Writing, and U.S. History. The performance standards set by the TEA for these assessments are as follows:

- **Level I: Unsatisfactory Academic Performance** – students are inadequately prepared for the following course.
  - **Level I: Minimum Academic Performance** – students are inadequately prepared for the following course but have achieved the minimum allowable score for the EOC assessment to be counted toward their graduation requirements (the 83rd legislature recently passed House Bill 5, which eliminated minimum performance).
  - **Level II: Satisfactory Academic Performance** – students are sufficiently prepared for the next course.
  - **Level III: Advanced Academic Performance** – students are well prepared for the following course.
- 
- **Table 21** shows the percent of students with autism who passed the STAAR by test version and EOC for 2012 and 2013 (see page 42). For STAAR, the percent of students with autism who met the satisfactory standard ranged from 31 percent for English II-Writing to 80 percent for Biology in 2013. From 2012 to 2013, the percent who met satisfactory increased for Biology and English I-Reading. The highest percent of students with autism who met the advanced standard was in English I-Reading with 11 percent in 2013.
  - For STAAR Modified, the percent of students with autism who met the satisfactory standard ranged from 21 percent for Biology to 100 percent for English II-Writing in 2013. From 2012 to 2013, the percent who met satisfactory increased for Biology, English I-Reading, and English I-Writing. The highest percent of students with autism who met the advanced standard was in English II-Writing with 25 percent in 2013.
  - For STAAR Alternate, the percent of students with autism who met the satisfactory standard ranged from 50 percent for Algebra I to 68 percent for U.S. History in 2013. From 2012 to 2013, the percent who met satisfactory increased for English II and U.S. History. The highest percent of students with autism who met the advanced standard was in Algebra I with 17 percent in 2013.
  - **Table 22** presents the Stanford 10 NCEs for students with autism for 2012 and 2013 (see page 42). Average NCE increases were found at four grade levels in reading and three grade levels in mathematics, language, environment/science, and social science from 2012 to 2013. Total NCEs for students with autism increased in reading and decreased in mathematics and social science from 2012 to 2013. For language and environment/science, NCEs remained the same from 2012 to 2013.

## Discussion

This report examined the trends in identification, placement, and assessment for African American and Hispanic students with disabilities in 2013 compared to 2010. Findings revealed that the percent of African American students overrepresented among students with an intellectual disability has decreased since 2010, while the percent identified with emotional disturbance has remained the same. A higher percentage of African American and Hispanic students were identified in grades 5 and/or 8. This may be due to grade promotion requirements that are in place at these grade levels. There was a considerable increase in the percent of Hispanic students identified as LEP being served in the special education

program at elementary grades in 2013 compared to 2010. Early identification of LEP students with a disability is essential to their success in school. Although there was a steady increase in the number of students referred for dyslexia services in HISD, the rate continues to be well below one percent of the district's population. However, there was a noticeable increase in the number of Hispanic students identified as dyslexic from 2010 to 2013. Students with dyslexia are likely to be served under Section 504 as the percent of students served under special education has decreased considerably from 2010 to 2013.

The percent of students in the special education program placed in a mainstream instructional setting was expected to increase due to this being a requirement under state accountability (Performance-based Monitoring Analysis System). However, there was a decrease in the percent of students with disabilities placed in mainstream instructional settings. Hispanic students experienced the greatest decrease in the percent of students with disabilities in a mainstream instructional setting from 2010 to 2013. Also, a focus on instructional placement by race/ethnicity shows that African American students are placed in a resource or self-contained instructional setting at a higher percent than their White and Hispanic peers. The instructional placement of African Americans may relate to higher levels of participation on the STAAR Modified rather than the STAAR. Results from the Stanford 10 showed that the achievement gap between mainstream and non-mainstream students with disabilities widen or remained the same from 2010 to 2013, and that mainstreamed students outperformed their self-contained counterparts by at least 8 NCEs on the Stanford assessment.

This report also provided a comprehensive analysis of students with autism. Over the past three years, there has been a steady increase in the number of students identified with autism. As stated by the literature, autism affects boys more often than girls and this was evident in HISD as the majority of the students with autism were male (Autism Speaks, 2013). More than half of the students with autism were placed in a self-contained instructional setting; however, this percent has decreased from 2011 to 2013. A higher number of students with autism took the STAAR Alternate followed by the STAAR Modified. Performance on the STAAR showed that students with autism made gains in the percent meeting the phase-in standard at most grade levels and subjects. Students who took the STAAR versus the STAAR Modified had a higher percent meeting the phase-in standard. A higher percent of students with autism who took the STAAR Alternate met the recommended standard than those who took the STAAR or STAAR Modified. Results on the STAAR EOC for students with autism indicated that performance varied by test version. There was only a slight gain on NCEs made on the Stanford 10 for reading.

