STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

South Carolina Uniform Grading Policy

South Carolina State Board of Education

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The Legislative Mandate

S.C. Code Ann. § 59•5•68 (2004) reads as follows:

> The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State. Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt and school districts of the State shall begin using the adopted grading scale no later than the 2000–2001 school year.

The State Board of Education (SBE) adopted a Uniform Grading Policy (UGP) for South Carolina's public schools in December 1999. That policy, which applied to all students who first enrolled in the ninth grade in the 2000–01 school year, was revised in 2007, 2016 (ten- point scale), and 2017. The particulars of the state's revised Uniform Grading Policy are set forth in the pages that follow here.

The new uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students beginning in the 2016–17 school year. Other 2017 changes made to the UGP will take effect in the 2017–18 and later school years.

Table A

Grade Point Conversion Chart
7 Point Scale – 2009
Note: This Grade Point Conversion Chart is for reference only as counselors and registrars' transcribe grades for courses taken prior to 2016.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	**Letter Grade**	**College Prep**	**Honors**	**AP/IB/Dual Credit**
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375

63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0–61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

Grade Point Conversion Chart
10 Point Scale – 2016

South Carolina Uniform Grading Scale Conversions				
Numerical Average	**Letter Grade**	**College Prep Weighting**	**Honors Weighting**	**AP/IB/Dual Credit Weighting**
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900

68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

There is a need for additional grades to be added to the SC UGP Scale Conversion Chart so that appropriate grades are displayed for students who are recovering a credit or auditing a course: P – Pass; NP – Not Passed; AU – Audit.

When a student successfully recovers the credit for a failed course, s/he will receive a "P" as the letter grade. When a student fails to recover the credit for a failed course, s/he will receive an "NP" as the letter grade. When a student is allowed to audit a course per your school/district policies, s/he will receive an "AU" for the letter grade. The course and grade information will display on the student's transcript.

Courses Carrying High School Units of Credit

The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying high school units of credit (also known as Carnegie units); including units earned at the middle or junior high school levels.

Middle Level and Junior High Schools
S.C. Regulation 43-232.I.B permits high school credit for middle school students as follows:

> When approved by the principal and the parents, a student promoted to the seventh or eighth grade may take units of ninth grade or higher work for high school credit. The high school courses offered must be limited to core, career and technology education, and foreign language courses that are currently in the 9–12 section of the Activity Coding System for the Student Information System.

Pursuant to S.C. Regulation 43-261.C, the SBE may waive this regulation when it would "impede the implementation of an approved district strategic plan or school renewal plan." Some districts have used this waiver provision to award high school credit in middle school beyond the subjects and grades listed in 43-232.I.B. The UGP describes the conditions and rigor for when it is appropriate to award this credit.

Middle school students who are accelerated beyond middle school level courses must demonstrate the ability and developmental readiness to accelerate based upon criteria established by the local district that provide clear standards for accelerating the student above grade level in a given course. The number of high school credits permitted at the middle school or junior high school level is a local decision.

Courses receiving high school credit must be legitimate high school courses from the state Activity Coding System manual and must reflect full coverage of the standards associated with the high school course. A middle school may not use middle school courses with middle school standards to count for high school credit. It is expected that students taking courses for high school credit have been taught and have mastered the middle school level standards prior to taking the courses for high school credit. All courses for which a middle school student has received high school credit from an accredited public school (both in and out of district), will transfer with the student and must be transcribed to conform with the South Carolina UGP.

Reporting
All report cards and transcripts will use numerical grades for courses carrying high school units of credit. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The current grading scale must be printed on the report card and all official transcripts.

Honors Courses

Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. The goal of the UGP as to honors courses is to be rigorous and uniform while allowing for local decision-making.

Determining Honor Weighting
Beginning in 2017–18, all new courses that are assigned honors weighting must meet the criteria in the SC Honors Framework (Appendix A). Previous courses approved for honors weighting before 2017–18 may be re-examined with the SC Honors Framework criteria per local decision. The district should retain evidence that all honors courses meet the criteria of the SC Honors

Framework and provide such evidence as requested by the South Carolina Department of Education (SCDE). Physical Education courses are not eligible to receive honors weight.

Students taking courses for high school credit in the middle school or junior high school grade levels may receive honors weighting when calculating the high school GPA. If so, evidence must be retained by the district and presented to the SCDE upon request that these courses meet the criteria of the SC Honors Framework to ensure rigor and comparability across the state.

To receive honors weighting, local-board-approved honors courses must be developed and evaluated using the SC Honors Framework. It is the role of the local board to ensure that all elements in the framework are adhered to when the course is taken for initial board approval. The district should retain evidence that the honors course framework was applied to the development of the course. Courses (and supporting evidence) may be audited by the SCDE in the desk audit and full accreditation audit cycles.

School districts may designate honors courses and give the assigned weighting under the following conditions:

A. There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina College Preparatory (CP) level course study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the Profile of the South Carolina Graduate.

B. There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.

C. There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

These conditions are further described in the SC Honors Framework, Appendix A. One half of a quality point (.5) is added to the CP weighting for honors courses that have evidence of meeting the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in nontraditional settings.

