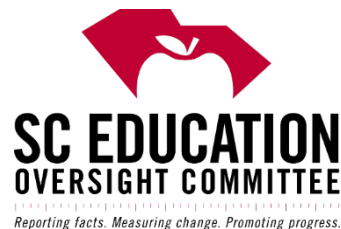


SC Education Oversight ASA Subcommittee Meeting

September 21, 2026



Welcome and Introductions

Dr. Patty Tate, Chair



**SC EDUCATION
OVERSIGHT COMMITTEE**
Reporting facts. Measuring change. Promoting progress.

Approval of ASA Subcommittee Minutes May 18, 2026

Dr. Patty Tate, Chair



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Action Item:
**Education Scholarship Trust Fund (ESTF),
School Year 2024-25: A Formative Review
of Data Quality and Transparency**

Dana Yow, EOC Executive Director

Formative Review

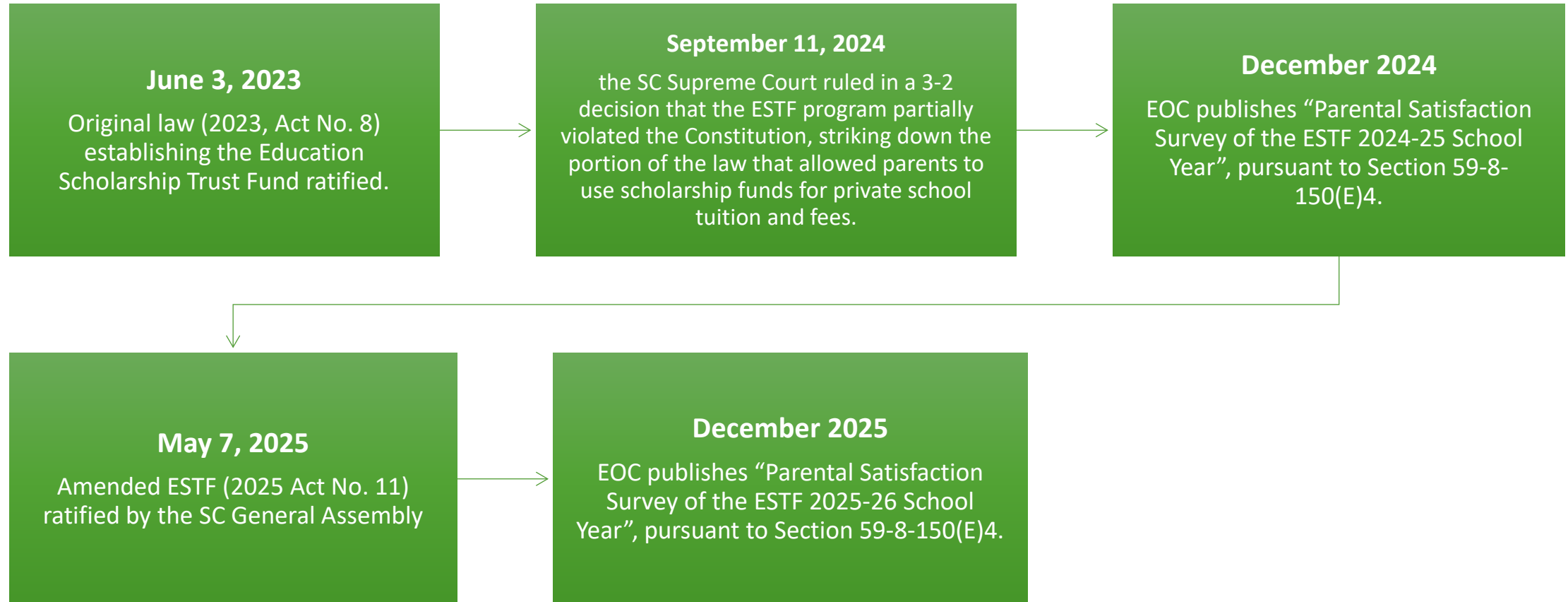
- The EOC staff determined that 286 students from Year 1 was an **insufficient sample to support a reliable overall evaluation.**
- Three major gaps limited what any first-year analysis could accomplish. The gaps are:
 1. No prior-year achievement was collected, so year-over-year learning gains could not be measured, and no comparison could support cause-and-effect conclusions.
 2. Incomplete student demographic information was provided to the EOC, preventing reliable reporting of outcomes by grade, gender, family income, and race.
 3. No graduation data were reported to the EOC, so the graduation rate reporting the law requires could not be completed.

Legislative Charge

SECTION 59-8-150. Requirements for education service providers, department, and Education Oversight Committee.
(E) The Education Oversight Committee shall:

- (1) comply with all student privacy laws;**
- (2) report on and publish associated learning gains and graduation rates to the public by means of a state website with data aggregated by grade level, gender, family income level, number of years participating in the program, and race and a report for any participating school if at least fifty-one percent of the total enrolled students in the private school participated in the program in the prior school year or if there are at least thirty participating students who have scores for tests administered.** If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing the personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to fewer than ten participating students;
- (3) evaluate and report the academic performance of scholarship students compared to similar public school populations; and**
- (4) collaborate with the department to develop and administer an annual parental satisfaction survey for all parents of scholarship students on issues relevant to the program, to include effectiveness and length of the program participation. Results of this survey must be provided to the General Assembly by December thirty-first of each year.**

ESTF Timeline, 2023-2024



What changed from Act 8 to Act 11?

- SC READY and SC PASS are no longer named specifically.
- The separate SC PASS requirement for grades 4 and 6 is removed.
- Providers may use an annual nationally norm-referenced summative assessment instead of only the prior formative-assessment schedule.
- High-school students may use a college- or career-readiness assessment.
- The EOC may receive results from a broader range of approved assessments.

ESTF Transmission of Data for SY 2024-25

February 27, 2026

SCDE staff transmits first student data file for the 2024-25 SY, confirming transmittal of data for **702 unique students**. A “Reporting FAQ” is sent along with the data file that breaks down the reasons why 738 students have no test scores included.

April 10, 2026

Updated **assessment** file transmitted to the EOC from SCDE. Transmittal correspondence states that there are 799 students represented in the new file. EOC requests updated “Reporting FAQ” so that staff can reconcile an increase of student **scores**.

May 14, 2026

Updated FAQ file from the SCDE provided to EOC. New FAQ indicates that there are 811 students now represented in transmitted data to EOC. 629 students have no test scores.

2,879 students were initially admitted to the ESTF program in July 2024. At the end of the 2024-25 school year, **1,440** students remained in the program.

