ExcelinEd

# Secondary Math Policy

Model Policy | 2026

It is the intent of the Legislature that each student develops mathematical proficiency in middle and high school and is prepared for success in postsecondary education and careers. To achieve this, the state shall require:

- Evidence-based math professional learning;
- Alignment of educator preparation programs;
- Annual assessment and progress monitoring in grades 9 and 10;
- Parental notification;
- Adoption of high-quality instructional materials;
- Guaranteed support courses;
- Corequisite courses;
- High school math pathways
  - High school standards review and revision process;
  - Foundational high school mathematics
  - Upper-level high school math pathways
  - Alignment with public postsecondary institutions

## A. Definitions

1. **The Department.** The state Department of Education.
2. **Student who needs intervention.** Demonstrated by a student scoring below proficient on the state math assessment or reliable and valid annual screener assessments as determined by the Department.
3. **Intervention.** A specific evidence-based program or activity implemented to improve student achievement in an area of need that includes but is not limited to additional time, tutoring, small group instruction, etc.
4. **Progress monitoring.** A systematic process of regularly assessing student performance to evaluate learning growth and inform instructional decisions. Progress monitoring enables educators to track progress toward specific goals and adjust instruction to meet individual student needs.
5. **Evidence-based approaches to teaching math.** Teaching practices that are supported by research grounded in high-quality quantitative and/or qualitative empirical evidence and are shown to positively impact student math learning outcomes.
6. **Explicit instruction.** A purposeful way of instructing students using clear explanations of concepts, modeling strategies and providing immediate feedback to students.
7. **Math learning trajectories.** Research-based math knowledge progressions that draw connections between the mathematical knowledge learned in previous grades, the mathematical knowledge that is to be learned in the current grade level and how the student will build on this math knowledge in the future.
8. **Four strands of mathematical proficiency.** A combination of real-world problem-solving skills (connecting math to students' lives), procedural fluency (the ability to perform math procedures with speed, accuracy, efficiency and flexibility), conceptual understanding (knowing how and why math "works") and productive dispositions (seeing math as sensible, useful and worthwhile).

9. **Advanced math pathway.** A sequence of courses that accelerates and/or combines math content from grades 6 through 11, which culminates in students taking Algebra I, Integrated Math I, or the first course in the foundational high school mathematics sequence, in middle school and multiple college credit-bearing mathematics courses in high school such as AP, IB and dual or concurrent enrollment.
10. **High-quality instructional materials (HQIM) for math.** Curricula, textbooks, supplemental materials, and teacher guides that are rooted in evidence-based approaches to teaching and learning math, are aligned to state math content standards that build math knowledge and skills, include intervention materials, simultaneously develop the four strands of mathematical proficiency as defined in this Act, reflect evidence-based approaches to teaching math as defined by this Act that improve student outcomes and support all students in achieving grade-level math learning goals.
11. **High school math pathway.** A coherent sequence of mathematics courses in grades 9 through 12 that includes (a) a common sequence of foundational mathematics courses in grades 9 and 10 and (b) upper-level math course sequences in grade 11 and 12 aligned to specific postsecondary, college and career requirements, preparing students for credit-bearing postsecondary coursework.
12. **Foundational high school mathematics concepts.** The core math knowledge and skills, defined through state-developed standards for grades 9 and 10, that all students must learn regardless of postsecondary intent and that prepares students to successfully transition into any upper-level mathematics course sequence. Concepts include content traditionally associated with Algebra I, Statistics/Data/Probability, Geometry and portions of Algebra II, or integrated equivalents.
13. **Guaranteed support course.** A high school co-enrolled support course that provides evidence-based, targeted and real-time intervention aligned to the content of a student's grade-level math course. Guaranteed support courses are designed to fill specific knowledge gaps without removing students from grade-level instruction.
14. **Co-requisite math course.** A college-level, credit-bearing mathematics course paired with concurrent, integrated support with instruction designed to prepare students for success in entry-level post-secondary math.
15. **Quantitative Reasoning Pathway.** A state-developed sequence of mathematics courses with accompanying standards, aligned to relevant postsecondary college and career requirements, that develops students' ability to reason with and apply mathematical concepts in real-world contexts using mathematical modeling and data science. This pathway prepares students for postsecondary programs and careers that require applied quantitative reasoning, including but not limited to English, foreign languages, fine arts, humanities and performing arts.
16. **Statistics, Data and Probability Pathway.** A state-developed sequence of mathematics courses with accompanying standards, aligned to relevant postsecondary college and career requirements, focused on descriptive and statistical methods, data science and mathematical modeling to understand data. This pathway prepares students for postsecondary programs and careers in data-intensive fields, including but not limited to history, nursing, psychology and social sciences.
17. **Calculus Pathway.** A state-developed sequence of mathematics courses with accompanying standards, aligned to relevant postsecondary college and career requirements, that culminates in Calculus and is designed for students intending to pursue STEM fields. This pathway prepares students for postsecondary programs and careers, including but not limited to business, biological and physical sciences, engineering and mathematics.
18. **Integrated Math I.** A standards-aligned, credit-bearing high school math course that is equivalent to Algebra I in an integrated math pathway. It replaces the traditional Algebra I course and introduces students to foundational mathematical concepts across algebra, geometry, statistics and data through a cohesive approach.

