



SENATE BILL 500: Modify Advanced Math Course Enrollment.

2019-2020 General Assembly

Committee:		Date:	June 17, 2019
Introduced by:	Sens. Smith, Tillman, Chaudhuri	Prepared by:	Brian Gwyn*
Analysis of:	Fifth Edition		Committee Co-Counsel

OVERVIEW: *The 5th edition of SB 500 would clarify requirements for advanced math course enrollment and require reporting on advance math course enrollment. Additionally, for the 2019-2020 school year only, it would exempt certain schools from the requirement that 7th grade students who score at the highest level be enrolled in a high school math course in 8th grade.*

CURRENT LAW: G.S. 115C-81.36 requires, when practicable, that local boards of education offer advanced courses in mathematics in grades 3 and higher. When advanced courses are offered, students who score at a level five (the current highest level) on an end-of-grade (EOG) or end-of-course (EOC) test in that student's most recent math class must be enrolled in the advanced course of the next math class the student takes. Additionally, for 7th graders, a student scoring at a level five must be enrolled in a high school level math class in 8th grade. Students cannot be removed from the advanced course unless the student's parent or guardian provides written consent.

BILL ANALYSIS: The bill would make the following changes:

- Replace the reference to "level five" with the term "highest level" for math EOGs and EOCs.
- Require local boards of education to offer advanced learning opportunities in 3rd – 5th grade, when practicable, rather than advanced courses. When advanced learning opportunities are offered, students scoring at the highest level on the math EOG must be provided advanced learning opportunities for the next year.
- Require that parents be adequately informed that the student's advanced learning opportunity or advanced course placement was due to the student's achievement on the prior math course test before consenting to the student's removal from the placement.
- Require the Department of Public Instruction (DPI), beginning December 15, 2020, to submit an annual report to the Joint Legislative Education Oversight Committee on the number and demographics of students eligible for advanced math courses, and the number and demographics of eligible students who were not placed in the advanced math courses. The report must also include information on the type and format of advanced math courses provided, and feedback on implementation.
- Require DPI to 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 math.
- Prohibit local boards of education with schools that did not offer Math I to 8th grade students during the 2018-2019 school year from being required to offer the course to 8th grade students for the 2019-2020 school year.

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- Require each local board of education with schools that did not offer Math I to 8th grade students during the 2018-2019 school year to develop an implementation plan and submit it to the Superintendent of Public Instruction by January 15, 2020. The plan must include at least the following:
 - An explanation of staffing for 8th grade Math I courses that addresses any anticipated shortages and any expected coordination between schools or with community colleges. If the local board of education continues to find it is not practicable to offer Math I in 8th grade, the plan must include a detailed rationale for that determination.
 - The estimated increase in students enrolled in 8th grade Math I courses for the 2020-2021 school year, based on student performance over the past three years.
- Require the Superintendent of Public Instruction to compile the plans submitted by the local boards of education into a summary report. This report and any other recommended changes must be submitted to the Joint Legislative Oversight Committee by March 15, 2020.

EFFECTIVE DATE: This bill would become effective when it becomes law, and would apply beginning with the 2019-2020 school year.

**Kara McCraw, staff attorney with the Legislative Analysis Division, and Suzanne Zelenka, legal extern with the Legislative Analysis Division, substantially contributed to this summary.*