

MATH COMPETENCY INITIATIVE

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Francis D. Gibson

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.

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

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

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

(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.