## B. System of Support for High School Math Educators

1. **Evidence-Based Math Professional Learning.** The Department shall require districts to provide professional learning to all educators who lead, coach and teach math in grades 9 through 12. The professional learning shall:
   - **a.** Develop the four strands of mathematical proficiency as defined by this Act in math knowledge and skills;
   - **b.** Build educator math content knowledge and understanding of math learning trajectories;
   - **c.** Support the use of evidence-based instructional practices, including strategies for grade-level instruction and intervention that support the development of the four strands of mathematical proficiency as defined by this Act; and
   - **d.** Equip educators to use student data to inform instruction and provide targeted interventions.

2. **Alignment of Educator Preparation Programs.** The Department shall require educator preparation programs to provide training and instruction for all prospective high school math teachers that:
   - **a.** Prepares candidates to effectively teach math knowledge and skills that develop the four strands of mathematical proficiency as defined by this Act;
   - **b.** Builds secondary educators' math content knowledge, specifically addressing math learning trajectories as defined by this Act, including those prior to and beyond the level educators are assigned to teach;
   - **c.** Prepares candidates to understand how students acquire mathematical knowledge including foundational principles from the learning and cognitive sciences;
   - **d.** Prepares candidates to implement evidence-based approaches to teaching math as defined by this Act using high-quality instructional materials as defined by this Act;
   - **e.** Provides training in delivering effective grade-level instruction and targeted interventions for students who need intervention as defined by this Act;
   - **f.** Prepares candidates to understand, interpret and use student data to make instructional decisions; and
   - **g.** Includes math content coursework aligned to all high school math pathways.

## C. Assessment and Parent Notification

The Department shall require districts to administer at least one reliable and valid mathematics screening assessment annually in grades 9 and 10. Assessments shall measure student progress toward grade-level mathematics standards and inform instruction.

1. **Annual mathematics assessment.** The Department shall approve a vetted list of reliable and valid screener assessments that are aligned to the state high school mathematics standards. Screener assessments shall be used to inform instruction, identify students for intervention and guide targeted supports. Screener results shall not be used for course placement, tracking, prerequisite determinations or to exclude, delay or restrict a student's access to any grade-level mathematics course, foundational mathematics sequence or high school mathematics pathway, nor shall screener results be included in the statewide accountability system.

a. Each district shall administer at least one approved screener annually to all students in grades 9 and 10;
   i. The screener shall be administered within the first 30 instructional days of the school year;
   ii. The screener shall measure, at a minimum, students' proficiency across the four strands of mathematical proficiency as defined by this Act, including grade-level knowledge and skills; and
   iii. Screening results shall be provided to educators, administrators and parents no later than 15 calendar days after administration.

2. **Use of Assessment Data.** Districts and schools shall ensure assessment data are used in a timely and systematic manner to support continuous improvement in student learning outcomes. Districts and schools shall use assessment results only to:
   a. Identify students who need intervention or supplemental support as defined by this Act;
   b. Provide targeted supports through a multi-tiered system of supports (MTSS) or response to intervention (RTI) framework; and
   c. Inform lesson planning and instructional practices aligned to student needs.

