

SB 2213, Section 6

Pilot Program: Math Screening Tool

Summary

- SB 2213 would build upon North Dakota's recent success in implementing instructional supports aligned to the science of reading to now do the same in mathematics.
- Section 6 specifically would create a pilot program for the 2025/26 and 2026/27 school years to boost math achievement in grades four through eight.
- Teachers would be provided with professional development/training and mathematics learning tools for the classroom to identify student needs and measure progress across multiple grade levels to provide personalized instruction support to address learning gaps and improve student outcomes.
- Findings from the pilot program would be reported to the 70th Legislative Assembly.

The Problem We Must Solve

- Today, school districts are inundated with an overwhelming number of math vendors and products, all claiming to be the solution for raising student achievement.
- Districts are left to fend for themselves as they navigate confusing claims, costly curriculum purchases, expensive professional development, and implementation—only to later find that many programs yield little or no measurable student improvement.
- This costly cycle wastes taxpayer dollars, consumes valuable teacher time, and stalls our efforts to boost academic achievement.

Proposed Amendment

- To ensure that this legislation uses limited funds wisely and has a transformational impact for North Dakota students, amended language to Section 6 is needed.
- The amendment would authorize the Department of Public Instruction to select a small number (2–3) of top math programs to participate in the pilot, **creating a competitive, head-to-head comparison.**

Why This Matters

- By creating a controlled pilot with only the top-performing tools, the Department can generate data about what truly works for North Dakota students.
- The pilot findings will provide critical evidence to the Legislature for future investment decisions.
- **Most importantly, it will protect our schools and teachers from wasting taxpayer money and valuable time on unproven programs that do not drive student success.**

SB 2213 – Science of Math Pilot

July 2025-June 2027

The purpose of this pilot is to engage approximately 5 districts in participating in a pilot program focusing on:

- Math Professional Development of Teachers
- Utilization of screening measures to determine individual student needs in mathematics
- Implementation of a Mathematics Intervention Program
- Program Evaluation

The Math Pilot Program would identify a menu of pre-approved structures and programs for professional development, screening, and intervention. Below are the anticipated uses of funds for each district.

Math Professional Development of Teachers <ul style="list-style-type: none">- Trainers or consultants will provide initial and ongoing training on math intervention strategies.- In-depth training on the screening and intervention tool- Professional development stipends to teachers (outside contract hours)<ul style="list-style-type: none">o Teacher training will consist of initial, intensive training and monthly follow-up sessions- Teachers will deliver small-group or one-on-one math instruction, assessing student progress.	\$60,000
Screening and Intervention Tools <ul style="list-style-type: none">- Purchase of high-quality, evidence-based intervention curriculum/programs and materials is critical for effective math interventions, including:<ul style="list-style-type: none">o Online assessment and intervention toolo Workbooks, manipulatives (e.g., fraction tiles, number lines), and printed resources- Approximate cost is \$100 per student	\$30,000
Program Evaluation <ul style="list-style-type: none">- Pre- and post-assessment- Quarterly checkpoints with NDDPI- External evaluator to analyze data, conduct teacher surveys, and provide an evaluation report	\$10,000
Total per district	\$100,000