



STATE OF ALABAMA  
**DEPARTMENT OF EDUCATION**



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

September 6, 2023

**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 Universal Screeners, Formative/Benchmark Assessment, and Intervention Resources--**REVISED**

The [\*Alabama Numeracy Act 2022-249\*](#) (ANA) states that the Elementary Mathematics Task Force shall provide vetted and approved recommendations for high-quality, evidence-based comprehensive mathematics curricula for core instruction and mathematics intervention programs, a state continuum of educator development for approved professional learning, and assessment systems. Professional Learning recommendations include resources available through the Alabama Mathematics, Science, and Technology Initiative (AMSTI). The Elementary Mathematics Task Force is preparing a guidance document for these recommendations that will be shared electronically in the coming weeks. The attachment provides a list of these recommended resources to date.

Assessment dates and funding information were communicated in the memo dated September 7, 2023. Please reference that document for additional details. Recommendations for Curricula and the Fractional Reasoning Screener will be communicated in a forthcoming document.

If you have any questions, please contact Dr. Karen Anderson, Director, Office of Mathematics Improvement, by email at [kanderson1@alsde.edu](mailto: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  
 Mr. Dennis Engle  
 Dr. Karen Anderson

**FY23-2086**

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## ELEMENTARY MATHEMATICS TASK FORCE RECOMMENDED RESOURCE LIST

Effective Dates	Recommended Vendors	Grade Levels	Designed Use
<b>Formative/Benchmark Assessment (Previously Referenced as the Early Years Assessment)</b>			
2023-2024	<ul style="list-style-type: none"> <li>• Amplify</li> <li>• Curriculum Associates</li> <li>• Renaissance</li> </ul> See memo ( <a href="#">FY22-2056</a> ) dated June 1, 2022.	K-5	Beginning of year (BOY) Middle of Year (MOY) End of Year (EOY)
School districts are permitted to use the Early Years Assessments that were approved for K-3 only for Grades 4-5 during the 2023-2024 school year.			
2024-2025, 2025-2026, 2026-2027  Effective for three years beginning with the 2024-2025 school year	<ul style="list-style-type: none"> <li>• Curriculum Associates</li> <li>• Edmentum</li> </ul>	K-5	BOY, MOY, EOY
<b>Early Numeracy Screener</b>			
2023-2024, 2024-2025, 2025-2026  Effective for three years beginning with the 2023-2024 school year	<ul style="list-style-type: none"> <li>• Forefront</li> <li>• Curriculum Associates</li> </ul>	K-2 ANA, pages 18-19	Twice a year
<b>Fractional Reasoning Screener</b>			
2023-2024, 2024-2025, 2025-2026  Effective for three years beginning with the 2023-2024 school year	TBD	4-5 ANA, page 19	Twice a year
<b>Intervention Resources</b>			
2023-2024, 2024-2025, 2025-2026  Effective for three years beginning with the 2023-2024 school year	<ul style="list-style-type: none"> <li>• Curriculum Associates</li> <li>• Heinemann</li> <li>• Teacher Created Materials</li> </ul>	K-5	As needed See ANA page 19

## ELEMENTARY MATHEMATICS TASK FORCE RECOMMENDED RESOURCE LIST

High Quality Curricula			
TBD	TBD	K-5	Daily
Professional Learning			
K-5 Teachers in Full- and Limited-Support Schools: 2023-2024	Building-Based Mathematics Coaches: 2023-2024	School-Based Administrators in Full- and Limited-Support Schools: 2023-2024	
<ul style="list-style-type: none"> <li>• Participate in AMSTI Math Foundational Training.</li> <li>• Participate in Alabama Course of Study Overview Training.</li> <li>• Use National Council for Supervisors of Mathematics <a href="#">(NCSM) Mathematics Teaching Practices Continuum</a> to determine an area of focus.</li> <li>• Attend AMSTI content session as determined by data, teacher surveys, school administrator, the Office of Mathematics Improvement and Building-Based Mathematics Coach.</li> <li>• Participate in a minimum of one (1) coaching cycle.</li> <li>• Participate in four Professional Learning Communities (PLCs).</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in AMSTI Math Foundational Training.</li> <li>• Participate in Alabama Course of Study Overview Training.</li> <li>• Participate in the Coaching Academy.</li> <li>• Lead coaching cycles (mini, full, teacher group).</li> <li>• Attend AMSTI content session as determined by data, teacher surveys, school administrator, and the Office of Mathematics Improvement.</li> <li>• Based on data from teachers and administrators using the <a href="#">NCSM Mathematics Teaching Practices Continuum</a>, the Building-Based Math Coach and Math School Improvement Team (MSIT) will determine <b>two</b> (2) of the <b>eight</b> (8) math teaching practices as a school focus for Year 1.</li> <li>• Co-Facilitate four Professional Learning Communities (PLCs).</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in AMSTI Math Foundational Training.</li> <li>• Participate in Alabama Course of Study Overview Training.</li> <li>• Use <a href="#">NCSM Mathematics Teaching Practices Continuum</a> to determine an area of focus.</li> <li>• Attend AMSTI content session as determined by data, teacher surveys, school administrators, and the Office of Mathematics Improvement.</li> <li>• Conduct a minimum of <b>one</b> (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.</li> <li>• Discuss evidence of teacher implementation of selected MTPs observed during walkthrough and determine next steps for improved implementation.</li> <li>• Participate in four Professional Learning Communities (PLCs).</li> </ul>	