3. **Parent Communication.** Districts shall communicate assessment results to parents in a clear and timely manner. Communication shall include but is not limited to:
   a. Student performance relative to grade-level expectations;
   b. Whether the student is identified as needing intervention;
   c. Recommended evidence-based supports and interventions tailored to the student's identified needs;
   d. How the student's progress will be monitored over time; and
   e. Information about available school-based supports to help the student be successful, including but not limited to tutoring, after-school programs, summer bridge programs and other extended learning opportunities, along with guidance on how to access these resources.

4. **Progress Monitoring.** Students identified as needing intervention shall receive ongoing progress monitoring as defined by this Act to evaluate growth and effectiveness of supports. Progress monitoring shall be used to:
   a. Adjust instruction;
   b. Adjust interventions; and
   c. Ensure students remain on track to complete the foundational high school mathematics sequence as defined by this Act and transition successfully to upper-level math pathways as defined by this Act.

## D. Math Instruction and Intervention

Districts shall adopt high-quality instructional materials and provide guaranteed support courses for students identified as needing additional support.

1. **High-Quality Instructional Materials (HQIM).** The Department shall establish a process for reviewing and approving instructional materials for high school math courses to ensure they meet the criteria for high-quality instructional materials (HQIM) as defined by this Act. The Department shall provide a list of approved, standards-aligned math instructional materials from which districts shall select for all high school math courses.

a. All high school math instructional materials shall be evaluated on the extent to which they:

i. Align to state standards that build both mathematical knowledge and skills;

ii. Develop the four strands of mathematical proficiency (real-world problem-solving skills, procedural fluency, conceptual understanding and productive dispositions) as defined by this Act;

iii. Align to math learning trajectories as defined by this Act that are coherent and mathematically accurate;

iv. Incorporate evidence-based approaches to teaching math as defined by this Act, including but not limited to explicit instruction as defined by this Act;

v. Include intervention materials that support the development of grade level math knowledge; and

vi. Are accompanied by high-quality professional development that enhances educators' content knowledge, their use of evidence-based approaches to teaching math as defined by this Act, use of materials and math learning trajectories as defined by this Act.

b. For high school math courses for which no state-approved instructional materials provider exists, instructional materials shall be provided through one of the following options:

i. The Department shall develop and provide instructional materials; or

ii. Where state-developed materials are not available, districts offering such courses shall submit instructional materials to the Department for review and approval prior to use.

c. Districts shall publicly post an annual report detailing the HQIM adopted.

2. **Guaranteed Support Courses.** To ensure students are prepared to take and successfully complete Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence by the end of grade 9 by providing timely, targeted support while maintaining full access to grade-level instruction, districts shall provide guaranteed support courses as defined by this Act for students in grade 9. Guaranteed support courses established under this section are intended to provide students with additional instructional time, targeted support and opportunities to strengthen prerequisite skills while remaining fully engaged in grade-level mathematics. Participation in guaranteed support courses shall promote student success and readiness for future mathematics coursework and shall not limit or restrict a student's access to any high school math pathway as defined by this Act.

a. Students in grade 9 shall be automatically enrolled in an additional guaranteed support course as defined by this Act that is co-enrolled with their grade-level math course to provide supplemental instruction and increase the likelihood of success in grade-level mathematics if:

i. The student scored in the bottom quartile on the statewide summative mathematics assessment administered in the prior school year; or

ii. The student is otherwise identified by the district as needing additional support to master prerequisite skills and succeed in grade-level math, based on valid and reliable measures approved by the Department, including but not limited to the annual mathematics assessment as defined by this Act. District identification under this subsection shall:

a. Use objective, Department-approved screening measures and decision rules and shall not rely solely on subjective judgement;

b. Ensure identification is inclusive and may not be used to limit or restrict a student's access to grade-level math instruction, guaranteed support courses, or any high school math pathway;

c. Require districts with identification rates that are significantly different from statewide averages or inconsistent with student performance data to be subject to additional review by the Department;

d. Be documented with written justification identifying the data used and the specific knowledge and skills requiring support;

e. Include parent notification in accordance with Section (C.3), including the basis for identification and a description of the support the student will receive; and

f. Be reported to the Department annually, including the number and percentage of students identified under this subsection, disaggregated by school and student subgroup.

iii. The Department shall monitor district identification practices under this subsection, including periodic review of documentation and reported data and require corrective action where identification practices are inconsistent with this Act.

