Fall 2026

# State Accountability Technical Guide

Accountability Section

Alabama State Department of Education

## Contents


Alabama's State Accountability System ..... 3

Components of the State Accountability System ..... 3

- Indicators and Weights ..... 3
- Subgroups ..... 3
- Full Academic Year (FAY) Students ..... 4
  - State Level FAY ..... 4
  - District Level FAY ..... 4
  - School Level FAY ..... 4
- N-counts ..... 4
  - Academic Achievement ..... 4
  - Academic Growth ..... 4
  - Progress in English Language Proficiency ..... 4
  - Graduation Rate ..... 5
  - College and Career Readiness (CCR) ..... 5
  - Chronic Absenteeism ..... 5
- Distribution of Indicator Weights ..... 5
  - Academic Growth ..... 5
  - Progress in English Language Proficiency ..... 5
  - Graduation Rate ..... 5
  - College and Career Readiness (CCR) ..... 5
- Small Schools Rule ..... 5
- Feeder Schools ..... 5
- Academic Indicators and Data Sources ..... 5
  - Academic Achievement ..... 5
  - Academic Growth ..... 6
  - Progress in English Language Proficiency ..... 6
  - Graduation Rate ..... 6
- School Quality/School Success Indicators and Data Sources ..... 6
  - College and Career Readiness (CCR) ..... 6
  - Chronic Absenteeism ..... 6

Alabama's State Accountability System Indicator Calculations ..... 6
Indicator Calculation Exclusions ..... 6
Academic Achievement ..... 7
Academic Growth ..... 8
Progress in English Language Proficiency ..... 10
Graduation Rate ..... 10
CCR ..... 11
Chronic Absenteeism ..... 11
Determining the Total Points Earned ..... 12
Determining the Letter Grade ..... 13
Appendix A – Total Points Earned and Letter Grades ..... 15
Appendix B – State School Lists Information and Identification ..... 16
Identifying Legislative School Performance Recognition Program (LSPRP) Schools ..... 16
Identifying Priority Schools ..... 16
Appendix C - Progress in English Language Proficiency Current Year Target ..... 17

# Alabama's State Accountability System

The Alabama State Accountability System was calculated for the first time in the fall of 2022 because of the enactment of Alabama Act 2022-374 (approved April 5, 2022) which requires the ALSDE to determine Academic Achievement differently from what the Every Student Succeeds Act (ESSA) requirements allow.

The ALSDE will follow the requirements of Alabama Act 2022-374 and Alabama Act 2024-389 to produce the Alabama State Accountability System in the fall of 2025.

# Components of the State Accountability System

## Indicators and Weights

Schools without a Grade 12

| Indicator | Weight |
|---|---|
| *Academic Achievement* | *40%* |
| *Academic Growth* | *40%* |
| *Progress in English Language Proficiency* | *5%* |
| *Chronic Absenteeism* | *15%* |

Schools with a Grade 12, Districts, and State

| Indicator | Weight |
|---|---|
| *Academic Achievement* | *20%* |
| *Academic Growth* | *25%* |
| *Progress in English Language Proficiency* | *5%* |
| *Graduation Rate* | *30%* |
| *College and Career Readiness (CCR)* | *10%* |
| *Chronic Absenteeism* | *10%* |

## Subgroups

Accountability subgroups are:

- All Students
- American Indian/Alaska Native
- Asian
- Black or African American
- Economically Disadvantaged
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Students with Disabilities
- Students with Limited English Proficiency
- Two or More Races
- White

For a subgroup to be included in an accountability report, there must be a minimum of 20 students in the subgroup (referred to as the "n-count").

Only the "All Students" group indicator scores will be used to determine final points earned and letter grades. However, all other subgroups meeting the n-count will have their indicator results displayed for informational purposes.

## Full Academic Year (FAY) Students

Only those students who are considered FAY students will be used in the calculation of the Academic Achievement, Academic Growth, and Progress in English Language Proficiency indicators within the accountability systems. Students may be considered FAY at the school, district, and state levels.

### *State Level FAY*

A student is considered FAY at the state level if the student has a matched assessment record, in the state, regardless of withdrawals or transfers and appears on the 9$^{th}$-month attendance report.

