SC Education Oversight
ASA Subcommittee Meeting

September 15, 2025

SC EDUCATION
OVERSIGHT COMMITTEE
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Welcome & Approval of ASA Subcommittee Minutes

May 19, 2025

Dr. Patty Tate, ASA subcommittee chair

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Information Item:

Cyclical Review of the Accountability System Update

Dana Yow, EOC Executive Director

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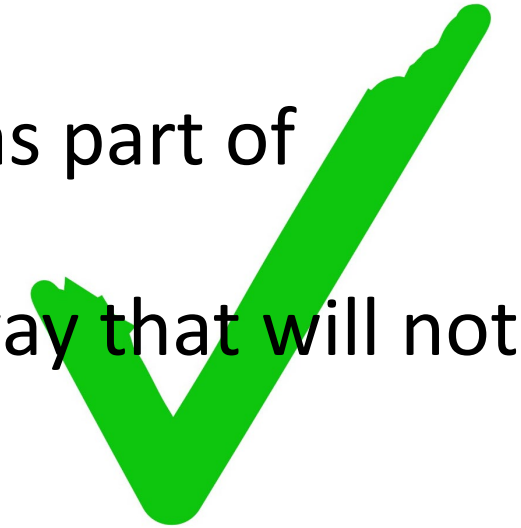
Cyclical Review of Accountability §59-18-910

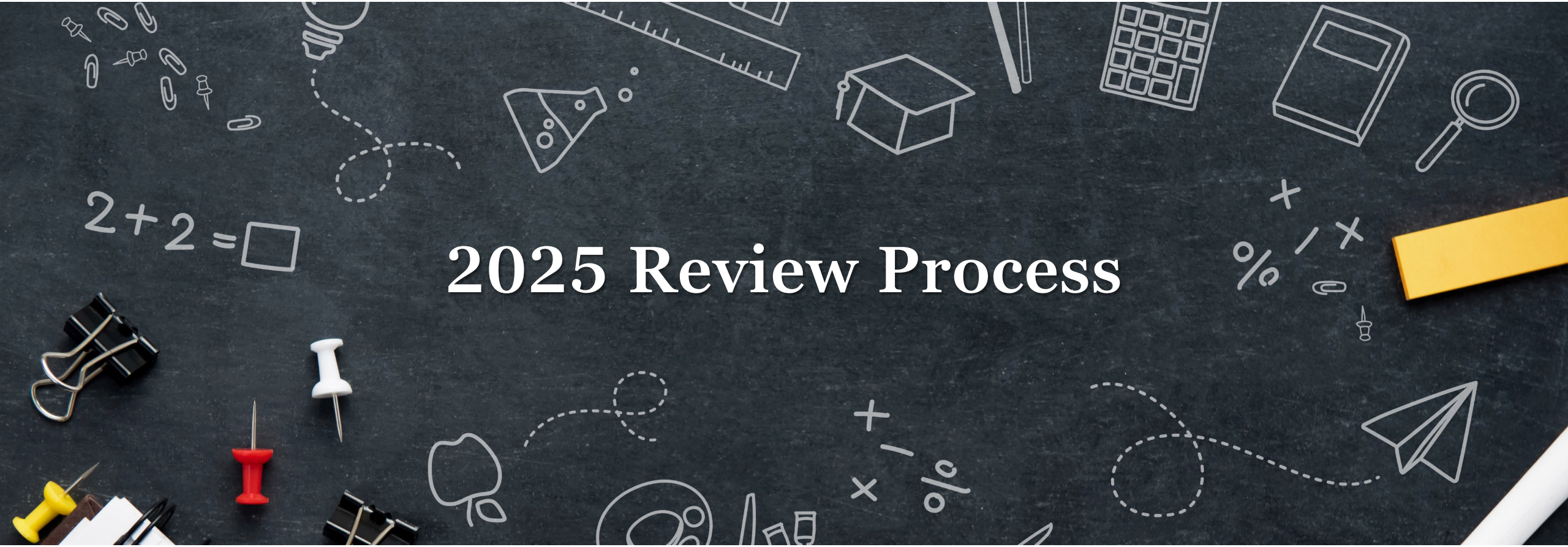
Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, **shall conduct a comprehensive cyclical review of the accountability system** at least **every five years** and shall provide the General Assembly with a report on the findings and recommended actions **to improve the accountability system** and to **accelerate improvements** in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics.

Recommendations from 2020 Review

- Include High School Employability Credential as part of career-readiness
- Include 5-year graduation rate inclusion in a way that will not decrease accountability scoring for schools



- Evaluate alternatives to through-course assessment
- Social sciences, especially citizenship, need to be addressed through additional measures in each grade
- Research alternatives for developing academic and other measures for students in K-2



2025 Review Process

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EOC, SCDE, and CFA staff

Name	Affiliation
Kristi Austin	Director of Assessment and Standards, South Carolina Department of Education
Wyatt Cothran	Data Collection Team Lead, SC Department of Education
Abbey Duggins	Deputy Superintendent, South Carolina Department of Education
Crystal Garcia	Director of Operations, SC Education Oversight Committee
Rebecca M. Gunnlaugsson	Chief of Staff, South Carolina Department of Education
Vann Holden	Chief Research Officer, South Carolina Department of Education
Dan Ralyea	Director, Office of Research and Data Analysis, SC Department of Education
Ellen Weaver	Superintendent of Education
Tenell Felder	Communications Manager, SC Education Oversight Committee
Matthew Lavery	Deputy Director, SC Education Oversight Committee
Dana Yow	Executive Director, Education Oversight Committee
Chris Domaleski	Center for Assessment
Laura Pinsonneault	Center for Assessment

Advisory Committee Members

Name	Affiliation
Melanie Barton	Deputy Chief of Staff, Senior Education Advisor, Office of the South Carolina Governor
Whitney Broderick	Classroom Teachers, Anderson 1
Jennifer Cauthen	Director of Special Projects, Fairfield County School District
Michelle Caya	Asst. VP of Academic Programs, Trident Technical College
Dee Christopher	Superintendent, Anderson 4
Peter DeLorme	Community Member
Dr. Matthew Ferguson	Superintendent, Darlington County Schools
Janet Graham	School Board Member
Josie Kate Haupfear	Director of Secondary Instruction and Career and Technical Education, Laurens 56
Patrick Kelly	AP U.S. Government and Politics Teacher, Richland School District 2
Celestine Lavan	Executive Director of Elementary Schools
Sallie R. Lee	Former Member of State Board of Education, retired educator
Monique McDaniels	VP of Community and Workforce Development, Goodwill Industries of Upstate/Midlands SC
Laura McKinney	Senior VP of Talent and Workforce Development, Columbia Chamber of Commerce
Ashton Pearson	Executive Director at Midland Business Leadership Group
Buffy Roberts	Associate Superintendent, Office of Accountability, Charleston CSD
Frank Rodriguez	Superintendent, Beaufort County Schools
Terrye Seckinger	Commissioner, SC Commission on Higher Education
Molly Tuck	Interim Director of Research and Evaluation, SC First Steps
Ellen Weaver	SC State Superintendent of Education
Audrey White-Garner	Principal, Hopkins Elementary School

Advisory Committee Purpose

The South Carolina Education Oversight Committee (EOC) is required to conduct a **review of the state school accountability system** at least every five years. The goal is to develop feedback and recommendations to improve the system, while ensuring it complies with federal and state requirements.

The Advisory Committee provides recommendations to the EOC which will be reflected in a final report to the General Assembly.

Timeline

Orientation Meeting
April 14, 2025

Survey and Focused Convenings
May-July 2025

Meeting 1 Remote
August 6, 2025
12:30p-4:30p

Meeting 2 In-Person
August 26, 2025
9:00a-3:30p

Meeting 3 Remote
October 9, 2025
9:00a-1:00p

Meeting 4 In-Person
November 12, 2025
9:00a-3:30p

Meeting 5 In-Person
December 3, 2025
9:00a-3:30p

EOC to Receive Report December 8, 2025

Focused Convenings

High School Experience (*including CCR*)

Awarding Performance

CTE Report Cards*

Multilingual Learners

Public Expectations v. Report Card Ratings

*Processes will occur in tandem with convenings; results not expected to be complete by December 2025 report.

Listening Sessions

- Three virtual sessions led by Rhodes Branding Spring 2025
- 40 attendees representing 26 SC cities
- Parents, educators, community members well represented

Key Takeaways

1. **Stakeholders generally are well aware and make practical use of report cards,** though concerns exist about timeliness, depth, selective communication, and effectiveness in driving improvement.
2. **South Carolina schools are generally perceived to be underperforming** compared to national standards, with notable disparities between rural versus urban or suburban areas. There are pockets of excellence in well-resourced suburban districts.
3. **Stakeholders desire more comprehensive, relevant, and equitable data** in school report cards, including student growth, teacher quality, community context, and long-term outcomes.
4. **There is support for maintaining the current descriptive rating system** (Excellent, Good, Average, etc.) over switching to an A–F grading scale, citing clarity and reduced stigma, but both systems are viewed as effective.
5. **College and career readiness remains a top concern,** with a gap between expectations and the perceived actual preparedness of graduates, particularly for marginalized students.

Statewide Survey

Five waves of outreach were done for the survey

1. Constant Contact was used to distribute survey via:
2. 1 newsletter in May (1,433 people)
3. 2 press releases to school public information officers (102 people)
4. 1 press release to news media, government officials, and Expect More SC subscribers (473 people)
5. School Improvement Council was asked to distribute the survey to parents

- Efforts jointly reached various interest holders: parents, government officials, teachers, school administrators, superintendents, and the general public
- Survey was administered via SurveyMonkey between May 19 and July 4
- Most respondents were part of the school community, White, English-speaking, had many years of experience in the field, and were very familiar with the report card
- A total of 1,621 responses were received.

Top Line Takeaways

1	Many experienced users find ratings too low and very few users find them too high - many say important information is missing
2	Achievement and safety are most important followed by other academic and climate indicators - users want to compare school performance across all indicators
3	Infrequent users are not overtly clear about most technical system and practical use aspects - more transparency is desired
4	Many users asked for clearer explanations and better search functionalities followed by videos/visuals and more outreach
5	Important areas of improvement include support for special populations, increased usability, and rebuilding trust in system

Information Item:
Cyclical Review of the CCR SC Social Studies Standards

Dr. Rainey Knight, Director of Strategic Innovation

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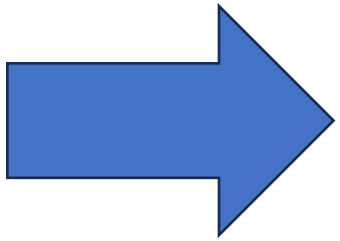
Timeline for Education Oversight Committee (EOC) Social Studies Review



Date	Action Item
February 28, 2025	National Reviewers Finalized
March 5	Letter announcing the process of social studies review to Governor, Ms Barton, President of Senate, Speaker, House Ed Chair, Senate Ed Chair, State Board and EOC Board
March 5	Letter requesting nominations for state social studies committee to House Ed, Senate Ed, State Board, EOC Board, Superintendents, Instructional Leaders, Quincy Moore, District Information Coordinators, School Improvement Councils
March 21	Nominations due to Hope
April 2	Social studies committee determined
April 16, 2025	State Review Committee Finalized
May 5, 2025	National Review Panel materials emailed
July 8, 2025	National Review Panel Conference Call
September 8, 2025	National Review Panel to submit Review Findings
September 22, 2025	Meeting of State Cyclical Review Committee
October 6, 2025	Meeting of State Cyclical Review Committee
October 20, 2025	Meeting (if needed) of State Cyclical Review Committee
November 17, 2025	Social Studies Standards Review Report Presented to EOC Academic and Standards Subcommittee
December 8, 2025	Social Studies Standards Review Report presented to EOC Final Report as approved by EOC forwarded to SCDE

Action Item:
Evaluation of Alternative Instruction Methods Report

Amina Asghar, EOC Data Engineer

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Alternative Instruction Methods Analysis

Amina Asghar

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How do student outcomes vary by instructional method?

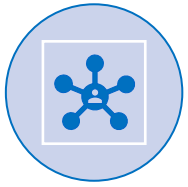
Mandate: Proviso ***1A.66*** directs the EOC to evaluate alternative instructional methods

Purpose: Assess how instructional methods impact student assessment outcomes

Scope: Statewide comparison across all instructional methods

Data: 2023-24 SCREADY (Grades 3-8) and EOCEP (High School) assessments

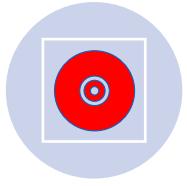
Instruction methods included in analysis



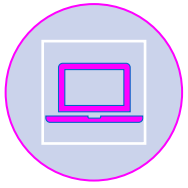
Face-to-Face: Traditional in-person instruction

Virtual SC: Courses via SC Virtual School Program

District Virtual: District-developed online learning

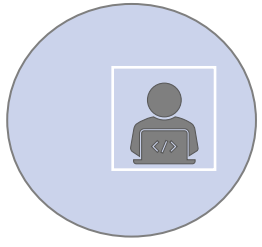


Hybrid: Mix of in-person and virtual formats



Other Virtual: Online methods not fitting other types

Out-of-State Virtual: Instruction from outside SC



Unknown: Instruction method is entered manually, and many records are missing, so students are grouped as “Unknown”

Shown to highlight the significant share of missing data and the need for more accurate reporting

Results are difficult to interpret; no firm conclusions can be drawn about performance

How we analyzed outcomes

EOCEP: Descriptive results and statistical models, adjusted for school, grade level, and term

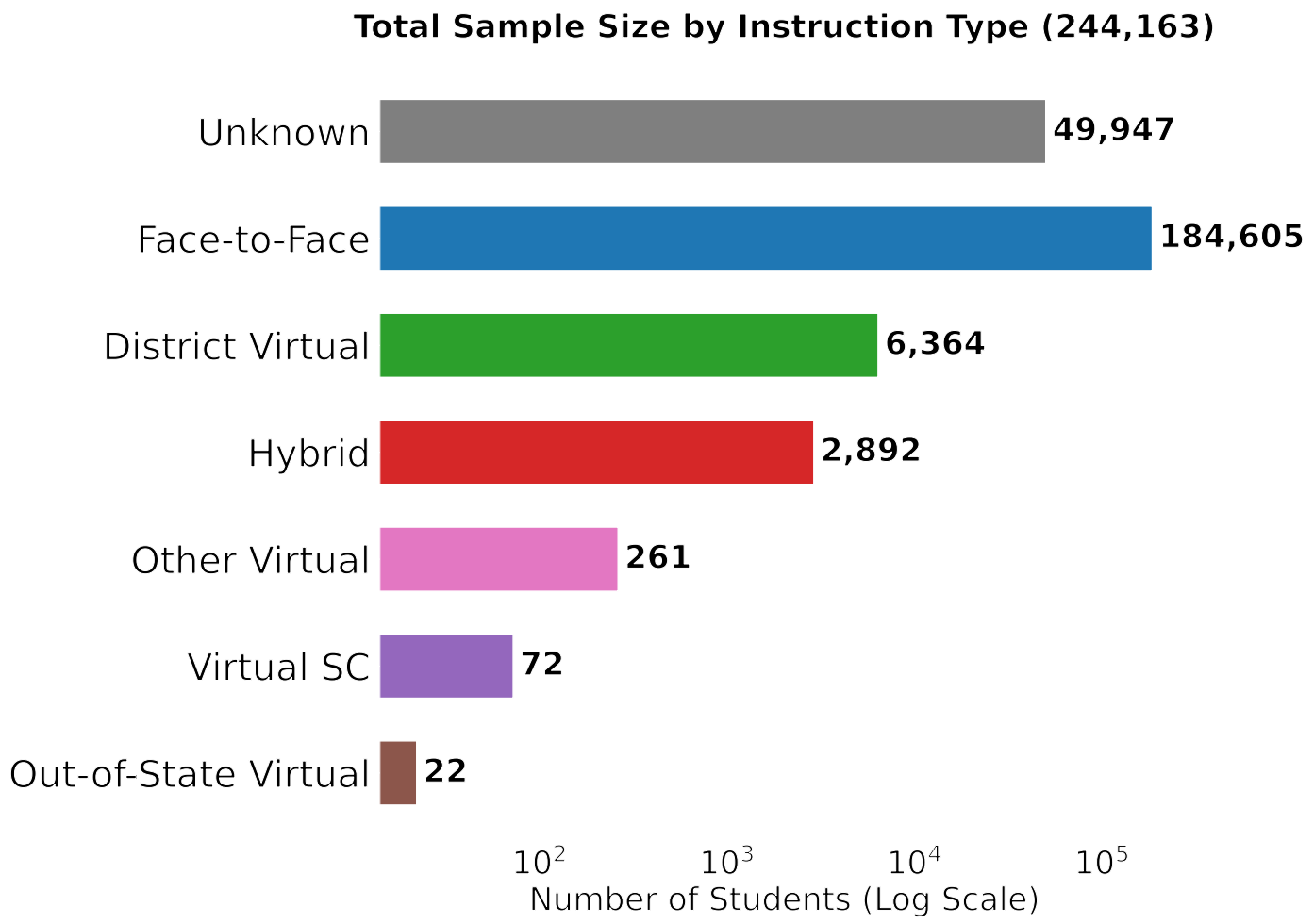
SCREADY: Descriptive results and statistical models, adjusted for prior academic performance

Face-to-Face: Benchmark for all comparisons

Suppression: Sample size < 20 students

Consistent color scheme: Each instructional type assigned a fixed color across all visuals

EOCEP students sample sizes by Instruction type



- Each instructional type uses a consistent color; Face-to-Face is always **blue**
- Chart uses a logarithmic (log) scale on the x-axis, compresses large values (Face-to-Face) and stretches small values (Virtual SC)
- Allows very different sample sizes to be displayed on the same chart without smaller groups disappearing

