ALABAMA'S ACCOUNTABILITY SYSTEM

TECHNICAL GUIDE FALL 2019

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To Our Stakeholders

ALABAMA'S REPORT CARD LAW

Alabama Act No. 2012-402, requires the State Superintendent of Education to develop a school grading system reflective of school and district performance.

This law requires the state to use state-authorized assessments and other key performance indicators that give a total profile of the school or school district, or both. A school's grade, at a minimum shall be based on a combination of Academic Achievement, Academic Growth, Graduation Rate (for schools with a grade 12), College and Career Readiness (for schools with a grade 12), and Chronic Absenteeism.

FEDERAL EDUCATION LAW

The Every Student Succeeds Act (ESSA) is the federal law that governs education in the United States. The ESSA requires that states develop a state-wide accountability system that is based on challenging State academic standards for reading or language arts and mathematics to improve student achievement and school success. This Accountability System must include indicators that measure Academic Achievement, Academic Growth, Graduation Rate, Progress in English Language Proficiency, and a measure of school quality or student success (for the measure of school quality or student success, Alabama will use College and Career Readiness, and Chronic Absenteeism).

ALABAMA'S ESSA PLAN

Alabama's approved ESSA plan merges the requirements of both state and federal law into one Accountability System that differentiates among the schools and districts within Alabama.

OUR GOAL

The goal of the Alabama State Department of Education Accountability Section is to present to stakeholders the data required by the Alabama Report Card Law and the ESSA in an easily accessed and transparent manner.

Indicators for the Fall of 2019

For the Fall of 2019, the Alabama Accountability System will consist of the following ESSA approved indicators:

SCHOOLS WITHOUT A GRADE 12

- Academic Achievement
- Academic Growth
- Progress in English Language Proficiency
- Chronic Absenteeism

SCHOOLS WITH A GRADE 12

- Academic Achievement
- Academic Growth
- Graduation Rate
- Progress in English Language Proficiency
- College and Career Readiness
- Chronic Absenteeism

DISTRICTS

- Academic Achievement
- Academic Growth
- Graduation Rate
- Progress in English Language Proficiency
- College and Career Readiness
- Chronic Absenteeism

STATE

- Academic Achievement
- Academic Growth
- Graduation Rate
- Progress in English Language Proficiency
- College and Career Readiness
- Chronic Absenteeism

Letter Grade

The letter grade will be comprised of the individual Indicator Scores that compose the Alabama Accountability System. The letter grade will be calculated as follows:

SCHOOLS WITHOUT A GRADE 12

The letter grade will be calculated based on the following "Percent of Scores":

INDICATOR(S)	PERCENT OF SCORE
Academic Achievement (Weighted)	40%
Academic Growth (Weighted)	40%
Progress in English Language Proficiency	5%
Chronic Absenteeism	15%

Each Indicator Score will be multiplied by the indicated "Percent of Score". The products will then be summed in order to obtain a numerical score. The numerical score will be matched to a grading scale and the resulting letter grade will be displayed on the Alabama Accountability System Report.

All indicators within the Accountability System are based on a minimum n-count of 20 students. If a school/district does not meet the minimum number of 20 students, the Percent of Score for each indicator will be distributed to the other indicators within the Accountability System as follows:

- Progress in English Language Proficiency will be added to Academic Growth
- Academic Growth will be added to Academic Achievement

Any school/district that does not have sufficient data to populate all indicators based on the minimum n-count of 20 will not have a letter grade assigned to it. The school/district will receive a label of "ID" for "Insufficient Data".

SCHOOLS WITH A GRADE 12

The letter grade will be calculated based on the following "Percent of Scores":

INDICATOR(S)	PERCENT OF SCORE
Academic Achievement (Weighted)	20%
Academic Growth (Weighted)	25%
Graduation Rate	30%
Progress in English Language Proficiency	5%
College and Career Readiness	10%
Chronic Absenteeism	10%

Each Indicator Score will be multiplied by the indicated "Percent of Score". The products will then be summed in order to obtain a numerical score. The numerical score will be matched to a grading scale and the resulting letter grade will be displayed on the Alabama Accountability System Report.

