

The Senate Committee on Education and Youth offered the following substitute to HB 1030:

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 the Department of Education to provide guidance and technical
5 assistance to local education agencies; to require local education agencies to establish
6 advanced math courses; to provide for enrollment of students into and withdrawal from
7 advanced math courses; to require minimum core math instruction time for students in grades
8 four and five; to require that parents or guardians are provided information regarding
9 advanced math courses; to require annual reports; to prohibit waivers; to require the
10 Professional Standards Commission to revise standards for acquiring and maintaining teacher
11 certification in elementary education to include requirements regarding developmentally
12 appropriate evidence based math instruction; to require the Professional Standards
13 Commission to ensure students completing teacher certification programs have the
14 knowledge and skills to teach math including the four strands of mathematical proficiency;
15 to provide for definitions; to provide for related matters; to provide for an effective date; to
16 repeal conflicting laws; and for other purposes.

17 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

18

SECTION 1.

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

22 "20-2-153.2.

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

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

25 (1) 'Advanced math course' means a math course more rigorous than a course with
26 grade-level content.

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

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

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

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

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

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

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

40 (5) 'Local education agency' shall have the same meaning as set forth in Code
41 Section 20-2-167.1.

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

45 (d) The Department of Education shall provide guidance and technical assistance to local
46 education agencies in developing and implementing advanced math courses in grades six
47 and seven.

48 (e) By January 1, 2027, the State Board of Education shall adopt content standards for
49 advanced math courses for grades eight through ten to be designated as such for purposes
50 of this Code section. Such advanced math courses shall, at a minimum, include Enhanced
51 Algebra: Concepts and Connections.

52 (f)(1) Beginning with the 2027-2028 school year, each local education agency with
53 students enrolled in grades six through ten shall:

54 (A) Automatically enroll in an advanced math course each student who receives a
55 score of distinguished learner on the state-wide end-of-grade or end-of-course math
56 assessment at the end of the prior school year or demonstrates proficiency using a local
57 measure that considers the student's math coursework or the student's grade point
58 average in math;

59 (B) Establish a procedure for a parent or guardian to withdraw his or her child from
60 such automatic enrollment; and

61 (C) Permit a parent or guardian of a student who scores proficient on the end-of-grade
62 or end-of-course math assessment at the end of the prior school year to request that such
63 student be enrolled in such advanced math course. The local education agency shall
64 approve such request or require such parent or guardian to attend a placement meeting
65 to review such student's achievement in math and overall readiness for enrollment in
66 such course prior to approving such request;

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

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

70 (B) A system of supports for students to achieve success in the advanced math course,
71 which may include:

- 72 (i) A specific high-quality instructional program; and
73 (ii) A set of steps used to help students improve in math, including, but not limited
74 to:
- 75 (I) Additional instructional time;
 - 76 (II) High-dosage tutoring;
 - 77 (III) Small group instruction; and
 - 78 (IV) Technology enabled activities during the school day.
- 79 (3) Each local education agency shall provide information to parents or guardians of
80 students who score proficient or distinguished learner on the end-of-grade or
81 end-of-course assessment about:
- 82 (A) The purpose and goals of guaranteed access to advanced math courses;
 - 83 (B) The available advanced math courses; and
 - 84 (C) How each advanced math course supports preparation for postsecondary college
85 and career opportunities.
- 86 (4)(A) By October 1, 2028, and October 1 of each year thereafter, the Department of
87 Education shall provide a report to the chairpersons of the House Committee on
88 Education, the Senate Education and Youth Committee, the House Committee on
89 Appropriations, and the Senate Appropriations Committee. Such report shall include,
90 at a minimum:
- 91 (i) The number of students enrolled in each local education agency who received a
92 score of distinguished learner on the most recent state-wide end-of-grade or
93 end-of-course math assessment for grades five through ten;
 - 94 (ii) The number and percentage of students provided for in division (i) of this
95 subparagraph who were:
- 96 (I) Automatically enrolled in an advanced math course; and
 - 97 (II) Automatically enrolled in an advanced math course and withdrew from such
98 enrollment;

- 124 (2) In-service training and related requirements needed to renew or maintain
125 certification;
- 126 (3) Multiple or alternative routes to professional teacher certification, including, but not
127 limited to, the alternative and nontraditional teacher certification programs provided for
128 in Code Section 20-2-206; provided, however, that the commission's standards and
129 procedures consider for in-state certification nationally accredited teacher certification
130 programs outside of this state which are state sponsored and meet the academic
131 accreditation and certification requirements of the commission; and
- 132 (4)(A) Requirements, including appropriate examinations and assessments, for
133 acquiring and maintaining certification pursuant to Code Section 20-2-200.
- 134 (B) Beginning July 1, ~~2025~~ 2028, the Georgia Assessments for Certification of
135 Educators (GACE), or any other assessment required by the commission for teacher
136 certification, shall be aligned with developmentally appropriate evidence based literacy
137 instruction and evidence based math instruction.
- 138 (b) The commission shall recommend to the board of regents and private colleges and
139 universities standards and procedures for preparing educational personnel to qualify for
140 initial and renewable certification to practice in the public schools of Georgia, including
141 the following:
- 142 (1) Pre-service preparation;
- 143 (2) Approval of teacher education programs, both graduate and undergraduate, which
144 shall include, at a minimum, mandatory coursework in:
- 145 (A) Differentiated instruction, including the development and implementation of
146 explicit curricula to effectively support and deliver differentiated instruction to students.
147 As used in this subparagraph, the term 'differentiated instruction' means instruction that
148 demonstrates a teacher's recognition of students as individuals in terms of their abilities,
149 achievement, learning styles, and needs, including but not limited to at-risk students,
150 English language learners, students with special needs, and gifted students, and that

- 151 gives greater emphasis to individualization in teaching by making adjustments to
152 curricula, materials, learning activities, and assessment techniques to ensure that all
153 students in a mixed-ability classroom can have equal access to appropriate avenues for
154 processing new information and developing skills; and
- 155 (B) Instruction related to the development of fundamental reading skills, including
156 phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
- 157 (3) Approval of programs of alternative certification;
- 158 (4) The creation of innovative programs designed to increase the number of minority
159 teachers entering the profession, including, but not limited to, programs designed to
160 promote increased student enrollment in and completion of teacher education programs
161 offered at historically black colleges and universities in this state; ~~and~~
- 162 (5) The creation of standards designed to ensure that postsecondary students completing
163 teacher certification programs in this state graduate with the knowledge and skills
164 necessary to teach reading; and
- 165 (6) The creation of standards designed to ensure that postsecondary students completing
166 elementary education teacher certification programs in this state graduate with training
167 and instruction that:
- 168 (A) Effectively teaches math knowledge and skills that develop the four strands of
169 mathematical proficiency as such term is defined in Code Section 20-2-153.2;
- 170 (B) Implements evidence based math instruction as such term is defined in Code
171 Section 20-2-153.2;
- 172 (C) Provides effective instruction and interventions for students who need intervention
173 as such term is defined in Code Section 20-2-153.2; and
- 174 (D) Understands and uses student data to make instructional decisions."

175 **SECTION 3.**

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

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SECTION 4.

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