Reporting Facts.
Measuring Change.
Promoting Progress.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

www.eoc.sc.gov

2023 ANNUAL REPORT

SC EDUCATION OVERSIGHT COMMITTEE

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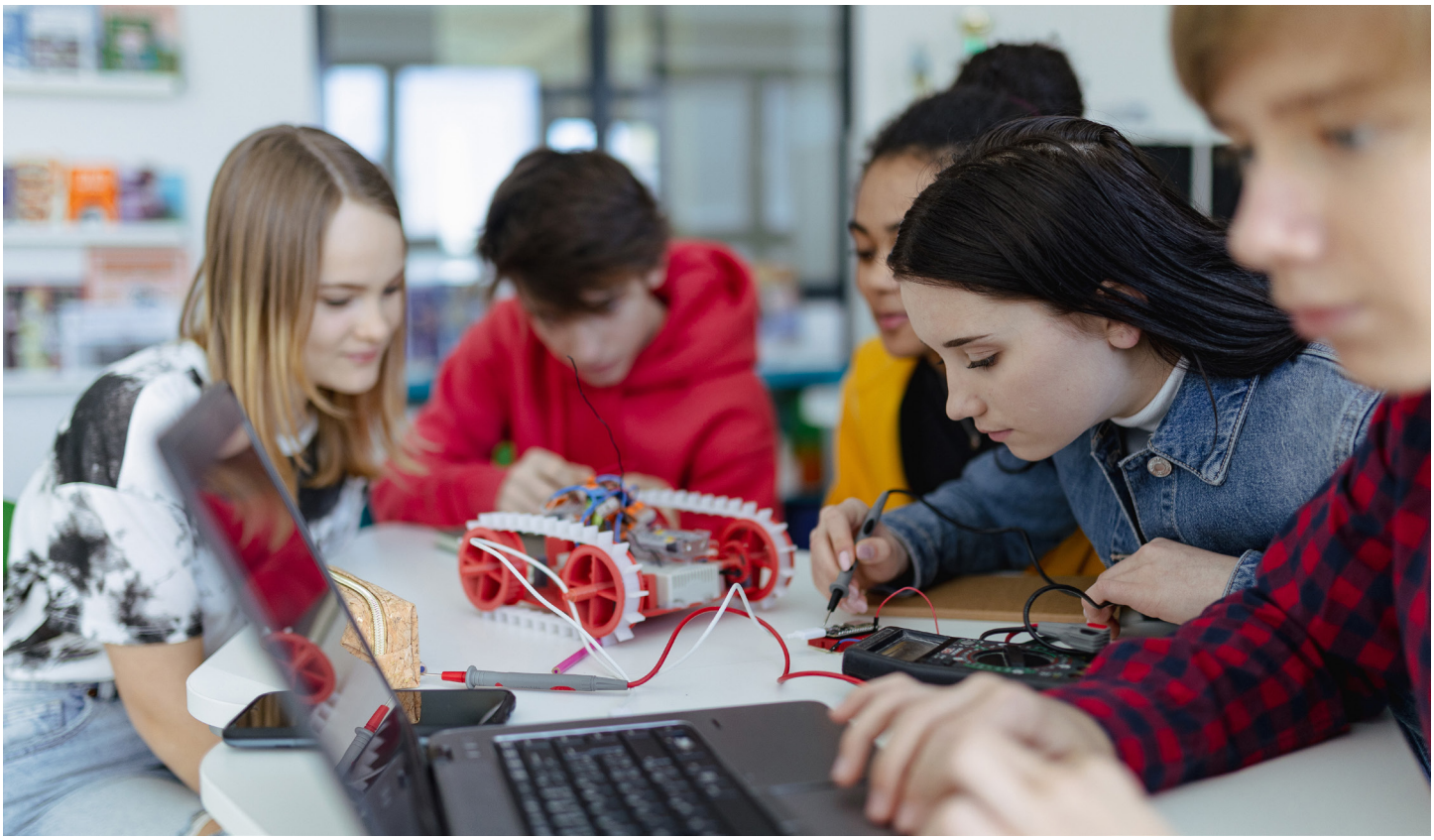
The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business people, and elected officials appointed by the Governor and General Assembly.

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.



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Dear Friend,

I am pleased to have the opportunity to lead the SC Education Oversight Committee (EOC) as its new chair; I was elected to lead the group this February. I commend the work of those who have come before me; many of them remain on the EOC today and serve as wonderful mentors.