All indicators within the Accountability System are based on a minimum n-count of 20 students. If a school/district does not meet the minimum number of 20 students, the Percent of Score for each indicator will be distributed to the other indicators within the Accountability System as follows:

- Progress in English Language Proficiency will be added to Academic Growth
- Academic Growth will be added to Academic Achievement
- Graduation Rate (if applicable) will be added to Academic Achievement
- College and Career Readiness (if applicable) will be added to Chronic Absenteeism

Any school/system that does not have sufficient data to populate all indicators based on the minimum n-count of 20 will not have a letter grade assigned to it. The school/system will receive a label of "ID" for "Insufficient Data".

DISTRICTS

The letter grade will be calculated based on the following "Percent of Scores":

INDICATOR(S)	PERCENT OF SCORE
Academic Achievement (Weighted)	20%
Academic Growth (Weighted)	25%
Graduation Rate	30%
Progress in English Language Proficiency	5%
College and Career Readiness	10%
Chronic Absenteeism	10%

Each Indicator Score will be multiplied by the indicated "Percent of Score". The products will then be summed in order to obtain a numerical score. The numerical score will be matched to a grading scale and the resulting letter grade will be displayed on the Alabama Accountability System Report.

All indicators within the Accountability System are based on a minimum n-count of 20 students. If a school/system does not meet the minimum number of 20 students, the Percent of Score for each indicator will be distributed to the other indicators within the Accountability System as follows:

- Progress in English Language Proficiency will be added to Academic Growth
- Academic Growth will be added to Academic Achievement
- Graduation Rate (if applicable) will be added to Academic Achievement
- College and Career Readiness (if applicable) will be added to Chronic Absenteeism

Any school/district that does not have sufficient data to populate all indicators based on the minimum n-count of 20 will not have a letter grade assigned to it. The school/district will receive a label of "ID" for "Insufficient Data".

LETTER GRADE

STATE

The letter grade will be calculated based on the following "Percent of Scores":

INDICATOR(S)	PERCENT OF SCORE
Academic Achievement (Weighted)	20%
Academic Growth (Weighted)	25%
Graduation Rate	30%
Progress in English Language Proficiency	5%
College and Career Readiness	10%
Chronic Absenteeism	10%

Each Indicator Score will be multiplied by the indicated "Percent of Score". The products will then be summed in order to obtain a numerical score. The numerical score will be matched to a grading scale and the resulting letter grade will be displayed on the Alabama Accountability System Report.

FEEDER SCHOOLS

Schools without a tested grade (i.e. Kindergarten, K-2, 9th Grade Schools, etc.) will receive the indicators scores of the school their students feed into, except for the Chronic Absenteeism Indicator. All schools will have their own Chronic Absenteeism Indicator Score calculated for the Accountability System.

Alabama's Accountability System Grading Scale

TOTAL POINTS EARNED RANGE	GRADE
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F
*	ID

*Any school/district that does not have sufficient data to populate the indicators based on the minimum n-count of 20 will not have a letter grade assigned to it.

Indicator Descriptors

ACADEMIC ACHIEVEMENT

Determined based on the number of students in the areas of reading/English and math utilizing assessments in tested grades, within the achievement levels.

The Academic Achievement Indicator Score is based on the weighted achievement levels as outlined in the table below.

ACHIEVEMENT LEVEL	WEIGHT
Level I	0
Level II	0.50
Level III	1.00
Level IV	1.25

Academic Achievement scores reported in the Fall of 2019 are based on 2018-2019 data from the Scantron assessment (grades 3-8), and the Alabama Alternate Assessment (AAA) (grades 3-8 and 10), and the ACT (grade 11).

ACADEMIC GROWTH

Determined based on individual students who demonstrate improvement in reading/English and math utilizing assessments in tested grades, within the growth categories.

The Academic Growth indicator score is based on the weighted growth categories outlined in the table below.

GROWTH CATEGORY	WEIGHT
Category 1	0
Category 2	0.75
Category 3	1.25
Category 4	1.50

Academic Growth scores reported in the Fall of 2019 are based on 2018-2019 data from the Scantron assessment (grades 3-8), and the ACT (grade 11).

