

HB406 INTRODUCED



1 HB406
2 3P4LWEE-1
3 By Representative Paramore
4 RFD: Education Policy
5 First Read: 05-Feb-26



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4 SYNOPSIS:

5 Under existing law, public K-12 schools are
6 annually assigned a grade based on school and district
7 performance.

8 This bill would exclude from consideration all
9 accountability metrics for students on alternative
10 education pathways who receive a non-standard high
11 school diploma upon graduation, instead of the standard
12 Alabama High School Diploma, when assigning grades to a
13 school or school district on its annual report card.

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16 A BILL

17 TO BE ENTITLED

18 AN ACT

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20 Relating to public K-12 education and the school report
21 card; to amend Section 16-6C-2, Code of Alabama 1975, to
22 exclude from consideration all accountability metrics of
23 students who are on alternative education pathways and receive
24 a non-standard high school diploma upon graduation instead of
25 an Alabama High School Diploma when assigning the annual grade
26 to a school or school district on their annual report card.

27 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

28 Section 1. Section 16-6C-2 of the Code of Alabama 1975,

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29 is amended to read as follows:

30 "§16-6C-2

31 (a) In addition to any other labels or designations
32 assigned to public schools and public school districts
33 pursuant to a federal, state, school, district, or other
34 assessment or accountability system, the State Superintendent
35 of Education, consistent with this chapter, shall develop a
36 school grading system reflective of school and district
37 performance. The grading system shall utilize the traditional
38 A, B, C, D, or F framework.

39 (1) Schools receiving a grade of "A" are making
40 excellent progress.

41 (2) Schools receiving a grade of "B" are making above
42 average progress.

43 (3) Schools receiving a grade of "C" are making
44 satisfactory progress.

45 (4) Schools receiving a grade of "D" are making less
46 than satisfactory progress.

47 (5) Schools receiving a grade of "F" are failing to
48 make adequate progress.

49 (b) In developing this school grading system, the State
50 Superintendent of Education shall seek input from parents,
51 teachers, school administrators, existing State Department of
52 Education advisory groups or task forces, and other education
53 stakeholders on how the system can properly reflect not only
54 the overall academic proficiency of each public school but
55 also the academic improvements made by each public school,
56 along with other key performance indicators that give a total



57 profile of the school or the school system, or both.

58 (c) The State Superintendent of Education shall
59 prescribe the design and content of the school grading system
60 by not later than December 31, 2012. ~~It is the intent of the~~
61 ~~Legislature that the system be in place by no later than the~~
62 ~~2013-2014 school year.~~ The system may not be utilized by the
63 State Superintendent of Education or the State Department of
64 Education until sufficient rules have been adopted by the
65 State Board of Education pursuant to the Alabama
66 Administrative Procedure Act.

67 (d) Using an easy to understand grading scale, the
68 school grading system shall describe achievement in the state,
69 each district, and each school. Additionally, the State
70 Superintendent of Education shall not be precluded from also
71 assigning grades to school feeder patterns or grades that
72 reflect the fiscal health and fiscal efficiency of a school or
73 school system.

74 (e) The State Superintendent of Education shall make
75 these grades available to the general public and shall post
76 these grades on the website of the State Department of
77 Education as soon as the grades are available. Additionally,
78 appropriate grade information shall be delivered to the parent
79 or guardian of each public school student at least once
80 annually in the same manner that student report cards are
81 currently delivered.

82 (f) (1) Using state-authorized assessments and other key
83 performance indicators that give a total profile of the school
84 or the school system, or both, a school's grade, at a minimum,



85 shall be based on a combination of student achievement scores,
86 achievement gap, college and career readiness, learning gains,
87 and other indicators as determined by the State Superintendent
88 of Education to impact student learning and success.

89 (2) a. Commencing with the 2021-2022 school year, the
90 academic achievement of each student identified as an English
91 language learner who has not shown proficiency on ACCESS for
92 EL, or other state-approved English proficiency assessment,
93 may not be considered in assigning an academic achievement
94 grade to a school or school system for the first five years of
95 enrollment of the student. The educational progress of each of
96 these students shall continue to be measured in the academic
97 growth category and the progress in English language
98 proficiency category, and, at the end of the five-year period
99 for the student, his or her proficiency shall again be
100 considered in assigning an academic achievement grade to a
101 school or school system on the state A-F school grading
102 system.

103 b. Commencing with the 2024-2025 school year, the
104 academic achievement of each student identified as a transfer
105 student from a nonpublic school may not be considered in
106 assigning an academic achievement grade to a school or school
107 system for the first three years of enrollment of the transfer
108 student. The educational progress of each of these transfer
109 students shall continue to be measured in the academic growth
110 category, and, beginning with the fourth year of enrollment of
111 the transfer student, his or her academic achievement shall be
112 considered in assigning an academic achievement grade to a



113 school or school system on the state A-F school grading
114 system.

115 c. Commencing with the 2026-2027 school year, the
116 accountability metrics of each student who is on an
117 alternative education pathway and is destined to receive a
118 non-standard diploma upon graduation, instead of the Alabama
119 High School Diploma, may not be considered in assigning grades
120 for any accountability metrics to a school or school system on
121 their annual report card during his or her enrollment.

122 (3) The State Superintendent of Education may not amend
123 the state Every Student Succeeds Act option for including test
124 scores of English language learners enrolled in United States
125 schools. The option provides as follows: For the first year of
126 enrollment, the test scores shall be reported, but the results
127 on both the reading/language arts and math tests shall be
128 excluded from the federal accountability system; for the
129 second year of enrollment, a measure of student growth on both
130 tests shall be included in the federal accountability system;
131 and for the third year of enrollment, proficiency on both
132 tests shall be included in the federal accountability system.
133 Additionally, the option requires English language learners
134 who have successfully left the English language learner
135 subgroup by attaining English proficiency to be included in
136 that subgroup for accountability purposes for four years.

137 (g) The A-F school grading system shall be consistently
138 applied so that grades of one school or system may be compared
139 to the grades of any other school or system."

140 Section 2. This act shall become effective on October



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141 1, 2026.