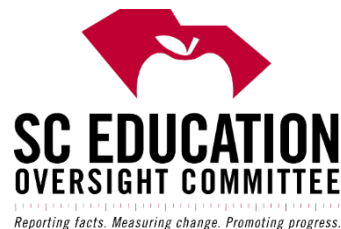


SC Education Oversight Full Committee Meeting

October 13, 2025



Welcome

Approval of August 10-11, 2025 Full Committee Minutes

April Allen, EOC Chair

**Special Presentation:
2025 Middle School Data Trailblazer
Award Winner
Glenview Middle School**

Principal Ryan Roberts, Glenview Middle School



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

Data Trailblazer: Education Oversight Committee
Glenview Middle School

THE SWARM EFFECT:

Cultivating a Culture of Student
Achievement



**ABUNDANCE OF
DATA**



**SYSTEMATICALLY
ACTIONABLE AND
PERSONALIZED**

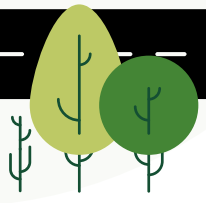
Buzz takes his math and reading diagnostic tests.

Buzz works on personalized lesson pathways during his daily SWARM class.

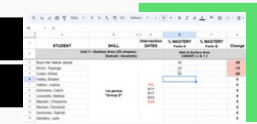
His teachers analyze diagnostic data to create a standards mastery plan.

Buzz returns to his SWARM class working on personalized lesson pathways.

Study Skills for SPED Services



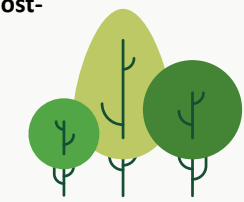
Buzz attends many small group sessions to progress towards mastery.



Buzz attends his first small group session to complete a Standards Mastery Pre-assessment.

Buzz participates in [HIGH IMPACT TUTORING](#) delivered by his math teacher.

Buzz attends his last small group session to complete a Standards Mastery Post-assessment



STANDARDS-BASED INTERVENTION

Glenview Middle School

A dense swarm of small, dark insects, possibly bees or flies, is shown in motion against a solid black background. The insects are scattered throughout the frame, with some appearing as bright, out-of-focus streaks and others as more distinct, detailed figures. The overall effect is one of intense, chaotic movement.

SWARM

SWARM

SWARM

SWARM

SWARM

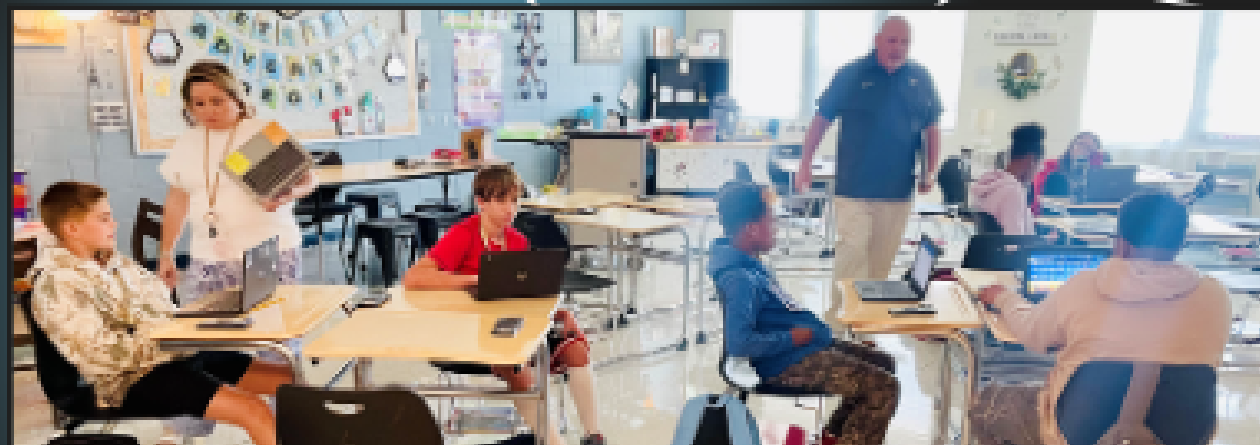
Walker & Roper: Sharing students during SWARM

