

27 Feb
2024

Automatic Enrollment in North Carolina

Recent Progress and Future Directions

Overview

- Why Automatic Enrollment?
- Is It Working in North Carolina?
- Lessons Learned from NC and Other States
- Possible Future Directions

Why Automatic Enrollment?

Course placement can be arbitrary and biased, with high-performing students not being placed into advanced courses. This is especially true for low-income, rural, Black, Hispanic, and Native American students.

Considerable evidence of gender biases against placement of girls in advanced STEM courses and boys in advanced ELA and humanities courses.

AE Addresses Stereotypes of Who is “Advanced”

“We don’t have those students in our school.”

From Peters et al. (2017), *Should millions of students take a gap year? Large Numbers of Students Start the School Year Above Grade Level*.

“... students performing above grade-level are not rare and likely exist in every classroom in every school”

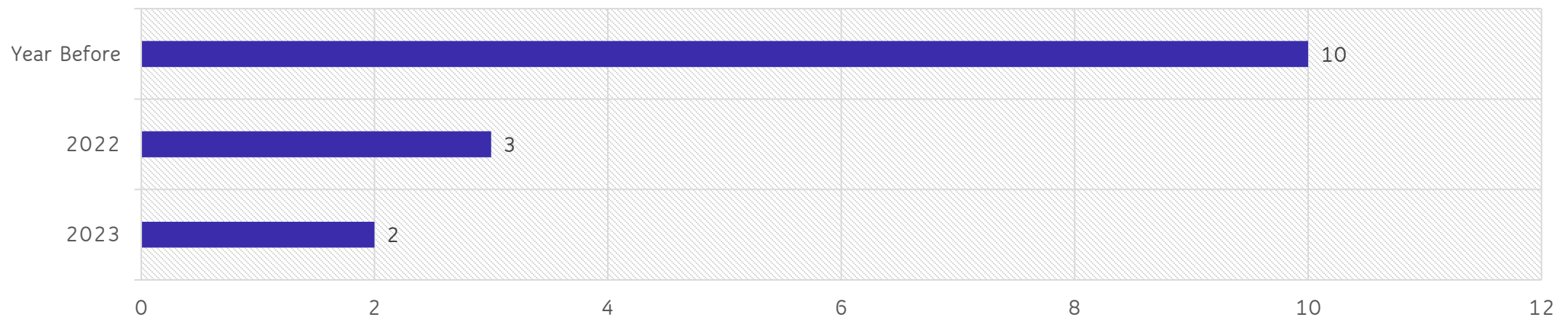
16% of the variance falls between schools – almost all of the diversity comes from the classroom level!

Implication: Need for advanced education far outstrips supply.

