

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2025

H.B. 875
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HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH30362-NG-116

Short Title: DPI to Redesign Math Instruction.

(Public)

Sponsors: Representative Willis.

Referred to:

A BILL TO BE ENTITLED
AN ACT TO DIRECT THE DEPARTMENT OF PUBLIC INSTRUCTION TO PROVIDE
CERTAIN MATHEMATICS SUPPORTS IN SCHOOLS AND TO REPORT TO THE
GENERAL ASSEMBLY ON THOSE SUPPORTS.

The General Assembly of North Carolina enacts:

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

"Part 1C. Mathematics Instruction.

"§ 115C-83.20. North Carolina mathematics.

The General Assembly wants all students to become proficient in grade-level math as defined
by State standards in order to prepare to take and pass NC Math 1 and the related EOC and ensure
they are college and career ready. To attain these goals, all students should have access to
high-quality systems of math instruction that include math facts, procedural fluency, conceptual
learning, and problem solving. These systems should be based on the best evidence on how
students learn math and include core instructional materials and professional development.

"§ 115C-83.22. Definitions.

The following definitions apply in this Part:

- (1) Explicit math instruction. – A form of high-quality instruction in which, for
some portion of a lesson or intervention, the teacher provides clear modeling,
think-alouds, worked examples, practice, and timely corrective feedback
directly to students.
- (2) High-quality math instructional materials. – Strategies and materials, aligned
to State standards, where students are guided through a coherent progression
of topics, skills, and approaches to learning math which include a mix of
explicit instruction, practice, conceptual reasoning, and problem solving.
These strategies and materials simultaneously develop students' conceptual
understanding, procedural fluency, ability to apply concepts, and
problem-solving skills.
- (3) Mathematical deficiency. – When a student does not meet the minimum State
standard math skills for their grade level. These skills include at least:
one-to-one correspondence, cardinality, number sense, counting, and the four
basic operations.
- (4) Mathematical discourse. – Opportunities for students to reason
mathematically and discuss with their peers and teacher how they are thinking
about mathematics, including use of math-specific vocabulary, procedural
steps, concepts, and problem-solving strategies.



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- (5) Mathematical proficiency. – A demonstrated understanding of a mathematical standard, which serves as foundational prior knowledge on which to build new learning.
- (6) Responsive feedback. – Immediate, interactive feedback made possible by technology that shows students the mathematical meaning of their thinking and guides them to develop stronger conceptual understanding, procedural fluency, ability to apply concepts, and problem-solving skills.
- (7) Structured approach to problem-based learning. – Strategies and materials that develop students' curiosity into lasting grade-level understanding using structured lessons and engaging tasks. This approach uses step-by-step instruction to systematically build on students' prior knowledge by combining conceptual understanding, procedural fluency, and application in a pedagogically coherent sequence.

"§ 115C-83.24. Department of Public Instruction mathematics supports.

The Department shall provide a system of support for all students in kindergarten through grade eight and teachers of students in those grades based on high-quality math instructional materials and utilizing a structured approach to problem-based learning. The system shall, where appropriate and reasonable, leverage technology to engage students and provide them with responsive feedback, while also providing teachers with actionable, instructional insights. The system of support shall include the following:

- (1) An approved list of one or more reliable, valid, high-quality supplemental math systems that districts shall choose from to use for screening and progress monitoring toward grade-level math. The supplemental math system shall meet all of the following:
 - a. Measure a number of age-appropriate skills that include, but are not limited to, one-to-one correspondence, cardinality, number sense, counting, the four basic operations, addition and multiplication facts, measurement, fractions, and geometry.
 - b. Identify students who have a math deficiency, including identifying students with characteristics of dyscalculia.
 - c. Identify the areas of mathematical proficiency that each student has so teachers can build on what students already understand to inform differentiated instruction and appropriate interventions.
 - d. Include a system of parent or guardian notifications that will describe, in understandable language to the parent or guardian, the nature of a student's math deficiency and areas of proficiency on which to build no later than 15 calendar days after the identification of this deficiency. The notification will include the current services being provided to the student, proposed interventions and materials to address the deficiency, and strategies for parents or guardians to use at home.
- (2) An approved list of one or more high-quality instructional materials that utilize a structured approach to problem-based learning that districts must choose from to be used for math support. Each student in kindergarten through grade eight shall be provided an appropriate math intervention to address their specific needs. The math intervention program will do the following:
 - a. Provide explicit instruction that is systematic and sequentially aligned to grade-level standards and builds on areas of mathematical proficiency.
 - b. Provide targeted and flexible small group or individualized math interventions based on student need.

- 1 c. Allow for consistent and clear practice and reinforcement of critical
2 math concepts to ensure all students reach grade-level proficiency.
- 3 (3) An approved list of one or more high-quality professional learning offerings
4 that districts must choose from the following for teachers in kindergarten
5 through grade eight:
- 6 a. Comprehensive training on high-quality math instruction and using a
7 structured approach to problem-based learning. Additionally, where
8 appropriate and reasonable, how to leverage technology in the
9 mathematics classroom.
- 10 b. The Department approved supplemental math systems selected by
11 school districts to ensure teachers have the knowledge and skills to
12 administer the supplemental math systems and use the resulting data
13 to inform instruction based on student need.
- 14 (4) An approved list of one or more high-quality math instructional materials that
15 utilize a structured approach to problem-based learning, including both core
16 curriculum and supplemental materials, that districts must choose for students
17 in kindergarten through grade eight. These materials shall meet all of the
18 following criteria:
- 19 a. Be based on the best evidence of how students learn to do math and
20 utilize structured problem-based learning.
- 21 b. Include responsive feedback for students as well as numerous
22 opportunities for student-to-student mathematical discourse.
- 23 c. Have an appropriate pedagogical and developmental balance of print
24 and digital content.
- 25 d. Builds on students' areas of mathematical proficiency and prior
26 knowledge to develop new learning.
- 27 e. Align with current State math content standards."

28 **SECTION 1.(b)** The Department of Public Instruction shall report to the Joint
29 Legislative Education Oversight Committee prior to the implementation 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 relevant.

36 **SECTION 2.** This act is effective when it becomes law and applies beginning with
37 the 2025-2026 school year.