



COMMONWEALTH of VIRGINIA

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October 31, 2025

The Honorable L. Louise Lucas
Chair, Senate Finance and Appropriations
Committee
201 North 9th Street, Room 1404
Richmond, VA 23219

The Honorable Luke E. Torian
Chair, House Appropriations Committee
201 North 9th Street, Room 123
Richmond, VA 23219

The Honorable Ghazala F. Hashmi
Chair, Senate Education and Health
Committee
201 North 9th Street, Room 616
Richmond, VA 23219

The Honorable Sam Rasoul
Chair, House Education Committee
201 North 9th Street, Room 910
Richmond, VA 23219

Grace Turner Creasey, President
Virginia Board of Education
P.O. Box 2120
Richmond VA, 23218

Dear Chairs Lucas, Hashmi, Torian, and Rasoul and President Creasey:

Pursuant to [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#), please find the Virginia Department of Education's annual *Report on Activities and Strategies Used to Impact Student Mathematics Outcomes*.

As required, this report provides information on the following:

(i) the overall program activities and strategies used to impact student mathematics outcomes; (ii) the status of grant funds provided to school divisions and related outcomes; (iii) the impact of expanded advanced virtual mathematics course offerings and increased math educator professionals; (iv) the activities and recommendations of the Mathematics Advisory Task Force; and (v) recommendations for future improvements to mathematics instruction and support programs.

We appreciate this opportunity to share an update on the current status of these items and the great work underway at the Department to support excellent instructional practices and to expand engaging learning environments.

This work, and this report, are organized around the seven objectives for the Department in Chapter 725:

- i. oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement;
- ii. identify evidence-based and proven best practices to improve mathematics instruction and student performance;
- iii. establish the framework for and support the implementation of professional development strategies for educators and school systems;
- iv. administer state funds provided to school divisions as appropriate;
- v. collaborate with school boards and division superintendents to support the implementation of competency-based and evidence-based mathematics learning, provide recommendations on best practices, and facilitate professional development opportunities for educators;
- vi. oversee the statewide professional development framework for evidence-based teacher training, provide instructional guides and evidence-based resources, and facilitate regional professional development networks on improving mathematics; and
- vii. collect data to analyze student mathematics progress and report the impact on student success across the Commonwealth.

In recent months, the Department has redesigned the staffing model to improve coordination across offices and give schools access to more of the Department's resources, faster. We have also revamped the leadership team to bring more experts on proven practices and student-centered innovation to Virginia.

The agency is united in its goal to solve persistent problems in teaching and learning and to raise the bar for all students.

Lastly, efforts such as ALL IN VA have reduced chronic absenteeism, brought high-intensity tutoring to struggling students in every region, and spurred efforts to eliminate learning loss. There is early evidence that such partnerships between this Administration and the General Assembly are working. We look forward to reporting future progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Anne Gullickson", with a stylized flourish at the end.

Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

EAG/TBD/mw

c: The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

REPORT ON ACTIVITIES AND STRATEGIES USED TO IMPACT STUDENT MATHEMATICS OUTCOMES

Item 117 P.6 (Chapter 725, 2025 Acts of Assembly)
November 1, 2025



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INTRODUCTION

This report provides a comprehensive overview of the steps taken by the Virginia Department of Education (the Department) to oversee and track mathematics instruction, ensuring that students throughout the Commonwealth are provided high-quality, evidence-based learning in mathematics by supporting educators through professional learning and funding opportunities that support the most recent adoption of the Mathematics *Standards of Learning*. These standards provide a framework for instructional content to raise the academic achievement of all students in Virginia and to prepare them for college, the military, and/or careers. This report will present the reporting requirements alongside the required activities of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#) for improvements in math, which are:

1. Oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement;
2. Identify evidence-based and proven best practices to improve mathematics instruction and student performance;
3. Establish the framework for and support the implementation of professional development strategies for educators and school systems;
4. Administer state funds provided to school divisions as appropriate;
5. Collaborate with school boards and division superintendents to support the implementation of competency-based and evidence-based mathematics learning, provide recommendations on best practices, and facilitate professional development opportunities for educators;
6. Oversee the statewide professional development framework for evidence-based teacher training, provide instructional guides and evidence-based resources, and facilitate regional professional development networks on improving mathematics; and
7. Collect data to analyze student mathematics progress and report the impact on student success across the Commonwealth.

OVERALL PROGRAM ACTIVITIES AND STRATEGIES USED TO IMPACT STUDENT MATHEMATICS

This section of the report will provide information on how the Department implemented the following requirements of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#):

- Oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement,
- Identify evidence-based and proven best practices to improve mathematics instruction and student performance,
- Establish the framework for and support the implementation of professional development strategies for educators and school systems; administer state funds provided to school divisions as appropriate, and
- Oversee the statewide professional development framework for evidence-based teacher training, provide instructional guides and evidence-based resources, and facilitate regional professional development networks on improving mathematics.

