

2021-22

Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.

Superintendent of Schools



2021-22

Evaluation of Special Education

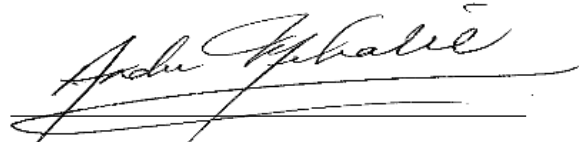
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Kaitlin R. Sands, Ph.D., Evaluation Analyst I



Larry Featherston, Ph.D.
Manager, Program Evaluation



Anduamlak Mehari, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

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H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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ACRONYMS AND ABBREVIATIONS

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

Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities. Federal laws and State of Texas accountability systems provide a framework that helps shape and guide special education (SPED) programming within the district.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.¹

The purpose of this report was to describe the SPED program, to summarize trends in the characteristics and academic performance of students served by the SPED department, and to summarize feedback from stakeholders.

EVALUATION QUESTIONS/OUTCOMES

What was the source and amount of funding for the Special Education program in 2021-22?

- The total budget for the 2021-22 SPED program was \$142,326,859, which is an increase from \$140,146,648 in 2020-21.
- In 2021-22, the SPED department also received \$6,623,150 in ESSER funding.

How did the Special Education program perform on the 2020-21 RDA Report?

- Three SPED program areas were assigned a performance level (PL) of zero. Seven SPED program areas received a PL of three or higher.
- The district outperformed the state in two SPED program areas (SPED STAAR 3-8 Passing Rate in Mathematics and SPED Year-After-Exit STAAR 3-8 Passing Rate in Social Studies). Eleven SPED program areas were commensurate with state performance.

What were the characteristics of students with disabilities and Special Education program teachers?

Student Characteristics

- In 2021-22, 15,762 students with disabilities (11.1% of district enrollment) received SPED services, compared to 14,095 in 2020-21 (Table 1).
- The proportion of Black or African American students receiving SPED services (26.3%) was larger than the general education rate (19.6%).
- Emergent Bilingual (EB) students constituted 42.2 percent of students receiving SPED services.

Table 1: 2021-22 Dallas ISD SPED and General Education Enrollment by Student Group

	SPED (N=15,762)		General Education (N=125,742)	
	n	%	n	%
Sex				
Female	5,293	33.6	64,155	51.0
Male	10,469	66.4	61,587	49.0
Ethnicity				
Hispanic/Latino	10,372	65.8	89,937	71.5
Black or Afr Amer	4,140	26.3	24,598	19.6
White	804	5.1	6,860	5.5
Other	446	2.8	4,347	3.5
Student Groups				
Eco. Dis.	13,881	88.1	106,512	84.7
EB	6,644	42.2	61,712	49.1
Homeless	331	2.1	2,549	2.0

Source: District student demographic data file dated May 16, 2022 (2021-22).

Note: Afr Amer=African American, Eco.Dis.=Economically Disadvantaged; EB=Emergent Bilingual.

- The most common primary disabilities of students receiving SPED services were specific learning disability (31.4%), autism (26.3%), other health impairment (13.1%), and speech impairments (11.9%).
- Among students with specific learning disabilities, 16 percent had speech impairment as a secondary disability. Among students with autism, 58 percent were also diagnosed with speech impairment as secondary disability.

¹ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

- The largest percentage of students with disabilities receiving SPED services were placed into a mainstream educational setting (37.3%) or resource rooms (28.9%).

Teacher Characteristics

- A total of 1,774 SPED teachers and SPED teaching assistants (TAs) were employed in Dallas ISD in 2021-22 (5.2% increase from 2020-21).
- A smaller percentage of SPED teachers were Hispanic (11.2%) compared to SPED TAs (41.7%) and general education teachers (41.3%).
- A higher percentage of SPED teachers and TAs were African American (56% and 52.1%, respectively) compared to general education teachers (31.1%).

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

Perceptions About Student Support Teams

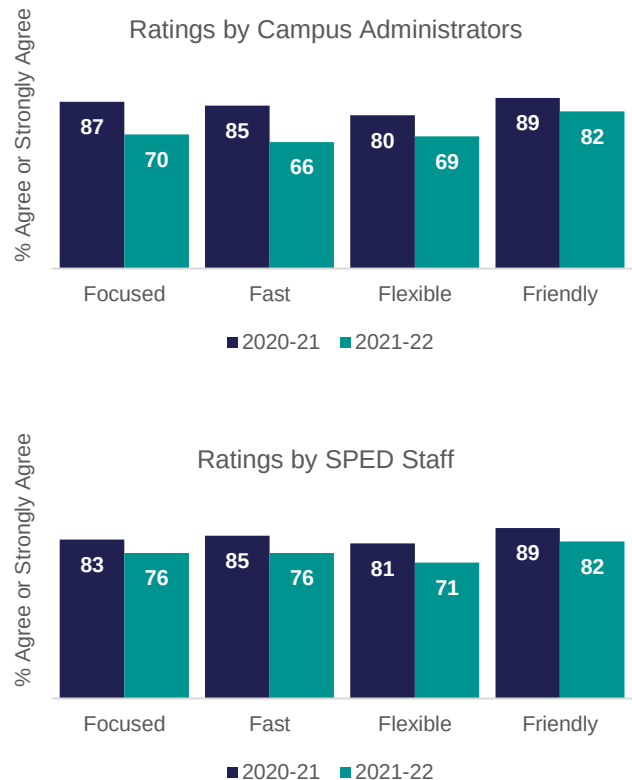
The purpose of the SPED Customer Service survey was to solicit feedback on customer service experience with the SPED department as well as explore respondents understanding of SPED policy, procedures, and resource access.

- A higher proportion of administrators (73.1%) agreed or strongly agreed that their SSTs met regularly to discuss student concerns compared to SPED staff (46.7%).
- A higher proportion of campus administrators (66.9%) agreed or strongly agreed that SSTs met regularly specifically to discuss, recommend, and review progress on appropriate interventions before referring students for an initial SPED evaluation compared to SPED staff (45.4%).
- Survey findings indicated a low rate of SPED staff awareness of the presence and activities of campus SSTs.
- Most campus administrators and SPED staff respondents agreed that they 1) understood the district's expectations in providing SPED services, 2) understood the district's SPED policies and procedures, 3) understood how to get help with SPED-related matters, 4) had adequate access to SPED central staff members needed to provide SPED services, and 5) had adequate access to the classroom materials needed to serve SPED students.

SPED Core 4 Ratings

Ratings of the SPED department on all Core 4 domains were generally positive (Figure 1), however overall satisfaction ratings show a marked decrease from 2020-21 satisfaction ratings.

Figure 1: 2020-21 and 2021-22 SPED Customer Service Survey Ratings on Central Office SPED Department Core 4



Source: 2020-21 SPED Customer Service Surveys. 2021-22 SPED Customer Service Survey results file dated July 20, 2022.

Note: Administrator N=172 (2020-21), N=119 (2021-22), SPED Staff N=521 (2020-21), N=208 (2021-22).

What were the academic outcomes of students with disabilities?

State of Texas Assessments of Academic Readiness

- Students receiving SPED services were within one percentage point or exceeded 2020-21 rates for STAAR Reading and English I and English II EOCs at the Approaches+ performance standard (Table 2).
- Except for grades three and five, students receiving SPED services in 2021-22 exceeded 2020-21 rates for STAAR Mathematics and Algebra I EOC at the Approaches+ performance standard.
- Students in 2021-22 were within one percentage point or exceeded 2020-21 rates for grades three through seven STAAR Alt 2 Reading at the Satisfactory+ performance standard.
- Students were within one percentage point or exceeded 2020-21 rates at the Satisfactory+ performance standard for all STAAR Alt 2 Mathematics and Algebra I EOC Alt 2, with the exception of grade six.

Table 2. 2021-22 Dallas ISD SPED Students at Approaches+ on STAAR 3-8/STAAR EOC

Grade Level	2021-22	
	Tested N	Appr+ %
Reading		
Grade 3	1,045	32.3
Grade 4	1,167	32.3
Grade 5	1,221	38.2
Grade 6	1,097	25.3
Grade 7	1,032	31.0
Grade 8	916	37.2
Mathematics		
Grade 3	1,047	31.0
Grade 4	1,170	33.2
Grade 5	1,224	42.6
Grade 6	1,092	36.4
Grade 7	662	19.2
Grade 8	1,205	33.6
Science		
Grade 5	1,222	26.4
Grade 8	968	29.1
Social Studies		
Grade 8	915	18.9
EOC		
Algebra I	1,258	38.9
English I	1,549	19.2
English II	1,049	20.3
Biology	1,085	45.0
U.S. History	650	51.8

Source: District STAAR 3-8 data file dated 07/15/22 and STAAR EOC data file dated 08/02/22.

Table 3. 2021-22 Dallas ISD SPED Students at Satisfactory+ on STAAR 3-8 Alt 2/STAAR EOC Alt 2

Grade Level	2021-22	
	Tested N	Satis+ %
Reading		
Grade 3	232	86.6
Grade 4	233	90.1
Grade 5	231	87.9
Grade 6	208	89.4
Grade 7	209	89.5
Grade 8	199	91.0
Mathematics		
Grade 3	232	92.2
Grade 4	232	95.7
Grade 5	231	93.5
Grade 6	208	88.0
Grade 7	210	92.9
Grade 8	199	92.5
Science		
Grade 5	231	93.1
Grade 8	199	93.5
Social Studies		
Grade 8	199	92.0
EOC		
Algebra I	207	88.4
English I	203	86.7
English II	197	82.7
Biology	212	94.8
U.S. History	179	92.7

Source: District STAAR 3-8 data file dated 08/09/22. District STAAR EOC data file dated 08/02/22.

Comparisons to Statewide Results

- Students receiving SPED services at the statewide level outperformed students receiving SPED services within Dallas ISD in nearly all STAAR 3-8/STAAR EOC subjects and grade levels
- Students receiving SPED services within Dallas ISD outperformed students receiving SPED services statewide by two percentage points in Grade 8 Mathematics.

NWEA Measures of Academic Progress

- Students receiving SPED services in grades one, two, four, and eight had higher rates of Average Conditional Growth Percentiles (CGPs) on the MAP Reading test than on the MAP Mathematics test while students in grades three, five, six, nine, ten, and eleven had higher CGPs rates on the MAP Mathematics test than on the MAP Reading test.

What were the attendance rates, graduation rates, and dropout rates of students with disabilities?

- In 2021-22, the overall average attendance rate for students receiving SPED services (90.9%) was slightly less than the overall district average attendance rate (91.6%). However, the overall average attendance rate for students receiving SPED services has declined since 2020-21 (92.0%) and 2019-20 (93.1%).
- For the Class of 2021, students receiving SPED services graduation rate (68.8%) was markedly less than the districtwide graduation rate (80.1%).
- The 4-year longitudinal dropout rate for the Class of 2021 students with disabilities was 14.9 compared to districtwide rate of 12.9.

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

SPED Compensatory Services

- The SPED Compensatory Services ESSER activity implementation was delayed due to late job postings and a lack of qualified job candidates. As such, the Dallas ISD Deaf Education program did not meet the goal of providing sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities.
- The SPED department did not meet the goal of completing 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.

SPED Backlog Clean-up

- The SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 by September 15, 2021.
- The SPED department made significant progress towards but did not meet the goal of completing 100% of all current 2021-2022 school year referrals with finalized FIE by August 1, 2022.

Transforming SPED Classrooms & Pathways

The Transforming SPED Classrooms and Pathways ESSER activity implementation was delayed due to late purchasing of a new curriculum, late submission of procurement requisitions, and a lack of progress toward purchasing additional materials and classroom technologies. High school Functional Living Skills Classes did not meet the goal of implementing a revised program.

SPED Behavioral Health Team

The SPED Behavioral Health Team ESSER activity implementation was delayed due to delays in posting job openings, difficulty finding qualified candidates, and a late onboarding process for Behavioral Health Team staff. As such, the goal was not met to conduct a needs assessment for all campuses to determine behavioral supports for students with disabilities.

Middle School ARD Support

- In 2021-22, the SPED department aimed to provide intentional support systems for ten middle school campuses that have more than 100 students receiving SPED services with mild to severe needs.
- The SPED department did not meet the goal (missed 1.9% of ARD timelines) of having 100% of ARD meetings completed on or before the due dates as evidenced by SDMS reports.

RECOMMENDATIONS

Continue to communicate and stress to all campuses the importance of regular SST meetings for the identification of students needing services. Thirty-three percent of SPED staff were not aware of an SST on their campuses or did not have enough information to rate their SST, suggesting possible under-engagement of SPED staff members in SST campus activities (this rate decreased from 38% in 2020-21). Program managers and school leadership should increase communication and stress the crucial role that regular SST meetings play in the effective and efficient delivery of SPED services.

Continue to monitor the impact of SPED department ESSER activities. In 2021-22, district budgeted approximately \$29 million aimed at improving and expanding special education services. The SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 and made

significant progress toward the goal of completing referrals with finalized FIE and conducting ARD meetings in a timely manner. However, many of the ESSER activities were not fully implemented due to delays in job posting, hiring, and onboarding process of qualified language interpreters and Behavioral Health Team staff or due to late procurement process for purchasing new curriculum and materials. Therefore, as these activities are implemented in 2022-23, the district should monitor these activities to examine the impact on SPED services and student outcomes.

Evaluate the impact of alternative school calendars on student outcomes. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on learning outcomes of students receiving SPED services.

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Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION²

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities. Federal laws and State of Texas accountability systems provide a framework that helps shape and guide Special Education (SPED) programing within the district.

The Individuals with Disabilities Education Act of 1990 (IDEA) is the federal law designed to ensure that students with disabilities are provided a free and appropriate public education (FAPE). IDEA governs how states and public agencies provide early intervention, SPED, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth to age 2) receive SPED and related services under IDEA Part C, and youth with disabilities (ages 3-21 years) receive SPED and related services under IDEA Part B.³ 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 were used to determine whether schools had been successful in teaching students the grade-level knowledge and skills as defined by the state content standards. The Every Student Succeeds Act of 2015 (ESSA) replaced NCLB and granted states greater flexibility to set performance standards and determine goals and milestones.

Assessment results for students receiving SPED services are collected for state and federal accountability systems. Students in grades three to eight are given *State of Texas Assessments of Academic Readiness (STAAR)* in reading, mathematics, science, and social studies. Students in high school are given *STAAR End of Course (EOC)* assessments in Algebra I, Biology, English I, English II, and United States History.⁴

In addition to the state and federal accountability systems that provide ratings for districts and campuses, the Texas Education Agency (TEA) has developed an ancillary accountability system, the Results Driven Accountability system (RDA).⁵ RDA reports annually on the performance of school districts in four program areas: bilingual education/English as a second language, career and technical education, certain federal Title programs, and SPED. The Division of Review and Support within the TEA monitors and supports intervention activities within this data-driven, performance-based system using a continuous improvement model. Local Education Agencies (LEAs) are required to participate in intervention activities when data suggest such a need, and LEAs may be subject to additional, elevated interventions, such as

² Portions of this report were replicated or adapted from Mejan, 2021

³ Additional resources regarding IDEA can be found at the US Department of Education IDEA website, <https://sites.ed.gov/idea/>. Link retrieved 1/16/20.

⁴ TEA canceled STAAR and STAAR EOC in spring 2020 in response to the COVID-19 pandemic; thus, data for that school year is unavailable.

⁵ Prior to 2019-20, this system was called the Performance-Based Monitoring Analysis System (PBMAS).

on-site reviews by TEA staff members.⁶ Additional summative information about the TEA RDA system including outcomes for the Dallas ISD SPED program (with state-level comparisons) are provided later in this report; more detailed information about this system can be obtained through the Dallas ISD Federal and State Accountability department⁷ and on the TEA website.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports⁸. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

SPED Identification

Child Find, a component of IDEA, requires that schools “find all children who have disabilities and who may be entitled to special education services.” Child Find further mandates that schools evaluate any child from birth to age two who is known or suspected to have a disability.⁹ In accordance with Child Find, the Dallas ISD SPED department communicates through a variety of means (e.g., flyers, email and website communications, presence at family and community events) with existing and potentially eligible families regarding Dallas ISD SPED services.

When parents or instructional staff members suspect a student might have a disability, depending on the nature of the problem, the student may first be provided support through the Dallas ISD Multi-Tiered Systems of Support (MTSS – previously called the Response to Intervention system, or RTI). The MTSS framework encompasses “[evidence-based] structures and procedures that campuses offer to help each child achieve success.” MTSS supports encompass three domains: academics, language, and engagement. Interventions for any or all of these domains may be utilized when campus staff members are

⁶Source: <https://tea.texas.gov/student-testing-and-accountability/monitoring-and-interventions/performance-based-monitoring-analysis-system-pbmas/results-driven-accountability-rda-overview>. Retrieved 01/16/20.

⁷ Contact information and other resources can be found online at: <https://www.dallasisd.org/federalandstate>.

