## GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2025

Η

D

## HOUSE BILL DRH30362-NG-116

	Short Title:	DPI to Redesign Math Instruction. (P	ublic)			
	Sponsors: Representative Willis.					
	Referred to:					
1		A BILL TO BE ENTITLED				
2	ΔΝ ΔΩΤ ΤΩ	DIRECT THE DEPARTMENT OF PUBLIC INSTRUCTION TO PROV	VIDE			
2	CERTAIN	MATHEMATICS SUPPORTS IN SCHOOLS AND TO REPORT TO	THE			
З Д	GENERA	I ASSEMBLY ON THOSE SUPPORTS	IIIL			
5	The General	Assembly of North Carolina enacts:				
6	SF	<b>ECTION 1</b> (a) Article 8 of Chapter 115C of the General Statutes is amended $\mathbf{C}$	ed hv			
7	adding a new	Part to read	cu by			
8	udding u new	"Part 1C Mathematics Instruction				
9	"8 115C-83.2	0. North Carolina mathematics.				
10	The Gene	ral Assembly wants all students to become proficient in grade-level math as de	efined			
11	by State stand	ards in order to prepare to take and pass NC Math 1 and the related EOC and e	nsure			
12	they are colle	ege and career ready. To attain these goals, all students should have acce	ess to			
13	high-quality s	systems of math instruction that include math facts, procedural fluency, conce	eptual			
14	learning, and	problem solving. These systems should be based on the best evidence on	how			
15	students learn	math and include core instructional materials and professional development.				
16	"§ 115C-83.2	2. Definitions.	•			
17	The follow	wing definitions apply in this Part:				
18	(1)	Explicit math instruction. – A form of high-quality instruction in which	h, for			
19	<u>.</u>	some portion of a lesson or intervention, the teacher provides clear mod	eling,			
20		think-alouds, worked examples, practice, and timely corrective feed	lback			
21		directly to students.				
22	(2)	) High-quality math instructional materials. – Strategies and materials, al	igned			
23		to State standards, where students are guided through a coherent progre	ession			
24		of topics, skills, and approaches to learning math which include a m	ix of			
25		explicit instruction, practice, conceptual reasoning, and problem sol	lving.			
26		These strategies and materials simultaneously develop students' conce	eptual			
27		understanding, procedural fluency, ability to apply concepts,	and			
28		problem-solving skills.				
29	<u>(3</u> )	Mathematical deficiency. – When a student does not meet the minimum	State			
30		standard math skills for their grade level. These skills include at	least:			
31		one-to-one correspondence, cardinality, number sense, counting, and the	e four			
32		basic operations.				
33	<u>(4</u> )	<u>) Mathematical discourse. – Opportunities for students to re</u>	eason			
34		mathematically and discuss with their peers and teacher how they are thin	<u>nking</u>			
35		about mathematics, including use of math-specific vocabulary, proce	dural			
36		steps, concepts, and problem-solving strategies.				



