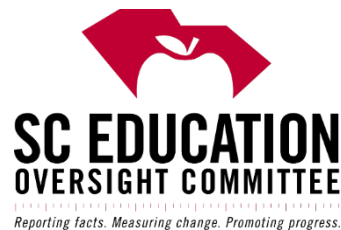


SC Education Oversight ASA Subcommittee Meeting

March 16, 2026



Welcome and Approval of ASA Subcommittee Minutes

January 12, 2026

Dr. Patty Tate



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

**Action Item:
Technical Review of SC READY
Science, Grades 4 & 6**

K-12 Assessment Solutions University of Georgia



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South Carolina College- and Career- Ready Assessments Program

EVALUATION OF SC READY ASSESSMENTS: SCIENCE GRADES 4 & 6
SPRING 2025 TEST DATA



Review & Evaluation Process

- Conducted by K-12 Assessments Solutions at the University of Georgia in collaboration with South Carolina Department of Education (SCDE) and Data Recognition Corporation (DRC).
- Review guided by the Standards for Educational and Psychological Testing (AERA/APA/NCME).
- Review included blueprint analysis, content alignment, Depth of Knowledge (DOK) analysis, psychometric evaluation, and performance classification analysis.
- Subject Matter Experts reviewed all items for standard alignment and cognitive rigor.
- Psychometric evaluation included a review of Classical Test Theory (CTT), Rasch, dimensionality, reliability, and differential item functioning (DIF).
- Recommendations support improved alignment, rigor, and classification reliability.

Test Blueprint

- The SC READY Science Grade 4 and Grade 6 test blueprints are well aligned to the *South Carolina College- and Career-Ready Science Standards (2021)*.
- The test blueprints appropriately emphasize DOK Level 2, emphasizing conceptual understanding and problem-solving skills.
- The current operational forms for both grades meet the 2024-2025 Test Blueprint targets
- Recommendation:
 - N/A

Item Validity and Alignment

- Most items align with the standards and intended DOK levels.
- One Grade 4 operational item and one Grade 6 field test item were flagged for potential re-alignment.
- Item-level reviews identified DOK misclassifications in the operational forms:
 - Grade 4: 2 items
 - Grade 6: 5 items
- Recommendation:
 - Review flagged items and evaluate their collective impact on the overall DOK distribution.
 - In Grade 6, reclassification of flagged items may lower the overall DOK profile, reinforcing the need for a holistic review to ensure alignment with blueprint cognitive targets.

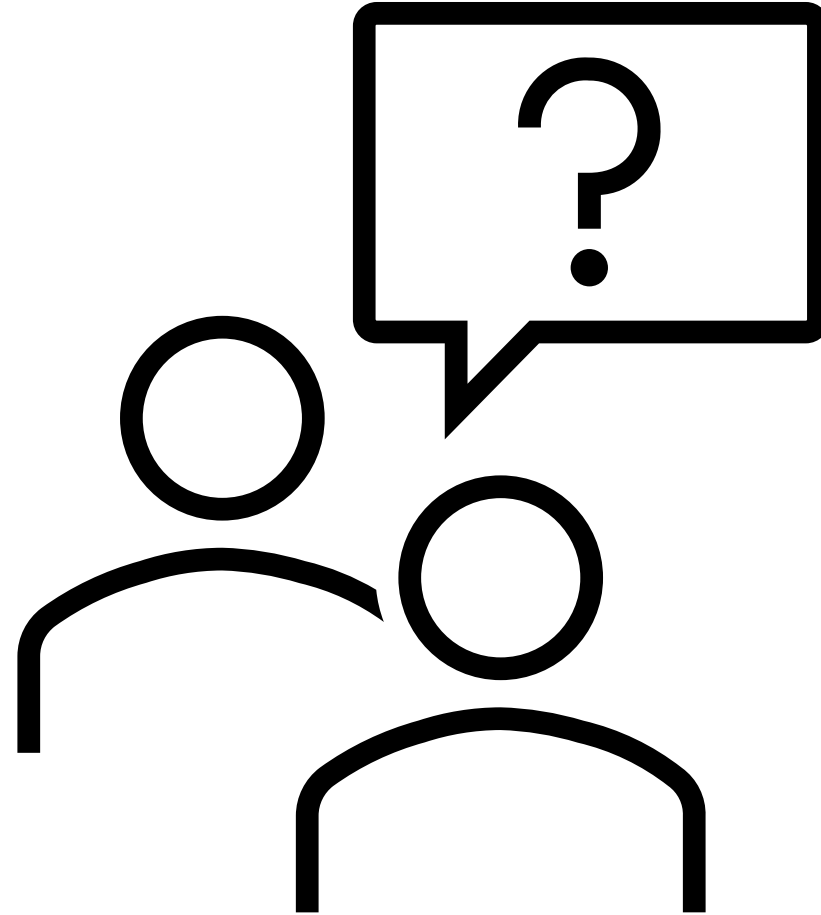
Psychometric Quality & Fairness

- Classical Test Theory (CTT) and Rasch analyses indicate high-functioning items, an appropriate range of difficulty, and adequate item discrimination.
- Overall test reliability is high.
- Subdomain reliability estimates are lower and slightly below recommended thresholds, which is expected given the smaller number of items per subdomain.
- Principal Component Analysis (PCA) supports unidimensionality.
- Item fit statistics are generally strong.
- Across both grades, 825 of 834 item comparisons (99%) showed no or negligible Differential Item Functioning (DIF).
- Recommendations:
 - Exercise caution when interpreting or making decisions based on subdomain area subscores.
 - In future analyses, incorporate CTT item discrimination indices and distractor analysis.
 - Conduct DIF analysis within the Rasch model framework to provide additional evidence of fairness and validity.

Performance Level Classification

- Four performance levels established through a formal standard-setting process.
- Conditional Standard Errors of Measurement (SEMs) are relatively large near the cut scores.
- While classification consistency results indicate adequate reliability for distinguishing two performance levels (e.g., Meets/Exceeds vs. Does Not Meet/Approaches), there is lower agreement (kappa values) when distinguishing among four achievement levels.
- Recommendations:
 - Add additional items targeted near the cut score regions to improve classification precision.
 - Explore classification-supportive models (e.g., cognitive diagnosis models) to strengthen decision accuracy across performance levels.

Questions



Action Item: Requests for New Industry Certifications (CCR)



Dana Yow, EOC Executive Director



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Tiered Credential System: Building a Strategic Approach to Career Readiness

11 - A+ A

1. Move away from an equal-weight credential system to a new three-tiered system.
2. Allow time for districts and schools to transition to the tiered credential system in School Year 2025-26.
3. Employ strategies to engage business and industry partners in credential validation and pathway strengthening.

Focus on "credential currency" – real employment value & aligning credentials with labor market demands and workforce priorities

**Adopted by
EOC
June 9, 2025**

Tier Descriptors

Tier 1	Tier 2	Tier 3
<p style="text-align: center;">Introductory</p>	<p style="text-align: center;">Intermediate</p>	<p style="text-align: center;">Career Ready</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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 prior to the 2024-2025 school year will meet career-ready status under the current system.



Earning Points in the Tiered System

- Under the new tiered credential system, students must earn at least three points 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.

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.

Credential Review Process

- Application Submission – School districts and CTE centers submit applications to the SC Department of Education (SCDE) with employer documentation verifying the credential's employment value.
- Three-Step Evaluation Process:
 1. **SCDE Screening:** Ensures alignment with academic, technical, and workplace standards, plus links to postsecondary programs or apprenticeships.
 2. **SC Department of Employment & Workforce (SCDEW) Review:** Confirms industry relevance and assesses if the credential leads to stable, living-wage employment.
 3. **Industry Review:** Employers verify hiring advantages, career progression potential, and recommend tier placement, especially for stackable credentials.

Final Approval Process

Annual EOC Submission and Final Review

October 1

Credential submission window closes. All tier placements and TAC recommendations must be finalized.

- **List comes to EOC from the SCDE.**
- **ASA Subcommittee to review and vote on the list and send on to full EOC for final approval.**
- **All updates need to be integrated into PowerSchool by March 1**

ASA Subcommittee
March 16, 2026

Full EOC
April 13, 2026

EOC Review of Credentials

New Certifications

- P-631: YouScience Exploring Computer Science: (New Certification): **Tier 1**
- P-638: Siemens Automation Fundamentals Certification PLC Badge: **Tier 2**
- P-628: Broadcast Project Management: **Tier 2**
- P-635: YouScience Network Fundamentals: **Tier 2**
- P-639: TOSA Certification for Adobe InDesign: **Tier 2**
- P-640: TOSA Certification for Adobe Premier Pro: **Tier 2**
- P-632: Final Cut Pro Social Pro Certification: **Tier 2**
- P-641: YouScience Carpentry: **Tier 2**

- P-630: CAT Simulator Certification: **Tier 2**
- P-637: SMFA Turfgrass Science Certification: **Tier 2**
- P-629: CAT SimsScholars Certification: **Tier 3**
- P-634: Harmony Premium Associate Certification: **Tier 3**

Tier Re-evaluation

- FAA 107 UAV License: **Tier 3**

EOC Staff recommends approval of these 13 credentials as submitted.

