

2022-23

Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.

Superintendent of Schools



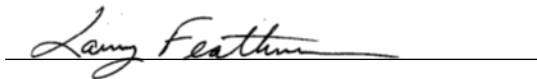
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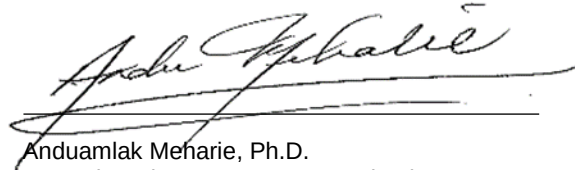
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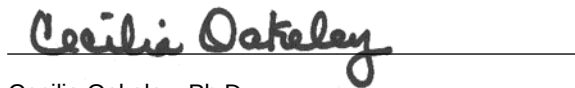
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Evaluation of Special Education

KEY FINDINGS AND RECOMMENDATIONS

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

Key Findings

In 2022-23, the Dallas ISD SPED department employed 1,704 full-time SPED teachers and teaching assistants who served 16,803 students (12.1% of district enrollment) and operated with a budget of \$135,895,241 (a \$6,431,618 decrease from 2021-22). Key findings for 2022-23 included the following:

-  The districtwide SPED population increased in 2022-23 (N=16,803; 12.1%) compared to 2021-22 (N=15,762; 11.1%) (page 11).
-  The most common primary disabilities of students receiving SPED services were specific learning disability, autism, other health impairment, and speech impairments (page 14).
-  Among students with specific learning disabilities, a sizable proportion had speech impairment as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment as secondary disability (page 14).
-  Overall, campus administrators had higher favorable response rates to items in the SPED Customer Service survey than SPED staff (page 18).
-  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. (page 21).
-  Overall, students with disabilities receiving SPED services performance at the Approaches Grade Level or Above (Approaches+) exceeded 2021-22 rates for all *STAAR 3-8/STAAR EOC* assessments (page 25).
-  The largest increase in performance for students with disabilities receiving SPED services were found on the *STAAR EOC* Biology and U.S. History assessments (20.2 and 24.6 percentage points, respectively) (page 25).

-  Overall, students with disabilities receiving SPED services performance at the Satisfactory or Above were within one percentage point or exceeded 2021-22 rates on all *STAAR Alt 2* with the exception of grade five *STAAR Alt 2* Reading and Mathematics (page 26).
-  The largest increase in performance for students with disabilities receiving SPED services was found on the *STAAR Alt 2* English II assessment (9.2 percentage points) (page 27).
-  For the Class of 2022, graduation rate (70.0%) for students with disabilities receiving SPED services increased from the Class of 2021 (68.8%) but was lower than the districtwide graduation rate (79.8%) (page 31).
-  For the Class of 2022, dropout rate (16.1%) for students with disabilities receiving SPED services increased from the Class of 2021 (14.9%) and was higher than the districtwide rate (15.1%) (page 31).
-  Overall, the SPED department met three SPED Elementary and Secondary School Emergency Relief (ESSER) activity goal and made significant progress towards all other ESSER activity goals (page 33).

Recommendations

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

As recommended in previous years, continue to communicate and stress to all campuses the importance of regular SST meetings for the identification of students needing services. Approximately 30 percent of SPED staff were not aware of an SST on their campuses or did not have enough information to provide feedback about their SST, suggesting possible under-engagement of SPED staff members in SST campus activities (this rate decreased from 33% in 2021-22). 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.

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

Evaluation of Special Education

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities.¹ Federal laws and regulations set forth by the State of Texas provide a framework that helps shape and guide Special Education (SPED) programming within the district.² The sections below include the SPED program components, staff, budget, and ESSER goals. For all methodology, see Appendix B.

Program Components

SPED Identification

Child Find, a component of the Individuals with Disabilities Education Act of 1990 (IDEA), requires that schools “find all children who have disabilities and who may be entitled to special education services.” Child Find further mandates that schools evaluate any child from birth to age two who is known or suspected of have a disability.³ In accordance with Child Find, the Dallas ISD SPED department communicates through a variety of means (e.g., flyers, email and website communications, presence at family and community events) with existing and potentially eligible families regarding Dallas ISD SPED services.

When parents or instructional staff members suspect a student might have a disability, depending on the nature of the problem, the student may first be provided support through the Dallas ISD Multi-Tiered Systems of Support (MTSS – previously called the Response to Intervention system, or RTI). The MTSS framework is a “data-based, decision-making problem-solving process that guides differentiated instructional supports to students based on their demonstrated need.”⁴ MTSS supports encompass three domains: academics, language, and engagement. Interventions for any or all domains may be utilized when campus staff members are working within this framework to support a struggling student.⁵ MTSS intervention efforts increase in intensity and duration for students who fail to respond appropriately to the core academic program.^{6,7}

¹ Portions of this report were replicated or adapted from Mejan, 2021 and Sands, 2022

² An overview of federal laws and state regulations governing Special Education can be found in Appendix A.

³ 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.

⁴ Carta & Young, 2019

⁵ Source: <https://sites.google.com/dallasisd.org/disdmtss/mtss-framework>. Link retrieved 2/15/22.

⁶ 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).

⁷ Additional information on MTSS can be found in recent MTSS evaluation reports (Barton, 2021; Springer & Kim, 2020)

Student Evaluation for SPED Services

When provided MTSS interventions do not produce the desired outcome(s) – or in cases where student struggle is more evident and severe than the MTSS framework can adequately address – the student may be referred for an initial SPED evaluation. Parents may also request at any time that their student be provided an initial evaluation for SPED.⁸ Regardless of the originator of the referral (i.e., parent or school staff member), IDEA requires the school to provide prior written notice to the parent or guardian regarding a range of activities in which the school anticipates engaging pertaining to the SPED process, including conducting an initial evaluation.

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

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



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

Source: Dallas ISD SPED department, February 2020.

⁸ For detailed information about processes and duties related to the SPED evaluation processes, particularly the Admission, Review and Dismissal (ARD) process, please refer to the TEA ARD Parent Guide found at https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf. Retrieved 01/14/2020.

Determination of Eligibility and Placement

After a SPED evaluator completes an initial evaluation and report, an Admission, Review, and Dismissal (ARD) committee including parents, teachers, school administrators, and evaluation personnel is formed to review the evaluation report and determine whether the student is eligible for SPED and related services. Once a student is determined eligible, the ARD committee develops an individualized education program (IEP).⁹ 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.¹⁰

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

Special Education Campus Staff

In 2022-23, a total of 1,704 SPED teachers and SPED teaching assistants were employed in Dallas ISD ($N = 904$ and $N = 800$ respectively, Table 1). Over the past five years, the proportion of district SPED teachers has increased by 4.4 percentage points. Although an initial decrease was seen between 2018-19 and 2019-20, the percentage of general education teachers in 2022-23 remained stable. 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.¹¹

Table 1: 2018-19 to 2022-23 Number and Percentage of SPED and General Education Teachers

School Year	SPED		General Education		Total
	<i>N</i>	%	<i>N</i>	%	<i>N</i>
2022-23	1,704	15.3	9,458	84.7	11,162
2021-22	1,774	15.4	9,753	84.6	11,527
2020-21	1,208	11.9	8,904	88.1	10,112
2019-20	1,129	11.6	8,629	88.4	9,758
2018-19	1,082	10.9	8,818	89.1	9,900

Source: District personnel data file dated 6/26/23 (2022-23) and 2021-22 evaluation report (2018-19 to 2021-22; Sands, 2022).

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 2022-23, approximately three-quarters (74.1%) of SPED teachers and teaching assistants in the district were female (Table 2). A smaller proportion of SPED teachers and teaching assistants were Hispanic (28.5%) compared to general education teachers (42.6%), while a larger proportion of SPED teachers and teaching assistants were African American (53.2%) compared to general education teachers

⁹ Students with disabilities who only receive Section 504 support are excluded from this evaluation.

¹⁰ Source: Mejlan, 2021.

(33.0%). The average length of teaching experience in the Dallas ISD for SPED teachers was 8.8 years, which was slightly higher than for general education teachers (7.9 years).

Table 2: 2022-23 Characteristics of SPED Teachers

	SPED Teachers (N = 904)		SPED TAs (N = 800)		General Education (N = 9,458)		All Teachers (N = 11,162)	
	n	%	n	%	n	%	N	%
Gender								
Female	670	74.1	655	81.9	6,690	70.7	8,015	71.8
Male	234	25.9	145	18.1	2,768	29.3	3,147	28.2
Ethnicity								
Black or Afr Am	520	57.5	387	48.4	3,125	33.0	4,032	36.1
White	221	24.4	40	5.0	1,939	20.5	2,200	19.7
Hispanic or Latino	125	13.8	361	45.1	4,032	42.6	4,518	40.5
Other	38	4.2	12	1.5	362	3.8	412	3.7
Highest Degree Earned*								
Unspecified	65	7.2	424	53.0	1,471	15.6	1,960	17.6
High School	-	-	196	24.5	262	2.8	458	4.1
Associate	8	0.9	47	5.9	157	1.7	212	1.9
Bachelor	582	64.4	124	15.5	5,845	61.8	6,551	58.7
Master	245	27.1	8	1.0	1,625	17.2	1,878	16.8
Ph.D.	*	*	*	*	98	1.0	103	0.9
Alternative Certification								
In AC Program	25	2.8	-	-	296	3.1	321	2.9
Dallas ISD Experience								
Newly hired	112	12.4	157	19.6	1,453	15.4	1,722	15.4
1-2 years	123	13.6	147	18.4	1,682	17.8	1,952	17.5
3-5 years	170	18.8	138	17.3	1,712	18.1	2,020	18.1
6-10 years	226	25.0	134	16.8	2,054	21.7	2,414	21.6
11+ years	273	30.2	224	28.0	2,557	27.0	3,054	27.4

Source: District personnel demographic data file 6/26/23 (2022-23).

Note: TA= Teaching Assistant. Afr Am= African American. AC = Alternative Certification. Avg. = Average. * Highest degree earned at the time of hire. Average years of experience for SPED teachers = 8.8 years, SPED TAs = 8.1 years, General Education = 7.9 years, and All Teachers = 8.0 years. Percentages may not add to 100 because of rounding. - = no teachers in a category.

The Student Support Team (SST)

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

regularly, struggling students are more likely to fall between the “cracks” and default to an often premature or otherwise inappropriate referral for SPED evaluation.

Budget

The total budget for the 2022-23 SPED program was \$135,895,241, which is a decrease from \$142,326,859 in 2021-22 (Table 3). For 2021-22 through 2022-23 fiscal years, payroll costs were the largest expense, followed by professional/contracted services. The SPED department also received additional Elementary and Secondary School Emergency Relief (ESSER) funding which totaled \$9,592,397.

Table 3: 2021-22 to 2022-23 Dallas ISD Special Education Department Budget

Category	2021-22 \$	2022-23 \$	One-Year Change \$
General Funds			
Payroll Costs	128,869,373	127,031,146	-1,838,227
Professional/Contracted Services	8,651,404	6,627,831	-2,023,573
Supplies/Materials	4,324,042	2,111,291	-2,212,751
Other Operational Costs	462,028	122,500	-339,528
Capital Outlay: Land/Building/Equipment	20,012	2,473	-17,539
Total	142,326,859	135,895,241	-6,431,618
ESSER Funds			
SPED Compensatory Services	3,000,000	3,000,000	0
SPED Backlog Clean-Up	500,000	1,250,000	-750,000
Transforming SPED Classrooms & Pathways	750,000	2,750,000	-2,000,000
SPED Behavioral Health Team	1,524,000	799,976	724,024
Middle School ARD Support	849,150	1,792,421	-943,271
Total	6,623,150	9,592,397	-2,969,247

Source: Dallas ISD SPED department internal records provided 05/01/23 by Budget Services.

Note: Numbers rounded to nearest dollar. 1-Yr Change indicates change between 2021-22 and 2022-23.

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 Local Education Agency. These compensatory services are provided when failure to implement the student’s IEP denies the student’s right to a Free and Appropriate Public Education (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 June 1, 2023, 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.

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 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.