-SCDE correspondence

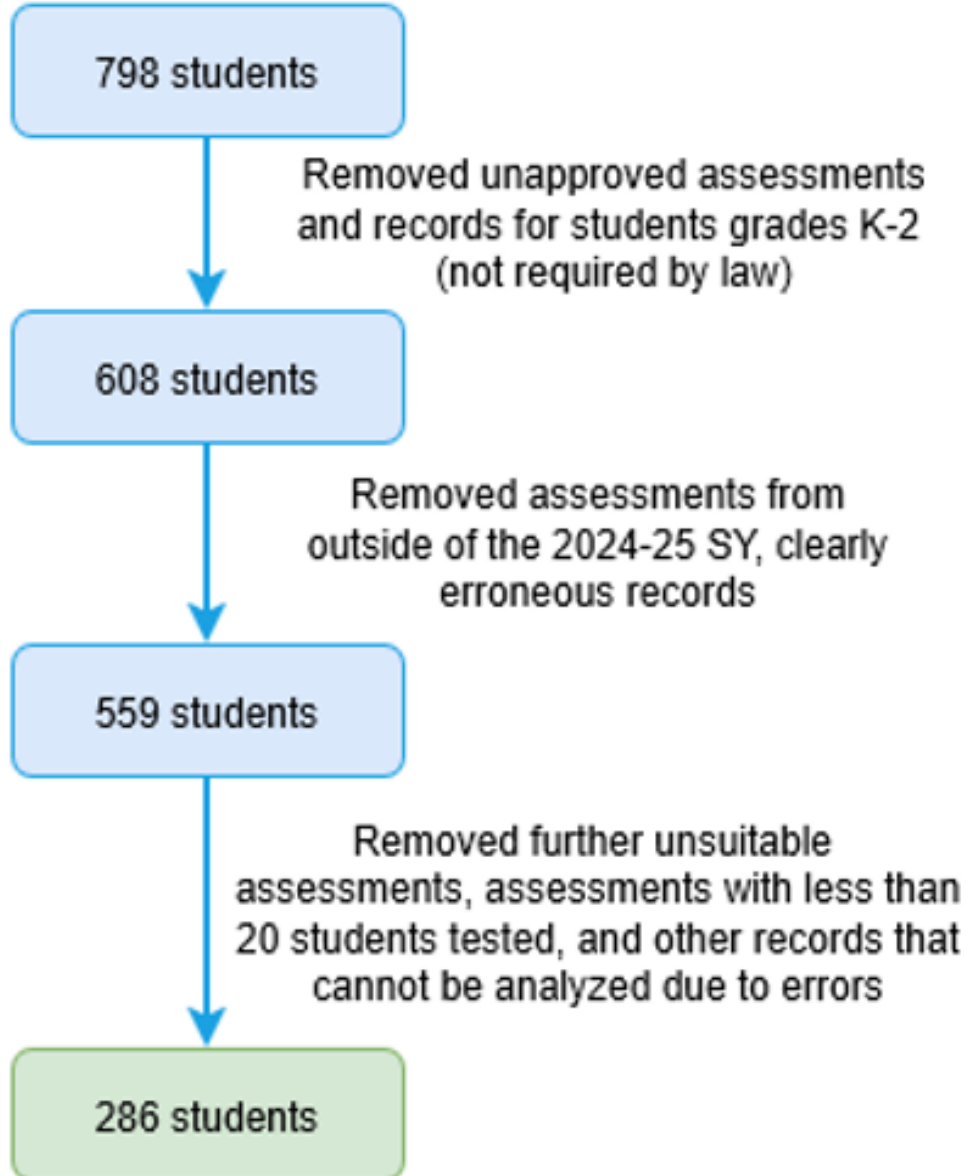
ESTF Transmission of Data for SY 2024-25

2024-25 students for whom no test scores were submitted: [2/27/26 FAQ](#)

In grades K5-2 nd grade (not required by law)	475
In 12 th grade	102
Did not submit data (<i>were subsequently removed from the program</i>)	78
Documented disability (<i>IEP, ISP, 504</i>)	31
Complied with rules to submit test scores but had data transfer issues (<i>SCDE currently following up</i>)	52
TOTAL students for whom no test scores were submitted	738

2024-25 students for whom no test scores were submitted: [5/14/26 FAQ](#)

In grades K5-2 nd grade (not required by law)	446
In 12 th grade	102
Did not submit data (<i>were subsequently removed from the program</i>)	42
Documented disability (<i>IEP, ISP, 504</i>)	6
Complied with rules to submit test scores but had data transfer issues (<i>SCDE currently following up</i>)	19
TOTAL students for whom no test scores were submitted	629



Records not included

190 student records (177 K-2 scores, 14 unique students took unapproved assessments)

49 student records

273 student records
(included 132 Iowa scores; 30 Stanford 10 scores; and 3 CLT-3-8 scores)

Assessment Requirements

SECTION 59-8-150 (C) (1)(b)

1) Education service providers that provide full-time academic instruction shall:

(a) ensure that each scholarship student in grades three through eight takes the annual state summative assessment or alternative summative assessment required of students in public schools in this State;

(b) in lieu of the assessments required by subitem (a) ensure that each scholarship recipient in grades three through eight takes a nationally norm-referenced summative assessment annually or a formative assessment at the beginning of the school year, at the end of the first semester, and at the end of the school year. **The assessment must be approved by the department, aligned with state standards, and include a linking study;**

(c) ensure that each scholarship student in grades nine through twelve takes a department-approved, nationally norm-referenced assessment, formative assessment, or assessment that demonstrates the student's college or career readiness. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement;

(d) collect high school graduation information of scholarship students for reporting to the department as required in this section

*It is like measuring progress toward a destination with a ruler that is not calibrated to the map. The measurement may be precise, but it does not tell us where we are going on **OUR MAP**.*

- Stanford 10
- Iowa Assessments
- CLT 3-8



Aligned to Common
Core State Standards

Next Steps

- EOC received secure transfer of data for 11,364 students who used ESTF funds in SY 2025-26 on September 12, 2026.
- Data from both school years 2024-25 and 2025-26 will be included in report to EOC December 14, 2026.
- Parent Satisfaction survey will be administered this Spring; however, results from 2025-26 will be reported again with December 14, 2026 Report.

EOC Staff Recommendations

1. Consider using State-approved, standards-aligned assessments.
2. Deliver assessment results on a fixed, timely schedule. Route ESTF program data through the State's interoperable data system.
3. Collect prior-year achievement. 
4. Provide graduation data in National Student Clearinghouse format.
5. Give evaluators appropriate access to fund-use records.
6. Collect and report reasons for program withdrawal. 
7. Examine interim and benchmark assessment integrity statewide.
8. Require sufficient alignment evidence to support every linking study.

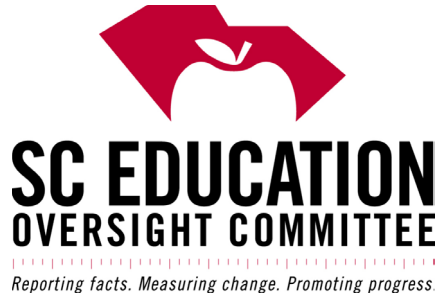
Questions?

Action Item: Alternative Instructional Methods Study, School Year 2024-25

Amina Asghar, EOC Data Engineer



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Student Outcomes by Instructional Delivery Type

Alternative Instructional Methods Study | South Carolina public schools,
school year 2024-25

Amina Asghar

Data Engineer, South Carolina Education Oversight Committee

September 2026

What we studied

Student outcomes across six instructional delivery types, for two groups of South Carolina public school students in the 2024-25 school year.

Why this study

- Mandate: Proviso 1A.66 directs the EOC to evaluate alternative instructional methods.
- Compare student outcomes across the six delivery types, statewide.
- Report the raw results and the results after fair comparison.
- Flag the data gaps that affect how the results should be read.

EOCEP: high school course exams

- Algebra 1, English 2, Biology 1, U.S. History
- 183,612 students in grades 7 to 12 (some middle schoolers take these courses early)
- The outcome is passing: performance level A, B, or C

SC READY: grades 3 to 8

- English language arts and Math, every student every year
- 313,727 students
- The outcome is the scale score; for grades 4 to 8 we also know last year's score

Source: SC READY and EOCEP results, SY 2024-25.

Six delivery types, plus a category for missing records



Face-to-Face

The teacher is physically present in the classroom, providing in-person instruction.



