



The Virginia Council for Mathematics Supervision (VCMS) Board has reviewed the Virginia Board of Education agenda items for June 14-15, 2023. As an organization, we are eager for the Commonwealth of Virginia to move forward with rigorous standards and embrace the changes outlined in the draft documents that are available on the VDOE Board Agenda.

With the upcoming transition to new standards, we are acutely aware that this is complex. The proposed timeline includes the single crosswalk year during the 23-24 school year and the full implementation during the 24-25 school year. Many school districts in Virginia will be in session several weeks or months before the 2023 Mathematics Standards of Learning are fully adopted. The proposed timeline for approval and implementation of the 2016 would have an impact on school divisions, teachers, and students, parents, and families.

On the VDOE Mathematics Webpage

(<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/mathematics>) it states:

*At the January 27, 2022 Board of Education meeting, the Virginia Department of Education was authorized to proceed with the review and revision process of the 2016 Mathematics Standards of Learning consistent with the schedule adopted by the Board. Refer to [Item M: Timeline for the Mathematics Standards of Learning Review and Revision Process](#) for details.*

This schedule stated that final approval of the standards would occur in September 2023. During the 2023-2024 school year, the Virginia Department of Education would provide a crosswalk between the standards, allowing school divisions to begin incorporating the new standards into the local written curricula for the crosswalk school year 2024-2025. Full implementation was approved for the 2025-2026 school year.

The new proposed timeline maintained August/September 2023 as the Board of Education's Final Review of Draft 2023 Mathematics Standards of Learning; however, the 2023-2024 school year will no longer be available for staff at the Virginia Department of Education to create a crosswalk document to support school divisions, nor will it be available for divisions to incorporate new standards into the local written curriculum since the school year will already be under way. In practice, this will mean that students do not experience all of the necessary crosswalk material and will, therefore, be ill-prepared for the full implementation school year in 2024-2025.

## Impact on Divisions

- Divisions need time and personnel to develop curriculum, pacing, and professional learning for a crosswalk year prior to standards approval.
  - Budgets are encumbered, staff curriculum development time is already planned
  - Divisions cannot develop materials before state curriculum framework and crosswalk documents are publicly available (typically not until after final approval)
  - Due to teacher shortages, many positions filled with educators not fully licensed in mathematics; additional burden to licensed educators at all levels
  - Lack of appropriate assessments
  - Inability to acquire materials aligned to the new standards (following the state adoption process)
- Smaller divisions without positions committed to the development of mathematics curriculum will be at a distinct disadvantage.
- Teachers are required to teach the Standards of Learning as per the Standards of Quality. If school begins prior to the standards being adopted, teachers cannot teach them.
- Divisions and state are still measuring the recovery from the pandemic-affected interruptions. An abrupt change in standards will prevent measurement of this progress.
- Due to teacher shortages, divisions are forced to fill open positions with educators not fully licensed in mathematics. This timeline will create additional challenges supporting inexperienced teachers.

## Impact on Teachers

- Teachers would be unable to plan for a crosswalk year when some school divisions begin teaching as early as August 1 (and divisions with year-round school beginning in mid-July); all division curriculum, pacing, planning will be completed prior to state Curriculum Framework documents availability.
- Teachers would begin teaching standards without any professional learning around the changes and new content
- Teachers would not have appropriate resources to teach the new standards and would be tasked with finding/creating their own resources which could lead to a lack of aligned, high quality instructional resources and inconsistency
  - Teachers in smaller divisions that do not have division level personnel to help create curriculum and instruction materials are at a greater disadvantage than larger divisions.
- With a June first reading and an August final reading, there is no opportunity for teachers to preview and provide feedback on standards
- Due to the teacher shortage, especially in mathematics, there are a high number of inexperienced teachers who will be compelled to develop their own resources because divisions have not yet had time to support with resources
- Lack of appropriate assessments for monitoring student growth and mastery of standards

## Impact on Students, Parents, and Families

- Divisions will not have adequate time to communicate clearly what students are expected to learn when school starts before the standards are approved.
- Due to the short turn-around, potential gaps could be created that impact students' achievement and Standards of Learning scores.
- Without the year to plan a crosswalk, student learning trajectories could be disrupted which will impact student's ability to successfully complete future math courses.
- Teachers would not have appropriate resources to teach the new standards and would be tasked with finding/creating their own resources which could lead to less than high quality instructional resources and inconsistent learning experiences for students
  - Students who attend schools in smaller divisions will not have access to materials created at a division level due to lack of staff.
- Lack of appropriate assessments and assessment questions aligned to the 2023 Standards
- Students enrolled in accelerated courses often learn two sets of standards to follow the accelerated sequence. Without adequate time to develop the crosswalk curriculum, students could be required to learn up to four sets of standards in an accelerated curriculum.
- Public comment happens in the summer (when many families are traveling)
- Teachers may not be able to accurately identify and communicate student progress toward mastery of standards. This impacts how we service/support student learning needs through the MTSS process.

## Impact on Assessment Affecting Accreditation and Student Efficacy

- Written, taught, and assessed curriculum should be aligned and can not be if the standards are approved after school begins
- Assessments for progress monitoring of students will not be aligned and will provide inaccurate data on their progress and growth
- Limited opportunity to develop new items and determine their alignment to the new standards
- Without aligned assessment items it will be challenging to adequately determine where students are in their math knowledge for the purpose of instructional planning, placement, etc

Embedded throughout the above concerns, a primary theme is the need for resources aligned to the new standards. The proposed timeline not only lacks time for the state to make crosswalks and curriculum frameworks available for divisions to develop pacing guides and instructional resources, but it also does not leave an opportunity for publishers to submit resources for vetting and approval. The state textbook approval process includes 18 steps and a 30-day public comment period.

<https://www.doe.virginia.gov/teaching-learning-assessment/instructional-resources-support/textbooks-instructional-materials/textbook-review-approval>

Only after all this, may divisions begin their textbook selection process (which also includes additional public comment periods).

It is for these reasons, the VCMS Board strongly recommends adjusting the timeline from the one presented on the June 15 agenda. The mathematics leaders across the Commonwealth are dedicated to supporting students, parents, families, teachers and school divisions in the mathematical education of all students, and would be unable to do so with the proposed abbreviated transition.

The VCMS Board brings the following recommendation:

- Extend Public Hearings and Feedback until September 30, 2023
- **Bring feedback and adjustments of standards to the Board of Education at the October 18-19, 2023 for final approval**
- After board approval, publishers are provided standards in order to submit textbooks for approval.
- VDOE Staff and Divisional Mathematics leaders work on developing resources and training for crosswalk implementation [Nov 2023-May 2024].
- Divisions can begin the textbook/resource adoption process in Spring 2024.
- Summer of 2024 includes:
  - Standards training workshops
  - Divisional curriculum work for standards transition
- **Crosswalk year in 2024-2025**
  - VDOE SOL Institutes highlighting the new standards in Fall of 2024
- **Full Implementation in 2025-2026**

#### References

*Mathematics* | Virginia Department of Education. (n.d.). Virginia Department of Education.

Retrieved June 9, 2023, from

<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/mathematics>

*Mathematics* | Virginia Department of Education. (n.d.). Virginia Department of Education.

Retrieved June 9, 2023, from

<https://www.doe.virginia.gov/teaching-learning-assessment/instructional-resources-support/textbooks-instructional-materials/textbook-review-approval>