

Enacted Math Legislation (2022 – 2024)

State	Bill #, Link and Year	Description
<p style="text-align: center;">Alabama</p> <p style="text-align: center;"><i>Summer Guidance Document</i></p>	<p style="text-align: center;">SB 171 (2022)</p>	<ul style="list-style-type: none"> • Establishes the Office of Mathematics Improvement to monitor the implementation of screener assessments, diagnostic assessments, and formative assessments for grades K-5, among other duties. • Requires all K-2 students to be assessed using an early numeracy screener, grades 4-5 with a fractional reasoning screener. • Allocates one mathematics coach for every public K-5 school with a student population of less than 800, and two coaches for a school with a student population of 800 or more.
<p style="text-align: center;">Arkansas</p>	<p style="text-align: center;">SB 294 (2023)</p>	<ul style="list-style-type: none"> • Requires the Secretary of the Department of Education to engage with early childhood stakeholders including experts in early numeracy. • Requires each public school district and open enrollment charter school to develop a math intervention plan for students in grades 3-8 who do not perform at or above grade level on the state assessment.
<p style="text-align: center;">Colorado</p> <p style="text-align: center;"><i>Fact Sheet</i></p> <p style="text-align: center;"><i>PD Modules</i></p> <p style="text-align: center;"><i>Academic Accelerator Grants</i></p>	<p style="text-align: center;">HB 23-1231 (2023)</p>	<ul style="list-style-type: none"> • Requires training on evidence-informed practices in mathematics for candidates for an elementary education, middle school mathematics, or secondary mathematics endorsement. • Creates a grant program for interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English learners. • Requires the state department of education to offer optional trainings in evidence-informed practices in mathematics for all teachers, and strongly encourages districts to implement policies for identifying and supporting students struggling in math.
<p style="text-align: center;">Florida</p>	<p style="text-align: center;">HB 7039 (2023)</p>	<ul style="list-style-type: none"> • Requires students in grades K-4 who show a “substantial deficiency in mathematics or dyscalculia” to receive supports and for parents to be notified, and requires districts to monitor these students’ performance. • Requires the department of education to provide list of approved mathematics intervention programs, curricula, and supplemental materials. • Requires that the department of education provide recommendations to the legislature for preparing teacher candidates and identifying math professional development for K-4 teachers and administrators.

<p>Kentucky</p>	<p>HB 162 (2024)</p>	<ul style="list-style-type: none"> • Phases in a requirement that every elementary school to provide comprehensive schoolwide math instruction (also applies to secondary) • Establishes multi-tiered system of supports and universal screening and diagnostics for K-3 (includes dyscalculia); requires an individualized improvement plan and team to monitor. • Requires SEA to provide TA to districts in identification of high-quality PD in evidence-based mathematics instruction and intervention. • Requires revisions to policies for teacher prep programs and teacher professional learning academies; provides coaches. • Requires various accountability levers (reports, etc.).
<p>Tennessee</p>	<p>SB 1712 (2024)</p>	<ul style="list-style-type: none"> • By 7/1/2025, the department of education must identify and approve at least one standards-aligned PD course that is available to all K-8 teachers • Convening a mathematics expert review committee—and landscape analysis (used to build out PD) (includes educators and experts in state and nationwide • SEA will conduct a landscape analysis of current math proficiency in state disaggregated by district, grade levels and student groups, including achievement and growth; instructional programming, remediation strategies and interventions; PD and pedagogical practices used by districts (and teacher prep) • Report to GA by 1/31/2025
<p>Virginia</p>	<p>HB 938 (2022)</p>	<ul style="list-style-type: none"> • Directs the board of education to convene a group of stakeholders to provide feedback to the General Assembly on goals which include ensuring schools prioritize grade-level proficiency, growth during the course of the school year in reading and math, and promoting excellence in math instruction. This report has been published and among its recommendations includes addressing math standards of learning and raising expectations for achieving proficiency standards.
<p>West Virginia</p>	<p>HB 3035 (2023)</p>	<ul style="list-style-type: none"> • Establishes a multi-tiered system of support for early literacy and numeracy. Requires the state board to develop an “appropriate list of literacy and numeracy screening tools,” and directs the state board to develop rules to: maximize family engagement in development of a culture of literacy and numeracy; provide professional development for administrators and K-3 teachers; ensure that early numeracy teachers and support staff are qualified; create a formula or grant-based program to distribute funds for these purposes; and provide support for numeracy programs and supervision at school sites.

2024 Pending Legislation

State	Bill #, link and status	Description
Florida	HB 1361 (passed Senate)	<ul style="list-style-type: none"> • Creates a scholarship account for Pre-K – 5th grade students exhibiting a substantial deficiency in early numeracy. • Creates a center for learning at the University of Florida to develop and administer programs to improve student achievement outcomes in early learning, literacy and mathematics and to provide professional development and technical assistance to districts. • Establishes a statewide tutoring program (before, during and after the school day).
Indiana	HB 1304 (passed Senate)	<ul style="list-style-type: none"> • Establishes an online, self-paced mathematics professional development module for K-12 educators. • Develops math descriptions correlated to proficiency level descriptors to track proficiency at the student-level. • Creates and identifies dedicated math resources to assist with intervention and enrichment opportunities and instructional strategies. • Requires the department of education to submit a plan to the state legislative council that includes strategies for the early identification of students who are at risk of not meeting grade level proficiency in math and recommendations for high quality intervention policies. • Requires the department of education to develop guidelines regarding the use of curriculum or content that prepares elementary school teacher candidates in math instruction.
Louisiana	HB 267 (in House)	<ul style="list-style-type: none"> • Requires annual numeracy assessment and screening (3 times/year in K-3 grades). • Requires foundational numeracy instruction for elementary grades and interventions for below-grade-level students. • Addresses curricular materials used for mathematics instruction. • Contains a family engagement component (for intervention).
Ohio	SB 162 (in House)	<ul style="list-style-type: none"> • Establishment of mathematics improvement and intervention plans for districts with 51% or less of 3rd grade students reaching proficiency. • Includes plans for individual students who do not meet proficiency (includes intervention, tutoring, etc.) • Strict accountability methods in place for reporting to SEA, etc.
Tennessee	HB 2416 (in House)	<ul style="list-style-type: none"> • For 3-8th grader students not proficient on state standardized math test, requires notification of parents, and services include learning loss bridge camp, being assigned a tutor, interventions including supplemental instruction, and assignment to a specific mathematics teacher.