



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

School Extension Learning Recovery
Program

House Bill 47 (2025)

Date Due: March 15, 2026
DPI Chronological Schedule, 2025–2026

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EXECUTIVE SUMMARY

House Bill 47 (2025) established the School Extension Learning Recovery Program (SELRP) to address learning loss and negative impacts experienced by students in grades 4 through 8 as a result of conditions caused by Hurricane Helene. The legislation required identified local education agencies (LEAs) and permitted eligible charter schools in impacted counties to operate an in-person program, outside the regular instructional calendar and prior to the start of the 2025–26 school year. The North Carolina Department of Public Instruction (NCDPI) was tasked with issuing guidance, reviewing and approving local program plans, providing implementation support, and reporting to the Joint Legislative Education Oversight Committee (JLEOC) on program implementation, participation, and outcomes.

This report summarizes statewide implementation during summer 2025 and draws on program plans submitted to NCDPI, participation and attendance data, assessment results reported by participating units, and early qualitative observations from site visits and interviews. Thirteen school districts and four charter schools across 12 counties operated programs at a total of 73 school sites. Student participation was voluntary and required parent or guardian consent for enrollment. Across participating Public School Units (PSUs), 2,136 students attended at least one day of the SELRP with participation highest in grades 4 and 5.

Attendance levels varied by PSU and program design. On average, students attended 9.8 days, representing approximately 71 percent of available program days. All participating PSUs met the statutory minimum of 72 instructional hours. Programs varied in daily schedules, program length, transportation models, and enrichment activities based on local context and capacity.

Academic outcomes presented in this report are preliminary and should be interpreted with caution. House Bill 47 permitted PSUs to select an assessment vendor from an approved list, resulting in variation in assessment tools across the programs. Among students with matched pre- and post-assessments, a majority showed slight improvement in both mathematics and reading measures. Average changes in percentile rankings were modest overall and varied by grade level. A comprehensive evaluation, including more rigorous analyses of student outcomes and variation in program models, is being conducted by research partners at EPIC (UNC Chapel Hill) and The Reich College of Education (Appalachian State University) and will be reported by January 15, 2027.

Based on the implementation across PSUs, this report identifies lessons learned and offers recommendations to strengthen future summer learning programs. Key recommendations include providing funds early enough to support planning and staffing, allowing broader measures of academic need for recruitment, enabling blending with existing summer programs, and expanding allowable uses of funds to support enrichment programs and attendance.

I. INTRODUCTION

PROGRAM BACKGROUND

House Bill 47 (2025) (HB47) established the School Extension Learning Recovery Program to address learning loss and other negative impacts experienced by students in grades 4 through 8 as a result of Hurricane Helene. The legislation applied to local education agencies (LEAs) in counties that lost 15 or more instructional days, or equivalent instructional hours, during the 2024–25 school year under S.L. 2024-51 / S.L. 2024-53. Eligible LEAs were located in Ashe, Avery, Buncombe, Burke, Haywood, Henderson, Madison, McDowell, Mitchell, Rutherford, Transylvania, Watauga, and Yancey counties. Charter schools located in those counties were permitted but not required to participate.

The Program was required to operate outside the regular 2024–25 instructional calendar and conclude prior to the start of the 2025–26 school year. Participation was voluntary and required parent or guardian consent for enrollment.

Statutory Program Requirements

HB47 required PSUs to provide a minimum of 72 hours of in-person instructional programming, including at least three hours per day of core instruction in reading and mathematics and one hour per day of enrichment activities. Instruction could not be delivered virtually and could not occur on Saturdays. Instructional hours were required to exclude meals, transitions, and physical activity. PSUs were required to provide transportation, meal service, and a daily period of physical activity. Programs were also required to provide accommodations and supports comparable to those included in a student’s Individualized Education Program (IEP) or Section 504 Plan.

Priority enrollment was required for students who were not proficient in reading and/or mathematics based on 2024–25 end-of-grade assessments (EOGs). Additional students could be enrolled as space and staffing allowed.

DPI Oversight and Implementation

NCDPI was responsible for issuing program guidance, reviewing and approving local program plans, providing technical assistance, collecting required implementation and outcome data, and reporting statewide implementation and preliminary findings to the Joint Legislative Education Oversight Committee. PSUs were required to submit Program Plans at least 30 days prior to the final instructional day of the 2024–25 school year. PSUs were also required to report enrollment, attendance, assessment results, and promotion data to NCDPI by October 15, 2025. NCDPI is required to report implementation data and preliminary findings to the JLEOC by March 15, 2026.

Research and evaluation

A comprehensive mixed-methods evaluation of the Program is being conducted jointly by the EPIC team at UNC-Chapel Hill and researchers from the Reich College of Education at Appalachian State University. The evaluation includes qualitative and quantitative analyses designed to examine program implementation, variation in program models across participating units, and student academic outcomes. Findings will inform NCDPI, policymakers, and school leaders as they refine future summer learning opportunities. This work is funded and supported by the Office of Learning Research through the NC Collaboratory. A final evaluation report will be delivered to JLEOC by January 15, 2027.

