

Alabama State Department of Education May 2023 Task Completion

Analysis and Status Report for the Alabama
State Legislature

May 2023



PUBLIC
CONSULTING GROUP

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I. INTRODUCTION

PURPOSE

This document serves as the final status update to the Alabama State Legislature related to the Alabama State Department of Education (ALSDE)'s progress towards implementing the recommendations found in the *Operational Study and Analysis of the Alabama State Department of Education* that was released on March 16, 2020. PCG's current contract ends May 31, 2023.

Public Consulting Group LLC (PCG)'s March 2020 report called for the ALSDE to show leadership, define and focus their work, and set the conditions whereby schools and districts can operate more effectively to improve the academic achievement and the social and emotional development of all Alabama students. PCG supported the implementation of report recommendations through May 2023. PCG's charge was to guide the ALSDE to develop measurable change through focused planning, aggressive action, and transparent decision-making.

STRATEGY TO ACTION PLAN SUPPORT

PCG facilitated the creation of a master two-year *Strategy to Action Plan* as the first phase of this work. Through this plan, PCG worked with ALSDE senior staff to support a shift in the ALSDE's organizational culture from one of reaction to a proactive strategic approach with defined outcomes, shared accountability, and a greater sense of urgency.

The *Strategy to Action Plan* outlined a roadmap for systemic improvement. PCG developed an Implementation Tracker, assigning owners to tasks, establishing timelines, and ensuring accountability for the execution of report recommendations. In spring 2022, PCG worked in partnership with ALSDE senior leaders to update the Implementation Tracker with priorities to focus on between June 2022 and May 2023. This update includes an analysis of task progress between January and May 2023.

PCG was onsite at the ALSDE during the following dates over the course of FY23 to support *Strategy to Action Plan* implementation:

- October 18-20, 2022
- January 17-19, 2023
- March 28-30, 2023

PCG also conducted over 310 coaching sessions during the 2022-2023 contract period.

FY24 STRATEGY TO ACTION PLAN

PCG has collaborated with the ALSDE to facilitate the creation of an FY24 *Strategy to Action Plan* Implementation Tracker. This Implementation Tracker will be maintained internally by the ALSDE through a newly created Strategy and Research Unit. The ALSDE has committed to providing regular updates on Tracker progress to maintain transparency and accountability for results.

II. MAY 2023 DELIVERABLES

Each ALSDE section focused on specific deliverables from the *Strategy to Action Plan* to complete by May 2023. Twenty (20) tasks have been identified as complete by the ALSDE; eight (8) are considered partially complete. PCG has worked with the ALSDE to identify a plan for all partially complete tasks. Completion status is as follows:

TASK	STATUS
Standards, Curriculum, and Instruction	
1.6 Expand the MTSS pilot schools, implement the Data Analysis Comprehensive Workbook, and evaluate its effectiveness in improving student outcomes.	Complete
1.7 Develop Science Course of Study.	Partially Complete
1.8 Improve LEAs' access to ARI's Science of Reading best practices through the implementation of regional Spotlight Schools.	Complete
1.9 Expand AMSTI's Coaching Academy with a tiered support model for follow up and evaluation.	Complete
1.10 Increase the knowledge and application of AMSTI's proficiency scales in all districts.	Partially Complete
1.11 Use the Innovation external partners to assist with implementation of evidence-based practices in identified schools with low student achievement in the students with disabilities subgroup.	Complete
1.12 Augment PowerSchool roll-out with connecting grade level standards and accountability tools for MTSS schools.	Complete
1.13 Rollout a comprehensive framework to more effectively support English Language Learners across all grades.	Complete
1.14 Develop a statewide plan for inclusive education for students receiving special education services.	Complete
Accountability and Assistance	
2.5 Redefine state intervention practices for chronically underperforming schools (Gov 15).	Partially Complete
2.6 Broaden the role of accountability to focus on policy, research, and district guidance to drive the school improvement conversation.	Complete
2.7 Review impact of adopting a weighted student-based funding model to align to national best practice and promote greater equity across school districts.	Partially Complete
2.8 Allow districts and schools flexibility to implement practices that best support their community and incubate new ideas.	Complete
2.9 Add to compliance monitoring process to emphasize student outcomes of each of the monitoring sections with a lens toward increasing student access and opportunity in addition to compliance. (OCR, special education, federal programs, prevention and support, certification, etc.)	Complete
2.10 Continue development of ACAP (standards) through internal data review.	Complete
2.11 Strengthen use of data to provide targeted school improvement support.	Complete

TASK	STATUS
Effective Educators	
3.4 Finalize, train, and support on-going implementation of the Teacher Growth Tool (ATOT).	Complete
3.5 Develop administration leadership training (Leadership Academy) to complement the instructional components of the Teacher Growth Tool.	Partially Complete
3.6 Expand the Alabama Teacher Mentoring Program to provide high-quality support for a teacher's first two years. Include non-traditional teachers.	Partially Complete
3.7 Launch creative approaches in teacher education preparation programs, in partnership with institutions of higher education.	Partially Complete
Stronger Internal Operations	
4.9 Internally drive the use of MS products to communicate in real-time by section, division, and department.	Complete
4.10 Design and build a research and analysis section.	Complete
Focus on Career Readiness	
5.4 Expand CTE dual enrollment opportunities for high school students.	Complete
5.5 Align all career tech programming to regional labor market information and to high-growth, high-demand, and high-wage sectors.	Complete
5.6 Increase apprenticeships and work-based learning opportunities for high school students.	Complete
5.7 Draft updated Career and Technical Education Course of Study.	Complete
5.8 Develop and implement CTE programming for awareness and exploration in middle grades.	Complete
5.9 Redefine how CCR is used for accountability and as an academic metric.	Partially Complete

III. ANALYSIS OF MAY 2023 DELIVERABLES

This section provides a more detailed analysis of key accomplishments towards task completion, remaining work, and additional recommendations to further strengthen impact and sustainability.

1.6 MTSS COHORT SCHOOLS

Expand the MTSS pilot schools, implement the Data Analysis Comprehensive Workbook, and evaluate its effectiveness in improving student outcomes. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE has thirty-seven (37) districts currently working on full alignment using the MTSS protocols.
- Instructional Services hired twelve (12) MTSS coaches this year that have been working with both pilot and cohort schools.
- The MTSS team completed guidance, protocols, and strategies for Problem-Solving Teams (PST), which have started to be rolled out statewide and will be part of the early stages of MTSS beginning in the 2023-2024 school year. The rollout of PST Guidance and Protocols for districts and schools will support academic growth and success across the state. In addition, this guidance will provide necessary capacity building for educators so that data-driven decisions are the norm.