EOC Review of Credentials

New Certifications

- P-633: YouScience Game Development Fundamentals 1: Tier 2
EOC Staff Recommendation: Tier 1
- P-636: YouScience Retailing: Tier 2
EOC Staff Recommendation: Tier 1
- P-627: YouScience Agricultural Mechanics & Technology 1 (New Certification): Tier 2
EOC Staff Recommendation: Tier 1

Tier Re-evaluation

- 56: NCCER Core (Request for Tier Reevaluation): Tier 2
EOC Staff Recommendation: Remain at Tier 1
- 575: Science 3D Animation 1 (Request for Tier Reevaluation): Tier 2
EOC Staff Recommendation: Remain at Tier 1
- 618: NOCTI-JROTC Leadership and Employability Skills Credential (Request for Tier Reevaluation): Tier 2
EOC Staff Recommendation: Remain at Tier 1

Action Item:
**2026 Report on the
Educational
Performance of
Military-Connected
Students In SC**



Dana Yow



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EOC “is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State”

Act 289, the Military Family Quality of Life Enhancement Act



Background

Requirement of Act 289, the Military Family Quality of Life Enhancement Act

- Passed in 2014 by the SC General Assembly
- “To enhance quality of life issues for members of the armed forces”
- Part V requires the EOC develop a report on the educational performance of military-connected children

Included in the Report

- Demographics details of military-connected students in SC from SY 2024-25. Exception KRA: 2025-26
- Overview of the data collection and reporting at the State level related to military-connected students.
- An update on the academic performance and school attendance of military-connected students;
- Existing structures and support for military-connected students in the State; and
- Findings and recommendations

Federal Requirement for State Collection of MCS

- The Every Student Succeeds Act (ESSA) recognized military-connected students as a district subgroup for reporting purposes
- Beginning in SY2017-18, LEAs were required to identify MCS
- Purpose: To evaluate the specific educational needs and the effectiveness of the programs serving military-connected students
- Typically, districts conduct a survey of parents and guardians, this information is then entered into PowerSchool (State SIS)

Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015, as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a district subgroup for reporting purposes. Beginning in school year 2017- 18, local education agencies (LEAs) were required to identify ***“students with status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty.”***



Table 4: Population of Military-Connected Students in South Carolina by School Year, as collected in the current SC Student Information System (SIS)

	SY 2021-22		SY 2022-23		SY 2023-24		SY 2024-25	
MILITARY CONNECTION	Number	Percent	Number	Percent	Number	Percent	Number	Percent
National Guard, Not Deployed (01)	3,256	17.5%	3,311	16.4%	3,376	16.5%	3,423	18.2%
Reserves, Not Deployed (02)	2,257	12.1%	2,748	13.6%	2,968	14.5%	2,823	15.0%
National Guard, Active Deployment (03)	502	2.7%	583	2.9%	593	2.9%	422	2.2%
Reserves, Active Deployment (04)	420	2.3%	360	1.8%	326	1.6%	310	1.7%
Active Duty Military, Not Deployed (05)	9,465	50.8%	10,778	53.3%	10,859	53.1%	9,740	51.8%
Active Duty Military, Deployed (06)	1,117	6.0%	1,134	5.6%	1,122	5.5%	976	5.2%
Active Duty Military, Deceased in last year (07)	188	1.0%	176	.87%	183	.89%	162	0.9%
Active Duty Military, Wounded in last year (08)	1,430	7.7%	1,131	5.6%	1,041	5.1%	967	5.1%
GRAND TOTAL:	18,635	100%	20,221	100%	20,468	100.0%	18,823	100%

Source: SC Department of Education, data reported to EOC; 180 day data collection

Demographics of MCS in SC

Grade Level Span	Count (% of MCS population)
K-5 th grade	8,369 (44.5%)
6 th -8 th grade	4,657 (24.7%)
9 th -12 th grade	5,797 (30.8%)

*Based on data collected in State Student SIS,
180 day enrollment*

Race	Count	% of MCS
American Indian	193	1.0%
Asian/Pacific Islander	627	3.3%
Black	6,528	34.7%
Hispanic	2,763	14.7%
White	8,705	46.3%

Table 5: Districts with the Largest Reported Percentage of Military Connected Students, SY 2024-25

School District	SY 2024-25	
	Number of MCS in District	Percent of District Population Identified as Military-Connected
Richland 2	3,364	12.9%
Kershaw	993	9.7%
Sumter	837	6.8%
Dorchester 2	1,536	6.4%
Horry	2,225	5.0%
Beaufort	904	4.7%
Florence 1	638	4.4%
Berkeley	1,429	4.0%
Aiken	689	3.3%
Charleston	1,269	2.8%

- Of the **18,824 military-connected students** reported by school districts to SCDE in school year 2024-25, approximately 74 percent of the students attended one of the ten school districts listed in Table 5.
- **Eighteen school districts report NO military-connected students** despite ESSA requirement to report.

Academic Performance of MCS



The performance of MCS in SC *exceeds* the performance of non-MCS

Fall 2025 Kindergarten Readiness Exam (KRA) : % Demonstrating Readiness in Performance Level Category	
Military-Connected Students	Non- Military-Connected Students
658 (48%)	19,506 (38%)

- In [SC READY Math](#), military-connected students more frequently scored Meets or Exceeds Expectations (52.1% combined) than their non-military-connected peers (44.4%).
- In [ELA](#), 69.4% military-connected students scored Meets or Exceeds Expectations , higher than the 60.4% among non-military-connected students.
- In [Science](#), 59.8% military-connected students scored Meets or Exceeds Expectations , markedly higher than the 49.3% among non-military-connected students.

Table 9: SY 2024-25 EOCEP Scores/Passage Rate by Military-Connected Students (MCS) and Non-MCS

School Year	Military-Connected Students (MCS)		Non-MCS Statewide	
	Number of MCS	% Passing (A, B, or C)	Number of Non-MCS	% Passing (A, B, or C)
Algebra I				
2024-25	1,463	63.3%	59,745	53.8%
English 2				
2024-25	1,576	79.6%	59,617	71.4%
Biology I				
2024-25	1,528	53.1%	58,865	46.2%
U.S. History and the Constitution				
2024-25	1,454	57.4%	57,171	48.1%

On-time Graduation Rate

School Year	MCS	Non-MCS
	On-time Graduation Rate	On-time Graduation Rate
SY 2024-25	92.1%	86.6%
SY 2023-24	94.3%	87.2%
SY 2022-23	93.2%	83.9%
SY 2021-22	94.3%	83.9%
SY 2020-21	91.4%	83.2%
SY 2019-20	90.8%	82.0%
SY 2018-19	86.9%	81.1%

College & Career Readiness

Table 11: SY 2024-25 College and Career Readiness (CCR) Results for Military-Connected Students (MCS) and Non-MCS

Student Group	Total number of students (% of Student Group)	Percentage of students meeting CCR criteria
College Ready		
MCS	1,555 (100%)	41.5%
Non-MCS	61,817 (100%)	32.9%
Career Ready		
MCS	1,555 (100%)	82.2%
Non-MCS	61,817 (100%)	73.1%
Both College AND Career Ready		
MCS	1,555 (100%)	39.7%
Non-MCS	61,817 (100%)	31.1%



Attendance

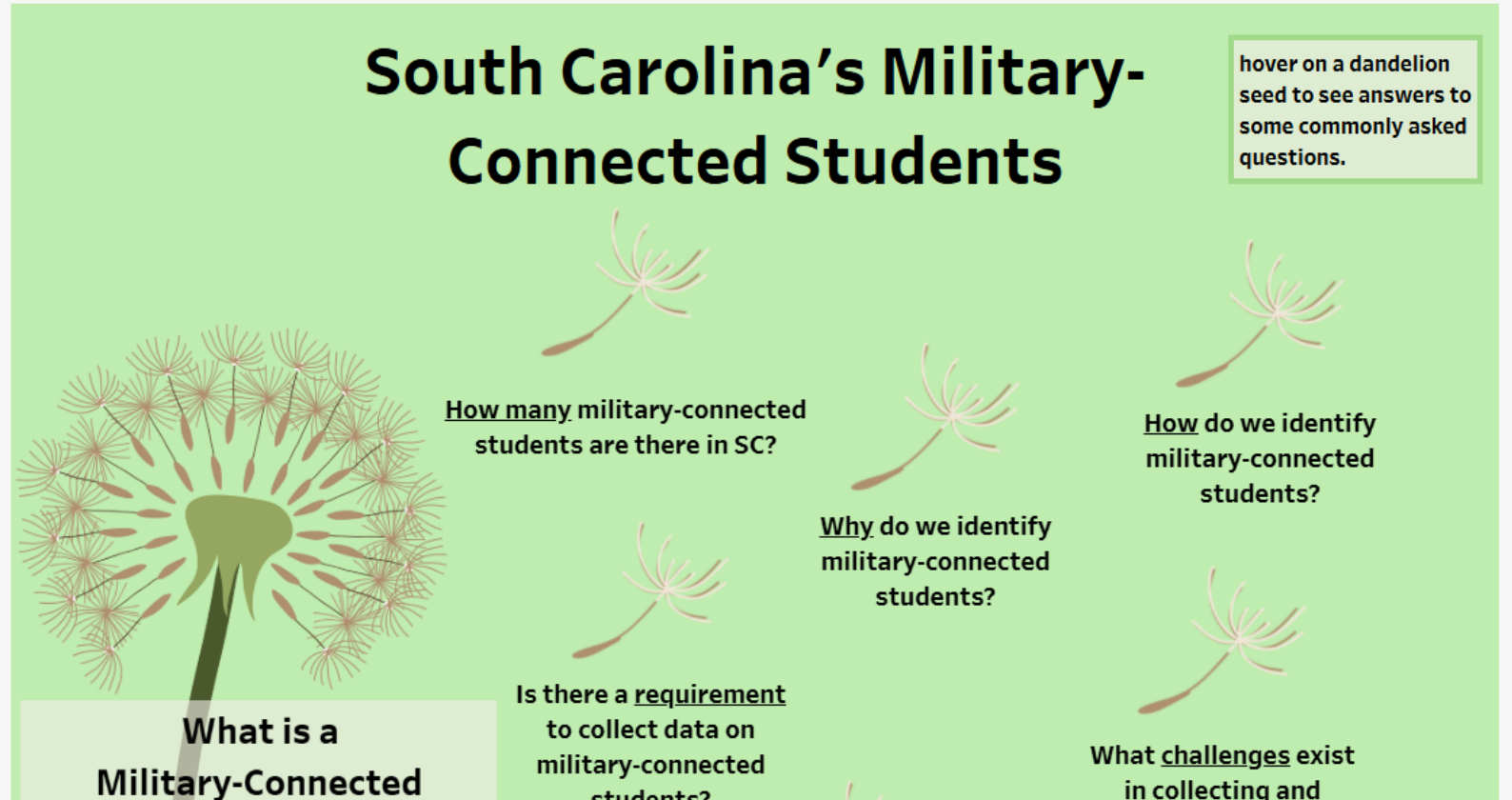
Table 11: School Attendance of Military-Connected Students (MCS) and Non-MCS

