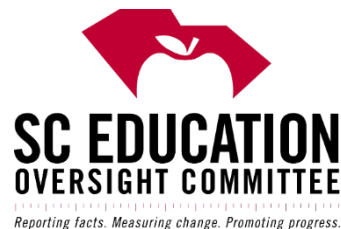


SC Education Oversight Full Committee Meeting

October 26, 2026



Welcome

Approval of August 9-10, 2026 Full Committee Minutes

April Allen, EOC Chair



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

**Special Presentation:
2026 High School Data
Trailblazer Award Winner
Blue Ridge High School**

Principal Ashley Wardlaw, Joel Perkin

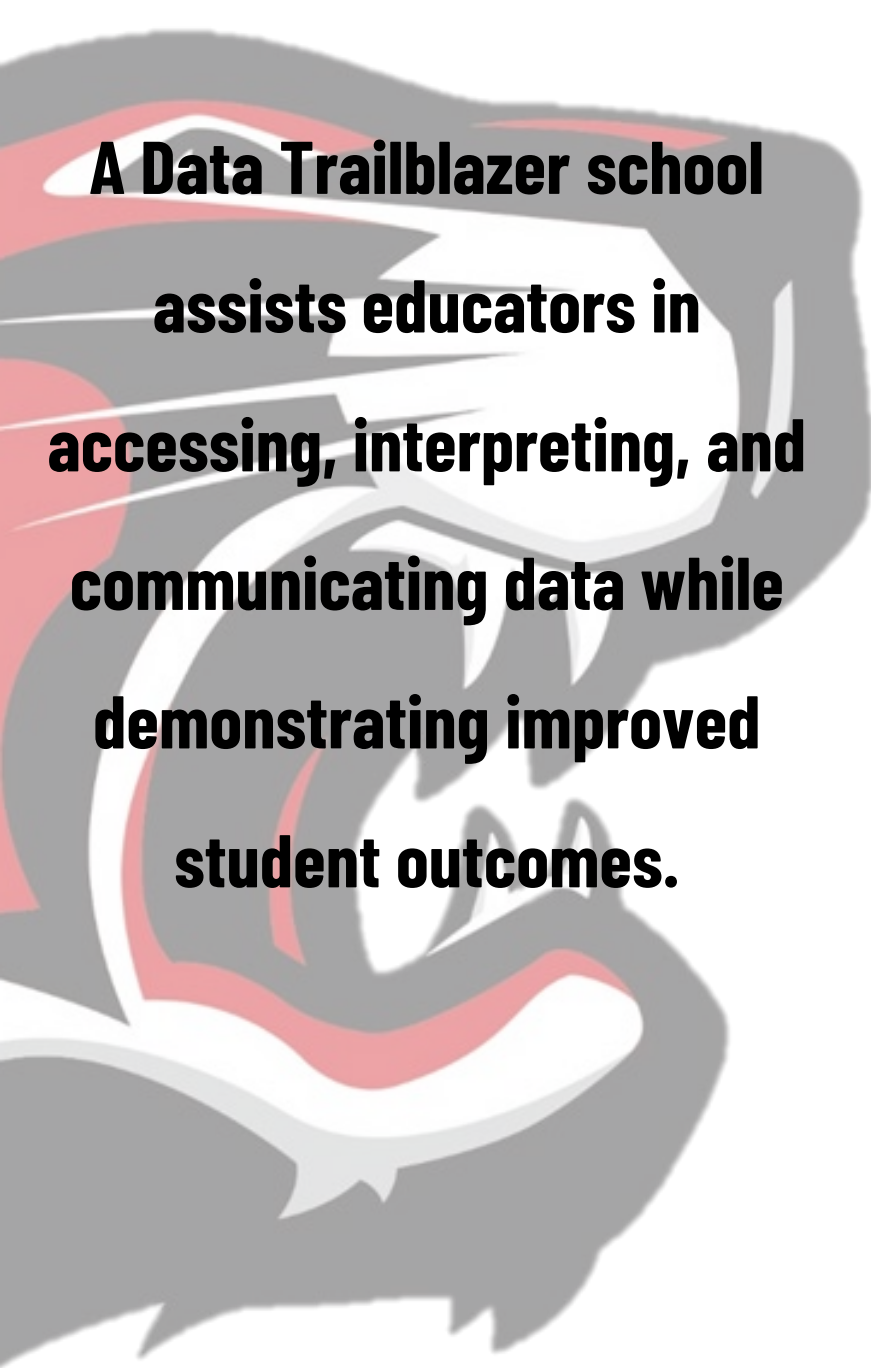


**SC EDUCATION
OVERSIGHT COMMITTEE**
Reporting facts. Measuring change. Promoting progress.



**Relationships.
Organization.
Achievement.
Rally. #HearUsROAR**





**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**

Admin (IC) per Rope Team	Rope Team Name Members (documentation linked)	Look-Fors
Perkin/Choplin	Example	Common CFAs
Choplin/Sharpless (Perkin)	English 1	Strategies to teach grammar to ML
Choplin/Ludwick (Perkin)	English 2	Common Planning
Choplin (Perkin)	English 3	Engagement and Limiting Screen Time
Choplin (Perkin)	Adv English	Responsible use of AI
Choplin/Ludwick (Perkin)	Algebra 1	Strategies for motivating students to do their best
Choplin/Sharpless (Perkin)	Algebra 2, MAT 110	Teaching strategies to replace DeltaMath
Choplin (Andry)	Biology	CFAs for targeted remediation

Sub-Group/At-Risk Students
SWD, ML, etc

SWD

██████████: 62%; not worried about him
██████████: 60%; even in ISS/OSS the m

ML- ██████████ - current grade 39% m
Unfortunately this is not a language barrier
enough to pass the 9th grade. We are w
partner and after school and ██████████ is no
Champion is aware and unable to give u

SLIFE (Students with Limited or Interrupted spoke with the District) to get him caught lack of formal education

██████████ - refusing to do much

At Risk

██████████.57%; owes several assignme
not seem to have a sense of urgency. M
██████████ 23% missing several assignm
Conferenced with parent and mother is a

**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**

F1 Letter Grade					Any UNEX?	Attendance Tix	# Certs	Tickets
A	B	C	D	F		55	1046	13026
4	1	0	0	0	TRUE	0	1	20
0	1	3	0	0	FALSE	2	2	13
1	2	1	0	0	TRUE	0	0	12
1	1	1	0	0	TRUE	0	1	10
4	0	0	0	0	TRUE	0	0	16



EOC PLC DATA DIVES

MEETING NORMS

- How do we handle personal devices?
- How do we demonstrate engagement?
- How do we handle breaks?
- How do we handle disagreements?

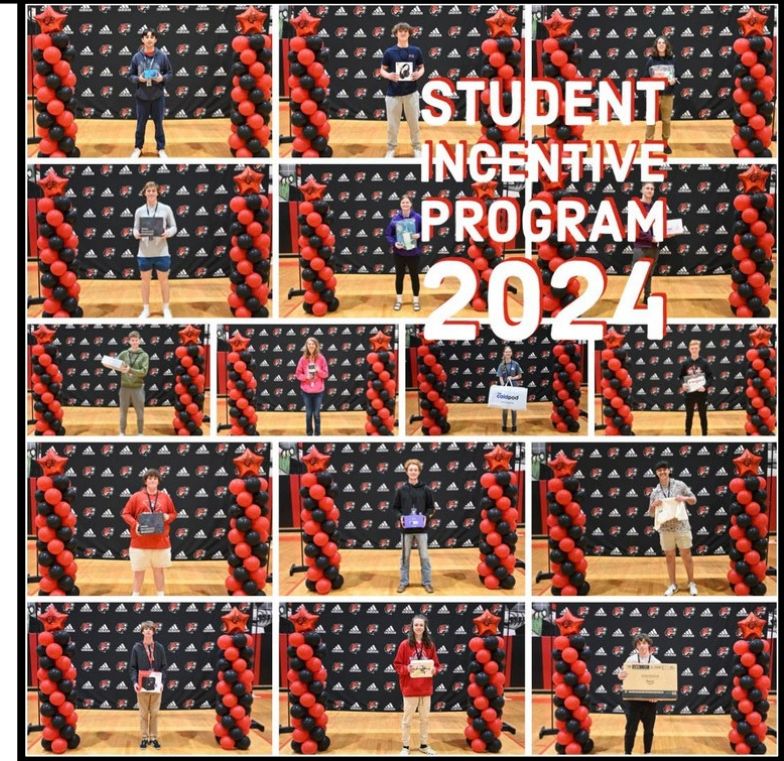
WHAT?

AN HONEST LOOK AT THE DATA WE HAVE WITHOUT ASKING WHY

- Predictive Assessment
 - What do you notice? What do you wonder?
- DOK sorting activity
- Subgroups
- What did you find surprising? What reinforced what you already knew?

SO WHAT?

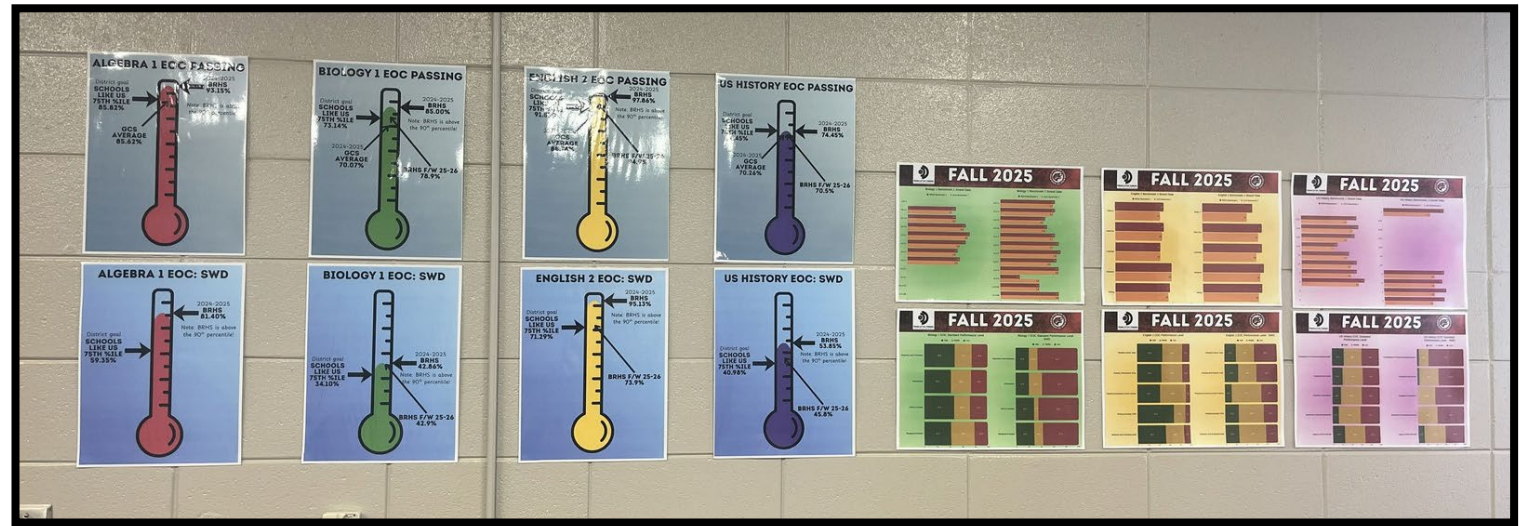
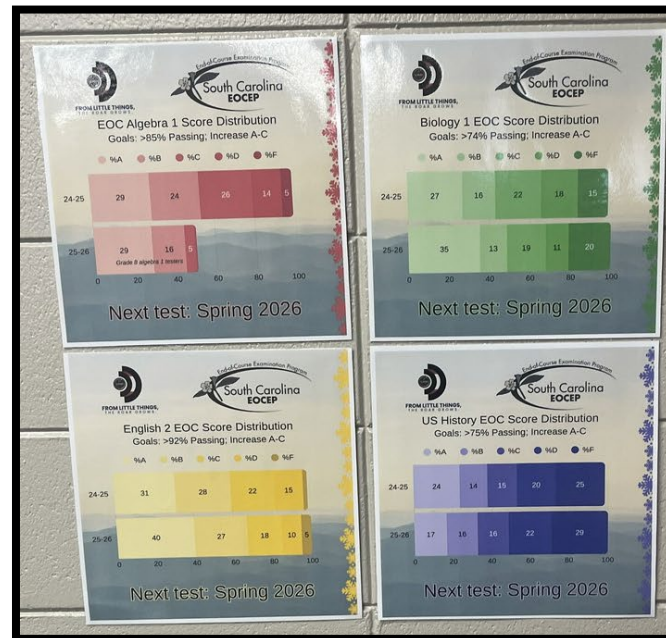
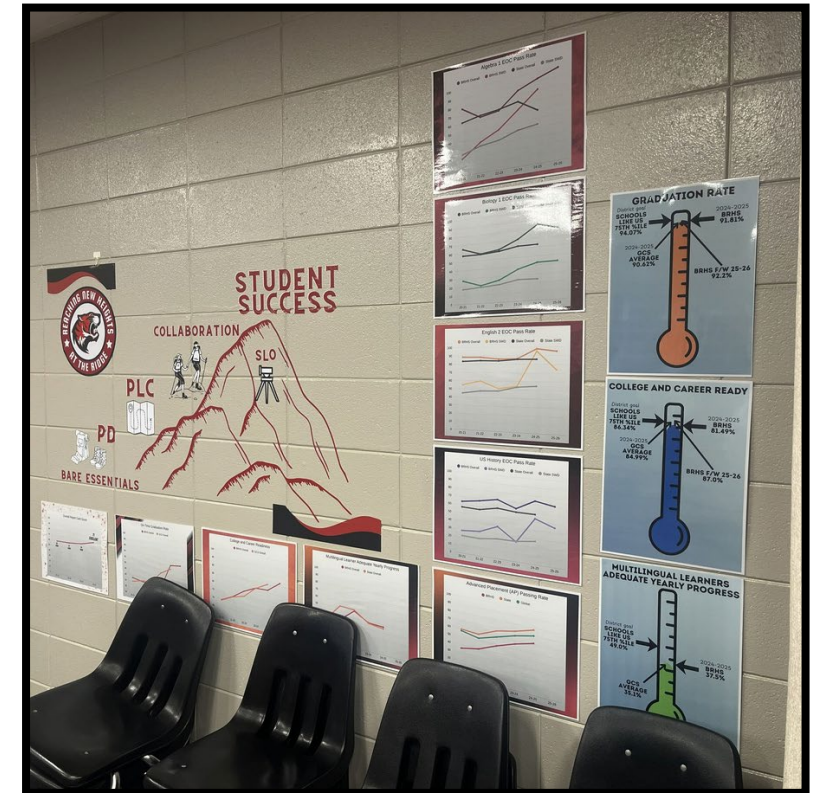
IDENTIFY IMPLICATIONS AND MAKE SENSE OF THE FACTS



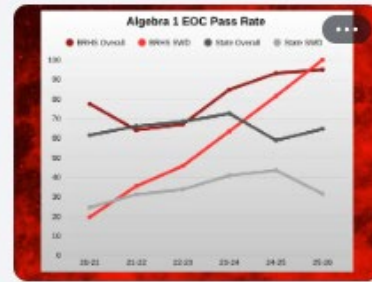
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



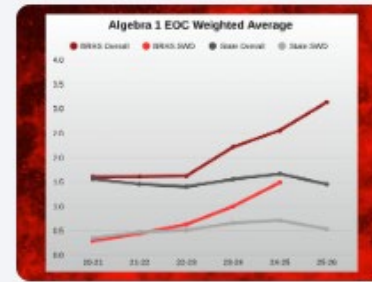
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



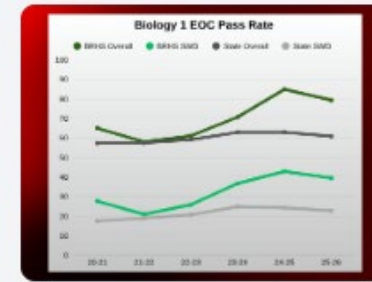
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



