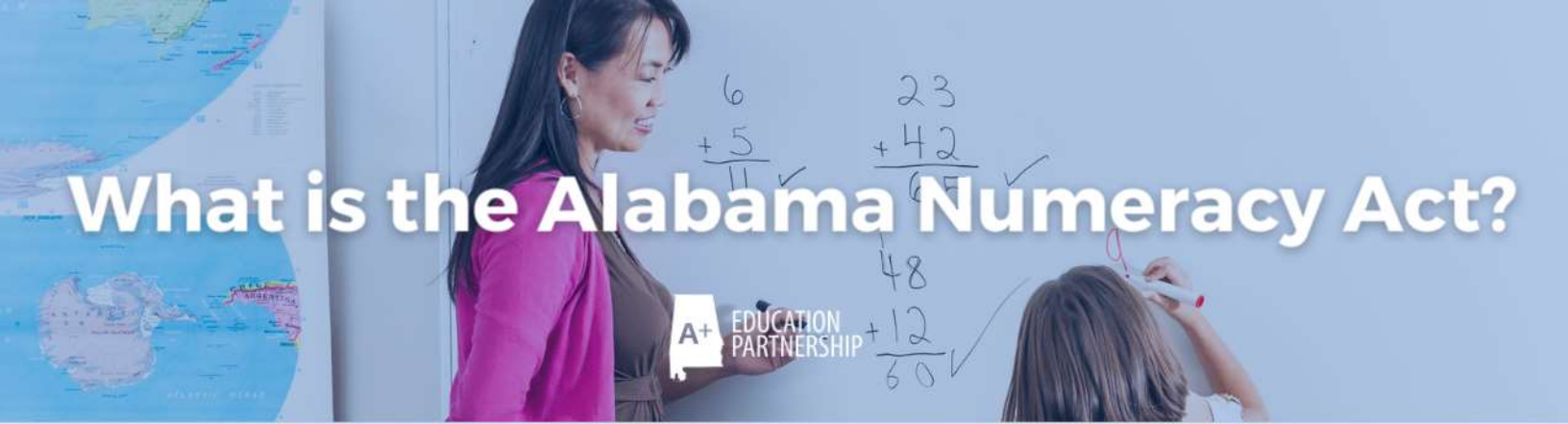


What is the Alabama Numeracy Act?



The Big Idea:



Every Alabama child needs foundational math skills to be successful in career and life. The 2022 Alabama Numeracy Act is the state's comprehensive plan to improve math instruction and support for all students and teachers.

Overview

The Alabama Numeracy Act builds the capacity of elementary educators and ensures that they have the support and tools needed to be successful in the classroom and improve student achievement. It is a comprehensive statewide plan to address Alabama's math crisis. The legislation includes intensive support for schools such as:

- K-5 math coaches in every elementary school
- high-quality instructional materials & curricula that are aligned to our Alabama-teacher written & vetted standards
- training for teachers and principals
- intensive interventions for struggling students
- accountability to ensure schools are making progress.

Why do we need the Alabama Numeracy Act?

The results of the 2019 National Assessment of Educational Progress (NAEP) found that Alabama ranked 52nd in the nation for math achievement. On the new statewide ACAP assessment first administered in 2021, only 22% of Alabama students are proficient in math on the 2021 ACAP state assessment, including only 7% of Black students and 11% of low-income students. Even more alarming, over 100 local school districts (over 70% of Alabama school districts) have less than 25% of their students proficient in math on ACAP. There are 28 K-5 schools that have 0% of students proficient in math.²

Overwhelmingly, Alabama's students are missing foundational skills that will impact their educational achievement for years to come, leaving them unprepared for college, career, and life. Such a large population of Alabama students who have not mastered the basic math skills needed for real life also impact the state's future as our future leaders and workforce are underprepared for the changing world awaiting them after graduation.

¹U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment. [LINK](#)

²U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment. [LINK](#)

What does the Alabama Numeracy Act do?

