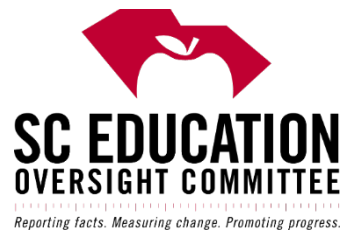


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# SC Education Oversight Committee Meeting

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*



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PLTW

UN

# 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



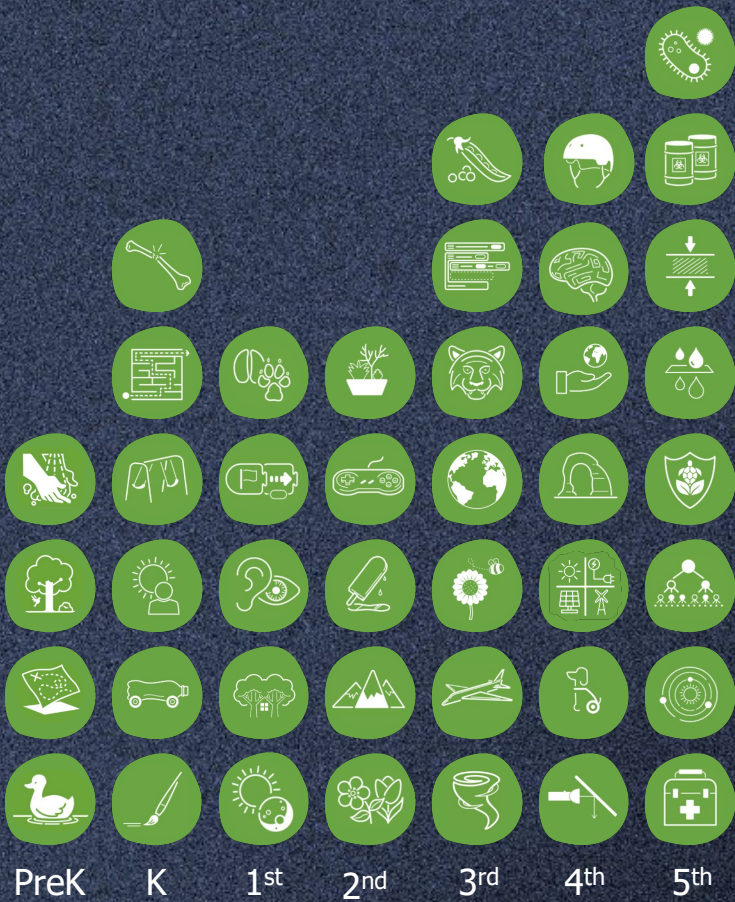
Real-World  
Experience



Professional  
Development



# PLTW CURRICULUM



**PLTW LAUNCH**

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

**PLTW GATEWAY**

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



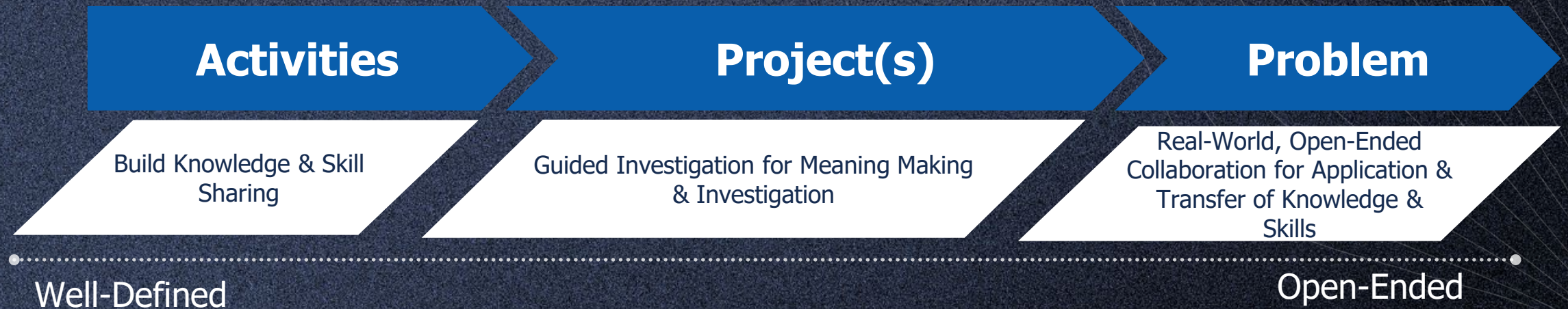
## Real-World Experience

- 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)



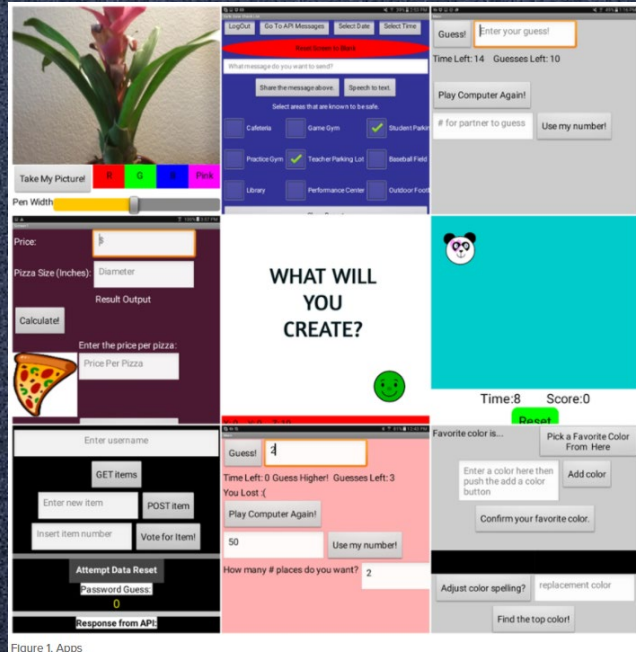
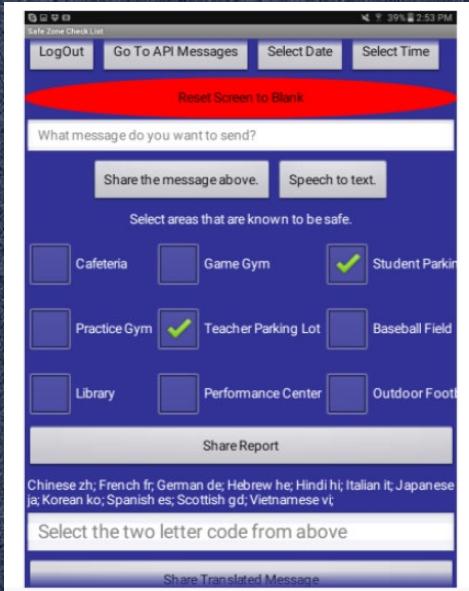
## Through the APB Approach Students Learn:

- *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



```

when GetURL . GotText
do
  set ApiResponseValue . Text to get responseContent

when PostStringButton . Click
do
  set PostURL . Uri to join get global GlobalAPI
  " ?text= "
  PostStringInput . Text
  set ApiResponseValue . Text to " Posting new item..."
  call PostURL . PostText
  text " unused text within post request "
  set PostStringInput . Text to " "
  