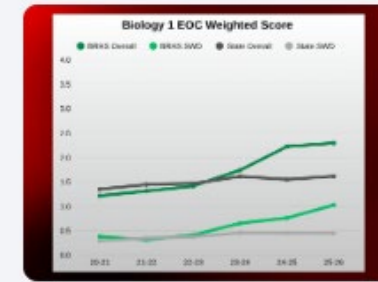
1



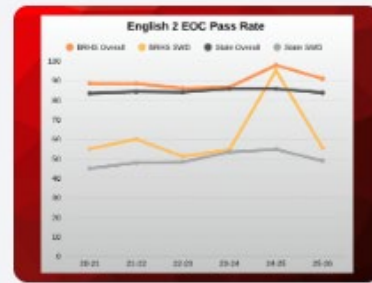
2



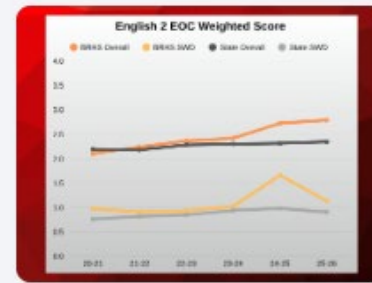
3



4



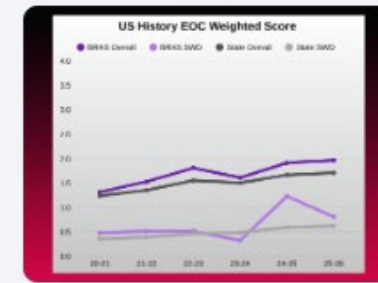
5



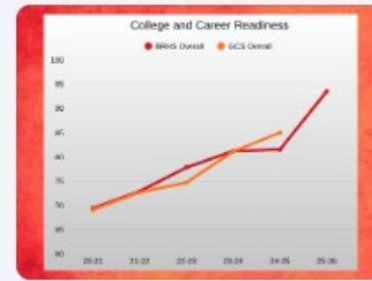
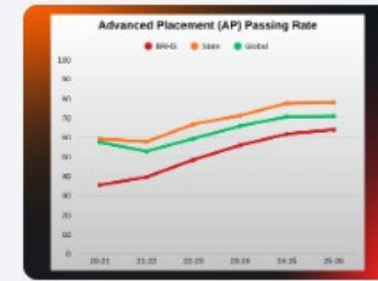
6



7



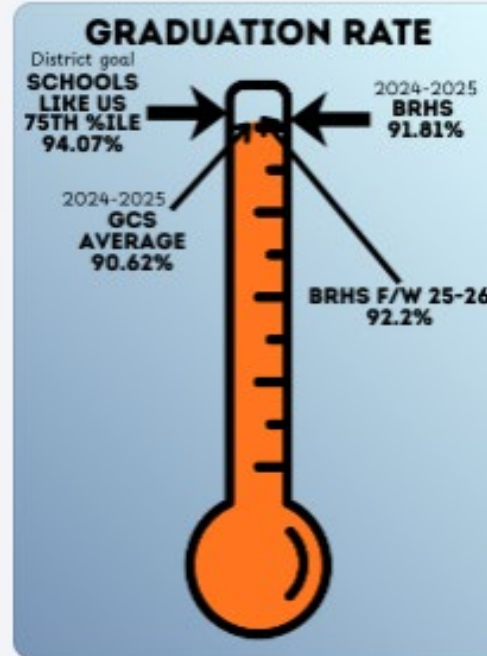
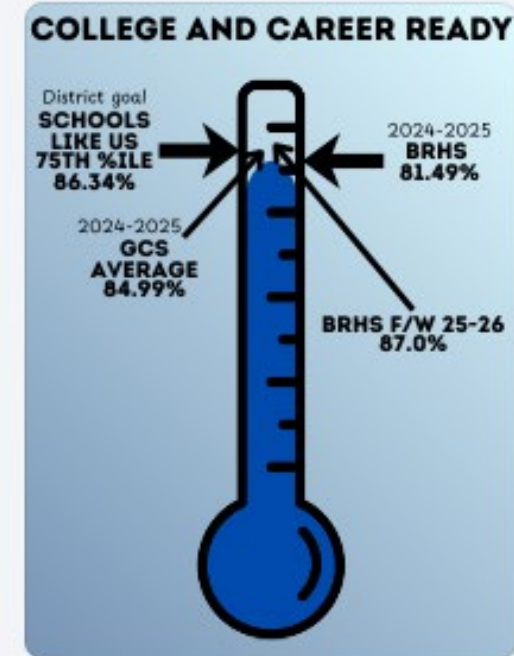
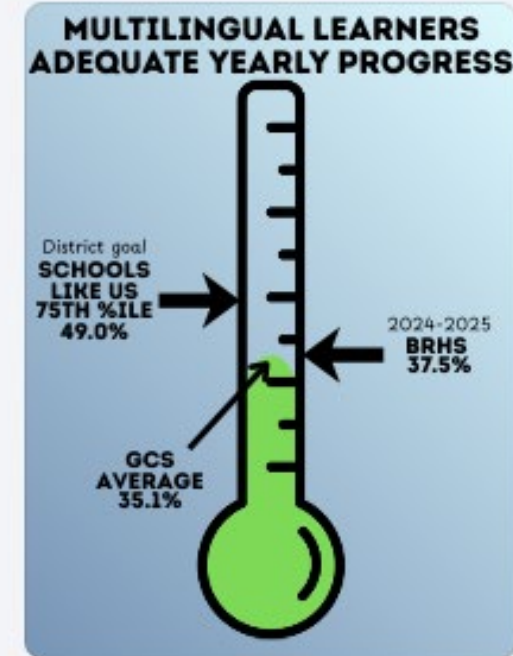
8



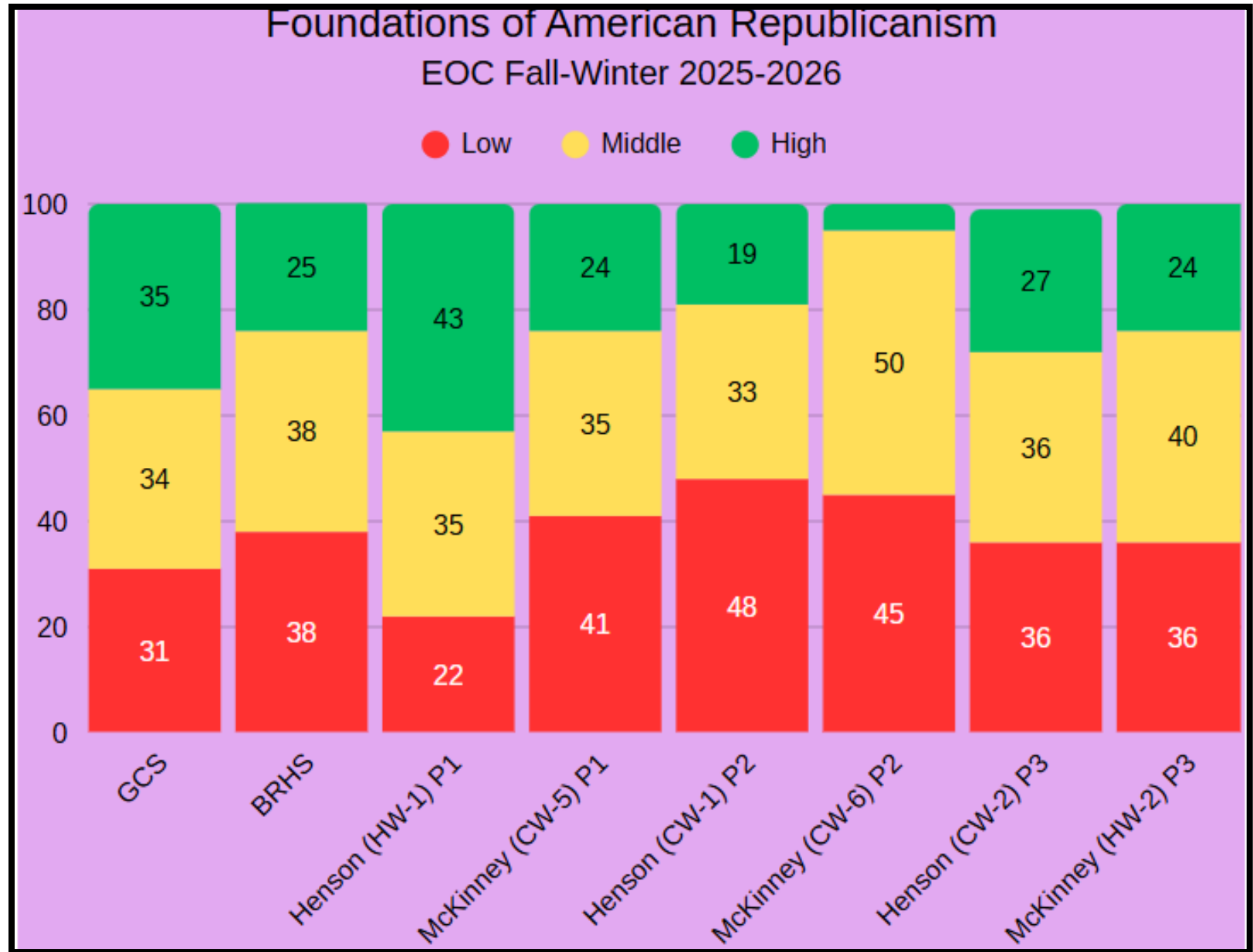
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



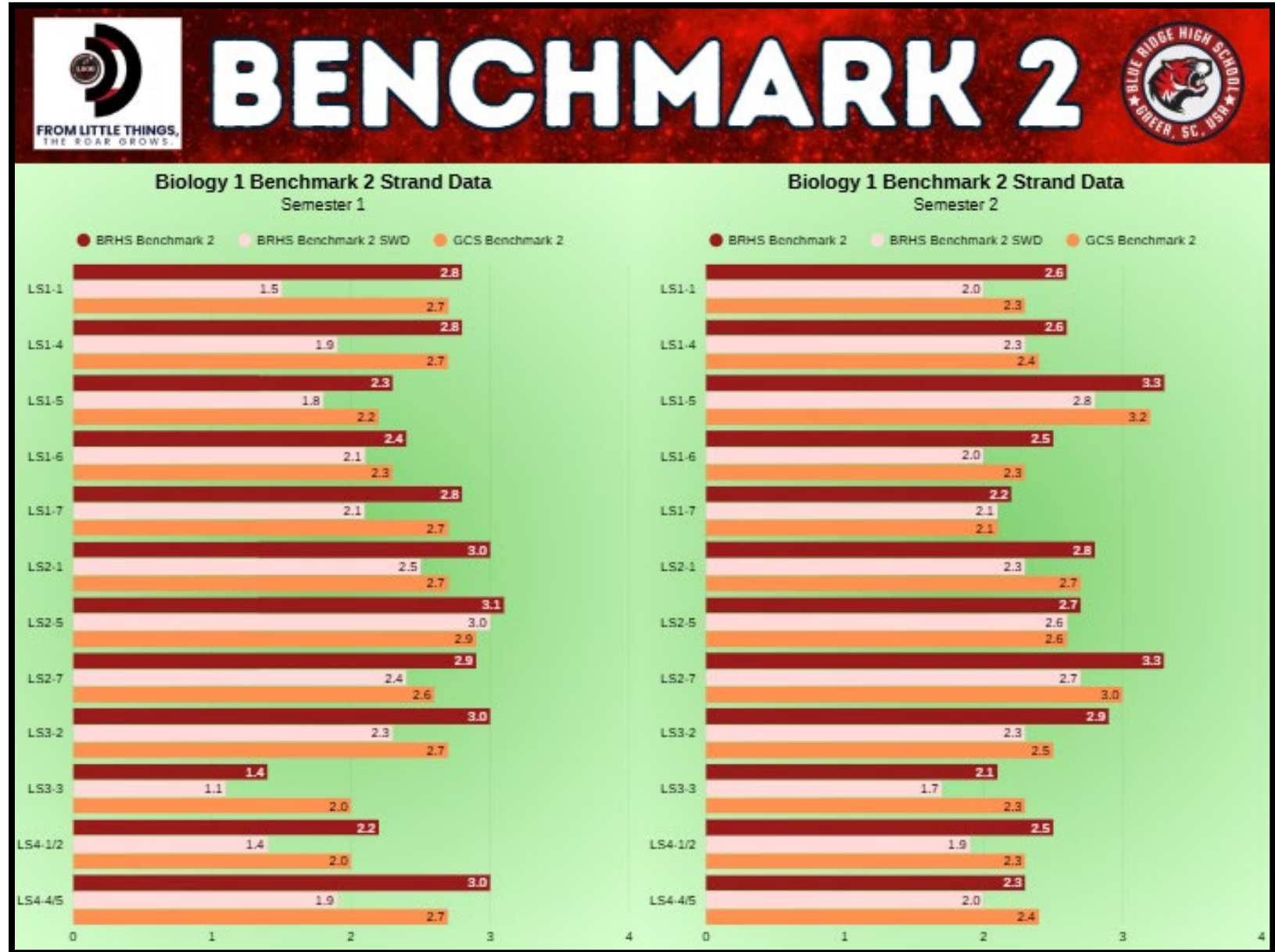
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



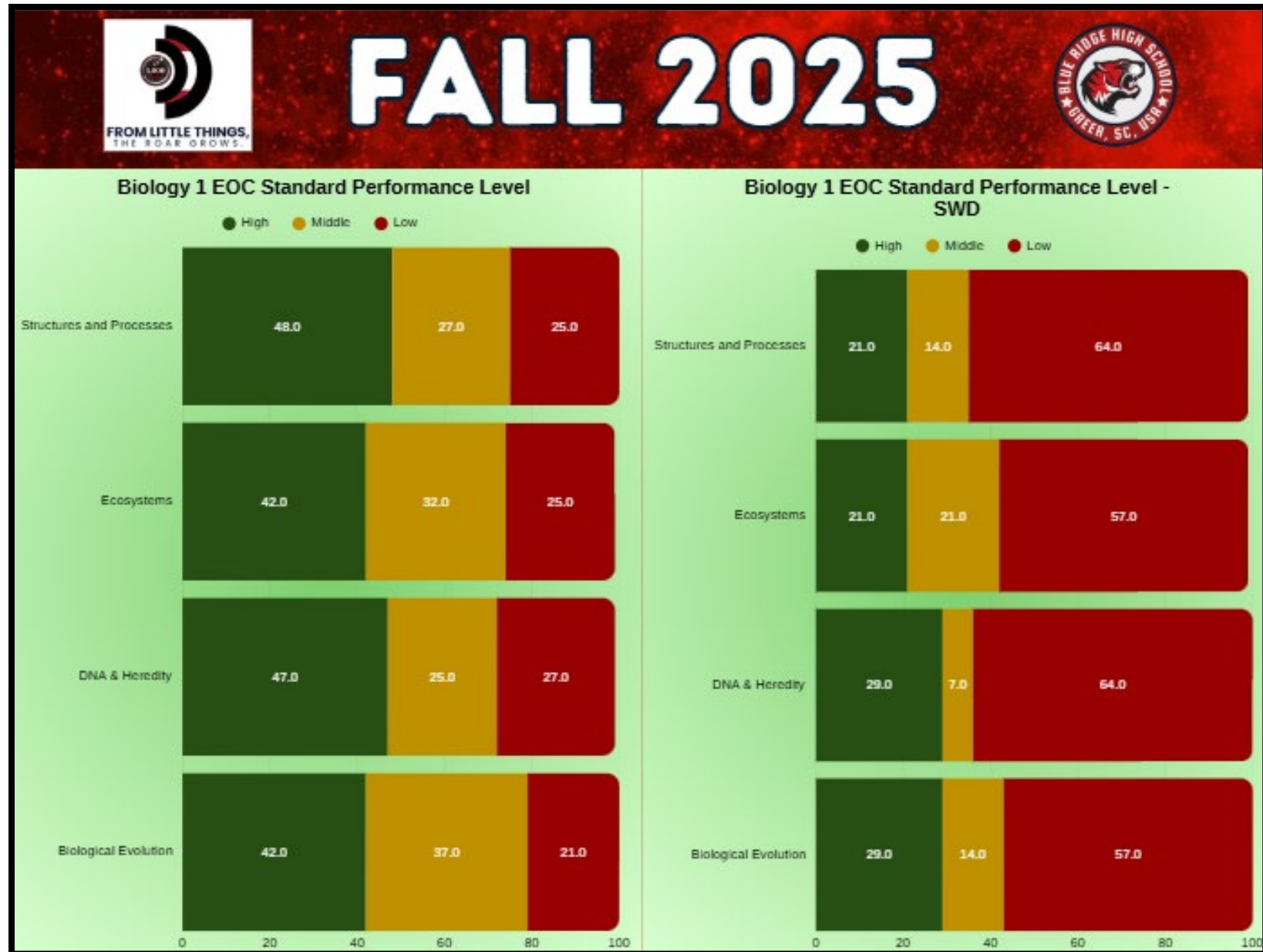
**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**

