

## AGENDA

### Full Education Oversight Committee Meeting

Monday, April 17, 2023  
Blatt Building, Room 433  
1:00 P.M.

- I. Welcome ..... April Allen
- II. Approval of Full Committee Minutes, February 13, 2023..... April Allen
- III. Subcommittee Report:  
Joint Academic Standards and Assessments  
and Public Awareness Subcommittee ..... Dr. Patti Tate  
  
Information Items:  
Annual Report of State-Funded Full-day 4K for  
2021-22 and 2022-23 ..... Dr. Jenny May  
  
Update on Education Data Dashboards ..... Dr. Matthew Lavery  
& Gabrielle Fulton  
  
EOC Annual Report, March 1 Report ..... Dana Yow
- IV. Adjournment

April Allen  
CHAIR  
Brian Newsome  
VICE CHAIR  
Terry Alexander  
Melanie Barton  
Russell Booker  
Neal Collins  
Bob Couch  
Bill Hager  
Barbara B. Hairfield  
Kevin L. Johnson  
Sidney Locke  
Dwight Loftis  
Neil C. Robinson, Jr.  
Patti J. Tate  
C. Ross Turner, III  
Ellen Weaver

Dana Yow  
INTERIM  
EXECUTIVE DIRECTOR

# **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

## **Full Education Oversight Committee Meeting**

Minutes of the Meeting

February 13, 2023

**Members Present (in-person or remote):** Neil Robinson (Chair), Barbara Hairfield, Melanie Barton, Dr. Russell Booker, Rep. Neal Collins, Dr. Bob Couch, Sen. Dwight Loftis, Dr. Brian Newsome, Dr. Patti Tate, Sen. Ross Turner, and Supt. Ellen Weaver

**EOC Staff Present:** Dana Yow, Dr. Matthew Lavery, Riley Dixon, Hope Johnson-Jones, Dr. Jenny May, Dr. Rainey Knight, Dr. Amber Adgerson, and Gabrielle Fulton

**Guest(s) Present:** Patrick Kelly, Matthew Ferguson

Mr. Robinson called the meeting to order, welcoming Ms. Weaver to her first meeting in her new capacity as State Superintendent of Education. Mr. Robinson also welcomed Mr. Ferguson. Ms. Weaver thanked Mr. Robinson and stated that she looked forward to the partnership. All members voted in favor of meeting minutes from December 12, 2022. Mr. Robinson welcomed Patrick Kelly, joining the meeting in his role on the National Assessment Governing Board.

Mr. Kelly thanked Mr. Robinson and provided an overview of the National Assessment of Educational Progress (NAEP), which is the only national achievement test of its kind in the United States. NAEP has been administered since 2001 in 4<sup>th</sup> and 8<sup>th</sup> grade reading and math. Other topics and grade bands are tested as funding allows. Last year's testing represents the most recent "normal" school year since COVID-19. NAEP is administered on a sampling basis, unlike many other tests. No South Carolina teacher administers NAEP, rather it is administered by the federal government, which carries the cost in whole. NAEP data is reported nationally, at the state level, and for 26 trial urban districts (not in South Carolina). Because it is administered as a sample, there are no school reports. NAEP is considered the gold standard in terms of assessments of student achievement.

NAEP is unique in that it allows us to track change over time in a way that state assessments do not typically allow. NAEP also allows for state-by-state comparison. South Carolina scored a 216 in 4<sup>th</sup> grade reading, the same as in 2019, placing South Carolina at the national average, on par with Georgia and North Carolina. 31 states experienced statistically significant declines, while South Carolina was one of 7 states with no decline. South Carolina scored a 234 in 4<sup>th</sup> grade math, also on par with national averages. Forty states experienced statistically significant declines in scoring. In eighth grade reading, South Carolina declined to 1998 levels. In eighth grade math, South Carolina declined seven points since 2019, as did the national average. NAEP achievement is described at three different levels: Basic, proficient, and advanced.

Proficient is the standard, but NAEP proficiency does not indicate grade-level proficiency as NAEP does not align with South Carolina state standards.

Mr. Kelly noted that NAEP is particularly useful as a tool that allows researchers to compare states with each other, such as a recent study analyzing 2022 NAEP results from an economic standpoint. For more information, view the full presentation.

Mr. Robinson noted that in 2022, it appears that 4<sup>th</sup> grade is alright but that 8<sup>th</sup> grade is lagging, asking what the scores of these 8<sup>th</sup> graders were in 4<sup>th</sup> grade. Mr. Kelly noted that this cannot be compared as we don't know that students who took it in 4<sup>th</sup> also took it in 8<sup>th</sup>. Last year was also unique because of the three-year gap between testing versus the typical two year gap in testing. Mr. Newsome asked what issue may cause the decline between 4<sup>th</sup> and 8<sup>th</sup> grade scores. Mr. Kelly noted that NAEP disaggregates by race, gender, and learning goal. Sadly, nothing stood out as a particular issue, rather, everything went down. Ms. Barton thanked Mr. Kelly and stated that the prior increase in 1998 aligns with the passage of EAA and that now perhaps we have lost our urgency to improve scores.

Mr. Kelly agreed and noted the importance of high-quality instruction and that only one in ten students got high dosage tutoring nationally. Dr. Newsome asked about how we can improve performance levels. Mr. Kelly noted that NAEP cannot provide help at the district level with this, but that this is where SC Ready provides useful information. Dr. Booker thanked Mr. Kelly and noted the progress made in elementary, stating there is an opportunity to keep focus on efforts at the elementary level while maintaining urgency at the middle and high school levels. Dr. Booker asked if any national strategies are being looked at. Mr. Kelly stated no, but that ESSER could be considered a response. However, when implementing real-time strategies, challenges have been faced as there is no comparable level of focused funding in the past. Mr. Kelly noted that Study.com provides helpful resources but that it will not move the needle like high-dose tutoring. Dr. Booker stated the importance of collaboration. Dr. Couch noted that in 7<sup>th</sup> and 8<sup>th</sup> grade, reading and math become more technical and that as you move from "routine reading" many students quickly encounter challenges with problem solving and critical thinking. Instructional processes must address technical reading. Sen. Loftis asked how we can speed process and posed applied learning as a possible solution. Mr. Kelly noted that applied learning provides rich instruction and that we do not often do a good job of assessing 21<sup>st</sup> century skills. Sen. Loftis asked about the impact of reading's decline on the economy. Mr. Kelly noted that this is something Dr. Hanushek (who conducted a January 23 study out of Stanford on NAEP results from an economic standpoint) has centered his work on. Sen. Loftis stated that often capable students lost out during Covid-19 due to the lack of teacher contact and noted that internships often provide an opportunity to instruct soft skills as well.

Ms. Hairfield thanked Mr. Kelly and highlighted that student ability is not dropping off, but performance is. Ms. Hairfield noted the impact that understaffing and teacher shortages have on performance and that sometimes non-certified teachers with little experience are filling roles that may need certified, experienced teachers to move the needle. Mr. Kelly noted that NAEP scores are enlightening but must be examined in context. Mr. Ferguson noted that even before COVID, we were not improving despite scoring at the national

average, other states just did worse. Rep. Collins noted that he is troubled with the issue of proficiency, as we are not properly educating parents about the urgency of improving proficiency. Mr. Kelly noted that parental engagement is very important and while it is not the only factor, it does contribute. However, we also need high quality instructors. It is important to show parents how to look at data in a cohesive way. Rep. Collins stated that often, during COVID-19, parents were responsible for teaching their child, however, we don't need to focus on COVID exclusively, rather we need to examine the whole education system. Mr. Kelly noted that while we do not have an answer of "What to do" regarding performance, we have many answers regarding what not to do. Mr. Robinson noted that these numbers do not correlate with individual student proficiency.

Next, Dr. Lavery provided a summary of the new accountability metrics. Dr. Lavery highlighted the importance of communications, particularly to educators who do the work on the ground to implement these changes. In order to communicate this information, Dr. Lavery visited schools and conferences across the state to present the new metrics. In the past twelve months, he has presented over 30 times, to multiple roles and multiple education levels. Responses to exit surveys were overwhelmingly positive, with over 97% stating they learned something and 97% stating that the presentations were useful. Videos are also being made for the EOC Youtube channel to expand the reach even further. Dr. Lavery noted the importance of stakeholder engagement and that all of the received feedback has drastically improved the work. Additionally, 82% of survey respondents noted willingness to collaborate with the EOC in the future. Next steps include assembling a stakeholder group to examine elements of the accountability system and inform continuous improvement.

