

## AGENDA

### SC Education Oversight Full Committee Meeting

Monday, February 12, 2024  
1:00 p.m.  
Room 433, Blatt Building

- I. Welcome.....April Allen
- II. Approval of Full Committee Minutes  
for December 11, 2023 .....April Allen
- III. Special Guest Presentation  
Project Lead the Way: SC Footprint.....Victoria Brioc  
Director, Strategic Account  
Project Lead the Way (PLTW)
- IV. Special Report  
Update to Report on SC's Landscape of  
Alternative Methods of Instruction ..... Dr. Lee D'Andrea  
Consultant to EOC
- V. Subcommittee Report  
Joint Academic Standards & Assessments and  
Public Awareness Subcommittees  
  
Action Item:  
Adjustment of Student Climate Survey Participation  
Requirements for 12<sup>th</sup> Grade Students.....Dr. Patty Tate
- VI. Information Items:  
School Accountability Updates.....Dr. Matthew Lavery  
  
Merger of Academic Standards and Assessments  
Subcommittee & Public Awareness Subcommittee.....April Allen  
  
2024 Annual Report.....Tenell Felder
- VII. Executive Director Update ..... Dana Yow
- VIII. Adjournment

April Allen  
CHAIR  
Brian Newsome  
VICE CHAIR  
Terry Alexander  
Melanie Barton  
Russell Baxley  
Neal Collins  
Bob Couch  
Bill Hager  
Barbara B. Hairfield  
Kevin L. Johnson  
Sidney Locke  
Dwight Loftis  
Melissa Pender  
Patty J. Tate  
C. Ross Turner, III  
Ellen Weaver

Dana Yow  
EXECUTIVE DIRECTOR

# **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

## **Full Committee Meeting**

Minutes of the Meeting

December 11, 2023

**Members Present (in-person or remote):** April Allen, Dr. Brian Newsome, Rep. Neal Collins, Dr. Bob Couch, Rep. Bill Hager, Barbara Hairfield, Sidney Locke, Sen. Dwight Loftis, Neil Robinson, Dr. Patty Tate, Sen. Ross Turner, State Superintendent of Education Ellen Weaver

**EOC Staff Present:** Dana Yow, Dr. Rainey Knight, Riley Dixon, Dr. Matthew Lavery, Dr. Jenny May, Hope Johnson-Jones, Gabrielle Fulton

**Guest(s) Present:** Matthew Ferguson, SCDE

Chair April Allen welcomed the committee and acknowledged the Teacher Leader Program at the College of Charleston, whose participants attended. As the first order of business, members voted to approve the minutes from the prior meeting held on October 9, 2023. Rep. Hager made the motion and members approved the minutes unanimously.

Next, Ms. Allen welcomed Dana Yow and Riley Dixon for information on the upcoming school report card release. Ms. Yow began, highlighting the discrepancy between public opinion on school performance and report card results. Additionally, Ms. Yow noted that EOC staff will conduct an investigative study to identify practices of schools with a high percentage of students in poverty that demonstrate high rates of achievement or rapid improvement. Ms. Yow then introduced Mr. Dixon, who provided members with an overview of school test results, highlighting one school in particular, Kelly Edwards Elementary, who hosted the 2023 Report Card Release.

With no further questions, Ms. Allen introduced Dr. Patty Tate, to provide a report of the ASA/PA subcommittee meeting. Ms. Allen brought forward a list of industry credentials and certifications for approval, with 71 out of 75 remaining. Sen. Loftis moved to approve, with all members voting in favor of their approval.

Dr. Couch next provided an EIA subcommittee report, with a brief review of the EIA's roles and responsibilities, before providing the EIA's budget and proviso recommendations for 2024-25. With no questions or discussion, members voted unanimously in favor. Superintendent Weaver thanked the EIA subcommittee. Ms. Allen presented the next item for action, the discussion of the vision statement proposal from the Joint Retreat held with the State Board of Education. Dr. Tate moved to affirm the State Board of Education and SC State Dept. of Education-adopted vision statement which states that by 2030, at least 75% of students will be at or above grade level. This statement revises the current goal in the SC ESSA Plan that states that by 2035, 70% of students in grades 3-8 will be on grade level.

Furthermore, the EOC maintains the commitment made seven years ago to the Profile of the SC Graduate, foundational language that guides decisions that lead students in K-12 to ultimate success in college and careers. One notable career is the military, an economic engine in SC that generates one in every nine jobs in the state. In January 2024, the EOC will create a working group of Military Recruiters, School Liaison Officers, School Liaison Program Managers, SC Purple Star School District Point of Contacts and Department of Education staff to define and measure the academic and physical characteristics of a "military-ready" student. The working group will make recommendations to the EOC no later than June 30, 2024. The Fort Jackson Post Command Team has offered to coordinate a briefing and tour of the Future Army Soldier Preparatory Course for EOC members to be conducted in early 2024.

Mr. Robinson seconded the motion. Sen. Loftis inquired if military readiness would be tied to ROTC, with Dr. Tate noting that this would be investigated through the working group. Mr. Couch noted the impact of the military in our state and the importance of ASVAB results in determining career choices. Sen. Loftis asked for an examination of pathway programs and internships such as Project Lead the Way. All approved Dr. Tate's motion. Ms. Yow provided a brief executive director update thanking Mr. Robinson for his role as a valuable member of the committee. Ms. Allen echoed Ms. Yow's acknowledgement and with that, the meeting adjourned.

## EDUCATION OVERSIGHT COMMITTEE

Date: February 12, 2024

### INFORMATION ITEM:

Alternative Instruction Report Part 2: The SC Landscape of Alternative Instruction Methods

### PURPOSE/AUTHORITY

2023-2024 Appropriation Act

**1A.66.** (SDE-EIA: Evaluation of Alternative Instruction Methods) With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

### CRITICAL FACTS

Part 2 of this report includes data from the 2022-23 School Year (based on enrollment on the 45<sup>th</sup> day.)

### TIMELINE/REVIEW PROCESS

Part 1 of this report was published in December 2022; a subsequent addendum was published in April 2023.

### ECONOMIC IMPACT FOR EOC

There is no economic impact to the EOC producing this report.

### ACTION REQUEST

☐ For approval

☒ For information

### ACTION TAKEN

☐ Approved  
☐ Not Approved

☐ Amended  
☐ Action deferred (explain)



## EDUCATION OVERSIGHT COMMITTEE

Date: February 12, 2024

### **ACTION ITEM:**

#### **Adjustment of Student Climate Survey Participation Requirements for 12<sup>th</sup> Grade Students**

### **PURPOSE/AUTHORITY**

#### **SC Code of Laws Section 59-18-900**

Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

- (1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
- (2) assist in addressing the strengths and weaknesses within a particular school;
- (3) recognize schools with high performance;
- (4) evaluate and focus resources on schools with low performance;
- (5) meet federal report card requirements; and
- (6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

- (a) Excellent—School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;
  - (b) Good—School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;
  - (c) Average—School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;
  - (d) Below Average—School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and
  - (e) Unsatisfactory—School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.
- (2) The same categories of performance ratings also must be assigned to individual indicators used to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

### **Section 59-18-120(7)**

"Performance rating" means the classification a school will receive based on the percentage of students meeting standard on the state's standards-based assessment, student growth or student progress from one school year to the next, graduation rates, and other indicators as determined by federal guidelines and the Education Oversight Committee, as applicable. To increase transparency and accountability, the overall points achieved by a school to determine its 'performance rating' must be based on a numerical scale from zero to one hundred, with one hundred being the maximum total achievable points for a school.

### **CRITICAL FACTS**

Based on data analysis, the ASA and Public Awareness Subcommittees recommend that 12<sup>th</sup> grade students be excluded from the calculation of the School Climate indicator. These students would still be invited and encouraged to take the survey.

### **TIMELINE/REVIEW PROCESS**

If approved by the EOC, the change will take effect with the current school year.

### **ECONOMIC IMPACT FOR EOC**

There is no economic impact to the EOC.

### **ACTION REQUEST**

☒ For approval

☐ For information

### **ACTION TAKEN**

☐ Approved  
☐ Not Approved

☐ Amended  
☐ Action deferred (explain)

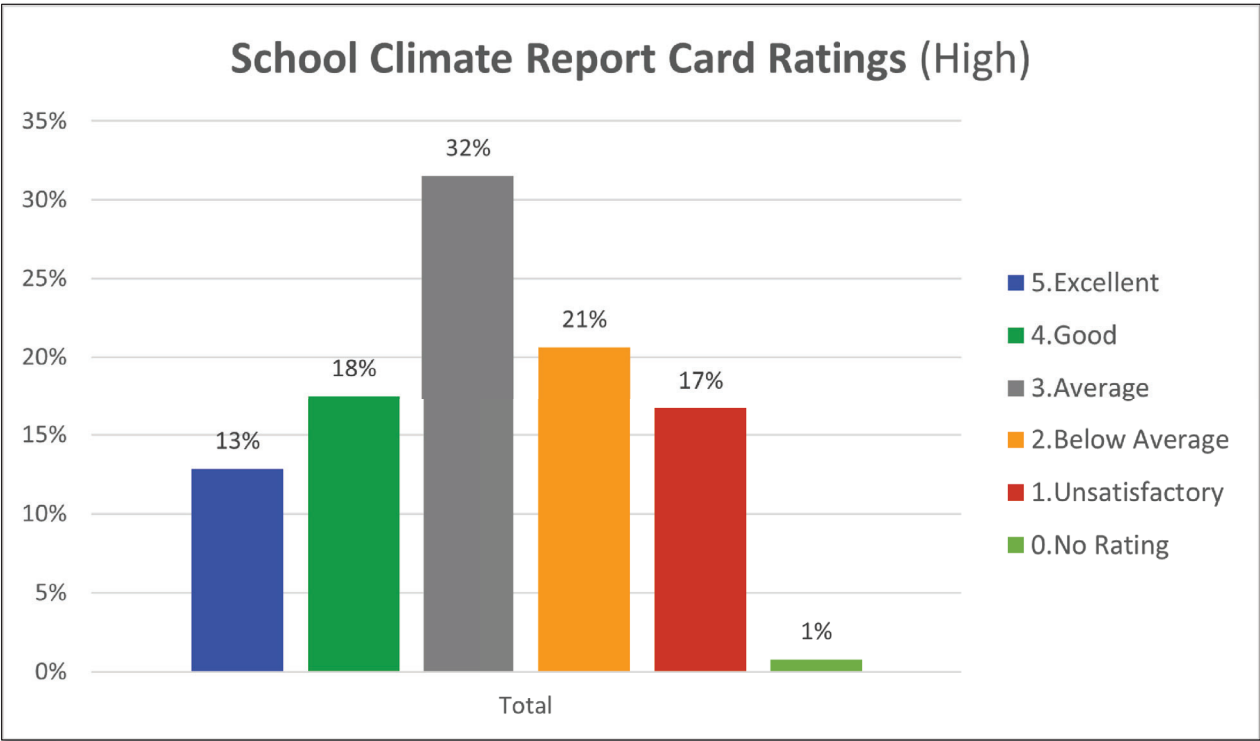
**Action Item:**  
**Adjustment of Student**  
**Climate Survey Participation**  
**Requirements for 12<sup>th</sup>**  
**Grade Students**



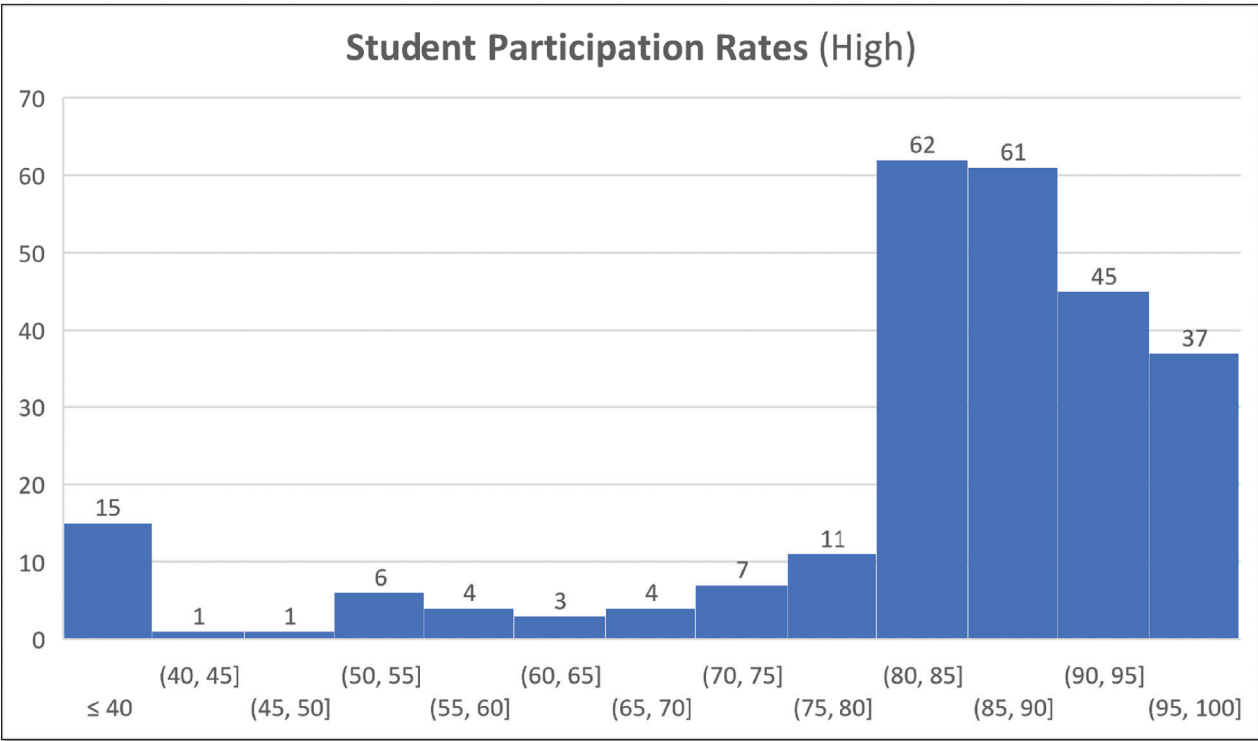
*Dr. Matthew Lavery*

## Current Guidelines for School Climate Survey

- All Teachers, and all Students in grade 3 through 12 are required to complete the survey
- At least 80% of both groups must complete a survey or the school's rating is adjusted down
- A school must have at least 20 students included in an indicator to receiving a rating for that indicator



High Schools earned fewer Excellent and Good ratings and more Below Average and Unsatisfactory ratings.



High Schools demonstrate student participation rates that are lower still.

# Participation Rates by Grade Level

Grade Level	Surveys Required	Surveys Received	Participation Rate
Grade 3	52,981	47,935	90.5%
Grade 4	54,210	49,474	91.3%
Grade 5	55,319	50,736	91.7%
Grade 6	55,591	50,266	90.4%
Grade 7	56,403	50,434	89.4%
Grade 8	58,782	51,992	88.4%
Grade 9	64,880	56,359	86.9%
Grade 10	59,531	51,428	86.4%
Grade 11	49,486	41,808	84.5%
Grade 12	49,229	36,948	75.1%

## Proposed Change

- Do not include 12<sup>th</sup>-grade students in the calculation of the School Climate indicator
  - 12<sup>th</sup>-grade students will still be invited (and encouraged) to complete the survey
  - Their responses would still be given to school and district leaders
  - Their responses would not be included in ratings and would not impact the school's response rate



## Impact of Proposed Change

- 255 High Schools received a School Climate rating last year
- If 12<sup>th</sup> grade students were not required, then
  - **4 schools (2%)** would no longer be rated (*all rated Unsatisfactory*)
  - **8 schools (3%)** would make required student participation that previously had their score penalized for low participation
  - **62 schools (24%)** would have earned **more** Rating Points
  - **149 schools (58%)** would have earned **fewer** Rating Points
  - **1 school rating** would have ***improved*** by 1 step
  - **7 school ratings** would have ***fallen*** by 1 step
  - The **mean Rating Points** would **increase** from **2.93** to **2.95**

## If the data are mixed, why make a change?

- **Consistent with Precedent:** Before accountability, School Climate Surveys were given to the highest grade level
  - *Except for high schools*, in which it was given to 11<sup>th</sup> graders
- **Alleviate (Undue?) Burden on School Personnel:** State-wide data clearly indicate a low response rate for 12<sup>th</sup> graders
  - Seniors are least likely to be on campus during survey window
  - Seniors that are on campus could be having systematically different experiences than those who are not
- **Multiple School and District Personnel have Asked:** As I have shown educators the data, heard strong agreement

## Staff Recommendation

- **All students** enrolled in **grades 3–12** at the school during the survey shall be administered the School Climate Survey
- **All continuously enrolled students** in **grades 3–11** shall be included in the School Climate indicator
- **All survey responses** collected at the school shall be given to school and district leaders for continuous improvement
  - This includes item-level summaries and interactive visualizations
  - Data will be delivered in aggregated, de-identified form to protect respondent confidentiality

**Reporting Facts.**

**Measuring Change.**

**Promoting Progress.**



**SC EDUCATION  
OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*



**[www.eoc.sc.gov](http://www.eoc.sc.gov)**

**2024 ANNUAL REPORT**







## Who we are:

The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business people, and elected officials appointed by the Governor and General Assembly.