```

## Activities



**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)



**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




**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 LAUNCH

🕒 ~12-14 hours / module  
💰 \$950 / year

 Life Science:  
Living and  
Nonliving Things

 Healthy Habits

 Matter: Floating  
and Sinking


 Spatial Sense  
and Coding

 Structure and  
Function: Human  
Body

 Animals and  
Algorithms

 Pushes and Pulls

 Sunlight and  
Weather

 Living Things:  
Needs and  
Impacts


 Structure and  
Function:  
Exploring Design

 Animal  
Adaptations

 Animated  
Storytelling

 Light and Sound

 Designs Inspired  
by Nature


 Light: Observing  
Sun, Moon, Stars

 Living Things:  
Diversity of Life


 Grids and Games


 Materials Science:  
Properties of  
Matter

 Changing Earth

 Materials Science:  
Form and  
Function

 Variation of Traits

 Programming  
Patterns

 Stability and  
Motion: Forces  
and Interactions


 Environmental  
Changes

 Life Cycles and  
Survival

 Stability and  
Motion: Science  
of Flight

 Weather Factors  
and Hazards


 Input/Output:  
Computer  
Systems

 Input/Output:  
Human Brain

 Earth: Human  
Impact and  
Natural Disasters

 Earth: Past,  
Present, and  
Future


 Energy:  
Exploration

 Organisms:  
Structure and  
Function

 Waves and  
Properties of Light


 Infection:  
Detection

 Robotics and  
Automation

 Matter: Properties  
and Reactions

 Earth's Water and  
Interconnected  
Systems

 Ecosystems: Flow  
of Matter and  
Energy

 Infection:  
Modeling and  
Simulation

 Patterns in the  
Universe

 Robotics and  
Automation:  
Challenge

PreK

K

1st

2nd

3rd


4th


5th






# PLTW GATEWAY


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





Flight and Space 





Design and Modeling  






Medical Detectives 






CS for Innovators and Makers 





Automation and Robotics  




App creators  




Energy and the Environment 





Science of Technology 





Green Architecture 



Magic of Electrons 

 Biomedical Science Pathway

 Computer Science Pathway

 Engineering Pathway



PLTW  
**ENGINEERING (ENG)**

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

**COURSES**

**EES** Engineering Essentials

**IED** Introduction to Engineering Design

**POE** Principles of Engineering

**AE** Aerospace Engineering

**CEA** Civil Engineering and Architecture

**CIM** Computer Integrated Manufacturing

**CSP** Computer Science Principles

**EDD** Engineering Design and Development

**DE** Digital Electronics


**ES** Environmental Sustainability





PLTW  
**BIOMEDICAL  
 SCIENCE (BMS)**


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

**COURSES**

  
**PBS** Principles of Biomedical Science

  
**HBS** Human Body Systems

  
**MI** Medical Interventions

  
**BI** Biomedical Innovation





PLTW  
**COMPUTER  
SCIENCE (CS)**

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

## COURSES



**CSE**

Computer  
Science  
Essentials



**Cyber**

Cybersecurity



**CSP**

Computer  
Science  
Principles



**CSA**

Computer  
Science A







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.



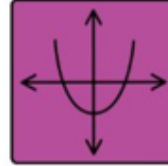
# Bridging Theory to Reality



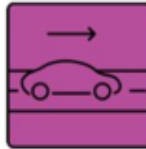
Word Problem



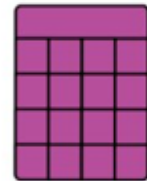
Chart



Graph



Picture



Table

$$y=x^2+9$$

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

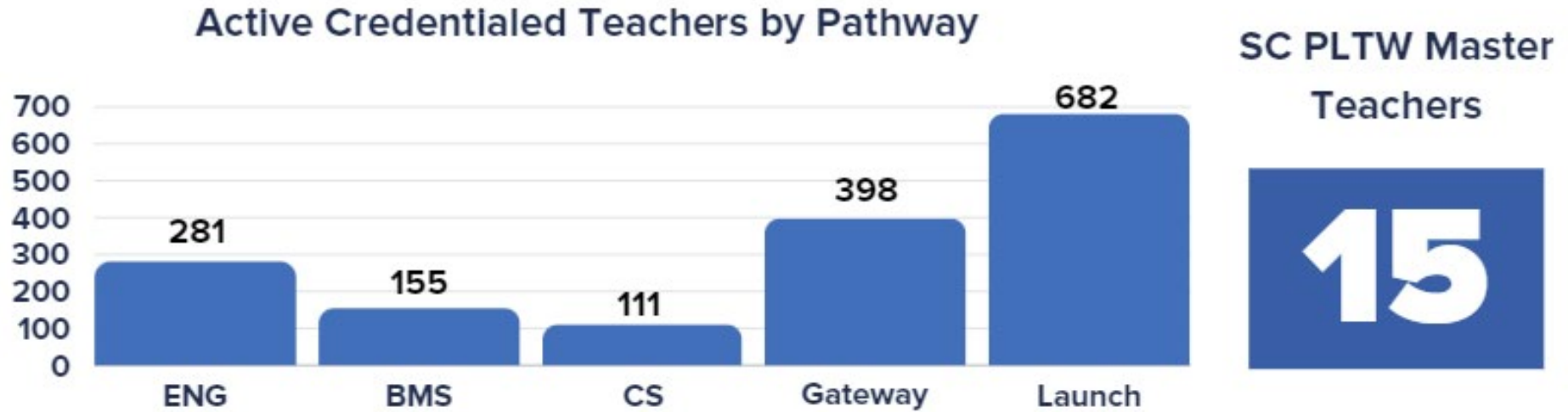
	<b>137</b>	Launch (TK-5)
	<b>190</b>	Gateway (6-8)
	<b>124</b>	Engineering (9-12)
	<b>72</b>	Biomedical Science (9-12)
	<b>45</b>	Computer Science (9-12)

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.”

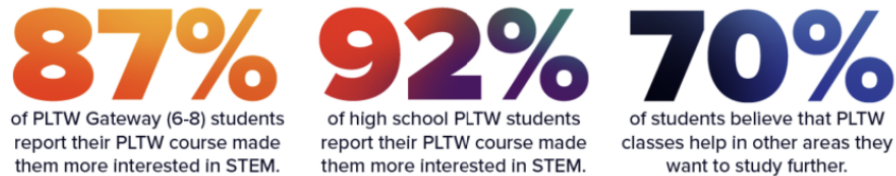
**Becky Howell, PLTW Biomedical Science Master Teacher**  
Lexington Richland School District No 5 | Columbia, South Carolina



# 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.



## Partnerships & Grants

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



### SC PLTW Partners

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

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



"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**



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

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



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# Historical Background – The Journey

Dr. Lee D'Andrea



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# 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**



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# 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**



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# 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



