

Senator Gregory S. Bell proposes the following substitute bill:

ELEMENTARY SCHOOL MATH INITIATIVE

2007 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Gregory S. Bell

House Sponsor: Kory M. Holdaway

LONG TITLE

General Description:

This bill creates an elementary school math initiative.

Highlighted Provisions:

This bill:

- ▶ creates an elementary school math initiative;
- ▶ establishes program requirements and funding allocation criteria;
- ▶ requires a plan for improving mathematics proficiency and a report on the results to the State Board of Education; and
- ▶ grants rulemaking authority to the State Board of Education.

Monies Appropriated in this Bill:

This bill appropriates:

- ▶ as an ongoing appropriation subject to future budget restraints, \$18,000,000 from the Education Fund to the State Board of Education.

Other Special Clauses:

This bill takes effect on July 1, 2007.

Utah Code Sections Affected:

ENACTS:

53A-1a-901, Utah Code Annotated 1953



26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-1a-901** is enacted to read:

53A-1a-901. Elementary mathematics initiative.

(1) As used in this section, "program" means the Elementary Mathematics Initiative Program created by this section.

(2) There is created the Elementary Mathematics Initiative Program to achieve the goal of student proficiency in mathematics by the end of elementary school.

(3) A school district or charter school that chooses to participate in the program:

(a) shall submit to the state board a plan specifying the district's or charter school's goals for mathematics achievement in grade four, grade five, and grade six and indicating how funds will be used to improve mathematics proficiency in those grades, including a plan for:

(i) assessment, that includes:

(A) procedures for determining annual proficiency increases on mathematics criterion referenced tests in grade four, grade five, and grade six; and

(B) formative and summative assessments selected from a list approved by the State Board of Education;

(ii) intervention strategies:

(A) that shall include the use of technology to personalize intervention instruction and enhance general mathematics classroom instruction; and

(B) that may also include tutoring, after school, and summer studies;

(iii) professional development to improve the content knowledge and teaching proficiency of all fourth, fifth, and sixth grade mathematics teachers, including:

(A) course work that fulfills requirements towards an elementary mathematics teaching endorsement; and

(B) training of mathematics coaches and specialists;

(iv) ensuring that instructional materials are aligned to the mathematics core curriculum;

(b) shall use program funds to improve mathematics proficiency in grades four, five, and six, in accordance with the plan approved by the state board under Subsection (4);

(c) may not use program funds to supplant funds for existing programs; and

- 57 (d) shall annually submit a report to the state board that:
58 (i) accounts for the expenditure of program funds in accordance with the approved plan
59 and Subsection (3)(c);
60 (ii) analyzes the program's results, including an examination of the program's effects on
61 student mathematics proficiency in grades four, five, and six;
62 (iii) indicates whether or not the plan's goals for improving mathematics proficiency
63 were met; and
64 (iv) makes recommendations for improvements and updates to the plan.
65 (4) The State Board of Education shall:
66 (a) establish:
67 (i) required elements for a district to include in its plan;
68 (ii) criteria for evaluating plans submitted under Subsection (3); and
69 (iii) deadlines for plan submittal and revision;
70 (b) provide model plans which may be used by a school district or charter school;
71 (c) evaluate submitted plans according to the criteria established under Subsection
72 (4)(a);
73 (d) approve or reject submitted plans;
74 (e) allocate funds, in accordance with Subsection (5), after approving a school district
75 or charter school plan;
76 (f) review the reports submitted under Subsection (3)(d);
77 (g) require plan revisions prior to allocating funds in subsequent years, if:
78 (i) the school district's or charter school's mathematics proficiency improvement goals
79 are not met; or
80 (ii) the board determines that other plan revisions are appropriate;
81 (h) approve a list of assessments for district and charter school use as specified in
82 Subsection (3)(a)(i);
83 (i) provide for a third party to conduct an evaluation of the program annually for the
84 first five years of the program and, after the initial five years, every three years.
85 (5) The State Board of Education shall establish a method for allocating funds, based
86 on:
87 (a) the number of teachers in grades four, five, and six in each school district and

88 charter school;

89 (b) the number of enrolled students in grades four, five, and six in each school district
90 and charter school;

91 (c) provisions that encourage the use of technology and other interventions that
92 enhance, extend, and remediate student learning for each student; and

93 (d) establishment of an online or distance learning option for courses leading to an
94 elementary math endorsement.

95 (6) A school district or charter school that does not comply with Subsection (3) shall
96 repay to the State Board of Education all program funds received for that fiscal year.

97 (7) In accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, the
98 State Board of Education shall make rules to fulfill its duties under Subsections (4) and (5) and
99 to enforce Subsection (6).

100 (8) Subject to future budget constraints, the Legislature may annually appropriate funds
101 for the program.

102 **Section 2. Appropriation.**

103 As an ongoing appropriation subject to future budget restraints, there is appropriated
104 from the Education Fund for fiscal year 2007-08, \$18,000,000 to the State Board of Education
105 to distribute to school districts and charter schools for the Elementary Mathematics Initiative
106 Program established in Section 53A-1a-901.

107 **Section 3. Effective date.**

108 This bill takes effect on July 1, 2007.

S.B. 65 1st Sub. (Green) - Elementary School Math Initiative

Fiscal Note

2007 General Session
State of Utah

State Impact

Enactment of this bill will appropriate \$18,000,000 in ongoing Education Fund revenues to the State Board of Education to implement the Elementary School Math Initiative outlined in the bill.

	<u>FY 2007</u> <u>Approp.</u>	<u>FY 2008</u> <u>Approp.</u>	<u>FY 2009</u> <u>Approp.</u>	<u>FY 2007</u> <u>Revenue</u>	<u>FY 2008</u> <u>Revenue</u>	<u>FY 2009</u> <u>Revenue</u>
Uniform School Fund	\$0	\$18,000,000	\$18,000,000	\$0	\$0	\$0
Total	\$0	\$18,000,000	\$18,000,000	\$0	\$0	\$0

Individual, Business and/or Local Impact

Enactment of this bill likely will not result in direct, measurable costs and/or benefits for individuals or businesses. School districts and charter schools choosing to participate in the program may benefit by receiving increased state revenues to support elementary math achievement programs for students.
