

Final Report of 2015-16 Special Education Program

Department of Evaluation and Assessment

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Superintendent of Schools*



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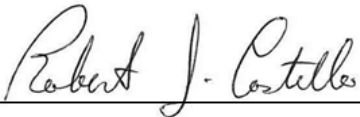
Evaluation of the 2015-16 Special Education Program

Approved Report of the Department of Evaluation and Assessment

EA-16-519-2

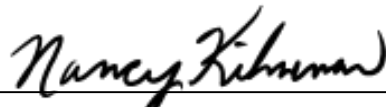
August 2016

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EVALUATION OF THE SPECIAL EDUCATION PROGRAM 2015-2016

Project Evaluator: Nicholas Z. Grimberg, M.A.

ABSTRACT

The Department of Special Education provides services and supports designed to meet the unique needs of children with disabilities. The purpose of this evaluation was to examine the characteristics, academic performance, and outcomes of students who received special education services during the 2015-2016 school year.

- The Dallas ISD special education population, as of October 30th, 2015, was 11,824 students or 7.5 percent of the total student population. This was a slight increase in enrollment from the 2014-15 school year (11,722) although when examined over an eight year period (SY 2008-09 – SY 2015-16), enrollment has remained relatively consistent between years.
- The district has continued to report a greater percentage of African American students who received special education services (32.9%) than the percentage of African American students in the district (22.6%). Similarly, although male and females were equally represented in the district total population, more than two-thirds of special education students were male (67.5%). There are less special education students who were English language learners (ELL) (34.0%) than the percentage of district students who were ELL (42.9%).
- Learning disability was the most common primary disability of special education students. However, this has decreased from 50.1 percent of special education students in SY 2010-11 to 33.9 percent in SY 2015-16. During this same period the percentage of special education students reported to have autism more than doubled from 6.8 percent in SY 2010-11 to 14.6 percent in SY 2015-16.
- A higher proportion of special education students were given discretionary out-of-school suspensions (22.6%) than the total district population (13.2%).
- The percentage of special education students who reached the satisfactory standard increased in every subject and test version of *STAAR* 3-8 exams. Moreover, the percentage of students who scored satisfactory on *STAAR* EOC exams increased in every subject compared to SY 2014-15. Dallas ISD special education students outperformed state special education students in some subject areas but generally state special education students outperformed students in the district.
- Dallas special education students had a higher dropout rate (13.5%) than state special education students (10.4%) and overall district students (8.6%). However, this rate has declined significantly from a high of 29.6 percent in SY 2007-08.

PROGRAM DESCRIPTION

The Department of Special Education provides services and supports designed to meet the unique needs of children with disabilities. The Individuals with Disabilities Education Act (IDEA) was the federal law ensuring services to children with disabilities. IDEA governed how states and public agencies provided early intervention, special education, and related services to eligible infants, toddlers, children, and youths with disabilities. Infants and toddlers with disabilities (birth-2 years) received special education and related services under IDEA Part C and youths (ages 3-21 years) received special education and related services under IDEA Part B. The reauthorized IDEA was signed into law in December 2004 by President George W. Bush. Provisions became effective in July 2005 with final regulations published in August 2006. In accordance with the 2001 No Child Left Behind Act (NCLB), schools were held accountable for the education results of every child, including children with disabilities. State assessments determined whether schools had been successful in teaching students the knowledge and skills for their enrolled grade as defined by the state content standards. Texas developed new assessments to meet these federal requirements.

Inclusion of Special Education Students in the State Accountability System

The testing of all special education students and disaggregation of test results continued with a new accountability system, beginning in SY 2011-12. Under this system, students in grades three through eight and were given the *State of Texas Assessments of Academic Readiness (STAAR)* in reading, writing, mathematics, science, and social studies subject areas. Students at the high school level were given STAAR end of course (EOC) assessments in English I, English II, Algebra I, Biology, and U.S. History. Accommodated and alternate versions of STAAR were available for special education students for whom STAAR was not appropriate.

Adequate Yearly Progress (AYP)

NCLB (2001) reauthorized and amended federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). NCLB required schools to demonstrate Adequate Yearly Progress by meeting established standards in reading and mathematics (participation and performance), plus one additional measure: student attendance (for elementary and middle schools) or graduation (for high schools). AYP measured performance for all students in grades three through eight and for the following student groups that meet minimum size criteria: African American, Hispanic, white, economically disadvantaged, English language learners, and special education. Special education students are evaluated as a separate student group in AYP and must meet the same AYP satisfactory standard levels as all of the other student groups. AYP standards have increased in rigor over time. Also, up through SY 2010-11, graduation rates were evaluated in aggregate for all students, but beginning in SY 2011-12, student groups, including the special education group, were evaluated for the 4-year graduation rate target of 75 percent. The most recent reauthorization of the ESEA, the Every Student Succeeds Act of 2015 (ESSA) granted the state of Texas greater flexibility to set performance standards and determine AYP.

Performance-Based Monitoring Analysis System (PBMAS)

In addition to the state and federal accountability systems which provided ratings for districts and campuses, TEA has also developed an ancillary accountability system known as the Performance-Based Monitoring Analysis System (PBMAS). PBMAS reported annually on the performance of the district in four program areas: bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the NCLB. The PBMAS report was produced at the district level only and was not provided for individual campuses. For special education, PBMAS indicators evaluated included *STAAR* performance, *STAAR* participation, and graduation rate, along with other non-academic indicators, such as the over-representation of particular ethnic groups in special education and disproportionality in disciplinary placements of special education students. Each indicator was assigned a numeric performance level, ranging from 0 to 3. A performance level of 0 indicated that the State standard was met. Indicator measures not meeting the standard were assigned performance levels of 1 to 3, with 3 indicating the greatest difference from standard. Districts with performance levels of 2 or 3 for one or more indicators were required to submit reports to TEA that targeted and addressed indicators of concern. These reports included 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 poor data quality), a continuous improvement plan (used to guide district and campus planning for improved student performance or program effectiveness), and/or a corrective action plan (to specify how noncompliance items will be corrected). Based on the performance levels assigned, each of the four program areas was identified for a particular stage of intervention. Each stage was associated with required yearly submission of the various reports described above.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was twofold: One goal was to evaluate trends in the academic performance of students served in special education, specifically some of those indicators associated with the state, federal, and PBMAS accountability systems. A second goal was to evaluate the academic performance of special education students with respect to state special education students. This evaluation will:

1. Describe the characteristics of students served by special education in the district.
2. Examine the trends in indicators measuring disproportionality in special education (e.g., African American over-representation) from SY 2008-09 through SY 2015-16.
3. Examine the trends in academic performance of students served by special education from SY 2008-09 through SY 2015-16.
4. Examine the attendance, dropout and graduation rates for students served by special education.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of students served by special education?

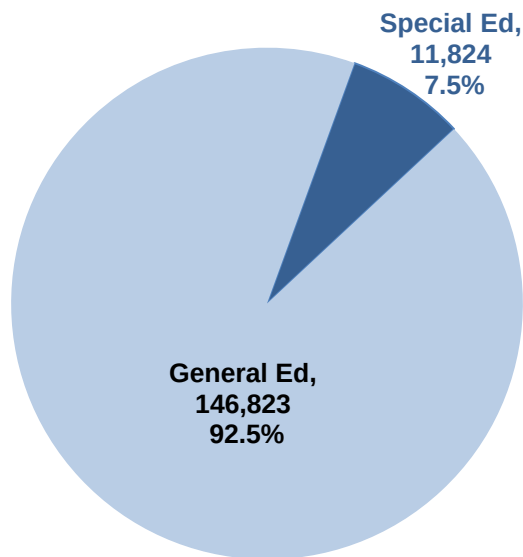
Methodology

The enrollment data for SY 2015-16 were extracted from the district's student database, specifically the fall 2015 Public Education Information Management System (PEIMS) snapshot (last Friday in October 2015). Descriptive statistics for special education students enrolled in the district in SY 2015-16 are presented by grade, race/ethnicity, gender, campus level, disability type, instructional setting, and reported by feeder pattern. Enrollment totals may vary slightly across tables due to the fact that the database used may have missing data for some variables (e.g., feeder pattern, primary disability, instructional setting).

Results

The special education population for the district as of October 30, 2015 was 11,824¹ and represented approximately 7.5 percent of the district population (Figure 1). This number was a slight increase from the number of students that received special education services in SY 2014-15 (N = 11,722), according to the enrollment estimate provided in the *Final Report of the 2014-15 Special Education Program*.

Figure 1: Number and Percent of Students Enrolled in General and Special Education in SY 2015-16



¹ Enrollment reflects all students enrolled in special education in the district. PBMAS reports will differ because they exclude students with the following instructional settings codes: 02 (Hospital Class); 03 (Regional Day School for the Deaf); 30 (State Supported Living Centers); 31, 42, or 24; 81-89 (residential care and treatment facilities).

The number of students served in special education (early childhood through grade twelve) was also compared over an eight year period between SY 2008-09 through SY 2015-16 (Figure 2). During this period, enrollment in special education averaged 11,873 students with the largest enrollment (12,090) occurring in SY 2008-09 (see Figure 2). It should be noted that enrollment data may differ from district enrollment in PBMAS reports because PBMAS reports exclude some students with specific instructional codes.

Figure 2: Number of Students Enrolled in the District and in Special Education: SY 2008-09 to SY 2015-16

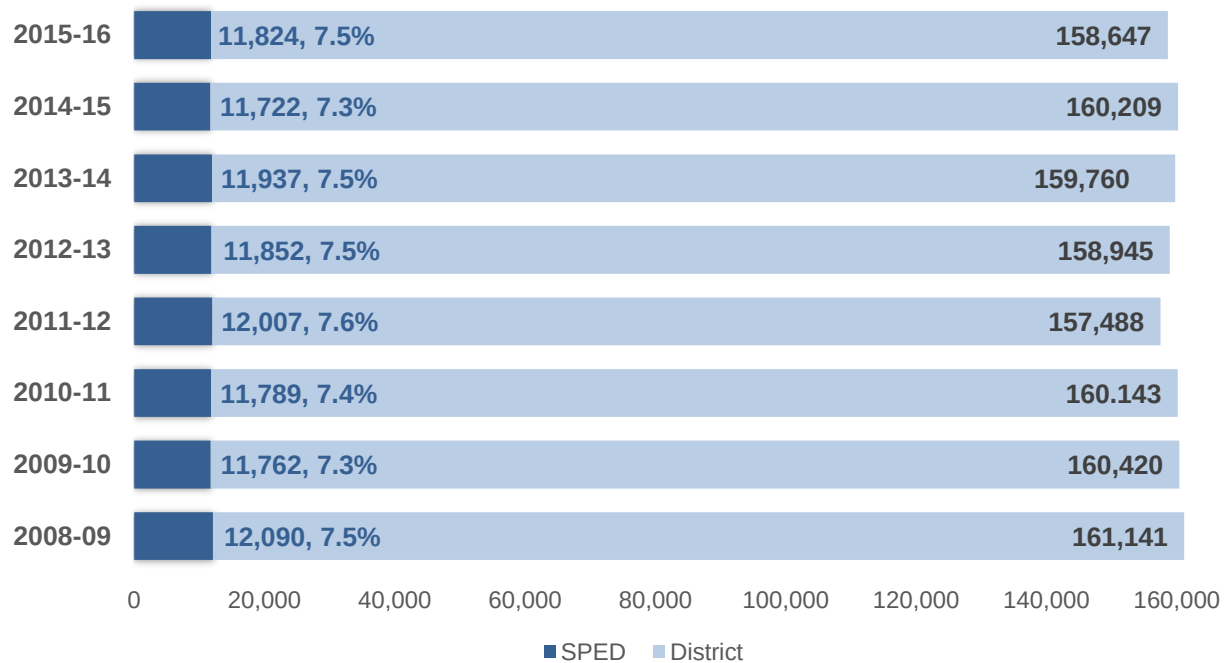


Table 1 compares the number and percentage of students who received special education services across feeder patterns. There is minor variation in levels of representation by feeder pattern. Roosevelt, Carter, and ACE feeder patterns reported the largest proportions of enrolled students who were served in special education (9.3%, 9.1%, and 9.1% respectively). In contrast, Wilmer-Hutchins, Wilson, and Sunset feeder patterns reported the smallest proportions of special education students in the district (5.9%, 6.3%, and 6.4% respectively).

Table 1: Enrollment of Special Education Students by Feeder Pattern during SY 2015-16

Feeder Pattern	Special Ed		General Ed		Total
	N	%	N	%	N
Adams	785	7.9	9,165	92.1	9,950
Adamson	359	7.3	4,529	92.7	4,888
Molina	503	7.1	6,540	92.9	7,043
Hillcrest	432	7.3	5,481	92.7	5,913
Jefferson	672	7.3	8,521	92.7	9,193
Kimball	595	7.1	7,799	92.9	8,394
Lincoln	158	8.7	1,648	91.3	1,806
Pinkston	491	7.3	6,199	92.7	6,690
Roosevelt	339	9.3	3,307	90.7	3,646
Samuell	748	8.6	7,950	91.4	8,698
Seagoville	483	8.0	5,545	92.0	6,028
South Oak Cliff	451	7.5	5,574	92.5	6,025
Spruce	824	7.7	9,867	92.3	10,691
Sunset	510	6.4	7,453	93.6	7,963
White	674	6.7	9,349	93.3	10,023
Wilson	560	6.3	8,390	93.7	8,950
Carter	452	9.1	4,492	90.9	4,944
North Dallas	569	8.1	6,429	91.9	6,998
Skyline	949	7.4	11,899	92.6	12,848
Conrad	360	6.5	5,199	93.5	5,559
Madison	180	8.2	2,003	91.8	2,183
Wilmer-Hutchins	306	5.9	4,854	94.1	5,160
ACE	356	9.1	3,569	90.9	3,925
Feeder Total ¹	11,756	7.5	145,762	92.5	157,518

^[1] Feeder Total is less than total district special education enrollment because feeder patterns exclude students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

Tables 2 and Table 3 provide a summary of demographic data for students enrolled in special education during SY 2015-16. Compared to the overall district percentage of students that were African American (22.6%), a greater proportion of special education students were reported to be African American (32.4%). Conversely, there was a smaller proportion of Hispanic students enrolled in special education (60.9%) than the percentage of Hispanic students in the district (70.2%). In addition, although males and females were equally represented in the district total population, the majority of special education students were male (67.5%) as compared to female (32.5%). Thirty-four percent (34.0%) of special education students were English language learners (ELL), which is less than the district proportion of ELL students (42.9%). These findings were consistent with the evaluation report from the previous school year (SY 2014-15).

Table 2: Percentage of Special Education Students by Race/Ethnicity by Feeder Pattern

Feeder Pattern	Hispanic		African-American		White		Asian		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		Two or More Races		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Adams	510	65.0	181	23.1	71	9.0	14	1.8	3	0.4	0	0.0	6	0.8	785
Adamson	314	87.5	38	10.6	6	1.7	1	0.3	0	0.0	0	0.0	0	0.0	359
Molina	455	90.5	38	7.6	7	1.4	0	0.0	1	0.2	0	0.0	2	0.4	503
Hillcrest	299	69.2	89	20.6	38	8.8	5	1.2	0	0.0	0	0.0	1	0.2	432
Jefferson	565	84.1	78	11.6	20	3.0	3	0.4	1	0.1	0	0.0	5	0.7	672
Kimball	355	59.7	230	38.7	7	1.2	1	0.2	0	0.0	1	0.2	1	0.2	595
Lincoln	39	24.7	118	74.7	0	0.0	0	0.0	0	0.0	1	0.6	0	0.0	158
Pinkston	374	76.2	102	20.8	12	2.4	1	0.2	0	0.0	0	0.0	2	0.4	491
Roosevelt	131	38.6	197	58.1	7	2.1	0	0.0	0	0.0	0	0.0	4	1.2	339
Samuell	473	63.2	247	33.0	22	2.9	0	0.0	2	0.3	0	0.0	4	0.5	748
Seagoville	245	50.7	127	26.3	98	20.3	1	0.2	3	0.6	1	0.2	8	1.7	483
South Oak Cliff	124	27.5	324	71.8	3	0.7	0	0.0	0	0.0	0	0.0	0	0.0	451
Spruce	496	60.2	298	36.2	29	3.5	1	0.1	0	0.0	0	0.0	0	0.0	824
Sunset	476	93.3	20	3.9	13	2.5	1	0.2	0	0.0	0	0.0	0	0.0	510
White	455	67.5	108	16.0	82	12.2	11	1.6	6	0.9	0	0.0	12	1.8	674
Wilson	369	65.9	71	12.7	104	18.6	9	1.6	1	0.2	1	0.2	5	0.9	560
Carter	117	25.9	323	71.5	8	1.8	1	0.2	2	0.4	0	0.0	1	0.2	452
North Dallas	356	62.6	166	29.2	23	4.0	13	2.3	5	0.9	0	0.0	6	1.1	569
Skyline	535	56.4	382	40.3	17	1.8	6	0.6	3	0.3	1	0.1	5	0.5	949
Conrad	244	67.8	86	23.9	15	4.2	12	3.3	1	0.3	0	0.0	2	0.6	360
Madison	53	29.4	123	68.3	2	1.1	1	0.6	0	0.0	0	0.0	1	0.6	180
Wilmer-Hutchins	76	24.8	221	72.2	7	2.3	0	0.0	1	0.3	0	0.0	1	0.3	306
ACE	125	35.1	224	62.9	3	0.8	0	0.0	2	0.6	1	0.3	1	0.3	356
Feeder Total ¹	7,186	61.1	3,791	32.2	594	5.1	81	0.7	31	0.3	6	0.1	67	0.6	11,756

¹ Feeder Total is less than total district special education enrollment because feeder patterns exclude students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

Table 3: Percentage of Special Education Students by Gender, LEP Status, and Socio Economic Status by Feeder Pattern

Feeder Pattern	Gender				Limited English Proficiency		Economically Disadvantaged	
	Female		Male					
	N	%	N	%	N	%	N	%
Adams	243	31.0	542	69.0	299	38.1	676	86.1
Adamson	116	32.3	243	67.7	170	47.4	339	94.4
Molina	162	32.2	341	67.8	223	44.3	466	92.6
Hillcrest	126	29.2	306	70.8	179	41.4	359	83.1
Jefferson	199	29.6	473	70.4	378	56.3	614	91.4
Kimball	208	35.0	387	65.0	182	30.6	473	79.5
Lincoln	55	34.8	103	65.2	26	16.5	150	94.9
Pinkston	164	33.4	327	66.6	173	35.2	466	94.9
Roosevelt	106	31.3	233	68.7	85	25.1	300	88.5
Samuell	251	33.6	497	66.4	264	35.3	698	93.3
Seagoville	161	33.3	322	66.7	127	26.3	436	90.3
South Oak Cliff	146	32.4	305	67.6	80	17.7	427	94.7
Spruce	270	32.8	554	67.2	286	34.7	755	91.6
Sunset	170	33.3	340	66.7	217	42.5	461	90.4
White	212	31.5	462	68.5	261	38.7	541	80.3
Wilson	192	34.3	368	65.7	151	27.0	394	70.4
Carter	147	32.5	305	67.5	63	13.9	387	85.6
North Dallas	183	32.2	386	67.8	226	39.7	512	90.0
Skyline	318	33.5	631	66.5	288	30.3	866	91.3
Conrad	103	28.6	257	71.4	193	53.6	335	93.1
Madison	60	33.3	120	66.7	31	17.2	173	96.1
Wilmer-Hutchins	112	36.6	194	63.4	39	12.7	275	89.9
ACE	121	34.0	235	66.0	74	20.8	328	92.1
Feeder Total ¹	3,847	32.5	7,977	67.5	4,018	34.0	10,476	88.6

Note: In previous years, the district identified a student's economic disadvantage (ED) status based on participation in the free and reduced lunch program. Any student enrolled in Dallas ISD at the end of the 2013-14 year who was eligible for free or reduced lunch carried that ED status over for 2014-15 and beyond as long as there was not a break in district enrollment. For students who were either (1) new to the district, (2) did not previously qualify for the lunch program or (3) were on the program in the base year but left the district and have re-enrolled, ED status was based on a student survey.

^[1] Feeder Total is less than total district special education enrollment because feeder patterns exclude students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

Table 4 displays the ethnicity of students enrolled in special education by grade. Enrollment in special education generally increased at each grade throughout the elementary level (with the exception of grade five). The highest percentage of special education students was reported in grade nine (9.0%). The lowest percentage of students was reported in pre-kindergarten (2.2%). It might be that many students were not identified with a disability until they reached higher grade levels, at which time certain disabilities (e.g., learning disabilities) became more evident.

Table 4: Number and Percent of Special Education Students by Ethnicity and Grade

Grade	Hispanic		African American		White		Asian		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		Two or More Races		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
EC	90	2.3	156	2.2	18	3	6	7.3	1	3.2	0	0	1	1.5	272	2.3
PK	76	2	165	2.3	20	3.3	1	1.2	0	0	0	0	1	1.5	263	2.2
KN	114	3	375	5.2	35	5.8	1	1.2	2	6.5	0	0	3	4.5	530	4.5
1	205	5.4	502	7	43	7.1	5	6.1	2	6.5	0	0	10	14.9	767	6.5
2	214	5.6	538	7.5	48	8	5	6.1	5	16.1	0	0	5	7.5	815	6.9
3	254	6.6	558	7.7	64	10.6	3	3.7	3	9.7	0	0	6	9	888	7.5
4	323	8.4	628	8.7	63	10.5	9	11	1	3.2	0	0	4	6	1028	8.7
5	330	8.6	588	8.2	54	9	3	3.7	4	12.9	0	0	3	4.5	982	8.3
6	318	8.3	629	8.7	38	6.3	7	8.5	2	6.5	1	16.7	3	4.5	998	8.4
7	315	8.2	618	8.6	40	6.6	9	11	1	3.2	1	16.7	11	16.4	995	8.4
8	366	9.6	588	8.2	34	5.6	7	8.5	1	3.2	1	16.7	4	6	1001	8.5
9	414	10.8	601	8.3	33	5.5	7	8.5	4	12.9	0	0	4	6	1063	9.0
10	323	8.4	462	6.4	38	6.3	7	8.5	1	3.2	2	33.3	2	3	835	7.1
11	254	6.6	401	5.6	31	5.1	6	7.3	0	0	1	16.7	6	9	699	5.9
12	234	6.1	397	5.5	43	7.1	6	7.3	4	12.9	0	0	4	6	688	5.8
Total	3,830	100.0	7,206	100.0	602	100.0	82	100.0	31	100.0	6	100.0	67	100.0	11,824	100.0

As shown in Table 5, learning disability was the most commonly reported primary disability of special education students (33.9% districtwide across all school levels). The rarest disability for special education students across school levels was traumatic brain injury (0.3%), followed by visual impairment (0.8%), and orthopedic impairment (1.2%). At the elementary level, the three most prominent disabilities were: speech impairment (12.9%), autism (9.7%) and other health impairment (6.7%). The three most prominent disabilities at the middle and high school levels were: learning disability (middle 12.1%, high 15.1%), intellectual disability (middle 3.4%, high 4.3%) and other health impairment (middle 3.6%, high 3.3%).

Table 5: Primary Disabilities of Special Education Students by School Level

Primary Disabilities	Elementary Level		Middle Level		High Level		District	
	N	%	N	%	N	%	N	%
Learning Disability	785	6.7	1,427	12.1	1,781	15.1	4,003	33.9
Autism	1,143	9.7	311	2.6	264	2.2	1,720	14.6
Speech Impairment	1,521	12.9	131	1.1	14	0.1	1,666	14.1
Other Health Impairment	847	7.2	422	3.6	388	3.3	1,660	14.1
Intellectual Disability	726	6.2	401	3.4	512	4.3	1,641	13.9
Auditory Impairment	218	1.8	93	0.8	120	1.0	431	3.7
Emotional Disturbance	145	1.2	132	1.1	117	1.0	407	3.4
Orthopedic Impairment	85	0.7	26	0.2	33	0.3	144	1.2
Visual Impairment	41	0.3	25	0.2	27	0.2	93	0.8
Traumatic Brain Injury	14	0.1	6	0.1	14	0.1	34	0.3
Non-categorical Early Childhood	2	0.0	0	0.0	0	0.0	2	0.0
Deaf-Blind	0	0.0	1	0.0	0	0.0	1	0.0
No Disability	0	0.0	1	0.0	0	0.0	1	0.0
Total	5,527	46.8	2,976	25.2	3,270	27.7	11,803	100.0

Note: District Total is less than overall special education enrollment due to missing primary disability information.

