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SESSION 2023

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HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH30123-BE-1

Short Title: Math That Counts.

(Public)

Sponsors: Representative Elmore.

Referred to:

1 A BILL TO BE ENTITLED  
2 AN ACT TO IMPROVE GRADE LEVEL PROFICIENCY IN MATHEMATICS.  
3 The General Assembly of North Carolina enacts:

4  
5 **PART I. MATH THAT COUNTS**

6 **SECTION 1.(a)** Article 8 of Chapter 115C of the General Statutes is amended by  
7 adding a new Part to read:

8 "Part 1C. Math That Counts.

9 **"§ 115C-83.20. State goal.**

10 The goal of the State is to ensure that every student has mathematics skills at or above grade  
11 level by the end of fifth grade and continues to progress so that he or she can have the  
12 mathematics skills needed for secondary education and career success. The State Board of  
13 Education and the Department of Public Instruction shall provide technical assistance as needed  
14 to aid local school administrative units in reaching this goal and implementing all provisions of  
15 this Part.

16 **"§ 115C-83.23. Purposes.**

17 The purposes of this Part are to ensure that (i) difficulty with mathematics skill development  
18 is identified before students transition to sixth grade, (ii) students receive appropriate  
19 mathematics interventions to address difficulty with mathematics skill development and to  
20 remediate math skill deficiencies, and (iii) each student and his or her parent or guardian be  
21 informed of the student's academic needs and progress.

22 **"§ 115C-83.26. High-quality mathematics instruction.**

23 Local boards of education shall implement high-quality mathematics instruction that meets  
24 the following criteria:

- 25 (1) Aligns with the North Carolina Standard Course of Study.  
26 (2) Is evidence-based.  
27 (3) Engages students and provides them with relevant challenges and pathways  
28 to deeper understanding.  
29 (4) Includes materials to support the teacher in facilitating and encouraging active  
30 student questioning and discussion.  
31 (5) Provides students at all levels of language proficiency with opportunities to  
32 use written and oral forms of communication to learn and demonstrate  
33 understanding of mathematics skills.

34 **"§ 115C-83.29. Mathematics diagnostic assessments.**

35 (a) Fourth and fifth grade students shall be assessed at least three times per school year  
36 with formative and diagnostic mathematics assessments made available to local school



1 administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a1) that meet  
2 the following criteria:

- 3 (1) Are valid and reliable.
- 4 (2) Align with the North Carolina Standard Course of Study.
- 5 (3) Align with this Part.
- 6 (4) Yield data that can be used with the Education Value-Added Assessment  
7 System (EVAAS) to analyze student data to identify root causes for difficulty  
8 with mathematics skill development and to determine actions to address them.

9 (b) The Department of Public Instruction shall provide for EVAAS analysis all formative  
10 and diagnostic assessment data collected pursuant to this section for fourth and fifth grade. The  
11 Department shall use a uniform template for all data collected, and the template shall be used  
12 each time data is provided. The template shall include clear designations for each data component  
13 reported.

14 **"§ 115C-83.32. Interventions and Mathematics Success Plans (MSPs).**

15 (a) Local boards of education shall address difficulties with mathematics skill  
16 development identified through administration of formative and diagnostic assessments with  
17 instructional supports and services. Local boards of education are encouraged to partner with  
18 community organizations, businesses, and other groups to provide volunteers, mentors, or tutors  
19 to assist with the provision of instructional supports and services that enhance mathematics skill  
20 development and proficiency.

21 (b) Students who are not grade level proficient in mathematics skills by the end of fifth  
22 grade, as demonstrated by the end-of-grade assessment required by G.S. 115C-174.11(c)(1),  
23 shall be provided with intervention and remediation services documented in a Mathematics  
24 Success Plan (MSP) that meets the requirements of this section. Students shall continue to receive  
25 an MSP through the end of eighth grade or when the student demonstrates grade level proficiency  
26 on the end-of-grade assessment, whichever is earlier.

27 (c) The MSP shall be regularly adjusted based on multiple data sources, indicating that  
28 the student is not progressing toward grade level standards in one or more major mathematics  
29 skills. Based on the most recently collected data, an MSP shall include the following information,  
30 specific to the identified student:

- 31 (1) The specific mathematics skill deficiencies identified by the assessment data.
- 32 (2) Goals and benchmarks for growth.
- 33 (3) The means by which progress will be monitored and evaluated.
- 34 (4) The specific additional mathematics interventions the student will receive.
- 35 (5) Any additional services the teacher deems appropriate to accelerate the  
36 student's mathematics skill development.