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OVERSIGHT COMMITTEE**

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

*Dr. Patty Tate*



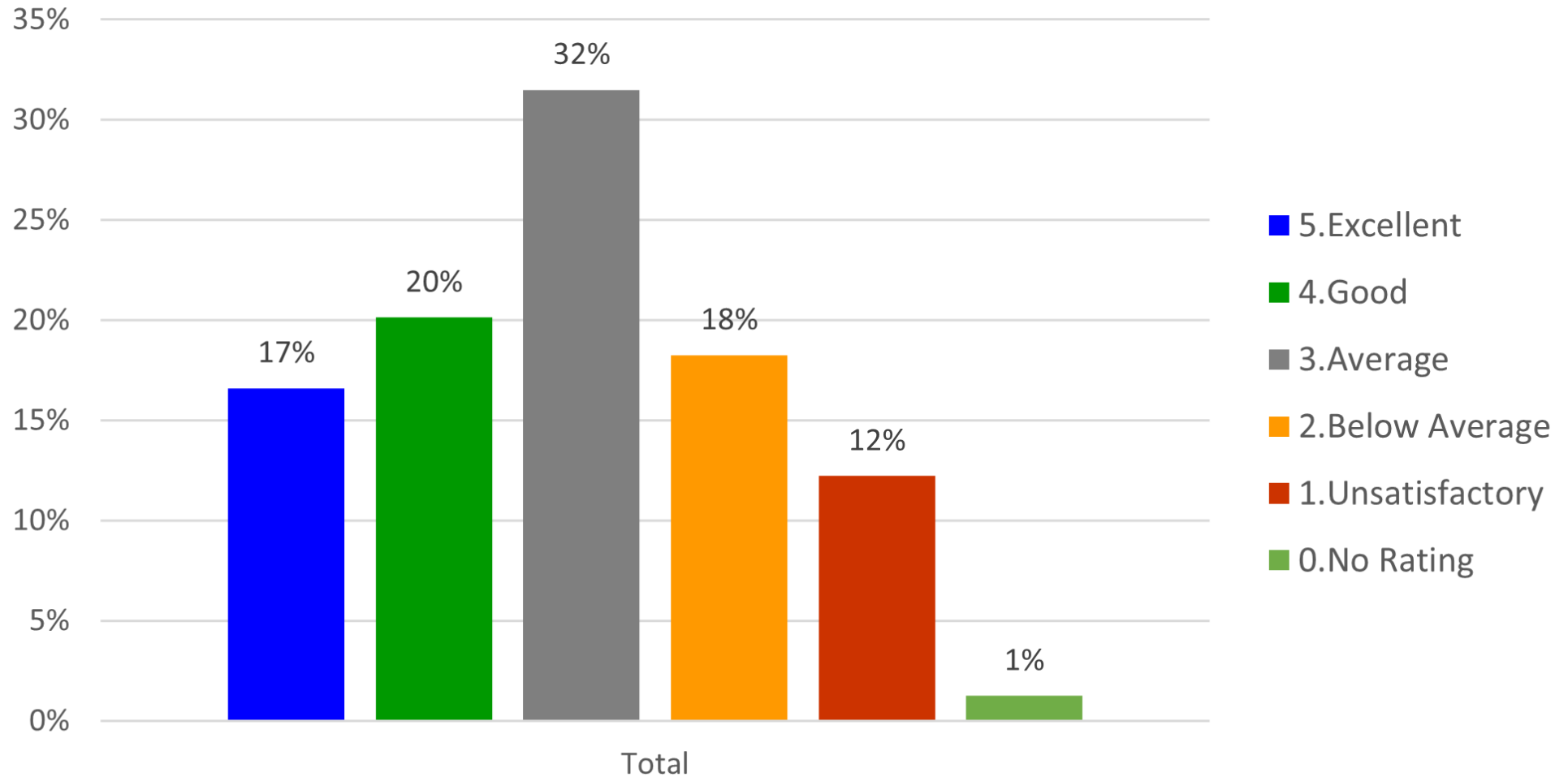
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# Current Guidelines for School Climate Survey

- 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

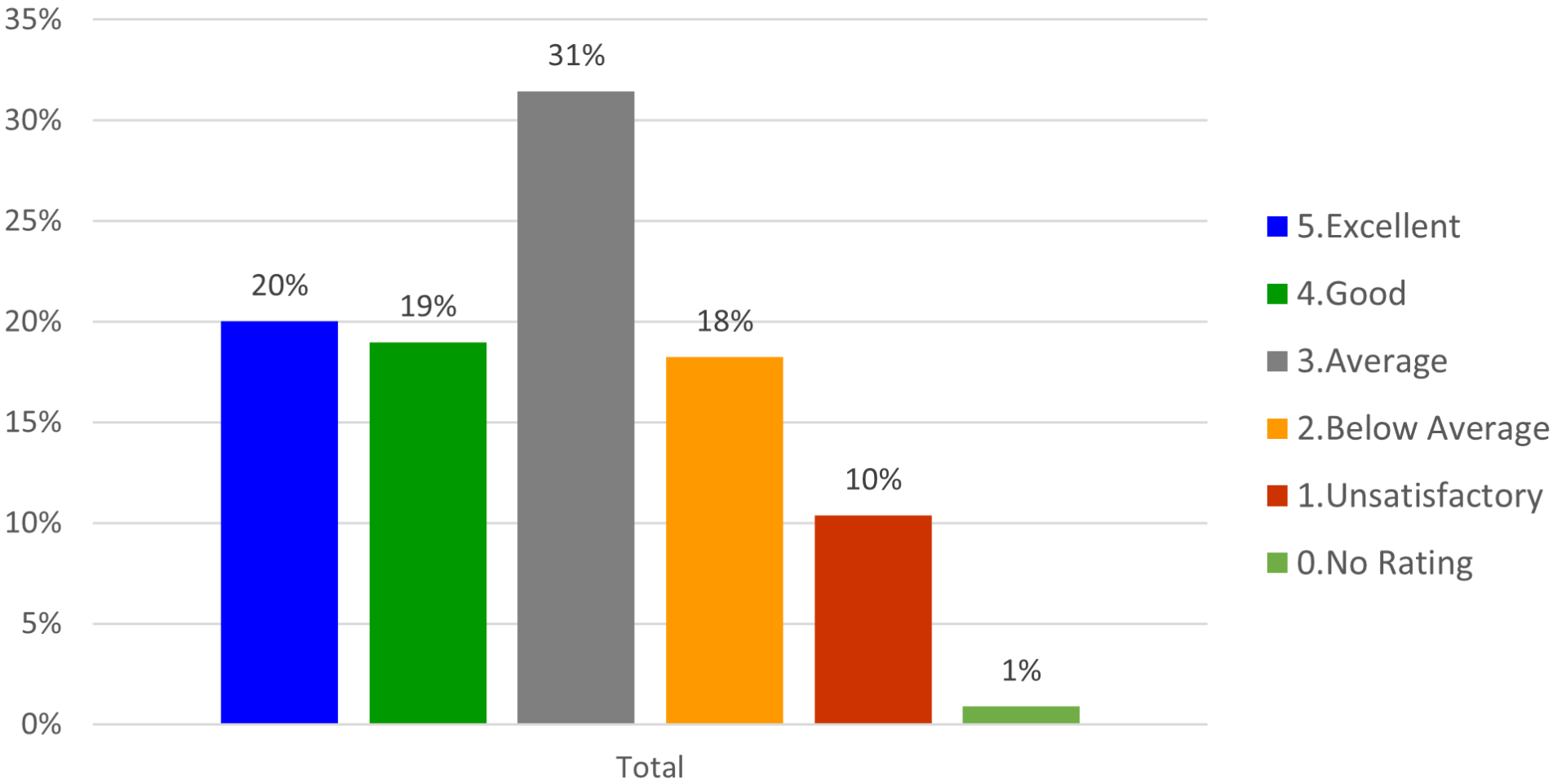
## School Climate Report Card Ratings (All Schools)