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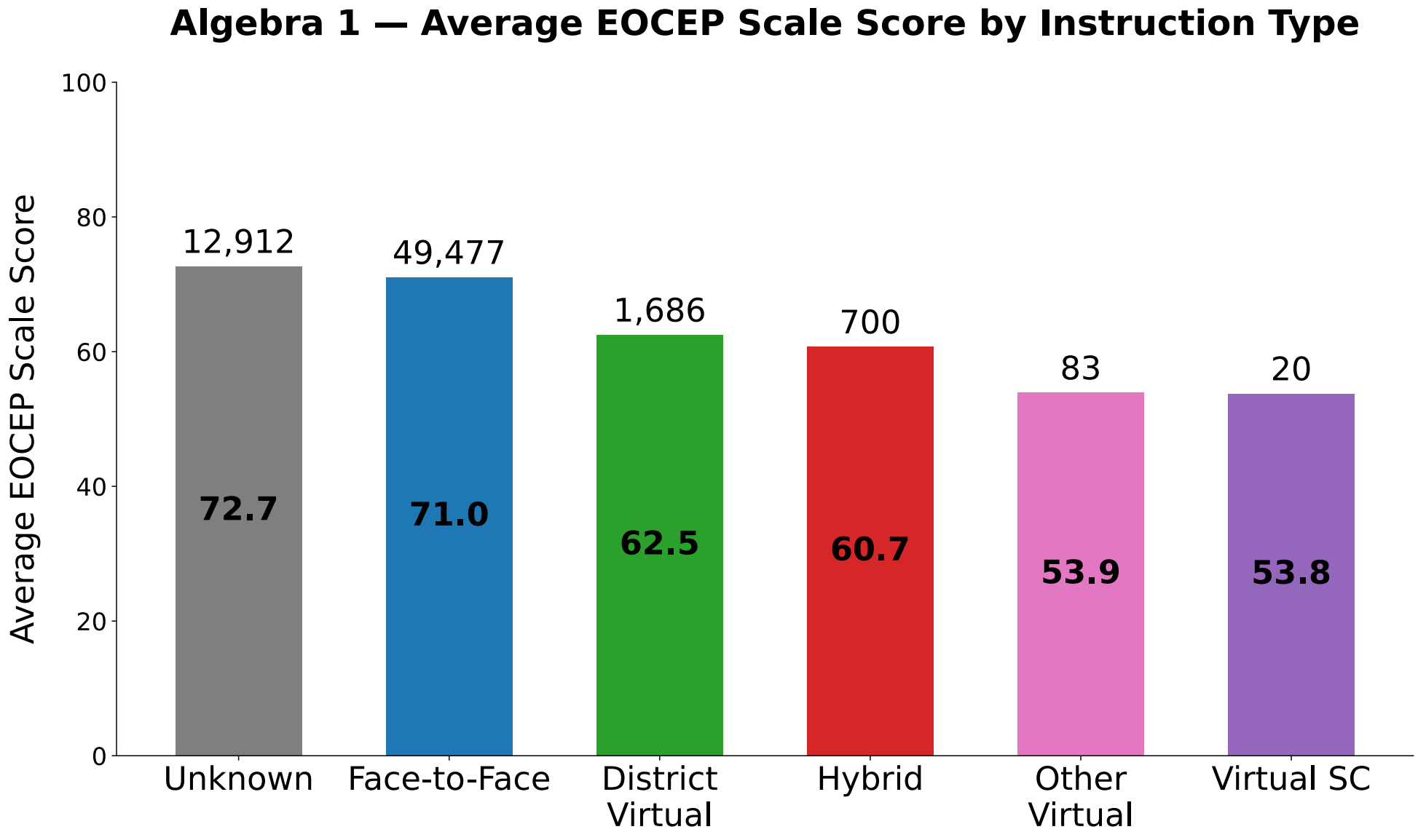
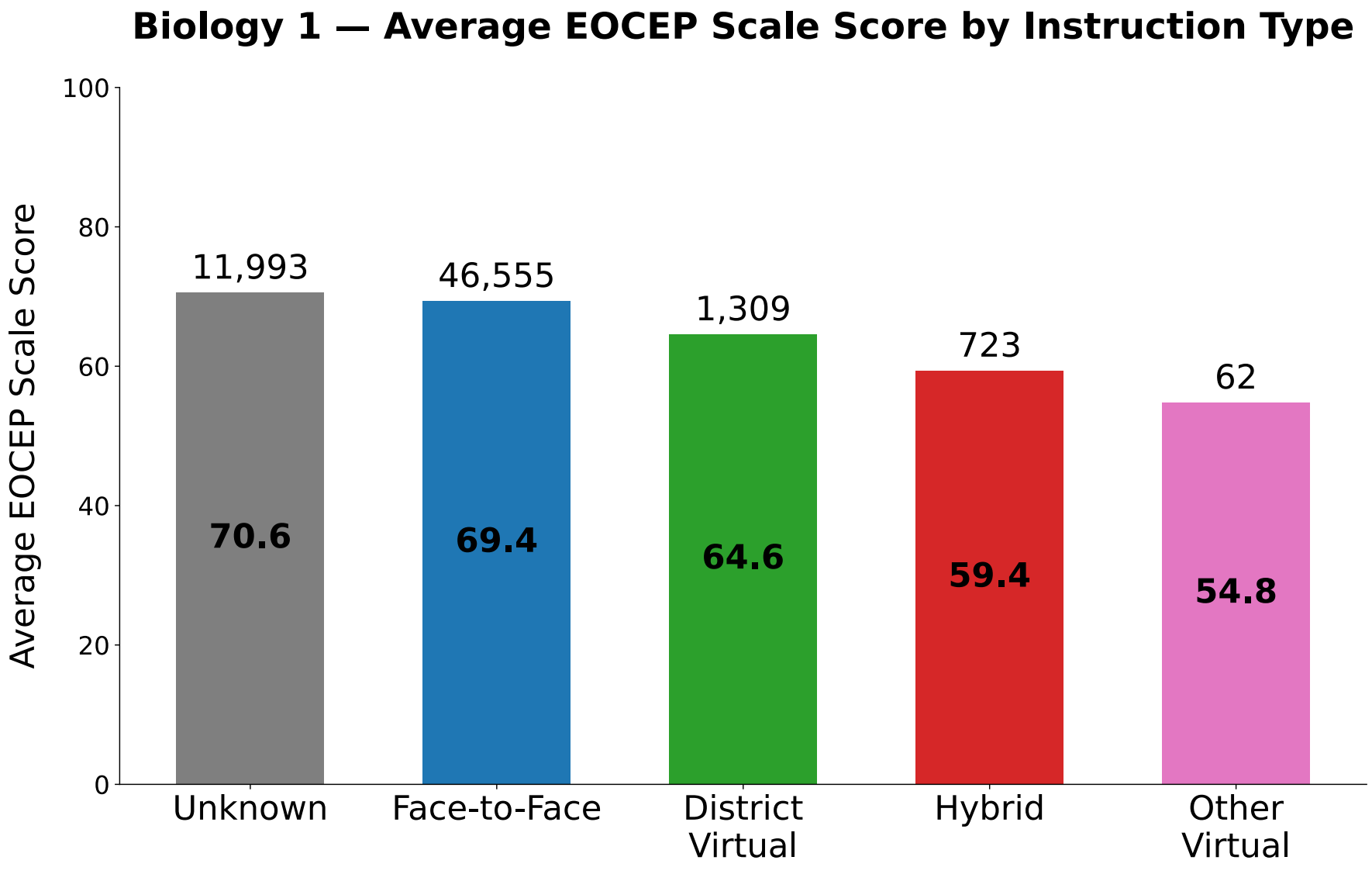
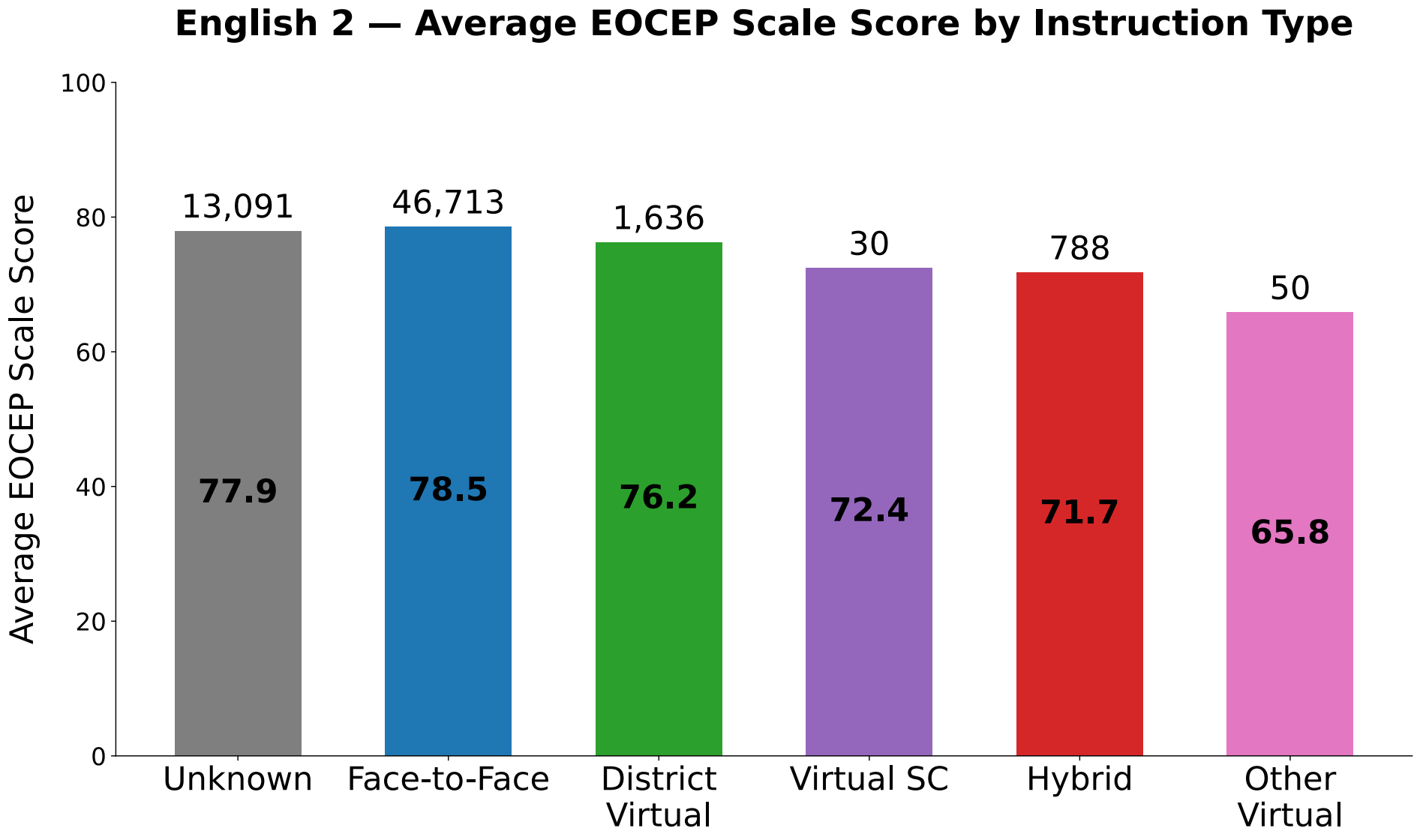
Face-to-Face shows strongest performance among known formats



Face-to-Face shows strongest performance among known formats in Biology 1

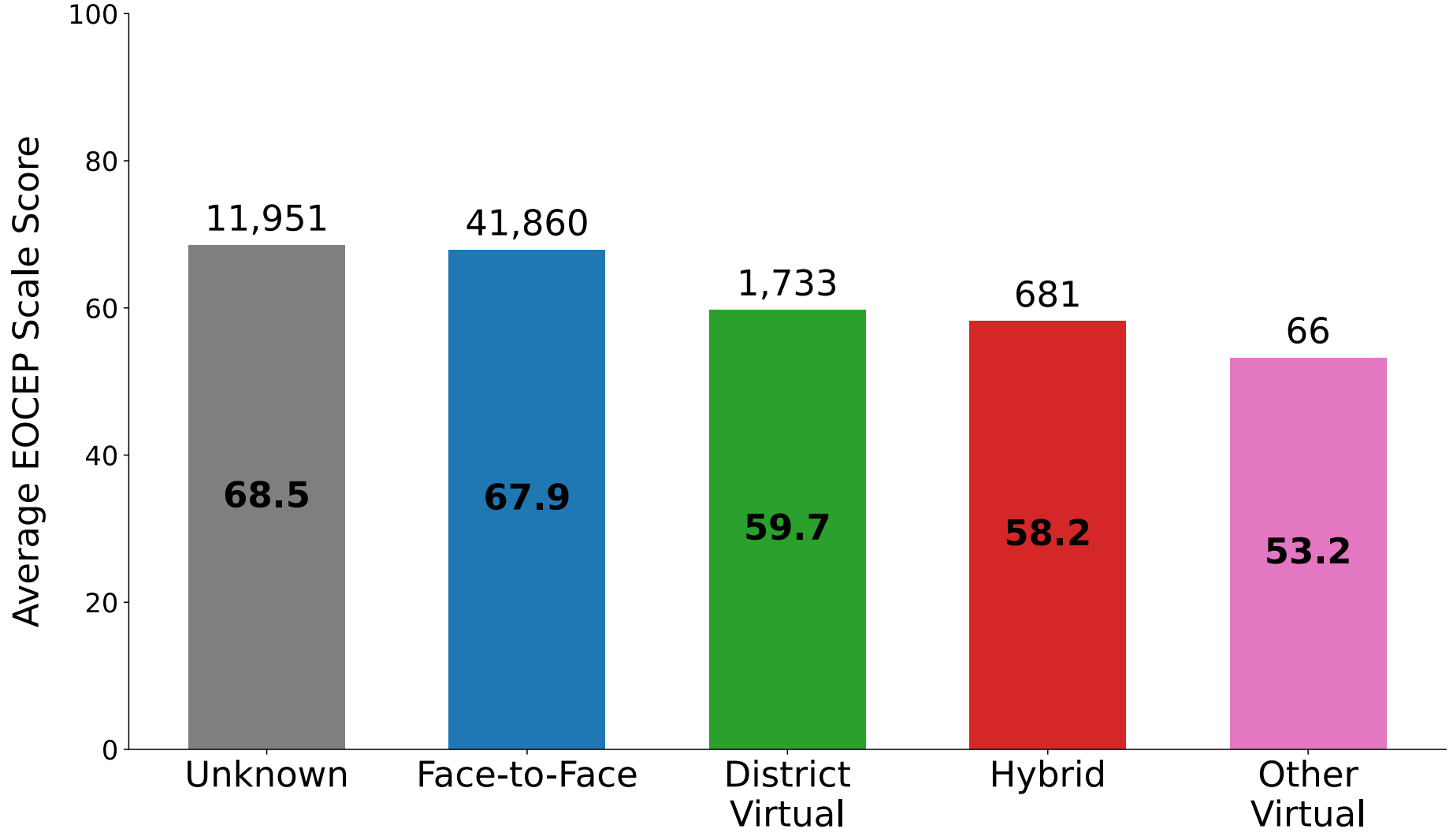


Face-to-Face shows strongest performance among all formats in English 2



Face-to-Face shows strongest performance among known formats in U.S. History

U.S. History & Constitution — Average EOCEP Scale Score by Instruction Type



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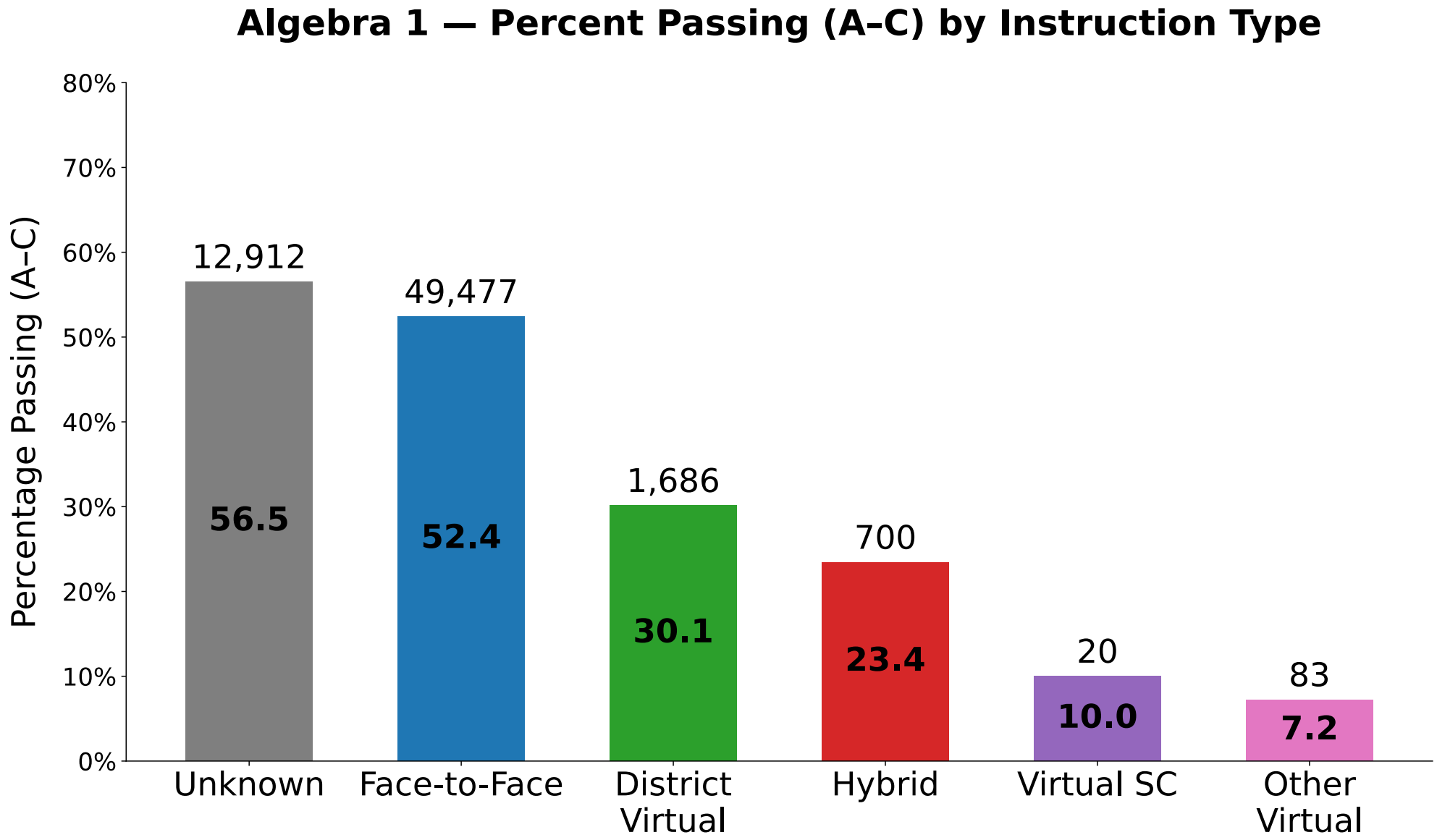

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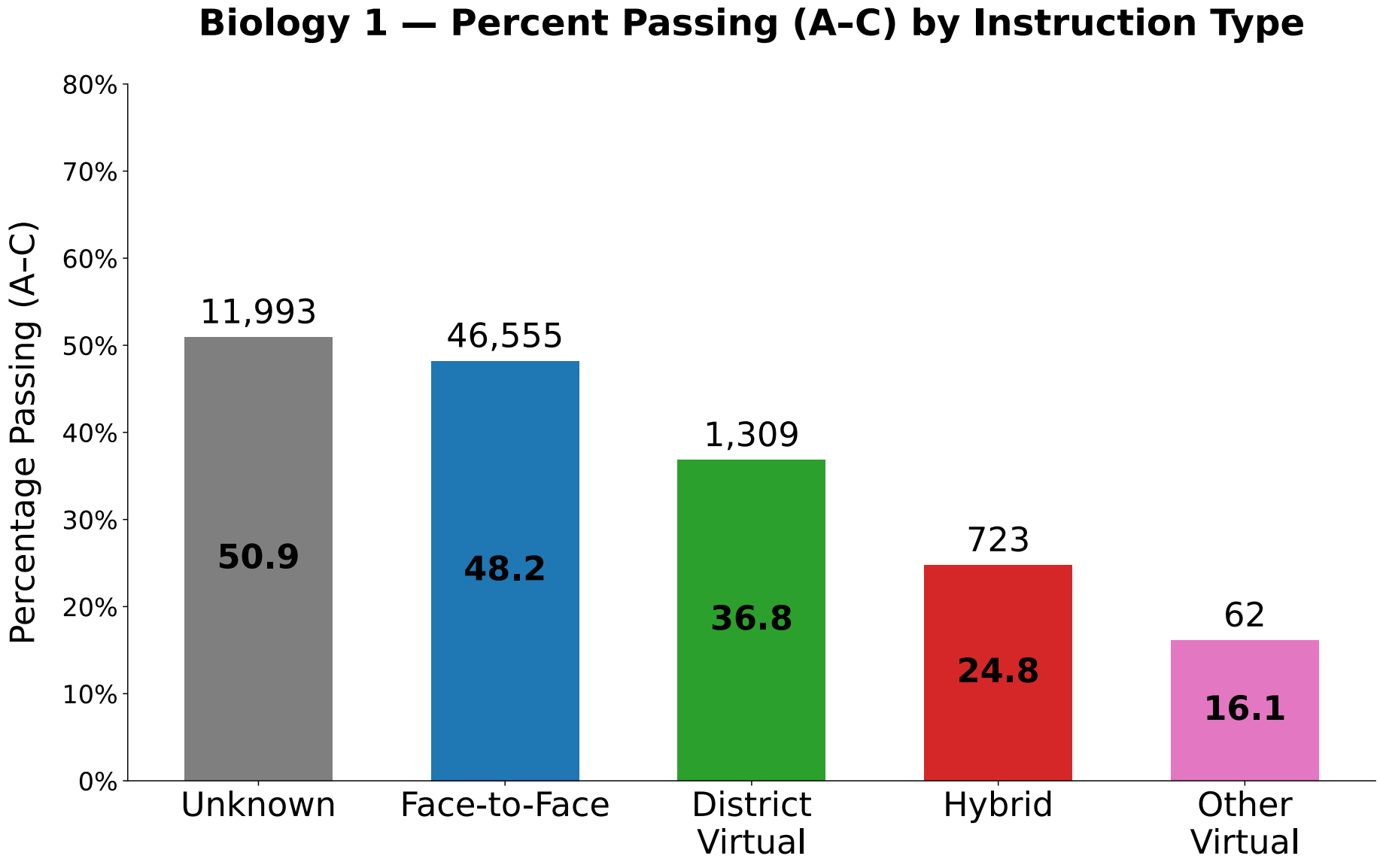

