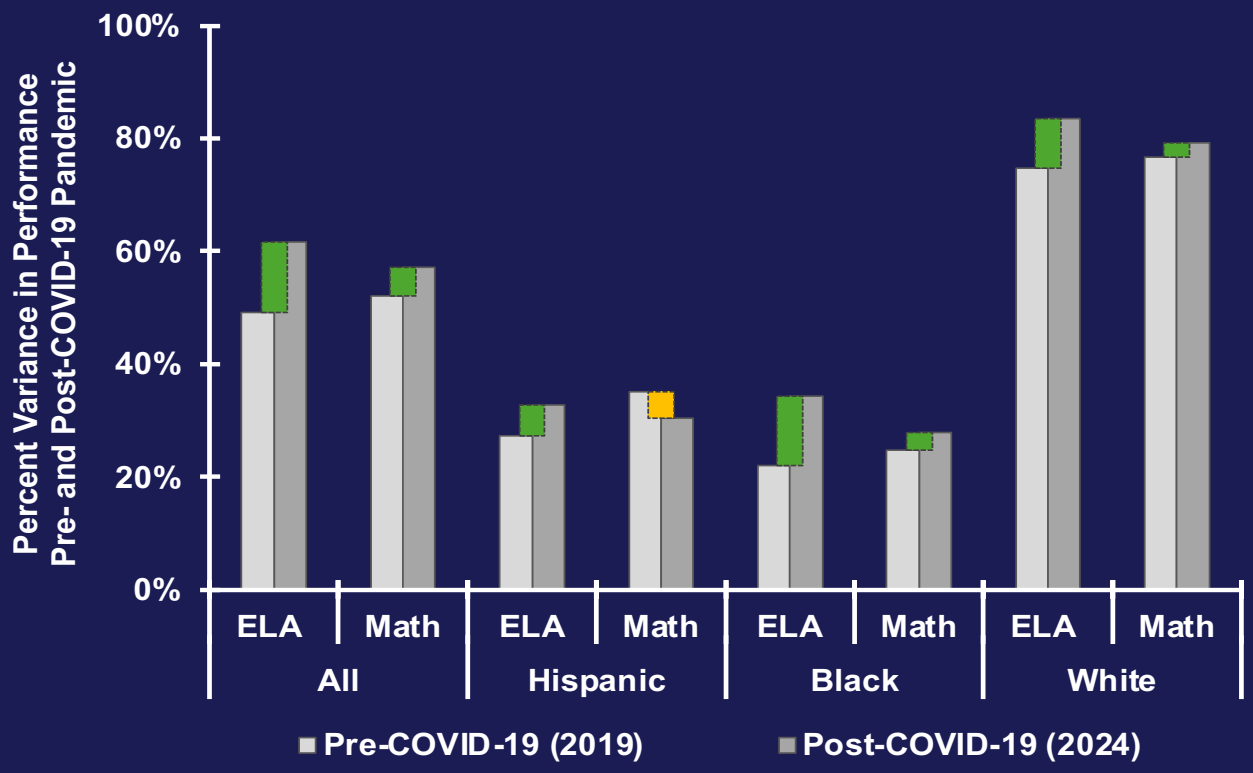
Wilson Consulting Services, LLC

Performance Comparison of Pre- and Post-COVID-19 Pandemic

Charleston County School District



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Axiom: Without data, you are just one more person with an opinion.

Executive Summary

The report provides an analysis of the impact of the COVID-19 pandemic on student learning outcomes in South Carolina, with a specific focus on the Charleston County School District (CCSD).

By comparing performance data from various assessments conducted before the pandemic (2019) and after the pandemic (2024), the analysis reveals that while English Language Arts (ELA) and English II (ENG II) performance levels have returned to or exceeded pre-pandemic levels, the performance in mathematics (math) has not returned to pre-pandemic levels.

Specifically, CCSD has shown recovery in mathematics, whereas the state of South Carolina as a whole has not achieved similar recovery. However, for high school Algebra (ALG) and ENG II performance has returned and exceeded pre-pandemic levels. The findings suggest that elementary and middle school were more adversely affected in math by the pandemic compared to ELA, ENG II, and ALG.