37 (d) A student's parent or guardian shall be given notice that the student has been identified  
38 as having difficulty with mathematics skill development and that an MSP has been developed.  
39 The notice shall provide the parent or guardian the following:

- 40 (1) Specific strategies that can be easily understood and implemented to assist the  
41 student in becoming grade level proficient in mathematics skills.
- 42 (2) Encouragement to select one or more strategies for use at home that build on  
43 the student's interests and are most likely to engage the student and result in  
44 mathematics skills improvement.
- 45 (3) Direction to free online or hard copy mathematics resources and tools that can  
46 be accessed via a prominently displayed area on the homepage of the primary  
47 website maintained by the Department of Public Instruction.

48 (e) A multitiered system of support intervention may be used to satisfy the requirements  
49 of this section if all of the components of subsection (c) of this section are incorporated in the  
50 intervention.

1       (f)     The Department shall develop the following model documentation of compliance  
2 with the requirements of this section:

3           (1)     An MSP checklist.

4           (2)     An alternative document for use with a multitiered system of support  
5 intervention.

6 **"§ 115C-83.35. Reporting requirements.**

7       (a)     Each local board of education shall report annually in writing to the State Board of  
8 Education by September 1 the following information on the prior school year:

9           (1)     The number and percentage of fourth grade students demonstrating and not  
10 demonstrating grade level mathematics proficiency on the end-of-grade  
11 mathematics assessment.

12          (2)     The number and percentage of fifth grade students demonstrating and not  
13 demonstrating grade level mathematics proficiency on the end-of-grade  
14 mathematics assessment.

15          (3)     For students who received a Mathematics Success Plan pursuant to  
16 G.S. 115C-83.32:

17           a.     A description of mathematics interventions provided to students.

18           b.     The number and percentage of sixth grade students demonstrating and  
19 not demonstrating grade level mathematics proficiency on the  
20 end-of-grade mathematics assessment.

21           c.     The number and percentage of seventh grade students demonstrating  
22 and not demonstrating grade level mathematics proficiency on the  
23 end-of-grade mathematics assessment.

24           d.     The number and percentage of eighth grade students demonstrating  
25 and not demonstrating grade level mathematics proficiency on the  
26 end-of-grade mathematics assessment.

27       (b)     The State Board of Education shall establish a uniform format for local boards of  
28 education to report the required information listed in subsection (a) of this section and shall  
29 provide the format to local boards of education no later than 90 days prior to the annual due date.  
30 The State Board of Education shall compile annually this information and submit a State-level  
31 summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of  
32 Representatives, and the Joint Legislative Education Oversight Committee annually by  
33 December 15. The State-level summary shall include, for each local school administrative unit,  
34 every component listed in subsection (a) of this section.

35       (c)     Local boards of education shall fully complete all information required by this section  
36 in the uniform format provided by the State Board."

37           **SECTION 1.(b)** G.S. 115C-174.11 reads as rewritten:

38 **"§ 115C-174.11. Components of the testing program.**

39       (a)     Reading Assessment Instruments for Kindergarten, First, Second, and Third Grades.  
40 – The State Board of Education shall develop, adopt, and provide to the local school  
41 administrative units developmentally appropriate individualized assessment instruments aligned  
42 with the standard course of study and Part 1A of Article 8 of this Chapter for the kindergarten,  
43 first, second, and third grades. Local school administrative units shall use these assessment  
44 instruments provided to them by the State Board for kindergarten, first, second, and third grade  
45 students to assess progress, diagnose difficulties, and inform instruction and remediation needs.  
46 Local school administrative units shall not use standardized tests for summative assessment of  
47 kindergarten, first, and second grade students except as required as a condition of receiving  
48 federal grants.