⁸ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

⁹ Source: <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/child-find-what-it-is-and-how-it-works>. Retrieved 01/21/20.

working within this framework to support a struggling student.¹⁰ MTSS intervention efforts increase in intensity and duration for students who fail to respond appropriately to the core academic program.^{11,12}

The Student Support Team (SST)

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

Student Evaluation for SPED Services

When warranted MTSS interventions have been provided and have not produced the desired outcome(s) – or in cases where student struggle is more evident and severe than the MTSS framework can adequately address – the student may be referred for an initial SPED evaluation. Parents may also request at any time that their student be provided an initial evaluation for SPED.¹³ Regardless of the originator of the referral (i.e., parent or school staff member), IDEA requires the school to provide prior written notice to the parent or guardian regarding a range of activities in which the school anticipates engaging pertaining to the SPED process, including conducting an initial evaluation.

The Dallas ISD SPED program employs SPED evaluators – also referred to as diagnosticians or licensed specialists in school psychology (LSSPs) – on campuses throughout the district. SPED evaluators review student records, including academic, hearing, vision, and related test results, and any other records related to the suspected disability.

¹⁰ Source: <https://sites.google.com/dallasisd.org/disdmtss/mtss-framework>. Link retrieved 2/15/22.

¹¹ Of the three tiers in the MTSS framework, Tier One is considered the core academic program. SPED services are applied beyond the MTSS framework (beyond MTSS Tier Three).

¹² Additional information on MTSS can be found in recent MTSS evaluation reports (Barton, 2021; Springer & Kim, 2020)

¹³ For detailed information about processes and duties related to the SPED evaluation processes, particularly the Admission, Review and Dismissal (ARD) process, please refer to the TEA ARD Parent Guide found at https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf. Retrieved 01/14/2020.

Determination of Eligibility and Placement

After a SPED evaluator completes an initial evaluation and report, an Admission, Review, and Dismissal (ARD) committee including parents, teachers, school administrators, and evaluation personnel is formed to review the evaluation report and determine whether the student is eligible for SPED and related services.¹⁴ Once a student is determined eligible, the ARD committee develops an individualized education program (IEP).^{15,16} An IEP articulates the annual goals, services, accommodations and modifications, and progress measurements that are required to meet the needs of students with disabilities. ARD committees also determine instructional placements suitable for educating students with disabilities while also – to the maximum extent appropriate – placing students with disabilities in the least restrictive environment (LRE) with students without disabilities.¹⁷ A visual representation of this process is provided in Appendix A.

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

Elementary and Secondary School Emergency Relief (ESSER) Activities

In March 2020, Congress allotted funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the Elementary and Secondary School Emergency Relief (ESSER) grant program. Dallas ISD was granted approximately \$700 million from this fund through the Texas Education Agency (TEA). The district budgeted approximately \$29 million aimed at improving and expanding special education services. The ESSER activities implemented in 2021-22 include increased SPED compensatory services, reduced SPED referral backlogs, transforming SPED classrooms and pathways, establishing a behavioral health team, and providing increased middle school ARD support.

SPED Compensatory Services

SPED Compensatory Services aims to ‘compensate’ students with disabilities services to make up for services not provided by the LEA. These compensatory services are provided when failure to implement

¹⁴ Related services is defined by the United States Individuals with Disabilities Education Act (IDEA) 1997 as “transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [...] and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training” [IDEA section 300.24(a)].

¹⁵ IEP plans under IDEA cover students who qualify for SPED. Section 504 (of the Rehabilitation Act of 1973, a civil rights law) covers students who do not meet the criteria for SPED but who require some accommodations. Both IEPs and Section 504 plans ensure that students with disabilities have access to a free and appropriate public education. See <https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans> for more information on the differences between an IEP and Section 504 provisions.

¹⁶ Students with disabilities who only receive Section 504 support are excluded from this evaluation.

¹⁷ As the State of Texas IDEA Manual (2016, page 6) highlights: “In 2004, Congress [...] amended IDEA, and [...] raised the bar for expectations of students with disabilities [...]. The education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible to meet developmental goals and to the maximum extent possible the challenging expectations that have been established for all children and be prepared to lead productive and independent lives.”

the student's IEP denies the student's right to a FAPE under IDEA. The following are the district's performance objectives for this activity:

1. The Dallas ISD Deaf Education program will provide sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities as stated in their IEP by 2022-2023 school year, as evidence by student schedules, interpreter sign in sheets and campus master schedules.
2. Complete 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.

SPED Backlog Clean-up

Dallas ISD had a backlog of referrals for SPED services from the 2017-2021 school years due to the COVID-19 pandemic. This activity aims to end that backlog of referrals to meet mandates under IDEA that all students who have a pending referral and parental consent must be evaluated to determine if they meet SPED qualifications. The following are the district's performance objectives for this activity:

1. Complete 100% of all backlogged referral cases from 2017-2019 by September 15, 2021.
2. Complete 100% of all current 2021-2022 school year referrals with finalized Full and Individual Initial Evaluation Report (FIE) by August 1, 2022.

Transforming SPED Classrooms & Pathways

The district aims to address inequalities in specialized classrooms by upgrading technology and evidence-based resources, upgrade Assistive Technology to improve access and address inequalities for students with disabilities, and provide live-stream instruction for emotional/behavioral/homebound disabled students needing specialized instructional settings. Further, through the Career and Technology Education (CTE) department, there will be improved programming opportunities for students attending the Special Education 18+ Transition Program. The following are the district's performance objectives for this activity:

1. By the end of the 2021-2022 school year, high school Functional Living Skills Classes will implement revised program standards to increase student achievement on *STAAR Alternate 2* (STAAR-Alt 2) reading and math and improve independent living skills.
2. The special services department along with the CTE department will review current programming, determine additional program needs, and develop implementation plan for new programming for Multiple Careers Magnet Center (MCMC) by the end of the 21-22 school year.

SPED Behavioral Health Team

This activity aims to improve districtwide supports for students with special needs and challenging behaviors through the implementation of a Board-Certified Behavior Analyst Team (BCBA). This team will provide intensive Applied Behavioral Analysis (ABA) when responding to and/or treating the function of intensive behavioral challenges that interfere with student progress. The following are the district's performance objectives for this activity:

1. Conduct an annual needs assessment for all campuses on behavioral supports for students receiving SPED services.
2. BCBAs will train 100% of Special Educators on the development of effective positive behavior plans by May 2023.

Middle School ARD Support

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

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation is to examine the SPED program in 2021-22, including funding, characteristics of the students served by the program, SPED program teacher characteristics, SPED staff and campus administrator satisfaction with support provided by the SPED department, and student academic performance and outcomes. This evaluation gives particular focus on examining indicators related to state and federal accountability systems. This evaluation report provides a summary of key findings and actionable recommendations based on reported data. The evaluation addresses the following questions:

1. What was the source and amount of funding for the Special Education program?
2. How did the Special Education program perform on the 2020-21 RDA Report?
3. What were the characteristics of students with disabilities and Special Education program teachers?
4. What were campus staff perceptions and experiences with the Special Education department?
5. What were the academic outcomes of students with disabilities?
6. What were the attendance rates, graduation rates, and dropout rates of students with disabilities?
7. What were the outcomes related to ESSER funded Special Education activities?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the Special Education program in 2021-22?

Methodology

The evaluator reviewed and summarized 2020-21 and 2021-22 program budget information provided by the Dallas ISD budget services department.

Results

The total budget for the 2021-22 SPED program was \$142,326,859, which is an increase from \$140,146,648 in 2020-21 (Table 1). For 2020-21 through 2021-22 fiscal years, payroll costs were the largest expense, followed by professional/contracted services. The SPED department also received additional ESSER funding which totaled \$6,623,150.

Table 1: 2020-21 to 2021-22 Dallas ISD Special Education Department Budget

Category	2020-21 \$	2021-22 \$	One-Year Change \$
General Funds			
Payroll Costs	129,388,049	128,869,373	-518,676
Professional/Contracted Services	6,129,182	8,651,404	2,522,222
Supplies/Materials	4,277,957	4,324,042	46,085
Other Operational Costs	259,893	462,028	202,135
Capital Outlay: Land/Building/Equipment	91,567	20,012	-71,555
Total	140,146,648	142,326,859	2,180,211
ESSER Funds			
SPED Compensatory Services	N/A	3,000,000	N/A
SPED Backlog Clean-Up	N/A	500,000	N/A
Transforming SPED Classrooms & Pathways	N/A	750,000	N/A
SPED Behavioral Health Team	N/A	1,524,000	N/A
Middle School ARD Support	N/A	849,150	N/A
Total	N/A	6,623,150	N/A

Source: Dallas ISD SPED department internal records provided 08/26/22 by Budget Services.

Note: N/A= not applicable. Numbers rounded to nearest dollar. 1-Yr Change indicates change between 2021-22 and 2020-21. 2020-21 budget differs from Mejan, 2021 report due to a change in reporting procedures. Values are different than prior years due to the inclusion of all reported SPED funds across the entire district.

How did the Special Education program perform on the 2020-21 RDA Report?

The RDA is an automated data system developed by the TEA that reports annually on the performance of school districts and charter schools throughout the State of Texas. School improvement staff members at each LEA monitor and support intervention activities related to this system.¹⁸ The TEA assigns performance level (PL) indicators for a variety of LEA programming areas, including SPED. If the system identifies areas of concern with noncompliance, student performance, or program effectiveness, the LEA is required to participate in intervention activities and may be subjected to additional sanctions and interventions, including on-site reviews by TEA staff members.

PL assignments range from zero to three and “significant disproportionality” (SD). A performance level of zero indicates that the state standard was met. Areas not meeting the standard are assigned PLs of one to three, with higher numbers or assignments indicating areas of greater concern. Significant disproportionality may be assigned when racial or ethnic group representation in each program area is significantly greater than one might expect given that group’s representation in the larger district population.

¹⁸ In the Dallas ISD, these staff members can be found in the department of Federal and State Accountability.

The threshold for an assignment of SD is a risk ratio of >2.5 .¹⁹ An *SD Year 3* assignment carries actionable requirements if the district fails to show reasonable progress for three consecutive years. The State of Texas also will notify in writing each district identified as *SD Year 3* in any of the required SD categories of resulting actionable requirements and timelines associated for completion and assurance of those requirements.²⁰

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

Methodology

To examine findings related to district SPED program performance, the evaluator used the 2021 RDA (district-level) Report²¹ for Dallas ISD. Performance-Based Monitoring Analysis System (PBMAS) and RDA data and other findings from the two previous school years were taken from the 2019-20 and 2020-21 SPED evaluation reports (Mejan, 2020; Mejan, 2021). The evaluator then reviewed SPED-related PL data for the three years to examine patterns over time.

To examine findings related to Dallas ISD and state-level SPED program performance, the evaluator used the 2021 RDA (state-level) Report.²² 2021-22 SPED-related PL data was then used to compare district performance to state performance.

Results

2019-20 to 2020-21 Dallas ISD Performance

Overall, RDA performance varied by SPED program area and school year (Table 2). In 2021, three SPED program areas were assigned a PL of zero (SPED Year-After-Exit STAAR 3-8 Passing Rate for Science, SPED Year-After-Exit STAAR 3-8 Passing Rate for Social Studies, and SPED Regular Class $\geq 80\%$ Rate Among Ages 6 to 21) compared to five in 2019. Seven SPED program areas were assigned a PL of three or SD Year 3 in 2021 (SPED STAAR 3-8 Passing Rate for Reading, SPED STAAR 3-8 Passing Rate for Science, SPED STAAR 3-8 Passing Rate for Social Studies, SPED STAAR 3-8 Passing Rate for Writing, SPED Year-After-Exit STAAR 3-8 Passing Rate for Writing, SPED STAAR EOC Passing Rate for Biology, and SPED Representation: African American, Identified with Emotional Disturbance as a Primary Disability) compared to only five in 2019. In 2020, Dallas ISD SPED program areas addressing

¹⁹ The TEA defines a risk ratio as, "A calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA." Definition retrieved from <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/significant-disproportionality> on 3/1/20.

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

²¹ Source: <https://rptsvr1.tea.texas.gov/cgi/sas/broker>.

²² Source: <https://tea.texas.gov/sites/default/files/2021-rda-state.pdf>.

SPED student STAAR performance received no PL assignment due to the cancellation of the STAAR administration. Therefore, comparisons to 2020 RDA performance are limited. Three-year district performance on PBMAS/RDA SPED program area indicators are provided in Appendix B.

Table 2: 2019 to 2021 Dallas ISD Special Education Related PBMAS/RDA Performance Level Assignments

PL Assignment	2019	2020	2021
0	5	1	3
1	4	2	4
2	8	2	6
3 or SD Year 3	5	3	7

Source: Texas Education Agency 2019, 2020, and 2021 Dallas ISD PBMAS/RDA reports.

Note: SD=significant disproportionality. Detailed information about the calculation of rates and assignment of performance levels can be found in the 2021 TEA RDA Manual available on the TEA website. PLs by area are provided in Appendix B.

2020-21 District to State Comparisons

In 2021, the district outperformed the state in two SPED program areas (SPED STAAR 3-8 Passing Rate in Mathematics and SPED Year-After-Exit STAAR 3-8 Passing Rate in Social Studies). However, the district underperformed the state in six SPED program areas (SPED Year-After-Exit STAAR 3-8 Passing Rate in Mathematics, Reading, and Writing, SPED STAAR EOC Passing Rate in US History, SPED Annual Dropout Rate, and SPED Graduation Rate). Eleven SPED program areas were commensurate with state performance. Detailed district to state PBMAS/RDA SPED program area performance comparisons are provided in Appendix B.

What were the characteristics of students with disabilities and Special Education program teachers?

Methodology

Student Characteristics

Data for students receiving SPED services in 2021-22 were extracted from the district student demographic data file dated May 16, 2022. Frequency and crosstabs analyses were conducted to identify district SPED enrollment rates and trends, grouped by feeder pattern, sex, race/ethnicity, grade level, special student groups, primary disability, and instructional setting. Data for previous years were taken from the 2020-21 (Mejan, 2021) evaluation report.

Teacher Characteristics

The evaluator extracted demographic and credential data for 2021-22 SPED teachers from the district personnel file dated May 3, 2022. District job codes were used to identify fulltime, active, professional SPED teachers. The evaluator conducted frequency and crosstabs analyses to determine numbers and percentages of SPED teachers by sex, race/ethnicity, highest degree completed, and number of years teaching experience in the Dallas ISD. Longitudinal data were extracted from the 2020-21 evaluation report (Mejan, 2021).

Results

Student Characteristics

In 2021-22, a total of 15,762 students with disabilities received SPED services, compared to 14,095 in 2020-21 (Table 3). From 2014-15 to 2021-22, the number and percentage of students served by the SPED program has increased each year (7.3% to 11.1% of district overall enrollment).

Table 3: 2011-12 to 2021-22 Dallas ISD SPED Enrollment

School Year	SPED		General Education		Total
	<i>n</i>	%	<i>n</i>	%	<i>N</i>
2021-22	15,762	11.1	125,742	88.9	141,504
2020-21	14,095	9.7	131,625	90.3	145,720
2019-20	14,478	9.4	139,016	90.6	153,494
2018-19	13,877	8.9	141,360	91.1	155,237
2017-18	12,871	8.2	143,933	91.8	156,804
2016-17	12,154	7.7	145,699	92.3	157,853
2015-16	11,824	7.5	146,823	92.5	158,647
2014-15	11,722	7.3	148,487	92.7	160,209
2013-14	11,937	7.5	147,823	92.5	159,760
2012-13	11,852	7.5	147,093	92.5	158,945
2011-12	12,007	7.6	145,481	92.4	157,488

Source: 2011-12 to 2020-21 demographic data from previous report (Mejan, 2021). 2021-22 district student demographic data file dated May 16, 2022 (2021-22).

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

In 2021-22, the number of students with disabilities receiving SPED services varied by feeder pattern, ranging from 2.3 to 20.8 percent (Table 4). The Carter feeder pattern reported the largest proportions of students with disabilities receiving SPED services (15.9%), while magnet schools reported the smallest proportions of students with disabilities receiving SPED services (2.3%).

Table 4: 2021-22 Dallas ISD SPED Enrollment by Feeder Pattern

Feeder Pattern	SPED (N=15,762)		General Education (N=125,742)		Total (N=141,504)
	n	%	n	%	N
Hospital/Homebound	10	20.8	38	79.2	48
Carter	614	15.9	3,244	84.1	3,858
Alternative Programs	65	15.7	348	84.3	413
Spruce	879	13.6	5,566	86.4	6,445
Samuell	959	13.6	6,074	86.4	7,033
Seagoville	878	13.5	5,608	86.5	6,486
Madison	318	13.1	2,117	86.9	2,435
Kimball	777	12.8	5,289	87.2	6,066
Pinkston	692	12.7	4,748	87.3	5,440
North Dallas	608	12.7	4,163	87.3	4,771
Wilson	759	12.5	5,298	87.5	6,057
South Oak Cliff	705	12.4	5,000	87.6	5,705
Molina	619	12.2	4,435	87.8	5,054
Lincoln	187	11.7	1,407	88.3	1,594
Hillcrest	637	11.7	4,824	88.3	5,461
Roosevelt	293	11.6	2,243	88.4	2,536
White	952	11.5	7,323	88.5	8,275
Wilmer-Hutchins	308	11.2	2,444	88.8	2,752
Adamson	421	11.1	3,387	88.9	3,808
Adams, B	928	10.6	7,840	89.4	8,768
Skyline	1,026	10.5	8,743	89.5	9,769
Jefferson	682	10.5	5,813	89.5	6,495
Sunset	736	10.3	6,391	89.7	7,127
ACE	336	9.5	3,212	90.5	3,548
Conrad	432	9.1	4,308	90.9	4,740
Transformation & Innovation	398	8.8	4,141	91.2	4,539
Single Gender Schools	322	8.5	3,471	91.5	3,793
No Feeder Group	54	4.8	1,081	95.2	1,135
Magnet Schools	167	2.3	7,186	97.7	7,353

Source: District student demographic data file dated May 16, 2022 (2021-22).

