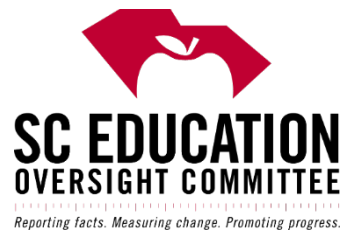


SC Education Oversight ASA Subcommittee Meeting

May 19, 2025



Welcome & Approval of ASA Subcommittee Minutes

March 17, 2025

Dr. Patty Tate

Action Item:

SC Tiered Credential System



Dana Yow

$$\begin{aligned} & \left\{ \begin{array}{l} \text{if } \pi \geq -\pi \text{ then } \pi \leftarrow \pi + 1 \\ \text{if } \pi \geq \pi \text{ then } \pi \leftarrow \pi - 1 \end{array} \right. \\ & \text{if } \pi \geq \pi \text{ then } \pi \leftarrow \pi + 1 \\ & \text{if } \pi \geq \pi \text{ then } \pi \leftarrow \pi - 1 \end{aligned}$$
$$11^{-}\acute{A}\ast\tilde{A}\tilde{A}$$

1. Move away from an equal-weight credential system to a new three-tiered system.
2. Allow time for districts and schools to transition to the tiered credential system in School Year 2025-26.
3. Employ strategies to engage business and industry partners in credential validation and pathway strengthening.

Focus on "credential currency" – real employment value
& aligning credentials with labor market demands and
workforce priorities

Why Transition to a Tiered System?

- **Better Workforce Alignment** – The tiered system ensures that students earn credentials valued by employers, leading to higher job placement rates, career progression, and wage growth. The tiered credential list will be reviewed and refined annually to ensure alignment with industry expectations.
- **Clearer Credential Differentiation** – By categorizing credentials into Introductory (Tier 1), Intermediate (Tier 2), and Career Ready (Tier 3), South Carolina provides transparency about which certifications offer immediate employability, advancement opportunities, and industry recognition.
- **Support for Stackable Credentials** – The system encourages students to build upon entry-level certifications to earn higher-level, industry-valued credentials, creating clear career pathways rather than disconnected certifications.
- **Stronger Connections Between Education and Industry** – Employers will play a key role in verifying that credentials provide real hiring advantages. Their direct involvement in credential evaluation strengthens the link between education, workforce readiness, and economic development in South Carolina.

Tier Descriptors

| Tier 1 | Tier 2 | Tier 3 |
|---|--|--|
| Introductory | Intermediate | Career Ready |
| <ul style="list-style-type: none">• Foundational Skills: Validates basic competencies for further education or training.• Regionally Recognized: Accepted by local industries but not a statewide hiring requirement.• Early Career Pathway: Earned in the first stages of a CTE program, leading to higher-level credentials. | <ul style="list-style-type: none">• Industry-Aligned: Valued by employers but not always required for hiring.• Supports Career Pathways: Provides an employment advantage and job readiness.• Enhances Workforce Participation: Increases employability, but additional training may be needed for advancement. | <ul style="list-style-type: none">• High-Demand Careers: Required for employment in priority, high-wage occupations.• Clear Economic Benefits: Leads to significant wage gains, promotions, or job retention.• Career Advancement: Recognized entry point into further education, training, and certifications. |

Health Science Cluster: Pharmacy Tech

| COURSE NAME | Health Science 1 | Health Science 2 | Medical Terminology | Pharmacology for Medical Careers |
|---------------|------------------|---|---|---|
| Certification | | Healthcare Providers Basic Life Support (Tier 2) Stop the Bleed (Tier 1) | National Health Science Assessment (Tier 2) | Certified Pharmacy Technician (CPHT) (Tier 3) |

Transitioning to the Tiered System

- Beginning with students entering high school in the 2024-2025 school year, career-ready status for CTE completers will be determined by earning a **minimum of three points** within this system.
- Students entering high school prior to the 2024-2025 school year will meet career-ready status under the current system.