SPED Behavioral Health Team

This activity aims to improve districtwide supports for students with special needs and challenging behaviors through the implementation of a Board-Certified Behavior Analyst Team (BCBA). This team provides intensive Applied Behavioral Analysis (ABA) when responding to and/or treating the function of intensive behavioral challenges that interfere with student progress. The 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 10 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.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Special Education program implemented in 2022-23?

This section includes findings from interviews conducted with the director of the Special Education department on how the Special Education department was implemented during the 2022-23 school year. In 22-23, the Special Education department was guided by three primary goals 1) meet timelines for and complete special education referrals and evaluations, 2) eliminate opportunity and achievement gaps for students receiving special education services, and 3) become a premier partner for DISD campuses to assist with identifying and providing appropriate services to special education students.

Program Context

The special education department senior leadership noted a number of challenges for the 22-23 school year. First, there was an increase in the number of students identified as needing special education services. Simultaneously, there was a decrease in qualified teachers and funding to provide appropriate and timely services to the increasing number of students receiving special education services. In order to overcome this challenge, members of the SPED department were placed in classrooms to work directly with students. Therefore, there was less support for educators from the SPED department as they were providing direct student supports. The final major challenge the department faced in 22-23 was a legislative change that combined evaluation pathways for students with dyslexia and special education students and required that students with dyslexia receive a full individual evaluation. This legislative change created an increased workload for those involved in identifying and conducting evaluations for special education services.

The department also noted a number of major accomplishments achieved throughout the 22-23 school year. First, special education staff noted improvement in student achievement on *STAAR* exams from the previous school year. Second, with an increase in the number of special education evaluations needed, special education staff worked hard to complete these evaluations more quickly to prevent a backlog and to ensure students were getting timely special education services. Third, the special education department implemented a “Let’s Talk” system that allowed stakeholders to provide feedback on services offered by the SPED department and the department was one of the most highly rated departments on their ability to respond to requests via this platform.

One of the greatest achievements noted by the department was quality engagement with parents of students who receive SPED services. Specifically, the department provided an information session about the ARD process so that parents could become more knowledgeable and more involved in their student’s ARD process. Additionally, parents were provided iPad training sessions where they learned how to use the iPad to support their child’s learning. Finally, parents were provided information sessions about the legal process of guardianship and the steps that parents must take to plan and prepare themselves for when their child turns 18. This session was so well attended that the department provided

additional trainings throughout the school year for parents wanting to learn more about the guardianship process.

Finally, this school year, the department successfully implemented a new curriculum called TeachTown that provided SPED teachers with a comprehensive approach to academic instruction, social development tools, and tools for college readiness and transitioning to the work force. Teachers reported feeling more confident and professional with the implementation of the new curriculum, and teachers have noted that they have access to more books, resources, and lesson plans.

Students Served

Key Findings from this section:

-  The districtwide SPED population increased in 2022-23 ($N=16,803$; 12.1%) compared to 2021-22 ($N=15,762$; 11.1%).
-  The most common primary disabilities of students receiving SPED services were specific learning disability, autism, other health impairment, and speech impairments.
-  Among students with specific learning disabilities, a sizable proportion had speech impairment as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment as secondary disability.

In 2022-23, a total of 16,803 students with disabilities received SPED services, compared to 15,762 in 2021-22 (Table 4). From 2014-15 to 2022-23, the number and percentage of students served by the SPED program has increased each year (7.3% to 12.1% of district overall enrollment).

Table 4: 2012-13 to 2022-23 Dallas ISD SPED Enrollment

School Year	SPED		General Education		Total <i>N</i>
	<i>n</i>	%	<i>n</i>	%	
2022-23	16,803	12.1	122,555	87.9	139,358
2021-22	15,762	11.1	125,742	88.9	141,504
2020-21	14,095	9.7	131,625	90.3	145,720
2019-20	14,478	9.4	139,016	90.6	153,494
2018-19	13,877	8.9	141,360	91.1	155,237
2017-18	12,871	8.2	143,933	91.8	156,804
2016-17	12,154	7.7	145,699	92.3	157,853
2015-16	11,824	7.5	146,823	92.5	158,647
2014-15	11,722	7.3	148,487	92.7	160,209
2013-14	11,937	7.5	147,823	92.5	159,760
2012-13	11,852	7.5	147,093	92.5	158,945

Source: 2012-13 to 2021-22 demographic data from previous report (Sands, 2022). 2022-23 district student demographic data file dated 5/12/23 (2022-23).

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

In 2022-23, the number of students with disabilities receiving SPED services varied by feeder pattern, ranging from 0.6 to 7.0 percent (Table 5). The Samuell feeder pattern reported the largest

proportions of students with disabilities receiving SPED services (7.0%). The Madison feeder pattern reported the smallest proportions of students with disabilities receiving SPED services (0.6%).

Table 5: 2022-23 Dallas ISD SPED Enrollment by Feeder Pattern

Feeder Pattern	SPED (N = 16,803)		General Education (N = 122,555)		Total (N = 139,358)
	n	%	n	%	N
Samuell	1,173	7.0	6,480	5.3	7,653
Skyline	1,138	6.8	9,128	7.4	10,266
Spruce	1,092	6.5	7,050	5.8	8,142
White	1,030	6.1	6,901	5.6	7,931
Adams	993	5.9	7,686	6.3	8,679
Seagoville	882	5.2	5,654	4.6	6,536
Wilson	818	4.9	5,405	4.4	6,223
Kimball	799	4.8	4,944	4.0	5,743
Pinkston	798	4.7	4,779	3.9	5,577
South Oak Cliff	773	4.6	5,066	4.1	5,839
Jefferson	749	4.5	5,441	4.4	6,190
Sunset	744	4.4	5,885	4.8	6,629
Molina	679	4.0	4,632	3.8	5,311
Hillcrest	645	3.8	4,621	3.8	5,266
North Dallas	633	3.8	3,900	3.2	4,533
Carter	610	3.6	3,161	2.6	3,771
Adamson	447	2.7	3,372	2.8	3,819
Conrad	433	2.6	4,149	3.4	4,582
Wilmer-Hutchins	422	2.5	2,928	2.4	3,350
Roosevelt	343	2.0	2,543	2.1	2,886
Lincoln	336	2.0	1,934	1.6	2,270
Madison	101	0.6	816	0.7	917
No Feeder Group	1,165	6.9	16,080	13.1	17,245

Source: District student demographic data file dated 5/12/23 (2022-23).

In 2022-23, the proportion of Black or African American students with disabilities receiving SPED services (25.3%) was larger than the general education rate (19.3%, Table 6). Conversely, a smaller proportion of Hispanic students with disabilities were enrolled in the SPED program (66.9%) compared to the general education district rate (71.8%). Although males and females were equally represented in the 2022-23 general education student population, two-thirds of students with disabilities receiving SPED services were male (65.4%). Emergent Bilingual (EB) students constituted 44.1 percent of students with disabilities receiving SPED services, a rate lower than the general education percentage of EBs (50.3%).

Table 6: 2022-23 Dallas ISD SPED and General Education Enrollment by Student Group

	SPED (N = 16,803)		General Education (N = 122,555)		Total (N = 139,358)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Sex						
Female	5,808	34.6	62,581	51.1	68,389	49.1
Male	10,995	65.4	59,965	48.9	70,960	50.9
Ethnicity						
Hispanic/Latino	11,243	66.9	87,990	71.8	99,233	71.2
Black or African American	4,255	25.3	23,626	19.3	27,881	20.0
White	846	5.0	6,758	5.5	7,604	5.5
Other	459	2.7	4,181	3.4	4,640	3.3
Student Groups						
Economically Disadvantaged	14,550	86.6	102,889	84.0	117,439	84.3
Emergent Bilingual	7,412	44.1	61,700	50.3	69,112	49.6
Homeless	391	2.3	2,722	2.2	3,113	2.2

Source: District student demographic data file dated 5/12/23 (2022-23).

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 4.7 percentage points since 2020-21 (Table 7).

Table 7: 2020-21 to 2022-23 Dallas ISD SPED Enrollment by Student Group

	2020-21 (N = 14,095)		2021-22 (N = 15,762)		2022-23 (N = 16,803)		One Year Change	Two Year Change
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Sex								
Female	4,656	33.0	5,293	33.6	5,808	34.6	1.0	1.6
Male	9,439	67.0	10,469	66.4	10,995	65.4	-1.0	-1.6
Race/Ethnicity								
Hispanic/Latino	9,143	64.9	10,372	65.8	11,243	66.9	1.1	2.0
Black or African American	3,873	27.5	4,140	26.3	4,255	25.3	-1.0	-2.2
White	624	4.4	804	5.1	846	5.0	-0.1	0.6
Other	455	3.2	446	2.8	459	2.7	-0.1	-0.5
Student Groups								
Economically Disadvantaged	12,193	86.5	13,881	88.1	14,550	86.6	-1.5	0.1
Emergent Bilingual	5,551	39.4	6,644	42.2	7,412	44.1	1.9	4.7
Homeless	286	2.0	331	2.1	391	2.3	0.2	0.3

Source: District demographic data files for 10/30/20 (2020-21), 05/16/22 (2021-22), 5/12/23 (2022-23).

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 2022-23, the highest percentages of students with disabilities receiving SPED services were enrolled in grades two through six, accounting for 43.6 percent all SPED students (Table 8). The

lowest percentage of students with disabilities receiving SPED services were enrolled in prekindergarten (2.5%). 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 8: 2022-23 Dallas ISD SPED Enrollment by Race/Ethnicity and Grade Level

Grade Level	Hispanic (N = 11,243)		Black (N = 4,255)		White (N = 846)		Other (N = 459)		Total (N = 16,803)	
	N	%	n	%	n	%	n	%	N	%
EC	409	3.6	167	3.9	43	5.1	28	6.1	647	3.9
PK	279	2.5	96	2.3	23	2.7	13	2.9	411	2.5
KN	659	5.9	216	5.1	74	8.8	35	7.6	984	5.9
1	845	7.5	257	6.0	69	8.2	38	8.3	1,209	7.2
2	992	8.8	290	6.8	83	9.8	47	10.2	1,412	8.4
3	1,020	9.1	319	7.5	86	10.2	45	9.8	1,470	8.8
4	1,055	9.4	342	8.0	81	9.6	37	8.1	1,515	9.0
5	1,076	9.6	387	9.1	78	9.2	36	7.8	1,577	9.4
6	916	8.2	336	7.9	61	7.2	33	7.2	1,346	8.0
7	809	7.2	352	8.3	51	6.0	39	8.5	1,251	7.5
8	799	7.1	347	8.2	46	5.4	28	6.1	1,220	7.3
9	761	6.8	363	8.5	46	5.4	30	6.5	1,200	7.1
10	651	5.8	295	6.9	40	4.7	21	4.6	1,007	6.0
11	425	3.8	220	5.2	32	3.8	16	3.5	693	4.1
12	547	4.9	268	6.3	33	3.9	13	2.8	861	5.1

Source: District student demographic data file dated 5/12/23 (2022-23).

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 2022-23, the most common primary disabilities of students receiving SPED services were specific learning disability (33.0%, Table 9), autism (27.6%), other health impairment (11.5%), and speech impairments (12.1%). Among elementary school students, the most common primary disabilities were autism (33.6%), specific learning disability (28.0%), and speech impairment (19.9%). At the middle and high school levels, specific learning disability was the most common primary disability (43.5% and 34.4% respectively).

Among students with specific learning disabilities, a sizable proportion had speech impairment (16.7%) as a secondary disability. Similarly, among students with autism, a large proportion were also diagnosed with speech impairment (58.6%) as secondary disability. A full crosstab analysis of primary and secondary diagnoses can be found in Appendix C.

