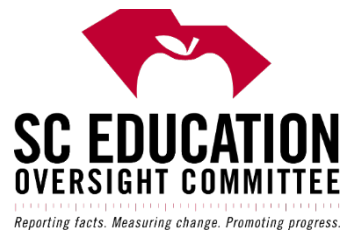# SC Education Oversight
ASA Subcommittee Meeting

March 17, 2025

Welcome & Approval of
ASA Subcommittee Minutes
January 13, 2025

Dr. Patty Tate

Information Item:

Special Presentation: Stackable Credentials System & Impact on CCR

Kayce Cook, Ivy Coburn, Dale Winkler

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

South Carolina's Tiered Credentialing System: A Strategic Approach to Career Readiness

Brief History and Partnership with SREB

Kayce Cook

Director of Career Readiness

March 17, 2025

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Session Goals

1. **Discuss the purpose, rationale, and history** of moving from an equal-weight credential system to the new three-tiered system.

2. **Review changes to the state credential list** and highlight how to read and use the updated list.

3. **Outline the district transition plan** for implementing the tiered credential system in the 2025-2026 school.

4. **Describe the new credential review process** and strategies to engage business and industry partners in credential validation and pathway strengthening.

Challenges in Credentialing Before 2021

- Equal weight given to all credentials, regardless of rigor or workforce value
- Some credentials lacked depth and did not improve career readiness
- Employers faced difficulty identifying job-ready candidates

OSHA 10	Heat Illness Prevention
Department of Corrections Certificate	Snap-on/NC3: 504 Multimeter Certification
Certified Nursing Assistant	NCCER – Carpentry

Building a Stronger Credentialing System

- Partnership with SREB (Spring 2021) to restructure and prioritize credentials
- Focus on "credential currency" – real employment value
- Aligning credentials with labor market demands and workforce priorities

Stop the Bleed (1)

First Aid/ CPR/ AED (2)

EMT (3)

Statewide Workforce Alignment

- Cross-agency collaboration with the Workforce Development Council
- Identified high-priority occupations in South Carolina
- Ensuring secondary credentials align with postsecondary programs & job markets

A Data-Driven, Employer-Validated Model

- Categorizes credentials based on rigor and labor market demand
- Prioritizes funding, staffing, and resources for high-value credentials
- Provides students with clear career pathways and industry-recognized skills

1

| OSHA 10 | Heat Illness Prevention |

2

| Department of Corrections Certificate | Snap-on/NC3: 504 Multimeter Certification |

3

| Certified Nursing Assistant | NCCER – Carpentry |

SREB: A Key Partner in Refining Credentialing

- Expertise in career pathway development & labor market alignment

- Supports implementation of best practices from across the region

- Ensures credentialing is rigorous, transparent, and industry-aligned

Updates to the Credential System

Dale Winkler

Senior Vice President – Office of School Improvement

Tiered Credential System

The South Carolina Tiered Credential System is a structured framework that **classifies industry-recognized credentials** based on their alignment with *workforce priorities*, *employer demand*, and *career progression opportunities*. It helps students, educators, and employers understand the **value** of different credentials in preparing individuals for high-demand, high-wage careers.

The system is organized into three tiers based on the economic impact, job market relevance, and career advancement potential of each credential.

Tier Descriptors

Tier 1	Tier 2	Tier 3
Introductory	**Intermediate**	**Career Ready**
• **Foundational Skills:** Validates basic competencies for further education or training. • **Regionally Recognized:** Accepted by local industries but not a statewide hiring requirement. • **Early Career Pathway:** Earned in the first stages of a CTE program, leading to higher-level credentials.	• **Industry-Aligned:** Valued by employers but not always required for hiring. • **Supports Career Pathways:** Provides an employment advantage and job readiness. • **Enhances Workforce Participation:** Increases employability, but additional training may be needed for advancement.	• **High-Demand Careers:** Required for employment in priority, high-wage occupations. • **Clear Economic Benefits:** Leads to significant wage gains, promotions, or job retention. • **Career Advancement:** Recognized entry point into further education, training, and certifications.

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The Full List

	A	B	C	D	E	F	G	H	I	J
1	This list provides the entire SC Credential List sorted by cert number. The lower the cert number the older it is. The year added is also available to get a sense of when the majority of certifications were added. The SREB Action column provides notes on usage, deletions or additional verification needed. Filtering out the credentials to be delted in all relevant clusters the takes the list from 610 to 506. There are an additional 65 certifications that have low usage and should be monitored.									
2	Cluster 1	Cluster 2	Cluster 3	Cluster 4	CTE Certification	Cert ID	Tier	Career Ready	Year Added	SREB Action
3	IT				CompTIA A+	1	3	Y		Low usage
4	IT				Academy of Information Technology	2	2	Y		Delete
5	ARC				ARI-Industry Competency Exams (ICE)	3	3			
6	ARC	MAN			The American Welding Society (AWS)	7	3	Y		
7	HOSP				Academy of Hospitality and Tourism	9	2			Delete
8	MAN				Electronics Technician	10	3	Y		
9	HLTH				Certified Nurse Aide (CNA)	12	3	Y		
10	IT				Cisco Certified Network Associate	14	3	Y		Low usage
11	HLTH				Emergency Medical Technician (EMT) Certification	15	3	Y		
12	ARC				EPA Section 608	17	3	Y		
13	HLTH	LAW			First Responder Certification	18	2	Y		
14	BUS	IT	FIN		IC 3 (Internet and Computer Core Certification)	19	1	Y		Low usage in FIN
15	HLTH				National Health Science Certificate (NHSC)	24	2	Y		
16	ARC				NCCER-A/C Ref. Technology	25	3	Y		Low usage
17	ARC				NCCER-Carpentry	26	3	Y		
18	ARC				NCCER-Electricity	27	3	Y		
19	ARC				NCCER-Masonry	29	3	Y		Low usage
20	ARC				NCCER-Plumbing	30	3	Y		Low usage
21	MAN				NCCER-Welding Technology	31	3	Y		
22	IT				CompTIA Network+	32	3	Y		
23	MAN				National Institute for Metalworking Skills (NIMS)	33	3	Y		
24	AGR	TRA			Outdoor Power Equipment	34	3	Y		Low usage; none since 2021
25	HLTH				Certified Pharmacy Technician (CPhT)	35	3	Y		
26	HOSP				ProStart	37	3	Y		
27	HUM				South Carolina Cosmetology License	39	3	Y		