“ALL” or Universal Certifications

| | A | B | C | D | E | N | O | P | Q | R | S | T | U |
|----|-------------------|---|------|--------------------------|------------|------------------------------|-------------------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|----------------------------|----------|
| 1 | Cert ID (SRPG) | CTE Certification | Tier | Currently CR Approved | Year Added | Certs Admin FY22 (51,720) | Certs Passed FY22 (46,714) | Certs Admin FY23 (64,212) | Certs Passed FY23 (56,764) | Certs Admin FY24 (84,519) | Certs Passed FY24 (74,238) | Total Earned since 2018 | Comments |
| 2 | 427 | Career and Life Essentials | 1 | Yes | 2021 | | | | | 302 | 252 | 302 | |
| 3 | 583 | Critical Career Skills: Professional Communication | 1 | No | 2025 | | | | | | | 0 | |
| 4 | A78 | Express Employment Professionals Career Preparedness Certification | 1 | No | 2017 | 55 | 52 | 7 | 7 | 75 | 42 | 202 | |
| 5 | 262 | FAA Part 107 UAV License | 1 | No | 2019 | 63 | 47 | 77 | 52 | 77 | 65 | 230 | |
| 6 | 430 | Leadership Essentials | 1 | Yes | 2021 | | | | | 25 | 11 | 25 | |
| 7 | A94 | Microburst EmployABILITY Soft Skills Certification | 1 | Yes | 2017 | 8,655 | 7,542 | 9,599 | 8,474 | 10325 | 9254 | 40,478 | |
| 8 | 63 | OSHA 10 General | 1 | Yes | 2010 | 12,644 | 11,914 | 13,596 | 12,858 | 17745 | 16662 | 63,164 | |
| 9 | 425 | Skills USA Career Essentials Certification | 1 | Yes | 2020 | | | | | 4 | 4 | 4 | |
| 10 | 429 | Soft Skills Pro-Industry Certificaion | 1 | Yes | 2021 | | | 24 | 24 | 410 | 353 | 434 | |