VirtualSC*

Instruction through the state's VirtualSC program. Students stay enrolled at their regular public school.



District Virtual*

Virtual instruction from a teacher within an SC school, district, or state entity.



Hybrid*

In-person and virtual instruction in some capacity, from an SC school, district, or state entity.



Out-of-State Virtual*

Instruction from a teacher or vendor that is not part of an SC school, district, or state entity (for example, Florida Virtual).



Distance Learning*

A teacher instructs students located at another school, for example from a television studio.



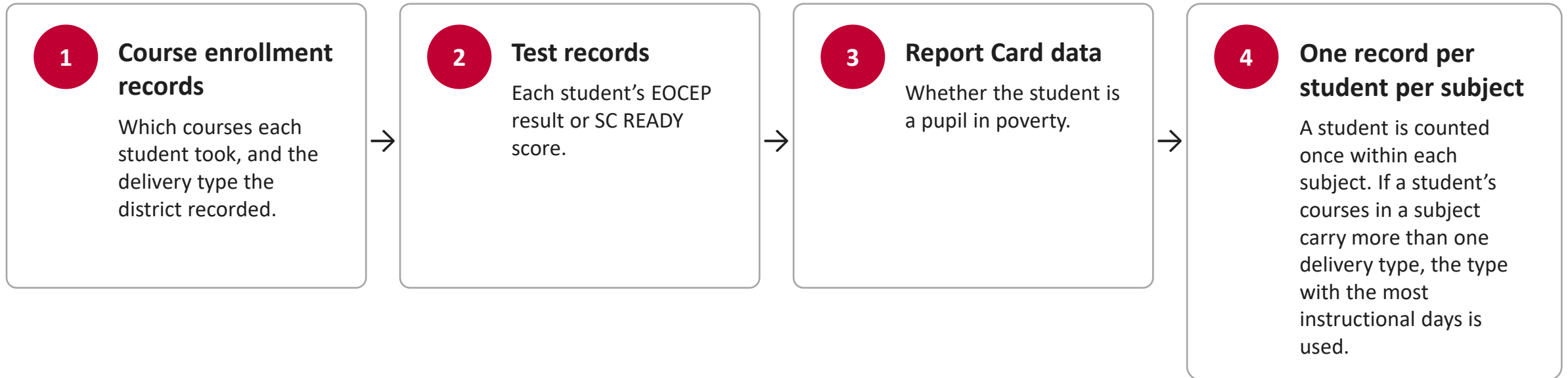
Unknown

The record does not say how the course was delivered (or, in grades 3 to 8, no course is on file). Kept and labeled.

** Alternative Instruction Methods, the focus of this study. These colors identify the same groups on every chart in this deck and in the report.*

Delivery type is recorded by school districts on each course enrollment.

Where the numbers come from



KEY INSIGHTS

- When the delivery type was not recorded, the record is labeled Unknown: about one in five EOCEP course enrollment records (61,203 of 301,744) and about one in ten SC READY subject assignments.
- Results for any group with fewer than 20 tested students are never shown.

What each analysis accounts for

0 Raw comparison

Simple pass rates and scores by delivery type. Easy to read, but the groups differ in ways that could explain the gaps.

1 High school exams (EOCEP)

One model accounts for four things at the same time: the student's school, grade, the semester the test was taken, and poverty status.

2 Grades 4 to 8 (SC READY)

One model accounts for last year's score and grade. A second version adds poverty; it changes the results by less than a point.

3 What is left is the adjusted difference

The gap that remains after those factors are accounted for. It shows how large the difference is, not what caused it.

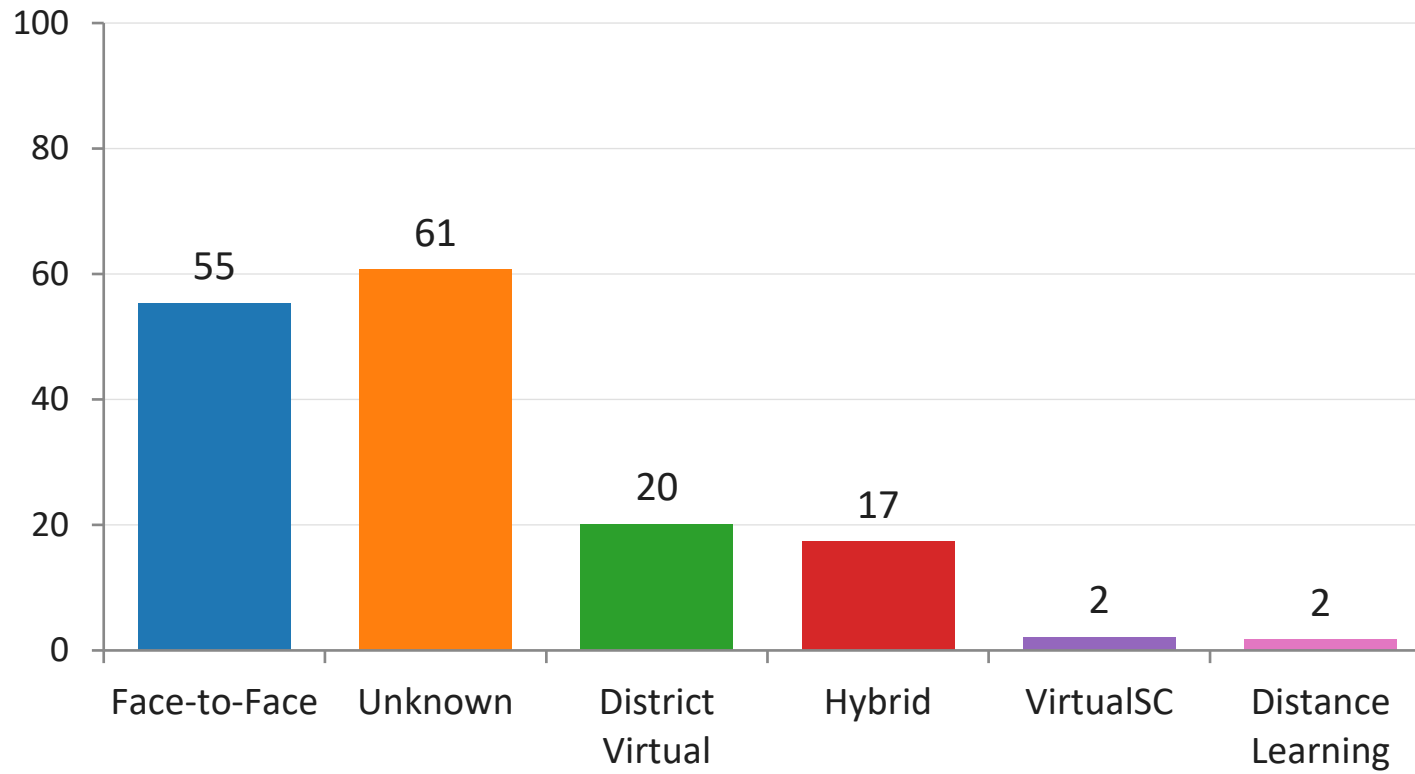
These are statistical adjustments for measured differences, not matched pairs of students. Adjusted differences are associations, not proof of cause.

High school course exams

EOCEP results in Algebra 1, English 2, Biology 1, and U.S. History.
Five findings.