Table 9: 2022-23 Primary Disabilities of Students Receiving SPED Services by Campus Level

Primary Disability	Elementary (N = 8,999)		Middle (N = 3,371)		High (N = 3,590)		All Levels (N = 16,803)	
	n	%	n	%	n	%	N	%
Specific Learning Disability	2,524	28.0	1,468	43.5	1,236	34.4	5,542	33.0
Autism	3,023	33.6	712	21.1	718	20.0	4,642	27.6
Other Health Impairment	674	7.5	498	14.8	654	18.2	1,930	11.5
Speech Impairment	1,789	19.9	83	2.5	39	1.1	2,035	12.1
Intellectual Disability	482	5.4	351	10.4	584	16.3	1,449	8.6
Emotional Disturbance	188	2.1	159	4.7	158	4.4	529	3.1
Auditory Impairment	105	1.2	64	1.9	114	3.2	314	1.9
Orthopedic Impairment	49	0.5	23	0.7	54	1.5	137	0.8
Visual Impairment	21	0.2	7	0.2	24	0.7	56	0.3
Traumatic Brain Injury	10	0.1	*	*	7	0.2	27	0.2
Non-Categorical Early Childhood	130	1.4	-	-	-	-	133	0.8
Deaf/Blindness	*	*	*	*	*	*	6	0.0
Unspecified Disability	*	*	-	-	-	-	*	*

Source: District student demographic data file dated 5/12/23 (2022-23).

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 3.8 percent (n = 632) for the "Elementary/Middle" level and 1.1 percent (n = 185) for the "Middle/High" level. Percentages within columns may not add to 100 because of rounding. Nondisrupt 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 2021-22 and 2022-23 (+1.3% and +1.6% respectively), while the proportion of students whose primary disability was identified as other health impairment and intellectual disability decreased during the same time period (-1.6% and -1.1% respectively, Table 10). All other primary disability diagnoses have not changed substantially over the past three years.

Table 10: 2020-21 to 2022-23 Primary Disabilities of Students Receiving SPED Services

Primary Disability	2020-21 (N = 14,095)		2021-22 (N = 15,762)		2022-23 (N = 16,803)		One- Year Change %pts	Two- Year Change %pts
	n	%	n	%	n	%		
Specific Learning Disability	4,194	29.8	4,943	31.4	5,542	33.0	1.6	3.2
Autism	3,395	24.1	4,138	26.3	4,642	27.6	1.3	3.5
Other Health Impairment	2,136	15.2	2,071	13.1	1,930	11.5	-1.6	-3.7
Speech Impairment	1,610	11.4	1,880	11.9	2,035	12.1	0.2	0.7
Intellectual Disability	1,567	11.1	1,523	9.7	1,449	8.6	-1.1	-2.5
Emotional Disturbance	553	3.9	559	3.5	529	3.1	-0.4	-0.8
Auditory Impairment	339	2.4	316	2.0	314	1.9	-0.1	-0.5
Orthopedic Impairment	155	1.1	136	0.9	137	0.8	-0.1	-0.3
Visual Impairment	64	0.5	61	0.4	56	0.3	-0.1	-0.2
Non-Categorical Early Childhood	32	0.2	28	0.2	27	0.2	0.0	0.0
Traumatic Brain Injury	34	0.2	93	0.6	133	0.8	0.2	0.6
Deaf/Blindness	*	*	7	0.0	6	0.0	0.0	-
Unspecified Disability	*	*	7	0.0	*	*	-	-

Source: District demographic data files for 5/12/23 (2022-23); 2021-22 Evaluation of Special Education report (Sands, 2022) for previous years.

Note: Percentages within columns may not add to 100 because of rounding. Nondisrupt 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 2022-23, primary disability classifications varied by race/ethnicity (Table 11). Among Hispanic students with disabilities receiving SPED services, the most common primary disabilities were specific learning disability (36.7%), autism (28.3%), speech impairment (12.4%), and other health impairment (9.5%). Among African American students with disabilities receiving SPED services, most common were specific learning disability (27.0%), autism (23.9%), other health impairment (16.3%), and intellectual disability (13.2%). Among white students with disabilities receiving SPED services, autism (32.5%), specific learning disability (21.4%), speech impairment (15.7%), and other health impairment (12.%) were most common.

Table 11: 2022-23 Primary Disabilities of Students Receiving SPED Services by Race/Ethnicity

Primary Disability	Hispanic (n = 11,243)		African American (n = 4,255)		White (n = 846)		Other (n = 459)		Total (N = 16,803)	
	n	%	n	%	n	%	n	%	N	%
Specific Learning Disability	4,121	36.7	1,150	27.0	173	20.5	98	21.4	5,542	33.0
Autism	3,183	28.3	1,018	23.9	292	34.5	149	32.5	4,642	27.6
Other Health Impairment	1,073	9.5	695	16.3	106	12.5	56	12.2	1,930	11.5
Speech Impairment	1,399	12.4	403	9.5	161	19.0	72	15.7	2,035	12.1
Intellectual Disability	820	7.3	562	13.2	38	4.5	29	6.3	1,449	8.6
Emotional Disturbance	178	1.6	279	6.6	40	4.7	32	7.0	529	3.2
Auditory Impairment	239	2.1	51	1.2	17	2.0	7	1.5	314	1.9
Orthopedic Impairment	102	0.9	23	0.5	7	0.8	*	*	137	0.8
Visual Impairment	40	0.4	13	0.3	*	*	*	*	56	0.3
Noncategorical Early Childhood	73	0.7	47	1.1	7	0.8	6	1.3	133	0.8
Traumatic Brain Injury	12	0.1	11	0.3	*	*	*	*	27	0.2
Deaf/Blindness	*	*	*	*	*	*	*	*	6	0.0
Unspecified Disability	-	-	*	*	-	-	*	*	*	*

Source: District student demographic data file dated 5/12/23 (2022-23).

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 2022-23, the largest percentage of students with disabilities receiving SPED services were placed into a mainstream educational setting (39.0%, Table 12). Within the mainstream educational setting, students with disabilities received SPED services and related services in a general classroom for 100 percent of the school day, in accordance with the student's IEP. Middle and high schools had the highest percentage of students with disabilities receiving SPED services in the mainstream educational setting (61.6% and 62.6% respectively) compared to elementary schools (20.1%). 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 28 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 (39.2%) compared to middle and high school (17.6% and 10.0% respectively). In 2022-23, approximately two-thirds of students with disabilities among all race/ethnicity groups received SPED services in the mainstream educational setting and resource rooms (Table 13).

Table 12: 2022-23 Instructional Settings of Students Receiving SPED Services by Campus Level

Instructional Setting	Elementary (N = 8,999)		Middle (N = 3,371)		High (N = 3,590)		All Grades (N = 16,803)	
	n	%	n	%	n	%	N	%
Mainstream	1,808	20.1	2,076	61.6	2,249	62.6	6,558	39.0
Resource Room 1-20%	3,397	37.7	530	15.7	336	9.4	4,498	26.8
Self-Contained, M/M/S RC 61%+	1,514	16.8	400	11.9	606	16.9	2,534	15.1
No Setting Data	1,470	16.3	64	1.9	19	0.5	1,668	9.9
Self-Contained, M/M/S RC 50-60%	188	2.1	223	6.6	255	7.1	695	4.1
Full Time ECE	450	5.0	*	*	*	*	463	2.8
Resource Room 21-49%	137	1.5	63	1.9	20	0.6	224	1.3
Vocational Adjustment Class	*	*	-	-	75	2.1	80	0.5
Homebound	24	0.3	13	0.4	20	0.6	61	0.4
Hospital Class	*	*	*	*	*	*	12	0.1
Residential Non-Public School	-	-	-	-	*	*	*	*
Non-Public Day School	*	*	-	-	*	*	*	*
Residential Care Mainstream	-	-	-	-	*	*	*	*
Home Based Instruction (ECI Only)	*	*	-	-	-	-	*	*

Source: District student demographic data file dated 5/12/23 (2022-23).

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 3.8 percent (n = 632) for the "Elementary/Middle" level and 1.1 percent (n = 185) for the "Middle/High level. M/M/S RC= mild/moderate/severe regular campus, ECE = early childhood special education, ECI= early childhood intervention. Additional information on SPED instructional settings can be found on the Dallas ISD SPED program web pages through <https://www.dallasisd.org/domain/153>.

Table 13: 2022-23 Instructional Settings of Students Receiving SPED Services by Race/Ethnicity

Instructional Setting	Hispanic (N = 11,243)		African American (N = 4,255)		White (N = 846)		Other (N = 459)		All SPED Students (N = 16,803)	
	n	%	n	%	n	%	n	%	N	%
Mainstream	4,423	39.3	1,687	39.6	291	34.4	157	34.2	6,558	39.0
Resource Room 1-20%	3,064	27.3	1,073	25.2	247	29.2	114	24.8	4,498	26.8
Self-Contained, M/M/S RC 61%+	1,614	14.4	755	17.7	101	11.9	64	13.9	2,534	15.1
No Setting Data	1,147	10.2	306	7.2	150	17.7	65	14.2	1,668	9.9
Self-Contained, M/M/S RC 50-60%	457	4.1	195	4.6	23	2.7	20	4.4	695	4.1
Full Time ECE	294	2.6	126	3.0	20	2.4	23	5.0	463	2.8
Resource Room 21-49%	146	1.3	61	1.4	9	1.1	8	1.7	224	1.3
Vocational Adjustment Class	45	0.4	32	0.8	*	*	*	*	80	0.5
Homebound	44	0.4	13	0.3	*	*	*	*	61	0.4
Hospital Class	6	0.1	*	*	-	-	*	*	12	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 5/12/23 (2022-23).

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

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

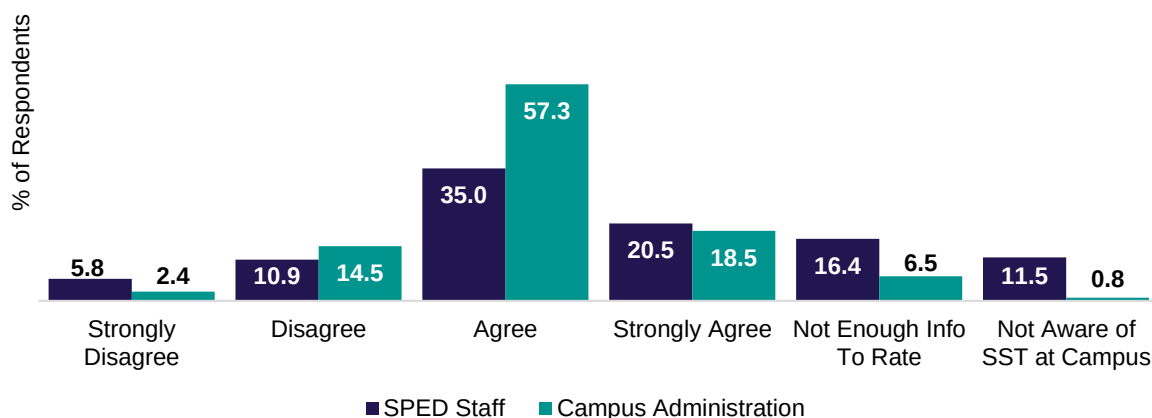
Key Findings from this section:

- Overall, campus administrators had higher favorable response rates to items in the SPED Customer Service survey than SPED staff.
- 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.

Overall, 593 respondents completed the SPED Customer Service survey.¹² Over three-quarters of respondents were SPED teachers (35.1%, $n = 208$), SPED teacher assistants (38.1%, $n = 226$), or SPED support staff (5.9%, $n = 35$). Other respondents included principals (8.9%, $n = 53$) and assistant principals (12.0%, $n = 71$). Over half of SPED staff (55.0%) self-reported working six or more years in Dallas ISD while over three-quarters of campus administrators (83.1%) self-reported working six or more years in Dallas ISD.

A higher proportion of administrators (75.8%) agreed or strongly agreed that their SSTs met regularly to discuss student concerns compared to SPED staff (55.4%, Figure 2). Campus administrators and SPED staff ratings of agree or strongly agree were up slightly from 2021-22 (73.1% and 46.7% respectively). It is noteworthy that 27.9 percent of SPED staff reported that there was “Not Enough Info to Rate” (16.4%) the survey item or that they were “Not Aware of SSTs at Campus” (11.5%), which is slightly down from 2021-22 (33.0%).

Figure 2. 2022-23 SPED Customer Service Survey Response to “Our campus SST met regularly to discuss student concerns.”



