

Advanced Courses in Mathematics Legislation
SL 2019-120; NCGS § 115C-81.36
IMPLEMENTATION GUIDANCE
September 2019



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

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If a district needs support with the implementation of SB 500, please reach out to any of the following NCDPI team members:

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WORK GROUP

The guidance provided in this resource document was informed by a working group representative of a variety of professional roles found in districts and charter schools across North Carolina. The NC Department of Public Instruction thanks the following districts and charter schools for participation in the Advanced Courses in Mathematics Legislation Work Group in summer 2019:

Ashe County Schools
Carolina International School
Catawba County Schools
Chapel Hill/Carrboro Schools
Durham Public Schools
Edgecombe County Schools
Franklin County Schools
Guilford County Schools
Henderson County Schools
Hickory County Schools
Hoke County Schools
Johnston County Schools
Kannapolis City Schools
Lee County Schools
Charlotte- Mecklenburg Schools
Nash/Rocky Mount Schools
Neuse Charter School
Surry County Schools
Wake County Public Schools
Wayne County Schools

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Purpose of this Implementation Guidance

The purpose of this resource document is to support districts with the effective implementation of the requirements of the Advanced Courses in Mathematics legislation, *SB500/Session Law 2019-120/NCGS § 115C-81.36*. The resource guide first overviews the components of the legislation and how these components will impact Local Education Agencies (LEAs). Additionally, the resource guide provides ideas, sample resources, and an updated Frequently Asked Questions (FAQ) document for use with collaboration and communication, and considerations for implementation at the elementary, middle grades, and high school levels. It is critical to note that central to the resource guide is the understanding that the intent of this legislation is to strengthen North Carolina's focus on broadening access and opportunities for advanced learning and ensuring that students are not overlooked for advanced opportunities. This legislation ensures that all students scoring at the highest level of mathematics – regardless of race, gender, ethnic group, language status, or socioeconomic status, would be guaranteed the same opportunity to take an advanced mathematics course as their peers.

This guide is intended to be a beginning resource for local districts. To provide further support, the NCDPI team has established a shared Google folder to allow districts to share resources found to be helpful in the effective implementation of the legislation. Please send us artifacts and anything you would like to share to our Shared [District Resources Folder](#).

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Section One: Legislation Overview

Session Law (2019-120) Senate Bill 500:

AN ACT TO MAKE CERTAIN MODIFICATIONS TO THE IMPLEMENTATION OF ADVANCED MATH COURSES OFFERED WHEN PRACTICABLE FOR GRADES SIX AND HIGHER.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-81.36 reads as rewritten:

"§ 115C-81.36. Advanced courses in mathematics.

(a) 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. 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 plan, as required by G.S. 115C-150.7.

(a1) When advanced learning opportunities are offered in mathematics in grades three through five, any student scoring at the highest level on the end-of-grade test shall, for the next school year, be provided advanced learning opportunities in mathematics approved for that student's grade level. No student who qualifies under this subsection shall be removed from the advanced learning opportunity provided to the student unless a parent or guardian of the student provides written consent for the student to be excluded or removed after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade test.

(b) 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. A student in seventh grade scoring at the highest level on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. Local boards of education may provide supplemental content enrichment, which may include the administration of diagnostic assessments, to students enrolled in a high school level mathematics course. No student who qualifies under this subsection shall

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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.

(c) By December 15, 2020, and annually thereafter, the Department of Public Instruction shall submit a report to the Joint Legislative Education Oversight Committee containing data collected for the current school year on the number and demographics of students who were eligible for advanced mathematics courses under this section, including high school level mathematics courses in eighth grade, and of those students, the number and demographics of those who were placed in advanced mathematics courses and were not placed in advanced mathematics courses. The report shall include information on the type and format of advanced mathematics courses provided and shall also include any feedback provided by local boards of education on the implementation of this section.

(d) The Department of Public Instruction shall provide guidance to local boards of education on how to best develop programming and courses to ensure all impacted students receive rigorous, academically appropriate instruction in mathematics."

SECTION 2.

Notwithstanding G.S. 115C-81.36(b), as amended by this act, schools that did not offer Math I to eighth grade students during the 2018-2019 school year, either in person or virtually through the North Carolina Virtual Public School, may offer Math I in eighth grade for the 2019-2020 school year but shall not be required to do so.