Remaining Work

- Mid-year, the Office of Student Learning (OSL) decided to shift away from the cohort or pilot schools model and embrace MTSS for All. This approach will offer training for Problem-Solving Teams (PSTs) for every LEA in the state. That shift was based on the number of LEAs that were disappointed it could take years to receive MTSS training. PST training will be part of the MTSS program, which will now be offered to every school by the ALSDE and regional staff not only from Instructional Services, but also from other teams within OSL, including Office of School Improvement (OSI), Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), as well as the Office of Math Improvement (OMI).
- Both pilot and cohort schools will continue the progress they were making on implementing MTSS within their district including PST training if needed.
- The plan of statewide implementation of AL-MTSS and PST Guidance and Protocols will also include additional modules (face-to-face offerings, a la carte online modules, and other delivery methods) that will allow for a more streamlined approach to PST while allowing an intentional focus on RTI and PBS tiered strategies.

PCG Recommendations

- **Create a vision and action plan for MTSS for All.** Since this will be an effort combining an outreach of many sections and includes regional staff who may not fully understand or embrace the effort, key messaging and a focus on what should be accomplished by the end of the 2023-2024 school year will be critical for success.
- **Develop a strong project management approach for the statewide implementation.** There are many moving parts to implement MTSS for All, including requests from all LEAs, schools wanting additional support, regional staff who will be supporting their section's work (i.e., coaching, professional development) as well as supporting PSTs throughout the state. There are project management tools available at the ALSDE that will be very helpful in keeping the initiative moving forward to meet goals and expectations.
- **Conduct an external evaluation of the MTSS rollout and impact.** The MTSS rollout statewide will consume a lot of resources, time, and focus for the ALSDE. It would be beneficial to contract with an outside firm that could collect data and provide insight as to the success and challenges of the MTSS for All's implementation. Without an outside perspective, it is easy to conflate the level of effort and enthusiasm from both the ALSDE and LEAs with a successful implementation.

1.7 SCIENCE COURSE OF STUDY

Develop Science Course of Study. (*Standards, Curriculum, and Instruction*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- In January 2023, the ALSDE convened a committee of 42 teachers, administrators, college faculty, and community members from across Alabama to begin reviewing the current Science Course of Study and begin the updating process. The committee read and critiqued the 2015 Alabama standards and standards from other states. They also read current scientific research and reviewed comments submitted during the public review period. Through an iterative process, the committee continues to engage in vertical team discussions about what all students in grades K-12 should know and be able to do upon completion of high school.
- The committee chose to write the new standards as a set of expectations for what students should know and be able to do by the end of instruction (years or grade-bands). These performance expectations are designed to set the learning goals for students while allowing instructional flexibility in how students arrive at the goals.

Remaining Work

- Completing and refining the Science Course of Study (COS) will be a focus over the next few months with a completion date of October 2023. The committee's goal is to provide the State Board of Education a completed draft by November 2023 for their review before public comment.
- Upon approval of the Science COS, the ALSDE will move to the textbook review and adoption process.

PCG Recommendations

- **Build consensus.** As the development process continues, committee members must build consensus on the content included in the standards based on scientific evidence. Additionally, the committee must be fully prepared for all levels of questioning regarding the new standards, especially the decision-making process used to include some content areas as well as eliminate others.

1.8 IMPLEMENTATION OF REGIONAL SPOTLIGHT SCHOOLS

Improve LEAs' access to ARI's Science of Reading best practices through the implementation of regional Spotlight Schools. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- ARI selected fourteen (14) elementary Science of Reading Spotlight Schools for the 2022-2023 school year based on criteria that aligned with the Science of Reading. These schools were introduced at a State Board meeting and were invited to attend the MEGA Conference in July 2022. The Spotlight Schools opened their doors and provided professional learning opportunities to district and school level elementary administrators throughout the school year.
- ARI received approval to provide Professional Learning Units (PLUs) for educators who participated in Spotlight School visits. The PLU is an opportunity for district and school level elementary administrators to immerse themselves in effective instructional practices aligned to the Science of Reading by visiting elementary schools designated as Science of Reading Spotlight Schools.

Remaining Work

- New Science of Reading Spotlight Schools will be announced later this year for the 2023-2024 school year. There may be some overlap from this past year's schools, but ARI's expectation is that current Spotlight Schools will have to earn their place on the list each year. There is no guarantee that schools will be selected each year without working hard to meet the criteria and have assessment scores that show reading growth.

PCG Recommendations

- **Grow expectations for Spotlight Schools.** While the Science of Reading Spotlight Schools have shown promise in the first year, complacency becomes something to guard against. Be sure the team is pushing Spotlight Schools to be an exemplar in the Science of Reading. If the selected schools are not demonstrating high quality practices, the program will lose its positivity.
- **Continue to find ways to share best practices of Spotlight Schools.** Currently, the Science of Reading Spotlight Schools have focused on growing stronger instructional leaders in literacy. If ARI is able to scale up recording best practices and sharing exemplar lessons or protocols, it will benefit not only leadership but educators who are new to the field or new to the Science of Reading and build best practices throughout regions statewide.

1.9 EXPAND AMSTI COACHING ACADEMY

Expand AMSTI's Coaching Academy with a tiered support model for follow-up and evaluation. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- AMSTI has implemented a Coaching Academy and Coaching Community framework to support the majority of schools that have Building-Based Math Coaches (BBMCs) or AMSTI Teachers-in-Residence (TIRs). The Coaching Academy will provide a framework for OMI to build from as it starts to work with BBMCs across the state.
- AMSTI provided support and equipped Building-Based Math Coaches who can, in turn, provide the same support to classroom teachers, regardless of the status of the school.

Remaining Work

- There are challenges that AMSTI must address during the 2022-2023 school year for coaches and regional staff. They include:
 - Developing a system of support
 - Developing supports for both elementary and secondary schools
 - Time constraints and time availability

PCG Recommendations

- **Continue to partner with OMI.** There are still areas that are not clear regarding roles and responsibilities for AMSTI and OMI coaches. While some decisions have been made, there are still processes and structures that need clarification as well as communication both internally and out in the field.
- **Create a system of coaching support for failing middle schools.** There is a lot of support for elementary schools in mathematics between AMSTI's and OMI's regional staff and coaches. However, data show that some middle schools are struggling in math with some grade levels showing 0% proficiency levels, but few coaches to support those schools. Work to create a system of coaching support for struggling middle schools. The middle school problem will only continue to grow without a focused effort on improvement.