The primary disabilities of special education students across feeder patterns are presented in Table 6. Wilmer-Hutchins, Lincoln, and Madison feeder patterns had the highest percentages of special education students reported with learning disability (42.5%, 40.8%, and 40.6%), compared to Wilson, White, and Jefferson feeder patterns which had the lowest (24.5%, 28.4% and 29.3%). There was also considerable variation in the percentages of special education students with autism between feeder patterns. Hillcrest, Jefferson, and Molina feeder patterns reported the highest percentages of special education students with autism (21.8%, 20.7% and 20.1%). The Madison, Lincoln, and Wilmer-Hutchins feeder patterns, in contrast, had the lowest percentages of special education students with autism as their primary disability (4.4%, 4.5%, and 5.9%). Interestingly, while auditory impairments constituted a small proportion of primary disabilities districtwide (3.6%), almost a quarter of special education students in the Wilson feeder pattern reported an auditory impairment as their primary disability (23.9%).

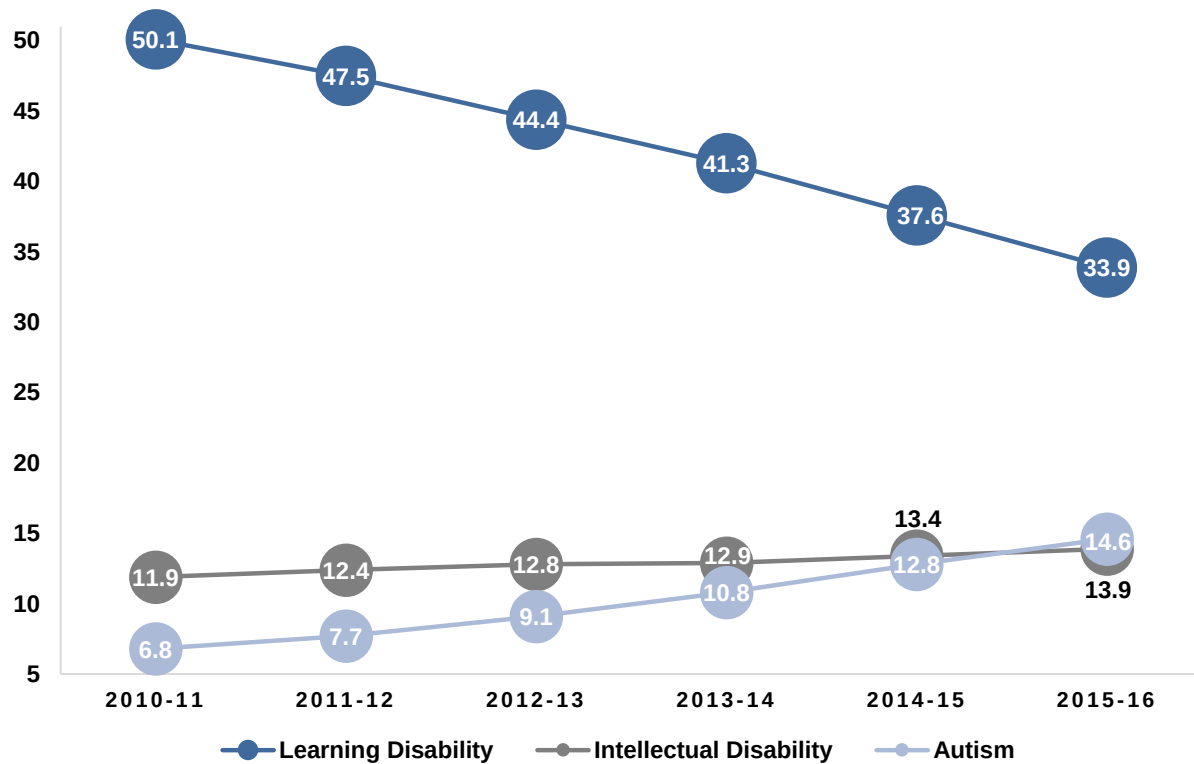
Table 6: Primary Disabilities of Special Education Students by Feeder Pattern

Feeder Pattern	Learning Disability		Autism		Speech Impairment		Other Health Impairment		Intellectual Disability		Auditory Impairment		Emotional Disturbance		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Adams	232	29.6	124	15.8	141	18.0	116	14.8	114	14.5	13	1.7	25	3.2	19	2.4	784
Adamson	117	32.7	64	17.9	41	11.5	52	14.5	45	12.6	16	4.5	13	3.6	10	2.8	358
Molina	171	34.1	101	20.1	69	13.7	63	12.5	66	13.1	14	2.8	7	1.4	11	2.2	502
Hillcrest	136	31.5	94	21.8	95	22.0	48	11.1	28	6.5	5	1.2	17	3.9	9	2.1	432
Jefferson	197	29.3	139	20.7	100	14.9	66	9.8	91	13.5	59	8.8	4	0.6	16	2.4	672
Kimball	194	32.6	95	16.0	54	9.1	79	13.3	124	20.8	8	1.3	20	3.4	21	3.5	595
Lincoln	64	40.8	7	4.5	12	7.6	20	12.7	40	25.5	0	0.0	9	5.7	5	3.2	157
Pinkston	160	32.7	61	12.4	84	17.1	73	14.9	65	13.3	19	3.9	16	3.3	12	2.4	490
Roosevelt	102	30.2	35	10.4	24	7.1	64	18.9	93	27.5	5	1.5	10	3.0	5	1.5	338
Samuell	266	35.6	101	13.5	83	11.1	94	12.6	150	20.1	13	1.7	21	2.8	20	2.7	748
Seagoville	185	38.3	53	11.0	69	14.3	78	16.1	47	9.7	10	2.1	25	5.2	16	3.3	483
South Oak Cliff	150	33.3	53	11.8	48	10.7	75	16.7	81	18.0	6	1.3	26	5.8	11	2.4	450
Spruce	316	38.3	98	11.9	110	13.3	132	16.0	109	13.2	16	1.9	27	3.3	16	1.9	824
Sunset	196	38.4	66	12.9	102	20.0	66	12.9	56	11.0	14	2.7	1	0.2	9	1.8	510
White	191	28.4	109	16.2	142	21.1	94	14.0	63	9.4	43	6.4	17	2.5	14	2.1	673
Wilson	137	24.5	87	15.5	85	15.2	71	12.7	30	5.4	134	23.9	9	1.6	7	1.3	560
Carter	150	33.3	77	17.1	35	7.8	71	15.7	86	19.1	6	1.3	18	4.0	8	1.8	451
North Dallas	181	31.9	98	17.3	104	18.3	82	14.4	54	9.5	10	1.8	25	4.4	14	2.5	568
Skyline	374	39.5	130	13.7	118	12.5	119	12.6	138	14.6	16	1.7	29	3.1	23	2.4	947
Conrad	129	35.9	62	17.3	45	12.5	50	13.9	43	12.0	8	2.2	13	3.6	9	2.5	359
Madison	73	40.6	8	4.4	37	20.6	26	14.4	14	7.8	1	0.6	18	10.0	3	1.7	180
Wilmer-Hutchins	130	42.5	18	5.9	22	7.2	49	16.0	50	16.3	10	3.3	17	5.6	10	3.3	306
ACE	144	40.4	37	10.4	36	10.1	63	17.7	52	14.6	4	1.1	13	3.7	7	2.0	356
Feeder Total ¹	4,003	33.9	1,720	14.5	1,666	14.1	1,660	14.0	1,641	13.9	431	3.6	407	3.4	275	2.3	11,803

¹ Feeder Total is less than total special education enrollment due to missing primary disability data and because feeder patterns exclude students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

The top five primary disabilities of students enrolled in special education were compared between SY 2010-11 and SY 2015-16 (Figure 3). The percentage of students reported to have a learning disability declined from 50.1 percent in SY 2010-11 to 33.9 percent in SY 2015-16. In comparison, the percentage of students reported to have autism increased from 6.8 percent to 14.6 percent. A similar increase in autism spectrum disorder cases was reported by the U.S. Department of Health and Human Services for school aged children between 2007 and 2012 (Blumberg, Bramlett, Kogan, Schieve, Jones, & Lu, 2013). The percentage of students classified with intellectual disabilities and other health impairments has increased slightly while students reported to have speech impairments has held relatively constant.

Figure 3: Percent of Special Education Students by Learning Disabilities: SY 2010-11 to SY 2014-15



As shown in Table 7, the largest percentage of special education students (42.8%) were placed into a mainstream educational setting where they received special education and related services in the general classroom for 100 percent of the school day, in accordance with the students' Individualized Educational Plan (IEP). A majority of the mainstreamed students were enrolled at the middle (15.3%) and high school (19.9%) levels. Twenty-three percent (23.4%) of students enrolled in special education received services in a room outside the general classroom for some portion of the school day. Related services included but were not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. Students placed in "self-contained" settings were provided services in a self-contained program for 50 percent or more of the student's school day on a

regular school campus; 17.9 percent of special education students were in this type of setting. No instructional setting (11.7%) indicated that although the students received special education services, such as speech therapy, an instructional setting was not appropriate. Full-time early childhood education (ECE) setting (3.1%) referred to children aged three through five who received full-time special education services but not in a mainstream setting. Vocational adjustment class (0.5%) consisted of students that participated in a special education work-based learning program. These students were employed in a paid full- or part-time job with regularly scheduled direct involvement by special education personnel.

Table 7: Instructional Settings of Special Education Students by School Level

Instructional Settings	Elementary		Middle		High		Total	
	N	%	N	%	N	%	N	%
Mainstream	896	7.6	1,798	15.3	2,348	19.9	5,043	42.8
Resource Room 1-20%	1,570	13.3	480	4.1	226	1.9	2,280	19.4
Resource Room 21-49%	204	1.7	162	1.4	101	0.9	470	4.0
Self-Cont M/M/S RC 50-60%	106	0.9	176	1.5	177	1.5	460	3.9
Self-Cont M/M/S RC 61%+	1,076	9.1	248	2.1	319	2.7	1,653	14.0
Full Time ECE Setting	371	3.1	0	0.0	0	0.0	371	3.1
Homebound	15	0.1	10	0.1	17	0.1	43	0.4
Hospital Class	3	0.0	0	0.0	1	0.0	14	0.1
Off Home Campus Separate Campus	0	0.0	0	0.0	0	0.0	0	0.0
Residential Care Mainstream	1	0.0	0	0.0	3	0.0	4	0.0
Res Care Res Room 1-20%	0	0.0	0	0.0	1	0.0	1	0.0
Res Care Res Room 21-49%	0	0.0	0	0.0	0	0.0	0	0.0
Res Care Res Room 50-60%	0	0.0	1	0.0	0	0.0	1	0.0
Res Care Self-Cont M/M/S RC 61%+	0	0.0	1	0.0	2	0.0	3	0.0
Vocational Adjustment Class	0	0.0	0	0.0	62	0.5	62	0.5
Nonpublic Day School	0	0.0	0	0.0	0	0.0	0	0.0
No Instructional Setting	1,274	10.8	91	0.8	9	0.1	1,374	11.7
Total ¹	5,516	46.8	2,967	25.2	3,265	27.7	11, 779	100.0

^[1] Total enrollment is less than overall special education enrollment due to missing instructional settings data.

Table 8 shows the instructional settings of special education students by feeder pattern. The greatest percentages of special education students in a mainstream setting were reported in the Wilmer-Hutchins, Seagoville, Skyline, and ACE feeder patterns (54.3%, 52.4%, 51.1% and 50.1%). The smallest percentages of special education students in a mainstream setting were reported in the Roosevelt, Jefferson, and Sunset feeder patterns (32.9%, 33.5%, and 33.7%). The North Dallas, Sunset, and Wilson feeder patterns had the highest percentages of special education students placed in a resource room (32.8%, 32.0%, and 27.9%), compared to Lincoln, Seagoville, and Carter feeder patterns which had the lowest (14.3%, 15.9% and 18.0%). The Roosevelt, Lincoln, and Jefferson feeder patterns had the highest percentages of special education students placed in a self-contained setting (33.5%, 28.6%, and 25.5%). The Lincoln, Seagoville, and Carter feeder patterns reported the lowest proportions of special education students in a self-contained program (14.3%, 15.9% and 18.0%).

Table 8: Instructional Settings of Special Education Students by Feeder Pattern

Feeder Pattern	Mainstream		Resource Room 1-20%		Resource Room 21-49%		Self-Cont M/M/S RC 50-60%		Self-Cont M/M/S RC 61%+		Full Time ECE Setting		No Instructional Setting		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Adams	297	37.9	149	19.0	39	5.0	44	5.6	97	12.4	31	4.0	114	14.5	13	1.7	784
Adamson	157	43.9	62	17.3	9	2.5	12	3.4	72	20.1	19	5.3	24	6.7	3	0.8	358
Molina	190	37.9	118	23.6	6	1.2	12	2.4	102	20.4	15	3.0	54	10.8	4	0.8	501
Hillcrest	175	40.7	79	18.4	33	7.7	8	1.9	34	7.9	19	4.4	77	17.9	5	1.2	430
Jefferson	225	33.5	127	18.9	42	6.3	38	5.7	133	19.8	23	3.4	79	11.8	4	0.6	671
Kimball	292	49.2	93	15.7	28	4.7	18	3.0	90	15.2	24	4.0	43	7.3	5	0.8	593
Lincoln	75	48.7	21	13.6	1	0.6	10	6.5	34	22.1	0	0.0	11	7.1	2	1.3	154
Pinkston	179	36.5	111	22.7	14	2.9	32	6.5	68	13.9	8	1.6	68	13.9	10	2.0	490
Roosevelt	111	32.9	72	21.4	7	2.1	6	1.8	107	31.8	8	2.4	22	6.5	4	1.2	337
Samuell	320	42.8	124	16.6	19	2.5	17	2.3	158	21.1	19	2.5	73	9.8	18	2.4	748
Seagoville	253	52.4	75	15.5	2	0.4	7	1.4	68	14.1	6	1.2	64	13.3	8	1.7	483
South Oak Cliff	202	44.9	104	23.1	12	2.7	23	5.1	50	11.1	18	4.0	35	7.8	6	1.3	450
Spruce	406	49.3	161	19.6	12	1.5	18	2.2	100	12.2	28	3.4	95	11.5	3	0.4	823
Sunset	172	33.7	107	21.0	56	11.0	14	2.7	46	9.0	17	3.3	97	19.0	1	0.2	510
White	248	36.8	111	16.5	74	11.0	29	4.3	53	7.9	29	4.3	122	18.1	7	1.0	673
Wilson	253	45.2	113	20.2	43	7.7	15	2.7	46	8.2	9	1.6	78	13.9	3	0.5	560
Carter	220	48.8	77	17.1	4	0.9	13	2.9	94	20.8	15	3.3	27	6.0	1	0.2	451
North Dallas	203	35.8	162	28.6	24	4.2	16	2.8	57	10.1	15	2.6	88	15.5	2	0.4	567
Skyline	481	51.1	158	16.8	19	2.0	56	6.0	119	12.6	17	1.8	84	8.9	7	0.7	941
Conrad	155	43.4	75	21.0	7	2.0	23	6.4	41	11.5	22	6.2	29	8.1	5	1.4	357
Madison	86	47.8	38	21.1	3	1.7	1	0.6	8	4.4	9	5.0	33	18.3	2	1.1	180
Wilmer-Hutchins	165	54.3	55	18.1	8	2.6	12	3.9	35	11.5	5	1.6	22	7.2	2	0.7	304
ACE	178	50.1	80	22.5	5	1.4	32	9.0	21	5.9	14	3.9	25	7.0	0	0.0	355
Feeder Total ¹	5,043	42.8	2,280	19.4	470	4.0	460	3.9	1,653	14.0	371	3.1	1,374	11.7	128	1.0	11,779

^[1] Feeder Total is less than total special education enrollment due to missing instructional settings data and because feeder patterns exclude students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

What were the trends in indicators measuring disproportionality in special education from SY 2008-09 through SY 2015-16?

Methodology

Two primary indicators of disproportionality outlined in the Performance-Based Monitoring Analysis System (PBMAS) manual were examined for students enrolled in special education. Those indicators included 1) the representation of African-American students in special education and 2) discretionary placements of special education students to out-of-school suspension. The indicator data for the district were extracted from the PBMAS reports 2009-2015². Since PBMAS reports were not available for the current school year (SY 2015-16), estimates of these indicators were extracted from the district's student information database (fall 2015 Public Education Information Management System PEIMS snapshot) and discipline database. Frequency analyses were computed for both indicators of disproportionality.

Results

District enrollment data was examined to determine the proportion of special education students enrolled in the district using the formula below.

$$\text{Special Education Representation} = \frac{\text{Number of enrolled students served in special education}}{\text{Number of enrolled students}}$$

According to the PBMAS 2014 Manual, each district's special education representation rate is then compared to the PBMAS standards (8.5%) for the indicator. The estimated Dallas ISD special education representation for SY 2015-16 was 7.5 percent and performance levels were assigned as follows:

Table 9: Representation in Special Education: PBMAS Performance Levels

Representation	Performance Level
8.5% or less	0
Between 8.6% and 11.0%	1
Between 11.1% and 15.0%	2
15.1% or more	3

The special education representation and performance level for the district is reported by feeder pattern in Table 10. The estimated districtwide special education representation rate was 7.5 percent indicating a performance level of zero. The special education representation rate varied between 5.9 percent and 9.1 percent between feeder patterns. There were four feeder patterns that exceeded the state standard of 8.5 percent in SY 2015-16: Roosevelt (9.3%), Carter (9.1%), ACE (9.1%), and Lincoln (8.7%).

² Dates reflect the PBMAS reporting year.

Table 10: Special Education Representation and Performance Level by Feeder Pattern

Feeder Pattern	Representation Rate	Performance Level
Adams	7.9	0
Adamson	7.3	0
Molina	7.1	0
Hillcrest	7.3	0
Jefferson	7.3	0
Kimball	7.1	0
Lincoln	8.7	1
Pinkston	7.3	0
Roosevelt	9.3	1
Samuell	8.6	1
Seagoville	8.0	0
South Oak Cliff	7.5	0
Spruce	7.7	0
Sunset	6.4	0
White	6.7	0
Wilson	6.3	0
Carter	9.1	1
North Dallas	8.1	0
Skyline	7.4	0
Conrad	6.5	0
Madison	8.2	0
Wilmer-Hutchins	5.9	0
ACE	9.1	1
District	7.5	0

The representation of African American students served in special education was also compared to the representation of African American students in the district population. This method of measuring disproportionality is known as the composition index. To compute the index, the percentage of African American (or Hispanic) students in the total district population was subtracted from the percentage of African American (or Hispanic) students in the special education population using the formulas below:

1. African American representation in special education =

$$\frac{\text{Number of enrolled African American students served in special education}}{\text{Number of enrolled special education students}}$$

2. African American representation in the total population =

$$\frac{\text{Number of enrolled African American students}}{\text{Number of enrolled students}}$$

3. Difference = African American representation in special education – African American representation in the total population.

Based on this difference rate, PBMAS performance levels were assigned according to the criteria shown in Table 11.

Table 11: African American Representation in Special Education: PBMAS Performance Levels

Difference Rate	Performance Level
1.0% or less	0
Between 1.1% and 5.9%	1
Between 6.0% and 10.0%	2
10.1% or more	3

Note. Levels based on 2015 PBMAS Manual.

The district received a performance level of three for a difference rate of 10.3 on the Special Education African American representation indicator on the *2016 PBMAS Report*. When performance levels were compared over a period of eight years, African American students were consistently found to be overrepresented in special education (see Table 12). Since SY 2008-09, the district has received a performance level of three, meaning that the percentage of special education students classified as African American has been 10.1 percentage points higher than the percentage of all African American students enrolled in the district. The highest difference rate (13.6) occurred in SY 2008-09 but has declined each successive school year. It should be noted that the percentage of total district students reported to be African American has declined over the years, possibly making it more difficult to close the gap between the special education and overall district African American percentages.

Table 12: African American Representation in Special Education: SY 2008-09 to SY 2015-16

PBMAS	School Year	Special Education %AA	District % AA	Difference Rate	Performance Level
2009	2008-09	41.2	27.6	13.6	3
2010	2009-10	38.9	26.4	12.5	3
2011	2010-11	37.6	25.3	12.3	3
2012	2011-12	36.9	24.8	12.1	3
2013	2012-13	35.3	24.1	11.2	3
2014	2013-14	34.4	23.7	10.7	3
2015	2014-15	33.9	23.2	10.7	3
2016*	2015-16	32.9	22.6	10.3	3

Note: %AA represents the percentage of students who are African-American

The representation of African Americans in special education is presented in Table 13 by feeder pattern. There were eight feeder patterns with difference rates that would have received a performance level of three: Wilmer-Hutchins (25.9%), South Oak Cliff (17.0%), Kimball (16.5%), Spruce (13.9), Skyline (12.9%), Samuel (11.7%), Madison (11.6%), and Seagoville (10.5%). Adams, Jefferson, Carter, North Dallas, and Conrad feeder patterns would have received performance levels of two. Adamson, Molina, Hillcrest, Lincoln, Pinkston, Roosevelt, White, Wilson and ACE feeder patterns would have received performance levels of one. Sunset is the only feeder pattern with a special education African American difference rate low enough to have received a performance level of zero (0.8%).

Table 13: African American Difference Rates and Performance Levels by Feeder Pattern

Feeder Pattern	SPED AA		Feeder AA		Difference Rate	Performance Level
	N	%	N	%		
Adams	181	23.1	1,416	14.2	8.9	2
Adamson	38	10.6	364	7.4	3.2	1
Molina	38	7.6	374	5.3	2.3	1
Hillcrest	89	20.6	904	15.3	5.3	1
Jefferson	78	11.6	513	5.6	6.0	2
Kimball	230	38.7	1,865	22.2	16.5	3
Lincoln	118	74.7	1,326	73.4	1.3	1
Pinkston	102	20.8	1,138	17.0	3.8	1
Roosevelt	197	58.1	1,925	52.8	5.3	1
Samuell	247	33.0	1,850	21.3	11.7	3
Seagoville	127	26.3	954	15.8	10.5	3
South Oak Cliff	324	71.8	3,302	54.8	17.0	3
Spruce	298	36.2	2,385	22.3	13.9	3
Sunset	20	3.9	249	3.1	0.8	0
White	108	16.0	1,065	10.6	5.4	1
Wilson	71	12.7	919	10.3	2.4	1
Carter	323	71.5	3,076	62.2	9.3	2
North Dallas	166	29.2	1,395	19.9	9.3	2
Skyline	382	40.3	3,514	27.4	12.9	3
Conrad	86	23.9	992	17.8	6.1	2
Madison	123	68.3	1,237	56.7	11.6	3
Wilmer-Hutchins	221	72.2	2,390	46.3	25.9	3
ACE	224	62.9	2,239	57.0	5.9	1
District	3,830	32.4	35,905	22.6	9.8	2

Note: SPED AA is the number and percentage of special education students who are African American. Feeder AA is the total number and percentage of African Americans.

Difference Rates by Grade

The over-representation of African American students in special education was further examined by grade. As shown in Table 14, the percentage of African American students in special education was generally higher in the middle and high school grade levels than the elementary level while the district's overall percentage of African American enrollment remained constant across grades. As a result, the difference rates increased from a low of 4.4 and 3.5, performance levels of one, in grade one and grade two to a high of 16.6 and 16.3, performance levels three, in grade nine and grade ten. The difference rate peaked in grade nine (16.6%) and decreased throughout the high school level. The difference rate across all grades was 9.8 percent.

