Alabama Achieves
Blueprint for Achievement

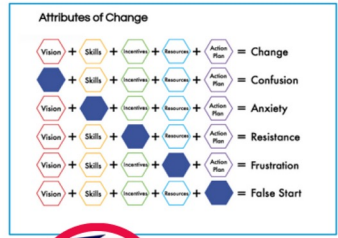### Alabama Achieves: A Strategic Plan for a New Decade

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 challenge 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 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.

Scan Me

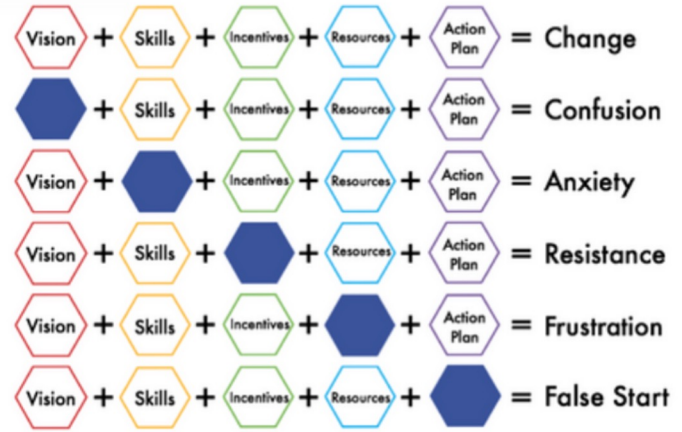### Blueprint for Achievement: *Knoster Model for Managing Complex Change*

The AL Office of Student Learning is committed to implementing systematic, sustainable change using Knoster's framework for managing complex change. Sections within the OSL have designed Blueprints for Achievement that detail the vision, skills, incentives, resources, and action plans that will support the implementation of the ALSDE's strategic plan, Alabama Achieves.

Every child. Every chance. Every day.

- AMSTI — Alabama Math, Science, and Technology Initiative
- ARI — Alabama Reading Initiative
- edtech — Educational Technology
- Professional Learning — Commitment, Dedication, Excellence, Compassion
- Mathematics Improvement
- School Improvement

Every child. Every chance. Every day.

Attributes of Change

$$\text{Vision} + \text{Skills} + \text{Incentives} + \text{Resources} + \text{Action Plan} = \text{Change}$$

$$\blacksquare + \text{Skills} + \text{Incentives} + \text{Resources} + \text{Action Plan} = \text{Confusion}$$

$$\text{Vision} + \blacksquare + \text{Incentives} + \text{Resources} + \text{Action Plan} = \text{Anxiety}$$

$$\text{Vision} + \text{Skills} + \blacksquare + \text{Resources} + \text{Action Plan} = \text{Resistance}$$

$$\text{Vision} + \text{Skills} + \text{Incentives} + \blacksquare + \text{Action Plan} = \text{Frustration}$$

$$\text{Vision} + \text{Skills} + \text{Incentives} + \text{Resources} + \blacksquare = \text{False Start}$$

Alabama School Turnaround Pillars

FEDERALLY MANDATED (ESSA)

STATE INITIATIVES

Comprehensive Support Schools (CSI) – Federal

Lowest 5% on State Report Card or below 67% graduation rate

Receive yearly funding to support interventions

Assigned ALSDE staff to provide and support continuous improvement interventions

Identified every 3 years

60 schools in 2018
50 schools in 2022

Governor's Turnaround Initiative

$10M for improvement

$5M for auxiliary teachers

ALSDE support includes MTSS, coaching, professional learning

Community and state partnerships, including DMH, DHR, DECE, and the Artistic Literacy Consortium

15 schools identified in 2022

Alabama Literacy Act

Lowest 5% of schools on ACAP *Summative* Reading

ALSDE support includes coaching, resources, ongoing, and job embedded learning

Identified every 3 years

52 schools +3 feeder in 2019
40 schools + feeder patterns in 2022

Alabama Numeracy Act

ALSDE support includes ongoing and sustained professional learning, resources, and math coaches

Full Support schools supported by Regional Math Coordinators on a weekly basis

Identified Annually

19 Full Support schools
64 Limited Support Schools in 2023

Alabama Accountability Act

"Failing Schools" first identified in 2013 – bottom 6% combined reading and math proficiency

No funding allocated

Prioritized ALSDE support

Identified Annually

75 schools in 2020
79 schools in 2023

ACRONYMS

ALSDE: Alabama State Department of Education
DHR: Department of Human resources
ESSA: Every Student Succeeds Act

MTSS: Multi-Tiered Systems of Support
DECE: Department of Early Childhood Education

DMH: Department of Mental Health
ACAP: Alabama Comprehensive Assessment Program

ESSA Schools
Comprehensive Support & Improvement (CSI)

WHO
is included?

