SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

Full Education Oversight Committee Meeting

Monday, April 11, 2022
Blatt Building, Room 433
1:00 P.M.

I. Welcome ..... Neil Robinson

II. Approval of Full Committee Minutes, February 14, 2022 ..... Neil Robinson

III. Subcommittee Reports:

Academic Standards & Assessments and Public Awareness Joint Meeting ..... Dr. Patti Tate

Discussion Items:
- Year-Round Modified School Calendars
- Accountability: Initiating answers to enhance student outcomes

Action Items:
- Student Progress:
  - The Added-Value Growth Model
- School Quality:
  - On-Track for Success Measure
  - Five-Year Student Success Measure

IV. Information Items:

Financial Transparency: Dashboarding financial data in North Carolina ..... Nadja Young, Director, & John Berry, Sales Engineer, SAS Education Practice, SAS

Update on Broadband Access ..... Jim Stritzinger, Director, SC Broadband Office (ORS)

SC Education Oversight Committee Annual Report ..... Dana Yow

Executive Director Update ..... Matthew Ferguson

V. Adjournment

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Committee Meeting

Minutes of the Meeting

February 14, 2022

Members Present (in-person or remote): , April Allen; Rep. Neal Collins (remote); Dr. Bob Couch; Rep. Raye Felder; Barbara Hairfield; Sen. Kevin Johnson; Sidney Locke; Sen. Dwight Loftis; Dr. Brian Newsome; Neil C. Robinson; Dr. Patti Tate; Dr. Scott Turner (remote); and Ellen Weaver

EOC Staff Present: Matthew Ferguson, Esq., Gabrielle Fulton; Hope Johnson-Jones; Dr. Rainey Knight, Dr. Matthew Lavery; Dr. Jenny May, and Dana Yow

Guest(s) Present: Dr. Lee D'Andrea (remote) and Dr. David Mathis (for Supt. Molly Spearman)

Barbara Hairfield, serving as acting chair, called the meeting to order. As the first order of business, Ms. Hairfield announced that Sen. Dwight Loftis will be joining the EOC. Sen. Loftis thanked Ms. Hairfield and stated his excitement to return to the EOC again.

Next, members voted on the approval of minutes from the meeting held on December 13, 2021. Minutes were unanimously approved.

As the next order of business, the Nomination Subcommittee brought forward Neil Robinson for EOC Chairman. With no comments from the floor, the EOC unanimously approved Mr. Robinson as Chairman of the EOC. Sen. Robinson thanked the Committee and Ms. Weaver for her service.

Next, the ASA and PA Subcommittees reported on their latest meeting. A brief summary was provided of the meeting discussion items: a report on Full-Day 4K, CERRA's annual supply and demand report, On-Track measurement, JROTC as a CCR indicator, and Student Growth Indicators. No action was taken at the meeting; each item was discussed in subcommittee.

Ms. Weaver called attention to the CERDEP report and a study out of Vanderbilt that suggested the effects of 4K may be diluted over time. Ms. Weaver asked if we had looked at trendlines over a longer period of time and if not, should we? Mr. Ferguson stated that this was on the agenda and that the kindergarten cohort would have been 3rd grade during the time of COVID, which complicates results. One of the key differences between the Vanderbilt report and 4K in South Carolina is that SC has full-day 4K, while the schools examined in the Vanderbilt study did not. Hopefully, more information will be able to be provided soon.

Mr. Robinson next introduced Dr. Lee D'Andrea, presenting remotely. Dr. D'Andrea introduced Part One of the South Carolina Landscape of Alternative Instruction Methods, a report with the goal of providing a deeper understanding of how alternative instruction methods affect students. The conversation began with Proviso 1.69A and findings from the e-Learning pilot. From the findings, she began to look at what methods are successful and emerged with unique delivery modes. Dr. D'Andrea introduced Proviso 1.69A, in which the EOC was asked to examine alternative methods of instruction. Currently, 57 districts (including 2 consortiums) and 5 charter

schools are approved, while 7 districts and one consort do not offer a virtual program; these are coded in the student information as SBAVRL. There are some students who are not in virtual programs, but may take one or two virtual courses; therefore, the number of students in virtual courses may not total with SBAVRL. One of the key takeaways from the report is that districts varied in terms of preparation for virtual learning and in what these programs look like. Dr. D'Andrea is sending a follow-up memo to districts to get more accurate data and Part Two will provide student achievement results.

Mr. Robinson noted that the full report is included in the committee packet. Mr. Ferguson noted that not many districts have high numbers of virtual students, and it is necessary for the EOC to have access to these data to be able to answer these questions.

Dr. Turner noted that while looking at the data, one of the key things to note is transiency between virtual learning and brick and mortar schools. Dr. Turner asked how a student is determined to be one or the other. Dr. D'Andrea stated that when we talked last June, a large majority of students are one or the other. Dr. Turner noted that a larger percentage of students in poverty chose virtual programs and asked if data would be broken out by poverty level. Dr. D'Andrea confirmed that data is broken out by poverty level and ethnic group.

Dr. Mathis noted that this report will help us evaluate virtual options. Additionally, Aiken may be a good model. Dr. Mathis next addressed Mr. Ferguson's comment about authorization of data. Dr. Mathis stated that the Department of Education wants to provide this data, but wants the request to be included under a new proviso in order to distinguish between e-Learning and virtual learning. Sen. Loftis noted that with increased broadband access comes increased virtual learning, so we will want to continue to report on these data.

As the next order of business, Dr. Lavery provided a walkthrough of a 4K data dashboard. Dr. Lavery noted the dashboard's use in surfacing existing data. Dr. Lavery noted that the dashboard is available via a public link. Within the dashboard, everything is interactive. The following data sources were used in creating the dashboard: the 4K experience report; the KRA; and 45-day enrollment data. For the current year, 58,712 kindergartners are represented. This dashboard allows us to view statewide, countywide, and districtwide results and filter by numerous factors, including poverty level. Dr. Lavery noted that there is almost statewide universal 4K eligibility, except for York 4. Theoretically, 11 CERDEP classrooms could be created in order to reach eligible students who are not currently reached. After completing the walkthrough, Dr. Lavery answered questions from the committee.

Mr. Robinson stated that this made an incredible amount of data more accessible and requested the link to the dashboard. Mr. Ferguson stated that he will send the link within the week. Mr. Ferguson also noted that if there is something committee members would like to see added, it may be possible to include it with few tweaks to the dashboard itself.

Mr. Mathis asked if this covered last year's 4K class; Dr. Lavery confirmed this. Dr. Mathis stated that with hybrid and face-to-face learning, there is a disparity between pupils in poverty and those that are not. Therefore, this may help us see what districts are in need. Mr. Ferguson stated that this allows us to see students we may be able to reach, and Dr. Mathis agreed that this will give us numbers of who we may need to look for. Mr. Robinson stated that this will answer many questions.

Next, Mr. Ferguson presented the Clearinghouse data report. Mr. Ferguson noted that this is data that South Carolina has not seen before, allowing us to view how SC graduates do once they are in college and whether they enroll or not. Mr. Ferguson noted that once students go to college, they are generally staying. However, not many are completing a degree within six years of graduating college. Mr. Ferguson noted that this report is the aggregate, but that there are about 300 reports created from the Clearinghouse data.

Mr. Ferguson explained the EOC's plans for this data, including distributing a report for every high school in the state so that schools can see how their students do once they matriculate to higher education. This will allow us to see the difference between students telling guidance counselors that they will go to college and the number that actually go. This will provide us with actionable data for improving outcomes.

Mr. Ferguson noted that 97% of higher ed. schools nationally and 98% of ones in SC are included in Clearinghouse data, as any school with any student eligible/receiving federal loans has to report on their data. Service academies are not included in this data because they don't accept federal loans.

Sen. Johnson asked specifically about page 23, which states that 37% of students graduate within six years. Mr. Ferguson confirmed this. Sen. Johnson noted that this appeared low, and he stated that it would be interesting to see national data.

Sen. Loftis asked a question regarding technical colleges, in which students are often hired prior to graduation, inquiring if this would impact data. Mr. Ferguson stated that yes, it would but that certificates can be included, which may help close that gap.

Mr. Robinson next introduced Dr. Mathis. Dr. Mathis provided an update on quarantine and isolation numbers for both staff and students in SY2021-22. Dr. Mathis noted that this has been a difficult year. Next, Dr. Mathis provided an overview of interim assessment results. While there is some evidence of learning recovery, we still lag behind pre-COVID learning rates. While we often discuss making a year's worth of growth in order to maintain learning, that is not enough anymore.

Often, the issue is not that students are unable to understand concepts, it is that they did not have the opportunity to learn them. Learning lag is especially significant for pupils in poverty, minority students, and students who already had low prior achievement. More equity gaps are found in ELA than math.

In a move to improve literacy, SCDE is offering LETRS training for all teachers in Palmetto Literacy Project Schools. Knowing the science of reading helps teachers teach reading and address why some students might be struggling. This LETRS training is a two-year commitment, consisting of eight units. Dr. Mathis noted that this training could make a big difference in teaching reading and that each teacher receives a $500 stipend at the end of each year.

Dr. Mathis stated that in November, the SCDE met with deans of SC's colleges and universities to discuss the state's literacy initiatives. After, the Deans' Alliance participated in three informational sessions with LETRS to learn more about the initiative. The SCDE will work with interested colleges in order to provide LETRS training.

To address resource gaps, the SCDE selected five curricula that emphasize the science of reading and is providing those materials to PLP schools, in addition to developing the Learning

Object Repository, an instruction hub that includes materials and lesson plans from SC's best teachers for all SC teachers to use. Dr. D'Andrea will meet with districts in five regions in order to implement and use these resources. Finally, Dr. Mathis noted his excitement for a new partnership with Marzanno to provide statewide professional development. A pilot will be conducted, so that by the end, we will know what interventions work best at every grade level.

Mr. Robinson thanked Dr. Mathis and stated his excitement about LETRS, asking how teachers were to receive that. Dr. Mathis stated that before the pandemic, this was done in a hybrid model, but now it is conducted via virtual modules. Teachers receive an exam at the end and must achieve 85% or higher in order to receive credit. Dr. Mathis noted that the number one factor indicative of College Readiness was success in 5th grade math, which really helped the SCDE to refocus efforts.

Mr. Robinson thanked Dr. Mathis. Mr. Ferguson then provided an Executive Director update, noting that we may be able to look at financial data and spending on education in a dashboard format. Mr. Ferguson then presented a gift to Ms. Weaver in order to thank her for her service as chair. Mr. Robinson asked Dr. Mathis to share his slide deck with Mr. Ferguson.

The meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

DATE: April 11, 2022

COMMITTEE:
Joint Academic Standards & Assessments and Public Awareness Subcommittees

ACTION ITEM:
Use of Added-Value Growth Model in Elementary and Middle School Accountability

PURPOSE/AUTHORITY
Title 59: Section 59-18-900
Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

(1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
(2) assist in addressing the strengths and weaknesses within a particular school;
(3) recognize schools with high performance;
(4) evaluate and focus resources on schools with low performance;
(5) meet federal report card requirements; and
(6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

(a) Excellent-School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(b) Good-School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(c) Average-School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average-School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory-School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) The same categories of performance ratings also must be assigned to individual indicators used

to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

CRITICAL FACTS

EOC staff recommends an Added-Value Growth Model be used in determining indicator and overall ratings for elementary and middle schools beginning in School Year 2023-24. Data from School Year 2022-23 will be reported on the School Report Cards, although not used for the calculation of ratings.

TIMELINE/REVIEW PROCESS

Calculation will impact ratings beginning in SY 2023-24.

ECONOMIC IMPACT FOR EOC

No impact

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

The Added-Value Growth Model

A Value-Added Model that Adds Value to Student Proficiency Levels

ASA Subcommittee Recommendations:

Recommendation 1: 2023 School Report Cards shall report both the existing norm-referenced student growth model and the proposed Added-Value Growth Model. Points and Ratings for schools shall be calculated using the same model and method described in the SY 2021-22 Accountability Manual. Added-Value Growth Model metrics shall be defined in the SY 2022-23 Accountability Manual without associated Points or Ratings and shall appear on Report Cards for informational purposes only.

Recommendation 2: EOC Staff shall analyze SY 2021-22 accountability data, seeking input from SCDE and select stakeholders, to further explore the Added-Value Growth Model scoring methods currently under consideration. EOC Staff shall make a final recommendation to EOC members for a scoring system to be published in the SY 2023-24 Accountability Manual.

Recommendation 3: EOC Staff, in collaboration with SCDE, will produce Added-Value Growth Model scores based on SY 2022-23 accountability data to disseminate to school and district leaders for their reference in preparation for full transition to the proposed model in the SY 2023-24 Accountability Manual.

Recommendation 1: 2024 School Report Cards shall report Added-Value Growth Model metrics and shall use those metrics to calculate Points and Ratings. The previously used norm-referenced growth model shall no longer be reported on these or subsequent report cards.

The state of South Carolina currently uses a norm-referenced value-added model to compare achievement gains of students enrolled at a given school to those of similar students statewide who have similar prior achievement. The current model, provided by Education Analytics, analyzes matched current and prior year test scores for all students to estimate the amount of growth that is associated with prior achievement and with various student demographic attributes (such as poverty status, English learner status, disability status, or racial/ethnic identity) to determine the degree to which students enrolled at a given school perform better or worse than the statewide average for similar students.

In this way, the scores expected for each individual student are based on the scores observed for all other students in the state who took the same test in that same year. Schools whose students systematically perform better than similar students with similar prior achievement have higher value-added scores, while schools whose students systematically score worse than similar students have lower scores. Norm-referenced value-added scores cannot be projected or predicted in advance of testing since these scores are determined in comparison to the other tests taken at the same time and not in comparison to a predefined set of fixed criteria.

One criticism of commonly used value-added models is that, regardless of how well or poorly all students perform on the academic achievement test used in the model, about half of all students will demonstrate better than average growth and about half will demonstrate below-average growth. If the declared goal of the South Carolina accountability system is to improve educational outcomes for all students, then the norm-referenced nature of the current model seems to run counter to that goal. For example, if all students were to demonstrate extraordinary growth one year and were all to exceed expectations on the SCREADY, then growth that year would still be higher than average for about half of those students. Thus, students with below-average growth would still count negatively toward their schools' evaluation, even though they exceeded expectations.

By contrast, the educational disruptions caused by the COVID-19 pandemic negatively impacted student learning statewide (see EOC, 2021). Although achievement testing, ratings, and value-added growth estimates were suspended during the pandemic, analyses of interim and benchmark assessment data from the same time suggested that average

student growth statewide would have been unacceptably low if it had been measured, with more than seven out of ten students statewide expected to fall short of grade level expectations. In this case, a substantial number of students could have counted positively toward their schools' evaluations, even though their progress was insufficient to meet expectations or maintain current achievement levels. If the goal of the accountability system is to improve outcomes for all students, then that system should report it accurately when all students do poorly and properly recognize schools when all students do well. The current growth model does neither.

This paper explores the implications of norm-referenced growth models on student achievement in grades 3 through 8 and proposes an empirically derived, criterion-referenced growth model as a possible alternative. The first section presents some exploratory analyses of historical achievement data to understand the nature and magnitude of average learning gains and their implications for student achievement. The second section describes the proposed Added-Value Growth Model including the results of some simulations run with historical achievement data. The third section explores the implications of the proposed model for instruction, including possible applications with interim and benchmark assessments that could provide meaningful feedback on student progress toward meeting added-value growth targets. Finally, the paper closes with recommendations for adoption and implementation of the proposed model.