Table 14: African American Difference Rates and Performance Levels by Grade

Grade	Special Education		District		Difference Rate	Performance Level
	N	%AA	N	%AA		
PK	76	28.9	2,288	22.7	6.2	2
KN	114	21.5	2,737	22.4	-0.9	0
1	208	26.7	2,983	22.3	4.4	1
2	214	26.3	3,076	22.8	3.5	1
3	254	28.6	3,010	22.6	6.0	2
4	323	31.4	2,983	23.6	7.8	2
5	330	33.6	2,759	22.7	10.9	3
6	318	31.9	2,295	21.7	10.2	3
7	315	31.7	2,392	22.5	9.2	2
8	366	36.6	2,383	22.7	13.9	3
9	414	38.9	2,689	22.3	16.6	3
10	323	38.7	2,336	22.4	16.3	3
11	254	36.3	2,003	22.6	13.7	3
12	234	34.0	1,881	23.5	10.5	3
Total	3,830	32.4	35,905	22.6	9.8	2

Note: The totals listed in the table include early childhood.

The special education representation of the two most populous ethnic groups within the district, Hispanic and African American, is monitored through PBMA. While African American students have typically been over-represented in special education, conversely, Hispanic students have been underrepresented (see Table 15), as indicated by the negative difference rates reported in PBMA from SY 2008-09 to SY 2015-16. Using the same method of calculation as the representation of African Americans, the Hispanic representation in special education for SY 2015-16 was -9.7 indicating underrepresentation. That is, fewer Hispanic students were classified as special education students than were expected based on the population of the district as a whole. Table 15 demonstrates that the proportion of Hispanic students served in special education has been increasing more than the proportion of Hispanic students in the total district population resulting in decreasing levels of underrepresentation each year.

Table 15: Hispanic Representation in Special Education: SY 2008-09 to SY 2015-16

PBMA	School Year	Special Education % Hispanic	District % Hispanic	Difference Rate	Performance Level
2009	2008-09	51.5	66.5	-15.0	0
2010	2009-10	53.8	67.7	-13.9	0
2011	2010-11	55.3	68.3	-13.0	0
2012	2011-12	56.5	68.8	-12.3	0
2013	2012-13	58.1	69.4	-11.3	0
2014	2013-14	58.8	69.8	-11.0	0
2015	2014-15	59.4	70.1	-10.7	0
2016	2015-16	60.4	70.1	-9.7	0

Disability Type and Gender.

The difference rates in primary disability for African American students in special education were also computed. As shown in Table 16, male and female African American students were slightly overrepresented in special education for some disabilities. Overrepresentation was identified on 3 of 11 disabilities for males and 2 of the 11 disabilities for females. Overrepresentation in special education was greatest for African Americans (male and female) who reported other health impairments as their primary disability.

Table 16: African American Representation by Primary Disability and Gender

Primary Disability	AA Male		AA Female		Total AA	
	Diff Rate	Perf Level	Diff Rate	Perf Level	Diff Rate	Perf Level
Other Health Impairment	4.4	1	3.6	1	4.1	1
Emotional Disturbance	3.4	1	2.4	1	3.1	1
Learning Disability	0.1	0	0.9	0	0.5	0
Intellectual Disability	3.3	1	0.2	0	2.3	1
Traumatic Brain Injury	0.1	0	0.3	0	0.1	0
Non-categorical Early Childhood	0.0	0	0.0	0	0.0	0
Visual Impairment	0.0	0	-0.1	0	-0.1	0
Orthopedic Impairment	-0.3	0	-1.1	0	-0.5	0
Auditory Impairment	-1.4	0	-1.3	0	-1.4	0
Autism	-5.8	0	-0.9	0	-4.4	0
Speech Impairment	-3.8	0	-3.9	0	-3.8	0

Special Education ELL Representation

Table 17 reports the representation of English language learner (ELL) students in special education. The district received a performance level of zero indicating that ELL students were not overrepresented in the special education program. Furthermore, 22 of the 23 feeder patterns were given a performance level of zero. The Wilson feeder pattern would have received a performance level of two if measured independently.

Table 17: ELL Representation Rates and Performance Levels by Feeder Pattern: SY 2015-16

Feeder Pattern	ELL Representation in Special Education (%)	ELL Representation in District (%)	Difference (%)	Performance Level
Adams	38.1	47.3	-9.2	0
Adamson	47.4	50.0	-2.6	0
Molina	44.3	43.6	0.7	0
Hillcrest	41.1	47.0	-5.9	0
Jefferson	56.3	69.6	-13.3	0
Kimball	30.6	46.1	-15.5	0
Lincoln	16.5	19.4	-2.9	0
Pinkston	35.2	44.6	-9.4	0
Roosevelt	25.1	31.3	-6.2	0
Samuell	35.3	52.3	-17.0	0
Seagoville	26.3	41.4	-15.1	0
South Oak Cliff	17.7	31.4	-13.7	0
Spruce	34.7	51.9	-17.2	0
Sunset	42.5	43.0	-0.5	0
White	38.7	45.1	-6.4	0
Wilson	27.0	19.7	7.3	2
Carter	13.9	22.8	-8.9	0
North Dallas	39.7	42.4	-2.7	0
Skyline	30.3	38.3	-8.0	0
Conrad	53.6	69.3	-15.7	0
Madison	17.2	27.5	-10.3	0
Wilmer-Hutchins	12.7	21.0	-8.3	0
ACE	20.8	29.5	-8.7	0
District	34.2	43.0	-8.8	0

Special Education Out-of-School Suspensions

Another indicator of disproportionality is the percentage of discretionary out-of-school suspensions received by special education students compared to all students in the district. Similar to ethnic disproportionality in special education, disproportionality in the number of discretionary out-of-school suspensions received by special education students was measured using a composition index in PBMAS. Subtracting the percentage of all district students who received out-of-school suspensions during an academic year from the percentage of special education students who received out-of-school suspensions yielded a difference rate. Performance levels corresponding to this difference rate were assigned according to the criteria shown in Table 18. The criteria were consistent from SY 2007-08 to SY 2010-11 but changed with the 2011-12 PBMAS reporting year. Starting with the SY 2011-12 reporting, the range of difference rates for performance level one were reduced and a more stringent threshold was applied for performance level three.

Table 18: Performance Levels for Out-of-School Suspensions

SY 2007-08 to SY 2009-10		SY 2011-12 and SY 2013-14	
Difference Rate	Performance Level	Difference Rate	Performance Level
6.0 or less	0	6.0 or less	0
Between 6.1 and 15.0	1	Between 6. 1 and 10.5	1
Between 15.1 and 19.9	2	Between 10.6 and 14.9	2
20.0 or more	3	15.0 or more	3

The out-of-school suspension (OSS) indicator data are reported by year in Table 19. The OSS rate is a lagging variable and always reflects data from the previous school year. The difference rate increased between SY 2007-08 and SY 2008-09, at which point the district received a performance level of two for this indicator, the first year performance levels were assigned. The difference rate has steadily declined each year reaching a performance level of one in SY 2011-12. However, the difference rate increased in SY 2012-13 ending this trend. The difference rate decreased in SY 2014-15 to 9.4 giving the district a performance level of one.

Table 19: PBMA Difference Rates and Performance Levels for Out-of-School Suspensions

PBMA	SY	Special Education		District		Difference Rate	Perf Level
		OSS Placements	% OSS	OSS Placements	% OSS		
2009	2007-08	5,562	36.1	32,577	19.0	17.1	N/A
2010	2008-09	6,089	40.6	35,901	21.1	19.5	2
2011	2009-10	5,046	34.0	30,370	17.9	16.1	2
2012	2010-11	3,651	25.1	22,604	13.3	11.8	2
2013	2011-12	3,004	20.8	19,704	11.6	9.2	1
2014	2012-13	4,976	28.6	25,845	15.1	13.5	2
2015	2013-14	3,622	25.8	24,926	14.5	11.3	2
2016	2014-15	3,191	22.6	22,838	13.2	9.4	1

Note: OSS indicator data are based on the preceding school year (e.g., 2016 PBMA reports contains OSS data from SY 2014-15).

What were the trends in academic performances of student served in special education from 2008-09 through 2015-16

Methodology

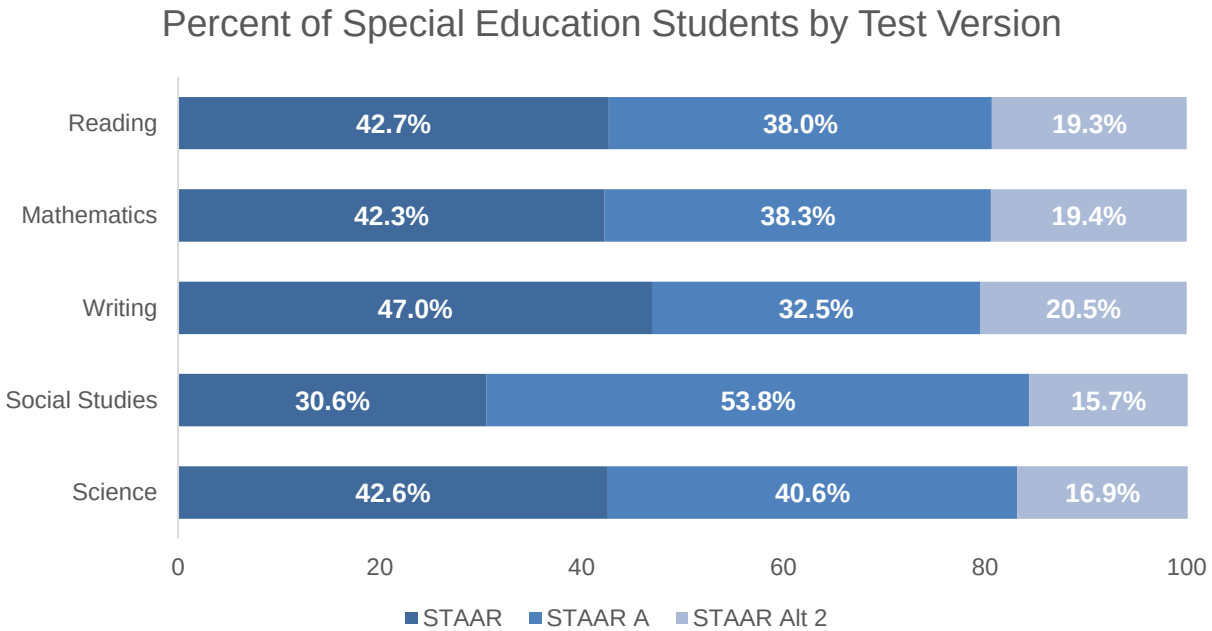
The SY 2015-16 *STAAR* assessment (grades three through eight) and *STAAR EOC data* were merged with enrollment data extracted from the Dallas ISD Public Education Information Management (PEIMS) database. Unlike previous years, SY 2015-16 marked the introduction of the more stringent Phase-in 2, Level II performance standards. *STAAR* results from SY 2014-15 were recalibrated to the Phase-in 2, level II performance standards for comparative purposes. Descriptive analyses were conducted on the data and comparisons were made to state level test results. Refer to Appendix A for a breakdown of *STAAR* test results by grade level, version, and feeder pattern.

Results

There were several versions of *STAAR* assessments available to students. The *STAAR Accommodated (STAAR A)* is an online assessment in the same grades and subjects as the *STAAR* but includes embedded supports such as visual aids, graphic organizers, clarifications of terms that are not related to the content being assessed, and text-to-speech functionality. The passing standard for *STAAR A* assessments is the same as the passing standard for general *STAAR* assessments. *STAAR Alternate 2 (STAAR Alt 2)* is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services. *STAAR Alt 2* is available in the same grades/subjects and courses as the general *STAAR* assessments but is administered in a one-on-one setting. The state also offers a linguistically accommodated version (*STAAR L*) for English Language Learners but those results were not reported in this year's evaluation given that only five special education students (<0.01%) reported using this version on any *STAAR 3-8* test in SY 2015-16.

The percentage of special education students taking each version of *STAAR 3-8* assessments is displayed in Figure 4. With the exception of social studies, *STAAR* was the most commonly tested version of the assessment for special education students in all subjects. The least commonly tested version was *STAAR Alt 2*. The percentage of special education students who were tested with *STAAR Alt 2* increased this year from 16.6 percent in SY 2014-15 to 19.2 percent

Figure 4: Percent of Special Education Students by Version of STAAR 3-8 Assessment



The total number of special education students tested on STAAR 3-8 assessments and percent satisfactory at the SY 2015-16 Phase-in 2, Level II standard are reported by version in Table 20. Special education students who took the STAAR version of the assessments on average performed better than those who took the STAAR A version. This disparity can be attributed to the fact that students taking the STAAR A are more likely to have significant disabilities. Students who were tested with STAAR Alt 2 assessments showed the best performance of the three test versions with more than 85 percent of special education students reaching the satisfactory level in every subject. Students performed best on the math and science assessments (38.6% and 46.5% at satisfactory level) and worst on the social studies and writing assessments (26.0% and 27.8% at satisfactory level).

Table 20: Number and Percent of Special Education Students at the STAAR Satisfactory Level by Test Version

Subject	STAAR		STAAR A		STAAR Alt 2		Total	
	N	%	N	%	N	%	N	%
Reading	2,531	30.6	2,278	10.7	1,157	87.9	5,966	34.1
Math	2,492	37.7	2,281	13.1	1,156	90.7	5,929	38.6
Writing	934	18.4	650	4.6	411	85.9	1,995	27.8
Science	823	34.8	797	13.8	334	95.2	1,954	36.5
Social Studies	290	25.9	515	7.4	152	89.5	957	26.0

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results.

The percentage of special education students that reached the satisfactory level was further broken down by subject, test version, and grade in table 21. Generally, the percentage of students at the satisfactory level was higher at the elementary school level than the middle school level. Test performance on *STAAR* and *STAAR A* exams improved at each grade level except in grade six where students transitioned from the elementary school level to the middle school level. The percentage of students who scored at the satisfactory level was consistently high across all grade levels and subjects on *STAAR Alt 2* exams.

Table 21: Percentage of Special Education Students at the 2015-16 *STAAR* Grades 3-8 Satisfactory Standard by Grade level

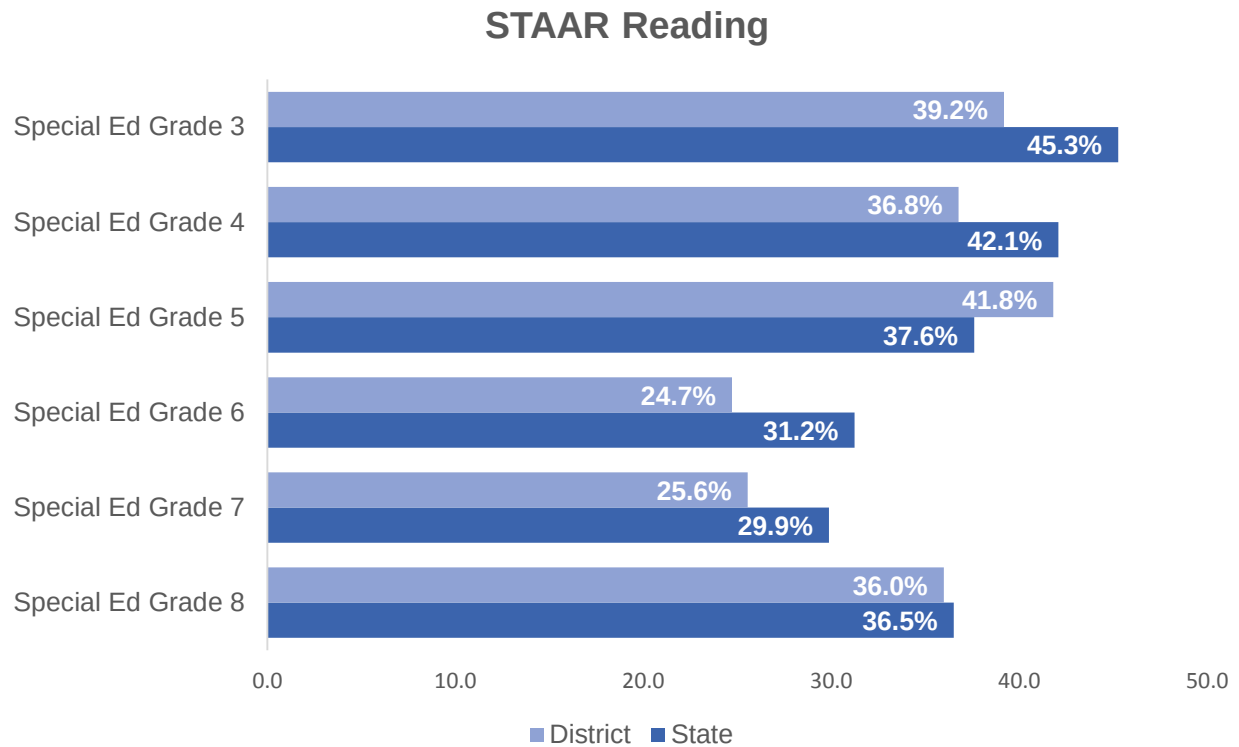
Grade	STAAR		STAAR A		STAAR Alt 2		Total	
	N	%	N	%	N	%	N	%
Reading								
Grade 3	524	29.8	211	7.6	233	88.0	968	38.9
Grade 4	532	26.7	308	12.7	240	89.2	1,080	36.6
Grade 5	548	38.3	288	19.4	182	86.8	1,018	41.7
Grade 6	336	19.6	492	5.3	176	88.1	1,004	24.6
Grade 7	311	23.2	455	3.1	175	88.0	941	25.5
Grade 8	310	41.9	526	17.5	151	86.8	987	35.8
All Grades	2,561	30.3	2,280	10.7	1,154	87.9	5,998	33.9
Mathematics								
Grade 3	508	36.6	225	9.8	233	89.3	966	43.1
Grade 4	520	33.8	319	9.1	239	94.6	1,078	40.0
Grade 5	526	50.0	310	26.1	182	91.8	1,018	50.2
Grade 6	344	27.9	477	13.2	177	91.5	998	32.2
Grade 7	317	30.3	448	6.7	174	89.7	939	30.0
Grade 8	307	40.1	504	14.7	151	86.1	962	34.0
All Grades	2,522	37.3	2,283	13.1	1,156	90.7	5,961	38.4
Writing								
Grade 4	575	20.9	260	6.2	236	86.4	1,071	31.7
Grade 7	367	14.2	390	3.6	175	85.1	932	23.1
All Grades	942	18.3	650	4.6	411	85.9	2,003	27.7
Science								
Grade 5	537	37.1	290	19.0	182	95.6	1,009	42.4
Grade 8	296	29.4	508	10.8	152	94.7	956	29.9
All Grades	833	34.3	798	13.8	334	95.2	1,965	36.3
Social Studies								
Grade 8	296	25.3	515	7.4	152	89.5	963	25.9

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) *STAAR* results.

Special education students in the district were also compared to special education students at the state level. Figure 5 displays the percentage of district and state special education students who reached the satisfactory standard on all versions of *STAAR* 3-8 reading assessments combined. Generally, a lower percentage of Dallas ISD special education students were identified to be at the satisfactory level on *STAAR* 3-8 reading exams than the state averages. A larger percentage of district special education students

reached the satisfactory level (41.8%) in grade five than state special education students (37.6%). The largest gap in the percentage of students who scored satisfactorily between state special education students and Dallas ISD special education students was identified in grade six (6.5%) and grade three (6.1%).

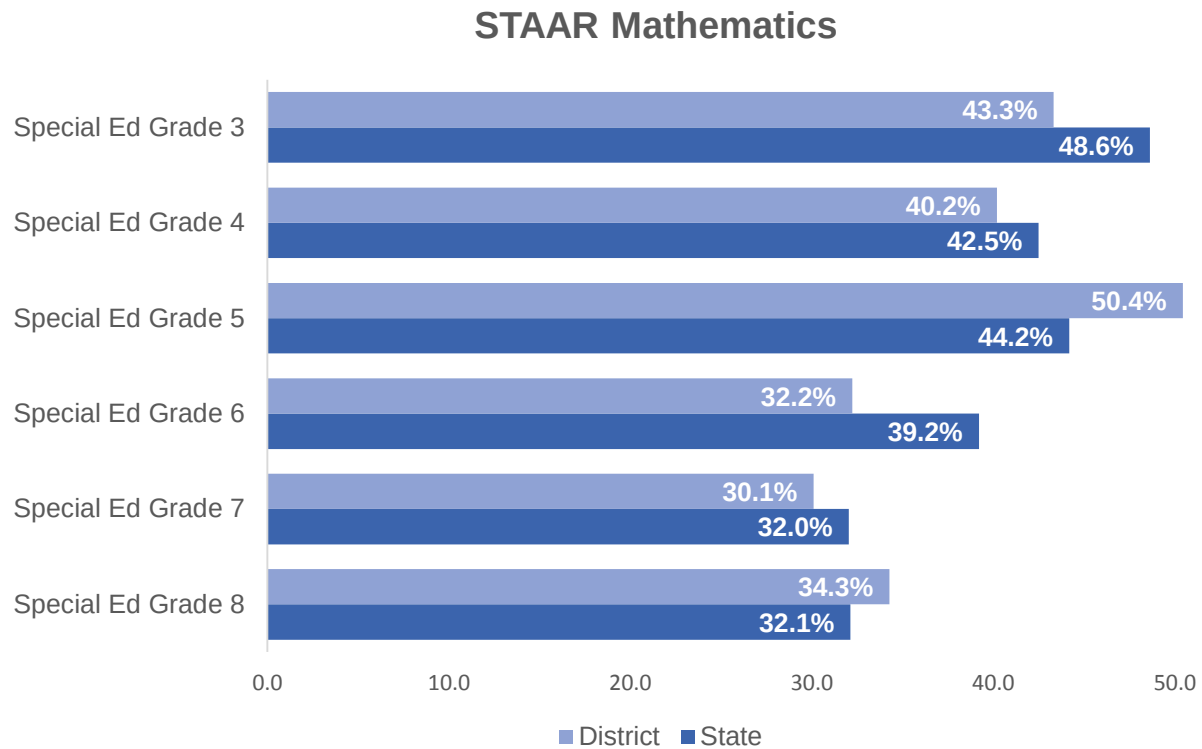
Figure 5: Percentage of Special Education Students at the Satisfactory Standard on STAAR Reading by Grade



Note: Data reflects the spring 2016 (through second administration) *STAAR* results and includes data from *STAAR*, *STAAR A*, and *STAAR Alt 2* assessments combined.

Figure 6 presents the percentage of district and state special education students who reached the satisfactory standard on all versions of *STAAR* 3-8 mathematics assessments combined. A higher percentage of Dallas ISD special education students were identified to be at the satisfactory level on *STAAR* 3-8 mathematics exams than state special education students in grade five and grade eight. The percentage of state special education students who reached the satisfactory standard on *STAAR* 3-8 exams was higher than the district for all other grades.

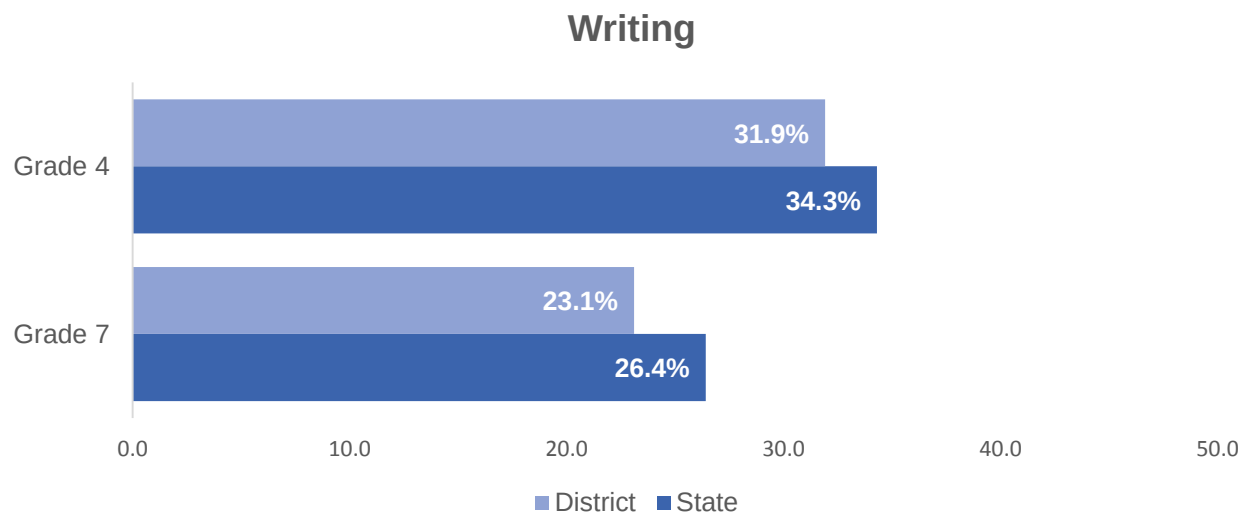
Figure 6: Percentage of Special Education Students at the Satisfactory Standard on STAAR Mathematics by Grade



Note: Data reflects the spring 2016 (through second administration) STAAR results and includes data from STAAR, STAAR A, and STAAR Alt 2 assessments combined.

