



Rep. Emanuel Chris Welch

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LRB100 11215 NHT 21758 a

1 AMENDMENT TO HOUSE BILL 2714

2 AMENDMENT NO. _____. Amend House Bill 2714 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by adding Section
5 27-22.03 as follows:

6 (105 ILCS 5/27-22.03 new)

7 Sec. 27-22.03. Measures of college math competencies.

8 (a) Every public high school shall provide a college math
9 competency recognition at graduation to any student who meets
10 one of the following criteria, in addition to meeting other
11 graduation requirements established by this Code:

12 (1) A math competency score, as measured through a
13 research-based, effective, college math placement
14 assessment that strongly correlates placement with
15 positive outcomes in math courses, as well as retention and
16 graduation rates at institutions of higher education.

1 (2) A qualifying Advanced Placement calculus or
2 statistics exam score, as determined by the school board.

3 (3) A grade of "C" or better or the equivalent in a
4 dual credit college math course established by an
5 institution of higher education and described in
6 subsection (c) of this Section.

7 (b) An assessment under subdivision (1) of subsection (a)
8 of this Section must provide opportunities for students to
9 reinforce and relearn lost skills with an individualized study
10 plan to improve their competency score. An institution of
11 higher education that receives the scores shall receive
12 detailed information on students' strengths and weaknesses for
13 curriculum planning and instruction. The State Board of
14 Education and the Board of Higher Education shall conduct
15 longitudinal efficacy research to support the assessment
16 instrument's validity in consistently placing students and in
17 positively impacting student achievement, retention, and
18 graduation rates.

19 (c) A student who completes a required high school math
20 course, designated by the school board, and who earns at least
21 a "C" grade or its equivalent may enroll in a dual credit math
22 course. The State Board of Education may allow high school
23 teachers with certain qualifications designated by the State
24 Board to teach entry-level higher education math courses. The
25 Board of Higher Education and the Illinois Community College
26 Board shall expedite the process of approving new dual credit

1 math courses for graduation credit and, if necessary, any
2 agreements or partnerships between high schools and
3 institutions of higher education. The State Board of Education
4 and the Board of Higher Education shall work together to
5 measure these students' success in subsequent college math
6 courses at institutions of higher education and measure overall
7 dual credit program efficacy.

8 Section 10. The Board of Higher Education Act is amended by
9 adding Section 9.36 as follows:

10 (110 ILCS 205/9.36 new)

11 Sec. 9.36. Math success study.

12 (a) In this Section:

13 "Effective math placement assessment" means a
14 research-based instrument that strongly correlates placement
15 with positive outcomes in math courses, including grades,
16 course completion, retention, and graduation rates. The
17 instrument must accurately measure a student's math knowledge
18 in each math topic area, determine what math topics the student
19 is ready to learn next, and place the student into a specific
20 math course or course of study. The term does not include an
21 assessment of aptitude or a generic college readiness or
22 admissions test.

23 "New student" means:

24 (1) an entering undergraduate student who seeks to take

1 a college-level math course; or

2 (2) any person, including a dual credit student, who
3 seeks to take a college-level math course for the first
4 time.

5 (b) The Board shall publish a multi-year study on math
6 success to evaluate the savings in cost and time and the
7 benefits to students from use of effective math placement
8 assessments and adaptive remediation. The Board shall seek the
9 cooperation of public institutions of higher education and high
10 schools in providing student achievement data. The Board may
11 use gifts, grants, donations, and federal and local funds to
12 implement this Section. The study shall report which
13 institutions do and do not require an effective math placement
14 assessment or adaptive remediation. The study shall analyze the
15 total cost of placement choices, including the costs of
16 effective math placement assessments and adaptive remediation
17 versus the costs of other placement assessments and methods and
18 traditional remediation or course failure and retakes. The
19 study shall include institutions' rates for new students, by
20 math course, of:

21 (1) course completion;

22 (2) course success (grade of "C" or better or the
23 equivalent);

24 (3) retention in the institution or in a science,
25 technology, engineering, or mathematics major for another
26 semester; and

1 (4) cost of subsequent math remediation and math course
2 retakes.

