

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

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 AND TO DISALLOW THE USE OF A CAREER AND TECHNICAL EDUCATION COURSE AS A SUBSTITUTE TO SATISFY A GRADUATION REQUIREMENT FOR A FOURTH CREDIT IN MATHEMATICS.

The General Assembly of North Carolina enacts:

**SECTION 1.** The State Board of Education shall modify the North Carolina Mathematics Standard Course of Study that was adopted by the State Board in June 2016 to increase rigor, focus, and career readiness and to provide choice to students and parents for the sequence of mathematics instruction most appropriate for the needs of that student and the student's postsecondary school plans as follows:

- (1) The State Board of Education shall revise and reorganize the North Carolina Mathematics Course of Study to include a sequence of current mathematics standards that align to the traditional sequence of mathematics courses of (i) Algebra I, (ii) Geometry, and (iii) Algebra II.
- (2) For students beginning the sequence of mathematics instruction in the 2017-2018 school year, local boards of education shall be required to offer course options aligned with the traditional sequence of mathematics courses of (i) Algebra I, (ii) Geometry, and (iii) Algebra II for students to satisfy the graduation requirements leading to a fourth credit in mathematics.
- (3) For the 2017-2018 school year, the State Board shall indicate to local boards of education those standards that should be supplemented for students enrolling in the traditional course of Algebra I to ensure student success on current student assessments available for that course.
- (4) All changes to the mathematics standard course of study required by this section shall be offered to students beginning the sequence of mathematics instruction with the 2017-2018 school year.

**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



1 determining the sequence of mathematics instruction most appropriate for the needs of that student  
2 and the student's postsecondary school plans. The revised kindergarten through grade 12  
3 mathematics standard course of study, including student assessments aligned with revisions, shall  
4 be implemented beginning with the 2018-2019 school year. The State Board of Education, in  
5 conjunction with the State Board of Community Colleges, shall do all of the following in  
6 developing revisions to the mathematics standard course of study:

- 7 (1) Maintain the option of enrolling in the traditional sequence of mathematics  
8 courses for grades nine through 12 as required by Section 1 of this act.
- 9 (2) Specifically focus on issues related to remediation in mathematics at the  
10 community college and university level.
- 11 (3) Ensure that the process for conducting the review and developing the standard  
12 course of study is transparent and that information is made available to the  
13 public.
- 14 (4) Involve stakeholders in the process for developing mathematics standards and  
15 sequences that meet and reflect North Carolina's priorities and the usefulness of  
16 the content standards and sequences, including surveying a representative  
17 sample of parents, teachers, and the public and allowing for public comment  
18 opportunities. Where applicable, information and stakeholder feedback  
19 gathered during the review conducted by the State Board of Education and the  
20 Department of Public Instruction of the North Carolina Mathematics Standard  
21 Course of Study that was adopted by the State Board in June 2010, and  
22 implemented beginning with the 2012-2013 school year, and the review  
23 conducted by the State Board of Education and the Department of Public  
24 Instruction of the North Carolina Mathematics Standard Course of Study that  
25 was adopted by the State Board in June 2016, may be utilized to inform the  
26 review process.
- 27 (5) Consider the information gathered by and the recommendations regarding  
28 mathematics standards from the Academic Standards Review Commission,  
29 established under Section 2 of S.L. 2014-78, including the North Carolina  
30 Academic Standards Review Commission's Report of Findings and  
31 Recommendations, published December 31, 2015.
- 32 (6) Ensure that the mathematics standards and sequences do all of the following:
  - 33 a. Increase students' level of academic achievement.
  - 34 b. Meet and reflect North Carolina's priorities in increasing rigor, focus,  
35 and career readiness by ensuring that students are ready to pursue  
36 postsecondary school plans without remediation and have the skills and  
37 knowledge to successfully begin employment or postsecondary  
38 education.
  - 39 c. Are age level and developmentally appropriate.
  - 40 d. Are understandable to parents and teachers.
  - 41 e. Are among the highest standards in the nation.

42 **SECTION 3.** In establishing graduation requirements in mathematics to align with the  
43 standard course of study developed in Section 2 of this act, the State Board of Education shall not  
44 allow career and technical education courses to be used as substitutions to satisfy the graduation  
45 requirement for a fourth credit in mathematics except as follows: if a student has an Individualized  
46 Education Plan that identifies the student as learning disabled in the area of mathematics and states  
47 that this learning disability will prevent the student from mastering Algebra I, that student shall be  
48 allowed to construct a four-course mathematics sequence that may include one or more career and  
49 technical education courses as appropriate, based on the student's Individualized Education Plan  
50 and postsecondary goals.

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

- 5           (1) A complete copy of the revised mathematics standard course of study and  
6 mathematics sequence options developed in accordance with Section 2 of this  
7 act.  
8           (2) A document that provides information on all of the differences between the  
9 revised mathematics standard course of study and mathematics sequence  
10 options developed in accordance with Section 2 of this act and the North  
11 Carolina Mathematics Standard Course of Study that was adopted by the State  
12 Board in June 2016.  
13           (3) A document that outlines the necessary corresponding changes to student  
14 assessments to align with the revised mathematics standard course of study and  
15 mathematics sequence options developed in accordance with Section 2 of this  
16 act.

17           **SECTION 5.** The revised mathematics standard course of study and mathematics  
18 sequence options developed in accordance with Section 2 of this act shall become effective on  
19 June 1, 2018, unless a bill that specifically disapproves the revised mathematics standard course of  
20 study is introduced in either house of the General Assembly before the thirty-first legislative day  
21 of the 2018 Regular Session of the 2017 General Assembly. The revised mathematics standard  
22 course of study shall become effective on the July 1 immediately following the earlier of either the  
23 day an unfavorable final action is taken on the bill or the day that session of the General Assembly  
24 adjourns without ratifying a bill that specifically disapproves the revised mathematics standard  
25 course of study. If the revised mathematics standard course of study is specifically disapproved by  
26 a bill enacted into law before it becomes effective, the revised mathematics standard course of  
27 study shall not become effective. For the purposes of this section, a bill specifically disapproves  
28 the revised mathematics standard course of study if it contains a provision that refers to the revised  
29 mathematics standard course of study and states that the revised mathematics standard course of  
30 study is disapproved. Notwithstanding any rule of either house of the General Assembly, any  
31 member of the General Assembly may introduce a bill during the first 30 legislative days of the  
32 2018 Regular Session to disapprove the revised mathematics standard course of study that has  
33 been approved by the State Board and that has not become effective.

34           **SECTION 6.** This act is effective when it becomes law. Section 1 of this act applies to  
35 those students beginning the mathematics standard course of study in the 2017-2018 school year  
36 and thereafter.