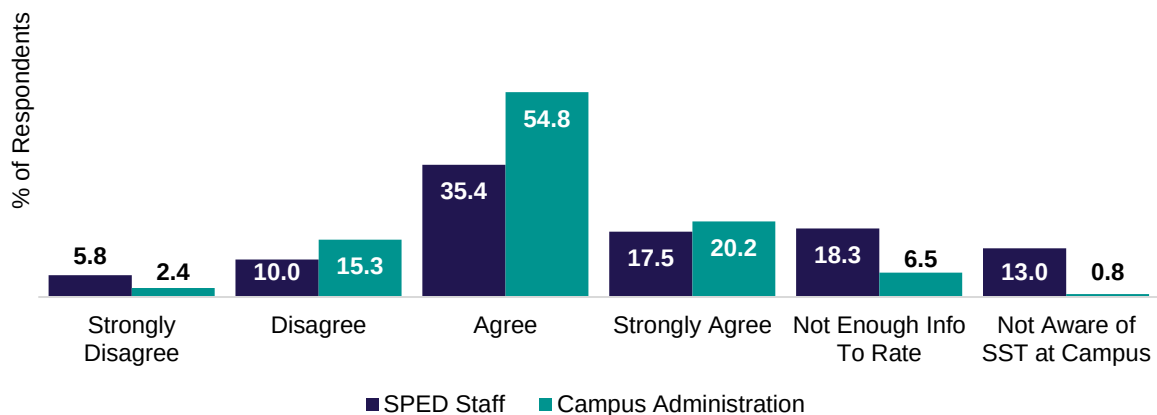
Source: SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff $n=469$, Campus Administrators $n= 124$.

¹² Overall SPED Customer Service survey response rate was 23.2 percent.

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 (75.0%) had higher rates of agree or strongly agree compared to SPED staff (52.9%, Figure 3). Campus administrators’ and SPED staff ratings of agree or strongly agree were up from 2021-22 (66.9% and 45.4% respectively). Again, it is noteworthy that 31.3 percent of SPED staff reported that there was “Not Enough Info to Rate” (18.3%) the survey item or that they were “Not Aware of SSTs at Campus” (13.0%).

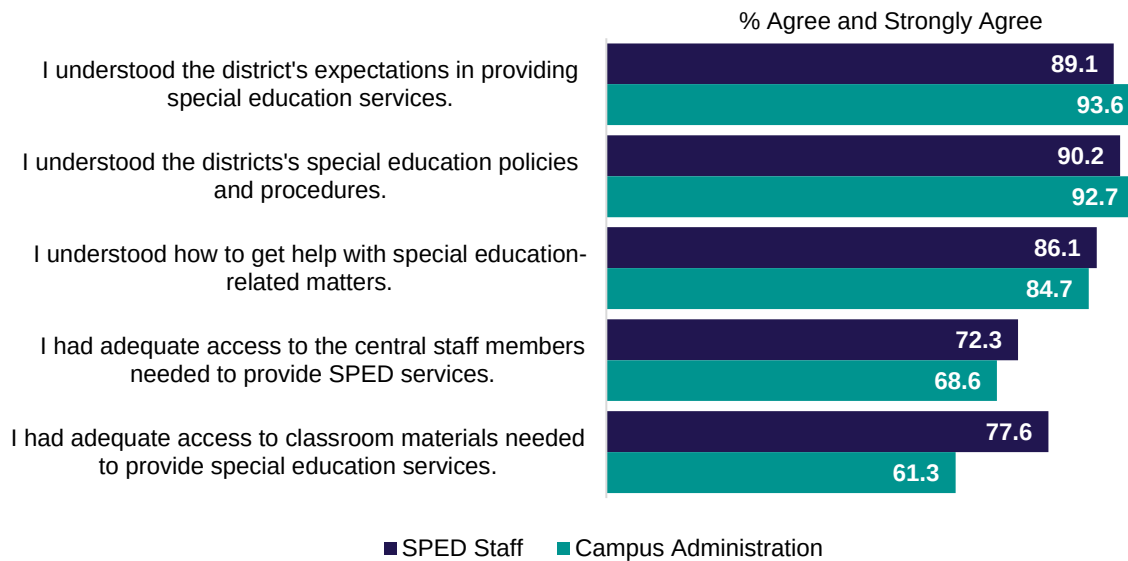
Figure 3. 2022-23 SPED Customer Service Survey Response to “Our campus SST met regularly to discuss, recommend, and review progress on appropriate interventions before referring students for an initial Special Education evaluation.”



Source: SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff $n=469$, Campus Administrators $n=124$.

Most campus administrators and SPED staff agreed or strongly agreed that they “understood the district’s expectations in providing SPED services” (93.6% and 89.1% respectively, Figure 4), and that they “understood the district’s SPED policies and procedures” (92.7% and 90.2% 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” (84.7% and 86.1% respectively). When asked if they “had adequate access to the central staff members needed to provide special education services effectively,” 68.6 percent of campus administrators and 72.3 percent SPED staff agreed or strongly agreed. These ratings are down slightly from campus administrators 2021-22 (72.0%) and slightly up for SPED staff from 2021-22 (71.5%). When asked if they “had adequate access to the classroom materials needed to provide special education services effectively,” SPED staff (77.6%) had higher rates of agree or strongly agree than campus administrators (61.3%). These ratings are also down from campus administrator 2021-22 ratings (72.2%).

Figure 4. 2022-23 SPED Customer Service Survey Responses

Source: SPED Customer Service Survey results file dated 8/15/23.

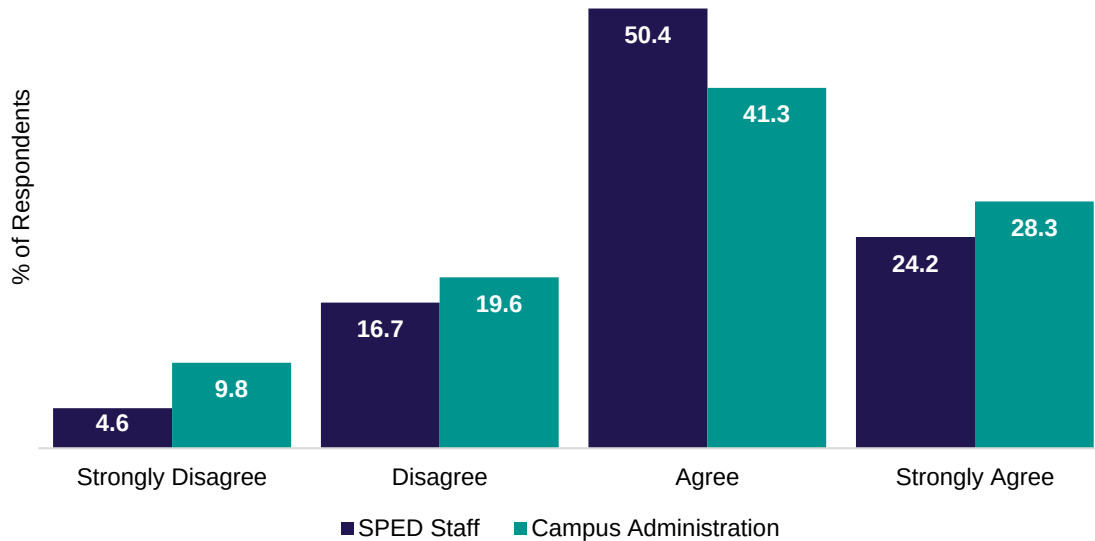
Note: SPED Staff N = 469, Campus Administrators N = 124.

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)¹³ as well as rate their overall satisfaction with the SPED department. In 2022-23, the majority of campus administrators (69.6%) and SPED staff (74.6%) were satisfied with the central office SPED department (Figure 5). The overall campus administrator and SPED staff satisfaction ratings show an increase from 2021-22 overall satisfaction ratings (2.4 and 2.9 percentage point increase respectively).

¹³ 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 5. 2022-23 SPED Customer Service Survey Ratings of Overall Satisfaction with Central Office SPED Department



Source: SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff *N* = 240, Campus Administrators *N* = 92.

Campus administrators' and SPED staff ratings for all Core 4 domains for the SPED department were generally positive in 2022-23 (Figure 6). Similar to 2021-22 ratings, campus administrators and SPED staff rated the SPED department highest on the Friendly domain (91.3% and 86.7% respectively). Among campus administrators, declines in ratings of the SPED department were seen in the Flexible domain (-1.5 percentage points). Among SPED staff, there were increases in all Core 4 domains, the largest increases in ratings of the SPED department were seen in the Flexible domain (3.9 percentage points) and the Friendly domain (4.5 percentage points). When asked if the SPED department "Fully addressed concerns," 64.1% of campus administrators and 70.4% of SPED staff agreed that the SPED department fully addressed their concerns. This rating is down slightly for campus administrators compared to the 2021-22 ratings (64.7%).

Figure 6: 2021-22 and 2022-23 SPED Customer Service Survey Ratings on Central Office SPED Department Core 4

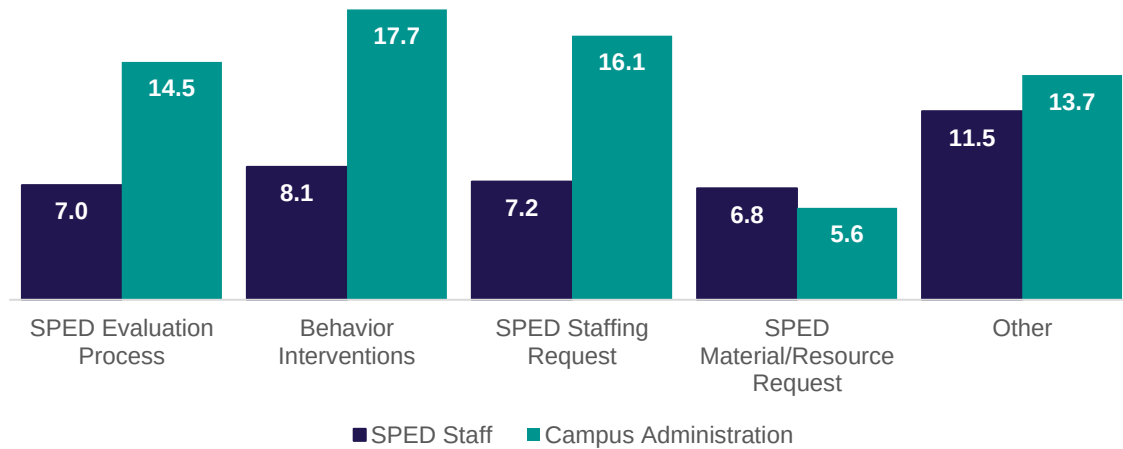


Source: 2021-22 SPED Customer Service Surveys file dated 7/20/22. 2022-23 SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff $N = 208$ (2021-22), $N = 240$ (2022-23), Administrator $N = 119$ (2021-22), $N = 92$ (2022-23).

Among campus administrators ($n = 84$) 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 (17.7%, Figure 7), SPED staffing request (16.1%), the SPED evaluation process (14.5%), and SPED material/resource request (5.6%). Among SPED staff ($n = 191$) 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 (8.1%), the SPED evaluation process (7.0%), SPED staffing request (7.2%), and SPED material/resource request (6.8%).

Figure 7: 2022-23 SPED Customer Service Survey Unresolved Issues with SPED Customer Service



Source: SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff $N = 191$, Campus Administrators $N = 84$.

EQ3: How did the Special Education program perform on the 2021-22 RDA Report?

In addition to the state and federal accountability systems that provide ratings for districts and campuses, TEA has developed an ancillary accountability system, Results Driven Accountability (RDA).¹⁴ RDA provides annual performance levels (PLs) for school districts in four program areas: bilingual education/English as a second language, career and technical education, certain federal Title programs, and SPED. The Division of Review and Support within the TEA monitors and supports intervention activities within this data-driven, performance-based system using a continuous improvement model. LEAs are required to participate in intervention activities when data suggest such a need, and LEAs may be subject to additional, elevated interventions, such as on-site reviews by TEA staff members.¹⁵ 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 department¹⁶ and on the TEA website.

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

¹⁴ Prior to 2019-20, this system was called the Performance-Based Monitoring Analysis System (PBMAS).

