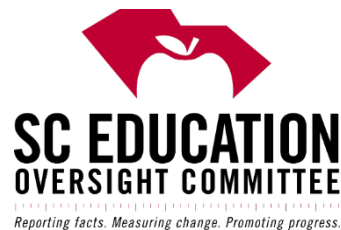


SC Education Oversight ASA Subcommittee Meeting

November 17, 2025



Welcome & Approval of ASA Subcommittee Minutes

September 15, 2025

Dr. Patty Tate



Action Item:

Cyclical Review of South Carolina College and Career Ready Social Studies Standards

Dr. Rainey Knight, EOC Director of Strategic Innovation

Report Revisions to Note

1. The cover sheet incorrectly notes this is a review of mathematics; that should state social studies.
2. The Social Studies review was for the 2019 standards, not 2017.
3. Table 1 on page 7 should reference the themes in the 2019 standards on this slide.

Table 1. Descriptive Themes for the 2019 South Carolina College and Career Social Studies Standards

Grades K-Five	
Kindergarten	The Community Around Us
Grade One	Life in South Carolina
Grade Two	Life in the United States
Grade Three	World Geography
Grade Four	United States and South Carolina Studies Part I
Grade Five	United States and South Carolina Studies Part II
Grade Six-Eight	
Grade Six	World Civilizations
Grade Seven	Geography of World Regions
Grade Eight	South Carolina and the United States
High School Standards for Social Studies	
Elective	Human Geography
Elective	Modern World History
Elective	Teaching the History and Literature of Old Testament Era
Elective	Teaching the History and Literature of the New Testament Era
Required	United States History and Constitution (1 unit)
Required	Economics and Personal Finance (0.5 unit)
Required	United States Government (0.5 unit)

EOC Statutory Responsibility

Section 59-18-350(A) of the Education Accountability Act

*The State Board of Education, in consultation with the Education Oversight Committee, shall provide for **a cyclical review by academic area of the state standards and assessments** to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and **updated every seven years**. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. **After approval by the Education Oversight Committee and the State Board of Education**, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.*

OVERVIEW OF PROCESS

- A **national panel, made up of seven national** experts in social studies, standards, were secured to review the standards and provide suggested revisions.
- A **state panel made up of 34 individuals** from across South Carolina also reviewed the standards. This panel was made up of parents, social studies teachers, teachers of English Language Learners and exceptional education students , community members and representatives from business.



Both the national and state panels used the same criteria by which to review the standards. The criteria used were:

1. Comprehensiveness/Balance
2. Rigor
3. Organization/Communication



STUDENT PERFORMANCE IN SOCIAL STUDIES



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United States History and Constitution

End of Course Results

Scoring on End of Course tests is A, B, C, D, F

Year	Percent Students Scoring A, B and C	Percent Students Scoring F
2025	48%	39%
2024	44%	41%
2023	45%	39%
2022	39%	44%
2021	37%	42%



COMMENDATIONS BY THE NATIONAL AND STATE PANELS



Commendations by the National and State Panels



- The alignment guides are more concise, specific and more easily understood than the standards themselves.
- Overall, the content is appropriate.
- The introduction of civics and government in the early grades is essential for inculcating values about civic participation.
- South Carolina and United States history content is rich and complex.
- The standards are informed by content and skills in national standards, especially in history.
- Standards reflect many of the ideas encouraged by national professional groups.
- The format of the social studies standards is consistent across grade



EOC RECOMMENDATIONS TO REVISIONS TO SOCIAL STUDIES STANDARDS



EOC Recommendations

(refer to page 15)

1. Consider framing United States History and Constitution and world history standards within a time period to assist teachers with a contextual lens upon which to develop lessons and teaching practices. AP World History, AP US Government and Politics, and AP United States History frameworks may be helpful.
2. Ensure students have the historical context and background knowledge in content prior to beginning instruction on a standard.

EOC Recommendations

3. Consider support of the removal of the state budget proviso that suspends the testing of social studies in grades 3-8 to promote the teaching of social studies and civics education.
4. Develop a civics strand from kindergarten to grade 12. There is a lack of core content knowledge to develop a foundation of civics and cultural understanding.
5. Address the redundancy in the content across grade levels to reduce the number of standards.
6. Provide access to teachers to primary sources for all history classes. The learning objective repository (LOR) would be a site for such documents

EOC Recommendations

7. Address the lack of sufficient diversity, especially regarding gender, persons with disabilities, and ethnicities within the standards.
8. Standards should focus on a global perspective. Students should have greater exposure to global events, past and present.
9. Prioritize what has been identified as essential for all students to know – those standards that are the most critical to teach, learn, and master within one year. This would be helpful to accommodate the learning needs of students with disabilities as an example.

EOC Recommendations

10. Improve the rigor by benchmarking social studies standards with national and international standards. The rigor could be improved by benchmarking the standards against national standards using the report, *Benchmarking for Success: Ensuring U.S. Students Receiving a World-class Education* (Achieve, 2008) or *International Benchmarking Blueprint* (Education Commission of the States, 2009) for guidance.

Review the C3 Framework's inquiry on which to build a progression of skills for the new social studies standards. The standards should emphasize higher skills that require greater cognitive complexity and effort and include a rationale for both skill and content progressions across all grade levels.

EOC Recommendations

11. The expectations for students to “think like an historian” or “to interpret like an economist” are worthy goals, but are not developmentally appropriate in most grades. Instead, the standards should students in the early grades should learn the knowledge experts draw upon such as maps, stories, and timelines, then use that knowledge in the middle grades to describe cause and effect, and continuity and changes, and finally in high school to reason like experts by analyzing evidence and evaluating interpretations.
12. The standards should use common language to communicate to teachers and parents.

