Annual Report

ALABAMA STATE DEPARTMENT OF EDUCATION

Alabama Numeracy Act

Prepared for:
Governor
Lieutenant Governor
SBOE
Senate Pro Tempore
Speaker of the House of Representatives
Director of OMI

ERIC G. MACKEY, STATE SUPERINTENDENT

Table of Contents

This document was developed by the Office of Mathematics Improvement as required by the *Alabama Numeracy Act*.

Introduction

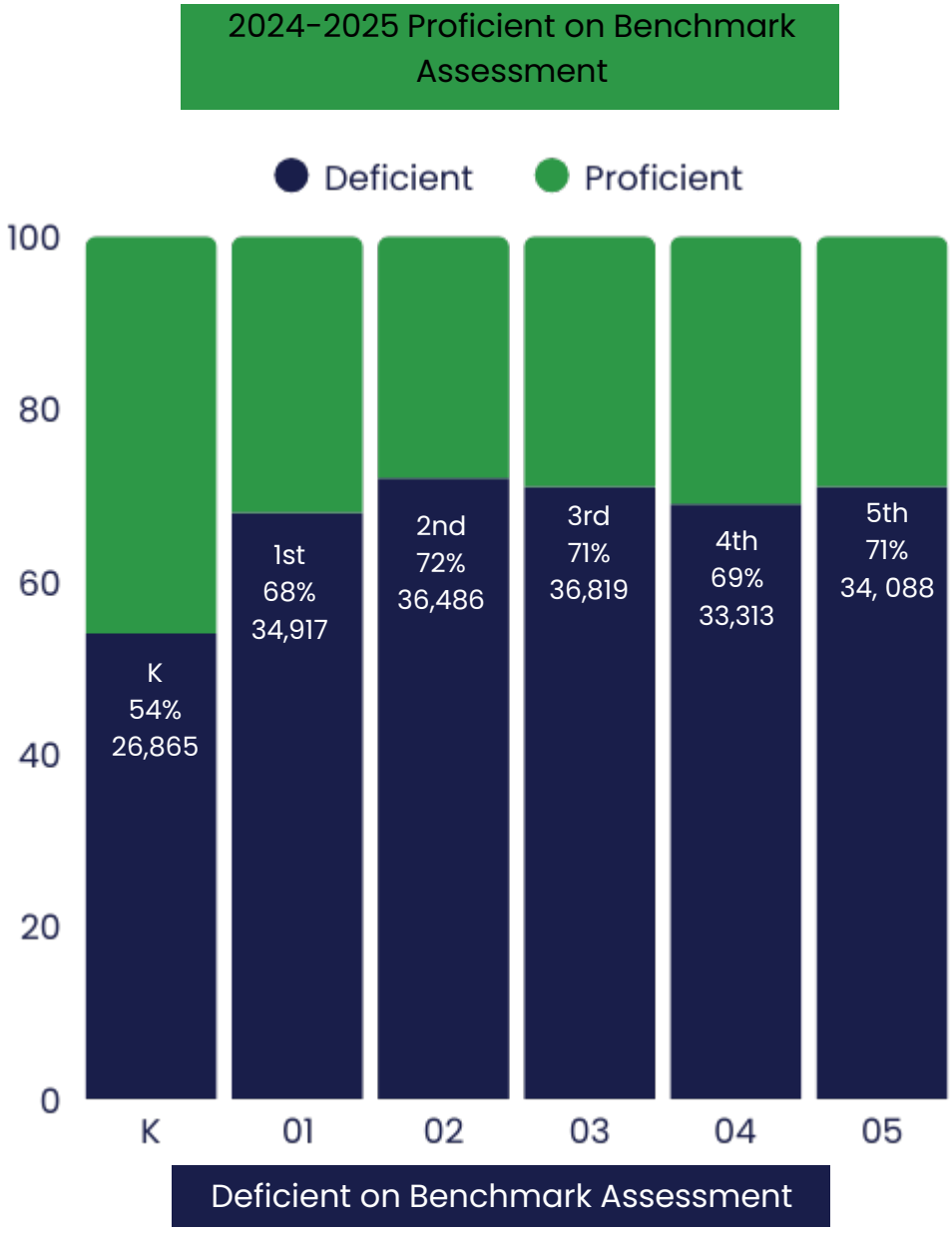
The *Alabama Numeracy Act* (ANA) was enacted in 2022 to improve mathematics proficiency of public school K-5 grade students and ensure that those students are proficient in mathematics at or above grade level by the end of fifth grade by monitoring the progression of each student from one grade to another by his or her proficiency in mathematics. The ANA requires that, beginning in the 2023-2024 school year, annually on or before September 30, each local education agency (LEA) submits a report to the department with ten different metrics (ANA Section 8, p. 32-34). This document represents the second annual report on the metrics listed below for the 2024-2025 school year.

