

#AlabamaAchieves

Every Child. Every Chance. Every Day.



THE ALABAMA STATE DEPARTMENT OF EDUCATION





Alabama State Department of Education
P.O. Box 302101 · Montgomery, AL 36102-0101
205-334-6944 · www.alsde.edu

Dr. Will H. Hargett, Jr., Ed.D., State Superintendent
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Alabama Achieves: A New Plan for a New Decade



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Acknowledgements

This comprehensive strategic plan is the culmination of information and input provided by an engaged group of stakeholders from across our great state.

The foundation for this plan includes more than 20,000 responses to the Alabama State Department of Education's **"Take 10 for Public Education"** survey that was conducted in September and October 2019.

With this unprecedented response, we now know more about what Alabamians envision for our students than any other time in our history. Teachers, students, parents, business and industry leaders, legislators, other policymakers, and community leaders all took part in the survey, and we are grateful for their participation. We are also grateful to our many partners who helped disseminate the survey through their own networks and/or otherwise provided valuable input and feedback either as formal associations or through their various members.

We have been fortunate to compile a strong strategic planning committee to advise in the development of this plan. Committee members came from all walks of life, and they are all very busy people. Nevertheless, they took time to review the survey results, to listen to concerns, to discuss with one another, and to hone the focus of this plan to the most essential goals. We hope to use this plan as a roadmap to fundamentally change our education system to one that is more proactive than reactive.

We appreciate the leadership and investment from the Honorable Kay Ivey, Governor of Alabama and president of the Alabama State Board of Education, and the other members of the State Board whose encouragement and support to channel our energy on developing a plan focused purely on children has been invaluable.



Alabama Achieves: A New Plan for a New Decade



Comprehensive Strategic Planning Committee*

Karen DeLano, Chairperson, Auburn

Alan Baker, House of Representatives, District 66

Amy Marlowe, Alabama Education Association

Andrew Maxey, Tuscaloosa City Schools

Avis Williams, Selma City Schools

Becky Gerritson, Alabama Eagle Forum

Brian Hardin, Alabama Farmers Federation

Caroline Novak, Montgomery Resident

Chris Cox, Alabama Community College System

Christy Mead, Albertville City Schools

Courtney Meadows, First Baptist Church of White Hall

Dale Greer, Cullman County Economic Development Authority

Denise Ainsworth, Alabama High School Athletic Association

Dexter McLendon, Mayor of Greenville

Gale Satchel, Colbert County Schools

Harold Crouch, Mayor of Chatom

Janasky Fleming, City Councilman, Dothan

Jodi Parnell, O'Neal Steel

Jose Reyes, Scottsboro City Schools

Julie Kornegay, Federal Reserve Bank

LaKesha Brackins, Mobile County Schools

Laura Bailey, Auburn City Schools

Lesley Bruinton, Tuscaloosa City Schools

Marian Royston, Roanoke City Schools

Mark Dixon, A+ Education Partnership

Michael Ryans, Hale County Schools

Nancy Anderson, Alabama Disabilities Advocacy Program

Nick Moore, Office of the Governor

Paul Finley, Mayor of Madison

Robert Houston, Anniston City Schools

Russell DuBose, PhiFer Wire

Ryan Hollingsworth, School Superintendents of Alabama

Sally Smith, Alabama Association of School Boards

Shelia Holt, University of Alabama in Huntsville, AMSTI

Tracie West, State Board of Education

Vic Wilson, Council for Leaders in Alabama Schools

Vincent Chiaramonte, Hoover City Schools

Ed Nichols, ENspire Consulting, Decatur

****The Strategic Planning Committee members were inclusive and representative of every Alabama State Board of Education district in the state.***

Alabama Achieves: A New Plan for a New Decade



Introduction from the Superintendent

Every Child, Every Chance, Every Day is not only our department's motto, but a guiding philosophy about the work that we undertake on behalf of the 725,000 children who cross the thresholds into our public schools every day. Our guiding philosophy is that *every child* should be afforded every chance to succeed in school and, thus, make wise choices every day leading to success in career, family, and life after high school. Indeed from the first day of kindergarten, all that we do in K-12 schools is designed to empower students through education, to open new opportunities and widen horizons, and, ultimately, to help them to use knowledge and experience to make wise decisions. Our aspiration is that with our support, all children will seize the opportunities, rise to the challenges, and overcome any barriers in their way.

Along the way, we know children need to be exposed to a rigorous, challenging curriculum based on clear standards for learning. We know many of them will need extra help and tailored instruction, but all of them can benefit from personalized learning. We want all students to become accomplished readers who read for knowledge, read for pleasure, and read for growth in other academic subjects. We want them to achieve the heights of literacy as communicators through reading, writing, and speaking. We also want all students to become skillful mathematicians, capable of manipulating numbers and variables in order to solve complex problems. Mathematics is the language of science, computer science, and engineering. Numerate students can choose among an array of educational and career options in an increasingly technical world.

Even though the proverbial "3 Rs" are basic to a strong education, we recognize that the school experience is about so much more than just "reading, writing, and arithmetic." We want all students to graduate into the world where they will be active and committed citizens and workers. As graduates, we want them to be people of high character – engaged, informed, involved in their communities and civic minded. We want them to respect others and to understand our foundations of representative democracy, rule of law, free enterprise, and separation of powers.

These are bold steps forward, but we believe that not only is it achievable, it is paramount to our work. Nevertheless, the diversity and complexity of our modern society introduce unique challenges to our students. Therefore, as the Alabama State Department of Education, we are committed to offering unique supports to our local schools and school systems so students in every school are taught by effective teachers who have the content knowledge and instructional skills to guide students to achieve at the highest levels. We will make every effort to ensure that these students benefit from safe, secure, and supportive learning environments.

The challenges we face in education are great, but the opportunities are many. Every time we consider the challenges, we are also reminded of the students whose lives are impacted in such powerful ways through our schools every day. As you review this comprehensive strategic plan, you too will be reminded of the faces of those children. They are, after all, the only reason we commit ourselves to achieving these lofty goals.

Eric G. Mackey



Our Vision Statement:

In the knowledge-based economy of the future, a dynamic, healthy, and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenges all children with world-class expectation for understanding English and its rich literature, mathematics, history, and the requirements of a democracy, the sciences, and the arts. Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement, and a commitment to helping all children find the success in school and in their lives thereafter.

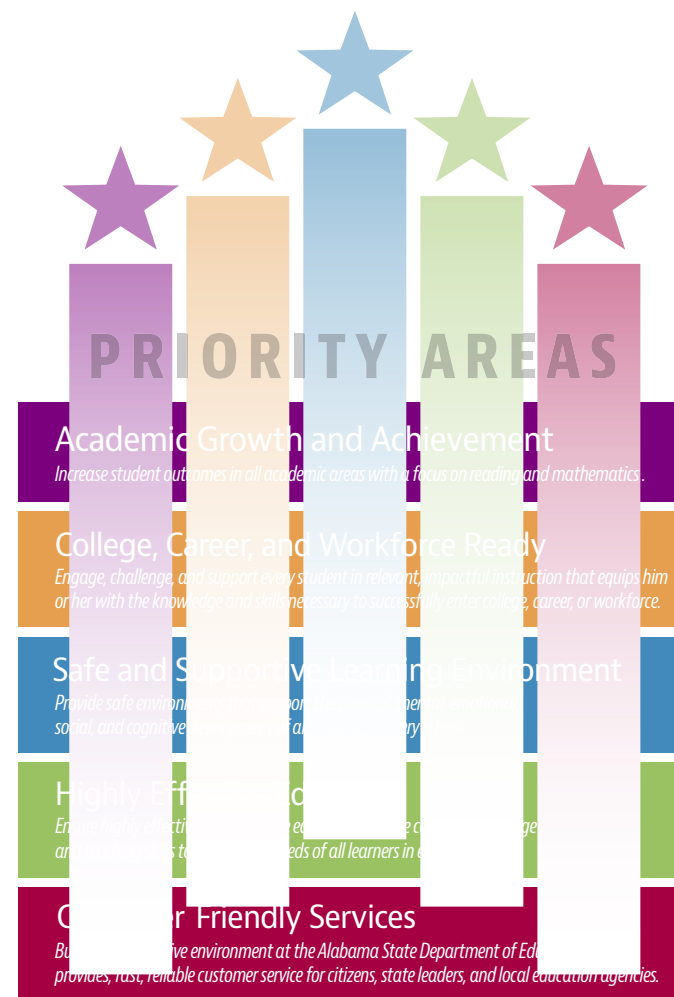
It is our collective vision and plan to promote and support such an equitable, accountable, and just system.