District Virtual and Hybrid students have lower pass rates in all four subjects, with the largest gaps in Algebra 1

Algebra 1: percent passing, by delivery type

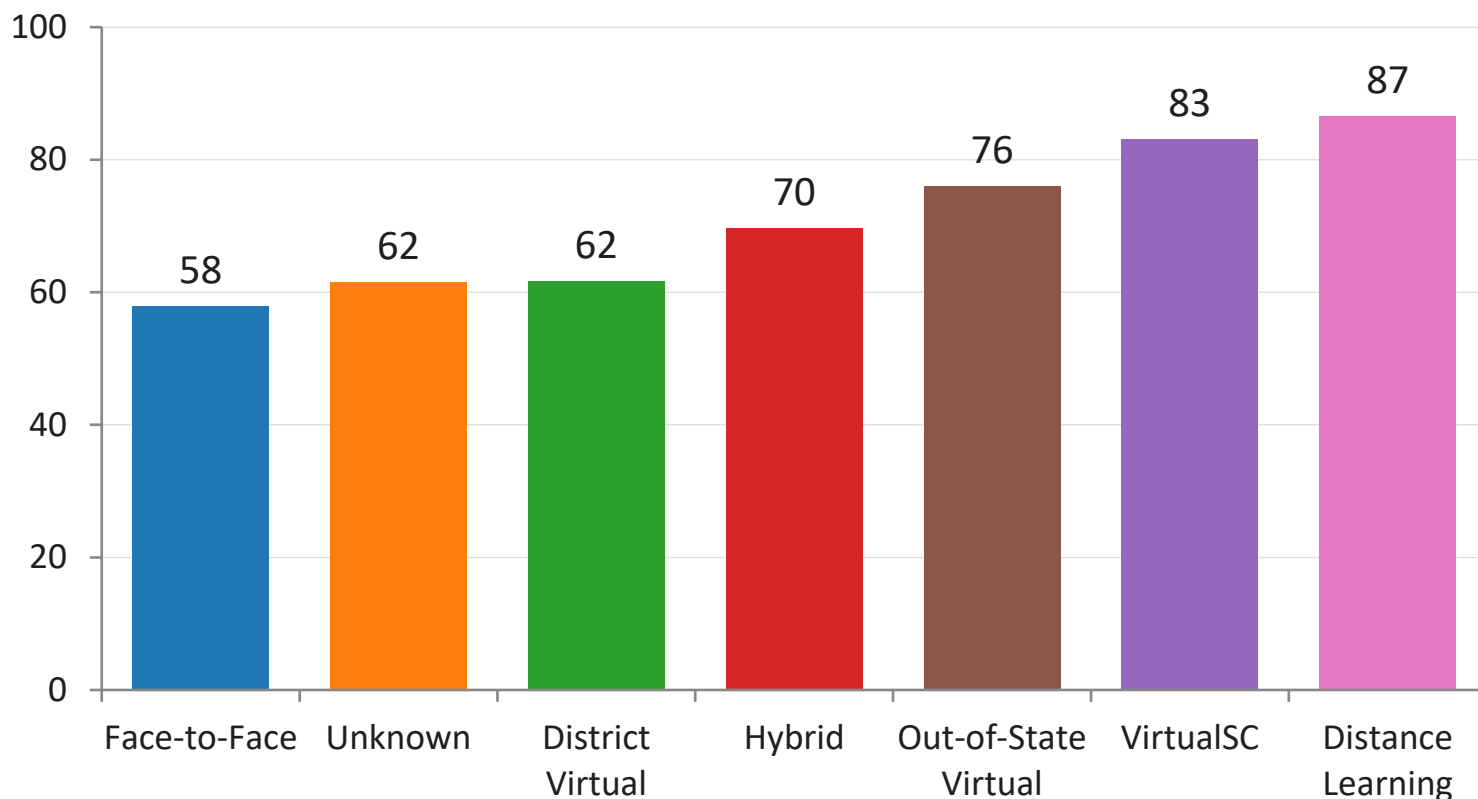


KEY INSIGHTS

- 55 percent of Face-to-Face students passed Algebra 1, against 20 percent of District Virtual and 17 percent of Hybrid students.
- The same pattern appears in all four subjects. English 2 has the narrowest gaps: 12 points for District Virtual and 22 for Hybrid.

Virtual and hybrid programs serve more students in poverty

Percent of tested students who are pupils in poverty, by delivery type

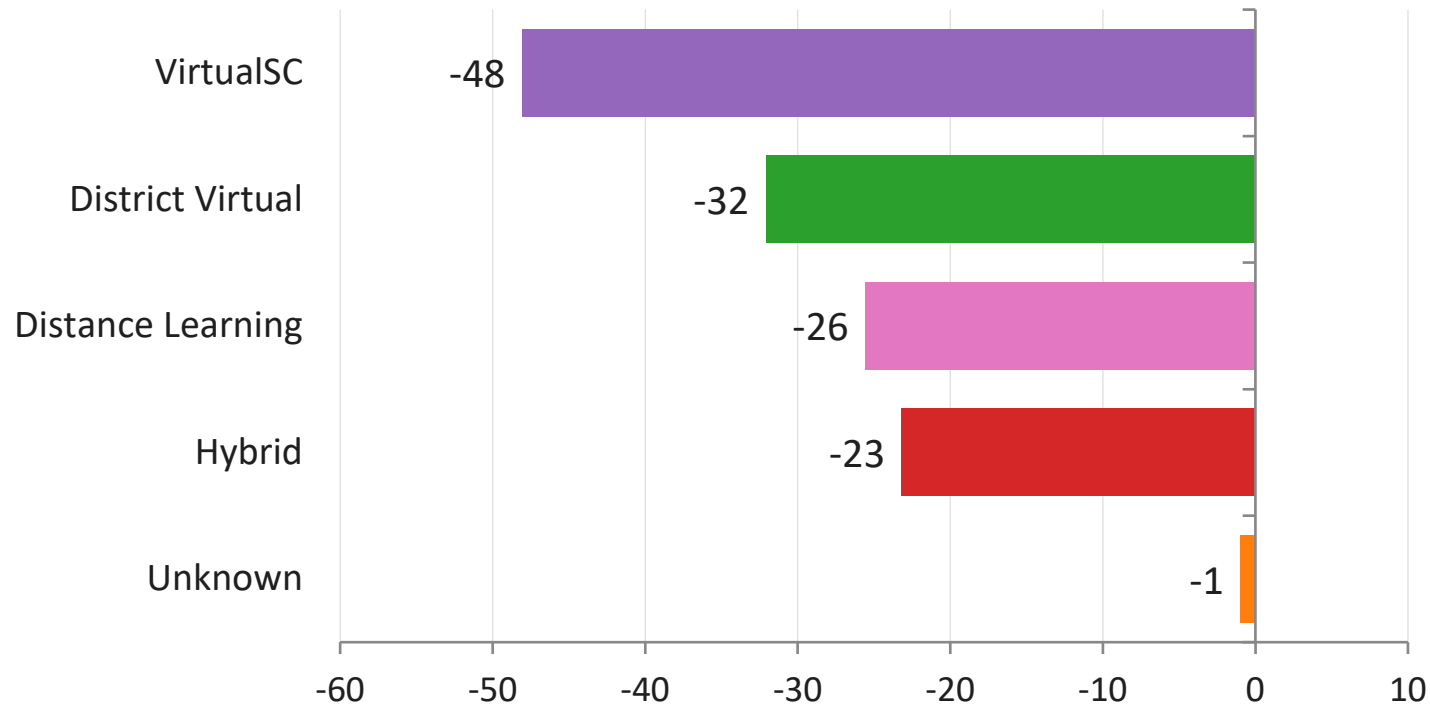


KEY INSIGHTS

- Pupils in poverty are 58 percent of tested Face-to-Face students, but 70 percent of Hybrid, 83 percent of VirtualSC, and 87 percent of Distance Learning.
- Poverty is linked to lower pass rates everywhere, so it could be the real reason behind the gaps on the previous slide.
- The next two slides test that: first by adjusting for it, then by splitting students by poverty and looking again.