1. By grade, the number and percentage of all K-5 students identified with a mathematics deficiency on an Elementary Mathematics Task Force recommended mathematics assessment.
2. By grade, the number and percentage of students screened for dyscalculia characteristics, the number and percentage of students identified as demonstrating the characteristics of dyscalculia and receiving dyscalculia specific intervention, and the name of the dyscalculia specific intervention being provided.
3. By grade, the number and percentage of all K-5 students performing on grade level or above grade level; which is defined as scoring level 3 or level 4 on the Alabama Comprehensive Assessment Program (ACAP), or any derivation thereof.
4. The number and percentage of students starting fifth grade with a mathematics score below grade level; which is defined as scoring level 1 or level 2 on the ACAP, or any derivation thereof.
5. The number and percentage of fifth grade students who started third grade with a mathematics deficiency and completed fifth grade on grade level; which is defined as scoring level 3 or level 4 on the ACAP or any derivation thereof.
6. By grade, the number and percentage of eligible students in grades four and five who attended the Alabama Summer Mathematics Achievement Program in full support schools, that included intensive mathematics instruction.
7. By grade, the number and percentage of all students retained in grades K-5 based on mathematics deficiencies.
8. By school, the number of teachers who have earned the K-5 mathematics coach endorsement.
9. By school, the number and percentage of incoming students in grades one and two identified as having a mathematics deficiency.
10. By school the number and percentage of incoming students in grades four and five identifies as having a fractional reasoning deficiency.

School districts have worked diligently to ensure their data are accurate and submitted on or before September 30, 2025. As with any large data set, the potential exists for error. This document represents a good faith effort to report, as accurately as possible, data from each of the 843 schools providing instruction for students in Grades K-5 during the 2024-2025 school year.

Deficiency on End of Year Mathematics Benchmark Assessment

By grade, the number and percentage of all K-5 students identified with a mathematics deficiency on an Elementary Mathematics Task Force (EMTF) recommended mathematics assessment.