Recovery (Post-Pandemic)

Post-pandemic performance levels in ELA for elementary and middle school students in SC and CCSD have improved, surpassing pre-pandemic levels by 17.4% and 19.1% for SC, and 25.2% and 22.3% for CCSD, respectively. In contrast, math performance has not returned to pre-pandemic levels in SC, with declines of 1.5% and 11.6%, while CCSD saw increases above pre-pandemic levels of 9.4% and 5.7%.

For high school students, performance in ENG II and ALG has returned to or exceeded pre-pandemic levels by 17.3% and 16.6% in SC, and 17.4% and 16.8% in CCSD, respectively.

Average Performance Comparison (2017–2024)

CCSD outperformed SC in various academic areas, showing a 9.4% and 14.8% advantage in ELA for elementary and middle schools, respectively, and a 9.2% and 21.2% advantage in math for the same categories.

In ENG II and ALG, CCSD led by 2.2% and 20.3%. Overall, CCSD's performance in combined ELA and math was 13.7% better than SC, while in combined ENG II and ALG, it was 11.3% better. ♦

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Chapter 1

Introduction

There has been much talk about how far behind students are in learning because of the shutdown of public schools during the COVID-19 pandemic. Many experts predicted it would be years before students' performance would return to pre-pandemic levels.*

To follow up on this predictions, I used South Carolina Department of Education (SCDE) data to compare performance for the pre- and post-COVID-19 pandemic periods. The pre-COVID-19 pandemic period comprised of school year ending in 2019, and the post-COVID-19 period comprised school year ending in 2024.** To highlight the current academic status, I compared pre- and post-COVID-19 pandemic performance data for South Carolina (SC) students as a whole and the three largest race or ethnicity groups.

This report examines the performance recovery to pre-pandemic levels for the three largest racial or ethnicity groups of students in SC as a whole and for a subset of this data from Charleston County School District (CCSD). This includes the two historical US demographic groups (White and Black, or African American) and the newer Hispanic or Latino demographic. In the interest of consistency, African Americans will be designated as Black throughout the report, and Hispanic or Latino will be designated as Hispanic. These three groups comprised more than 90% of the student population.

For elementary and middle school students, I used data from the South Carolina College- and Career-Ready Assessments (SC READY) test, conducted by the SCDE, to perform the analysis. The SC READY is a set of standardized tests that measure student achievement in English Language Arts (ELA), mathematics (math), science, and social studies. For this report, I used ELA and math performance data for analysis. The satisfactory criteria for SC READY were that a student met or exceeded expectations.

For high school analysis, I used data from the End-of-Course Examination Program (EOCEP) for the analysis. The EOCEP measures student performance levels in algebra (ALG), biology, English II (ENG II), and United States History and the Constitution. The EOCEP results are used in the calculation of high school students' absolute ratings and growth ratings. Satisfactory performance is based on a grade of C or higher.

- The grade measurements are as follows:
- The student scores an F (0–59).
- The student scores a D (60–69).

* In this report, pre-pandemic performance is the average of test scores , during 2017–2019 and post-pandemic performance is the average of test scores during 2022–2024.

**I extracted the performance data used in this report from South Carolina Department of Education Microsoft excel spreadsheets that are made available to researchers. The report cards for districts and schools are the same data; however, the percentages on report cards might vary slightly from the performance in this report due to adjustments for the report card and rounding. See SCDE for complete details on the SC READY and EOCEP testing. Both tests are used to satisfy the federal Education Accountability Act. See links: https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/ and https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/

Introduction

- The student scores a C (70–79).
- The student scores a B (80–89).
- The student scores an A (90–100).

I selected the results from the ENG II and ALG (EOCEP) for high school students in this report. I selected the results of the ELA and math courses from SC READY to measure the performance by elementary and middle school students. All four subjects—ELA, math, ENG II, and ALG—are foundational and encompass the three-Rs axiom: "reading, writing, and 'rithmetic."