Updated Tiered List

| | A | B | C | D | E | F | G | H | I | R | S | T | U | V | W | X |
|----|-------------|---------|---------|---------|----------------|---|------|-----------------------|-----------------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|----------------------------|-------------------------|
| 1 | Clstr 1 | Clstr 2 | Clstr 3 | Clstr 4 | Cert ID (SRPG) | CTE Certification | Tier | Currently CR Approved | Year Added | Certs Admin FY22 (51,720) | Certs Passed FY22 (46,714) | Certs Admin FY23 (64,212) | Certs Passed FY23 (56,764) | Certs Admin FY24 (84,519) | Certs Passed FY24 (74,238) | Total Earned since 2018 |
| 6 | EDU | HUM | | | A64 | Advanced Child Care Training | 1 | Yes | 2015 | 6 | 6 | | | 1 | 1 | 15 |
| 7 | EDU | HUM | | | 385 | YouScience Industry Certification: Child Development | 2 | No | 2021 | 10 | 10 | 4 | 4 | 15 | 8 | 29 |
| 8 | HUM | | | | 448 | Barbicide Certification | 2 | No | 2021 | 222 | 222 | 307 | 307 | 588 | 588 | 1117 |
| 9 | ART | IT | | | 463 | Adobe Certified Professional Visual Design Specialist (ACP-VDS) | 2 | Yes | 2021 | 10 | 10 | | | | | 10 |
| 10 | HUM | | | | 469 | School Mental Health Certification | 2 | No | 2022 | | | 0 | 0 | | | 0 |
| 11 | HUM | | | | 470 | Student Mental Health and Suicide Prevention | 2 | No | 2022 | | | 158 | 146 | 157 | 132 | 315 |
| 12 | HUM | HLTH | | | 471 | Teen Mental Health First Aid (tMHFA) | 2 | No | 2022 | | | 0 | 0 | | | 0 |
| 13 | HUM | ART | | | 509 | Autodesk Certified Professional in Revit for Mechanical Design | 2 | No | 2023 | | | | | | | 0 |
| 14 | HOSP | HUM | BUS | | 537 | YouScience Industry Certification: Entrepreneurship | 2 | No | 2023 | | | | | 5 | 5 | 5 |
| 15 | HLTH | HUM | | | 264 | Sports Nutrition Certificate | 2 | No | 2019 | 303 | 302 | 0 | 0 | 2 | 2 | 572 |
| 16 | HLTH | EDU | HUM | LAW | 418 | First Aid | 2 | No | 2021 | 159 | 159 | 12 | 12 | 6 | 6 | 205 |
| 17 | HLTH | HUM | EDU | LAW | 44 | First Aid/CPR/AED | 2 | No | 2010 or earlier | 2,929 | 2,923 | 202 | 201 | 119 | 118 | 14,069 |
| 18 | ART | HUM | | | 80 | Adobe Certified Professional (ACP) – Visual Design using Photoshop | 2 | Yes | 2011 | 330 | 266 | | | 12 | 6 | 1297 |
| 19 | HUM | | | | A27 | South Carolina Hair Braiding Registration | 2 | Yes | 2013 | 57 | 57 | 66 | 66 | 112 | 112 | 375 |
| 20 | ART | BUS | HUM | | A39 | Adobe Certified Professional (ACP) Print & Digital Media Publication with | 2 | Yes | 2014 | 23 | 22 | | | | | 358 |
| 21 | ART | BUS | HUM | | A40 | Adobe Certified Professional (ACP) Graphic Design & Illustration with Adobe | 2 | Yes | 2014 | 150 | 107 | | | 6 | 5 | 436 |
| 22 | HUM | | | | A72 | S/P2 – Cosmetology | 2 | No | 2016 | 48 | 48 | 76 | 76 | 41 | 41 | 300 |
| 23 | EDU | | | | 267 | SC 15-Hour Health and Safety Pre-Service Certificate | 3 | Yes | 2019 | 142 | 122 | 25 | 19 | 37 | 37 | 315 |
| 24 | HUM | | | | 39 | South Carolina Cosmetology License | 3 | Yes | 2010 or earlier | 326 | 311 | 349 | 294 | 458 | 394 | 2314 |
| 25 | HUM | | | | 55 | South Carolina Nail Technician License | 3 | Yes | 2010 or earlier | 29 | 29 | 38 | 38 | 31 | 30 | 290 |
| 26 | HUM | | | | 66 | Broad Field Family and Consumer Sciences | 3 | Yes | 2010 | 24 | 19 | 49 | 30 | 67 | 38 | 146 |
| 27 | HUM | | | | 68 | Personal and Family Finance | 3 | Yes | 2010 | 1 | 1 | 1 | 1 | 3 | 2 | 7 |
| 28 | ART | HUM | | | 72 | Fashion, Textiles, and Apparel | 3 | Yes | 2010 | 1 | 1 | | | | | 8 |
| 29 | ART | HUM | | | 73 | Interior Design Fundamentals | 3 | Yes | 2011 | 1 | 0 | | | | | 9 |
| 30 | HUM | | | | 74 | Nutrition, Food, and Wellness | 3 | Yes | 2010 | 1 | 1 | 0 | 0 | 3 | 2 | 14 |
| 31 | HOSP | HUM | STEM | | A15 | ServSafe® Manager | 3 | Yes | 2012 | 368 | 246 | 3 | 2 | 3 | 1 | 1,170 |
| 32 | HUM | | | | A26 | South Carolina Registered Barber License | 3 | Yes | 2013 | 6 | 6 | 5 | 2 | | | 28 |
| 33 | HUM | | | | A28 | South Carolina Esthetician License | 3 | Yes | 2013 | 23 | 23 | 25 | 23 | 34 | 34 | 130 |
| 34 | HUM | | | | A42 | South Carolina Master Hair Care License | 3 | Yes | 2014 | | | 9 | 5 | 14 | 6 | 30 |
| 35 | AGR | HUM | STEM | HOSP | A79 | AMSA Food Safety and Science Certification | 3 | Yes | 2017 | 4 | 4 | 0 | 0 | | | 13 |
| 36 | Total Certs | | | | 33 | Total Certifications Administered and Earned for the Cluster | | | | 4892 | 4614 | 1,796 | 1,668 | 2,394 | 2,572 | |

Earning Points in the Tiered System

Under the new tiered credential system, students must earn at least three points through one of the following combinations:

- One Tier 3 credential aligned with their career cluster.
- A combination of one Tier 2 and one Tier 1 credential within the same career pathway.
- A Universal Credential (e.g., OSHA 10) paired with a Tier 2 or higher credential within the student's career cluster.

Addressing Universal Credentials

Universal credentials are certifications that demonstrate foundational workplace skills applicable across multiple industries. These credentials validate essential employability skills, technical knowledge, or safety competencies that enhance a student's workforce readiness regardless of their chosen career path.

