

FISCAL YEAR 2024 REPORT

Idaho Math Initiative



IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MATHEMATICS

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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. In FY24, additional funds were added to these funds from the Idaho Department of Education (SDE) professional development funds. The National Science Foundation provides the SDE funds to recognize excellence in mathematics teaching.

FISCAL YEAR 2024 ALLOCATIONS

Index Code 7006 Math Initiative = \$1,817,800

Index Code 7206 House Bill 623 = \$1,200,000

Index Code 7091 Professional Development = \$547,796

Index Code 2052 National Science Foundation = \$4,000

MATH INITIATIVE PROJECTS FISCAL YEAR 2024

The overarching mission of the Idaho Math Initiative is to support students to achieve in mathematics. The Idaho Math Initiative, in combination with funds from House Bill 623, additional professional development funds from the SDE, and funds from the National Science Foundation, supports the following mathematics projects:

- Idaho Regional Math Centers
- Imagine Math
- Idaho Math Transitions
- Idaho Council Teachers of Mathematics Professional Development
- Presidential Award for Excellence in Mathematics and Science

These projects are aligned with three of the four strategic goals of the Superintendent of Public Instruction:

1. Ensure Idaho kids are reading at grade level by third grade and on grade level for math.
2. Prepare Idaho kids for life as well as college and career.
3. Position Idaho to attract and retain exceptional teachers and leaders.

SUMMARY OF CONTRACTED SERVICES

This section includes a description of each project, a summary of key outcomes, and a summary of contracts awarded by the SDE under the legislative intent of the Idaho Mathematics Initiative.

Idaho Regional Math Centers: *Project Cost = \$2,347,579*

The Idaho Regional Math Centers (IRMC) 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 the University of Idaho, Boise State University, Idaho State University and Lewis Clark State College. This program supports four part-time Regional Math Center Directors and fourteen Regional Math Specialist (RMS) positions across the state along with administrative support for each center.

The purpose of the IRMC is to assist the Idaho State Department of Education (SDE) in providing *“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”* based upon Idaho Statute 33-1627. The National Council of Supervisors of Mathematics (Essential Actions Series, 2020)

recommends that states develop “an actionable vision of mathematics instruction consistent with a view of mathematics as a sense-making endeavor.” The IRMCs foster communication and collaboration within their regions and across the state to articulate a common statewide vision for high-quality mathematics instruction in the State of Idaho. Professional development provided by the IRMCs is aligned with the SDE key initiatives and structures. They develop and implement evidence-based professional development programs based on the instructional inputs framework from Cobb & Jackson (2021) focused on improving teacher factors (knowledge, beliefs, and practice), materials (curriculum and assessment), and systems (instructional, leadership, collaboration, etc.). This positive partnership between the SDE and Idaho’s four-year colleges and universities and capitalizes on the collective expertise of the colleges and universities to provide high-quality, research-based mathematics professional development for K-12 teachers and leaders.

For the 2023-24 School Year, the work of the IRMC was focused on the following three key goals and seven objectives:

Goal 1: Improve statewide mathematics instruction by enhancing teachers' knowledge, beliefs, and instructional practices.

Objective 1.1 Provide Teaching Mathematical Thinking Courses required for certification.

Objective 1.2 Provide content and pedagogy professional development courses that support the implementation of the Idaho Content Standards for Mathematics.

Goal 2: Empower Idaho’s mathematics educators and leaders to continuously improve school and district systems that impact math instruction and achievement as measured by the Idaho Standards for Achievement Test and/or ISAT interim assessments.

Objective 2.1 Work collaboratively with schools and districts to provide classroom-focused professional development, including topics such as assessment, curriculum adoption and implementation, instructional practices, and materials development.

Objective 2.2 Collaborate with the SDE and regional Idaho Capacity Builders to work collectively to improve mathematics instruction in low-performing schools.