Tier II intervention



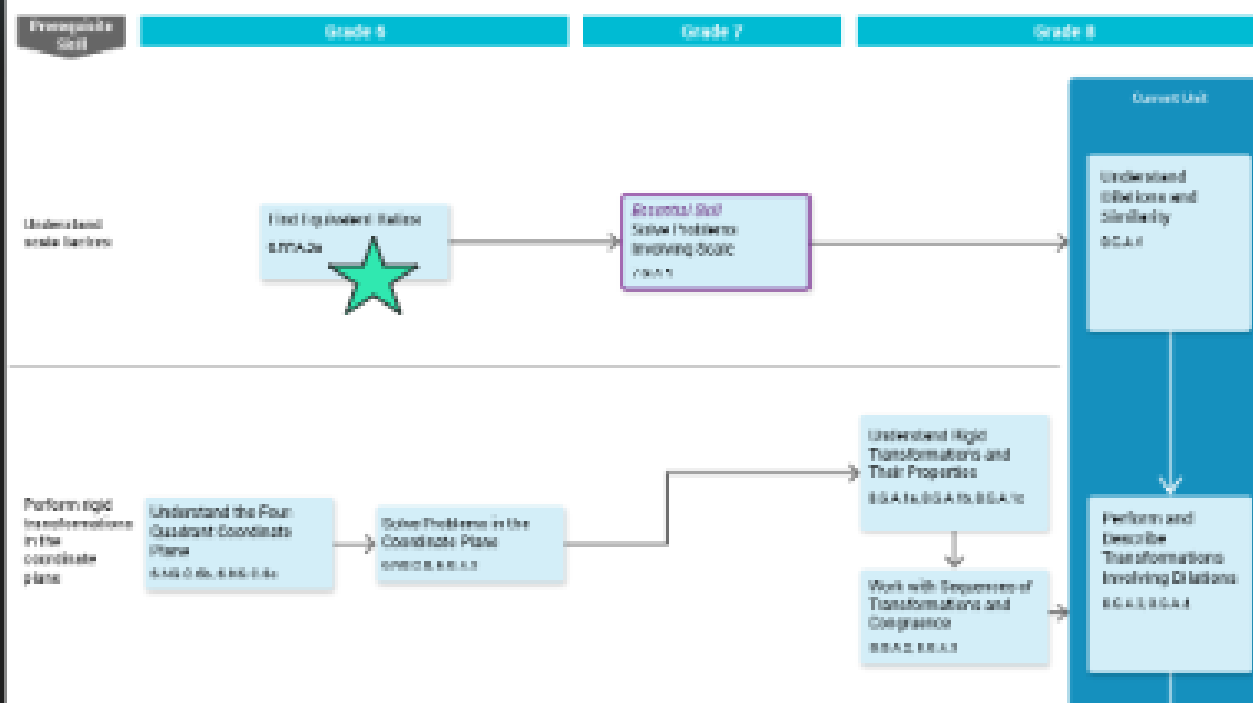
Mrs. Walker & Coach Roper team up to provide small group tier 2 intervention during SWARM for their students in Math 8 inclusion classes. They use the "Learning Progression" available under Reports → Diagnostic → Grade-Level Planning (Prerequisites) to determine the skill gaps that "Group D" (red) students need prior to Tier 1 classroom instruction on the grade level concepts. They narrow it down by focusing on the "essential skill(s)." For example, prior to Unit 2 on dilations of similar figures, they remediate students on finding equivalent ratios.

Triple Team: They've also included Mrs. Wilson's Math 8 students who need the same support since she's working currently with her Math 7 students during SWARM.



Grade 8, Unit 2 (Lessons 4–7)

Students taking i-Ready Standards Mastery Form A.





Roberts, Tenry, Stinedurf & Gossett: **Vocabulary!**

Tier II intervention

Vocabulary is a building block of comprehension. Therefore, several ELA teachers are kicking off SWARM small groups with a vocabulary focus before moving on to the comprehension domain. i-Ready provides activities:

Assess & Teach →

Resources →

Tools for Instruction (Reading)

sort by Domain (Vocabulary) & Grade Level (6, 7, 8)

And Standards Mastery pre- & post-assessments:

AOR.7.1 & AOR.9.1

8th- Words in Context

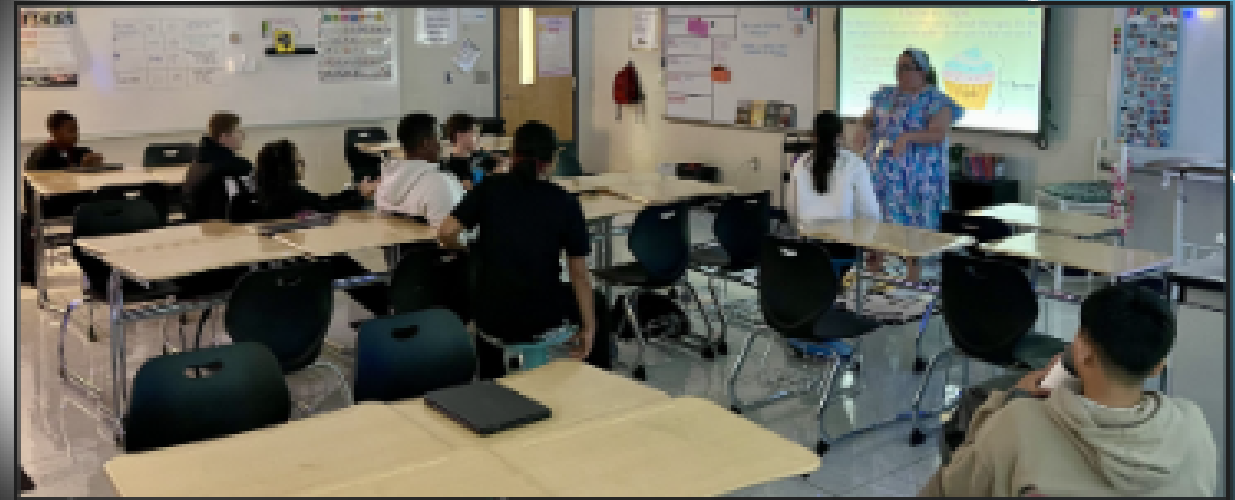
7th- Context, Roots & Reference Materials

6th- Word Parts & Relationships

Whitley: Overarching Expectations

and underlying specific skills in SWARM small groups
Tier II intervention

The ELA Overarching Expectations are literacy skills we support school-wide, and they provide a backdrop for core ELA standards. In looking at her i-Ready diagnostic data, Mrs. Whitley identified 20 total students who need support in the domain of **comprehension** (literary & informational texts). Since ELA.OE.3 "making inferences" supports comprehension, it is a recurring skill focus for fall semester SWARM small groups. Her i-Ready report group takes a Standards Mastery pre-assessment 9/2 and the post-assessment 12/16. In between, she pulls students (of the 20 total) who need specific help on: central ideas & summaries, analyzing text structure, argument & reasoning, all of which have their own pre- and post- assessments under the umbrella skill.



