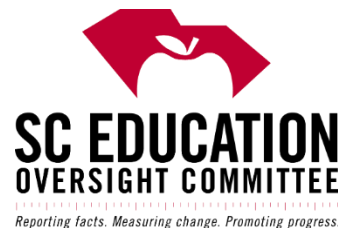


SC Education Oversight Full Committee Meeting

August 9, 2026



EOC
Retreat 2026
Camden

Welcome

EOC Chair April Allen

Host City Welcome & Opening Remarks



The Honorable Vincent Sheheen, Mayor of Camden

Approval of Full Committee Minutes, June 15, 2026

EOC Chair April Allen

Presentations and Committee Discussion



2021-2025 Strategic Plan

Key Accomplishments/Milestones & Lessons Learned

Dana Yow



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Strategy I: Report Facts

To support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes, the EOC will advocate for, access, and use a comprehensive, quality, statewide data system.

Dr. Matthew Lavery

Objective A: Enhance the EOC's direct access to comprehensive, quality, statewide data for reporting information

Methods	Specific Accomplishments
Advocate for EOC staff to have secure, administrative-user access to Student Information System (SIS) data	• Improved access through SCDE credentials, including direct access to SCDE data systems and access to pre-accountability dashboard tools
Institute processes for EOC staff to have co-equal access to files containing student-level data used for accountability	• Expanded EOC staff access to SCDE credentials, direct access to SCDE data systems, and view access to pre-accountability dashboard tools • Established addendum to data sharing agreement that adds self-service methods for EOC data needs and improved communication.
Establish quality control processes to ensure accurate accountability reporting	• With SCDE partners, established a cross-functional team structure to strengthen quality control and support continuous improvement • Launched data validation dashboards and validation engine to improve data quality for school report cards • Initiated data request protocols and project kick-off meetings in collaboration with SCDE • Enhanced staff training to strengthen knowledge, consistency, and effectiveness

Objective B: Advocate for the synthesis of existing data sources into a comprehensive, quality statewide data system that is secure, transparent and relevant to decision making for schools and student outcomes

Methods	Specific Accomplishments
Partner with existing stakeholder groups to establish policies and processes to connect existing data systems	• Strengthened partnerships through the Coordinating Council for Workforce Development (CCWD) by collaborating with multiple partner organizations • Led the Research and Innovation Committee of the Coordinating Council for Workforce Development (CCWD) • Worked with SCDE and development partners to expand features of the Growing Pathways for Students (GPS) data system • Partnered in the development of the Early Childhood Integrated Data System
Advocate for the establishment of policies and processes to ensure the security, privacy, and appropriate use of all stakeholder data	• Presented to the state data privacy group on topics related to data governance and privacy • Developed more reliable small-<i>n</i> suppression techniques and communicated the importance of protecting personally identifiable information (PII) across partner agencies • Established a secure process for the Four-year-old Waitlist pilot data to protect personally identifiable information (PII) • Updated agency security procedures and documentation in response to security audit findings

Objective C: Transform data into information that equips multiple stakeholder groups to act for the continuous improvement of schools and student outcomes

Methods	Specific Accomplishments
Create information, including data visualizations, that empowers multiple stakeholders to take more action-oriented approaches to continuous improvement of schools and student success	• Launched Dashboard SC with updated data visualizations • Developed the GPS Pre-Accountability Dashboards to improve the accuracy of accountability data and support meaningful use for continuous improvement • Partnered with SCDE to implement a corrections window for schools and districts, increasing early review and validation of Report Card data • Enhanced reports and data visualizations to be more reader-friendly and accessible, including coordinating the development of a parent-friendly Report Card Guide and Frequently Asked Questions (FAQ) across agencies • Provided National Student Clearinghouse data to high schools and trained school and district personnel to effectively use the reports
Increase the use of state and school report cards and other sources of data for decision making and continuous school and student improvement	• Highlighted the value of accountability data for continuous improvement through Data Trailblazers presentations and partnerships with the Beating the Odds Investigative Study (BTOIS) • Increased the focus on attendance to improve student outcomes through the growing Be Present SC campaign • Updated the Report Card Guide on ExpectMoreSC.com
Streamline the accessibility and transparency of information	• Trained staff on the Web Content Accessibility Guidelines (WCAG) to strengthen compliance with federal web accessibility standards

Strategy II: Measure Change

To more accurately and efficiently measure change, the EOC will re-focus accountability to emphasize school improvement and the success of students.