49       (a1)    Mathematics Assessment Instruments for Fourth and Fifth Grades. – The State Board  
50 of Education shall adopt and provide to the local school administrative units at least five  
51 developmentally appropriate individualized formative and diagnostic assessment instruments

1 aligned with the standard course of study and Part 1C of Article 8 of this Chapter for the fourth  
2 and fifth grades. Local school administrative units shall select one of the assessment instruments  
3 made available to them by the State Board to assess progress, diagnose difficulties, and inform  
4 instruction and remediation needs for fourth and fifth grade students. Local school administrative  
5 units shall not use these formative and diagnostic assessments for summative assessment of  
6 fourth and fifth grade students except as required as a condition of receiving federal grants.

7 (b) Repealed by Session Laws 2009-451, s. 7.20(c), effective July 1, 2009.

8 (c) Annual Testing Program. –

9 (1) The State Board of Education shall adopt the tests for grades three through 12  
10 that are required by federal law or as a condition of a federal grant. These tests  
11 shall be designed to measure progress toward reading, communication skills,  
12 and mathematics for grades three through eight, and toward competencies for  
13 grades nine through 12. Students who do not pass the tests adopted for eighth  
14 grade shall be provided remedial instruction in the ninth grade.

15 (2) If the State Board of Education finds that additional testing in grades three  
16 through 12 is desirable to allow comparisons with national indicators of  
17 student achievement, that testing shall be conducted with the smallest size  
18 sample of students necessary to assure valid comparisons with other states.

19 (3) Repealed by Session Laws 2014-78, s. 3(a), effective July 1, 2014.

20 (4) To the extent funds are made available, the State Board of Education shall use  
21 a competitive bid process to adopt one nationally norm-referenced college  
22 admissions test to make available to local school administrative units, regional  
23 schools, and charter schools to administer to all students in the eleventh grade  
24 unless the student has already taken a comparable test and scored at or above  
25 a level set by the State Board. The State Board of Education shall require the  
26 administration of an alternate to the nationally norm-referenced college  
27 admissions test or an alternate precursor test to the nationally norm-referenced  
28 college admissions test to a student who (i) exhibits severe and pervasive  
29 delays in all areas of conceptual, linguistic, and academic development and in  
30 adaptive behaviors, including communication, daily living skills, and  
31 self-care, (ii) is following the extended content standards of the Standard  
32 Course of Study as provided in G.S. 115C-81.5, or is following a course of  
33 study that, upon completing high school, may not lead to admission into a  
34 college-level course of study resulting in a college degree, and (iii) has a  
35 written parental request for an alternate assessment.

36 The State Board of Education shall ensure that parents of students enrolled  
37 in all public schools, including charter and regional schools, have the  
38 necessary information to make informed decisions regarding participation in  
39 the nationally norm-referenced college admissions test and precursor test.

40 Alternate assessment and nationally norm-referenced college admissions  
41 test assessment results of students with disabilities shall be included in school  
42 accountability reports, including charter and regional schools, provided by the  
43 State Board of Education.

44 (d) Except as provided in subsection (c) of this section, the State Board of Education shall  
45 not require the public schools to administer any standardized tests except for those required by  
46 federal law or as a condition of a federal grant.

47 The State Board of Education shall adopt and provide to local school administrative units all  
48 tests required by federal law or as a condition of a federal grant."

49 **SECTION 1.(c)** Section 6(d)(5) of S.L. 2018-32 reads as rewritten:

"(5) Part 1A, North Carolina Read to Achieve Program, and ~~Part 1B of Article 8, Part 1B, School Performance Performance, and Part 1C of Article 8, Mathematics Success Initiative.~~"

**SECTION 1.(d)** This section is effective when it becomes law. The reporting requirements established in G.S. 115C-83.35 shall apply beginning with reports based on data from the 2023-2024 school year. The remainder of the section applies beginning with the 2023-2024 school year.

## **PART II. CLASS SIZE REQUIREMENTS FOR FOURTH AND FIFTH GRADE**

**SECTION 2.(a)** G.S. 115C-301 reads as rewritten:

**"§ 115C-301. Allocation of teachers; class size.**

...

(c) ~~Maximum Class Size for Kindergarten Through Third-Fifth Grade.~~ – The average class size for kindergarten through ~~third-fifth~~ grade in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to students in kindergarten through ~~third-fifth~~ grade. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through ~~third-fifth~~ grade shall not exceed the allotment ratio by more than three students. The funded class size allotment ratio for kindergarten through ~~third-fifth~~ grade shall be as follows:

- (1) For kindergarten, one teacher per 18 students.
- (2) For first grade, one teacher per 16 students.
- (3) For second grade, one teacher per 17 students.
- (4) For third grade, one teacher per 17 students.
- (5) For fourth grade, one teacher per 24 students.
- (6) For fifth grade, one teacher per 24 students.

