

2022-2023 Mathematics Advisory Committee Report and Recommendations

Math Inventory¹ a school year. This result worsens their cumulative learning deficit, widening the achievement gap. Unfortunately, all students that scored Proficient on the Math Inventory school year.

Like most school districts, APS relies heavily on its Tier 1, or core classroom, instruction for most students to both remedy learning loss and advance new learning. With an ever-widening gap between proficient and struggling students, it is becoming increasingly difficult for one classroom teacher to accommodate the learning needs of all students within their classrooms. APS does use Tier 2 instruction, which provides students with tailored instruction in a small group setting provided by teachers, Interventionists, Coaches², or classroom aides, depending on availability and Tier 3 instruction, which provides both tailored, research-based small group instruction as well as additional time with Mathematics Interventionists currently funded through the ESSER-III Grant. However, the demand for such resources far exceeds current staffing availability (see Appendix A for current Mathematics Coach and Interventionist allocations). *As of March 2023, 3,547 students in Kindergarten through 8th grade are at a "Below Basic" level; all of them need Tier III intervention. County-wide, we only have six interventionists to split between them.*

In addition to these much needed staff resources, core instruction is critical for all APS students to continue to grow in mathematics. Currently, teachers of mathematics in Arlington are not required to engage in any professional development with the Mathematics Office. While the state of Virginia requires that teachers complete a certain number of required professional development hours, they do not require

RECOMMENDATION #1: Hire 34 Math Interventionists to be distributed across all grade levels and provide 8.5 additional FTE to allow for a full-time Mathematics Coach at every elementary school and the ACC/Arlington-Tech and HB Woodlawn Programs.

Rationale for Recommendation:

This past year, as part of the ESSER-III Grant, Arlington received funding for 6 Mathematics Interventionists through SY2023-24. While welcome, this staffing pales in comparison to the current need and expires at the end of the 2023-24 school year. With those funds sunsetting in 2024, APS needs to plan to meet the need for interventionists within its budget. Presently, there are over 3,500 students in grades K-8 in Arlington. Without these additional resources, these already

Strategic Plan Alignment:

S-SS-2: Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

S-EW-1: Recruit, retain, and advance high-quality employees.

S-OE-1: Manage available resources equitably.

S-OE-2: Provide high-performance learning and working environments that support Universal Design for Learning standards.

S-OE-4: Use long-term and systematic processes to ensure academics and operations are financially sustainable.

S-P-1: Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.

Committee Vote: 8/8 Approve

RECOMMENDATION #2: Require mathematics professional learning as part of the mandatory professional development required for teachers of mathematics.

Rationale for Recommendation:

Currently, Arlington mathematics teachers are not required to engage with the Mathematics Office in professional learning. In APS, all teachers are required to take 180 hours of professional learning every five years, however no teachers, including those who teach mathematics for part of their classes (like elementary teachers) or those who are fully devoted to mathematics, are required to take any mathematics professional development.

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* Indicates a Title I School. The Title I program provides financial assistance through state educational agencies to local educational agencies and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.

** Indicates school with a projected enrollment exceeding 650 students.

All Title I Schools and Schools with expected enrollments exceeding 650 students were allocated a 1.0 FTE Math Coach for 2022-2023. This added the equivalent of 5 Full-Time Math Coaches at the elementary level.

MIDDLE SCHOOL	Budget Allocation for Math Coaches	Staffing (with Principal reallocation)	Budget Allocation for Math Interventionists	Math Interventionist Staffing (ESSER Funding)
HAMM	1.0	1.0	0	0
GUNSTON	1.0	1.0	0	0.5
JEFFERSON	1.0	1.0	0	0.5
KENMORE	1.0	1.0	0	0.5
SWANSON	1.0	1.0	0	0
WILLIAMSBURG	1.0	1.0	0	0
HIGH SCHOOL	Budget Allocation for Math Coaches	Staffing (with Principal reallocation)	Budget Allocation for Math Interventionists	Math Interventionist Staffing (ESSER Funding)
WAKEFIELD	1.0	1.0	0	0
W-L	1.0	1.0	0	0
YORKTOWN	1.0	1.0	0	0
PROGRAMS	Budget Allocation for Math Coaches	Current Staffing (with Principal reallocation)	Budget Allocation for Math Interventionists	Math Interventionist Staffing (ESSER Funding)
ACC/ARLINGTON TECH	0.5	0.5	0	0
HB-WOODLAWN	0.5	0.5	0	0

Staffing Allocations for High School Math Coaches are new in 2022-2023.

While principals are able to reallocate funding for Mathematics Coaches, this is done on a Bi

APPENDIX C

School Breakdown for Requested Mathematics Coach and Interventionist FTEs

Estimated Cost per Mathematics Coaches (salary + benefits): \$104,705.88

Estimated Cost per Mathematics Interventionist (salary + benefits): \$105,000

Estimated Cost of Entire Request for Mathematics Coaches:

$$\begin{array}{r} 104,705.88 \\ \times 8.5 \\ \hline \$889,999.98 \end{array}$$

Estimated Cost of Entire Request for Mathematics Interventionists:

$$\begin{array}{r} 105,000.00 \\ \times 34 \\ \hline \$3,570,000.00 \end{array}$$

Total Cost for Mathematics Coaches and Interventionists:

$$\begin{array}{r} 889,999.98 \\ + 3,570,000.00 \\ \hline \$4,459,999.98 \end{array}$$