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The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and documenting improvements in education.



# The Year in Review

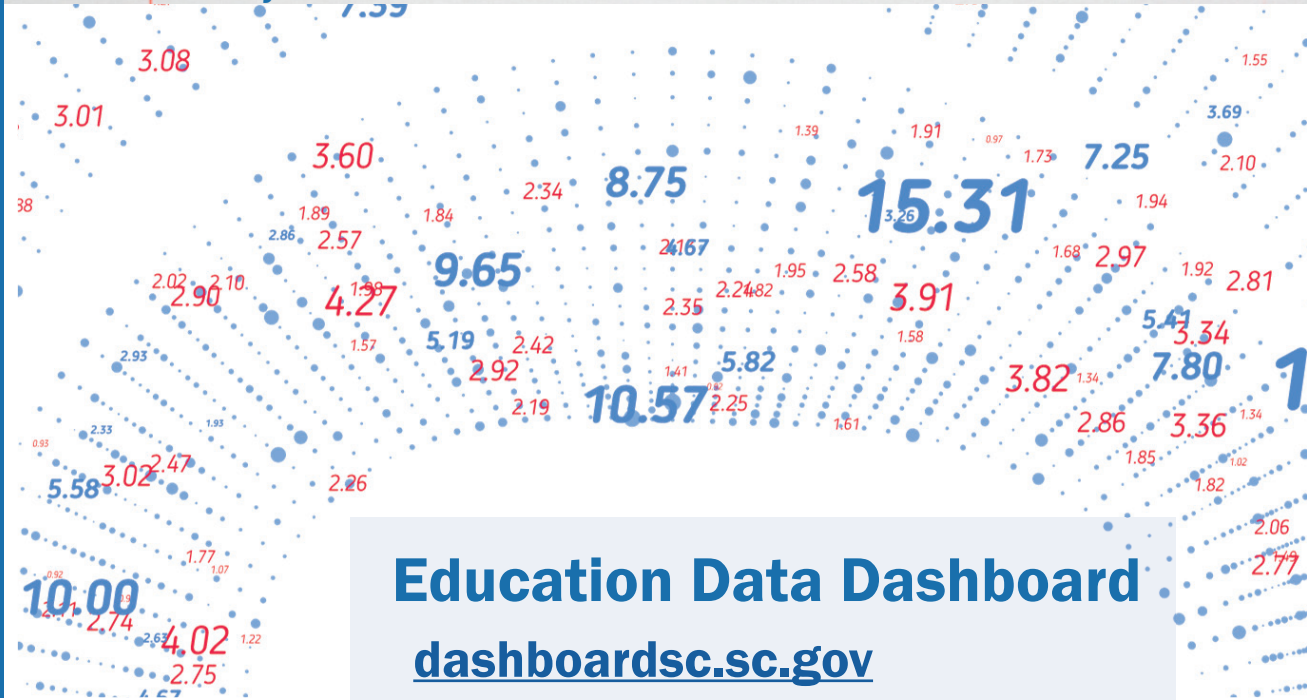


**Analyses, Updates, and Program Summaries from  
March 2023 to February 2024**



# REPORTING FACTS

**Goal: 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.**



## Education Data Dashboard [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

In the 2022-23 Appropriations Act, the EOC was directed to pilot an Education Data Dashboard, with a requirement to “interface with existing systems to provide school districts, schools, policymakers, families and the public with meaningful information on school district, school, and system progress.” The EOC was able to utilize existing state resources through using a shared service model for the dashboard website.

The EOC has published the following dashboards thus far on the site [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

- (Jan. 2014) **Pre-K Dashboard**: This dashboard explores three main questions about Pre-K options for 4-year-olds in South Carolina: Who is ready for kindergarten? Where can more children be served? and, Does the investment in 4K translate into better prepared kindergartners?
- (June 2023) **K-12 Dashboard**: The K-12 dashboard illustrates SC READY scores and Per Pupil Expenditure (PPE) of schools.
- (Sept. 2024) **Post-Grad Dashboard**: This dashboard provides data on the percentage of SC high school graduates who enrolled in college the fall after graduation, the top majors of these students, as well as information on where students are attending college.

The following pages will give an in-depth explanation of the dashboards’ purpose, insights, and how different interest groups can utilize the presented data.

**2022-2023**

Appropriations Act



**Feb. 2023**

EOC transfers school level data from National Clearinghouse to SC high schools.



**June 2023**

Dashboard SC Site launched on [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

First Student Achievement Finance Dashboard published.



**Sept. 2023**

Post-Grad Dashboard Published.

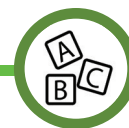


**Jan. 2024**

Pre-K Dashboard Published.



# Pre-K Dashboard



**The Pre-K Dashboard** displays data on many of the available options for Pre-K in South Carolina. In this data dashboard, CERDEP (the acronym for Child Early Reading and Development Education Program) is the inclusive term to include full-day 4K programs administered by the SC Department of Education (SCDE) and the South Carolina Office of First Steps to School Readiness (SCFS). It includes public schools, non-profit independent schools and childcare centers. Dashboard results can be filtered to school districts, house districts, senate districts, counties and demographics.

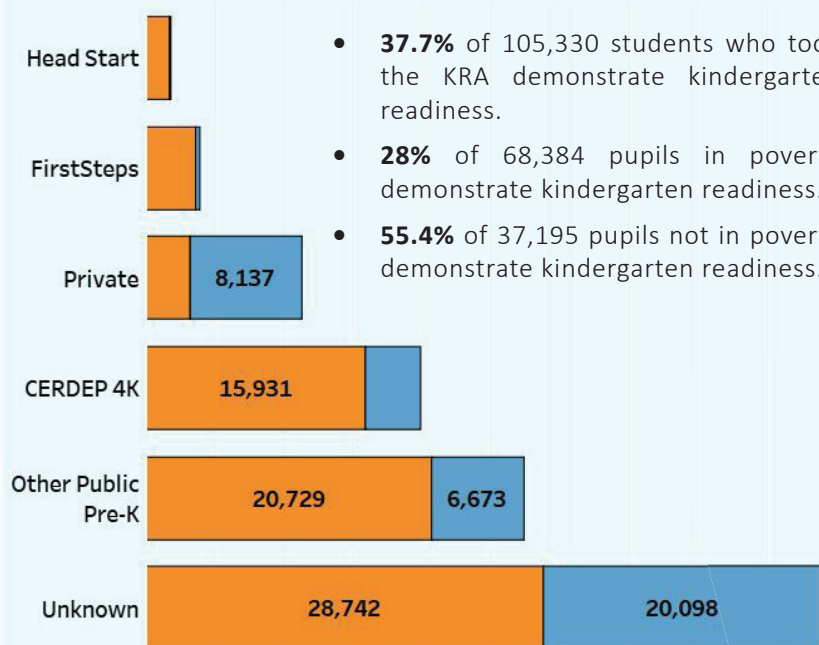
**Who is Ready for Kindergarten?** This visualization illustrates the percentages of students demonstrating readiness on the statewide Kindergarten Readiness Assessment (KRA) based on their 4K experience.

**Where Can More Children be Served?** This visualization illustrates data on the number of pupils in poverty not served by a State-Funded Full-Day 4K program.



**Does State-Funded Full-Day 4K (CERDEP) Work?** This visualization compares the percentage of pupils in poverty who participated in CERDEP -- and who demonstrated readiness on the KRA -- to pupils in poverty who did not.

## 4K Experience



## Dashboard Insights

- **37.7%** of 105,330 students who took the KRA demonstrate kindergarten readiness.
- **28%** of 68,384 pupils in poverty demonstrate kindergarten readiness.
- **55.4%** of 37,195 pupils not in poverty demonstrate kindergarten readiness.

## Dashboard Data Usage

This dashboard allows for users to clearly see the impact of full-day 4K on kindergarten readiness for pupils in poverty as well as identify underserved areas and the advantages of a State-Funded Full-Day 4K program on kindergarten readiness. In addition, the General Assembly can use the information to help inform the impact of the state's investment.

To access the Pre-K Dashboard:

<https://dashboardsc.sc.gov/preK>

# K-12 Dashboard



## The K-12 Dashboard

compares SC READY performance with Per Pupil Expenditure (PPE), which is the amount of dollars spent per pupil.

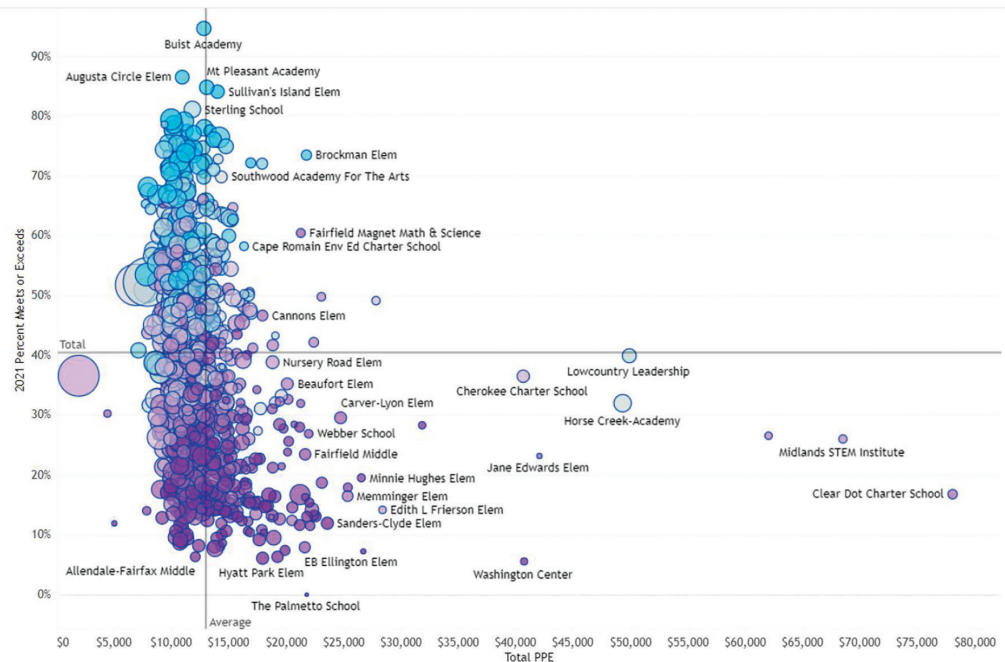
Each school is represented by a circle, with color representing the percentage of pupils in poverty and size representing the school's size. A darker purple school represents a higher percentage of pupils in poverty, while a light blue school represents a lower percentage of pupils in poverty. (The dashboard's data notes provide more information about how these percentages are calculated.)

The vertical line (top to bottom) represents the average PPE. Schools to the left of the vertical line spend less than average, while schools to the right spend above average. The horizontal line (left to right) represents the total percent of student SC READY (English Language Arts ELA and Mathematics) tests that were scored Meets Expectations or Exceeds Expectations (ME). Schools above the horizontal line had a higher percentage of ME tests than the statewide percentage, while schools below the line had a lower percentage of ME tests than the statewide percentage.

*\*This dashboard represents the latest year of available audited financial data provided by the SC Dept. of Education. This dashboard will be updated as most recent audited financial statements are made available.*

## Dashboard Insights

- This dashboard allows the cross-sectionality and use of multiple data points.



## Dashboard Data Usage

- This dashboard allows for users to pinpoint data by district and by school the percentage of students scoring Meets or Exceeds in ELA and Math testing, as well as the Average Per Pupil Expenditure. The data can be used to help inform decisions about programmatic policies.



To access the K-12 Dashboard:

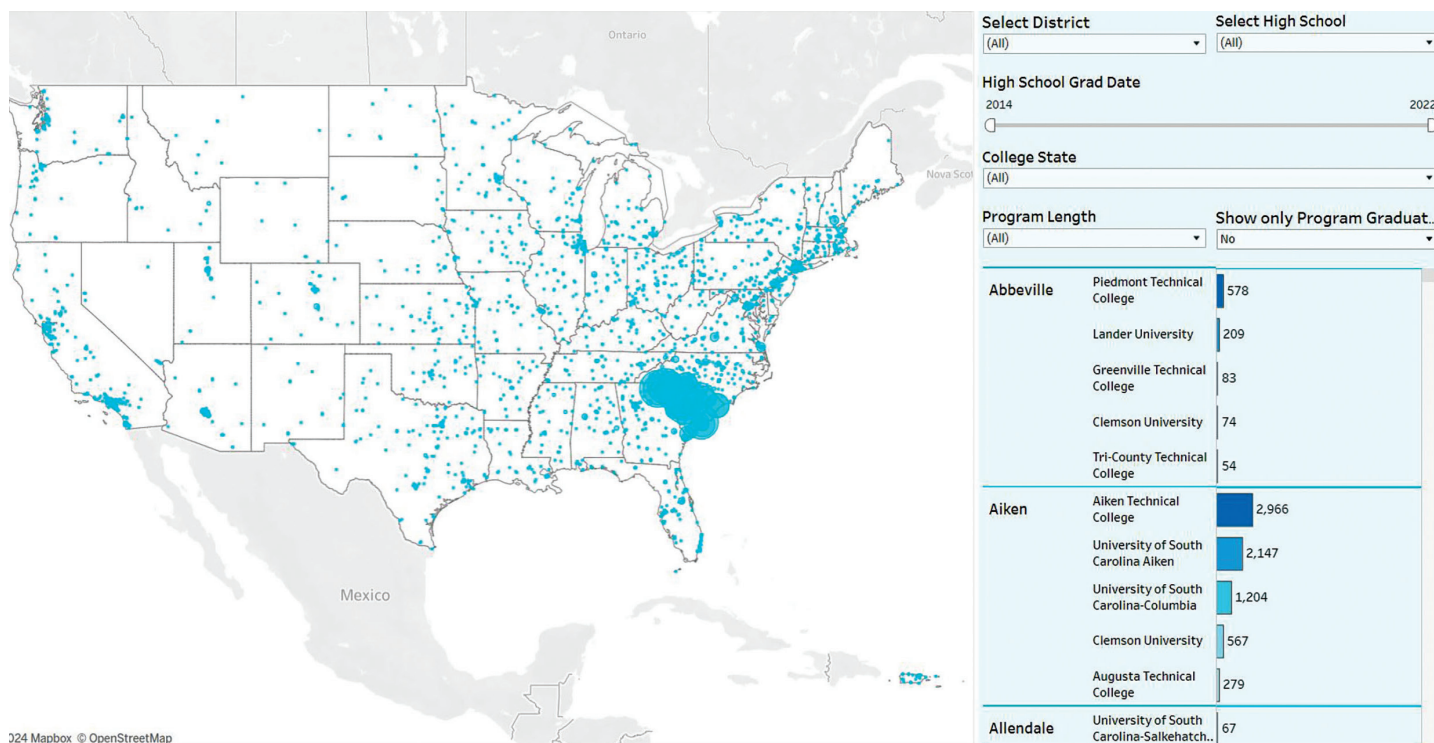
<https://dashboardsc.sc.gov/k12>



# Post-Grad Dashboard



**The Post-Grad Dashboard** visually illustrates the National Student Clearinghouse report which provides data on the percentage of SC high school graduates who enrolled in college the fall after graduation (post secondary, 2 or 4 year institutions), top majors of students, as well as information on where students are attending college. The EOC purchased access to this report for the first time in 2022, giving SC high schools access to graduation and enrollment data from the nearly 3,600 colleges and universities that participate in the Clearinghouse system. Each high school received individualized reports for Classes 2015-2022, containing data on college enrollment, persistence, and completion. This sharing of data also removed the burden of producing a College Freshman Report from SC educators.