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

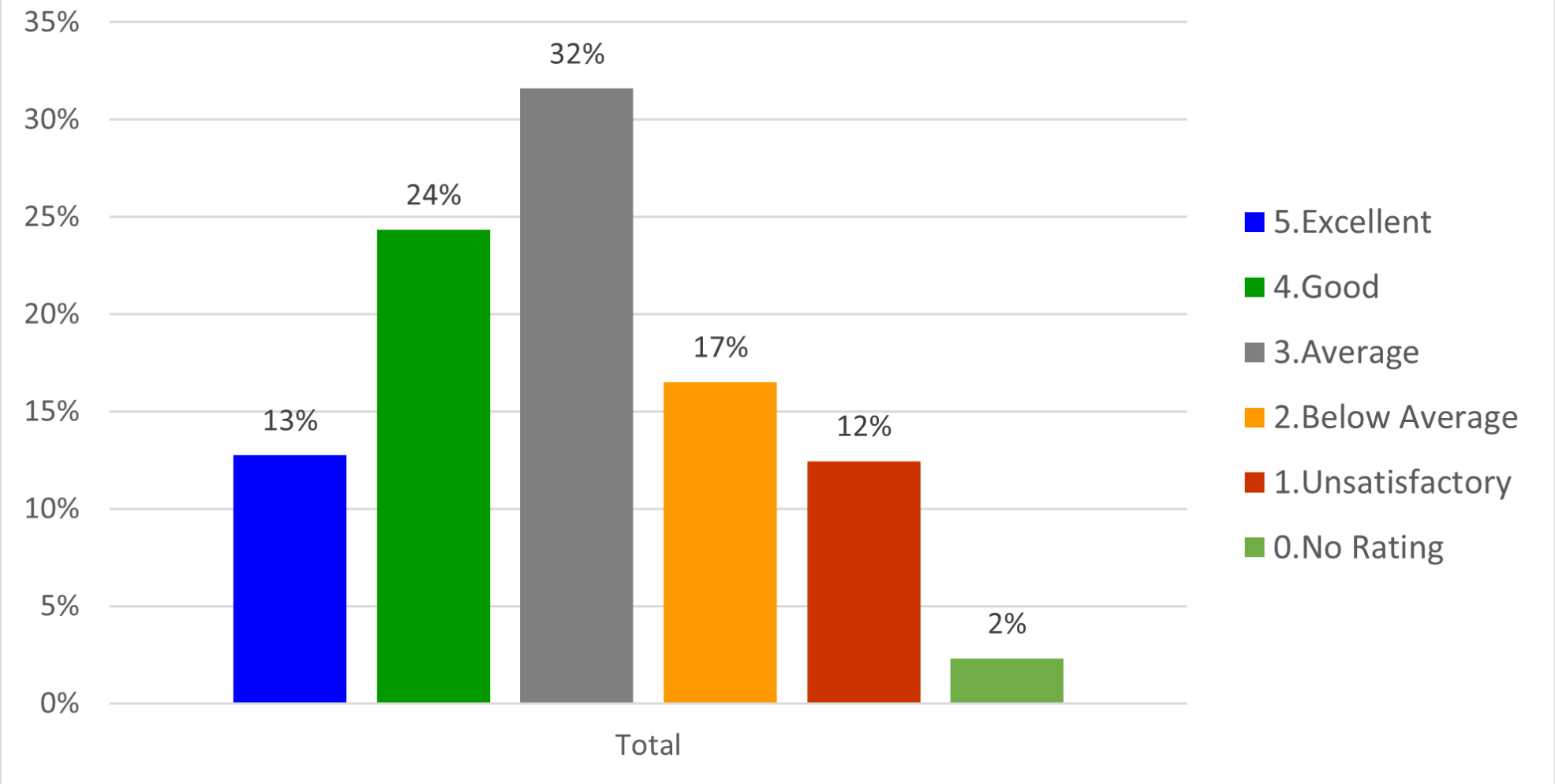


# School Climate Report Card Ratings (Elementary)



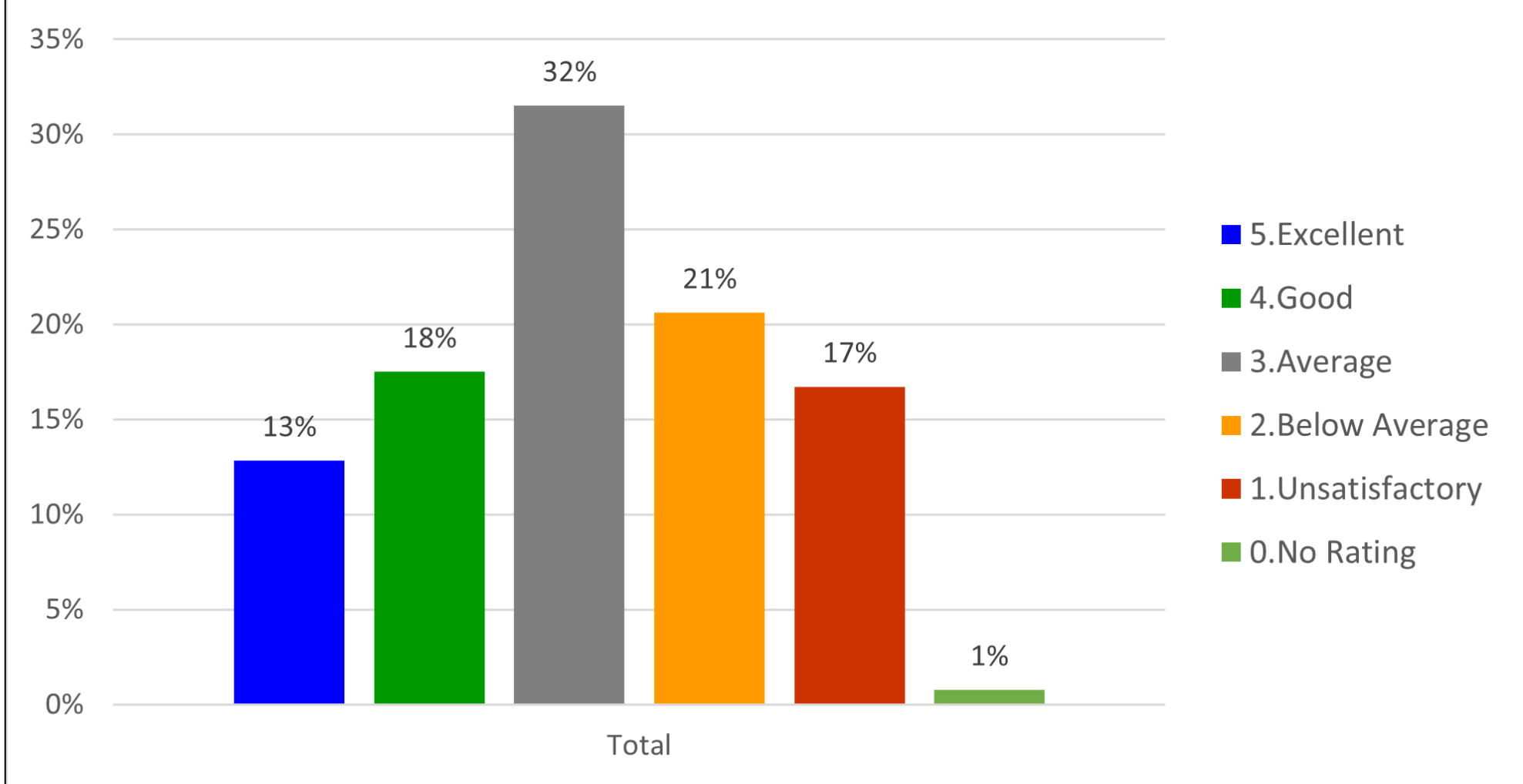
Elementary Schools earned fewer Unsatisfactory ratings and more Excellent ratings.