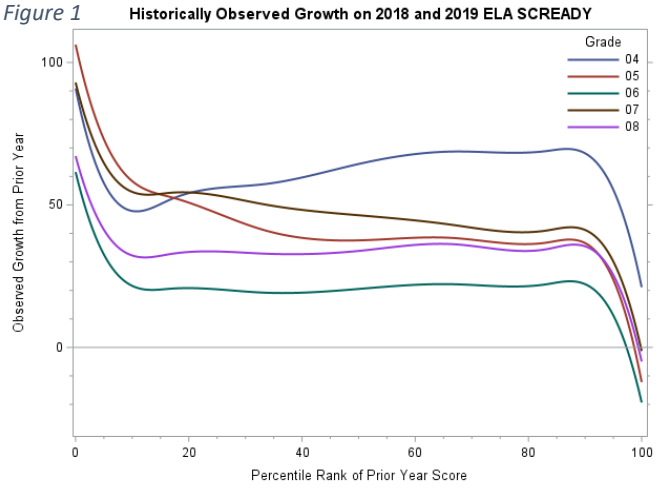
Historical Growth Data

Determining Expected Gains

Because the SCREADY achievement test uses a common vertical scale across grade levels, year over year changes in scores can be compared to determine the mean growth for each test at each point in the score distribution by grade level. We analyzed historical records that included 344,877 students with a score for the ELA SCREADY and 345,914 students with scores for the Mathematics SCREADY taken in 2017, another 352,375 students with scores for the ELA SCREADY and 352,491 students with scores for the Mathematics SCREADY taken in 2018, and 355,693 students with scores for the ELA SCREADY and 356,110 students with scores for the Mathematics SCREADY taken in 2019. We then matched records for students who tested in both 2017 and 2018 as well as those who tested in both 2018 and 2019, dropping records without a match.

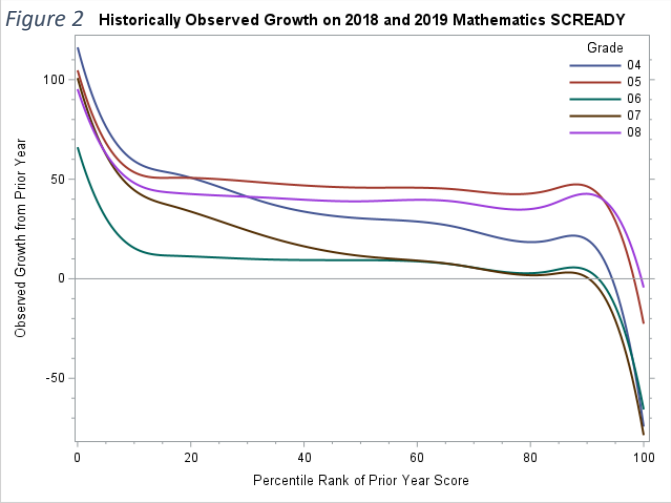
Students must be continuously enrolled at the same school from the 45th day to the 160th day of the school year with no break in enrollment to be included in the Student Progress indicator for accountability that year. Thus, we removed records for students who were not continuously enrolled for the second year of each matched data set. Since no such requirement exists for continuous enrollment during the prior school year, no additional records were dropped for non-continuous enrollment. Because we were interested in identifying general historical trends for student growth from year to year rather than trends for a specific year, we combined these data sets to produce a single data set for the ELA SCREADY (containing 531,483 records) and a separate data set for the Mathematics SCREADY (containing 532,578 records). Both data sets contained scores from students continuously enrolled for the "current" year (i.e., tests taken in the spring of either 2018 or 2019) matched with scores from the prior year (i.e., the spring of either 2017 or 2018).

Figure 1 **Historically Observed Growth on 2018 and 2019 ELA SCREADY**



Analyses of historical achievement growth data indicates that, on average, South Carolina students gain about 40 vertical scale score (VSS) points (*M* = 41.0, *Mdn* = 40.0, *SD* = 58.2) on the ELA SCREADY and 29 VSS points (*M* = 28.7, *Mdn* = 29.0, *SD* = 63.2) on the Mathematics SCREADY, regardless of current grade level and prior year score. However, as demonstrated by Figures 1 and 2 (to right and next page), mean growth from

Figure 2 **Historically Observed Growth on 2018 and 2019 Mathematics SCREADY**



year to year is meaningfully different by grade level and depends on the student's position on the prior year score distribution. Specifically, students scoring at or below the fifth percentile of their grade-level peers typically exhibit much higher gains in a single year than students who score above the tenth percentile. Similarly, at the top of most score distributions, average growth becomes negative.

Since observed growth varies at each point along the score distribution, we further analyzed these growth data to determine not only typical gains for similarly scoring students, but progressively better than average gains as well. For these analyses, students were grouped together by grade level according to their prior year SCREADY score, rounded down to the nearest ten. For example, any sixth grade student who scored from 520 to 529 on the fifth grade ELA SCREADY in the data set would be analyzed together to determine growth expectations for that test, grade level, and prior achievement. Specifically, observed learning gains for the 50th, 55th, 60th, 65th, 70th, 75th, and 80th percentiles of single-year growth were estimated at each point in the distribution of prior-year scores and graphed in SAS using PROC SGPLOT with PBSPLINE to smooth the curves. Estimates were recorded for expected gains at each percentile rank of growth at each point on the score distribution for each test and grade level.

Applying Expected Gains

To determine the implications of historically observed expected gains, we considered the score trajectory of hypothetical students who are members of the Average family. For example, with a vertical scale score (VSS) of 314, Ashley Average scored the median historically-observed score in the Does Not Meet achievement level on the 3rd grade ELA SCREADY. Historically, students who scored from 310 to 319 on the ELA test in grade 3 demonstrated median achievement gains of 46 vertical scale points, giving Ashley a score of 360 on the 4th grade test. Students who scored from 360 to 369 on the ELA test in grade 4 demonstrated median achievement gains of 54 points, giving Ashley a score of 414 in grade 5. Ashley's score continues to progress in the same way, increasing by the median gains for students with a similar score on the prior year test until she ultimately scores 511 on the 8th grade ELA test, which is still in the Does Not Meet achievement level.

Table 1

Progression of ELA Scores for Hypothetical Average Students Making Median Gains from Grades 3 through 8

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Student	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**
Adam A.	579	Exceeds	642	Exceeds	671	Exceeds	690	Exceeds	729	Exceeds	762	Exceeds
Annie A.	494	Meets	565	Meets	604	Meets	629	Meets	671	Meets	708	Meets
Alberto A.	408	Appr	468	Appr	507	Appr	528	Appr	576	Appr	611	Appr
Ashley A.	314	DNM	360	DNM	414	DNM	432	DNM	483	DNM	511	DNM

Note: ELA = English language arts. DNM = Does Not Meet. Appr = Approaches. Score progression assumes that students made gains equivalent to the median observed for students with similar prior scores for that test and grade on historical SCREADY tests taken in 2017, 2018, and 2019.

The other members of the Average family similarly demonstrated the median observed score of their respective achievement levels on the initial 3rd grade ELA SCREADY test. Like Ashley, these students also demonstrated median historically observed gains for students with similar prior year scores from year to year from grade 3 through grade 8, leading each of them to the final scores shown in Table 1. We then repeated this same process for the Mathematics SCREADY, again with each member of the Average family demonstrating the historical median score for their respective

achievement levels in 3rd grade and demonstrating median growth for similarly-scoring students each year until 8th grade. The results of the progression of Mathematics SCREADY scores are shown in Table 2.

Table 2

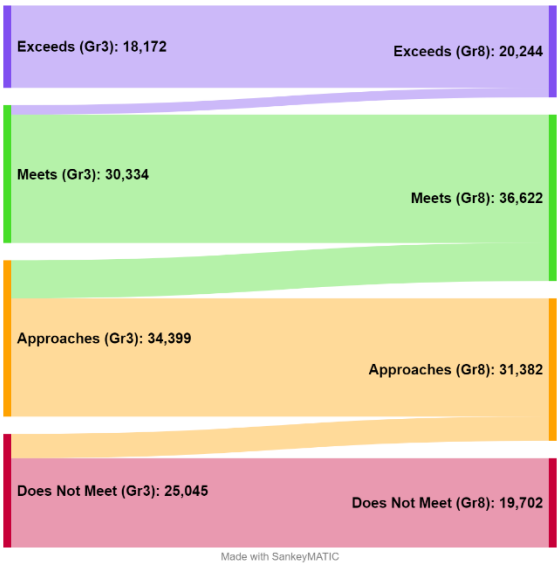
Progression of Mathematics Scores for Hypothetical Average Students Making Median Gains from Grades 3 through 8

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Student	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**	**VSS**	**Level**
Adam A.	596	Exceeds	609	Exceeds	650	Exceeds	650	Exceeds	650	Exceeds	685	Exceeds
Annie A.	488	Meets	514	Meets	558	Meets	565	Meets	**571**	**Appr**	**609**	**Appr**
Alberto A.	402	Appr	438	Appr	484	Appr	492	Appr	509	Appr	547	Appr
Ashley A.	319	DNM	379	DNM	431	DNM	438	DNM	472	DNM	511	DNM

Note: DNM = Does Not Meet. Appr = Approaches. Score progression assumes that students made gains equivalent to the median observed for students with similar prior scores for that test and grade on historical SCREADY tests taken in 2017, 2018, and 2019. Note that median annual achievement gains led Annie Average to drop from the Meets achievement level to Approaches in 7th and 8th grade.

By these analyses, median growth is insufficient to improve the academic achievement of any of the students in the Average family. In fact, median growth on the Mathematics SCREADY led Annie to fall below grade level expectations in 7th and 8th grade. The children in the Average family, although an interesting thought experiment, do not give us a clear sense of how median year to year growth might affect the distribution of achievement levels among students in South Carolina schools. Thus, we used the same method of projecting median growth for all students who took a 3rd grade SCREADY test in either 2017 or 2018 (n = 107,950 for ELA and n = 108,164 for Mathematics) to determine their final achievement levels at the end of 8th grade.

Figure 3 - ELA Achievement Progression (Median Growth)

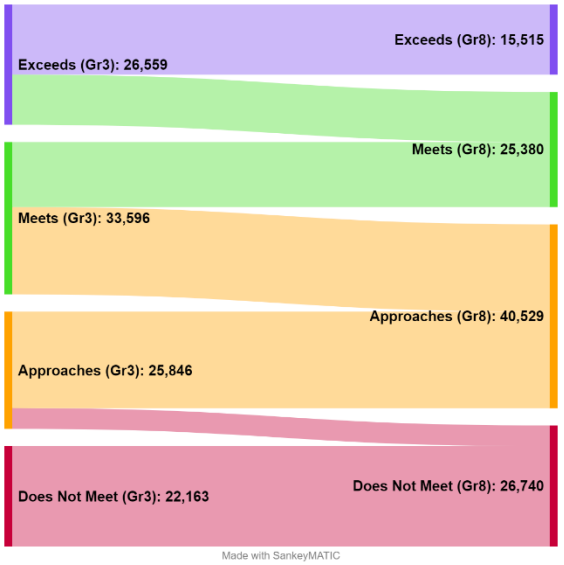


Applying historically observed median growth from grade 3 through grade 8 for the ELA SCREADY leads to the achievement level changes shown in Figure 3. Median growth leads 85% of students to maintain the same achievement level that they demonstrated in the 3rd grade. Only 15% of all students tested move to a higher achievement level under median growth, and only 14% of students who had not met the standard in grade 3 (8,360 students statewide) were able to reach proficiency by the end of grade 8.

For the Mathematics SCREADY (see Figure 4), no students improve their achievement level from grade 3 through grade 8 with median growth. In fact, 32% of all students in the state fall to a lower achievement level and 32% of all students who had demonstrated proficiency in 3rd grade fall below expectations by the end of 8th grade.

If typical growth generally does not lead students reach proficiency in ELA and leads to a general decline in achievement in Mathematics, then it raises the question whether better-than-typical growth is sufficient to move students who have not met expectations in grade 3 to proficiency by the end of 8th grade. We sought to discern *how much* better than typical must achievement gains be to reach proficiency by grade 8.

Figure 4 - Math Achievement Progression (Median Growth)



To answer this question, we applied year to year achievement gains to the same sample of historically observed 3rd grade SCREADY scores at each percentile rank for which growth estimates had been generated. Table 3 (on the next page) displays the number and proportion of students who initially scored at each achievement level on the 3rd grade test, as well as the number and proportion of students who would score at each proficiency level after five years of steady achievement gains at the indicated percentile rank. For simplicity, results are only shown for growth at the 50th, 60th, 70th, and 80th percentile ranks, although analyses were also conducted with growth estimates at the 55th, 65, and 75th percentiles as well.

The findings displayed in Table 3 suggest that, for the students demonstrating the lowest initial achievement in 3rd grade to meet or exceed the grade level standard by the end of 8th grade, they must make annual achievement gains that are as high or higher than were observed for 80% of similar students in the historical data set. Although growth at the 80th percentile of gains ensure that all students meet the standard within five years, goals set at this level are onerous and it may not be necessary to set goals this high for all students, particularly those who have already met or exceeded the grade level standard. Thus, a system of progressive targets for annual achievement gains may best support the goals of the South Carolina accountability system. We explored several possible methods with which to determine individual student achievement growth targets, desiring a system that would both move students to achieve proficiency by 8th grade and guarantee that all students either maintain or improve the achievement level they demonstrated on the 3rd grade SCREADY. The features of the system which best meets the needs of South Carolina are described in the next section.

Table 3

Number and Proportion of Students Scoring at the Different Achievement Levels on the 8th Grade SCREADY after Demonstrating Five Years of Consistent Achievement Growth at Various Percentile Ranks

	Initial (Grade 3)		After PR50 Gains		After PR60 Gains		After PR70 Gains		After PR80 Gains	
Achievement Level	***n***	**(%)**	***n***	**(%)**	***n***	**(%)**	***n***	**(%)**	***n***	**(%)**
					ELA SCREADY					
Exceeds	18,172	(16.8%)	20,244	(18.8%)	46,241	(42.8%)	72,213	(66.9%)	97,696	(90.5%)
Meets	30,334	(28.1%)	36,622	(33.9%)	31,981	(29.6%)	26,130	(24.2%)	10,254	(9.5%)
Meets or Exceeds	**48,506**	**(44.9%)**	**56,866**	**(52.7%)**	**78,222**	**(72.5%)**	**98,343**	**(91.1%)**	**107,950**	**(100.0%)**
Approaches	34,399	(31.9%)	31,382	(29.1%)	29,575	(27.4%)	9,603	(8.9%)	—	(0.0%)
Does Not Meet	25,045	(23.2%)	19,702	(18.3%)	153	(0.1%)	—	(0.0%)	—	(0.0%)
Not Met	**59,444**	**(55.1%)**	**51,084**	**(47.3%)**	**29,728**	**(27.5%)**	**9,603**	**(8.9%)**	—	**(0.0%)**
					Mathematics SCREADY					
Exceeds	26,559	(24.6%)	15,515	(14.3%)	39,180	(36.2%)	71,309	(65.9%)	97,617	(94.0%)
Meets	33,596	(31.1%)	25,380	(23.5%)	32,129	(29.7%)	25,806	(23.9%)	6,209	(6.0%)
Meets or Exceeds	**60,155**	**(55.6%)**	**40,895**	**(37.8%)**	**71,309**	**(65.9%)**	**97,115**	**(89.8%)**	**103,826**	**(100.0%)**
Approaches	25,846	(23.9%)	40,529	(37.5%)	36,855	(34.1%)	11,049	(10.2%)	—	(0.0%)
Does Not Meet	22,163	(20.5%)	26,740	(24.7%)	0	(0.0%)	—	(0.0%)	—	(0.0%)
Not Met	**48,009**	**(44.4%)**	**67,269**	**(62.2%)**	**36,855**	**(34.1%)**	**11,049**	**(10.2%)**	—	**(0.0%)**

Note: PR50 = 50th percentile rank. PR60 = 60th percentile rank. PR70 = 70th percentile rank. PR80 = 80th percentile rank. Initial scores were taken from students in South Carolina who took the 3rd grade SCREADY either in 2017 or 2018. Score progression assumes that students made gains through 8th grade equivalent to those at the indicated percentile rank observed for students with similar prior scores for that test and grade on historical SCREADY tests taken in 2017, 2018, and 2019.

