

SENATE BILL NO. 197

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FOURTH LEGISLATURE - SECOND SESSION

BY SENATORS MYERS, Hughes

Introduced: 5/19/25

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to mathematics education; relating to the duties of the Department of**
2 **Education and Early Development; and relating to the duties of school districts."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
5 to read:

6 LEGISLATIVE INTENT. It is the intent of the legislature that each student is
7 prepared for success in Algebra I or an equivalent class by taking 60 daily minutes or 300
8 weekly minutes of instruction in mathematics from grades kindergarten through eight and that
9 the student's parent or guardian is regularly informed of the student's progress. It is the intent
10 of the legislature that the instruction builds proficiency in mathematics by providing
11 evidence-based mathematics instruction using effective, standards-aligned instructional
12 materials, providing evidence-based mathematics intervention instruction, providing ongoing
13 support to mathematics educators, and automatically enrolling students in advanced
14 mathematics classes.

1 * **Sec. 2.** AS 14.30 is amended by adding new sections to read:

2 **Article 17. Mathematics Education.**

3 **Sec. 14.30.850. Support for mathematics education.** (a) To implement the
4 mathematics intervention instruction required under AS 14.30.855 and the advanced
5 mathematics class sequences offered under AS 14.30.860, the department shall

6 (1) make available to districts a list of instructional materials that are
7 aligned with the state content standards adopted in the subject of mathematics as
8 directed by AS 14.07.020(b)(1); the materials must be evaluated and selected based on

9 (A) how well the materials align with state content standards
10 and support building mathematical knowledge and skills;

11 (B) whether the materials support evidence-based instructional
12 practices that develop all aspects of mathematical proficiency;

13 (C) whether the materials are appropriate for intervention
14 instruction required under AS 14.30.855;

15 (2) make available to districts a list of at least one standards-based
16 mathematics assessment that may serve as a tool to monitor student progress in
17 mathematics; an assessment under this paragraph must

18 (A) include a standards-based screening assessment to be
19 administered within the first 30 days of a school term;

20 (B) include a diagnostic tool that allows a teacher to target
21 instruction based on the student's needs;

22 (C) measure the student's progress toward grade-level
23 mathematical proficiency;

24 (D) identify students who are likely to score below proficient
25 on a state standards-based mathematics assessment or other equivalent
26 measure, as determined by the department;

27 (3) create a credential for teachers who provide instruction in
28 mathematics to grades kindergarten through eight and who demonstrate competency in
29 evidence-based mathematics teaching practices relating to mathematics knowledge
30 and skills; the credential must be competency-based and recognize that the teacher has
31 mastered specific teaching practices and effectively uses the practices in the

1 classroom.

2 (b) To implement the mathematics intervention instruction required under
3 AS 14.30.855 and the advanced mathematics class sequences offered under
4 AS 14.30.860, a district shall

5 (1) assess all students for mathematical proficiency within the first 30
6 days of the school term using a standards-based assessment on the list made available
7 by the department under (a)(2) of this section;

8 (2) establish a program to support teachers who provide instruction in
9 mathematics; the program must include

10 (A) professional development that uses evidence-based
11 practices to support teachers and administrators on topics that include
12 developing mathematical proficiency, using data from the standards-based
13 assessments used by the district to build evidence-based teaching practices, and
14 providing mathematical intervention and advanced mathematics tracks to
15 students as appropriate;

16 (B) on-site teacher training in evidence-based mathematics
17 instruction and data-based decision-making that includes

18 (i) demonstrated lesson plans;

19 (ii) co-writing lesson plans;

20 (iii) teacher collaborations; and

21 (iv) co-teaching or teaching observations that include
22 immediate feedback for improving instruction; and

23 (3) adopt mathematics instructional materials included on the list made
24 available by the department under (a)(1) of this section, foster age-appropriate
25 perseverance in students, and include professional development resources that will
26 increase a teacher's knowledge of best-practices for using the materials.

27 **Sec. 14.30.855. Mathematics intervention instruction.** (a) A district shall
28 provide a mathematics improvement plan that offers intervention instruction in
29 mathematics to each student in grades kindergarten through eight who scores below
30 proficient on a standards-based mathematics assessment administered under
31 AS 14.30.850(b)(1) or an equivalent assessment, as determined by the department.