## References

- Autism Society (2013). *About Autism*. Retrieved from <http://www.autism-society.org/about-autism/>
- Autism Speaks (2013). Facts about Autism. Retrieved from <http://www.autismspeaks.org/what-autism/facts-about-autism>
- Harris-Murri, N. King, K. and Rostenberg D. (2006) *Reducing Disproportionate Minority Representation in Special Education Programs for Students with Emotional Disturbances: Toward a Culturally Responsive Response to Intervention Model*, Retrieved from [http://www.monarchcenter.org/pdfs/Harris-Murri\\_06.pdf](http://www.monarchcenter.org/pdfs/Harris-Murri_06.pdf)
- National Dissemination Center for Children with Disabilities (NICHCY). (2006). *Rules and Regulations* (Federal Register Publication No. 156). Retrieved from <http://nichcy.org/wpcontent/uploads/docs/IDEA2004regulations.pdf>

- National Education Association (NEA). (2008) *Disproportionality: Inappropriate Identification of Culturally and Linguistically Diverse Children*, Retrieved from [http://www.nea.org/assets/docs/mf\\_PB02\\_Disproportionality.pdf](http://www.nea.org/assets/docs/mf_PB02_Disproportionality.pdf)
- Texas Education Agency. (2010). *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*. Retrieved from <http://www.region10.org/dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf>
- U.S. Department of Education. (2006). *Building the Legacy: IDEA 2004*. Retrieved from [http://idea.ed.gov/explore/search/GO\\_x/0/GO\\_y/0/query/LRE/search\\_option/all](http://idea.ed.gov/explore/search/GO_x/0/GO_y/0/query/LRE/search_option/all)

Table 1. Demographic Profile of Students with Disabilities, 2010 and 2013

	<b>2010</b>		<b>2013</b>		<b>2013 District</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Gender</b>						
Female	5,365	32.5	5,201	32.5	99,533	49.0
Male	11,138	67.5	10,797	67.5	103,821	51.1
<b>Race/Ethnicity</b>						
Asian	206	1.2	195	1.2	6,921	3.4
American Indian	16	0.1	23	0.1	430	0.2
African American	6,187	37.5	5,306	33.2	49,938	24.6
Hispanic	8,777	53.2	9,119	57.0	127,483	62.7
Native Hawaiian/Other Islander	0		14	0.1	224	0.1
White	1,317	8.0	1,254	7.8	16,700	8.2
Two or more	NA		87	0.5	1,658	0.8
<b>Grade Level</b>						
EE	485	2.9	440	2.8		
Pre-K	296	1.8	431	2.7		
K	561	3.4	701	4.4		
1 <sup>st</sup>	801	4.9	877	5.5		
2 <sup>nd</sup>	928	5.6	1,006	6.3		
3 <sup>rd</sup>	1,097	6.6	1,066	6.7		
4 <sup>th</sup>	1,275	7.7	1,388	8.7		
5 <sup>th</sup>	1,393	8.4	1,466	9.2		
6 <sup>th</sup>	1,382	8.4	1,395	8.7		
7 <sup>th</sup>	1,415	8.6	1,264	7.9		
8 <sup>th</sup>	1,490	9.0	1,220	7.6		
9 <sup>th</sup>	1,951	11.8	1,545	9.7		
10 <sup>th</sup>	1,291	7.8	1,133	7.1		
11 <sup>th</sup>	1,119	6.8	1,007	6.3		
12 <sup>th</sup>	1,019	6.2	1,059	6.6		
<b>Total</b>	<b>16,503</b>	<b>100.0</b>	<b>15,998</b>	<b>100.0</b>	<b>203,354</b>	

Note: Data were generated using PEIMS. The two or more category under race/ethnicity was added to PEIMS in the 2010–2011 school year.

Table 2: African American, Hispanic, and White Students with Disabilities by Gender and Grade, 2013

<b>Gender</b>	<b>African American</b>		<b>Hispanic</b>		<b>White</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Female	1,702	32.1	2,986	32.7	402	32.1
Male	3,604	67.9	6,133	67.3	852	67.9
<b>Grade</b>						
EE	92	1.7	256	2.8	66	5.3
PK	83	1.6	307	3.4	29	2.3
K	120	2.3	466	5.1	86	6.9
1 <sup>st</sup>	188	3.5	572	6.3	93	7.4
2 <sup>nd</sup>	265	5.0	617	6.8	97	7.7
3 <sup>rd</sup>	324	6.1	641	7.0	81	6.5
4 <sup>th</sup>	432	8.1	823	9.0	111	8.9
5 <sup>th</sup>	493	9.3	845	9.3	102	8.1
6 <sup>th</sup>	478	9.0	819	9.0	84	6.7
7 <sup>th</sup>	448	8.4	714	7.8	83	6.6
8 <sup>th</sup>	486	9.2	644	7.1	73	5.8
9 <sup>th</sup>	640	12.1	775	8.5	109	8.7
10 <sup>th</sup>	461	8.7	568	6.2	84	6.7
11 <sup>th</sup>	382	7.2	536	5.9	72	5.7
12 <sup>th</sup>	414	7.8	536	5.9	84	6.7
<b>Total</b>	<b>5,306</b>	<b>100.0</b>	<b>9,119</b>	<b>100.0</b>	<b>1,254</b>	<b>100.0</b>