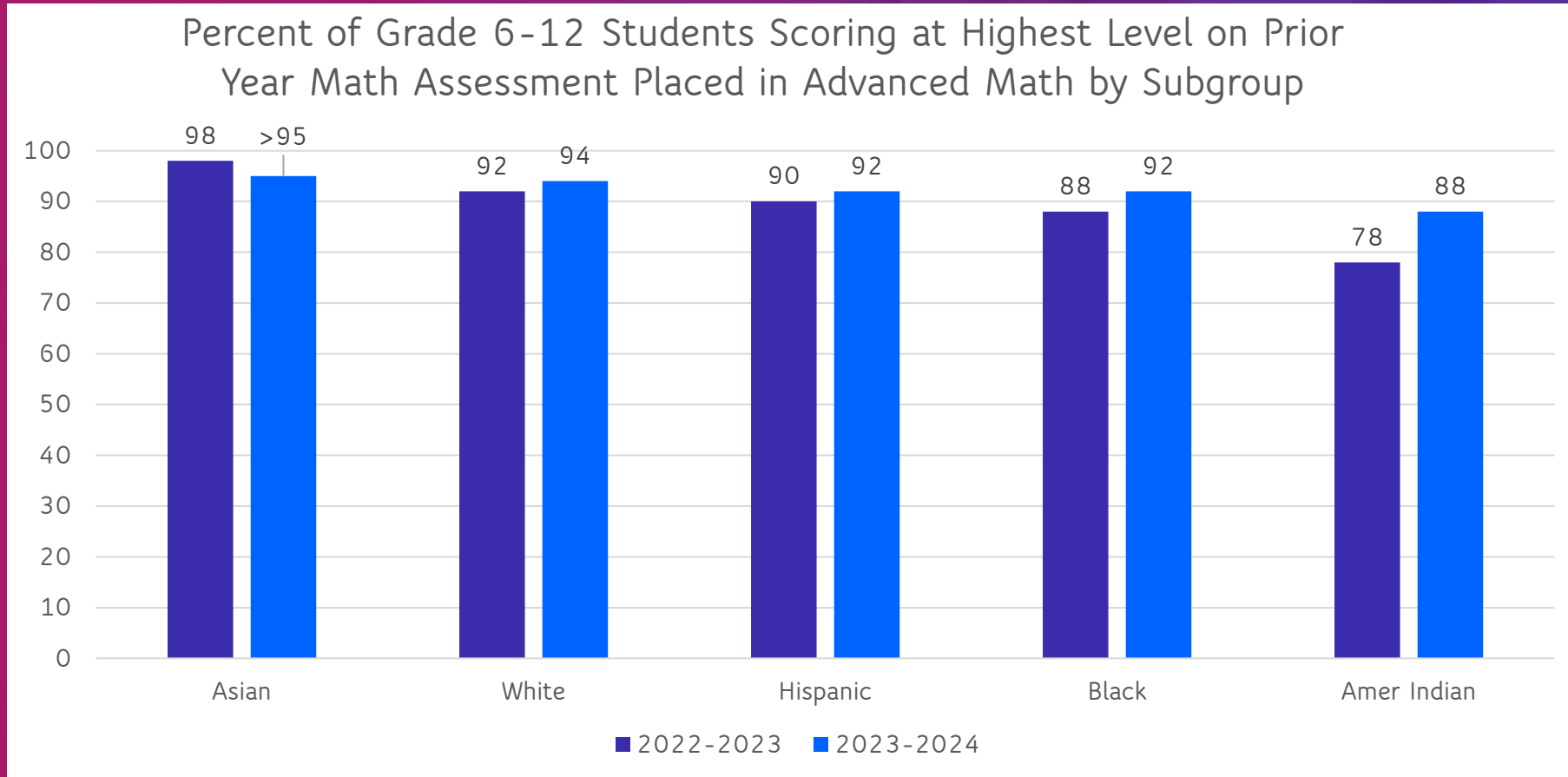
Is It Working in North Carolina?

Percent of high-performing students NOT placed in advanced math courses has steadily and significantly dropped.

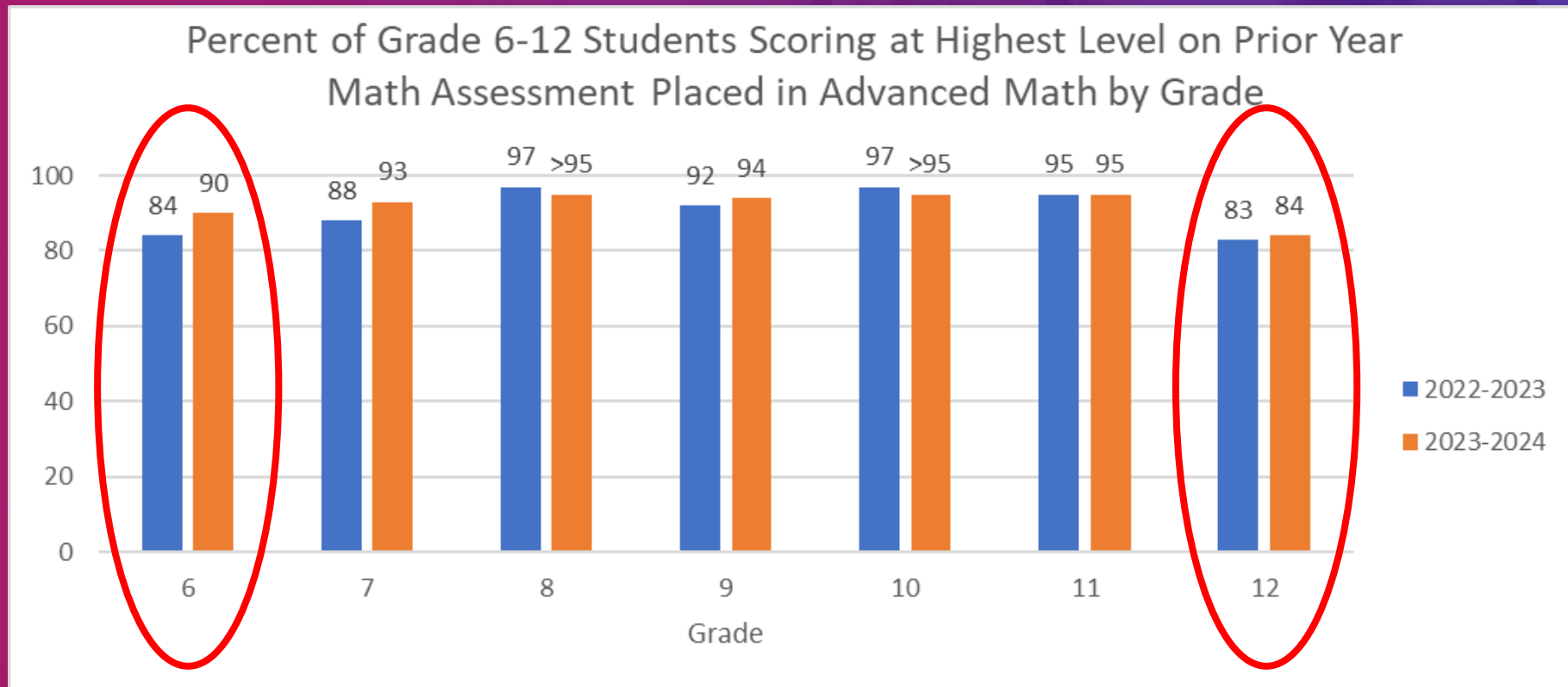
**Percent of High-Performing Grade 7 Students
NOT Placed in Math 1 in Grade 8**