Attendance Category	Military-Connected Students Number (% among MCS)	Non-Military-Connected Students Number (% among non-MCS)
Good Attendance (<5% absent)	6,465 (34.6%)	237,202 (33.5%)
At-Risk Attendance (5–10% absent)	6,611 (35.4%)	237,584 (33.6%)
Moderately Chronically Absent (10–20% absent)	4,153 (22.2%)	166,137 (23.5%)
Severely Chronically Absent (20% and above absent)	1,471 (7.9%)	66,578 (9.4%)
Unknown/Missing	0	20
TOTAL	18,700	707,521

Military Connected Students

Home > School Finance Dashboard > Military Connected Students

DashboardSC.sc.gov



South Carolina's Military-Connected Students

hover on a dandelion seed to see answers to some commonly asked questions.

What is a Military-Connected

How many military-connected students are there in SC?

Why do we identify military-connected students?

How do we identify military-connected students?

Is there a requirement to collect data on military-connected students?

What challenges exist in collecting and

Recommendations

- SC school districts should require the collection of these data during school enrollment procedures and the data should be populated into the Student Information System.
- Continue collaborative work with the SCDE on strengthening data related to military enlistment.
- Explore opportunities to partner with SC postsecondary institutions that serve military-affiliated students, strengthening the data pipeline and the opportunities to better serve this student population.

Information Item: Inclusion of Seal of Biliteracy in CCR

Dana Yow

Dr. Rocio Zalba, World Languages SCDE



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SC Seal of Biliteracy for College and Career Ready

Dr. Rocio Zalba

Education Associate for World Languages

March 16th, 2026



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

What is the SC Seal of Biliteracy?



**NATIONALLY
RECOGNIZED
CREDENTIAL**



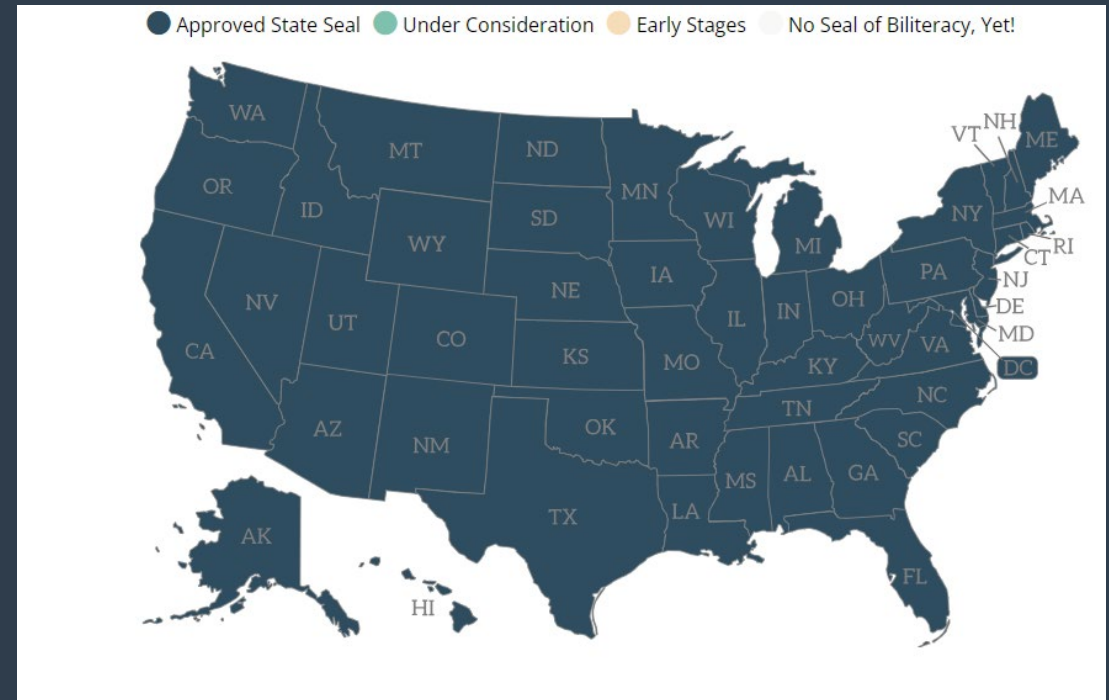
**HIGH PROFICIENCY IN
ENGLISH & AT LEAST
ONE OTHER LANGUAGE**



**SYMBOL OF BILINGUALISM
AND BILITERACY FOR
EMPLOYERS
AND UNIVERSITIES**

States with a Seal of Biliteracy

All 50 states and Washington
D.C. have approved
Seals of Biliteracy



Two Qualifications to Earn a SC Seal of Biliteracy

Qualification I: High Proficiency in a Language Other Than English

- **Intermediate Mid** level of proficiency or higher in all 4 skills (reading, writing, speaking and listening)

Qualification II: English Proficiency

- 3.0 or above GPA in all ELA requirements for graduation
- 4.4 on the ACCESS 2.0 English Proficiency test



How to Earn Qualification I

Nationally Recognized and SCDE-Approved Language Proficiency Assessments:

TEST	VENDOR	LANGUAGES OFFERED
STAMP4S STAMPWS	AVANT Learning	Over 150 languages
AAPPL ALIRA (Latin) OPI/WPT	Language Testing International	Over 120 languages
SLPI	Rochester Institute of Technology	American Sign Language
ASLPI	Gallaudet University	American Sign Language
ALTA	ALTA	Over 100 less commonly tested languages
TOCFL	National Taiwan Normal University	Chinese (Mandarin)

41
Languages
Represented



Three Tiers

Minimum Proficiency Requirement in All 4 Skills

GOLD = Advanced Low

SILVER = Intermediate High

BRONZE = Intermediate Mid



How is the Tier Determined?



**This Student Is Proficient at the Intermediate Mid Level in ALL 4 Skills =
BRONZE TIER**



How do these proficiency levels translate into College & Career Ready?



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	Language Functions	Corresponding Professions/Positions*
Superior	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations and unexpected complications. No patterns of error emerge and minimal sporadic errors in low-frequency or complex structures are present, but in such a way, that they do not distract from their message.	Attorney, Court Interpreter, Financial Services Marketing Manager, Foreign Area Officer, Judge, University Language Professor
Advanced High	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication with sufficient control of structure and vocabulary to be understood by most anyone.	Account Executive, Broker, Financial Advisor, Human Resources Communications Manager, Insurance Manager, Interpreter, Marketing Manager, Military Linguist, Physician, Quality Assurance Specialist, Researcher/Analyst, Social Services Case Manager, Translation Officer
Advanced Mid		Account Executive, Banker, Banking and Investment Services Manager, Customer Service Representative, Banking Manager, Collections Representative, Court Stenographer, Credit & Loan Advisor, Customer Service Agent, Facilities Manager, Financial Advisor, Fraud Specialist, Human Resources Benefits Specialist, Interpreter, Marketing Manager, Medical Interpreter, Mental Health Specialist, Patient Advocate, Program Executive, Recruiter, Researcher/Analyst, Sales & Marketing Representative, Social Service Case Manager, Technical Service Agent
Advanced Low		911 Dispatcher, Accounting Coordinator, Banker, Banking Manager, Billing Clerk, Call Center Representative, Claims Processor, Consumer Products Customer Services Representative, Credit & Loan Advisor, Customer Service Agent, Customer Service Interpreter, Employee Trainer, Financial Advisor, Flight Attendant, K-12 Language Teacher, Legal Receptionist, Legal Secretary, Maintenance Administrator, Maintenance Technician Supervisors, Nurse, Police Officer, Program Executive, Researcher/Analyst, Retail Services Personnel, Sales & Marketing Representative, Social Service Case Manager, Social Service Receptionist, Social Worker
Intermediate High	Create with language, initiate, maintain, and bring simple conversations to a close by asking and responding to simple questions with sentence-length discourse. Their communication will include errors that may, at times, distract from their message but they can usually clarify their message, as needed.	Administrative Assistant, Auto Inspector, Aviation Personnel, Banking Manager, Conductors (Bus/Train), Custodian, Customer Service Agent, Employee Trainer, Facilities Manager, Firefighter, Flight Attendant, Insurance Manager, K-12 Language Teacher, Maintenance Technician, Missionary, Nurse, Police Officer, Receptionist, Sales Support Representative, Social Worker Assistant, Tour Guide, Utilities Installer
Intermediate Mid		Cashier, Customer Service Agent, Salesclerk (highly predictable contexts), Technicians (equipment maintainers), Truck Driver
Intermediate Low		Customer Service Agent (incidental target language use), Housekeeping Staff
Novice High	Communicate minimally with formulaic and rote utterances, lists, and phrases. Their communication will include many errors and require a very sympathetic interlocutor for successful communication.	No functional professional working ability
Novice Mid		
Novice Low		