3 Section 15. The University of Illinois Act is amended by
4 adding Section 100 as follows:

5 (110 ILCS 305/100 new)

6 Sec. 100. Effective college math placement.

7 (a) In this Section:

8 "Effective math placement assessment" means a
9 research-based instrument that strongly correlates placement
10 with positive outcomes in math courses, including grades,
11 course completion, retention, and graduation rates. The
12 instrument must accurately measure a student's math knowledge
13 in each math topic area, determine what math topics the student
14 is ready to learn next, and place the student into a specific
15 math course or course of study. The term does not include an
16 assessment of aptitude or a generic college readiness or
17 admissions test.

18 "New student" means:

19 (1) an entering undergraduate student who seeks to take
20 a college-level math course; or

21 (2) any person, including a dual credit student, who
22 seeks to take a college-level math course for the first
23 time.

24 (b) To ensure an efficient use of student time and tuition,

1 as well as taxpayer dollars, the Board of Trustees may adopt a
2 requirement to enroll a new student in an effective math
3 placement assessment. The Board is encouraged to develop a
4 consistent set of indicators of effective demonstrations of
5 student improvements in outcome.

6 (c) If the Board adopts a requirement under subsection (b)
7 of this Section, the University may use the effective math
8 placement assessment in lieu of any other State-required
9 measure or assessment for math course entry or placement,
10 including for entry or placement into a dual credit math
11 course.

12 (d) To encourage efficiency and time to completion, the
13 University is encouraged to place a student who fails a math
14 course into a math course or course of study, including
15 adaptive remediation, most clearly tied to the student's areas
16 of identified weakness rather than to require a student to
17 retake the course.

18 (e) The University shall notify each high school with which
19 it has an agreement for dual credit math courses of its
20 requirement for an effective math placement assessment for
21 entry into a math course that will count for college credit at
22 the University. The University shall notify the high school of
23 the cost of the assessment and the manner in which it is
24 offered. The University may help fund the assessment for the
25 high school or the high school's students and may help the high
26 school offer the assessment on the high school campus.

1 Section 20. The Southern Illinois University Management
2 Act is amended by adding Section 85 as follows:

3 (110 ILCS 520/85 new)

4 Sec. 85. Effective college math placement.

5 (a) In this Section:

6 "Effective math placement assessment" means a
7 research-based instrument that strongly correlates placement
8 with positive outcomes in math courses, including grades,
9 course completion, retention, and graduation rates. The
10 instrument must accurately measure a student's math knowledge
11 in each math topic area, determine what math topics the student
12 is ready to learn next, and place the student into a specific
13 math course or course of study. The term does not include an
14 assessment of aptitude or a generic college readiness or
15 admissions test.

16 "New student" means:

17 (1) an entering undergraduate student who seeks to take
18 a college-level math course; or

19 (2) any person, including a dual credit student, who
20 seeks to take a college-level math course for the first
21 time.

22 (b) To ensure an efficient use of student time and tuition,
23 as well as taxpayer dollars, the Board may adopt a requirement
24 to enroll a new student in an effective math placement

1 assessment. The Board is encouraged to develop a consistent set
2 of indicators of effective demonstrations of student
3 improvements in outcome.

4 (c) If the Board adopts a requirement under subsection (b)
5 of this Section, the University may use the effective math
6 placement assessment in lieu of any other State-required
7 measure or assessment for math course entry or placement,
8 including for entry or placement into a dual credit math
9 course.

10 (d) To encourage efficiency and time to completion, the
11 University is encouraged to place a student who fails a math
12 course into a math course or course of study, including
13 adaptive remediation, most clearly tied to the student's areas
14 of identified weakness rather than to require a student to
15 retake the course.

16 (e) The University shall notify each high school with which
17 it has an agreement for dual credit math courses of its
18 requirement for an effective math placement assessment for
19 entry into a math course that will count for college credit at
20 the University. The University shall notify the high school of
21 the cost of the assessment and the manner in which it is
22 offered. The University may help fund the assessment for the
23 high school or the high school's students and may help the high
24 school offer the assessment on the high school campus.