¹⁵ Source: <https://tea.texas.gov/student-testing-and-accountability/monitoring-and-interventions/performance-based-monitoring-analysis-system-pbmas/results-driven-accountability-rda-overview>. Retrieved 01/16/20.

¹⁶ Contact information and other resources can be found online at: <https://www.dallasisd.org/federalandstate>.

The threshold for an assignment of SD is a risk ratio of >2.5 .¹⁷ 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.¹⁸

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).

2020-21 to 2021-22 Dallas ISD Performance

Overall, RDA performance varied by SPED program area and school year (Table 14). In 2022, four SPED program areas were assigned a PL of zero (SPED Year-After-Exit STAAR 3-8 Passing Rate Mathematics, SPED Year-After-Exit STAAR 3-8 Passing Rate Reading, SPED Year-After-Exit STAAR 3-8 Passing Rate Science) compared to three in 2021. Three SPED program areas were assigned a PL of three or SD Year 3 in 2022 (SPED STAAR 3-8 Passing Rate Science, SPED STAAR 3-8 Passing Rate Social Studies, SPED Representation: African American, Identified with Emotional Disturbance) compared to seven in 2021. In 2020, Dallas ISD SPED program areas addressing 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 D.

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

PL Assignment	2020	2021	2022
0	1	3	4
1	2	4	3
2	2	6	8
3 or SD Year 3	3	7	3

Source: Texas Education Agency 2020, 2021, and 2022 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 D.

2021-22 District to State Comparisons

In 2022, the district did not outperform the state in any SPED program areas. The district underperformed the state in four SPED program areas (SPED STAAR 3-8 Passing Rate Science, SPED

¹⁷ 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.

¹⁸ Source: <https://tea.texas.gov/sites/default/files/2019%20SD%20Information.pdf>.

Year-After-Exit STAAR 3-8 Passing Rate U.S. History, SPED Annual Dropout Rate, SPED Graduation Rate). Thirteen SPED program areas were commensurate with state performance. Detailed district to state PBMAS/RDA SPED program area performance comparisons are provided in Appendix D.

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

State of Texas Assessments of Academic Readiness

Key Findings from this section:



Overall, students with disabilities receiving SPED services performance at the Approaches Grade Level or Above (Approaches+) exceeded 2021-22 rates for all STAAR 3-8/STAAR EOC assessments. The largest increase in performance was found on the STAAR EOC Biology and U.S. History assessments (20.2 and 24.6 percentage points, respectively).



Overall, students with disabilities receiving SPED services performance at the Satisfactory or Above were within one percentage point or exceeded 2021-22 rates on all STAAR Alt 2 with the exception of grade five STAAR Alt 2 Reading and Mathematics.



The largest increase in performance for students with disabilities receiving SPED services was found on the STAAR Alt 2 English II assessment (9.2 percentage points).

In 2022-23, 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 2021-22 rates for all STAAR Reading and English I and English II EOCs at the Approaches+ performance standard. Performance on grade six Reading, English I, and English II had the largest increase in rates for reading at the Approaches+ performance standard compared to 2021-22. Additionally, students receiving SPED services in 2022-23 exceeded 2021-22 rates for all STAAR Mathematics exams and Algebra I EOC at the Approaches+ performance standard. Students in grades five and eight and Algebra I EOC had the largest increase in rates for mathematics at the Approaches+ performance standard compared to 2021-22.

Students with disabilities receiving SPED services in 2022-23 exceeded 2021-22 rates for grades five and eight STAAR Science and Biology EOC at the Approaches+ performance standard. Students exceeded the 2021-22 rates for grade eight STAAR Social Studies and U.S. History EOC at the Approaches+ performance standard. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2023 by student group and subject are provided in Appendix E.

Table 15. 2021-22 to 2022-23 Dallas ISD SPED Students at Approaches Grade or Above by Grade Level on the STAAR 3-8 and STAAR EOC

Grade Level	2021-22		2022-23		One-Year Change
	Tested <i>N</i>	Approaches+ %	Tested <i>N</i>	Approaches+ %	
Reading					
Grade 3	1,045	32.3	1,208	37.9	5.6
Grade 4	1,167	32.3	1,249	34.2	1.9
Grade 5	1,221	38.2	1,317	38.5	0.3
Grade 6	1,097	25.3	1,103	35.0	9.7
Grade 7	1,032	31.0	1,021	34.0	3.0
Grade 8	916	37.2	966	42.5	5.3
Mathematics					
Grade 3	1,047	31.0	1,208	40.6	9.6
Grade 4	1,170	33.2	1,250	35.4	2.2
Grade 5	1,224	42.6	1,322	57.0	14.4
Grade 6	1,092	36.4	1,098	46.2	9.8
Grade 7	662	19.2	356	21.9	2.7
Grade 8	1,205	33.6	1,441	45.1	11.5
Science					
Grade 5	1,222	26.4	1,323	30.2	3.8
Grade 8	968	29.1	1,047	37.5	8.4
Social Studies					
Grade 8	915	18.9	968	24.2	5.3
EOC					
Algebra I	1,258	38.9	1,566	52.1	13.2
English I	1,549	19.2	1,769	29.7	10.5
English II	1,049	20.3	1,329	28.2	7.9
Biology	1,085	45.0	1,290	65.2	20.2
U.S. History	650	51.8	743	76.4	24.6

Source: District STAAR 3-8 data files dated 07/15/22 (2021-22) and 8/12/23 (2022-23) and STAAR EOC data files dated 08/02/22 (2021-22) and 8/12/23 (2022-23)

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

In 2022-23, 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 2022-23 were within one percentage point or exceeded 2021-22 rates for all grades STAAR Alt 2 Reading at the Satisfactory+ performance standard, with the exception of grade five. Students showed an increase from 2021-22 rates for STAAR Alt 2 English I and English II EOC Alt 2s at the Satisfactory+ performance standard. Students were within one percentage point or exceeded 2021-22 rates at the Satisfactory+ performance standard for all STAAR Alt 2 Mathematics and Algebra I EOC Alt 2, with the exception of grades four and five STAAR Alt 2 Mathematics which showed a decrease from 2021-22 rates.

Students receiving SPED services in 2022-23 were within one percentage points or exceeded the 2021-22 rates at the Satisfactory+ performance standard for grades five and eight STAAR Alt 2 Science, while there was a decrease in 2021-22 rates at the Satisfactory+ performance standard for Biology EOC Alt 2. Students exceeded the 2021-22 rates at the Satisfactory+ performance standard for grade eight STAAR Alt 2 Social Studies, however there was a decrease in rates of students at the Satisfactory+ performance standard for U.S. History EOC Alt 2. The rates of students at the Satisfactory+ and

Accomplished performance standards for 2022-23 by student group and subject are provided in Appendix E.

Table 16. 2021-22 to 2022-23 Dallas ISD SPED Students at Satisfactory or Above on the STAAR 3-8 Alt 2 and STAAR EOC Alt 2

Grade Level	2021-22		2022-23		One-Year Change
	Tested N	Satisfactory+ %	Tested N	Satisfactory+ %	
Reading					
Grade 3	232	86.6	234	86.3	-0.3
Grade 4	233	90.1	234	89.7	-0.4
Grade 5	231	87.9	238	85.7	-2.2
Grade 6	208	89.4	219	90.9	1.5
Grade 7	209	89.5	197	92.9	3.4
Grade 8	199	91.0	202	95.5	4.5
Mathematics					
Grade 3	232	92.2	235	93.2	1.0
Grade 4	232	95.7	234	94.0	-1.7
Grade 5	231	93.5	238	90.3	-3.2
Grade 6	208	88.0	218	95.9	7.9
Grade 7	210	92.9	197	93.9	1.0
Grade 8	199	92.5	201	95.5	3.0
Science					
Grade 5	231	93.1	239	95.0	1.9
Grade 8	199	93.5	201	97.5	4.0
Social Studies					
Grade 8	199	92.0	200	95.5	3.5
EOC					
Algebra I	207	88.4	195	88.7	0.3
English I	203	86.7	191	90.1	3.4
English II	197	82.7	209	91.9	9.2
Biology	212	94.8	193	94.3	-0.5
U.S. History	179	92.7	187	91.4	-1.3

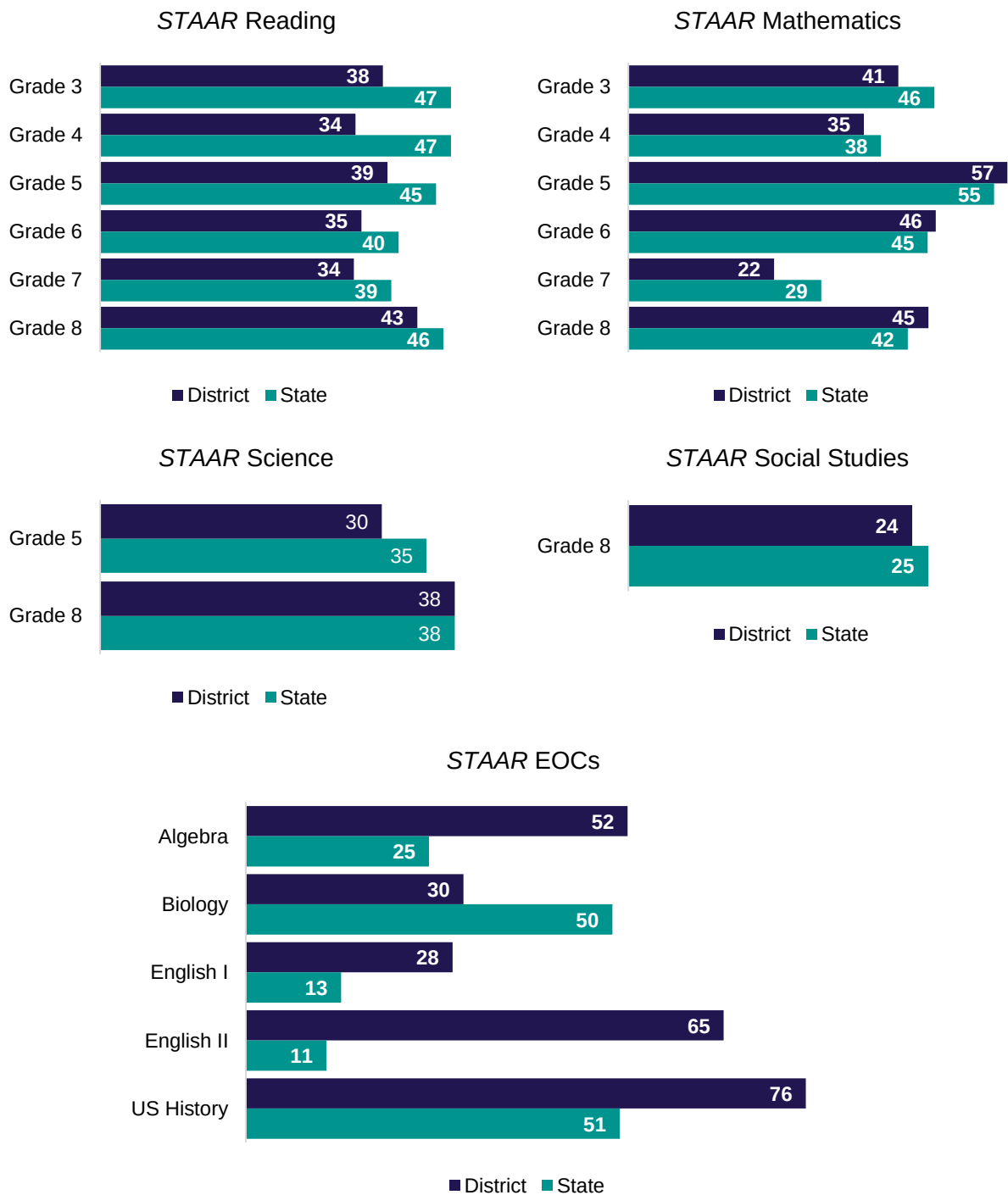
Source: District STAAR 3-8 data files dated 08/09/22 (2021-22) and 8/12/23 (2022-23). District STAAR EOC data files dated 08/02/22 (2021-22) and 8/12/23 (2022-23).

