

2023-24

Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.

Superintendent of Schools



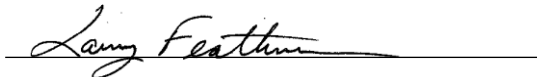
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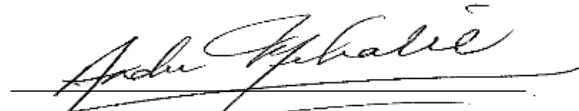
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2023-24

Evaluation of Special Education

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholders' perception, and (c) program outcomes. This evaluation gives particular focus on examining indicators related to state and federal accountability systems.

Key Findings

In 2023-24, the Dallas ISD SPED department employed 1,857 full-time SPED teachers and teaching assistants who served 17,616 students (12.6% of district enrollment) and operated with a budget of \$144,513,565 (a \$8,618,324 increase from 2022-23). Key findings for 2023-24 included the following:

-  The districtwide SPED population increased in 2023-24 ($N = 17,616$; 12.6%) compared to 2022-23 ($N = 16,803$; 12.1%) (page 11).
-  The most common primary disabilities of students receiving SPED services were specific learning disability, autism, speech impairment, and other health impairment (page 14).
-  Among students with specific learning disabilities, a sizable proportion had speech impairment as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment as secondary disability (page 15).
-  Overall, SPED Customer Service survey results were positive, with staff rating the SPED department highest on the Core 4 Friendly domain (page 19).
-  It is noteworthy that across all MTSS survey items, a significant proportion of SPED Staff, GenEd staff, and support staff reported that they did not have enough information to rate their campus SST or they were not aware of an SST on their campus (page 20).
-  Overall, SPED and GenEd staff felt confident providing differentiated instruction to meet the individual needs of their students. However, they expressed less certainty when applying these strategies within the district's standardized curriculums (i.e., TeachTown, Eureka, & Amplify) (page 21).
-  Two-thirds of SPED staff agreed that they received regular, high-quality instructional support (page 22).

-  There is a notable discrepancy between the perceptions of teaching staff and administrators regarding support. Administrators rate their provision of co-teaching and campus support more highly than their SPED and GenEd staff (page 22).
-  On STAAR and EOC, students receiving SPED services in 2023-24 were within one percentage point or exceeded 2022-23 rates at the Approaches+ performance standard on 1) grades four, five, six, eight Reading, 2) English II, 3) grade eight Mathematics, and 4) Algebra I (page 27).
-  On STAAR Alt 2 and EOC Alt 2, students receiving SPED services in 2023-24 were within one percentage point or exceeded 2022-23 rates at the Satisfactory+ performance standard on, 1) grades three and five Reading, 2) English I 3) grades five and eight Mathematics, and 4) Algebra I (page 29).
-  Students receiving SPED services in Dallas ISD outperformed students statewide in grades six and eight Mathematics and Algebra. Dallas ISD students performed at the same level as students at the state level on grade eight Reading, Biology, and US History (page 30).
-  On STAAR 3-8 Reading, at the Approaches+ and Meets+ performance standard, Dallas ISD SPED students outperformed two of the five large, urban Texas ISDs (Fort Worth and San Antonio) (page 31).
-  On STAAR 3-8 Mathematics, at the Approaches+ and Meets+ performance standard, Dallas ISD SPED student's scores were comparable to the state and outperformed three of the five large, urban Texas ISDs (El Paso, Fort Worth, and San Antonio) (page 31).
-  For the Class of 2023, graduation rate (70.1%) for students with disabilities receiving SPED services was similar to the Class of 2022 (70.0%) but was lower than the districtwide graduation rate (81.4%) (page 34).
-  For the Class of 2023, dropout rate (16.4%) for students with disabilities receiving SPED services was similar to the Class of 2022 (16.1%) and was higher than the districtwide rate (14.7%) (page 34).
-  Overall, the SPED department met two SPED ESSER activity goals and made significant progress towards the other three ESSER activity goals (page 37).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Monitor and investigate the impact of House Bill 3928 on implementation of Special Education services to students with disabilities. During the spring of 2023, the 88th Texas legislature passed House Bill (HB) 3928, in an effort to clarify instructional needs, evaluation and reporting for students with dyslexia as well as mandate additional requirements for multidisciplinary and admission, review, and dismissal (ARD) committees. It is currently not known how these increased responsibilities mandated by HB 3928 will impact special education service provision to students with disabilities. Monitoring staff well-being and caseloads will allow the SPED department to identify and respond to SPED service disruptions so that SPED service provision to students is not negatively impacted.

Continue to foster collaboration at the campus-level and district-level. One of the key provisions of HB 3928 is aimed at fostering collaborations among special education service providers, general education teachers, and related service providers. However, a significant proportion of SPED Staff, GenEd staff, and support staff reported that they did not have enough information to rate their campus SST or they were not aware of an SST on their campus. Additionally, campus administrators rate their provision of co-teaching and campus support more highly than do their SPED and GenEd staff. Continuing to foster collaboration among staff not only will increase awareness of each others' roles, but also allows opportunities to learn from each other, share best practices, and develop new skills¹ as well as improve teacher self-efficacy and job satisfaction².

¹ Kelley, Knowles, Holland, & Han, 2020

² Muckenthaler, Tillman, Weiss, & Kiel, 2020

Evaluation of Special Education

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PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities.³ Federal laws and regulations set forth by the State of Texas provide a framework that helps shape and guide Special Education (SPED) programming within the district.⁴ The sections below include the SPED program components, staff, budget, and ESSER goals. For all methodology, see Appendix B.

Program Components

SPED Identification

Child Find, a component of the Individuals with Disabilities Education Act of 1990 (IDEA), requires that schools “find all children who have disabilities and who may be entitled to special education services.” Child Find further mandates that schools evaluate any child from birth to age two who is known or suspected of have a disability.⁵ In accordance with Child Find, the Dallas ISD SPED department communicates through a variety of means (e.g., flyers, email and website communications, presence at family and community events) with existing and potentially eligible families regarding Dallas ISD SPED services.

When parents or instructional staff members suspect a student might have a disability, depending on the nature of the problem, the student may first be provided support through the Dallas ISD Multi-Tiered Systems of Support (MTSS – previously called the Response to Intervention system, or RTI). The MTSS framework is a “data-based, decision-making problem-solving process that guides differentiated instructional supports to students based on their demonstrated need.”⁶ MTSS supports encompass three domains: academics, language, and engagement. Interventions for any or all domains may be utilized when campus staff members are working within this framework to support a struggling student.⁷ MTSS intervention efforts increase in intensity and duration for students who fail to respond appropriately to the core academic program.^{8,9}

³ Portions of this report were replicated or adapted from Sands, 2022 and Sands, 2023.

⁴ An overview of federal laws and state regulations governing Special Education can be found in Appendix A.

⁵ Source: <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/child-find-what-it-is-and-how-it-works>. Retrieved 01/21/20.

⁶ Carta & Young, 2019

⁷ Source: <https://sites.google.com/dallasisd.org/disdmtss/mtss-framework>. Link retrieved 2/15/22.

⁸ Of the three tiers in the MTSS framework, Tier One is considered the core academic program. SPED services are applied beyond the MTSS framework (beyond MTSS Tier Three).

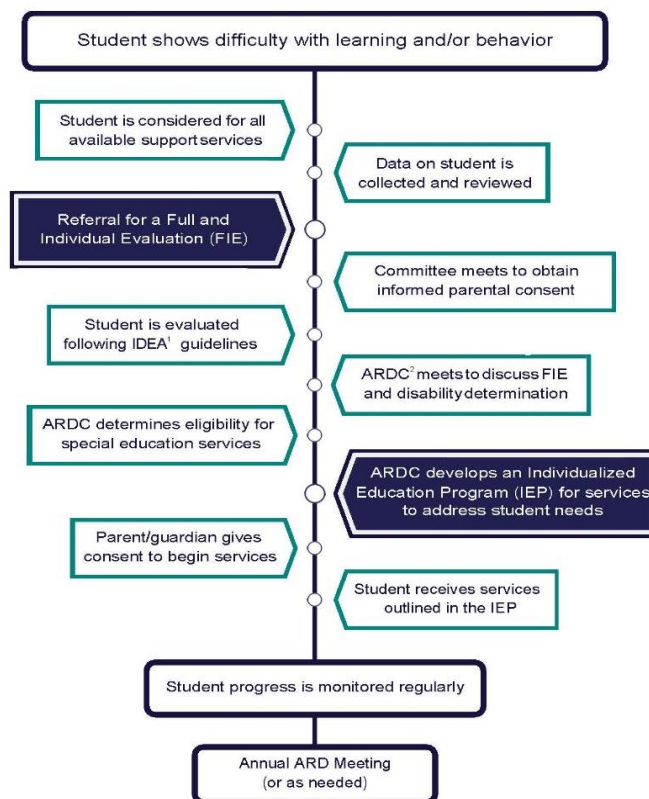
⁹ Additional information on MTSS can be found in recent MTSS evaluation reports (Barton, 2021; Springer & Kim, 2020)

Student Evaluation for SPED Services

When provided MTSS interventions do not produce the desired outcome(s) – or in cases where student struggle is more evident and severe than the MTSS framework can adequately address – the student may be referred for an initial SPED evaluation. Parents may also request at any time that their student be provided an initial evaluation for SPED.¹⁰ Regardless of the originator of the referral (i.e., parent or school staff member), IDEA requires the school to provide prior written notice to the parent or guardian regarding a range of activities in which the school anticipates engaging pertaining to the SPED process, including conducting an initial evaluation.

The Dallas ISD SPED program employs SPED evaluators – also referred to as diagnosticians or licensed specialists in school psychology (LSSPs) – on campuses throughout the district. SPED evaluators review student records, including academic, hearing, vision, and related test results, and any other records related to the suspected disability. Figure 1 provides an overview of the Dallas ISD Special Education process for identifying, evaluating, and determining eligibility for Special Education services.

Figure 1: Dallas ISD Special Education process for identifying, evaluating, and determining eligibility for Special Education services



IDEA¹ Individuals with Disabilities Education Act; a law that ensures appropriate education to eligible children with disabilities.
ARDC² Admission, Review and Dismissal Committee (ARDC); responsible for creating, implementing and maintaining the IEP.

Source: Dallas ISD SPED department, February 2020.

¹⁰ For detailed information about processes and duties related to the SPED evaluation processes, particularly the Admission, Review and Dismissal (ARD) process, please refer to the TEA ARD Parent Guide found at https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf. Retrieved 01/14/2020.

Determination of Eligibility and Placement

After a SPED evaluator completes an initial evaluation and report, an Admission, Review, and Dismissal (ARD) committee including parents, teachers, school administrators, and evaluation personnel is formed to review the evaluation report and determine whether the student is eligible for SPED and related services. Once a student is determined eligible, the ARD committee develops an individualized education program (IEP).¹¹ An IEP articulates the annual goals, services, accommodations and modifications, and progress measurements that are required to meet the needs of students with disabilities. ARD committees also determine instructional placements suitable for educating students with disabilities while also – to the maximum extent appropriate – placing students with disabilities in the least restrictive environment (LRE) with students without disabilities.¹²

In Dallas ISD, the version of the *State of Texas Assessments of Academic Readiness (STAAR)* assessment most appropriate for the student and graduation requirements are also determined by the ARD committee. An ARD committee must meet at least annually to review the progress of each student receiving SPED services and make recommendations regarding student educational programming.

Special Education Campus Staff

In 2023-24, a total of 1,857 SPED teachers and SPED teaching assistants were employed in Dallas ISD ($N = 977$ and $N = 880$ respectively, Table 1). Over the past five years, the proportion of district SPED teachers has increased by four percentage points. The percentage of general education teachers has decreased by four percentage points over the past five years. Despite the increase in the number and percentage of SPED teachers, SPED program administrators noted that the district continues to experience a shortage of SPED teachers.

Table 1: 2019-20 to 2023-24 Number and Percentage of SPED and General Education Teachers

School Year	SPED		General Education		Total
	<i>N</i>	%	<i>N</i>	%	<i>N</i>
2023-24	1,857	15.6	10,039	84.4	11,896
2022-23	1,704	15.3	9,458	84.7	11,162
2021-22	1,774	15.4	9,753	84.6	11,527
2020-21	1,208	11.9	8,904	88.1	10,112
2019-20	1,129	11.6	8,629	88.4	9,758

Source: District personnel data file dated 4/12/24 (2023-24) and 2022-23 evaluation report (2018-19 to 2021-22; Sands, 2023).

Note: Starting in 2021-22, teacher demographic data also includes Teaching Assistants. 2021-22 teacher demographics includes the following job titles: Teacher, Teacher Assistant, Adjunct Teacher, and Resident Teacher.

In 2023-24, over three-quarters (78.1%) of SPED teachers and teaching assistants in the district were female (Table 2). A smaller proportion of SPED teachers and teaching assistants were Hispanic (28.5%) compared to general education teachers (42.6%), while a larger proportion of SPED teachers and teaching assistants were African American (51.1%) compared to general education teachers (34.4%). The average length of teaching experience in the Dallas ISD for SPED teachers was 8.5 years, which was slightly higher than for general education teachers (7.9 years).

¹¹ Students with disabilities who only receive Section 504 support are excluded from this evaluation.

¹² Source: Mejan, 2021.

Table 2: 2023-24 Characteristics of SPED Teachers

	SPED Teachers (N = 977)		SPED TAs (N = 880)		General Education (N = 10,039)		All Teachers (N = 11,896)	
	n	%	n	%	n	%	N	%
Gender								
Female	724	74.1	727	82.6	7,052	70.2	8,503	71.5
Male	253	25.9	153	17.4	2,987	29.8	3,393	28.5
Ethnicity								
Black or Afr Am	536	54.9	413	46.9	3,456	34.4	4,405	37.0
White	236	24.2	48	5.5	1,933	19.3	2,217	18.6
Hispanic or Latino	137	14.0	392	44.5	4,278	42.6	4,807	40.4
Other	68	7.0	27	3.1	372	3.7	467	3.9
Highest Degree Earned*								
Unspecified	64	6.6	412	46.8	1,446	14.4	1,922	16.2
High School	-	-	274	31.1	378	3.8	652	5.5
Associate	7	0.7	60	6.8	156	1.6	223	1.9
Bachelor	644	65.9	118	13.4	6,312	62.9	7,074	59.5
Master	257	26.3	15	1.7	1,652	16.5	1,924	16.2
Ph.D.	5	0.5	1	0.1	95	0.9	101	0.8
Alternative Certification								
In AC Program	25	2.6	-	-	250	2.5	275	2.3
Dallas ISD Experience								
Newly hired	133	13.6	167	19.0	1,312	13.1	1,612	13.6
1-2 years	145	14.8	199	22.6	2,155	21.5	2,499	21.0
3-5 years	182	18.6	139	15.8	1,787	17.8	2,108	17.7
6-10 years	229	23.4	141	16.0	2,098	20.9	2,468	20.7
11+ years	288	29.5	234	26.6	2,687	26.8	3,209	27.0

Source: District personnel demographic data file 4/12/24 (2023-24).

Note: TA= Teaching Assistant. Afr Am= African American. AC = Alternative Certification. Avg. = Average. * Highest degree earned at the time of hire. Average years of experience for SPED teachers = 8.5 years, SPED TAs = 7.8 years, General Education = 7.9 years, and All Teachers = 8.0 years. Percentages may not add to 100 because of rounding. - = no teachers in a category.

The Student Support Team (SST)

The campus Student Support Team (SST) is integral to the effective functioning of the MTSS and to evaluation processes for students with disabilities. Feedback on SPED Evaluator Experience Surveys from previous years indicates that a high rate of student referrals for initial SPED evaluations show inadequate MTSS interventions prior to referral. In addition, rates of parent requests for SPED initial evaluations remain very high, which may be another indication that many campuses are not following MTSS and SST processes as designed. Thus, SPED administrative staff conceptualized the SST as the core element in helping determine the needs of a struggling student prior to a possible SPED referral. MTSS functions as the knowledge bank for prevention and intervention measures to assist struggling students before referring the child for a SPED evaluation. When campus SSTs meet regularly to discuss prevention and intervention measures for struggling students, students are more likely to receive appropriate assistance, whether or not that leads to a referral for a SPED evaluation. When campus SSTs do not meet regularly, struggling students are more likely to fall between the “cracks” and default to an often premature or otherwise inappropriate referral for SPED evaluation.

Budget

The total budget for the 2023-24 SPED program was \$144,513,565, which is an increase from \$135,895,241 in 2022-23 (Table 3). For 2022-23 through 2023-24 fiscal years, payroll costs were the largest expense, followed by professional/contracted services. The SPED department also received additional Elementary and Secondary School Emergency Relief (ESSER) funding which totaled \$9,194,209.

Table 3: 2022-23 to 2023-24 Dallas ISD Special Education Department Budget

Category	2022-23 \$	2023-24 \$	One-Year Change \$
General Funds			
Payroll Costs	127,031,146	135,974,900	8,943,754
Professional/Contracted Services	6,627,831	4,011,242	(2,616,589)
Supplies/Materials	2,111,291	3,972,279	1,860,988
Other Operational Costs	122,500	543,144	420,644
Capital Outlay: Land/Building/Equipment	2,473	12,000	9,527
Total	135,895,241	144,513,565	8,618,324
ESSER Funds			
SPED Compensatory Services	3,000,000	1,250,000	(1,750,000)
SPED Backlog Clean-Up	1,250,000	4,901,426	3,651,426
Transforming SPED Classrooms & Pathways	2,750,000	750,000	(2,000,000)
SPED Behavioral Health Team	799,976	799,976	0
Middle School ARD Support	1,792,421	1,492,807	(299,614)
Total	9,592,397	9,194,209	(398,188)

Source: Dallas ISD SPED department internal records provided 2/12/24 by Budget Services.

Note: Numbers rounded to nearest dollar. 1-Yr Change indicates change between 2022-23 and 2023-24.

