

# Alabama State Board of Education



## PLAN 2020

# Our Vision

Every Child a Graduate – Every Graduate Prepared



for

College/Work/Adulthood in the 21<sup>st</sup> Century

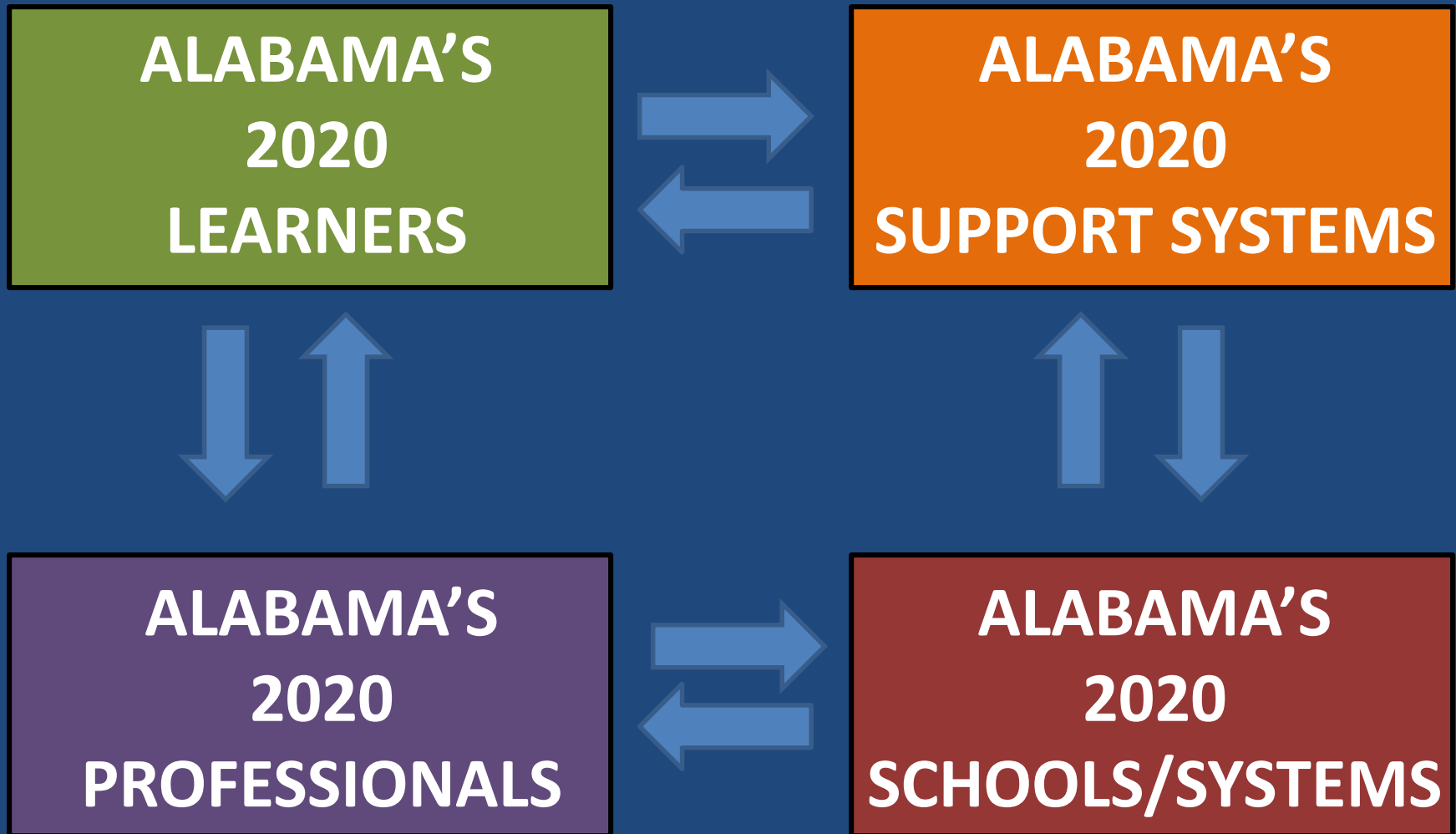
# Prepared Graduate Defined

Possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, technical school, without the need for remediation.



Possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and punctuality in delivery of a product, and has a desire to be a life-long learner.

# Alabama's PLAN 2020 Priorities



# Alabama's 2020 Learners



## Objectives

1. All students perform at or above proficiency and show continuous improvement (achievement/growth).
2. All students succeed (gap closure).
3. Every student graduates from high school (grad rate).
4. Every student graduates high school prepared (college and career readiness).

# Plan 2020 STRATEGIES for Learners

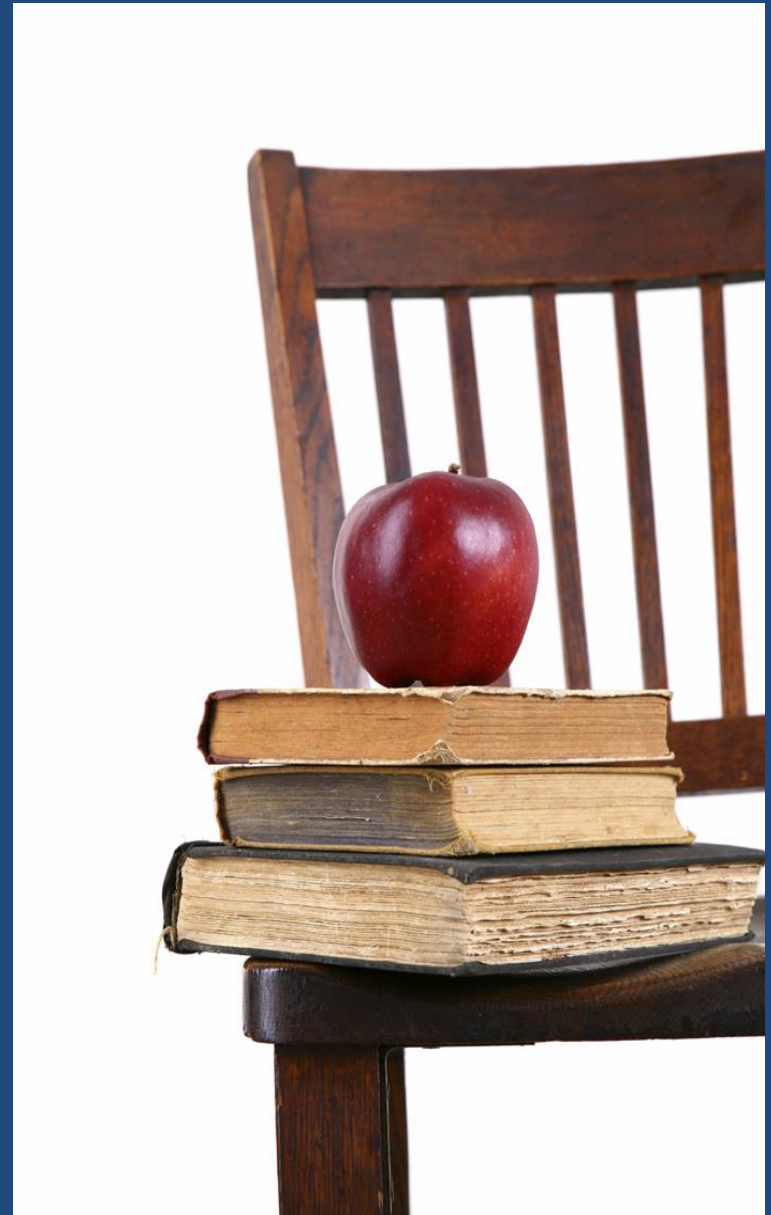
Develop and implement a unified PreK through college and career readiness plan.