If a student were to withdraw from the state and not re-enter, that student would not count as a FAY student.

### *District Level FAY*

A student is considered FAY at the district level if the student was enrolled in the district 85% of the school year, regardless of withdrawals and transfers, and has a matched assessment record in that district.

If a student were to move between two (2) or more schools within a district, the percentage of time spent in the district would be based on the sum of the number of school days between the schools in which the student was enrolled.

### *School Level FAY*

A student is considered FAY at the school level if the student was enrolled at the school for 85% of the school year, regardless of withdrawals or transfers, and has a matched assessment record at that school.

## N-counts

### *Academic Achievement*

N-counts for the Academic Achievement indicator are based on FAY students in the Alabama Comprehensive Assessment Program Summative (ACAP Summative), Alabama Comprehensive Assessment Program Alternate (ACAP Alternate), and ACT assessment files.

### *Academic Growth*

N-counts for the Academic Growth indicator are based on FAY students in the ACAP Summative, ACAP Alternate, and ACT assessment files.

### *Progress in English Language Proficiency*

N-counts for the Progress in English Language Proficiency indicator are based on FAY students in the WIDA ACCESS assessment file who did or did not meet their growth target.

### *Graduation Rate*

N-counts for the Graduation Rate indicator are based on students in the ALSDE Federal 4-Year Cohort.

### *College and Career Readiness (CCR)*

N-counts for CCR indicator are based on students in the ALSDE Federal 4-Year Cohort.

### *Chronic Absenteeism*

N-counts for Chronic Absenteeism are based on students in the 9th-month attendance file in grades K-12.

## Distribution of Indicator Weights

### *Academic Growth*

If a subgroup does not meet the minimum n-count of 20 for Academic Growth, the percentage assigned to Academic Growth moves to Academic Achievement.

### *Progress in English Language Proficiency*

If a school, district, or the State does not meet the minimum n-count of 20 for Progress in English Language Proficiency, the percentage assigned to Progress in English Language Proficiency moves to Academic Growth.

### *Graduation Rate*

If a subgroup does not meet the minimum n-count of 20 for Graduation Rate, the percentage assigned to Graduation Rate moves to Academic Achievement.

### *College and Career Readiness (CCR)*

If a subgroup does not meet the minimum n-count of 20 for CCR, the percentage assigned to CCR moves to Chronic Absenteeism.

## Small Schools Rule

If a school does not have enough "all students" to make the minimum n-count of 20, the overall total points and letter grade will be labeled with the notation "ID" to indicate "Insufficient Data".

## Feeder Schools

Schools that do not have tested grades (kindergarten schools, K-2 schools, freshman academies, etc.) will still be considered part of the accountability system. These schools will receive the same indicators, indicator weights, and indicator scores as the school most of its students feed into, except for the Chronic Absenteeism indicator score. Chronic absenteeism will be calculated for all schools to be used in the accountability system.

## Academic Indicators and Data Sources

### *Academic Achievement*

- ACAP Summative – Grades 3-8 (ELA & Math)
    - Using 2024-2025 data
- ACAP Alternate – Grades 3-8 & 11 (ELA & Math)
    - Using 2024-2025 data

- ACT – Grade 11 (ELA & Math)
    - Using 2024-2025 data

*Academic Growth*

- ACAP Summative – Grades 3-8 (ELA & Math)
    - Using 2024-2025 data
- ACAP Alternate – Grades 3-8, & 11 (ELA & Math)
    - Using 2024-2025 data
- ACT – Grade 11 (ELA & Math)
    - Using 2024-2025 data

*Progress in English Language Proficiency*

- WIDA ACCESS – Grades 3-8 & 11
    - Using 2024-2025 data

*Graduation Rate*

- ALSDE Cohort Portal
    - Federal 4-year cohort
        - Using 2023-2024 data

## School Quality/School Success Indicators and Data Sources

*College and Career Readiness (CCR)*

- ALSDE CCR Portal
    - Enrollment Counts
        - Using 2023-2024 data

*Chronic Absenteeism*

- 9th Month Attendance Report
    - Grades K-12
        - Using 2024-2025 data

# State Accountability System Indicator Calculations

## Indicator Calculation Exclusions

- Academic Achievement, Academic Growth and Progress in English Language Proficiency calculations exclude students that are not full academic year (FAY) in assessed grades (3-8 and 11) on State standardized assessments.
- Academic Achievement and Academic Growth calculations exclude Foreign Exchange students.
- Academic Achievement indicator calculations exclude English Learner (EL) students who are both: 1) not proficient on the most recent ACCESS for ELs assessment (or did not have an ACCESS score) and 2) have not been enrolled in an Alabama school in Alabama at least six (6) years.
- Academic Achievement indicator calculations exclude transfer students from a non-public school that have not been enrolled at least four (4) years.