To emphasize, in Chapters 2, 3, and 7, I present analysis for SC READY and in Chapters 4, 5, and 7, I present analysis for EOCEP. In Chapter 6, I show performance for both SC READY and EOCEP.

An interpretation of the column charts for the figures is shown in Chapters 2 and 4 (Figures 2.1.1, 2.1.2, 2.2.1, 2.2.2, 4.1.1, and 4.1.2) in this report is described as follows: Reading from left to right, there are two joining gray columns. The first column is light gray, and the second column is dark gray. Reading from left to right, the light gray column represents average SC READY performance pre-COVID-19 pandemic school year ending in 2019. The dark gray column represents performance post-COVID-19 pandemic school year ending in 2024. With emphasis, the first column represents the performance for year ending in 2019, and the darker or second column represents the performance for school year ending in 2024. The notion here is to provide the reader an eyeball approximation of the performance pre- and post-pandemic along with the variance between the two time periods. For example, if the darker gray (right) column is taller than the lighter gray (left) column, then the average performance has returned to or above its pre-pandemic level. However, if the darker gray (right) column is shorter than the lighter gray (left) column, then the performance level has not returned to or above its pre-pandemic status. The variance between the two columns is shown with a green area to indicate that post-pandemic performance has exceeded pre-pandemic performance; moreover, if the area of the variance is gold, this means that the post-pandemic performance has not yet returned to its pre-pandemic level. If the column is the same height, then the percentage difference is zero, and post-pandemic performance has returned exactly to the pre-pandemic level. This situation can be observed with an eyeball test based on the difference in height for the two gray columns in the chart. The chart provides the reader with a graphical representation of the magnitude of the variance between pre- and post-pandemic performance, and it also provides the reader with the performance percentage the students bounced back from, relative to pre- and post-pandemic levels. Additionally, see Chapter 2 and Tables 2.3.2 and 2.3.3 for SC READY pre- and post-pandemic performance data and Chapter 4 and Tables 4.2.2 and 4.2.3 for the EOCEP pre- and post-pandemic performance data in this report. The tables depict the percentages for the gray columns and the percent variance shown with the green and gold areas along with the gray columns.

All the SC and CCSD elementary and middle school students and selected groups (Hispanic, Black, and White) have recovered to or exceeded pre-COVID-19 levels in ELA; however, there is a mixed bag for math whereas some returned to or exceeded pre-pandemic levels. The SC and CCSD student performance have recovered at a different rate in math where CCSD recovered closer to its pre-pandemic levels in elementary school but not middle school in comparison to SC. See Figures 2.1.1, 2.1.2, 2.2.1, and 2.2.2. All CCSD high school students, including the selected groups, recovered to or exceeded pre-COVID-19 levels in ENG II and ALG. See Figures 4.1.1 and 4.1.2.

There are seventy-nine school districts in SC with more than 700,000 students. CCSD is the second largest school district in South Carolina following the Greenville County School District. Hispanic, Black, and White students comprised more than 90% of students in SC and CCSD, respectively.

Note: *All original data used in this report to construct charts and graphs are from South Carolina Department of Education, Office of Research and Data Analysis; therefore, in the interest of redundancy, this source will not be cited on every page again in this report.*

Chapter 2

SC READY: Recovery in Lost Learning—Pre- and Post-Pandemic

The objective of this chapter is to depict the percentage difference in student performance before and after the COVID-19 pandemic. Basically, the recovery status in performance is shown in this chapter.

CCSD elementary school students are shown in Figure 2.1.1. The performance of all CCSD elementary and middle school ELA students returned to or above their pre-pandemic levels by 22.3% and 25.2%, respectively. All of CCSD math students exceeded their pre-pandemic levels by 9.4% and 5.7%, respectively. All SC ELA elementary and middle school students exceeded their pre-pandemic levels by 17.1% and 19.1%, respectively. However, in elementary and middle school math, SC performance was below pre-pandemic levels by 1.5% and 11.6%, respectively. Black students performed remarkable high above their pre-pandemic levels in ELA for elementary and middle school by 55.2% and 63.1%, respectively.