# School Climate Report Card Ratings (Middle)



Middle Schools earned fewer Excellent ratings and more Good ratings.

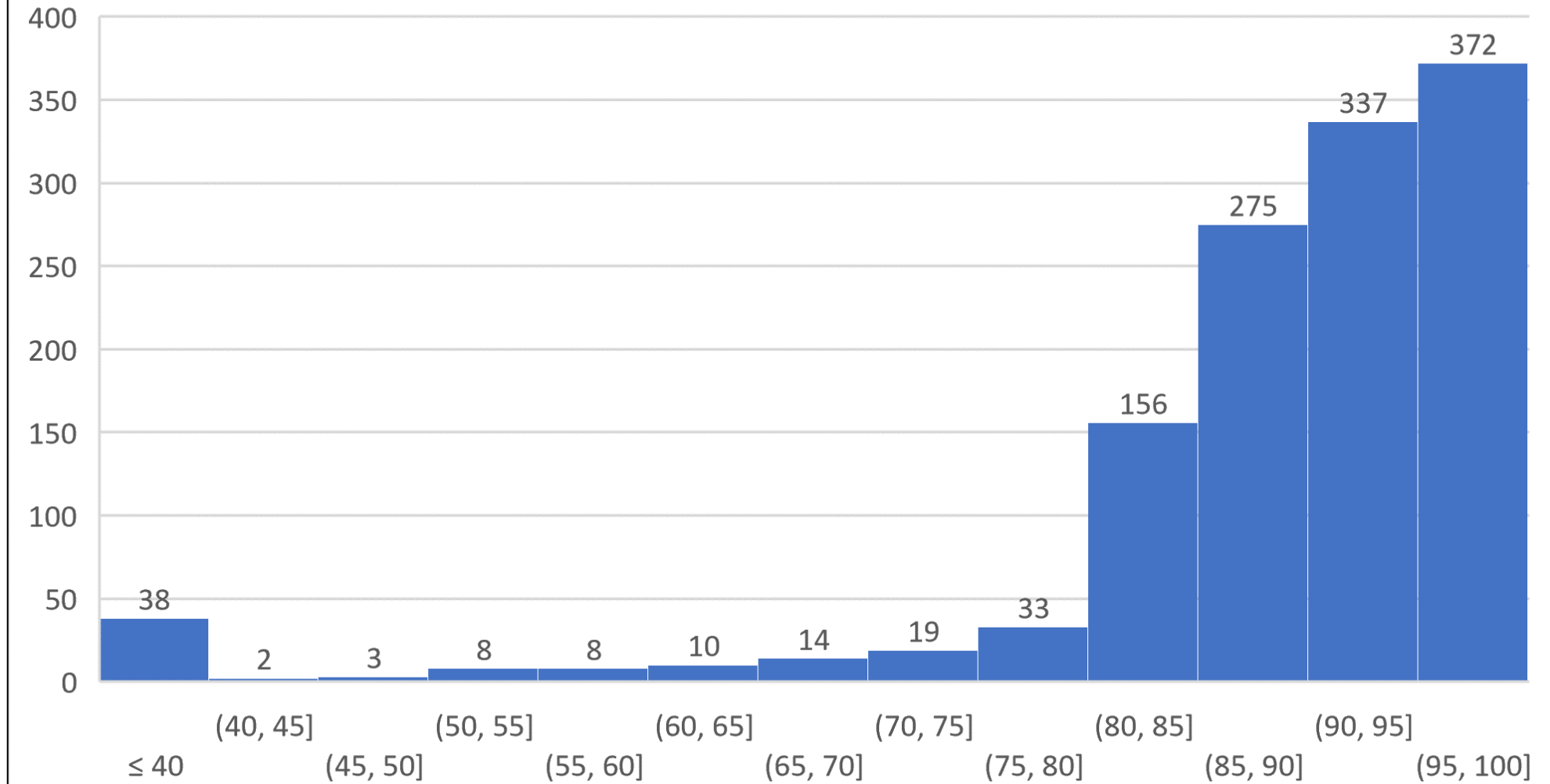
## School Climate Report Card Ratings (High)