2023 Mathematics *Standards of Learning*

The [2023 Mathematics Standards of Learning](#) were approved by the Virginia Board of Education (Board) on August 31, 2023. The 2023 Mathematics *Standards of Learning* represent best-in-class standards and comprise the mathematics content that teachers in Virginia are expected to teach and students are expected to learn. The 2023 Mathematics *Standards of Learning* were developed to ensure students build foundational mathematics skills and master critical content as they apply these skills to real-world situations. The mathematics standards are built to embed the five mathematics process goals that support students in becoming mathematical-problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret contextual situations.

The standards are benchmarked against the National Assessment for Educational Progress (NAEP), the ACT, and the SAT and are therefore among the most challenging mathematics standards in the nation. Successful implementation of these rigorous standards will ensure that every Virginia high school graduate has the mathematical skills, knowledge and competencies to pursue higher education, to compete in a modern workforce, and to be informed citizens.

Textbooks and Instructional Materials

Textbooks and other high-quality instructional materials (HQIM) are systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course. Textbooks and HQIM provide:

- Adequate content and materials for student mastery of the corresponding *Standards of Learning*;
- Instructional practices that are aligned with general and discipline-specific research evidence;
- Assessments to monitor student mastery of curriculum content;
- Guidance for meeting student needs, including enrichment opportunities and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and
- Resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success and build understanding of the rationale for curricula components.

The Board approved a list of [K-12 Mathematics Textbooks and Instructional Materials](#) on March 27, 2025. The mathematics team in the Department's Office of Instruction created resources to support divisions with the implementation of the 2023 Mathematics *Standards of Learning* using Board-approved list of Textbooks and Instructional Materials. The mathematics team worked with educators to review materials submitted by publishers using Board-approved rubrics. The [Mathematics Review Committee Correlation Reports](#) are posted on the Department's website for

divisions to use when selecting the materials that best meet the needs of their student population. The Mathematics Implementation Tool and the Mathematics Playbook found on the [2023 Mathematics Instructional Resources webpage](#) are intended to support divisions with both standards and materials implementation.

Professional Learning Framework

The 2025-2026 mathematics professional learning framework utilizes data from the 2025 Mathematics *Standards of Learning* assessments and division and regional feedback to determine targeted needs at the state and division level. The professional learning framework informs state-level webinars to support teacher content knowledge and pedagogy with a focus on research-based practices in mathematics, as well as targeted, regional professional learning for divisions with students who struggle with mathematics achievement. The professional learning framework includes a comprehensive approach that reflects the needs of various audiences, including teachers, mathematics specialists, principals, and division leaders. The mathematics team has been reorganized to ensure collaboration across the various support teams in the Department to ensure a focus on math and to eliminate or reassign less aligned responsibilities they had accumulated over time. This ensures the regional support model has a strong launch and a clearly identified Department team for this work with designated personnel by region for external support. The regional mathematics network support will further expand to support coaching and professional learning to high-need divisions.

Mathematics Walkthrough Protocol Pilot

The Virginia Grade K-12 Mathematics Walkthrough Tool reflects a vision for mathematics teaching and learning, grounded in the guiding principles of the 2023 Mathematics *Standards of Learning*: ensuring every student builds strong foundational skills by building automaticity and procedural fluency; mastering critical content through the application of skills and conceptual understanding; fostering the application of the five mathematics process goals (reasoning, communication, problem solving, connections, and representation) to set students up to recognize and see mathematics in real-world situations; and coherently integrating mathematics within and across content areas. The pilot timeline is outlined below.

- **September-October 2025:** Mathematics Walkthrough Tool Protocol Pilot begins with selected divisions. Twenty divisions from all eight regions were invited to participate. The ten participating divisions include representation from city, suburban, and rural settings from six of the eight regions. Professional learning for division and school leaders will be provided. The mathematics team will conduct on-site support for school leaders.
- **December 1, 2025:** Pilot of the Mathematics Walkthrough Tool is completed.
- **December 2025:** The instructional leadership team reviews feedback and proposes updates to the Mathematics Walkthrough Tool and professional learning structures. The mathematics team will use feedback to inform revisions.

- **Spring 2026:** The Mathematics Walkthrough Tool will be posted on the Department Mathematics website and will be available for use by all school divisions at the local leadership discretion. The Mathematics Team will support the implementation of the tool/protocol by providing professional learning for school and division leaders, regional and on-site support by members of the mathematics team members, and professional learning for other Department offices that provide improvement support to the field, such as the school quality team.