The difference in pass rates remains after adjusting for school, grade, semester, and poverty

Algebra 1: adjusted difference in percent passing, versus Face-to-Face



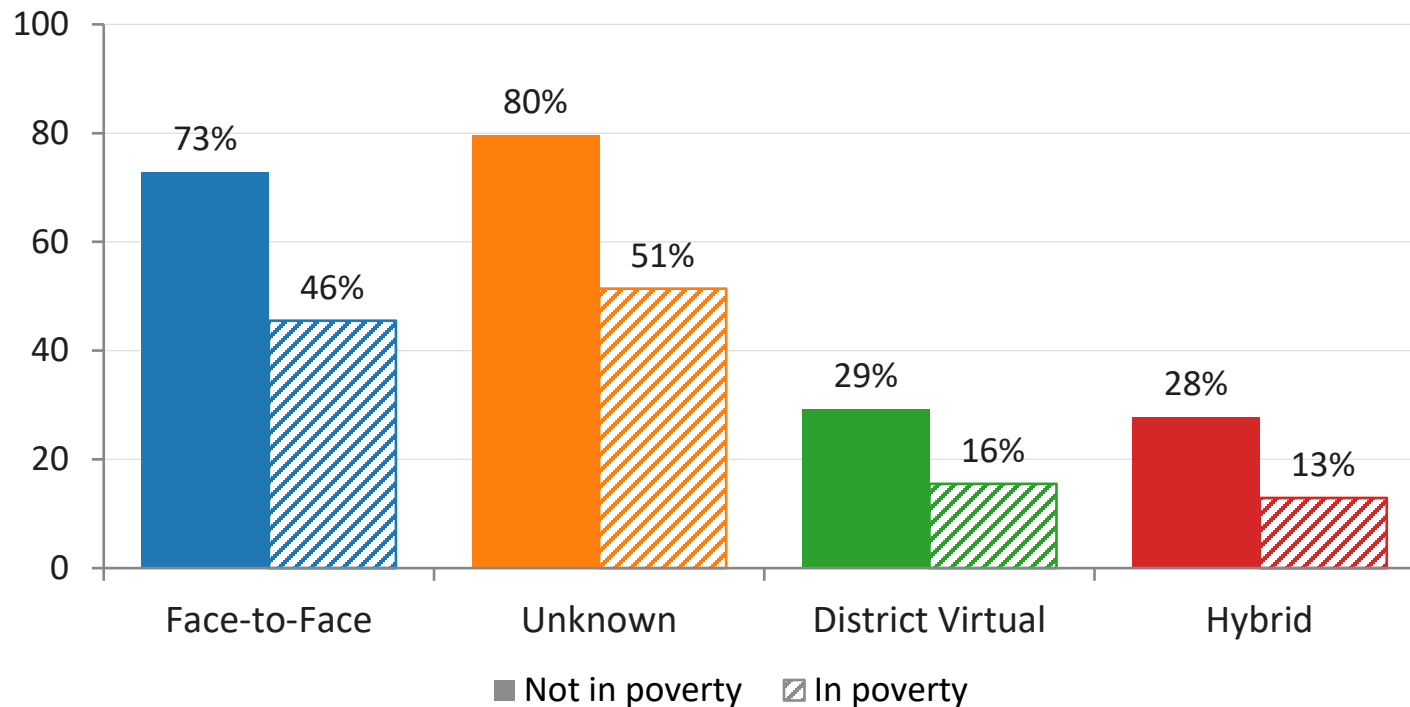
KEY INSIGHTS

- After accounting for school, grade, semester, and poverty status, District Virtual students were still 32 percentage points less likely to pass Algebra 1.
- The same holds in every subject: 19 to 32 percentage points for District Virtual, 20 to 35 for Hybrid.
- Unknown is the exception: after adjustment, there is no statistically detectable difference from Face-to-Face.

These are associations after adjustment, not proof that the delivery type caused the gap. Confidence intervals are in Appendix Table A5.