Although the challenges we face today are great, I am optimistic that we are on the precipice of great things for SC students and education. This Annual Report focuses on three initiatives that showcase the extensive work of the EOC. First, the staff of the EOC is dedicated to the legislative charge it was given to produce an Education Data Dashboard, surfacing public data in a meaningful way to provide actionable insights for all stakeholder groups. When these dashboards are complete, we will all be able to answer questions to help us make more informed decisions on behalf of students.

Second, we cannot ignore the impact of the pandemic on student learning. There is still unfinished learning that we must help students and teachers recover from. No one can do it alone, but the EOC has tried to focus its recommendations on the areas of most critical need.

Finally, you will read about the new revisions made to the accountability system -- all three of which focus on providing earlier interventions to students. We must try our best to help young people who struggle sooner -- when there is time to help them succeed.

This annual report highlights some of the EOC projects that promote progress in South Carolina schools and provide policymakers, families, communities and educators with the information they need to make informed decisions. Each of the reports highlighted in this report are available in their entirety on the EOC website, as are those listed at the back of this report. I also thank the educators, legislators, and others who have helped us accomplish this work during the past year.

I want to thank all SC educators for their work and the positive impact they have on the lives of children. I also want to challenge the business community to help in this effort. Workforce development and education are inextricably linked. As we build up our workforce in South Carolina, we cannot forget that we must commit to strengthening the education pipeline that feeds it.

