2022

Federal Accountability Technical Guide

Accountability Section

ALSDE

Contents

Alabama's Accountability Systems

The Alabama State Department of Education (ALSDE) Accountability Section will, beginning with the fall of 2022, produce two (2) accountability systems, Federal and State.

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 (approved January 4, 2022), which can be found here: ESSA Plan Link.

The Alabama State Accountability System will be calculated for the first time in the fall of 2022 due to Senate Bill 170 (approved April 5, 2022) which requires the ALSDE to determine Academic Achievement differently from what ESSA allows.

Common Components of Both Systems

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.

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.

Once a student is determined to be FAY at the school level, they will automatically be labeled as FAY at the district level (the district where the school is located) and the state level.

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 average number of school days between the schools the student was enrolled in.

Once a student is determined to be FAY at the district level, they will automatically be labeled as FAY at the state level.

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 a FAY student.

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 are based on the ALSDE College and Career Readiness Cohort Enrollment Counts.

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

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.

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.

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.

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 participation rates, indicators, indicator weights, and indicator scores as the school the majority of their students feed into, except for the Chronic Absenteeism indicator score. Chronic absenteeism will be calculated for all schools to be used in the accountability systems. Feeder schools are not eligible for federal support school statuses or state school lists.

Fall 2022 Indicator and Data Sources

Academic Achievement

- ACAP Summative – Grades 3-8 (ELA & math)
  - Using 2021-2022 data
- ACAP Alternate – Grades 3-8 & 11 (ELA & math)
  - Using 2021-2022 data
- ACT – Grade 11 (ELA & math)
  - Using 2021-2022 data

Academic Growth

- ACAP Summative – Grades 3-8 (ELA & math)
  - Using 2021-2022 data
- ACAP Alternate – Grades 3-8, 11 (ELA & math)
  - Using 2021-2022 data
- ACT – Grade 11 (ELA & math)
  - Using 2021-2022 data

Progress in English Language Proficiency

- WIDA ACCESS – Grades 3-8 & 11
  - Using 2021-2022 data

Graduation Rate

- ALSDE Cohort Portal
  - Federal 4-year cohort
    - Using 2020-2021 data

College and Career Readiness (CCR)

- ALSDE CCR Portal
  - Enrollment Counts
    - Using 2020-2021 data

Chronic Absenteeism

- 9th Month Attendance Report
  - Grades K-12
    - Using 2021-2022 data

Alabama's Federal Accountability System

Calculations

Academic Achievement

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.

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

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.

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

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.

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

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.

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

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

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

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 student enrollment to determine academic achievement.

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

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.

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

*Academic achievement indicator calculations do not include any EL students who have been in the US for less than 3 years.

**Academic achievement indicator calculations do not include Foreign Exchange Students (FES).

***Academic achievement will be calculated for any subgroup with an n-count of 20.

****Only the Academic Achievement Indicator Score for the "All Students" group will be used in determining the total points earned for the school, district, and state.

Academic Growth

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.

$$Number\ of\ Student\ Records\ at\ Category\ 1\ for\ ELA$$
$$+\ Number\ of\ Student\ Records\ at\ Category\ 1\ for\ Math$$
$$=\ Total\ Number\ of\ Category\ 1\ Student\ Records$$

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.

$$Number\ of\ Student\ Records\ at\ Category\ 2\ for\ ELA$$
$$+\ Number\ of\ Student\ Records\ at\ Category\ 2\ for\ Math$$
$$=\ Total\ Number\ of\ Category\ 2\ Student\ Records$$

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.

$$Number\ of\ Student\ Records\ at\ Category\ 3\ for\ ELA$$
$$+\ Number\ of\ Student\ Records\ at\ Category\ 3\ for\ Math$$
$$=\ Total\ Number\ of\ Category\ 3\ Student\ Records$$

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.

$$Number\ of\ Student\ Records\ at\ Category\ 4\ for\ ELA$$
$$+\ Number\ of\ Student\ Records\ at\ Category\ 4\ for\ Math$$
$$=\ Total\ Number\ of\ Category\ 4\ Student\ Records$$

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.

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

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

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

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

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

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.

$$Academic\ Growth * 100 = Academic\ Growth\ Indicator\ Score$$

*Academic growth indicator calculations do not include any EL students in their 1st year of being in a US school.

**Academic growth indicator calculations do not include FES.

***Academic growth will be calculated for any subgroup with an n-count of 20.

****Only the Academic Growth Indicator Score for the "All Students" group will be used in determining the total points earned for the school, district, and state.

Progress in English Language Proficiency
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 growth on the ACCESS.

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

4. Divide the total number of students who met their growth target from Step 2 by the total number of students with or without growth on the ACCESS in Step 3.

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

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.

