FISCAL YEAR 2023 REPORT

Idaho Math Initiative

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MATHEMATICS

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CREATED 12/2023

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LEGISLATIVE INTENT

Idaho Statute 33-1627 provides funding and guidance for the Idaho Math Initiative, led by the State Department of Education (SDE). The intent of this funding is to promote the improvement of mathematical instruction and student achievement through one or more of the following activities:

a) Provide high quality professional development for teachers that is intensive, ongoing and connected to classroom practice that focuses on student learning, aligns with school improvement priorities and goals, and builds strong working relationships among teachers;
b) Provide statewide online mathematical instruction programs that furnish mathematical tutoring, remedial instruction and advanced instruction;
c) Provide formative assessments to assist teachers in identifying student mathematical skill levels, areas of deficiency and areas of advancement.

Additionally, House Bill 623 provides funding for digital, adaptive mathematics instruction.

FISCAL YEAR 2023 (FY23) ALLOCATIONS

Index Code 7006 Math Initiative = 1,817,800

Index Code 7206 HB 623 = 1,200,000

MATH INITIATIVE STRATEGIC PLAN 2020 - 2022

The overarching mission of the Idaho Math Initiative is to support students to achieve in mathematics. The Math Initiative Strategic Plan that guided the work in FY23 was written in 2020 and updated annually. This strategic plan identified goals and specific actions for mathematics in alignment with the Superintendent of Public Instruction's Strategic Plan prior to the transition to a new Superintendent of Public Instruction in 2023. 2023 was a time of recalibration and resetting of how funds will be spent in FY24 in alignment with the legislative intent of Idaho Statute 33-1627.

This report will summarize progress made on each area of the strategic plan in place prior to 2023.

The following is a summary of the Idaho Math Initiative strategic plan that guided the work from 2020 through 2022.:

- SDE Goal 1: Ensure all Idaho children are reading on grade-level by third grade.
    A. Develop tools for formative assessment that support mathematics academic language development in Grades K-3.
    B. Develop workshops that help Grade K-3 teachers integrate math and literacy.
    C. Support development of resources for Multi-tiered System of Support for mathematics in collaboration with other departments at the SDE.
- SDE Goal 2: All Idaho students persevere in life and are ready for college and careers.
    A. Publish an Idaho Mathematics Instructional Framework
    B. Offer research-based professional development opportunities to support the teaching of core content aligned to Idaho Content Standards in Mathematics.
    C. Create a centralized repository for teaching resources developed by the Regional Math Centers.
    D. Develop examples of exemplary, research-based high school course progressions.
    E. Provide targeted support and technical assistance for low performing schools.
    F. Develop exemplary models of mastery- based education in mathematics in Idaho schools.
    G. Provide professional development that educates mathematics teachers on how to integrated computer science into mathematics courses.
- SDE Goal 3: Collaborate with all education stakeholders to support student progress and achievement.
    A. Support the Stem Action Center I-Stem professional development program
    B. Support Idaho Council Teachers of Mathematics
    C. Co-Facilitate the Math Transitions Network with State Board of Education.
    D. Facilitate collaborative conversations between stakeholders in each region.
    E. Support math leadership networks
- SDE Goal 4: Idaho attracts and retains great teachers and leaders.
    A. Support new mathematics teachers through ICTM and the Regional Math Centers.
    B. Increase content options for the state Teaching for Mathematical Thinking (TMT) courses to develop teachers' mathematical content knowledge that supports the implementation of the Idaho Content Standards in Mathematics.
    C. Support teacher pipeline from pre-service to in-service.
    D. Support mathematics leadership networks.

Goal 1: Ensure all Idaho children are reading on grade-level by third grade.

Action 1A: Develop tools for formative assessment that support mathematics academic language development in Grades K-3.

Performance Report: After a rigorous Request for Proposals process, the SDE implemented a renewed contract with Imagine Learning to provide Imagine Math to all students in Idaho. Imagine Math is an online, adaptive mathematics system that provides both assessments and lessons for students in grades K-12, although the content only goes through Algebra 1 and Geometry. Additionally, this five-year contract cycle added a suite of math fact fluency games to the system. Ninety-five school districts, 415 individual schools and 49,346 students utilized Imagine Math in FY23. The variety of reports available in Imagine Math provide data for assessing student progress. There is still a need for professional development to equip teachers to combine teacher-created formative assessments and student work samples with the data provided from an online, adaptive system in a multiple-measures approach to assessment. The company is working with the SDE Mathematics Coordinator to develop professional development on this topic.