INDICATOR DESCRIPTORS

GRADUATION RATE

Determined based on the percentage of high school students who graduated within four (4) years of first entering the 9th grade.

The 4-Year Graduation Cohort for the Fall of 2019 Accountability System is calculated one (1) year in arrears and utilizes the 2017-2018 cohort data.

COLLEGE AND CAREER READINESS

Determined based on the percentage of students enrolled in the 4-year cohort who met at least one (1) of the College and Career Readiness Indicators.

The Fall 2019 Accountability System is calculated one (1) year in arrears and utilizes the 2017-2018 CCR data.

The College and Career Readiness Indicators are:

- Benchmark on any ACT Subtest
- Qualifying Score on AP or IB Exam
- Military Enlistment
- Approved Transcript College or Postsecondary Credit While in High School
- Silver Level or Higher on the ACT WorkKeys
- Approved Industry Credentials

CHRONIC ABSENTEEISM

Determined based on the percent of students in grades K-12 who missed 18 or more days (both excused and unexcused), utilizing data from the 2018-2019 9th Month Attendance Report, during the time the student was enrolled.

Chronic Absenteeism points are based on students present (by subtracting the Chronic Absenteeism Indicator Score from 100 before multiplying by the Chronic Absenteeism weight).

PROGRESS IN ENGLISH LANGUAGE PROFICIENCY

Determined based on a growth-to-target model measured by two (2) years of student performance on the WIDA ACCESS 2.0 scores, as measured against progress targets.

Points earned for Progress in English Language Proficiency are determined based the percentage of the annual target the indicator score is calculated to be.

Targets for the Progress in English Language Proficiency Indicator Score are supplied by the EL Section of the Office of Federal Programs, and can be found in Appendix A.

Full Academic Year (FAY) Students

Only those students who are considered FAY are used to calculate the indicator scores for Academic Achievement, Academic Growth, and Progress in English Language Proficiency.

- o A student is considered FAY at the school level if the student is enrolled 85% of the school year with a matched assessment record. A break in enrollment does not disqualify a student from being FAY for a school.
- o A student is considered FAY at the district level if the student is enrolled 85% of the school year in a district with a matched assessment record. A break in enrollment does not disqualify a student from being FAY for a district.
- o A student is considered FAY at the state level if the student takes the state administered assessment in an Alabama Public School and is listed on the 9th month attendance report.

INDICATOR CALCULATIONS FOR THE FALL OF 2019 ACCOUNTABILITY REPORT

Indicator Calculations for the Fall of 2019 Accountability Report

ACADEMIC ACHIEVEMENT (SCHOOLS WITHOUT A GRADE 12 & SCHOOLS WITH A GRADE 12)

Academic Achievement data for school year 2018-2019 is obtained from Scantron (grades 3-8), the AAA (grades 3-8 & 10), and the ACT 11 (grade 11). Academic Achievement levels are Level I, Level II, Level III, and Level IV for reading/English and math. The Academic Achievement levels for the "All Students" group are used for calculating the indicator score. The following steps are used to calculate the Academic Achievement Indicator Score.

1. Determine the number of FAY student assessment records at each level (Level I, Level II, Level III, and Level IV).

$$Math\ Level\ I\ Records + Reading/English\ Level\ I\ Records = Total\ Level\ I\ Records$$
$$Math\ Level\ II\ Records + Reading/English\ Level\ II\ Records = Total\ Level\ II\ Records$$
$$Math\ Level\ III\ Records + Reading/English\ Level\ III\ Records = Total\ Level\ III\ Records$$
$$Math\ Level\ IV\ Records + Reading/English\ Level\ IV\ Records = Total\ Level\ IV\ Records$$

2. Sum the totals for each level determined in Step 1 to obtain the total number of student assessment records (to be used in Step 9)

$$Total\ Level\ I\ Records + Total\ Level\ II\ Records + Total\ Level\ III\ Records + Total\ Level\ IV\ Records$$
$$= Total\ Number\ of\ Student\ Assessment\ Records$$

