

SC Education Oversight Full Committee Meeting

December 8, 2025

Welcome and Introductions

Approval of October 13, 2025 Full Committee Minutes

April Allen, EOC Chair



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

Special Presentation: Education Commission of the States (ECS)

Joel Moore, ECS State Relations Director





South Carolina Executive Oversight Committee

Monday, December 8, 2025

Agenda

- What is Education Commission of the States?
- ECS Supports and Services
- Questions

History of ECS

ECS Leadership

Chair – Gov. Mark Gordon, Wyoming

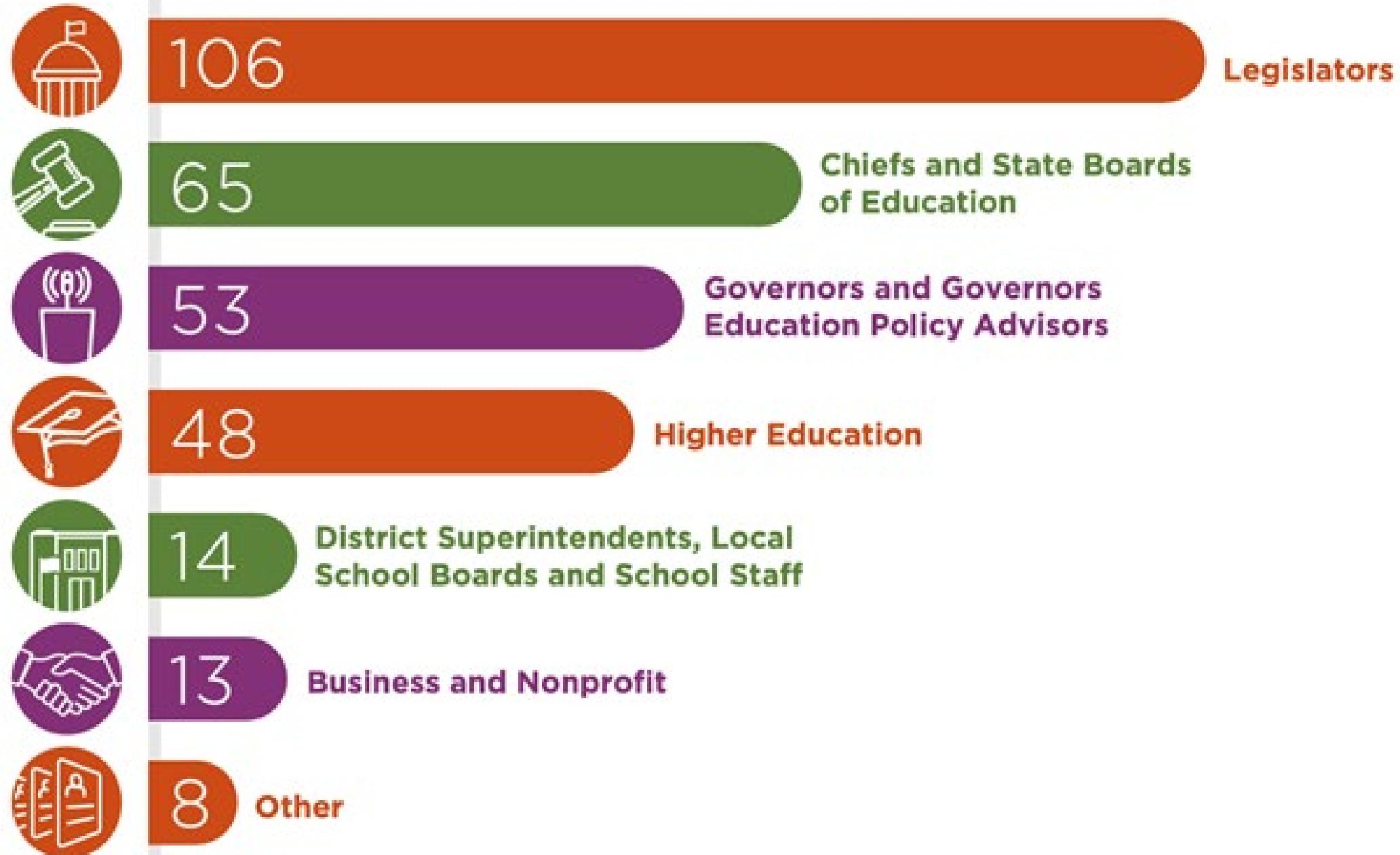
Vice Chair – Bill Soules, Senator, New Mexico

Treasurer - Aaron Thompson, President, Kentucky Council
on Postsecondary Education

2025-27 Executive Committee

- Madeleine Bayard, SVP, Rodel Foundation, Delaware
- Stephanie Bell, State Board of Education, Alabama
- Charlene Russell-Tucker, Commissioner of Education, Connecticut
- Tony Sanders, Superintendent of Education, Illinois
- Don Schaible, Senator, North Dakota

ECS Current Commissioner Representation



HOW WE DO IT.