Mr. Robinson thanked Dr. Lavery and stated his excitement. Ms. Yow stated that there are many educators who are excited to see the EOC and who return time and time again to the presentations. Ms. Hairfield noted that she was one of the viewers of the Youtube videos, which helped her understand these changes. Sen. Loftis noted that the EOC's steps towards communication are refreshing. Mr. Robinson thanked Dr. Lavery. Dr. Couch noted that he has heard positive comments from the upstate.

Next, Dr. Tate provided a summary of the January 23, 2023 ASA/PA subcommittee meeting. During this, the EOC welcomed Riley Dixon who joined EOC staff as a Data Engineer. Three items came before the subcommittee as informational items: a 4K and 5K Assessment Analysis, an update on stackable credentials, and an analysis of SC School Climate Survey Free Responses. For a full review of these items, view the January 23 meeting minutes.

Dr. Couch stated that the ad hoc nomination subcommittee met on January 30<sup>th</sup>, with a unanimous vote to nominate April Allen as chair and Brian Newsome as vice chair of the EOC. Mr. Robinson thanked Dr. Couch and stated his excitement for these nominations. All members voted in favor and Mr. Robinson welcomed and congratulated Ms. Allen and Dr. Newsome. Mr. Robinson thanked EOC staff. Ms. Yow thanked Mr. Robinson and Ms. Hairfield for their 18 and 16 years of service respectively. With that, the meeting adjourned.



## EDUCATION OVERSIGHT COMMITTEE

Date: April 17, 2023

### **INFORMATION ITEM:**

**State-Funded Full-Day 4K Annual Report 2021-22 & 2022-23**

### **PURPOSE/AUTHORITY**

**Act 284, Provisos 1.55 and 1A.29 of the 2022-23 General Appropriations Act**

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress....The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of programs implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

### **CRITICAL FACTS**

The report seeks to answer the following questions:

- How many four-year-old children live in SC and are in poverty?
- How many children are served by CERDEP? How many potentially eligible children are not served by CERDEP?
- What is the financial investment in CERDEP?
- What is the impact of the 4K investment on kindergarten readiness and school success experienced by children participating?

### **TIMELINE/REVIEW PROCESS**

The State-Funded Full-Day 4K Annual Report 2021-22 & 2022-23 was submitted to the General Assembly on March 1, 2023 for information and later submission to the EOC website.

### **ECONOMIC IMPACT FOR EOC**

There is no economic impact to the EOC producing this report.

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

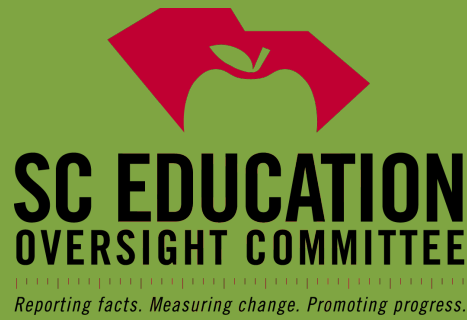
☐ Approved

☐ Not Approved

☐ Amended

☐ Action deferred (explain)





# State-Funded Full-Day 4K Annual Report 2021-22 & 2022-23

Prepared by  
Dr. Jenny May  
Dana Yow



March 2023



# Introduction

The following is a report from the South Carolina Education Oversight Committee (EOC) pursuant to Provisos 1.55 and 1A.29 of the 2022-23 General Appropriations Act to report on the Child Early Reading and Development Education Program (CERDEP).

Pursuant to Proviso 1.55:

*Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress....The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the programs implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.*

## Key Findings

1. While the estimated number of four-year-olds in poverty is steadily decreasing, the number of four-year-olds served by a State-funded full-day 4K program has increased.
2. The State's investment in four-year-old programs has continued to increase; the projected investment of \$103 million this fiscal year is the largest investment to date.
3. State-funded 4K is beneficial for student kindergarten readiness for students in poverty. In the 2022-23 school year, 41% of students served in a State-funded CERDEP program were *Demonstrating Readiness* on the KRA, compared to 27% percent of non-CERDEP pupils in poverty scoring at the same level this school year.
4. The performance of 1,575 kindergarten students who previously served in a Head Start 4K program is included in this year's report for the first time, as the data was provided to the EOC for the 2022-23 school year. These students are considered non-CERDEP as Head Start is a federally-funded program.
5. Expanding upon the interactive dashboard that was piloted in 2022 to show educational outcomes and gaps in service for four-year-olds in SC, the EOC will produce and publish a broader Education Data Dashboard in 2023 to fulfill the requirements of Proviso 1.106 in the 2022-23 Appropriations Act.



# Recommendations

## Expand Opportunities for CERDEP Access

**Recommendation 1: Increase the CERDEP allocation by \$2.5 million to allow CERDEP 4K school districts to select and fund approved curricula.**

In 2024, *Big Day in Pre-K*, a previously approved curriculum by Houghton Mifflin Harcourt for CERDEP 4K programs, will no longer be available. Approximately 40 percent of CERDEP 4K districts were implementing the *Big Day* curriculum in 2018. This increased allocation will offset the cost school districts will incur replacing this curriculum and support the expansion of CERDEP 4K in school districts.

**Recommendation 2: Evaluate the current waitlist processes and procedures used in school districts and within SC First Steps to reduce inconsistencies, allowing families to access available options for State-funded 4K.**

Sharing waitlists between CERDEP 4K programs in school districts and First Steps partners is required so that all eligible children can access a State-funded full-day 4K program. In 2019-20, SCDE began collecting and sharing waitlists earlier in the summer; this shift in the timeline increased the number of children enrolling on the first day of school. SCDE collects waitlists from the Palmetto Pre-K web portal as well as district-generated waitlists. Leaders at both First Steps and SCDE confirmed that the process is becoming more efficient and that improvements are occurring. As noted in Table 1, during the 2021-22 school year, ten school districts referred 308 students to First Steps. In the 2022-23 school year, First Steps received waitlists from 29 school districts. Despite these improvements, inconsistencies in the process remain. It was reported to the EOC that not all districts have waitlists; rather some have open seats that can be filled within a class.

Another challenge with the current waitlist structure exists because First Steps and SCDE use different eligibility criteria for enrollment. Of the 308 children on district waitlists shared with First Steps, only 158 children were eligible for First Steps 4K. CERDEP 4K enrollment allows for financially eligible districts and schools to serve at-risk students as defined by those who meet a poverty threshold, have an Individual Education Plan (IEP), or are at-risk due to developmental screener results. In contrast, First Steps 4K is only available to students who meet the financial requirement. In the 2021-22 school year, this difference left 150 children on

waitlists. It is not possible to determine with certainty how many children who were on a waitlist ultimately enrolled in a State-funded 4K program with the data available.

**Table 1: Children Referred by Waitlist, 2021-22**

School District	Number of Children Referred
Aiken	119
Anderson 5	1
Berkeley	75
Chesterfield	28
Colleton	1
Laurens 56	5
Marlboro	6
Newberry	40
Williamsburg	20
York 1	13
TOTAL	308

Source: CERDEP Information, Annual Memorandum with EOC from SCDE, December 2022

### A Follow-up to 2022 Recommendation:

The EOC recommended an increased reimbursement rate to \$5,100 for the 2022-23 school year to ensure that school districts could meet the teacher-to-student ratio and fully fund the salary and fringes of more experienced, certified teachers. This increase in reimbursement occurred this school year using carry-forward funds at the SC Department of Education. The SCDE and SCFS have requested a similar change in funding for the 2023-24 school year.



### **Recommendation 3: Examine the impact of current marketing efforts to expand knowledge of and access to four-year-old programs in SC.**

Recent efforts include the First 5 and Palmetto PreK web portals, which utilize State and federal funding. These efforts, led by the Early Childhood Advisory Council, are collaborative and include Head Start, locally funded, school districts' 4K programs, and SC Department of Social Services (DSS) vouchers for 4-year-old classrooms.

The Palmetto Pre-K Portal (<http://palmettoprek.org/>), was launched in February 2020. SCDE collects parent information and shares it with districts to reach out to interested families. From February 1, 2020 through July 31, 2022, 18,640 parent leads were collected using this online platform. The Palmetto Pre-K Portal has been facilitating access to early childhood education programs for over 15,000 families since its inception and continued momentum will improve access to state-funded 4K opportunities.

Using the Palmetto PreK portal, **15,359 SC families** were eligible for at least one program:

- 7,409 for Head Start
- 4,959 for First Steps 4K
- 7,574 for CERDEP 4K
- 2,575 for SC Department of Social Services (DSS) voucher

The First 5 portal (<https://first5sc.org/>), launched in February 2022, will be fully functional to enroll families in programs they are eligible for using a universal application by March 1, 2023. A description of this portal's utilization will be offered in the 2024 State-Funded Full-Day 4K Annual Report.

