

_____ offers 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 local education agencies to establish advanced 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 elementary education 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.

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, multitiered system of supports, or the like.

(5) 'Local education agency' shall have the same meaning as set forth 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 a middle school program who successfully
46 complete such course to earn high school credit; and

47 (2) One or more courses for students enrolled in grades nine and ten 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 enrolled in a middle school program shall automatically enroll in an
54 advanced math course each student who receives a score of distinguished learner on the
55 state-wide end-of-grade math assessment at the end of grade seven or demonstrates
56 proficiency using a local measure that considers the student's math coursework or the
57 student's grade point average in math. Each local education agency shall establish a
58 procedure for a parent or guardian to withdraw his or her child from such automatic
59 enrollment or to enroll his or her child in such advanced math course if the student
60 receives a score of proficient learner on the state-wide end-of-grade math assessment
61 at the end of grade seven, provided that such student meets other minimum enrollment
62 qualifications established by the local education agency, including, but not limited to,
63 grade point average in math or demonstrated continued growth in assessment data. For
64 purposes of this paragraph, the State Board of Education shall designate Enhanced
65 Algebra: Concepts and Connections as an advanced math course;

66 (B) With students enrolled in a high school program shall automatically enroll in an
67 advanced math course each student who receives a score of distinguished learner on the
68 state-wide end-of-grade math assessment at the end of grade eight or demonstrates
69 proficiency using a local measure that considers the student's math coursework or the
70 student's grade point average in math. Each local education agency shall establish a

71 procedure for a parent or guardian to withdraw his or her child from such automatic
72 enrollment or to enroll his or her child in such advanced math course if the student
73 receives a score of proficient learner on the state-wide end-of-grade math assessment
74 at the end of grade eight, provided that such student meets other minimum enrollment
75 qualifications established by the local education agency, including, but not limited to,
76 grade point average in math or demonstrated continued growth in assessment data; and
77 (C) With students enrolled in a high school program shall automatically enroll in an
78 advanced math course each student who receives a score of distinguished learner on the
79 state-wide end-of-course assessment by the end of grade nine or demonstrates
80 proficiency using a local measure that considers the student's math coursework or the
81 student's grade point average in math. Each local education agency shall establish a
82 procedure for a parent or guardian to withdraw his or her child from such automatic
83 enrollment or to enroll his or her child in such advanced math course if the student
84 receives a score of proficient learner on the state-wide end-of-grade math assessment
85 at the end of grade nine, provided that such student meets other minimum enrollment
86 qualifications established by the local education agency, including, but not limited to,
87 grade point average in math or demonstrated continued growth in assessment data.
88 (2) Each local education agency shall provide each student enrolled in an advanced math
89 course:
90 (A) Reasonable instructional support beyond core math instruction; and
91 (B) A system of supports for students to achieve success in the advanced math course,
92 which may include:
93 (i) A specific high-quality instructional program; and
94 (ii) A set of steps used to help students improve in math, including, but not limited
95 to:
96 (I) Additional instructional time;
97 (II) High-dosage tutoring;

98 (III) Small group instruction; and

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

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

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

103 (B) The available advanced math courses; and

104 (C) How each advanced math course supports preparation for postsecondary college
105 and career opportunities.

106 (4)(A) By October 1, 2028, and October 1 each year thereafter, the Department of
107 Education shall provide a report to the chairpersons of the House Committee on
108 Education, the Senate Education and Youth Committee, the House Committee on
109 Appropriations, and the Senate Appropriations Committee. Such report shall include,
110 at a minimum:

111 (i) The number of students enrolled in each local education agency who received a
112 score of distinguished learner on the most recent state-wide end-of-grade math
113 assessment for grades five, six, and seven;

114 (ii) The number and percentage of students provided for in division (i) of this
115 subparagraph who were:

116 (I) Automatically enrolled in an eighth grade advanced math course; and

117 (II) Automatically enrolled in an eighth grade advanced math course and withdrew
118 from such enrollment; and

119 (iii) The number of students who did not receive a score of distinguished learner on
120 the most recent state-wide end-of-grade math assessment for grade seven but who
121 enrolled in an advanced math course.

122 (B) The student data provided pursuant to division (i) of this subparagraph shall be
123 disaggregated by ethnicity, sex, socioeconomic status, disability, and language
124 proficiency.

(f) This Code section shall not be subject to waivers pursuant to Code Section 20-2-82 for a strategic waivers school system, Code Section 20-2-244 for a local board of education, Code Section 20-2-2063.2 for a charter system, or Code Section 20-2-2065 for a charter system or schools within a charter system, or any completion special school.

SECTION 2.

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

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

- (1) Procedures for limiting the number and types of certificates to the fewest possible consistent with providing qualified teachers for Georgia's schools;
- (2) In-service training and related requirements needed to renew or maintain certification;
- (3) Multiple or alternative routes to professional teacher certification, including, but not limited to, the alternative and nontraditional teacher certification programs provided for in Code Section 20-2-206; provided, however, that the commission's standards and procedures consider for in-state certification nationally accredited teacher certification programs outside of this state which are state sponsored and meet the academic accreditation and certification requirements of the commission; and

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

(B) Beginning July 1, ~~2025~~ 2028, the Georgia Assessments for Certification of Educators (GACE), or any other assessment required by the commission for teacher certification, shall be aligned with developmentally appropriate evidence based literacy instruction and evidence based math instruction.

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

(1) Pre-service preparation;

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

(A) Differentiated instruction, including the development and implementation of explicit curricula to effectively support and deliver differentiated instruction to students. As used in this subparagraph, the term 'differentiated instruction' means instruction that demonstrates a teacher's recognition of students as individuals in terms of their abilities, achievement, learning styles, and needs, including but not limited to at-risk students, English language learners, students with special needs, and gifted students, and that gives greater emphasis to individualization in teaching by making adjustments to curricula, materials, learning activities, and assessment techniques to ensure that all students in a mixed-ability classroom can have equal access to appropriate avenues for processing new information and developing skills; and

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

(3) Approval of programs of alternative certification;

- 177 (4) The creation of innovative programs designed to increase the number of minority
 178 teachers entering the profession, including, but not limited to, programs designed to
 179 promote increased student enrollment in and completion of teacher education programs
 180 offered at historically black colleges and universities in this state; and
- 181 (5) The creation of standards designed to ensure that postsecondary students completing
 182 teacher certification programs in this state graduate with the knowledge and skills
 183 necessary to teach reading; and
- 184 (6) The creation of standards designed to ensure that postsecondary students completing
 185 elementary education teacher certification programs in this state graduate with training
 186 and instruction that:
- 187 (A) Effectively teaches math knowledge and skills that develop the four strands of
 188 mathematical proficiency as such term is defined in Code Section 20-2-153.2;
- 189 (B) Implements evidence based math instruction as such term is defined in Code
 190 Section 20-2-153.2;
- 191 (C) Provides effective instruction and interventions for students who need intervention
 192 as such term is defined in Code Section 20-2-153.2; and
- 193 (D) Understands and uses student data to make instructional decisions."

194 **SECTION 3.**

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

196 **SECTION 4.**

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