3. Multiply the Total Level I Records by 0 to obtain the Level I Weight

$$Total\ Level\ I\ Records * 0 = Level\ I\ Weight$$

4. Multiply the Total Level II Records by 0.5 to obtain the Level II Weight

$$Total\ Level\ II\ Records * 0.5 = Level\ II\ Weight$$

5. Multiply the Total Level III Records by 1.0 to obtain the Level III Weight

$$Total\ Level\ III\ Records * 1.0 = Level\ III\ Weight$$

6. Multiply the Total Level IV Records by 1.25 to obtain the Level IV Weight

$$Total\ Level\ IV\ Records * 1.25 = Level\ IV\ Weight$$

7. Sum the weights from Steps 3-6 to obtain the Academic Achievement Weighted Sum

$$Level\ I\ Weight + Level\ II\ Weight + Level\ III\ Weight + Level\ IV\ Weight = Academic\ Achievement\ Weighted\ Sum$$

According to the ESSA, Participation Rate must be factored into the Academic Achievement Indicator calculation. The denominator of the Academic Achievement Indicator Score calculation must be the greater of:

- 95 percent of all students, or all students in the applicable subgroup, who were enrolled in the school at the time of testing; or
- The number of students, or all students in the applicable subgroup, who participated in the assessments

In order to make the above determination, do the following:

8. Sum the enrollment for the administered assessments and multiply the sum by 95%

$$(Enrollment\ for\ Scantron + Enrollment\ for\ AAA + Enrollment\ for\ ACT\ 11) * .95 = 95\%\ of\ Students\ Enrolled$$

9. If the subgroup has a participation rate greater than or equal to 95%, divide the Academic Achievement Weighted Sum from Step 7 by the answer found in Step 2. If the subgroup has a participation rate that is less than 95%, divide the Academic Achievement Weighted Sum from Step 7 by the greater of: the answer found in Step 8 or the answer found in Step 2, multiply by 100 to obtain the Academic Achievement Indicator Score

$$\frac{Academic\ Achievement\ Weighted\ Sum}{Greater\ of: 95\%\ of\ All\ Students\ Enrolled\ at\ the\ Time\ of\ Testing\ or\ Total\ Number\ of\ Student\ Assessment\ Records} * 100 = Academic\ Achievement\ Indicator\ Score$$

ACADEMIC GROWTH (SCHOOLS WITHOUT A GRADE 12 & SCHOOLS WITH A GRADE 12)

Academic Growth data for school year 2018-2019 is obtained from Scantron (grades 3-8), and the ACT 11 (grade 11). Academic Growth categories are Category 1, Category 2, Category 3, and Category 4 for reading/English and math. The Academic Growth categories for the "All Students" group are used for calculating the indicator score. The following steps are used to calculate the Academic Growth Indicator Score.

1. Determine the number of FAY student records at each category (Category 1, Category 2, Category 3, and Category 4).

$$Math\ Category\ 1\ Records + Reading/English\ Category\ 1\ Records = Total\ Category\ 1\ Records$$
$$Math\ Category\ 2\ Records + Reading/English\ Category\ 2\ Records = Total\ Category\ 2\ Records$$
$$Math\ Category\ 3\ Records + Reading/English\ Category\ 3\ Records = Total\ Category\ 3\ Records$$
$$Math\ Category\ 4\ Records + Reading/English\ Category\ 4\ Records = Total\ Category\ 4\ Records$$

2. Sum the Total Category Records from Step 1 to obtain the Total Number of Student Records With Growth

$$Total\ Category\ 1\ Records + Total\ Category\ 2\ Records + Total\ Category\ 3\ Records + Total\ Category\ 4\ Records = Total\ Number\ of\ Student\ Records\ With\ Growth$$

3. Multiply the Total Category 1 Records by 0 to obtain the Category 1 Weight

$$Total\ Category\ 1\ Records * 0 = Category\ 1\ Weight$$

4. Multiply the Total Category 2 Records by 0.75 to obtain the Category 2 Weight

$$Total\ Category\ 2\ Records * 0.75 = Category\ 2\ Weight$$

5. Multiply the Total Category 3 Records by 1.25 to obtain the Category 3 Weight

$$Total\ Category\ 3\ Records * 1.25 = Category\ 3\ Weight$$

6. Multiply the Category 4 Weight by 1.5 to obtain the Category 4 Weight

$$Total\ Category\ 4\ Records * 1.5 = Category\ 4\ Weight$$

7. Sum the weights from Steps 3-6 to obtain the Academic Growth Weighted Sum

$$Category\ 1\ Weight + Category\ 2\ Weight + Category\ 3\ Weight + Category\ 4\ Weight$$
$$= Academic\ Growth\ Weighted\ Sum$$