Develop and adopt college- and career-ready aligned standards in all subject areas.

Create and implement a balanced and meaningful assessment and accountability system.

Develop and implement a unified School Readiness Plan.

Align available programmatic and fiscal resources to support local school needs in the area of instruction.



# Plan 2020 Learners

## Indicators/Targets Graduation Rate

Indicator: By 2016, increase the 4-year Cohort Graduation Rate.

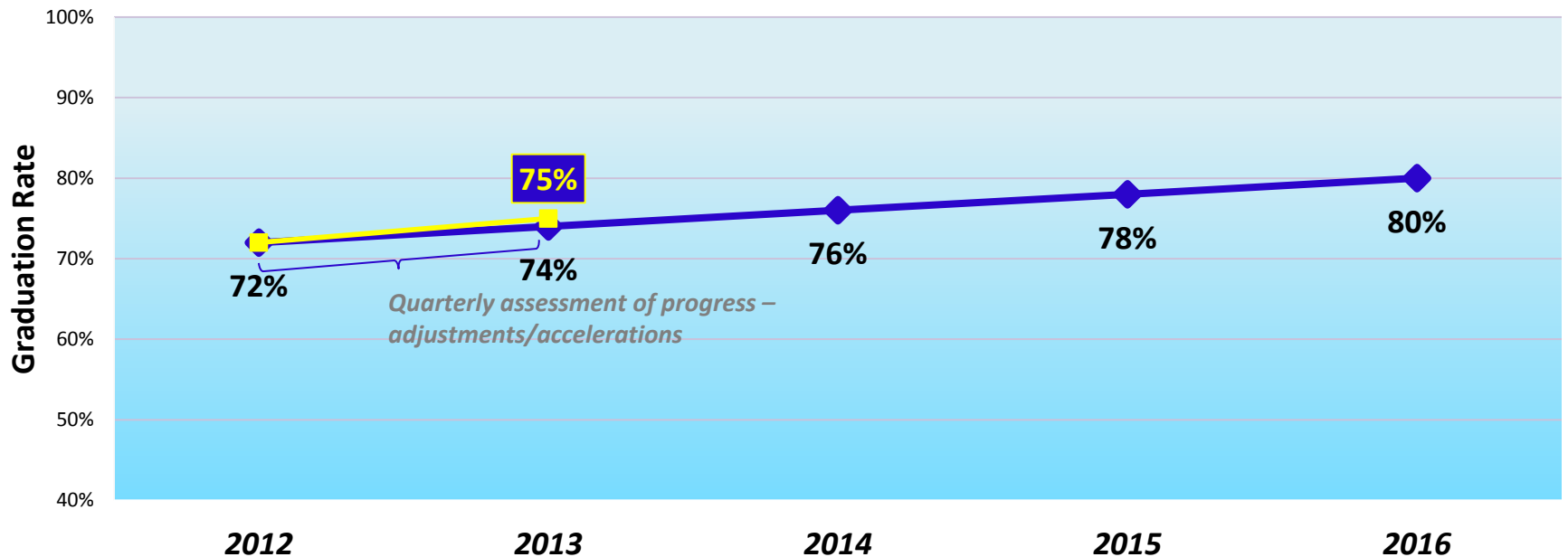
Baseline: 72%

1-year target: 74% (Actual: 75%)

4-year target: 80%

8-year target: 90%

### INCREASE THE GRADUATION RATE



# Plan 2020 Learners

## Indicators/Targets Industry Credentials

Indicator: By 2016, increase number of students who are college- and career-ready as measured by receiving an Industry Credential upon graduation.