The Proposed Added-Value Growth Model

Setting Individual Student Growth Targets

We propose using a criterion-referenced value-added model, the Added-Value Growth Model, to measure student progress in the SC accountability system. Under the proposed model, each student in grades 4 through 8 will have two individualized target scores for each of the SCREADY assessments that they will take that year based upon their prior year SCREADY scores. The first growth target shall be a median annual target (MAT), which shall be set to the median level of growth observed for students with similar scores on the prior year test. Any student who meets or exceeds their MAT will earn at least one point for their school in the accountability model. Near the top of the distribution for prior achievement, when historically observed median growth becomes negative, MATs shall be set to 0 so that all students are always expected to earn the same VSS or higher than the previous year.

The second growth target shall be an added-value target (AVT), which is a target set progressively according to prior year achievement levels based on the analyses described in the previous section. The historically-observed percentile ranks of gains upon which AVTs are set are shown in Table 4. Any student who meets or exceeds their individual AVT will earn additional points for their school in the accountability model, with more points awarded for more ambitious targets.

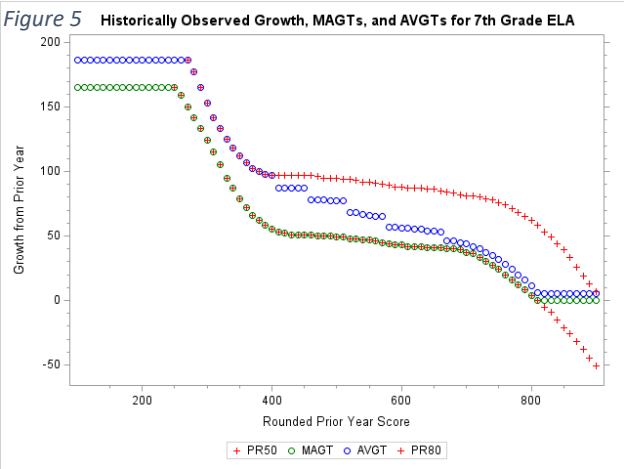
Table 4

Percentile Ranks Used to Set Added-Value Growth Targets (AVTs) at Various Prior Achievement Levels

Current Grade Level:	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeds					
Prior ELA score range:	540 – 825	593 – 850	653 – 875	668 – 900	705 – 925
Prior Math score range:	544 – 825	563 – 850	622 – 875	628 – 900	650 – 925
AV growth target based on historical percentile:	**55**				
Meets					
Prior ELA score range:	452 – 539	509 – 592	558 – 652	576 – 667	615 – 704
Prior Math score range:	438 – 543	482 – 562	536 – 621	543 – 627	578 – 649
AV growth target based on historical percentile:	**60**				
Approaches 2					
Prior ELA score range:	408 – 451	464 – 508	504 – 557	516 – 575	562 – 614
Prior Math score range:	402 – 437	441 – 481	490 – 535	498 – 542	531 – 577
AV growth target based on historical percentile:	**65**				
Approaches 1					
Prior ELA score range:	359 – 407	419 – 463	450 – 503	455 – 515	512 – 561
Prior Math score range:	360 – 401	402 – 440	448 – 489	454 – 497	488 – 530
AV growth target based on historical percentile:	**70**				
Does Not Meet 2					
Prior ELA score range:	314 – 358	356 – 418	405 – 449	412 – 454	462 – 511
Prior Math score range:	313 – 359	366 – 401	411 – 447	414 – 453	451 – 487
AV growth target based on historical percentile:	**75**				
Does Not Meet 1					
Prior ELA score range:	100 – 313	100 – 355	100 – 404	100 – 411	100 – 461
Prior Math score range:	100 – 312	100 – 365	100 – 410	100 – 413	100 – 450
AV growth target based on historical percentile:	**80**				

AVTs shall be set for students whose prior year SCREADY score falls in the Exceeds achievement level based on historically observed growth at the 55th percentile rank among similarly scoring students. At the top of the score distribution for prior achievement, when historically observed growth at the 55th percentile becomes negative, AVTs shall be set to 5 so that all students are expected to improve on the VSS earned in the prior year. The 55th percentile is used for the Exceeds achievement level because this is the minimum level of historically-observed growth at which all students who performed at the Exceeds level in 3rd grade maintained that achievement level through the end of 8th grade. AVTs for students with prior achievement at the Meets level shall be based on 60th percentile growth because this is the level of historical growth at which all students at the Meets level in grade 3 maintained or improved that level through grade 8.

For students who have not met grade level expectations, the Approaches and Does Not Meet achievement levels have each been split at the median historically-observed score for that level to allow for a smoother progression of growth targets. Students whose prior year score falls in the lower half of the Does Not Meet achievement level ("Does Not Meet 1"; DNM1) have AVTs based on 80th percentile of observed gains. Students in the upper half ("Does Not Meet 2"; DNM2), have AVTs based on 75th percentile gains. Students in "Approaches 1" (Appr1) have AVTs based on the 70th percentile and



students in "Approaches 2" (Appr2) have AVTs based on the 65th percentile. Near the floor of the score distribution, there were points at which the sample of historical scores was too small to accurately estimate median and 80th percentile growth for DNM1. In these cases, growth targets at the lowest historical score for which growth could be estimated are also used as the targets for scores from the minimum score of 100 to that score. Figure 5 shows the historically observed gains at the 50th and 80th percentile (PR50 and PR80) plotted as red plusses with MATs and AVTs plotted as green and blue circles, respectively, for the 7th grade ELA SCREADY to illustrate how growth targets are set for the Added-Value Growth Model.

To find an individual student's target score for the SCREADY, round down their prior-year VSS (whether ELA or Mathematics) to the nearest multiple of 10 and find that score in the gray, center column of Table 5. For the ELA SCREADY, track left on that row to the student's current grade level to find growth targets for this year's test. Follow the same procedure for the Mathematics SCREADY but track right to the current grade level to find growth targets for this year's test. The minimum VSS point gains that are needed to meet the MAT goal are shown in the unshaded column and gains needed to meet the AVT goal are shown in the shaded column. To find the target scores for the student for this year's test, add the number of points shown to their prior year VSS for that test. An example is given in the next paragraph.

Table 5

Median-Annual Growth Target (MAT) and Added-Value Growth Target (AVT) Lookup Table (continued on next page)

Growth Targets for ELA SCREADY										Prior Year Score (round down)	Growth Targets for Mathematics SCREADY									
Grade 4		Grade 5		Grade 6		Grade 7		Grade 8			Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT		MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT
211	347	205	289	187	190	165	186	269	144	100	251	283	265	279	322	187	299	302	334	194
202	347	206	286	187	190	165	186	269	144	110	242	276	260	273	334	187	299	302	327	194
193	309	206	281	187	190	165	186	269	144	120	233	268	254	266	344	187	296	302	318	194
183	275	205	274	187	190	165	186	269	144	130	223	258	246	260	351	187	292	302	309	194
172	246	204	267	187	190	165	186	269	144	140	212	246	239	253	352	187	287	302	301	194
161	216	201	259	187	190	165	186	269	144	150	200	233	232	245	348	187	281	302	291	194
151	193	196	248	187	190	165	186	269	144	160	190	222	222	238	341	187	274	302	281	194
141	174	191	239	187	190	165	186	269	144	170	179	210	214	232	330	187	266	302	271	194
130	161	184	228	187	190	165	186	269	144	180	167	197	206	226	316	187	257	302	260	194
119	151	175	215	187	190	165	186	261	144	190	156	184	196	218	300	187	248	302	252	194
109	141	166	203	187	190	165	186	251	144	200	146	173	187	211	281	187	236	302	241	194
100	132	157	192	187	190	165	186	238	144	210	137	163	178	204	261	187	225	302	230	194
90	126	145	179	173	190	165	186	228	144	220	126	153	167	197	236	187	214	302	219	194
82	120	135	169	156	190	165	186	217	144	230	117	144	158	188	215	187	202	302	209	194
75	114	126	159	141	190	165	186	205	144	240	109	136	149	179	194	187	191	279	200	194
67	109	115	148	127	173	165	186	195	144	250	99	128	138	170	174	179	179	253	190	194
60	104	106	139	114	155	159	186	184	144	260	90	120	130	163	155	168	168	229	181	194
55	102	98	132	102	139	150	186	172	144	270	84	115	121	155	137	156	157	207	172	194
52	100	90	123	91	124	142	177	162	144	280	77	110	111	145	121	144	146	188	164	194
49	98	83	118	81	111	133	165	152	144	290	71	105	103	136	107	135	136	171	157	194
47	98	77	112	72	102	124	153	140	144	300	65	101	95	129	94	125	126	157	150	194
46	99	72	107	64	94	115	142	130	144	310	60	98	86	122	81	116	117	145	142	184
46	87	67	104	56	88	105	133	121	144	320	56	88	79	114	71	107	108	135	135	171
47	89	63	101	49	82	95	125	109	137	330	52	85	73	108	62	97	99	126	127	160
49	91	60	99	42	77	87	118	100	128	340	49	83	66	102	53	88	91	118	120	150
50	93	57	97	36	73	79	112	91	120	350	46	81	61	98	45	81	82	111	111	140
52	85	54	86	31	69	72	107	81	112	360	44	72	56	95	38	75	74	104	105	131
54	87	51	84	27	66	66	102	73	105	370	41	70	52	84	31	69	67	98	96	123
56	90	49	83	24	65	62	100	66	97	380	39	68	50	82	24	63	60	91	87	116

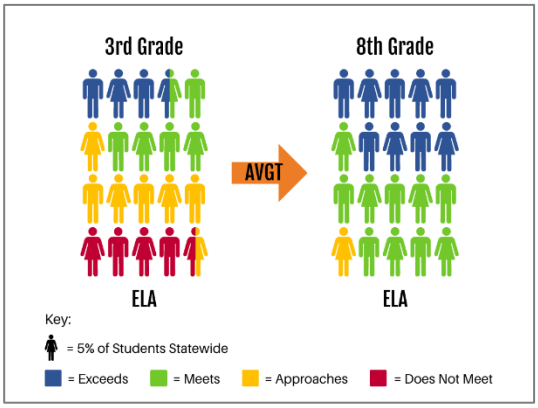
Growth Targets for ELA SCREADY										Prior Year Score (round down)	Growth Targets for Mathematics SCREADY									
Grade 4		Grade 5		Grade 6		Grade 7		Grade 8			Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT		MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT
58	91	47	82	21	64	58	98	57	91	390	38	67	48	82	19	59	54	85	78	108
60	93	45	81	19	64	55	97	51	86	400	36	66	47	82	15	57	48	80	70	102
62	86	43	80	18	54	53	87	45	81	410	34	56	46	74	11	45	43	68	64	96
64	87	42	70	17	54	52	87	39	77	420	33	55	46	74	9	44	38	63	57	92
65	89	40	70	17	55	51	87	35	74	430	32	54	46	75	7	44	34	59	51	88
66	90	40	69	17	56	51	87	32	73	440	30	46	46	75	7	44	30	56	46	85
68	91	39	69	17	47	51	87	30	72	450	29	45	45	67	6	36	27	54	43	83
69	83	39	68	18	48	51	78	29	73	460	28	44	45	67	6	37	24	46	40	73
70	84	38	60	19	49	50	78	28	64	470	27	43	45	67	7	38	21	44	39	72
70	84	38	60	19	50	50	78	28	65	480	26	42	45	67	7	39	19	42	38	73
71	84	39	60	20	51	50	77	29	67	490	25	41	44	59	8	32	17	40	38	65
71	84	39	60	21	52	49	77	30	69	500	24	40	44	59	8	32	15	32	38	66
70	84	39	53	22	44	49	77	31	70	510	24	39	44	59	8	32	13	30	38	66
70	84	39	53	23	44	48	68	31	62	520	23	38	43	58	8	32	11	29	38	66
69	83	40	53	23	45	48	68	32	63	530	22	37	43	58	8	32	9	28	38	59
68	75	40	53	24	45	47	67	33	63	540	21	36	43	58	7	23	8	27	38	59
67	74	40	53	24	46	47	66	34	63	550	20	29	43	59	7	22	7	20	38	59
65	72	39	53	25	39	46	65	34	63	560	18	28	43	59	6	21	6	19	38	59
63	70	39	52	25	39	45	65	35	56	570	16	27	42	51	5	21	5	18	38	59
61	68	38	52	25	39	44	57	36	57	580	15	26	42	51	5	20	4	17	37	51
59	66	37	51	25	39	43	57	36	57	590	13	24	42	50	4	20	3	16	37	51
56	63	36	43	25	38	43	56	37	58	600	10	22	41	50	3	20	3	16	37	51
52	60	35	42	25	38	42	56	37	58	610	7	20	40	49	3	20	2	15	36	51
49	57	33	40	24	38	42	55	38	51	620	4	18	39	49	2	20	2	15	36	50
45	53	32	39	24	37	42	55	38	51	630	1	15	38	48	1	11	1	7	36	50
40	48	29	37	23	36	41	54	38	51	640	0	11	37	46	1	10	1	7	36	50
35	43	27	34	21	35	41	54	38	51	650	0	7	36	45	0	9	0	6	35	43
30	38	24	32	20	27	41	53	38	51	660	0	5	34	43	0	8	0	5	35	43
24	33	20	28	19	25	40	46	37	50	670	0	5	32	41	0	6	0	5	35	42
18	27	17	24	17	23	40	46	37	50	680	0	5	30	38	0	5	0	5	34	42
11	21	13	20	15	21	39	45	36	49	690	0	5	27	36	0	5	0	5	34	42
5	16	7	15	12	19	37	44	35	48	700	0	5	24	33	0	5	0	5	33	41
0	10	3	10	10	17	36	42	34	41	710	0	5	22	30	0	5	0	5	32	41
0	5	0	5	7	14	33	40	33	39	720	0	5	19	27	0	5	0	5	32	40
0	5	0	5	4	11	30	37	31	38	730	0	5	15	23	0	5	0	5	31	40
0	5	0	5	0	8	27	35	30	37	740	0	5	12	20	0	5	0	5	30	39
0	5	0	5	0	5	24	32	28	34	750	0	5	9	16	0	5	0	5	29	38
0	5	0	5	0	5	20	28	26	32	760	0	5	4	11	0	5	0	5	27	37
0	5	0	5	0	5	16	24	23	30	770	0	5	0	6	0	5	0	5	25	36
0	5	0	5	0	5	12	20	20	26	780	0	5	0	5	0	5	0	5	23	34
0	5	0	5	0	5	8	16	16	23	790	0	5	0	5	0	5	0	5	21	32
0	5	0	5	0	5	4	11	13	20	800	0	5	0	5	0	5	0	5	19	29
0	5	0	5	0	5	0	6	8	15	810	0	5	0	5	0	5	0	5	16	26
0	5	0	5	0	5	0	5	3	11	820	0	5	0	5	0	5	0	5	13	23
		0	5	0	5	0	5	0	7	830			0	5	0	5	0	5	9	19
		0	5	0	5	0	5	0	5	840			0	5	0	5	0	5	6	14
		0	5	0	5	0	5	0	5	850			0	5	0	5	0	5	2	11
				0	5	0	5	0	5	860					0	5	0	5	0	6
				0	5	0	5	0	5	870					0	5	0	5	0	5
						0	5	0	5	880							0	5	0	5
						0	5	0	5	890							0	5	0	5
						0	5	0	5	900							0	5	0	5
								0	5	910									0	5
								0	5	920									0	5

Note that, because MATs and AVTs are assigned based on rounded-down scores, all students whose prior year scores round down to the same score are assigned the same target gains, even if the rounded score falls into a different achievement level than the student's unrounded score. For example, imagine that Anna is in 5th grade and scored 419 on

the ELA SCREADY last year. Anna's score falls within the Appr1 range (for which growth targets are typically set to 70th percentile gains). However, since the rounded score of 410 falls within the DNM2 range, Anna's growth target is based on 75th percentile gains. Table 5 indicates that MAT = 43 and AVT = 80 for Anna. Thus, if Anna scores 462 or higher (i.e., her prior year score of 419 plus her MAT of 43) on the ELA SCREADY in 5th grade, she will earn at least one point for her school in the accountability system. If Anna scores 499 or higher (i.e., 419 + 80) on the 5th grade ELA test, she will earn additional points for meeting her AVT. Although the exact scoring structure will be determined after an additional year of data has been collected and analyzed, several scoring systems have been tested using historical data and will be discussed in general terms in the next section.

