PUBLIC SCHOOLS OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*
WWW.DPI.NC.GOV

September 13, 2021

TO LEA Superintendents
Charter School Directors

FROM Catherine Edmonds, Ed.D.
Deputy Superintendent, Office of Educational Equity

Tammy L. Howard, Ph.D.
Director, Accountability Services Division

2021–22 SUMMER PROGRAMS

For the 2021–22 school year, districts may administer the End-of-Grade (EOG) and End-of-Course (EOC) tests during summer programs. As in previous years, the readministration scores will not be included in growth analyses for school accountability or for educator effectiveness. However, the higher score will be included in proficiency calculations for school accountability within the current accountability year. The 2021–22 accountability year ends on July 6, 2022. Summer program EOG and EOC readministration scores uploaded to the North Carolina Department of Public Instruction (NCDPI) by July 6, 2022, will be included in 2021–22 accountability calculations. Summer program sessions with test scores uploaded to the NCDPI after July 6, 2022, will be included in the 2022–23 accountability analyses.

As a reminder, no State Board of Education (SBE) policy exists that allows retesting. The previous retesting policy was eliminated in 2010 when the SBE rescinded the Student Gateways at Grades 3, 5, and 8 and the high school Graduation Exit Requirements policies, and there has not been any subsequent action to reinstate retesting. Therefore, the inclusion of readministration scores in the 2021–22 accountability reports is grounded in recognizing summer programs as an additional learning opportunity that occurs outside of the regular academic calendar.

There are only three ways students may participate in summer programs, take the associated EOG or EOC test, and have those results included in the accountability analyses for proficiency:

1. Repeating elements of a course or subject for the purpose of improving functional skills or to access an enrichment opportunity (EOC and EOG): There is not an SBE policy for this option; however, this opportunity is available to students who pass the course or subject but scored Not Proficient on the associated EOC or EOG test. These students do not earn credit, and the initial grade is not replaced.

2. Credit recovery (EOC only): As specified in SBE policy CCRE-001, *Course for Credit* (attached), enrollment in credit recovery is limited to students who have completed and failed a course. Credit recovery courses only provide a subset of the North Carolina

*Standard Course of Study (*NC*SCS)* for the original course. The length of the course must be based on the skills and knowledge the student needs to recover rather than a certain amount of seat time. When credit recovery is exercised, the original record of the course being completed and failed remains on the transcript. No later than thirty days after completing a credit recovery course, students may be administered the associated EOC test for those courses with an EOC test. Schools administering the EOC test to students earning course credit through credit recovery must have an approved Flexible Testing Schedule Waiver and must administer the online EOC test.

3. Repeating a course for credit (EOC only): As specified in SBE policy CCRE-001, repeating a course for credit is limited to students who have completed and failed a course unless the local board of education has developed policies that define specific circumstances when students other than those who have failed a course may repeat a course for credit. When students repeat a course for credit, the entire NC*SCS* for that course is taught to the student for a second time. Students who have already scored at Level 3, 4, or 5 on the associated EOC test may elect either to retake the EOC or to use the previous passing EOC score as at least twenty percent of their final grade. If a student retakes the EOC test, the higher of the two scores is used in the calculation of the final grade. For students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, the new course grade replaces the previous grade for the course. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

   The distinction between credit recovery and repeating a course for credit is that the latter is for a student wishing to modify his or her grade point average (GPA). Repeating a course for credit allows students who initially fail a high school course and repeat the course for credit to have the initial grade replaced with the subsequent grade. Repeating a course for credit is also intended for students who need to repeat an entire course versus a select portion of a course. In credit recovery, students receive a grade of pass (P) or fail (F) and the P or F does not affect the student's GPA. The student retains the original record of the course being completed and failed on his/her transcript for credit recovery.

In addition to providing only the aforementioned summer program options, public school units must also adhere to the following NCDPI requirements:

1. Summer program remediation and readministrations of the EOG and EOC tests must occur after the conclusion of the student academic year (i.e., after students have been dismissed for the regular school year).

2. Schools offering a summer program must have a written summer program plan for the 2021–22 school year that has been signed and approved by their local board. A copy of the 2021–22 board-approved plan must be sent to the Regional Accountability Coordinator (RAC) no later than April 1, 2022. Plans should include, but are not limited to
   - the purpose of the program
   - who is eligible to attend

- the dates the program will occur, to include days for remediation and readministrations
- the length (hours and minutes) provided daily for remediation and readministrations
- security of test materials
- testing plan

3. If approved by the local board, instruction may occur on teacher workdays; however, the readministration of EOG and EOC tests must occur after the conclusion of the student academic school year (i.e., after students have been dismissed for the regular school year).