Title I School

Bottom 5% of Title I schools

Graduation rate that is below 67%

60 Schools Identified in 2018

50 Schools Identified in 2022 *(22 returning from 2018 list)*

ALSDE partners including OSI, RICs, MTSS, SPED, ARI, AMSTI, etc.

WHAT
supports are provided?

Approve, monitor, and review plan

Provide technical assistance to districts/schools where needed or requested

Provide funding to support evidence-based interventions

WHEN
do we know? (outcomes)

Perform above the bottom 5% of schools receiving Title I, Part A funds

Show improvement as compared to when the school was originally identified

Must have a graduation rate at or above 67%

WHERE
are we?

38 of 60 Comprehensive Support and Improvement Schools Exited Status in 2022

11% increase in graduation rate from first identification in 2018

WHY
does it matter?

Improved graduation rate, academic achievement, academic growth, English Leaner proficiency, and attendance

Students receiving quality education, ensuring they are college, career, and workforce ready through innovative teaching and leading practices

ACRONYMS

ALSDE: Alabama State Department of Education
MTSS: Multi-Tiered Systems of Support
AMSTI: Alabama Mathematics, Science, and Technology Initiative

OSI: Office of School Improvement
SPED: Special Education Services

RIC: Regional Inservice Centers
ARI: Alabama Reading Initiative

Elevated Support:
Comprehensive Support & Improvement Returning (CSI-R)

Schools identified for Comprehensive Support under previous iterations of the law and identified under ESSA as Comprehensive Support Schools will automatically be elevated to Comprehensive Support and Improvement-Returning (CSI-R) status. Schools that do not exit CSI status within four years will enter CSI-R status. ALSDE will work collaboratively with the LEAs and CSI-R schools to identify potential external partners to provide support a more rigorous needs assessment.

The qualitative and quantitative needs assessments will examine previous school improvement efforts/plans, programs, strategies, initiatives, instructional practices, assessments, staffing, systems development, operational processes, and all factors that were intended to bring about change in the school. This will also include an assessment of the leadership capacity/competency, resources, and equity gaps at the school and district level. External partners will be utilized to conduct the needs assessments, the LEAs/schools will get an unbiased, objective assessment of the schools and districts.

Governor's Turnaround Schools

WHO
is included?

15 schools across the state selected by Governor Ivey

All schools are high poverty and highly minority schools

ALSDE partners including OSI, RICs, MTSS, SPED, ARI, AMSTI, etc.

State partners including Departemetn of Early Childhood Education, Department of Mental Health, Department of Human Resources, and the Arts Collaborative

WHAT
supports are provided?

Priority for OSI

Commitment to interagency collaboration

Wraparound support for academics, behavior, and foundational wellness provided by specialists in each area

Approve and monitor Turnaround Plan

WHEN
do we know? (outcomes)

Increase in academic proficiency at each site

Increase in the integration of arts, mental health, and early childhood services

Evidence of sustainability

Blueprints created for replication

WHERE
are we?

Decrease in number of Governor's Schools identified as failing from 13 schools to 3

Decrease in number of Governor's Schools identified as CSI schools from 9 schools to 4

13 schools showed growth on ELA/Math combined scores on state test

WHY
does it matter?

Improved achievement for students

Coordination of family, community, and state partners to establish turnaround

Ability to recruit/retain highly effective teachers and administrators

Establish a statewide model for the turnaround process

ACRONYMS

ALSDE: Alabama State Department of Education
MTSS: Multi-Tiered Systems of Support
AMSTI: Alabama Mathematics, Science, and Technology Initiative

OSI: Office of School Improvement
SPED: Special Education Services

RIC: Regional Inservice Centers
ARI: Alabama Reading Initiative

Alabama Literacy Act – Full Support Schools

WHO
is included?

Alabama Reading Initiative regional specialists provide support for all schools with a K, 1, 2, or 3

The lowest 5% on ACAP reading (evaluated every 3 years) are considered Full Support and receive the most support

In 2019, 52 schools identified as full support schools with additional schools in the feeder patten, totaling 55 schools receiving full support

Currently 40 schools plus feeder patterns

Led by Alabama Reading Initiative and supported by many ALSDE offices

WHAT
supports are provided?