## **Continue to find meaningful ways to evaluate program quality**

### **Recommendation 4: Monitor non-licensed CERDEP programs to ensure quality.**

Beginning with the 2021-22 Appropriations Act, both CERDEP 4K programs and non-profit independent schools participating in CERDEP are "not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP." EOC staff recommends consistent monitoring of non-licensed independent schools participating in CERDEP to prevent any issues that may compromise the quality of CERDEP programs and the health and safety of the children they serve.

### **Recommendation 5: Evaluate assessment instruments used in State-funded 4K programs.**

The EOC is continuing to collaborate with the SCDE and other early childhood stakeholders to build an aligned, coherent early assessment system for 4K and 5K classrooms that is connected to the State's content standards, provides teachers with information and ongoing information to guide instruction, and is integrated and aligned with the assessment system in future grades.

#### **A Follow-up to 2022 Recommendation:**

The 2022 CERDEP Report recommended an evaluation of current CERDEP 4K assessments. In 2022, the EOC commissioned psychometricians and early childhood faculty at Clemson University to evaluate the three approved assessments for CERDEP programs to determine the degree that the assessments align with the Early Learning Standards, and to what extent the approved 4K assessments are indicators of kindergarten readiness as measured by the Kindergarten Readiness Assessment (KRA). This report is included in Appendix A.

## Expand Coordination and Collaboration

### **Recommendation 6: Partner on Preschool Development Grant.**

The EOC is working to partner with SC First Steps and SCDE to conduct a systemic evaluation of SC's early childhood landscape, focusing on quality and student success. This work will be funded by a one-year planning Preschool Development Grant from the U.S. Administration for Children and Families that the SC Department of Social Services has been awarded. Grant progress will be included in the 2024 EOC 4K Report.





# SC Child Early Reading and Development Education Program (CERDEP) 4K Report

This report seeks to answer four questions:

1. How many four-year-old children are in SC and in poverty?
2. How many children are served by CERDEP? How many potentially eligible children are not served by CERDEP?
3. What is the financial investment in CERDEP?
4. What is the impact of the 4K investment on kindergarten readiness and school success experienced by children participating?

While the scope of this report is focused on CERDEP, there are a variety of other 4K options in South Carolina available to families. These other placement options for four-year-olds have a variety of other funding sources (e.g. state, federal, and private) and were discussed in detail in the 2022 report. This report is focused on students eligible for or served by CERDEP, which is the inclusive term to refer to those programs administered by the SC Department of Education (SCDE) and the South Carolina Office of First Steps (SCFS). Public schools, nonprofit independent schools and childcare centers licensed by the SC Department of Social Services (DSS) may participate in CERDEP and serve eligible four-year-olds.

CERDEP 4K is the term used to refer to CERDEP programs in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency. Historically, these programs were referred to as Public CERDEP. First Steps 4K is the term for State-funded CERDEP in non-public school settings with SCFS as the oversight and reporting agency. In previous EOC reports, these programs were referred to as Non-Public CERDEP. Please see the State-Funded Full-Day 4K Annual Report for Fiscal Years 2020-21 & 2021-22 for a more complete review of the 4K landscape and an infographic of various funding streams.

Term	Definition
CERDEP	This is the inclusive term to include those programs administered by the SC Department of Education (SCDE) and the SC Office of First Steps (SCFS). It includes public schools, nonprofit independent schools and childcare centers licensed by the SC Dept. of Social Services (DSS) in CERDEP that serve eligible four-year-olds.
CERDEP 4K	This is the term for CERDEP in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency.
First Steps 4K	This is the term for State-funded CERDEP in non-public school settings with SC First Steps as the oversight and reporting agency.



# Changes to CERDEP

**Table 2: Changes to CERDEP by Fiscal Year**

Changes to CERDEP in 2021-22 Fiscal Year:	CERDEP Changes 2022-23 Fiscal Year:
Eligibility has shifted from district level to school level in any school with 60% or higher poverty index.	For the fiscal year 2022-23, children who were eligible to participate in CERDEP in the 2021-22 fiscal year but did not, are eligible to participate in the program this year subject to classroom availability and funding. Funding carried forward can be used for this purpose in response to the pandemic.
Beginning this fiscal year, students in any school district may participate in CERDEP pending availability of space and funding. Eligible students are defined by Section 59-156-130 of 1976 Code as having an annual income of 185% or less of the federal poverty guidelines or Medicaid eligibility.	Beginning this fiscal year, public and non-public CERDEP 4K providers are exempt from being licensed, approved, or registered by the Department of Social Services (DSS). Instead, the SCDE and Office of First Steps are responsible for ensuring providers deliver high-quality educational programs pursuant to Section 59-159-160.
	In accordance with ACT 284, the curriculum review process has begun so that updates to the CERDEP approved curricula list can occur.

In both the 2021-22 and 2022-23 fiscal years, a number of changes to CERDEP process and policy were implemented. While Table 2 summarizes the changes, some necessitate further discussion:

## *Exemption from DSS licensure*

Per Provisos 1.55 and 1A.29, beginning with the current fiscal year, 4K programs in public schools and nonprofit independent schools participating in CERDEP are not required to be approved, registered, or licensed by DSS in order to participate in CERDEP. Instead, the SCDE and SCFS are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

This revision allows for CERDEP 4K programs in public schools to participate in CERDEP without completing additional paperwork and monitoring from DSS since health and safety compliance is maintained un-

der public school infrastructure. First Steps 4K does not currently exempt childcare from licensing in 4K for participating childcare centers. In many cases, a childcare center participating in First Steps 4K also serves children from birth through school age, which requires DSS licensure. While all childcare centers are not required to be licensed, SCFS requires childcare centers that are seeking to become First Steps 4K programs be licensed.

It is the recommendation of the EOC that staff monitor the impact of this revision in an effort to maintain quality in all CERDEP 4K programs.

### *Curriculum Review Process:*

In accordance with Act 284, all CERDEP classes must select curricula and assessment from a list approved by the SCDE using the review process and criteria for selection. Changes to the list of approved curricula are then pre-sented to the State Board of Education, a process which occurred in January 2023. The approved list currently in-cludes six curricula available to CERDEP programs. In 2019, *Big Day for PreK*, a previously approved curriculum, announced it was being discontinued; this impacted CERDEP 4K programs since 40 percent of school districts were using *Big Day* in 2018. The SCDE estimates that a \$2.5 million increase to the CERDEP allocation will allow CERDEP 4K school districts to select and fund approved curricula to replace *Big Day*. First Steps 4K programs were not impacted by the curriculum change since no program has implemented it.





# Estimate of Four-Year-Olds in SC & Those in Poverty

This report estimates the number of four-year-olds in poverty projected to reside in each SC school district and the number of four-year-olds in poverty overall.

These analyses use county birth rates reported four years ago by the SC Department of Health and Environmental Control (DHEC) and the current poverty index, which uses data from the SCDE and the Office of Revenue and Fiscal Affairs.