Best Regards,

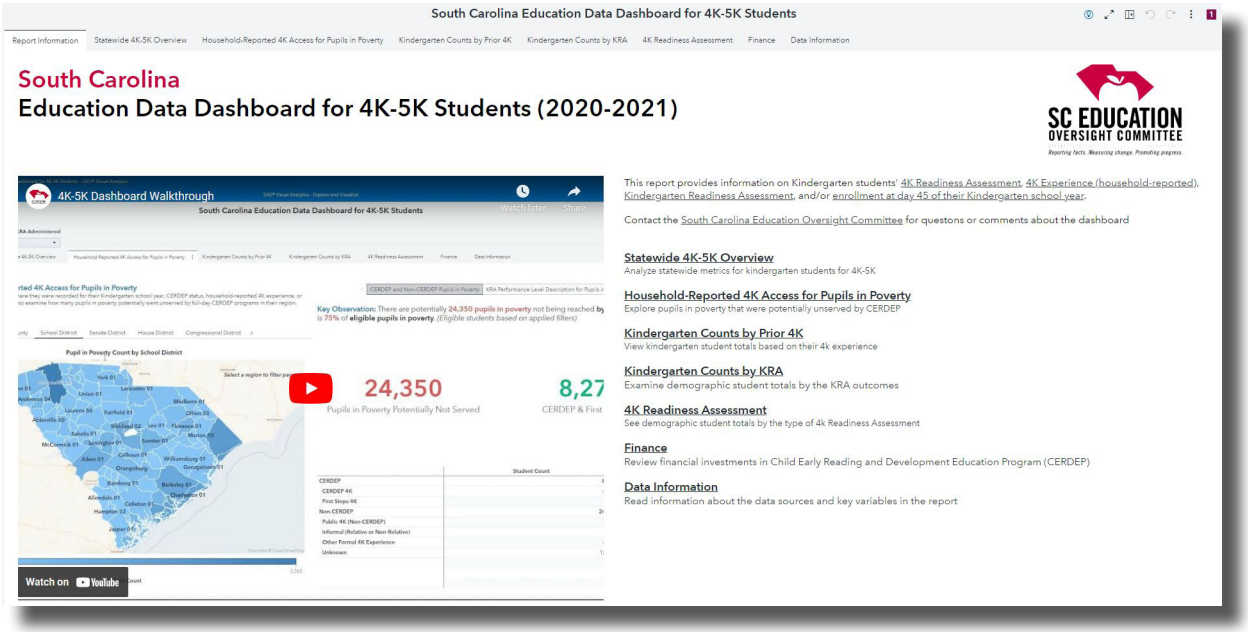
The Year in Review

Analyses, Updates, and Program Summaries from March 2022 to February 2023

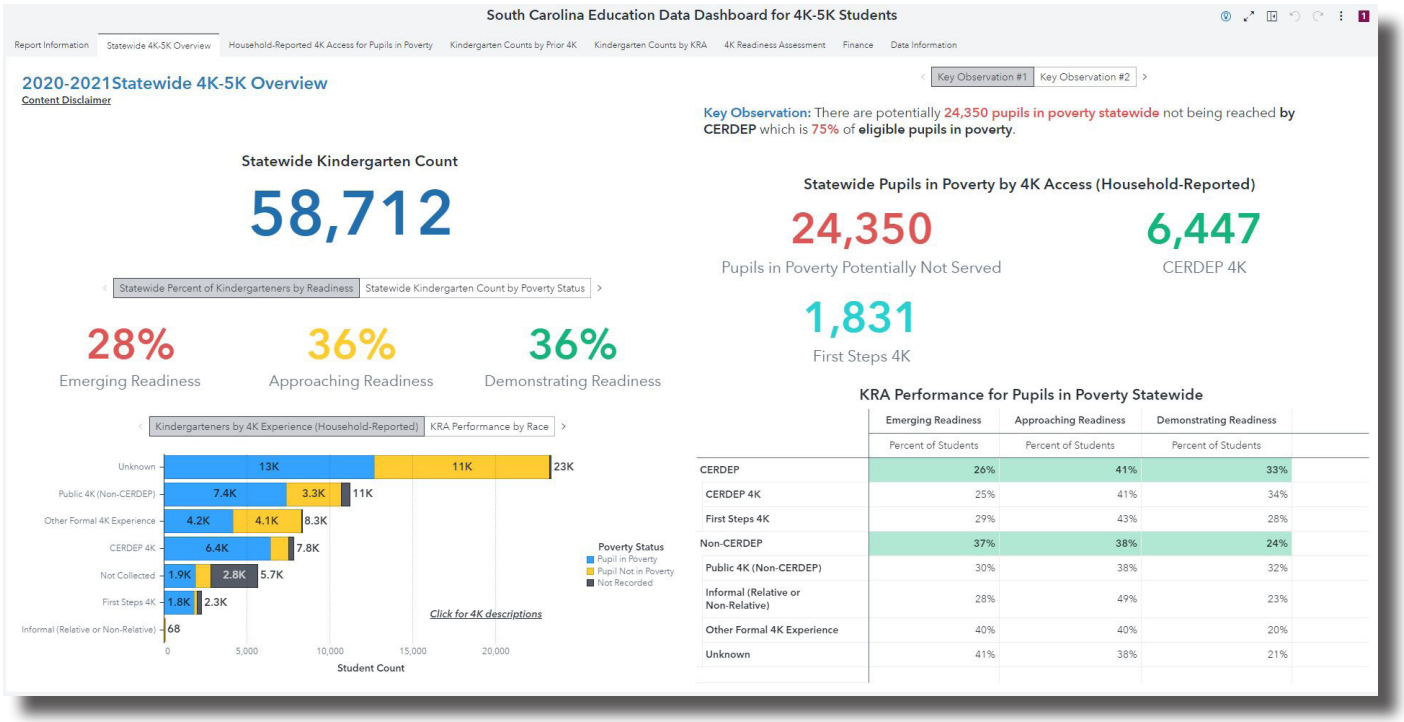
Reporting Facts
Education Data Dashboard

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.

In 2021-22, the EOC created a proof-of-concept for data visualization using report data from the Child Early Reading and Development Education Program (CERDEP) 4K Report. The dashboard, currently accessible at sceoc.info/DataDash, provides users with data that can be filtered by their area of interest or their specific question. For example, if a user wants to know specific information about the percentage of four-year-olds in poverty who aren't accessing 4K services, users to the site can find this information filtered by school district, Congressional district, or SC House/Senate District.



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 is currently creating public dashboards for the 4K/5K Report as well as the National Student Clearinghouse data. A Data Visualization Specialist and a Data Engineer joined the EOC staff in 2022, formalizing an in-house team that is working on creating data visualizations that will ultimately equip stakeholders to act for continuous improvement of school outcomes.



What insights will we gain?

Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?

The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?

Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

What schools have high rates of principal and teacher retention, and do those factors impact student achievement?

Who will benefit from an Education Data Dashboard?

Parents and families will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.
Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

District/school/classroom leaders will have access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.
Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.

Business/Community leaders will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

Policymakers will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.

To access the EOC's 4K/5K Dashboard: sceoc.info/DataDash

Measuring Change
2022 School Report Card Results

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

On October 17, 2022, the EOC and the SC Department of Education (SCDE) held a joint news conference at Prosperity-Rikard Elementary School in Newberry County to release the 2022 School Report Cards, the first cards to contain ratings since 2019. The Report Cards, available at www.screportcards.com, reflect data elements and student performance information from the 2021-22 school year.