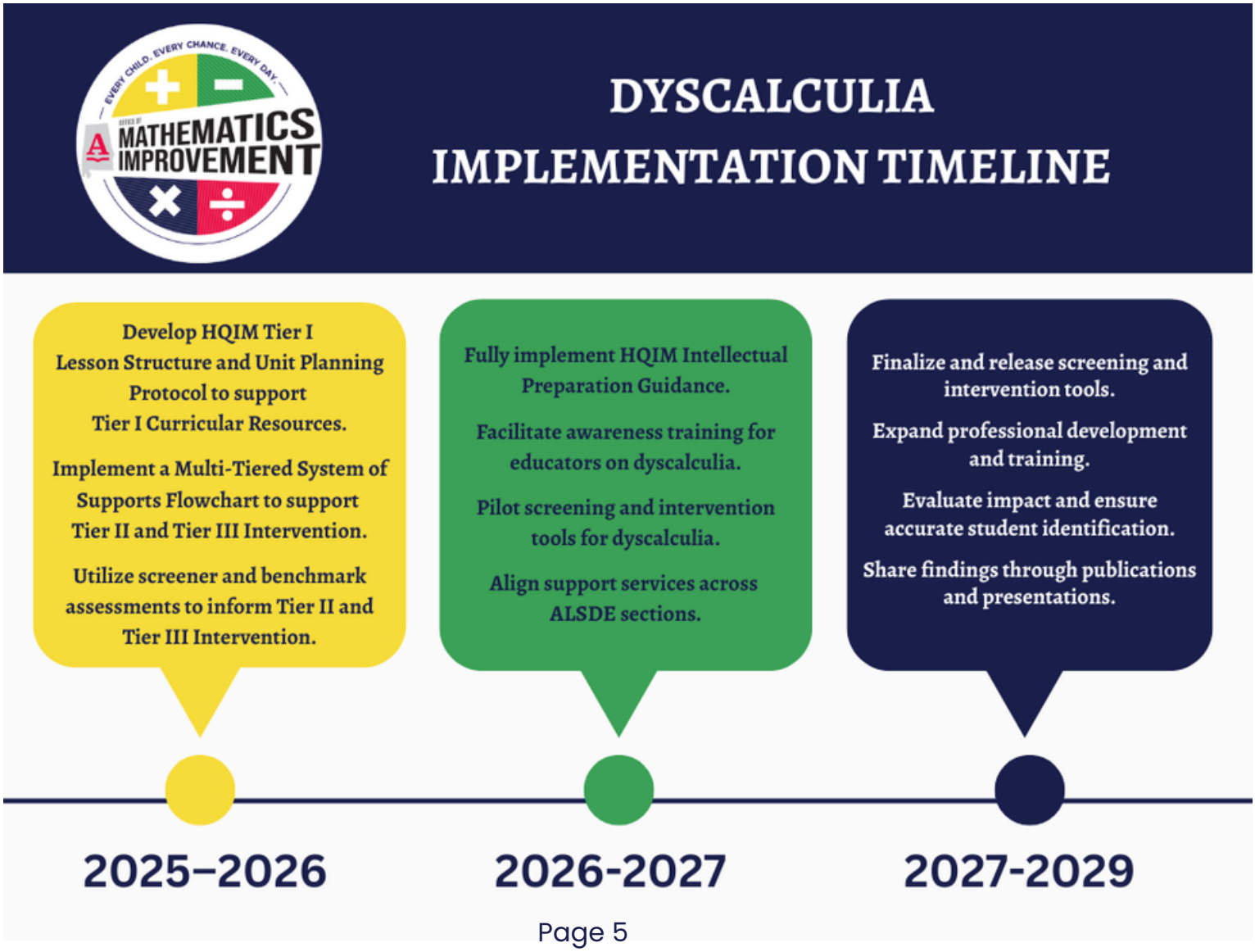


During the 2024-2025 school year, these vendors were approved for use:
Curriculum Associates (i-Ready), Edmentum (Edmentum), and Progress Learning (Progress Learning).

Dyscalculia Screening & Interventions

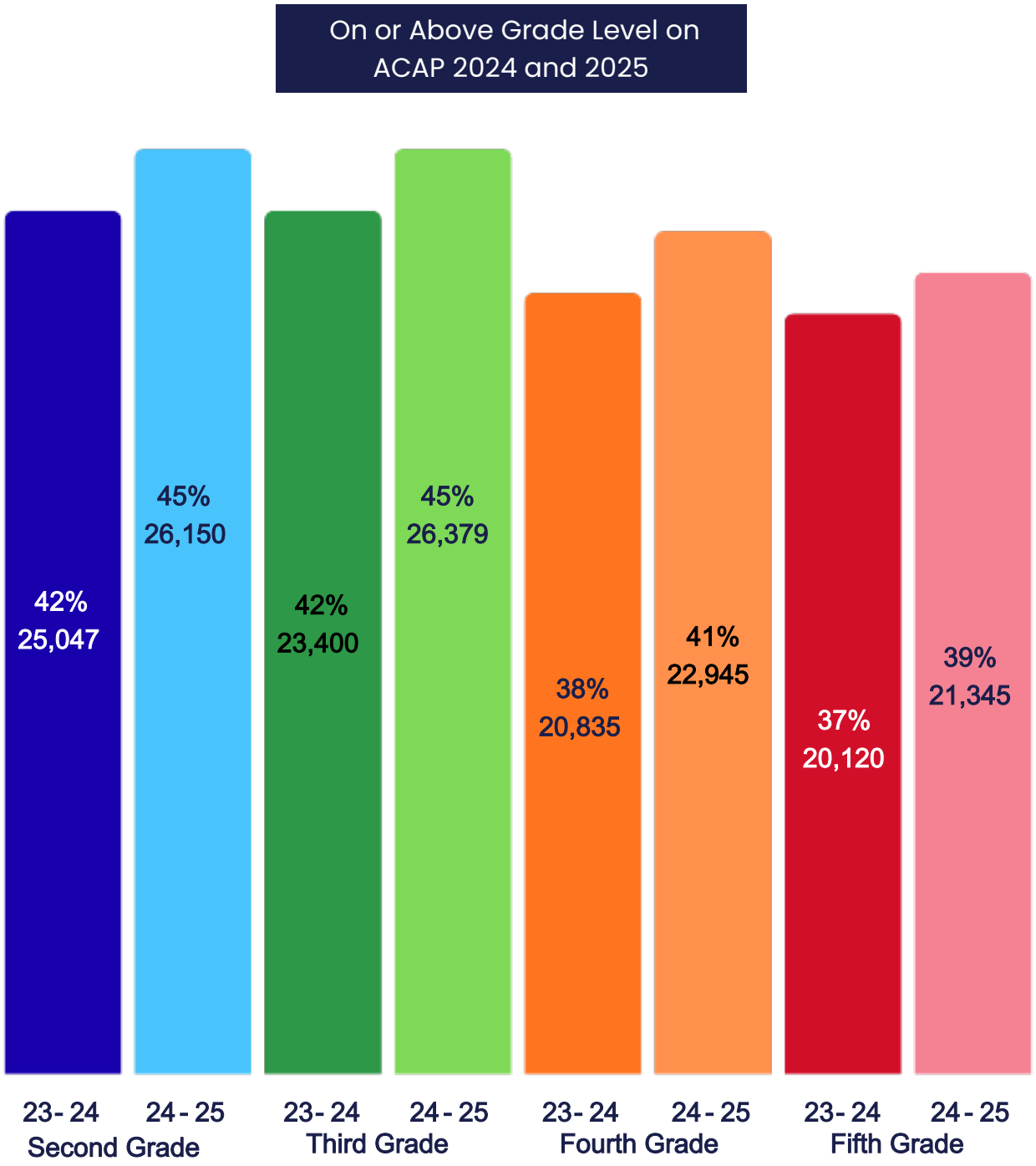
By grade, the number and percentage of students screened for dyscalculia characteristics, the number and percentage of students identified as demonstrating the characteristics of dyscalculia and receiving dyscalculia specific intervention and the name of the dyscalculia specific intervention being provided.