	General Assemb	ly Of I	North Carolina	Session 2025
1 2 3	<u>(5)</u>	<u>Math</u> stand	ematical proficiency. – A demonstrate ard, which serves as foundational prio	ed understanding of a mathematical r knowledge on which to build new
3 4	<u>(6)</u>	Respo	<u>ng.</u> onsive feedback. – Immediate, intera	active feedback made possible by
5		techn	ology that shows students the mathe	matical meaning of their thinking
6		<u>and g</u>	uides them to develop stronger con-	ceptual understanding, procedural
7		fluen	cy, ability to apply concepts, and prob	olem-solving skills.
8	<u>(7)</u>	<u>Struc</u>	tured approach to problem-based learn	<u>ning. – Strategies and materials that</u>
9		devel	op students curiosity into lasting	grade-level understanding using
10		struct	ured lessons and engaging tasks.	This approach uses step-by-step
11		<u>instru</u>	ction to systematically build on stude	nts prior knowledge by combining
12		<u>conce</u>	ptual understanding, procedural	fluency, and application in a
13	"8 115C 92 24 1	pedag	<u>gogically concrent sequence.</u>	otios supports
14	<u>§ 115C-83.24. 1</u> The Department	Depart	ment of Public Instruction mathem	atics supports.
15	<u>The Department</u>	ent sna	in provide a system of support for all	<u>I students in kindergarten through</u>
10	grade eight and t	izing o	structured approach to problem based	<u>Jacomping</u> The system shall where
17	appropriate and util	<u>izing a</u>	bla lavarage technology to angage	students and provide them with
10	responsive feedby	nok wi	vile also providing teachers with acti	students and provide them with
20	system of support	t chall i	nclude the following:	onable, instructional insights. The
20	(1)	$\frac{1}{\Delta n} \frac{1}{2}$	proved list of one or more reliable	valid high-quality supplemental
$\frac{21}{22}$	<u>(1)</u>	math	systems that districts shall choose from	m to use for screening and progress
22		moni	toring toward grade-level math. The	supplemental math system shall
23		meet	all of the following:	<u>supplemental matti system shan</u>
2 <del>1</del> 25		<u>a</u>	Measure a number of age-appropri	iate skills that include but are not
26		<u>a.</u>	limited to one-to-one correspond	lence cardinality number sense
20			counting the four basic operations	addition and multiplication facts
28			measurement fractions and geome	trv
29		b.	Identify students who have a math	deficiency including identifying
30		<u>.</u>	students with characteristics of dys	calculia.
31		c.	Identify the areas of mathematical r	proficiency that each student has so
32		<u></u>	teachers can build on what stude	nts already understand to inform
33			differentiated instruction and appro	priate interventions.
34		d.	Include a system of parent or guard	ian notifications that will describe,
35			in understandable language to the	parent or guardian, the nature of a
36			student's math deficiency and areas	s of proficiency on which to build
37			no later than 15 calendar days after t	the identification of this deficiency.
38			The notification will include the cur	rrent services being provided to the
39			student, proposed interventions	and materials to address the
40			deficiency, and strategies for paren	ts or guardians to use at home.
41	(2)	An a	pproved list of one or more high-q	uality instructional materials that
42		utilize	e a structured approach to problem-	based learning that districts must
43		choos	e from to be used for math support. Ea	ach student in kindergarten through
44		grade	eight shall be provided an appropriate	e math intervention to address their
45		specit	fic needs. The math intervention prog	ram will do the following:
46		<u>a.</u>	Provide explicit instruction that is s	systematic and sequentially aligned
47			to grade-level standards and bu	uilds on areas of mathematical
48			proficiency.	
49		<u>b.</u>	Provide targeted and flexible small	all group or individualized math
50			interventions based on student need	<u>l.</u>

	General Assemb	ly Of North Carolina	Session 2025
1		c. Allow for consistent and clear practice an	d reinforcement of critical
2		math concepts to ensure all students reach	grade-level proficiency.
3	<u>(3)</u>	An approved list of one or more high-quality prof	essional learning offerings
4		that districts must choose from the following fo	r teachers in kindergarten
5		through grade eight:	
6		a. <u>Comprehensive training on high-quality m</u>	ath instruction and using a
7		structured approach to problem-based lear	rning. Additionally, where
8		appropriate and reasonable, how to lev	verage technology in the
9		mathematics classroom.	
10		b. The Department approved supplemental	math systems selected by
11		school districts to ensure teachers have th	e knowledge and skills to
12		administer the supplemental math systems	and use the resulting data
13		to inform instruction based on student need	<u>I.</u>
14	<u>(4)</u>	An approved list of one or more high-quality math	instructional materials that
15		utilize a structured approach to problem-based lea	urning, including both core
16		curriculum and supplemental materials, that distric	ts must choose for students
17		in kindergarten through grade eight. These mate	rials shall meet all of the
18		following criteria:	
19		<u>a.</u> <u>Be based on the best evidence of how stud</u>	dents learn to do math and
20		utilize structured problem-based learning.	
21		b. Include responsive feedback for studen	ts as well as numerous
22		opportunities for student-to-student mather	natical discourse.
23		<u>c.</u> <u>Have an appropriate pedagogical and deve</u>	lopmental balance of print
24		and digital content.	
25		d. Builds on students' areas of mathematic	cal proficiency and prior
26		knowledge to develop new learning.	
27		e. <u>Align with current State math content stance</u>	lards."
28	SECT	<b>ION 1.(b)</b> The Department of Public Instruction	n shall report to the Joint
29	Legislative Educa	tion Oversight Committee prior to the implementati	on of the first mathematics
30	standards adopted	by the State Board of Education after the effective	date of this act. The report
31	shall include the	following:	
32	(1)	A summary of the mathematics standards adopted	by the State Board.
33	(2)	Mathematics supports to be provided by the	Department pursuant to
34		G.S. 115C-83.24, as enacted by this act.	
35	(3)	Any other information the Department deems relev	vant.
36	SECT	<b>ION 2.</b> This act is effective when it becomes law a	and applies beginning with
37	the 2025-2026 sci	nool year.	