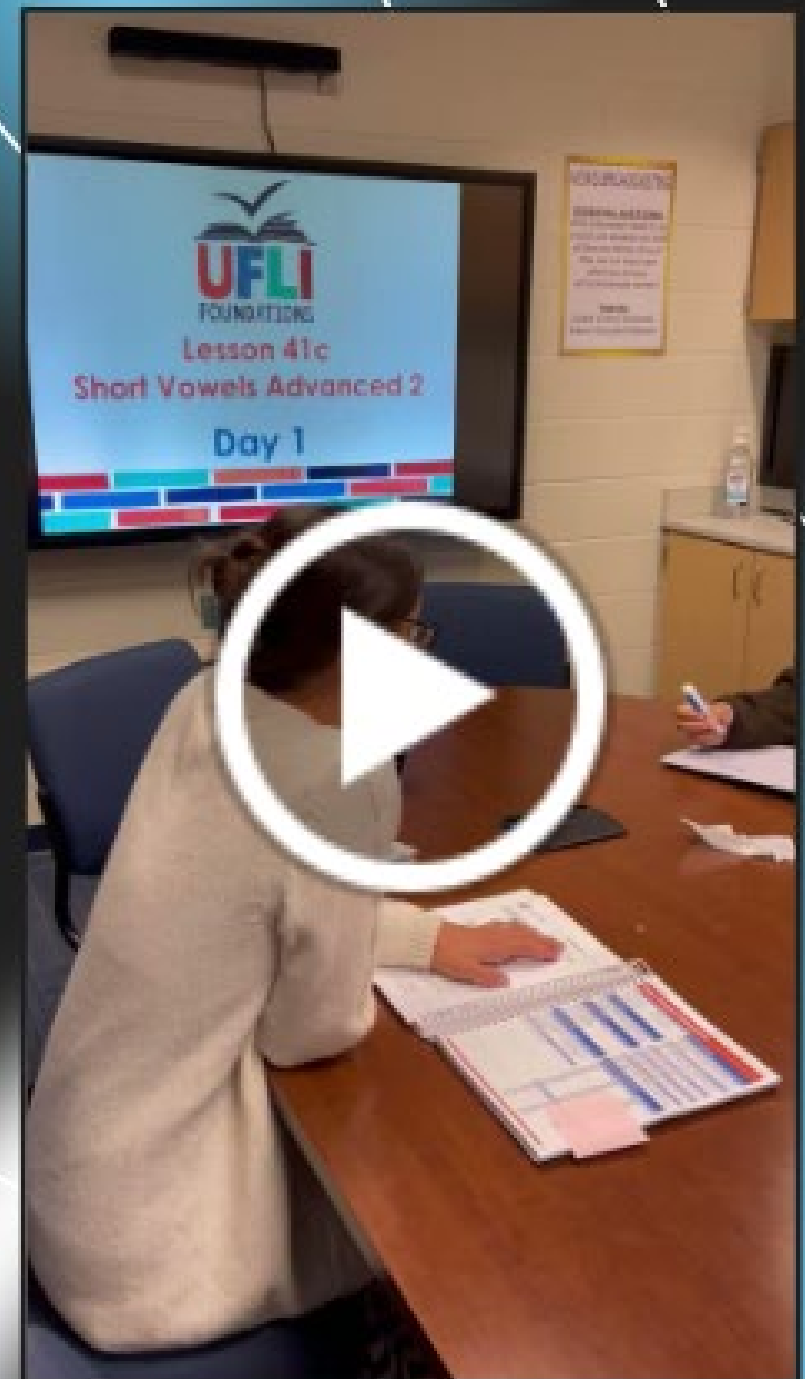
- 
- 1 ELA.OE.1**
Read and write for a variety of purposes, including academic and personal, for extended periods of time.
 - 2 ELA.OE.2**
Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
 - 3 ELA.OE.3**
Make inferences to support comprehension.
 - 4 ELA.OE.4**
Collaborate with others and use active listening skills.
 - 5 ELA.OE.5**
Cite evidence to explain and justify reasoning.
 - 6 ELA.OE.6**
Create quality work by adhering to an accepted format.

Knight & Lattimore: Phonics Tier III intervention

Phonics standards appear in early elementary grades. Students learn the sounds and spellings of letters and their combinations. Students decode words to read texts.



Mrs. Knight (8th grade) and Mrs. Lattimore (7th & 6th grades) work with students who need additional support in **phonics** (according to i-Ready diagnostic data). Once students master phonics, they have a better opportunity to comprehend grade level texts. These Tier III intervention sessions occur during related arts on a rotation (e.g., Mondays & Tuesdays, twice a week for 30 minutes each). Teachers use the [UFLI toolbox](#) that elementary schools in our district utilize. On B-days during SWARM, these students get additional phonics practice in i-Ready MyPath.



DEPLOYING THE DATA



Data driven PLCs provide opportunity to identify patterns and plan targeted action steps.

Science 6 blueprint

Science

- ~Measurement.
- ~Graphing slopes.
- ~Solving equations ($F=m \cdot a$)
- ~Analyzing data in charts & tables.
- ~Scaling (solar system).
- ~Genetics (ratios).

SS

- ~Primary & secondary sources.
- ~Perspectives.
- ~Cross-curricular lessons.
- ~Vocab words (Tier II & III).
- ~Stems.

RA

- ~Creative writing.
- ~Technology (coding).
- ~Annotating informational text (NewsELA);
- ~Responding to TDQ with R.A.C.E.S.
- ~Vocab strategies.

Intersection of Science and SS:

- ~Vocab words (Tier II & III).
- ~Stems.

Intersection of Science and RA:

- ~Annotating informational text (NewsELA);
- ~Responding to TDQ with R.A.C.E.S.
- ~Vocab strategies.

Intersection of SS and RA:

- ~Creative writing.
- ~Technology (coding).