During the 2024-2025 school year, the Elementary Mathematics Task Force (EMTF) reviewed current dyscalculia research and aligned that information with best practices to lay a foundation for accurate identification of students who have true disabilities. Below is the timeline which outlines the EMTF's work regarding dyscalculia screening and intervention over the next three years. Approximately 2%-7% of students may have dyscalculia, and the EMTF is working to develop and implement High-Quality Instructional Material Guidance and training to strengthen core/Tier 1 instruction so as not to overidentify students with this mathematical learning disability. The EMTF has also recommended benchmark assessments and screeners designed to inform Tier II and III Interventions, providing teachers with the data needed to immediately intervene when students demonstrate a math deficiency.



On or Above Grade Level on ACAP

By grade, the number and percentage of all K-5 students performing on grade level or above grade level; which is defined as scoring level 3 or level 4 on the ACAP, or any derivation thereof.

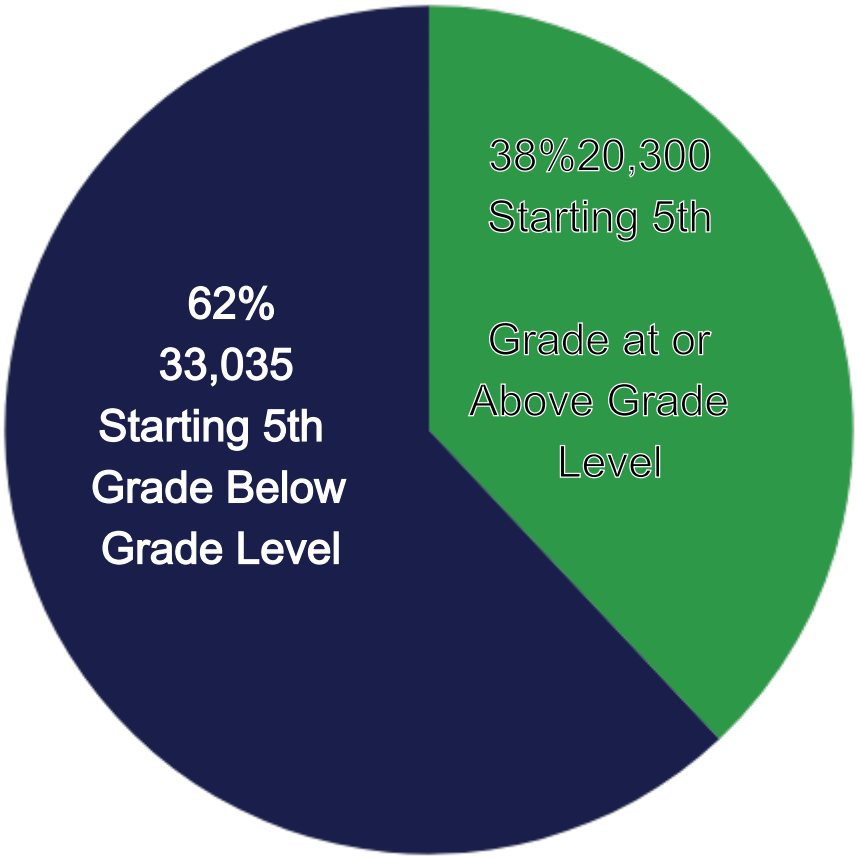


Although ANA requests ACAP data for all K-5 students, this report captures students in grades 2-5 scoring at level 3 or level 4 on ACAP because students in grades K-1 do not take this assessment.