## Academic Achievement

- Academic Achievement calculations exclude students that are not full academic year (FAY) in assessed grades (3-8 and 11) on State standardized assessments.
- Academic Achievement indicator calculations exclude English Learner (EL) students who are both: 1) not proficient on the most recent ACCESS for ELs assessment (or did not have an ACCESS score) and 2) have not been enrolled in an Alabama school at least six (6) years.
- Academic Achievement indicator calculations exclude transfer students from a non-public school that have not been enrolled at least four (4) years.
- Academic Achievement indicator calculations exclude students in the Workforce Pathways diploma pathway
- Academic Achievement indicator calculations exclude Foreign Exchange students (FES)
- Academic Achievement will be calculated for each subgroup with a minimum n-count of 20.
- Only the Academic Achievement Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. Sum the number of student records at Level I for ELA and math to determine the total number of student records at Level I.

$$\begin{aligned}&\text{Number of Student Records at Level I for ELA}\\&+\ \text{Number of Student Records at Level I for Math}\\&=\ \text{Total Number of Level I Student Records}\end{aligned}$$

2. Sum the number of student records at Level II for ELA and math to determine the total number of student records at Level II.

$$\begin{aligned}&\text{Number of Student Records at Level II for ELA}\\&+\ \text{Number of Student Records at Level II for Math}\\&=\ \text{Total Number of Level II Student Records}\end{aligned}$$

3. Sum the number of student records at Level III for ELA and math to determine the total number of student records at Level III.

$$\begin{aligned}&\text{Number of Student Records at Level III for ELA}\\&+\ \text{Number of Student Records at Level III for Math}\\&=\ \text{Total Number of Level III Student Records}\end{aligned}$$

4. Sum the number of student records at Level IV for ELA and math to determine the total number of student records at Level IV.

$$\begin{aligned}&\text{Number of Student Records at Level IV for ELA}\\&+\ \text{Number of Student Records at Level IV for Math}\\&=\ \text{Total Number of Level IV Student Records}\end{aligned}$$

5. Apply the appropriate weights to each sum in Steps 1-4 to determine the weighted levels.
    a. Total Number of Level I Student Records * 0.00 = Weighted Level I
    b. Total Number of Level II Student Records * 0.50 = Weighted Level II
    c. Total Number of Level III Student Records * 1.00 = Weighted Level III
    d. Total Number of Level IV Student Records * 1.25 = Weighted Level IV

6. Sum the weights from Step 5 to determine the weighted sum for academic achievement.

$$\text{Weighted Level I} + \text{Weighted Level II} + \text{Weighted Level III} + \text{Weighted Level IV} = \text{Weighted Sum for Academic Achievement}$$

7. Sum the levels in Steps 1-4 to determine the total number of student records.

$$\begin{aligned}&\text{Total Number of Level I Student Records}\\ &+ \text{Total Number of Level II Student Records}\\ &+ \text{Total Number of Level III Student Records}\\ &+ \text{Total Number of Level IV Student Records}\\ &= \text{Total Number of Student Records}\end{aligned}$$

8. Divide the weighted sum from Step 6 by the total number of student records in Step 7, to determine academic achievement.

$$\frac{\text{Weighted Sum for Academic Achievement}}{\text{Total Number of Student Records}} = \text{Academic Achievement}$$

9. Multiply the quotient in Step 8 by 100 to determine the Academic Achievement Indicator Score and round the answer to the 2nd decimal place.

$$\text{Academic Achievement} * 100 = \text{Academic Achievement Indicator Score}$$

