



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

October 5, 2018

TO LEA Superintendents
Charter School Directors

FROM Eric Hall, Ed.D. 
Deputy Superintendent of Innovation

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

SUMMER PROGRAMS 2018–19

For the 2018–19 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 2018–19 accountability year ends on July 6, 2019. Summer program EOG and EOC readministration scores uploaded to the North Carolina Department of Public Instruction (NCDPI) by July 6, 2019, will be included in 2018–19 accountability calculations. Summer program sessions with test scores uploaded to the NCDPI after July 6, 2019, will be included in the 2019–20 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 The previous retesting policy was eliminated in 2010 when the SBE rescinded the Student Gateways at Grades 3, 5, and 8 and the high school Graduation Exit Requirements policies, and there has not been any subsequent action to reinstate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 2018–19 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 EOC or EOG test, and have those results included in the accountability analyses for proficiency:

1. 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 *Standard Course of Study* 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 30 days of completing a credit recovery course, students **may** be administered the associated EOC assessment for those courses with an EOC assessment. Schools administering the EOC assessment to students earning course

DIVISION OF ACCOUNTABILITY SERVICES

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3769 | Fax (919) 807-3772

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

credit through credit recovery must have an approved Flexible Testing Schedule Waiver and must administer the online EOC assessment.

2. Repeating a course for credit (EOC only): Again, 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 *Standard Course of Study* 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 assessment may elect either to retake the EOC or to use the previous passing EOC score as at least 20% of their final grade. If a student retakes the EOC assessment, 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.

3. 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/subject but scored at Level 1 or Level 2 on the associated EOC or EOG assessment. These students do not earn credit, and the initial grade is not replaced.

In addition to providing only the aforementioned summer program options, local education agencies (LEAs) and charter schools must also adhere to the following NCDPI requirements:

1. Schools offering a summer program must have a written summer program plan for the 2018–19 school year that has been signed and approved by their local board. A copy of the 2018–19 board-approved plan must be sent to the Regional Accountability Coordinator (RAC) no later than April 1, 2019. 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/minutes) provided daily for remediation/readministrations
 - security of test materials

2. If approved by the local board, instruction may occur on teacher workdays; however, the readministration of EOG and EOC assessments must occur after the conclusion of the student academic school year (i.e., after students have been dismissed for the regular school year).
3. Online administrations are required for all summer program readministrations of the EOG and EOC assessments. 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/pencil administration mode, then that mode 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/pencil mode is necessary for accessibility.
4. Assessments that are available for summer program readministrations include only the following:
 - End-of-Grade – Grades 4–8 English Language Arts(ELA)/Reading
 - End-of-Course Biology
 - End-of-Course English II
 - NCEXTEND1 Grade 4 (ELA/Reading)
 - NCEXTEND1 Grade 5 (ELA/Reading and Science)
 - NCEXTEND1 Grade 6 (ELA/Reading)
 - NCEXTEND1 Grade 7 (ELA/Reading)
 - NCEXTEND1 Grade 8 (ELA/Reading and Science)
 - NCEXTEND1 Grade 10 (English II and Biology)

The standard setting process for all of North Carolina’s new mathematics assessments and their alternates is scheduled to take place during summer 2019. Therefore, the grades 3–8 EOG mathematics assessments, the NC Math 1 and NC Math 3 EOC assessments, and their alternates will not be available for readministration during summer programs.

The EOG ELA/Reading assessment 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 summer reading camp provided by the local school administrative unit prior to being retained.” The summer 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 LEA/charter schools. The RtA reading camps must be separate from summer programs; RtA camps are not impacted by the allowances in this memo.

5. 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.

6. Student participation is voluntary. Parents or guardians must make the final decision regarding student's summer school attendance. Students must be held harmless if they do not participate.
7. 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 LEA/school summer program plans approved by their local boards.

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.

EH:TLH:jl

c: Mark Johnson, State Superintendent
Christie Lynch Ebert, Director, K-12 Standards, Curriculum and Instruction
Sherry Thomas, Interim Director, Exceptional Children
Trey Michael, Director, Career and Technical Education
Dave Machado, Director, Charter Schools
Sneha Shah-Coltrane, Director, Advanced Learning and Gifted Education
Maxey Moore, Section Chief, Test Development
Nancy Carolan, Section Chief, Testing Policy and Operations
Curtis Sonneman, Section Chief, Analysis and Reporting
Regional Accountability Coordinators
LEA Test Coordinators

Attachment

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	06/07/2018
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
Statutory Reference	GS 115C-81

Formerly GCS-M-001

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 except where indicated otherwise:

English

 - English I: This credit may be earned in middle school;
 - English II: This credit shall be earned through the high school;

- English III and English IV: These credits may be earned with appropriate college/university course sequences.

Math

- NC Math 1, NC Math 2, and NC Math 3: These credits may be earned in middle school;
- The fourth math credit may be earned in middle school or with an appropriate college/university course or course sequence.
- 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 in middle school or with an appropriate college/university course or course sequence;
- Physical science: This credit may be earned in middle school or with an appropriate college/university course or course sequence;
- Biology: This credit may be earned in middle school or with an appropriate college/university course or course sequence.

Social studies

- 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/university course or course sequence;
- American History I and American History II: These credits may be earned in middle school or with an appropriate college/university course or course sequence.

Health and Physical Education

- The health and physical education credit may be earned with an appropriate college/university course or course sequence;
- 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 course or course sequence;
- World Language credits may be earned in middle school or with an appropriate college/university course or course sequence. 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 course or course sequence, unless explicitly prohibited in this or other State Board of Education policies.
- 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 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 For 2018-19 academic school year, college and university courses shall earn high school dual credit as specified below:

Semester Hours Credit***	High School Credits
1-2	0
3-4*	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.

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 (co-op, internship, apprenticeship);
 - 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.