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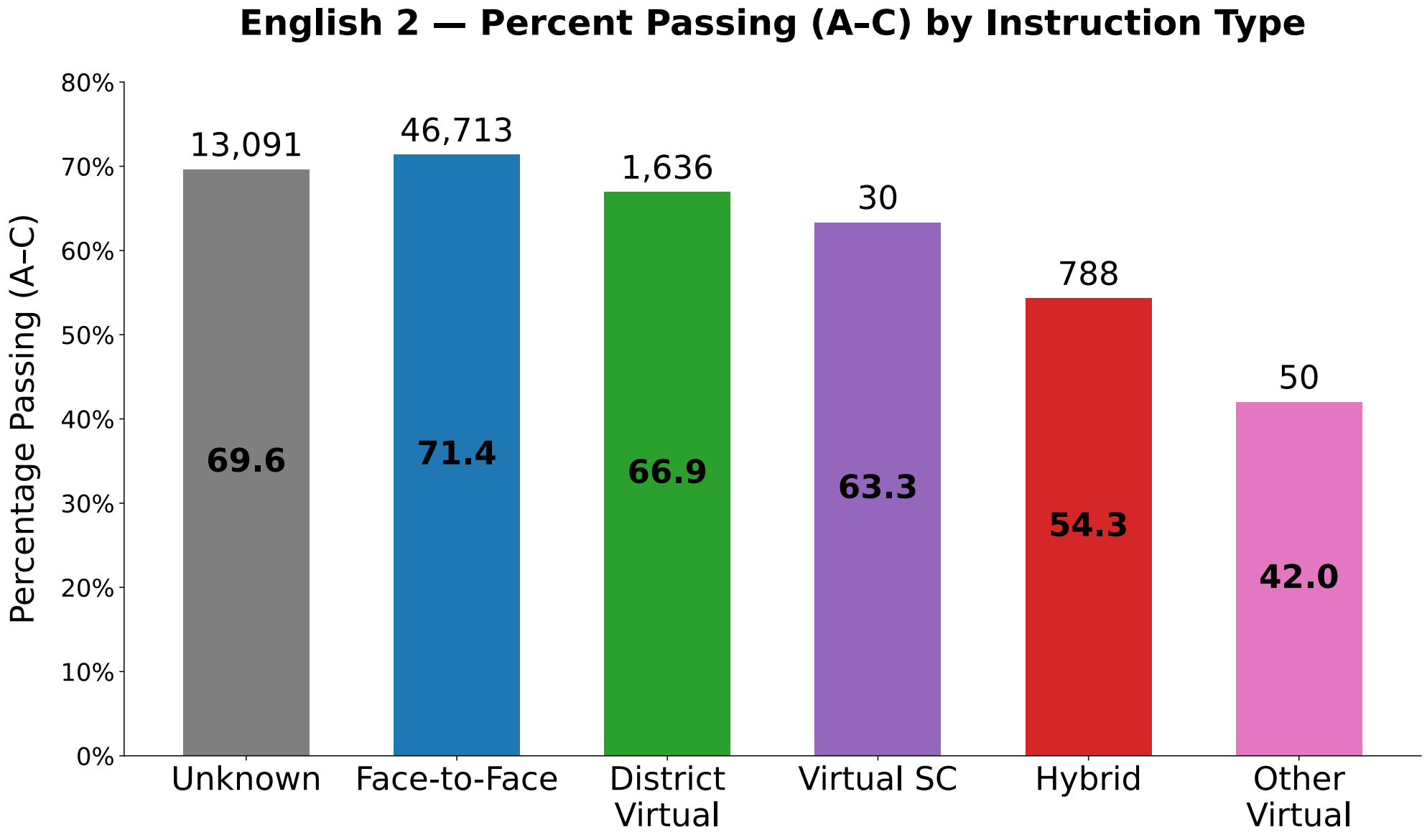
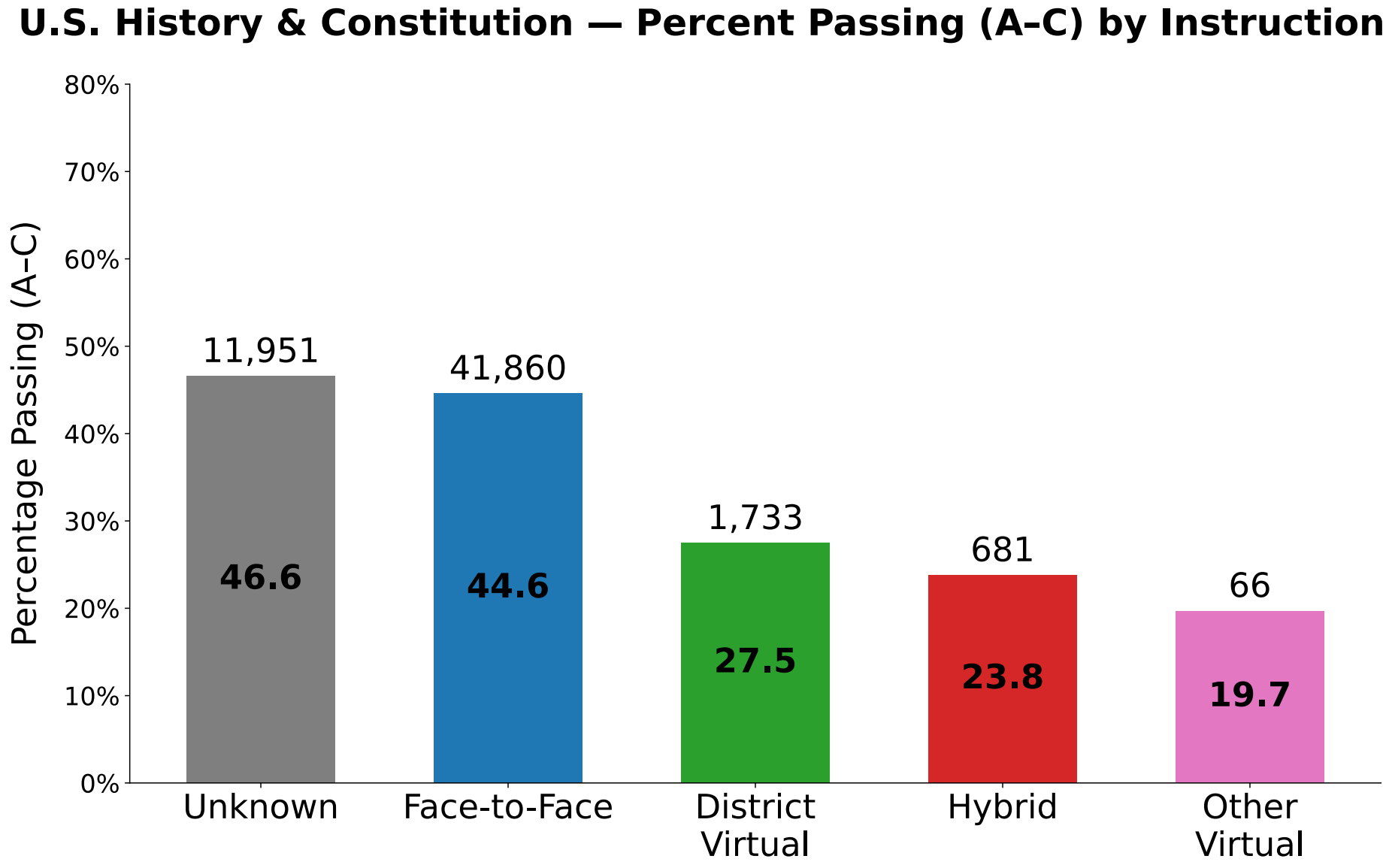


Face-to-Face shows strongest performance among known formats in U.S. History



ANOVA helps confirm if score differences are real, not random

Averages show score differences, don’t confirm if they’re real or chance

ANOVA is a statistical test used to determine whether the average scores across multiple groups are significantly different from each other

Compares all instructional types in a single test, even with unequal group sizes

Tells us if observed score differences are larger than what random variation would explain

If significant, follow-up pairwise tests (e.g., Tukey) identify which groups differ

Results are preliminary and unadjusted (don’t yet account for school, grade, term)

ANOVA shows meaningful score gaps across all EOCEP subjects

EOCEP ANOVA Results

Subject	Significant?	Most Effective	Least Effective
Algebra 1	✅ Yes	Face-to-Face	Virtual SC
English 2	✅ Yes	Face-to-Face	Other Virtual
Biology 1	✅ Yes	Face-to-Face	Other Virtual
U.S. History	✅ Yes	Face-to-Face	Other Virtual

- ❑ “Unknown” students were excluded from this table, though they had the highest scores in some subjects. This group does not represent a defined instructional method. (Algebra 1, Biology 1, U.S. History)

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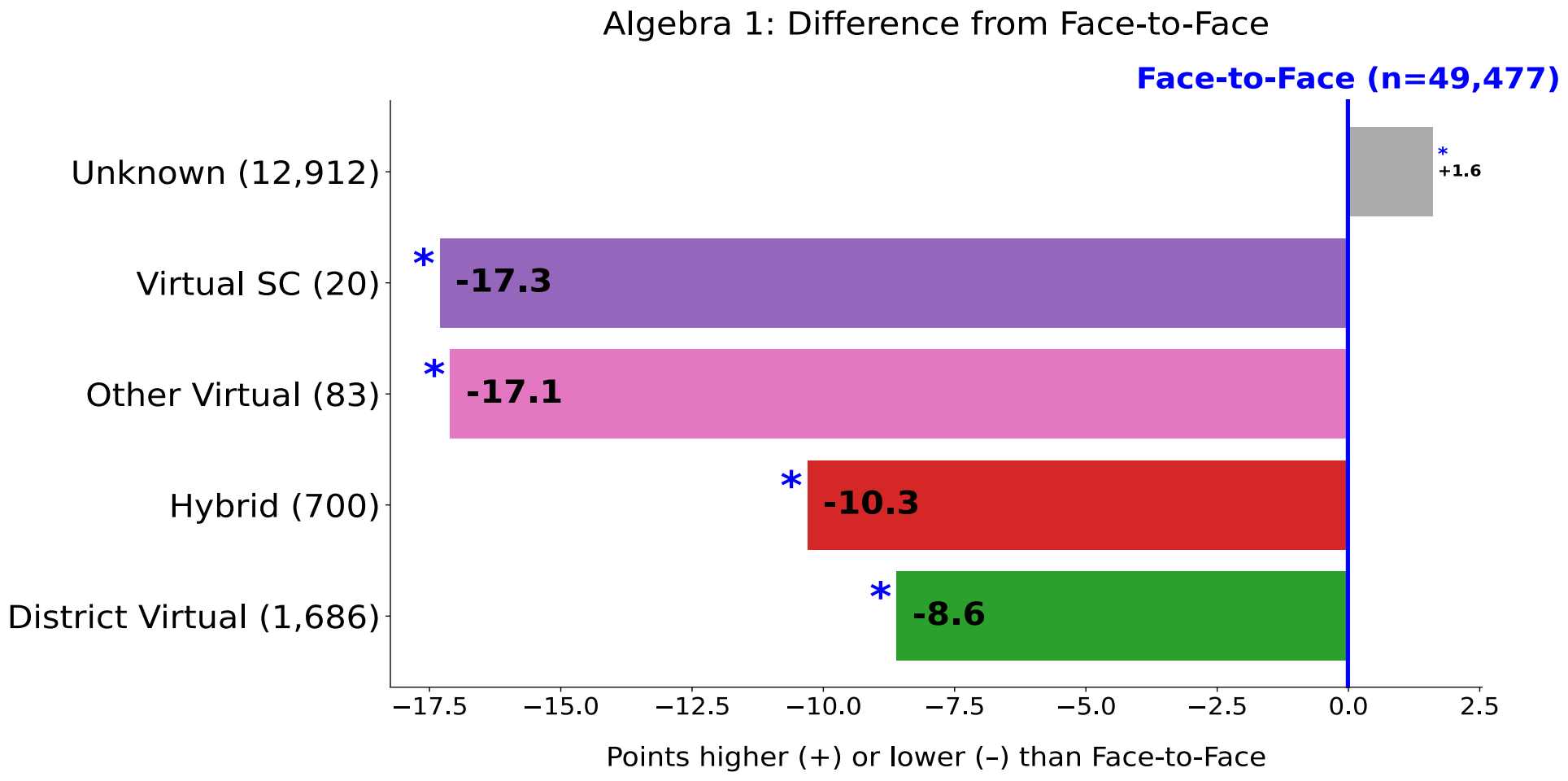

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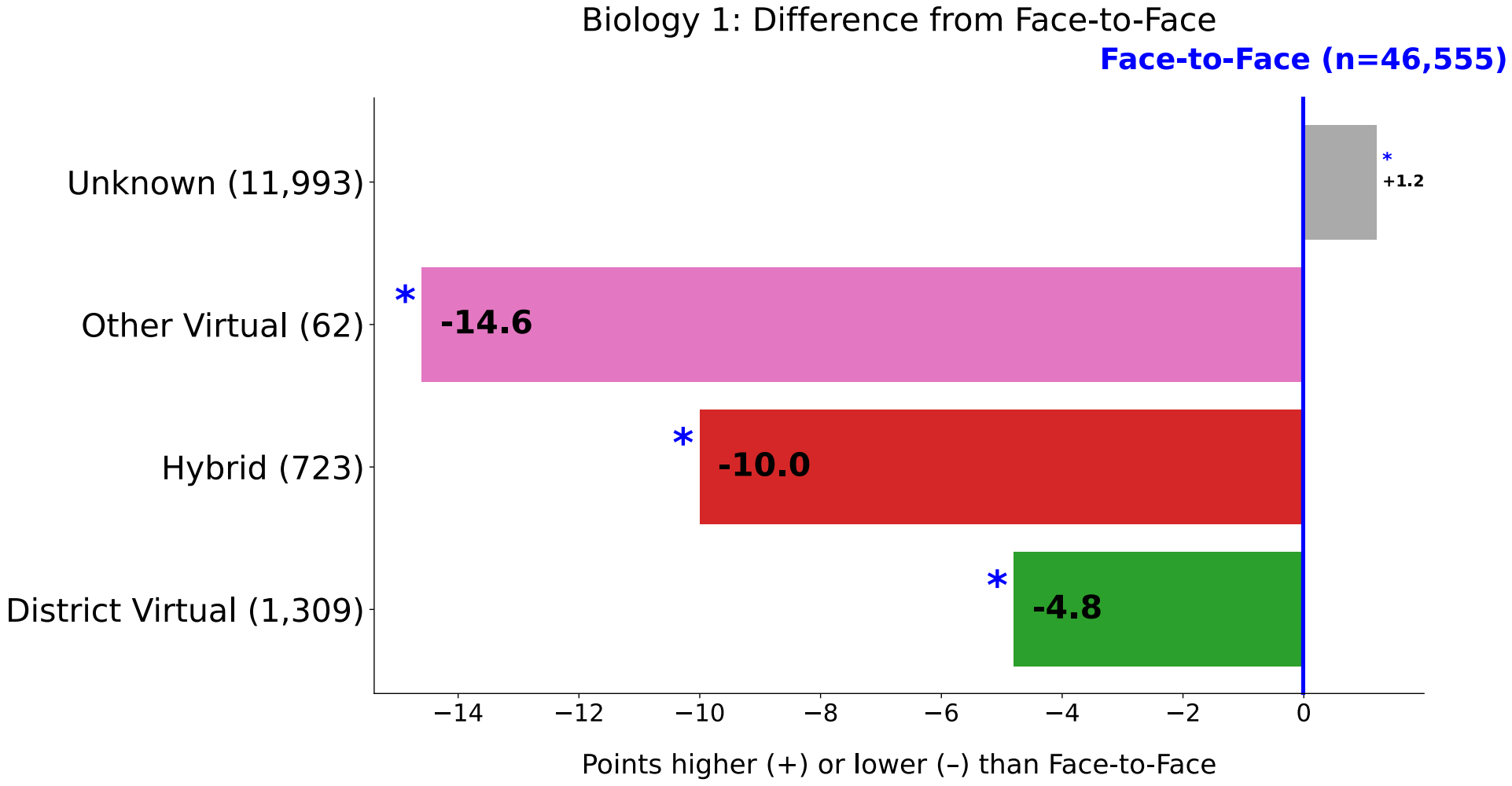