Transferring Courses with Honors Weight
All courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring

to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the SC Honors Framework criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency.

Dual Credit Courses

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9–12, and Regulation 43-259, Graduation Requirements).

Earning Dual Credit
Permission must be granted by the student's home high school prior to the student's taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

Dual Credit Articulation Agreements
To award dual credit, districts must develop detailed articulation agreements with partner IHEs, whether two-year or four-year colleges or technical colleges, that clearly outline the specific courses that will be allowed for dual credit. Students may not take college courses on their own time at an institution of higher education with the expectations that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the articulated agreement between the high school and IHE.

Dual credit articulation agreements between the home high school and the partner institution of higher education shall provide a transcript to document a final grade. When possible, a numerical average of zero to 100 should be provided to the high school for the purpose of recording a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied.

College remediation and orientation courses may not be awarded the additional quality point above CP weighting (i.e., dual credit weight). Districts also have authority in their articulation

agreements to define other courses offered by a college that may not be articulated back to the high school transcript above CP weighting.

Transferring Dual Credit Courses
Dual credit courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district's articulation agreement with the institution of higher education. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual credit course to match South Carolina's process when they transcribe the course.

Advanced Placement and International Baccalaureate Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to high school International Baccalaureate (IB) courses—including those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and School (as specified in SBE Regulation 43-273, Transfers and Withdrawals).

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the additional quality point above CP.
- A standard level (SL) IB course can carry only one quality point weighting per course. A higher-level (HL) IB course requires a minimum of 240 hours of instruction (or two courses) and may also receive one quality point weighting per course (i.e., two weighted credits).

Table B

Computing Grade Point Averages (CGPA)
7 Point Scale – 2009
Note: This CGPA Chart is for Reference only as counselors and registrars' transcript grades for courses taken prior to 2016.

All South Carolina public schools will use the following formula to compute all GPAs:

GPA = sum (quality points × units) ÷ sum of unites attempted

STUDENT EXAMPLE

Course Taken	Numerical Average	Quality Points	Unit
English 1	91	3.750	1
Algebra 1	87	3.250	1
Physical Science	94	4.125	1
World Geography, Honors	83	3.250	1
Physical Education	92	3.875	.5
French 1	84	2.875	1

COMPUTATION

Quality Points		Units		
3.750	×	1.0	=	3.750
3.250	×	1.0	=	3.250
4.125	×	1.0	=	4.125
3.250	×	1.0	=	3.250
3.875	×	.5	=	1.9375
2.875	×	1.0	=	2.875

sum of united attempted **5.5** **19.1875** sum of quality points × units

sum of (quality points × units) ÷ sum of units attempted, rounded to 3 decimal places

19.1875 ÷ 5.5 rounded **3.488636 to 3.489**

CGPA
10 Point Scale – 2016

STUDENT EXAMPLE

Course Taken	Numerical Average	Quality Points	Unit
English 1	91	4.100	1
Algebra 1	87	3.700	1
Physical Science	94	4.400	1
World Geography, Honors	83	3.800	1
Physical Education	92	4.200	1
French 1	84	3.400	1

COMPUTATION

Quality Points		Units		
4.100	×	1.0	=	4.100
3.700	×	1.0	=	3.700
4.400	×	1.0	=	4.400
3.800	×	1.0	=	3.800
4.200	×	1.0	=	4.200
3.400	×	1.0	=	3.400
sum of units attempted		**6.0**		**23.600** sum of quality points × units

sum of (quality points × units sum of units attempted, rounded to 3 decimal places

23.600 ÷ 6.0 rounded **3.9333333 to 3.933**

Computations may be rounded to a higher number.

The establishment of criteria for determining honors graduates, including the valedictorian of salutatorian, is a local decision. Local boards may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when ranking students for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Converting Grades on Transcripts

Out-of-State, Non-Public Schools
When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, this conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. If the

transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 65 numerical grade on the new scale. See SBE Regulation 43-273 for additional information on transfers and withdrawals.

Pass (P)/Fail (F) Grades
If the transcript shows that the student has earned a grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution on the "F," the grade entered will be a 50.

If no numerical average can be obtained from the sending institution on the "P," the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the "P." (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of "P" would be converted to an 85. A grade of "P", in other words, will neither positively nor negatively impact the student's transfer GPA. In the event that the student's cumulative GPA is an "F" and no numerical designation can be obtained by the sending school for the numeric value of the "P," the grade entered will be the lowest passing grade (60). If the sending institution's numeric grade is below 60 but marked as passing, the receiving school should attempt to find out the equivalent letter grade associated with the grade below 60 and apply the rule for that letter grade (For example, if the sending school's 55 = D, then D = 65 at the receiving school).

Local Board Approved Courses
Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course (i.e., High School 101 from school A could be transcribed as a "social studies elective" in school B). High schools should refer to the Activity Coding System Manual for the appropriate transfer course code.

Auditing a Course
Local boards may establish policy to allow a student to audit a course and to receive a grade of AU that will have no impact on the student's GPA. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires an End-of-Course Examination should not take the End-of-Course Examination Program (EOCEP). Districts may develop policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the Activity Coding System manual for guidance on using course codes for auditing.