Source: PEIMS

Table 3. African American, Hispanic, and White Students with Disabilities by Primary Handicapping Condition, 2013

<b>Primary Disability</b>	<b>African American</b>		<b>Hispanic</b>		<b>White</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Orthopedic Impairment	35	0.7	143	1.6	16	1.3
Other Health Impairment	672	12.7	687	7.5	198	15.8
Auditory Impairment	63	1.2	220	2.4	21	1.7
Visual Impairment	37	0.7	70	0.8	14	1.1
Deaf-Blind	0	0	*	—	0	0
Intellectual Disability	760	14.3	1,088	11.9	104	8.3
Emotional Disturbance	376	7.1	209	2.3	67	5.3
Learning Disability	2,549	48.0	4,398	48.2	287	22.9
Speech Impairment	372	7.0	1,446	15.9	332	26.5
Autism	377	7.1	669	7.3	191	15.2
Developmental Delay	0	0	0	0	0	0
Traumatic Brain Injury	8	0.2	16	0.2	5	0.4
Noncategorical Early Childhood	57	1.1	172	1.9	19	1.5
<b>Total</b>	<b>5,306</b>	<b>100.0</b>	<b>9,119</b>	<b>100.0</b>	<b>1,254</b>	<b>100.0</b>

\*Fewer than five students.

Source: PEIMS

Table 4. Demographic Profile of Limited English Proficient (LEP) Hispanic Students with Disabilities, 2010 and 2013

	<u>2010</u>		<u>2013</u>	
<u>Gender</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	1,288	30.9	1,110	31.5
Male	2,874	69.1	2,415	68.5
<u>Grade</u>				
EE	17	0.4	7	0.2
PK	108	2.6	166	4.7
K	194	4.7	229	6.5
1 <sup>st</sup>	263	6.3	289	8.2
2 <sup>nd</sup>	325	7.8	313	8.9
3 <sup>rd</sup>	369	8.9	309	8.8
4 <sup>th</sup>	376	9.0	421	11.9
5 <sup>th</sup>	407	9.8	431	12.2
6 <sup>th</sup>	367	8.8	337	9.6
7 <sup>th</sup>	365	8.8	235	6.7
8 <sup>th</sup>	409	9.8	235	6.7
9 <sup>th</sup>	393	9.4	209	5.9
10 <sup>th</sup>	268	6.4	142	4.0
11 <sup>th</sup>	176	4.2	124	3.5
12 <sup>th</sup>	125	3.0	78	2.2
<b>Total</b>	<b>4,162</b>	<b>100.0</b>	<b>3,525</b>	<b>100.0</b>

Source: PEIMS

Table 5. Primary Handicapping Condition of LEP Hispanic Students with Disabilities, 2010 and 2013

	<u>2010</u>		<u>2013</u>	
<u>Primary Disability</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Orthopedic Impairment	77	1.9	50	1.4
Other Health Impairment	252	6.1	244	6.9
Auditory Impairment	64	1.5	51	1.4
Visual Impairment	33	0.8	19	0.5
Deaf-Blind	0		0	
Intellectual Disability	509	12.2	323	9.2
Emotional Disturbance	79	1.9	59	1.7
Learning Disability	2,251	54.1	1,722	48.9
Speech Impairment	682	16.4	813	23.1
Autism	193	4.6	215	6.1
Developmental Delay	0		0	
Traumatic Brain Injury	7	0.2	*	–
Noncategorical Early Childhood	15	0.4	26	0.7
<b>Total</b>	<b>4,162</b>	<b>100.0</b>	<b>3,525</b>	<b>100.0</b>

\*Fewer than five students.

