

## HB353 INTRODUCED



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



1

2

3

## 4     SYNOPSIS:

5                 This bill would require each local school  
6                 district to develop an Advanced Math Pathway to prepare  
7                 students for Algebra I in middle school and college  
8                 credit-bearing math courses in high school, and allow  
9                 the enrollment of students into the Advanced Math  
10                Pathway based on proficiency in math assessments.

11                This bill would require local school districts  
12                to provide certain information to students and parents  
13                about math pathways and their impact.

14                This bill would allow parents and guardians of  
15                students to opt students into or out of advanced math  
16                courses.

17                This bill would require local school districts  
18                and schools to provide a system of support to help  
19                students succeed in the Advanced Math Pathway.

20                This bill would also require the department to  
21                report annually to the Legislature on student  
22                performance and enrollment in advanced math courses.

23  
24  
25                A BILL

26                TO BE ENTITLED

27                AN ACT



## **HB353 INTRODUCED**

29 Relating to public K-12 education; to require local  
30 school districts to develop an Advanced Math Pathway to  
31 prepare students for certain courses and to automatically  
32 enroll students into the pathway in certain circumstances; to  
33 require local school districts to provide certain information  
34 to students and parents about math pathways and their impact;  
35 to allow parents and guardians to opt students into or out of  
36 advanced math courses; to require local school districts and  
37 schools to provide a system of support to students in the  
38 pathway; and to require the department to report annually to  
39 the Legislature on student performance and enrollment in  
40 advanced math courses.

41 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

44 (1) ADVANCED MATH PATHWAY. A sequence of courses that  
45 accelerates or combines content from different middle school  
46 and high school grade levels, which culminates in students  
47 taking Algebra I, or the integrated equivalent, in middle  
48 school and college credit-bearing math courses in high school.

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



## HB353 INTRODUCED

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

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

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

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

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

73 (d) (1) The parent or guardian of a student who does not  
74 meet the criteria for automatic enrollment under subsection  
75 (b) may opt the student into advanced math courses.

79 (e) To ensure that students succeed in advanced math,  
80 the local board of education and the school must provide  
81 instructional support beyond the core math instruction. These  
82 supports may include, but not be limited to, a specific  
83 high-quality instructional program or a set of steps used to  
84 help students improve in math and additional instructional

## HB353 INTRODUCED



85 time, tutoring, small group instruction, and technology  
86 enabled activities during the school day.

87 (f) The department shall annually report to the  
88 Legislature all of the following:

89 (1) The number of students who score proficient or at  
90 grade level or higher on the statewide annual end of year math  
91 assessment in grades five through 11, organized by school and  
92 local school district for each student group.

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

95 a. Enrolled in advanced math courses the subsequent  
96 year, including Algebra I or the integrated equivalent, in  
97 middle school.

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

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

100 d. Automatically enrolled and opted out.

101 (3) Grades five through 11 math scores on the statewide  
102 annual end of year math assessment of students in each  
103 category of subdivision (2).

104 (4) Information about the advanced math pathway offered  
105 to middle school and high school students in each local school  
106 district.

107 (5) A list of support offered at each school and local  
108 school district and number and percent of students  
109 participating in each support option.

110 Section 2. This act shall become effective on October  
111 1, 2026.