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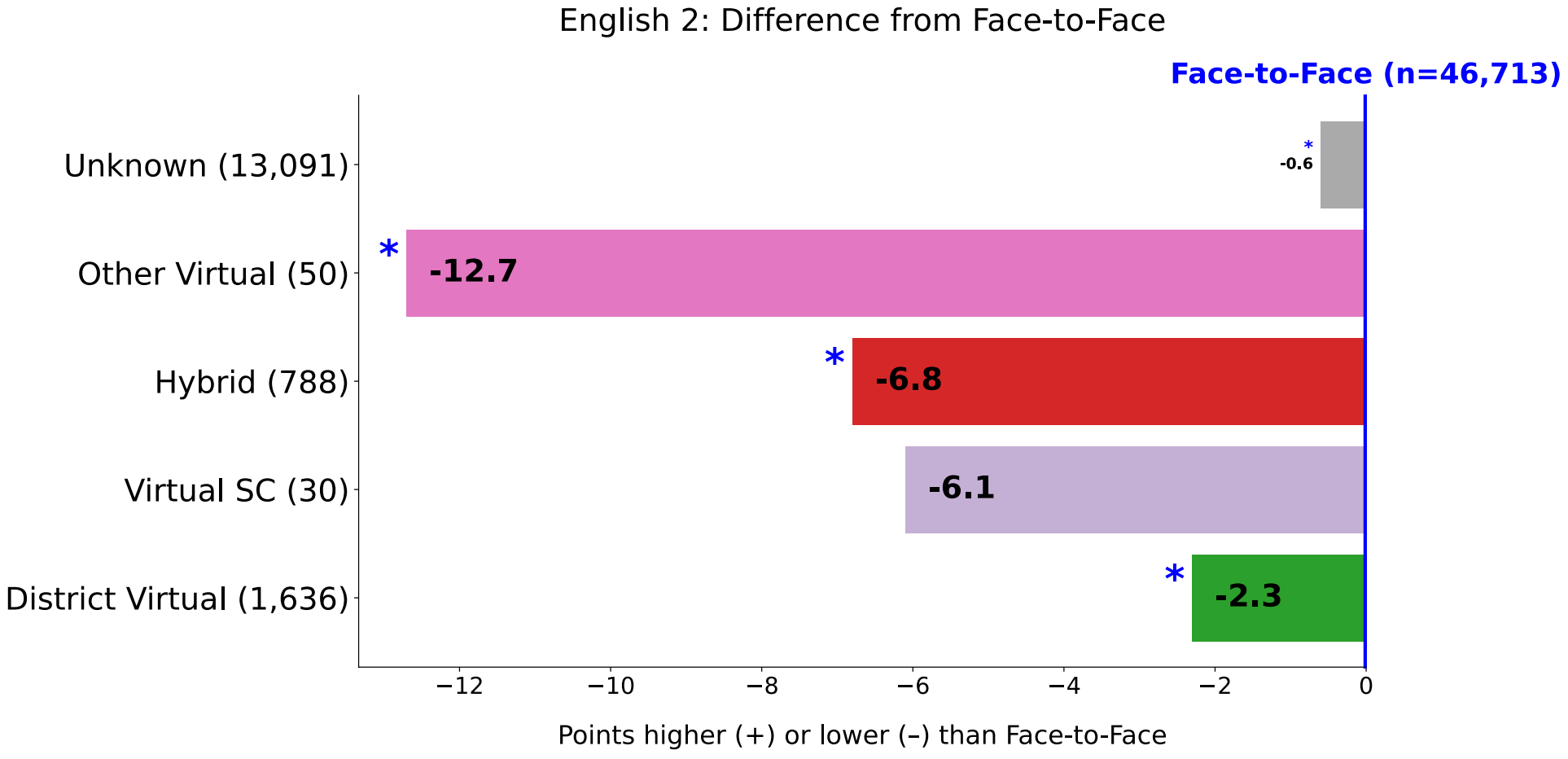

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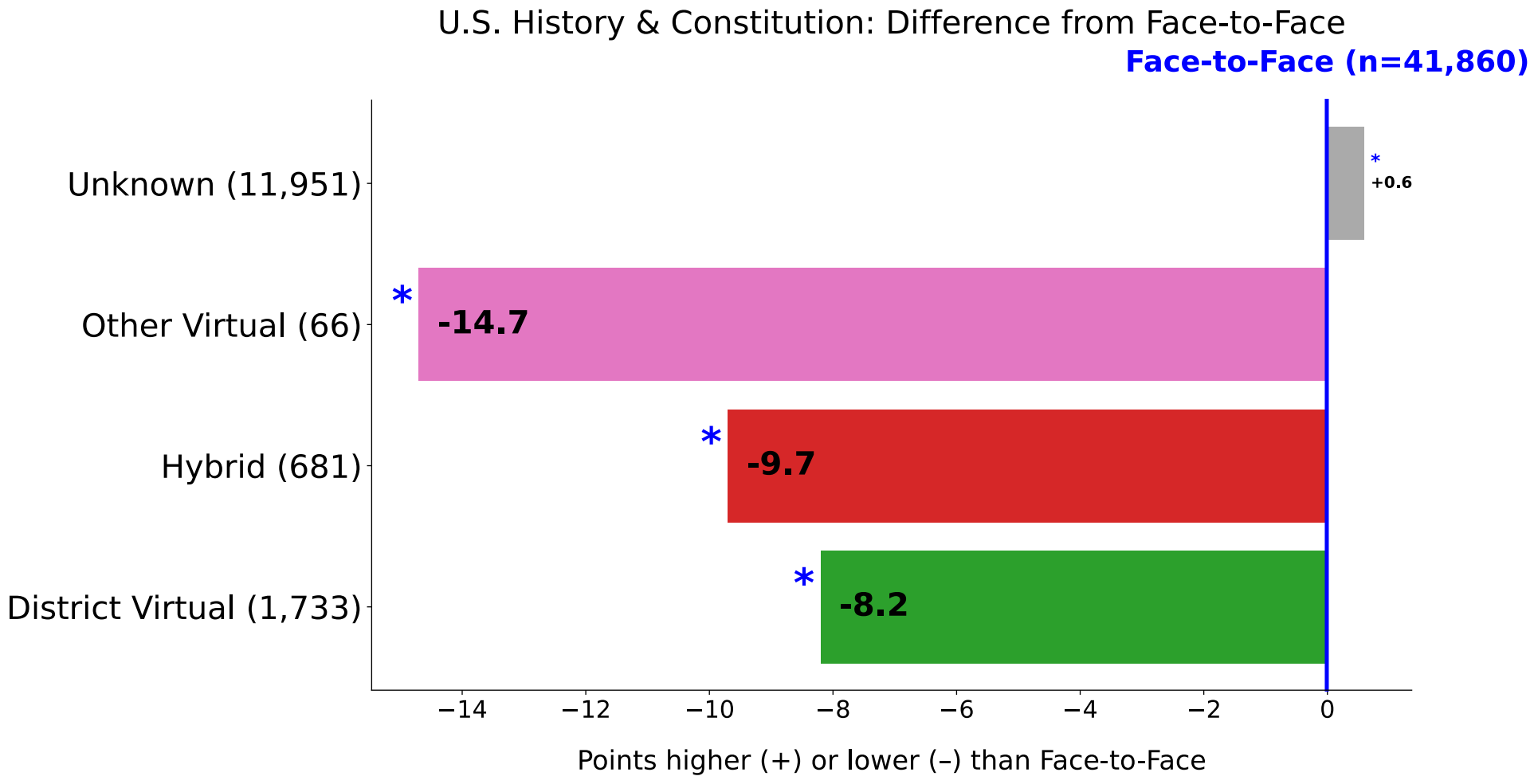

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FE OLS: Isolating the effect of instructional method

FE OLS = Fixed Effects Ordinary Least Squares, a regression method

Adjusts for factors that influence scores but are not the focus of analysis

Adds controls for:

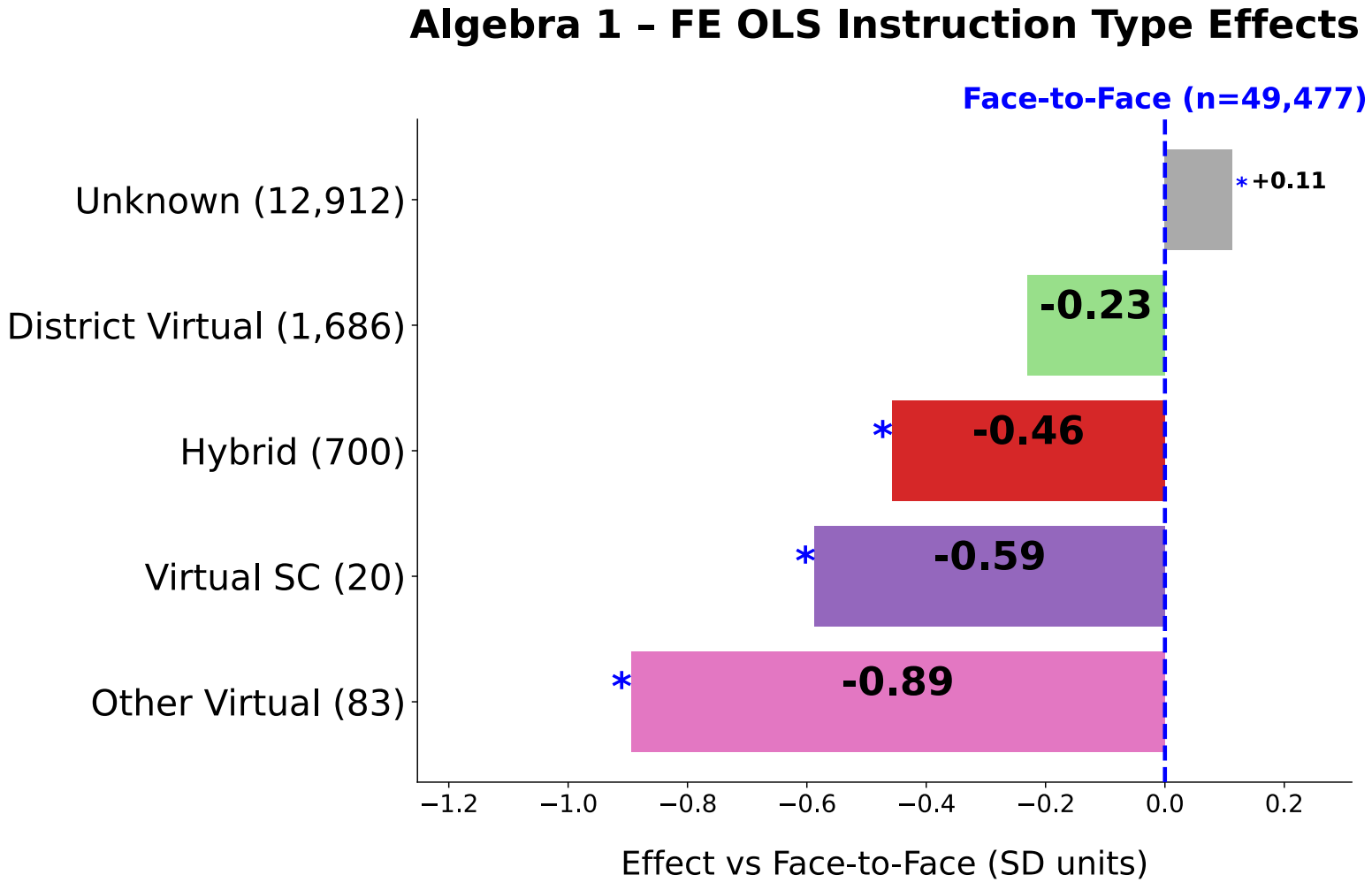
- **School**: accounts for differences across schools
- **Grade**: adjusts for difficulty across grade levels
- **Term**: controls for semester or year effects

Compares students within the same school, grade, and term

Better isolates the effect of instructional method on performance

Reduces bias from structural differences and improves the accuracy of comparisons

Virtual & hybrid formats scored significantly below Face-to-Face



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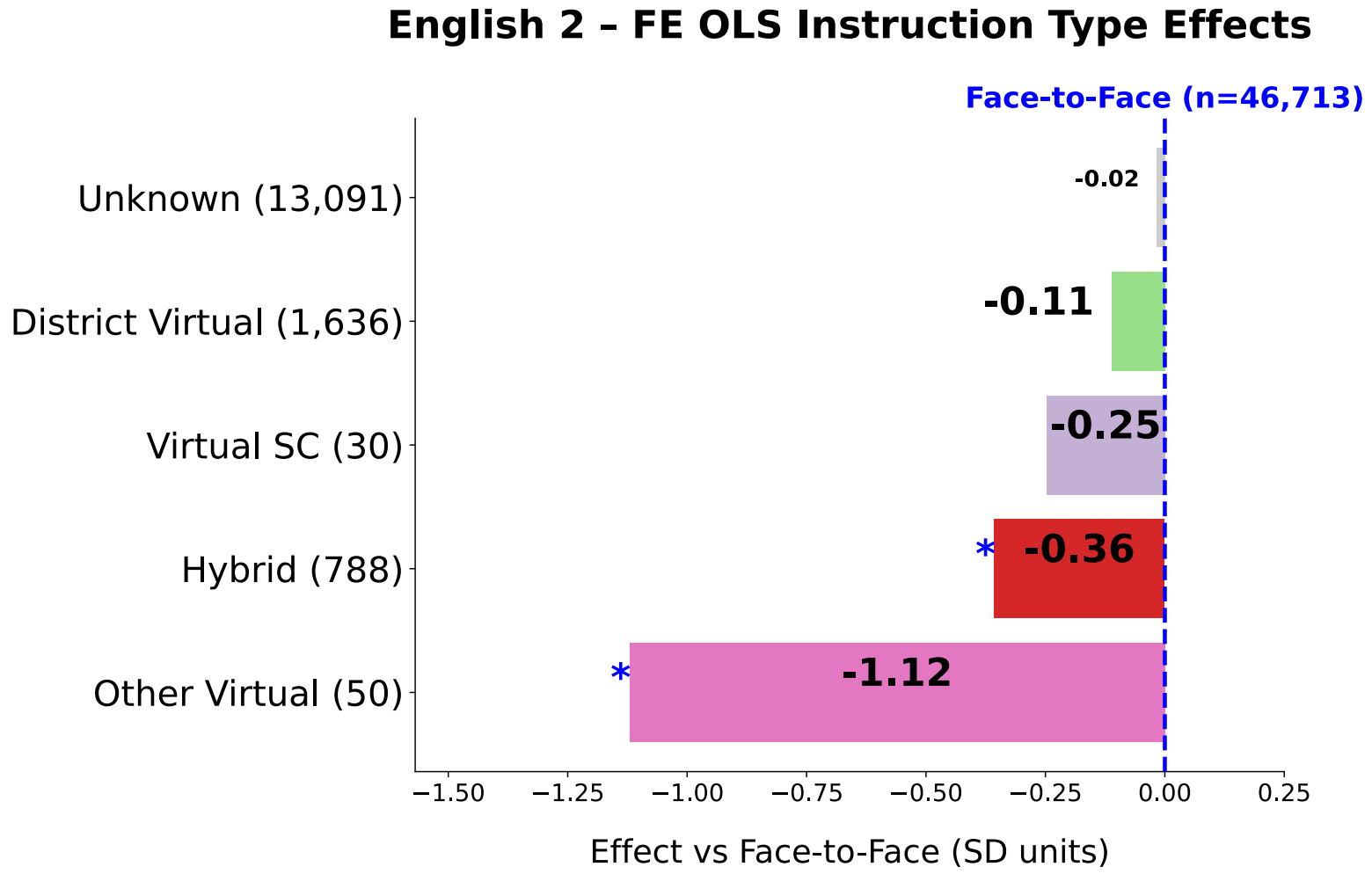

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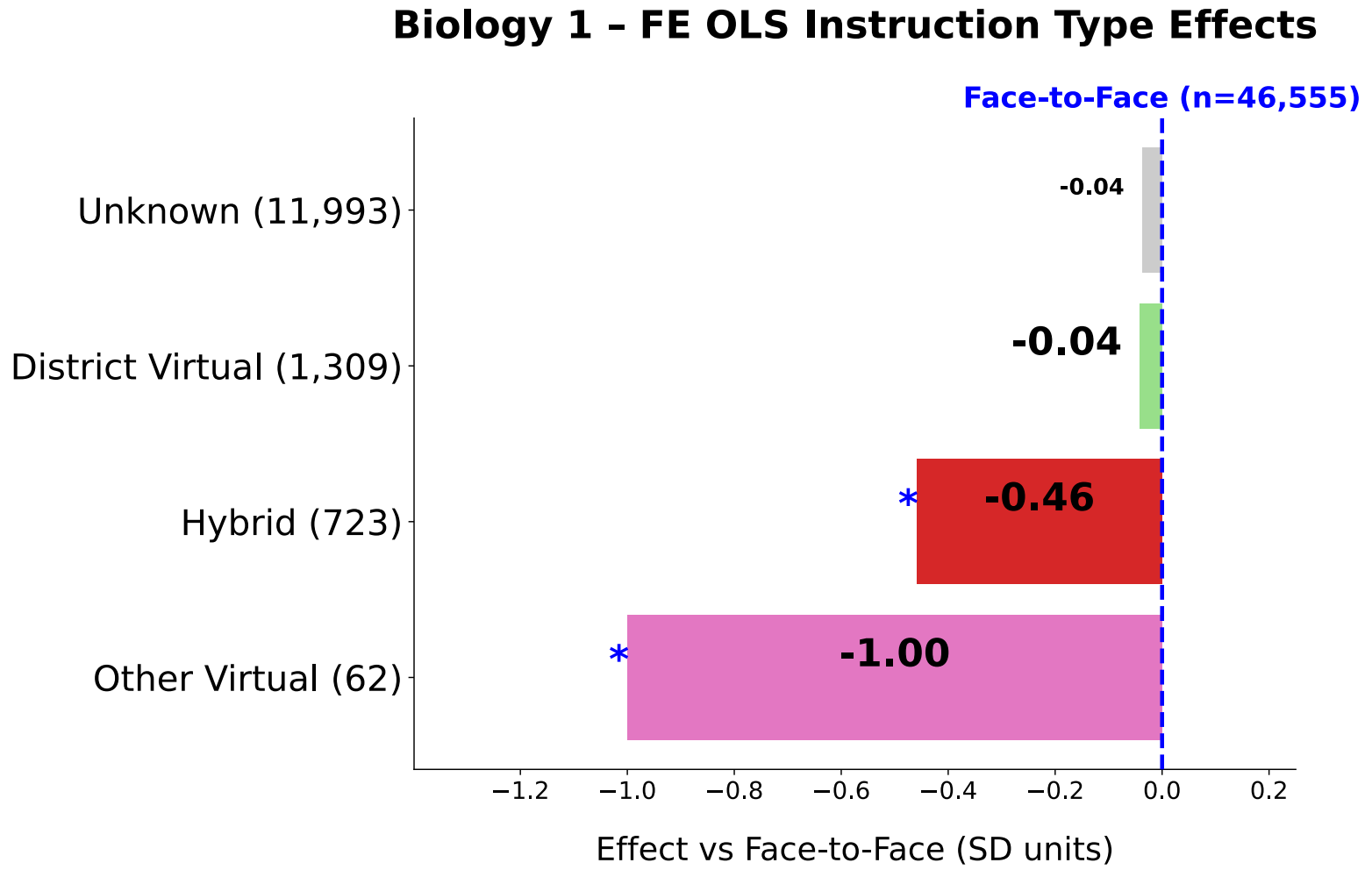

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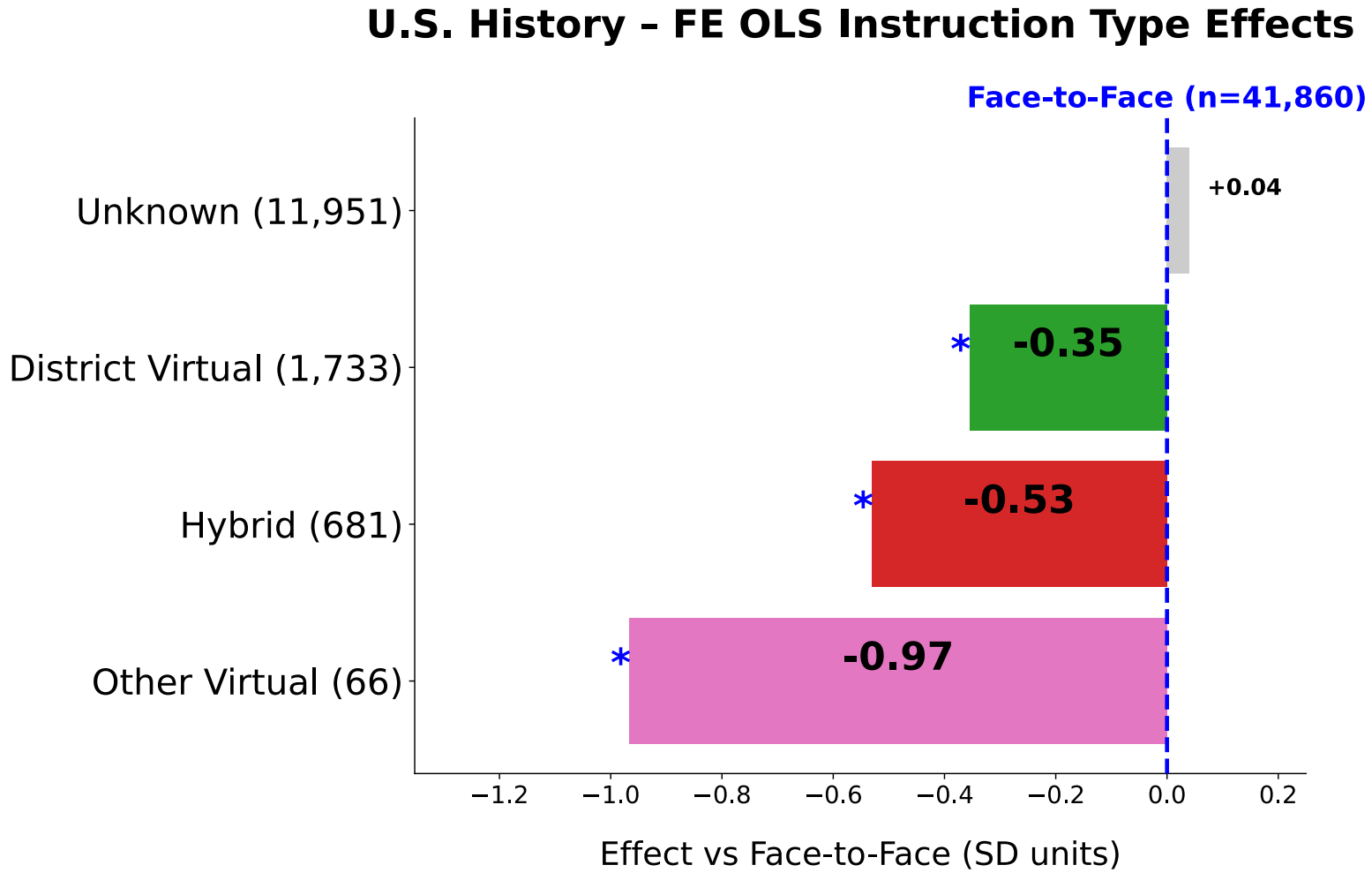