Source: PEIMS

Table 6. Demographic Profile of Identified Students with Dyslexia, 2010 and 2013

	<u>2010</u>		<u>2013</u>		<u>2013 District</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b><u>Gender</u></b>						
Female	195	34.8	345	36.0	99,533	49.0
Male	365	65.2	613	64.0	103,821	51.1
<b><u>Race/Ethnicity</u></b>						
Asian	4	0.7	6	0.6	6,921	3.4
American Indian	0		*	—	430	0.2
African American	99	17.7	149	15.6	49,938	24.6
Hispanic	231	41.3	523	54.6	127,483	62.7
Native Hawaiian/Other Islander	0		0		224	0.1
White	226	40.4	269	28.1	16,700	8.2
Two or more/Other	NA		10	1.0	1,658	0.8
<b><u>Grade Level</u></b>						
1 <sup>st</sup>	16	2.9	6	0.6		
2 <sup>nd</sup>	30	5.4	36	3.8		
3 <sup>rd</sup>	53	9.5	100	10.4		
4 <sup>th</sup>	81	14.5	152	15.9		
5 <sup>th</sup>	63	11.3	126	13.2		
6 <sup>th</sup>	40	7.1	128	13.4		
7 <sup>th</sup>	42	7.5	127	13.3		
8 <sup>th</sup>	56	10.0	79	8.2		
9 <sup>th</sup>	47	8.4	65	6.8		
10 <sup>th</sup>	50	8.9	40	4.2		
11 <sup>th</sup>	53	9.5	58	6.1		
12 <sup>th</sup>	29	5.2	41	4.3		
<b>Total</b>	<b>560</b>	<b>100.0</b>	<b>958</b>	<b>100.0</b>	<b>203,354</b>	

\*Fewer than five students.

Source: Chancery Student Information System pulled on June 3, 2013 and PEIMS.

Note: The two or more category under race/ethnicity was added to PEIMS in the 2010–2011 school year.

Table 7. Program Status of Identified Students with Dyslexia, 2010 and 2013

<b>Program</b>	<b>2010</b>		<b>2013</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Section 504	298	53.2	639	66.7
Special Education	230	41.1	263	27.5
Program Placement Pending	14	2.5	14	1.5
<i>N/A</i>	18	3	42	4.4
<b>Status</b>				
Currently Served	377	67.3	812	84.8
Assessment in Process	*	–	8	0.8
Referral in Process	*	–	9	0.9
Evaluated/No Demonstrated Educational Need	*	–	8	0.8
Identified as Dyslexia/Services Not Needed	12	2.1	16	1.7
Exited	6	1.1	23	2.4
<i>N/A</i>	156	27.9	82	8.6
<b>Type of Dyslexia</b>				
Specific Developmental Dyslexia	293	44.7	446	46.6
Developmental Dysgraphia	35	5.3	73	7.6
Developmental Spelling Disability	30	4.6	56	5.8
Developmental Auditory Imperception	*	–	11	1.1
Dysphasia	*	–	6	0.6
Other	61	9.3	122	12.7
Null	222	33.8	228	23.8
<i>Data Unavailable</i>	7	1.1	16	1.7

\*Fewer than five students.

Note: Type of Dyslexia is a duplicated count as students may be identified with one or more types of dyslexia.

Source: Chancery Student Information System pulled on June 3, 2013.

Table 8. Number and Percent of Students with Disabilities by Instructional Setting, 2010 and 2013

<b>Instructional Setting</b>	<b>2010</b>		<b>2013</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No instructional setting	1,972	11.9	2,381	14.9
Hospital class	25	0.2	18	0.1
Homebound	62	0.4	52	0.3
Vocational Adjustment Class/Program	87	0.5	39	0.2
Mainstream	4,719	28.6	4,072	25.5
Resource (Less than 21%)	2,376	14.4	1,964	12.3
Resource (At Least 21% and Less than 50%)	3,339	20.2	3,311	20.7
Self-Contained (At Least 50% and No More than 60%)	420	2.5	515	3.2
Self-Contained (More than 60%)	3,017	18.3	3,087	19.3
Full-Time Early Childhood Special Education Setting	259	1.6	355	2.2
Residential Nonpublic School Program	12	0.1	11	0.1
Nonpublic Day School	44	0.3	56	0.4
Residential Care And Treatment Facility Mainstream	15	0.1	*	–
Residential Care And Treatment Facility Resource (At Least 21% and Less than 50%)	*	–	*	–
Residential Care And Treatment Facility Resource (Less than 21%)	*	–	*	–
Residential Care And Treatment Facility Self-Contained (At Least 50% and No More than 60%)	*	–	*	–
Residential Care And Treatment Facility Self-Contained (More than 60%)	19	0.1	16	0.1
Off Home Campus (Mainstream)			7	0.0
Off Home Campus ( Resource, Less than 21%)	0		*	–
Off Home Campus ( Resource, At Least 21% and Less than 50%)	*	–	*	–
Off Home Campus (Self-Contained, More than 60%)	*	–	14	0.1
Off Home Campus (Separate Campus)	82	0.5	65	0.4
Off Home Campus (Community Class)	42	0.3	20	0.1
<b>Total</b>	<b>16,503</b>	<b>100.0</b>	<b>15,998</b>	<b>100.0</b>

\*Fewer than five students.

