

ACT #2022 - 249

1 SB171
2 218635-4
3 By Senators Orr and Melson
4 RFD: Education Policy
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1 SB171

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4 ENROLLED, An Act,

5 Relating to public education; to establish the
6 Alabama Numeracy Act and prohibit the use of the Common Core
7 State Standards in public K-12 schools; to implement steps to
8 improve mathematics proficiency of public school K-5 grade
9 students and ensure that those students are proficient in
10 mathematics at or above grade level by the end of fifth grade
11 by monitoring the progression of each student from one grade
12 to another, in part, by his or her proficiency in mathematics.

13 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

14 Section 1. Sections 1 to 19, inclusive, shall be
15 known and may be cited as the Alabama Numeracy Act.

16 Section 2. For the purposes of Sections 1 to 19,
17 inclusive, the following terms shall have the following
18 meanings:

19 (1) ALGEBRAIC REASONING. Recognizing and
20 generalizing about patterns and relationships; representing
21 patterns and relationships by analyzing structures of the
22 patterns; and using mathematical models (concrete, pictorial,
23 and abstract) to represent patterns.

24 (2) AMSTI. The Alabama Mathematics, Science, and
25 Technology Initiative.

1 (3) CARDINALITY. Understanding that the last number
2 word said when counting tells how many objects have been
3 counted.

4 (4) COMPUTATIONAL FLUENCY. Possessing efficient and
5 accurate methods for computing.

6 (5) CONCEPTUAL UNDERSTANDING. The ability to reason
7 in settings involving the careful application of concept
8 definitions, relations, or representations of either.

9 (6) DEPARTMENT. The State Department of Education.

10 (7) DYSCALCULIA. A term used to refer to a pattern
11 of learning difficulties characterized by problems processing
12 numerical information, learning arithmetic facts, performing
13 accurate or fluent calculations, difficulties with
14 mathematical reasoning, and difficulties with word reasoning
15 accuracy.

16 (8) EARLY NUMERACY SCREENING. Standardized measures
17 that assess a student's fluency in foundational mathematics
18 skills.

19 (9) FLUENCY. The ability of students to choose
20 flexibly among methods and strategies to solve contextual and
21 mathematical problems, to understand and explain their
22 approaches, and to produce accurate answers efficiently.

23 (10) FULL SUPPORT SCHOOL. The lowest performing
24 elementary schools as measured by mathematics proficiency on
25 the approved state summative assessment.

1 (11) K-5 SCHOOL. Any public school in the state
2 providing instruction in grades kindergarten through fifth, or
3 any configuration of those grades.

4 (12) LIMITED SUPPORT SCHOOLS. The second lowest
5 percent performing elementary schools as measured by
6 mathematics proficiency on the state approved summative
7 assessment.

8 (13) LOCAL BOARD OF EDUCATION. A county or city
9 board of education.

10 (14) LOCAL EDUCATION AGENCY. A county school system
11 or city school system operating public primary and secondary
12 schools.

13 (15) MENTAL COMPUTATION. The process of working on a
14 problem and obtaining the exact or approximate answers
15 mentally without reliance on external tools.

16 (16) MULTI-TIERED SYSTEM OF SUPPORT. A tiered system
17 of supports that integrates assessment and intervention within
18 a school-wide, multi-level prevention system to maximize
19 student achievement and reduce behavioral problems. A
20 multi-tiered system of support promotes systems alignment to
21 increase efficiency and effectiveness of resources.

22 (17) NUMBER SENSE. The ability to represent numbers
23 in multiple ways, numerical magnitude estimation, selecting
24 and using benchmarks, such as tens or hundreds, decomposing
25 and recomposing number, understanding the effects of

1 operations on number, and performing mental calculation and
2 estimation.

3 (18) NUMERACY. The ability to understand and work
4 with numbers.

5 (19) PLACE VALUE UNDERSTANDING. The understanding of
6 representations and concepts necessary to successfully process
7 multi-digit numbers.

8 (20) PROCEDURAL FLUENCY. The ability to apply
9 procedures accurately, efficiently, and flexibly; to transfer
10 procedures to different problems and contexts; to build or
11 modify procedures from other procedures; and to recognize when
12 one strategy or procedure is more appropriate to apply than
13 another.

14 (21) RESPONSE TO INTERVENTION. A process within the
15 system of a multi-tiered system of support framework. Response
16 to intervention is part of the data-based decision-making
17 process within progress monitoring where team members review
18 data to determine how students are responding to the
19 interventions in place.

20 (22) SPATIAL REASONING. The capacity to mentally
21 generate, transform, and rotate a visual image and thus
22 understand and recall spatial relationships between objects.

23 (23) STEM. Science, technology, engineering, and
24 mathematics.

1 (24) SUBITIZING. Quickly recognizing and naming how
2 many objects are in a small group without counting.

3 Section 3. (a) Within 90 days following the
4 effective date of this act, the State Superintendent of
5 Education shall convene an Elementary Mathematics Task Force
6 to provide the State Superintendent of Education and the State
7 Board of Education with vetted and approved recommendations
8 for high quality, evidence-based comprehensive mathematics
9 curricula for core instruction and mathematics intervention
10 programs or curricula, or both; a state continuum of educator
11 development for approved professional learning focusing on
12 foundational mathematics content knowledge including, but not
13 limited to, improving number sense, spatial skills, algebraic
14 reasoning, and mental computations for all full support and
15 limited support schools; and an annual list of vetted and
16 approved assessment systems which are valid and reliable
17 mathematics screening, diagnostic, and formative assessment
18 systems for selection and use by local education agencies.

19 (b) The membership of the Elementary Mathematics
20 Task Force shall include all of the following:

21 (1) The State Superintendent of Education.

22 (2) The Director of the Office of Mathematics
23 Improvement.

24 (3) Two actively serving public K-2 teachers, with
25 experience in implementing evidence-based mathematics teaching

1 practices, appointed by the Executive Director of the Alabama
2 Education Association.

3 (4) Two actively serving public 3-5 teachers, with
4 experience in implementing evidence-based mathematics teaching
5 practices, appointed by the Alabama Council of Teachers of
6 Mathematics.

7 (5) One actively serving public K-5 special
8 education teacher, with experience implementing evidence-based
9 mathematics teaching practices, appointed by the State
10 Superintendent of Education.

11 (6) One actively serving elementary AMSTI
12 mathematics specialist, with experience supporting
13 school-based mathematics coaches, appointed by the Alabama
14 STEM Council.

15 (7) One actively serving elementary school-based
16 mathematics coach, with experience in facilitating
17 professional development, appointed by the Alabama Council of
18 Teachers of Mathematics.

19 (8) Two actively serving public elementary school
20 principals, with experience supporting mathematics coaching,
21 appointed by the Council for Leaders in Alabama Schools.

22 (9) One actively serving instructor employed by a
23 public institution of higher education, with experience
24 teaching elementary mathematics methods, appointed by the
25 Alabama Commission on Higher Education.

1 (10) One actively serving local superintendent of
2 education, with experience supporting schools with mathematics
3 coaches, appointed by the School Superintendents of Alabama.

4 (11) One actively serving local board of education
5 member, appointed by the Alabama Association of School Boards.

6 (12) One actively serving AMSTI Director or
7 assistant director, with experience teaching and supporting
8 grades K-5 mathematics, appointed by the State Superintendent
9 of Education.

10 (13) One member of business and industry, with
11 experience in employing individuals in occupations that are
12 STEM focused and in demand, appointed by the Governor.

13 (14) Three additional members, appointed by the
14 Governor.

15 (c) Members appointed to the Elementary Mathematics
16 Task Force pursuant to subdivisions (3) through (8) of
17 subsection (b) shall serve an initial term of one year and may
18 be reappointed to serve one additional two-year term. Members
19 appointed to the Elementary Mathematics Task Force pursuant to
20 subdivisions (9) through (14) of subsection (b) shall serve an
21 initial term of two years and may be reappointed to serve one
22 additional two-year term. Thereafter, each member of the
23 Elementary Mathematics Task Force shall be appointed to serve
24 a two-year term and may be reappointed to serve one additional
25 two-year term. All appointing authorities shall coordinate

1 their appointments to ensure the Elementary Mathematics Task
2 Force membership is inclusive and reflects the racial, gender,
3 geographic, urban, rural, and economic diversity of the state.
4 The appointing authorities shall fill vacancies by appointment
5 for the unexpired terms according to the process outlined in
6 this section.

