

2017-18 Evaluation of Special Education Program

Department of Evaluation and Assessment

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Superintendent of Schools*



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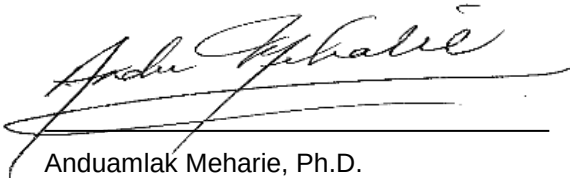
2017-18 Evaluation of Special Education Program

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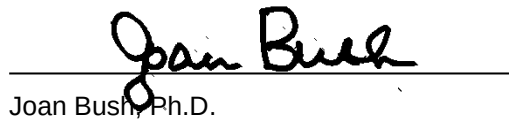
August 2018

Nick Grimberg, M.A.



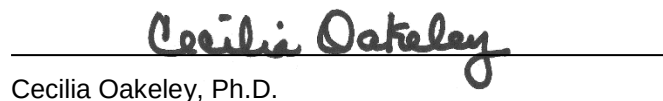
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2017-18 Evaluation of Special Education Program

Project Evaluator: Nick Grimberg, M.A.

ABSTRACT

The Dallas Independent School District (ISD) Special Education Department provides services and supports designed to meet the unique needs of children with disabilities. The purpose of this report was to summarize trends in the characteristics and academic performances of students served in special education. In addition, this evaluation summarized survey feedback from special education teachers, principals, and evaluators identifying potential challenges and areas for improvement.

- The Dallas ISD special education population was 12,871 students in the 2017-18 school year representing 8.2 percent of district enrollment. This was an increase in the number and percentage of students who received special education services in the 2016-17 school year (N = 12,154; 7.7%).
- Feedback from special education teachers, special education teacher assistants, principals, and assistant principals was generally positive. Two-thirds of respondents indicated that there was an improvement in the delivery of special education services this year (2017-18) compared to last year (2016-17), and, the process of evaluating students for special education services improved this year (2017-18) compared to last year (2016-17).
- A survey was designed to understand the activities and perceptions of special education evaluators during the 2017-18 school year. Almost sixty-five percent (64.5%) of evaluators disagreed that the transition to campus based locations had been a positive change.
- A higher percentage of Dallas ISD special education students were at Approaches Grade level or Above than students at the state level on all *State of Texas Assessments for Academic Readiness (STAAR)* 3-8 subjects. The percentage of special education students at Approaches Grade Level or Above increased on every *STAAR 3-8* and *STAAR End of Course (EOC)* exam.
- This evaluation recommends the special education program: communicate the necessity of following response to intervention (RTI) procedures to teachers and campus-based staff; recruit more bilingual special education diagnosticians and LSSPs; promote opportunities for evaluators to collaborate, access resources, and receive professional support; ensure special education evaluators have adequate campus support and resources to carry out their duties; and investigate the increasing *STAAR Alt 2* participation rate.

PROGRAM DESCRIPTION

Background Information

The Individuals with Disabilities Education Act of 1990 (IDEA) is the federal law that ensures students with disabilities are provided a free and appropriate public education. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youths with disabilities. Infants and toddlers with disabilities (birth-2 years) receive special education and related services under IDEA Part C and youths (ages 3-21 years) receive special education and related services under IDEA Part B. Under the No Child Left Behind Act of 2001 (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 grade-level as defined by the state content standards. The most recent reauthorization of the ESEA (1965), the Every Student Succeeds Act of 2015 (ESSA), replaced NCLB (2001) and granted states greater flexibility to set performance standards and determine goals and milestones.

Assessment results for students receiving special education services are collected for state and federal accountability systems. Students in grades three through eight are given *State of Texas Assessments for Academic Readiness (STAAR)* assessments in reading, writing, mathematics, science, and social studies. Students at the high school level are given *STAAR End of Course (EOC)* assessments in Algebra I, Biology, English I, English II, and United States History. In addition to the state and federal accountability systems which provided ratings for districts and campuses, the Texas Education Agency (TEA) has also developed an ancillary accountability system known as the Performance-Based Monitoring Analysis System (PBMAS). PBMAS reports annually on the performance of school districts in four program areas: bilingual education/English as a second language, career and technical education, selected Title I programs, and special education. The PBMAS report is produced at the district level only.

Purpose and Goal

The Dallas Independent School District (ISD) Special Education Department provides services and supports designed to meet the unique needs of children with disabilities. When parents or instructional staff suspect a student might have a disability, the student is referred for evaluation. An admission, review, and dismissal (ARD) committee, which includes parents, teachers, school administrators, and evaluation personnel, is assembled to review data and determine eligibility for special education services. Once a student is determined eligible for special education services, the ARD committee develops an individualized education program (IEP) articulating learning goals, services and supports, accommodations and modifications, and progress measurements. ARD committees also determine instructional placements suitable for educating special education students while also, to the maximum extent appropriate, placing special education students in the least restrictive environment (LRE) with non-special education peers. state assessment and graduation requirements are decided by a student's ARD committee.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to summarize trends in the characteristics and academic performances of students served in special education, specifically those indicators associated with the state, federal, and PBMAS accountability systems. In addition, this evaluation summarized feedback from special education teachers, principals, and evaluators identifying potential challenges and areas for improvement. This evaluation will:

1. Describe the characteristics of special education students and teachers.
2. Gather input from district personnel regarding challenges faced and perceived levels of support from the department of special education.
3. Monitor and report the performance of the special education program in official accountability measures including goals stated in the 2018 annual targeted improvement plan.
4. Continue to examine trends in the academic performances of students served in special education, adding new data.
5. Examine trends in dropout, graduation, and attendance rates of students served in special education, adding new data.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of students served in special education?

Methodology

Enrollment data for the 2017-18 school year were extracted from the district's student database, specifically the fall 2017 Public Education Information Management System (PEIMS) snapshot (last Friday in October 2017). Descriptive statistics for special education students enrolled in the district in the 2017-18 school year are presented by grade, race/ethnicity, gender, disability type, instructional setting, and feeder pattern among others. Enrollment totals may vary slightly across tables due to missing data for some variables (e.g. feeder pattern, primary disability, instructional setting).

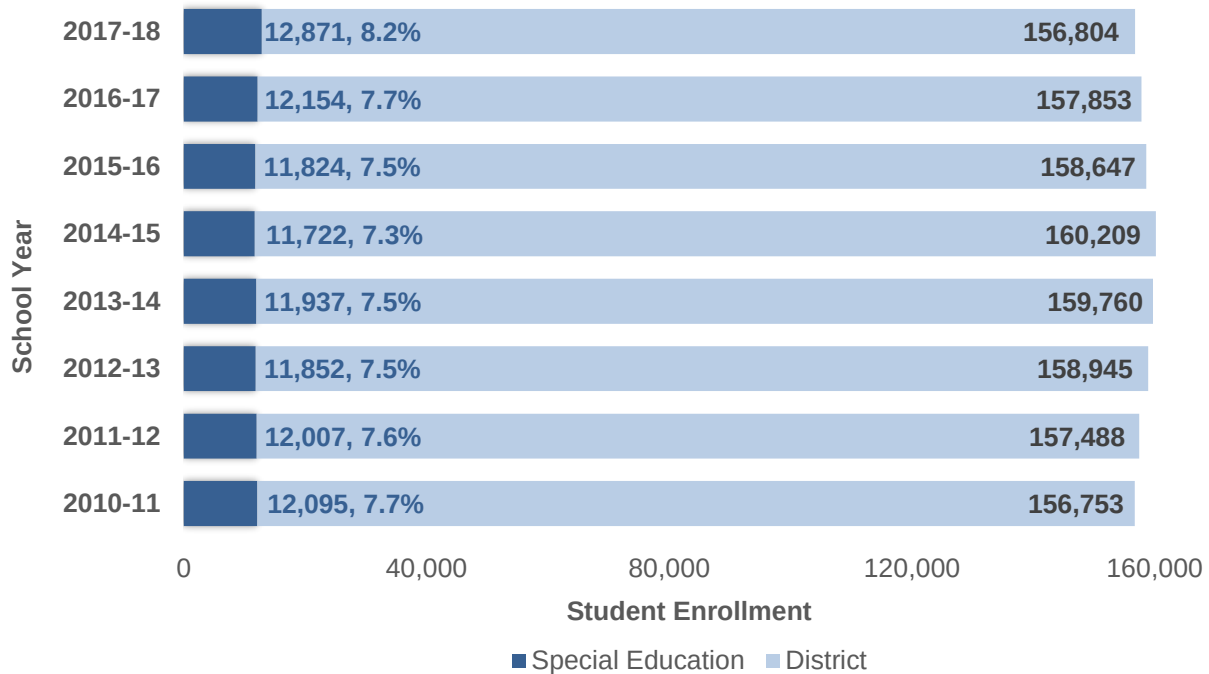
Results

The special education population in the district, as of October 27, 2017, was 12,871¹ students, representing 8.2 percent of district student enrollment. This was an increase from the number and percentage of students who received special education services in the 2016-17 school year (N = 12,154, 7.7%), according to enrollment numbers presented in the *2016-17 Evaluation of Special Education Program* (Grimberg, 2017).

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 (Home based Instruction); 81-89 (residential care and treatment facilities).

The number and percentage of district students served in special education (early childhood through grade twelve) was compared over an eight-year period from the 2010-11 school year through the 2017-18 school year (Figure 1). During this period, enrollment in special education averaged 12,058 students. The percentage of Dallas ISD students who were served in special education has increased by almost one percentage point since the 2014-15 school year.

Figure 1: Number and Percentage of Students Enrolled in the District and in Special Education: 2010-11 to 2017-18



Source: Dallas ISD Chancery student database: 10/27/17.

Table 1 compares the number and percentage of district special education students and non-special education students across feeder patterns. There is variation in the levels of special education representation by feeder pattern. The Wilmer-Hutchins, Intensive Support Network, ACE, Carter, and North Dallas feeder patterns reported the largest proportions of enrolled students who were served in special education (10.6%, 9.8%, 9.7%, 9.6%, and 9.6% respectively). The South Oak Cliff, Transformation & Innovation, Wilson, and Sunset feeder patterns, in contrast, reported the smallest proportions of special education students served (5.0%, 6.4%, 6.6%, and 6.9% respectively).

Table 1: Enrollment of Special Education Students by Feeder Pattern: 2017-18

Feeder Pattern	Special Education		General Education		Total
	N	%	N	%	N
Adams	854	8.6	9,104	91.4	9,958
Adamson	356	8.3	3,931	91.7	4,287
Molina	560	7.5	6,934	92.5	7,494
Hillcrest	452	8.3	4,998	91.7	5,450
Jefferson	648	8.3	7,197	91.7	7,845
Kimball	540	8.2	6,021	91.8	6,561
Pinkston	482	7.8	5,666	92.2	6,148
Roosevelt	195	7.8	2,295	92.2	2,490
Samuell	738	9.2	7,274	90.8	8,012
Seagoville	621	9.1	6,222	90.9	6,843
South Oak Cliff	274	5.0	5,228	95.0	5,502
Spruce	839	8.9	8,559	91.1	9,398
Sunset	577	6.9	7,785	93.1	8,362
White	731	8.2	8,209	91.8	8,940
Wilson	586	6.6	8,314	93.4	8,900
Carter	504	9.6	4,725	90.4	5,229
North Dallas	459	9.6	4,313	90.4	4,772
Skyline	916	8.2	10,201	91.8	11,117
Conrad	411	7.6	4,994	92.4	5,405
Wilmer-Hutchins	268	10.6	2,257	89.4	2,525
ACE	673	9.7	6,293	90.3	6,966
Intensive Support Network	977	9.8	8,942	90.2	9,919
Transformation & Innovation	175	6.4	2,539	93.6	2,714

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Feeder pattern data does not reflect total district enrollment because feeder patterns do not include students from the following TEA codes: 96 (Juvenile Justice), 299 (Hospital Elementary), 99 (Hospital Secondary), 102 (PK Partnership).

Table 2 provides demographic data for students who received special education services during the 2017-18 school year. Compared to the overall district percentage of African American students (22.5%), a greater proportion of special education students were African American (30.4%). Conversely, there was a smaller proportion of Hispanic students enrolled in special education (62.4%) than the percentage of Hispanic students in the district (70.0%). In addition, although males and females were equally represented in the district total population, two-thirds of special education students were male (67.5%), while one-third were female (32.5%). Almost thirty-six percent (35.5%) of special education students were English Learners (EL), which was less than the district proportion of EL students (44.2%). These findings were similar to data presented in the *2016-17 Evaluation of Special Education Program* (Grimberg, 2017).

Table 2: Number and Percentage of Special Education and General Education Students by Student Group: 2017-18

Variable	Special Education		General Education		Total	
	N	%	N	%	N	%
English Learner	4,570	35.5	64,703	45.0	69,273	44.2
Economically Disadvantaged	10,904	84.7	120,440	83.7	131,344	83.8
Homeless	2,339	1.6	156	1.2	2,495	1.6
Ethnicity						
Hispanic	8,035	62.4	101,775	70.7	109,810	70.0
African American	3,918	30.4	31,291	21.7	35,209	22.5
White	658	5.1	7,140	5.0	7,798	5.0
Asian	102	0.8	2,037	1.4	2,139	1.4
Native American	34	0.3	319	0.2	353	0.2
Pacific Islander	3	0.0	67	0.0	70	0.0
Two or More Races	121	0.9	1,259	0.9	1,380	0.9
Gender						
Female	4,188	32.5	72,617	50.5	76,805	49.0
Male	8,683	67.5	71,316	49.5	79,999	51.0

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Due to missing ethnicity data, 45 general education students did not have an ethnic group classification. Percentages may not equal 100 when added together due to rounding.

Table 3 displays the ethnicities of students enrolled in special education by grade. Enrollment in special education increased in every grade throughout the elementary level. The highest percentage of special education students was reported in grade five (9.3%). The lowest percentage was reported in pre-kindergarten (2.0%). Many students were not evaluated for special education services until they reached higher grade levels, at which time certain cognitive disabilities may have become more evident.

Table 3: Number and Percentage of Special Education Students by Ethnicity and Grade: 2017-18

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	235	2.9	121	3.1	28	4.3	8	7.8	1	2.9	0	0.0	1	0.8	394	3.1
PK	171	2.1	74	1.9	12	1.8	3	2.9	0	0.0	0	0.0	1	0.8	261	2.0
KN	373	4.6	121	3.1	46	7.0	8	7.8	4	11.8	0	0.0	10	8.3	562	4.4
1	519	6.5	181	4.6	57	8.7	4	3.9	1	2.9	0	0.0	12	9.9	774	6.0
2	682	8.5	276	7.0	81	12.3	9	8.8	3	8.8	0	0.0	8	6.6	1,059	8.2
3	706	8.8	320	8.2	49	7.4	7	6.9	4	11.8	0	0.0	13	10.7	1,099	8.5
4	706	8.8	344	8.8	69	10.5	11	10.8	3	8.8	0	0.0	16	13.2	1,149	8.9
5	755	9.4	350	8.9	66	10.0	6	5.9	4	11.8	2	66.7	9	7.4	1,192	9.3
6	692	8.6	338	8.6	45	6.8	7	6.9	2	5.9	0	0.0	12	9.9	1,096	8.5
7	566	7.0	316	8.1	41	6.2	2	2.0	4	11.8	0	0.0	7	5.8	936	7.3
8	604	7.5	307	7.8	32	4.9	6	5.9	2	5.9	1	33.3	2	1.7	954	7.4
9	664	8.3	351	9.0	39	5.9	11	10.8	2	5.9	0	0.0	12	9.9	1,079	8.4
10	502	6.2	308	7.9	28	4.3	5	4.9	1	2.9	0	0.0	10	8.3	854	6.6
11	423	5.3	266	6.8	29	4.4	6	5.9	2	5.9	0	0.0	3	2.5	729	5.7
12	437	5.4	245	6.3	36	5.5	9	8.8	1	2.9	0	0.0	5	4.1	733	5.7
Total	8,035	*99.9	3,918	*101.1	658	100.0	102	100.0	34	100.0	3	100.0	121	*99.9	12,871	100.0

Source: Dallas ISD Chancery student database: 10/27/17.

Note: EC = Early Childhood, PK = Pre-kindergarten, KN = Kindergarten. *Percentages when added together, may not equal 100 percent due to rounding.

As shown in Table 4, the most commonly reported primary disabilities of special education students across all school levels were learning disability (28.6%), autism (18.0%), and other health impairment² (16.3%). The least common primary disabilities for special education students across all school levels were deaf-blind, non-categorical early, and developmental delay (less than 0.01% of special education students in the district). The most common primary disabilities for elementary school students were speech impairment (25.8%), autism (23.6%) and other health impairment (16.5%). A higher percentage of special education students were reported with a learning disability in middle school (37.1%) and high school (47.3%) than students at the elementary school level (14.9%). Additionally, while 25.8 percent of elementary school students had a speech impairment, only 4.0 percent of special education students were classified with a speech impairment at the middle school level and only 1.2 percent at the high school level.