Elementary and Secondary School Emergency Relief (ESSER) Activities

In March 2020, Congress allotted funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the Elementary and Secondary School Emergency Relief (ESSER) grant program. Dallas ISD was granted approximately \$700 million from this fund through the Texas Education Agency (TEA). The district budgeted approximately \$29 million aimed at improving and expanding special education services. The ESSER activities implemented in 2023-24 include transforming SPED classrooms and pathways, establishing a behavioral health team, and providing increased middle school ARD support.

Transforming SPED Classrooms & Pathways

The district aims to address inequalities in specialized classrooms by updating the curriculum and training special education teaching staff on comprehension and implementation of the new curriculum. The revised program aims to increase student achievement on *STAAR- Alt 2* reading and math and improve student's independent living skills.

SPED Behavioral Health Team

This activity aims to improve districtwide supports for students with special needs and challenging behaviors through the implementation of a Board-Certified Behavior Analyst Team (BCBA). This team provides intensive Applied Behavioral Analysis (ABA) when responding to and/or treating the function of

intensive behavioral challenges that interfere with student progress. The district's performance objectives for this activity are conducting an annual needs assessment for all campuses on behavioral supports for students receiving SPED services and having BCBAs train 100% of Special Educators on the development of effective positive behavior plans.

Middle School ARD Support

The SPED department aims to provide intentional support systems for middle school campuses that have more than 100 students receiving SPED services with mild to severe needs. This support system would specialize in conducting ARD committee meetings, tracking, maintaining records, supporting teachers with communicating with previous schools, and creation of IEP goals. The district's performance objectives for this activity includes hiring ARD facilitators and having 100% of ARD meetings completed on or before the due dates as evidence by Student Data Management System (SDMS) reports.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Special Education program implemented in 2023-24?

This section includes findings from interviews conducted with the director of the Special Education department on how the Special Education department was implemented during the 2023-24 school year.

Program Context

In 2023-24, the Special Education department was guided by three primary goals 1) provide timely and quality services, 2) enhance culture and climate, and 3) increase student achievement. In enhancing Timely and Quality services, the special services department shifted its focus from meeting compliance standards to improving instructional quality. Structural frameworks were established to further this initiative into the 2024-25 school year. Efforts to reduce the number of late ARDs during the initial evaluation stage were bolstered through collaboration with the MTSS department, aimed at improving both the quality and timeliness of evaluations.

In the area of Culture and Climate, leadership development was a focal point with central staff receiving targeted support to better equip them in supporting their teams. A work group, comprising administrators and teachers, was formed to meet regularly throughout the school year, identifying goals and areas requiring additional support. Additionally, the department provided several parent training courses throughout the school year to ensure that parents understood their children's rights and needs. This initiative strengthened relationships between parents, teachers, and administrators, ultimately reducing the number of critical cases in the district.

The department faced several challenges during the 2023-24 school year. A significant challenge was bridging the gap between district planning and decision-making, and the specific needs of students receiving special education services. Special services leadership worked diligently to ensure that district decisions around curriculum and instruction considered the needs of these students. Another challenge

was the department's shift from a focus on compliance to prioritizing instructional quality. Staff worked to demonstrate that improved instruction would naturally lead to better compliance outcomes. While progress was made, these challenges remain areas for ongoing focus in the coming school year.

Despite these challenges, department staff reported achieving notable accomplishments. Significant strides were made in parent training and engagement. Collaboration with the MTSS department led to the development of improved processes for more timely and higher quality evaluations. The successful integration of HB 3928 was another key achievement, with over half of the students identified for Special Education evaluations progressing through the referral or meeting process. Leadership meetings and enhancements in communication structures enabled better operationalization of the annual strategic plan, resulting in better decision-making and implementation throughout the school year. Additionally, the department increased the number of instructional specialists from the previous year, organizing them under vertical teams and regional managers to ensure better continuity and information flow.

Students Served

Key Findings from this section:



The districtwide SPED population increased in 2023-24 ($N = 17,616$; 12.6%) compared to 2022-23 ($N = 16,803$; 12.1%).



The most common primary disabilities of students receiving SPED services were specific learning disability, autism, speech impairment, and other health impairment.



Among students with specific learning disabilities, a sizable proportion had speech impairment as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment as secondary disability.

In 2023-24, a total of 17,616 students with disabilities received SPED services, compared to 16,803 in 2022-23 (Table 4). From 2014-15 to 2023-24, the number and percentage of students served by the SPED program has increased each year (7.3% to 12.6% of district overall enrollment). The number of students with disabilities receiving SPED services varied by feeder pattern, ranging from 1.3 to 6.2 percent (Table 5). The Samuell feeder pattern reported the largest proportion of students with disabilities receiving SPED services (6.2%). The Lincoln feeder pattern reported the smallest proportion of students with disabilities receiving SPED services (1.3%).

Table 4: 2013-14 to 2023-24 Dallas ISD SPED Enrollment

School Year	SPED		General Education		Total N
	n	%	n	%	
2023-24	17,616	12.6	122,014	87.4	139,630
2022-23	16,803	12.1	122,555	87.9	139,358
2021-22	15,762	11.1	125,742	88.9	141,504
2020-21	14,095	9.7	131,625	90.3	145,720
2019-20	14,478	9.4	139,016	90.6	153,494
2018-19	13,877	8.9	141,360	91.1	155,237
2017-18	12,871	8.2	143,933	91.8	156,804
2016-17	12,154	7.7	145,699	92.3	157,853
2015-16	11,824	7.5	146,823	92.5	158,647
2014-15	11,722	7.3	148,487	92.7	160,209
2013-14	11,937	7.5	147,823	92.5	159,760

Source: 2012-13 to 2022-23 demographic data from previous report (Sands, 2023). 2023-24 district student demographic data file dated 5/13/24.

Note: SPED demographic reporting protocols changed in 2021-22.

Table 5: 2023-24 Dallas ISD SPED Enrollment by Feeder Pattern

Feeder Pattern	SPED (N = 17,616)		General Education (N = 122,014)		Total (N = 139,630)
	n	%	n	%	N
Samuell	1,092	6.2	5,882	4.8	6,974
Adams, B	1,083	6.1	7,819	6.4	8,902
White	1,051	6.0	7,300	6.0	8,351
Skyline	1,030	5.8	7,973	6.5	9,003
Spruce	948	5.4	5,335	4.4	6,283
Seagoville	923	5.2	5,479	4.5	6,402
Kimball	888	5.0	4,994	4.1	5,882
Sunset	834	4.7	5,722	4.7	6,556
Pinkston	822	4.7	4,763	3.9	5,585
Wilson	803	4.6	4,976	4.1	5,779
Jefferson	799	4.5	5,616	4.6	6,415
South Oak Cliff	772	4.4	4,973	4.1	5,745
Single Gender Schools	714	4.1	5,673	4.6	6,387
Hillcrest	684	3.9	4,611	3.8	5,295
Molina	672	3.8	4,004	3.3	4,676
North Dallas	635	3.6	3,795	3.1	4,430
Carter	615	3.5	3,245	2.7	3,860
ACE	538	3.1	3,753	3.1	4,291
Adamson	470	2.7	3,354	2.7	3,824
Transformation & Innovation	393	2.2	3,618	3.0	4,011
Conrad	390	2.2	3,928	3.2	4,318
Wilmer-Hutchins	370	2.1	2,469	2.0	2,839
Roosevelt	256	1.5	1,776	1.5	2,032
Madison	256	1.5	1,748	1.4	2,004
Lincoln	231	1.3	1,360	1.1	1,591
No Feeder Group	*	*	7	0.0	11

Source: District student demographic data file dated 5/13/24 (2023-24).

In 2023-24, the proportion of Black or African American students with disabilities receiving SPED services (24.2%) was larger than the general education rate (18.2%, Table 6). Conversely, a smaller proportion of Hispanic students with disabilities were enrolled in the SPED program (67.9%) compared to the general education district rate (71.9%). Although males and females were equally represented in the 2023-24 general education student population, approximately two-thirds of students with disabilities receiving SPED services were male (64.9%). Emergent Bilingual (EB) students constituted 45.0 percent of students with disabilities receiving SPED services, a rate lower than the general education percentage of EBs (51.7%).

Table 6: 2023-24 Dallas ISD SPED and General Education Enrollment by Student Group

	SPED (N = 17,616)		General Education (N = 122,014)		Total (N = 139,630)	
	n	%	n	%	N	%
Sex						
Female	6,178	35.1	62,372	51.1	68,550	49.1
Male	11,438	64.9	59,642	48.9	71,080	50.9
Ethnicity						
Hispanic/Latino	11,966	67.9	88,414	72.5	100,380	71.9
Black or African American	4,270	24.2	22,175	18.2	26,445	18.9
White	883	5.0	6,826	5.6	7,709	5.5
Other	497	2.8	4,599	3.8	5,096	3.6
Student Groups						
Economically Disadvantaged	15,666	88.9	104,826	85.9	120,492	86.3
Emergent Bilingual	7,926	45.0	64,235	52.6	72,161	51.7
Homeless	415	2.4	3,099	2.5	3,514	2.5

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: Other includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Two or More Races. Percentages may not add to 100 because of rounding.

The proportion of students with disabilities receiving SPED services across sex and homeless status has remained relatively stable over the past three years; however, the percentage of Hispanic/Latino students and EBs enrolled in the SPED program has increased since 2021-22 (2.1 and 2.8 percentage points, respectively; Table 7). The percentage of Black students receiving SPED services has decreased 2.1 percentage points over the past three years. The proportion of economically disadvantaged students receiving SPED services over the past two years has increased by 2.3 percentage points.

Overall, in 2023-24, the highest percentages of students with disabilities receiving SPED services were enrolled in grades two through nine, accounting for 66.3 percent all SPED students (Table 8). The lowest percentage of students with disabilities receiving SPED services were enrolled in prekindergarten (2.3%). It is important to note that many students are not evaluated for SPED services until higher grade levels, when certain disabilities may become more evident.

Table 7: 2021-22 to 2023-24 Dallas ISD SPED Enrollment by Student Group

	2021-22 (N = 15,762)		2022-23 (N = 16,803)		2023-24 (N = 17,616)		One-Year Change	Two-Year Change
	n	%	n	%	n	%	%pts	%pts
Sex								
Female	5,293	33.6	5,808	34.6	6,178	35.1	0.5	1.5
Male	10,469	66.4	10,995	65.4	11,438	64.9	-0.5	-1.5
Race/Ethnicity								
Hispanic/Latino	10,372	65.8	11,243	66.9	11,966	67.9	1.0	2.1
Black or African American	4,140	26.3	4,255	25.3	4,270	24.2	-1.1	-2.1
White	804	5.1	846	5.0	883	5.0	0.0	-0.1
Other	446	2.8	459	2.7	497	2.8	0.1	0.0
Student Groups								
Economically Disadvantaged	13,881	88.1	14,550	86.6	15,666	88.9	2.3	0.8
Emergent Bilingual	6,644	42.2	7,412	44.1	7,926	45.0	0.9	2.8
Homeless	331	2.1	391	2.3	415	2.4	0.1	0.3

Source: District demographic data files for 05/16/22 (2021-22), 5/12/23 (2022-23), and 5/13/24 (2023-24).

Note: Other includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Two or More Races. Percentages may not add to 100 because of rounding. Results presented are different than prior evaluation reports due to a change in reporting dates for identifying students receiving SPED services.

Table 8: 2023-24 Dallas ISD SPED Enrollment by Race/Ethnicity and Grade Level

Grade Level	Hispanic (N = 11,966)		Black (N = 4,270)		White (N = 883)		Other (N = 497)		Total (N = 17,616)	
	n	%	n	%	n	%	n	%	N	%
EC	453	3.8	179	4.2	46	5.2	26	5.2	704	4.0
PK	261	2.2	105	2.5	19	2.2	14	2.8	399	2.3
KN	619	5.2	179	4.2	68	7.7	31	6.2	897	5.1
1	834	7.0	236	5.5	83	9.4	43	8.7	1,196	6.8
2	1,060	8.9	297	7.0	91	10.3	36	7.2	1,484	8.4
3	1,125	9.4	343	8.0	81	9.2	59	11.9	1,608	9.1
4	1,193	10.0	382	8.9	83	9.4	59	11.9	1,717	9.7
5	1,185	9.9	371	8.7	76	8.6	44	8.9	1,676	9.5
6	961	8.0	368	8.6	66	7.5	33	6.6	1,428	8.1
7	892	7.5	313	7.3	49	5.5	30	6.0	1,284	7.3
8	790	6.6	348	8.1	50	5.7	37	7.4	1,225	7.0
9	813	6.8	366	8.6	52	5.9	27	5.4	1,258	7.1
10	665	5.6	277	6.5	41	4.6	24	4.8	1,007	5.7
11	512	4.3	225	5.3	38	4.3	14	2.8	789	4.5
12	603	5.0	281	6.6	40	4.5	20	4.0	944	5.4

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: EC= early childhood. PK= prekindergarten. KN= kindergarten. Other race/ethnicity includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Two or More Races. Percentages may not add to 100.0 because of rounding.

In 2023-24, the most common primary disabilities of students receiving SPED services were specific learning disability (35.3%, Table 9), autism (29.0%), speech impairment (11.0%), and other health impairment (10.4%). Among elementary school students, the most common primary disabilities were autism (35.1%), specific learning disability (30.5%), and speech impairment (17.9%). At the middle and high school levels, specific learning disability was the most common primary disability (47.3% and 35.6% respectively).

Among students with specific learning disabilities, a sizable proportion had speech impairment (16.1%) as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment (58.3%) as secondary disability. A crosstab analysis of primary and secondary diagnoses can be found in Appendix C.

Table 9: 2023-24 Primary Disabilities of Students Receiving SPED Services by Campus Level

Primary Disability	Elementary (N = 9,472)		Middle (N = 3,501)		High (N = 3,812)		All Levels (N = 17,616)	
	n	%	n	%	n	%	N	%
Specific Learning Disability	2,886	30.5	1,655	47.3	1,356	35.6	6,218	35.3
Autism	3,320	35.1	779	22.3	823	21.6	5,111	29.0
Speech Impairment	1,691	17.9	92	2.6	26	0.7	1,934	11.0
Other Health Impairment	663	7.0	382	10.9	683	17.9	1,827	10.4
Intellectual Disability	422	4.5	341	9.7	588	15.4	1,386	7.9
Emotional Disturbance	158	1.7	147	4.2	150	3.9	476	2.7
Auditory Impairment	105	1.1	68	1.9	106	2.8	304	1.7
Noncategorical Early Childhood	151	1.6	-	-	-	-	153	0.9
Orthopedic Impairment	41	0.4	23	0.7	47	1.2	120	0.7
Visual Impairment	19	0.2	9	0.3	20	0.5	49	0.3
Traumatic Brain Injury	12	0.1	*	*	7	0.2	26	0.1
Deaf/Blindness.	*	*	*	*	*	*	7	0.0
Unspecified Disability	*	*	*	*	*	*	*	*

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: Sum for campus levels is less than totals for all grades because some campuses are designated as multilevel campuses. Percentages among all SPED students in these multilevel schools equaled 3.6 percent ($n = 634$) for the "Elementary/Middle" level and 1.1 percent ($n = 197$) for the "Middle/High" level. Percentages within columns may not add to 100 because of rounding. Nondescript disability subcategories were removed ($n < 5$ for each); column total Ns account for these subcategories. * = fewer than five in this category. - = no students in this category.

The proportion of students whose primary disability was identified as autism or specific learning disability increased between 2022-23 and 2023-24 (+1.4% and +2.3% respectively), while the proportion of students whose primary disability was identified as speech impairment and other health impairment decreased during the same time period (-1.1% and -1.1% respectively, Table 10). All other primary disability diagnoses have not changed substantially over the past three years.

In 2023-24, primary disability classifications varied by race/ethnicity (Table 11). Among Hispanic students with disabilities receiving SPED services, the most common primary disabilities were specific learning disability (38.9%), autism (29.4%), speech impairment (11.1%), and other health impairment (8.6%). Among African American students with disabilities receiving SPED services, most common were specific learning disability (28.8%), autism (26.0%), other health impairment (14.6%), and intellectual disability (12.0%). Among white students with disabilities receiving SPED services, autism (33.5%), specific learning disability (24.2%), speech impairment (16.3%), and other health impairment (13.1%) were most common.

Table 10: 2021-22 to 2023-24 Primary Disabilities of Students Receiving SPED Services

Primary Disability	2021-22 (N = 15,762)		2022-23 (N = 16,803)		2023-24 (N = 17,616)		One- Year Change %pts	Two- Year Change %pts
	n	%	n	%	n	%		
Specific Learning Disability	4,943	31.4	5,542	33.0	6,218	35.3	2.3	3.9
Autism	4,138	26.3	4,642	27.6	5,111	29.0	1.4	2.7
Speech Impairment	1,880	11.9	2,035	12.1	1,934	11.0	-1.1	-0.9
Other Health Impairment	2,071	13.1	1,930	11.5	1,827	10.4	-1.1	-2.7
Intellectual Disability	1,523	9.7	1,449	8.6	1,386	7.9	-0.7	-1.8
Emotional Disturbance	559	3.5	529	3.1	476	2.7	-0.4	-0.8
Auditory Impairment	316	2.0	314	1.9	304	1.7	-0.2	-0.3
Noncategorical Early Childhood	28	0.2	27	0.2	153	0.9	0.7	0.7
Orthopedic Impairment	136	0.9	137	0.8	120	0.7	-0.1	-0.2
Visual Impairment	61	0.4	56	0.3	49	0.3	0.0	-0.1
Traumatic Brain Injury	93	0.6	133	0.8	26	0.1	-0.7	-0.5
Deaf/Blindness.	7	0.0	6	0.0	7	0.0	0.0	0.0
Unspecified Disability	7	0.0	*	*	*	*	*	*

Source: District demographic data files for 5/13/24 (2023-24); 2022-23 Evaluation of Special Education report (Sands, 2023) for previous years.

