Objectives

Alabama’s Laws and Approved ESSA Plan

What’s New Fall 2018

Alabama’s Accountability System Information

Alabama’s Accountability System Indicator Weights & Alabama’s Accountability System Indicator Description

Alabama Accountability Act of 2015 – Failing Schools

Accountability Model Information Is Subject To Change
ACT No. 2012-402

Requires the State Superintendent of Education to develop a school grading system reflective of school and district performance.

ACT. NO. 2015-434

This law requires the State Superintendent of Education to designate a school as failing if the schools is in the bottom six percent of public K-12 schools based on the state standardized assessment in reading and math.
a) English Language Proficiency (ELP) has been added as an indicator to meet ESSA requirements.
b) Weights for Indicators Based on ESSA Plan Approved by USDOE
c) Full Academic Year (FAY) Students

PARTIAL ATTENDANCE According to Federal Law (ESSA)

(i) In the case of a student who has not attended the same school within a local educational agency for at least half of a school year, the performance of such student on the indicators described in clauses (i), (ii), (iv), and (v) of subparagraph (B)-(I) may not be used in the system of meaningful differentiation of all public schools as described in subparagraph (C) for such school year; and (II) shall be used for the purpose of reporting on the state and local educational agency report cards under subsection (h) for such school year.
All public schools will be included in the state’s federal accountability system based on ESSA requirements.
What Subgroups Are Reported In The Accountability System?

Each Subgroup that meets the minimum n-count of 20 students will receive an indicator score and be reported in P2A for district and school viewing only. Only the “All Students” subgroups will be included in the calculation of the total points earned and reported publically.

- 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
# Alabama’s Accountability System Information

## What Indicators Will Be Reported Fall Of 2018 And What Are The Indicator Data Sources?

<table>
<thead>
<tr>
<th>School Type</th>
<th>Academic Achievement</th>
<th>Academic Growth</th>
<th>Chronic Absenteeism</th>
<th>College and Career Readiness</th>
<th>Graduation Rate</th>
<th>Progress in English Language Proficiency</th>
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</thead>
<tbody>
<tr>
<td>Schools Without Grade 12</td>
<td>• Scantron Grades 3-8&lt;br&gt;• Alabama Alternate Assessment (AAA)&lt;br&gt;• Participation Rate</td>
<td>• Scantron Grades 3-8</td>
<td>• 9th Month Attendance Report</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• ACCESS 2.0</td>
</tr>
<tr>
<td>Schools With Grade 12</td>
<td>• Alabama Alternate Assessment (AAA)&lt;br&gt;Grade 10&lt;br&gt;• The ACT Grade 11&lt;br&gt;• Participation Rate</td>
<td>• 10&lt;sup&gt;th&lt;/sup&gt; Grade Aspire&lt;br&gt;ACT Grade 11</td>
<td>• 9th Month Attendance Report</td>
<td>• ALSDE CCR Portal</td>
<td>• ALSDE Cohort Portal (4-year cohort &amp; 5-year cohort)</td>
<td>• ACCESS 2.0</td>
</tr>
</tbody>
</table>
Alabama’s Accountability System
Indicator Weights

**Indicator Weights Fall 2018**

### Schools Without a Grade 12
- **Academic Achievement**: 40%
- **Academic Growth**: 40%
- **Chronic Absenteeism**: 15%
- **Progress in English Language Proficiency**: 5%

### Schools With a Grade 12
- **Academic Achievement**: 20%
- **Academic Growth**: 25%
- **Chronic Absenteeism**: 10%
- **College and Career Readiness**: 10%
- **Graduation Rate**: 30%
- **Progress in English Language Proficiency**: 5%

Accountability Model Information Is Subject To Change
For a student to be FAY at the State Level:

A student must take a state administered assessment in an Alabama Public School. If the student leaves the state he/she is not FAY unless they return the same tested year.

For a student to be FAY at the district level:

Alabama is considering that a student must be present 85% of the school year in one particular district. A break in enrollment does not disqualify a student from being FAY for the district.

