

AGENDA
Academic Standards and Assessments
Subcommittee Meeting

Monday, November 17, 2025
10:00 A.M.
Room 521, Blatt Building

- I. Welcome and IntroductionsDr. Patty Tate
- II. Approval of Minutes of September 15, 2025Dr. Patty Tate
- III. Action Item:
Cyclical Review of the SC Social Studies College and Career Ready
Standards Dr. Rainey Knight
- IV. Information Items:
SC Report Card Release Dana Yow
CTE Data Project Update Dana Yow
- V. Adjournment

April Allen
CHAIR
Brian Newsome
VICE CHAIR
Tammy Achziger
Terry Alexander
Melanie Barton
Russell Baxley
Neal Collins
Bill Hager
Barbara B. Hairfield
Sidney Locke
Jeri McCumbee
Melissa Pender
Patty J. Tate
C. Ross Turner, III
Ellen Weaver

Academic Standards and Assessments Subcommittee

Dr. Patty Tate, Chair	Barbara Hairfield
Tammy Achziger	Sidney Locke
Rep. Terry Alexander	Melissa Pender
Rep. Bill Hager	Sen. Ross Turner

Dana Yow
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Academic Standards & Assessments Subcommittee

Minutes of the Meeting

September 15, 2025

Members Present (in-person or remote): Barbara Hairfield, Melissa Pender, Dr. Patty Tate, Sen. Ross Turner and Tammy Achziger.

EOC Staff Present: Crystal Garcia, Tenell Felder, Gabrielle Fulton, Amina Asghar, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May and Dana Yow.

Ms. Hairfield opened the meeting and asked for a motion to approve the ASA subcommittee minutes from the May 19, 2025 meeting. Senator Turner motioned to approve the minutes which was seconded by Ms. Pender. After the minutes were approved, Hairfield called forward EOC Ms. Yow to discuss the Cyclical Review of the Accountability System.

Yow provided an overview of the 2025 Cyclical Review of the Accountability System, conducted in accordance with SC Code §59-18-910. The code requires the EOC to collaborate with the state board and a broad group of stakeholders to review the accountability system at least every five years and submit findings and recommendations to the General Assembly. The 2020 review was recapped, noting two recommendations that have been implemented: inclusion of the high school employability credential in career readiness and incorporation of the five-year graduation rate without negatively impacting school accountability scores. Three recommendations remain in progress, including evaluation of alternatives to through-course assessments, additional measures for social sciences/citizenship, and research alternatives for the development of K–2 academic measures.

For the 2025 review, the EOC contracted the Center for Assessment (New Hampshire), which previously conducted the 2020 review, to lead the process. The advisory committee includes 22 members representing parents, educators, business leaders, superintendents, principals, and the governor's designee. The review team consists of staff from the Center for Assessment, the EOC, and the State Department of Education. Three committee meetings have been held: an orientation in April, a review of public opinion research in July, and an in-person meeting in August focused on system design principles and values. The committee has three more meetings scheduled, with the final in-person session on December 3 and the final report to the EOC on December 8.

Yow highlighted the focus convenings, which explored high school experiences, college and career readiness, graduation rates, multilingual learners, and public expectations for school report cards. Stakeholder input from virtual sessions (40 participants from 26 cities) and a statewide survey (1,621 responses) indicated that stakeholders are generally aware of and use report cards but perceive SC schools as underperforming compared to national standards. Participants requested more comprehensive, relevant, and equitable data, clearer explanations, better search functionality, and increased transparency. College and career readiness remained a top concern, and achievement and safety were noted as the most important indicators.

Additional insights included differences in perception of ratings, with educators generally seeing ratings as too low and non-educators viewing them as too high. Stakeholders emphasized the need for improved usability, support for special populations, and the ability to compare school performance across multiple indicators. Yow invited committee members to observe the next in-person meeting on October 9. The final recommendations from the review will be presented to the EOC for review and approval on December 8, 2025.

Melissa Pender asked if federal law requires school ratings such as “excellent” or “good,” or only data reporting. Yow explained that the rating system is a state law requirement, created in 2016 when state and federal systems were merged. Pender expressed concern that growth measures can make schools appear stronger or weaker than proficiency data reflects, which may mislead the public. Yow agreed, noting the disconnect between the 100-point scale and ratings, and suggested clearer communication and tools, such as dashboards, to make school performance data more transparent and actionable for community members.

Pender also raised the issue of eighth graders taking Algebra I while still being required to take the SC Ready math test. Dr. Lavery responded that the requirement remains because eighth grade math standards form a foundation for high school coursework. Updated standards now highlight concepts Algebra I students may miss so schools can address them. While the concern is valid, he explained the accountability system is based on grade-level standards, making the test necessary.

Dr. Knight provided an update on the review of South Carolina’s K–12 social studies standards. A national review team has completed its work and is in the process of submitting reports. The state social studies committee, composed of 35 members, will meet on September 22, October 6, and October 20 at the South Carolina Department of Archives and History to review and provide feedback on the standards. Members will work to develop consensus while also having the opportunity to submit additional feedback individually.

The committee's findings will be presented to the ASA subcommittee on November 17, with a full report to the EOC at the December 8 meeting. Following EOC review, the recommendations will be sent to the State Department of Education, which is responsible for drafting the standards. That process, including writing and public review, is expected to take 12 to 18 months, after which the standards will return to the EOC for final approval. No questions were asked.

Next, Ms. Asghar presented her report on the Evaluation of Alternative Instruction Methods using the 2023–24 Evaluation of Alternative Instruction Methods, which analyzed SC Ready results (grades 3–8) and high school end-of-course exams (Algebra 1, Biology 1, English 2, U.S. History). Across all high school subjects, face-to-face students consistently achieved the highest scores and pass rates, while students in virtual and hybrid formats scored significantly lower. For example, in Algebra 1, face-to-face students averaged 71, compared to 62.5 in district-sponsored virtual and 61 in hybrid courses. These differences were statistically significant even after controlling for grade, term, and school.

Elementary and middle school results were more mixed. Face-to-face instruction was strongest in math, while students in the state's VirtualSC program sometimes outperformed peers in English Language Arts, though the sample size was small. Importantly, prior achievement was found to be the largest predictor of performance—accounting for about 74% of results—while instructional method explained less than 1%. Despite this, instructional format still mattered, especially in math, where face-to-face students maintained an advantage.

Overall, the report concluded that face-to-face instruction remains the most effective model, particularly in high school subjects, where gaps between instructional methods were most pronounced. In elementary and middle grades, prior achievement and other contextual factors influenced outcomes more heavily, though face-to-face learning continued to provide consistent advantages.

Ms. Pender inquired about resolving the “unknown” category in instructional method reporting. Asghar explained that the State Department is working to automate the process to improve accuracy. Dr. Lavery confirmed efforts are underway. Sen. Turner asked whether it is possible to identify and compare different groups of virtual learners. Asghar responded that more complete data is needed to allow meaningful comparisons, as current small sample sizes limit reliability. Yow added that automating course coding is essential for data quality, as current manual entry creates inconsistencies. Asghar noted that additional breakdowns are available upon request.

Following this, Yow provided the Executive Director Update. Yow reported on planning for a potential joint retreat with the State Board. Proposed purposes include clarifying the assessment

review and approval process, with the University of Georgia providing a detailed review of the SC Ready and EOCEP assessment development process in early 2026. Superintendent Weaver also expressed interest in reviewing progress on the “Moonshot Goal,” which aims for 75% of students to be on grade level by 2030. Potential retreat dates are under consideration, with Columbia as a possible location. Yow also announced that the school report card release is scheduled for Monday, October 13, the same day as the next EOC full committee meeting. The release will occur in the morning, with the committee meeting at 1:00 p.m. No questions were asked.

After this update, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessment

Date: November 17, 2025

ACTION ITEM

Cyclical Review of South Carolina 2017 College and Career Social Studies Standards

PURPOSE/AUTHORITY

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

(A) 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. The previous content standards shall remain in effect until the recommended revisions are adopted pursuant to Section 59-18-355. 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.

CRITICAL FACTS

Attached is a report that includes recommendations for modifications to the South Carolina College and Career Ready Social Studies Standards. These recommendations were compiled under the advisement of two review panels: a national review panel of mathematics educators who have worked with national or other state organizations and a state review panel made up of South Carolina mathematics teachers, parents, business and community leaders and South Carolina teachers of English language learners and exceptional education drawn from various geographic areas in South Carolina.