Note: Percentages within columns may not add to 100 because of rounding. Nondescript disability subcategories were removed (n<5 for each); column total Ns account for these subcategories. * = fewer than five in this category. Results presented are different than prior evaluation reports due to a change in reporting dates for identifying students receiving SPED services.

Table 11: 2023-24 Primary Disabilities of Students Receiving SPED Services by Race/Ethnicity

Primary Disability	Hispanic (n = 11,966)		African American (n = 4,270)		White (n = 883)		Other (n = 497)		Total (N = 17,616)	
	n	%	n	%	n	%	n	%	N	%
Specific Learning Disability	4,660	38.9	1,230	28.8	214	24.2	114	22.9	6,218	35.3
Autism	3,516	29.4	1,111	26.0	296	33.5	188	37.8	5,111	29.0
Speech Impairment	1,330	11.1	400	9.4	144	16.3	60	12.1	1,934	11.0
Other Health Impairment	1,028	8.6	625	14.6	116	13.1	58	11.7	1,827	10.4
Intellectual Disability	806	6.7	512	12.0	38	4.3	30	6.0	1,386	7.9
Emotional Disturbance	163	1.4	253	5.9	34	3.9	26	5.2	476	2.7
Auditory Impairment	230	1.9	49	1.1	18	2.0	7	1.4	304	1.7
Noncategorical Early Childhood	84	0.7	50	1.2	14	1.6	*	*	153	0.9
Orthopedic Impairment	94	0.8	15	0.4	*	*	6	1.2	120	0.7
Visual Impairment	38	0.3	8	0.2	*	*	*	*	49	0.3
Traumatic Brain Injury	11	0.1	12	0.3	*	*	*	*	26	0.1
Deaf/Blindness.	*	*	*	*	*	*	-	-	7	0.0
Unspecified Disability	*	*	*	*	-	-	-	-	*	*

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: Other includes students classified as Asian, Native American, Pacific Islander, and Two or More Races. Percentages may not add to 100 because of rounding. * = fewer than five students in a category. - = no students in a category.

In 2023-24, one-third of students with disabilities receiving SPED services were placed into a mainstream educational setting (32.9%, Table 12). Within the mainstream educational setting, students with disabilities received SPED services and related services in a general classroom for 100 percent of the school day, in accordance with the student's IEP. Middle and high schools had the highest percentage of students with disabilities receiving SPED services in the mainstream educational setting (46.6% and 62.4% respectively) compared to elementary schools (15.3%). Students with significant disabilities or those with

greater needs may be placed in a separate classroom or smaller space designated for individual and/or small-group student instruction (Resource Room). Approximately 35 percent of all students with disabilities received 49 percent or less of their instruction in Resource Rooms. Of these students, a higher percentage of elementary school students with disabilities received SPED services in Resource Rooms (45.2%) compared to middle and high school (33.2% and 11.4% respectively). In 2023-24, approximately two-thirds of students with disabilities among all race/ethnicity groups received SPED services in the mainstream educational setting and resource rooms (Table 13).

Table 12: 2023-24 Instructional Settings of Students Receiving SPED Services by Campus Level

Instructional Setting	Elementary (N = 9,472)		Middle (N = 3,501)		High (N = 3,812)		All Grades (N = 17,616)	
	n	%	n	%	n	%	N	%
Resource Room 1-20%	4,133	43.6	1,085	31.0	405	10.6	5,947	33.8
Mainstream	1,452	15.3	1,630	46.6	2,377	62.4	5,794	32.9
Self-Contained, M/M/S RC 61%+	1,724	18.2	385	11.0	568	14.9	2,690	15.3
No Setting Data	1,377	14.5	57	1.6	26	0.7	1,573	8.9
Self-Contained, M/M/S RC 50-60%	160	1.7	256	7.3	286	7.5	731	4.1
Full Time ECE	434	4.6	*	*	*	*	438	2.5
Resource Room 21-49%	156	1.6	77	2.2	29	0.8	269	1.5
Vocational Adjustment Class	6	0.1	-	-	85	2.2	94	0.5
Homebound	24	0.3	8	0.2	29	0.8	62	0.4
Hospital Class	*	*	*	*	*	*	14	0.1
Non-Public Day School	-	-	-	*	*	*	*	*
Home Based Instruction (ECI Only)	*	*	-	*	-	-	*	*
Residential Care Mainstream	-	-	-	*	*	*	*	*

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: * = fewer than five students in this category. - = no students in this category. Multi-level campus data not included; percentages among all special education students in these multilevel campuses equaled 3.6 percent (n = 634) for the "Elementary/Middle" level and 1.1 percent (n = 197) for the "Middle/High level. M/M/S RC= mild/moderate/severe regular campus, ECE = early childhood special education, ECI= early childhood intervention. Additional information on SPED instructional settings can be found on the Dallas ISD SPED program web pages through <https://www.dallasisd.org/domain/153>.

Table 13: 2023-24 Instructional Settings of Students Receiving SPED Services by Race/Ethnicity

Instructional Setting	Hispanic (N = 11,966)		African American (N = 4,270)		White (N = 883)		Other (N = 497)		All SPED Students (N = 17,616)	
	n	%	n	%	n	%	n	%	N	%
Resource Room 1-20%	4,160	34.8	1,303	30.5	314	35.6	170	34.2	5,947	33.8
Mainstream	3,925	32.8	1,467	34.4	270	30.6	132	26.6	5,794	32.9
Self-Contained, M/M/S RC 61%+	1,726	14.4	770	18.0	99	11.2	95	19.1	2,690	15.3
No Setting Data	1,085	9.1	305	7.1	131	14.8	52	10.5	1,573	8.9
Self-Contained, M/M/S RC 50-60%	501	4.2	188	4.4	25	2.8	17	3.4	731	4.1
Full Time ECE	286	2.4	112	2.6	27	3.1	13	2.6	438	2.5
Resource Room 21-49%	171	1.4	80	1.9	10	1.1	8	1.6	269	1.5
Vocational Adjustment Class	58	0.5	31	0.7	-	-	*	*	94	0.5
Homebound	46	0.4	9	0.2	*	*	*	*	62	0.4
Hospital Class	6	0.1	*	*	*	*	*	*	14	0.1
Non-Public Day School	-	-	-	-	*	*	*	*	*	*
Home Based Instruction (ECI Only)	*	*	-	-	-	-	-	-	*	*
Residential Care Mainstream	*	*	-	-	-	-	-	-	*	*

Source: District student demographic data file dated 5/13/24 (2023-24).

Note: * = fewer than five students in a category. - = no students in a category. Other includes Asian, Native American, Pacific Islander, and Two or More Races. Percentages may not add to 100 because of rounding. M/M/S RC= mild/moderate/severe regular campus, ECE= early childhood special education, ECI= early childhood intervention. Additional information on SPED instructional settings can be found on the Dallas ISD SPED program web pages through <https://www.dallasisd.org/domain/153>.

EQ2: What were campus staff perceptions and experiences with the SPED department?

Key Findings from this section:

-  Overall, SPED Customer Service survey results were positive, with staff rating the SPED department highest on the Friendly domain of the Core 4.
-  It is noteworthy that across all MTSS survey items, a significant proportion of SPED Staff, GenEd staff, and support staff reported that they did not have enough information to rate their campus SST or they were not aware of an SST on their campus.
-  Overall, SPED and GenEd staff felt confident providing differentiated instruction to meet the individual needs of their students. However, they expressed less certainty when applying these strategies within the district's standardized curriculums (i.e., TeachTown, Eureka, & Amplify).
-  Two-thirds of SPED staff agreed that they received regular, high-quality instructional support.
-  There is a notable discrepancy between the perceptions of teaching staff and administrators regarding support. Administrators rate their provision of co-teaching and campus support more highly than their SPED and GenEd staff.

Overall, 1,180 respondents completed the SPED Customer Service survey.¹³ Over half of respondents were general education teachers and general education teacher assistants (53.0%, $n = 625$). Twenty-nine percent of respondents were SPED teachers (14.5%, $n = 171$), SPED teacher assistants (10.0%, $n = 118$), or SPED support staff (4.0%, $n = 47$). Nine percent of survey respondents were campus administrators, including principals (4.9%, $n = 58$) and assistant principals (3.9%, $n = 46$). Finally, ten percent ($n = 115$) of survey respondents were support staff, including MTSS/504 committee chairs, evaluators, speech language pathologist, diagnosticians, mental health staff, and dyslexia staff. Over half of SPED staff (56.5%) and GenEd staff (51.8%) self-reported working six or more years in Dallas ISD while over three-quarters of campus administrators (84.6%) and support staff (83.5%) self-reported working six or more years in Dallas ISD. Survey questions and response rates can be found in Appendix F.

SPED Core 4 Ratings

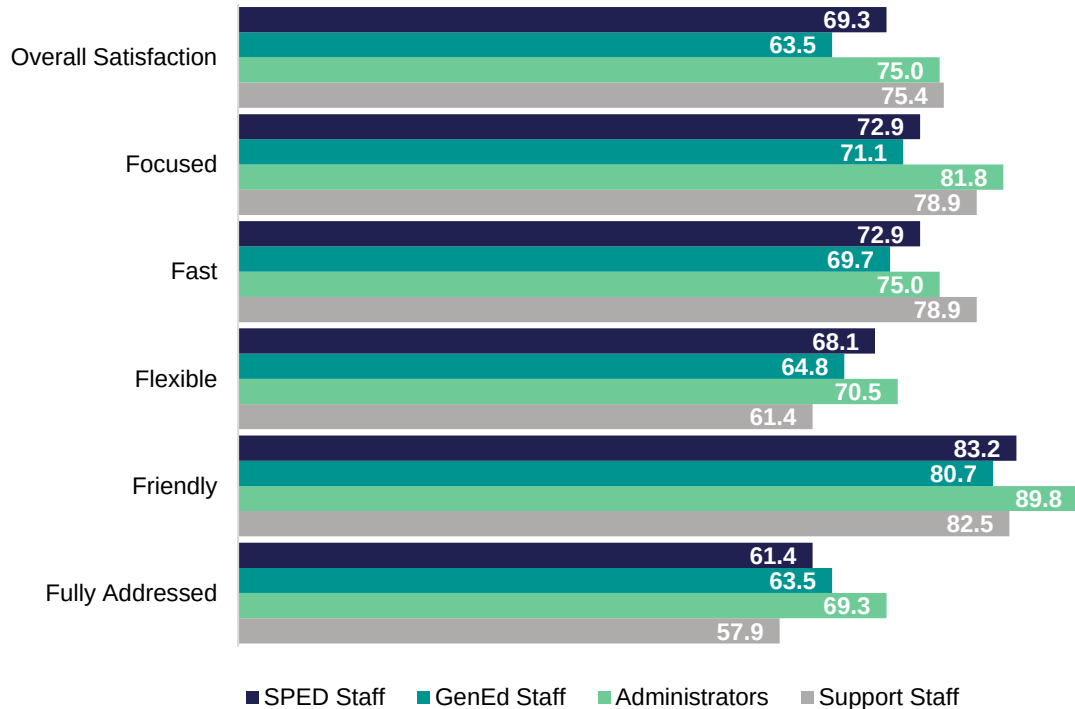
The SPED Customer Service Survey provided staff the opportunity to rate the SPED department on the district's Core 4 dimensions of customer service (Focused, Fast, Flexible, and Friendly)¹⁴ as well as rate their overall satisfaction with the SPED department. In 2023-24, the majority of survey respondents were satisfied with the central office SPED department (Figure 2). Campus administrators (75.0%) and

¹³ Overall SPED Customer Service survey response rate was 11 percent.

¹⁴ Detailed description of the Dallas ISD Core 4 values can be found at <https://www.dallasisd.org/core4>. Overall Satisfied with SPED Customer Service = "Overall, I am satisfied with the quality of customer service I received from the Special Education Department."

support staff (75.4%) had higher overall satisfaction ratings in comparison to SPED staff (69.3%) and GenEd staff (63.5%).

Figure 2: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Central Office SPED Department Core 4



Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

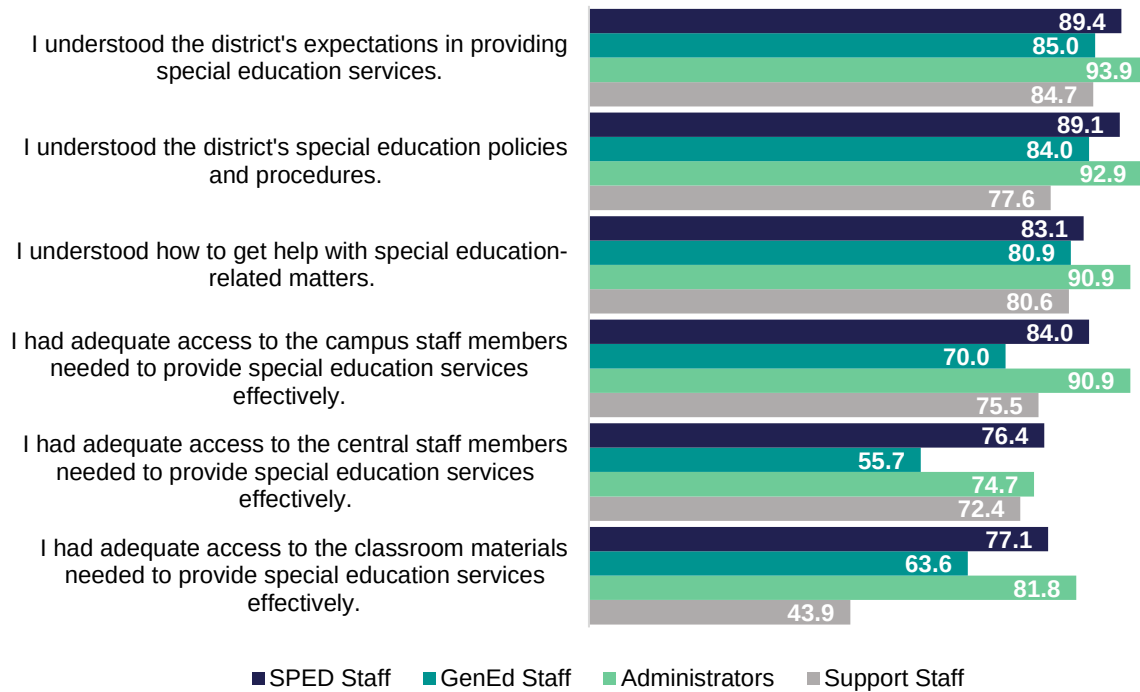
Note: SPED Staff *N* = 166, GenEd Staff *N* = 145, Administrator *N* = 88, Support Staff *N* = 57.

Ratings for all Core 4 domains for the SPED department were generally positive in 2023-24 (Figure 2). All survey respondents rated the SPED department highest on the Friendly domain. Overall, campus administrators had more favorable ratings of the SPED department than SPED staff, GenEd staff, and support staff. Among staff who disagreed or strongly disagreed that their concern(s) presented to central SPED staff were effectively addressed, unresolved issues included the SPED evaluation process, student behavioral interventions, and other unnamed issues.

SPED Expectations & Resources

Survey respondents were asked how well they understood the district's expectations for providing special education services and if they had adequate access to resources to provide special education services. Most staff agreed or strongly agreed that they "understood the district's expectations in providing SPED services" (Figure 3), and that they "understood the district's SPED policies and procedures." Staff had slightly lower rates of agree or strongly agree for understanding "how to get help with SPED-related matters" and if they had adequate access to staff and materials needed to provide SPED services effectively. Overall, GenEd staff members reported less understanding of special education policies and how to get assistance for issues related to special education.

Figure 3: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Understanding of SPED Policy and Access to SPED Resources



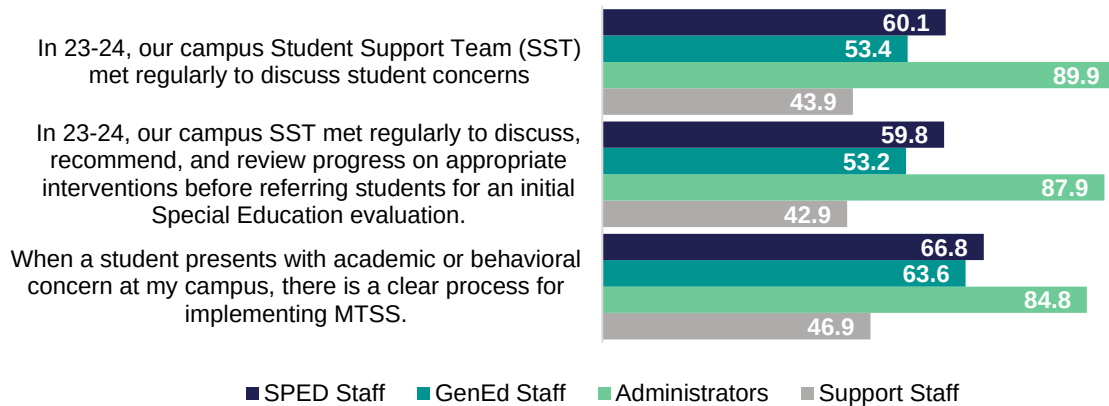
Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff N = 331, GenEd Staff N = 393, Administrator N = 99, Support Staff N = 98.

MTSS

Survey respondents were asked about campus activities related to MTSS and SSTs. A higher proportion of administrators agreed or strongly agreed that their SSTs met regularly to discuss student concerns (89.9%, Figure 4), their SSTs met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation (87.9%), and there was a clear process for implementing MTSS on their campus compared to other staff types (84.8%). It is noteworthy that across all MTSS survey items, a significant proportion of SPED Staff (17.0%-28.7%), GenEd staff (9.9%-24.4%), and support staff (20.4%-25.5%) reported that they did not have enough info to rate their campus SST or they were not aware of an SST on their campus (see Appendix F).

