



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

August 15, 2023

The Honorable Eric Mackey
Superintendent of Education
Alabama State Department of Education
50 North Ripley Street
P.O. Box 302101
Montgomery, AL 36104

Dear Superintendent Mackey:

I am writing in response to Alabama's June 1, 2023, request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA; accordingly, I am approving Alabama's amended State plan. A summary of Alabama's amendment is enclosed. This letter, as well as Alabama's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Alabama's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Alabama's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Alabama's responsibility to comply with these civil rights requirements.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Thank you for the work the Alabama State Department of Education has invested in its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

/s/

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Paul Bonner, Accountability Coordinator
Shanthia Washington, Assistant State Superintendent

Amendment to the Alabama Consolidated State Plan

The following is a summary of Alabama’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Alabama’s complete consolidated State plan.

Long-Term Goals – Academic Achievement:

The Alabama State Department of Education (ALSDE) established new baseline data from the 2021-2022 school year, measurements of interim progress, and long-term goals for academic achievement and shifted its timeline for meeting long-term goals for academic achievement to 2034-2035 because it transitioned to a new statewide summative assessment.

Long-Term Goals – Graduation Rate:

The Department acknowledges that ALSDE shifted forward its long-term goals and measurements of interim progress for graduation rate by two years, consistent with its previously approved ESEA State plan Addendum.

Long-Term Goals – Progress in Achieving English Language Proficiency:

The Department acknowledges that ALSDE shifted forward its long-term goals and measurements of interim progress for progress in achieving English language proficiency by two years, consistent with its previously approved ESEA State plan Addendum.

Comprehensive Support and Improvement (CSI) – Not Exited:

The Department acknowledges that ALSDE updated its State plan to be consistent with its previously approved ESEA State plan Addendum. It will not count the 2019-2020 and 2020-2021 school years towards the number of years in which an additional targeted support and improvement (ATSI) school has to meet exit criteria before it becomes a CSI school.

CSI Exit Criteria:

ALSDE will exit a school from CSI status that was identified for low performance if it performs above the bottom five percent of schools and shows improvement compared to the year in which the school was originally identified. ALSDE will exit a school from CSI status that was identified based on low graduation rate if it has a graduation rate at or above 67 percent. Additionally, the Department acknowledges that ALSDE will not count the 2019-2020 and 2020-2021 school years towards the number of years in which a CSI school has to meet exit criteria, consistent with its previously approved ESEA State plan Addendum.

Additional Targeted Support and Improvement (ATSI) Exit Criteria:

ALSDE will exit a school from ATSI status if it no longer meets the ATSI eligibility criteria and the student subgroup for which the school was identified demonstrates improvement compared to the year of identification.