*The levels of proficiency associated with the positions above are minimal levels of oral proficiency, most of which are based on LTI task analyses, where the minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

Gold

911 Dispatcher, Accounting Coordinator, Banker, Banking Manager, Billing Clerk, Call Center Representative, Claims Processor, Consumer Products Customer Services Representative, Credit & Loan Advisor, Customer Service Agent, Customer Service Interpreter, Employee Trainer, Financial Advisor, Flight Attendant, K-12 Language Teacher, Legal Receptionist, Legal Secretary, Maintenance Administrator, Maintenance Technician Supervisors, Nurse, Police Officer, Program Executive, Researcher/Analyst, Retail Services Personnel, Sales & Marketing Representative, Social Service Case Manager, Social Service Receptionist, Social Worker

Silver

Administrative Assistant, Auto Inspector, Aviation Personnel, Banking Manager, Conductors (Bus/Train), Custodian, Customer Service Agent, Employee Trainer, Facilities Manager, Firefighter, Flight Attendant, Insurance Manager, K-12 Language Teacher, Maintenance Technician, Missionary, Nurse, Police Officer, Receptionist, Sales Support Representative, Social Worker Assistant, Tour Guide, Utilities Installer

Bronze

Cashier, Customer Service Agent, Salesclerk (highly predictable contexts), Technicians (equipment maintainers), Truck Driver

2025 Stats

10%
Gold

46%
Silver

44%
Bronze

College Ready

7 Universities in SC Recognize the Seal of Biliteracy

- as a placement tool
- 6 to 12 retroactive credits based on each seal level tier

...an increasing number of Higher Ed institutions are added every year...

Equivalent to AP assessments

- AP Score 3 = Bronze Seal
- AP Score 4 = Silver Seal
- AP Score 5 = Gold Seal



What is our state data?

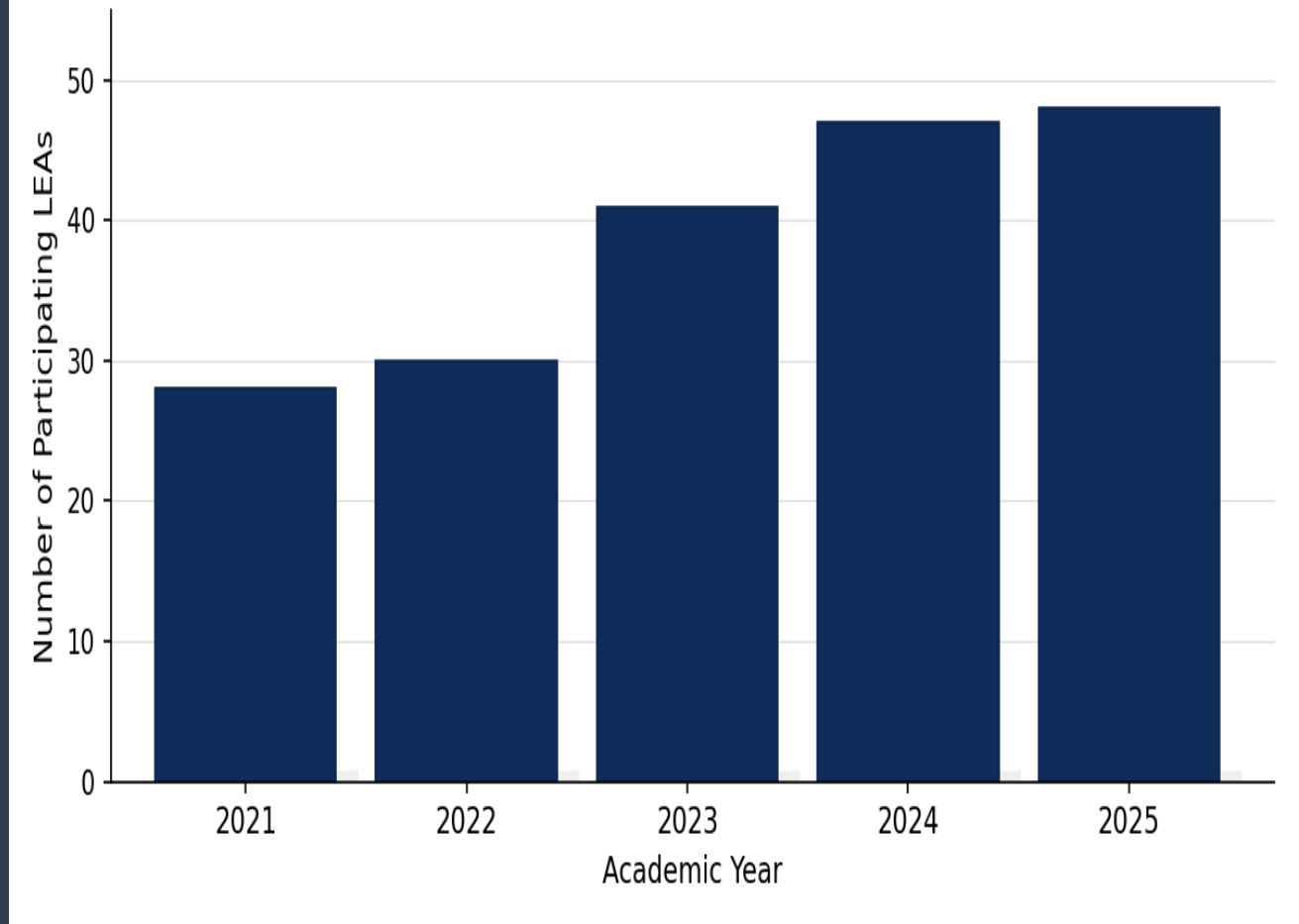


Participating LEAs

Academic Year	# of Participating LEAs w Recipients
2020-2021	28
2021-2022	30
2022-2023	41
2023-2024	47
2024-2025	48

67 %
Increase in
Participation

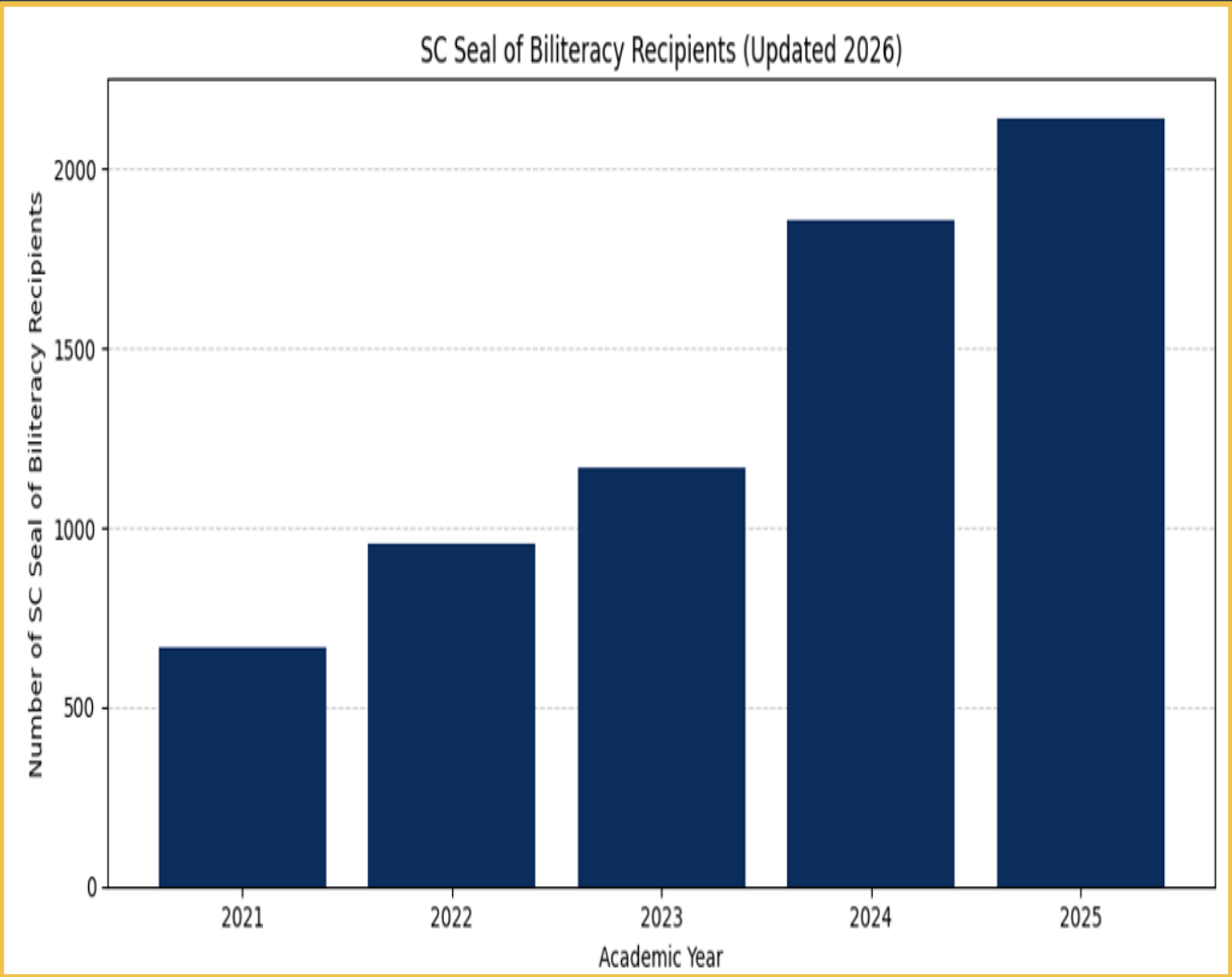
Participating Local Education Agencies (2021-2025)



Growth in Recipients

Academic Year	Number of Recipients
2020-2021	669
2021-2022	954
2022-2023	1166
2023-2024	1860
2024-2025	2144

220 %
Increase in Recipients



Who is eligible to participate?