Research



Report



Convene



Counsel

Resources





**EDUCATION
COMMISSION
OF THE STATES**

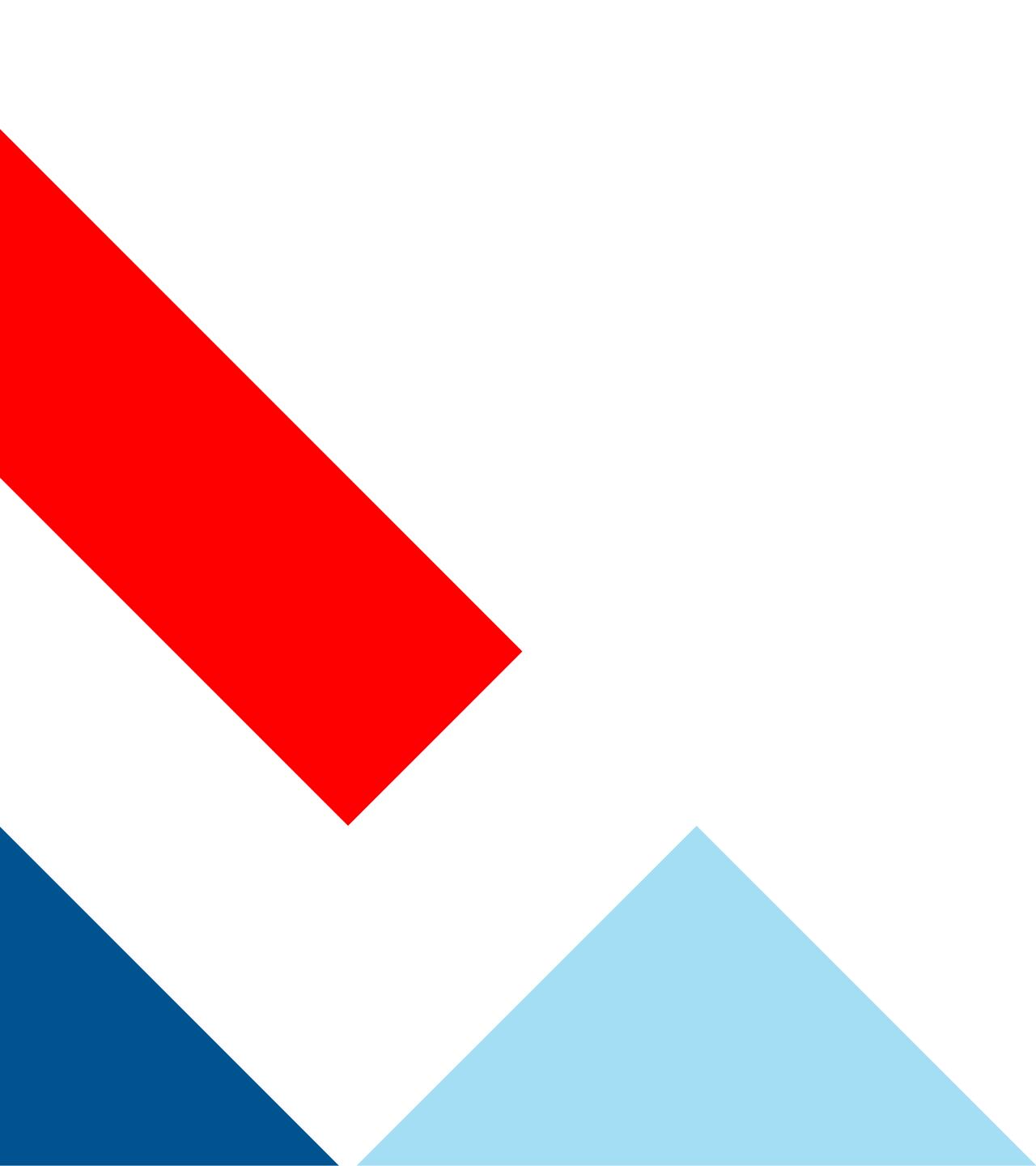
Your education policy team.

THANK YOU

Joel Moore, Director of State Relations
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Special Presentation:
2025 High School Data Trailblazer Award Winner
Fort Dorchester High School

Tripp Aldredge, Fort Dorchester High School Principal



Data Reporting

Fort Dorchester High School

Semester 1 - 2024

Discussion Points

- **S1 Academic Data**
 - Grade Level/Content Area Data
 - Issues/Interventions
 - HSSI Response
- **WIN Testing**
 - Identifying Seniors
 - Preparing for Success
- **S1 EOC Data**
 - Score Data
 - S2 Response

S1 Academic Data

Grade Level/Content Area Data

Semester 1: Academic Data Totals						
Grade Level	# of students	Courses Taken	Courses Passed	Courses Failed	Pass Rate	Failure Rate
9	626	2872	2646	226	92.1%	7.9%
10	571	2589	2430	159	93.9%	6.1%
11	552	2359	2261	98	95.8%	4.2%
12	517	2096	2051	45	97.9%	2.1%
Total	2266	9916	9388	528	94.7%	5.3%

Q1 vs. Q2: Academic Data Totals				
Grade Level	Q1 Pass Rate	Q1 Failure Rate	Q2 Pass Rate	Q2 Failure Rate
9	93.3%	6.7%	89.1%	10.9%
10	94.5%	5.5%	90.8%	9.2%
11	96.8%	3.2%	93.7%	6.3%
12	98.3%	1.7%	95.8%	4.2%
Total	95.7%	4.3%	92.3%	7.7%

S1 Academic Data

Grade Level/Content Area Data

Semester 1: Math Totals						
Grade Level	# of students	Courses Taken	Courses Passed	Courses Failed	Pass Rate	Failure Rate
9	297	297	228	69	76.8%	23.2%
10	316	316	281	35	88.9%	11.1%
11	265	266	236	30	88.7%	11.3%
12	257	260	256	4	98.5%	1.5%
Total	1135	1139	1001	138	87.9%	12.1%

Semester 1: English Totals						
Grade Level	# of students	Courses Taken	Courses Passed	Courses Failed	Pass Rate	Failure Rate
9	313	313	283	30	90.4%	9.6%
10	299	299	280	19	93.6%	6.4%
11	306	306	297	9	97.1%	2.9%
12	280	281	275	6	97.9%	2.1%
Total	1198	1199	1135	64	94.7%	5.3%

