

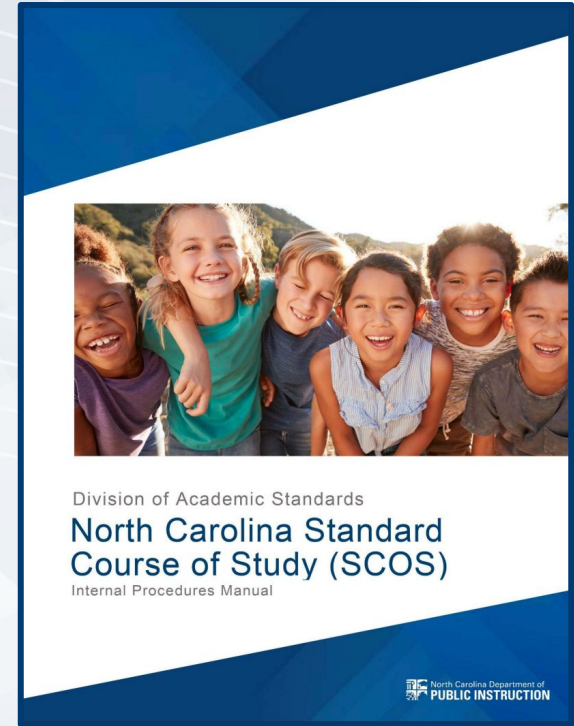
NC EMPT Advisory Board NCDPI K-12 Math Updates

Math Standards Review

Guiding Document

Procedures Manual

- Guide for **Standards Revision** adopted by the SBE February 2022 and revised April 2023.
- Provides a definitive explanation of the **process to be followed** when developing or revising a section of the NCSCOS



<https://www.dpi.nc.gov/ncscos-manual-april-2023pdf/open>

Key Features about the Review/Revision Process

- North Carolina is unique in the country in that our state standards (and assessments) are written and developed by educators from schools and districts across the state.
- NCDPI staff are responsible for facilitating the process, ensuring all laws and SBE policies are followed, and to serve and support the educators who review and revise the standards.
- All K-12 Math standards are being reviewed/revise during this cycle.

Overview of Timeline/Next Steps

- **Review Phase (2024-2025)**
 - Interviews and focus groups
 - Surveys
 - PSU Standard-by-Standard
 - All Stakeholders Standard-by-Standard
 - General All Stakeholders
 - Created Data Review Committee (DRC)
 - Report submitted to State Board in April and NCDPI received permission to start the revision process
- **Revision Phase (2025-2026)**
 - Standards Writing Team(SWT) 45-50 members selected from 1,200+ applications
 - Began work at the end of July
 - Emphasis is reviewing DRC recommendations, research portfolio
 - Will release a minimum of 2 drafts for public feedback, with a 3rd draft to the SBE
 - Goal is for SBE approval in late summer of 2026

Overview of Timeline/Next Steps

- **Revision Phase (cont.)**
 - *Publish Draft 1 via PSU and All Stakeholder Standard-by-Standard surveys*
 - *Anticipate early November following the SBE meeting*
 - *Available for at least 30 calendar days*
 - *Standard-by-Standard feedback*
 - *DRC will analyze results and send recommendations to SWT*
 - *Publish Draft 2*
 - *Anticipate middle to late March 2026*
 - *Manual calls for a general survey to collect feedback*
 - *Available for at least 30 calendar days*
 - *DRC analyzes results and sends recommendations to SWT*
 - *Submit Draft 3 to SBE*

Overview of Timeline/Next Steps

- **Installation (2026-2028 school year)**
 - *SBE revised the timeline for installation to lengthen the installation time period*
 - *Year 1 - 2026-2027*
 - *Continue with current math standards for instruction and assessment*
 - *Share revised standards, crosswalks*
 - *Develop new support documents*
 - *Conduct professional development to share information related to the revised standards, support documents*
 - *Accountability/Testing begins work on any changes*
 - *Year 2 - 2027-2028*
 - *Continue with current math standards for instruction and assessment*
 - *PSUs process curriculum needs and adoptions*
 - *Examine pacing guides, local HQIM needs and conduct local PD*
 - *Accountability/Testing finalizes work on any changes*