1.10 AMSTI PROFICIENCY SCALES

Increase the knowledge and application of AMSTI's proficiency scales in all districts. (*Standards, Curriculum, and Instruction*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- Proficiency scales were developed and used as a tool to help teachers teach standards with rigor. Since August 2022, teachers from 105 schools and 36 systems have attended AMSTI proficiency scales training.

Remaining Work

- AMSTI will share current training records with regional site directors and set goals for offering Proficiency Scales training sessions to all districts served in each region by the end of August 2023.
- AMSTI is currently developing subsequent proficiency scales sessions to complement initial training and help teachers implement scales in the classroom.
- When the new Science Course of Study is approved by the State Board during the 2023-2024 school year, AMSTI will update the Science proficiency scales to align with the new standards.

PCG Recommendations

- **Partner with other sections on using proficiency scales.** Proficiency scales provide teachers with greater knowledge and understanding about the standards that need to be taught. The data on their effectiveness is positive and shows they have impact. Since AMSTI does not have access to all the LEAs who are struggling, consider partnering with OMI or OSI's regional staff to provide training to schools who need a deeper understanding of what proficiency looks like to improve student achievement.

1.11 INNOVATION EXTERNAL PARTNERS

Use the Innovation external partners to assist with implementation of evidence-based practices in identified schools with low student achievement in the students with disabilities subgroup. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE's Special Education section contracted with several vendors to develop and facilitate both online and face to face training for both special education and general education teachers and leaders. The professional development will assist with increasing student outcomes of students with disabilities.
- As of early May, trainings have been held across the state on the following topics: High-Leverage Practices; Implementing Alternate Assessment Standards; Transition Strategies; Understanding the Individuals with Disabilities Act Discipline Provisions; Positive, Proactive Approaches to Supporting Children with Disabilities; and Co-Teaching. Moreover, trainings have been offered to Targeted Support Schools with low proficiency rates in the Student with Disabilities subgroup. In addition, some trainings have taken place in the form of a self-paced virtual learning modules environment. Individuals taking these courses receive Professional Learning Units.

Remaining Work

- More development in content areas such as Math and Reading are still underway and will be completed throughout the summer. The development will be rolled out to educators in the form of a Playbook for teachers and Special Education Directors as well as self-paced virtual learning modules.
- During the MEGA Conference in July 2023, professional learning sessions will also be presented to special education teachers and leaders. More than seventeen (17) sessions are scheduled throughout the week.

PCG Recommendations

- **Communicate with all stakeholders.** The impact of professional learning will only be felt if many teachers in the field know they are available and find the time to attend the training sessions. Be sure to communicate widely with the field and provide ample time to sign up for sessions. In addition, communicate internally to other sections in OSL and OMI. Offer training sessions for them to understand the content and brainstorm how they could roll that out to schools in their region.

1.12 AUGMENT POWERSCHOOL ROLL-OUT

Augment PowerSchool roll-out with connecting grade level standards and accountability tools for MTSS schools. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- Training for LEA Student Information System (SIS) coaches occurred throughout the year. Positive responses from LEAs were received specifically on using standards alignment in PowerSchool, with it being one of the most requested training sessions. In March and April over twenty (20) individual coaching sessions were completed.
- The ACCESS Franchise Model was rolled out and provides access to the Alabama Course of Study aligned digital curriculum that is available to all schools.
- Schoology (PowerSchool) 101 training has been provided to educators throughout the state. This overview ensures all educators understand what is available and how to access the platform.

Remaining Work

- The launch of a new and improved ALEX website that houses high-quality, standards-based instructional resources and supports for assessments will provide additional resources and supports to educators, with the ultimate goal of improving student achievement.
- This fall in collaboration with multiple sections, Unified Insights from PowerSchool will be launched. Unified Insights is a comprehensive K-12 student data analytics platform used by Departments of Education, districts, and schools in other states. It will bring together data from various sources at both the ALSDE and LEA level into a single online data dashboard. This will be the next step in using data to drive decisions at both the local and state level.

PCG Recommendations

- **Continue to be forward thinking.** Technology continues to change and improve in supporting schools, districts, and the ALSDE. Continue to stay informed as to what the next technological needs will be and ensure the team is prepared for what arises in the future.
- **Develop a communication loop for all internal and external stakeholders.** Ensure that training being provided by the Education Technology section is well communicated both out in the field as well as internally at the ALSDE. Additionally, create a feedback loop to ensure the trainings being developed are addressing the areas of need. New programs are being developed and rolled out from the ALSDE in sections outside of the Office of Student Learning (OSL). Be sure there is an intentional communication structure, such as a feedback loop, to gain information and provide support wherever the need arises.

1.13 ENGLISH LANGUAGE LEARNER FRAMEWORK

Rollout a comprehensive framework to more effectively support English Language Learners across all grades. (*Standards, Curriculum, and Instruction*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The English Learner (EL) team developed and distributed a Student Assessment Resource Guide, Professional Learning Plan, the High Quality Instruction and Assessment (HQIA) Self-Reflection tool, and the HQIA Classroom Observation Tool.
- To support professional development the EL team created six (6) Implementation Modules to support the HQIA rollout. Additionally, they partnered with the Regional Education Laboratory (REL) Southeast to provide a conference for EL educators focused on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*.

Remaining Work

- The ALSDE EL team created a partnership with the REL Southeast to conduct a study, entitled **Promising Practices Study of Alabama's High-Quality Instruction and Assessment (HQIA) for English Learners (ELs) Protocol**. This study will address the need to evaluate the effectiveness of the new HQIA for ELs on student achievement. The study will be conducted during the 2023-2024 school year.

PCG Recommendations

- **Ensure resources are easily accessible.** There are so many new and valuable resources being created by the team, be sure they are easy to access. When looking for the English Learner resources on the Alabama Achieves website there was no link under the Instructional Services content. Although it was possible to find the resources through a website search, it should not be that difficult to gain access. There has been an effort by the Office of Student Learning to compile all sections and special programs resources on the Microsoft App Sway, however, there should be representation on the ALSDE website for English Learner programs as well. With so much turnover every year in schools and districts, many new staff will look to the state's website to locate resources.
- **Develop a communication plan.** The work the EL team has done to support students throughout the state is impressive. Be mindful that it is important to have an explicit communication plan to ensure all stakeholders, both internal and external, are receiving the information that they need to support students within their district. Having high-quality resources is the first step, the second step is ensuring all stakeholders know they are available, where to access them, and understand how to use them appropriately to support students in achieving their academic goals.