Note: ACE=Accelerating Campus Excellence.

In 2021-22, the proportion of Black or African American students with disabilities receiving SPED services (26.3%) was larger than the general education rate (19.6%, Table 5). Conversely, a smaller proportion of Hispanic students with disabilities were enrolled in the SPED program (65.8%) compared to the general education district rate (71.5%). Although males and females were equally represented in the 2021-22 general education student population, two-thirds of students with disabilities receiving SPED services were male (66.4%). Emergent Bilingual (EB) students constituted 42.2 percent of students with disabilities receiving SPED services, a rate lower than the general education percentage of EBs (49.1%).

Table 5: 2021-22 Dallas ISD SPED and General Education Enrollment by Student Group

	SPED (N=15,762)		General Education (N=125,742)		Total (N=141,504)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Sex						
Female	5,293	33.6	64,155	51.0	69,448	49.1
Male	10,469	66.4	61,587	49.0	72,056	50.9
Ethnicity						
Hispanic/Latino	10,372	65.8	89,937	71.5	100,309	70.9
Black or African American	4,140	26.3	24,598	19.6	28,738	20.3
White	804	5.1	6,860	5.5	7,664	5.4
Other	446	2.8	4,347	3.5	4,793	3.4
Student Groups						
Economically Disadvantaged	13,881	88.1	106,512	84.7	120,393	85.1
Emergent Bilingual	6,644	42.2	61,712	49.1	68,356	48.3
Homeless	331	2.1	2,549	2.0	2,880	2.0

Source: District student demographic data file dated May 16, 2022 (2021-22).

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

The proportion of students with disabilities receiving SPED services across student groups has remained relatively stable over the past three years, however, the percentage of EBs enrolled in the SPED program has increased 4.2 percentage points since 2019-20 (Table 6).

Table 6: 2019-20 to 2021-22 Dallas ISD SPED Enrollment by Student Group

	2019-20 (N=14,478)		2020-21 (N=14,095)		2021-22 (N=15,762)		One Year Change	Two Year Change
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Sex								
Female	4,730	32.7	4,656	33.0	5,293	33.6	0.6	0.9
Male	9,748	67.3	9,439	67.0	10,469	66.4	-0.6	-0.9
Race/Ethnicity								
Hispanic/Latino	9,233	63.8	9,143	64.9	10,372	65.8	0.9	2.0
Black or African American	4,110	28.4	3,873	27.5	4,140	26.3	-1.2	-2.1
White	717	5.0	624	4.4	804	5.1	0.7	0.1
Other	418	2.9	455	3.2	446	2.8	-0.4	-0.1
Student Groups								
Economically Disadvantaged	12,558	86.7	12,193	86.5	13,881	88.1	1.6	1.4
Emergent Bilingual	5,498	38.0	5,551	39.4	6,644	42.2	2.8	4.2
Homeless	223	1.5	286	2.0	331	2.1	0.1	0.6

Source: District demographic data files for 10/28/19 (2019-20), 10/30/20 (2020-21), 05/16/22 (2021-22).

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

Overall, in 2021-22, the highest percentages of students with disabilities receiving SPED services were enrolled in grades three through seven, accounting for 42.6 percent all SPED students (Table 7). The lowest percentage of students with disabilities receiving SPED services were enrolled in prekindergarten (2.9%). It is important to note that many students are not evaluated for SPED services until higher grade levels, when certain disabilities may become more evident.

Table 7: 2021-22 Dallas ISD SPED Enrollment by Race/Ethnicity and Grade Level

Grade Level	Hispanic (N=10,372)		Black (N=4,140)		White (N=804)		Other (N=446)		Total (N=15,762)	
	N	%	n	%	n	%	n	%	N	%
EC	332	3.2	133	3.2	51	6.3	24	5.4	540	3.4
PK	307	3.0	102	2.5	34	4.2	19	4.3	462	2.9
KN	587	5.7	207	5.0	75	9.3	26	5.8	895	5.7
1	727	7.0	210	5.1	68	8.5	43	9.6	1,048	6.6
2	826	8.0	250	6.0	68	8.5	41	9.2	1,185	7.5
3	889	8.6	303	7.3	72	9.0	37	8.3	1,301	8.3
4	990	9.5	339	8.2	71	8.8	34	7.6	1,434	9.1
5	983	9.5	380	9.2	70	8.7	46	10.3	1,479	9.4
6	895	8.6	369	8.9	50	6.2	38	8.5	1,352	8.6
7	842	8.1	374	9.0	51	6.3	31	7.0	1,298	8.2
8	749	7.2	329	7.9	51	6.3	28	6.3	1,157	7.3
9	759	7.3	365	8.8	50	6.2	24	5.4	1,198	7.6
10	539	5.2	299	7.2	33	4.1	14	3.1	885	5.6
11	424	4.1	215	5.2	29	3.6	13	2.9	681	4.3
12	523	5.0	265	6.4	31	3.9	28	6.3	847	5.4

Source: District student demographic data file dated May 16, 2022 (2021-22).

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

In 2021-22, the most common primary disabilities of students receiving SPED services were specific learning disability (31.4%, Table 8), autism (26.3%), other health impairment (13.1%), and speech impairments (11.9%). Among elementary school students, the most common primary disabilities were autism (32.5%), specific learning disability (25.8%), and speech impairment (20.5%). At the middle and high school levels, specific learning disability was the most common primary disability (40.7% and 34.4% respectively).

Among students with specific learning disabilities, a sizable proportion had speech impairment (16.1%) as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment (57.9%) as secondary disability. A full crosstab analysis of primary and secondary diagnoses can be found in Appendix C.

Table 8: 2021-22 Primary Disabilities of Students Receiving SPED Services by Campus Level

Primary Disability	Elementary (N=8,172)		Middle (N=3,433)		High (N=3,485)		All Levels (N=15,762)	
	n	%	n	%	n	%	N	%
Specific Learning Disability	2,112	25.8	1,398	40.7	1,200	34.4	4,943	31.4
Autism	2,659	32.5	670	19.5	656	18.8	4,138	26.3
Other Health Impairment	753	9.2	596	17.4	636	18.2	2,071	13.1
Speech Impairment	1,672	20.5	77	2.2	27	0.8	1,880	11.9
Intellectual Disability	497	6.1	400	11.7	597	17.1	1,523	9.7
Emotional Disturbance	198	2.4	167	4.9	165	4.7	559	3.5
Auditory Impairment	102	1.2	74	2.2	118	3.4	316	2.0
Orthopedic Impairment	49	0.6	33	1.0	45	1.3	136	0.9
Visual Impairment	21	0.3	12	0.3	25	0.7	61	0.4
Traumatic Brain Injury	11	0.1	*	*	12	0.3	28	0.2
Non-Categorical Early Childhood	91	1.1	-	-	-	-	93	0.6
Deaf/Blindness	*	*	*	*	*	*	7	0.0
Unspecified Disability	*	*	*	*	*	*	7	0.0

Source: District student demographic data file dated May 16, 2022 (2021-22).

Note: Sum for campus levels is less than totals for all grades because some campuses are designated as multilevel campuses. Percentages among all SPED students in these multilevel schools equaled 3.0 percent ($n=475$) for the "Elementary/Middle" level and 1.2 percent ($n=197$) for the "Middle/High" level. Percentages within columns may not add to 100 because of rounding. Nondescript disability subcategories were removed ($n<5$ for each); column total Ns account for these subcategories. * = fewer than five in this category. - = no students in this category.

The proportion of students whose primary disability was identified as autism or specific learning disability increased between 2019-20 and 2021-22 (+3.3% and +2.1% respectively), while the proportion of students whose primary disability was identified as other health impairment and intellectual disability decreased during the same time period (-2.5% and -1.9% respectively, Table 9). All other primary disability diagnoses have not changed substantially over the past three years.

Table 9: 2019-20 to 2021-22 Primary Disabilities of Students Receiving SPED Services

Primary Disability	2019-20 (N=14,478)		2020-21 (N=14,095)		2021-22 (N=15,762)		One-Year Change %pts	Two-Year Change %pts
	n	%	n	%	n	%		
Specific Learning Disability	4,244	29.3	4,194	29.8	4,943	31.4	1.6	2.1
Autism	3,336	23.0	3,395	24.1	4,138	26.3	2.2	3.3
Other Health Impairment	2,265	15.6	2,136	15.2	2,071	13.1	-2.1	-2.5
Speech Impairment	1,711	11.8	1,610	11.4	1,880	11.9	0.5	0.1
Intellectual Disability	1,673	11.6	1,567	11.1	1,523	9.7	-1.4	-1.9
Emotional Disturbance	562	3.9	553	3.9	559	3.5	-0.4	-0.4
Auditory Impairment	374	2.6	339	2.4	316	2.0	-0.4	-0.6
Orthopedic Impairment	181	1.3	155	1.1	136	0.9	-0.2	-0.4
Visual Impairment	69	0.5	64	0.5	61	0.4	-0.1	-0.1
Non-Categorical Early Childhood	6	0.0	34	0.2	93	0.6	0.4	0.6
Traumatic Brain Injury	35	0.2	32	0.2	28	0.2	0.0	0.0
Developmental Delay	6	0.1	6	0.0	-	-	-	-
Deaf/Blindness	*	*	*	*	7	0.0	-	-
Unspecified Disability	15	0.1	5	0.0	7	0.0	0.0	-0.1

Source: District demographic data files for 5/16/22 (2021-22); 2020-21 Evaluation of Special Education report (Mejan, 2021) for previous years.

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

In 2021-22, primary disability classifications varied by race/ethnicity (Table 10). Among Hispanic students with disabilities receiving SPED services, the most common primary disabilities were specific learning disability (34.8%), autism (27.3%), speech impairment (12.4%), and other health impairment (11.0%). Among African American students with disabilities receiving SPED services, most common were specific learning disability (26.1%), autism (21.8%), other health impairment (18.6%), and intellectual disability (14.2%). Among white students with disabilities receiving SPED services, autism (33.1%), speech impairment (20.5%), specific learning disability (18.5%), and other health impairment (12.1%) were most common.

Table 10: 2021-22 Primary Disabilities of Students Receiving SPED Services by Race/Ethnicity

Primary Disability	Hispanic (n=10,372)		African American (n=4,140)		White (n=804)		Other (n=446)		Total (N=15,762)	
	n	%	n	%	n	%	n	%	N	%
Specific Learning Disability	3,613	34.8	1,082	26.1	149	18.5	99	22.2	4,943	31.4
Autism	2,829	27.3	902	21.8	266	33.1	141	31.6	4,138	26.3
Other Health Impairment	1,140	11.0	771	18.6	97	12.1	63	14.1	2,071	13.1
Speech Impairment	1,287	12.4	361	8.7	165	20.5	67	15.0	1,880	11.9
Intellectual Disability	865	8.3	586	14.2	47	5.8	25	5.6	1,523	9.7
Emotional Disturbance	187	1.8	305	7.4	40	5.0	27	6.1	559	3.5
Auditory Impairment	231	2.2	57	1.4	15	1.9	13	2.9	316	2.0
Orthopedic Impairment	102	1.0	21	0.5	10	1.2	*	*	136	0.9
Visual Impairment	45	0.4	11	0.3	*	*	*	*	61	0.4
Noncategorical Early Childhood	51	0.5	28	0.7	10	1.2	*	*	93	0.6
Traumatic Brain Injury	13	0.1	12	0.3	*	*	*	*	28	0.2
Deaf/Blindness	*	*	*	*	*	*	*	*	7	0.0
Unspecified Disability	5	0.0	*	*	-	-	-	-	7	0.0

Source: District student demographic data file dated May 16, 2022 (2021-22).

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

In 2021-22, the largest percentage of students with disabilities receiving SPED services were placed into a mainstream educational setting (37.3%, Table 11). Within the mainstream educational setting, students with disabilities received SPED services and related services in a general classroom for 100 percent of the school day, in accordance with the student's IEP. Middle and high schools had the highest percentage of students with disabilities receiving SPED services in the mainstream educational setting (61.4% and 60.4% respectively) compared to elementary schools (16.7%). Students with significant disabilities or those with greater needs may be placed in a separate classroom or smaller space designated for individual and/or small-group student instruction (Resource Room). Approximately 29 percent of all students with disabilities received 49 percent or less of their instruction in Resource Rooms. Of these students, a higher percentage of elementary school students with disabilities received SPED services in Resource Rooms (41.1%) compared to middle and high school (18.8% and 9.7% respectively). In 2021-22, over two-thirds of students with disabilities among all race/ethnicity groups received SPED services in the mainstream educational setting and resource rooms (Table 12).

Table 11: 2021-22 Instructional Settings of Students Receiving SPED Services by Campus Level

Instructional Setting	Elementary (N=8,172)		Middle (N=3,433)		High (N=3,485)		All Grades (N=15,762)	
	n	%	n	%	n	%	N	%
Mainstream	1,361	16.7	2,079	60.6	2,141	61.4	5,881	37.3
Resource Room 1-20%	3,200	39.2	601	17.5	324	9.3	4,327	27.5
Self-Contained, M/M/S RC 61%+	1,398	17.1	424	12.4	589	16.9	2,429	15.4
No Setting Data	1,405	17.2	58	1.7	28	0.8	1,587	10.1
Self-Contained, M/M/S RC 50-60%	177	2.2	203	5.9	252	7.2	657	4.2
Full Time ECE	441	5.4	*	*	*	*	452	2.9
Resource Room 21-49%	159	1.9	45	1.3	14	0.4	227	1.4
Vocational Adjustment Class	*	*	-	-	93	2.7	97	0.6
Homebound	25	0.3	22	0.6	33	0.9	86	0.5
Hospital Class	*	*	-	-	-	-	9	0.1
Residential Non-Public School	-	-	-	-	*	*	*	*
Non-Public Day School	-	-	-	-	*	*	*	*
Residential Care Mainstream	-	-	-	-	*	*	*	*
Residential Care Resource Room 1-20%	*	*	-	-	*	*	*	*
Home Based Instruction (ECI Only)	*	*	-	-	-	-	*	*
Texas School for the Blind	-	-	-	-	*	*	*	*

Source: District student demographic data file dated May 16, 2022 (2021-22).

Note: * = fewer than five students in this category. - = no students in this category. Multi-level campus data not included; percentages among all special education students in these multilevel campuses equaled 3.0 percent (n=475) for the "Elementary/Middle" level and 1.2 percent (n=197) for the "Middle/High level. M/M/S RC= mild/moderate/severe regular campus, ECE= early childhood special education, ECI= early childhood intervention. Additional information on SPED instructional settings can be found on the Dallas ISD SPED program web pages through <https://www.dallasisd.org/domain/153>.

Table 12: 2021-22 Instructional Settings of Students Receiving SPED Services by Race/Ethnicity

Instructional Setting	Hispanic (N=10,372)		African American (N=4,140)		White (N=804)		Other (N=446)		All SPED Students (N=15,762)	
	n	%	n	%	n	%	n	%	N	%
Mainstream	3,883	37.4	1,615	39.0	243	30.2	140	31.4	5,881	37.3
Resource Room 1-20%	2,906	28.0	1,074	25.9	218	27.1	129	28.9	4,327	27.5
Self-Contained, M/M/S RC 61%+	1,526	14.7	730	17.6	104	12.9	69	15.5	2,429	15.4
No Setting Data	1,074	10.4	294	7.1	156	19.4	63	14.1	1,587	10.1
Self-Contained, M/M/S RC 50-60%	414	4.0	200	4.8	28	3.5	15	3.4	657	4.2
Full Time ECE	294	2.8	109	2.6	33	4.1	16	3.6	452	2.9
Resource Room 21-49%	152	1.5	63	1.5	*	*	7	1.6	227	1.4
Vocational Adjustment Class	58	0.6	34	0.8	*	*	*	*	97	0.6
Homebound	62	0.6	17	0.4	*	*	*	*	86	0.5
Hospital Class	-	-	*	*	6	0.7	-	-	9	0.1
Residential Non-Public School	-	-	-	-	*	*	-	-	*	*
Non-Public Day School	-	-	-	-	*	*	*	*	*	*
Residential Care Mainstream	-	-	*	*	*	*	-	-	*	*
Residential Care Resource Room 1-20%	*	*	-	-	-	-	-	-	*	*
Home Based Instruction (ECI Only)	*	*	-	-	-	-	-	-	*	*
Texas School for the Blind	-	-	-	-	*	*	-	-	*	*

Source: District student demographic data file dated May 16, 2022 (2021-22).