TIMELINE/REVIEW PROCESS

April, 2025	Letters of Agreement sent to National Review Panel
April, 2025	Cyclical Review Nominee Forms emailed to SC Leaders for State Review Panel
July, 2025	National Review Panel Conference Call
May, 2025	Selection of SC Review State Panel
September 8, 2025	National Review Panel submitted recommendations
September 22, 2025	Meeting 1 State Review Panel
October 6, 2025	Meeting 2 State Review Panel
October 20, 2025	Meeting 3 State Review Panel; Findings Submitted

ECONOMIC IMPACT FOR EOC

Cost: None

Fund/Source: NA

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)



Cyclical Review of the 2017 South Carolina College and Career Ready Social Studies Standards

Prepared by Dr. Rainey Knight

For presentation to ASA Subcommittee
November 17, 2025

INTRODUCTION

The South Carolina Education Accountability Act of 1998 establishes an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong foundation in the four primary academic disciplines and a strong belief in lifelong learning. Academic standards are used to focus schools and districts toward higher performance by aligning the state assessment to those standards. The implementation of quality standards in classrooms across South Carolina is dependent upon systematic review of adopted standards, focused teacher development, strong instructional practices, and a high level of student engagement. Pursuant to Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

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.

In October of 2025, the responsibilities of the EOC under the cyclical review of the South Carolina College and Career Social Studies Standards was completed. A timeline for the process is provided in appendix A.

This report presents recommendations for modifications to the 2017 South Carolina College and Career Ready Social Studies Academic Standards from the Education Oversight Committee. These recommendations were compiled under the advisement of two review teams: a national review team of social studies educators who have worked with national or other state organizations and a state review team of South Carolina teachers, parents, business, higher education, community leaders and faculty from higher education drawn from various geographical areas in South Carolina.

It is important to note that the adopted South Carolina College and Career Social Studies Standards represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. The Education Oversight Committee expresses its appreciation to those educators and commends their utilization of national source documents and their belief in the achievement of all students.

The Education Oversight Committee intends to ensure that all students are knowledgeable and capable.

I: CYCLICAL REVIEW PROCESS

A. REVIEW PANEL MEMBERSHIP

This cyclical review of the 2017 South Carolina Social Studies College and Career Standards was conducted beginning May 2025 through October 2025. Both a national review panel and a state review panel were used in seeking recommendations to the current social studies standards.

National Review Panel

The national review panel members consisted of recognized leaders in social studies education who are well versed in national and state social studies standards. Comments and recommendations included in this document are based in part on South Carolina legislation related to social studies, *College, Career and Civic Life C3 Framework* for social studies standards (NCSS, 2013), national standards for history, geography, civics and government and economics, financial literacy standards for South Carolina, the Profile of the South Carolina Graduate, and social studies standards from various states. In addition, the national committee members used their expertise in social studies and their understanding of expectations for student learning. Members of the national team received materials for the review in May 2025. A Zoom meeting was held in July 2025 to provide an opportunity for the national team to share their perspectives on social studies education on a national level. After an independent review period, the members of the panel submitted his/her set of findings via individual final reports. Members of the National Review Panel included:

- Dr. Walter Edgar, Retired Professor Emeritus, University of South Carolina
- Dr. Felice Knight, Director of Education, International African American Museum
- Dr. Wilfred McClay, Victor Davis Hanson Chairman, Classical History and Western Civilization, Hillsdale College
- Ms. Stephanie Nickles, Elementary teacher, Gorham, Maine
- Dr. Robert Pondiscio, Senior Fellow, American Enterprise Institute
- Mr. Gerald Robinson, Professor, University of Virginia
- Mr. Anton Schulzki, Interim Executive Director, National Council on Social Studies

Note: Dr. McClay did not submit a final report.

State Review Panel

Legislators, EOC members, state education board members, superintendents and instructional leaders in districts were invited to recommend members of their respective communities to serve as members of the Social Studies State Cyclical Review Panel. The panel represented teachers, parents, business and community leaders and higher education. Thirty-four individuals

participated in the cyclical review process. Panel members participated in three days of social studies review in September and October. The review panel reached consensus on insights and specific recommendations about the 2017 South Carolina College and Career Social Studies Academic Standards. Members of the State Cyclical Review Panel included:

Claudia Aldamuy, community member, Communities in Schools
Rev Matt Altman, Pastor, North Charleston
Jill Ard, Social Studies teacher, Hanna Pamplico, Florence 2
Brijesh Bala, Special Education Teacher, Calhoun County School District
Timmerial Barnette, Teacher, Chester School District
Teresa Cole, Teacher, Florence 1
William Davis, Teacher, St Matthews Middle School, Calhoun
J R Fennell, community member, Lexington County Museum
Paige Garrett, Teacher, Glenview Middle School, Anderson 5
Frank Gause, Call Me Mister, Coastal Carolina, Conway
Dr. Margaret Wilson Gilliken, Professor, Winthrop, Rock Hill
Rev, Merritt Graves, Pastor, Florence
Keith Grybowski, Charleston County School District School Board member
Timothy Hicks, Teacher, Richland School District Two
Derrick Hines, K12, Teaching Fellows Coordinator, USC, Columbia
Darnell Holland, K-12, Commission on Higher Education, Columbia
Barbara Hunter, Ballentine Elementary, Lexington/Richland Five
Elizabeth Long, School Library Media Specialist, Doby's Mill Elementary, Kershaw CSD
Nancy Lingle, Berry Smalls, Spartanburg 5
Dr. George Liscomb, Professor, Furman University, Greenville
Corey Johnson, Teacher, Kershaw County School District
Patrick Kelly, Teacher, Blythewood High School, Richland 2
Bryan Lynip, Teacher, Meadowfield Elementary, Richland One
Sarah Ostergaard, SC Economics, Darla Moore School Business, Columbia
Darla Moore, Interventionist, Flat Rock Elementary, Anderson School District Three
Madison Hutto Muller, W G Sanders, Richland One
Austin Myers, Teacher, Muller Road Middle School, Richland Two
Julie Parsons, Teacher, Flatrock Elementary, Anderson Three
Shayla Royal, Parent, Florence One
Valerie Sawyer, Teacher, Darlington CSD
Jordan Walker-Reyes, Teacher, Lexington 1
Stephanie Streetman, Parent, Anderson !
Rev. Kevin Taylor, Pastor, Chester
Braden Wilson, Teacher, Palmetto Middle, Williamston

In addition to members of the state committee, additional feedback from teachers was obtained via a survey sent to teachers across the state as recommended from the committee and members of the South Carolina Social Studies Supervisors.

Additional individuals from the South Carolina Department of Education were present to participate as observers and to offer their expertise as needed.

Dr. Kristi Austin, Director, Office of Assessment and Standards
Josh Black, Assistant Director, Office Assessment and Standards
Sandra Ammons, Team Lead, Office of Assessment and Standards
Shelley Britt, Social Studies Test Development
John Katorkas, Secondary Social Studies
Reece Spradley, Elementary Social Studies

B. CRITERIA DESCRIPTIONS TO REVIEW STANDARDS

The SC Social Studies Academic Standards Review Process conducted by the two review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, and organization/communication. The South Carolina Department of Education representatives, district and university curriculum leaders, and EOC staff collaborated to identify the standards review criteria. The Standard Operating Procedures for the Review of Standards (SOP) agreed upon by the State Department of Education (SDE) and the EOC during the summer 2003 were followed for this review. Decisions on the criteria to be used were based on a comprehensive review of professional literature, and the goals for the standards review as specified in the Education Accountability Act of 1998.

CRITERION ONE: COMPREHENSIVENESS/BALANCE

The criterion category for Comprehensiveness/Balance is concerned with how helpful the South Carolina Academic Standards document is to educators in designing a coherent curriculum. The criterion is directed at finding evidence that the standards document clearly communicates what constitutes social studies content, that is, what all students should know and be able to do in social studies by the time they graduate. The criterion includes consideration of the following areas:

- The standards address essential content and skills of social studies;
- The standards are aligned across grades as appropriate for content and skills;
- The standards have an appropriate balance of the content and skills needed for mastery of each area; and
- The standards reflect diversity (especially for ethnicity and gender) as appropriate for the subject area.
- The number and scope of the standards for each grade level should be realistic for teaching, learning, and student mastery within the academic year.

