

TO: Directors of Schools, High School Principals, Special Education Directors, and High School Special Education Teachers

FROM: Jennifer Jordan, Assistant Commissioner

DATE: February 18, 2025

SUBJECT: **High School Math Course of Study for Students with Disabilities**

Students with disabilities must have a transition plan that includes a course of study by age 14.¹ The course of study must be specific and aligned to meet the student’s postsecondary goals.² For many students with disabilities, acquiring the necessary four credits in math is a barrier to graduating with a traditional diploma and thus to college admission. Schools must understand the course options available to students with disabilities.

As a reminder, all students need to be provided general education instruction to the greatest extent possible. Students with disabilities may need accommodations to access and participate in the instruction, which should be noted in the IEP. For a few students, an alternative course, setting, and/or modifications may be needed. However, there should be compelling evidence to indicate that the disability’s impact on learning requires increased support and reduced engagement with general education.

All students who are enrolled in a course with an End of Course (EOC) exam must complete the EOC.³

| Course | Considerations | Assessment | Reporting |
|--|--|---|---|
| Algebra I, Geometry I, Algebra II, and a fourth math course OR Integrated Math I, II, III, and a fourth math course | This is the most traditional math progression and aligns to most college admission requirements. | Students will participate in the EOC assessment and may be provided accommodations and/or modifications in accordance with their IEP. | Included in: <ul style="list-style-type: none"> Federal* and state accountability APR Indicator 1 APR Indicator 2 |
| Algebra A/B and Geometry A/B OR Integrated Math I, II, III, and a fourth math course | These courses should only be considered for students who are not able to participate in the general education courses. This may significantly limit postsecondary education options. | Students will participate in the EOC assessment and may be provided accommodations and/or modifications in accordance with their IEP. | Included in: <ul style="list-style-type: none"> Algebra B and Integrated I in Federal Accountability Algebra B/Geometry B and Integrated I, |

¹ State Board of Education Rule 0520-01-09-.12.

² See 34 C.F.R. § 300.320(b); National Technical Assistance Center on Transition [Indicator 13 Checklist](#).

³ See 20 U.S.C. § 6311(b)(2); State Board of Education Rule 0520-01-03-.03(10).

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|--|---|---|---|
| | | | II, and III in State Accountability <ul style="list-style-type: none"> • APR Indicator 1 • APR Indicator 2 |
| Alternate Academic Diploma (AAD) Algebra I, AAD Geometry I, AAD Algebra II, and a fourth math (AAD Mathematical Concepts or Computer Science) | These courses are specifically designed for students who are eligible for and participating in the alternate assessment. These may be taught in general education or special education. | Students will participate in the alternate assessments, Dynamic Learning Maps math and ELA, TCAP-Alt for science. | Included in: <ul style="list-style-type: none"> • Federal graduation rate* • APR Indicator 1 • APR Indicator 2 |

* Pursuant to 20 U.S.C. § 6311(b)(2)(D) of the Every Student Succeeds Act, a State must ensure that the total number of students assessed in each subject using an alternate assessment aligned with alternate academic achievement standards does not exceed one percent of the total number of students in the State who are assessed in each subject.

‡ For a strong majority of high school students only algebra I, algebra IB, and Integrated I are used for federal accountability. If a student completed the course in middle school, an alternate math course may be used. More information regarding possible alternate math course is discussed in detail in the federal accountability protocol.

Please note that while this memo is designed to support high schools, the best proactive measure for student progress is to ensure access to general education instruction beginning in kindergarten. District leadership are encouraged to share this memo to help middle school and elementary teachers better understand the implications of the IEP team decisions.

There are times when a student begins on a math pathway, and based on the student data, the IEP team determines the student needs to shift to a different pathway. The following chart will help schools determine how to adjust the student’s course of study accordingly.

| Completed Credit(s) | Suggested Courses to Complete the 4-Credit Requirement |
|--|--|
| Student earned 1 credit for: <ul style="list-style-type: none"> • Algebra IA or Integrated Math IA | <ul style="list-style-type: none"> • Algebra I/Integrated Math I, • Geometry I/Integrated Math II, and • Algebra II/Integrated Math III |
| Student earned 2 credits for: <ul style="list-style-type: none"> • Algebra IA or Integrated Math IA, and • Algebra IB or Integrated Math IB | <ul style="list-style-type: none"> • Geometry I/Integrated Math II, and • Algebra II/Integrated Math III |

Student earned 3 credits for:

- **Algebra IA or Integrated Math IA,**
 - **Algebra IB or Integrated Math IB,**
and
 - **Geometry IA or Integrated Math IIA**
- **Geometry I/Integrated Math II AND**
 - **Algebra II/Integrated Math III**