Statewide, 20.6 percent of schools received an overall rating of *Excellent*, the highest rating in the state's education accountability system. Although SCDE and EOC officials celebrated the rebound of schools amid the challenges brought about by the pandemic, they stressed that there is much work ahead for all students to reach college- and career-readiness.

Number and Percentage of Schools Receiving Overall Ratings by School Year

Overall Rating	Elementary Schools		Middle Schools		High Schools	
	2019	2022	2019	2022	2019	2022
Excellent	124 (18.7%)	145 (21.8%)	67 (20.7%)	71 (21.4%)	59 (26.0%)	40 (16.7%)
Good	164 (24.7%)	144 (22.1%)	99 (30.7%)	76 (22.9%)	56 (24.7%)	48 (20.0%)
Average	226 (34.0%)	235 (35.3%)	121 (37.5%)	131 (39.5%)	63 (27.8%)	76 (31.7%)
Below Average	111 (16.7%)	100 (15.0%)	29 (9.0%)	43 (12.9%)	39 (7.2%)	53 (22.1%)
Unsatisfactory	39 (5.9%)	42 (6.3%)	7 (2.2%)	11 (3.3%)	10 (4.4%)	19 (7.9%)
Number of School Report Cards	664	666	323	332	227	240

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

“The children remain our inspiration and north star in this work – we believe in their potential, and we want every child to have the opportunity to succeed. Preparing students to meet college- and career-readiness standards should not just be an aspirational goal but a promise delivered to each and every student no matter their circumstances.

- Matthew Ferguson,EOC
Executive Director, 2020-22
2022 School Report Card News Conference

What was new for the 2022 Report Cards?

The School Report Cards, which are based on South Carolina's education accountability system, 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.

- For the first time in 2022, schools received a rating for School Climate. The measure uses results from the Teacher and Student Climate surveys to measure perceptions of safety, working conditions, and the social-physical environment.
- The Added Value Growth, a student-centered measure, will be included in future accountability systems. The measure, the first of its kind nationally, will focus on rewarding growth that leads to grade-level proficiency and preparedness for college and careers.

More information and downloadable resources: https://www.eoc.sc.gov/news/2022-10/2022-report-cards

Promoting Progress
Revisions to Accountability System

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.

- The release of student achievement scores in 2022 showed a return to pre-pandemic levels in English Language Arts (ELA). Forty seventy percent of students in grades 3-8 scored *Meets* or *Exceeds* on the SC READY, compared to 46 percent in 2019. While the return to these levels was encouraging, EOC members were quick to note that pre-pandemic education attainment was not worthy of celebration. In 2022, over 53% of students in grades 3-8 scored at the *Does Not Meet* level in ELA.
- In Math, the data is not encouraging. Thirty-three percent of students in grades 3-8 scored at the *Does Not Meet* level in mathematics, suggesting that these students are two grade levels behind in mathematics. Only 39 percent of students scored *Meets Expectations* or *Exceeds Expectations*, compared to 45 percent of students in 2019.

"Student academic performance – particularly the declines we have seen in math performance – remained the primary focus of the subcommittee as it established priorities. We are fortunate to now have state resources to devote to helping students recover the lost learning that the pandemic brought about. That should be our first priority."

--Dr. Bob Couch, chair of the subcommittee that brought forth EIA recommendations to the EOC and principal of Anderson Institute of Technology, an upstate Career Center.

Summaries of Changes to Accountability Measures

Added-Value Growth

In 2022, the EOC adopted an Added-Value Growth model to replace the current norm-referenced growth model for the Student Progress Indicators in the SC Accountability System (impacts elementary and middle schools). It will be reported on the 2023 Report Cards and used in scoring beginning with the 2024 School Report Cards.

The Added-Value Growth Model has exciting implications for applications which support classroom instruction and instructional interventions at the school and district level. The model is appropriate for an accountability system that promotes continuous improvement and supports improved outcomes for all students.

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

1. Produces a specific, individualized growth target for each student based on that student's prior achievement.
2. Produces growth targets that, if met, would move all students toward proficiency and either maintain or improve all students' prior achievement levels.
3. Produces targets that can be understood by, calculated by, and communicated to all stakeholders.
4. 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.
5. 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.
6. Supports a scoring system that can be understood by and projected by school and district leaders.
7. Produces school scores that are as uncorrelated as possible with the proportion of pupils in poverty served by the school.
8. Produces scores that are minimally correlated with Academic Achievement scores.

