



Alabama Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Alabama uses a composite index to calculate annual summative ratings for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI); low participation rates for 2 consecutive years result in a 2% reduction in composite index score.
- Alabama includes measures for college, career, and military readiness in its indicator for school quality or student success, including performance and/or participation benchmarks for college placement tests, advanced coursework, and military enlistment.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Pending clarification		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)	✓	
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)
Major racial/ethnic subgroups
American Indian/Alaska Native
Asian
Black or African American
Hispanic/Latino
Native Hawaiian/Pacific Islander
Two or more races
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System

Alabama uses the following composite index to calculate annual summative ratings for all public schools and to identify schools for CSI and TSI (see also “School Improvement Categories”).

Alabama Composite Index for Determination of Summative Rating and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	40%	20%
 Other academic	Student growth (learning gains for ELA, math)	40%	25%
 Graduation rate	4- and 5-year graduation rate	--	30%
ELP English language proficiency progress	ELP progress	5%	5%
Academic indicators subtotal		85%	80%
SQSS School quality or student success	Chronic absenteeism	15%	10%
	College and/or career ready	--	10%
SQSS indicator subtotal		15%	20%
Total		100%	100%
Business rule	If participation rate is less than 95% for 2 consecutive years, then the composite index score is decreased by 2%.		

Note 1: ELA=English language arts

Note 2: Student growth is included in the academic achievement indicator for high schools in Alabama’s state plan.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. Schools with participation rate less than 95% must develop and improvement plan. In the second consecutive year of low participation rate, the composite index score is lowered by 2%.
 Other academic	Student growth (ELA and math)	Weighted average growth level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Low growth: 0 points • Average growth: 1.0 point • High growth: 1.5 points
 Graduation rate	4- and 5-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma. Pending clarification regarding how the graduation rates are combined or weighted relative to each other.
ELP English language proficiency progress	ELP progress	Average percentage progress towards annual individual targets to remain on-track to ELP within a state-determined number of years, using statewide ELP test results. For example, if one student has an annual target of a 3.0 composite score and scores 2.0 and another student has an annual target of 4.0 and scores 3.0, then the measure score is $(2/3 + 3/4)/2 = (.66 + .75)/2 = .71$.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for 15 or more of enrolled school days.
	College and/or career ready	Percentage of students in grade 12 who attain participation and/or performance benchmarks for any of the following activities: <ul style="list-style-type: none"> • ACT or ACT WorkKeys • Advanced Placement/International Baccalaureate exams • College credit while in high school • Industry credential • Enlistment into military

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 6% of schools, as ranked by composite index score (no less than bottom 5% of Title I schools)^a Low graduation rate school: Graduation rate more than 10 percentage points below the state average^a Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on having a subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students, for 3 consecutive years	ATS schools are described as Title I schools meeting the same criteria as those used to identify consistently underperforming subgroups
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools and every 3 years thereafter 	2019–20 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	States are not required to determine exit criteria for consistently underperforming subgroups	2 consecutive years of improvement required to exit ATS status

^a Criteria for identification of low-performing and low graduation rate CSI schools pending clarification.

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		