In grades ~~four-six~~ through 12, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement.

(c1) ~~Class Size Exceptions for Kindergarten Through Third-Fifth Grade.~~ – Class size requirements for kindergarten through ~~third-fifth~~ grade provided in subsection (c) of this section shall not apply to the following classes:

- (1) Dual language immersion classes. For the purposes of this subsection, dual language immersion classes are classes in which (i) at least one-third of the students' dominant language is English and (ii) instruction involves both English and a target foreign language with a minimum of fifty percent (50%) of core content taught in the target foreign language in order to promote dual language proficiency for all students.
- (2) Program enhancement classes.

...

(f) ~~Biannual Reports.~~ – At the end of October and end of February of each school year, each local board of education, through the superintendent, shall file a report, based on information provided by the principal, for each school within the local school administrative unit with the Superintendent of Public Instruction. The report shall be filed in a format prescribed by the Superintendent of Public Instruction and shall include the organization for each school in the local school administrative unit, including the following information:

- (1) For each class in each grade level at each school, the following:
  - a. The duties of the teacher.
  - b. The source of funds used to pay for the teacher.
  - c. The number of students assigned to the class, including all exceptions to individual class size maximums in kindergarten through ~~third-fifth~~ grade that exist at that time.
- (2) For each school, the following:

1 a. The number of program enhancement teachers.  
 2 b. The source of funds used to pay each program enhancement teacher.  
 3 (3) The average class size for each grade from kindergarten through ~~third~~third-fifth  
 4 grade in the local school administrative unit.

5 (4) Any other information the Superintendent of Public Instruction may require.  
 6 The Superintendent of Public Instruction shall conduct periodic audits of the information  
 7 reported by the local superintendent under this subsection to confirm the accuracy of reporting  
 8 at the local school administrative unit and school level of the average and individual class size  
 9 for students in kindergarten through ~~third~~third-fifth grade. If the Superintendent of Public Instruction  
 10 finds that a local board of education is exceeding class size requirements without application to  
 11 the State Board for an allotment adjustment or a waiver of those class size requirements, the State  
 12 Board may impose the penalty set forth in subsection (j) of this section until such time the local  
 13 board of education receives a waiver or the schools in the unit meet the class size requirements  
 14 for kindergarten through ~~third~~third-fifth grade.

15 (g) Waivers and Allotment Adjustments. – Local boards of education shall report  
 16 exceptions to the class size requirements set out for kindergarten through ~~third~~third-fifth grade and  
 17 significant increases in class size at other grade levels to the State Board and shall request  
 18 allotment adjustments at any grade level, waivers from the requirements for kindergarten through  
 19 ~~third~~third-fifth grade, or both. Within 45 days of receipt of reports, the State Board of Education,  
 20 within funds available, may allot additional positions at any grade level. The State Board shall  
 21 not grant waivers for excess class size in kindergarten through ~~third~~third-fifth grade, except under the  
 22 following circumstances:

- 23 (1) Emergencies or acts of God that impact the availability of classroom space or  
 24 facilities.  
 25 (2) An unanticipated increase in student population of an individual school in  
 26 excess of two percent (2%) of the average daily membership of that school.  
 27 (3) Organizational problems in geographically isolated local school  
 28 administrative units in which the average daily membership is less than one  
 29 and one-half per square mile.  
 30 (4) Classes organized for a solitary curricular area.  
 31 (5) A charter school closure.

32 The State Board shall report on all waivers to the Joint Legislative Commission on  
 33 Governmental Operations within 30 days of the grant of the waiver. The report shall include the  
 34 local school administrative unit, school, and class or classes for which the waiver was granted,  
 35 the statutory grounds for the waiver, and the terms of the waiver. A waiver for excess class size  
 36 in kindergarten through ~~third~~third-fifth grade shall not become effective until the State Board submits  
 37 the report to the Joint Legislative Commission on Governmental Operations.

