June 10, 2024

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
State Superintendent of Education


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
## ELEMENTARY MATHEMATICS TASK FORCE RECOMMENDED RESOURCE LIST

<table>
<thead>
<tr>
<th>Effective Dates</th>
<th>Recommended Vendors</th>
<th>Grade Levels</th>
<th>Designed Use</th>
</tr>
</thead>
</table>
| **Formative Benchmark Assessments**  
(Previously Referenced as the Early Years Assessments) | | | |
| 2024-2025, 2025-2026, 2026-2027 | • 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 | • 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 | • Curriculum Associates  
• Heinemann  
• Teacher Created Materials | K-5 | As needed  
See ANA, page 19 |
| **High-Quality Curricula** | | | |
| 2024-2025, 2025-2026, 2026-2027 | • 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 |
<table>
<thead>
<tr>
<th>K-5 Teachers in Full- and Limited-Support Schools</th>
<th>Building-Based Mathematics Coaches</th>
<th>School-Based Administrators in Full- and Limited-Support Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in Evidence-Based Practices Professional Learning through OMI and AMSTI</td>
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</tr>
<tr>
<td>Participate in AMSTI Math Foundational Training</td>
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<tr>
<td>Participate in Alabama Course of Study Overview Training</td>
<td>Participate in Alabama Course of Study Overview Training</td>
<td>Participate in Alabama Course of Study Overview Training</td>
</tr>
<tr>
<td>Attend AMSTI content session as determined by data, teacher surveys, school administrator, OMI, and Building-Based Mathematics Coach</td>
<td>Attend AMSTI content session as determined by data, teacher surveys, school administrator, and OMI</td>
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</tr>
<tr>
<td>Participate in four Professional Learning Communities</td>
<td>Co-Facilitate four Professional Learning Communities</td>
<td>Participate in four Professional Learning Communities</td>
</tr>
<tr>
<td>Use National Council for Supervisors of Mathematics (NCSM) Mathematics Teaching Practices Continuum to determine an area of focus</td>
<td>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.</td>
<td>Use NCSM Mathematics Teaching Practices Continuum to determine an area of focus</td>
</tr>
<tr>
<td>Participate in a minimum of one (1) coaching cycle</td>
<td>Participate in the Coaching Academy</td>
<td>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.</td>
</tr>
</tbody>
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