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

Comparisons to Statewide Results

When comparing Dallas ISD students with disabilities receiving SPED services STAAR 3-8/STAAR EOC results at the Approaches+ performance standard to students with disabilities receiving SPED services performance statewide in 2022-23, students at the statewide level outperformed students in Dallas ISD in all but six STAAR 3-8/STAAR EOC subjects and grade levels (Figure 8). Students in Dallas ISD outperformed students statewide in grades five and eight Mathematics, Algebra, English I, English II, and US History. The largest gaps in performance at the Approaches+ performance standard were found in Algebra (27 percentage points), Biology (20 percentage points), English I (15 percentage points), English II (54 percentage points), and US History (25 percentage points).

Figure 8: 2022-23 Percentages of Dallas ISD and State Special Education Students at Approaches+ on STAAR 3-8 and STAAR EOC Tests by Grade Level



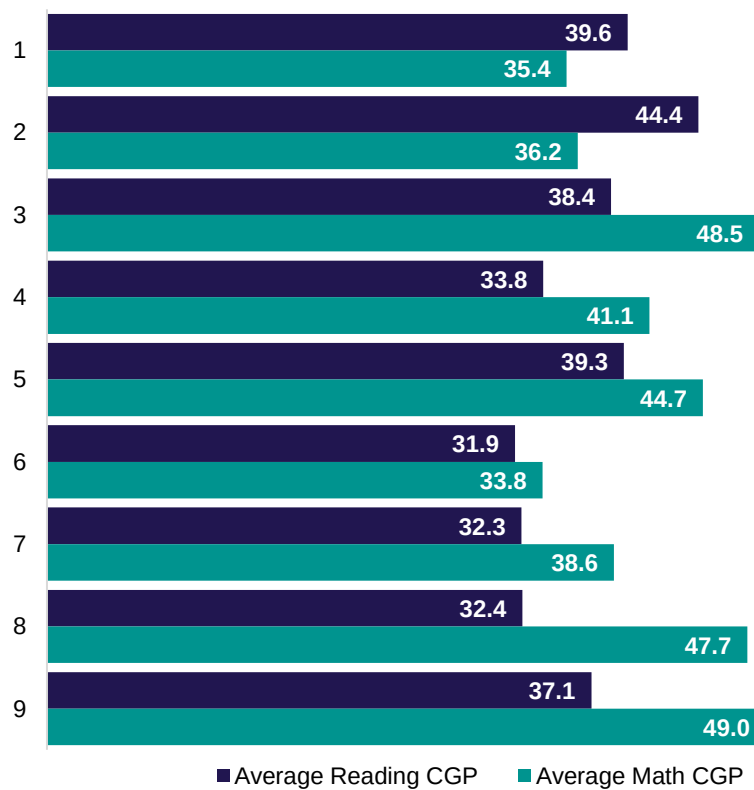
Source: District STAAR 3-8 data file dated 8/12/23. District STAAR EOC data files dated 8/12/23. State-level data: <https://txreports.emetric.net/>, retrieved 8/24/23.

Note: Data reflect only STAAR versions of the Spring 2023 (first administration) STAAR 3-8 results combined.

NWEA Measures of Academic Progress

Students with disabilities receiving SPED services performance on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* Reading and Mathematics assessment varied by grade level (Figure 9). In 2022-23, students in grades one and two had higher rates of average Conditional Growth Percentiles (CGPs) on the *MAP* Reading test than on the *MAP* Mathematics test. While grades three, four, five, six, seven, eight, and nine 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 three, eight, and nine (10.1, 15.3, and 11.9 percentage point difference, respectively).

Figure 9: 2022-23 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 6/26/23 and student demographic file for 5/12/23.

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

Attendance Rates

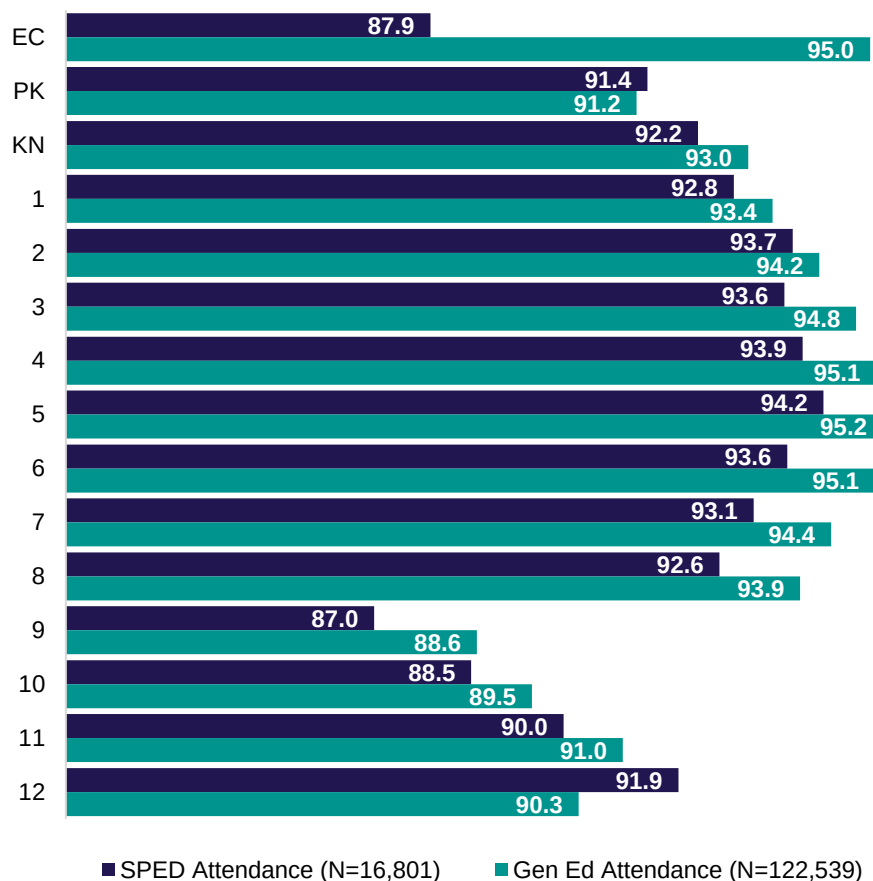
Key Findings from this section:



The overall attendance rate among students with disabilities receiving SPED services for 2022-23 was 92.2 percent (90.9% for 2021-22) which was similar to the overall district average attendance rate (92.7%).

In 2022-23, the overall average attendance rate for students receiving SPED services (92.2%) was similar to the overall district average attendance rate (92.7%). The overall average attendance rate has been declining since 2019-20 (93.1%), however 2022-23 attendance rates demonstrate an increase in attendance rates from 2021-22 (90.9%). When examining attendance rates by grade level, students receiving SPED services exceeded the attendance rates of general education students in Prekindergarten (Figure 10). The largest gap in attendance rates was found in Early Childhood (7.1 percentage points).

Figure 10: 2022-23 Dallas ISD SPED and General Education Student Average Attendance Rates by Grade Level



Source: Dallas ISD student attendance data file, End of Year 2022-23 dated 6/28/23 and student demographic files dated 5/12/23.

High School Graduation and Completion Rates

Key Findings from this section:



For the Class of 2022, graduation rate (70.0%) for students with disabilities receiving SPED services increased from the Class of 2021 (68.8%) but was lower than the districtwide graduation rate (79.8%).



For the Class of 2022, dropout rate (16.1%) for students with disabilities receiving SPED services increased from the Class of 2021 (14.9%) and was higher than the districtwide rate (15.1%).

The graduation rate (70.0%) for the Class of 2022 students with disabilities receiving SPED services was lower than the districtwide graduation rate (79.8%, Table 17). The four-year longitudinal dropout rate for the Class of 2022 students receiving SPED services was 16.1 percent compared to districtwide rate of 15.1 percent. The SPED graduation and dropout rates for the Class of 2021 were 68.8 percent and 14.9 percent, respectively.¹⁹

Table 17: Four-Year Longitudinal Graduation and Dropout Rates: Class of 2022

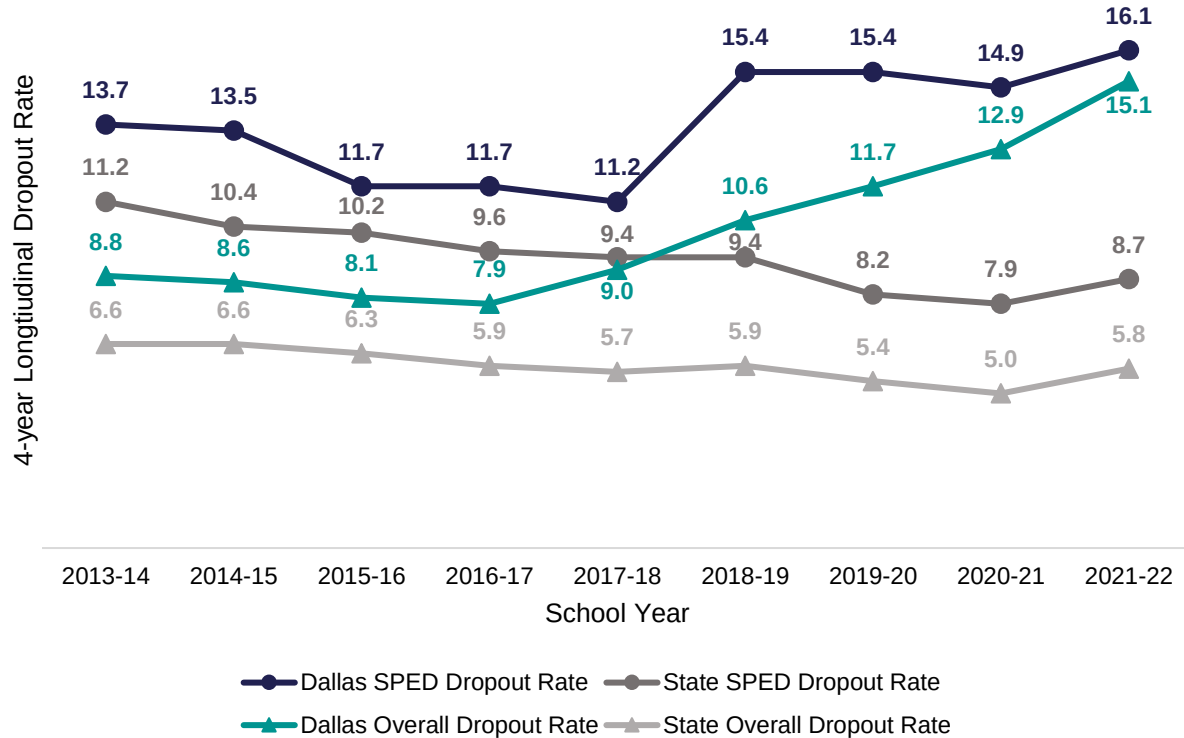
	Class N	Graduated		Continued		Received TxCHSE		Dropped out		Graduated, continued, or received TxCHSE
		N	%	N	%	N	%	N	%	%
SPED	776	543	70.0	107	13.8	*	*	125	16.1	83.9
Districtwide	9,934	7,930	79.8	499	5.0	8	0.1	1,497	15.1	84.9

Source: TEA report on four-year longitudinal graduation and dropout rates, Class of 2022, retrieved from TEA website.

Four-year longitudinal SPED dropout rates for the Dallas ISD and the state for 2013-14 through 2021-22 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).

¹⁹ Mejan, 2021.

Figure 11: 2013-14 to 2021-22 Four-Year Longitudinal Dropout Rates



Source: TEA report retrieved from TEA website on 8/30/23 (2021-22). 2020-21 evaluation report (Sands, 2022) (2013-2020).
 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 2020-21 and 2021-22 school years. In 2020-21 and 2021-22, 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. 2020-21 and 2021-22 Texas School District Comparisons of SPED and Districtwide Annual Dropout Rates

District	2020-21		2021-22		SPED Change	Districtwide Change
	SPED	Districtwide	SPED	Districtwide	%pts	%pts
Houston	4.7	4.0	4.9	4.3	-0.2	-0.3
Fort Worth	6.1	4.3	5.9	4.5	0.2	-0.2
Dallas	4.9	4.5	4.4	4.7	0.5	-0.2
El Paso	4.5	3.1	5.2	3.2	-0.7	-0.1
San Antonio	5.1	3.6	4.0	6.3	1.1	-2.7

Source: Texas Education Agency High School Dropout Reports for 2020-21 and 2021-22. Retrieved from TEA website 8/30/23.