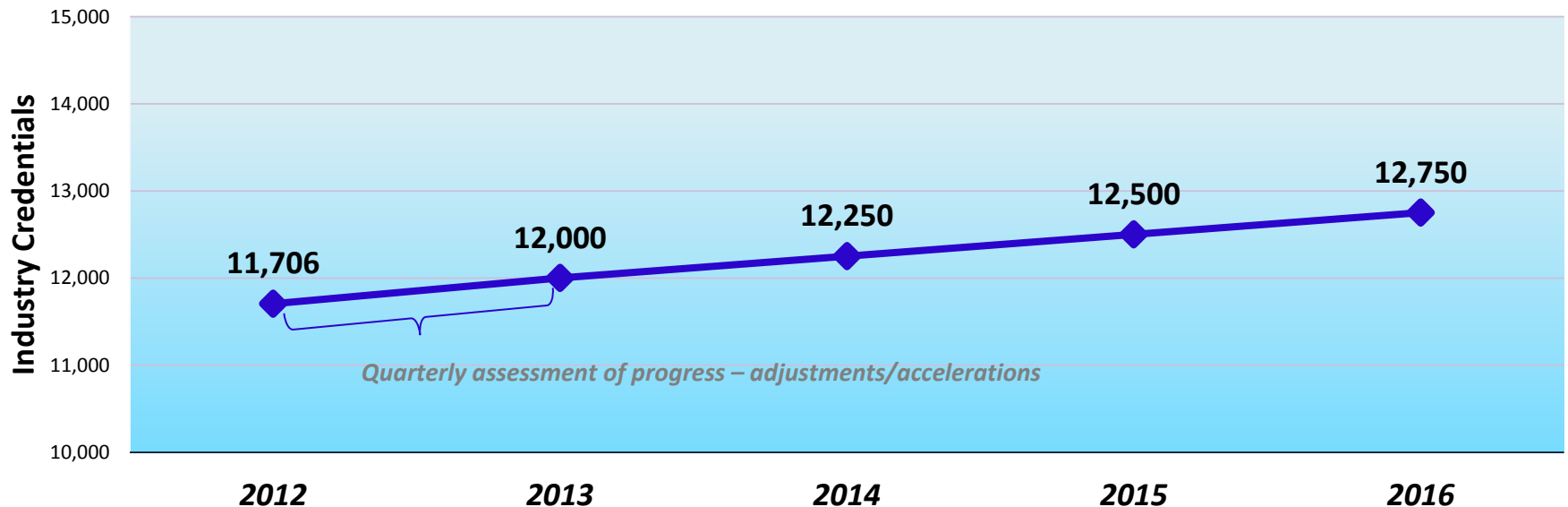
Baseline: 11,706

1-year target: 12,000

4-year target: 12,750

8-year target: 18,000

### ***INCREASE INDUSTRY CREDENTIALS***





# Plan 2020 Learners

## Indicators/Targets College- and Career-Ready

Indicator: By 2016, increase number of students who are college- and career-ready as measured by receiving:  
1) a benchmark score on the reading and math sections of the ACT test, 2) a qualifying score on an AP or IB exam, 3) approved college or postsecondary credit while in high school, 4) a benchmark level on the ACT WorkKeys, OR  
5) an approved industry credential.

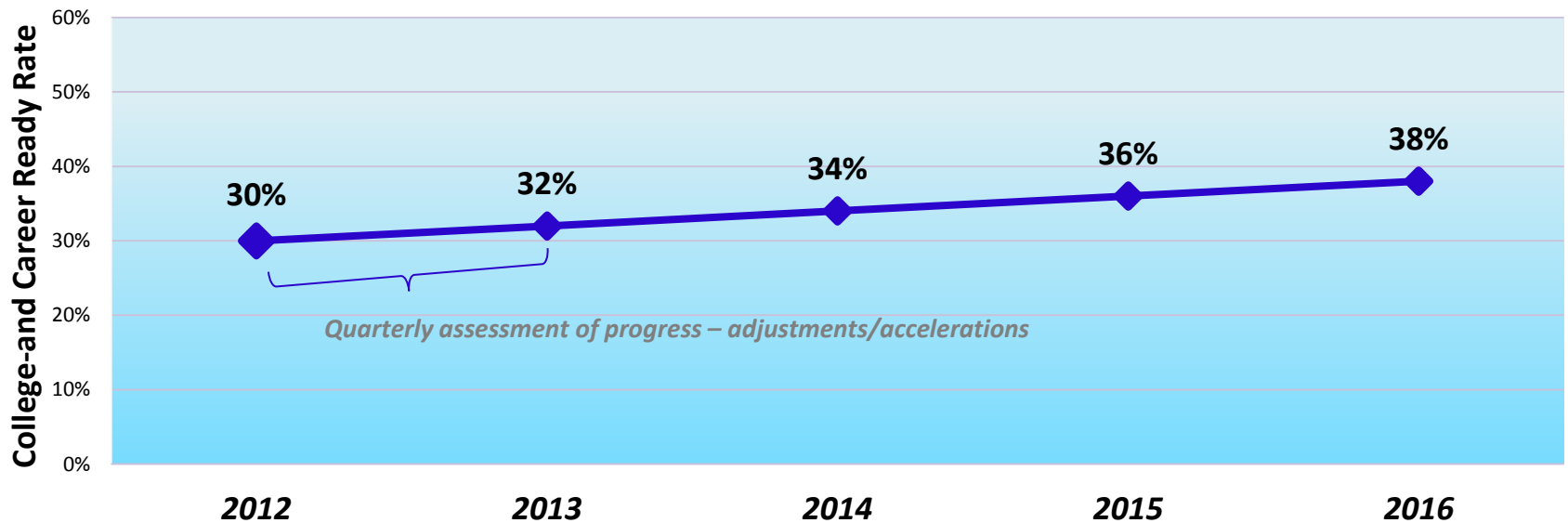
Baseline: 30%

1-year target: 32%

4-year target: 38%

8-year target: 46%

### INCREASE THE COLLEGE AND CAREER READY RATE



# Plan 2020 Learners

## Indicators/Targets Remediation Rate

Indicator: By 2016, reduce the number of students requiring remedial courses in reading and mathematics in two- and four-year colleges.