II. IMPLEMENTATION OVERVIEW

NCDPI OVERSIGHT AND PROGRAM IMPLEMENTATION

Following the enactment of HB47, NCDPI developed and disseminated detailed implementation guidance to eligible LEAs and charter schools. Guidance materials outlined program requirements, minimum instructional expectations, approved assessment options, allowable uses of funds, and required reporting procedures.

To support implementation, NCDPI hosted informational webinars for eligible PSUs provided written guidance and maintained ongoing communication with local leaders throughout planning and implementation.

Participating PSUs were required to submit Program Plans at least 30 days prior to the final instructional day of the 2024–25 school year. NCDPI reviewed each submission for alignment with statutory requirements and returned recommended revisions where necessary. Most plans were approved upon initial submission; others required minor clarifications prior to final approval.

During program implementation, NCDPI staff, in collaboration with research partners, conducted site visits to selected locations. These visits included observation of instructional delivery, enrichment activities, transportation logistics, meal services, and overall student engagement. Ongoing communication with local leaders supplemented these observations. Information gathered through these activities informs the descriptive findings presented in this report and will contribute to the comprehensive evaluation scheduled for completion in 2027.

PARTICIPATION SCHOOL UNIT FUNDING

TYPE	AREA	PSU #	PSU Name	(1) Base per PSU	FY25 Allotted ADM (Gr 4-8)	(2) Allotment per ADM	(1)+(2) Total Allotment
LEA	050	050	Ashe County Schools	20,000	994	252,578	\$272,578
LEA	060	060	Avery County Schools	20,000	648	164,658	\$184,658
LEA	110	110	Buncombe County Schools	20,000	8,211	2,086,432	\$2,106,432
LEA	111	111	Asheville City Schools	20,000	1,276	324,234	\$344,234
CS	110	11B	ArtSpace Charter	20,000	254	64,542	\$84,542
CS	110	11D	The Franklin School of Innovation	20,000	375	95,288	\$115,288
CS	110	11F	Asheville PEAK Academy	20,000	44	11,180	\$31,180
LEA	120	120	Burke County Schools	20,000	4,167	1,058,844	\$1,078,844
LEA	440	440	Haywood County Schools	20,000	2,407	611,624	\$631,624
LEA	450	450	Henderson County Schools	20,000	4,823	1,225,534	\$1,245,534
LEA	570	570	Madison County Schools	20,000	780	198,200	\$218,200
LEA	590	590	McDowell County Schools	20,000	2,044	519,385	\$539,385
LEA	610	610	Mitchell County Schools	20,000	607	154,240	\$174,240
LEA	810	810	Rutherford County Schools	20,000	2,672	678,961	\$698,961
CS	810	81B	Lake Lure Classical Academy*	20,000	179	45,484	\$65,484
LEA	880	880	Transylvania County Schools	20,000	1,169	297,045	\$317,045
CS	880	88A	Brevard Academy	20,000	230	58,443	\$78,443
LEA	950	950	Watauga County Schools	20,000	1,747	443,916	\$463,916
LEA	995	995	Yancey County Schools	20,000	767	194,896	\$214,896
				380,000	33,394	8,485,484	8,865,484

PROGRAM DESIGN CHARACTERISTICS

Thirteen school districts and four charter schools across 12 counties participated in the Summer Learning Extension Recovery Programs (SLERPs) with programming offered at a total of 73 school sites. The descriptions below draw on information from approved Program Plans, site visit observations, and interviews with summer program staff, to illustrate variation in program design across participating PSUs.

Design and Planning

Initial planning for summer programming was led by LEA administrators and school principals. District leaders emphasized the importance of early coordination across departments, as program design required collaboration among academic staff, transportation, nutrition, nursing services and other operational staff. Once administrators and principals determined summer programming sites and scheduling, they recruited teachers to staff the program.

The extent of teacher involvement in planning varied across PSUs. In some instances teachers played an active role in planning design and broader program development, while others used required, district-supplied curricula.

Existing summer programming plans and partnerships also influenced their design of SELRPs. Administrators from several districts reported expanding the program framework for RTA programming to serve students in older grades, noting the timing of HB47 limited opportunities to develop new program models for grades 4 through 8. Districts also leveraged existing partnerships with community organizations, such as YMCAs, to facilitate enrichment opportunities required by HB47 and to support full-day programming for families in need of child-care. Two districts had already begun planning summer programs for students in grades 4–8 prior to the passage of HB47, which allowed them to move more quickly into implementation.

Program Locations and Scheduling

PSUs managed multiple logistical considerations, including program duration, daily schedules, transportation, site selection, and food services. Many PSUs sought to provide multiple services at centralized locations to streamline operations. To aid in determining site selection, PSUs considered geographic centrality, availability of summer nutrition programs, and the presence of other programs in operation (e.g. RTA Camp).

Program configurations varied by PSU size and capacity. Smaller districts and charter schools more frequently served elementary and middle school programs at the same site, while larger districts were more likely to separate programs by grade span. Table 1 shows the number of program sites for each set of grade levels. The number of sites also varied by district size with the number of sites offered by an individual district ranging from 1 to 15.

TABLE 1. Number of Sites by Grade Configuration.