Table 4: Primary Disabilities of Special Education Students by School Level: 2017-18

Primary Disabilities	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Learning Disability	968	14.9	1,101	37.1	1,592	47.3	3,361	28.6
Autism	1,527	23.6	410	13.8	364	10.8	2,301	18.0
Other Health Impairment	1,072	16.5	588	19.8	427	12.7	2,087	16.3
Speech Impairment	1,670	25.8	120	4.0	39	1.2	1,829	14.3
Intellectual Disability	706	10.9	422	14.2	596	17.7	1,724	13.5
Emotional Disturbance	198	3.1	149	5.0	138	4.1	485	3.8
Auditory Impairment	172	2.7	113	3.8	115	3.4	400	3.1
Orthopedic Impairment	105	1.6	35	1.2	44	1.3	184	1.4
Visual Impairment	43	0.7	19	0.6	36	1.1	98	0.8
Traumatic Brain Injury	11	0.2	6	0.2	13	0.4	30	0.2
Developmental Delay	2	0.0	0	0.0	0	0.0	2	0.0
Non-categorical Early	2	0.0	0	0.0	0	0.0	2	0.0
Deaf-Blind	0	0.0	0	0.0	1	0.0	1	0.0
No Disability	2	0.0	2	0.1	0	0.0	4	0.0
Total	6,478	100.0	2,965	*99.8	3,365	100.0	12,808	100.0

Source: Dallas ISD Chancery student database: 10/27/17.

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

*Percentages may not equal 100 when added together due to rounding.

The most common primary disabilities for Hispanic students were: learning disability (30.9%), autism (19.4%), and speech impairment (15.9%) (Table 5). The most common primary disabilities for African American students were: learning disability (26.9%), other health impairment (21.3%), and intellectual disability (17.6%). The three most common disabilities for white students were: autism (25.0%), speech impairment (19.1%), and other health impairment (17.1%).

² "Other Health Impairment" is a disability category under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. It is characterized by a student having a chronic or acute health problem that limits the student's strength, vitality, or alertness that adversely affects educational performance. The health problem may include but is not limited to: Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), asthma, diabetes, epilepsy, heart condition, lead poisoning, leukemia, rheumatic fever, and Tourette's Syndrome.

Table 5: Primary Disabilities of Special Education Students by Ethnic Group: 2017-18

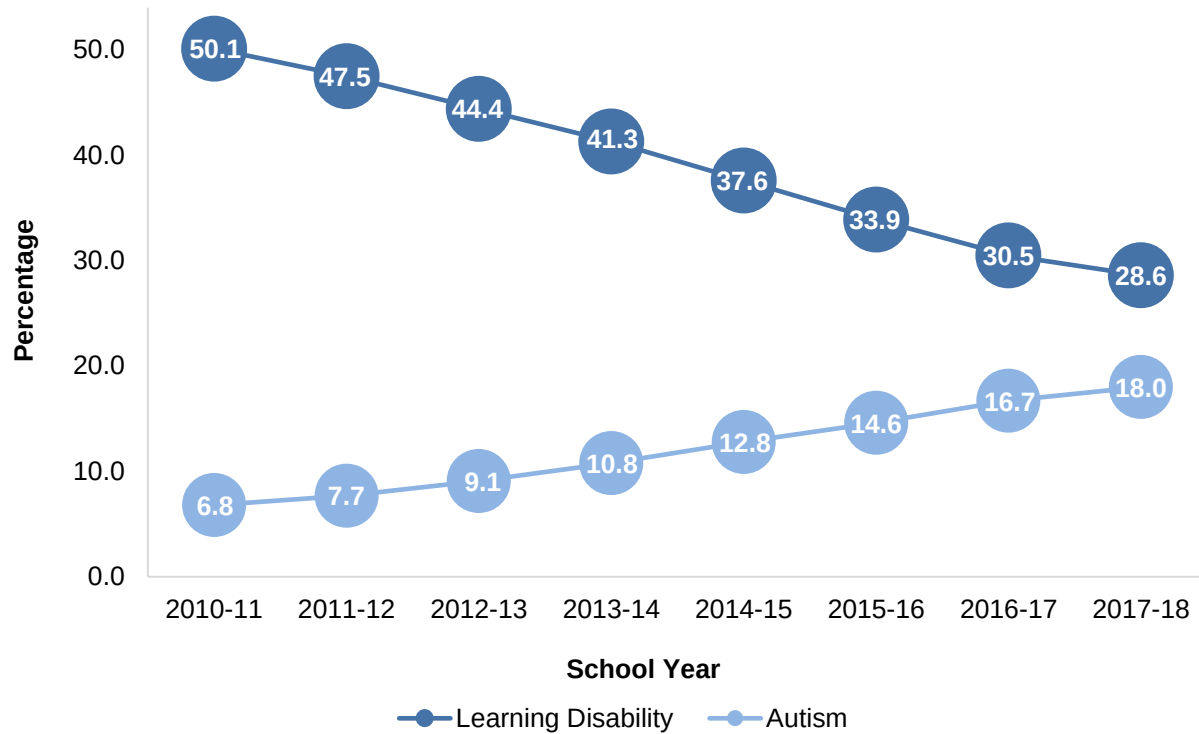
Primary Disabilities	Hispanic		African American		White		All SPED Students	
	N	%	N	%	N	%	N	%
Learning Disability	2,475	30.9	1,049	26.9	107	16.3	3,664	28.6
Autism	1,555	19.4	518	13.3	164	25.0	2,301	18.0
Other Health Impairment	1,091	13.6	829	21.3	112	17.1	2,089	16.3
Speech Impairment	1,272	15.9	384	9.9	125	19.1	1,829	14.3
Intellectual Disability	955	11.9	684	17.6	59	9.0	1,726	13.5
Emotional Disturbance	157	2.0	279	7.2	40	6.1	487	3.8
Auditory Impairment	295	3.7	73	1.9	22	3.4	400	3.1
Orthopedic Impairment	130	1.6	36	0.9	12	1.8	184	1.4
Visual Impairment	64	0.8	22	0.6	10	1.5	98	0.8
Traumatic Brain Injury	10	0.1	17	0.4	3	0.5	30	0.2
Developmental Delay	2	0.0	0	0.0	0	0.0	2	0.0
Non-categorical Early	1	0.0	1	0.0	0	0.0	2	0.0
Deaf-Blind	0	0.0	0	0.0	1	0.2	1	0.0
No Disability	1	0.0	3	0.1	0	0.0	4	0.0
Total	8,008	*99.9	3,895	*100.1	655	100.0	12,817	100.0

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Total is less than overall special education enrollment due to missing primary disability information. SPED = Special Education. All SPED students include students classified as Asian, Native American, Pacific Islander, and Two or More Races (N = 260; 2.0%). *Percentages may not equal 100 when added together due to rounding.

The two most common primary disabilities of special education students in the 2017-18 school year were compared over an eight-year period from the 2010-11 school year through 2017-18 school year (Figure 2). The percentage of students with a learning disability declined from 50.1 percent in the 2010-11 school year to 28.6 percent in 2017-18 school year. A report by Cortiella and Horowitz (2014) found that, since 2006, the number of students identified as having a learning disability has declined in almost every state. There were several possible explanations for this decline including increased attention and support for struggling students in early childhood education and changes in the criteria and means of identifying learning disabled students. In comparison, the percentage of district students reported to have autism nearly tripled from 6.8 percent to 18.0 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 nationally (Blumberg, Bramlett, Kogan, Schieve, Jones, & Lu, 2013). A study by Wazana, Bresnahan, and Kline (2007) found that increases in the diagnosis of autism across the United States were related to changes in the diagnostic criteria of behaviors constituting autism spectrum disorder. Although not shown in Figure 3, the primary disability category “other health impairment” has increased by 7.2 percentage points, intellectual disability has increased 1.6 percentage points, and the percentage of students reported to have a speech impairment has increased 0.7 percentage points.

Figure 2: Percentage of Special Education Students by Disabilities: 2010-11 to 2017-18



Source: Dallas ISD Chancery student database: 10/27/17.

As shown in Table 6, the largest percentage of special education students (37.4%) were placed into a mainstream educational setting where they received special education and related services in a general classroom for 100 percent of the school day, in accordance with their Individualized Educational Plan (IEP). The majority of middle and high school students were placed into mainstream educational settings (52.5% and 67.1% respectively) compared to only 15.1 percent of special education students in elementary school. Twenty-six percent (25.9%) of students enrolled in special education received services outside a general classroom for less than half the school day in a resource room. Resource room 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. A higher percentage of special education students at the elementary school level (33.4%) received services in a resource room for less than 20 percent of the day compared to middle school (18.5%) and high school students (6.6%). 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; 20.6 percent of special education students were in this type of setting. No instructional setting (11.9%) indicated that although students received special education services, such as speech therapy, an instructional setting was not appropriate. The full-time early childhood education (ECE) setting referred to children aged three through five who received full-time special education services but not in a mainstream setting (2.9% of students).

Table 6: Instructional Settings of Special Education Students by School Level: 2017-18

Instructional Settings	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Mainstream	978	15.1	1,551	52.5	2,249	67.1	4,778	37.4
Resource Room 1-20%	2,160	33.4	547	18.5	222	6.6	2,929	22.9
Resource Room 21-49%	177	2.7	138	4.7	64	1.9	379	3.0
Self-Cont M/M/S RC 50-60%	169	2.6	256	8.7	215	6.4	640	5.0
Self-Cont M/M/S RC 61%+	1,207	18.7	341	11.5	441	13.2	1,989	15.6
Full Time ECE Setting	360	5.6	3	0.1	3	0.1	366	2.9
No Instructional Setting	1,389	21.5	100	3.4	30	0.9	1,519	11.9
Vocational Adjustment Class	1	0.0	1	0.0	97	2.9	99	0.8
Homebound	21	0.3	14	0.5	23	0.7	58	0.5
Hospital Class	1	0.0	2	0.1	2	0.1	5	0.0
Residential Care Mainstream	0	0.0	0	0.0	1	0.0	1	0.0
Res Care Res Room 1-20%	2	0.0	0	0.0	0	0.0	2	0.0
Res Care Self-Cont M/M/S RC 61%+	2	0.0	0	0.0	2	0.1	4	0.0
Residential Non-Public School	1	0.0	0	0.0	2	0.1	3	0.0
Nonpublic Day School	1	0.0	2	0.1	0	0.0	3	0.0
Other Environment (ECI Only)	0	0.0	0	0.0	1	0.0	1	0.0
Total	6,469	*99.9	2,955	*100.1	3,352	*100.1	12,776	100.0

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Total is less than overall special education enrollment due to missing instructional settings data. *Percentages when added together may not equal 100 percent due to rounding.

The instructional settings of special education students by ethnic group is presented in Table 7. A smaller percentage of African American students were categorized as “no instructional setting” (8.1%) compared to Hispanic students (13.2%) and white students (17.4%). Overall, differences between ethnic groups in instructional setting placements were minimal.

Table 7: Instructional Settings of Special Education Students by Ethnic Group: 2017-18

Instructional Settings	Hispanic		African American		White		All SPED Students	
	N	%	N	%	N	%	N	%
Mainstream	2,967	37.1	1,524	39.3	208	32.0	4,778	37.4
Resource Room 1-20%	1,806	22.6	900	23.2	161	24.7	2,929	22.9
Resource Room 21-49%	239	3.0	114	2.9	18	2.8	379	3.0
Self-Cont M/M/S RC 50-60%	371	4.6	224	5.8	24	3.7	640	5.0
Self-Cont M/M/S RC 61%+	1,205	15.1	646	16.7	100	15.4	1,989	15.6
Full Time ECE Setting	235	2.9	108	2.8	14	2.2	366	2.9
No Instructional Setting	1,053	13.2	314	8.1	113	17.4	1,519	11.9
Vocational Adjustment Class	69	0.9	27	0.7	3	0.5	99	0.8
Homebound	34	0.4	18	0.5	4	0.6	58	0.5
Hospital Class	4	0.1	0	0.0	1	0.2	5	0.0
Residential Care Mainstream	0	0.0	0	0.0	1	0.2	1	0.0
Res Care Res Room 1-20%	2	0.0	0	0.0	0	0.0	2	0.0
Res Care Self-Cont M/M/S RC 61%+	1	0.0	0	0.0	2	0.3	4	0.0
Residential Non-Public School	1	0.0	1	0.0	1	0.2	3	0.0
Nonpublic Day School	1	0.0	1	0.0	1	0.2	3	0.0
Other Environment (ECI Only)	1	0.0	0	0.0	0	0.0	1	0.0
Total	7,989	*99.9	3,877	100.0	651	*100.4	12,776	100.0

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Total is less than overall special education enrollment due to missing instructional settings data. SPED = Special Education. All SPED students include students classified as Asian, Native American, Pacific Islander, and Two or More Races (N = 260; 2.0%). *Percentages may not equal 100 when added together due to rounding.

What were the characteristics of special education teachers?

Methodology

Demographic and credential data were extracted from the Dallas ISD personnel database on November 12, 2017. District job codes were used to identify full-time, active, professional special education teachers. Demographic information included gender, ethnicity, highest degree completed, and number of years teaching experience in the district.

Results

Number of Special Education Teachers

There were 1,036 special education teachers employed in Dallas ISD during the 2017-18 school year (Table 8). There were 442 (42.7%) special education teachers at the elementary school level, 191 (18.4%) at the middle school level, and 252 (24.3%) at the high school level. There were 151 (14.6%) special education teachers not assigned to an elementary, middle, or high school. These teachers taught at schools without fixed grade levels such as regional day schools for the deaf and multiple career centers and in centralized special education designations. The total number of special education teachers in the district has not changed significantly over the past three years (N = 48; 0.9%).

Table 8: Number and Percentage of Special Education and General Education Teachers: 2015-16 through 2017-18

School Year	Special Education		General Education		All Teachers
	N	%	N	%	N
2015-16	988	9.3	9,618	90.7	10,606
2016-17	1,013	9.7	9,404	90.3	10,417
2017-18	1,036	10.2	9,154	89.8	10,190
Change	48	0.9	-464	-1.4	-416

Source: Dallas ISD Personnel database, 11/15/15, 11/13/16, 11/12/17.

Demographic Characteristics of Special Education Teachers

Table 9 provides a summary of demographic and credential data for special education, general education, and all teachers in the district during the 2017-18 school year. Three quarters of special education teachers in the district were female (77.6%). A smaller percentage of special education teachers were Hispanic (8.9%) compared to general education teachers (32.3%) while a higher percentage were African American (54.3%) compared to general education teachers (33.8%). A higher percentage of special education teachers held a master's degree (35.2%) than general education teachers (23.0%). Fifty-nine percent (58.6%) of special education teachers held a bachelor's degree as their highest obtained degree. A higher percentage of special education teachers held a graduate degree (35.7%) than general education teachers (24.2%). Almost ten percent (9.8%) of special education teachers were in an alternative certification (AC) program which was lower than general education teachers (12.3%).

An analysis of annual teaching experience found that special education teachers had an average of 7.3 years in the district. This was higher than the average of all teachers in the district (6.4). A higher percentage of special education teachers (42.2%) had more than five years of experience working in the district compared to general education teachers (34.7%). Thirty-three percent (33.2%) of special education teachers had less than three years of experience. Fourteen percent (14.4%) of special education teachers had less than one year of experience in the district.

Table 9: Characteristics of Special Education Teachers: 2017-18

Characteristics	Special Education		General Education		All Teachers	
	N	%	N	%	N	%
Gender						
Female	804	77.6	6,364	69.5	7,168	70.3
Male	232	22.4	2,790	30.5	3,022	29.7
Ethnicity						
Hispanic	92	8.9	2,960	32.3	3,052	30.0
African American	563	54.3	3,095	33.8	3,658	35.9
White	348	33.6	2,723	29.7	3,071	30.1
Asian	29	2.8	279	3.0	308	3.0
Native American	4	0.4	82	0.9	86	0.8
Pacific Islander	0	0.0	15	0.2	15	0.1
Highest Degree Obtained						
Bachelor	607	58.6	6,210	67.8	6,817	66.9
Master	365	35.2	2,103	23.0	2,468	24.2
Doctoral	5	0.5	111	1.2	116	1.1
Missing Data*	59	5.7	730	8.0	789	7.7
Alternative Certification						
In AC Program	102	9.8	1,122	12.3	1,224	12.0
DISD Experience						
Newly hired	149	14.4	1,540	16.8	1,689	16.6
1-2 years	195	18.8	2,266	24.8	2,461	24.2
3-5 years	255	24.6	2,175	23.8	2,430	23.8
6-10 years	157	15.2	1,077	11.8	1,234	12.1
More than 10 years	280	27.0	2,096	22.9	2,376	23.3
Average Number of Years	7.3		6.3		6.4	

Source: Dallas ISD Personnel database: 11/12/17.

Note: *Highest degree obtained numbers may not add up to total populations due to missing data (N = 789; 7.7%). Percentages when added up may not equal 100 due to rounding.

What were teacher and principal perceptions of the special education program communication and support?

Methodology

A survey was constructed to understand the methods, nature, and quality of communication between the Special Education Department and all special education teachers, special education teacher assistants, principals, and assistant principals in the district. The survey utilized SurveyMonkey, an online survey development software. A link to the survey was sent to recipients on April 2nd, 2018 and remained open until April 27th, 2018. Altogether, 64.8 percent of survey recipients completed the survey (N = 1,519) including 72.7 percent of special education teachers (N=757), 52.5 percent of special education teacher assistants (N = 384), 69.3 percent of principals (N = 158), and 53.1 percent of assistant principals (N = 191). Refer to Appendix A for a more detailed breakdown of survey data by job category.