4. Online administrations are required for all summer program readministrations of the EOG and EOC tests. Technology hardship requests will not be accepted.
   - If the required accommodations documented on a student's current Individualized Education Program (IEP) or Section 504 Plan dictate a paper administration mode, paper must be provided to the student on test day. A letter does not need to be submitted to the Director of Accountability Services for approval for students with disabilities who have documented accommodations that dictate a paper administration for accessibility needs.

5. Tests that are available for summer program readministrations include only the following:
   - EOG Grades 4–8 Reading
   - EOG Grades 3–8 Mathematics
   - EOG Grades 5 and 8 Science
   - EOC English II, NC Math 1, NC Math 3, and Biology
   - NCEXTEND1 Grades 3–8 Reading and Mathematics
   - NCEXTEND1 Grade 10 English II, NC Math 1, and Biology

   The EOG Reading test at grade 3 will not be available for readministration during summer programs. The Read to Achieve (RtA) General Statute §115C-83.8(a) states that "students not demonstrating reading proficiency shall be enrolled in a reading camp provided by the local school administrative unit prior to being retained." The reading camp program has specific parameters (e.g., [i] offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; [ii] be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency) and funding provided to public school units. The RtA reading camps must be separate from summer programs; The allowances in this memo do not have an impact on RtA camps.

6. Schools must notify parents about the summer program including, but not limited to, the dates it will occur, its purpose, and who is eligible to attend.

7. Student participation is voluntary. Parents or guardians must make the final decision regarding a student's summer school attendance. Students must be held harmless if they do not participate in summer programs.

8. Students who do not attend any summer program remediation must not be permitted to participate in the readministration opportunity. This should be addressed in the public school unit summer program plan approved by the local board.

As always, thank you for all you do for our schools and the children of North Carolina. If you have questions or need further clarification regarding information contained within this memo, please contact your RAC.

CE:TLH:jlk

c: Catherine Truitt, State Superintendent
Mary Hemphill-Joseph, Director, Academic Standards
Sherry Thomas, Director, Exceptional Children
Amy Rhyne, Director, Office of Early Learning
Trey Michael, Director, Career and Technical Education
Dave Machado, Director, Office of Charter Schools
Sneha Shah-Coltrane, Director, Advanced Learning and Gifted Education
Maxey Moore, Section Chief, Test Development
Shannon Jordan, Section Chief, Testing Policy and Operations
Curtis Sonneman, Section Chief, Analysis and Reporting
Regional Accountability Coordinators
Public School Unit Test Coordinators

Attachment

Policy CCRE-001: Course for Credit

Status: ADOPTED

Original Adopted Date: 09/07/2017 **| Last Revised Date:** 05/13/2021 **| Last Reviewed Date:** 05/13/2021

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Item	Description
Policy Title	Course for Credit
Policy Category	Course for Credit (CCRE)
Policy ID	CCRE-001
Policy Date	05/13/2021
Previous Policy Dates	05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004, 11/04/2004, 05/03/2007, 06/05/2008, 06/04/2009, 10/01/2009, 12/02/2010, 12/06/2012, 12/06/2012, 12/06/2012, 12/05/2013, 05/01/2014, 08/06/2015, 11/05/2015, 02/02/2017, 06/01/2017, 09/07/2017, 06/07/2018, 02/07/2019, 06/06/2019
Statutory Reference	GS 115C-8

1. Each local board of education shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit, in accordance with the North Carolina Standard Course of Study.

2. A high school principal shall award course credit toward high school graduation based upon a student's demonstration of sufficient mastery of the standards for a course as defined in the NC Standard Course of Study. Current graduation requirements are found in SBE policy GRAD-004.

   2.1 Credit toward high school graduation may be awarded for: high school courses included in the NC Standard Course of Study, including those provided by the NC Virtual Public School; Advanced Placement courses; International Baccalaureate courses; Cambridge International Examination courses; locally developed high school courses; and public university, community college, and private college courses.

   2.2 Course instructors shall provide instruction on the complete standards for the course as outlined in the NC Standard Course of Study, the Advanced Placement syllabus, the International Baccalaureate syllabus, or the locally-developed course syllabus, as appropriate.

2.3 Credit for the following courses must be earned through the high school (Grade 9 and beyond) except where indicated otherwise:

English

- English I: This credit may be earned prior to Grade 9 as part of an accelerated plan;
- English II: This credit shall be earned in the high school, Grade 9 or beyond;
- English III and English IV: These credits may be earned with appropriate college-level course(s).

