



# EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED CHILDREN IN SC 2022 REPORT

PREPARED BY:  
DANA YOW  
GABRIELLE FULTON

APPROVED BY:  
ACADEMIC STANDARDS AND ASSESSMENTS/  
PUBLIC AWARENESS SUBCOMMITTEES

---

JUNE 13, 2022



**SC EDUCATION  
OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*



# Background

This annual report on the educational performance of military-connected students is produced as a requirement of Act 289, the Military Family Quality of Life Enhancement Act, which was passed in 2014 by the SC General Assembly. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop a comprehensive report on the educational performance of military-connected children:

§59-18-100: The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.

The 2022 report provides:

- Demographics details of military-connected students in SC from School Year 2020-21.
- An overview of the data collection and reporting at the State level related to military-connected students as well as an update on the federal Impact Aid program.
- An update on the academic performance and school attendance of military-connected students as reported for the most recent school years;
- Existing structures and support for military-connected students in the State; and
- Findings and recommendations.



## Acknowledgements

The EOC staff is grateful for the assistance of local, state, and national organizations and staff in the development of this report. Report contributors include:

Kevin Bruch

South Atlantic Regional Liaison for  
GA, NC, SC, and VA  
Defense-State Liaison Office, DoD,  
Military Community and Family Policy

Dan Dunham

Virginia Department of Education Military  
Student and Family Specialist

Dr. Tremekia K. Priester

Office of Student Intervention Services,  
SC Department of Education

Dan Ralyea

Director of the Office of Research and Data  
Analysis, SC Department of Education

Doug Taggart

Interagency Coordinator, Military Affairs, NC  
Dept. of Military and Veterans Affairs

# Findings and Recommendations

## Findings

1. The demographics of military-connected students (MCS) closely mirrors the statewide, non-military-connected, public school population. A larger percentage of these students are elementary-age and are less likely to be pupils in poverty.
2. For each measure but Advanced Placement passage rate, the performance of MCS in SC exceeds the performance of non-military-connected students, based on the data collected by school districts and available in the Student Information System, PowerSchool.
3. The percent passage rate for Advanced Placement (AP) tests taken by MCS in 2020-21 is lower overall than the percent passing for non-military connected students.
4. The average percent of school days absent for all districts who reported they educate MCS is 7.7 days, compared to a statewide average of 10.6 days for non-military-connected students in school year 2020-21.
5. There are significant challenges associated with reconciling different data sources collecting data on military-connected young people; based on the data from PowerSchool, there were 12,163 public school students connected to active duty personnel in School Year 2020-21 while the total number of active duty dependent children (ages 5-18) reported statewide in a federal reporting system from April 2021, regardless of where they were enrolled in public schools, was 11,716.
6. Of the 19,229 total MCS reported by school districts to SCDE in school year 2020-21, approximately 76 percent of these students attended one of ten school districts. Fifteen school districts report no military-connected students despite a federal requirement within ESSA to identify and collect military-connected students data as a distinct subgroup.
7. Although serving a separate purpose than reporting of MCS within ESSA, the federal Impact Aid program and the accompanying funds appear to be under-utilized by SC school districts.
8. Since 2020, the U.S. Department of the Air Force has produced a report that measures licensure portability across state lines and support for PK-12 public education surrounding installations. The report ranks Air Force installations. SC's three bases received 2021 rankings indicating that additional state and community support may be necessary for student learning, chronic absenteeism and graduation rates. (See Appendix A).

## Recommendations

1. Identifying military-connected students provides educators with critical information about students who are highly likely to move and frequently change schools, necessitating specialized attention of transitions and resources. EOC recommends staff work with school districts data personnel to identify the barriers in data collection and reporting of MCS. County and zip code level DEERS data will assist in the investigations.
2. The State of Virginia has the highest military-connected population in the nation, and requires the DOE provide non-identifiable aggregate data on newly enrolled military-connected students to local, state, and federal entities. This reporting policy, in effect since 2016, has increased data quality. This policy should be explored as a potential model to support MCS in SC.

# Demographics of Military-Connected Students in SC

Table 1: Demographics of Military-Connected Students (MCS) compared to Statewide Non-MCS Student Population

	MCS	Non-MCS
American Indian or Alaska Native	0.29%	0.29%
Asian	1.17%	1.71%
Black or African American	31.75%	32.50%
Hispanic or Latino	11.56%	11.42%
Native Hawaiian or Other Pacific Islander	0.37%	0.12%
Two or More Races	7.58%	5.02%
White	47.28%	48.93%
Gifted and Talented	16.36%	16.20%
Student with a Disability (SWD)	12.37%	14.24%
Limited English Proficient (LEP)	3.91%	8.76%
Pupil In Poverty (PIP)	34.58%	61.99%
Foster Care	0.31%	0.55%
Homeless	0.38%	1.16%
Migrant	0.02%	0.05%



Source: PowerSchool data; provided by the SCDE at the request of the EOC.

	MCS	Non-MCS
Elementary Level Students	43.84%	43.73%
Middle Level Students	27.79%	24.39%
High School Level Students	25.90%	28.98%

# Identification of and Reporting of MCS

Identification of military-connected students is challenging because there are various systems that collect and report on these young people. Although the numbers vary by data source, each military-connected young person is part of a family where at least one member is sacrificing for this country.

## Defense Enrollment Eligibility Reporting System (DEERS)

The Defense Enrollment Eligibility Reporting System (DEERS) database contains information for each Uniformed Service member (Active Duty, retired, or a member of a Reserve Component), U.S.-sponsored foreign military, Department of Defense (DoD) and Uniformed Services civilians, other personnel as directed by the DoD (including the patient population serviced through the Military Health Services System), and their eligible family members. Active duty and retired members are automatically registered in DEERS, and

registration for dependents is required for TRICARE enrollment, which is the health care plan utilized by individuals in the military and their dependents. The data contained in DEERS is considered extremely accurate and stable, as it provides medical portability.

The Defense Manpower Data Center (DMDC) has maintained data from the DEERS database since the 1970s and provides reports up to four times a year to authorized users. The data in Table 2 was provided to the EOC by staff at the Department of Defense and the SC Department of Education (SCDE). It is important to note that the data in Table 2 includes children ages 5-18 who may attend private schools, the approximately 971 primary, elementary, and middle school students who currently attend one of four Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in SC, or who learn in alternative environments; it is not limited to children who attend public schools in SC.

Table 2: SC Military Active Duty Dependent Children and SC Guard Reserve dependents, ages 5-18

	July 31, 2020 data collection	April 6, 2021 data collection
Active Duty Dependent Children in SC	13,034	11,716
SC Guard/Reserve Dependent Children*	9,462	9,173
TOTAL number of Active Duty Dependent Children in SC	22,496	20,889

Source: Defense Manpower Data Center; US Coast Guard data not included.  
\*Guard and Reserve data include all members, not just those who are deployed.

DEERS data is available at both the county and zip code level, but data is only made available to personnel associated with the Department of Defense. At the time of publication, a formal request has been made of DOD personnel and the data are expected in the coming weeks.

There is no current process available to connect students enrolled in schools and districts with their military parents based on the DEERS data.





## Federal Requirement for State Collection of Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015, as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a district subgroup for reporting purposes. Beginning in school year 2017-18, local education agencies (LEAs) were required to identify “students with status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty.”<sup>1</sup> The purpose of collecting this information is to evaluate the specific educational needs and the effectiveness of the programs serving military-connected students.

The term ‘Active Duty’ is federally defined as full-time duty in the active military service of the United States.<sup>2</sup> Active military service includes but is not limited to full-time training duty, annual training duty, and attendance, while in the active military service, at a school

1 <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-200>

2 <https://www.govinfo.gov/content/pkg/US-CODE-2020-title10/pdf/USCODE-2020-title10-subtitleA-partI-chap1-sec101.pdf>

designated as a service school by law or by the secretary of the military department in which the member serves.

The term “full-time National Guard duty” means training or other duty, other than inactive duty – performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a state or territory, the Commonwealth of Puerto Rico, or the District of Columbia under for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.<sup>3</sup>

When ESSA required the identification and collection of military-connected students, South Carolina already had an established mechanism for collecting the information within the Student Information System (SIS), currently PowerSchool. In PowerSchool, a “Parent Military Status” field includes a dropdown list with eight possible student status options:

3 <https://www.govinfo.gov/content/pkg/US-CODE-2011-title32/html/USCODE-2011-title32.htm>

**Table 3: Military-Connected Student Codes in PowerSchool, the SC Student Information System (SIS)<sup>4</sup>**

Code	Meaning
00 or blank	Neither Parent nor Guardian is serving in any military service.
01	A Parent or Guardian is serving in the National Guard but is not deployed.
02	A Parent or Guardian is serving in the Reserves but is not deployed.
03	A Parent or Guardian is serving in the National Guard and is currently deployed.
04	A Parent or Guardian is serving in the Reserves and is currently deployed.
05	A Parent or Guardian is serving in the military on active duty but is not deployed.
06	A Parent or Guardian is serving in the military on active duty and is currently deployed.
07	The student’s Parent or Guardian died while on active duty within the last year.
08	The student’s Parent or Guardian was wounded while on active duty within the last year.

