

Senator Ann Millner proposes the following substitute bill:

MATH COMPETENCY INITIATIVE

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Val L. Peterson

LONG TITLE

General Description:

This bill enacts provisions relating to public school mathematics competency standards.

Highlighted Provisions:

This bill:

- ▶ enacts provisions relating to public school mathematics competency standards.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53A-1-1201, Utah Code Annotated 1953

53A-1-1202, Utah Code Annotated 1953

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

Section 1. Section **53A-1-1201** is enacted to read:

Part 12. Career and College Readiness Mathematics Competency

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) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah
30 Administrative Rulemaking Act, make rules that establish the mathematics competency
31 standards described in Subsection (2) as a graduation requirement beginning with the 2016-17
32 school year.

33 (2) In addition to other graduation requirements established by the State Board of
34 Education, a student shall fulfill one of the following requirements to demonstrate mathematics
35 competency:

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

37 (i) receive a score of at least three on an Advanced Placement calculus or statistics
38 exam;

39 (ii) receive a score of at least five on an International Baccalaureate higher level
40 mathematics exam;

41 (iii) receive a score:

42 (A) of at least 70 on the ACCUPLACER College-Level Math test; or

43 (B) that at least meets the score described in Subsection (3)(b) on an equivalent test
44 described in Subsection (3)(a);

45 (iv) receive a score of at least 50 on a College Level Examination Program precalculus
46 or calculus exam;

47 (v) receive a score that at least meets the ACT test College and Career Readiness
48 Benchmark, established by the ACT, for the ACT Mathematics Test; or

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

51 (b) for a non college degree-seeking student, the student shall complete a career and
52 technology education pathway, including appropriate math competencies for the pathway; or

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

56 (3) The State Board of Regents, established in Section [53B-1-103](#), may make a policy

57 to:

58 (a) select at least one test the State Board of Regents finds is equivalent to the
59 ACCUPLACER College-Level Math test; and

60 (b) determine a benchmark score on the test described in Subsection (3)(a) that satisfies
61 the state system of higher education quantitative literacy requirement.

62 (4) The State Board of Regents shall, in consultation with the State Board of
63 Education, make policies to:

64 (a) develop mechanisms for a student who completes a math competency requirement
65 described in Subsection (2)(a) to:

66 (i) receive college credit; and

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

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

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

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

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