Full funding for a local reading specialist at each school ($80,000)

Regional specialist primarily serving each full support school, through a gradual release model, as a resource for professional development to improve literacy instruction and student achievement

As of fall 2023, all full support receiving on-site LETRS training and support from a National LETRS Consultant for one year

Full support schools receiving on-site training and support from a Regional Literacy Specialist and a Regional Literacy Leadership Specialists, which includes the Science of Reading support

WHEN
do we know? (outcomes)

Current full support schools are designated as such from 2022 to 2025

Full Support school status reviewed every three years and will be determined by the results of the state summative assessment

Each full support school will continue to receive intensive support until the school has improved core instruction to the extent that it is no longer among the lowest performing five percent of elementary schools in reading proficiency, as determined by the annual results of the state summative assessment

WHERE
are we?

In 2022, 35 of the 52 Full Support schools moved to LS1 or LS2 status

Increase the outcome data of the lowest 5% to close achievement gaps and increase overall grade level reading outcomes

WHY
does it matter?

Improved achievement for students

Increase the outcome data of the lowest 5% to close achievement gaps and increase overall grade level reading outcomes

Allows ALSDE to put the most focus for the students needing the most support

ACRONYMS

ACAP: Alabama Comprehensive Assessment Program

ALSDE: Alabama State Department of Education

ALABAMA STATE DEPARTMENT OF EDUCATION

ERIC G. MACKEY,
STATE SUPERINTENDENT
OF EDUCATION

P.O. Box 302101
Montgomery, AL 36130-2101
334-694-4688

www.alabamaachieves.org

Elevated Support:
Literacy Full Support Schools

Under the guidance of the *Alabama Literacy Act (ALA)*, the Alabama Reading Initiative provides intensive support to the lowest five percent of K-3 schools based on ACAP Summative reading data. Each full-support school is assigned a regional specialist to guide and support implementation through a gradual release model. Regional specialists serve as a resource for professional development, including facilitating LETRS professional learning to improve literacy instruction and student achievement. The Alabama Reading Initiative state staff provides additional guidance and support through the ongoing implementation monitoring process. Under the ALA, full-support schools continue to receive intensive support until the school has improved core instruction to the extent that it is no longer among the lowest performing five percent of K-3 schools in reading, as determined by the annual results of the state summative assessment.

As required by the *Alabama Numeracy Act*, commencing January 2024, the department shall develop a State Academic Intervention framework that will include metrics for entering and exiting state academic interventions. Beginning in August of 2026, any full-support school that has been given three years of support and has yet to attain specific levels of academic progress in reading and math shall enter state academic intervention.

Alabama Numeracy Act – Full Support Schools

WHO
is included?

Full Support schools consist of the lowest 5% of public elementary K-5 schools, as measured by the state summative assessment, and any K-2 school that is in the feeder pattern of a grades 3-5 Full Support school

Led by Office of Mathematics Improvement and supported by many ALSDE offices

WHAT
supports are provided?

Attending and supporting MTSS through Primary School Teacher meetings, mentoring teachers through Professional Learning Communities meetings, ensuring teachers participate and implement professional development on foundational mathematics, and support implementation of summer math achievement program

Local math coaching support by Office of Mathematics Improvement

By the fall of the 2027-2028 school year, a math coach will be assigned to each K-5 School

WHEN
do we know? (outcomes)

Full Support schools are designated annually, according to the state summative assessment, beginning in 2023.

Required reports, submitted annually indicate progress from year to year *(as indicated in the Alabama Numeracy Act)*

Ideally support, to include coaching, results in improved math proficiency according to the state summative assessment as described in required reports, and no further assignment as a Full Support school

WHERE
are we?

18 Office of Mathematics Regional Coordinators were hired and are working in all Full Support schools performing the supports referenced herein

83 schools identified (19 Full Support and 64 Limited Support) and Office of Mathematics Coordinators supporting all identified schools

Each of the 83 identified schools in 17 school districts will receive funding for a math coach who will be trained in the summer of 2023 and begin work in the 2023-2024 school year.

WHY
does it matter?

Improved achievement for students

Schools identified as Full Support and have received support for three consecutive years are candidates for academic takeover, according to a framework delineated in the Alabama Numeracy Act

Most focus for the students needing the most support

ACRONYMS

ALSDE: Alabama State Department of Education   MTSS: Multi-Tiered System of Supports

Beginning August 1, 2026, any full support school, as defined in the *Alabama Numeracy Act* or the *Alabama Literacy Act* that has not attained specified levels of academic progress in mathematics, reading, or both in three years, as established in the State Academic Intervention framework, shall enter into state academic intervention, per the language of the law.