4 SC State Reporting Updates, Update dated May 13, 2020. Accessed at <https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/>.

There is no standard collection and reporting standard for collecting student military-connected status by state although all typically collect it via a survey of parents and guardians. In Virginia, deployment status is not asked of parents; officials at the Virginia Dept. of Education state that not all military families are comfortable disclosing military or deployment status, particularly if they are members of special operations communities. South Carolina collects information about deceased and wounded military personnel so that appropriate school personnel can assist families and students who are grieving. Based on the data collected within PowerSchool and summarized in Table 4, the population of military-connected students in SC public schools has been increasing. However, the data illustrate the challenge with reconciling the different data sources; based on the data from PowerSchool, there were 12,163 public school students connected to active duty personnel in School Year 2020-21 while the total number of active duty dependent children reported statewide in the DEERS system from April 2021, regardless of where they were enrolled in public schools, was 11,716.



**Table 4: Population of Military-Connected Students in South Carolina by School Year, as collected in PowerSchool, the current SC Student Information System (SIS)**

MILITARY CONNECTION	SY 2018-19		SY 2019-20		SY 2020-21	
	Number	Percent	Number	Percent	Number	Percent
National Guard, Not Deployed	2,631	15.9%	3,027	16.6%	3,896	20.3%
Reserves, Not Deployed	2,075	12.6%	2,308	12.7%	2,276	11.8%
National Guard, Active Deployment	506	3.1%	543	3.0%	525	2.7%
Reserves, Active Deployment	295	1.8%	368	2.0%	369	1.9%
Active Duty Military, Not Deployed	9,314	56.4%	9,672	53.0%	9,540	49.6%
Active Duty Military, Deployed	1,021	6.2%	1,081	5.9%	1,065	5.5%
Active Duty Military, Deceased in last year	82	0.5%	151	0.8%	190	1.0%
Active Duty Military, Wounded in last year	591	3.6%	1,087	6.0%	1,368	7.1%
<b>GRAND TOTAL:</b>	<b>16,515</b>	<b>100.0%</b>	<b>18,237</b>	<b>100.0%</b>	<b>19,229</b>	<b>100.0%</b>

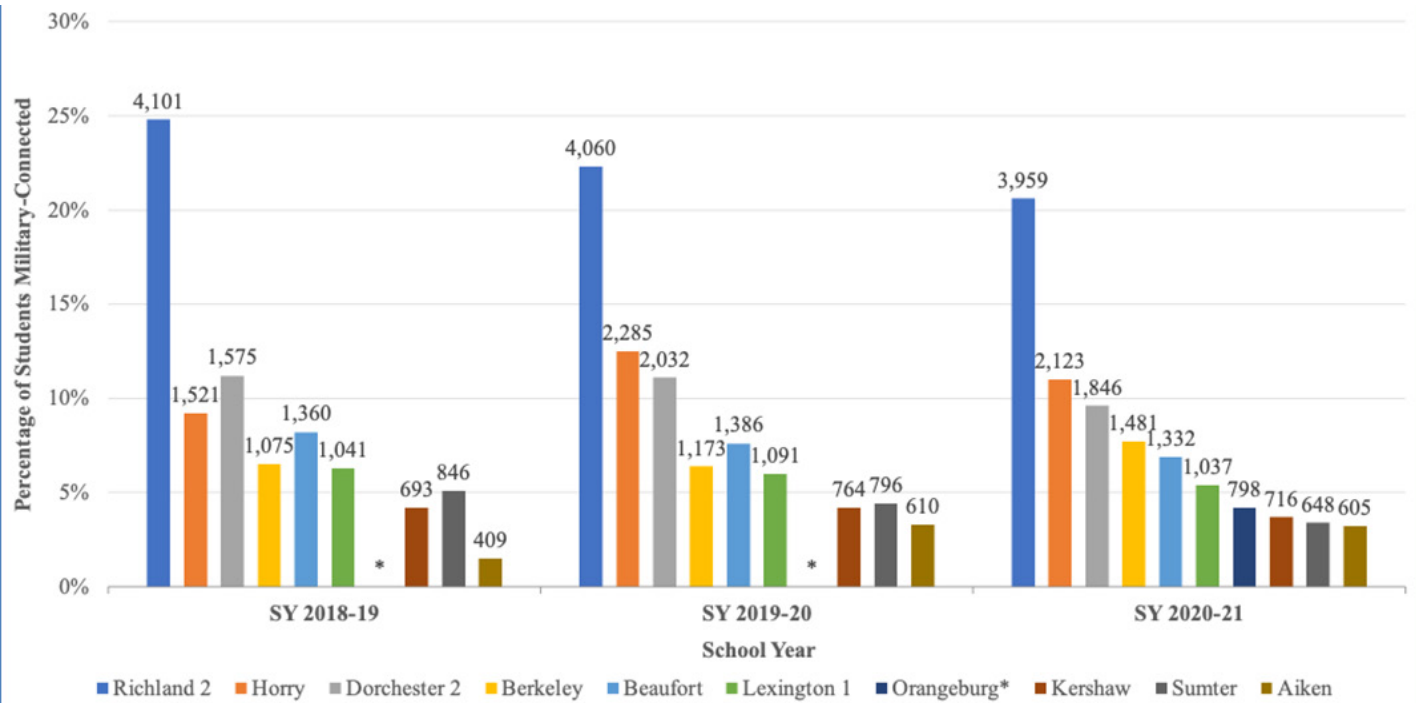
Source: SC Department of Education, data reported to EOC.



## Military-Connected Students in SC School Districts

Of the 19,229 military-connected students reported by school districts to SCDE in school year 2020-21, approximately 76 percent of the students attended one of the ten school districts listed in the figure below. Appendix A provides additional detail for all school districts.

Figure 1: SC School Districts with the Top Ten Largest Populations of Military-Connected Students



Note: Percentages shown indicate the percentage of the total statewide military connected student population for the indicated year enrolled at that district.

\* Due to a recent consolidation of school districts in Orangeburg County, comparable historical counts of military connected students are unavailable.



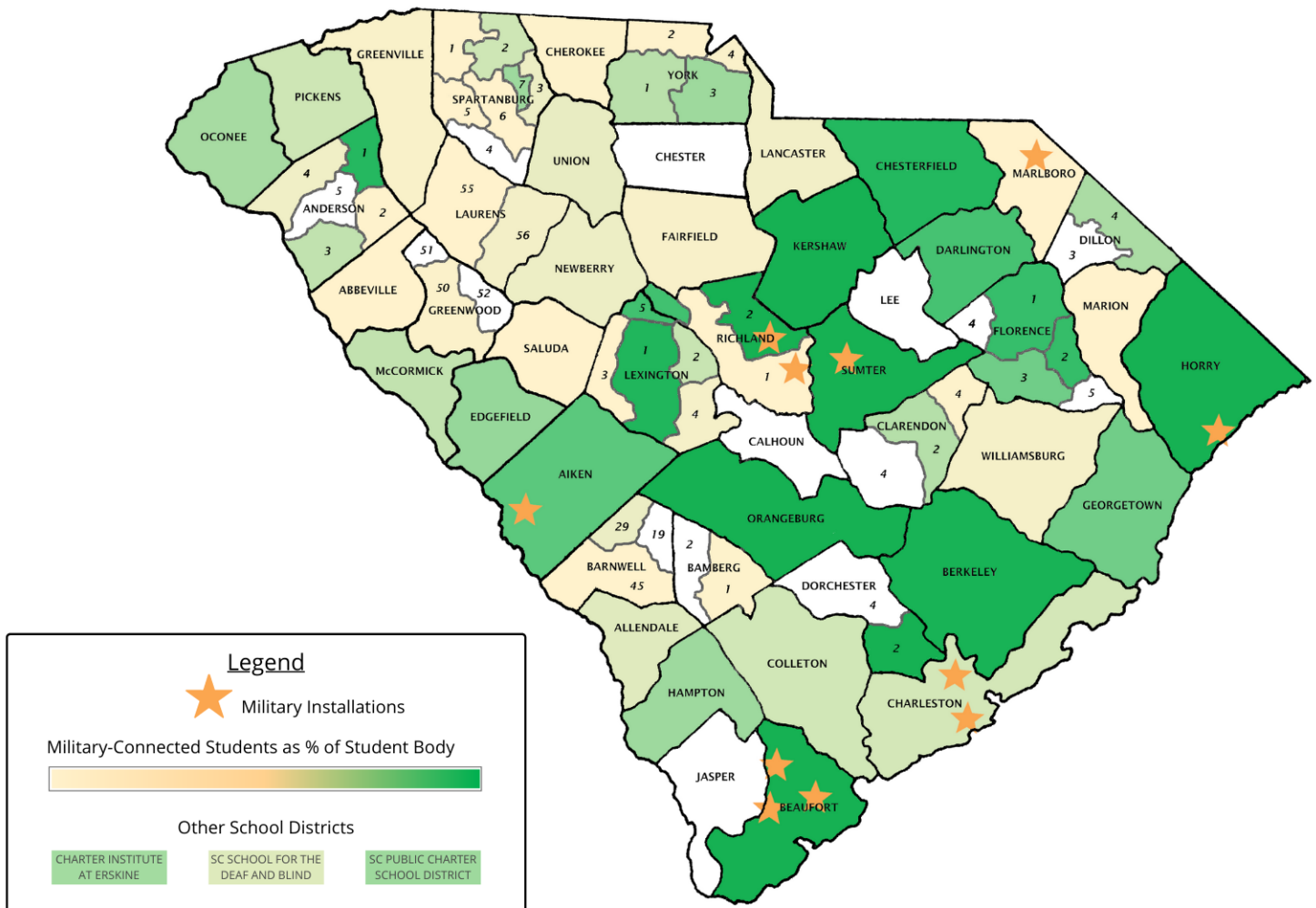
Fifteen SC school districts currently report no students who are military-connected within the PowerSchool Student Information System. Some school districts are

noticeably absent from those who report MCS due to their proximity to military installations. Richland One School District, for example, only reports three MCS students despite close proximity to the large military installation of Fort Jackson. No students are reported for Jasper County School District although there are three military installations in nearby Beaufort County School District



Figure 2 shows a heat map that provides the percent of student body who are MCS within PowerSchool by school district. Appendix A, Table 2 provides a table of the data.