Data from the Post-Grad Dashboards can be broken down to very specific data points. For example, data from the Top Majors dashboard shows 147 Kershaw County high school students from the graduation classes of 2015 to 2022 majored in Liberal Arts and Sciences, and can further pinpoint the number of students from a specific graduation class and/or a specific high school.

## Dashboard Insights

- **56%** of SC high school graduates entered a post secondary institution the fall after 2022.
- **Health Professions and Related Clinical Sciences** are top majors for SC high school graduates from the classes of 2015 to 2022.

## Dashboard Data Usage

- The Top Majors visualizations can pinpoint which areas of study and potential job markets that SC students are pursuing and might be entering.
- The Post-Grad visualizations provides insight into which colleges SC graduates are attending, helping to identify trends that can inform decisions pertaining to higher education.



To access the Post-Grad Dashboard:

<https://dashboardsc.sc.gov/postgrad>



The **State-Funded Full-Day 4K report** is prepared by the EOC in accordance with Provisos 1.55 and 1A.29 of the 2022-23 General Appropriations Act to report on the Child Early Reading and Development Education Program (CERDEP).

Using updated CERDEP eligibility criteria in the 2020-21 and 2022-23 Appropriations Act (Provisos 1.55 and 1.56 respectively), schools at a 60 percent or higher poverty index in any district and districts at 60 percent or higher poverty index are eligible for CERDEP 4K. Districts not eligible for CERDEP 4K include: Anderson 4, Spartanburg 1 and 2, Beaufort, Berkeley, Richland 2, Spartanburg 5, Lancaster, Dorchester 2, Charleston, Anderson, Lexington 1, and Richland/Lexington 5, York 2 and 4.

### All CERDEP Programs, 2018-19 through 2021-22

	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)	2021-22 (FY22)
Full-Time Equivalent Children Funded (through day 180)	12,707	13,654	10,410	15,168
Number of New Classrooms Funded	30	69	30	113
Total Number of CERDEP Classrooms	819	888	881	1,059
Total Expenditures	\$70,795,690	\$75,873,168	\$58,886,320	\$88,653,568
Funds Carried Forward	\$13,237,100	\$2,641,918	\$12,028,297	\$13,238,453

Source: SC First Steps and SCDE



The full CERDEP 4K annual report link is at <https://eoc.sc.gov/policy-makers> under the Early Childhood section



### Key Findings:

- State-Funded Full-Day 4K is **beneficial** for student kindergarten readiness for students in poverty.

In the 2022-23 school year, **41% of students served in a state-funded CERDEP program were Demonstrating Readiness on the KRA**, compared to 27% percent of non-CERDEP pupils in poverty scoring at the same level this school year.

- While the estimated number of four-year-olds in poverty is steadily decreasing, the number of four-year-olds served by a State-Funded Full-Day 4K program has increased.
- The state's investment in four-year-old programs has continued to increase; the projected investment of \$103 million the 2022-2023 fiscal year was the largest investment to date.





**Goal: To more accurately and efficiently measure change, the EOC will refocus accountability to emphasize school improvement and the success of students.**



## 2023 Report Card Summary

On October 10, 2023, the EOC and the SC Department of Education (SCDE) held a joint news conference at Kelly Edwards Elementary in Barnwell County to release the 2023 School Report Cards. The Report Cards, available at [www.screportcards.com](http://www.screportcards.com), reflect data elements and student performance information from the 2022-23 school year. This year's School Report Cards were celebrated for the gains SC students made in English Language Arts and for the consistency with which students graduated from high school on-time; however, there is also much work to be done in the area of science and math (*see page 13 for more information*). Statewide, 22.5 percent of schools received an overall rating of Excellent, the highest rating in the state's education accountability system.

**SC School Report Cards** are based on South Carolina's education accountability system and are required for all elementary, middle, and high schools which receive overall ratings based on a 100-point scale. The ratings follow terms outlined in state law: Excellent, Good, Average, Below Average, and Unsatisfactory. Schools also receive ratings on various indicators, such as graduation rate, academic achievement, and college and career-readiness.

### Number and Percentage of Schools Receiving Overall Ratings by School Year

Overall Rating	Elementary Schools		Middle Schools		High Schools	
	2022	2023	2022	2023	2022	2023
Excellent	145 (21.8%)	161 (24.1%)	71 (21.4%)	70 (20.8%)	40 (16.7%)	48 (20.3%)
Good	144 (22.1%)	161 (24.1%)	76 (22.9%)	97 (28.9%)	48 (20.0%)	46 (19.4%)
Average	235 (35.3%)	240 (36.0%)	131 (39.5%)	134 (39.9%)	76 (31.7%)	68 (28.7%)
Below Average	100 (15.0%)	80 (12.0%)	43 (12.9%)	30 (8.9%)	53 (22.1%)	45 (19.0%)
Unsatisfactory	42 (6.3%)	25 (3.7%)	11 (3.3%)	5 (1.5%)	19 (7.9%)	30 (12.7%)
Number of School Report Cards	666	667	332	336	240	237

*Note: Totals do not include Career Centers or Special Schools. Twenty-one schools did not receive Overall Ratings.*



***“The goal of the system is to have students prepared for what follows graduation – work, military, community college or a 4-year college. That is a big goal. It takes hard work that must begin in elementary schools.”***

***April Allen, EOC Chairperson,  
2023 School Report Card News Conference***



# 2023 Report Cards Insights



There was a nearly **six percent point increase** in statewide English Language Arts scores on SC READY. This accounted for an overall increase in elementary and middle schools receiving an Overall Rating of **Excellent or Good**.

- Overall performance on the English 2 End-of-Course assessment also improved slightly from the 2021-22 school year.



Half of all students in SC public schools are enrolled in a school with an Overall Rating of **Excellent or Good**.



While ratings have improved, **more than half** of students are not meeting grade level standards in mathematics.

- In elementary or middle schools with an overall rating of Excellent, **25% of students** who took both the SC READY ELA and the SC READY Math tests are **not meeting grade level standards on either test**.
- **Only 40% of 3rd through 8th graders** are scoring Meets or Exceeds Expectations on the SC READY Math test, which measures grade-level standards in mathematics.
- **Only 45% of students** are scoring a “C” or better on the Algebra I End-of-Course Assessment.



## What was new for the 2023 Report Cards?



### For more information and downloadable resources:

<https://eoc.sc.gov/news/2023-10/south-carolina-releases-2023-report-cards-schools>

### The Added-Value Growth Model meets the following desired criteria:

- Produces a specific, individualized growth target for each student based on that student's prior achievement.
- Produces growth targets that, if met, would move all students toward proficiency and either maintain or improve all students' prior achievement levels.
- Produces targets that can be understood by, calculated by, and communicated to all stakeholders.
- Produces targets that are as rigorous as necessary to attain grade level proficiency, but do not unnecessarily inflate targets to avoid setting expectations that are seen as unreasonable or impossible.
- Makes it possible for all students and schools to perform well (or to perform poorly) against previously established criteria, independent of the performance of other students or schools.
- Supports a scoring system that can be understood by and projected by school and district leaders.
- Produces school scores that are as uncorrelated as possible with the proportion of pupils in poverty served by the school.
- Produces scores that are minimally correlated with Academic Achievement scores.

**Added-Value Growth** was first published on the School Report Card in 2023. While it was not scored, it provided stakeholders information that will be used to evaluate student growth beginning in the 2023-2024 school year.

The inclusion of the Added-Value Growth model in the accountability system, along with two high school student success measures, have exciting implications for schools as they support actional instructional interventions happening earlier within schools. These measures will be used for scoring beginning with the 2024 Report Cards.

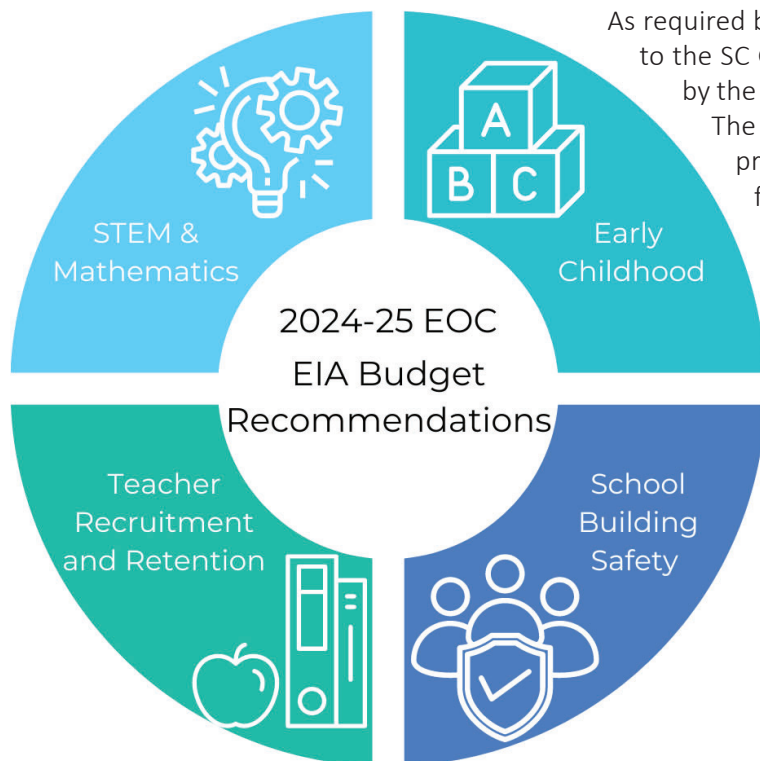


# Promoting Progress EIA Budget Recommendations

**Goal: 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.**



## 2024-2025 EIA Budget Recommendations



As required by state law, the EOC provided budget recommendations to the SC General Assembly that focus on the revenues generated by the one-cent sales tax, the Education Improvement Act (EIA). The committee's budget recommendations for FY 2024-25 prioritize student learning while seeking to review State-funded teacher recruitment and retention programs. The four main areas of budget recommendations include Student Learning in STEM and Mathematics, Early Childhood, Teacher Recruitment and Retention and School Building Safety.





STEM and  
Mathematics



## Student Learning in STEM and Mathematics

- EOC recommended funding \$10 million to the Palmetto Math Project.
  - The project would support elementary and middle schools where one half or more of 5th or 8th grade students have scored at the lowest level on SC READY mathematics.
  - Each identified school would receive instructional coaching, high quality instructional materials, high quality professional learning, and intensive tutoring.
- \$36.9 million to have up-to-date instructional materials, with a priority placed on mathematics in elementary and middle schools.
- \$1.5 million to improve college and career readiness of secondary and middle school students, expanding Pre-Advanced Placement course access.
- \$150,000 for a robotics program focused on serving underserved school districts







## Early Childhood



## Early Childhood



The EOC recommended **\$14.1 million** to expand State-Funded Full-Day 4K.

- State-Funded Full-Day 4K has been shown to improve kindergarten readiness for students in poverty.
- South Carolina's Child Early Reading and Development Education Program (CERDEP) had a large increase of 1,120 students and 56 classrooms in 2023-24.
- As CERDEP is expected to continue to grow, additional funding can help to accommodate more students.



**\$2.9 million** to train 4K teachers and assistants in the Language Essentials for Teachers of Reading and Spelling (LETRS) curriculum.

- LETRS Training Early Childhood is a professional learning curriculum designed to teach teachers the content and principals of literacy and effective language instruction.

## School Building Safety

School Building Safety



- There is currently no uniform mapping system to equip first responders in responding to emergency calls to South Carolina schools.

EOC recommended **\$5 million** in funding to develop a statewide mapping system of school buildings to assist first responders.





## Teacher Recruitment and Retention

- EOC recommended **\$200K** for the Center for Educator Recruitment, Retention and Advancement's (CERRA) request to develop an **online job board** to:
  - Aggregate South Carolina K-12 education jobs.
  - Help CERRA nationally recruit potential educators and promote the filling of district vacancies.
  - Bring South Carolina up-to-date with job boards used in other states.
  - The funds would cover annual maintenance costs for the system.
- **\$10 million** for the **Teacher Strategic Compensation Pilot** program.
  - The SCDE wants to enhance effective school teachers through the pilot program which would recognize teachers demonstrating above average year-to-year student growth in core academic areas.
- **\$727.6K** for **TeachSC**, a “one-stop-shop” digital platform with resources, tools and services that increase clarity on the teaching profession. The SCDE will house the program.
- **\$2.7 million** for **Teacher Supplies** – \$350 to \$400 for eligible teachers.
- **Approximately \$1 million** for **other agencies teacher salary**. The EOC recommends providing funds for salary increases for teachers in schools not associated with school districts such as Governor's Schools, Will Lou Gray, SC School for Deaf and Blind, and Disabilities and Special Needs.
- **\$37.9 million** for **instructional materials**. The recommendation is that these funds are utilized for up-to-date instructional materials with a priority for mathematics in elementary and middle schools.

### **Standards Review - Mathematics**

In September 2023, the EOC finalized their approval of the SC College and Career-Ready Mathematics Standards, a process which began in 2021. The standards were approved by the State Board of Education on December 12, 2023. The 2024-2025 school year will be a year for local and state-led opportunities to explore the 2023 South Carolina College- and Career-Ready Mathematics Standards and develop implementation plans.

The 2023 South Carolina College- and Career-Ready Mathematics Standards will be fully operational and assessed in the year 2025-2026.

For more information: <https://ed.sc.gov/instruction/standards-learning/>

### **Educational Credit for Exceptional Needs Children Report**

The ECENC program provides grants and parental tax credits to exceptional needs students attending private schools that meet specific eligibility requirements and that are approved by the EOC. This report includes information about the process for collecting results, participation and compliance of schools, and academic achievement of students who received ECENC grants in 2021-22.

For more information: <https://www.eoc.sc.gov/ecenc-program>

### **Military-Connected Students Report, 2022**

As legislated by Act 289 of the Military Family Quality of Life Enhancement Act, the EOC is tasked with developing an annual report on the educational performance of military-connected students. This report is meant to provide an overview of demographics, academic performance, and school attendance of military-connected students as reported for the 2021-22 school year.

For more information: <https://sceoc.info/47M6gBl>

### **Teacher Loan Program Report, Annual Report for FY 2021-22**

The Teacher Loan Program seeks to encourage talented, qualified potential teachers to enter the profession. As required by the Teacher Quality Act of 2000, the EOC conducts an annual review of the SC Teacher Loan Program. This report describes applicants and recipients to the program in order to examine teacher recruitment and retention in South Carolina.

For more information: <https://sceoc.info/3HyavpE>

### **National Student Clearinghouse**

The EOC staff provides SC high school leaders with reports from the National Student Clearinghouse. These reports provided data on enrollment, persistence, and completion of high school graduates from SC beginning in 2014. The data will continually be provided to schools annually.

See the most recent National Student Clearinghouse report: <https://sceoc.info/3SjuE7U>





**EOC Members**  
(current 1/24/2024)

**April Allen, Columbia, Chair**

**Dr. Brian Newsome, Lexington, Vice Chair**

**Rep. Terry Alexander, Florence**

**Melanie Barton, Columbia**

**Russell Baxley, Beaufort**

**Rep. Neal Collins, Easley**

**Dr. Bob Couch, Anderson**

**Rep. Bill Hager, Hampton**

**Barbara B. Hairfield, Charleston**

**Sen. Kevin Johnson, Manning**

**Sidney Locke, Camden**

**Sen. Dwight Loftis, Greenville**

**Melissa Pender, Beaufort**

**Dr. Patty Tate, Rock Hill**

**Sen. Ross Turner, Greenville**

**Ellen Weaver, Columbia, Ex-Officio, State Superintendent of Education**

**The EOC wants to thank the numerous individuals and groups who contributed to the work of the Committee over the course of the year.**



# SC EDUCATION OVERSIGHT COMMITTEE

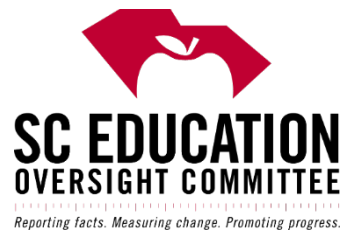
Reporting facts. Measuring change. Promoting progress.