Intersection of all three:

- ~Creative writing.
- ~Technology (coding).



FAMILY REPORTS, GRAPHICS, POSTCARDS

Graphics and visuals tell data-informed stories of student success to help families understand the larger academic landscape.

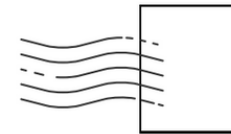


Anderson School District Five
Community,

Glenview students do amazing things everyday as we empower them to reach their potential through academics, arts, and athletics. A vibrant campus life and student experience is critical to ensure students are college- and career-ready in an ever-changing world. Through these unique experiences, we are developing young people who are more mature, academically stronger and poised for the challenges ahead. I am so thankful for the entire school community that cares so well for our students. Our students are awesome, and the future is so bright!

Enjoy the View!

Ryan Roberts
Principal



Address:

FOLLOW GLENVIEW MIDDLE SCHOOL



GMSJACKETS



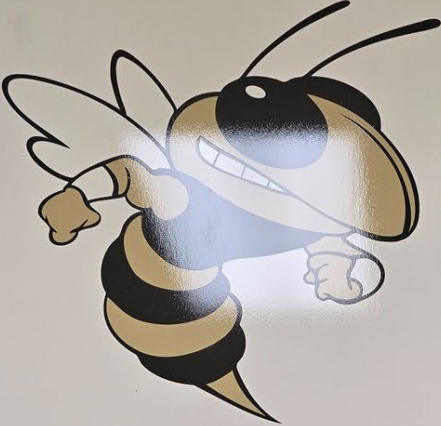
GLENVIEWMS_MIDDLE



STUDENT EFFICACY

Students’ belief in their ability to grow is cultivated by setting goals, visualizing progress, and celebrating achievements.

SWARM TRACKER LEADERBOARD



6TH
GRADE

CLASS	TOTAL
1. Guthrie	76
2. Carabo	70
3. Parido	69
4. Paul	69
5. Buckner	57
6. Wilson	45
7. Rutherford	42
8. Tison	32
9.	
10.	

VISUALIZE PROGRESS & CELEBRATE ACHIEVEMENT

Efficacy Sheets

Circle one 9 weeks: 1st 2nd 3rd 4th

GPA! Goal-Setting Outline

My Name: _____

G Goal Write your goal as an "I can" statement. You can copy a star ☆ statement from your Student Self-Rating Tool, or you can write your own.

P Plan Imagine yourself as the person you'll be once you achieve your goal. Describe what needs to change now for you to reach your goal.

A Action Write at least one specific action step you need to reach your goal.
(See the slides for ideas)

☐ _____

☐ _____

☐ _____

Share your goal with an adult!

SWARM Trackers

[illegible]

Main Event



Stinger Club



CULTURE OF DATA-INFORMED DECISION MAKING

Chronic Absenteesim



New Students to Glenview



Students Unable to Hit AVT



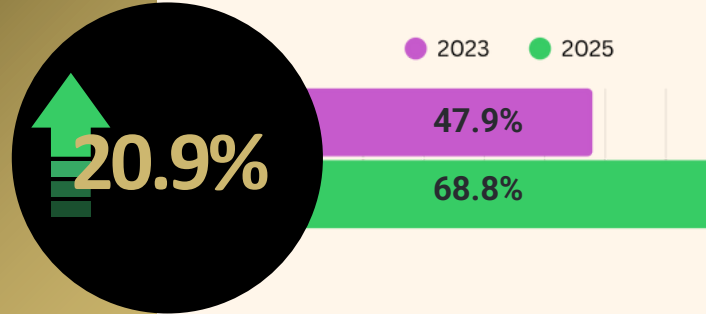
Students' complex needs require us to dig deeper into the critical details and categorize into sub-groups. Each student has a unique story.