Dana Yow



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Objective D: Align system-wide (PK-12) accountability measures with characteristics of college and career readiness (CCR)

Methods	Specific Accomplishments
Study the ability of current accountability measures to predict college and career success	• Completed the cyclical review of South Carolina's accountability system in collaboration with multiple stakeholder groups • Leveraging partnerships through the Coordinating Council for Workforce Development (CCWD) to analyze college and career outcomes for students earning College and Career Ready (CCR) designations • Leading K-12 engagement in the South Carolina Launch Years initiative to improve postsecondary mathematics outcomes
Select accurate and appropriate measures of CCR progress throughout the PK-12 system	• Evaluated the High School Employability Credential as a measure of postsecondary career success, resulting in recommended improvements to the High School Success Indicator • Adopted the Seal of Biliteracy as a College and Career Ready indicator within the accountability system. • Initiated development of a tiered credential framework for career-readiness • Added the Added Value Growth Model (AVGM) and the Multilingual Learner (MLL) indicator to strengthen accountability measures • Advanced the development of On-Track measures and the High School Student Success Measure • Conducted research and development to support implementation of the Added Value Growth Model (AVGM)

Objective D: Align system-wide (PK-12) accountability measures with characteristics of college and career readiness (CCR)

Methods	Specific Accomplishments
Establish a framework to include international and national benchmarks of student success	• Analyzed National Assessment of Educational Progress (NAEP) data to inform accountability and continuous improvement
Monitor student CCR success and the continuous improvement of schools	• Evaluated National Institute for Early Education Research (NIEER) benchmarks to strengthen early childhood accountability • Conducted alignment and linking studies for interim benchmark assessments • Continued the Beating the Odds Investigative Study (BTOIS) to identify practices associated with improved student outcomes

Objective E: Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement

Methods	Specific Accomplishments
Research the needs of multiple stakeholder groups to determine appropriate measures	• Completed the cyclical review of the South Carolina Accountability System • Convened the Survey Advisory Group (SAG) to inform accountability and survey-related improvements • Partnered with the University of South Carolina on the Summer Jam initiative • Redesigned the Multilingual Learner (MLL) indicator to strengthen accountability measures • Adopted the Seal of Biliteracy as a College and Career Ready measure within the accountability system • Launched the 4K Waitlist Pilot to improve data collection and inform early childhood policy decisions
Develop measures to meet identified needs	• Began the development of a Career and Technical Education (CTE) Center Report Card

Objective F: Identify and reward school accountability success

Methods	Specific Accomplishments
Recognize schools that demonstrate success	• Completed three years of the Beating the Odds Investigative Study (BTOIS) to identify practices associated with improved student outcomes in schools serving high populations of students in poverty • Expanded the Data Trailblazers initiative to strengthen the use of education data for continuous improvement • Continued recognition of high-performing schools through the Palmetto Gold and Silver Awards Program • Expanded the Be Present Attendance Campaign to promote improved student attendance and outcomes.
Include select awards on school report cards	• Partnered with SCDE to incorporate school recognition programs, including BTOIS, Palmetto Gold and Silver, Purple Star, and other awards, on the School Report Card

Strategy III: Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success



Tenell Felder



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Objective G: Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement

Methods	Specific Accomplishments
Solidify the EOC's role as responsible for the development of federal and state accountability	• Expanded the accountability system through the development and implementation of the Added Value Growth Model and other established accountability measures • Strengthened the agency's role as the state's accountability leader by serving as a key partner in accountability policy, methodology, and implementation • Expanded collaboration with statewide and national partners, including CCSSO, SCASA, the CCWD, and early childhood organizations • Enhanced accountability communications through the Accountability Manual, YouTube videos, and other stakeholder resources • Encouraged and supported the statewide assessment audit to strengthen the validity and effectiveness of South Carolina's assessment system • Partnered with UGA to conduct psychometric reviews that support the technical quality of the accountability system • Led the cyclical review of South Carolina's accountability system in collaboration with diverse stakeholders • Represented South Carolina by serving on the Education Commission of the States
Become a co-equal partner in the procurement of measures used for school accountability (e.g., assessments, surveys)	• Led the development and continuous improvement of statewide school climate surveys • Developed the Pre-Accountability Dashboard to improve data quality, transparency, and early validation of accountability results