Objective 2.3 Develop the capacity of district and school leaders by equipping them with knowledge and resources to effectively implement and continuously improve high-quality instructional and assessment systems in mathematics.

Goal 3: Strengthen Idaho’s mathematics education ecosystem by fostering regional communication and collaboration around a statewide vision for mathematics instruction.

Objective 3.1 Collaborate with other IRMCs and the SDE to ensure consistency in statewide messaging about mathematics instruction and the systems that support it.

Objective 3.2 Provide content expertise for the SDE as needed for the development of policy, professional development content, and resources.

While the goals and objectives for the IRMC’s are consistent statewide, the methods for meeting those are determined by each IRMC in collaboration with the districts they serve.

Table 1 summarizes the key outcomes organized by objective for the IRMC. Table 2 lists the contract amounts for each IRMC.

Table 1: IRMC Key Outcomes by Objective

Objective	Outcome – All IRMC
Objective 1.1 Provide Teaching Mathematical Thinking Courses required for certification.	The IRMC provided 30 Teaching Mathematical Thinking courses throughout the state to 951 teachers. These courses were delivered through face-to-face, virtual, and hybrid delivery models.
Objective 1.2 Provide content and pedagogy professional development courses that support the implementation of the Idaho Content Standards for Mathematics.	In addition to Teaching Mathematical Thinking courses, the IRMC collectively offered 25 unique content and pedagogy professional development courses and/or book studies throughout the state to approximately 185 teachers. These courses were delivered through face-to-face, virtual, and hybrid delivery models.
Objective 2.1 Work collaboratively with schools and districts to provide classroom-focused professional development, including topics such as assessment, curriculum adoption and implementation, instructional practices, and materials development.	The IRMC provided customized professional development for 90 public and charter school districts throughout the state. Collectively, IRMCs provided 6,353 hours of on-site support for 1,113 teachers and leaders.
Objective 2.2 Collaborate with the SDE and regional Idaho Capacity Builders to work collectively to improve mathematics instruction in low performing schools.	The IRMC collaborated with the Idaho Capacity Builders in their regions to coordinate efforts for supporting school improvement for mathematics. IRMCs worked with 36 of the 94 schools designated as low performing in mathematics.
Objective 2.3 Develop the capacity of district and school leaders by equipping them with	The IRMC support several different programs that foster the development of teacher

Objective	Outcome – All IRMC
<p>knowledge and resources to effectively implement and continuously improve high-quality instructional and assessment systems in mathematics.</p>	<p>leadership in mathematics education. These projects include:</p> <ul style="list-style-type: none"> • Region 2 Rural Math Teacher Leadership group and Math LEADS • Region 1 Project CALM, SYNC-ON, and Math LEADS • Region 3 and 4 New Teacher Leaders, Returning Teacher Leaders, and Coaching Cooperative • Region 5 & 6 Math Leads and Administrator Summits <p>Additionally, the IRMCs are working together to develop an Administrator Math Academy that will also serve as a Danielson Framework renewal course required for administrators every five years.</p>
<p>Objective 3.1 Collaborate with other IRMCs and the SDE to ensure consistency in statewide messaging about mathematics instruction and the systems that support it.</p>	<p>RMS from the IRMC participated in 2 Regional Math Center Summits in FY24.</p> <p>They supported the following statewide projects:</p> <ul style="list-style-type: none"> • Math Badging Project • Essential Standards • Idaho Council Teachers of Mathematics Conference and Building a Thinking State Campaign • Idaho Math Transitions Initiative • Professional Learning Communities • Idaho Association of the Education of Young Children Math Project – • Accelerated Math Learning Collaborative sponsored by the Office of the State Board of Education • Researching the Order of Teaching Grant Research Project from Boise State University. • Synchronous Online Video-Based Development for Rural Mathematics Coaches Research Project from University of Idaho