Results

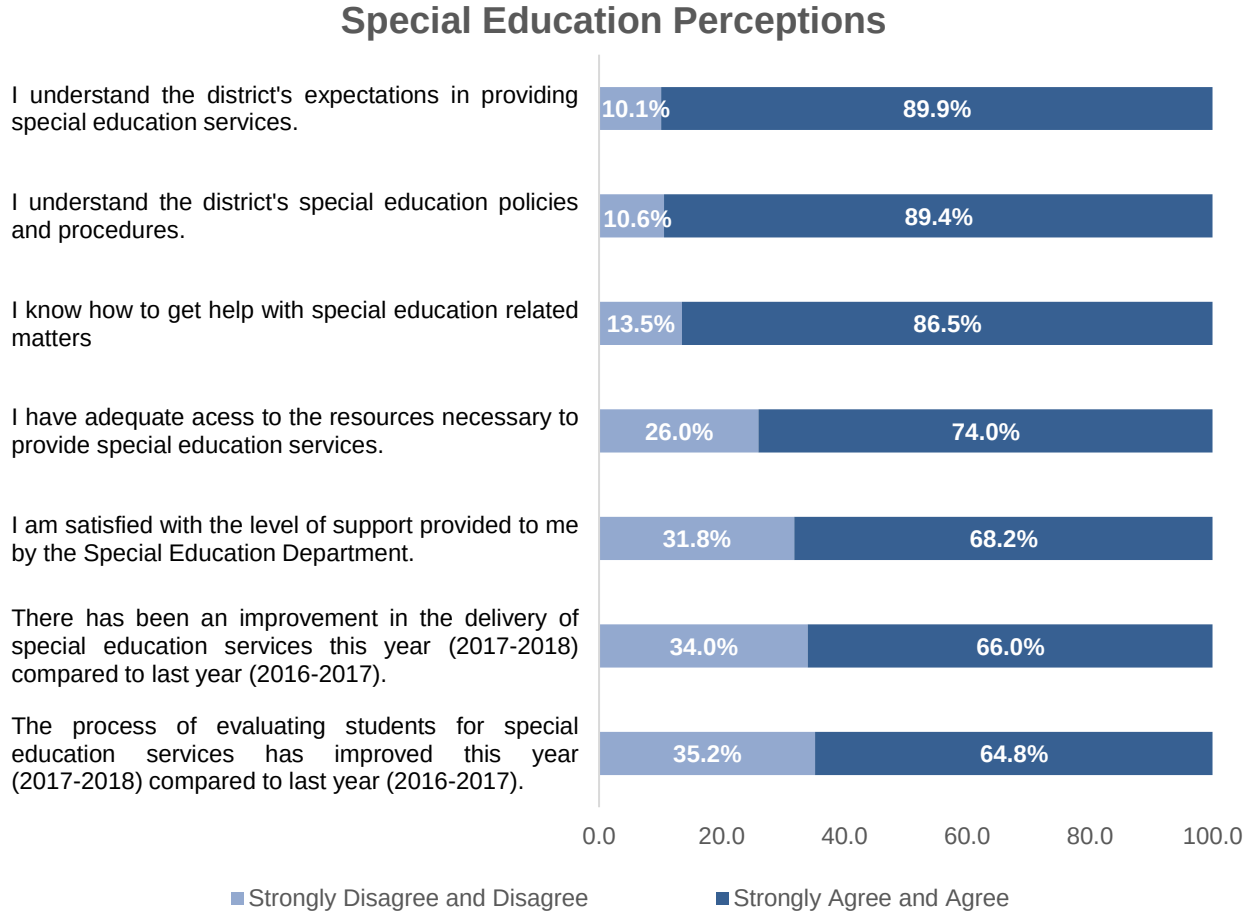
Feedback from special education teachers, special education teacher assistants, principals, and assistant principals was generally positive. Approximately two-thirds of applicable respondents indicated that there was an improvement in the delivery of special education services this year (2017-18) compared

to last year (2016-17), and, the process of evaluating students for special education services improved this year (2017-18) compared to last year (2016-17). Over 85 percent of applicable respondents understood the district's special education expectations, policies, procedures, and, how to get help with special education related matters. Three quarters (76.9%) of survey respondents who contacted the Special Education Department or an employee in the Special Education Department during the 2017-18 school year were satisfied with the customer service they received.

Almost three quarters (72.8%) of respondents contacted the Special Education Department or an employee in the Special Education Department during the 2017-18 school year (N = 1,106). Only 12.6 percent of respondents contacted the Special Education Department once during the 2017-18 school year. Almost forty percent (39.3%) of respondents contacted the Special Education Department two to four times while 23.0 percent contacted the Special Education Department five to nine times during the 2017-18 school year. A quarter (25.2%) of survey respondents contacted the Special Education Department more than ten times. The most common method of contact was email (74.7%), phone (71.6%), in person (39.9%), online campus request form (21.4%), and in writing (4.2%). Survey respondents were asked to select which topic(s) best matched the purpose(s) for contacting the Special Education Department from a list. The most commonly selected topics were: general question about guideline(s)/procedure(s) (38.9%), transportation (including bus monitor) (33.7%), behavior interventions/observations (33.1%), moving a student from a least restrictive environment (LRE) to a more restrictive environment (MRE) (26.7%), REVIEW 360 (23.9%), and ARD planning and preparation (21.5%).

Respondents were asked to indicate the level to which they agreed or disagreed with seven statements regarding special education (Figure 3). The response options were: strongly agree, agree, disagree, strongly disagree, and not applicable. The majority of applicable respondents selected agree or strongly agree to all statements indicating positive perceptions of Special Education Department customer service. Over 85 percent of applicable survey respondents strongly agreed or agreed to the statements: 'I understand the district's expectations in providing special education services' (42.6% strongly agree; 47.3% agree), 'I understand the district's special education policies and procedures' (39.3% strongly agree; 50.1% agree), and, 'I know how to get help with special education related matters' (38.8% strongly agree; 47.7% agree). Seventy-four percent (74.0%) of applicable respondents strongly agreed (26.5%) or agreed (47.5%) to the statement: 'I have adequate access to the resources necessary to provide special education services'. Sixty-eight percent (68.2%) of applicable respondents strongly agreed (24.8%) or agreed (43.4%) with the statement: 'I am satisfied with the level of support provided to me by the Special Education Department'. Almost two-thirds of applicable respondents strongly agreed or agreed to the statements: 'There has been an improvement in the delivery of special education services this year (2017-2018) compared to last year (2016-2017)' (21.3% strongly agree; 44.7% agree) and 'The process of evaluating students for special education services has improved this year (2017-2018) compared to last year (2016-2017)' (18.9% strongly agree; 45.9% agree).

Figure 3: Special Education Customer Service Survey Responses: Special Education Perceptions



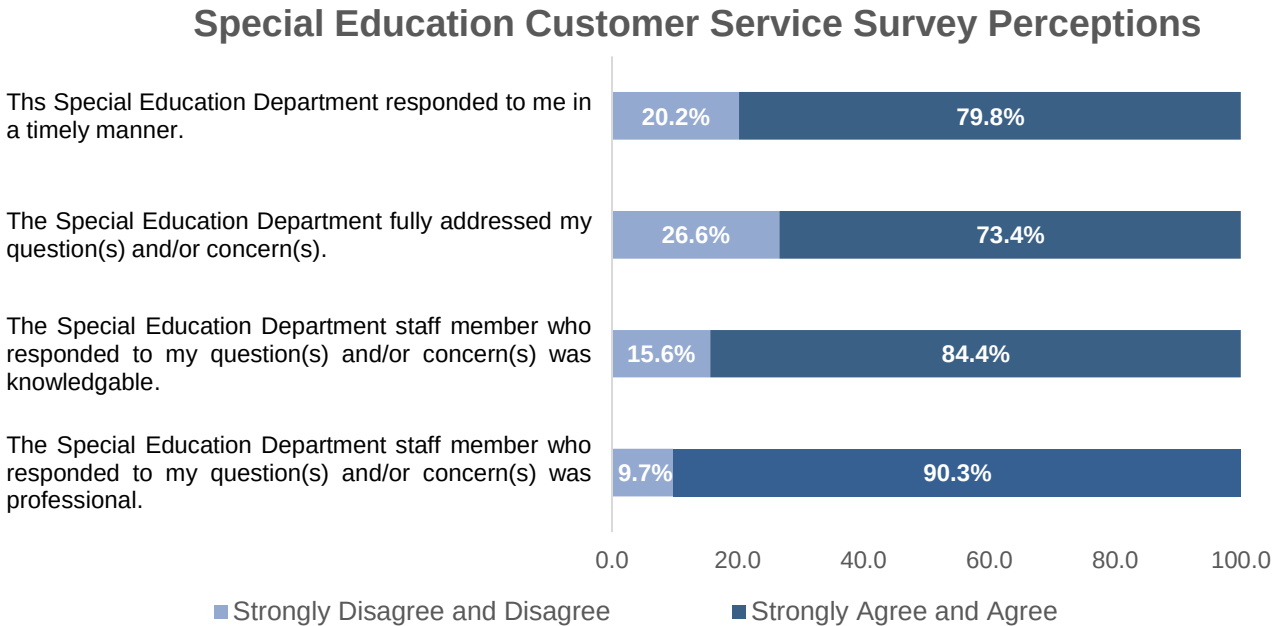
Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Survey responses to answer choice 'not applicable' were omitted from this chart. Refer to Appendix A for all responses. Percentages may not equal 100 when added together due to rounding.

As shown in Figure 4, almost eighty percent (79.8%) of applicable survey respondents strongly agreed (29.5%) or agreed (50.2%) to the statement: 'the special education department responded to me in a timely manner.' Seventy-three percent (73.4%) of applicable respondents strongly agreed (27.4%) or agreed (46.0%) to the statement: 'the Special Education Department fully addressed my question(s) and/or concern(s).' Eighty-four percent (84.4%) of applicable survey respondents strongly agreed (34.9%) or agreed (49.5%) to the statement: 'the Special Education Department staff member who responded to my question(s) and/or concern(s) was knowledgeable.' Ninety percent of applicable respondents (90.3%) strongly agreed (38.5%) or agreed (51.7%) to the statement: 'the Special Education Department staff member who responded to my question(s) and/or concern(s) was professional.' When asked, 'overall, how long did it take to receive assistance/support from the Special Education Department?' Thirty percent (30.2%) of respondents selected either 'much shorter than expected' (15.6%) or 'shorter than expected' (14.6%), 47.6 percent selected 'about what I expected', and 22.2 percent selected either 'longer than expected' (14.7%) or 'much longer than expected' (7.5%). Lastly, over three quarters (76.9%) of

respondents were satisfied with the customer service they received from the Special Education Department (37.5% very satisfied; 28.1% moderately satisfied; 11.3% slightly satisfied). About a quarter (23.1%) of survey respondents were dissatisfied with the customer service they received from the Special Education Department (8.4% very dissatisfied; 7.2% moderately dissatisfied; 7.4% slightly dissatisfied).

Figure 4: Special Education Customer Service Survey Responses: Special Education Customer Service Perceptions



Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Only respondents who contacted the Special Education Department or an employee in the Special Education Department were included in these survey items. Survey responses to answer choice 'not applicable' were omitted from this chart. Refer to Appendix A for all responses. Percentages may not equal 100 when added together due to rounding.

What were the activities and perceptions of special education evaluators?

Methodology

A survey was developed to understand the activities and perceptions of special education evaluators (diagnosticians and licensed specialists in school psychology (LSSP)) during the 2017-18 school year. Survey items were crafted based on feedback from three special education evaluators at informal meetings. The survey was designed using SurveyMonkey, an online survey development software and sent to all campus based special education diagnosticians and LSSPs in the district on March 19th, 2018 and remained open until March 30th, 2018. Altogether, 82.2 percent of recipients completed the survey (N = 88) including 79.8 percent of campus based diagnosticians (N = 67) and 84.0 percent of campus based LSSPs (N = 21). Refer to Appendix B for a more detailed breakdown of survey data by job title.

Results

In contrast to the positive feedback from special education teachers and principals, feedback from evaluators regarding their transition to campus-based work spaces was generally negative. Approximately sixty percent of evaluators disagreed that the transition to campus based locations had been a positive

change or benefited students and their families. Over seventy percent of survey respondents (71.6%) believed that the transition to campus based locations had not improved the response time in conducting evaluations. Sixty-one percent (61.4%) of respondents indicated that they did not have adequate access to the professional resources (e.g. software, assessments, forms, etc.) needed to complete their work duties. About half of evaluators did not believe that their physical work space was appropriate for fulfilling their work duties. Only 3.4 percent of evaluators indicated that more than half of initial referral folders included adequate RTI interventions. Almost ninety percent (89.7%) of evaluators indicated that less than a quarter of initial referral folders included adequate RTI interventions.

Over three quarters of evaluators (76.1%) indicated that they did not conduct bilingual evaluations. When non-bilingual evaluators were asked, 'do you have trouble finding an interpreter to communicate with non-English speaking students or parents?' 9.0 percent selected 'always', 16.4 percent selected 'frequently', 55.2 percent selected 'sometimes', and 19.4 percent selected 'never'. Students were referred to special education evaluation by teachers, who demonstrated RTI interventions, or, by parents when prompted by a parent request letter. A high volume of letters from parents requesting special education evaluation is concerning because it suggests that teachers and school staff are not identifying students with potential disabilities or intervening to support students. Additionally, teacher referrals, which include RTI documentation, sometimes identify and address areas of concern and reduce the workload required for evaluators. When asked, 'approximately what percentage of initial evaluations were referred through parent requests during the current school year (2017-2018)?' 20.5 percent of respondents selected 'all', 42.0 percent selected '76% to 99%', 13.6 percent selected '51 percent to 75%', and 23.9 percent selected a category of less than 50 percent. Evaluators were asked, 'approximately what percentage of initial referral folders included adequate RTI interventions?' Only 3.4 percent of respondents selected a category over 50 percent. Forty-two percent (42.0%) selected 'none', and 47.7 percent selected '1% to 25%'.

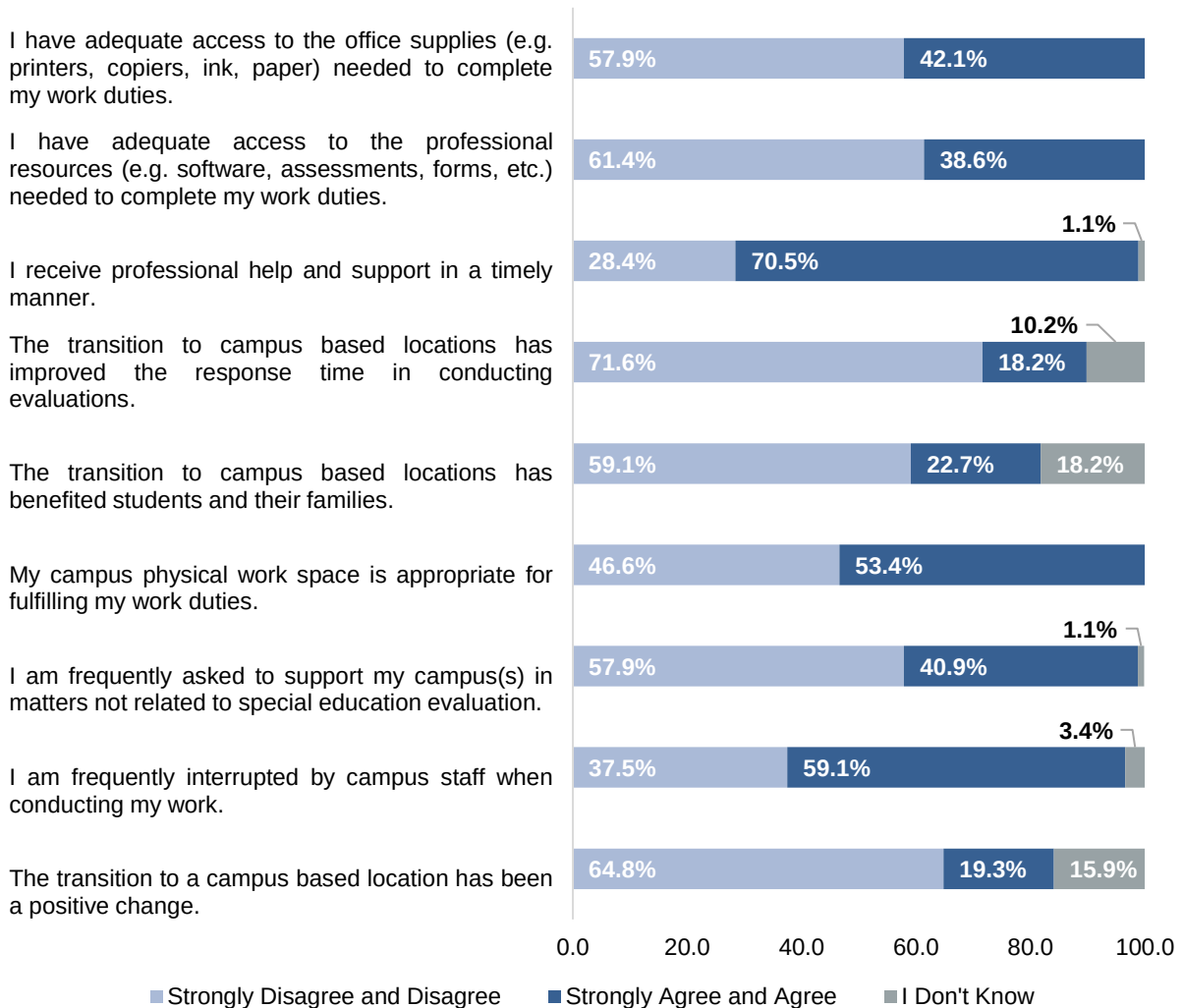
Evaluators were asked to select the level to which they agreed or disagreed with nine statements regarding their work and the transition to campus based locations during the 2017-18 school year (Figure 5). Response options were: strongly agree, agree, disagree, strongly disagree, and I don't know. The majority of evaluators agreed to the statements: 'I receive professional help and support in a timely manner' (22.7% strongly agree; 47.7% agree), and, 'my campus physical work space is appropriate for fulfilling my work duties' (18.2% strongly agree; 35.2% agree). Almost sixty percent (59.1%) of respondents strongly agreed (37.5%) or agreed (21.6%) to the statement: 'I am frequently interrupted by campus staff when conducting my work.' Fifty-eight percent (57.9%) of evaluators strongly disagreed (15.9%) or disagreed (42.0%) to the statement: 'I am frequently asked to support my campus(s) in matters not related to special education evaluation.'