Figure 2: Military-Connected Students by SC School District, Reported as a Percent of the Student Body in School Year 2020-21



## Federal Impact Aid for Military-Connected Students

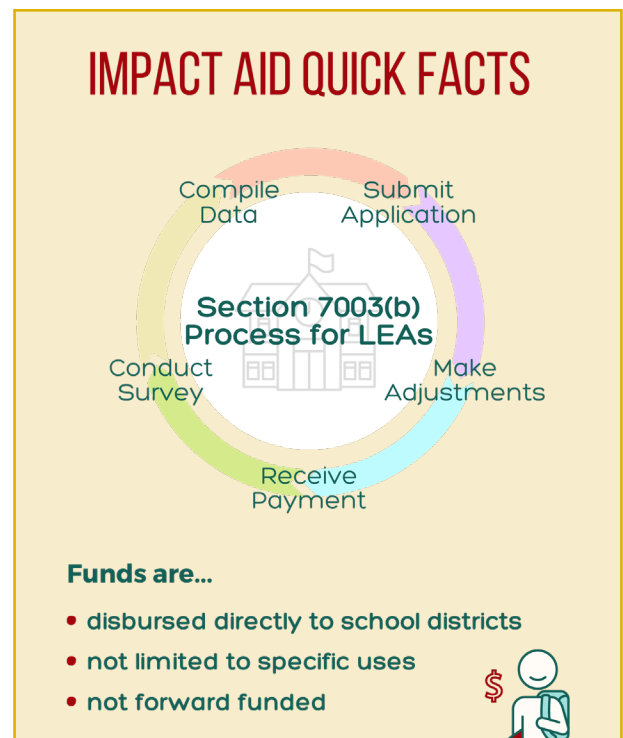
Data reported by SCDE regarding military-connected students are based on district entry of student information into this field within PowerSchool. The data are collected often via survey from parents and guardians at least once a year.

Although the collection of these data is a requirement within ESSA, the Military Student identifier has a separate and distinct purpose from federal Impact Aid. Impact aid funding reimburses school districts for the loss of local tax revenue due to the presence of the Federal Government. Federal activities reduce local taxes because Federal property is removed from the tax rolls and/or the school district is educating students with no or reduced tax revenue associated with federally-connected students. Examples of federal impaction include: military installations, Indian Trust, Treaty and Alaska Native Claims Settlement Act Lands, civil service activities such as veterans hospitals, Federal agencies and national parks, and low-rent housing properties owned by the Federal Government.

Each school district must submit an Impact Aid application annually to the U.S. Dept. of Education (USDE). USDE allocates funding in multiple installments until all available funds are distributed. The Impact Aid Program has not been fully funded since 1969. Local school districts can qualify for Impact Aid through various sections of the Program.

Section 7003 is the largest component of the Impact Aid Program in regard to both funding and number of school districts served. To be eligible for a Basic Support payment, a school district must educate at least 400 Federal students in average daily attendance (ADA), or these students must represent at least three percent of the school district's ADA.

Military-connected students compose a significant portion of Section 7003 of the Impact Aid program. As noted in the table below from Fiscal Year 2020, nine SC school districts received Impact Aid funding in 2020 -- all but one noted military-connected students in their application. Although significant effort by districts goes into collecting data from families, these funds can be utilized by districts to benefit all children.



## South Carolina

Impact Aid Fiscal Year 2020 Section 7003 – Basic Support Final Payments

School District	CD	LOT	FY20 Payment	Full Funding Payment	Total Enrollment	Total Federal Enrollment	Military	Civilians	Indian Lands	Low Rent Housing	Disability Payment
Aiken County Consolidated School District	2	8%	\$65,597.33	\$749,471.50	24,314	1,763	220	1,427	-	116	-
Beaufort County School District	1	4%	\$47,099.03	\$899,720.02	22,337	1,122	652	290	-	180	\$20,992.00
Berkeley County School District	1	5%	\$215,375.44	\$3,395,793.67	34,559	2,347	1,257	996	-	94	\$97,583.00
Charleston County School District	1	3%	\$92,781.90	\$1,820,102.90	49,080	2,206	442	1,057	-	707	\$24,963.00
Dorchester County School District #2	1	4%	\$52,040.13	\$1,042,588.95	26,205	883	883	-	-	-	\$47,090.00
Florence County School District #3	6	11%	\$23,825.74	\$198,953.84	3,281	337	-	-	-	337	-
Richland County School District #2	2	6%	\$186,952.97	\$2,459,470.87	27,612	2,524	1,559	965	-	-	\$93,044.00
Sumter School District	5	10%	\$365,962.39	\$3,202,743.51	16,595	1,604	1,227	222	-	155	\$79,995.50
Williston School District 29	2	7%	\$12,712.05	\$33,650.95	806	103	5	51	-	47	-
<b>TOTAL</b>			<b>\$1,062,346.98</b>	<b>\$13,802,496.21</b>							<b>\$363,667.50</b>

Source: [https://www.nafisd.org/wp-content/uploads/2022/03/Impact-Aid-Payments-Overview\\_7003-Basic-Support\\_-\\_FY-2020.pdf#:~:text=For%20FY%202020%2C%20Congress%20appropriated%20approximately%20241.49%20billion,Construction%202417.41%20million%207008%20-%20Facilities%20244.84%20million](https://www.nafisd.org/wp-content/uploads/2022/03/Impact-Aid-Payments-Overview_7003-Basic-Support_-_FY-2020.pdf#:~:text=For%20FY%202020%2C%20Congress%20appropriated%20approximately%20241.49%20billion,Construction%202417.41%20million%207008%20-%20Facilities%20244.84%20million)



# Academic Performance

This section provides academic performance information for military-connected students in SC compared to the performance of all students in the state.

- student achievement as measured by the Kindergarten Readiness Assessment (KRA), SY 2021-22
- student achievement on SC READY and SC PASS, SY 2020-21
- student achievement as measured by the End-Of-Course Examination Program (EOCEP), SY 2020-21
- student achievement as measured by Advanced Placement Examinations, SY 2020-21; and
- and high school graduation rates, SY 2020-21

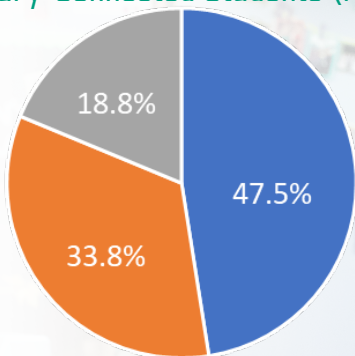
## Fall 2021 KRA Performance for Military-Connected Students (MCS) and Non-MCS

The EOC analyzed student performance in school year 2021-22 of all kindergarten students who took the Kindergarten Readiness Assessment (KRA). The KRA is an instrument that measures a child's school readiness across four domains: Social Foundations, Lan-

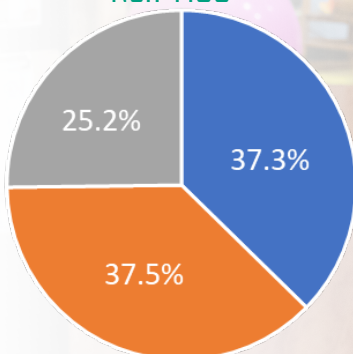
guage/Literacy, Mathematics, and Physical Well-Being. Scores from the Fall 2021 KRA administration showed that the percentage of MCS students demonstrating readiness in 2021 was 47.5%, compared to 37.3% of non-MCS students in the State.

## Fall 2021 KRA Performance for Military-Connected Students (MCS) and Non-MCS

### Military-Connected Students (MCS)



### Non-MCS



■ Demonstrating Readiness ■ Approaching Readiness ■ Emerging Readiness

## SY 2020-21 SC READY and SC PASS Results for Military-Connected Students (MCS) and Non-MCS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA) and mathematics administered to students in grades 3–8 as required by the Education Accountability Act.

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment program currently only assessing science in grades

4 and 6. Neither SC READY or SCPASS were given in school year 2019-20 to provide comparisons.