1.14 STATEWIDE PLAN FOR INCLUSIVE EDUCATION

Develop a statewide plan for inclusive education for students receiving special education services. *(Standards, Curriculum, and Instruction)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE has developed a plan to address increasing inclusive practices. The ALSDE will partner with districts, provide on-site consultation/ training, and assist with implementing practices and policies that support all students.

Remaining Work

- Targeted technical assistance on inclusive education practices will be given through professional learning, coaching, and consultation to school districts across the state.
- Tools will be developed and will include developed standards of inclusive practices, face-to-face trainings, webinars, virtual learning platforms, and resources provided to educators and parents to support inclusive education practices.
- Professional learning activities will align with existing efforts to address individual needs such as the Multi-Tiered System of Supports. In addition, implementation of this plan will be carried out with the assistance of staff across the department.

PCG Recommendations

- **Continue the refinement of the Inclusive Education Plan.** As section continues to work with outside partners, use what is being developed with the ALSDE to add detail and refine the plan before sharing it out with LEAs.
- **Coordinate with other sections in the ALSDE.** The material being developed for the Special Education section will be of great value to other sections such as ARI, OMI, OSI, and Instructional Services. Plan to coordinate and communicate with other section leaders so they are aware of the

work and can share it with their regional staff to have a seamless approach to inclusive educational practices.

2.5 STATE INTERVENTION PRACTICES

Redefine state intervention practices for chronically underperforming schools (Gov 15). (*Accountability and Assistance*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- OSI has new leadership in place, including staffing a leader for the specific work of improving performance of the fifteen (15) Turnaround Schools identified for consistently underperforming.
- OSI has identified specific focus points for evolving the support model, including an annual flow of work and a more active stance with identified schools, while retaining a tone of partnership.
- The ALSDE developed a partnership to support the Turnaround Schools with various state agencies to collectively work together. The different perspectives and experiences became a great asset in creating systems of support to ensure the best results for the schools.

Remaining Work

- OSI continues to work on refining the model and then must implement it for the coming school year. Next year will be the first full year the model will be implemented due to the late start in Fall 2022.
- OSI must continue to focus on collecting and analyzing data to demonstrate progress being made at the fifteen (15) Turnaround Schools. There is a lot of focus on the progress of these schools by the Governor's Office.
- Continue training new staff and setting expectations as new coaches with different content expertise are brought onto the team.

PCG Recommendations

- **Continue to precisely define the practices necessary to improve and support schools.** This process will ensure both the team and the school are aware of the level and type of support they will receive and what the expectations are for improvement.
- **Implement cycles of continuous improvement.** The cycles of continuous improvement must be aligned to the precise practices set to assess improvement. Develop new protocols for continuous improvement and set expectations for regional coaches when they are working with their assigned schools.

2.6 ROLE OF ACCOUNTABILITY TO DRIVE SCHOOL IMPROVEMENT

Broaden the role of accountability to focus on policy, research, and district guidance to drive the school improvement conversation. (*Accountability and Assistance*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- OSI has begun to move towards more specific language about school improvement beyond the annual test scores, enabling more frequent diagnostics and practice-based improvement work between annual summative data releases.
- OSI created a plan that was submitted to the State Board of Education that aligns with the ALSDE ESSA plan to provide another level of accountability for schools that do not show sufficient improvement over a set period of time.
- OSI has partnered with other sections in the ALSDE to support their schools using MTSS with a specific emphasis on Problem Solving Teams. The expectation is that all identified schools will have training and must focus on a data-driven approach.

Remaining Work

- OSI is continuing to define sought-after practice and must operationalize and implement the new approach. In addition, they will be focused on being more involved, active, and directive with identified schools and districts.
- OSI plans to implement new protocols and processes at the beginning of the 2023-2024 school year to ensure a more aligned approach to school improvement throughout the state, while still meeting the individual differences of each school.

PCG Recommendations

- **De-emphasize “getting off the list” with marginal gains.** As OSI's diagnostic processes get more precise, shift to messaging success in terms of those criteria.
- **Influence schools' practices by leveraging significant funding.** While schools and LEAs retain autonomy, OSI can provide significant support and resources. OSI can guide LEAs and schools through structured processes around the funding to ensure that they are engaging with effective practices.

2.7 REVIEW IMPACT OF ADOPTING WEIGHTED STUDENT-BASED FUNDING MODEL

Review impact of adopting a weighted student-based funding model to align to national best practice and promote greater equity across school districts. (*Accountability and Assistance*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- The ALSDE conducted preliminary research and fact-finding on possible model development but has not pursued further development.

Remaining Work

- Legislation support and action are needed prior to additional progress.

PCG Recommendations

- **Hire an external consultant to recommend model adjustments.** PCG strongly believes adjustments to the current school funding model are a critically important and necessary policy change lever if the state wishes to realize substantial, lasting improvements in overall student achievement. Recommended adjustments would result in a weighted education funding model, driven by student level of need, that provides additional funding for students who are from economically disadvantaged families, have unique learning needs, or live in rural or impoverished communities. An external consultant that specializes in education finance could provide recommendations for the best path forward. A previous study by national experts was completed in 2015.¹

2.8 FLEXIBILITY TO IMPLEMENT PRACTICES AND INCUBATE NEW IDEAS

Allow districts and schools flexibility to implement practices that best support their community and incubate new ideas. (*Accountability and Assistance*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

¹ See for additional detail: <https://files.eric.ed.gov/fulltext/EJ1120646.pdf>

- In August 2022, a new form was designed and posted on the ALSDE website for LEAs to request a waiver. Waiver requests are submitted throughout the school year and focus on many areas. They generally are not submitted to incubate new ideas, but rather focus on LEA operational items. Many waivers are requested to bypass the traditional way of earning high school credit for various subject areas. As an example, to receive high school physical education credit, requests may be made to use more non-traditional experiences rather than a typical “gym class.” Additionally, there are many waiver requests that address the school calendar.

Remaining Work

- As rules and regulations change, there continues to be discussion regarding flexibility in the rules and how it meets both the students and LEAs unique circumstances. Currently, most waivers have not been focused on innovative practices.

