



SENATE BILL 1044: Foundational Mathematics Act.

2025-2026 General Assembly

Committee:	Senate Education/Higher Education. If favorable, re-refer to Appropriations/Base Budget	Date:	May 13, 2026
Introduced by:	Sens. Corbin, Hise, Lee	Prepared by:	Brian Gwyn
Analysis of:	First Edition		Committee Co-Counsel

OVERVIEW: *The 1st edition of Senate Bill 1044 would do all of the following:*

- *Require public school units to implement high-quality mathematics instruction in kindergarten through 8th grade.*
- *Require the State Board of Education to provide public school units with a mathematics screening assessment to be administered in kindergarten through 8th grade.*
- *Require public school units to provide mathematics success plans to students demonstrating difficulties with mathematics skills.*
- *Require the Office of Learning Research to evaluate vendors of mathematics instructional materials.*
- *Require the North Carolina Collaboratory to study other states' models for developing high-quality instructional materials.*
- *Require the North Carolina Collaboratory to study the effects of the act.*
- *Appropriate funds for the mathematics screening assessments and the various studies.*

CURRENT LAW: Under G.S. 115C-12(9c) and G.S. 115C-81.5, the State Board of Education (State Board) is required to develop content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics.

Part 1A of Article 8 of Chapter 115C of the General Statutes establishes the North Carolina Read to Achieve Program (Read to Achieve). Read to Achieve requires all students in kindergarten through third grade to be assessed with valid, reliable, formative and diagnostic reading assessments. These assessments must be used to identify and assist students demonstrating difficulty with reading development, including through the creation of individual reading plans that identify goals and interventions that will be used for the student.

Currently, there is no State program for mathematics comparable to Read to Achieve.

BILL ANALYSIS: **Part 1** would do all of the following:

- Require public school units to implement high-quality mathematics instruction for students in kindergarten through eighth grade.

Kara McCraw
Director



Legislative Analysis
Division
919-733-2578

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- Require public school units to administer formative and diagnostic mathematics assessments adopted and provided by the State Board to students in kindergarten through eighth grade at least three times a year.
- Require public school units to provide a Mathematics Success Plan (MSP) to students who are not grade level proficient based on the formative and diagnostic assessments. The MSPs would be required to identify (i) specific skill deficiencies, (ii) goals and benchmarks for growth, (iii) how progress will be monitored, (iv) interventions that will be used, and (v) any additional services appropriate to improving the student's mathematics achievement.
- Require the Department of Public Instruction (DPI) to select a vendor for the formative and diagnostic mathematics assessments by January 15, 2028.
- Require the State Board of Education to make the assessments available to public school units for use beginning with the 2028-2029 school year.
- Require public school units to only use materials approved by the Office of Learning Research (OLR) for mathematics instruction beginning with the 2028-2029 school year.
- Appropriate \$21 million in recurring funds beginning with the 2026-2027 fiscal year to DPI for the formative and diagnostic mathematics assessments. The appropriation would expire June 30, 2031.

The public school unit requirements would be effective July 1, 2027. The remainder of the section would be effective July 1, 2026.

Part II would require OLR to evaluate vendors of mathematics instructional materials for students in kindergarten through eighth grade. OLR would be required to provide a list of approved vendors to DPI by April 30, 2027. DPI would be required to provide the list to public school units by June 1, 2027.

Part III would require the North Carolina Collaboratory (Collaboratory) to do the following:

- Study states that develop high-quality instructional materials at the state level. The Collaboratory would be required to report on the results of its study to the Joint Legislative Education Oversight Committee by April 15, 2027.
- Conduct analyses of instructional quality, teacher practice, and student outcomes based on the requirements of the bill. The Collaboratory would be required to report on the results of these analyses by December 15, 2031.

Additionally, Part III would appropriate \$2.5 million in nonrecurring funds to the Collaboratory to implement the requirements of Part II and Part III.

EFFECTIVE DATE: Except as otherwise provided, this bill would be effective when it becomes law.