[www.eoc.sc.gov](http://www.eoc.sc.gov)



# SC Education Oversight Committee Meeting

February 12, 2024



# Approval of Full Committee Minutes December 11, 2023

*April Allen, EOC Chair*



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

# Special Guest Presentation: Project Lead the Way - SC Footprint

*Victoria Brioc, Director Strategic Accounts, PLTW*



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



PLTW



# LOCKING POTENTIAL



PLTW Overview for SC EOC



# Our Programs



Supplemental Courses



Project Lead The Way (PLTW) equips PreK-12 students for a STEM-driven world with teacher-empowered curriculum in computer science, engineering, biomedical science, and more. For over 25 years, PLTW's curriculum coupled with its best-in-class professional development has supported teachers in creating an environment to make every student STEM successful.



**2.47**  
*Million*  
**STUDENTS**

**108,224** Teachers trained

**15,707** Programs

**12,472** Schools

*(as of June 30, 2023)*



Access



Career  
Readiness



Real-World  
Experience

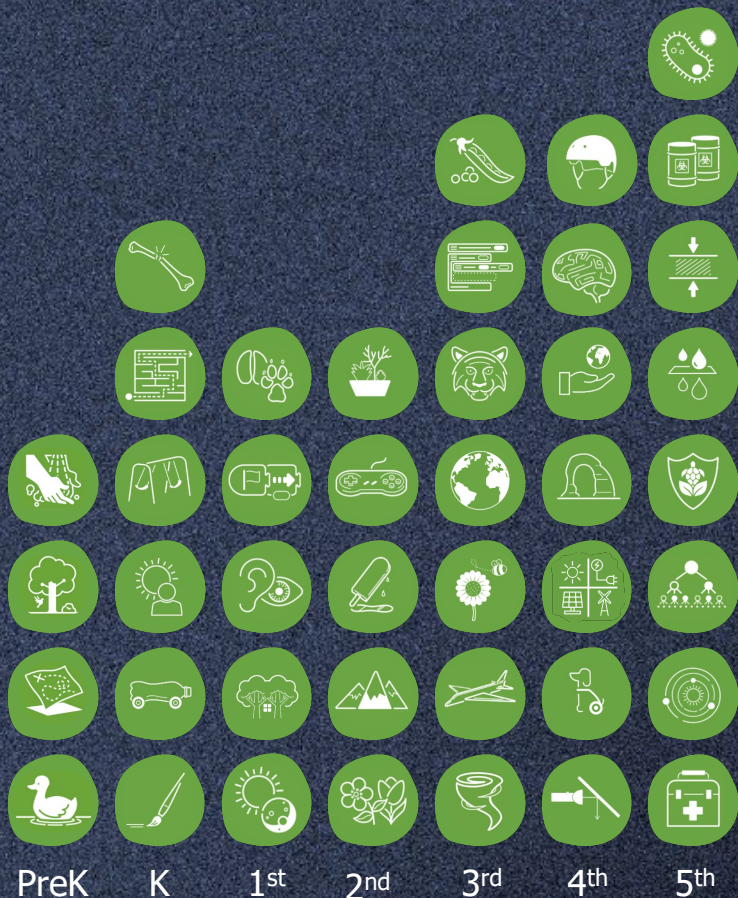


Professional  
Development

**PLTW**



# PLTW CURRICULUM



43 modules  
~12-14 hours each  
Life Sci / Physical Sci / Earth & Space / BMS / CS / ENG



10 units  
~36-45 hours each  
BMS / CS / ENG focus



## PLTW BIOMEDICAL SCIENCE

4 high school courses  
~160-180 days each



## PLTW COMPUTER SCIENCE

4 high school courses  
~160-180 days each



## PLTW ENGINEERING

10 high school courses  
~160-180 days each



# HELPING TODAY'S PREK-12 STUDENTS DISCOVER AND PREPARE FOR TOMORROW'S CAREERS



## Access

- All students can see themselves in our curriculum through diverse stories, career examples, and perspectives
- Distance learning options make curriculum access equitable
- Spanish curriculum provides equal opportunity (PLTW Launch and PLTW Gateway)



## Career Readiness

- PLTW Curriculum supports career awareness, exploration, and planning at age-appropriate stages
- Students learn about a diverse range of practitioners, roles, and industries
- Research shows that PLTW students are more likely than their peers to consider STEM careers



## Professional Development

- Transformative, engaging teacher training, regardless of STEM experience
- Learn the same way students learn with interactive, hands-on experiences
- Network with expert PLTW teachers as you learn how to teach the course



## Real-World Experience

- Students learn in-demand skills like problem-solving and critical thinking
- Solving real-world challenges helps students prepare for life outside the classroom
- PLTW curriculum and student experience reflects the needs of today's workforce

	Career Awareness	Career Exploration	Career Planning
 <b>PLTW LAUNCH</b>	✓		
 <b>PLTW GATEWAY</b>	✓	✓	
 <b>PLTW BIOMEDICAL SCIENCE</b>	✓	✓	✓
 <b>PLTW COMPUTER SCIENCE</b>	✓	✓	✓
 <b>PLTW ENGINEERING</b>	✓	✓	✓



# PROBLEM-BASED APPROACH: ACTIVITY-, PROJECT-, AND PROBLEM-BASED LEARNING (APB)



## Through the APB Approach Students Learn:

- *Transportable Skills* - needed whether they plan to attend college or start a career after high school:  
**Collaboration, Communication, Creativity, Critical Thinking, Ethical Reasoning, and Problem Solving**
- It's okay to make mistakes – Scientist don't get it correct the first time.
- Builds confidence in trying again and not giving up
- To accept another person's idea might be better
- Thinking outside the box
- There's not always a set answer nor only one right answer
- Hands-on learning



# COMPUTER SCIENCE ESSENTIALS EXAMPLES

PLTW

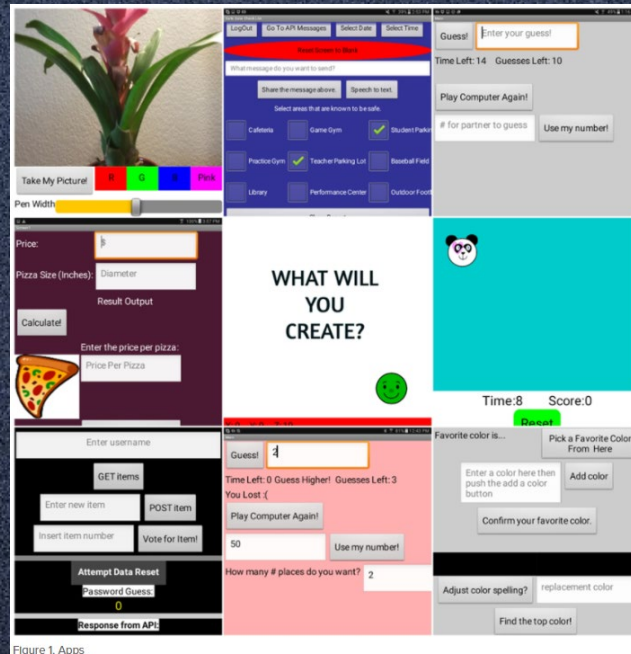
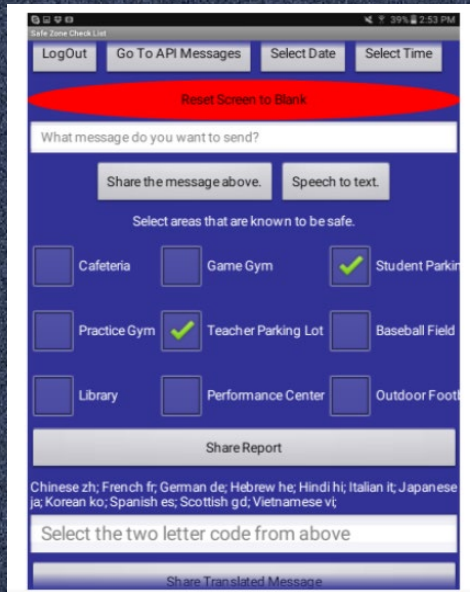
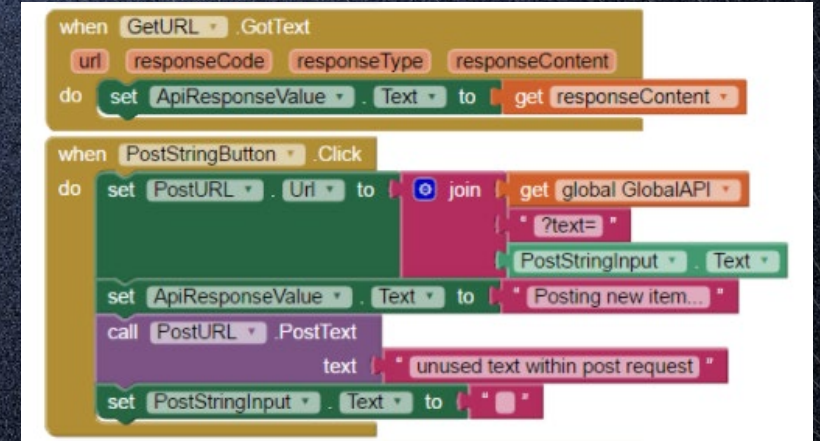


Figure 1 Apps



## Activities



### CAREER CONNECTIONS

**ACTIVITY 1.2.2 Algorithms and APIs: Hack Attack:** Students learn about APIs and how they can be used to get and post data over the web as they work through a voting app and a password cracking exercise in App Inventor to learn more about Cybersecurity and ethical hacking.

## Project(s)



### CAREER CONNECTIONS

**PROJECT 1.2.5 App Development: Problem Solving and Innovation:** Students use the knowledge & skills from 1.2.2 and apply them to work on a School Emergency app. They learn about a software engineer from Cerner.

## Problem



### CAREER CONNECTIONS

**PROBLEM 1.3.1 App Development: Creating Value for Others:** Students pursue an app that they are interested in & that can make a difference in someone's life (personal or community). They also learn about Danny Manu, an engineer who designed earbuds that translate spoken language.










## PLTW GATEWAY



⌚ ~36-45 hours / unit  
\$ \$950 / year





Flight and Space




CS for Innovators and Makers




Energy and the Environment



Design and Modeling



Automation and Robotics




Science of Technology


Medical Detectives

App creators


Green Architecture





Magic of Electrons



 Biomedical Science Pathway

 Computer Science Pathway

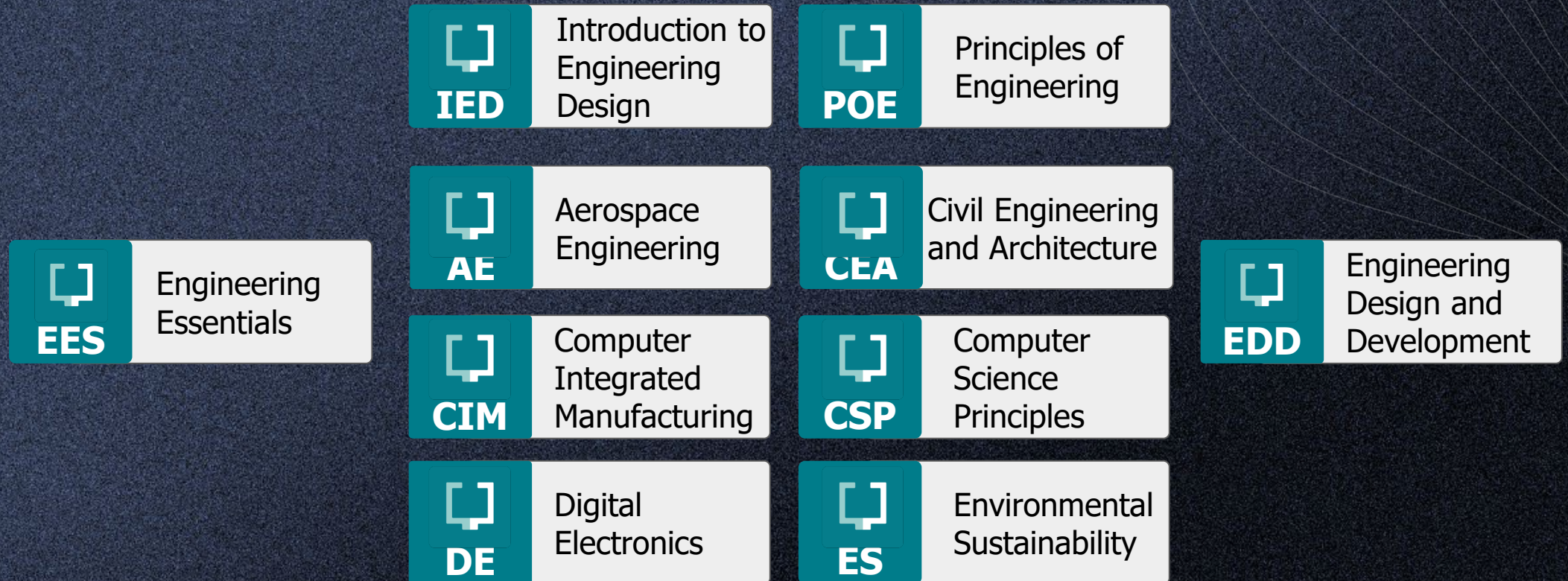
 Engineering Pathway



# ENGINEERING (ENG)

~160-180 days of instruction  
\$ \$3,200 / year

## COURSES





PLTW  
**BIOMEDICAL  
SCIENCE (BMS)**

## COURSES



Principles of  
Biomedical  
Science



Human Body  
Systems



Medical  
Interventions



Biomedical  
Innovation

⌚ ~160-180 days of  
instruction  
\$ \$2,200 / year





# PLTW COMPUTER SCIENCE (CS)

## COURSES



Computer  
Science  
Essentials



Cybersecurity



Computer  
Science  
Principles



Computer  
Science A

⌚ ~160-180 days of  
instruction  
\$ \$2,200 / year







# PLTW ALGEBRA 1 ADVANTAGE

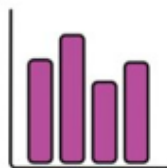


Through **dynamic, interactive** problems and projects, students are **immersed in real-world challenges** showcasing Algebra's practical **applications**, bridging theory to reality.

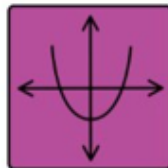
# Bridging Theory to Reality



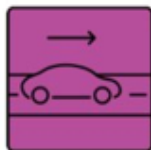
Word Problem



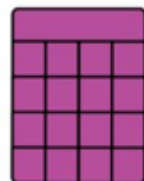
Chart



Graph



Picture



Table



Equation

## Algebra 1 Advantage is...

- Supplemental
- Flexible in implementation
- Standards-aligned
- Interactive
- Connected to careers

## Topics connect math to...

- Financial literacy
- Societal/environmental impact
- Law/criminology
- Architecture/engineering
- And many more!

# PLTW in South Carolina

PLTW Districts

**67**






PLTW Programs

**568**

Teachers Trained

**2053**

Programs by Pathway

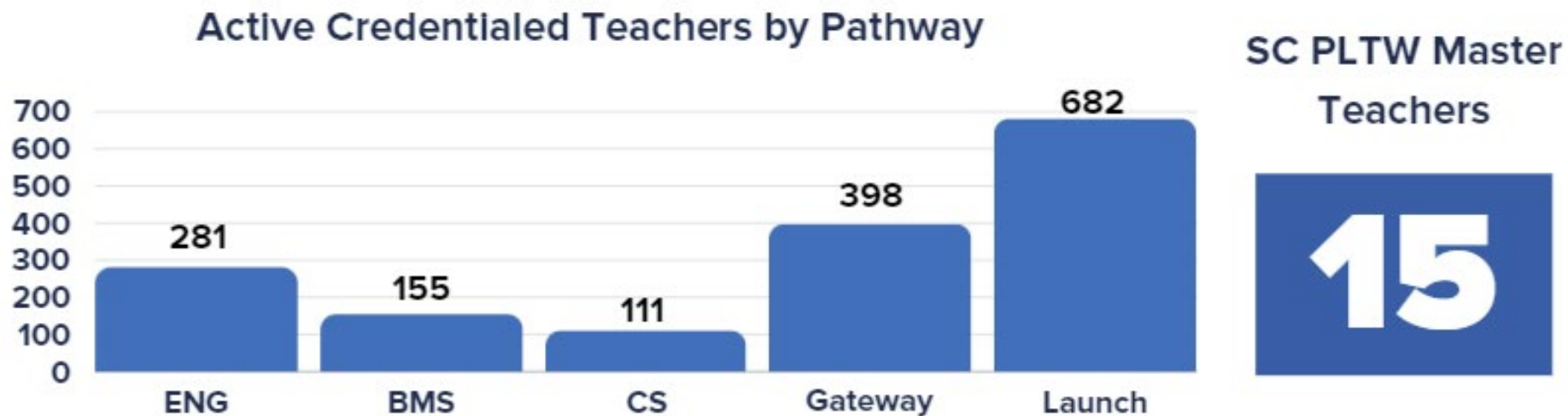
	<b>137</b>	Launch (TK-5)
	<b>190</b>	Gateway (6-8)
	<b>124</b>	Engineering (9-12)
	<b>72</b>	Biomedical Science (9-12)
	<b>45</b>	Computer Science (9-12)

Heatmap of PLTW Programs





# PLTW in South Carolina



"As a teacher, I have been totally reinvigorated by this curriculum. One of the best things for me is seeing just how much kids can do when you challenge them to do it. I have no doubt that the kids who go through this program are better off when they get to college and when they get to jobs because they know how to do things for themselves."

