

House Bill 1030 (AS PASSED HOUSE AND SENATE)

By: Representatives Donatucci of the 105<sup>th</sup>, Erwin of the 32<sup>nd</sup>, Jones of the 47<sup>th</sup>, Dubnik of the 29<sup>th</sup>, Hilton of the 48<sup>th</sup>, 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 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:



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;

99           (iii) The number of students who did not receive a score of distinguished learner on  
100           the most recent state-wide end-of-grade or end-of-course math assessment but who  
101           enrolled in an advanced math course; and  
102           (iv) A list of advanced math courses offered by each local education agency.  
103           (B) The student data provided pursuant to division (i) of this subparagraph shall be  
104           disaggregated by ethnicity, race, sex, socioeconomic status, disability, and language  
105           proficiency.  
106           (g) This Code section shall not be subject to waivers pursuant to Code Section 20-2-82 for  
107           a strategic waivers school system, Code Section 20-2-244 for a local board of education,  
108           Code Section 20-2-2063.2 for a charter system, or Code Section 20-2-2065 for a charter  
109           system or schools within a charter system, or any completion special school."

110

**SECTION 2.**

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

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

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

- 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.

177

**SECTION 4.**

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