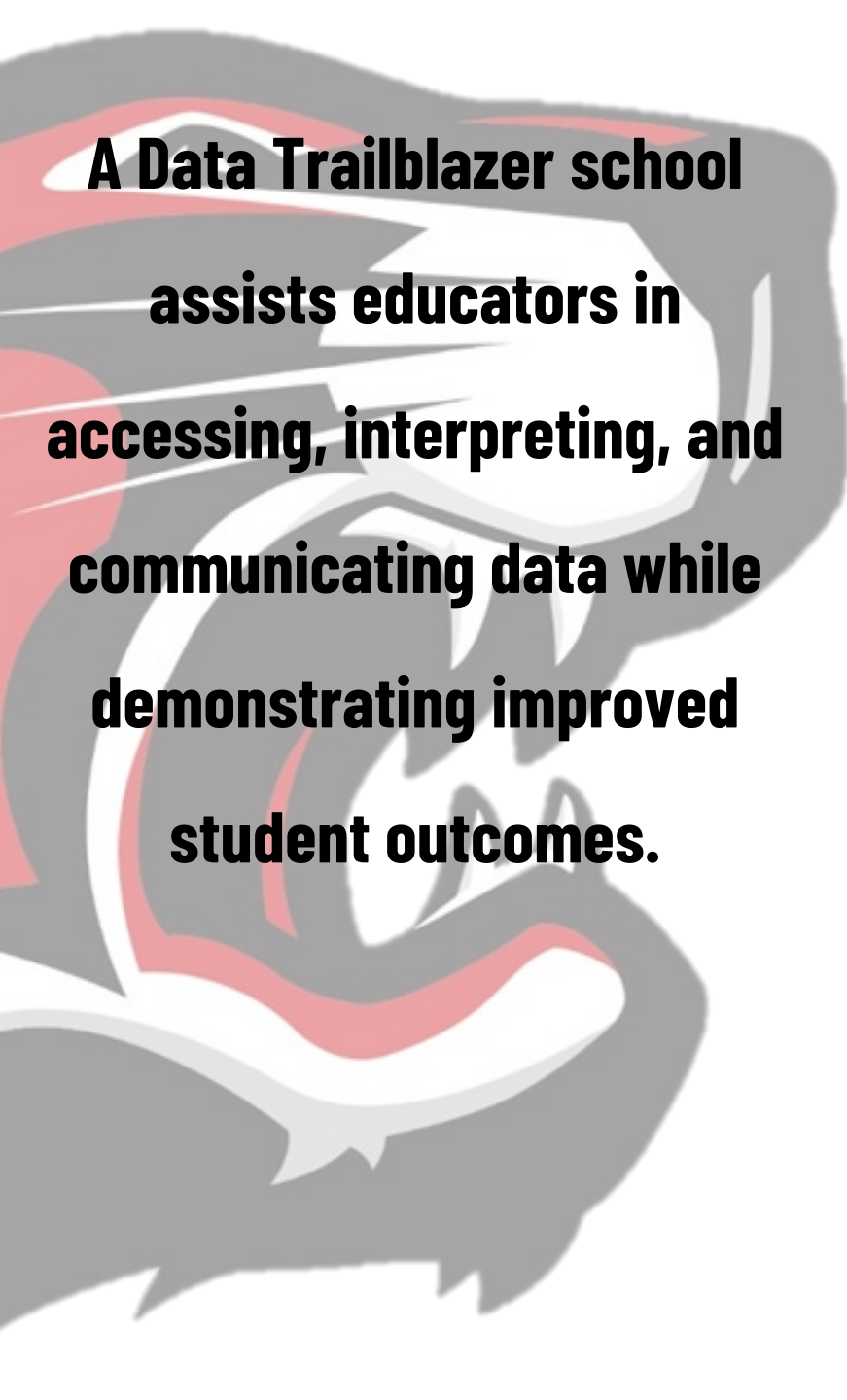


**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**



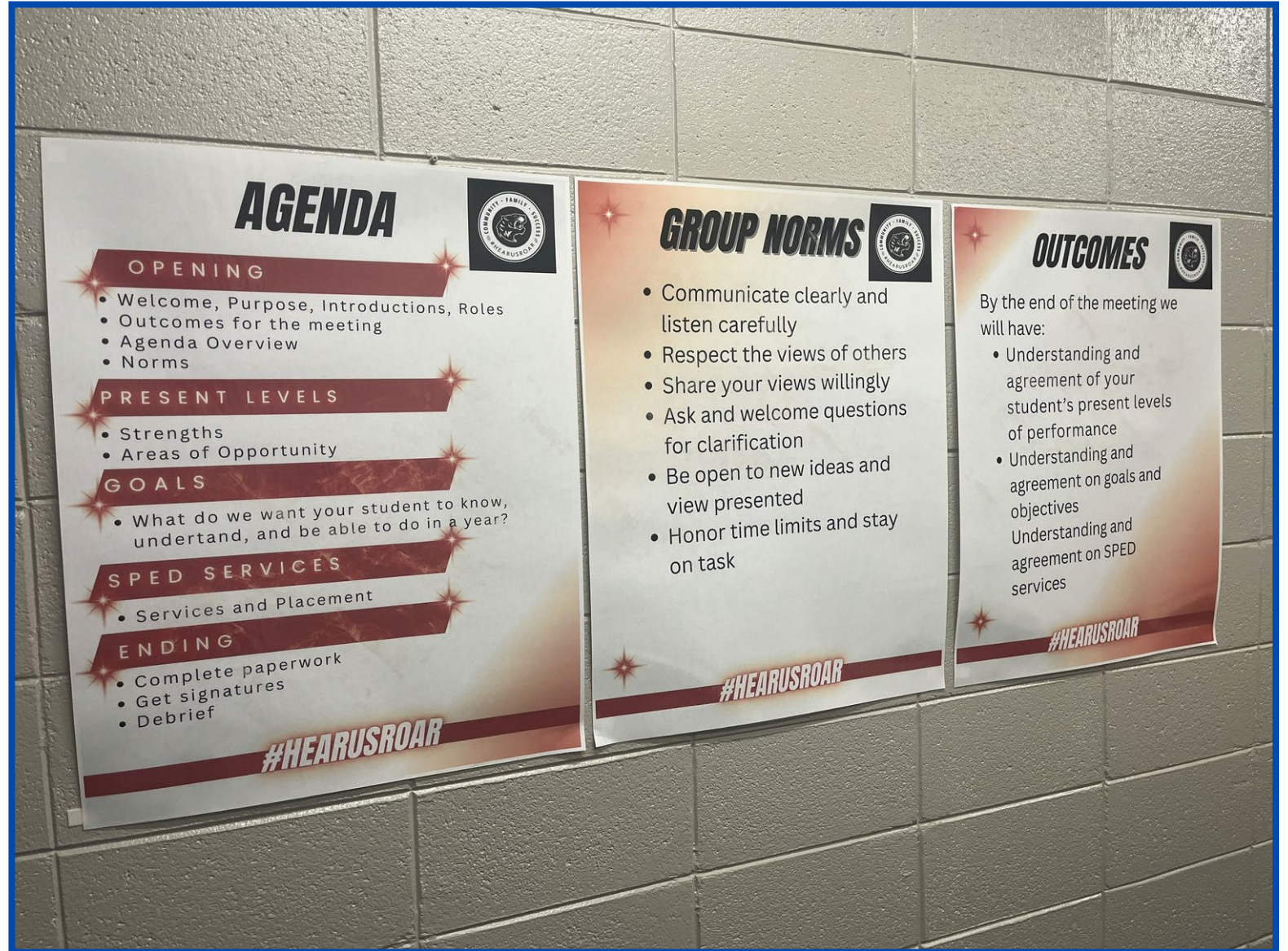


**A Data Trailblazer school
assists educators in
accessing, interpreting, and
communicating data while
demonstrating improved
student outcomes.**

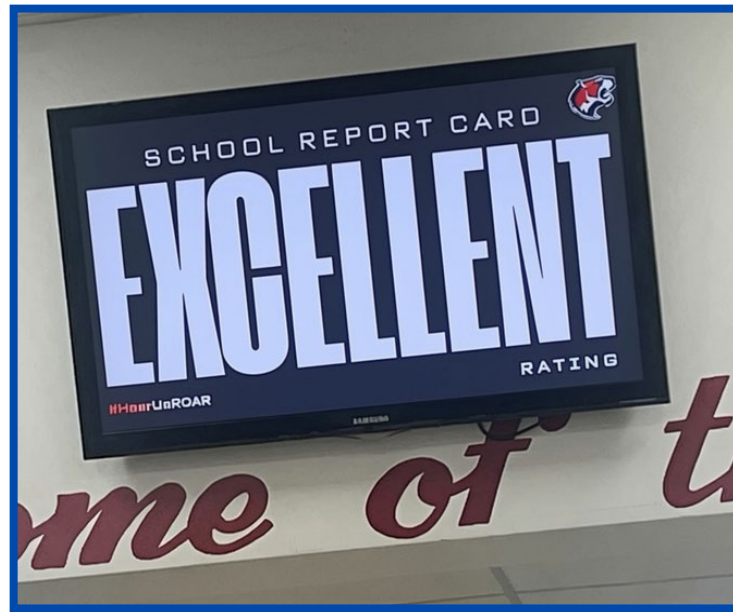
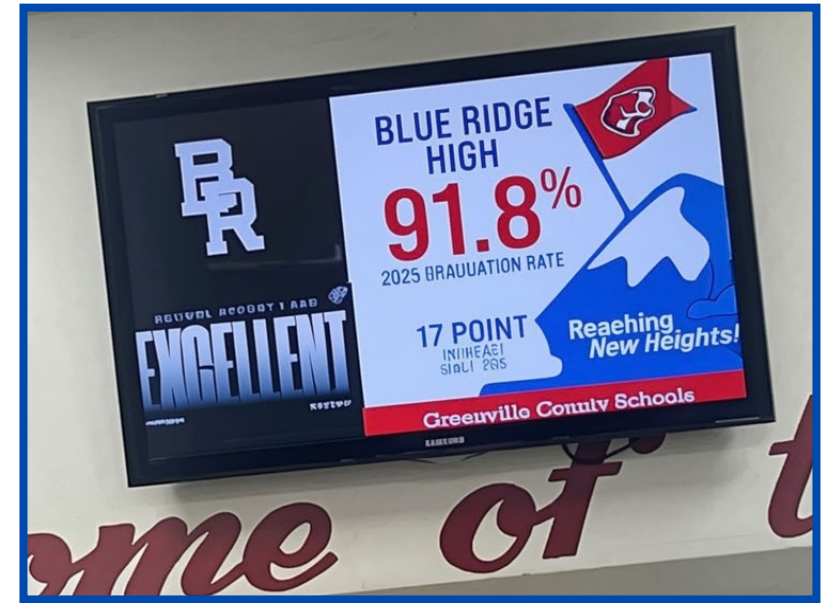
Item	Item 14	Item 16	Item 8	Item 10	Item 1	Item 4	Item 6
Standard	USHC.1.CC	USHC.1.CC	USHC.1.CE	USHC.1.CE	USHC.1.CO	USHC.1.CO	USHC.1.CO
DoK	2	3	3	2	2	2	2
Question Difficulty	Medium	Medium	High	Medium	Low	Medium	Medium
Item Type	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
School Percent Correct	61%	85%	76%	85%	87%	34%	68%
District Percent Correct	64%	75%	76%	83%	82%	46%	70%
Correct Answer	C	D	D	A	A	B	C
%A	16.0%	5.0%	3.4%	84.9%	87.4%	10.1%	10.3%
%B	16.0%	5.0%	12.6%	6.7%	5.9%	33.6%	2.6%
%C	61.3%	5.0%	7.6%	1.7%	2.5%	20.2%	69.2%
%D	6.7%	84.9%	76.5%	6.7%	4.2%	36.1%	17.9%

Checkpoint 3 Update <i>What did we want students to learn? Be specific about standards and/or skills.</i>	<p>██████ - 21 out of 21 passed (100%); 2 students have not finished the test</p> <p>██████ - 35 out of 38 passed(92%); 2 students have not finished and 2 students have not taken the test.</p> <p>██████ - 53 out of 57 students who took the test passed (93%). Five students have not taken the test. Three students have not finished the test.</p> <p>██████ - 17 out of 19 passed (89%). Four need to take it.</p>
Data Collected <i>How do we know if they learned it?</i>	<p>Unit 3 - Angles</p> <p>Vocab-knowing what goes with what (add to 180, congruent, etc.)</p> <p>Solving equations still a problem for a handful</p>
Interventions <i>What will we do if they didn't learn it?</i>	<p>Proactive and explicit vocabulary instruction</p> <p>Students who need equation remediation: ██████ (1st-████), ██████ (1st-████), ██████ (2nd-████), ██████ (3rd-████), ██████ (2nd-████), ██████ (4th-████), ██████ (2nd-████), ██████ (4th-████), ██████ (2nd-████), ██████ (4th-████), ██████ (2nd-████)</p>
Extensions <i>What will we do if they already know it?</i>	<p>Partner activities, Blookit, Amplify, challenge problems</p>
Subgroup Performance <i>SWD, ML, etc.</i>	<p>██████ - 7 out of 7 SWD passed (100%). 2 students have not finished the test.. No ML's. 1 out of 1 - 504 student - passed (100%).</p> <p>██████ - SWD: 4 out of 5 passed(80%) ██████. 1 student has not taken the test. ML: 3 out of 3 passed(100%); 504: 1 out of 1 passed(100%)</p> <p>██████ - SWD: 8 out of the 10 passed (80%) ██████ (suspended for 10 days and is still catching up) and ██████. One SWD needs to take it. ██████. ML: 2 out of 2 passed (100%) 1 ML is not finished. 2 out of 2, 504's passed(100%)</p> <p>██████ - SWD 6 out of 8 passed (75%) ██████. ██████. One needs to take it. No MLs.</p>
Next Unit: Plan for instruction and assessment <i>Who else can help us reach our peak? (media specialist, SRO, interventionist, attendance, athletic director, etc.) How can they help? Invite them to the next meeting.</i>	<p>Pull some students for equation remediation, chronic absent students to catch up</p> <p>Triangles: applying vocab/word wall, setting up and solving equations</p>

**A Data Trailblazer school
helps families and
caregivers interpret their
student's grades and
assessment scores - and
use that knowledge to help
their student achieve
academic success.**

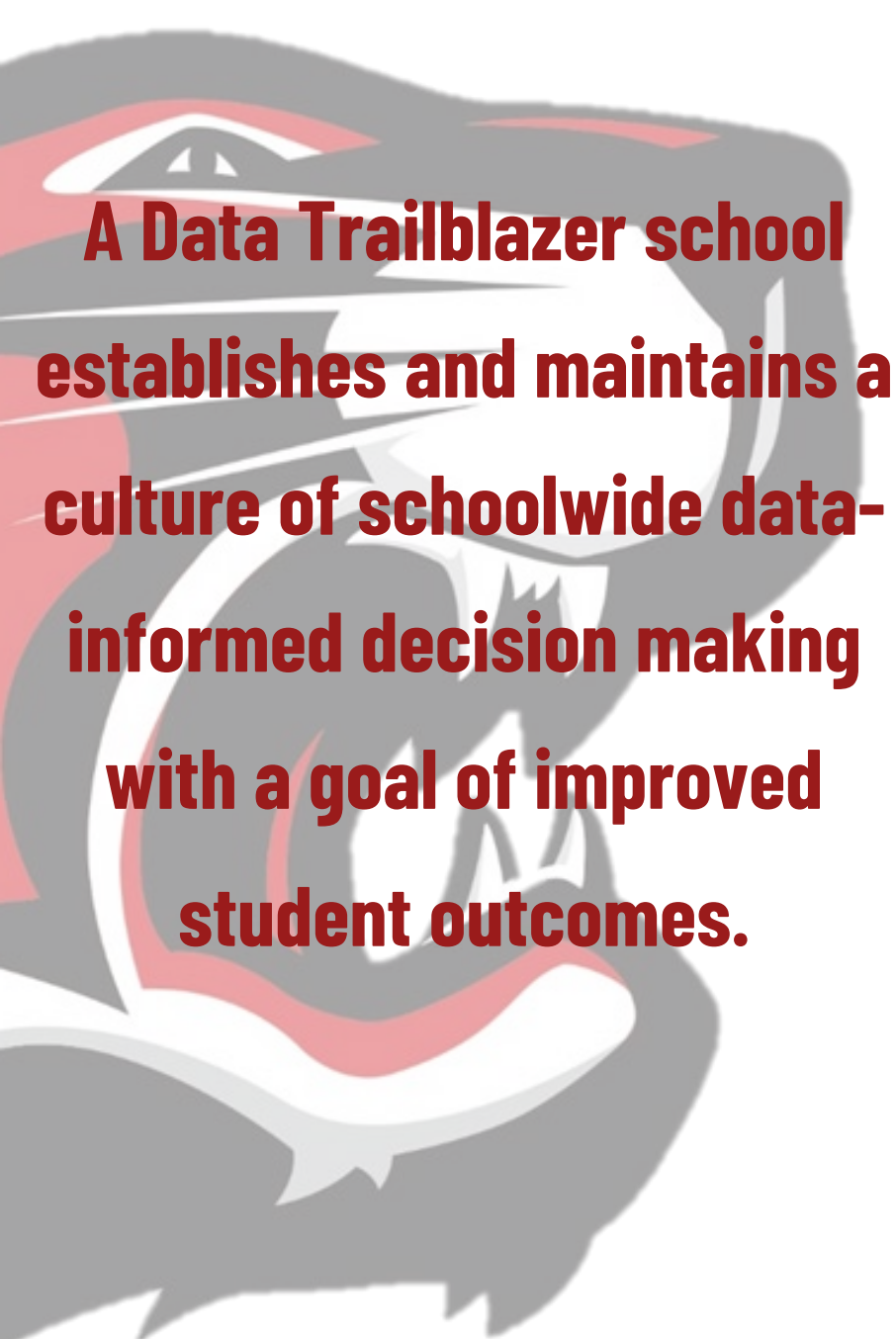


**A Data Trailblazer school
helps families and
caregivers interpret their
student's grades and
assessment scores - and
use that knowledge to help
their student achieve
academic success.**

