

By: Representative Roberson

To: Education

HOUSE BILL NO. 1626

1 AN ACT TO ESTABLISH THE "MATHEMATICS PROFICIENCY AND
2 INTERVENTION ACT" TO IMPROVE MATHEMATICS SKILLS FOR STUDENTS IN
3 GRADE 3; TO PRESCRIBE THE LEGISLATIVE FINDINGS AND INTENT; TO
4 DEFINE TERMINOLOGY; TO REQUIRE THE STATE BOARD OF EDUCATION TO
5 PROMULGATE ADMINISTRATIVE REGULATIONS TO DEFINE AND ESTABLISH A
6 MULTITIERED SYSTEM OF SUPPORTS THAT INCLUDE EVIDENCE-BASED
7 MATHEMATICS INSTRUCTION, INTERVENTION AND INSTRUCTIONAL STRATEGIES
8 FOR USE BY SCHOOL DISTRICTS OR STUDENTS IN KINDERGARTEN THROUGH
9 GRADE 3; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO PROVIDE
10 TECHNICAL ASSISTANCE TO LOCAL SCHOOL DISTRICTS IN THE
11 IDENTIFICATION OF HIGH-QUALITY PROFESSIONAL DEVELOPMENT IN ORDER
12 TO PROVIDE A MULTITIERED SYSTEM OF SUPPORT MATHEMATICS
13 INSTRUCTION; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO
14 ESTABLISH THE USE OF AT LEAST ONE APPROPRIATE DIAGNOSTIC
15 ASSESSMENT AND AT LEAST ONE UNIVERSAL SCREENER BY JULY 1, 2026; TO
16 REQUIRE ALL TEACHERS OF STUDENTS IN KINDERGARTEN THROUGH GRADE 3,
17 TO BE TRAINED ON ANY MATHEMATICS UNIVERSAL SCREENER AND DIAGNOSTIC
18 ASSESSMENT SELECTED BY THE SUPERINTENDENT OR CHARTER SCHOOL
19 GOVERNING BOARD; TO REQUIRE THE USE OF ACCELERATED, INTENSIVE AND
20 DIRECT INSTRUCTION THAT ADDRESSES STUDENTS' INDIVIDUAL DIFFERENCES
21 AND ENABLES STUDENTS TO ACHIEVE PROFICIENCY IN MATHEMATICS; TO
22 REQUIRE THE UNIVERSAL SCREENER BE ADMINISTERED WITHIN THE FIRST 30
23 DAYS OF A SCHOOL YEAR BEGINNING WITH THE 2025-2026 SCHOOL YEAR; TO
24 PROMOTE THAT THE MATHEMATICS IMPROVEMENT PLAN SHALL BE DEVELOPED
25 AND IMPLEMENTED IN THE FIRST SIXTY CALENDAR DAYS OF THE SCHOOL
26 YEAR BY A MATHEMATICS IMPROVEMENT TEAM FOR ANY STUDENT IN
27 KINDERGARTEN THROUGH GRADE 3 IDENTIFIED AS NEEDING ACCELERATED
28 INTERVENTIONS; TO REQUIRE WRITTEN QUARTERLY PROGRESS REPORTS BE
29 PROVIDED TO A PARENT OR GUARDIAN OF ANY STUDENT SUBJECT TO A
30 MATHEMATICS IMPROVEMENT PLAN; TO REQUIRE THE DEPARTMENT TO DEVELOP
31 AND MAINTAIN A WEB-BASED RESOURCE DATABASE FOR SCREENING AND
32 DIAGNOSTIC TOOLS, EVIDENCE-BASED CURRICULA AND OTHER INSTRUCTIONAL
33 RESOURCE; AND FOR RELATED PURPOSES.



WHEREAS, the Mississippi Legislature hereby finds that mathematics proficiency is essential for all Mississippi students to achieve the academic goals established in Chapter 13, Mississippi Code of 1972, and consistent with the Mississippi College and Career Readiness Standards for Mathematics. It is the State of Mississippi's goal that all children have the mathematical skills necessary to demonstrate procedural skill and fluency, building from conceptual understanding to application, in order to solve real-world problems; and

WHEREAS, it is the intent of the Mississippi Legislature that:

(a) Every elementary school:

(i) Provide comprehensive schoolwide mathematics instruction aligned to the mathematics standards required by and outlined in Mississippi College and Career Readiness Standards for Mathematics promulgated by the State Board of Education;

(ii) Provide a multitiered system of supports to engage all students in learning to apply mathematical content and practices at a proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of Grade 5 and;

(iii) Ensure quality instruction for mathematics by highly trained teachers and intervention by individuals most qualified to provide the intervention.