1 Instruction under this subsection must be for at least 30 minutes three times each week
2 or up to 60 hours a school year, according to the student's mathematics improvement
3 plan, and be in addition to the student's regular mathematics instruction. The
4 instruction may occur outside of regular school hours as necessary. The instruction
5 must

6 (1) use evidence-based practices, including clear explanations of
7 concepts, modeling strategies, and immediate feedback to a student;

8 (2) include targeted individual or small-group mathematics instruction
9 and activities; and

10 (3) continuously monitor the student's progress in mathematics and
11 provide data for teachers to adjust instruction according to the student's needs.

12 (b) The district shall implement a mathematics improvement plan required
13 under (a) of this section not later than 10 days after receiving a student's below-
14 proficient test score. The district shall create the plan in cooperation with the student's
15 mathematics teachers, the school principal, other applicable school personnel, and the
16 student's parent or guardian. The plan must include a description of the evidence-
17 based mathematics intervention instruction and activities in which the student will
18 participate. A plan must be in effect until the student demonstrates mathematical
19 proficiency in all skills in which the student did not previously achieve a score of
20 proficiency. A district shall provide monthly updates to the parent or guardian of a
21 student on the student's progress while in a plan.

22 (c) A district shall provide notice to a parent or guardian of a student in the
23 second semester of kindergarten through grade eight who requires a mathematics
24 improvement plan under (a) of this section. The notice must be written in a language
25 the parent or guardian understands and must include

26 (1) a statement that the student qualifies for a mathematics
27 improvement plan and mathematics intervention instruction offered under (a) of this
28 section, that a teacher, school principal, and other school personnel, as applicable, in
29 cooperation with the student's parent or guardian, will develop a mathematics
30 improvement plan for the student, and that the district will provide updates to the
31 parent or guardian on the student's progress at least once each month;

1 (2) a description of the mathematics intervention instruction that will
2 immediately be provided to the student;

3 (3) a description of the proposed, evidence-based mathematics
4 interventions, including supplemental instructional services and supports designed to
5 increase mathematical proficiency in the areas in need of mathematics intervention
6 instruction; and

7 (4) strategies the parent or guardian can use at home to help the student
8 succeed in mathematics.

9 **Sec. 14.30.860. Advanced mathematics class sequences.** (a) A district shall
10 develop a sequence of classes constituting an advanced mathematics track for grades
11 six through eight. The track must be designed to culminate in a student enrolling in
12 Algebra I or an integrated equivalent, as determined by the department, before grade
13 nine and to prepare the student for multiple types of mathematics classes for which the
14 student can earn college credit in grades nine through 12.

15 (b) A district shall develop a sequence of classes constituting an advanced
16 mathematics track for grades nine through 12. The track must be designed to result in
17 a student earning college credit in multiple mathematics classes in grades nine through
18 12.

19 (c) A school shall automatically enroll a student in grades six through 12 who
20 scores at or above proficient on a standards-based mathematics assessment
21 administered under AS 14.30.850(b)(1) or an equivalent assessment, as determined by
22 the department, in a class that is part of an advanced mathematics track under (a) of
23 this section appropriate to the student's level of mathematical proficiency, as
24 determined by the school. The parent or guardian of a student automatically enrolled
25 in an advanced mathematics track class may choose to withdraw the student from the
26 class. The parent or guardian of a student who does not qualify for placement into an
27 advanced mathematics track class may request that the school place the student into an
28 advanced mathematics track class and may appeal a denial to the district
29 superintendent or the superintendent's designee.

30 (d) A district shall provide to a student enrolled in an advanced mathematics
31 track class academic support for successful completion of the class, which may

1 include additional instruction outside of regular class hours, tutoring, small group
2 instruction, and technology-based activities.

3 (e) The district shall provide information to students and parents or guardians
4 of students on advanced mathematics enrollment in grades six through 12 developed
5 under this section, including information describing

6 (1) how enrollment in advanced mathematics affects the sequence of
7 mathematics classes a student takes;

8 (2) the purpose of automatically enrolling certain students in advanced
9 mathematics classes; and

10 (3) the different educational pathways in mathematics available to
11 students in the district and how those pathways prepare students for college and career
12 opportunities.

13 **Sec. 14.30.865. Definitions.** In AS 14.30.850 - 14.30.865,

14 (1) "district" has the meaning given in AS 14.17.990;

15 (2) "mathematical proficiency" means a combination of practical
16 problem-solving skills, the ability to perform mathematical operations with speed,
17 accuracy, efficiency, and flexibility, a conceptual understanding of mathematics, and
18 the ability to view mathematics as sensible and worthwhile that are appropriate to the
19 student's grade level as determined by the department.