Applying the Added-Value Growth Model

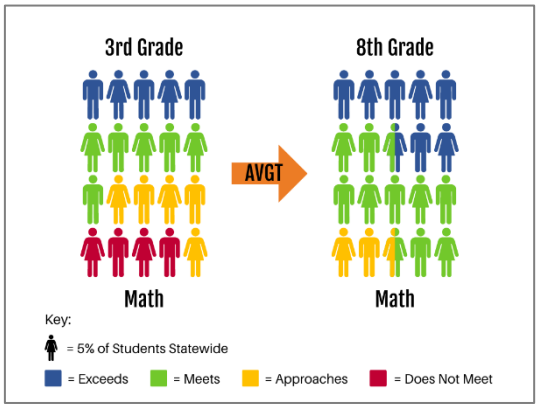
Figure 6 - Achievement Levels in ELA under AVTs



As a first test of how effectively the proposed model moves students to grade-level proficiency, we applied its growth targets to the same sample of historical 3rd grade SCREADY scores analyzed in the previous sections. For each of the 107,950 3rd grade ELA scores and each of the 108,164 3rd grade Mathematics scores, we assumed that the students in question exactly met the expected achievement gains described by the AVTs shown in Table 5 when they took the 4th grade tests. We then used that predicted score to generate the AVTs for the 5th grade test, and so on each year to determine the students' final achievement level at the end of 8th grade. On the 8th grade ELA test, after five years of consistently meeting AVTs, 44% of students would score at the Exceeds level, 51% at the Meets level, and only 5% at the Approaches level (see Figure 6). On the Mathematics test, 36% would score at the Exceeds level, 51% at the Meets level, and only 13% at the Approaches level (see Figure 7). After consistently meeting AVTs, the students whose achievement remains below grade level expectations all started at the DNM1 achievement level in grade 3, scored at the Appr2 level in grade 8, and had scores within 13 points of Meets for ELA and within 26 points of Meets for Mathematics.

As a second test, we applied the proposed model to generate estimated Ratings Points and Ratings for schools using available historical data. This approach allowed us to compare estimated scores that schools would have received under the Added-Value Growth Model in 2018 and 2019 to the scores that schools received under the norm-referenced growth model that was in use at the time. We also tested estimated scores for relationships with known school characteristics. Note that we are not yet recommending a specific scoring system for the Added-Value Growth Model until after the scoring systems currently being considered can be tested against an additional year of collected growth data. However, all scoring systems tested met the following criteria:

Figure 7 - Achievement Levels in Math under AVTs



(a) Students whose SCREADY scores fall short of their individualized MATs earn zero Indicator Points for their school.
(b) Students who meet or exceed their MATs earn at least one Indicator Point for their school.
(c) Students who meet or exceed their AVTs earn substantially more Indicator Points for their school.
(d) Students whose AVTs are based on higher percentile gains earn more Indicator Points for meeting those targets than students with AVTs based on lower percentile gains.

In addition to criteria (a) through (d), some scoring systems were tested in which a portion of the additional Indicator Points available for meeting AVTs could be earned for gains that are higher than MATs, but which fall short of reaching the AVT. All scoring systems tested were designed to minimize the correlation between the criterion-referenced value-added score and the proportion of students in poverty served by the school. In addition, since Academic Achievement

and Student Growth are different but related constructs, scores generated by the proposed growth model are expected to correlate with Academic Achievement scores, but that correlation should not be too strong. Ideally, the magnitude of correlation between Added-Value Growth Model scores and both the school poverty index and Academic Achievement scores is expected to be less than 0.20. Finally, if the proposed criterion-referenced growth model is measuring the same or very similar construct of student achievement growth that the existing norm-referenced growth model measures, then scores generated by the proposed model should be strongly correlated with previously awarded Student Progress ratings. Most of the scoring systems tested met these performance criteria, and all tested scoring systems correlated with norm-referenced value-added scores at 0.80 or greater. These findings suggest that an additional year of data will allow us to select the most appropriate scoring system for use in the SC accountability system.

Student Growth Applied Beyond Accountability

One possible advantage of the proposed criterion-referenced value-added model and the method it uses to assign individual growth targets is that similar methods can be applied to interim and benchmark assessments used throughout the school year to appropriately measure a student's progress toward their AVT. For example, according to publicly released information about the Conditional Growth Percentile reported by NWEA's MAP assessments, this metric is calculated and reported in a manner that will allow it to be directly compared to the percentile ranks shown in Table 4 that were used to determine AVTs. In this way, MAP data could provide timely insight into whether students are making enough growth to meet their AVTs.

Providers of the other interim and benchmark assessment systems approved for use in South Carolina may already provide similar metrics or could be encouraged to add them to reporting systems that support the state's effort to promote student growth that adds value to proficiency levels. These kinds of applications could make the Added-Value Growth Model useful for instructional planning and progress monitoring and not just for the purposes of accountability. The South Carolina Department of Education has already begun exploring methods with which to leverage this model for instructional applications, and EOC Staff are committed to supporting such efforts in any way possible. We recommend continuing to explore how the features of this model can be used to inform teaching and instructional interventions.

A Value-Added Model that Meets the Needs of SC

Desiderata for a Growth Model

According to the Education Accountability Act of 1998, as last amended by Act 94 of 2017, its declared goal is to establish a performance-based accountability system to improve teaching and learning so that all students are equipped with a strong academic foundation and are prepared to meet the Profile of the South Carolina Graduate. The South Carolina accountability system has included a measure of student achievement growth for many years and has incorporated a value-added model since the 2017-18 school year. Including a measure of student growth is critically important to the goal of the accountability system.

Although the goal remains to ensure that all students meet or exceed grade level expectations each year, a student could arrive at a school far enough behind previous grade level expectations that getting them to proficiency in a single year would be a monumental and extremely difficult task. Our current norm-referenced value-added growth model encourages schools to ensure that such students demonstrate more gains than most other similar students in the state. Unfortunately, the analyses in this paper demonstrate that better than average growth is often insufficient to move students to proficiency. In these situations, it is in the interest of the State and all its residents to encourage schools to promote sufficient growth each year that students move closer to achieving grade level proficiency.

As EOC Staff began to explore a criterion-referenced value-added model to move students to proficiency, we identified eight desiderata (or desired attributes) for a model that would meet the state's needs. The desired growth model would:

Desiderata 1: Produce a specific, individualized growth target for each student based on that student's prior achievement.

Desiderata 2: Produce growth targets that, if met, would move all students toward proficiency and either maintain or improve all students' prior achievement levels.

Desiderata 3: Produce targets that can be understood by, calculated by, and communicated to all stakeholders.

Desiderata 4: Produce targets that are as rigorous as necessary to attain grade level proficiency, but do not unnecessarily inflate targets to avoid setting expectations that are seen as unreasonable or impossible.

Desiderata 5: Make it possible for all students and schools to perform well (or to perform poorly) against previously established criteria, independent of the performance of other students or schools.

Desiderata 6: Support a scoring system that can understood by and projected by school and district leaders.

Desiderata 7: Produce school scores that are as uncorrelated as possible with the proportion of pupils in poverty served by the school.

Desiderata 8: Produce scores that are minimally correlated with Academic Achievement scores.

ASA Subcommittee Recommendations

The Added-Value Growth Model described in this paper meets all eight of these desiderata. In addition, the proposed model has exciting implications for applications which support classroom instruction and instructional interventions at the school and district level. The proposed model is appropriate for an accountability system that promotes continuous improvement and supports improved outcomes for all students.

For these reasons, the ASA Subcommittee recommends adopting the Added-Value Growth Model to replace the current norm-referenced growth model for the Student Progress indicator in the South Carolina accountability system. Specifically, the following recommendations are made:

Recommendation 4: 2023 School Report Cards shall report both the existing norm-referenced student growth model and the proposed Added-Value Growth Model. Points and Ratings for schools shall be calculated using the same model and method described in the SY 2021-22 Accountability Manual. Added-Value Growth Model metrics shall be defined in the SY 2022-23 Accountability Manual without associated Points or Ratings and shall appear on Report Cards for informational purposes only.

Recommendation 5: EOC Staff shall analyze SY 2021-22 accountability data, seeking input from SCDE and select stakeholders, to further explore the Added-Value Growth Model scoring methods currently under consideration. EOC Staff shall make a final recommendation to EOC members for a scoring system to be published in the SY 2023-24 Accountability Manual.

Recommendation 6: EOC Staff, in collaboration with SCDE, will produce Added-Value Growth Model scores based on SY 2022-23 accountability data to disseminate to school and district leaders for their reference in preparation for full transition to the proposed model in the SY 2023-24 Accountability Manual.

Recommendation 7: 2024 School Report Cards shall report Added-Value Growth Model metrics and shall use those metrics to calculate Points and Ratings. The previously used norm-referenced growth model shall no longer be reported on these or subsequent report cards.

EDUCATION OVERSIGHT COMMITTEE

DATE: February 11, 2022

SUBCOMMITTEES:
Joint Academic Standards & Assessments and Public Awareness Subcommittees

ACTION ITEM:
Use of On-Track Measure in High School Accountability

PURPOSE/AUTHORITY
Title 59: Section 59-18-900
Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

(1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
(2) assist in addressing the strengths and weaknesses within a particular school;
(3) recognize schools with high performance;
(4) evaluate and focus resources on schools with low performance;
(5) meet federal report card requirements; and
(6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

(a) Excellent-School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(b) Good-School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(c) Average-School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average-School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory-School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) The same categories of performance ratings also must be assigned to individual indicators used

to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

CRITICAL FACTS

EOC staff recommends an on-track measure for high school accountability – to be used in determining indicator and overall ratings for these schools – beginning in School Year 2023-24. Data from School Year 2022-23 will be reported on the School Report Cards, although not used for the calculation of ratings.

Staff recommends a phase-in approach for the integration of the on-track measure, allowing schools to make the transition by grade level. Beginning in 2023-24, the on-track measure will focus on the number/percentage of 9th grade students with 6 or more credit hours – to include both a mathematics and an English credit. Subsequent years will integrate 10th grade on-track and 11th grade measures, assigning points to the percentage of students meeting specific milestones in each grade level.

TIMELINE/REVIEW PROCESS

Impact data from School Years 2021-22 and 2022-23 will inform detail on the specific calculations and how ratings will be determined. Calculation will impact ratings beginning in SY 2023-24.

ECONOMIC IMPACT FOR EOC

No impact

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

Use of On-Track Measure in High School Accountability

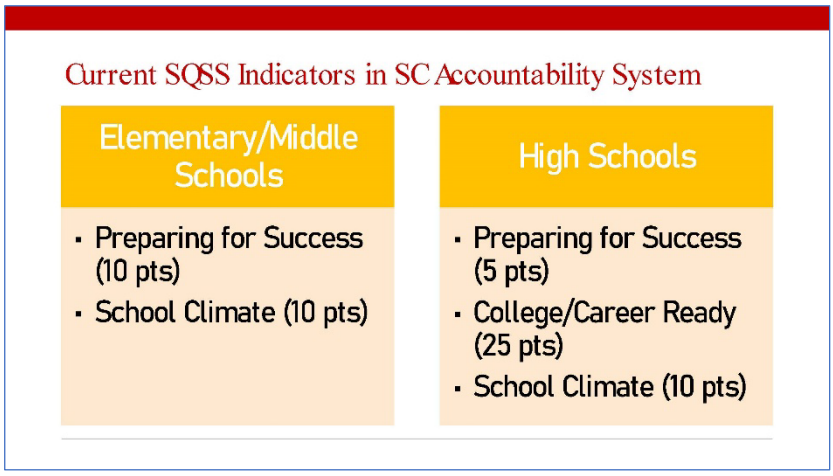
ASA/PA Subcommittee Recommendation:

Use an on-track measure for high school accountability – to be used in determining indicator and overall ratings for these schools – beginning in School Year 2023-24. Data from School Year 2022-23 will be reported on the School Report Cards, although not used for the calculation of ratings.

Staff recommends a phase-in approach for the integration of the on-track measure, allowing schools to make the transition by grade level. Beginning in 2023-24, the on-track measure will focus on the number/percentage of 9th grade students with 6 or more credit hours – to include both a mathematics and an English credit. Subsequent years will integrate 10th grade on-track and 11th grade measures, assigning points to the percentage of students meeting specific milestones in each grade level.

Impact data from School Years 2021-22 and 2022-23 will inform detail on the specific calculations and how ratings will be determined.

SQSS Indicators in Accountability



The Every Students Succeeds Act (ESSA) requires state accountability plans to include five indicators: 1) proficiency on assessments, which may include growth in proficiency in high school; 2) growth in proficiency in grades below high school or another academic indicator; 3) high school graduation rates; 4) progress of English Learners (ELs) toward proficiency; and 5) a fifth "other" indicator. The law requires this indicator to be a valid, reliable and comparable measure of school quality or student success (SQSS) within each state's accountability system. The SQSS indicator is expected to allow for meaningful differentiation between schools and to be given less than "substantial weight" in accountability calculations. In the aggregate, the other four required indicators must be given "much greater weight" than the measure of SQSS.