The large gain in percentage from pre-pandemic to or above post-pandemic levels for ELA should not be misconstrued as a high-performing group because the achievement gap continue to persist. For example, SC and CCSD as a whole performed at 22.4% and 25.8% above their pre-pandemic levels for ELA in elementary school, respectively. For example, the ELA and math performance levels (2017–2024) for SC and CCSD Black elementary and middle school students combined is 25.3% and 21.3%, respectively. Much work is needed to mitigate these performance levels.

Although SC and CCSD significantly exceeded their pre-pandemic levels, their average performance over the past seven years for elementary ELA and math combined was 44.4% and 52.7%, respectively.* This means that in this scenario, CCSD performed 17.1% better than SC from 2017 to 2024. This difference was statistically different in favor of CCSD.

Please keep in mind that pre- and post-pandemic performance differ from the overall performance from 3017 to 2024 as shown in Chapter 3. Overall, using pre-pandemic performance as a recovery benchmark, CCSD students performed statistically better than SC in elementary and middle subjects in recovery from the pandemic and long-term performance.

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2020 and 2021. Data were not available for 2020.

2.1 Elementary School: Recovery Status of Pre- and Post-Pandemic School Closure

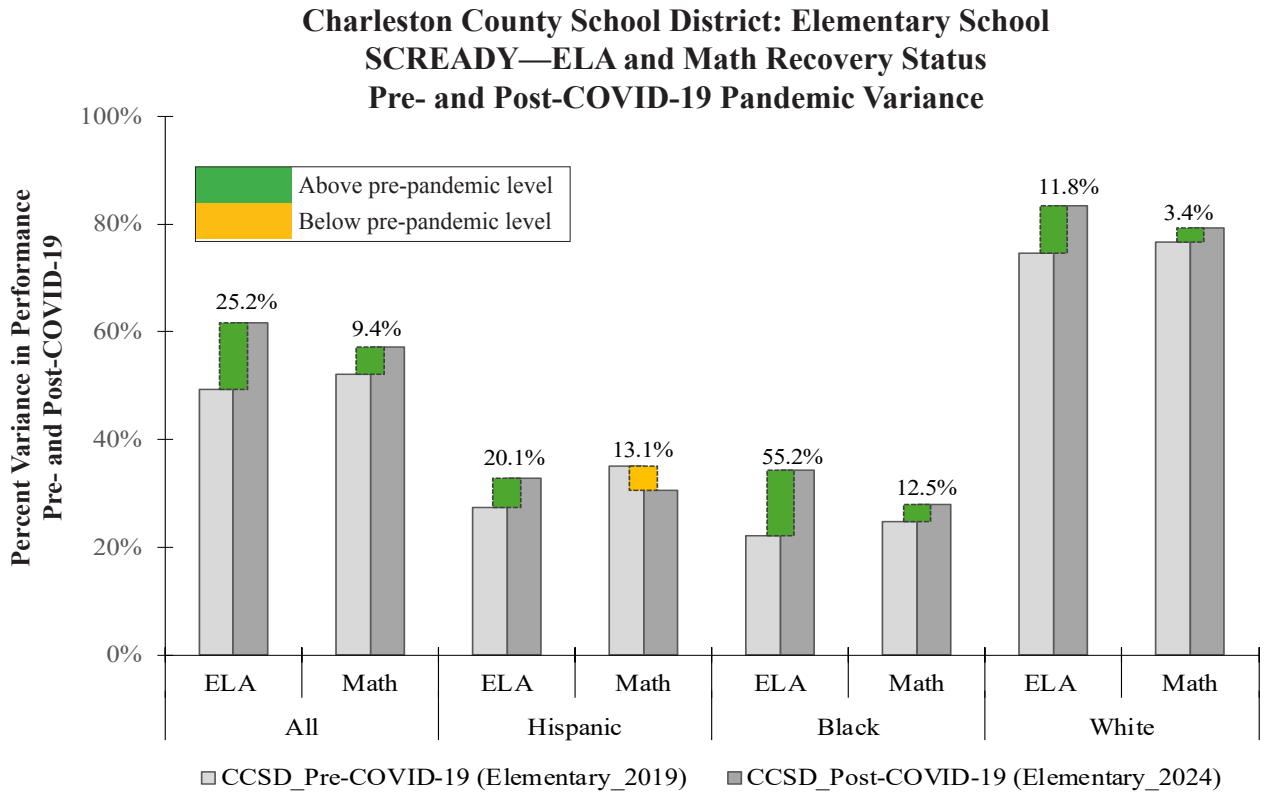


Figure 2.1.1 CCSD: Elementary school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.2)

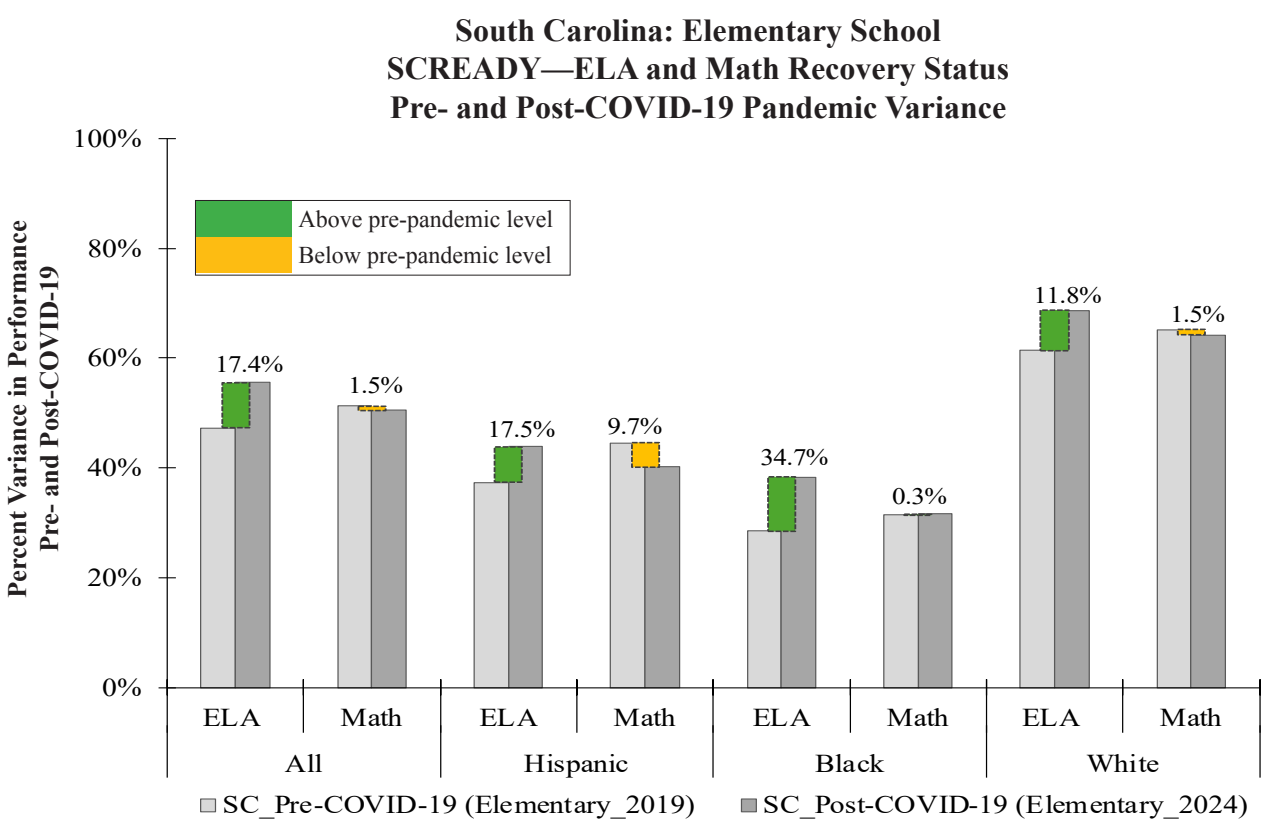


Figure 2.1.2 SC: Elementary school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.3).

