

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

H

D

HOUSE BILL 657
Committee Substitute Favorable 4/21/15
PROPOSED SENATE COMMITTEE SUBSTITUTE H657-CSTW-23 [v.3]
05/31/2016 03:23:54 PM

Short Title: Math Standard Course of Study Revisions.

(Public)

Sponsors:

Referred to:

April 14, 2015

A BILL TO BE ENTITLED

AN ACT TO REQUIRE 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 2010, and implemented beginning with the 2012-2013 school year, to provide that local school administrative units shall only offer the traditional sequence of mathematics courses of (i) Algebra I, (ii) Geometry, and (iii) Algebra II that were effective for the 2011-2012 school year in lieu of Math I, Math II, and Math III. Local school administrative units shall be required to offer course options aligned with the traditional sequence of mathematics courses that were effective for the 2011-2012 school year for students to satisfy the graduation requirement for a fourth credit in mathematics. The State Board shall adopt student assessments consistent with the changes to the North Carolina Mathematics Standard Course of Study required by this section. The changes to the mathematics standard course of study required by this section shall be taught and assessed beginning with the 2016-2017 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. The revised 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 traditional sequence of mathematics courses as required by Section 1 of this act.
- (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.



- 1 (4) Involve stakeholders in the process for developing mathematics standards that
2 meet and reflect North Carolina's priorities and the usefulness of the content
3 standards, including surveying a representative sample of parents, teachers, and
4 the public and allowing for public comment opportunities. Where applicable,
5 information and stakeholder feedback gathered during the review conducted by
6 the State Board of Education and the Department of Public Instruction of the
7 North Carolina Mathematics Standard Course of Study that was adopted by the
8 State Board in June 2010, and implemented beginning with the 2012-2013
9 school year may be utilized to inform the 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 do all of the following:
16 a. Increase students' level of academic achievement.
17 b. Meet and reflect North Carolina's priorities.
18 c. Are age level and developmentally appropriate.
19 d. Are understandable to parents and teachers.
20 e. Are among the highest standards in the nation.

21 **SECTION 3.** In establishing graduation requirements in mathematics to align with the
22 standard course of study developed Section 2 of this act, the State Board of Education shall not
23 allow career and technical education courses to be used as substitutions to satisfy the graduation
24 requirement for a fourth credit in mathematics.

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

- 29 (1) A complete copy of the mathematics standard course of study developed in
30 accordance with this section.
- 31 (2) A document that provides information on all of the differences between the
32 mathematics standard course of study and the North Carolina Mathematics
33 Standard Course of Study that was adopted by the State Board in June 2010,
34 and implemented beginning with the 2012-2013 school year.
- 35 (3) A document that outlines the necessary corresponding changes to student
36 assessments to align with the mathematics standard course of study.

37 **SECTION 5.** The mathematics standard course of study shall become effective on
38 June 1, 2018, unless a bill that specifically disapproves the standards is introduced in either house
39 of the General Assembly before the thirty-first legislative day of the 2018 Regular Session of the
40 2017 General Assembly. The mathematics standard course of study shall become effective on the
41 July 1 immediately following the earlier of either the day an unfavorable final action is taken on
42 the bill or the day that session of the General Assembly adjourns without ratifying a bill that
43 specifically disapproves the mathematics standard course of study. If the mathematics standard
44 course of study is specifically disapproved by a bill enacted into law before it becomes effective,
45 the mathematics standard course of study shall not become effective. For the purposes of this
46 subsection, a bill specifically disapproves the mathematics standard course of study if it contains a
47 provision that refers to the mathematics standard course of study and states that the standard
48 course of study is disapproved. Notwithstanding any rule of either house of the General Assembly,
49 any member of the General Assembly may introduce a bill during the first 30 legislative days of
50 the 2018 Regular Session to disapprove the mathematics standard course of study that has been
51 approved by the State Board and that has not become effective.

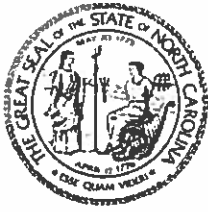
1 **SECTION 6.** G.S. 115C-83.15(b) reads as rewritten:

2 "(b) Calculation of the School Achievement Score. – In calculating the overall school
3 achievement score earned by schools, the State Board of Education shall total the sum of points
4 earned by a school on all of the following indicators that are measured for that school:

- 5 (1) One point for each percent of students who score at or above proficient on
6 annual assessments for mathematics in grades three through eight.
7 (2) One point for each percent of students who score at or above proficient on
8 annual assessments for reading in grades three through eight.
9 (3) One point for each percent of students who score at or above proficient on
10 annual assessments for science in grades five and eight.
11 (4) One point for each percent of students who score at or above proficient on the
12 Algebra I-~~or Integrated Math I~~ end of course test.
13 (5) One point for each percent of students who score at or above proficient on the
14 English II end of course test.
15 (6) One point for each percent of students who score at or above proficient on the
16 Biology end of course test.
17 (7) One point for each percent of students who complete Algebra II-~~or Integrated~~
18 ~~Math III~~ with a passing grade.
19 (8) One point for each percent of students who achieve the minimum score
20 required for admission into a constituent institution of The University of North
21 Carolina on a nationally normed test of college readiness.
22 (9) One point for each percent of students enrolled in Career and Technical
23 Education courses who meet the standard when scoring at Silver, Gold, or
24 Platinum levels on a nationally normed test of workplace readiness.
25 (10) One point for each percent of students who graduate within four years of
26 entering high school.