Examples of universal credentials include:

- Workplace Readiness & Soft Skills: Microburst EmployABILITY, Career and Life Essentials, Leadership Essentials.
- Safety & Technical Certifications: OSHA 10, FAA Part 107 UAV License.
- Business & Technology Readiness: Express Employment Professionals Business Office Technology.

Universal credentials may fulfill the career-ready requirement when paired with a Tier 2 or Tier 3 credential in the student's career cluster.

Clarification Notes

- A bundle of Tier 1 credentials will not be considered career-ready.
- Only credentials from the state's approved list will count toward career-ready status in the accountability system.
- To be considered career-ready, a student's earned credentials must align with their designated program of study and career cluster. Credentials earned outside of the student's career cluster or program of study will not count toward career-ready status.

Future Credential Review Process

1. Application Submission – School districts and CTE centers submit applications to the SC Department of Education (SCDE) with employer documentation verifying the credential's employment value.
2. Three-Step Evaluation Process:
 - **SCDE Screening:** Ensures alignment with academic, technical, and workplace standards, plus links to postsecondary programs or apprenticeships.
 - **SC Department of Employment & Workforce (SCDEW) Review:** Confirms industry relevance and assesses if the credential leads to stable, living-wage employment.
 - **Industry Review:** Employers verify hiring advantages, career progression potential, and recommend tier placement, especially for stackable credentials.

Technical Advisory Committees by Career Cluster Area

Ensure Alignment – TACs will bridge high school career pathways, postsecondary education, and workforce needs across South Carolina's 16 Career Clusters.

Provide Industry Expertise – Members will advise state agencies on labor market demands, essential skills, and credentials needed for in-demand jobs.

Diverse Membership – TACs will include business and industry experts (51% of members), postsecondary instructors, CTE directors and teachers, and workforce agency representatives.

Credential Review & Program Improvement – This fall, TACs will virtually evaluate high school CTE credentials, ensuring alignment with workforce needs and the new tiered credential system.

Ongoing Workforce Engagement – TACs will meet quarterly to refine program offerings, strengthen career pathways, and expand work-based learning opportunities.



Final Approval Process

Annual EOC Submission and Final Review

October 1

Credential submission window closes. All tier placements and TAC recommendations must be finalized.

- List comes to EOC from the SCDE.
- ASA Subcommittee to review and vote on the list and send on to full EOC for final approval.
- All updates need to be integrated into PowerSchool by March 1

ASA Subcommittee
November

Full EOC
December

Action Item: Evaluation of Biology I, Spring 2024 End-of-Course Exam

Dr. Matthew Lavery, EOC Deputy Director

Legislative Mandate

- **§59-18-320.(A):** After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any.
- **§59-18-355.(B):** A revision to an assessment recommended pursuant to Section 59-18-350(A), as well as a new assessment or a change in a current assessment that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the advice and consent of the Education Oversight Committee.

South Carolina End-of-Course Examination Program

EVALUATION OF BIOLOGY 1

SPRING 2024 TEST DATA



Review & Evaluation Process

- Conducted by K-12 Assessments Solutions at the University of Georgia in collaboration with South Carolina Department of Education (SCDOE) and Data Recognition Corporation (DRC).
- Review based on Standards for Educational and Psychological Testing (AERA/APA/NCME).
- Review included blueprint analysis, content alignment, DOK review, psychometric evaluation, and performance classification analysis.
- Subject Matter Experts reviewed all items for standard alignment and cognitive rigor.
- Psychometric evaluation included a review of Classical Test Theory (CTT), Rasch, dimensionality, reliability, and differential item functioning (DIF).
- Recommendations support improved alignment, rigor, and classification reliability.

Test Blueprint

- The EOCEP Biology 1 test blueprint reflects a subset of 2021 SC standards with generally balanced coverage.
- The test is appropriately more weighted at DOK Level 2, emphasizing conceptual understanding and problem-solving.
- Terminology and categorization slightly differ between the blueprint and curriculum and could be refined for clarity.
- Recommendations:
 - Add standards (e.g., B-LS2-2, B-LS2-3, B-LS2-4) to further improve balance across all reporting categories.
 - Increase DOK Level 3 items to improve assessment of higher-order skills.