Action 1B: Develop workshops that help Grade K-3 teachers integrate math and literacy.

Performance Report: The SDE provided a virtual professional development course on Integrating Mathematics and Literature for K-3 teachers in Fall 2022. Educators participating designed math lessons that integrate mathematics and literacy development. Sixty-six teachers participated from all regions of the state.

Action 1C: Support development of resources for Multi-tiered System of Support for mathematics in collaboration with other departments at the SDE.

Performance Report: In 2023, the SDE reallocated a position to create a new role of a PLC and MTSS Coordinator on the Content and Curriculum Team. This coordinator began work in July, 2023, and is tasked with creating a framework and resources to assist school districts with using Professional Learning Communities (PLC) as a way of implementing an effective multi-tiered system of support. The new focus on PLCs and how they support mathematics is work in development during this fiscal year.

The SDE Mathematics Coordinator continues to worked closely with the Regional Math Centers and the Imagine Math implementation team to develop additional resources and professional development on how to utilize the resources available through the SDE for MTSS and math intervention. Additional work on this will continue in FY24.

Imagine Math was provided to Idaho students as a supplemental resource for mathematics instruction for all Idaho students in FY23. It complements any local math curriculum and provides both assessments and content that teachers can use to meet the needs of individual learners. It also provides live certified teachers that students can access for help with homework. During the 2022-2023 school year 95 school districts and 415 schools chose to implement Imagine Math in grades PreK through 12 across the state of Idaho. 49,346 students benefited from the program with its adaptive, interactive lessons that teach math concepts at the individual student's skill level, helping them learn something new, or practice what they have learned in the classroom.

During the 2022-23 school year, the highest use of the program was in grades K through 6, The average minutes on the program was 298 per student across the state. The average number of lessons completed across the state was 14 per student, with a total of 707,562 lessons completed. An interesting finding from comparing data from FY22 to FY23 is that while 196 fewer students used Imagine Math in FY23, the students who used it passed 114,500 more lessons than in FY22. This implies that students who are using the program are using it more than in previous years. Students who completed 20 or more lessons in Imagine Math had an average increase of 186 on their quantile measure. In FY22, the average quantile measure increase for students who passed more than 20 lessons was 77. These results indicate that as districts learn the program more deeply, the impact on student achievement increases over time. Imagine Learning did an analysis of four school districts who had strong implementation and found that students who passed more than 20 lessons had higher scores on the Idaho Standards for Achievement Test than students who did not pass 20 lesson in the same district.

Imagine Math provided 233 professional development sessions to educators across the state. Professional development is provided both in person and virtual depending upon district needs and requests. The SDE Mathematics Coordinator and the Imagine Learning professional development team are continuously learning how to best support a district implementation of Imagine Math. Moving forward, the team will begin tracking professional development under the categories of classroom coaching, school walk-throughs, presentations, data meetings and creating district success plans in order to refine the types of professional development that best support an individual school district. The SDE Mathematics Coordinator will continue to work with the company to expand support and professional development for districts utilizing Imagine Math as a part of their MTSS processes.

Goal 2: All Idaho students persevere in life and are ready for college and careers.

Action 2A: Utilize the Idaho Mathematics Instructional Framework in all SDE sponsored professional development in mathematics.

Performance Report: The SDE worked with the University of Idaho RMC to publish an Idaho Mathematics Instructional Framework to support the implementation of the 2022 Idaho Content Standards, adopted in March, 2022. This framework is posted on the SDE website here: *https://www.sde.idaho.gov/academic/math*

The framework identified seven student-centered teaching practices for teaching mathematics that are supported by educational research. The seven practices are as follows:

- Clearly communicate mathematics learning goals to students.
- Engage students in high-level thinking through challenging mathematical tasks.
- Support students in connecting mathematical representations.
- Facilitate meaningful discourse about mathematics among students.
- Help students demonstrate procedural fluency built upon conceptual understanding.
- Encourage student effort and perseverance in learning.
- Use evidence of student mathematical thinking to guide instruction.

