

House Bill 1030

By: Representatives Donatucci of the 105th, Erwin of the 32nd, Jones of the 47th, Dubnik of the 29th, Hilton of the 48th, and others

A BILL TO BE ENTITLED

AN ACT

1 To amend Chapter 2 Title 20 of the Official Code of Georgia Annotated, relating to
2 elementary and secondary education, so as to enact the "Math Matters Act"; to require the
3 State Board of Education to adopt content standards for middle and high school advanced
4 math courses; to require local education agencies to establish advance math courses in
5 middle school and high school; to provide for enrollment of students into and withdrawal
6 from advanced math courses; to require minimum core math instruction time for students in
7 grades four and five; to require that students and parents or guardians are provided
8 information regarding advanced math courses; to require annual reports; to prohibit waivers;
9 to require the Professional Standards Commission to revise standards for acquiring and
10 maintaining teacher certification in all teaching fields to include requirements regarding
11 developmentally appropriate evidence based math instruction; to require the Professional
12 Standards Commission to ensure students completing teacher certification programs have the
13 knowledge and skills to teach math including the four strands of mathematical proficiency;
14 to provide for definitions; to provide for related matters; to provide for an effective date; to
15 repeal conflicting laws; and for other purposes.

16 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

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Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and secondary education, is amended in Part 3 of Article 6, relating to educational programs under the "Quality Basic Education Act," by adding a new Code section to read as follows:

"20-2-153.2.

(a) This Code section shall be known and may be cited as the 'Math Matters Act.'

(b) As used in this Code section, the term:

(1) 'Advanced math course' means each math course designated as such by the State Board of Education for purposes of this Code section.

(2) 'Evidence based math instruction' means teaching practices that are supported by research grounded in quantitative or qualitative empirical evidence and are shown to positively impact student math learning, to support students in achieving grade-level math learning goals, and to improve student outcomes.

(3) 'Four strands of mathematical proficiency' means a combination of the following:

(A) Real world problem solving skills, which connects math to students' lives;

(B) Procedural fluency, which is the ability to perform math procedures with speed, accuracy, efficiency, and flexibility;

(C) Conceptual understanding, which is knowing how and why math works; and

(D) Productive dispositions, which is seeing math as sensible, useful, and worthwhile.

(4) 'Intervention' means a specific program, activity, or set of steps used to help students improve in an area of need that may include additional time, evidence based tutoring, small group instruction, or the like.

(5) 'Local education agency' shall have the same meaning as such term is defined in Code Section 20-2-167.1.

(c) By January 1, 2027, the State Board of Education shall adopt content standards for advanced math courses to be designated as such for purposes of this Code section. Such advanced math courses shall, at a minimum, include:

44 (1) A course that incorporates eighth grade math content standards with algebra content
45 standards and allows students enrolled in middle grades programs who successfully
46 complete such course to earn high school credit; and

47 (2) One or more courses for students enrolled in ninth and tenth grades that incorporates
48 content standards for two math courses in a single year-long course.

49 (d) Beginning with the 2027-2028 school year, each local education agency shall require
50 at least 60 minutes daily or 300 minutes weekly of core math instructional time for students
51 in grades four and five.

52 (e)(1) Beginning with the 2027-2028 school year, each local education agency:

53 (A) With students in any of grades six through eight shall automatically enroll in an
54 advanced math course each student who receives a score of proficient learner or
55 distinguished learner on the state-wide end-of-grade math assessment at the end of
56 grade seven. Each local education agency shall establish a procedure for a parent or
57 guardian to withdraw his or her child from such automatic enrollment or to enroll his
58 or her child in such advanced math course even if such child did not automatically
59 qualify for such enrollment, provided that such student meets other minimum
60 enrollment qualifications established by the local education agency, including, but not
61 limited to, grade point average or class ranking. For purposes of this paragraph, the
62 State Board of Education shall designate Enhanced Algebra: Concepts and Connections
63 as an advanced math course;

64 (B) With students in any of grades nine through 12 shall automatically enroll in an
65 advanced math course each student who receives a score of proficient learner or
66 distinguished learner on the state-wide end-of-grade math assessment at the end of
67 grade eight. Each local education agency shall establish a procedure for a parent or
68 guardian to withdraw his or her child from such automatic enrollment or to enroll his
69 or her child in such advanced math course even if such child did not automatically
70 qualify for such enrollment, provided that such student meets other minimum

71 enrollment qualifications established by the local education agency, including, but not
72 limited to, grade point average or class ranking; and

73 (C) With students in any of grades nine through 12 shall automatically enroll in an
74 advanced math course each student who receives a score of proficient learner or
75 distinguished learner on the state-wide end-of-grade math assessment at the end of
76 grade nine. Each local education agency shall establish a procedure for a parent or
77 guardian to withdraw his or her child from such automatic enrollment or to enroll his
78 or her child in such advanced math course even if such child did not automatically
79 qualify for such enrollment, provided that such student meets other minimum
80 enrollment qualifications established by the local education agency, including, but not
81 limited to, grade point average or class ranking.

82 (2) Each local education agency shall provide each student enrolled in an advanced math
83 course:

84 (A) Reasonable instructional support beyond core math instruction; and

85 (B) A system of supports for students to achieve success in the advanced math course,
86 including, but not limited to:

87 (i) A specific high quality instructional program; and

88 (ii) A set of steps used to help students improve in math, including, but not limited
89 to:

90 (I) Additional instructional time;

91 (II) High dosage tutoring;

92 (III) Small group instruction; and

93 (IV) Technology enabled activities during the school day.