25 Section 25. The Chicago State University Law is amended by

1 adding Section 5-195 as follows:

2 (110 ILCS 660/5-195 new)

3 Sec. 5-195. Effective college math placement.

4 (a) In this Section:

5 "Effective math placement assessment" means a
6 research-based instrument that strongly correlates placement
7 with positive outcomes in math courses, including grades,
8 course completion, retention, and graduation rates. The
9 instrument must accurately measure a student's math knowledge
10 in each math topic area, determine what math topics the student
11 is ready to learn next, and place the student into a specific
12 math course or course of study. The term does not include an
13 assessment of aptitude or a generic college readiness or
14 admissions test.

15 "New student" means:

16 (1) an entering undergraduate student who seeks to take
17 a college-level math course; or

18 (2) any person, including a dual credit student, who
19 seeks to take a college-level math course for the first
20 time.

21 (b) To ensure an efficient use of student time and tuition,
22 as well as taxpayer dollars, the Board may adopt a requirement
23 to enroll a new student in an effective math placement
24 assessment. The Board is encouraged to develop a consistent set
25 of indicators of effective demonstrations of student

1 improvements in outcome.

2 (c) If the Board adopts a requirement under subsection (b)
3 of this Section, the University may use the effective math
4 placement assessment in lieu of any other State-required
5 measure or assessment for math course entry or placement,
6 including for entry or placement into a dual credit math
7 course.

8 (d) To encourage efficiency and time to completion, the
9 University is encouraged to place a student who fails a math
10 course into a math course or course of study, including
11 adaptive remediation, most clearly tied to the student's areas
12 of identified weakness rather than to require a student to
13 retake the course.

14 (e) The University shall notify each high school with which
15 it has an agreement for dual credit math courses of its
16 requirement for an effective math placement assessment for
17 entry into a math course that will count for college credit at
18 the University. The University shall notify the high school of
19 the cost of the assessment and the manner in which it is
20 offered. The University may help fund the assessment for the
21 high school or the high school's students and may help the high
22 school offer the assessment on the high school campus.

23 Section 30. The Eastern Illinois University Law is amended
24 by adding Section 10-195 as follows:

1 (110 ILCS 665/10-195 new)

2 Sec. 10-195. Effective college math placement.

3 (a) In this Section:

4 "Effective math placement assessment" means a
5 research-based instrument that strongly correlates placement
6 with positive outcomes in math courses, including grades,
7 course completion, retention, and graduation rates. The
8 instrument must accurately measure a student's math knowledge
9 in each math topic area, determine what math topics the student
10 is ready to learn next, and place the student into a specific
11 math course or course of study. The term does not include an
12 assessment of aptitude or a generic college readiness or
13 admissions test.

14 "New student" means:

15 (1) an entering undergraduate student who seeks to take
16 a college-level math course; or

17 (2) any person, including a dual credit student, who
18 seeks to take a college-level math course for the first
19 time.

20 (b) To ensure an efficient use of student time and tuition,
21 as well as taxpayer dollars, the Board may adopt a requirement
22 to enroll a new student in an effective math placement
23 assessment. The Board is encouraged to develop a consistent set
24 of indicators of effective demonstrations of student
25 improvements in outcome.

26 (c) If the Board adopts a requirement under subsection (b)

1 of this Section, the University may use the effective math
2 placement assessment in lieu of any other State-required
3 measure or assessment for math course entry or placement,
4 including for entry or placement into a dual credit math
5 course.

6 (d) To encourage efficiency and time to completion, the
7 University is encouraged to place a student who fails a math
8 course into a math course or course of study, including
9 adaptive remediation, most clearly tied to the student's areas
10 of identified weakness rather than to require a student to
11 retake the course.

12 (e) The University shall notify each high school with which
13 it has an agreement for dual credit math courses of its
14 requirement for an effective math placement assessment for
15 entry into a math course that will count for college credit at
16 the University. The University shall notify the high school of
17 the cost of the assessment and the manner in which it is
18 offered. The University may help fund the assessment for the
19 high school or the high school's students and may help the high
20 school offer the assessment on the high school campus.