Almost sixty-five percent (64.5%) of evaluators strongly disagreed (33.0%) or disagreed (31.8%) that, 'the transition to a campus based location has been a positive change.' Over seventy percent of survey respondents (71.6%) strongly disagreed (46.6%) or disagreed (25.0%) to the statement: 'The transition to campus based locations has improved the response time in conducting evaluations.' Almost sixty percent

(59.1%) of respondents strongly disagreed (28.4%) or disagreed (30.7%) that, 'the transition to campus based locations has benefited students and their families.' Sixty-one percent (61.4%) of respondents strongly disagreed (28.4%) or disagreed (33.0%) to the statement: 'I have adequate access to the professional resources (e.g. software, assessments, forms, etc.) needed to complete my work duties.' Fifty-eight percent (57.9%) of evaluators strongly disagreed (19.3%) or disagreed (38.6%) with the statement: 'I have adequate access to the office supplies (e.g. printers, copiers, ink, paper) needed to complete my work duties'. When asked, 'how can the district improve special education evaluation?' the most common open-ended responses were: promote SST (student support team) / RTI (response to intervention) procedures (N=20), increase access to professional resources (e.g. test scoring software, testing materials, protocols, etc.) (N = 19), establish a central location for resources, collaboration, and support (N = 18), hire more evaluators (N = 17), and increase pay (N = 10).

Figure 5: Special Education Evaluator Survey

Special Education Evaluator Survey



Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: Percentages may not equal 100 when added together due to rounding.

How did the special education program perform on the 2017 PBMAS Report?

Methodology

TEA Performance-Based Monitoring staff developed the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools. School improvement staff monitors and supports intervention activities within this data-driven and performance-based system. If noncompliance, student performance, or program effectiveness concerns are identified, school districts are required to participate in activities and may be subjected to additional sanctions and interventions, including on-site reviews. Program areas within PBMAS reports include bilingual education/English as a second language (BE/ESL), career and technical education (CTE), certain Title I programs, and special education.

Each indicator is assigned a numeric performance level, ranging from zero to three. A performance level of zero indicates that the state standard was met. Indicator measures not meeting the standard are assigned performance levels of one to three, higher performance levels signifying areas of concern. Districts that receive high numbers of performance levels of two and higher are required to submit reports to TEA addressing indicators of concern. These reports include 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), and possibly a targeted improvement plan (used to guide district and campus planning for improved student performance or program effectiveness). Furthermore, the special education program of each school district is staged for intervention based on the mean of all PBMAS special education performance levels. The special education program of the Dallas ISD was rated stage three for the 2016-17 school year requiring interventions in the 2017-18 school year.

In previous years, PBMAS calculated the difference between the proportion of African American, Hispanic, and English Learner (EL) students in overall district enrollment and the percentage of African American, Hispanic, and EL students receiving special education services. Additionally, the percentage of district students receiving special education services was reported and assigned performance levels of one to three if higher than 8.5 percent. These performance level indicators were eliminated in the 2017 PBMAS Report over concerns (accompanied by a U.S. Department of Education investigation) that these indicators discouraged the enrollment of students into special education services. As a result, this report excludes the now discarded special education measures of disproportionality. Special education performance level indicators include *STAAR 3-8* and *STAAR EOC* passing rates, special education program participation rates, dropout/graduation rates, and special education representation.

Results

The three-year performances of the district on PBMAS special education program area indicators are shown in Table 10. The performance of Dallas ISD special education on *STAAR 3-8* exams has improved on every subject over the past three years. The percentage of special education students reaching the PBMAS *STAAR* passing rate (PBMAS label) on *STAAR* exams has increased 14.4 percentage

points in science, 11.7 percentage points in mathematics, and 10.0 percentage points in social studies, 5.7 percentage points in reading, and 4.9 percentage points in writing. The performance of the district on special education *STAAR* year-after-exit performance level indicators slightly increased from the 2015 report to the 2017 report. The district primarily received performance levels of one and two for these indicators reflecting high levels of performance. Progress on special education *STAAR EOC* indicators over the last three years was mixed. *STAAR EOC* Performance improved in mathematics (13.0 percentage points) and social studies (7.0 percentage points). The percentage of special education students who reached the PBMAS special education *STAAR EOC* passing rate decreased in *STAAR EOC* English Language Arts (-3.8 percentage points) and Science (-2.4 percentage points). It should be noted that the cut points for these indicators changed between the 2014-15 school year and the 2016-17 school year. The percentage of special education students tested with a *STAAR Alternative 2* version of the *STAAR* exam has increased (4.1 percentage points) since the 2014-15 school year.

PBMAS special education program setting performance indicators monitor the placements of special education students into selected educational programs and classroom instructional settings. Over the past three years, the percentage of special education students served in regular early childhood programs has increased which resulted in a positive performance level of zero for the district in 2017. The district received a performance level of zero on the 'special education regular class more than 80.0 percent of the school day' performance level indicator over the past three years. However, the percentage of Dallas ISD special education students placed in a 'regular class less than 40.0 percent of the day' has more than doubled from 7.7 percent in the 2014-15 school year to 16.7 percent in the 2016-17 school year. The PBMAS special education annual dropout rate has remained stable over the past three years and was 2.2 percent in 2016-17. Similarly, the special education graduation rate has remained fairly stable and was 74.1 percent in 2016-17.

Table 10: Dallas ISD Special Education Program Area Performance: 2017 PBMA Report

Indicator	2015			2016			2017		
	N	%	PL	N	%	PL	N	%	PL
Special Education STAAR 3-8 Passing Rate									
Mathematics	5,582	34.7	3	5,641	39.8	3	5,665	46.4	2
Reading	5,593	32.3	3	5,660	34.8	3	5,695	38.0	3
Science	1,929	27.9	3	1,875	37.9	3	1,916	42.3	2
Social Studies	898	22.3	4	924	26.2	3	857	32.3	3
Writing	1,816	24.3	4	1,758	31.3	3	1,925	29.2	3
Special Education Year-After-Exit STAAR 3-8 Passing Rate									
Mathematics	326	61.0	1	333	62.2	1	323	65.6	1
Reading	337	58.2	2	336	51.8	2	332	60.8	1
Science	97	61.9	1	101	60.4	1	104	62.5	1
Social Studies	25	46.5	2	28	47.6	2	38	47.4	2
Writing	118	44.9	3	118	48.3	3	112	45.5	3
Special Education STAAR EOC Passing Rate									
Mathematics	1,019	33.0	3	1,151	38.0	3	1,208	46.0	2
Science	908	51.2	1	985	45.6	3	1,018	48.8	3
Social Studies	709	50.8	1	802	55.7	2	760	57.8	2
English Language Arts	2,763	26.2	RO	2,395	22.5	3	2,444	22.4	3
STAAR Test Version Participation									
STAAR Alt 2 Participation	1,054	16.6	2	1,208	19.2	3	1,309	20.7	3
Special Education Program Settings									
SPED Regular Early Childhood Program Rate (Ages 3-5)	845	18.3	2	860	15.7	2	*	23.3	0
SPED Regular Class $\geq$ 80% Rate (Ages 6-21)	4,913	71.3	0	10,704	76.1	0	*	74.7	0
SPED Regular Class $<$ 40% Rate (Ages 6-21)	5,781	7.7	0	10,704	14.9	1	*	16.7	1
Special Education Dropout/Graduation									
SPED Annual Dropout Rate	5,888	2.1	0	5,887	2.7	1	5,833	2.2	0
SPED Graduation Rate	701	72.6	1	665	72.8	1	667	74.1	1

Source: Texas Education Agency 2017 PBMA Report for Dallas ISD. Detailed information about the calculation of rates and assignment of performance levels can be found at <http://tea.texas.gov/pbm/PBMAManuals.aspx>

Note: PL = Performance Level Indicator, SPED = Special Education, RO = Report Only. An asterisk (*) is used to mask data to protect student confidentiality.

Dallas ISD performances on special education PBMA indicators were compared to the state level in Table 11. The 2017 average of all Dallas ISD special education performance level indicators was 1.8 which resulted in the special education program of the district to be rated stage three requiring interventions. The average of all performance level indicators on the 2017 PBMA State Report was 1.5 which would have been assigned stage two if the state of Texas was assigned PBMA performance levels. Dallas ISD and state special education student performances on STAAR 3-8 exams were similar (less than 3.0% difference on all subjects). The district received one performance level worse on all STAAR year-after-exit indicators compared to the state reflecting lower passing rates. The state of Texas outperformed Dallas ISD on the STAAR EOC performance indicators, particularly the STAAR EOC Science performance level indicator (6.0 percentage points) and the STAAR EOC Social Studies performance level (3.3 percentage points). In addition, a higher percentage of Dallas ISD special education students were tested with a STAAR Alternate 2 version of the exam (20.7%) compared to students at the state level (13.8%).

Dallas ISD had a higher percentage of special education students enrolled in 'regular classes more than 80 percent of the school day' (74.7%) than state special education students (68.7%). Dallas ISD received the same performance levels as the state on the special education 'regular early childhood program rate (ages 3-5)' and 'special education regular class less than 40.0 percent of the day' performance indicators. A larger percentage of district students dropped out of school (2.2%) in the 2017 report than in the state (2.0%). Conversely, a smaller percentage of district special education students graduated (74.1%) in the 2017 report compared to students at the state level (77.9%).

Table 11: Dallas ISD and State Special Education Program Area Performance: 2017 PBMAS Report

Indicator	District			State		
	N	%	PL	N	%	PL
Special Education STAAR 3-8 Passing Rate						
Mathematics	5,665	46.4	2	217,602	49.2	2
Reading	5,695	38.0	3	218,524	40.8	2
Science	1,916	42.3	2	72,534	42.1	2
Social Studies	857	32.3	3	34,556	31.1	3
Writing	1,925	29.2	3	73,626	30.4	3
Special Education Year-After-Exit STAAR 3-8 Passing Rate						
Mathematics	323	65.6	1	19,064	79.3	0
Reading	332	60.8	1	19,421	72.1	0
Science	104	62.5	1	5,494	74.9	0
Social Studies	38	47.4	2	2,076	62.3	1
Writing	112	45.5	3	6,316	58.8	2
Special Education STAAR EOC Passing Rate						
Mathematics	1,208	46.0	2	46,921	47.1	2
Science	1,018	48.8	3	41,924	54.8	3
Social Studies	760	57.8	2	31,597	61.1	1
English Language Arts	2,444	22.4	3	96,012	23.9	3
STAAR Test Version Participation						
STAAR Alt 2 Participation	6,335	20.7	3	241,308	13.8	2
Special Education Program Settings						
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	23.3	0	46,617	30.5	0
SPED Regular Class >=80% Rate (Ages 6-21)	*	74.7	0	430,038	68.7	1
SPED Regular Class <40% Rate (6-21)	*	16.7	1	423,094	14.8	1
Special Education Dropout/Graduation						
SPED Annual Dropout Rate	5,833	2.2	0	214,648	2.0	1
SPED Graduation Rate	667	74.1	1	29,071	77.9	1

Source: Texas Education Agency 2017 PBMAS Report for Dallas ISD and 2017 PBMAS State Report. Detailed information about the calculation of rates and assignment of performance levels can be found at <http://tea.texas.gov/pbm/PBMASManuals.aspx>

Note: PL = Performance Level Indicator, SPED = Special Education. An asterisk (*) is used to mask data to protect student confidentiality.

What were the special education targeted intervention problem statements and intervention plans?

Methodology

As mentioned previously, based on PBM data from the 2016-17 school year, the Dallas ISD special education program was rated stage three for the 2017-18 school year. Consequently, a Targeted Improvement Plan was completed and sent to TEA containing two goals each accompanied by a problem statement, root cause, strategy, and activities for the 2017-18 school year. Each stated goal included short-term, intermediate, and long-term activities and expected outcomes. Two of the three goals were related to special education.

Results

The following goals, problem statements, root causes, and strategies are reproduced from the 2018 Dallas ISD Targeted Improvement Plan. The short-term, intermediate, and long-term activities and outcomes are shown in Tables 12 and 13.

Goal #1: Students participating in both CTE and Special Education will have a passing rate of 33.3% on the 2017-18 English *STAAR EOC*.

Problem Statement #1: Students participating in both CTE and Special Education have a passing rate of 16.8% on the 2017-18 English *STAAR EOC* which is 43.2 percentage points below the PBMA cut score.

Root Cause #1: Teachers need additional support in scaffolding instruction specifically for special education students to address English EOC reading and writing skills and processes in the CTE classroom.

Strategy #1: Create an awareness of the problem, provide professional development/follow up to address effective and routine use of high impact writing strategies and processes for special education students in the CTE classroom, and plan for curriculum development that specifically addresses the needs of special education students in writing.

Table 12: Goal #1 Targeted Improvement Plan and Activity Schedule: 2017-18

Time Frame	Activities	Expected Outcomes
Q1 (August, September, October)		
Short-Term	Conduct campus based data analysis focusing on specific student groups.	Campus data presentations
Intermediate	Implement New Teacher Academy (NTA) and ongoing PD including focus on literacy for CTE/SPED.	95% of new teachers hired by August 1 attended NTA.
Q2 (November, December, January)		
Short-Term	Six weeks common assessment data analysis.	Adjust instruction and plan PLCs according to areas of need.
Intermediate	Providing ongoing, individualized campus support	Respond to 100% of requests for individualized support
Q3 (February and March)		
Short-Term	Disseminate scholarly articles related to writing/CTE.	100% of the campus principals and CTE teachers will receive bimonthly newsletter with targeted articles
Intermediate	Conduct campus walkthroughs.	Critical Needs identified will be shared with campus leadership.
Q4 (April, May, June)		
Short-Term	Summer PD catalog reflects continued areas of need.	100% of courses offered align with critical area needs
Intermediate	Identify continued PD and support, based on assessment, implementation data and survey results.	100% of courses are reviewed and adjusted for the summer and fall PD plan.
Long-Term		
Semester 1	Create a comprehensive Curriculum Design Project with a 3-year timeline to include: Budget, Timeline, Hiring Plan, Curriculum Framework, Quality Controls, Communication Plan, Feedback/Improvement Cycle, Training Plan, Platform Design, Audit. Begin an awareness campaign with professional development modules for key stakeholders across the district to: Create a common definition of curriculum, Form shared beliefs about what curriculum should do, and create a consistent framework for curriculum unit presentation with key components defined. Special emphasis will be placed on providing modified/accommodated curriculum for English Learners and Special Education students.	Establishing common language and belief system about curriculum and how it supports Special Education students and English Learners within specific content areas by gaining input from a minimum of 500 stakeholders.
Semester 2	Hiring and training staff to write curriculum units for Reading Language Arts and Writing that include specialized support for English Learners and Special Education students to be implemented in 2018-2019	A minimum of the First and Second six weeks curriculum units will be completed by June for all Reading Language Arts and Writing courses offered in Dallas ISD.

Source: Data provided by staff in the evaluation and assessment department on 11/30/17.

Goal #2: Students participating in Special Education services in grades 4 and 7 will have a passing rate of 43% on the 2017-18 STAAR writing assessment.

Problem Statement #2: Students participating in Special Education services in grades 4 and 7 have a passing rate of 29.2% on the 2017-18 STAAR writing assessment, which is 40.8 percentage points below the PBMAS cut off.

Root Cause #2: Teachers need additional support to effectively and routinely implement high impact writing strategies and processes targeting special education students.

Strategy #2: Create an awareness of the problem, provide professional development/follow up to address effective and routine use of high impact writing strategies and processes for special education students,

and plan curriculum development that specifically addresses the needs of special education students in writing.

Table 13: Targeted Improvement Plan Goal #2 and Activity Schedule: 2017-18

Time Frame	Activities	Expected Outcomes
Q1 (August, September, October)		
Short-Term	Literacy Plan Professional Development for Principals, Teachers, New Teachers, and CICs. Writing Plan Analysis Review hosted by School Leadership at Principal's Meeting in October.	Revised writing plans; implementation of a literacy plan at each campus.
Intermediate	Academic Rigor Part II was required for all teachers and an ESL specific session was offered to all ESL teachers and new teachers.	Teachers who attended the sessions were able to implement the literacy framework in their classrooms.
Q2 (November, December, January)		
Short-Term	Reviewing common assessment data through the lens of outcomes for specific student groups and identify trends by progress measure.	Successfully identify increases in student group achievement and identify trends for future planning.
Intermediate	Targeted PD; classroom learning walks and observations; PLCs; lesson plan support from CICs and Specialists.	Teachers adjust instruction based on feedback.
Q3 (February and March)		
Short-Term	Interventions based on ACP data.	Increase in student achievement for target group of 5% on writing ACP
Intermediate	Progress monitoring; biweekly data checks for targeted students.	Targeted students improve performance in writing.
Q4 (April, May, June)		
Short-Term	Survey teachers, principals, and CICs to receive feedback on awareness activities.	A positive response will be given by at least 75% of respondents.
Intermediate	Survey PD and Campus Support and utilize data as needs assessment for PD and support next year.	PD and Support are aligned to needs of teachers and students.
Long-Term		
Semester 1	Create a comprehensive Curriculum Design Project with a 3-year timeline to include: Budget, Timeline, Hiring Plan, Curriculum Framework, Quality Controls, Communication Plan, Feedback/Improvement Cycle, Training Plan, Platform Design, Audit. Begin an awareness campaign with professional development modules for key stakeholders across the district to: Create a common definition of curriculum, Form shared beliefs about what curriculum should do, and create a consistent framework for curriculum unit presentation with key components defined. Special emphasis will be placed on providing modified/accommodated curriculum for English Learners and Special Education students.	Establishing common language and belief system about curriculum and how it supports Special Education students and English Learners within specific content areas by gaining input from a minimum of 500 stakeholders.
Semester 2	Hiring and training staff to write curriculum units for Reading Language Arts and Writing that include specialized support for English Learners and Special Education students to be implemented in 2018-2019	A minimum of the First and Second six weeks curriculum units will be completed by June for all Reading Language Arts and Writing courses offered in Dallas ISD.