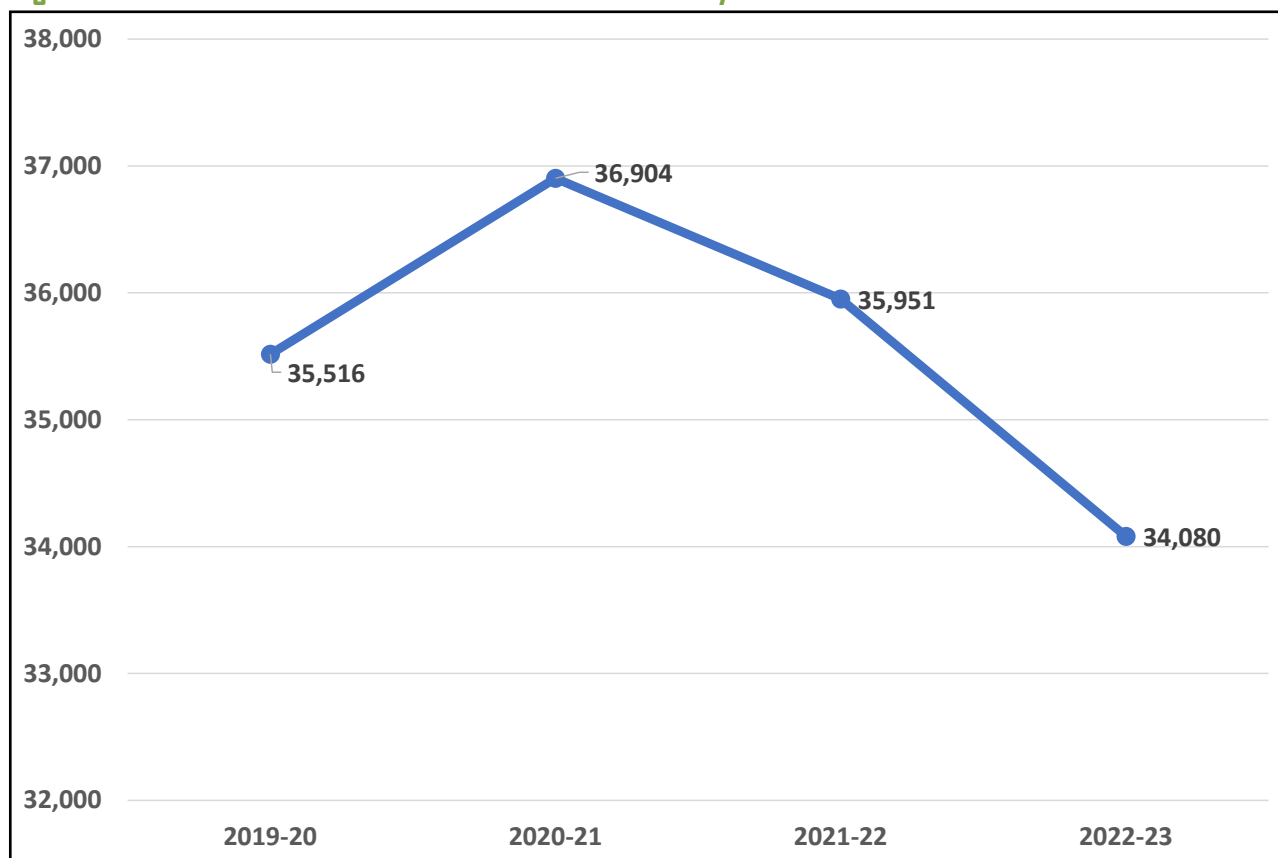
The poverty index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated. Note, that this method of estimation does not account for mobility in and out of districts in the first four years of life, and may not reflect an accurate current number of four-year-olds in poverty. Therefore,

some report percentages may exceed 100% or be less than zero.

The number of four-year-olds in poverty statewide has decreased since before the pandemic, meaning that the potentially eligible pool of children to enroll in Head Start or state funded 4K has decreased by approximately four percent from 2019-20 through the 2022-23 school years.

For a breakdown of potentially unserved four-year-olds in poverty for 2021-22 and 2022-23, refer to Appendices B and C of this report. Please note that data from 2022-23 are not as complete due to the timing of this report. Some statewide data are available for the current school year, while other data is not yet reported in detail. In Summer 2023, the interactive 4K and 5K dashboard will be available utilizing a more complete data set linked to offer additional insights and supplement the findings in this section.

**Figure 1: Estimated Number of Four-Year-Olds in Poverty in SC**



Source: DHEC Birth Data, SCDE Poverty Index, developed in collaboration with RFA

# Children Served by CERDEP

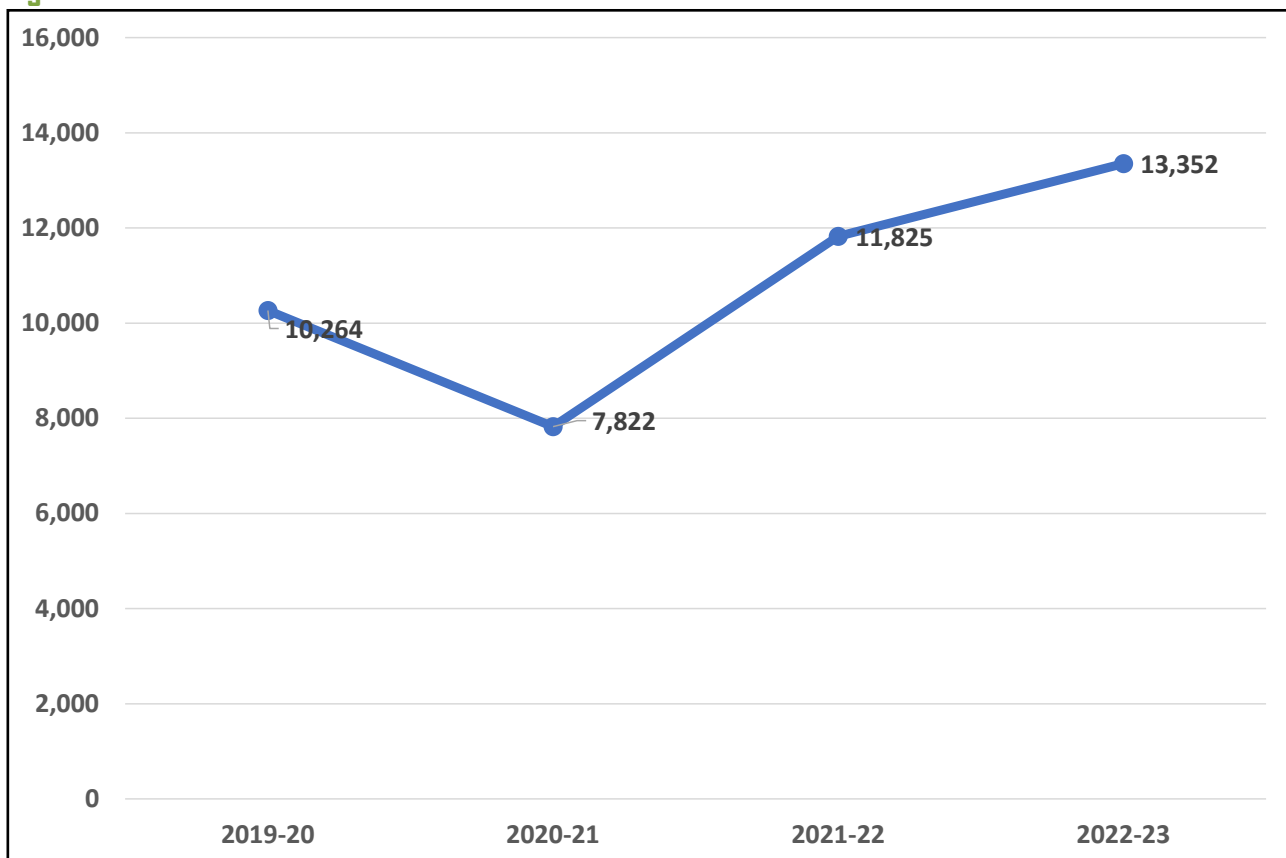
## CERDEP 4K

Despite a decrease in potentially eligible children, statewide from the 2019-20 school year through the 2022-23 school year, the number of students served by CERDEP 4K has increased by approximately 30 percent. CERDEP 4K levels are now above pre-pandemic rates.

Using updated CERDEP eligibility in the 2020-21 and 2022-23 Appropriations Act (Provisos 1.55 and 1.56 respectively), schools at 60 percent or higher poverty index in any district and districts at 70 percent or higher poverty index are eligible for CERDEP 4K.

See Appendix D for a list of school districts' poverty indexes in 2022-23.

**Figure 2: CERDEP 4K Enrollment**



Source: SCDE 45-day enrollment files, 2019-22

In the 2020-21 school year, there were 71 districts participating in CERDEP including the SC Charter District; a total of 11,825 students were served. There are 66 school districts participating in CERDEP in the 2022-23 school year, serving 13,352 students. The number of districts reflects fewer districts participating due to district consolidation; however 69 additional classrooms were added. See Appendix E for district CERDEP 4K enrollment from 2019 through 2022.

## First Steps 4K

SC First Steps offers CERDEP classes in non-public (previously referred to as private) childcare settings approved and supported by SC First Steps. In the 2021-22 school year, First Steps added 46 new centers to offer CERDEP classes for four-year-olds. The actual number of classrooms was 44 with 755 additional children served.

Table 3 illustrates the approved, actual and maximum number of children who could be served in the new First Steps 4K centers in 2021-22, and Appendix H lists all First Steps 4K centers in the 2021-22 school year.

A notable difference between CERDEP 4K and First Steps 4K is that many First Steps 4K programs participate in ABC Quality, and have received a financial benefit for meeting these standards of high quality. ABC Quality is SC's statewide rating and improvement system for childcare and early childhood; private childcare centers that are licensed or registered by DSS can voluntarily participate in the system. The ratings range from A+ to C based on evidence based criteria and program aspects known to support healthy and safe development in young children. Each program that participates in

the ABC Quality program has completed 15 hours of pre-service training, or completes a course called Early Child Development 101 and is current on First Aid/CPR. DSS preschool quality standards include six quality standards: Responsive and Sensitive Care, Language and Communication, Guidance, Program Structure, Early Learning, and Environment. By meeting specified performance levels on these quality standards, a program can be rated:

- A+ and A: score the highest on quality standards.
- B+ and B: score higher on quality standards.
- C: meets quality standards beyond licensing requirements.
- P: part of ABC Quality but awaiting quality rating.