Objective H: Realign EOC resources to become a more effective advisor and honest broker to multiple stakeholder groups

Methods	Specific Accomplishments
Research the needs of multiple stakeholder groups	• Advanced accountability system improvements through the redesign of the Multilingual Learner (MLL) indicator and implementation of the Seal of Biliteracy as a College and Career Ready measure • Strengthened partnerships and stakeholder engagement through the Military Task Force, USC partnership initiatives, Early Childhood Collaborative Convening, and Survey Advisory Group (SAG) • Expanded research and continuous improvement efforts through the Beating the Odds Investigative Study (BTOIS) and Data Trailblazer initiatives • Launched the 4K Waitlist Pilot to strengthen early childhood data collection and inform policy decisions
Serve as a bridge to connect research to policy and practice for the following stakeholder groups: policymakers, educators, families / students, and business / community leaders	• Enhanced data transparency and usability through the development of dashboards and improved reporting tools • Supported student success initiatives through work related to credit recovery, chronic absenteeism, and school improvement efforts • Strengthened accountability processes through participation in SCEPUR, SCASA, TAR, standards reviews, and the cyclical review of the accountability system • Expanded stakeholder communications through improved resources, outreach efforts, and the development of the EOC podcast.

Objective I: Collaborate with other agencies, schools, and organizations to jointly explore topics relevant to school and student success

Methods	Specific Accomplishments
Convene stakeholders to collaboratively update the accountability standards for a Vision 2030 document	- Aligned actionable, specific goals with the 2030 Vision to support measurable progress and strategic priorities - Developed the Pre-Accountability Dashboard to improve data access, validation, and accountability planning
Convene forums / speakers on relevant education topics	- Refined and evolved the agency vision to reflect emerging priorities and future needs - Facilitated an early childhood collaborative convening to support partnership, alignment, and continuous improvement

Break and Video



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Presentations and Committee Discussion:

Future Strategic Plan: Looking Ahead

Dr. Christina Melton, Associate, Creative Leadership Solutions



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SOLUTIONS**

Future Strategic Plan Looking Ahead

August 9, 2026

Christina Melton, Ed.D.

Purpose:

-  • Provide an overview of the 2026 – 2031 Strategic Planning Process
-  • Engagement of Committee to include approval of plan
-  • Next steps



Overview of Project Timeline:

- Contract, defined objectives, and vision
- Staff engagement
- SC EOC Committee Strategic Planning Session
- Staff revisited draft



Project Timeline, 2026-2031:

- Staff Retreat: July 2026
- EOC Retreat: August 2026
- Anticipated Implementation: Fall 2026
- Ongoing monitoring and routine reporting



The Process





Vision/Mission



Analysis of 2020-2025 Plan



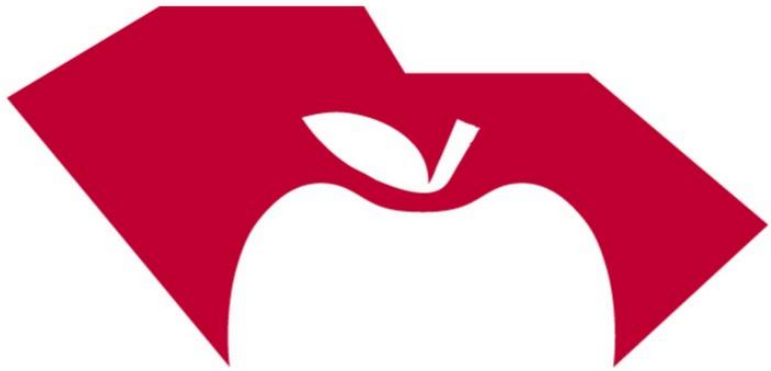
Evolving implementation, including
innovation opportunities