S1 Academic Data

Grade Level/Content Area Data

Semester 1: Science Totals						
Grade Level	# of students	Courses Taken	Courses Passed	Courses Failed	Pass Rate	Failure Rate
9	329	329	300	29	91.2%	8.8%
10	267	269	246	23	91.4%	8.6%
11	295	307	299	8	97.4%	2.6%
12	117	129	125	4	96.9%	3.1%
Total	1008	1034	970	64	93.8%	6.2%

Semester 1: Social Studies Totals						
Grade Level	# of students	Courses Taken	Courses Passed	Courses Failed	Pass Rate	Failure Rate
9	275	275	253	22	92.0%	8.0%
10	326	372	350	22	94.1%	5.9%
11	340	375	352	23	93.9%	6.1%
12	317	520	518	2	99.6%	0.4%
Total	1258	1542	1473	69	95.5%	4.5%

S1 Academic Data Issues and Interventions

- Academic Interventions
 - Student Support Team meetings are held quarterly after interims are sent out. These teams are comprised of an admin, two counselors, two teachers, and a support staff member.

Interim to Final Grade Comparison		
Term	# of Failing Students at Interim	# of Failing Courses at Interim
Q1	795	1409
	# of Failing Students at Term	# of Failing Courses at Term
	311	445
% Change	-60.88%	-68.42%
Term	# of Failing Students at Interim	# of Failing Courses at Interim
Q2	881	1638
	# of Failing Students at Term	# of Failing Courses at Term
	464	788
% Change	-47.33%	-51.89%

- All CP and Honors level courses offer Quarter Recovery at the conclusion of Q1. Quarter Recovery content is determined by PLCs and gives students the opportunity to raise their Q1 grade to a 60.

S1 Academic Data Issues and Interventions

- Credits Lost to FAs
 - 81 students lost a total of 156 earned credits due to receiving an FA.

Number of Core Credits Lost Due to FAs				
Grade Level	Math	English	Science	Social Studies
9	1	7	11	4
10	4	3	3	5
11	1	5	4	8
12	1	6	2	8
Total	7	21	20	25

- 19 students lost their qualification to participate in credit recovery due to receiving an FA.

Number of Core Credit Recovery Lost Due to FAs				
Grade Level	Math	English	Science	Social Studies
9	5	2	2	1
10	1	1	0	2
11	1	1	0	0
12	1	0	0	0
Total	8	4	2	3

S1 Academic Data Issues and Interventions

- FA Process
 - FA Reports are generated weekly, and notification emails are sent to all stakeholders (students, parents, teachers, and counselors).
 - Appeals can be made for extenuating circumstances, and the appeal process was clearly defined in the notification emails.
 - Seat Time Recovery is offered before school M, Tu, W, and F from 8:15-9:15 and concurrently with evening school Tu & W from 4-7.
 - Student conferences and parent phone calls were made by FDHS stafffully regarding lack of progress towards completing seat time.
 - Multiple internal audits were held with teachers, counselors, and administration to review each student's FA status and discuss any potential extenuating circumstances contributing to their absences.

S1 Academic Data HSSSI Response

- A key factor in maximizing our promotion rate is effectively rescheduling students that failed core classes during S1 into new placements during S2. We used the following strategies to accomplish this:
 - We asked all FDHS teachers to have their S1 grades finalized before winter break.
 - During the first two days of S2 our MTSS team met off campus to identify and reschedule students that were off track for promotion.
 - With limited seats available for reenrollment in core classes during S2 priority was given to students with a mathematical possibility for promotion.
 - Core classes were first balanced then maximized to ensure an equal distribution of repeating students among teachers.

S1 Academic Data HSSSI Response

- Strategies continued:
 - We identified which students qualified for credit recovery and determined if day school or evening school would be an appropriate placement.
 - Our student concern specialist meets with our credit recovery students regularly for progress check-ins. She also frequently calls parents to ensure they are aware of their students' progress in credit recovery and explains the importance of earning these credits.

WIN Testing

- To determine the seniors that need to participate in the WIN assessment during the spring we took the following steps:
 - We identified all seniors in the WIN Learner Summary report that scored below Achievement Level 3.
 - We cross referenced this list with our CCR report to determine which students have not yet earned a career ready credential.
 - From this subset of students, we identified scores below a three in Ready Math, Data, and Reading.
 - A report will be generated for the STC detailing which seniors need to participate and the content areas in which they need to reassess.
 - Prior to the test, participating students will receive instructions on how to access WIN courseware practice questions.

Fall EOC Review

- Algebra 1

Fall 2024 Algebra 1 EOC Scores		
Letter Grade	Count	Percent
A	46	15.0%
B	41	13.4%
C	73	23.9%
D	75	24.5%
F	71	23.2%
Total	306	100.0%
C or Higher		52.3%
Passing Rate		76.8%
Failure Rate		23.2%

- In the week before school began, we lost a Math Assistance/Transitions to Algebra teacher. Approximately 35 students were moved into Algebra 1 without this support.
- Taking this loss into account, scores have remained relatively consistent with last year and course grades in the class accurately reflected the performance on the EOC.
- Our Algebra 1 PLC has observed solving equations as a weak point for our students and they incorporate opportunities to practice this in virtually every lesson.
- With the additional school days during S2, our Algebra 1 teachers will spend additional time on intro to functions, graphing functions, and solving function equations.