Item Validity and Alignment

- Most items align with the standards and intended DOK.
- 4 items flagged for aligning to standards not included in the test blueprint or Printable Biology 1 Standards.
- 2 items flagged for content alignment (aligned to the DCI but not the SEP) and 4 items flagged for DOK classification.
- Recommendation:
 - Revise or reclassify flagged items and consider updating blueprint to reflect the full standard set.

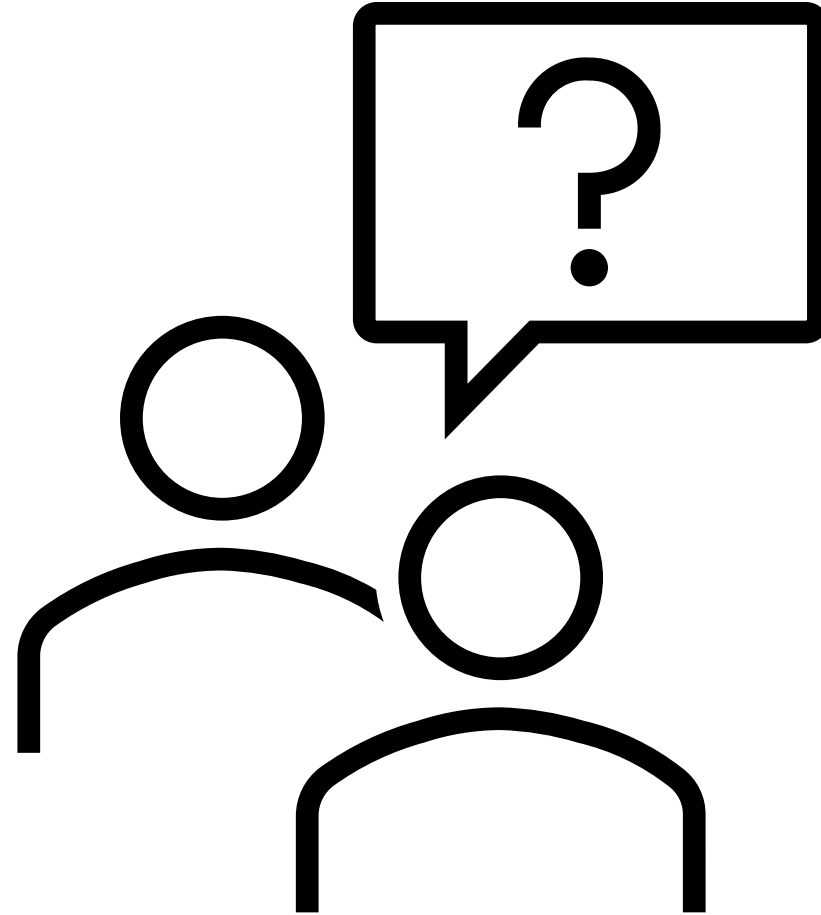
Psychometric Quality & Fairness

- CTT and Rasch analyses indicate high-quality items and appropriate difficulty.
- Cronbach's alpha: 0.92 (fall and spring) – indicates strong reliability.
- PCA supports unidimensionality; item fit statistics are generally strong.
- DIF analysis: 98% of item comparisons show no/negligible bias.
- Recommendations:
 - Continue monitoring fairness.
 - Consider more flexible IRT models.
 - Consider CFA for internal structure validation.

Performance Level Classification

- 4 performance levels set via standard setting; align with A–F letter grades.
- Wide SEMs around cut scores limit reliability of fine-grained classification.
- Two-level decisions (e.g., pass/fail) more defensible than four-level distinctions.
- Recommendations:
 - Add items near cut scores.
 - Explore classification-supportive models (e.g., cognitive diagnosis models).

Questions



Information Item: Educational Performance of Military-Connected Children In South Carolina, 2025 Report



Dana Yow, EOC Executive Director



EOC “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”

Act 289, the Military Family Quality of Life Enhancement Act



Background

Requirement of Act 289, the Military Family Quality of Life Enhancement Act

- Passed in 2014 by the SC General Assembly
- “To enhance quality of life issues for members of the armed forces”
- Part V requires the EOC develop a report on the educational performance of military-connected children

MAED-2023-24

- Demographics details of military-connected students in SC from SY2023-24.
- Overview of the data collection and reporting at the State level related to military-connected students.
- An update on the academic performance and school attendance of military-connected students;
- Existing structures and support for military-connected students in the State; and
- Findings and recommendations