**Becky Howell, PLTW Biomedical Science Master Teacher**  
Lexington Richland School District No 5 | Columbia, South Carolina

# PLTW in South Carolina

## Why PLTW for STEM in SC?

A recent study shows PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider STEM careers, compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

**87%**

of PLTW Gateway (6-8) students report their PLTW course made them more interested in STEM.

**92%**

of high school PLTW students report their PLTW course made them more interested in STEM.

**70%**

of students believe that PLTW classes help in other areas they want to study further.

## Partnerships & Grants

PLTW + Transformative & Engaged Partners are committed to providing grant funding and/or opportunities for SC schools and students.

**87**

**SC Schools**

**\$963,100**

**in**

**Grants**

## SC PLTW Partners

**Ardagh, Lockheed Martin, Boeing, BMW Group, Vex Robotics, Autodesk, and more!**

## SC PLTW Educator & Program Awards 2022/23 School Year

**1**

**National PLTW Gateway Teacher of the Year**

**1**

**Outstanding PLTW Gateway Teacher of the Year**

**22**

**Distinguished Programs**

- 10 High Schools
- 9 Middle Schools
- 3 Elementary Schools

“

I've taught more mathematics, more writing, more science, more history in a computer science class than I ever could in a traditional math class, a traditional science class. American education needs to blend. We need to stop trying to isolate our courses and our disciplines, and everything needs to be interdisciplinary.... I think Project Lead The Way is well on the way of changing the paradigm of American education.”

**Darwin Shorters - St. John's High School | Charleston, South Carolina**

**PLTW Computer Science Master Teacher**



PLTW

# UNLOCKING POTENTIAL

An abstract graphic featuring a white circle on the left side. A white line extends from the circle, passing through the word 'UNLOCKING'. To the right of the text is a colorful, wavy shape with a gradient of green, yellow, orange, red, and blue, resembling a stylized wave or a signal. The background is dark blue with a subtle grid pattern.



# Special Report: Update to Report on SC's Landscape of Alternative Methods of Instruction

*Dr. Lee D'Andrea, Consultant to EOC*



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





# Historical Background – The Journey

Dr. Lee D'Andrea

# From The Beginning



- Findings from eLearning Pilot Project; digital teaching and learning ecosystem face-to-face and sometimes virtually (eLearning days)
- COVID impact; immediate attempts to have a digital ecosystem virtually
- Emerging out of the pandemic using a combination of digital ecosystem face-to-face and virtual learning
- How effective are the virtual learning programs?

# Digital Teaching and Learning Ecosystem

- Elements needed for digital ecosystem to thrive:
    - Learning Management System (LMS); Google, Canvas, Schoology, Teams, etc.
    - Learning Object Repository (library of high-quality content); LOR or called Instruction Hub in SC
    - Professional Learning (for teachers and leaders) to develop meaningful, effective teaching strategies in a digital ecosystem
    - Technology Infrastructure (devices, robust network, internet access, cyber security, etc.)
    - On-going Communication (parents, board members, community members)
-



# eLearning in SC

- Term used during the original project to study elements needed in a face-to-face teaching and learning environment to successfully change to a virtual environment for emergency reasons, for example inclement weather, a water main break or power outage impacting schools.
- Current statute permits districts to use up to 5 days for these emergency reasons.





## Alternative Instruction Evaluation Report Background from Part One

Dr. Lee D'Andrea



# Proviso 1A.66

## 1A.66 (SDE-EIA: Digital Learning Plan)

With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education. (italics and underline added)

---

# Report Examination and Evaluation Questions

- **How many districts have a State Board Approved Virtual Program (SBAVRL)?**
  - *How many students are participating in a State Board Approved Virtual Program?*
  - *How many students are participating in each of the alternative instruction courses in each of the options - SC Virtual School, Distance Learning, Online In-State, Online Out-of-State?*
  - **Which students and why are enrolling in the State Board Approved Virtual Programs and in alternative instruction classes?**
-



# District State Board Approved Virtual Programs



- 38 districts (including two Consortia *and two charter schools*) approved
- On-site visits to 12 locations including 18 districts

# Observations From Site Visits

- Districts are working diligently to provide all students with *options* to high-quality instruction.
  - The Instruction Type options are currently categorized in the student information system as
    - (A) Instructor led,
    - **(B) SC Virtual School,**
    - **(C) Online in-state,**
    - **(D) Distance learning,**
    - **(E) Online out-of-state,**
    - **(F) Hybrid.**
  - The work is new in many districts, the different instruction types demand detailed planning and professional development, and the resources to establish robust, high quality digital ecosystems require financial resources.
-



# Findings From Site Visits

1. Data entry and quality at the point of entry in the school district is a challenge.
  2. Developing or purchasing virtual courses is essential in today's landscape. Families and students have a need for more options and flexibility.
  3. Teaching in this new “space” requires some additional or different instructional strategies.
-

# Next Steps Following Part 1 Report

---

Receive 45-day data from SCDE showing enrollment in SBAVRL programs and various Instruction Types by courses.

---

Students take summative assessments and use data results in Grades 3-8 ELA and math; and Algebra 1, English 2, US History, and biology to make analyses on the effectiveness of SBAVRL programs and various Instruction Types.

---

Complete Part 2 of the Alternative Instruction Report, including Recommendations for Presentation.

---



# Alternative Instruction Evaluation Report Part Two

Dr. Lee D'Andrea

---

# SC READY



# Student Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
ELA	355463	818	6813	141	2726	82
Math	356034	415	6742	77	2564	176

# Test Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
ELA	338252	676	5222	138	2086	5
Math	338869	299	5196	74	1925	99

---

# ANCOVA

# SC Ready ELA

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.001	A
A	C	YES	> 0.001	A
A	D	YES	> 0.001	A
A	E	YES	> 0.001	A
A	F	NO	0.343	A



# SC Ready Math

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	YES	> 0.001	A
A	C	YES	> 0.001	A
A	D	NO	0.007	A
A	E	YES	> 0.001	A
A	F	NO	0.075	F

# End-of-Course Assessments

# Student Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
English	59721	221	1718	4	740	61
Math	63605	384	1706	32	675	295
Biology	62005	349	1525	52	662	162
History	52831	390	1868	5	879	51

# Test Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
English	59721	139	1489	3	660	14
Math	63605	254	1402	26	588	157
Biology	62005	204	1297	49	575	16
History	52831	295	1631	0	751	10



# EOCEP English

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.462	A
A	C	NO	0.395	A
A	E	NO	0.001	A

# EOCEP Math

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.382	A
A	C	YES	> 0.001	A
A	D	NO	0.704	A
A	E	YES	> 0.001	A
A	F	NO	0.105	A

# Findings:

## 1. Lack of data quality is evident

- The Instruction Type indicated was not coded in many classes
  - Too few students identified compared to total enrollment
  - 45-day report data numbers different on-site visit observations and answers
-



# Findings:

- 2. Face-to-face Instruction results have higher mean scores in every comparison except Grades 3-8 Math between F2F(A) and Hybrid(F). Even knowing that some of the data is inaccurate, the results seem noteworthy.**
-

# Recommendations

- Increase professional development for districts (especially data clerks, registrars, and principals)
    - SCDE creates webinars for ongoing instructions with student information system (SIS)
    - Host face-to-face meetings with district reps describing data fields, completion instructions, and reporting generation
    - EOC and SCDE establish lists of data fields needed for all reporting
-

# Recommendations

- **Improve data quality in the student information system**
    - Identify data fields that must be completed before further action; the SIS has required fields associated with data needs for reporting.
    - Establish school and district-level reports for verification; require reports be submitted with 45-day and 135-day reports.
-



# SC EOC Full Committee Meeting

## Questions?

# Subcommittee Report: Joint Academic Standards & Assessments and Public Awareness Subcommittees



**SC EDUCATION  
OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*

# Action Item: Adjustment of Student Climate Survey Participation Requirements for 12<sup>th</sup> Grade Students

*Dr. Patty Tate*



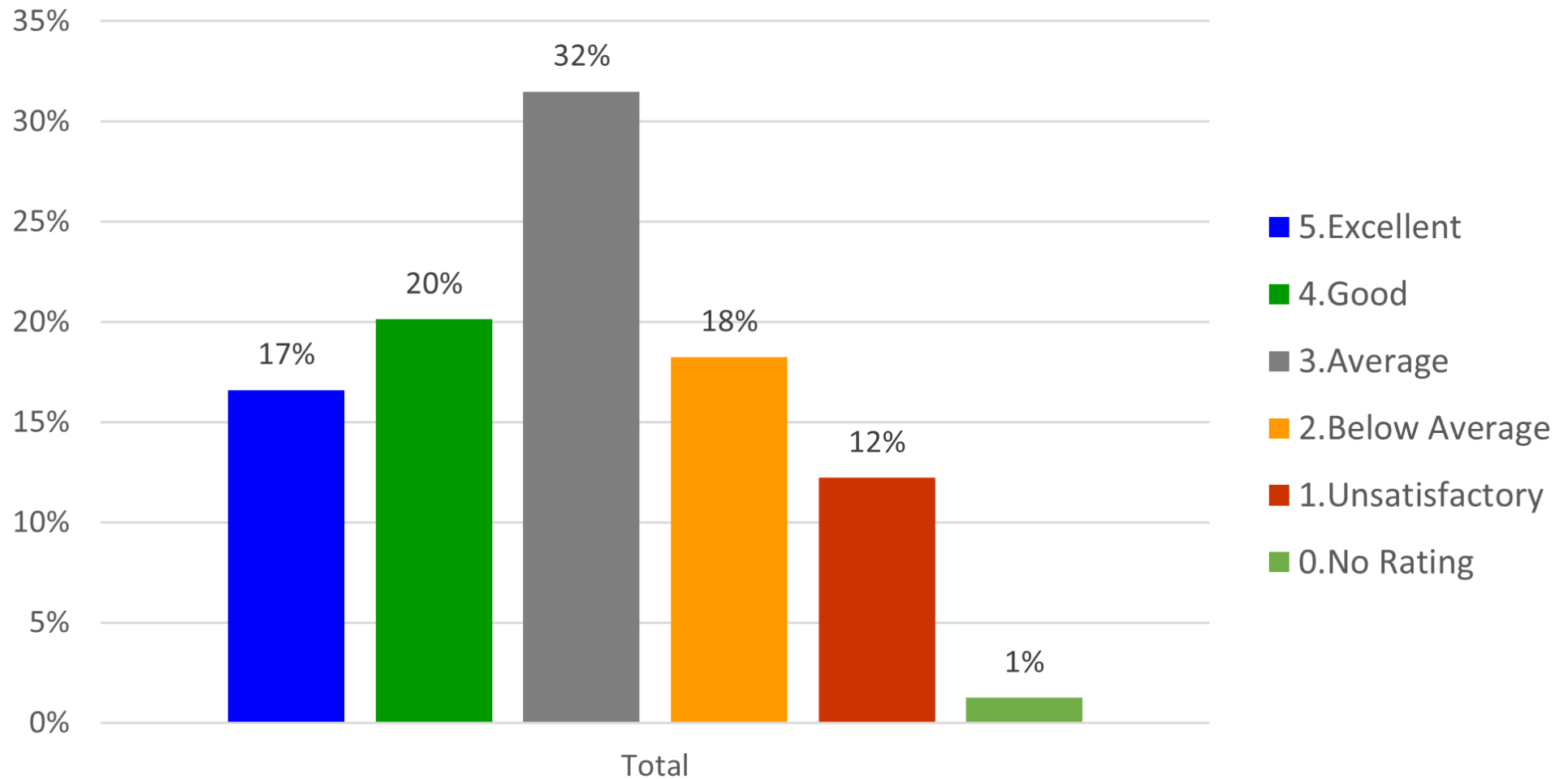
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OVERSIGHT COMMITTEE**  
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# Current Guidelines for School Climate Survey

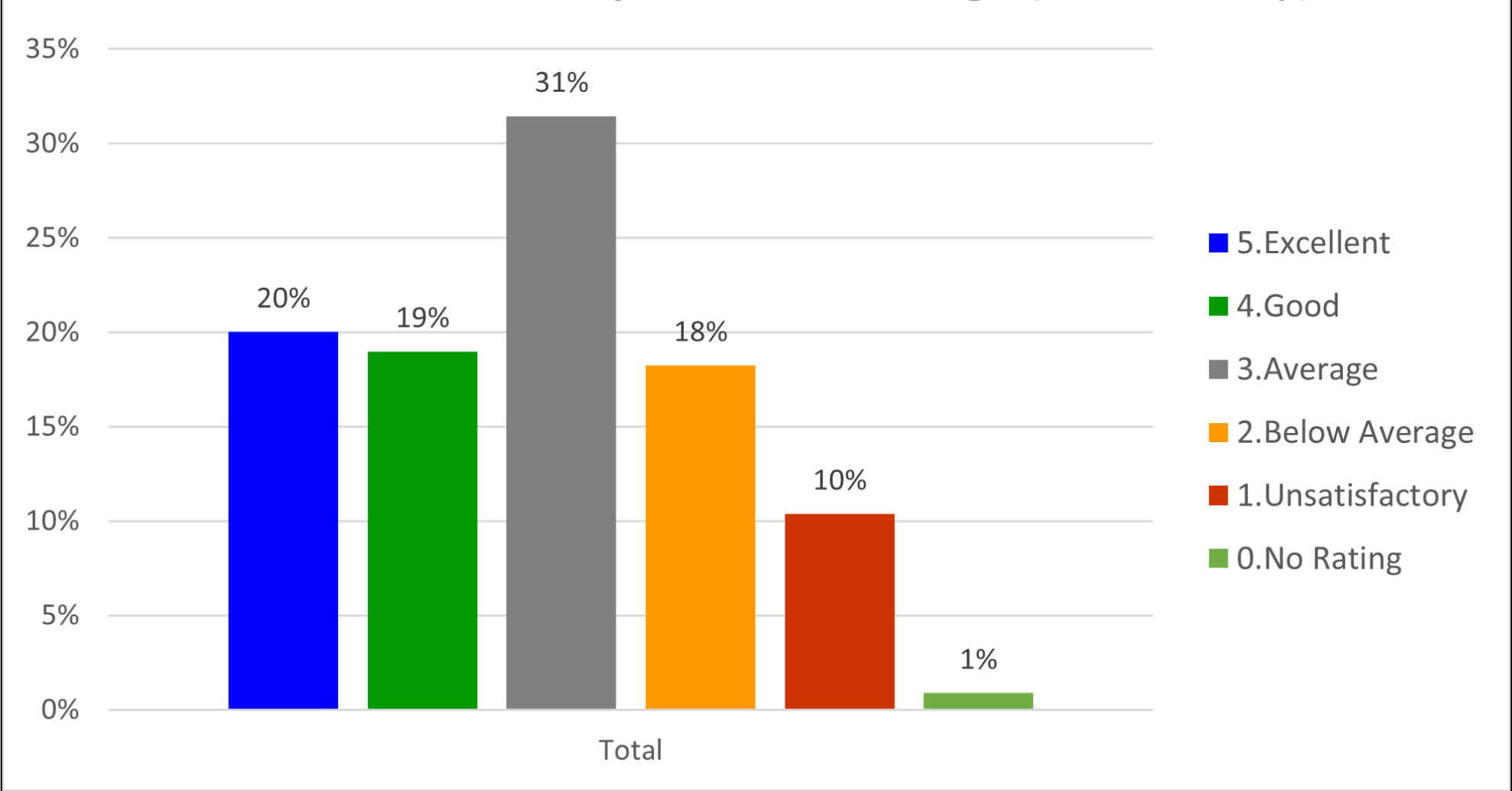
- All Teachers, and all Students in grade 3 through 12 are required to complete the survey
- At least 80% of both groups must complete a survey or the school's rating is adjusted down
- A school must have at least 20 students included in an indicator to receiving a rating for that indicator

## School Climate Report Card Ratings (All Schools)



This is very similar to the expected distributions based on how cut scores were set.