CERT_FULL_Updated   CERT RECS   ALL   AGR   ARC   ART   BUS   EDU   FIN   GOV   HLTH   HOSP   HUM

	A	B	C	D	E	F	G
1	This sheet provides the list of certifications that are recommended to be cut or reviewed due to low usage. This list may be helpful to get a clearer picture of the certifications that are deleted as well as those that should be monitored closely. The sheets following this one break the credentials list down by cluster and show the credential list with certifications recommended to be cut already removed. Those recommended for review use red text. Usage data has been maintained in these sheets.						
2	CLUSTER	CERT ID	CERTIFICATION NAME	YEAR ADDED	Admins since 2018	SREB List REC	COMMENTS
3	ALL	323	Charlotte Works: Working Smart	2020	0	cut	
4	ALL	428	Career Prep-A Virtual Career Guidance Center	2021	0	cut	
5	ALL	425	Skills USA Career Essentials Certification	2020	4	review	
6	ALL	430	Leadership Essentials	2021	25	review	
7	AGR	258	TVMA (Texas Veterinary Medical Association) Certified Veterinary Assistant	2019	0	cut	Expensive Curriculum
8	AGR	447	American Meat Science Association (AMSA) Culinary Meat Selections & Cookery Certification	2021	0	cut	Not a strong meat processing program in state.
9	AGR	450	Snap-on/NC3: Battery, Starting and Charging Certification	2021	0	cut	
10	AGR	454	Snap-on/NC3: Wheel Serivce and Alignment Certification	2021	0	cut	
11	AGR	371	YouScience Industry Certification: Small Engineer Repair I	2020	0	cut	
12	AGR	260	Pesticide Applicators License	2019	29	review	Valuable Certificate
13	AGR	261	Veterinary Assistance Certification	2019	13	review	
14	AGR	A79	AMSA Food Safety and Science Certification	2017	14	review	Not a strong meat processing program in state.
15	AGR	A83	AMSA Meat Evaluation Certification	2017	40	review	Not a strong meat processing program in state.
16	ARC	352	Level 1: Fundamentals Electricity	2020	0	cut	
17	ARC	353	Level 1: Fundamentals Mechanical Systems	2020	0	cut	
18	ARC	354	Level 1: Fundamentals Fluid Power - Hydraulics	2020	0	cut	
19	ARC	355	Level 1: Fundamentals Industry 4.0	2020	0	cut	
20	ARC	356	Precision Measurement Instruments Certification	2020	0	cut	
21	ARC	363	YouScience Industry Certification: CAD Architectural Design II	2020	0	cut	
22	ARC	364	YouScience Industry Certification: CAD Architectural Design III	2020	0	cut	
23	ARC	367	YouScience Industry Certification: CAD Mechanical Design III	2020	0	cut	
24	ARC	224	Certified LabVIEW Associate Developer (CLAD)	2018	0	cut	
25	ARC	A47	RCA–House Wiring	2014	0	cut	
26	ARC	A48	RCA–Electrical Wiring	2014	0	cut	
27	ARC	171	Certified Production Technician	2018	0	cut	
28	ARC	249	Digital Multimeter (DMM) Certification 525	2019	0	cut	
29	ARC	345	CTECS: Welding Technology	2020	0	cut	
30	ARC	3	ARI-Industry Competency Exams (ICE)	2010 or earlier	1	review	Only 1 administration in 2024.

+ ≡ ① CERT_FULL_Updated ▾   CERT RECS ▾   ALL ▾   AGR ▾   ARC ▾   ① ART ▾   BUS ▾   ① EDU ▾   ① FIN ▾   GOV ▾   HLTH ▾   HOSP

Updated Tiered List (Comment Access)

