Rep. Rita Mayfield

Filed: 5/8/2018

1   AMENDMENT TO SENATE BILL 2941

2   AMENDMENT NO. _____. Amend Senate Bill 2941 as follows:

3   on page 1, line 5, by replacing "20 and 25" with "20, 25, 45,
4   50, 55, and 60"; and

5   on page 12, immediately below line 2, by inserting the
6   following:

7   "(110 ILCS 148/45)
8   Sec. 45. Statewide panel to define transitional
9   mathematics instruction recommendations.
10   (a) Subject to the availability of public or private
11   resources for its administration, ISBE, ICCB, and IBHE shall
12   jointly establish a statewide panel to recommend competencies
13   and other requirements for transitional mathematics
14   instruction that lead to various postsecondary institution
15   mathematics pathways. ISBE, ICCB, and IBHE shall consult with

1   the IMACC on the establishment and administration of the

2   statewide panel. The statewide panel shall include high school

3   educators and administrators and community college and

4   university faculty and administrators, including broad

5   representation from general education and career and technical

6   education. The statewide panel shall also consult with

7   representations of private sector employers on the definition

8   of competencies for postsecondary institution mathematics

9   pathways and consider mathematics utilized in pre-employment

10   screenings for entry-level careers. Following the delivery of

11   the statewide panel's recommendations, ISBE, ICCB, and IBHE

12   shall, in consultation with IMACC and the statewide panel,

13   jointly adopt competencies and requirements for transitional

14   mathematics instruction and related postsecondary institution

15   mathematics pathways.

16   (b) The statewide panel shall define transitional

17   mathematics competencies aligned to ISBE-adopted learning

18   standards and requirements associated with, at minimum, the

19   following postsecondary institution mathematics pathways:

20   (1) STEM Pathway. The STEM Pathway is for students with

21   career goals involving occupations that require the

22   application of calculus or advanced algebraic skills. In

23   accordance with and subject to this Act, successful

24   attainment of transitional mathematics competencies in the

25   STEM Pathway guarantees student placement into a community

26   college mathematics course in a calculus-based mathematics

1   course sequence.

2   (2) Technical Pathway. The Technical Pathway is for

3   students with career goals involving occupations in

4   technical fields that do not require the application of

5   calculus, advanced algebraic, or advanced statistical

6   skills. Mathematics in the Technical Pathway emphasizes

7   the application of mathematics within career settings. In

8   accordance with and subject to this Act, successful

9   attainment of transitional mathematics competencies in the

10   Technical Pathway guarantees student placement into a

11   credit-bearing postsecondary mathematics course required

12   for a community college career and technical education

13   program.

14   (3) Quantitative Literacy and Statistics Pathway. The

15   Quantitative Literacy and Statistics Pathway is for

16   students focused on attaining competency in general

17   statistics, data analysis, quantitative literacy, and

18   problem solving. The Quantitative Literacy and Statistics

19   Pathway is intended for students whose career goals do not

20   involve occupations relating to either the STEM or

21   Technical Pathway or those who have not yet selected a

22   career goal. In accordance with and subject to this Act,

23   successful attainment of transitional mathematics

24   competencies in the Quantitative Literacy and Statistics

25   Pathway guarantees student placement into a community

26   college GECC mathematics course not in a calculus-based

1   course sequence.

2   (c) ~~The statewide panel shall make recommendations on~~
3   ~~whether separate transitional mathematics competencies should~~
4   ~~be defined for students with career goals involving occupations~~
5   ~~that require the application of advanced statistics, such as~~
6   ~~occupations in certain social science fields.~~ The statewide
7   panel shall ~~also~~ provide recommendations for methods to
8   incorporate transitional mathematics competencies into
9   integrated courses.

10   (d) The statewide panel shall recommend statewide criteria
11   for determining the projected readiness of 11th grade students
12   for college-level mathematics courses in each of the
13   postsecondary education mathematics pathways for purposes of
14   placement into transitional mathematics instruction in 12th
15   grade. The statewide criteria shall include standardized
16   assessment results, grade point average, and course
17   completions. The statewide criteria shall also define a minimal
18   level of mathematical competency necessary for student
19   placement into transitional mathematics instruction. Following
20   the delivery of such recommendations, ISBE and ICCB shall
21   jointly adopt statewide criteria for determining projected
22   readiness for college-level mathematics courses in each of the
23   postsecondary institution mathematics pathways for purposes of
24   placement into transitional mathematics instruction in 12th
25   grade.

26   (e) <u>(Blank).</u> ~~Notwithstanding anything to the contrary~~

1 ~~contained in this Act, in the event the statewide panel is not~~

2 ~~established due to the unavailability of public and private~~

3 ~~resources and ISBE, ICCB, and IBHE are therefore unable to~~

4 ~~jointly adopt competencies and requirements for transitional~~

5 ~~mathematics instruction and related postsecondary institution~~

6 ~~mathematics pathways, then no transitional mathematics~~

7 ~~instruction is required to be delivered by school districts or~~

8 ~~accepted for placement by community colleges in accordance with~~

9 ~~this Act.~~

10   (f) Subject to the availability of public or private

11 resources for its administration, ISBE, ICCB, and IBHE shall,

12 in consultation with the members of the statewide panel,

13 establish and administer procedures for approving transitional

14 mathematics instruction for statewide portability.