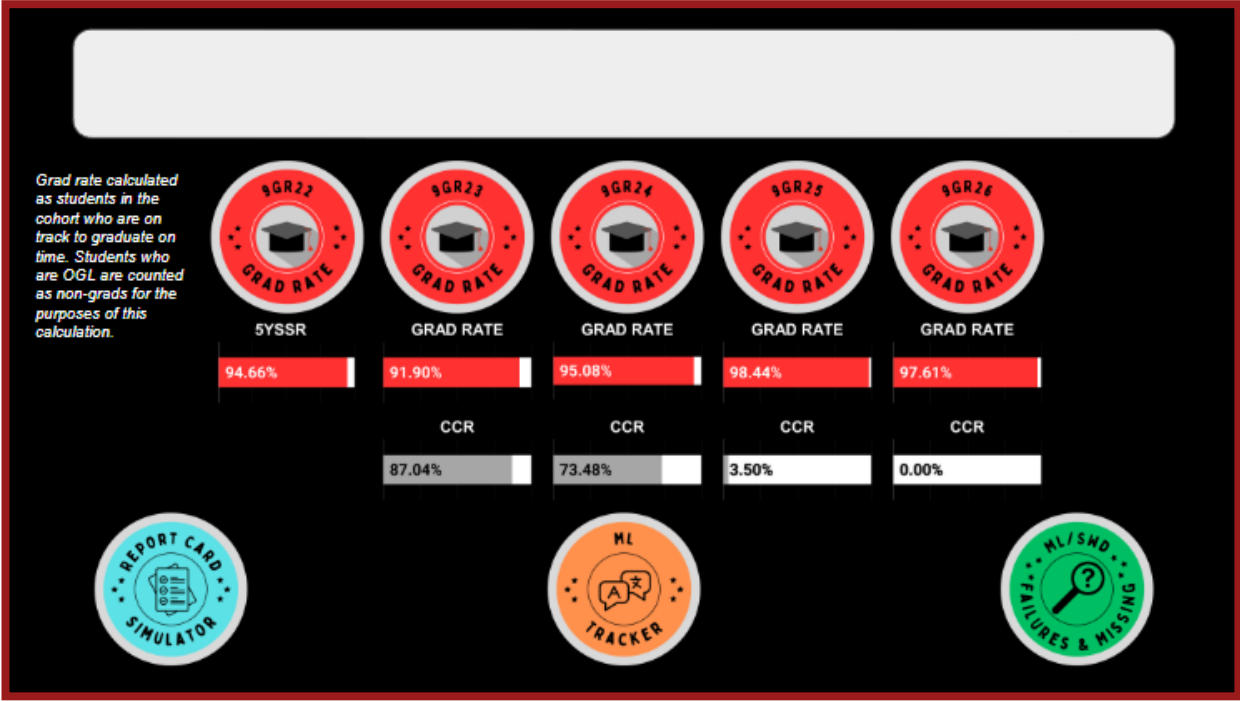
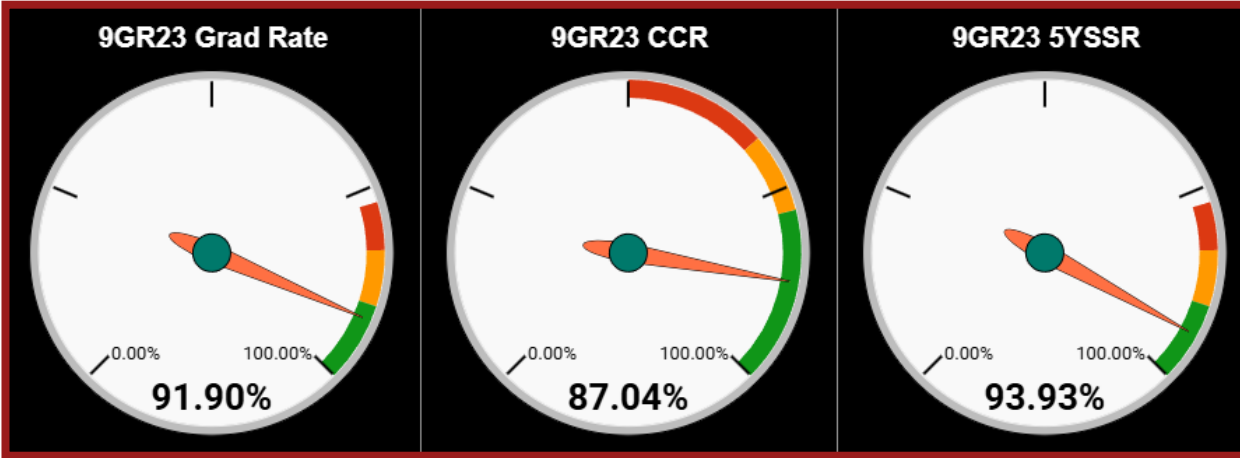


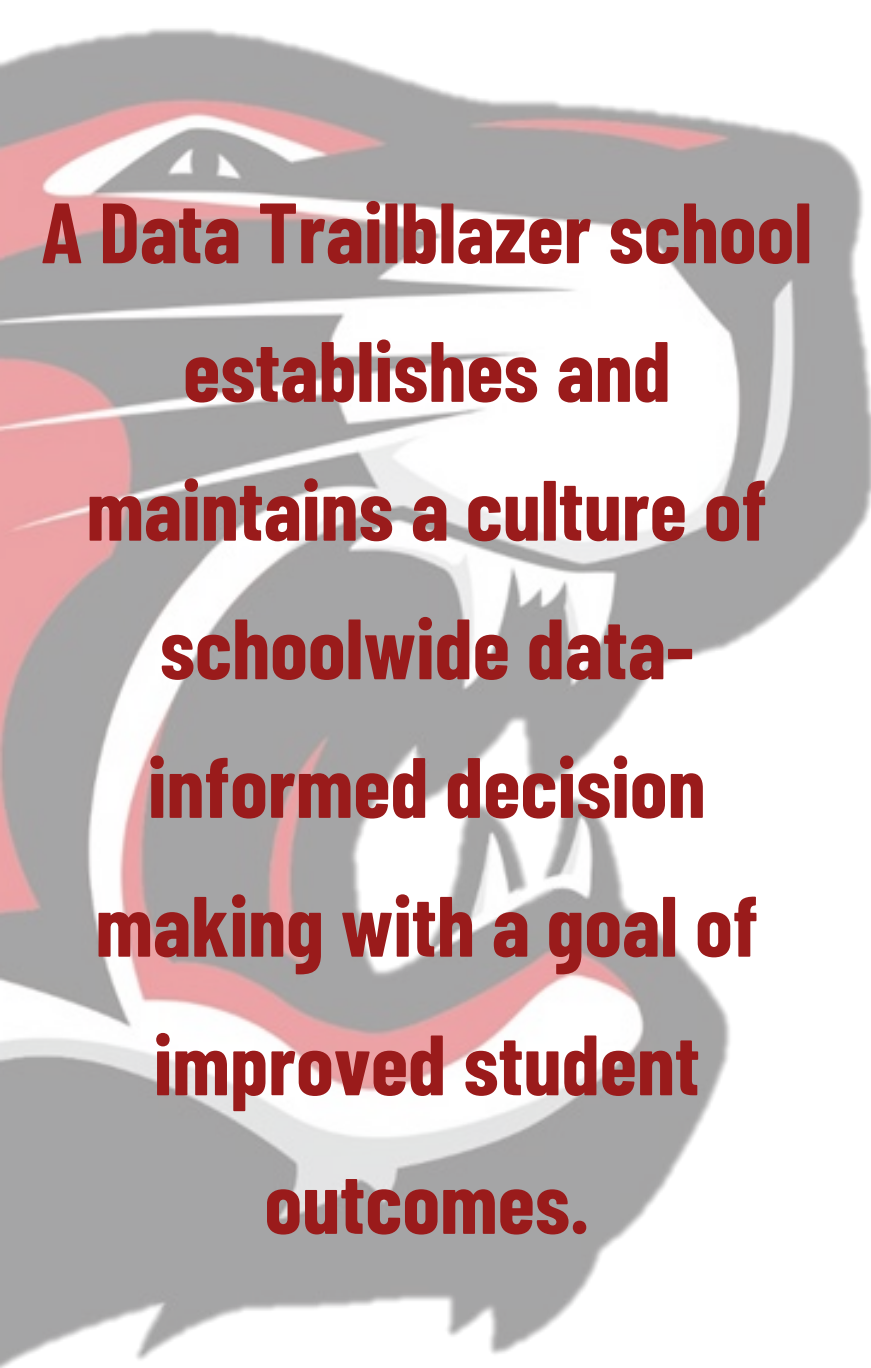
**A Data Trailblazer school
helps families and
caregivers interpret their
student's grades and
assessment scores - and
use that knowledge to help
their student achieve
academic success.**





A Data Trailblazer school establishes and maintains a culture of schoolwide data-informed decision making with a goal of improved student outcomes.





**A Data Trailblazer school
establishes and
maintains a culture of
schoolwide data-
informed decision
making with a goal of
improved student
outcomes.**

What percent of your SWD have a quarter grade of 60 or higher? *

Your answer

What percent of your MLs have a quarter grade of 60 or higher? *

Your answer

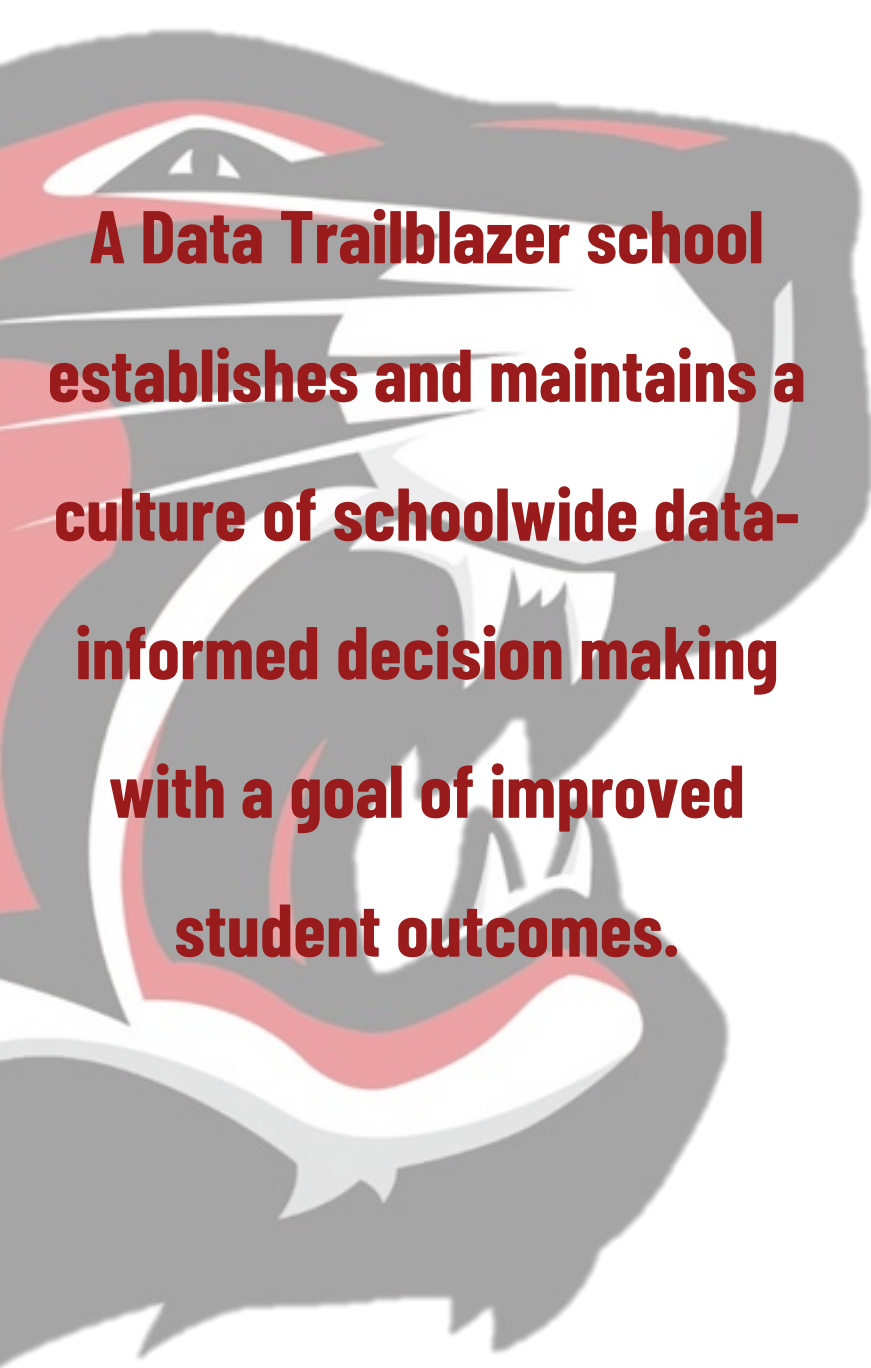
List the student names and courses of all SWD and ML who are currently failing your classes. *

Your answer

List the names of students whose at-home adults you have been UNABLE to reach about grades. *

Your answer

SWD Pass Rate by Course				ML Pass Rate by Course			
Course	COUNTA of SWD	Count SWD Passing	SWD Pass Rate	Course	COUNTA of ML	Count ML Passing	ML Pass Rate
Academic Seminar II	8	8	100%	Adv Weightlifting 1	2	2	100%
Academic Seminar IV	18	18	100%	Advanced Personal Finance	4	4	100%
Academic Seminar VI	11	11	100%	AgScienceTech	3	3	100%
Academic Seminar VIII	7	7	100%	Air Force JROTC 1	3	3	100%
Adv Weightlifting 1	2	2	100%	Air Force JROTC 2	1	1	100%
Advanced Personal Finance	10	10	100%	Art 1	4	4	100%
Advanced Web Page Design/Dev	2	2	100%	BCC	8	8	100%
AgScienceTech	5	5	100%	Biology 1 CP	7	6	86%



A Data Trailblazer school establishes and maintains a culture of schoolwide data-informed decision making with a goal of improved student outcomes.

- Estimated grad- rate (Numerator/denominator)
 - Estimated SWD grad rate
 - Estimated CCR
- How many OGLs do we have?
 - How many of those are SWD
 - How many of those are ML
- Number of students failing after report cards
 - _____ students failed _____ classes.
 - How many failed 1?
 - How many failed 2?
 - How many failed 3?
 - How many failed 4?
 - Number of OGLs who failed a course
 - Number of SWD who failed a course
- Identify trends by teacher/course
- List interventions attempted– Face to Face meeting/parent phone call
- What are the next steps to ensure student success (Credit Recovery, Retake, etc) ?

9GR23 Grad Rate

File Edit View Insert Format Data Tools Extensions Help

100% 123 Default... 10 B I A

A	B	C	D	E	F	G	H	I	J	K	L	M	N
On-Time Graduation				CCR				5YSSR				9GR23 CCR Breakdown	
All Students				All Students				All Students				%ACT	9.25%
Numerator	Denominator	Credential/Certification		Numerator	Denominator			Numerator	Denominator			%SAT	18.86%
227	247	5		215	247	87.04%		232	247	93.93%		%AP	13.88%
75th %ile Goal: 94.07%				90% Goal: 223; 75%ile Goal: 214								%DC	19.22%
												%CTE	34.52%
SWD				SWD				SWD				%WBL	19.93%
Numerator	Denominator			Numerator	Denominator			Numerator	Denominator			%WIN	62.63%
23	30	76.67%		20	30	66.67%		25	30	83.33%		%ASVAB	11.39%
23	25	92.00%											
ML				ML				ML					
Numerator	Denominator			Numerator	Denominator			Numerator	Denominator				
12	13	92.31%		9	13	69.23%		12	13	92.31%			
PIP				PIP				PIP					
Numerator	Denominator			Numerator	Denominator			Numerator	Denominator				
104	115	90.43%		96	115	83.48%		106	115	92.17%			
Black				Black				Black					
Numerator	Denominator			Numerator	Denominator			Numerator	Denominator				
11	15	73.33%		9	15	60.00%		12	15	80.00%			



**A Data Trailblazer school
incorporates practices and
policies that prioritize data
privacy and ensures school
staff are adequately trained
in data security and privacy
standards.**

CONFIDENTIAL INFORMATION

- Information concerning students is confidential.
- Telephone numbers, addresses, etc. should NOT be given to anyone outside of school staff.
- Counselors will assist parents and students in the interpretation of test scores and other data found in student records.
- Federal legislation in this area requires extreme caution in regard to confidentiality

A	1:32	3		
This student data is confidential and covered by FERPA.				