(b) Every middle and high school:



(i) Ensure that teachers have the skills to help all students develop critical content knowledge, strategies and skills for subject-based reading and grade-level appropriate mathematics;

(ii) Provide a multitiered system of supports to engage all students in learning to apply mathematical content and practices at a proficient level; and

(iii) Ensure all students routinely have opportunities to experience personalized mathematics instruction, learn challenging, grade-level appropriate mathematics content and practices, and receive the necessary support to make progress toward proficiency;

(c) All students in kindergarten through Grade 3 receive early mathematics diagnosis and intervention services from highly trained teachers;

(d) All students in kindergarten through Grade 3 needing to make accelerated progress toward proficiency in mathematics based on data from valid and reliable universal screening and diagnostic assessments receive personalized, evidence-based mathematics instruction and interventions aligned to the College and Career Readiness Standards for Mathematics;

(e) All students demonstrate proficiency in mathematics as they progress through the relevant curricula and complete each assessment level required by the State Board of Education for the statewide assessment program established under Chapter 16, Title



37, Mississippi Code of 1972, and in compliance with the requirements of the federal Every Student Succeeds Act of 2015, Public Law No. 114-95, or its successor; and

(f) Students who are struggling in mathematics or are not at the proficient level on statewide assessments shall be provided evidence-based and developmentally appropriate diagnostic and intervention services and instructional modifications necessary to learn; NOW, THEREFORE,

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. This act shall be known and may be cited as the "Mathematics Proficiency and Intervention Act."

SECTION 2. As used in this act, the following terms shall have the meaning ascribed herein, unless context of use clearly requires otherwise:

(a) "Conceptual understanding" means connecting prior knowledge to and concepts, and making sense of why a mathematical idea is important and the kinds of contexts in which it is useful.

(b) "Diagnostic assessment" means a testing instrument that assesses a student's current knowledge base of academic content.

(c) "Dyscalculia" is a specific learning disability with an impairment in mathematics, which can affect calculations, problem solving, or both.

(d) "Enrichment program" means accelerated intervention within the school day or outside of the school day or school



calendar, led by individuals most qualified to provide the intervention and specifically determined to address the individual learning needs of students based on universal screening and diagnostics assessments in mathematics.

(e) "Evidence-based" means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence.

(f) "Mathematics" means the curriculum of numbers and computations, geometry and measurements, probability and statistics, and algebraic ideas.

(g) "Mathematics diagnostic assessment" means an assessment that identifies a student at risk of failure in mathematics or a student with major deficits in numeracy and other mathematical concepts and skills.

(h) "Mathematics improvement plan" means an accelerated intervention plan for a student in kindergarten through Grade 3 that is developed to increase a student's rate of progress toward proficient performance in mathematics that is identified as necessary based on the student's results on an approved mathematics diagnostic assessment.

(i) "Mathematics improvement team" means a team that develops and oversees the progress of a mathematics improvement plan and includes:



(i) The parents or guardians of the student that is the subject of the mathematics improvement plan;

(ii) No less than one (1) regular education teacher of the student, to provide information about the general curriculum for same-aged peers;

(iii) A representative of the local education agency who is knowledgeable about the mathematics curriculum and the availability of the evidence-based mathematics resources of the local education agency; and

(iv) Any specialized certified school employees, including, but not limited to, mathematics teachers, specialists or coaches, for students receiving mathematics instruction educational programming or special education services.

(j) "Mathematics intervention program" means an intensive instructional program that is based on valid research and is provided by a highly trained teacher to specifically meet individual students' needs.

(k) "Multitiered system of supports" means a systemic, continuous improvement framework in which evidence-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of a multitiered system of supports utilizes differentiated instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support to be successful. A multitiered system of supports helps schools and



districts to organize resources through alignment of academic standards, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and exceed proficiency.

(l) "Number sense" means the ability to represent whole and rational numbers in multiple ways, numerical magnitude estimation, selecting and using benchmarks such as tens or hundreds, decomposing and recomposing numbers, understanding the effects of operations on numbers, and performing mental calculation and estimation.

(m) "Numeracy" means the development of the basic concepts which include counting, place value, addition and subtraction strategies, multiplication and division strategies, and the concepts of time, money and length.

(n) "Place value understanding" means the understanding of representations and concepts necessary to successfully process multi-digit numbers.

(o) "Spatial reasoning" means the capacity to mentally generate, transform, and rotate a visual image and thus understand and recall spatial relationships between objects.

(p) "Subitizing" means quickly recognizing and naming how many objects are in a group without counting.

(q) "Universal screener" means a process of providing a brief assessment to all students within a grade level to assess the students' performance in mathematical content and practices.



SECTION 3.

The State Department of Education shall provide technical assistance to local school districts in the identification of high-quality professional development, including teaching strategies to help teachers in each subject area to:

(a) Implement evidence-based mathematics instruction, intervention and instructional strategies that emphasize algebraic reasoning, conceptual understanding, procedural skill and fluency, geometry, data and measurement, statistics and probability, number sense, place value understanding, spatial reasoning and subitizing for multiplicative reasoning;

(b) Identify and teach grade-level content, practices, and skills that students need to comprehend the concepts and content of mathematics; and

(c) Use learning experiences and instructional materials that will help the students comprehend, meet grade-level expectations and constructively apply mathematical concepts.

