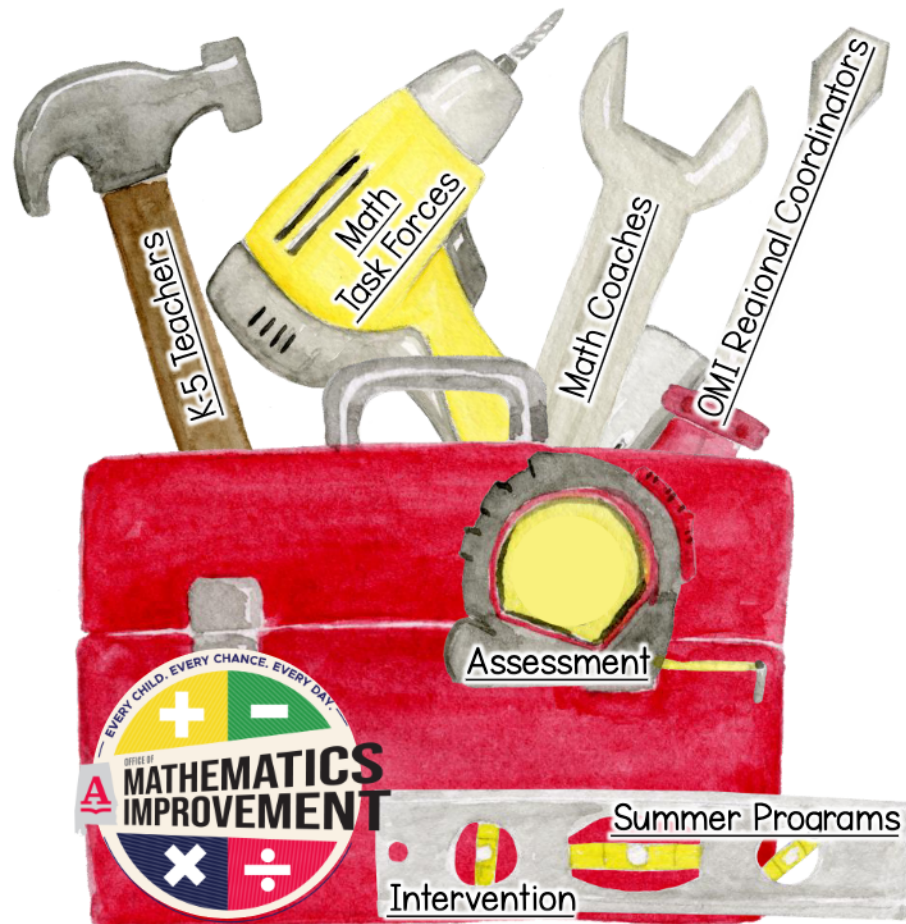


# ALABAMA NUMERACY ACT toolbox

The Alabama Numeracy Act has been established to implement steps to improve mathematics proficiency of public school K-5 grade students and to ensure that those students are proficient in math at or above grade level by the end of fifth grade by monitoring the progression of each student from one grade level to another.



Click the topics above for more information.

## WHAT DOES IT LOOK LIKE IN THE CLASSROOM?

Each K-5 teacher who is providing instruction in mathematics, with the full support of his or her principal, shall do all the following: (1) Dedicate an average minimum of 60 minutes per day for Tier I instruction, for a minimum of 164 instructional hours per year. (2) Use approved comprehensive mathematics curricula for core instruction, recommended by the Elementary Mathematics Task Force (EMTF). Find a comprehensive list teacher requirements in SECTION 5, PGS. 14 – 15 of the Alabama Numeracy Act (ANA).