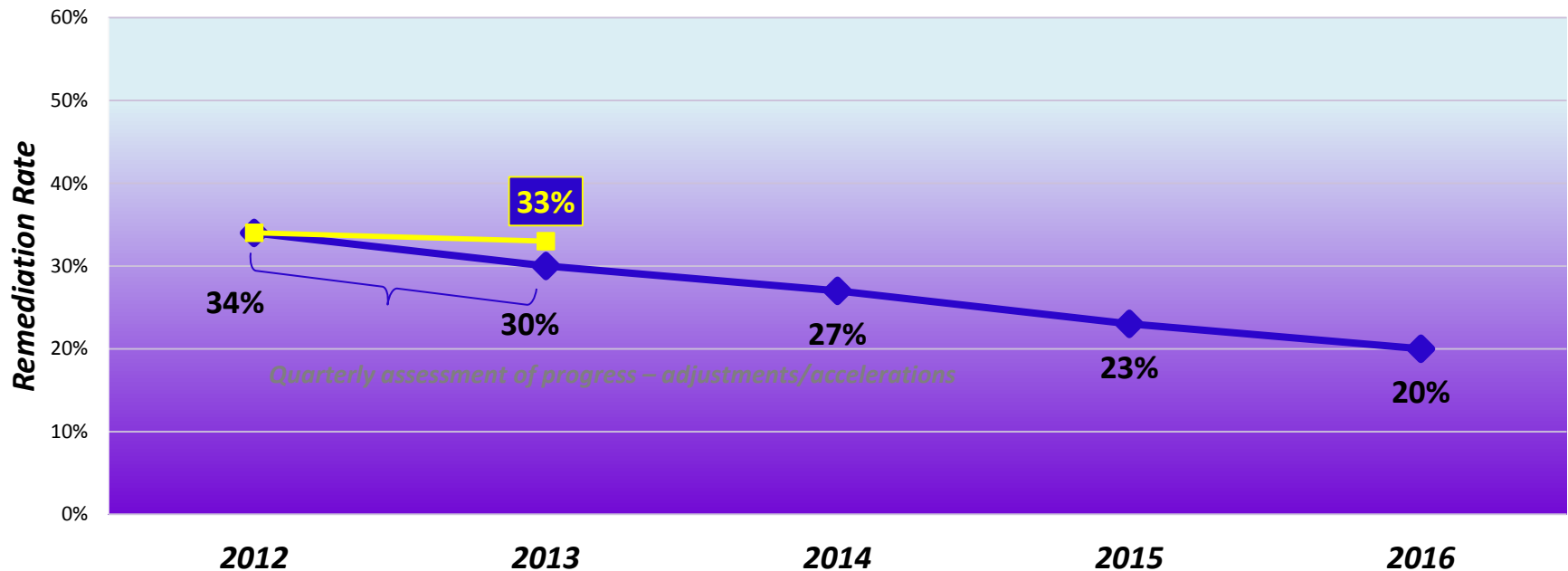
Baseline: 34% (Fall 2012)

1-year target: 30% **(Actual: 33%, Fall 2013)**

4-year target: 20%

8-year target: 10%

### DECREASE COLLEGE REMEDIATION RATE



# Plan 2020 Learners

## Indicators/Targets

Indicator: By 2016, improve the percentage of students performing at or above proficiency on the *Alabama Reading and Mathematics Test (ARMT)\** in 3<sup>rd</sup> through 8<sup>th</sup> grade Reading.

3<sup>rd</sup> grade Reading

Baseline: 88%

2-year target: 90%

4-year target: 91%

4<sup>th</sup> grade Reading

Baseline: 88%

2-year target: 90%

4-year target: 92%

5<sup>th</sup> grade Reading

Baseline: 89%

2-year target: 91%

4-year target: 93%

6<sup>th</sup> grade Reading

Baseline: 88%

2-year target: 90%

4-year target: 91%

7<sup>th</sup> grade Reading

Baseline: 86%

2-year target: 88%

4-year target: 90%

8<sup>th</sup> grade Reading

Baseline: 79%

2-year target: 81%

4-year target: 84%

# Plan 2020 Learners

## Indicators/Targets

Indicator: By 2016, improve the percentage of students performing at or above proficiency on the *Alabama Reading and Mathematics Test (ARMT)\** in 3<sup>rd</sup> through 8<sup>th</sup> grade Mathematics.

3<sup>rd</sup> grade Mathematics

Baseline: 85%

2-year target: 87%

4-year target: 89%

4<sup>th</sup> grade Mathematics

Baseline: 84%

2-year target: 86%

4-year target: 88%

5<sup>th</sup> grade Mathematics

Baseline: 91%

2-year target: 92%

4-year target: 94%

6<sup>th</sup> grade Mathematics

Baseline: 77%

2-year target: 79%

4-year target: 82%

7<sup>th</sup> grade Mathematics

Baseline: 72%

2-year target: 75%

4-year target: 79%

8<sup>th</sup> grade Mathematics

Baseline: 78%

2-year target: 80%

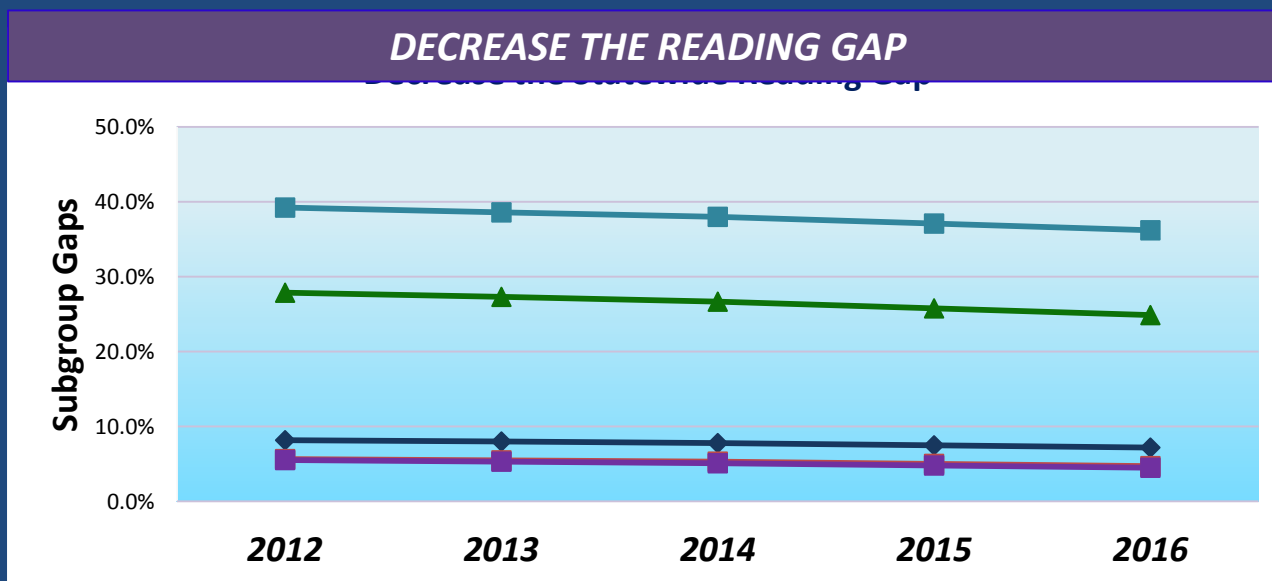
4-year target: 84%

# Plan 2020 Learners

## Indicators/Targets

Indicator: By 2016, decrease the gap\* in reading for 3<sup>rd</sup> through 8<sup>th</sup>, and 11<sup>th</sup> grade students for selected subgroups.