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

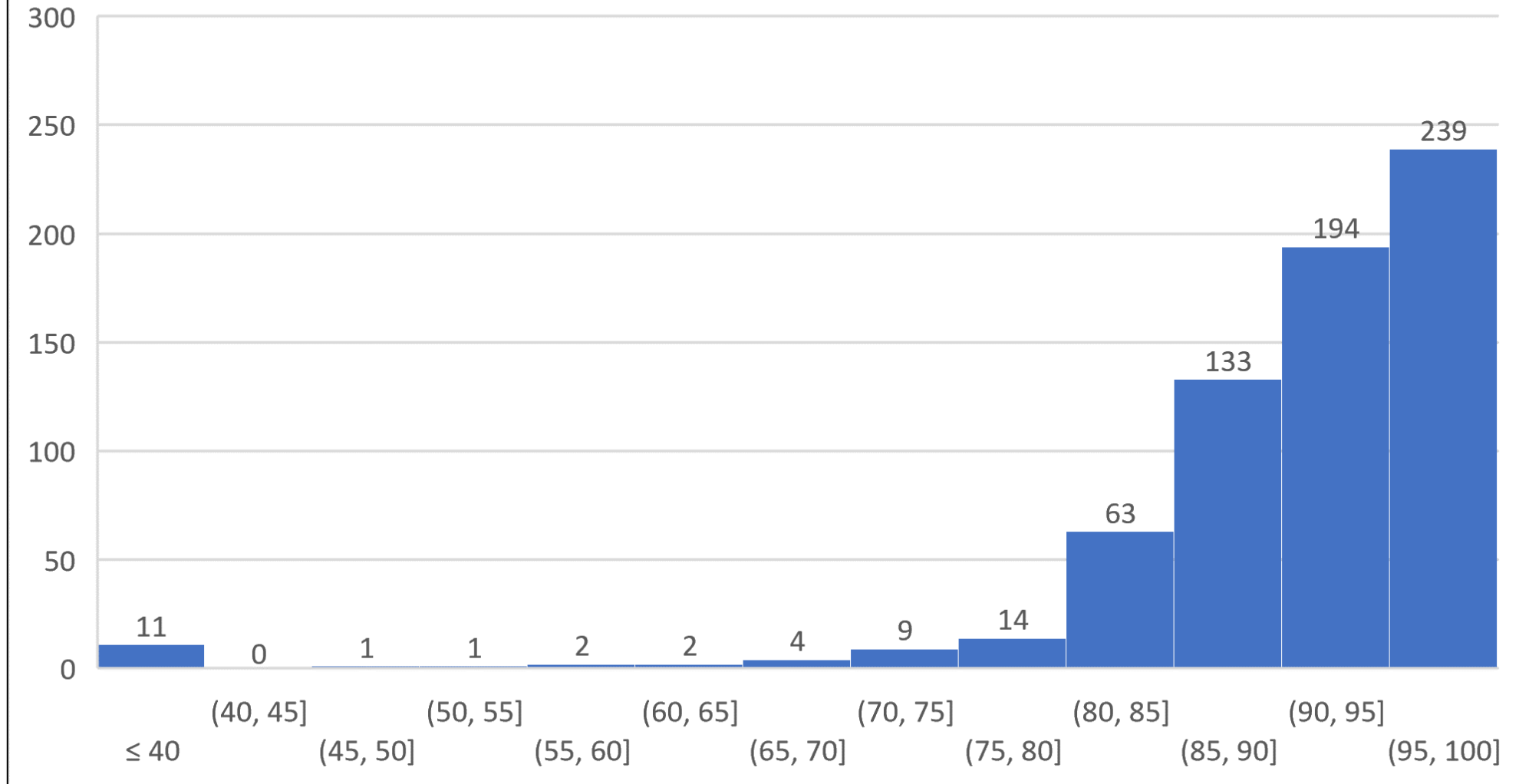


## Student Participation Rates (All Schools)



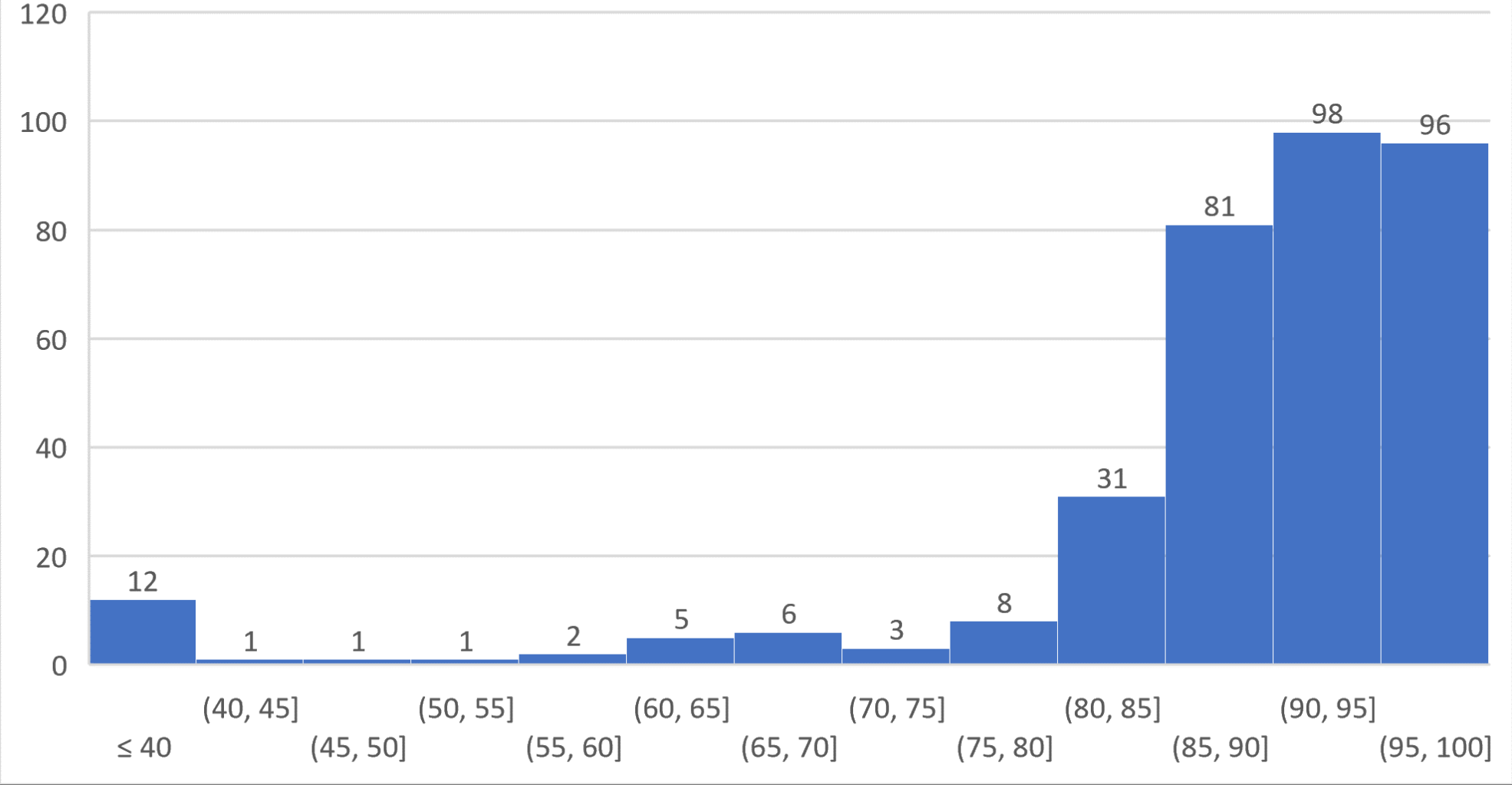
This is very similar to expected distributions.