CRITERION TWO: RIGOR

This criterion calls for standards that require students to use thinking and problem-solving skills that go beyond knowledge and comprehension. Standards meeting this criterion require students to perform at both national and international benchmark levels

- Standards should focus on cognitive content and skills (not affect);
- Standards should be developmentally appropriate for the grade level;
- Standards should include a sufficient number of standards that require application of learning (application, analysis, synthesis, and evaluation);
- Standards should be informed by the content and skills in national and international standards; and,
- Standards should be written at a level of specificity that would best inform instruction for each grade level.

CRITERION THREE: ORGANIZATION/COMMUNICATION

The Organization/Communication criterion category stipulates that the expectations for students are to be clearly written and organized in a manner understandable to all audiences and by teachers, curriculum developers, and assessment writers. Organization includes the following components:

- The content and skills in the standards should be organized in a way that is easy for teachers to understand and follow;
- The format and wording should be consistent across grades;
- The expectations for student learning should be clearly and precisely stated for each grade; and,
- The standards should use the appropriate terminology of the field but be as jargon free as possible.
- The content and skills presented in the standards should be assessable (are observable and demonstrable).

C. MEASURABLE OUTCOMES FOR SOCIAL STUDIES IN SOUTH CAROLINA

The only statewide assessment in social studies that occurs in South Carolina schools is the End-of-Course exam that follows the U.S. History and the Constitution course. Although Social Studies in elementary and middle grades pursuant to Section 59-18-325, that testing has been suspended via budget proviso since the 2019-20 Appropriations Act.

The U.S. History and the Constitution End-of-Course test results over the past five years are shown below.

End of Course U.S. History and Constitution

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%

D. THE 2017 SOCIAL STUDIES COLLEGE AND CAREER STANDARDS DOCUMENT

The 2017 South Carolina Social Studies College and Career Ready Standards are organized by descriptive themes that focus on the grade level/course around a topic of study. The standards provide a basis for the development of local curricular for teachers and for statewide assessment in US History and Constitution. The academic standards describe for each grade level/high school course the specific areas for student learning that are considered the most important for proficiency in a discipline. The social studies standards focus on four core disciplines of civics, economics, geography and history.

Grades kindergarten through two are similar to other state approaches where there is an introduction to social studies through a disciplinary content focus of history, government, geography and economics. Grade three focuses on world geography.

Grades four and five focus on United States History from the involvement and perspective of South Carolina. Grades six and seven focus on world civilizations and geography and grade eight focuses on the history of South Carolina.

High school social studies standards are arranged by courses. Students are required to enroll and successfully complete three courses (two credits) for graduation: United States History and

Constitution, United States Government and Economics. See Table 1 for the listing of descriptive themes.

Table 1. Descriptive Themes for the 2017 South Carolina Grade Level Standards

Grades K-Three	
Kindergarten	Foundations of Social Studies: Children as Citizens
Grade One	Foundations of Social Studies: Families
Grade Two	Foundations of Social Studies: Communities
Grade Three	South Carolina Studies
Grades Four and Five	
Grade Four	United States Studies to 1865
Grade Five	United States Studies 1865 to the Present
Grades Six-Eight	
Grade Six	Early Cultures to 1600
Grade Seven	Contemporary Cultures: 1600 to the Present
Grade Eight	South Carolina: One of the United States
High School Course 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)

In the standards document, there is an overview describing specific subject matter and themes, which is provided on a cover page for each grade level or high school course. The grade level standards are further broken down into:

- Academic standards that serve as the central learning expectations for student learning.
- Enduring understandings that frame the goal of the academic standard.
- Indicators that further breakdown the academic standard into specific knowledge and skills.

The standards document includes a skills progression for history in grade one and grade two to include comparison, causation, change and evidence. Geography skills are included for grade one and two to include maps, evidence and communication and connections. Economic and government skills are included for grades kindergarten through grade two described as relationships, interpretation, communication and informed participation. Vertical historical thinking skills are in grades four through eight and in the history courses in high school and include comparison, causation, periodization, content, change and evidence. Geography skills

progression is in grades three, seven, and high school include mapping, models, evidence, connections, scale, and patterns.

Table 2 shows by grade level the themes, number of standards, enduring understandings and indicators.

Table 2. Numeric Summary of the grade level academic standards, Enduring Understandings, Indicators by grade level

		Academic Standards	Enduring Understanding	Indicators
Kindergarten	The Community Around US	4	4	14
Grade One	Life in South Carolina	4	4	15
Grade Two	Life in the United States	4	4	15
Grade Three	World Geography	5	5	16
Grade Four	United States and South Carolina Part 1	5	5	30
Grade Five	United States and South Carolina Part II	5	5	29
Grade Six	World Civilizations	5	6	30
Grade Seven	Geography of World Regions	7	7	36
Grade Eight	South Carolina and the United States	5	5	27
Elective	Human Geography	5	5	30
Elective	Modern World History	8	8	30
Elective	Teaching History and Literature of the Old Testament Era	3	3	14

		Academic Standards	Enduring Understanding	Indicators
Elective	Teaching History and Literature of the New Testament Era	3	3	15
Required	United States History and Constitution	5	5	30
Required	Economics and Personal Finance	4	4	16
Required	United States Government	4	4	16

III: FINDINGS

The discussion below summarizes reviews of the national and state panel members and presents recommendations for considerations by the Education Oversight Committee.

A. Commendations from State and National Panels

1. The alignment guides are more concise, specific and more easily understood than the standards themselves.
2. Overall, the content is appropriate.
3. The introduction of civics and government in the early grades is essential for inculcating values about civic participation.
4. South Carolina and United States history content is rich and complex.
5. The standards are informed by content and skills in national standards, especially in history.
6. Standards reflect many of the ideas encouraged by national professional groups.
7. The format of the social studies standards is consistent across grade levels.
8. The standards represent a skill-centered and inquiry-based framework.

B. Concerns expressed by State Committee Subgroups

Elementary Concerns

1. The standards should be more explicit and leaves too much for interpretation.
2. Teachers should be provided specific examples in a bulleted form such as in the Louisiana standards.
3. Elementary standards should be presented in a more logical format allowing for the progression of scaffolding information from part to whole in preparation for later grade level standards. An example is shown below.

Grade Three	South Carolina History	European Colonization to Civil War	Integrate geography ¹
Grade Four	United State History	American Revolution to Reconstruction	Integrate geography ¹
Grade Five	World History	Reconstruction to Present Day	Integrate geography ¹

Note 1: As regions are taught in South Carolina, the United States and the World, appropriate geography concepts and skills should be integrated.

4. The standards should revert to teaching South Carolina History in grade 3. This aligns with peer states teaching its state's history such as Louisiana and Virigina.
5. By moving grade 3 to South Carolina History, it will provide a clear progression from kindergarten through grade 2 and reinforces a student's identity and connection from family, community to state. This process will also allow a vertical progression to middle school.
6. To help parents and teachers, alignment guides and standards should be placed together on the website making it easier to access and more user-friendly.
7. Introduce United States and South Carolina symbols in grades 1 through 4.
8. Foundational skills should be taught in the early grades and then move to identifying similarities and differences.
9. Elementary grades should be encouraged to use digital sources.

Note: To ensure the elementary subgroup review was seen in its entirety, the work documents were shared with the SC Department of Education.

Middle School Concerns

1. World History should be split between sixth and seventh grades; there is far more content in the current course to be taught in one grade.
2. Grade six World Civilizations should cover ancient civilizations through the age of exploration and seventh grade from the age of explorations to the present. Geography skills should be added in both grades so there is a separate strand for geography. If the course is not split, then geography skills should be added to sixth grade course.
3. The standards should list specific content. Providing examples in various standards should provide more direction and guidance to teachers.
4. There is a lack of diversity in gender, ethnicity and among persons with disabilities. There is little mention of Native Americans, African Americans, gender or Gullah Geechee. The topic of diversity is dealt with unevenly and sometimes superficially throughout the standards.
5. Inquiry skills should be developed for each grade level.
6. There should be scaffolding of standards across grade levels.
7. Consider adding another column in the standards document with suggested content, which would provide more clarity, direction and diversity to the indicators and better define for teachers what is expected to be taught.
8. Standards should better focus on a global perspective. Students should have greater exposure to global events, past and present.
9. Add a hyperlink in the standards to the alignment guide for greater usage.
10. Each indicator should stand on its own and not need further clarification.
11. A separate geography strand should be added to grade eight SC History so that students are familiar with the basic geography of the state and its importance to the development of the state.

Note: To ensure the middle school subgroup review was seen in its entirety, the document was shared with the SC Department of Education. Appendix B shows examples of the middle school document.