**Table 9. Instructional Setting by Ethnicity, 2010 and 2013**

Instructional Setting	African Am.				Hispanic				White			
	2010		2013		2010		2013		2010		2013	
	N	%	N	%	N	%	N	%	N	%	N	%
No instructional setting	380	6.2	429	8.1	1,209	13.8	1,525	16.7	312	23.4	350	27.9
Hospital class	13	0.2	8	0.2	*	—	8	0.1	9	0.7	*	—
Homebound	14	0.2	12	0.2	31	0.4	32	0.4	14	1.0	6	0.5
Vocational Adjustment Class/Program	38	0.6	15	0.3	41	0.5	23	0.3	6	0.4	*	—
Mainstream	1,671	27.5	1,436	27.1	2,612	29.7	2,219	24.3	357	26.8	349	27.8
Resource (Less than 21%)	779	12.8	530	10.0	1,411	16.1	1,291	14.2	169	12.7	118	9.4
Resource (At Least 21% and Less than 50%)	1,589	26.1	1,415	26.7	1,545	17.6	1,725	18.9	165	12.4	131	10.4
Self-Contained (At Least 50% and No More than 60%)	165	2.7	162	3.1	200	2.3	315	3.5	40	3.0	28	2.2
Self-Contained (More than 60%)	1,262	20.7	1,123	21.2	1,502	17.1	1,680	18.4	189	14.2	207	16.5
Full-Time Early Childhood Special Education Setting	57	0.9	82	1.5	163	1.9	229	2.5	30	2.2	26	2.1
Residential Nonpublic School Program	*	—	5	0.1	*	—	*	—	*	—	*	—
Nonpublic Day School	15	0.2	21	0.4	13	0.1	18	0.2	16	1.2	16	1.3
Residential Care And Treatment Facility Mainstream	10	0.2	0	—	*	—	*	—	*	—	*	—
Residential Care And Treatment Facility Resource, (At Least 21% and Less than 50%)	*	—	0	—	0	—	*	—	0	—	*	—
Residential Care And Treatment Facility Resource, (Less than 21%)	0	—	0	—	*	—	0	—	0	—	*	—
Residential Care And Treatment Facility Self-Contained (At Least 50% and No More than 60%)	*	—	*	—	0	—	*	—	*	—	0	—
Residential Care And Treatment Facility Self-Contained (More than 60%)	9	0.1	7	0.1	7	0.1	*	—	*	—	6	0.5
Off Home Campus (Mainstream)	0	—	*	—	0	—	*	—	0	—	*	—
Off Home Campus (Resource, Less than 21%)	0	—	0	—	0	—	*	—	0	—	0	—
Off Home Campus (Resource, At Least 21% and Less than 50%)	0	—	0	—	*	—	*	—	0	—	0	—
Off Home Campus (Self-Contained, More than 60%)	*	—	6	0.1	*	—	7	0.1	0	—	*	—
Off Home Campus (Separate Campus)	52	0.9	45	0.8	22	0.3	17	0.2	8	0.6	*	—
Off Home Campus (Community Class)	20	0.3	5	0.1	14	0.2	11	0.1	8	0.6	*	—
<b>Total</b>	<b>6,085</b>	<b>100.0</b>	<b>5,306</b>	<b>100.0</b>	<b>8,783</b>	<b>100.0</b>	<b>9,119</b>	<b>100.0</b>	<b>1,334</b>	<b>100.0</b>	<b>1,254</b>	<b>100.0</b>

\*Fewer than five students.

Table 10. STAAR Grades 3–8 Mathematics Test Versions of Students Identified with a Learning Disability, 2013

<b>Grade</b>	<b>Test Version</b>	<b>N</b>	<b>%</b>
3	STAAR	163	47
3	STAAR Modified	186	53
3	STAAR Alternate	*	–
<hr/>			
4	STAAR	287	47
4	STAAR Modified	329	53
4	STAAR Alternate	*	–
<hr/>			
5	STAAR	358	46
5	STAAR Modified	418	54
5	STAAR Alternate	*	–
<hr/>			
6	STAAR	349	44
6	STAAR Modified	436	55
6	STAAR Alternate	*	–
<hr/>			
7	STAAR	342	47
7	STAAR Modified	387	53
7	STAAR Alternate	*	–
<hr/>			
8	STAAR	363	52
8	STAAR Modified	329	48
8	STAAR Alternate	0	

\*Fewer than five students.

Note: English and Spanish test versions were combined.

