# **Texas Education Agency** 2015-16 Federal Report Card for Texas Public Schools

Campus Name: ALTERNATIVE LEARNING CENTER

Campus ID: 227901012 **District Name: AUSTIN ISD** 

# Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

There is no data for this campus.

### Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

Performance Status - State	All Students	African sAmerican	ıHispanic	White	American Indian				Econ		ELL I (Current & Monitored)				
State Target Reading Mathematics Writing Science Social Studies Total	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Performance Status - Federa															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a				n/a			
Mathematics					n/a	n/a	n/a	n/a				n/a			
Participation Status Target Reading Mathematics Total	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Federal Graduation Status (T Graduation Target Met Reason Code *** Total	arget: See	e Reason Co	odes)										0 <b>0</b>	0 <b>0</b>	
District: Met Federal Limits of Reading	n Alternat	tive Assessı	ments												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total Overall Total													0	0	

<sup>+</sup> Participation uses ELL (Current), Graduation uses ELL (Ever HS)

a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

								Two or			ELL		
Α	JI .	African			American		Pacific	More	Econ	Special	(Current &	ELL	
Stud	ents A	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)	

Percent

<sup>\*\*\*</sup> Federal Graduation Rate Reason Codes:

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal d = Five-year Graduation Rate Target of 90%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard Total Tests												_
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard	-	-	-	-	-	-	-	-	-	-	-	II/a
Mathematics												
# at Level II Satisfactory	-	_	_	_	-	_	-	-	_	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Writing												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard Science												
# at Level II Satisfactory	_	_	_	_	_	_	_	_	_	_	_	n/a
Standard												II/ G
Total Tests	_	_	_	_	_	_	_	_	_	_	_	_
% at Level II Satisfactory	_	_	_	_	_	_	_	_	_	_	_	n/a
Standard												
Social Studies												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessme	ents										,	
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate Mathematics: 2015-2016 Asses	- nomonto	-	-	-	-	-	-	-	-	-	n/a	-
Number Participating	-	_	_	_	_	_	_	_	_	_	n/a	_
Total Students	_	_	_	_	_	_	_	_	_	_	n/a	_
Participation Rate	_	_	_	_	_	_	_	_	_	_	n/a	_

- Indicates results are masked due to small numbers to protect student confidentiality. When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Grade	uation Rate (	Gr 9-12): Cla	ass of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Grade	uation Rate (	Gr 9-12): Cla	ass of 2014									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate	(Gr 9-12): C	lass of 2014										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

# District: Met Federal Limits on Alternative Assessments

Reading
Number Proficient
Total Federal Cap Limit n/a n/a Mathematics **Number Proficient** n/a Total Federal Cap Limit n/a

						Iwo or				
All	African		American		Pacific	More	Econ	Special	ELL	ELL
Students	American Hispa	ic White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2016 Accountability System Safeguards Report

# Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: Priority School Reason: N/A Focus School Reason: N/A Nο

Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards. The reward school identifications provided are for the 2015-2016 school year Identifications for the 2016-2017 school year are pending.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

### Part IV: Teacher Quality Data

## Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.4%	1.0%
Bachelors	17.0	56.8%	70.3%	74.7%
Masters	12.9	43.2%	28.6%	23.6%
Doctorate	0.0	0.0%	0.7%	0.6%

## Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty **Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

### Core Academic Subject Areas

	General	Special	Total
	Education	Education	
Total Number of Teachers	12	4	16

		Generai	Special	iotai
		Education	Education	
Total Number of Classes		127	68	195
Number of Classes Taught by Highly Qualified Teachers	Number	127	68	195
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

### Number of Core Academic Teachers Who Are Teaching on the Following Permits

	Number of	Teachers
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

### Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

# Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

## Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

# State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2 2
		English Language Learners	23	77	28	
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

<b>Grade</b> Grade 4	<b>Subject</b> Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities	81 90

Source: TEA Division of Student Assessment