A higher percentage of MCS, on average, met and exceeded standards in math, ELA, and Science, compared to non-MCS students. Fewer MCS scored “Does Not Meet” than non-MCS students, indicating fewer students were not meeting grade-level standards.

**Table 5: SY 2020-21 SCPASS and SC READY Results for Military-Connected Students (MCS) and Non-MCS by Subject**

Student Group	n	% Does Not Meet	% Approaches	% Meets	% Exceeds	% Meets or Exceeds
<b>SC READY Mathematics</b>						
MCS	7,310	25%	30%	25%	20%	44%
Non-MCS	294,578	35%	28%	19%	18%	37%
<b>SC READY English Language Arts (ELA)</b>						
MCS	7,292	19%	28%	30%	23%	53%
Non-MCS	293,806	29%	28%	23%	19%	42%
<b>SC PASS Science</b>						
MCS	2,420	24%	24%	28%	24%	52%
Non-MCS	97,209	35%	22%	24%	19%	43%

## End-of Course Exam Program

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Although EOCEP examination scores have historically counted 20 percent in the calculation of a student’s final grade in gateway courses, the use of grades in the calculation of student grades was optional for the 2020-21 school year. Defined gateway courses currently include Algebra 1, Biology 1, English 1, English 2, and United States History and the Constitution.

Table 5 shows the performance of MCS performance on end-of-course exams. Note the missing data occurrences brought about by panemic disruption.

During the 2020-21 school year, military-connected students outperform all students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, English I, Biology I, and United States History and the Constitution. For a complete breakdown of scores, see Table 4 in Appendix A.



Table 6: SY 2020-21 EOC Scores/Passage Rate by Military-Connected Students (MCS) and Non-MCS

School Year	Military-Connected Students (MCS)			Non-MCS Statewide	
	Number of MCS	Mean Score	% Passing (A, B, or C)	Mean Score	% Passing (A, B, or C)
Algebra I					
2020-21	1,132	68.9	43.6%	65.8	34.5%
2019-20	224	67.3	36.2%	---	---
2018-19	1,193	72.9	56.1%	68.1	43.0%
English I					
2020-21	1,063	80.2	77.6%	76.6	67.5%
2019-20					
2018-19	1,113	77.5	71.2%	73.3	58.9%
Biology I					
2020-21	1,102	69.3	48.5%	65.3	39.3%
2019-20	406	72.2	54.4%	---	---
2018-19	1,031	73.6	57.9%	68.6	46.6%
U.S. History and the Constitution					
2020-21	848	66.8	42.5%	64.7	37.3%
2019-20	319	69.1	48.0%	---	---
2018-19	985	71.1	53.4%	68.9	46.7%

The passage rate of MCS exceeds the rate of non-MCS on Advanced Placement exams with the exception of the U.S. History and English Language and Composition exams. It should be noted that there are significantly lower numbers of MCS students

taking the exams compared to non-MCS statewide. Additionally, the on-time 2020-21 graduation rate for MCS is 91.3%, compared to 83.2 % for non-MCS.

**Table 7: SY 2020-21 AP Tests Taken/Passage Rate by Military-Connected Students (MCS) and Non-MCS**

Test	MCS		Non-MCS	
	Number Taken	% Passed	Number Taken	% Passed
Human Geography	128	60%	4,841	58%
U. S. History	137	50%	4,660	51%
English Language & Composition	144	57%	4,610	63%
English Literature & Composition	82	43%	2,768	50%
Calculus AB	51	49%	2,581	57%
Biology	46	61%	2,354	66%
World History	59	61%	2,294	55%
U. S. Government	38	53%	2,064	61%
Statistics	53	45%	1,793	55%
All AP Tests*	1,105	54%	44,124	59%

Note: AP tests are scored on a 5-point scale in which a score of 3 or higher is considered passing.

\*The number of tests taken and the passing rate shown reflect all AP tests taken in the state and not just the ten most commonly taken tests; this row does not reflect the sum of the rows above it.

**Table 8: Graduation Rate for Military-Connected Students (MCS) and Non-MCS**

Year	MCS		Non-MCS	
	Number	Gradrate	Number	Gradrate
SY 2020-21	788	91.4%	57,010	83.2%
SY 2019-20	1,038	90.8%	47,604	82.0%
SY 2018-19	868	86.9%	59,212	81.1%

Note: Graduation rates are calculated from the graduation cohort base file for the given school year. The graduation cohort includes all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer out of the state.

# Attendance

Student attendance rates were computed using information provided by the SCDE from within PowerSchool. EOC staff compared the average days absent for MCS by district with the average days absent from non-MCS in each district that captured the information. The average percent of school days absent for all districts that reported MCS is 7.7 days, compared to a statewide average of 10.6 days for non-MCS in school year 2020-21. Appendix A, Table 3 includes SY 2020-21 attendance data for districts who reported 20 or more MCS.

In analyzing attendance data for MCS and non-MCS, EOC staff questioned school district adherence to regulations related to student attendance, notably Reg-

ulation 143-172.6 that addresses dropping students from membership after ten consecutive absences.

*“a pupil shall be dropped from membership on the day when the number of unlawful days absent exceeds ten consecutive days or when the pupil leaves school because of transfer, death, expulsion, graduation, legal withdrawal, or for any other reason. Notwithstanding any other provision, students with disabilities who have been expelled and continue to receive educational services pursuant to Regulation 43-279 (Section V, Part D) shall not be dropped from membership.” (R143-172.6).*



# Findings and Recommendations

1. The demographics of military-connected students (MCS) closely mirrors the statewide, non-military-connected, public school population. A larger percentage of these students are elementary-age and are less likely to be pupils in poverty.
2. For each measure but Advanced Placement passage rate, the performance of MCS in SC exceeds the performance of non-military-connected students, based on the data collected by school districts and available in the Student Information System, PowerSchool.
3. The percent passage rate for Advanced Placement (AP) tests taken by MCS in 2020-21 is lower overall than the percent passing for non-military-connected students.
4. The average percent of school days absent for all districts who reported they educate MCS is 7.7 days, compared to a statewide average of 10.6 days for non-military-connected students in school year 2020-21.
5. There are significant challenges associated with reconciling different data sources collecting data on military-connected young people; based on the data from PowerSchool, there were 12,163 public school students connected to active duty personnel in School Year 2020-21 while the total number of active duty dependent children (ages 5-18) reported statewide in a federal reporting system from April 2021, regardless of where they were enrolled in public schools, was 11,716.
6. Of the 19,229 total MCS reported by school districts to SCDE in school year 2020-21, approximately 76 percent of these students attended one of ten school districts. Fifteen school districts report no military-connected students despite a federal requirement within ESSA to identify and collect military-connected students data as a distinct subgroup.
7. Although serving a separate purpose than reporting of MCS within ESSA, the federal Impact Aid program and the accompanying funds appear to be under-utilized by SC school districts.
8. Since 2020, the U.S. Department of the Air Force has produced a report that measures licensure portability across state lines and support for PK-12 public education surrounding installations. The report ranks Air Force installations. SC's three bases received 2021 rankings indicating that additional state and community support may be necessary for student learning, chronic absenteeism and graduation rates. (See Appendix A).

## Recommendations

1. Identifying military-connected students provides educators with critical information about students who are highly likely to move and frequently change schools, necessitating specialized attention of transitions and resources. EOC recommends staff work with school districts data personnel to identify the barriers in data collection and reporting of MCS. County and zip code level DEERS data will assist in the investigations.
2. The State of Virginia has the highest military-connected population in the nation, and requires the DOE provide non-identifiable aggregate data on newly enrolled military-connected students to local, state, and federal entities. This reporting policy, in effect since 2016, has increased data quality. This policy should be explored as a potential model to support MCS in SC.



# Structures and Supports

## Military Interstate Compact Commission (MIC3)

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010 and it became law in South Carolina on July 1, 2010.

Students covered are children of the following:

- Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders (Title 10)
- Members or veterans who are medically discharged or retired for one year
- Members who die on active duty, for a period of one year after death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS).

<https://mic3.net/>

## SC Purple Star Districts

Recognition designation for SC districts who meet specific requirements, target training, and implement programs designed to support the unique situations facing military students and families.

### 10 Purple Star Designated Districts in SC

Anderson 1  
Aiken  
Richland 2  
Kershaw  
Richland 1  
Sumter  
Edgefield  
Beaufort  
Charleston  
Berkeley

<https://ed.sc.gov/districts-schools/student-intervention-services/family-community-engagement/family-and-community-engagement/military-information/purple-star-criteria/>

**School Liaison Officers** serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to: <https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>.

**Fort Jackson School Liaisons** provide ongoing educational support for military-connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

<https://jackson.armymwr.com/programs/school-liaison-officer>

**Shaw Air Force Base** is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below:

<https://www.shaw.af.mil/About-Us/Newcomer-Information/>

**Marine Corps Air Station and the Marine Corps Recruit Depot** are in Beaufort. School support information may be accessed at the website below.