- 1 Establishes the Elementary Math Task Force to provide high-quality training and tools teachers need to improve math instruction:**
 - vets and approves high-quality instructional materials and curricula for core math instruction for all students and intervention programs for struggling students;
 - establishes a state continuum of educator professional development focused on foundational content knowledge; and
 - produces an annual list of vetted and approved assessment systems to identify struggling students and monitor the effectiveness of interventions.

- 2 Ensures there is a math coach in every K-5 school as well as:**
 - the timeline, qualifications, and work of the school-based math coaches and
 - increases the number of math coaches to two for K-5 schools with populations over 800
 - establishing a K-5 mathematics coaching endorsement will be established at educator prep programs for elementary teachers already in the classroom.

- 3 Establishes the Office of Mathematics Improvement:**

This office will be housed within the ALSDE to lead our school improvement efforts in elementary schools with the lowest mathematics achievement, led by the Director of OMI, who will spearhead this effort along with a team of OMI regional coordinators.

- 4 Establishes the Alabama Summer Mathematics Achievement Program**

This program is for 4th-5th grade students in full support schools who are struggling with mathematics. Support for K-3 students will be aligned to summer reading programs required by the Alabama Literacy Act.

- 5 In addition, the act requires the ALSDE to develop and establish:**
 - the Postsecondary Math Task Force to ensure our teacher preparation programs are effectively preparing our new elementary educators to teach mathematics.
 - the Alabama Instructional Leader Framework to lay the foundation for improving principal leadership.
 - a School Turnaround Academy to build a pipeline of principals and teacher leaders who are trained in evidence-based school turnaround practices and strategies
 - an external consultant who will evaluate the effectiveness of the Numeracy Act, including the work of the math coaches, to ensure that taxpayer money is spent wisely.

How does the Numeracy Act hold schools accountable for student outcomes?

The most effective accountability systems in the country lead with strong support, and the Numeracy Act follows this effective framework. It introduces and funds a new level of support and accountability that we have never seen before for elementary schools in mathematics. The following pages outline this process.

Step 1



Identifying Struggling Schools

- **Beginning in August 2022, the ALSDE, through the Office of Mathematics Improvement, will identify “full support” and “limited support” schools.**
 - Full support schools are initially the bottom 5% of performing elementary schools (will include the bottom 10% after 10 years as capacity is built).
 - Limited support schools are initially the bottom 6% to 25% of performing elementary schools (will include the 11% to 25% after 10 years).

Step 2



Providing Intensive Support

- **Beginning in August 2023, all full support schools receive the following intensive support:**
 - Intensive professional development on foundational mathematics content knowledge, including funding to ensure this is available to all staff,
 - Intensive training for principals and other instructional leaders to ensure that they understand how to support effective instruction in the classroom,
 - On the ground support from the Office of Math Improvement Regional Coordinators and the Office of School Improvement to implement:
 - high-quality instructional materials for core mathematics instruction,
 - high-quality intervention programs,
 - effective multi-tiered systems of support, and
 - reliable assessment systems to monitor the progress of struggling students.

Step 3



Accountability and State Academic Intervention

Beginning August 2026, any full support schools not making academic progress in math or literacy achievement will enter into state academic intervention.

State academic intervention will be led at the local level, with intensive support from the ALSDE Office of School Improvement, the Office of Mathematics Improvement, and others, as well as external partners. The locally-selected school improvement team will define and implement an intensive school turnaround plan over the course of four academic years.

After three years of as a full support school and then four years of intensive school turnaround efforts, if the school has not improved, the local board of education is required to either:

- Reconstitute the entire school, removing all personnel, appointing a new principal, and hiring new staff. Existing personnel can reapply to work at the new school.
- Contract with a state-approved external receiver, like a university, non-profit, charter management organization, or an individual with a track record of improving low-performing schools.
- Create a conversion charter school.

The Alabama Numeracy Act outlines school turnaround, not state takeover.