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FE LPM (Fixed effects linear probability model)

Focuses on pass rates (A-C vs D-F) instead of scale score

Adds controls for **school, grade,** and **term** to reduce bias

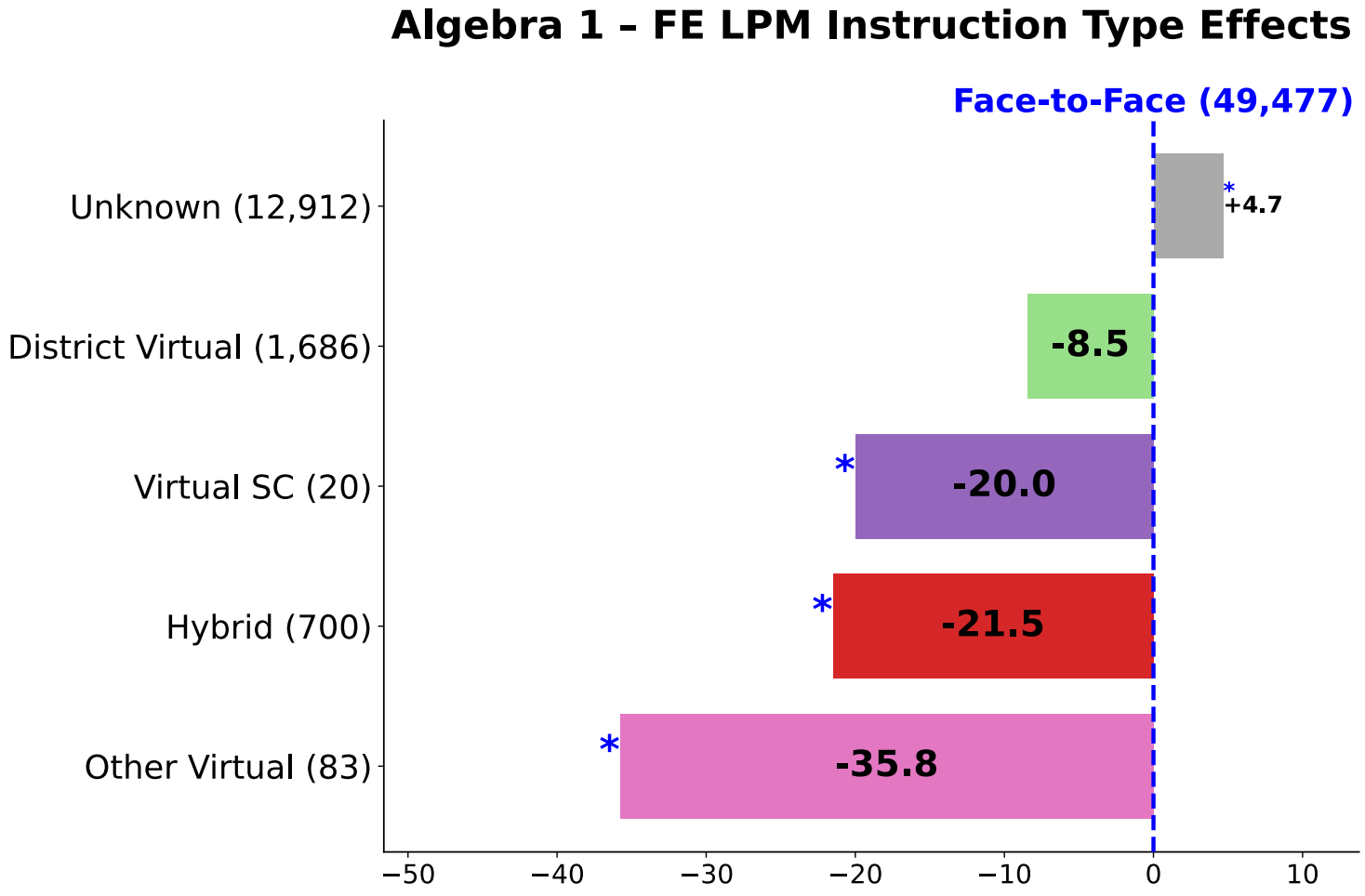
Coverts outcomes into binary measure: pass vs. failed

Are students in different formats more or less likely to pass compared to face –to -face

Uses **school-clustered standard errors** to improve reliability

Complements score-based models by showing the **likelihood of passing**, not just average performance

Face-to-Face students significantly more likely to pass Algebra 1



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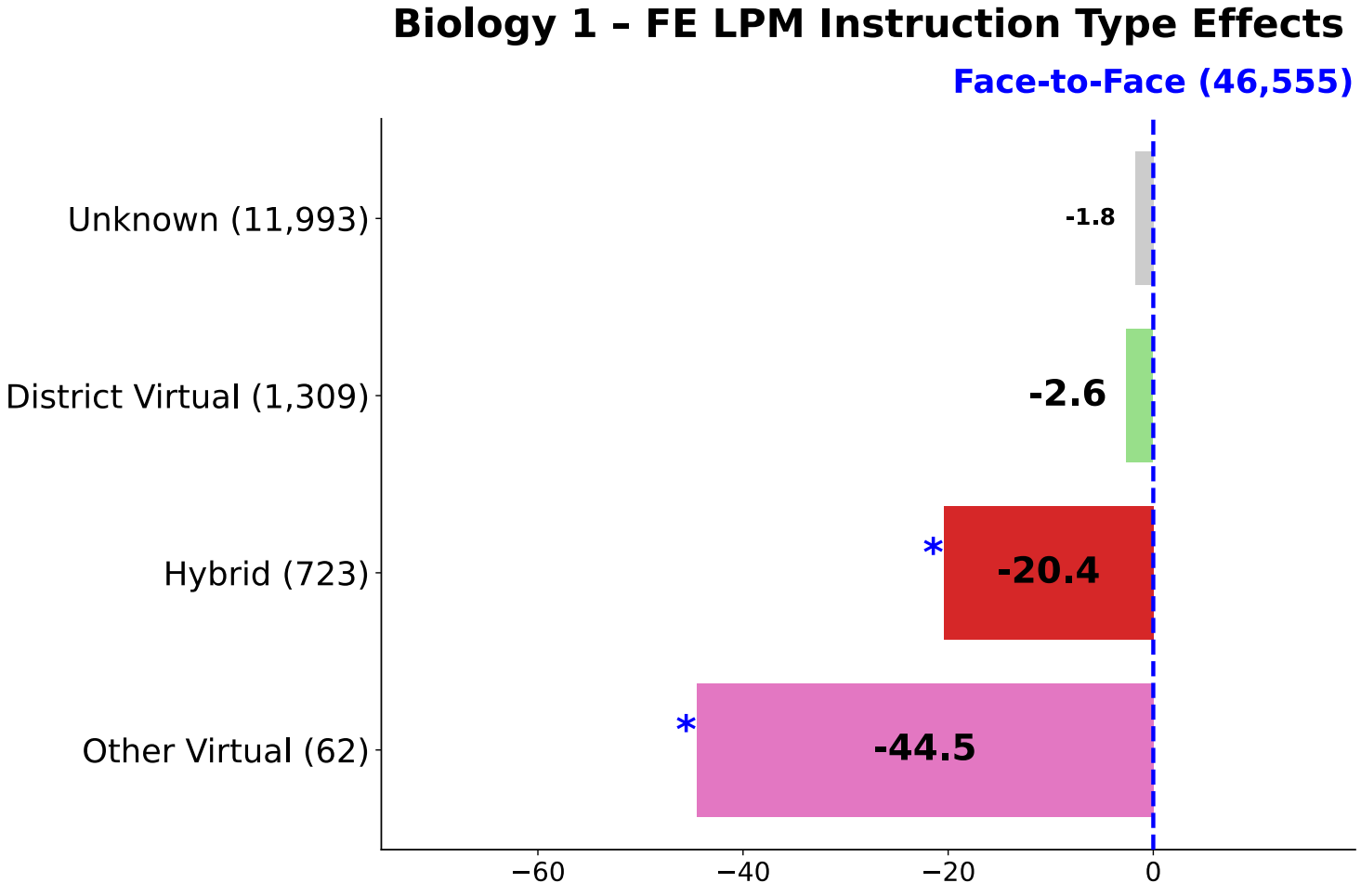
Face-to-Face students significantly more likely to pass Biology 1



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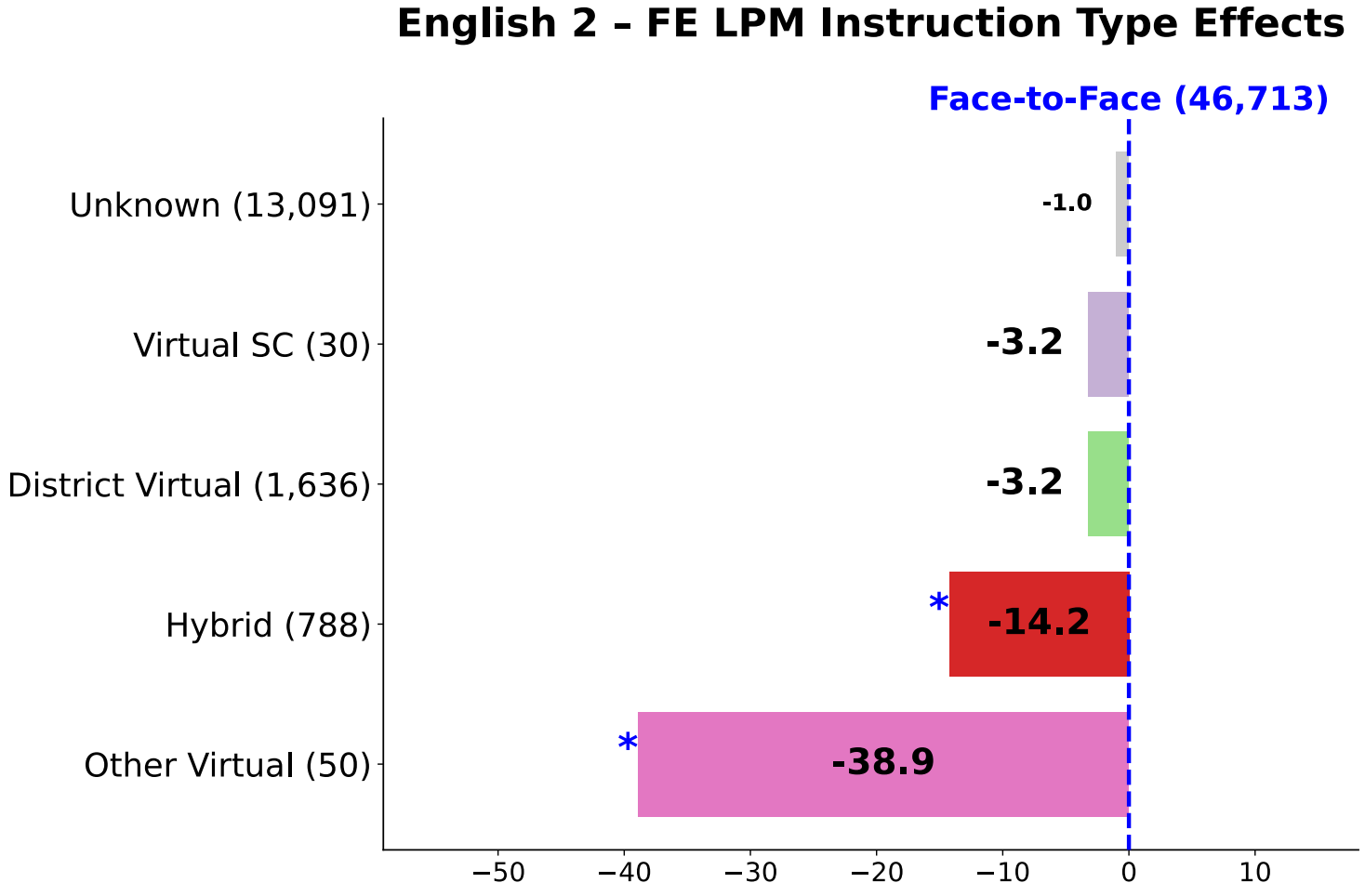
Face-to-Face students significantly more likely to pass English 2



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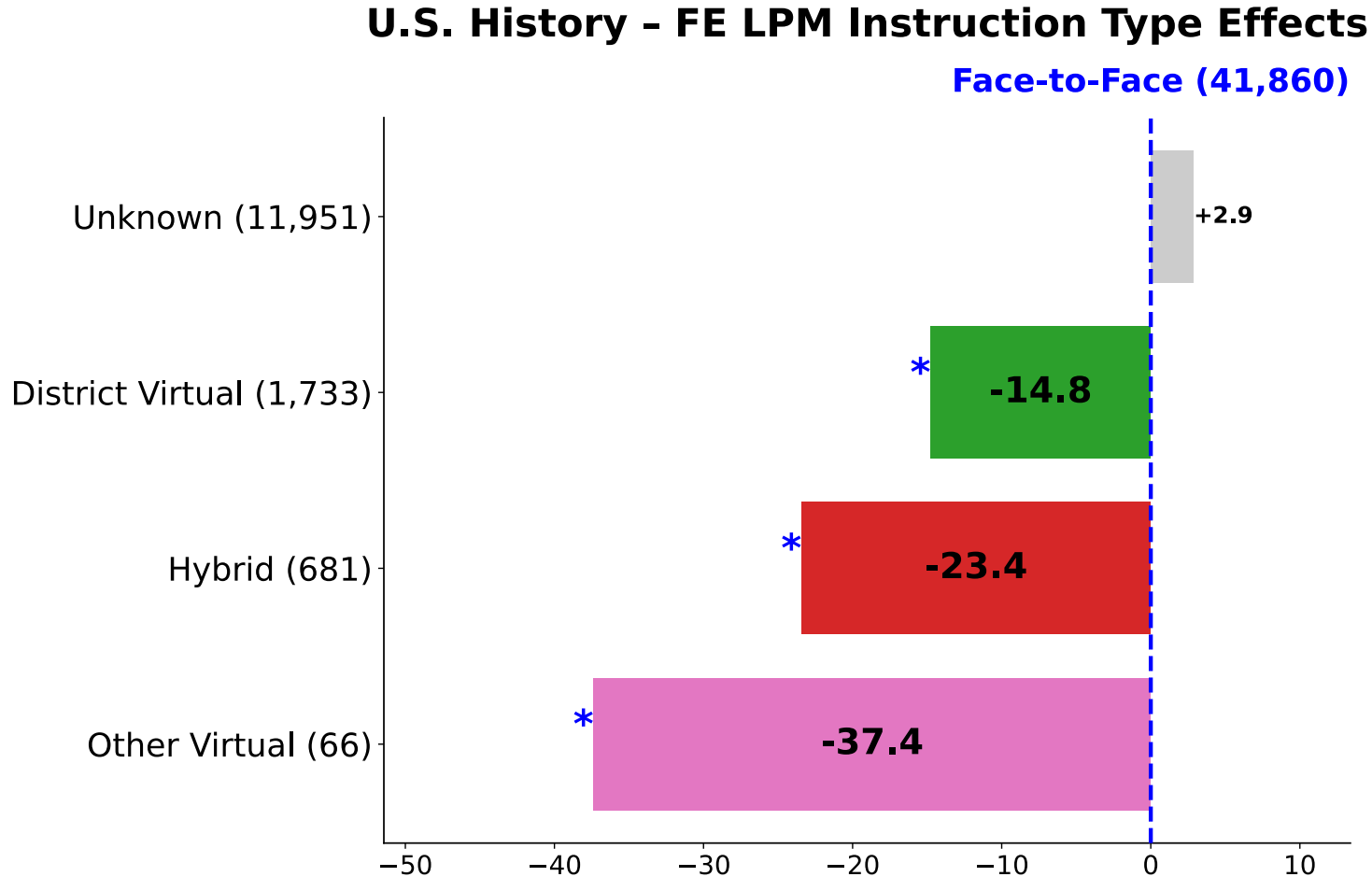
Face-to-Face students significantly more likely to pass U.S. History



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EOCEP findings: Key Takeaways

Face-to-Face instruction consistently **outperformed** across all four EOCEP subjects

Face-to-Face had the **highest** averages; Virtual and Hybrid scored significantly lower, with differences confirmed as statistically significant

Controlling for school, grade, and term, instructional method remained a key predictor of scores

Virtual and Hybrid continued to underperform relative to Face-to-Face

Students in Virtual and Hybrid formats were less likely to pass compared to Face-to-Face,

These disparities persisted even with school, grade, and term controls

The “Unknown” category sometimes appeared higher, but likely reflects classification issues rather than true effects

