

Superintendent Evaluation Board Member Comments 2021

1. Dr. Yvette Richardson

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE's budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning.

Comment: "The needs relative to rural and struggling schools as it relates to technology is still an area of concern. Many districts are still having difficulty because of the infrastructure and students remote are not receiving the best service when needed."

2c) Provides student-focused growth and achievement targets for state summative assessments in Mathematics and English Language Arts and reports student achievement and growth to the public as required by the Elementary and Secondary Education Act (ESEA).

Comment: "Because of COVID – 19, student growth is not where we should be at this time. This is an area where attention should continue to be placed in order for student growth and improvement."

2f) Implements an effective system of assistance for schools identified for Comprehensive Support and Improvement (lowest 5%) and actively tracks progress in academic performance for those schools through the Office of School Improvement. Provides an annual report to the Board on this progress.

Comment: "Additional personnel is needed in order to better achieve this goal."

3b) Provides a communication conduit to identify Board priorities to include on work session agendas. As the Board considers adoption of rules and other items requiring its approval, provides the Board with timely and comprehensive information and reports to assist it in making informed decisions.

Comment: "I had a concern relative to the combination of agenda items."

4a) Reports to the Board annually growth against ESEA targets in reading (or English Language Arts as applicable) in all subgroups.

Comment: "Due to COVID – 19, receiving testing information has been difficult."

4i) Increase the number of schools participating in youth apprenticeships by 2% annually, as determined by the Alabama Office of Apprenticeship.

Comment: "Due to the pandemic, this standard was not met. Standards were unable to go out."

5f) Has identified and made progress on a plan to increase the number of Certified Academic Language Therapists (CALTs) in K-12 public schools by 20 percent between 2020 and 2025.

Comment: "It is evident that progress is being made. Continual progress is needed in order to meet this goal."

2. Dr. Tonya Chestnut

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE's budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning.

Comment: "The technology, infrastructure and remote learning issues in rural struggling schools remain a major concern. Additional emphasis is needed to provide equitable services statewide."

5g) Has identified and made progress on a plan to establish a Jobs for Alabama's Graduates (JAG) program in each of Alabama's 67 counties by 2025, subject to Legislative appropriation.

Comment: "Greater emphasis is needed to ensure counties without JAG programs are a priority to include specific strategies for rural Alabama."

3. Mrs. Jackie Ziegler

1a) Regularly and effectively works with and advises the State Board, the Governor, and the Legislature as to the financial needs of K-12 public education, as those needs have been prioritized by the Board. Facilitates open discussion among the Board and provides relevant fiscal information prior to the Board's adoption of an Annual Budget Request to the Executive Budget Office for K-12 public education.

Comment: "TEAMS, mental health awareness and funding, discussion at retreat and w/s, and increased communication with legislative body on a regular basis is needed. Continue to invite legislators to our w/s to increase interaction and two way communication."

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE's budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning.

Comment: "Put current SBOE's goals on display with them being numbered/ lettered for easier reference. Rural/ struggling schools remain priority across entire spectrum, and include technology and remote learning. Need current and updates (2x/yr) on infrastructure of all schools."

1c) Maintains appropriate systems of measurement and reporting to assure accountability of the K-12 public education system to its stakeholders by providing an annual report of the ALSDE expenditures by program, object codes, and subject codes.

Comment: "Retreat was forum for budget discussion and w/s."

1d) Manages the ALSDE efficiently and effectively with talented, skilled personnel who implement the legal responsibilities of the ALSDE under the Board's fiduciary oversight. Aligns personnel expenditures with applicable state and federal laws and requirements as well as Board priorities. Expends resources as reflected in the ALSDE annual budget.

Comment: "Audit report provided."

1e) Systematically and effectively monitors and manages performance and productivity of the ALSDE.

Comment: "New chief of staff effective 10/1. June PCG report, reorganization of HR, and Bd needs current updated detailed organizational charts to include names and info to their department."

2a) Recommends Educator Preparation Programs for Board approval those programs that meet the requirements of the Board's approved standards in the *Administrative Code* including any provisions required of the Board by the *Code of Alabama* (1975) and promotes high-quality professional development opportunities for in-service teachers.