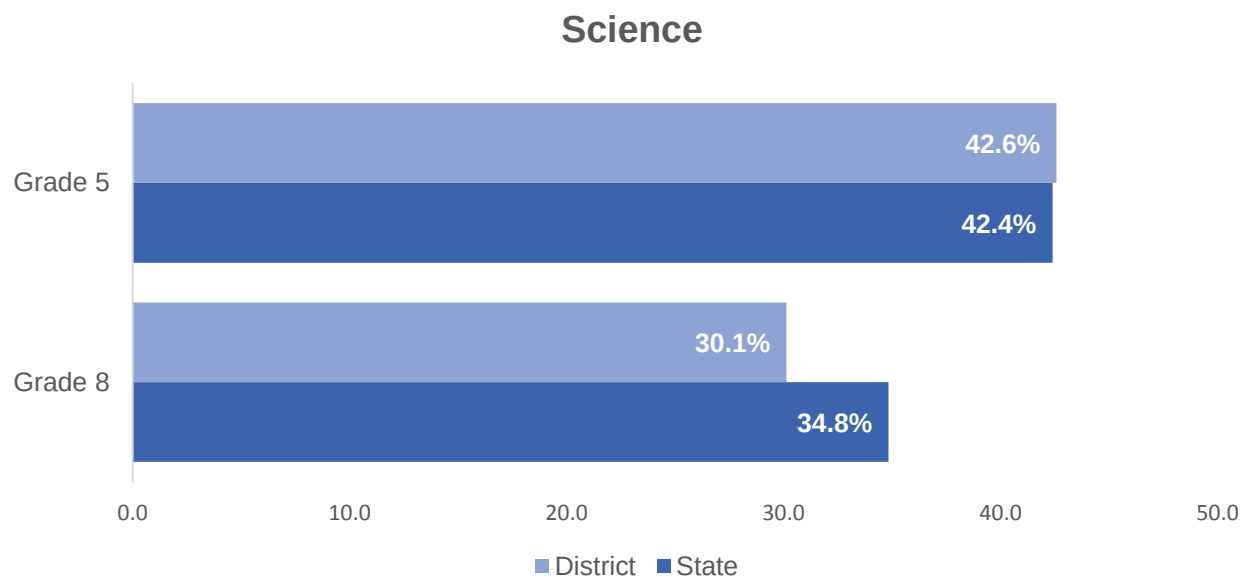
State special education students outperformed Dallas ISD special education students on the STAAR 3-8 writing (Figure 7) and social studies (Figure 9) exams. There was a higher percentage of state special education students who reached the satisfactory level in the grade eight STAAR science exam than Dallas ISD special education students (figure 8). However, Dallas ISD special education students narrowly outperformed state special education students in grade five.

Figure 7: Percentage of Special Education Students at the Satisfactory Standard on STAAR Writing by Grade



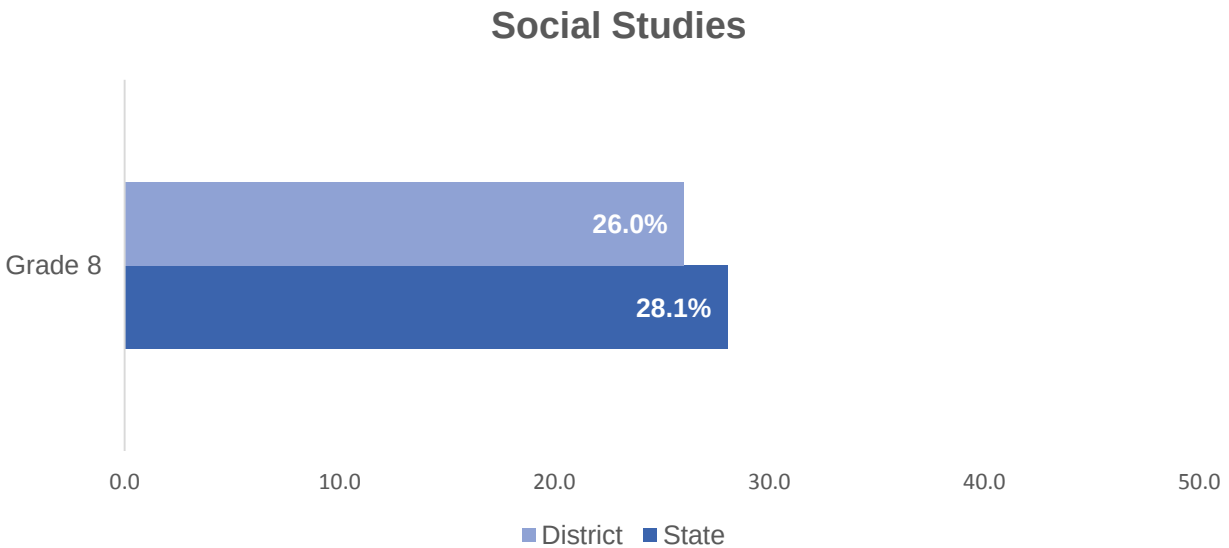
Note: Data reflects the spring 2016 (through second administration) STAAR results and includes data from STAAR, STAAR A, and STAAR Alt 2 assessments combined.

Figure 8: Percentage of Special Education Students at the Satisfactory Standard on STAAR Science by Grade



Note: Data reflects the spring 2016 (through second administration) STAAR results and includes data from STAAR, STAAR A, and STAAR Alt 2 assessments combined.

Figure 9: Percentage of Special Education Students at the Satisfactory Standard on STAAR Social Studies by Grade



Note: Data reflects the spring 2016 (through second administration) STAAR results and includes data from STAAR, STAAR A, and STAAR Alt 2 assessments combined.

A comparison of STAAR 3-8 assessments was examined for progress over a two-year period (Table 22). In the following table, **RED** indicates a decrease of five percentage points or more in the percent attaining satisfactory level from one year to the next and **GREEN** indicates an increase of five percentage points or more. In general, the percentage of Dallas ISD special education students who reached the satisfactory level increased in all grades and subjects from SY 2014-15 and SY 2015-16. Grade six had the lowest levels of improvement between academic years among all grade levels.

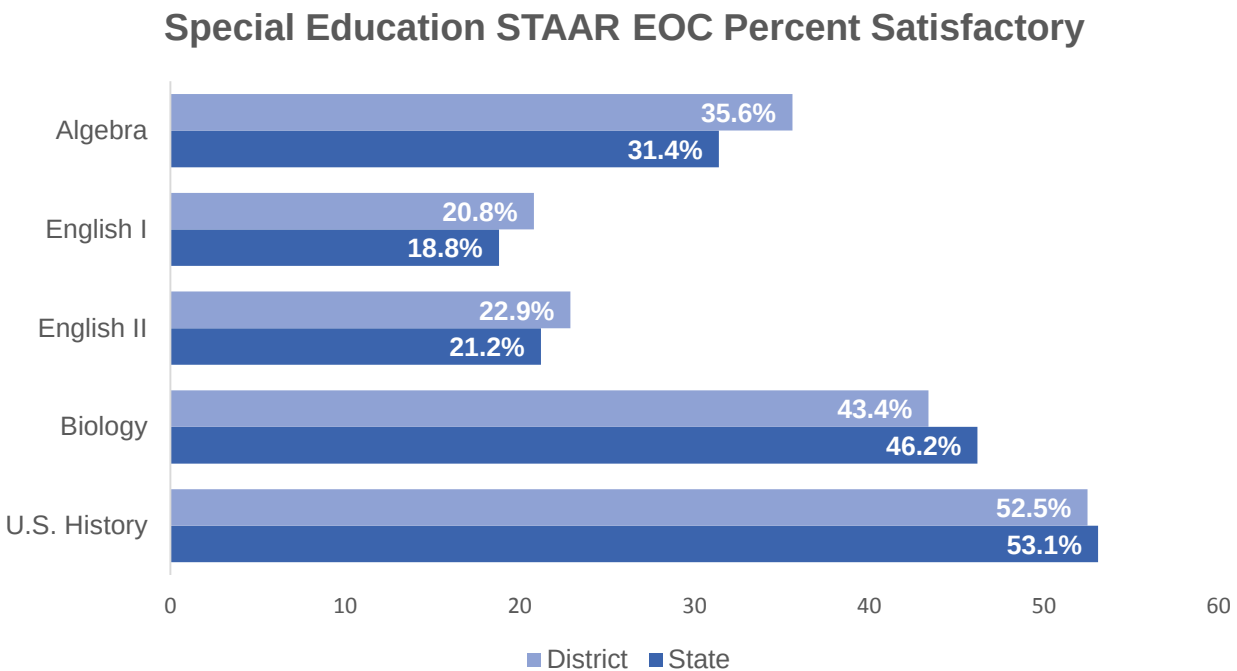
Table 22: Percentage of Special Education Students at the STAAR Grades 3-8 Satisfactory 2 Standard by Grade level SY 2014-15 and SY 2015-16

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
Reading												
Grade 3	28.1	30.1	2.0	5.4	7.6	2.2	81.3	88.0	6.7	35.1	39.2	4.1
Grade 4	26.5	27.0	0.5	4.9	12.7	7.8	82.4	89.2	6.8	29.9	36.8	6.9
Grade 5	37.5	38.6	1.1	14.1	19.4	5.3	81.3	86.8	5.5	36.9	41.8	4.9
Grade 6	22.8	19.9	-2.9	3.3	5.3	2.0	86.4	88.1	1.7	24.2	24.7	0.5
Grade 7	20.7	23.3	2.6	4.4	3.1	-1.3	76.3	88.0	11.7	18.8	25.6	6.8
Grade 8	32.0	42.6	10.6	12.1	17.6	5.5	85.0	86.8	1.8	27.2	36.0	8.8
All Grades	28.8	30.6	1.8	7.5	10.7	3.2	82.2	87.9	5.7	28.7	34.1	5.4
Mathematics												
Grade 3	36.0	37.1	1.1	7.7	9.8	2.1	87.4	89.3	1.9	41.2	43.3	2.1
Grade 4	29.0	34.2	5.2	3.2	9.1	5.9	86.1	94.6	8.5	31.0	40.2	9.2
Grade 5	30.5	50.5	20.0	12.1	26.1	14.0	86.1	91.8	5.7	32.5	50.4	17.9
Grade 6	32.4	28.0	-4.4	9.6	13.2	3.6	92.0	91.5	-0.5	31.3	32.2	0.9
Grade 7	22.8	30.5	7.7	3.5	6.7	3.2	90.7	89.7	-1.0	20.6	30.1	9.5
Grade 8	19.4	40.9	21.5	5.1	14.7	9.6	84.1	86.1	2.0	19.7	34.3	14.6
All Grades	29.5	37.7	8.2	6.7	13.1	6.4	87.8	90.7	2.9	29.4	38.6	9.2
Writing												
Grade 4	18.6	21.1	2.5	6.7	6.2	-0.5	80.5	86.4	5.9	26.6	31.9	5.3
Grade 7	17.2	14.2	-3.0	1.8	3.6	1.8	80.9	85.1	4.2	17.1	23.1	6.0
All Grades	18.1	18.4	0.3	3.1	4.6	1.5	80.7	85.9	5.2	21.6	27.8	6.2
Science												
Grade 5	17.2	37.3	20.1	8.1	19.0	10.9	90.4	95.6	5.2	25.5	42.6	17.1
Grade 8	17.9	30.0	12.1	4.7	10.8	6.1	90.6	94.7	4.1	20.0	30.1	10.1
All Grades	17.4	34.8	17.4	6.1	13.8	7.7	90.4	95.2	4.8	22.9	36.5	13.6
Social Studies												
Grade 8	18.5	25.9	7.4	3.8	7.4	3.6	88.2	89.5	1.3	19.2	26.0	6.8

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points.

The percentages of Dallas ISD special education students who reached the satisfactory standard on *STAAR EOC* exams were compared to state special education students in Figure 10. Special education students in the district outperformed the state averages in Algebra, English I, and English II EOC exams. A higher percentage of state special education students reached the satisfactory level than their Dallas ISD counterparts in Biology and U.S. History EOCs. The gaps between state and district averages were generally small (<3.0 percentage points). The largest difference between state and special education students was seen on the Algebra EOC (4.2 percentage points) favoring Dallas ISD special education students.

Figure 10: Percentage of Special Education Students at the Satisfactory Standard on *STAAR EOC* assessments by Subject



Note: Data reflects the results of all fall and spring *STAAR*, *STAAR A*, and *STAAR Alt 2 EOC* exams combined including non-first attempts.

The two-year trend in *STAAR EOC* assessments is reported in Table 23. . Refer to Appendix A for a breakdown of *STAAR EOC* test results by grade level, version, and feeder pattern. Dallas ISD special education students made significant gains on the *STAAR* and *STAAR Alt 2* versions of *STAAR EOC* assessments. Generally, the gains made on *STAAR A* exams were less substantial than other versions of *STAAR EOC* assessments. The *STAAR A* U.S. History EOC was the only exam that showed a decrease in the percentage of students who reached the satisfactory level from SY 2014-15 to SY 2015-16. Across all test versions, the percentage of students attaining a satisfactory score increased the most on the Algebra EOC.

Table 23: Number and Percent of Special Education Students at the STAAR EOC Satisfactory Standard by Test Version

subject	STAAR		STAAR A		STAAR Alt 2		Total	
	N	%	N	%	N	%	N	%
Algebra								
2014-15	588	26.7	540	10.4	124	78.2	1,252	24.8
2015-16	466	42.1	791	22.9	136	87.5	1,393	35.6
Difference		15.4		12.5		9.3		10.8
English I								
2014-15	635	10.2	508	4.3	126	84.1	1,269	15.2
2015-16	660	22.1	814	7.7	143	88.8	1,617	20.8
Difference		11.9		3.4		4.7		5.6
English II								
2014-15	502	10.8	425	4.0	100	79.0	1,027	14.6
2015-16	491	20.4	583	9.1	133	93.2	1,207	22.9
Difference		9.6		5.1		14.2		8.3
Biology								
2014-15	477	49.7	488	21.7	115	85.2	1,080	40.8
2015-16	297	55.9	666	26.9	142	95.1	1,105	43.4
Difference		6.2		5.2		9.9		2.6
U.S. History								
2014-15	348	53.7	299	28.8	90	75.6	737	46.3
2015-16	268	77.6	421	28.5	98	86.7	787	52.5
Difference		23.9		-0.3		11.2		6.2

Note: Data reported as of 08/17/16. Updates received after 08/17/16 are not reflected in this report. Data reflects the results of all fall and spring STAAR EOC exams combined including non-first attempts. Change printed in green (red) if increase (decrease) is more than five percentage points.

TerraNova/SUPERA

Tables 24 and 25 present student performance on *TerraNova* and *SUPERA* achievement tests. Refer to Appendix B for the percentage of students at or above grade level on *TerraNova* and *SUPERA* tests by feeder pattern. Beginning in SY 2015-16, the decision was made to use the *TerraNova* and the *SUPERA*, products of DRC|CTB-McGraw Hill. These tests have replaced the *Iowa Tests of Basic Skills (ITBS)* and *Logramos*. *TerraNova* and *SUPERA*, the Spanish version of the *TerraNova*, are normed-referenced achievement measures designed to provide achievement scores that are valid for most types of educational decision making. The *TerraNova* was used to assess English speakers at grades K-2, while the *SUPERA* was used to assess Spanish speakers at the same grade levels. Students were assessed in the following content areas: Reading/Language Arts and Mathematics. Table 24 presents kindergarten through second grade student performances on *TerraNova* and *SUPERA* Reading/Language Arts and Mathematics. Table 25 presents kindergarten through second grade student performances on *TerraNova* and *SUPERA* Mathematics. Norm-referenced scores describe individual student performance relative to the performance of a large, nationally representative group of students. This information includes Number of Students Tested, Scale Scores, and Grade Equivalents. The measure used for these tests to determine proficiency was the percentage of students at or above the 40th percentile rank.

A lower percentage of special education students received scores on the *TerraNova* and *SUPERA* exams that were at or above grade level than the percentage of all students in the district in both reading and mathematics. Special education students in kindergarten, on average, outperformed special education students in grades one and two. Special education students in grade two were outperformed on the *TerraNova* and *SUPERA* by students at other grade levels. There was a lower percentage of special education students who were at or above grade level on *TerraNova* reading (38.1%) and mathematics (29.3%) compared to the reading (68.5%) and mathematics (56.2%) scores of all students in the district. Additionally, fewer special education students were at or above grade level on the *SUPERA* mathematics (42.5%) than all students (72.7%). Due to SY 2015-16 being the first year the *TerraNova* and *SUPERA* tests were introduced, no comparisons can be made to previous performance.

Table 24: Summary Statistics Table of *TerraNova* and *SUPERA* Reading by Grade

Special Education					All Students			
Feeder Pattern	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent
Kindergarten								
<i>TerraNova</i>	344	57.3	513.0	0.8	6,241	79.4	538.7	1.2
<i>SUPERA</i>	159	64.2	516.5	1.1	5,614	87.5	555.3	1.6
Grade 1								
<i>TerraNova</i>	466	35.8	543.5	1.5	7,035	66.5	576.5	2.3
<i>SUPERA</i>	192	54.7	558.6	1.9	5,899	87.2	601.0	3.1
Grade 2								
<i>TerraNova</i>	523	27.3	569.8	2.1	7,240	61.1	604.7	3.3
<i>SUPERA</i>	216	15.7	576.2	2.1	5,886	44.1	599.9	3.0
K-2								
<i>TerraNova</i>	1,334	38.1	545.9	1.5	20,516	68.5	575.0	2.4
<i>SUPERA</i>	567	42.5	553.5	1.7	17,399	72.7	585.9	2.6

Table 25: Summary Statistics Table of *TerraNova* Mathematics by Grade

Special Education					All Students			
Feeder Pattern	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent
Kindergarten	497	40.6	450.2	0.5	11,710	59.5	473.7	0.8
Grade 1	654	25.8	486.1	1.1	12,886	52.3	519.4	1.6
Grade 2	730	24.8	525.2	1.8	13,040	57.0	564.2	2.7
K-2	1,882	29.3	491.8	1.2	37,636	56.2	520.7	1.8

What were the Dropout, Graduation, and Attendance rates for Special Education Students?

Dropout Rates

Texas uses the National Center for Education Statistics dropout definition. 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 graduate, receive a GED certificate, continue school outside the public school system, begin college, or expire. Table 26 compares the annual dropout rates for special education students in grades 7-8, 9-12, and 7-12 to all students in the district and the state. The annual dropout rate is the percentage of students who dropped out of grades 7-12 during the SY 2014-15 school year. Dropout and graduation rate data, similar to OSS data, is a lagging variable and always a year behind. Higher dropout rates were recorded for students in grades 9-12 than for grades 7-8.

$$\text{Annual Dropout Rate} = 100 \times \frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

Table 26: Annual Dropout Rates for Dallas and State Students: SY 2014-15

Student Group	Enrollment	Number Dropouts	Dropout Rate %
Grades 7-8			
Dallas SPED	2,251	32	1.4
State SPED	76,226	362	0.5
Dallas All	23,341	261	1.1
State All	788,815	2,584	0.3
Grades 9-12			
Dallas SPED	3,636	126	3.5
State SPED	133,240	3,845	2.9
Dallas All	41,489	1,044	2.5
State All	1,495,294	30,853	2.1
Grades 7-12			
Dallas SPED	5,887	158	2.7
State SPED	209,466	4,207	2.0
Dallas All	64,830	1,305	2.0
State All	2,284,109	33,437	1.5

High School Graduation Rates

Table 27 reports longitudinal graduation rates for the class of 2015. The four-year longitudinal graduation rate, used for federal accountability, was the percentage of students from a class of beginning ninth graders who graduated by their anticipated graduation date, or within four years of beginning ninth grade. The four-year longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. The graduation rate for Dallas ISD special education

students was 72.8 percent which is 5.4 percentage points lower than the state average: 78.2 percent. The continued rate, the percentage of students who graduated on a five year plan was 13.4 percent.

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

For state accountability, the indicator was known as completion rate. “Completers” are defined not only as students who graduate in four years but also students who continue in high school for a fifth year.

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

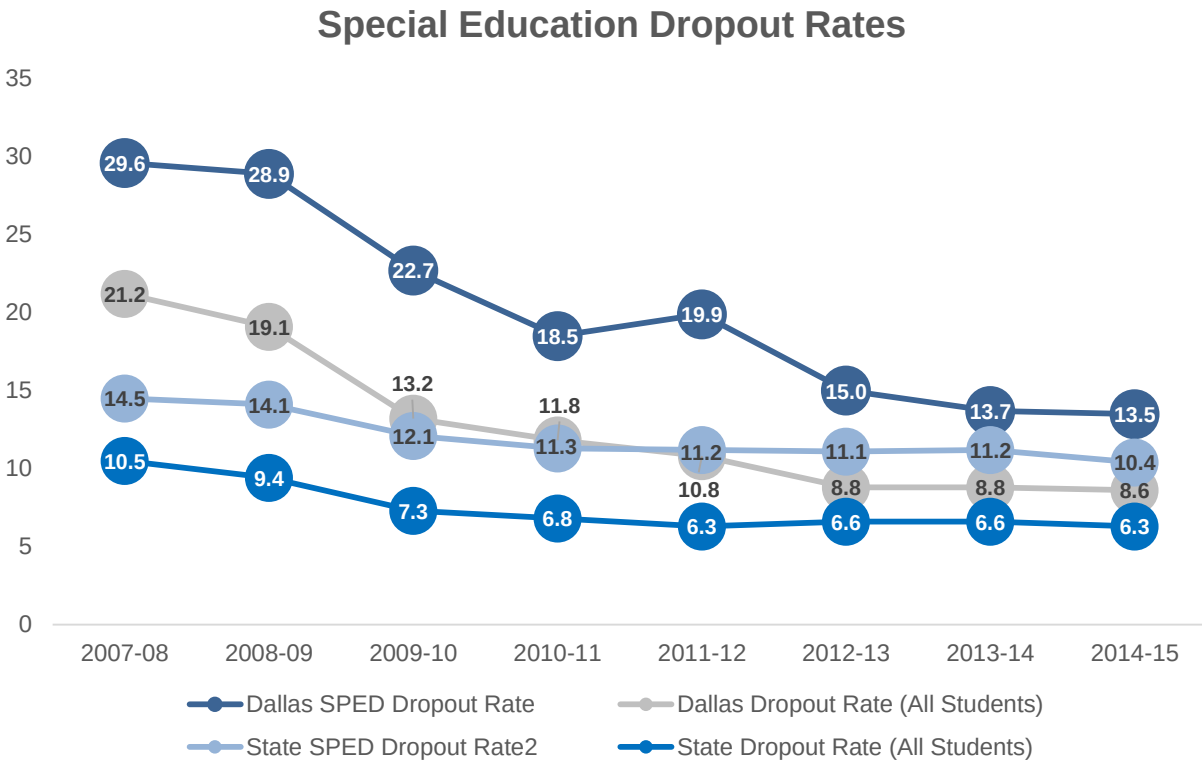
The completion rate for Dallas ISD special education students was 86.2 percent compared to State special education students at 89.3 percent. Dallas ISD special education students had a higher dropout rate (13.5%) than state special education students (10.4%) and overall state students (6.3%).

