



Klein Independent School District Annual Performance Report 2013-2014

Texas Academic Performance Report (TAPR) Executive Summary

In 2009, the Texas Legislature passed House Bill (HB) 3 mandating the creation of an entirely new accountability system focused on the achievement of postsecondary readiness for all Texas public school students. Because of the implementation of a new accountability system, TEA revised the previously produced performance report, the “Academic Excellence Indicator System (AEIS)” report. The report is now titled the “Texas Academic Performance Report” (TAPR).

The overall design of the accountability rating system is a performance index framework. Performance indicators are grouped into four indices that align with the goals of the accountability system. The structure for evaluation of performance across the four indices affords multiple views of campus and district performance. Additionally, performance across the four indices is used to assign accountability rating labels based on performance targets that are set for each index.

Index 1: Student Achievement. Provides a snapshot of summed performance rates across subjects, on both general and alternative assessments, at the satisfactory performance standard.

Index 2: Student Progress. Provides a measure of aggregated student progress rates by subject and student group independent of overall student achievement levels.

Index 3: Closing Performance Gaps. Measures the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups.

Index 4: Postsecondary Readiness. Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military.

Each of the four indices has a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. The

performance targets set for each index will be used to assign accountability rating labels. In 2014, districts were required to meet the standards below for each of the indices:

Targets	District	Campus
Index 1: Student Achievement	55	55
Index 2: Student Progress	16	33 / 28/ NA*
Index 3: Closing Performance Gaps	28	28/27/31
Index 4: Postsecondary Readiness	57	12/13/57

* Target is listed by campus type as follows: elementary/ intermediate/ high school
NA- not applicable, no rating in 2014 for this Index.

The cover page of the 2013-14 TAPR lists the 2014 accountability rating for the Klein ISD as Met Standard. Additionally, for 2014 state accountability, forty-three out of forty-three campuses were also rated Met Standard. Within the new accountability system, Gold Performance Acknowledgements are no longer awarded. Distinction Designations take the place of this recognition and in 2014, campuses were eligible for 7 of these awards while the district was eligible for one possible Distinction Designation. In 2014, 21 of 43 campuses in the Klein ISD received one or more Distinction Designations. The district was not awarded a Distinction Designation in 2014.

For the spring 2014 state assessments, KISD students surpassed both the state and regional performances in Reading/ELA, Mathematics, Writing, Science, Social Studies and All Tests Taken. Through the TAPR report, the state monitors performances of the following student groups: All Students in the District, African American, Hispanic, White, Native American, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learners. These eleven (11) student groups along with the six subject test reports total 66 indicators. KISD student performance improved in 2014, compared with 2013, in 27 out of the 66 indicators. See 2013-14 District Performance, page 3 of the 2013-14 District TAPR for specific information on this topic.

The STAAR assessments have three cut scores:

- Phase-in 1 Level II (passing) standard. This has been the STAAR and EOC passing standard for the past two years.
- Final Level II standard. Students earn a Final Level II standard status when they answer a minimum of 68% to 83% of the questions correctly on a STAAR test and a minimum of 61% to 76% of the questions correctly on an EOC test. Performance in this category indicates that students are sufficiently prepared for the next grade or course.
- Level III Advanced standard replaces the commended cut point. Students earn Level III Advanced status when they answer a minimum of 83% to 91% of the questions correctly on a STAAR test and a minimum of 78% to 92% of the questions correctly on an EOC test. Performance in this category indicates that students are well prepared for the next grade or course.

Reports summarizing performance at these aforementioned standards are listed on pages 1 to 4 of the 2013-14 Klein ISD TAPR.

Students who meet or exceed progress are those students who met or exceeded growth expectations on STAAR or EOC from one school year to the next. These summed rates are used to calculate the Index 2 score. Students in the Klein ISD show greater rates of growth than the state or region in both reading and mathematics. See District Performance- page 4 in the 2013-14 TAPR for specific information on this topic.

The Texas Legislature, through the Student Success Initiative (SSI) program, requires grades 5 and 8 students to pass both reading and mathematics prior to being promoted to the next grade level. In grade 5, fourteen (14) per cent of the students required accelerated instruction in reading. Overall, 93% of the fifth grade passed the reading test. Ten (10) percent of grade 5 students required accelerated instruction in mathematics. The official mathematics passing rate for this grade level was 96%. In grade 8, ten (10) percent of grade 8 students required accelerated instruction for reading while 8% required accelerated instruction for mathematics. The official SSI passing rates were 94% for reading and 92% for mathematics for grade 8. See District Performance - pages 6-7 in the 2013-14 TAPR for specific information on this topic.

The 2013-14 TAPR contains data on the success of students graduating from high school, referred to as the 4 or 5- Year Longitudinal Rate. These graduation rates are reflected within the Index 4 scores for high school campuses and the district, as a whole. The Klein ISD has higher 4 and 5-year graduation rates compared to Texas and Region 4. The 4-year graduation rate shows the graduation status of a cohort of students after 4 years in high school. This cohort consists of students who first entered 9th grade in 2009-10. For the 5-year graduation rate, this cohort consists of students who first attended ninth grade in 2008-09. They are followed for five years, to see if they graduated within a year of their expected graduation with the Class of 2012. These graduation rates are listed on page 11 of the district TAPR. Additionally, on the top of page 12 of the TAPR, the graduation rates without exclusions are listed. This is the federal definition of graduation rates and they are used for federal accountability purposes.

Data Sources: 2014 State Accountability Manual, Texas Education Agency; 2014 Texas Accountability Interventions System Guidance, Texas Education Agency; 2013-14 TAPR Glossary