

2017 District Profile
(School Year 2015-16)
State Performance Plan Indicator Targets

REGION 14
WYLIE ISD (221912)

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State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	>=88.0%	78.2%	NO	94.1%	YES
2: Dropout	<=2.1%	2.0%	YES	0.9%	YES
3A: Annual Measurable Objectives (AMO)					
3B: Statewide Assessment Participation Rate - Reading	>=95.0%	97.8%	YES	98.2%	YES
3B: Statewide Assessment Participation Rate - Math	>=95.0%	98.7%	YES	97.9%	YES
3C: Statewide Assessment Proficiency Rate - Reading	>=87.0%	34.7%	NO	43.1%	NO
3C: Statewide Assessment Proficiency Rate - Math	>=87.0%	42.0%	NO	56.9%	NO
4A: Suspension and Expulsion	0.0%	0.2%	NO		YES
4B: Suspension and Expulsion - by race or ethnicity	0.0%	0.0%	YES		YES
5A: Educational Environment, Ages 6 through 21 - inside the regular class 80% or more of the day	>=67.0%	68.1%	YES	71.0%	YES
5B: Educational Environment, Ages 6 through 21 - inside the regular class less than 40% of the day	<=13.5%	14.6%	NO	7.1%	YES
5C: Educational Environment, Ages 6 through 21 - in separate schools, residential facilities, or homebound/hospital placements	<=1.3%	1.1%	YES	0.4%	YES
6A: Educational Environment, Ages 3 through 5 - regular early childhood program	>=32.0%	32.0%	YES	100.0%	YES
6B: Educational Environment, Ages 3 through 5 - separate special education class, separate school or residential facility	<=16.5%	16.6%	NO	0.0%	YES
7A: Early Childhood Outcomes - positive social/emotional skills Summary 1	>=83.0%	83.7%	YES	33.3%	
7A: Early Childhood Outcomes - positive social/emotional skills Summary 2	>=62.0%	59.9%	NO	54.6%	
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 1	>=83.0%	82.3%	NO	35.0%	
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 2	>=57.0%	55.9%	NO	22.7%	
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 1	>=83.0%	83.4%	YES	50.0%	
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 2	>=73.0%	71.0%	NO	72.7%	
8: Parent Involvement	>=79.0%	78.0%	NO		
9: Disproportionality - by race or ethnicity as a result of inappropriate identification	0.0%	0.0%	YES		YES
10: Disproportionality - by race or ethnicity in specific disability categories as a result of inappropriate identification	0.0%	0.0%	YES		YES
11: Child Find	100.0%	99.7%	NO		YES
12: Early Childhood Transition	100.0%	99.8%	NO		YES
13: Secondary Transition	100.0%	99.6%	NO		YES
14A: Post-School Outcomes - enrolled in higher education	>=28.0%	24.4%	NO		
14B: Post-School Outcomes - enrolled in higher education or competitively employed	>=61.0%	57.4%	NO		
14C: Post-School Outcomes - enrolled in higher education or in some other postsecondary program, or competitively employed	>=74.0%	68.5%	NO		

LEA data not publicly reported.

Not reported or rated due to small numbers

Not a compliance indicator. Data is collected + reported.

State Performance Plan Indicator Measurement Descriptions

Indicator		Measurement
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.
2	Dropout	Percent of youth with IEPs dropping out of high school.
3A	Annual Measurable Objectives	Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup. Not Required in 2014-15 or 2015-16
3B	Statewide Assessment Participation	Participation rate for children with IEPs.
3C	Statewide Assessment Proficiency	Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
4A	Suspension and Expulsion	Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
4B	Suspension and Expulsion	Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
5A	Educational Environment, Ages 6-21	Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.
5B	Educational Environment, Ages 6-21	Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day.
5C	Educational Environment, Ages 6-21	Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.
6A	Educational Environment, Ages 3-5	Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
6B	Educational Environment, Ages 3-5	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

7A	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).
7B	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).
7C	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.
8	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
9	Disproportionality	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10	Disproportionality	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11	Child Find	Percent of children who were evaluated within 60 days or receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. ¹
12	Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part b, and who have an IEP developed and implemented by their third birthdays.
13	Secondary Transition	Percent of youth with IEPs aged 16 and above with an IPE that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs.
14A	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.
14B	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.
14C	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

¹ The State established timeframe prior to September 1, 2013 was 60 calendar days. Beginning on September 1, 2013 Senate Bill 816 established a new State evaluation timeframe.