Objective	Outcome – All IRMC
	<ul style="list-style-type: none"> • University of Idaho and Boise State University applied for \$2.7 million grant for a project to support rural-serving math teachers • STEM Action Center I-STEM summer professional development <p>IRMC newsletters, social media and other communications provide consistent messaging about high-quality mathematics instruction to their regions.</p>
<p>Objective 3.2 Provide content expertise for the SDE as needed for the development of policy, professional development content, and resources.</p>	<p>RMSs throughout the state provided expertise for the creation of the following resources posted on the SDE mathematics webpage:</p> <ul style="list-style-type: none"> • 9-12 Course Planning Guide • Elementary Grades Problem Types • Idaho Mathematics Instructional Framework • Essential Standards Quick Guides and Extended Guides • Idaho Math Transitions Infographic <p>IRMC Directors and RMS collaborated to create common instruments to measure impact of the RMC project consistent between centers. They provided support for the SDE Idaho Math Transitions webinars and Math Badging pilot project.</p> <p>Each IRMC has math resources for teachers posted on their individual websites and some have lending libraries that have mathematics teaching resources that teachers can check out.</p>

Table 2: IRMC Contracts FY24

Contractor	Contract #	FY 2024 Amount
University of Idaho	24-3552	\$518,682
Lewis Clark State College	24-3553	\$405,209

Contractor	Contract #	FY 2024 Amount
Boise State University	24-3555	\$791,331
Idaho State University	24-3554	\$632,357
Total:		\$2,347,579

Idaho Math Transitions: *Project Cost = \$15,500*

The Idaho Math Transitions project supports Idaho high schools offering math courses aligned with college and career interests, with the goal of advancing opportunities in mathematics for all students. High school juniors and seniors may take math courses based on their chosen career pathway and maximize dual-credit general education math courses offered by Idaho’s public colleges and universities. This project is guided by the Idaho Math Transitions Steering Committee, which is comprised of K-12, higher education, and career-technical education professionals. The project includes an ongoing series of six professional development courses for teachers, with two courses offered each year. It also provides a monthly virtual meetup where teachers and leaders can learn from national experts and discuss common problems of practice for high school mathematics. The RMS throughout the state who work with high schools provide consultation and professional development in alignment with the vision for high school mathematics supported by the Idaho Math Transitions Initiative.

During the 2023-24 school year, the SDE and the Regional Math Centers partnered with XQ Institute to provide an intensive pilot of XQ’s Math Badging Framework. The implementation of math badging is still in very preliminary stages, but this pilot project has provided some promising practices around certifying learning in smaller chunks instead of semester-long courses. Table 3 summarizes key outcomes for this project. Table 4 outlines the contracts SDE issued for professional development provided as a part of the Idaho Math Transitions project.

Table 3: Idaho Math Transitions Key Outcomes

Outcome	2024
Attendance at Virtual Webinars	146
Attendance at Idaho Math Transitions Professional Development Courses	24
Number of high schools in Math Badging Cohort 1	8

Table 4: Idaho Math Transitions Contracts

Contractor	Contract #	FY 2024 Amount
Dave Kung	24-3562	\$500
Jerod Morehouse	24-3563	\$2,500
Ann Abbott	24-3564	\$2,500
Emily Wasemiller	24-3565	\$2,500
Shelley Nash	24-3566	\$2,500
Susan Aydelotte	24-3567	\$2,500
Suzanne Rousseau	24-3568	\$2,500

Idaho Council Teachers of Mathematics: *Project Cost = \$50,275*

The SDE has a strong partnership with Idaho Council of Teachers of Mathematics (ICTM), an affiliate of the National Council Teachers of Mathematics (NCTM). The SDE Mathematics Coordinator provides guidance and support for the ICTM Board of Directors to plan professional development activities for the statewide community of mathematics educators. The annual professional development cycle includes a summer STEM conference with a national math expert as a keynote, a follow-up virtual Fall book study related to the conference, three virtual webinars with national mathematics experts, and Spring in-person Regional Math Meetups. The overall theme for ICTM’s professional development activities for the 2023-24 school year was “Building a Thinking State”. ICTM collaborated with the Regional Math Center in their regions to foster the development of regional communities of mathematics educators. Table 5 summarizes key outcomes for this project. Table 6 outlines the contracts and work orders SDE issued for professional development provided by ICTM in FY24.