Our Mission:

It is the Mission of the Alabama State Department of Education to be an agency of innovation, creativity, service, and accountability in order to support local schools and school systems as they undertake the important work of educating children in communities across this state.

Our Motto:

Every Child. Every Chance. Every Day.





Executive Summary

Alabama Achieves: A New Plan for a New Decade is Alabama's roadmap to answering many questions that continue to challenge our schools. We recognize academic achievement and the resulting positive student success aptly describe the student experience for many thousands of students in many hundreds of schools across the state. Nevertheless, we also recognize some schools lag behind their peers in academic achievement and even in the highest performing schools, some students face major challenges to learning. The inequities of achievement are largely affected by inequities in well-qualified teachers, resources, professional development, family and community supports, and a myriad of other quality issues.

Alabama Achieves addresses five overarching Strategic Priorities, or areas in which the Alabama State Department of Education will work to support local schools and school systems in the new decade and beyond. Without question, during this time many new opportunities and challenges will come our way, and as a living document, this plan will have to be adjusted to the prevailing needs of our schools. Our Strategic Priorities are designed to be broad and encompassing:

Academic Growth and Achievement – We will increase student outcomes in all academic areas with a focus on reading and mathematics. By providing high-quality academic standards, professional development, data analysis tools, and other resources, we will support our local schools and school systems to powerfully impact the lives of young people every day.

College, Career, and Workforce Ready – We will engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or the workforce. Utilizing cutting-edge research, professional development, and partnerships, we will make sure that students have expanded options and opportunities in every corner of the state.



Alabama Achieves: A New Plan for a New Decade



Safe and Supportive Learning Environments –

We will work with our local school systems and their communities to provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school. We are committed to whole-child wellness and realize that we must embrace the need to provide optimal learning conditions to every community in the state.

Highly Effective Educators – We will ensure our schools are staffed with highly effective educators who are equipped with the content knowledge and teaching skills to address the needs of all learners in every school. At this onset of this decade, we face an unprecedented educator workforce shortage. We recognize the importance of working with our traditional models located within in-state educator preparation programs at institutions of higher education as we also seek out new alternative approaches to teacher recruitment, education, and development. We also know ongoing, high-quality, embedded professional development, and instructional coaching are additional keys to growing teacher and principal effectiveness.

Customer-Friendly Services – Build a collaborative environment at the Alabama State Department of Education that provides fast, reliable customer service for citizens, state leaders, and local education agencies. Unlike the others, this priority revolves around an internal look at the Department to make it a stronger and more pliable agency, responding quickly and efficiently to the needs of our local school systems, business and industry, and other needs of our citizens.

Finally, we are committed to measuring our progress toward goals associated with these strategic priorities. We will be transparent and accountable to our students, parents, policymakers, and citizens, tracking progress and reporting data on key measures back to the Alabama State Board of Education and the public.



Increase student achievement in all academic areas with a focus on reading and math.

Increase reading achievement on state and national assessments.

Strategies:

- Utilize PowerSchool Analytics to disaggregate data to provide targeted professional development to teachers and administrators.
- Revitalize and refocus Alabama Reading Initiative (ARI) implementations to maximize impact on K-3 student success.
- Analyze results of formative assessments to determine and provide intervention and support to improve teaching and learning while addressing the racial gap in student achievement.
- Utilize evidence-based practices to increase student achievement with emphasis on exceptionalities (e.g., special education, English learners, dyslexic, medically fragile).

Increase mathematics and science achievement on state and national assessments.

Strategies:

- Utilize PowerSchool Analytics to disaggregate data and use the information to provide targeted professional development to teachers.
- Implement “AMSTI for All” plan to maximize impact on student success.
- Utilize data analysis based on the results of formative assessments to provide intervention and supports while addressing the racial gap in student achievement.
- Place math coaches in every elementary school in the state to provide classroom-embedded instructional support for teachers.

Support students with exceptional needs (e.g., special education, gifted, English learners, dyslexic, medically fragile).

Strategies:

- Establish statewide administrator and regional specialists for English language learners coordination and professional development.
- Embed strategies for dyslexia/dyscalculia in Alabama Reading Initiative (ARI) and Alabama Math, Science, and Technology Initiative (AMSTI) professional learning.
- Provide ongoing support to teachers and administrators through impactful professional development.



Academic Growth and Achievement

Increase student achievement in all academic areas with a focus on reading and math.

Measures of Success:

See Figures 1 5 on pages 10 11

- ★ Percentage of 3rd Grade students reading on grade level as measured by ACAP
- ★ State level achievement on the 4th Grade NAEP Reading Assessment
- ★ State level achievement on the 8th Grade NAEP Reading Assessment
- ★ State level achievement on the 4th Grade NAEP Mathematics Assessment
- ★ State level achievement on the 8th Grade NAEP Mathematics Assessment

Expand computer science offerings to every school.

Strategies:

- Provide equitable access to computer science courses across the state by increasing the number of course permit trainings.
- Promote use of the Praxis to expand the number of teachers available to teach computer science courses.
- Expand opportunities for all students who have an interest in computer science to experience-related activities outside of the classroom.

Improve participation and success in Advanced Placement and dual enrollment courses.

Strategies:

- Promote partnerships between institutions of higher education, community colleges, and local school systems to facilitate dual enrollment.
- Collaborate with A+ to promote professional learning opportunities that will increase AP course availability.
- Identify scholarships for students to enroll in college courses without a fee charged to the parents or districts.

Support a robust curriculum for all students that supports the arts, foreign languages, and other academic areas that create a solid foundation for students.

Strategies:

- Utilize ACCESS to expand high-quality course offerings.
- Encourage local school systems to utilize the ALSDE waiver process and/or community partnerships to create innovative opportunities for students.
- Develop alternative approaches to engage students in real-world learning experiences through virtual opportunities and augmented reality/artificial intelligence.