Assisting Educators

What
next?

Student Name		DOK1	DOK2	DOK3	Reporting Category Results [LS1-4]	Reporting Category Results [LS1-5]	Reporting Category Results [LS1-6]	Reporting Category Results [LS1-7]
		3	3	4	1	3	4	4
		4	3	4	3	3	4	3
		3	2	3	2	3	1	3
		1	2	1	2	1	2	1
		3	3	4	1	4	4	4
		4	4	4	2	4	2	4

Standard/Objective	SUM of Number	SUM of Number	
ELA.E2.AOR.1.1	304	524	58.02%
ELA.E2.AOR.2.1	175	262	66.79%
ELA.E2.AOR.2.2	246	393	62.60%
ELA.E2.AOR.6.1	176	262	67.18%
ELA.E2.AOR.7.1	458	524	87.40%
ELA.E2.AOR.8.1	385	524	73.47%
ELA.E2.C.2.1.c	111	131	84.73%
ELA.E2.C.2.1.f	87	131	66.41%
ELA.E2.C.4.1.b	162	262	61.83%
ELA.E2.C.4.1.d	69	131	52.67%
ELA.E2.R.1.1	243	393	61.83%
ELA.E2.R.1.2	271	393	68.96%

		All Students		Henson P1		Henson P4	
Standard		Mastered	Not Mastered	Mastered	Not Mastered	Mastered	Not Mastered
1.CC Bench 2	Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815.	22	30	3	10	2	4
1.CE Bench 2	Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791.	76	20	17	7	12	4
1.CO Bench 2	Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.	29	22	5	7	4	5
1.CX Bench 2	Contextualize significant republican developments within North America's connection to the Atlantic World.	26	30	3	13	6	2

Families and Caregivers

What
next?



Data-Informed Decision Making



What
next?

				How to Make a filter view			
Grade Level	Case Manager	Primary Disability	Specialized Class	CCR Status	Ed Support	Read 180	Inclusion English
9	Heather Perry	Specific Learning Disability		No	2	0	1
9	Heather Perry	Specific Learning Disability		No	0	0	0
9	Heather Perry	Specific Learning Disability		No	2	0	0
9	Heather Perry	Specific Learning Disability		No	0	0	1
9	Heather Perry	Specific Learning Disability		No	0	0	1
9	Heather Perry	Specific Learning Disability		No	0	0	1
9	Heather Perry	Other Health Impairment		No	2	0	0
9	Heather Perry	Specific Learning Disability		No	0	0	1
9	Heather Perry	Specific Learning Disability		No	0	0	1
9	Heather Perry	Other Health Impairment		No	2	0	0

Data Privacy



What next?

Trail Triumphs (Shout outs for Success!)

👤 Climber	Tr Tell me something good!
Frisk	Great trial-and-error; shows kids that <u>its</u> okay to fail
Frisk	Much smoother implementation of MagicSchoolAI the second time utilized. Students received feedback and the next step is implementing that feedback.
Kluge	1st period were able to construct good summaries

Lessons from the Trail (Reflections)

👤 Climber	Tr Pause. Reflect. Climb On.
Frisk	Start slow and give a small amount of directions first, chunk the assignment when <u>its</u> the first time, have a student model the process, walk around to monitor student chromebooks to make sure they have it
Frisk	AI can be a helpful tool for students as long as it is ethically used.
Kluge	No students failing except [REDACTED]

Information Item:

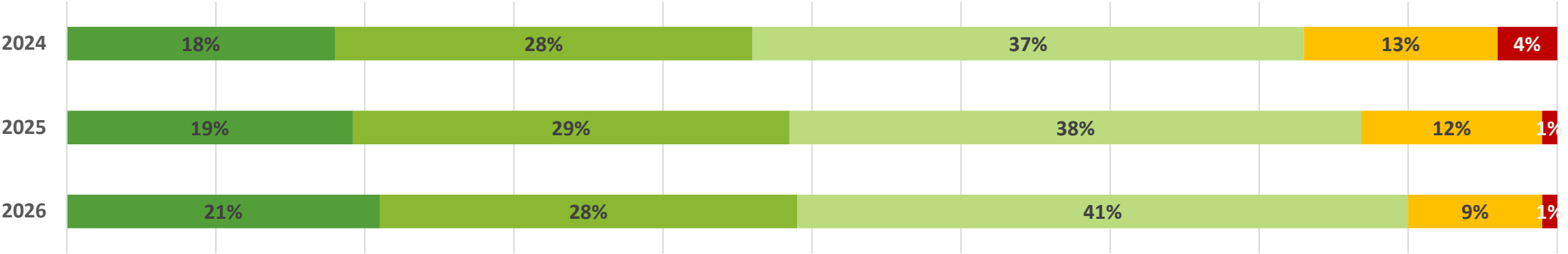
Beyond the Headlines-
The EOC's In-Depth look at the
2025-26 School Report Card Data

Dana Yow, EOC Executive Director

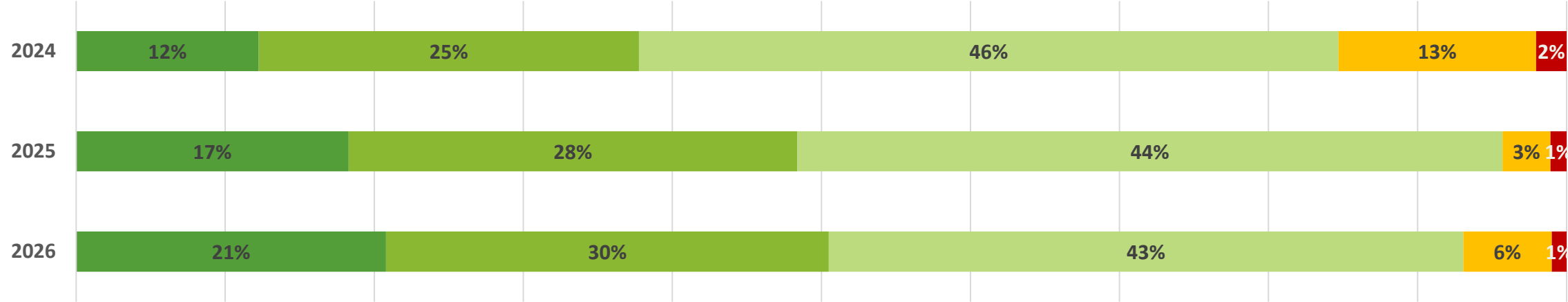
Matthew Lavery, EOC Deputy Director

Elementary School Overall Ratings

Excellent Good Average Below Average Unsatisfactory

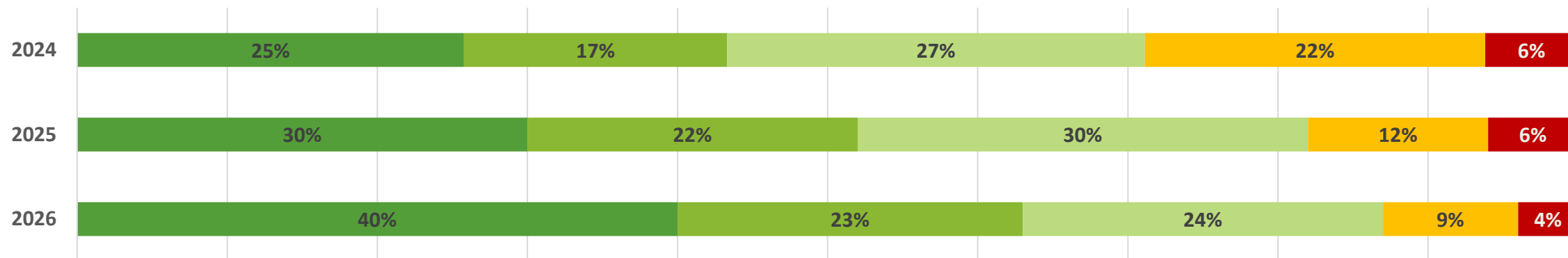


Middle School Overall Ratings

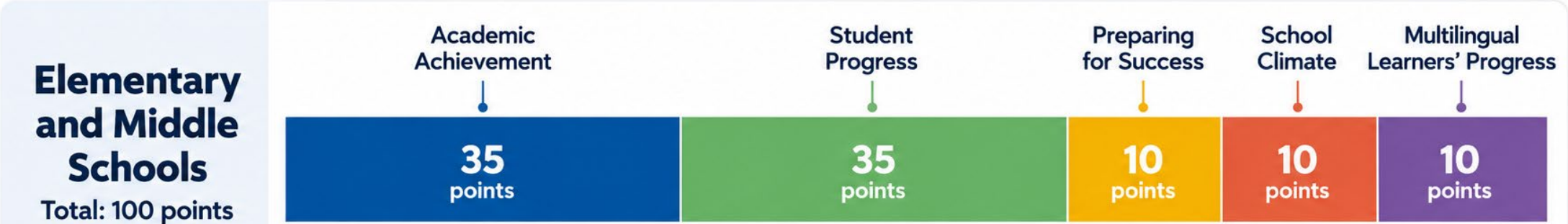


High School Overall Ratings

■ Excellent ■ Good ■ Average ■ Below Average ■ Unsatisfactory



Available Rating Points by School Type



Academic Achievement Indicator

Elementary schools: The percentage earning *Excellent* ratings increased from 25% in 2024 to 32% in 2026. At the same time, the percentage rated *Below Average* or *Unsatisfactory* declined from 21% to 10%.

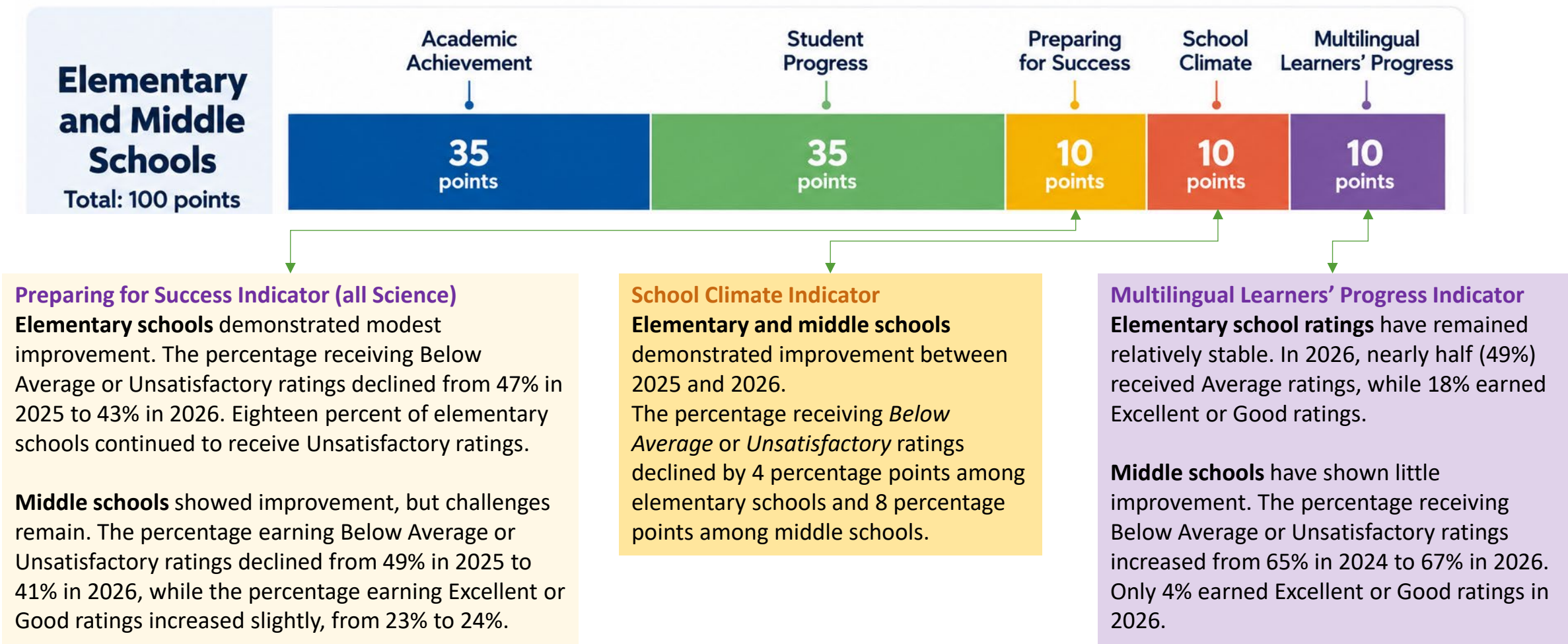
Middle schools: The percentage earning *Excellent* or *Good* ratings increased from 36% in 2024 to 41% in 2026. Schools rated *Below Average* or *Unsatisfactory* declined from 26% to 19%.

Student Progress Indicator

Elementary schools: Student progress ratings have remained relatively flat. The percentage of elementary schools earning *Excellent* ratings declined from 11% in 2024 to 9% in 2026.

Middle schools: Middle schools demonstrated substantial improvement in Student Progress ratings. The percentage earning *Excellent* ratings increased from 6% in 2024 to 20% in 2026.

Available Rating Points by School Type

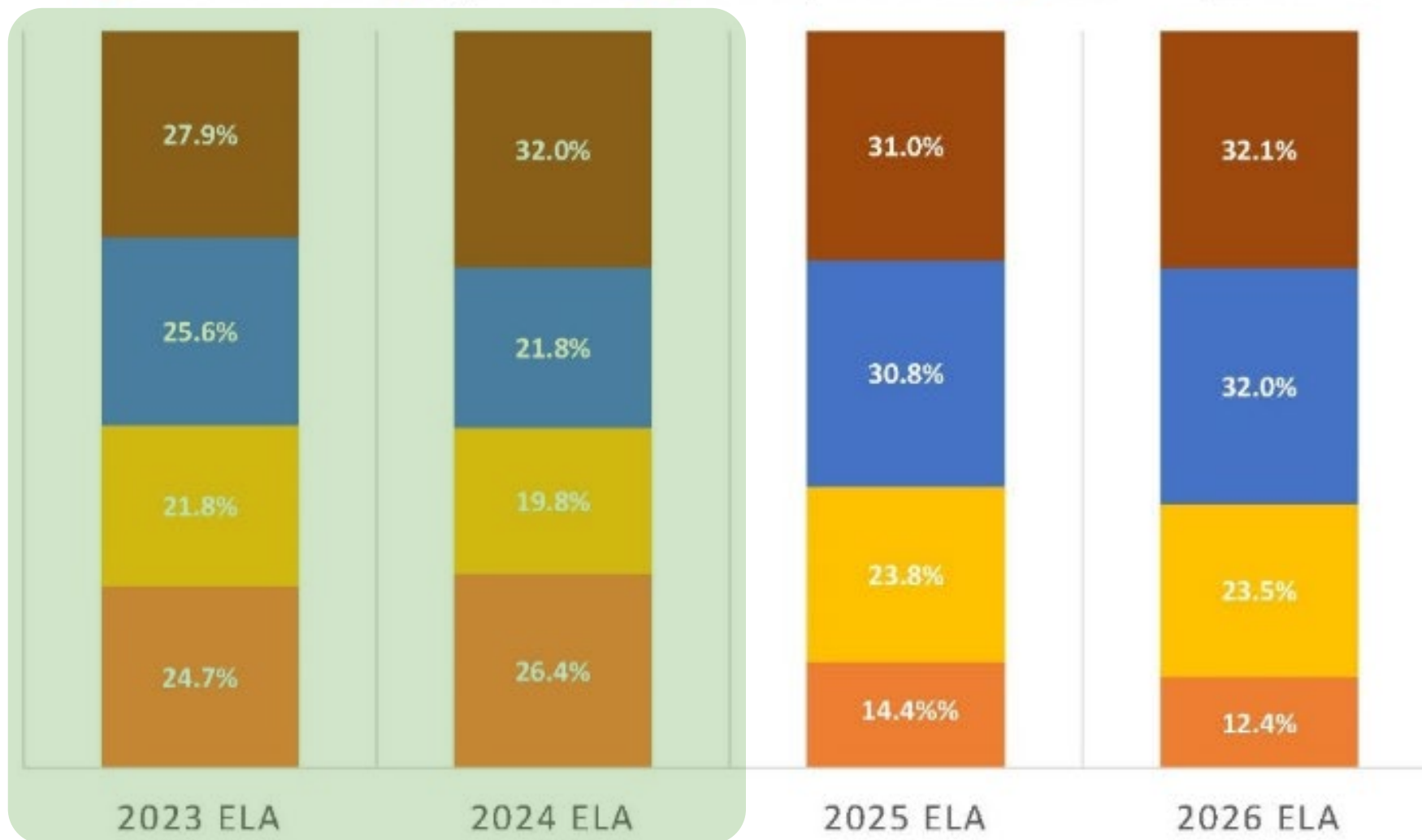


English Language Arts Performance (Elementary and Middle Schools)