As noted in Table 5, between the 2018-19 and 2021-22 state fiscal years, the number of children funded in First Steps 4K has increased with the exception of the 2020-21 year due to the pandemic. In 2021-22, an impressive expansion in the number of First Steps 4K classrooms occurred, and grants totaling \$100,000 were awarded to centers for renovations to meet licensing requirements.

**Table 3: New First Steps 4K Classrooms by ABC Quality Rating, 2021-22**

ABC Quality Rating	Number of Approved Classrooms	Number of Actual Classrooms	Room Capacity: # of Students
A+	2	2	40
A	2	2	20
B+	6	6	92
B	15	15	225
C	13	8	200
Not applicable or not participating	8	8	141
P	4	3	59
Total	50	44	777

Source: SC First Steps data request, received 11/20/22

# Summary CERDEP Tables

**Table 4: All CERDEP Programs, 2018-19 through 2021-22**

	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)	2021-22 (FY22)
Full-Time Equivalent Children Funded (through day 180)	12,707	13,654	10,410	15,168
Number of New Classrooms Funded	30	69	30	113
Total Number of CERDEP Classrooms	819	888	881	1,059
Total Expenditures	\$70,795,690	\$75,873,168	\$58,886,320	\$88,653,568
Funds Carried Forward	\$13,237,100	\$2,641,918	\$12,028,297	\$13,238,453

Source: SC First Steps and SCDE

**Table 5: First Steps 4K Historical Data**

	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)	2021-22 (FY22)
Full-Time Equivalent Children Funded (through day 180)	2,458	2,455	2,131	2,731
Number of New Classrooms Funded	18	22	29	44
Total Number of First Steps 4K Classrooms	219	241	233	266
Total Expenditures	\$19,713,585	\$21,749,929	\$17,564,184	\$25,274,611
Funds Carried Forward	\$6,537,962	\$1,197,608	\$4,482,021	\$3,103,990

Source: SC First Steps Data Request: Payments to providers for instruction (total cost / per child pro rata \$4,800)

## \$103.1 million

*Projected total State investment in CERDEP for 2022-23*

See Appendix F for historical financial data.

**Table 6: CERDEP 4K Historical Data**

	2018-19	2019-20	2020-21	2021-22
Full-Time Equivalent Children Funded	9,812	10,609	7,822	11,825
Number of New Classrooms	12	47	1	69
Total Number of CERDEP 4K Classrooms	600	647	648	793
Total Expenditures	\$51,082,105	\$54,123,239	\$41,322,136	\$63,378,957
Funds Carried Forward	\$6,699,138	\$1,444,310	\$7,546,276	\$10,134,463

Source: Source: Data requests from SC First Steps and SC Department of Education 2018 through 2022





# CERDEP Impact on Kindergarten Readiness

The Kindergarten Readiness Assessment (KRA) is used to determine if a child entering a SC kindergarten/5K classroom is prepared to meet the kindergarten standards. The KRA has also been used at the state level, in conjunction with 4K assessments, as a measure to determine the return on investment in State-funded four-year-old programs.

The KRA is scored across a number of domains with the number of points earned on the assessment equating to a performance level. *Emerging Readiness* represents students who are just beginning to engage with kindergarten-ready skills in the domain. *Approaching Readiness* is the mid-range performance level for students who have some kindergarten-readiness skills. *Demonstrating Readiness* is the performance level for students who consistently demonstrate they are ready to learn the kindergarten standards.

For students who completed 4K in the 2021-22 school year and took KRA in the first 45 days of the 2022-23 school year, data show that CERDEP resulted in students demonstrating readiness in kindergarten more often than non-CERDEP students. The same is true for the previous year’s data; see Table 8.

A notable comparison (Table 7) is looking at the performance of pupils in poverty, who are identified as such in their current 5K year. Comparing those students’ performance on the KRA presents an equitable comparison with students whose 4K experience was in a CERDEP program. Students enrolled in CERDEP are students in poverty.

Table 7: 2022-23 KRA Performance of Pupils in Poverty: CERDEP vs. non-CERDEP

4K Experience	KRA Performance: <i>Emerging Readiness</i>	KRA Performance: <i>Approaching Readiness</i>	KRA Performance: <i>Demonstrating Readiness</i>
All CERDEP (n=11,668)	2,565 (22%)	4,328 (37%)	4,775 (41%)
Pupils in Poverty Non-CERDEP (n=23,465)	8,729 (37%)	8,416 (36%)	6,320 (27%)

Source: SCDE, 2022-23 45-day files

State-funded 4K is beneficial for student kindergarten readiness for students in poverty. In the 2022-23 school year, 41% of students served in a State-funded CERDEP program were *Demonstrating Readiness* on the KRA, compared to 27% percent of non-CERDEP pupils in poverty scoring at the same level this school year.

Statewide, 38% of students in kindergarten were *Demonstrating Readiness* on the 2022-23 KRA.

**Table 8: 2022-23 KRA Performance Based on Prior 4K Experience**

KRA Performance Level Description		Emerging Readiness	Approaching Readiness	Demonstrating Readiness
4K Experience		2022-23 Number (%)	2022-23 Number (%)	2022-23 Number (%)
CERDEP	CERDEP 4K	2,008 (20%)	3,611 (36%)	4,279 (43%)
	First Steps 4K	557 (32%)	717 (41%)	496 (28%)
Subtotal: All CERDEP		2,565 (22%)	4,328 (37%)	4,775 (41%)
Non-CERDEP	Head Start	545 (35%)	610 (39%)	420 (27%)
	Other Public 4K (non-CERDEP)	3,598 (26%)	5,074 (36%)	5,424 (38%)
	Private Formal 4K Experience	1,076 (12%)	2,519 (29%)	5,128 (59%)
	Unknown	6,800 (39%)	5,886 (34%)	4,760 (27%)
Subtotal Non-CERDEP		12,019 (29%)	14,089 (34%)	15,732 (38%)
TOTAL		14,584 (27%)	18,417 (34%)	20,507 (38%)

*Note: slight variances in totals/percentages are attributed to rounding errors.*

# Future Directions

## Partnership with Clemson University

To more comprehensively evaluate the impact of CERDEP on kindergarten readiness and determine salient elements of quality in preschool settings, EOC staff has partnered with state agencies and institutions of higher education to answer the following questions:

- Of the children who score “Ready” on end of 4K assessments, do they score “Ready” on the KRA at the beginning of kindergarten? If not, why?
- Are students scoring “Not Ready” at the beginning of 4K assessments scoring “Ready” on the KRA at the beginning of kindergarten?
- Can patterns be determined from family supports and 4K programming?
- To what degree are KRA results predictive of third grade SC READY scores?
- Are there patterns related to curricular decisions and reading interventions that can be discerned?

## Education Data Dashboard

In accordance with the legislative directive and funding that the EOC develop and maintain interactive data dashboards, a complete 4K/5K dashboard will be available in 2023 with additional details related to prior 4K experience, KRA performance level, gender and poverty status.



The Complete State-Funded

Full-Day 4K Report with

Appendices Can be Found on

the SC EOC Website at:

<https://sceoc.info/>

cerdep2023

References:

[2022 First Steps Annual Report](#) (last retrieved 2/23/2023)

[Findings of the Fall 2021 Kindergarten Readiness Assessment \(KRA\)](#) (last retrieved 2/23/2023)

[Guidelines 2021-2022 First Steps South Carolina](#) (last retrieved 2/23/2023)

[Intentional Teaching Tool Preschool](#) (last retrieved 2/23/2023)

[KRA Technical Report 2020-2021](#) (last retrieved 2/23/2023)

[State-Funded Full-Day 4K Annual Report: FY 20-21 & FY 21-22](#) (last retrieved 2/23/2023)



## EDUCATION OVERSIGHT COMMITTEE

Date: April 17, 2023

### INFORMATION ITEM:

Addendum to Alternative Instruction Report: Part 1: The SC Landscape of Alternative Instruction Methods

### PURPOSE/AUTHORITY

2022-2023 Appropriation Act

**1A.73.** (SDE-EIA: Evaluation of Alternative Instruction Methods) With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

### CRITICAL FACTS

This addendum includes the number and percent of students 100% enrolled in a State Board Approved Virtual Program (SBAVRL) for the 2022-23 School Year (based on enrollment on the 45<sup>th</sup> day.) These data had not been provided to the EOC at the time of the publication of Part 1 in December 2022.

### TIMELINE/REVIEW PROCESS

Part 2 of this report will include student achievement data.

### ECONOMIC IMPACT FOR EOC

There is no economic impact to the EOC producing this report.