21 Section 35. The Governors State University Law is amended
22 by adding Section 15-195 as follows:

23 (110 ILCS 670/15-195 new)

24 Sec. 15-195. Effective college math placement.

1 (a) In this Section:

2 "Effective math placement assessment" means a
3 research-based instrument that strongly correlates placement
4 with positive outcomes in math courses, including grades,
5 course completion, retention, and graduation rates. The
6 instrument must accurately measure a student's math knowledge
7 in each math topic area, determine what math topics the student
8 is ready to learn next, and place the student into a specific
9 math course or course of study. The term does not include an
10 assessment of aptitude or a generic college readiness or
11 admissions test.

12 "New student" means:

13 (1) an entering undergraduate student who seeks to take
14 a college-level math course; or

15 (2) any person, including a dual credit student, who
16 seeks to take a college-level math course for the first
17 time.

18 (b) To ensure an efficient use of student time and tuition,
19 as well as taxpayer dollars, the Board may adopt a requirement
20 to enroll a new student in an effective math placement
21 assessment. The Board is encouraged to develop a consistent set
22 of indicators of effective demonstrations of student
23 improvements in outcome.

24 (c) If the Board adopts a requirement under subsection (b)
25 of this Section, the University may use the effective math
26 placement assessment in lieu of any other State-required

1 measure or assessment for math course entry or placement,
2 including for entry or placement into a dual credit math
3 course.

4 (d) To encourage efficiency and time to completion, the
5 University is encouraged to place a student who fails a math
6 course into a math course or course of study, including
7 adaptive remediation, most clearly tied to the student's areas
8 of identified weakness rather than to require a student to
9 retake the course.

10 (e) The University shall notify each high school with which
11 it has an agreement for dual credit math courses of its
12 requirement for an effective math placement assessment for
13 entry into a math course that will count for college credit at
14 the University. The University shall notify the high school of
15 the cost of the assessment and the manner in which it is
16 offered. The University may help fund the assessment for the
17 high school or the high school's students and may help the high
18 school offer the assessment on the high school campus.

19 Section 40. The Illinois State University Law is amended by
20 adding Section 20-200 as follows:

21 (110 ILCS 675/20-200 new)

22 Sec. 20-200. Effective college math placement.

23 (a) In this Section:

24 "Effective math placement assessment" means a

1 research-based instrument that strongly correlates placement
2 with positive outcomes in math courses, including grades,
3 course completion, retention, and graduation rates. The
4 instrument must accurately measure a student's math knowledge
5 in each math topic area, determine what math topics the student
6 is ready to learn next, and place the student into a specific
7 math course or course of study. The term does not include an
8 assessment of aptitude or a generic college readiness or
9 admissions test.

10 "New student" means:

11 (1) an entering undergraduate student who seeks to take
12 a college-level math course; or

13 (2) any person, including a dual credit student, who
14 seeks to take a college-level math course for the first
15 time.

16 (b) To ensure an efficient use of student time and tuition,
17 as well as taxpayer dollars, the Board may adopt a requirement
18 to enroll a new student in an effective math placement
19 assessment. The Board is encouraged to develop a consistent set
20 of indicators of effective demonstrations of student
21 improvements in outcome.

22 (c) If the Board adopts a requirement under subsection (b)
23 of this Section, the University may use the effective math
24 placement assessment in lieu of any other State-required
25 measure or assessment for math course entry or placement,
26 including for entry or placement into a dual credit math

1 course.

2 (d) To encourage efficiency and time to completion, the
3 University is encouraged to place a student who fails a math
4 course into a math course or course of study, including
5 adaptive remediation, most clearly tied to the student's areas
6 of identified weakness rather than to require a student to
7 retake the course.

8 (e) The University shall notify each high school with which
9 it has an agreement for dual credit math courses of its
10 requirement for an effective math placement assessment for
11 entry into a math course that will count for college credit at
12 the University. The University shall notify the high school of
13 the cost of the assessment and the manner in which it is
14 offered. The University may help fund the assessment for the
15 high school or the high school's students and may help the high
16 school offer the assessment on the high school campus.