2.2 Middle School: Recovery Status of Pre- and Post-Pandemic School Closure

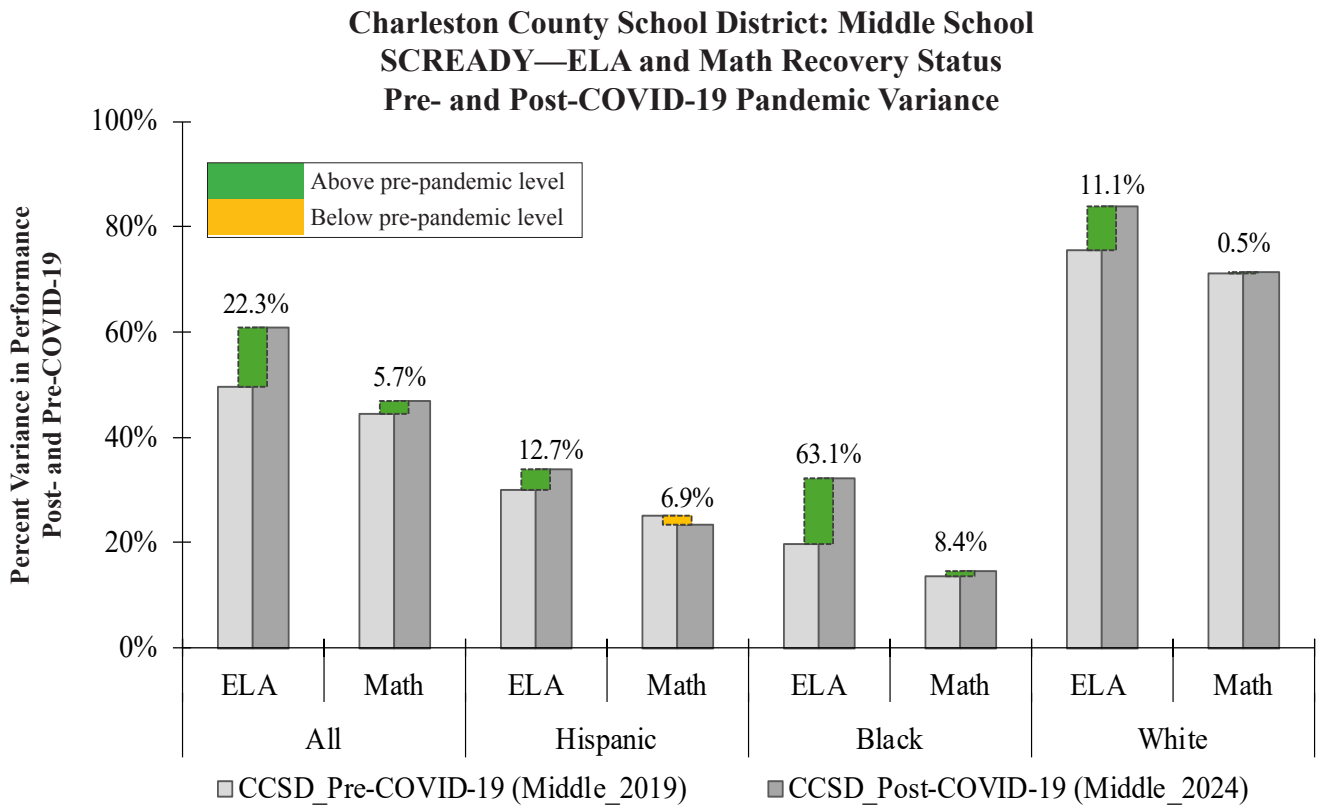


Figure 2.2.1 CCSD: Middle school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.4).