PCG Recommendations

- **Request progress data from each waiver.** The current waiver system does not collect data regarding the success or impact of the waiver granted by the ALSDE. Consider asking all LEAs who were granted waivers to submit an end-of-year update including data as to the success of the waiver and its impact on student outcomes. This extra step will ensure that waiver requests have a true impact. It will also provide data as to which requests should continue to be granted and which ones are only for the convenience of the district and should be denied.
- **Encourage requests for flexibility to incubate ideas.** While many of the requests being received are to bypass current regulations, there appears to be a missed opportunity to encourage innovation. There are many different innovative approaches that could meet the needs of student learners such as implementing competency-based education in high schools that allows students to advance based on their ability to master a skill or competency at their own pace rather than the requirement of “seat time”. This approach as well as others ensures schools are meeting the different learning needs of their students, which can lead to improved student outcomes.

2.9 COMPLIANCE MONITORING PROCESS TO EMPHASIZE STUDENT OUTCOMES

Add to compliance monitoring process to emphasize student outcomes of each of the monitoring sections with a lens toward increasing student access and opportunity in addition to compliance. (OCR, special education, federal programs, prevention and support, certification, etc.) (*Accountability and Assistance*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE had conducted analysis of this task item and has determined it is no longer the best go-forward approach based on other realignment work that has occurred. It was determined that sections and more specifically the unit of Student Learning should along with the unit of Accountability, Evaluation, and Support have all their lens trained on the singular focus of improving student outcomes. The ALSDE's realignment supports that focus, and it needs to be driven home through action.

Remaining Work

- Monitoring with an outcomes-driven focus will be the work of the unit of Student Learning and the unit of Accountability, Evaluation, and Support. Monitoring will be part of the overall systems of supports strategy.

PCG Recommendations

- **Refine current compliance process to move towards a tiered or focused monitoring approach.** Adopt an automated, desk audit system and limit deeper, more targeted compliance monitoring audits to those with identified risk.
- **Review instructional audit practices** to determine opportunities to make these more comprehensive reviews for districts that have been identified as needing additional support in improving student outcomes.

2.10 DEVELOPMENT OF ACAP (STANDARDS)

Continue development of ACAP (standards) through internal data review. (*Accountability and Assistance*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The Student Assessment Section has led the following activities to ensure the assessment is aligned to the most current standards through an internal review of the assessment items and associated data. Teachers were included as part of the internal review. The items included:
 - Pre-Standard Setting Study
 - Standard Setting Study
 - Test Item Review
 - Technical Advisory Group Convening
 - Impact Review
 - Validation Study
- Since the ELA standards are new, completion of this task will take place in June 2023 once all data is available for the 2022-23 school year.

Remaining Work

- Upon completion of the standard setting study and review, the Student Assessment Section will spend time developing additional ACAP resources and training.
- When the new Science COS is complete, new ACAP items will be developed and the same process for standard setting and test item review will begin for that content area.

PCG Recommendations

- **Review the process to ensure teachers are available on the committee.** It has been noted that finding teachers to be part of the ACAP standards setting and review committee is becoming more difficult. Review the current process and determine ways to incentivize teachers to serve on the committee. This may include incentivizing both teachers and LEAs who must find a substitute to replace the selected teacher.

2.11 USE OF DATA TO PROVIDE TARGETED SCHOOL IMPROVEMENT SUPPORT

Strengthen use of data to provide targeted school improvement support. (*Accountability and Assistance*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- OSI has begun to supplement the use of annual summative assessments and formative school "audits" by planning deeper and more frequent use of the audits.
- OSI has developed a partnership with Special Education, which allows OSI to better serve all of schools because there are coaches who understand the needs of the students and have a set criteria and calendar of supports.

Remaining Work

- OSI will continue to align tools so that they provide overlapping data pictures and ensures goals are linked to frequently used data.
- OSI seeks to assist districts in engaging with other ALSDE teams: AL-MTSS, AMSTI, ARI, EL, OMI, Prevention and Support, etc. Monthly meetings will occur in which state partners can collaborate regarding support and calibrate services.

PCG Recommendations

- **Lead with data.** Every meeting or visit within the school should lead with data. When looking at data presented to the State Board of Education, the percentage of time focused on data was only 10.5% for CSI schools. That number is too low. Reviewing data (i.e., formative, summative, qualitative, quantitative) should be part of the routine for each school visit. When leading with data, it becomes routine, rather than a “gotcha” moment.
- **Continue to plan for a cycle of focused “audits”.** Include school stakeholders in assessing their own practice. Consider renaming “audits” to something that more clearly indicates a focus on diagnostic assessment, as opposed to pure summative evaluation.

3.4 IMPLEMENTATION OF THE TEACHER GROWTH TOOL

Finalize, train, and support on-going implementation of the Teacher Growth Tool (ATOT). (*Effective Educators*)

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- In partnership with Cognia, the ALSDE continued to train leaders to ensure both leaders and teachers have high quality professional learning related to the Alabama Teacher Observation Tool (ATOT) and its dimensions. The training included strategies which leaders can quickly implement when providing feedback to teachers.

Remaining Work

- As leaders are replaced in districts, the ALSDE will continue to offer additional training opportunities to ensure that there is a deep understanding of the ATOT tool and how it can support teacher growth within each school.

PCG Recommendations

- **Partner with OSI on ATOT data.** Since OSI spends a lot of time working with leaders in struggling schools, create a protocol for leaders of struggling schools to use the ATOT data as a tool to help improve teacher instruction. ATOT is relatively new, therefore many leaders may not see its data as an important tool to examine practice and set goals to improve instruction in low performing schools.

3.5 DEVELOP ADMINISTRATION LEADERSHIP TRAINING

Develop administration leadership training (Leadership Academy) to complement the instructional components of the Teacher Growth Tool. (*Effective Educators*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- The ALSDE developed the Five Dimensions online course for leaders and teachers. The course will be available in the 2023-2024 school year. This course will ensure leaders have high quality professional learning related to the Alabama Teacher Observation Tool (ATOT) and its dimensions.

Remaining Work

- Sessions for the new Five Dimensions online course are scheduled for the next school year. The ALSDE has secured staff to assist with training and follow-up sessions.

PCG Recommendations

- **Expand support for leaders.** While training on the ATOT is important, there are a lot of other areas that new and veteran leaders need to receive to grow as instructional leaders. Other sections in the Office of Student Learning provide ample opportunities for teachers and leaders to learn to grow expertise with a focus on instruction. However, there are some areas where leaders need additional support and technical assistance. Providing that support with either a partnership with CLAS or as a standalone program would be invaluable.