b. Parents or guardians shall be notified of this enrollment in accordance with Section (C.3), including information about the student's mathematical strengths, current skill levels and areas for growth, the basis for enrollment and how participation in the guaranteed support course will support the student's success in grade-level mathematics and future coursework. Districts shall provide parents with clear, evidence-based resources and practical strategies and guidance aligned to the student's specific areas of need to support mathematical learning at home and reinforce the student's continued progress toward success in rigorous grade-level mathematics.

c. The parent or guardian of a student described by Subsection (D.2.a) may opt the student out of a guaranteed support course and shall be notified of their right to do so provided that the district documents that the parent or guardian has been informed that participation in the guaranteed support course is designed to improve the student's likelihood of successfully completing Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence and remain on track for high school math pathways.

d. Students shall not be automatically enrolled under subsection (D.2.a.i) if the district determines the student's academic performance is primarily impacted by significant attendance or behavioral challenges as defined by objective, Department-approved criteria, including minimum thresholds for attendance or behavioral indicators demonstrating that such factors are the primary drivers of academic performance.

e. District determinations under this subsection shall be used only as a narrow, temporary exception and shall not function as an alternative pathway or substitute for providing math support to students otherwise eligible under subsection (D.2.a). A presumption in favor of enrollment in a co-enrolled guaranteed support course shall apply.

i. Districts shall document such determinations using Department-approved criteria and data, including written justification and evidence supporting the determination. Districts shall provide appropriate, targeted supports aligned to the student's needs. Districts shall:

a. Use objective, Department-approved criteria to determine when attendance or behavioral factors are the primary and clearly documented cause of the student's performance, based on multiple data points, and only where such factors are demonstrated to significantly impede the student's ability to benefit from co-enrolled guaranteed support course;

b. Ensure that this determination is not used to limit a student's access to grade-level math instruction or guaranteed support courses and shall not result in a placement into a lower-level or alternative math pathway;

c. Notify parents or guardians of the determination, including the basis for the decision and the supports that will be provided and explicitly communicate that this determination is temporary and subject to frequent review;

d. Review each determination at least quarterly to assess whether the student should be enrolled in a guaranteed support course and shall enroll the student at the earliest point at which attendance or behavioral barriers no longer constitute the primary impediment;

e. Report the number and percentage of students excluded under this subsection, disaggregated by school and student subgroup, to the Department on an annual basis along with the average duration of exclusion and re-enrollment rates into guaranteed support courses; and

f. Students excluded under this subsection shall continue to receive targeted academic supports aligned to grade-level content, including supports designed to prepare them for success in Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence and such supports shall not substitute for or delay eventual enrollment in a co-enrolled guaranteed support course when appropriate.

ii. The Department shall monitor district determinations under this subsection for appropriate use, including through periodic review of documentation and reported data and shall require corrective action where misuse or overuse is identified.

iii. If the number or percentage of students excluded under this subsection exceeds the threshold established by the Department, the district shall be subject to additional review and shall be required to submit a corrective action plan.

f. Guaranteed support courses shall:

i. Provide students with additional instructional support while ensuring full participation in grade-level mathematics and continued access to high school math pathways, not designed or implemented as a remedial track;

ii. Be aligned to the grade-level math course content and address identified prerequisite knowledge gaps in real time while reinforcing grade-level learning to support successful completion of Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence by the end of grade 9 and progression to subsequent coursework;

iii. Use technology, such as personalized learning software, strategically and only when it enhances student learning;

iv. Use HQIM as defined by this Act;

v. Be taught by a certified high school mathematics teacher;

vi. Use evidence-based instructional practices as defined by this Act, including but not limited to explicit instruction as defined by this Act;

vii. Include grade-appropriate assignments and tasks that maintain strong alignment to grade-level standards; and

viii. Be offered during the school day.

g. Students shall continue in a guaranteed support course until demonstrating readiness for sustained success in grade-level math, as measured by the Department-approved assessment system with placement decisions informed by teacher and school-based review.

h. Districts shall ensure teachers assigned to guaranteed support courses shall:

i. Receive regular, job-embedded support from a qualified math coach, instructional coach, district mathematics specialist or other qualified personnel;

ii. Are provided with additional planning time to effectively align intervention with grade-level content; and

iii. Are granted flexibility in pacing to address student learning needs while maintaining access to grade-level content and accelerating progress where appropriate.