## HOW ARE STUDENTS WITH MATH DEFICIENCIES IDENTIFIED?

A K-5 student who exhibits a mathematics deficiency based on an approved screener assessment, diagnostic assessment, benchmark assessment, or classroom formative assessment shall receive immediate mathematics intervention. – ANA, SECTION 6, PG. 15

## WHAT HAPPENS AFTER STUDENTS ARE IDENTIFIED?

Students identified with a mathematics deficiency, or who demonstrates the signs of dyscalculia, shall be provided intensive mathematics interventions recommended by the EMTF to address his or her specific mathematics deficiency. Intensive interventions should be a part of the multi-tiered system of support of a school. – ANA, SECTION 6, PG. 15

Each LEA shall provide a summer math camp for students in grades K-5 who are identified with a mathematics deficiency. – ANA, SECTION 9, PG. 36

## HOW ARE PARENTS/GUARDIANS NOTIFIED ABOUT PROGRESS?

The mathematics teacher of the student receiving mathematics intervention shall prepare reports that coincide with grading periods and a comprehensive end of year report detailing any mathematics intervention provided.

A report from a screener, diagnostic, or formative assessment that includes all the information in subdivision (2) may be provided to the parent or legal guardian in lieu of a separate report. – ANA, SECTION 6, PGS. 15 - 16

# ANA & SUMMER LEARNING

1. Which local education agencies should provide summer math camps?  
Each LEA shall provide a summer math camp for students in grades K-5 who are identified with a mathematics deficiency. – ANA, SECTION 9, PG. 36
2. What does this look like for K-3 students who are invited to summer reading camp?  
For students in grades K-3, the summer mathematics camp shall be embedded in the summer reading camp, as required by the Alabama Literacy Act. – ANA, SECTION 9, PGS 35 - 36
3. What does this look like for grades 4 and 5?  
For grades 4 and 5, the summer mathematics camp shall include from 40 to 70 hours of time spent in mathematics problem solving, based on the severity of student need. – ANA, SECTION 9, PGS 35 - 36
4. How should summer math camps be staffed?  
Summer camps shall be staffed with highly effective teachers, of mathematics as demonstrated by student mathematics performance data, completion of professional learning as determined by the EMTF, and teacher performance evaluations. ANA, SECTION 9, PGS. 35 - 36



5. How should student progress be measured?  
Incorporate an EMTF Task Force recommended mathematics assessment system, that shall be administered both at the beginning and end of each summer program – ANA, SECTION 9, PGS. 35 - 36
6. Will summer math camp be funded?  
Funds appropriated by the Legislature shall be allocated to support the staff and operations of the Alabama Summer Mathematics Achievement Program in all full support schools.

– ANA, SECTION 9, PG. 56

# ANA & MATH COACHES

1. How will math coaches be allocated?  
Subject to the appropriations of the Legislature, every public K-5 school with a population of less than 800 K-5 students shall be allocated one mathematics coach and every public K-5 school with a student population of 800, or more, K-5 students shall be allocated two mathematics coaches. – ANA, SECTION 7, PG. 23
2. What is the expected time frame for staffing schools with math coaches?  
The director of the Office of Mathematics Improvement shall determine the scope and pace of scaling mathematics coaches, with the goal of allocating all mathematics coaches before the 2027 – 2028 school year. – ANA, SECTION 7, PG. 23
3. What qualifications should a math coach meet?  
Mathematics coaches shall hold a valid Alabama professional educator certificate in early childhood education, elementary education, or special education; have a minimum of five years experience as an early childhood, elementary, or special education teacher; demonstrate expertise in mathematics instruction and intervention and early numeracy interventions, including dyscalculia interventions; hold a master's degree or have completed EMTF recommended professional development. – ANA, SECTION 7, PG. 24
4. What are the duties and responsibilities of a math coach?  
A list of duties and responsibilities, as well as a list of duties that cannot be performed by the math coach, can be found on pages 24 – 28 of the ANA.
5. What is the K-5 Mathematics Coach Endorsement Program?  
This program will prepare candidates that are interested in becoming a math coach in K-5 Public Schools. More details about this program can be found on pages 47 – 51 of the ANA.

