



HOUSE BILL 657: Math Standard Course of Study Revisions.

This Bill Analysis
reflects the
contents of the bill
as it was presented
in committee.

2016-2017 General Assembly

Committee:	Senate Education/Higher Education	Date:	June 1, 2016
Introduced by:	Reps. Elmore, Howard	Prepared by:	Kara McCraw and James R. Ritter
Analysis of:	PCS to Second Edition H657-CSTW-24		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.

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- 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.