Federal Requirement for State Collection of MCS

- The Every Student Succeeds Act (ESSA) recognized military-connected students as a district subgroup for reporting purposes
- Beginning in SY2017-18, LEAs were required to identify MCS
- Purpose: To evaluate the specific educational needs and the effectiveness of the programs serving military-connected students
- Typically, districts conduct a survey of parents and guardians, this information is then entered into PowerSchool (State SIS)

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.”***



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

| | SY 2021-22 | | SY 2022-23 | | SY 2023-24 | |
|--|------------|---------|------------|---------|------------|---------|
| MILITARY CONNECTION | Number | Percent | Number | Percent | Number | Percent |
| National Guard, Not Deployed (01) | 3,256 | 17.5% | 3,311 | 16.4% | 3,376 | 16.5% |
| Reserves, Not Deployed (02) | 2,257 | 12.1% | 2,748 | 13.6% | 2,968 | 14.5% |
| National Guard, Active Deployment (03) | 502 | 2.7% | 583 | 2.9% | 593 | 2.9% |
| Reserves, Active Deployment (04) | 420 | 2.3% | 360 | 1.8% | 326 | 1.6% |
| Active Duty Military, Not Deployed (05) | 9,465 | 50.8% | 10,778 | 53.3% | 10,859 | 53.1% |
| Active Duty Military, Deployed (06) | 1,117 | 6.0% | 1,134 | 5.6% | 1,122 | 5.5% |
| Active Duty Military, Deceased in last year (07) | 188 | 1.0% | 176 | .87% | 183 | .89% |
| Active Duty Military, Wounded in last year (08) | 1,430 | 7.7% | 1,131 | 5.6% | 1,041 | 5.1% |
| GRAND TOTAL: | 18,635 | 100% | 20,221 | 100% | 20,468 | 100.0% |

Source: SC Department of Education, data reported to EOC; 180 day data collection

$$2\pi i \int_{\gamma} \frac{f(z)}{z} dz = 2\pi i \sum_{k=1}^n \operatorname{Res}_{z_k} f(z)$$

| Grade Level Span | Count (% of MCS population) |
|---|-----------------------------|
| K-5 th grade | 4,670 (22.8%) |
| 6 th -8 th grade | 9,762 (47.7%) |
| 9 th -12 th grade | 6,036 (29.5%) |

Based on data collected in State Student SIS, 180 day enrollment

| Race | Count | % of MCS |
|---|-------|----------|
| American Indian or Alaska Native | 54 | .3% |
| Asian | 251 | 1.2% |
| Black or African American | 5,795 | 28.3% |
| Hispanic or Latino | 2,913 | 14.2% |
| Multiracial | 1,733 | 8.5% |
| Native Hawaiian or Other Pacific Islander | 61 | .3% |
| White | 9,654 | 47.2% |

| | MCS | Non-MCS |
|---|---|---|
| Characteristics and Demographics | Number and % of Military-Connected Student Population | Number and % of Non-Military-Connected Student Population |
| American Indian or Alaska Native | 54 (.3%) | 2,341 (.3%) |
| Asian | 251 (1.2%) | 14,737 (1.9%) |
| Black or African American | 5,795 (28.3%) | 238,886 (30.9%) |
| Hispanic or Latino | 2,913 (14.2%) | 107,620 (13.9%) |
| Native Hawaiian or Other Pacific Islander | 61 (.30%) | 919 (.12%) |
| White | 9,654 (47.2%) | 363,486 (47.0%) |
| Multiracial | 1,733 (8.5%) | 45,945 (5.9%) |

Based on data collected in State Student SIS, 180 day enrollment

Table 5: Districts with the Largest Reported Percentage of Military Connected Students, SY 2023-24

| School District | SY 2023-24 | |
|-----------------|---------------------------|---|
| | Number of MCS in District | Percent of District Population identified as Military-Connected |
| Richland 2 | 3,780 | 13.1% |
| Kershaw | 1,062 | 9.5% |
| Sumter | 943 | 6.6% |
| Dorchester 2 | 1,738 | 6.5% |
| Horry | 2,311 | 4.8% |
| Beaufort | 935 | 4.3% |
| Florence 1 | 660 | 4.1% |
| Berkeley | 1,619 | 4.1% |
| Lexington 1 | 942 | 3.5% |
| Anderson 1 | 359 | 3.3% |

