

State Role in Improving Math Instruction and Outcomes, TK-8

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District priorities are diffuse; math is deprioritized



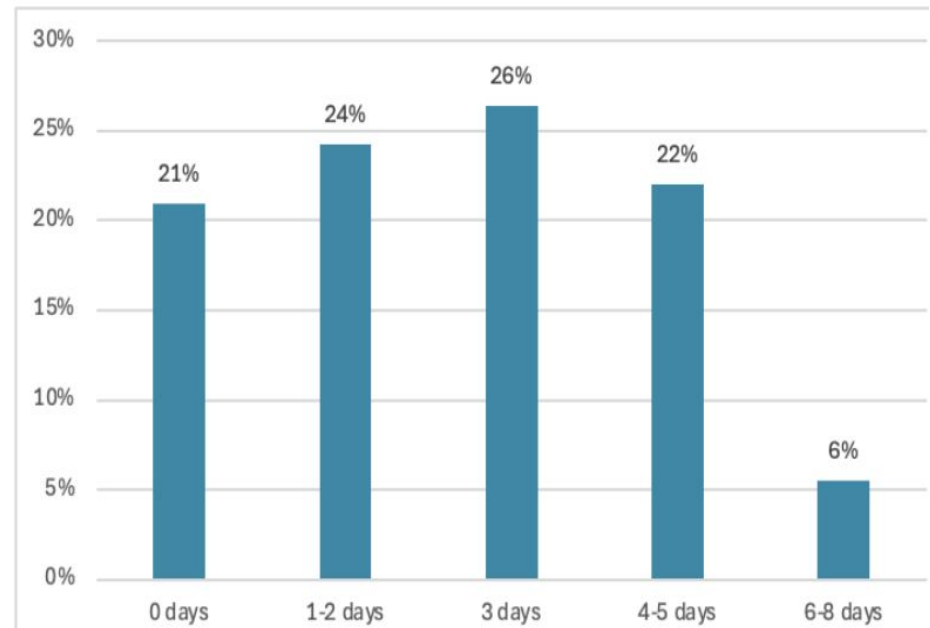
TK–8 math workforce capacity is uneven and often limited

- *"Every teacher has their strengths and weaknesses, but I think that math, for some, wasn't necessarily their first or strongest subject, and so they've winged it for many years." (District)*
- *"A lot of [teacher candidates]... don't have that confidence in math... [I]n that preparation program, the faculty are doing their best,... [but there are] requirements, there's a lot of content they're trying to learn how to teach." (State)*

Math professional learning for teachers is limited and often voluntary

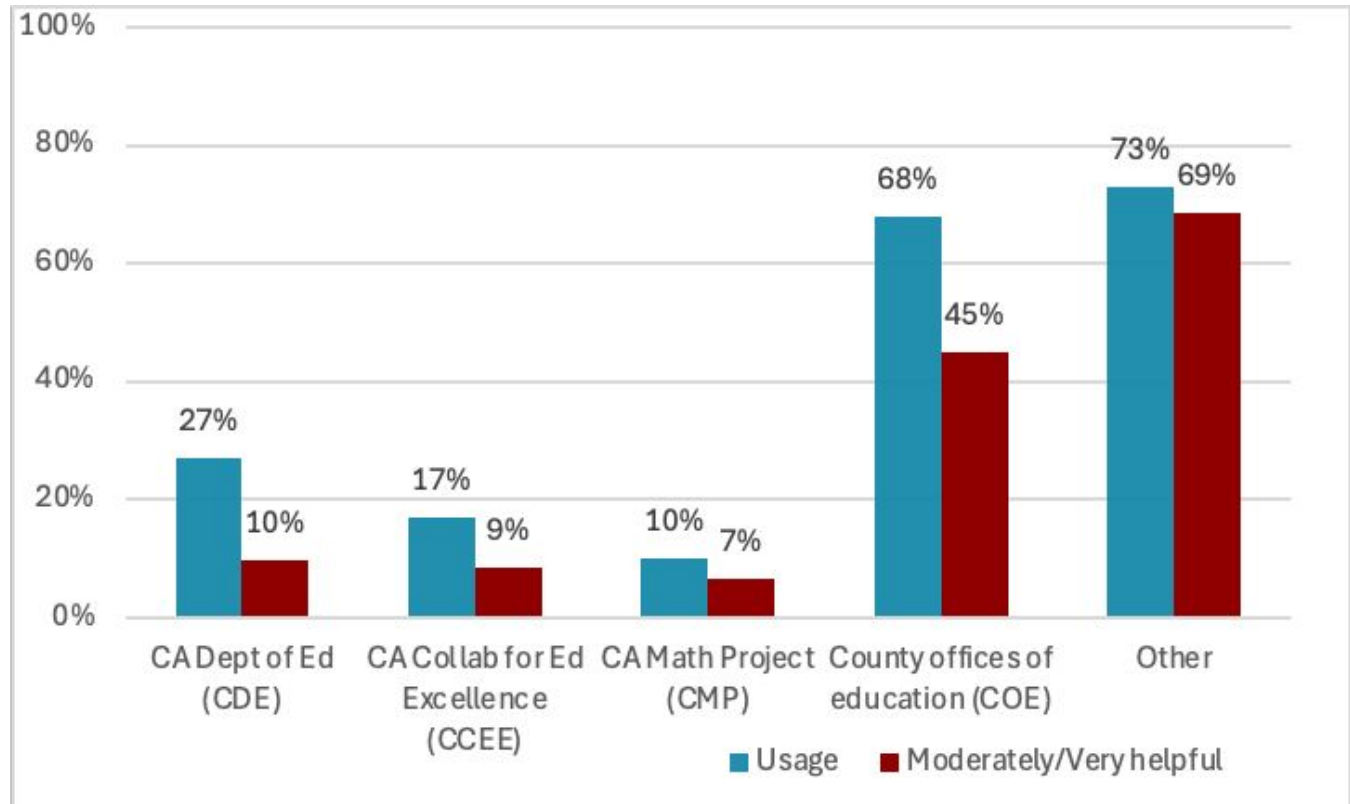
- One in five districts offered no mathematics-specific professional development (PD) during the 2024–25 year.
- When mathematics PD was offered, it was almost always optional.

Distribution of districts by student-free days



No state agency is responsible for supporting district improvement

*10 percent of districts reported receiving **no support** in TK-8 math.*



What education leaders could do next

- 1. Set a few clear goals for students—and align the system to meet them.**
 - a. Focus on student outcomes, not process compliance
 - b. New initiatives are unlikely to succeed without parallel work to fix the system.
- 2. Make sure new teachers are prepared to teach.**
- 3. Make sure districts get the help they need to meet priority goals.**
 - a. Re-envision the regional support structure
 - b. Approve a small set of curricula, based on clear criteria
 - c. Build district capacity
 - d. Ensure sustained, high-quality professional development.

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