Reimagining Common Content

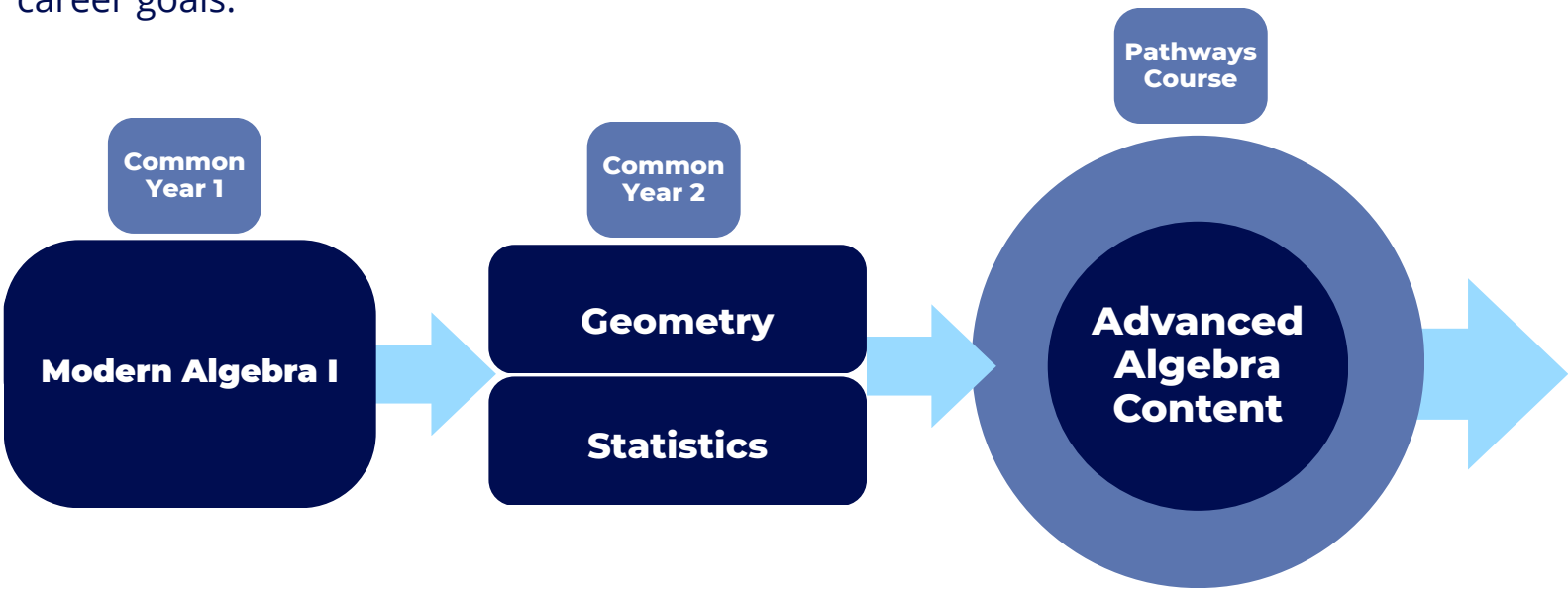
for High School Mathematics in Connecticut

Every student deserves access to high-quality math instruction, but our current system isn't delivering that promise to all learners. Students need relevant, flexible math for college, trades, the workforce, and everyday problem-solving in a digital world.

All students should engage with content that supports both SAT readiness and postsecondary success, while also receiving an education aligned to their individual college and career goals.

Hallmarks of Modern Mathematics Conent

- Promotes Exploration
- Technology Integration
- Abstract Thinking
- Promotes Rigor
- Relevant to Student Interests
- Mathematical Modeling



- **Offer intervention course concurrently**
- **Pre-requisite for pathways course**

- **Provides early exposure to Statistics for all students**
- **Can take concurrently with pathways course**

- **Advanced Algebra content embedded in pathways course(s)**
- **Allows for higher ed access for all students**
- **Ensures access to SAT content for all students**

CONNECTICUT Education

It's time to align high school math with the world students are entering, not the one it was designed for 50 years ago.

Key Benefits:

01 **Increased exposure to data and statistical reasoning**

02 **Emphasis on real-world, relevant math that every student needs**

03 **Better alignment with workforce demands, higher education expectations, and modern applications of math**

What This Isn't

- Not eliminating rigor, but rather redefining it to include relevance.
- Not removing the calculus option - all students will be equally prepared to pursue the advanced math pathway of their choice.
- Not mandating a one-size-fits-all approach, rather a clarification of what content matters most and where to teach it.
- Not eliminating acceleration - students can still take Modern Algebra 1 and Geometry & Data concurrently to advance more quickly.

By modernizing mathematics courses and their content, we can provide all students with a strong foundation and real options for whatever path they choose - college, trades, or the workforce.

A National Movement

Connecticut joins more than **22 states** participating in the **Launch Years Initiative**, a national effort led by the Dana Center at UT Austin to **modernize high school math** and its alignment to college and workforce needs. Other states are already leading this work:

- **Rhode Island** revised its Algebra 2 course to focus on essential standards, align with actual college expectations, and reduce unnecessary content.
- **Oregon, Ohio, and Idaho** are also redefining Algebra 2 by removing outdated topics and emphasizing modeling, data, and reasoning.
- **Maryland** is transitioning to a 2 +1 Integrated Algebra approach and embedding essential Geometry concepts in each course.