7 (d) The members of the Elementary Mathematics Task
8 Force shall be reimbursed through the department for expenses
9 incurred in the performance of their duties for the Elementary
10 Mathematics Task Force in the same manner and at the same rate
11 as is provided for state employees. Subject to appropriations,
12 nothing herein shall limit payment for their service.

13 (1) The Director of the Office of Mathematics
14 Improvement shall serve as chair, and a vice chair shall be
15 elected by the membership of the Elementary Mathematics Task
16 Force. If the position of director is vacant, the vice chair
17 shall serve as chair until the State Superintendent of
18 Education appoints a new director.

19 (2) The Elementary Mathematics Task Force shall meet
20 at least four times a year. The Elementary Mathematics Task
21 Force shall set meeting dates and times, set agendas, vote,
22 and develop recommendations for the State Board of Education
23 in collaboration with the department, through the Office of
24 Mathematics Improvement. A majority of the members of the
25 Elementary Mathematics Task Force shall constitute

1 a quorum for the transaction of business. Should a quorum not
2 be present on the day appointed for any meeting, those present
3 may adjourn from day to day until a quorum is established.

4 (e) Each approved assessment system for grades K-5
5 shall measure, at a minimum, all of the following:

6 (1) Number sequence.

7 (2) One-to-one correspondence.

8 (3) Cardinality.

9 (4) Oral and written names for numbers based on
10 grade level standards.

11 (5) Subitizing.

12 (6) Number relationships.

13 (7) Addition, subtraction, multiplication, and
14 division in word problems with a variety of problem types and
15 structures based on grade level standards.

16 (8) Connecting addition, subtraction,
17 multiplication, and division to place value based on grade
18 level standards.

19 (9) Computational fluency with whole numbers,
20 fractions, and decimals based on grade level standards.

21 (10) Spatial reasoning based on grade level
22 standards.

23 (f) In determining which assessment systems to
24 recommend for use by local education agencies, the Elementary
25 Mathematics Task Force, in collaboration with the department,

1 through the Office of Mathematics Improvement, at a minimum,
2 shall also consider all of the following factors:

3 (1) The time required to conduct each assessment
4 with the intention of minimizing the impact on instructional
5 time.

6 (2) The level of integration of assessment results
7 with instructional support for educators and students.

8 (3) The time lines in reporting assessment results
9 for educators, administrators, and parents.

10 (4) The ability of the formative assessment system
11 to produce automatic reports for teachers, administrators, and
12 parents as required in Section 6.

13 Section 4. (a) There is created in the department an
14 Office of Mathematics Improvement, that shall be formed no
15 later than 90 days after the effective date of this act. The
16 State Superintendent of Education shall appoint a Director of
17 the Office of Mathematics Improvement whose exclusive focus is
18 K-5 mathematics. The director shall have experience in
19 administrative duties, as an elementary mathematics specialist
20 or coach, and in teaching mathematics in a public elementary
21 school. In addition to necessary state level staff, each AMSTI
22 region of the state shall have at least one Office of
23 Mathematics Improvement regional coordinator, or more based on
24 the needs of the full support and limited support schools in
25 the region, as determined by the Director of the Office of

1 Mathematics Improvement. Each regional coordinator shall have
2 experience in training, supporting, coaching, and teaching K-5
3 mathematics in elementary public schools focused on
4 mathematics data analysis and mathematics improvement. No
5 employee of the Office of Mathematics Improvement shall be
6 subject to the state Merit System.

7 (b) The Director of the Office of Mathematics
8 Improvement, in collaboration with the Elementary Mathematics
9 Task Force, shall do all of the following:

10 (1) Determine the scope and pace of scaling
11 mathematics coaches as provided in Section 7.

12 (2) Monitor the implementation of intensive
13 professional development on foundational mathematics content
14 knowledge, as recommended by the Elementary Mathematics Task
15 Force, for all full support and limited support schools.

16 (3) Monitor the implementation of screener
17 assessments, diagnostic assessments, and formative assessments
18 for grades K-5 to identify students in need of support for key
19 numeracy concepts. Implementation shall begin with the
20 2023-2024 school year.

21 (4) Recommend training and support for educators for
22 the effective implementation and interpretation of diagnostic
23 tools. The diagnostic tool shall be used with students who
24 have been identified as struggling in mathematics based on

1 screeners, diagnostic assessments, benchmark assessments,
2 teacher observation, or any combination of the forgoing.

3 (5) Designate a team of educators to explore the
4 connection between difficulties with number sense and
5 dyscalculia, as well as possible effective screeners.

6 (6) Commit necessary resources to understanding the
7 needs of students struggling with number sense or dyscalculia,
8 or both, before implementing instructional practices or
9 assessments that could adversely affect student learning.

10 (7) Monitor AMSTI mathematics specialist support in
11 all full support and limited support schools.

12 (8) Monitor the implementation and progress of the
13 Alabama Summer Mathematics Achievement Program in full support
14 schools.

15 (9) Recommend changes and improvements to AMSTI, any
16 professional learning providers, and local education agencies
17 based on data collected and analyzed by the Office of
18 Mathematics Improvement.

19 (10) Participate in the development of the Alabama
20 Instructional Leadership framework, the State Academic
21 Intervention framework, and the Turnaround Leadership Academy.

22 (c) Each Office of Mathematics Improvement regional
23 coordinator shall have experience as a K-5 mathematics
24 specialist or coach and experience teaching K-5 mathematics in
25 a public school.

1 (d) Office of Mathematics Improvement regional
2 coordinators, with the oversight of the director, shall
3 perform all of the following duties in full support and
4 limited support schools:

5 (1) Support and monitor the implementation of
6 comprehensive mathematics curricula for core instruction and
7 intervention programs or curricula, or both, approved by the
8 Elementary Mathematics Task Force.

9 (2) Support and monitor the implementation of a
10 multi-tiered system of support, including response to
11 intervention to monitor progress of struggling students,
12 continually evaluate the effectiveness of instruction, and
13 make more informed instructional decisions.

14 (3) Support and monitor the implementation of the
15 intensive professional development series on foundational
16 mathematics content knowledge.

17 (4) Support the Director of the Office of
18 Mathematics Improvement in monitoring the implementation of
19 approved formative assessments, screening assessments, and
20 diagnostic assessments recommended by the Elementary
21 Mathematics Task Force.

22 (5) Monitor and evaluate data collected from AMSTI
23 and local education agencies to ensure coaching aligns with
24 school needs and make recommendations for improvement to the

1 mathematics coaches as needed to increase student achievement,
2 collaboration, and support.

3 (6) Monitor the implementation and progress of the
4 Alabama Summer Mathematics Achievement Program in full support
5 schools.

6 Section 5. (a) Each K-5 teacher who is providing
7 instruction in mathematics, with the full support of his or
8 her principal, shall do all of the following:

9 (1) Dedicate an average minimum of 60 minutes per
10 day for Tier 1 mathematics instruction, for a minimum of 164
11 instructional hours per year.

12 (2) Use approved comprehensive mathematics curricula
13 for core instruction recommended by the Elementary Mathematics
14 Task Force, in addition to high quality print and online
15 resources to carefully plan units and lessons based on the
16 grade-level mathematics content standards.

17 (3) Build fluency with procedures on a foundation of
18 conceptual understanding, strategic reasoning, and problem
19 solving over time.

20 (4) Provide students access to tools, including any
21 available technology, that support mathematical thinking.

22 (5) Provide a learning environment that promotes
23 student reasoning, student discourse, and student questioning
24 and critiquing the reasoning of their peers.

1 (6) Consistently implement the evidence-based
2 mathematics teaching practices as recommended by the
3 Elementary Mathematics Task Force.

4 (7) Gather evidence of student understanding to
5 inform the planning of next instructional steps.

6 (8) Provide students with descriptive and timely
7 feedback on assessments to include strengths, weaknesses, and
8 next steps for progress toward learning targets.

9 (b) An elementary school teacher should not engage
10 in any practice that minimizes sense making and understanding
11 of mathematics concepts.