3.6 EXPAND THE ALABAMA TEACHER MENTORING PROGRAM

Expand the Alabama Teacher Mentoring Program to provide high-quality support for a teacher's first two years. Include non-traditional teachers. (*Effective Educators*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- Extensive work with the Alabama Teacher Mentoring Work Group has been completed, but there are a few items that are not finished. The updated plan will be reviewed with ALSDE Leadership and if approved, training will be provided to the LEAs.

Remaining Work

- Although the work has been completed, the ALSDE needs approval from leadership to provide training and to distribute resources. A challenge faced during this process was conducting Zoom meetings with teachers during the day. The ALSDE will need to find a better way to connect with teachers, a summer work group is being considered.

PCG Recommendations

- **Ensure new teachers have access to dedicated mentors.** High quality teachers are a critical element in achieving the Governor's new goal, "Journey to the Top Thirty". Creating a robust Teacher Mentoring program ensures that all new teachers of participating LEAs have access to dedicated mentors and a strategic plan for their success. Furthermore, the mentoring program should ensure that equitable funding is provided to participating mentees.

3.7 CREATIVE APPROACHES IN TEACHER EDUCATION PREPARATION PROGRAMS

Launch creative approaches in teacher education preparation programs, in partnership with institutions of higher education. (*Effective Educators*)

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- The State Board of Education, in July 2022, temporarily approved additional teacher testing options for individuals seeking initial certification after completion of an Alabama State-Approved Educator Preparation Program or for individuals seeking to begin an alternative certification approach. These modifications are being implemented to assist LEAs and educator preparation providers as they work to increase the quantity of available teachers in Alabama.
- The Alabama State Board of Education temporarily approved an Extraordinary Critical Need Staffing Waiver for employing Alabama superintendents to hire individuals who have:
 - Completed an Alabama-approved Educator Preparation Program (EPP)
 - Scored within -2 Standard Errors of Measure of the current required Praxis score

If the State Superintendent approves the Extraordinary Critical Need Staffing Waiver, an individual may be issued a maximum of three (3) one-year Non-Professional Temporary Certificates. While holding these certificates, the individual must be assigned a highly effective mentor by the district and work towards meeting one of the approved assessment options provided.

Remaining Work

- The changes adopted by the State Board of Education are only temporary and will need to be reassessed to determine which are effective and which changes will be rescinded.
- Administrative Code revisions continue to be worked on and will take approximately six-nine months to complete. Additionally, the continuous improvement/program approval process revisions will take another two months.

PCG Recommendations

- **Continue working with the Institutions of Higher Education (IHEs).** IHEs are important partners in updating the Administrative Code, revising the continuous improvement process, and promoting the work being done. This process will have a great impact on the new teacher pipeline moving forward.

4.9 DRIVE THE USE OF MICROSOFT (MS) PRODUCTS

Internally drive the use of MS products to communicate in real-time by section, division, and department. *(Stronger Internal Operations)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE has fully transitioned all document storage to occur in OneDrive.
- The ALSDE offered two required MS introductory training courses to all employees in April 2023.
- Several Information Systems staff have been trained in PowerBI.
- MS allows the ALSDE to utilize the same platform and work much more efficiently. As the ALSDE learns more products in the MS suite, the Department has been able to find solutions to many of its computer-related needs. Microsoft Teams has allowed the ALSDE to conduct meetings without travel time and expense.

Remaining Work

- The ALSDE is establishing an incentive-based program for ASAs to earn advanced credentials in Office 365.

PCG Recommendations

- **Continue to build out additional training opportunities, how-to guides, and office hours** for staff to build capacities and competence in MS products.
- **Publish a multi-year training plan** so that all staff are aware of expectations and goals.
- **Set expectations for the non-negotiable use of MS products to support departmental work.** This will help with overall adoption rates and standardization.

4.10 BUILD A RESEARCH AND ANALYSIS SECTION

Design and build a research and analysis section. *(Stronger Internal Operations)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE has created this section and has named a section lead.

- The primary focus to date has been on securing appropriate personnel for the team.
- Two new staff members will start July 1, 2023.

Remaining Work

- Work will focus on continuing to build out this section. Immediate next steps will focus on the review of the project manager role. Up to four more positions are budgeted.

PCG Recommendations

- **Set an overall vision** for this section's work and define key outcomes that will be achieved during FY24.
- **Formally communicate these goals to section leads** and ensure that the support this unit can provide is understood and fully leveraged.
- **Publish at least one data report** in the next year.

5.4 EXPAND CTE DUAL ENROLLMENT OPPORTUNITIES

Expand CTE dual enrollment opportunities for high school students. *(Focus on Career Readiness)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE continues to expand CTE dual enrollment opportunities across the state, with a focus on increasing access to students in lower-income communities. In SY2021-2022, there were 31,565 students enrolled in CTE dual enrollment programs. As of December 2022, enrollment grew to 39,007 Alabama students participating in CTE dual enrollment programs in SY2022-2023.

Remaining Work

- The ALSDE is continuing to leverage relationships with LEAs and the Alabama Community College System (ACCS) to further expand CTE dual enrollment opportunities across the state.

PCG Recommendations

- **Continue to focus expansion efforts in high-need communities with limited access to existing dual enrollment opportunities.** Further investigate innovative options to increase access for students in remote areas, for example, through virtual and/or asynchronous course offerings at IHEs.

5.5 ALIGN ALL CAREER TECH PROGRAMMING TO REGIONAL LMI

Align all career tech programming to regional labor market information and to high-growth, high-demand, and high-wage sectors. *(Focus on Career Readiness)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE partnered with the Governor's Office and the Alabama Office of Education & Workforce Statistics to conduct a Gap Analysis, which showed that every CTE program in Alabama high schools is aligned to at least one high-demand/high-wage job. The Gap Analysis findings demonstrate the ALSDE's commitment to providing high quality and relevant CTE programming for Alabama students that is aligned to high-demand/high-wage jobs in the state.

Remaining Work

- The ALSDE plans to use this Gap Analysis to guide decisions about further expanding programs across the state.

PCG Recommendations

- **Develop a plan to conduct a Gap Analysis on a regular basis**, reviewing regional labor market information and AL CTE programming offerings to ensure alignment.

5.6 INCREASE APPRENTICESHIPS AND WORK-BASED LEARNING (WBL) OPPORTUNITIES

Increase apprenticeships and work-based learning opportunities for high school students. *(Focus on Career Readiness)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- Student participation in apprenticeships and work-based learning (WBL) opportunities currently reflects pre-COVID numbers (approximately 9,300 students), after sustaining a setback during the pandemic. The ALSDE continues to prioritize expanding apprenticeships and work-based learning opportunities at critical components of state-wide CTE programming.