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

Key Findings from this section:



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

SPED Compensatory Services

In 2022-23, the SPED department met a number of SPED Compensatory Services ESSER activity goals. There were five new diagnostic positions added to the department's evaluation capacity and several new school psychologists and deaf education staff were onboarded and trained. As such, the Dallas ISD Deaf Education program met 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 department met 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. The department met the goal of completing 100% of all current 2022-23 school year referrals with a finalized FIE by August 1, 2023.

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 2022-23, the Transforming SPED Classrooms and Pathways ESSER activity was implemented by purchasing a new curriculum and training all SPED teachers and teacher assistants on the new curriculum. Therefore, the SPED department met 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 2022-23, the SPED departments SPED Behavioral Health Team ESSER activity was implemented by hiring and onboarding one BCBA coordinator. Due to difficulty finding qualified candidates, the SPED department changed the goal of this activity to include BCBA staff from contracted companies. As such, significant progress was made to conduct a needs assessment for all campuses to determine behavioral supports for students with disabilities. Further, there

was significant progress towards the goal of having the BCBA's train 100 percent of Special Educators on the development of positive behavior plans.

Middle School ARD Support

In 2022-23, 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 in hiring ARD facilitators and made significant progress towards having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.

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APPENDICES



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Appendix A

ACRONYMS AND ABBREVIATIONS

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

Appendix B

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

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

Appendix C: 2022-23 Methodology for Evaluation Questions

Appendix C: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Teacher Demographics	Dallas ISD HCM Department	6/26/23	Rates of staff by gender, race/ethnicity, educational attainment	Teacher group
	Budget	Budget Services Department, Special Revenues Department	5/1/23	None	Department
1	Program Information and Implementation	SPED Executive Director	8/30/23	None	Program
	Student Demographics	Student Information System	5/12/23	Rates of students by gender, ethnicity, disability type, instructional setting	District, grade, feeder pattern
	Services Offered	SPED Executive Director	8/30/23	TBD	TBD
2	Customer Service Survey	Dallas ISD Evaluation Department	8/15/23	Rate of responses to survey items	Teacher group
3	RDA	TEA	2020 2021 2022	None	District and state level
4	STAAR Reading, Mathematics, Science and Social Studies	TEA	8/12/23 (STAAR 3-8), 8/12/23 (STAAR EOC)	Approaches, Meets & Masters	District, grade
	MAP Reading & Mathematics	NWEA	6/26/23	CGP, achievement quintiles	District, grade
5	Student Attendance	Student Information System	6/28/23	Annual attendance rates	District, grade
	Four-Year Longitudinal Graduation & Dropout Rates	TEA	8/30/23	Four-year longitudinal graduation rates, four-year longitudinal dropout rates, annual dropout rates	District

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

Additional Methodology Notes

High School Graduation and Completion Rates

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability²⁰.

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

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.”²¹ 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.

²⁰ 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.

²¹Source: <https://tea.texas.gov/texas-schools/support-risk-schools-and-students/risk-schools-and-students-dropout-prevention/dropout-2>.

Appendix D

Appendix D. 2022-23 Primary and Secondary Disabilities of Students Receiving SPED Services

Primary Disability	No Second		1		2		3		4		5		6		7		8		9		10		11		Primary Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
1.Orthopedic Imp.	46	33.6	-	-	47	34.3	*	*	*	*	-	-	11	8.0	-	-	*	*	17	12.4	*	*	*	*	137	0.8
2.Other Health Imp.	1,237	64.1	58	3.0	-	-	21	1.1	29	1.5	*	*	87	4.5	33	1.7	142	7.4	285	14.8	34	1.8	*	*	1,930	11.5
3.Auditory Imp.	163	51.9	*	*	25	8.0	-	-	*	*	-	-	19	6.1	*	*	*	*	89	28.3	6	1.9	-	-	314	1.9
4.Visual Imp.	42	75.0	-	-	*	*	*	*	-	-	-	-	*	*	-	-	-	-	*	*	*	*	*	*	56	0.3
5.Deaf/Blindness	-	-	-	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	-	-	6	0.0
6.Intel. Dis.	839	57.9	13	0.9	130	9.0	24	1.7	18	1.2	-	-	-	-	15	1.0	-	-	388	26.8	22	1.5	-	-	1,449	8.6
7.Emot. Dist.	265	50.1	-	-	163	30.8	*	*	-	-	-	-	6	1.1	-	-	57	10.8	37	7.0	-	-	-	-	529	3.1
8.SLD	4,398	79.4	*	*	197	3.6	*	*	*	*	-	-	-	-	13	0.2	-	-	923	16.7	*	*	-	-	5,542	33.0
9.Speech Imp.	2,031	99.8	-	-	-	-	*	*	-	-	-	-	-	-	-	-	*	*	-	-	-	-	-	-	2,035	12.1
10.Autism	1,144	24.6	*	*	415	8.9	15	0.3	*	*	-	-	177	3.8	30	0.6	136	2.9	2,719	58.6	-	-	-	-	4,642	27.6
11.TBI	15	55.6	*	*	*	*	-	-	*	*	-	-	*	*	-	-	-	-	*	*	-	-	-	-	27	0.2
12.Non-Cat. EC	*	*	-	-	*	*	-	-	-	-	-	-	15	11.3	*	*	*	*	*	*	106	79.7	-	-	133	0.8
Secondary Total	10,181	60.6	81	0.5	988	5.9	76	0.5	66	0.4	2	0.0	320	1.9	95	0.6	347	2.1	4,469	26.6	174	1.0	4	0.0	*	*

Source: District student demographic data file dated 5/12/23 (2022-23).

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 E

Appendix E, Table 1: 2022-23 SPED Customer Service Survey – Responses to “How many years have you worked in the Dallas ISD (as of the end of 2022-23)?”

	SPED Teachers (N = 469)		Campus Administrators (N = 124)	
	n	%	n	%
1	82	17.5	*	*
2-5	129	27.5	17	13.7
6-10	83	17.7	26	21.0
11 or more	175	37.3	77	62.1

Source: 2022-23 SPED Customer Service Survey.

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

Appendix E, Table 2: 2022-23 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	
	N	n	%	n	%	n	%	n	%	n	%
I understood the district's expectations in providing special education services.											
Teachers	469	12	2.6	25	5.3	236	50.3	182	38.8	14	3.0
Administrators	124	*	*	6	4.8	55	44.4	61	49.2	*	*
I understood the district's special education policies and procedures.											
Teachers	469	10	2.1	24	5.1	244	52.0	179	38.2	12	2.6
Administrators	124	*	*	6	4.8	65	52.4	50	40.3	*	*
I understood how to get help with special education-related matters.											
Teachers	469	22	4.7	32	6.8	243	51.8	161	34.3	11	2.3
Administrators	124	*	*	15	12.1	55	44.4	50	40.3	*	*
I had adequate access to the central staff members needed to provide special education services effectively.											
Teachers	469	29	6.2	63	13.4	236	50.3	103	22.0	38	8.1
Administrators	124	11	8.9	25	20.2	55	44.4	30	24.2	*	*
I had adequate access to the classroom materials needed to provide special education services effectively.											
Teachers	469	36	7.7	60	12.8	244	52.0	120	25.6	9	1.9
Administrators	124	8	6.5	24	19.4	48	38.7	28	22.6	16	12.9

Source: 2022-23 SPED Customer Service Survey.

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

Appendix E, Table 3: 2022-23 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	240	8	1.7	32	6.8	132	28.1	58	12.4	10	2.1
Administrators	92	*	*	13	10.5	49	39.4	26	21.0	*	*
The Special Education department responded to me in a timely manner.											
Teachers	240	13	2.8	34	7.2	127	27.1	58	12.4	8	1.7
Administrators	92	8	6.5	19	15.3	39	31.5	25	20.2	*	*
The Special Education department was flexible in their response(s) to my request(s).											
Teachers	240	10	2.1	29	6.2	125	26.7	54	11.5	22	4.7
Administrators	92	*	*	22	17.7	39	31.5	23	18.5	*	*
The Special Education department was friendly in their response(s) to my request(s).											
Teachers	240	*	*	17	3.6	141	30.1	67	14.3	10	2.1
Administrators	92	*	*	*	*	53	42.7	31	25.0	*	*
The Special Education department fully addressed my question(s) and/or concern(s).											
Teachers	240	14	3.0	45	9.6	108	23.0	61	13.0	12	2.6
Administrators	92	8	6.5	23	18.5	35	28.2	24	19.4	*	*

Source: 2022-23 SPED Customer Service Survey.

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

Appendix F

Appendix F, Table 1: 2019 to 2022 Dallas ISD SPED Program Area Performance: PBMAS/RDA Report

	2020			2021			2022			1 yr	2 yr
Indicator	N	%	PL	N	%	PL	N	%	PL	change	change
SPED STAAR 3-8 Passing Rate											
Mathematics	*	*	ND	6,281	41.7	2	7,463	44.6	2	2.9	N/A
Reading	*	*	ND	6,362	38.2	3	7,538	42.5	2	4.3	N/A
Science	*	*	ND	2,159	37.0	3	2,540	39.0	3	2.0	N/A
Social Studies	*	*	ND	866	34.1	3	1,601	32.9	3	-1.2	N/A
Writing	*	*	ND	2,143	25.0	3	N/A	N/A	N/A	N/A	N/A
SPED Year-After-Exit STAAR 3-8 Passing Rate											
Mathematics	*	*	ND	234	68.8	1	290	75.9	0	7.1	N.A
Reading	*	*	ND	246	64.6	1	302	74.5	0	9.9	N/A
Science	*	*	ND	61	67.2	0	86	69.8	0	2.6	N/A
Social Studies	*	*	ND	19	73.7	0	30	56.7	1	-17.0	N/A
Writing	*	*	ND	71	42.3	3	N/A	N/A	N/A	N/A	N/A
SPED STAAR EOC Passing Rate											
Algebra I	*	*	ND	938	49.9	2	1,422	47.7	2	-2.2	N/A
Biology	*	*	ND	835	54.1	3	1,271	55.2	2	1.1	N/A
U.S. History	*	*	ND	714	57.7	2	860	58.7	2	1.0	N/A
English I and II	*	*	ND	1,631	34.5	2	2,784	30.0	2	-4.5	N/A
STAAR Test Version Participation											
STAAR Alternate 2 Overall	*	*	RO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
STAAR Alt 2 Mathematics	*	*	RO	1,379	1.9	RO	1,583	2.1	RO	0.2	N/A
STAAR Alt 2 Reading	*	*	RO	1,613	1.7	RO	1,786	1.8	RO	0.1	N/A
STAAR Alt 2 Science	*	*	RO	601	1.7	RO	673	1.9	RO	0.2	N/A
SPED Program Settings											
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	19.7	2	*	20.9	1	*	23.1	1	2.2	3.4
SPED Regular Class >=80% Rate (Ages 6-21)	*	74.6	0	*	73.7	0	*	75.7	0	2.0	1.1
SPED Regular Class <40% Rate (Ages 6-21)	*	16.5	1	*	17.2	1	*	16.9	1	-0.3	0.4
SPED Dropout/Graduation											
SPED Annual Dropout Rate	6,020	2.9	1	6,223	3.5	2	6,565	4.5	2	1.0	1.6
SPED Graduation Rate	742	69.9	2	751	67.0	2	794	68.8	2	1.8	-1.1
SPED Representation (Ages 3-21) and SPED Out-of-School Suspensions (OSS)											
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	4,172	7.8	SD3	3,969	8.0	SD3	3,858	7.4	SD3	-0.6	-0.4
SPED OSS and Expulsion <=10 Days Rate (Ages 3-21)	*	13.8	SD3	*	5.8	RO	*	*	RO	N/A	N/A
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	*	*	SD3	*	*	RO	*	*	RO	N/A	N/A