Figure 4: SPED Customer Service Survey Ratings of Agree and Strongly Agree – MTSS and SST Activity



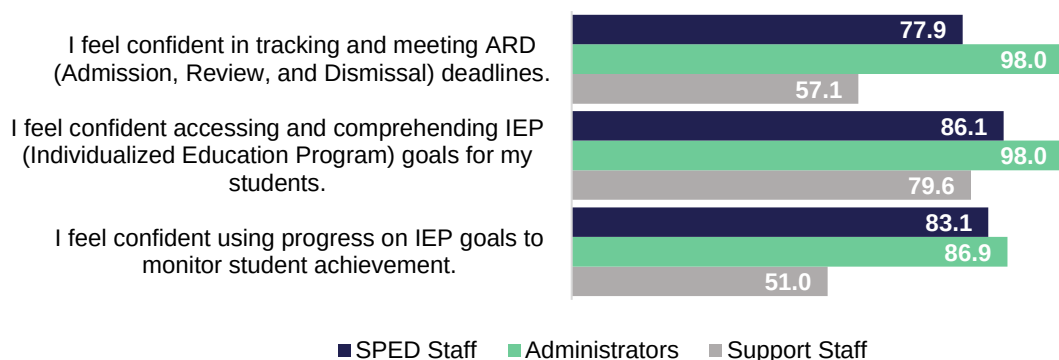
Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff N = 331, GenEd Staff N = 393, Administrator N = 99, Support Staff N = 98.

IEP/ARD

Administrators, SPED staff, and other support staff involved in providing special education services were asked about their confidence navigating ARD timelines and monitoring IEP progress. Overall, campus administrators and SPED staff reported high levels of confidence tracking and meeting ARD deadlines, comprehending IEP goals, and using progress on IEP goals to monitor student achievement (Figure 5). Support staff reported less confidence on all IEP/ARD survey items (51.0%-79.6%) in comparison to administrators and SPED staff.

Figure 5: SPED Customer Service Survey Ratings of Agree and Strongly Agree – ARD and IEP



Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

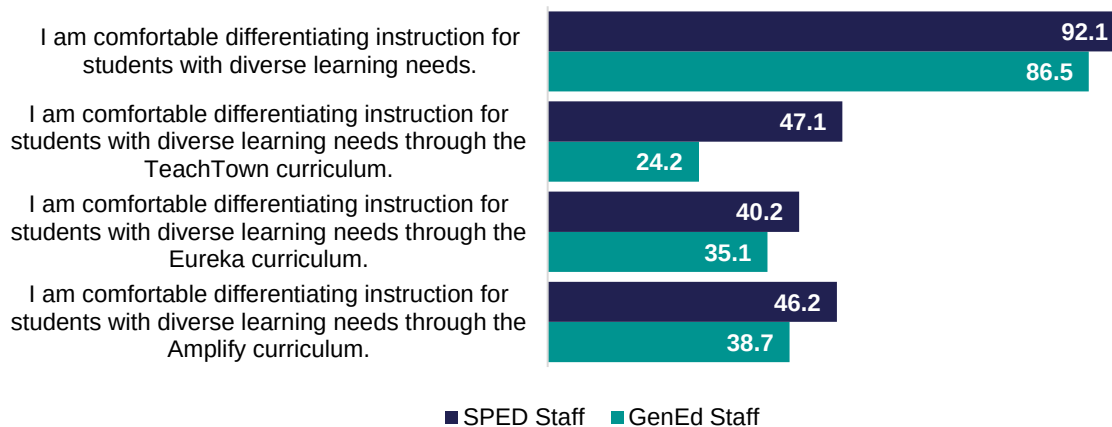
Note: SPED Staff N = 331, Administrator N = 99, Support Staff N = 98.

Instruction

Special and general education teaching staff were asked about their comfort differentiating instruction through various district provided curriculum. Overall, SPED and GenEd staff felt comfortable differentiating instruction for students with diverse learning needs (92.1% and 86.5%, respectively).

However, when it came to differentiating instruction within district curriculums (i.e., TeachTown, Eureka, & Amplify), both staff types reported less comfort (Figure 6).

Figure 6: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Differentiating Instruction



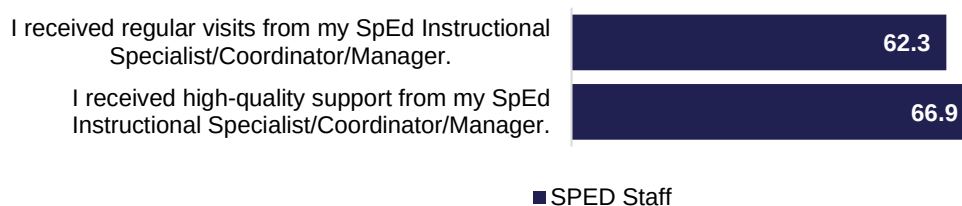
Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff N = 331, GenEd Staff N = 393.

Instructional Support

Special education teaching staff are provided instructional support services throughout the school year. Survey respondents were asked about the frequency and quality of services provided via their instructional specialist. Overall, two-thirds of SPED staff agreed that they received regular, high-quality instructional support. (Figure 7).

Figure 7: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Instructional Support



Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

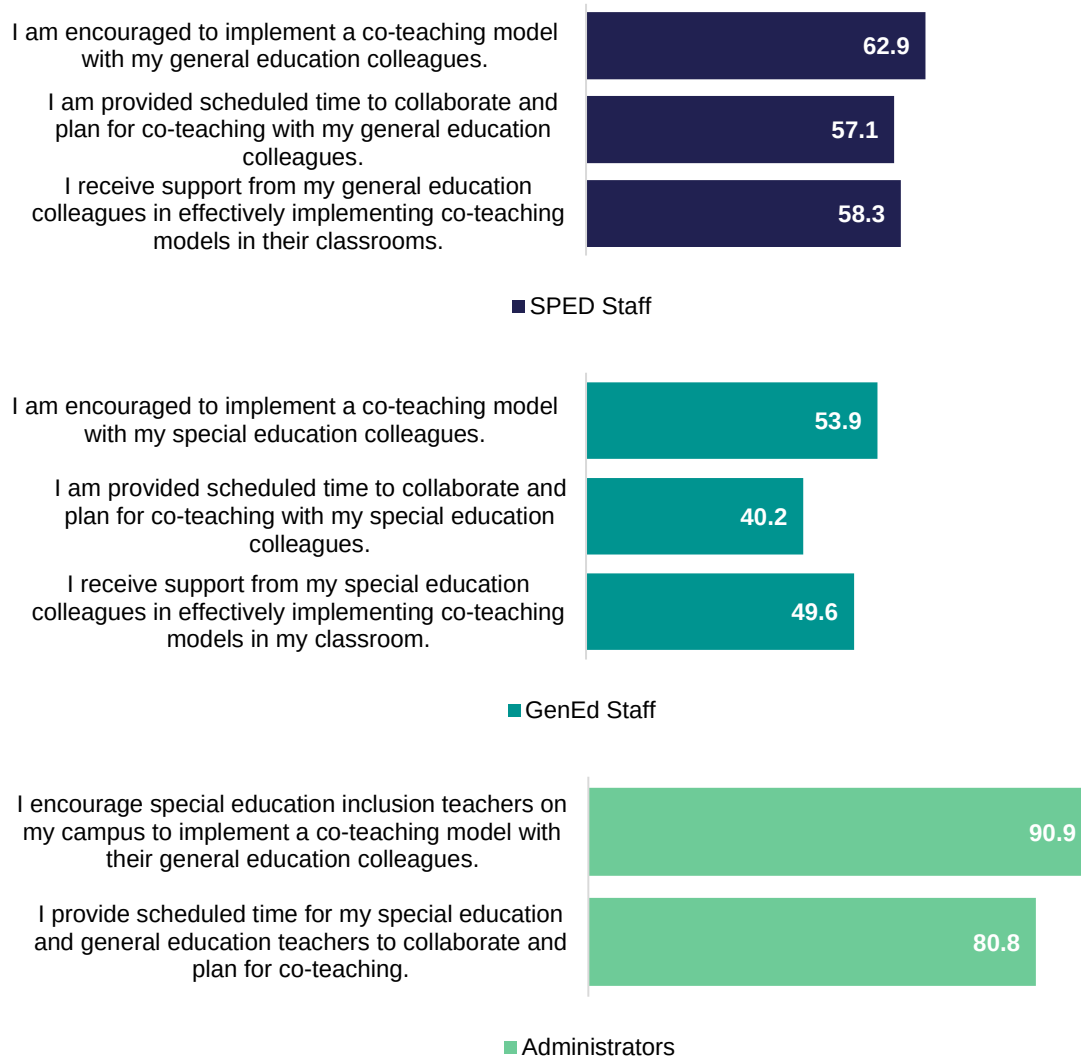
Note: SPED Staff N = 326.

Co-Teaching

Co-teaching is a collaborative approach to instruction where special and general education teachers share responsibility for planning and implementing instruction for classes that include special education students. Teachers were asked if they were provided time and support for co-teaching from their campus administrators. Administrators were asked if they provided time and support for their staff to implement co-teaching (Figure 8). There is a notable discrepancy between the perceptions of teaching staff

and administrators regarding the time and support allocated to co-teaching. Administrators rate their provision of co-teaching time and support more highly than do their SPED and GenEd staff.

Figure 8: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Co-Teaching

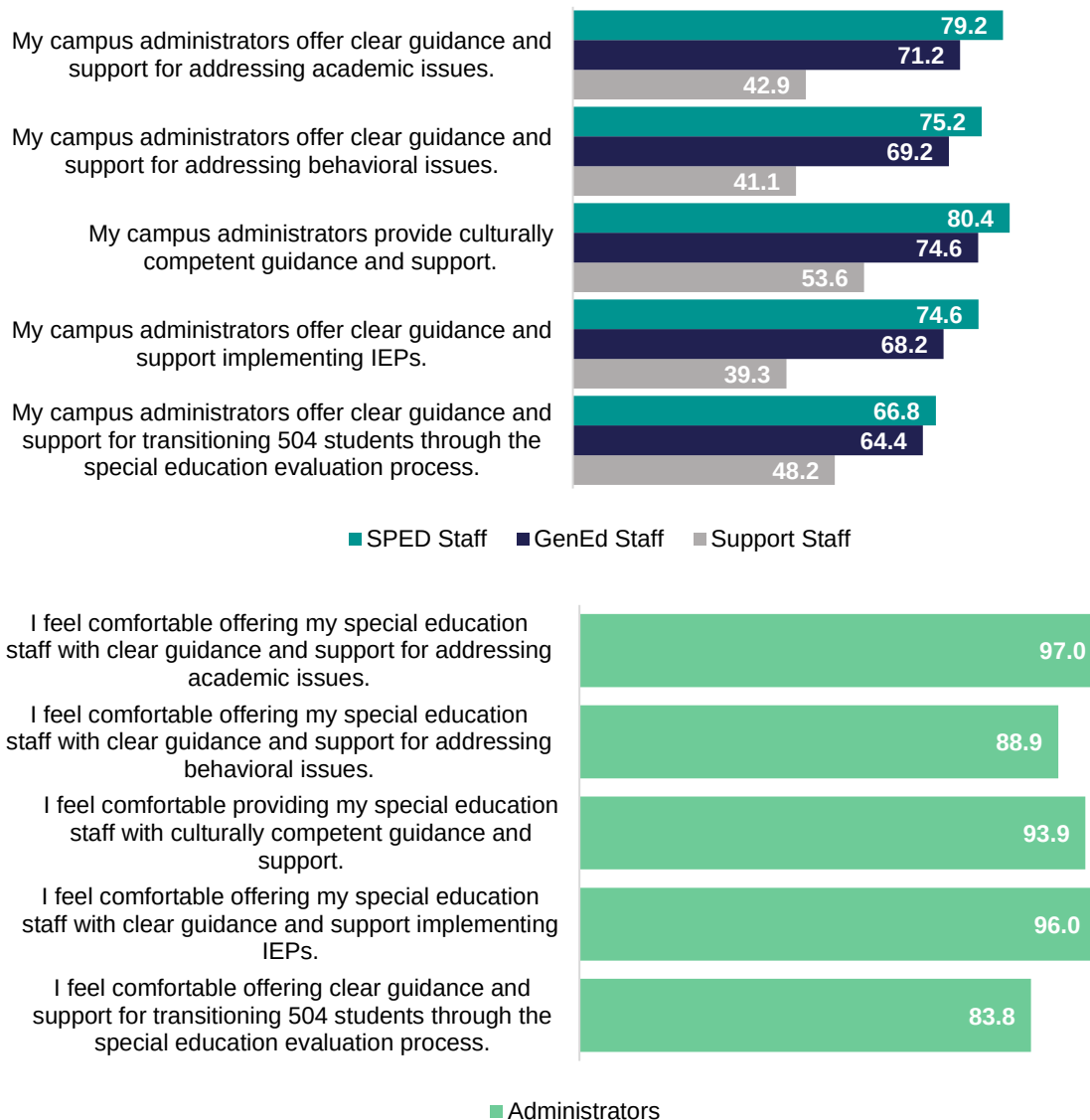


Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff N = 326, GenEd Staff = 393, Administrator N = 99.

Campus Support

SPED staff, GenEd staff, and support staff were asked about the quality of support provided by their campus administrators. Campus administrators were asked to rate how well they provided support to their staff for special education matters. Overall, SPED and GenEd staff felt relatively well supported by campus administrators (Figure 9). Campus administrators rated their provision of support more highly than staff rated the support they received.

Figure 9: SPED Customer Service Survey Ratings of Agree and Strongly Agree – Campus Support

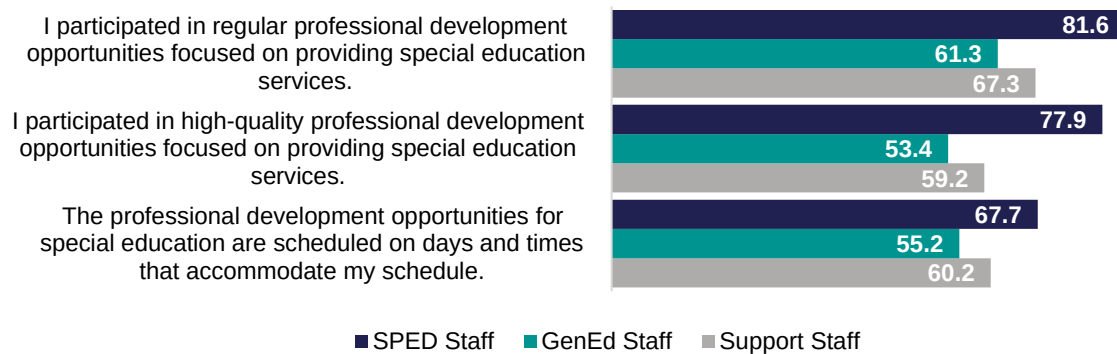
Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff $N = 331$, GenEd Staff $N = 393$, Administrator $N = 99$, Support Staff $N = 56$.

Professional Development

SPED staff, GenEd staff, and support staff were asked about their experiences receiving professional development (PD) in 2023-24 (Figure 10). SPED staff largely felt that PD opportunities for special education were regular and high-quality, while GenEd staff and Support staff demonstrated less agreement to these same items. All three staff groups showed less agreement that PD opportunities fit their schedules.

Figure 10: 23-24 SPED Customer Service Survey Ratings of Agree and Strongly Agree – Professional Development



Source: 2023-24 SPED Customer Service Surveys file dated 7/10/24.

Note: SPED Staff N = 331, GenEd Staff N = 393, Administrator N = 98.

EQ3: How did the Special Education program perform on the 2022-2023 RDA Report?

In addition to the state and federal accountability systems that provide ratings for districts and campuses, TEA has developed an ancillary accountability system, Results Driven Accountability (RDA).¹⁵ RDA provides annual performance levels (PLs) for school districts in four program areas: bilingual education/English as a second language, career and technical education, certain federal Title programs, and SPED. The Division of Review and Support within the TEA monitors and supports intervention activities within this data-driven, performance-based system using a continuous improvement model. LEAs are required to participate in intervention activities when data suggest such a need, and LEAs may be subject to additional, elevated interventions, such as on-site reviews by TEA staff members.¹⁶ Additional summative information about the TEA RDA system including outcomes for the Dallas ISD SPED program (with state-level comparisons) are provided later in this report; more detailed information about this system can be obtained through the Dallas ISD Federal and State Accountability department¹⁷ and on the TEA website.

PL assignments range from zero to three and “significant disproportionality” (SD). A performance level of zero indicates that the state standard was met. Areas not meeting the standard are assigned PLs of one to three, with higher numbers or assignments indicating areas of greater concern. Significant disproportionality may be assigned when racial or ethnic group representation in each program area is significantly greater than one might expect given that group’s representation in the larger district population. The threshold for an assignment of SD is a risk ratio of >2.5 .¹⁸ An SD Year 3 assignment carries actionable requirements if the district fails to show reasonable progress for three consecutive years. The State of

¹⁵ Prior to 2019-20, this system was called the Performance-Based Monitoring Analysis System (PBMA).

¹⁶ Source: <https://tea.texas.gov/student-testing-and-accountability/monitoring-and-interventions/performance-based-monitoring-analysis-system-pbmas/results-driven-accountability-rda-overview>. Retrieved 01/16/20.

¹⁷ Contact information and other resources can be found online at: <https://www.dallasisd.org/federalandstate>.

¹⁸ The TEA defines a risk ratio as, “A calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA.” Definition retrieved from <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/significant-disproportionality> on 3/1/20.

Texas also will notify in writing each district identified as *SD Year 3* in any of the required SD categories of resulting actionable requirements and timelines associated for completion and assurance of those requirements.¹⁹

Likewise, LEAs with one or more PL assignments of three or higher or with high numbers of PLs of two and higher are required to submit reports to the TEA addressing areas of concern. These reports include 1) a focused data analysis (districts must review data related to indicators of concern and identify causal factors, patterns, and trends contributing to low performance, program deficiencies, and/or poor data quality) and 2) a targeted improvement plan (used to guide district and campus planning for improved student performance or program effectiveness).