Source: Data provided by staff in the evaluation and assessment department on 11/30/17.

What were the trends in the academic performances of students served in special education?

Methodology

TerraNova is a normed-referenced achievement test designed to provide achievement data for students in kindergarten through grade two. *TerraNova* replaced the *Iowa Test of Basic Skills (ITBS)* in the 2015-16 school year. Norm-referenced scores describe individual student performance relative to the performance of a large, nationally representative group of students. The measure used for these tests to determine grade level proficiency was the percentage of students at or above the 40th percentile. Special education students were assessed in reading and mathematics on *TerraNova*.

STAAR tests in reading and mathematics were administered to all Dallas ISD students in grades three through eight. Students in grades four and seven were administered writing tests, students in grades five and eight were administered science tests, and students in grade eight were given social studies tests. *STAAR End-of-Course (EOC)* examinations were administered primarily in grades nine and ten in English I, English II, Algebra I, Biology, and U.S. History. The 2017-18 *STAAR 3-8* and *STAAR EOC* assessment data were merged with enrollment data extracted from the fall 2017 Public Education Information Management System (PEIMS) snapshot (October 27, 2017). There were four categories of performance on *STAAR 3-8* and *STAAR EOC* exams: Masters Grade Level, Meets Grade Level or Above (Meets+), Approaches Grade Level or Above, and Did Not Meet Grade Level. These performance categories are determined by individual student *STAAR* scale scores on established cut points. The 2017-18 Approaches Grade Level and Above performance standard is equivalent to the 2016-17 Approaches Grade Level standard and the 2015-16 Phase-in 2, Level II performance standard.

The *STAAR 3-8* and *STAAR EOC* assessments were available to special education students in two versions³: *STAAR* and *STAAR Alternative 2 (STAAR Alt 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 and subjects as the general *STAAR* assessments but is administered individually. The *STAAR* version of the exam includes embedded supports and accommodations available to special education students.⁴ *STAAR* accommodations and *STAAR Alt 2* eligibility is determined by a student's ARD committee. Descriptive analyses were conducted and data were disaggregated by grade and test version. *STAAR* data were also compared to performance from previous school years, student subgroups, students at the state level, and, students in other large, urban school districts in Texas.

³ In previous years, an additional version of *STAAR*, *STAAR Accommodated (STAAR A)*, was available to special education students. *STAAR A* was administered for the last time in December 2016.

⁴ Designated supports include: basic transcribing, Braille, calculation aids, content and language supports, extra time, individualized structured reminders, large print, manipulating test materials, mathematics manipulatives, oral/signed administration, spelling assistance, supplemental aids, and extra day.

Results

A lower percentage of special education students were at or above grade level on *TerraNova* reading and mathematics than all students in the district (Table 14). The percentage of special education students who were at or above grade level in reading (41.8% across all grades) was higher than mathematics (34.9% across all grades). There was a higher percentage of special education students in kindergarten that were at or above grade level in reading (68.5%) and mathematics (48.8%) than students in other grade levels.

Table 14: Student Performance on *TerraNova* by Grade: 2017-18

Feeder Pattern	Special Education				All Students			
	N	% at or Above Grade Level*	Mean Scale Score	Mean Grade Equivalent	N	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent
Reading								
Kindergarten	232	68.5	523.1	1.0	5,208	80.6	539.6	1.3
Grade 1	378	41.8	551.4	1.6	5,472	64.0	576.6	2.4
Grade 2	539	30.4	572.7	2.2	5,824	60.7	604.9	3.4
K-2	1,149	41.8	555.7	1.8	16,502	68.1	574.9	2.4
Mathematics								
Kindergarten	377	48.8	460.8	0.6	10,221	61.9	477.1	0.9
Grade 1	552	30.4	495.6	1.2	10,687	56.3	524.0	1.8
Grade 2	784	31.3	529.1	2.0	10,977	59.5	566.6	2.8
K-2	1,713	34.9	503.3	1.4	31,885	59.2	523.6	1.8

Source: *TerraNova* data calculated from district database: 6/11/18.

Note: *The measure used to determine grade level proficiency was the percentage of students at or above the 40th percentile.

The performance of special education students on *TerraNova* was examined for progress over a three-year period (Table 15). The percentage of special education students at grade level or higher increased in every grade level in reading and mathematics between the 2015-16 school year and the 2017-18 school year. Special education students in kindergarten demonstrated the highest growth (11.2 percentage points in reading; 8.2 percentage points in mathematics) compared to other grade levels.

Table 15: Number and Percentage of Special Education Students at or Above Grade Level on *TerraNova* by Grade: 2015-16 through 2017-18

Subject	2015-16		2016-17		2017-18		3-year Difference
	N	%	N	%	N	%	
Reading							
Kindergarten	344	57.3	313	60.1	232	68.5	11.2
Grade 1	466	35.8	511	38.0	378	41.8	6.0
Grade 2	523	27.3	536	25.9	539	30.4	3.1
K-2	1,334	38.1	1,360	38.3	1,149	41.8	3.7
Mathematics							
Kindergarten	497	40.6	471	42.3	377	48.8	8.2
Grade 1	654	25.8	729	28.9	552	30.4	4.6
Grade 2	730	24.8	768	25.7	784	31.3	6.5
K-2	1,882	29.3	1,968	30.8	1,713	34.9	5.6

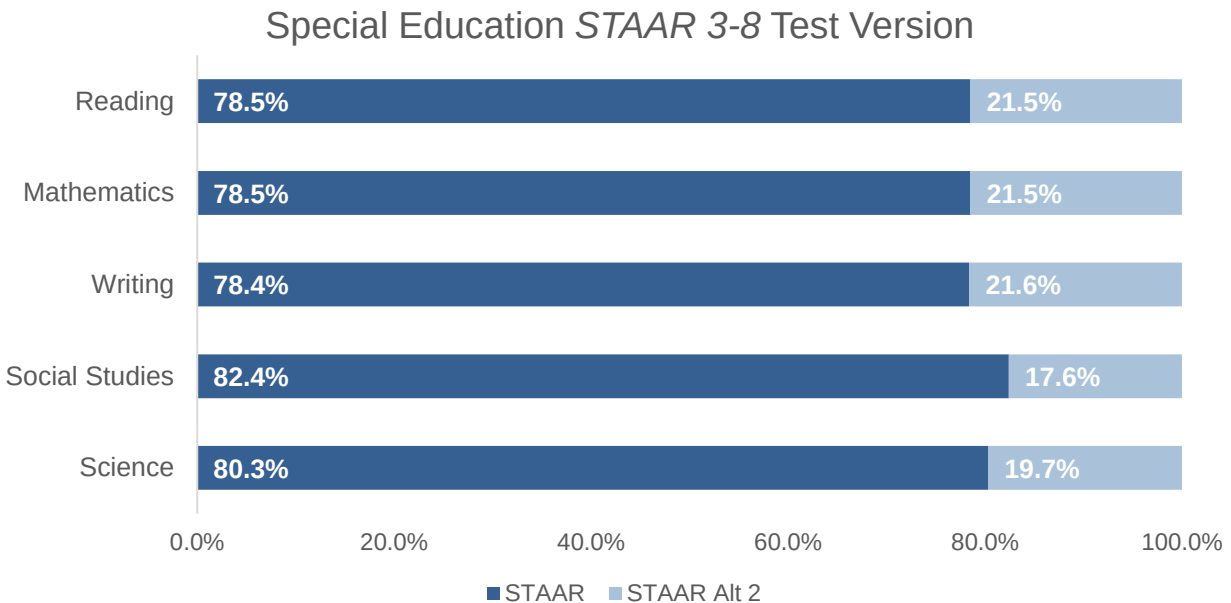
Source: *TerraNova* data calculated from district database: 6/11/18, 07/20/17, 08/02/16.

Note: The measure used to determine grade level proficiency was the percentage of students at or above the 40th percentile.

STAAR 3-8

The percentages of special education students tested with each version of a STAAR 3-8 assessment is displayed in Figure 6. Approximately four-fifths of special education students were tested with the STAAR version of the assessment while about one-fifth were tested with STAAR Alt 2. This proportion was similar to the STAAR Alt 2 participation rate on the 2017 PBMAS Report.

Figure 6: Percentage of Special Education Students by Version of STAAR 3-8 Assessment: 2017-18



Source: District STAAR database: 6/20/18. Data reflects the Spring 2018 (first administration) STAAR 3-8 results.

Note: Percentages when added together may not equal 100 percent due to rounding.

The number of special education students tested on each subject of STAAR 3-8 exam and percentage at Approaches Grade Level or Above are reported by version in Table 16. A higher percentage of special education students were at Approaches Grade Level or Above with the STAAR Alt 2 version of the exam than the STAAR version. Students performed at a higher level in mathematics (51.0% at Approaches Grade Level or Above), science (45.6% at Approaches Grade Level or Above), and reading (41.5% at Approaches Grade Level or Above) than social studies (35.2% at Approaches Grade Level or Above) or writing (32.6% at Approaches Grade Level or Above).

Table 16: Number and Percentage of Special Education Students at STAAR 3-8 Approaches Grade Level or Above by Test Version: 2017-18

Subject	STAAR		STAAR Alt 2		Total	
	N	%	N	%	N	%
Reading	4,739	26.8	1,297	95.0	6,036	41.5
Mathematics	4,731	38.6	1,298	96.4	6,029	51.0
Writing	1,525	15.7	421	93.8	1,946	32.6
Science	1,623	32.6	398	98.5	2,021	45.6
Social Studies	718	22.4	153	95.4	871	35.2

Source: District STAAR 3-8 database: 6/20/18. Data reflects the Spring 2018 (first administration) STAAR 3-8 results.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

The percentages of special education students at Approaches Grade Level or Above on STAAR 3-8 exams are further broken down by subject, test version, and grade in Table 17. The percentage of special education students at Approaches Grade Level or Above was higher at the elementary school level than the middle school level in all subjects of the STAAR version of the exam. The percentage of students at Approaches Grade Level or Above was high across all grade levels and subjects on STAAR Alt 2 exams (over 90 percent).

Table 17: Number and Percentage of Special Education Students at STAAR 3-8 Approaches Grade Level or Above by Grade: 2017-18

Grade	STAAR		STAAR Alt 2		Total	
	N	%	N	%	N	%
Reading						
Grade 3	796	37.3	249	93.6	1,045	50.7
Grade 4	853	29.3	230	94.8	1,083	43.2
Grade 5	903	36.2	245	95.5	1,148	48.9
Grade 6	780	13.6	223	96.0	1,003	31.9
Grade 7	659	21.5	196	95.4	855	38.5
Grade 8	748	19.9	154	94.8	902	32.7
Grades 3-8	4,739	26.8	1,297	95.0	6,036	41.5
Mathematics						
Grade 3	795	40.8	249	94.8	1,044	53.6
Grade 4	855	38.7	229	98.3	1,084	51.3
Grade 5	903	50.4	245	97.1	1,148	60.4
Grade 6	778	32.3	225	95.6	1,003	46.5
Grade 7	640	28.9	196	97.4	836	45.0
Grade 8	760	36.6	154	94.8	914	46.4
Grades 3-8	4,731	38.6	1,298	96.4	6,029	51.0
Writing						
Grade 4	855	17.1	226	91.6	1,081	32.7
Grade 7	670	13.9	195	96.4	865	32.5
Grades 4 & 7	1,525	15.7	421	93.8	1,946	32.6
Science						
Grade 5	892	38.5	245	99.2	1,137	51.5
Grade 8	731	25.4	153	97.4	884	37.9
Grades 5 & 8	1,623	32.6	398	98.5	2,021	45.6
Social Studies						
Grade 8	718	22.4	153	95.4	871	35.2

Source: District STAAR 3-8 database: 6/20/18. Data reflects the Spring 2018 (first administration) STAAR 3-8 results.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

The performance of special education students on STAAR 3-8 assessments was examined for progress over a two-year period (Table 18). The percentage of special education students at Approaches Grade Level or Above increased in almost all grades and subjects between the 2016-17 and 2017-18 school years. Special education students demonstrated the highest growth in mathematics (6.6 percentage points across all grade levels) and reading (5.3 percentage points across all grade levels).

Table 18: Number and Percentage of Special Education Students at STAAR 3-8 Approaches Grade Level or Above by Grade: 2015-16 through 2017-18

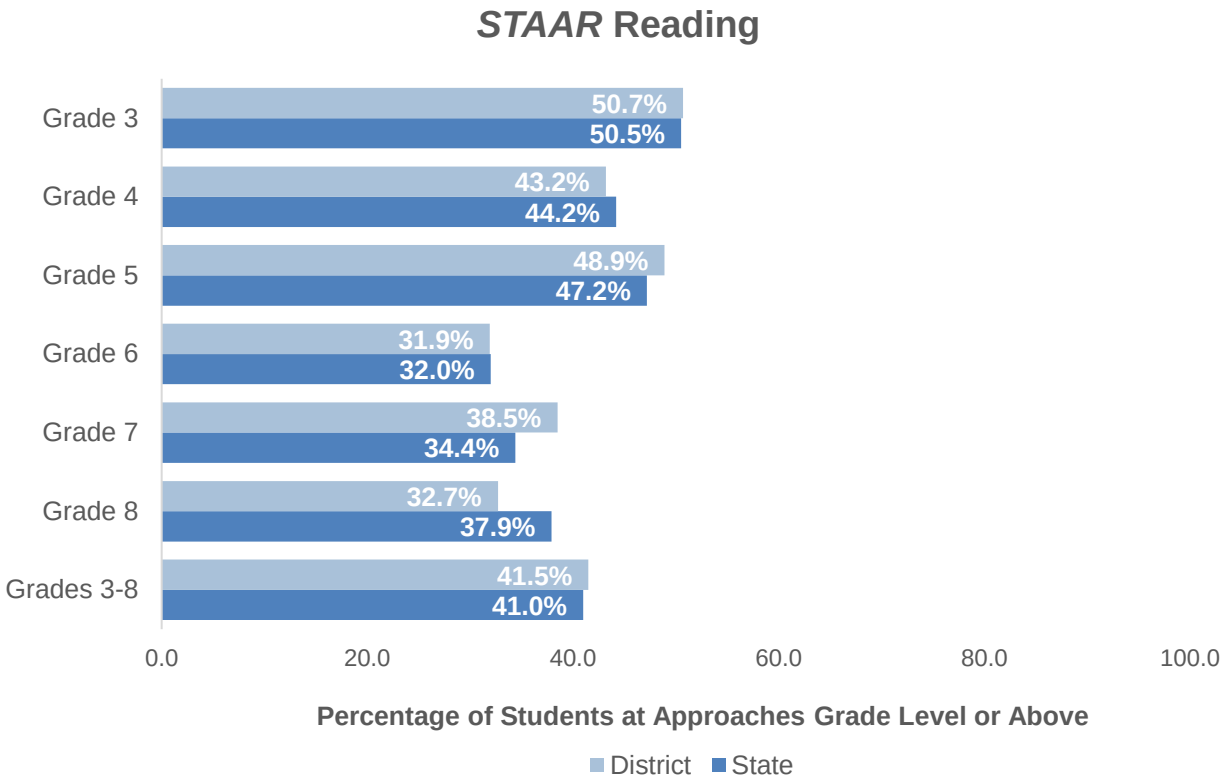
Grade	2015-16*		2016-17		2017-18		2-year Difference
	N	%	N	%	N	%	
Reading							
Grade 3	844	41.7	894	42.5	1,045	50.7	8.2
Grade 4	970	38.6	992	37.9	1,083	43.2	5.3
Grade 5	939	37.2	1,053	43.6	1,148	48.9	5.3
Grade 6	949	24.8	889	32.7	1,003	31.9	-0.8
Grade 7	903	27.4	890	28.4	855	38.5	10.1
Grade 8	950	27.5	877	30.7	902	32.7	2.0
Grades 3-8	5,555	32.7	5,595	36.2	6,036	41.5	5.3
Mathematics							
Grade 3	842	45.8	895	48.7	1,044	53.6	4.9
Grade 4	969	42.6	991	43.4	1,084	51.3	7.9
Grade 5	939	42.9	1,053	53.1	1,148	60.4	7.3
Grade 6	943	32.4	886	46.2	1,003	46.5	0.3
Grade 7	881	30.4	874	33.0	836	45.0	12.0
Grade 8	956	26.4	874	40.2	914	46.4	6.2
Grades 3-8	5,530	36.7	5,573	44.4	6,029	51.0	6.6
Writing							
Grade 4	962	34.2	990	35.3	1,081	32.7	-2.6
Grade 7	915	24.2	899	23.7	865	32.5	8.8
Grades 4 & 7	1,877	29.3	1,889	29.8	1,946	32.6	2.8
Science							
Grade 5	931	44.7	1,049	46.2	1,137	51.5	5.3
Grade 8	949	31.5	868	37.2	884	37.9	0.7
Grades 5 & 8	1,880	38.0	1,917	42.1	2,021	45.6	3.5
Social Studies							
Grade 8	934	25.8	869	31.8	871	35.2	3.4

Source: District STAAR 3-8 database: 8/12/16; 6/22/17; 6/20/18. Data reflects all versions of the Spring (first administration) STAAR 3-8 results.

Note: *The STAAR A version of the STAAR 3-8 exam was discontinued in the 2016-17 and 2017-18 school years. Caution should be taken when comparing STAAR results prior to 2016-17. Although all scores are included, some students' test scores in 2017-18 may have been adversely affected by online testing issues.