> *STAT 1836: "(v)(I) For all public schools in the State, not less than one indicator of school quality or student success that— "(aa) allows for meaningful differentiation in school performance; "(bb) is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and "(cc) may include one or more of the measures described in subclause (II). "(II) For purposes of subclause (I), the State may include measures of— "(III) student engagement; "(IV) educator engagement; "(V) student access to and completion of advanced coursework; "(VI) postsecondary readiness; "(VII) school climate*

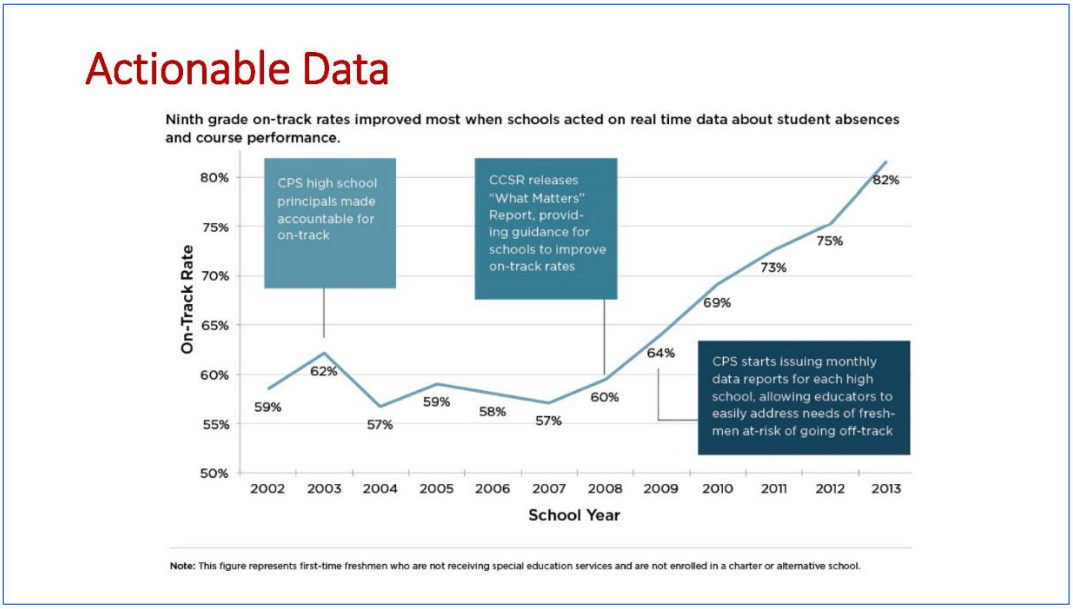
and safety; and ‘‘(VIII) any other indicator the State chooses that meets the requirements of this clause.”

Does an On-Track Measure assist in preventing failure?

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

The UChicago CCSR definition of on-track: a student is considered “on-track” to graduate if she or she earns at least five full-year course credits and no more than one semester F in a core course (English, math, science, or social science) in their first year of high school.

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



In 2006, researchers from Achieve and the Carnegie Corporation suggested that identifying potential dropouts in the system by building an accurate Early Warning System that would identify students as early as 9th grade (some earlier) who were most in need of intervention would pay dividends down the road.

In 2014-15, an analysis done by the Oregon Dept. of Education showed that students who had not met the requirements for on-track status dropped out at a rate more than 16 times higher than their peers who had met the requirements. They began collecting this indicator as a state in 2013-14.

States implementing on-track measures in accountability

Although the pandemic has paused the implementation of many state accountability plans, a number of states use on-track/SQSS indicators in their accountability systems.

On-Track Indicators in State ESSA Plans

States that use On-Track Indicator for High School Accountability

Arkansas, Alaska, Connecticut, Delaware, Illinois, Maryland, Massachusetts, Nevada, Oregon, Washington, and West Virginia

States that use On-Track Indicator for High School & Middle School Accountability

Connecticut & Nevada

States that use On-Track Indicator for Middle School Accountability

Louisiana

Florida, Ohio and Hawaii report results of on-track status, but results are not used in accountability rating.

Arkansas and Connecticut are two notable examples of states using an on-track indicator.

Grade 9: completed at least 5.5 credits = 1 pt.

Grade 10: completed at least 11 credits = 1 pt.

Grade 11 completed at least 16.5 credits = 1 pt.

- Arkansas requires 22 credits for a high school diploma.
- They use an A-F school rating system but that has been suspended for the last 2 school years.
- 15% of accountability weighting for HIGH SCHOOLS is the School Quality/Student Success measure which includes an accumulation of points on multiple measures:
  - Earning a composite score of 19 or higher on the ACT exam
  - Meeting college- and career-readiness benchmarks on the ACT exam
  - Earning a final high school GPA of 2.8 or higher
  - Attaining course credits in community service learning, computer science, AP, IB, or dual enrollment
  - **Accumulating annual credits in grades nine through 11 to remain on-time to graduate in four years**

- Connecticut requires 25 credits for a high school diploma.
- Connecticut uses a point system which create an accountability index.
- 5% of accountability weighting for **MIDDLE SCHOOLS that include an 8th grade** is the **On-Track in 9th Grade Indicator,** which is the percentage of ninth graders earning at least five full-year credits in the year. The measure is used for the feeder middle schools.
- 3% of accountability weighting for **HIGH SCHOOLS** is the **On-Track in 9th Grade Indicator**, which is the percentage of ninth graders earning at least five full-year credits in the year.

What are SC's course requirements for students to earn a SC HS Diploma?

State Board Regulation: 43-234. Defined Program, Grades 9-12 and Graduation Requirements.
Each school district board of trustees must ensure quality schooling by providing a rigorous, relevant curriculum for all students. Each school district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements. Students must earn a total of twenty-four units of credit.

Subject Area	Units of Credit
English/Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and the Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies course(s)	1.0
PE or JROTC	1.0
Computer Science	1.0
Foreign Language or CTE	1.0
Electives	7.0
TOTAL	**24.0**

SC School District Promotion Requirements

Students must meet the following basic requirements to be classified in the following grade levels.

Pickens County School District High Schools	
9th grade	Promotion from the 8th grade
10th grade	**5 units:** 1 must be a required language arts unit and 1 must be a required math unit
11th grade	**10 units:** 2 must be required language arts units and two must be required math units
12th grade	**16 units:** 3 must be required language arts units or student must be currently enrolled in coursework that will permit graduation by the end of the school year

Union County School District High Schools	
9th grade	Promotion from 8th grade
10th grade	**5 units** including one unit each in English and Math.
11th grade	**11 units** including two units each in English and Math.
12th grade	**17 units** including three units each in English and Math. Students must be able to complete all units needed for graduation by the end of second (spring) semester.

Some SC districts have board-approved policies for keeping 9th-12th grade students on track for graduation. The School District of Pickens County and Union County Schools have such policies.

EDUCATION OVERSIGHT COMMITTEE

DATE: February 11, 2022

SUBCOMMITTEE:
Joint Academic Standards & Assessments and Public Awareness Subcommittees

ACTION ITEM:
Use of Extended Year (5-Year) Cohort Success Rate in High School Accountability

PURPOSE/AUTHORITY
Title 59: Section 59-18-900
Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

(1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
(2) assist in addressing the strengths and weaknesses within a particular school;
(3) recognize schools with high performance;
(4) evaluate and focus resources on schools with low performance;
(5) meet federal report card requirements; and
(6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

(a) Excellent-School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(b) Good-School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(c) Average-School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average-School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory-School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) The same categories of performance ratings also must be assigned to individual indicators used

to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

CRITICAL FACTS

EOC Staff recommends the implementation of a 5-year cohort graduation calculation – to be used in determining indicator and overall ratings for high schools beginning in School Year 2023-24. Data from School Year 2022-23 will be reported on the School Report Cards, although not used for the calculation of ratings.

This staff recommendation is reflective of the Accountability Advisory Committee recommendation to include an extended (5-year) graduation rate with the following parameters: extended rates should have less influence than the traditional 4-year rate to maintain on-time graduation as the primary goal. Furthermore, the extended graduation rate alone should not decrease accountability scores.

TIMELINE/REVIEW PROCESS

Impact data from School Years 2021-22 and 2022-23 will inform detail on the specific calculations and how ratings will be determined. Calculation will impact ratings beginning in SY 2023-24.

ECONOMIC IMPACT FOR EOC

No impact

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

Use of Extended Year (5-year) Cohort Graduation Rate in High School Accountability

ASA/PA Subcommittee Recommendation:

Implement a 5-year cohort graduation calculation – to be used in determining indicator and overall ratings for high schools beginning in School Year 2023-24. Data from School Year 2022-23 will be reported on the School Report Cards, although not used for the calculation of ratings.

This staff recommendation is reflective of the Accountability Advisory Committee recommendation to include an extended (5-year) graduation rate with the following parameters: extended rates should have less influence than the traditional 4-year rate to maintain on-time graduation as the primary goal. Furthermore, the extended graduation rate alone should not decrease accountability scores.

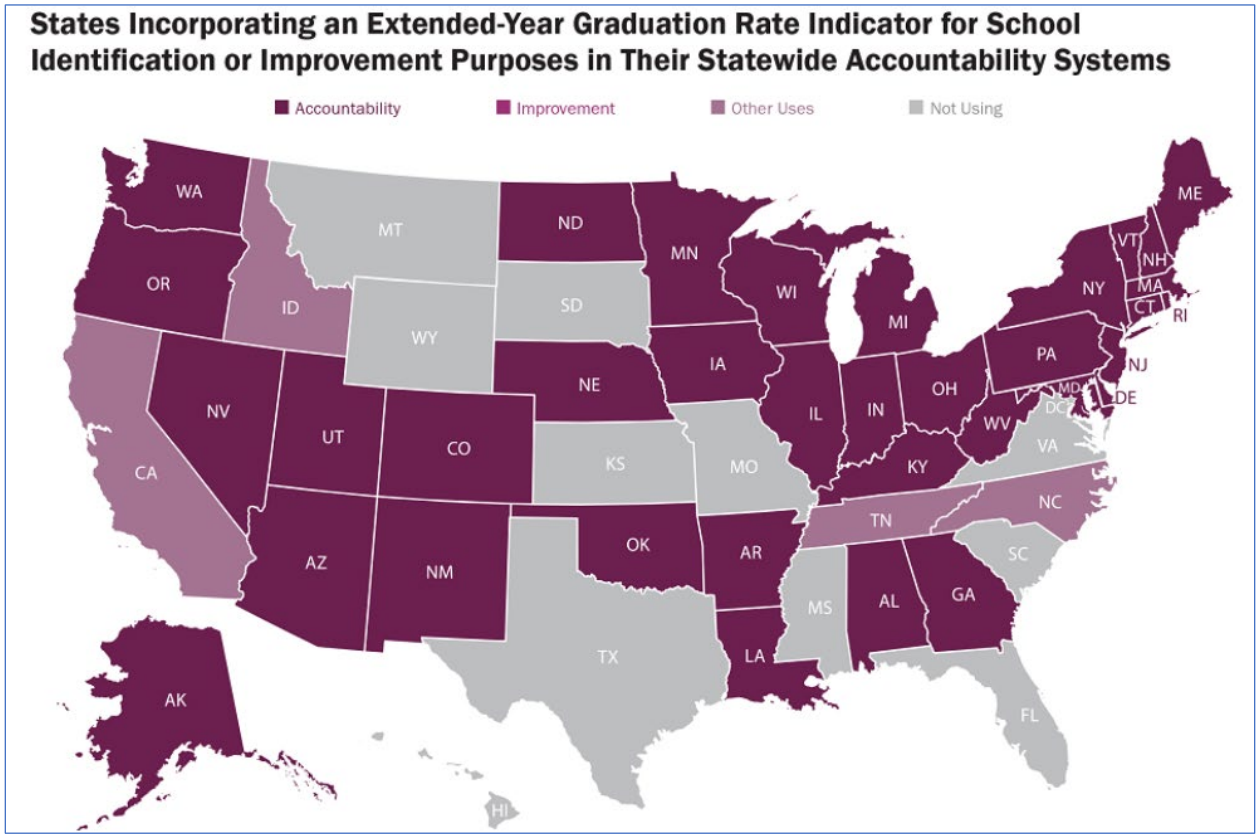
Impact data from School Years 2021-22 and 2022-23 will inform detail on the specific calculations and how ratings will be determined.

Extended-Year Adjusted Cohort Graduation Rates in ESSA

The Extended-Year Graduation Rate is referenced in Section 8101 of the Elementary and Secondary Education Act (ESEA), as re-authorized by the Every Student Succeeds Act (ESSA).

> *395 ESEA OF 1965 Section 8101(23) Extended-Year Adjusted Cohort Graduation Rate. --*
> *(A) IN GENERAL.—The term ''extended-year adjusted cohort graduation rate'' means the fraction—(i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data must be collected annually by State educational agencies for submission to the National Center for Education Statistics under section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by—(I) adding the students who joined that cohort, after the date of the determination of the original cohort; and (II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and (ii) the numerator of which— (I) consists of the sum of— (aa) the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of— (AA) one or more additional years beyond the fourth year of high school; or (BB) a summer session immediately following the additional year of high school; and (bb) all students with the most significant cognitive disabilities in the cohort, as adjusted under clause (i), assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is— (AA) standards-based; (BB) aligned with the State requirements for the regular high school diploma; and (CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and (II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.*

An extended-year graduation rate is allowable as an option for states to use in accountability systems. The following map shows the 2018 implementation in state ESSA plans:



https://learningpolicyinstitute.org/product/essa-equity-promise-extended-year-grad-brief

Overview of the Five-Year Cohort Graduation Rate

The five-year cohort graduation rate is: a) the number of students who graduated from high school at the selected entity-level (e.g., school, district, or state) within five years with a regular high school diploma, divided by b) the number of students who form the final four-year adjusted cohort from the preceding year at the same selected entity-level, plus c) any new students who transfer to and graduate from the selected entity-level during the five-year cohort outcome period.

The methodology for calculating the five-year cohort graduation rate is typically a process to determine the year 5 high school outcomes for non-graduates included in the four-year adjusted cohort graduation rate from the preceding year. As such, the four- and five-year cohort graduation rates share the same cohort of students in common, all of whom started grade 9 at the same time and were expected to graduate on-time four years later. Unlike the four-year “on-time” graduation rate, the five-year cohort is not adjusted by adding students who transferred in during year 5, subtracting students who transferred out during year 5, or removing students who emigrated to another country or transferred to a prison or juvenile facility during year 5. Rather, the five-year cohort is largely held constant in year 5 to reduce artificial fluctuations in the five-year cohort graduation rate based solely on cohort adjustments to the

denominator (transfers in, transfers out, and removals) that are allowed in the four-year graduation rate.

For the purposes of calculating the five-year cohort graduation rate, the preceding four-year final cohort serves as the denominator for the five-year cohort graduation rate. From there, the following cohort "adjustments" are proposed to be permitted when calculating the five-year cohort graduation rate:

- Students who transfer to and subsequently graduate from a SC public high school during year 5 are added to the receiving school's cohort (denominator) and counted as graduates (numerator) in the five-year cohort graduation rate for the receiving school. These same students will remain in the sending school's cohort (denominator) and be counted as a "transfer" (numerator) in the five-year cohort outcome for the sending school.
- Students who were removed from the four-year cohort for a valid reason that return to a SC public high school and graduate during year 5 are added to the receiving school's cohort (denominator) and counted as graduates (numerator) in the five-year cohort graduation rate for the receiving school.
- Students who die during year 5 are removed entirely from the school's cohort (denominator) and will not affect the year 5 outcome.
- Students whose four-year cohort outcome (numerator) has changed in year 5, positively or negatively, will be updated in the five-year cohort graduation rate to reflect the most recent status.

Reporting Facts. Measuring Change. Promoting Progress.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

www.EOC.sc.gov

2022 ANNUAL REPORT

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

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

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and documenting improvements in education.

Contents

Dear Friend,

I am pleased to have the opportunity to once again lead the SC Education Oversight Committee (EOC) as its chairman – here's to the third time being the charm! I commend and thank Ellen Weaver for her capable leadership over the last two years. Under her direction, the committee started and finished a strategic plan process and hired a new Executive Director, Matthew Ferguson. In just a short while, both Matthew and Ellen have led the committee through some difficult decisions amid chaotic times.