	Number of Sites
Elementary Grades (4 to 5)	43
Middle School Grades (6 to 8)	23
Combined Grade Levels (4 to 8)	7
Total	73

While all PSUs met the statutory minimum of 72 instructional hours for their students, they flexibly structured their schedules to meet local needs. Program lengths ranged from 11 to 24 days, with most programs operating between 12 and 15 days. Some PSUs opted to offer programming five days per week, while others operated Monday to Thursday. Daily instructional time ranged from 4 to 8 hours, with some PSUs differentiating schedules by grade level. Six PSUs chose to offer shorter days (4 to 5.5 hours) while 11 PSUs chose longer days (6.5 to 8 hours). Overall, programs with shorter days tended to operate for more days while those with longer days operated fewer days, resulting in similar overall instructional hours. Several PSUs chose to exceed the minimum instructional hour requirement. Figure 1 shows the number of PSUs that offered instructional hours from 72 hours to more than 80 hours.

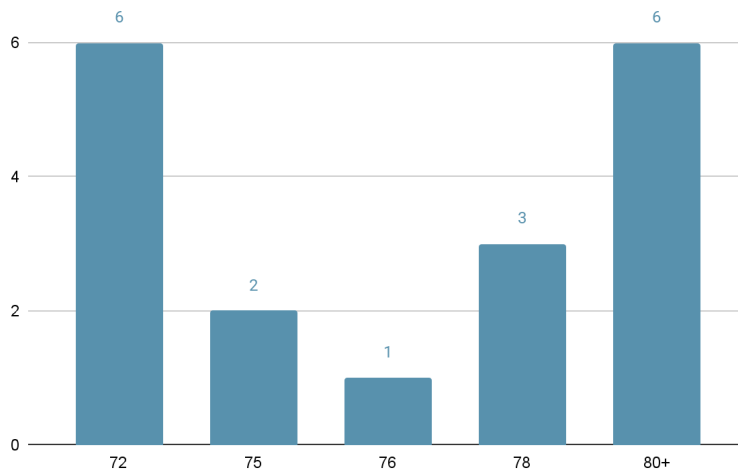


FIGURE 1. Number of PSUs Offering Different Instructional Hours

Program Content

All PSUs provided instruction in both mathematics and English Language Arts (ELA) consistent with legislative requirements. Most PSUs placed relatively equal focus on mathematics and ELA, but a few PSUs chose to emphasize either mathematics or literacy based on identified student need. Fewer PSUs offered science and social studies as part of their core instruction; however, science was often incorporated by PSUs through the

inclusion of Science, Technology, Engineering and Mathematics (STEM) or Science, Technology, Engineering, Arts, or Mathematics (STEAM) into their enrichment programming.

Table 2 shows the percentage of PSUs offering science and social studies as well as the percentage of PSUs offering common enrichment areas.

TABLE 2. PSU Offerings of Core Subjects and Enrichment Areas

Subject Area	Percent of PSUs Offering
Core Subjects	
Science	56.3%
Social Studies	37.5%
Enrichment Areas	
Arts	81.3%
Music	75.0%
Sports	56.3%
STEM/STEAM	50.0%
Other	25.0%

Enrichment offerings varied across PSUs, with STEM and STEAM being mentioned often by staff in interviews along with art, science, and social studies. Based on program plans, the most common enrichment areas were art (offered by 81.3% of PSUs) followed by music (75.0%), sports (56.3%), and STEM/STEAM (50.0%). Additional enrichment offerings included gardening, career exploration, Career and Technical Education, and Spanish. PSUs also differed in the structure of their enrichment. Some PSUs provided students opportunities to sign up for different enrichment options, some provided different enrichments on different weeks or rotated through different options during the week, and some PSUs provided different activities or field trips on a daily basis.

Similarly, PSUs varied in the structure of their physical activity programs. Some PSUs emphasized unstructured recess as their primary physical activity opportunity. Others used Physical Education teachers or community partners to offer structured games, sports, or activities during their physical activity blocks. Some PSUs chose to offer a mix of unstructured and structured physical activity by varying content across days.

STUDENT ENROLLMENT AND OUTREACH

Consistent with HB47 requirements, PSUs prioritized enrollment for students who were not proficient on 2024–25 end-of-grade assessments (EOGs) in mathematics and/or reading. To support outreach and recruitment efforts many PSUs also utilized benchmark assessments or prior year EOG results to identify students, given the timing of the EOGs near the end of the school year. Many educators, in interviews, referenced “low performing” and/or “bubble students” meaning that they were close to passing standardized tests (EOGs).

Some PSUs also applied additional criteria, either to prioritize among eligible students or to extend participation as space allowed. These additional criteria included students identified for Multi-Tiered Systems of Support (MTSS) services, chronic absenteeism, IEPs, history of summer learning regression, grades, or socioemotional issues. Students were also recommended by teachers based on both subjectively interpreted need and excessive absences. A small number of districts specifically referenced displacement or extended absences related to Hurricane Helene as one criterion for prioritizing students. Some districts invited all students and let the students and families opt for extended enrollment to additional students based on parent interest if space was available.

