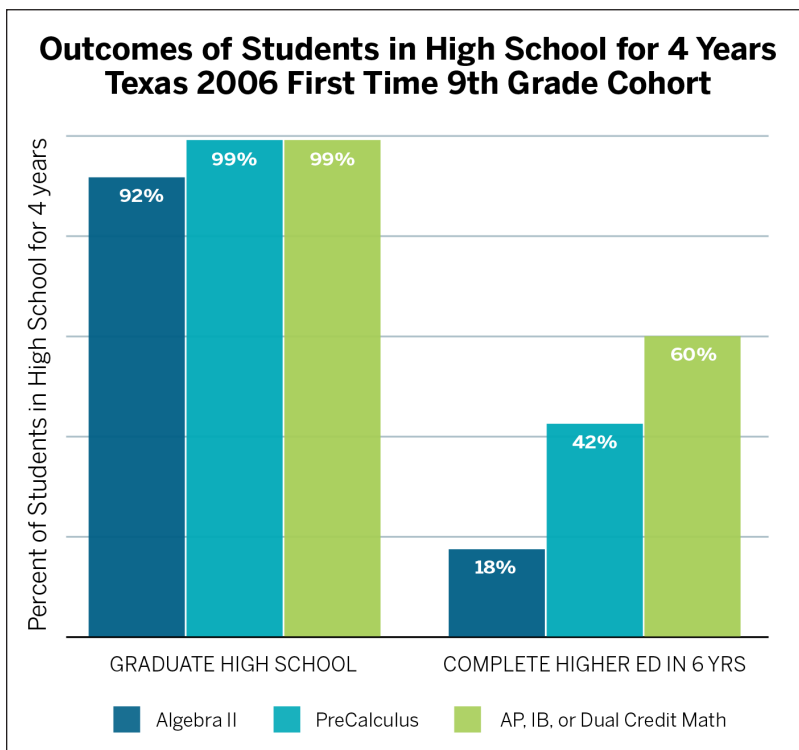


Companion Information for *The Central Texas Student Guide for Choosing Math Courses:* How PK–12 District and Campus Leaders Can Increase Equitable Access to Advanced Mathematics



Did you know that higher levels of math are linked to increased completion of postsecondary certificates and degrees?



Young adults who don't earn a postsecondary credential within six years of leaving high school have just a **12% chance of earning a living wage.**

Postsecondary success is strongly linked to access to and success in advanced high school mathematics. [*The Central Texas Student Guide for Choosing Math Courses*](#)* provides clear information for students and families, as well as staff who work with students on course selection, to ensure equitable access to advanced mathematics courses aligned to postsecondary and career aspirations.

* *The Central Texas Student Guide for Choosing Math Courses* will be reviewed annually and updated as needed.

District and campus leaders can increase college readiness and success by implementing and continuously improving policies and practices that support equitable access to and success in advanced mathematics. Exemplar policies and practices include:

- 1. Adopt/promote policies that provide equitable access to accelerated and advanced mathematics pathways and that require students to take math for all four years in high school. Work with partner institutions of higher education to dismantle policies that act as barriers to dual credit courses.**
 - Place every student in top two quintiles in 5th grade math performance, or based on earlier performance and qualitative measures, into an accelerated math pathway by 6th grade with an option to “opt out” (target is 40%).
 - Create multiple entry points to accelerated math coursework beyond 6th grade through high school.
 - Host an information session annually, starting in at least 5th grade, and share documents about available mathematics course options and mathematics pathways that extend through postsecondary education.
- 2. Empower counselors, in collaboration with mathematics teachers, to encourage and support more students to take advanced mathematics in middle and high school, using students’ career aspirations to determine the right advanced mathematics course needed after Algebra 2, and the pathway of courses to get there.**
 - Align course selections with career aspirations and postsecondary mathematics requirements.
 - Make available and encourage students to take courses for college credit.
- 3. Engage students, families, and staff—beginning in elementary school—to explain the benefits of enrolling in advanced mathematics in 11th and 12th grade and provide information on:**
 - Prerequisites, admissions, college readiness, and placement into college mathematics courses.
 - Value of advanced mathematics courses beyond Algebra 2 and negative effects of “taking a year off” from mathematics in high school.
 - Provide information about available resources and supports for career pathways to aid in choosing mathematics courses.
- 4. Develop a campus-based plan for students who need additional support to be college ready by the end of 12th grade.**
 - Courses that promote additional supports for college readiness, including math content and student success supports, are recommended over courses that are specifically geared towards test preparation.

Online Resources

Math matters for everyone. <https://e3alliance.org/math-matters/>

Math pathways – High school. <https://data.e3alliance.org/high-school-math-profile/p20/CTX/x/p20/TX/>

The Central Texas Student Guide for Choosing Math Courses. https://www.utdanacenter.org/sites/default/files/2023-01/central_tx_student_guide_for_choosing_math_courses.pdf