



Sen. Michael W. Frerichs

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09700SB3244sam002

LRB097 16729 NHT 67868 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 statewide school administrator

1 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 (10) Representatives of statewide school board  
11 organizations.

12 (11) Representatives of statewide principal  
13 organizations.

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

16 (1) Scope-and-sequence descriptions for middle and  
17 high school mathematics progressions, building content and  
18 skill acquisition across the grades.

19 (2) Recommendations of curricula for the final year of  
20 mathematics or math-equivalent instruction before  
21 graduation.

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

24 (4) Model high school course designs that demonstrate  
25 effective student pathways to mathematics-standards  
26 attainment by graduation.

1           (5) Training programs for teachers and administrators,  
2           to be made available in both traditional and electronic  
3           formats for regional and local delivery.

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

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