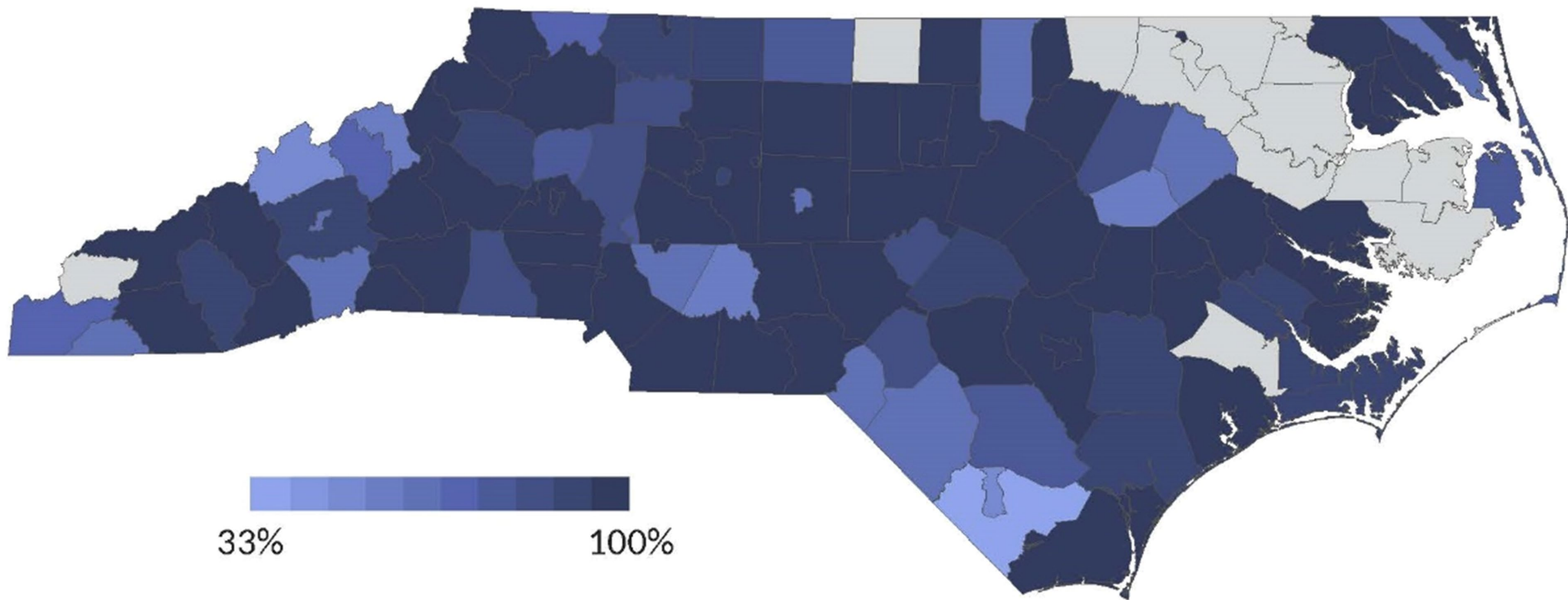
Is It Working in North Carolina?