i. For students in grade 9 who are not enrolled in a guaranteed support course pursuant to subsection (D.2.a), districts shall provide targeted math supports embedded within the regular instructional period. Such supports shall:

i. Be delivered using a multi-tiered system of supports (MTSS) or response to intervention (RTI) framework;

ii. Include evidence-based instructional strategies aligned to grade-level content;

iii. Be informed by ongoing progress monitoring and classroom-based assessments; and

iv. Provide timely, differentiated support to ensure students remain on track for Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence success and beyond while maintaining access to grade-level instruction.

j. Districts shall report annually to the Department on the outcomes of students receiving math supports under this section, including:

i. The percentage of students enrolled in guaranteed support courses who successfully complete Algebra I, Integrated Math I or the first course in the foundational high school mathematics sequence by the end of grade 9;

ii. The percentage of students who exit guaranteed support courses after demonstrating readiness for sustained success in grade-level math;

iii. The percentage of students who remain on track in their high school math pathway following participation in guaranteed support courses; and

iv. The number and percentage of students who were identified for intervention, enrolled in the guaranteed support course, opted out of the guaranteed support course or excluded from automatic enrollment under subsection (D.2.d) disaggregated by school and student subgroup.

k. The Department shall review these outcomes annually and shall require corrective action where district data demonstrate inconsistent identification practices, overuse of exclusions, under-identification of students needing support or insufficient progress toward successful completion of Algebra I by the end of grade 9.

3. **Corequisite courses.** To reduce student placement in non-credit-bearing postsecondary coursework, districts shall provide corequisite math courses in upper levels of high school and early college.

   a. Districts shall provide corequisite math courses to students in grades 11 and 12 who are enrolled in entry-level college credit-bearing math courses (including dual enrollment, concurrent enrollment, and AP/IB equivalent courses) and who have been identified as needing additional support through the Department-approved assessment system and prior course performance.

   b. The Department shall design corequisite courses in partnership with postsecondary institutions to ensure alignment with college math expectations.

   c. The Department shall develop guidance and approve corequisite course models for district use.

4. **Annual data reporting.** The Department shall annually collect and report data on the implementation and outcomes of this section, including:

   a. The number and percentage of students enrolled in guaranteed support courses as defined by this Act;

   b. The number and percentage of students enrolled pursuant to subsection (D.2.a.i);

   c. The number and percentage of students excluded from automatic enrollment under subsection (D.2.d), including the reasons for exclusion;

   d. Student outcomes in guaranteed support courses, including course level completion and attainment of grade-level proficiency; and

   e. Participation in and outcomes of corequisite math courses in grades 11 and 12.

## E. High School Math Pathways

The Department shall establish clear and rigorous course sequences and standards for high school mathematics aligned with postsecondary college and career requirements. These sequences shall: require a four-year progression; include a common foundational mathematics sequence as defined by this Act in grades 9 and 10; provide upper-level course options aligned to student goals; and be grounded in coherent math learning trajectories as defined by this Act. Course sequences shall expand student choice and shall not be used to track or limit students into fixed or permanent pathways.

The Department shall develop and adopt the high school mathematics course sequences and standards required under this section no later than one year after the effective date of this Act.

1. **Standards Review and Revision Process.** The Department shall maintain a regular process for reviewing and revising the state's high school mathematics standards. The review process shall include representatives from K-12 education, public postsecondary institutions, workforce and industry partners, mathematics experts and other relevant stakeholders.

2. **Foundational High School Mathematics.** The Department shall:

   a. Develop statewide standards defining foundational high school mathematics content for grades 9 and 10 through a committee convened by the Department that includes, at a minimum, representatives from public postsecondary institutions, workforce and middle and high school mathematics experts and ensure such standards are organized around coherent math learning trajectories as defined by this Act;

   b. Establish a coherent, two-year course sequence based on the standards that shall be required for all students through the same or a similarly constituted committee, with course design explicitly aligned to and reinforcing the math learning trajectories described in subsection (E.2.a);

   c. Ensure the sequence is designed to prepare all students to transition successfully into any upper-level mathematics course sequence offered in grades 11 and 12;