EOC Recommendations

13. Greater specificity should be provided in the standards and alignment guides to answer the question, “What can a teacher expect a student to know at a specific grade level?”
14. A strong alignment document to assist teachers in the teaching of the social studies standards is needed and should be incorporated into the standards. Greater alignment between the two documents would prove to be beneficial to teachers. The suggestion is to look at Kentucky’s social studies standards.

Questions/Recommendations



Information Item: 2025 SC Report Card Release



Dana Yow, EOC Executive Director



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Revisions of Note impacting the 2025 Report Cards

- 2025 Report Cards marked the second year of full implementation of the Added-Value Growth Model (AVGM) for the Student Progress indicator.
- Due to changes in the ELA standards, some components of the Student Progress indicator (notably the AVGM) do not include ELA scores, only mathematics.
- The First Year On Track to Graduate (1YOTG), the Second Year On Track to Graduate (2YOTG) metric, and the Five Year Student Success Rate (5YSSR) metric were scored this year in the HS Student Success indicator. As part of their gradual roll-out, the Third Year On Track to Graduate (3YOTG) metric is reported on 2025 Report Cards but will not be scored until 2026 Report Cards.
- 12th grade students removed from School Climate Indicator calculation for the 2nd year.
- The Preparing for Success indicator was calculated and reported on 2025 Report Cards for Elementary or Middle Schools after a 1-year delay. For most schools, this impacts one grade level and includes only Science.
- Based on an updated factor analysis of the SC School Climate Surveys, six additional items were included in Teacher Perceptions of Instructional Focus, and four additional items have been included in Teacher Perceptions of Working Conditions.