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

Teacher Characteristics

In 2021-22, a total of 1,774 SPED teachers and SPED teaching assistants were employed in Dallas ISD ($N=999$ & $N=775$, respectively; Table 13). Over the past five years the rate of district SPED teachers has increased by 5.2 percentage points. Although an initial decrease was seen between 2017-18 and 2020-21, the number of general education teachers in 2021-22 also increased. Despite the increase in the number and percentage of SPED teachers, SPED program administrators noted that the district continues to experience a shortage of SPED teachers.²³

Table 13. 2016-17 to 2021-22 Number and Percentage of SPED and General Education Teachers

School Year	SPED		General Education		Total
	N	%	N	%	N
2021-22	1,774	15.4	9,753	84.6	11,527
2020-21	1,208	11.9	8,904	88.1	10,112
2019-20	1,129	11.6	8,629	88.4	9,758
2018-19	1,082	10.9	8,818	89.1	9,900
2017-18	1,036	10.2	9,154	89.8	10,190

Source: District personnel data file dated 5/03/22 (2021-22) and 2020-21 evaluation report (2017-18 to 2020-21; Mejan, 2021).

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

In 2021-22, more than three-quarters (77.6%) of SPED teachers and teaching assistants in the district were female (Table 14). A smaller proportion of SPED teachers and teaching assistants were Hispanic (24.5%) compared to general education teachers (41.3%), while a larger proportion of SPED teachers and teaching assistants were African American (54.3%) compared to general education teachers (31.1%). The average length of teaching experience in the Dallas ISD for SPED teachers was 8.9 years, which was slightly higher than for general education teachers (8.1 years).

²³ Source: Mejan, 2021.

Table 14: 2021-22 Characteristics of SPED Teachers

	SPED Teachers (N=999)		SPED TAs (N=775)		General Education (N=9,753)		All Teachers (N=11,527)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Gender								
Female	753	75.4	623	80.4	6,941	71.2	8,317	72.2
Male	246	24.6	152	19.6	2,812	28.8	3,210	27.8
Ethnicity								
Black or Afr Am	559	56.0	404	52.1	3,038	31.1	4,001	34.7
White	288	28.8	38	4.9	2,308	23.7	2,634	22.9
Hispanic or Latino	112	11.2	323	41.7	4,209	41.3	4,464	38.7
Other	40	4.0	10	1.3	378	3.9	428	3.7
Highest Degree Obtained*								
Unspecified	66	6.6	483	62.3	1,601	16.4	2,150	18.7
High School	-	-	117	15.1	165	1.7	282	2.4
Associate	11	1.1	44	5.7	143	1.5	198	1.7
Bachelor	618	61.9	115	14.8	5,975	61.7	6,748	58.5
Master	294	29.4	15	1.9	1,739	17.8	2,048	17.8
Ph.D.	10	1.0	*	*	90	0.9	101	0.9
Alternative Certification								
In AC Program	27	2.7	-	-	422	4.3	449	3.9
DISD Experience								
Newly hired	58	5.8	108	13.9	1,119	11.5	1,285	11.1
1-2 years	192	19.2	151	19.5	1,957	20.1	2,300	20.0
3-5 years	194	19.4	132	17.0	1,845	18.9	2,171	18.8
6-10 years	230	23.0	131	16.9	2,061	21.1	2,422	21.0
11+ years	325	32.5	253	32.6	2,771	28.4	3,349	29.1
Avg Years in DISD	9.0	-	8.9	-	8.1	-	8.2	-

Source: District personnel demographic data file dated May 3, 2022 (2021-22).

Note: TA= Teaching Assistant. Afr Am= African American. AC = Alternative Certification. * Highest degree earned at the time of hire. Percentages may not add to 100 because of rounding. - = no teachers in a category.

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

Methodology

In collaboration with SPED program leadership, the evaluator developed and administered a SPED Customer Service survey. The purpose of the survey was to solicit feedback on customer service experience with the SPED department as well as explore respondents understanding of SPED policy, procedures, and resource access. The SPED Customer Service survey was administered electronically utilizing the Qualtrics survey platform and participants included Dallas ISD SPED teachers, SPED teacher assistants, campus principals, assistant principals and other SPED support staff such as speech language pathologists, interpreters, ARD facilitators, and vocational coaches.²⁴

The evaluator conducted frequency analyses on responses to closed-ended survey items, grouping results, as appropriate, by respondent role. Respondent roles were categorized into two groups include SPED staff (SPED teachers, teacher assistants, and SPED support staff) and campus administrators

²⁴ The SPED Customer Service survey was administered May 25, 2022 through June 28, 2022.

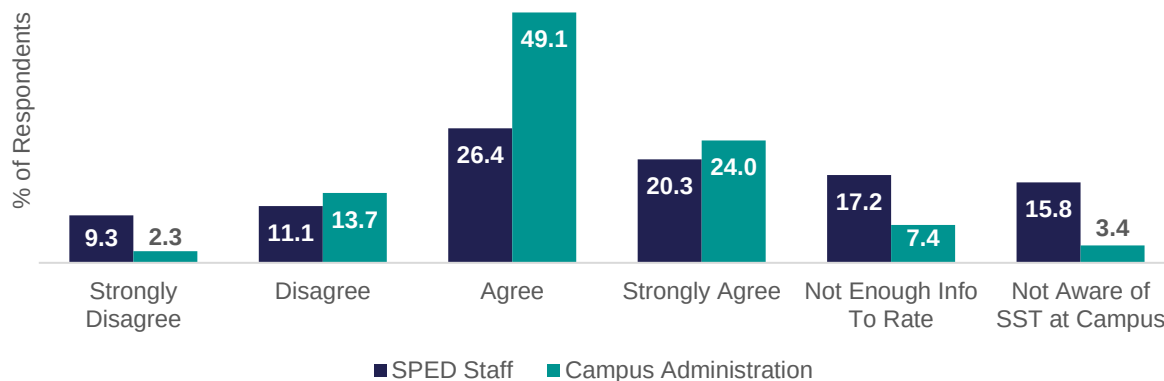
(principals and assistant principals). When possible, results to the 2021-22 survey were compared to those for the previous year. Detailed survey item response rates are provided in Appendix D.

Results

Overall, 618 respondents completed the SPED Customer Service survey.²⁵ Over two-thirds of respondents were SPED teachers (31.6%, $n = 195$), SPED teacher assistants (34.3%, $n = 212$), or SPED support staff (5.8%, $n = 36$). Other respondents included principals (11.3%, $n = 70$) and assistant principals (17.0%, $n = 105$). Over half of SPED staff (56.9%) self-reported working six or more years in Dallas ISD while over three-quarters of campus administrators (78.3%) self-reported working six or more years in Dallas ISD.

A higher proportion of administrators (73.1%) agreed or strongly agreed that their SSTs met regularly to discuss student concerns compared to SPED staff (46.7%; Figure 1). Campus administrators ratings of agree or strongly agree were down slightly from 2020-21 (76.0%) while SPED staff ratings were up slightly from 2020-21 (45.0%). It is noteworthy that one-third of SPED staff reported that there was “Not Enough Info to Rate” (17.2%) the survey item or that they were “Not Aware of SSTs at Campus” (15.8%).

Figure 1. 2021-22 SPED Customer Service Survey Response to “Our campus SST met regularly to discuss student concerns.”



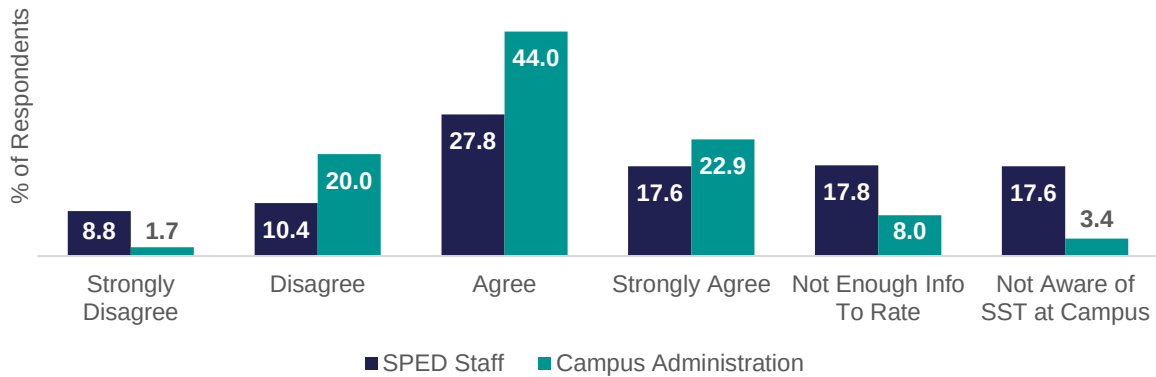
Source: SPED Customer Service Survey results file dated July 20, 2022.

Note: SPED Staff $n=443$, Campus Administrators $n=175$.

Similar results were found for the survey item “Our campus SST met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation.” Campus administrators (66.9%) had higher rates of agree or strongly agree compared to SPED staff (45.4%, Figure 2). Campus administrators’ ratings of agree or strongly agree were down markedly from 2020-21 (74.0%) while SPED staff ratings were up slightly from 2020-21 (44.0%). Again, it is noteworthy that over one-third of SPED staff reported that there was “Not Enough Info to Rate” (17.8%) the survey item or that they were “Not Aware of SSTs at Campus” (17.6%).

²⁵ Overall SPED Customer Service survey response rate was 24.2 percent.

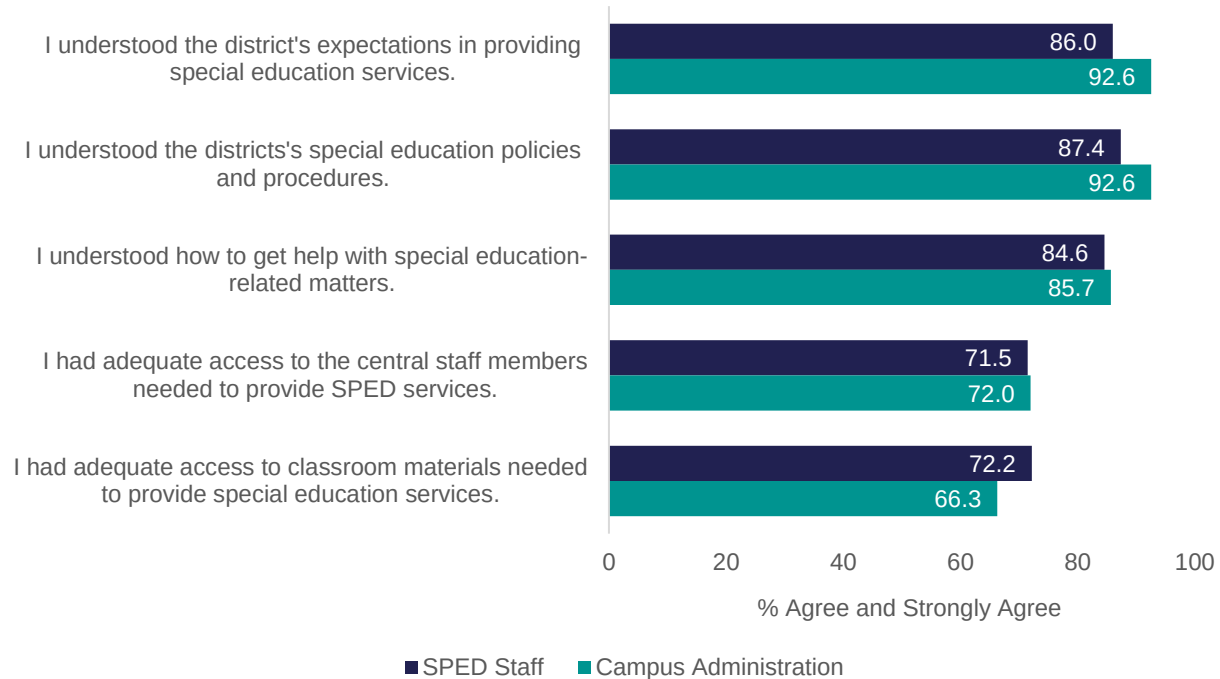
Figure 2. 2021-22 SPED Customer Service Survey Response to “Our campus SST met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation.”



Source: SPED Customer Service Survey results file dated July 20, 2022.

Note: SPED Staff $n=443$, Campus Administrators $n=175$.

When asked to rate their agreement with several statements regarding district SPED expectations, policies, and procedures, campus administrators had higher rates of agree or strongly agree compared to SPED staff (Figure 3). Most campus administrators and SPED staff agreed or strongly agreed that they “understood the district’s expectations in providing SPED services” (92.6% and 86% respectively), and that they “understood the district’s SPED policies and procedures” (92.6% and 87.4% respectively). Campus administrators and SPED staff had slightly lower rates of agree or strongly agree for understanding “how to get help with SPED-related matters” (85.7% and 84.6% respectively). When asked if they “had adequate access to the central staff members needed to provide special education services effectively,” 72 percent of campus administrators and SPED staff agreed or strongly agreed. These ratings are down slightly from campus administrators and SPED staff responses in 2020-21 (81% and 78%, respectively). When asked if they “had adequate access to the classroom materials needed to provide special education services effectively,” SPED staff (72.2%) had higher rates of agree or strongly agree than campus administrators (66.3%). However, these ratings are also down from campus administrator and SPED staff 2020-21 ratings (78%).

Figure 3. 2021-22 SPED Customer Service Survey Responses

Source: SPED Customer Service Survey results file dated July 20, 2022.

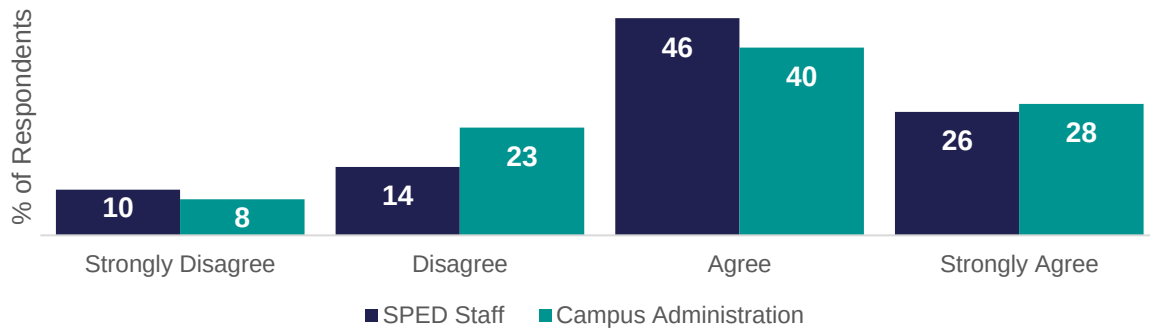
Note: SPED Staff $n=443$, Campus Administrators $n=175$.

SPED Core 4 Ratings

The SPED Customer Service Survey also provided campus administrators and SPED staff the opportunity to rate the SPED department on the district's Core 4 dimensions of customer service (Focused, Fast, Flexible, and Friendly)²⁶ as well as rate their overall satisfaction with the SPED department. In 2021-22, the majority of campus administrators (68%) and SPED staff (72%) were satisfied with the central office SPED department (Figure 4). However, the overall campus administrator and SPED staff satisfaction ratings show a marked decrease from 2020-21 overall satisfaction ratings (14 and 8 percentage point decline, respectively).

²⁶ Detailed description of the Dallas ISD Core 4 values can be found at <https://www.dallasisd.org/core4>. Overall Satisfied with SPED Customer Service = "Overall, I am satisfied with the quality of customer service I received from the Special Education Department."

Figure 4. 2021-22 SPED Customer Service Survey Ratings of Overall Satisfaction with Central Office SPED Department

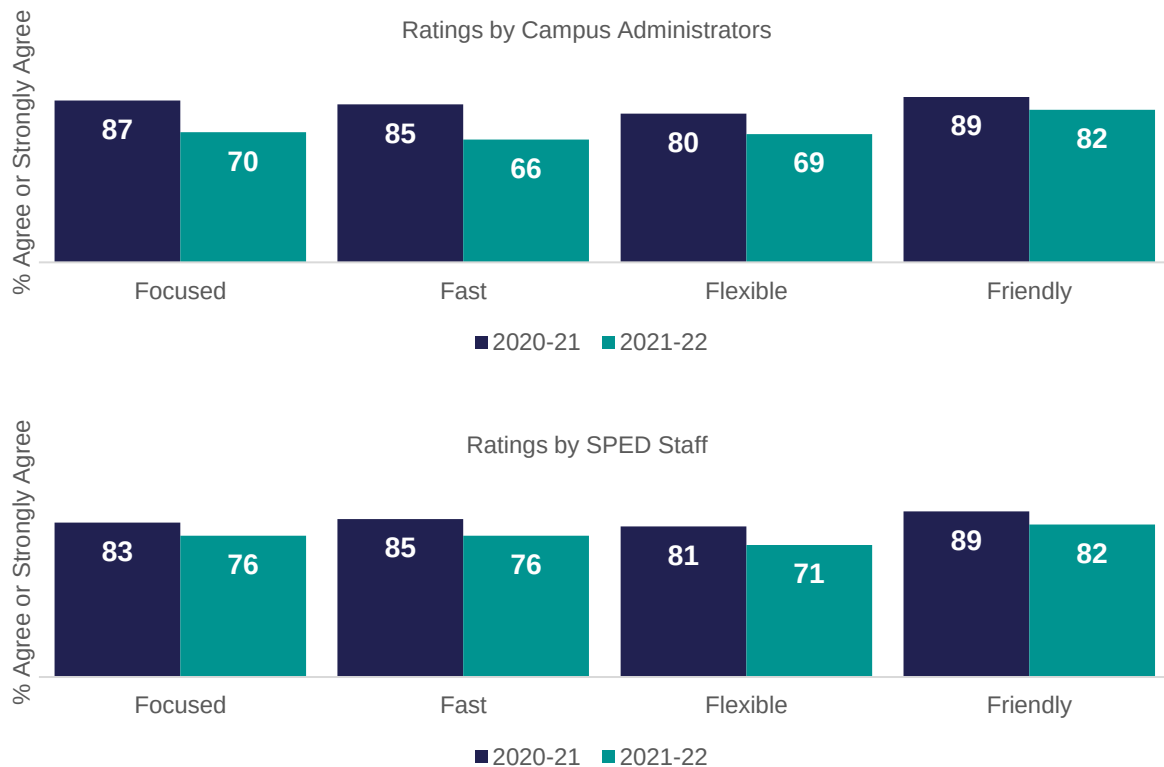


Source: SPED Customer Service Survey results file dated July 20, 2022.