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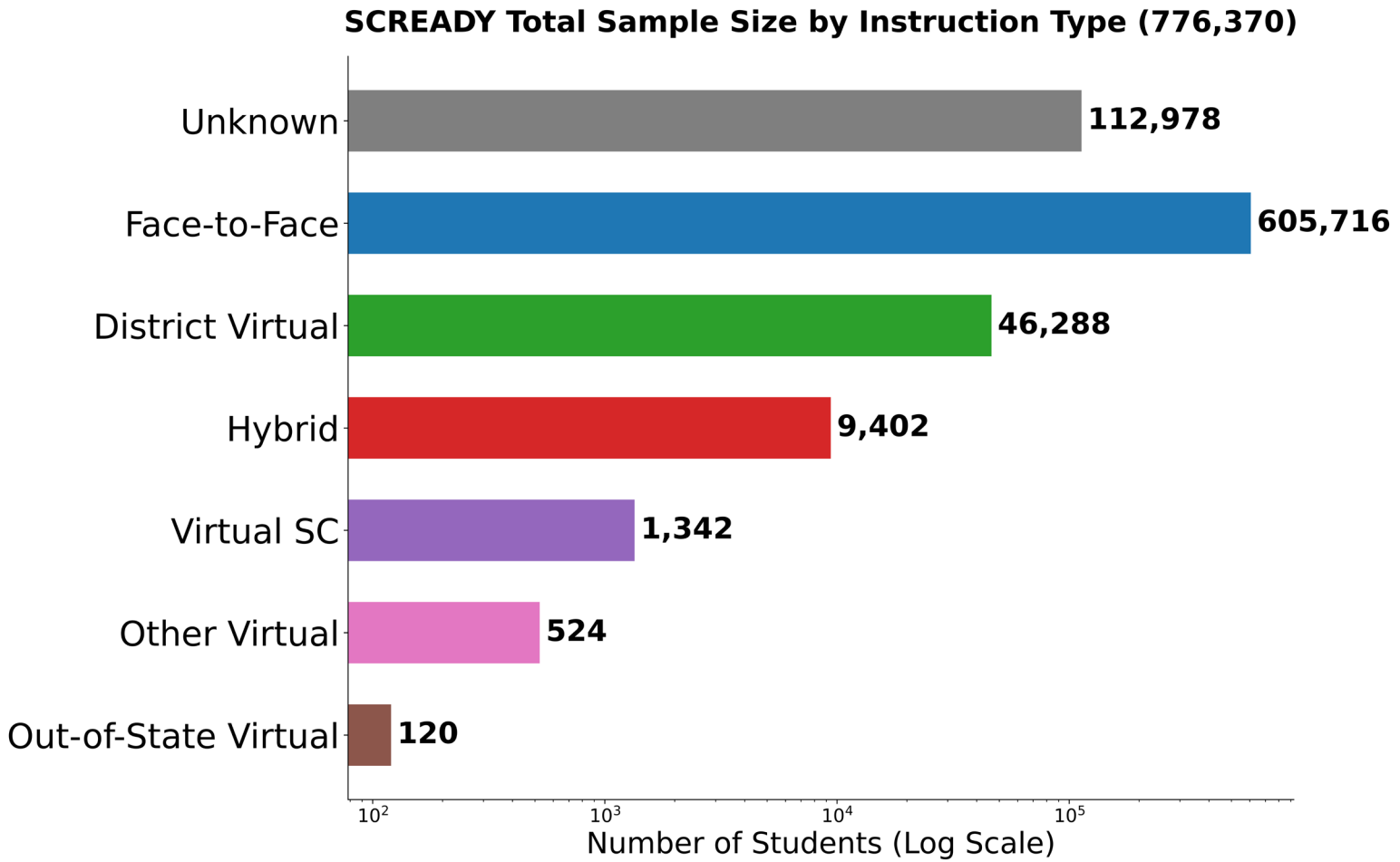
Students Breakdown by Instruction type (SCREADY)



- Each instructional type uses a consistent color; Face-to-Face is always **blue**
- Chart uses a logarithmic (log) scale on the x-axis
- Log scale compresses large values (e.g., Face-to-Face) and stretches small values (e.g., Virtual SC)
- This allows very different sample sizes to be displayed on the same chart without smaller groups disappearing

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ELA scores vary by instruction type; Face-to-Face remains a strong benchmark

SC Ready Grade Level ELA Results

Grade	Highest Performing	Highest Performing number	Highest Performing Average	Lowest Performing	Lowest Performing number	Lowest Performing Average
3	Face-to-Face	101453	447.2	Hybrid	962	400.1
4	Face-to-Face	101918	514.7	Hybrid	809	461.1
5	Virtual SC	114	579.5	Hybrid	1034	521.6
6	Virtual SC	351	579.7	Other Virtual	53	467.1
7	Virtual SC	219	643.9	Other Virtual	118	498.8
8	Virtual SC	404	668.9	Other Virtual	184	568.1

Face-to-Face ELA Breakdown

In **Grades 5 and 6**, Face-to-Face ranked **second-highest** (n=102,087 and n=93,856); SC Virtual had higher averages, but with a **much smaller sample size**

In **Grade 7**, Face-to-Face ranked **third-highest** (n=95,758); again, SC Virtual had a **smaller sample size**

In **Grade 8**, Face-to-Face was among the **lowest-performing methods**; results may be influenced by **sample size imbalance**

These patterns suggest the need to test whether observed differences **persist under more rigorous statistical models**

ELA scores vary by instruction type, Face-to-Face remains a strong benchmark

SC Ready Grade Level Math Results

Grade	Highest Performing	Highest Performing number	Highest Performing Average	Lowest Performing	Lowest Performing	Lowest Performing Average
3	Face-to-Face	101453	454.2	Hybrid	962	378.8
4	Face-to-Face	101918	483.3	Hybrid	809	405.5
5	Face-to-Face	114	529.7	Hybrid	1034	471
6	Face-to-Face	351	519.3	Other Virtual	54	431.9
7	Virtual SC	219	557.8	Other Virtual	120	447.6
8	Virtual SC	404	582.5	Other Virtual	179	485.5

- For grades 7th and 8th, Face-to-Face is the **second-highest** performing (95,886 and 97413, respectively). Virtual SC has a much Smaller sample size.

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ANOVA helps confirm if score differences are real, not random

Averages show score differences, don’t confirm if they’re real or chance

ANOVA is a statistical test used to determine whether the average scores across multiple groups are significantly different from each other

Compares all instructional types in a single test, even with unequal group sizes

Tells us if observed score differences are larger than what random variation would explain

If significant, follow-up pairwise tests (e.g., Tukey) identify which groups differ

Results are preliminary and unadjusted (don’t yet account for school, grade, term)

Statistically significant differences in ELA scores across instruction types

SC Ready Grade Level ELA Results - ANOVA

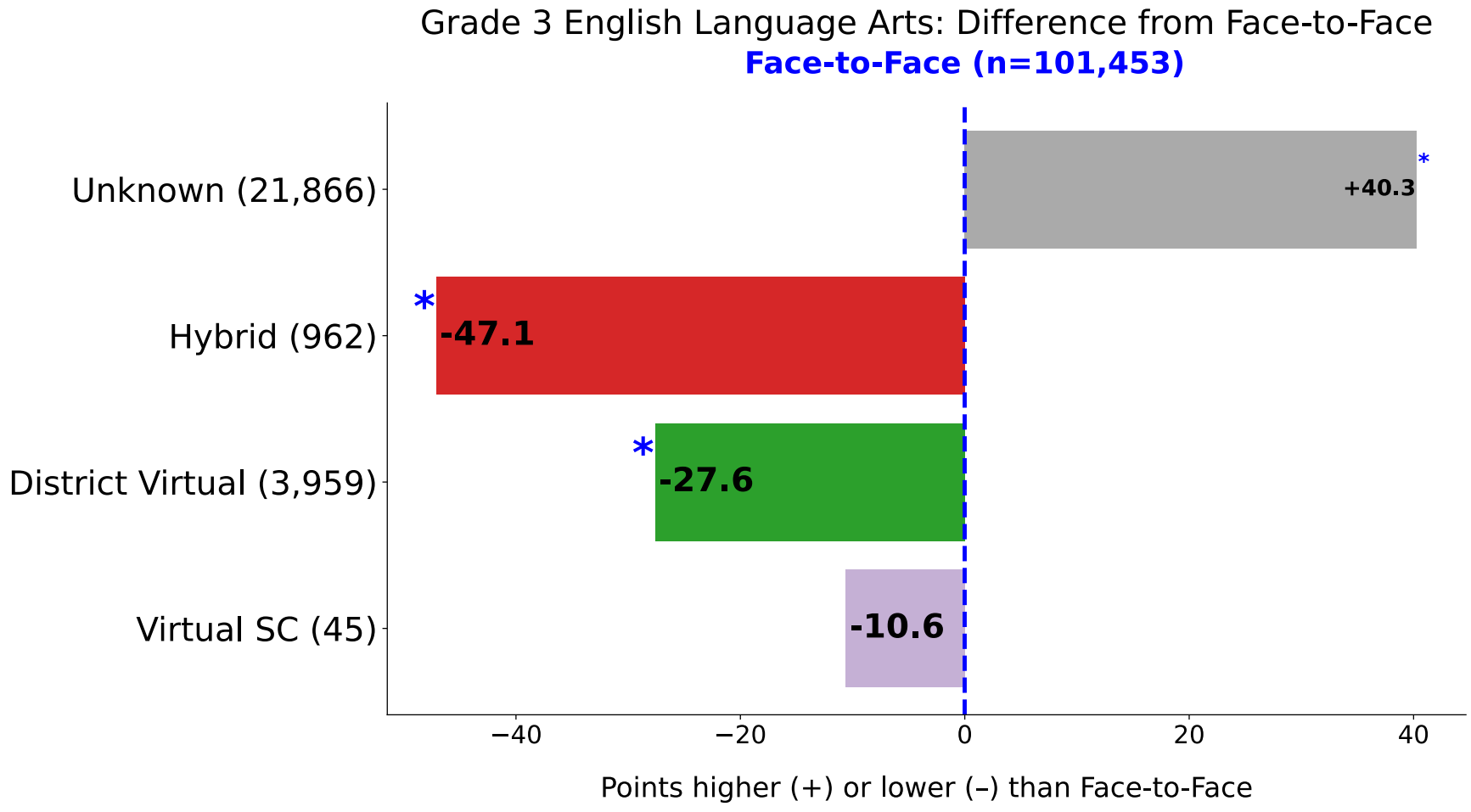
Grade	Significant	Highest Performing	Lowest Performing
3	✅ Yes	Face-to-Face	Hybrid
4	✅ Yes	Face-to-Face	Hybrid
5	✅ Yes	SC Virtual	Hybrid
6	✅ Yes	SC Virtual	Other Virtual
7	✅ Yes	SC Virtual	Other Virtual
8	✅ Yes	SC Virtual	Other Virtual

ANOVA confirms significant differences in Math across instruction types

SC Ready Grade Level Math Results - ANOVA

Grade	Significant	Highest Performing	Lowest Performing
3	✅ Yes	Face-to-Face	Hybrid
4	✅ Yes	Face-to-Face	Hybrid
5	✅ Yes	Face-to-Face	Hybrid
6	✅ Yes	Face-to-Face	Other Virtual
7	✅ Yes	Virtual SC	Other Virtual
8	✅ Yes	Virtual SC	Other Virtual

Face-to-Face significantly outperformed virtual and hybrid formats



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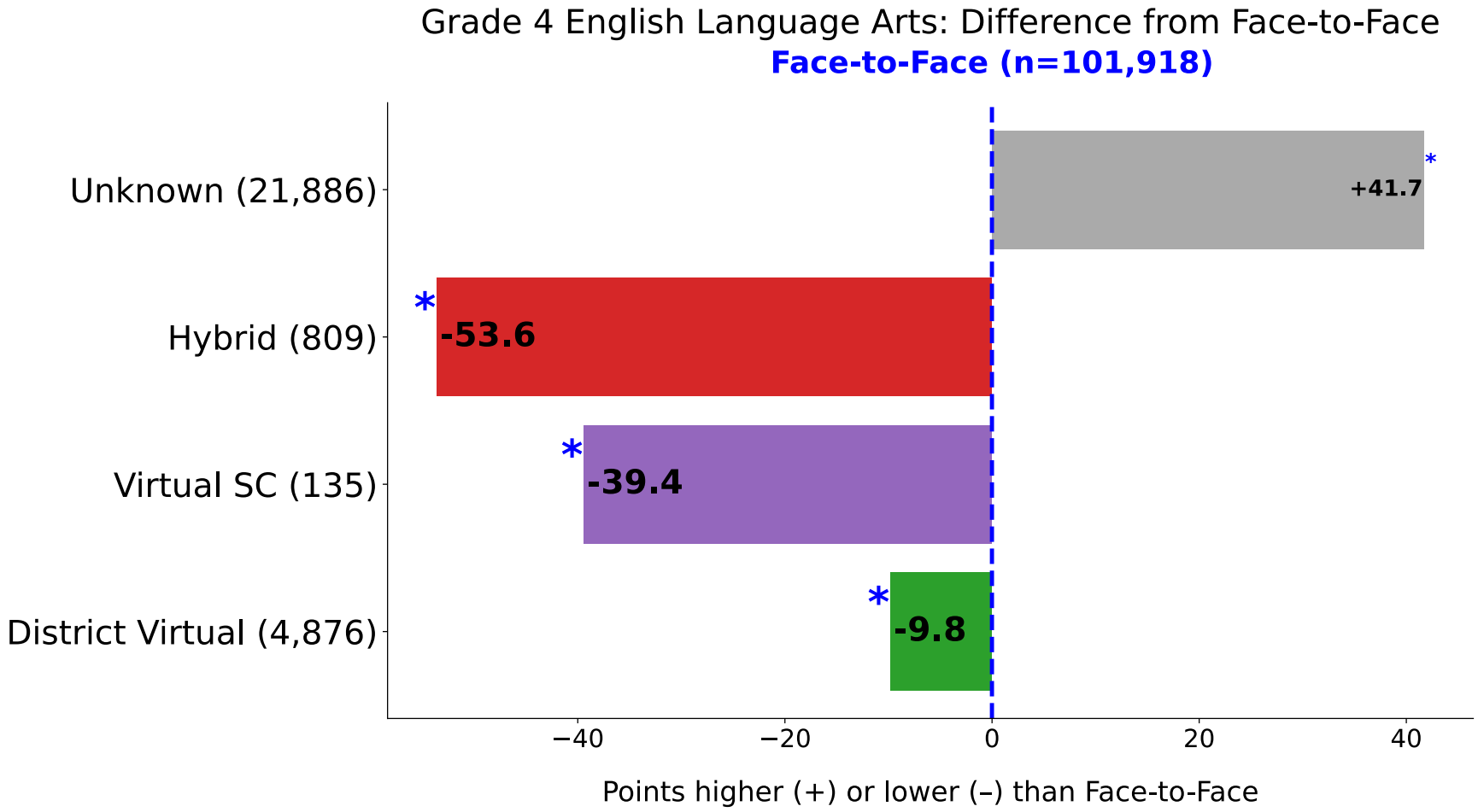

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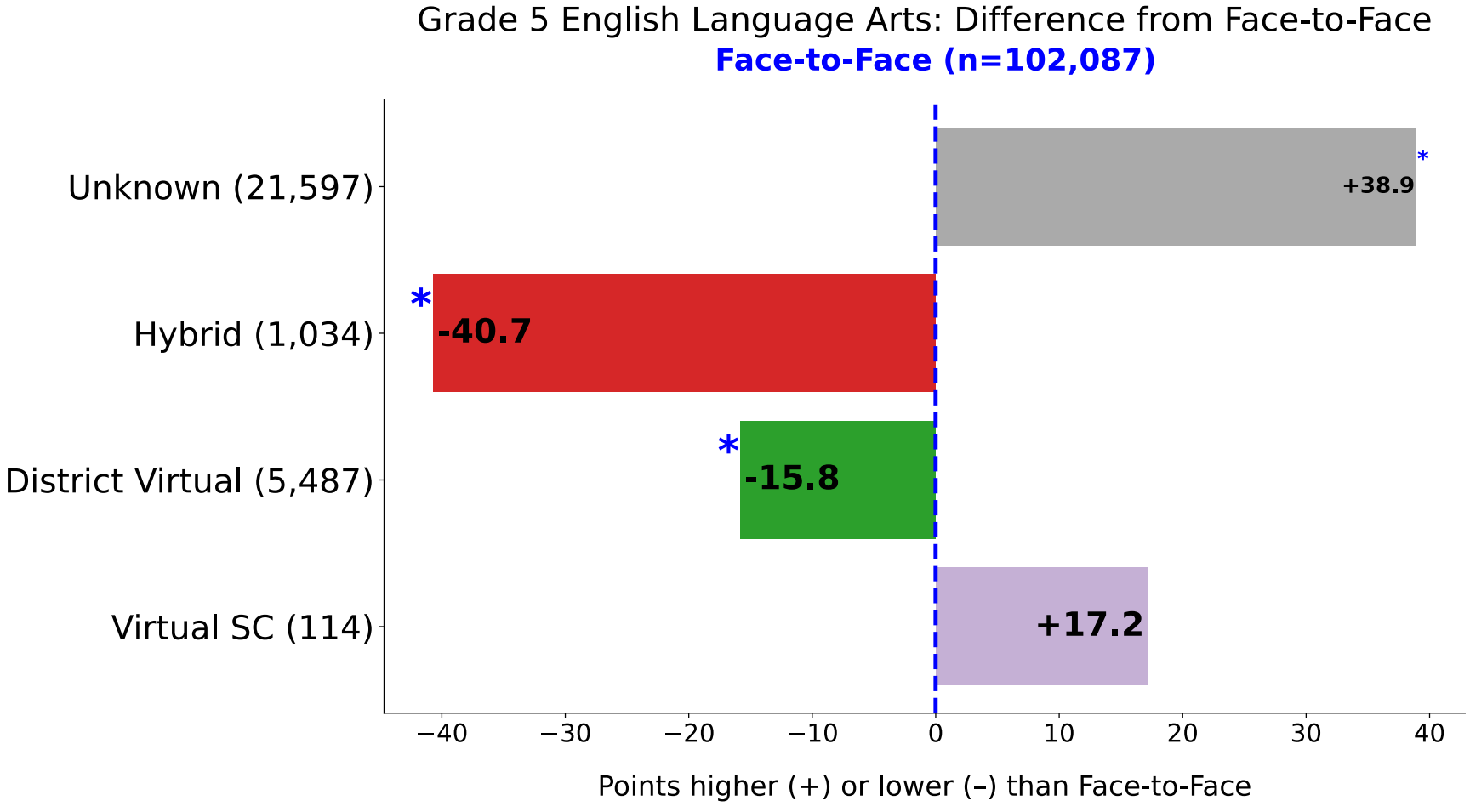
Virtual formats scored significantly below Face-to-Face



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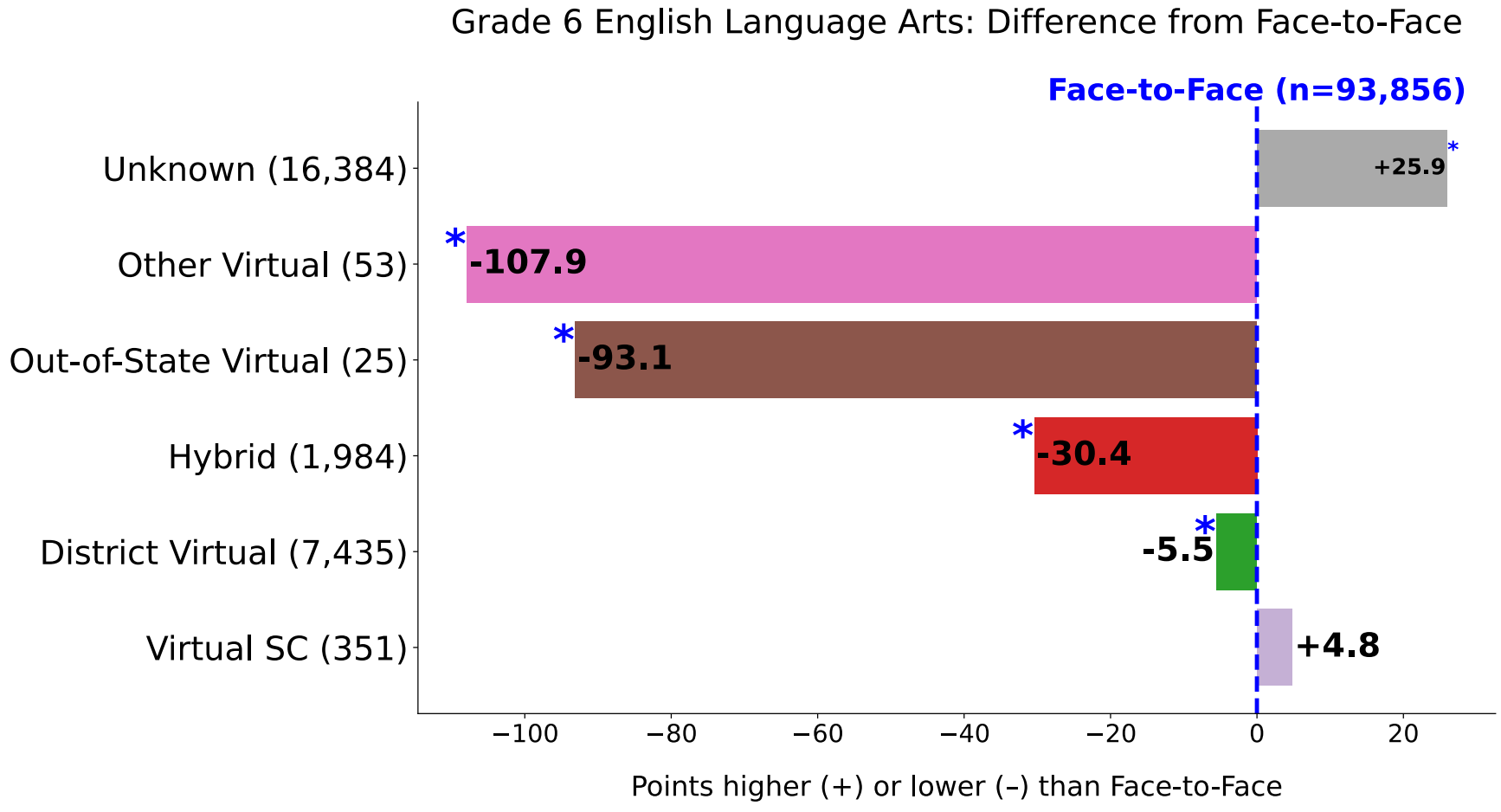

