

AN ACT concerning education.

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

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

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

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

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

(4) that it is increasingly evident that math skills are required for both college and career readiness;

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

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

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

(105 ILCS 5/2-3.156 new)

Sec. 2-3.156. Mathematics curriculum models.

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

(1) Representatives of a statewide mathematics professional organization.

(2) Representatives of statewide teacher organizations.

(3) Representatives of statewide school administrator organizations.

(4) Experts in higher education mathematics instruction.

(5) Experts in curriculum design.

(6) Experts in professional development design.

(7) State education policymakers and advisors.

(8) A representative from the Department of Commerce

and Economic Opportunity.

(9) Higher education faculty.

(10) Representatives of statewide school board organizations.

(11) Representatives of statewide principal organizations.

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

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

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

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

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

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

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

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

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