SECTION 3. Each local board of education with schools exempted from G.S. 115C-81.36(b) for the 2019-2020 school year under Section 2 of this act shall develop a plan to implement, beginning with the 2020-2021 school year, G.S. 115C-81.36(b), as amended by this act.

The plan shall be submitted to the Superintendent of Public Instruction by January 15, 2020. At a minimum, the plan shall include the following:

- (1) An explanation of staffing for eighth grade Math I courses, including an indication of how adequate staffing will be accomplished and any anticipated shortages in staffing or other staffing challenges. This explanation shall also include any anticipated coordination with community colleges or coordination between schools in order to provide appropriate instructors for each eighth grade

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Math I course. If the local board of education continues to find it is not practicable to offer Math I in eighth grade, the plan shall include a detailed rationale for that determination.

(2) An estimate, based on student performance over the previous three years, of the expected number of students enrolled eligible for enrollment in Math I courses in eighth grade for the 2020-2021 school year.

SECTION 4. The Superintendent of Public Instruction shall compile the plans submitted by each local board of education into a summary report to be submitted to the Joint Legislative Education Oversight Committee, along with any recommended changes, by March 15, 2020.

SECTION 5. This act is effective when it becomes law and, except as otherwise provided, applies beginning with the 2019-2020 school year. In the General Assembly read three times and ratified this the 28th day of June 2019.

How does the legislation impact schools and local school districts?

- (Section 1a) In grades 3-5, if “courses” are not available, services based on local AIG plan must be provided for those students who score the highest level on EOG.
- (Section 1b) In grades 6 and higher, students who score at the highest level on EOG must be placed in the next advanced math courses.
- (Section 1b) If the student scores at the highest level in grade 7, a student must be placed in NC Math 1 in 8th grade.
- You can still place students in Math 1 who do NOT score the highest level.
- LEAs may provide additional support for students placed in advanced courses.
- (Section 1 a & b) 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.
- (Section 1 a & b) NCDPI recommends sharing with parents and families how the student will be supported for success.
- (Section 1c) Beginning in December 2020, NCDPI will be submitting an annual report to the Joint Legislative Education Oversight Committee (JLEOC) regarding district data. To facilitate accurate reporting, the NCDPI will be gathering information from LEAs regarding placement of students who were eligible, formats of courses, and feedback regarding implementation of the legislation.

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Cont' How does the legislation impact schools and local school districts?

- (Section 2) The legislation provides an exemption for those districts not offering NC Math 1 for 8th grade students during 2018-2019. Those districts are able but not required to offer Math 1 in 8th grade during 2019-2020.
- (Section 3) If a district determines it is exempted this year, a plan for NC Math 1 implementation in 8th grade for the 2020-2021 school year must be developed and submitted to the State Superintendent by January 15, 2020. NCDPI will provide a template for these plans.
- (Section 3) The plan must include:
 - A staffing plan that explains how to accomplish a NC Math 1 offering in the district, along with obstacles and possible partnerships with community colleges or between schools to assist with staffing.
 - An estimate (using 3 years of data) of the number of students who will be eligible for Math 1 in 2020-2021.
 - If the local board of education deems it not practicable, the reasons should also be included in the plan.
 - In Fall 2019, NCDPI will provide a template for reporting purposes based on legislative requirements.
- (Section 4) NCDPI will submit the compiled plans to the JLEOC by March 15, 2020.
- (Section 5) This legislation and changes are in effect beginning with the 2019-20 school year.

Section Two: Collaboration and Communication Guidance

In order to implement the Advanced Courses in Mathematics legislation, *SB500/Session Law 2019-120/NCGS § 115C-81.36*, we recommend that each district create a cross disciplinary team at the district level to support the implementation of the Enrollment in Advanced Mathematics coursework legislation.

For the team, consider district personnel representing the following departments:

- Curriculum & Instruction
- Academically or Intellectually Gifted (AIG)
- Testing & Accountability
- School administrators from across all grade spans
- External stakeholders

Guiding Questions for Districts to Consider

Once the team has been gathered, collect and analyze student EOG and EOC data to determine the need for various advanced courses and advanced learning opportunities. Using the data, determine the following:

1. What are the staffing needs to support effective implementation of the legislation?
 - Determine the number of students who will need access to advanced coursework (grades 6-12) and advanced learning opportunities (grades 3-5).
 - How many teachers will be needed to support this number of students?
 - How will the district support ensuring staff are appropriately licensed and prepared to teach these advanced courses?
 - Look for patterns and trends in the students who scored a Level 5 but were not AIG identified. Use this information to inform mindsets, policies and practices.
2. In reviewing historical achievement (EOG, EOC, and other) data, what, if any, supports are needed for students' to be successful?
 - Consider current success with advanced math courses to determine what support should be considered?
 - Does the data reflect a need for revising curriculum maps or pacing guides to ensure all standards are embedded regardless of when a student enters an advanced pathway?