15   (g) In accordance with timelines and publication

16 requirements established by IBHE, each public university must

17 adopt and publicize transparent criteria adopted by the

18 university for student placement into college-level

19 mathematics courses. IBHE must publicly report on the adoption

20 of such criteria and the extent to which public universities

21 are utilizing strategies to minimize placements into

22 non-credit-bearing remedial mathematics course sequences.

23 (Source: P.A. 99-674, eff. 7-29-16.)

24   (110 ILCS 148/50)

25   Sec. 50. Transitional mathematics instruction placement

1   and delivery.

2   (a) A school district electing or required to deliver

3   transitional mathematics instruction in accordance with

4   Section 65 of this Act shall use the statewide criteria

5   established pursuant to subsection (d) of Section 45 of this

6   Act to determine each student's projected readiness for

7   college-level mathematics courses upon high school graduation

8   in that student's selected postsecondary institution

9   mathematics pathway. The school district shall make a

10   pre-determination of student readiness at the end of the first

11   semester of 11th grade and may adjust readiness determinations

12   at the end of 11th grade. The readiness of a student who has

13   not selected a postsecondary institution mathematics pathway

14   shall be determined in accordance with the criteria for the

15   Quantitative Literacy and Statistics Pathways. Notwithstanding

16   the readiness determinations, instructional requirements for

17   students with disabilities shall be subject to the

18   individualized goals set forth within the student's

19   individualized education program required by State and federal

20   law.

21   (b) Public high school graduates of school districts

22   implementing transitional mathematics instruction in

23   accordance with this Act may demonstrate readiness for

24   college-level mathematics courses at applicable postsecondary

25   institutions through any of the following methods:

26   (1) At the end of 11th grade, the student does not meet

1   the statewide criteria for demonstrating projected
2   readiness for college-level mathematics courses upon high
3   school graduation in the student's postsecondary education
4   mathematics pathway, but the student subsequently achieves
5   successful completion of transitional mathematics
6   instruction for the postsecondary education mathematics
7   pathway. Students who achieve successful completion shall
8   receive transcripted credit for the transitional
9   mathematics instruction from the school district ~~community~~
10   ~~college partner~~ and, subject to subsections (c) and (d) of
11   this Section, shall be placed by applicable postsecondary
12   institutions recognizing the transcripted credit in
13   accordance with this Act into an appropriate college-level
14   mathematics course in the student's postsecondary
15   institution mathematics pathway. Students who do not
16   achieve successful completion shall be subject to
17   generally applicable postsecondary institution mathematics
18   placement processes. For the purposes of this paragraph
19   (1), successful completion means the student successfully
20   demonstrates attainment of transitional mathematics
21   competencies either through an overall grade for the
22   mathematics-related portion of a course or demonstrated
23   mastery of all transitional mathematics competencies
24   delivered through a competency-based learning system.
25   (2) At the end of 11th grade, the student meets the
26   statewide criteria for demonstrating projected readiness

1   for college-level mathematics courses upon high school

2   graduation in the student's postsecondary education

3   mathematics pathway, and the student subsequently

4   successfully completes rigorous mathematics instruction in

5   accordance with criteria jointly adopted by ISBE and ICCB.

6   (3) The student meets applicable postsecondary

7   institution criteria for demonstrating readiness for

8   college-level mathematics courses in the student's

9   postsecondary education mathematics pathway.

10 (c) All postsecondary institutions that have entered into a

11 partnership agreement pursuant to Section 55 of this Act shall

12 recognize ~~community college~~ transcripted credit from

13 transitional mathematics instruction delivered by school

14 districts participating in the partnership agreement for

15 student placement into appropriate college-level mathematics

16 courses. If statewide portability approval procedures have

17 been established pursuant to subsection (f) of Section 45 of

18 this Act, then all community colleges shall recognize ~~community~~

19 ~~college~~ transcripted credit from transitional mathematics

20 instruction that has been approved in accordance with the

21 statewide portability procedures. A public university is not

22 required to recognize transcripted credit from transitional

23 mathematics instruction for placement purpose unless the

24 public university voluntarily agrees to do so through entering

25 into a partnership agreement in accordance with Section 55 of

26 this Act. The placement determinations described in this

1   Section are valid for 18 months after high school graduation,

2   provided a postsecondary institution may require a short-term,

3   skill-based review or a corequisite remediation course for a

4   student who does not enroll in a college-level mathematics

5   course in the fall semester after high school graduation.

6   (Source: P.A. 99-674, eff. 7-29-16.)

7   (110 ILCS 148/55)

8   Sec. 55. High school and community college partnership

9   agreements for transitional mathematics instruction.

10   (a) Transitional mathematics instruction shall be

11   delivered by high school faculty with community college

12   collaboration as defined through a partnership agreement

13   meeting the requirements of this Section. While transitional

14   mathematics instruction may be delivered through stand-alone

15   mathematics courses, school districts and community colleges

16   may use integrated courses or competency-based learning

17   systems for the delivery of transitional mathematics

18   instruction.

