

North Dakota Cultivating Outcomes through Unified Numeracy Teacher Support (ND COUNTS)

FREQUENTLY ASKED QUESTIONS

What is Senate Bill 2213 (LC 25.0425.06000)?

A law passed by the 69th Legislative Assembly that establishes requirements for mathematics curriculum, professional development, screening, and interventions from Kindergarten through grade 8. It also creates a mathematics screening pilot for grades 4–8 and allocates funding for curriculum and professional development initiatives.

Why was this law passed?

To ensure:

- Mathematics curricula across ND are evidence-based, standards-aligned, and include explicit instruction in foundational math domains.
- Professional development emphasizes best practices like explicit instruction, data-driven decision-making, formative assessment, and interventions.
- A statewide pilot for math screening & intervention supports early identification of student needs.
- Ongoing monitoring and reporting to improve student math outcomes.

What are districts required to do under this law?

- Use math curricula based on evidence, aligned to state standards, and including differentiated instruction and content in foundational skills and competencies.
- Provide ongoing professional development for teachers and school leaders that cover best practices in mathematics content and pedagogy.
- Implement regular formative assessments, adjust teaching based on data, and provide targeted interventions.
- Adopt a research-based intervention program suggested by the state and approved by the school board.
- Place qualified teachers in grades 4–8, use integrated instruments to identify deficiencies, and include evidence-based instructional and assessment resources.

Who must complete professional development?

All teachers of mathematics and principals serving students in grades K–8 in public or nonpublic schools must attend ongoing professional development focused on:

- Explicit and differentiated instruction
- Data-driven decision-making
- Evidence-based programming aligned to the 2023 ND Mathematics Content Standards

New hires must begin professional development within one year of placement.

What is the deadline for districts to have their 4-8 math teachers trained?

NDCC does not indicate when the district must complete the training. It directs districts to begin training July 1, 2025, and must be *ongoing*.

What qualifies as professional development under these rules?

Training must:

- Occurred on or after July 1, 2023
- Approved by the State Superintendent
- Aligned with ND standards and best practices in math instruction

I sent my teachers to a math-specific training provided by our regional education association called *Features of Effective Math Instruction*. Will this training meet the requirements of ND COUNTS legislation?

This training was developed and offered prior to the passing of ND COUNTS legislation and does not meet the full requirements of the law. Districts are encouraged to report this but will need to provide their 4-8 math teachers with additional professional learning that *does* meet the full requirements of ND COUNTS. NDDPI has several regional offerings throughout the 2026-2027 school year. Please see ndcounts.org for more information about these offerings.

What training will NDDPI provide to support teachers and leaders?

NDDPI has partnered with SchoolKit, NDREAs, and school district leaders to design and develop a three-day professional learning opportunity to meet the requirements set forth in ND COUNTS legislation. This training, *Essentials of Math Instruction*, is currently available through our REAs. All registration information can be found at ndcounts.org.

What Tier I curriculum should districts be using?

NDDPI does not maintain a list of “approved” Tier I curricular resources. ND Century Code gives the department the authority to create a suggested list of intervention programs, and our

current pilot program will help inform that list as we collect data and implementation insights from participating districts.

NDDPI anticipates further guidance in helping districts select a Tier I curricular resource. This process is still underway. We are recommending districts wait to purchase until we have more information and resources available that are aligned to century code. If your district is in a buying year, we recommend a one-year contract only, and to ensure that all educators receive sufficient professional development in using the resources, as well as aligning them to our ND Mathematics Content Standards.

What qualifies as a “research-based intervention program suggested by the state”?

A program that:

- Is evidence-based and proven effective through research
- Aligns with ND Mathematics Content Standards
- Includes progress monitoring and formative assessments
- Provides supports for students with disabilities and multilingual learners
- Offers professional development and implementation guidance for educators

NDDPI is currently working to develop a process for vendors to apply to have their programs reviewed. If certain criteria are met, NDDPI will compile a list of programs who have met these criteria and publish the list on their website. North Dakota districts are encouraged to evaluate their own needs when selecting an intervention program, and exercise local control in decision making.

***Please note, this list does **not** constitute state approval or endorsement; it is a suggested resource.*

What additional duties do kindergarten–grade 3 schools have?

- Screen students for math deficiencies or signs of dyscalculia.
- Inform parents/guardians about screening results and intervention importance.
- Provide resources for supporting math learning at home.
- Develop an educational plan with accommodation for identified students.
- Screen students upon request from a parent, guardian, or teacher.

What are the implementation timelines?

- Grades 4–8: Requirements *begin* July 1, 2025
- Grades K–3: Requirements *begin* July 1, 2027

ND COUNTS PILOT

What is the primary purpose of the screening pilot program?

To test the effectiveness of individualized math learning tools that:

- Use skill-level screeners and assessments to identify student needs.
- Measure progress over time.
- Align with the 2023 ND math standards and competencies.
- Guide professional development for teachers in using the tool

Who participates in the pilot, and how long does it run?

- The pilot runs during the 2025–26 and 2026–27 school years for students in grades 4–8.
- 15 districts were awarded grants after a competitive grant process.

How is the pilot funded and reported?

- Up to **\$300,000** is allocated from the appropriation to support the pilot and related professional development
- Data on implementation, student outcomes, and screening impact will be compiled.
- Initial findings presented to the 70th Legislative Assembly; final findings to the 71st.

DISTRICT MOVES

What rules and reporting are required?

- The Superintendent, in collaboration with the K–12 Education Coordination Council, will develop rules to implement and monitor compliance with Section 3. These have been approved and are available [here](#).
- Updates on statewide implementation and district-level reporting will be provided periodically.
- Districts must submit annual reports detailing:
 - Curriculum and intervention tools
 - professional development offered for K–8
 - Assessment instruments
 - Student proficiency data
- Districts with satisfactory reporting may receive up to a 3-year exemption from additional reporting.

How should districts prepare?

- Update curriculum and professional development plans to reflect evidence-based content and practices.
- Provide professional development for math teachers and building leaders in grades 4-8.
- Begin planning for K–3 requirements, including screening protocols and parent notifications.
- Monitor rulemaking and reporting requirements coming from NDDPI.