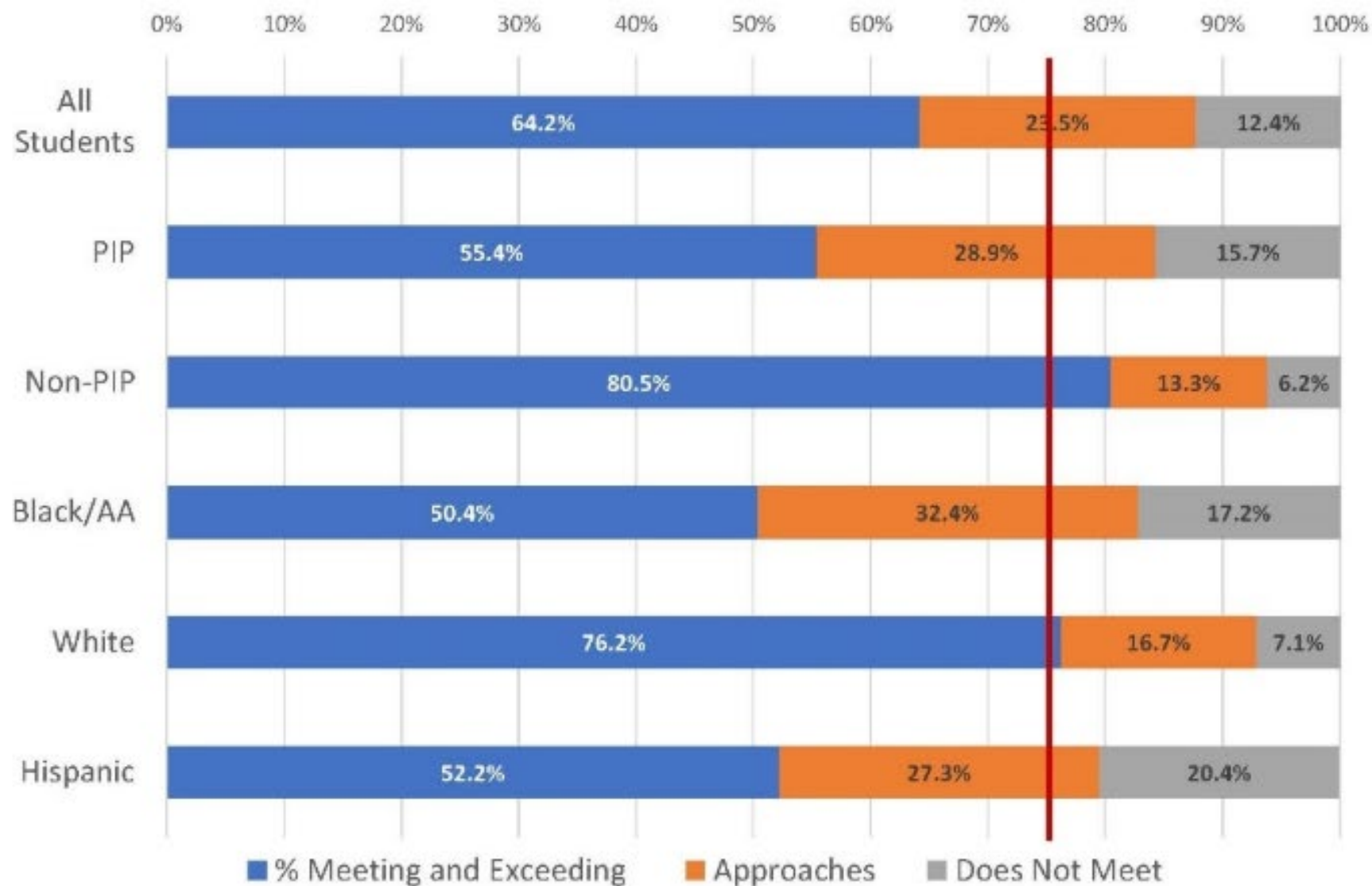
- In Spring 2025, the first operational SC READY ELA assessment was used after new ELA standards were approved in 2023.
- New performance level cut scores were implemented.
- Therefore, the EOC does not recommend comparing results prior to the 2025 SC READY administration.