Organization of Plan

- Strategy: overarching system of deliberate choices, drives behavior, and builds accountability
- Objectives: high-level, translate vision into action
- Methods: framework used to systematically analyze, execute, and adapt long-term objectives

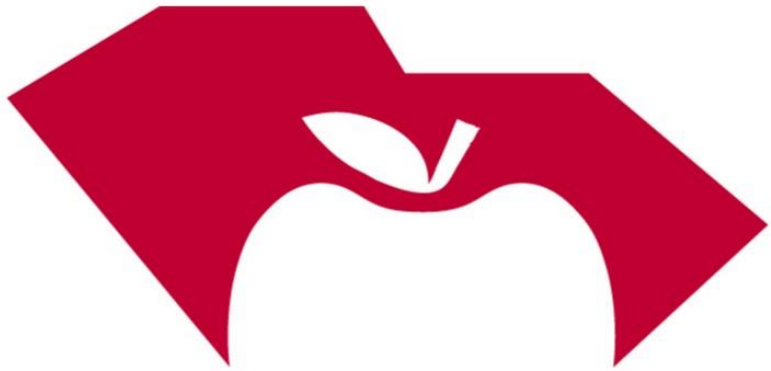




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Three strategies
Three objectives per
strategy
Specific, aligned methods





Strategic Plan

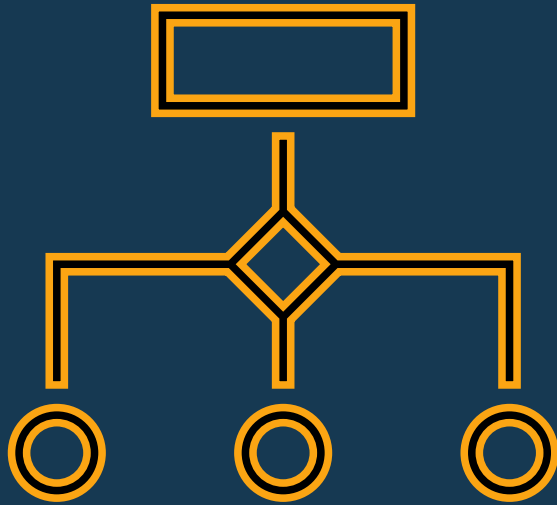
2026 - 2031

Purpose:

-  • Provide an overview of the 2026 – 2031 Strategic Planning Process
-  • Engagement of Committee to include approval of plan
-  • Next steps



With approval, next steps



Anticipated implementation: Fall 2026

- Any necessary revisions
- Alignment of workflow and processes
- Monitoring and routine reporting

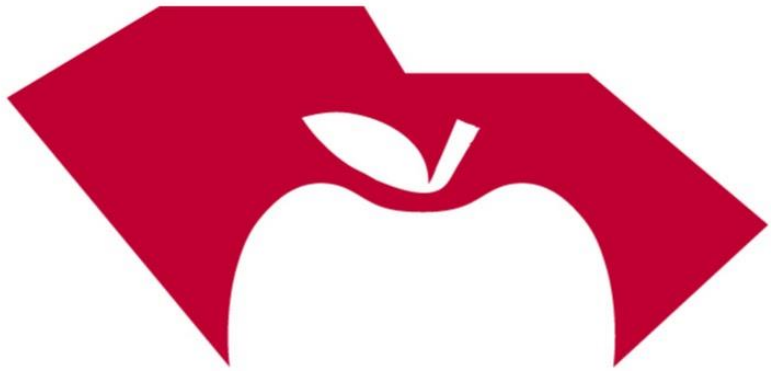


CLS partners align vision, strategy, and practice so systems improve intentionally, measurably, and sustainably.