Table 27: Four-Year Longitudinal Graduation and Dropout Rates, Class of 2015

Table 24: Four-Year Long-Term Graduation and Dropout Rates, Class of 2020										Graduated, continued, or received GED	
		Graduated		Continued		Received GED		Dropped Out			
	Class	N	%	N	%	N	%	N	%	N	%
Dallas SPED	665	484	72.8	89	13.4	2	0.3	90	13.5	570	86.5
State SPED	29,045	22,703	78.2	3,214	11.1	102	0.4	3,026	10.4	26,019	89.6
Dallas ALL	8,417	7,300	86.7	383	4.6	8	0.1	726	8.6	7,691	91.4
State ALL	339,626	302,262	89	14,013	4.1	1,994	0.6	21,357	6.3	318,269	93.7

Dropout rates were also examined between SY 2007-08 and SY 2014-15 to examine any trends compared to state averages (Figure 11). While dropout rates have been falling for all students in both the district and state, the dropout rate for Dallas ISD special education students, in particular, has decreased significantly. The dropout rate from the most recent data available, from the graduating class of 2015 (13.5%), is less than half the rate of the graduating class of 2008 (28.9%). The gap between the state dropout rate and the district dropout rate declined from 15.1 percentage points in SY 2007-08 to 3.1 percentage points in SY 2014-15.

Figure 11: Four-Year Longitudinal Dropout Rates: SY 2007-08 through SY 2014-15



Attendance

In the 2015-16 school year, the average number of days attended by special education students was 158. This was five days less than the attendance of general education students. Grade nine showed the lowest attendance rate for special education students (Table 27). Elementary school students had the highest attendance rates with high school students having the lowest.

Table 27: Attendance Data for Special Education and General Education Students by Grade

	Days Attended		Percent Attended	
	Special Education	General Education	Special Education	General Education
Grade PK	155	158	93.6	94.5
Grade KN	159	162	94.1	95.8
Grade 1	160	163	94.6	96.4
Grade 2	162	164	95.3	96.8
Grade 3	162	165	95.4	97.1
Grade 4	162	166	95.6	97.1
Grade 5	162	166	95.8	97.2
Grade 6	159	164	94.7	96.5
Grade 7	158	163	93.5	95.7
Grade 8	157	162	93.0	95.3
Grade 9	154	159	91.5	94.2
Grade 10	158	162	92.9	94.5
Grade 11	159	163	93.2	94.7
Grade 12	159	160	94.0	94.6
Total	158	163	94.1	95.9

SUMMARY AND RECOMMENDATIONS

Summary

The special education population for the district, as of October 30th, 2015 was 11,824 students or 7.5 percent of the total population (N=158,647). Enrollment in special education increased slightly last year even though there was a slight decrease in overall student enrollment in the district. Since the 2008-2009 school year, special education enrollment and overall district enrollment has fluctuated very little. Special education representation has remained below the PBMAS standard of 8.5 percent during this period resulting in a performance level of 0 for the district and indicating special education students are not overrepresented in overall enrollment. Among feeder patterns, only Roosevelt, Carter, and ACE feeder patterns had levels of special education representation that would have received performance levels of 1 for this indicator if measured.

The number and percentage of special education students generally increased in each succeeding grade at the elementary school level. Moreover, there was a higher proportion of middle school students who received special education services than students at the elementary school level. It may be the case that many students are not identified with a disability until they reach higher grade levels, at which time certain disabilities (e.g. learning disabilities) become more evident. In contrast, the number and percentage of special education students decreased in each successive grade at the high school level. The highest percentages of special education students were reported in grades nine (9.0%) and four (8.7%) and the lowest percentages of special education students were reported in early pre-kindergarten (2.2%) and early childhood (2.3%).

African Americans continue to be overrepresented in special education. Since SY 2003-04 the district has received a performance level of three on the PBMAS African American representation indicator meaning that the difference rate has consistently exceeded the maximum cut point for this indicator resulting in the highest PBMAS performance indicator level. Over the past eight years the African American representation difference rate has been decreasing every year to 10.3 in SY 2015-16. The difference rate is higher at the high school level than the elementary school level. It is also the case that the total district population of African American students has decreased over the years which might compound the difficulty in reducing the difference rate.

While African American students have traditionally been overrepresented in special education, Hispanic students have been underrepresented in special education enrollment. There is a lower percentage of Hispanic students enrolled in special education than the percentage of Hispanic students in the total district population. The estimated difference rate in SY 2015-16 was -9.3 which would receive a performance level of zero indicating that Hispanic students are not overrepresented in special education. There was also a lower proportion of English language Learners (ELL) who received special education services (32.5%) than the proportion of ELLs in the district (42.9%). Also, although males and females were

equally represented in the total district population, far more special education students were male (67.5%) than females (32.5%). In the 2015 PBMAS report, the district received a performance level of two on the special education discretionary out-of-school suspension indicator. This was due to a higher proportion of out-of-school suspensions that were given to special education students (25.8%) than the total district population (14.5%).

The most commonly reported primary disabilities across all grade levels were learning disability (33.9%), autism (14.6%), speech impairment (14.1%), other health impairment (14.1%), and intellectual disability (13.9%). At the elementary level, the most commonly reported disabilities were speech impairment (12.9%) and other health impairment (7.2%). Across feeder patterns, there were considerable variations in the prevalence of primary disabilities in feeder populations. The Wilmer-Hutchins, Lincoln, and Madison feeder patterns were identified to have the largest percentages of special education students with learning disabilities (42.5%, 40.8%, and 40.6%). In contrast, the Wilson, White, and Jefferson feeder patterns were identified to have the lowest percentages of students with learning disabilities (24.5%, 28.4%, and 29.3%). The percentage of special education students with autism was much higher in the Hillcrest, Jefferson, and Molina feeder patterns (21.8%, 20.7%, and 20.1), than the Madison, Lincoln, and Wilmer-Hutchins feeder patterns (4.4%, 4.5%, and 5.9%).

The top three primary disabilities of special education students were compared over a six year period to identify any trends. The percentage of students identified to have autism as their primary disability has more than doubled from 6.8 percent in SY 2010-11 to 14.6 percent in SY 2015-16. Likewise, the percentage of students identified to have an intellectual disability has steadily increased from 11.9 percent in SY 2010-11 to 13.9 percent and the percentage of students with other health impairment has risen from 9.1 percent to 14.1 percent. At the same time, the percentage of students identified to have a learning disability as their primary disability has declined from half (50.1%) of all special education students in SY 2010-11 to one-third (33.9%) of all special education students in SY 2015-16. The percentage of students with other primary disabilities has remained relatively constant over this time period.

Forty-three percent (42.8%) of special education students were placed into a mainstream instructional setting where they received special education and related services in a general classroom for 100 percent of the school day. There were more mainstreamed students at the middle school (15.3%) and high school (19.9%) levels than the elementary school level (7.6%). Twenty-three percent (23.4%) of special education students received services in a room outside the general classroom for less than 50 percent of the school day. There were more special education students at the elementary school level who received services in a resource room (15.0%) compared to students in middle school (5.5%) or high school (2.8%). Eighteen percent (17.9%) of students were provided services in a “self-contained” setting for more than 50 percent of the student’s school day. All other instructional settings combined served less than 15 percent of special education students in the district.

There were three versions of *STAAR 3-8* assessments that were available to special education students: *STAAR*, *STAAR A*, and *STAAR Alt 2*. The majority of special education students were tested with *STAAR A* or *STAAR Alt 2* assessments. Students who were tested with the *STAAR* version outperformed students who were took the *STAAR A* version of the test. This disparity may be attributed to the fact that students who took the *STAAR A* were more likely to have significant disabilities. Students who were tested on *STAAR Alt 2* assessments showed the best performance of the three test versions with more than 85 percent of special education students reaching the satisfactory level in every subject. Students performed best on the math and science exams (38.6% and 46.5% at satisfactory level) and worst on the social studies and writing exams (26.0% and 27.8% at satisfactory level). The percentage of special education students that reached the satisfactory level was higher at the elementary school level than the middle school level and generally improved at each grade level except at grade six. The percentage of students who reached the satisfactory level on *STAAR 3-8* and *STAAR EOC* exams increased in all grades and subjects from SY 2014-15 to SY 2015-16.

The *STAAR* results of special education students in the district were compared to special education students at the state level. Although Dallas ISD special education students outperformed state special education students on some *STAAR* exams, generally a higher percentage of special education students at the state level passed the *STAAR* exams than their Dallas counterparts. The difference in passing rates between state and district special education students was generally small (<3.0 percentage points across all *STAAR 3-8* subjects). District special education students outperformed state special education students on the Algebra, English I, and English II EOCs. A similarly small gap was observed on *STAAR EOC* exams with the largest difference between state and district special education students occurring on the Algebra EOC (4.2 percentage points) favoring Dallas ISD special education students.

The most recent annual dropout rate (SY 2014-15) for special education students in the district was 2.7 percent (grades 7-12). The four-year longitudinal graduation rate, which reports the percentage of beginning ninth graders who graduate by their anticipated graduation date, or within four years of beginning ninth grade was 72.8 percent. The four-year longitudinal dropout rate, the percentage of students from the same class who drop out before completing their high school education, was 13.5 percent. Dallas ISD special education students had a higher dropout rate than state special education students (10.4%), the overall dropout rate for the district (8.6%), or the overall dropout rate for the state (6.3%). When examined over an eight year period, the dropout rate has substantially decreased. While the dropout rate has fallen for all students in the district and state over the past eight years, the dropout rate for Dallas special education students, in particular, has decreased substantially. The most recent longitudinal dropout rate, from the graduating class of 2015 (13.5%), was less than half the rate of the graduating class of 2008 (28.9%). Over this same period, the gap between the state dropout rate and the district dropout rate declined from 15.1 percentage points to 3.1 percentage points.

Recommendations

Continue to monitor African American Representation in special education. The overrepresentation of African American students in special education has been steadily declining over the past eight years but is still at the highest PBMAS performance level.

Monitor the proportion of discretionary out-of-school suspensions given to special education students compared to the placement rate of all students in attendance. The proportion of discretionary out-of-school suspensions given to special education students was 9.4 percentage points higher than the proportion given to all district students. Although this difference rate has decreased since SY 2014-15, the monitoring of this indicator should be continued.

Ensure schools are properly resourced for students with autism. The number of students reporting autism as their primary disability has more than doubled since SY 2010-11. This may require additional resources in schools to meet the unique needs of students with this disability.

Investigate the increased participation rates for *STAAR Alt 2* exams. The percentage of special education students who were tested with a *STAAR Alt 2* version of the *STAAR* exam increased this year from 16.6 percent in SY 2014-15 to 19.2 giving the district a performance level of three on the Special Education *STAAR Alt 2* Participation Rate Indicator in the *2016 PBMAS Report*. Causes for this expansion should be investigated.

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APPENDICES

Appendix A

Appendix A Table 1: Percentage of STAAR Grade 3 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	45.7		*	10.9		*	86.4		*	45.3	
District	28.1	30.1	2.0	5.4	7.6	2.2	81.3	88.0	6.7	35.1	39.2	4.1
Adams, B	40.9	31.0	-9.9	N/A	7.1		78.6	90.9	12.3	46.0	43.6	-2.4
Adamson	14.3	18.2	3.9	N/A			70.0	100.0	30.0	33.3	55.0	21.7
Molina	13.3	31.6	18.3	N/A	0.0		85.7	N/A		36.2	28.1	-8.1
Hillcrest	33.3	51.9	18.6	N/A	N/A		N/A	100.0		32.4	56.8	24.4
Jefferson	25.6	40.9	15.3	0.0	21.1	21.1	58.8	84.6	25.8	27.8	44.4	16.6
Kimball	14.7	10.7	-4.0	N/A	N/A		66.7	92.9	26.2	22.9	35.6	12.7
Lincoln	50.0	0.0	-50.0	0.0	N/A		85.7	N/A		47.4	26.7	-20.7
Pinkston	13.3	14.3	1.0	0.0	N/A		71.4	100.0	28.6	24.1	28.9	4.8
Roosevelt	33.3	31.3	-2.0	N/A	33.3		93.3	100.0	6.7	60.7	61.8	1.1
Samuell	23.1	16.0	-7.1	0.0	4.8	4.8	90.0	92.3	2.3	47.7	40.3	-7.4
Seagoville	37.0	54.5	17.5	14.3	N/A		83.3	85.7	2.4	40.0	52.9	12.9
SOC	14.8	43.8	29.0	0.0	0.0	0.0	80.0	90.0	10.0	27.9	37.2	9.3
Spruce	47.4	29.7	-17.7	8.6	7.1	-1.5	71.4	78.6	7.2	27.9	35.4	7.5
Sunset	23.1	25.0	1.9	N/A	N/A		100.0	100.0	0.0	36.1	33.3	-2.8
White	34.8	45.2	10.4	6.7	7.7	1.0	75.0	69.2	-5.8	33.3	42.1	8.8
Wilson	66.7	69.2	2.5	16.7	10.5	-6.2	N/A	85.7		52.5	50.0	-2.5
Carter	7.1	20.0	12.9	N/A	18.2		76.9	76.9	0.0	40.6	41.2	0.6
North Dallas	26.1	16.0	-10.1	0.0	11.1	11.1	91.7	72.7	-19.0	37.0	28.9	-8.1
Skyline	20.4	22.5	2.1	0.0	0.0	0.0	87.5	100.0	12.5	32.9	40.6	7.7
Conrad	37.5	20.0	-17.5	8.3	0.0	-8.3	100.0	83.3	-16.7	38.5	25.7	-12.8
Madison	33.3	N/A		0.0	14.3			N/A		14.3	21.4	7.1
Wilmer-Hutchins	N/A	N/A		0.0	N/A			N/A		0.0	0.0	
ACE	22.2	37.5	15.3	0.0	7.7	7.7	N/A			23.8	19.0	-4.8

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 2: Percentage of STAAR Grade 4 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	43.9		*	12.7		*	88.9		*	42.1	
District	26.5	27.0	0.5	4.9	12.7	7.8	82.4	89.2	6.8	29.9	36.8	6.9
Adams, B	25.6	28.9	3.3	0.0	0.0	0.0	62.5	69.2	6.7	24.6	31.7	7.1
Adamson	36.4	27.8	-8.6	N/A	N/A		N/A	90.9		36.8	50.0	13.2
Molina	22.6	35.7	13.1	18.2	0.0	-18.2	83.3	76.9	-6.4	29.2	34.9	5.7
Hillcrest	21.1	50.0	28.9	0.0	20.0	20.0		N/A		16.0	45.7	29.7
Jefferson	13.9	13.7	-0.2	5.6	11.1	5.5	44.4	70.6	26.2	15.9	26.0	10.1
Kimball	25.0	16.7	-8.3	N/A	11.1		87.5	86.7	-0.8	35.0	35.2	0.2
Lincoln	N/A	33.3		N/A	14.3		N/A	77.8		30.0	44.0	14.0
Pinkston	25.0	10.7	-14.3	0.0	20.0	20.0	88.9	100.0	11.1	28.6	26.7	-1.9
Roosevelt	40.0	46.7	6.7	N/A	0.0		100.0	93.3	-6.7	70.8	56.8	-14.0
Samuell	12.5	12.5	0.0	0.0	7.7	7.7	86.7	90.0	3.3	42.6	35.5	-7.1
Seagoville	29.4	26.3	-3.1	22.2	30.0	7.8	N/A	100.0		35.5	43.2	7.7
SOC	26.1	18.2	-7.9	0.0	6.5	6.5	85.7	90.0	4.3	31.6	23.8	-7.8
Spruce	46.4	40.0	-6.4	0.0	17.9	17.9	N/A	81.8		20.9	38.0	17.1
Sunset	15.6	26.5	10.9	N/A	N/A		N/A	100.0		23.7	35.6	11.9
White	36.4	38.2	1.8	8.7	13.6	4.9	N/A	90.9		27.9	38.8	10.9
Wilson	59.3	58.8	-0.5	0.0	40.0	40.0	N/A	N/A		46.7	56.7	10.0
Carter	21.4	27.3	5.9	0.0	17.6	17.6	84.6	100.0	15.4	40.0	50.0	10.0
North Dallas	14.3	20.0	5.7	6.3	14.3	8.0	81.8	91.7	9.9	27.1	32.8	5.7
Skyline	18.2	21.2	3.0	12.5	28.6	16.1	92.3	100.0	7.7	32.3	44.6	12.3
Conrad	30.0	40.0	10.0	0.0	0.0	0.0	N/A	100.0		30.8	45.2	14.4
Madison	N/A	N/A		6.3	14.3	8.0		N/A		10.5	10.5	0.0
Wilmer-Hutchins	N/A	12.5		0.0	25.0	25.0	N/A	N/A		15.0	23.5	8.5
ACE	0.0	N/A	-0.5	12.5	4.8	-7.7	N/A	N/A	7.0	11.8	20.0	8.2

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in green (red) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 3: Percentage of STAAR Grade 5 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	39.6		*	12.0		*	88.9		*	37.6	
District	37.5	38.6	1.1	14.1	19.4	5.3	81.3	86.8	5.5	36.9	41.8	4.9
Adams, B	42.9	43.9	1.0	9.1	14.3	5.2	85.7	80.0	-5.7	41.7	43.1	1.4
Adamson	22.2	36.8	14.6	0.0	N/A		85.7	N/A		30.3	48.0	17.7
Molina	20.0	52.2	32.2	12.5	28.0	15.5	55.6	85.7	30.1	27.0	45.5	18.5
Hillcrest	45.5	50.0	4.5	0.0	12.5	12.5	N/A	N/A		37.9	38.1	0.2
Jefferson	57.9	42.5	-15.4	16.7	58.3	41.6	72.7	50.0	-22.7	49.3	46.8	-2.5
Kimball	21.7	22.9	1.2	25.0	28.6	3.6	100.0	90.0	-10.0	36.2	36.5	0.3
Lincoln	N/A	70.0		30.8	33.3	2.5	N/A	N/A		55.0	63.2	8.2
Pinkston	41.7	33.3	-8.4	7.7	0.0	-7.7	50.0	100.0	50.0	29.0	38.6	9.6
Roosevelt	25.0	45.5	20.5	N/A	0.0		100.0	91.7	-8.3	61.3	55.2	-6.1
Samuell	16.7	52.6	35.9	10.5	8.3	-2.2	86.4	83.3	-3.1	38.5	47.8	9.3
Seagoville	33.3	38.5	5.2	0.0	N/A		100.0	100.0	0.0	38.0	50.0	12.0
SOC	42.4	69.2	26.8	35.7	25.0	-10.7	100.0	90.0	-10.0	47.2	53.5	6.3
Spruce	58.6	38.5	-20.1	15.4	34.8	19.4	N/A	81.8		31.4	43.8	12.4
Sunset	41.0	29.4	-11.6	0.0	N/A		N/A	N/A		36.7	34.1	-2.6
White	56.5	42.9	-13.6	11.5	20.0	8.5	N/A	87.5		37.7	41.1	3.4
Wilson	30.4	60.0	29.6	23.8	22.2	-1.6	83.3	85.7	2.4	34.0	55.6	21.6
Carter	35.3	13.3	-22.0	21.4	14.3	-7.1	70.0	91.7	21.7	39.0	36.6	-2.4
North Dallas	21.2	30.3	9.1	13.3	18.2	4.9	N/A	75.0		23.5	31.7	8.2
Skyline	31.0	35.7	4.7	11.1	14.3	3.2	93.3	94.7	1.4	40.2	47.6	7.4
Conrad	42.1	37.5	-4.6	6.7	7.7	1.0	100.0	N/A		37.5	34.6	-2.9
Madison	40.0	20.0	-20.0	20.0	18.2	-1.8	N/A			28.6	19.2	-9.4
Wilmer-Hutchins	50.0	28.6	-21.4	6.7	10.0	3.3	N/A			20.8	20.8	0.0
ACE	30.0	28.6	-1.4	0.0	5.9	5.9	N/A	N/A		20.7	12.0	-8.7

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 4: Percentage of STAAR Grade 6 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	34.1		*	10.2		*	87.5		*	31.2	
District	22.8	19.9	-2.9	3.3	5.3	2.0	86.4	88.1	1.7	24.2	24.7	0.5
Adams, B	30.8	33.3	2.5	14.3	5.1	-9.2	82.4	90.0	7.6	39.1	26.0	-13.1
Adamson	N/A	33.3		0.0	9.1	9.1	58.3	75.0	16.7	40.0	27.8	-12.2
Molina	N/A	0.0		0.0	0.0	0.0	N/A	N/A		7.1	11.8	4.7
Hillcrest	54.5	N/A		0.0	10.0	10.0	N/A	N/A		22.2	27.6	5.4
Jefferson	N/A	16.7		6.1	13.6	7.5	93.8	100.0	6.2	36.5	40.8	4.3
Kimball	8.3	20.0	11.7	3.6	0.0	-3.6	75.0	71.4	-3.6	22.1	24.2	2.1
Lincoln												
Pinkston	33.3	42.9	9.6	0.0	12.0	12.0	100.0	77.8	-22.2	27.6	31.7	4.1
Roosevelt	N/A	33.3		0.0	0.0	0.0	100.0	100.0	0.0	37.9	45.2	7.3
Samuell	50.0	33.3	-16.7	2.4	2.3	-0.1	95.5	88.2	-7.3	37.2	27.8	-9.4
Seagoville	N/A	14.3		5.7	0.0	-5.7		100.0		12.5	8.7	-3.8
SOC	12.5	N/A		7.7	0.0	-7.7	N/A	100.0		23.1	29.6	6.5
Spruce	13.3	19.0	5.7	0.0	10.0	10.0	90.0	92.3	2.3	12.8	27.0	14.2
Sunset	8.7	16.7	8.0							8.7	16.7	8.0
White	23.1	31.8	8.7	0.0	0.0	0.0	N/A	100.0		17.6	32.5	14.9
Wilson	31.3	14.7	-16.6	5.9	7.4	1.5	N/A	100.0		21.6	20.6	-1.0
Carter	0.0				17.6			57.1		0.0	29.2	29.2
North Dallas	16.7	14.8	-1.9	4.3	13.3	9.0				9.8	14.3	4.5
Skyline	20.5	9.1	-11.4	3.6	4.3	0.7	75.0	66.7	-8.3	21.9	18.3	-3.6
Conrad	N/A	16.7		4.8	0.0	-4.8	100.0	100.0	0.0	29.0	30.0	1.0
Madison												
Wilmer-Hutchins	N/A	N/A		10.0	4.5	-5.5	N/A	100.0		12.5	26.7	14.2
ACE	11.8	0.0	-11.8	2.4	0.0	-2.4	96.2	100.0	3.8	33.3	19.2	-14.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 5: Percentage of STAAR Grade 7 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	34.1		*	9.6		*	87.0		*	29.9	
District	20.7	23.3	2.6	4.4	3.1	-1.3	76.3	88.0	11.7	18.8	25.6	6.8
Adams, B	9.1	57.1	48.0	4.8	6.9	2.1	60.0	94.1	34.1	17.0	43.3	26.3
Adamson	16.7	N/A		5.9	8.3	2.4	42.9	85.7	42.8	16.7	31.8	15.1
Molina	44.4	16.7	-27.7	11.1	4.3	-6.8	N/A	N/A		31.3	18.2	-13.1
Hillcrest	20.0	33.3	13.3	3.6	6.3	2.7	N/A	N/A		11.9	14.8	2.9
Jefferson	50.0	22.2	-27.8	0.0	0.0	0.0	100.0	88.9	-11.1	25.6	38.5	12.9
Kimball	13.8	24.1	10.3	6.7	10.0	3.3	90.9	83.3	-7.6	22.9	31.1	8.2
Lincoln												
Pinkston	23.1	33.3	10.2	23.1	5.3	-17.8	75.0	87.5	12.5	35.3	30.3	-5.0
Roosevelt	N/A	N/A		0.0	0.0		88.9	87.5	-1.4	28.6	25.0	-3.6
Samuell	50.0	N/A		0.0	2.2	2.2	63.2	76.5	13.3	20.3	25.4	5.1
Seagoville	7.1	37.5	30.4	10.3	0.0	-10.3		N/A		9.3	10.8	1.5
SOC	N/A	N/A		13.3	0.0	-13.3	N/A	N/A		26.1	19.2	-6.9
Spruce	6.3	5.7	-0.6	2.6	0.0	-2.6	85.7	100.0	14.3	9.1	18.8	9.7
Sunset	25.0	20.0	-5.0							25.0	20.0	-5.0
White	44.4	50.0	5.6	0.0	0.0	0.0	N/A	N/A		28.3	34.1	5.8
Wilson	53.8	29.2	-24.6	21.4	13.3	-8.1	N/A	N/A		31.8	28.6	-3.2
Carter	4.2	N/A			0.0			N/A		4.2	3.7	-0.5
North Dallas	22.2	9.4	-12.8	0.0	0.0					5.4	7.5	2.1
Skyline	20.5	14.9	-5.6	2.6	0.0	-2.6	66.7	80.0	13.3	20.4	19.2	-1.2
Conrad	N/A	N/A		0.0	5.3	5.3	N/A	100.0		17.9	27.6	9.7
Madison												0.0
Wilmer-Hutchins	N/A	N/A		3.6	7.7	4.1	N/A	N/A		14.3	40.9	26.6
ACE	8.0	12.5	4.5	0.0	2.1	2.1	91.7	100.0	8.3	13.0	33.8	20.8