5th Graders Starting 2024 - 2025 Below Grade Level

The number and percentage of students starting fifth grade with a mathematics score below grade level; which is defined as scoring level 1 or level 2 on the Alabama Comprehensive Assessment Program, or any derivation thereof.

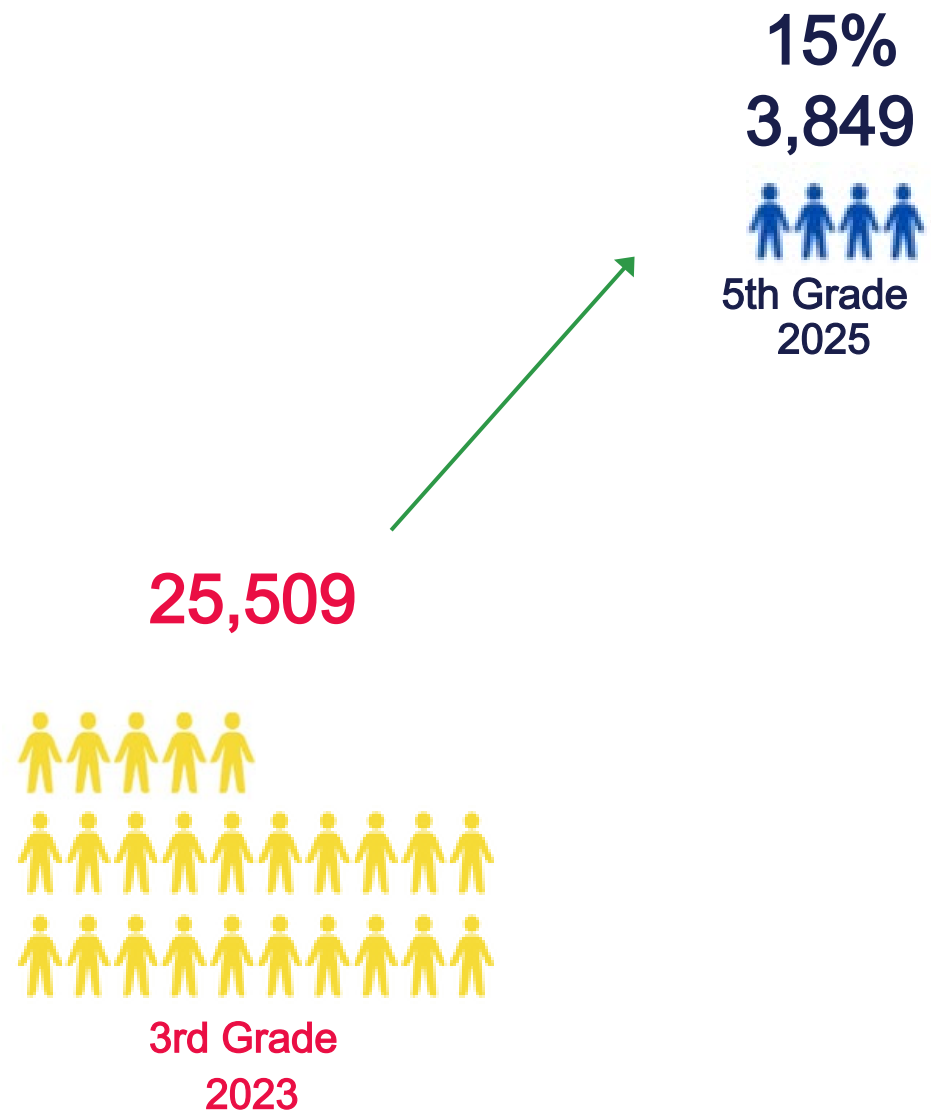
2024-2025 Data



The proficiency rate, 38%, represents an increase of 3% from 2023-2024 to 2024-2025.

ACAP Growth From 3rd Deficient to 5th On Grade Level

The number and percentage of fifth grade students who started third grade with a mathematics deficiency and completed fifth grade on grade level; which is defined as scoring level 3 or level 4 on the Alabama Comprehensive Assessment Program, or any derivation thereof.



Fifteen percent (3,849) of 3rd grade students in 2023 closed the achievement gap and improved their ACAP scores from deficient (level 1 or level 2) to proficient (level 3 or level 4) by the end of 5th grade in 2025.

Students Attended Summer Math Program

By grade, the number and percentage of eligible students in grades four and five who attended the Alabama Summer Mathematics Achievement Program in all schools that included intensive mathematics instruction.