The publication of this framework created consistent messaging around a common state-wide vision and vocabulary to engage stakeholders in conversations about high-quality mathematics instruction. This framework is referenced in in the Teaching Mathematical Thinking course and all professional development in mathematics offered by the SDE, the Regional Math Centers as well as the Idaho Council Teachers of Mathematics.

The framework language has recently been revised to adopt the same wording as the National Council of Teachers of Mathematics (NCTM) publication, Principles to Actions (2014). Using the same wording as NCTM will help teachers recognize the teaching practices from the framework in high-quality curricular materials purchased by their school districts. The updated wording will align the Idaho framework with other states and educational literature in mathematics education. The present framework cards show eight high-impact teaching practices as worded below:

- Establish mathematics goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency built upon conceptual understanding.

- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

Action 2B: Offer research-based professional development opportunities to support the teaching of core content aligned to Idaho Content Standards in Mathematics.

Performance Report: The State Department of Education and the four Idaho Regional Math Centers (IRMC) provided a variety of professional development opportunities supporting the teaching of the Idaho Content Standards in Mathematics during the 2022-2023 school year. Professional development activities included 22 sections of the Teaching Mathematical Thinking (TMT) course, which is taught by Regional Mathematics Specialists (RMS) and offered as face-to-face, hybrid or fully virtual. The main focus of the Regional Math Centers for FY23 was to provide site-based professional development in partnership with school districts and the Idaho Capacity Builders who support schools identified as in need of school improvement. RMS provided at least 2338 hours of service in school-based work where they provided job-embedded, customized schoolwide math support in alignment with the school's improvement plan. Nine RMS worked with at least 60 school districts and 111 schools. Collectively, the Regional Math Centers supported at least 650 teachers and leaders. In addition, RMS provided workshops for 44 high school mathematics teachers on mathematical modeling and a book study on Catalyzing Change in Idaho High School Mathematics with the Idaho Math Transitions project. Forty-eight teachers participated in intensive mathematics leadership development professional development courses taught by RMS.

Another professional development program sponsored by the SDE was in partnership with the Idaho Council Teachers of Mathematics (ICTM). The SDE partnered with ICTM to offer three webinars and follow-up virtual book studies related to math instruction. They also partnered to provide a virtual course on Leading Family Math Events. 250 teachers participated in one or more of these opportunities. The SDE partnered with both ICTM and the Idaho Science Teachers Association to host a STEM Conference in Pocatello in August, 2022. 136 Educators participated in this event, which was the first in person conference the organization has hosted since the pandemic.

Action 2C: Increase the resources for mathematics teachers and leaders available through the SDE webpage.

Performance Report: The RMC websites, owned and managed by each university, have an abundance of math-related resources for teachers. The RMC websites are linked at *https://www.sde.idaho.gov/academic/math*. The SDE Math Coordinator continues to work with the Regional Math Centers and other partners to create, post and connect resources on the SDE mathematics website that provide guidance and resources that support the implementation of

the Idaho Content Standards in mathematics. Documents that can be used statewide are created in partnership with the Regional Math Centers and the Math Transitions Steering Committee and posted at *https://www.sde.idaho.gov/academic/math/*. Projects completed in FY23 include:

- Math Transitions Vision Graphic
- Elementary Problem Types
- Idaho Math Instructional Framework cards combined with 5 Practices for Orchestrating Productive Mathematics Instruction
- 9-12 Course Planning Guide

Action 2D: Develop examples of exemplary, research-based high school course progressions.
Performance Report: The Math Transitions Steering Committee is a group of mathematics educators guiding improvement in high school mathematics education in Idaho. They are focusing specifically on supporting a successful transition in mathematics education from the junior year of high school to the junior year of college. The committee is comprised of a mathematics professor from each Idaho public college and university, three high school mathematics teachers, one district superintendent, one principal and one curriculum director. This group represents all regions of the state. The SDE Mathematics Coordinator and the Associate Academic Officer from the State Board of Education co-facilitate the work of this group. During the 2022-2023 school year, the steering committee met quarterly to accomplish the following:

- Completed the 9-12 Course Planning Guide which provided guidance on what standards should be taught at each grade level in alignment with the three general education mathematics courses most commonly taught at Idaho public colleges and universities.
- Worked with the new Superintendent and Executive team to align the Idaho Math Transitions work to the goals of the new administration.
- Analyzed most common college majors in Idaho to determine what math course is needed. This data will contribute to an advising document for high school counselors.
- Visited high schools and presented at conferences to have conversations about the Idaho Math Transitions vision graphic.
- Provided intensive support for nine high schools exploring the use of math badges as a mechanism for students to show mastery of high school mathematics standards by integrating contexts from Career and Technical Education courses into mathematics instruction. This project is partially funded by a non-profit called XQ through a grant to Boise State University and Idaho State University.

- Offered two workshops for high school educators which included information on exemplary course sequences. The courses focused on Mathematical Modeling and how to Catalyze Change in High School Mathematics. Forty-four high school educators participated in these workshops.
- Created a prototype of an industry partnership project with Idaho Transportation Department (ITD). Idaho Algebra teachers created six open-source lessons that integrate data science with Algebra using the IDT Crash Data Dashboard. The resources and a video about how math saves lives is here: https://shift-idaho.org/do-the-math/
- The CTE Division set up skill stack to create a tracking system in Skill Stack for the Math Badges.
- Analyzed CTE standards and math standards to determine how much overlap there is. The group concluded that most CTE program standards align more to middle school mathematics standards.
- Integrated support for high schools into the work of the Regional Math Centers. With this support in place, we will continue to develop exemplary high school mathematics programs.

Action 2E. Provide targeted support and technical assistance for low performing schools.
Performance Report: During the 2022-2023 school year, eight Regional Math Specialists (RMS) spent 70% of their workload and one spent 50% of their workload providing Schoolwide Mathematics Support at the school level to schools in their regions. RMS worked closely with Idaho Capacity Builders (IBC) in their region to identify schools in need of specialized content support to implement their school improvement plans. Additionally, RMS reached out to other schools whose combined socio-economic status and ISAT achievement scores indicated that they may need support specifically in mathematics. Through collaboration with IBC and individual outreach efforts, RMS collectively worked with at least 111 schools in 60 different school districts or charters. They provided at least 2338 hours of school-based professional development in alignment with school improvement plans. They attended professional development and collaborated to create school improvement resources for mathematics.

Action 2F: Develop exemplary models of mastery- based education in mathematics in Idaho schools.
Performance Report: During the 2021-2022 school year, the SDE engaged in conversations with XQ Institute, a non-profit organization dedicated to rethinking the high school experience. Those conversations led to Idaho being one of four states, along with Illinois, Rhode Island and Kentucky, chosen by XQ to pilot the use of Math Badges designed for high school mathematics to implement a mastery-based system of assessment in mathematics. XQ is providing funding for the creation of the Math Badge assessments in addition to two half-time Regional Math

Specialist to serve as project leads. They are also providing funding to cover the costs for nine school districts to receive training and create time for school teams to plan together. Schools participating in this pilot explored the use of the badges during the 2022-23 school year and provided feedback on them prior to implementing them fully in 2023-24 school year. The SDE worked with CTE to set up a tracking system in Skill Stack software, but this tracking system has not been piloted yet. This project will allow CTE programs to integrate CTE course content with mathematics assessments and provide an assessment system for awarding mathematics course credit. The badges are aligned to the three common general education mathematics courses available through Idaho's colleges and universities. We hope to have the badges available for statewide implementation in 2025-26 school year. The project team, the piloting districts and XQ agree that the pilot schools will need another year of implementation before we are ready to open the project to more schools. The SDE is exploring additional funding from XQ to support the pilot schools for the 2024-25 school year. During the 2022-23 school year, four RMS had time allocated for this project to support schools in their region who are participating in this pilot project.

Goal 3: Collaborate with all education stakeholders to support student progress and achievement.