Fall EOC Review

- English 2

Fall 2024 English 2 EOC Scores		
Letter Grade	Count	Percent
A	91	31.4%
B	66	22.8%
C	56	19.3%
D	38	13.1%
F	39	13.4%
Total	290	100.0%
C or Higher		73.4%
Passing Rate		86.6%
Failure Rate		13.4%

- The English 2 PLC stated the EOC scores were expected as they accurately reflected the students' quarter/semester grades.
- The English 2 PLC observed that students have the greatest trouble articulating their thoughts through written expression.
- The PLC spent extended time on writing instruction with a heavy focus on breaking down each part of a passage/essay.
- The level of difficulty in the text studies varied during semester 1. However, the instructional strategies of annotating the reading, answering multiple choice questions, and generating written responses remained consistent.
- During S2 the English 2 PLC will focus on refining the selection of text in study samples.

Fall EOC Review

• Biology

Fall 2024 Biology EOC Scores		
Letter Grade	Count	Percent
A	71	25.4%
B	35	12.5%
C	46	16.5%
D	36	12.9%
F	91	32.6%
Total	279	100.0%
C or Higher		54.5%
Passing Rate		67.4%
Failure Rate		32.6%

- While there is room for student growth, we did see better performance on the Biology EOC.
- Coming into this school year the Biology PLC observed that energy, evolution, and ecology were weak points for our students, and they expanded time spent on those units.
- The Biology PLC observed that students really struggle reading paragraph passages like those on the EOC. Additional practice reading and interpreting text was added to warm-ups, guided notes, and assignments.
- During S2 the Biology PLC will continue moving away from lecture and having more inquiry-based instruction. This was cited as being one of the most beneficial changes to student engagement and performance.

Fall EOC Review

• US History

Fall 2024 US History EOC Scores		
Letter Grade	Count	Percent
A	42	15.3%
B	38	13.8%
C	38	13.8%
D	46	16.7%
F	111	40.4%
Total	275	100.0%
C or Higher	42.9%	
Passing Rate	59.6%	
Failure Rate	40.4%	

- Like Biology, while there is room for student growth, we did see improved performance on the US History EOC.
- The US History PLC observed that students struggle with the length and density of the written passages found on the EOC.
- Most students demonstrate an understanding of the factual material and questions being asked but have difficulty extracting the information from text needed to answer questions requiring higher order thinking skills.
- The US History PLC has incorporated more reading opportunities for individuals and groups, spending time discussing how to breakdown passages and extract key concepts/information. Since making this change teachers have observed students doing a better job of connecting events between units and translating that to current events.

Q&A

Academic Standards and Assessments Subcommittee

Information Items:

- SC Report Card Release
- CTE Data Project Update



Dr. Patty Tate, Academic Standards and Assessments Chair



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Action Item: Cyclical Review of the SC Social Studies College and Career Ready Standards

Academic Standards and Assessments Subcommittee

Dr. Rainey Knight, EOC Director of Strategic Innovation

EOC Statutory Responsibility

Section 59-18-350(A) of the Education Accountability Act

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

OVERVIEW OF PROCESS

- A **national panel**, made up of seven national experts in social studies, standards, were secured to review the standards and provide suggested revisions.
- A **state panel made up of 34 individuals** from across South Carolina also reviewed the standards. This panel was made up of parents, social studies teachers, teachers of English Language Learners and exceptional education students , community members and representatives from business.



Both the national and state panels used the same criteria by which to review the standards. The criteria used were:

1. Comprehensiveness/Balance
2. Rigor
3. Organization/Communication



STUDENT PERFORMANCE IN SOCIAL STUDIES



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United States History and Constitution

End of Course Results

Scoring on End of Course tests is A, B, C, D, F

Year	Percent Students Scoring A, B and C	Percent Students Scoring F
2025	48%	39%
2024	44%	41%
2023	45%	39%
2022	39%	44%
2021	37%	42%



COMMENDATIONS BY THE NATIONAL AND STATE PANELS



Commendations by the National and State Panels



- The alignment guides are more concise, specific and more easily understood than the standards themselves.
- Overall, the content is appropriate.
- The introduction of civics and government in the early grades is essential for inculcating values about civic participation.
- South Carolina and United States history content is rich and complex.
- The standards are informed by content and skills in national standards, especially in history.
- Standards reflect many of the ideas encouraged by national professional groups.
- The format of the social studies standards is consistent across grade



EOC RECOMMENDATIONS TO REVISIONS TO SOCIAL STUDIES STANDARDS



EOC Recommendations

(refer to page 15)

1. Consider framing United States History and Constitution and world history standards within a time period to assist teachers with a contextual lens upon which to develop lessons and teaching practices. AP World History, AP US Government and Politics, and AP United States History frameworks may be helpful.
2. Ensure students have the historical context and background knowledge in content prior to beginning instruction on a standard.

EOC Recommendations

3. Consider support of the removal of the state budget proviso that suspends the testing of social studies in grades 3-8 to promote the teaching of social studies and civics education.
4. Develop a civics strand from kindergarten to grade 12. There is a lack of core content knowledge to develop a foundation of civics and cultural understanding.
5. Address the redundancy in the content across grade levels to reduce the number of standards.
6. Provide access to teachers to primary sources for all history classes. The learning objective repository (LOR) would be a site for such documents

EOC Recommendations

7. Address the lack of sufficient diversity, especially regarding gender, persons with disabilities, and ethnicities within the standards.
8. Standards should focus on a global perspective. Students should have greater exposure to global events, past and present.
9. Prioritize what has been identified as essential for all students to know – those standards that are the most critical to teach, learn, and master within one year. This would be helpful to accommodate the learning needs of students with disabilities as an example.

EOC Recommendations

10. Improve the rigor by benchmarking social studies standards with national and international standards. The rigor could be improved by benchmarking the standards against national standards using the report, *Benchmarking for Success: Ensuring U.S. Students Receiving a World-class Education* (Achieve, 2008) or *International Benchmarking Blueprint* (Education Commission of the States, 2009) for guidance.