   d. Limit the foundational high school mathematics course sequence to no more than two academic years (four semesters) and prohibit districts from extending the sequence beyond two academic years in a manner that delays or restricts access to upper-level mathematics course sequences;

   e. Establish clear course titles, credit designations and transcript naming conventions for the foundational sequence to ensure consistency across districts and recognition by postsecondary institutions;

   f. Require that the foundational mathematics sequence be delivered as a common course sequence for all students and prohibit differentiated tracks, levels or versions based on ability;

   g. Prohibit districts from creating locally defined course variations or alternative versions of the foundational sequence that differentiate content, expectations or access based on student ability;

   h. Require that students who need additional support receive intervention through embedded supports or guaranteed support courses as defined in this Act and prohibit such supports from replacing or extending the foundational course sequence;

   i. Require that students entering grade 9 having partially or fully completed the foundational mathematics course sequence shall be placed in the next course in the sequence or an upper-level mathematics course, provided that all foundational standards have been met as verified by district-determined criteria approved by the Department;

   j. Issue implementation guidance, including course sequences, sample schedules and instructional models, to support districts in delivering the foundational sequence within the required timeframe; and

   k. Ensure alignment between the foundational mathematics sequence and the state assessment system, educator preparation programs and instructional materials.

3. **Upper-Level High School Mathematics Course Sequences.** The Department shall:

   a. Develop, at a minimum, three statewide mathematics course sequences for grades 11 and 12:

      i. Quantitative Reasoning as defined by this Act;

      ii. Statistics, Probability and Data as defined by this Act; and

      iii. Calculus as defined by this Act.

**b.** Develop each course sequence and its associated standards through committees convened by the Department that include, at a minimum, representatives designated by the governing board or system office responsible for oversight of public postsecondary institutions, workforce and industry partners and high school mathematics experts and ensure that each sequence reflects coherent math learning trajectories as defined by this Act that extend and deepen the foundational trajectories established in grades 9 and 10.

**c.** Establish clear academic standards for each course in each sequence.

**d.** Ensure each sequence:

- **i.** Builds on the foundational standards established for grades 9 and 10;
- **ii.** Clearly maps and communicates the progression of mathematical knowledge and skills across courses in alignment with math learning trajectories as defined by this Act;
- **iii.** Is developed and periodically reviewed by the committees described in subsection (E.3.b);
- **iv.** Is recognized and accepted by all in-state public postsecondary institutions for admissions in aligned mathematics coursework pursuant to Section E.5 of this Act;
- **v.** Offers at least one opportunity for students to earn college credit;
- **vi.** Includes transparent information about postsecondary and career opportunities;
- **vii.** Is implemented in a manner that does not track students into fixed or permanent pathways and ensures that all students have access to any upper-level mathematics course sequence based on student choice, including for purposes of dual or concurrent enrollment coursework, with appropriate advising and supports provided that advising and supports shall not be used to direct, limit or discourage students' access to any pathway based on prior coursework, assessment results or perceived ability; and
- **viii.** Is made available by districts in a manner that ensures students have meaningful access to each sequence, including through in-person, virtual or cross-district options where necessary.

**4. Student Enrollment and Progression.** All students enrolled in grades 9 through 12 shall take a mathematics course each year aligned to their chosen high school math pathway as defined by this Act with full access to all pathways and without restrictions based on prior coursework, assessment results or ability.

**a.** All students in grades 9 and 10 shall complete the state-defined foundational high school math concepts and course sequence.

- **i.** Students who have successfully completed any portion of the foundational high school mathematics course sequence prior to grade 9 shall be placed in and complete the remaining courses in the sequence before enrolling in an upper-level mathematics course sequence.
- **ii.** Districts shall ensure acceleration does not result in the omission of foundational mathematical standards required by this Act.

**b.** Students who successfully complete the foundational sequence shall have direct access to any upper-level course sequence without additional placement testing, local prerequisites or other requirements beyond successful completion of the foundational sequence; districts shall not impose course-taking sequences, grade thresholds, teacher recommendations or other criteria that function to limit or restrict such access.

**c.** All students in grades 11 and 12 shall have access to at least three upper-level mathematics course sequences, or pathways, aligned to postsecondary admissions, program and career requirements. Districts and public institutions of higher education, for purposes of dual or concurrent enrollment coursework, shall ensure each pathway is actively available and accessible to students and that students can enroll in aligned credit-bearing coursework within each sequence.