Table 5: ICTM Key Outcomes

Outcome	2022	2023	2024
ICTM Active Membership	85	189	323
Attendance at annual STEM Conference (look at old reports)	98	355	271

Outcome	2022	2023	2024
Registration for Fall Follow up Book Study	NA	88	103
Registration for Virtual Webinars	85	166	316
Registration for Spring Regional Math Meetups	NA	NA	203

Table 6: ICTM Contracts and Work Orders FY24

Contractor	Contract/Work Order #	FY 2024 Amount
Idaho Council Teachers of Mathematics	24-3550	\$5,000
DMTI, Inc	24-3551	\$3,100
Null Education Services	24-3556	\$28,000
Vallivue School District	24-3557	\$150
West Ada School District	24-3558	\$315
Best Western Plus University Inn	24-3559	\$710
Tammy McMorrow	24-3560	\$500
Trent Waibel	24-3561	\$500
Idaho Council Teachers of Mathematics	25-3501-01	\$12,000

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. Through a Request for Proposals review in 2022, Imagine Math was selected. SDE provides this program for all K-12 students in Idaho through a statewide license. The resources include a suite of math fact fluency games, three benchmark screener assessments, lessons aligned to Idaho Content Standards for Mathematics, and additional printable teaching resources. The Imagine Math implementation team collaborates regularly with the SDE Mathematics Coordinator and RMS to ensure consistent messaging about high-quality mathematics instruction. The contract includes professional development on using the

platform and on effective instructional practices for integrating the use of an online, adaptive mathematics program into core mathematics instruction. Table 7 summarizes key outcomes for this project. Table 8 outlines the contracts SDE issued under this project.

Table 7: Imagine Learning Key Outcomes

Outcome	2022	2023	2024
Number of School Districts using Imagine Math	82	92	106
Number of Schools using Imagine Math	413	415	460
Number of students using Imagine Math	49,542	49,346	57,282
Total number of student lessons completed	593,062	707,562	864,31
Average number of lessons completed	12	14	14
Average Quantile increase for students who completed 20 or more lessons	77	186	201
Professional development sessions provided	80	233	275

Table 8: Imagine Math Contract FY24

Contractor	Contract #	FY 2023 Amount
Imagine Learning	23-3700-01	\$1,200,000
	23-3701-01	

Presidential Award for Excellence in Mathematics and Science: *Project Cost = \$4,000*

The SDE Mathematics Coordinator manages the mathematics review and the SDE Science Coordinator manages the science review for a program funded by the National Science Foundation that recognizes excellent educators in science, technology, computer science and mathematics. This program fosters the development of STEM teacher leaders in the state. The cycle for this program includes a nomination and recruitment phase, a review phase and a celebration phase.

Table 9 summarizes key mathematics outcomes for this project. Table 10 outlines the contracts and SDE issued under this project related to mathematics funds.

Table 9: PAEMST Key Outcomes

Indicator	FY22	FY23	FY 24
Number of math applications completed	3	8	7
Number of returning math applicants	0	1	0
Number of math finalists sent to national review	2	3	3
Number of regions represented by applicants	2	3	3

Table X: PAEMST Contracts 24 Award Cycle

Contractor	Contract #	FY 2024 Amount
Ramey Uriarte	Assurance Letter	\$500
Miranda Lambert	Assurance Letter	\$500
Gaylynn Erb	Assurance Letter	\$500
Courtney Lamb	Assurance Letter	\$500
Best Western Plus Coeur D' Alene Inn	25-3000	\$3000