Table 11. STAAR Grades 3–8 Reading Test Versions of Students Identified with a Learning Disability: 2013

<u>Grade</u>	<u>Test Version</u>	<u>N</u>	<u>%</u>
3	STAAR	131	37
3	STAAR Modified	218	62
3	STAAR Alternate	*	–
4	STAAR	218	35
4	STAAR Modified	398	65
4	STAAR Alternate	*	–
5	STAAR	284	37
5	STAAR Modified	490	63
5	STAAR Alternate	*	–
6	STAAR	288	37
6	STAAR Modified	494	63
6	STAAR Alternate	*	–
7	STAAR	306	42
7	STAAR Modified	419	58
7	STAAR Alternate	*	–
8	STAAR	360	52
8	STAAR Modified	332	48
8	STAAR Alternate	0	

\*Fewer than five students.

Note: English and Spanish test versions were combined.

Table 12. STAAR Science, Social Studies, and Writing Test Versions of Students Identified with a Learning Disability: 2013

<b>Subject</b>	<b>Grade</b>	<b>Test Version</b>	<b>N</b>	<b>%</b>	
Science	5	STAAR	450	58	
	5	STAAR Modified	322	42	
	5	STAAR Alternate	*	–	
	8	STAAR	393	57	
	8	STAAR Modified	295	43	
	8	STAAR Alternate	0		
	8	STAAR	394	57	
Social Studies	8	STAAR Modified	295	43	
	8	STAAR Alternate	0		
Writing	4	STAAR	257	42	
	4	STAAR Modified	354	58	
	4	STAAR Alternate	*	–	
	7	STAAR	315	44	
	7	STAAR Modified	392	55	
	7	STAAR Alternate	*	–	

\*Fewer than five students.

Note: English and Spanish test versions were combined.

Table 13. Mainstream Students with Disabilities: Stanford 10 Normal Curve Equivalents (NCEs), 2010 and 2013

Grade	Normal Curve Equivalents (NCEs)											
	N Tested		Reading		Mathematics		Language		Environment/ Science		Social Science	
	2010	2013	2010	2013	2010	2013	2010	2013	2010	2013	2010	2013
1	82	87	35	30	30	33	46	34	29	31		
2	120	175	27	19	29	24	28	22	35	32		
3	222	253	26	26	33	34	26	27	34	34	28	30
4	429	467	29	25	38	33	32	30	38	33	34	29
5	564	602	28	23	35	30	29	25	37	36	33	29
6	664	504	23	21	32	32	25	25	32	33	28	28
7	748	494	25	24	33	33	27	28	31	33	32	32
8	761	537	28	27	35	36	29	27	41	42	34	32
<b>Total</b>	<b>3,590</b>	<b>3,119</b>	<b>26</b>	<b>24</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>27</b>	<b>36</b>	<b>36</b>	<b>32</b>	<b>30</b>

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 14. Non-Mainstream Students with Disabilities: Stanford 10 Normal Curve Equivalents (NCEs), 2010 and 2013

Grade	Normal Curve Equivalents (NCEs)											
	N Tested		Reading		Mathematics		Language		Environment/ Science		Social Science	
	2010	2013	2010	2013	2010	2013	2010	2013	2010	2013	2010	2013
1	90	70	28	18	30	19	45	26	24	21		
2	235	190	18	15	20	18	19	16	28	27		
3	317	267	19	18	26	24	20	19	23	26	20	22
4	439	401	18	18	26	24	22	20	25	23	25	22
5	483	484	19	17	26	22	21	18	27	28	26	23
6	452	549	16	12	24	23	18	14	24	22	23	20
7	411	459	15	12	23	24	17	16	21	21	25	22
8	441	402	18	15	26	29	20	17	31	30	29	26
<b>Total</b>	<b>2,868</b>	<b>2,822</b>	<b>18</b>	<b>15</b>	<b>25</b>	<b>24</b>	<b>20</b>	<b>17</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>22</b>

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 15. Demographic Characteristics of Students with Autism, 2011, 2012, and 2013

	<u>2011</u>		<u>2012</u>		<u>2013</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b><u>Gender</u></b>						
Female	156	15.0	166	15.0	200	15.5
Male	894	85.0	940	85.0	1,092	84.5
<b><u>Race/Ethnicity</u></b>						
Asian	33	3.0	32	3.0	39	3.0
American Indian	*	–	*	–	*	–
African American	324	31.0	328	30.0	377	29.2
Hispanic	520	50.0	563	51.0	669	51.8
Pacific Islander	*	–	*	–	*	–
White	157	15.0	166	15.0	191	14.8
Two or more	12	1.0	12	1.0	11	0.9
<b><u>Grade</u></b>						
EE	78	7.0	53	5.0	66	5.1
PK	39	4.0	36	3.0	26	2.0
K	83	8.0	95	9.0	95	7.4
1 <sup>st</sup>	111	11.0	95	9.0	137	10.6
2 <sup>nd</sup>	121	12.0	114	10.0	117	9.1
3 <sup>rd</sup>	85	8.0	119	11.0	112	8.7
4 <sup>th</sup>	66	6.0	88	8.0	133	10.3
5 <sup>th</sup>	61	6.0	78	7.0	105	8.1
6 <sup>th</sup>	54	5.0	64	6.0	83	6.4
7 <sup>th</sup>	64	6.0	49	4.0	69	5.3
8 <sup>th</sup>	53	5.0	70	6.0	62	4.8
9 <sup>th</sup>	64	6.0	57	5.0	69	5.3
10 <sup>th</sup>	42	4.0	57	5.0	58	4.5
11 <sup>th</sup>	42	4.0	43	4.0	61	4.7
12 <sup>th</sup>	87	8.0	88	8.0	99	7.7
<b>Total</b>	<b>1,050</b>	<b>100.0</b>	<b>1,106</b>	<b>100.0</b>	<b>1,292</b>	<b>100.0</b>

