



Sen. Michael W. Frerichs

Filed: 3/21/2012

09700SB3244sam001

LRB097 16729 NHT 67707 a

1 AMENDMENT TO SENATE BILL 3244

2 AMENDMENT NO. _____. Amend Senate Bill 3244 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Legislative findings. The General Assembly
5 finds the following:

6 (1) that only 40% of high school graduates test ready
7 for college level-mathematics, resulting in the need for
8 remedial math before taking credit-bearing mathematics
9 courses, costing students and this State valuable time and
10 resources;

11 (2) that students that place into remedial level
12 coursework are less likely than their college-ready peers
13 to complete a certificate or degree;

14 (3) that students who take more than 3 years of
15 mathematics beyond pre-algebra in high school are more
16 successful in college;

17 (4) that it is increasingly evident that math skills

1 are required for both college and career readiness;

2 (5) that State learning standards encompass rigorous
3 K-12 mathematics requirements to prepare students for
4 college and careers; and

5 (6) that individual school districts have a varying
6 capacity to redesign curriculum and instruction.

7 Section 5. The School Code is amended by adding Section
8 2-3.156 as follows:

9 (105 ILCS 5/2-3.156 new)

10 Sec. 2-3.156. Mathematics curriculum models.

11 (a) The State Board of Education shall, immediately
12 following the effective date of this amendatory Act of the 97th
13 General Assembly, coordinate the acquisition, adaptation, and
14 development of middle and high school mathematics curriculum
15 models to aid school districts and teachers in implementing
16 standards for all students. The acquisition, adaptation, and
17 development process shall include the input of representatives
18 of statewide educational organizations and stakeholders,
19 including without limitation all of the following:

20 (1) Representatives of a statewide mathematics
21 professional organization.

22 (2) Representatives of statewide teacher
23 organizations.

24 (3) Representatives of school administrators and

1 school board organizations.

2 (4) Experts in higher education mathematics
3 instruction.

4 (5) Experts in curriculum design.

5 (6) Experts in professional development design.

6 (7) State education policymakers and advisors.

7 (8) A representative from the Department of Commerce
8 and Economic Opportunity.

9 (9) Higher education faculty.

10 (b) The curriculum models under this Section shall include
11 without limitation all of the following:

12 (1) Scope-and-sequence descriptions for middle and
13 high school mathematics progressions, building content and
14 skill acquisition across the grades.

15 (2) Recommendations of curricula for the final year of
16 mathematics or math-equivalent instruction before
17 graduation.

18 (3) Sample lesson plans to illustrate instructional
19 materials and methods for specific standards.

20 (4) Model high school course designs that demonstrate
21 effective student pathways to mathematics-standards
22 attainment by graduation.

23 (5) Training programs for teachers and administrators,
24 to be made available in both traditional and electronic
25 formats for regional and local delivery.

26 (c) The curriculum models under this Section must be

1 completed no later than March 1, 2013.

2 (d) The curriculum models and training programs under this
3 Section must be made available to all school districts, which
4 may choose to adopt or adapt the models in lieu of developing
5 their own mathematics curricula. The Illinois P-20 Council
6 shall submit a report to the Governor and the General Assembly
7 on the extent and effect of utilization of the curriculum
8 models by school districts. Within 4 years after the effective
9 date of this amendatory Act of the 97th General Assembly, State
10 mathematics test results and higher education mathematics
11 remediation data must be used to gauge the effectiveness of
12 high school mathematics instruction and the extent of standards
13 attainment and be used to guide the continuous improvement of
14 the mathematics curriculum and instruction."