## Student Participation Rates (Elementary)



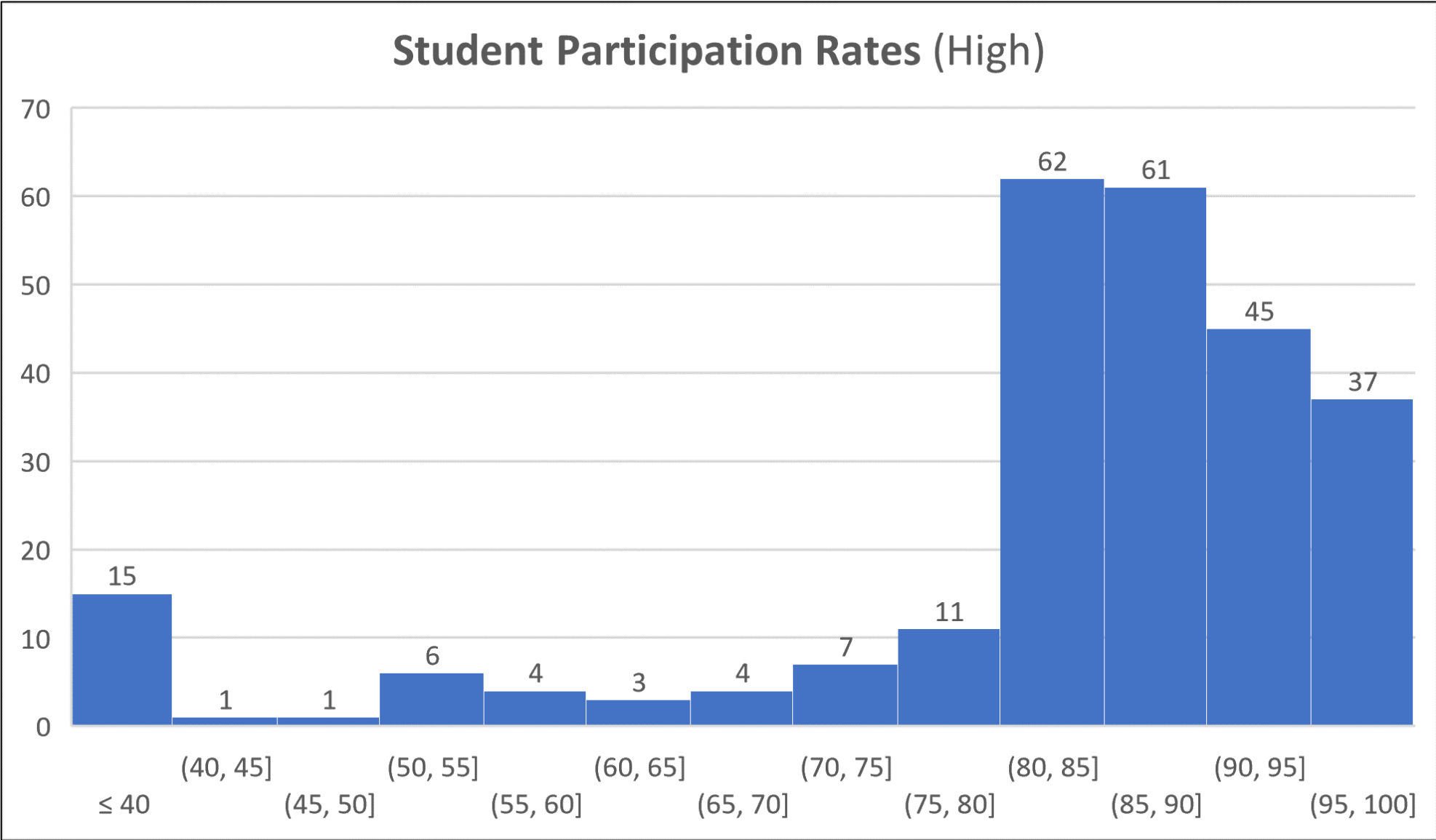
Elementary Schools demonstrate very high student participation rates.

### Student Participation Rates (Middle)



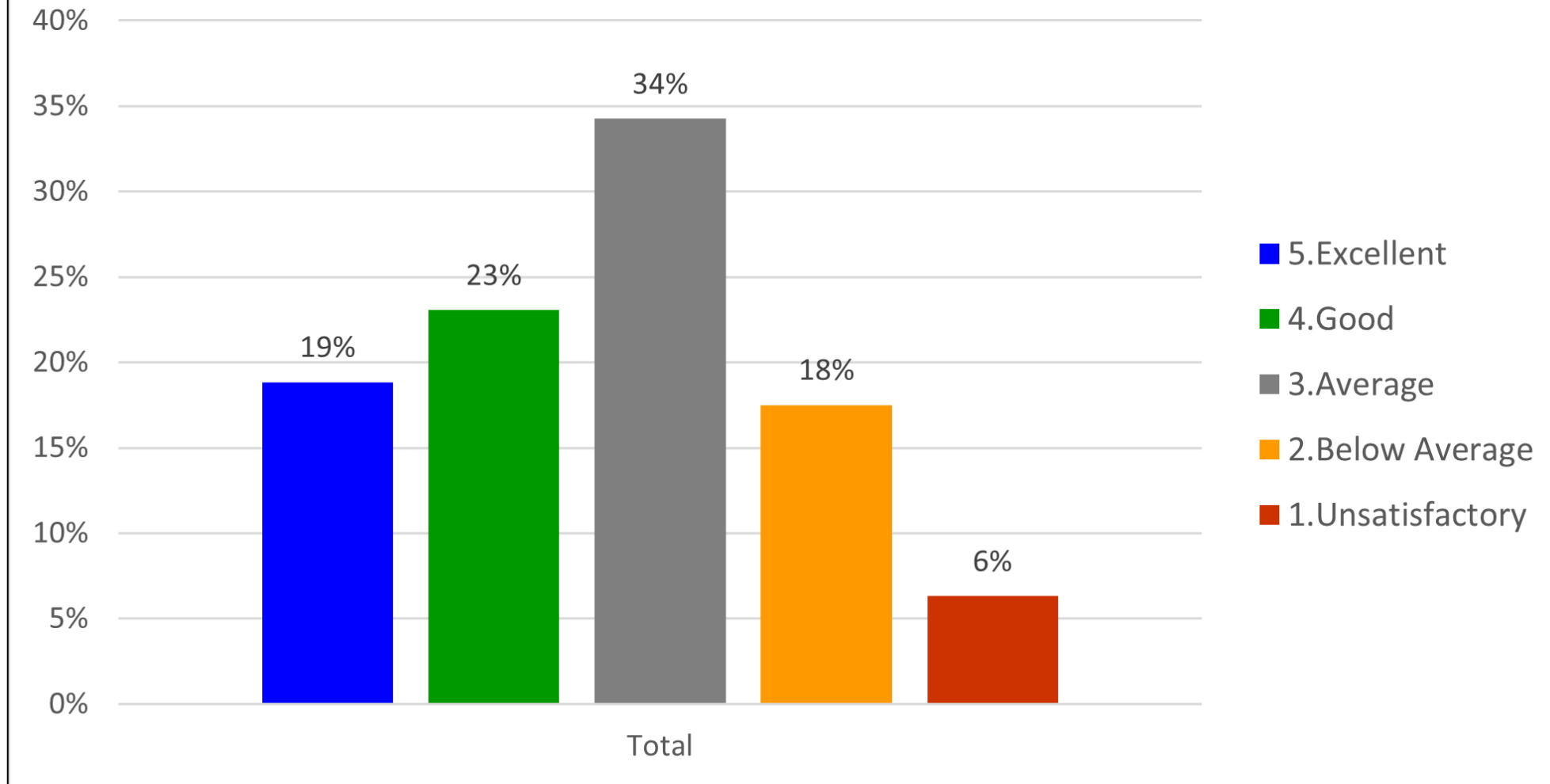
Middle Schools demonstrate slightly lower student participation rates.