**d.** Students who have successfully completed the foundational sequence and prerequisite upper-level coursework with a grade of C or higher shall have direct access to dual or concurrent enrollment coursework without additional placement testing and districts and public institutions of higher education shall not impose additional placement requirements or prerequisites beyond those specified in this Act.

**e.** Students shall be permitted to transition between upper-level mathematics course pathways. The Department and districts shall ensure course sequence pathways are designed to allow for such transitions without unnecessary barriers.

- **i.** Transitions shall not require students to repeat completed coursework or result in placement below their demonstrated knowledge and skills, including for dual or concurrent enrollment coursework.
- **ii.** The Department and districts shall provide students and families with clear guidance and appropriate supports to facilitate successful transitions.
- **iii.** Districts shall establish and publish clear procedures and timelines for student pathway transitions.

**f.** The four-year mathematics requirements shall be satisfied through completion of courses within the state-developed foundational sequence and any approved upper-level course sequence.

**g.** Students who complete a full upper-level course sequence prior to grade 12 shall be offered access to additional mathematics coursework from any other sequence without any additional placement requirements and districts and public institutions of higher education, for purposes of dual or concurrent enrollment coursework, shall not restrict such access based on a student's prior pathway enrollment.

**h.** Districts shall provide transparent information to students and parents beginning no later than during a student's 7th grade year and update such information annually. Districts shall communicate:

- **i.** The available high school course sequence pathways, including required courses and progression;
- **ii.** How advanced math enrollment in middle and high school affects students' progression through math pathways;
- **iii.** How each upper-level sequence supports preparation for postsecondary and career opportunities;
- **iv.** The process for students to switch between upper-level pathways; and
- **v.** The supports available to students in each pathway including guaranteed support courses as defined by this Act, corequisite math courses as defined by this Act and summer bridge or after school programs.

i. All standards and course sequences developed pursuant to this section shall:

   i. Develop the four strands of mathematical proficiency as defined by this Act;

   ii. Include both math knowledge and skills; and

   iii. Be explicitly aligned to math learning trajectories as defined by this Act.

5. **Alignment with public postsecondary systems.** The Department shall develop the high school mathematics course pathways in formal coordination with the governing board or system office responsible for oversight of the state's public postsecondary institutions.

   a. The governing board or system office shall designate representatives from admissions, academic affairs, mathematics faculty, student advising and workforce-aligned programs to serve on the committees convened pursuant to subsection (E.3.b) and shall jointly approve the alignment of each statewide high school mathematics course sequence to public postsecondary admissions, program requirements and pathway-aligned coursework.

   b. Each in-state public postsecondary institution shall recognize and accept successful completion of any state-developed upper-level high school mathematics course sequence, including but not limited to:

      - Quantitative Reasoning as defined by this Act,
      - Statistics, Probability & Data as defined by this Act and
      - Calculus as defined by this Act,

      for purposes of admissions in aligned entry-level mathematics coursework. No public postsecondary institution may treat a state-approved mathematics pathway as insufficient for general admission.

   c. Admissions offices at all in-state public postsecondary institutions shall treat successful completion of any state-developed upper-level mathematics course sequence as satisfying institutional mathematics expectations for admission. Institutions may consider completion of a particular upper-level mathematics pathway for admission into a specific undergraduate program.

   d. The governing board or system office responsible for oversight of public postsecondary institutions shall, within one year of the Department's adoption of the high school mathematics course pathways, review and amend systemwide admissions, advising, course enrollment, program entry, continuation and transfer policies to ensure alignment with the state-developed mathematics course sequences. At a minimum:

      i. Each undergraduate program of study shall identify and publicly communicate one or more approved mathematics pathways that satisfy the mathematics requirements for entry into, progression within or completion of that program;

      ii. The governing board or system office responsible for oversight of public postsecondary institutions shall periodically review pathway-to-program alignments to ensure students completing any approved mathematics pathway have meaningful access to postsecondary programs of study; and

      iii. Advising, admissions and enrollment systems shall communicate all approved mathematics pathways as valid routes to postsecondary admission or credit-bearing course eligibility.

## G. State Board Authority and Responsibilities

The Department shall have authority to enforce this act.

## H. Effective Date

Upon passage/July 1, 20XX