Summer 2025

Fourth Grade	Fifth Grade
18 %	17%
384 Attended	422 Attended
2,132 Eligible*	2,489 Eligible*

**Eligible* refers to students enrolled in Full Support schools who were identified with a mathematics deficiency on the 2025 end of year Formative Benchmark Assessment.

Retained for Math Deficiency

By grade, the number and percentage of all students retained in grades K-5 based on mathematics deficiencies.

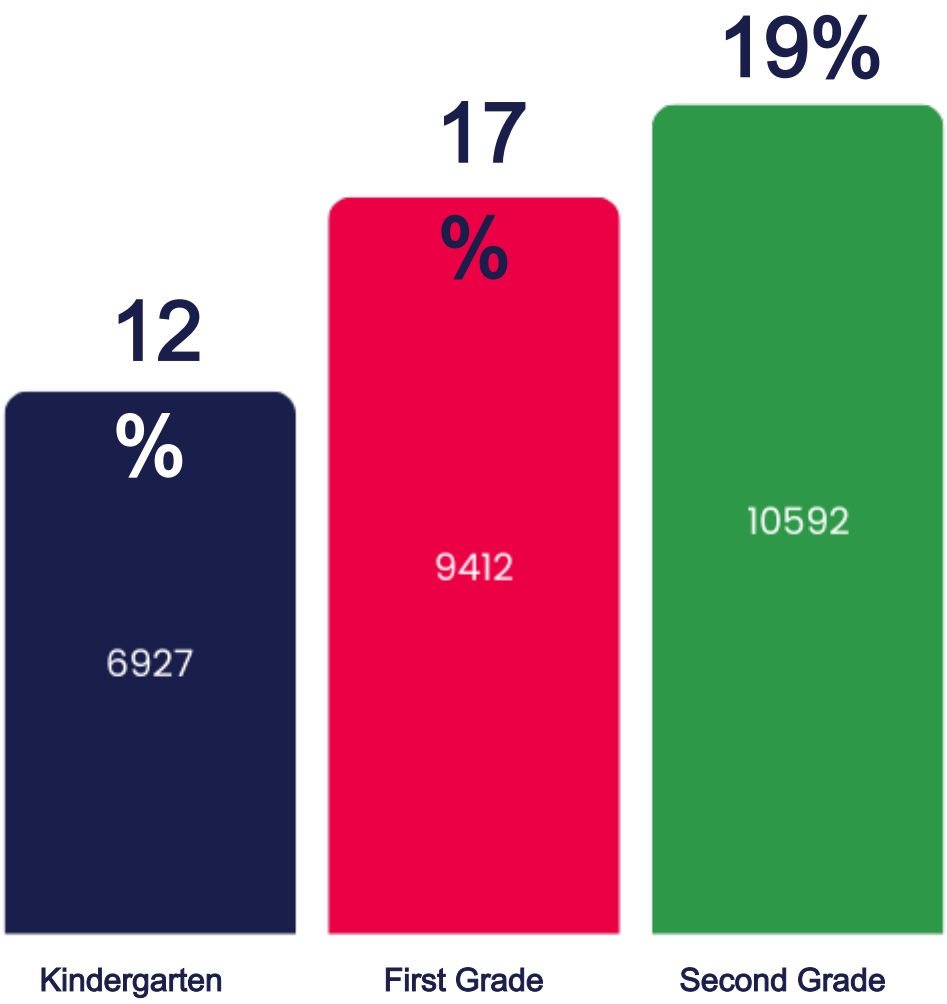
2024 - 2025 School Year

Grade	Enrolled	Retained	Percentage Retained
K	54,893	212	0.39%
1st	56,243	217	0.39%
2nd	55,983	115	0.21%
3rd	56,588	56	0.10%
4th	53,783	43	0.08%
5th	53,331	25	0.05%

Fewer than 1% of students per grade level, K-5, were reported as being retained for mathematics deficiencies. Many students counted in this category were not retained solely because of mathematics. Instead, when retention was based on multiple factors (e.g., reading, behavior, math), LEAs were asked to document math as a contributing factor in the retention decision.

Incoming K - 2 Early Numeracy Deficiency

By school, the number and percentage of incoming students in grades K- 2 are identified as having a mathematics deficiency.



The Elementary Mathematics Task Force's approved Early Numeracy Screeners for 2024 - 2025 were: Curriculum Associates (iReady Diagnostic + Interview) and Forefront (Universal Screeners for Number Sense).

Math Coach Endorsements by School

By school, the number of teachers who have earned the K-5 mathematics coach endorsement.