Subgroup	Baseline	1-year Target	2-Year Target	4-Year Target
African American	8.2%	8.0%	7.8%	7.2%
Hispanic	5.7%	5.5%	5.3%	4.7%
Limited English Proficient	27.9%	27.3%	26.7%	24.9
Poverty (Free/Reduced)	5.5%	5.3%	5.1%	4.5%
Special Education	39.2%	38.6%	38.0%	36.2%



\*Gap is defined as the difference between the All Students group and each subgroup (African American, Hispanic, Special education, Free and Reduced Lunch, and Limited-English Proficient students) in the rate of proficient/graduating students.

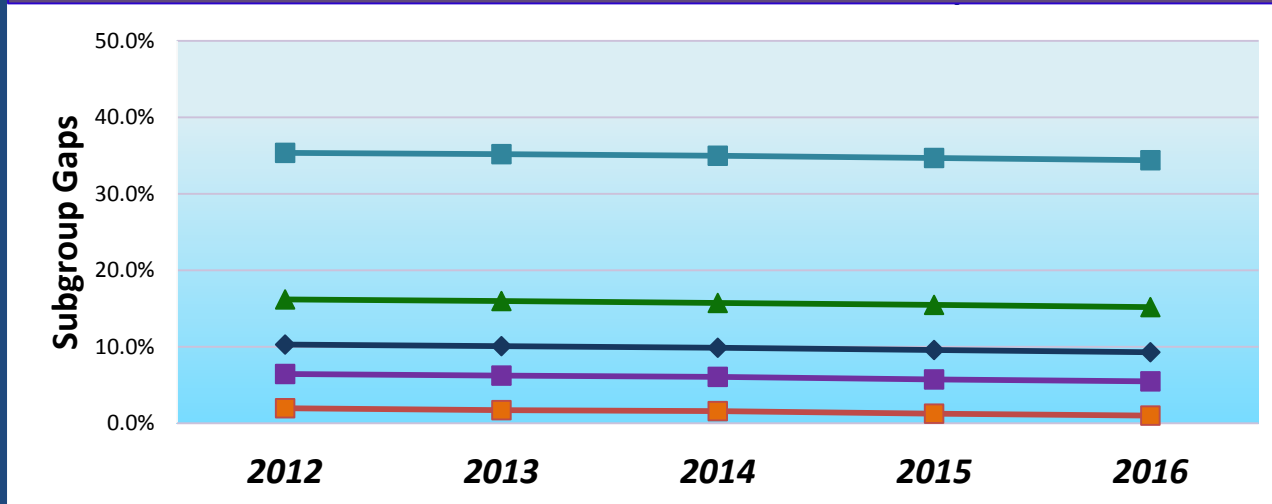
# Plan 2020 Learners

## Indicators/Targets

Indicator: By 2016, decrease the gap\* in mathematics for 3<sup>rd</sup> through 8<sup>th</sup>, and 11<sup>th</sup> grade students for selected subgroups.

Subgroup	Baseline	1-year Target	2-Year Target	4-Year Target
African American	10.3%	9.9%	9.5%	8.3%
Hispanic	2.0%	1.8%	1.6%	1.0%
Limited English Proficient	16.2%	15.8%	15.4%	14.2%
Poverty (Free/Reduced)	6.5%	6.3%	6.1%	5.5%
Special Education	35.4%	35.0%	34.6%	32.4%

### DECREASE THE MATHEMATICS GAP



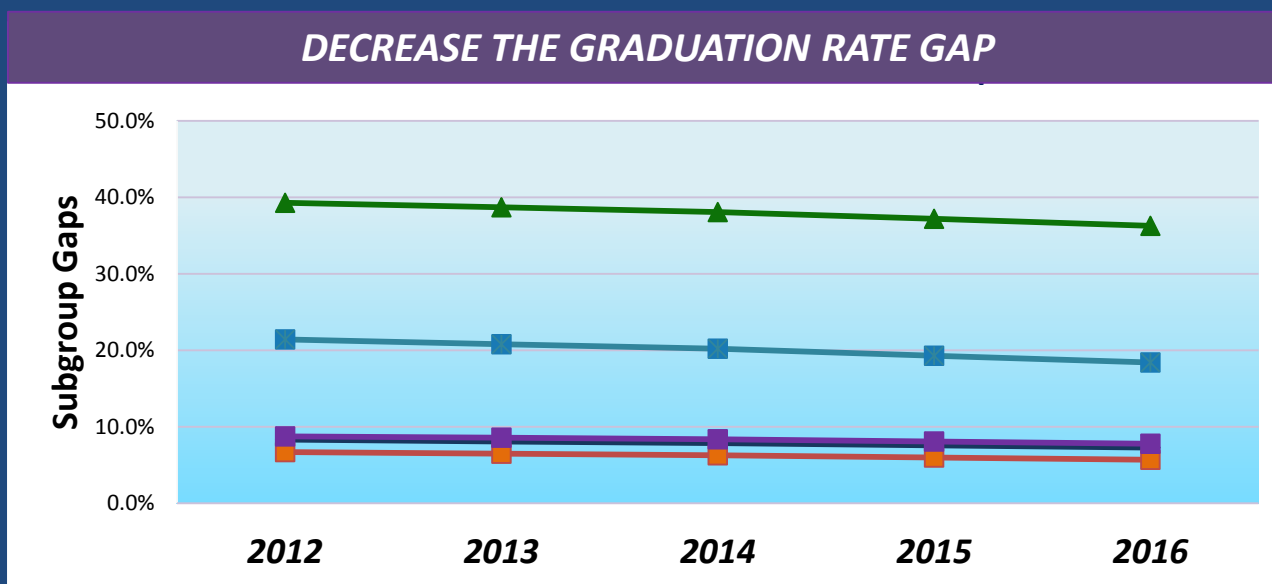
\*Gap is defined as the difference between the All Students group and each subgroup (African American, Hispanic, Special education, Free and Reduced Lunch, and Limited-English Proficient students) in the rate of proficient/graduating students.

# Plan 2020 Learners

## Indicators/Targets

Indicator: By 2016, decrease the gap\* in the 4-year Cohort Graduation Rate for selected subgroups.