Note: SPED Staff N=208, Campus Administrators N=119.

Campus administrators' and SPED staff ratings for all Core 4 domains for the SPED department were generally positive in 2021-22 (Figure 5). However, 2021-22 campus administrators' and SPED staff ratings for all Core 4 domains were lower than 2020-21 ratings. Similar to 2020-21 ratings, campus administrators and SPED staff rated the SPED department highest on the Friendly domain (82%). Among campus administrators, the largest declines in ratings of the SPED department were seen in the Focused domain (-17 percentage points) and Fast domain (-19 percentage points). Among SPED staff, the largest decline in ratings of the SPED department were seen in the Fast domain (-9 percentage points) and Flexible domain (-10 percentage points). When asked if the SPED department "Fully addressed concerns," campus administrators and SPED staff had similar ratings (65% and 68%, respectively) but these ratings were markedly down compared to the 2020-21 ratings (82% and 78%, respectively).

Figure 5: 2020-21 and 2021-22 SPED Customer Service Survey Ratings on Central Office SPED Department Core 4

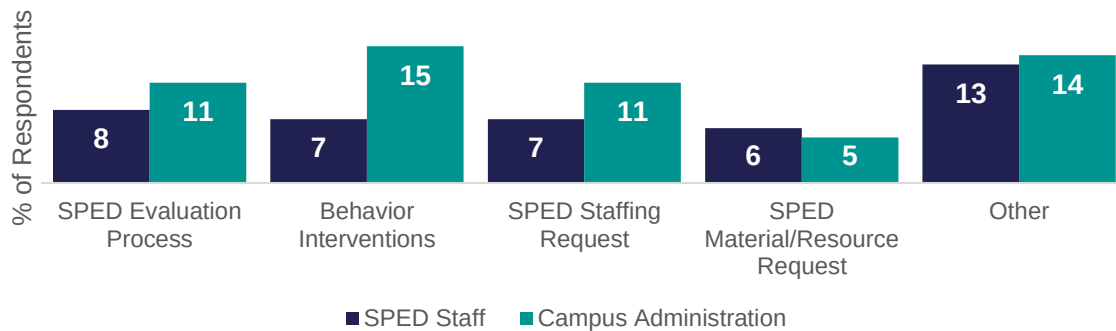


Source: 2020-21 SPED Customer Service Surveys. 2021-22 SPED Customer Service Survey results file dated July 20, 2022.

Note: Administrator $N=172$ (2020-21), $N=119$ (2021-22), SPED Staff $N=521$ (2020-21), $N=208$ (2021-22).

Among campus administrators ($n = 119$) who disagreed or strongly disagreed that their concern(s) presented to central SPED staff were effectively addressed, unresolved issues included concerns about student behavior interventions (15%, Figure 6), SPED staffing request (11%), or the SPED evaluation process (11%). Among SPED staff ($n = 208$) who disagreed or strongly disagreed that their concern(s) presented to central SPED staff were effectively addressed, unresolved issues included concerns about student behavior interventions (8%), the SPED evaluation process (8%), and SPED staffing request (7%).

Figure 6: 2021-22 SPED Customer Service Survey Unresolved Issues with SPED Customer Service



Source: SPED Customer Service Survey results file dated July 20, 2022.

Note: SPED Staff N=208, Campus Administrators N=119.

What were the academic outcomes of special education students?

Methodology

State of Texas Assessments of Academic Readiness

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading, science in grades five and eight, and social studies in grade eight. Students at the high school level took *STAAR EOC* assessments in various subjects. Some students with significant cognitive disabilities enrolled in grades three to eight or are enrolled in a high school *EOC* tested course may be eligible to take the *STAAR ALT 2*. TEA defines a student with significant cognitive disabilities as a student who:

- exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and ALSO indicates adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;
- is NOT identified based on English learner designation or solely on the basis of previous low academic achievement or the need for accommodations; and
- requires extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor specific to a particular content area.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores. *STAAR* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories. *STAAR ALT 2* assessment scores are categorized into three levels to describe student performance: 1) Developing, 2) Satisfactory, and 3) Accomplished. Cut scores divide student scores into these three categories.

TEA also provides the *STAAR Progress Measure* to calculate year-to-year academic growth for students reading and mathematics who have both current year and prior year *STAAR/STAAR ALT 2* assessment results. *STAAR Progress Measure* scores are calculated for reading, mathematics, Algebra I, and English II for students in grades four to eight. *Progress Measure* scores are categorized into three levels to describe student performance: 1) Limited, 2) Expected, and 3) Accelerated.

The evaluator merged district *STAAR* data files for 2022 with the student demographic file dated May 16, 2022. The evaluator then conducted crosstab and frequency analyses to calculate performance standard attainment rates on all versions of *STAAR*, *STAAR ALT 2* and the *STAAR EOCs* for students receiving SPED services and the overall district. Results were also compared to state and other large urban districts, as applicable. Performance data is grouped by subject and grade level. ESSER objectives related to student academic performance are also addressed.

NWEA Measures of Academic Progress

MAP (Measures of Academic Progress) Growth data consist of several variables used to describe student performance and academic growth over time by subject. The Conditional Growth Percentile (CGP)²⁷ represents the extent to which student achievement changed from one testing window to the next, relative to change for other students who are similar in starting achievement level, grade, and number of instructional weeks between testing windows. For each subject assessed, CGPs for each student are calculated with respect to a large, nationally-normed sample obtained by Northwest Evaluation Association (NWEA) and can be calculated whenever a student takes a *MAP Growth* assessment in a new testing window (e.g., beginning of year, or BOY to end of year, or EOY). CGP scores below the 50th percentile indicate a level of progress below most peers of the same grade level in that time period, while CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers in that time period. Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.

The evaluator merged the district *MAP* data files for 2021-22 with the student demographic file dated May 16, 2022. Descriptive statistics were used to examine trends and differences between SPED students and general education students. For 2021-22 Reading and Mathematics performance, the evaluator conducted frequency and crosstabs analyses to determine the average percentile for CGP scores by grade level for students in the SPED program and for students in the general education program.

Results

State of Texas Assessments of Academic Readiness

In 2021-22, the percentage of students receiving SPED services at Approaches+ on *STAAR 3-8* varied by grade level (Table 15). Overall, all students with disabilities receiving SPED services were within one percentage point or exceeded 2020-21 rates for *STAAR Reading* and English I and English II *EOCs* at

²⁷ For more information, see <https://community.nwea.org/docs/DOC-1630>.

the Approaches+ performance standard. Students in grades four, seven, and eight had the largest increase in rates for reading at the Approaches+ performance standard compared to 2020-21. Additionally, except for grades three and five, students receiving SPED services in 2021-22 exceeded 2020-21 rates for STAAR Mathematics and Algebra I EOC at the Approaches+ performance standard. Students in grades four and eight had the largest increase in rates for mathematics at the Approaches+ performance standard compared to 2020-21. Overall, only students in grades three and five who tested in STAAR Mathematics showed significant decreases in performance at the Approaches+ performance standard compared to 2020-21.

Students with disabilities receiving SPED services in 2021-22 exceeded 2020-21 rates for grades five and eight STAAR Science and Biology EOC at the Approaches+ performance standard. Students were within one percentage point or exceeded the 2020-21 rates for grade eight STAAR Social Studies and U.S. History EOC at the Approaches+ performance standard. The rates of students receiving SPED services at the Approaches+, Meets+, and Masters performance standards for 2022 by student group and subject are provided in Appendix E.

Table 15. 2020-21 to 2021-22 Dallas ISD SPED Students at Approaches Grade or Above by Grade Level on the STAAR 3-8 and STAAR EOC

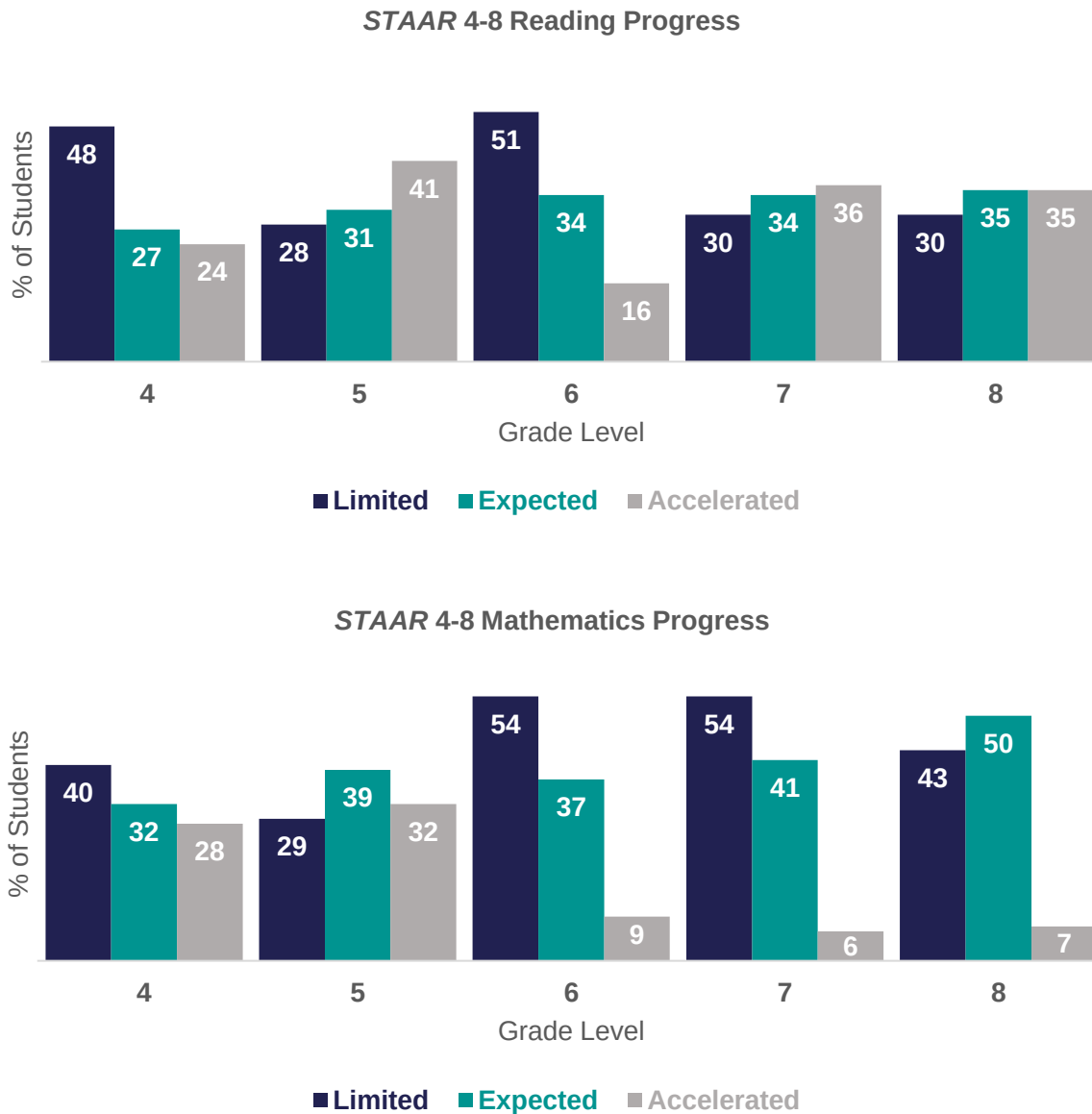
Grade Level	2020-21		2021-22		One-Year Change
	Tested <i>N</i>	Approaches+ %	Tested <i>N</i>	Approaches+ %	
Reading					
Grade 3	797	32.2	1,045	32.3	0.1
Grade 4	903	23.7	1,167	32.3	8.6
Grade 5	996	38.1	1,221	38.2	0.1
Grade 6	857	18.7	1,097	25.3	6.6
Grade 7	756	22.2	1,032	31.0	8.8
Grade 8	708	30.1	916	37.2	7.1
Mathematics					
Grade 3	805	35.4	1,047	31.0	-4.4
Grade 4	903	26.1	1,170	33.2	7.1
Grade 5	1,000	45.6	1,224	42.6	-3.0
Grade 6	865	32.1	1,092	36.4	4.3
Grade 7	549	16.2	662	19.2	3.0
Grade 8	814	25.3	1,205	33.6	8.3
Science					
Grade 5	999	23.8	1,222	26.4	2.6
Grade 8	729	25.0	968	29.1	4.1
Social Studies					
Grade 8	695	19.7	915	18.9	-0.8
EOC					
Algebra I	843	37.8	1,258	38.9	1.1
English I	1,079	15.1	1,549	19.2	4.1
English II	731	18.1	1,049	20.3	2.2
Biology	763	37.6	1,085	45.0	7.4
U.S. History	560	48.8	650	51.8	3.0

Source: District STAAR 3-8 data files dated 06/28/21 (2020-21) and 07/15/22 (2021-22) and STAAR EOC data files dated 06/18/21 (2020-21) and 08/02/22 (2021-22).

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

STAAR Reading and Mathematics Progress Measures for grade four through eight are provided in Figure 7. Students with disabilities receiving SPED services in grades five, seven and eight had the highest rates of Expected or Accelerated progress in reading (72%, 70%, and 70%, respectively). While students in grade five had the highest rates of Expected or Accelerated progress in mathematics (71%).

Figure 7: 2021-22 STAAR Reading and Mathematics Progress Measures for SPED Students (Grades 4 through 8)



Source: District STAAR 3-8 data file dated 07/15/22.

In 2021-22, the percentage of students with disabilities receiving SPED services at Satisfactory+ on STAAR 3-8/STAAR EOC Alt 2 varied by grade level (Table 16). Students in 2021-22 were within one percentage point or exceeded 2020-21 rates for grades three through seven STAAR Alt 2 Reading at the Satisfactory+ performance standard. Students showed a decrease from 2020-21 rates for grade eight STAAR Alt 2 Reading and English I and English II EOC Alt 2s at the Satisfactory+ performance standard. Students were within one percentage point or exceeded 2020-21 rates at the Satisfactory+ performance

standard for all *STAAR Alt 2* Mathematics and Algebra I *EOC Alt 2*, with the exception of grade six *STAAR Alt 2* Mathematics which showed a decrease from 2020-21 rates.

Students receiving SPED services in 2021-22 were within three percentage points or exceeded the 2020-21 rates at the Satisfactory+ performance standard for grades five and eight *STAAR Alt 2* Science and Biology *EOC Alt 2*. Students exceeded the 2020-21 rates at the Satisfactory+ performance standard for U.S. History *EOC Alt 2*, however there was a decrease in rates of students at the Satisfactory+ performance standard for grade eight *STAAR Alt 2* Social Studies. The rates of students with disabilities receiving SPED services at the Satisfactory+ and Accomplished performance standards for 2021-22 by student group and subject are provided in Appendix E.

Table 16. 2020-21 to 2021-22 Dallas ISD SPED Students at Satisfactory or Above on the STAAR 3-8 Alt 2 and STAAR EOC Alt 2

Grade Level	2020-21		2021-22		One-Year Change
	Tested N	Satisfactory+ %	Tested N	Satisfactory+ %	
Reading					
Grade 3	196	85.7	232	86.6	0.9
Grade 4	210	86.2	233	90.1	3.9
Grade 5	210	88.6	231	87.9	-0.7
Grade 6	175	88.6	208	89.4	0.8
Grade 7	176	88.6	209	89.5	0.9
Grade 8	168	95.2	199	91.0	-4.2
Mathematics					
Grade 3	196	89.3	232	92.2	2.9
Grade 4	210	91.9	232	95.7	3.8
Grade 5	210	93.3	231	93.5	0.2
Grade 6	174	93.1	208	88.0	-5.1
Grade 7	174	93.7	210	92.9	-0.8
Grade 8	168	92.9	199	92.5	-0.4
Science					
Grade 5	210	95.7	231	93.1	-2.6
Grade 8	167	95.2	199	93.5	-1.7
Social Studies					
Grade 8	168	95.2	199	92.0	-3.2
EOC					
Algebra I	195	85.1	207	88.4	3.3
English I	192	92.2	203	86.7	-5.5
English II	176	90.3	197	82.7	-7.6
Biology	196	93.9	212	94.8	0.9
U.S. History	161	90.1	179	92.7	2.6

Source: District STAAR 3-8 data files dated 06/28/21 (2020-21) and 08/09/22 (2021-22). District STAAR EOC data files dated 06/18/21 (2020-21) and 08/02/22 (2021-22).