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- Develop support strategies to ensure standards are met for students who are being accelerated.
- 3. Consider the district's advanced mathematics offerings across grades 3-12 and develop a plan to ensure both advanced learning opportunities and advanced courses are offered across the 3-12 continuum, allowing for multiple entry points onto the advanced course sequence.
- 4. Develop curriculum resources to support advanced mathematics learning experiences and instruction. Consider analyzing standards and outcomes for planning purposes.
- 5. Determine which of the decisions above will need to be made at the district level.
 - How will those decisions be communicated?
 - How will the implementation of the legislation be supported beyond initial year(s)?

The district wide implementation team next considers the various stakeholder groups the district will need to communicate with about the legislation. The working group has identified the following groups, at a minimum, to develop effective communication protocols around. These protocols include a clear communication plan with appropriate timelines for:

- Parents and students
- Teachers
- School administrators and school counselors/support staff
- The larger community

As mentioned specifically in the legislation, the district wide implementation team pays particular attention to what it means to **adequately inform** parents before determining what tools need to be developed to support a parent's understanding of the legislation. The following resources have been developed for your use and may be modified to meet the needs of your district:

- SAMPLE district Placement letter
- FAQ document
- [Presentation slide deck](#)

**Note that an "opt out" letter is absent from this guide. The NCDPI does not recommend the use of an "opt out" letter, as the intent of the legislation is to encourage students to attempt the most rigorous coursework available and for educators to support student success and access for needed opportunities that is based on an evidence.*

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**SAMPLE Placement Letter
(Designed to be personalized by district and intended for use with multiple grade levels)**

Dear Parents/ Guardians:

In June 2019, the NC General Assembly passed legislation (SL 2019-120) to ensure equitable access to advanced mathematics course enrollment. The legislation states that any student who scores at the highest level on the current grade level end of grade (EOG) mathematics assessment shall be placed in an advanced mathematics course in the next school term. In the case of 7th grade students scoring at the highest level on the EOG mathematics assessment, he or she shall be placed in a high school mathematics course in 8th grade.

This letter is to inform you that your son or daughter has scored a Level V (the highest level) on the _____ grade EOG in mathematics, and as such, shall be placed in _____ in the upcoming school year.

(Include the following paragraph for students who will be placed in NC Math 1 in 8th grade:

For students who have not previously been exposed to advanced mathematics options, our teachers and instructional support staff have worked to incorporate the 8th grade mathematics standards into the NC Math 1 course. Teachers will also use additional time throughout the school day to ensure there are no gaps in mathematics instruction.)

While the legislation is intended to provide advanced mathematics options for all those students who score at the highest level on end of grade mathematics assessments, parents are the final decision makers and can decide if this option is the best for his or her student.

If parents do not wish for your student to be included in this opportunity, you must put your request in writing to the Title, Name by selected date.

Please note that your child showed that they are ready for this next advanced course based on his/her EOG/EOC score. We will work with you to support your child's continued success in mathematics this year.

Section Three: Elementary (Grades 3-5) Implementation Guidance

Elementary Guidance

This [legislation](#) requires a response to a student's higher level achievement in the form of advanced opportunities for the students in grades 3-5. Because most elementary schools in North Carolina do not offer specific advanced "courses," implementing this legislation involves carefully planned instruction, grouping, and scheduling to support advanced learning opportunities for students. The legislation further clarifies that the opportunities these students require coincide with services provided to academically and/or intellectually gifted students according to the district's local AIG plan.

Guiding Questions for Districts/Schools to Consider

Use the following guiding questions to assist in your planning for elementary implementation:

1. How many students require advanced learning opportunities who are not already receiving advanced services in math, as outlined in the local AIG plan?
2. How does the district/charter school serve AIG students, currently, based on the 2019-2022 local AIG plan?
3. What are some meaningful options for "advanced learning opportunities" in the school/district?
4. If the district/charter school compartmentalizes for math, what does this mean for scheduling students for advanced learning opportunities?
5. When scheduling students into groups, think about what is the purpose of this grouping strategy? Most importantly, how is the instruction different in each group?