Action 3A: Support the Stem Action Center I-Stem professional development program.
Performance Report: The SDE Mathematics Coordinator collaborates regularly with staff at the Idaho Stem Action Center and engages as a member and leader of the Stem Ecosystem. This involvement and collaboration provide a network of support for STEM Education both in school and outside of school. The I-Stem professional development program that occurs in June of each year in each region has a positive reputation among teachers for engaging, meaningful and high-quality professional development. The SDE Mathematics Coordinator will continue to assist the Stem Action Center in recruiting presenters and supporting their development of content for math sessions offered at the I-Stem events. In 2023, 400 educators participated in I-Stem. While no funds from the Math Initiative support I-Stem, this project is noted in this report to demonstrate how collaboration between SDE and Stem Action Center supports the Math Initiative strategic plan.

Action 3B: Support Idaho Council Teachers of Mathematics
Performance Report: The SDE Mathematics Coordinator serves on the Board of Directors for the Idaho Council Teachers of Mathematics (ICTM). During the 2022-2023 school year, the Board of Directors met bi-monthly to implement the ICTM Strategic Plan, which complements the Math Initiative Strategic Plan (see Appendix A). ICTM continues to maintain a complete, engaged Board of Directors that represents mathematics educators and colleges of education

from all over the state. ICTM membership increased from 85 active members in August, 2022 to 189 active members in August, 2023. ICTM is focused on cultivating a positive community of mathematics educators throughout the state. ICTM membership has increased due to a strong partnership between ICTM and SDE. We jointly sponsored three virtual webinars on mathematics topics of interest during the 2022-2023 school year. 166 mathematics educators attended at least one of these webinars. The SDE partnered with both ICTM and the Idaho Science Teachers Association to host a STEM Conference in Pocatello in August, 2022. 136 Educators participated in this event, which was the first in person conference the organization has hosted since the pandemic.

Action 3C: Co-Facilitate the Math Transitions Network
Performance Report: See performance report on Action 2D

Action 3D: Facilitate collaborative conversations between stakeholders in each region.
Performance Report: During the transition to the new Superintendent of Public Instruction, a large transition team facilitated gathering input from multiple stakeholders about mathematics achievement and how the SDE can best support school districts. SDE staff conducted school visits in each region to engage stakeholders in conversations. This input will be used to restructure the focus of the Idaho Mathematics Initiative for the next several years.

The SDE Mathematics Coordinator and the staff at Idaho's Regional Math Centers are frequently involved in conversations related to mathematics education with a variety of stakeholders. The Stem Ecosystem is the primary structure used to facilitate conversations with industry partners and other stakeholders about mathematics education. The SDE Mathematics Coordinator attended the 2023 Stem Ecosystem Convening and participated in a variety of structured conversations about mathematics issues and resources with parents, industry partners, college and university faculty, and Idaho non-profits. SDE Content Coordinators collaborate monthly with the Stem Action Center staff. The Regional Mathematics Center staff frequently meet with district superintendents and mathematics leaders in their regions. The Idaho Math Transitions Steering Committee (see report from Action 3C) supports collaboration with higher education mathematics faculty and the Division of Career and Technical Education. The partnership between SDE and ICTM provides an avenue for teachers to have a voice in issues related to mathematics instruction. Multiple structures to promote collaboration address Action 3D.

Action 3E: Support mathematics leadership networks
Performance Report: The Regional Math Centers supported mathematics leadership development for 48 practicing teachers and/or instructional coaches in FY22 in two different

programs. The purpose of these programs was to equip teacher leaders to support mathematics instruction in their local schools and districts. Additionally, the SDE provided training on how to mentor a new teacher in mathematics for 30 practicing teachers, which included the skills needed to mentor a new teacher virtually through the use of videoed lessons. Nineteen of these mentor teachers mentored one or more new math teachers across the state.

The Presidential Award for Excellence in Mathematics Teaching (PAEMST) is another program that creates a cadre of mathematics teacher leaders in Idaho. This program is supported through the SDE and ICTM. In August 2023, the SDE invited all Idaho PAEMST awardees since the beginning of the program in 1983 to a celebration dinner during the annual ICTM/ISTA STEM Conference. Twenty-seven present and past awardees attended the event. We had eight secondary teachers apply for the award in FY23 through a rigorous application process which includes a lesson video.