Source: Texas Education Agency 2022 RDA report for Dallas ISD and 2022 RDA State Report. Detailed information about the calculation of rates and assignment of performance levels can be found in the 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 F, Table 2: 2022 Dallas ISD and State SPED Program Area Performance: PBMAS/RDA Report

Indicator	District			State		
	N	%	PL	N	%	PL
SPED STAAR 3-8 Passing Rate						
Mathematics	7,463	44.6	2	303,474	44.4	2
Reading	7,538	42.5	2	306,000	47.8	2
Science	2,540	39.0	3	98,479	41.3	2
Social Studies	1,601	32.9	3	45,215	33.8	3
SPED Year-After-Exit STAAR 3-8 Passing Rate						
Mathematics	290	75.9	0	16,989	78.8	0
Reading	302	74.5	0	17,441	81.8	0
Science	86	69.8	0	5,272	74.3	0
Social Studies	30	56.7	1	1,911	62.7	1
SPED STAAR EOC Passing Rate						
Algebra I	1,422	47.7	2	59,783	47.5	2
Biology	1,271	55.2	2	54,974	58.2	2
U.S. History	860	58.7	2	41,706	64.1	1
English I and II	2,784	30.0	2	117,361	31.6	2
STAAR Test Version Participation						
STAAR Alt 2 Mathematics	N/A	N/A	N/A	2,956,319	1.5	RO
STAAR Alt 2 Reading	1,583	2.1	RO	3,596,900	1.4	RO
STAAR Alt 2 Science	1,786	1.8	RO	1,343,486	1.4	RO
SPED Program Settings						
SPED Regular Early Childhood Program Rate (Ages 3-5)	*	23.1	1	29,975	23.9	1
SPED Regular Class >=80% Rate (Ages 6-21)	*	75.7	0	604,648	72.8	0
SPED Regular Class <40% Rate (Ages 6-21)	*	16.9	1	596,045	13.4	1
SPED Dropout/Graduation						
SPED Annual Dropout Rate	6,565	4.5	2	271,413	2.5	1
SPED Graduation Rate	794	68.8	2	34,865	79.7	1
SPED Representation (Ages 3-21) and SPED OSS						
SPED Representation: African American, Identified with Emotional Disturbance (as Primary Disability)	3,858	7.4	SD3	N/A	N/A	N/A
SPED OSS and Expulsion <=10 Days Rate (Ages 3-21)	*	*	RO	715,727	2.4	RO
SPED OSS and Expulsion >10 Days Rate (Ages 3-21)	*	*	RO	715,727	0.1	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 G

Appendix G, Table 1. 2022-23 SPED Students STAAR 3-8 and STAAR-EOC Test Version Taken

Subject Area	N	STAAR		STAAR-Alt 2	
		n	%	n	%
STAAR 3-8					
Reading	8,188	6,864	83.8	1,324	16.2
Math	7,998	6,675	83.5	1,323	16.5
Science	2,810	2,370	84.3	440	15.7
Social Science	1,168	968	82.9	200	17.1
STAAR EOC					
Algebra 1	1,761	1,566	88.9	195	11.1
Biology	1,483	1,290	87.0	193	13.0
English 1	1,960	1,769	90.3	191	9.7
English 2	1,538	1,329	86.4	209	13.6
US History	930	743	79.9	187	20.1

Source: District STAAR 3-8 data file dated 8/12/23 and district STAAR-EOC data file dated 8/12/23.

Appendix G, Table 2. 2022-23 SPED Student STAAR 3-8 and STAAR EOCs Approaches+, Meets+, or Masters Performance by Grade and Subject

		Approaches+		Meets+		Masters	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Grade 3	1,208	458	37.9	195	16.1	63	5.2
Grade 4	1,249	427	34.2	151	12.1	63	5.0
Grade 5	1,317	507	38.5	211	16.0	61	4.6
Grade 6	1,103	386	35.0	137	12.4	36	3.3
Grade 7	1,021	347	34.0	130	12.7	39	3.8
Grade 8	966	411	42.5	137	14.2	29	3.0
Mathematics							
Grade 3	1,208	491	40.6	219	18.1	80	6.6
Grade 4	1,250	443	35.4	215	17.2	77	6.2
Grade 5	1,322	753	57.0	287	21.7	63	4.8
Grade 6	1,098	507	46.2	131	11.9	33	3.0
Grade 7	356	78	21.9	19	5.3	6	1.7
Grade 8	1,441	650	45.1	228	15.8	42	2.9
Science							
Grade 5	1,323	400	30.2	145	11.0	48	3.6
Grade 8	1,047	393	37.5	152	14.5	24	2.3
Social Studies							
Grade 8	968	234	24.2	81	8.4	31	3.2
EOC							
Algebra I	1,566	816	52.1	219	14.0	70	4.5
Biology	1,290	841	65.2	204	15.8	37	2.9
English I	1,769	526	29.7	197	11.1	11	0.6
English II	1,329	375	28.2	151	11.4	8	0.6
U.S. History	743	568	76.4	203	27.3	84	11.3

Source: District STAAR 3-8 data file dated 8/12/23 and district STAAR-EOC data file dated 8/12/23 for students enrolled on May 12, 2023

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

Appendix G, Table 3: 2022-23 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	4,345	35.5	4,215	45.1	1,495	35.4	623	25.8
Female	2,519	39.5	2,460	41.5	875	30.2	345	21.2
Ethnicity/Race								
Hispanic/Latino	4,716	34.9	4,591	45.0	1,621	33.3	633	23.4
Black or Afr Am	1,626	34.9	1,586	34.2	579	26.1	275	21.5
White	347	67.7	331	67.7	110	65.5	38	52.6
Two+ Races	127	50.4	124	52.4	44	40.9	14	*
Asian	33	63.6	29	65.5	14	78.6	6	*
English Learner								
Not English Learner	3,611	43.4	3,514	43.8	1,245	35.7	552	28.4
English Learner	3,253	29.8	3,161	43.7	1,125	30.9	416	18.5
Economically Disadvantaged								
No	799	62.2	774	64.5	262	55.3	103	41.7
Yes	6,065	33.6	5,901	41.1	2,108	30.7	865	22.1
Homeless								
No	6,717	37.1	6,528	44.0	2,311	33.8	946	24.5
Yes	147	30.6	147	34.7	59	18.6	22	9.1

Source: District STAAR 3-8 data files dated 8/12/23 (2022-23).

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 12, 2023 Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

Appendix G, Table 4: 2022-23 SPED Student STAAR EOC Outcomes by Student Group (Approaches+)

	Algebra		Biology		English 1		English 2		US History	
	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+	<i>N</i> <i>Tested</i>	% at Appr+
Sex										
Male	1,000	50.2	808	64.6	1,126	27.3	855	25.7	282	79.1
Female	566	55.5	482	66.2	643	34.1	474	32.7	461	74.8
Ethnicity/Race										
Hispanic/Latino	970	54.8	821	68.1	1,142	32.2	870	30.9	473	78.0
Black or Afr Am	503	44.5	394	57.6	544	22.8	393	18.6	224	70.5
White	55	72.7	45	73.3	50	52.0	43	55.8	29	93.1
Two+ Races	27	44.4	23	69.6	25	28.0	19	42.1	15	80.0
Asian	9	88.9	*	*	7	*	*	*	*	*
English Learner										
Not English Learner	927	51.1	730	64.8	983	30.4	761	28.4	440	74.8
English Learner	639	53.5	560	65.7	786	28.9	568	28.0	303	78.9
Economically Disadvantaged										
No	191	59.2	173	61.3	203	37.4	192	37.0	128	79.7
Yes	1,375	51.1	1,117	65.8	1,566	28.7	1,137	26.7	615	75.8
Homeless										
No	1,526	52.4	1,256	65.3	1,727	30.0	1,301	28.3	722	76.6
Yes	40	40.0	34	61.8	42	19.0	28	25.0	21	71.4

Source: District STAAR EOC data files dated 8/12/23 (2022-23).

Note: * = fewer than five students in this category. - = no students in this category. Includes administrations for STAAR EOC for SPED students enrolled on May 12, 2023. Appr+=Approaches Grade Level or Above performance standard. Afr Am= African American.

Appendix G, Table 5. 2022-23 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	234	202	86.3	46	19.7
Grade 4	234	210	89.7	66	28.2
Grade 5	238	204	85.7	74	31.1
Grade 6	219	199	90.9	95	43.4
Grade 7	197	183	92.9	82	41.6
Grade 8	202	193	95.5	98	48.5
Mathematics					
Grade 3	235	219	93.2	76	32.3
Grade 4	234	220	94.0	57	24.4
Grade 5	238	215	90.3	98	41.2
Grade 6	218	209	95.9	131	60.1
Grade 7	197	185	93.9	110	55.8
Grade 8	201	192	95.5	109	54.2
Science					
Grade 5	239	227	95.0	86	36.0
Grade 8	201	196	97.5	76	37.8
Social Studies					
Grade 8	200	191	95.5	115	57.5
EOC					
Algebra I	195	173	88.7	82	42.1
Biology	193	182	94.3	72	37.3
English I	191	172	90.1	105	55.0
English II	209	192	91.9	97	46.4
U.S. History	187	171	91.4	88	47.1

Source: District STAAR 3-8 data file dated 8/12/23 and district STAAR-EOC data file dated 8/12/23 for students enrolled on May 12, 2023.

Appendix G, Table 6: 2022-23 SPED Student STAAR 3-8 Alt 2 Outcomes by Student Group (Satisfactory+)

	Reading		Mathematics		Science		Social Science	
	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+	<i>N Tested</i>	% at Satisf+
Sex								
Male	917	90.5	917	94.5	312	96.2	133	95.5
Female	407	88.7	406	91.9	128	96.1	67	95.5
Ethnicity/Race								
Hispanic/Latino	849	89.2	847	93.9	278	96.8	137	95.6
Black or Afr Am	395	92.4	395	94.4	136	96.3	53	96.2
White	45	86.7	45	86.7	16	87.5	7	85.7
Two+ Races	23	82.6	23	87.0	7	85.7	*	*
Asian	9	88.9	10	100.0	*	*	-	-
English Learner								
Not English Learner	842	89.2	842	92.8	282	95.4	132	95.5
English Learner	482	91.3	481	95.4	158	97.5	68	95.6
Economically Disadvantaged								
No	118	87.3	117	92.3	43	97.7	23	95.7
Yes	1,206	90.2	1,206	93.9	397	96.0	177	95.5
Homeless								
No	1,294	89.7	1,293	93.6	427	96.0	193	95.3
Yes	30	100.0	30	100.0	13	100.0	7	100.0

Source: District STAAR 3-8 data files dated 8/12/23 (2022-23).

Note: * = fewer than five students in this category. Includes administrations for STAAR 3-8 Alt 2 for SPED students enrolled on May 12, 2023. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.

Appendix G, Table 7: 2022-23 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	126	88.1	125	94.4	124	89.5	134	90.3	130	89.2
Female	69	89.9	68	94.1	67	91.0	75	94.7	57	96.5
Ethnicity/Race										
Hispanic/Latino	126	88.9	127	92.9	123	90.2	128	90.6	113	90.3
Black or Afr Am	54	87.0	54	98.1	55	87.3	67	97.0	62	95.2
White	8	100.0	7	100.0	8	100.0	8	87.5	7	*
Two+ Races	*	*	*	*	*	*	*	*	*	*
Asian	*	*	-	-	-	-	*	*	*	*
English Learner										
Not English Learner	117	87.2	117	93.2	118	89.0	146	93.2	132	92.4
English Learner	78	91.0	76	96.1	73	91.8	63	88.9	55	89.1
Economically Disadvantaged										
No	20	85.0	24	95.8	21	85.7	33	93.9	40	90.0
Yes	175	89.1	169	94.1	170	90.6	176	91.5	147	91.8
Homeless										
No	193	89.1	191	94.2	189	90.5	205	91.7	182	91.2
Yes	*	*	*	*	*	*	*	*	*	*

Source: District STAAR EOC data files dated 8/12/23 (2022-23).

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 12, 2023. Satisf+=Satisfactory or Above performance standard. Afr Am= African American.