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House Bill 237

Sectional Analysis

“An Act relating to mathematics education; relating to the duties of the Department of Education and Early Development; and relating to the duties of the school districts”

Section 1: Page 1, lines 4 through 14 – Legislative Intent

Summary:

This section adds a new uncodified legislative intent statement setting out the goals of the bill.

- The Legislature expresses that students should be prepared for success in Algebra I (or an equivalent course) by ensuring sufficient mathematics instruction time from kindergarten through 8th grade (60 minutes per day or 300 minutes per week).
- Parents/guardians must be regularly informed of student progress.
- Instruction should be evidence-based, aligned with standards, and build mathematical proficiency.
- Students should be automatically enrolled in advanced mathematics pathways when appropriate.

Section 2, Page 2 through 6 – Mathematics Education

This is the core section; it adds Article 17 (AS 14.30.850 – AS 14.30.865) to Alaska Statutes to establish requirements for both the state education department and local districts.

Sec. 14.30.850: Page 2, line 2 through page 3, line 26 – Support for Mathematics Education

Department Responsibilities:

- Provide districts with a list of standards - aligned instructional materials that support all aspects of mathematical proficiency.
- Provide a list of at least one standards-based mathematics assessment for monitoring student progress, including screening and diagnostic tools.
- Create a credential for teachers demonstrating competency in evidence-based math instruction practices.

District Responsibilities:

- Use the state provided assessment tools to assess students' math proficiency early in the school term.
- Establish teacher support programs that include professional development and on-site training in evidence-based math practices.
- Adopt instructional materials from the state's list and support age-appropriate perseverance.

Sec. 14.30.855: Page 3, line 27 through Page 5, line 8 – Mathematics Intervention Instruction**District Requirement for Intervention:**

- Provide a math improvement plan and intervention instruction for students in grades K–8 who score below proficient.
- Intervention must be additional instruction, at least 30 minutes three times a week or up to 60 hours per school year.
- Instruction must use evidence-based practices and be adjusted based on continuous monitoring.
- Collaboration with teachers, principals, and the student's parent/guardian is required in developing the plan.
- Districts must notify parents/guardians and provide monthly progress updates.

Sec. 14.30.860: Page 5, line 9 through page 6, line 12 – Advanced Mathematics Class Sequences**District Responsibilities for Advanced Tracking:**

- Develop advanced mathematics sequences for grades 6–8 culminating in enrollment in Algebra I (or equivalent) before 9th grade.
- Develop advanced sequences for grades 9–12 designed to allow students to earn college credit in multiple math courses.
- Students who score proficient or above on assessments must be automatically enrolled in appropriate advanced math classes (with parent/guardian opt-out possible).
- Districts must provide academic support for students in advanced tracks and inform families about pathways, expectations, and opportunities.

Sec. 14.30.865: Page 6, lines 13 through 19 – Definitions**Key Definitions Added:**

- Clarifies "district" as the standard meaning in statute.
- Defines "mathematical proficiency" to include problem-solving skills, conceptual understanding, accuracy, flexibility, and the ability to view math as meaningful.