<http://www.mccs-sc.com/mil-fam/slp.shtml>

**Joint Base Charleston** School information may be accessed under the "Charleston Area Schools" link at: <https://www.jbcharleston.jb.mil/About-Us/Library/Newcomers>





# National Resources

**Department of Defense Education Activity** provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

<https://www.dodea.edu/>

**Military Impacted School Association** is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

**The Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

<http://www.militarychild.org/>

**Military OneSource** is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

[www.militaryonesource.mil](http://www.militaryonesource.mil)

**National Military Family Association (NMFA)** a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

<https://www.militaryfamily.org/>

# Appendix A

Table I: Districts with the Top Ten Largest Populations of Military Connected Students

	SY 2018-19		SY 2019-20		SY 2020-21	
	Number	Percent	Number	Percent	Number	Percent
Richland 2	4,101	24.8%	4,058	22.3%	3,959	20.6%
Horry	1,521	9.2%	2,285	12.5%	2,123	11.0%
Dorchester 2	1,575	11.2%	2,032	11.1%	1,846	9.6%
Berkeley	1,075	6.5%	1,171	6.4%	1,481	7.7%
Beaufort	1,360	8.2%	1,386	7.6%	1,332	6.9%
Lexington 1	1,041	6.3%	1,091	6.0%	1,037	5.4%
Orangeburg*	—	—	—	—	798	4.2%
Kershaw	693	4.2%	763	4.2%	716	3.7%
Sumter	846	5.1%	796	4.4%	648	3.4%
Aiken	409	1.5%	609	3.3%	605	3.2%

Note: Percentages shown indicate the percentage of the total statewide military connected student population for the indicated year enrolled at that district.

\* Due to a recent consolidation of school districts in Orangeburg County, comparable historical counts of military connected students are unavailable.

Table 2: Reported SY 2020-21 Military Connected Student (MCS) Counts for All SC Districts

District	MCS
Abbeville 60	1
Aiken 01	605
Allendale 01	6
Anderson 01	378
Anderson 02	2
Anderson 03	28
Anderson 04	8
Bamberg 01	1
Barnwell 29	3
Barnwell 45	1
Beaufort 01	1332
Berkeley 01	1481
Charleston 01	355
Cherokee 01	6
Chesterfield 01	258
Clarendon 02	33
Clarendon 03	1
Colleton 01	40
Darlington 01	281
Dillon 04	55
Dorchester 02	1846
Edgefield 01	57
Fairfield 01	4
Florence 01	477
Florence 02	38
Florence 03	78
Georgetown 01	199
Greenville 01	104
Greenwood 50	9
Hampton 01	32
Horry 01	2123
Kershaw 01	716
Lancaster 01	36
Laurens 55	1
Laurens 56	7
Lexington 01	1037

District (Cont'd)	MCS
Lexington 02	83
Lexington 03	1
Lexington 04	7
Lexington / Richland 05	539
McCormick 01	7
Marion 10	1
Marlboro	1
Newberry 01	19
Oconee 01	147
Orangeburg	798
Pickens 01	132
Richland 01	3
Richland 02	3959
Saluda	1
Spartanburg 01	3
Spartanburg 02	89
Spartanburg 03	9
Spartanburg 05	2
Spartanburg 06	1
Spartanburg 07	117
Sumter 01	648
Union 01	16
Williamsburg 01	7
York 01	58
York 02	6
York 03	268
York 04	20
SC Public Charter School District	263
Charter Institute at Erskine	384
SC School for the Deaf and the Blind	1

Table 3: SY 2020-21 Attendance Rates for Military-Connected Students (MCS) and Non-MCS by District

District	MCS		Non-MCS	
	Students	Median Days Absent	Students	Median Days Absent
Aiken 01	605	7	21,997	8
Anderson 01	378	8	10,040	9
Anderson 03	28	10	2,670	8
Beaufort 01	1,332	5	20,416	6
Berkeley 01	1,481	4	35,786	5
Charleston 01	355	5	48,799	5
Chesterfield 01	258	7	6,754	7
Clarendon 02	33	16	2,654	15
Colleton 01	40	5	5,206	8
Darlington 01	281	9	9,021	8
Dillon 04	55	7	3,941	8
Dorchester 02	1,846	5	23,723	6
Edgefield 01	57	5	3,269	6
Florence 01	477	6	14,415	6
Florence 02	38	9	1,108	6
Florence 03	78	0	3,287	0
Georgetown 01	199	4	8,448	5
Greenville 01	104	7	74,032	8
Hampton 01	32	8	1,987	8
Horry 01	2,123	7	41,697	6
Kershaw 01	716	5	10,102	7
Lancaster 01	36	4	14,175	5
Lexington 01	1,037	5	26,571	5
Lexington 02	83	7	8,950	7
Lexington 05	539	6	16,835	6
Oconee 01	147	0	10,017	0
Orangeburg	798	8	11,130	3
Pickens 01	132	8	15,936	10
Richland 02	3,959	2	24,546	3
Spartanburg 02	89	7	10,777	8
Spartanburg 07	117	8	7,269	7
Sumter 01	648	2	15,106	6
York 01	58	5	4,974	7
York 03	268	5	16,559	6
York 04	20	5	17,087	4
SC Public Charter School District	263	2	16,436	2
Charter Institute at Erskine	384	0	25,501	0
Statewide	19,229	4	763,133	6

**Table 4: Number of Students Tested, Mean Scores, Percent at Each Performance Level, and Percent Passing on SC End-of-Course Examination Program (EOCEP) Tests for Military-Connected Students (MCS) and Non-MCS by Subject**

Year	MCS								Non-MCS							
	n	M	A	B	C	D	F	Pass	n	M	A	B	C	D	F	Pass
<b>Algebra 1</b>																
SY 2020-21	1132	68.9	11%	13%	20%	28%	29%	44%	50,555	65.8	9%	10%	15%	27%	39%	35%
SY 2019-20a	224	67.3	5%	15%	16%	34%	30%	36%	—	—	—	—	—	—	—	—
SY 2018-19	1193	72.9	15%	16%	26%	26%	18%	56%	61,170	68.1	10%	13%	20%	25%	32%	43%
<b>Biology</b>																
SY 2020-21	1102	69.3	18%	12%	18%	19%	33%	49%	49,765	65.3	14%	10%	15%	18%	43%	39%
SY 2019-20a	406	72.2	20%	16%	18%	24%	22%	54%	—	—	—	—	—	—	—	—
SY 2018-19	1031	73.6	23%	16%	19%	20%	22%	58%	57,433	68.6	16%	13%	18%	20%	33%	47%
<b>English</b>																
SY 2020-21	1063	80.2	30%	28%	20%	11%	11%	78%	47,991	76.6	22%	24%	21%	16%	16%	68%
SY 2018-19	1113	77.5	24%	22%	25%	16%	13%	71%	59,270	73.3	18%	19%	22%	20%	21%	59%
<b>US History and the Constitution</b>																
SY 2020-21	848	66.8	11%	11%	21%	24%	34%	43%	43,127	64.7	9%	12%	17%	21%	42%	37%
SY 2019-20 a	319	69.1	10%	14%	25%	21%	31%	48%	—	—	—	—	—	—	—	—
SY 2018-19	985	71.1	14%	18%	22%	21%	25%	53%	51,852	68.9	15%	15%	18%	20%	34%	47%
<p>Note: Percentages shown indicate the percentage of the total statewide MCS or Non-MCS population for the indicated year who scored at that level on the EOCEP for the subject indicated. Pass rates indicate the proportion of students who demonstrated proficiency by scoring an A, B, or C on the EOCEP test for that subject.</p> <p>a EOCEP scores were only reported for military connected students that were taken in the Fall of 2019. No EOCEP data were reported for non-military-connected students for SY 2019-20.</p> <p>b The EOCEP for English 2 was administered in SY 2020-21 and the EOCEP for English 1 was administered in SY 2018-19. No EOCEP scores were reported for English in SY 2019-20.</p>																



Table 5: SY 2019-20 AP Tests Taken/Passage Rate by Military-Connected Students (MCS) and Non-MCS<sup>^</sup>

Test	MCS		Non-MCS	
	Number Taken	% Passed	Number Taken	% Passed
Human Geography	128	60%	4,841	58%
U. S. History	137	50%	4,660	51%
English Language & Composition	144	57%	4,610	63%
English Literature & Composition	82	43%	2,768	50%
Calculus AB	51	49%	2,581	57%
Biology	46	61%	2,354	66%
World History	59	61%	2,294	55%
U. S. Government	38	53%	2,064	61%
Statistics	53	45%	1,793	55%
All AP Tests*	1,105	54%	44,124	59%

Note: AP tests are scored on a 5-point scale in which a score of 3 or higher is considered passing.

\*The number of tests taken and the passing rate shown reflect all AP tests taken in the state and not just the ten most commonly taken tests; this row does not reflect the sum of the rows above it.

<sup>^</sup> Data related to non-MCS AP tests was not received for SY 2019-20. Comparison data presented for this school year is publicly-available data for all AP tests taken in the state. MCS AP tests are represented in both columns.

