

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

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  
18 are required for both college and career readiness;

19 (5) that State learning standards encompass rigorous  
20 K-12 mathematics requirements to prepare students for  
21 college and careers; and

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

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

3 (105 ILCS 5/2-3.156 new)

4 Sec. 2-3.156. Mathematics curriculum models.

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

14 (1) Representatives of a statewide mathematics  
15 professional organization.

16 (2) Representatives of statewide teacher  
17 organizations.

18 (3) Representatives of statewide school administrator  
19 organizations.

20 (4) Experts in higher education mathematics  
21 instruction.

22 (5) Experts in curriculum design.

23 (6) Experts in professional development design.

24 (7) State education policymakers and advisors.

25 (8) A representative from the Department of Commerce

1 and Economic Opportunity.

2 (9) Higher education faculty.

3 (10) Representatives of statewide school board  
4 organizations.

5 (11) Representatives of statewide principal  
6 organizations.

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

9 (1) Scope-and-sequence descriptions for middle and  
10 high school mathematics progressions, building content and  
11 skill acquisition across the grades.

12 (2) Recommendations of curricula for the final year of  
13 mathematics or math-equivalent instruction before  
14 graduation.

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

17 (4) Model high school course designs that demonstrate  
18 effective student pathways to mathematics-standards  
19 attainment by graduation.

20 (5) Training programs for teachers and administrators,  
21 to be made available in both traditional and electronic  
22 formats for regional and local delivery.

23 (c) The curriculum models under this Section must be  
24 completed no later than March 1, 2013.

25 (d) The curriculum models and training programs under this  
26 Section must be made available to all school districts, which

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