### ACTION REQUEST

☐ For approval

☒ For information

### ACTION TAKEN

☐ Approved  
☐ Not Approved

☐ Amended  
☐ Action deferred (explain)

Landscape (45 day) Students Enrolled in 100% Virtual Classes - Coded SBAVRL			
District Name	Total Students	Total SBAVRL	Percent SBAVRL
Abbeville	2864	0	0
Aiken	23183	158	0.7
Allendale	974	0	0
Anderson 1	10840	0	0
Anderson 2	3494	0	0
Anderson 3	2737	0	0
Anderson 4	3006	0	0
Anderson 5	12562	0	0
Bamberg 3	1774	0	0
Barnwell 45	1974	0	0
Barnwell 48	1194	0	0
Beaufort	21439	71	0.3
Berkeley	38200	30	0.1
Calhoun	1546	0	0
Charleston	50151	222	0.4
Cherokee	7935	0	0
Chester	4767	12	0.3
Chesterfield	7020	208	3
Clarendon 6	4329	0	0
Colleton	4950	32	0.6
Darlington	9042	191	2.1
Dillon 3	1506	0	0
Dillon 4	3885	0	0
Dorchester 2	26135	216	0.8
Dorchester 4	2009	0	0
Edgefield	3100	0	0
Fairfield	2279	96	4.2
Florence 1	16026	67	0.4
Florence 2	1087	0	0
Florence 3	2993	17	0.6
Florence 5	1221	0	0
Georgetown	8428	0	0
Greenville	77994	1323	1.7
Greenwood 50	8611	0	0
Greenwood 51	893	0	0
Greenwood 52	1484	8	0.5
Hampton County School District	2399	0	0
Horry	47366	2	0
Jasper	2636	0	0
Kershaw	11138	73	0.7
Lancaster	15118	0	0
Laurens 55	5344	0	0



<b>Landscape (45 day) Students Enrolled in 100% Virtual Classes - Coded SBAVRL</b>			
District Name	Total Students	Total SBAVRL	Percent SBAVRL
Laurens 56	2715	0	0
Lee	1464	0	0
Lexington 1	28124	258	0.9
Lexington 2	8638	0	0
Lexington 3	1975	0	0
Lexington 4	3546	0	0
Lexington/Richland 5	17503	405	2.3
McCormick	582	0	0
Marion 10	3865	1	0
Marlboro	3577	0	0
Newberry	5806	0	0
Oconee	10219	0	0
Orangeburg	10979	0	0
Pickens	16349	169	1
Richland 1	22037	123	0.6
Richland 2	28513	177	0.6
Saluda	2480	0	0
Spartanburg 1	5458	13	0.2
Spartanburg 2	11750	4	0
Spartanburg 3	2784	12	0.4
Spartanburg 4	2901	0	0
Spartanburg 5	10386	81	0.8
Spartanburg 6	11716	88	0.8
Spartanburg 7	7369	17	0.2
Sumter	14805	20	0.1
Union	3770	82	2.2
Williamsburg	2946	0	0
York 1	5046	9	0.2
York 2	9106	38	0.4
York 3	16499	0	0
York 4	18191	0	0
SC Public Charter Sch District	17609	0	0
Charter Institute at Erskine	22541	0	0
Limestone Charter Association	1888	0	0
SC Governor School of Agricult	75	0	0
SC Sch Deaf & the Blind Sch	161	0	0
SC Dept of Juvenile Justice	421	0	0
Palmetto Unified	138	0	0
SC Gov Sch Arts & Humanities	216	0	0
SC Gov Sch Science & Math	257	0	0
Totals	790038	4223	1%

**Reporting Facts.  
Measuring Change.  
Promoting Progress.**



**SC EDUCATION  
OVERSIGHT COMMITTEE**

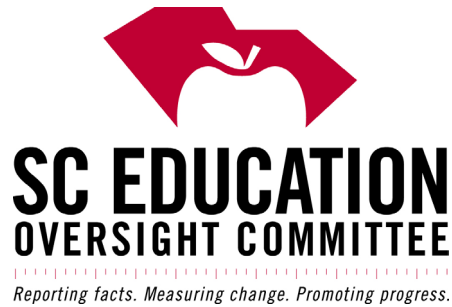
*Reporting facts. Measuring change. Promoting progress.*



**[www.eoc.sc.gov](http://www.eoc.sc.gov)**

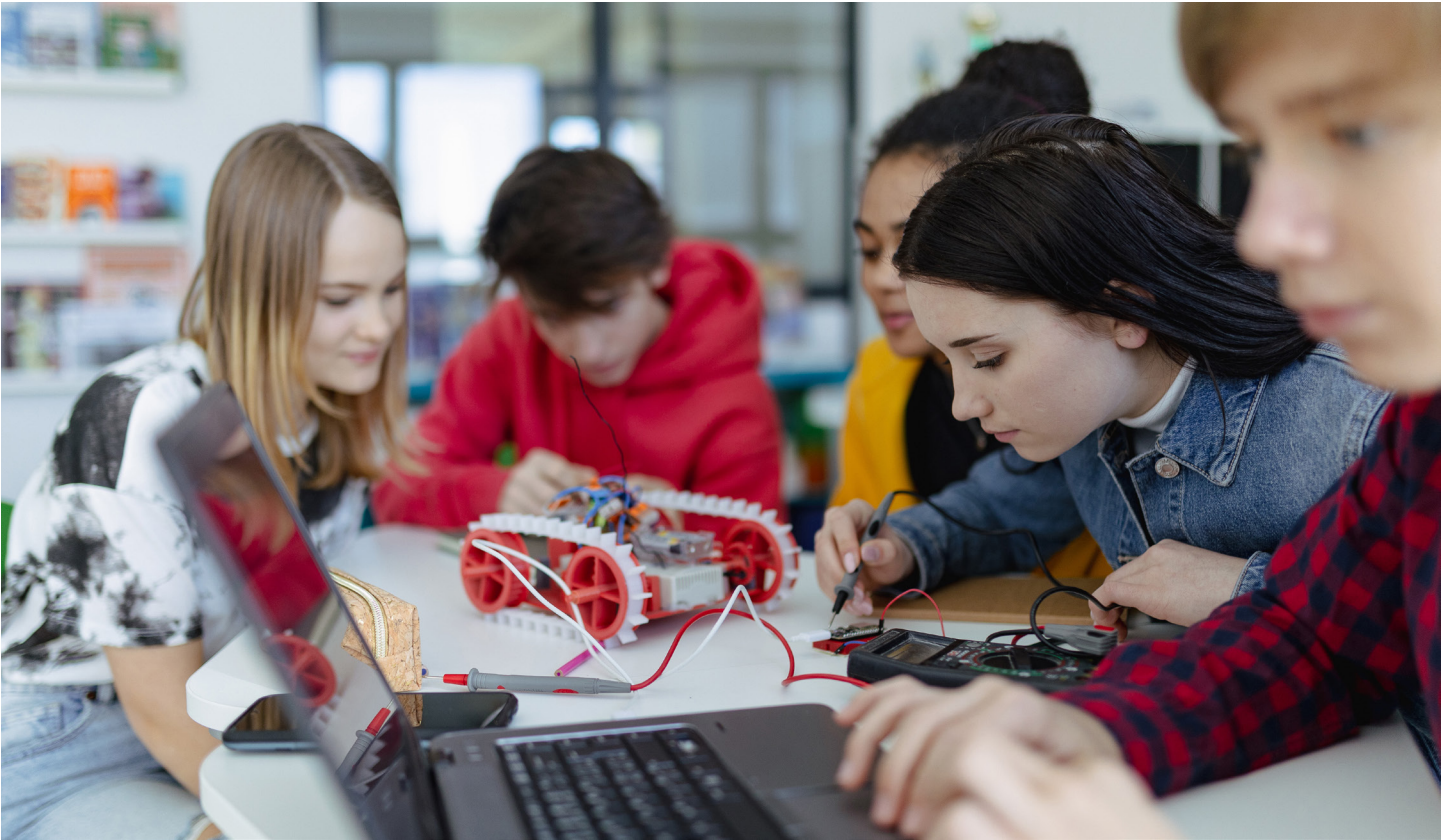
**2023 ANNUAL REPORT**





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.



Featuring

Reporting Facts

Education Data Dashboard.....6

Measuring Change

2022 Report Card Results.....10

Promoting Progress

Recommendations to the Education  
Accountability System.....14

Other Reports and Projects.....18



# Dear Friend,

I am pleased to have the opportunity to lead the SC Education Oversight Committee (EOC) as its new chair; I was elected to lead the group this February. I commend the work of those who have come before me; many of them remain on the EOC today and serve as wonderful mentors.