17 Section 45. The Northeastern Illinois University Law is
18 amended by adding Section 25-195 as follows:

19 (110 ILCS 680/25-195 new)

20 Sec. 25-195. Effective college math placement.

21 (a) In this Section:

22 "Effective math placement assessment" means a
23 research-based instrument that strongly correlates placement
24 with positive outcomes in math courses, including grades,

1 course completion, retention, and graduation rates. The
2 instrument must accurately measure a student's math knowledge
3 in each math topic area, determine what math topics the student
4 is ready to learn next, and place the student into a specific
5 math course or course of study. The term does not include an
6 assessment of aptitude or a generic college readiness or
7 admissions test.

8 "New student" means:

9 (1) an entering undergraduate student who seeks to take
10 a college-level math course; or

11 (2) any person, including a dual credit student, who
12 seeks to take a college-level math course for the first
13 time.

14 (b) To ensure an efficient use of student time and tuition,
15 as well as taxpayer dollars, the Board may adopt a requirement
16 to enroll a new student in an effective math placement
17 assessment. The Board is encouraged to develop a consistent set
18 of indicators of effective demonstrations of student
19 improvements in outcome.

20 (c) If the Board adopts a requirement under subsection (b)
21 of this Section, the University may use the effective math
22 placement assessment in lieu of any other State-required
23 measure or assessment for math course entry or placement,
24 including for entry or placement into a dual credit math
25 course.

26 (d) To encourage efficiency and time to completion, the

1 University is encouraged to place a student who fails a math
2 course into a math course or course of study, including
3 adaptive remediation, most clearly tied to the student's areas
4 of identified weakness rather than to require a student to
5 retake the course.

6 (e) The University shall notify each high school with which
7 it has an agreement for dual credit math courses of its
8 requirement for an effective math placement assessment for
9 entry into a math course that will count for college credit at
10 the University. The University shall notify the high school of
11 the cost of the assessment and the manner in which it is
12 offered. The University may help fund the assessment for the
13 high school or the high school's students and may help the high
14 school offer the assessment on the high school campus.

15 Section 50. The Northern Illinois University Law is amended
16 by adding Section 30-205 as follows:

17 (110 ILCS 685/30-205 new)

18 Sec. 30-205. Effective college math placement.

19 (a) In this Section:

20 "Effective math placement assessment" means a
21 research-based instrument that strongly correlates placement
22 with positive outcomes in math courses, including grades,
23 course completion, retention, and graduation rates. The
24 instrument must accurately measure a student's math knowledge

1 in each math topic area, determine what math topics the student
2 is ready to learn next, and place the student into a specific
3 math course or course of study. The term does not include an
4 assessment of aptitude or a generic college readiness or
5 admissions test.

6 "New student" means:

7 (1) an entering undergraduate student who seeks to take
8 a college-level math course; or

9 (2) any person, including a dual credit student, who
10 seeks to take a college-level math course for the first
11 time.

12 (b) To ensure an efficient use of student time and tuition,
13 as well as taxpayer dollars, the Board may adopt a requirement
14 to enroll a new student in an effective math placement
15 assessment. The Board is encouraged to develop a consistent set
16 of indicators of effective demonstrations of student
17 improvements in outcome.

18 (c) If the Board adopts a requirement under subsection (b)
19 of this Section, the University may use the effective math
20 placement assessment in lieu of any other State-required
21 measure or assessment for math course entry or placement,
22 including for entry or placement into a dual credit math
23 course.

24 (d) To encourage efficiency and time to completion, the
25 University is encouraged to place a student who fails a math
26 course into a math course or course of study, including

1 adaptive remediation, most clearly tied to the student's areas
2 of identified weakness rather than to require a student to
3 retake the course.

4 (e) The University shall notify each high school with which
5 it has an agreement for dual credit math courses of its
6 requirement for an effective math placement assessment for
7 entry into a math course that will count for college credit at
8 the University. The University shall notify the high school of
9 the cost of the assessment and the manner in which it is
10 offered. The University may help fund the assessment for the
11 high school or the high school's students and may help the high
12 school offer the assessment on the high school campus.