The Postsecondary Mathematics Task Force presented standards for the four coaching courses described in the ANA to the state board of education and those standards were approved in the fall of 2024. The number of math coach endorsements is not reported for the 2024-2025 school year because Alabama colleges and universities are in the process of creating courses for this endorsement. The standards can be found 290-3-3-62 Mathematics Coaching Endorsement and are also listed as Appendix A.

Fractional Reasoning Deficiency by School

By school the number and percentage of incoming students in grades four and five identified as having a fractional reasoning deficiency.

Forefront Education submitted a Fractional Reasoning Screener for review in Fall 2024 and it was approved by the EMTF in December 2024. A professional development course on the use of this screener was written and offered to 3rd-5th grade teachers and math coaches during Summer 2025. The screener is being implemented during the 2025-2026 school year with all 4th and 5th grade students. Data will be available Spring 2026.

Summary

This section of the report presents conclusions, projects undertaken during the 2024-2025 school year, and recommendations for consideration. Conclusions from the ten required reports described in the ANA indicate that data from two key metrics appear to be correlated. While 68% of K-5th grade students were identified as having a mathematics deficiency (p. 4), suggesting that approximately 30% would be expected to demonstrate proficiency on the ACAP, the actual ACAP results show that 42% of students achieved proficiency (p. 6). For the 2023-2024 school year, the percentage was comparable; approximately 39% of students were identified as proficient, and the average proficiency level for students in grades 3-5 was also 39%.

Data for students scoring proficient on the ACAP indicates improvement for all grade levels as noted below. With the exception of the students moving from 3rd grade in 2023-2024 to 4th grade in 2024-2025, all cohort student groups shown here saw gains as well.

Grade	Spring 2024 Average ACAP Score	Spring 2025 Average ACAP Score
2	42%	45%
3	42%	45%
4	38%	41%
5	37%	39%

The percentage of students attending full and limited support schools who participate in summer math camps is much lower than desired, less than 20%. Collaborative conversations have begun with school and district teams regarding providing engaging, rigorous, standards-based instruction during summer months.

Summary Continued

Page 7 indicates that 20,300 5th graders began the 2024-2025 school year proficient on ACAP, which is more than 2000 more students than the previous year - an increase of 3%.

During the 2024-2025 school year, intentional focus was placed in a number of areas. Our state has adopted the student-centered coaching approach advocated by Diane Sweeney (Sweeney & Harris, 2020) to ensure our building-based math coaches provide high quality support to teachers that positively impacts student achievement. Approximately 420 building-based math coaches were serving K-5 schools in Alabama, and OMI equipped them with in-depth training on four instructional practices grounded in the National Council for Teachers of Mathematics (NCTM) Mathematics Teaching Practices (Systematic Instruction, Multimodal Instruction, Mathematical Language, and Assessment & Feedback). Each coach received comprehensive training resources and tools to extend this professional learning to the teachers within their schools.

As of August 31, 2025, more than 7,500 teachers across Alabama were trained in implementing these foundational practices to strengthen mathematics instruction and student outcomes. To ensure sustained impact, OMI has developed and shared a series of follow-up mini professional learning sessions on our website. These resources enable coaches to provide ongoing, job-embedded support and guide teachers in refining their instructional practices within professional learning communities (PLCs) and coaching cycles.

A variety of professional learning options were available to K-5 educators last year, including courses from the AMSTI Menu of Services, ANA Day (ANA updates shared with school administrators and with building-based math coaches), Everyone Counts (professional learning for school and district administrators aligned with APLDS standards and the ALCOS), and the AMSTI Coaching Academy. The OMI Regional Coordinators support effective implementation of these professional learning opportunities in full and limited support schools through classroom observations, regular monitoring meetings with school and district administrators, and documentation on each school support plan.

A number of organizations featured Alabama in their publications and/or television programs on various networks, eager to highlight implementation of the ANA and follow our students' progress. A national spotlight was directed toward our great state by The National Council on Teacher Quality (NCTQ), whose report indicated that Alabama was the only state with a "Strong" rating, due to its work in these identified policy areas:

Summary Continued

- Set specific, detailed math standards for teacher preparation programs.
- Review teacher preparation programs to ensure they are providing robust math instruction.
- Adopt a strong elementary math licensure test and require all elementary candidates to pass it.
- Require districts to select high-quality math curricula and support skillful implementation.
- Provide professional learning and ongoing support for teachers to sustain effective math instruction. (NCTQ, 2025)

These policy areas translate into the following recommendations for consideration.

