

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of November 8, 2012

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

At the February 11, 2010, meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure achievement of Houston Independent School District (HISD) goals and adherence to its core values. The monitoring system was designed to give district administrators clear direction on how to meet the board's expectations in these crucial areas.

Board Policy AE(LOCAL) states “[T]he administration shall report to the Board of Education on each goal and core value using the specific method and timing set out below,”

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

Timing: “This report will be prepared for the Board in November of each school year.”



Board Monitoring System: Indicator L

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The Board Monitoring System will report on each goal and core value on a routine basis. The goal currently under review is to ensure Students with Disabilities are appropriately served (Goal 1, Section L). This Board Monitoring System Indicator aligns to HISD's strategic direction which focuses on the core initiative: Data-Driven Accountability.

Findings

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

- The majority of HISD Students with Disabilities are male at 67.2 percent compared to 32.8 percent who are female. Male students are over-represented as Students with Disabilities by 16.2 percentage points, while female students are under-represented by 16.2 percentage points. The same is true for male students in Texas, who are over-represented by 15.8 percentage points and female students, who are under-represented by 15.8 percentage points (**Figure 1**).
- HISD African American students are over-represented as Students with Disabilities by 9.2 percentage points, which is lower than the previous year by 0.7 percentage points. African American students in Texas are over-represented as Students with Disabilities by 3.7 percentage points (**Figure 2**).
- HISD Hispanic students are under-represented as Students with Disabilities by 6.6 percentage points, which is lower than the previous year by 1.1 percentage points. Hispanic students in Texas are under-represented as Students with Disabilities by 2.9 percentage points (**Figure 2**).
- Overall, HISD is closing the gap between the percentage of students over-represented as Students with Disabilities and the enrollment percentage they represent in the district. Additionally, the district continues to close the gap between the percentage of African American and Hispanic students who are over- and under-represented as Students with Disabilities (**Table 1**).

Ethnic Distribution of Students with Disabilities by Primary Disability

- Approximately half of African American Students with Disabilities were identified with a learning disability at 50.8 percent, followed by 14.0 percent with intellectual disability and 12.0 percent with other health impairment (**Table 2**).
- Approximately half of Hispanic Students with Disabilities were identified with a learning disability at 50.3 percent, followed by 15.3 percent with speech impairment and 11.9 percent with intellectual disability (Table 2).
- The highest percent of White Students with Disabilities was identified with a speech impairment at 25.7 percent, followed by 25.4 percent with a learning disability and 16.2 percent with other health impairment (Table 2).

Analysis of Students with Disabilities Participation in State Assessments

- A total of 3,168 Students with Disabilities participated either in the Spanish or English STAAR compared to 1,224 who participated in the STAAR Alternate and 3,774 who participated in the STAAR Modified form in reading for the 2012 Adequate Yearly Progress (AYP) accountability system. Also, 341 Students with Disabilities took the TAKS-Modified (TAKS-M), 26 took the Texas English Language Proficiency Assessment System Reading (TELPAS-R), and 2 took the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M (**Table 3**). This indicates that 5.5 percent of the district's students tested through an alternative assessment, a 0.5 percentage point decrease compared to last year on reading.
- A total of 3,447 Students with Disabilities participated either in the Spanish or English STAAR compared to 1,225 who participated in the STAAR Alternate and 3,492 who participated in the STAAR Modified form in math for the 2012 AYP accountability system. Also, 350 Students with Disabilities took the TAKS-M, and 5 the LAT, reflecting that 5.3 percent of the district's students were tested through an alternative assessment, a 0.7 percentage point decrease compared to last year.
- The number of Students with Disabilities who exceeded the federal AYP cap of 3.0 percent was 1,421 for reading and 995 for math (**Table 4**).