All **Juniors** and **Seniors** in Every School or District

Acquired language through:

- schooling (middle school onward)
- personal study and interest
- living abroad (military families)
- informally at home or community language program (Heritage Speakers)
- home country (Multilingual Learners)
- Dual language Immersion programs



Benefits of Earning the SC Seal of Biliteracy

Boost College Application

- ✓ Recognition and/or College Credit

Marketability

- ✓ Necessary skill to be competitive
- ✓ Improve their resume and employment applications
- ✓ Easily identifiable to employers seeking bilingual employees

Personal

- ✓ Accurate measurement of language skills
- ✓ Heritage Speakers: **encouragement to attend College**



Thank You





ed.sc.gov

Information Item: High School Employability Credential: Inclusion of On-Track Measure

Dana Yow



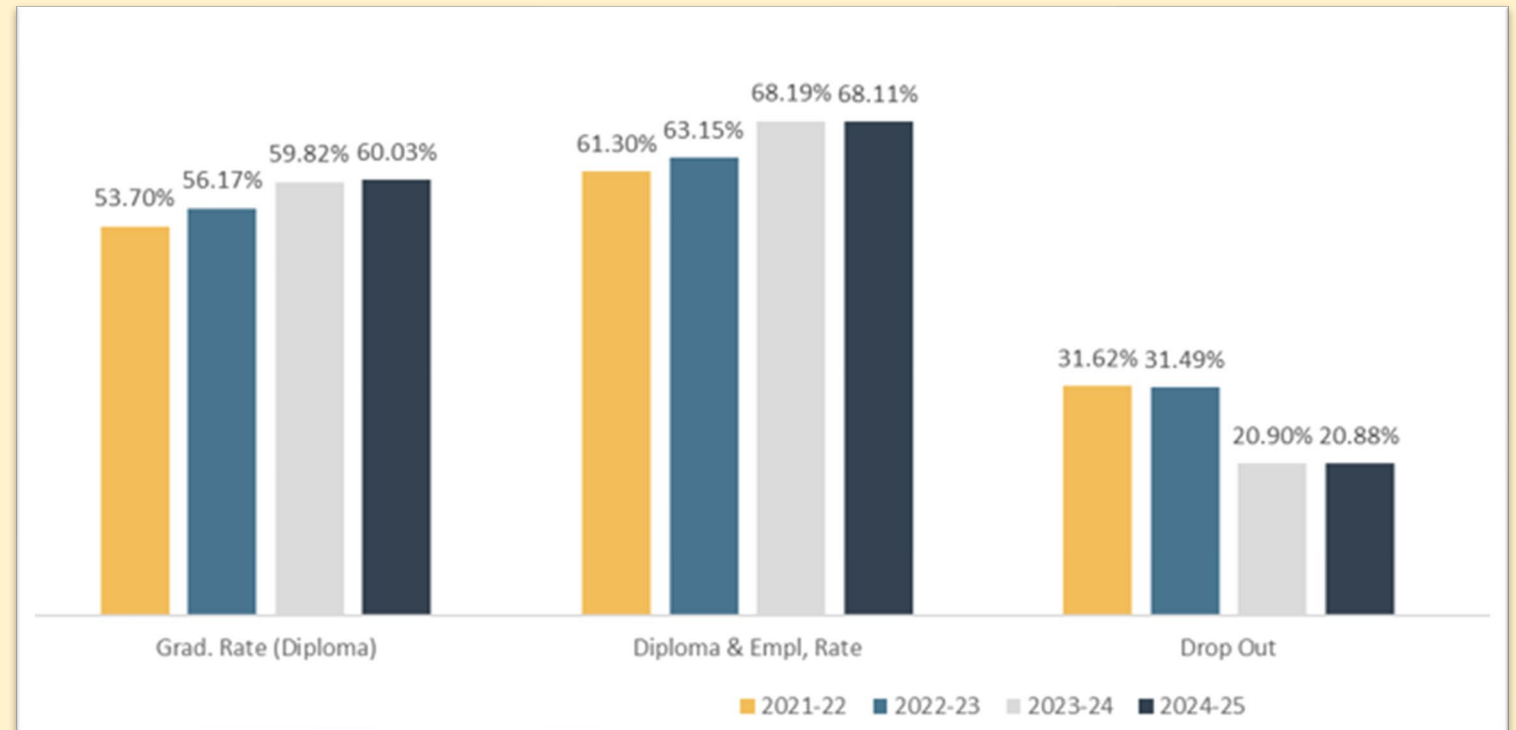
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Statewide data for students with disabilities who have exited with a HS Diploma or Employability Credential, 2022-2025

School Year	Number of Diplomas	Number of Employability Credentials
2021-2022	3,360	348
2022-2023	3,751	472
2023-2024	3,584	501
2024-2025	4,109	553

Percentage of Students with IEPs Graduating with a Diploma or Receiving an Employability Credential



Source: Draft SCDE Employability Credential Report

HIGH SCHOOL DIPLOMA	UNITS REQUIRED	EMPLOYABILITY CREDENTIAL	UNITS REQUIRED
ENGLISH/ LANGUAGE ARTS	4	ENGLISH/LANGUAGE ARTS	4
MATHEMATICS	4	MATHEMATICS	4
PHYS ED or ROTC	1	PHYS ED or Equivalent	1
COMPUTER SCIENCE OR KEYBOARDING	1	TECHNOLOGY	1
SOCIAL STUDIES	3	SOCIAL STUDIES	2
SCIENCE	3	SCIENCE	2
FOREIGN LANGUAGE OR OCCUPATIONAL ED	1	EMPLOYABILITY EDUCATION	4
ELECTIVES including Personal Finance .5	7	ELECTIVES	6
	24 TOTAL CREDITS		24 TOTAL CREDITS

Additional Requirements for Students Seeking the Employability Credential

- Minimum of 360 work-based learning hours/training
- Work readiness assessment that demonstrates the student is ready for competitive employment
- Completion of a career portfolio that includes a multimedia presentation project

Evolution of Accountability System in SC

- 2020 cyclical review of accountability recommended:
 1. Include an **extended (5-year) graduation rate** such that
 - Extended Grad Rate should have less influence than 4-year (*to maintain on-time graduation as the primary goal*),
 - Extended Grad Rate alone should not decrease scores, and
 - Discussion indicated a desire to include the GED (*not in report*)
 2. **Career-ready credit** should be awarded to qualifying students earning the High School **Employability Credential**
- Discussion of on-time graduation as the primary goal also led to consideration of an ***On-Track to Graduate*** measure

Do On-Track Measures Help Students Graduate On-Time?

Students who end their 9th grade year **on-track** were almost **4 times more likely to graduate from high school** than those who were off-track.

A student's **on-track** status was more predictive of high school graduation than race/ethnicity, level of poverty, or test scores.

["The On-Track Indicator as a Predictor of High School Graduation"](#), Consortium on Chicago School Research at the University of Chicago, 2005



High School Student Success Indicator

- **On-Track to Graduate** measures whether students have earned at least 6 credits (incl. 1 Math & 1 English) per year
 - 1st Year On-Track to Graduate (**1YOTG; 6/1/1**)
 - 2nd Year On-Track to Graduate (**2YOTG; 12/2/2**)
 - 3rd Year On-Track to Graduate (**3YOTG; 18/3/3**)
- **Five-Year Student Success Rate (5YSSR)** measures percent of students who obtain a successful HS outcome within 5 years
 - Regular high school diploma
 - GED
 - SC HS Employability Credential
- Calculated, scored, and rated like Graduation Rate