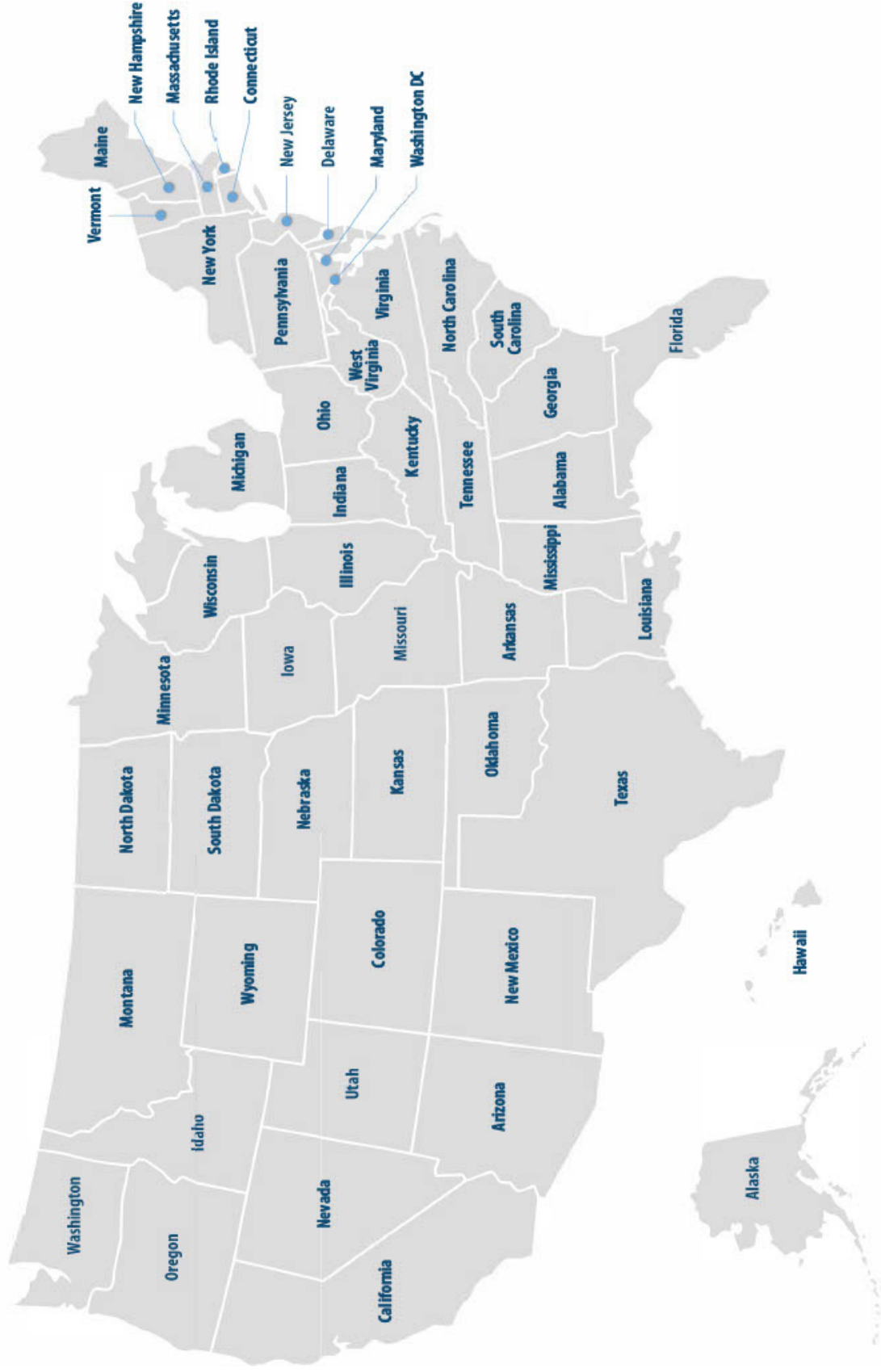


# SUPPORT OF MILITARY FAMILIES

# 2021



Click on a state name to find the results for the installations in that state



# Support of Military Families – 2021

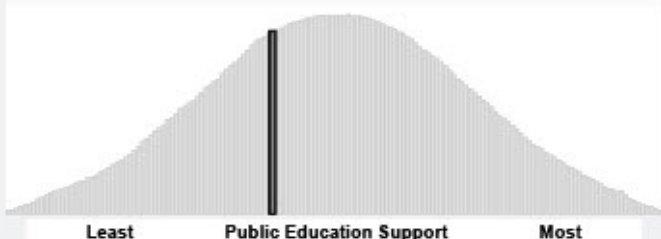
## Joint Base Charleston, South Carolina

### Public Education \*



Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

Comparison of all 157 Air Force Installations



### Academic Performance Criteria



Graduation Rate



Student Learning Rate



### School Climate Criteria



Chronic Absenteeism Rate



Suspension Rate



### Service Offering Criteria



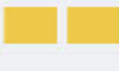
Pre-Kindergarten Availability



Student to Counselor Ratio



Student to Mental Health Support Ratio



Student to Nurse Ratio



Student to Teacher Ratio



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
Department of Education - Civil Rights Data Collection District and School Data	SY 2017-2018	October 2020
Department of Education - ED Facts Graduation Rates (District Level and School Level)	SY 2018-2019	November 2020
Department of Education - National Center for Education Statistics Common Core of Data Public Elementary / Secondary School Universe Survey Data	SY 2019-2020	March 2021
Department of Education - National Center for Education Statistics Common Core of Data (School Search)	SY 2018-19 School Details and Enrollment Characteristics SY 2019-20 School Directory Information	April 2020 July 2020
Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)	SY 2008-2009 through SY2017-2018	February 2021

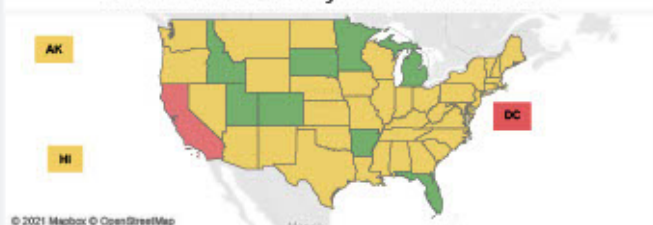
\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

### Licensure Portability



Key: ■ ≤ 1.50 < ■ < 4.00 ≤ ■ (Measure)

Licensure Portability in 50 States and DC



2 41 8

Accounting



Cosmetology



EMS



Engineering



Law



Nursing



Physical Therapy



Psychology



Teaching



Other Professions



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
State Laws, State Executive Orders, State Bar and Supreme Court Rules (Licensure)	Through May 2021	May 31, 2021

### Areas Requiring Additional Support

Public Education

Suspension Rate



Public Education

Graduation Rates



Public Education

Growth Measure



Licensure Language

Professions

Temporary license for 1 year No hassles

Accounting, Cosmetology, Engineering, Psychology, Teaching



# Support of Military Families – 2021

## Joint Base Charleston, South Carolina

### Education and Licensure Assessment Narrative

#### Public Education:

(This assessment is a comparative analysis using colors to graphically display results for all criteria and categories. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to all other Department of the Air Force installations assessed )

- JB Charleston received an overall yellow rating for public education as it fell within the middle 33 percent of all Air Force installations assessed
- The areas with the lowest relative ranking which may require additional state/community support include suspension, graduation, and student learning rates
- Change from 2019:** JB Charleston's overall education rating did not shift from 2019, however the student to nurse ratio shifted from green to yellow

#### Licensure Portability:

- The State of South Carolina received an overall yellow rating for licensure portability indicating the State statutes (primarily S455) contain barriers to licensure and certification portability for military spouses. This assessment was awarded for joining an interstate compact for Nursing. The State also provides temporary licensure to military spouses with no supervisory requirements for the Law profession
- Although South Carolina has enacted legislation to join the Physical Therapy Compact, as of the time of this assessment, the compact benefits are not yet being provided to military spouses as additional requirements need to be met in order for South Carolina to fully receive all of the compact privileges
- Barriers remain for Accounting, Cosmetology, Engineering, EMS, Psychology, Teaching, and Other Occupations which all include "substantially equivalent" requirements. This allows acceptance of another state's license if the requirements for obtaining the license are sufficiently similar to their own State's requirements and precludes acceptance if the requirements are not similar
- If you have additional information or recently made changes to your State's licensure statutes, you can send the updated information to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil) for consideration and potential changes to the assessment
- Change from 2019:** Passing of legislation (S455) requiring substantially equivalent ("greater than or substantially similar") experience to receive licensing downgraded the assessment from green to yellow