SC READY English Language Arts (ELA) Grade 3

Does Not Meet Approaches Meets Expectations Exceeds Expectations

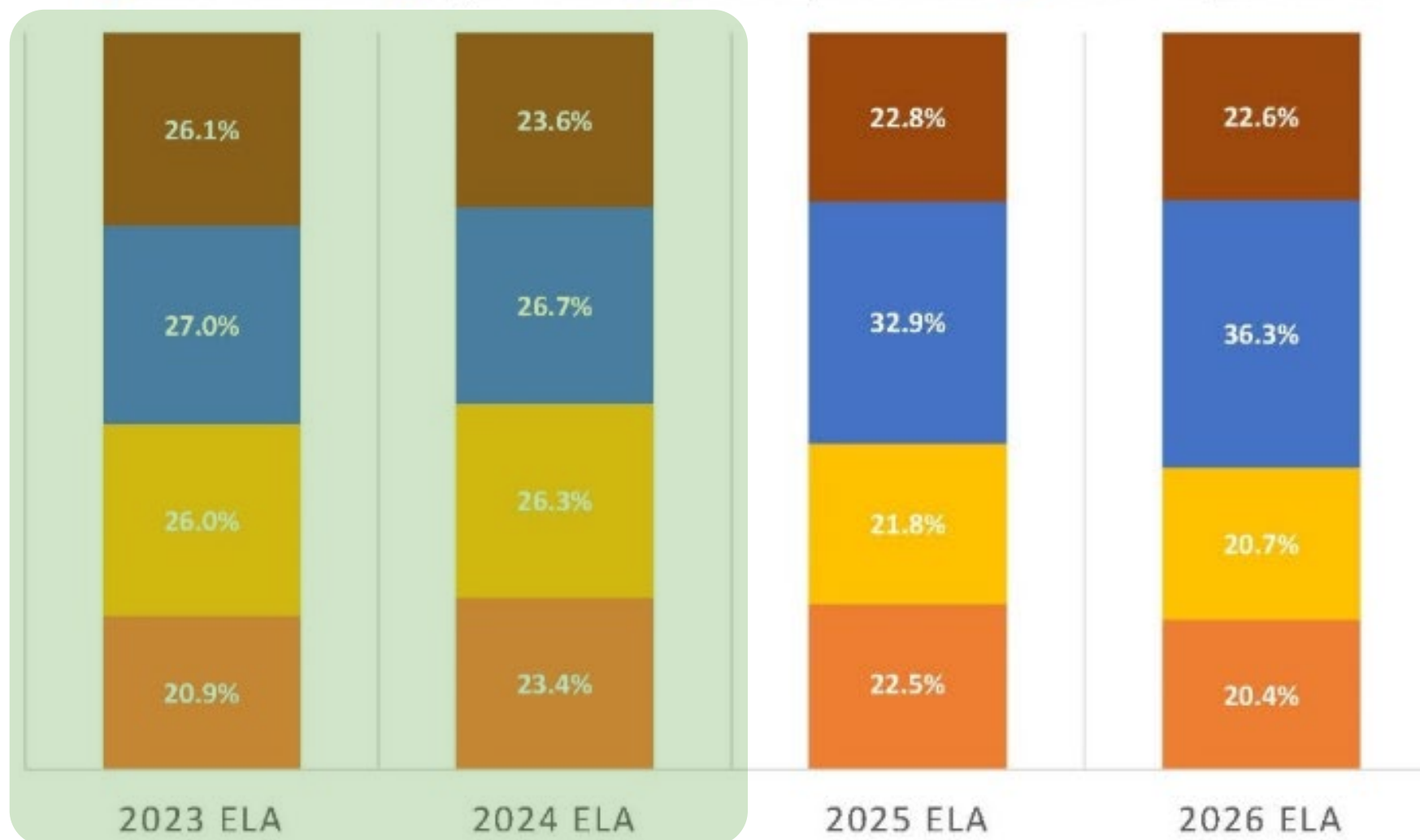


SC READY 3rd Grade ELA, SY 25-26

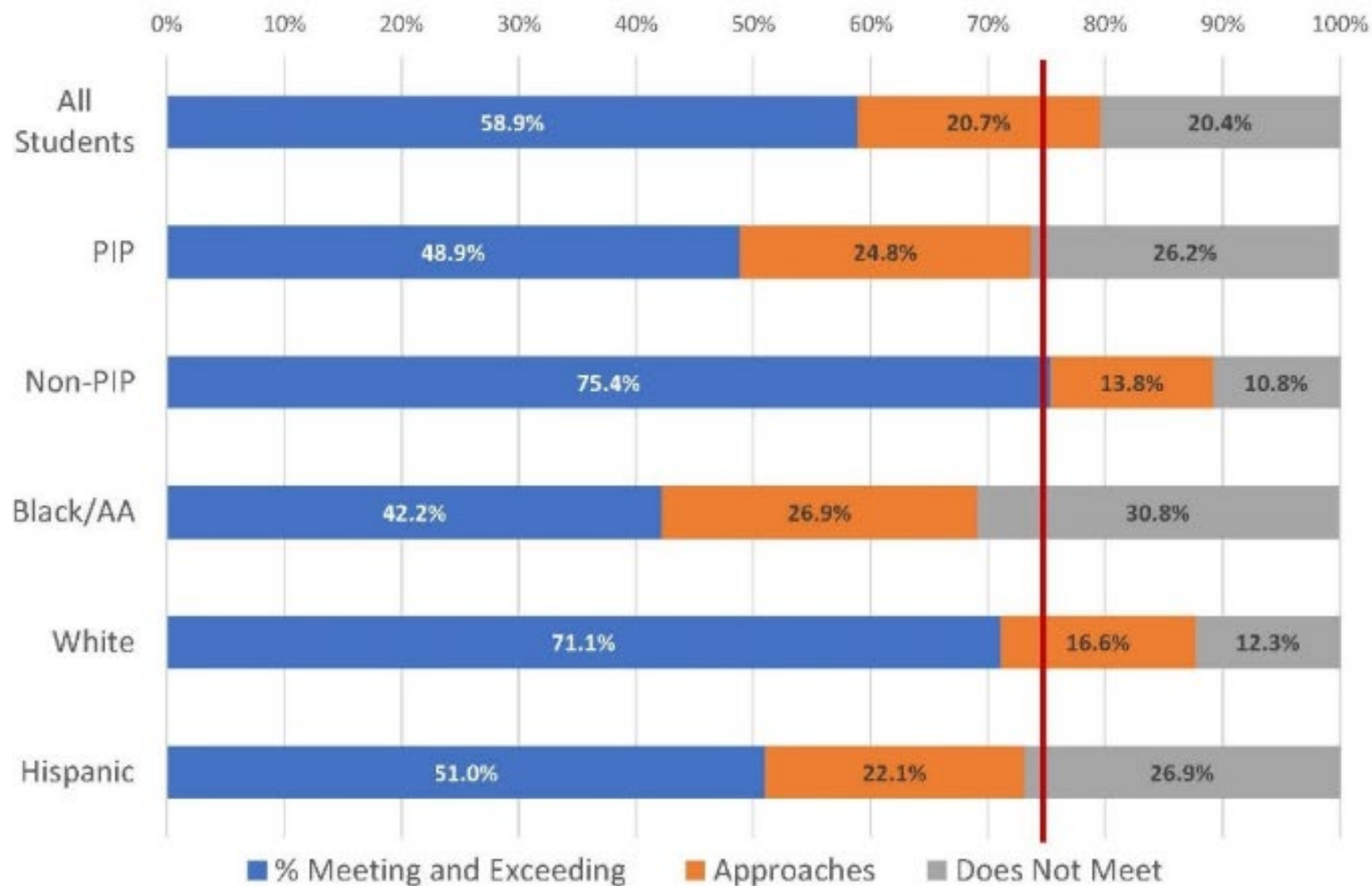


SC READY English Language Arts (ELA) Grade 8

Does Not Meet Approaches Meets Expectations Exceeds Expectations



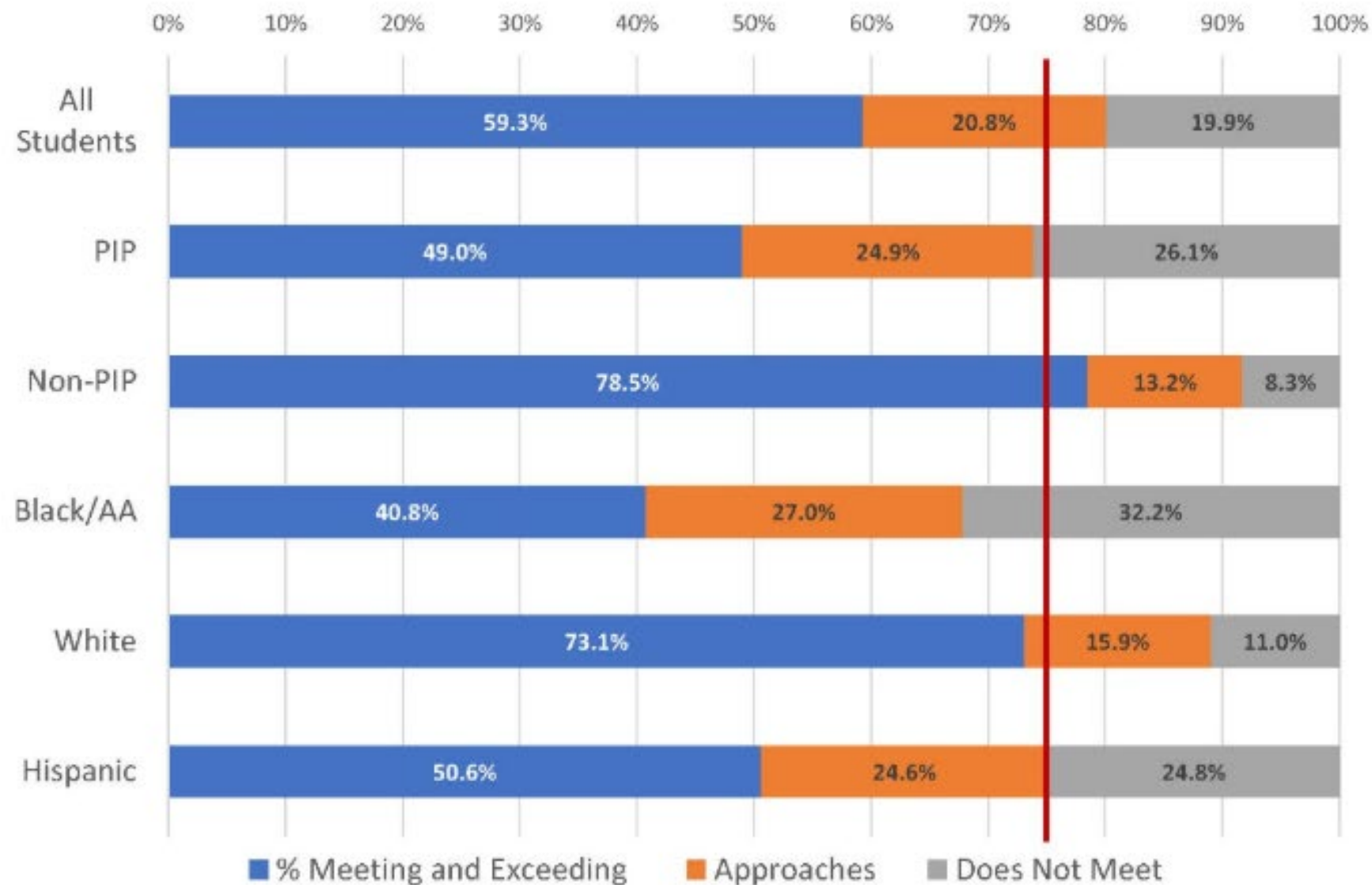
SC READY 8rd Grade ELA, SY 25-26



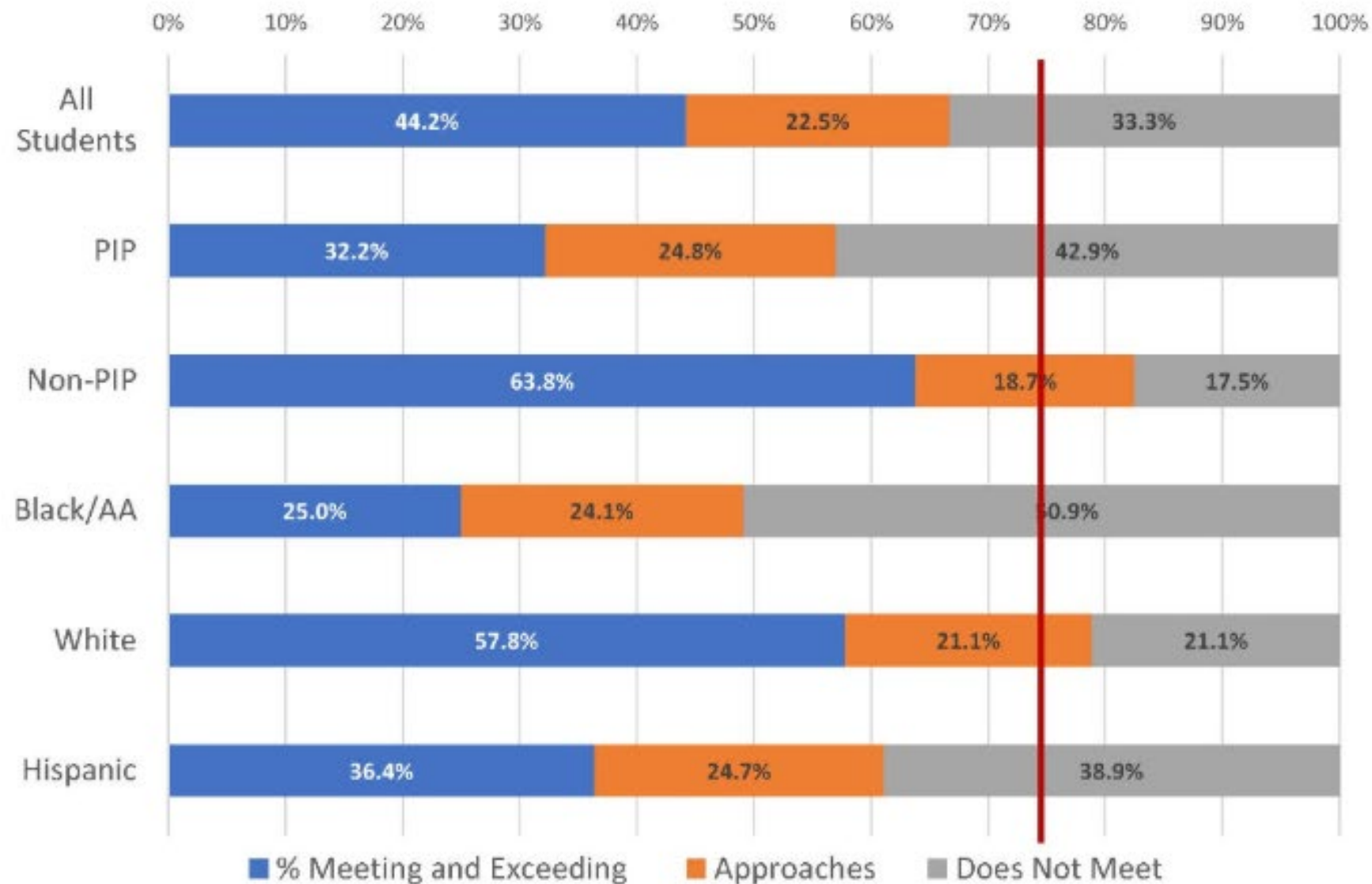
Mathematics Performance (Elementary and Middle Schools)

- SC READY Math results from 2026 cannot be directly compared with prior year scores because the assessment given last year measured different standards using a different scoring scale.

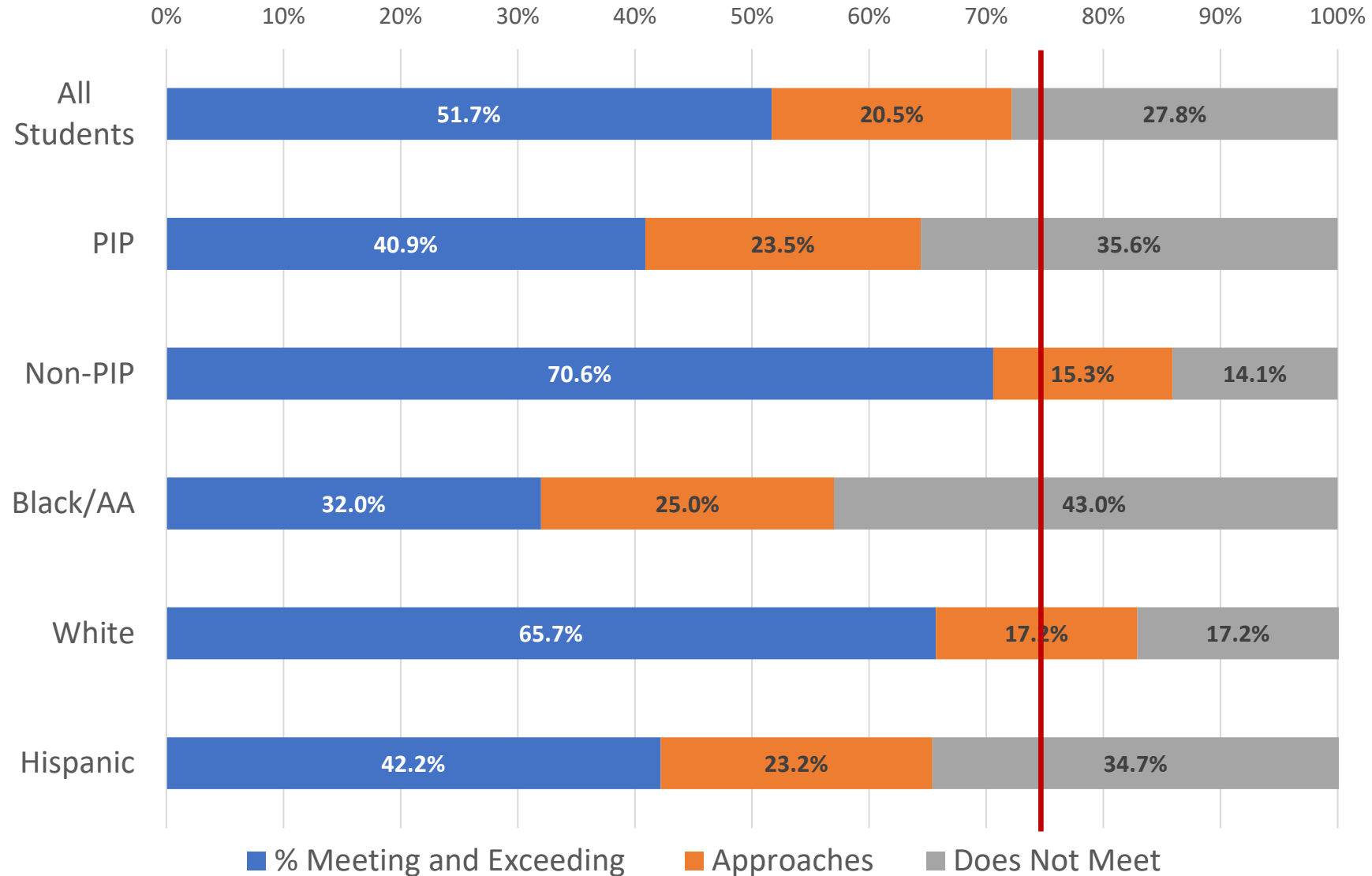
SC READY 3rd Grade Math, SY 25-26



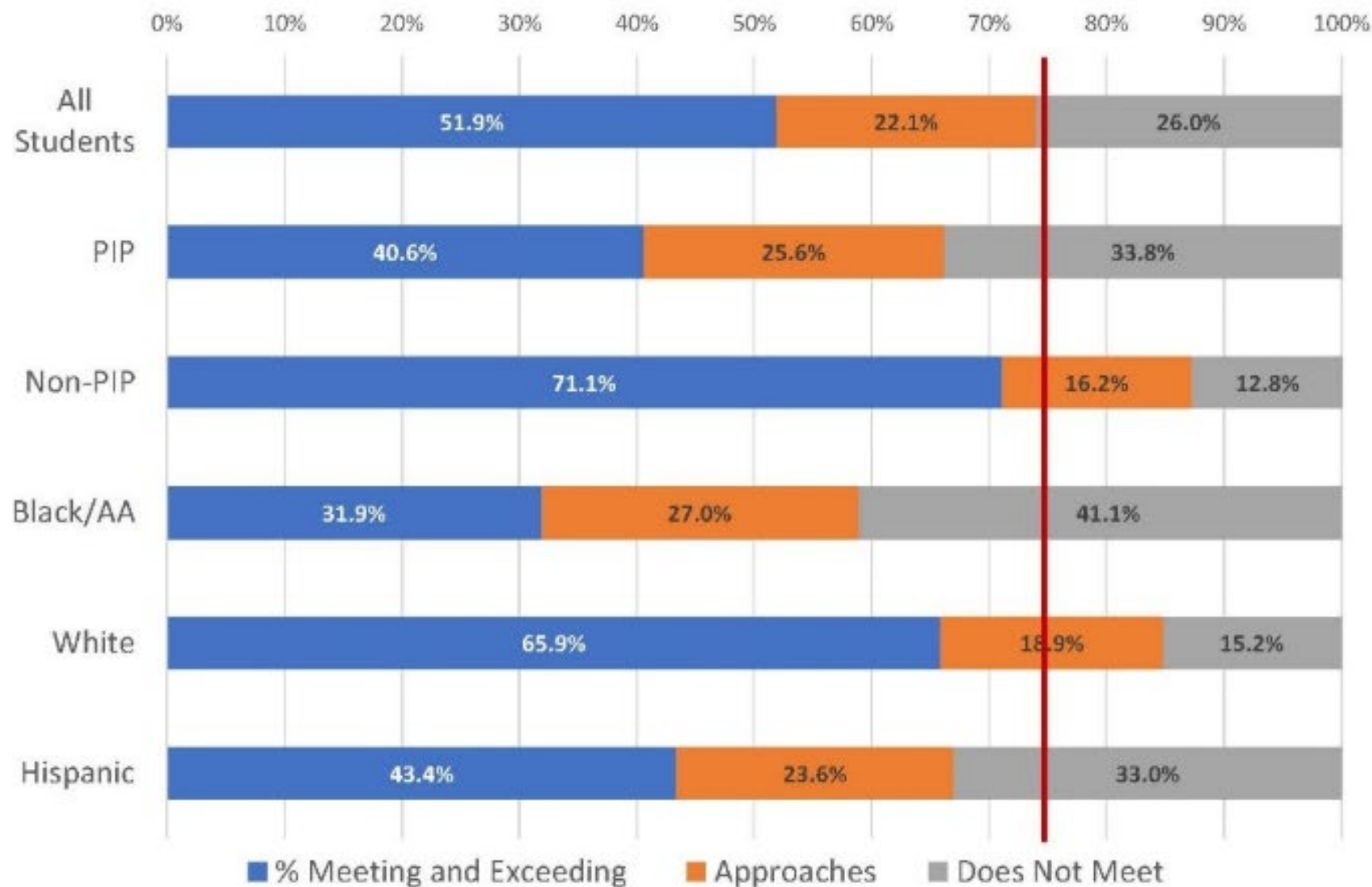
SC READY 8th Grade Math, SY 25-26



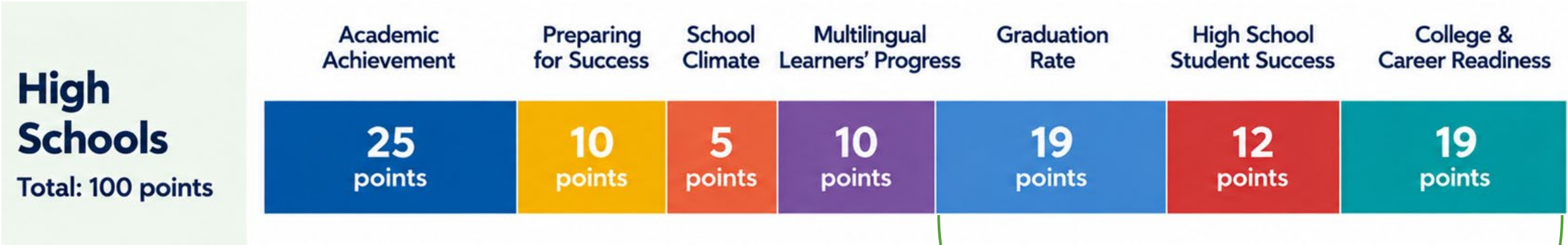
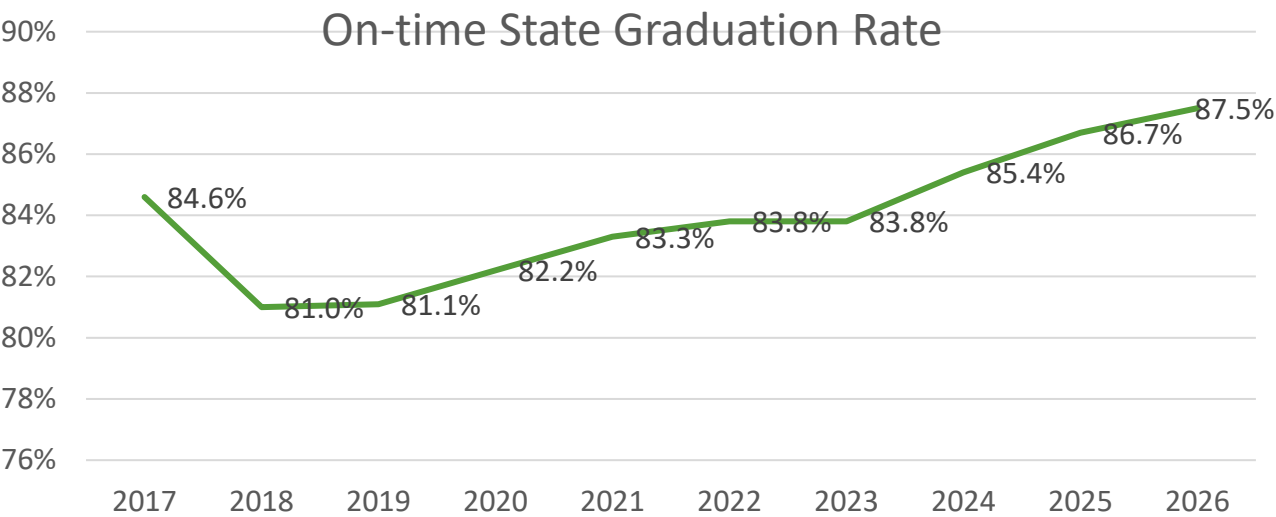
SC READY 4th Grade Science, SY 25-26