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 6: Percentage of STAAR Grade 8 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	43.3		*	14.7		*	88.3		*	36.5	
District	32.0	42.6	10.6	12.1	17.6	5.5	85.0	86.8	1.8	27.2	36.0	8.8
Adams, B	N/A	44.4		15.4	21.6	6.2	84.6	92.9	8.3	29.0	41.7	12.7
Adamson	N/A	100.0		23.1	17.6	-5.5	66.7	N/A		42.9	42.9	0.0
Molina	N/A	31.3		11.8	42.9	31.1	N/A	66.7		36.0	41.4	5.4
Hillcrest	37.5	64.3	26.8	3.4	20.8	17.4	N/A	N/A		13.2	38.1	24.9
Jefferson	50.0	50.0	0.0	14.8	23.8	9.0	88.9	100.0	11.1	36.4	50.0	13.6
Kimball	21.4	34.6	13.2	8.3	0.0	-8.3	100.0	72.7	-27.3	25.4	27.0	1.6
Lincoln												
Pinkston	50.0	83.3	33.3	12.0	57.9	45.9	28.6	100.0	71.4	21.1	71.9	50.8
Roosevelt	N/A	22.2		0.0	15.4	15.4	N/A	91.7		16.7	44.1	27.4
Samuell	16.7	57.1	40.4	12.8	18.2	5.4	90.9	100.0	9.1	26.6	41.5	14.9
Seagoville	N/A	60.0		12.5	28.6	16.1	N/A			19.0	35.6	16.6
SOC	0.0	N/A		5.9	25.0	19.1	100.0	N/A		26.7	43.5	16.8
Spruce	37.5	55.9	18.4	20.7	15.2	-5.5	100.0	100.0	0.0	35.4	38.6	3.2
Sunset	29.6	29.4	-0.2							29.6	29.4	-0.2
White	45.0	48.0	3.0	21.7	25.0	3.3	100.0	N/A		43.1	45.7	2.6
Wilson	33.3	31.3	-2.0	10.7	20.0	9.3		N/A		20.4	25.6	5.2
Carter	17.6	22.2	4.6	N/A	4.0			N/A		15.8	8.6	-7.2
North Dallas	26.7	17.4	-9.3	7.7	37.5	29.8				14.6	22.6	8.0
Skyline	27.0	33.3	6.3	0.0	3.4	3.4	54.5	72.2	17.7	17.4	31.4	14.0
Conrad	N/A			26.3		-	100.0			45.2		
Madison		N/A			13.6			N/A			30.0	
Wilmer-Hutchins	N/A	N/A		18.5	21.4	2.9	N/A	100.0		30.3	40.5	10.2
ACE	37.0	38.5	1.5	8.6	3.3	-5.3	92.3	91.7	-0.6	27.6	21.2	-6.4

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 7: Percentage of STAAR Grades 3-8 Reading Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	40.3		*	11.6		*	87.8		*	36.9	
District	28.8	30.6	1.8	7.5	10.7	3.2	82.2	87.9	5.7	28.7	34.1	5.4
Adams, B	32.2	36.9	4.7	10.5	10.3	-0.2	76.8	87.2	10.4	33.2	38.1	4.9
Adamson	28.6	35.9	7.3	9.4	11.3	1.9	63.0	86.4	23.4	32.3	41.6	9.3
Molina	23.7	33.3	9.6	10.0	11.1	1.1	77.5	77.5	0.0	28.6	31.4	2.8
Hillcrest	35.0	50.6	15.6	2.1	13.6	11.5	80.0	81.0	1.0	21.7	38.2	16.5
Jefferson	35.8	29.3	-6.5	7.2	20.2	13.0	75.0	83.3	8.3	32.0	40.0	8.0
Kimball	17.5	21.4	3.9	8.4	5.7	-2.7	84.7	82.9	-1.8	26.5	31.2	4.7
Lincoln	57.1	35.7	-21.4	17.4	20.0	2.6	91.7	87.5	-4.2	46.9	45.8	-1.1
Pinkston	29.5	25.6	-3.9	7.7	20.2	12.5	67.3	93.8	26.5	27.8	36.8	9.0
Roosevelt	28.2	34.3	6.1	1.7	5.8	4.1	95.5	94.4	-1.1	46.3	48.7	2.4
Samuell	24.1	32.1	8.0	4.9	7.9	3.0	85.5	88.7	3.2	34.6	36.5	1.9
Seagoville	31.1	38.4	7.3	9.7	11.7	2.0	89.5	89.3	-0.2	26.2	31.6	5.4
SOC	24.8	39.7	14.9	12.3	9.1	-3.2	89.7	93.5	3.8	32.4	34.2	1.8
Spruce	39.1	32.5	-6.6	7.8	13.4	5.6	81.8	88.7	6.9	22.2	33.4	11.2
Sunset	25.1	24.2	-0.9	0.0	15.4	15.4	92.9	100.0	7.1	28.4	29.3	0.9
White	38.6	42.7	4.1	8.3	12.0	3.7	87.9	87.0	-0.9	31.4	39.4	8.0
Wilson	45.0	41.6	-3.4	14.3	16.0	1.7	70.0	86.7	16.7	33.7	37.1	3.4
Carter	13.6	19.1	5.5	17.2	10.4	-6.8	77.8	80.8	3.0	28.0	30.2	2.2
North Dallas	21.0	18.2	-2.8	5.0	15.7	10.7	88.5	80.6	-7.9	20.5	24.4	3.9
Skyline	23.2	23.0	-0.2	3.1	4.4	1.3	78.9	87.3	8.4	26.6	32.9	6.3
Conrad	38.0	29.8	-8.2	8.2	5.7	-2.5	100.0	97.3	-2.7	33.5	32.0	-1.5
Madison	36.8	16.7	-20.1	8.8	15.6	6.8	N/A	N/A		18.5	16.9	-1.6
Wilmer-Hutchins	34.6	32.4	-2.2	7.7	12.8	5.1	80.0	95.0	15.0	17.9	29.3	11.4
ACE	20.8	22.9	2.1	3.8	2.9	-0.9	89.7	96.5	6.8	23.2	22.9	-0.3

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 8: Percentage of STAAR Grade 3 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	49.3		*	10.9		*	90.3		*	48.6	
District	36.0	37.1	1.1	7.7	9.8	2.1	87.4	89.3	1.9	41.2	43.3	2.1
Adams, B	46.3	31.0	-15.3	12.5	7.1	-5.4	78.6	86.4	7.8	49.2	42.3	-6.9
Adamson	23.1	36.4	13.3	N/A			100.0	88.9	-11.1	48.1	60.0	11.9
Molina	37.9	47.1	9.2	N/A	10.0		92.3	N/A		50.0	43.8	-6.2
Hillcrest	45.2	44.4	-0.8	N/A	N/A		N/A	100.0		43.2	51.4	8.2
Jefferson	47.1	30.4	-16.7	9.5	35.3	25.8	64.7	92.3	27.6	40.3	47.2	6.9
Kimball	11.8	29.6	17.8	N/A	N/A		66.7	78.6	11.9	20.8	47.7	26.9
Lincoln	50.0	11.1	-38.9	0.0	N/A		85.7	N/A		47.4	33.3	-14.1
Pinkston	14.3	28.6	14.3	0.0	N/A		71.4	87.5	16.1	25.9	37.8	11.9
Roosevelt	11.1	16.7	5.6	N/A	33.3		100.0	100.0	0.0	57.1	57.6	0.5
Samuell	23.1	45.0	21.9	18.2	0.0	-18.2	95.0	96.2	1.2	54.5	47.2	-7.3
Seagoville	32.1	42.9	10.8	14.3	0.0	-14.3	100.0	100.0	0.0	39.0	47.1	8.1
SOC	25.9	50.0	24.1	0.0	5.9	5.9	90.0	90.0	0.0	37.2	41.9	4.7
Spruce	42.1	40.0	-2.1	5.7	25.0	19.3	100.0	78.6	-21.4	27.9	44.6	16.7
Sunset	42.3	30.0	-12.3	N/A	N/A		100.0	100.0	0.0	50.0	39.2	-10.8
White	49.0	60.0	11.0	8.3	7.1	-1.2	75.0	92.3	17.3	44.9	54.4	9.5
Wilson	75.0	76.9	1.9	8.3	10.5	2.2	N/A	71.4		55.0	51.9	-3.1
Carter	14.3	20.0	5.7	N/A	0.0		84.6	69.2	-15.4	50.0	32.4	-17.6
North Dallas	19.0	25.0	6.0	7.7	0.0	-7.7	91.7	81.8	-9.9	34.8	33.3	-1.5
Skyline	29.6	34.8	5.2	N/A	N/A		93.8	100.0	6.2	42.1	50.0	7.9
Conrad	50.0	17.6	-32.4	0.0	0.0	0.0	83.3	83.3	0.0	36.0	22.9	-13.1
Madison	33.3	N/A		12.5	0.0	-12.5		N/A		21.4	14.3	-7.1
Wilmer-Hutchins	16.7	N/A		0.0	N/A			N/A		7.1	10.0	2.9
ACE	37.5	42.9	5.4	0.0	7.1	7.1	N/A	90.0		35.0	19.0	-16.0

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 9: Percentage of STAAR Grade 4 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	43.5		*	11.2		*	93.0		*	42.5	
District	29.0	34.2	5.2	3.2	9.1	5.9	86.1	94.6	8.5	31.0	40.2	9.2
Adams, B	18.9	40.5	21.6	0.0	7.7	7.7	75.0	84.6	9.6	21.3	42.9	21.6
Adamson	33.3	27.8	-5.5	N/A	N/A		N/A	100.0		40.0	53.3	13.3
Molina	22.6	41.7	19.1	0.0	5.6	5.6		92.3	92.3	25.0	41.9	16.9
Hillcrest	35.0	52.0	17.0	N/A	14.3		83.3	N/A		28.0	48.6	20.6
Jefferson	26.5	34.0	7.5	0.0	15.4	15.4	77.8	88.2	10.4	25.4	42.9	17.5
Kimball	17.9	10.0	-7.9	N/A	22.2		75.0	80.0	5.0	27.5	31.5	4.0
Lincoln	N/A	44.4		N/A	0.0		N/A	100.0		30.0	50.0	20.0
Pinkston	26.1	21.4	-4.7	0.0	0.0	0.0	77.8	100.0	22.2	27.7	28.9	1.2
Roosevelt	20.0	40.0	20.0	N/A	0.0		83.3	100.0	16.7	50.0	56.8	6.8
Samuell	7.1	38.5	31.4	0.0	6.9	6.9	100.0	100.0	0.0	47.1	43.5	-3.6
Seagoville	20.0	33.3	13.3	0.0	9.1	9.1	N/A	100.0		22.6	40.5	17.9
SOC	28.6	47.8	19.2	0.0	6.7	6.7	85.7	90.0	4.3	30.8	34.9	4.1
Spruce	61.5	36.8	-24.7	10.3	10.0	-0.3	N/A	81.8		31.3	32.9	1.6
Sunset	32.3	38.2	5.9	N/A	N/A		N/A	100.0		36.8	44.4	7.6
White	41.2	37.5	-3.7	9.1	4.2	-4.9	N/A	90.9		31.1	34.3	3.2
Wilson	64.0	66.7	2.7	0.0	11.1	11.1	N/A	N/A		47.7	53.3	5.6
Carter	16.7	0.0	-16.7	10.0	17.6	7.6	84.6	100.0	15.4	40.0	43.2	3.2
North Dallas	26.3	30.4	4.1	0.0	8.7	8.7	81.8	100.0	18.2	29.2	36.2	7.0
Skyline	30.2	35.1	4.9	11.1	N/A		84.6	100.0	15.4	38.5	54.9	16.4
Conrad	0.0	14.3	14.3	0.0	0.0	0.0	N/A	100.0		19.2	31.3	12.1
Madison	N/A	N/A		0.0	13.3	13.3		N/A		5.3	10.5	5.2
Wilmer-Hutchins	N/A	N/A		0.0	20.0	20.0		N/A		10.5	25.0	14.5
ACE	12.5	N/A		0.0	9.5	9.5	N/A	N/A		11.8	23.3	11.5

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 10: Percentage of STAAR Grade 5 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	47.5		*	16.7		*	91.3		*	44.2	
District	30.5	50.5	20.0	12.1	26.1	14.0	86.1	91.8	5.7	32.5	50.4	17.9
Adams, B	42.1	57.1	15.0	7.1	20.0	12.9	85.7	90.0	4.3	39.0	50.8	11.8
Adamson	37.5	57.9	20.4	22.2	N/A		85.7	N/A		43.8	64.0	20.2
Molina	14.3	62.5	48.2	0.0	12.5	12.5	55.6	85.7	30.1	21.6	43.6	22.0
Hillcrest	52.0	57.1	5.1	N/A	33.3		N/A	N/A		48.3	52.4	4.1
Jefferson	27.6	39.5	11.9	7.4	46.2	38.8	81.8	70.0	-11.8	28.4	45.9	17.5
Kimball	12.5	31.4	18.9	20.0	14.3	-5.7	100.0	80.0	-20.0	29.8	38.5	8.7
Lincoln	N/A	100.0		15.4	66.7	51.3	N/A	N/A		40.0	84.2	44.2
Pinkston	45.8	45.0	-0.8	0.0	0.0	0.0	83.3	100.0	16.7	33.9	47.4	13.5
Roosevelt	20.0	44.4	24.4	N/A	12.5		100.0	91.7	-8.3	60.0	55.2	-4.8
Samuell	13.6	50.0	36.4	19.0	12.0	-7.0	86.4	100.0	13.6	40.0	53.7	13.7
Seagoville	32.3	54.5	22.2	16.7	14.3	-2.4	85.7	87.5	1.8	36.0	53.8	17.8
SOC	27.6	53.8	26.2	0.0	40.0	40.0	100.0	100.0	0.0	26.4	58.1	31.7
Spruce	52.2	64.9	12.7	15.8	32.0	16.2	N/A	81.8		27.1	56.2	29.1
Sunset	39.0	60.6	21.6	N/A	16.7		N/A	N/A		38.8	56.1	17.3
White	34.6	58.3	23.7	26.1	33.3	7.2	N/A	87.5		35.8	51.8	16.0
Wilson	27.3	77.8	50.5	36.4	54.5	18.1	83.3	100.0	16.7	38.0	75.0	37.0
Carter	4.8	50.0	45.2	11.1	40.0	28.9	70.0	100.0	30.0	22.5	61.0	38.5
North Dallas	4.3	34.6	30.3	8.0	20.7	12.7	N/A	75.0		11.8	33.3	21.5
Skyline	29.8	43.5	13.7	5.0	N/A		100.0	94.7	-5.3	36.6	56.1	19.5
Conrad	58.8	20.0	-38.8	5.9	27.3	21.4	100.0	N/A		42.5	38.5	-4.0
Madison	20.0	38.5	18.5	10.0	46.2	36.2	N/A			19.0	42.3	23.3
Wilmer-Hutchins	33.3	42.9	9.6	7.1	0.0	-7.1				17.4	25.0	7.6
ACE	11.8	57.1	45.3	0.0	5.9	5.9	N/A	N/A		6.9	24.0	17.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 11: Percentage of STAAR Grade 6 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	43.2		*	17.4		*	92.2		*	39.2	
District	32.4	28.0	-4.4	9.6	13.2	3.6	92.0	91.5	-0.5	31.3	32.2	0.9
Adams, B	34.6	40.9	6.3	10.0	2.5	-7.5	94.1	90.0	-4.1	42.9	26.4	-16.5
Adamson	N/A	25.0		11.1	27.8	16.7	75.0	90.0	15.0	48.0	44.4	-3.6
Molina	N/A	33.3		12.5	9.5	-3.0	N/A	N/A		21.4	28.6	7.2
Hillcrest	58.3	50.0	-8.3	9.1	27.8	18.7	N/A	N/A		30.6	42.9	12.3
Jefferson	N/A	33.3		6.3	13.6	7.3	93.8	100.0	6.2	39.2	44.9	5.7
Kimball	20.8	19.2	-1.6	0.0	4.3	4.3	86.7	71.4	-15.3	26.9	25.4	-1.5
Lincoln												
Pinkston	33.3	71.4	38.1	0.0	28.0	28.0	100.0	77.8	-22.2	27.6	46.3	18.7
Roosevelt		13.3		0.0	0.0	0.0	90.9	100.0	9.1	35.7	35.5	-0.2
Samuell	31.3	50.0	18.7	10.0	16.3	6.3	95.5	100.0	4.5	38.5	41.7	3.2
Seagoville	N/A	40.0		30.6	6.1	-24.5		N/A		34.1	17.8	-16.3
SOC	12.5	N/A		15.4	10.5	-4.9	100.0	100.0	0.0	30.8	32.1	1.3
Spruce	68.8	30.0	-38.8	9.5	27.5	18.0	90.0	100.0	10.0	29.2	41.1	11.9
Sunset	12.0	41.7	29.7							12.0	41.7	29.7
White	40.7	23.1	-17.6	19.0	0.0	-19.0	N/A	100.0		35.3	30.0	-5.3
Wilson	34.4	27.0	-7.4	37.5	36.0	-1.5	N/A	83.3		38.0	35.3	-2.7
Carter	5.9				6.3			85.7		5.9	30.4	24.5
North Dallas	16.7	3.4	-13.3	0.0	7.7	7.7			0.0	7.5	4.8	-2.7
Skyline	30.8	24.4	-6.4	5.5	10.5	5.0	85.0	66.7	-18.3	28.1	29.1	1.0
Conrad	N/A	25.0		4.8	0.0	-4.8	100.0	100.0	0.0	35.5	33.3	-2.2
Madison												
Wilmer-Hutchins	N/A	N/A		9.1	9.1	0.0	N/A	100.0		25.0	30.0	5.0
ACE	16.7	0.0	-16.7	2.4	3.9	1.5	96.2	100.0	3.8	34.1	22.2	-11.9

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 12: Percentage of STAAR Grade 7 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	36.2		*	10.7		*	91.6		*	32.0	
District	22.8	30.5	7.7	3.5	6.7	3.2	90.7	89.7	-1.0	20.6	30.1	9.5
Adams, B	8.7	50.0	41.3	0.0	3.6	3.6	100.0	100.0	0.0	23.1	42.4	19.3
Adamson	66.7	N/A		11.8	0.0	-11.8	66.7	85.7	19.0	34.5	27.3	-7.2
Molina	28.6	33.3	4.7	10.0	8.3	-1.7	N/A	N/A		28.1	23.5	-4.6
Hillcrest	37.5	37.5	0.0	0.0	6.3	6.3	N/A	N/A		14.6	15.4	0.8
Jefferson	30.0	23.5	-6.5	0.0	6.3	6.3	100.0	94.1	-5.9	20.9	42.0	21.1
Kimball	7.7	17.9	10.2	0.0	0.0	0.0	90.9	91.7	0.8	17.6	25.8	8.2
Lincoln												
Pinkston	25.0	0.0	-25.0	7.1	0.0	-7.1	100.0	100.0	0.0	35.3	24.2	-11.1
Roosevelt	N/A	N/A		0.0	0.0	0.0	100.0	87.5	-12.5	35.7	24.1	-11.6
Samuell	42.9	25.0	-17.9	2.1	11.9	9.8	89.5	76.5	-13.0	28.4	29.9	1.5
Seagoville	28.6	62.5	33.9	6.9	19.2	12.3		N/A		14.0	29.7	15.7
SOC	N/A	N/A		0.0	11.1	11.1	N/A	N/A		17.4	30.8	13.4
Spruce	27.8	48.6	20.8	2.7	8.8	6.1	100.0	100.0	0.0	14.0	41.0	27.0
Sunset	20.8	36.0	15.2							20.8	36.0	15.2
White	52.6	40.0	-12.6	4.5	0.0	-4.5	N/A	N/A		34.8	29.5	-5.3
Wilson	66.7	48.1	-18.6	19.2	27.3	8.1	N/A	N/A		38.6	46.3	7.7
Carter	8.3	N/A			0.0			N/A		8.3	0.0	-8.3
North Dallas	20.0	9.1	-10.9	3.8	0.0	-3.8				8.3	7.3	-1.0
Skyline	15.8	15.2	-0.6	0.0	2.7	2.7	71.4	80.0	8.6	17.6	20.4	2.8
Conrad	N/A	N/A		0.0	5.6	5.6	N/A	100.0		10.7	34.5	23.8
Madison												
Wilmer-Hutchins	N/A	N/A		6.9	0.0	-6.9	N/A	N/A		16.7	36.4	19.7
ACE	0.0	33.3	33.3	1.6	10.0	8.4	91.7	100.0	8.3	12.2	39.5	27.3