#### Additional notes:

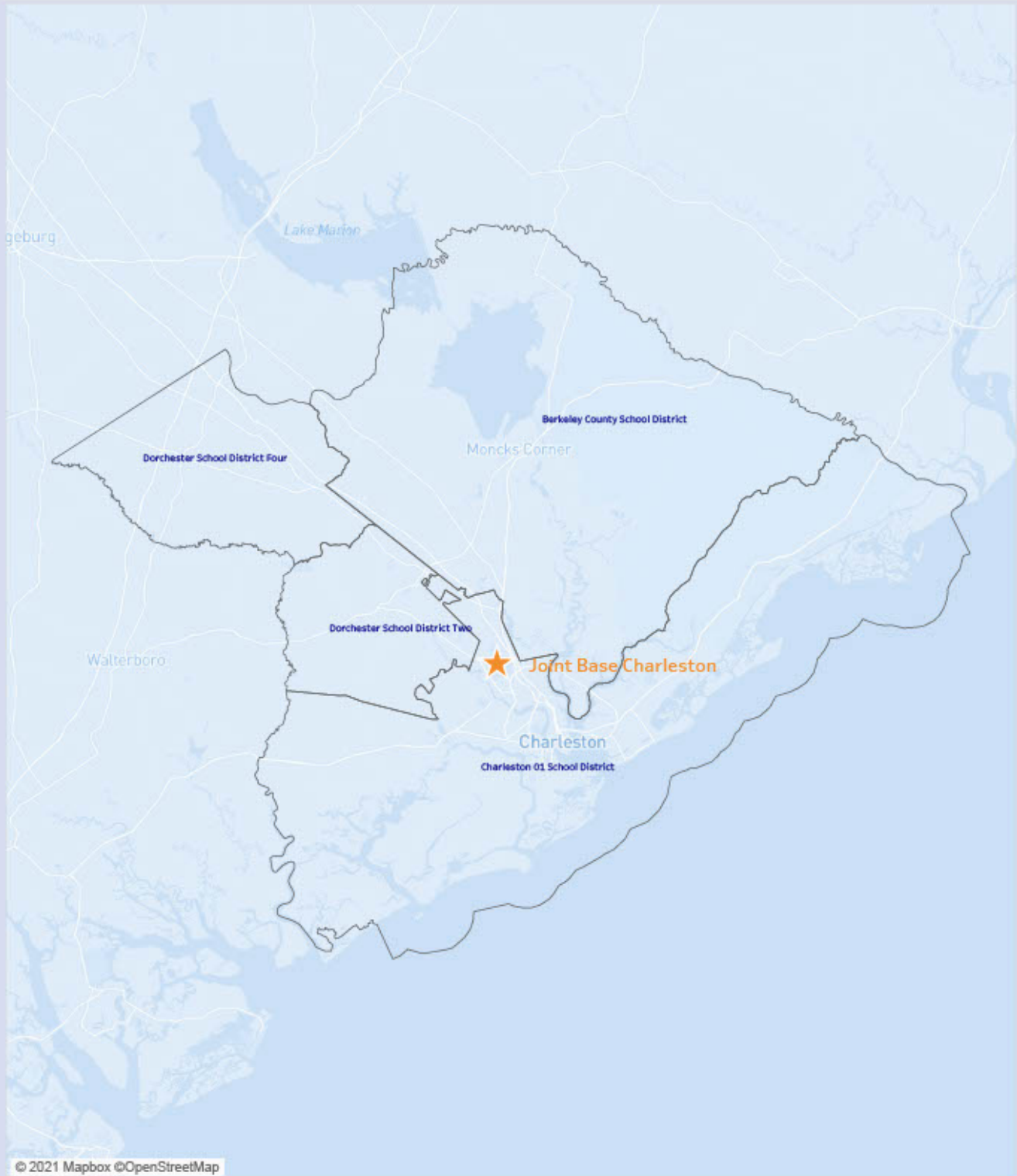
- The education assessment cross references zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis. In some locations, school district composition may have changed slightly due to the use of updated District IDs obtained from the Department of Education
- Graduation rates reflect a 4-year graduation, which was determined to be the expectation of Airmen, Guardians, and their families due to frequency of relocation
- The licensure assessment uses a checklist of licensure rules that states should have, and that they should avoid. For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green. The Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021

For additional information on Education and Licensure assessment criteria, methodology and data sources, please see the Support of Military Families Background Information provided at [www.af.mil](http://www.af.mil) under the Support to Families banner. All questions and feedback should be directed to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil).



# Joint Base Charleston, South Carolina

## School Districts Map

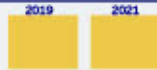




# Support of Military Families – 2021

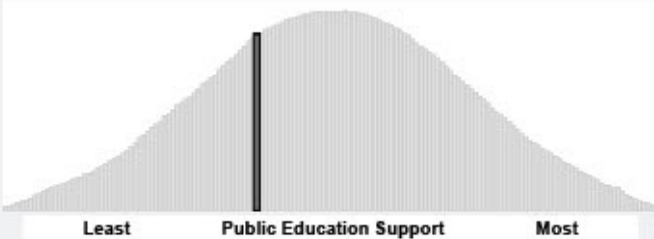
## McEntire Joint National Guard Base, South Carolina

### Public Education \*



Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

Comparison of all 157 Air Force Installations



### Academic Performance Criteria



Graduation Rate



Student Learning Rate



### School Climate Criteria



Chronic Absenteeism Rate



Suspension Rate



### Service Offering Criteria



Pre-Kindergarten Availability



Student to Counselor Ratio



Student to Mental Health Support Ratio



Student to Nurse Ratio



Student to Teacher Ratio



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
Department of Education - Civil Rights Data Collection District and School Data	SY 2017-2018	October 2020
Department of Education - EDFacts Graduation Rates (District Level and School Level)	SY 2018-2019	November 2020
Department of Education - National Center for Education Statistics Common Core of Data Public Elementary / Secondary School Universe Survey Data	SY 2019-2020	March 2021
Department of Education - National Center for Education Statistics Common Core of Data (School Search)	SY 2018-19 School Details and Enrollment Characteristics SY 2019-20 School Directory Information	April 2020 July 2020
Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)	SY 2008-2009 through SY2017-2018	February 2021

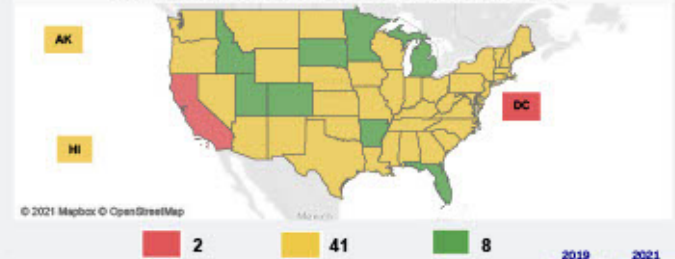
\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

### Licensure Portability



Key: ■ ≤ 1.50 < ■ < 4.00 ≤ ■ (Measure)

Licensure Portability in 50 States and DC



Accounting



Cosmetology



EMS



Engineering



Law



Nursing



Physical Therapy



Psychology



Teaching



Other Professions



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
State Laws, State Executive Orders, State Bar and Supreme Court Rules (Licensure)	Through May 2021	May 31, 2021

### Areas Requiring Additional Support

Public Education

Suspension Rate



Public Education

Graduation Rates



Public Education

Growth Measure



Licensure Language

Professions

Temporary license for 1 year No hassles

Accounting, Cosmetology, Engineering, Psychology, Teaching



# Support of Military Families – 2021

## McEntire Joint National Guard Base, South Carolina

### Education and Licensure Assessment Narrative

#### Public Education:

(This assessment is a comparative analysis using colors to graphically display results for all criteria and categories. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to all other Department of the Air Force installations assessed )

- McEntire JNGB received an overall yellow rating for public education as it fell within the middle 33 percent of all Air Force installations assessed
- The areas with the lowest relative ranking which may require additional state/community support include suspension, graduation, and student learning rates
- Change from 2019:** McEntire's overall education rating did not shift from 2019, however, chronic absenteeism improved from yellow to green

#### Licensure Portability:

- The State of South Carolina received an overall yellow rating for licensure portability indicating the State statutes (primarily S455) contain barriers to licensure and certification portability for military spouses. This assessment was awarded for joining an interstate compact for Nursing. The State also provides temporary licensure to military spouses with no supervisory requirements for the Law profession
- Although South Carolina has enacted legislation to join the Physical Therapy Compact, as of the time of this assessment, the compact benefits are not yet being provided to military spouses as additional requirements need to be met in order for South Carolina to fully receive all of the compact privileges
- Barriers remain for Accounting, Cosmetology, Engineering, EMS, Psychology, Teaching, and Other Occupations which all include "substantially equivalent" requirements. This allows acceptance of another state's license if the requirements for obtaining the license are sufficiently similar to their own State's requirements and precludes acceptance if the requirements are not similar
- If you have additional information or recently made changes to your State's licensure statutes, you can send the updated information to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil) for consideration and potential changes to the assessment
- Change from 2019:** Passing of legislation (S455) requiring substantially equivalent ("greater than or substantially similar") experience to receive licensing downgraded the assessment from green to yellow