Outreach strategies included traditional formats such as letters, flyers, and emails. Frequently, the initial contact was accompanied by phone calls in the form of all-calls and/or personal calls to families—especially for students who needed academic intervention. Social media and classroom management apps were also mentioned as another tactic for recruitment. Recruitment strategies such as teachers personally reaching out to students and families were attributed to increases in student attendance. Once families indicated interest, they completed forms that initiated their enrollment. While teachers were not always clear about student criteria, some indicated that parents also occasionally advocated for participation for a variety of reasons.

PROGRAM STAFFING

PSUs prioritized using existing staff members and ensuring that staff were licensed in the areas in which they taught during the summer. Many PSUs also prioritized placing summer staff in the grade levels and subject areas in which they teach during the school year. For PSUs that had more interested staff than roles available, many indicate prioritizing staff with more experience or evidence of positive impacts on math and literacy.

Each PSU used different methods to find staff for the summer programs based on individual needs. Some PSUs sent interest surveys to all staff members or posted and widely advertised the open positions. Other PSUs focused more on targeted outreach and individualized recruiting to fill positions. In many cases, staff were asked very early at the elementary level if they were interested in summer programming and filled out an application as planning for reading “camps” was already underway. The passing of HB47 made planning for upper grades possible, but in some cases made staffing harder because teachers at those grades may have had alternate summer plans. Many PSUs used salary levels for the summer programs as an incentive to recruit staff, while a

smaller number of PSUs offered schedule flexibility through part time positions to increase recruitment.

Staff onboarding for the summer programs differed across PSUs with some offering little to no onboarding because the use of existing PSU staff ensured that staff members were familiar with PSU processes and expectations. Other PSUs offered one to three days of orientation and training for the programs focused on information such as program expectations, schedules, and content. According to interviewees, resources seemed to vary widely as some districts provided the curriculum and standards to teachers while others had smaller groups and were able to tailor curriculum.

Transportation, Meals, and Other Student Supports

All PSUs offered school lunches to students attending summer programs and the vast majority also offered free breakfast. These offerings were typically supported by district nutritional service departments or provided through the Summer Meals program and aligned with federal meals program nutritional requirements.

There was more variation in transportation. Student enrollment informed district transportation, with respective departments determining modified routes or creating community stops to ensure enrolled students could access programming. In many cases, parents were asked to indicate whether students required transportation to the programs. Some districts provided door-to-door transportation while others relied on community bus stops or transportation from each student's "home" school to the school where the program was hosted. Most charter schools did not provide transportation for their students to attend summer programs.

All PSUs provided supports for students with IEPs to participate in summer programs. Some PSUs also included school nurses, school counselors, and/or school social workers on site to provide support to students or to lead enrichment opportunities.

III. PROGRAM DATA AND OUTCOMES

This section presents descriptive data on student enrollment, attendance, assessment results, and promotion outcomes for the School Extension Learning Recovery Program (SELRP). Findings reflect data reported by participating PSUs and should be interpreted in light of program design variation, voluntary participation, and differences in assessment tools selected by local units. Where relevant, limitations in data availability are noted.

ENROLLMENT

Across participating PSUs, 30,684 students were enrolled in eligible grades during the 2024-2025 school year. Of these students, 17,119 were identified as not proficient in mathematics or reading, based on 2024-25 EOGs. A total of 2,227 students were enrolled in the SELRP, and 2,136 students attended at least one day.

Participation rates varied across PSUs and grade levels, with higher participation rates in grades 4 and 5.

As shown in Table 5, students who attended the SELRP were more likely than the overall eligible population to be economically disadvantaged, multilingual learners, or students with disabilities. Enrolled students were also substantially more likely to have been not proficient in mathematics or reading during the 2024–25 school year, suggesting that enrollment aligned with the statutory priority requirements. Students who attended had similar attendance levels to their PSU peers, which suggests that their pre-existing levels of engagement with school were typical.

TABLE 3. Number of Students Eligible, Invited, Enrolled, and Attended by Participating PSU

PSU Name	PSU Code	All Students 4–8	Not Proficient in Math or Reading	First Priority Invited	Total Invited	Total Enrolled	Total Attended
Ashe County Schools	050	999	498	232	232	140	138
Avery County Schools	060	624	359	623	623	42	42
Buncombe County Schools	110	8,309	4,734	4,415	5,539	320	320
Asheville City Schools	111	1,222	640	253	285	95	95
ArtSpace Charter	11B	252	121	39	252	38	36
The Franklin School of Innovation	11D	378	213	102	102	43	*
Asheville PEAK Academy	11F	55	36	20	39	29	29
Burke County Schools	120	4,187	2,482	480	480	510	491
Haywood County Schools	440	2,445	1,287	210	210	210	192
Henderson County Schools	450	4,874	2,650	384	384	291	290
Madison County Schools	570	793	463	94	94	46	46
McDowell County Schools	590	1,991	1,238	1,262	1,262	213	209
Mitchell County Schools	610	597	406	246	394	60	59
Transylvania County Schools	880	1,151	668	335	335	67	*
Brevard Academy	88A	233	114	13	13	13	13
Watauga County Schools	950	1,733	744	750	750	66	65
Yancey County Schools	995	841	466	340	346	44	44
Overall		30,684	17,119	9,798	11,340	2,227	2,136

Note: This table shows the number of students in each participating PSU in eligible grades, in eligible grades and not proficient in math or reading, invited to participate as first priority students, total invited to participate, total enrolled, and total who ever attended the program. Data on attendance is missing for two PSUs.