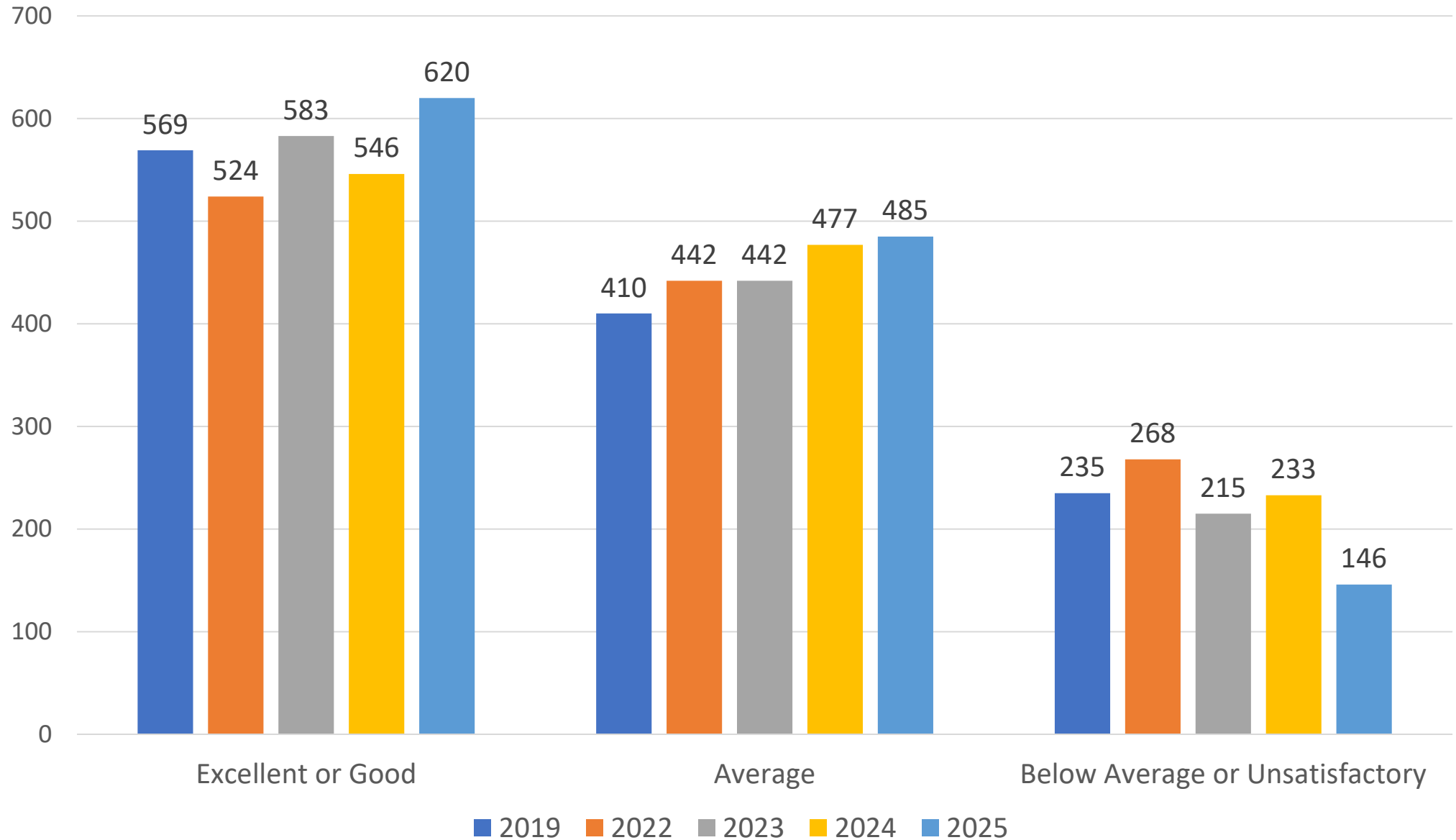
Breakdown of Points in System

Available Rating Points for Schools by School Type

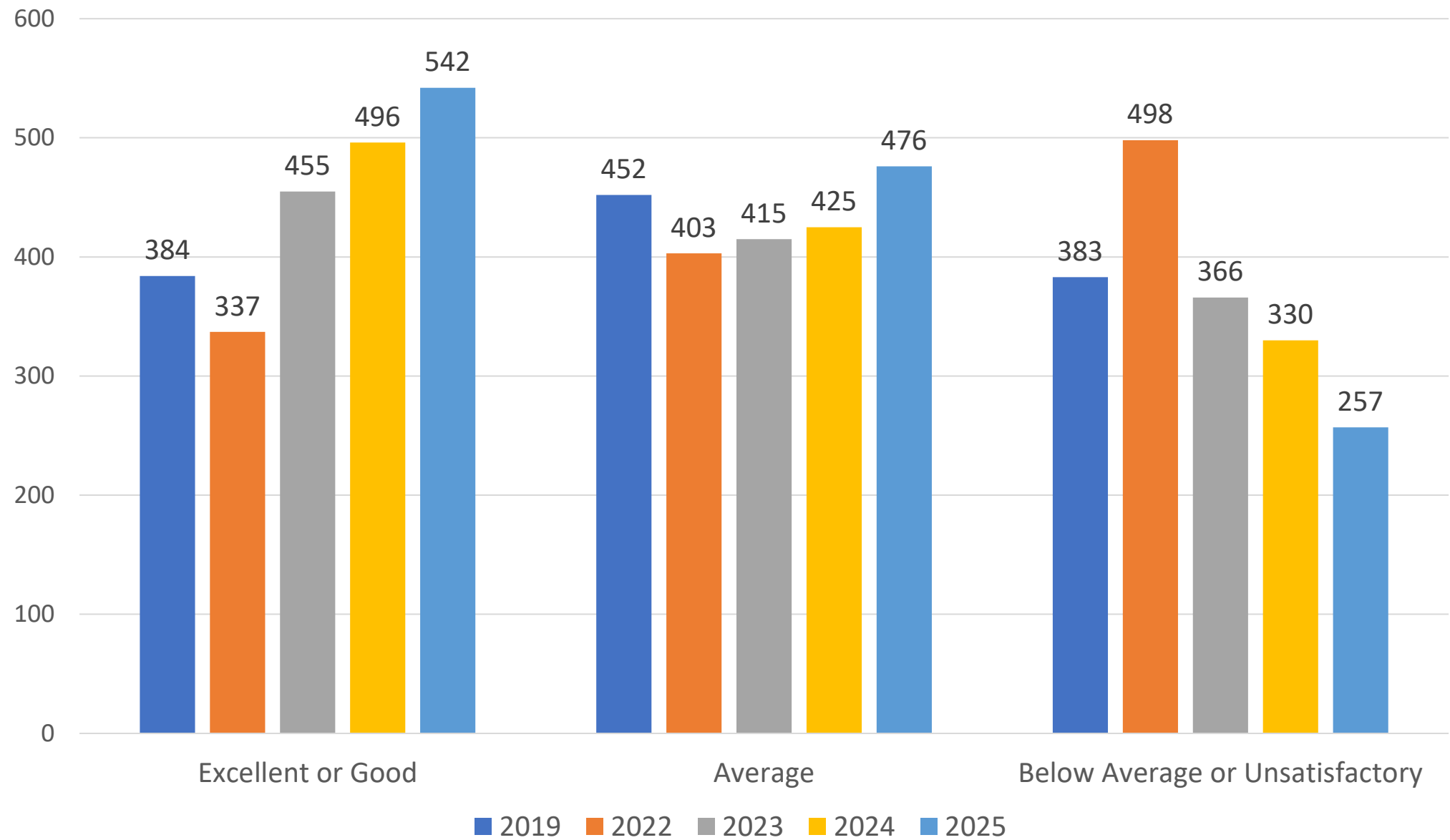
Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	19
High School Student Success	—	12
College & Career Readiness	—	19
Total:	100	100

Note: — = Not applicable.