Subgroup	Baseline	1-year Target	2-Year Target	4-Year Target
African American	8.3%	8.1%	7.9%	7.3%
Hispanic	6.7%	6.5%	6.3%	5.7%
Limited English Proficient	39.3%	38.7%	38.1%	36.3%
Poverty (Free/Reduced)	8.8%	8.6%	8.4%	7.8%
Special Education	21.4%	20.8%	20.2%	18.4%



\*Gap is defined as the difference between the All Students group and each subgroup (African American, Hispanic, Special education, Free and Reduced Lunch, and Limited-English Proficient students) in the rate of proficient/graduating students.

# Alabama's 2020 Support Systems

## Objectives

1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9<sup>th</sup> grade prepared and with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.





# Plan 2020 Strategies for Support Systems

Implement an early warning system for student absences and build a community-based support and intervention system.

Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.

Implement Alabama's Comprehensive Guidance and Counseling Plan.

Develop and implement a Coordinated School Health and Support Program.



# Plan 2020 Support Systems Indicators/Targets

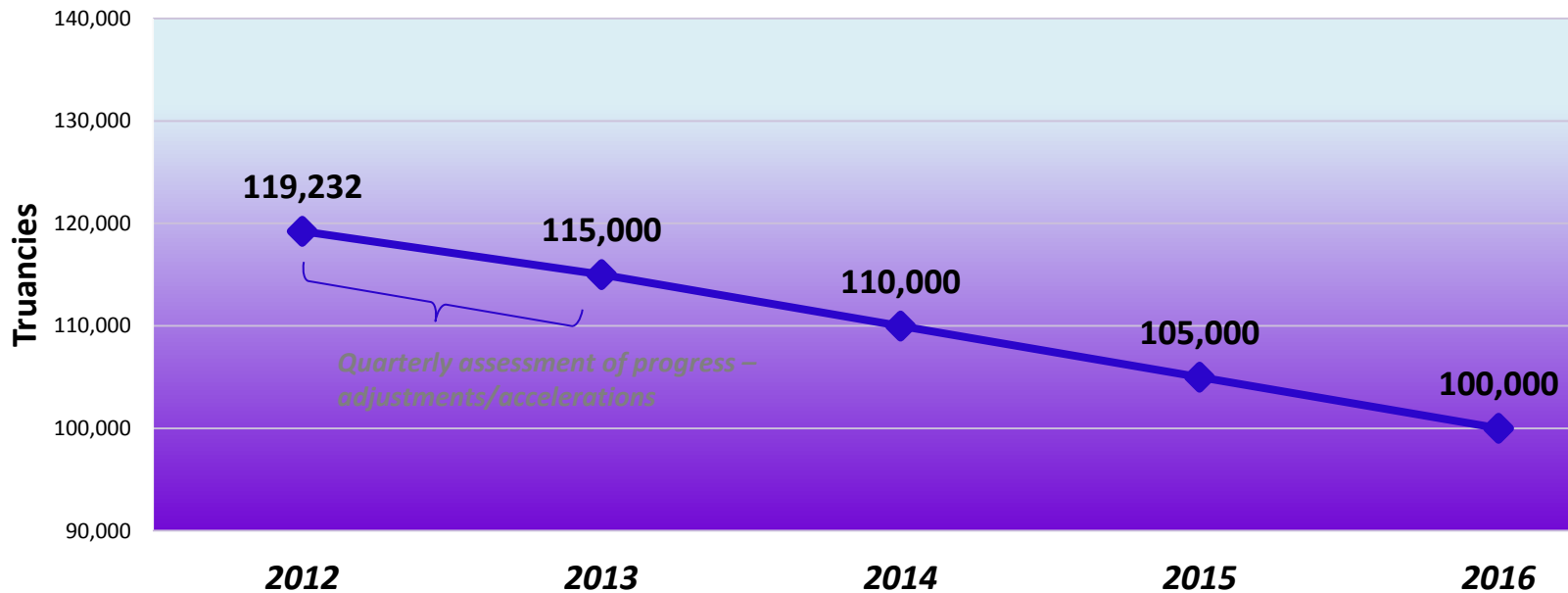
Indicator: By 2016, reduce the number of unexcused absences.\*

Baseline: 119,232

1-year target: 115,000

4-year target: 100,000

## *REDUCE TRUANCIES*



\*Seven unexcused absences within a school year constitute a student being truant for the purposes of filing a petition with the Court.  
(Alabama Administrative Code, 290-3-1)

# Plan 2020 Support Systems Indicators/Targets

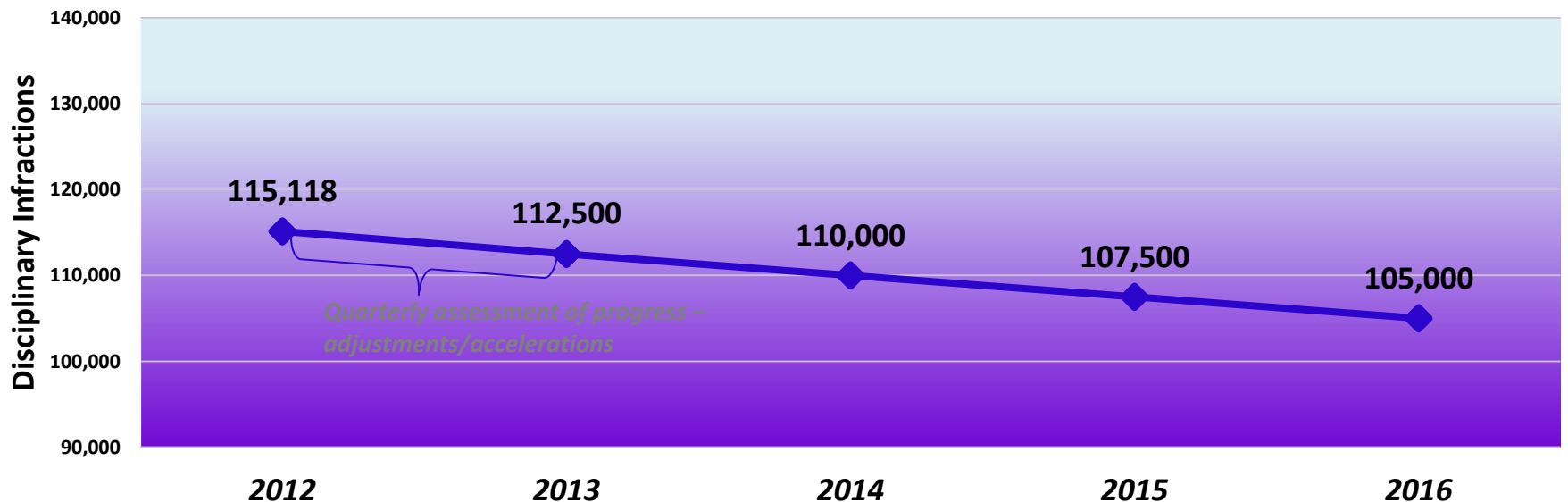
Indicator: By 2016, reduce the number of disciplinary infractions.