TABLE 4. Number and Percent of Students in Eligible PSUs who Attended Summer Programs by Grade Level

	Number of Students who Attended	Percent of Students in Participating PSUs who Attended
4th Grade	676	11.3%
5th Grade	528	8.5%
6th Grade	385	6.4%
7th Grade	350	5.7%
8th Grade	193	3.1%

Note: This table shows the number and percent of students in each eligible grade level in participating PSUs that attended summer programs.

TABLE 5. Characteristics and Prior Outcomes of Students who Attended Summer Programs Compared to Other Students in Participating PSUs

	All Students in Grades 4–8	Students Not Proficient in Math or Reading	Students who Attended Summer Programs
Student Characteristics			
Male	51.7%	52.1%	52.4%
Asian	1.7%	1.4%	1.7%
Black	4.7%	6.6%	8.5%
Hispanic	18.9%	24.5%	29.2%
Multiracial	5.0%	5.6%	7.1%
White	69.2%	61.0%	52.8%
Economically Disadvantaged	51.4%	61.8%	68.8%
Multilingual Learner	10.3%	16.6%	21.3%
Student with Disability	15.8%	24.0%	27.1%
Student Outcomes Prior to Summer Programs (2024–25)			
Not Proficient Math EOG	47.7%	79.4%	80.1%
Not Proficient Reading EOG	48.6%	84.4%	83.9%
Average Days Absent	11.20	12.57	11.00
Chronically Absent	18.8%	23.7%	18.4%

Note: This table shows the percent of students with different characteristics among all students in grades 4–8 in participating PSUs, among students in grades 4–8 in participating PSUs who were not proficient on the Math or Reading EOG, and among students who attended the summer programs.

ATTENDANCE

The average session length for the SELRP was 13.9 instructional days. Most PSUs offered 11 to 15 days of programming with a small number of PSUs offering longer programs of more than 20 days. Students attended an average of 9.8 days, representing approximately 71% of the available session days. Overall, 58.2% of participating students attended at least 75% of the program days.

Attendance varied across PSUs and was influenced by a variety of factors including program length and scheduling. Because participation was voluntary, attendance was also influenced by family decisions including pre-planned vacations and other summer

activities. These factors should be considered when interpreting overall attendance rates. Summer programs offered by PSUs typically have lower attendance than school days during the regular school year. Several PSUs stand out as having higher attendance rates, offering opportunities to identify best practices during future evaluation of the SELRP.

All PSUs met or exceeded the statutory minimum of 72 instructional hours.

TABLE 6. Length of Session and Student Attendance Measures by PSU

PSU Name	PSU Code	Length of Session	Average Days Attended	Average Percent of Session Days Attended	Percent of Students who Attended >75% of Days
Ashe County Schools	050	11 days	8.4	75.6%	64.1%
Avery County Schools	060	12 days	9.0	74.8%	57.1%
Buncombe County Schools	110	15 days	10.3	68.9%	48.8%
Asheville City Schools	111	20 days	15.1	75.3%	66.3%
ArtSpace Charter	11B	24 days	10.7	44.5%	27.0%
The Franklin School of Innovation	11D	20 days	*	*	*
Asheville PEAK Academy	11F	30 days	22.7	75.5%	62.1%
Burke County Schools	120	12 days	8.6	72.1%	66.1%
Haywood County Schools	440	15 days	8.4	55.9%	37.1%
Henderson County Schools	450	13 days	9.0	69.0%	56.2%
Madison County Schools	570	12 days	9.0	75.2%	69.6%
McDowell County Schools	590	11 days	8.9	80.7%	63.2%
Mitchell County Schools	610	12 days	9.7	80.9%	74.6%
Transylvania County Schools	880	12 days	*	*	*
Brevard Academy	88A	13 days	8.5	65.7%	46.2%
Watauga County Schools	950	22 days	15.3	69.4%	56.1%
Yancey County Schools	995	14 days	12.2	88.4%	88.6%
Overall		13.9 days	9.8	71.0%	59.3%

Note: This table shows the length of the summer program session, the average number of days attended by students, the average percent of session days attended, and the percent of students who attended at least 75 percent of session days for each participating PSU. Data on attendance is missing for two PSUs.

ASSESSMENT RESULTS

Assessment results are based on data from pre- and post-program assessments selected by PSUs from an approved list of vendors. Because HB47 allowed for local flexibility in selection, the results reflect variation in assessment tools and reporting formats. Findings are descriptive and limited to students with available pre- and post-assessment data.

Data Availability

Table 7 provides the number and percent of students for whom pre- and post-assessment data were available. Approximately 45 percent of students had matched mathematics

assessment data, and 31 percent had matched reading assessment data. Missing data includes student absence during pre- and/or post-testing. Table 8 shows the percent of available student assessments by vendor. Many PSUs used assessments from the same vendor for both pre- and post-program assessments, but in some cases, different vendors or the EOG retest were used for the post-program assessment, affecting comparability of the data. In addition, student percentile rankings on the 4 most commonly used assessments, which account for between 86 and 94 percent of students for each subject and time point.

