

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of November 12, 2008

October 27, 2008

SUBJECT: **BOARD MONITORING SYSTEM—GOAL 1 SECTION K: SPECIAL EDUCATION STUDENTS ARE APPROPRIATELY SERVED**

At the March 8, 2007, meeting, the Board of Education approved on first reading a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District (HISD) goals and core values. The monitoring system was designed to give district administrators clear direction on how to meet the Board's expectations in these crucial areas.

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

In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section K: Special Education Students Are Appropriately Served**. The policy states that *"the Administration shall provide the Board of Education with a report of the percentage of special education students 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 an analysis of the number and percentage of special education students participating in the state's assessment program and the number of special education students in excess of the proficiency cap as measured and defined by the No Child Left Behind Act of 2001 for Adequate Yearly Progress. This report will be prepared for the Board in November of each school year."*



Board Monitoring System: Indicator K

EXECUTIVE SUMMARY

Purpose

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

Findings

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

- The majority of HISD Special Education students are male at 67.0 percent compared to 33.0 percent who are female. Male students are over-represented in Special Education by 16.0 percentage points, while female students are under-represented by 16.0 percentage points. The same is true for male and female students in Texas (Figure 1).
- HISD African-American students are over-represented in Special Education by 11.1 percentage points compared to African-American students in Texas, who are over-represented in Special Education by 3.9 percentage points. HISD Hispanic students are under-represented in Special Education by 9.1 percentage points compared to Hispanic students in Texas, who are under-represented by 4.1 percentage points (Figure 2).

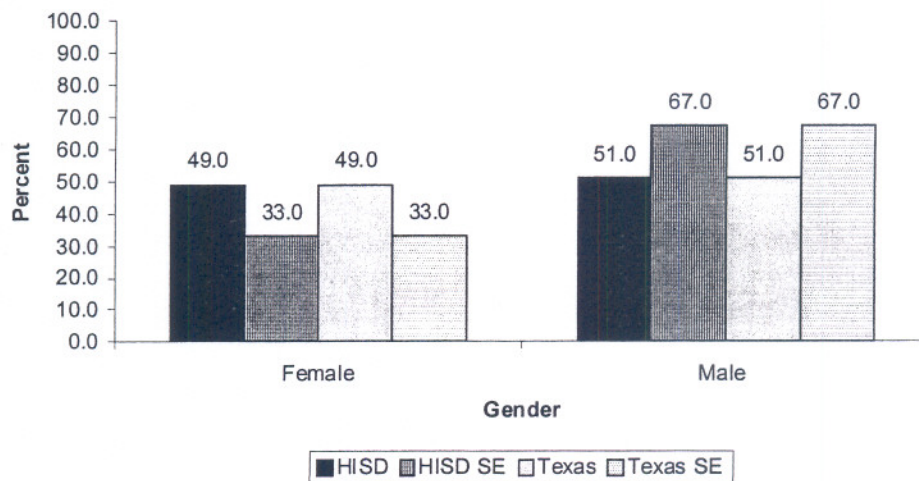
Ethnic Distribution of Special Education Students by Primary Disability

- The majority of African-American Special Education students were identified with a learning disability at 53.1 percent, followed by 12.2 percent with mental retardation and 9.4 percent with emotional disturbance (Table 1).
- The majority of Hispanic Special Education students were identified with a learning disability at 54.6 percent, followed by 17.1 percent with speech impairment and 9.6 percent with mental retardation (Table 1).
- The highest percent of white students were identified with a learning disability at 30.5 percent, followed by 23.9 percent with speech impairment and 15.5 percent with Other Health Impairment (Table 1).

Analysis of Special Education Students' Participation in State Assessments

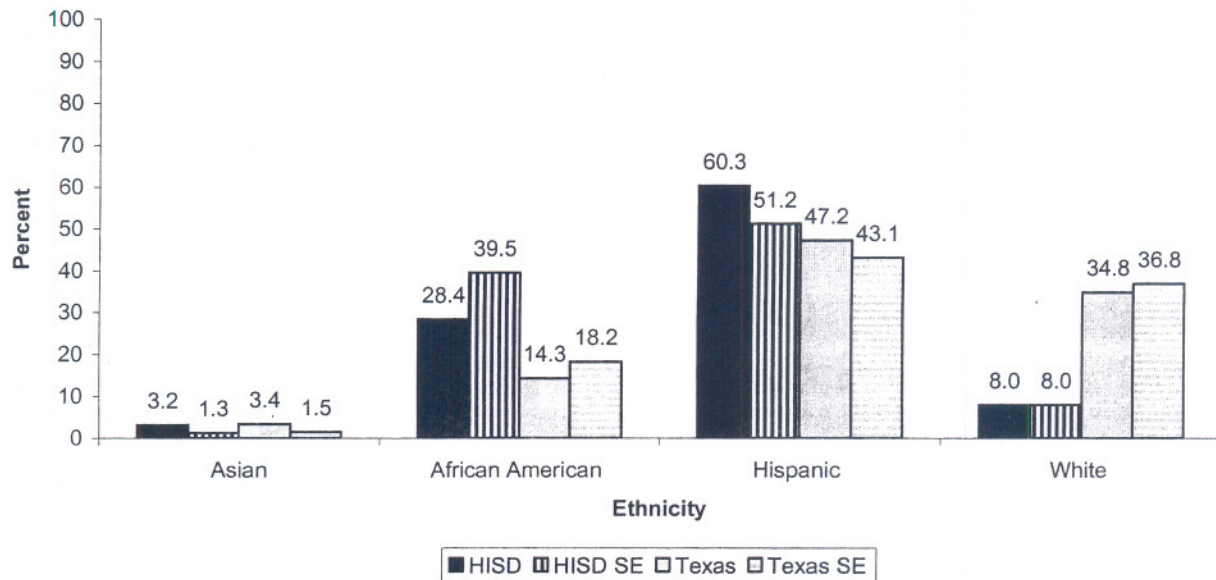
- A total of 2,925 Special Education students participated either on the Spanish or English TAKS compared to 2,868 who participated on the TAKS (Accommodated) form in reading for the 2008 Adequate Yearly Progress (AYP) accountability system. Also, 4,624 Special Education students took the TAKS-Modified (TAKS-M), 756 the TAKS-Alternate (TAKS-ALT), 20 the Texas English Language Proficiency Assessment System Reading (TELPAS-R), and seven the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M (Table 2).
- A total of 3,077 Special Education students participated either on the Spanish or English TAKS compared to 2,809 who participated on the TAKS (Accommodated) form in math for the 2008 AYP accountability system. Also, 4,474 Special Education students took the TAKS-M, 760 the TAKS-ALT, and 10 the LAT.
- The number of Special Education students who exceeded the federal AYP cap was 675 for reading, and there were no exceeders for math (Table 3).

