

# Meeting Students Where they Are: Introducing the Partnership for Accelerating Math Achievement in North Dakota

Regional Educational Laboratory Central



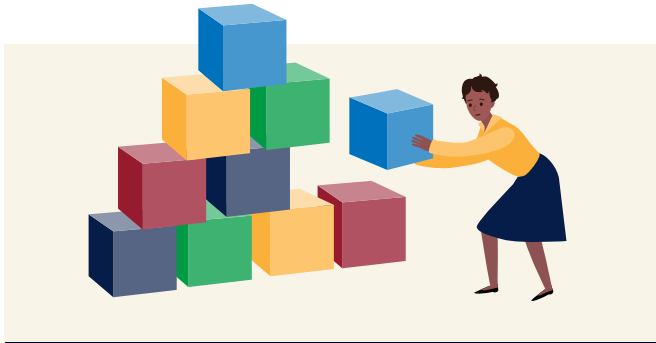
Partners in North Dakota believe that meeting more learners where they are in math will lead to accelerated math growth and ultimately improved math achievement. REL Central is partnering with NDDPI, North Dakota regional educational associations (NDREAs), and North Dakota districts and schools to support them to use evidence to design and continuously improve students' experiences in math classrooms.

Why do I have to learn math?



## Math achievement matters for...

-  Later school success
-  Life satisfaction
-  Health
-  Employability
-  Wages
-  Longevity



Because math is cumulative, unfinished learning from prior years makes it difficult for students to master new concepts and achieve proficiency in later grades.



To help teachers target individual students' learning needs, the North Dakota Department of Public Instruction (NDDPI) is launching a grant program to promote the use of differentiated instruction, through blended learning approaches in grade 3-8 math classrooms.

## How the REL Central Partnership is Supporting this Effort

Partnership members will:



Participate in a series of training sessions to learn about differentiated instruction and blended learning models that may boost math learning for students in grades 3-8 and the district- and school-level contextual factors that can help support implementation.



Learn about strategies that NDDPI and district and school leaders can use to support educators in changing their practice to incorporate virtual instructional tools into a high-quality blended learning model.



Co-design and co-facilitate (NDDPI and NDREAs) a Community of Practice that will support educators from participating schools and districts as they shift instructional practices, and help educators use data and evidence to monitor, strengthen, and continually improve implementation of differentiated instruction and blended learning programming.

## Intended Outcomes

### Short-term outcomes

NDDPI staff and educators at grantee districts and schools understand:

- Evidence-based strategies for implementing effective differentiated instruction and blended learning.
- Contextual factors that support effective differentiated instruction and blended learning implementation.
- How to change their own instructional practice or how to support other educators in implementing changes that support differentiated instruction and blended learning models.

Educators at grantee schools and districts:

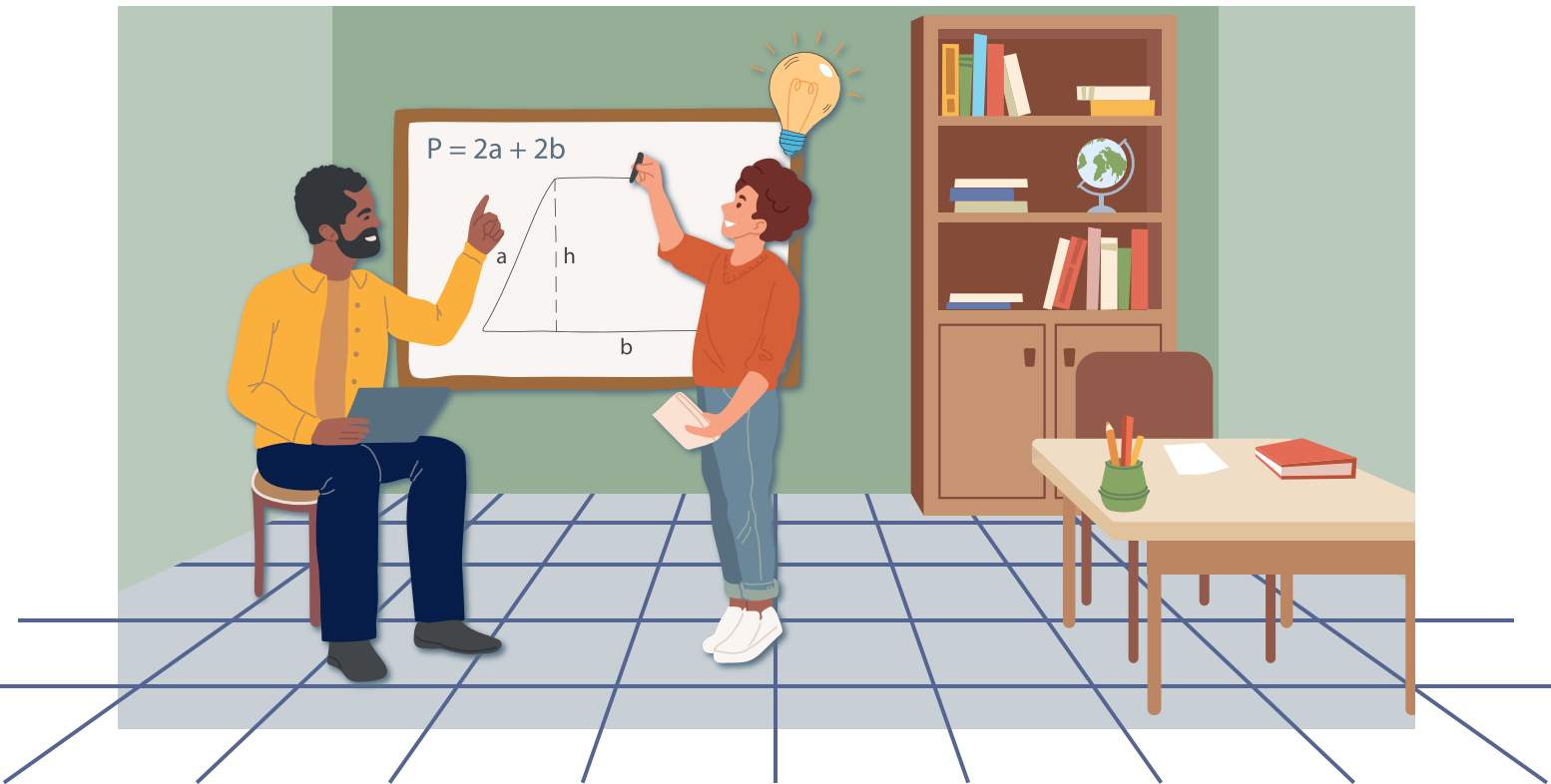
- Demonstrate increased confidence in the value of differentiated instruction and in their ability to implement it.
- Gain capacity to use continuous improvement to refine differentiated instructional practices.

## Medium-term outcomes

- Educators at grantee districts and schools use new knowledge to inform the design and implementation of their differentiated instruction programs.
- NDDPI staff and leaders at grantee districts and schools apply new knowledge to help educators to change their practices.
- Grantee district- and school-level educators use data and evidence to continuously improve the design and implementation of their differentiated instruction plans.
- Teachers at grantee schools routinely integrate differentiated instruction into their math lessons.

## Long-term outcomes

- Increased growth in math for students at grantee schools as measured by school and/or district assessments.
- Increased math proficiency for students at grantee schools as measured by state assessments.



For more information, contact us at [RELCentral@mathematica-mpr.com](mailto:RELCentral@mathematica-mpr.com), and follow us on Twitter [@RELCentral!](https://twitter.com/RELCentral)