

**HB353 ENGROSSED**



1 HB353  
2 CX3AIWW-2  
3 By Representatives Butler, Collins  
4 RFD: Education Policy  
5 First Read: 29-Jan-26



## HB353 Engrossed

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A BILL  
TO BE ENTITLED  
AN ACT

Relating to public K-12 education; to require the State Department of Education to develop an Advanced Math Pathway to prepare students for certain courses; to require local boards of education to adopt an automatic enrollment policy and to automatically enroll students into the pathway in certain circumstances; to require local school districts to provide certain information to students and parents about math pathways and their impact; to allow parents and guardians to opt students into or out of advanced math courses; to require local school districts and schools to provide a system of support to students in the pathway; and to require the department to report annually to the Legislature on student performance and enrollment in advanced math courses.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. (a) For the purposes of this section, the following terms have the following meanings:

(1) ADVANCED MATH PATHWAY. A sequence of courses that accelerates or combines content from different middle school and high school grade levels, which culminates in students taking Algebra I, or the integrated equivalent, in middle



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29 school and at least one college credit-bearing math course in  
30 high school.

31 (2) DEPARTMENT. The State Department of Education.

32 (b) No later than the 2027-2028 school year, the  
33 department shall develop an Advanced Math Pathway that is  
34 designed to enable students to be prepared for and enroll in  
35 Algebra I, or the integrated equivalent, in middle school and  
36 college credit-bearing math courses in high school. Local  
37 boards of education shall adopt a policy relating to the  
38 automatic enrollment and shall automatically enroll in a  
39 Middle School or High School Advanced Math Pathway a student  
40 who:

41 (1) Scores proficient or at grade level or higher on  
42 the statewide annual end-of-year math assessment in grades  
43 five through eight; or

44 (2) Demonstrates proficiency using a local measure that  
45 considers the student's math coursework or the student's grade  
46 class ranking.

47 (c) Local school districts shall provide transparent  
48 information to students and parents including, but not limited  
49 to, all of the following:

50 (1) The impact of middle school and high school math  
51 enrollment on the middle and high school math sequence.

52 (2) The purpose of the automatic enrollment policy.

53 (3) Information about the math pathways available to  
54 students, including high school math pathway options.

55 (4) Information about how the math pathways prepare  
56 students for post-secondary college and career opportunities.



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57 (d) (1) The parent or guardian of a student who does not  
58 meet the criteria for automatic enrollment under subsection  
59 (b) may opt the student into advanced math courses according  
60 to criteria established by the local board of education.

61 (2) The parent or guardian of a student described by  
62 subsection (b) may opt the student out of automatic enrollment  
63 or have the student removed from the advanced math course  
64 under that subsection.

65 (e) To ensure that students succeed in advanced math,  
66 the local board of education and the school must provide  
67 instructional support beyond the core math instruction. These  
68 supports may include, but not be limited to, a specific  
69 high-quality instructional program or a set of steps used to  
70 help students improve in math.

71 (f) The department shall annually report to the  
72 Legislature all of the following:

73 (1) The number of students who score proficient or at  
74 grade level or higher on the statewide annual end-of-year math  
75 assessment in grades five through eight, organized by school  
76 and local school district for each student group.

77 (2) Of the students identified in subdivision (1), the  
78 number and percentage of students who were:

79 a. Enrolled in advanced math courses the subsequent  
80 year, including Algebra I or the integrated equivalent, in  
81 middle school.

82 b. Enrolled in advanced math course in high school.

83 c. Not proficient or at grade level and opted in.

84 d. Automatically enrolled and opted out.



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85           (3) Math scores on the year-end statewide assessment by  
86 grade level, grouped by each category of subdivision (2).

87           (4) A description of the Advanced Math Pathway offered  
88 to middle school and high school students in each local school  
89 district.

90           (5) A list of support offered at each school and local  
91 school district and number and percent of students  
92 participating in each support option.

93           Section 2. This act shall become effective on October  
94 1, 2026.



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House of Representatives

Read for the first time and referred .....29-Jan-26  
to the House of Representatives  
committee on Education Policy  
  
Read for the second time and placed .....05-Feb-26  
on the calendar:  
0 amendments  
  
Read for the third time and passed .....31-Mar-26  
as amended  
Yeas 103  
Nays 0  
Abstains 1

John Treadwell  
Clerk