Figure 1: Percent of Special Education (SE) Students in HISD and Texas by Gender Compared to District and State Enrollment 2007-08



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

Figure 2: Percent of Special Education (SE) Students by Ethnicity Compared to District Enrollment 2007-08



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

Table 1: Percent of Special Education (SE) Students by Ethnicity Compared to Total Enrollment from 2006–2008

	HISD Total			HISD SE			Texas Total			Texas SE		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Asian	3.1	3.1	3.2	1.3	1.3	1.3	3.1	3.3	3.4	1.3	1.4	1.5
African Am.	30.0	29.2	28.4	40.6	40.4	39.5	14.7	14.4	14.3	18.3	18.3	18.2
Hispanic	58.3	59.3	60.3	49.1	49.7	51.2	45.3	46.3	47.2	41.4	42.2	43.1
White	8.6	8.3	8.0	9.0	8.6	8.0	36.5	35.7	34.8	38.6	37.6	36.8

Source: The Public Education Information Management System (PEIMS) for 2006–2008.

Table 2: Ethnic Distribution of HISD Students with Disabilities by Primary Disability for 2007–08

Primary Disability	African Am.		Asian		Hispanic		White	
	N	%	N	%	N	%	N	%
Orthopedic Impairment	84	1.2	7	3.0	163	1.7	24	1.6
Other Health Impairment	646	9.0	11	4.8	537	5.8	227	15.5
Auditory Impairment	90	1.3	9	3.9	277	3.0	29	2.0
Visual Impairment	45	0.6	7	3.0	74	0.8	16	1.1
Deaf-Blind	1	0.0	0	0.0	0	0.0	0	0.0
Mental Retardation	879	12.2	26	11.3	900	9.6	96	6.6
Emotional Disturbance	674	9.4	4	1.7	297	3.2	132	9.0
Learning Disability	3,826	53.1	56	24.3	5,095	54.6	446	30.5
Speech Impairment	657	9.1	80	34.8	1,595	17.1	349	23.9
Autism	267	3.7	29	12.6	316	3.4	136	9.3
Developmental Delay	0	0.0	0	0.0	0	0.0	0	0.0
Traumatic Brain Injury	3	0.0	0	0.0	15	0.2	2	0.1
Noncategorical Early Childhood	28	0.4	1	0.4	64	0.7	6	0.4
Total	7,200	100.0	230	100.0	9,333	100.0	1,463	100.0

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

Table 3: Analysis of Special Education Students' Participation in State Assessments for AYP, 2008

Reading	N	% SpecEd	% District
District Enrollment (3–8 and 10)	95,742		
Spec Ed Enrollment (3–8 and 10)	11,200		
Spanish & English TAKS	2,925	26.1	3.1
TAKS (Accommodated)	2,868	25.6	3.0
TAKS-Modified	4,624	41.3	4.8
TAKS-Alternate	756	6.8	0.8
LAT	7	0.1	0.0
TELPAS-R	20	0.2	0.0
Mathematics		% SpecEd	% District
District Enrollment (3–8 and 10)	95,283		
Spec Ed Enrollment (3–8 and 10)	11,130		
Spanish & English TAKS	3,077	27.6	3.2
TAKS (Accommodated)	2,809	25.2	2.9
TAKS-Modified	4,474	40.2	4.7*
TAKS-Alternate	760	6.8	0.8*
LAT	10	0.1	0.0

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

Table 4: Analysis of Federal Cap and Exceeders for AYP, 2008

Reading	TAKS-Alt	TAKS-M
Number Met Standard	472	3,077
Number Non-Proficient	174	1,166
Number Tested	646	4,243
Federal Cap	958	1,916
1% Cap Available for Spill-Over	486	486
Total Federal Cap Limit	958	2,402
Number of Exceeders	0	675
Mathematics		
Number Met Standard	481	2,343
Number Non-Proficient	171	1,766
Number Tested	652	4,109
Federal Cap	953	1,906
1% Cap Available for Spill-Over	472	472
Total Federal Cap Limit	953	2,378
Number of Exceeders	0	0

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