12 Section 6. (a)(1) A kindergarten student or incoming
13 grades 1-5 student identified with a mathematics deficiency,
14 or who demonstrates the signs of dyscalculia, shall be
15 provided intensive mathematics interventions recommended by
16 the Elementary Mathematics Task Force to address his or her
17 specific mathematics deficiency. Intensive interventions
18 should be a part of the multi-tiered system of support of a
19 school. A K-5 student who exhibits a mathematics deficiency
20 based on an approved screener assessment, diagnostic
21 assessment, benchmark assessment, or classroom formative
22 assessment shall receive immediate mathematics intervention.

23 (2) The mathematics teacher of the student receiving
24 mathematics intervention shall prepare reports that coincide
25 with grading periods and a comprehensive end of year report

1 detailing any mathematics intervention provided. Reports shall
2 be provided to the parent or legal guardian of the student,
3 and his or her mathematics teacher for the immediately
4 succeeding school year, and shall include all of the
5 following:

- 6 a. The name of the student.
- 7 b. The name of the teacher providing the
8 intervention.
- 9 c. Mathematics deficiencies identified from a
10 screener, diagnostic, or formative assessment, or any of them.
- 11 d. Student growth.
- 12 e. Mathematics strengths of the student.

13 (3) The information provided to the parent or legal
14 guardian of a student, pursuant to subdivision (2), details
15 the strengths, deficiencies, and progress of the student. A
16 report from a screener, diagnostic, or formative assessment
17 that includes all the information listed in subdivision (2)
18 may be provided to the parent or legal guardian in lieu of a
19 separate report.

20 (b) Each local education agency shall provide
21 mathematics intervention services for grades K-5 students
22 identified with mathematics deficiencies. Those services shall
23 include, but not be limited to, any of the following:

1 (1) Working with an effective or highly effective
2 teacher of mathematics, as demonstrated by student mathematics
3 performance data and teacher performance evaluations.

4 (2) Effective instructional strategies to accelerate
5 student progress provided by a highly qualified teacher who
6 has training and experience in the implementation of teaching
7 mathematics through problem solving; providing an environment
8 for students to make sense of cognitively demanding tasks;
9 providing justifications for strategies and solutions; making
10 connections with the mathematics; and receiving feedback about
11 mathematics ideas.

12 (3) Mathematics intervention services and supports
13 to improve any identified area of mathematics deficiency
14 including, but not limited to, any of the following:

15 a. Additional instructional time devoted to
16 evidence-based mathematics instruction and interventions
17 recommended by the Elementary Mathematics Task Force,
18 including engaging, high quality, and rigorous supplemental
19 sessions.

20 b. Providing daily targeted small group mathematics
21 intervention based on student needs.

22 c. Providing supplemental, evidence-based
23 mathematics interventions before or after school, or both,
24 delivered by a highly qualified teacher of mathematics or
25 trained tutor.

1 d. Frequently monitoring the progress of the
2 mathematics skills of each student throughout the school year
3 and adjusting instruction according to student need.

4 e. Incorporating material from a previous grade to
5 link understanding to grade level curriculum.

6 f. Incorporating a concrete, semi-concrete, abstract
7 approach.

8 g. Incorporating explicit systematic strategy
9 instruction, including summarizing key points and reviewing
10 vocabulary prior to the lesson.

11 h. Utilizing mathematics strategies or programs,
12 grounded in the science of learning, that accelerate student
13 mathematics achievement.

14 i. Attending to conceptual understanding as well as
15 procedural fluency.

16 j. Providing a home based mathematics plan,
17 including participation in family training workshops or
18 regular family-guided home mathematics activities.

19 (c) Beginning with the 2023-2024 school year:

20 (1) Kindergarten students shall be assessed by
21 November using an early numeracy screener recommended by the
22 Elementary Mathematics Task Force to identify those students
23 in need of support for key numeracy concepts. A kindergarten
24 student identified by the screener as having a mathematics
25 deficiency shall be assessed using the diagnostic assessment

1 to identify student misconceptions and gaps in mathematical
2 knowledge or skills.

3 (2) Incoming first and second grade students shall
4 be assessed using an early numeracy screener recommended by
5 the Elementary Mathematics Task Force a minimum of two times a
6 year to identify those students in need of support for key
7 numeracy concepts. A first or second grade student identified
8 by the screener as having a mathematics deficiency shall be
9 assessed using the diagnostic assessment to identify student
10 misconceptions and gaps in mathematical knowledge or skills.

11 (3) Incoming fourth and fifth grade students shall
12 be assessed using a fractional reasoning screener approved by
13 the Elementary Mathematics Task Force a minimum of two times a
14 year to identify those students in need of support for
15 fractional reasoning. A fourth or fifth grade student
16 identified by the screener as having a mathematics deficiency
17 shall be assessed using the diagnostic assessment to identify
18 student misconceptions and gaps in mathematical knowledge or
19 skills.

20 (4) A K-5 student identified with a mathematics
21 deficiency through screeners, diagnostics, or formative
22 assessments shall be provided intensive mathematics
23 interventions recommended by the Elementary Mathematics Task
24 Force to address his or her specific needs.

1 (d) The Elementary Mathematics Task Force shall
2 recommend to the Office of Mathematics Improvement a guide for
3 developmental benchmark formative assessments to be used for
4 determining appropriate mathematics progress for K-5
5 mathematics progression. The benchmarks shall include, but not
6 be limited to, the following grade level progressions:

7 (1) The kindergarten level shall include all of the
8 following:

- 9 a. Number sequence.
- 10 b. One-to-one correspondence.
- 11 c. Cardinality.
- 12 d. Oral and written names for numbers based on grade
13 level standards.
- 14 e. Subitizing.
- 15 f. Number relationships.
- 16 g. Computational fluency with whole numbers based on
17 grade level standards.
- 18 h. Addition and subtraction in word problems with a
19 variety of problem types and structures based on grade level
20 standards.
- 21 i. Spatial reasoning based on grade level standards.

22 (2) The first and second grade level shall include
23 all of the following:

- 24 a. Counting and recognizing whole numbers.
- 25 b. Comparing and ordering numbers.

1 c. Composing and decomposing numbers.

2 d. Operations with whole numbers.

3 (3) Incoming third grade level shall include all of
4 the following:

5 a. Operations of addition and subtraction.

6 b. Properties of operations.

7 c. Counting and recognizing numbers to 1,000.

8 d. Understanding models for addition and subtraction
9 within 1,000.

10 e. Comparing and ordering numbers up to 1,000.

11 f. Composing and decomposing numbers up to 1,000.

12 g. Solving one-step and two-step word problems
13 involving addition and subtraction within 100.

14 h. Using a variety of strategies and algorithms
15 based on place value.

16 (4) Incoming fourth grade level shall include all of
17 the following:

18 a. Representing unit fractions with area and length
19 models.

20 b. Representing equivalent fractions using a variety
21 of objects and pictorial models.

22 c. Understanding multiplication and division and
23 strategies for multiplication and division within 100.

1 d. Understanding the meanings of multiplication and
2 division of whole numbers involving equal-sized groups,
3 arrays, and measurement quantities.

4 e. Solving one-step and two-step word problems
5 involving addition and subtraction within 1,000 using a
6 variety of strategies and algorithms based on place value.

7 f. Generating and solving problem situations for a
8 given mathematical number sentence involving addition and
9 subtraction of whole numbers using a variety of strategies and
10 algorithms based on place value.

11 (5) Incoming fifth grade level shall include all of
12 the following:

13 a. Comparing and ordering whole numbers up to
14 1,000,000.

15 b. Comparing and ordering fractions and decimals to
16 hundredths.

17 c. Using place value understanding and properties of
18 operations to perform multi-digit arithmetic with whole
19 numbers.

20 d. Illustrating and explaining the product of two
21 factors using equations, rectangular arrays, and area models.

22 e. Adding and subtracting fractions and mixed
23 numbers with like denominators using fraction equivalence and
24 properties of operations.

1 f. Understanding the relationship between addition
2 and subtraction.

3 g. Multiplying a whole number and a fraction.

4 Section 7. (a) (1) Subject to the appropriations of
5 the Legislature, every public K-5 school with a student
6 population of less than 800 K-5 students shall be allocated
7 one mathematics coach and every public K-5 school with a
8 student population of 800, or more, K-5 students shall be
9 allocated two mathematics coaches.