Review the C3 Framework's inquiry on which to build a progression of skills for the new social studies standards. The standards should emphasize higher skills that require greater cognitive complexity and effort and include a rationale for both skill and content progressions across all grade levels.

EOC Recommendations

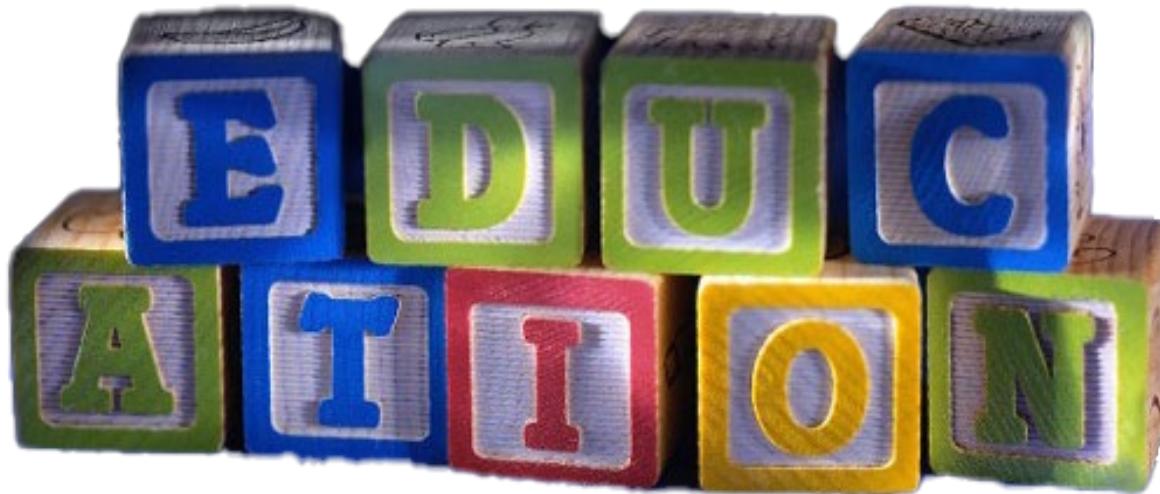
11. The expectations for students to “think like an historian” or “to interpret like an economist” are worthy goals, but are not developmentally appropriate in most grades. Instead, the standards should students in the early grades should learn the knowledge experts draw upon such as maps, stories, and timelines, then use that knowledge in the middle grades to describe cause and effect, and continuity and changes, and finally in high school to reason like experts by analyzing evidence and evaluating interpretations.
12. The standards should use common language to communicate to teachers and parents.

EOC Recommendations

13. Greater specificity should be provided in the standards and alignment guides to answer the question, “What can a teacher expect a student to know at a specific grade level?”

14. A strong alignment document to assist teachers in the teaching of the social studies standards is needed and should be incorporated into the standards. Greater alignment between the two documents would prove to be beneficial to teachers. The suggestion is to look at Kentucky’s social studies standards.

Questions/Recommendations



Action Item: 2025 Cyclical Review of the Accountability System



*Dana Yow & Laura Pinsonnault,
Associate, The Center for Assessment*

Cyclical Review of Accountability §59-18-910

Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics.

2025 State Accountability Advisory Committee Members

Melanie Barton	Governor's Representative
Whitney Broderick	Teacher, Anderson County School District 1
Jennifer Cauthen	Director of Special Projects, Fairfield County School District
Michelle Caya	Assistant VP of Academic Programs, Trident Technical College
Dee Christopher	Superintendent, Anderson County School District 4
Peter DeLorme	Community Member
Matthew Ferguson	Superintendent, Darlington County Schools
Janet Graham	School Board Member, Horry County Schools
Josie Kate Haupfear	Director of Secondary Instruction and CTE, Laurens County School District 56
Patrick Kelly	AP U.S. Government and Politics Teachers, Richland School District 2
Celestine LaVan	Executive Director of Elementary Schools, Beaufort County Schools
Sallie R. Lee	Retired Educator and Former Member, State Board of Education
Monique McDaniels	VP of Community and Workforce Development, Goodwill Industries of Upstate/Midlands SC
Laura McKinney	Senior VP of Talent and Workforce Development, Columbia Chamber of Commerce
Ashton Pearson	Executive Director, Midlands Business Leadership Group
Buffy Roberts	Associate Superintendent, Office of Accountability, Charleston County School District
Frank Rodriguez	Superintendent, Beaufort County Schools
Yalonda Ross-Davis	Parent
Terrye Seckinger	Commissioner, South Carolina Commission on Higher Education
Molly Tuck	Interim Director of Research and Evaluation, SC First Steps
Ellen Weaver	State Superintendent
Audrey White-Garner	Principal, Hopkins Elementary School, Richland 1