Academic Growth and Achievement

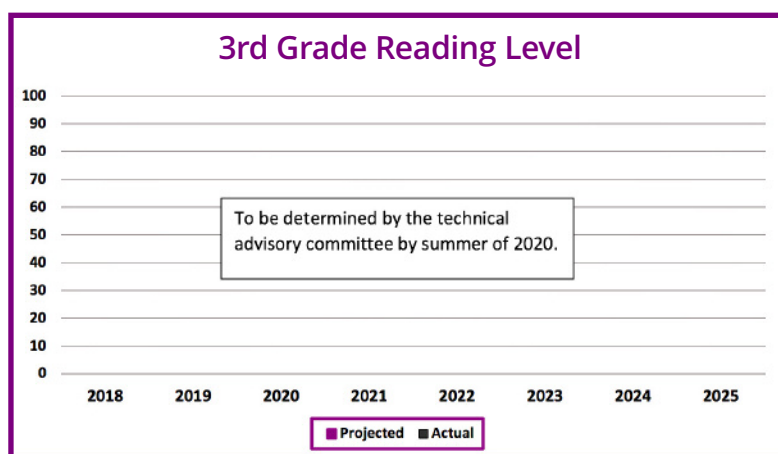


Figure 1: Percentage of 3rd Grade students reading on grade level as measured by ACAP

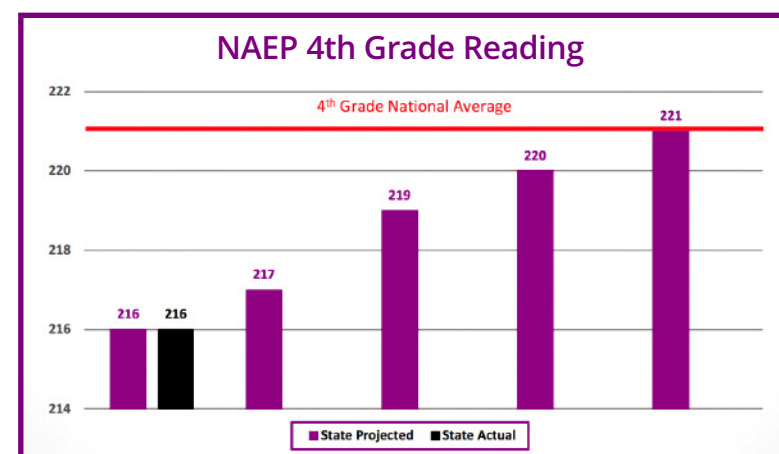


Figure 2: State-level achievement on the 4th Grade NAEP Reading Assessment

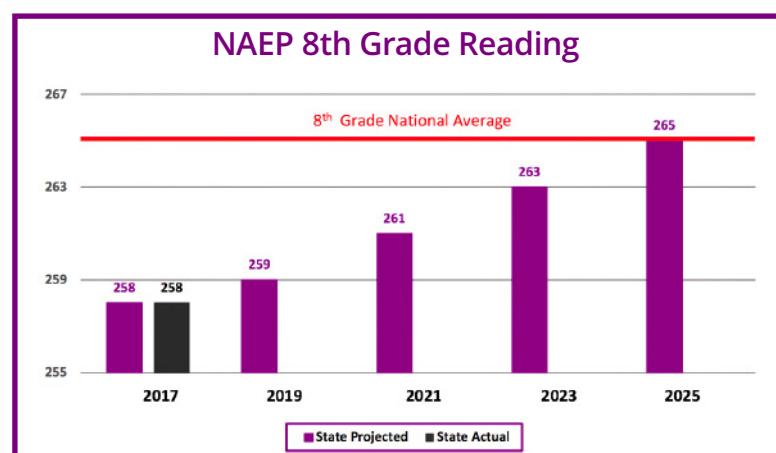


Figure 3: State-level achievement on the 8th Grade NAEP Reading Assessment

Academic Growth and Achievement

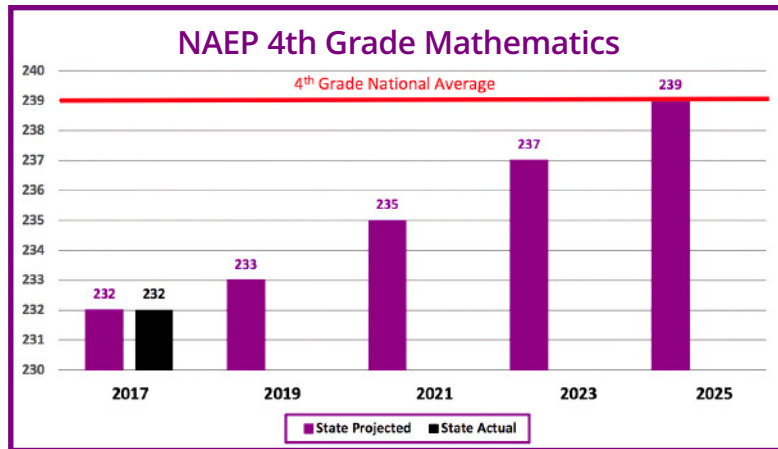


Figure 4: State-level achievement on the 4th Grade NAEP Mathematics Assessment

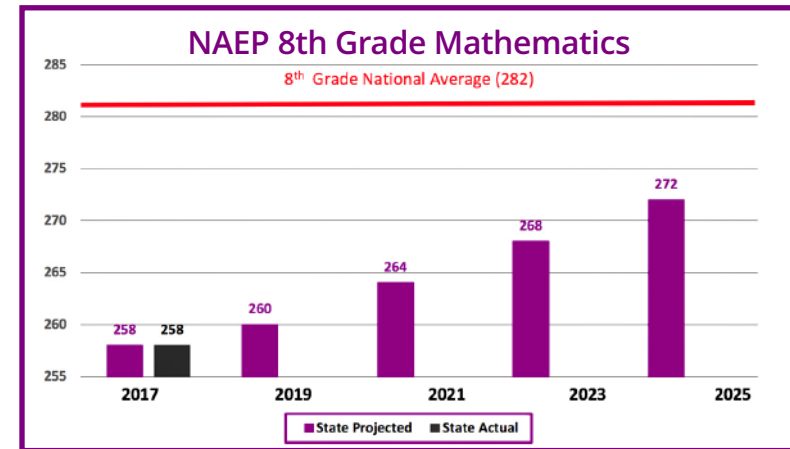


Figure 5: State-level achievement on the 8th Grade NAEP Mathematics Assessment





Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

Expand opportunities to give students multiple ways to demonstrate the knowledge, skills, and qualities necessary for success after high school.

Strategies:

- Partner with Alabama Office of Apprenticeship to increase work-based opportunities.
- Expand the number of career coaches across the state to ensure that more time is spent with students.
- Utilize regional labor market information provided by the Alabama Department of Labor to increase student understanding of postsecondary opportunities.

Identify the knowledge, habits, and qualities (i.e., essential skills) necessary for success after high school, and support every high school to incorporate these across various curricula.

Strategies:

- Assist students to develop Alabama College and Career Exploration Tool (ACCET)-verified resume.
- Collaborate with state and regional workforce councils to address the importance of student attendance and other “essential skills.”
- Research and develop senior-level elective courses that includes essential skills training.

Reduce the gap between College and Career Readiness (CCR) rate and the Graduation Rate.

Strategies:

- Provide increased flexibility for local school systems to pursue innovations and creative programming for students.
- Collaborate with Southern Regional Education Board (SREB) to develop and implement a systemic framework of support for math and English Language Arts (ELA) postsecondary-readiness courses.
- Partner with other states to identify high-demand career pathways and credentials aligned to reach careers.
- Promote partnerships between institutions of higher education, community colleges, and local school systems to increase dual enrollment.





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College, Career, and Workforce Ready

Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

Provide tools to local school systems for all K-12 students to have opportunities to explore various college and career options.

Strategies:

- Collaborate with STEM Council to establish best practices seal of approval.
- Encourage successful models of learning environments including STEM/STEAM schools and classrooms, project-based schools, and AP/IB programs.
- Encourage and support integration of career and college exploration beginning in 5th grade and continuing throughout K-12 experience and encourage local schools to participate in “Worlds of Work” events sponsored by regional work force councils.
- Increase partnerships with the business community to guide students on securing high-demand, high-paying jobs.