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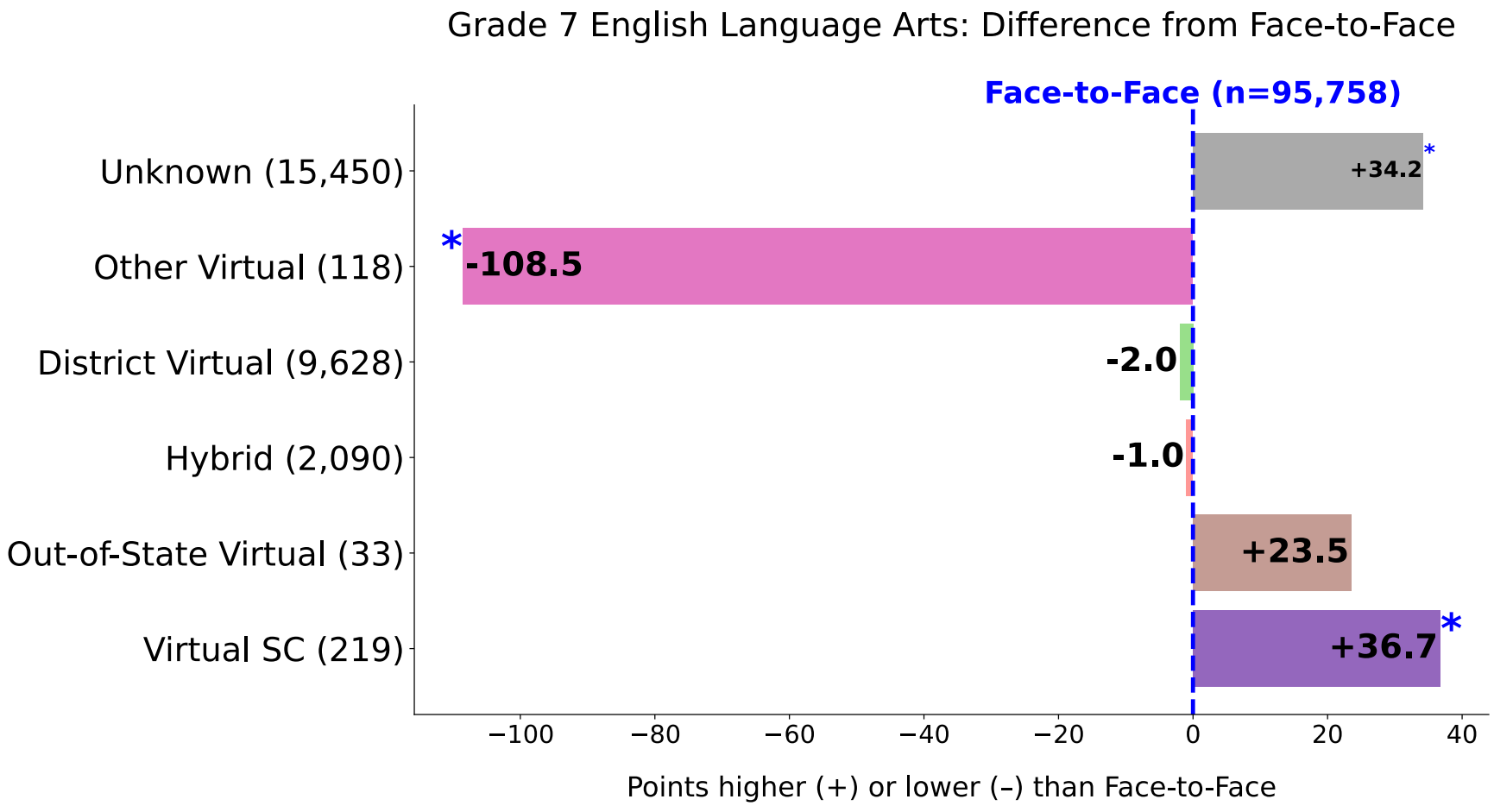
Face-to-Face outperforms other virtual, lags behind Virtual SC



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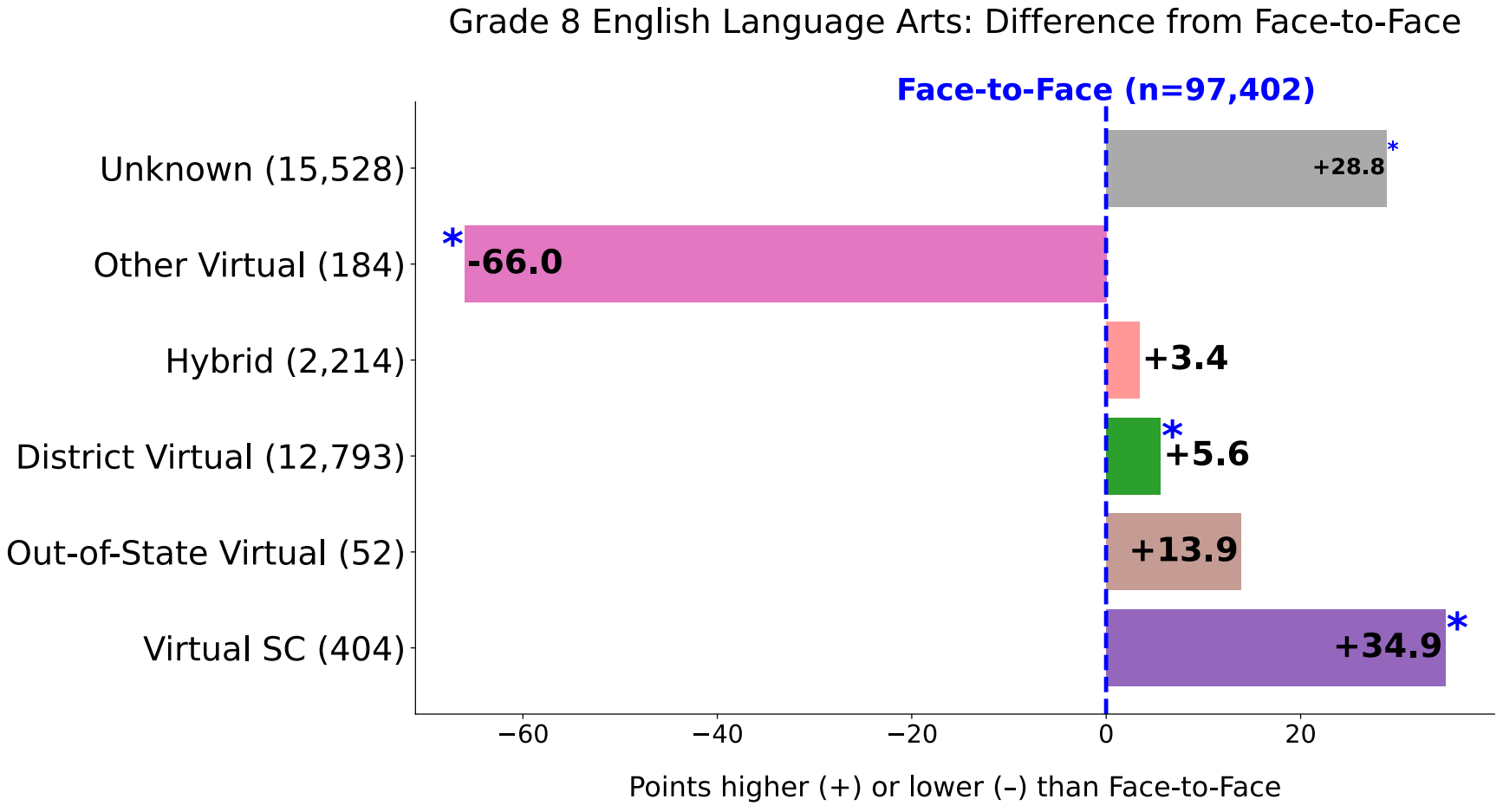
Face-to-Face outperforms other virtual, lags behind Virtual SC, & District Virtual



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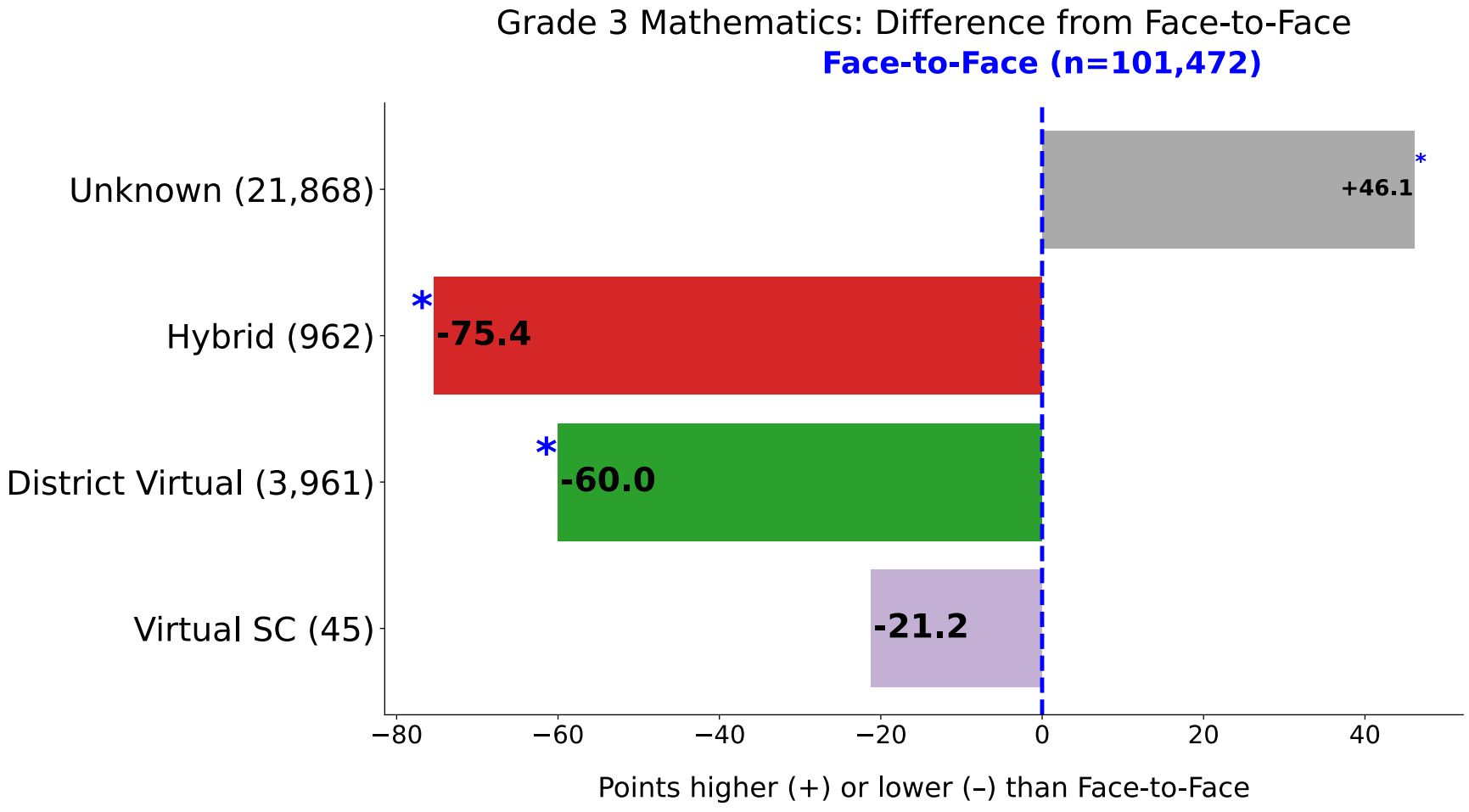

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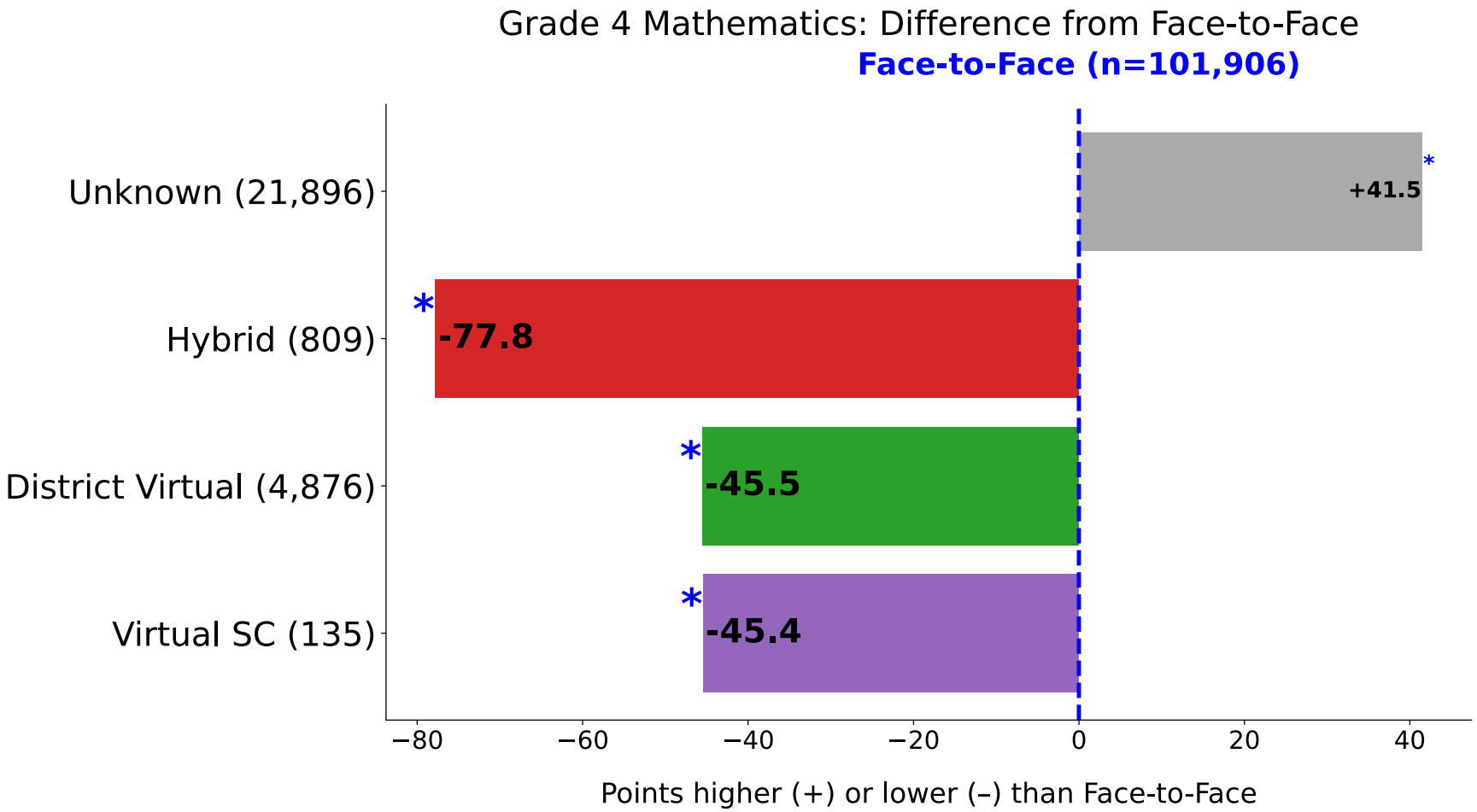
Virtual and hybrid formats scored significantly below Face-to-Face



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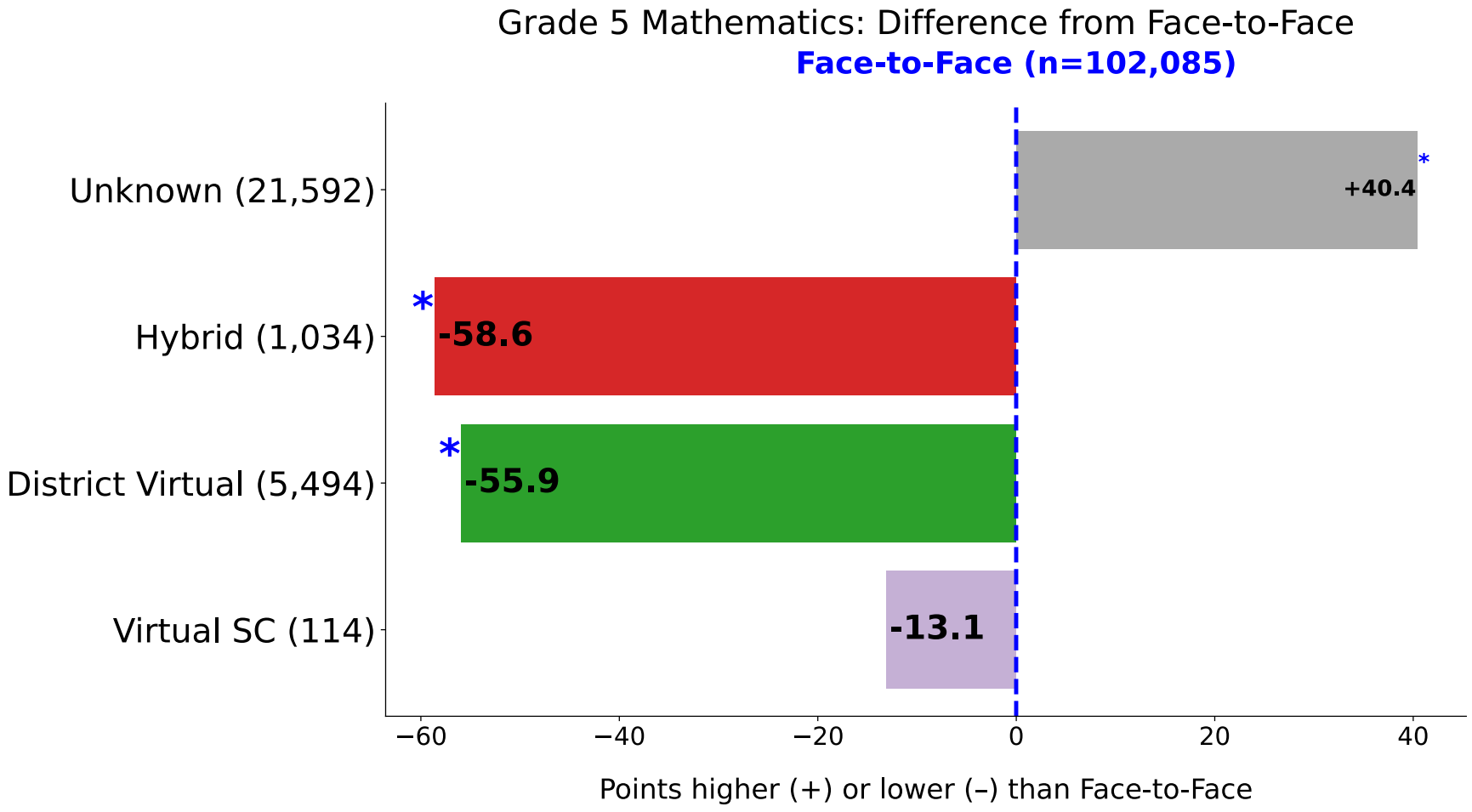