Overview of Timeline/Next Steps

- ***Implementation (2028-2029 school year)***
 - *Implement revised standards in classroom instruction*
 - *Begin using new assessments*
 - *Continue professional development*

Launch Years

Launch Years Initiative/Math Pathways

- Task Force has established a set of 7 recommendations that have been approved by UNC-System, NCDPI, and NCCCS leadership.
- The recommendations are being used by the Standards Writing Team to guide revisions



Professional Learning Initiatives

PRISM Grant

Joint EIR grant between NCDPI, Carnegie Learning, and WestEd

- Goals:
 - Increase teacher efficacy and effectiveness by through individualized support in math content and pedagogy
 - Increases in student growth and math proficiency
 - Develop teacher professional learning networks
- Study Status
 - Recruitment completed - 100 schools involved in the study, randomization completed this summer
 - Professional learning underway using Carnegie Learning's Patterns learning platform
- Timeline
 - 2026-27 is the treatment year, 27-28 will be study year, 28-29 the control group teachers will participate in the professional learning.

Golden Leaf Grant

Multi-year, multi-million dollar grant partnering Golden Leaf, NCDPI and Marzano

Cohort 1 - Support identified Low-Performing districts(10) in building middle school math teacher capacity, improve student outcomes, improve overall school performance.

- Utilize OpenUp math resources and Marzano's Highly Effective Schools approach
- Provided with Marzano coaches| OpenUp math materials and additional professional learning specific to OpenUp math.

Cohort 2 - Support select other districts (5) in piloting Personalized Competency Based teaching/grading using Marzano's approaches.

Coaching/Leadership Capacity

NCDPI K-12 Math team is working with ECU, UNCG and others to develop a 2 pronged approach:

- Small group cohort of current math coaches/teachers to develop greater capacity to support and coach math teachers
- A general large group cohort to discuss supporting math teachers

Team is also developing a Guidance Document outlining overarching vision for math instruction, identification of HQIM, key instructional practices and other supports.

Legislation/Policy

Legislative News

- Over 400 education related bills introduced, several specific to math
- Ones to watch:
 - [HB414](#) (1:1 credit with NCCCS courses and high school)
 - [HB415](#)
 - [HB875](#)
- **NONE** of the bills have passed so there are no immediate plans regarding implementation
- NCDPI staff is consulting when asked and where possible
- To keep up with the bills:
 - [Join NCDPI Legislative newsletter \(Ex. May 9th edition\)](#)
 - [K-12 Education Bills tracking document](#) - Put together by NCDPI legislative liaisons.

HB415 - Modify Math & Social Studies Grad. Req.

Current edition (#2) would:

- Keep 4 math credit requirement
 - Require NC Math 1 and NC Math 2
 - Allow any course eligible to meet the Computer Science requirement to be a third math
 - Allow students to select a fourth math based on their post graduation interests
- Require students scoring a Level 1 or 2 on 8th Grade EOG to be enrolled in a foundations of NC Math 1 course and then take NC Math 1.
 - If a student scores a level 1 or 2 on the NC Math 1 EOC they would repeat this process for NC Math 2.
 - There is an opt-out for parents or principals

17

Approved by NC House and currently waiting in the NC Senate Rules Committee

HB875 - DPI to Redesign Math Instruction

Current edition (#3) would:

- Requires NCDPI to provide a system of supports related to mathematics instruction including:
 - An approved list of high quality math assessment systems
 - An approved list of one or more high quality instructional systems
 - An approved list of one or more high quality PD offerings
- PSUs would be required to:
 - Select from the lists provided for math assessment systems, instructional materials, and PD

18

Approved by NC House and currently waiting in the NC Senate Rules Committee

BestNC/NCDPI

BestNC initiated a grant through the Walton Foundation with the goal of bringing together stakeholders to:

- Design a pilot program to examine implementing HQIM, early grade level screening, and coaching
- Scaffold a possible comprehensive math reform/legislation

Stakeholders include

- NCDPI
- UNC System
- General Assembly members
- Business/Industry representatives

THANK YOU!!!! and Questions?