94 (3) Each local education agency shall provide information to students and parents or
95 guardians about:

96 (A) The purpose and goals of guaranteed access to advanced math courses;

97 (B) The available advanced math courses; and

- 98 (C) How each advanced math course supports preparation for postsecondary college
99 and career opportunities.
- 100 (4)(A) By October 1, 2028, and October 1 each year thereafter, the Department of
101 Education shall provide a report to the chairpersons of the House Committee on
102 Education, the Senate Education and Youth Committee, the House Committee on
103 Appropriations, and the Senate Appropriations Committee. Such report shall include,
104 at a minimum:
- 105 (i) The number of students enrolled in each local education agency who received a
106 score of proficient learner and distinguished learner on the most recent state-wide
107 end-of-grade math assessment for grade seven;
- 108 (ii) The number and percentage of students provided for in division (i) of this
109 subparagraph who were:
- 110 (I) Automatically enrolled in an eighth grade advance math course; and
111 (II) Automatically enrolled in an eighth grade advance math course and withdrew
112 from such enrollment; and
- 113 (iii) The number of students who did not receive a score of proficient learner and
114 distinguished learner on the most recent state-wide end-of-grade math assessment for
115 grade seven but who enrolled in an advanced math course.
- 116 (B) The student data provided pursuant to division (i) of this subparagraph shall be
117 disaggregated by ethnicity, sex, socioeconomic status, disability, and language
118 proficiency.
- 119 (f) This Code section shall not be subject to waivers pursuant to Code Section 20-2-82 for
120 a strategic waivers school system, Code Section 20-2-244 for a local board of education,
121 Code Section 20-2-2063.2 for a charter system, or Code Section 20-2-2065 for a charter
122 school established pursuant to Article 31 or Article 31A of this chapter, a charter system,
123 or schools within a charter system, or any completion special school."

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SECTION 2.

125 Said chapter is further amended in Part 10 of Article 17, relating to professional standards,
126 by revising subsections (a) and (b) of Code Section 20-2-984, relating to Professional
127 Standards Commission — authority to create and implement standards and procedures for
128 certifying educational personnel, recommending standards and procedures for certification,
129 continuation of teaching certificates, and restrictions, as follows:

130 "(a) The commission shall create and implement standards and procedures for certifying
131 educational personnel as qualified for a certificate to practice in the public schools of
132 Georgia; provided, however, that such standards and procedures shall not require an
133 individual to participate in or complete any training program in which divisive concepts,
134 as such term is defined in Code Section 20-1-11, are advocated for; provided, further, that
135 such standards shall include the following:

136 (1) Procedures for limiting the number and types of certificates to the fewest possible
137 consistent with providing qualified teachers for Georgia's schools;

138 (2) In-service training and related requirements needed to renew or maintain
139 certification;

140 (3) Multiple or alternative routes to professional teacher certification, including, but not
141 limited to, the alternative and nontraditional teacher certification programs provided for
142 in Code Section 20-2-206; provided, however, that the commission's standards and
143 procedures consider for in-state certification nationally accredited teacher certification
144 programs outside of this state which are state sponsored and meet the academic
145 accreditation and certification requirements of the commission; and

146 (4)(A) Requirements, including appropriate examinations and assessments, for
147 acquiring and maintaining certification pursuant to Code Section 20-2-200.

148 (B) Beginning July 1, ~~2025~~ 2027, the Georgia Assessments for Certification of
149 Educators (GACE), or any other assessment required by the commission for teacher

150 certification, shall be aligned with developmentally appropriate evidence based literacy
151 instruction and evidence based math instruction.

152 (b) The commission shall recommend to the board of regents and private colleges and
153 universities standards and procedures for preparing educational personnel to qualify for
154 initial and renewable certification to practice in the public schools of Georgia, including
155 the following:

156 (1) Pre-service preparation;

157 (2) Approval of teacher education programs, both graduate and undergraduate, which
158 shall include, at a minimum, mandatory coursework in:

159 (A) Differentiated instruction, including the development and implementation of
160 explicit curricula to effectively support and deliver differentiated instruction to students.

161 As used in this subparagraph, the term 'differentiated instruction' means instruction that
162 demonstrates a teacher's recognition of students as individuals in terms of their abilities,
163 achievement, learning styles, and needs, including but not limited to at-risk students,
164 English language learners, students with special needs, and gifted students, and that
165 gives greater emphasis to individualization in teaching by making adjustments to
166 curricula, materials, learning activities, and assessment techniques to ensure that all
167 students in a mixed-ability classroom can have equal access to appropriate avenues for
168 processing new information and developing skills; and

169 (B) Instruction related to the development of fundamental reading skills, including
170 phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;

171 (3) Approval of programs of alternative certification;

172 (4) The creation of innovative programs designed to increase the number of minority
173 teachers entering the profession, including, but not limited to, programs designed to
174 promote increased student enrollment in and completion of teacher education programs
175 offered at historically black colleges and universities in this state; ~~and~~

- 176 (5) The creation of standards designed to ensure that postsecondary students completing
177 teacher certification programs in this state graduate with the knowledge and skills
178 necessary to teach reading; and
- 179 (6) The creation of standards designed to ensure that postsecondary students completing
180 teacher certification programs in this state graduate with training and instruction that:
- 181 (A) Effectively teaches math knowledge and skills that develop the four strands of
182 mathematical proficiency as such term is defined in Code Section 20-2-153.2;
- 183 (B) Implements evidence based math instruction as such term is defined in Code
184 Section 20-2-153.2;
- 185 (C) Provides effective instruction and interventions for students who need intervention
186 as such term is defined in Code Section 20-2-153.2; and
- 187 (D) Understands and uses student data to make instructional decisions."

188 **SECTION 3.**

189 This Act shall become effective on July 1, 2026.

190 **SECTION 4.**

191 All laws and parts of laws in conflict with this Act are repealed.