## Academic Growth

- Academic Growth calculations exclude students that are not full academic year (FAY) in assessed grades (3-8 and 11) on State standardized assessments.
- Academic Growth indicator calculations exclude Foreign Exchange students (FES)
- Academic Growth will be calculated for each subgroup with a minimum n-count of 20.
- Only the Academic Growth Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. Sum the number of student records at Category 1 for ELA and math to determine the total number of student records at Category 1.

$$\begin{aligned}&\text{Number of Student Records at Category 1 for ELA}\\ &+ \text{Number of Student Records at Category 1 for Math}\\ &= \text{Total Number of Category 1 Student Records}\end{aligned}$$

2. Sum the number of student records at Category 2 for ELA and math to determine the total number of student records at Category 2.

$$\begin{aligned} &Number\ of\ Student\ Records\ at\ \text{Category 2}\ for\ ELA \\ &\quad + Number\ of\ Student\ Records\ at\ \text{Category 2}\ for\ Math \\ &\quad = Total\ Number\ of\ \text{Category 2}\ Student\ Records \end{aligned}$$

3. Sum the number of student records at Category 3 for ELA and math to determine the total number of student records at Category 3.

$$\begin{aligned} &Number\ of\ Student\ Records\ at\ \text{Category 3}\ for\ ELA \\ &\quad + Number\ of\ Student\ Records\ at\ \text{Category 3}\ for\ Math \\ &\quad = Total\ Number\ of\ \text{Category 3}\ Student\ Records \end{aligned}$$

4. Sum the number of student records at Category 4 for ELA and math to determine the total number of student records at Category 4.

$$\begin{aligned} &Number\ of\ Student\ Records\ at\ \text{Category 4}\ for\ ELA \\ &\quad + Number\ of\ Student\ Records\ at\ \text{Category 4}\ for\ Math \\ &\quad = Total\ Number\ of\ \text{Category 4}\ Student\ Records \end{aligned}$$

5. Apply the appropriate weights to each sum in Steps 1-4 to determine the weighted levels.
   a. Total Number of Category 1 Student Records * 0.00 = Weighted Category 1
   b. Total Number of Category 2 Student Records * 0.75 = Weighted Category 2
   c. Total Number of Category 3 Student Records * 1.25 = Weighted Category 3
   d. Total Number of Category 4 Student Records * 1.50 = Weighted Category 4

6. Sum the weights from Step 5 to determine the weighted sum for academic growth.

$$\begin{aligned} &\text{Weighted Category 1} + \text{Weighted Category 2} + \text{Weighted Category 3} + \text{Weighted Category 4} \\ &\quad = \text{Weighted Sum for Academic Growth} \end{aligned}$$

7. Sum the levels in Steps 1-4 to determine the total number of student records.

$$\begin{aligned} &\text{Total Number of Category 1 Student Records} \\ &\quad + \text{Total Number of Category 2 Student Records} \\ &\quad + \text{Total Number of Category 3 Student Records} \\ &\quad + \text{Total Number of Category 4 Student Records} \\ &\quad = \text{Total Number of Students with a Growth Record} \end{aligned}$$

8. Divide the weighted sum from Step 6 by the total number of student records in Step 7 to determine academic growth.

$$\frac{\text{Weighted Sum for Academic Growth}}{\text{Total Number of with Students with a Growth Record}} = \text{Academic Growth}$$

9. Multiply the quotient in Step 8 by 100 to determine the Academic Growth Indicator Score and round the answer to the 2nd decimal place.

$$\text{Academic Growth} * 100 = \text{Academic Growth Indicator Score}$$

## Progress in English Language Proficiency

- Progress in English Language Proficiency calculations exclude students that are not full academic year (FAY) in assessed grades (3-8 and 11) on State standardized assessments.
- The Progress in English Language Proficiency Indicator Score will only be calculated for the "All Students" subgroup with a minimum n-count of 20.
- Only the Progress in English Language Proficiency Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. Determine the number of students who took the WIDA ACCESS and did not meet their growth target.

