



Math That Meets the Moment

A Policy Agenda To Reenvision the Role of Math in Ensuring Educational Equity

Math education has long acted as a gatekeeper to opportunity, especially for marginalized students, through policies such as racialized tracking, unengaging curricula, limited access to advanced courses, and questionable placement into remedial math. As national math scores stagnate and workforce demands grow, a transformative, equitable approach is urgent. Just Equations' *Math That Meets the Moment* agenda advances policy change to ensure that all students have the quantitative reasoning foundation to pursue their highest aspirations in college and beyond.

High school math redesigns

Modernize course options to provide multiple avenues to a strong math foundation

- Promote or require four years of high school math aligned with college math expectations
- Redesign course sequences for the first two or three years of high school math, including modernizing approaches to Algebra II or Math III
- Offer multiple course options—such as data science, discrete math, and quantitative reasoning—after the first two or three years of high school math

Provide access to advanced math courses for all eligible students

- Offer multiple routes to advanced math by adopting policies such as automatic enrollment in eighth grade Algebra I for students who demonstrate readiness
- Provide several options for advanced coursework—including probability and statistics, precalculus, calculus, dual-enrollment courses, and AP/IB math courses—that are relevant to students' context and interests

≥ Postsecondary access and admissions

Rethink math admissions requirements to expand equity in access to higher education

- Consider students' math coursetaking in the context of their school's resources
- Accept multiple advanced high school math courses for admission, limiting a preference for calculus to students pursuing majors that require calculus

Increase math requirement transparency in the admissions process

- Communicate transparently with high schools, students, and families about new or existing math requirements and how they apply to specific schools and STEM majors

Postsecondary math pathways

Design postsecondary math pathways that reflect 21st-century needs and align with students' academic and career aspirations

- Expand gateway math offerings to include course options—such as calculus, statistics, data science, discrete math, and quantitative reasoning—that align with students' majors
- Place students directly into college-level math courses, with corequisite support when needed, to promote student success
- Provide students in STEM pathways with the shortest possible college-level prerequisite sequence that supports persistence and degree completion

Provide clarity around math requirements for graduation and transfer

- Develop evidence-based math requirements that are transparent, consistent, and aligned across campuses and systems to support mobility between community colleges and four-year universities and enhance degree completion

Cross-system alignment for transformative change

- Increase transparency about math policies and ensure access to STEM paths for historically marginalized groups by investing in high-quality counseling, up-to-date resources, and student-centered planning tools
- Align math policies across systems regarding the math skills needed for college preparation and completion by developing K-16 structures such as math task forces
- Adopt annual goals—for metrics such as access to advanced high school math courses, direct enrollment in college-level math courses, access to college STEM majors, and articulation of math classes for transfer—and analyze longitudinal data by key demographics such as race, ethnicity, and socioeconomic status