Is It Working in North Carolina?



Percentage of Students Scoring at the Highest Level on Math EOG Placed in an Advanced Math Course, by District (2022-23)



Note: For privacy reasons, data is suppressed for school districts with fewer than 10 students enrolled in an advanced math course. Those 13 districts are shown in gray.

Sources: North Carolina General Assembly - Joint Legislative Education Oversight Committee; News and Observer - Counted Out; Fordham Institute - Ohio's Lost Einsteins; American Institutes for Research - Predictors of Post-Secondary Success; Report to the

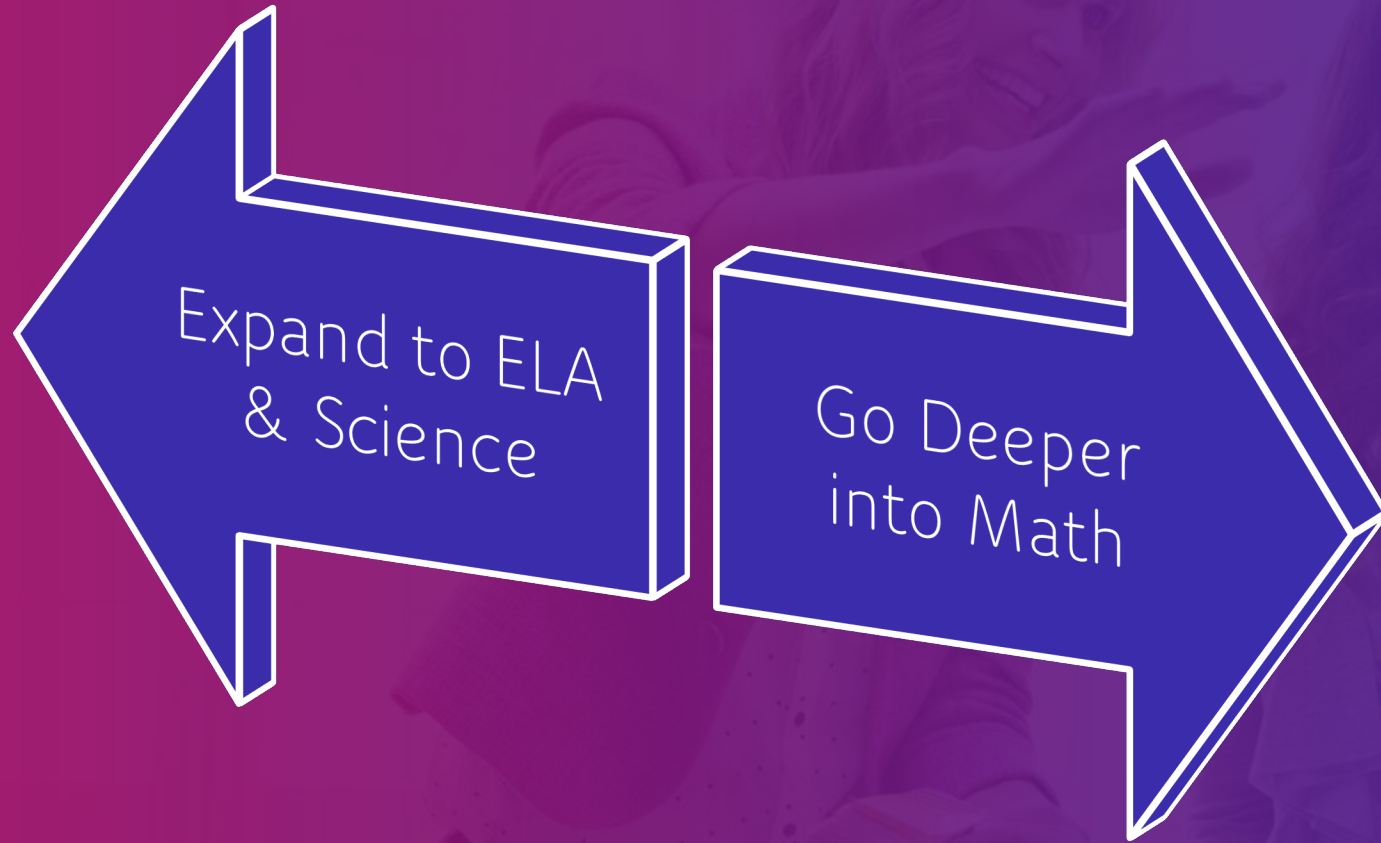
Is It Working in North Carolina?