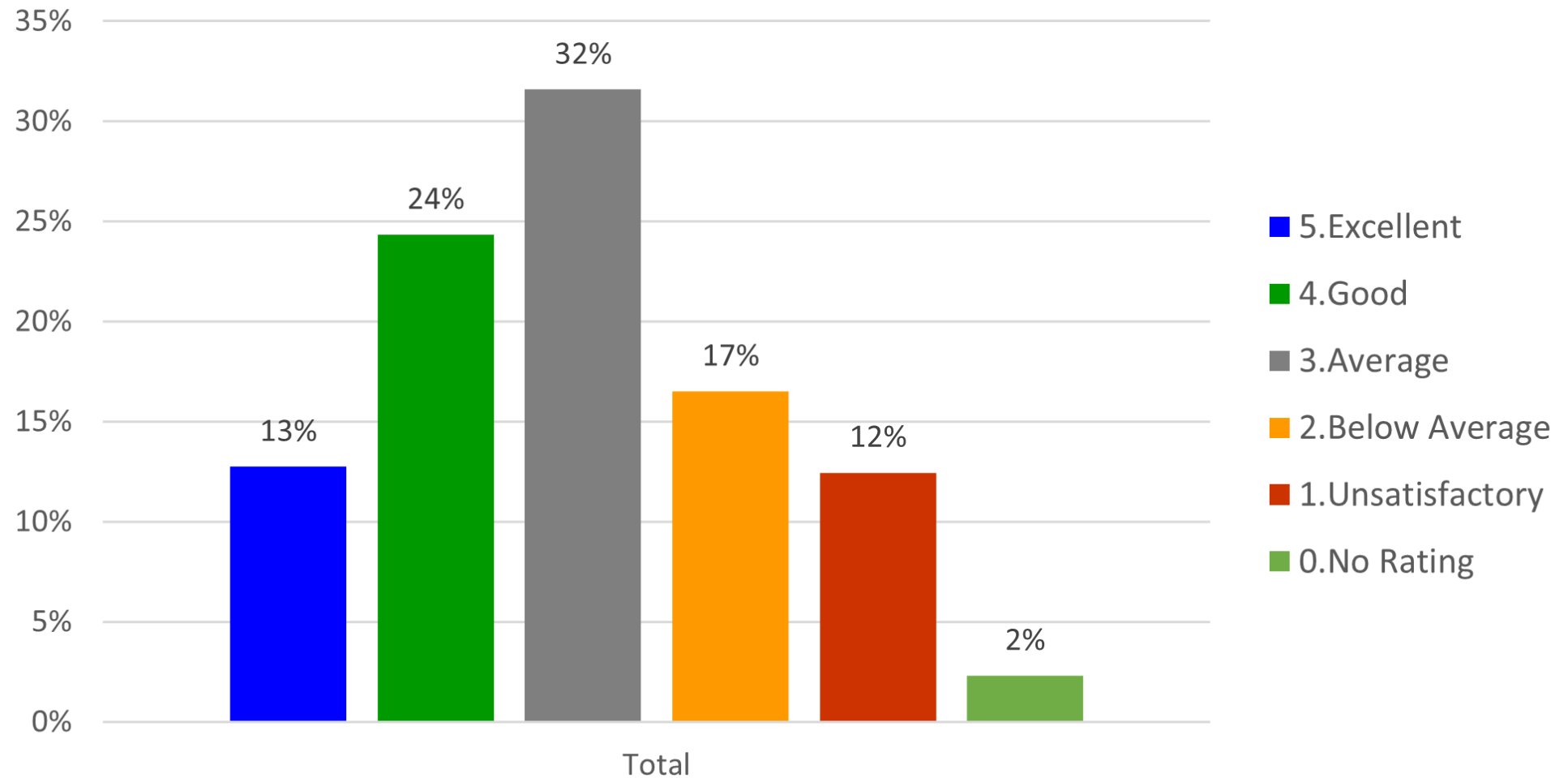
# School Climate Report Card Ratings (Elementary)



Elementary Schools earned fewer Unsatisfactory ratings and more Excellent ratings.

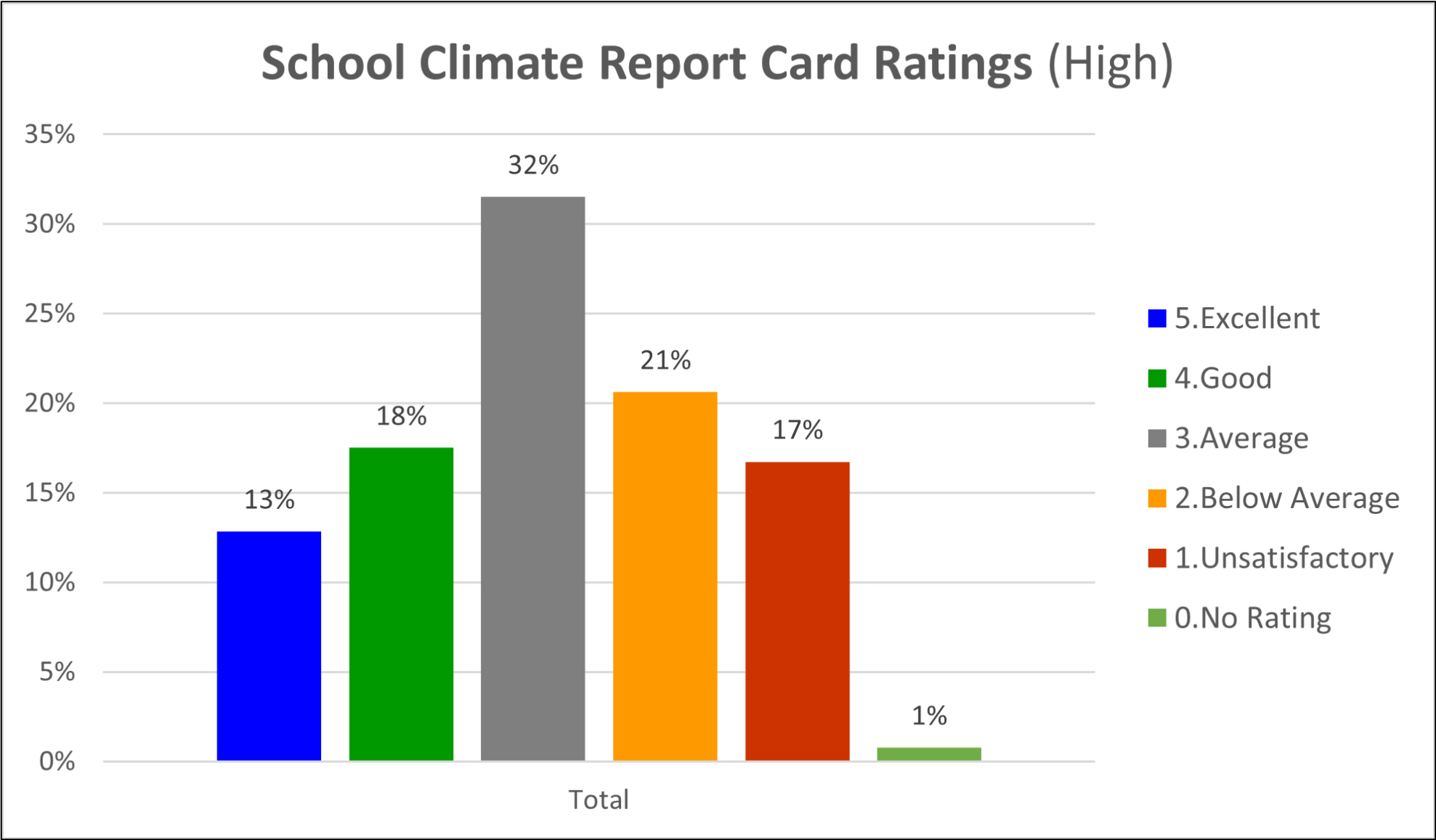


## School Climate Report Card Ratings (Middle)

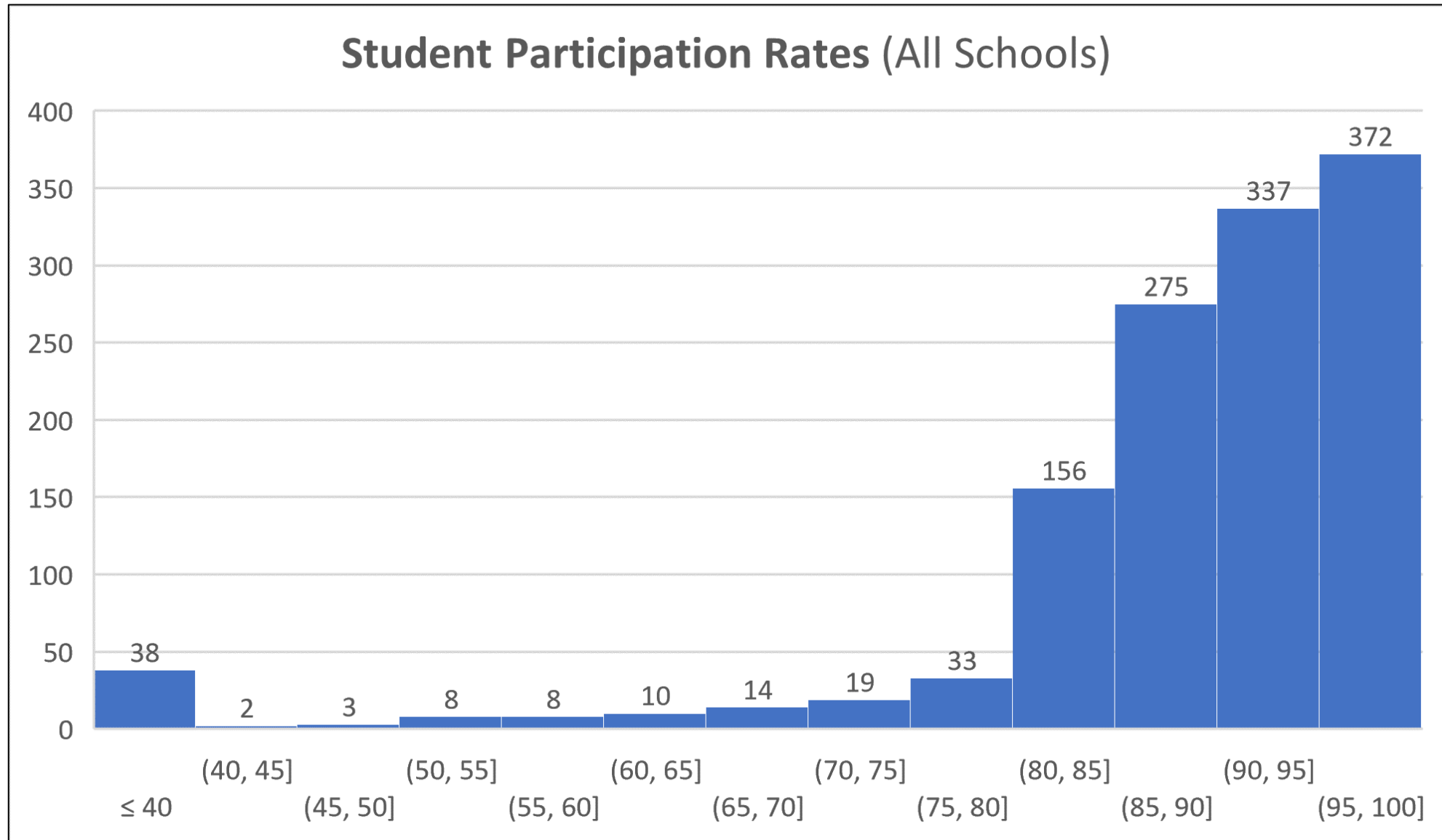


Middle Schools earned fewer Excellent ratings and more Good ratings.

# School Climate Report Card Ratings (High)

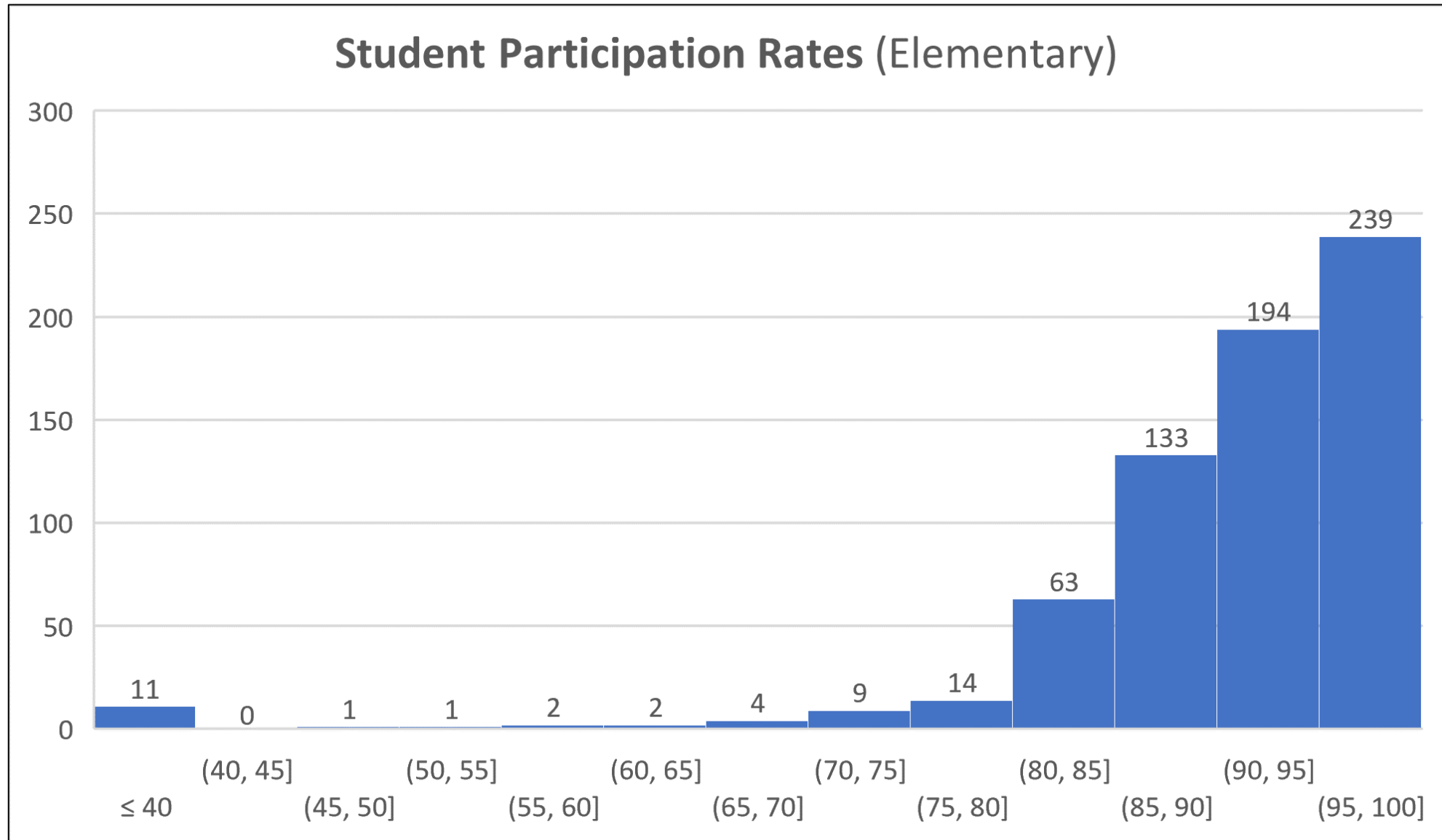


High Schools earned fewer Excellent and Good ratings and more Below Average and Unsatisfactory ratings.