Comment: "HQ professional development opportunities AMSTI, ARI, LETRS, continue to interact with resource centers quarterly zoom with bd. member suggested, and feedback on program evaluations. How can ALSDE assist to help with classroom instruction and future pd."

2b) Regularly and effectively informs the public as to the performance and needs of K-12 public education making use of the ALSDE website and social media platforms and providing press releases as well as media availability.

Comment: "Use of media for regular press conferences. Make use of all types of media: tv-cable, new website, print, social. Important to communicate the why along with the what's and how's. Be on front end as much as possible."

2c) Provides student-focused growth and achievement targets for state summative assessments in Mathematics and English Language Arts and reports student achievement and growth to the public as required by the *Elementary and Secondary Education Act (ESEA)*.

Comment: "Placed on website. Any possible way to get info out to public would be in best interest. Utilize AASB, SSA, CLAS sources. Be sure to incorporate legislation in communication filters as well as the business community."

2d) Reports annually the percentage of high school graduates who need to take remedial courses in college; reductions in the gap between the graduation rate and the college/career readiness rate; and increases in the percentage of students participative in dual enrollment courses.

Comment: “Suggest that the next update be concise on term annually (yearly, monthly, etc.). The report comes from ACHE following data provided by ALSDE.”

2e) Collaborates with other educational leaders (pre-K – K-12 – postsecondary) as well as the workforce and business leaders to strengthen support for the entire education community.

Comment: “Conversations with: Pre-K, CTE, and ACHE.”

2f) Implements an effective system of assistance for schools identified for Comprehensive Support and Improvement (lowest 5%) and actively tracks progress in academic performance for those schools through the Office of School Improvement. Provides an annual report to the Board on this progress.

Comment: “USI report – Committee needs to come on regular basis (fall, winter, spring) to report to bd as w/s and be available for 2a.”

3a) Maintains an effective working relationship with local administrators, boards of education, and district officials.

Comment: “Mid week matters is providing weekly updates. The survey results will be from 60. The survey provides areas of strength and opportunities for improvement. Reviewing results shows business and legal areas needs more focus.”

3b) Provides a communication conduit to identify Board priorities to include on work session agendas. As the Board considers adoption of rules and other items requiring its approval, provides the Board with timely and comprehensive information and reports to assist it in making informed decisions.

Comment: “Bd. priorities (See 1b): Once displayed with indicated letters/ numbers have agenda items denote which bd priority on w/s. It addresses if applicable.”

3c) Maintains effective working relationships with the business community, public workforce system, community organizations, professional associations, the media, and the general public in general and reports on the status of such relationships to the Board at least quarterly.

Comment: “There are six working relations listed here. It is too many for one occurring item. It is too major for one occurring item. Review survey results for input on some of those listed.”

3d) Maintains an effective working relationship with the Governor, Legislature, Congressional delegation, and the U.S. Department of Education and reports on the status of such relationships to the Board at least quarterly.

Comment: "Increased communications by including our local legislators in more w/s, retreat, and conversations. Two way communications are needed."

4a) Reports to the Board annually growth against ESEA targets in reading (or English Language Arts as applicable) in all subgroups.

Comment: "Spring 2021 assessment given and results provided waiver for 2020 – 2021. TAC reports and questions and answers exchange."

4f) Increase the number of students earning a College and Career Readiness (CCR) Indicator status by 2% annually.

No Score

Comment: "2018 – 75, 2019 – 80, and 2020 – 76. Won't score because COVID aid have impacts which had a impact on 27 percent increase."

4i) Increase the number of schools participating in youth apprenticeships by 2% annually, as determined by the Alabama Office of Apprenticeship.

Comment: "Won't score due to waiting on approval to add apprenticeships."

5c) Has identified and recommended to the Board incentives, including stipends and scholarships, designed to increase the number of National Board Certified Teachers (NBCTs) throughout the state, with a target to increase the overall number of NBCTs by 2% annually.

Comment: "NBCTs- 165. That is up 9.2 percent. Alabama has 2.272 candidates."

5f) Has identified and made progress on a plan to increase the number of Certified Academic Language Therapists (CALTs) in K-12 public schools by 20 percent between 2020 and 2025.

Comment: "CALTS 2020 31 need 6 to reach target."