Math

- NC Math 1, NC Math 2, and NC Math 3: These credits may be prior to Grade 9 as part of an accelerated plan;
- The fourth math credit may be earned in middle school or with an appropriate college-level course(s);
- Students seeking to complete minimum course requirements for UNC institutions must successfully complete four mathematics courses that include a mathematics course with NC Math 3 as a pre-requisite.

Science

- Earth/environmental science: This credit may be earned prior to Grade 9 as part of an accelerated plan or with an appropriate college-level course(s);
- Physical science: This credit may be earned prior to Grade 9 as part of an accelerated plan or with an appropriate college-level course(s);
- Biology: This credit may be earned prior to Grade 9 as part of an accelerated plan or with an appropriate college-level course(s).

Social studies

For students who entered Grade 9 for the first time between 2014-2015 and 2019-2020:

- American History: Founding Principles, Civics and Economics: This credit may be earned in middle school. This course must follow the NCSCOS in its entirety and may not be satisfied by an Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International Examination (CIE) course, dual enrollment or any other course that does not fully address the NCSCOS.
- World History: This credit may be earned in middle school or with an appropriate college-level course(s);
- American History I and American History II: These credits may be earned in middle school or with an appropriate college-level course(s).
- Economics and Personal Finance: This credit shall be earned in high school, grade 9 and beyond.

For students who enter Grade 9 for the first time in 2020-21 and beyond:

- American History: This credit may be earned prior to grade 9 as part of an accelerated plan or with an appropriate college-level course(s);
- The Founding Principles of the United States of America and North Carolina: Civic Literacy: This credit may be earned prior to grade 9 as part of an accelerated plan or with an appropriate college-level course(s);
- World History: This credit may be earned prior to grade 9 as part of an accelerated plan or with an appropriate college-level course(s);
- Economics and Personal Finance: This credit shall only be earned in high school, grade 9 and beyond.

Health and Physical Education

- The health and physical education credit may be earned with an appropriate college-level course(s). Refer to 2.4 below;
- The CPR requirement may be met through instruction in the middle school, or by providing documentation of successful completion of an instructional program and/or test approved by the American Heart Association or the American Red Cross. [see GS §115C-81 (e1)]

Electives and other credits

- Elective credits may be earned with an appropriate college/university college-level course(s); World Language credits may be earned in middle school or with an appropriate college/university college-

level course(s). Students seeking to complete minimum course requirements for UNC institutions must successfully complete two credits of a single world language.

- Credit requirements added in the future may be earned in middle school for disciplines where such credit is currently allowed (English, math, science, social studies, and world languages), or with an appropriate college/university college-level course(s), unless explicitly prohibited in this or other State Board of Education policies.

Note: Graduation requirements are determined when a student enters Grade 9 for the first time. High school courses may be taken prior to Grade 9 with an accelerated plan as outlined above for high school course credits. These credits may satisfy specific graduation course requirements if those courses are part of the graduation requirements as outlined in GRAD-004 when a student enters Grade 9.

2.4 Students may earn dual credit for any high school course and meet graduation requirements using an appropriate college course or combination of college courses. Principals shall award dual credit according to the Career and College Promise program guidelines established by the Department of Public Instruction (DPI). For courses not addressed by DPI guidance, a principal may award dual credit for a college course if an evaluation of the course content against NC Standard Course of Study requirements demonstrates that the college course offers substantial coverage of the high school course standards.

2.5 Prior to 2018-19 academic school year, college and university courses shall earn high school dual credit as specified below:

Semester Hours Credit***	**High School Credits**
1-4*	1
5-8**	2
9 or more**	3

*For college courses having an associated lab component (such as math or foreign language lab), the combination of the course and the lab count as a single course and earn one credit only.

** These occur only in certain Career and Technical Education courses.

*** High school credit applies to college courses in college curriculum programs.

2.6 Beginning with the 2018-19 academic school year, college and university courses shall earn high school dual credit as specified below:

College Semester Hours Credit	High School Credits
1-2	0
3-4	1
5-8	2
9 or more	3

College credit is determined by the course credit value indicated officially by the college system, such as, the Combined Course Library for the NC Community College System. College class hours and lab hours shall not be combined to equal high school course credit. However, college course credit may be combined when two or more courses of one or two semester hour credits are taken in the same academic year.

High school credit applies to college courses in college curriculum programs.