Baseline: 115,118

1-year target: 112,500

4-year target: 105,000

## REDUCE DISCIPLINE INFRACTIONS



# Plan 2020 Support Systems Indicators/Targets

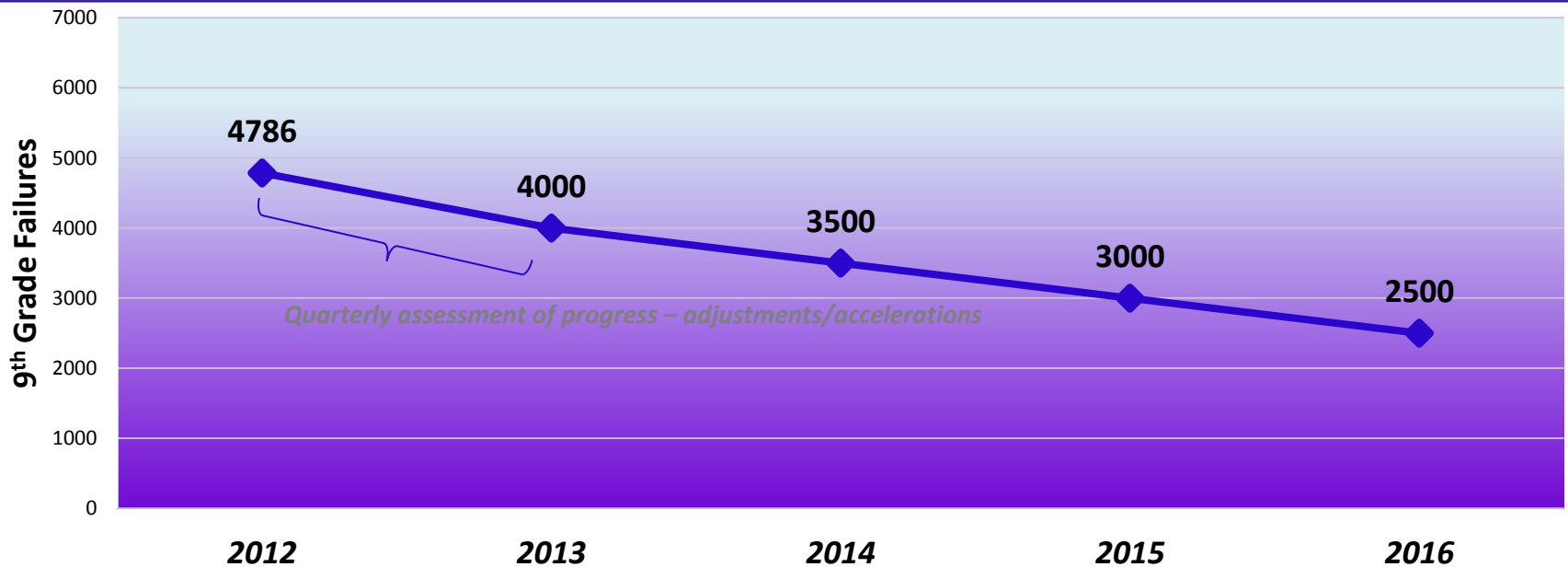
Indicator: By 2016, reduce the number of 9<sup>th</sup> grade failures.

Baseline: 4,786

1-year target: 4,000

4-year target: 2,500

## *REDUCE 9<sup>th</sup> GRADE FAILURES*



# Alabama's 2020 Professionals



## Objectives

1. Every child is taught by a well-prepared, resourced, supported, and effective teacher.
2. Every school is led by a well-prepared, resourced, supported, and effective leader.
3. Every school system is led by a prepared and supported visionary instructional leader.

# Plan 2020 Strategies for Professionals

Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).

Review the admission and certification criteria for Alabama's teacher preparation programs.

Provide a comprehensive induction and mentoring program for new teachers.

Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.

Provide research-based professional growth opportunities for Alabama's teachers and leaders based on their individual and collective professional learning plans.



# Plan 2020 Professionals Indicators/Targets

Indicator: By 2016, increase the percentage of effective teachers and leaders as measured by EDUCATEAlabama, LEADAlabama, and multiple measures of student performance.