TABLE 7. Number and Percent of Students for Whom Pre- and Post-Program Assessment Data Scores are Available

	Pretest		Posttest		Both Pre and Posttest	
	N	%	N	%	N	%
Math	1,513	67.9%	1,200	53.9%	1,004	45.1%
Reading	1,482	66.6%	870	39.1%	700	31.4%

Note: This table shows the number and percent of students for whom pre- and post-program assessment data is available. Data may be missing due to students not being present for the post-program assessment or because full data has not yet been received from the PSU.

TABLE 8. Percent of Scores by Test Vendor for Math and Reading Assessments

	Math		Reading	
	Pretest	Posttest	Pretest	Posttest
Classworks	1.5%	0.0%	1.6%	0.0%
EOG or EOG Retest	0.0%	20.1%	0.3%	32.3%
IXL	3.8%	1.5%	4.7%	2.3%
Investigations	5.7%	3.8%	0.0%	0.0%
iReady	21.2%	11.9%	12.3%	10.0%
mClass	N/A	N/A	6.6%	5.4%
MobyMax	0.2%	0.9%	0.2%	1.2%
NWEA MAP Growth	19.6%	20.9%	22.0%	18.4%
Renaissance Star	48.0%	41.0%	52.3%	30.5%

Note: This table shows the percent of available pre- and post-program assessment scores from different test types and vendors.

Student Score Change

Among students with matched assessments, a slight majority demonstrated some increase (at least one scale point) in score from pre- to post-assessment. Overall, 53.4 percent of students showed improvement in mathematics, and 55.1 percent of students showed improvement in reading. The percent of students who showed improvement in scores was highest for 8th graders with 75.5 percent and 61.4 percent of 8th graders showing improvement in math and reading respectively.

TABLE 9. Percent of Students with Any Increase in Score from Pre- to Post-Program Assessment

	Math Assessments	Reading Assessments
4th Grade	51.6%	50.7%
5th Grade	51.2%	55.4%
6th Grade	51.7%	59.2%
7th Grade	57.5%	54.7%
8th Grade	75.5%	61.4%
Overall	53.4%	55.1%

Note: This table shows the percent of students who showed any growth in their math and reading assessment scores from the pre-program assessment to the post-program assessment. This measure is only available for students with a pre- and post-program assessment on the *same* type of test. A total of 1,088 students are included in the calculation of math gains, and a total of 808 students are included in the calculation of reading gains.

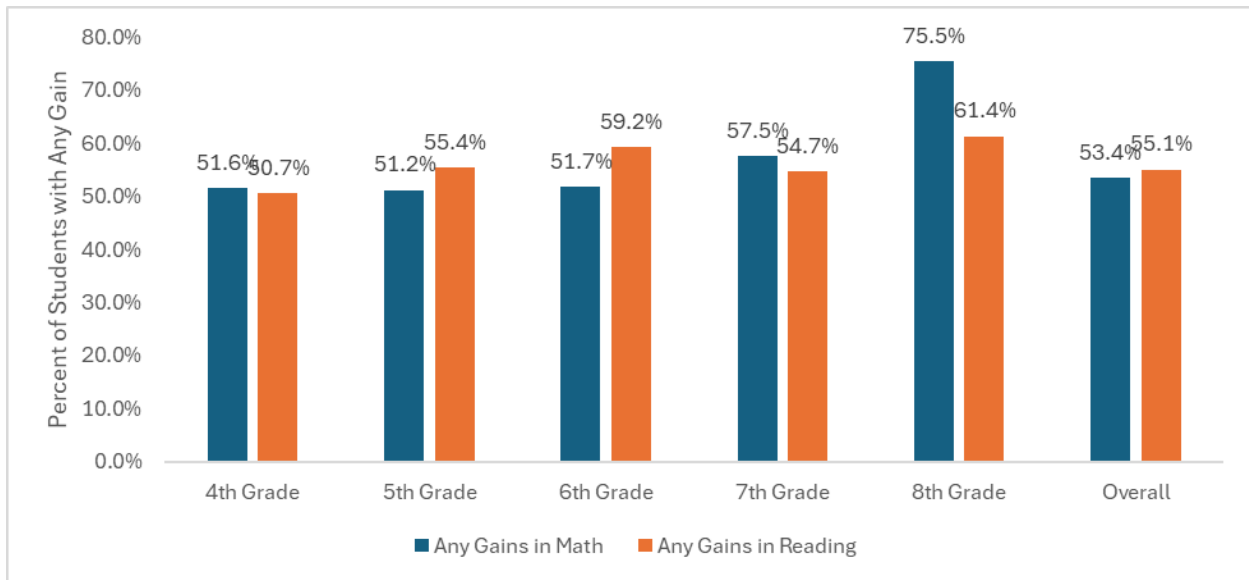


FIGURE 2. Percent of Students with Any Increase in Score from Pre- to Post-Program Assessment

Note: This figure shows the percent of students who showed any growth in their math and reading assessment scores from the pre-program assessment to the post-program assessment. This measure is only available for students with a pre- and post-program assessment on the *same* type of test. A total of 1,088 students are included in the calculation of math gains, and a total of 808 students are included in the calculation of reading gains.