13 Section 55. The Western Illinois University Law is amended
14 by adding Section 35-200 as follows:

15 (110 ILCS 690/35-200 new)

16 Sec. 35-200. Effective college math placement.

17 (a) In this Section:

18 "Effective math placement assessment" means a
19 research-based instrument that strongly correlates placement
20 with positive outcomes in math courses, including grades,
21 course completion, retention, and graduation rates. The
22 instrument must accurately measure a student's math knowledge
23 in each math topic area, determine what math topics the student
24 is ready to learn next, and place the student into a specific

1 math course or course of study. The term does not include an
2 assessment of aptitude or a generic college readiness or
3 admissions test.

4 "New student" means:

5 (1) an entering undergraduate student who seeks to take
6 a college-level math course; or

7 (2) any person, including a dual credit student, who
8 seeks to take a college-level math course for the first
9 time.

10 (b) To ensure an efficient use of student time and tuition,
11 as well as taxpayer dollars, the Board may adopt a requirement
12 to enroll a new student in an effective math placement
13 assessment. The Board is encouraged to develop a consistent set
14 of indicators of effective demonstrations of student
15 improvements in outcome.

16 (c) If the Board adopts a requirement under subsection (b)
17 of this Section, the University may use the effective math
18 placement assessment in lieu of any other State-required
19 measure or assessment for math course entry or placement,
20 including for entry or placement into a dual credit math
21 course.

22 (d) To encourage efficiency and time to completion, the
23 University is encouraged to place a student who fails a math
24 course into a math course or course of study, including
25 adaptive remediation, most clearly tied to the student's areas
26 of identified weakness rather than to require a student to

1 retake the course.

2 (e) The University shall notify each high school with which
3 it has an agreement for dual credit math courses of its
4 requirement for an effective math placement assessment for
5 entry into a math course that will count for college credit at
6 the University. The University shall notify the high school of
7 the cost of the assessment and the manner in which it is
8 offered. The University may help fund the assessment for the
9 high school or the high school's students and may help the high
10 school offer the assessment on the high school campus.

11 Section 60. The Public Community College Act is amended by
12 adding Section 3-29.11 as follows:

13 (110 ILCS 805/3-29.11 new)

14 Sec. 3-29.11. Effective college math placement.

15 (a) In this Section:

16 "Effective math placement assessment" means a
17 research-based instrument that strongly correlates placement
18 with positive outcomes in math courses, including grades,
19 course completion, retention, and graduation rates. The
20 instrument must accurately measure a student's math knowledge
21 in each math topic area, determine what math topics the student
22 is ready to learn next, and place the student into a specific
23 math course or course of study. The term does not include an
24 assessment of aptitude or a generic college readiness or

1 admissions test.

2 "New student" means:

3 (1) an entering undergraduate student who seeks to take
4 a college-level math course; or

5 (2) any person, including a dual credit student, who
6 seeks to take a college-level math course for the first
7 time.

8 (b) To ensure an efficient use of student time and tuition,
9 as well as taxpayer dollars, a board may adopt a requirement to
10 enroll a new student in an effective math placement assessment.
11 The board is encouraged to develop a consistent set of
12 indicators of effective demonstrations of student improvements
13 in outcome.

14 (c) If the board adopts a requirement under subsection (b)
15 of this Section, the community college may use the effective
16 math placement assessment in lieu of any other State-required
17 measure or assessment for math course entry or placement,
18 including for entry or placement into a dual credit math
19 course.

20 (d) To encourage efficiency and time to completion, the
21 community college is encouraged to place a student who fails a
22 math course into a math course or course of study, including
23 adaptive remediation, most clearly tied to the student's areas
24 of identified weakness rather than to require a student to
25 retake the course.

26 (e) The community college shall notify each high school

1 with which it has an agreement for dual credit math courses of
2 its requirement for an effective math placement assessment for
3 entry into a math course that will count for college credit at
4 the community college. The community college shall notify the
5 high school of the cost of the assessment and the manner in
6 which it is offered. The community college may help fund the
7 assessment for the high school or the high school's students
8 and may help the high school offer the assessment on the high
9 school campus.

10 Section 99. Effective date. This Act takes effect July 1,
11 2017."