Although the challenges we face today are great, I am optimistic that we are on the precipice of great things for SC students and education. This Annual Report focuses on three initiatives that showcase the extensive work of the EOC. First, the staff of the EOC is dedicated to the legislative charge it was given to produce an Education Data Dashboard, surfacing public data in a meaningful way to provide actionable insights for all stakeholder groups. When these dashboards are complete, we will all be able to answer questions to help us make more informed decisions on behalf of students.

Second, we cannot ignore the impact of the pandemic on student learning. There is still unfinished learning that we must help students and teachers recover from. No one can do it alone, but the EOC has tried to focus its recommendations on the areas of most critical need.

Finally, you will read about the new revisions made to the accountability system -- all three of which focus on providing earlier interventions to students. We must try our best to help young people who struggle sooner -- when there is time to help them succeed.

This annual report highlights some of the EOC projects that promote progress in South Carolina schools and provide 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 those 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 want to thank all SC educators for their work and the positive impact they have on the lives of children. I also want to challenge the business community to help in this effort. Workforce development and education are inextricably linked. As we build up our workforce in South Carolina, we cannot forget that we must commit to strengthening the education pipeline that feeds it.

**Best Regards,**

A handwritten signature in black ink that reads "April Allen". The signature is written in a cursive, flowing style.

# The Year in Review



**Analyses, Updates, and Program Summaries from  
March 2022 to February 2023**

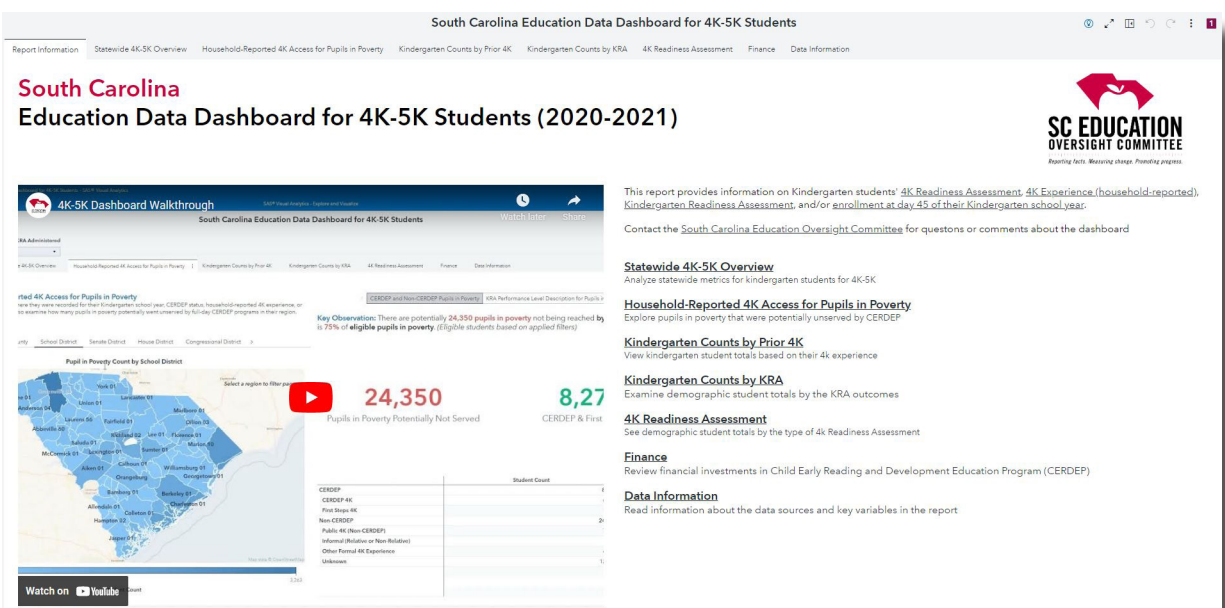


**Goal: to support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes, the EOC will advocate for, access, and use a comprehensive, quality, statewide data system.**

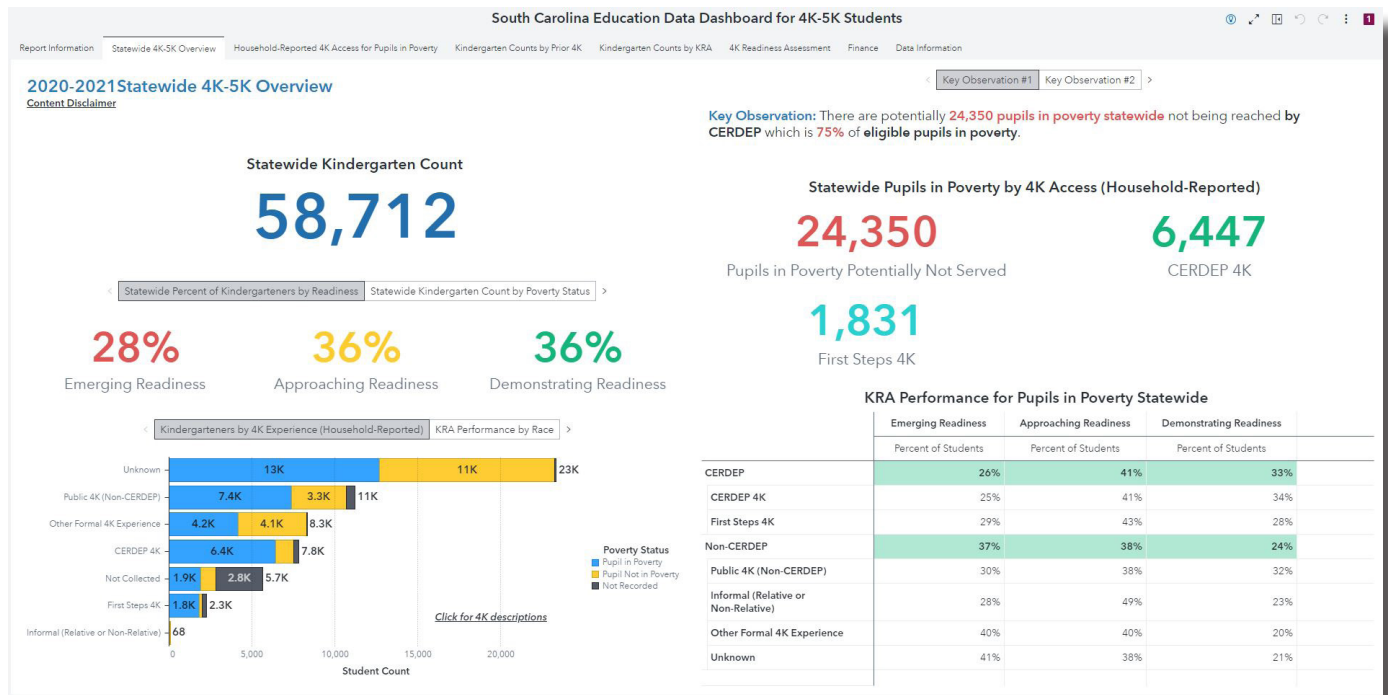
## Reporting Facts Education Data Dashboard



In 2021-22, the EOC created a proof-of-concept for data visualization using report data from the Child Early Reading and Development Education Program (CERDEP) 4K Report. The dashboard, currently accessible at [sceoc.info/DataDash](https://sceoc.info/DataDash), provides users with data that can be filtered by their area of interest or their specific question. For example, if a user wants to know specific information about the percentage of four-year-olds in poverty who aren't accessing 4K services, users to the site can find this information filtered by school district, Congressional district, or SC House/Senate District.



In the 2022-23 Appropriations Act, the EOC was directed to pilot an Education Data Dashboard, with a requirement to “interface with existing systems to provide school districts, schools, policymakers, families and the public with meaningful information on school district, school, and system progress.” The EOC is currently creating public dashboards for the 4K/5K Report as well as the National Student Clearinghouse data. A Data Visualization Specialist and a Data Engineer joined the EOC staff in 2022, formalizing an in-house team that is working on creating data visualizations that will ultimately equip stakeholders to act for continuous improvement of school outcomes.



## What insights will we gain?

Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

*Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?*

The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

*Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?*

Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

*What schools have high rates of principal and teacher retention, and do those factors impact student achievement?*





# Who will benefit from an Education Data Dashboard?

**Parents and families** will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.

Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

**District/school/classroom leaders** will have access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.

Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.

**Business/Community leaders** will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

**Policymakers** will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.



To access the EOC's 4K/5K Dashboard: [sceoc.info/DataDash](https://sceoc.info/DataDash)







# Measuring Change 2022 School Report Card Results

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



On October 17, 2022, the EOC and the SC Department of Education (SCDE) held a joint news conference at Prosperity-Rikard Elementary School in Newberry County to release the 2022 School Report Cards, the first cards to contain ratings since 2019. The Report Cards, available at [www.screportcards.com](http://www.screportcards.com), reflect data elements and student performance information from the 2021-22 school year.