Focus on Mathematics: Just In Time Quick Checks

The field has appreciated the Department's new highly regarded resources such as the [Just In Time Quick Checks](#). The Quick Checks are an example of how the Department responded to the field in need of support for mathematics acceleration in the middle school. As new content is introduced throughout the school year, teachers can use these Quick Checks to identify and diagnose learning gaps at grade level and/or to assess understanding of prerequisite knowledge that may be needed to access grade level content.

Focus on Mathematics: Professional Learning Series

In addition to the statewide and regional professional learning offered by the Mathematics Team, [professional learning modules](#) are available for divisions to use to provide support for educators. Each module has a specific focus and includes a slide deck, facilitator guide, narrated overview, and any accompanying materials. All slide decks and materials can be edited and revised to meet the needs of the school or division using them. These modules are designed to be used by groups of teachers engaged in collaborative learning. The groups may consist of multiple grade levels or a single grade level or course professional learning community. Each module may be facilitated by administrators, mathematics leaders, or any member of the learning community. The modules available as of September 30, 2025, include the following.

- Implementing the Data Cycle
- Developing Formulas to Strengthen Student Understanding
- Concepts and Connections Vertical Articulation
- Developing a Mathematics Culture

Additional modules are being developed to support divisions in implementing the 2023 Mathematics *Standards of Learning*. Although the [Professional Learning Series](#) is constructed to be used by instructional leaders to support local professional development, the Mathematics Team provided school and division leaders with informational sessions on the module composition and suggestions on implementing the modules with groups of teachers or as targeted instructional support. Session details are provided below.

Table 1: Professional Development Outreach to School Divisions

Date	Organization	Topic	Number of Attendees	Number of Divisions Attending
March 25, 2025	VDOE Mathematics Division Leader Webinar	Implementing the Mathematics Standard of Learning Using VDOE Resources: Focused on Developing a Culture of Mathematics and the Concepts and Connections Vertical Articulation Modules and the Concepts and Connections Articulation Guide	159	75
April 22, 2025	VDOE Mathematics Division Leaders Webinar	Updates to the Mathematics Instructional Guides and High-Quality Instructional Materials	162	78
May 27, 2025	VDOE Mathematics Division Leaders Webinar	Implementing the Mathematics Standards: Focus on the Measurement and Geometry strands and Probability and Statistics strands	149	72
June 2025 (4 locations)	VDOE STEM PD: Building Mastery Through Integrated STEM Instruction in Grades K-8	Introduction to the Focus on Learning Professional Development Series: Developing a Mathematics Culture Module	325	64
June 14, 2025	Virginia Council of Teachers of Mathematics	Introduction to Developing Formulas to Strengthen Student Understanding	30	Not a VDOE sponsored event
June 14, 2025	Virginia Council of Teachers of Mathematics	Supporting Special Education Students: Introduction to the Specially Designed	35	Not a VDOE sponsored event

Date	Organization	Topic	Number of Attendees	Number of Divisions Attending
		Instruction Support Document		
June 23, 2025	Virginia Association of Elementary School Principals	Implementing the 2023 Mathematics Standards and Overview of VDOE Resources and Professional Development	40	Not a VDOE sponsored event
June 24, 2025	Virginia Association of Secondary School Principals	Middle School Mathematics Acceleration (HB2686)	10	Not a VDOE sponsored event
June 25, 2025	VDOE Student Services	School Counseling Division Leaders Meeting: Focus on Middle School Mathematics Acceleration	45	124
July 7, 2025	Region 8 Professional Learning Conference	Session 1: Implementing the 2023 Mathematics <i>Standards of Learning</i> and Overview of Resources K-5 Session 2: Implementing the 2023 Mathematics <i>Standards of Learning</i> and Overview of Resources 6-12	41	11
July 16, 2025	Virginia Association of Teaching, Learning, and Leading & Virginia Council of Mathematics Supervisors	Session 1: VDOE Resource Overview: Specially Designed Instruction for Mathematics Session 2: Implementing the Data Cycle Standards	100	Not a VDOE sponsored event
July 21, 24, and August 15, 2025	Targeted Division Support	Division support on Mathematics Standards Implementation and Resources	95	3

Date	Organization	Topic	Number of Attendees	Number of Divisions Attending
September 18, 2025	VDOE Mathematics Team	Mathematics Instructional Walkthrough Tool Protocol Pilot	28	10
September 24, 2025	VDOE STEM and Innovation Teams	STEM PD: Diving Deeper into the Computer Science, Mathematics, and Science <i>Standards of Learning</i> and Instructional Resources	291	116
September 26, 2025	Virginia Council of Mathematics Supervisors	Overview of Focus on Learning Professional Learning Series to Support Instructional Leaders with Targeted Professional Development	200	80 Divisions