High School Concerns

1. Clarifying statements should be eliminated because they are not reflective of the indicators and excessively broad.
2. The alignment guides appear to be very useful to teachers. The existence of the standards and the alignment guides can be confusing and cumbersome to teachers. Greater alignment between the two documents would prove to be beneficial to teachers. The suggestion was to look at Kentucky's social studies standards.

3. It was suggested for history standards to be organized chronologically. The College, Career and Civics Life (C3) Framework might be a starting point.
4. Concerns about general school practices such as use of grade floors, no homework, no zeros, school attendance, etc. make it more difficult to ensure students have mastered the scope and depth of the standards, especially in history.
5. For U.S. History and Constitution's End of Course, a document with recommended sources would be very useful such as the Federalists papers, specific SCOTUS opinions, etc. In addition, released test items would be helpful in giving teachers more insight into how to prepare students for the end of course assessment. (For example, New York Regents exam does this.)
6. Teachers should have access to primary sources for all history classes. The Learning Objective Repository (LOR) would be a site for such documents.
7. The state should develop standards for elective courses (in addition to the current high school course standards) in World History (1200 to present), Human Geography and Current Events, Digital and Media Literacy, Civics (see Greenville County School District), Psychology and African American Studies.
8. Expand the number of social studies credits to four (4) credits (lowering the electives to 5.5 and thus not increasing the 24 credits to graduate.) U.S. History and Constitution would be spread out over a two-year period, each with a social studies credit. The end of course exam would cover only the content in the second year of the course.
9. The recommendation (not requirement) is to sequence social studies courses as follows:

Grade 9	Human Geography and Current Events (1 credit)
Grade 10	Modern World History (1200 to present) (1 credit)
Grade 11	US History and Constitution (2 credits)
Grade 12	Government (0.5 credit) and Economics (0.5)

Note: To ensure the high school subgroup review was seen in its entirety, the document was shared with the SC Department of Education. Examples of the high school document can be viewed in appendix C.

C. Findings of the National Review Panel

1. The standards are coherent around United States history but are redundant and minimize a global perspective. In addition, there appears to be a lot of standards in middle school courses, especially grade seven.
2. The standards should emphasize higher order thinking skills that require greater cognitive complexity and effort. Most of the skills in the current standards fall at the lower levels of Bloom's revised taxonomy. Tasks that ask students to analyze

continuity, change over time, compare, evaluate cause and effect, analyze perspectives, and interpret sources should be included. More emphasis needs to be placed on finding information, interpreting it, and using it to make decisions rather than mainly “memory work”. Focus more on inquiry as a skill.

Look at New York state’s standards documents. It focuses more on skill acquisition rather than knowledge. There should be an overarching framework that assists students in building inquiry skills.

3. The standards should show greater diversity with the inclusion of women, African Americans, Latin American, American Indians and Hispanics and to include the challenges and changes over time.
4. Real life economic skills need to be taught earlier than high school. Too many students graduate without being prepared for daily real-life economics.
5. Consider a survey course in United States History in grade seven and still maintain United States History and Constitution in grade eleven which would allow for more inquiry-based instruction in grade eleven. World History could be taught in grade six and ten.
6. Within the standards, incorporate differing perspectives from groups and individuals covering the same time and same issue.
7. In grade 6 early river civilizations, Egypt and pre-Roman Nubia (present day Sudan) should be included. In addition, classical civilizations should include Ancient Egypt and Alexandria.
8. In the early grades there appears to be more standards. There is a question about whether teachers can teach them in the allotted time.
9. There is a lack of civics readiness skills for students, and civics is not well-defined in the standards. The recommendation is to include a strand from kindergarten to grade 12. There is a lack of core content knowledge to develop a foundation of civics and cultural understanding.
10. Continue themes of history, geography, economics and government after grade two.
11. In government, discussions on United Nations and international courts should be prior to the comparison and contrast of constitutional right and human rights. In addition, students should understand United Nations documents before discussing international agreements.

12. In the United States History and Constitution course, it is suggested to add the Anti-Federalist Papers which argued for a stronger federal government. Also include revolutionary events in South Carolina.
13. In Modern World History, the inclusion of socialism and communism should be included in the discussion of Capitalism.
14. Include the role of South Carolina in World Wars and the effects in South Carolina.
15. The use of the term, enslaved Africans rather than slaves, is important as the former speaks to a human, legal condition set upon them.
16. In making predictions about a current event, there was a concern about what was an "appropriate news source". Should examples be provided and/or non-examples?
17. The listing of "specific content expected to be taught" is a weakness. The omission leaves schools responsible to determine the content which can lead to inconsistencies and knowledge gaps throughout the state.

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?"

The standards should specify the content a student should encounter. For example, a standard might ask students to contextualize South Carolina's role in the development of a new nation but leave teachers to determine what content and materials is best to fulfill them.

One member stated, "South Carolina's standards are content-aware but not content specific."

18. The time spent on social studies in elementary grades has diminished. If it is not tested, it might not be taught.
19. In addition to the economic and political causes of the Civil War include the social causes. In addition, more emphasis needs to be placed on Jim Crow state and local laws.
20. In U.S. History and Constitution, more content should be provided on the transatlantic slave trade and/or slavery.
21. Tap into resources in South Carolina such as the SC Archives and History, SC Historical Society and SC Library at USC.

22. In U.S. Government course, the role South Carolina played in the Constitutional Convention should be taught.
23. The terminology used in the standards such as enduring understanding and disciplinary thinking skills is too vague and not easily understood by teachers and parents. Clarify the definition of standard, which is content students should know and be able to do.
24. 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 in the early grades should draw upon experts and artifacts such as maps, stories, and timelines. In the middle grades, students can use that knowledge to describe cause and effect, and continuity and changes, and finally in high school to reason like experts by analyzing evidence and evaluating interpretations.

IV: EOC RECOMMENDATIONS

The recommendations that are listed below are based on the detailed review of the South Carolina College and Career Ready Social Studies Standards and are supported by the detailed comments that appear in the state and national review panel findings included in this report, as well as the joint discussion with the national panel.

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.
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

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.
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.

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.
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.

Appendices

Appendix A. Social Studies Standards Review Timeline

Timeline for Education Oversight Committee (EOC) Social Studies Review

April 5, 2025

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

Appendix B. Examples of Middle Schol Recommendations

Concerning the current 6th Grade Standards, we recommend the following:
Make the indicators more specific by incorporating the explanation that follows them.
For example:

CURRENT

6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.

This indicator was designed to promote inquiry into the development, basic tenets, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time.

SUGGESTED NEW INDICATOR

6.1.CX Contextualize the origins, development, basic tenets, and spread of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time.

We also recommend hyperlinking the standards and the Alignment Guide.
The use of maps should be hyperlinked and made available and emphasized in the Evidence sections of each standard.

Recommended Changes (in red):

6.1.CO Current	Compare the development of social systems among the early river valley civilizations.
6.1.CO Suggested	Compare the development of social systems among the early river valley civilizations of the Tigris-Euphrates, Nile/Kush, Indus, and Huang He Rivers.
6.2.CE Current	Explain the impact of global exchanges among world civilizations.
6.2.CE Suggested	Explain the impact of global exchanges (the Silk Road, Trans-Saharan Trade, and the Crusades) among world civilizations.

However, should it be decided to keep 7th as World Geography, we make the following suggestions:

7.1.1.PR Current	Identify select African physical systems and human characteristics of places. This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the African continent, such as landforms, water bodies, countries, and cities.
7.1.1.PR Suggested	Identify select African physical systems and human characteristics of places and this indicator was designed to encourage inquiry into the primary physical and human characteristics within the African continent such as landforms, bodies of water , countries, and cities.
7.1.2.ER Current	7.1.2.ER Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

	This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the African continent and how the locations and characteristics of these systems influence livelihood choices available to people.
<u>7.1.2.ER</u> Suggested	7.1.2.ER Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities., analyzing how their locations and characteristics influence human activities and livelihood choices across the continent. This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the African continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Settlement and Development

Standard 1: Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500– 1756.

Enduring Understanding: The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity.

8.1.CO Current	Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development. This indicator was developed to encourage inquiry into how the three British colonial regions developed in terms of their culture, economies, geography, and labor. The indicator was also developed to encourage inquiry into the unique story of the development of South Carolina.
8.1.CO Suggested	Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development, to include the unique story of the development of South Carolina.

Revolution and Identity

Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757– 1815.

Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

<u>8.2.CO</u> Current	Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.
<u>8.2.CO</u> Suggested	Compare the economic, political, and social motives and demographics of loyalists and patriots within South Carolina and the colonies in the era of the American Revolution.
8.2.CE Current	Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.