Statewide, 20.6 percent of schools received an overall rating of *Excellent*, the highest rating in the state's education accountability system. Although SCDE and EOC officials celebrated the rebound of schools amid the challenges brought about by the pandemic, they stressed that there is much work ahead for all students to reach college- and career-readiness.

## Number and Percentage of Schools Receiving Overall Ratings by School Year

Overall Rating	Elementary Schools		Middle Schools		High Schools	
	2019	2022	2019	2022	2019	2022
<b>Excellent</b>	124 (18.7%)	145 (21.8%)	67 (20.7%)	71 (21.4%)	59 (26.0%)	40 (16.7%)
<b>Good</b>	164 (24.7%)	144 (22.1%)	99 (30.7%)	76 (22.9%)	56 (24.7%)	48 (20.0%)
<b>Average</b>	226 (34.0%)	235 (35.3%)	121 (37.5%)	131 (39.5%)	63 (27.8%)	76 (31.7%)
<b>Below Average</b>	111 (16.7%)	100 (15.0%)	29 (9.0%)	43 (12.9%)	39 (7.2%)	53 (22.1%)
<b>Unsatisfactory</b>	39 (5.9%)	42 (6.3%)	7 (2.2%)	11 (3.3%)	10 (4.4%)	19 (7.9%)
<b>Number of School Report Cards</b>	664	666	323	332	227	240

Note: Totals do not include Career Centers or Special Schools. Twenty-five schools did not receive Overall Ratings.



**“The children remain our inspiration and north star in this work – we believe in their potential, and we want every child to have the opportunity to succeed. Preparing students to meet college- and career-readiness standards should not just be an aspirational goal but a promise delivered to each and every student no matter their circumstances.**

**- Matthew Ferguson, EOC  
Executive Director, 2020-22  
2022 School Report Card News Conference**



# What was new for the 2022 Report Cards?

The School Report Cards, which are based on South Carolina's education accountability system, are required for all elementary, middle, and high schools which receive overall ratings based on a 100-point scale. The ratings follow terms outlined in state law: *Excellent*, *Good*, *Average*, *Below Average*, and *Unsatisfactory*. Schools also receive ratings on various indicators, such as graduation rate, academic achievement, and college- and career-readiness.

- For the first time in 2022, schools received a rating for School Climate. The measure uses results from the Teacher and Student Climate surveys to measure perceptions of safety, working conditions, and the social-physical environment.
- The Added Value Growth, a student-centered measure, will be included in future accountability systems. The measure, the first of its kind nationally, will focus on rewarding growth that leads to grade-level proficiency and preparedness for college and careers.



More information and downloadable resources: <https://www.eoc.sc.gov/news/2022-10/2022-report-cards>







## Promoting Progress Revisions to Accountability System

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



- The release of student achievement scores in 2022 showed a return to pre-pandemic levels in English Language Arts (ELA). Forty seven percent of students in grades 3-8 scored *Meets* or *Exceeds* on the SC READY, compared to 46 percent in 2019. While the return to these levels was encouraging, EOC members were quick to note that pre-pandemic education attainment was not worthy of celebration. In 2022, over 53% of students in grades 3-8 scored at the *Does Not Meet* level in ELA.
- In Math, the data is not encouraging. Thirty-three percent of students in grades 3-8 scored at the *Does Not Meet* level in mathematics, suggesting that these students are two grade levels behind in mathematics. Only 39 percent of students scored *Meets Expectations* or *Exceeds Expectations*, compared to 45 percent of students in 2019.

**“Student academic performance – particularly the declines we have seen in math performance – remained the primary focus of the subcommittee as it established priorities. We are fortunate to now have state resources to devote to helping students recover the lost learning that the pandemic brought about. That should be our first priority.”**

**--Dr. Bob Couch, chair of the subcommittee that brought forth EIA recommendations to the EOC and principal of Anderson Institute of Technology, an upstate Career Center.**

# Summaries of Changes to Accountability Measures

## Added-Value Growth

In 2022, the EOC adopted an Added-Value Growth model to replace the current norm-referenced growth model for the Student Progress Indicators in the SC Accountability System (impacts elementary and middle schools). It will be reported on the 2023 Report Cards and used in scoring beginning with the 2024 School Report Cards.

The Added-Value Growth Model has exciting implications for applications which support classroom instruction and instructional interventions at the school and district level. The model is appropriate for an accountability system that promotes continuous improvement and supports improved outcomes for all students.

### **The Added-Value Growth Model meets the following desired criteria:**

1. Produces a specific, individualized growth target for each student based on that student's prior achievement.
2. Produces growth targets that, if met, would move all students toward proficiency and either maintain or improve all students' prior achievement levels.
3. Produces targets that can be understood by, calculated by, and communicated to all stakeholders.
4. Produces 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.
5. Makes 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.
6. Supports a scoring system that can be understood by and projected by school and district leaders.
7. Produces school scores that are as uncorrelated as possible with the proportion of pupils in poverty served by the school.
8. Produces scores that are minimally correlated with Academic Achievement scores.





## On-Track to Graduate Measure for High Schools

Beginning in 2023-24, the on-track measure will focus on the number/percentage of 9th grade students with six 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.

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.

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 upon with targeted school-based strategies.



## Five-Year Student Success Measure for High Schools

- Proportion of students achieving a successful outcome (including earning a GED) within five years of starting high school
- This is an School Quality/Student Success indicator which freezes the graduation cohort file so that 5-year outcomes can only improve from 4-year scores, and
- Includes successful student outcomes within five years of starting HS (including GED & HS Employability Credential)
- Report on 2023 Report Cards
- Score on 2024 Report Cards

More information and downloadable resources:

<https://www.eoc.sc.gov> or <https://sceoc.info/youtube>







## Standards Review

This year, the EOC finalized their approval of the SC College- and Career-Ready English Language Arts (ELA) Standards, a process which began in 2020. The State Board of Education approved the new standards in January 2023.

The revised mathematics College- and Career-Ready Standards are expected to come before the EOC in Fall 2023, following the initial review which took place in December 2021.

For more information: <https://ed.sc.gov/instruction/standards-learning/>

## Educational Credit for Exceptional Needs Children 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 2020-21.

For more information: <https://www.eoc.sc.gov/ecenc-program>

## Parent Survey Report

As part of an annual directive, the EOC prepared a report on the Parent Climate Survey for 2020-21 and 2021-22 school years. 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.

For more information: <https://tinyurl.com/4nxs3pb5>

## Report on Alternative Instructional Methods

In December 2022, Dr. Lee D'Andrea presented Part I of this report, focusing on the landscape of alternative instructional methods. Overall, districts invested significant time and preparation to provide virtual programs in 2022-2023. The effectiveness and the efficiency of these virtual programs (with all the supports needed), operating in every school district side-by-side with brick-and-mortar schools, may or may not yield a significant return on investment. The examination and evaluation will continue with student achievement data in summer 2023. This data will help develop future frameworks and guidelines to better support all students.

For more information: <https://tinyurl.com/mr3bn9tn>

## Military-Connected Students Report, 2022

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 2020-21 school year.

For more information: <https://tinyurl.com/727hxt3j>

## **EOC FY 2023-24 EIA Budget Recommendations**

As required by state law, the EOC approved budget and proviso recommendations in December 2022 for Fiscal Year 2023-24. 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.

For more information: <https://www.eoc.sc.gov/news/2022-12/eoc-issues-budget-recommendations-0>

## **Teacher Loan Program Report, Annual Report for FY 2020-21**

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.

For more information: <https://tinyurl.com/yc2pv4tb>

## **National Student Clearinghouse**

Throughout 2021 and 2022, EOC staff provided SC high school leaders with reports from the National Student Clearinghouse. These reports provided data on enrollment, persistence, and completion of high school graduates from SC beginning in 2014. The data will continually be provided to schools annually.

For more information: <https://tinyurl.com/2s47z5z8>

## **Expectmoresc.com Website**

The EOC staff updated this existing site in 2022, consolidating information for parents and families in one website. Family-friendly guides to the standards are now included on this site, along with other resources and materials designed for the general public to use.

For more information: <https://expectmoresc.com/>

## **Members**

**(current 2/20/2023)**

**April Allen, Columbia, Chair**

**Brian Newsome, Lexington, Vice Chair**

**Rep. Terry Alexander, Florence**

**Melanie Barton, Columbia**

**Russell Booker, Spartanburg**

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**Sen. Dwight Loftis, Greenville**

**Neil Robinson, Jr., Charleston**

**Patti Tate, Rock Hill**

**Sen. Ross Turner, Greenville**

**Ellen Weaver, 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*

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