

Advanced Courses in Mathematics Legislation SL 2019-120; NCGS § 115C-81.36 Updated Guidance, Summer 2022

The following represents guidance from the North Carolina Department of Public Instruction (NCDPI) regarding legislative requirements in SB500/Session Law 2019-120/ NCGS § 115C-81.36.

This guidance document will include the following:

- An overview of the legislation and the impact on NC districts (by grade span)
- A review of the reporting process for the 2022-23 school year (via frequently asked questions)

The Advanced Math Course (AMC) legislation strengthens NC's focus on broadening access and opportunities by ensuring that all impacted students receive rigorous, academically appropriate instruction in mathematics and that students are not overlooked for advanced learning opportunities in mathematics.

G.S. 115C-81.36 directs that, when practicable, local boards of education shall offer advanced learning opportunities in mathematics in grades three through five, and advanced courses in mathematics in all grades six and higher. When advanced courses are offered in mathematics in grades six and higher, any student scoring at the highest level on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

The legislation also clearly stipulates that "No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test." (G.S. 115C-81.36 (b))." Therefore, LEAs are encouraged to maintain a copy of the parent's/guardian's written consent if the parent determines to remove the student from the course.

To review the full text of the legislation:

<https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S500v7.pdf>



Overview of the impact of the legislation on NC school districts:

Grades 3 – 5:

- Local boards of education shall offer advanced learning opportunities in mathematics in grades three through five. For the purposes of this section, advanced learning opportunities are those services and curricular modifications in mathematics for academically or intellectually gifted students approved as part of the local (AIG) plan, as required by NCGS §115C-150.7.
- For third grade students, for whom statewide end of grade assessment data is not yet available, NCDPI encourages districts to consider data routinely used to offer advanced learning opportunities, including talent development opportunities, for AIG students in grade 3, to determine students to include in advanced learning opportunities in grade 3.
- No student who qualifies can be removed without written consent from parent/guardian after the parent has been adequately informed of how placement was determined.

Grades 6 – 12:

- In grades 6 and higher, students who score at the highest level on an EOG or EOC must be placed in the next advanced math course. A list of state course codes for all advanced mathematics courses in grades 6 and higher is attached to this guidance for your reference and use.
- The legislation also stipulates specifically that if the student scores at the highest level on the EOG in grade 7, the student shall be placed in NC Math 1 in 8th grade. (NCGS §115C-81.36 (b)) *Note: LEAs continue to have the flexibility to place additional students in NC Math 1 in 8th grade, who do NOT score the highest level.*
- Because the legislation applies to students who score at the highest level on the 8th grade EOG, an Honors NC Math 1 course must be available at the high school level to meet the requirements of the legislation.
- For students who earn a Level 5 on the NC Math 3 EOC, please see State Board of Education policy: State Graduation Requirements (GRAD-004). Students must earn a credit in "a fourth mathematics course that aligns with the student's post high school plans." According to the legislation, the student "shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled." (NCGS §115C-81.36 (b)). Therefore, NCDPI encourages districts to provide opportunities for intentional advising with students to ensure students are enrolled in advanced options aligned with the student's post high school plans.
- No student who qualifies can be removed without written consent from parent/guardian after the parent has been adequately informed of how placement was determined.

Charter Schools:

- Because this legislation addresses Local Boards of Education, this legislation applies to LEAs and not charter Schools. However, NCDPI encourages charter schools to consider implementation of this legislation because it reflects best practice in recognizing and responding to outstanding potential.



Frequently Asked Questions regarding the reporting requirements

What is the purpose of the Advanced Math Courses (AMC) Report?

The July 2019 [Advanced Courses in Mathematics legislation](#), stipulates that the NCDPI will report the number and demographic information for students who were eligible for advanced math courses, and were then either placed or not placed in an advanced math course in the following school year. The PowerSchool Advanced Mathematics Courses (AMC) report was developed to meet these reporting requirements.

When is the AMC Report due?

The report submission window will be from **October 1 – October 15, 2022**. This school year, the report will be available for districts to run beginning on the first day of the Fall Term; thus allowing schools and districts to make changes to student course placement within the first twenty days of enrollment.

What is the expectation for LEAs regarding the AMC report?

The AMC report is one of the state reports available within PowerSchool. LEAs are expected to **run, verify, and approve** the report for all schools offering grades 6 and higher, at both the school and LEA levels.

At the school level, review the AMC report to validate the following:

- no students are missing from the report
- students are accurately represented on either the 'placed' or 'not placed' tables, with respect to current assigned math courses

The report can be run, verified, and approved at the LEA level once the data has been verified and approved at each secondary school (all schools with grades 6 and higher).

Are charter schools required to run and approve the AMC report?

AMC report submission is optional for Charter schools.

What data is collected and reported with the AMC report?

For all students who achieved at the highest level on an End of Grade (EOG) or End of Course (EOC) mathematics assessment during the 2021-22 school year, the AMC report shows:

- Enrollment counts and demographic information for students who are currently placed in an advanced mathematics course
- Enrollment counts and demographic information for students not placed in an advanced mathematics course

To determine if a student is currently placed in an advanced mathematics course, the report matches the course code for the student's current school year math course with the state course codes designated as advanced for grades 6 and higher. *Note: LEAs may review the attached list to determine which course codes will be used for reporting purposes.*



What is the process for data correction?

For the 2022-23 school year, the AMC report has been enhanced to include an 'override feature' to be used for any data correction. For those students who appear on the 'not placed' table, because the district is using a local course code, the school or district will have the opportunity to override the data at the individual student program page. Districts will enter the reason for the override in the descriptive field provided.

Can we get an updated list of all course codes so that we can verify a match?

YES, the list of course codes being utilized for the purposes of this reporting is attached to this memo and is [posted here](#).

In reviewing the course code list provided, our district is using the same codes except our courses have an X (or other letter or digit) on the end. Will that impact the data pulled by NCDPI?

NO. For the Advanced Math data collection, NCDPI will match the first seven (7) digits of the course code and ignore additional characters on the end of the code.

How are students enrolled in NCVPS advanced courses counted?

As long as the PSU has scheduled that course in their local instance, the data will be pulled by NCDPI. Most PSUs are scheduling NCVPS classes in their own instance so that the student has a placeholder for that course. However, check with your school or district data manager to ensure the NCVPS course has been scheduled in the local instance.

What additional guidance will be available for districts in the upcoming school year?

NCDPI will provide both live and pre-recorded webinars to review the reporting requirements and overview of the legislation in Fall 2022. Information regarding webinar registration will be shared through the AIG Coordinators, Math Leaders, Testing and Accountability, and Chief Academic Officer list serves. The pre-recorded webinar will be available by August 15th and the live Q&A sessions will be hosted in late August and early September.

Refer to the [NCDPI Implementation guide for Advanced Mathematics Course Enrollment legislation](#) for additional resources, including resources to support effective communication, collaboration, as well as effective guidance and sample plans to support compacting the mathematics standards across the middle grades.

With other questions, please contact Stephanie Cyrus at stephanie.cyrus@dpi.nc.gov with the Office of Advanced Learning and Gifted Education at NCDPI.