Although the last two years have presented us with an unprecedented set of challenges in public education, I see progress and cause for hope as we navigate the changes to the education landscape. All decisions made by the EOC have been focused on the success of SC's students. We acknowledge that many students are struggling, and that challenges us to make informed decisions that will help schools continuously improve and lead to better student outcomes.

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

I am excited about the some of the new projects the EOC has embarked on. A new, interactive dashboard focused on early childhood readiness shows the capacity of surfacing existing data in a user-friendly, actionable way. The EOC's collaboration with the National Student Clearinghouse will be a game-changer for monitoring student success as students depart the K-12 school system. All of these projects provide us with a clearer picture of how to effectively help our students.

I want to thank SC educators for their work and the positive impact they have on the lives of children. They have the opportunity each day to unlock the potential of the young people they teach. The children are our inspiration to do the work we do – we believe in their potential, and we want every child to have the opportunity to succeed. Our goal is to provide an environment where there are no barriers to any child's success.

Best Regards,

Neil Robinson, Jr.

The Year in Review

Analyses, Updates, and Program Summaries from March 2021 to February 2022

Education Oversight Committee Strategic Plan, 2021-2025 Summary Strategies and Objectives

In 2021, the EOC created a strategic plan to guide priorities of the committee until 2025. Conversations about the plan began at the EOC's 2020 Annual Retreat and the EOC was guided by a governance audit, completed by the Education Commission of the States (ECS) in 2000. The following plan was adopted by the full EOC in June 2021.

Strategy I: Report Facts

To support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes, the EOC will advocate for, access, and use a comprehensive, quality, statewide data system.

Objective A: Enhance the EOC's direct access to comprehensive, quality, statewide data for reporting information.

- Advocate for EOC staff to have secure, administrative-user access to Student Information System data
- Institute processes for EOC staff to have co-equal access to files that contain student-level data used for accountability
- Establish quality control processes to ensure accurate accountability reporting

Objective B: Advocate for the synthesis of existing data sources into a comprehensive, quality statewide data system that is secure, transparent and relevant to decision making for schools and student outcomes.

- Partner with existing stakeholder groups to establish policies and processes to connect existing data systems
- Advocate for the establishment of policies and processes to ensure the security, privacy, and appropriate use of all stakeholder data

Objective C: Transform data into information that equips multiple stakeholder groups to act for the continuous improvement of schools and student outcomes.

- Create information, to include data visualizations, that empowers multiple stakeholders to take more action-oriented approaches to continuous improvement of schools and student success
- Increase the use of state and school report cards and other sources of data for decision making and continuous school and student improvement
- Streamline the accessibility and transparency of information

Strategy II: Measure Change

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

Objective D: Align system-wide (PK-12) accountability measures with characteristics of college and career readiness (CCR).

- Study the ability of current accountability measures to predict college and career success
- Select accurate and appropriate measures of CCR progress throughout the PK-12 system
- Establish a framework to include international and national benchmarks of student success
- Monitor student CCR success and the continuous improvement of schools

Objective E: Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement.

- Research the needs of multiple stakeholder groups to determine appropriate measures
- Develop measures to meet identified needs

Objective F: Identify and reward school accountability success.

- Recognize schools that demonstrate success
- Include select awards on school report cards

Strategy III: Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success.

Objective G: Clarify the role of the Education Oversight Committee as the authority in PK-12 school accountability.

- Solidify the EOC's role as responsible for the development of federal and state accountability
- Become a co-equal partner in the procurement of measures used for school accountability (e.g. assessments, surveys)

Objective H: Realign EOC resources to become a more effective advisor and honest broker to multiple stakeholder groups.

- Research the needs of multiple stakeholder groups
- Serve as a bridge to connect research to policy and practice for the following stakeholder groups: policy makers, educators, families / students, and business / community leaders

Objective I: Collaborate with other agencies, schools, and organizations to jointly explore topics relevant to school and student success.

- Convene stakeholders to collaboratively update the accountability standards for a Vision 2030 document
- Convene forums / speakers on relevant education topics

SC Student Academic Performance: 2021 Report Card

Significant Takeaways:

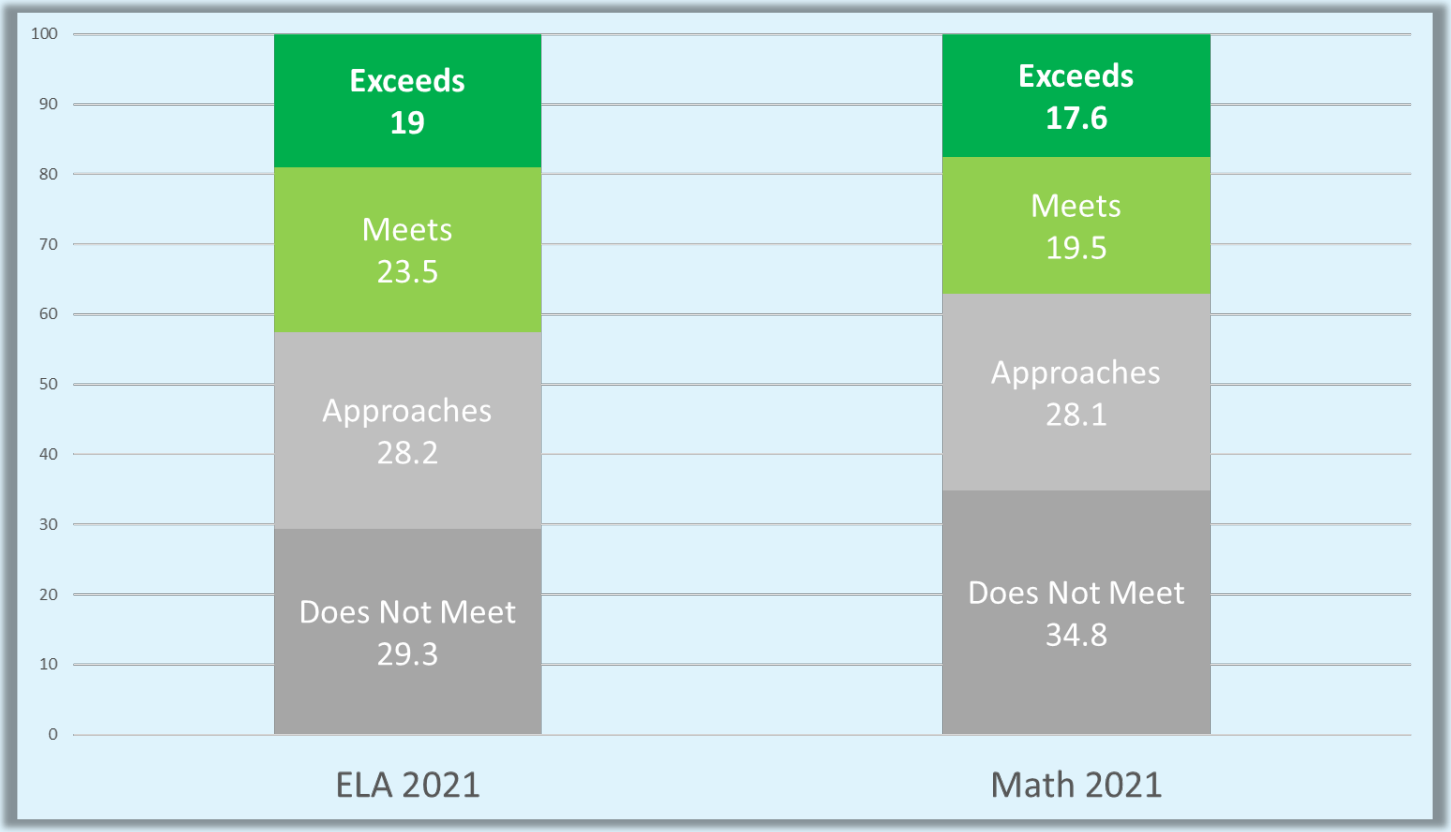
- Students who received education virtually were much less likely to be assessed on SCREADY in 2021.
- Pupils in Poverty were much less likely to be assessed on SCREADY in 2021, particularly at the district level.
- Significant achievement gaps continue to be present and seem to have been exacerbated by the pandemic. Poverty alone does not seem to explain this difference.

SC READY 2021 Results

- Only about 4 in 10 students in grades 3-8 met standard in math and ELA in 2021.
- Nearly 1/3 of students are scoring at the Does Not Meet Level, which is approximately 2 years below standard.

Math and English Language Arts (ELA) Results

- Math proficiency was more negatively impacted by COVID-19 disruptions than ELA proficiency.
- Less than 2 in 10 Black/African American students in grades 3-8 met standard in math in 2021.
- ELA student performance did fall after COVID-19 disruptions, but not to historical lows.
- Significant achievement gaps continue to be present in both ELA and Math.



Report of Public-Funded Full-Day 4K Programs

Since 2006, the SC General Assembly has invested in funding full-day kindergarten for four-year-olds in poverty. The program, which is in public and private centers, has been expanded over the years and now includes any eligible student in SC school districts, provided the district opts to accept funding.

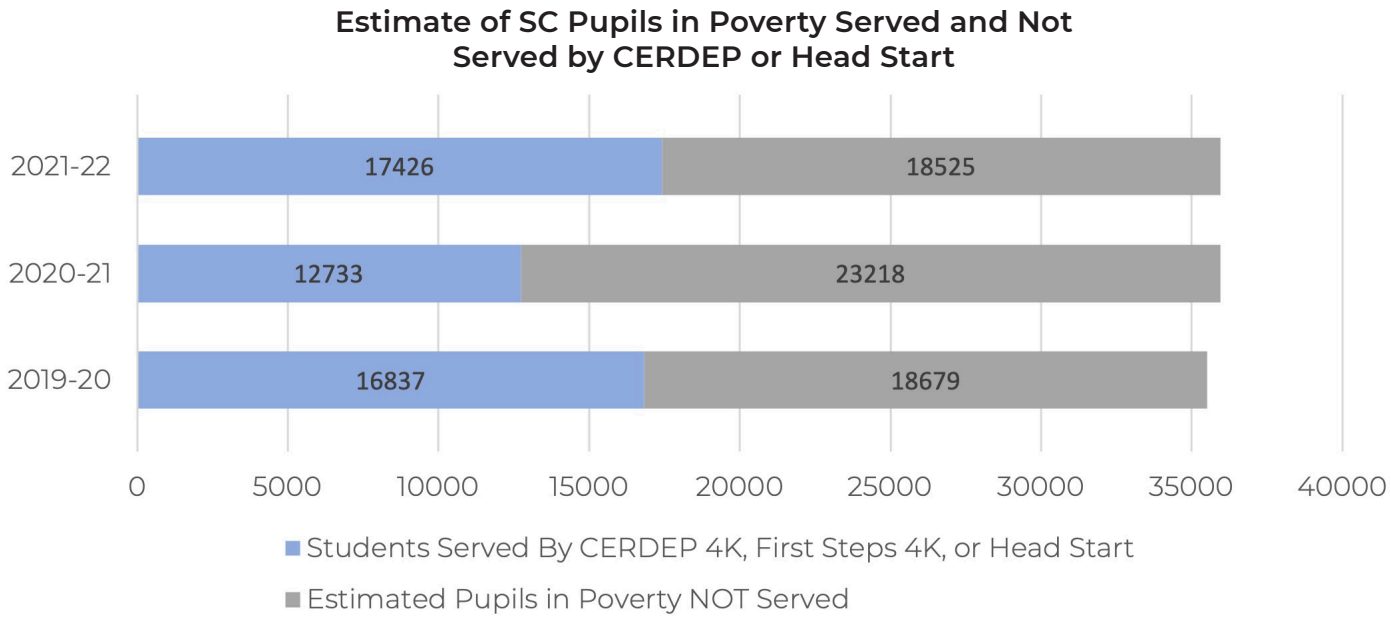
Key Findings from this year's report include:

- In SY2020-21, 35,951 of the state's 57,030 four-year-olds (63%) lived in poverty and were at risk of not being ready for kindergarten.
- 52% of eligible SC four-year-olds remain unserved by CERDEP 4K, First Steps 4K, or Head Start programs, though they may be served by other 4K programs.
- In school districts that are eligible with no students participating in CERDEP, over 75% of estimated students in poverty are not being served by CERDEP 4K, First Steps 4K, or Head Start programs.
- The State's investment in CERDEP 4K is beneficial for student kindergarten readiness. Among kindergartners who participated in the 4K CERDEP, 23% tested at the Demonstrating Readiness category. Of those who were not enrolled in CERDEP 4K and Pupils in Poverty (PiP), 18% tested at the Demonstrating Readiness level.

$72,835,228 **Total CERDEP Investment for FY 2020-21, including projected Carry Forward**

$4,800 **Per Student CERDEP Reimbursement Rate**

$10,000 **Startup Cost Per New CERDEP Classroom with minimum student count**



Recommendations: 2022 CERDEP Report

Recommendation 1. Expand Opportunities for CERDEP Access

Increase the student reimbursement rate to $5,100. An estimated 18,679 students who live in poverty remain unserved by CERDEP. Therefore, expansion efforts should focus on districts with a high percentage of eligible children, but who opt out of CERDEP. One barrier to this expansion is reimbursement rate; districts report that the current level of funding and the required teacher:student ratio do not always fully cover the cost of a classroom. If increased to $5,100, districts will be able to meet teacher:student ratios and fully fund more experienced certified teachers.

Explore mixed-ability, heterogenous grouping in CERDEP classrooms, building towards universal 4K eligibility. Research has shown that mixed-ability grouping benefits student achievement for students at all levels. Pilots should explore if heterogeneous class composition and professional development for teachers in differentiating instruction would improve quality in South Carolina's publicly funded 4K classrooms.

Recommendation 2. Evaluation of program quality

Evaluating the quality of the CERDEP experience should be central to the creation and scale of the program. Further research and evaluation should continue to consider improving and ensuring quality and quantity of publicly funded early childhood programming.

Recommendation 3. Evaluation of CERDEP 4K Assessments

Research should be conducted to analyze and define the constructs measured by the three CERDEP-approved assessments (e.g., PALS, Gold, and MyIGDIs), the degree to which the assessment constructs align across assessments, comparability of results, and the extent to which assessment results are indicators of Kindergarten Readiness. Due to the multitude of assessments currently used, it is harder to create an accurate student growth continuum that teachers can rely on. Therefore, a single statewide assessment would be ideal.

Recommendation 4. Expanded Coordination & Collaboration

CERDEP 4K and First Steps 4K should continue to expand coordination and collaboration efforts, including data sharing and shared professional development, in order to serve as many eligible children as possible. Efforts should continue to be made to provide parents information about the programs they may qualify for.

Though still in the early stages, the South Carolina Early Learning Extension has the potential to link data across several early childhood programs to K-12 educational outcomes.

More information and downloadable resources: https://bit.ly/EOC4K

Parent Survey Report, 2021

The Parent Survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. Schools in South Carolina were closed on March 16, 2020. As a result, the Parent Survey was not distributed in the Spring of 2020. This report addresses changes to the Parent Survey first implemented in the Spring of 2021.

Future Changes to the Parent Survey

For the first time, in the Spring of 2021, the Parent Survey was accessible using electronic devices, including smart phones. With these changes, the survey is now annually available to parents of students at all grade levels, instead of limited to only parents of children at the highest grade level. The move to electronic presentation will also allow for content changes to be more easily implemented.

