



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

**DATE:** December 7, 2018  
**TO:** Division Superintendents  
**FROM:** James F. Lane, Ed.D., Superintendent of Public Instruction  
**SUBJECT:** **Algebra Readiness Initiative and Availability of Updated Resources**

Since July 2002, the Virginia Algebra Readiness Initiative (ARI) has provided funding for mathematics intervention services for students in grades 6, 7, 8, and 9 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. In receiving SOL Algebra Readiness Initiative Payments for use during the 2018-2019 school year, each school division is reminded that it has certified, via the annual Standards of Quality (SOQ) Compliance Report, that it will:

- Offer an intervention program to such students;
- Utilize diagnostic methods to assess students at the beginning and at the end of that school year;
- Submit the [Virginia Algebra Readiness Initiative 2018-2019 School Year Annual Report Form](#) to the Virginia Department of Education by August 1, 2019, outlining the methods used for diagnosing individual student mathematics content strengths and challenges, remediation efforts used, the number of students who received ARI services, and the number of students demonstrating improvement during the 2018-2019 school year; and
- Match these funds based on the composite index of local ability-to-pay.

School divisions may use locally-designed diagnostic assessments or locally selected (i.e., vendor created) diagnostic tests. Locally-designed or selected diagnostic tests must meet the following criteria:

- a. Assess the students' knowledge and skills of the Mathematics Standards of Learning for grades three through eight and Algebra I.
- b. Support the following five mathematics process goals for students found in the Standards of Learning:
  1. Becoming Mathematical Problem Solvers;

2. Communicating Mathematically;
  3. Reasoning Mathematically;
  4. Making Mathematical Connections; and
  5. Making Mathematical Representations.
- c. Identify mathematics content strengths and challenges, and indicate the level of performance where intervention may be necessary to be successful in each of the following categories for grades three through eight and/or Algebra I:
- Grades three through eight:
    1. Number and Number Sense;
    2. Computation and Estimation;
    3. Measurement and Geometry;
    4. Probability and Statistics; and
    5. Patterns, Functions, and Algebra.
  - Algebra I:
    1. Expressions and Operations;
    2. Functions;
    3. Equations and Inequalities; and
    4. Statistics.

School divisions also have the option of using student results from Virginia Mathematics Standards of Learning Assessments as a pre-assessment in conjunction with classroom formative assessments to identify areas of individual student focus for remediation. The end-of-year grade level or Algebra I Mathematics Standards of Learning (SOL) Assessment results can then serve as the post-assessment.

Division representatives recently participated in one of four Algebra Readiness Institutes offered by the Virginia Department of Education. At these Institutes, information was provided about online VDOE [Algebra Readiness Initiative](#) resources available to support remediation efforts, along with information about the use of SOL Assessment results generated from Student Data by Question (SDBQ) reports as one tool to identify areas in which students may have unfinished mathematics learning.

For additional information about the Algebra Readiness Initiative, please contact Tina Mazzacane, Mathematics Coordinator, Office of Science, Technology, Engineering, and Mathematics, by email at [tina.mazzacane@doe.virginia.gov](mailto:tina.mazzacane@doe.virginia.gov) or at (804) 225-4849.

JFL/TLM