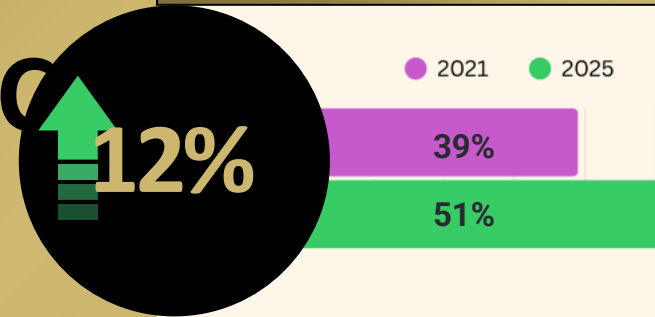
GLENVIEW MIDDLE SCHOOL

DATA GROWTH RESULTS SINCE 2021

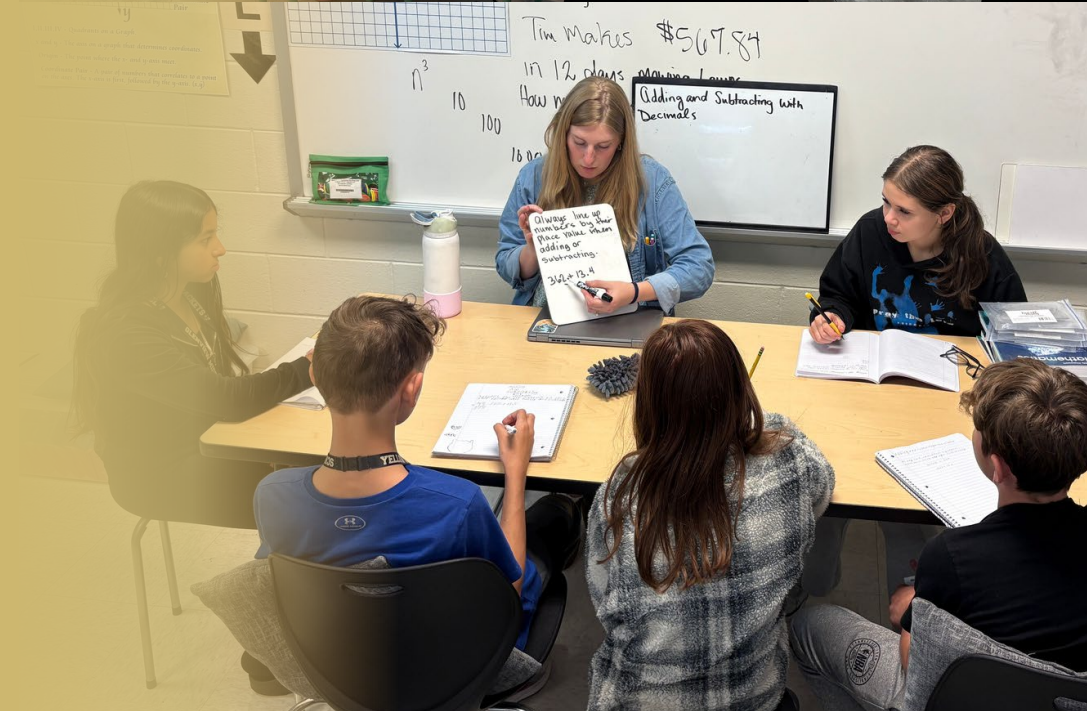
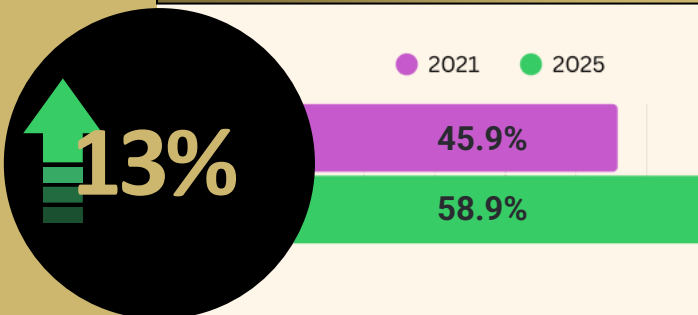
Science Meets & Exceeds



Math Meets & Exceeds



ELA Meets & Exceeds



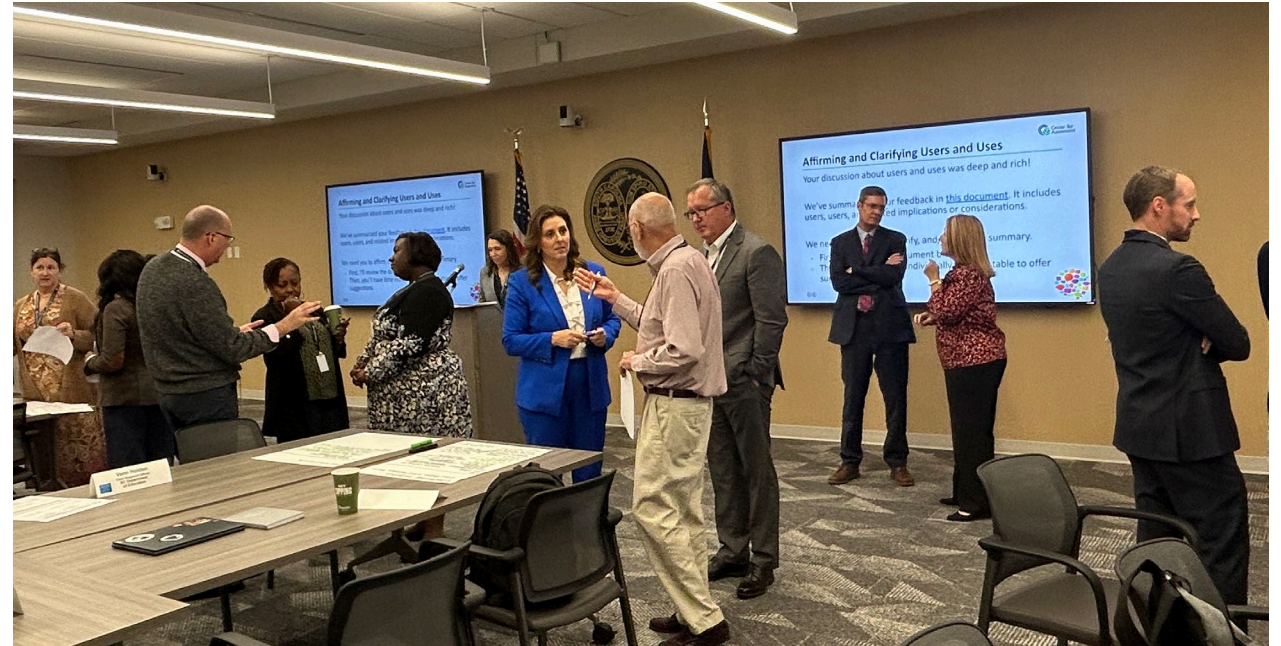


DATA CAN BE A POWERFUL TOOL

when it's visible, celebrated, and
used to empower both students
and teachers.

Academic Standards and Assessments Subcommittee Report

Information Items: Cyclical Review of the Accountability
System & Cyclical Review of the SC Social Studies Standards



Dr. Patty Tate, ASA Chair

Evaluation of Alternative Instruction Methods Report

Action Item from September 2025 ASA Subcommittee Meeting

Amina Asghar, EOC Data Engineer

Alternative Instruction Methods Analysis

Amina Asghar

*Reporting facts. Measuring change.
Promoting progress.*



How do student outcomes vary by instructional method?