- Of the 20,468 military-connected students reported by school districts to SCDE in school year 2023-24, approximately 70 percent of the students attended one of the ten school districts listed in Table 5.
- **Twenty-five school districts report NO military-connected students** despite ESSA requirement to report (up from 15 last year)

Table 6: Districts Reporting NO Military Connected Students, SY 2023-24

| No MCS Reported in SY 2023-24 | | |
|-------------------------------|--------------|---------------|
| Anderson 5 | Dorchester 4 | Lee |
| Bamberg 3 | Florence 5 | Marion 10 |
| Barnwell 48 | Greenwood 51 | Spartanburg 4 |
| Calhoun | Greenwood 52 | Spartanburg 6 |
| Chester | Jasper | Spartanburg 7 |
| Dillon 3 | Laurens 55 | |

- **Seventeen school districts report ZERO military-connected students despite ESSA requirement to report**

Academic Performance of MCS



The performance of MCS in SC *exceeds* the performance of non-MCS

| Kindergarten Readiness Exam (KRA) : % Demonstrating Readiness in Performance Level Category | |
|--|----------------------------------|
| Military-Connected Students | Non- Military-Connected Students |
| 679 (49.4%) | 20,983 (40.4%) |

- In SC READY Math, military-connected students more frequently scored Meets or Exceeds Expectations (51.18% combined) than their non-military-connected peers (41.94%).
- In ELA, 35.78% military-connected students scored Exceeds Expectations, markedly higher than the 28.49% among non-military-connected students.
- Conversely, fewer military-connected students fall into the lowest category (14.93%) compared to non-military-connected students (23.47%).

The performance of MCS in SC *exceeds* the performance of non-MCS

Table 9: SY 2023-24 EOCEP 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 | | | | | |
| 2023-24 | 1,611 | 74.5 | 62.2% | 70.7 | 51.5% |
| English 2 | | | | | |
| 2023-24 | 1,601 | 81.7 | 78.8% | 78.0 | 70.1% |
| Biology I | | | | | |
| 2023-24 | 1,557 | 73.4 | 57.5% | 69.2 | 47.8% |
| U.S. History and the Constitution | | | | | |
| 2023-24 | 1,365 | 72.4 | 53.3% | 67.9 | 44.8% |

On-time Graduation Rate

| School Year | MCS | Non-MCS |
|-------------|-------------------------|-------------------------|
| | On-time Graduation Rate | On-time Graduation Rate |
| SY 2023-24 | 94.3% | 87.2% |
| SY 2022-23 | 93.2% | 83.9% |
| SY 2021-22 | 94.3% | 83.9% |
| SY 2020-21 | 91.4% | 83.2% |
| SY 2019-20 | 90.8% | 82.0% |
| SY 2018-19 | 86.9% | 81.1% |

Attendance

| Attendance Category | Military-Connected Students Number (% among MCS) | Non-Military-Connected Students Number (% among non-MCS) |
|---|---|---|
| Perfect (0% absent) | 913 (4.5%) | 43,596 (5.6%) |
| Excellent (<5% absent) | 9,650 (47.2%) | 316,080 (40.9%) |
| Good (5–10% absent) | 6,658 (32.5%) | 246,564 (31.9%) |
| Chronically Absent (10–15% absent) | 2,009 (9.8%) | 89,113 (11.5%) |
| Very Chronically Absent (15–20% absent) | 612 (3.0%) | 34,570 (4.5%) |
| Extremely Chronically Absent (≥20% absent) | 620 (3.0%) | 43,545 (5.6%) |
| TOTAL | 20,462 | 773,468 |

Recommendations

- SC school districts should require the collection of these data during school enrollment procedures and the data should be populated into the Student Information System.
- In collaboration with the SC Dept of Veterans Affairs, include a data visualization including data related to this report on dashboardSC.sc.gov, the EOC's Education Data Dashboard (work underway currently.)
- Address the recommendations of the SC K-12 Military Readiness Task Force, adopted in June 2024

Information Item: EIA Budget Update

Dr. Rainey Knight, Director of Strategic Innovation



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

Questions?

Information Item: Retreat Update

Dana Yow

2025 Retreat Update

- August 10-11, 2025
- Beaufort, SC
- Meeting Site: Beaufort Memorial Hospital
- Lodging: Best Western, Downtown Beaufort



Adjournment



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