If a school does not satisfy specified levels of progress after implementing an intensive school turnaround plan for four full academic years, the local board of education shall implement one of the following school turnaround options:

1. Mandate the complete reconstitution of the school, removing all personnel, appointing new principal, and hiring new staff.
2. An approved external receiver shall have full managerial and operational control over the school.
3. Pursue application for public charter school status.
4. The ALSDE make recommendations to the local superintendent or local board of education regarding the operation of low-performing schools including, but not limited to, structural, governance model, grade configuration, curriculum and instructional materials, and personnel.

Alabama Accountability Act – "Failing" Schools

WHO
is included?

Bottom 6% of schools based on combined unweighted ELA and math academic achievement

79 Alabama Accountability Act schools in 2023

All identified schools are high poverty and high minority populations

ALSDE partners including OSI, RICs, MTSS, SPED, ARI, AMSTI, etc.

WHAT
supports are provided?

Technical assistance as requested/needed

Priority support from the Office of School Improvement

WHEN
do we know? (outcomes)

No longer in the bottom 6% of schools based on the combined unweighted ELA and math academic achievement

WHERE
are we?

37 of 75 schools in 2020 exited status *(due to Covid, no Alabama Accountability Act schools were identified from 2020-2023)*

Always be a bottom 6%

WHY
does it matter?

Focus on lowest performing schools in reading and math

ACRONYMS

ALSDE: Alabama State Department of Education
MTSS: Multi-Tiered System of Supports
AMSTI: Alabama Math, Science, and Technology Initiative

OSI: Office of School Improvement
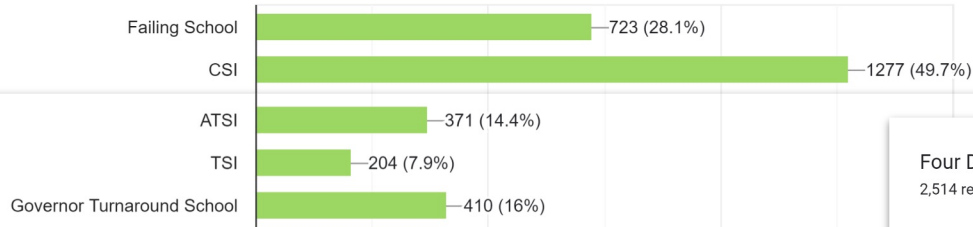SPED: Special Education Office
ELA: English Language Arts

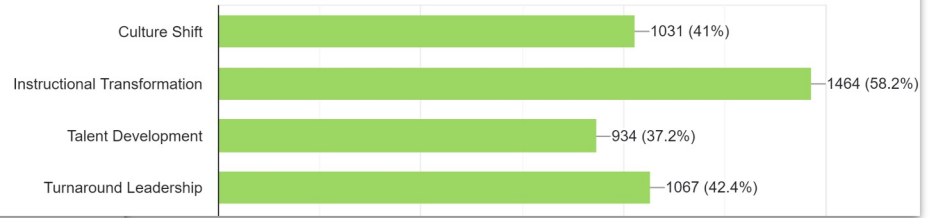RIC: Regional Inservice Center
ARI: Alabama Reading Initiative
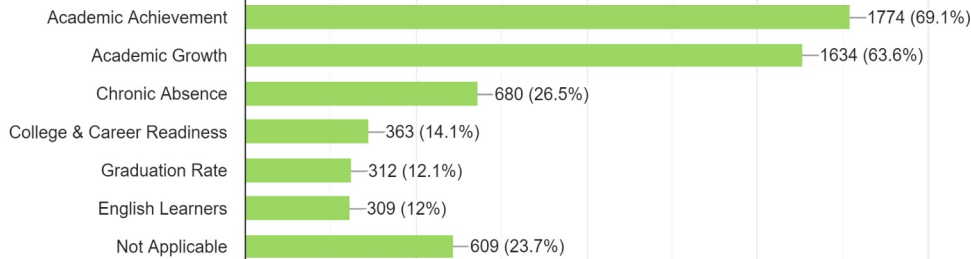
Comprehensive Support & Improvement (CSI) Schools

