



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

August 1, 2025

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: Alabama Reading Initiative (ARI) Comprehensive Planning for the 2025-2026 School Year

Thank you for your continued efforts in embracing the Science of Reading (SoR) by fully implementing the *2021 Alabama Course of Study: English Language Arts* that aligns with the [Alabama Literacy Act 2019-523](#) (ALA). Through ongoing collaboration with local education agencies (LEAs), the Alabama Reading Initiative (ARI) recognizes the importance of providing key ALA implementation due dates and professional development opportunities to assist with 2025-2026 planning. Your consistent feedback was utilized in the review of the past year's key implementation components in continuing efforts to streamline the LEA paperwork requirement. In response to your needs, a PowerPoint has been developed that can be used with various stakeholder groups to share the information in this memorandum. Click the following link to access the [2025-2026: Comprehensive Memo Presentation](#). We encourage you to thoroughly review the PowerPoint, download and then utilize slides that meet the informational needs for various stakeholder groups.

The comprehensive ALA implementation outline below represents a culmination of our continuing efforts to streamline and provide communication efficiently and effectively to assist LEAs. PowerPoint covers the following elements:

ARI Google Site

Cogs for Student Success

- Prevention and Intervention

Student-Centered Coaching

- 2025-2026 Local Education Agency (LEA) Local Reading Specialist (LRS)
- Local Reading Specialist Overview
- Professional Learning for Local Reading Specialist
- Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA)
- Commitment to the *Alabama Literacy Act*
- Gradual Release Model for Coaching Support
- Quarterly (Q) Monitoring of ALA
- Local Reading Specialist Monitoring

Data-Informed Decision Making

- Annual LEA Reporting Requirements
- Third Grade Portfolio Requirements as a Result of ACAP Reading Summative Assessment

Assessment

- NAEP
- ACAP Data
- Assessment Testing Windows for the 2025-2026 School Year
- Early Years Assessment Vendors
- First Grade Readiness Assessment, Alabama Early Learning Inventory
- Kindergarten Entry Assessment, Alabama Early Learning Inventory

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Community and Family Involvement

- Family and Community Support
- *Alabama Literacy Act* FAQ
- *Alabama Literacy Act* Video

Intervention

- 2025-2026 ARI Funded Interventionist (Select Schools)
- 2025-2026 Approved Intervention Programs
- Before- and/or After-School Tutoring

Universal Core Instruction

- 2021 Alabama Course of Study and Instructional Supports
- 2025-2026 Approved Comprehensive Core Reading Programs
- Foundational Literacy Tiered Instruction

Professional Learning

- Professional Learning Opportunities for Principals
- Continuum for Teacher Development
- On-Demand Professional Learning from ARI
- Professional Learning for Administrators and Teachers

Leadership and Implementation Teams

- LEA Resources and Funding
- Strong Leaders, Strong Readers
- Central Office Sessions

Important Links

Beyond Grade 3

Thank you for collaborating with the ARI to implement measures of effectiveness, including both qualitative and quantitative data analysis to track acquisition of skills and knowledge, local reading specialist activities, and impact of effectiveness as it relates to increasing student reading proficiency as required by the ALA. While much is required by law, we should never forget the spirit of the law—grade-level reading proficiency by third grade for **all** students.

EGM/BS/AM

cc: Curriculum and Instruction Coordinators
ARI LEA Contacts
Assessment Coordinators
Alabama Literacy Task Force
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