Home School Grades
The criteria for accepting transcripts from homeschools are a local decision based on local policy. Districts may consider looking at the homeschool student's transcript with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course.

International Grades
The criteria for accepting international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

Withdrawing from a Course

With the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45 day course, five days in a 90 day course, or ten days in a 180 day course will do so without penalty.

The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course. Students who withdraw from a course after the specified time of three days for a 45 day course, five days in a 90 day course, or ten days in a 180 day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students overall grade point average. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with partner institutions of higher education and VirtualSC enrollment and withdrawal deadlines.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following polices:

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no earned units of credit and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no earned units of credit but will be factored into the student's GPA as a 50.

Excessive Absences (Failure due to Absences)
As noted in Regulation 43-274 VII(B), students with absences may make up work or demonstrate proficiency as determined by the local school district. The local school board shall develop policy on the body of evidence that is acceptable to demonstrate proficiency without requiring the student to make up seat time. If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student's GPA as a 50.

Retaking a Course

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. Districts may extend the policy to allow students making any grade to retake any course per local board decision. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student's transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

Credit Recovery Courses

Definition
Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course.[1]

[1] The NCAA does not accept Credit Recovery courses for purposes of awarding athletic scholarships.

Rules and Procedures

Districts that provide Credit Recovery shall develop and implement a Credit Recovery board policy that includes rules, guidelines, and processes that shall be available to faculty, students, and parents/guardians. At a minimum, district polices must address the following areas:

1. Admission to and removal from the Credit Recovery Program.
    a. Districts shall establish an application process that requires consent of parent or guardian;
    b. Districts shall establish minimum criteria to determine eligibility for participation in the Credit Recovery Program;
    c. Districts shall determine the number of Credit Recovery courses that a student can take at one time, in the course of a school year, or during grades nine through twelve; and
    d. Districts shall determine the length of time for a Credit Recovery course. In general, the length of a credit recovery course should be based on the content and skills that a student needs to master. Credit Recovery courses taken during semester one or two must be completed within one academic school year. Any students taking Credit Recovery courses in a summer session must complete the coursework and receive a final grade by August 15. Those seniors who take a Credit Recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by August 15.
2. Instructional methodology used in the Credit Recovery Program:
    a. Districts shall determine and evaluate the alignment of instructional methodology and materials used for the credit recovery (i.e., online program, VirtualSC, direct instruction, computer assisted instruction, etc.) to the state standards; and
    b. Districts shall provide professional development for teachers and facilitators involved with the Credit Recovery Program.

3. Content and Curriculum:
    a. Credit recovery curriculum shall be based on South Carolina standards for all courses; and
    b. Credit recovery curriculum shall be aligned across courses within a district.

Grades

Districts are responsible for establishing specific procedures for evaluation of student progress and determining grades. For transcribing the final grade in a credit recovery course, the following procedures shall be followed.

1. The original failing grade will remain on the transcript as is.
2. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked "CR" at the end of the course title in the student information system.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" to the grade scale chart. Thus, the credit recovery

course does not impact the student's GPA. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.

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

Cost

Credit recovery courses taught through VirtualSC may be free to all students. Local board approved credit recovery programs may have a nominal fee that meets the requirements of the South Carolina statute on fees. District must keep in mind the following when making local board policy: §59-19-90 (8) Charge matriculation and incidental fees. Charge and collect matriculation and incidental fees from students; however, regulations or policies adopted by the board regarding charges and collections must take into account the students' ability to pay and must hold the fee to a minimum reasonable amount. Fees may not be charged to students eligible for free lunches and must be reduced pro rata for students eligible for reduced price lunches.

Credit Recovery Courses with EOCEPs

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option.

Content Recovery

Definition

Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

Rules and Regulations

Districts that provide content recovery shall develop and implement a Content Recovery Program board policy and processes. The policy and processes shall be available to faculty, students, and parents/guardians. At a minimum, district polices must address the following areas:

1. Admission to and removal from the Content Recovery Program:
    a. District shall establish minimum criteria to determine eligibility for participation in the Content Recovery Program;
    b. District shall determine the number of content recovery opportunities that a student can take at one time or in the course of a school year;
    c. District will communicate content recovery opportunities with faculty, parents, and students; and
    d. District shall determine the length of time for content recovery. Since this opportunity occurs during the student's enrollment in the course with his/her teacher of record, conclusion of the content recovery units should occur as close to the end of the course as possible.

Grades
Upon satisfactory completion of all assigned work within the time allowed, the certified teacher shall include the recovered work into the final grade to arrive at a new grade for the course based on the district's policy. The district's policy will also determine who has the authority to make the final grade change (i.e., the teacher of record, a certified school counselor, or the school registrar).

Cost
Local board approved content recovery programs may have fees in accordance with state statutory requirements for matriculation and incidental fees (must take into account ability to pay, must be minimum reasonable, must not be charged to students eligible for free lunches, and must be reduced pro rata for students eligible for reduced-price lunches). S.C. Code § 59-19-90(8).