Currently, for a student to be FAY at the school level:

Alabama is considering that a student must be present 85% of the school year in one particular school. A break in enrollment does not disqualify a student from being FAY for a school.
Indicator Descriptors
Determined based on the percentage of proficient students in the areas of reading/ELA and math utilizing assessments in tested grades.
• Tested Grades(3-8, 10, and 11) using FAY Students only (excluding LEP 1 and FES students) and applied to student results in Scantron (3-8), AAA (10), and the ACT (11).
• Academic Achievement Levels: Level I, Level II, Level III and Level IV
• The chart below shows the weights that will be applied to calculate the indicator score earned.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>0 Points</td>
</tr>
<tr>
<td>Level II</td>
<td>0.50 Points</td>
</tr>
<tr>
<td>Level III</td>
<td>1.00 Point</td>
</tr>
<tr>
<td>Level IV</td>
<td>1.25 Points</td>
</tr>
</tbody>
</table>

Participation Rate plays a part in the calculation of the Academic Achievement Indicator Score. Per ESEA Section 1111(c)(4)(E)(ii), a state must use as the denominator for any measure in the Academic Achievement Indicator, 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 all students, or all students in the applicable subgroup, who participated in the assessments.
Participation rates for each subgroup will be supplied by Student Assessment/IS.
• Based on the approved ESSA state plan, the statewide goal for “All Students” in Academic Achievement was **69.64%** by the year 2030.
• Interim Progress must be publicly reported for “All Students” and each accountability subgroup
• Each year’s data will be visible in the P2A

<table>
<thead>
<tr>
<th>System Code</th>
<th>System Name</th>
<th>School Code</th>
<th>School Name</th>
<th>Subgroup</th>
<th>2016-2017 Baseline Reading Proficiency</th>
<th>2019-2020 Reading Target</th>
<th>2022-2023 Reading Target</th>
<th>2025-2026 Reading Target</th>
<th>2028-2029 Reading Target</th>
<th>2029-2030 Reading Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>State of Alabama</td>
<td>0</td>
<td>State of Alabama</td>
<td>All Students</td>
<td>39.22</td>
<td>46.24</td>
<td>53.26</td>
<td>60.28</td>
<td>67.30</td>
<td>69.64</td>
</tr>
</tbody>
</table>
Determined based on individual students who demonstrate improvement in reading/ELA and math.

Academic Growth will be reported in 4 distinct categories for Learning Gains (actual naming conventions for the categories are currently being finalized).

Tested Grades: FAY Students (excluding LEP 1 and FES students) in grades 3-8 and 11.

The chart below shows the weights that will be applied to calculate the indicator score earned.

<table>
<thead>
<tr>
<th>Growth Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>0 Points</td>
</tr>
<tr>
<td>Category 2</td>
<td>0.5 Points</td>
</tr>
<tr>
<td>Category 3</td>
<td>1.0 Point</td>
</tr>
<tr>
<td>Category 4</td>
<td>1.25 Points</td>
</tr>
</tbody>
</table>
Indicator Description Graduation Rate Fall 2018

(Schools With a Grade 12, District, and State)

• Determined based on the percentage of high school students who graduate within four or five years of first entering the ninth grade.

• Graduation Rate considers both the 4-Year and 5-Year Graduation Rate Cohorts.

• The chart below shows the weights that will be applied to calculate the indicator score earned.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year</td>
<td>80%</td>
</tr>
<tr>
<td>5-Year</td>
<td>20%</td>
</tr>
</tbody>
</table>
Graduation Rate Goals and Targets

- The statewide 4-Year Graduation Rate goal for “All Students” is 93.62% by the year 2030.
- The statewide 5-Year Graduation Rate goal for “All Students” is 97.00% by the year 2030.
- Interim Progress must be publicly reported for “All Students” and each accountability subgroup.
- Each year’s data will be visible in the P2A.
Determined based on the percentage of students enrolled in the 4-year cohort who met at least one of the College and Career Readiness Indicators.

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
The statewide CCR goal for “All Students” is rounded to **94%** by the year 2030.

Interim Progress will be reported for “All Students” and each accountability subgroup within the P2A.

Each year’s data will be visible in the P2A.
(Schools With a Grade 12, District, and State)

- Percent of students in grades K-12 who missed a total of 15 or more days (excused or unexcused) of the school year.

- Points are based on students present.