Remaining Work

- The ALSDE recognizes that diversifying and expanding WBL experiences for students will require ongoing effort as the Department responds to changing workforce demands. It is important for every student to have access to such opportunities to both learn through on-the-job work experience and the support of LEA staff.

PCG Recommendations

- **Continue to leverage relationships with industry partners** to expand apprenticeships and work-based learning opportunities, especially in high-need areas.
- **Further support implementation ACDM's early career awareness and exploration activities** to support students in identifying potential jobs and industries that align with their interests and strengths to encourage their participation in apprenticeships and work-based learning opportunities.

5.7 CAREER AND TECHNICAL EDUCATION COURSE OF STUDY

Draft updated Career and Technical Education Course of Study. *(Focus on Career Readiness)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- Career and Technical Education Courses of Study have been updated on schedule since 2020 in collaboration with industry and education partners and with support from the Governor's Office and State Board of Education. The Courses of Study have catalyzed improvements in CTE programming in Alabama. CTE Courses of Study standards were developed with considerations of the needs of special student populations across the state.

Remaining Work

- The ALSDE will make updates to the CTE Courses of Study as warranted by significant changes in the industry.

PCG Recommendations

- **Continue to engage diverse stakeholders**, including industry and education representatives from different regions across the state, to inform updates made to the CTE Courses of Study moving forward.

5.8 CTE PROGRAMMING FOR MIDDLE GRADES

Develop and implement CTE programming for awareness and exploration in middle grades. *(Focus on Career Readiness)*

COMPLETE: ON-GOING WORK REQUIRED FOR SUSTAINABILITY

Key Accomplishments

- The ALSDE has implemented the Alabama Career Development Model (ACDM) through formal professional development trainings, including at conferences and convenings such as:
 - AASCD Curriculum and Instruction Bootcamps
 - Association for Career Technical Administrators (ACTA) Conference
 - MEGA Conference
 - Alabama Association for Career and Technical (ALACTE) Conference
 - Career Coach Retreat

Technical assistance and support efforts are ongoing across the state as well.

- Specifically with regards to investing in CTE programming in middle grades, LEAs across all seven regions were awarded funding through Middle Grades Innovations Grants to launch or improve existing CTE programming in middle schools.

Remaining Work

- ALSDE CTE technical assistance and support efforts for ACDM implementation are ongoing across the state.

PCG Recommendations

- **Consider ways to leverage existing data systems and tools** capture and share student outcomes data related to CTE programming in middle grades (i.e., ways to measure the impact of programming implementation in different regions to support the expansion of effective initiatives).
- **Monitor enrollment in middle school CTE programming** to ensure equitable access to opportunities is achieved.

5.9 CCR AS ACCOUNTABILITY METRIC

Redefine how CCR is used for accountability and as an academic metric. *(Focus on Career Readiness)*

PARTIALLY COMPLETE: MORE WORK REQUIRED FOR FULL COMPLETION

Key Accomplishments

- On November 10, 2022, the Alabama State Board of Education amended the Alabama Administrative Code Rule No. 290-3-1.02, which added a College and Career Readiness (CCR) Indicator to the Alabama High School Graduation Requirements. Effective for students of the graduating Class of 2028 who will enter Grade 8 for the first time in the 2023-2024 school year, the Alabama High School Diploma—General Education Pathway shall be issued to students who earn the required credits and a minimum of one (1) CCR indicator. This change in state policy will impact Alabama's current accountability system, which measures the academic achievement of students enrolled in Alabama public schools.
- Efforts are currently underway to provide technical assistance and support to school leaders during the implementation of this change in state policy.

Remaining Work

- In the current legislative session, HB 109 would change the recently adopted state policy to require students of the graduating Class of 2025 to earn the required credits and a minimum of one (1) CCR indicator in order to earn the Alabama High School Diploma—General Education Pathway. Because of the potential impact of HB 109 on the graduation cohort(s) currently enrolled in Alabama schools and the state's accountability system overall, it will be most effective to continue this task once the final status of HB 109 is determined.
- If HB 109 is not enacted into law, the **ALSDE's next steps** will include:
 - Explore the impact of CCR in various states' accountability systems to determine potential options for redefining how CCR is used for accountability and as an academic metric. (July 1, 2023)
 - Convene a committee of leaders from education and other stakeholder groups to provide input for this task. (September 1, 2023)
 - Submit recommendation(s) to Dr. Mackey and the ALSDE Leadership for review and potential consideration for adoption by the Alabama State Board of Education. (October 1, 2023.)

PCG Recommendations

- **Communicate with all stakeholders.** When changes to graduation requirements are being discussed, it is critical to keep all stakeholders informed as to what the changes will be and when they will take place. Legislators and LEAs may be aware of pending legislation, but students and parents may not be as well informed. As legislative decisions are made, consider ways to keep the changes in the forefront for all stakeholders. Leaving it up to the LEAs to be the sole communicator may leave parents and students ill-prepared as graduation approaches. Consider using the ALSDE Communication Department as a resource to reach out to local news media when all components are finalized.

GENERAL “TAKING THE LEAD”

The below are additional task updates submitted to PCG that demonstrate progress towards PCG's overall recommendation of “Taking the Lead.”

Key Accomplishments

- **AMSTI** has partnered with Math Nation to offer free middle school supplementary curriculum for SY2022-2023 to all Alabama middle school math teachers and will add a high school supplementary curriculum for SY2023-2024. In addition, AMSTI received a USDOE EIR grant to partner with Math Nation and WestEd to conduct a five-year research study about the effect on student proficiency of the Math Nation Algebra I core curriculum.
- **AMSTI** provided family engagement components, including a Parent's Playbook, monthly numeracy calendars (in English and Spanish), Family Success Guides for grades K-12 math and science, and a running list of student and family resources for math, science, and digital literacy/computer science.
- The **Office of Student Learning** is creating an Achievement Network, in partnership with Institutions of Higher Education with the goal of providing “Teaching 101” training and resources for long term substitutes. The tenets of the program include:
 - Twelve (12) Day Evening Program, 7-8PM. All Virtual. All sessions recorded for on-demand professional learning later.
 - Each district identifies 1-3 substitutes to participate.
 - ALSDE Staff and College of Education professors will present content.
 - Upon completion of training, the ALSDE will provide Certificates of Completion to attendees.