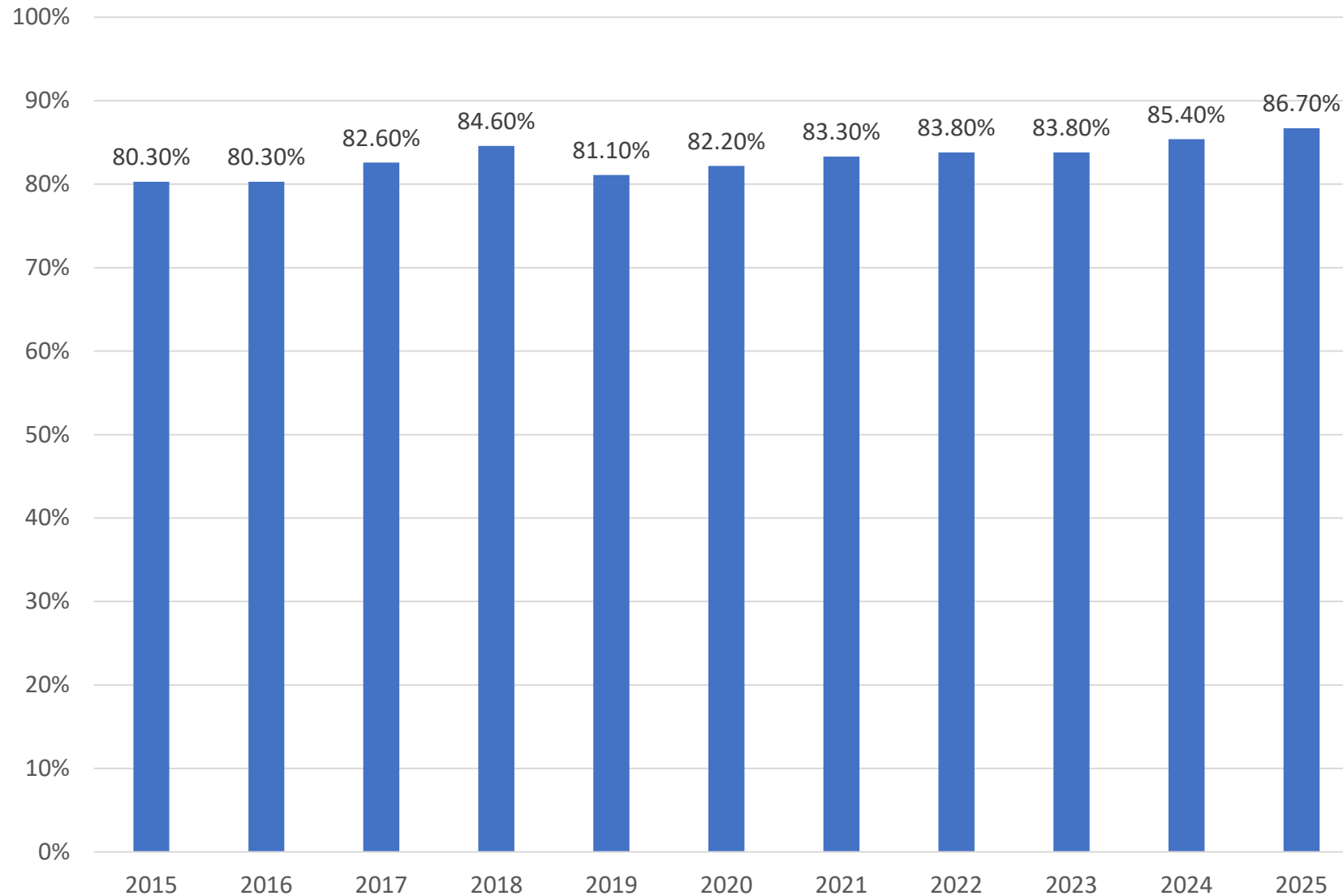
Number of Report Cards by Overall School Rating, 2019-2025



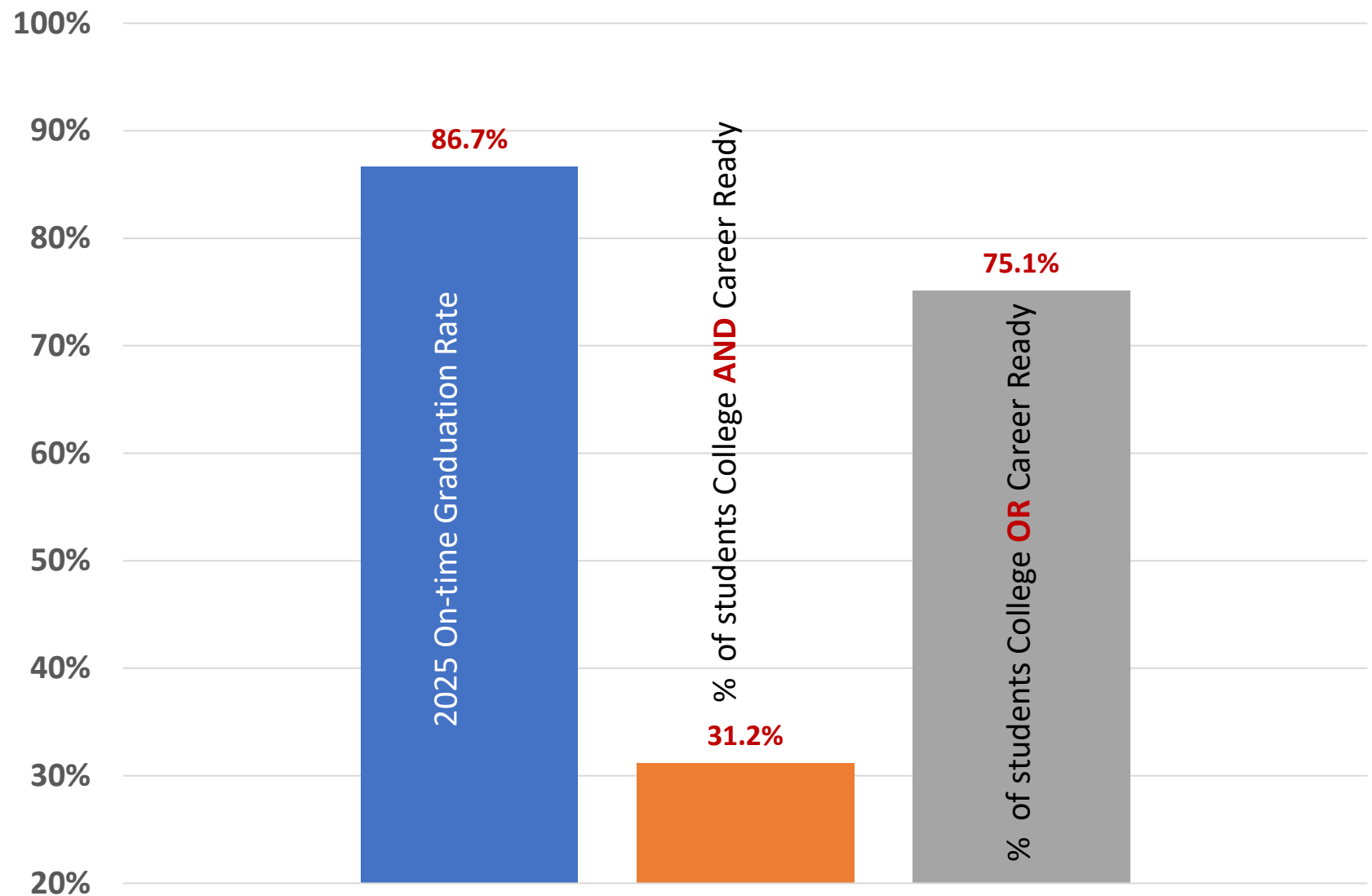
Number of Report Cards by Academic Achievement Indicator Rating, 2019-2025



