



# SENATE BILL 500: Modify Advanced Math Course Enrollment.

2019-2020 General Assembly

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<b>Committee:</b> Senate Rules and Operations of the Senate	<b>Date:</b> May 2, 2019
<b>Introduced by:</b> Sens. Smith, Tillman, Chaudhuri	<b>Prepared by:</b> Kara McCraw
<b>Analysis of:</b> Second Edition	Committee Counsel

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**OVERVIEW:** SB 500 would clarify requirements for advanced math course enrollment and require reporting on advance math course enrollment.

**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-course (EOC) or end-of-grade (EOG) test in that student's most recent math class must be enrolled in the advanced course of the next math class the student takes. 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:** SB 500 would make the following changes:

- Replace the reference to "level five" with the term "highest level" for EOCs and EOGs in math.
- For 7th grade students scoring at the highest level who are enrolled in a high school level math course, allow local boards of education to administer diagnostic assessments to provide identified students with supplemental content enrichment.
- Modify parental opt-out of student enrollment in advanced math courses to require the parent be adequately informed before consenting to the student's removal that the student's advanced course placement was due to the student's achievement on the prior math course test.
- Require the Department of Public Instruction (DPI), by October 15 annually, to 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 should 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.

**EFFECTIVE DATE:** SB 500 would become effective when it becomes law, and apply beginning with the 2019-2020 school year.

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