19   (b) School districts serving grades 9 through 12 electing

20   or required to deliver transitional mathematics instruction in

21   accordance with Section 65 of this Act shall enter into a

22   partnership agreement for transitional mathematics courses

23   with at least one community college. All partnership agreements

24   shall address the following:

25   (1) The co-development by the school district and

1   community college of transitional mathematics courses or a

2   defined mathematics competency set or the adaptation of the

3   State model transitional instructional units that align to

4   the statewide competencies for particular postsecondary

5   institution mathematics pathways, which shall also include

6   the design of local performance indicators and evidence

7   associated with those indicators.

8   (2) The community college courses for which the

9   successful completion of transitional mathematics

10   instruction will guarantee placement, subject to

11   subsection (b) of Section 50 of this Act.

12   (3) The availability of dual enrollment and dual credit

13   courses for high school students demonstrating current

14   readiness for college-level mathematics courses.

15   (4) Training and professional development to be

16   provided to the high school instructors of transitional

17   mathematics instruction.

18   (5) The utilization of integrated courses or

19   competency-based learning systems for transitional

20   mathematics instruction.

21   (c) A community college must enter into a partnership

22   agreement when requested to do so by a local school district

23   that has elected or is required to deliver transitional

24   mathematics instruction in accordance with Section 65 of this

25   Act, provided the community college receives an implementation

26   grant in an amount determined by ICCB to compensate for its

1   related   instructional   development   and   implementation

2   activities. A community college may require standardized terms

3   for all of its partner school districts. ISBE and ICCB shall

4   jointly resolve any disputes between a school district and

5   community college regarding the proposed terms of a partnership

6   agreement.

7   (d) When developing partnership agreements, community

8   colleges and school districts shall consult with a public

9   university that has requested consultation through submission

10   of a written request to a community college in accordance with

11   requirements established by ICCB and IBHE. A public university

12   may, in its sole discretion, elect to become a party to a

13   partnership agreement.

14   (e) Regional offices of education may, with the consent of

15   participating school districts, establish multi-district

16   partnership   agreements   with   one   or   more   postsecondary

17   institutions.

18   (Source: P.A. 99-674, eff. 7-29-16.)

19   (110 ILCS 148/60)

20   Sec. 60. Transitional mathematics instruction statewide

21   supports.

22   (a) Beginning with the 2019-2020 academic year, ICCB shall

23   permit transitional mathematics instruction that has been

24   approved for statewide portability transcripted by a community

25   college in accordance with the requirements of this Act to be

1   funded, subject to appropriation, in a manner consistent with

2   ~~claimed for~~ reimbursement rates for developmental education

3   courses offered at a community college ~~funding purposes~~. Such

4   funding must be used by a community college for costs

5   associated with transitional mathematics or English

6   partnerships with school districts.

7   (b) Subject to the availability of public or private

8   resources, ISBE, ICCB, and IBHE, in collaboration with IMACC,

9   shall support ~~at least 2~~ collaborative efforts among school

10   districts and postsecondary institutions to develop model

11   transitional mathematics instructional units. All

12   State-supported models shall include real-world application

13   projects that can be delivered to particular students based on

14   career interests and shall enable transitional mathematics

15   instructional resources to be included within integrated

16   courses or competency-based learning systems. ~~At least one of~~

17   ~~the State-supported transitional mathematics models must be~~

18   ~~highly modularized for blended learning delivery, with:~~

19   ~~(1) a pre-assessment system to ensure that completion~~

20   ~~of modules are required only when the competencies have not~~

21   ~~been sufficiently mastered;~~

22   ~~(2) the ability for students to complete coursework in~~

23   ~~areas of need at their own pace;~~

24   ~~(3) the ability for transitional mathematics modules~~

25   ~~to be included within integrated courses or~~

26   ~~competency-based learning systems; and~~

1   ~~(4) the ability for students to complete dual credit~~
2   ~~modules upon completion of the transitional mathematics~~
3   ~~modules.~~

4   (c) Provided that statewide portability procedures have
5   been established pursuant to subsection (f) of Section 45 of
6   this Act, ISBE and ICCB shall identify and publicize courses
7   for transitional mathematics instruction that meet the
8   statewide portability requirements and that can be delivered
9   fully online or through blended-learning models without the
10   requirement for in-person mathematics instruction at the high
11   school.

12   (d) ISBE and ICCB shall jointly develop and provide a model
13   partnership agreement for school districts and community
14   colleges.

15   (e) ISBE and ICCB shall provide standardized reports to
16   school districts and community colleges, including, but not
17   limited to:

18   (1) reports that school districts and community
19   colleges can use for determining students 11th grade
20   projected readiness for college-level mathematics courses
21   upon high school graduation; and

22   (2) reports that compare participating students'
23   postsecondary outcomes with other students, particularly
24   those in traditional developmental education course
25   sequences.

26   (Source: P.A. 99-674, eff. 7-29-16.)".