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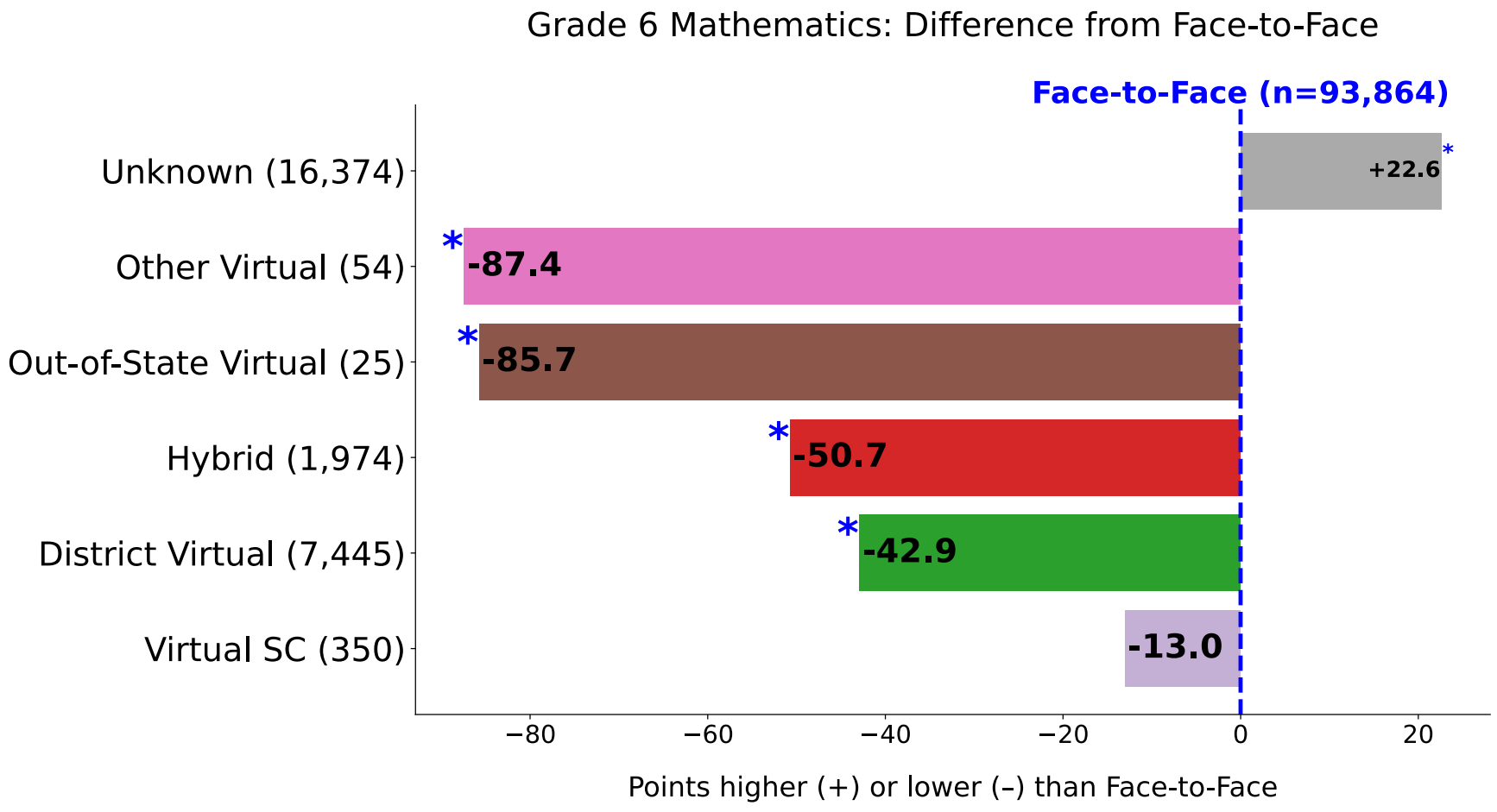

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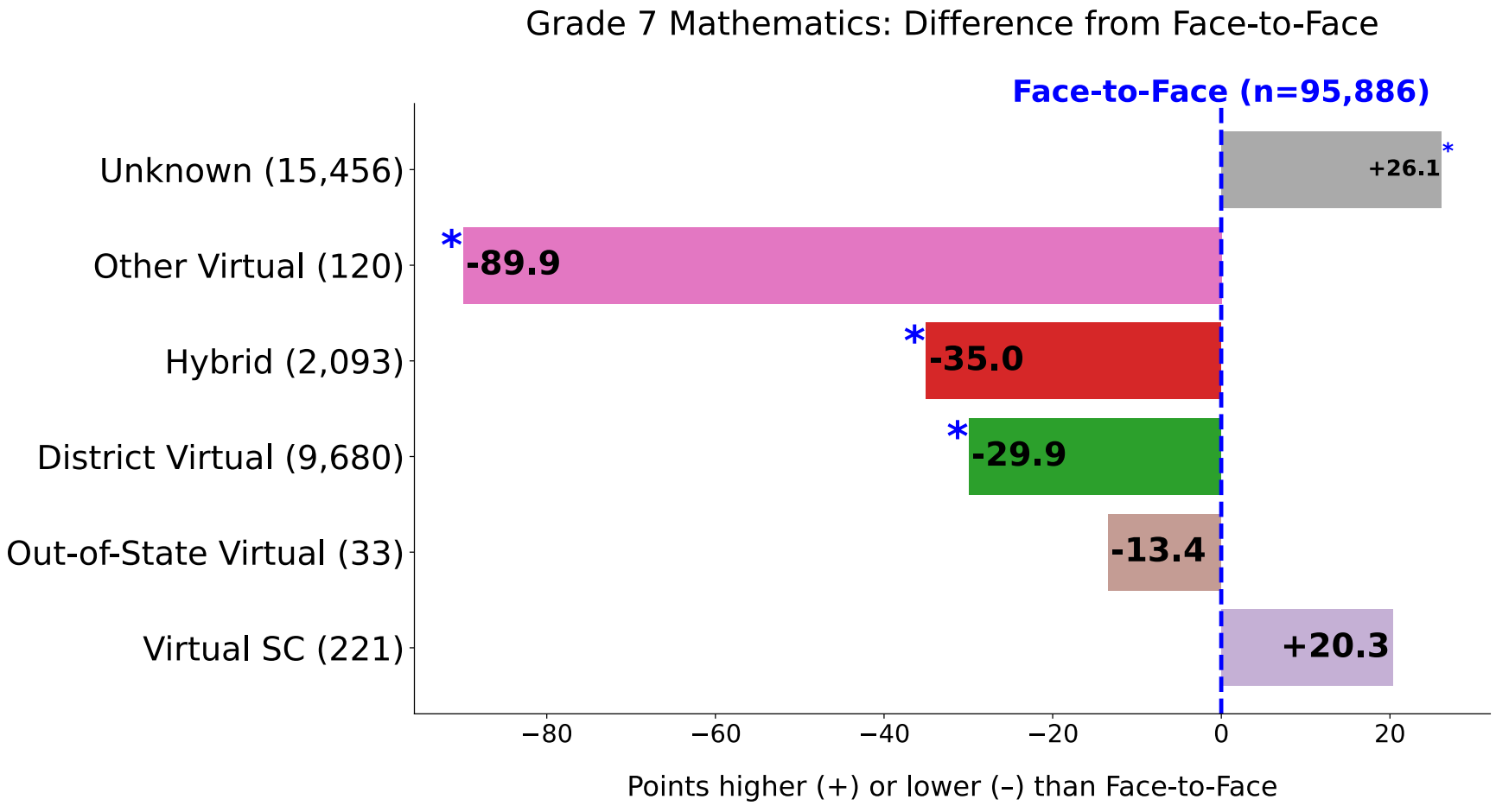

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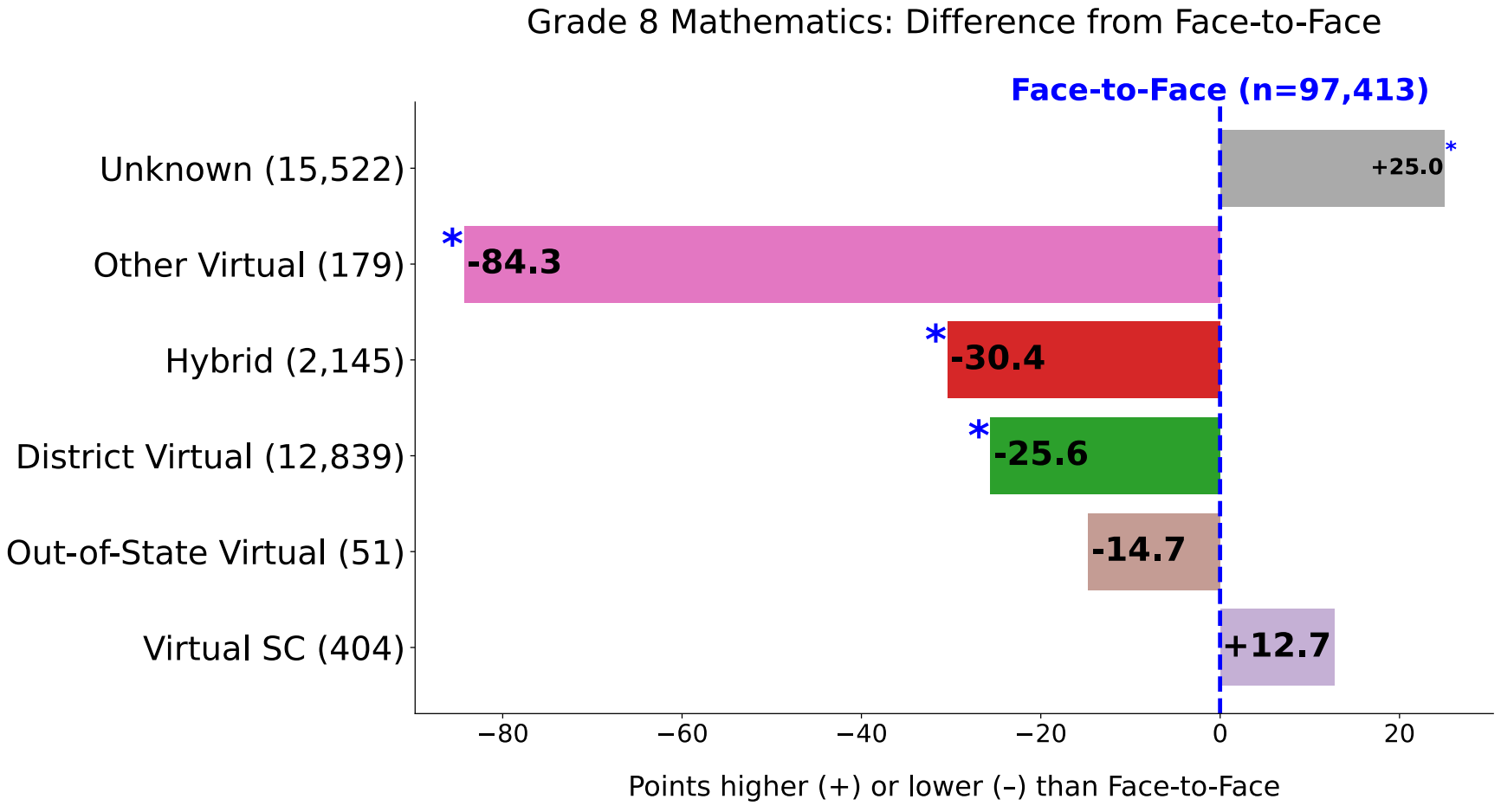

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ANCOVA adjusts for prior student performance

ANCOVA = Analysis of Covariance

Extends ANOVA by adding controls for prior academic achievement

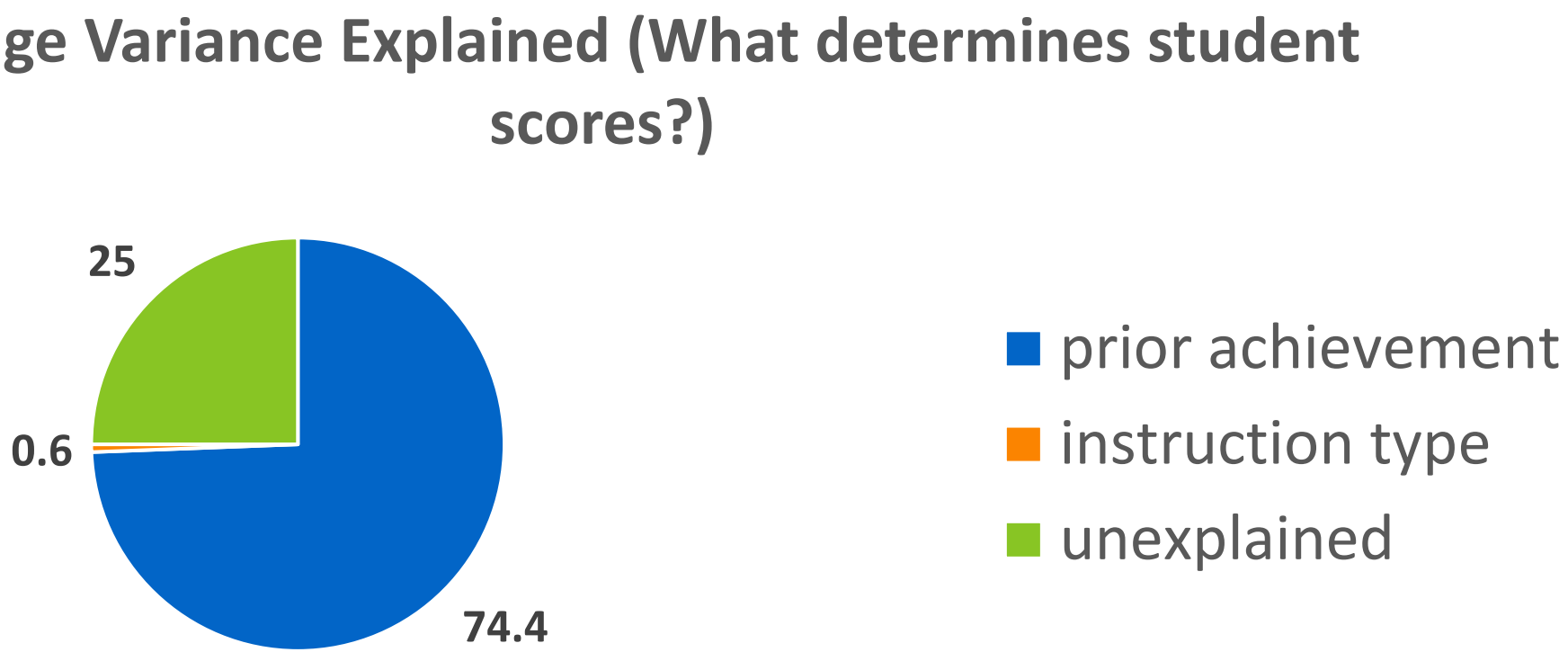
Helps determine whether score differences remain after accounting for where students started

Reduces bias from differences in incoming performance across instructional types

Provides adjusted mean scores for each method

Bridges the gap between simple averages and fully specified regression models

Prior Achievement - major predictor of scores



Prior achievement drives outcomes, but instruction type still matters

SC Ready Grade Level ELA ANCOVA Results

Grade	Significant	Effect Size	Partial ETA²	R²
4	✅ Yes	Negligible	0.004	0.75
5	✅ Yes	Negligible	0.004	0.77
6	✅ Yes	Negligible	0.001	0.77
7	✅ Yes	Negligible	0.003	0.77
8	✅ Yes	Negligible	0.001	0.77

- ❑ **Effect size (partial ETA²):** shows the strength of the relationship - small values mean limited practical impact, even if results are statistically significant
- ❑ **R²:** shows how much of the variation in scores the model explains; higher values mean the model fits the data better

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Prior achievement explains most of Math outcomes; format gaps persist

SC Ready Grade Level Math ANCOVA Results

Grade	Significant	Effect Size	Partial ETA^2	R^2
4	✅ Yes	Negligible	0.006	0.70
5	✅ Yes	Small	0.019	0.73
6	✅ Yes	Negligible	0.003	0.72
7	✅ Yes	Negligible	0.005	0.76
8	✅ Yes	Negligible	0.009	0.75

- ❑ **Effect size (partial ETA^2):** shows the strength of the relationship - small values mean limited practical impact, even if results are statistically significant
- ❑ **R^2:** shows how much of the variation in scores the model explains; higher values mean the model fits the data better

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SCREADY ANCOVA findings - key takeaways

ANCOVA shows statistically significant differences across all grades, but most effect sizes are small or negligible
ELA: Gaps are significant but modest; effects shrink after controlling for prior performance
Math: More consistent differences, with a few small effects; gaps are somewhat larger than in ELA
Face-to-Face remains a reliable benchmark among known formats, though adjusted gaps are modest
Overall: Instructional format matters statistically, but practical impacts are minor once prior achievement is considered
The “Unknown” category frequently appears at the top, but this likely reflects classification issues and should be interpreted cautiously

Overall Findings - EOCEP and SCREADY

Across EOCEP and SCREADY, Face-to-Face students achieved higher performance than peers in virtual and hybrid settings

EOCEP: Face-to-Face students had the highest scores and pass rates

Virtual and Hybrid formats lagged significantly

Performance gaps persisted even after adjusting for school, grade, and term in FE models

SCREADY: Face-to-Face generally outperformed peers, especially in Math

When prior achievement was controlled for, many differences in ELA shrank to small or negligible effect sizes

Overall Findings - EOCEP and SCREADY

Virtual and Hybrid formats generally underperformed relative to Face-to-Face

The size of the performance gap varied by subject and grade

SCREADY ELA- prior achievement explained most differences, making instructional method effects negligible

SC Ready Math- instructional method effects remained meaningful, with a small but significant impact even after adjusting for prior achievement

Instructional method matters, but its impact is **more substantial** in **EOCEP** than **SCREADY**, where prior performance explains much of the variance

Thank you.

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Executive Director Update

Dana Yow, EOC Executive Director

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EOC/State Board of Education Joint Retreat

Proposed Purposes

- Assessment Review/Approval Process (UGA)
- "Moonshot Goal" Status

Dates for Consideration

- February 2, 2026
- February 6, 2026
- February 20, 2026
- February 23, 2026

School Report Card Release: Monday, October 13, 2025

Adjournment

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