8.2.CE Suggested	Explain how the economic, political, and social factors began to unify the colonies and create a distinctive American identity over the course of the American Revolution era.
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Compromises and Conflict

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

8.3.CO Current	Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.
8.3.CO Suggested	Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. Incorporate corrective edits on alignment guide (1816-1877)

At a Crossroads

Standard 4: Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

8.4.CO Current	Compare perspectives toward reform that emerged during the Progressive Era. This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change.
8.4.CO Suggested	Compare perspectives toward reform during the Progressive Era that led to changes in the areas of labor, African American rights, temperance, and women’s suffrage through state and federal legislation and constitutional amendments.

Progress

Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.

Enduring Understanding: As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina’s social standing and political alignment.

8.5.CO	Compare South Carolina and U.S. wartime contributions and demobilization after World War II.
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Current	This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, to include the immigration of Jewish refugees following the Holocaust.
8.5.CO Suggested	Compare South Carolina's economy from the Great Depression to its current economic diversification, including the New Deal, tourism, global trade and industry, and the maintenance of military bases.

Appendix C. High School Examples of Recommendations for Course Specifics

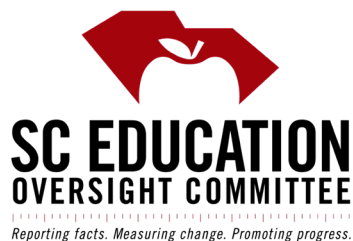
United States History and the Constitution

Comprehensive <i>What, if anything, is missing?</i>	Rigor <i>Are standards complex? Challenging? Progress to higher order thinking?</i>	Measurability <i>Can standards be translated into effective assessments?</i>	Manageability <i>Realistic to address scope of standards in a class? Why/why not?</i>	Organization <i>Are standards clear, concise, coherent, free of unnecessary jargon?</i>
• Pre-European and general treatment of Native peoples • The Washington Administration • Coverage of major wars is exceptionally light • Key SCOTUS cases and realigning elections (1800, 1828, 1860, 1896, 1932, 1980) • Really weak on post-WWII world • Women's history, African-American history, Asian-American history, Mexican-American history (groups are	• They don't progress to higher order thinking- "evaluate" or "synthesize" never really show up in here • The use of DOK in the existing standards is missing the mark and largely ignored • Students should be directed to build arguments as an extension and part of analyzing materials	• Not really. The way they are written is more appropriate for a written assessment (that is heavily reliant on reading comprehension skills) than the constructed/select ed response set-up of the EOC. • <i>Lack of open response items on the existing EOC limits capacity to assess the higher order thinking skills in standards</i> • Alignment guide is far more	• Realistic to address scope- but that's because the standards are too thin. They are missing SO many key details • Some teachers report that even with the thin standards, pacing is impossible (covering all of US History in effectively 17 weeks due to EOC timing) • Lack of chronological ordering in standards is challenging for teachers and students	• Chronology would make more sense than the effort to shove everything into the "deconstructed skills" lens • I hate the two tiered indicator system (student action followed by explanation of what "indicator was developed to do....") • Incoherence throughout- example 1.CE talks about American Revolution but stretches until 1791 • <i>Terminology/voc</i>

depicted as having history done “to them” rather than “by them”) • Middle colonies need to be included in the pre-1776 standards		manageable than the standards- and the division of the two documents causes confusion for teachers, public, etc. • <i>Standards need to reflect/include the detail provided in the Alignment document</i> • The way the standards are written makes it hard to measure if students are lacking content knowledge and historical skills- or both • The standards and the EOC are intertwined in terms of how the standards are experienced in the classroom	• Would be more manageable if a timeline of key events was provided with each period within the standards (could emphasize events that stretch across time periods, such as Western Expansion, Jim Crow, etc.) • Would be helpful for teachers to have clarity on connection of other content areas (Econ, Geography, US Government) • <i>Currently, there is inequity between how this course is handled for AP/Honors and non-AP standards.</i> Districts are often providing additional	<i>ab needs to be common across ALL US History grade levels.</i> Terms that are currently handled differently include: Transatlantic Trade/Triangular Trade, Northern Colonies/ New England Colonies
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			instructional time (year-long block) for AP, whereas non-AP is almost always a semester block. <u>BOTH levels of the course need/deserve the additional time.</u>	
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The South Carolina Education Oversight Committee (EOC) is an independent, nonpartisan group of 18 educators, business people, and elected officials appointed by the legislature and governor. The EOC enacts the South Carolina Education Accountability Act of 1998, which sets standards for improving the state's K-12 educational system. The EOC reviews the state's education improvement process, assesses how schools are doing, and evaluates the standards schools must meet to build the education system needed to compete in this century.



The School Report Cards, scheduled to be released on November 3, 2025, are the fourth Report Cards released with ratings since 2019. The two-year pause occurred because of the COVID-19 pandemic.

Summary of the Overall Ratings and Indicators
Embargoed until Monday, Nov. 3, 2025

Overall Ratings

- Based on a 100-point scale, per state law

**Number and percentage of schools receiving Overall Ratings
by school year**

	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Excellent	161 (24.1%)	124 (18%)	131 (19%)	70 (20.8%)	43 (12%)	60 (17%)	48 (20.3%)	63 (25%)	76 (30%)
Good	161 (24.1%)	187 (28%)	200 (29%)	97 (28.9%)	87 (25%)	98 (28%)	46 (19.4%)	42 (17%)	55 (22%)
Average	240 (36.0%)	250 (37%)	257 (38%)	134 (39.9%)	158 (46%)	153 (44%)	68 (28.7%)	69 (27%)	75 (30%)
Below Average	80 (12.0%)	86 (13%)	83 (12%)	30 (8.9%)	44 (13%)	9 (13%)	45 (19.0%)	56 (22%)	31 (12%)
Unsatisfactory	25 (3.7%)	25 (4%)	7 (1%)	5 (1.5%)	8 (2%)	2 (2%)	30 (12.7%)	14 (6%)	14 (6%)
Number of Report Cards	667	672	678	336	340	349	237	244	251

Note: Totals do not include Career Centers or Special Schools. Fifteen schools did not receive Overall Ratings.

Ranges of scores necessary to receive overall Ratings by school type

Overall Rating	Elementary Schools	Middle Schools	High Schools
Excellent	61-100	56-100	67-100
Good	53-60	48-55	60-66
Average	42-52	36-47	51-59
Below Average	34-41	29-35	40-50
Unsatisfactory	0-33	0-28	0-39

Indicator Ratings

Academic Achievement: Indicator determines if students in a school are meeting state standards in English Language Arts (Reading and Writing) and Math.

*Counts 35 points for Elementary and Middle Schools; 25 points for High Schools

Number and percentage of schools receiving ratings in **Academic Achievement indicator** by school year

	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Excellent	150 (23%)	170 (25%)	201 (30%)	58 (17.3%)	57 (17%)	61 (17%)	19 (8.2%)	21 (9%)	33 (13%)
Good	134 (20%)	140 (21%)	134 (20%)	63 (18.8%)	64 (19%)	71 (20%)	31 (13.3%)	44 (18%)	42 (17%)
Average	227 (34%)	224 (33%)	254 (37%)	123 (36.6%)	128 (37%)	137 (39%)	65 (27.9%)	73 (31%)	85 (34%)
Below Average	123 (18%)	121 (18%)	81 (12%)	72 (21.4%)	74 (21%)	67 (19%)	73 (31.3%)	74 (31%)	54 (22%)
Unsatisfactory	33 (5%)	17 (3%)	8 (1%)	20 (6.0%)	17 (5%)	13 (4%)	45 (19.3%)	27 (11%)	34 (14%)
Number of Report Cards	667	672	678	336	340	349	233	239	251

Note: Totals do not include Career Centers or Special Schools. Eighteen schools did not receive Academic Achievement indicator Ratings.

Percent Meeting or Exceeding Expectations on SC READY by school year State Performance (Elementary and Middle Schools)

English Language Arts

2020-21	2021-22	2022-23	2023-24	2024-25
42.4%	46.8%	52.7%	54.1%	60.3%

Mathematics

2020-21	2021-22	2022-23	2023-24	2024-25
37.0%	38.8%	39.6%	42.8%	44.5%

**Percent Earning a C or better on End-of-Course exams by school year
State Performance (High Schools)**

English 2

2020-21	2021-22	2022-23	2023-24	2024-25
67.4%	66.84%	67.4%	66.4%	68.5%

Algebra I

2020-21	2021-22	2022-23	2023-24	2024-25
34.6%	42.3%	44.86%	47.8%	51.6%

Preparing for Success*: This indicator determines if students in a school are meeting state standards in Science (as measured by SC READY Science given in 4th and 6th grades) in Elementary Middle Schools. For High Schools, the indicator measures performance on both the Biology I and U.S. History and the Constitution End-of-Course exams.