Measures of Success: *See Figures 6 13 on pages 14 15*

- ★ Number of students participating in World of Work
- ★ Percentage of Cohort that meets the requirement to be a Federal Graduate
- ★ Percentage of cohort (including non graduates) that earned one or more indicators of college or career readiness
- ★ The difference between the cohort graduation rate and the percentage of students in the same cohort that earned one or more indicators of college and career readiness
- ★ Percentage of the graduating cohort that scored at the Silver Level on the ACT WorkKeys assessment
- ★ Percentage of the graduating cohort that earned a transcribed college credit while still in high school
- ★ Percentage of the graduating cohort that earned an industry approved credential
- ★ Percentage of cohort graduates that completed a Free Application for Federal Student aid (FAFSA)



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College, Career, and Workforce Ready

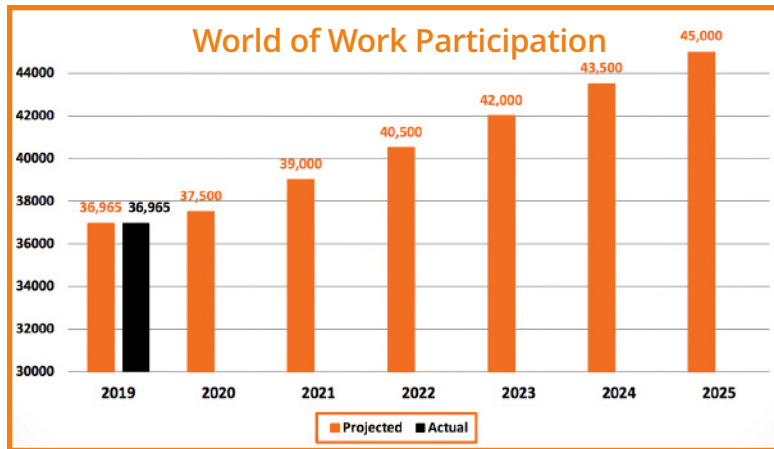


Figure 6: Number of students participating in World of Work

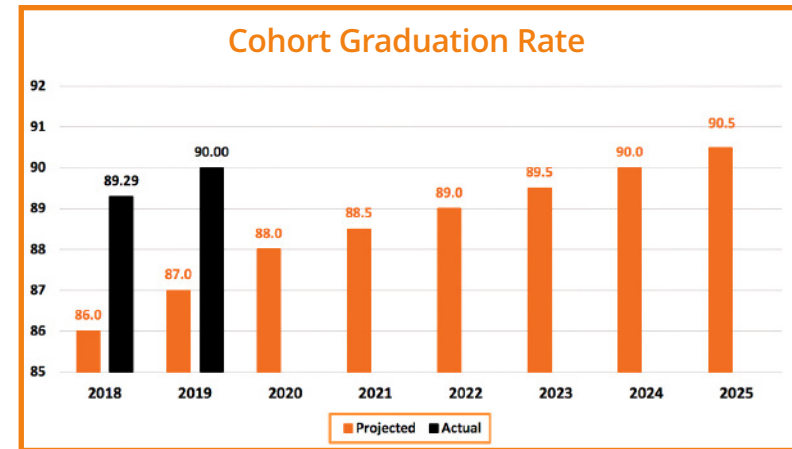


Figure 7: Percentage of Cohort that meets the requirement to be a Federal Graduate

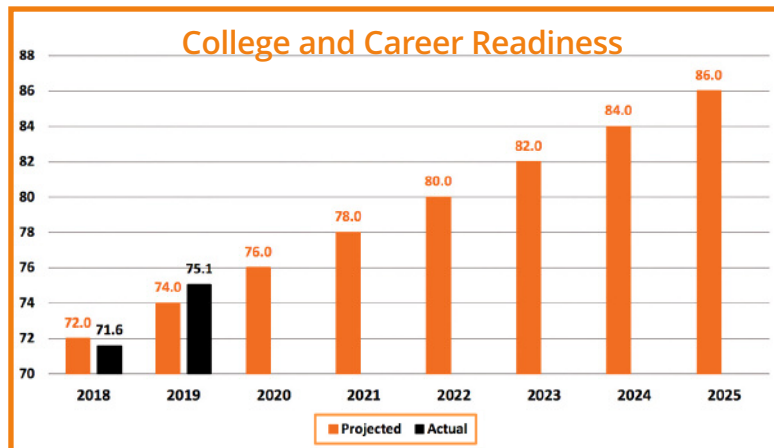


Figure 8: Percentage of cohort (including non-graduates) that earned one or more indicators of college or career readiness

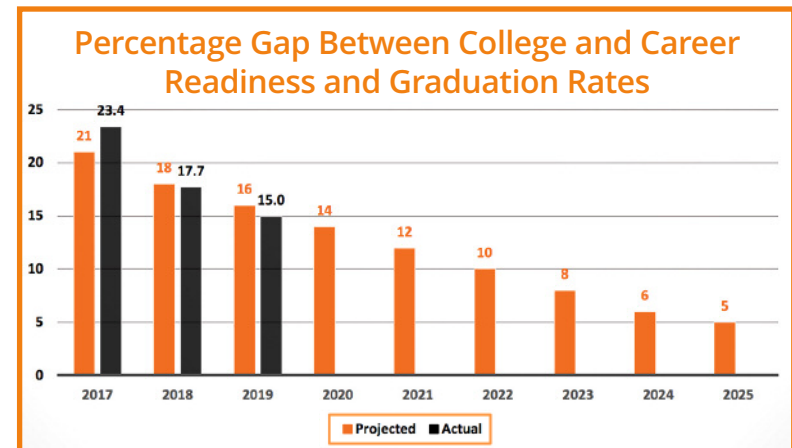


Figure 9: The difference between the cohort graduation rate and the percentage of students in the same cohort that earned one or more indicators of college and career readiness



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College, Career, and Workforce Ready

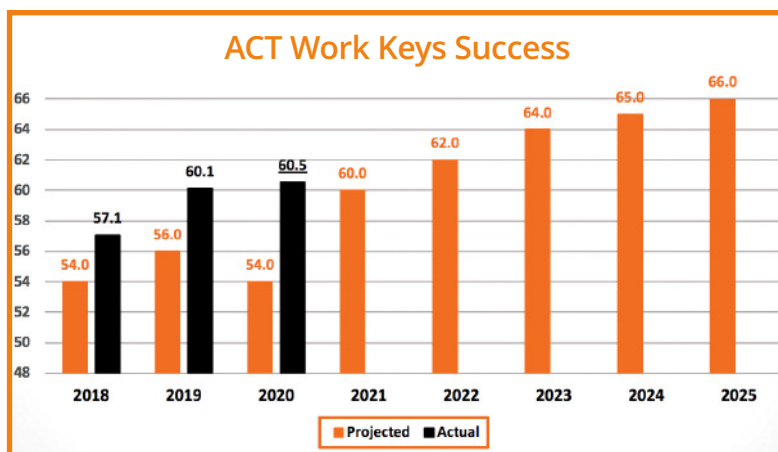


Figure 10: Percentage of the graduating cohort that scored at the Silver Level on the ACT WorkKeys assessment

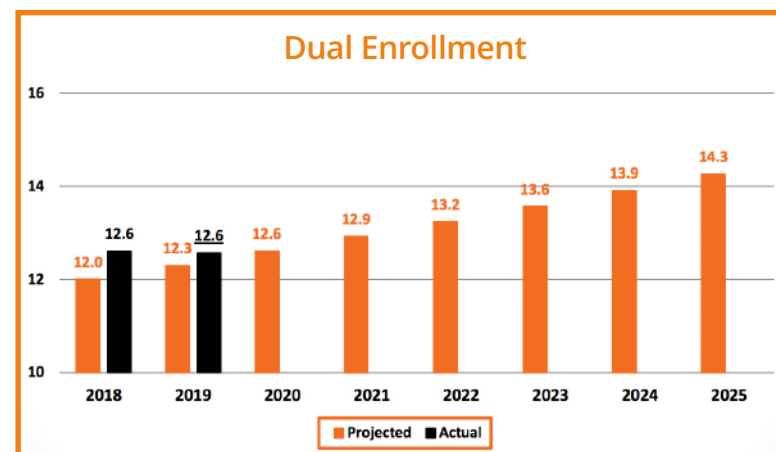


Figure 11: Percentage of the graduating cohort that earned a transcribed college credit while still in high school