5g) Has identified and made progress on a plan to establish a Jobs for Alabama's Graduates (JAG) program in each of Alabama's 67 counties by 2025, subject to Legislative appropriation.

Comment: "JAGS – receive leveled funding in spite of higher request. Three million increase requested for this year. Great results were with this program."

5h) Has identified and made progress on a plan to ensure that each student has access to a high-quality computer science program, subject to Legislative appropriation, for high schools (2021-2022) and middle schools (2022-2023).

Comment: "Computer Science is included in AMSTI, instructional services, and CTE. 428 have been trained and 325 are eligible for permits."

4. Mrs. Tracie West

Comments on Evaluation:

5h) Has identified and made progress on a plan to ensure that each student has access to a high-quality computer science program, subject to Legislative appropriation, for high schools (2021-2022) and middle schools (2022-2023).

Comment: "I am very pleased with Dr. Mackey's leadership and that of the leadership team. I look forward to seeing growth as we emerge from the health and economic pressures of the last two years."

5. Dr. Cynthia McCarty

1a) Regularly and effectively works with and advises the State Board, the Governor, and the Legislature as to the financial needs of K-12 public education, as those needs have been prioritized by the Board. Facilitates open discussion among the Board and provides relevant fiscal information prior to the Board's adoption of an Annual Budget Request to the Executive Budget Office for K-12 public education.

Comment: "It would be helpful if we had more relevant information on viable options that best serve our students and educators. COVID interrupted some discussions, but I look forward to having rich, detailed Q & A sessions from now on.

I appreciate Dr. Mackey's willingness to advocate for the Board's requests, such as lower divisors, CALT stipends, CTE innovations, transportation funding, nurses, and more."

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE's budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including **meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning**.

Comment: "Many of our schools are struggling to meet the needs of their students. In review of ACT and ACAP scores, schools are requesting more boots-on-the-ground support. In light of this, we need to increase our Office of School Improvement (OSI) resources. Their demands far exceed their resources. To close the graduation/College and Career Ready gap, we need to provide more high quality CTE and JAG programs. There has been excellent work with getting the CALT stipends passed and support for NBCTs. We need to expand our reach and provide meaningful, targeted intervention for all LEAs."

1c) Maintains appropriate systems of measurement and reporting to assure accountability of the K-12 public education system to its stakeholders by providing an annual report of the ALSDE expenditures by program, object codes, and subject codes.

Comment: "Reporting is strong, but we need more time for study, input, and Q & A."

1d) Manages the ALSDE efficiently and effectively with talented, skilled personnel who implement the legal responsibilities of the ALSDE under the Board's fiduciary oversight. Aligns personnel expenditures with applicable state and federal laws and requirements as well as Board priorities. Expends resources as reflected in the ALSDE annual budget.

Comment: "ALSDE has many talented, dedicated staff, but cross-training, performance-monitoring, targeted PD, and technology training must be greatly enhanced. Some departments are understaffed and overworked, while others may have more staff than needed. Our ability to recruit, hire, and retain talented and experienced employees should improve greatly as we move to embrace more flexibility in remote work."

1e) Systematically and effectively monitors and manages performance and productivity of the ALSDE.

Comment: "This needs some work, but I'm hopeful that with a talented HR director we will soon see improvements in productivity. The recommendation to enhance the recruitment of talented individuals, provide targeted training, and embrace performance monitoring should increase the productivity and the morale of ALSDE employees.

Improved accountability of vendors is also needed, with appropriate action taken as warranted. When performance by a vendor fails to meet our standards, contracts should not be renewed. Another priority is to complete the improvements for our Certification Dept, recommended to us by Lean Frog a few years ago. This should improve customer service, help reduce the stress of our staff, and greatly improve the efficiency and effectiveness of this critical department.

We should also embrace the use of data analytics and LEA input when proposing recommendations. We all do it informally now, but this could be improved by using data tools. Last, we should focus on becoming more nimble in shifting ALSDE resources as needed to best meet student and LEA critical needs."

2a) Recommends Educator Preparation Programs for Board approval those programs that meet the requirements of the Board's approved standards in the *Administrative Code* including any provisions required of the Board by the *Code of Alabama* (1975) and promotes high-quality professional development opportunities for in-service teachers.