\*Fewer than five students.

Note: Data were generated using PEIMS.

Table 16. Instructional Setting of Students with Autism

<b>Instructional Setting</b>	<b>2011</b>		<b>2012</b>		<b>2013</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No instructional setting	15	1.4	7	0.6	19	1.5
Hospital class	*	–	0		0	
Homebound					*	–
Vocational Adjustment Class/Program	*	–	*	–	*	–
Mainstream	133	12.7	145	13.1	182	14.1
Resource (Less than 21%)	66	6.3	84	7.6	90	7.0
Resource (At Least 21% and Less than 50%)	85	8.1	101	9.1	122	9.4
Self-Contained (At Least 50% and No More than 60%)	67	6.4	56	5.1	57	4.4
Self-Contained (More than 60%)	577	55.0	598	54.1	671	51.9
Full-Time Early Childhood Special Education Setting	43	4.1	53	4.8	88	6.8
Residential Nonpublic School Program	*	–	*	–	*	–
Nonpublic Day School	31	3.0	32	2.9	37	2.9
Residential Care And Treatment Facility (At Least 21% and Less than 50%)					*	–
Residential Care And Treatment Facility (Less than 21%)	0		*	–	0	
Residential Care And Treatment Facility (At Least 50% and No More than 60%)	*	–	0		0	
Residential Care And Treatment Facility (More than 60%)	5	0.5	5	0.5	6	0.5
Off Home Campus (Mainstream)			*	–	0	
Off Home Campus (Self-Contained, More than 60%)	*	–	*	–	*	–
Off Home Campus (Separate Campus)	*	–	5	0.5	*	–
Off Home Campus (Community Class)	18	1.7	13	1.2	8	0.6
<b>Total</b>	<b>1,050</b>	<b>100.0</b>	<b>1,106</b>	<b>100.0</b>	<b>1,292</b>	<b>100.0</b>

\*Fewer than five students.

Table 17. Students with Autism: Number Tested by STAAR Version, Subject, and Grade Level, 2012 and 2013

Version	Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
STAAR	Mathematics	34	19	21	34	19	23	10	17	5	11	18	11
	Reading	36	18	21	35	16	21	9	14	6	12	20	11
	Writing			19	36					6	12		
	Science					21	27					17	11
	Social Studies											19	11
STAAR Modified	Mathematics	22	27	24	30	21	28	16	22	12	19	15	17
	Reading	21	28	24	30	24	31	17	25	11	19	15	19
	Writing			28	30					12	21		
	Science					18	24					15	18
	Social Studies											13	18
STAAR Alternate	Mathematics	57	63	40	64	35	47	34	39	30	35	36	33
	Reading	57	63	40	64	35	47	34	39	30	35	36	32
	Writing			40	64					30	34		
	Science					34	47					36	33
	Social Studies											36	33

Source: Data Warehouse

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 18. Students with Autism: Percent Met Satisfactory at Phase-in 1 Standards by STAAR Version, Subject, and Grade Level, 2012 and 2013

Version	Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
STAAR	Mathematics	53	68	48	56	37	52	80	59	100	82	61	73
	Reading	53	56	57	63	31	57	56	79	83	75	65	91
	Writing			58	67					83	42		
	Science					29	48					71	82
	Social Studies											74	73
STAAR Modified	Mathematics	41	52	63	53	57	32	44	36	58	37	60	53
	Reading	48	61	54	47	42	68	65	40	27	53	53	63
	Writing			68	60					67	57		
	Science					33	38					53	61
	Social Studies											46	44

Source: Data Warehouse

Note: STAAR Alternate was held accountable at the Recommended standards.