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Tailored Professional Development
for K-12 Education



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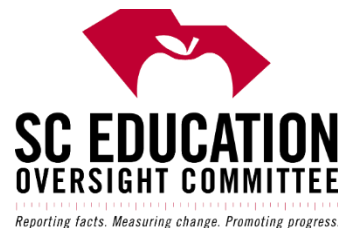


CREATIVE LEADERSHIP SOLUTIONS

Tailored Professional Development
for K-12 Education

SC Education Oversight Full Committee Meeting

August 10, 2026



Presentations and Panel Discussion:

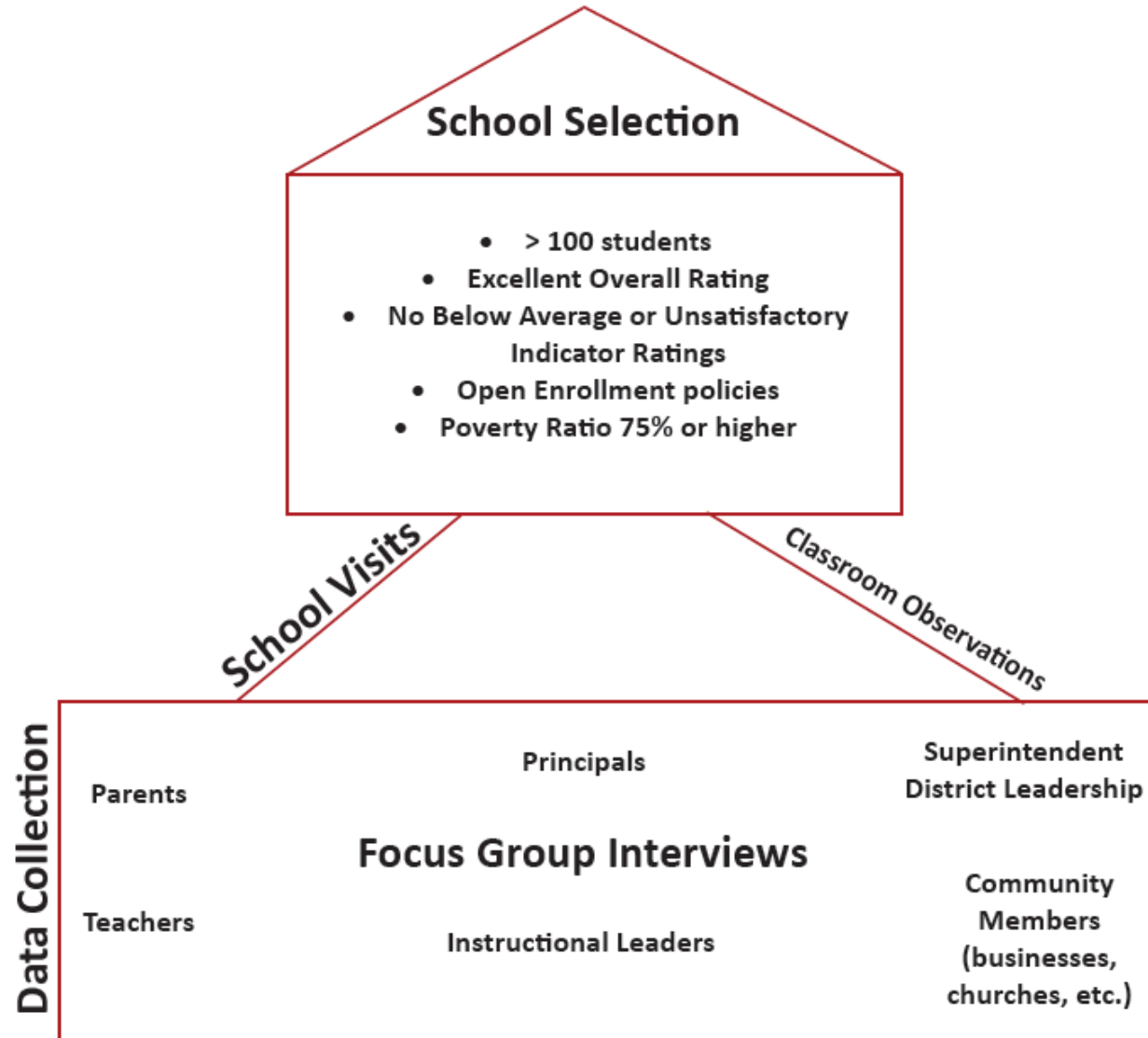
Beating the Odds Investigative Study Year 3