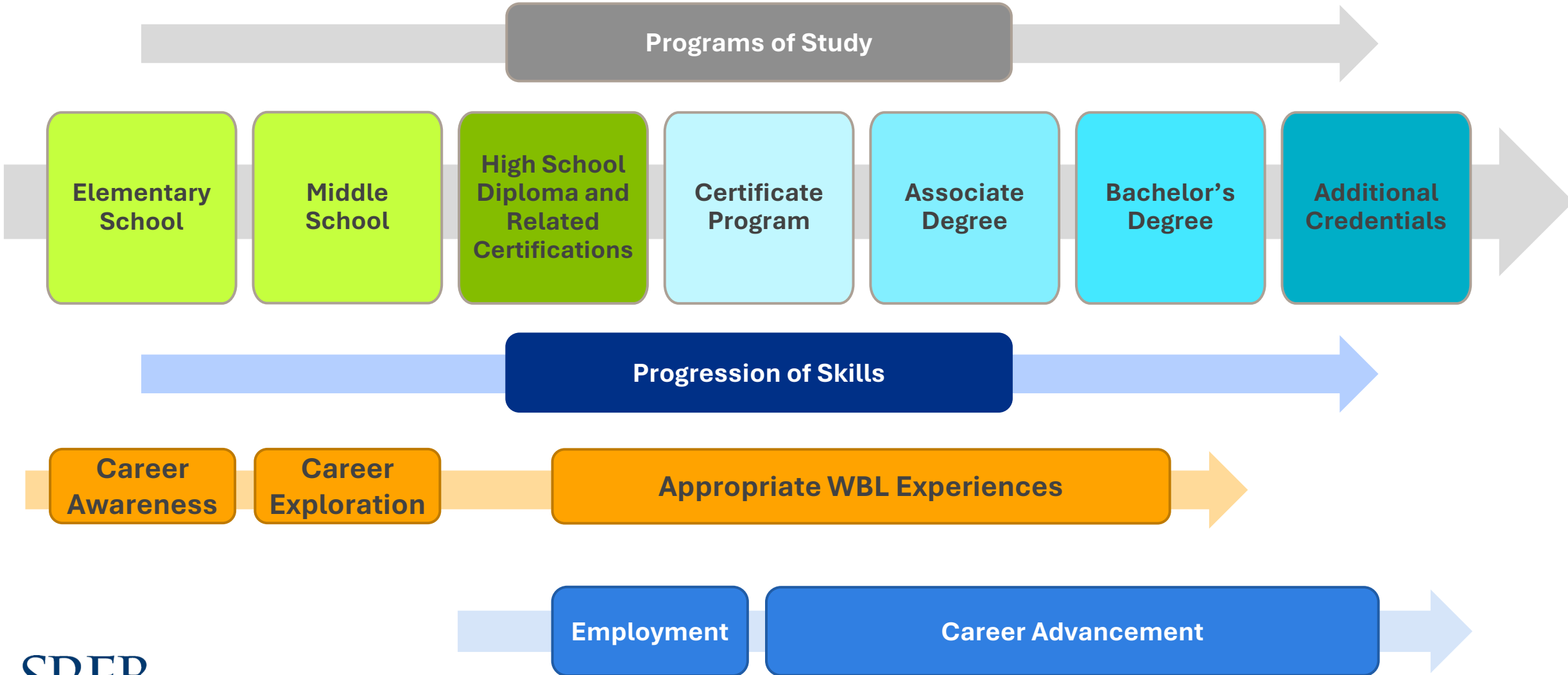| Clstr 1	Clstr 2	Clstr 3	Clstr 4	Cert ID (SRPG)	CTE Certification	Tier	Currently CR Approved	Year Added	Certs Admin FY22 (51,720)	Certs Passed FY22 (46,714)	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
AGR					Agriculture, Food and Natural Resources CLUSTER Enrollment				15,258		15,697				
AGR				432	Hunter Education	1	No	2021					1385	1314	1,385
AGR	BUS	FIN		A85	Southwest Airlines Professional Communications Certification	1	No	2017	68	39	80	62	60	44	284
AGR				431	NHJTCA Equine Management and Evaluation Certification	2	Yes	2021			29	27	48	43	77
AGR				503	YouScience Industry Certification: Veterinary Assistant I	2	No	2023					12	12	12
AGR				228	EETC Principles of Small Engine Technology Certification	2	Yes	2018	85	56	98	66	170	109	472
TRA	AGR			248	South Carolina Boater Education Certificate	2	No	2019	12	12	37	37	78	73	189
AGR				420	Ducks Unlimited Ecology Conservation and Management	2	Yes	2020	14	14	60	55	163	125	308
AGR				A81	Agricultural Mechanics and Technology	2	No	2020	13	9	14	10	22	21	59
AGR				422	Environmental and Natural Resources	2	No	2020	82	53	71	53	39	32	214
AGR				423	Horticulture	2	No	2020	9	4	31	17	74	65	117
AGR				424	Plant and Animal Systems	2	No	2020	29	27	102	94	86	67	249
AGR				A82	Benz School of Floral Design-Principles of Floral Design Certification	2	Yes	2017	19	19	24	24	16	16	60
AGR				A84	NCLCA Principles of Livestock Selection & Evaluation Certification	2	Yes	2017	46	42	27	27	37	27	173
AGR				504	YouScience Industry Certification: Veterinary Assistant II	3	No	2023					2	2	2
AGR				577	NRCS Fundamentals of Conservation & sustainability in Agirculture	3		2024							0
AGR				260	Pesticide Applicators License	3	Yes	2019	18	13	2	2			29
AGR				261	Veterinary Assistance Certification	3	Yes	2019	1	1	1	1			13
AGR				34	Outdoor Power Equipment	3	Yes	2010 or earlier			2	1			53
AGR	HUM	STEM	HOSP	A79	AMSA Food Safety and Science Certification	3	Yes	2017	4	4	0	0	1	1	14
AGR				A80	BASF Plant Science Certification	3	Yes	2017	108	73	167	147	155	133	635
AGR				A81	Elanco Fundamentals of Animal Science Certification	3	Yes	2017	285	251	310	301	331	282	1,523
AGR				A83	AMSA Meat Evaluation Certification	3	Yes	2017	9	9	12	12	2	4	40
AGR	HLTH			A86	Elanco Veterinary Medical Applications Certification	3	Yes	2017	210	205	246	244	321	311	1,000
Total Certs in Cluster				23	Total Certifications Administered and Earned for the Cluster				377	275	573	472	3,004	2,679	

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"ALL" or Universal Certifications

Cert ID (SRPG)	CTE Certification	Tier	Currently CR Approved	Year Added	Certs Admin FY22 (51,720)	Certs Passed FY22 (46,714)	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018	Comments
427	Career and Life Essentials	1	Yes	2021					302	252	302	
583	Critical Career Skills: Professional Communication	1	No	2025							0	
A78	Express Employment Professionals Career Preparedness Certification	1	No	2017	55	52	7	7	75	42	202	
262	FAA Part 107 UAV License	1	No	2019	63	47	77	52	77	65	230	
430	Leadership Essentials	1	Yes	2021					25	11	25	
A94	Microburst EmployABILITY Soft Skills Certification	1	Yes	2017	8,655	7,542	9,599	8,474	10325	9254	40,478	
63	OSHA 10 General	1	Yes	2010	12,644	11,914	13,596	12,858	17745	16662	63,164	
425	Skills USA Career Essentials Certification	1	Yes	2020					4	4	4	
429	Soft Skills Pro-Industry Certificaion	1	Yes	2021			24	24	410	353	434	

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Why Transition to a Tiered System?

- **Better Workforce Alignment** – The tiered system ensures that students earn credentials valued by employers, leading to higher job placement rates, career progression, and wage growth. The tiered credential list will be reviewed and refined annually to ensure alignment with industry expectations.

- **Clearer Credential Differentiation** – By categorizing credentials into Introductory (Tier 1), Intermediate (Tier 2), and Career Ready (Tier 3), South Carolina provides transparency about which certifications offer immediate employability, advancement opportunities, and industry recognition.

- **Support for Stackable Credentials** – The system encourages students to build upon entry-level certifications to earn higher-level, industry-valued credentials, creating clear career pathways rather than disconnected certifications.

- **Stronger Connections Between Education and Industry** – Employers will play a key role in verifying that credentials provide real hiring advantages. Their direct involvement in credential evaluation strengthens the link between education, workforce readiness, and economic development in South Carolina.

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SREB Career Pathways

Programs of Study

| Elementary School | Middle School | High School Diploma and Related Certifications | Certificate Program | Associate Degree | Bachelor's Degree | Additional Credentials |

Progression of Skills

Career Awareness | **Career Exploration** | **Appropriate WBL Experiences**

Employment | **Career Advancement**

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Transitioning to the Tiered System

Ivy Coburn

Division Director – Education & Workforce

Transitioning to the Tiered System

- Beginning with students entering high school in the 2024-2025 school year, career-ready status for CTE completers will be determined by earning a **minimum of three points** within this system.