Defining Advanced Learning Opportunities (ALO)

Advanced Learning Opportunities are opportunities for learning based on students' performance that enables students a variety of options for advanced or above grade level work. There are many things to keep in mind when planning for advanced learning opportunities. Consider the collaboration involved in ensuring the student experience reflects that of a seamless progression, intentional with the goal of keeping students on the advanced trajectory and not 'off-track' when they get to middle school. For student success, it takes careful planning, the result of a collaborative effort at a district and school level.

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Advanced learning opportunities are:

- Needs-based and flexible
- Accelerated learning, in regards to pacing versus content
- An opportunity for more rigor, depth and complexity
- Reflective of advanced or above grade level work

There are many grouping scenarios for student services within AIG programs in North Carolina districts and charter schools. No matter the grouping, what is most important is appropriate instruction that is quality and differentiated. Students' experiences in an advanced learning opportunity must reflect "productive struggle" through teachers using a continuum of complexity in their instruction.

Instructional Practices to Support Advanced Learning Opportunities

To adapt curriculum and instruction appropriately is to enrich, extend, and accelerate curricular standards in a variety of settings, as outlined in the local AIG plan.

Advanced Learning Opportunities include instruction that:

- Utilizes higher level questioning/assignments/tasks
- Plans for tasks that require a continuum of complexity
- Plans for/Utilizes all levels of Depth of Knowledge
- Allows for inquiry and problem-based learning
- Models and gives time for academic discourse
- Embeds thinking, writing, reading, listening, and speaking literacy strategies through content, process, product
- Compacts curriculum standards

It is important that students have a conceptual understanding of the math they are learning. Therefore, planning through vertical conversations will be essential to ensure purposeful movement through the math standards. Responsive teaching will ensure that students' needs are addressed and met. Use the mathematics standards to plan and implement academic experiences that will support students to continue their advanced math trajectory.

Section Four: Middle School Implementation Guidance

Compacting Guidance

The following information provides guidance to local boards of education to assist in the effective implementation of the advanced mathematics course enrollment legislation ([SB500](#)) for middle grades mathematics.

This guidance aids in preparing to develop advanced middle grade mathematics courses that provide coherence and progression of standards for students who score at the highest level on the EOG tests in which they were most recently enrolled (SL 2019-120 (1b)). It includes multiple examples of compacting standards across middle grades mathematics to support students and to ensure their success as they progress through the advanced mathematics pathway. This work is the result of collaborative efforts of mathematics teachers, coaches, and curriculum leaders from across the NC public school districts.

Guiding Questions

Before beginning the process of compacting standards across middle grades, it is important to consider the following questions:

1. What grade levels will be part of your vertical alignment discussions? 5th grade through middle school NC Math 1?
2. When will vertical alignment discussions take place and how frequently will they take place?
3. What information will those discussions include and how will you use it?
4. How are you considering coherence and progression of standards across grade levels?
5. How will you align required grade level content with above grade level content for advanced courses?
6. How will you consider preparation for grade level EOG tests when compacting standards?
7. How are you deciding if students are developmentally ready for standards that are being compacted at their grade level?
8. How will you differentiate in an advanced course setting?
9. What professional development will you provide to support teachers in developing instructional practices for compacted standards?

Compacting Standards Guides

[The NC Collaborative Instructional Framework](#) was used as a guide to aid in compacting the middle grade standards. The pacing and sequencing follow the progression of the NC Collaborative Instructional Framework for middle grades. The samples below present possible options for compacting standards across middle grades and can be adapted to fit the needs of your students.

The examples of compacted standards across middle grades can be accessed through the links shown below:

- [Compacted Standards in NC Math 1](#): An example of compacting standards for students who have not previously been enrolled in an advanced course and score at the highest level on the 7th grade EOG test. Because these students will be enrolled in NC Math 1, which is the next mathematics course that is an advanced course, they will not receive any instruction on the NCSCOS for 8th grade. Therefore, the eighth grade standards have been strategically integrated into the NC Math 1 course for coherence and progression. This guidance will help ensure students receive instruction for 8th grade standards missed due to being placed on an advanced math pathway for the first time and support success in NC Math 1 and beyond.
- [Compacted Standards in NC Math 1 \(Adapted\)](#): Another example of compacting standards for students who have not previously been enrolled in an advanced course and score at the highest level on the 7th grade EOG test. Because these students will be enrolled in NC Math 1, which is the next mathematics course that is an advanced course, they will not receive any instruction on the NCSCOS for 8th grade. Therefore, the eighth grade standards have been strategically integrated into the NC Math 1 course for coherence and progression. This guidance will help ensure students receive instruction for 8th grade standards missed due to being placed on an advanced math pathway for the first time and support success in NC Math 1 and beyond.
- [Compacting Standards beginning in 6th grade](#): An example for compacting standards beginning in 6th grade for students who scored at the highest level on 5th grade EOG test. Middle grades standards have been strategically integrated for coherence and progression in the following manner:
 - Some seventh grade standards integrated into 6th grade mathematics
 - Some eighth grade standards integrated into 7th grade mathematics
 - Remainder of eighth grade standards integrated into the NC Math 1 course

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This guidance will help ensure students receive instruction for standards that will help prepare them for success and keep them on the advanced trajectory to NC Math 1 in 8th grade.

- [Compacted Standards beginning in 7th grade](#) : An example of compacting standards beginning in 7th grade for students who have not previously been enrolled in an advanced course and scored at the highest level on the 6th grade EOG test. Seventh and eighth grade standards have been strategically integrated for coherence and progression in the following manner:
 - Some eighth grade standards integrated into 7th grade mathematics
 - Remainder of eighth grade standards integrated into the NC Math 1 course

This guidance will help ensure students receive instruction for standards that will prepare them for success in NC Math 1 in 8th grade.

The **Standards for Mathematical Practice** should be infused throughout all units of each course:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Section Five: High School Implementation Guidance

Considerations for Implementation

As districts consider best practices around the implementation of the legislation beyond NC Math 1, recognize that the Advanced Courses in Mathematics legislation ([SB500](#)) extends to all grades six (6) and higher. Therefore, students who score at the highest level on the NC Math 1 and NC Math 3 end of course (EOC) assessments, must be placed into advanced sections of NC Math 2 and fourth level math courses respectively. When determining which fourth math course a student pursues, consider intentional advising of the student, paying attention to the student's interests and post-secondary plans.

The [North Carolina Mathematics Graduation Requirements Options Charts](#) outline the 4th math courses available for students to consider.

Also, of critical importance with the implementation of this legislation (SL 2019-120), schools and districts must ensure clear alignment with existing policy. This legislation does not supersede the policy (TEST 003) outlined in the 10/20 day memo from Accountability Services.

State Board of Education (SBE) policy TEST 003, states that “public school students may drop a course with a required end of course (EOC) assessment within the first 10 days of enrollment within a semester schedule or within the first 20 days of enrollment within a year-long schedule. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, North Carolina Virtual Public School, or vendor-based online) shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment at the completion of the course.”

Exceptions to the 10/20 day rule are allowed in individual cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC. These cases should be evaluated individually, and consideration should be given to make certain the accountability of the school is not being compromised.

For all situations, the principal of the school should review each case individually and should decide in consultation with the teacher and parent/ guardian whether withdrawal is necessary. If it is determined that the student should be withdrawn from the course (after the 10/20 days), the school must request approval from the Director of Accountability Services using the process outlined in the 10/20 day memo.

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Section Six: Updated FAQ

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FREQUENTLY ASKED QUESTIONS
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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.

What is SB500 (Session Law 2019-120)?

Senate Bill 500 passed in 2019, revising the original legislation from last year, as an act to make certain modifications to the implementation of advanced math courses offered when practicable for grades six and higher.

Please use this link below to read the legislation:

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

What does this mean for NC?

- Strengthens NC’s focus on broadening access and opportunities. Ensures that all impacted students receive rigorous, academically appropriate instruction in mathematics and that students are not overlooked for advanced learning opportunities in mathematics.
- In grades 3-5, if “courses” are not available, services based on local AIG plan must be provided for those students who score the highest level on EOG.
- In grades 6 and higher, students who score at the highest level on EOG must be placed in the next advanced math course.
- If the student scores at the highest level in grade 7, a student must be placed in NC Math 1 in 8th grade. *Note: You can still place students in Math 1 who do NOT score the highest level.*
- 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.
- If an LEA is exempt per legislation, there will be a report due to NCDPI by January 15, 2020 sharing the preparation plans for implementation the following year.

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How does this apply to elementary grades where math is taught in a heterogeneous classroom instead of separate courses like upper grades?

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.

