



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

June 10, 2024

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: *Alabama Numeracy Act* Recommendations from the Elementary Mathematics Task Force for Formative Benchmark Assessments, Early Numeracy Screeners, High-Quality Curricula, and Professional Learning

The [Alabama Numeracy Act 2022-249](#) (ANA) states that the Elementary Mathematics Task Force (EMTF) shall provide vetted and approved recommendations for Formative Benchmark Assessments, Early Numeracy Screeners, Fractional Reasoning Screeners, Mathematics Intervention Resources, High-Quality, Evidence-Based Comprehensive Mathematics Curricula for core instruction, and a state continuum of educator development for approved Professional Learning.

The attachment provides a revised list of Formative Benchmark Assessments, Early Numeracy Screeners, and High-Quality Curricula to date starting in 2024-2025. Intervention Resources and Professional Learning are being reviewed by the task force. This list will be amended if other resources are added to the upcoming reviews.

Information regarding the Fractional Reasoning Screener will be communicated in a forthcoming document. In addition, the EMTF is preparing a guidance document for these recommendations that will be shared electronically upon completion.

If you have any questions, please contact Dr. Karen Anderson, Director of the Office of Mathematics Improvement by email at kanderson1@alsde.edu or by telephone at 334-694-4967.

EGM/KA/MLP

Attachments

cc: Chief School Financial Officers
Curriculum Directors
Mrs. Angela Martin
Dr. Brandon T. Payne
Dr. Karen Anderson

FY24-2046

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ELEMENTARY MATHEMATICS TASK FORCE RECOMMENDED RESOURCE LIST

Effective Dates	Recommended Vendors	Grade Levels	Designed Use
Formative Benchmark Assessments (Previously Referenced as the Early Years Assessments)			
2024-2025, 2025-2026, 2026-2027	<ul style="list-style-type: none"> Curriculum Associates Edmentum Progress Learning 	K-5	Beginning of Year Middle of Year End of Year
Early Numeracy Screeners			
2024-2025, 2025-2026, 2026-2027	<ul style="list-style-type: none"> Curriculum Associates Forefront 	K-2 ANA, pages 18-19	Twice a year
Fractional Reasoning Screener			
TBD	TBD	4-5 ANA, page 19	Twice a year
Intervention Resources			
2024-2025, 2025-2026, 2026-2027	<ul style="list-style-type: none"> Curriculum Associates Heinemann Teacher Created Materials 	K-5	As needed See ANA, page 19
High-Quality Curricula			
2024-2025, 2025-2026, 2026-2027	<ul style="list-style-type: none"> Curriculum Associates – iReady Classroom Math Houghton Mifflin Harcourt – Into Math Savvas – Envision Math Zearn – Zearn Math (Virtual Schools Only) 	K-5 Full- and Limited-Support Schools	Daily See ANA, page 30

Professional Learning		
K-5 Teachers in Full- and Limited-Support Schools	Building-Based Mathematics Coaches	School-Based Administrators in Full- and Limited-Support Schools
Participate in Evidence-Based Practices Professional Learning through OMI and AMSTI	Participate in Evidence-Based Practices Professional Learning through OMI and AMSTI	Participate in Evidence-Based Practices Professional Learning through OMI and AMSTI
Participate in AMSTI Math Foundational Training	Participate in AMSTI Math Foundational Training.	Participate in AMSTI Math Foundational Training
Participate in Alabama Course of Study Overview Training	Participate in Alabama Course of Study Overview Training	Participate in Alabama Course of Study Overview Training
Attend AMSTI content session as determined by data, teacher surveys, school administrator, OMI, and Building-Based Mathematics Coach	Attend AMSTI content session as determined by data, teacher surveys, school administrator, and OMI	Attend AMSTI content session as determined by data, teacher surveys, school administrator, and OMI
Participate in four Professional Learning Communities	Co-Facilitate four Professional Learning Communities	Participate in four Professional Learning Communities
Use National Council for Supervisors of Mathematics (NCSM) Mathematics Teaching Practices Continuum to determine an area of focus	Based on data from teachers and administrators using the NCSM Mathematics Teaching Practices Continuum , the Building Based Math Coach and Math School Improvement Team (MSIT) will determine two (2) of the eight (8) math teaching practices as a school focus for Year 1.	Use NCSM Mathematics Teaching Practices Continuum to determine an area of focus
Participate in a minimum of one (1) coaching cycle	Participate in the Coaching Academy	Conduct a minimum of one (1) walk-through each quarter for the purpose of monitoring and gathering evidence of teachers' implementation of the selected Mathematics Teaching Practices (MTPs). Equal opportunity should be given to each grade level represented in the building.