2024-2025 Mathematics *Standards of Learning* Assessment Pass Rates

The 2023 Mathematics *Standards of Learning* were fully implemented during the 2024-2025 school year. Performance Level Descriptors (PLDs) for mathematics *Standards of Learning* assessments were strengthened to convey the knowledge and skills required to demonstrate proficiency and assessment items were revised to fully align to the more rigorous academic standards. The Department supported educators in implementing more rigorous standards by providing a comprehensive suite of resources and professional learning experiences. Resources included [Mathematics Instructional Guides](#), [Concept and Connections Articulation Guide](#), an [Overview of Revisions](#) document that contained a crosswalk of the 2016 and 2023 mathematics standards, exemplar mathematics instructional plans, and both general and targeted professional learning tailored to identified areas of need from surveys completed by division leaders. Professional learning has included topics that focus on areas where the 2023 Mathematics *Standards of Learning* increased in rigor, including Implementing the Data Cycle, Developing Formulas to Strengthen Student Understanding, Concepts and Connections Vertical Articulation and Developing a Mathematics Culture.

Table 2 shares pass rates on mathematics *Standards of Learning* assessments from 2022-2023 school year, 2023-2024 school year, and the 2024-2025 school year.

Table 2: Pass Rates for Mathematics *Standards of Learning* Assessments

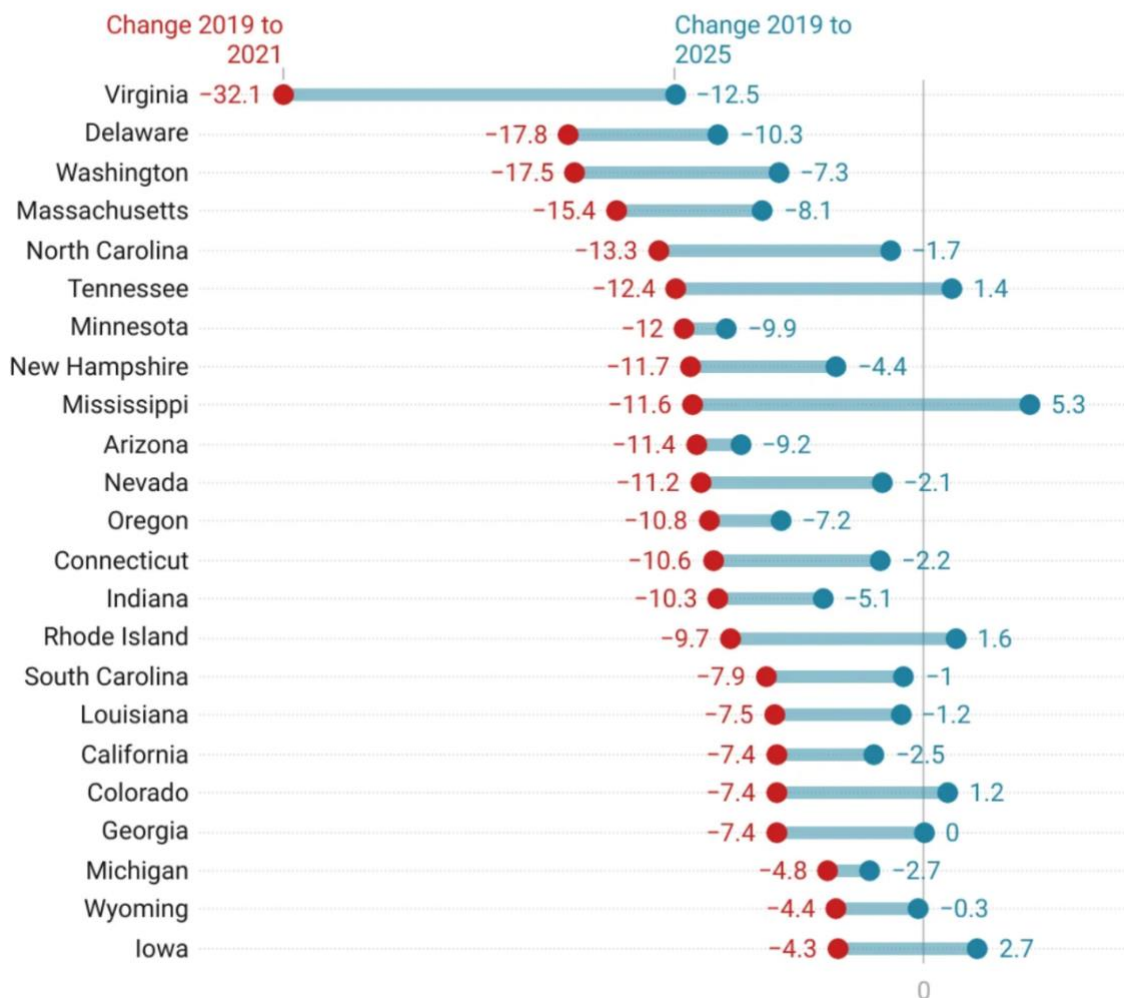
Grade Level/Course	2022-2023 Pass Rate (2016 Mathematics <i>Standards of Learning</i>)	2023-2024 Pass Rate (2016 Mathematics <i>Standards of Learning</i>)	2024-2025 Pass Rate (2023 Mathematics <i>Standards of Learning</i>)
Grade 3	69	70	73
Grade 4	70	71	73
Grade 5	67	68	71
Grade 6	61	63	65
Grade 7	59	61	62
Grade 8	60	63	63
Algebra I	82	85	85
Algebra II	86	86	89
Geometry	78	80	82