Does an "advanced" option have to exist in grades 3-5 if it doesn't already?

Yes. The legislation states that local boards of education "shall offer advanced learning opportunities in mathematics in grades 3-5." (NCGS §115C-81.36 (a1))

Does there need to be a special code to show this in Power School, especially in elementary?

There are no advanced course codes for elementary or middle school. However, there are course codes for compacted math courses for 6th grade and 7th grade.

What is the expectation for providing advanced learning opportunities to third grade students, since the end of grade test doesn't happen until the end of the year?

The legislation now defines advanced learning opportunities as "those services and curricular modifications in mathematics for academically or intellectually gifted students approved as part of the local plan, as required by G.S. 115C-150.7." Therefore, we encourage districts to utilize the data routinely used to offer advanced learning opportunities for AIG students in grade 3, to determine which additional students are eligible for advanced learning opportunities in grade 3.

How do we prepare for a middle school student who scores the highest level (Level 5) on the Math 7 EOG and goes directly into Math 1 without being taught any of the Math 8 standards?

Identify gaps in student knowledge and offer clear intervention and support to those students and teachers. This could occur during an intervention time or during class with scaffolded support. Effective planning of compacted standards will also support success. Refer to the NCDPI Implementation guide for Advanced Mathematics Course Enrollment legislation for sample plans of compacted standards.

How does this impact 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))

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What data should be used to make decisions about student enrollment in alignment with this legislation?

LEAs are to use the most current EOG/EOC data to respond to this legislation. Please note that other ways an LEA determines placement may still continue in LEAs. A student does not have to earn a Level 5 to participate in advanced mathematics courses.

What about students who are identified as AIG in Math, but they score Level 4? Do we take them out of the advanced class to make room for Level 5s?

The AIG policies have not been modified or changed. An AIG student continues to receive services as outlined in each student's Differentiated Education Plan.

Is this an issue for general education or AIG personnel?

This applies to all students who score a Level 5 on an EOG or EOC, therefore it involves both general education and AIG personnel.

Must Math 1 be offered in 8th grade?

Yes. According to the legislation, "A student in seventh grade scoring at the highest level on the seventh-grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade." (NCGS §115C-81.36 (b))

Can we use NCVPS to provide the Math 1 course?

Yes. LEAs may use NCVPS courses to respond to this legislation.

What does "when practicable" mean?

Based on legislative language, DPI's guidance is that this legislation is intended to be implemented in the 2019-20 school year, unless exemptions apply (NCGS §115C-81.36 Section 2).

If we don't currently teach an Honors NC Math 1 course in high school, do we need to implement one for this year?

Yes. This legislation also applies to students who score at the highest level on the 8th grade EOG.

Does the legislation apply to 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.

What if a parent does not want his/her child in an advanced course?

According to the legislation, "No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is

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SL 2019-120; NCGS § 115C-81.36
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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))." The 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 and notes from the meeting.

Will there be any specific reporting requirement associated with this legislation?

Yes. "By December 15, 2020, and annually thereafter, the Department of Public Instruction shall submit a report to the Joint Legislative Education Oversight Committee containing data collected for the current school year on the number and demographics of students who were eligible for advanced mathematics courses under this section, including high school level mathematics courses in eighth grade, and of those students, the number and demographics of those who were placed in advanced mathematics courses and were not placed in advanced mathematics courses. The report shall include information on the type and format of advanced mathematics courses provided and shall also include any feedback provided by local boards of education on the implementation of this section." (G.S. 115C-81.36 (c))

Is it true that some districts may not be required to offer Math 1 in the 2019-20 school year?

Yes. "Notwithstanding G.S. 115C-81.36(b), as amended by this act, schools that did not offer Math I to eighth grade students during the 2018-2019 school year, either in person or virtually through the North Carolina Virtual Public School, may offer Math I in eighth grade for the 2019-2020 school year but shall not be required to do so." (G.S. 115C-81.36 Section 2)

Are there any reporting requirements for exempt districts regarding this legislation?

Yes. "Each local board of education with schools exempted from G.S. 115C-81.36(b) for the 2019-2020 school year under Section 2 of this act shall develop a plan to implement, beginning with the 2020-2021 school year, G.S. 115C-81.36(b), as amended by this act. The plan shall be submitted to the Superintendent of Public Instruction by January 15, 2020." (G.S. 115C-81.36 Section 3). NCDPI will provide a reporting template in Fall 2019 to support this reporting requirement.