10 (2) If a K-5 school is allocated two mathematics
11 coaches, the local board of education shall attempt to hire
12 and employ those mathematics coaches simultaneously to ensure
13 the effectiveness of the mathematics coaches.

14 (3) The Director of the Office of Mathematics
15 Improvement shall determine the scope and pace of scaling
16 mathematics coaches, with the goal of allocating all
17 mathematics coaches before the 2027-2028 school year. In
18 determining the allocation of mathematics coaches, full
19 support schools and limited support schools shall be given
20 priority.

21 (b) A mathematics coach shall be employed by the
22 local education agency with funds appropriated by the
23 Legislature to support Sections 1 to 19, inclusive.
24 Mathematics coaches shall be employed as a 10-month employee.
25 The extra days beyond the nine-months shall be used to train

1 teachers, develop units of instruction and materials to
2 support instruction, as determined by school data, and receive
3 professional learning. Mathematics coaches shall meet all of
4 the following qualifications:

5 (1) Hold a valid Alabama professional educator
6 certificate in early childhood education, elementary
7 education, or special education.

8 (2) Have a minimum of five years of experience as an
9 early childhood, elementary, or special education teacher.

10 (3) Demonstrate expertise, as attested by a current
11 or former employing county or city superintendent of
12 education, in mathematics instruction and intervention and
13 early numeracy interventions, including dyscalculia
14 interventions.

15 (4) Hold a master's degree or have completed
16 professional development recommended by the Elementary
17 Mathematics Task Force, or both.

18 (c) The duties and responsibilities of a mathematics
19 coach employed pursuant to Sections 1 to 19, inclusive, shall
20 include all the following:

21 (1) Supporting the improvement of instruction with
22 an emphasis on Tier 1 instruction to ensure students do not
23 fall behind.

24 (2) Collaborating with the school principal and
25 faculty to establish and implement a strategic plan for

1 coaching and mathematics instruction to improve student
2 achievement in mathematics.

3 (3) Facilitating schoolwide mathematics professional
4 learning, including job-embedded assistance using coaching
5 strategies, including joint preplanning, modeling lessons,
6 co-teaching lessons, targeted observation to collect data, and
7 debriefing.

8 (4) Modeling evidence-based mathematics
9 instructional and intervention strategies for teachers.

10 (5) Continuously mentoring and coaching teachers.

11 (6) Assisting teachers in using data to
12 differentiate mathematics instruction and to identify students
13 exhibiting the characteristics of dyscalculia and other
14 exceptionalities.

15 (7) Monitoring the progress of K-5 students in
16 mathematics through benchmark formative assessments at least
17 three times per year and making recommendations for modifying
18 instruction based on the individual needs of students and
19 trends in student data.

20 (8) Focusing solely as a mathematics coach for
21 schools with elementary grade students.

22 (9) Collaborating with teachers and grade-level
23 teams of teachers to foster the use of appropriate
24 instructional materials, including concrete materials,

1 necessary to ensure that students understand mathematical
2 concepts.

3 (10) Collaborating with grade-level teams to develop
4 rigorous tasks, lessons, and assessments aligned with
5 grade-level mathematics content standards; to facilitate the
6 analysis of student work samples and assessment data; and to
7 work in partnership with teachers to provide real-time
8 feedback and make next-step instructional decisions based on
9 the student evidence.

10 (11) Assisting teachers in using formative
11 assessments and analyzing student work to identify students
12 with misconceptions, students exhibiting characteristics of
13 dyscalculia, and students needing acceleration.

14 (12) Assisting teachers in administering early
15 numeracy screeners or diagnostic assessments, or both, in
16 grades K-2. The assistance of a mathematics coach may not
17 exceed two hours per week.

18 (13) Assisting teachers with administering
19 fractional reasoning screeners or diagnostic assessments, or
20 both, for students in grades four and five, subject to
21 legislative appropriation. The assistance of a mathematics
22 coach may not exceed two hours per week.

23 (14) Advocating, planning, and coordinating
24 opportunities, in conjunction with the principal, for
25 school-based family and community engagement in mathematics.

1 (15) Actively and cooperatively participating in any
2 Office of Mathematics Improvement regional coordinator and
3 AMSTI regional mathematics specialist visits and professional
4 learning to meet agreed upon personal outcomes and all school,
5 district, and state established mathematics goals.

6 (16) Engaging in ongoing learning opportunities to
7 grow in knowledge, skills, and expertise in mathematics.

8 (17) Facilitating the use of assessment data in all
9 tiers of mathematics instruction to assist in making decisions
10 that will move students to higher levels of performance in
11 mathematics.

12 (18) Planning or facilitating, or both, professional
13 learning opportunities that will assist teachers in targeting
14 student deficits; facilitate professional conversations;
15 foster student engagement; assess student learning; reflect on
16 professional practice; and identify next learning steps to
17 achieve state, district, and school goals in mathematics.

18 (19) Recording job duties and time spent with
19 teachers on a state-specified electronic platform.

20 (20) Supporting teachers in the authentic
21 integration of computer science and computational thinking
22 concepts within the mathematics classroom.

23 (d) A mathematics coach shall prioritize coaching in
24 mathematics and may not perform administrative duties, serve
25 in administrative roles, serve as a substitute teacher, serve

1 as a testing coordinator, serve as an interventionist, or
2 perform other school duties not focused on coaching or the
3 mathematics improvement of students during the instructional
4 day.

5 (e) The State Superintendent of Education and each
6 local superintendent of education shall execute a memorandum
7 of understanding that includes a certification by the local
8 superintendent of education that each mathematics coach
9 employed satisfies the minimum qualifications established by
10 this section.

11 (f) The State Superintendent of Education, in
12 partnership with the Elementary Mathematics Task Force and the
13 Office of Mathematics Improvement, shall develop an
14 evidenced-based accountability system for measuring the
15 effectiveness of mathematics coaches employed pursuant to
16 Sections 1 to 19, inclusive, for improving teacher
17 professional learning and for increasing student growth and
18 proficiency on formative assessments recommended by the
19 Elementary Mathematics Task Force and the state approved
20 summative assessment.

21 (g) The State Superintendent of Education
22 shall submit a report to the Governor, the Lieutenant
23 Governor, the State Board of Education, the Speaker of the
24 House of Representatives, the President Pro Tempore of the
25 Senate, the Chair of the House Ways and Means Education

1 Committee, the Chair of the Senate Finance and Taxation
2 Education Committee, the Chair of the House Education Policy
3 Committee, the Chair of the Senate Education Policy Committee,
4 the Minority Leader of the House of Representatives, and the
5 Minority Leader of the Senate, and shall conspicuously publish
6 the summary on the website of the department, no later than
7 December 31, annually, on the status of teacher professional
8 learning and student growth and proficiency based on formative
9 assessments recommended by the Elementary Mathematics Task
10 Force and the state approved summative assessment.

11 Section 8. (a) Beginning August 1, 2022, to
12 facilitate improvement in mathematics achievement in public
13 elementary schools, the department, through the Office of
14 Mathematics Improvement, shall annually identify full support
15 and limited support schools based on student proficiency at
16 levels 3 and 4 on the state approved summative assessment.

17 (b) Initially, full support schools shall consist of
18 the lowest five percent performing public elementary K-5
19 schools, as measured by student mathematics proficiency on the
20 state approved summative assessment, and any K-2 school that
21 is in the feeder pattern of a grades 3-5 full support school.
22 Thereafter, the number of full support schools shall be
23 increased by an additional one percent every two years until
24 the lowest 10 percent performing public elementary schools are
25 included. Beginning August 1, 2023, the department, through

1 the Office of Mathematics Improvement, shall require full
2 support schools to do all of the following:

3 (1) Require all leadership and staff to actively and
4 collaboratively participate in any support provided by the
5 Office of Mathematics Improvement or the Office of School
6 Improvement.

7 (2) Require principals and assistant principals to
8 engage in and implement professional learning as determined by
9 the Office of Mathematics Improvement and the Office of School
10 Improvement.

11 (3) Use approved comprehensive mathematics curricula
12 for core instruction as recommended by the Elementary
13 Mathematics Task Force.