District Response

Race and Gender and Primary Disability

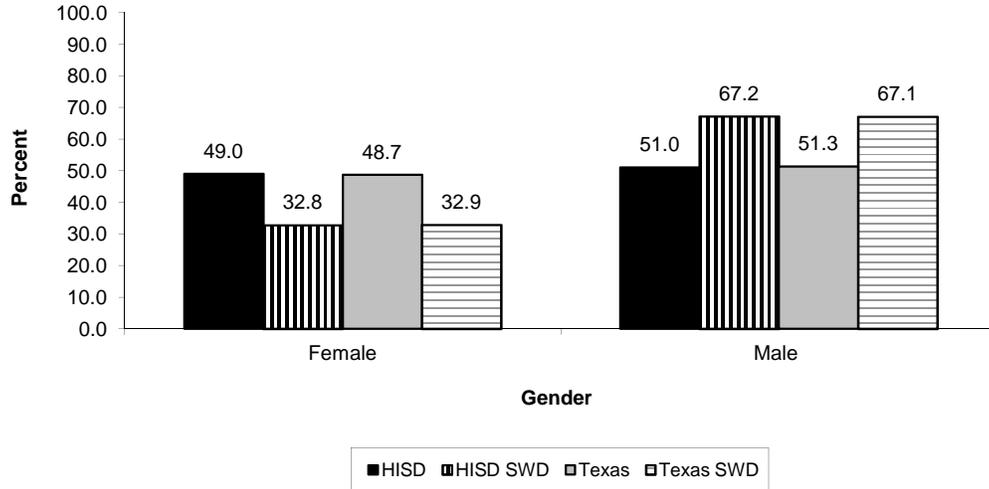
- A screening process has been implemented to ensure all campuses are providing appropriate and effective interventions for all students through the Rtl process prior to special education referral.
- A district team has analyzed pertinent district and campus data to develop specific strategies and targeted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

- The department has developed a checklist to examine exclusionary factors such as language, culture, and socio-economic status when determining eligibility for Specific Learning Disability (SLD), Intellectual Disability (ID), Other Health Impairment (OHI), and Emotional Disturbance (ED).

Participation in State Assessments

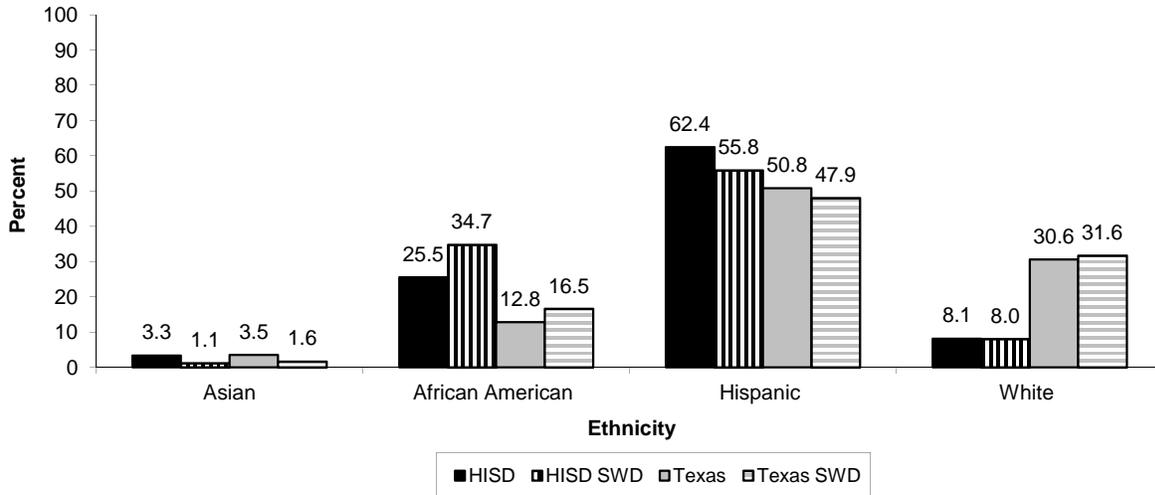
- Campus leaders received staff development and targeted technical assistance on more inclusive programming for students with disabilities, appropriate assessment decision-making procedures including test selection, accommodations, and supplemental aids and services.
- A collaborative support plan is developed by a team that consists of the campus principal, school improvement officer, assigned special education program specialist, and special education department chairperson. This plan is based on campus data on multiple indicators including program, placement, instruction, and assessment.
- Completed and signed STAAR Modified and STAAR Alternate Participation Requirement Forms (which document a student is participating in the appropriate assessment) are submitted for every student by the campuses to the special education senior managers in the field offices for review. Summaries are provided to the school improvement officers. The Participation Requirement Form is placed in the student audit folder.

Figure 1: Percent of Students with Disabilities (SWD) in HISD and Texas by Gender Compared to District and State Enrollment, 2011-12



Source: The Public Education Information Management System (PEIMS) for 2011–12. Data reflects the most current information available.