2. Determine the number of students who took the WIDA ACCESS and met their growth target.

3. Sum the number of students who did not meet their growth target from Step 1 and the number of students who met their growth target from Step 2 to determine the total number of students with an ACCESS growth record.

$$\text{Number of Students Not Meeting Growth Target} + \text{Number of Students Meeting Growth Target} = \text{Number of Students with an ACCESS Growth Record}$$

4. Divide the total number of students who met their growth target from Step 2 by the total number of students with an ACCESS growth record from Step 3.

$$\frac{\text{Number of Students Meeting Growth Target}}{\text{Number of Students with an ACCESS Growth Record}} = \text{Progress in English Language Proficiency}$$

5. Multiply the quotient found in Step 4 by 100 to determine the Progress in English Language Proficiency Indicator Score and round the answer to the 2nd decimal place.

$$\text{Progress in English Language Proficiency} * 100 = \text{Progress in English Language Proficiency Indicator Score}$$

## Graduation Rate

- The Graduation Rate Indicator Score is based on the number of students who graduate within four (4) years of 1st entering the 9th grade.
- Graduation Rate data is reported 1 year in arrears. The 2024-2025 cohort is used for the Fall 2026 Accountability System.
- Graduation Rate will be displayed for each subgroup with a minimum n-count of 20.
- Only the 4-Year Cohort Graduation Rate Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. For all schools with a grade 12, districts and the state, retrieve the Federal 4-Year Cohort Graduation Rate from the ALSDE Cohort Portal.
2. Display the "All Students" graduation rate as the Graduation Rate Indicator Score.

## CCR

- 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 data is reported 1 year in arrears. The 2024-2025 cohort is used for the Fall 2026 Accountability System.
- CCR will be displayed for each subgroup with a minimum n-count of 20.
- Only the CCR Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. For all schools with a grade 12, districts and the state, retrieve the CCR rate from the ALSDE CCR Portal – CCR Student Enrollment Counts.
2. Display the "All Students" CCR rate as the CCR Rate Indicator Score.

## Chronic Absenteeism

- Chronic Absenteeism indicator calculations exclude Homeschool students.
- Chronic Absenteeism will be calculated for each subgroup with a minimum n-count of 20.
- Only the Chronic Absenteeism Indicator Score for the "All Students" subgroup will be used in determining the total points earned for the school, district, and state.

1. Determine the number of students in grades K-12.
2. Determine the number of students in grades K-12 that missed 18 or more days of school (excused and unexcused).
3. Divide the number of students found in Step 2 by the number of students found in Step 1.

$$\frac{\text{Number of Students Missing 18 or More Days}}{\text{Total Number of Students in Grades K} - 12} = \text{Chronic Absenteeism}$$

4. Multiply the quotient found in Step 3 by 100 to determine the Chronic Absenteeism Indicator Score and display the score at the 2nd decimal place.

$$\text{Chronic Absenteeism} * 100 = \text{Chronic Absenteeism Indicator Score}$$

## Determining the Total Points Earned

- Only the indicator scores for the "All Students" subgroup are used to determine the total points and letter grade a school, district, or the state earns.
- For a school, district, or state to receive points, the school, district, or state must meet the minimum n-count of 20 to determine an indicator score for both Academic Achievement and Chronic Absenteeism. Any school, district, or the state that does not have the minimum n-count of 20 to determine either of those two (2) indicators will be labeled as "ID" for "Insufficient Data".

In situations where the n-count is insufficient, it will be necessary to move indicator weights using the *Distribution of Indicator Weights.* A Summary of that section is below:

- If there is insufficient n-count to report Progress in English Language Proficiency, the weight assigned to it will be moved to Academic Growth.
- If there is insufficient n-count to report Academic Growth, the weight assigned to it will be moved to Academic Achievement.
- If there is insufficient n-count to report Graduation Rate, the weight assigned to it will be moved to Academic Achievement.
- If there is insufficient n-count to report College and Career Readiness, the weight assigned to it will be moved to Chronic Absenteeism.