Professor Emily Oster recently released an analysis on [State Test Score Results](#) showing the recovery gap progress to date from the pandemic to 2025.

Table 3: 2025 Change in Math Proficiency Compared to Pre-Pandemic Sample by Education Data Center

2025 Change in Math Proficiency Compared to Pre-Pandemic

A Sample of 23 States with Comparable Data as of October 2025

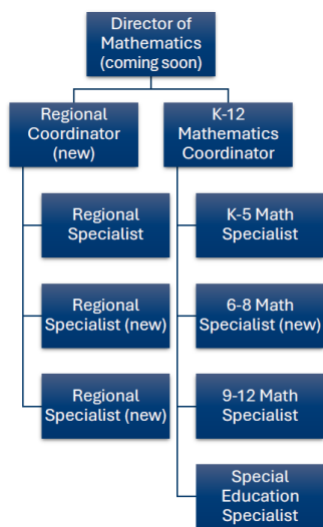


This demonstrates that Virginia's math proficiency rate among students in grades 3-8 dropped 32.1 percentage points between spring 2019 and 2021 [red dot]. Between 2019 and 2025, the proficiency rate dropped 12.5 percentage point [blue dot]. While Virginia had one of the largest overall losses since 2019, pace of recovery from 2021 to 2025 is among the fastest in the country at +19.6 points regained. This is a roughly 61% rebound from the pandemic-era low and Virginia is recovering faster than nearly every other state shown. While there is more to do, Virginia students are making meaningful progress.

Expansion of the Mathematics Instructional Team

The Department's Office of Instruction is expanding its mathematics team to enhance support for school divisions that improve student outcomes. The expanded team will provide targeted, regional assistance directly to schools and divisions, helping educators implement effective instructional practices, use data to guide teaching and learning, and apply state standards with fidelity. The addition of new positions and reimagining of current positions will help to ensure that every student in the Commonwealth benefits from high-quality mathematics instruction and every educator has the preparation, tools, guidance required to accelerate learning. The new roles were shared at the [September Board of Education](#) meeting and are described below.

- **Director of Mathematics** – Responsible for leading statewide improvement in mathematics focusing on competency-based models and implementing research-based practices that accelerate student learning.
- **Regional Coordinator and Specialists** – Responsible for providing customized, regionalized support directly to school divisions, teachers, and leaders informed by data to improve student outcomes. Leads Math Task Force and grant programs.
- **K-12 Coordinator and Specialists** – Responsible for standards, assessments, educator preparation support, online professional learning, HQIM, and expansion of advanced mathematics options. Specialist positions will include a focus on Kindergarten – Grade 5, Grades 6-8, and Grades 9-12.



STATUS OF GRANT FUNDS PROVIDED TO SCHOOL DIVISIONS AND RELATED OUTCOMES

This section of the report will provide information on how the Department implemented the following requirements of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#):

- Establish the framework for and support the implementation of professional development strategies for educators and school systems; administer state funds provided to school divisions as appropriate,
- Collaborate with school boards and division superintendents to support the implementation of competency-based and evidence-based mathematics learning, provide recommendations on best practices, and facilitate professional development opportunities for educators, and
- Oversee the statewide professional development framework for evidence-based teacher training, provide instructional guides and evidence-based resources, and facilitate regional professional development networks on improving mathematics.

[Item 117 P.6 of Chapter 725 \(2025\)](#) included appropriations to support the implementation of mathematics in Virginia. The legislated grants were made available to the field in June and October 2025.

Mathematics Acceleration Grant

[Item 117 P.6 of Chapter 725 \(2025\)](#) appropriates funding from the general fund to support expanded access to online advanced mathematics programming and expanded mathematics experts through innovative mathematics teacher credentialing options.