14 (4) Use approved mathematics intervention programs
15 or curricula, or both, for Tier 2 and Tier 3 interventions as
16 recommended by the Elementary Mathematics Task Force.

17 (5) Require all teachers involved in mathematics
18 instruction to engage in and implement professional learning
19 as determined by the Office of Mathematics Improvement and the
20 Office of School Improvement.

21 (6) Use approved formative assessments, screening
22 assessments, and diagnostic assessments as recommended by the
23 Elementary Mathematics Task Force.

24 (7) Implement a multi-tiered system of support,
25 including response to intervention, to monitor the progress of

1 struggling students, continually evaluate the effectiveness of
2 instruction, and improve instructional decisions.

3 (8) Support and respond to any request of the Office
4 of Mathematics Improvement or the Office of School
5 Improvement.

6 (c) Initially, limited support schools shall consist
7 of the lowest six to 25 percent performing public elementary
8 schools as measured by student mathematics proficiency on the
9 state approved summative assessment. Thereafter, the number of
10 limited support schools shall be decreased by an additional
11 one percent every two years until the lowest 11 to 25 percent
12 performing public elementary schools are included. Beginning
13 August 1, 2023, the department, through the Office of
14 Mathematics Improvement, shall require limited support schools
15 to do all of the following:

16 (1) Use approved comprehensive mathematics curricula
17 for core instruction as recommended by the Elementary
18 Mathematics Task Force.

19 (2) Use approved mathematics intervention programs
20 or curricula, or both, for Tier 2 and Tier 3 interventions as
21 recommended by the Elementary Mathematics Task Force.

22 (3) Require all teachers involved in mathematics
23 instruction to engage in and implement professional learning
24 as determined by the Office of Mathematics Improvement and the
25 Office of School Improvement.

1 (4) Use approved formative assessments, screening
2 assessments, and diagnostic assessments as recommended by the
3 Elementary Mathematics Task Force.

4 (5) Implement a multi-tiered system of support,
5 including response to intervention, to monitor the progress of
6 struggling students, continually evaluate the effectiveness of
7 instruction, and improve instructional decisions.

8 (6) Support and respond to any request of the Office
9 of Mathematics Improvement.

10 (d) Beginning in the 2023-2024 school year, annually
11 on or before September 30, each local education agency shall
12 report in writing to the department all of the following
13 information relating to the previous school year:

14 (1) By grade, the number and percentage of all K-5
15 students identified with a mathematics deficiency on an
16 Elementary Mathematics Task Force recommended mathematics
17 assessment.

18 (2) By grade, the number and percentage of students
19 screened for dyscalculia characteristics, the number and
20 percentage of students identified as demonstrating the
21 characteristics of dyscalculia and receiving dyscalculia
22 specific intervention, and the name of the dyscalculia
23 specific intervention being provided.

24 (3) By grade, the number and percentage of all K-5
25 students performing on grade level or above grade level; which

1 is defined as scoring level 3 or level 4 on the Alabama
2 Comprehensive Assessment Program, or any derivation thereof.

3 (4) The number and percentage of students starting
4 fifth grade with a mathematics score below grade level; which
5 is defined as scoring level 1 or level 2 on the Alabama
6 Comprehensive Assessment Program, or any derivation thereof.

7 (5) The number and percentage of fifth grade
8 students who started third grade with a mathematics deficiency
9 and completed fifth grade on grade level; which is defined as
10 scoring level 3 or level 4 on the Alabama Comprehensive
11 Assessment Program, or any derivation thereof.

12 (6) By grade, the number and percentage of eligible
13 students in grades four and five who attended the Alabama
14 Summer Mathematics Achievement Program in full support
15 schools, that included intensive mathematics instruction.

16 (7) By grade, the number and percentage of all
17 students retained in grades K-5 based on mathematics
18 deficiencies.

19 (8) By school, the number of teachers who have
20 earned the K-5 mathematics coach endorsement.

21 (9) By school, the number and percentage of incoming
22 students in grades one and two identified as having a
23 mathematics deficiency.

1 (10) By school, the number and percentage of
2 incoming students in grades four and five identified as having
3 a fractional reasoning deficiency.

4 (e) The State Superintendent of Education shall
5 establish a uniform format for local education agencies to use
6 in reporting the information required by subsection (d). The
7 format shall be developed with input from local boards of
8 education and the Elementary Mathematics Task Force and shall
9 be provided to each local superintendent of education not
10 later than 90 days before the annual due date, as established
11 by the State Superintendent of Education. On or before
12 November 1, annually, the State Superintendent of Education
13 shall compile the information received from the local
14 education agencies into a state level summary and submit the
15 summary to the Governor, the Lieutenant Governor, the State
16 Board of Education, the President Pro Tempore of the Senate,
17 the Speaker of the House of Representatives, and the Director
18 of the Office of Mathematics Improvement, and shall
19 conspicuously publish the summary on the website of the
20 department.

21 (f) The State Superintendent of Education shall also
22 report mathematics growth and proficiency targets for all
23 students and all subgroups, as based on the state Every
24 Student Succeeds Act plan, or its successor, to the State
25 Board of Education, the Elementary Mathematics Task Force, and

1 the Director of the Office of Mathematics Improvement by
2 January 15, annually.

3 Section 9. (a) Commencing with the summer after the
4 2022-2023 school year, each full support school shall provide
5 the Alabama Mathematics Summer Achievement Program to all
6 students in grades four and five identified with a mathematics
7 deficiency.

8 (b) The Alabama Mathematics Summer Achievement
9 Program for grades four and five shall satisfy all of the
10 following:

11 (1) Be staffed with highly effective teachers of
12 mathematics as demonstrated by student mathematics performance
13 data, completion of professional learning as determined by the
14 Elementary Mathematics Task Force, and teacher performance
15 evaluations.

16 (2) Include not less than 40 hours, nor more than 70
17 hours of time spent in mathematics problem solving, based on
18 the severity of student need.

19 (3) Incorporate an Elementary Mathematics Task Force
20 recommended mathematics assessment system, that shall be
21 administered both at the beginning and end of each Alabama
22 Summer Mathematics Achievement Program, to measure student
23 progress.

24 (4) Coordinate with existing summer programs
25 conducted by the local education agency or in partnership with

1 community-based summer programs for students similarly
2 situated.

3 (c) Any public school that provides an Alabama
4 Summer Achievement Program for students in grades K-3, as
5 required by the Alabama Literacy Act, Chapter 6G of Title 16,
6 Code of Alabama 1975, shall include a portion of mathematics
7 instruction during the program based on student need.

8 (d) Each local education agency shall provide a
9 summer math camp for students in grades K-5 who are identified
10 with a mathematics deficiency. For students in grade K-3, the
11 summer mathematics camp shall be embedded in the summer
12 reading camp, as required by the Alabama Literacy Act, Chapter
13 6G of Title 16, Code of Alabama 1975. For grades 4 and 5, the
14 summer mathematics camp shall include from 40 to 70 hours of
15 time spent in mathematics problem solving, based on the
16 severity of student need.

17 Section 10. Beginning August 1, 2022, the State
18 Superintendent of Education shall provide training to full
19 support and limited support schools relating to the Alabama
20 Multi-Tiered System of Support framework. The framework shall
21 outline the evidence-based best practices of multi-tiered
22 systems of support, which include response to intervention.

23 Section 11. The department, through the Office of
24 School Improvement, shall do all of the following:

1 (1) Add educators experienced in the implementation
2 of teaching elementary mathematics through problem solving to
3 the Office of School Improvement.

4 (2) Add highly qualified staff with experience in
5 elementary school turnaround and improvement, as needed by
6 region, to the Office of School Improvement.

7 (3) Participate in professional learning relating to
8 reliable forms of evidence of teachers implementing
9 evidence-based mathematics teaching practices.

10 (4) Ensure that all Office of School Improvement
11 staff are trained and prepared to train local education agency
12 leaders, school leaders, and educators in implementing a high
13 quality multi-tiered system of support, including response to
14 intervention.

15 Section 12. (a) Beginning January 1, 2024, the
16 department, through the Office of School Improvement, the
17 Office of Mathematics Improvement, any other sections within
18 the department, and regional and national experts in school
19 turnaround, shall develop a State Academic Intervention
20 framework, which shall define a coherent, sustained,
21 evidence-based system of intensive school turnaround
22 assistance and support with the goal of improving student
23 achievement in schools persistently in full support status in
24 mathematics, reading, or both. This shall include clear
25 metrics for entering and exiting state academic intervention.