Center for Assessment



Chris Domaleski, Exec. Director

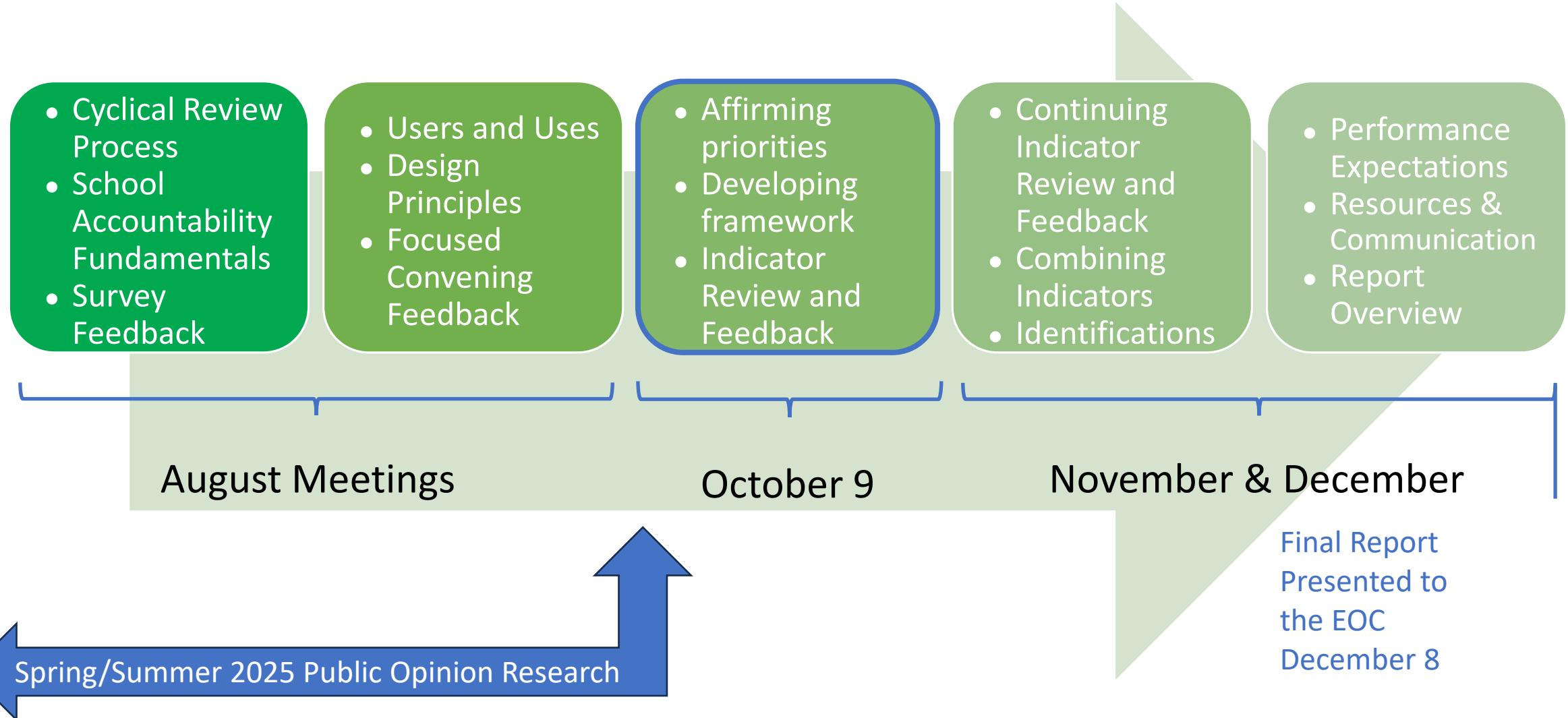


Laura Pinsonneault, Associate



Andre Rupp, Associate

Accountability Advisory Committee Timeline



Listening Sessions

- Three virtual sessions led by Rhodes Branding Spring 2025
- 40 attendees representing 26 SC cities
- Parents, educators, community members well represented

1. **Stakeholders generally are well aware and make practical use of report cards**, though concerns exist about timeliness, depth, selective communication, and effectiveness in driving improvement.
2. **South Carolina schools are generally perceived to be underperforming** compared to national standards, with notable disparities between rural versus urban or suburban areas. There are pockets of excellence in well-resourced suburban districts.
3. **Stakeholders desire more comprehensive, relevant, and equitable data** in school report cards, including student growth, teacher quality, community context, and long-term outcomes.
4. **There is support for maintaining the current descriptive rating system** (Excellent, Good, Average, etc.) over switching to an A–F grading scale, citing clarity and reduced stigma, but both systems are viewed as effective.
5. **College and career readiness remains a top concern**, with a gap between expectations and the perceived actual preparedness of graduates, particularly for marginalized students.

Statewide Survey

- Statewide online survey developed by Center for Assessment
- May-early July 2025
- 1,621 responses from a range of stakeholders

Many respondents currently have a role that is directly related to the education sector with 27% identifying as school leaders, 20% identifying as teachers, 16% identifying as district leaders, and 9% identifying as other school or district staff.

1. Many experienced users find ratings too low and very few users find them too high - many say **important information is missing**.
2. **Achievement and safety** are most important followed by other academic and climate indicators - users want to compare school performance across all indicators.
3. Infrequent users are not overtly clear about most technical system and practical use aspects - **more transparency is desired**.
4. Many users asked for **clearer explanations and better search functionalities** followed by videos/visuals and more outreach.
5. Important areas of improvement include **support for special populations, increased usability, and rebuilding trust in system**.

Focused Convenings

High School
Experience
(including CCR)

Awarding
Performance

Multilingual
Learners

Public
Expectations v.
Report Card
Ratings

Key Priorities of AAC

Design Foundations: Users and Uses

1. Reports should be **accessible to all users**.
2. Users want to know **what to do with information** in the reports. Identify appropriate actions for continuous improvement clear to users.
3. Reports should be designed to support these priority uses:
 - Information should be **comparable within and across years**.
 - **Multiple years of data** should be included in reports so that users can easily see and better understand trends.
4. For reports to be comparable within a year, users may appreciate being able explore results for **“similar schools.”**
5. Understanding that a key priority of accountability systems is to identify where there are educational needs in order to direct resources and supports to those schools and groups of students, **report cards should also highlight and celebrate successes for specific outcomes (e.g., high growth or graduation rate) and for combined overall outcomes.**

