Representative Francis D. Gibson proposes the following substitute bill:

1 # MATH COMPETENCY INITIATIVE
2 ## 2015 GENERAL SESSION
3 ## STATE OF UTAH
4 ### Chief Sponsor: Ann Millner
5 House Sponsor: Francis D. Gibson

6
7 **LONG TITLE**
8 **General Description:**
9   This bill enacts provisions relating to public school mathematics competency standards.
10 **Highlighted Provisions:**
11   This bill:
12   ‣ enacts provisions relating to public school mathematics competency standards.
13 **Money Appropriated in this Bill:**
14   None
15 **Other Special Clauses:**
16   None
17 **Utah Code Sections Affected:**
18 ENACTS:
19   **53A-1-1201**, Utah Code Annotated 1953
20   **53A-1-1202**, Utah Code Annotated 1953
21
22 *Be it enacted by the Legislature of the state of Utah:*
23   Section 1. Section **53A-1-1201** is enacted to read:
24   **Part 12. Career and College Readiness Mathematics Competency**
25   **53A-1-1201. Title.**

26   This part is known as "Career and College Readiness Mathematics Competency."

27   Section 2. Section **53A-1-1202** is enacted to read:

28   **53A-1-1202. Career and college readiness mathematics competency standards.**

29   (1) As used in this section, "qualifying score" means a score established as described in

30 Subsection (4), that, if met by a student, qualifies the student to receive college credit for a

31 mathematics course that satisfies the state system of higher education quantitative literacy

32 requirement.

33   (2) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah

34 Administrative Rulemaking Act, make rules that:

35   (a) (i) establish the mathematics competency standards described in Subsection (3) as a

36 graduation requirement beginning with the 2016-17 school year; and

37   (ii) include the qualifying scores described in Subsection (4); and

38   (b) establish systematic reporting of college and career ready mathematics

39 achievement.

40   (3) In addition to other graduation requirements established by the State Board of

41 Education, a student shall fulfill one of the following requirements to demonstrate mathematics

42 competency that supports the student's future college and career goals as outlined in the

43 student's college and career plan:

44   (a) for a student pursuing a college degree after graduation:

45   (i) receive a score that at least meets the qualifying score for:

46   (A) an Advanced Placement calculus or statistics exam;

47   (B) an International Baccalaureate higher level mathematics exam;

48   (C) the ACCUPLACER College-Level Math test or an equivalent test described in

49 Subsection (5);

50   (D) a College Level Examination Program precalculus or calculus exam; or

51   (E) the ACT Mathematics Test; or

52   (ii) receive at least a "C" grade in a concurrent enrollment mathematics course that

53 satisfies the state system of higher education quantitative literacy requirement;

54   (b) for a non college degree-seeking student, the student shall complete appropriate

55 math competencies for the student's career goals as described in the student's college and career

56 plan;

57   (c) for a student with an individualized education program prepared in accordance with

58   the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall

59   meet the mathematics standards described in the student's individualized education program; or

60   (d) for a senior student with special circumstances as described in State Board of

61   Education rule, the student shall fulfill a requirement associated with the student's special

62   circumstances, as established in State Board of Education rule.

63   (4) The State Board of Regents shall, in consultation with the State Board of

64   Education, determine qualifying scores for the tests and exams described in Subsection

65   (3)(a)(i).

66   (5) The State Board of Regents, established in Section 53B-1-103, may make a policy

67   to select at least one test the State Board of Regents finds is equivalent to the ACCUPLACER

68   College-Level Math test.

69   (6) The State Board of Regents shall, in consultation with the State Board of

70   Education, make policies to:

71   (a) develop mechanisms for a student who completes a math competency requirement

72   described in Subsection (3)(a) to:

73   (i) receive college credit; and

74   (ii) satisfy the state system of higher education quantitative literacy requirement;

75   (b) allow a student, upon completion of required high school mathematics courses with

76   at least a "C" grade, entry into a mathematics concurrent enrollment course;

77   (c) increase access to a range of mathematics concurrent enrollment courses;

78   (d) establish a consistent concurrent enrollment course approval process; and

79   (e) establish a consistent process to qualify high school teachers with an upper level

80   mathematics endorsement to teach entry level mathematics concurrent enrollment courses.