1 The Elementary Math Task Force and Literacy Task Force shall
2 review and provide feedback on the proposed State Academic
3 Intervention framework. The State Board of Education shall
4 grant the final approval.

5 (b) Beginning August 1, 2026, any full support
6 school, as defined in this act or the Alabama Literacy Act,
7 that has not attained specified levels of academic progress in
8 mathematics, reading, or both, as established in the State
9 Academic Intervention framework, shall enter into state
10 academic intervention.

11 (c) A full support school shall have three years of
12 support before qualifying for state academic intervention.

13 (d) The Director of the Office of Mathematics
14 Improvement and the Office of School Improvement shall develop
15 a policy of state academic intervention for any school
16 identified, for a minimum of three non-consecutive years, as a
17 full support school for mathematics, reading, or both.

18 (e) The department, through the Office of School
19 Improvement, the Office of Mathematics Improvement, and any
20 other sections within the department shall work in
21 coordination with each local education agency to identify a
22 school improvement team for each full support school that
23 qualifies for state academic intervention, as provided in
24 subsection (b).

1 (f) The department, through the Office of School
2 Improvement, the Office of Mathematics Improvement, and any
3 other sections within the department shall clearly define the
4 powers and duties of each school improvement team.

5 (g) A school improvement team shall do all of the
6 following:

7 (1) Conduct a comprehensive on-site evaluation to
8 determine any causes for low student performance and lack of
9 progress of the school. The evaluation shall include, but not
10 be limited to, consultations with the local superintendent of
11 education, the local board of education, the school principal,
12 parents, other school personnel, and any other individual who
13 possesses pertinent information and knowledge about the
14 school.

15 (2) Assist in the development of an intensive school
16 turnaround plan focused on student achievement, which may
17 include areas beyond mathematics or reading, to facilitate the
18 imperative of overall school improvement. An intensive school
19 turnaround plan shall include, but not be limited to, all of
20 the following: Recommendations relating to the reallocation of
21 resources and technical assistance, including from external
22 partners; changes in school procedures or operations;
23 professional learning focused on continuous improvement and
24 student achievement for instructional and administrative
25 staff; intervention for individual administrators or teachers;

1 instructional strategies based on evidence based research;
2 waivers from state laws or rules; adoption of policies and
3 practices to ensure all groups of students satisfy the
4 proficiency level established by the state; extended
5 instructional time for low-performing students; strategies for
6 family engagement; incorporation of a teacher mentoring
7 program; and other actions considered appropriate by the
8 school improvement team.

9 (3) Subject to final approval of the intensive
10 school turnaround plan by the State Superintendent of
11 Education, present the intensive school turnaround plan to the
12 local board of education and the public.

13 (4) Monitor the progress of the school in
14 implementing the intensive school turnaround plan using
15 formative and summative assessment data.

16 (h) If a school does not satisfy specified levels of
17 progress, as defined by the Office of School Improvement,
18 after implementing an intensive school turnaround plan for
19 four full academic years, the local board of education shall
20 implement one of the following school turnaround options:

21 (1) Mandate the complete reconstitution of the
22 school, removing all personnel, appointing a new principal,
23 and hiring new staff. Existing staff may apply for employment
24 at the newly reconstituted school, and shall be on paid
25 administrative leave status until the staff for the

1 reconstituted school has been employed by the new principal
2 and approved by the local board of education. Placement on
3 paid administrative leave status under this subsection does
4 not constitute a reportable action under state law.

5 (2) Contract with an external receiver approved by
6 the State Superintendent of Education. An external receiver
7 may be a two-year or four-year public institution of higher
8 education, a nonprofit entity, a charter management
9 organization, or an individual with a demonstrated record of
10 success in improving low-performing schools. The external
11 receiver shall have full managerial and operational control
12 over the school. An external receiver shall report directly to
13 the local superintendent of education. At the request of the
14 external receiver, the State Superintendent of Education may
15 overturn any decision made by the local superintendent of
16 education.

17 (3) Pursue application for public charter school
18 status pursuant to Chapter 6F, Title 16, Code of Alabama 1975.

19 (i) Nothing in this section shall prohibit the State
20 Superintendent of Education, through the Office of Mathematics
21 Improvement, the Office of School Improvement, or any other
22 section within the department from engaging in strategic
23 planning and making recommendations to the local
24 superintendent of education or local board of education
25 regarding the operation of low-performing schools including,

1 but not limited to, structural, governance model, grade
2 configuration, curriculum and instructional materials, and
3 personnel.

4 (j) For any school under state academic
5 intervention, on or before December 31, annually, the Office
6 of School Improvement, the Office of Mathematics Improvement,
7 and other relevant offices within the department shall report
8 to the Governor, the Lieutenant Governor, the State Board of
9 Education, the Speaker of the House of Representatives, the
10 President Pro Tempore of the Senate, the Chair of the House
11 Ways and Means Education Committee, the Chair of the Senate
12 Finance and Taxation Education Committee, the Chair of the
13 House Education Policy Committee, the Chair of the Senate
14 Education Policy Committee, the Minority Leader of the House
15 of Representatives, and the Minority Leader of the Senate on
16 the progress of each full support school under state academic
17 intervention.

18 Section 13. (a) Beginning August 1, 2022, the State
19 Superintendent of Education, through the Office of Mathematics
20 Improvement, shall convene and oversee a Postsecondary
21 Mathematics Task Force to develop guidelines for institutions
22 of postsecondary education to train early childhood and
23 elementary mathematics teachers based on current research. The
24 guidelines shall include course structure and content based on
25 the recommendations of the National Council of Teachers of

1 Mathematics, the Conference Board of the Mathematics Sciences,
2 the United States Department of Education, and the Mathematics
3 Sciences Research Institute. Guidelines shall go into effect
4 on August 1, 2024. The membership of the Postsecondary
5 Mathematics Task Force shall include all of the following:

6 (1) The Director of the Office of Mathematics
7 Improvement.

8 (2) A certification administrator appointed by the
9 State Superintendent of Education.

10 (3) Two instructors employed by a public four-year
11 institution of higher education physically located within this
12 state, who have experience teaching elementary mathematics
13 methods, appointed by the Alabama Commission on Higher
14 Education.

15 (4) One department head of elementary education
16 employed by a public four-year institution of higher education
17 physically located within this state, appointed by the
18 Governor.

19 (5) One local superintendent of education, appointed
20 by the School Superintendents of Alabama.

21 (6) One K-5 public school teacher with experience
22 mentoring teacher interns, employed at a school containing
23 grades K-5, appointed by the executive committee of the
24 Alabama Council of Teachers of Mathematics.

1 (7) One K-5 public school special education teacher,
2 with experience teaching elementary mathematics, appointed by
3 the State Superintendent of Education.

4 (8) One public school principal employed at a school
5 containing grades K-5, with experience with teacher interns,
6 appointed by the Council for Leaders in Alabama Schools.

7 (9) Two K-5 school-based mathematics coaches,
8 employed at a public school containing grades K-5, appointed
9 by the Executive Director of the Alabama STEM Council.

10 (10) Two K-5 mathematics specialists, employed at a
11 school containing grades K-5, appointed by the State
12 Superintendent of Education.

13 (11) Three additional members, appointed by the
14 Governor.

15 (b) The appointing authorities shall coordinate
16 their appointments to ensure the Postsecondary Mathematics
17 Task Force membership is inclusive and reflects the racial,
18 gender, geographic, urban, rural, and economic diversity of
19 the state.

20 (c) No later than December 31, annually, the Alabama
21 Commission on Higher Education shall submit to the Governor,
22 the Lieutenant Governor, the Speaker of the House of
23 Representatives, the President Pro Tempore of the Senate, the
24 Chair of the House Ways and Means Education Committee, the
25 Chair of the Senate Finance and Taxation Education Committee,

1 the Chair of the House Education Policy Committee, the Chair
2 of the Senate Education Policy Committee, the Minority Leader
3 of the House of Representatives, and the Minority Leader of
4 the Senate a report on the status of the implementation and
5 adoption of the mathematics education guidelines for
6 postsecondary institutions, the number of subject matter
7 college level semester hours earned, the status of
8 partnerships between educator preparation faculty and
9 mathematics faculty, and the percentage of passing scores on
10 State Board of Education approved assessments for candidates
11 seeking educator certification in mathematics at any grade
12 level, as well as the mathematics section on State Board of
13 Education approved assessments for those seeking certification
14 in early childhood or elementary education. The report shall
15 be conspicuously published on the website of the department.