- Outcome data is still pending, but reason for optimism:
 - In Spring 2023, 58,186 Grade 6-12 students scored at highest level on EOG/EOC math assessments.
 - Increase of 9,032 students from Spring 2022 assessments
- Could be due to many factors ... but automatic enrollment is one of those factors.

Lessons Learned

- State department of education support is critical.
 - *NC DPI provided support to districts and discouraged delays and workarounds*
 - *Other states had weaker support and, therefore, less success*
- Districts need highly-effective teachers of advanced math to make this work.
- NC's automatic enrollment experience needs to continue to be the focus of future research.
 - *Especially regarding impact on student outcomes*
- Commonsense, bi-partisan education reform is possible.

Possible Future Directions



Why Not Both?

Expand to
Other
Areas

- ELA
- Science
- Others?

Go Deeper
into Math

- Teacher prep
- High-quality curriculum
- Research and evaluation

Possible Research Questions

1. Why the lower rates of participation in G6 and G12? Are there ways to address this?
2. What's happening at the elementary school level? What are districts doing to get more students to advanced performance (frontloading)?
3. What strategies have districts used most successfully to increase access? What *hasn't* worked?
4. How are districts using AE to complement other advanced education services?
5. What is the impact of AE on a wide range of student outcomes?

NY schools await details on 'science

The 'Transformation is Real' as Science of Reading Takes Hold in N.C. Schools

After decades of steadily disappointing scores in reading proficiency, the state turned to legislation to bar practices rooted in whole language