Current Inclusion of Employability Credential

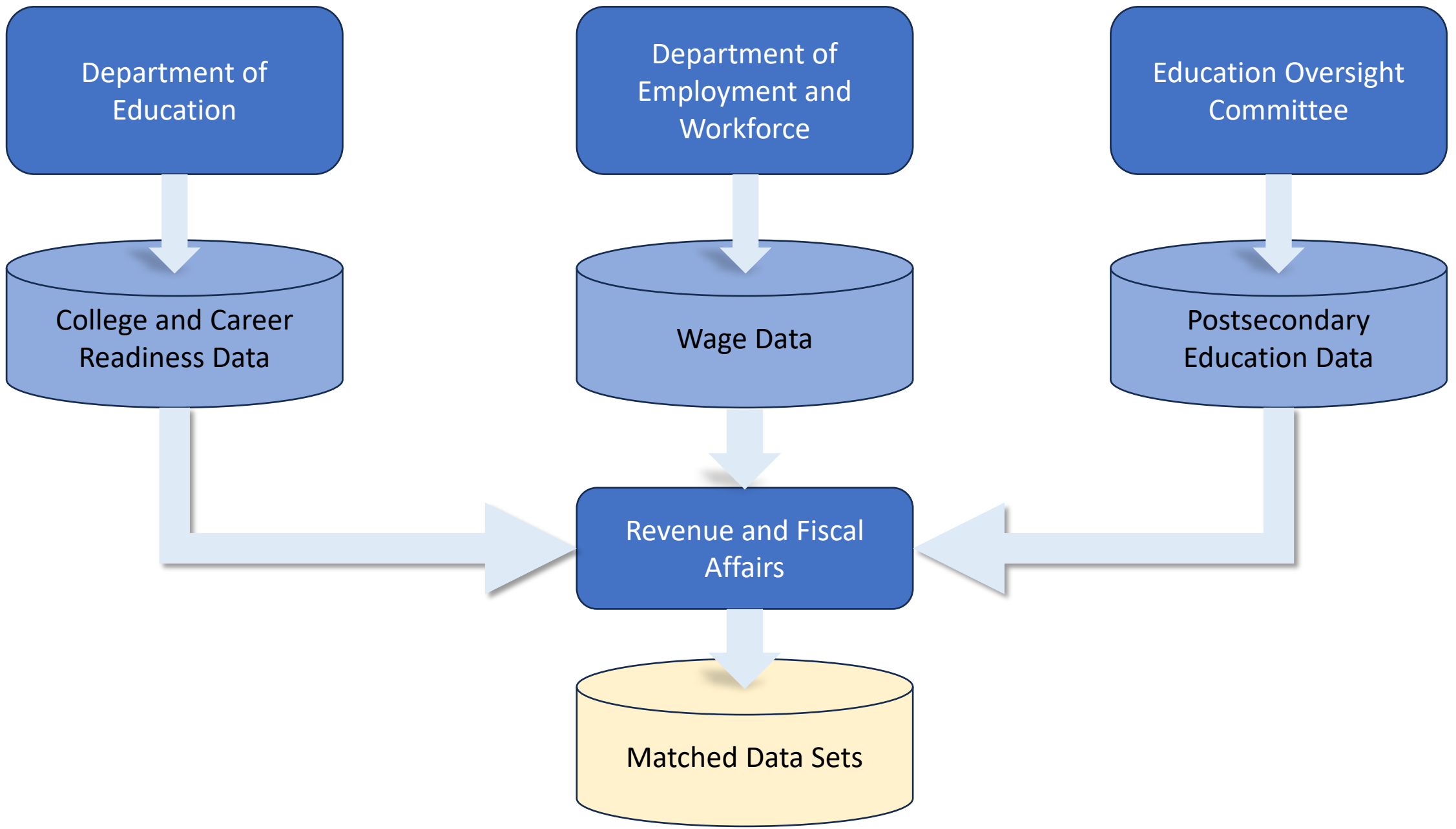
- Credential is *not* included in **Graduation Rate**
 - It *is not* a “State-Defined Alternate Diploma” (per ESSA)
- *Not* included in the **On-Track to Graduate** metrics
 - English and Math courses *do not* satisfy graduation requirements
- *Is* included in **CCR** indicator as **Career-Ready** designation
 - Valuable program specifically designed to develop career readiness
- *Is* included in **5-Year Student Success Rate**
 - Rigorous program that is successful outcome for qualified students

Current Outcomes for the Credential

- About **57 Districts** award the credential each year
- Among districts awarding the credential:
 - Range from 0.04% to 6.38% of the cohort by district

Report Card Year	Graduating Cohort	Credential Earners	Percent of Cohort
2022	58,486	340	0.6%
2023	59,488	441	0.7%
2024	60,700	449	0.7%
2025	63,429	520	0.8%
Total:	242,103	1,750	0.7%

- Earnings year following on-time graduation year are **8% higher** for credential earners than for non-graduates without credential



Analyses of CCR Using CCWD Data Request

- In Grad Rate data set, selected students with Graduate = NO
- Only analyzed quarterly earnings for students found in SC wage records (earned wages from a SC-based employer)
- Compared credential earners to non-graduates who did not earn the credential → wages **8% higher** for credential

Report Card Year	Comparison (<i>Non-Graduates, No Credential</i>)		Credential Earners	
2022	6,661	\$2,920.63	224	\$3,071.54
2023	6,063	\$2,669.46	277	\$2,938.77
2024	5,374	\$2,412.50	224	\$2,693.28
Total:	17,698	\$2,713.73	725	\$2,929.90

One Possible Path Forward

- Revise **On-Track to Graduate** metrics to “**On-Track**” metrics
- Permit up to 1% of each 9GR cohort in the district to be considered On-Track under the following conditions:
 1. The student is flagged as “**Seeking Credential**” in PowerSchool
 2. The student has passing grades in at least one **Essentials of ELA** and at least one **Essentials of Math** per year of High School
- Number of allowable On-Track credential students will be assigned to each HS proportionally to that school’s Seeking Credential enrollment
 - *i.e.*, if a HS has 50% of the credential students in the district, they get 50% of the allowable on-track credential students

CCR Measures in Accountability: ASVAB, Advanced Placement, Dual Enrollment & WIN

Dana Yow



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Current CCR Criteria

A student is deemed “college-ready” if the student met one or more of the following criteria:

- Scores a composite score of 20 or higher on the ACT.
- Scores a total score of 1040 or higher on the SAT.
- **Scores a 3 or higher on an Advanced Placement (AP) exam.**
- Scores a C or higher on any approved Cambridge International Exam

Approved Cambridge International Exams include any Advanced Level (A) exams in any subject, or an Advanced Subsidiary Level (AS) exams in the following subjects: Biology, Chemistry, Computer Science, Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese, or Spanish)

- Scores a 4 or higher on any International Baccalaureate (IB) higher learning (HL) exam.
- Completes at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher.

A student is deemed “career-ready” if the student met one or more of the following criteria:

- **Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees**
- **Earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).**
- **Earns a scale score of 31 or higher on the ASVAB.**
- Successfully completes a state-approved work-based learning exit evaluation from an employer.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential

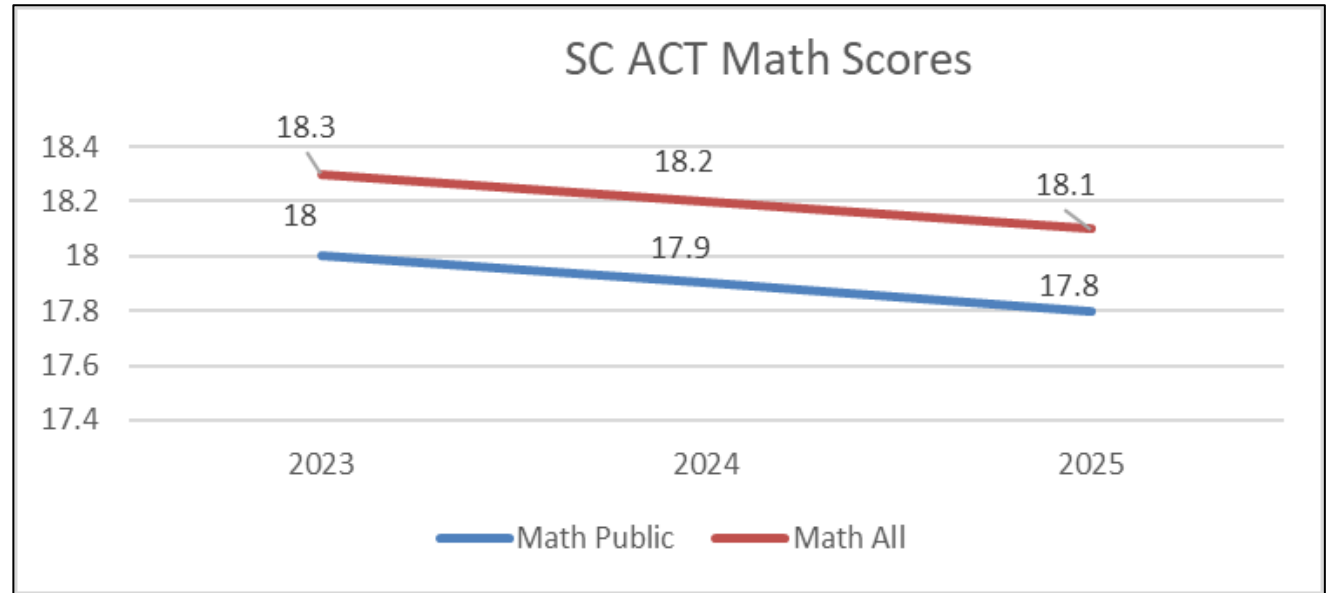
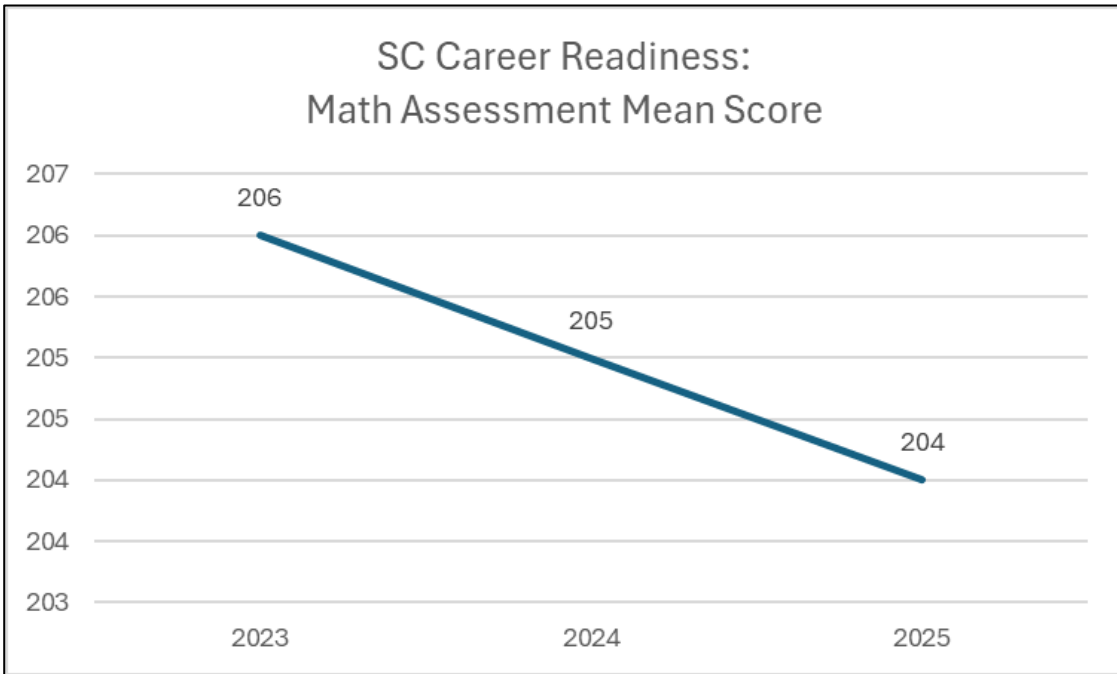
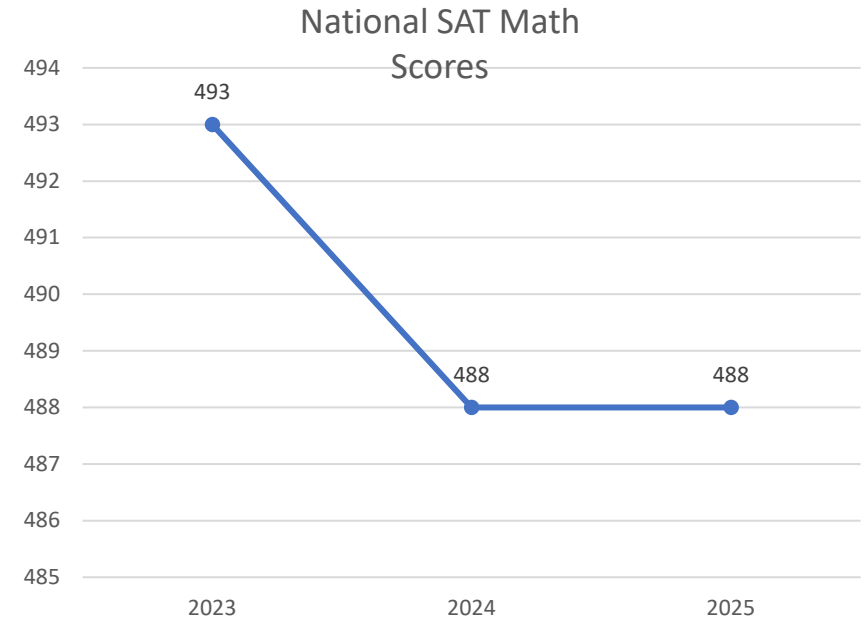
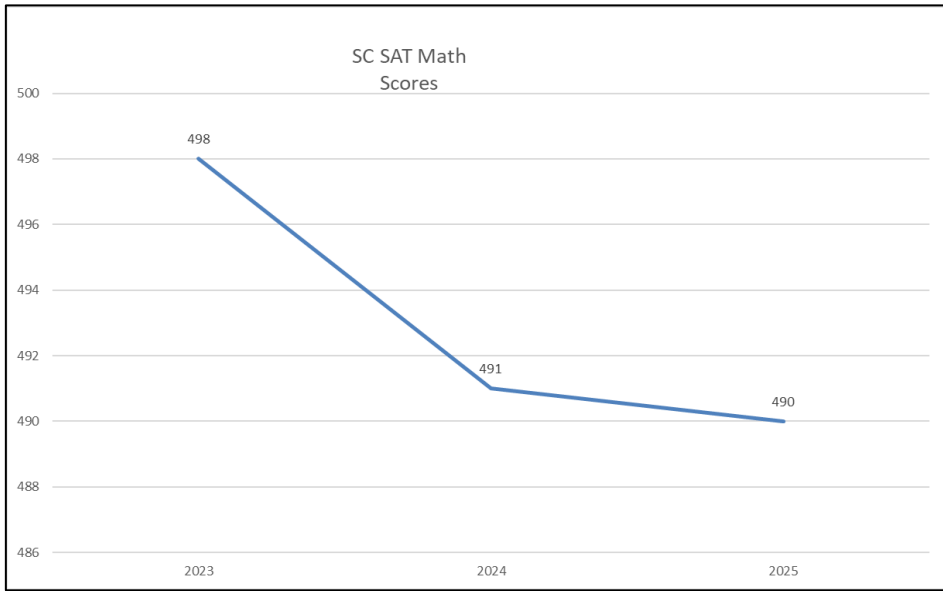
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Year	Cohort Size	ACT Only	SAT Only	AP Only	IB Only	Dual Enrl Only	Cambridge Only	CTE Only	WBL Only	Test Only	ASVAB Only	Empl Cred Only
2023	59,415	95	224	176	8	838	1	3799	1065	7454	1008	159
		0.16%	0.38%	0.30%	0.01%	1.41%	0.00%	6.39%	1.79%	12.55%	1.70%	0.27%
2024	60,593	56	105	113	2	565	0	4291	1508	9047	747	166
		0.09%	0.17%	0.19%	0.00%	0.93%	0.00%	7.08%	2.49%	14.93%	1.23%	0.27%
2025	63,376	30	87	135	3	608	0	5761	2072	8755	925	191
		0.05%	0.14%	0.21%	0.00%	0.96%	0.00%	9.09%	3.27%	13.81%	1.46%	0.30%

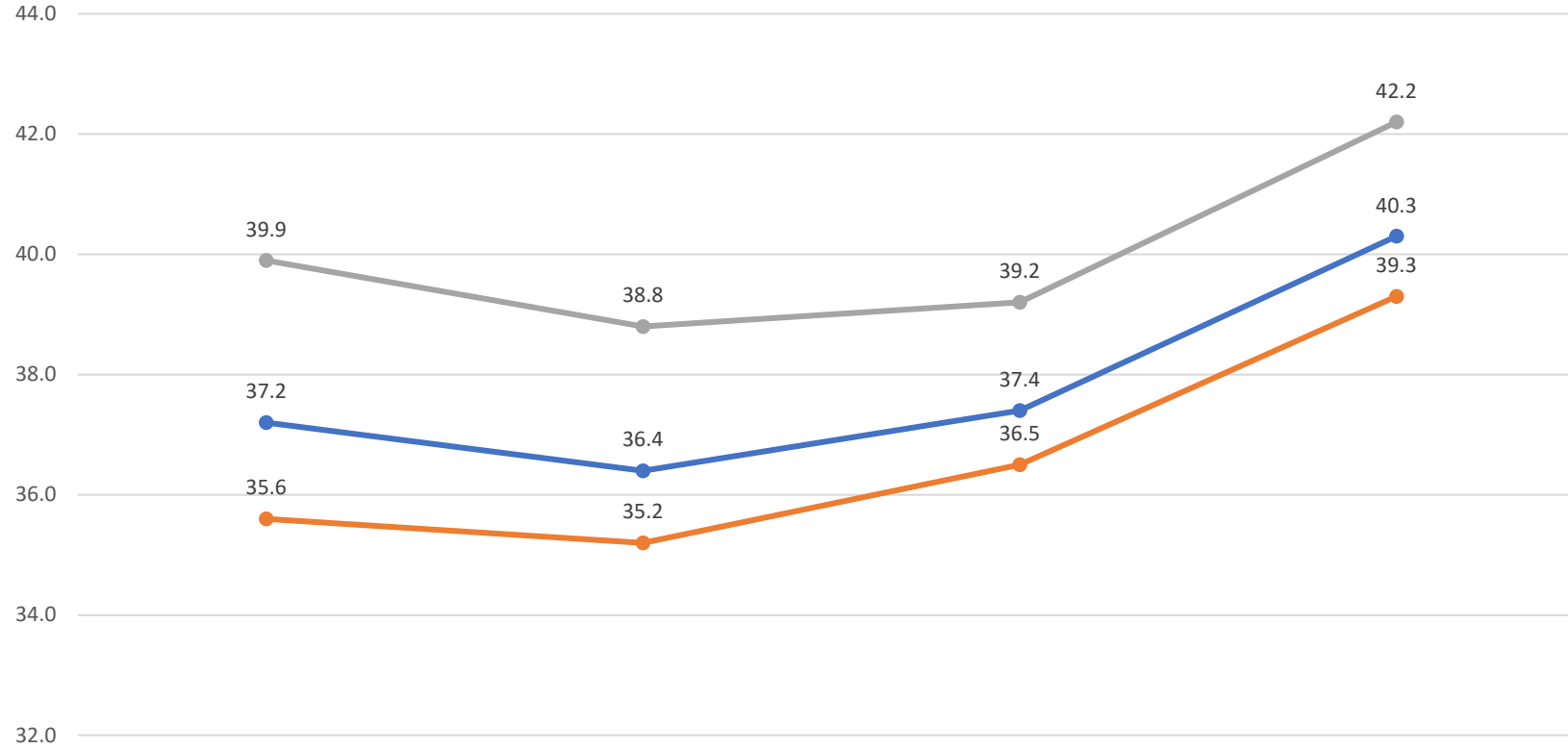
ASVAB

What is ASBAB School Staff Testing (SST)?