2021-22 to 2022-23 Dallas ISD Performance

Overall, RDA performance varied by SPED program area and school year (Table 14). In 2023, eight SPED program areas were assigned a PL of zero, a notable increase from four in 2022 and three in 2021. Two SPED program areas were assigned a PL of three or Significant Disproportionality in 2023 (SPED STAAR 3-8 Passing Rate Social Studies and SPED Representation: African American, Identified with Emotional Disturbance as Primary Disability) a significant decrease from seven program areas in 2021. Three-year district performance on PBMAS/RDA SPED program area indicators are provided in Appendix D.

Table 14: 2019 to 2022 Dallas ISD Special Education Related PBMAS/RDA Performance Level Assignments

PL Assignment	2021	2022	2023
0	3	4	8
1	4	3	3
2	6	8	5
3	6	2	1
Report Only	5	5	5
Significant Disproportionality	1	1	1
Total Indicators Evaluated	25	23	23

Source: Texas Education Agency 2021, 2022, and 2023 Dallas ISD PBMAS/RDA reports.

Note: SD=significant disproportionality. Detailed information about the calculation of rates and assignment of performance levels can be found in the 2023 TEA RDA Manual available on the TEA website. PLs by area are provided in Appendix D.

2022-23 District to State Comparisons

In 2023, the district outperformed the state in three SPED program areas (SPED STAAR EOC Passing Rate Algebra I, SPED STAAR EOC Passing Rate Biology, SPED Regular Early Childhood Program Rate). The district underperformed the state in two SPED program areas (SPED STAAR 3-8 Passing Rate Social Studies, SPED Annual Dropout Rate). Twelve SPED program areas were commensurate with state performance. Detailed district to state PBMAS/RDA SPED program area performance comparisons are provided in Appendix D.

¹⁹ Source: <https://tea.texas.gov/sites/default/files/2019%20SD%20Information.pdf>.

EQ4: What were the academic outcomes of special education students?

State of Texas Assessments of Academic Readiness

Key Findings from this section:



On STAAR and EOC, students receiving SPED services in 2023-24 were within one percentage point or exceeded 2022-23 rates at the Approaches+ performance standard on 1) grades four, five, six, eight Reading, 2) English II, 3) grade eight Mathematics, and 4) Algebra I.



On STAAR Alt 2 and EOC Alt 2, students receiving SPED services in 2023-24 were within one percentage point or exceeded 2022-23 rates at the Satisfactory+ performance standard on, 1) grades three and five Reading, 2) English I 3) grades five and eight Mathematics, and 4) Algebra I.



Students receiving SPED services in Dallas ISD outperformed students statewide in grades six and eight Mathematics and Algebra. Dallas ISD students performed at the same level as students at the state level on grade eight Reading, Biology, and US History.



On STAAR 3-8 Reading, at the Approaches+ and Meets+ performance standard, Dallas ISD SPED students outperformed two of the five large, urban Texas ISDs (Fort Worth and San Antonio).



On STAAR 3-8 Mathematics, at the Approaches+ and Meets+ performance standard, Dallas ISD SPED student's scores were comparable to the state and outperformed three of the five large, urban Texas ISDs (El Paso, Fort Worth, and San Antonio).

In 2023-24, the percentage of students receiving SPED services at Approaches+ on STAAR 3-8 varied by grade level (Table 15). Overall, students with disabilities receiving SPED services were within one percentage point or exceeded 2022-23 rates for STAAR Reading for grades four, five, six, eight, and English II EOCs at the Approaches+ performance standard. Rates at the Approaches+ performance standard for STAAR Reading for grades three, seven, and English I EOCs decreased from 2022-23. Performance on grade four Reading and English II had the largest increase in rates for reading at the Approaches+ performance standard compared to 2022-23.

Students receiving SPED services in 2023-24 were within one percentage points or exceeded 2022-23 rates for grade eight STAAR Mathematics and Algebra I EOC at the Approaches+ performance standard. Rates at Approaches+ decreased from 2022-23 in STAAR Mathematics for grades three, four, five, six and seven. Students taking Algebra I EOC had the largest increase in rates for mathematics at the Approaches+ performance standard compared to 2022-23.

Students with disabilities receiving SPED services in 2023-24 exceeded 2022-23 rates for Biology EOC at the Approaches+ performance standard. Student rates at the Approaches+ performance standard

decreased from 2022-23 in STAAR Science grades five and eight. Student rates for grade eight STAAR Social Studies at the Approaches+ performance standard did not change between 2022-23 and 2023-24. Rates at the Approaches+ performance standard on the U.S. History EOC exceeded 2022-23 rates. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2024 by student group and subject are provided in Appendix E.

Table 15. 2022-23 to 2023-24 Dallas ISD SPED Students at Approaches Grade or Above by Grade Level on the STAAR 3-8 and STAAR EOC

Grade Level	2022-23		2023-24		One-Year Change
	Tested N	Approaches+ %	Tested N	Approaches+ %	
Reading					
Grade 3	1,208	37.9	1,269	33.3	-4.6
Grade 4	1,249	34.2	1,386	41.7	7.5
Grade 5	1,317	38.5	1,380	39.5	1.0
Grade 6	1,103	35.0	1,115	35.7	0.7
Grade 7	1,021	34.0	1,005	32.8	-1.2
Grade 8	966	42.5	953	42.6	0.1
Mathematics					
Grade 3	1,208	40.6	1,268	36.2	-4.4
Grade 4	1,250	35.4	1,390	33.5	-1.9
Grade 5	1,322	57.0	1,379	46.3	-10.7
Grade 6	1,098	46.2	1,112	39.5	-6.7
Grade 7	356	21.9	261	17.2	-4.7
Grade 8	1,441	45.1	1,356	44.9	-0.2
Science					
Grade 5	1,323	30.2	1,378	18.7	-11.5
Grade 8	1,047	37.5	1,033	31.1	-6.4
Social Studies					
Grade 8	968	24.2	944	24.2	0.0
EOC					
Algebra I	1,566	52.1	1,549	56.7	4.6
English I	1,769	29.7	1,778	26.0	-3.7
English II	1,329	28.2	1,292	33.1	4.9
Biology	1,290	65.2	1,240	73.8	8.6
U.S. History	743	76.4	730	82.6	6.2

Source: District STAAR 3-8 data files dated 8/12/23 (2022-23) and 7/19/24 (2023-24) and STAAR EOC data files dated 8/12/23 (2022-23) and 7/17/24 (2023-24).

Note: Results presented are different than prior evaluation reports due to a change in reporting dates for identifying students receiving SPED services.

In 2023-24, the percentage of students with disabilities receiving SPED services at Satisfactory+ on STAAR 3-8/STAAR EOC Alt 2 varied by grade level (Table 16). Students in 2023-24 were within one percentage point or exceeded 2022-23 rates for grades three and five STAAR Alt 2 Reading at the Satisfactory+ performance standard. Rates for grades four, six, seven, and eight decreased from 2022-23. Students showed an increase from 2022-23 rates for STAAR Alt 2 English I EOC at the Satisfactory+ performance standard, rates decreased for STAAR Alt 2 English II EOC. Students were within one percentage point or exceeded 2022-23 rates at the Satisfactory+ performance standard for grades five and

eight *STAAR Alt 2* Mathematics and Algebra I *EOC Alt 2*. Grades three, four, six, and seven *STAAR Alt 2* Mathematics showed a decrease from 2022-23 rates.

Students receiving SPED services in 2023-24 exceeded the 2022-23 rates at the Satisfactory+ performance standard for grades five and eight *STAAR Alt 2* Science and Biology *EOC Alt 2*. Students exceeded the 2022-23 rates at the Satisfactory+ performance standard for grade eight *STAAR Alt 2* Social Studies and U.S. History *EOC Alt 2*. The rates of students at the Satisfactory+ and Accomplished performance standards for 2023-24 by student group and subject are provided in Appendix E.

Table 16. 2022-23 to 2023-24 Dallas ISD SPED Students at Satisfactory or Above on the STAAR 3-8 Alt 2 and STAAR EOC Alt 2

Grade Level	2022-23		2023-24		One-Year Change
	Tested N	Satisfactory+ %	Tested N	Satisfactory+ %	
Reading					
Grade 3	234	86.3	258	86.4	0.1
Grade 4	234	89.7	222	87.4	-2.3
Grade 5	238	85.7	206	88.3	2.6
Grade 6	219	90.9	210	86.7	-4.2
Grade 7	197	92.9	187	89.8	-3.1
Grade 8	202	95.5	167	89.8	-5.7
Mathematics					
Grade 3	235	93.2	258	92.2	-1.0
Grade 4	234	94.0	222	92.8	-1.2
Grade 5	238	90.3	206	94.2	3.9
Grade 6	218	95.9	210	90.0	-5.9
Grade 7	197	93.9	187	92.5	-1.4
Grade 8	201	95.5	167	95.8	0.3
Science					
Grade 5	239	95.0	206	97.1	2.1
Grade 8	201	97.5	167	97.6	0.1
Social Studies					
Grade 8	200	95.5	167	95.8	0.3
EOC					
Algebra I	195	88.7	191	92.7	4.0
English I	191	90.1	199	92.5	2.4
English II	209	91.9	175	89.1	-2.8
Biology	193	94.3	205	95.6	1.3
U.S. History	187	91.4	179	96.6	5.2

Source: District STAAR 3-8 data files dated 8/12/23 (2022-23) and 7/19/24 (2023-23). District STAAR EOC data files dated 8/12/23 (2022-23) and 7/17/24 (2023-24).

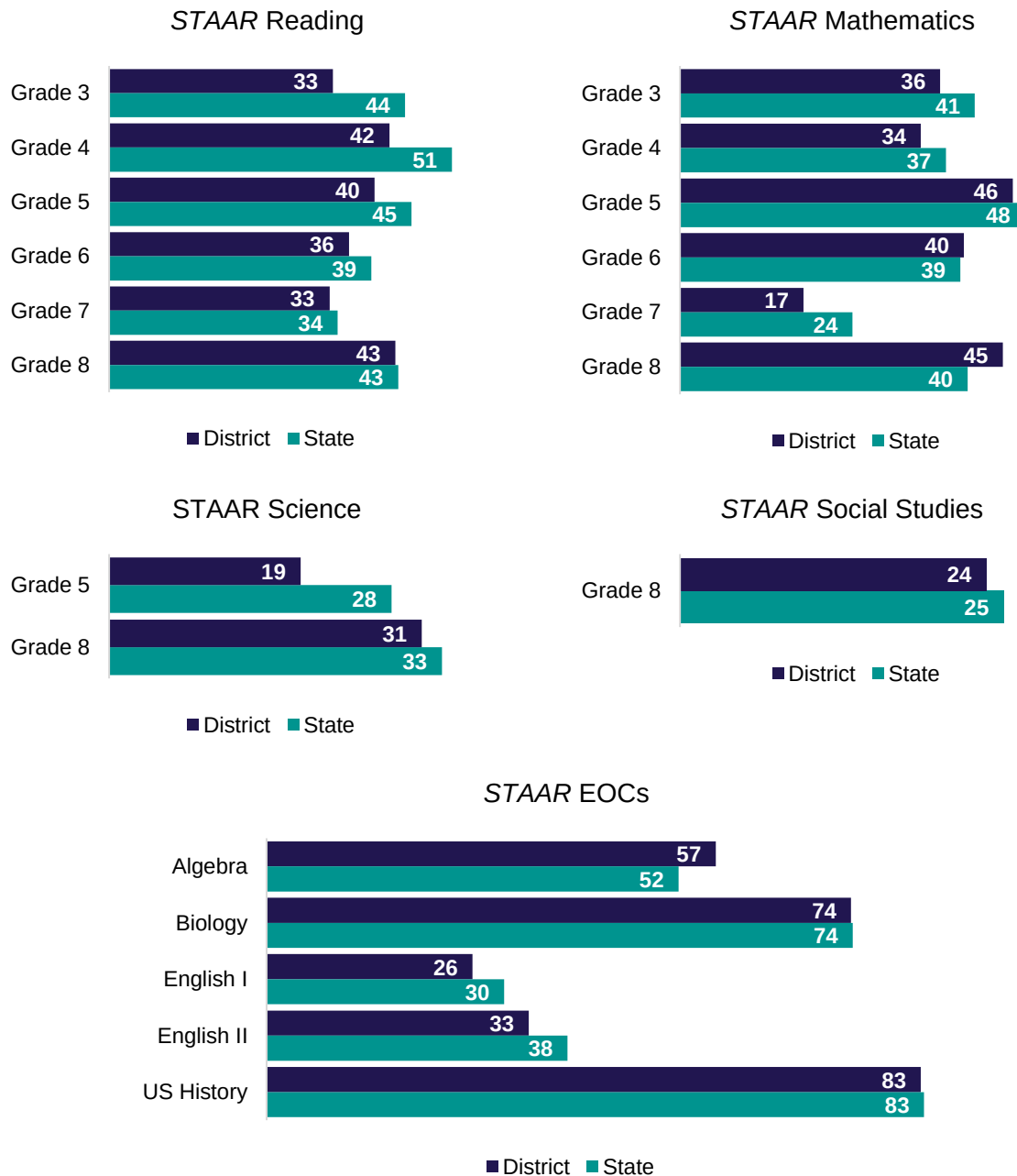
Note: Results presented are different than prior evaluation reports due to a change in reporting dates for identifying students receiving SPED services.

Comparisons to Statewide Results

When comparing Dallas ISD students with disabilities receiving SPED services *STAAR 3-8/STAAR EOC* results at the Approaches+ performance standard to students with disabilities receiving SPED services performance statewide in 2022-23, students at the statewide level outperformed students in Dallas ISD in all but six *STAAR 3-8/STAAR EOC* subjects and grade levels (Figure 11). Students in Dallas ISD outperformed students statewide in grades six and eight Mathematics and Algebra. Dallas ISD students performed at the same level as students at the state level on grade eight Reading, Biology, and US History.

The largest gaps in performance at the Approaches+ performance standard were found in Reading grade three (11 percentage points), Reading grade four (9 percentage points), Mathematics grade seven (7 percentage points), and Science grade eight (9 percentage points).

Figure 11: 2023-24 Percentages of Dallas ISD and State Special Education Students at Approaches+ on STAAR 3-8 and STAAR EOC Tests by Grade Level



Source: District STAAR 3-8 data file dated 7/19/24. District STAAR EOC data files dated 7/17/24. State-level data: <https://txresearchportal.com/>, retrieved 8/2/24.

Note: Data reflect only STAAR versions of the Spring 2024 (first administration) STAAR 3-8 results combined.

Comparisons to Urban Texas Districts

Table 17 shows the rate of Dallas ISD students receiving SPED services, the state, and other large, urban Texas ISDs on the 2024 STAAR 3-8 Reading and Mathematics assessments. Dallas ISD SPED students performed generally well on STAAR compared to other large, urban Texas ISDs, and the state. Of note, at the Approaches+ and Meets+ performance standard in Mathematics, Dallas ISD SPED student's scores were comparable to the state and outperformed three of the five large, urban Texas ISDs (El Paso, Fort Worth, and San Antonio). Additionally, Dallas ISD SPED students outperformed two of the five large, urban Texas ISDs (Fort Worth and San Antonio) at the Approaches+ and Meets+ performance standard in Reading. On STAAR 3-8 Reading, Dallas ISD SPED students in grades three to eight ranged from nine percentage points below comparison rates (Approaches+, Austin ISD) to 11 percentage points above comparison rates (Approaches+, San Antonio ISD). On STAAR 3-8 Mathematics, Dallas ISD SPED students in grades three to eight ranged from two percentage points below comparison rates (Meets+, Austin ISD) to 17 percentage points above comparison rates (Approaches+, San Antonio ISD).

Table 17. 2023-24 Percentages of Texas Special Education Students at Approaches+ and Meets+ on STAAR 3-8 by School District and Difference from Dallas ISD.

	Approaches+		Meets+	
	%	Difference from DISD	%	Difference from DISD
Reading				
Dallas	39.2		15.8	
State	43.7	+4.5	17.9	+2.1
Austin	47.9	+8.7	22.9	+7.1
El Paso	40.8	+1.6	16.0	+0.2
Fort Worth	30.9	-8.3	10.6	-5.2
Houston	42.3	+3.1	18.8	+3.0
San Antonio	28.1	-11.1	8.5	-7.3
Mathematics				
Dallas	38.6		14.1	
State	39.1	+0.5	15.6	+1.5
Austin	38.8	+0.2	16.5	+2.4
El Paso	35.3	-3.3	10.9	-3.2
Fort Worth	28.8	-9.8	11.0	-3.1
Houston	39.9	+1.3	16.2	+2.1
San Antonio	22.1	-16.5	5.9	-8.2

Source: District STAAR 3-8 data file dated 7/19/24. District STAAR EOC data files dated 7/17/24. State-level data: <https://txresearchportal.com/>, retrieved 8/2/24.

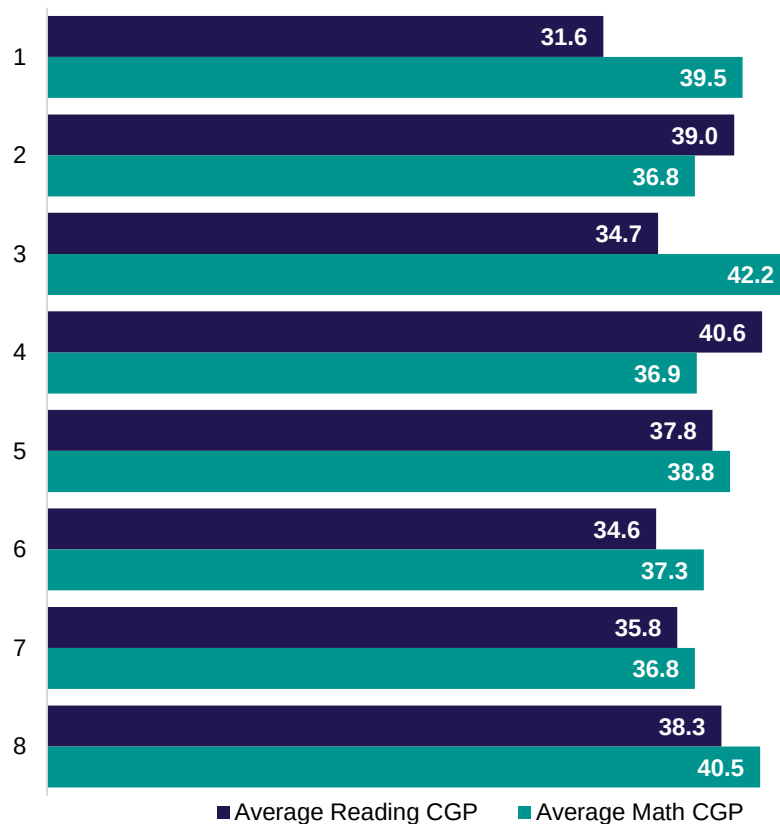
Note: Data reflect only STAAR versions of the Spring 2024 (first administration) STAAR 3-8 results combined. Positive numbers indicate comparison group scored higher than DISD, whereas negative numbers indicate comparison group scored lower.