SC READY 6th Grade Science, SY 25-26

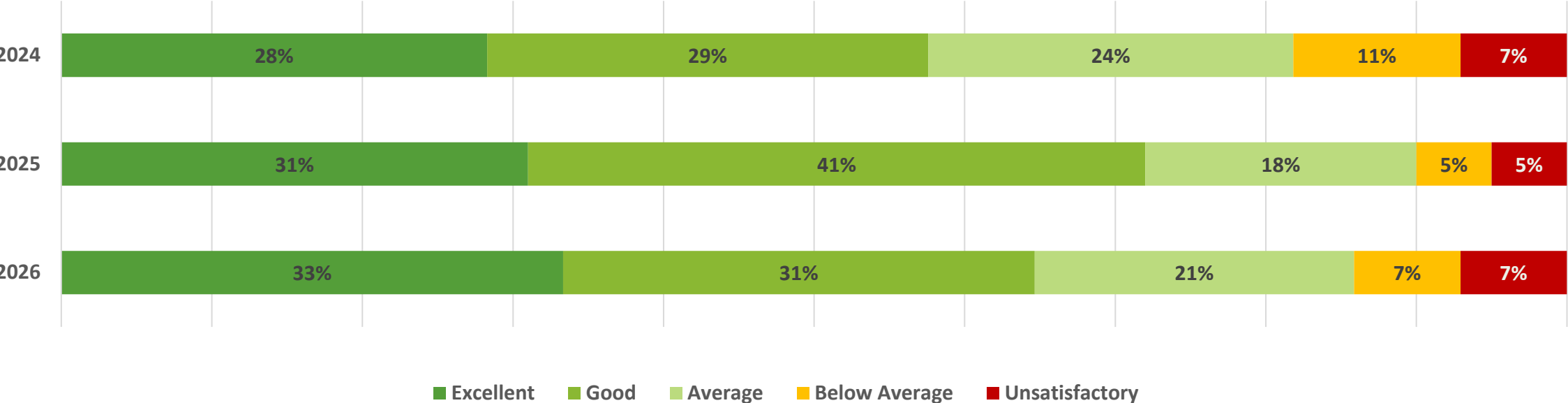


Available Rating Points by School Type

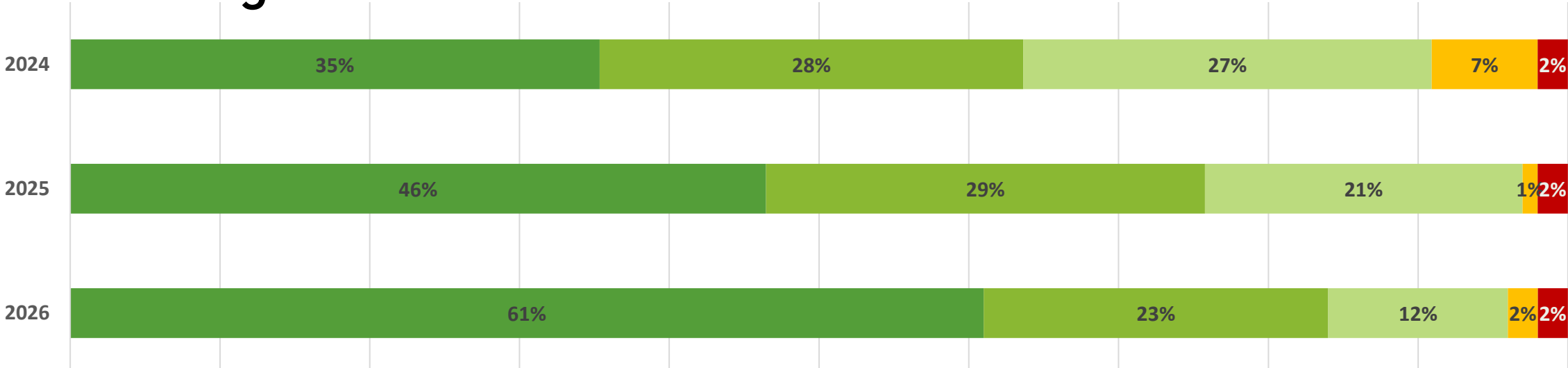


50 points from these three indicators

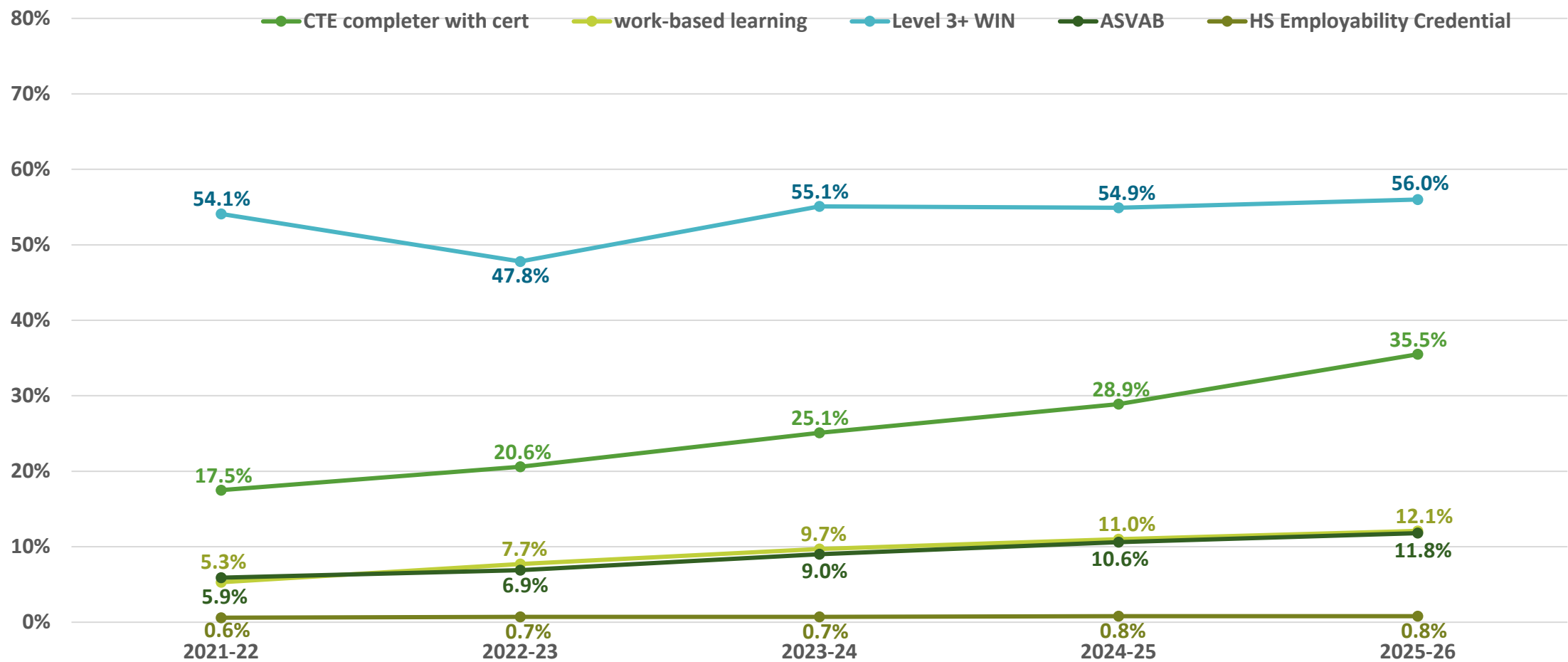
High School Student Success Ratings over time



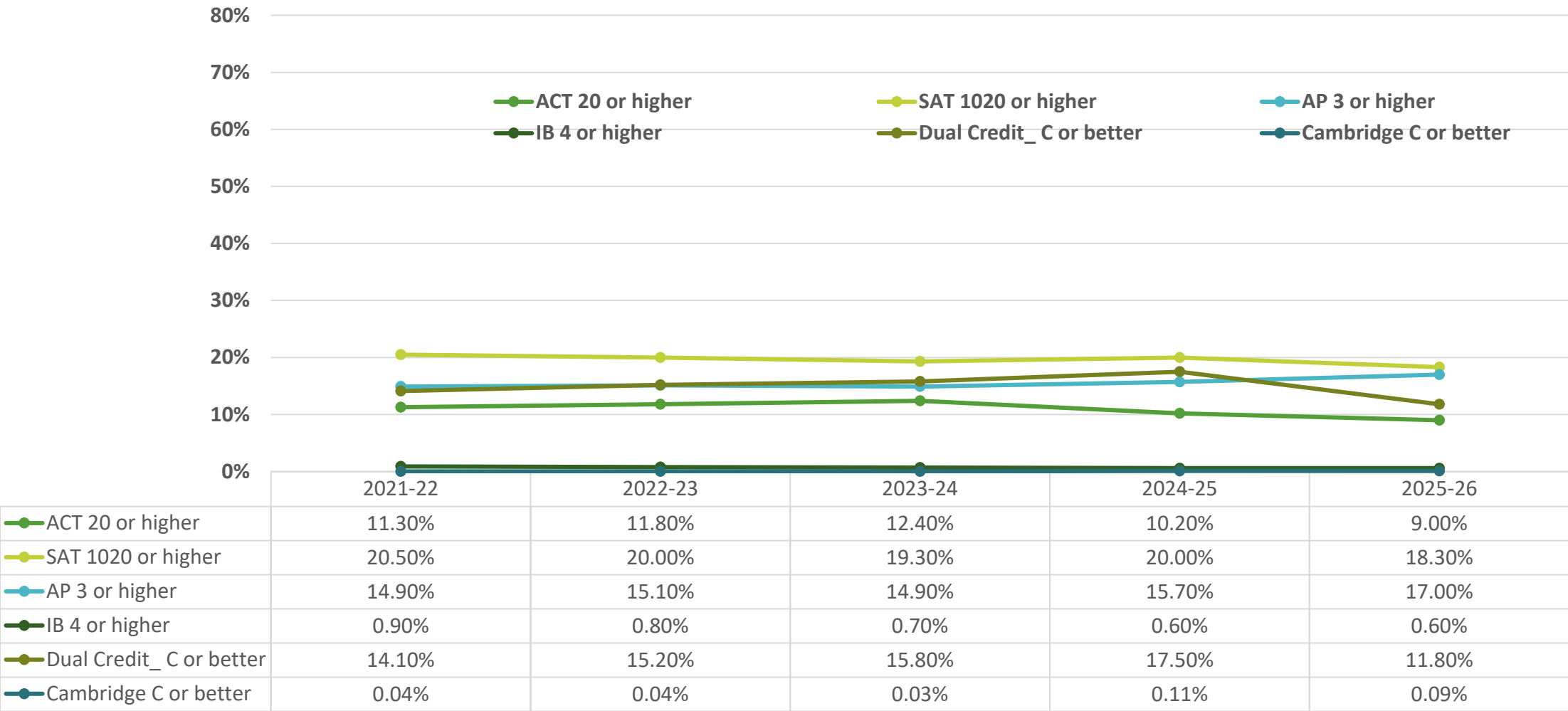
CCR Ratings over time



Career-Ready Detail



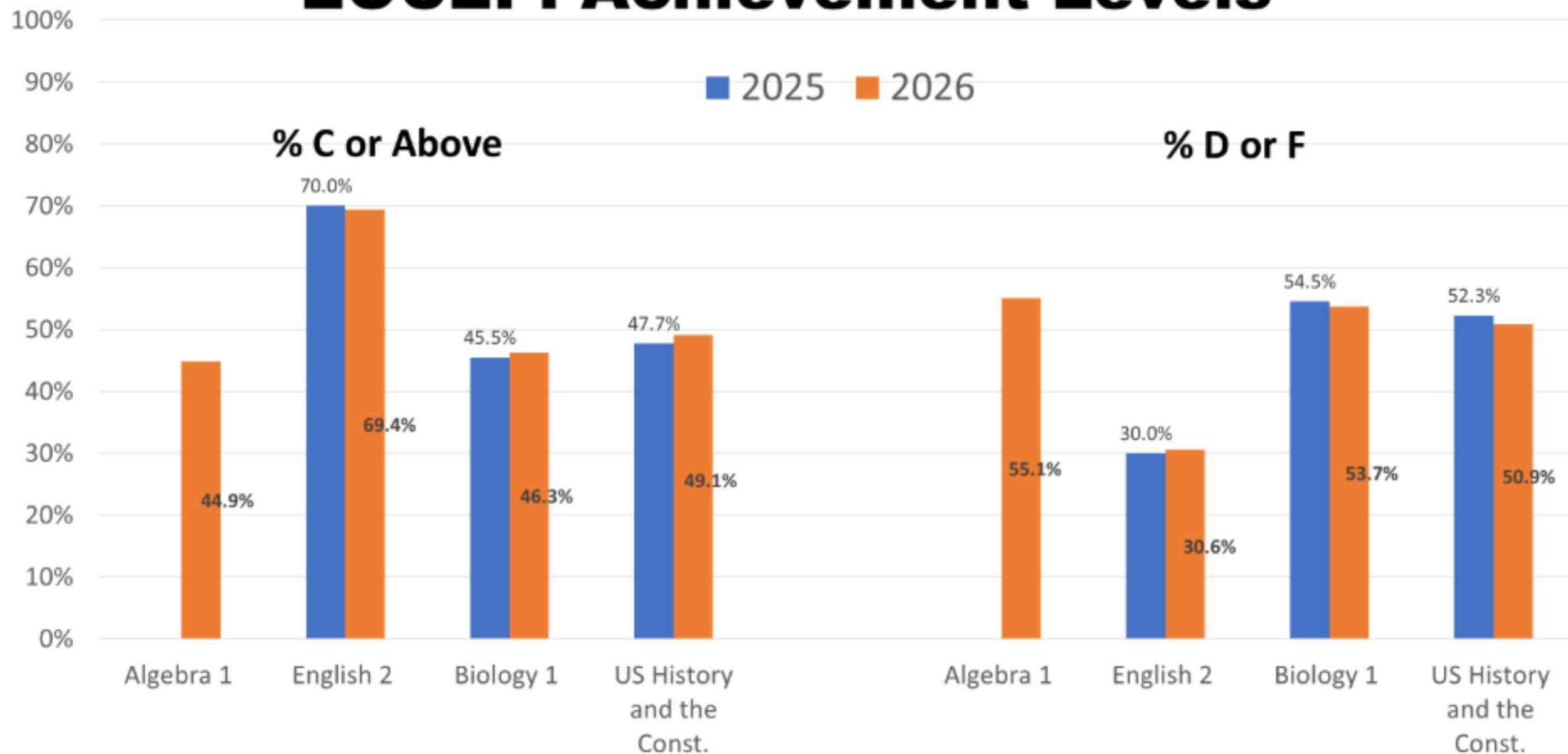
College-Ready Detail



End-of-Course Assessment Performance (High Schools)

- Although the Algebra 1 test did not change this year, the recommended course sequence for High School mathematics courses did change, such that students are expected to take Geometry with Statistics in their first year of High School followed by Algebra 1.
- This means that the sample of nearly 9,000 students who took the Algebra 1 exam this year (compared to more than 60,000 in previous years) primarily included students taking Algebra 1 later than expected (after a two-course sequence of Intermediate Algebra) or re-taking Algebra 1 after failing to earn credit for the course on their first attempt.
- Therefore, Algebra 1 results cannot be directly compared with the prior year.
- Performance on the other EOCs is relatively flat.

EOCEP: Achievement Levels



Key Takeaways

- Changes in assessments, scoring scales, performance expectations, or the composition of tested students can affect comparisons across years; therefore, messaging improvements should be put in proper context.
- Per the directive of the cyclical review in December 2025, the EOC is committed to beginning a standard setting process in Summer 2027 to answer two questions:
 1. What should schools be expected to achieve?
 2. What do actual school performance data tell us?

Accountability Manual as a Policy Reference

- State and federal law establish what the accountability system must do and authorize specific bodies to build it.
- The ESSA Plan, SBE regulations, and EOC actions are specific policy sources.
- The Accountability Manual is a policy reference that documents and applies policy but does not set it.

Important Note

This Accountability Manual and the resources provided for educators on our website (<https://eoc.sc.gov/educators>) are intended as reference tools to support the implementation of South Carolina's educational accountability system. The Accountability Manual offers detailed guidance that synthesizes relevant state and federal requirements but does not, in and of itself, establish policy.

While this manual aims to provide a comprehensive overview of current accountability policies, it may not be exhaustive. In the event of any discrepancy between this manual and applicable state or federal law, the law prevails. Nothing in this document should be interpreted in a way that contradicts legal requirements.

This manual is designed primarily for educators and school and district leaders. Additional resources for families and community members are available at <https://eoc.sc.gov/families> and <https://expectmoresc.com/>. If something in those resources for families and community members appears inconsistent with this manual or is not clear, please [email the EOC Communications Manager](#) to alert us to the issue. Please be specific to help us locate and correct the issue.

Also note that this manual is not meant to act as a comprehensive resource for how educational data and student information should be coded, maintained, processed, published, monitored, reviewed, and corrected using the [data](#) and [information systems](#) provided by South Carolina (including [GPS](#) tools and other components of the [Ed-Fi](#) ecosystem).

School and District personnel are also encouraged to be familiar with the resources available on this [SCDE Report Cards](#) webpage, including the [Professional Development Resources](#) page linked on it, for information regarding proper coding and data maintenance. This manual will provide links to appropriate supporting information whenever possible to support educators and school and district leaders in using these systems appropriately for continuous improvement through educational accountability.

The Education Oversight Committee reserves the right to amend, revise, or remove any content in this manual, in accordance with applicable law. To ensure you are referring to the most current version, please compare the cover page date with the latest update posted on our website.

Working Towards Tighter Alignment

- Two areas of misalignment between the Accountability Manual and the ESSA Plan were discovered and corrected:
 - Accountability Manual had **not** specified that students in the graduating cohort never enrolled in **USH&C** were included in **Preparing for Success** with zero points — **ESSA Plan** specified inclusion with zero points earned
 - *Note: Report Cards had been calculated in accordance with the ESSA Plan*
 - Accountability Manual stated that schools who fail to test **not less than 95% of all students** were given a **5-point penalty** and could **not** earn an **Excellent** rating — **ESSA Plan** specified a penalty of 10% of points earned
 - *Note: Report Cards had previously been calculated with a 5-point penalty*

Process Improvements

- Closer coordination of efforts and improved communication between EOC staff and SCDE staff (and between EOC/SCDE and the field) led directly to discovery and correction
- Both agencies have committed to detailed comparison of the ESSA Plan, the Accountability Manual, SBE regulations, and EOC actions to identify and correct any discrepancies
 - Part of the process for a necessary amendment to the ESSA Plan to be filed for already approved accountability changes for 2027

Action Item:

**Education Scholarship Trust
Fund (ESTF), School Year 2024-
25: A Formative Review of Data
Quality and Transparency**

Dr. Patty Tate, ASA Chair



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

Action Item:

Alternative Instructional Methods Study, School Year 2024-25

Dr. Patty Tate, ASA Chair



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

Action Item:

Psychometric Review of WIN Work-Ready Assessments

Dr. Patty Tate, ASA Chair

Action Item:

Annual Report of the SC Teacher Loan Program

April Allen

Adjournment