8. Divide the Academic Growth Weighted Sum from Step 7 by the Total Number of Student Records With Growth from Step 2 and multiply by 100 to obtain the Academic Growth Indicator Score

$$\frac{Academic\ Growth\ Weighted\ Sum}{Total\ Number\ of\ Student\ Records\ with\ Growth} * 100 = Academic\ Growth\ Indicator\ Score$$

PROGRESS IN ENGLISH LANGUAGE PROFICIENCY (SCHOOLS WITHOUT A GRADE 12 & SCHOOLS WITH A GRADE 12)

The Progress in English Language Proficiency Indicator shows the percent of students, with growth data from the 2018-2019 ACCESS 2.0 that obtained growth for English Language Proficiency in grades 3-8 and 11.

1. Determine the number of students who met their growth target on the ACCESS 2.0
2. Determine the number of students who did not meet their growth target on the ACCESS 2.0
3. Sum the totals determined in Steps 1-2 to obtain the Total Number of Students Who Did or Did Not Meet their Growth Target from the ACCESS 2.0 Data

$$Number\ of\ Students\ Who\ Met\ Their\ Growth\ Target$$
$$+ Number\ of\ Students\ Who\ Did\ Not\ Meet\ Their\ Growth\ Target$$
$$= Total\ Number\ of\ Students\ Who\ Did\ or\ Did\ Not\ Meet\ Their\ Growth\ Target\ From\ the\ ACCESS\ 2.0$$

4. Divide the total from Step 1 by the sum from Step 3, multiply by 100 to obtain the Progress in English Language Proficiency Indicator Score

$$\frac{Number\ of\ Students\ Who\ Met\ Their\ Growth\ Target}{Total\ Number\ of\ Students\ Who\ Did\ or\ Did\ Not\ Meet\ Their\ Growth\ Target\ From\ the\ ACCESS\ 2.0} * 100$$
$$= Progress\ in\ English\ Language\ Proficiency\ Indicator\ Score$$

INDICATOR CALCULATIONS FOR THE FALL OF 2019 ACCOUNTABILITY REPORT

GRADUATION RATE (SCHOOLS WITH A GRADE 12)

The Graduation Rate Indicator Score is based on the number of students who graduate within four (4) years of 1st entering the 9th grade.

The 4-Year Graduation Rate is retrieved from the Graduation Rate Portal. The 4-Year Cohort Federal Graduation Rate for the "All Students" group is used for calculating the indicator score. Graduation Rate data is reported 1 year in arrears. The 2017-2018 cohort is utilized for the Fall 2019 Accountability System.

1. Retrieve the 4-Year Federal Graduation Rate from the Graduation Rate Portal.
2. Display the 4-Year Federal Graduation Rate as the Graduation Rate Indicator Score, rounded to the 2nd decimal place.

COLLEGE AND CAREER READINESS (CCR) (SCHOOLS WITH A GRADE 12)

The College and Career Readiness (CCR) Indicator Score shows the percentage of students enrolled in the 4-Year Cohort who have met at least one (1) of the College and Career Readiness indicators.

The CCR rate for the "All Students" group is used for calculating the indicator score. The 2017-2018 CCR data is utilized for the Fall 2019 Accountability System.

1. Retrieve CCR Rate from the CCR Portal.
2. Display the CCR Rate as the College and Career Readiness Indicator Score, rounded to the 2nd decimal place.

CHRONIC ABSENTEESIM (SCHOOLS WITHOUT A GRADE 12 & SCHOOLS WITH A GRADE 12)

The Chronic Absenteeism Indicator Score shows the percentage of students who missed 18 or more days (excused and unexcused) of school, utilizing data from the 9th Month Attendance Report for the 2018-2019 school year, for students in grades K-12.