NWEA Measures of Academic Progress

Performance of students with disabilities receiving SPED services on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* Reading and Mathematics assessment is presented below (Figure 12). In 2023-24, students in grades two and four had higher rates of average Conditional Growth Percentiles (CGPs) on the MAP Reading test than on the MAP Mathematics test. While grades one, three, five, six, seven, and eight had higher CGPs rates on the MAP Mathematics test than on

the MAP Reading test. The largest differences between reading and mathematics average CGPs were in grades one and three (7.9 and 7.5 percentage point difference, respectively).

Figure 12: 2023-24 Average Fall to Spring MAP Conditional Growth Percentile (CGP) in Reading and Mathematics for SPED Students by Grade Level



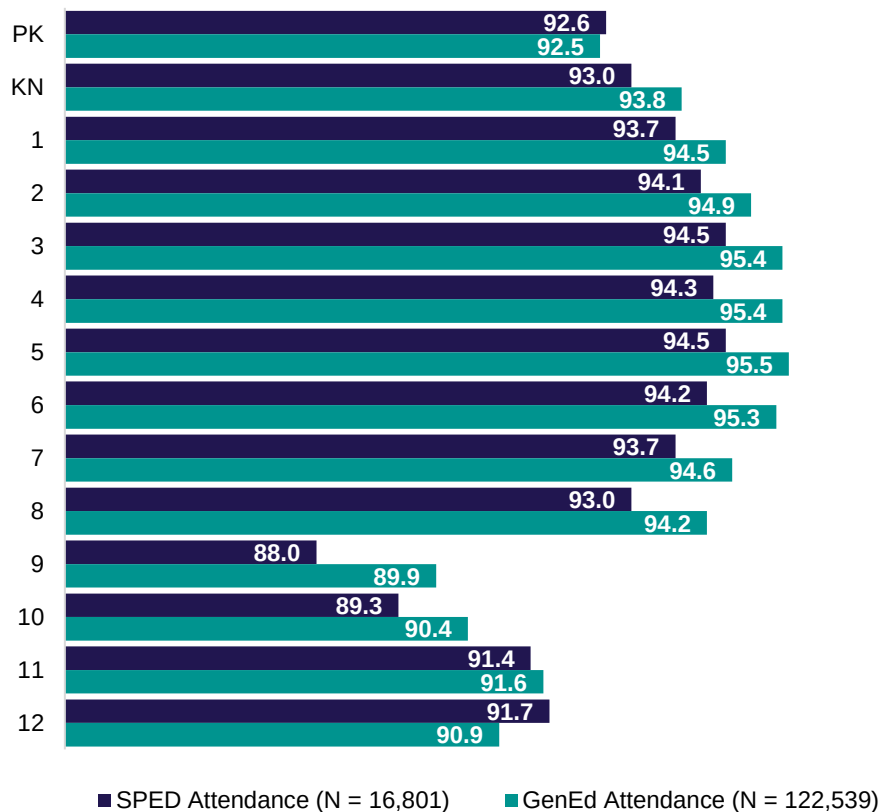
Source: District MAP data file dated 5/23/24 and student demographic file for 5/13/24.

EQ5: What were the attendance rates, graduation rates, and dropout rates of special education students?

Attendance Rates

In 2023-24, the overall average attendance rate for students receiving SPED services (92.9%) was similar to the overall district average attendance rate (93.4%) but was slight up from 2022-23 (92.2%). When examining attendance rates by grade level, students receiving SPED services exceeded the attendance rates of general education students in Prekindergarten and grade twelve (Figure 13). The largest gap in attendance rates was found in grade nine (1.9 percentage points).

Figure 13: 2023-24 Dallas ISD SPED and General Education Student Average Attendance Rates by Grade Level



Source: Dallas ISD student attendance data file, End of Year 2023-24 dated 5/31/24 and student demographic files dated 5/13/24.

High School Graduation and Completion Rates

Key Findings from this section:



For the Class of 2023, graduation rate for students with disabilities receiving SPED services (70.1%) was similar to the Class of 2022 (70.0%) but was lower than the districtwide graduation rate (81.4%).



For the Class of 2023, dropout rate for students with disabilities receiving SPED services (16.4%) was similar to the Class of 2022 (16.1%) and was higher than the districtwide rate (14.7%).

The graduation rate (70.1%) for the Class of 2023 students with disabilities receiving SPED services was lower than the districtwide graduation rate (81.4%, Table 18). The four-year longitudinal dropout rate for the Class of 2023 students receiving SPED services was 16.4 percent compared to

districtwide rate of 14.7 percent. The SPED graduation and dropout rates for the Class of 2022 were 70.0 percent and 16.1 percent, respectively.²⁰

Table 18: Four-Year Longitudinal Graduation and Dropout Rates: Class of 2023

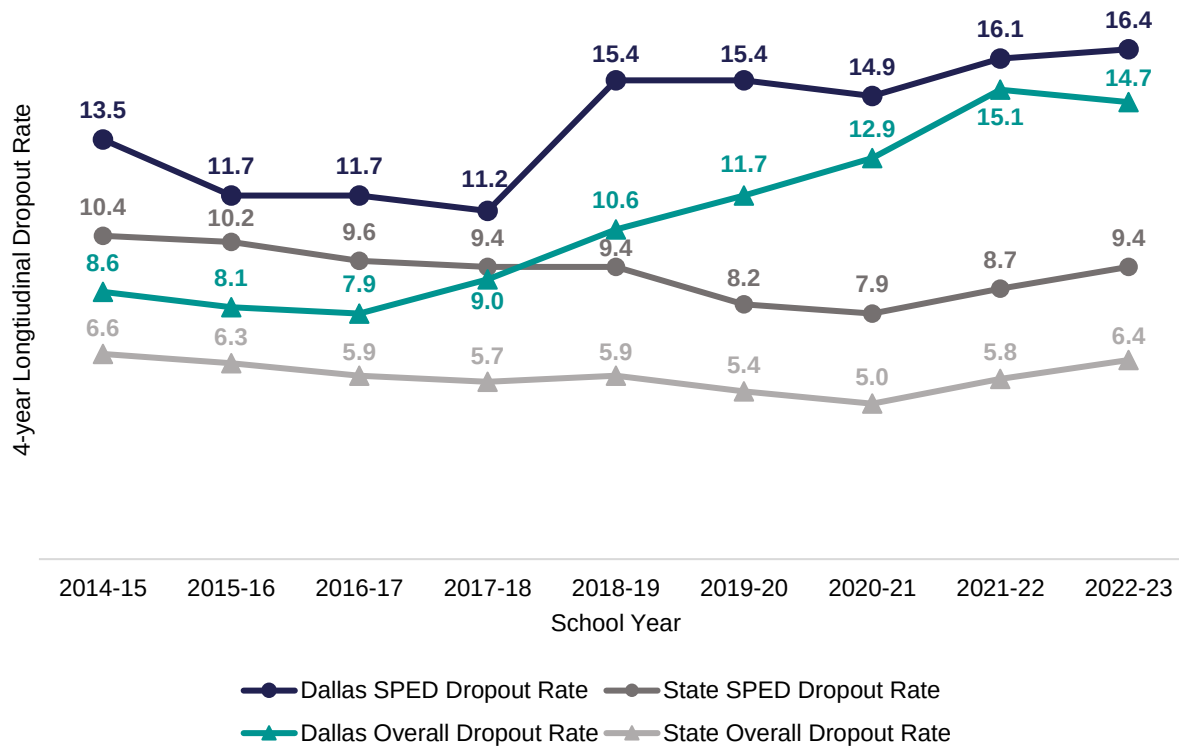
	Class <i>N</i>	Graduated		Continued		Received TxCHSE		Dropped out		Graduated, continued, or received TxCHSE
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	%
SPED	812	569	70.1	110	13.5	-	-	133	16.4	83.6
Districtwide	10,062	8,187	81.4	377	3.7	17	0.2	1,481	14.7	85.3

Source: TEA report on four-year longitudinal graduation and dropout rates, Class of 2023, retrieved from TEA website.

Four-year longitudinal SPED dropout rates for the Dallas ISD and the state for 2014-15 through 2022-23 are shown in Figure 10 for informational purposes. Historically, district SPED dropout rates have been higher than statewide SPED dropout rates; they have also been higher than overall districtwide and statewide dropout rates. While over time these gaps have narrowed somewhat, between 2015-16 and 2017-18, the gap between Dallas ISD students receiving SPED services and other groups widened once again in 2018-19. Although the dropout rate for Dallas ISD students receiving SPED services increased in 2018-19, the dropout rate of these students has remained relatively stable over the past three years, while the districtwide dropout rate has increased over the past 4 years (Figure 14).

²⁰ Sands, 2023.

Figure 14: 2014-15 to 2022-23 Four-Year Longitudinal Dropout Rates



Source: TEA report retrieved from TEA website on 6/21/24 (2022-23). 2022-23 evaluation report (Sands, 2023) (2014-2021).
 Note: Four-year longitudinal data are lagged by one year.

Annual high school dropout rates were compared to other large school districts in Texas. Table 19 shows SPED and districtwide rates for Houston, Fort Worth, Dallas, El Paso, and San Antonio for the 2021-22 and 2022-23 school years. In 2022-23, Dallas had the second highest annual dropout rate for students receiving SPED services of all five districts, El Paso had the highest dropout rate.

Table 19. 2021-22 and 2022-23 Texas School District Comparisons of SPED and Districtwide Annual Dropout Rates

District	2021-22		2022-23		SPED Change %pts	Districtwide Change %pts
	SPED	Districtwide	SPED	Districtwide		
Houston	4.9	4.3	3.8	3.5	-1.1	-0.8
Fort Worth	5.9	4.5	3.9	3.7	-2.0	-0.8
Dallas	4.4	4.7	4.2	3.8	-0.2	-0.9
El Paso	5.2	3.2	7.2	4.4	2.0	1.2
San Antonio	4.0	6.3	3.5	2.8	-0.5	-3.5

Source: Texas Education Agency High School Dropout Reports for 2021-22 and 2022-23. Retrieved from TEA website 8/23/24.

EQ6: What were the outcomes related to ESSER funded Special Education activities?

Key Findings from this section:



Overall, the SPED department met two SPED ESSER activity goals and made significant progress towards the other three ESSER activity goals.

Transforming SPED Classrooms & Pathways

In 2023-24, the Special Services department met the goal of implementing a new curriculum and training all SPED teachers and teacher assistants on the new curriculum. The revised program aims to increase student achievement on *STAAR- Alt 2* reading and math and improve student's independent living skills. Ongoing training is scheduled to ensure comprehension and effective implementation.

SPED Behavioral Health Team

In 2023-24, the SPED Behavioral Health department hired BCBA staff from contracted companies to assist with conducting functional behavioral assessments for all campuses, assist with high needs behavior analysis cases, and provide professional development to high need campuses. Significant progress was made towards completing assessments and equipping staff with the skills to effectively manage behaviors. There was significant progress towards the goal of having the BCBAs train 100 percent of Special Educators on the development of positive behavior plans.

Middle School ARD Support

In 2023-24, the SPED department aimed to provide intentional support systems for middle school campuses that had more than 100 students receiving SPED services with mild to severe needs. This support system specialized in conducting ARD committee meetings, tracking, and maintaining records, supporting teachers with communicating with previous schools, and creation of IEP goals. The Special Services department met the goal of hiring 13 ARD facilitators and made significant progress towards having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.

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APPENDICES

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Appendix A

ACRONYMS AND ABBREVIATIONS

ABA	Applied Behavioral Analysis
AC	Alternative Certification
Afr Am	African American
<i>Alt</i>	<i>Alternate</i>
Approaches+	Approaches grade level or above performance standard
ARD	Admission, Review, and Dismissal
BCBA	Board Certified Behavioral Analysis Team
CARES	Coronavirus Aid, Relief, and Economic Security Act
CGP	Conditional Growth Percentile
CTE	Career and Technology Department
EB	Emergent Bilingual
EC	Early Childhood
<i>EOC</i>	<i>End-of-Course</i>
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief
FAPE	Free and Appropriate Public Education
FIE	Full and Individual Initial Evaluation Report
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
ISD	Independent School District
KN	Kindergarten
LEA	Local Education Agency
LRE	Least Restrictive Environment
LSSP	Licensed Specialist in School Psychology
<i>MAP</i>	<i>Measures of Academic Progress</i>
MCMC	Multiple Careers Magnet Center
Meets+	Meets grade level or above performance standard
MTSS	Multi-Tiered Systems of Support
NCES	National Center for Education Statistics
N/A	Not Applicable
NCLB	No Child Left Behind
ND	No Data
OSS	Out-of-School Suspensions
PBMAS	Performance-Based Monitoring Analysis System
PK	Prekindergarten
PL	Performance Level
RO	Report Only
RDA	Results-Driven Accountability
SD	Significant Disproportionality
SDMS	Student Data Management System
SPED	Special Education
SST	Student Support Team
<i>STAAR</i>	<i>State of Texas Assessments of Academic Readiness.</i>
TA	Teacher Assistant
TEA	Texas Education Agency
TxCHSE	Texas Certificate of High School Equivalency

Appendix B

Appendix B: Legislation and Regulations Governing Special Education Service Provision in Texas

Year	Bill / Legislature	Main Point
1975	Education for All Handicapped Children Act	The 94 th Congress first passed a federal law to ensure that local schools served the educational needs of students with disabilities.
1990	IDEA	Federal law designed to ensure that students with disabilities are provided a free and appropriate public education (FAPE). IDEA governs how states and public agencies provide early intervention, SPED, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth to age 2) receive SPED and related services under IDEA Part C, and youth with disabilities (ages 3-21 years) receive SPED and related services under IDEA Part B.
1997	IDEA	Related services is defined as "transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [...] and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training" [IDEA section 300.24(a)].
	IDEA; Rehabilitation Act of 1973, Section 504;	IEP plans under IDEA cover students who qualify for SPED. Section 504 (of the Rehabilitation Act of 1973, a civil rights law) covers students who do not meet the criteria for SPED but who require some accommodations. Both IEPs and Section 504 plans ensure that students with disabilities have access to a free and appropriate public education. See https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans for more information on the differences between an IEP and Section 504 provisions.
1990	ADA	"The ADA is a federal law that gives people with disabilities, including students, protections like those provided to people on the basis of race, sex and national origin. All public schools and many private schools must comply with the ADA, which bans discrimination based on disability in the areas of public accommodations, state and local government services, employment, transportation, and telecommunications."
2004	IDEA	As the State of Texas IDEA Manual (2016, page 6) highlights: "In 2004, Congress [...] amended IDEA, and [...] raised the bar for expectations of students with disabilities [...]. The education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible to meet developmental goals and to the maximum extent possible the challenging expectations that have been established for all children and be prepared to lead productive and independent lives."
2015	The Every Student Succeeds Act of 2015 (ESSA), formerly the No Child Left Behind Act of 2001 (NCLB)	Under NCLB, schools were held accountable for the education results of every child, including children with disabilities. State assessments were used to determine whether schools had been successful in teaching students the grade-level knowledge and skills as defined by the state content standards. The Every Student Succeeds Act of 2015 (ESSA) replaced NCLB and granted states greater flexibility to set performance standards and determine goals and milestones.

Appendix B: Legislation and Regulations Governing Special Education Service Provision in Texas

Year	Bill / Legislature	Main Point
2023	HB 3928	On June 10, 2023, the 88th Texas Legislature passed HB 3928²¹ impacting dyslexia evaluation, identification, and instruction. Under HB 3928, dyslexia and related disorders are considered a specific learning disability (SLD) under the Individuals with Disabilities Education Act (IDEA). School districts may no longer make a distinction between standard protocol dyslexia instruction (i.e., pull-out dyslexia instruction) and other types of dyslexia instruction. All dyslexia programs are now considered specially designed instruction (SDI), demonstrating the need for special education. As a result, if a student is suspected of having dyslexia, the district must now refer the student for a Full Initial Individual Evaluation (FIIE) under the IDEA. Additionally, if a student with dyslexia is currently receiving standard protocol dyslexia instruction under a Section 504 plan, the district must hold a Section 504 meeting to determine if the student has a continued need for an evidence-based dyslexia program. If the student does, the Section 504 committee must refer the student for an FIIE under the IDEA. Additionally, school districts must distribute a form, developed by the TEA, to the parents of the student explaining their rights under the IDEA. Last, under the new law, a progress report regarding the student's progress in the dyslexia program must be communicated to the parent at least once per grading period. Once the student has transitioned to an Individual Education Plan (IEP), this should be documented in the student's IEP as part of the dyslexia goals and objectives progress monitoring section.