50 Schools ([List](#))   1325 OSI Support Events
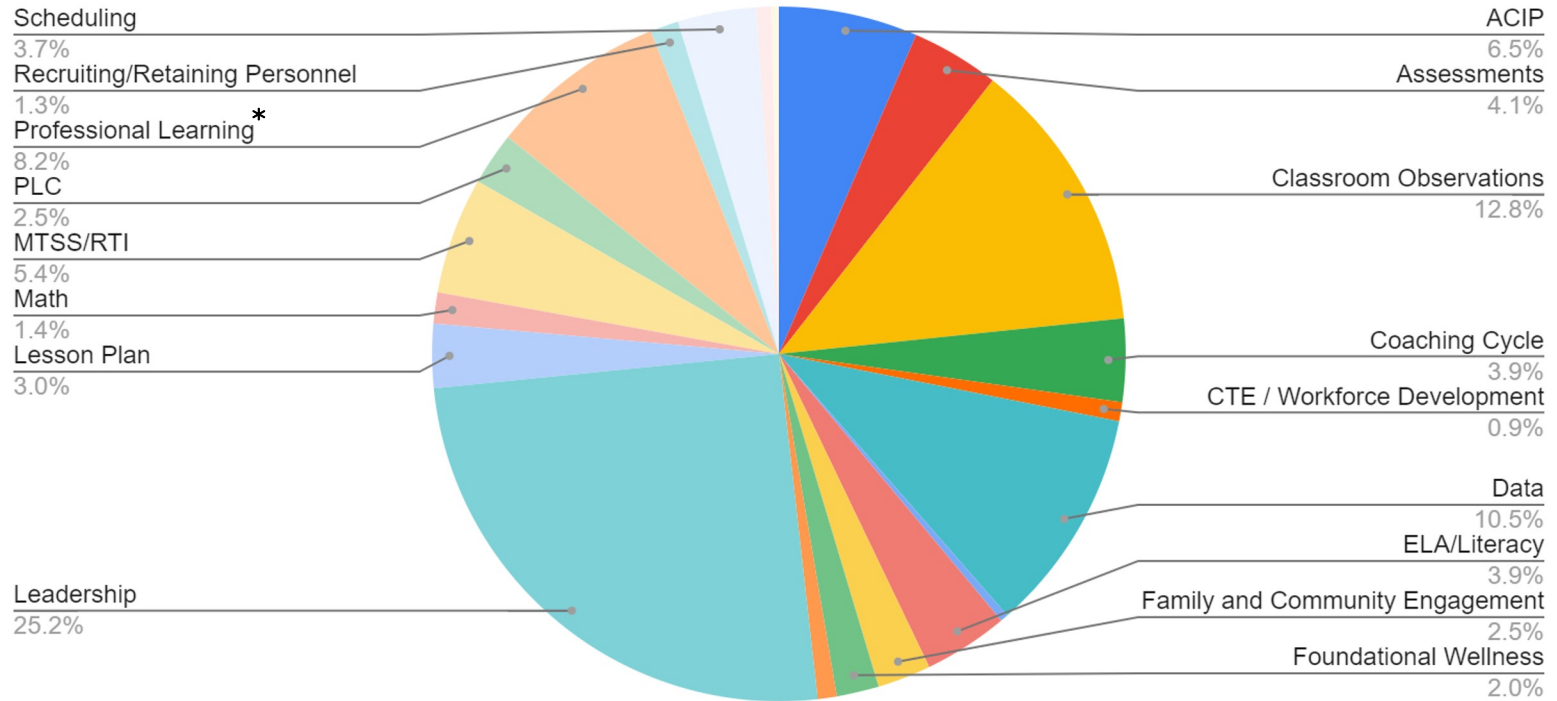
Scheduling 3.7%
Recruiting/Retaining Personnel 1.3%
Professional Learning * 8.2%
PLC 2.5%
MTSS/RTI 5.4%
Math 1.4%
Lesson Plan 3.0%
Leadership 25.2%

ACIP 6.5%
Assessments 4.1%
Classroom Observations 12.8%
Coaching Cycle 3.9%
CTE / Workforce Development 0.9%
Data 10.5%
ELA/Literacy 3.9%
Family and Community Engagement 2.5%
Foundational Wellness 2.0%

*PL Examples: Using Data to Determine Needs, Improving School Climate, Improving Student Attendance, Classroom Management, Writing/Reading Across the Curriculum, Skill-Based Grading, ACAP and ACT Prep, Local Coaches Training, NBCT Supports, School and District Leader Transformation Academies, etc.