IV. NEXT STEPS

PCG worked closely with the ALSDE leadership team to develop an Implementation Tracker for priority action items to address between June 2023 and May 2024. The identified tasks are considered the core work of the ALSDE over the course of the next year and are aligned to the Department's overall strategic direction. The ALSDE will provide internal oversight to ensure task completion and will provide regular, candid written status updates to ensure increased transparency. Ultimately, the creation of an implementation tracker should be an annual process undertaken by the ALSDE to drive forward movement.

APPENDIX

MAY 2023 ARTIFACTS

Below is a list of artifacts related to the May 2023 tasks submitted by the ALSDE team for PCG's review.

Standards, Curriculum, and Instruction

- 1.6 Expand the MTSS pilot schools, implement the Data Analysis Comprehensive Workbook, and evaluate its effectiveness in improving student outcomes.
 - PST Overview Presentation
 - AL-MTSS LEA Intent to Participate
 - PST Final 2023
 - Spring 2023 Curriculum and Instruction AL-MTSS
- 1.7 Develop Science Course of Study.
 - 2023 First Day General Information
 - Draft Science Meeting Agenda April 5-6, 2023
 - Science Acknowledgement for Course of Study
 - Science Meeting Agenda January 18-19, 2023
 - Science Meeting Agenda February 22-23, 2023
 - Science Meeting Agenda March 2023
- 1.8 Improve LEAs' access to ARI's Science of Reading best practices through the implementation of regional Spotlight Schools.
 - PLU Information
 - SoR Spotlight-Where should I visit
 - One page invite to SoR Spotlight School
 - SoR Spotlight School Alabama 2022-2023 Presentation
 - SoR Spotlight School Brochure 2022
 - SoR Spotlight School Video, QR code
 - SoR Schools and District MEGA Conference 2022 Panelists
 - You are invited to Visit an ARI Spotlight School
- 1.9 Expand AMSTI's Coaching Academy with a tiered support model for follow up and evaluation.
 - 2022 Coaching Academy Year 1
 - Coaching Year 1 Timeline
 - Coaching Academy_Communities Year 1 and 2
- 1.10 Increase the knowledge and application of AMSTI's proficiency scales in all districts.
 - AMSTI's proficiency scales support log
- 1.11 Use the Innovation external partners to assist with implementation of evidence-based practices in identified schools with low student achievement in the students with disabilities subgroup.
 - SES Summary of Trainings for Evidence-based Professional Learning
- 1.12 Augment PowerSchool roll-out with connecting grade level standards and accountability tools for MTSS schools.
 - Summary of PowerSchool roll-out
- 1.13 Rollout a comprehensive framework to more effectively support English Language Learners across all grades.
 - Alabama Seal of Biliteracy 2023
 - AMTESOL Conference Agenda

- EL Updates January 2023
 - ALSDE Framework for English Learner Success
- 1.14 Develop a statewide plan for inclusive education for students receiving special education services.
 - Inclusive Practices Implementation Plan Overview

Accountability and Assistance

- 2.5 Redefine state intervention practices for chronically underperforming schools (Gov 15).
 - Turnaround School Support Guide
 - Turnaround Principal Onboarding
- 2.6 Broaden the role of accountability to focus on policy, research, and district guidance to drive the school improvement conversation.
 - 2022 ESSA Schools – Differentiated Support
 - District Leader Transformation Academy
 - OSI New Website
 - Sample CSI School Instructional Audit
 - Transformation Academy Jump Start Overview
- 2.7 Review impact of adopting a weighted student-based funding model to align to national best practice and promote greater equity across school districts.
 - *No artifacts provided*
- 2.8 Allow districts and schools flexibility to implement practices that best support their community and incubate new ideas.
 - 22-23 Spring Curriculum and Instruction Slides
 - ALSDE Waiver Options and Requests Procedures
- 2.9 Add to compliance monitoring process to emphasize student outcomes of each of the monitoring sections with a lens toward increasing student access and opportunity in addition to compliance. (OCR, special education, federal programs, prevention and support, certification, etc.)
 - *No artifacts provided*
- 2.10 Continue development of ACAP (standards) through internal data review.
 - ACAP Standards Setting Overview
- 2.11 Strengthen use of data to provide targeted school improvement support.
 - 2022 ESSA Schools
 - Alabama Data Discussions
 - Day-7 Keys to CCR
 - RFI and Targeted Support OSI Website
 - Tiered Instruction PPT

Effective Educators

- 3.4 Finalize, train, and support on-going implementation of the Teacher Growth Tool (ATOT).
 - ATOT Teach Talk PPT
 - Improving Instruction with ATOT
 - ATOT Summary
- 3.5 Develop administration leadership training (Leadership Academy) to complement the instructional components of the Teacher Growth Tool.
 - Administrator ATOT Slides
 - ATOT Training and Resource page
 - Summary
- 3.6 Expand the Alabama Teacher Mentoring Program to provide high-quality support for a teacher's first two years. Include non-traditional teachers.
 - Memo FY 22-2069 Teacher Shortage Expansion
- 3.7 Launch creative approaches in teacher education preparation programs, in partnership with institutions of higher education.
 - Memo FY 22-2069 Teacher Shortage Expansion
 - Memo FY 22-2072 Teacher Shortage Extraordinary Critical Need Staffing Waiver

Stronger Internal Operations

- 4.9 Internally drive the use of MS products to communicate in real-time by section, division, and department.

- MS Training Internal Communications
- 4.10 Design and build a research and analysis section.
 - *No artifacts provided*

Focus on Career Readiness

- 5.4 Expand CTE dual enrollment opportunities for high school students.
 - Alabama Career and Technical Education Impact Report, 2021-2022
- 5.5 Align all career tech programming to regional labor market information and to high-growth, high-demand, and high-wage sectors.
 - CTE Gap Analysis
 - Alabama Career and Technical Education Impact Report, 2021-2022
- 5.6 Increase apprenticeships and work-based learning opportunities for high school students.
 - Alabama Career and Technical Education Impact Report, 2021-2022
- 5.7 Draft updated Career and Technical Education Course of Study.
 - Alabama CTE – CTE Course of Study
 - CTE Program Guides, Equipment List, and more
 - Course of Study Schedule
- 5.8 Develop and implement CTE programming for awareness and exploration in middle grades.
 - Alabama Career and Technical Education Impact Report, 2021-2022
 - Alabama Career Development Model, 2022
- 5.9 Redefine how CCR is used for accountability and as an academic metric.
 - Alabama-2023-HB109-Introduced
 - FY2022 Revised Alabama High School Graduation Requirements Memo