



# Klein Independent School District Annual Performance Report 2015-2016

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## Special Education

Klein Independent School District's special education department will begin its annual review by summarizing the performance of students during the 2015-2016 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, 2015 PEIMS snapshot date. Annual dropout and completion rates are based on data from the 2013-2014 as well as the 2014-2015 years.

### General Statistics

For the 2015-2016 year, Klein ISD's special education population consisted of 4,112 students, 144 of whom were 3 and 4 year old full time students in the Preschool Program for Children with Disabilities (PPCD). In Klein ISD, 8.2% of the student population is eligible and placed in special education as of October, 2015. The state special education percentage rate is 8.6%.

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 2015-2016, special education students were supported and taught by 415 special education teachers, constituting 12% of the district's instructional staff. The percentage of special education teachers has been maintained compared to 2014-2015.

### 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. It should be noted that in 2016 the level II (higher) standard was applied for satisfactory completion whereas in 2015 the level I (lower) standard was applied for satisfactory completions. Additionally, significant changes were made to the special education state accountability system during the 2014-2015 school year, with the elimination of modified state assessments for students in special education.

## Table A- STAAR Performance Rates 2015-2016

### 2016 Comparison of District & State

<b>Grade 3</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	43%	46%	-3%
Math	44%	49%	-5%

<b>Grade 4</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	41%	42%	-1%
Math	46%	43%	+3%
Writing	31%	37%	-6%

<b>Grade 5</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	51%	46%	+5%
Math	67%	56%	+11%
Science	45%	43%	+2%

<b>Grade 6</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	29%	32%	-3%
Math	41%	40%	+1%

<b>Grade 7</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	30%	30%	0%
Math	34%	33%	+1%
Writing	22%	28%	-6%

<b>Grade 8</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
Reading	53%	45%	+8%
Math	50%	42%	+8%
Science	40%	35%	+5%
Social Studies	31%	29%	+3%

<b>EOC</b>	<b>KISD 2016</b>	<b>State 2016</b>	<b>DIFF</b>
English 1	24%	25%	-1%
English 2	24%	26%	-2%
Algebra 1	37%	39%	-2%
Biology	55%	52%	+3%
U.S. History	59%	56%	-3%

Data Source: TEA Texas Academic Performance Report 2015-16

### Dropout, Completion and Graduation Data Summary

Within the Class of 2015, 257 special education students graduated from Klein ISD with their 4-year cohort achieving a special education graduation rate of 84.5% demonstrating stability in the 4 year graduation rate compared to 2014-15 (84.3%). For the Class of 2014, the rate of special education students graduating in 5 years was 92.9% which was an increase from 86% the previous year.

With respect to the annual dropout rate, 9<sup>th</sup> through 12<sup>th</sup> grade special education students in Klein ISD dropped out of school at a rate of 2.3%.

### PBMAS Rating System

The special education department has shown improvement on the overall rating on PBMAS moving from a Staging level of 2 to a Staging level of 1 this year. A 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 2015-16 PBMAS System include *Not Assigned (NA), 0, 1, 2, 3, or 4*. A rating of zero indicates that district data 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 or 4 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 1. The overall rating is based on 16 PBMAS special education indicators. The stage rating of 1 arises primarily from two areas –academic achievement in grades 3-8 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**

<b>Indicator</b>	<b>District Rating</b>
SpEd STAAR 3-8 Passing Rate	
Math	2
Reading	2
Science	2
Social Studies	3
Writing	3
SpEd Year-After-Exit STAAR 3-8 Passing Rate	
Math	0
Reading	0
Science	0
Social Studies	0
Writing	2
SpEd STAAR EOC Passing Rate	3

Math	2
Science	0
Social Studies	3
ELA	
SpEd STAAR-Alt2 Participation Rate	1
SpEd Regular Early Childhood Program Rate (Ages 3-5)	1
SpEd Regular Class $\geq$ 80% Rate (Ages 6-11)	1
SpEd Regular Class <40% Rate (Ages 6-11)	1
SpEd Regular Class $\geq$ 80% Rate (Ages 12-21)	2
SpEd Regular Class <40% Rate (Ages 12-21)	1
SpEd Annual Dropout Rate (Grades 7-12)**	0
SpEd Graduation Rate	0
SpEd Representation Rate (% students in SpEd)	0
SpEd African American Representation	1
SpEd Hispanic Representation	0
SpEd LEP Representation	1
SpEd Discretionary DAEP Placements	0
SpEd Discretionary Placements in ISS	1
SpEd Discretionary Placements in OSS	3

### Monitoring Interventions

The Program Monitoring and Interventions (PMI) Division of the Texas Education Agency notifies each district selected for a 2015-16 PBMAS intervention (i.e., each district identified as needing to submit corrective action). Performance-based monitoring intervention determinations are based on PBMAS performance levels and other criteria. The Klein ISD special education department requires corrective action based on the PBMAS indicators rated as a 2 or 3. Corrective action documentation is submitted to TEA.

### Residential Monitoring and Intervention

TEA now monitors the data for special education residential students across the same domains as all special education students. KISD special education students living in residential treatment centers are performing in a manner commensurate with other special education students.

### 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 2014-2015 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 2014-2015 Klein ISD special education compliance levels across the three indicators:

**Table C**

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

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