16 (d) Educator preparation programs approved by the
17 State Board of Education shall incorporate learning specific
18 to the condition known as dyscalculia, including early warning
19 signs, screening, and recommendations for interventions found
20 to be successful.

21 (e) As a requirement of initial licensure candidates
22 for early childhood or elementary mathematics certification,
23 prospective teachers shall receive a passing score, as
24 determined by the State Board of Education, on the appropriate

1 foundational mathematics assessment for the grade band
2 associated with each certificate.

3 (f) A comprehensive, independent review of the
4 requirements of this section shall be conducted every four
5 years by an external consultant at the direction of the State
6 Superintendent of Education. A report summarizing that review
7 shall be provided by the State Superintendent of Education to
8 the Director of the Office of Mathematics Improvement. A
9 summary of the report shall be conspicuously published on the
10 website of the department.

11 Section 14. (a) On or before June 30, 2024, the
12 State Superintendent of Education shall develop and submit to
13 the State Board of Education for approval, recommendations for
14 the creation of a K-5 mathematics coach endorsement for
15 teachers who hold a valid Alabama professional educator
16 certificate in early childhood education, elementary
17 education, or special education and have at least three years
18 of teaching experience.

19 (b) The K-5 mathematics coach endorsement shall be
20 offered only as a post baccalaureate program and may not be
21 included within an initial educator preparation program.

22 (c) The K-5 mathematics coach endorsement
23 preparation program described in program planning forms,
24 catalogs, and syllabi shall require field experience and a
25 minimum of the following four courses:

1 (1) One course focused on grades K-2 content
2 knowledge and pedagogical content knowledge.

3 (2) One course focused on grades 3-5 content
4 knowledge and pedagogical content knowledge.

5 (3) One course focused on coaching principles.

6 (4) One course focused on literacy in mathematics
7 education to include analyzing student work for instructional
8 decisions.

9 (d) The K-5 mathematics coach endorsement program
10 shall prepare candidates who demonstrate conceptual
11 understanding and procedural fluency regarding major concepts
12 of mathematics appropriate for grades K-5. Candidates shall
13 satisfy all of the following:

14 (1) Demonstrate coaching principles including:
15 Goals, principles, and approaches in the Alabama Coaching
16 Framework.

17 (2) Understand adult learning principles that
18 support collaboration with the ultimate goal of improved
19 student performance.

20 (3) Possess leadership experience.

21 (4) Understand the roles of school-based mathematics
22 coaches.

23 (5) Understand current research on the science of
24 learning.

1 (6) Be able to translate research findings into
2 effective instruction.

3 (7) Know what engages students in learning at
4 various stages of growth and development.

5 (8) Understand the developmental nature of
6 mathematics and the interconnections among mathematical
7 concepts.

8 (9) Demonstrate knowledge of the phases students
9 move through in developing fluency.

10 (10) Demonstrate knowledge of common errors and
11 misconceptions about the operations and how to help students
12 learn.

13 (11) Demonstrate knowledge of the basic structures
14 and problem types of word problems for all operations and
15 proper sequencing to support student understanding of the
16 meaning of the operations.

17 (12) Demonstrate understanding of teaching
18 mathematics through problem solving.

19 (13) Demonstrate understanding of algebra as an
20 established content strand in grades K-5 that supports
21 algebraic thinking in middle school and high school.

22 (14) Demonstrate understanding of measurement as a
23 continuous quantity with numerical value and its importance to
24 the mathematically literate citizen.

1 (15) Understand the importance of spatial sense in
2 students and the connection to academic success in STEM
3 fields.

4 (16) Understand how to use a variety of mental
5 computation techniques.

6 (17) Model, explain, and develop a variety of
7 computational algorithms.

8 (18) Describe and represent mathematical
9 relationships.

10 (19) Practice coaching cycles.

11 (20) Demonstrate ability to work with adults in an
12 educational setting.

13 (21) Demonstrate ability to work with school
14 administrators in disaggregating data and developing
15 strategies.

16 (22) Demonstrate ability to effectively present
17 complex information to and engage with various stakeholders.

18 (e) The K-5 mathematics coach endorsement program
19 shall prepare candidates to do all of the following:

20 (1) Have knowledge of historical developments in
21 mathematics, including the contributions of underrepresented
22 groups and diverse cultures.

23 (2) Use their knowledge of student diversity to
24 affirm and support full participation and continued study of
25 mathematics by all students. Student diversity includes

1 gender, ethnicity, socioeconomic background, language, special
2 needs, and mathematical learning styles.

3 (3) Use appropriate technology to support the
4 learning of mathematics.

5 (4) Use appropriate formative and summative
6 assessment methods to assess student learning and program
7 effectiveness.

8 (5) Use formative assessments to monitor student
9 learning and to adjust instructional strategies and
10 activities.

11 (6) Use summative assessments to determine student
12 achievement and to evaluate the mathematics program.

13 (7) Know when and how to use student groupings such
14 as collaborative groups, cooperative learning, and peer
15 teaching.

16 (8) Use instructional strategies based on current
17 research.

18 (9) Work on an interdisciplinary team and in an
19 interdisciplinary environment.

20 (10) Participate actively in the professional
21 learning community of mathematics educators.

22 (11) Analyze and organize data for interpretation
23 and application.

24 (f) Subject to legislative appropriation, the State
25 Superintendent of Education may establish an incentive program

1 to provide a minimum two thousand five hundred dollar (\$2,500)
2 annual stipend for any mathematics coach who has earned a K-5
3 mathematics coach endorsement.

4 Section 15. (a) Beginning October 1, 2022, the State
5 Superintendent of Education shall convene a working group to
6 create the Alabama Instructional Leadership Framework,
7 applicable to all K-5 administrators. The State Superintendent
8 of Education shall utilize an external partner to facilitate
9 the working group. Implementation of the Alabama Instructional
10 Leadership Framework shall begin August 1, 2023. The State
11 Superintendent of Education shall ensure the working group
12 membership is inclusive and reflects the racial, gender,
13 geographic, urban, rural, and economic diversity of the state.

14 (b) The framework shall include, but not be limited
15 to, all of the following:

16 (1) Establishing a clear and shared vision for
17 teaching and learning, including all of the following:

18 a. Measuring success to include continually
19 monitoring the vision.

20 b. Providing feedback for school-based academic
21 coaches in meeting the vision and support for quality
22 professional learning.

23 c. Implementing a multi-tiered system of supports to
24 improve student achievement.

1 (2) Establishing norms for participation and
2 collaboration in coaching cycles and professional learning to
3 strengthen teacher practices.

4 (3) Identifying and supporting evidence-based
5 teaching practices for all content areas.

6 (4) Developing the ability to identify effective
7 instructional practices in early childhood and elementary
8 classrooms.

9 Section 16. (a) Beginning January 1, 2023, the
10 department shall lead a working group to develop a School
11 Turnaround Academy, to train principals and teacher leaders to
12 specialize in evidence-based school turnaround strategies and
13 practices. The department shall partner with national or
14 state-level partners, or both, with a demonstrated record of
15 success in improving academic performance in low-performing
16 schools, with the intent to create a pipeline of school
17 turnaround principals and teacher leaders to support state
18 academic intervention and reconstitution.

19 (b) The department shall explore new compensation
20 models to incentivize, reward, and retain high-quality
21 teachers and leaders in low-performing schools.

22 (c) The State Superintendent of Education shall
23 ensure the membership of the working group is inclusive and
24 reflects the racial, gender, geographic, urban, rural, and
25 economic diversity of the state.

1 (d) The working group shall make initial
2 recommendations to the Legislature, as necessary to implement
3 changes in the law or funding to support this section no later
4 February 1, 2024.