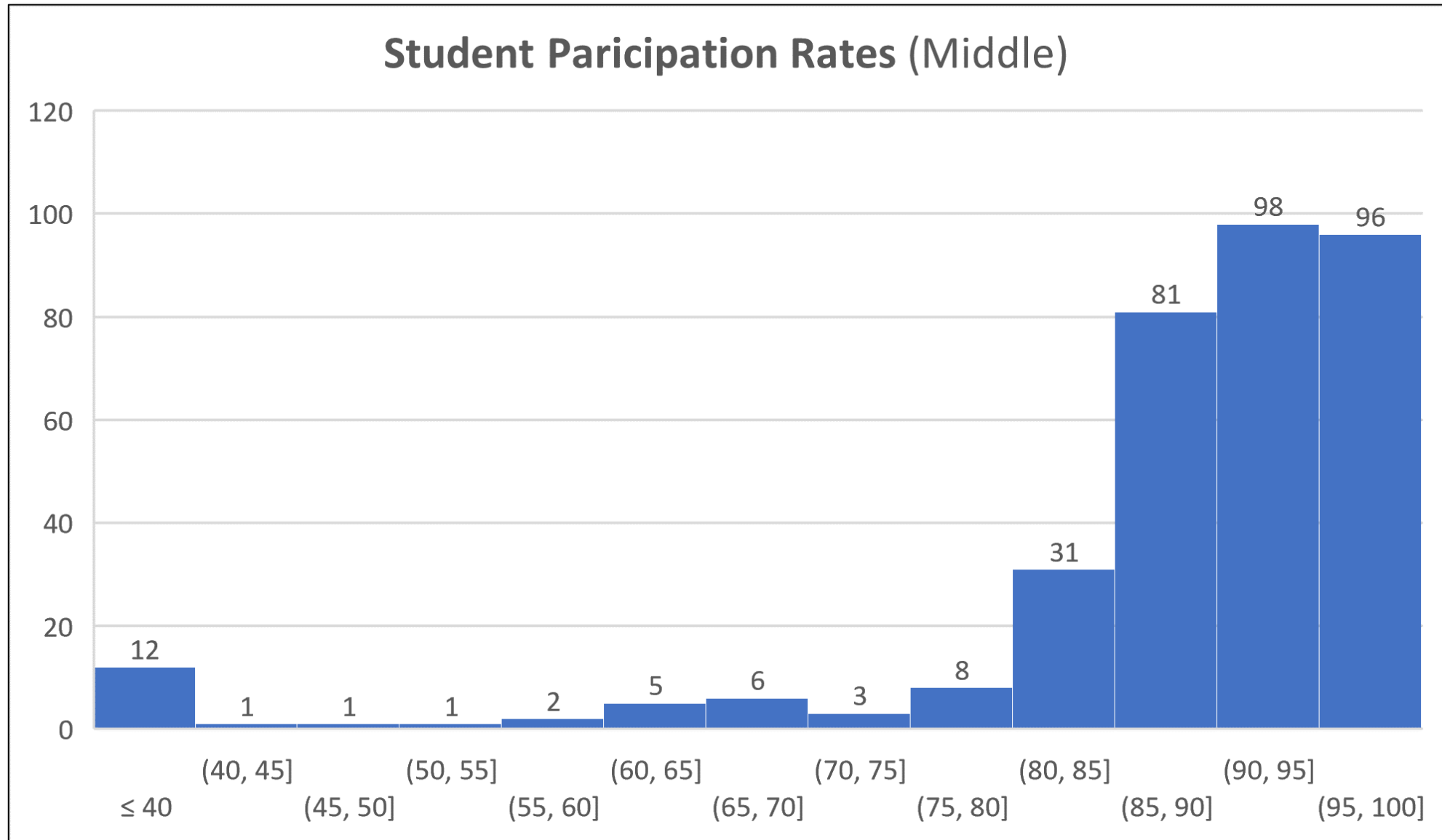


This is very similar to expected distributions.

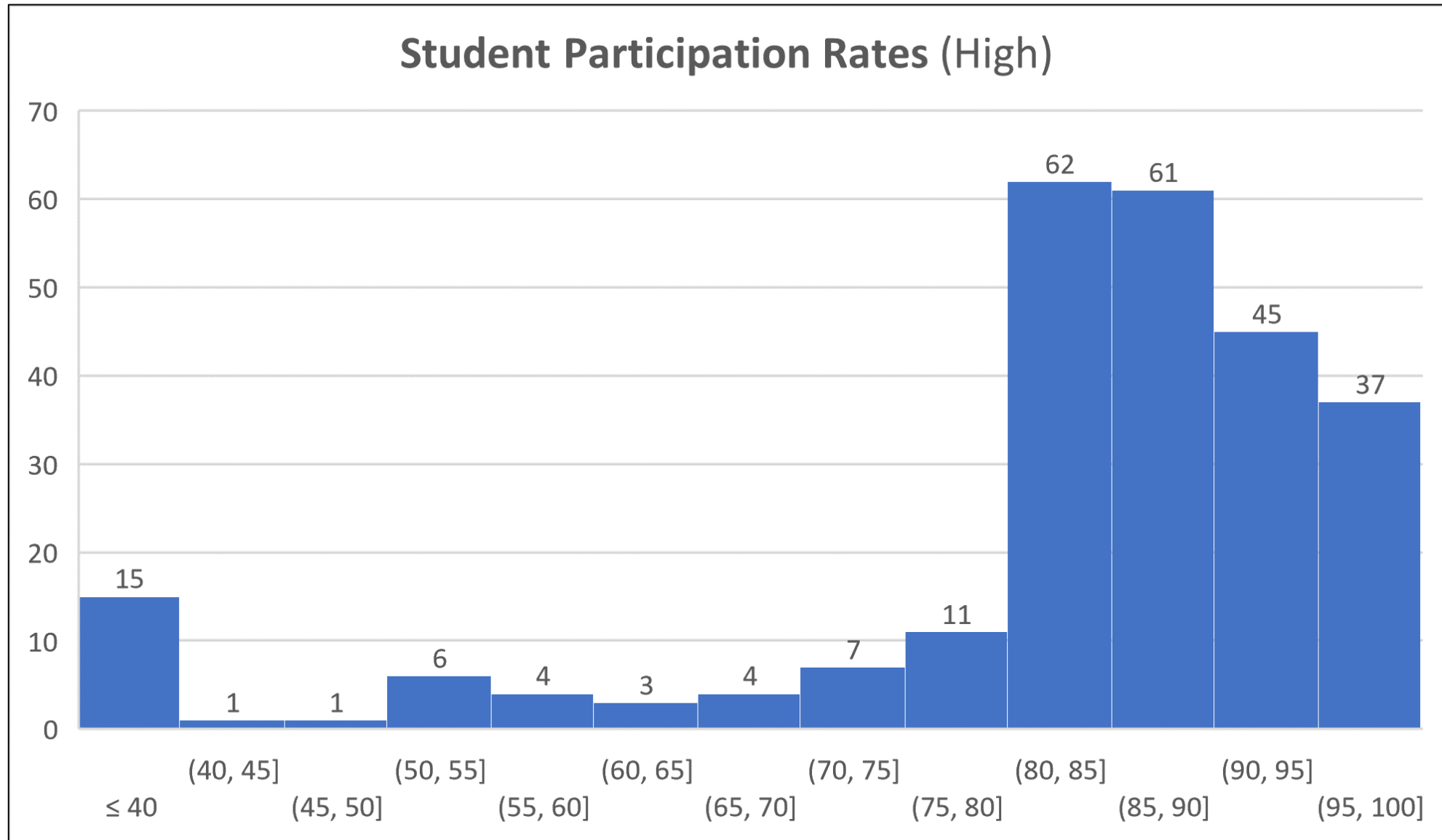




Elementary Schools demonstrate very high student participation rates.



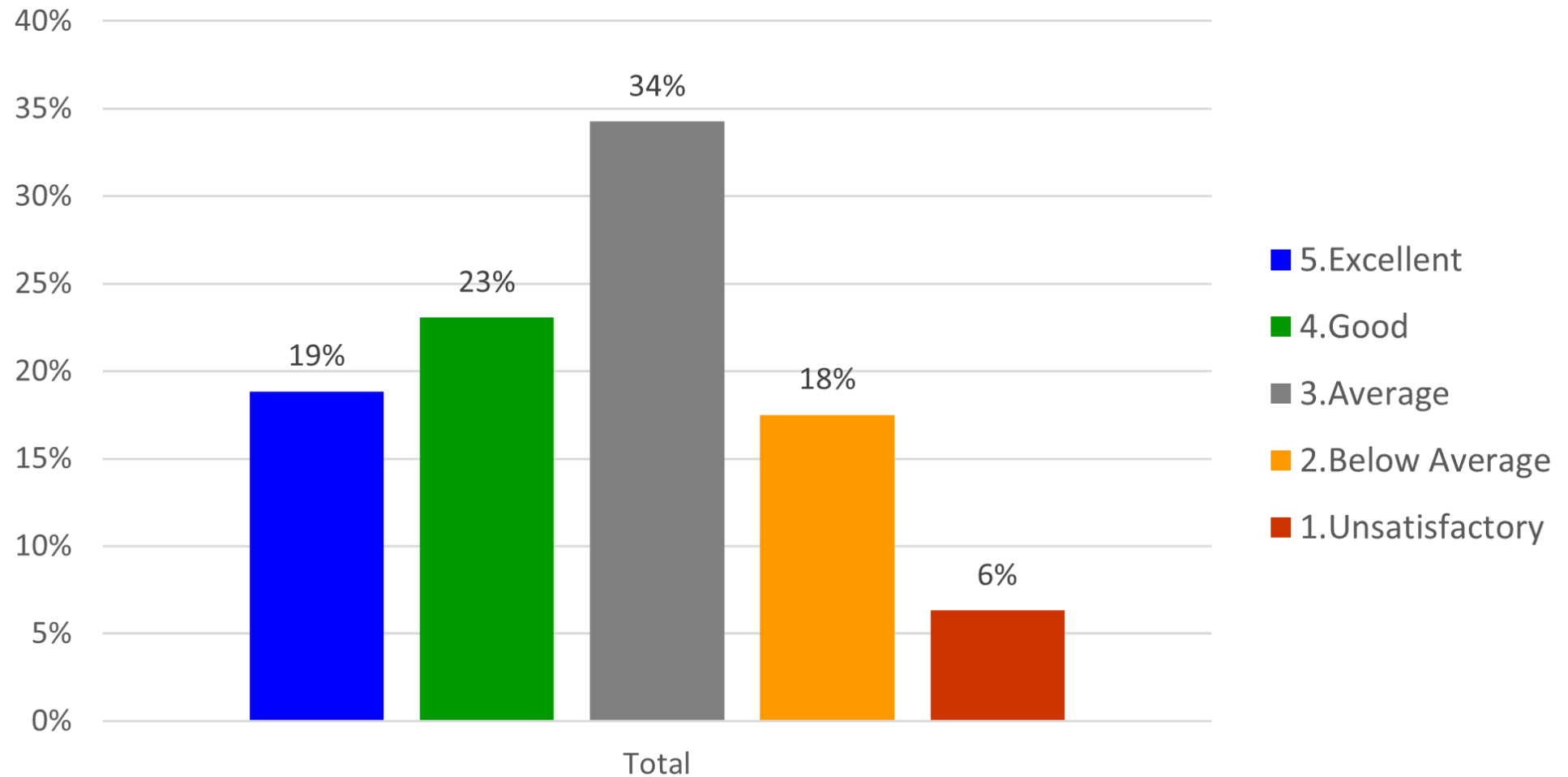
Middle Schools demonstrate slightly lower student participation rates.



High Schools demonstrate student participation rates that are lower still.

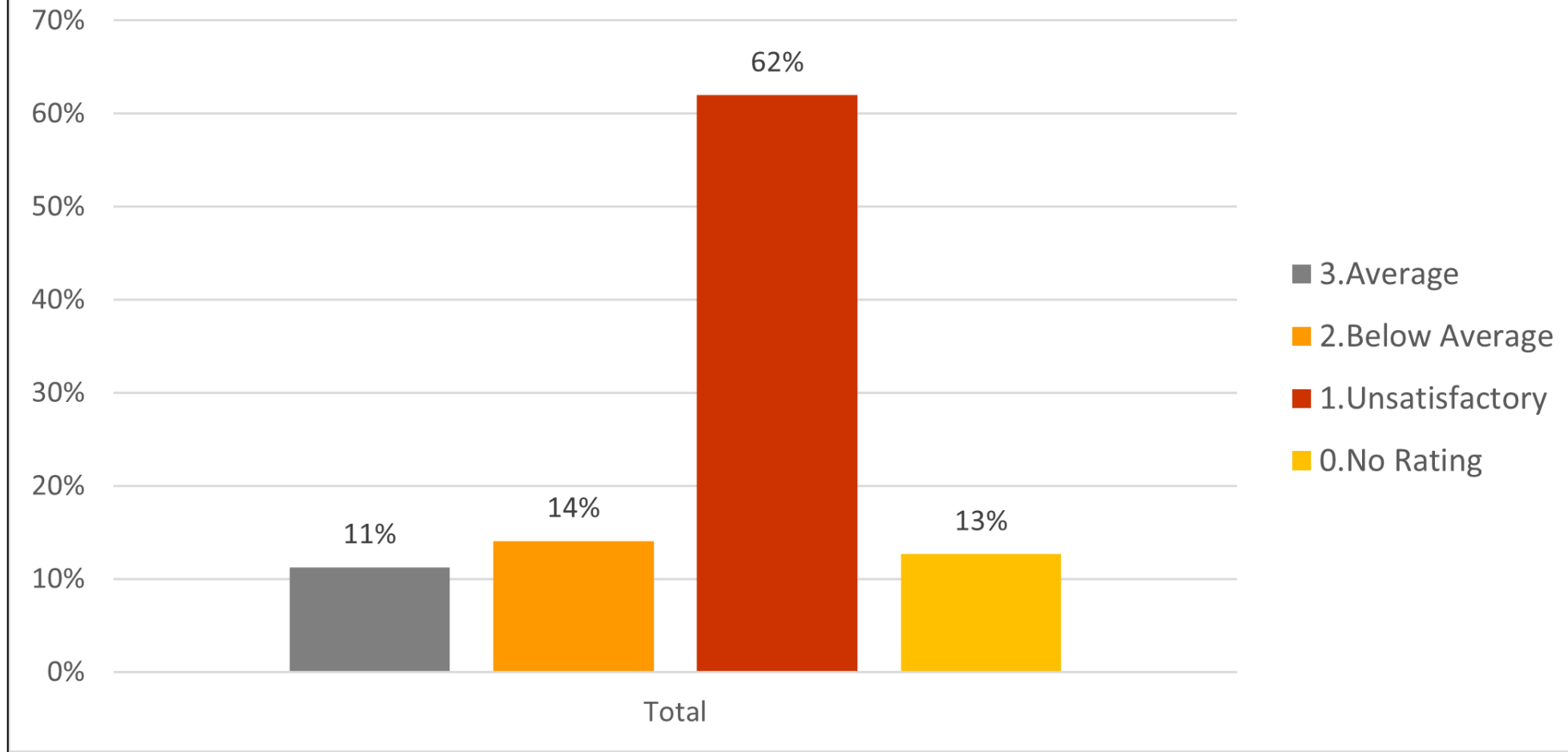


## School Climate Report Card Ratings (High Partic)



High Participation schools defined as  $\geq 80\%$  of Teachers and  $\geq 80\%$  of Students who were required to participate did so.

## School Climate Report Card Ratings (Low Partic)



Low Participation schools defined as < 80% of Teachers and < 80% of Students who were required to participate did so.