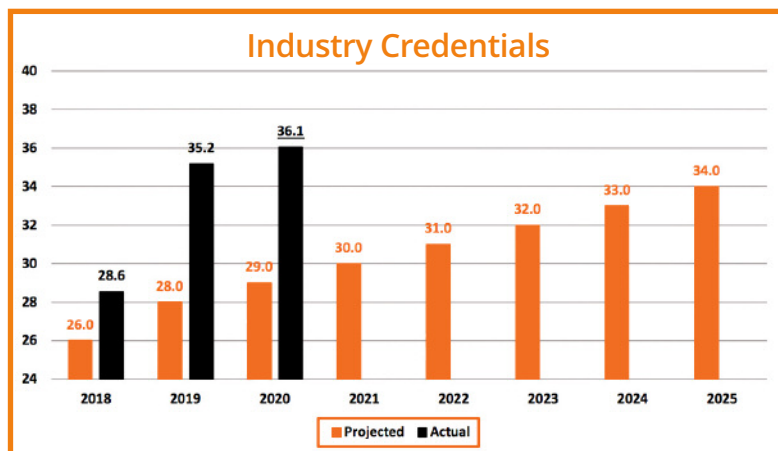


Figure 12: Percentage of the graduating cohort that earned an industry-approved credential

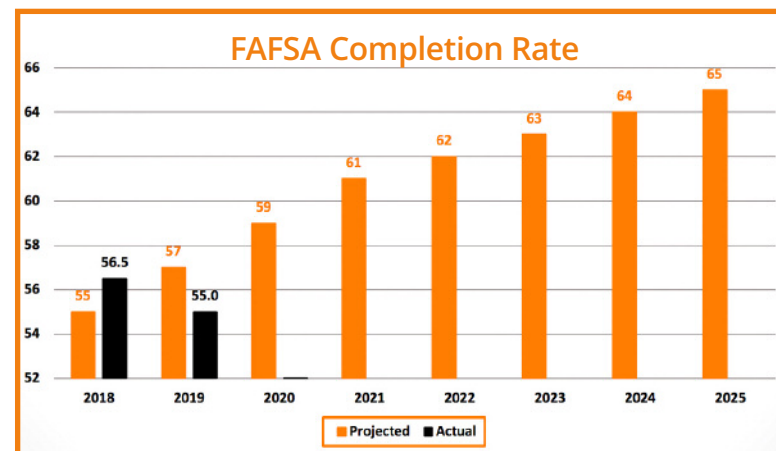


Figure 13: Percentage of cohort graduates that completed a Free Application for Federal Student Aid (FAFSA)

ALABAMA ACHIEVES

Safe and Supportive Learning Environments



Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school.

Expand access to mental health services and support in schools.

Strategies:

- Expand the school-based mental health collaboration with the Department of Mental Health and other agencies in order to increase access to mental health professionals statewide.
- Identify an evidence-based threat assessment model with tiered intervention options for identifying and addressing student behaviors that might indicate mental health issues.
- Expand Youth Mental Health First-Aid training for educators statewide.
- Encourage partnerships with the community-based agencies to expand mental health and family support.
- Explore employer assistance options to provide mental health service to teachers and employees of school districts.

Provide support and professional expertise to local school systems as they create, enhance, and/or maintain safe, secure campuses.

Strategies:

- Ensure local school systems upload floor plans in the Virtual Alabama School Safety System (VAS3) and maintain surveillance cameras linked to VAS3 to assist law enforcement in crisis response.
- Identify best practice security measures and incorporate them into professional training for school system safety coordinators.
- Identify schools with security needs and provide them with technical expertise.



Safe and Supportive Learning Environments

Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school.

Provide support and high-quality professional development to school system safety personnel.

Strategies:

- Provide technical assistance for School Resource Officers and District Safety Coordinators to reach as many schools as possible under existing funding constraints.
- Ensure School Resource Officers (SROs) receive appropriate National Association of School Resource Officers (NASRO) training to equip them to work in the school setting.
- Provide semi-annual comprehensive safety trainings for system-level safety coordinators so that they are then able to train school-level safety coordinators in their local school systems.

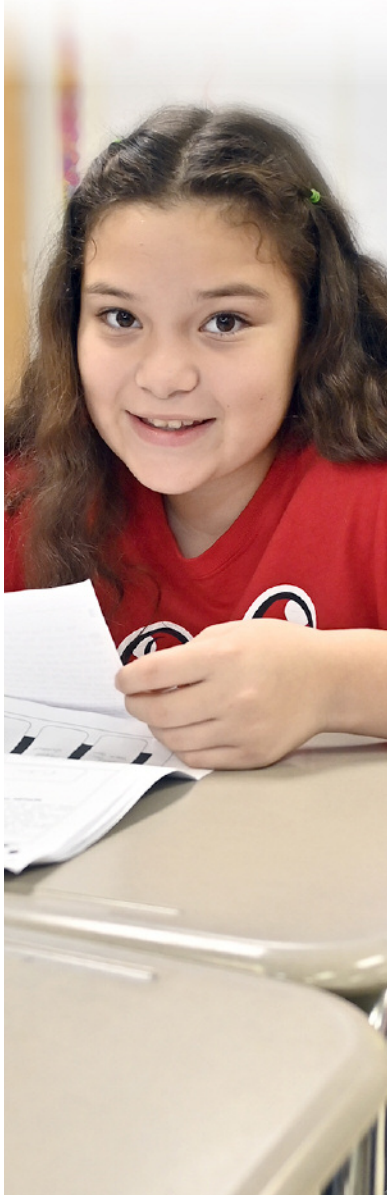
Collaborate with local law enforcement officials to jointly participate in training.

Strategies:

- Enhance the virtual platform (nSide) for reporting threats in order to facilitate timely and efficient response by school officials as well as law enforcement and other first responders.
- Create a state framework for comprehensive, formalized crisis communication plans to keep stakeholders informed of situations at schools and to assist with accurate and timely dissemination of information.
- Ensure schools report incidents of school violence to the ALSDE in a timely fashion.

Measures of Success: *See Figures 14 17 on page 18*

- ★ Number of local school systems participating in the multi agency school based mental health collaborative
- ★ Number of statewide certified Mental Health First Aid trainers
- ★ Number of schools trained on the Colorado Threat Assessment Model
- ★ Percentage of students that were absent 18 or more times during the course of the school year



ALABAMA ACHIEVES

Safe and Supportive Learning Environments

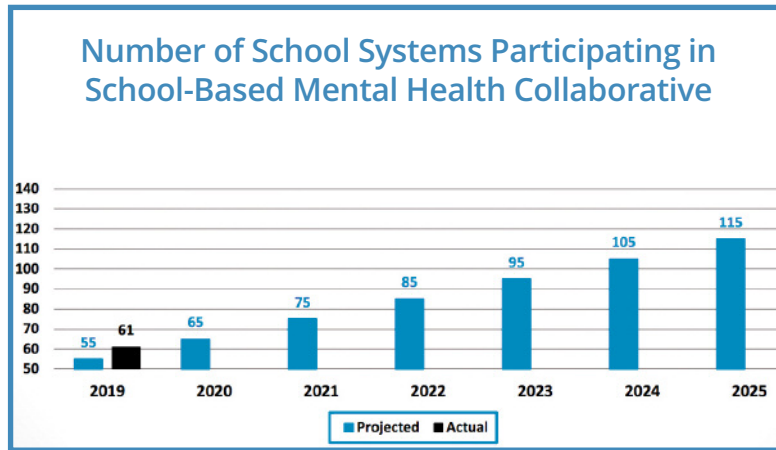


Figure 14: Number of local school systems participating in the multi-agency school based mental health collaborative