Other future changes include:

- **Following parental feedback, the survey will be shorter.**
- **Eliminating the item format with responses that ask about parent desires will make summarization and interpretation of results simpler.**
- **Changing the administration to electronic media provides greater flexibility in updating the survey.**
- **In 2022, the Parent Survey will be electronically administered on a new platform allowing for greater parent participation.**

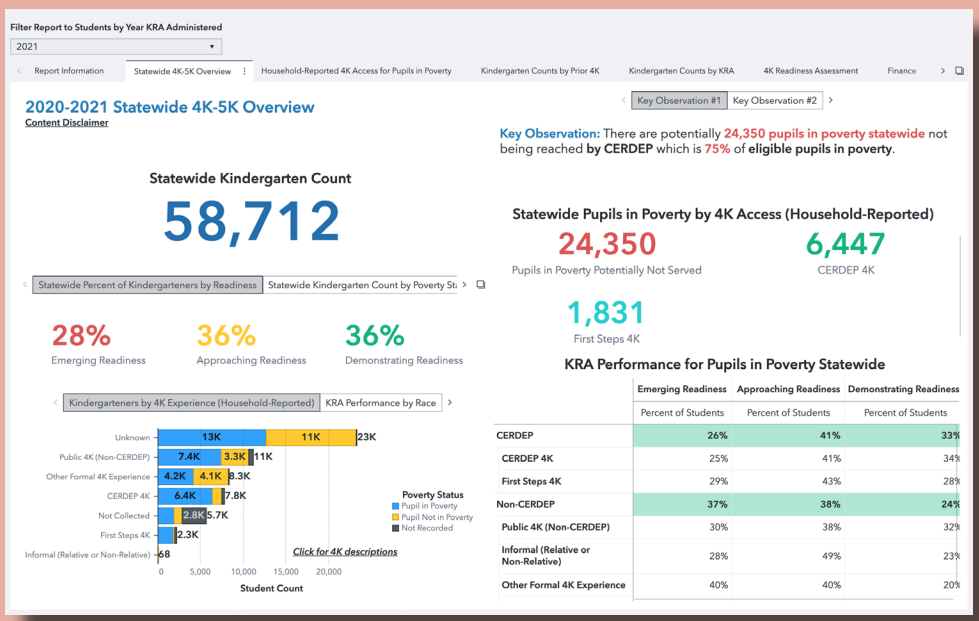
More information and downloadable resources:
https://bit.ly/ParentSurveyReport21

SC Education Data Dashboard

In February 2022, the EOC received the South Carolina Education Data Dashboard for 4K-5K Students, an interactive data display of 4K enrollment and 5K readiness throughout the state. For the first time in an online environment, this dashboard allows users to investigate the effectiveness of early education initiatives in our state, including state-funded full day 4K programs. Users can filter results by disability status, school location, poverty status, and English Learners status. And, data can also be filtered by county, school district, House district, Senate district, and Congressional district.

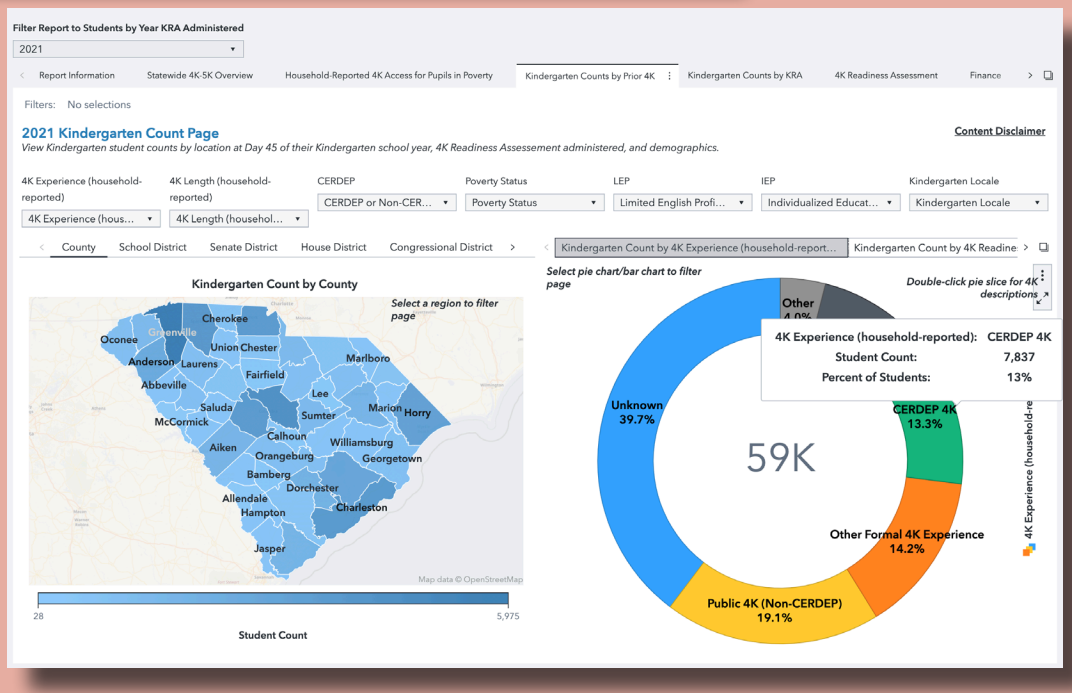
As part of its annual budget recommendations to the General Assembly in December 2021, the EOC requested recurring Education Improvement Act (EIA) funds be allocated toward a broader Education Data Dashboard which would interface with existing systems in order to document education attainment and growth and surface financial data.

The Education Data Dashboard showcases existing data in a user-friendly, accessible environment. Examples from the 4K-5K Data Dashboard include:



The Dashboard examines 2021 Kindergarten Readiness Assessment (KRA) performance by 4K experience.

Users can filter information by county, school district, House district, Senate district, and Congressional district.

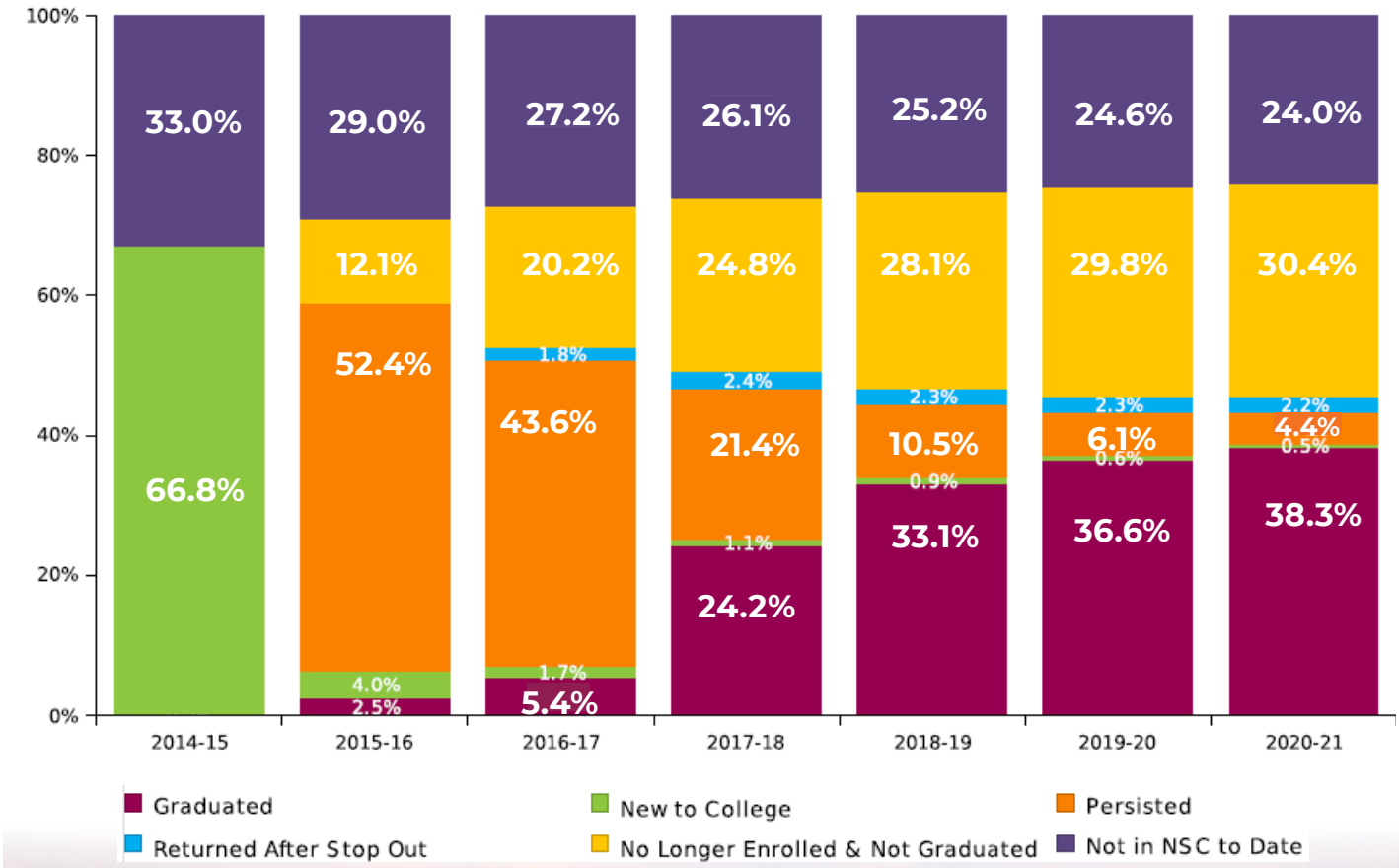


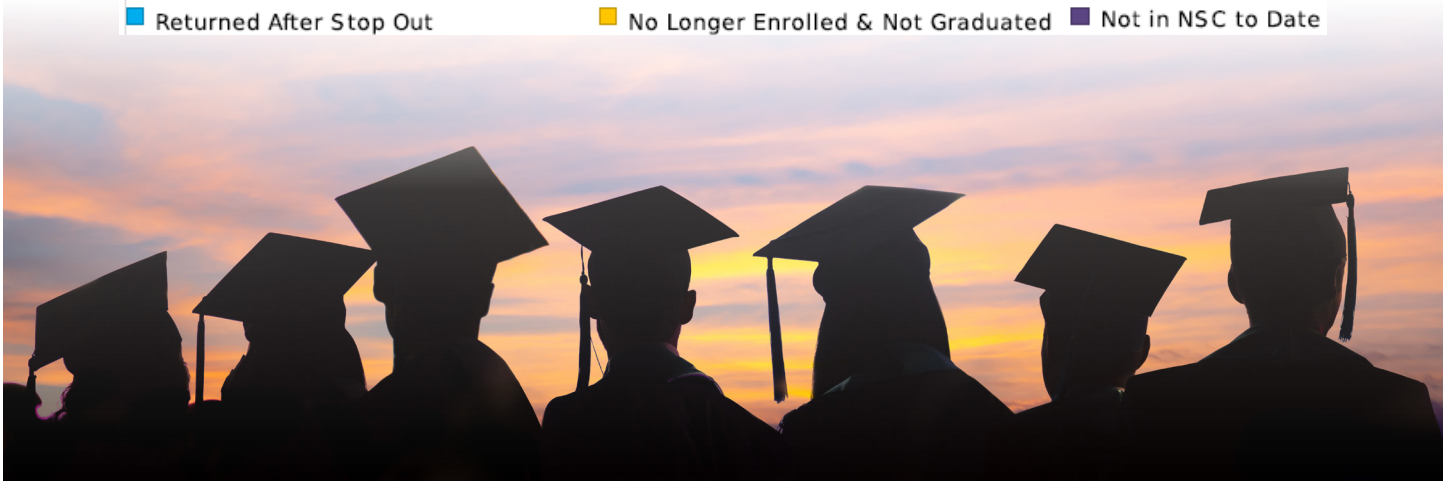
College Success of SC High School Graduates

In February 2022, the EOC received its first look of data that show the college success of SC's high school graduates. The EOC purchased existing data from the National Student Clearinghouse, which has information on high school graduates' access, persistence, and completion rates across institution types (public, private, for-profit, international, career, and technical) regardless of state boundaries.

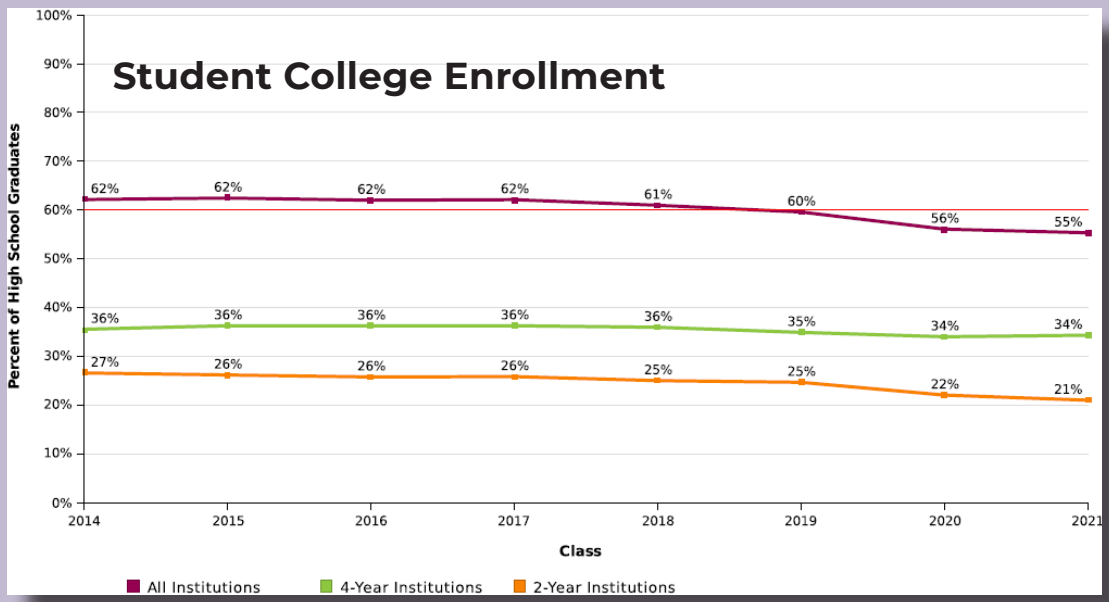
- The vast majority of SC students who enroll in college the first year after high school return for a second year of college.
- The transition between years 2 and 3 and years 3 and 4 are points at which students who do not have a degree seem less likely to persist in college.