Figure 2: Percent of Students with Disabilities (SWD) by Ethnicity Compared to District and State Enrollment, 2011-12



Source: The Public Education Information Management System (PEIMS) for 2011–2012. Data reflects the most current information available.

Table 1: Percent of Students with Disabilities (SWD) by Ethnicity Compared to Total Enrollment, 2011–2012

	HISD Total			HISD SWD			Texas Total			Texas SWD		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Asian	3.3	3.1	3.3	1.2	1.0	1.1	3.7	3.4	3.5	1.5	1.5	1.6
African Am.	27.1	26.2	25.5	37.5	36.1	34.7	14.0	12.9	12.8	16.9	16.7	16.5
Hispanic	61.6	61.9	62.4	53.2	54.2	55.8	48.6	50.3	50.8	45.8	47.0	47.9
White	7.9	7.8	8.1	8.0	7.9	8.0	33.3	31.2	30.6	33.6	32.5	31.6

Source: The Public Education Information Management System (PEIMS) for 2010–2012.

Table 2: Ethnic Distribution of HISD Students with Disabilities (SWD) by Primary Disability, 2011–2012

<u>Primary Disability</u>	<u>African American</u>		<u>Asian</u>		<u>Hispanic</u>		<u>White</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Orthopedic Impairment	35	0.6	6	3.3	167	1.9	25	2.0
Other Health Impairment	656	12.0	11	6.0	637	7.2	205	16.2
Auditory Impairment	66	1.2	11	6.0	227	2.6	25	2.0
Visual Impairment	44	0.8	4	2.2	70	0.8	14	1.1
Deaf-Blind	0	0.0	0	0.0	2	0.0	0	0.0
Intellectual Disability	764	14.0	21	11.5	1,058	11.9	89	7.0
Emotional Disturbance	384	7.0	2	1.1	186	2.1	80	6.3
Learning Disability	2,778	50.8	38	20.9	4,457	50.3	322	25.4
Speech Impairment	368	6.7	54	29.7	1,356	15.3	326	25.7
Autism	328	6.0	32	17.6	563	6.4	166	13.1
Developmental Delay	0	0.0	0	0.0	0	0.0	0	0.0
Traumatic Brain Injury	6	0.1	1	0.5	14	0.2	5	0.4
Noncategorical Early Child.	40	0.7	2	1.1	121	1.4	10	0.8
Total	5,469	100.0	182	100.0	8,858	100.0	1,267	100.0

Source: The Public Education Information Management System (PEIMS) for 2011–12. Data reflects the most current information available.

Table 3: Analysis of Students with Disabilities (SWD) Participation in State Assessments for AYP, 2012

Reading	N	% SWD	% District
District Enrollment (3–8 and 10)	97,733		
SWD Enrollment (3–8 and 10)	9,109		
Spanish & English STAAR	3,168	34.8	3.2
STAAR Alternate	1,224	13.4	1.3
STAAR Modified	3,774	41.4	3.9
TAKS	145	1.6	0.1
TAKS Accommodated	429	4.7	0.4
TAKS LAT	2	0.0	0.0
TAKS-M	341	3.7	0.3
TELPAS-R	26	0.3	0.0
Mathematics		% SWD	% District
District Enrollment (3–8 and 10)	97,405		
SWD Enrollment (3–8 and 10)	9,064		
Spanish & English STAAR	3,447	38.0	3.5
STAAR Alternate	1,225	13.5	1.3
STAAR L	4	0.0	0.0
STAAR Modified	3,492	38.5	3.6
TAKS	124	1.4	0.1
TAKS Accommodated	417	4.6	0.4
TAKS LAT	5	0.1	0.0
TAKS-M	350	3.9	0.4

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

Table 4: Analysis of Federal Cap and Exceeders for AYP, 2012

Reading	STAAR Alternate	STAAR Modified
Number Met Standard	1,098	3,381
Number Non-Proficient	88	506
Number Tested	1,186	3,887
Federal Cap	1,098	1,960
1% Cap Available for Spill-Over	0	0
Total Federal Cap Limit	1,098	1,960
Number of Exceeders	0	1,421
Mathematics		
Number Met Standard	1,117	2,949
Number Non-Proficient	71	682
Number Tested	1,188	3,631
Federal Cap	1,117	1,954
1% Cap Available for Spill-Over	0	0
Total Federal Cap Limit	1,117	1,954
Number of Exceeders	0	995

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