*Preparing for Success *was not* calculated or reported for elementary and middle schools for the 2024 Report Cards to allow scoring for the new SC READY Science test to be developed.

10 points for Elementary, Middle, and High Schools

**Number and percentage of schools receiving ratings in
Preparing for Success by school year**

	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Excellent	71 (11%)	—	74 (11%)	22 (7%)	—	29 (9%)	9 (3.9%)	17 (7%)	17 (7%)
Good	76 (12%)	—	88 (13%)	28 (9%)	—	44 (14%)	12 (5.2%)	11 (5%)	14 (6%)
Average	174 (27%)	—	189 (29%)	70 (23%)	—	90 (28%)	59 (25.3%)	66 (26%)	71 (28%)
Below Average	144 (22%)	—	168 (26%)	79 (26%)	—	85 (27%)	73 (31.3%)	79 (34%)	82 (33%)
Unsatisfactory	178 (28%)	—	134 (21%)	106 (35%)	—	68 (22%)	80 (34.3%)	61 (26%)	66 (26%)
Number of Report Cards	643	—	678	305	—	349	233	234	250

Note: Totals do not include Career Centers or Special Schools. Seventy-four schools did not receive Preparing for Success indicator Ratings.

**Percent Meeting or Exceeding Expectations on SC READY/PASS Science by school year
State Performance (Elementary and Middle Schools)**

Science

2020-21	2021-22	2022-23	2023-24	2024-25
42.9%	46.0%	43.7%	Not measured .	49.5%

**Percent Earning a C or better on End-of-Course exams by school year
State Performance (High Schools)**

Biology I

2020-21	2021-22	2022-23	2023-24	2024-25
39.3%	42.6%	42.9%	47.9%	44.0%

U.S. History and the Constitution

2020-21	2021-22	2022-23	2023-24	2024-25
37.1%	39.3%	44.67%	41.5%	45.7%

Student Progress: This indicator determines how students are growing or improving academically in ELA and Math and how the lowest performing 20% of students in a school are growing academically.

*Counts 35 points for Elementary and Middle Schools; does not count for High Schools

*Scoring assumes there are 20 or more Multilingual Learners in a school.

**Number and percentage of schools receiving ratings in
Student Progress indicator by school year**

St Prog. Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS		
	2023	2024	2025	2023	2024	2025
Excellent	84 (13%)	75 (11%)	81 (12%)	20 (6.0%)	22 (6%)	57 (16%)
Good	157 (24%)	145 (22%)	185 (28%)	76 (22.6%)	52 (15%)	83 (24%)
Average	245 (37%)	307 (46%)	279 (42%)	182 (54.2%)	143 (42%)	132 (38%)
Below Average	140 (21%)	109 (16%)	94 (14%)	53 (15.8%)	91 (27%)	54 (16%)
Unsatisfactory	37 (6%)	33 (5%)	31 (5%)	5 (1.5%)	32 (9%)	22 (6%)
# of Cards	663	669	670	336	340	348

Note: Totals do not include Career Centers or Special Schools. Twenty elementary and middle schools did not receive Preparing for Success indicator Ratings.

Multilingual Learners' Proficiency: Indicator determines if students in a school who are non-native-English speakers are meeting growth targets to learn the English Language.

*Counts 10 points for all schools with 20 or more Multilingual Learners.

**Number and percentage of schools receiving ratings in
Multilingual Learners' Progress indicator by school year**

MLP Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Excellent	49 (13%)	8 (1%)	6 (2%)	11 (6%)	2 (1%)	1 (1%)	1 (1%)	1 (1%)	— (0%)
Good	167 (44%)	63 (18%)	56 (16%)	57 (31%)	11 (6%)	14 (8%)	36 (25%)	10 (7%)	10 (7%)
Average	127 (34%)	160 (46%)	168 (47%)	73 (40%)	48 (27%)	43 (25%)	66 (46%)	35 (25%)	38 (27%)
Below Average	31 (8%)	107 (31%)	122 (34%)	41 (22%)	83 (47%)	91 (53%)	38 (26%)	74 (52%)	77 (55%)
Unsatis- factory	0 (0%)	10 (3%)	6 (2%)	2 (1%)	31 (18%)	24 (14%)	3 (2%)	22 (15%)	16 (11%)
# of Cards	374	348	358	184	175	173	144	142	141

Note: Totals do not include Career Centers or Special Schools. 621 schools without 20 or more Multilingual Learners did not receive ratings for this indicator.

School Climate: Indicator uses results from the Teacher and Student Climate surveys to measure perceptions of safety, working conditions, instructional focus, and social-physical environment.

*Counts 10 points for Elementary and Middle Schools; 5 points for High Schools

Number and percentage of schools receiving ratings in **School Climate Indicator**

Sch Clim. Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Excellent	135 (20%)	162 (24%)	159 (23%)	44 (13%)	71 (21%)	77 (22%)	31 (13%)	50 (20%)	58 (23%)
Good	128 (19%)	137 (20%)	145 (21%)	84 (25%)	91 (27%)	89 (26%)	41 (17%)	57 (23%)	51 (20%)
Average	212 (32%)	215 (32%)	222 (33%)	109 (32%)	127 (37%)	133 (38%)	78 (32%)	93 (38%)	98 (39%)
Below Average	123 (18%)	109 (16%)	113 (17%)	57 (17%)	42 (12%)	37 (11%)	53 (22%)	35 (14%)	37 (15%)
Unsatis- factory	70 (11%)	49 (7%)	40 (6%)	43 (13%)	9 (3%)	11 (3%)	38 (16%)	11 (4%)	9 (4%)
# of Cards	668	672	679	337	340	347	241	246	253

Note: Totals do not include Career Centers or Special Schools. For this indicator, 14 schools did not receive a rating.

High School Student Success: This indicator shows if high school students have earned the required 24 credits (four in English and four in math) to be eligible for graduation in four years OR shows if students have reached a successful high school outcome within five years of beginning high school.

Number and percentage of schools receiving ratings in **High School Student Success** by school year

High School Student Success	2024	2025
Excellent	69 (28%)	78 (31%)
Good	72 (29%)	103 (41%)
Average	59 (24%)	45 (18%)
Below Average	27 (11%)	13 (5%)
Unsatisfactory	18 (7%)	11 (5%)
Number of Cards	245	252

Note: Totals do not include Career Centers or Special Schools. Three high schools were not rated for this indicator in 2025.

Graduation Rate: Indicator determines what percentage of students who entered the high school in the 9th grade graduated in at least 4 years.

*Counts 19 points for High Schools only.

**Number and percentage of schools receiving ratings in
Graduation Rate indicator by school year**

Graduation Rate Rating	High Schools			
	2022	2023	2024	2025
Excellent	77 (32.1%)	79 (33.3%)	84 (35%)	111 (44%)
Good	82 (34.2%)	81 (34.2%)	73 (30%)	79 (32%)
Average	54 (22.5%)	48 (20.3%)	61 (25%)	39 (16%)
Below Average	14 (5.8%)	17 (7.2%)	16 (7%)	10 (4%)
Unsatisfactory	13 (5.4%)	12 (5.1%)	8 (3%)	8 (3%)
Number of Cards	240	237	242	242

Note: Totals do not include Career Centers or Special Schools. Eight high schools were not rated for this indicator in 2025.

State Graduation Rate

2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
82.6%	84.6%	81.0%	81.1%	82.2%	83.3%	83.8%	83.8%	85.4%	86.7

College and Career Ready: Indicator determines if students who are graduating from a high school are prepared for college or careers after graduating.

*Counts 25 points for High Schools only.

**Number and percentage of schools receiving ratings in
College and Career Ready indicator by school year**

CCR Rating	High Schools		
	2023	2024	2025
Excellent	46 (19%)	85 (35%)	114 (46%)
Good	60 (25%)	68 (28%)	71 (29%)
Average	86 (36%)	66 (27%)	53 (21%)
Below Average	34 (14%)	17 (7%)	3 (1%)
Unsatisfactory	11 (5%)	6 (2%)	6 (2%)
Number of Cards	237	242	247

Note: Totals do not include Career Centers or Special Schools. Eight high schools were not rated for this indicator.