- Chronic Absenteeism only uses 9th Month Attendance hard coded “A” data. This includes excused and unexcused absences only.
# Alabama’s Accountability System

## Hard Absentee Codes

### Setup: Absence Level

#### Lookup

Select a lookup:
- Absence Level

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Name</th>
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<tbody>
<tr>
<td>T</td>
<td>Tardy</td>
</tr>
<tr>
<td>H</td>
<td>Half Day/Period</td>
</tr>
<tr>
<td>HO</td>
<td>Half Day/Period Other</td>
</tr>
<tr>
<td>A</td>
<td>All Day/Period</td>
</tr>
<tr>
<td>AO</td>
<td>All Day/Period Other</td>
</tr>
<tr>
<td>IO</td>
<td>Check In/Check Out</td>
</tr>
</tbody>
</table>
• The statewide Chronic Absenteeism goal is rounded to 5% by the year 2030.

• Interim Progress will be reported for “All Students” and each accountability subgroup within the P2A.

• Each year’s data will be visible in the P2A.
(Schools Without a Grade 12, Schools With a Grade 12, District, and State)

- Determined based on growth-to-target model measured by two years of student performance on WIDA ACCESS 2.0 scores.
- Student performance on the WIDA ACCESS for ELLs 2.0 Assessment composite scale score will be included for students at schools with twelfth grades and those without a grade twelve and will contribute 5% to the total summative score.
- Alabama has defined “growth” or “progress” as an increase by equal intervals each year so all students meet the proficient cut score (4.8 or higher) within seven years after their initial year. Alabama will use the state English language proficiency assessment to evaluate progress toward English language proficiency.

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 1/2</td>
<td>Level 2</td>
<td>Level 2/3</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 4/5</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 2/3</td>
<td>Level 3</td>
<td>Level 3/4</td>
<td>Level 4</td>
<td>Level 4</td>
<td>Level 4/5</td>
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<td>Level 3/4</td>
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<td>Level 4/5</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Level 4</td>
<td>Level 4/5</td>
<td>Level 4/5</td>
<td>Level 4/5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Schools Rule
Schools that exclusively serve the most cognitively special populations, and therefore only administer the Alabama Alternate Assessment (AAA), will not have an Academic Growth Indicator. In these cases the Academic Growth Indicator weight will be added to the Academic Achievement Indicator weight.

Very Small Schools Rule
If a school does not have a sufficient number of “All Students” to make the n-count the overall grade will be labeled with a notation (“~”) to indicate the insufficient n-count.

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 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 individually to be used in their final letter grade.
School ABC
DISTRICT System ABC
Report Year: Fall 2018

OVERALL SCORE
ACCOUNTABILITY INDICATOR
Academic Achievement: 60.27 Overall Score

SUPPORT STATUS

SCALE
* STUDENT POPULATIONS
All Students
American Indian/Alaska Native
Asian
Black or African American
Hispanic
Hispanic/Asian
Pacific Islander
White
Two or More Races

Additional information is available. For more information, visit the Accountability Model website.

ACCOUNTABILITY INDICATOR
Academic Achievement: 60.27 Overall Score

EXPENDITURES PER STUDENT
State expenditures per student: $xxxx.xx
Federal expenditures per student: $xxxx.xx

MEASURES OF INTERIM PROGRESS
Academic Achievement: Evaluation Data in English Language
Proficiency must be measured against targets set toward an overall goal under the provisions of the ESEA. By following the steps, you may see how the school did relative to its Measures of interim progress.
Alabama’s Accountability System Information

- **Subpopulations**
  - Minimum n-count for accountability reporting is 20
  - Subgroups labeled “N/A” did not meet the minimum n-count of 20
  - Subgroups with a ✅ met a minimum the state average for all indicators
  - Subgroups with a ❌ failed to meet the state average for at least one indicator

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>
District/School Level Portals

• The following portals are available at the district/school level and are for data review prior to public reporting.

• The information contained in the portals feed into Alabama’s Report Card dashboard that produces the public report.

*Portal owners are noted in the upper right-hand corner of the portal screenshot. Please contact the portal owners for additional information/help.
## Assessment Portal

### District/School Level Access

**Assessment Review Portal**

**Restricted Data**

The 2015 ACT Aspire assessment has been verified. Official data is embargoed until 4:00 PM on Thursday, November 12, 2015. In addition, this portal contains raw data which has not been protected in accordance with FERPA guidelines, and, as such, cannot be released without prior approval from ALSED.

You must acknowledge that you have reviewed the 2015 ACT Aspire assessment results by 10:00 AM on Sunday, October 20, 2016.