- Students entering high school <u>prior</u> to the 2024-2025 school year will meet career-ready status under the current system.

| 2023-2024 HH | → | 2024-2025 HH | → | 2025-2026 Y1 | → | 2026-2027 Y2 | → | 2027-2028 Y3 |

Updated Tiered List (Comment Access)

	A	B	C	D	E	F	G	H	I	R	S	T	U	V	W	X
1	Clstr 1	Clstr 2	Clstr 3	Clstr 4	Cert ID (SRPG)	CTE Certification	Tier	Currently CR Approved	Year Added	Certs Admin FY22 (51,720)	Certs Passed FY22 (46,714)	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
6	EDU	HUM			A64	Advanced Child Care Training	1	Yes	2015	6	6			1	1	15
7	EDU	HUM			385	YouScience Industry Certification: Child Development	2	No	2021	10	10	4	4	15	8	29
8	HUM				448	Barbicide Certification	2	No	2021	222	222	307	307	588	588	1117
9	ART	IT			463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	Yes	2021	10	10					10
10	HUM				469	School Mental Health Certification	2	No	2022			0	0			0
11	HUM				470	Student Mental Health and Suicide Prevention	2	No	2022			158	146	157	132	315
12	HUM	HLTH			471	Teen Mental Health First Aid (tMHFA)	2	No	2022	0	0					0
13	HUM	ART			509	Autodesk Certified Professional in Revit for Mechanical Design	2	No	2023							0
14	HOSP	HUM	BUS		537	YouScience Industry Certification: Entrepreneurship	2	No	2023					5	5	5
15	HLTH	HUM			264	Sports Nutrition Certificate	2	No	2019	303	302	0	0	2	2	572
16	HLTH	EDU	HUM	LAW	418	First Aid	2	No	2021	159	159	12	12	6	6	205
17	HLTH	HUM	EDU	LAW	44	First Aid/CPR/AED	2	No	2010 or earlier	2,929	2,923	202	201	119	118	14,069
18	ART	HUM			80	Adobe Certified Professional (ACP) – Visual Design using Photoshop	2	Yes	2011	330	266			12	6	1297
19	HUM				A27	South Carolina Hair Braiding Registration	2	Yes	2013	57	57	66	66	112	112	375
20	ART	BUS	HUM		A39	Adobe Certified Professional (ACP) Print & Digital Media Publication with	2	Yes	2014	23	22					358
21	ART	BUS	HUM		A40	Adobe Certified Professional (ACP) Graphic Design & Illustration with Adobe	2	Yes	2014	150	107			6	5	436
22	HUM				A72	S/P2 – Cosmetology	2	No	2016	48	48	76	76	41	41	300
23	EDU				267	SC 15-Hour Health and Safety Pre-Service Certificate	3	Yes	2019	142	122	25	19	37	37	315
24	HUM				39	South Carolina Cosmetology License	3	Yes	2010 or earlier	326	311	349	294	458	394	2314
25	HUM				55	South Carolina Nail Technician License	3	Yes	2010 or earlier	29	29	38	38	31	30	290
26	HUM				66	Broad Field Family and Consumer Sciences	3	Yes	2010	24	19	49	30	67	38	146
27	HUM				68	Personal and Family Finance	3	Yes	2010	1	1	1	1	3	2	7
28	ART	HUM			72	Fashion, Textiles, and Apparel	3	Yes	2010	1	1					8
29	ART	HUM			73	Interior Design Fundamentals	3	Yes	2011	1	0					9
30	HUM				74	Nutrition, Food, and Wellness	3	Yes	2010	1	1	0	0	3	2	14
31	HOSP	HUM	STEM		A15	ServSafe® Manager	3	Yes	2012	368	246	3	2	3	1	1,170
32	HUM				A26	South Carolina Registered Barber License	3	Yes	2013	6	6	5	2			28
33	HUM				A28	South Carolina Esthetician License	3	Yes	2013	23	23	25	23	34	34	130
34	HUM				A42	South Carolina Master Hair Care License	3	Yes	2014			9	5	14	6	30
35	AGR	HUM	STEM	HOSP	A79	AMSA Food Safety and Science Certification	3	Yes	2017	4	4	0	0			13
36	Total Certs				33	Total Certifications Admiistered and Earned for the Cluster				4892	4614	1,796	1,668	2,394	2,572	

Earning Points in the Tiered System

Under the new tiered credential system, students must earn <u>at least three points</u> through one of the following combinations:

- One Tier 3 credential aligned with their career cluster.
- A combination of one Tier 2 and one Tier 1 credential within the same career pathway.
- A Universal Credential (e.g., OSHA 10) paired with a Tier 2 or higher credential within the student's career cluster.

Addressing Universal Credentials

Universal credentials are certifications that demonstrate foundational workplace skills applicable across multiple industries. These credentials validate essential employability skills, technical knowledge, or safety competencies that enhance a student's workforce readiness regardless of their chosen career path.

Examples of universal credentials include:

- Workplace Readiness & Soft Skills: Microburst EmployABILITY, Career and Life Essentials, Leadership Essentials.
- Safety & Technical Certifications: OSHA 10, FAA Part 107 UAV License.
- Business & Technology Readiness: Express Employment Professionals Business Office Technology.

Universal credentials may fulfill the career-ready requirement when paired with a Tier 2 or Tier 3 credential in the student's career cluster.

Clarification Notes

- A bundle of Tier 1 credentials will not be considered career-ready.

- Only credentials from the state's approved list will count toward career-ready status in the accountability system.

- To be considered career-ready, a student's earned credentials must align with their designated program of study and career cluster. Credentials earned outside of the student's career cluster or program of study will not count toward career-ready status.

Strengthening the System – Proposed Credential Review Process and Next Steps

Ivy Coburn

Division Director – Education & Workforce

Future Credential Review Process

1. Application Submission – School districts submit applications to the SC Department of Education (SCDE) with employer documentation verifying the credential's employment value.

2. Three-Step Evaluation Process:
   - **SCDE Screening:** Ensures alignment with academic, technical, and workplace standards, plus links to postsecondary programs or apprenticeships.
   - **SC Department of Employment & Workforce (SCDEW) Review:** Confirms industry relevance and assesses if the credential leads to stable, living-wage employment.
   - **Industry Review:** Employers verify hiring advantages, career progression potential, and recommend tier placement, especially for stackable credentials.