er training programs don't always research-backed reading methods

13, 2024 · 5:00 AM ET

id, Brianna Atkinson, Ann Doss Helms, Kerry Sheridan, Beth Wallis

Jan 30, 2024 - News

NC is a part of a national movement to rethink reading



Lucille Sherman, Erica Pandey



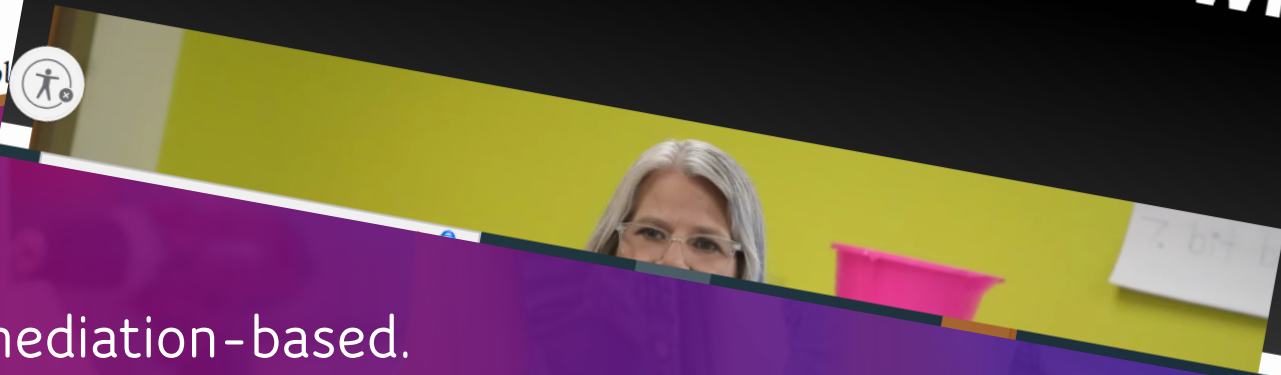
JILL BARSHAY

PROOF POINTS: How a the science of math c the math wars

Special education researchers copy the science of reading pl



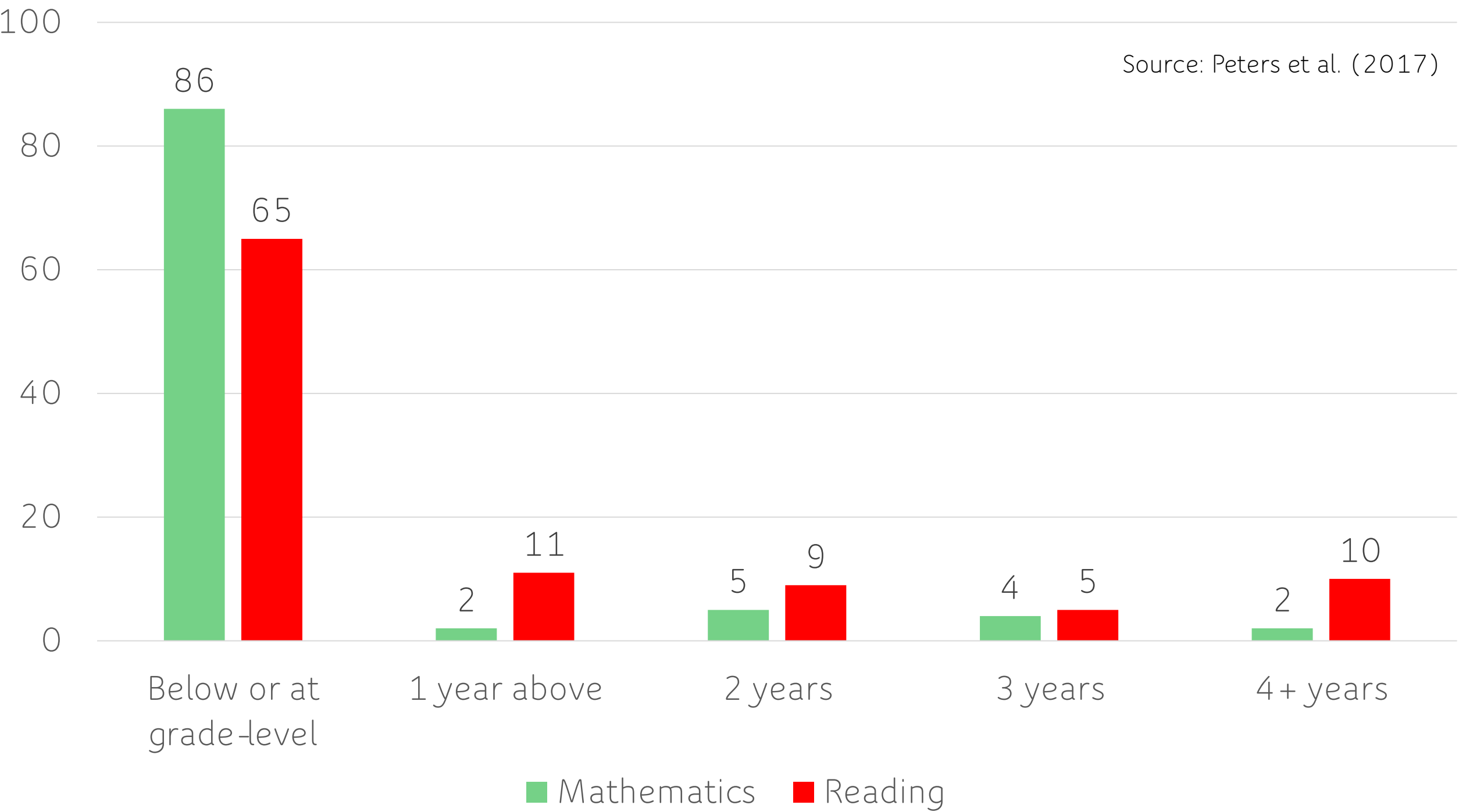
The 'science of reading' swept reforms into classrooms nationwide. What about math?



Fledgling efforts are mostly remediation-based.

Big opportunity here for state-level leadership.

Source: Peters et al. (2017)



Thank you!

Jonathan Plucker, Ph.D.
Professor and Associate Dean
Johns Hopkins University

@JonathanPlucker
jplucker@jhu.edu