The performance of Dallas ISD special education students was also compared to special education students at the state level. Figure 7 displays the percentage of district and state special education students at Approaches Grade Level or Above on all versions of STAAR 3-8 reading assessments by grade. Dallas ISD special education students outperformed state special education students by one percentage or more in grade seven (4.1 percentage points) and grade five (1.7 percentage points). Special education students throughout the state outperformed district special education students by one percentage point or more in grade eight (5.2 percentage points) and grade four (1.0 percentage point).

Figure 7: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Reading by Grade: 2017-18

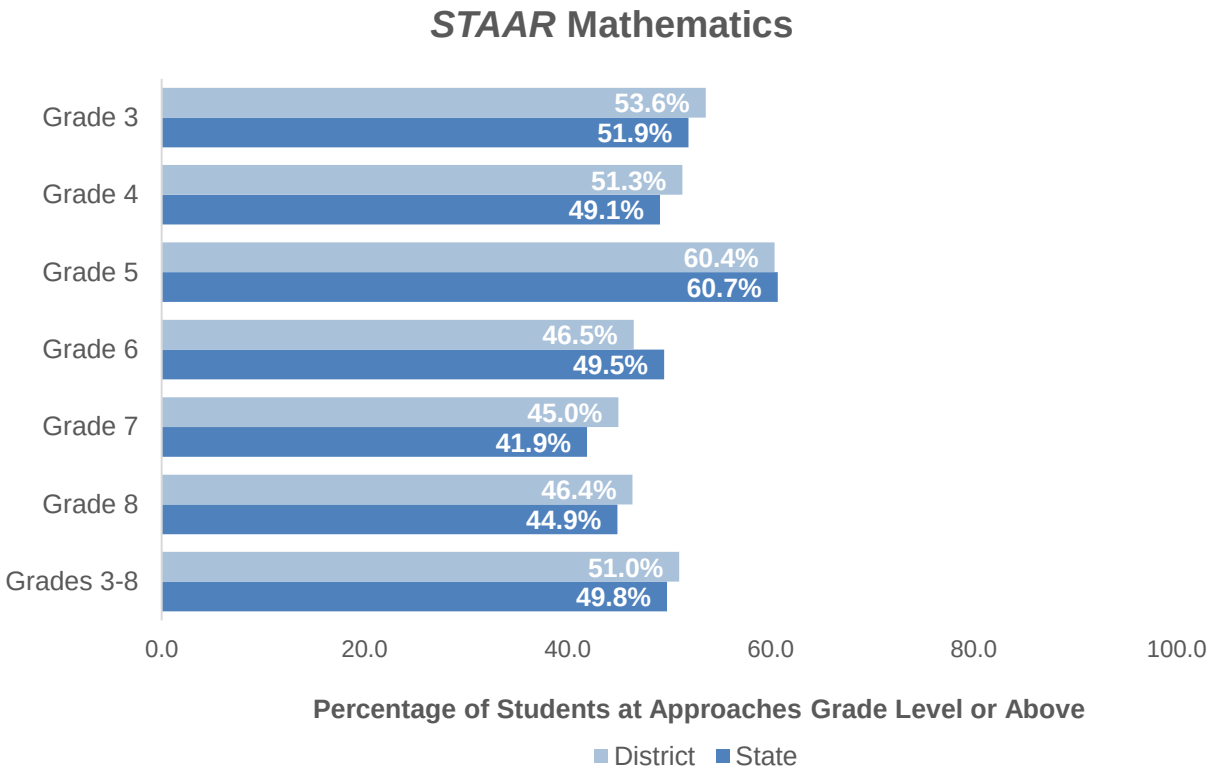


Source: District STAAR 3-8 database: 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Figure 8 presents the percentage of district and state special education students at Approaches Grade Level or Above on all versions of STAAR 3-8 mathematics assessments combined. Overall, the percentage of district and state special education students at Approaches Grade Level or Above was similar. A higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above compared to state special education students in all grades except grade six (-3.0 percentage point difference) and grade five (-0.3 percentage point difference).

Figure 8: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Mathematics by Grade: 2017-18

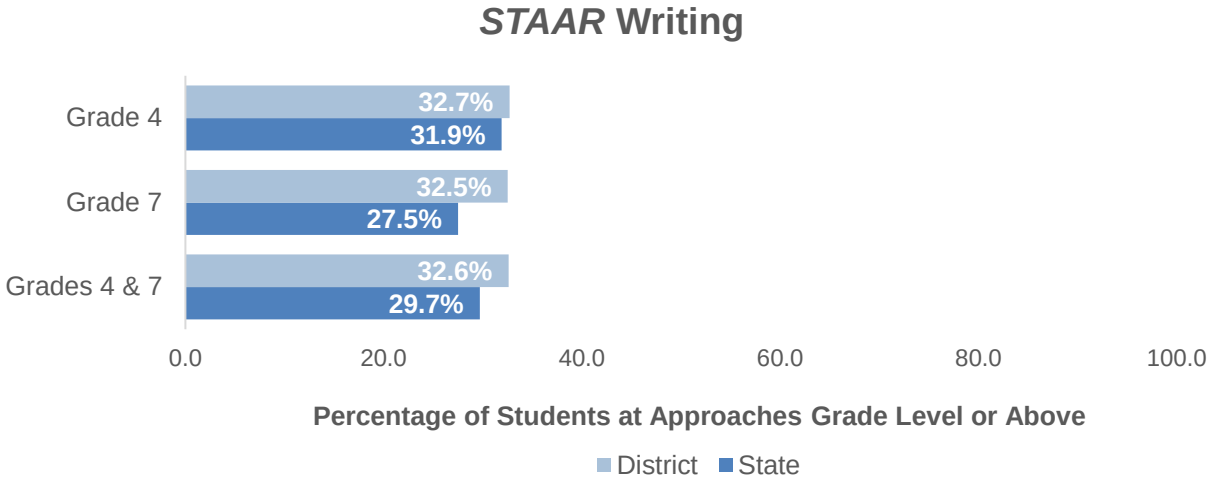


Source: District STAAR 3-8 database: 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

As shown in Figure 9, a higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above in both grade levels of the STAAR writing exam than students at the state level (5.0 percentage points in grade seven; 0.8 percentage points in grade four). Dallas ISD special education students outperformed special education students at the state level in grade five (3.4 percentage points) on STAAR science while state special education students outperformed their Dallas ISD counterparts in grade eight (0.8 percentage points; Figure 10). A slightly higher percentage of district special education students were at Approaches Grade Level or Above than state special education students on STAAR social studies (1.7 percentage points; Figure 11).

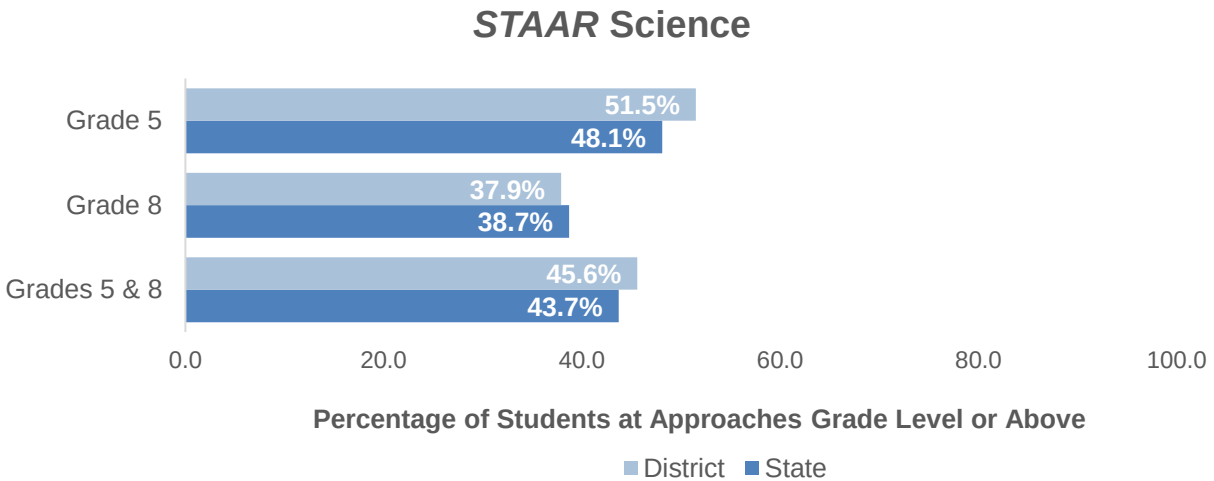
Figure 9: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Writing by Grade: 2017-18



Source: District STAAR 3-8 database: 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

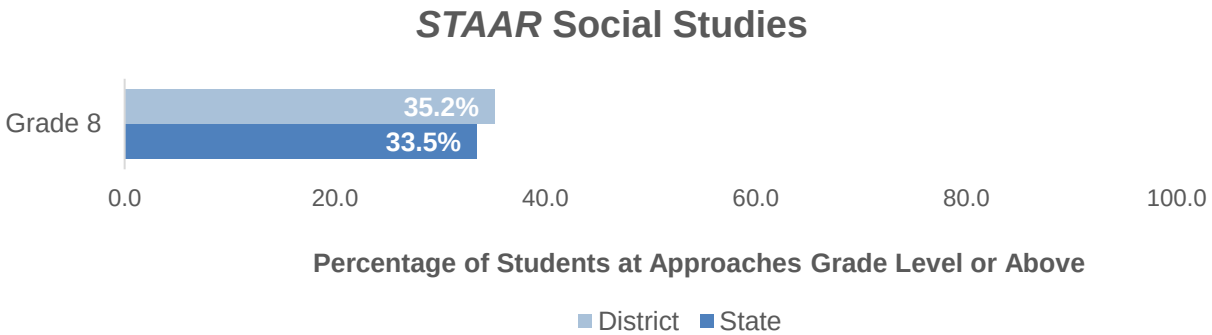
Figure 10: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Science by Grade: 2017-18



Source: District STAAR 3-8 database: 6/20/2018. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Figure 11: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Social Studies by Grade: 2017-18



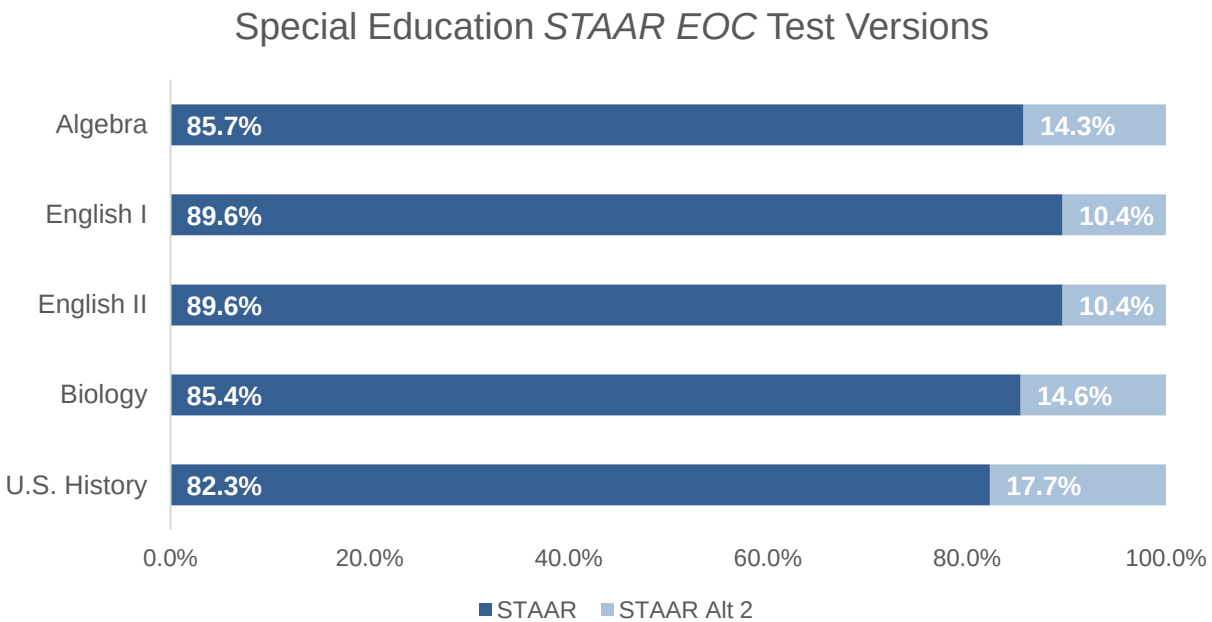
Source: District STAAR 3-8 database: 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

STAAR EOC

The percentage of special education students tested with each version of a STAAR EOC assessment is displayed in Figure 12. A relatively high percentage of special education students were tested with the STAAR Alt 2 version of the exam on the U.S. History EOC (17.7%) compared to English I EOC (10.4%) and English II EOC (10.4%).

Figure 12: Percentage of Special Education Students by Version of STAAR EOC Assessment: 2017-18



Source: District STAAR EOC database: 6/20/18. Data reflects the Fall 2017 and Spring 2018 (including retests) STAAR EOC results.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

The number of special education students tested on each *STAAR EOC* exam and the percentage at Approaches Grade Level or Above are reported by test version in Table 19. A higher percentage of special education students reached Approaches Grade Level or Above with the *STAAR Alt 2* version of the exam than the *STAAR* version. Students performed at a higher level on the U.S. History *EOC* (63.2% at Approaches Grade Level and Above), Biology *EOC* (51.8% at Approaches Grade Level and Above), and Algebra I *EOC* (47.6% at Approaches Grade Level and Above) compared to English I *EOC* (21.4% at Approaches Grade Level and Above) or English II *EOC* (21.5% at Approaches Grade Level and Above).

Table 19: Number and Percentage of Special Education Students at Approaches Grade Level or Above by STAAR EOC: 2017-18

Year	STAAR		STAAR Alt 2		Total	
	N	%	N	%	N	%
Algebra I	1,125	40.4	187	91.4	1,312	47.6
English I	1,606	13.0	186	94.6	1,792	21.4
English II	1,229	13.3	143	92.3	1,372	21.5
Biology	1,058	44.3	181	95.6	1,239	51.8
U.S. History	619	56.2	133	95.5	752	63.2

Source: District *STAAR EOC* database: 6/20/18. Data reflects the Fall 2017 and Spring 2018 (including retests) *STAAR EOC* results.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

The performances of special education students on *STAAR EOC* exams were examined for progress over a two-year period (Table 20). The percentage of special education students at Approaches Grade Level or Above increased on every *STAAR EOC* between the 2016-17 and 2017-18 school years. Special education students demonstrated the largest increase on U.S. History *EOC* (5.1 percentage points across all grade levels), Algebra I *EOC* (4.9 percentage points), Biology *EOC* (3.9 percentage points), and English I *EOC* (3.2 percentage points).

Table 20: Number and Percentage of Special Education Students at STAAR EOC Approaches Grade Level or Above by Test Version: 2016-17 and 2017-18

Grade	2015-16*		2016-17*		2017-18		2-year Difference
	N	%	N	%	N	%	
Algebra I	1,362	36.1	1,431	42.7	1,312	47.6	4.9
English I	1,603	20.8	1,732	18.2	1,792	21.4	3.2
English II	1,198	22.7	1,286	20.9	1,372	21.5	0.6
Biology	1,074	43.7	1,117	47.9	1,239	51.8	3.9
U.S. History	773	56.4	737	58.1	752	63.2	5.1

Source: District *STAAR EOC* database: 6/20/18; 4/30/18; 2/15/18. Data reflects the Fall 2017 and Spring 2018 (including retests) *STAAR EOC* results.

Note: *The *STAAR A* version of the *STAAR EOC* exam was administered for the last time in December 2016. Caution should be taken when comparing *STAAR* results prior to 2016-17. Although all scores are included, some students' test scores in 2017-18 may have been adversely affected by online testing issues.

STAAR Subgroup Performance

The performances of Dallas ISD special education students on STAAR 3-8 exams were disaggregated by ethnic group, gender, English learner status, and homeless status (Table 21). A lower percentage of English learner students were at Approaches Grade Level or Above than non-English learner students on all STAAR 3-8 subjects. There was a higher percentage of white special education students who were at Approaches Grade Level or Above than Hispanic, African American, and Asian students on all subjects of STAAR 3-8 exams. The performances of male and female special education students on STAAR 3-8 exams were similar on all subjects except writing (5.9 percentage points higher for females) and science (5.1 percentage points higher for males).

Table 21: Number and Percentage of Special Education Students at STAAR 3-8 Approaches Grade Level or Above by School District by Student Group: 2017-18

Characteristic	Reading		Mathematics		Writing		Science		Social Studies	
	N	%	N	%	N	%	N	%	N	%
Homeless	70	32.9	69	49.3	17	35.3	23	34.8	13	23.1
English Learner										
English Learner	2,288	36.4	2,289	48.5	730	27.3	792	40.2	358	31.0
Non-English Learner	3,748	44.6	3,739	52.5	1,215	35.8	1,229	49.1	513	38.2
Ethnicity										
Hispanic	3,844	41.4	3,841	52.9	1,216	31.1	1,293	46.2	565	35.0
African American	1,825	38.4	1,823	44.8	601	34.1	609	39.4	271	33.6
White	259	63.7	257	66.5	90	43.3	94	74.5	26	42.3
Asian	34	32.4	33	39.4	12	41.7	*	*	*	*
Gender										
Female	1,986	42.5	1,988	50.9	644	36.5	689	42.2	317	35.0
Male	4,050	41.0	4,039	51.1	1,302	30.6	1,332	47.3	554	35.4

Source: District STAAR 3-8 database: 6/20/18. Data reflects the Spring 2018 (first administration) STAAR 3-8 results.
Note: *Statistics not reported for groups smaller than 10 students. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Student performances on STAAR EOC exams were also disaggregated by ethnic group, gender, EL status, and homeless status in Table 22. A higher percentage of non-English learner students were at Approaches Grade Level or Above than English learners on all STAAR EOC exams except for the Algebra I EOC. Generally, higher percentages of Asian and white special education students were at Approaches Grade Level or Above than Hispanic or African American students on STAAR EOC exams. There were not large differences between the performances of male and female special education students on STAAR EOC exams (less than 5.0 percentage points).