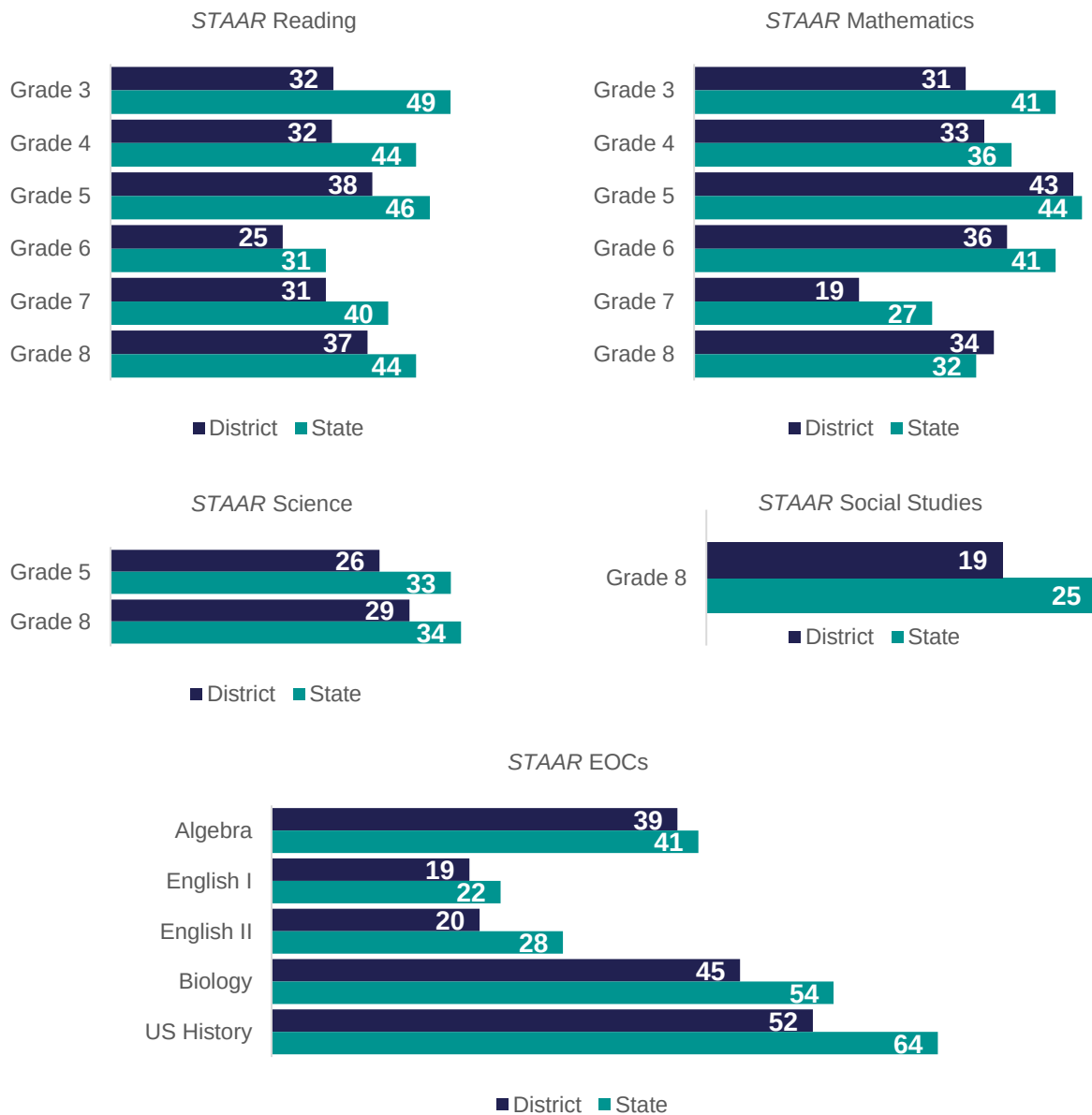
Note: Results presented are different than prior evaluation reports due to a change in reporting dates for identifying students receiving SPED services.

Comparisons to Statewide Results

When comparing Dallas ISD students with disabilities receiving SPED services *STAAR 3-8/STAAR EOC* results at the Approaches+ performance standard to students with disabilities receiving SPED services performance statewide in 2021-22, students at the statewide level outperformed students in Dallas ISD in nearly all *STAAR 3-8/STAAR EOC* subjects and grade levels (Figure 8). However, students in Dallas

ISD outperformed students statewide by two percentage points in grade eight Mathematics. The largest gaps in performance at the Approaches+ performance standard were found in grade three *STAAR* Reading (17 percentage points), grade four *STAAR* Reading (12 percentage points), and in U.S. History *EOC* (12 percentage points).

Figure 8: 2021-22 Percentages of Dallas ISD and State Special Education Students at Approaches+ on *STAAR* 3-8 and *STAAR* EOC Tests by Grade Level



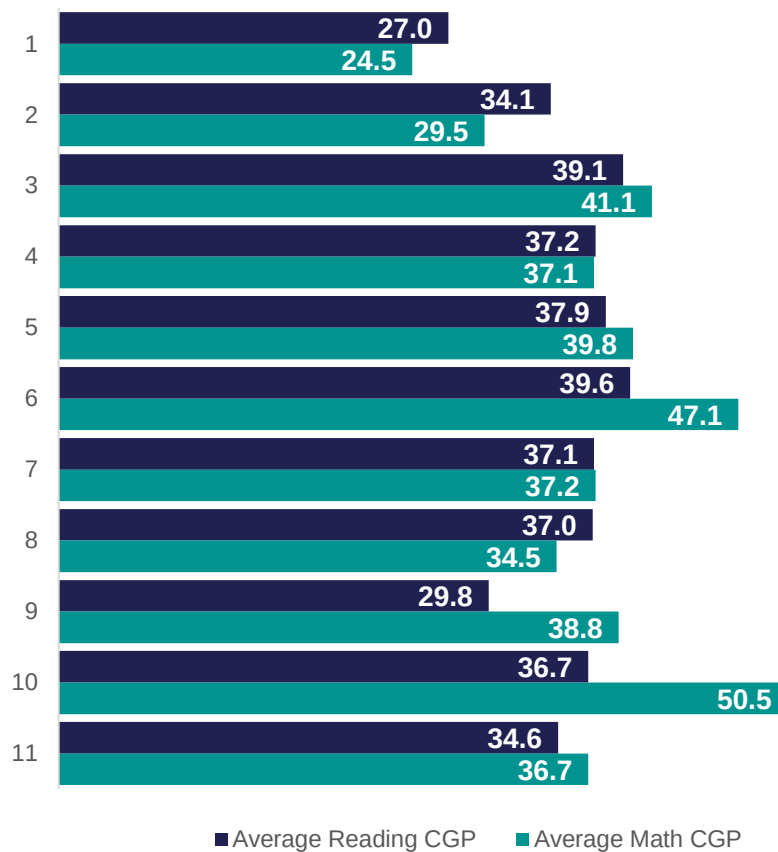
Source: District *STAAR* 3-8 data file dated 08/09/22. District *STAAR* EOC data files dated 08/02/22 (2021-22). State-level data: <https://txreports.emetric.net/>, retrieved 08/22/22.

Note: Data reflect only *STAAR* versions of the Spring 2022 (first administration) *STAAR* 3-8 results combined.

NWEA Measures of Academic Progress

Students with disabilities receiving SPED services performance on the MAP Reading and Mathematics assessment varied by grade level (Figure 9). In 2021-22, students in grades one, two, four, and eight had higher rates of average CGPs on the MAP Reading test than on the MAP Mathematics test. While grades three, five, six, nine, ten, and eleven had higher CGPs rates on the MAP Mathematics test than on the MAP Reading test. The largest differences between reading and mathematics average CGPs were in grades six, nine, and ten (7.5, 9.0, and 13.8 percentage point difference, respectively).

Figure 9: 2021-22 Average Fall to Spring MAP Conditional Growth Percentile (CGP) in Reading and Mathematics for SPED Students by Grade Level



Source: District MAP data file dated 06/22/22 and student demographic file for May 16, 2022.

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

Methodology

Attendance Rate

To examine 2021-22 attendance rates for students receiving SPED services, the evaluator used the district attendance data file dated June 29, 2022. This file was merged with the student demographic data file for May 16, 2022. Attendance rates were calculated by dividing the total days of attendance by the total days enrolled and grouped by grade level. These calculations and groupings were completed for both SPED and general education students.

High School Graduation and Completion Rates

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability²⁸.

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

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

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

The TEA uses the dropout definition provided by the National Center for Education Statistics (NCES). Under this definition, a dropout is “a student who is enrolled in public school in grades seven through twelve, does not return to public school the following fall, is not expelled, and does not 1) graduate, 2) receive a Texas Certificate of High School Equivalency (TxCHSE), 3) continue school outside the public school system, 4) begin college, or 5) die.”²⁹ Dropout, graduation, continuation, and TxCHSE information normally are calculated and published by the TEA during the summer of each year for the previous school year with a one-year lag.

²⁸ See TEA *Technical Document* available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation. For example, the four-year graduation rate for Class of 2021 is the percentage of students who began ninth grade for the first time in 2017-18 and graduated by August 31, 2021.

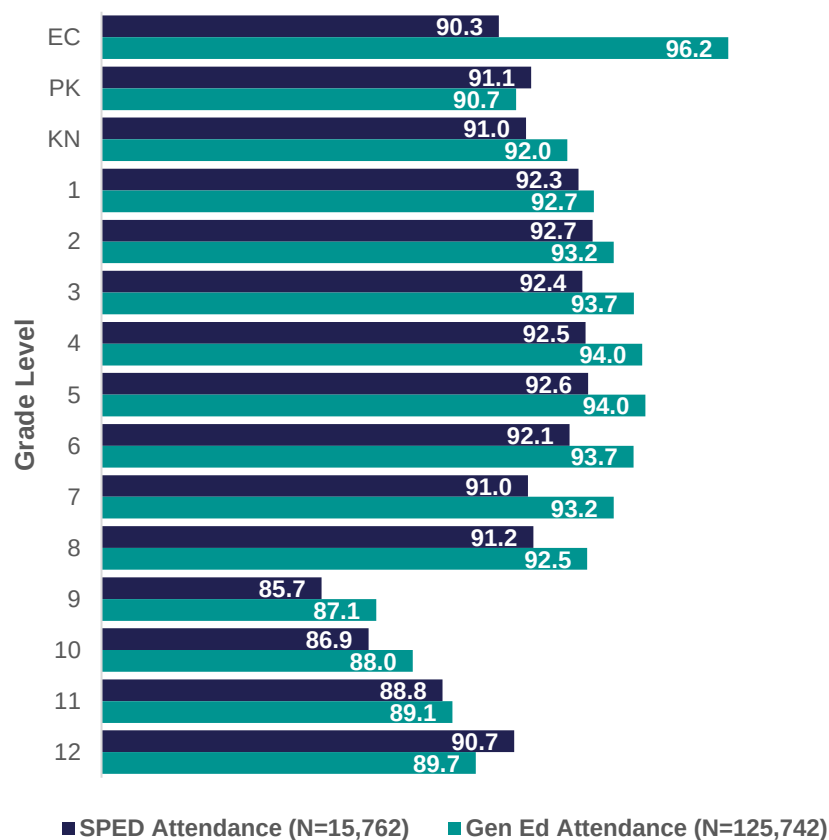
²⁹Source:<https://tea.texas.gov/texas-schools/support-risk-schools-and-students/risk-schools-and-students-dropout-prevention/dropout-2>.

Results

Attendance

In 2021-22, the overall average attendance rate for students receiving SPED services (90.9%) was slightly less than the overall district average attendance rate (91.6%). However, the overall average attendance rate has declined since 2019-20 (93.1%) and 2020-21 (92.0%) . When examining attendance rates by grade level, students receiving SPED services exceeded the attendance rates of general education students in Prekindergarten and in grade twelve. The largest gap in attendance rates was found in Early Childhood (5.9 percentage points).

Figure 10: 2021-22 Dallas ISD SPED and General Education Student Average Attendance Rates by Grade Level



Source: Dallas ISD student attendance data file, End of Year 2021-22 dated 06/29/22 and student demographic files dated May 16, 2022.

High School Graduation and Completion Rates

The graduation rate (68.8%) for the Class of 2021 students with disabilities receiving SPED services was markedly less than the districtwide graduation rate (80.1%, Table 17). The four-year longitudinal dropout rate for the Class of 2021 students receiving SPED services was 14.9 percent

compared to districtwide rate of 12.9 percent. The SPED graduation and dropout rates for the Class of 2019 were 69.9 percent and 15.4 percent, respectively.³⁰

Table 17: Four-Year Longitudinal Graduation and Dropout Rates: Class of 2021

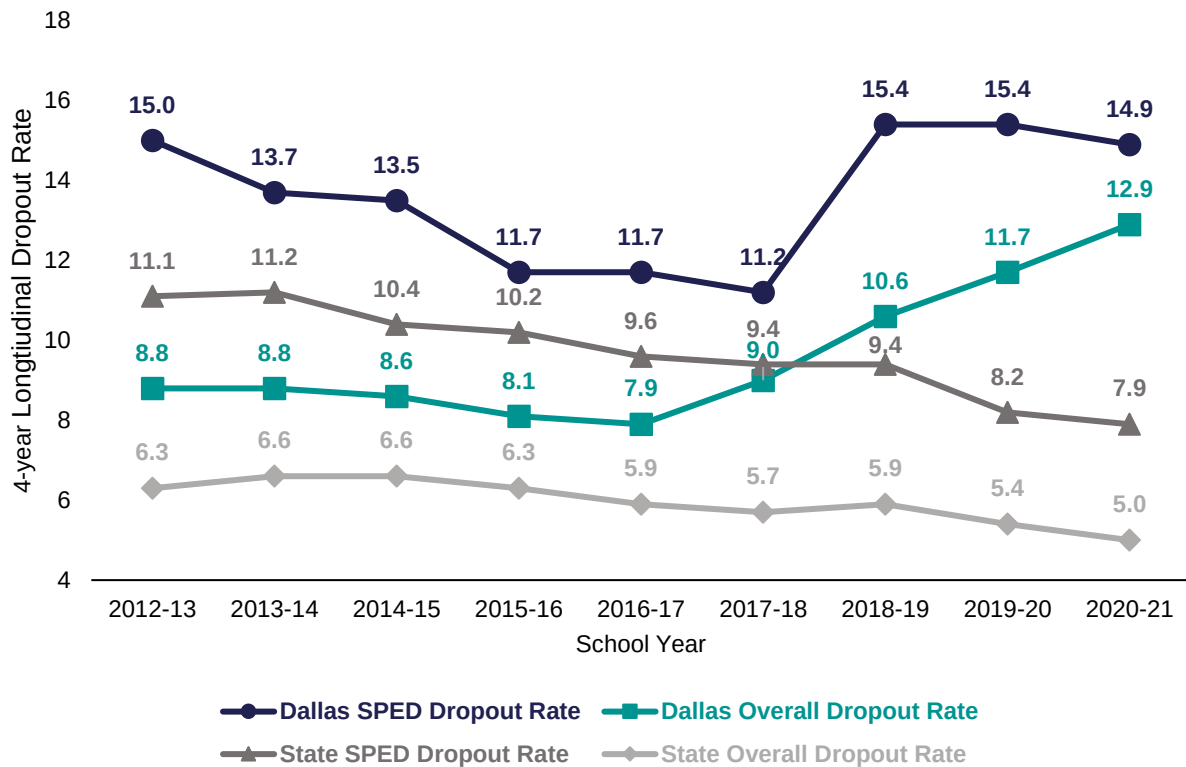
	Class	Graduated		Continued		Received TxCHSE		Dropped out		Graduated, continued, or received TxCHSE
		N	%	N	%	N	%	N	%	%
SPED	794	546	68.8	129	16.2	*	*	118	14.9	85.1
Districtwide	9,682	7,754	80.1	670	6.9	8	0.1	1,250	12.9	87.1

Source: TEA report on four-year longitudinal graduation and dropout rates, Class of 2021, retrieved from TEA website.

Four-year longitudinal SPED dropout rates for the Dallas ISD and the state for 2012-13 through 2020-21 are shown in Figure 10 for informational purposes. Historically, district SPED dropout rates have been higher than statewide SPED dropout rates; they have also been higher than overall districtwide and statewide dropout rates. While over time these gaps have narrowed somewhat, between 2015-16 and 2017-18, the gap between Dallas ISD students receiving SPED services and other groups widened once again in 2018-19. Although the dropout rate for Dallas ISD students receiving SPED services increased in 2018-19, the dropout rate of these students has remained relatively stable over the past three years, while the districtwide dropout rate has increased over the past 4 years (Figure 11).