[I have reviewed this assessment]

#### Data Table

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Subpopulation</th>
<th>Grade</th>
<th>Subject</th>
<th>Enrolled</th>
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<th>Percent Total</th>
<th>In Need Or Support Count</th>
<th>Close Count</th>
<th>Ready Count</th>
<th>Exceeded Count</th>
<th>In Need Of Support Percentage</th>
<th>Close Percentage</th>
<th>Ready Percentage</th>
<th>Exceeded Percentage</th>
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<tbody>
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<td>18022</td>
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<td>Reading</td>
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<td>36.23</td>
<td>32.03</td>
<td>17.81</td>
</tr>
</tbody>
</table>
### Cohort Portal
#### District/School Level Access

**Portal Owner:** Prevention & Support

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**View Cohort**

**Important Information:** Any questions, call Prevention and Support at (334) 242-8165.

#### Cohort Selection
- Specify Cohort: 8/2012-2013, 2015-2016 4-year
- System: State of Alabama
- School: All Alabama Schools
- Subpopulation: All students

#### Cohort Summary
- **Cohort Total:** 56433
- **Federal Graduates:** 49164
- **Federal Completers:** 1497
- **ALSDE Graduates:** 50366
- **ALSDE Completers:** 295
- **Still Enrolled:** 2419
- **Droppers:** 2559
- **Withdrawn (still in cohort):** 633
- **Missing Records:** 157
- **No Shows:** 0
- **Other:** 4

**Activities:**
- Federal Graduates (87%)
- Other (6%)
- Droput (5%)
- Withdrawn (still in cohort) (1%)
- Missing records (0%)
- No shows (0%)
- Other (0%)
- Federal Completers (3%)

**Legend:**
- Federal Completers (3%)
- Still enrolled (4%)
- Withdrawn (still in cohort) (1%)
- Missing records (0%)
- No shows (0%)
Student Data Portal District Level Access

9th Month Collection

No data to display

All Student Data

No data to display
P2A is the dashboard that connects the Alabama’s Accountability System data sources that populate the overall Accountability System.
PLAN 2020 Accountability System Portal (P2A)

- **District Level Access Available to:**
  - Superintendents
  - Accountability Coordinators
  - School Performance Coordinators
  - A-F Report Card Coordinators

- **School Level Access Available to:**
  - Building Principals
PLAN 2020 Accountability System
New Menu Layout (P2A)
Data Governance

• While reporting data to schools, data governance rules apply. It is imperative to refrain from sending P2A student level data via email due to the existence of Personally Identifiable Information (PII). Use a secure method of transfer.
Alabama Accountability Act of 2015 Failing Schools

Every Child a Graduate. Every Graduate Prepared...for College/Work/Adulthood in the 21st Century

Data Center

Discipline Reports
- Data/Facts
- Handbook
- Laws
- Parent Portal
- Resources
- SIR - School Incident Report

Teacher Data
- Highly Qualified Teachers (HQT) Reports
- Teacher Credential Reports

Enrollment Reports
- Enrollment Reports

Graduation/Dropout Reports
- Graduation Reports
- Dropout Reports
- CCR-College and Career Readiness Post Graduation Reports

Historical Data
- School Year 2013 and Prior

Plan 2020 Dashboard
- ACT Aspire
- ACT Plan
- Graduation Rates
- College Remediation Rates
- CCR-College and Career Readiness

School System Funding Reports
- Foundation Reports
- AOM - Average Daily Membership Reports

State Overview Reports
- AAA - AL Accountability Act Information
- Report Cards
- Archive Education Report Cards
- AL Quick Facts
- Special Education Reports

Accountability Model Information Is Subject To Change
# Alabama Accountability Act of 2015 Failing Schools

## Alabama State Department of Education

**Every Child a Graduate. Every Graduate Prepared.**

Data Center > AL Accountability Act Information: 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Description</th>
<th>Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>AAA TALKING POINTS 2018</td>
<td>AAA TALKING POINTS 2018</td>
<td>1/24/2018</td>
</tr>
<tr>
<td>2018</td>
<td>AAA Failing School List 2018</td>
<td>AAA Failing School List 2018</td>
<td>1/24/2018</td>
</tr>
<tr>
<td>2018</td>
<td>Parental School Choice Information</td>
<td>Parental School Choice Information</td>
<td>3/2/2018</td>
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<tr>
<td>2018</td>
<td>Alabama Act 2018-434</td>
<td>Amended Alabama Accountability Act (AAA)</td>
<td>1/24/2016</td>
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Questions
Contact Us

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