Figure 3 shows the change in percentile ranking from 1st percentile to 99th percentile from the pre- to post-program assessment. Average changes in percentile ranking were primarily modest. Students demonstrated an average increase of 2.83 percentile points in mathematics and 2.45 percentile points in reading. A percentile ranking reflects a student’s relative standing compared to a peer group. For example, a student at the 40th percentile performed as well as or better than 40 percent of comparable students. As in the previous analysis, 8th graders who attended SELRP sessions showed the largest gains on math assessments

This analysis uses percentile rankings based on assessment vendor norms for spring of 2025 for both pre- and post-program assessments for comparability. However, on

average students score lower on fall benchmark assessments than on assessments in the previous spring due to the gap in formal instruction during the summer. Therefore, student percentile increases during SELRP sessions should be considered in light of an expectation of flat or reduced scores for typical students not attending summer programming.

TABLE 10. Average Change in Percentile Ranking from Pre- to Post-Program Assessment

	Change in Math Percentile Ranking	Change in Reading Percentile Ranking
4th Grade	1.69	4.90
5th Grade	0.51	-1.85
6th Grade	5.72	4.81
7th Grade	3.46	1.76
8th Grade	13.00	4.67
Overall	2.83	2.45

Note: This table shows the average change in percentile ranking in math and reading for students who had a percentile ranking available for both pre- and post-program assessments. For example, if a student moved from the 25th percentile to the 30th percentile on their math assessments, their change in math percentile ranking would be equal to 5. A total of 977 students are included in the calculation of change in math percentiles, and a total of 613 students are included in the calculation of change in reading percentiles.

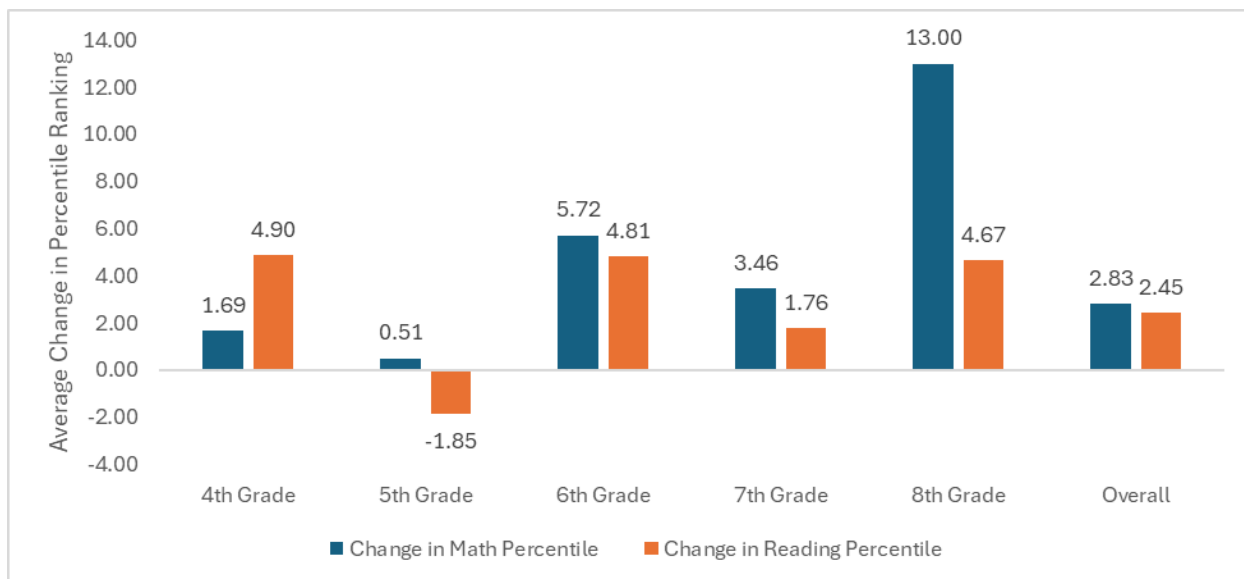


FIGURE 3. Average Change in Percentile Ranking from Pre- to Post-Program Assessment

Note: This figure shows the average change in percentile ranking in math and reading for students who had a percentile ranking available for both pre- and post-program assessments. For example, if a student moved from the 25th percentile to the 30th percentile on their math assessments, their change in math percentile ranking would be equal to 5. A total of 977 students are included in the calculation of change in math percentiles, and a total of 613 students are included in the calculation of change in reading percentiles.

PROMOTION/RETENTION

Overall 99.2 percent of participating students were promoted to the next grade level. Promotion decisions reflect multiple academic, policy, and local considerations, including

academic performance, local retention policies, and parent or guardian input. Because promotion decisions may have been made independently of SELRP participation and no comparison group is included for analysis, these data are descriptive and should not be interpreted as having a causal relationship. In addition, retention is very rare in these grade levels.

