

## SB0168S01 compared with SB0168

~~{deleted text}~~ shows text that was in SB0168 but was deleted in SB0168S01.

Inserted text shows text that was not in SB0168 but was inserted into SB0168S01.

**DISCLAIMER:** This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

Senator Howard A. Stephenson proposes the following substitute bill:

### CAREER AND COLLEGE READINESS MATHEMATICS COMPETENCY REVISIONS

2017 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Howard A. Stephenson**

House Sponsor: \_\_\_\_\_

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#### LONG TITLE

##### General Description:

This bill amends student requirements to demonstrate mathematics competency.

##### Highlighted Provisions:

This bill:

- ▶ requires ~~{a student, in order to demonstrate mathematics competency, to receive a score that at least meets the qualifying score on an assessment designated by }~~ the State Board of Regents to select at least one test as an alternative to the ACCUPLACER College-Level Math test.

##### Money Appropriated in this Bill:

None

## SB0168S01 compared with SB0168

### Other Special Clauses:

None

### Utah Code Sections Affected:

AMENDS:

**53A-1-1302**, as enacted by Laws of Utah 2015, Chapter 443

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

Section 1. Section **53A-1-1302** is amended to read:

**53A-1-1302. Career and college readiness mathematics competency standards.**

(1) As used in this section, "qualifying score" means a score established as described in Subsection (4), that, if met by a student, qualifies the student to receive college credit for a mathematics course that satisfies the state system of higher education quantitative literacy requirement.

(2) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules that:

(a) (i) establish the mathematics competency standards described in Subsection (3) as a graduation requirement beginning with the 2016-17 school year; and

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

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

(3) In addition to other graduation requirements established by the State Board of Education, a student shall fulfill one of the following requirements to demonstrate mathematics competency that supports the student's future college and career goals as outlined in the student's college and career plan:

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

(i) receive a score that at least meets the qualifying score ~~for~~ ~~for:~~ ~~on an assessment designated by the State Board of Regents; or~~

~~(A)~~ an Advanced Placement calculus or statistics exam; ~~(B)~~

~~(B)~~ an International Baccalaureate higher level mathematics exam; ~~(C)~~

~~(C)~~ the ACCUPLACER College-Level Math test or an ~~equivalent~~ alternative test described in Subsection (5); ~~(D)~~

## SB0168S01 compared with SB0168

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

~~⌘~~(E) the ACT Mathematics Test; or ~~⌘~~

(ii) receive at least a "C" grade in a concurrent enrollment mathematics course that satisfies the state system of higher education quantitative literacy requirement;

(b) for a non college degree-seeking student, the student shall complete appropriate math competencies for the student's career goals as described in the student's college and career plan;

(c) for a student with an individualized education program prepared in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall meet the mathematics standards described in the student's individualized education program; or

(d) for a senior student with special circumstances as described in State Board of Education rule, the student shall fulfill a requirement associated with the student's special circumstances, as established in State Board of Education rule.

(4) The State Board of Regents shall, in consultation with the State Board of Education, determine qualifying scores for ~~⌘~~the tests and exams~~⌘~~ ~~⌘~~an assessment~~⌘~~ described in Subsection (3)(a)(i).

~~⌘~~(5) The State Board of Regents, established in Section 53B-1-103, ~~⌘~~may~~⌘~~ shall make a policy to select at least one test the State Board of Regents finds is ~~⌘~~equivalent~~⌘~~ an alternative to the ACCUPLACER College-Level Math test. ~~⌘~~

~~⌘~~(6) ~~⌘~~(5) The State Board of Regents shall, in consultation with the State Board of Education, make policies to:

(a) develop mechanisms for a student who completes a math competency requirement described in Subsection (3)(a) to:

(i) receive college credit; and

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

(b) allow a student, upon completion of required high school mathematics courses with at least a "C" grade, entry into a mathematics concurrent enrollment course;

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

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

(e) establish a consistent process to qualify high school teachers with an upper level mathematics endorsement to teach entry level mathematics concurrent enrollment courses.

# SB0168S01 compared with SB0168

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~~Legislative Review Note~~

~~Office of Legislative Research and General Counsel~~