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 13: Percentage of STAAR Grade 8 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	36.3		*	12.3		*	86.4		*	32.1	
District	19.4	40.9	21.5	5.1	14.7	9.6	84.1	86.1	2.0	19.7	34.3	14.6
Adams, B	N/A	55.6		11.8	8.1	-3.7	84.6	92.9	8.3	26.5	35.0	8.5
Adamson	N/A	N/A		0.0	35.3	35.3	50.0	N/A		33.3	46.2	12.9
Molina	N/A	46.2		5.9	33.3	27.4	N/A	83.3		28.0	50.0	22.0
Hillcrest	11.1	27.3	16.2	0.0	4.2	4.2	N/A	N/A		5.6	15.4	9.8
Jefferson	28.6	33.3	4.7	7.4	14.3	6.9	66.7	100.0	33.3	23.3	40.9	17.6
Kimball	7.1	28.0	20.9	4.2	7.4	3.2	100.0	90.9	-9.1	16.9	30.2	13.3
Lincoln												
Pinkston	N/A	N/A		11.1	47.4	36.3	28.6	100.0	71.4	18.4	60.0	41.6
Roosevelt	N/A	36.4		0.0	10.0	10.0	N/A	83.3		18.2	45.5	27.3
Samuell	0.0	57.1	57.1	6.7	12.7	6.0	72.7	90.0	17.3	17.7	35.4	17.7
Seagoville	N/A	22.2		0.0	5.9	5.9	N/A			10.5	9.3	-1.2
SOC	12.5	N/A		7.1	40.0	32.9	100.0	N/A		31.0	50.0	19.0
Spruce	0.0	73.5	73.5	1.8	34.8	33.0	100.0	87.5	-12.5	17.7	54.5	36.8
Sunset	23.1	52.9	29.8							23.1	52.9	29.8
White	26.3	40.0	13.7	9.5	7.7	-1.8	100.0	N/A		31.3	37.2	5.9
Wilson	40.0	42.1	2.1	17.4	47.1	29.7		N/A		29.2	43.6	14.4
Carter	0.0	25.0	25.0	N/A	0.0			N/A		0.0	8.3	8.3
North Dallas	8.3	34.8	26.5	0.0	0.0					2.5	26.7	24.2
Skyline	8.6	35.1	26.5	0.0	10.3	10.3	70.0	72.2	2.2	11.1	34.5	23.4
Conrad	N/A	N/A		5.3	9.1	3.8	100.0	N/A		33.3	23.3	-10.0
Madison												
Wilmer-Hutchins	N/A	N/A		3.8	3.6	-0.2	N/A	100.0		18.8	20.0	1.2
ACE	19.2	23.8	4.6	3.4	0.0	-3.4	100.0	91.7	-8.3	20.6	19.5	-1.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 14: Percentage of STAAR Grades 3-8 Mathematics Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder, Pattern and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	43.3		*	13.4		*	90.9		*	39.8	
District	29.5	37.7	8.2	6.7	13.1	6.4	87.8	90.7	2.9	29.4	38.6	9.2
Adams, B	32.0	43.4	11.4	7.8	7.2	-0.6	87.0	90.7	3.7	33.9	39.8	5.9
Adamson	41.8	40.6	-1.2	9.3	22.4	13.1	80.0	89.1	9.1	41.6	49.1	7.5
Molina	27.7	48.1	20.4	7.2	11.3	4.1	84.6	92.5	7.9	30.1	38.8	8.7
Hillcrest	42.9	46.2	3.3	2.2	13.5	11.3	90.0	81.0	-9.0	27.5	37.1	9.6
Jefferson	35.0	33.6	-1.4	5.2	20.6	15.4	79.4	91.6	12.2	30.4	44.0	13.6
Kimball	12.8	22.8	10.0	3.7	8.8	5.1	86.2	81.6	-4.6	22.8	32.2	9.4
Lincoln	42.9	48.0	5.1	13.0	33.3	20.3	91.7	100.0	8.3	40.8	56.9	16.1
Pinkston	31.3	34.2	2.9	3.8	19.3	15.5	77.6	93.8	16.2	28.7	40.6	11.9
Roosevelt	20.6	26.9	6.3	0.0	7.4	7.4	94.0	94.4	0.4	43.8	46.4	2.6
Samuell	17.4	44.9	27.5	8.0	10.9	2.9	91.9	94.4	2.5	36.8	41.7	4.9
Seagoville	31.3	41.6	10.3	14.5	9.4	-5.1	89.5	89.3	-0.2	28.0	30.6	2.6
SOC	23.7	46.7	23.0	3.9	17.6	13.7	94.9	95.7	0.8	29.6	41.3	11.7
Spruce	46.8	50.3	3.5	7.4	23.6	16.2	88.6	88.7	0.1	23.9	45.1	21.2
Sunset	29.5	42.2	12.7	0.0	14.3	14.3	100.0	100.0	0.0	32.8	44.7	11.9
White	42.0	43.2	1.2	13.2	11.1	-2.1	87.9	93.5	5.6	36.0	40.4	4.4
Wilson	49.7	53.1	3.4	21.2	31.5	10.3	85.0	82.8	-2.2	40.6	48.9	8.3
Carter	7.6	24.5	16.9	19.2	9.5	-9.7	80.6	82.7	2.1	25.1	31.6	6.5
North Dallas	15.5	21.5	6.0	3.0	10.0	7.0	88.5	87.1	-1.4	16.5	25.1	8.6
Skyline	25.0	32.1	7.1	3.4	8.7	5.3	85.2	87.3	2.1	28.0	40.0	12.0
Conrad	42.2	22.4	-19.8	3.0	6.9	3.9	97.1	97.3	0.2	30.6	30.2	-0.4
Madison	26.3	26.3	0.0	5.9	21.6	15.7	N/A	66.7		14.8	25.4	10.6
Wilmer-Hutchins	34.5	36.7	2.2	4.9	5.7	0.8	100.0	95.0	-5.0	16.4	25.5	9.1
ACE	14.0	26.9	12.9	2.1	5.4	3.3	93.1	98.2	5.1	20.8	26.0	5.2

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 15: Percentage of STAAR Grade 4 Writing Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	32.3		*	7.9		*	87.4		*	34.3	
District	18.6	21.1	2.5	6.7	6.2	-0.5	80.5	86.4	5.9	26.6	31.9	5.3
Adams, B	14.6	31.3	16.7	N/A	N/A		62.5	92.3	29.8	19.7	42.2	22.5
Adamson	25.0	0.0	-25.0	N/A	N/A		N/A	81.8		30.0	31.0	1.0
Molina	21.2	15.0	-6.2	0.0	0.0	0.0	83.3	76.9	-6.4	25.0	30.2	5.2
Hillcrest	24.0	38.5	14.5		16.7	16.7		N/A		24.0	40.0	16.0
Jefferson	17.1	17.6	0.5	7.7	0.0	-7.7	66.7	64.7	-2.0	22.2	26.3	4.1
Kimball	16.7	6.7	-10.0	N/A	0.0		100.0	80.0	-20.0	32.5	25.9	-6.6
Lincoln	N/A	N/A		N/A	8.3		N/A	77.8		22.2	40.0	17.8
Pinkston	3.6	12.9	9.3	0.0	14.3	14.3	77.8	71.4	-6.4	16.3	22.2	5.9
Roosevelt	37.5	33.3	-4.2	N/A	14.3		83.3	92.9	9.6	59.1	52.8	-6.3
Samuell	9.1	10.0	0.9	N/A	4.8		86.7	90.0	3.3	42.6	34.4	-8.2
Seagoville	21.1	19.0	-2.1	0.0	22.2	22.2	N/A	100.0		25.8	35.1	9.3
SOC	8.7	28.0	19.3	11.1	0.0	-11.1	85.7	90.0	4.3	23.1	25.4	2.3
Spruce	34.4	28.9	-5.5	12.1	20.0	7.9	N/A	88.9		23.9	32.5	8.6
Sunset	9.1	17.1	8.0		N/A		N/A	100.0		18.9	30.2	11.3
White	26.7	29.4	2.7	19.2	4.5	-14.7	N/A	81.8		27.9	29.9	2.0
Wilson	46.7	47.1	0.4	10.0	10.0	0.0	N/A	N/A		42.2	40.0	-2.2
Carter	13.3	16.7	3.4	0.0	0.0	0.0	61.5	100.0	38.5	28.6	43.2	14.6
North Dallas	8.7	11.5	2.8	0.0	0.0	0.0	81.8	83.3	1.5	23.4	22.8	-0.6
Skyline	15.2	20.0	4.8	0.0	N/A		84.6	95.8	11.2	27.3	42.0	14.7
Conrad	7.1	27.8	20.7	0.0	0.0	0.0	N/A	100.0		24.0	40.6	16.6
Madison	N/A	N/A		7.1	7.7	0.6		N/A		11.1	5.6	-5.5
Wilmer-Hutchins	N/A	0.0		7.1	0.0	-7.1	N/A	N/A		15.0	5.6	-9.4
ACE	14.3	N/A		0.0	0.0	0.0	N/A	N/A		12.5	10.0	-2.5

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 16: Percentage of STAAR Grade 7 Writing Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	26.9		*	8.3		*	85.2		*	26.4	
District	17.2	14.2	-3.0	1.8	3.6	1.8	80.9	85.1	4.2	17.1	23.1	6.0
Adams, B	6.7	29.2	22.5	0.0	0.0	0.0	60.0	94.1	34.1	14.5	39.7	25.2
Adamson	0.0	N/A		5.9	7.7	1.8	57.1	85.7	28.6	16.7	30.4	13.7
Molina	37.5	N/A		0.0	8.3	8.3	N/A	N/A		25.0	21.2	-3.8
Hillcrest	36.4	16.7	-19.7	3.7	11.1	7.4	N/A	N/A		19.0	11.5	-7.5
Jefferson	50.0	18.8	-31.2	3.6	0.0	-3.6	83.3	88.9	5.6	25.0	37.3	12.3
Kimball	10.7	10.0	-0.7	0.0	5.3	5.3	90.9	91.7	0.8	18.8	24.6	5.8
Lincoln												
Pinkston	28.6	N/A		0.0	5.3	5.3	87.5	87.5	0.0	32.4	29.0	-3.4
Roosevelt	N/A	N/A		0.0	0.0	0.0	88.9	87.5	-1.4	34.6	25.0	-9.6
Samuell	37.5	16.7	-20.8	0.0	0.0	0.0	78.9	58.8	-20.1	24.0	15.9	-8.1
Seagoville	9.1	28.6	19.5	0.0	0.0	0.0		N/A		2.3	11.1	8.8
SOC	N/A	N/A		6.3	5.0	-1.3	N/A	N/A		20.8	25.9	5.1
Spruce	20.0	5.4	-14.6	4.1	5.7	1.6	100.0	92.9	-7.1	13.5	19.8	6.3
Sunset	16.7	12.0	-4.7							16.7	12.0	-4.7
White	35.0	20.5	-14.5	0.0	N/A		N/A	N/A		26.1	23.4	-2.7
Wilson	38.5	25.9	-12.6	10.7	16.7	6.0	N/A	N/A		20.5	26.2	5.7
Carter	4.2	0.0	-4.2		0.0			N/A		4.2	5.0	0.8
North Dallas	13.3	8.6	-4.7	0.0	0.0	0.0				5.4	7.3	1.9
Skyline	13.2	6.5	-6.7	0.0	0.0	0.0	66.7	80.0	13.3	16.1	15.5	-0.6
Conrad	14.3	4.5	-9.8	0.0			N/A	100.0		13.8	25.0	11.2
Madison												
Wilmer-Hutchins	N/A	N/A		0.0	0.0	0.0	N/A	N/A		8.8	22.7	13.9
ACE	0.0	40.0	40.0	0.0	4.5	4.5	91.7	96.0	4.3	10.9	38.0	27.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 17: Percentage of STAAR Grades 4 and 7 Writing Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	29.8		*	8.2		*	86.4		*	30.3	
District	18.1	18.4	0.3	3.1	4.6	1.5	80.7	85.9	5.2	21.6	27.8	6.2
Adams, B	11.5	30.6	19.1	0.0	0.0	0.0	61.1	93.3	32.2	17.2	41.0	23.8
Adamson	16.7	0.0	-16.7	4.8	7.1	2.3	63.6	83.3	19.7	22.0	30.8	8.8
Molina	24.4	16.0	-8.4	0.0	5.9	5.9	90.9	82.4	-8.5	25.0	26.3	1.3
Hillcrest	27.8	34.4	6.6	3.7	12.5	8.8	N/A	N/A		20.9	27.9	7.0
Jefferson	23.5	17.9	-5.6	4.9	0.0	-4.9	73.3	77.1	3.8	23.4	30.7	7.3
Kimball	13.8	8.3	-5.5	0.0	3.6	3.6	94.7	85.2	-9.5	23.9	25.2	1.3
Lincoln	N/A	N/A		N/A	8.3		N/A	77.8		22.2	40.0	17.8
Pinkston	11.9	14.3	2.4	0.0	7.7	7.7	82.4	80.0	-2.4	22.9	25.0	2.1
Roosevelt	33.3	25.0	-8.3	0.0	4.5	4.5	85.7	90.9	5.2	45.8	40.6	-5.2
Samuell	14.6	11.5	-3.1	0.0	1.5	1.5	83.7	75.7	-8.0	32.9	24.6	-8.3
Seagoville	16.7	21.4	4.7	0.0	5.7	5.7	N/A	90.0		12.2	23.3	11.1
SOC	7.4	29.6	22.2	8.0	2.1	-5.9	90.9	93.3	2.4	22.2	25.6	3.4
Spruce	29.8	17.3	-12.5	6.5	12.3	5.8	88.9	91.3	2.4	17.8	25.8	8.0
Sunset	12.3	15.0	2.7		N/A		N/A	100.0		18.0	23.5	5.5
White	30.0	24.7	-5.3	10.6	3.7	-6.9	90.0	85.7	-4.3	27.1	27.2	0.1
Wilson	44.2	34.1	-10.1	10.5	13.6	3.1	62.5	83.3	20.8	31.5	31.9	0.4
Carter	7.7	10.3	2.6	0.0	0.0	0.0	61.5	89.5	28.0	18.6	31.3	12.7
North Dallas	10.5	9.8	-0.7	0.0	0.0	0.0	81.8	83.3	1.5	15.5	16.3	0.8
Skyline	14.3	13.9	-0.4	0.0	0.0	0.0	75.0	89.7	14.7	20.8	27.5	6.7
Conrad	9.5	15.0	5.5	0.0	0.0	0.0	100.0	100.0	0.0	18.5	33.3	14.8
Madison	N/A	N/A		7.1	7.7	0.6		N/A		11.1	5.6	-5.5
Wilmer-Hutchins	33.3	6.3	-27.0	2.4	0.0	-2.4	N/A	83.3		11.1	15.0	3.9
ACE	3.1	26.7	23.6	0.0	3.1	3.1	92.3	90.0	-2.3	11.1	30.3	19.2

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* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 18: Percentage of STAAR Grade 5 Science Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	42.9		*	18.2		*	94.2		*	42.4	
District	17.2	37.3	20.1	8.1	19.0	10.9	90.4	95.6	5.2	25.5	42.6	17.1
Adams, B	19.5	45.7	26.2	8.3	21.1	12.8	85.7	100.0	14.3	25.0	46.9	21.9
Adamson	0.0	52.6	52.6	0.0	N/A		85.7	N/A		18.2	60.0	41.8
Molina	9.5	36.4	26.9	0.0	19.2	19.2	77.8	85.7	7.9	24.3	34.5	10.2
Hillcrest	36.0	40.0	4.0	N/A	40.0		N/A	N/A		34.5	42.9	8.4
Jefferson	25.8	30.8	5.0	4.0	69.2	65.2	100.0	100.0	0.0	29.9	50.0	20.1
Kimball	4.2	28.6	24.4	13.3	12.5	-0.8	100.0	90.0	-10.0	23.4	37.7	14.3
Lincoln	N/A	77.8		15.4	0.0	-15.4	N/A	N/A		35.0	52.6	17.6
Pinkston	29.6	27.5	-2.1	4.3	0.0	-4.3	83.3	100.0	16.7	30.6	35.1	4.5
Roosevelt	8.3	30.0	21.7	N/A	0.0		100.0	91.7	-8.3	54.8	48.3	-6.5
Samuell	8.0	35.3	27.3	11.1	15.4	4.3	90.9	100.0	9.1	36.9	50.7	13.8
Seagoville	15.6	50.0	34.4	18.2	16.7	-1.5	100.0	100.0	0.0	28.0	57.7	29.7
SOC	13.8	38.5	24.7	5.9	10.0	4.1	100.0	100.0	0.0	21.2	39.5	18.3
Spruce	25.9	38.6	12.7	13.5	11.1	-2.4	N/A	81.8		19.0	38.4	19.4
Sunset	26.8	28.6	1.8	N/A	N/A		N/A	N/A		28.6	31.7	3.1
White	14.8	50.0	35.2	4.5	25.0	20.5	N/A	100.0		17.0	46.4	29.4
Wilson	16.7	50.0	33.3	30.0	38.5	8.5	100.0	100.0	0.0	32.0	55.6	23.6
Carter	4.8	38.5	33.7	0.0	28.6	28.6	80.0	100.0	20.0	22.5	53.8	31.3
North Dallas	6.9	31.3	24.4	5.3	21.1	15.8	N/A	87.5		11.8	35.6	23.8
Skyline	19.1	42.6	23.5	0.0	28.6	28.6	100.0	89.5	-10.5	29.6	52.5	22.9
Conrad	26.7	28.6	1.9	5.3	15.4	10.1	100.0	N/A		27.5	36.0	8.5
Madison	N/A	30.8		0.0	7.7	7.7	N/A			9.5	19.2	9.7
Wilmer-Hutchins	22.2	42.9	20.7	7.1	0.0	-7.1	N/A			12.5	25.0	12.5
ACE	5.6	13.3	7.7	0.0	0.0	0.0	N/A	N/A		3.4	12.0	8.6

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 19: Percentage of STAAR Grade 8 Science Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	36.0		*	15.9		*	94.7		*	34.8	
District	17.9	30.0	12.1	4.7	10.8	6.1	90.6	94.7	4.1	20.0	30.1	10.1
Adams, B	N/A	42.9		4.0	2.6	-1.4	84.6	100.0	15.4	20.6	30.0	9.4
Adamson	N/A	87.5		9.1	26.7	17.6	66.7	N/A		33.3	55.6	22.3
Molina	N/A	31.3		5.9	14.3	8.4	N/A	100.0		24.0	41.4	17.4
Hillcrest	50.0	38.5	-11.5	0.0	8.3	8.3	N/A	N/A		13.9	24.4	10.5
Jefferson	22.2	25.0	2.8	3.8	4.8	1.0	100.0	100.0	0.0	27.3	34.1	6.8
Kimball	0.0	23.1	23.1	0.0	4.0	4.0	100.0	90.9	-9.1	11.9	27.4	15.5
Lincoln												0.0
Pinkston	N/A	N/A		0.0	52.9	52.9	42.9	100.0	57.1	7.9	69.0	61.1
Roosevelt	N/A	10.0		0.0	10.0	10.0	N/A	100.0		21.7	43.8	22.1
Samuell	28.6	50.0	21.4	11.4	9.4	-2.0	90.9	100.0	9.1	27.4	35.8	8.4
Seagoville	N/A	33.3		6.3	14.3	8.0	N/A			15.0	18.2	3.2
SOC	0.0	N/A		0.0	6.7	6.7	85.7	N/A		20.7	27.3	6.6
Spruce	44.4	26.5	-17.9	10.7	11.9	1.2	100.0	100.0	0.0	29.5	26.2	-3.3
Sunset	14.8	17.6	2.8							14.8	17.6	2.8
White	33.3	36.0	2.7	4.5	7.7	3.2	100.0	N/A		31.4	34.9	3.5
Wilson	27.3	29.4	2.1	3.7	27.8	24.1		N/A		14.3	33.3	19.0
Carter	6.3	0.0	-6.3	N/A	0.0			N/A		11.1	2.9	-8.2
North Dallas	15.4	15.8	0.4	3.7	10.0	6.3				7.5	13.8	6.3
Skyline	13.5	30.8	17.3	0.0	7.1	7.1	81.8	72.2	-9.6	15.2	31.8	16.6
Conrad	N/A	N/A		0.0	5.0	5.0	100.0	N/A		29.0	17.2	-11.8
Madison												
Wilmer-Hutchins	N/A	N/A		7.4	7.4	0.0	N/A	100.0		21.2	25.7	4.5
ACE	7.7	57.1	49.4	5.2	10.9	5.7	100.0	100.0	0.0	18.6	27.7	9.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 20: Percentage of STAAR Grades 5 and 8 Science Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	40.1		*	16.9		*	94.4		*	38.8	
District	17.4	34.8	17.4	6.1	13.8	7.7	90.4	95.2	4.8	22.9	36.5	13.6
Adams, B	19.6	45.2	25.6	4.8	8.6	3.8	85.0	100.0	15.0	22.7	38.7	16.0
Adamson	8.7	63.0	54.3	5.6	25.0	19.4	76.9	100.0	23.1	24.1	57.7	33.6
Molina	12.0	34.2	22.2	4.2	18.2	14.0	84.6	92.3	7.7	24.2	36.9	12.7
Hillcrest	39.4	39.3	-0.1	0.0	13.8	13.8	N/A	N/A		23.1	30.6	7.5
Jefferson	25.0	29.4	4.4	3.9	29.4	25.5	100.0	100.0	0.0	28.8	43.4	14.6
Kimball	1.9	26.2	24.3	5.3	6.1	0.8	100.0	90.5	-9.5	17.0	32.2	15.2
Lincoln	N/A	77.8		15.4	0.0	-15.4	N/A	N/A		35.0	52.6	17.6
Pinkston	25.0	33.3	8.3	2.0	36.0	34.0	68.4	100.0	31.6	22.0	46.5	24.5
Roosevelt	14.3	20.0	5.7	0.0	5.9	5.9	100.0	95.8	-4.2	40.7	45.9	5.2
Samuell	12.5	40.0	27.5	11.3	11.4	0.1	90.9	100.0	9.1	32.3	42.6	10.3
Seagoville	17.1	42.9	25.8	11.1	14.6	3.5	100.0	100.0	0.0	24.3	32.9	8.6
SOC	10.8	33.3	22.5	3.2	8.6	5.4	92.3	100.0	7.7	21.0	35.4	14.4
Spruce	30.6	33.3	2.7	12.0	11.7	-0.3	83.3	89.5	6.2	24.1	31.8	7.7
Sunset	22.1	25.0	2.9	N/A	N/A		N/A	N/A		23.7	27.6	3.9
White	22.9	42.9	20.0	4.5	18.9	14.4	100.0	100.0	0.0	24.0	41.4	17.4
Wilson	21.7	39.4	17.7	14.9	32.3	17.4	100.0	90.9	-9.1	23.2	44.0	20.8
Carter	5.4	22.7	17.3	9.1	10.5	1.4	80.0	100.0	20.0	19.0	30.1	11.1
North Dallas	9.5	25.5	16.0	4.3	17.2	12.9	N/A	87.5		9.9	28.4	18.5
Skyline	16.7	37.6	20.9	0.0	11.4	11.4	92.3	81.1	-11.2	22.0	41.8	19.8
Conrad	25.0	16.7	-8.3	2.7	9.1	6.4	100.0	100.0	0.0	28.2	25.9	-2.3
Madison	N/A	30.8		0.0	7.7	7.7	N/A			9.5	19.2	9.7
Wilmer-Hutchins	27.3	43.8	16.5	7.3	5.4	-1.9	N/A	100.0		17.5	25.4	7.9
ACE	6.8	27.3	20.5	4.5	9.6	5.1	86.7	100.0	13.3	15.1	24.1	9.0

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 21: Percentage of STAAR Grade 8 Social Studies Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	29.2		*	8.5		*	90.1		*	28.1	
District	18.5	25.9	7.4	3.8	7.4	3.6	88.2	89.5	1.3	19.2	26.0	6.8
Adams, B	N/A	28.6		4.1	7.7	3.6	84.6	92.9	8.3	20.9	30.0	9.1
Adamson	N/A	N/A		0.0	15.8	15.8	50.0	N/A		23.8	22.2	-1.6
Molina	N/A	20.0		0.0	0.0		N/A	83.3		24.0	27.6	3.6
Hillcrest	20.0	50.0	30.0	11.1	16.7	5.6	N/A	N/A		13.2	33.3	20.1
Jefferson	22.2	21.4	-0.8	0.0	9.5	9.5	100.0	100.0	0.0	25.0	34.8	9.8
Kimball	0.0	15.4	15.4	4.3	0.0	-4.3	100.0	90.9	-9.1	13.6	22.2	8.6
Lincoln									0.0			
Pinkston	N/A	57.1		7.7	35.3	27.6	57.1	100.0	42.9	18.4	54.8	36.4
Roosevelt	N/A	10.0		0.0	9.1	9.1	N/A	83.3		17.4	36.4	19.0
Samuell	16.7	25.0	8.3	8.9	3.7	-5.2	81.8	90.0	8.2	22.6	26.8	4.2
Seagoville	N/A	33.3		0.0	18.2	18.2	N/A			5.0	21.4	16.4
SOC	0.0	N/A		0.0	6.7	6.7	100.0	N/A		24.1	27.3	3.2
Spruce	33.3	9.1	-24.2	0.0	2.3	2.3	100.0	100.0	0.0	20.5	14.1	-6.4
Sunset	11.1	41.2	30.1							11.1	41.2	30.1
White	28.6	28.6	0.0	4.5	15.4	10.9	100.0	N/A		29.4	32.6	3.2
Wilson	21.1	26.7	5.6	6.7	15.8	9.1		N/A		12.2	26.3	14.1
Carter	0.0	12.5	12.5	N/A	0.0			N/A		0.0	6.3	6.3
North Dallas	23.1	15.0	-8.1	3.6	0.0	-3.6				9.8	9.7	-0.1
Skyline	27.0	26.3	-0.7	2.3	0.0	-2.3	72.7	72.2	-0.5	20.7	27.7	7.0
Conrad	N/A	N/A		5.6	5.0	-0.6	100.0	N/A		35.5	27.6	-7.9
Madison												
Wilmer-Hutchins	N/A	N/A		7.4	7.4	0.0	N/A	100.0		21.2	27.8	6.6
ACE	15.4	57.1	41.7	1.7	1.6	-0.1	100.0	100.0	0.0	18.4	20.5	2.1

