

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2015

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HOUSE BILL 657  
Committee Substitute Favorable 4/21/15  
Senate Education/Higher Education Committee Substitute Adopted 6/8/16  
Fourth Edition Engrossed 6/16/16

Short Title: Math Standard Course of Study Revisions. (Public)

Sponsors:

Referred to:

April 14, 2015

A BILL TO BE ENTITLED

AN ACT TO INCREASE RIGOR, FOCUS, AND CAREER READINESS TO THE MATHEMATICS STANDARD COURSE OF STUDY BY REQUIRING THE STATE BOARD OF EDUCATION TO MODIFY AND REVISE THE MATHEMATICS STANDARD COURSE OF STUDY IN ORDER TO OFFER THE TRADITIONAL SEQUENCE OF MATHEMATICS COURSES.

The General Assembly of North Carolina enacts:

**SECTION 2.** The State Board of Education, in conjunction with the State Board of Community Colleges, shall conduct a comprehensive review of the North Carolina Mathematics Standard Course of Study in order to develop a revised mathematics standard course of study for grades kindergarten through grade 12 that increases rigor, focus, and career readiness, ensures high-quality standards in all sequences, and provides options for students and parents in determining the sequence of mathematics instruction most appropriate for the needs of that student and the student's postsecondary school plans. The revised kindergarten through grade 12 mathematics standard course of study, including student assessments aligned with revisions, shall be implemented beginning with the 2018-2019 school year. The State Board of Education, in conjunction with the State Board of Community Colleges, shall do all of the following in developing revisions to the mathematics standard course of study:

- (1) Maintain the option of enrolling in the traditional sequence of mathematics courses for grades nine through 12, except in cooperative innovative high schools. The State Board of Education shall require that local boards of education provide information to a student and that student's parents or guardians on the sequencing options included in the standards to allow for informed choice on the sequence most appropriate for the needs of that student and the student's postsecondary school plans.
- (2) Specifically focus on issues related to remediation in mathematics at the community college and university level.
- (3) Ensure that the process for conducting the review and developing the standard course of study is transparent and that information is made available to the public.
- (4) Involve stakeholders in the process for developing mathematics standards and sequences that meet and reflect North Carolina's priorities and the usefulness of the content standards and sequences, including surveying a representative sample of parents, teachers, and the public and allowing for public comment



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1 opportunities. Where applicable, information and stakeholder feedback  
2 gathered during the review conducted by the State Board of Education and the  
3 Department of Public Instruction of the North Carolina Mathematics Standard  
4 Course of Study that was adopted by the State Board in June 2010, and  
5 implemented beginning with the 2012-2013 school year, and the review  
6 conducted by the State Board of Education and the Department of Public  
7 Instruction of the North Carolina Mathematics Standard Course of Study that  
8 was adopted by the State Board in June 2016, may be utilized to inform the  
9 review process.

- 10 (5) Consider the information gathered by and the recommendations regarding  
11 mathematics standards from the Academic Standards Review Commission,  
12 established under Section 2 of S.L. 2014-78, including the North Carolina  
13 Academic Standards Review Commission's Report of Findings and  
14 Recommendations, published December 31, 2015.
- 15 (6) Ensure that the mathematics standards and sequences do all of the following:  
16 a. Increase students' level of academic achievement.  
17 b. Meet and reflect North Carolina's priorities in increasing rigor, focus,  
18 and career readiness by ensuring that students are ready to pursue  
19 postsecondary school plans without remediation and have the skills and  
20 knowledge to successfully begin employment or postsecondary  
21 education.  
22 c. Are age level and developmentally appropriate.  
23 d. Are understandable to parents and teachers.  
24 e. Are among the highest standards in the nation.
- 25 (7) Study and make recommendations to local boards of education on the  
26 appropriate student-teacher ratio in implementation of integrated and traditional  
27 sequences for high school mathematics courses.

28 **SECTION 4.** By March 15, 2018, the State Board of Education, in conjunction with  
29 the State Board of Community Colleges, shall submit a report to the General Assembly, in  
30 accordance with G.S. 120-29.5, and the Joint Legislative Education Oversight Committee  
31 containing at least the following information:

- 32 (1) A complete copy of the revised mathematics standard course of study and  
33 mathematics sequence options developed in accordance with Section 2 of this  
34 act.  
35 (2) A document that provides information on all of the differences between the  
36 revised mathematics standard course of study and mathematics sequence  
37 options developed in accordance with Section 2 of this act and the North  
38 Carolina Mathematics Standard Course of Study that was adopted by the State  
39 Board in June 2016.  
40 (3) A document that outlines the necessary corresponding changes to student  
41 assessments to align with the revised mathematics standard course of study and  
42 mathematics sequence options developed in accordance with Section 2 of this  
43 act.

44 **SECTION 5.** The revised mathematics standard course of study and mathematics  
45 sequence options developed in accordance with Section 2 of this act shall become effective on  
46 June 1, 2018, unless a bill that specifically disapproves the revised mathematics standard course of  
47 study is introduced in either house of the General Assembly before the thirty-first legislative day  
48 of the 2018 Regular Session of the 2017 General Assembly. The revised mathematics standard  
49 course of study shall become effective on the July 1 immediately following the earlier of either the  
50 day an unfavorable final action is taken on the bill or the day that session of the General Assembly  
51 adjourns without ratifying a bill that specifically disapproves the revised mathematics standard

1 course of study. If the revised mathematics standard course of study is specifically disapproved by  
2 a bill enacted into law before it becomes effective, the revised mathematics standard course of  
3 study shall not become effective. For the purposes of this section, a bill specifically disapproves  
4 the revised mathematics standard course of study if it contains a provision that refers to the revised  
5 mathematics standard course of study and states that the revised mathematics standard course of  
6 study is disapproved. Notwithstanding any rule of either house of the General Assembly, any  
7 member of the General Assembly may introduce a bill during the first 30 legislative days of the  
8 2018 Regular Session to disapprove the revised mathematics standard course of study that has  
9 been approved by the State Board and that has not become effective.

10 **SECTION 6.** This act is effective when it becomes law.