

## HB353 INTRODUCED



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



## SYNOPSIS:

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

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

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

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

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

A BILL  
TO BE ENTITLED  
AN ACT



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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.

50 (b) Each local school district shall develop an  
51 Advanced Math Pathway that is designed to enable students to  
52 be prepared for and enroll in Algebra I, or the integrated  
53 equivalent, in middle school and college credit-bearing math  
54 courses in high school and shall automatically enroll in a  
55 Middle School or High School Advanced Math Pathway a student  
56 who:



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(1) Scores proficient or at grade level or higher on the statewide annual end-of-year math assessment in grades five through 11; or

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

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

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

(2) The purpose of the automatic enrollment policy.

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

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

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

(2) The parent or guardian of a student described by subsection (b) may opt the student out of automatic enrollment under that subsection.

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



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

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

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

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

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

b. Enrolled in advanced math course in high school.

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

d. Automatically enrolled and opted out.

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

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

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

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