Divisions may apply for funding to further support schools in providing rigorous mathematics instruction. [Item 117 P.6 of Chapter 725 \(2025\)](#) includes a \$1,000,000 allocation from the General Fund. These funds are designated to:

- expand teacher endorsements to teach accelerated and advanced coursework, or
- increase student enrollment in advanced virtual coursework.

Phase I of the Mathematics Acceleration grant focused on providing accelerated virtual coursework options to students in high-need divisions, as indicated by the percentage of schools federally identified as Comprehensive Support and Improvement; Targeted Support and Improvement, and Additional Targeted Support and Improvement and/or state identified as Off track or Needs Intensive Supports (NIS) using the 2024-2025 preliminary identification. The [grant application process](#) closed June 16, 2025. A total of 46 divisions submitted grant proposals, and seven were awarded that aligned fully with the goals and intent of the grant opportunity. The seven grant proposals were selected to provide immediate support for federal and state-identified high-need divisions to allow for expanded virtual coursework to students for the 2025-2026 academic year. All Phase I grants provided in the table below represent an expansion of students who will have access to accelerated mathematics courses through virtual options in 2025-2026.

Table 3 outlines the funding received by school divisions during Phase I of the Mathematics Acceleration grant opportunity.

Table 4: Divisions Receiving Funding for Mathematics Acceleration Phase I

Division	Region	% of Schools NIS or Off Track (Preliminary Identification)	Students Enrolled in Advanced Virtual Mathematics Coursework	Grant Award
Cumberland County Public Schools	8	33%	50	\$18,750.00
Greensville County Public Schools	8	33%	25	\$9,375.00
King and Queen County Public Schools	3	100%	8	\$3,000.00
Orange County Public Schools	4	14%	50	\$18,750.00
Petersburg City Public Schools	1	100%	14	\$5,250.00
Roanoke City Public Schools	6	67%	50	\$18,750.00
Tazewell County Public Schools	7	9%	45	\$16,865.00
Total Funding Awarded in Phase I			242	\$90,740.00

A Phase II grant application window provides divisions with an additional opportunity to apply for funding for both student advanced coursework and to expand teacher endorsements. The Phase II application window was announced in October 2025 and expands the number of awards to school divisions, thus utilizing all funding allocated for this support. Grant applications will highlight proven, research-based strategies for divisions to implement.

Mathematics Innovation Grant

[Item 117 P.6 of Chapter 725 \(2025\)](#) appropriates funding from the general fund for grants to local school divisions for mathematics curriculum, HQIM, competency-based/mastery learning models, and regional network support to improve instruction for high-need student groups. Priority shall be given to schools preliminarily identified as Off Track and Needs Intensive Support and that had performance gaps in overall grade level math or math student group performance as identified in 2025 *Standards of Learning* (SOL) mathematics assessment results.

[Item 117 P.6 of Chapter 725 \(2025\)](#) includes a \$10,000,000 General Fund allocation for divisions to support rigorous mathematics instruction in schools. These funds are designated for:

- Mathematics Curriculum,
- High Quality Instructional Materials,
- Competency-based/mastery learning models, and
- Regional Mathematics Networks.

The Mathematics Innovation Grant opportunity was announced through multiple means, including the Virginia Council of Mathematics Supervisors, regional mathematics leader meetings, State Superintendent’s Leadership Council (with representatives from all 8 Superintendent Regions), Department-hosted mathematics division leader sessions, and through the Education Update. The Mathematics Team hosted a webinar in October to support divisions with the grant application process. [Grant applications](#) opened on October 23, 2025, and are due on November 13, 2025.

IMPACT OF EXPANDED ADVANCED VIRTUAL MATHEMATICS COURSE OFFERINGS AND INCREASED MATH EDUCATOR PROFESSIONALS

This section of the report will provide information on how the Department implemented and plans to continue monitoring the following requirements of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#)

- Oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement,
- Identify evidence-based and proven best practices to improve mathematics instruction and student performance,
- Administer state funds provided to school divisions as appropriate, and
- Collect data to analyze student mathematics progress and report the impact on student success across the Commonwealth.

Through the Mathematics Acceleration Grant opportunity outlined in the section above, the Department supported the enrollment of an additional 242 students in advanced virtual mathematics courses for the first time in 2025-2026. The academic outcomes will be available at the end of the school year. The Department was grateful that Virtual Virginia worked to hold open seats for grantees’ students to enroll after the open enrollment period ended. Divisions may have also enrolled students in additional multi-online providers’ (MOPs) advanced mathematics courses. This data will be available in the final division grant reports.