Targeted Support and Improvement (TSI) and
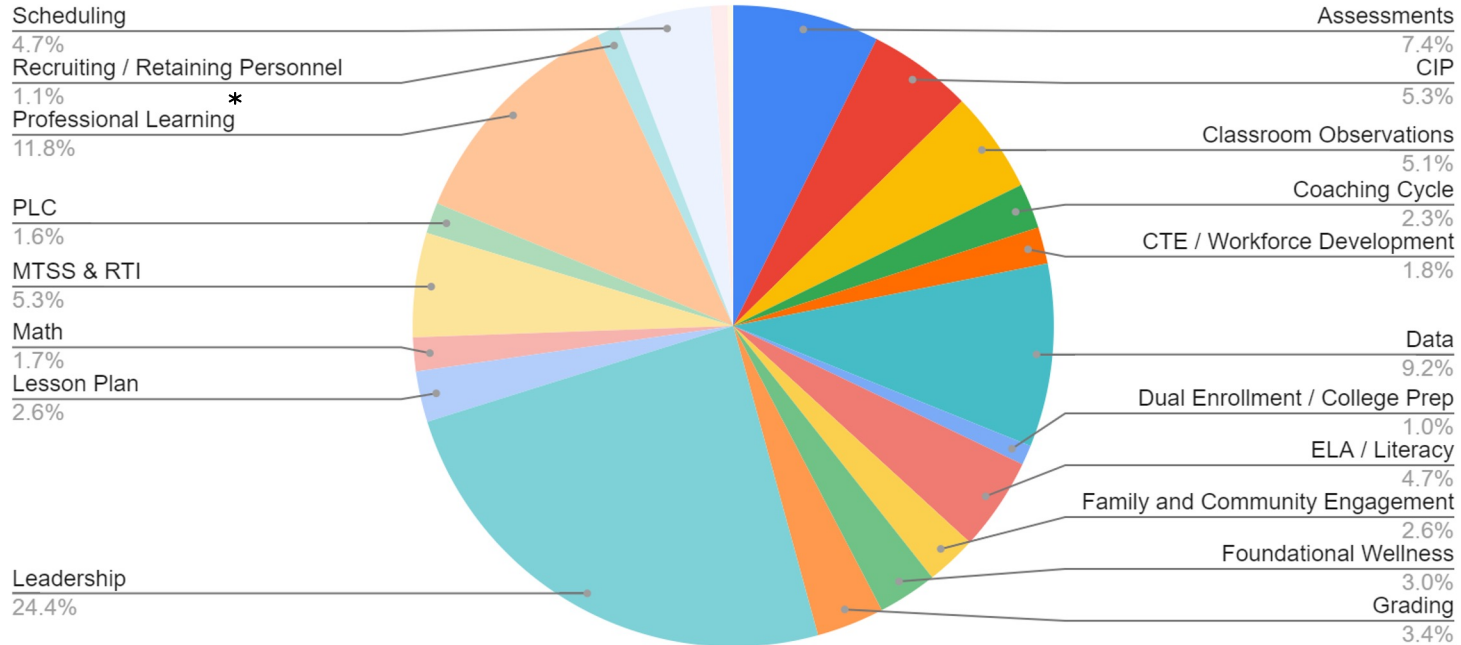# Additional Targeted Support and Improvement (ATSI) Schools

275 TSI Schools   91 ATSI Schools   <u>Lists</u>   309 OSI Support Eve

Scheduling 4.7%
Recruiting / Retaining Personnel 1.1%
Professional Learning * 11.8%
PLC 1.6%
MTSS & RTI 5.3%
Math 1.7%
Lesson Plan 2.6%
Leadership 24.4%

Assessments 7.4%
CIP 5.3%
Classroom Observations 5.1%
Coaching Cycle 2.3%
CTE / Workforce Development 1.8%
Data 9.2%
Dual Enrollment / College Prep 1.0%
ELA / Literacy 4.7%
Family and Community Engagement 2.6%
Foundational Wellness 3.0%
Grading 3.4%

*PL Examples: Using Data to Determine Needs, Improving School Climate, Improving Student Attendance, Classroom Management, Writing/Reading Across the Curriculum, Skill-Based Grading, ACAP and ACT Prep, Local Coaches Training, NBCT Supports, School and District Leader Transformation Academies, etc.

Angela Martin - Division of Instruction, Deputy Superintendent

Melissa Shields - Office of Student Learning, Assistant State Superintendent

AJ Buckner - Office of School Improvement, Coordinator

Bonnie Short - Alabama Reading Initiative, Director

Karen Anderson - Office of Mathematics Improvement, Director