³⁰ Mejan, 2021.

Figure 11: 2012-13 to 2020-21 Four-Year Longitudinal Dropout Rates



Source: TEA report retrieved from TEA website on 06/29/21 (2020-21). 2020-21 evaluation report (Mejan, 2021) (2012-2019).

Note: Four-year longitudinal data are lagged by one year.

Annual high school dropout rates were compared to other large school districts in Texas. Table 18 shows SPED and districtwide rates for Houston, Fort Worth, Dallas, El Paso, and San Antonio for the 2019-20 and 2020-21 school years. In 2019-20 and 2020-21, Dallas showed rates in the middle of all five districts where Fort Worth ISD reported the highest annual dropout rate for students receiving SPED services for both school years.

Table 18. 2019-20 and 2020-21 Texas School District Comparisons of SPED and Districtwide Annual Dropout Rates

District	2019-20		2020-21		SPED Change	Districtwide Change
	SPED	Districtwide	SPED	Districtwide	%pts	%pts
Houston	3.7	3.1	4.7	4.0	1.0	0.9
Fort Worth	4.7	3.0	6.1	4.3	1.4	1.3
Dallas	3.8	3.9	4.9	4.5	1.1	0.6
El Paso	2.5	1.6	4.5	3.1	2.0	1.5
San Antonio	3.0	2.3	5.1	3.6	2.1	1.3

Source: Texas Education Agency High School Dropout Reports for 2020-21 and 2021-22. Retrieved from TEA website 08/25/22

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

Methodology

This section includes a summary of the SPED department ESSER funded activities. The SPED department provided data on compensatory services, backlog referrals, specialized classroom and transition plans, the behavioral health team, and ARD support.

Results

SPED Compensatory Services

In 2021-22, the SPED departments' SPED Compensatory Services ESSER activity implementation was delayed due to late job postings and a lack of qualified job candidates. The longer than expected hiring process delayed the training and onboarding process of new language interpreters. As such, the Dallas ISD Deaf Education program did not meet the goal of providing sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities as stated in their IEP by 2022-2023 school year, as evidence by student schedules, interpreter sign in sheets and campus master schedules. Additionally, the SPED department did not meet the goal of completing 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.

SPED Backlog Clean-up

The SPED department aimed to end the backlog of referrals and evaluations to determine if students met SPED qualifications. In 2021-22, the SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 by September 15, 2021. Additionally, the SPED department made significant progress toward but did not meet the goal of completing 100% of all current 2021-2022 school year referrals with a finalized FIE by August 1, 2022.

Transforming SPED Classrooms & Pathways

The SPED department aimed to address inequalities in specialized classrooms by upgrading technology and evidence-based resources as well as upgrade Assistive Technology to improve access and address inequalities for students with disabilities. In 2021-22, the Transforming SPED Classrooms and Pathways ESSER activity implementation was delayed due to late purchasing of a new curriculum, late submission of procurement requisitions, and a lack of progress toward purchasing additional materials and classroom technologies. Therefore, high school Functional Living Skills Classes did not meet the goal of implementing a revised program that aims to increase student achievement on STAAR- Alt 2 reading and math and improve student's independent living skills.

SPED Behavioral Health Team

The SPED department aimed to improve districtwide supports for students with special needs and challenging behaviors through the implementation of a BCBA. In 2021-22, the SPED departments SPED

Behavioral Health Team ESSER activity implementation was delayed due to delays in posting job openings, difficulty finding qualified candidates, and a late onboarding process for Behavioral Health Team staff. As such, the goal was not met to conduct a needs assessment for all campuses to determine behavioral supports for students with disabilities. Further, the goal of having the BCBAs train 100 percent of Special Educators on the development of positive behavior plans was also not met.

Middle School ARD Support

In 2021-22, the SPED department aimed to provide intentional support systems for ten middle school campuses that have more than 100 students receiving SPED services with mild to severe needs. This support system specialized in conducting ARD committee meetings, tracking, and maintaining records, supporting teachers with communicating with previous schools, and creation of IEP goals. The SPED department made significant progress (missed 1.9% of ARD timelines) but ultimately did not meet the goal of having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The 2021-22 Dallas ISD SPED department employed 1,774 full-time SPED teachers and teaching assistants who served 15,762 students (11.1% of district enrollment) and operated with a budget of \$142,326,859 (a \$2.2M increase from 2020-21). Key findings for 2021-22 included the following:

- The districtwide SPED population increased in 2021-22 compared to 2020-21, with SPED enrollment totaling 15,762 students (11.1% of district enrollment). The most common primary disabilities of students receiving SPED services were specific learning disability (31.4%), autism (26.3%), other health impairment (13.1%), and speech impairments (11.9%).
- Among students with specific learning disabilities, a sizable proportion had speech impairment (16.1%) as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment (57.9%) as secondary disability.
- A higher proportion of administrators (73.1%) agreed or strongly agreed that their SSTs met regularly to discuss student concerns compared to SPED staff (46.7%). One-third of SPED staff reported that there was “Not Enough Info to Rate” (17.2%) the survey item or that they were “Not Aware of SSTs at Campus” (15.8%).
- Campus administrators (66.9%) had higher rates of agree or strongly agree compared to SPED staff (45.4%) on the survey item “Our campus SST met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation.” Again, it is noteworthy that over one-third of SPED staff reported that there was “Not Enough Info to Rate” (17.8%) the survey item or that they were “Not Aware of SSTs at Campus” (17.6%).
- Overall, SPED Customer Service survey results were positive, with campus administrators and SPED staff rating the SPED department highest on the Core 4 Friendly domain (82%). Most campus administrators and SPED staff respondents agreed or strongly agreed that they 1) understood the district’s expectations in providing SPED services, 2) understood the district’s SPED policies and procedures, and 3) understood how to get help with SPED-related matters.
- Students with disabilities receiving SPED services were within one percentage point or exceeded 2020-21 rates at the Approaches + performance standard for nearly all *STAAR 3-8/STAAR EOC* assessments except grade three and grade five mathematics.
- Students in 2021-22 were within one percentage point or exceeded 2020-21 rates for grades three through seven *STAAR Alt 2 Reading* at the Satisfactory+ performance standard. Students showed a decrease from 2020-21 rates for grade eight *STAAR Alt 2 Reading* and English I and English II *EOC Alt 2s* at the Satisfactory+ performance standard. Students were within one percentage point or exceeded 2020-21 rates at the Satisfactory+ performance standard for all *STAAR Alt 2 Mathematics*

and Algebra I *EOC Alt 2*, with the exception of grade six *STAAR Alt 2* Mathematics which showed a decrease from 2020-21 rates.

- Students in 2021-22 were within three percentage points or exceeded the 2020-21 rates at the Satisfactory+ performance standard for grades five and eight *STAAR Alt 2* Science and Biology *EOC Alt 2*.
- Students exceeded the 2020-21 rates at the Satisfactory+ performance standard for U.S. History *EOC Alt 2*, however there was a decrease in rates of students at the Satisfactory+ performance standard for grade eight *STAAR Alt 2* Social Studies.
- The overall attendance rate among students with disabilities receiving SPED services for 2021-22 was 90.9 percent (92% for 2020-21) which was slightly less than the overall district average attendance rate (91.6%).
- For the Class of 2021, students with disabilities receiving SPED services graduation rate (68.8%) was markedly less than the districtwide graduation rate (80.1%) while students receiving SPED services annual dropout rate for the Class of 2021 was 14.9 percent compared to districtwide rate of 12.9 percent. The SPED graduation and dropout rates for the Class of 2019 were 69.9 percent and 15.4 percent, respectively.
- Overall, the SPED department met one SPED ESSER activity goal and made progress towards all other ESSER activity goals.

Recommendations

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

Continue to communicate and stress to all campuses the importance of regular SST meetings for the identification of students needing services. Thirty-three percent of SPED staff were not aware of an SST on their campuses or did not have enough information to rate their SST, suggesting possible under-engagement of SPED staff members in SST campus activities (this rate decreased from 38% in 2020-21). Program managers and school leadership should increase communication and stress the crucial role that regular SST meetings play in the effective and efficient delivery of SPED services.

Continue to monitor the impact of SPED department as ESSER activities are fully implemented. In 2021-22, district budgeted approximately \$29 million aimed at improving and expanding special education services. The SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 and made significant progress toward the goal of completing referrals with finalized FIE and conducting ARD meetings in a timely manner. However, many of the ESSER activities were not fully implemented due to delays in job posting, hiring, and onboarding process of language interpreters and Behavioral Health Team staff or due to late procurement process for purchasing new curriculum and materials. Therefore, as these activities are implemented in 2022-23, the district should monitor these activities to examine the impact on SPED services and student outcomes.

Evaluate the impact of alternative school calendars on student outcomes. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional,

Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on learning outcomes of students receiving SPED services.

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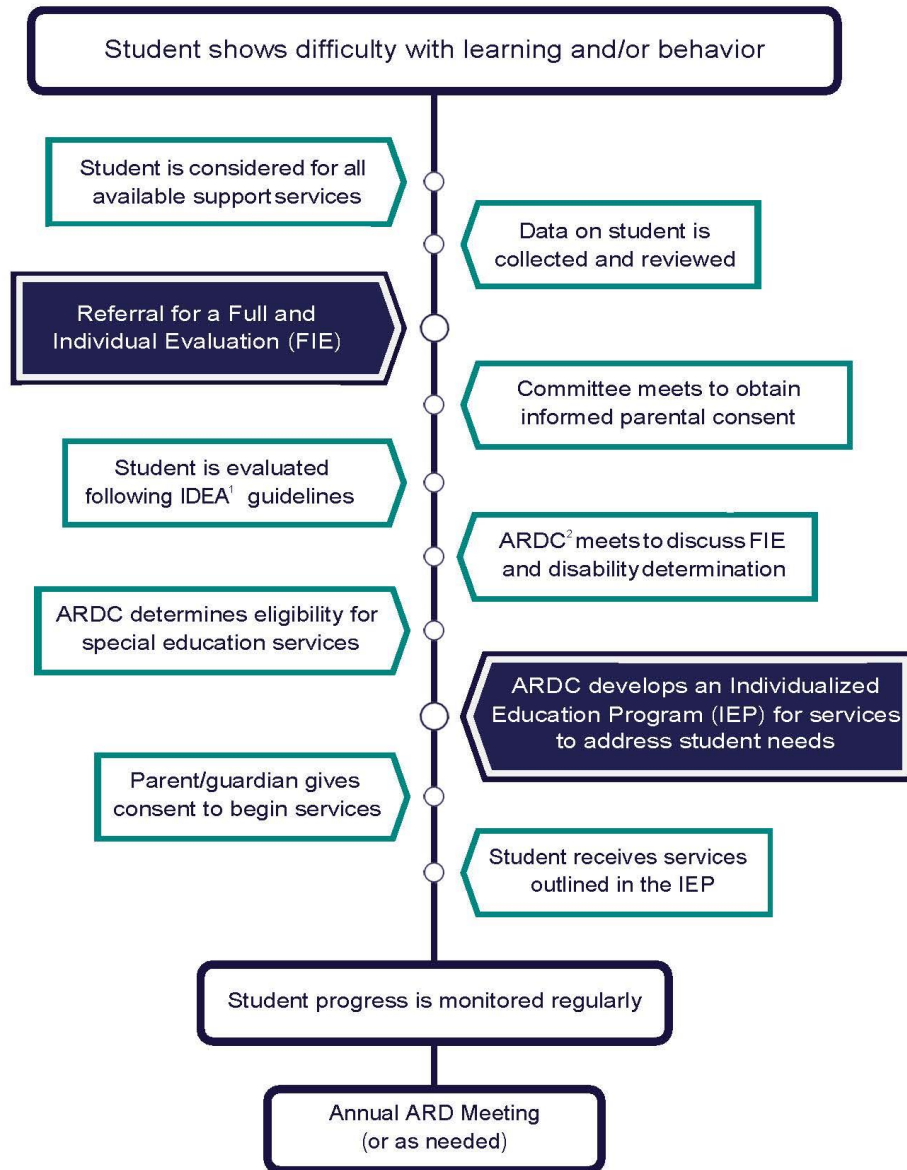
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APPENDICES

Appendix A

NAVIGATING THE IEP PROCESS



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



Special Education

Source: Dallas ISD SPED department, February 2020.

Appendix B

Appendix B, Table 1: 2019 to 2021 Dallas ISD SPED Program Area Performance: PBMAS/RDA Report

Indicator	2019			2020			2021			1 yr change	2 yr change
	N	%	PL	N	%	PL	N	%	PL		
SPED STAAR 3-8 Passing Rate											
Mathematics	7,074	54.5	2	*	*	ND	6,281	41.7	2	N/A	-12.8
Reading	7,097	44.7	2	*	*	ND	6,362	38.2	3	N/A	-6.5
Science	2,246	48.4	2	*	*	ND	2,159	37.0	3	N/A	-11.4
Social Studies	863	41.3	2	*	*	ND	866	34.1	3	N/A	-7.2
Writing	2,379	33.5	3	*	*	ND	2,143	25.0	3	N/A	-8.5
SPED Year-After-Exit STAAR 3-8 Passing Rate											
Mathematics	268	82.5	0	*	*	ND	234	68.8	1	N/A	-13.7
Reading	270	73.7	0	*	*	ND	246	64.6	1	N/A	-9.1
Science	77	66.2	0	*	*	ND	61	67.2	0	N/A	1.0
Social Studies	21	50.6	2	*	*	ND	19	73.7	0	N/A	23.1
Writing	95	57.9	2	*	*	ND	71	42.3	3	N/A	-15.6
SPED STAAR EOC Passing Rate											
Algebra I	1,057	62.0	0	*	*	ND	938	49.9	2	N/A	-12.1
Biology	1,026	58.1	2	*	*	ND	835	54.1	3	N/A	-4.0
U.S. History	778	65.3	1	*	*	ND	714	57.7	2	N/A	-7.6
English I and II	2,495	26.1	3	*	*	ND	1,631	34.5	2	N/A	8.4
STAAR Test Version Participation											
STAAR Alternate 2 Overall	1,503	2.1	RO	*	*	RO	N/A	N/A	N/A	-	-
STAAR Alt 2 Mathematics	N/A	N/A	N/A	*	*	RO	1,379	1.9	RO	N/A	N/A
STAAR Alt 2 Reading	N/A	N/A	N/A	*	*	RO	1,613	1.7	RO	N/A	N/A
STAAR Alt 2 Science	N/A	N/A	N/A	*	*	RO	601	1.7	RO	N/A	N/A
SPED Program Settings											
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	19.2	2	*	19.7	2	*	20.9	1	1.2	1.7
SPED Regular Class >=80% Rate (Ages 6-21)	*	75.8	0	*	74.6	0	*	73.7	0	-0.9	-2.1
SPED Regular Class <40% Rate (Ages 6-21)	*	16.1	1	*	16.5	1	*	17.2	1	0.7	1.1
SPED Dropout/Graduation											
SPED Annual Dropout Rate	5,852	3.0	1	6,020	2.9	1	6,223	3.5	2	0.6	0.5
SPED Graduation Rate	671	72.1	1	742	69.9	2	751	67.0	2	-2.9	-5.1
SPED Representation (Ages 3-21) and SPED Out-of-School Suspensions (OSS)											
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	4,020	7.7	SD3	4,172	7.8	SD3	3,969	8.0	SD3	0.2	0.3
SPED OSS and Expulsion <=10 Days Rate (Ages 3-21)	*	14.2	SD3	*	13.8	SD3	*	5.8	RO	-8.0	-8.4
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	*	*	SD3	*	*	SD3	*	*	RO	N/A	N/A

Source: Texas Education Agency 2021 RDA report for Dallas ISD and 2020 RDA State Report. Detailed information about the calculation of rates and assignment of performance levels can be found in the 2021 TEA RDA Manual available on the TEA website.