For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 19. Students with Autism: Percent Met Satisfactory at Recommended Standards (Preview 2016) by STAAR Version, Subject, and Grade Level, 2012 and 2013

Version	Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
<b>STAAR</b>	Mathematics	21	26	33	32	5	39	20	29	20	27	28	55
	Reading	22	6	14	23	13	19	33	57	33	42	20	64
	Writing			11	25					0	25		
	Science					10	22					41	55
	Social Studies											26	36
<b>STAAR Modified</b>	Mathematics	27	48	38	27	19	11	19	18	17	16	33	24
	Reading	14	43	29	17	21	32	18	12	18	26	20	26
	Writing			25	33					8	43		
	Science					28	13					27	28
	Social Studies											31	22
<b>STAAR Alternate</b>	Mathematics	53	68	58	59	54	64	59	67	60	71	58	76
	Reading	46	63	55	47	49	51	62	64	67	69	61	75
	Writing			53	52					67	71		
	Science					50	55					67	76
	Social Studies											58	76

Source: Data Warehouse

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 20. Students with Autism: Percent Met Advanced Standards by STAAR Version, Subject, and Grade Level, 2012 and 2013

Version	Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
STAAR	Mathematics	6	11	14	18	0	13	20	12	0	9	0	0
	Reading	11	6	10	17	0	10	33	36	0	17	10	27
	Writing			0	8					0	8		
	Science					5	4					18	9
	Social Studies											16	27
STAAR Modified	Mathematics	14	11	0	3	0	0	0	0	0	0	7	0
	Reading	10	4	0	0	8	3	6	0	0	0	0	5
	Writing			4	7					0	5		
	Science					17	8					7	6
	Social Studies											0	6
STAAR Alternate	Mathematics	7	8	18	19	20	15	18	26	17	9	33	15
	Reading	4	11	8	13	14	6	12	18	10	9	25	16
	Writing			13	14					13	6		
	Science					15	9					42	15
	Social Studies											11	21

Source: Data Warehouse

Note: For grades and subjects with multiple test administrations, the first administration results are used. Also, English and Spanish test versions were combined.

Table 21. Students with Autism: Percent Met Satisfactory and Advanced by STAAR Version and EOC, 2012 and 2013

	<u>EOC</u>	<u>N</u>		<u>%</u>		<u>%</u>	
		<u>Tested</u>		<u>Satisfactory</u>		<u>Advanced</u>	
		<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>
<b>STAAR</b>	Algebra I	16	13	81	69	0	8
	Biology	12	20	75	80	0	10
	English I-Reading	13	19	31	37	0	11
	English I-Writing	14	20	36	35	0	0
	English II-Reading	0	13		62		8
	English II-Writing	0	13		31		0
	U.S. History	0	0				
<b>STAAR Modified</b>	Algebra I	11	19	27	32	0	11
	Biology	8	14	38	21	0	0
	English I-Reading	12	14	50	57	0	14
	English I-Writing	12	14	25	43	0	14
	English II-Reading	0	12		67		0
	English II-Writing	0	12		100		25
	U.S. History	0	0				
<b>STAAR Alternate</b>	Algebra I	26	30	58	50	4	17
	Biology	36	31	69	52	8	16
	English I	25	30	56	53	8	10
	English II	24	32	63	66	4	6
	U.S. History	22	22	45	68	5	9

Source: Data Warehouse

Table 22. Students with Autism: Stanford 10 Normal Curve Equivalents (NCEs), 2012 and 2013

Grade	Normal Curve Equivalents (NCEs)											
	<u>N</u>		<u>Reading</u>		<u>Mathematics</u>		<u>Language</u>		<u>Environment/ Science</u>		<u>Social Science</u>	
	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>
1	37	49	26	30	25	31	27	33	21	25		
2	44	51	18	19	25	20	17	19	23	23		
3	53	43	33	23	35	31	35	25	38	32	34	25
4	43	61	30	29	35	34	37	35	33	35	29	30
5	38	49	17	27	26	33	23	32	29	38	26	31
6	23	40	26	23	33	30	30	28	38	35	34	30
7	16	33	23	28	33	34	29	29	37	36	37	39
8	33	26	27	25	42	34	36	27	42	42	42	40
<b>Total</b>	<b>287</b>	<b>352</b>	<b>25</b>	<b>26</b>	<b>32</b>	<b>31</b>	<b>29</b>	<b>29</b>	<b>36</b>	<b>36</b>	<b>33</b>	<b>32</b>

Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

**APPENDIX A**  
**PEIMS Instructional Setting Codes**

<b><u>Code</u></b>	<b><u>Description</u></b>
00	No Instructional Setting (such as Speech Therapy)
40	Mainstream
41	Resource Room/Services Less than 21%
42	Resource Room/Services At least 21% and Less than 50%
43	Self-Contained, Mild/Moderate/Severe, Regular Campus At Least 50% and No More than 60%
44	Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%

---

Source: PEIMS Data Standards