38 Upon notification from the State Board that the reported exception does not qualify for an  
 39 allotment adjustment or a waiver, the local board of education shall take action to correct the  
 40 exception within 30 days. Within 60 days of notification by the State Board, the Superintendent  
 41 of Public Instruction shall request an updated report from the local board of education on the size  
 42 of each class in kindergarten through ~~third~~third-fifth grade for each school within the local school  
 43 administrative unit. If the Superintendent of Public Instruction finds that a local board of  
 44 education is continuing to exceed class size requirements, the State Board may impose the  
 45 penalty set forth in subsection (j) of this section until such time the schools in the unit meet the  
 46 class size requirements for kindergarten through ~~third~~third-fifth grade.

47 ...."

48 **SECTION 2.(b)** G.S. 115C-47(10) reads as rewritten:

- 49 "(10) To Assure Appropriate Class Size. – It shall be the responsibility of local  
 50 boards of education to assure that the class size requirements set forth in  
 51 G.S. 115C-301 for kindergarten through ~~third~~third-fifth grade are met. Any teacher

1 who believes that the requirements of G.S. 115C-301 have not been met shall  
2 make a report to the principal and superintendent, and the superintendent shall  
3 immediately determine whether the requirements have in fact not been met. If  
4 the superintendent determines the requirements have not been met, he or she  
5 shall make a report to the next local board of education meeting. The local  
6 board of education shall take action to meet the requirements of the statute. If  
7 the local board cannot organizationally correct the exception, it shall  
8 immediately apply to the State Board of Education for additional personnel or  
9 a waiver of the class size requirements, as provided in G.S. 115C-301(g).

10 Upon notification from the State Board of Education that the reported  
11 exception does not qualify for an allotment adjustment or a waiver under  
12 provisions of G.S. 115C-301, the local board, within 30 days, shall take action  
13 necessary to correct the exception, as required in G.S. 115C-301(g).

14 At the end of October and end of February of each school year, the local board  
15 of education, through the superintendent, shall file a report with the  
16 Superintendent of Public Instruction, in a format prescribed by the  
17 Superintendent of Public Instruction, describing the organization for each  
18 school in the local school administrative unit, as required by  
19 G.S. 115C-301(f).

20 In addition to assuring that the requirements of G.S. 115C-301 are met, each  
21 local board of education shall also have the duty to provide an adequate  
22 number of classrooms to meet the requirements of that statute."

23 **SECTION 2.(c)** G.S. 115C-276(k) reads as rewritten:

24 "(k) To Submit Organization Reports and Other Information to the State Board. – Each  
25 year the superintendent of each local school administrative unit shall submit to the State Board  
26 of Education statistical reports, certified by the chairman of the board of education, showing the  
27 organization of the schools in his or her unit and any additional information the State Board may  
28 require. At the end of the second month of school each year, local boards of education, through  
29 the superintendent, shall report school organization, employees' duties, and class sizes to the State  
30 Board. As of February 1 each year, local boards of education, through the superintendent, shall  
31 report all exceptions to individual class size maximums in kindergarten through ~~third-fifth~~ grade  
32 that occur at that time."

33 **SECTION 2.(d)** G.S. 115C-311(i) reads as rewritten:

34 "(i) Class Size Flexibility. – Notwithstanding G.S. 115C-301, with the approval of the  
35 State Board of Education, Advanced Teaching Roles schools selected to participate in the  
36 program may exceed the maximum class size requirements for kindergarten through ~~third-fifth~~  
37 grade during any term of up to three years in which State funds are awarded to the local school  
38 administrative unit where the school is located. At the conclusion of the term, any class size  
39 flexibility approved for an Advanced Teaching Roles school pursuant to this subsection shall  
40 expire."

### 41 42 **PART III. INCREASE NUMBER OF TEACHER ASSISTANTS IN FOURTH AND** 43 **FIFTH GRADE CLASSROOMS**

44 **SECTION 3.** For the 2023-2024 fiscal year and subsequent fiscal years, it is the  
45 intent of the General Assembly to appropriate sufficient funds for an expansion of the allotment  
46 for teacher assistants, as provided in Section 8.47 of S.L. 2015-241, to increase the number of  
47 teacher assistants in fourth and fifth grade classrooms.

### 48 49 **PART IV. EFFECTIVE DATE**

50 **SECTION 4.** Except as otherwise provided, this act is effective when it becomes  
51 law.