Note: Data reported as of 08/03/16. Updates received after 08/03/16 are not reflected in this report. Data reflects the spring 2016 (through second administration) STAAR results. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 22: Percentage of STAAR Algebra EOC Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	36.1		*	19.4		*	86.2		*	31.4	*
District	26.7	42.1	15.4	10.4	22.9	12.5	78.2	87.5	9.3	24.8	35.6	10.8
Adams, B	10.3	66.7	56.3	0.0	23.5	23.5	100.0	90.0	-10.0	25.0	44.6	19.6
Adamson	38.1	46.7	8.6	10.5	44.4	33.9	100.0	50.0	-50.0	26.8	45.5	18.6
Molina	42.1	27.3	-14.8	4.0	41.9	37.9	55.6	100.0	44.4	26.4	44.7	18.3
Hillcrest	20.0	30.0	10.0	0.0	23.5	23.5	100.0	100.0	0.0	16.7	29.2	12.5
Jefferson	42.9	55.6	12.7	7.3	10.4	3.1	85.7	100.0	14.3	21.8	20.3	-1.5
Kimball	8.1	26.8	18.7	0.0	9.5	9.5	75.0	83.3	8.3	9.7	26.5	16.8
Lincoln	30.0	61.5	31.5	16.7	5.0	-11.7	14.3	100.0	85.7	19.5	36.8	17.3
Pinkston	17.6	62.5	44.9	6.3	21.7	15.5	50.0	100.0	50.0	16.2	50.0	33.8
Roosevelt	33.3	0.0	-33.3	14.3	29.2	14.9	0.0			20.0	26.9	6.9
Samuell	29.6	66.7	37.0	26.9	53.5	26.6	100.0	90.0	-10.0	39.7	62.0	22.3
Seagoville	20.0	40.0	20.0	12.7	10.3	-2.4	60.0	100.0	40.0	17.3	22.8	5.5
SOC	10.4	21.4	11.0	11.1	15.0	3.9	91.7	61.5	-30.1	21.8	23.0	1.1
Spruce	21.4	66.7	45.2	19.7	42.1	22.4	87.5	92.9	5.4	26.5	51.0	24.5
Sunset	37.3	57.9	20.6	33.3	25.0	-8.3	100.0	75.0	-25.0	38.9	51.9	13.1
White	27.6	42.4	14.8	0.0	8.3	8.3	66.7	0.0	-66.7	25.9	27.1	1.2
Wilson	32.7	56.0	23.3	8.3	27.5	19.1				24.7	36.8	12.2
Carter	43.5	28.6	-14.9	5.6	5.9	0.3	100.0	77.8	-22.2	38.8	22.8	-16.0
North Dallas	23.3	32.6	9.3	0.0	0.0	0.0	62.5	100.0	37.5	26.3	36.4	10.0
Skyline	28.9	33.3	4.4	13.3	14.5	1.2	100.0	100.0	0.0	25.3	26.5	1.2
Conrad	50.0	14.3	-35.7	4.0	12.5	8.5	66.7	90.9	24.2	19.4	27.6	8.1
Madison	23.5	14.8	-8.7	0.0	22.2	22.2				14.8	17.8	3.0
Wilmer-Hutchins	33.3	70.6	37.3	9.1	29.5	20.5	100.0	87.5	-12.5	30.6	46.4	15.8
ACE		100.0									100.0	

Note: Data reported as of 08/17/16. Updates received after 08/17/16 are not reflected in this report. Data reflects the results of all fall and spring STAAR EOC exams combined including non-first attempts. Change printed in green (red) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR EOC statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 23: Percentage of STAAR English I EOC Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	19.6	*	*	9.1	*	*	89.0		*	18.8	*
District	10.2	22.1	11.9	4.3	7.7	3.4	84.1	88.8		15.2	20.8	5.6
Adams, B	3.3	40.0	36.7	6.3	5.6	-0.7	100.0	100.0	0.0	24.1	30.3	6.2
Adamson	7.7	38.9	31.2	6.3	20.0	13.8	100.0	100.0	0.0	9.3	29.1	19.8
Molina	4.2	52.4	48.2	0.0	21.1	21.1	55.6	100.0	44.4	10.0	36.5	26.5
Hillcrest	20.0	15.9	-4.1	10.0	0.0	-10.0	100.0			19.2	12.1	-7.2
Jefferson	0.0	29.4	29.4	0.0	4.4	4.4	85.7	100.0	14.3	12.0	14.1	2.1
Kimball	10.8	14.8	3.9	4.3	4.5	0.2	100.0	83.3	-16.7	14.1	16.9	2.8
Lincoln	22.2	11.8	-10.5	0.0	0.0	0.0	85.7	100.0	14.3	19.5	15.6	-4.0
Pinkston	18.8	23.5	4.8	0.0	0.0	0.0	33.3	100.0	66.7	10.8	27.3	16.5
Roosevelt	10.0	0.0	-10.0	0.0	7.7	7.7	0.0			7.7	7.4	-0.3
Samuell	5.3	26.7	21.4	0.0	4.8	4.8	100.0	77.8	-22.2	19.4	21.0	1.5
Seagoville	15.0	33.3	18.3	9.3	4.3	-5.0	80.0	100.0	20.0	16.2	14.1	-2.1
SOC	4.9	5.9	1.0	16.7	13.0	-3.6	100.0	61.5	-38.5	22.9	17.2	-5.7
Spruce	9.1	14.3	5.2	7.6	8.3	0.8	100.0	85.7	-14.3	16.5	19.3	2.8
Sunset	5.8	16.9	11.1	0.0	0.0	0.0	100.0	100.0	0.0	8.2	19.6	11.4
White	9.1	34.1	25.1	6.7	4.3	-2.3	80.0	100.0	20.0	20.7	25.8	5.1
Wilson	23.5	45.5	21.9	0.0	5.9	5.9	100.0			15.4	18.8	3.4
Carter	5.0	20.0	15.0	5.3	2.6	-2.6	100.0	100.0	0.0	21.3	23.0	1.7
North Dallas	8.1	11.7	3.6	100.0	0.0	-100.0	50.0	77.8	27.8	12.9	22.8	10.0
Skyline	6.7	26.2	19.5	2.0	16.1	14.1	80.0	100.0	20.0	8.0	26.5	18.5
Conrad	33.3	37.5	4.2	0.0	11.4	11.4	66.7	90.9	24.2	17.9	28.6	10.6
Madison	0.0	3.0	3.0	0.0	0.0	0.0	100.0			0.0	2.0	2.0
Wilmer-Hutchins	20.0	33.3	13.3	0.0	6.0	6.0	83.3	87.5	4.2	19.6	21.1	1.5
ACE												

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* State level STAAR EOC statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 24: Percentage of STAAR English II EOC Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	20.6	*	*	11.1	*	*	91.1	*	*	21.2	*
District	10.8	20.4	9.6	4.0	9.1	5.1	79.0	93.2	14.2	14.6	22.9	8.3
Adams, B	12.5	28.6	16.1	5.9	0.0	-5.9	100.0	100.0	0.0	18.5	34.0	15.4
Adamson	8.7	27.3	18.6	8.3	25.0	16.7	50.0	100.0	50.0	10.8	27.3	16.5
Molina	5.6	17.6	12.1	6.9	7.4	0.5	83.3	100.0	16.7	15.1	26.4	11.3
Hillcrest	18.5	8.0	-10.5	6.7	12.5	5.8	100.0	100.0	0.0	18.2	14.0	-4.2
Jefferson	15.4	20.0	4.6	0.0	6.9	6.9	88.9	100.0	11.1	23.8	27.1	3.3
Kimball	12.9	6.7	-6.2	0.0	0.0	0.0	100.0	100.0	0.0	10.6	9.8	-0.8
Lincoln	10.0	13.0	3.0	0.0	0.0	0.0	80.0	100.0	20.0	20.0	25.7	5.7
Pinkston	0.0	15.4	15.4	0.0	0.0	0.0	100.0	100.0	0.0	15.4	23.3	7.9
Roosevelt	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Samuell	0.0	32.0	32.0	3.4	8.7	5.2	100.0	81.8	-18.2	15.5	32.2	16.7
Seagoville	25.0	66.7	41.7	10.5	8.8	-1.8	33.3	85.7	52.4	15.1	23.3	8.2
SOC	0.0	4.2	4.2	3.3	9.4	6.0	30.8	92.3	61.5	7.5	23.2	15.7
Spruce	37.5	0.0	-37.5	5.4	13.8	8.4	100.0	100.0	0.0	20.0	20.8	0.8
Sunset	10.6	15.3	4.6	0.0	7.7	7.7	100.0	100.0	0.0	21.7	16.2	-5.5
White	13.3	25.0	11.7	0.0	5.0	5.0	33.3	75.0	41.7	11.3	25.0	13.7
Wilson	15.2	58.6	43.5	0.0	10.8	10.8	100.0			14.0	31.8	17.8
Carter	15.4	0.0	-15.4	0.0	5.0	5.0	100.0	100.0	0.0	8.6	17.8	9.2
North Dallas	10.6	14.9	4.3		0.0		100.0	100.0	0.0	14.3	25.9	11.6
Skyline	5.8	32.0	26.2	6.3	14.3	8.0	100.0	100.0	0.0	15.3	26.1	10.8
Conrad	28.6	28.6	0.0	5.9	4.3	-1.5	66.7	100.0	33.3	18.5	15.6	-2.9
Madison	4.8	11.8	7.0	0.0	6.3	6.3				3.8	9.1	5.2
Wilmer-Hutchins	8.7	38.9	30.2	0.0	9.1	9.1	100.0	100.0	0.0	12.2	31.7	19.5
ACE												

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* State level STAAR EOC statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 25: Percentage of STAAR Biology EOC Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	56.2		*	30.4		*	92.8		*	46.2	
District	49.7	55.9	6.2	21.7	26.9	5.2	85.2	95.1	9.9	40.8	43.4	2.6
Adams, B	48.4	58.3	9.9	19.0	40.6	21.6	100.0	100.0	0.0	48.4	55.6	7.1
Adamson	39.1	80.0	40.9	10.5	40.0	29.5	100.0	100.0	0.0	27.9	52.4	24.5
Molina	70.6	43.8	-26.8	13.0	30.0	17.0	66.7	100.0	33.3	42.9	43.9	1.0
Hillcrest	66.7	38.9	-27.8	37.5	13.3	-24.2		100.0		57.7	31.4	-26.3
Jefferson	50.0	75.0	25.0	13.2	20.5	7.3	85.7	100.0	14.3	26.5	28.0	1.5
Kimball	53.8	48.6	-5.2	9.1	25.0	15.9	100.0	83.3	-16.7	37.3	44.4	7.2
Lincoln	18.8	50.0	31.3	26.1	31.6	5.5	62.5	100.0	37.5	29.8	47.2	17.4
Pinkston	46.7	50.0	3.3	18.8	11.1	-7.6	100.0	100.0	0.0	36.4	59.3	22.9
Roosevelt	20.0	0.0	-20.0	27.3	22.7	-4.5	0.0			24.1	20.8	-3.3
Samuell	60.9	70.0	9.1	16.7	62.8	46.1	80.0	88.2	8.2	39.7	70.0	30.3
Seagoville	30.0	87.5	57.5	28.9	15.6	-13.3	100.0	100.0	0.0	35.0	35.0	0.0
SOC	39.4	50.0	10.6	30.4	18.9	-11.6	100.0	88.2	-11.8	47.1	37.2	-9.9
Spruce	30.8	66.7	35.9	27.3	32.4	5.1	100.0	100.0	0.0	35.5	44.3	8.8
Sunset	53.6	63.2	9.6	33.3	16.7	-16.7	50.0	100.0	50.0	52.5	51.7	-0.8
White	57.1	100.0	42.9	15.4	50.0	34.6	55.6	33.3	-22.2	44.2	61.5	17.4
Wilson	72.1	68.4	-3.7	27.3	31.9	4.6				56.9	42.4	-14.5
Carter	35.3	54.5	19.3	20.0	9.7	-10.3	100.0	100.0	0.0	40.0	35.3	-4.7
North Dallas	46.2	45.2	-1.0	33.3	10.0	-23.3	100.0	100.0	0.0	51.8	48.0	-3.8
Skyline	42.9	66.7	23.8	30.0	28.8	-1.2	100.0	100.0	0.0	39.7	43.4	3.6
Conrad	50.0	100.0	50.0	0.0	0.0	0.0	33.3			25.0	14.3	-10.7
Madison	38.9	39.1	0.2	0.0	6.3	6.3				25.9	25.6	-0.3
Wilmer-Hutchins	58.8	62.5	3.7	18.2	22.7	4.5	100.0	100.0	0.0	44.4	39.3	-5.1
ACE												

Note: Data reported as of 08/17/16. Updates received after 08/17/16 are not reflected in this report. Data reflects the results of all fall and spring STAAR EOC exams combined including non-first attempts. Change printed in **green** (**red**) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR EOC statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix A Table 26: Percentage of STAAR U.S. History EOC Special Education Students at the Satisfactory 2 Standard by Test Version, Feeder Pattern, and Years

Feeder Pattern	STAAR			STAAR A			STAAR Alt 2			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
State	*	63.6		*	33.3		*	88.9		*	53.1	
District	53.7	77.6	23.9	28.8	28.5	-0.3	75.6	86.7	11.2	46.3	52.5	6.2
Adams, B	68.4	83.3	14.9	52.6	29.4	-23.2	85.7	100.0	14.3	64.4	57.6	-6.9
Adamson	69.2	77.8	8.5	85.7	50.0	-35.7	100.0	100.0	0.0	77.3	64.3	-13.0
Molina	62.5	94.1	31.6	46.7	25.0	-21.7	66.7	100.0	33.3	56.8	57.7	0.9
Hillcrest	58.8	71.4	12.6	36.4	50.0	13.6	25.0	100.0	75.0	46.9	69.2	22.4
Jefferson	42.9	80.0	37.1	20.0	13.3	-6.7	100.0	100.0	0.0	36.0	48.1	12.1
Kimball	60.0	68.8	8.8	28.6	0.0	-28.6	66.7	100.0	33.3	53.3	51.9	-1.5
Lincoln	15.4	57.1	41.8	22.2	12.5	-9.7	50.0	100.0	50.0	20.8	50.0	29.2
Pinkston	75.0	100.0	25.0	22.2	27.3	5.1	60.0	100.0	40.0	37.0	55.6	18.5
Roosevelt	66.7	100.0	33.3	7.1	0.0	-7.1		0.0		17.6	5.9	-11.8
Samuell	76.0	76.9	0.9	12.5	47.8	35.3	60.0	81.8	21.8	46.3	63.8	17.5
Seagoville	41.7	87.5	45.8	34.8	32.3	-2.5	40.0	50.0	10.0	37.5	44.2	6.7
SOC	11.1	80.0	68.9	0.0	39.3	39.3	100.0	80.0	-20.0	16.1	56.3	40.1
Spruce	0.0	66.7	66.7	62.5	47.4	-15.1	100.0	100.0	0.0	60.9	58.1	-2.8
Sunset	51.4	60.0	8.6	0.0	28.6	28.6	100.0	85.7	-14.3	53.2	54.3	1.2
White	73.3	93.3	20.0	40.0	10.5	-29.5	60.0	80.0	20.0	60.0	51.3	-8.7
Wilson	38.5	88.2	49.8	14.3	31.6	17.3	100.0	100.0	0.0	37.1	60.5	23.4
Carter	27.8	66.7	38.9	18.8	16.7	-2.1	100.0	100.0	0.0	36.6	32.0	-4.6
North Dallas	47.4	71.4	24.1	14.3	42.9	28.6	60.0			41.9	65.7	23.8
Skyline	55.9	94.7	38.9	38.2	44.7	6.4	85.7	88.9	3.2	50.7	62.7	12.0
Conrad	66.7	66.7	0.0	22.2	16.7	-5.6	0.0	66.7	66.7	45.5	30.3	-15.2
Madison	44.4	75.0	30.6	0.0	15.0	15.0				30.8	41.7	10.9
Wilmer-Hutchins	73.7	80.0	6.3	18.2	16.7	-1.5	83.3	66.7	-16.7	58.3	34.9	-23.4
ACE		63.6										

Note: Data reported as of 08/17/16. Updates received after 08/17/16 are not reflected in this report. Data reflects the results of all fall and spring STAAR EOC exams combined including non-first attempts. Change printed in green (red) if increase (decrease) is more than five percentage points. N/A indicates that there were 5 or less students in the data set and therefore not counted.

* State level STAAR EOC statistics for SY 2014-15 at the Phase-in 2, level II standard were not available.

Appendix B

Appendix B Table 1: Reading *TerraNova* and *SUPRA* by Feeder Pattern

Feeder Pattern	Special Education				All Students			
	KN	Grade 1	Grade 2	K-2	KN	Grade 1	Grade 2	K-2
District								
<i>TerraNova</i>	57.3	35.8	27.3	38.1	79.4	66.5	61.1	68.5
<i>SUPERA</i>	64.2	54.7	15.7	42.5	87.5	87.2	44.1	72.7
Adams								
<i>TerraNova</i>	47.4	27.3	42.2	38.1	83.6	66.5	70.3	73.1
<i>SUPERA</i>	63.6	37.5	15.4	37.5	90.1	87.9	49.7	77.1
Adamson								
<i>TerraNova</i>	N/A	N/A	0.0	0.0	75.0	64.7	49.2	62.6
<i>SUPERA</i>	37.5	60.0	0.0	23.1	84.3	90.7	34.4	69.3
Molina								
<i>TerraNova</i>	80.0	28.6	10.5	32.6	79.2	63.9	61.4	67.8
<i>SUPERA</i>	55.6	78.6	0.0	51.6	86.6	86.1	41.0	69.8
Hillcrest								
<i>TerraNova</i>	51.7	76.2	25.0	53.0	80.7	85.0	76.8	80.8
<i>SUPERA</i>	83.3	86.7	30.8	64.7	92.0	91.4	53.4	78.8
Jefferson								
<i>TerraNova</i>	40.6	40.7	30.8	37.6	69.9	58.4	62.9	63.7
<i>SUPERA</i>	62.5	43.8	16.7	40.0	88.2	86.8	46.3	74.0
Kimball								
<i>TerraNova</i>	44.7	30.0	17.4	33.3	72.5	61.3	64.1	65.6
<i>SUPERA</i>	40.0	0.0	N/A	21.4	86.8	85.2	39.1	69.5
Lincoln								
<i>TerraNova</i>	N/A	N/A	N/A	62.5	98.0	75.6	62.1	77.7
<i>SUPERA</i>	N/A	N/A		66.7	96.9	93.5	53.6	82.4
Pinkston								
<i>TerraNova</i>	57.1	32.0	35.7	42.0	70.7	60.3	59.9	63.3
<i>SUPERA</i>	71.4	70.0	16.7	52.8	86.4	85.7	40.8	71.3
Roosevelt								
<i>TerraNova</i>	40.0	0.0	6.3	10.7	79.3	66.0	50.4	63.8
<i>SUPERA</i>	N/A	N/A	16.7	36.4	82.7	91.4	40.0	69.8
Samuell								
<i>TerraNova</i>	50.0	35.0	31.3	37.5	75.3	69.4	60.9	68.2
<i>SUPERA</i>	55.6	66.7	14.3	44.7	85.1	86.5	44.5	71.8
Seagoville								
<i>TerraNova</i>	40.0	25.0	36.0	32.0	81.6	61.2	69.3	69.7
<i>SUPERA</i>	N/A	N/A	0.0	22.2	84.7	89.8	42.1	72.5
SOC								
<i>TerraNova</i>	85.7	33.3	25.0	36.5	85.2	68.7	51.8	66.9
<i>SUPERA</i>	N/A	N/A	N/A	60.0	82.9	86.3	40.7	73.3
Spruce								
<i>TerraNova</i>	65.2	27.8	26.3	36.1	78.5	62.4	55.5	65.3
<i>SUPERA</i>	60.0	61.5	28.6	50.0	88.5	93.6	49.7	76.7
Sunset								
<i>TerraNova</i>	76.5	52.6	28.0	49.2	86.2	71.9	65.7	73.9
<i>SUPERA</i>	N/A	53.8	0.0	35.7	86.6	84.9	46.9	71.8

Appendix B Table 1 continues

Appendix B Table 1 continued

Feeder Pattern	Special Education				All Students			
	KN	Grade 1	Grade 2	K-2	KN	Grade 1	Grade 2	K-2
White								
TerraNova	76.9	35.0	29.3	43.5	85.2	77.7	74.3	78.8
SUPERA	68.8	38.1	26.3	42.9	86.5	83.9	50.0	74.2
Wilson								
TerraNova	69.6	57.1	48.6	57.0	92.2	82.3	84.4	86.1
SUPERA	N/A	60.0	33.3	55.6	92.4	88.1	32.4	70.1
Carter								
TerraNova	60.0	45.5	31.3	43.2	81.8	66.5	52.6	66.0
SUPERA	N/A	N/A	N/A	N/A	87.6	84.9	45.3	71.7
North Dallas								
TerraNova	38.5	21.9	15.6	22.1	74.5	59.5	54.3	61.8
SUPERA	80.0	53.3	0.0	46.5	93.2	88.5	44.2	74.9
Skyline								
TerraNova	47.1	37.5	20.0	32.9	66.8	54.9	50.4	57.1
SUPERA	33.3	50.0	0.0	27.8	84.3	90.0	39.1	70.4
Conrad								
TerraNova	62.5	25.0	6.7	25.6	68.4	51.7	45.3	54.5
SUPERA	40.0	30.0	40.0	36.7	83.0	80.0	42.6	67.5
Madison								
TerraNova	70.0	46.7	0.0	38.9	71.9	64.6	42.1	58.8
SUPERA	N/A		N/A	50.0	98.6	82.9	36.0	70.1
Wilmer-Hutchins								
TerraNova	N/A	12.5	26.7	29.6	78.2	66.5	57.3	66.5
SUPERA	N/A	N/A	N/A	40.0	85.5	80.2	34.2	65.9
ACE								
TerraNova	66.7	33.3	37.5	40.5	86.7	66.1	52.6	67.9
SUPERA	N/A		N/A	20.0	86.0	90.1	47.9	74.7

Note: Data reported as of 08/02/16. Updates received after 08/02/16 are not reflected in this report. N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B table 2: Mathematics *TerraNova* by Feeder Pattern

Feeder Pattern	Special Education				All Students			
	KN	Grade 1	Grade 2	K-2	KN	Grade 1	Grade 2	K-2
District	40.6	25.8	24.9	29.4	59.5	52.3	57.0	56.2
Adams	43.3	33.3	33.9	36.0	63.0	54.9	62.3	59.9
Adamson	22.2	28.6	21.1	22.9	55.6	52.0	50.5	52.7
Molina	42.1	32.1	7.4	25.7	61.6	49.9	50.3	53.7
Hillcrest	54.5	45.9	13.8	39.4	78.5	64.1	68.6	70.5
Jefferson	37.8	21.4	38.1	32.6	60.3	55.1	60.1	58.4
Kimball	14.0	20.0	11.5	14.9	52.3	48.6	59.7	53.5
Lincoln	N/A	60.0	0.0	45.5	75.1	74.7	73.8	74.5
Pinkston	35.7	25.7	27.5	29.9	53.1	46.2	58.3	52.5
Roosevelt	50.0	9.1	9.5	15.8	47.8	46.0	48.8	47.5
Samuell	45.0	11.4	30.0	25.9	52.8	49.7	54.9	52.4
Seagoville	66.7	26.1	16.7	25.4	52.4	49.5	57.6	53.3
SOC	30.0	12.5	7.1	12.9	59.4	51.9	49.3	53.2
Spruce	60.5	30.6	26.9	37.4	65.4	59.4	57.5	60.7
Sunset	30.0	21.9	27.0	25.8	66.8	53.7	63.1	61.0
White	51.2	28.3	34.5	36.3	63.7	56.9	66.2	62.1
Wilson	59.3	54.5	45.5	51.9	83.9	73.1	76.0	77.4
Carter	18.2	7.1	0.0	7.0	55.2	47.7	39.2	46.9
North Dallas	42.9	8.2	22.2	21.3	62.8	45.1	50.6	52.3
Skyline	30.8	22.2	24.4	25.0	49.4	43.7	52.2	48.4
Conrad	30.8	16.0	20.0	20.6	45.0	41.7	49.1	45.2
Madison	46.2	35.7	6.7	28.6	43.7	43.7	40.0	42.4
Wilmer-Hutchins	16.7	0.0	35.3	22.6	51.5	38.5	50.9	47.2
ACE	37.5	50.0	36.8	41.5	59.7	51.9	53.1	54.7

Note: Data reported as of 08/02/16. Updates received after 08/02/16 are not reflected in this report. N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.