SECTION 4.

(1) Notwithstanding any other statute or administrative regulation to the contrary, the State Board of Education shall promulgate administrative regulations to define and establish a multitiered system of supports that shall include evidence-based mathematics instruction, intervention and instructional strategies for district-wide use for students in kindergarten through Grade 3.

(2) The department shall provide technical assistance and training to local districts to assist in the implementation of the



district-wide, multitiered system of supports as a means to identify and assist any student experiencing difficulty in mathematics.

(3) The technical assistance and training shall be designed to improve:

(a) The use of specific screening processes and diagnostic assessments to identify student strengths and needs;

(b) The use of universal screening and diagnostic data for implementing instruction and intervention, as needed;

(c) The use of valid and reliable evidence-based instructional strategies and interventions for mathematics education; and

(d) Progress monitoring of student performance.

(4) By July 1, 2026, each superintendent or public charter school board of directors shall select:

(a) At least one (1) universal screener for mathematics that is determined by the department to be valid and reliable to be administered to all students in kindergarten through Grade 3; and

(b) At least one (1) diagnostic assessment for mathematics that is determined by the department to be reliable and valid to be administered as part of a multitiered system of supports for students in kindergarten through Grade 3.

(c) Each superintendent or public charter school board of directors shall adopt evidence-based curriculum and



instructional resources for mathematics that is determined by the department to be reliable and valid, for kindergarten through Grade 3.

(d) All teachers of students in kindergarten through Grade 3, including public charter school teachers, shall be trained on any mathematics universal screener and diagnostic assessment selected by the superintendent or public charter school board prior to administration of the assessment. The training shall address:

(i) How to properly administer the mathematics universal screener and diagnostic assessment;

(ii) How to interpret the results of the mathematics universal screener and diagnostic assessment to identify students needing interventions;

(iii) How to use the assessment results to design instruction and interventions;

(iv) The use of the assessment to monitor the progress of student performance; and

(v) The use of accelerated, intensive and direct instruction that addresses students' individual differences and enables students to achieve proficiency in mathematics, including, but not limited to, daily, one-on-one instruction.

(5) Beginning with the 2025-2026 school year, a universal screener determined by the department to be valid and reliable shall be given in the first thirty (30) calendar days of the



258 school year to each student in kindergarten through Grade 3 at a
259 public school or public charter school.

260 (6) Those students determined to be at risk for not meeting
261 grade-level benchmarks in mathematics for kindergarten through
262 Grade 3 based on the universal screener shall be given a
263 mathematics diagnostic assessment determined by the department to
264 be valid and reliable to identify the individual student deficits
265 in numeracy and other mathematical content and practices as listed
266 in subsection (1) of this section in the first forty-five (45)
267 calendar days of the school year.

268 (7) A mathematics improvement plan shall be developed and
269 implemented in the first sixty (60) calendar days of the school
270 year by a mathematics improvement team for any student in
271 kindergarten through Grade 3 identified as needing accelerated
272 interventions to progress toward proficient performance in
273 mathematics. The mathematics improvement plan shall require:

274 (a) Intensive intervention that includes effective
275 instructional strategies and relevant and appropriate
276 instructional resources necessary to help the student make
277 accelerated progress toward proficient performance in mathematics
278 and become ready for the next grade, including, but not limited
279 to, daily, one-on-one instruction with students the most in need
280 provided by certified teachers specifically trained and most
281 qualified to provide one-on-one instruction in numeracy; and



(b) Written quarterly progress reports provided by the school to a parent or guardian of any student subject to a mathematics improvement plan. The written quarterly progress report for the mathematics improvement plan may be included in the school's existing quarterly student progress report;

(8) Beginning in the 2026-2027 school year, if a student's rate of progress toward proficient performance in mathematics needs accelerated interventions as demonstrated by the results of an approved universal screener and mathematics diagnostic assessment, the local school district shall provide:

(a) Enrichment programs using evidence-based mathematics instruction and other strategies;

(b) Intensive instructional services, progress monitoring measures, and supports; and

(c) Parents and legal guardians of students identified for accelerated interventions in mathematics with information on how to encourage mathematics success at home.

(9) The department shall develop and maintain a web-based resource providing teachers access to:

(a) Screening and diagnostic tools, universal screeners, screening processes, and diagnostic assessments;

(b) Evidence-based curriculum;

(c) Differentiated and personalized instructional resources; and

(d) General supports and lesson plans.



307 (10) In compliance with 20 USCS Section 1414(a)(1)(E), which
308 are provisions of the Individuals with Disabilities Education Act
309 (IDEA), screening of a student to determine appropriate
310 instructional strategies for curriculum implementation shall not
311 be considered an evaluation for eligibility for special education
312 and related services, and nothing in this section shall limit a
313 school district from completing an initial evaluation of a student
314 suspected of having a disability.

315 **SECTION 5.** This act shall take effect and be in force from
316 and after July 1, 2025.