Percent of Students College OR Career Ready

2020-21	2021-22	2022-23	2023-24	2024-25
61.1%	65.8%	64.7%	71.5%	75.1%

*Students can be counted more than once as they may meet more than one option.

Percent of Students College AND Career Ready

2020-21	2021-22	2022-23	2023-24	2024-25
28.7%	29.0%	29.3%	30.6%	31.2%

Percent of Students Career Ready

2019-20	2020-21	2021-22	2023-24	2024-25
61.1%	55.7%	62.8%	69.6%	73.3%

Career Ready Detail

	2020-21	2021-22	2022-23	2023-24	2024-25
CTE completer with certification	13.8%	17.5%	20.6%	25.1%	28.9%
Work-based learning	3.1%	5.3%	7.7%	9.7%	11.0%
Level 3 or higher on Career Readiness assessment	48.0%	54.1%	47.8%	55.1%	54.9%
ASVAB	6.7%	5.9%	6.9%	9.0%	10.6%
SC High School Employability Credential	Not yet implemented	0.6%	0.7%	0.7%	0.8%

Percent of Students College Ready

2020-21	2021-22	2022-23	2023-24	2024-25
34.1%	32.0%	32.6%	32.5%	33.0%

College Ready Detail

CR Measure	2020-21	2021-22	2022-23	2023-24	2024-25
ACT: 20 or higher	15.4%	11.3%	11.8%	12.4%	10.2%
SAT: 1020 or higher	20.5%	20.5%	20.0%	19.3%	20.0%
AP: 3 or higher	16.0%	14.9%	15.1%	14.9%	15.7%
IB: 4 or higher	1.1%	0.9%	0.8%	0.7%	0.6%
Dual Credit: C or better	15.3%	14.1%	15.2%	15.8%	17.5%
Cambridge C or better	Not yet implemented	0.04%	0.04%	0.03%	0.11%

Academic Achievement & Student Progress Drive SC School Report Card Gains



Mon, 11/03/2025

COLUMBIA, S.C. – Rising test scores, student academic growth, and gains in college- and career- readiness fueled improvements across South Carolina schools according to the 2025 South Carolina School Report Cards, released Monday by the South Carolina Department of Education (SCDE) and South Carolina Education Oversight Committee (EOC).

The new report cards, unveiled at Annie Burnside Elementary School in Richland School District One, measure schools across key performance indicators, including academic achievement, student progress, college and career readiness, and school climate.

The number of South Carolina schools earning an overall rating of ‘Good’ or ‘Excellent’ increased from 549 to 623.

Why It Matters:

South Carolina’s School Report Cards provide families, educators, and the community with a clear snapshot of how schools are performing, helping everyone stay informed and engaged on how their schools stack up.

They also provide a roadmap toward the state’s goal for every child to graduate college, career, or military ready, and that by 2030, at least 75% of students at or above grade level.

The Big Picture:

These report cards serve as an important accountability measure, allowing parents, educators, and policy makers to understand and identify challenges in their schools. Schools are rated: Excellent, Good, Average, Below Average, Unsatisfactory.

Elementary Schools

- Nearly half of SC's elementary schools are rated Good or better.
- More than a quarter of SC elementary schools improved their Overall rating from 2024 to 2025.
- The percentage of elementary schools earning a Good or better on the 'Academic Achievement' and 'Student Progress' indicators rating increased 3% and 7% respectively over 2024.

Middle Schools

- The percentage of middle schools earning a Good or better for the 'Student Progress' indicator rating increased from 22% in 2024 to 40% in 2025.
- Nearly one in three middle schools improved their overall ratings from 2024 to 2025.

High Schools

- South Carolina's On-Time Graduation Rate is at 86.7%, a 10-year high.
- The percentage of high schools earning a Good or better on the 'College/Career Readiness' indicator increased from 63% in 2024 to 75% in 2025.

Spotlight - Annie Burnside Elementary:

Annie Burnside Elementary School earned an overall report card rating of **Excellent** for the 2024-25 school year. This marked an improvement from an Average overall rating in 2023-24.

- Annie Burnside Elementary is one of the EOC's [Beating the Odds Investigative Study Schools](#). Schools in this study are high poverty schools demonstrating strong academic achievement.
- 83% of students at Annie Burnside are considered Pupils in Poverty.
- The 'Student Progress' indicator at Annie Burnside improved from Average in 2023-24 to Excellent in 2024-25.

Looking Ahead:

College and Career Readiness remains a top priority for South Carolina students. While South Carolina's on-time graduation rate is at a ten-year high, only 75.1% of students are either career or college ready. While the gap between the state's graduation rate and college or career readiness has narrowed, more work must be done to ensure that a South Carolina diploma directly translates to post-secondary success.

The recent approval of [South Carolina's tiered stackable credential system](#) is one big step forward to increase alignment of high school credentials with employability. South Carolina's business and industry leaders will have a primary role in developing and maintaining the list of credentials. This tiered system is expected to be fully implemented by the 2027-2028 school year, allowing districts and high schools adequate time to transition to the new system.

What They're Saying:

"These report cards tell a clear story: South Carolina students and educators are rolling up their sleeves and getting results," said **State Superintendent of Education Ellen Weaver**. "From the Lowcountry to the Upstate, we're proving that when teachers are empowered, communities are engaged, and high expectations meet strong support students soar. The South Carolina Surge is growing, and together—from the classroom to the Statehouse—we're building the foundation for every child to reach their God-given potential. This progress is fuel in the tank: energy and inspiration to drive us forward in the vital work still ahead."

"Our state report cards show that South Carolina's on-time graduation rate for high school students remains high at 86.7%. This is great news, but we also acknowledge the need for an increase in students who are college and career ready," said **EOC Chair April Allen**. "With this goal in mind, we are happy to acknowledge the recent approval of the SC tiered credential system. We expect this new system will better prepare our high school students for successful career paths as it is implemented in the upcoming years."

"This 'Excellent' rating belongs to our entire Annie Burnside family. It reflects the hard work of our students, the dedication of our teachers, the support from the community, and their belief in what's possible," said **Dr. Janet Campbell, principal of Annie Burnside Elementary School**. "Our school made a commitment to work together, focus on growth, and hold high expectations for every child. Seeing our students rise to the challenge has been incredibly rewarding."

"What is happening at Annie Burnside proves that success is possible when a school community shares a clear vision and works together to make it real," said **Dr. Todd Walker, Superintendent of Richland School District One**. "I am incredibly proud of Dr. Campbell,

her dedicated staff, and their students, and I am confident that the same determination and collaboration can transform every school in Richland One moving forward.”

More detailed information on the 2025 SC School Report Cards can be found at www.screportcards.com.

CTE Data Project Summary

October 8, 2025

Work Completed

- June 24, 2025: At the annual Business and Education Conference, Bunnie Ward and Dana Yow presented to CTE educators about the CTE Data Project objectives and approach.
- Summer 2025: Contracted with The Riley Institute to begin compiling an in-depth, comprehensive [literature review](#) and annotated bibliography, to be concluded fall 2025.
- Summer 2025: Bunnie Ward provided an overview of CTE Data Project to SC Competes' Logistics, Aerospace and Technology clusters.
- August 14, 2025: SC Competes-led Project Team (Bunnie Ward, Ivy Coburn with SREB, Brooke Culclasure with The Riley Institute) presented project research questions, objectives, and approach during initial Working Group call. The presentation can be accessed [here](#).
- August 28, 2025: Working Group call focused on finalizing the research questions to guide the work. Based upon this and other relevant input, the Project Team organized questions in four data categories: participation, student experience, results and impact. An online collaborative working space was then created and can be accessed [here](#).
- September 9, 2025: The Working Group met (in person) at the Greenville CTE Roper Mountain Innovation Center. Members reviewed the in-depth, comprehensive literature review to inform the development of potential metrics for the participation and student experience data categories. The presentation may be accessed [here](#).
- September 12, 2025: Identified exemplars, including Arizona, Kentucky, and Georgia.
- October 2, 2025: The Working Group call focused on developing metrics for the results and impact data categories. The presentation may be accessed [here](#). The approach to group interviews and surveys of the three stakeholder groups (students, educators, business/industry) was also discussed.

Next Steps (Revised Timeline)

- (continued) Stakeholder Engagement (October - November 15, 2025): Based on input of the Working Group, interview questions will be developed for conversations with additional stakeholder groups, including educators and business/industry leaders. These group interviews will help develop further the survey questions and, most importantly, provide context to stakeholders so they are better informed in preparation of completion of the survey requests.