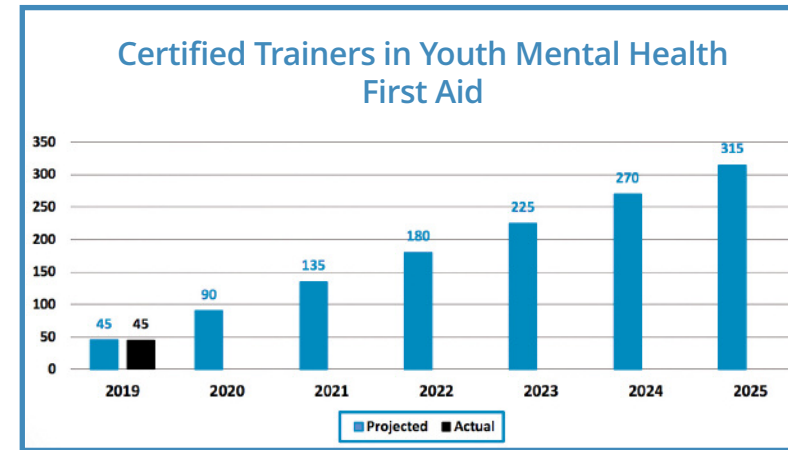


Figure 15: Number of statewide certified Mental Health First-Aid trainers

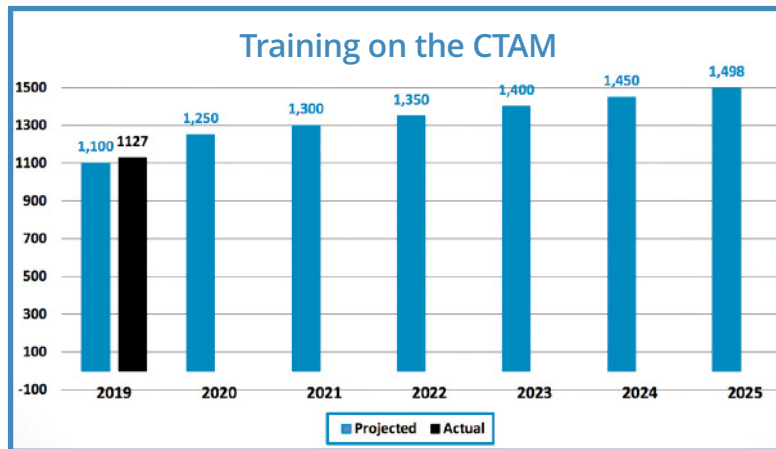


Figure 16: Number of schools trained on the Colorado Threat Assessment Model

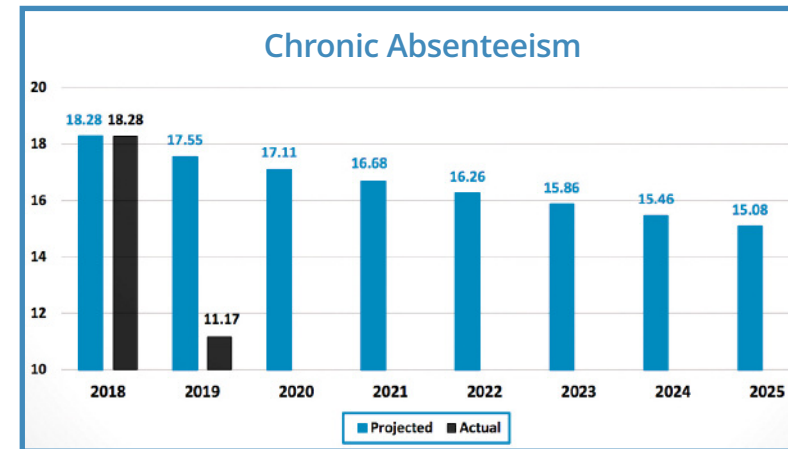




Figure 17: Percentage of students that were absent 18 or more times during the course of the school year



Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

Increase the number of high-quality educators entering the profession with an emphasis on shortage and areas of need.

Strategies:

- Work in partnership with institutions of higher education (IHEs) to encourage innovative and creative approaches in teacher education preparation programs.
- Collaborate and recommend financial incentives sufficient to recruit prospective candidates to enter the teaching profession.
- Collaborate with IHEs to update the Alabama quality teaching standards and *Administrative Code* to align with current best practices.
- Review certification processes and procedures and implement changes needed to remove barriers and eliminate inefficiencies.
- Collaborate with IHEs to share data for the purpose of improving teacher education programs.

Provide high-quality professional development to focus on specific, identifiable needs of teachers and principals.

Strategies:

- Provide research-based, standards-aligned, high-quality professional development, with a particular focus on:
 - Mathematics (AMSTI and partners)
 - Reading and English Language Arts (ARI and partners)
 - Computer Science (CTE and partners)
 - Career and Technical Education (CTE clusters)
 - Newly developed courses
 - Other areas based on current needs to include but not limited to ethics and sensitivity training
- Establish a pilot project for micro-credentialing for teachers and school leaders to drive growth in content knowledge and pedagogical skill.
- Fully implement the Alabama Teacher Mentoring Program (ATMP) to provide high-quality support for a teacher's first two years.
- Improve retention rates by utilizing information taken from the Take 20 working conditions survey.

Increase the number of non-traditional teacher candidates recruited as "second career" teachers from military, industry, business, and other fields.

Strategies:

- Institute pilot programs for innovative, non-traditional teacher recruitment, training, and certification pathways.
- Explore creating a pre-apprenticeship program and industry-recognized apprenticeship program (IRAP) that accelerates teacher preparation.



Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

Measures of Success: *See Figures 18-26 on pages 20-22*

- ★ Percentage of mathematics courses taught by teachers who are certified in Mathematics
- ★ Percentage of science courses taught by teachers who are certified in Science
- ★ Percentage of special education courses taught by teachers who are certified in special education
- ★ Number of Provisional and Interim certificate awarded (certificates must be renewed annually)
- ★ Number of Provisional or Interim certificate awarded (certificates must be renewed annually)
- ★ Number of teachers trained through high quality, research based professional development in reading (LETRS and Neuhaus)
- ★ Number of teachers trained through high quality, research based professional development in mathematics (AMSTI, OGAP, NUMBERS)
- ★ Number of teachers trained through high quality, research based professional development in computer science
- ★ Number of National Board Certified Teachers, all subjects