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Future Credential Review Timeline

First Semester	Second Semester
SCDE takes applications through October 15	**SCDE takes applications through March 15**
November-December	**April-May**
SCDEW/CCWD reviews the applications in light of employment need If there is an employment need, SCDEW/CCWD and SCDE will collaborate to confirm tier placement Cluster area TACs will review new certifications annually to confirm tier placement or recommend revisions	SCDEW/CCWD reviews the applications in light of employment need If there is an employment need, SCDEW/CCWD and SCDE will collaborate to confirm tier placement Cluster area TACs will review new certifications annually to confirm tier placement or recommend revisions
EOC subcommittee reviews in January	**EOC subcommittee reviews in July**
Full EOC committee approves in February	**Full EOC committee approves in August**

Technical Advisory Committees by Career Cluster Area

Ensure Alignment – TACs will bridge high school career pathways, postsecondary education, and workforce needs across South Carolina's 16 Career Clusters.

Provide Industry Expertise – Members will advise state agencies on labor market demands, essential skills, and credentials needed for in-demand jobs.

Diverse Membership – TACs will include business and industry experts (51% of members), postsecondary instructors, CTE directors and teachers, and workforce agency representatives.

Credential Review & Program Improvement – This fall, TACs will virtually evaluate high school CTE credentials, ensuring alignment with workforce needs and the new tiered credential system.

Ongoing Workforce Engagement – TACs will meet quarterly to refine program offerings, strengthen career pathways, and expand work-based learning opportunities.

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Questions

- Tiered Credential System
- Transition Timeline
- Strengthening the Review Process and Industry Engagement

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Information Item: Chronic Absenteeism Updates

- Parent Focus Group
- Parent Survey
- Public Awareness Campaign

Tenell Felder, EOC Communications Manager

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

Parent Focus Group on Chronic Absenteeism

Parent Focus Group

- ASA subcommittee requested an investigation of parent perceptions of chronic absenteeism

"A student only has to miss two days of school a month to end up chronically absent, so parents often don't see it happening. Even when parents see absenteeism as a problem, they don't always see it as their problem: According to the NPR/Ipsos poll, only 6% of parents surveyed identified their child as chronically absent – but the numbers nationwide show a disconnect."

– Sequoia Carrillo, *"*With 'Chronic Absenteeism' Soaring in Schools, Most Parents Aren't Sure What it is," NPR
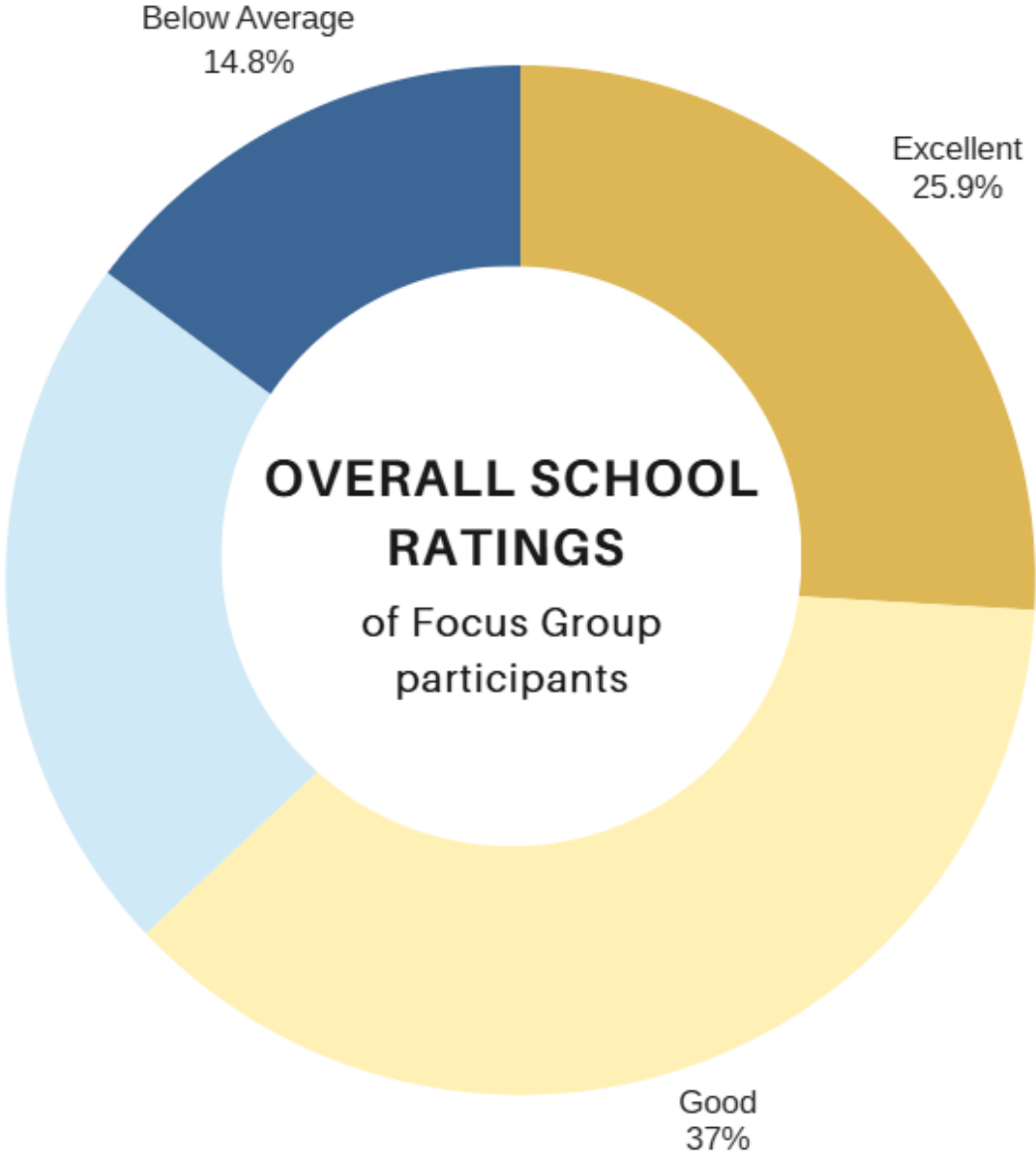
Methodology

"Three online focus groups were conducted among parents with children in public school. The groups were conducted on January 14 and 15, 2025. One group was comprised of parents of elementary school students, one was comprised of parents of middle school students, and one was comprised of parents of high school students.

