



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

HOUSE BILL 657: Math Standard Course of Study Revisions.

2016-2017 General Assembly

Committee:		Date:	June 10, 2016
Introduced by:	Reps. Elmore, Howard	Prepared by:	James R. Ritter
Analysis of:	Third Edition		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) must provide students and parents the option of a traditional sequence of mathematics courses beginning in 2017-2018.*
- *The State Board of Education (SBE), in conjunction with the State Board of Community Colleges (SBCC), must review and revise the North Carolina Mathematics Standard Course of Study (MSCOS) for grades kindergarten through 12 to provide standards and sequence options for students and parents that best meets student's post-secondary instruction needs.*
- *The SBE must not allow students to use a Career and Technical Education (CTE) course to fulfill a mathematics graduation requirement, except for certain students with individualized education programs (IEPs).*
- *The SBE must submit a report to the Joint Legislative Education Oversight Committee (JLEOC) by March 15, 2018 on the newly developed mathematics standards.*
- *A process permitting disapproval of the standards adopted by the SBE by the General Assembly.*

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 MSCOS adopted in June 2016 to provide choice to students and parents for the sequence of mathematics instruction as follows:

- Revise and reorganize the MSCOS to include a sequence of current mathematics standards to align to the traditional sequence of mathematics courses of: (i) Algebra I, (ii) Geometry, and (iii) Algebra II.
- Require local boards of education to offer students beginning mathematics instruction in the 2017-2018 school year course options aligned with the traditional sequence of mathematics courses to satisfy graduation requirements leading to a fourth credit in mathematics.
- Require the SBE for the 2017-2018 school year to indicate to local boards of education those standards that should be supplemented for students enrolling in the traditional Algebra I course to ensure student success on current student assessments for that course.

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- Require all changes to the MSCOS provided for in this Section to be offered to students beginning with the 2017-2018 school year.

Section 2 would require the SBE, in conjunction with the SBCC, to conduct a comprehensive review of the kindergarten through grade 12 MSCOS to develop a revised MSCOS that provides rigor, ensures quality, and provides options for students and parents. The revised MSCOS (including assessments aligned with revisions) would be implemented beginning with the 2018-2019 school year. The revision process would require the following:

- Maintaining the option of a traditional sequence of mathematics courses for grades nine through 12.
- 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 in 2010 and 2016 may be utilized to inform the course review and sequencing process when applicable.
- Considering the information gathered by and the recommendations regarding mathematics from the Academic Standards Review Commission (ASRC), including the Commission's 2015 Report.
- Ensuring that mathematics standards do the following: (i) increase students' levels of academic achievement, (ii) meet and reflect North Carolina priorities in regards to rigor, focus, and career readiness, (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 CTE courses as a substitution to satisfy the graduation requirement for a fourth credit in mathematics except when a student has an IEP that identifies the student as learning disabled in mathematics and states that the learning disability prevents the student from mastering Algebra I. The student satisfying this requirement must be allowed to construct a four-course mathematics sequence that may include one or more CTE courses based on the goals of the student's IEP and post-secondary goals.

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 and mathematics sequencing options, (ii) a document contrasting the differences between the revised MSCOS and the mathematics sequence options developed as part of the MSCOS adopted by the SBE in June 2016, and (iii) a document that outlines the necessary corresponding changes to student assessments to align with the revised MSCOS sequence options.

Section 5 The PCS would make the revised MSCOS and mathematics sequence options effective July 1, 2018 unless a bill that specifically disapproves the revised 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 revised 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 revised MSCOS. However, if the revised MSCOS is specifically disapproved by a bill enacted into law before it becomes effective, the revised MSCOS would not become effective.

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EFFECTIVE DATE: HB 657 would become effective when it becomes law and applies to students beginning the MSCOS in the 2017-2018 school year and thereafter.

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.

As part of Common Core implementation high school math courses were: (i) re-named Math I, Math II, and Math III, and (ii) integrated to contain standards found throughout the traditional math sequence.

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 revision of current mathematics standards.

In June 2016 the SBE adopted new Math I, Math II, and Math III standards. These standards were developed using information and data from: (i) stakeholder groups, (ii) a data review committee, and (iii) information provided through the ASRC report.