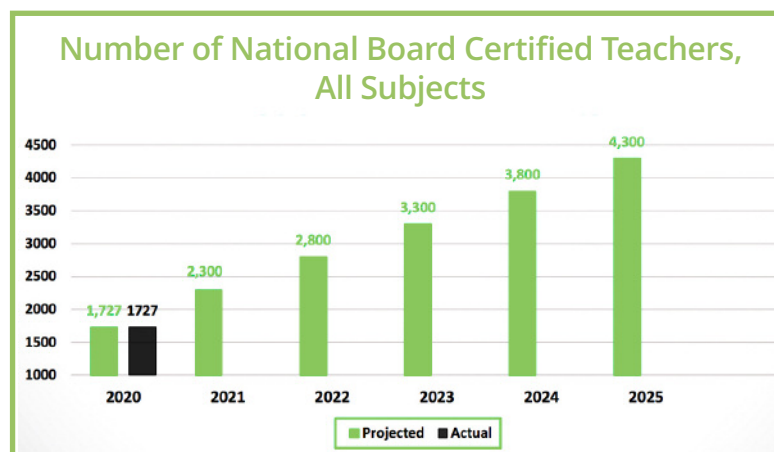


Figure 18: Number of National Board Certified Teachers, all subjects



Highly Effective Educators

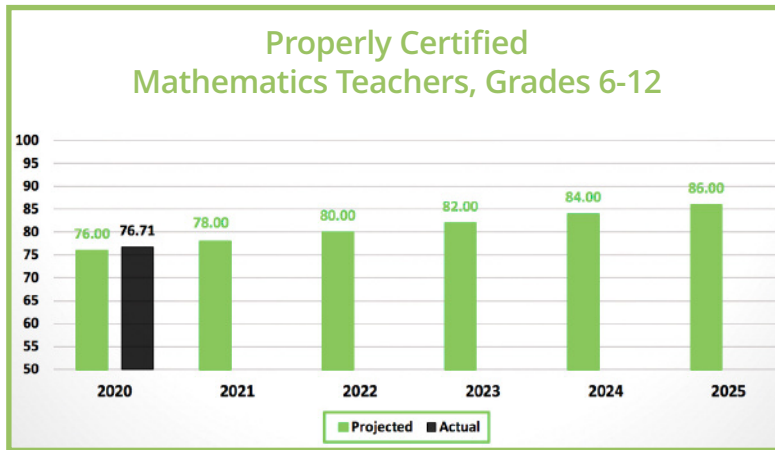


Figure 19: Percentage of mathematics courses taught by teachers who are certified in Mathematics

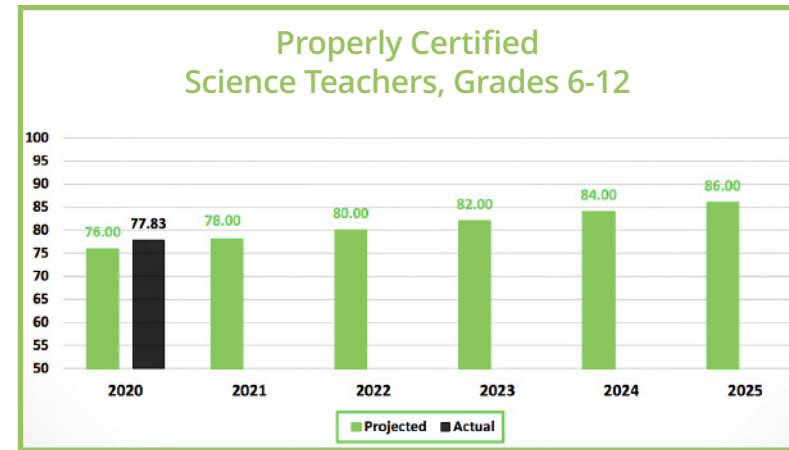


Figure 20: Percentage of science courses taught by teachers who are certified in Science

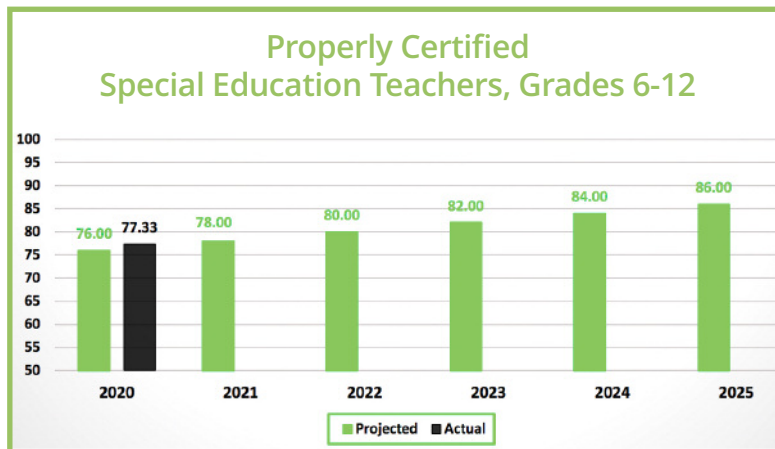


Figure 21: Percentage of special education courses taught by teachers who are certified in special education

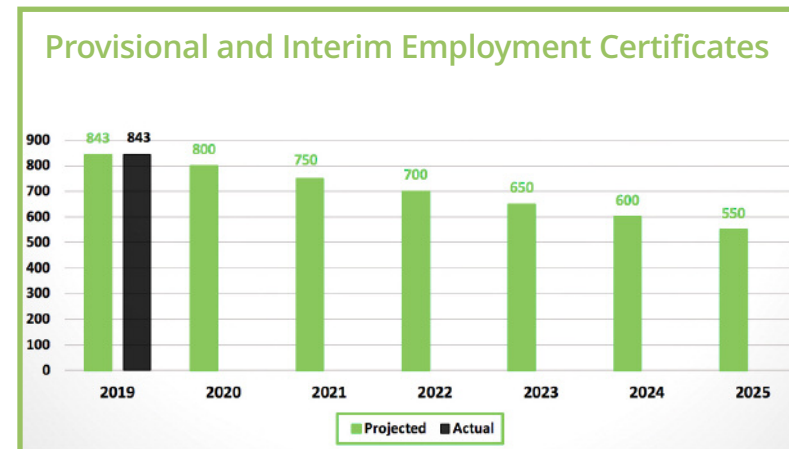


Figure 22: Number of provisional and interim certificates awarded (certificates must be renewed annually)

Highly Effective Educators

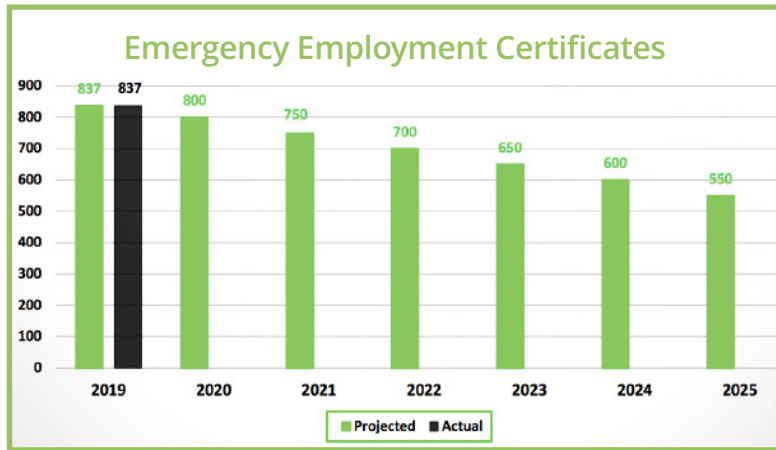


Figure 23: Number of emergency employment certificates awarded



Figure 24: Number of teachers trained through high-quality, research-based professional development in reading (LETRS and Neuhaus)



Figure 25: Number of teachers trained through high-quality, research-based professional development in mathematics (AMSTI, OGAP, NUMBERS)

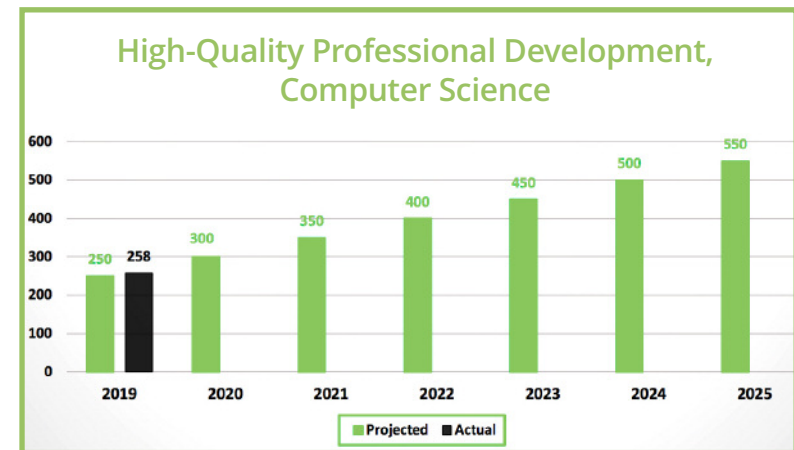


Figure 26: Number of teachers trained through high-quality, research-based professional development in computer science



Customer-Friendly Services

Build a collaborative environment at the Alabama State Department of Education that provides fast, reliable customer service for citizens, state leaders, and local education agencies.