²¹ For more information, see <https://capitol.texas.gov/tlodocs/88R/billtext/html/HB03928F.htm>

Appendix C: 2023-24 Methodology for Evaluation Questions

Appendix C: 2023-24 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Teacher Demographics	Dallas ISD HCM Department	4/12/24	Rates of staff by gender, race/ethnicity, educational attainment	Teacher group
	Budget	Budget Services Department, Special Revenues Department	2/12/24	None	Department
1	Program Information and Implementation	Special Services Assistant Superintendant	8/15/24	None	Program
	Student Demographics	Student Information System	5/13/24	Rates of students by gender, ethnicity, disability type, instructional setting	District, grade, feeder pattern
2	Customer Service Survey	Dallas ISD Evaluation Department	7/10/24	Rate of responses to survey items	Teacher group
3	RDA	TEA	2021 2022 2023	None	District and state level
4	STAAR Reading, Mathematics, Science and Social Studies	TEA	7/19/24 (STAAR 3-8), 7/17/24 (STAAR EOC)	Approaches, Meets & Masters	District, grade
	MAP Reading & Mathematics	NWEA	5/23/24	CGP, achievement quintiles	District, grade
5	Student Attendance	Student Information System	5/31/24	Annual attendance rates	District, grade
	Four-Year Longitudinal Graduation & Dropout Rates	TEA	8/23/24	Four-year longitudinal graduation rates, four-year longitudinal dropout rates, annual dropout rates	District

Note: HCM = Human Capital Management. MAP = Measures of Academic Progress. STAAR = State of Texas Assessments of Academic Readiness.

Additional Methodology Notes

High School Graduation and Completion Rates

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability²².

$$\text{Longitudinal Graduation Rate} = 100 \times \frac{\text{Graduates}}{\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts}}$$

For state accountability, the graduation-related indicator is termed the “completion rate.” “Completers” are defined as students who graduate in four years or who continue in high school for a fifth year.

$$\text{Longitudinal Completion Rate} = 100 \times \frac{\text{Graduates} + \text{Continuers}}{\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts}}$$

The TEA uses the dropout definition provided by the National Center for Education Statistics (NCES). Under this definition, a dropout is “a student who is enrolled in public school in grades seven through twelve, does not return to public school the following fall, is not expelled, and does not 1) graduate, 2) receive a Texas Certificate of High School Equivalency (TxCHSE), 3) continue school outside the public school system, 4) begin college, or 5) die.”²³ Dropout, graduation, continuation, and TxCHSE information normally are calculated and published by the TEA during the summer of each year for the previous school year with a one-year lag.

²² See TEA *Technical Document* available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation. For example, the four-year graduation rate for Class of 2021 is the percentage of students who began ninth grade for the first time in 2017-18 and graduated by August 31, 2021.

²³Source:<https://tea.texas.gov/texas-schools/support-risk-schools-and-students/risk-schools-and-students-dropout-prevention/dropout-2>.

Appendix D

Appendix D. 2023-24 Primary and Secondary Disabilities of Students Receiving SPED Services

Primary Disability	No Second		1		2		3		4		5		6		7		8		Primary Total
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
1.SLD	4,952	79.6	-	-	-	-	249	4.0	999	16.1	-	-	10	0.2	*	*	*	*	6,218
2.Autism	1,242	24.3	186	3.6	-	-	442	8.6	2,982	58.3	215	4.2	24	0.5	14	0.3	*	*	5,111
3.Other Health Imp.	1,126	61.6	157	8.6	27	1.5	-	-	283	15.5	87	4.8	26	1.4	21	1.1	63	3.4	1,827
4.Speech Imp.	1,930	99.8	*	*	-	-	-	-	-	-	-	-	*	*	-	-	-	-	1,934
5.Intel. Dis.	756	54.5	*	*	28	2.0	139	10.0	393	28.4	-	-	14	1.0	28	2.0	13	0.9	1,386
6.Emot. Dist.	228	47.9	66	13.9	*	*	138	29.0	35	7.4	7	1.5	-	-	*	*	-	-	476
7. Auditory Imp.	152	50.0	*	*	8	2.6	27	8.9	88	28.9	17	5.6	-	-	-	-	*	*	304
8. Orthopedic Imp.	41	34.2	*	*	*	*	37	30.8	19	15.8	6	5.0	-	-	*	*	-	-	120
Secondary Total	10,427	60.0	409	2.4	63	0.4	1,032	5.9	4,799	27.6	332	1.9	74	0.4	63	0.4	76	0.4	17,376

Source: District student demographic data file dated 5/13/24 (2023-24).

Notes: * = fewer than five students in this category. - = no students in this category. Imp.= Impairment, Intel. Dis.= Intellectual Disability, Emot. Dist. = Emotional Disturbance, SLD = Specific Learning Disability.

Appendix E

Appendix E, Table 1: 2023-24 SPED Customer Service Survey – Central Office SPED Department Core 4

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The Special Education department was focused in their response(s) to my request(s).											
SPED Staff	166	18	10.8	24	14.5	65	39.2	56	33.7	*	*
GenEd Staff	145	16	11.0	20	13.8	51	35.2	52	35.9	6	4.1
Administrators	88	*	*	12	13.6	36	40.9	36	40.9	*	*
Support Staff	57	6	10.5	*	*	28	49.1	17	29.8	*	*
The Special Education department responded to me in a timely manner.											
SPED Staff	166	18	10.8	24	14.5	65	39.2	56	33.7	*	*
GenEd Staff	145	21	14.5	18	12.4	49	33.8	52	35.9	*	*
Administrators	88	6	6.8	16	18.2	36	40.9	30	34.1	-	-
Support Staff	57	*	*	7	12.3	28	49.1	17	29.8	-	-
The Special Education department was flexible in their response(s) to my request(s).											
SPED Staff	166	13	7.8	33	19.9	65	39.2	48	28.9	7	4.2
GenEd Staff	145	19	13.1	21	14.5	48	33.1	46	31.7	11	7.6
Administrators	88	8	9.1	15	17.0	32	36.4	30	34.1	*	*
Support Staff	57	6	10.5	9	15.8	19	33.3	16	28.1	7	12.3
The Special Education department was friendly in their response(s) to my request(s).											
SPED Staff	166	11	6.6	10	6.0	73	44.0	65	39.2	7	4.2
GenEd Staff	145	14	9.7	6	4.1	53	36.6	64	44.1	8	5.5
Administrators	88	*	*	6	6.8	35	39.8	44	50.0	*	*
Support Staff	57	*	*	*	*	25	43.9	22	38.6	*	*
The Special Education Department fully addressed my question(s) and/or concern(s).											
SPED Staff	166	21	12.7	40	24.1	57	34.3	45	27.1	*	*
GenEd Staff	145	24	16.6	25	17.2	42	29.0	50	34.5	*	*
Administrators	88	8	9.1	18	20.5	26	29.5	35	39.8	*	*
Support Staff	57	8	14.0	13	22.8	16	28.1	17	29.8	*	*
Overall, I am satisfied with the quality of customer service I received from the SPED Department.											
SPED Staff	166	20	12.0	27	16.3	64	38.6	51	30.7	*	*
GenEd Staff	145	24	16.6	24	16.6	43	29.7	49	33.8	*	*
Administrators	88	*	*	15	17.0	30	34.1	36	40.9	*	*
Support Staff	57	7	12.3	7	12.3	27	47.4	16	28.1	-	-

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 2: 2023-24 SPED Customer Service Survey – Understanding of SPED Policy and Access to SPED Resources

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I understood the district's expectations in providing special education services.											
SPED Staff	331	8	2.4	17	5.1	153	46.2	143	43.2	10	3.0
GenEd Staff	393	15	3.8	34	8.7	162	41.2	172	43.8	10	2.5
Administrators	99	-	-	*	*	35	35.4	58	58.6	*	*
Support Staff	98	*	*	7	7.1	44	44.9	39	39.8	*	*
I understood the district's special education policies and procedures.											
SPED Staff	331	9	2.7	21	6.3	168	50.8	127	38.4	6	1.8
GenEd Staff	393	15	3.8	37	9.4	179	45.5	151	38.4	11	2.8
Administrators	99	-	-	7	7.1	42	42.4	50	50.5	-	-
Support Staff	98	*	*	11	11.2	44	44.9	32	32.7	7	7.1
I understood how to get help with special education-related matters.											
SPED Staff	331	13	3.9	31	9.4	155	46.8	120	36.3	12	3.6
GenEd Staff	393	26	6.6	44	11.2	172	43.8	146	37.2	*	*
Administrators	99	-	-	8	8.1	46	46.5	44	44.4	*	*
Support Staff	98	*	*	10	10.2	44	44.9	35	35.7	*	*
I had adequate access to the campus staff members needed to provide special education services effectively.											
SPED Staff	331	17	5.1	27	8.2	159	48.0	119	36.0	9	2.7
GenEd Staff	393	51	13.0	59	15.0	125	31.8	150	38.2	8	2.0
Administrators	99	*	*	7	7.1	41	41.4	49	49.5	-	-
Support Staff	98	*	*	10	10.2	39	39.8	35	35.7	9	9.2
I had adequate access to the central staff members needed to provide special education services effectively.											
SPED Staff	331	21	6.3	36	10.9	168	50.8	85	25.7	21	6.3
GenEd Staff	393	46	11.7	60	15.3	124	31.6	95	24.2	68	17.3
Administrators	99	*	*	19	19.2	38	38.4	36	36.4	*	*
Support Staff	98	*	*	6	6.1	49	50.0	22	22.4	16	16.3
I had adequate access to the classroom materials needed to provide special education services effectively.											
SPED Staff	331	19	5.7	36	10.7	159	47.3	100	29.8	17	5.1
GenEd Staff	393	51	13.0	72	18.3	138	35.1	112	28.5	20	5.1
Administrators	99	*	*	12	12.1	45	45.5	36	36.4	*	*
Support Staff	98	*	*	8	8.2	28	28.6	15	15.3	45	45.9

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 3: 2023-24 SPED Customer Service Survey – MTSS and SST Activity

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In 23-24, our campus Student Support Team (SST) met regularly to discuss student concerns.											
SPED Staff	331	25	7.6	22	6.6	132	39.9	67	20.2	85	25.7
GenEd Staff	393	49	12.5	48	12.2	109	27.7	101	25.7	86	21.9
Administrators	99	*	*	8	8.1	56	56.6	33	33.3	-	-
Support Staff	98	9	9.2	23	23.5	33	33.7	10	10.2	23	23.5
In 23-24, our campus SST met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation.											
SPED Staff	331	22	6.6	16	4.8	132	39.9	66	19.9	95	28.7
GenEd Staff	393	40	10.2	48	12.2	113	28.8	96	24.4	96	24.4
Administrators	99	*	*	8	8.1	53	53.5	34	34.3	*	*
Support Staff	98	9	9.2	22	22.4	31	31.6	11	11.2	25	25.5
When a student presents with academic or behavioral concern at my campus, there is a clear process for implementing MTSS.											
SPED Staff	331	22	6.6	29	8.8	146	44.1	75	22.7	59	17.8
GenEd Staff	393	56	14.2	48	12.2	147	37.4	103	26.2	39	9.9
Administrators	99	*	*	12	12.1	52	52.5	32	32.3	*	*
Support Staff	98	8	8.2	24	24.5	37	37.8	9	9.2	20	20.4

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 4: 2023-24 SPED Customer Service Survey – ARD and IEP

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel confident in tracking and meeting ARD (Admission, Review, and Dismissal) deadlines.											
SPED Staff	331	*	*	10	3.0	132	39.9	126	38.1	58	17.5
Administrators	99	*	*	-	-	43	43.4	54	54.5	*	*
Support Staff	98	*	*	*	*	26	26.5	30	30.6	36	36.7
I feel confident accessing and comprehending IEP (Individualized Education Program) goals for my students.											
SPED Staff	331	*	*	11	3.3	139	42.0	146	44.1	31	9.4
Administrators	99	*	*	-	-	44	44.4	53	53.5	*	*
Support Staff	98	*	*	*	*	38	38.8	40	40.8	14	14.3
I feel confident using progress on IEP goals to monitor student achievement.											
SPED Staff	331	7	2.1	21	6.3	146	44.1	129	39.0	28	8.5
Administrators	99	*	*	7	7.1	41	41.4	45	45.5	*	*
Support Staff	98	*	*	9	9.2	27	27.6	23	23.5	37	37.8

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 5: 2023-24 SPED Customer Service Survey – Differentiating Instruction

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am comfortable differentiating instruction for students with diverse learning needs.											
SPED Staff	331	65	19.6	10	3.0	146	44.1	159	48.0	9	2.7
GenEd Staff	393	16	4.1	30	7.6	189	48.1	151	38.4	7	1.8
Support Staff	56	-	-	-	-	17	30.4	7	12.5	32	57.1
I am comfortable differentiating instruction for students with diverse learning needs through the TeachTown curriculum.											
SPED Staff	331	20	6.0	37	11.2	92	27.8	64	19.3	118	35.6
GenEd Staff	393	53	13.5	44	11.2	52	13.2	43	10.9	201	51.1
Support Staff	56	*	*	*	*	*	*	*	*	47	83.9
I am comfortable differentiating instruction for students with diverse learning needs through the Eureka curriculum.											
SPED Staff	331	17	5.1	28	8.5	84	25.4	49	14.8	153	46.2
GenEd Staff	393	45	11.5	58	14.8	79	20.1	59	15.0	152	38.7
Support Staff	56	*	*	*	*	*	*	*	*	46	82.1
I am comfortable differentiating instruction for students with diverse learning needs through the Amplify curriculum.											
SPED Staff	331	15	4.5	26	7.9	93	28.1	60	18.1	137	41.1
GenEd Staff	393	54	13.7	48	12.2	88	22.4	64	16.3	139	35.4
Support Staff	56	*	*	*	*	6	10.7	*	*	46	82.1
I believe students who receive special education services can achieve the same level as their peers who do not receive special education services.											
SPED Staff	331	12	3.6	29	8.8	147	44.4	126	38.1	17	5.1
GenEd Staff	393	25	6.4	47	12.0	151	38.4	156	39.7	14	3.6
Administrators	99	-	-	*	*	37	37.4	55	55.6	*	*
Support Staff	98	*	*	14	14.3	36	36.7	29	29.6	18	18.4

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 6: 2023-24 SPED Customer Service Survey – Instructional Support

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I received regular visits from my SPED Instructional Specialist/Coordinator/Manager.											
SPED Staff	326	26	8.0	49	15.0	129	39.6	74	22.7	48	14.7
I received high-quality support from my SPED Instructional Specialist/Coordinator/Manager.											
SPED Staff	326	29	8.9	35	10.7	136	41.7	82	25.2	44	13.5

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 7: 2023-24 SPED Customer Service Survey – SPED Staff Co-Teaching

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am encouraged to implement a co-teaching model with my general education colleagues.											
SPED Staff	326	16	4.9	21	6.4	131	40.2	74	22.7	84	25.8
I am provided scheduled time to collaborate and plan for co-teaching with my general education colleagues.											
SPED Staff	326	20	6.1	31	9.5	119	36.5	67	20.6	89	27.3
I receive support from my general education colleagues in effectively implementing co-teaching models in their classrooms.											
SPED Staff	326	16	4.9	26	8.0	124	38.0	66	20.2	94	28.8

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 8: 2023-24 SPED Customer Service Survey – GenEd Staff Co-Teaching

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am encouraged to implement a co-teaching model with my special education colleagues.											
GenEd Staff	393	49	12.5	66	16.8	121	30.8	91	23.2	66	16.8
I am provided scheduled time to collaborate and plan for co-teaching with my special education colleagues.											
GenEd Staff	393	81	20.6	85	21.6	92	23.4	66	16.8	69	17.6
I receive support from my special education colleagues in effectively implementing co-teaching models in my classroom.											
GenEd Staff	393	83	21.1	60	15.3	101	25.7	94	23.9	55	14.0

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 9: 2023-24 SPED Customer Service Survey – Administrators Co-Teaching

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I encourage special education inclusion teachers on my campus to implement a co-teaching model with their general education colleagues.											
Administrators	99	*	*	*	*	45	45.5	45	45.5	*	*
I provide scheduled time for my special education and general education teachers to collaborate and plan for co-teaching.											
Administrators	99	*	*	12	12.1	44	44.4	36	36.4	*	*

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix E, Table 10: 2023-24 SPED Customer Service Survey – Campus Support

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	N	n	%	n	%	n	%	n	%	n	%
My campus administrators offer clear guidance and support for addressing academic issues.											
SPED Staff	331	17	5.1	33	10.0	160	48.3	102	30.8	19	5.7
GenEd Staff	393	45	11.5	59	15.0	159	40.5	121	30.8	9	2.3
Administrators	99	-	-	*	*	46	46.5	50	50.5	*	*
Support Staff	56	*	*	7	12.5	16	28.6	8	14.3	21	37.5
My campus administrators offer clear guidance and support for addressing behavioral issues.											
SPED Staff	331	24	7.3	41	12.4	153	46.2	96	29.0	17	5.1
GenEd Staff	393	57	14.5	59	15.0	156	39.7	116	29.5	*	*
Administrators	99	*	*	7	7.1	39	39.4	49	49.5	*	*
Support Staff	56	*	*	12	21.4	16	28.6	7	12.5	16	28.6
My campus administrators provide culturally competent guidance and support.											
SPED Staff	331	19	5.7	25	7.6	161	48.6	105	31.7	21	6.3
GenEd Staff	393	38	9.7	44	11.2	170	43.3	123	31.3	18	4.6
Administrators	99	-	-	*	*	43	43.4	50	50.5	*	*
Support Staff	56	*	*	*	*	21	37.5	9	16.1	17	30.4
My campus administrators offer clear guidance and support implementing IEPs.											
SPED Staff	331	18	5.4	29	8.8	161	48.6	86	26.0	37	11.2
GenEd Staff	393	50	12.7	62	15.8	148	37.7	120	30.5	13	3.3
Administrators	99	*	*	*	*	50	50.5	45	45.5	*	*
Support Staff	56	*	*	*	*	14	25.0	8	14.3	30	53.6
My campus administrators offer clear guidance and support for transitioning 504 students through the special education evaluation process.											
SPED Staff	331	16	4.8	30	9.1	138	41.7	83	25.1	64	19.3
GenEd Staff	393	51	13.0	64	16.3	143	36.4	110	28.0	25	6.4
Administrators	99	*	*	8	8.1	42	42.4	41	41.4	*	*
Support Staff	56	*	*	6	10.7	20	35.7	7	12.5	21	37.5

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents. Administrators received a slightly different question set, "I feel comfortable offering my staff clear guidance and support for addressing..."