[Chapter 309 \(2025 Acts of Assembly\)](#) requires that certain advanced or accelerated mathematics opportunities, including virtual course offerings, be available to students through the establishment or updates to local school board policies. It also requires that the criteria for

enrollment in such classes reflect the student performance on the upper quartile for each grade 5-8. School boards are required to develop and adopt or revise a policy in the 2025-2026 school year that sets forth the criteria for students in grades five through eight to be eligible to enroll in advanced or accelerated mathematics. The new law requires each school board policy to provide for:

- the automatic enrollment of certain students in advanced or accelerated mathematics based on Mathematics *Standards of Learning* assessment scores, subject to course offerings and availability, and the opportunity for parental opt-out;
- multiple additional pathways to student enrollment in advanced or accelerated mathematics; and
- an annual parental notification relating to mathematics coursework.

The Department provided divisions with state-level 2024-2025 upper-quartile mathematics scores to inform division acceleration policies in June 2024. The upper quartile scores will be updated annually to reflect state performance on the mathematics *Standards of Learning* assessments. The 2024-2025 upper quartile scores are reflected in the chart below.

Grade Level	Statewide Upper Quartile SOL Mathematics Scores
Grade 5	466-600
Grade 6	440-600
Grade 7	425-600
Grade 8	421-600

The Advanced Learning and Mathematics Teams developed resources to support divisions with the implementation of this legislation. These resources include the [Accelerated Mathematics Pathways-Technical Resource Document](#), the [Accelerated Mathematics Pathways Parent Resource](#), and [Technical Assistance for the Use of SCED with Compacted Middle School Curriculum](#). Professional learning has been provided to division mathematics leaders, school counselors, and at conferences for state gifted and mathematics organizations. Professional learning experiences include in-person, hands-on training, virtual webinars, and narrated recordings which include facilitator guides and resources for divisions to implement locally.

Full implementation of the automatic enrollment of middle school students in advanced or accelerated mathematics based on the mathematics *Standards of Learning* assessment performance is in the 2026-2027 school year. However, school divisions are proactively enrolling students in advanced or accelerated math courses. Since 2022, 1,810 more middle school students are taking advanced math classes. In 2024-2025, over 55,000 students in grades 6-8 took an End-of-Course Assessment in Algebra I, Geometry, and/or Algebra II and are demonstrating proficiency. Specifically, more than 44,500 grade 6-8 students took the Algebra I high school end-of-course assessment with 94% pass rates; more than 10,700 6-8 students took

the Geometry high school end-of-course assessment with 96% pass rates; and 637 6-8 students took the Algebra II high school end-of-course assessment demonstrating 98% pass rates.

ACTIVITIES AND RECOMMENDATIONS OF THE MATHEMATICS ADVISORY TASK FORCE

This section of the report will provide information on how the Department implemented and plans to continue monitoring the following requirements of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#)

- Oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement,
- Identify evidence-based and proven best practices to improve mathematics instruction and student performance, and
- Collaborate with school boards and division superintendents to support the implementation of competency-based and evidence-based mathematics learning, provide recommendations on best practices, and facilitate professional development opportunities for educators.

Task Force

[Item 117 P.6 of Chapter 725 \(2025\)](#), of the 2024-2026 biennium requires the Department to establish and oversee a Mathematics Advisory Task Force to provide recommendations on improving mathematics education in elementary, middle, and high school. The Task Force must include mathematics teachers, instructional coaches, school administrators, parents, business leaders, a division superintendent, a higher education representative, a school board member, and other stakeholders. Fourteen Task Force Members were selected based on their experience and expertise. Members include Presidential Award for Excellence in Mathematics and Science Teaching Finalists, Virginia Teachers of the Year, division leaders, school leaders, workforce and community members, higher education representatives, parents, and school board representatives. Meetings were held with Task Force members on October 30 and 31, 2025. The purpose of these introductory meetings was to convene small groups of members to share background information on mathematics in Virginia, including legislation and performance data, and to begin to establish a shared vision for improving mathematics across the Commonwealth. Additional Task Force meetings are scheduled for November 19, 2025, January 7, 2026, February 11, 2026, and March 11, 2026. The Task Force will produce a comprehensive report with actionable recommendations for improving mathematics. In addition to recommendations, the report will identify resources, support, and conditions needed to actualize recommendations.

RECOMMENDATIONS FOR FUTURE IMPROVEMENTS TO MATHEMATICS INSTRUCTION AND SUPPORT PROGRAMS

This section of the report will provide information on how the Department will continue to make improvements to the Mathematics Program following the requirements of [Item 117 P.6 \(Chapter 725, 2025 Acts of Assembly\)](#)

- Oversee and track mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify potential areas for improvement,
- Identify evidence-based and proven best practices to improve mathematics instruction and student performance,
- Establish the framework for and support the implementation of professional development strategies for educators and school systems; administer state funds provided to school divisions as appropriate,
- Collaborate with school boards and division superintendents to support the implementation of competency-based and evidence-based mathematics learning, provide recommendations on best practices, and facilitate professional development opportunities for educators,
- Oversee the statewide professional development framework for evidence-based teacher training, provide instructional guides and evidence-based resources, and facilitate regional professional development networks on improving mathematics, and
- Collect data to analyze student mathematics progress and report the impact on student success across the Commonwealth.