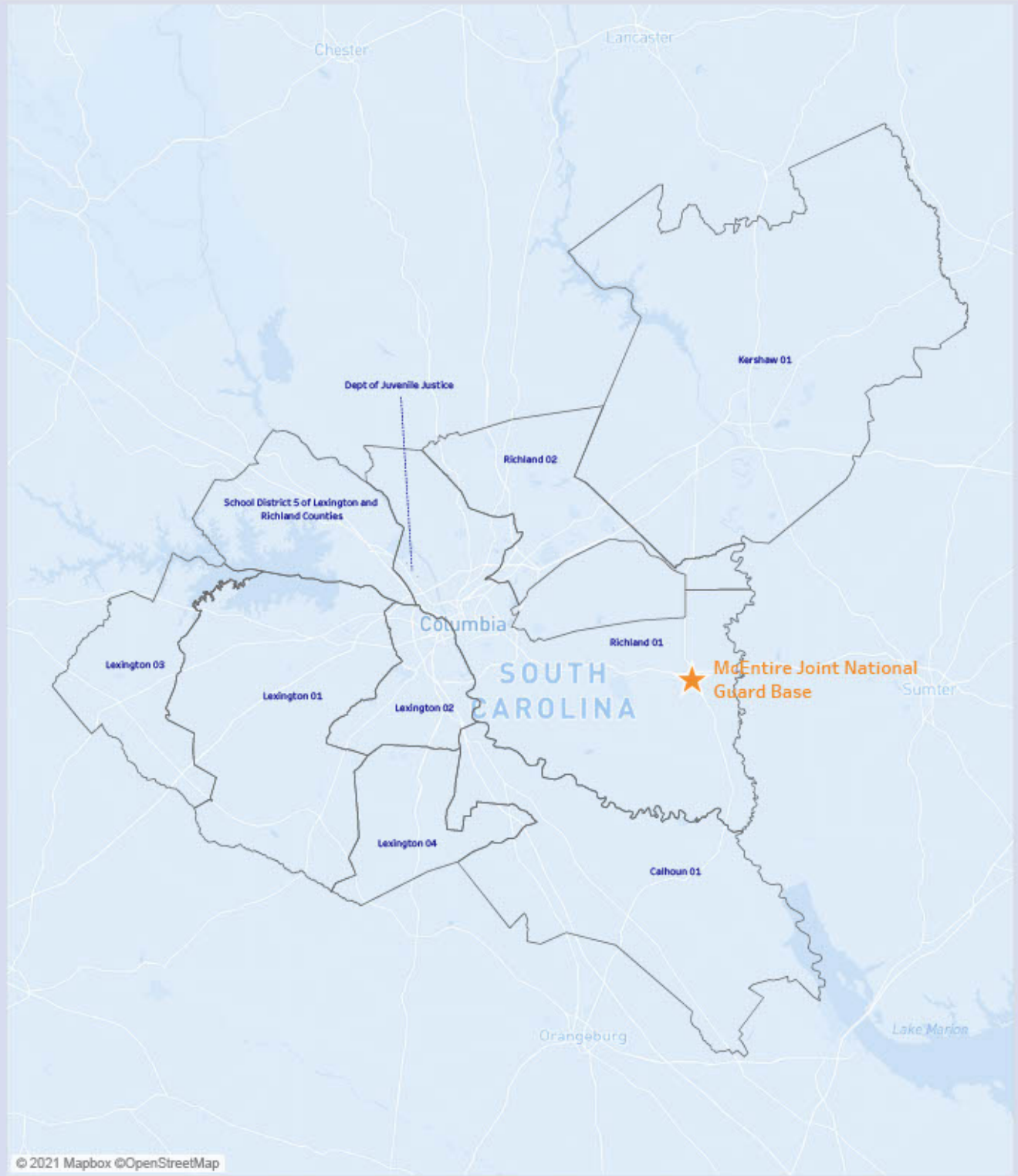
#### Additional notes:

- The education assessment cross references zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis. In some locations, school district composition may have changed slightly due to the use of updated District IDs obtained from the Department of Education
- Graduation rates reflect a 4-year graduation, which was determined to be the expectation of Airmen, Guardians, and their families due to frequency of relocation
- The licensure assessment uses a checklist of licensure rules that states should have, and that they should avoid. For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green. The Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021

For additional information on Education and Licensure assessment criteria, methodology and data sources, please see the Support of Military Families Background Information provided at [www.af.mil](http://www.af.mil) under the Support to Families banner. All questions and feedback should be directed to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil).

# McEntire Joint National Guard Base, South Carolina

## School Districts Map





# Support of Military Families – 2021

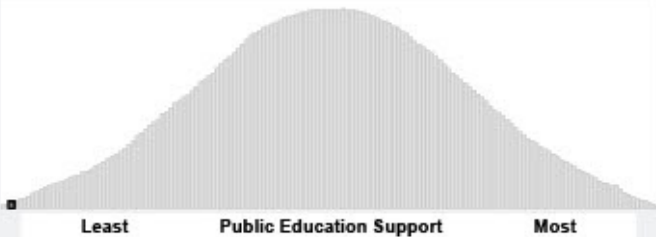
## Shaw Air Force Base, South Carolina

### Public Education \*



Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

Comparison of all 157 Air Force Installations



### Academic Performance Criteria



Graduation Rate



Student Learning Rate



### School Climate Criteria



Chronic Absenteeism Rate



Suspension Rate



### Service Offering Criteria



Pre-Kindergarten Availability



Student to Counselor Ratio



Student to Mental Health Support Ratio



Student to Nurse Ratio



Student to Teacher Ratio



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
Department of Education - Civil Rights Data Collection District and School Data	SY 2017-2018	October 2020
Department of Education - ED Facts Graduation Rates (District Level and School Level)	SY 2018-2019	November 2020
Department of Education - National Center for Education Statistics Common Core of Data Public Elementary / Secondary School Universe Survey Data	SY 2019-2020	March 2021
Department of Education - National Center for Education Statistics Common Core of Data (School Search)	SY 2018-19 School Details and Enrollment Characteristics SY 2019-20 School Directory Information	April 2020 July 2020
Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)	SY 2008-2009 through SY2017-2018	February 2021

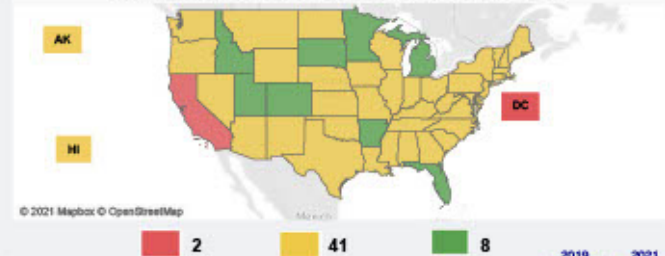
\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

### Licensure Portability



Key: ■ ≤ 1.50 < ■ < 4.00 ≤ ■ (Measure)

Licensure Portability in 50 States and DC



Accounting



Cosmetology



EMS



Engineering



Law



Nursing



Physical Therapy



Psychology



Teaching



Other Professions



Data Source	Most Recent Survey Time Period Utilized	Date Last Updated
State Laws, State Executive Orders, State Bar and Supreme Court Rules (Licensure)	Through May 2021	May 31, 2021

### Areas Requiring Additional Support

Public Education

Suspension Rate



Public Education

Growth Measure



Public Education

Student to Teacher



Licensure Language

Professions

Temporary license for 1 year No hassles

Accounting, Cosmetology, Engineering, Psychology, Teaching



# Support of Military Families – 2021

## Shaw Air Force Base, South Carolina

### Education and Licensure Assessment Narrative

#### Public Education:

(This assessment is a comparative analysis using colors to graphically display results for all criteria and categories. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to all other Department of the Air Force installations assessed )

- Shaw AFB received an overall red rating for public education as it fell within the bottom 33 percent of all Air Force installations assessed
- The areas with the lowest relative ranking which may require additional state/community support include suspension and student learning rates, and student to teacher ratio
- Change from 2019:** Shaw's overall education rating shifted from yellow to red as did overall academic performance due to graduation and student learning rates shifting from yellow to red. Additionally, pre-kindergarten availability, student to counselor and student to nurse ratios shifted from green to yellow, while student to teacher ratio shifted from yellow to red

#### Licensure Portability:

- The State of South Carolina received an overall yellow rating for licensure portability indicating the State statutes (primarily S455) contain barriers to licensure and certification portability for military spouses. This assessment was awarded for joining an interstate compact for Nursing. The State also provides temporary licensure to military spouses with no supervisory requirements for the Law profession
- Although South Carolina has enacted legislation to join the Physical Therapy Compact, as of the time of this assessment, the compact benefits are not yet being provided to military spouses as additional requirements need to be met in order for South Carolina to fully receive all of the compact privileges
- Barriers remain for Accounting, Cosmetology, Engineering, EMS, Psychology, Teaching, and Other Occupations which all include "substantially equivalent" requirements. This allows acceptance of another state's license if the requirements for obtaining the license are sufficiently similar to their own State's requirements and precludes acceptance if the requirements are not similar
- If you have additional information or recently made changes to your State's licensure statutes, you can send the updated information to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil) for consideration and potential changes to the assessment
- Change from 2019:** Passing of legislation (S455) requiring substantially equivalent ("greater than or substantially similar") experience to receive licensing downgraded the assessment from green to yellow

#### Additional notes:

- The education assessment cross references zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis. In some locations, school district composition may have changed slightly due to the use of updated District IDs obtained from the Department of Education
- Graduation rates reflect a 4-year graduation, which was determined to be the expectation of Airmen, Guardians, and their families due to frequency of relocation
- The licensure assessment uses a checklist of licensure rules that states should have, and that they should avoid. For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green. The Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021

For additional information on Education and Licensure assessment criteria, methodology and data sources, please see the Support of Military Families Background Information provided at [www.af.mil](http://www.af.mil) under the Support to Families banner. All questions and feedback should be directed to [SAF.MRR.Workflow@us.af.mil](mailto:SAF.MRR.Workflow@us.af.mil).



# Shaw Air Force Base, South Carolina

## School Districts Map