- Career Exploration Program (CEP) internet-based computerized adaptive test (iCAT) School Staff Testing (SST) is USMEPCOM's new, innovative approach to delivering the ASVAB
- CEP—allowing your own trained school personnel to administer the internet-based ASVAB (iCAT) on campus.
- No need for a traveling testing team
- Flexible scheduling to fit your school's calendar
- Full support from USMEPCOM and your local MEPS



ASVAB Math Scores by Year Online Test Only

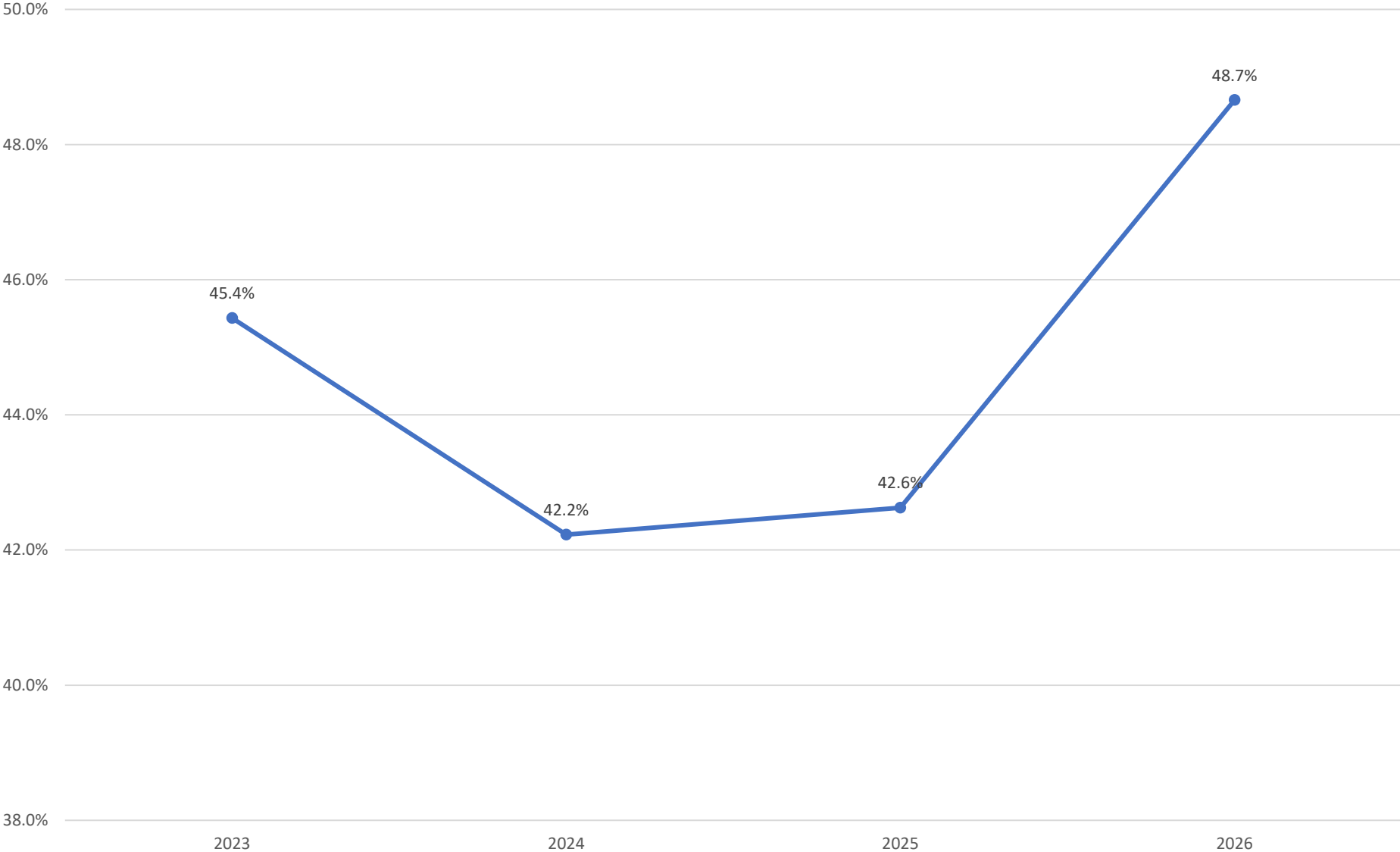


	2023	2024	2025	2026
MA: Math Ability (overall)	37.2	36.4	37.4	40.3
AR: Arithmetic Reasoning	35.6	35.2	36.5	39.3
MK: Math Knowledge	39.9	38.8	39.2	42.2

MA: Math Ability (overall) AR: Arithmetic Reasoning MK: Math Knowledge

Year	Total Tested
2023	3625
2024	10782
2025	21716
17-FEB-2026	12430

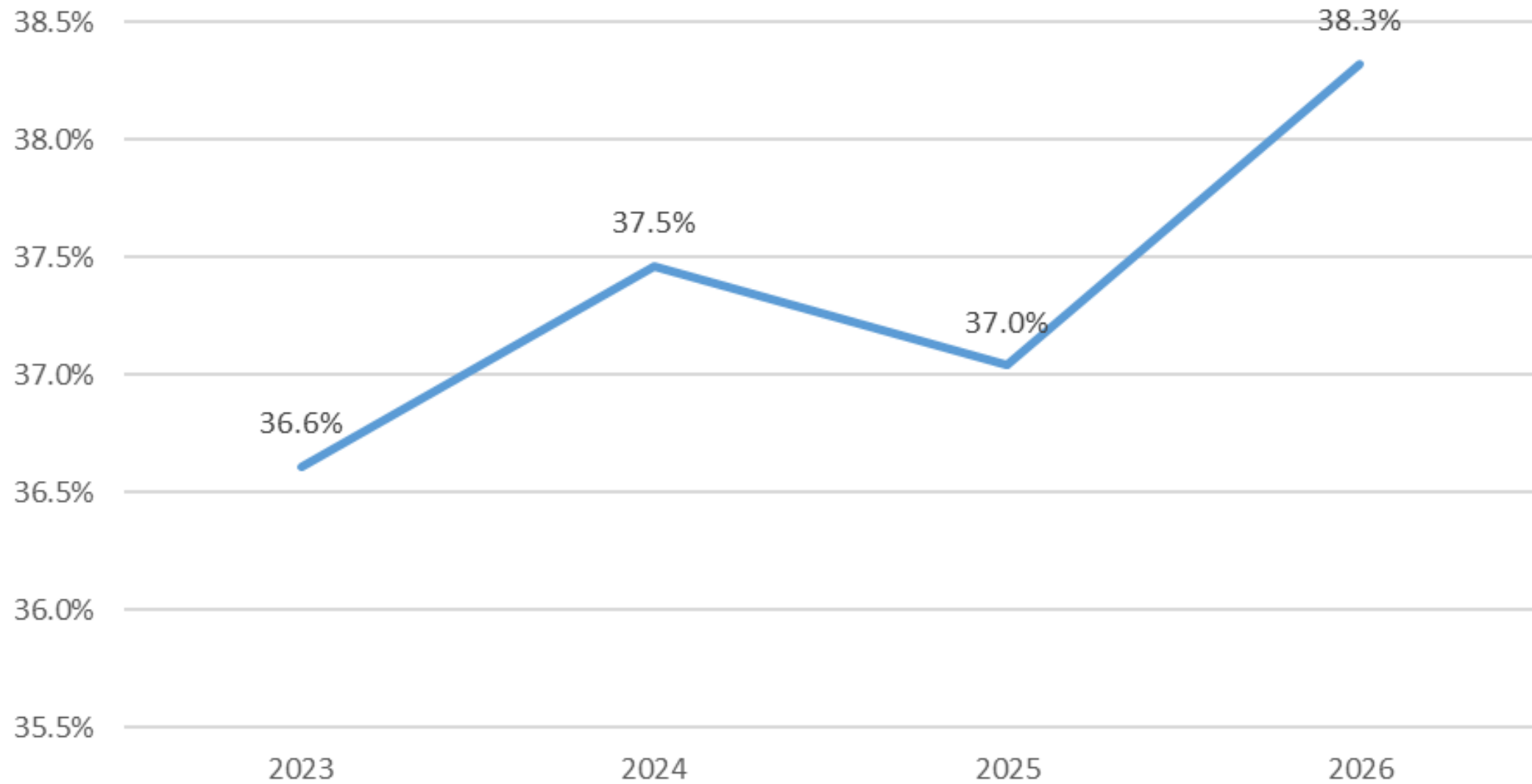
ASVAB AFQT 31 and Greater (College and Career Ready) Online Test Only



Year	Total Tested
2023	3625
2024	10782
2025	21716
2026	12430

Source: https://ubis_reporting:5443/Reports/powerbi/Restricted_Reports/Student_Test_Session_Working

Colorado ASVAB AFQT 31 and Greater Online Test Only



Summary

- ASVAB test scores are increasing for both the overall score and math scores
- Simultaneously overall and math scores are decreasing on other standardized tests
- The absence of a lockdown browser or other electronic options to reduce the ability to utilize outside resources (e.g. AI, calculators, internet searches) may contribute to increase in ASVAB scores
- We do not yet have data on School Staff Testing (SST), but there are concerns with validity for both MEPS Test Administrator (TA) and SST testing

ASVAB, CCR, and JROTC

- Remove ASVAB as an option for CCR beginning in SY 2026-27.
- Allow ASVAB to be used as part of the Tiered Credential System. JROTC is a new pathway in the Public Service and Safety Cluster.

$$2 \int_{\mathbb{R}^n} \varphi(x) \psi(x) dx \geq \int_{\mathbb{R}^n} \varphi(x) \psi(x) dx$$

Adjournment



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