

Algebra 2 Equivalent Course Offering Readiness Checklist

Use the following checklists to assess your school's readiness for implementing and monitoring Algebra 2 equivalent (A2E) course offerings. The list below is not comprehensive as there may be important local factors unique to your school. Additionally, absence of one or more items on the list may not be disqualifying. Rather, this list is to encourage your school and community to consider a broad range of factors when considering adding an Algebra 2 equivalent course.

- ☐ 1. Students enrolled at the school show interest and/or need in the A2E course based on college and career aspirations.
- ☐ 2. Parents and community representatives, including local business and industry partners, have expressed an interest in/need for A2E courses.
- ☐ 3. The local Board of Education has carefully considered the rationale and stated goals for one or more A2E course offerings and has indicated its support.
- ☐ 4. The school's leadership team has a clear vision and expectation for how A2E course offerings can impact teaching and learning.
- ☐ 5. One or more high school math teachers have expressed interest in teaching an A2E course and are committed to completing the training.
- ☐ 6. The school's technology infrastructure is reliable and accessible for all students.
- ☐ 7. The school will commit material support by way of stipends, substitutes, and [supplies](#) for training and implementation support.
- ☐ 8. Leadership of the teacher association has expressed support for offering one or more A2E courses.
- ☐ 9. School counselors are prepared to assist students in selecting Algebra 2 or an Algebra 2 equivalent course based on each student's college and career goals.