27 In calculating the overall school achievement score earned by schools, the State Board
28 of Education shall (i) use a composite approach to weigh the achievement elements based on the
29 number of students measured by any given achievement element and (ii) proportionally adjust the
30 scale to account for the absence of a school achievement element for award of scores to a school
31 that does not have a measure of one of the school achievement elements annually assessed for the
32 grades taught at that school. The overall school achievement score shall be translated to a 100
33 point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1.,
34 115C-218.65, and 115C-238.66."

35 **SECTION 7.** Section 6 of this act is effective July 1, 2016, and applies beginning with
36 the 2016-2017 school year. The remainder of this act becomes effective when it becomes law.



HOUSE BILL 657: Math Standard Course of Study Revisions.

2016-2017 General Assembly

Committee:	Senate Rules and Operations of the Senate	Date:	June 1, 2016
Introduced by:	Reps. Elmore, Howard	Prepared by:	Kara McCraw and James R. Ritter
Analysis of:	PCS to Second Edition H657-CSRQ-9		Committee Counsel

SUMMARY: *The contents on HB 657 that directed the UNC Board of Governors to study a fixed tuition program at constituent institutions are removed entirely and replaced by the Proposed Committee Substitute (PCS) that would require the following:*

- *Local school administrative units (LEAs) to offer the traditional sequence of mathematics courses beginning in 2016-2017.*
- *The State Board of Education (SBE) to review and revise the North Carolina Mathematics Standard Course of Study (MSCOS) for implementation beginning in 2018-2019.*
- *The SBE to disallow a Career and Technical Education course to fulfill a mathematics graduation requirement.*
- *The SBE to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) by March 15, 2018 on the newly developed mathematics standards.*
- *A conforming change to the calculation of the school achievement score to remove references to the courses "Integrated Math I" and "Integrated Math III".*

CURRENT LAW: Under G.S. 115C-12(9c) the SBE is required to develop and revise content standards in core areas, such as mathematics, on an on-going basis. The Academic Standards Review Commission, formed under S.L. 2014-78, was required to conduct a comprehensive review of all English and mathematics standards, and report findings to the SBE by December 2015.

BILL ANALYSIS: The PCS for HB 657 would make the following changes:

Section 1 would require the SBE to modify the current MSCOS to provide for LEAs to: (i) only offer the sequence of mathematics courses of Algebra, Geometry, and Algebra II used in 2011-2012, and (ii) offer course options aligned with the sequence of mathematics courses that were effective for the 2011-2012 school year for students to satisfy the graduation requirements for a fourth credit in mathematics. The changes to the MSCOS would be taught and assessed beginning with the 2016-2017 school year.

Section 2 would require the SBE, in conjunction with the State Board of Community Colleges (SBCC), to conduct a comprehensive review of the MSCOS to develop a revised mathematics standard course of study. The revised mathematics standard course of study (including assessments aligned with revisions) would be implemented beginning with the 2018-2019 school year. The revision process for the MSCOS would require the following:

- Maintaining a traditional sequence of mathematics courses.

Karen Cochrane-Brown
Director



Legislative Analysis
Division
919-733-2578

House PCS 657

Page 2

- Focusing on issues related to remediation in mathematics at the community college and university level.
- Ensuring transparency and public information about the review process.
- Involving stakeholders, including surveying a representative sample of parents, teachers, and the public, and allowing public comment. Information and stakeholder feedback from the MSCOS review process may be utilized to inform the review process when applicable.
- Considering the information gathered by and the recommendations regarding mathematics from the Academic Standards Review Commission, including the Commission's 2015 Report.
- Ensuring that mathematics standards do the following: (i) increase students' level of academic achievement, (ii) meet and reflect North Carolina priorities, (iii) are age-level and developmentally appropriate, (iv) are understandable to parents and teachers, and (v) are among the highest standards in the nation.

Section 3 would prohibit the SBE from allowing career and technical education courses as a substitution to satisfy the graduation requirement for a fourth credit in mathematics.

Section 4 would direct the SBE in conjunction with the SBCC to report by March 15, 2018 to the JLEOC on the following: (i) a complete copy of the revised MSCOS, (ii) a document contrasting the differences between the revised MSCOS and the MSCOS implemented beginning with the 2012-2013 school year, and (iii) a document that outlines the necessary corresponding changes to student assessments to align with the MSCOS.

Section 5 The PCS would make the MSCOS effective July 1, 2018 unless a bill that specifically disapproves the MSCOS is introduced in either house of the General Assembly before the 31st legislative day of the 2018 Regular Session of the 2017 General Assembly. The MSCOS would become effective on the July 1 immediately following the earlier of either the day an unfavorable final action is taken on the bill or the day that session of the General Assembly adjourns without ratifying a bill that specifically disapproves the mathematics standard course of study. However, if the MSCOS is specifically disapproved by a bill enacted into law before it becomes effective, the MSCOS would not become effective.

Section 6 would make a conforming change to the calculation of the school achievement score to remove references to the courses "Integrated Math I" and "Integrated Math III".

EFFECTIVE DATE: HB 657 would become effective when it becomes law.

BACKGROUND: North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina.

In 2010, the SBE adopted the Common Core State Standards as the model by which school districts and schools are currently required to plan, implement, and monitor K-12 instruction. New Extended Content Standards based on the State Common Core Standards and the State Essential Standards became operational for the 2012-13 school year.

The Academic Standards Review Commission conducted a comprehensive review of all English and mathematics standards and submitted a report with recommendations to the 2016 Session of the 2015 General Assembly. The report recommended a return to the Algebra I, Geometry, and Algebra II sequence of study.