5 Section 17. (a) Beginning January 15, 2023, the
6 Executive Committee of the Alabama STEM Council shall employ
7 an external consultant to evaluate Sections 1 to 19,
8 inclusive, the work of mathematics coaches, and the
9 implementation and outcomes. The external consultant shall be
10 selected through an open request for proposals process adopted
11 by the executive committee. Each proposal shall be reviewed by
12 a panel of key stakeholders, chosen by the executive
13 committee, and shall be assessed using a defined set of
14 priority indicators. The executive committee shall appoint a
15 panel of 11 stakeholders to review each proposal. The
16 membership of each panel shall include all of the following:

- 17 (1) The Director of the Alabama STEM Council.
18 (2) An elementary public school based mathematics
19 coach.
20 (3) Two public elementary mathematics educators.
21 (4) Two parents of students who are enrolled in and
22 attending a public K-5 school.
23 (5) The Director of AMSTI, or his or her designee.
24 (6) One AMSTI elementary mathematics specialist.
25 (7) One elementary public school principal.

1 (8) One instructor employed by a public two-year or
2 four-year institution of higher education, with experience
3 teaching elementary mathematics methods.

4 (9) Two additional members appointed by the
5 Executive Director of the Alabama STEM Council.

6 (b) The appointing authorities shall coordinate
7 their appointments to assure the panel membership is inclusive
8 and reflects the racial, gender, geographic, urban, rural, and
9 economic diversity of the state.

10 (c) The external consultant shall design and adopt a
11 comprehensive evaluation plan to help with both the success
12 and sustainability of the K-5 mathematics coach endorsement
13 program. The plan shall include, but not be limited to,
14 defining measures, developing instruments, using instruments
15 to collect data, analyzing data, the quarterly and annual
16 reporting of findings, and the development and implementation
17 of a measurement sustainability plan. The findings of the
18 external consultant shall be used to recommend any adjustments
19 that need to be made for the continuous improvement of both
20 the quality of implementation and assurance of desired
21 outcomes. The evaluation shall also include a cost benefit
22 return on investment study.

23 (d) The external consultant shall compile and submit
24 an annual report on or before January 30, and quarterly
25 reports no later than the last day of the month following each

1 quarter, to all of the following: The Governor, Lieutenant
2 Governor, State Board of Education, Speaker of the House of
3 Representatives, President Pro Tempore of the Senate, Chair of
4 the House Ways and Means Education Committee, Chair of the
5 Senate Finance and Taxation Education Committee, Chair of the
6 House Education Policy Committee, Chair of the Senate
7 Education Policy Committee, Minority Leader of the House of
8 Representatives, Minority Leader of the Senate, Director of
9 the Office of Mathematics Improvement, and the Executive
10 Committee of the Alabama STEM Council. Copies of all annual
11 and quarterly reports shall be conspicuously published on the
12 website of both the Alabama STEM Council and the department.

13 (e) Continued funding dedicated to K-5 mathematics
14 coaches shall be contingent on measurable performance growth,
15 as determined by the evaluations of the external consultant.

16 (f) The State Superintendent of Education and the
17 Director of the Office of Mathematics Improvement shall comply
18 with all requests for data and information from the external
19 consultant and shall make every effort to assist with any
20 recommended improvements.

21 Section 18. (a) The State Superintendent of
22 Education, through the Office of Mathematics Improvement and
23 other sections of the department, shall provide technical
24 assistance to local education agencies in complying with this
25 section and Sections 1 to 17, inclusive, and Section 19.

1 (b) The State Board of Education may adopt rules as
2 necessary to implement and enforce this section and Sections 1
3 to 17, inclusive, and Section 19 .

4 Section 19. Funds appropriated by the Legislature in
5 support of Sections 1 to 19, inclusive, shall be allocated to
6 support all of the following:

7 (1) The staff and operations of the Office of
8 Mathematics Improvement, including the director and regional
9 coordinators, professional learning activities, and
10 administrative activities; local school-based mathematics
11 coaches; teachers in residence; and AMSTI regional mathematics
12 specialists.

13 (2) Administration and analysis of mathematics
14 screening, formative, diagnostic, and summative assessments to
15 guide instruction in full support schools and limited support
16 schools.

17 (3) Professional development on foundational
18 mathematics content knowledge as recommended by the Elementary
19 Mathematics Task Force in all full support schools and limited
20 support schools.

21 (4) The staff and operations of the Alabama Summer
22 Mathematics Achievement Program in all full support schools.

23 (5) Professional development on instructional
24 leadership, as recommended by the Office of Mathematics

1 Improvement, for principals and assistant principals in all
2 full support schools.

3 (6) Any additional staff for school improvement
4 teams for full support schools in state academic intervention.

5 (7) Additional staff for the Office of School
6 Improvement.

7 (8) External consultants to evaluate the work of
8 mathematics coaches' implementation and outcomes described in
9 Section 15.

10 Section 20. (a) The Legislature finds that the State
11 Board of Education, in the fall of 2013, voted to rescind the
12 Memorandum of Agreement that involved the State of Alabama in
13 adopting the Common Core State Standards, which ceded control
14 of Alabama's standards to entities other than the state and
15 local educational agencies.

16 (b) The Legislature further finds that as part of
17 the termination process, the 2017-2018 Alabama Final
18 Consolidated State Plan superseded and terminated the
19 flexibility waiver agreement with the United States Department
20 of Education pertaining to the federal Every Students Succeeds
21 Act, which includes the adoption of the Common Core State
22 Standards.

23 (c) In order to codify the intent of the State Board
24 of Education, the State of Alabama hereby terminates all
25 plans, programs, activities, efforts, and expenditures

1 relative to the implementation of the educational initiative
2 commonly referred to as the Common Core State Standards.

3 (d) The Legislature further prohibits the adoption
4 or implementation of any national standards or variations of
5 national standards from any source that cede control of
6 Alabama educational standards in any manner.

7 (e) The state shall retain sole control over the
8 development, establishment, and revision of K-12 course of
9 study standards.

10 (f) No education entity or any state official shall
11 join any consortium or any other organization when
12 participation in that consortium or organization would cede
13 any measure of control over any aspect of Alabama public
14 education to any such entity.

15 (g) Nothing in this section shall be construed to
16 affect, prohibit, or inhibit the use of any of the following
17 tools, standards, or certifications in the public K-12
18 schools, any college entrance examination, workforce skills
19 assessment or examination, advanced placement course, career
20 technical credential, national board certification, academic
21 language therapy certification, Praxis or other core academic
22 skills for educators test, armed service vocational aptitude
23 test, or International Baccalaureate standard.

1 Section 21. This act shall become effective
2 immediately following its passage and approval by the
3 Governor, or its otherwise becoming law.

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President and Presiding Officer of the Senate



Speaker of the House of Representatives

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SB171

Senate 02-MAR-22

I hereby certify that the within Act originated in and passed the Senate, as amended.

Patrick Harris,
Secretary.

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House of Representatives
Amended and passed 29-MAR-22

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21
22

Senate concurred in House amendment 29-MAR-22

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24

By: Senator Orr

APPROVED

4-5-2022

TIME

1:55 pm

Alabama Secretary Of State

Act Num....: 2022-249
Bill Num...: S-171


GOVERNOR

Recv'd 04/05/22 03:46pmSLF

SENATE ACTION

HOUSE ACTION

SPONSOR

1 Orr

CO-SPONSORS

2 _____ 19 _____

3 _____ 20 _____

4 _____ 21 _____

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I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, SB 171.

yeas 24 nays 3 abstain 0

PATRICK HARRIS,
Secretary

I hereby certify that the notice & proof is attached to the Bill, SB _____ as required in the General Acts of Alabama, 1975 Act No. 919.

PATRICK HARRIS,
Secretary

CONFERENCE COMMITTEE

Senate Conferees _____

DATE: 3:3 20

RD 1 RFD EP

REPORT OF STANDING COMMITTEE

This bill having been referred by the House to its standing committee on Education Policy was acted upon by such committee in session, and returned therefrom to the House with the recommendation that it be Passed w/amend(s) w/sub 1. This 10th day of March, 2022.

Collins, Chairperson

DATE: 3-10 2

RF RD 2

DATE: _____ 2

RE-REFERRED RE-COMMITTED

Committee _____

I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, SB 171.

YEAS 77 NAYS 21

JEFF WOODARD,
Clerk

FURTHER HOUSE ACTION (OVER)