TABLE 11. Percent of Summer Program Attendees who were Retained or Promoted by Grade Level

	Retained	Promoted
4th Grade	0.9%	99.1%
5th Grade	0.4%	99.6%
6th Grade	0.8%	99.2%
7th Grade	0.6%	99.5%
8th Grade	2.1%	97.9%
Overall	0.8%	99.2%

Note: This table shows the percent of students who attended the summer programs who were retained in the same grade in the 2025–26 school year and the percent who were promoted to the next grade in the 2025–26 school year. These measures are calculated based on the grade level the student was enrolled in during the 2024–25 and 2025–26 school year and include 2,119 students.

IV. PROGRAM RECOMMENDATIONS

The implementation of the SELRP across diverse districts and charter schools provided valuable insight into both operational considerations and student participation patterns. Findings presented in Sections II and III highlight strengths in local coordination, flexibility in program design, and targeted enrollment of students with demonstrated academic need. They also underscore practical challenges related to funding timelines, staffing recruitment, enrollment timing, attendance variability, and assessment comparability.

Based on these implementation experiences and preliminary outcome data, the following recommendations are offered to strengthen future summer learning initiatives.

1. Provide Funding Early Enough to Support Effective Planning and Recruitment

Allocate and release summer learning funds as early as feasible so PSUs have adequate time to design high-quality programs, secure staff, recruit students, and coordinate transportation and facilities.

2. Broader Options for Determining Academic Needs

Allow PSUs to use benchmark tests or other measures of academic need to determine eligibility. These measures allow for earlier outreach and recruiting of students compared to EOGs.

3. Utilize Existing Benchmark Assessments

Allow PSUs to use benchmark assessments regularly conducted in the spring and fall to assess student progress during summer programs. This maximizes time for

student instruction during summer program sessions and prevents duplicate expenditures for assessments.

4. Serve Transition Grade Levels at Destination Schools

For students in grade levels that typically transition between elementary and middle school or middle and high school prioritize serving students at their new school of enrollment in the fall. This increases student and family interest in attending summer programs.

5. Allow Flexible Blending of Summer Programs

Permit PSUs to braid or blend special summer program resources with existing summer offerings (e.g., Read to Achieve, 21st CCLC, local enrichment programs) to streamline operations, reduce duplication, and maximize student participation and program impact.

6. Expand Allowable Uses of Funds

Authorize expenditures for field trips, experiential learning, enrichment activities, and community partnerships that support student recruitment, sustained attendance, and overall academic and social-emotional benefit.

7. Enable Staffing Flexibility to Support Recruitment and Retention

Allow PSUs flexibility in staffing models—such as differential pay, incentives, part-time instructors, and partnerships with local colleges or community organizations—to ensure adequate teacher and support staff capacity.

8. Align Accountability and Reporting Requirements with Program Timelines

Ensure reporting expectations (e.g., student participation, outcomes, financial reporting) align with the operational realities of summer programming and do not impose undue administrative burden during implementation periods.

9. Multi-Year Funding and Stability

Provide consistent and predictable funding across years to allow PSUs to build sustainable summer learning models, maintain community partnerships, and scale programs effectively.

10. Allow Local Innovation with Clear Guardrails

Provide PSUs with autonomy to design innovative programming—including extended days, thematic camps, or hybrid academic-enrichment models—while maintaining clear guardrails to ensure academic focus and equitable access.

APPENDIX

SUPPORTING RESOURCES

To support implementation, NCDPI disseminated written guidance, hosted informational webinars for eligible PSUs, and maintained ongoing communication with program leaders throughout planning and implementation. PSUs were required to report enrollment, attendance, assessment results, and promotion data to NCDPI by October 15, 2025. NCDPI is required to report implementation data and preliminary findings to the Joint Legislative Education Oversight Committee (JLEOC) by March 15, 2026.

Comprehensive Summer Learning Guide (2024)

<https://simplebooklet.com/ncsummerlearningguide#page=25>

OLR White Paper – Evidence about Effective Summer Programming (June 2022)

<https://drive.google.com/file/d/1XQV0QZ4WzZzAdgHz1XIRgIkrJRa72DR8/view>

Summer 2021 Extension Programs Research Report (December 2022)

<https://drive.google.com/file/d/1hjFeiNObo6-TTENXeHDF3sp1jXbeTu6/view>

JLEOC – SL 2021-7 (January 2022)

<https://npr.brightspotcdn.com/e9/59/4f3994a843c8aa86e5e875686541/nc-summer-school-report-01052022.pdf>

Family Engagement Strategies in North Carolina Districts (2024)

<https://epic.unc.edu/wp-content/uploads/sites/1268/2025/03/Family-Engagement-Strategies.pdf>

Informational Webinar (2025)

On March 28, 2025, an email was sent to each of the eligible programs. This communication provided school leaders with key HB47 implementation resources, including the official program guidance document, a required survey for PSUs to identify points of contact, and information about two April 1 informational webinars to review requirements and answer questions. The email emphasized ongoing support from NCDPI and invites PSUs to reach out with questions as they prepare for the 2025 Summer Learning Recovery Program.