Table 22: Number and Percentage of Special Education Students at STAAR EOC Approaches Grade Level or Above by School District by Student Group: 2017-18

Characteristic	Algebra I		English I		English II		Biology		U.S. History	
	N	%	N	%	N	%	N	%	N	%
Homeless	13	46.2	18	38.9	12	25.0	13	53.8	*	*
English Learner										
English Learner	488	50.4	698	14.9	500	14.2	471	48.0	243	53.9
Non-English Learner	824	46.0	1,094	25.6	872	25.7	768	54.2	509	67.6
Ethnicity										
Hispanic	771	53.8	1,084	21.3	802	21.3	742	54.2	438	63.0
African American	480	38.1	627	19.9	503	19.1	428	46.5	282	60.6
White	37	40.5	47	27.7	46	39.1	39	56.4	22	90.9
Asian	12	58.3	15	46.7	*	*	16	68.8	*	*
Gender										
Female	433	50.6	615	20.0	495	21.0	440	53.6	285	60.7
Male	879	46.2	1,177	22.2	877	21.8	799	50.8	467	64.7

Source: District STAAR EOC database: 6/20/18. Data reflects the Fall 2017 and Spring 2018 (including retests) STAAR EOC results.

Note: *Statistics not reported for groups smaller than 10 students. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

STAAR District Comparisons

The performances of Dallas ISD special education students on STAAR 3-8 exams were compared to special education students in other large, urban school districts in Texas (Table 23). Dallas ISD special education student performances on STAAR 3-8 exams were similar to students at the state level (less than 2.5 percentage point difference across all subjects). Dallas ISD special education students performed at a higher level of achievement than Houston ISD and San Antonio ISD special education students on every subject of the STAAR 3-8 exam. The special education students of El Paso ISD had a higher percentage of students at Approaches Grade Level or Above compared to Dallas ISD students in all subjects except social studies.

Table 23: Number and Percentage of Special Education Students at STAAR 3-8 Approaches Grade Level or Above by School District: 2017-18

Characteristic	Reading		Mathematics		Writing		Science		Social Studies	
	N	%	N	%	N	%	N	%	N	%
Austin	4,259	42.8	4,406	49.1	1,434	29.7	1,485	44.7	609	31.4
San Antonio	2,535	31.8	2,529	38.6	853	24.5	878	32.7	413	25.2
El Paso	2,808	43.1	2,808	50.8	920	32.2	936	48.9	399	30.3
Houston	7,178	36.3	7,156	43.9	2,434	26.6	2,496	39.3	1,154	30.3
Dallas	5,997	40.9	6,634	49.9	1,939	32.1	2,120	45.2	909	34.7
State	235,535	41.0	236,814	49.8	77,071	29.7	79,435	43.7	37,685	33.5

Source: Texas Assessment Management System (TAMS) website: texasassessment.com: 7/12/18 Spring 2018 (first administration).

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

The performances of Dallas ISD special education students on STAAR EOC exams were compared to other large, urban school districts in Texas in Table 24. Special education students at the state level outperformed district special education students on every STAAR EOC exam. Austin ISD special education students performed at a higher level of achievement than Dallas ISD special education

students. Generally, a higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above than special education students in San Antonio ISD, El Paso ISD, and Houston ISD on STAAR EOC exams.

Table 24: Number and Percentage of Special Education Students at STAAR EOC Approaches Grade Level or Above by School District: 2017-18

Characteristic	Algebra I		English I		English II		Biology		U.S. History	
	N	%	N	%	N	%	N	%	N	%
Austin	781	54.2	1,234	23.1	866	27.4	680	61.9	457	67.4
San Antonio	930	31.8	1,248	10.7	827	11.2	628	35.4	366	54.1
El Paso	808	42.7	1,352	13.2	933	13.4	796	39.9	396	53.0
Houston	2,509	30.8	3,398	15.2	2,395	18.5	2,068	38.3	1,110	53.7
Dallas	1,627	39.6	2,463	16.2	1,766	17.0	1,473	45.0	799	60.7
State	58,289	41.5	79,840	18.7	57,960	21.1	50,609	50.6	33,754	61.7

Source: Texas Assessment Management System (TAMS) website: texasassessment.com: 7/16/18 All Fall 2017 and Spring 2018 STAAR and STAAR Alt 2 assessments combined (Including first-time tested and rested students).

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

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

Methodology

Texas uses the dropout definition provided by the National Center for Education Statistics. 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 education system, begin college, or expire. Dropout, graduation, continued, and received GED information is calculated by TEA and published by TEA. Attendance data were extracted from the Dallas ISD attendance data base on June 11, 2018.

Results

Dropout Rates

Table 25 reports longitudinal graduation rates for the class of 2017. 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. Continuers were high school students who continued their high school enrollment longer than four years. The four-year longitudinal dropout rate was the percentage of students from the same class who drop out before completing their high school education.

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

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 Dallas ISD special education dropout rate (11.7%) was higher than the dropout rate for all students in the district (7.9%). A higher proportion of district special education students continued in high school longer than four years (17.3%) than all students in the district (4.2%). The district special education completion rate (88.9%) was lower than all students in the district (92.5%).

Table 25: Four-Year Longitudinal Graduation and Dropout Rates: Class of 2017

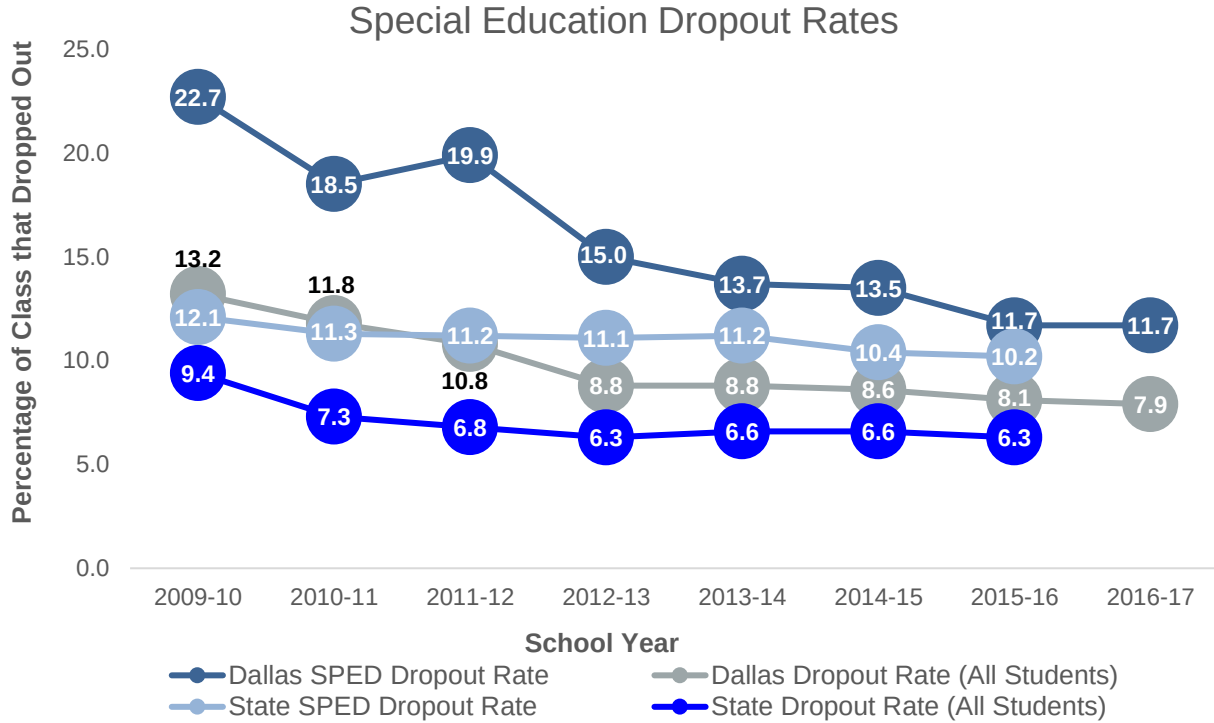
Group	Class	Graduated		Continued		Received GED		Dropped Out		Graduated, continued, or received GED	
		N	%	N	%	N	%	N	%	N	%
Dallas SPED	699	496	71.0	121	17.3	0	0.0	82	11.7	607	88.9
Dallas ALL	8,473	7,435	87.7	358	4.2	12	0.1	668	7.9	7,771	92.5

Source: TEA Four-Year Longitudinal Dropout data: 7/31/2018

Note: SPED = Special education students. All Students = All enrolled students in the district.

Dropout rates were also examined between the 2010-11 school year and the 2016-17 school year to examine any trends compared to state-level data (Figure 13). While dropout rates have been falling for all students at both the district and state level, the dropout rates for Dallas ISD special education students have decreased substantially. The 2016-17 district special education dropout rate (11.7%) was almost half of the 2009-10 district special education dropout rate (22.7%). The district special education dropout rate in 2016-17 was identical to the 2015-16 rate (11.7%). Over the past eight years, the gap between the district special education dropout rate and the dropout rate for all students in the district has decreased from 9.5 percentage points to 3.8 percentage points.

Figure 13: Four-Year Longitudinal Dropout Rates: 2009-10 through 2016-17



Source: Class of 2017 Four-Year Longitudinal Dropout data: 7/31/2018; 2009-10 through 2015-16 TEA Four-Year Longitudinal Dropout data: <https://tea.texas.gov/acctres/dropcomp/years.html>
Note: 2016-17 state level dropout data was not available at the time of this report.

Attendance

The average number of days attended by special education students during the 2017-18 school year was 154 (Table 26). The percentage of enrolled days that special education students attended (93.8%) was lower than general education students (95.2%). This was three days fewer than general education students. Attendance was lowest in grade nine (88.8%). Attendance rates were generally higher at the elementary school level than the middle or high school level.

Table 26: Average Attendance of Special Education and General Education Students by Grade: 2017-18

	Days Attended		Percent Attended	
	Special Education	General Education	Special Education	General Education
Early Childhood	147	106	90.8	92.2
Pre-Kindergarten	154	152	93.0	93.7
Kindergarten	157	157	94.7	95.4
Grade 1	158	158	95.4	96.0
Grade 2	157	159	95.4	96.4
Grade 3	157	160	95.2	96.7
Grade 4	158	160	95.7	96.8
Grade 5	158	161	95.6	96.9
Grade 6	154	169	93.6	95.9
Grade 7	155	158	94.1	95.4
Grade 8	151	158	92.6	95.1
Grade 9	143	151	88.8	92.5
Grade 10	150	153	91.6	93.3
Grade 11	154	155	93.0	93.8
Grade 12	153	153	95.0	94.0
Total	154	157	93.8	95.2

Source: District Student Attendance database: 6/11/2018.

SUMMARY AND RECOMMENDATIONS

Summary

In the 2017-18 school year, there were 12,871 special education students, representing 8.2 percent of district student enrollment. This was an increase from the number and percentage of students who received special education services in the 2016-17 school year (N = 12,154; 7.7%). Over the past eight years, enrollment in special education has averaged 12,058 students. Thirty-six percent (35.5%) of special education students were English learners, which was less than the district proportion of English learner students (44.2%). A higher percentage of special education students were African American (30.4%) than the overall district percentage of students who were African American (22.5%). Conversely, there was a lower proportion of Hispanic students enrolled in special education (62.4%) than the percentage of Hispanic students in the district (70.0%). In addition, although males and females were equally represented in the district student population, two-thirds of special education students were male (67.5%).

The most common primary disabilities across all grade levels were learning disability (28.6%), autism (18.0%), and other health impairment (16.3%). The percentage of students with a learning disability declined from 50.1 percent in the 2010-11 school year to 28.6 percent in the 2017-18 school year. In comparison, the percentage of students reported to have autism over this period nearly tripled from 6.8 percent to 18.0 percent. Thirty-seven percent (37.4%) of special education students were placed into a mainstream educational setting where they received special education and related services in a general education classroom for 100 percent of the school day. Almost twenty-six percent (25.9%) of students enrolled in special education received services outside the general education classroom for less than half the school day in a resource room. Twenty-one percent (20.6%) of special education students were placed in a “self-contained” program for 50 percent or more of the student’s school day on a regular school campus.

There were 1,036 special education teachers employed in Dallas ISD during the 2017-18 school year. There were 442 (42.7%) special education teachers at the elementary school level, 191 (18.4%) at the middle school level, and 252 (24.3%) at the high school level. There were 151 (14.6%) special education teachers not assigned to a fixed elementary, middle, or high school. The total number of special education teachers in the district has not changed significantly over the past three years (N = 48; 0.9% since 2015-16). Three quarters of special education teachers in the district were female (77.6%). A smaller percentage of special education teachers were Hispanic (8.9%) compared to general education teachers (32.3%) while a higher percentage were African American (54.3%) compared to general education teachers (23.0%). There was a higher percentage of special education teachers with a graduate degree (35.7%) than general education teachers (24.2%). Special education teachers had an average of 7.3 years of experience working in Dallas ISD. This was higher than the average of all teachers in the district (6.4 years).

A survey was constructed to understand the methods, nature, and quality of communication between the Special Education Department and special education teachers, special education teacher assistants, principals, and assistant principals. Feedback was generally positive. Over 85 percent of

applicable survey respondents strongly agreed or agreed to the statements: 'I understand the district's expectations in providing special education services', 'I understand the district's special education policies and procedures', and, 'I know how to get help with special education related matters'. Approximately two-thirds of applicable respondents indicated that there was an improvement in the delivery of special education services this year (2017-18) compared to last year (2016-17), and, the process of evaluating students for special education services improved this year (2017-18) compared to last year (2016-17). Almost eighty percent (79.8%) of survey respondents agreed to the statement: 'the special education department responded to me in a timely manner.' Over three quarters (76.9%) of applicable respondents were satisfied with the customer service they received from the Special Education Department.

Another survey was developed to understand the activities and perceptions of special education evaluators during the 2017-18 school year. One quarter (25.4%) of non-bilingual evaluators 'frequently' or 'always' had trouble finding an interpreter to communicate with non-English speaking students. Only 3.4 percent of evaluators indicated that more than half of initial referral folders included adequate RTI interventions. Almost ninety percent (89.7%) of evaluators indicated that less than a quarter of initial referral folders included adequate RTI interventions. When asked, 'approximately what percentage of initial evaluations were referred through parent requests during the current school year (2017-2018)?' Over three quarters (76.1%) selected a category of more than 50 percent.

In contrast to the positive feedback from special education teachers and principals, almost sixty-five percent (64.5%) of evaluators indicated that the transition to campus based locations had not been a positive change. Over seventy percent of survey respondents (71.6%) indicated that the transition to campus based locations has not improved the response time in conducting evaluations. About half of evaluators did not believe that their physical work space was appropriate for fulfilling their work duties. Sixty-one percent (61.4%) of respondents indicated that they did not have adequate access to the professional resources (e.g. software, assessments, forms, etc.) needed to complete their work duties. When asked, 'how can the district improve special education evaluation?' the most common open-ended responses were: promote SST (student support team) / RTI (response to intervention) procedures; increase access to professional resources (e.g. test scoring software, testing materials, protocols, etc.); establish a central location for resources, collaboration, and support; hire more evaluators; and increase pay.

The special education program of Dallas ISD was rated stage three for the 2016-17 school year by TEA through PBMAS. Consequently, a Targeted Improvement Plan was completed and sent to TEA containing two goals each accompanied by a problem statement, root cause, strategy, and activities for the 2017-18 school year. Over the last three years, the percentage of special education students reaching the PBMAS STAAR passing rate (PBMAS label) on STAAR exams has increased 14.4 percentage points in science, 11.7 percentage points in mathematics, and 10.0 percentage points in social studies, 5.7 percentage points in reading, and 4.9 percentage points in writing. Progress on STAAR EOC indicators was mixed. The percentage of special education students tested with a STAAR *Alternative 2* version of the STAAR exam has increased (4.1 percentage points) since the 2014-15 school year. The 2017 Dallas ISD

PBMAS Report special education annual dropout rate and graduation rate have remained stable over the past three years. Dallas ISD and state of Texas performed similarly on *STAAR 3-8* performance indicators (less than 3.0% difference on all subjects) and annual dropout rate (0.2% difference). The state of Texas outperformed Dallas ISD on the *STAAR EOC* performance indicators.

The percentage of special education students who were at or above grade level in reading (41.8% across all grades) was higher than mathematics (34.9% across all grades) on *TerraNova*. A lower percentage of special education students were at or above grade level on *TerraNova* reading and mathematics than all students in the district. The percentage of special education students at grade level or higher on *TerraNova* increased in almost every grade level in reading and mathematics between the 2015-16 and the 2017-18 school years. The percentage of special education students at Approaches Grade Level or Above was higher at the elementary school level than the middle school level in all subjects of the *STAAR 3-8* exam. The percentages of special education students at Approaches Grade Level or Above on *STAAR Alt 2* versions of the exam were high across all *STAAR 3-8* and *STAAR EOC* exams. Overall, a slightly higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above than special education students at the state level on all *STAAR 3-8* subjects. Between the 2016-17 and 2017-18 school years, the percentage of special education students at Approaches Grade Level or Above increased in every *STAAR 3-8* and *STAAR EOC* exam.