3 Focus Groups

- 9 High School Parents
- Counties: Anderson, Beaufort, Berkeley, Colleton, Dorchester, Greenville, Lexington, Richland
- 9 days or less

- 9 Middle School Parents
- Counties: Berkeley, Florence, Greenville, Lexington, Richland
- 9 days or less

- 9 Elementary School Parents
- Counties: Beaufort, Berkeley, Charleston, Florence, Horry, Lexington, Richland
- 1-5 days

School Ratings Breakdown

EXCELLENT

GOOD

AVERAGE

BELOW AVERAGE

UNSATISFACTORY

Below Average
14.8%

Excellent
25.9%

Average
22.2%

OVERALL SCHOOL
RATINGS
of Focus Group
participants

Good
37%

Parents' Familiarity with Chronic Absenteeism

Chronically absent: Any student in grade K-12 who misses 50 percent or more of the instructional day, for any reason, for 10 percent (or more) of the enrollment period.
Includes Excused Absences, Unexcused Absences and Suspensions – SC Dept. of Education

"As with students, chronic absenteeism is not a household term among parents. Further, there is some confusion between chronic absenteeism and truancy, how much of a day a student can miss before being considered absent, tardy versus absent, etc." – pg. 1

"…It's kind of confusing to me because even if they're tardy, they count them absent and I had some confusion with that because I was like, how are they tardy and absent? I thought you get so many tardies that equal an absence, but they do it where your tardy is considered an absence and it's an unexcused absence. So, that doesn't sit well with me and I'm still trying to learn what's going on." – pg. 5

🔍 Thoughts on daily school attendance

- General agreeance on need for daily attendance

> "I think my kids should be in school every day unless they're sick. If my kids aren't sick, they're not running a fever, they're going to school."

> "I believe it's important to be able to articulate the curriculum more appropriately. They're able to ask questions, they're able to be more informed about the curriculum that they're learning about."

Thoughts on daily school attendance, continued

- However, parents also expressed nuances...

*"**I'm big on mental health days in our house**. I feel like first of all, education is his only job right now, so of course he should definitely try to be there as often as possible. But even as an adult, some days I wake up and I can't... **So granted it might be once a school year, but I don't make him go.** He goes because he knows that's his job and he needs to focus on his education right now, but I will flex that a little bit if he's like, mom, I don't feel like going today. Sometimes I will let him off with that. **But I do feel like it's important to be in school every day because it teaches interaction skills, it teaches them responsibility for getting up and being where they say they're going to be and putting in the time**."*

How many days of school can your student miss without being negatively impacted?

- Depends on different factors – time of year, grade level, the subject

"I feel being in middle school, it is hard to miss days because they have so much work that if they miss one day they're behind six different classes. In each class you have your physical online work that you're doing as well as paperwork as well as what you're hearing from the teacher. So, it is hard when they miss a day."

"…I think it depends on the subject. In ELA, they might be doing a novel study where they can catch up with that reading. Math, they might be learning a new skill or building on that skill, whereas if they're missing that they might be missing how to do that. So, it might be a little bit more difficult class to class.

🔍 Who is responsible for getting students to school?

- Collectively, parents across all grade levels feel "very strongly" they are responsible

"Agreed. The parents. Even though when I had a senior last year, she actually worked half the day and then went to school after and it was kind of difficult to get to school on time, but I was still the one, even after she turned 18, they called me. It was still my job to get her there even though I wasn't driving her, and I had no control really of her getting from work to the school, but the school still held me responsible."

"They're just large babies. They're still just large babies. You got to wake them up."

🔍 How are parents contacted when student is absent

- Parents contacted via phone, email and apps with automated messages

"We get contacted, we get text, phone calls, emails and carrier pigeon. I feel like we get all kinds of contact when they're absent."

"We'll receive a call early in the morning if they're not there. And then same thing, we actually receive notifications from, I think it's PowerSchool or Schoology or maybe the county app, same thing. And then I'll receive an email at the end of the day and usually another phone call or text message at the end of the day. So, there's at least three to four communications for us throughout the day."

🔍 Parent ideas for reducing chronic absenteeism

"Attendance awards… my first grader thinks it's the coolest thing in the world. Mom, you're going to come this week and celebrate me going to school every day."

"That's kind of a hard question for me to answer. And I think the reason is because it depends on what were the reasons for why the person was out. So, if there was some type of family situations going on, maybe there's some counseling that needs to be added."

▶▶ Conclusion

"Safety and mental health seem to be two of the biggest issues related to chronic absenteeism and perhaps should be priorities for the Education Oversight Committee "

Parent Survey on Chronic Absenteeism

Parent Chronic Absenteeism Survey

- Survey conducted on Chronic Absenteeism for purpose of informing our public awareness campaign

  - 2,663 parents completed the survey

  - All grades, Preschool – 12th grade, were represented.

Survey Questions

- What is the minimum number of days that a student can be absent in one school year to be considered chronically absent?
- Does someone from your student's school contact you when your child is absent?
- How many days of school do you think your student missed last year?
- If you student was absent more than 11 days, what disciplinary actions were taken by the school? (232 respondents for this item)
- Do you believe missing a day or two of school negatively impacts your child's academic achievement?

- Which are acceptable reasons for students to miss 50% or more of a school day?
- How important is it for your child to attend school everyday?
- Asked to rank reasons their child has been out of school
- What do you believe is most accurate?
  o Students should attend school everyday
  o Students should be able to occasionally miss (5-7 days a year)
  o Students should be able to frequently miss (11-18 days a year)

Survey answers

- **What is the minimum number of days that a student is absent on one school year to be considered chronically absent?**
  - 13 days (56% of respondents)

- **Does someone from your student's school contact you when your child is absent?**
  - Yes (93% of respondents)

- **How many days of school do you think your student missed last year?**
  - 1-5 days (54% of respondents)

- **If you student was absent more than 11 days, what disciplinary actions were taken by the school? (232 respondents for this item)**
  - No disciplinary action was taken (66% of respondents)

Survey answers

- Do you believe missing a day or two of school negatively impacts your child's academic achievement?