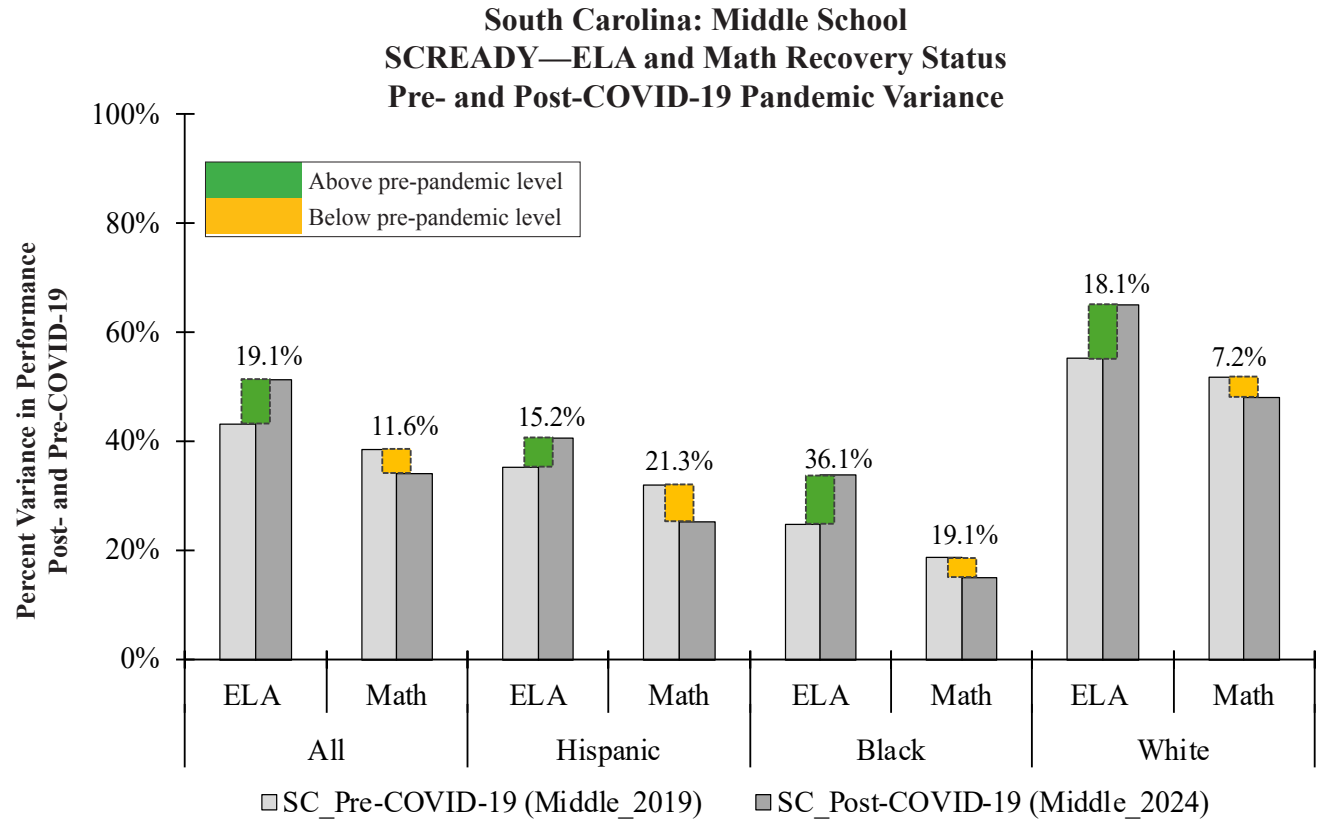


Figure 2.2.2 SC: Middle school recovery status for pre- and post-COVID-19 pandemic (Table. 2.2.5).

2.3 Elementary—Recovery Status: Data Tables of Pre- and Post-Pandemic

The tables shown in this section contains the data that generated the Figures 2.2.2 and 2.2.5. For example, the performance percentages are not shown on the columns in the figures; therefore, the reader can refer to Tables 2.3.2 and 2.3.3. The percentages in the columns represent the gray columns shown in the graphs for pre- and post-pandemic performances.