Appendix E, Table 11: 2023-24 SPED Customer Service Survey – Professional Development

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I participated in regular professional development opportunities focused on providing special education services.											
SPED Staff	331	13	3.9	22	6.6	155	46.8	115	34.7	26	7.9
Administrators	393	40	10.2	80	20.4	152	38.7	89	22.6	32	8.1
Support Staff	98	*	*	13	13.3	43	43.9	23	23.5	16	16.3
I participated in high-quality professional development opportunities focused on providing special education services.											
SPED Staff	331	16	4.8	30	9.1	159	48.0	99	29.9	27	8.2
Administrators	393	52	13.2	92	23.4	128	32.6	82	20.9	39	9.9
Support Staff	98	*	*	17	17.3	34	34.7	24	24.5	20	20.4
The professional development opportunities for special education are scheduled on days and times that accommodate my schedule.											
SPED Staff	331	26	7.9	45	13.6	149	45.0	75	22.7	36	10.9
Administrators	393	28	7.1	61	15.5	140	35.6	77	19.6	87	22.1
Support Staff	98	*	*	11	11.2	43	43.9	16	16.3	25	25.5

Source: 2023-24 SPED Customer Service Survey.

Note: Percentages may not add to 100.0 because of rounding. *= 5 or fewer respondents

Appendix F

Appendix F, Table 1: 2021 to 2023 Dallas ISD SPED Program Area Performance: PBMAS/RDA Report

	2021			2022			2023			1 yr change	2 yr change
Indicator	N	%	PL	N	%	PL	N	%	PL		
SPED STAAR 3-8 Passing Rate											
Mathematics	6,281	41.7	2	7,463	44.6	2	7,729	52.7	2	8.1	11.0
Reading	6,362	38.2	3	7,538	42.5	2	7,932	45.8	2	3.3	7.6
Science	2,159	37.0	3	2,540	39.0	3	2,733	43.8	2	4.8	6.8
Social Studies	866	34.1	3	1,601	32.9	3	1,133	36.3	3	3.4	2.2
Writing	2,143	25.0	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPED Year-After-Exit STAAR 3-8 Passing Rate											
Mathematics	234	68.8	1	290	75.9	0	232	81.0	0	5.1	12.2
Reading	246	64.6	1	302	74.5	0	244	78.3	0	3.8	13.7
Science	61	67.2	0	86	69.8	0	66	81.8	0	12.0	14.6
Social Studies	19	73.7	0	30	56.7	1	29	57.7	1	1.0	-16.0
Writing	71	42.3	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPED STAAR EOC Passing Rate											
Algebra I	938	49.9	2	1,422	47.7	2	1,470	59.5	0 RI	11.8	9.6
Biology	835	54.1	3	1,271	55.2	2	1,287	69.9	0 RI	14.7	15.8
U.S. History	714	57.7	2	860	58.7	2	937	76.7	0	18.0	19.0
English I and II	1,631	34.5	2	2,784	30.0	2	2,878	37.6	2	7.6	3.1
STAAR Test Version Participation											
STAAR Alternate 2 Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
STAAR Alt 2 Mathematics	1,379	1.9	RO	1,583	2.1	RO	1,591	2.2	RO	0.1	0.3
STAAR Alt 2 Reading	1,613	1.7	RO	1,786	1.8	RO	1,807	1.9	RO	0.1	0.2
STAAR Alt 2 Science	601	1.7	RO	673	1.9	RO	659	1.9	RO	0.0	0.2
SPED Program Settings											
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	20.9	1	*	23.1	1	704	26.6	0 RI	3.5	5.7
SPED Regular Class >=80% Rate (Ages 6-21)	*	73.7	0	*	75.7	0	14,936	76.8	0	1.1	3.1
SPED Regular Class <40% Rate (Ages 6-21)	*	17.2	1	*	16.9	1	14,480	16.4	1	-0.5	-0.8
SPED Dropout/Graduation											
SPED Annual Dropout Rate	6,223	3.5	2	6,565	4.5	2	6,982	3.9	2	-0.6	0.4
SPED Graduation Rate	751	67.0	2	794	68.8	2	776	70.0	1	1.2	3.0
SPED Representation (Ages 3-21) and SPED Out-of-School Suspensions (OSS)											
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	3,969	8.0	SD3	3,858	7.4	SD3	4,079	7.1	SD3	-0.3	-0.9
SPED OSS and Expulsion <=10 Days Rate (Ages 3-21)	*	5.8	RO	*	*	RO	-	-	RO	N/A	N/A
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	*	*	RO	*	*	RO	-	-	RO	N/A	N/A

Source: Texas Education Agency 2023 RDA report for Dallas ISD and 2022 RDA State Report. Detailed information about the calculation of rates and assignment of performance levels can be found in the 2024 TEA RDA Manual available on the TEA website.

Note: * = TEA masked data to protect student confidentiality. Ns include students who tested on STAAR. RDA uses the term "passing rate" to indicate a STAAR score at Approaches+. ND = No Data. RO = Report Only. SD3 = Significant Disproportionality, Year 3.

Appendix F, Table 2: 2023 Dallas ISD and State SPED Program Area Performance: PBMAS/RDA Report

Indicator	District			State		
	N	%	PL	N	%	PL
SPED STAAR 3-8 Passing Rate						
Mathematics	7,729	52.7	2	336,906	49.3	2
Reading	7,932	45.8	2	340,834	49.3	2
Science	2,733	43.8	2	108,839	43.8	2
Social Studies	1,133	36.3	3	49,336	33.8	3
SPED Year-After-Exit STAAR 3-8 Passing Rate						
Mathematics	232	81.0	0	22,016	82.2	0
Reading	244	78.3	0	22,728	84.2	0
Science	66	81.8	0	6,759	77.7	0
Social Studies	29	57.7	1	2,414	70.5	0
SPED STAAR EOC Passing Rate						
Algebra I	1,470	59.5	0 RI	60,519	55.4	1
Biology	1,287	69.9	0 RI	55,133	70.2	1
U.S. History	937	76.7	0	41,376	77.4	0
English I and II	2,878	37.6	2	119,720	40.2	2
STAAR Test Version Participation						
STAAR Alt 2 Mathematics	N/A	N/A	N/A	2,956,601	1.6	RO
STAAR Alt 2 Reading	1,591	2.2	RO	3,650,467	1.5	RO
STAAR Alt 2 Science	1,807	1.9	RO	1,342,409	1.5	RO
SPED Program Settings						
SPED Regular Early Childhood Program Rate (Ages 3-5)	704	26.6	0 RI	35,744	23.7	1
SPED Regular Class ≥80% Rate (Ages 6-21)	14,936	76.8	0	666,591	73.7	0
SPED Regular Class <40% Rate (Ages 6-21)	14,480	16.4	1	658,829	13.3	1
SPED Dropout/Graduation						
SPED Annual Dropout Rate	6,982	3.9	2	286,621	2.1	1
SPED Graduation Rate	776	70.0	1	36,554	79.1	1
SPED Representation (Ages 3-21) and SPED OSS						
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	4,079	7.1	SD3	-	-	-
SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)	-	-	RO	774,402	5.6	RO
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	-	-	RO	774,402	0.3	RO

Source: Texas Education Agency 2023 RDA report for Dallas ISD and 2021 RDA State Report. Detailed information about the calculation of rates and assignment of performance levels can be found in the 2021 TEA RDA Manual available on the TEA website.

Note: * = TEA masked data to protect student confidentiality. Ns include students who tested on STAAR. RDA uses the term "passing rate" to indicate a STAAR score at Approaches+. RO = Report Only. SD3 = Significant Disproportionality, Year 3.

APPENDIX G

Appendix G, Table 1. 2023-24 SPED Students STAAR 3-8 and STAAR-EOC Test Version Taken

Subject Area	N	STAAR		STAAR-Alt 2	
		n	%	n	%
STAAR 3-8					
Reading	8,358	7,108	85.0	1,250	15.0
Math	8,016	6,766	84.4	1,250	15.6
Science	2,784	2,411	86.6	373	13.4
Social Science	1,111	944	85.0	167	15.0
STAAR EOC					
Algebra 1	1,740	1,549	89.0	191	11.0
Biology	1,445	1,240	85.8	205	14.2
English 1	1,977	1,778	89.9	199	10.1
English 2	1,467	1,292	88.1	175	11.9
US History	909	730	80.3	179	19.7

Source: District STAAR 3-8 data file dated 7/19/24 and district STAAR-EOC data file dated 7/17/24.

Appendix G, Table 2. 2023-24 SPED Student STAAR 3-8 and STAAR EOCs Approaches+, Meets+, or Masters Performance by Grade and Subject

		Approaches+		Meets+		Masters	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Grade 3	1,269	422	33.3	164	12.9	51	4.0
Grade 4	1,386	578	41.7	202	14.6	70	5.1
Grade 5	1,380	545	39.5	225	16.3	76	5.5
Grade 6	1,115	398	35.7	182	16.3	48	4.3
Grade 7	1,005	330	32.8	138	13.7	43	4.3
Grade 8	953	406	42.6	150	15.7	51	5.4
Mathematics							
Grade 3	1,268	459	36.2	186	14.7	45	3.5
Grade 4	1,390	466	33.5	228	16.4	87	6.3
Grade 5	1,379	638	46.3	258	18.7	54	3.9
Grade 6	1,112	439	39.5	129	11.6	28	2.5
Grade 7	261	45	17.2	10	3.8	*	*
Grade 8	1,356	609	44.9	181	13.3	43	3.2
Science							
Grade 5	1378	257	18.7	74	5.4	26	1.9
Grade 8	1033	321	31.1	101	9.8	23	2.2
Social Studies							
Grade 8	944	228	24.2	83	8.8	37	3.9
EOC							
Algebra I	1549	878	56.7	247	15.9	83	5.4
Biology	1240	915	73.8	238	19.2	32	2.6
English I	1778	462	26.0	168	9.4	16	0.9
English II	1292	428	33.1	192	14.9	*	*
U.S. History	730	603	82.6	222	30.4	90	12.3

Source: District STAAR 3-8 data file dated 7/19/24 and district STAAR-EOC data file dated 7/17/24 for students enrolled on May 13, 2024.

Note: * = fewer than five students in this category.

Appendix G, Table 3: 2023-24 SPED Student STAAR 3-8 Outcomes by Student Group (Approaches+)

	Reading		Mathematics		Science		Social Science	
	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+
Sex								
Male	4,403	36.5	4,178	41.4	1,501	27.0	606	24.6
Female	2,705	39.7	2,588	35.7	910	19.0	338	23.4
Ethnicity/Race								
Hispanic/Latino	5,046	36.0	4,806	39.7	1,692	23.3	629	22.4
Black or Afr Am	1,518	34.1	1,452	31.6	553	21.0	250	22.8
White	341	69.2	317	62.5	104	47.1	35	51.4
Two+ Races	153	52.3	144	45.1	46	28.3	25	40.0
Asian	33	60.6	31	61.3	10	*	*	*
English Learner								
Not English Learner	3,619	43.1	3,439	39.7	1,230	26.8	516	27.7
English Learner	3,489	32.1	3,327	38.8	1,181	21.0	428	19.9
Economically Disadvantaged								
No	695	66.0	649	59.6	248	46.8	95	43.2
Yes	6,413	34.6	6,117	37.1	2,163	21.4	849	22.0
Homeless								
No	6,994	37.8	6,653	39.3	2,376	24.1	933	24.4
Yes	114	33.3	113	38.1	35	14.3	11	-

Source: District STAAR 3-8 data files dated 7/19/24 (2023-24).

Note: * = fewer than five students in this category. - = no students in this category. Includes administration for STAAR 3-8 for SPED students enrolled on May 13, 2024. Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

Appendix G, Table 4: 2023-24 SPED Student STAAR EOC Outcomes by Student Group (Approaches+)

	Algebra		Biology		English 1		English 2		US History	
	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+
Sex										
Male	1,009	55.5	808	73.9	1,163	24.6	837	31.1	460	84.1
Female	540	58.9	432	73.6	615	28.6	455	36.9	270	80.0
Ethnicity/Race										
Hispanic/Latino	1,027	59.8	815	76.4	1,161	26.5	837	34.5	492	83.9
Black or Afr Am	424	46.7	358	67.9	525	22.1	387	25.8	185	77.8
White	62	67.7	47	78.7	58	48.3	45	55.6	41	85.4
Two+ Races	24	58.3	12	*	20	30.0	16	68.8	6	*
Asian	7	85.7	6	100.0	10	*	6	*	*	*
English Learner										
Not English Learner	860	54.4	679	72.5	967	28.0	710	34.4	413	84.0
English Learner	689	59.5	561	75.4	811	23.6	582	31.6	317	80.8
Economically Disadvantaged										
No	142	69.0	106	77.4	139	35.3	119	42.0	94	88.3
Yes	1,407	55.4	1,134	73.5	1,639	25.2	1,173	32.2	636	81.8
Homeless										
No	1,529	56.8	1,223	73.8	1,754	25.6	1,277	33.0	719	82.8
Yes	20	45.0	17	70.6	24	54.2	15	46.7	11	72.7

Source: District STAAR EOC data files dated 7/17/24 (2023-24).

Note: * = fewer than five students in this category. - = no students in this category. Includes administration for STAAR EOC for SPED students enrolled on May 13, 2024. Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

Appendix G, Table 5. 2023-24 SPED Student STAAR 3-8 Alt 2 and STAAR EOCs Alt 2 Satisfactory+ and Accomplished Performance by Grade and Subject

	N	Satisfactory+		Accomplished	
		n	%	n	%
Reading					
Grade 3	258	223	86.4	42	16.3
Grade 4	222	194	87.4	46	20.7
Grade 5	206	182	88.3	54	26.2
Grade 6	210	182	86.7	81	38.6
Grade 7	187	168	89.8	80	42.8
Grade 8	167	150	89.8	86	51.5
Mathematics					
Grade 3	258	238	92.2	68	26.4
Grade 4	222	206	92.8	45	20.3
Grade 5	206	194	94.2	68	33.0
Grade 6	210	189	90.0	82	39.0
Grade 7	187	173	92.5	101	54.0
Grade 8	167	160	95.8	99	59.3
Science					
Grade 5	206	200	97.1	72	35.0
Grade 8	167	163	97.6	74	44.3
Social Studies					
Grade 8	167	160	95.8	87	52.1
EOC					
Algebra I	191	177	92.7	74	38.7
Biology	199	184	92.5	73	35.6
English I	175	156	89.1	72	36.2
English II	205	196	95.6	89	50.9
U.S. History	179	173	96.6	109	60.9

Source: District STAAR 3-8 data file dated 7/19/24 and district STAAR-EOC data file dated 7/17/24 for students enrolled on May 13, 2024.

Appendix G, Table 6: 2023-24 SPED Student STAAR 3-8 Alt 2 Outcomes by Student Group (Satisfactory+)

	Reading		Mathematics		Science		Social Science	
	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+
Sex								
Male	892	88.3	892	93.4	268	98.1	125	96.0
Female	358	86.9	358	91.3	105	95.2	42	95.2
Ethnicity/Race								
Hispanic/Latino	818	87.9	818	93.5	253	97.2	112	97.3
Black or Afr Am	353	88.4	353	92.1	98	98.0	44	95.5
White	39	92.3	39	92.3	13	100.0	7	*
Two+ Races	25	76.0	25	80.0	7	85.7	*	*
Asian	13	84.6	13	92.3	*	*	*	*
English Learner								
Not English Learner	742	87.5	742	92.3	228	97.4	106	95.3
English Learner	508	88.6	508	93.5	145	97.2	61	96.7
Economically Disadvantaged								
No	79	87.3	79	92.4	25	96.0	11	90.9
Yes	1,171	88.0	1,171	92.8	348	97.4	156	96.2
Homeless								
No	1,231	87.9	1,231	92.7	370	97.3	166	95.8
Yes	19	89.5	19	100.0	*	*	*	*

Source: District STAAR 3-8 data files dated 7/19/24 (2023-24).

Note: * = fewer than five students in this category. Includes administrations for STAAR 3-8 Alt 2 for SPED students enrolled on May 13, 2024. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.

Appendix G, Table 7: 2023-24 SPED Student STAAR EOC Alt 2 Outcomes by Student Group (Satisfactory+)

	Algebra		Biology		English 1		English 2		US History	
	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+
Sex										
Male	135	93.3	135	96.3	138	94.2	114	90.4	113	94.7
Female	56	91.1	70	94.3	61	88.5	61	86.9	66	100.0
Ethnicity/Race										
Hispanic/Latino	129	93.0	140	96.4	137	92.0	118	86.4	121	95.9
Black or Afr Am	51	96.1	55	96.4	52	94.2	47	95.7	46	97.8
White	8	*	8	75.0	8	87.5	6	100.0	6	100.0
Two+ Races	*	*	*	*	-	-	*	*	*	*
Asian	*	*	-	-	*	*	-	-	*	*
English Learner										
Not English Learner	120	90.8	126	93.7	122	90.2	105	91.4	120	96.7
English Learner	71	95.8	79	98.7	77	96.1	70	85.7	59	96.6
Economically Disadvantaged										
No	11	100.0	13	100.0	13	92.3	11	81.8	13	92.3
Yes	180	92.2	192	95.3	186	92.5	164	89.6	166	97.0
Homeless										
No	188	92.6	202	95.5	196	92.3	173	89.0	178	96.6
Yes	*	*	*	*	*	*	*	*	*	*

Source: District STAAR EOC data files dated 7/17/24 (2023-24).

Note: * = fewer than five students in this category. - = no students in this category. Includes administrations for STAAR EOC Alt 2 for SPED students enrolled on May 13, 2024. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.