Key Priorities of AAC

Accountability System Design

1. While most AAC members preferred a **balance between simplicity and comprehensiveness**, some prioritized one over the other. All members agreed that **transparency is a top priority**.
2. The majority of AAC members felt that South Carolina should have **one accountability system that meets all federal and state requirements**.
3. Most committee members agreed that the system's ability **to produce meaningful comparisons within the same year** is more important than allowing flexibility in how schools earn points. Such comparisons would ideally allow users to examine performance for similar schools.
4. The committee members also largely preferred that the state **pursue changes to the system with measured caution**, taking time to study some components more fully before determining if/how they should be included in the accountability system in favor of the ability to **compare results over time**.
5. Given a priority to take time to study components before making changes, committee members generally preferred **mid- to longer-term implementation timelines for system change recommendations**, compared to moving quickly.
6. The committee largely preferred **approaches or changes that minimize - or at least do not dramatically increase - burden for schools, districts, or report card users**. The collection of additional information, if pursued, should **prioritize the ability to enhance understanding of school context**.
7. AAC widely agreed that **report cards should be accessible to a wide audience, prioritizing a simple interface that can translate from more complex measures and that explains what results mean and why they matter**.

Specific Recommendations of AAC

Report Card
Indicators

Aggregations
and
Identification

Reporting and
Communication

Resources and
Support

Indicator Weights in Current Accountability System

Available Rating Points for Schools by School Type

Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	19
High School Student Success	—	12
College & Career Readiness	—	19
Total:	100	100

Note: — = Not applicable.

Recommendations from AAC *Report Card Indicators*

1. Explore alternatives for **incentivizing test participation**.
2. Study the **impact of student progress** with respect to prior performance.
3. Promote **accurate understanding and use** of student progress scores.
4. Adjust the relative weight of the **multilingual learner progress indicator**.
5. Examine whether the **testing window** can be expanded.
6. Enhance **reporting of multilingual learners' progress**.
7. Explore approaches to increase **the influence of the employability credential**.
8. Recognize the **seal of biliteracy** in the college and career readiness indicator.
9. Strengthen **reporting on college and career readiness**.
10. Engage in ongoing research to **validate and improve the college and career readiness indicators**.
11. Study alternatives for a **more comprehensive and balanced assessment system**.

Recommendations from AAC *Aggregation and Identification*

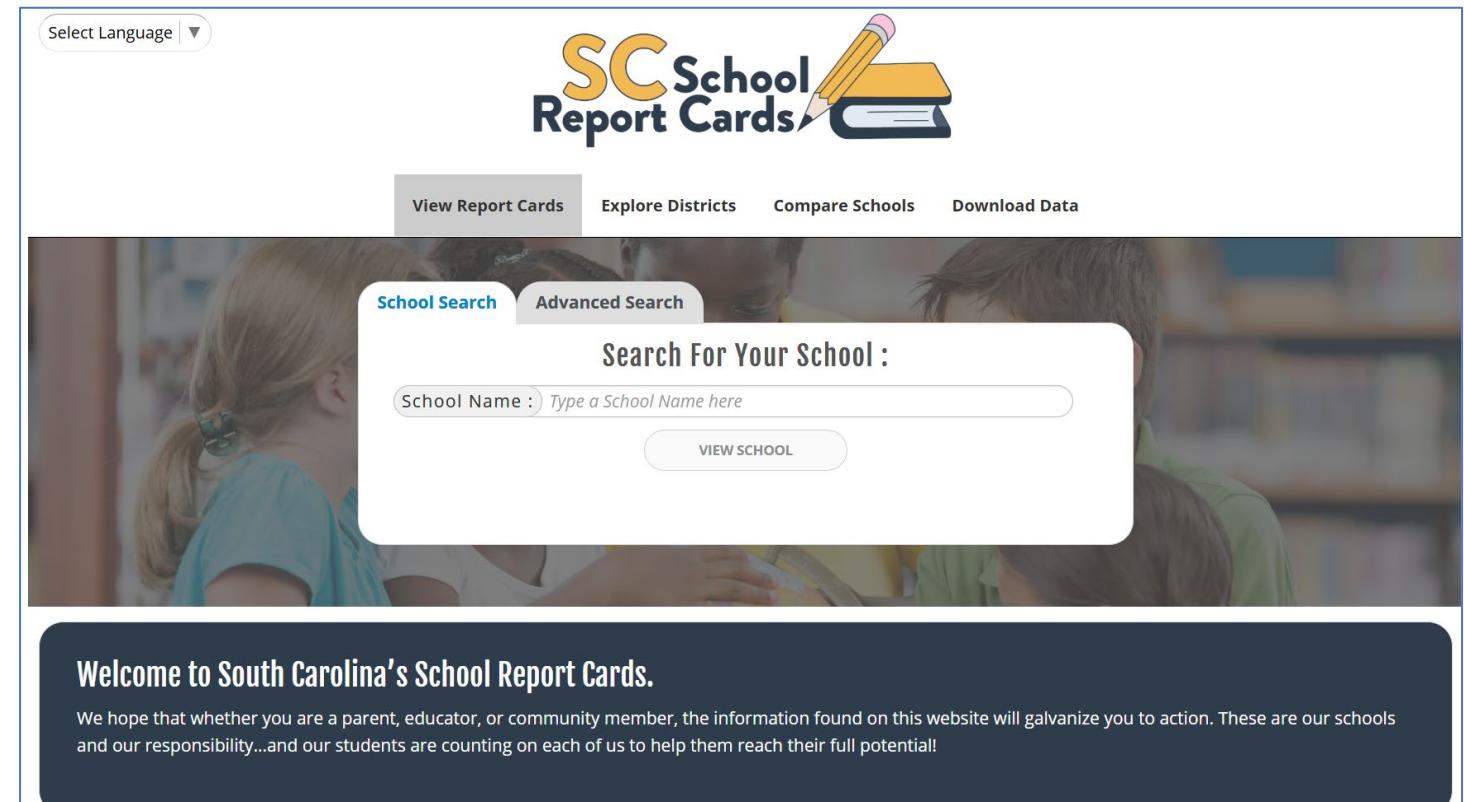
1. Explore alternatives to create a more coherent and streamlined set of accountability designations.
2. Review and potentially revise accountability performance standards.
3. Adjust the relative weight of accountability indicators.