- Focus on Instruction-This focus emphasizes continued prioritization of high-quality core (Tier I) mathematics instruction grounded in conceptual understanding and active student engagement, ensuring that all students engage a minimum of 60 minutes daily. Efforts also include strengthening Tier II and Tier III interventions to provide targeted supports that address individual student needs and promote improved mathematics achievement.
- Strengthen PLC structures - The OMI continues to partner with the Multi-Tiered Systems of Support (MTSS) team and other ALSDE sections to support school and district leaders as they develop effective PLC structures (Gonzales, 2025) and implement systemic supports that drive instructional improvement. This collaborative approach holds school stakeholders accountable, increases collective efficacy (Hattie, 2023), and enhances coherence across statewide initiatives.
- Focus on High-Quality Instructional Materials (HQIM) - This focus prioritizes equitable access to rigorous math instruction and quality instructional materials in all schools. Using tools like High Quality Instruction Materials Daily Lesson Planning, which provides guidance for purposeful planning (see Appendix B) will benefit all teachers. Recent efforts include developing aligned core instructional resources and implementing a pilot program in 2025–2026 to evaluate effectiveness and gather educator feedback. This initiative will guide future professional learning tied to HQIM use.

The collective vision of our state superintendent, Dr. Mackey, Governor Ivey, our legislators, and our state school board members has translated into a law that is transforming mathematics instruction and impacting student achievement through an intentional focus on student-centered coaching, evidence-based practices, accountability measures, and informed leadership. The ALSDE sections, including OMI, AMSTI, OSI, ARI, and MTSS, partner to provide targeted and differentiated support designed to close achievement gaps. The entire nation is watching as Alabama's students and educators leverage its resources to ensure all students succeed:

"Every child, every chance, every day!"

References

Alabama Numeracy Act, Ala. Code § 16-6H-1 et seq. (2024).

Alabama State Department of Education. (2025, October 24). Office of Mathematics Improvement Website.

Gonzales, M. B. (2025). The Efficacy of Professional Learning Communities and Coaching on Elementary Mathematics Teacher Practice and Student Achievement (Doctoral dissertation).

Hattie, J. (2023). Visible learning, the sequel: A synthesis of over 2,100 meta-analyses relating to achievement. Routledge.

Sheehy, M., Putman, H., Holston, S., & Peske, H. (2025). State of the States: Five Policy Levers to Improve Math Instruction. Washington, DC: National Council on Teacher Quality.

Sweeney, D., & Harris, L. S. (2020). The essential guide for student-centered coaching: What every K-12 coach and school leader needs to know. Corwin Press.

APA-4

CERTIFICATION OF EMERGENCY RULES
FILED WITH THE
LEGISLATIVE SERVICES AGENCY
OTHNI LATHRAM, DIRECTOR

Pursuant to Code of Alabama 1975, §§41 22 5(b) and 41 22 6(c)(2)a. and b.

I certify that the attached emergency **new rule** is a correct copy as promulgated and adopted on Thursday, June 20, 2024.

AGENCY NAME:	State Board of Education State Department of Education Office of Teaching and Leading
RULE NO. AND TITLE:	290-3-3-.62 Mathematics Coaching Endorsement
EXPIRATION DATE OF RULE:	Friday, October 18, 2024
NATURE OF EMERGENCY:	For public health, safety, and welfare in public schools
STATUTORY AUTHORITY:	Alabama Code §§ 16-3-16, 16-23-14, 1975; Act 2022-239.
SUBJECT OF RULE TO BE ADOPTED ON A PERMANENT BASIS:	Yes
NAME, ADDRESS, AND TELEPHONE NUMBER OF PERSON TO CONTACT FOR COPY OF RULE:	Dr. Karen Anderson, ALSDE, 50 North Ripley Street, Montgomery, AL 36130; Telephone: 334-694-4698

Eric G Mackey
Eric Mackey

Signature of officer authorized to promulgate and adopt rules and regulations or his or her deputy

REC'D & FILED
JUN 20, 2024
LEGISLATIVE SVC AGENCY

High Quality Instruction Materials Daily Lesson Planning

Beginning
10-15 minutes

Number Sense Routine

Mental Math + Student Discourse

Task Launch Focusing the Learning + Making Connections to Prior Knowledge

Whole Group

Daily Evidence

Middle
30 - 40 minutes

Collaborative Problem-Solving

Math Workshop/Menu

Teacher-Led Mini Lesson

Application

Student Discourse

Small Group

Daily Evidence

End
10-15 minutes

Make Connections Connect Concepts/Skills to Learning Targets

Student Discourse

Collect Student Evidence

Whole Group

Daily Evidence

09/19/25

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