Based on the review of instructional and professional development best practices, current and longitudinal assessment data, responses to leader and teacher needs assessments, and feedback from stakeholders, the following recommendations for future improvement to mathematics instruction.

1. **Professional Development:** Research indicates that targeted and sustained professional development for varied stakeholders positively impacts student outcomes in mathematics. This professional development is needed across educator groups and should provide targeted support for teacher instruction of the Mathematics *Standards of Learning*, develop and expand mathematics coaching skills; and inform school and division leaders' understanding of effective mathematics implementation.
2. **Promote Advanced Coursework in Mathematics:** To prepare students for academic and career pathways, mathematics acceleration and opportunities for advanced mathematics coursework should be available to all students. The auto-enrollment of students in divisions as part of each division's acceleration policy provides the foundation for acceleration; however, it is a first step. The Department will work with divisions to provide resources and support for acceleration, including:
 - Providing professional learning on acceleration strategies to inform both curriculum development and classroom instruction.

- Providing resources and targeted supports to bridge vertically aligned mathematics concepts.
 - Sharing advanced course options and pathways for higher level courses in high school.
 - Continuing to cultivate a strong mathematics culture that encourages accelerated students to continue with advanced mathematics coursework.
 - Providing clear and ongoing communication and clarity to educators, parents and caregivers on auto-enrollment and the available virtual advanced course offerings.
3. **Targeted Regional Support:** The expanded mathematics team will collaborate with other Department staff to provide comprehensive, targeted support to divisions, particularly those identified as high-need divisions. This comprehensive support will be data-driven, be informed by recommendations from the Task Force, and will provide divisions and schools with direct support aligned to their respective mathematics needs.
 4. **Support for the Adoption and Implementation of High-Quality Instructional Material:** Research indicates that access to high-quality textbooks and instructional materials (HQIM) is the first step in positively impacting student outcomes. Successful implementation of HQIM goes beyond the adoption of materials and takes several years to implement with fidelity. To impact student outcomes, shifts in *how* materials are used within the classroom must be supported by all levels of educators in a division, including division leaders, school leaders, instructional coaches, and classroom teachers. The Department will provide ongoing support for the HQIM implementation process, including access to thought partners experts in this space.
 5. **Promote Innovative Practices to Support the Development of Competency-Based Learning:** Provide resources and professional learning to support divisions that seek to develop competency-based curriculum in mathematics and that seek innovative instructional practices and engaging learning environments for students. This work includes raising awareness of new learning options for students and instructional practices for teachers in a growing network of Lab Schools and Governor’s Schools; and supporting schools seeking to transform their learning environments using the new Seat Time Flexibility.

Promote innovative practices that support the development and implementation of competency-based learning models in mathematics. Funding will be used to provide targeted resources and professional learning opportunities for school divisions committed to designing competency-based curricula, adopting evidence-based instructional strategies, and creating engaging, student-centered learning environments. A central component of this work involves expanding awareness of new learning pathways through a growing network of Lab Schools—purpose-built incubators of educational innovation. These schools serve as demonstration sites for creative and effective programming, promote new approaches to teaching and assessment, and empower educators to rethink instruction, scheduling, and school structure. Additionally, the initiative will support schools seeking to leverage Seat Time Flexibility to transform traditional learning

environments, implement performance-based learning models, and strengthen collaboration across early childhood, K–12, and postsecondary education.

6. **Collaborate with Educator Preparation Programs:** As the need for qualified mathematics teachers grows, traditional and innovative teacher preparation programs are essential to student success. The Department will work collaboratively with traditional and alternative educator preparation programs to share best practices, resources, and initiatives that will inform their programs and support developing teachers. In addition, the Department will work with school divisions to develop or inform mentorship programs and enhance their focus on math pedagogy to support new teachers in mathematics.

Moving forward, the Mathematics Team is committed to leveraging the Virginia Mathematics Advisory Task Force's recommendations. This group's insights will be used to design and implement targeted supports that will enhance mathematics instruction and drive improved student outcomes.

CONCLUSION

This comprehensive report demonstrates the Department's commitment to excellence in mathematics instruction. Beginning with the adoption of best-in-class 2023 Mathematics *Standards of Learning*, the Department is supporting school divisions with resources to support their implementation. As the Mathematics Team continues to expand, the Department will be able to expand regional supports and provide more resources to support the rigorous standards on the K-12 continuum.