*EOC Director of Qualitative Research and
Stakeholder Engagement Dr. Jenny May*

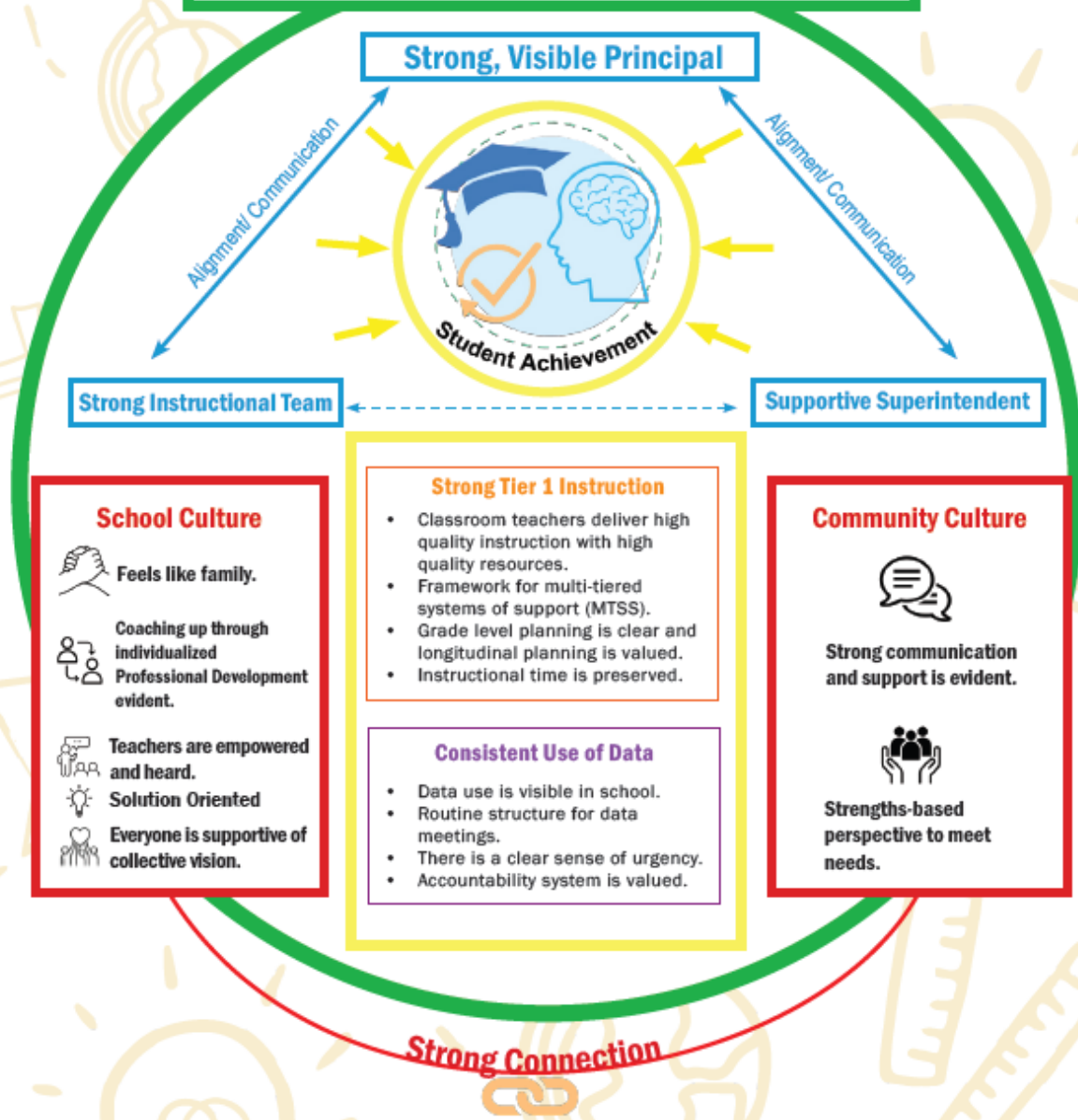
What Questions Drive Data Collected for BTOIS?