Definitely not	840 (32%)
Probably not	556 (21%)
Might or might not	514 (20%)
Probably yes	337 (13%)
Definitely yes	368 (14%)

Survey answers

- Which are acceptable reasons for students to miss 50% or more of a school day?

Doctor's appointment	2,339 (89%)
Vacation	854 (33%)
Concerns about school safety	1,462 (56%)
Sports activities	586 (22%)
Student is sick (fever/medical diagnosis like flu)	2,558 (98%)
Mental health/depression	1,748 (67%)
Problems with teachers or other students	535 (20%)
Student says they aren't feeling well	462 (18%)
Extra-curricular activities	462 (18%)
Other	282 (11%)

Survey answers

- What do you believe is most accurate?

Students should attend school everyday	848 (33%)
Students should be able to occasionally miss (5-7 days a year)	1,370 (53%)
Students should be able to frequently miss (11-18 days a year)	384 (15%)

Survey answers

- How important is it for your child to attend school everyday?

Very important	1,671 (64%)
Important	761 (29%)
Somewhat important	158 (6%)
Not important	32 (1%)

Survey answers

Reasons:	Rank 1	Number of Parents who ranked reason 1:
Non-Covid illness	1	1,063
Doctors' appointments	1	703
COVID	1	413
Concerns about school safety	1	185
Mental health struggles/depression	1	56
Vacation	1	51
Transportation problems	1	29
Sports Activities	1	18
Extra-curricular activities	1	9
Problems with teachers/other students	1	2

Public Awareness Campaign on Chronic Absenteeism

Public Awareness Campaign Timeline (tentative)

- Development of campaign message points (March)

- Design/create campaign materials (March)

- Select pilot districts and marketing firm (April)

- Campaign kickoff (late July)

- Currently developing campaign message points
  - Working with mental health experts from USC's School of Social Work and SC Dept. of Mental Health
  - Working with medical experts

BE PRESENT SC

Tagline: ____ is not the same without you

Questions?

Information Item: Credit Recovery Analysis

Dr. Matthew Lavery, EOC Deputy Director

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

What is Credit Recovery?

   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.   (*SC Uniform Grading Policy, p. 9*)

What is Credit Recovery?

- Designed for students who have failed to obtain credit for a course

- Designed to "fill-in" the content not previously mastered

- Results in receiving **credit** for the course, but does not change the grade
  - Student must either *retake the entire course* or use "*Content Recovery*" to change the grade received

- Responsibility for oversight and management of programs rests upon the district

Data Used to Investigate Credit Recovery

- Provided by SCDE: Complete Course History of all **9GR = 19** cohort (*started HS in 2018-19 and expected to graduate by 2022*)

- Checked against **Graduates Files** for **2021** (one year early), **2022** (on-time), and **2023** (5-year grad) to limit to ***graduates***.

- Consolidations applied and special schools removed

- After applying filters data contained:
  - Course Histories for **47,962 SC Graduates**
  - From **268 High Schools**
  - In **74 Current Districts**

How Many Credits Recovered by How Many Graduates?

Row Labels ▼	Number of Graduates
No Recovered Credits	40,605
Has Recovered Credits	7,357
Grand Total	**47,962**

Row Labels ▼	Percent of Graduates
No Recovered Credits	**85%**
Has Recovered Credits	15%
Grand Total	**100%**

Row Labels ▼	Number of Graduates
Recovered no credits	**40,605**
Recovered up to 1 credit	4,112
More than 1 but less than 2 credits	1,682
More than 2 but less than 3 credits	784
More than 3 but less than 6 credits	673
More than 6 but less than 9 credits	97
Recovered more than 9 credits	9
Grand Total	**47,962**

Row Labels ▼	Percent of Graduates
Recovered no credits	**84.66%**
Recovered up to 1 credit	8.57%
More than 1 but less than 2 credits	3.51%
More than 2 but less than 3 credits	1.63%
More than 3 but less than 6 credits	1.40%
More than 6 but less than 9 credits	0.20%
Recovered more than 9 credits	0.02%
Grand Total	**100%**

Among graduates with recovered credits...

- Across the cohort, **7,357** graduates (**15.3%**) have recovered credits (*henceforth "**CR Graduates**"*).

- **CR Graduates** have, on average, **1.82 recovered credits**, representing *7.6% of the 24 credits* required for a diploma.

- *Most* **CR Graduates** (**5,912**, or **80%**) have **fewer than 3 recovered credits**, with **4,112** (**56%**) having recovered **one credit or less**.

- **Nearly 3%** of **CR Graduates** (**197 graduates**) have recovered at least **6 credits**, accounting for **25% of a diploma**.

- **Two CR Graduates** (**0.03%**) had **at least 12 recovered credits**, representing **half of a diploma**.

Are CR Graduates Evenly Distributed?

- There were **four districts** (*Anderson 3, Dillon 3, Greenwood 52,* and *Spartanburg 1*) in which **fewer than 5%** of graduates had recovered credits.

- There were **30 districts** in which **at least 20%** of graduates had recovered credits.
  - They had **11,471** (**24%**) of graduates analyzed, **2,913** (or **25%**) were CR Graduates.

- There were **7 districts** in which **at least 30%** of graduates had CR.
  - They had **1,065** (**2%**) of the graduates analyzed, **456** (or **43%**) were CR Graduates.

- Two districts (*Clarendon 6* and *Jasper County*) had **more than half** of their 287 graduates with recovered credits.
  - In these districts, **20% of CR Graduates** had **6 or more** recovered credits (**23%** in *Clarendon 6* and **17%** in *Jasper County*).

How Does Credit Recovery Affect Outcomes?

- Matched the dataset to **National Student Clearinghouse** records (*reduced the data to **47,875** graduates*)

- Checked to see if graduates:
  - Participated in Dual Enrollment
  - Received a Certificate within 30 Days of HS Graduation
  - Enrolled in College within 1 Year

How Does Credit Recovery Affect Dual Enrollment?

