

North Carolina Math Policy Actions and Successes

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- #1. NCDPI's Office of Learning Recovery and Acceleration has had a focus on math since the summer of 2021.** I created this office to be a support to districts in spending unprecedented amounts of money coming their way.
- **Specifically,** NCDPI has allocated and distributed nearly \$103 million to combat unfinished learning and address gaps exacerbated by the pandemic.
 - **Competency-Based Assessment (PRC 178):** The department allocated around 5.5 million dollars to be distributed to schools to support districts in purchasing additional licenses for a competency-based assessment platform for math and reading for students in grades K-8. This allowed PSUs to access these platforms year-round so that they could use the CBA tool to inform their summer programs.
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 - **Summer Bridge Programs (PRC 176):** The department allocated nearly \$36 million for summer bridge programs for grades K-12 to fund high-quality, evidence-based in-person learning and enrichment programs for math and ELA.
 - PSUs were required to prioritize enrollment in the program to students who are at risk and/or students identified as having been disproportionately impacted by the COVID-19 pandemic.
 - We required districts to provide a minimum of 50 hours of programming, at least 25 of which was dedicated to academic learning acceleration. So For example, rising 9th grade students were provided with 9th grade content rather than 8th grade remediation. In their applications, PSUs were required to outline the challenge they were trying to address (which often included lost instructional time in Math and/or ELA).
 - **School year: Math Enrichment Programs (PRC 189):** The department allocated nearly \$34 million for academic year math enrichment programs in grades K-8. These programs must occur outside the school day during the regular academic year.
 - **Competitive After School Robotics Grant Program (PRC 201):** The department awards approximately \$1.5 million through a competitive application process. These programs aim to promote evidenced-based, after-school programs for robotics education and competition in the hopes that this will motivate students to pursue education and career opportunities in STEM related fields while building critical life and work-related skills, and more importantly, reengage students in school post-pandemic.
- **Additional Supports**
 - We were successful in supporting districts because of the amount of data we collected and make public.
 - We have provided strategic regional data sessions that assisted PSUs in understanding their recovery data and using the data to connect to interventions that will make the most significant difference for their students in multiple subject areas.

- We trained districts to help them understand their Year-over-year analysis and use these data to drive programming and decisions in the final year of ESSER.
- We also continue to connect PSUs with promising practices through the Promising Practices Clearinghouse. Math practices were specifically shared during our technical assistance webinars and We partnered with our colleagues in Academic Standards to connect PSUs with vetted resources to support these programs.

#2. Currently, our focus is on the legislative short session this spring. We want to ensure that every NC student is proficient in Algebra I, as it is truly the gateway course to being successful in advanced math courses and for postsecondary success.

- Our plan for legislation aligns with ExceInEd's policy framework and includes implementation of an early screener, high quality instructional materials, PD for elementary school teachers, and a parent communication strategy.
 - [ExceInEd policy framework for North Carolina's plan](#)
 - **Early Math Screener**
 1. An approved list of one or more reliable and valid math assessment systems for school district use for screening and monitoring student progress toward grade level math. We must have valid and reliable data that shows teachers which fundamental skills have been mastered or not so that instruction reflects student need.
 2. Provide a screener to be administered within 30 days of the beginning of the school year with progress monitoring capabilities and a diagnostic tool to support teachers with targeting instruction based on student needs;
 - **High quality instructional materials** - ensuring that math instructional materials provided to districts are effective and standards-aligned.
 - **PD for elementary school teachers** - this system of support is imperative for math teachers in K-8 to ensure they have the knowledge and skills to teach math to all students. Support looks like: PD and job embedded coaching.
 - **Parent communication** - intentional and early communication to parents of K-8 students exhibiting math difficulties outlining the math improvement plan that will be developed by the teacher.

#3. Finally, we are excited to announce that we are the recipient of a new USED Education and Innovation Research grant designed to improve math outcomes for high-needs students.

The PRISM project (Patterns for Reaching and Impacting Students in Math) serves students through the creation and testing of strategies to enhance the adoption and use of its Patterns framework, which is a comprehensive professional learning program designed to improve math outcomes.

- This framework was developed by Carnegie Learning
- Patterns framework uses a job-embedded professional learning model that gives teachers ongoing coaching.

- Instead of going to a conference or PD day once and then implementing on their own, teachers will learn the Patterns program, implement it in their classroom, then work with a coach to make adjustments. This cycle will continue with both in-person and virtual coaching throughout the five-year period.
- Up to 300 teachers will participate – more of a school- and teacher-level commitment than district level.
- This has a five-year implementation. First year is recruiting and training teachers, expect classroom implementation in spring or fall of 2025.
- This grant targets rural schools where it might be harder for math teachers to build a network of peers to brainstorm/problem-solve with.

We will also collaborate with one of our most stellar EPPs, NC State University, who has been awarded a National Science Foundation grant on best practices in K-2 math instruction.