1. *Federal Accountability Designations:*
 - Comprehensive Support and Improvement (CSI):
 - Targeted Support and Improvement (TSI): consistently underperforming student groups
 - Additional Targeted Support and Improvement (ATSI): student groups with overall scores below the CSI fifth percentile threshold.
2. *State Accountability Designations* (Priority, Underperforming, Chronically Underperforming)
3. School Report Card Ratings
4. *State Commendations* (Palmetto Gold and Silver)

Recommendations from AAC

Reporting and Communication

1. Continue to invest in dashboards and data visualizations with a goal of enabling a wide variety of users to access, understand, and use the available information.
2. Produce ancillary report materials and professional development to ensure that users can understand and use the information in the reports as intended.



Recommendations from AAC *Resources and Supports*

1. Continue to route school improvement activities through district offices.
2. Conduct research to look for shared characteristics of schools with federal support designations and those that exit such designations.
3. The state should seek partnerships with institutions of higher education, parents, and community members, and others in efforts to continuously improve its support model.



Center for Assessment Guide for Next Steps

- 1. Engage in ongoing research:** Given the scope and complexity of several recommendations, particularly those that introduce more novel or sweeping changes (i.e., through year assessment), South Carolina should engage in a careful study of promising practices, relevant research, and lessons from other states. Such an inquiry will help ensure that proposed refinements are evidence based, feasible to implement, and aligned with the state's policy priorities.
- 2. Define operational specifications:** While the committee's recommendations articulate high-level features and criteria for the indicators and overall system design, they do not specify the operational definitions and business rules necessary for implementation, which is understandable given the committee's policy advisory role. In subsequent phases, South Carolina should collaborate with subject matter experts (e.g., specialists in career readiness), technical advisors, practitioners, and other constituents to translate the recommendations into detailed specifications.
- 3. Pilot and Refine:** Once additional specifications have been established, we recommend piloting indicators (particularly novel measures) and other aspects of the system such as the system reports to better understand the extent to which the system supports the intended interpretations and uses. Refinements to the indicators or overall design decisions may be necessary based on pilot results.

Action Item: 2026-27 EIA Budget & Proviso Recommendations

April Allen, EOC Chair

EIA Budget Recommendations for FY 2026-27

- For the 2026-27 funding year, the availability of new recurring EIA funds is **\$98,944,087**. The amount of nonrecurring EIA funds is **\$84,060,581**.
- Appendix B summarizes all new EIA fund requests made to the EOC, which total **\$210,053,058**.

EIA Budget Recommendations for FY 2026-27

- Recurring Fund Recommendations – *Increases*:
 - Teaching Fellows Scholarship Program
 - An **increase** of 20 additional scholarships at \$24,000 for the entire four years, which equates to **\$480,000**
 - **Increase** the scholarship amount from \$6000 to \$10,000 for junior and senior years at a cost of **\$432,000** (108 Fellows at juniors and seniors for \$4,000 each)
 - State Aid to Classrooms
 - Request from SC Department of Education of \$150,000,000; recommended **\$77,526,384** (remaining from general fund)
 - Special School Teacher Salaries
 - **Increase** in special schools' teacher salaries of **\$650,454**

EIA Budget Recommendations for FY 2026-27, cont.

- Recurring Fund Recommendations - *Decreases*:
 - Recommended to decrease the amount allocated to National Board by \$5,000,000
- Recurring Fund Recommendations – *Additional Investments*:
 - Teacher Career Ladder - \$1,400,000 million recurring funds
 - Instructional Materials - \$10,000,000
 - Instructional Support - \$77,526,384
 - Project Read - \$250,000
 - SC Council in Economics - \$150,000
- Nonrecurring Fund Recommendations:
 - School Safety - \$5,000,000

(Remaining nonrecurring funds to be determined by General Assembly)

Concerns for future recommendations

- Concerns on the effectiveness of teacher recruitment and retention programs funded with EIA dollars.
 - *High administrative costs and unclear outcomes indicate a low return on investment and warrant further analysis.*
- Concerns regarding the EIA funding allocated for the SC Youth Challenge Program and program outcomes.
- Concerns on allowed incentives pursuant to the Rural Teacher Recruitment Incentive (RRI) funds proviso.
 - *A clear return on investment on many of these incentives cannot be determined.*

Concerns for future recommendations

- The EIA subcommittee would like to see an expansion of the current full day, 4K program in South Carolina.
 - *For the 2025-26 school year, only one school district has opted not to participate in the full day, 4K program.*
- Concerns regarding school leadership
 - *Training, coaching and mentorships should be established to generate a high-quality pipeline of principals across South Carolina.*

Proviso Recommendations

- Proviso revisions requested to conform with recommendations made in the 2025 SC Teacher Loan Program evaluation adopted by the EOC.
- Proviso request to not require school districts participating in the EOC waitlist pilot to have to complete survey of students on waitlist.
- Request to delete the proviso that suspends social testing in elementary and middle schools.

Executive Director Update

Dana Yow, EOC Executive Director

Coming up in 2026

- Joint Retreat with State Board: Date TBD
- Strategic Planning 2026-2030

Creative Leadership Solutions

Adjournment