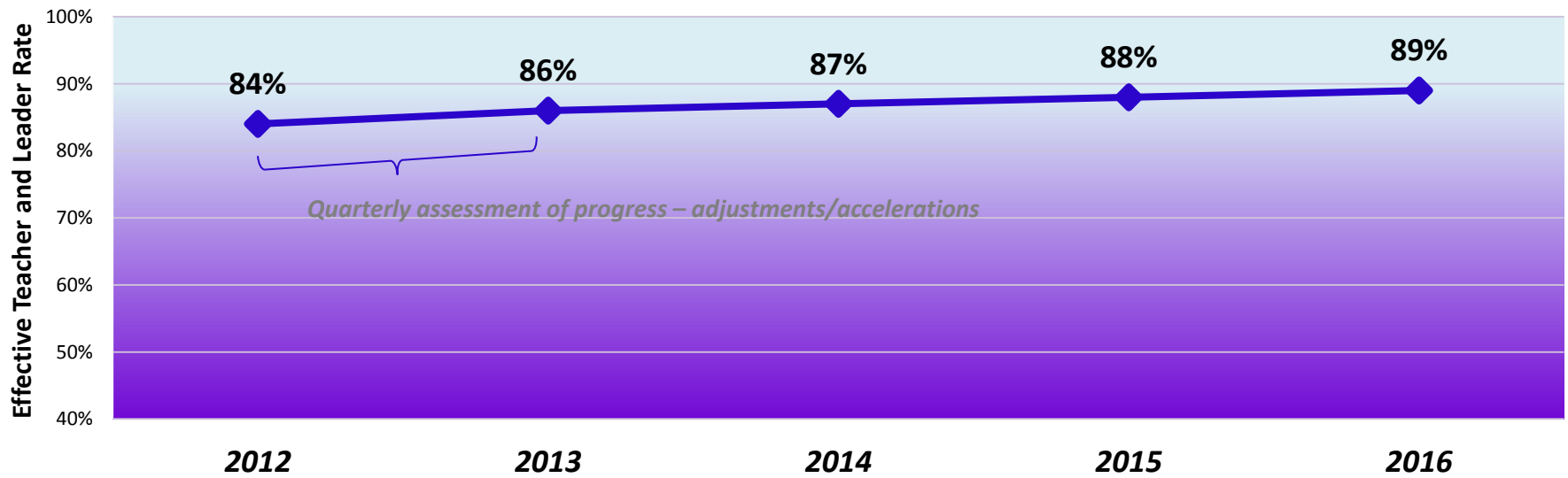
Baseline: 84.3% (8/13/2012)\*

1-year target: 86%

4-year target: 89%

8-year target: 93%

## INCREASE EFFECTIVE TEACHERS AND LEADERS



\*Assessment Task Force is determining the assessment(s) to be utilized as multiple measure of student achievement. Baseline is determined by % of teachers completing PLP on EDUCATEAlabama

# Plan 2020 Professionals Indicators/Targets

Indicator: By 2016, increase the percentage of effective teacher and leader preparation programs as measured by EDUCATEAlabama, LEADAlabama, and multiple measures of student performance.\*

Baseline: TBD

1-year Target: TBD

4-year Target: TBD

8-year Target: TBD

**\*Assessment Task Force is determining the assessment(s) to be utilized as multiple measure(s) of student achievement. These measures will be utilized to determine the effectiveness of graduates and, by extension, preparation programs.**



# Alabama's 2020 Schools and Systems

## Objectives

1. All schools and systems will receive adequate funding to meet the individual and collective needs of their students.
2. All schools and systems will be resourced and supported based on identified need as determined from the state's accountability plan and additional indicators at the local level.
3. Schools and Systems will be granted flexibility to innovate and create 21<sup>st</sup> century learning environments to meet the individual and collective needs of their students.
4. Schools and Systems are resourced to create a 21<sup>st</sup> century learning environment for their students including infrastructure, building renovation/improvements, and technology.



# Plan 2020 Strategies for Schools and Systems

Analyze the current funding formula for public education.

Develop a differentiated and customized support and intervention system for local school systems.

Create a policy environment that promotes and rewards performance, innovation, and creativity.

Conduct a study of existing capital outlay needs for school systems.



# Plan 2020 Schools and Systems Indicators/Targets

Indicator: Increase the percentage of schools/systems rated at or above standard on the Revised Alabama Accountability System/Report Card once a baseline is set.

Baseline: TBD 2013

1-year Target: Revise school/system accountability system/report card to align with Alabama's revised accountability system.

# Plan 2020 Schools and Systems

## Indicators/Targets

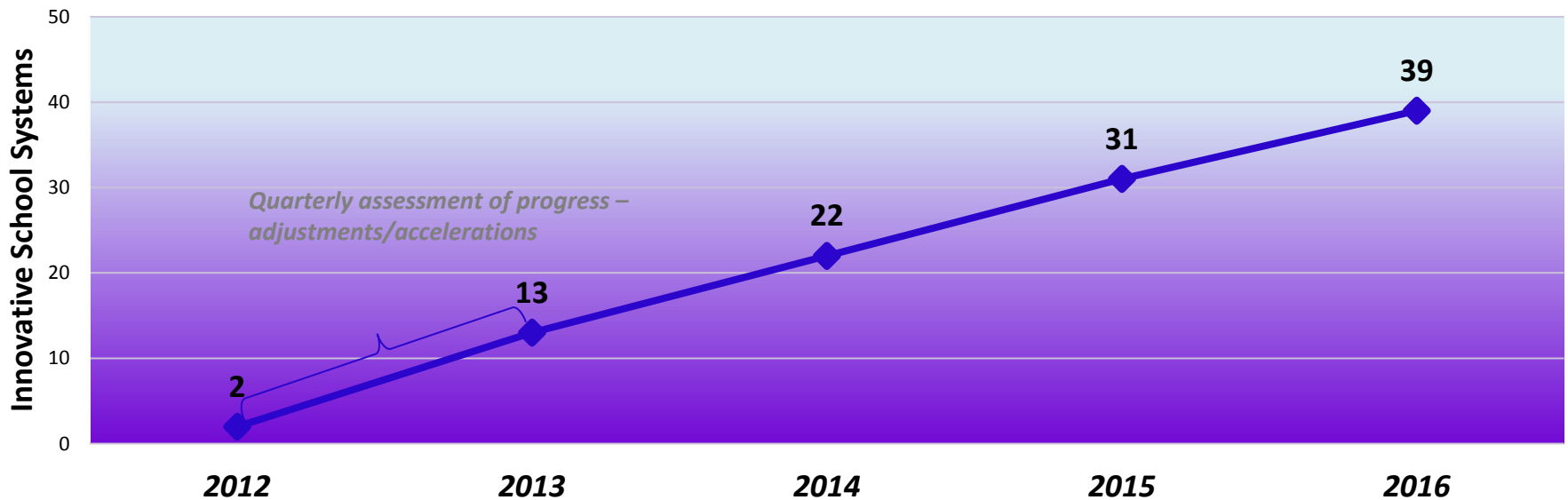
Indicator: By 2016, increase the number of systems designated as an Innovation School System.

Baseline: 2

1-year target: 13\*

4-year target: 39\*

### INCREASE INNOVATION SCHOOL SYSTEMS



\*The Alabama Accountability Act provides systems with the flexibility necessary to enact innovative programs. The one year target is for 10% of Alabama's school systems to take advantage of the flexibility provided for in the act. Future targets will be adjusted based on first year data.



**“We can whenever we choose successfully teach all children whose schooling is of importance to us.**

**We already know more than we need to do that.**

**Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.”**

**Ron Edmunds**