Poverty matters, but it does not explain the delivery gap

Algebra 1: percent passing, by poverty status and delivery type

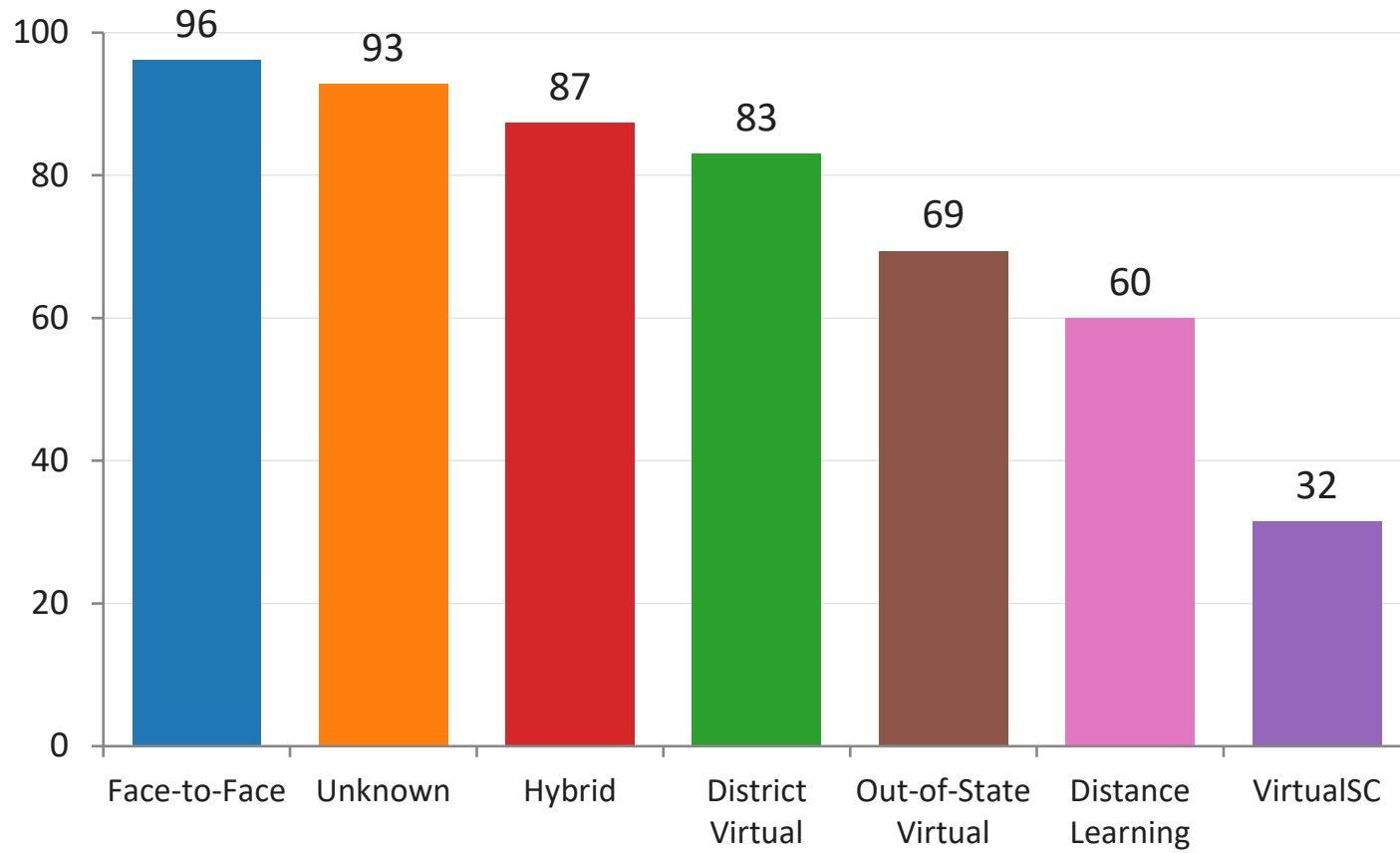


KEY INSIGHTS

- Solid bars are students not in poverty; hatched bars are students in poverty. Same colors as every other chart.
- Among students in poverty, 46 percent of Face-to-Face students pass against 16 percent of District Virtual. Among students not in poverty, 73 against 29.
- Poverty has a gap of its own (73 versus 46 inside Face-to-Face), and in the adjusted models it is linked to 11 to 21 points lower passing. Neither gap explains the other.

Only one in three VirtualSC enrollments has an exam score

Percent of EOCEP enrollments with a recorded score

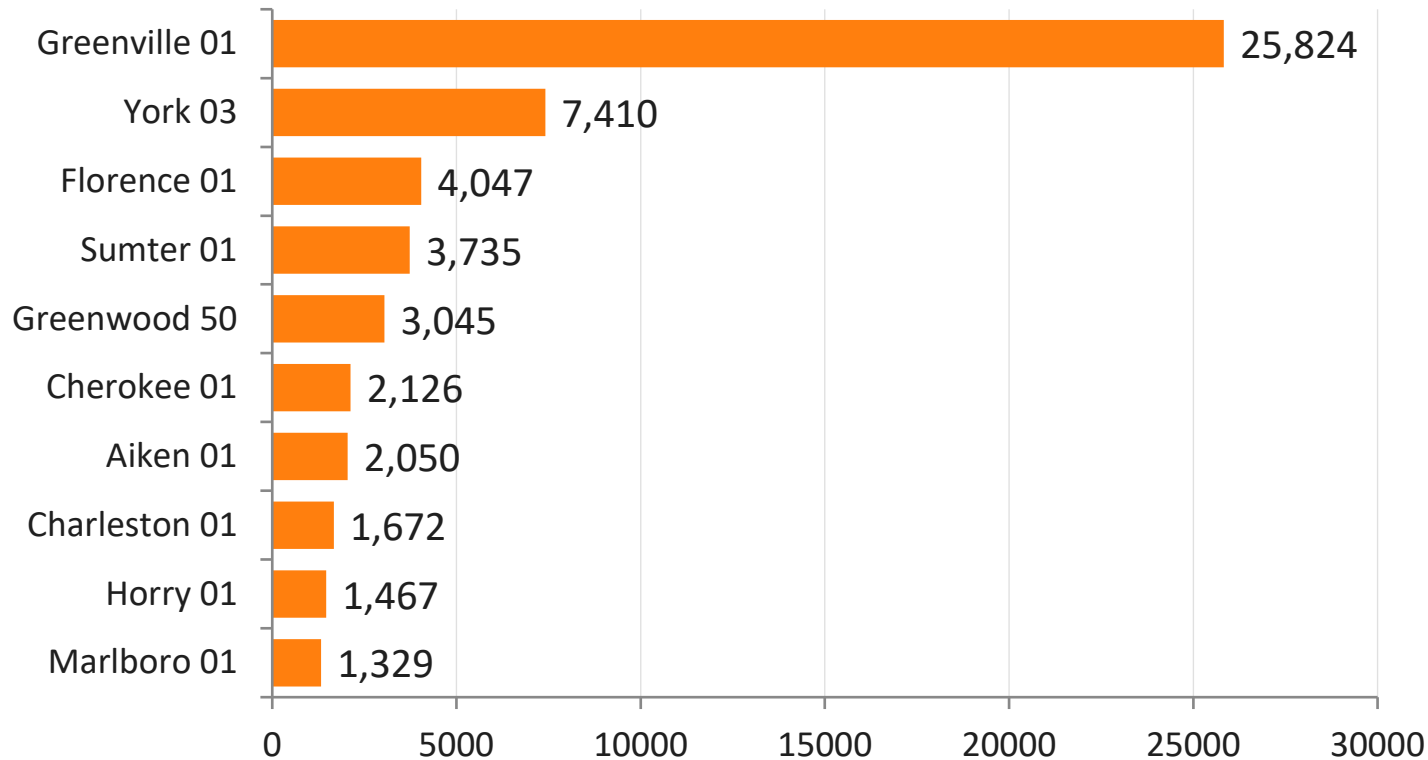


KEY INSIGHTS

- 96 percent of Face-to-Face enrollment records have an exam score. For VirtualSC it is 31.5 percent: 224 of 710.
- The records do not say why. Withdrawal, exemption, and absence all look the same in the data.
- It is specific to the high school exams. On SC READY, VirtualSC students test at 96 percent or higher.

“Unknown” is a reporting gap, not a way of teaching

Uncoded EOCEP enrollment records, ten districts



KEY INSIGHTS

- About one in five EOCEP enrollment records has no delivery type recorded.
- Ten districts account for 86 percent of those records. Greenville alone accounts for 42 percent, with nearly all of its own records uncoded.
- After adjustment, Unknown shows no statistically detectable difference from Face-to-Face. Unknown reflects how districts report, not how students are taught.