Effective 2019-20, high school credit may be awarded for articulated Career and College Promise (CCP) Workforce Continuing Education pathways that have been approved by the CCP Leadership Team (CCPLT) and do not duplicate efforts by the high school. The CCPLT consists of representatives from NCDPI Career and Technical Education Advanced Learning and Gifted Education Divisions and Community College System Office representatives from Workforce Continuing Education, Career and Technical Education, and Academic Programs.

3. Students in grades 6-8 who pass English I and/or mathematics, science, social studies, or world language courses that are described in and aligned to the North Carolina Standard Course of Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the high school transcript. These courses shall not be included in the calculation of students' high school Grade Point Average (GPA). Student GPA shall be computed only with courses taken during high school.

4. An e-learning course qualifies for course credit if it meets the following requirements:

4.1 Local Education Agencies (LEAs) may partner with eligible providers of e-learning opportunities other than the North Carolina Virtual Public School. Eligible providers shall meet all of the following:

- Be accredited by a regional accrediting agency such as, but not limited to, AdvancEd or the Southern Association of Colleges and Schools (SACS).
- Employ teachers who hold teaching licenses from states that participate in the NASDTEC Educator Identification Clearinghouse.
- Ensure that courses offered to North Carolina students are aligned to the North Carolina Standard Course of Study.

4.2 Where available, EOG tests, EOC tests, and post-assessments must be used as an indicator of student mastery. The student's base school schedules and administers EOC and EOG tests. These scores shall be included in the determination of the base school's state and federal accountability reports.

4.3 Enrollment in an e-learning "for credit course" shall count towards satisfying local board requirements related to minimum instructional days, seat time policies, student attendance, athletic and/or extracurricular obligations. Local Education Agencies (LEAs) are instructed to be purposeful in establishing processes and procedures to enroll and manage such e-learning students in an environment where they can be successful.

5. Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

6. Credit recovery shall be governed by the following definitions and parameters:

Credit Recovery

6.1 The term "credit recovery" will be used to refer to a block of instruction that is less than the entirety of the Standard Course of Study for that course. Credit recovery delivers a subset of the Standard Course of Study or blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion.

6.2 The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.

6.3 The LEA shall allow a grade pass or a fail for each credit recovery course. The mark will not affect the student's GPA.

6.4 A student wishing to modify his or her GPA shall repeat a course for credit and not seek a credit recovery solution.

6.5 A local school board may not limit the number of credit recovery courses taken by a student prior to graduation.

6.6 The End-of-Course (EOC) exam associated with the credit recovery course may be administered no later than 30 days upon the completion of the credit recovery course.

6.7 By the beginning of 2019-20 school year, the LEA shall develop local policy and procedures addressing the implementation of credit recovery opportunities across the school district to support student achievement. At a minimum, credit recovery policies and procedures shall address factors for student participation, content alignment to original course, instructional delivery methods and a process to ensure consistency in implementation across the district.

7. Repeating a course for credit shall be governed by the following definitions and parameters

Repeating a Course for Credit

7.1 The term "repeating a course for credit" will be used to refer to a high school course repeated via any delivery method when the entire Standard Course of Study for that course is being taught to the student for a second time.

7.2 Students are permitted to repeat a course for credit when they have failed a course. Local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit.

7.3 Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

7.4 Beginning in 2015–16, for students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, the new course grade shall replace the previous grade for the course.

7.5 When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

8. Credit by Demonstrated Mastery (CDM)

8.1 Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body-of-evidence, award

a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

8.2 “Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge.

8.3 Credit by Demonstrated Mastery shall be available for all NC students in grades 9-12 for high school courses and in grades 6-8 for high school courses offered in middle school. LEAs may choose to make CDM available for students in grades 6-8 for middle grades content.

8.4 Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting.

8.5 DPI shall develop implementation guidelines for this policy. These guidelines shall provide guidance for LEAs regarding scoring of assessments as well as local implementation. The guidelines shall establish minimum scores for the standard examination and artifact creation. Students must attain minimum scores to earn Credit by Demonstrated Mastery.

8.6 The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (refer to CTED-003 for work-based learning policy);
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals;
- CTE Advanced Studies courses;
- CTE courses in pilot and/or field test status;
- English Language Learner (ELL) courses;
- Healthful Living required courses;
- AP, IB, and CIE courses; and
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.

Supporting Documents

Guidelines Credit by Demonstrated Mastery (CDM) June 2016.pdf

Supporting Links

CDM Guide - https://simbli.eboardsolutions.com/SU/4yDsDPTzHJGgGg9U6Afgew==