



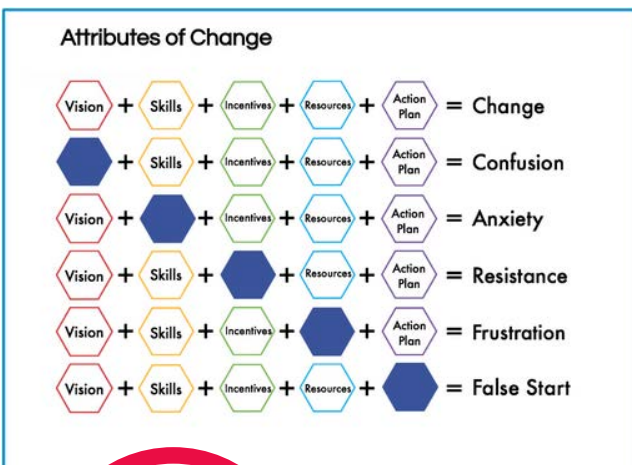
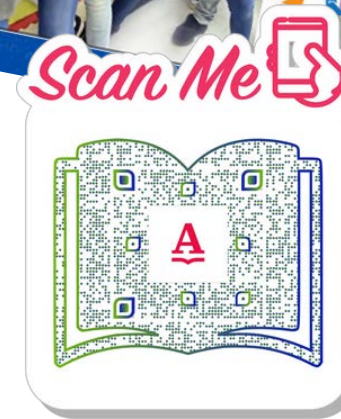
# Alabama Achieves

## Blueprint for Achievement

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

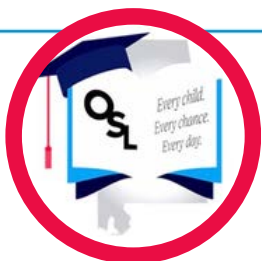
In the knowledge-based economy of the future, a dynamic, healthy, and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenge all children with world-class expectation for understanding 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.



### 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.*

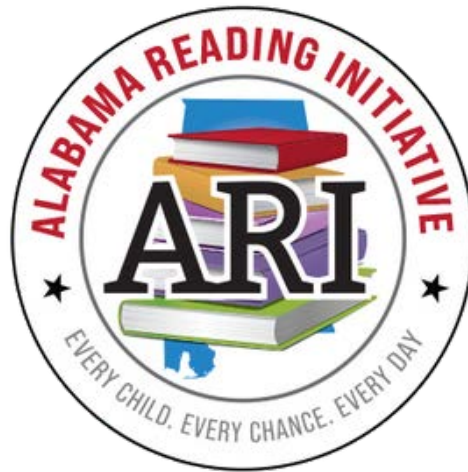
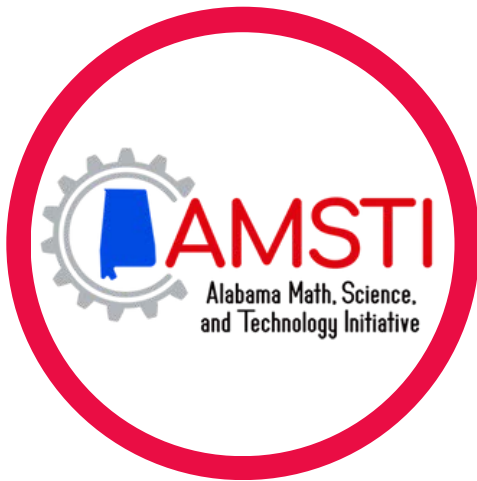




# Alabama Achieves

*Blueprint for Achievement:  
The Models for Change*

*Click the images below to view Blueprints for Achievement.*



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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### Alabama School Turnaround Pillars

FEDERALLY MANDATED (ESSA)	STATE INITIATIVES			
<b>Comprehensive Support Schools (CSI) – Federal</b>	<b>Governor's Turnaround Initiative</b>	<b>Alabama Literacy Act</b>	<b>Alabama Numeracy Act</b>	<b>Alabama Accountability Act</b>
<p>Lowest 5% on State Report Card or below 67% graduation rate</p> <p>Receive yearly funding to support interventions</p> <p>Assigned ALSDE staff to provide and support continuous improvement interventions</p> <p>Identified every 3 years</p>	<p>\$10M for improvement</p> <p>\$5M for auxiliary teachers</p> <p>ALSDE support includes MTSS, coaching, professional learning</p> <p>Community and state partnerships, including DMH, DHR, DECE, and the Artistic Literacy Consortium</p>	<p>Lowest 5% of schools on ACAP <i>Summative Reading</i></p> <p>ALSDE support includes coaching, resources, ongoing, and job embedded learning</p> <p>Identified every 3 years</p>	<p>ALSDE support includes ongoing and sustained professional learning, resources, and math coaches</p> <p>Full Support schools supported by Regional Math Coordinators on a weekly basis</p> <p>Identified Annually</p>	<p>"Failing Schools" first identified in 2013 – bottom 6% combined reading and math proficiency</p> <p>No funding allocated</p> <p>Prioritized ALSDE support</p> <p>Identified Annually</p>
<p><b>60</b> schools in 2018</p> <p><b>50</b> schools in 2022</p>	<p><b>15</b> schools identified in 2022</p>	<p><b>52</b> schools +3 feeder in 2019</p> <p><b>40</b> schools + feeder patterns in 2022</p>	<p><b>19</b> Full Support schools</p> <p><b>64</b> Limited Support Schools in 2023</p>	<p><b>75</b> schools in 2020</p> <p><b>79</b> schools in 2023</p>

#### 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

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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### ESSA Schools Comprehensive Support & Improvement (CSI)

WHO is included?	WHAT supports are provided?	WHEN do we know? (outcomes)	WHERE are we?	WHY does it matter?
<ul style="list-style-type: none"> <li>Title I School</li> <li>Bottom 5% of Title I schools</li> <li>Graduation rate that is below 67%</li> <li>60 Schools Identified in 2018</li> <li>50 Schools Identified in 2022 (22 returning from 2018 list)</li> <li>ALSDE partners including OSI, RICs, MTSS, SPED, ARI, AMSTI, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Approve, monitor, and review plan</li> <li>Provide technical assistance to districts/schools where needed or requested</li> <li>Provide funding to support evidence-based interventions</li> </ul>	<ul style="list-style-type: none"> <li>Perform above the bottom 5% of schools receiving Title I, Part A funds</li> <li>Show improvement as compared to when the school was originally identified</li> <li>Must have a graduation rate at or above 67%</li> </ul>	<ul style="list-style-type: none"> <li>38 of 60 Comprehensive Support and Improvement Schools Exited Status in 2022</li> <li>11% increase in graduation rate from first identification in 2018</li> </ul>	<ul style="list-style-type: none"> <li>Improved graduation rate, academic achievement, academic growth, English Learner proficiency, and attendance</li> <li>Students receiving quality education, ensuring they are college, career, and workforce ready through innovative teaching and leading practices</li> </ul>

#### 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

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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### 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 Department 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

#### 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

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AMSTI: Alabama Mathematics, Science, and Technology Initiative

OSI: Office of School Improvement

SPED: Special Education Services

RIC: Regional Inservice Centers

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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### 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 pattern, 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



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#### ACRONYMS

ACAP: Alabama Comprehensive Assessment Program

ALSDE: Alabama State Department of Education



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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### 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



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#### ACRONYMS

ALSDE: Alabama State Department of Education

MTSS: Multi-Tiered System of Supports



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# Alabama Achieves

## Blueprint for Achievement: School Turnaround Pillars

### 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



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

RIC: Regional Inservice Center  
ARI: Alabama Reading Initiative



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