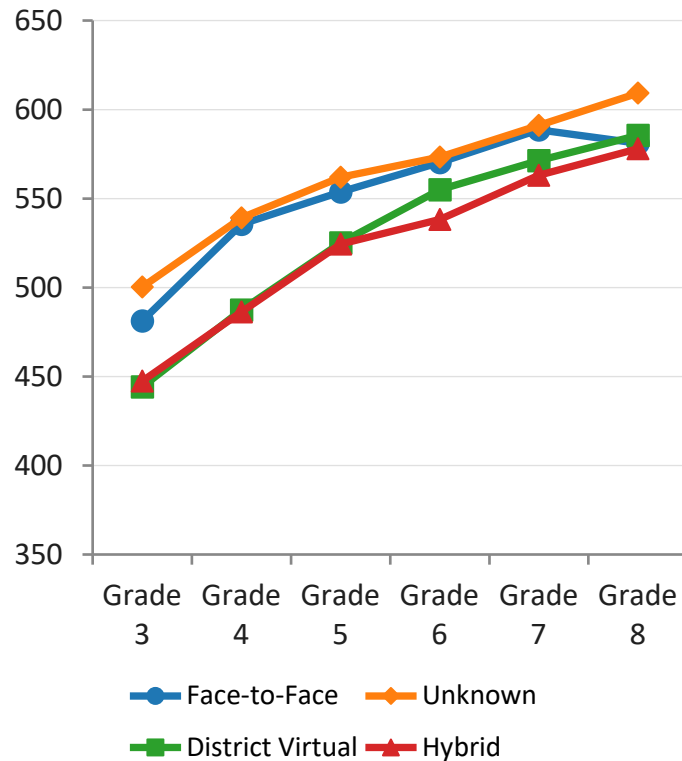
PART 3 OF 4

Grades 3 to 8

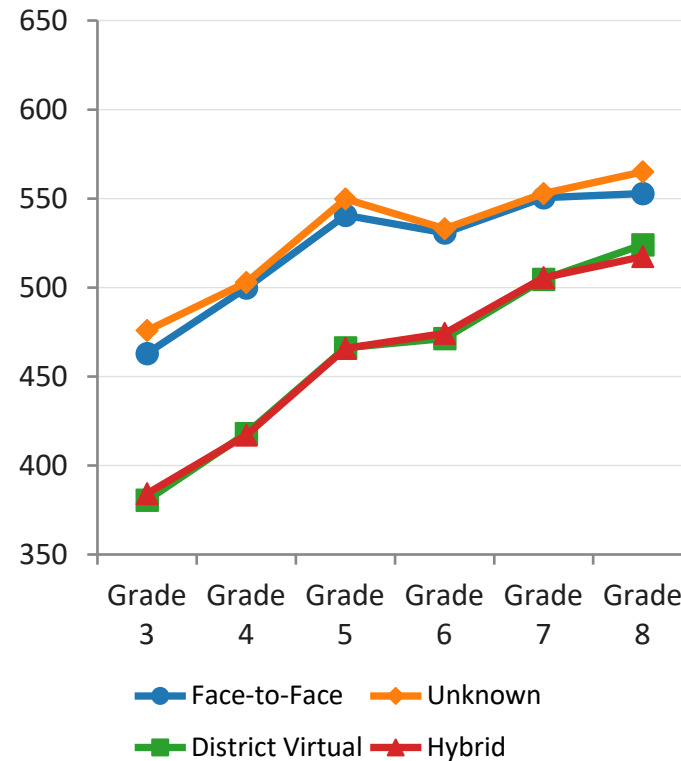
SC READY results in ELA and Math. Prior-year scores are available for most students in grades 4 to 8.

In ELA the gap closes by grade 8; in Math it never does

ELA: mean score by grade



Math: mean score by grade



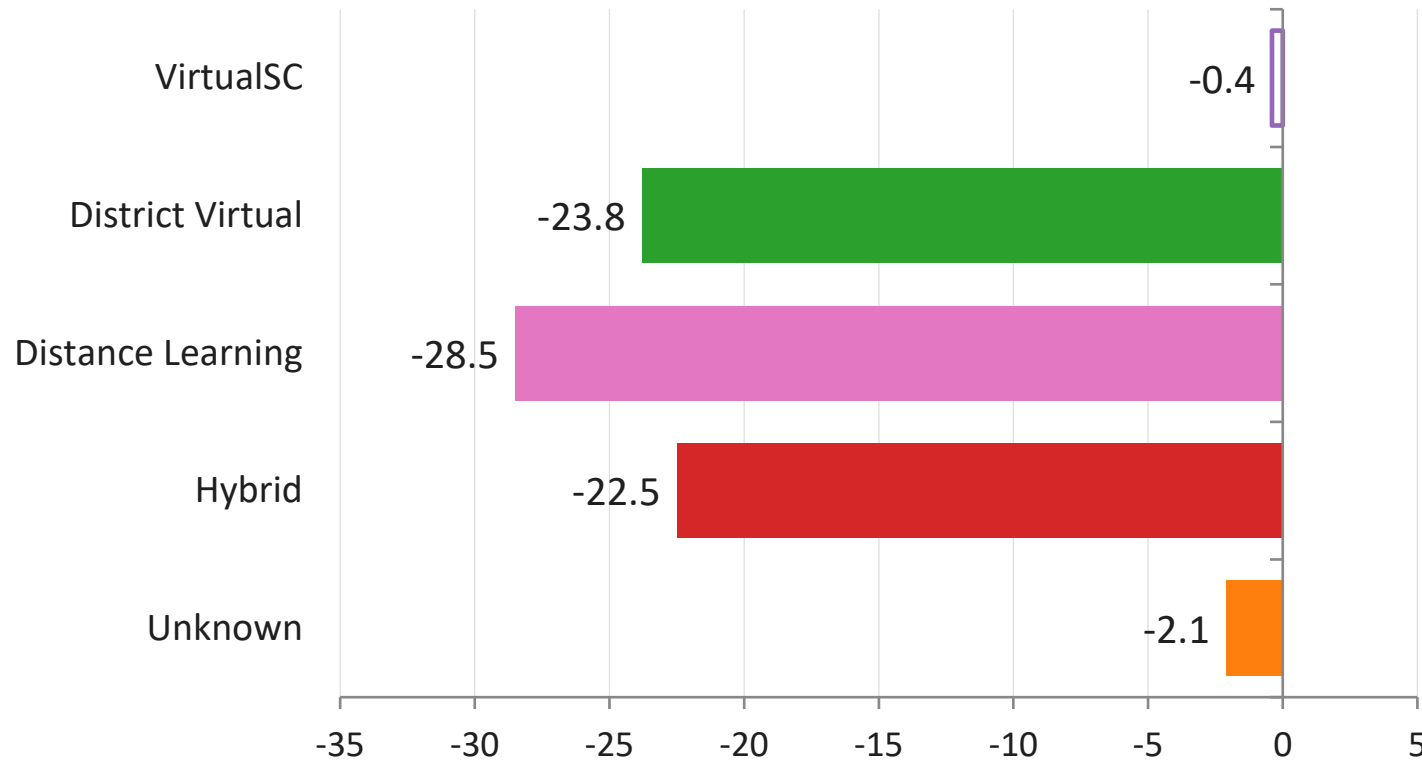
KEY INSIGHTS

- In ELA, District Virtual third graders average 37 points below Face-to-Face third graders; by grade 8 the two groups are level (586 versus 581).
- In Math, District Virtual is lower at every grade: 82 points below in grade 3, still 29 below in grade 8 (524 versus 553). Hybrid tracks District Virtual.
- Unknown, a reporting category, scores above the other groups shown; see slide 12.

Each grade is a different group of students in 2024-25, not the same students followed over time. Axis starts at 350.

District Virtual and Hybrid students who started at the same score ended about 24 points behind in Math

Math: adjusted difference versus Face-to-Face, scale points



KEY INSIGHTS

- Among students with the same score last year, District Virtual students scored 24 points lower in Math, Hybrid 23 lower, and Distance Learning 29 lower on a much smaller group.
- In ELA the gaps are smaller: 11 points for District Virtual and 8 for Hybrid. Distance Learning's ELA estimate is too imprecise to interpret.
- VirtualSC: no detectable difference. Unknown: about 2 points lower. Adding poverty changed these results by less than a point.

Face-to-Face is the zero line. The open bar is not statistically distinguishable from Face-to-Face.

What these results can and cannot tell you

The results can tell you

- How much outcomes differ by delivery type, before and after adjustment
- Whether the differences hold across subjects, grades, and poverty groups
- Where the data itself has gaps: missing delivery codes, missing test scores

The results cannot tell you

- Whether the delivery type caused the difference. Students are not assigned at random, and high school has no prior-achievement measure.
- Why a student has no test score. The grades 4 to 8 adjusted results cover students with a prior-year score (92 to 94 percent).
- Reliable comparisons for groups below the reporting threshold of 20 tested students.

Full limitations are in Section 5 of the report.

PART 4 OF 4

What we recommend

Four recommendations, each tied to a finding.

What we recommend

1

Complete course and delivery-type reporting where it is frequently missing

Ten districts hold 86 percent of the uncoded EOCEP records. Complete reporting would shrink the Unknown category in both tests.

Finding 5

2

Investigate the VirtualSC testing gap on EOCEP

Two-thirds of VirtualSC enrollments have no recorded score. Learning why would clarify what is behind the missing scores and which students the available results represent.