- In schools with high poverty, which covaries with low student achievement, what schools are beating the odds?
- What are they doing in these schools to get different outcomes?
- Are there patterns in South Carolina? If so, what are they?
- Can these practices be scaled up so all children in high poverty schools in SC are high academic achievers?

Criteria:



HIGH EXPECTATIONS



Themes:

- **Strong leadership**
 - Instructional Leadership team-strong principal-supportive superintendent
- **High expectations**
 - Solution oriented
 - Principal, teachers, student, and community consistently hold belief in students and adults/one another
- **Effective Teachers-Strong tier 1 instruction**
 - Classroom teacher delivers high quality instruction with high quality resources
- **Consistent use of data**
 - Data visible in school
 - Data drives instruction with sense of urgency
- **Culture: School culture**
 - Feels like family
 - Coaching up through individualized professional development
 - Coaching out is an option when needed
 - Teachers empowered and voices heard
- **Culture: Community culture**
 - Strength based perspective
 - Strong communication

Year 3 Beating the Odds :

- Partner Schools:

- Green Sea Floyds Elementary (Horry)
- Green Sea Floyds High School (Horry)
- North Central Elementary (Kershaw)
- McCormick Middle School (McCormick)
- Woodfield Elementary (Greenwood 50)

- Met the Criteria:

- Burnside Elementary (Richland 1)
- Kershaw Elementary (Lancaster)
- Matthews Elementary (Greenwood 50)
- Pinecrest Elementary (Greenwood 50)

What did we do?

- Confirmatory visits with Elementary Schools
- Exploratory visits with Middle and High School for preliminary results
 - Very similar/the same focus group questions
 - In High School, new focus group of students!

Findings:

- The model for elementary schools remains unchanged
- Preliminary findings for middle and high school is consistent with elementary school
 - Exemplars on pages 3-6 of the report

Panel of “Beating the Odds Investigative Study” Partners

*Moderated by Dr. Lee D’Andrea, Retired SC
Superintendent, Consultant to the EOC*

SC READY Score Invalidations

*Drs. Abbey Duggins, Kristi Austin, and Vann Holden,
SCDE*

Information Item

Accountability System Cyclical Review Update

EOC Deputy Director Dr. Matthew Lavery

2025 Cyclical Review Recommendations Update

- **Recommendation 1:** Explore alternatives for incentivizing test participation.
- ❑ **Recommendation 2:** Study the impact of student progress with respect to prior performance.
- ❑ **Recommendation 3:** Promote accurate understanding and use of student progress scores.
- ❑ **Recommendation 4:** Adjust the relative weight of the multilingual learner progress indicator.
- ✗ **Recommendation 5:** Examine whether the [English Language Proficiency] testing window can be expanded .
- ✓ **Recommendation 6:** Enhance reporting of multilingual learners' progress .
- ✓ **Recommendation 7:** Explore approaches to increase the influence of the employability credential .
- ✓ **Recommendation 8:** Recognize the seal of biliteracy in the college and career readiness indicator.
- **Recommendation 9:** Strengthen reporting on college and career readiness.
- ❑ **Recommendation 10:** Engage in ongoing research to validate and improve the college and career readiness indicators.
- ❑ **Recommendation 11:** Study alternatives for a more comprehensive and balanced assessment system.
- ❑ **Recommendation 12:** Explore alternatives to create a more coherent and streamlined set of accountability designations.
- ❑ **Recommendation 13:** Review and potentially revise accountability performance standards.
- ❑ **Recommendation 14:** Adjust the relative weight of accountability indicators.
- **Recommendation 15:** Continue to invest in dashboards and data visualizations with a goal of enabling a wide variety of users to access, understand, and use the available information.
- ❑ **Recommendation 16:** Produce ancillary report materials and professional development to ensure that users can understand and use the information in the reports as intended.
- ❑ **Recommendation 17:** Continue to route school improvement activities through district offices.
- ❑ **Recommendation 18:** Conduct research to look for shared characteristics of schools with federal support designations and those that exit such designations.
- ❑ **Recommendation 19:** The state should seek partnerships with institutions of higher education, parents, and community members, and others in efforts to continuously improve its support model.

EOC Chair Update

April Allen

Adjournment