# Participation Rates by Grade Level

Grade Level	Surveys Required	Surveys Received	Participation Rate
Grade 3	52,981	47,935	90.5%
Grade 4	54,210	49,474	91.3%
Grade 5	55,319	50,736	91.7%
Grade 6	55,591	50,266	90.4%
Grade 7	56,403	50,434	89.4%
Grade 8	58,782	51,992	88.4%
Grade 9	64,880	56,359	86.9%
Grade 10	59,531	51,428	86.4%
Grade 11	49,486	41,808	84.5%
Grade 12	49,229	36,948	75.1%



# Proposed Change

- Do not include 12<sup>th</sup>-grade students in the calculation of the School Climate indicator
  - 12<sup>th</sup>-grade students will still be invited (and encouraged) to complete the survey
  - Their responses would still be given to school and district leaders
  - Their responses would not be included in ratings and would not impact the school's response rate

# Impact of Proposed Change

- 255 High Schools received a School Climate rating last year
- If 12<sup>th</sup> grade students were not required, then
  - **4 schools (2%)** would no longer be rated (*all rated Unsatisfactory*)
  - **8 schools (3%)** would make required student participation that previously had their score penalized for low participation
  - **62 schools (24%)** would have earned **more** Rating Points
  - **149 schools (58%)** would have earned **fewer** Rating Points
  - **1 school rating** would have ***improved*** by 1 step
  - **7 school ratings** would have ***fallen*** by 1 step
  - The **mean Rating Points** would **increase** from **2.93** to **2.95**

# If the data are mixed, why make a change?

- **Consistent with Precedent:** Before accountability, School Climate Surveys were given to the highest grade level
  - Except for high schools, in which it was given to 11<sup>th</sup> graders
- **Alleviate (Undue?) Burden on School Personnel:** State-wide data clearly indicate a low response rate for 12<sup>th</sup> graders
  - Seniors are least likely to be on campus during survey window
  - Seniors that are on campus could be having systematically different experiences than those who are not
- **Multiple School and District Personnel have Asked:** As I have shown educators the data, heard strong agreement

# Staff Recommendation

- **All students** enrolled in **grades 3–12** at the school during the survey shall be administered the School Climate Survey
- **All continuously enrolled students** in **grades 3–11** shall be included in the School Climate indicator
- **All survey responses** collected at the school shall be given to school and district leaders for continuous improvement
  - This includes item-level summaries and interactive visualizations
  - Data will be delivered in aggregated, de-identified form to protect respondent confidentiality



# School Accountability Updates

*Dr. Matthew Lavery*



# The Added-Value Growth Model



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# Measures of Student Progress Over Time

- **Criterion-Referenced Value Tables**
  - Points based on students who change achievement level
  - Designed to encourage moving students up to next highest level
  - Simple, transparent, but promoted focus on “Bubble Kids”
- **Norm-Referenced Value-Added Models**
  - Compares Individual student gains to expected gains
    - EVAAS → expected based on student’s individual score history
    - Current (EA) → expected when compared to similar students
  - Designed to encourage promoting growth for each and every child
  - Mysterious “black box”: unpredictable and not linked to practice

# The New Added-Value Growth Model

1. Students in grades 4-8 have **two individual growth targets** based on prior-year scores:
  - **Median Annual Target (MAT)**: set to reflect median historically observed gain for similar prior-year scores
  - **Added-Value Target (AVT)**: set to reflect progressive learning gains designed to move students toward proficiency (based on prior-year scores)
2. Meeting the **MAT** is worth **1 point** per student
3. Meeting the **AVT** is worth **more points** per student based on the size of expected gains (i.e., based on the GP used to set targets)
4. Partial points available when scores fall between the MAT and AVT.
5. If a school has a high proportion of students meeting AVTs, the school receives a favorable Student Progress rating.

$RP_T$

$RP_P$



# Scoring the AVGM (2024 Report Cards)

- $RP_T$  calculated with historically observed growth produced average Indicator Points per student at about 1–6
  - Subtracting 1 and multiplying by 7 produces values from 0–35
- $RP_P$  calculated with historical records had a max of about 65% of growth records making Added-Value Growth
  - Subtracting 30 produces values from 0–35
- Take the maximum
- Compare to the following table:

**Table 16**

*Student Progress Ratings Point Conversions to Ratings by School Type*

Rating	Elementary Schools	Middle Schools
Excellent	21.12 – 35.00	18.25 – 35.00
Good	15.63 – 21.11	14.61 – 18.24
Average	9.72 – 15.62	10.96 – 14.60
Below Average	6.01 – 9.71	8.49 – 10.95
Unsatisfactory	0.00 – 6.00	0.00 – 8.48

# Thinking Through a Response

- Using the best of  $RP_T$  and  $RP_P$  is, according to US Dept. of Education, applying different standards to different schools
- Must use the same measure and apply it to all schools the same way, but which measure, and how?
- Consider the unique strengths and challenges for:
  - Criterion-Referenced Value Tables
  - Norm-Referenced Value-Added Models
  - AVGM Rating Points based on Student Targets Met ( $RP_T$ )
  - AVGM Rating Points based on Percent of AVTs Met ( $RP_P$ )

# Measures of Student Progress Over Time

- **Criterion-Referenced Value Tables**

- Based on students who change achievement level
- Designed to encourage moving students up to next highest level
- Simple, transparent, but promoted focus on “Bubble Kids”

- **Norm-Referenced Value-Added Models**

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- Designed to encourage promoting growth for each and every child
- Mysterious “black box”: unpredictable and not linked to practice

# Strengths of Value-Added Model (VAM)

- The norm-referenced VAM is not very sensitive to changes in the test or to factors outside the test
  - If students took the same test as other students last year, and took the same test as other students last year, VAM works
  - Can always identify better than average and worse than average growth.
- In a year that we can't measure growth against the standard, VAM is the only option
- May also help protect against variance from other sources (that we may not be able to anticipate)



# Points based on Student Targets Met ( $RP_T$ )

- Recognizes more rigorous targets with additional points
- Recognizes and rewards educators for helping students make meaningful and measurable progress toward proficiency
- With  $RP_T$  alone, schools could move < 30% of students to AVTs, see no growth for anyone else: Still rated Excellent

# Points based on Percent of AVTs Met ( $RP_P$ )

- Promotes meeting AVTs for as many students as possible
- Recognizes and rewards educators for helping students make meaningful and measurable progress toward proficiency
- With  $RP_P$  alone, schools could move 48% of students with highest prior achievement to AVTs, see no growth for any of the students with highest needs: Still rated Excellent

# Proposed Solution

- In collaboration with relevant stakeholders, EOC Staff and SCDE proposed a weighted average of  **$RP_T$** ,  **$RP_P$** , & **VAM**
- Each metric provides its strength of the overall Student Progress indicator
  - Still meets the intent for which the model was designed
  - Keeps instructional link with interim and benchmark assessments
  - Provides a stable measure of growth oriented towards the goal of grade level proficiency

# Merger of Academic Standards and Assessments Subcommittee & Public Awareness Subcommittee

*April Allen*



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# 2024 Annual Report

*Tenell Felder*

# EOC 2024 Annual Report Overview

March 2023 – February 2024

**Reporting Facts:** Support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes

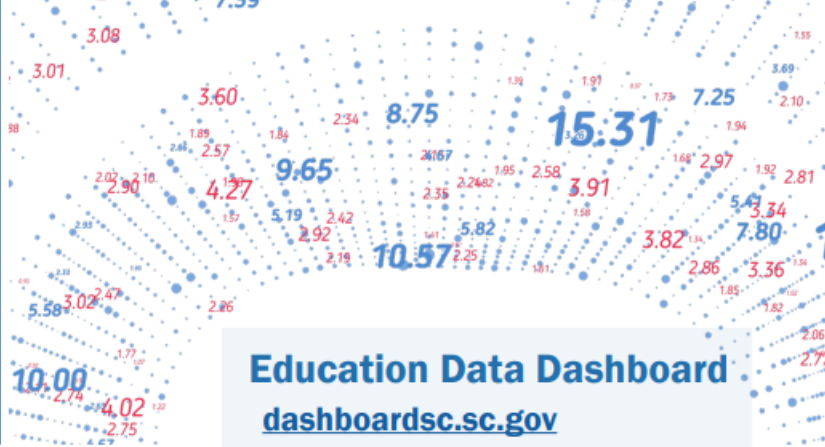
**Measuring Change:** Accurately and efficiently measure change. Refocus accountability to emphasize school improvement and the success of students.

**Promoting Progress:** Effectively promote progress throughout South Carolina schools through strengthening partnerships with key stakeholders and promoting collaborative, coordinated action for the continuous improvement of schools and student success.



## REPORTING FACTS

Goal: 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.



### Education Data Dashboard [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

In the 2022-23 Appropriations Act, the EOC was directed to pilot an Education Data Dashboard, with a requirement to "interface with existing systems to provide school districts, schools, policymakers, families and the public with meaningful information on school district, school, and system progress." The EOC was able to utilize existing state resources through using a shared service model for the dashboard website.

The EOC has published the following dashboards thus far on the site [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

- (Jan. 2014) **Pre-K Dashboard**: This dashboard explores three main questions about Pre-K options for 4-year-olds in South Carolina: Who is ready for kindergarten? Where can more children be served? and, Does the investment in 4K translate into better prepared kindergartners?
- (June 2023) **K-12 Dashboard**: The K-12 dashboard illustrates SC READY scores and Per Pupil Expenditure (PPE) of schools.
- (Sept. 2024) **Post-Grad Dashboard**: This dashboard provides data on the percentage of SC high school graduates who enrolled in college the fall after graduation, the top majors of these students, as well as information on where students are attending college.

The following pages will give an in-depth explanation of the dashboards' purpose, insights, and how different interest groups can utilize the presented data.

2022-2023

Appropriations Act



Feb. 2023

EOC transfers school level data from National Clearinghouse to SC high schools.



June 2023

Dashboard SC Site launched on [dashboardsc.sc.gov](https://dashboardsc.sc.gov)

First Student Achievement Finance Dashboard published.



Sept. 2023

Post-Grad Dashboard Published.



Jan. 2024

Pre-K Dashboard Published.



# Reporting Facts

## Education Data Dashboards

- Pre-K Dashboard
- K-12 Dashboard
- Post-Grad Dashboard

## State-Funded Full-Day 4K Annual Report



**Goal: To more accurately and efficiently measure change, the EOC will refocus accountability to emphasize school improvement and the success of students.**



## 2023 Report Card Summary

On October 10, 2023, the EOC and the SC Department of Education (SCDE) held a joint news conference at Kelly Edwards Elementary in Barnwell County to release the 2023 School Report Cards. The Report Cards, available at [www.screportcards.com](http://www.screportcards.com), reflect data elements and student performance information from the 2022-23 school year. This year's School Report Cards were celebrated for the gains SC students made in English Language Arts and for the consistency with which students graduated from high school on-time; however, there is also much work to be done in the area of science and math (see page 13 for more information). Statewide, 22.5 percent of schools received an overall rating of Excellent, the highest rating in the state's education accountability system.

**SC School Report Cards** are based on South Carolina's education accountability system and are required for all elementary, middle, and high schools which receive overall ratings based on a 100-point scale. The ratings follow terms outlined in state law: Excellent, Good, Average, Below Average, and Unsatisfactory. Schools also receive ratings on various indicators, such as graduation rate, academic achievement, and college and career-readiness.

### Number and Percentage of Schools Receiving Overall Ratings by School Year

Overall Rating	Elementary Schools		Middle Schools		High Schools	
	2022	2023	2022	2023	2022	2023
Excellent	145 (21.8%)	161 (24.1%)	71 (21.4%)	70 (20.8%)	40 (16.7%)	48 (20.3%)
Good	144 (22.1%)	161 (24.1%)	76 (22.9%)	97 (28.9%)	48 (20.0%)	46 (19.4%)
Average	235 (35.3%)	240 (36.0%)	131 (39.5%)	134 (39.9%)	76 (31.7%)	68 (28.7%)
Below Average	100 (15.0%)	80 (12.0%)	43 (12.9%)	30 (8.9%)	53 (22.1%)	45 (19.0%)
Unsatisfactory	42 (6.3%)	25 (3.7%)	11 (3.3%)	5 (1.5%)	19 (7.9%)	30 (12.7%)
Number of School Report Cards	666	667	332	336	240	237

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

# Measuring Change

## 2023 Report Card Summary

- 2023 Report Card Insights
- 2023 What's New?

### 2023 Report Cards Insights

- There was a nearly **six percent point increase** in statewide English Language Arts scores on SC READY. This accounted for an overall increase in elementary and middle schools receiving an Overall Rating of **Excellent or Good**.
  - Overall performance on the English 2 End-of-Course assessment also improved slightly from the 2021-22 school year.
- Half of all students in SC public schools are enrolled in a school with an Overall Rating of **Excellent or Good**.
- While ratings have improved, **more than half of students are not meeting grade level standards in mathematics**.
  - In elementary or middle schools with an overall rating of Excellent, **25% of students** who took both the SC READY ELA and the SC READY Math tests are **not meeting grade level standards on either test**.
  - **Only 40% of 3rd through 8th graders** are scoring Meets or Exceeds Expectations on the SC READY Math test, which measures grade-level standards in mathematics.
  - **Only 45% of students** are scoring a "C" or better on the Algebra I End-of-Course Assessment.



**"The goal of the system is to have students prepared for what follows graduation – work, military, community college or a 4-year college. That is a big goal. It takes hard work that must begin in elementary schools."**

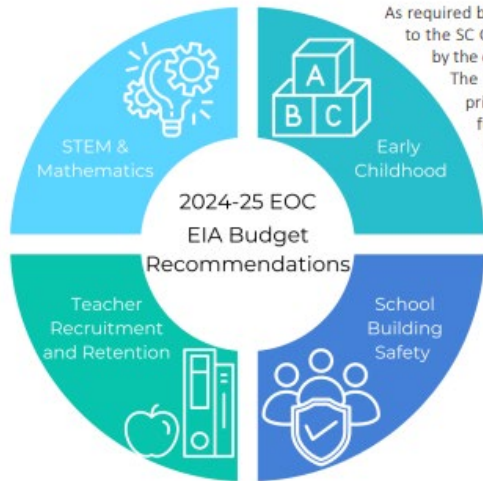
**April Allen, EOC Chairperson,  
2023 School Report Card News Conference**



*Goal: 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.*



2024-2025 EIA Budget Recommendations



As required by state law, the EOC provided budget recommendations to the SC General Assembly that focus on the revenues generated by the one-cent sales tax, the Education Improvement Act (EIA). The committee's budget recommendations for FY 2024-25 prioritize student learning while seeking to review State-funded teacher recruitment and retention programs. The four main areas of budget recommendations include Student Learning in STEM and Mathematics, Early Childhood, Teacher Recruitment and Retention and School Building Safety.



# Promoting Progress

## 2024-25 EIA Budget Recommendations

- Stem and Mathematics
- Early Childhood
- School Building Safety
- Teacher Recruitment and Retention



## REPORTING FACTS

**2022-2023**  
Appropriations Act

**Feb. 2023**  
EOC transfers school level from National Clearinghouse to high schools.

**June 2023**  
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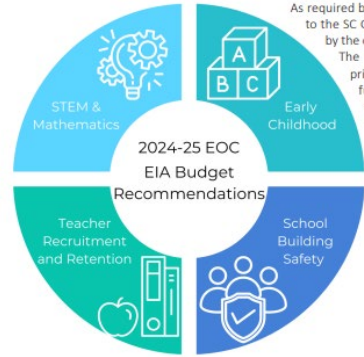
## MEASURING CHANGE

**2023**

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**2024-25 EOC EIA Budget Recommendations**

STEM & Mathematics

Early Childhood

Teacher Recruitment and Retention

School Building Safety



**Number and Percent**

Overall Rating	Elem
Excellent	145 (21)
Good	144 (22)
Average	235 (35)
Below Average	100 (15)
Unsatisfactory	42 (6.3)
Number of School Report Cards	666

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

# Executive Director Update

*Dana Yow*



# Beating the Odds Investigative Study (BTOIS)

- Enrollment of more than 100 students.
- “Excellent” overall rating with no “Below Average” or “Unsatisfactory” indicator ratings.
- Poverty ratio greater than or equal to 77.6% based on average poverty index of elementary schools with an overall rating of Below Average.
- Open enrollment policies that do not permit admission based on application or criteria.
- Planned as a multi-year study, BTOIS will examine elementary, middle and high schools that meet the above criteria.
- The first stage will be an investigative stage followed by a confirmatory stage with a separate focus on elementary, middle and high schools.



# SC Military Task Force

- Initial meeting: February 6, 2024
- Will make recommendations about defining and measuring the academic and physical characteristics of a military-ready student in K-12 public schools.
- Report due to EOC in June 2024