State On-time Graduation Rate, 2015-2025

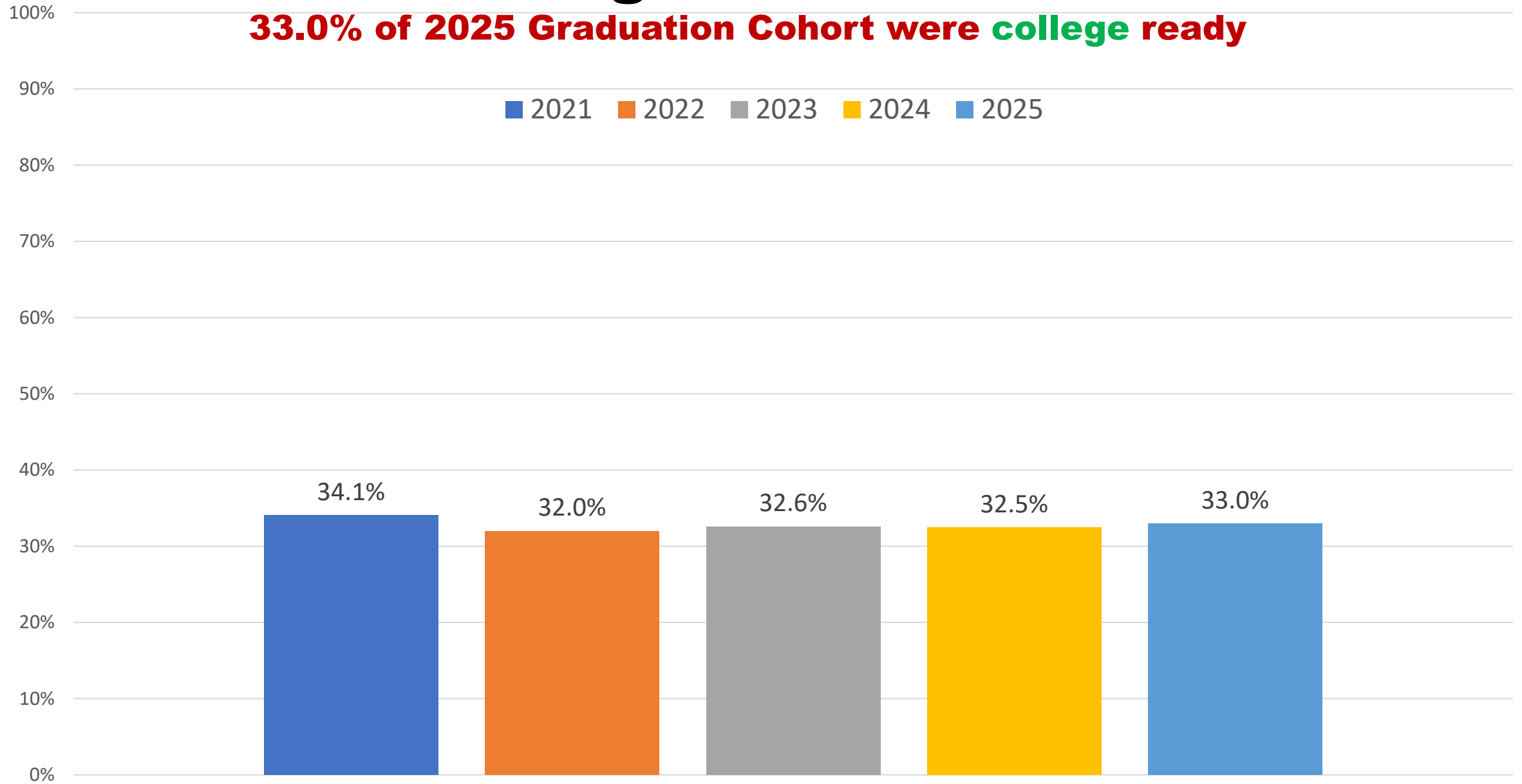


2025 Graduation Rate vs. College and Career Readiness



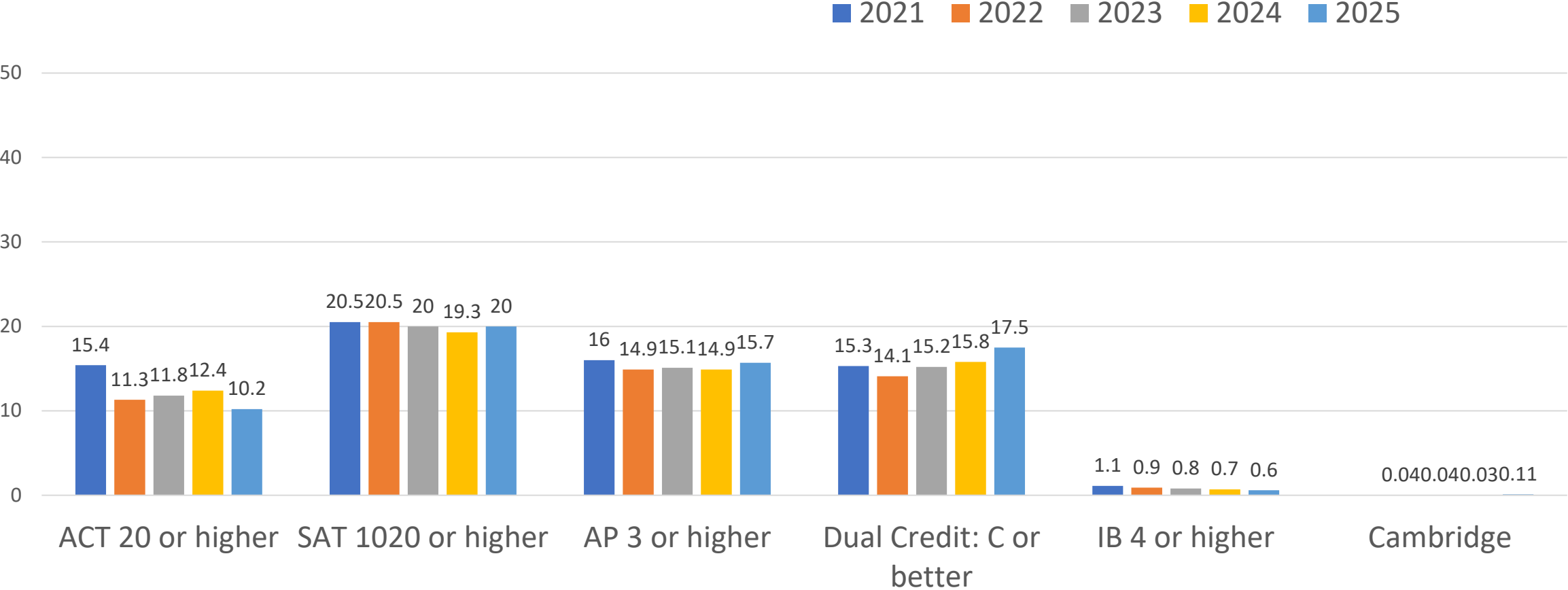
College Readiness

33.0% of 2025 Graduation Cohort were college ready



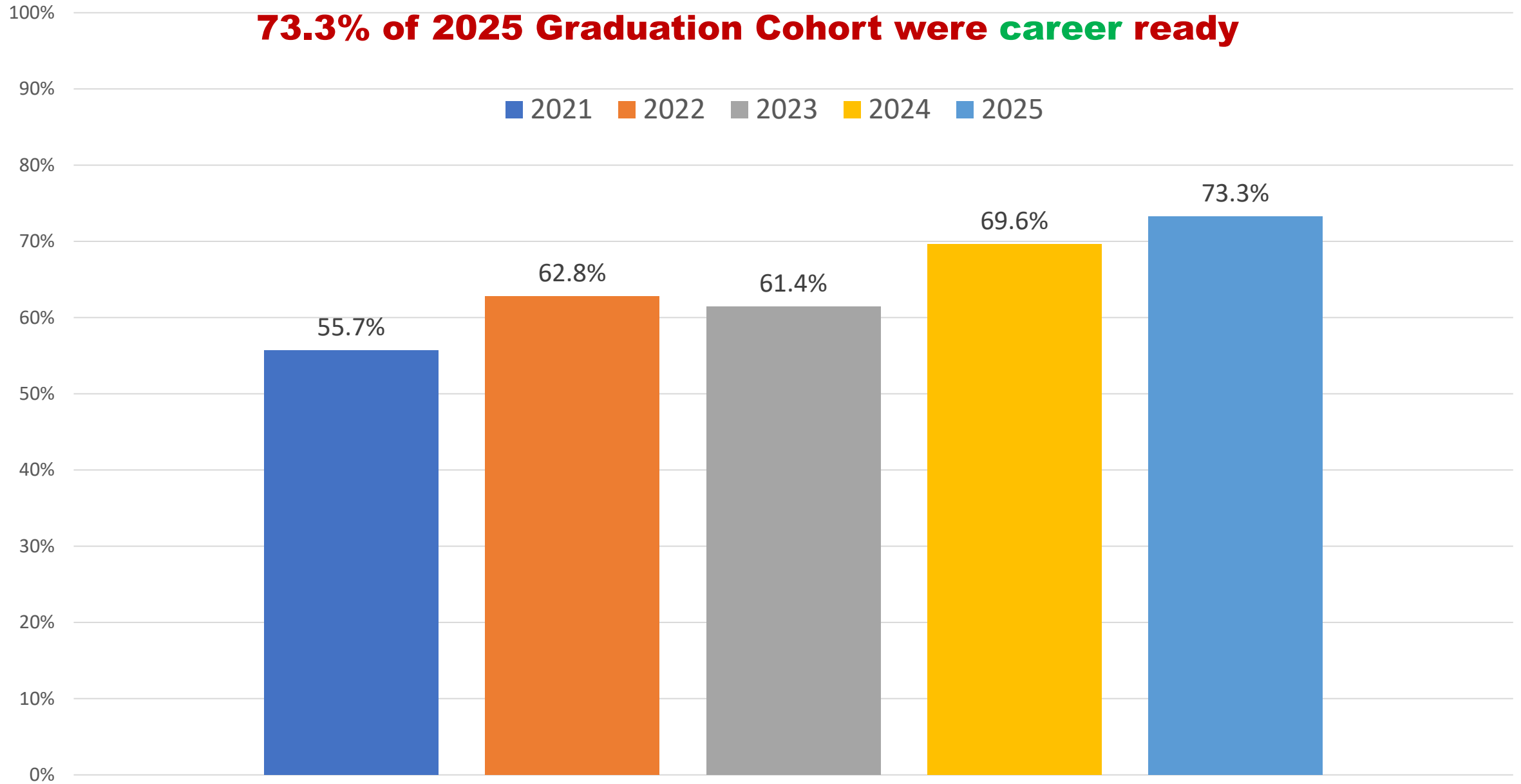
College Readiness Detail

2021-2025



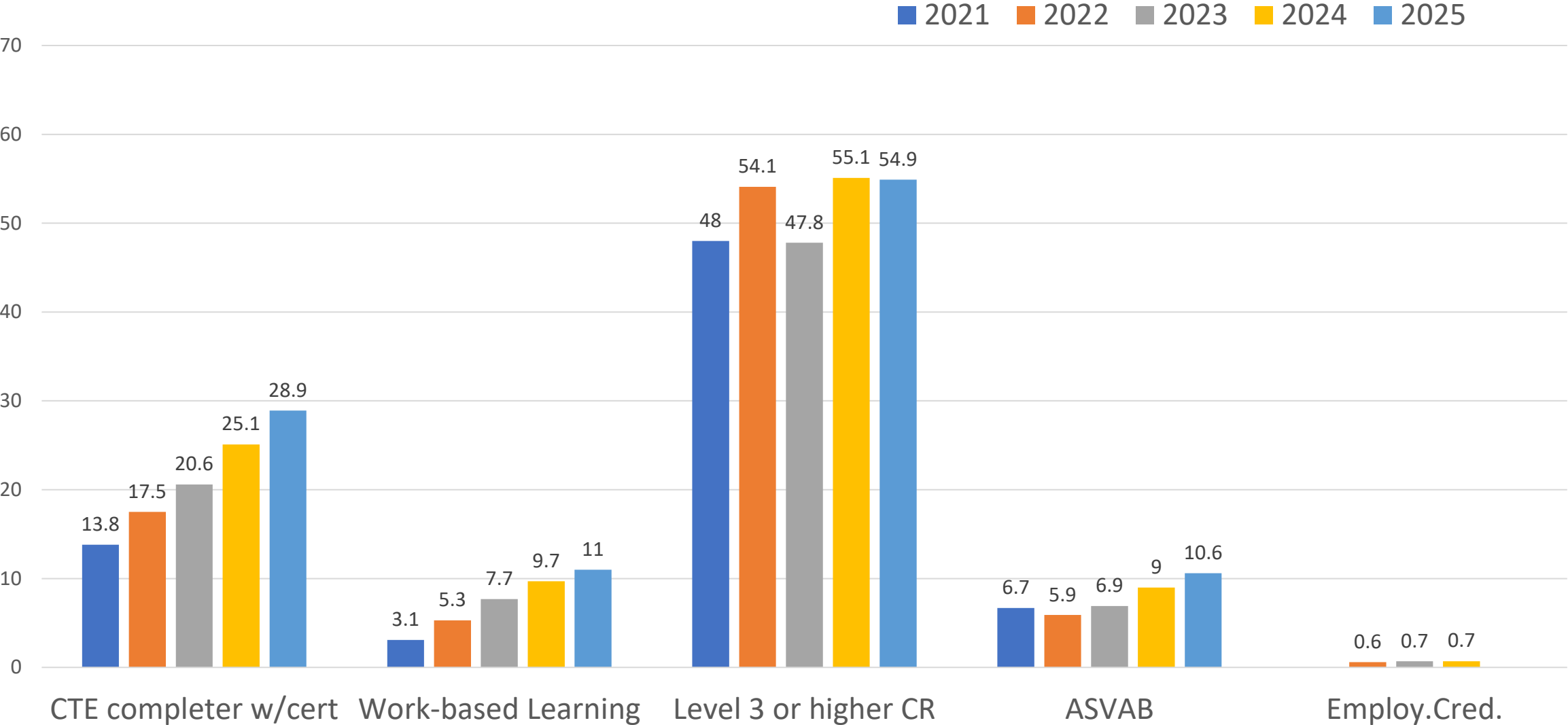
Career Readiness

73.3% of 2025 Graduation Cohort were career ready

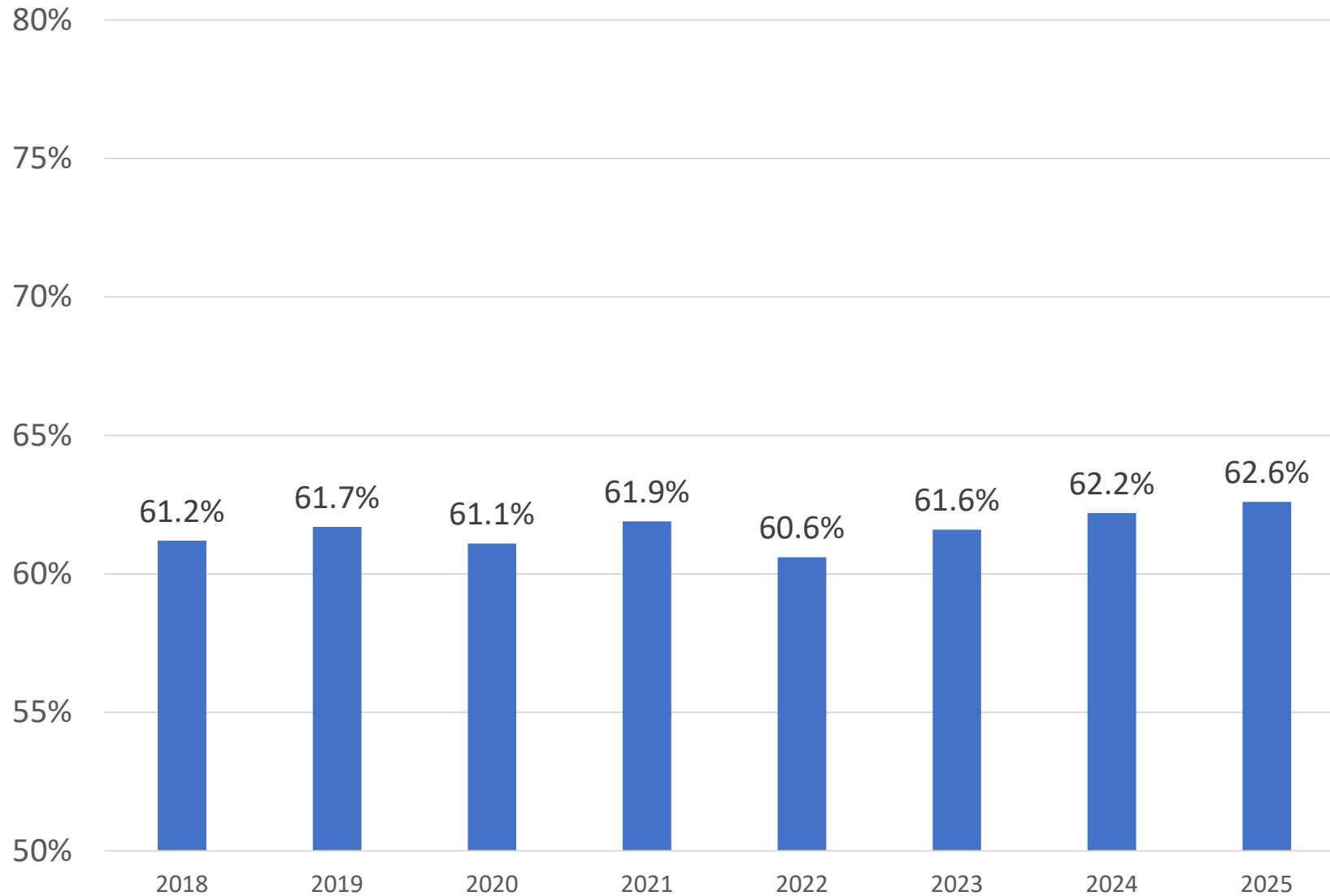


Career Readiness Detail

2021-2025



Statewide Average Poverty Index, 2018-2025



Information Item: CTE Data Project Update

Dana Yow, EOC Executive Director



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transformSC

Innovate Education, Transform Futures

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CTE Data Project

Building Collaboration for a Stronger Workforce



State Perspective:

Workforce Development

S.C. Code Section 41-30-110, the new laws seek to:

- “**coordinate, align, and enhance** all publicly funded workforce development services and centralize oversight ...
- to enhance **accountability**, enhance **transparency**, and promote a **customer-centric** workforce system.”