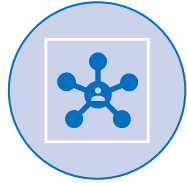
Mandate: Proviso **1A.66** directs the EOC to evaluate alternative instructional methods

Purpose: Assess how instructional methods impact student assessment outcomes

Scope: Statewide comparison across all instructional methods

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

Instruction methods included in analysis



Face-to-Face:

Traditional in-person instruction



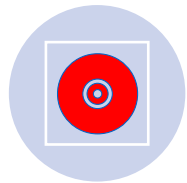
Virtual SC:

Courses via SC Virtual School Program

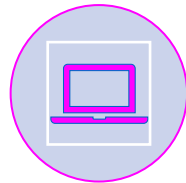


District Virtual:

District-developed online learning

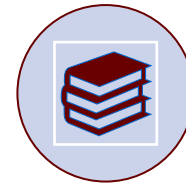


Hybrid: Mix of in-person and virtual formats



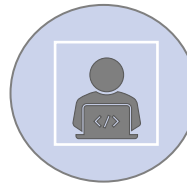
Other Virtual:

Online methods not fitting other types



Out-of-State

Virtual: Instruction from outside SC



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

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

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

How we analyzed outcomes

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

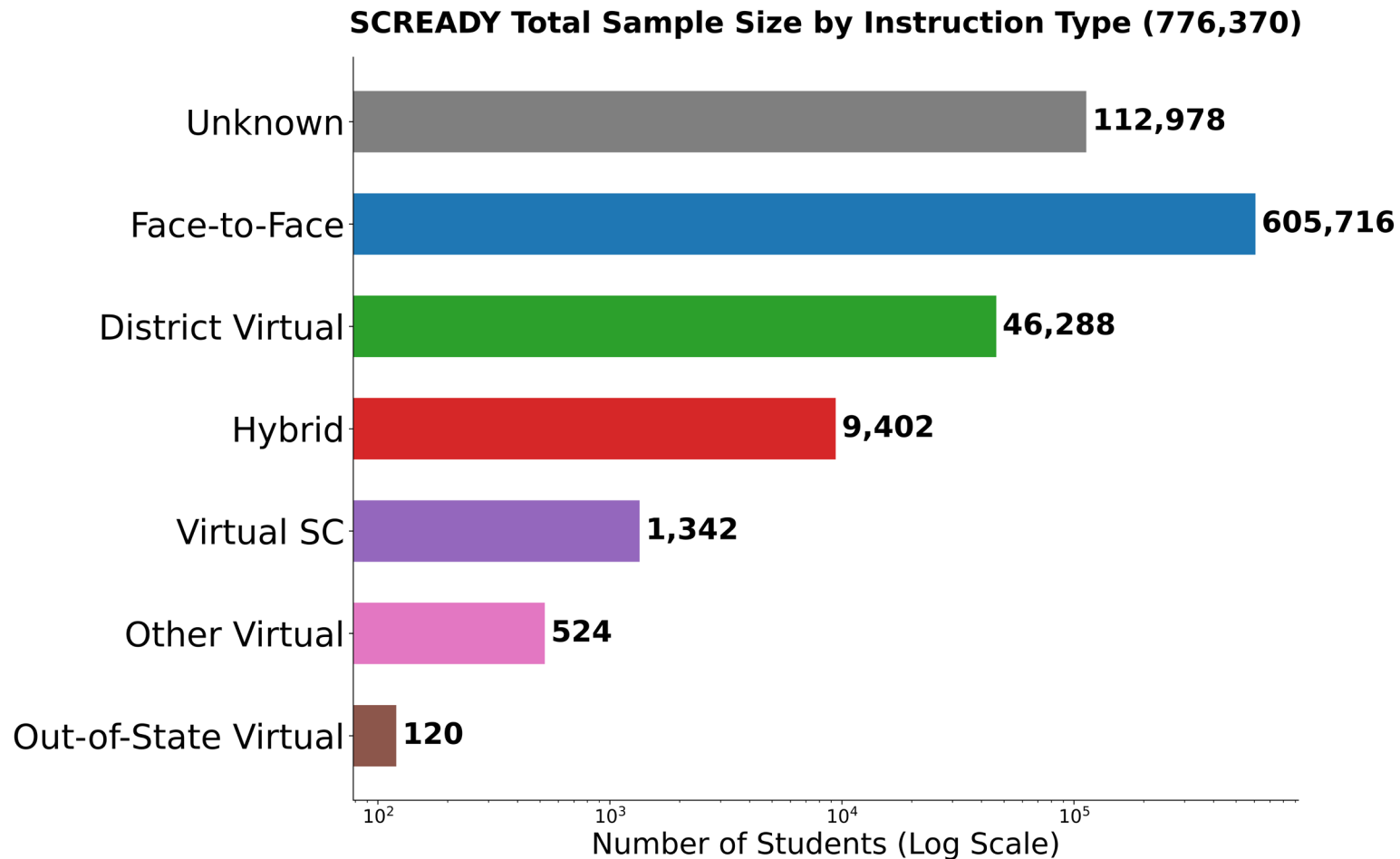
SCREADY: Descriptive results and statistical models, adjusted for prior academic performance