Comment: "LETRS, CALT, and OGAP training is impactful and popular among educators. NBCT Boot Camp is excellent. These trainings are effective.

However, demand for OGAP, ACT Training, and even LETRS (especially for grades 4-5) far outweighs the resources allocated for them, while some training programs were less than productive. We can be more responsive to our LEAs by shifting resources from the less effective PD programs to those in high quality high demand ones.

There are also inconsistencies across the state with different AMSTI, Technology in Motion, Science in Motion, In-Service Center resources and PD offerings. We are improving, but let's continue to work toward high quality, high demand PD for all educators, no matter where they live. All Alabama Education Prep programs have added the required 9 hours of Reading courses and are quickly incorporating the recommendations made by an independent consultant to ensure high quality of their reading courses."

2b) Regularly and effectively informs the public as to the performance and needs of K-12 public education making use of the ALSDE website and social media platforms and providing press releases as well as media availability.

Comment: “ALSDE offers a strong media platform, and we could always increase our releases as to school performance and needs, with more student and educator achievements noted. The new website has great potential.”

2c) Provides student-focused growth and achievement targets for state summative assessments in Mathematics and English Language Arts and reports student achievement and growth to the public as required by the *Elementary and Secondary Education Act (ESEA)*.

Comment: “I did not receive this information. Our ESSA student achievement targets were recommended by the State Superintendent, approved by the Board, signed by the Governor, and approved by the federal gov’t. Although the state received a federal waiver for meeting our ESSA targets in math and ELA this year, and ACAP was a new assessment, we all need to know where we stand so that we can make adjustments in our strategies and resource allocations as needed. We need to know the gaps for all our students and for those in all the sub-groups. What were the gaps between the target score and the actual score for each group? Which schools achieved success, accounting for poverty rates? I do not have the information to answer this, although I have requested it.”

2d) Reports annually the percentage of high school graduates who need to take remedial courses in college; reductions in the gap between the graduation rate and the college/career readiness rate; and increases in the percentage of students participative in dual enrollment courses.

Comment: “The gap between graduation rate and College Career Readiness grew to 16%, even though the graduation rate held steady. This is concerning. COVID certainly disrupted this last year but we could begin by developing a plan to study the obstacles and then offer and fund more quality options for CCR based on input from LEAs, industry, and higher education.”

2e) Collaborates with other educational leaders (pre-K – K-12 – postsecondary) as well as the workforce and business leaders to strengthen support for the entire education community.

Comment: “He works well with most education leaders across the state, talking regularly with LEA superintendents. Perhaps emphasize more the relationships with business and industry to better determine the CCR and CTE skills and knowledge most in demand.”

2f) Implements an effective system of assistance for schools identified for Comprehensive Support and Improvement (lowest 5%) and actively tracks progress in academic performance for those schools through the Office of School Improvement. Provides an annual report to the Board on this progress.

Comment: “Many of our schools are struggling in academic achievement, as demonstrated by the recent ACAP scores. Our Office of School Improvement (OSI) does excellent work in assisting our schools, but the requests for their boots-on-the-ground individualized support far outweighs their resources. They cannot effectively meet the needs of all our struggling schools because they

have only seven staff members who are charged with assisting the struggling schools over the entire state. Their successes and high-demand prompt me to recommend expanding their reach by adding substantially more high-quality staff to their team.”

3a) Maintains an effective working relationship with local administrators, boards of education, and district officials.

Comments: “*Midweek Matters* is much appreciated by school leaders across the state. Great innovation. Dr. Mackey regularly visits schools, answers emails and phone calls from schools, and works attentively with local administrators.”

3b) Provides a communication conduit to identify Board priorities to include on work session agendas. As the Board considers adoption of rules and other items requiring its approval, provides the Board with timely and comprehensive information and reports to assist it in making informed decisions.

Comment: “Generally receptive to our requests for presentations on topics at the Work Session or in Webinars (examples are sessions on Contracts. Teacher Retention). It would be productive to have complete information on all Work Session topics 5-7 days prior to our meeting to allow for study, input, and reflection. Dr. Mackey responds promptly to phone calls and texts when requests are made, sometimes even at 5:00 am. This past year some Board concerns and questions took several months to be answered, but I am hopeful that with our new Chief of Staff in place, this process will be expedited, and we will soon get prompt, comprehensive answers.”