On-Track to Graduate Measure for High Schools

Beginning in 2023-24, the on-track measure will focus on the number/percentage of 9th grade students with six or more credit hours – to include both a mathematics and an English credit. Subsequent years will integrate 10th grade on-track and 11th grade measures, assigning points to the percentage of students meeting specific milestones in each grade level.

Much of the work on the on-track indicator was developed in the late 1990s by researchers at the University of Chicago Consortium on Chicago School Research (UChicago CCSR). The indicator provides a simple quantitative measure of whether 9th graders are making adequate progress to graduation based on credit completion and course failures.

Students who end their 9th grade year on-track are almost 4 times more likely to graduate from high school than those who are off-track. A student's on-track status is more predictive of high school graduation than race/ethnicity, level of poverty, or test scores. The "moment-in-time" indicator also captures a key developmental transition that students go through with a quantative measure that can be easily calculated, monitored, and acted upon. It is an outcome that can be improved upon with targeted school-based strategies.

Five-Year Student Success Measure for High Schools

- Proportion of students achieving a successful outcome (including earning a GED) within five years of starting high school
- This is an School Quality/Student Success indicator which freezes the graduation cohort file so that 5-year outcomes can only improve from 4-year scores, and
- Includes successful student outcomes within five years of starting HS (including GED & HS Employability Credential)
- Report on 2023 Report Cards
- Score on 2024 Report Cards

More information and downloadable resources:

https://www.eoc.sc.gov or https://sceoc.info/youtube

Standards Review

This year, the EOC finalized their approval of the SC College- and Career-Ready English Language Arts (ELA) Standards, a process which began in 2020. The State Board of Education approved the new standards in January 2023.

The revised mathematics College- and Career-Ready Standards are expected to come before the EOC in Fall 2023, following the initial review which took place in December 2021.

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 2020-21.

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

Parent Survey Report

As part of an annual directive, the EOC prepared a report on the Parent Climate Survey for 2020-21 and 2021-22 school years. The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools.

For more information: https://tinyurl.com/4nxs3pb5

Report on Alternative Instructional Methods

In December 2022, Dr. Lee D'Andrea presented Part I of this report, focusing on the landscape of alternative instructional methods. Overall, districts invested significant time and preparation to provide virtual programs in 2022-2023. The effectiveness and the efficiency of these virtual programs (with all the supports needed), operating in every school district side-by-side with brick-and-mortar schools, may or may not yield a significant return on investment. The examination and evaluation will continue with student achievement data in summer 2023. This data will help develop future frameworks and guidelines to better support all students.

For more information: https://tinyurl.com/mr3bn9tn

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 2020-21 school year.

For more information: https://tinyurl.com/727hxt3j

EOC FY 2023-24 EIA Budget Recommendations

As required by state law, the EOC approved budget and proviso recommendations in December 2022 for Fiscal Year 2023-24. These recommendations focus on the revenues generated by the one-cent sales tax, the Education Improvement Act. The committee's recommendations are dedicated to improving educational opportunities and outcomes for students and to supporting the teaching profession. The recommendations were forwarded to the Governor and General Assembly for their consideration.

For more information: https://www.eoc.sc.gov/news/2022-12/eoc-issues-budget-recommendations-0

Teacher Loan Program Report, Annual Report for FY 2020-21

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://tinyurl.com/yc2pv4tb

National Student Clearinghouse

Throughout 2021 and 2022, EOC staff provided SC high school leaders with reports from the National Student Clearinghouse. These reports provided data on enrollment, persistence, and completion of high school gradates from SC beginning in 2014. The data will continually be provided to schools annually.

For more information: https://tinyurl.com/2s47z5z8

Expectmoresc.com Website

The EOC staff updated this existing site in 2022, consolidating information for parents and families in one website. Family-friendly guides to the standards are now included on this site, along with other resources and materials designed for the general public to use.

For more information: https://expectmoresc.com/

Members
(current 2/20/2023)

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Brian Newsome, Lexington, Vice Chair

Rep. Terry Alexander, Florence

Melanie Barton, Columbia

Russell Booker, Spartanburg

Rep. Neal Collins, Easley

Bob Couch, Anderson

Rep. Raye Felder, Fort Mill

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Sidney Locke, Camden

Sen. Dwight Loftis, Greenville

Neil Robinson, Jr., Charleston

Patti 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.

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