Goal 4: Idaho attracts and retains great teachers and leaders.

Action 4A: Support new mathematics teachers through ICTM and the Regional Math Centers.
Performance Report: The SDE piloted an Idaho Math Mentor program during the in the 2022-23 School Year. Thirty experienced math teachers were trained on how to provide content-focused instructional coaching in mathematics. Nineteen of these teachers were paired with one or two new math teachers and provided with technology to allow them to mentor the new teacher virtually. The new teachers could record and upload lessons, and the mentor could watch and provide feedback on the lessons. Limited data from program evaluations suggested that the pairing experienced, practicing mathematics teachers with new mathematics teachers with the tools to connect virtually is a promising practice. However, managing the software and hardware necessary for virtual mentoring was beyond the capacity of the SDE Content and Curriculum staff to continue the program at the present time.

Action 4B: Increase content options for the state provided Teaching for Mathematical Thinking (TMT) courses to develop teachers' mathematical content knowledge that supports the implementation of the Idaho Content Standards in Mathematics.
Course evaluation data from 22 sections of the Teaching Mathematical Thinking (TMT) strongly suggest teachers' desire for additional professional development through the Regional Math Centers to support the implementation of the Idaho Content Standards in Mathematics. Most respondents were interested in follow-up professional learning through their local Regional Mathematics Center. The Regional Mathematics Centers did not have the capacity to provided additional courses and workshops in the FY23 school year due to the focus on providing job-embedded, school-based support. TMT follow-up courses that focus on instructional strategies

for a specific content domain in the Idaho Content Standards for Mathematics could be implemented with additional funding.

Action 4C: Support teacher pipeline from pre-service to in-service.
Performance Report: No progress was made on this objective during the FY23 school year.

Action 4D: Support mathematics leadership networks.
Performance Report: See report under Action 3E

SUMMARY OF CONTRACTED SERVICES

This section shows a summary of contracts awarded by the SDE under the legislative intent of the Idaho Mathematics Initiative.

Regional Math Centers: Project Cost = $1,697,044

The Idaho Regional Math Centers (IRMC) provide high-quality professional development and school-based support in mathematics instruction for Idaho's teachers and leaders in alignment with part (a) of Idaho Statute 33-1627.

The IRMC's are housed within the four-year state colleges and universities in each region of the state. The State Department of Education has collaborative, positive partnerships with University of Idaho, Boise State University, Idaho State University and Lewis Clark State College. There are several advantages to this model of support:

- **Influence** - IRMCs have deep, long-standing relationships with stakeholders and credibility with teachers and district administrators
- **Expertise** -IRMC staff have experience, credentials, and local knowledge to design and deliver professional development at the highest quality across a variety of contexts
- **Capacity** - Universities provide space, facilities, equipment, and administrative capacity for events, registration, PD credits, accounting
- **Mission** - Universities are tasked by the State as centers for educational innovation, training, and professional development
- **Adaptability** - the IRMC model provides for annual and ongoing opportunities to adapt offerings to SDE goals
- **Multiplier effects** - University faculty conduct research, leverage IRMCs for large federal grants that serve local teachers, allowing for many more teachers and students to be served
- **Increased Workload Capacity** - directors (and other faculty and staff) allocate their scholarship and service time to IRMC activities

- **Coordination** - programs are specific to region needs, but similar aspects of work are consistent across state; we support the teacher pipeline as prospective teachers transition into teaching positions
- **Research** - scholarly output demonstrates effectiveness of state-funded programs and raises the national reputation of math education in Idaho
- **Staff Recruitment -** highly qualified teacher leaders are drawn to University positions, often taking reduced pay in exchange for benefits (e.g., PERSI status, reduced tuition, health)

Table 1: IRMC Contracts FY22

Contractor	Contract #	FY 2021 Amount
University of Idaho	23-3503	$388,637
Lewis Clark State College	23-3500	$215,003
Boise State University	23-3501	$602,516
Idaho State University	23-3502	$490,888
Total:		$1,697,044

Math Transitions Network: Project Cost = $14,000

The SDE contracted with the Regional Math Centers and Idaho high school master mathematics teachers to provide the Math Modeling and Modeling Mathematics Professional Development Course and the Catalyzing Change in Idaho High School Mathematics Book Study. They also hired contractors to support the publication of the 9-12 Course Planning Guide and for data analysis. Additional costs included books, postage and credits. Table 2 shows the contract amounts related to Math Transitions professional development courses that were not embedded within the Regional Math Center contracts.