Finding 4

3

Give particular attention to math in any review of virtual and hybrid instruction

In grades 3 to 8, the largest adjusted differences are in Math. In high school, Algebra 1 shows the strongest overall relationship between delivery type and performance.

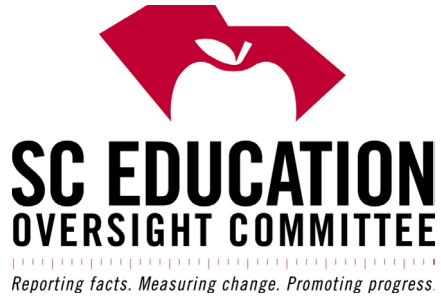
Findings 2 and 6

4

Compare like with like when judging delivery types

For example, compare credit-recovery students with other course retakes. The current models do not account for that difference; it is a next step for analysis.

Findings 3 and 4



Questions

Full report: Alternative Instructional Methods Study, Student Outcomes Across Instructional Delivery Types, School Year 2024-2025

South Carolina Education Oversight Committee

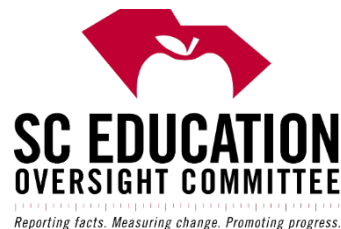
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Action Item: Psychometric Review of WIN Work-Ready Assessments



South Carolina Career Ready Test

Evaluation of WIN Work ready assessments:
Math, reading, and data



Review & Evaluation Process

- Conducted by K-12 Assessments Solutions at the University of Georgia in collaboration with South Carolina Department of Education (SCDE) and the WIN Team.
- Review guided by the Standards for Educational and Psychological Testing (AERA/APA/NCME).
- Review included blueprint analysis, content alignment, Depth of Knowledge (DOK) analysis, psychometric evaluation, and performance classification analysis.
- Subject Matter Experts reviewed all items for learning objective alignment and cognitive rigor.
- Psychometric evaluation included a review of classical item statistics, item response theory statistics, dimensionality, reliability, equating and achievement level classifications.
- **Recommendations** support improved alignment, rigor, and classification reliability, and prioritization of subgroup analyses.

Test Blueprint

- The WIN Work Ready Assessments test blueprints appropriately define the knowledge and skills measured by each assessment and reflect the progression of achievement levels aligned to O*NET Job Zones.
- The learning objectives stated in the test blueprints encompass all learning objectives that underpin both the curriculum and the assessments.
- Because all learning objectives are represented on the test blueprints, the SMEs did not need to evaluate and ensure balanced weighting across content domains (reporting categories). Rather, each achievement level comprises approximately 20% of each assessment.
- The test blueprints and score reports do not classify items by DOK level or provide DOK distributions. The WIN Work Ready Assessments use a progression of Achievement Levels 1-5 aligned to O*NET Job Zones 1-5.
 - WIN uses DOK as an internal measure of cognitive complexity during item development and blueprinting, while achievement levels are used for external reporting and credential decision-making.
- **Recommendation:**
 - None

Item Validity and Alignment

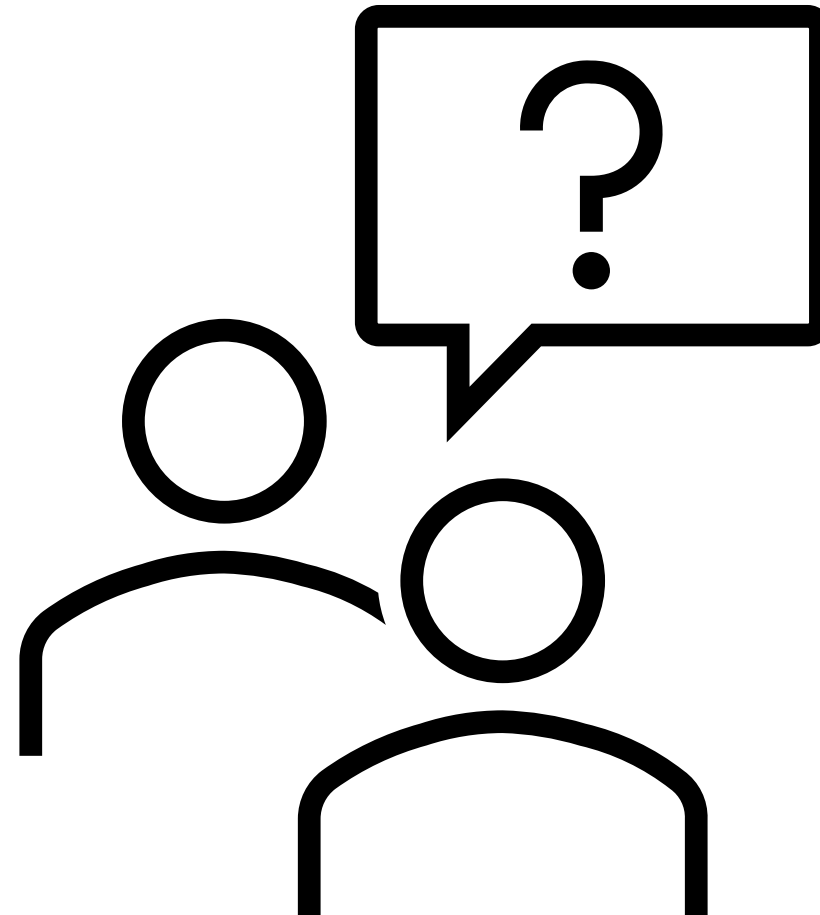
- The Work Ready Assessments are generally aligned to their intended learning objectives. Item-level reviews found a limited number of items with potential misalignment to learning objectives.
- Four items on the Data assessment. There were no items flagged for learning objective alignment on the Math and Reading assessments.
- While the intended distribution of DOK levels is reasonable, the assessment items varied in their alignment with the stated DOK levels.
- The most DOK alignment flags occurred in Reading and Data. Math: 2 items, Reading: 18 items, Data: 13 items.
- **Recommendation:**
 - Revise or reclassify items as needed to strengthen content validity and cognitive rigor alignment.
 - A full form-level analysis is recommended to determine whether the delivered assessments adequately reflect the cognitive complexity is intended.

Psychometric Quality & Fairness

- CTT analyses demonstrated appropriate ranges of item difficulty and strong item discrimination across the Math, Reading, and Data assessments.
- Item response theory analyses showed that item difficulties span the ability continuum, supporting the validity of score interpretations and classification decisions.
- Dimensionality analyses provided evidence that each assessment measures a single dominant construct, and reliability estimates were strong.
- The multiple forms equating process was sound, supporting the use of multiple forms for each assessment.
- **Recommendations:**
 - Model fit evaluations and post-equating checks are recommended for continued assurance of valid score comparisons.
 - Due to insufficient sample sizes, DIF and subgroup analyses are incomplete, but are strongly recommended for additional evidence regarding fairness and validity.

Achievement Level Classifications

- The Work Ready Assessments generally support meaningful achievement level classifications linked to career readiness outcomes.
- Five achievement levels were established through a formal standard-setting process.
- Cut scores were established using a recognized methodology and applied to 1-PL-based ability estimates to classify students into five achievement levels corresponding to O*NET Job Zones.
- Classification quality indices indicate acceptable classification accuracy and consistency.
- **Recommendations:**
 - When feasible given blueprint and content constraints, recommend adding more difficult items to better scale and classify higher ability examinees.



Adjournment



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