



Klein Independent School District Annual Performance Report 2013-2014

Special Education

Klein Independent School District's special education department will begin its annual review by summarizing the performance of students during the 2013-2014 school year using reports from the Texas Academic Performance Report (TAPR) as well as portions of the Performance Based Monitoring Analysis System (PBMAS). With the exception of dropout rates and completion rates, the following performance levels reflect data obtained on the October, 2013 PEIMS snapshot date. Annual dropout and completion rates are based on data from the 2011-2012 as well as the 2012-2013 years.

General Statistics

For the 2013-2014 year, Klein ISD's special education population consisted of 3,971 students, 220 of whom were 3 and 4 year old full time students in the Preschool Program for Students with Disabilities (PPCD). In Klein ISD, 8.3% of the student population is eligible and placed in special education as of October, 2013. The state special education percentage rate is 8.5%.

The following performance review, statistics and performance rates indicate that Klein ISD has been successful in providing special education students with a quality program of remediation and instructional supports through post-secondary transition despite increasing standards.

In 2013-14, special education students were supported and taught by 388 special education teachers, constituting 12.4% of the district's instructional staff. The percentage of special education teachers increased slightly compared to 2012-13 (12.3%).

State Assessment Data Summary

The performance of special education students on the State of Texas Assessments of Academic Readiness (STAAR) is presented in Table A.

Table A- STAAR Performance Rates 2013-2014

Content Area	District Special Education Performance Rates			
	2012-2013 Passing Rate	2013-2014 Passing Rate	Net Gain/Loss	State Rate
Reading	62%	64%	+2%	59%
Writing	44%	56%	+12%	52%
Mathematics	60%	67%	+7%	61%
Science	63%	64%	+1%	58%
Social Studies	59%	58%	-1%	56%

Dropout, Completion and Graduation Data Summary

Within the Class of 2013, 170 special education students graduated from Klein ISD with their 4-year cohort achieving a special education graduation rate of 75.2% and an increase in the 4 year graduation rate from 2012-13 (69.9%). For the Class of 2012, the rate of special education students graduating in 5 years was 74.2%. The rate of 5-year special education graduates was 82.8% for the Class of 2011. The data trend indicates the district is increasing the number of 4-year special education graduates.

With respect to the annual dropout rate, 9th through 12th grade special education students in Klein ISD dropped out of school at a rate of 2.2%.

MAS Rating System

Performance level (PL) is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels available for indicators in the 2013-14 MAS System include *Not Assigned (NA)*, 0, 1, 2 or 3. A rating of zero indicates that district performance falls within the expected range for the performance indicator. A rating of 1 suggests a slight deviation from the expected range of performance. Ratings of 2 indicate a moderate deviation from the expected range and ratings of 3 represent a significant deviation from the expected range of performance and often require corrective action if several ratings are earned in this range.

The Klein ISD special education program earned an overall rating of 2. The overall rating is based on 22 PBMAS special education indicators. The stage rating of 2 arises primarily from two areas – writing performance and the amount of out of school suspension (OSS) assigned to special education students.

Table B outlines the PBMAS indicator ratings earned by the special education department in Klein ISD:

Table B

Indicator	District Rating
1. SpEd STAAR 3-8 Passing Rate Math Reading Science Social Studies Writing	0 RI 0 1 2 2
2. SpEd Year-After-Exit STAAR 3-8 Passing Rate Math Reading Science Social Studies Writing	0 0 0 N/A 3
3. SpEd STAAR EOC Passing Rate Math English/Language Arts Science Social Studies	0 Report Only 0 Report Only
4. SpEd STAAR Participation Rate	2
5. SpEd STAAR-M Participation Rate	1
6. SpEd STAAR-Alt Participation Rate	1
7. SpEd Placements in Instructional Settings 40/41 (Ages 3-5)	0 RI
8. SpEd Regular Early Childhood Program Rate (Ages 3-5)	Report Only
9. SpEd Regular Class \geq 80% Rate (Ages 6-11)	1
10. SpEd Regular Class $<$ 40% Rate (Ages 6-11)	1
11. SpEd Regular Class \geq 80% Rate (Ages 12-21)	2
12. SpEd Regular Class $<$ 40% Rate (Ages 12-21)	1
13. SpEd Annual Dropout Rate (Grades 7-12)**	0
14. SpEd Recommended/Distinguished Diploma Rate	0
15. SpEd Graduation Rate	0 RI
16. SpEd Representation Rate (% students in SpEd)	0
17. SpEd African American Representation	2
18. SpEd Hispanic Representation	0
19. SpEd LEP Representation	0
20. SpEd Discretionary Placements in DAEP	1
21. SpEd Discretionary Placements in ISS	2
22. SpEd Discretionary Placements in OSS	3

RI= Required Improvement

Monitoring Interventions

The Program Monitoring and Interventions (PMI) Division of the Texas Education Agency identifies each district selected for a 2013-14 PBMAS intervention (i.e., each district identified as needing to submit corrective action). Performance-based monitoring intervention terminations are based on PBMAS performance levels and other criteria. The Klein ISD special education department requires corrective action based on the PBMAS indicators

ated as a 2 or 3. Corrective action documentation is submitted to TEA only if requested by the agency.

Residential Monitoring and Intervention

TEA monitors the data for special education residential students across three areas – least restrictive environment (LRE); full school day; less than half of a school day; and data integrity.

Klein ISD earned 3 out of 10 points for educating residential students in the least restrictive environment. A district does not earn points on this rubric for settings that are self-contained. Data analysis indicates that residential students in our district often transfer from lock-down facilities or hospitals which are self-contained settings. Given that state and federal law require that you provide a comparable placement when the student enrolls in the district, many residential students receive special education services in the Therapeutic Education Program (TEP) – a self-contained instructional arrangement.

With respect to commensurate/full day, Klein ISD earned 10 points out of 10 possible points. Residential students in the district attend the same length of school day as nondisabled and nonresidential peers. The district also earned 10 points out of 10 possible points for having no residential students who attend school less than half of the school day.

The final area of monitoring focuses on data integrity. Klein ISD earned 5 out of 5 points for completing the end-of-year RF (Residential) Tracker data entry in a timely manner and with high degree of accuracy.

Klein ISD earned a total of 28 of 35 points (80%). The overall stage for residential facility monitoring is a 1. The Klein ISD will be required to conduct a student-level data review and focused data analysis related to the areas of least restrictive environment, commensurate school day, surrogate parent, and educational benefit.

State Performance Plan Indicators

Pursuant to federal mandate, the TEA must assign a level of determination to each district in the state of Texas. Districts may be assigned the following determination levels depending on their level of compliance with these indicators – Meets Requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention. Klein ISD's 2013-2014 determination for federal standards is Meets Requirements.

The federal government has charged each state with achieving specified performance levels in 20 areas of special education compliance. Of these 20 indicators, the state of Texas is focused on the following three indicators as targeted areas of improvement: Indicator 11 (Child Find); Indicator 12 (Early Childhood Transition); and Indicator 13 (Secondary Transition).

State standards on these indicators are set at 100% compliance. Districts with compliance levels less than 100% are requested to complete a corrective action plan.

Table C summarizes the 2013-2014 Klein ISD special education compliance levels across the three indicators:

Table C

Special Education State Performance Plan (SPP) Indicators	
Indicator	District Performance Level
Indicator 11 (Child Find)	100%
Indicator 12 (Early Childhood Transition)	100%
Indicator 13 (Secondary Transition)	100%

Klein ISD has met compliance standards for each of the SPP indicators. No corrective action submission to TEA is required.