

May 11, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Authorization of Commissioner to Convey Information to State Board of Education as Required by SB196

Issue

SB196 (Math Competency Initiative) sponsored by Senator Ann Millner, was enacted by the 2015 legislature and is now law. In order to meet its timelines and in consideration of the currently identified and posted meeting dates of the State Board of Education and the State Board of Regents, a process is needed that authorizes the Commissioner to communicate qualifying scores in mathematics (as required by SB196) to the State Board of Education prior to their June 2015 Board meeting.

Background

SB196 (enacting 53A-1-1201 – 1202 of the Utah Code Annotated 1953) requires that the State Board of Education make rules that establish mathematics competency standards as a graduation requirement beginning with the 2016-17 school year. The process outlined in statute requires the State Board of Regents, in consultation with the State Board of Education, to determine qualifying scores for a number of measures of mathematics competency (e.g., Advanced Placement scores). In order to comply with statute implementation date of the 2016-17 school year, the State Board of Education needs to affirm the qualifying scores at their June 2015 Board meeting. The Office of the Commissioner has identified a process that engages the Utah System of Higher Education (USHE) Math Chairs and the math specialist from the Utah State Office of Education (USOE) in setting the qualifying scores. The qualifying score-setting process by the USHE Math Chairs will not be concluded until early June 2015, and not in time for approval action by the State Board of Regents during their May meeting. Affirmation of the scores at the July 2015 meeting of the State Board of Regents will not be in time for the State Board of Education to set the scores during their June meeting, as required by the statute implementation date.

This action item authorizes the Commissioner to convey the scores, based on input from the USHE Math Department Chairs in consultation with the USOE math specialist, to the State Board of Education on behalf of the State Board of Regents so that the timeline specified in statute can be met.

Policy Issues

A strength of this legislation is requiring consultation between the State Board of Education and the State Board of Regents. The specifics of the legislation relative to the scores to be set and the timeline necessitate a more streamlined approach in order to meet these requirements. The proposed authorization of the Commissioner to convey the scores to the State Board of Education allows full engagement of the Math Chairs in setting the scores while meeting the deadlines set in statute.

Commissioner's Recommendation

The Commissioner recommends the Regents authorize the Commissioner to convey the qualifying scores as identified in SB196 to the State Board of Education.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

MATH COMPETENCY INITIATIVE

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Francis D. Gibson

LONG TITLE

General Description:

This bill enacts provisions relating to public school mathematics competency standards.

Highlighted Provisions:

This bill:

- ▶ enacts provisions relating to public school mathematics competency standards.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53A-1-1201, Utah Code Annotated 1953

53A-1-1202, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-1-1201** is enacted to read:

Part 12. Career and College Readiness Mathematics Competency

53A-1-1201. Title.

This part is known as "Career and College Readiness Mathematics Competency."

Section 2. Section **53A-1-1202** is enacted to read:

53A-1-1202. Career and college readiness mathematics competency standards.

(1) As used in this section, "qualifying score" means a score established as described in

30 Subsection (4), that, if met by a student, qualifies the student to receive college credit for a
31 mathematics course that satisfies the state system of higher education quantitative literacy
32 requirement.

33 (2) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah
34 Administrative Rulemaking Act, make rules that:

35 (a) (i) establish the mathematics competency standards described in Subsection (3) as a
36 graduation requirement beginning with the 2016-17 school year; and

37 (ii) include the qualifying scores described in Subsection (4); and

38 (b) establish systematic reporting of college and career ready mathematics
39 achievement.

40 (3) In addition to other graduation requirements established by the State Board of
41 Education, a student shall fulfill one of the following requirements to demonstrate mathematics
42 competency that supports the student's future college and career goals as outlined in the
43 student's college and career plan:

44 (a) for a student pursuing a college degree after graduation:

45 (i) receive a score that at least meets the qualifying score for:

46 (A) an Advanced Placement calculus or statistics exam;

47 (B) an International Baccalaureate higher level mathematics exam;

48 (C) the ACCUPLACER College-Level Math test or an equivalent test described in
49 Subsection (5);

50 (D) a College Level Examination Program precalculus or calculus exam; or

51 (E) the ACT Mathematics Test; or

52 (ii) receive at least a "C" grade in a concurrent enrollment mathematics course that
53 satisfies the state system of higher education quantitative literacy requirement;

54 (b) for a non college degree-seeking student, the student shall complete appropriate
55 math competencies for the student's career goals as described in the student's college and career
56 plan;

57 (c) for a student with an individualized education program prepared in accordance with

58 the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall
59 meet the mathematics standards described in the student's individualized education program; or

60 (d) for a senior student with special circumstances as described in State Board of
61 Education rule, the student shall fulfill a requirement associated with the student's special
62 circumstances, as established in State Board of Education rule.

63 (4) The State Board of Regents shall, in consultation with the State Board of
64 Education, determine qualifying scores for the tests and exams described in Subsection
65 (3)(a)(i).

66 (5) The State Board of Regents, established in Section [53B-1-103](#), may make a policy
67 to select at least one test the State Board of Regents finds is equivalent to the ACCUPLACER
68 College-Level Math test.

69 (6) The State Board of Regents shall, in consultation with the State Board of
70 Education, make policies to:

71 (a) develop mechanisms for a student who completes a math competency requirement
72 described in Subsection (3)(a) to:

73 (i) receive college credit; and

74 (ii) satisfy the state system of higher education quantitative literacy requirement;

75 (b) allow a student, upon completion of required high school mathematics courses with
76 at least a "C" grade, entry into a mathematics concurrent enrollment course;

77 (c) increase access to a range of mathematics concurrent enrollment courses;

78 (d) establish a consistent concurrent enrollment course approval process; and

79 (e) establish a consistent process to qualify high school teachers with an upper level
80 mathematics endorsement to teach entry level mathematics concurrent enrollment courses.