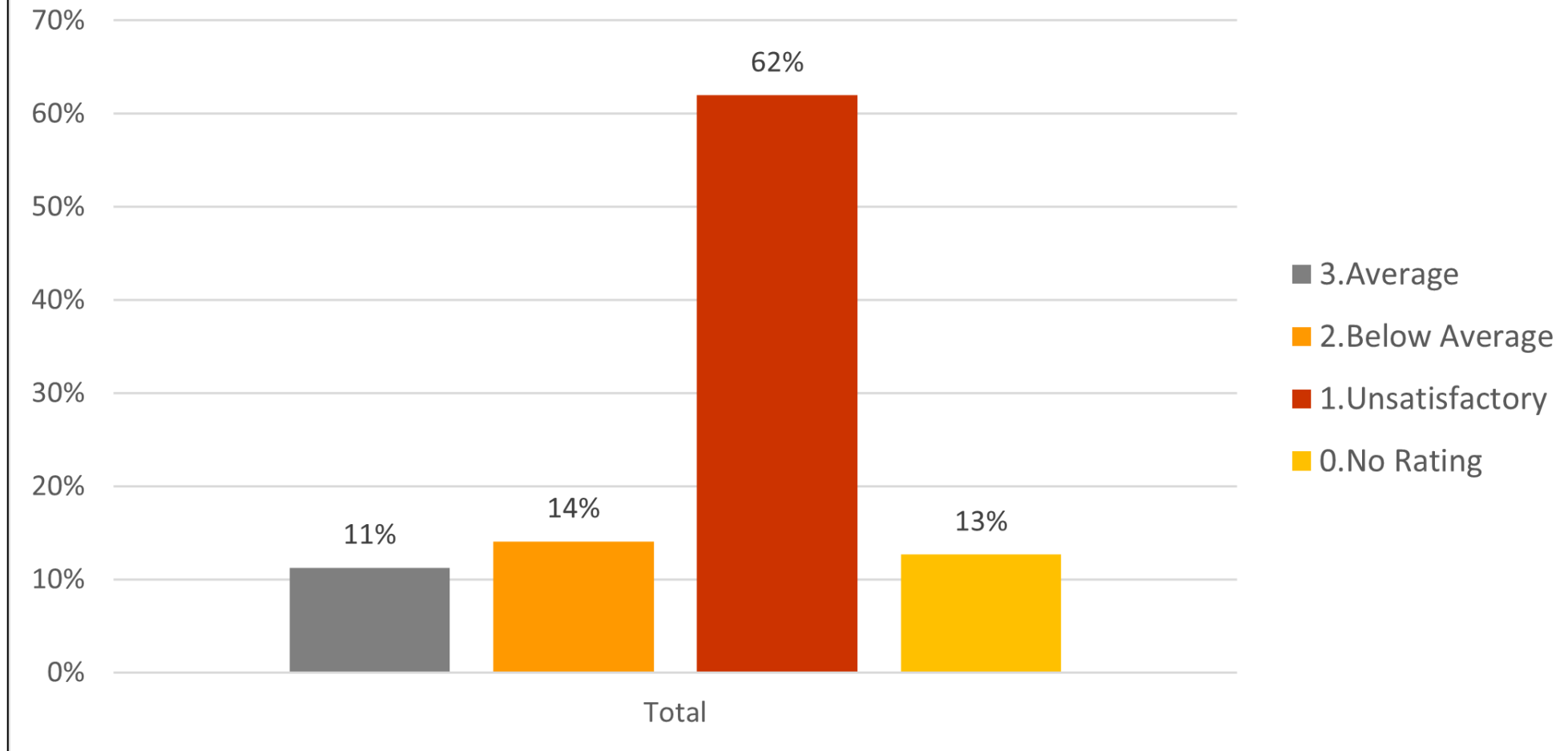
High Schools demonstrate student participation rates that are lower still.

## 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*



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# 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:

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
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# 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

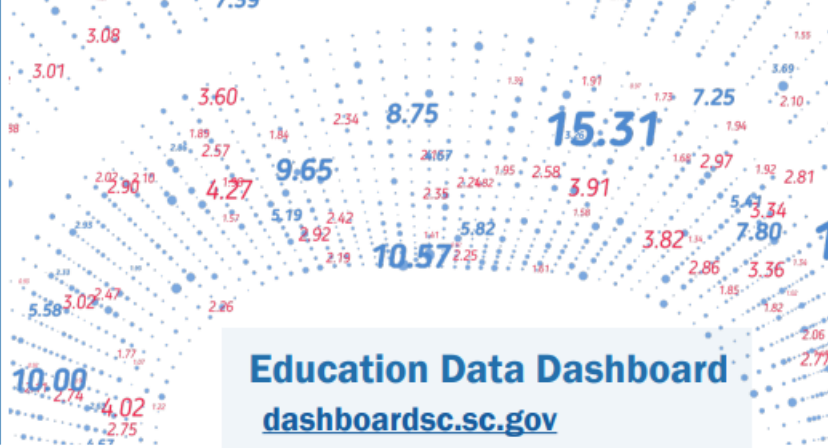
**Measuring Change:** Accurately and efficiently measure change. Refocus accountability to emphasize school improvement and the success of students.

**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](http://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](http://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.

# Reporting Facts

## Education Data Dashboards

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

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

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](http://dashboardsc.sc.gov)

First Student Achievement Finance Dashboard published.



Sept. 2023

Post-Grad Dashboard Published.



Jan. 2024

Pre-K Dashboard Published.





**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.



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**"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."**

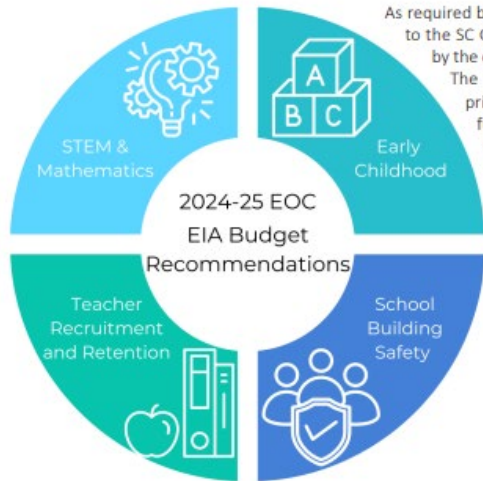
*April Allen, EOC Chairperson, 2023 School Report Card News Conference*



*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

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www.eoc.sc.gov  
2024 ANNUAL REPORT

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MEASURING CHANGE

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Number and Percent

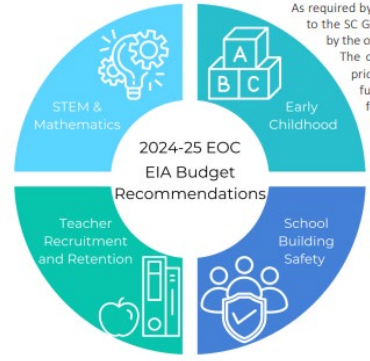
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	202
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Good	144 (22
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Below Average	100 (15
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Promoting Progress  
EIA Budget Recommendations



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# Executive Director Update

*Dana Yow*



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# 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