Face-to-Face: Benchmark for all comparisons

Suppression: Sample size < 20 students

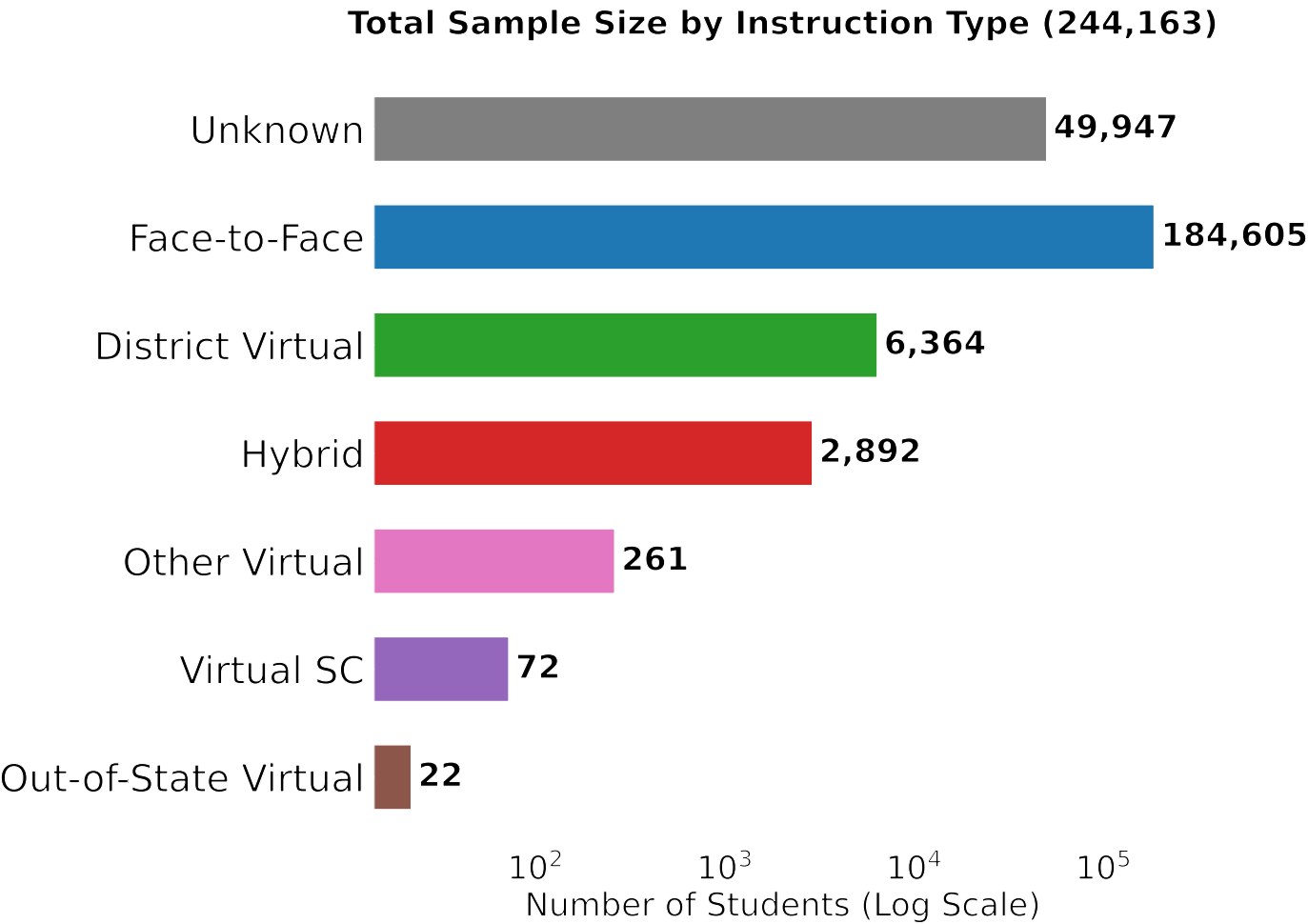
Consistent color scheme: Each instructional type assigned a fixed color across all visuals

Students Breakdown by Instruction type (SCREADY)



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

EOCEP students sample sizes by Instruction type



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

Districts With Highest Unknown Students Reported – SC Ready

District Name	Total Students	Unknown Students	% Unknown Students
Greenville	33732	33729	99.99
Horry	21909	9619	43.90
Aiken	10143	3177	31.32
Berkeley	17263	1536	8.90
Lexington 4	1503	401	26.68
Orangeburg	4527	341	7.53
Beaufort	8847	338	3.82
Florence 1	4186	270	6.45
York 3	5417	255	4.71
Lexington 3	878	224	25.51

Districts With Highest Unknown Students Reported - EOCEP

District Name	Total Students	Unknown Students	% Unknown Students
Greenville	17179	17155	99.86
Horry	9891	4096	41.41
York 3	3714	3441	92.65
Florence 1	3352	2372	70.76
Greenwood 50	1976	1875	94.89
Cherokee	1870	1327	70.96
Chesterfield	1565	1083	69.2
Orangeburg	2129	887	41.66
Union	794	779	98.11
Anderson 4	649	573	88.29

Overall Findings - EOCEP and SCREADY

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

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

SCREADY ELA - Prior achievement explained most differences, making instructional method effects negligible (still significant)

SCREADY Math - Prior achievement explained most differences, making instructional method effects negligible or small (still significant)

Overall Findings - EOCEP and SCREADY

EOCEP data **doesn't** incorporate prior achievement - the current data format does not support this type of analysis

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

Virtual and Hybrid formats lagged significantly

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

Thank you.

SC Education Oversight Committee

EIA and Improvement Mechanisms Subcommittee Report

Information Item: Update on 2025-26 EIA Budget Process



April Allen



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

SC Teacher Loan Report

Action Item from September 2025 EIA Subcommittee Meeting

Sally Cauthen, EOC consultant

SC Teacher Loan Program Report



Sally Cauthen, Consultant to the EOC

EIA Subcommittee Meeting 9/15/2025

- An Overview of the Teacher Loan Program (TLP)
- Governance of TLP
- Impact of TLP
- Status of last year's Findings and Recommendations
- Response to last year's Findings and Recommendations from the Teacher Loan Advisory Committee (TLAC)
- Presentation of Options for Subcommittee consideration and discussion

2025: Focus on Findings and Recommendations

The Teacher Loan Program remains stagnant.