1. Determine the number of students in grades K-12 on the 9th Month Attendance Report that had 18 or more absent days.
2. Divide the total from Step 1 by the total number of students in grades K-12 on the 9th Month Attendance Report, multiply by 100 to obtain the Chronic Absenteeism Indicator Score.

$$\frac{Number\ of\ Students\ in\ Grades\ K-12\ on\ the\ 9th\ Month\ Attendance\ Report\ With\ 18\ or\ More\ Absent\ Days}{Total\ Number\ of\ Students\ in\ K-12\ on\ the\ 9th\ Month\ Attendance\ Report} * 100$$
$$= Chronic\ Absenteeism\ Indicator\ Score$$

Long-Term Targets and Goals

The ESSA requires that states develop long-term goals for each subgroup by school. Alabama's long-term goals will be focused over 13 years, the educational lifespan of a child from K-12. Long-term goals can be found by clicking the ellipses in the upper-right corner of the public report card and selecting "Supporting Data" from the drop-down menu. The public report card can be accessed by clicking HERE.

*Public indication of goals as "Met" or "Not Met" will occur in the fall of 2020.

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Glossary

Academic Achievement Indicator – An Accountability System Indicator determined based on the number of students in the areas of reading/English and math in tested grades on Scantron, Alabama Alternate Assessment and ACT.

Academic Growth Indicator – An Accountability System Indicator determined based on individual students who demonstrate improvement in reading/English and math in tested grades on Scantron, Alabama Alternate Assessment and ACT.

Accountability N-Count – Each indicator and subgroup must meet the N-Count of 20 in order to be included in the Accountability Systems calculations.

Additional Targeted Support and Improvement (ATSI) Schools – Schools that are identified has having one or more subgroups of students who would qualify the school to be identified as CSI on their own. These schools were first named in the fall of 2018 and will be named again in the fall of 2021.

Alabama Act No. 2012-402 – Alabama law (commonly referred to as the "Alabama's Report Card Law) that requires the State Superintendent of Education to develop a school grading system reflective of school and district performance.

Chronic Absenteeism Indicator – An Accountability System Indicator determined based on the percent of students in grades K-12 who missed a total of 18 or more days (excused or unexcused) of the time enrolled. Points are based on students present.

College and Career Readiness (CCR) Indicator – An Accountability System Indicator determined based on the percentage of students enrolled in the 4-year Cohort who met at least one of the CCR indicators.

Comprehensive Support and Improvement (CSI) Schools – Schools that are identified as in the bottom 5% (6% for the fall of 2018 list) of Title I Schools (based on the total points earned) and those schools (both Title 1 and non-Title 1) with a graduation rate at or below 67% (more than ten (10) percentage points below the state average for the 2018 list). These schools were first named in the fall of 2018 and will be named again in the fall of 2021.

Full Academic Year (FAY) Students – Those students who are used in the calculation of the Academic Achievement Indicator, Academic Growth Indicator, and the Progress in English Language Proficiency Indicator that were enrolled at least 85% of the school year at the school or system levels.

Graduation Rate Indicator – An Accountability System Indicator determined based on the percentage of high school students enrolled in the cohort who graduated within 4 years of first entering the 9th grade.

Letter Grade – The alphabetic letter assigned to a school, district or the state that correlates to a grading scale in order to give a summative indication of the school, district or the state. Any school/district that does not have sufficient indicator data will not have a letter grade assigned to it. The school/district will receive a label of "ID" for "Insufficient Data".

Progress in English Language Proficiency Indicator – An Accountability System Indicator determined based on the percentage of students who met their growth target utilizing ACCESS 2.0 in grades 3-8 and 11.

Targeted Support and Improvement (TSI) Schools – Schools with one or more subgroups that are at or below the 75th percentile of the "All Students" group of the schools identified as CSI based on being in the bottom 5% (6% for the fall 2018 list), and who have not shown improvement during the two (2) previous consecutive years.

Appendix A

Progress in English Language Proficiency Targets (supplied by the EL Section of the Office of Federal Programs)

Progress Targets Based on Previous Year's Data	
Year	Targets
2017	40%
2018	47.5%
2019	50%
2020	52%
2021	54%
2022	56%
2023	58%