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

Appendix B, Table 2: 2021 Dallas ISD and State SPED Program Area Performance: PBMAS/RDA Report

Indicator	District			State		
	N	%	PL	N	%	PL
SPED STAAR 3-8 Passing Rate						
Mathematics	6,281	41.7	2	244,558	38.5	3
Reading	6,362	38.2	3	246,039	36.7	3
Science	2,159	37.0	3	78,773	36.9	3
Social Studies	866	34.1	3	34,278	31.8	3
Writing	2,143	25.0	3	82,554	25.9	3
SPED Year-After-Exit STAAR 3-8 Passing Rate						
Mathematics	234	68.8	1	16,220	70.7	0
Reading	246	64.6	1	16,647	70.7	0
Science	61	67.2	0	4,798	71.3	0
Social Studies	19	73.7	0	1,601	62.9	1
Writing	71	42.3	3	5,413	57.3	2
SPED STAAR EOC Passing Rate						
Algebra I	938	49.9	2	37,848	46.8	2
Biology	835	54.1	3	37,304	54.3	3
U.S. History	714	57.7	2	31,044	63.2	1
English I and II	1,631	34.5	2	71,472	33.1	2
STAAR Test Version Participation						
STAAR Alt 2 Mathematics	1,379	1.9	RO	34,805	1.2	RO
STAAR Alt 2 Reading	1,613	1.7	RO	40,093	1.2	RO
STAAR Alt 2 Science	601	1.7	RO	14,582	1.2	RO
SPED Program Settings						
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	20.9	1	29,905	24.8	1
SPED Regular Class >=80% Rate (Ages 6-21)	*	73.7	0	574,646	72.1	0
SPED Regular Class <40% Rate (Ages 6-21)	*	17.2	1	567,472	13.9	1
SPED Dropout/Graduation						
SPED Annual Dropout Rate	6,223	3.5	2	253,979	1.6	0
SPED Graduation Rate	751	67.0	2	32,708	78.9	1
SPED Representation (Ages 3-21) and SPEDOSS						
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	3,969	8.0	SD3	*	*	RO
SPED OSS and Expulsion <=10 Days Rate (Ages 3-21)	*	5.8	RO	683,397	4.8	RO
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	*	*	RO	683,397	0.2	RO

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

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

Appendix C

Appendix C. 2021-22 Primary and Secondary Disabilities of Students Receiving SPED Services

Primary Disability	No Second		1		2		3		4		5		6		7		8		9		10		11		12		Primary Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
1.Orthopedic Imp.	51	37.5	-	-	47	34.6	*	*	5	3.7	-	-	13	9.6	-	-	*	*	12	8.8	*	*	*	*	-	-	136	0.9
2.Other Health Imp.	1,372	66.2	56	2.7	-	-	26	1.3	32	1.5	*	-	88	4.2	39	1.9	124	6.0	300	14.5	31	1.5	*	-	*	-	2,071	13.1
3.Auditory Imp.	182	57.6	*	*	23	7.3	-	-	5	1.6	-	-	17	5.4	*	*	*	*	73	23.1	10	3.2	-	-	-	-	316	2.0
4.Visual Imp.	46	75.4	*	*	*	*	*	*	-	-	-	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	61	0.4
5.Deaf/Blindness	-	-	*	*	-	-	*	*	-	-	-	-	-	-	-	-	-	-	*	*	*	*	-	-	-	-	7	0.0
6.Intel. Dis.	885	58.1	13	0.9	135	8.9	27	1.8	18	1.2	-	-	-	-	15	1.0	-	-	397	26.1	33	26.1	-	-	-	-	1,523	9.7
7.Emot. Dist.	307	54.9	-	-	166	29.7	-	-	-	-	-	-	7	1.3	-	-	52	9.3	27	4.8	-	-	-	-	-	-	559	3.5
8.SLD	3,960	80.1	*	-	166	3.4	*	*	*	*	-	-	-	-	12	0.2	-	-	795	16.1	*	-	-	-	-	-	4,943	31.4
9.Speech Imp.	1,877	99.8	-	-	*	*	*	*	-	-	-	-	-	-	-	-	*	*	-	-	-	-	-	-	-	-	1,880	11.9
10.Autism	1,060	25.6	*	*	380	9.2	15	0.4	5	0.1	-	-	151	3.6	28	0.7	98	2.4	2,394	57.9	-	-	*	-	*	*	4,138	26.3
11.TBI	16	57.1	-	-	*	*	-	-	*	*	-	-	-	-	-	-	-	-	6	21.4	-	-	-	-	-	-	28	0.2
12.Non-Cat. EC	*	*	-	-	-	-	-	-	-	-	-	-	20	21.5	*	*	-	-	*	*	66	71.0	-	-	-	-	93	0.6
Secondary Total	9,763	61.9	79	0.5	924	5.9	81	0.5	71	0.5	*	*	300	1.9	97	0.6	278	1.8	4,013	25.5	146	0.9	*		*		15,762	100.0

Source: District student demographic data file dated May 16, 2022 (2021-22).

Notes: * = fewer than five students in this category. - = no students in this category. Imp.=Impairment, Intel. Dis.= Intellectual Disability, Emot. Dist. = Emotional Disturbance, SLD = Specific Learning Disability, TBI = Traumatic Brain Injury, Non-Cat. EC = Non-Categorical Early Childhood.

Appendix D

Appendix D, Table 1: 2021-22 SPED Customer Service Survey – Responses to “How many years have you worked in the Dallas ISD (as of the end of 2021-22)?”

	SPED Teachers (N=443)		Campus Administrators (N=175)	
	n	%	n	%
1	48	10.8	7	4.0
2-5	143	32.3	31	17.7
6-10	88	19.9	33	18.9
11 or more	164	37.0	104	59.4

Source: 2021-22 SPED Customer Service Survey.

Note: Percentages may not add to 100 because of rounding.

Appendix D, Table 2: 2021-22 SPED Customer Service Survey – Understanding of SPED Policy and Access to SPED Resources

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I understood the district's expectations in providing special education services.											
Teachers	443	18	4.1	26	5.9	190	42.9	191	43.1	18	4.1
Administrators	175	*	*	7	4.0	85	48.6	77	44.0	*	*
I understood the district's special education policies and procedures.											
Teachers	443	13	2.9	32	7.2	212	47.9	175	39.5	11	2.5
Administrators	175	*	*	9	5.1	92	52.6	70	40.0	*	*
I understood how to get help with special education-related matters.											
Teachers	443	19	4.3	40	9.0	210	47.4	165	37.2	9	2.0
Administrators	175	7	4.0	17	9.7	84	48.0	66	37.7	*	*
I had adequate access to the central staff members needed to provide special education services effectively.											
Teachers	443	30	6.8	60	13.5	196	44.2	121	27.3	36	8.1
Administrators	175	15	8.6	33	18.9	82	46.9	44	25.1	*	*
I had adequate access to the classroom materials needed to provide special education services effectively.											
Teachers	443	41	9.3	61	13.8	218	49.2	102	23.0	21	4.7
Administrators	175	8	4.6	31	17.7	78	44.6	38	21.7	20	11.4

Source: 2021-22 SPED Customer Service Survey.

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

Appendix D, Table 3: 2021-22 SPED Customer Service Survey – SPED Department CORE 4 Ratings

		Strongly disagree		Disagree		Agree		Strongly agree		I'm not sure / N/A	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The Special Education department was focused in their response(s) to my request(s).											
Teachers	208	11	5.3	33	15.9	101	48.6	58	27.9	*	*
Administrators	119	*	*	28	23.5	48	40.3	35	29.4	*	*
The Special Education department responded to me in a timely manner.											
Teachers	208	10	4.8	35	16.8	104	50.0	55	26.4	*	*
Administrators	119	10	8.4	28	23.5	45	37.8	33	27.7	*	*
The Special Education department was flexible in their response(s) to my request(s).											
Teachers	208	15	7.2	35	16.8	98	47.1	49	23.6	11	5.3
Administrators	119	9	7.6	25	21.0	49	41.2	33	27.7	*	*
The Special Education department was friendly in their response(s) to my request(s).											
Teachers	208	12	5.8	18	8.7	104	50.0	67	32.2	7	3.4
Administrators	119	*	*	15	12.6	53	44.5	44	37.0	*	*
The Special Education department fully addressed my question(s) and/or concern(s).											
Teachers	208	16	7.7	48	23.1	87	41.8	54	26.0	*	*
Administrators	119	10	8.4	29	24.4	43	36.1	34	28.6	*	*

Source: 2021-22 SPED Customer Service Survey.

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

APPENDIX E

Appendix E, Table 1. 2021-22 SPED Students STAAR 3-8 and STAAR-EOC Test Version Taken

Subject Area	N	STAAR		STAAR-Alt 2	
		n	%	n	%
STAAR 3-8					
Reading	7,790	6,478	83.2	1,312	16.8
Math	7,712	6,400	83.0	1,312	17.0
Science	2,620	2,190	83.6	430	16.4
Social Science	1,114	915	82.1	199	17.9
STAAR EOC					
Algebra 1	1,465	1,258	85.9	207	14.1
Biology	1,297	1,085	83.7	212	16.3
English 1	1,752	1,549	88.4	203	11.6
English 2	1,246	1,049	84.2	197	15.8
US History	829	650	78.4	179	21.6

Source: District STAAR 3-8 data file dated 5/3/22 and district STAAR-EOC data file dated 7/15/22.

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

	<i>N</i>	Approaches+		Meets+		Masters	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Grade 3	1,045	338	32.3	146	14.0	73	7.0
Grade 4	1,167	337	28.9	174	14.9	81	6.9
Grade 5	1,221	466	38.2	225	18.4	97	7.9
Grade 6	1,097	278	25.3	96	8.8	40	3.6
Grade 7	1,032	320	31.0	118	11.4	62	6.0
Grade 8	916	341	37.2	113	12.3	56	6.1
Mathematics							
Grade 3	1,047	325	31.0	141	13.5	60	5.7
Grade 4	1,170	389	33.2	149	12.7	60	5.1
Grade 5	1,224	522	42.6	184	15.0	53	4.3
Grade 6	1,092	398	36.4	91	8.3	20	1.8
Grade 7	662	127	19.2	17	2.6	*	*
Grade 8	1,205	405	33.6	129	10.7	22	1.8
Science							
Grade 5	1,222	323	26.4	121	9.9	39	3.2
Grade 8	968	282	29.1	73	7.5	24	2.5
Social Studies							
Grade 8	915	173	18.9	45	4.9	20	2.2
EOC							
Algebra I	1,258	489	38.9	158	12.6	72	5.7
Biology	1,085	488	45.0	169	15.6	46	4.2
English I	1,549	298	19.2	129	8.3	15	1.0
English II	1,049	213	20.3	103	9.8	9	0.9
U.S. History	650	337	51.8	159	24.5	65	10.0

Source: District STAAR 3-8 data file dated 5/3/22 and district STAAR-EOC data file dated 7/15/22 for students enrolled on May 16, 2022.

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

Appendix E, Table 3: 2021-22 SPED Student STAAR 3-8 Outcomes by Student Group (Approaches+)

	Reading		Mathematics		Science		Social Science	
	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+
Sex								
Male	4,154	31.5	4,099	34.8	1,390	28.7	588	20.3
Female	2,324	34.9	2,301	32.1	800	25.8	327	15.6
Ethnicity/Race								
Hispanic/Latino	4,387	30.8	4,323	35.0	1,457	27.3	601	20.1
Black or Afr Am	1,615	31.4	1,616	25.6	570	22.3	253	14.2
White	300	60.7	290	56.2	104	55.8	38	34.2
Two+ Races	137	46.0	133	41.4	48	39.6	17	*
Asian	28	42.9	27	55.6	7	*	5	-
English Learner								
Not English Learner	3,520	38.4	3,491	33.6	1,201	30.2	528	21.2
English Learner	2,958	26.0	2,909	34.2	989	24.5	387	15.8
Economically Disadvantaged								
No	712	54.8	686	49.4	244	45.1	104	32.7
Yes	5,766	30.0	5,714	32.0	1,946	25.4	811	17.1
Homeless								
No	6,347	32.8	6,265	34.2	2,146	28.0	898	18.9
Yes	131	27.5	135	17.8	44	11.4	17	*

Source: District STAAR 3-8 data files dated 5/3/22 (2021-22).

Note: * = fewer than five students in this category. - = no students in this category. Includes administrations for STAAR 3-8 for SPED students enrolled on May 16, 2022 Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

Appendix E, Table 4: 2021-22 SPED Student STAAR EOC Outcomes by Student Group (Approaches+)

	Algebra		Biology		English 1		English 2		US History	
	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+
Sex										
Male	808	38.1	708	45.2	1,004	18.4	687	19.8	416	54.8
Female	450	37.5	377	44.6	545	20.7	362	21.3	234	46.6
Ethnicity/Race										
Hispanic/Latino	778	45.5	698	45.7	991	21.0	665	21.2	401	54.1
Black or Afr Am	411	24.8	328	31.7	482	10.8	324	15.4	214	43.9
White	46	54.3	43	69.8	51	58.8	41	43.9	26	76.9
Two+ Races	18	33.3	12	50.0	17	29.5	16	*	9	66.7
Asian	*	*	*	*	7	*	*	*	-	-
English Learner										
Not English Learner	748	33.6	621	42.7	901	20.0	624	22.6	388	52.1
English Learner	510	46.7	464	48.1	648	18.2	425	16.9	262	51.5
Economically Disadvantaged										
No	160	47.5	140	57.1	194	38.1	153	34.0	95	57.9
Yes	1,098	37.6	945	43.2	1,355	16.5	896	18.0	555	50.8
Homeless										
No	1,224	38.8	1,060	45.3	1,510	19.1	1,027	20.5	639	52.1
Yes	34	41.2	25	32.0	39	23.1	22	*	11	*

Source: District STAAR EOC data files dated 7/15/22 (2021-22).

Note: * = fewer than five students in this category. - = no students in this category. Includes administrations for STAAR EOC for SPED students enrolled on May 16, 2022. Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

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

	N	Satisfactory+		Accomplished	
		n	%	n	%
Reading					
Grade 3	232	201	86.6	44	19.0
Grade 4	233	210	90.1	52	22.3
Grade 5	231	203	87.9	66	28.6
Grade 6	208	186	89.4	72	34.6
Grade 7	209	187	89.5	92	44.0
Grade 8	199	181	91.0	97	48.7
Mathematics					
Grade 3	232	214	92.2	95	40.9
Grade 4	232	222	95.7	75	32.3
Grade 5	231	216	93.5	99	42.9
Grade 6	208	183	88.0	112	53.8
Grade 7	210	195	92.9	110	52.4
Grade 8	199	184	92.5	118	59.3
Science					
Grade 5	231	215	93.1	122	52.8
Grade 8	199	186	93.5	104	52.3
Social Studies					
Grade 8	199	183	92.0	117	58.8
EOC					
Algebra I	207	183	88.4	70	33.8
Biology	212	201	94.8	92	43.4
English I	203	176	86.7	82	40.4
English II	197	163	82.7	77	39.1
U.S. History	179	166	92.7	99	55.3

Source: District STAAR 3-8 data file dated 5/3/22 and district STAAR-EOC data file dated 7/15/22 for students enrolled on May 16, 2022.

Appendix E, Table 6: 2021-22 SPED Student STAAR 3-8 Alt 2 Outcomes by Student Group (Satisfactory+)

	Reading		Mathematics		Science		Social Science	
	<i>N Tested</i>	% at Satisfactory+	<i>N Tested</i>	% at Satisfactory+	<i>N Tested</i>	% at Satisfactory+	<i>N Tested</i>	% at Satisfactory+
Sex								
Male	910	88.7	910	91.3	293	93.2	131	90.8
Female	402	89.8	402	95.3	137	93.4	68	94.1
Ethnicity/Race								
Hispanic/Latino	843	89.2	844	92.4	284	91.9	132	89.4
Black or Afr Am	384	90.9	383	94.5	119	97.5	56	98.2
White	51	80.4	51	88.2	12	100.0	6	100.0
Two+ Races	24	75.0	24	79.2	12	83.3	*	*
Asian	8	75.0	8	75.0	*	*	*	*
English Learner								
Not English Learner	860	87.6	859	91.5	282	92.6	134	94.0
English Learner	452	91.8	453	94.5	148	94.6	65	87.7
Economically Disadvantaged								
No	120	86.7	120	93.3	44	95.5	17	94.1
Yes	1,192	89.3	1,192	92.4	386	93.0	182	91.8
Homeless								
No	1,287	89.0	1,287	92.5	424	93.2	195	91.8
Yes	25	92.0	25	92.0	6	100.0	*	*

Source: District STAAR 3-8 data files dated 5/3/22 (2021-22).

Note: * = fewer than five students in this category. Includes administrations for STAAR 3-8 Alt 2 for SPED students enrolled on May 16, 2022. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.

Appendix E, Table 7: 2021-22 SPED Student STAAR EOC Alt 2 Outcomes by Student Group (Satisfactory+)

	Algebra		Biology		English 1		English 2		US History	
	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+
Sex										
Male	134	85.8	145	93.1	134	85.8	133	82.7	128	85.2
Female	73	93.2	67	98.5	69	88.4	64	82.8	62	91.9
Ethnicity/Race										
Hispanic/Latino	126	85.7	135	93.3	123	83.7	121	80.2	120	85.8
Black or Afr Am	71	94.4	65	98.5	70	94.3	62	87.1	59	89.8
White	5	*	6	83.3	*	*	10	80.0	*	*
Two+ Races	*	*	*	*	*	*	*	*	6	100.0
Asian	*	*	*	*	*	*	*	*	-	-
English Learner										
Not English Learner	150	90.0	145	94.5	146	87.0	137	82.5	129	86.8
English Learner	57	84.2	67	95.5	57	86.0	60	83.3	61	88.5
Economically Disadvantaged										
No	21	76.2	21	85.7	20	80.0	30	93.3	21	71.4
Yes	186	89.8	191	95.8	183	87.4	167	80.8	169	89.3
Homeless										
No	200	88.5	205	94.6	196	86.7	192	82.3	189	87.3
Yes	7	85.7	7	100.0	7	85.7	5	100.0	*	*

Source: District STAAR EOC data files dated 7/15/22 (2021-22).

Note: * = fewer than five students in this category. - = no students in this category. Includes administrations for STAAR EOC Alt 2 for SPED students enrolled on May 16, 2022. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.