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

Graduation Rate

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

*Graduation Rate will be displayed for each subgroup with an n-count of 20.

** Only the Graduation Rate Indicator Score for the "All Students" group will be used in determining the total points earned for the school, district, and state.

CCR

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

*CCR will be displayed for each subgroup with an n-count of 20.

** Only the CCR Indicator Score for the "All Students" group will be used in determining the total points earned for the school, district, and state.

Chronic Absenteeism

1. Determine the number of students in grades K-12.
2. Determine the number of students in grades K-12 who 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.

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

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.

$$Chronic\ Absenteeism * 100 = Chronic\ Absenteeism\ Indicator\ Score$$

*Chronic Absenteeism will be calculated for each subgroup with an n-count of 20.

** Only the Chronic Absenteeism Indicator Score for the "All Students" group will be used in determining the total points earned for the school, district, and state.

Determining the Total Points Earned

*Only the indicator scores for the **"All Students"** group 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 have sufficient n-count 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".

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.

   1. **For Schools without a Grade 12**
      a. Academic Achievement – 40%

$$Academic\ Achievement\ Indicator\ Sore * 0.40 = Aademic\ Achievement\ Points$$

      b. Academic Growth – 40%

$$Academic\ Growth\ Indicator\ Score * 0.40 = Academic\ Growth\ Points$$

      c. Progress in English Language Proficiency – 5%

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

      d. Chronic Absenteeism – 15%

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

   2. **For Schools with a Grade 12**
      a. Academic Achievement – 20%

$$Academic\ Achievement\ Indicator\ Score * 0.20 = Academic\ Achievement\ Points$$

      b. Academic Growth – 25%

$$Academic\ Growth\ Indicator\ Score * 0.25 = Academic\ Growth\ Points$$

      c. Progress in English Language Proficiency – 5%

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

      d. Graduation Rate – 30%

$$Graduation\ Rate\ Indicator\ Score * 0.30 = Graduation\ Rate\ Points$$

e. CCR – 10%

$$CCR\ Indicator\ Score * 0.10 = CCR\ Points$$

f. Chronic Absenteeism – 10%

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

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.

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

*Only the "All Students" group indicator scores and points are used in determining the Total Points Earned.

**Movement of indicator weights in situations where the n-count is not met:

- 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

Appendix A – Comparison of Federal and State Systems

Indicator	Federal	State
Academic Achievement	Does not include any EL student who has been in the US less than 3 years	Does not include any EL student who is not proficient on ACCESS for ELs and has been in the US less than six (6) years
Academic Growth	No Difference	No Difference
Progress in English Language Proficiency	No Difference	No Difference
Graduation Rate	No Difference	No Difference
CCR	No Difference	No Difference
Chronic Absenteeism	No Difference	No Difference

Appendix B – 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 C – Support School Lists

Federal

List	Timeline	Determination
Comprehensive Support and Improvement (CSI) Schools	Every 3 Years	Total Points Earned (All Students)
Targeted Support and Improvement (TSI) Schools	Annually	Total Points Earned (Subgroups)
Additional Targeted Support and Improvement (ATSI) Schools	Every 3 Years	Total Points Earned (Subgroups)

Appendix D – Comprehensive Support and Improvement (CSI) Schools Business Rules

1. Determine the bottom 5% of Title I schools based on the total number of points earned within the Alabama Federal Accountability System.
2. Add to the list any school with a grade 12, regardless of Title I status, with a graduation rate less than 67%.
3. Add any school already identified as CSI failing to exit CSI status
   a. A CSI school may exit such status by performing above the bottom 5% of Title I schools and showing improvement as comparted to when the school was originally identified (fall 2018).
   b. A CSI school identified due to their graduation rate by exit such status by having a graduation rate at or above 67%.

Appendix E – Targeted Support and Improvement (TSI) Schools Business Rules

1. Determine any school, regardless of Title I status, with a subgroup performing at or below the 75th percentile of the performance of the schools identified as CSI due to being in the bottom 5% and has not shown improvement over a three-year timeframe.
2. Remove any school(s) identified as CSI from the list.
3. Remaining schools are identified as TSI.

Appendix F – Additional Targeted Support and Improvement (ATSI) Schools Business Rules

1. Identify, from the schools currently identified as TSI, any school regardless of Title I status, with a subgroup that performs below the threshold for the "all students" group.
2. Remove any school(s) identified as CSI from the list.
3. Remove any school(s) identified as TSI from the list.
4. Add any school already identified as ATSI failing to exit ATSI status
   a. A school may exit ATSI status by no longer meeting the eligibility criteria for targeted support and demonstrating improved student performance as compared to student performance at the time of identification (fall 2018).

Appendix G – Progress in English Language Current Year Target

For the 2021-2022 school year, the target for Progress in English Language Proficiency is 52%.