Table 2: Math Transitions Contracts FY23

Contractor	Contract #	FY 2021 Amount
Josephine Derrick	23-3550	$705
Ethan Hope	23-3551	$963
Levi Jaynes	22-3556	$2,500

Contractor	Contract #	FY 2021 Amount
Lanna Proctor	22-3557	$2,500
Jerod Morehouse	23-3558	$2,500

SDE Virtual Book Studies: Project Cost = $74.000

The SDE contracted with practicing teachers, consultants and Regional Math Specialists to provide four virtual book studies. Additional costs included books, postage and credits.

Table 3: Virtual Book Studies Contracts FY23

Contractor	Contract #	FY 2021 Amount
AT Consulting	23-3553	$4,500
Erika Meadows	22-3559	$3,500
Kelli Rich	22-3560	$2,000
Mathematically Minded	22-3554	$8,995
Sharon Tennent	22-3561	$2,000

Imagine Math: Project Cost $1,200,000

The Imagine Math project is in alignment with part (b) of Idaho Statute 33-1627.

Funding for the project appropriated in House Bill 623 covers a statewide license for an online supplemental mathematics instructional program to support students in Grade 3 through high school Geometry content.

The project is managed by the ISDE Mathematics Coordinator, supported by the IRMC staff and integrated into the work of the Idaho Mathematics Initiative. See Action 1C for performance data on Imagine Math.

Table 4: Imagine Learning Contract FY21

Contractor	Contract #	FY 2023 Amount
Imagine Learning	23-3700 23-3701	$1,200,000

APPENDIX A: 2021 – 2025 IDAHO TEACHERS OF MATHEMATICS STRATEGIC PLAN

The Idaho Council of Teachers of Mathematics (ICTM) 5-Year Strategic Plan identifies focus goals specific to the leadership role of ICTM.

- Our mission is to be a voice for quality mathematics education in Idaho, empowering teachers and promoting student achievement.
- Our goal as an organization is to provide educators with a forum to discuss mathematics and pedagogy.
- Our efforts are to serve our members and to help them network with other educators throughout the state.

ICTM Goal 1: Continue to improve the network of and connections between Idaho mathematics educators.

- Host an annual conference for members that features presenters from a wide range of professionals involved in mathematics education.
- Provide active webinars at least once a quarter which feature strategies for use in the classroom.
- Develop college affiliates at all 4-year colleges/universities in the state.
- Investigate options for an interactive platform that will allow members to ask/answer questions and connect with others.
- Increase ICTM social media presence to build name recognition and to advertise benefits of membership.

ICTM Goal 2: Foster a collaborative relationship with the SDE to promote high quality mathematics education & instruction in Idaho.

- Support state department projects through ICTM board member participation on its committees and/or by contributing to professional development efforts.
- Co-plan events with SDE to promote networking among mathematics teachers and to increase membership in ICTM.
- SDE Math Coordinator will maintain active participation in ICTM.
- Promote the PAEMST program by tapping current and previous awardees for leadership.
- Support the SDE in educating the legislature about topics related to mathematics education as needed.
- Collaborate with the SDE Idaho Regional Math Centers (IRMC) and leverage their connections to strengthen mathematics instruction and professional networking across the state.

ICTM Goal 3: Promote connections between mathematics educators, families, community businesses, and other groups invested in the mathematics learning of Idaho's students.

- Create resources and professional development for teachers to host classroom-based family math sessions.
- Host events to allow parents and local businesses to discuss challenges related to mathematics education in Idaho and brainstorm potential strategies to address them.
- Support development of summer workshops that include participant visits to Idaho businesses and which foster teacher learning about the specific mathematics skills required for successful employment in Idaho businesses.