Class of 2014 Postsecondary Enrollment and Progress





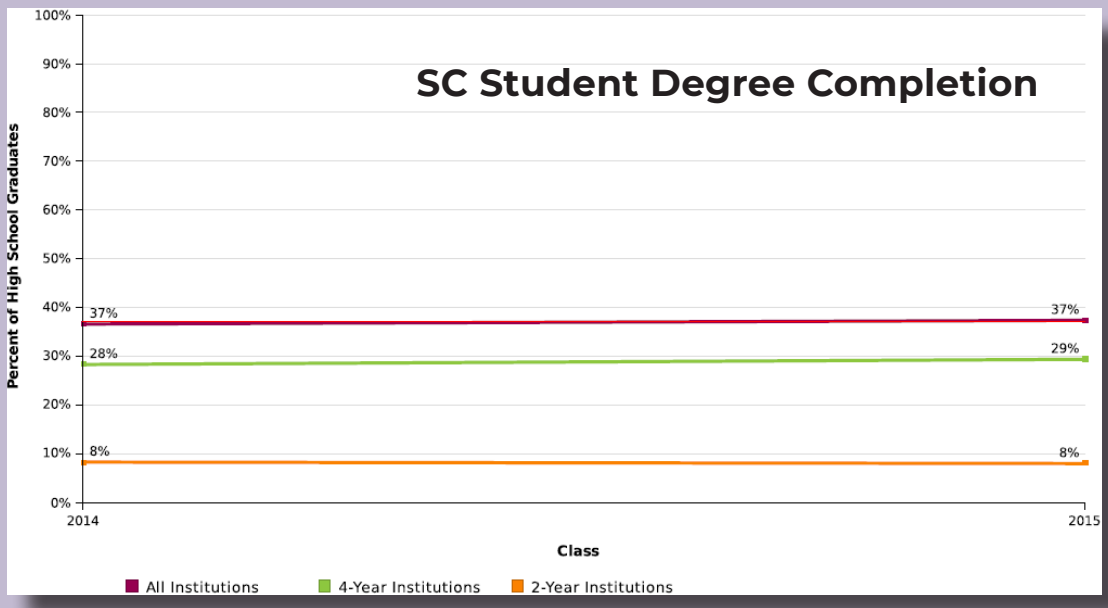
Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level



- On average, 60% of South Carolina graduates enroll in College in the Fall Immediately after high school.
- College enrollment has been negatively impacted during the period of COVID-19.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Level

- 37% of SC students who graduated in 2014 and 2015 have completed an associate's or bachelor's degree by the time they turn 24.
- There are meaningful differences in the proportion of degrees obtained by institutional type.



Review of Remote Learning's Impact on SC's Students

Recognizing the "unprecedented upheaval to the education of students in every corner of the state" and the need for a data driven approach to the state's response to COVID-19, the EOC staff undertook a thorough review of the opportunities for innovation, lessons learned for future planning, and barriers to the success during emergency remote learning.

Results from the study include:

Opportunities for Students

- Accelerated student access to technology across the state
- Investment in instructional technology resources by districts and the State
- Increased learning opportunities for students, flattening the classroom and providing a global perspective
- District virtual school offerings will remain, but state level guidance needed

Obstacles Identified

- Unequal distribution of internet access and 1:1 devices.
- Lack of a digital ecosystem to support long-term virtual instruction.
- Lack of clearly defined instructional strategies for forward progress in remote learning.
- COVID expenses will be recurring.

Impact on Student Learning

- SC students declined in projected proficiency and in median percentile rank in both mathematics and reading. The decline was most dramatic in elementary and math.
- Significant achievement gaps among historically underachieving students and their higher achieving peers continue to exist but do not appear to have widened during emergency remote learning.
- For SC students in a sample of 14 districts, there was no statistically significant difference observed in the COVID slide of students with respect to instructional method.

Emerging Issues

- Many vulnerable students are opting for virtual options while more resourced students are opting for brick and-mortar schooling.
- Concerns with reliability of assessments delivered remotely
- Recognition of the need for quality assessments to make data-informed decisions

7 of 10

in grades 3 through 8 are projected NOT to meet grade level standards in ELA and math in spring 2021

STUDENTS

based on analysis of SC students who took NWEA ELA and Math MAP tests in fall 2020.

Recommendations

- Strategically design and implement curriculum focused on student learning gaps and priority standards.
- Better coordinate efforts to accurately track student attendance, completion of assignments, and mastery of grade level standards.
- Require coordinated efforts and deploy strategies to establish communication with students who are not attending school or disengaging from instruction.
- Continue regular assessment of all students, allowing for individual and system academic performance to be monitored, guiding instruction and policy decisions.
- Continue to address disparities in learning opportunities by ensuring that supports, such as access to the internet and a device, are in place for students.
- Provide access to a robust virtual curriculum for students in remote learning.
- Provide tutoring services and extra interventions for students identified at-risk.
- Create a process to allow districts to develop and create innovative programs and/or community partnerships to provide after-school, summer, or Saturday ARCs in mathematics and reading.
- Provide meaningful and responsive professional development to staff to address needs in remote learning.
- Prioritize the return to face-to-face classrooms as soon as safely possible

More information and downloadable resources:
Part One: https://bit.ly/RLpt1
Part Two: https://bit.ly/RLpt2
Part Three: https://bit.ly/RLearningpt3

"Accelerated Learning: What It Is and How To Get There"

Presentation by Dr. David Steiner, Executive Director of the Johns Hopkins Institute for Education Policy, Professor of Education at Johns Hopkins University

During the August, 2021 retreat, the EOC conducted a symposium on learning loss due to COVID-19. SC Superintendents participated in a panel discussion about how they were operating effectively during challenging conditions.

As part of this symposium, Dr. David Steiner gave a presentation to EOC members and staff on the drawbacks of traditional methods of combating learning loss, such as remediation, and the benefits of acceleration in order to engage students with new content while integrating past content that may have been missed.

Remediation	Acceleration
Focuses on below-grade level content before moving to new learning. Educators emphasize isolated skills from past years' standards.	Focuses on connecting unfinished learning with new, grade-level content. Rather than requiring mastery of past content before moving to grade-level subjects, educators address past content in the context of current learning.

Benefits of Acceleration

- Accelerated Learning strategically prepares students for success in current grade-level content. Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.
- Effective acceleration ensures access to grade-level instruction. It gives students the most important skills they need to stay with their classmates at grade level.
- Implication: acceleration means homing in on just those critical skills that students need, week by week, to participate fully.
- Readies the student for new learning.

Dr. Steiner's Recommendations Moving Forward

- **Use high-quality instructional materials in every subject.**
- **Focus professional development on supporting curriculum-aligned classroom instruction.**
- **Leverage diagnostic data to ensure precise support of important skills, using the curriculum's content.**
- **Design systems to support acceleration.**

"Recovering from COVID: From Learning Loss to Acceleration": https://bit.ly/RecoverLearningLoss

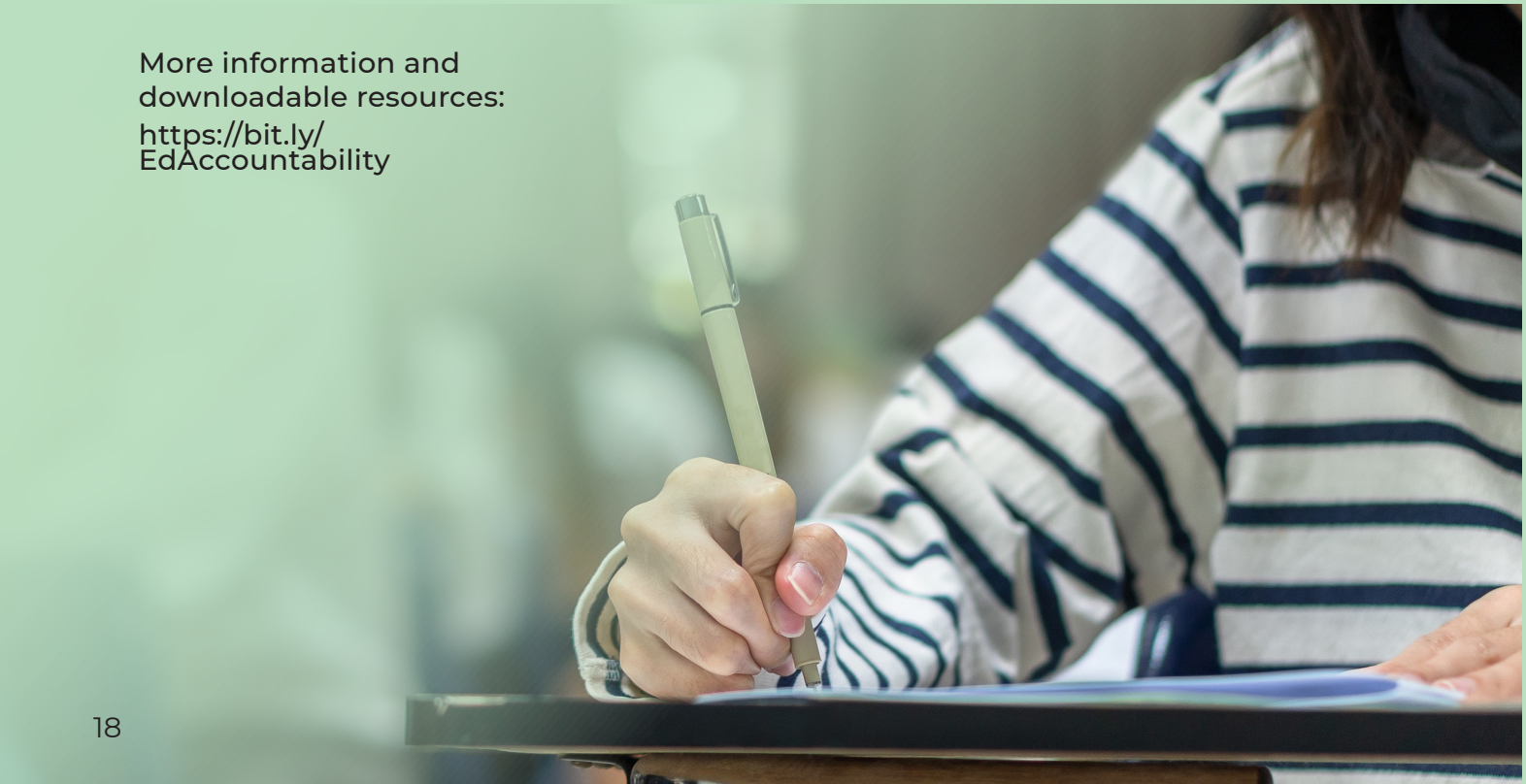
Recommendations to Education Accountability System, 2021-22

The EOC approved recommendations to the Education Accountability system for school year 2021-22; many of the decisions were based on recommendations from the Accountability Advisory Committee made in 2020.

As a result of the COVID-19 Pandemic and the resulting disruptions in teaching and learning, ratings were not calculated for the 2019-20 and 2020- 21 Report Cards. Ratings have been restored to Report Cards for 2021-22. Other changes for the current school year's system include:

- US History and the Constitution End-of-Course Exam Program (EOCEP) Excluded: Due to delays caused by the transition to a new version of the exam necessitated by the approval and adoption of the 2019 South Carolina Social Studies College- and Career-Ready Standards, EOCEP scores in US History and the Constitution, and the corresponding SC ALT assessment in Social Studies, have been excluded from the Preparing for Success indicator for High Schools for the 2021-22 school year, though these scores will still be reported.
- South Carolina High School Employability Credential: The South Carolina High School Employability Credential has been added as a method by which certain students who receive special education services and who do not receive a regular diploma may be identified as Career Ready for the purpose of the College & Career Readiness Indicator.
- School Climate: Administration of the Student Engagement Survey stopped during COVID-19 and the contract with the survey vendor was discontinued on May 29, 2020. At its meeting on December 13, 2021, the EOC decided to use factor scores based on select items from the South Carolina School Climate Survey, which has been given to teachers, students, and families in the state for more than twenty years, for the Rating Points previously allocated to the Student Engagement Survey.

More information and downloadable resources:
https://bit.ly/EdAccountability



Standards Review

This year, the EOC finalized their review of the SC College- and Career-Ready Mathematics Standards. The recommendations were compiled under the advice of two review teams: a national review team of educators who have worked with national or other state organizations and a state committee composed of parents, business/community representatives, mathematics educators, and teachers of English Language Learners and exceptional education students. The state team was composed of individuals from various geographical areas across South Carolina. The recommendations were transmitted to the SC Dept. of Education as they began to convene writing teams.

The EOC also completed a review of the Grade 4 and 6 PASS Science Assessments with the assistance of SC Science teachers. The review was forwarded to the SC Dept. of Education to aid in the peer review process.

More information and downloadable resources:
https://bit.ly/CycMath
https://bit.ly/SCPASSscience

Community Block Grants Program, FY 2015-2021

In June 2021, the EOC produced a cumulative review of the EOC Community Block Grants Program, which was implemented by the EOC from 2015 to 2021. The review was designed to determine the extent to which the program fulfilled the intent and detail of the enabling proviso; ways in which success was defined and measured; grantees fulfilled their commitments, and, if not, why not; improvements achieved and if they were sufficient relative to the investments made; and program elements that should be continued or amended in future grant programs.

More information: https://bit.ly/EOCBlockGrant

Cyclical Review of SC Science Standards

Pursuant to Section 59-18-350(A) of the Education Accountability Act, the EOC and the State Board of Education (SBE) are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained. The EOC worked with parents, business and community persons, as well as teachers of special education, to make recommendations on the K-12 Science standards.

More information: https://bit.ly/CycScience

ECENC Report

The ECENC program provides grants and parental tax credits to exceptional needs students attending private schools that meet specific eligibility requirements and that are approved by the EOC. This report includes information about the process for collecting results, participation and compliance of schools, and academic achievement of students who received ECENC grants in 2019-20.

More information: https://bit.ly/ECENCSC

e-Learning Pilot Project: Final Report

The EOC received the final report of the eLearning Pilot Project in 2021 as it was the third year of the program, and control of the program has been transferred to the SCDE. When schools closed due to COVID, EOC staff pivoted for eLearning Year 3. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, a streamlined application process was created. Thirty-one districts and public charter schools were added to the Year 3 cohort. A Readiness Cohort was also created that would eventually include 25 districts. The Readiness Cohort was for those districts interested in harnessing the potential of instructional technology but who lacked some foundational or technical requirements of eLearning. Dr. D'Andrea, who led the eLearning program for the EOC, documented that eLearning for the short term is not the same as virtual learning that is exclusively online.

More information: https://bit.ly/EOCeLearn

EOC FY 2022-23 EIA Budget Recommendations

As required by state law, the EOC approved budget and proviso recommendations in December 2021 for Fiscal Year 2022-23. These recommendations focus on the revenues generated by the one-cent sales tax, the Education Improvement Act. The committee's recommendations are dedicated to improving educational opportunities and outcomes for students and to supporting the teaching profession. The recommendations were forwarded to the Governor and General Assembly for their consideration.

More information: https://bit.ly/EIAbudget

Military Connected Students Report, 2021

As legislated by Act 289 of the Military Family Quality of Life Enhancement Act, the EOC is tasked with developing an annual report on the educational performance of military-connected students. This report is meant to provide an overview of demographics, academic performance, and school attendance of military-connected students as reported for the 2019-20 school year.

More information: https://bit.ly/MCStudentsEOC

Report on Alternative Instructional Methods

In February 2022, the EOC received a report from Dr. Lee D'Andrea documenting the alternative methods of instruction that have been implemented in SC school districts during the school year 2021-22. Data from the 45th day of instruction shows that 745,186 SC students were enrolled this school year in approved virtual programs, approximately 2% of the students statewide. About 34% of all students were in some type of temporary, virtual learning environment during the first 45 days of the current school year.

More information: https://bit.ly/EOCAltInst

Teacher Loan Program Report, Annual Report for FY2019-20

The Teacher Loan Program seeks to encourage talented, qualified potential teachers to enter the profession. As required by the Teacher Quality Act of 2000, the EOC conducts an annual review of the SC Teacher Loan Program. This report describes applicants and recipients to the program in order to examine teacher recruitment and retention in South Carolina.

More information: https://bit.ly/TLReportEOC

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Molly Spearman, Columbia, Ex-Officio, State Superintendent of Education

The EOC wants to thank the numerous individuals and groups who contributed to the work of the Committee over the course of the year.

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress

www.eoc.sc.gov

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