- The goal is to produce a workforce system that is “**easy to access, highly effective, and simple to understand.**”

33

Source: 2024 Annual Report of Coordinating Council on Workforce Development

State Perspective:

Unified State Plan

Goal: Increase skills and experiences of South Carolinians...to ensure they can progress through the career path of their choice

- Strategy 1: Increase participation in **work-based learning experiences**
- Strategy 2: Increase percentage of labor force holding a **high-value credential**
- Strategy 3: Increase the percentage who, after attaining a credential, **are employed in SC, participating in a year of service in SC or enrolled in additional education**

State Perspective: Unified State Plan Education Metrics

- Percent of public high school students qualifying as college and/or career ready, including work-based learning
- Percent who, during the second quarter after receiving a high school diploma, have moved onto full-time employment, postsecondary education or year of service
- Percent of higher education credentials that are a high-value credential as defined by the Coordinating Council
- Percent in higher education completing a work-based learning program
- Percent who, during the second quarter after receiving their last high-value credential or completing a year of service, now have gained full-time employment

State Perspective:

Stackable Credential System

- Purpose is to organize earned credentials with real employment value, aligning them with labor market demands and workforce priorities.
- Project partners include: SC Dept. of Education, EOC, SC Dept. of Employment & Workforce, SC Competes & Southern Regional Education Board (SREB)

State Perspective

Stackable Credential System: Why Transition?

1. Better Workforce Alignment
2. Clearer Credential
Differentiation
3. Support for Stackable
Credentials
4. Stronger Connections Between
Education & Industry

Why CTE Data Project?

Through robust information gathering, increase knowledge about career technical education in S.C. for:

- Students and families
- Educators
- Business and industry
- State leaders



SECTION 59-18-920. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, **shall develop a report card for career and technology schools.**

What are the Questions?

CTE Alignment

- Are the state's CTE offerings aligned with and supportive of the education and skill needs of employers across the state?
- What career pathways are supported by each district CTE program or center?

Innovative Practices

- What accelerated learning opportunities (certifications, dual enrollment, work-based learning) are CTE students engaged in?
- How do district CTE programs or centers teach work-ready (durable or employability) skills?
- What CTE approaches make learning relevant and applicable to students?

Quality of Program

- How do students who participate in CTE perform in high school and in postsecondary environments?
- How do CTE students attain credentials after high school?
- How do CTE students fare in the workforce after they attain secondary and postsecondary education?

Timeline

June 2025

- Research questions
- Literature review
- Exemplars

Aug 2025

- Survey development
- Leadership working group discussions

Oct 2025

- Focus groups

Feb 2026

- Final report to EOC with proposed metrics

Adjournment



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