Number of Graduates	Dual Enrollment during HS	
Row Labels	**YES**	**NO**
No Recovered Credits	11,233	29,290
Has Recovered Credits	420	6,932
Grand Total	**11,653**	**36,222**

Percent of Graduates	Dual Enrollment during HS	
Row Labels	**YES**	**NO**
No Recovered Credits	**28%**	72%
Has Recovered Credits	6%	**94%**
Grand Total	**24%**	**76%**

Number of Graduates	Dual Enrollment during HS	
Row Labels	**YES**	**NO**
Recovered no credits	**11,233**	29,290
Recovered up to 1 credit	287	**3,822**
More than 1 but less than 2 credits	71	**1,609**
More than 2 but less than 3 credits	33	**751**
More than 3 but less than 6 credits	24	**649**
More than 6 but less than 9 credits	4	**93**
Recovered more than 9 credits	1	**8**
Grand Total	**11,653**	**36,222**

Percent of Graduates	Dual Enrollment during HS	
Row Labels	**YES**	**NO**
Recovered no credits	**28%**	72%
Recovered up to 1 credit	7%	**93%**
More than 1 but less than 2 credits	4%	**96%**
More than 2 but less than 3 credits	4%	**96%**
More than 3 but less than 6 credits	4%	**96%**
More than 6 but less than 9 credits	4%	**96%**
Recovered more than 9 credits	11%	**89%**
Grand Total	**24%**	**76%**

How Does Credit Recovery Affect HS Credentials?

Number of Graduates	Graduate HS w/ Credential		
Row Labels		Y	N
No Recovered Credits		**555**	39,968
Has Recovered Credits		11	**7,341**
Grand Total		**566**	**47,309**

Percent of Graduates	Graduate HS w/ Credential		
Row Labels		Y	N
No Recovered Credits		**1.37%**	98.63%
Has Recovered Credits		0.15%	**99.85%**
Grand Total		**1.18%**	**98.82%**

Number of Graduates	Graduate HS w/ Credential		
Row Labels		Y	N
Recovered no credits		**555**	39,968
Recovered up to 1 credit		8	4,101
More than 1 but less than 2 credits		2	1,678
More than 2 but less than 3 credits		1	783
More than 3 but less than 6 credits			673
More than 6 but less than 9 credits			97
Recovered more than 9 credits			9
Grand Total		**566**	**47,309**

Percent of Graduates	Graduate HS w/ Credential		
Row Labels		Y	N
Recovered no credits		**1.37%**	98.63%
Recovered up to 1 credit		0.19%	**99.81%**
More than 1 but less than 2 credits		0.12%	**99.88%**
More than 2 but less than 3 credits		0.13%	**99.87%**
More than 3 but less than 6 credits		0.00%	**100.00%**
More than 6 but less than 9 credits		0.00%	**100.00%**
Recovered more than 9 credits		0.00%	**100.00%**
Grand Total		**1.18%**	**98.82%**

How Does Credit Recovery Affect College Enrollment?

Number of Graduates	Enrolled within 1 Year ▼	
Row Labels ▼	Y	N
No Recovered Credits	**25,457**	15,066
Has Recovered Credits	1,927	**5,425**
Grand Total	27,384	20,491

Percent of Graduates	Enrolled within 1 Year ▼	
Row Labels ▼	Y	N
No Recovered Credits	**63%**	37%
Has Recovered Credits	26%	**74%**
Grand Total	57%	43%

Number of Graduates	Enrolled within 1 Year ▼	
Row Labels ▼	Y	N
Recovered no credits	**25,457**	15,066
Recovered up to 1 credit	1,229	**2,880**
More than 1 but less than 2 credits	409	**1,271**
More than 2 but less than 3 credits	159	**625**
More than 3 but less than 6 credits	118	**555**
More than 6 but less than 9 credits	12	**85**
Recovered more than 9 credits		9
Grand Total	27,384	20,491

Percent of Graduates	Enrolled within 1 Year ▼	
Row Labels ▼	Y	N
Recovered no credits	**63%**	37%
Recovered up to 1 credit	30%	**70%**
More than 1 but less than 2 credits	24%	**76%**
More than 2 but less than 3 credits	20%	**80%**
More than 3 but less than 6 credits	18%	**82%**
More than 6 but less than 9 credits	12%	**88%**
Recovered more than 9 credits	0%	**100%**
Grand Total	57%	43%

Credit Recovery compared to Chronic Absenteeism?

- Did not have accurate attendance data for 9GR = 19.
- Ran identical analyses on **2023 SC Graduates** (*n* = **44,971**)

- Again, checked to see if graduates:
  - Participated in Dual Enrollment
  - Received a Certificate within 30 Days of HS Graduation
  - Enrolled in College within 1 Year

Chronic Absenteeism Outcomes (by % of days missed)

Overall Incidence of Absenteeism Categories		
Row Labels	Number of Graduates	Percent
(00) Perfect Attendance	5,459	12%
(00-05) Not Chronically Absent	16,095	36%
(05-10) Not Chronically Absent	12,941	29%
(10-15) Chronically Absent	3,690	8%
(15-20) Very Chronically Absent	4,224	9%
(20 or more) Extremely Chronically Absent	2,562	6%
Grand Total	44,971	100%

Percent of Graduates	Dual Enrollment in HS	
Row Labels	YES	NO
(00) Perfect Attendance	**42%**	58%
(00-05) Not Chronically Absent	**29%**	71%
(05-10) Not Chronically Absent	20%	**80%**
(10-15) Chronically Absent	14%	**86%**
(15-20) Very Chronically Absent	11%	**89%**
(20 or more) Extremely Chronically Absent	7%	**93%**
Grand Total	24%	76%

Percent of Graduates	Credential out of HS	
Row Labels	YES	NO
(00) Perfect Attendance	**5.4%**	94.6%
(00-05) Not Chronically Absent	**1.5%**	98.5%
(05-10) Not Chronically Absent	0.5%	**99.5%**
(10-15) Chronically Absent	0.3%	**99.7%**
(15-20) Very Chronically Absent	0.2%	**99.8%**
(20 or more) Extremely Chronically Absent	0.1%	**99.9%**
Grand Total	1.4%	98.6%

Percent of Graduates	Enrolled within 1 Year	
Row Labels	YES	NO
(00) Perfect Attendance	**67%**	33%
(00-05) Not Chronically Absent	**68%**	32%
(05-10) Not Chronically Absent	59%	**41%**
(10-15) Chronically Absent	51%	**49%**
(15-20) Very Chronically Absent	43%	**57%**
(20 or more) Extremely Chronically Absent	31%	**69%**
Grand Total	59%	41%

Adjournment