Though the critical needs subject areas for teaching for loan forgiveness has expanded to include all subject areas and the loan cap has recently increased by \$7,500, the number of TLP Type 1 loan applicants and recipients is *trending to a steady decline*; both were at their lowest respective levels since at least 2010-11.

There is key evidence that the program is viable and meeting a need.

Approximately 1,000 individuals are teaching for loan forgiveness each year and since the inception of TLP, approximately 34% of Type 1 Borrowers have had their loans cancelled 100% by fulfilling the teaching requirement (7,701 out of 22,438).

2025: TLP not well-utilized when compared to other options

Compared to other options, TLP is not well-utilized.

- 10.2% of Fall 2024 Bachelor's and Master's level education program enrollees received TLP loans. *(updated from EIA subcommittee meeting.)*
 - By comparison, 57.4% of undergraduates in education programs received HOPE, LIFE, or Palmetto Fellows Scholarships (not loans). *(updated from EIA subcommittee meeting.)*
 - Also, there were no recipients from any of the technical colleges.
-
- **An increasing number of borrowers are paying their loans back, not committing to the terms of loan forgiveness.**
 - The Revolving Loan Fund (RLF), which includes monies collected by the SC Student Loan Corporation from individuals who do not qualify for cancellation, increased from \$8,695,425 as of June 30, 2018 to \$20,935,219 for June 30, 2023. SLC reports that the ending balance in the fund on June 30, 2024 was \$23,032,296.

Impediments to Program Effectiveness

ongoing concerns first addressed in 2024 TLP Report

- 1.The fragmented governance structure and its effect on the program's value to the teacher pipeline
- 2.Program parity with other state-funded programs for Education Preparation Program (EPP) students
- 3.Lack of general awareness of the program and of focus on the program as a forgivable loan

Options for Consideration

Overall and Governance

1. Continue the program under its current governance structure but direct the Teacher Loan Advisory Committee (TLAC) to address specified actionable recommendations.
2. Amend/modify program governance by revising the role, responsibilities, and composition of the TLAC and/or revising the role and responsibilities of the Student Loan Corporation.
3. Transition the program to a state entity with full governing authority and responsibility for identifying and making strategic changes needed, including redesigning the program as a key component of a SC Education Pathway model and market it accordingly.
4. Designate a strategic committee to perform a comprehensive review of existing statutes, provisos, and regulations and submit proposed changes, including for long-term strategic use of the Revolving Loan Fund and other funds directed at initiatives for recruiting high school students into the teaching profession.

Options for Consideration

Funding and Loan Forgiveness

1. Determine an appropriate path for restoring fiscal transparency by ensuring publication of annual audited financial statements for the TLP, including TLP and Revolving Loan Fund balances for the last three fiscal years.
2. Re-evaluate the current model and definition for determining critical subject and geographic areas used for loan forgiveness, especially as aligned with other loan-to-forgiveness options (Teaching Fellows and LIFE/Palmetto Fellows Enhancements) and the efficacy of the 33 1/3% accelerated forgiveness option since all subjects are now considered critical.
3. Incentivize retention by accelerating the loan forgiveness rate (e.g., 10/10/20/20/40% vs. a flat 20%/year).

Options for Consideration

Loan Application and Eligibility

1. Revise TLP application to remove language that could discourage applicants (“STATE FUNDING IS LIMITED..”)
2. Explore options to develop and implement a streamlined, online TLP application, with a “one-stop” portal for Education Preparation Program candidates seeking financial aid.
3. Amend statute to include a process for expanding TLP Type 3/Career Changer eligibility to alternative certification program participants beyond just PACE program; re-evaluate and revise annual maximum loan amount for Type 3 participants.
4. Clarify and publicize allowable use of TLP funds; (e.g., clarify what is meant by “*cost of attendance*” and “*expenses associated with the SC Teacher Loan Program or the SC Career Changers Loan Program*” on the TLP application.

Options for Consideration

TLAC Program Goals

1. Via proviso, direct the TLAC to develop new goals conforming with recommendations from the EOC.
2. With input and support from CHE, develop a common road map for all Higher Educator Prep Programs to follow in retention of program enrollees, leveraging available financial aid to graduate with minimal debt.
3. Develop and implement a common set of key data points (and definitions) to be for comparing, measuring, and monitoring TLP, Teaching Fellows, and LIFE/ Palmetto Fellows Enhancement participants (to include those for new TLP goals), and for the TLP report. Data should include all phases of the teacher pipeline.

Options for Consideration

Teacher Pipeline (focus early)

1. Using last year's TLP report as a resource, develop a cohesive, statewide, and district-level teacher recruitment strategy with specific goals and expectations for each component of the teacher pipeline
2. Direct SCDE, CHE, and CERRA to collaborate on elevating the Teacher Cadet Program at the high school/career center, district, and state level.
3. Compare FAFSA, Teaching Fellows, HOPE, LIFE, and Palmetto Fellows Enhancement applications, promissory notes, processes, and timelines to those for TLP; identify any TLP deficiencies, develop and implement best practices, update program and forms accordingly.
4. Increase focus on overall program awareness in addition to all Alternative Certification programs.

Discussion and Questions

Executive Director Update

Dana Yow

EOC/State Board of Education Joint Retreat

Proposed Purposes

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

Dates for Consideration

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

School Report Card Release: First Week of November 2025

EOC Full Committee

December 8, 2025 Agenda

Action Items

- Final Report: Cyclical Review of the Accountability System (final meeting of AAC is December 3)
- EIA and Proviso Recommendations
- Report of the Social Studies Standards Review
- Data Trailblazer Award Presentation (High School)
- Presentation from Education Commission of the States (ECS)

Adjournment