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- October 16, 2025: Provide an overview of the CTE Data Project with district and center CTE Directors at the scheduled Fall Update meeting.
- October 23, 2025: The scheduled Working Group call will likely focus on group interview and survey questions.
- Economic Data (November): As a strategic next step, the project team will contact representatives from the South Carolina Department of Employment and Workforce (SCDEW) to identify and incorporate state-specific economic data sources within the impact section of the report. While the results shared in the October meeting utilized JobsEQ, a national data tool, future reporting will prioritize employment data, wage trends, and information about priority occupations provided by SCDEW. Connecting with SCDEW ensures that our impact measures are directly aligned with South Carolina's labor market realities and that state leaders and stakeholders have access to the most relevant insights on workforce outcomes, regional job opportunities, and economic growth.
- November 1-15, 2025: Administration of the surveys to stakeholder groups.
- November 17, 2025: Provide update to EOC ASA Subcommittee.
- November 18, 2025: Scheduled Working Group call.
- December 1, 2025: Analysis and summary of survey results.
- December 11, 2025: Scheduled Working Group call.
- January 12, 2026: Submit status report 2 to EOC.
- February 9, 2026: Submit final report to EOC.

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Summary of Priority Data Sets for Each Group (based on October 2, 2025, Working Group Discussion)

Below find a summary of the affirmed priority data sets for each group (participation, student experiences, results, and impact), along with the survey questions and participant groups agreed upon for each dataset based on the transcript of the Working Group discussion.

Participation Data Group

Affirmed Priority Data Sets

- Enrollment by geography (bubble map by zip code, showing student origins)
- Enrollment by program/cluster area, including gender and special populations
- Program funding streams, especially breaking out federal, state, local, and business/industry contributions
- Participant vs. regional demographics (comparing CTE participation to overall district demographics)
- Program progression (enrollment → concentrator → completer → credential attainment)
- Work-based learning participation (levels and types recorded)

Survey Questions/Participants

- Most participation data is planned for reporting from information systems, but work-based learning includes business/industry partners as respondents.
 - For work-based learning types:
 - Which work-based learning experiences do students have access to at your business? (options: job shadowing, paid/unpaid employment, internships, apprenticeships, tours, etc.)
 - For program progression: potential clarification from data coordinators; no direct survey, but systems-based reporting
 - For demographics: comparison only, not a direct survey
-

Student Experiences Data Group

Affirmed Priority Data Sets

- Student engagement in work-based learning activities
- Dual credit and post-secondary exposure/awareness
- Program choice vs. placement (was the student assigned or did they self-select? How did the decision occur?)
- Job placement and awareness of post-secondary/career options
- Quality and support of educators (certifications, in-field status, years of business/industry experience)

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Survey Questions/Participants

- Target participant: Students, generally seniors or program completers
 - Limited, focused questions (ideally 5–10, max 25 if covering all areas; survey should be under 10 minutes):
 - Have you had the chance to explore different career options?
 - Have you been involved in work-based learning activities? (Yes/No)
 - Which career development opportunities have you had? (College fair, dual enrollment, campus tours, observations, etc.)
 - Do you know how to find information about post-secondary programs related to your field?
 - Were you placed into your program, or did you choose it? What factors influenced your decision?
 - What quality of support did you receive from educators? (certifications, years of experience, etc.)
 - Did you receive recognition/awards during your program?
 - Did you hold any leadership positions or receive special recognition?
 - Student survey responses should capture the home district/center for analysis by region.
-

Results Data Group

Affirmed Priority Data Sets

- Student completion, graduation, and dropout rates (end-of-program outcomes)
- State assessment proficiency scores (CTE students vs. all students)
- Perkins accountability indicators (federally required)
- Credentials earned, types, and tiers at graduation
- Scholarships awarded to CTE students
- Job/college placement after graduation (two-year/four-year college, technical, work, military, gap year)

Survey Questions/Participants

- For job/college placement:
 - What are your plans immediately after high school? (Options: two-year college, technical school, four-year college, work, military, travel, gap year)
 - Some result data sets are compiled administratively, while others (especially placement and scholarships) may require student reporting
 - Data on credentials/scholarships may be collected through both schools and student self-reports
-

Impact Data Group

Affirmed Priority Data Sets

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- Economic impact/regional jobs and wage forecasts (JobsEQ data, regional priority occupations)
- Alumni outcomes (1, 3, 5 years out: employment, wages by field/credential)
- Advisory committee and business/industry engagement (nature and extent of advisory participation)
- Community recognition of student leadership and awards

Survey Questions/Participants

- Business/industry partners: Nature of advisory participation (checked list: curriculum review, event sponsorship, providing work-based learning, facility tours, etc.)
 - Data for wage outcomes may come from state systems or separate studies, not surveys.
 - School/district-level reporting on community engagement and economic impact
-

General Survey/Process Notes

- Surveys should be concise, ideally under 10 minutes, and target only the necessary participant cohorts (e.g., seniors, completers for student experience data).
- Integration with existing reporting systems (e.g., PowerSchool) is critical; survey items must align with what systems are already designed to track.
- The group prioritized creating questions that are understandable and relevant to the specific student and partner groups and discussed ways to ensure clarity (e.g., distinguishing the tech center from sending high school in survey prompts).

Summary of Phased Approach to Collecting and Reporting CTE Data

During the October 2nd Working Group session, members engaged in an in-depth exploration of how Career and Technical Education (CTE) data is collected, managed, and interpreted across both **Technical Centers** and **comprehensive high schools**. The discussion was sparked by the recognition that while both settings play essential roles in delivering CTE programming, they often utilize different reporting structures, definitions, and data systems. This has significant implications for how participation, progression, and outcomes are tracked for students throughout the state. The following provides an overview of key points to consider as we move forward with this project.

Key Points:

- The Working Group agreed that capturing data from both Technical Centers and comprehensive high schools is crucial, given that a majority of CTE (Career and Technical Education) students are enrolled in comprehensive high schools rather than exclusively at the centers.

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- It was emphasized that definitions of CTE participants, concentrators, and completers must be clarified for both settings. Centers typically use more structured approaches, whereas high schools may offer courses that count toward concentrator status, as defined by federal regulations, even when delivered outside the center.
- **A phased approach was supported:** start by perfecting data collection, cleaning, and visualization processes at the Technology Center level, then expand to include CTE programming at comprehensive high schools, accounting for their unique reporting structures and variations.
- Several participants noted that data reporting processes differ substantially between Technical Centers and high schools.
- The group discussed the necessity of collaborating with state and district data coordinators to ensure accurate and holistic data collection—particularly noting that, for federal Perkins accountability, concentrator data from high schools is essential. This is compounded by funding implications since Perkins funds are allocated based on student counts from both centers and high schools.
- Additional points were raised about barriers to program access, including seat limitations at centers and eligibility criteria at both sites. Opportunities for students may depend on district agreements, the number of available seats, completion of particular prerequisites (such as Algebra 1 and English 1), and policies unique to each setting.
- It was agreed that survey instruments and dashboards should clearly distinguish between experiences at the technical center and the sending high school, providing clear instructions to respondents to avoid confusion in responses and clarify reporting.
- Lastly, the need for future data integration and possible new survey development was noted, with a recommendation to keep all survey and data collection efforts consistent with the capabilities and reporting fields of existing student information systems (such as PowerSchool), and to design instruments that allow for center- and high school-level comparability and roll-up.

Working Group Next Steps

The Working Group noted that several data sources—such as work-based learning participation—overlap across the four data groups (participation, student experiences, results, and impact). Members discussed that specific data points, like work-based learning, dual credit participation, credential attainment, and program enrollment, could logically contribute to more than one group, depending on the lens used for program evaluation.

For example, work-based learning data not only shows program participation rates but can also illustrate the depth of student experience, lead directly to measurable student outcomes (like credentials or job placements), and signal long-term program impact by supporting post-graduate success. Because of these overlaps, the group recognized the importance of clearly assigning data sources to the areas where they offer the most explanatory power in understanding the health and quality of CTE programs.

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To support this clarification, meeting participants were given "homework"—a request to review the data slides shared during the session and reflect on where these overlapping data sources could have the most impact. Members were explicitly asked to determine which data group (participation, experience, results, impact) each overlapping data set most strongly supports in telling the story of the program, to maximize the strategic value of each data source in dashboard and report card development.