Develop internal communications strategies and pathways at the ALSDE with a focus of “customer satisfaction.”

Strategies:

- Implement a system to randomly survey callers to the ALSDE regarding efficiency, friendliness, and customer satisfaction.
- Update telephone response choices to incorporate additional options.
- Implement onboarding and ongoing professional development for administrative assistants on various topics, to include customer service.

Enhance external communications strategies and pathways to improve communication between the ALSDE and stakeholders.

Strategies:

- Implement a new mobile-friendly, easily navigable ALSDE website for the public.
- Increase effective dissemination of information via social media and digital platforms.
- “Rebrand” the ALSDE with a focus on the service aspects of the agency.
- Establish an ALSDE Ombudsman program to interact with members of the public who have a more involved issue or query.

Measures of Success: *See Figure 27 29 on page 24*

- ★ Number of times the ALSDE website is accessed annually
- ★ Percentage of positive respondents based on the service provided by the ALSDE
- ★ Number of Social Media Interactions in Facebook, Instagram, and Twitter



Customer-Friendly Services

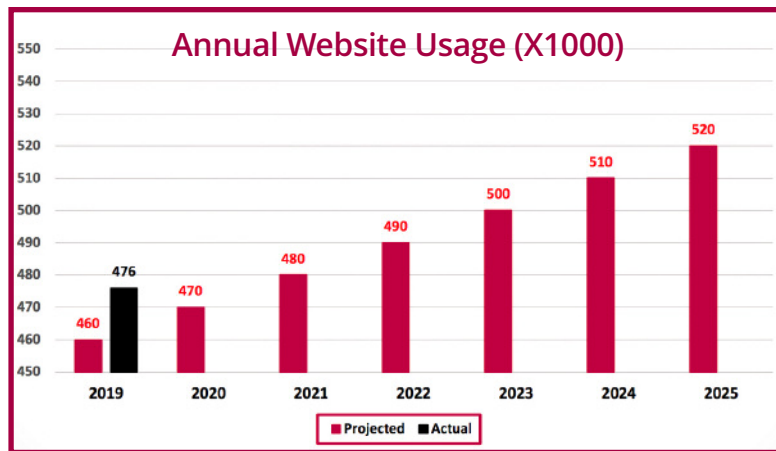


Figure 27: Number of times the ALSDE website is accessed annually

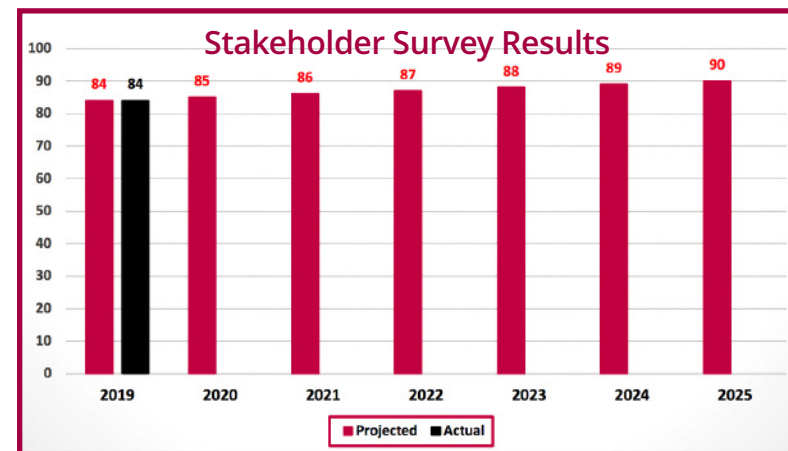


Figure 28: Percentage of positive respondents based on the service provided by the ALSDE

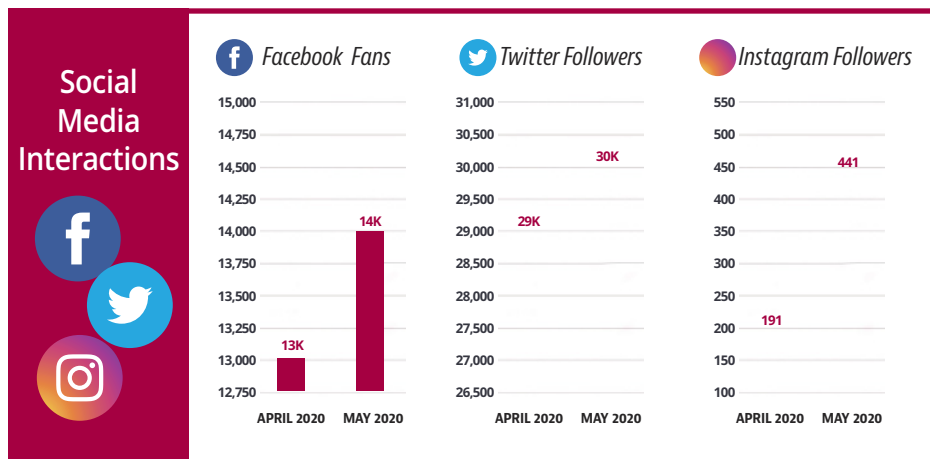


Figure 28: Number of Social Media Interactions in Facebook, Instagram, and Twitter





Glossary and List of Acronyms

ACAP – Alabama Comprehensive Assessment Program

ACCESS – Alabama Connecting Classrooms, Educators, and Students Statewide

ACCET – Accrediting Council for Continuing Education and Training was founded in 1974 for the purpose of improving continuing education and training and has been officially recognized by the U.S. Department of Education since 1978 as a “reliable authority” as to the quality of education and training.

ACT – American College Test. The ACT is a standardized test used for college admissions in the United States.

ALSDE – Alabama State Department of Education

AMSTI – Alabama Math, Science, and Technology Initiatives

AP – Advanced Placement

A+ – Alabama Education Partnership. A+ advocates for policies, practices, and investments that advance learning, and by partnering with schools to build the capacity of teachers and leaders.

ARI – Alabama Reading Initiative. ARI is a statewide K-12 initiative committed to supporting the development of high-quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade-level standards.

ATMP – Alabama Teacher Mentoring Program

CTE – Career and Technical Education

COGNIA – New Name for AdvancED. Cognia is an educational nonprofit that offers accreditation, certification, assessment, and other professional services to school districts and states.

CCR – College and Career Ready

Dual Enrollment – A program that allows high school students to enroll in college courses for credit prior to high school graduation.

Essential Skills – The skills that people need for work, learning and life and evolves literacy, computer use, thinking, oral communication, working with others and continuous learning.

FASFA – Free Application for Federal Student Aid

IHE – Institution of Higher Education

IRAP – Industry-Recognized Apprenticeship Program

NASRO – National Association of School Resource Officers

nSIDE – School Safety Platform

PowerSchool – PowerSchool a software company that stores and manages student data.

Praxis – A series of teacher certification exams written and administered by Educational Testing Service. These tests are administered before, during, and after teacher training courses.

SREB – Southern Regional Education Board

STEAM – Science, Technology, Engineering, Arts, and Math

STEM – Science, Technology, Engineering and Math

SRO – School Resource Officer

Take 20 – A survey used to gather information about Alabama schools.

VAS3 – Virtual Alabama School Safety System

WOW – Worlds of Work

All photos in the *Alabama Achieves Strategic Plan* booklet are of Reeltown Elementary School in the Tallapoosa County School District. Special thanks to Superintendent Joe Windle, Principal Ray Porter, and District 2 State Board of Education Representative Tracie West.