1. Using the indicators applicable for the school, district, or the state, apply the following weights to the indicator scores to determine the points earned for each indicator.
    1. **<u>For Schools without a Grade 12</u>**
        a. Academic Achievement – 40%

$$\text{Academic Achievement Indicator Score} * 0.40 = \text{Aademic Achievement Points}$$

        b. Academic Growth – 40%

$$\text{Academic Growth Indicator Score} * 0.40 = \text{Academic Growth Points}$$

        c. Progress in English Language Proficiency – 5%

$$\frac{\text{Progress in English Language Proficiency Indicator Score}}{\text{Progress in English Language Proficiency Current Year Target}} * 5 = \text{Progress in English Language Proficiency Points}$$

For the 2024-2025 school year, the target for Progress in English Language Proficiency is 58%.

        d. Chronic Absenteeism – 15%

$$(100 - \textit{Chronic Absenteeism Indicator Score}) * 0.15 = \textit{Chronic Absenteeism Points}$$

2. **For Schools with a Grade 12**

   a. Academic Achievement – 20%

$$\text{Academic Achievement Indicator Score} * 0.20 = \text{Academic Achievement Points}$$

   b. Academic Growth – 25%

$$\text{Academic Growth Indicator Score} * 0.25 = \text{Academic Growth Points}$$

   c. Progress in English Language Proficiency – 5%

$$\frac{\text{Progress in English Language Proficiency Indicator Score}}{\text{Progress in English Language Proficiency Current Year Target}} * 5 = \text{Progress in English Language Proficiency Points}$$

For the 2024-2025 school year, the target for Progress in English Language Proficiency is 58%.

   d. Graduation Rate – 30%

$$\text{Graduation Rate Indicator Score} * 0.30 = \text{Graduation Rate Points}$$

   e. CCR – 10%

$$\text{CCR Indicator Score} * 0.10 = \text{CCR Points}$$

   f. Chronic Absenteeism – 10%

$$(100 - \text{Chronic Absenteeism Indicator Score}) * 0.10 = \text{Chronic Absenteeism Points}$$

2. Sum the products from each indicator in Step 1 to determine the total points earned and display the total points earned at the nearest whole number.

$$\text{Academic Achievement Points} + \text{Academic Growth Points} + \text{Progress in English Language Proficiency Points} + \text{Graduation Rate Points} + \text{CCR Points} + \text{Chronic Absenteeism Points} = \text{Total Points Earned}$$

## Determining the Letter Grade

Alabama's State Accountability System is responsible for assigning a letter grade to schools, districts, and the state. After determining the Total Points Earned, apply the total points to the following chart and assign the appropriate letter grade.

| Total Points Earned | Letter Grade |
|---|---|
| 90 – 100 | A |
| 80 – 89 | B |
| 70 – 79 | C |
| 60 – 69 | D |
| 0 – 59 | F |
| Insufficient Data | ID |
| Approved Waiver | AW |

- Any school without the minimum n-count of 20 to determine either Academic Achievement or Chronic Absenteeism will be assigned “ID” in the place of a letter grade for “Insufficient Data”.
- Any school with an approved waiver will be assigned 'AW' instead of a letter grade for 'Approved Waiver'.

# Appendix A – Total Points Earned and Letter Grades

| Federal Accountability System | State Accountability System |
|---|---|
| Total Points Earned | Total Points Earned |
| No Letter Grade | Letter Grades for Schools, Districts, and the State |

# Appendix B – State School Lists Information and Identification

## Identifying Legislative School Performance Recognition Program (LSPRP) Schools

Alabama Act 2012-402 requires that the ALSDE annually produce a list of Legislative School Performance Recognition Program Schools. These schools represent the top 25 highest performing schools and the top 25 most improved schools (based on total points earned in the State Accountability System).

Schools labeled as "ID" and closed schools are not eligible to be identified as a Legislative School Performance Recognition Program School.

a. Identify the highest performing 25 schools.
b. Identify the 25 schools improving at least one letter grade with the greatest improvement from the previous year and the current year.

## Identifying Priority Schools

The Alabama Accountability Act (AAA) as amended by Alabama Act 2023-418 requires that the ALSDE annually produce a list of Priority Schools.

Closed schools and schools that exclusively serve special populations are not eligible to be identified as a Priority School.

Priority Schools are public K-12 schools that are either of the following:

a. A school that has received a D or an F on the most recent state report card.
b. A school designated as a Priority School by the State Superintendent of Education.

## Appendix C - Progress in English Language Proficiency Current Year Target

For the 2025-2026 school year, the target for Progress in English Language Proficiency is 58%.