Fall 2026

Federal Accountability Technical Guide

Accountability Section

Alabama State Department of Education

Contents

Alabama's Federal Accountability System 3
Components of the Federal 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 4
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
Indicators and Data Sources 5
Academic Achievement 5
Academic Growth 6
Progress in English Language Proficiency 6
Graduation Rate 6
College and Career Readiness (CCR) 6
Chronic Absenteeism 6
Alabama's Federal Accountability System Indicator Calculations 6

Indicator Calculation Exclusions 6
Academic Achievement 7
Academic Growth 8
Progress in English Language Proficiency 10
Graduation Rate 10
College and Career Readiness (CCR) 11
Chronic Absenteeism 11
Determining the Total Points Earned 12
Appendix A – Total Points Earned and Letter Grades 14
Appendix B – Federal Support School Identification Timelines 15
Initial Identification Designations and Subgroups 15
Comprehensive Support and Improvement (CSI) Schools 15
Targeted Support and Improvement (TSI) Schools 15
Additional Targeted Support and Improvement (ATSI) Schools 15
Appendix C – Progress in English Language Proficiency Current Year Target 16

Alabama's Federal Accountability System

The Alabama Federal Accountability System, which has been utilized since the fall of 2018, is based on the Every Student Succeeds Act (ESSA) requirements. The federal system is calculated as outlined in Alabama's Approved ESSA State Consolidated State Plan (amendment approved August 15, 2023), which can be found here: ESSA Plan Link.

Components of the Federal 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. However, all other subgroups meeting the n-count will have their indicator results displayed for informational purposes. Subgroup information will be used to determine support school designations.

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 9th-month attendance report.

If a student were to withdraw from the state and not re-enter, that student would not count as an 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 the 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 students in the "All Students" subgroup to make the minimum n-count of 20, the overall total points 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 receive the same participation rates, 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. Feeder schools are not eligible for federal support school statuses.

Academic Indicators and Data Sources

Academic Achievement

- ACAP Summative – Grades 3-8 (ELA & Math)
    - Using 2025-2026 data
- ACAP Alternate – Grades 3-8 & 11 (ELA & Math)
    - Using 2025-2026 data
- ACT – Grade 11 (ELA & Math)

    - Using 2025-2026 data
    -

Academic Growth

- ACAP Summative – Grades 3-8 (ELA & Math)
    - Using 2025-2026 data
- ACAP Alternate – Grades 3-8 & 11 (ELA & Math)
    - Using 2025-2026 data
- ACT – Grade 11 (ELA & Math)
    - Using 2025-2026 data

Progress in English Language Proficiency

- WIDA ACCESS – Grades 3-8 & 11
    - Using 2025-2026 data

Graduation Rate

- ALSDE Cohort Portal
    - Federal 4-year cohort
        - Using 2024-2025 data

School Quality/School Success Indicators and Data Sources

College and Career Readiness (CCR)

- ALSDE CCR Portal
    - Enrollment Counts
        - Using 2024-2025 data

Chronic Absenteeism

- 9th Month Attendance Report
    - Grades K-12
        - Using 2025-2026 data

Alabama's Federal 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 calculations exclude English Learner (EL) students who have not been enrolled in a U.S. school for at least three (3) years.
- Academic Growth calculations exclude EL students in their first year of enrollment in a US school.

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 have not been enrolled in a US school for at least three years.
- 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.

   Number of Students Records at Level I for ELA
   + Number of Students Records at Level I for Math
   =Total Number of Level I Student Records

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.

   Number of Students Records at Level II for ELA
   + Number of Students Records at Level II for Math
   =Total Number of Level II Student Records

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.

   Number of Students Records at Level III for ELA
   + Number of Students Records at Level III for Math
   =Total Number of Level III Student Records

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.

   Number of Student Records at Level IV for ELA
   + Number of Student Records at Level IV for Math
   = Total Number of Level IV Student Records

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.

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

8. Divide the weighted sum from Step 6 by the greater of: the total number of student records in Step 7 or 95% of the combined student enrollment.

$$\frac{\text{Weighted Sum for Academic Achievement}}{\text{Total Number of Student Records or 95\% of the Combined Student Enrollment}} = \text{Academic Achievement}$$

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 EL students in their 1st year of enrollment in a US school.
- 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.

$$\textit{Number of Students Records at Category 1 for ELA} + \textit{Number of Students Records at Category 1 for Math} = \textit{Total Number of Category 1 Student Records}$$

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.

$$\textit{Number of Students Records at Category 2 for ELA} + \textit{Number of Students Records at Category 2 for Math} = \textit{Total Number of Category 2 Student Records}$$

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.

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

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.

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

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

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

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

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.

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

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 one year in arrears. The 2023-2024 cohort is used for the Fall 2025 Accountability System.
- Graduation Rate will be displayed for each subgroup with a minimum n-count of 20.
- 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 rounded to the 2nd decimal place.

College and Career Readiness (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 one year in arrears. The 2023-2024 cohort is used for the Fall 2025 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.
2. Display the "All Students" CCR rate as the CCR Rate Indicator Score rounded to the 2nd decimal place.

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 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 sufficient n-count 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 state, apply the following weights to the indicator scores to determine the points earned for each indicator.
   - **A. For Schools without a Grade 12**
     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%

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

B. <u>For Schools with a Grade 12</u>

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.

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

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 numerical score for "Insufficient Data".

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 – Federal Support School Identification Timelines

Initial Identification Designations and Subgroups

Comprehensive Support and Improvement schools are initially identified for low performance or low graduation rate based on the "**All Students" subgroup**.

Targeted Support and Improvement schools and Additional Targeted Support and Improvement schools are initially identified based on low performing **race/ethnicity, *Students with Disabilities*, *Limited English Proficiency*, and *Economically Disadvantaged subgroups***.

Comprehensive Support and Improvement (CSI) Schools

Comprehensive Support and Improvement (CSI) Schools are identified every three (3) years. CSI schools will be identified in the fall of 2028. Any CSI school identified that fails to exit CSI status will be named a CSI-R school.

Targeted Support and Improvement (TSI) Schools

Targeted Support and Improvement (TSI) Schools are identified annually. Schools that are already identified as CSI or ATSI are not eligible for TSI status.

Additional Targeted Support and Improvement (ATSI) Schools

Additional Targeted Support and Improvement (ATSI) Schools are identified every three (3) years. ATSI schools will be identified in the fall of 2028. Any ATSI school identified that fails to exit ATSI status will be named a CSI school.

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%.