3c) Maintains effective working relationships with the business community, public workforce system, community organizations, professional associations, the media, and the general public in general and reports on the status of such relationships to the Board at least quarterly.

Comment: “Not sure about Quarterly Reports? I can’t recall receiving these in the past. Dr. Mackey informs us when he will be in our district at various events in our schools and community. He travels widely and regularly across the state and is certainly active in community and professional organizations.”

3d) Maintains an effective working relationship with the Governor, Legislature, Congressional delegation, and the U.S. Department of Education and reports on the status of such relationships to the Board at least quarterly.

Comment: “He meets regularly with the Governor and key legislators, keeping all informed on relevant Alabama education issues.”

3e) Models inclusion of diverse opinions, visionary leadership, and exemplifies the ideals of trust and respect for ALSDE staff, Board members, parents, and citizens.

Comment: “Would like to see the Student Advisory Board reactivated, as it has been informative in the past. Too often our students are not consulted on issues that most directly impact them. Would like to see more inclusion of opinions from such groups as educators (former Teachers of the Year, perhaps), the DAC, CTE leaders, members of the Literacy Task Force & the Committee for Grade Level Reading, LEA leaders, college leaders, and Workforce & Industry

representatives. They can provide depth to our discussions on such issues as state standards, textbooks, policies, PD, College & Career Readiness Indicators, and other topics.”

4a) Reports to the Board annually growth against ESEA targets in reading (or English Language Arts as applicable) in all subgroups.

Comment: “NOT SURE HOW TO SCORE. HAVE REQUESTED THIS INFORMATION, BUT NOT YET SEEN ESSA TARGETS V. ACTUAL STUDENT SCORES, IN TOTAL AND BY SUBGROUP.”

4b) Reports to the Board annually growth against ESEA targets in mathematics in all subgroups.

Comment: “Not sure how to score. See above.”

4f) Increase the number of students earning a College and Career Readiness (CCR) Indicator status by 2% annually.

Comment: “College & Career Readiness fell 4% this year while graduation rates held steady. This is unfortunate. Although the pandemic certainly impacted both measures, more of our students graduated without at least one acknowledged indicator for success. Perhaps a SMART (Specific, Measurable, Attainable, Relevant, Time-based) plan, with input from colleges and industry, would quickly and effectively close the gap between CCR and graduation. Let’s determine what the issues hindering us are and address them. Our children deserve this!”

5c) Has identified and recommended to the Board incentives, including stipends and scholarships, designed to increase the number of National Board Certified Teachers (NBCTs) throughout the state, with a target to increase the overall number of NBCTs by 2% annually.

Comment: “Excellent work in implementing the NBCT scholarships, NBCT training, and NBCT emphasis. We continue to increase the number of new NBCTs and the number of renewals. The staff overseeing this work has done an outstanding job in communicating clearly and promptly with those interested in pursuing this meaningful achievement.

Suggestion: Use our website and social media more to promote NBCTs and the solid dedication and talents of our educators.”

5f) Has identified and made progress on a plan to increase the number of Certified Academic Language Therapists (CALTs) in K-12 public schools by 20 percent between 2020 and 2025.

Comment: “Excellent work in advocating for the Certified Academic Language Therapist (CALT) stipend. Given the mandates of the Literacy Act, their knowledge and experience are essential for schools to meet the needs of struggling readers.

The new cohort of educators in CALT training is impressive. We can expect 30-35 to enter the process each year. Exciting! Although there are currently about 57-60 CALTs currently working in Alabama public schools (considerably more than the 31 noted in the report provided for us), not all received the stipend, causing frustrations. This should be corrected as soon as possible so

that all CALTs in public schools receive the full stipend as they craft and implement strong Science of Reading programs for their LEAs.”

5g) Has identified and made progress on a plan to establish a Jobs for Alabama’s Graduates (JAG) program in each of Alabama’s 67 counties by 2025, subject to Legislative appropriation.

Comment: “JAG is an outstanding program for our at-risk youth. 99% grad rates and extremely high job and college placement make it an example of success for our state. Unfortunately, many of our schools with the highest need do not currently have a JAG program and some that have been promised one to continue to wait for the call. Let’s continue to support an increase in JAG programs across the state.”