Overall, a lower percentage of English learner students were at Approaches Grade Level or Above than non-English learner students on *STAAR 3-8* and *STAAR EOC* exams. There was a higher percentage of white special education students who were at Approaches Grade Level or Above than Hispanic and African American students on almost all *STAAR 3-8* and *STAAR EOC* exams. Dallas ISD special education students performed at a higher level of achievement than Houston ISD and San Antonio ISD special education students on every subject of the *STAAR 3-8* exam. The special education students of El Paso ISD generally had a higher percentage of students at Approaches Grade Level or Above compared to Dallas ISD students. Similarly, Austin ISD special education students performed at a higher level of achievement than Dallas ISD special education students on all *STAAR EOC* exams. However, a higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above than special education students in San Antonio ISD, El Paso ISD, and Houston ISD on *STAAR EOC* exams.

The four-year longitudinal dropout rate for Dallas ISD special education students was 11.7 percent. Dallas ISD special education students had a higher dropout rate than the dropout rate of the district for all students (7.9%). This rate is identical to last year's dropout rate (11.7%), although, the four-year longitudinal dropout rate is almost half of the 2009-10 rate (22.7%). Additionally, on average, special education students attended three fewer school days than general education students. The percentage of enrolled days that special education students attended (93.8%) was lower than general education students (95.2%).

Recommendations

Communicate the necessity of following RTI procedures to teachers and campus-based staff.

Evaluators indicated that only a small percentage of initial referral folders included adequate RTI interventions. RTI intervention documentation can identify if special education evaluation is necessary or whether other services are appropriate. In addition, teacher initiated referrals, which include RTI interventions, reduce the workload of evaluators allowing for more timely and appropriate placements of eligible students into special education services. Teachers and campus-based staff should not be instructing parents of suspected special education students to submit paperwork requesting evaluation in lieu of teacher initiated referrals including RTI documentation. Students suspected of having a disability requiring special education services should be referred through their teacher according to RTI.

Recruit more bilingual special education diagnosticians and LSSPs. A relatively low percentage of special education evaluators conduct bilingual evaluations (23.9%). Survey results showed that a quarter (25.4%) of non-bilingual evaluators 'frequently' or 'always' had trouble finding an interpreter to communicate with non-English speaking students. More bilingual diagnosticians and LSSPs should be hired to reduce linguistic barriers in conducting special education evaluations and increase efficiency.

Promote opportunities for evaluators to collaborate and receive professional support. Special education evaluators transitioned to campus-based work areas during the 2017-18 school year. In informal meetings, some evaluators mentioned difficulty in collaborating and receiving support from other evaluators after the transition. When evaluators were asked on a survey how the district can improve evaluation, one of the most common open-ended responses was: establish a central location for resources, collaboration, and support.

Ensure special education evaluators have adequate campus support and resources to carry out their duties. Approximately sixty percent of evaluators indicated on a survey that they did not have adequate access to the professional resources or office supplies needed to complete their work duties. When evaluators were asked how the district can improve evaluation, a common open-ended response was: increase access to professional resources (e.g. test scoring software, testing materials, protocols, etc.).

Investigate the increasing STAAR Alt 2 participation rate. The percentage of special education students who were tested with a STAAR Alt 2 version of a STAAR 3-8 or STAAR EOC exam has increased from 16.6 on the 2015 PBMAS report to 20.7 on the 2017 PBMAS report resulting in a performance level of three for this performance indicator. The cut point for this indicator is less than ten percent. Causes for this expansion should be investigated.

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APPENDICES

Appendix A

Appendix A Table 1: Response Rate for Special Education Customer Service Survey

Respondent	N	%
Teachers	757	72.7
Teacher Assistants	384	52.5
Principals	158	69.3
Assistant Principals	191	53.1
Other	29	*
All Respondents	1,519	**64.8

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: *A response rate cannot be calculated for "other" because this was not a defined category. **The response rate for all respondents is not a total of the response rate for job titles. Percentages may not equal 100 when added together due to rounding.

Appendix A Table 2: Question 1: How many students with IEPs (Individualized Education Program) did you work with on average? (Teachers and Teacher Assistants Only)

Frequency	N	%
None/Not Applicable	48	4.3
1-5	100	9.0
6-10	254	22.8
11-15	225	20.2
16-20	147	13.2
21 or more	338	30.4

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Percentages may not equal 100 when added together due to rounding.

Appendix A Table 3: Question 2: I understand the district's expectations in providing special education services.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	506	44.3	125	35.8	641	42.2
Agree	504	44.2	194	55.6	712	46.9
Disagree	60	5.3	23	6.6	85	5.6
Strongly Disagree	59	5.2	6	1.7	67	4.4
Not Applicable	12	1.1	1	0.3	14	0.9

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 4: Question 3: I understand the district's special education policies and procedures.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	461	40.4	121	34.7	590	38.8
Agree	540	47.3	197	56.4	753	49.6
Disagree	67	5.9	24	6.9	93	6.1
Strongly Disagree	58	5.1	6	1.7	66	4.3
Not Applicable	15	1.3	1	0.3	17	1.1

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 5: Question 4: I know how to get help with special education related matters.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	290	26.1	120	34.4	583	38.4
Agree	520	46.8	177	50.7	717	47.2
Disagree	198	17.8	34	9.7	123	8.1
Strongly Disagree	87	7.8	17	4.9	80	5.3
Not Applicable	17	1.5	1	0.3	16	1.1

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 6: Question 5: I have adequate access to the resources necessary to provide special education services (Teachers and Teacher Assistants Only).

Response	N	%
Strongly Agree	290	26.1
Agree	520	46.8
Disagree	198	17.8
Strongly Disagree	87	7.8
Not Applicable	17	1.5

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 7: Question 6: I am satisfied with the level of support provided to me by the special education department.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	227	19.9	47	13.5	278	18.3
Agree	433	37.9	142	40.7	584	38.4
Disagree	198	17.4	93	26.6	300	19.7
Strongly Disagree	107	9.4	37	10.6	145	9.5
Not Applicable	176	15.4	30	8.6	212	14.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 8: Question 7: There has been an improvement in the delivery of special education services this year (2017-2018) compared to last year (2016-2017).

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	227	19.9	47	13.5	278	18.3
Agree	433	37.9	142	40.7	584	38.4
Disagree	198	17.4	93	26.6	300	19.7
Strongly Disagree	107	9.4	37	10.6	145	9.5
Not Applicable	176	15.4	30	8.6	212	14.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 9: Question 8: The process for evaluating students for special education services has improved this year (2017-2018) compared to last year (2016-2017).

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	180	15.8	54	15.5	237	15.6
Agree	441	38.7	123	35.2	574	37.8
Disagree	182	16.0	89	25.5	276	18.2
Strongly Disagree	117	10.3	44	12.6	164	10.8
Not Applicable	221	19.4	39	11.2	268	17.6

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 10: Question 9: Have you contacted the special education department or an employee in the special education department during the current school year (2017-2018)?

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Yes	806	70.6	282	80.8	1,106	72.8
No	335	29.4	67	19.2	413	27.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 11: Question 10: How many times did you contact the Special Education department this year?

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
1	108	13.4	29	10.3	139	12.6
2	118	14.6	34	12.1	155	14.0
3	126	15.6	40	14.2	170	15.4
4	81	10.0	26	9.2	109	9.9
5	103	12.8	56	19.9	159	14.4
6	33	4.1	12	4.3	46	4.2
7	21	2.6	7	2.5	28	2.5
8	14	1.7	3	1.1	17	1.5
9	4	0.5	0	0.0	4	0.4
10 or more	198	24.6	75	26.6	279	25.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 12: Question 11: What was the method of contact?

Communication	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Phone	558	69.2	223	79.1	792	71.6
Email	589	73.1	225	79.8	826	74.7
Campus Request Form	175	21.7	61	21.6	237	21.4
In Person	304	37.7	123	43.6	441	39.9
In Writing	26	3.2	21	7.4	47	4.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Respondents could select more than one method of contact.

Appendix A Table 13: Question 12: Which topic(s) best match the purpose(s) for contacting the Special Education Department?

Topics	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
General Question about guideline(s)/procedure(s)	303	37.6	123	43.6	430	38.9
Transportation (including bus monitor)	272	33.7	97	34.4	373	33.7
Behavior Interventions/Observations	223	27.7	141	50.0	366	33.1
Moving a student from a least restrictive environment (LRE) to more restrictive environment (MRE)	186	23.1	107	37.9	295	26.7
REVIEW 360	222	27.5	37	13.1	264	23.9
ARD planning and preparation	167	20.7	67	23.8	238	21.5
Classroom Set-up / Materials	155	19.2	32	11.3	190	17.2
Other	132	16.4	47	16.7	180	16.3
Initial Evaluations for Special Education	72	8.9	97	34.4	174	15.7
ARD Committee meeting support	107	13.3	63	22.3	173	15.6
Accommodations / Modifications	104	12.9	53	18.8	163	14.7
Lack of Behavior Progress	99	12.3	60	21.3	161	14.6
Inclusion / Collaborative Teaching	98	12.2	55	19.5	158	14.3
Equipment / Repairs	136	16.9	20	7.1	157	14.2
IEP implementation	101	12.5	42	14.9	148	13.4
Transition Services	112	13.9	28	9.9	146	13.2
Request for Social Worker	92	11.4	31	11.0	124	11.2
Behavior Intervention Plan Writing	70	8.7	42	14.9	112	10.1
IEP Formulation and interpretation	72	8.9	26	9.2	100	9.0
Lack of Academic Progress	63	7.8	29	10.3	93	8.4
Functional Behavior Assessments	31	3.8	45	16.0	77	7.0
Request for student data	49	6.1	19	6.7	73	6.6
Lesson Development	29	3.6	12	4.3	42	3.8
Parent Training	21	2.6	9	3.2	30	2.7

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Respondents could select more than one method of contact.

Appendix A Table 14: Question 13: The Special Education Department responded to me in a timely manner.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	257	31.9	61	19.6	324	29.3
Agree	395	49.0	145	46.5	551	49.8
Disagree	96	11.9	56	17.9	153	13.8
Strongly Disagree	50	6.2	49	15.7	69	6.2
Not Applicable	8	1.0	1	0.3	9	0.8

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 15: Question 14: The Special Education Department fully addressed my question(s) and/or concern(s).

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	241	29.9	53	18.8	299	27.0
Agree	372	46.2	122	43.3	503	45.5
Disagree	126	15.6	82	29.1	211	19.1
Strongly Disagree	57	7.1	22	7.8	80	7.2
Not Applicable	10	1.2	3	1.1	13	1.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 16: Question 15: The Special Education Department staff member who responded to my question(s) and/or concern(s) was knowledgeable.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	289	35.9	82	29.1	379	34.3
Agree	386	47.9	146	51.8	538	48.6
Disagree	77	9.6	42	14.9	121	10.9
Strongly Disagree	40	5.0	8	2.8	49	4.4
Not Applicable	14	1.7	4	1.4	19	1.7

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 17: Question 16: The Special Education Department staff member who responded to my question(s) and/or concern(s) was professional.

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Strongly Agree	313	38.8	99	35.1	419	37.9
Agree	397	49.3	157	55.7	563	50.9
Disagree	41	5.1	19	6.7	60	5.4
Strongly Disagree	40	5.0	5	1.8	46	4.2
Not Applicable	15	1.9	2	0.7	18	1.6

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 18: Question 17: Overall, how long did it take to receive assistance / support from the Special Education Department?

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Much shorter than expected	141	17.5	27	9.6	172	15.6
Shorter than expected	127	15.8	29	10.3	162	14.6
About what I expected	394	48.9	125	44.3	526	47.6
Longer than expected	97	12.0	65	23.0	163	14.7
Much longer than expected	47	5.8	36	12.8	83	7.5

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix A Table 19: Question 18: Overall, how satisfied were you with the customer service you received from the Special Education Department?

Response	Teachers & Teacher Asst.		Principals & Asst. Principals		Total	
	N	%	N	%	N	%
Very dissatisfied	67	8.3	26	9.2	93	8.4
Moderately dissatisfied	48	6.0	31	11.0	80	7.2
Slightly dissatisfied	46	5.7	33	11.7	82	7.4
Slightly satisfied	83	10.3	42	14.9	125	11.3
Moderately satisfied	232	28.8	73	25.9	311	28.1
Very satisfied	330	40.9	77	27.3	415	37.5

Source: DISD Department of Evaluation and Assessment Internal Survey: 04/27/18.

Note: Asst. = Assistant. Total includes respondents who identified as "other" (N = 29). Percentages may not equal 100 when added together due to rounding.

Appendix B

Appendix B Table 1: Question 1: Which of the following best describes your current position?

Respondent	N	%
Diagnostician	67	76.1
LSSP	21	23.9

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: Percentages may not equal 100 when added together due to rounding.

Appendix B Table 2: Question 2: Do you conduct bilingual evaluations?

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Yes	18	26.9	3	14.3	21	23.9
No	49	73.1	18	85.7	67	76.1

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 3: Question 3: Approximately what percentage of initial evaluations were referred through parent requests during the current school year (2017-2018)?

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
None	0	0.0	0	0.0	0	0.0
1% to 25%	10	14.9	0	0.0	10	11.4
26% to 50%	10	14.9	1	4.8	11	12.5
51% to 75%	8	11.9	4	19.0	12	13.6
76% to 99%	23	34.3	14	66.7	37	42.0
All	16	23.9	2	9.5	18	20.5

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 4: Question 4: Approximately what percentage of initial referral folders included adequate RTI interventions?

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
None	29	43.3	8	38.1	37	42.0
1% to 25%	31	46.3	11	52.4	42	47.7
26% to 50%	4	6.0	2	9.5	6	6.8
51% to 75%	3	4.5	0	0.0	3	3.4
76% to 99%	0	0.0	0	0.0	0	0.0
All	0	0.0	0	0.0	0	0.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 5: Question 5: Do you have trouble finding an interpreter to communicate with non-English speaking students or parents (non-bilingual evaluators)?

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Always	5	10.2	1	5.6	6	9.0
Frequently	8	16.3	3	16.7	11	16.4
Sometimes	26	53.1	11	61.1	37	55.2
Never	10	20.4	3	16.7	13	19.4

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 6: Question 6: I have adequate access to the office supplies (e.g. printers, copiers, ink, paper) needed to complete my work duties.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	10	14.9	0	0.0	10	11.4
Agree	23	34.3	4	19.0	27	30.7
Disagree	22	32.8	12	57.1	34	38.6
Strongly Disagree	12	17.9	5	23.8	17	19.3
I Don't Know	0	0.0	0	0.0	0	0.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 7: Question 7: I have adequate access to the professional resources (e.g. software, assessments, forms, etc.) needed to complete my work duties.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	3	4.5	1	4.8	4	4.5
Agree	26	38.8	4	19.0	30	34.1
Disagree	22	32.8	7	33.3	29	33.0
Strongly Disagree	16	23.9	9	42.9	25	28.4
I Don't Know	0	0.0	0	0.0	0	0.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 8: Question 8: I receive professional help and support in a timely manner.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	17	25.4	3	14.3	20	22.7
Agree	30	44.8	12	57.1	42	47.7
Disagree	10	14.9	5	23.8	15	17.0
Strongly Disagree	9	13.4	1	4.8	10	11.4
I Don't Know	1	1.5	0	0.0	1	1.1

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 9: Question 9: The transition to campus based locations has improved the response time in conducting evaluations.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	4	6.0	0	0.0	4	4.5
Agree	8	11.9	4	19.0	12	13.6
Disagree	18	26.9	4	19.0	22	25.0
Strongly Disagree	31	46.3	10	47.6	41	46.6
I Don't Know	6	9.0	3	14.3	9	10.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 10: Question 10: The transition to campus based locations has benefited students and their families.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	5	7.5	0	0.0	5	5.7
Agree	9	13.4	6	28.6	15	17.0
Disagree	22	32.8	5	23.8	27	30.7
Strongly Disagree	18	26.9	7	33.3	25	28.4
I Don't Know	13	19.4	3	14.3	16	18.2

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 11: Question 11: My campus physical work space is appropriate for fulfilling my work duties.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	14	20.9	2	9.5	16	18.2
Agree	21	31.3	10	47.6	31	35.2
Disagree	12	17.9	4	19.0	16	18.2
Strongly Disagree	20	29.9	5	23.8	25	28.4
I Don't Know	0	0.0	0	0.0	0	0.0

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 12: Question 12: I am frequently asked to support my campus(es) in matters not related to special education evaluation.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	15	22.4	6	28.6	21	23.9
Agree	13	19.4	2	9.5	15	17.0
Disagree	24	35.8	13	61.9	37	42.0
Strongly Disagree	14	20.9	0	0.0	14	15.9
I Don't Know	1	1.5	0	0.0	1	1.1

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 13: Question 13: I am frequently interrupted by campus staff when conducting my work.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	28	41.8	5	23.8	33	37.5
Agree	13	19.4	6	28.6	19	21.6
Disagree	20	29.9	7	33.3	27	30.7
Strongly Disagree	5	7.5	1	4.8	6	6.8
I Don't Know	1	1.5	2	9.5	3	3.4

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.

Appendix B Table 14: Question 14: The transition to a campus based location has been a positive change.

Response	Diagnosticians		LSSPs		Total	
	N	%	N	%	N	%
Strongly Agree	5	7.5	0	0.0	5	5.7
Agree	10	14.9	2	9.5	12	13.6
Disagree	22	32.8	6	28.6	28	31.8
Strongly Disagree	22	32.8	7	33.3	29	33.0
I Don't Know	8	11.9	6	28.6	14	15.9

Source: DISD Department of Evaluation and Assessment Internal Survey: 03/30/18.

Note: LSSP = Licensed Specialist in School Psychology. Percentages may not equal 100 when added together due to rounding.