5h) Has identified and made progress on a plan to ensure that each student has access to a high-quality computer science program, subject to Legislative appropriation, for high schools (2021-2022) and middle schools (2022-2023).

Comment: “Current Alabama law says that each Alabama public high school shall offer at least one authentic Computer Science course by 2020-21. Although the pandemic was an obstacle to achieving this goal, we are still less than 100% in fall 2021. Push methodically and quickly to complete this legislative mandate. If there are impediments to this target, let the Board know so that we can assist with suggestions. With thousands of career jobs in computer science fields, this foundational course in CS will greatly enhance our students’ lives.”

6. Mrs. Stephanie Bell

1a) Regularly and effectively works with and advises the State Board, the Governor, and the Legislature as to the financial needs of K-12 public education, as those needs have been prioritized by the Board. Facilitates open discussion among the Board and provides relevant fiscal information prior to the Board’s adoption of an Annual Budget Request to the Executive Budget Office for K-12 public education.

Comment: “Interaction with the board is limited to once a month at board meetings / work sessions. The superintendent does not include the board in the process other than the vote at the end of the process. There is no real interest in board members input.”

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE’s budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including **meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning.**

Comment: “The board is not included in the process. The “vision and goals” were established inside of the board’s domain. The board does not have its own strategic plan and the board as a whole has not been given the opportunity to develop its own strategic plan.”

1c) Maintains appropriate systems of measurement and reporting to assure accountability of the K-12 public education system to its stakeholders by providing an annual report of the ALSDE expenditures by program, object codes, and subject codes.

Comment: "Needs to become a regular annual accountability report presented in a user-friendly format for taxpayers and board members."

1d) Manages the ALSDE efficiently and effectively with talented, skilled personnel who implement the legal responsibilities of the ALSDE under the Board's fiduciary oversight. Aligns personnel expenditures with applicable state and federal laws and requirements as well as Board priorities. Expends resources as reflected in the ALSDE annual budget.

Comment: "Still in transition."

1e) Systematically and effectively monitors and manages performance and productivity of the ALSDE.

Comment: "Your test scores and poor performance reviews from taxpayers create doubt and concern regarding performance and productivity."

2b) Regularly and effectively informs the public as to the performance and needs of K-12 public education making use of the ALSDE website and social media platforms and providing press releases as well as media availability.

Comment: "The public knows very little about this area, including the website. I consistently receive calls (and complaints) about the website and the lack of access to information. Taxpayers deserve better."

2c) Provides student-focused growth and achievement targets for state summative assessments in Mathematics and English Language Arts and reports student achievement and growth to the public as required by the *Elementary and Secondary Education Act (ESEA)*.

Comment: "Still being developed."

2d) Reports annually the percentage of high school graduates who need to take remedial courses in college; reductions in the gap between the graduation rate and the college/career readiness rate; and increases in the percentage of students participative in dual enrollment courses.

Comment: "With help from ACHE."

2e) Collaborates with other educational leaders (pre-K – K-12 – postsecondary) as well as the workforce and business leaders to strengthen support for the entire education community.

Comment: "Unfortunately, the board is rarely included in these collaborations. Again, the board is sometimes included after the process/ plan is complete."

2f) Implements an effective system of assistance for schools identified for Comprehensive Support and Improvement (lowest 5%) and actively tracks progress in academic performance for those schools through the Office of School Improvement. Provides an annual report to the Board on this progress.

Comment: "Limited."

3b) Provides a communication conduit to identify Board priorities to include on work session agendas. As the Board considers adoption of rules and other items requiring its approval, provides the Board with timely and comprehensive information and reports to assist it in making informed decisions.

Comment: "Surprising."

4f) Increase the number of students earning a College and Career Readiness (CCR) Indicator status by 2% annually.

Comment: "N/A limited information."

4i) Increase the number of schools participating in youth apprenticeships by 2% annually, as determined by the Alabama Office of Apprenticeship.

Comment: "N/A- minimal information."

5h) Has identified and made progress on a plan to ensure that each student has access to a high-quality computer science program, subject to Legislative appropriation, for high schools (2021-2022) and middle schools (2022-2023).

Comment: "N/A- need more information."