Table 2.3.1 SC and CCSD—Headcount.

	South Carolina				Charleston County School District			
State	Students		Teachers		Students		Teachers	
Group	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**	**50,312**	**100%**	**3,628**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%	7,916	15.7%	93	2.6%
Black	244,707	31.0%	9,151	16.6%	14,291	28.4%	525	14.5%
White	369,307	46.8%	41,869	75.9%	24,978	49.6%	2,862	78.9%
Other†	65,664	8.3%	2,767	5.0%	3,127	6.2%	148	4.1%

Table 2.3.2 CCSD: SC READY—elementary school pre- and post-pandemic performance.

CCSD_Elementary School	SC READY Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ELA**	49.2%	61.6%	12.4	25.2%
	Math	52.2%	57.1%	4.9	9.4%
Hispanic	**ELA**	27.3%	32.8%	5.5	20.1%
	Math	35.1%	30.5%	-4.6	-13.1%
Black	**ELA**	22.1%	34.3%	12.2	55.2%
	Math	24.8%	27.9%	3.1	12.5%
White	**ELA**	74.7%	83.5%	8.8	11.8%
	Math	76.6%	79.2%	2.6	3.4%

Table 2.3.3 SC: SC READY—elementary school pre- and post-pandemic performance.

SC_Elementary School	SC READY Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ELA**	47.3%	55.5%	8.2	17.4%
	Math	51.2%	50.4%	-0.8	-1.5%
Hispanic	**ELA**	37.3%	43.9%	6.5	17.5%
	Math	44.5%	40.2%	-4.3	-9.7%
Black	**ELA**	28.5%	38.3%	9.9	34.7%
	Math	31.5%	31.6%	0.1	0.3%
White	**ELA**	61.4%	68.7%	7.3	11.8%
	Math	65.1%	64.2%	-1.0	-1.5%

*The negative sign (-) in front of the number means performance is below pre-pandemic level, whereas the absence of or no sign means performance is above pre-pandemic level.

2.4 Middle School Recovery Status—Data Tables of Pre- and Post-Pandemic

Table 2.4.1 CCSD: SC READY—middle school pre- and post-pandemic performance.

CCSD_Middle School	SC READY Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ELA**	49.7%	60.8%	11.1	22.3%
	Math	44.4%	47.0%	2.5	5.7%
Hispanic	**ELA**	30.1%	34.0%	3.8	12.7%
	Math	25.1%	23.3%	-1.7	-6.9%
Black	**ELA**	19.8%	32.3%	12.5	63.1%
	Math	13.6%	14.7%	1.1	8.4%
White	**ELA**	75.5%	83.9%	8.4	11.1%
	Math	71.0%	71.4%	0.4	0.5%

Table 2.4.2 SC: SC READY—middle school pre- and post pandemic performance.

SC_Middle School	SC READY Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ELA**	43.2%	51.4%	8.2	19.1%
	Math	38.6%	34.1%	-4.5	-11.6%
Hispanic	**ELA**	35.3%	40.7%	5.4	15.2%
	Math	32.1%	25.3%	-6.8	-21.3%
Black	**ELA**	24.8%	33.8%	9.0	36.1%
	Math	18.7%	15.1%	-3.6	-19.1%
White	**ELA**	55.2%	65.1%	10.0	18.1%
	Math	51.8%	48.1%	-3.7	-7.2%

*The negative sign (-) in front of the number means performance is below pre-pandemic level, whereas the absence of or no sign means performance is above pre-pandemic level.

Chapter 3

SC READY: Pre- and Post-Pandemic Trending: ELA vs Math Performance (2017–2024)

The purpose of this chapter is to analyze the behavior pattern between ELA and math from 2017 to 2024. There is a reversal between ELA and math performances between pre- and post-pandemic. Additionally, the charts exhibit the trends for South Carolina (SC) and Charleston County School District (CCSD) for students statewide and the school district.

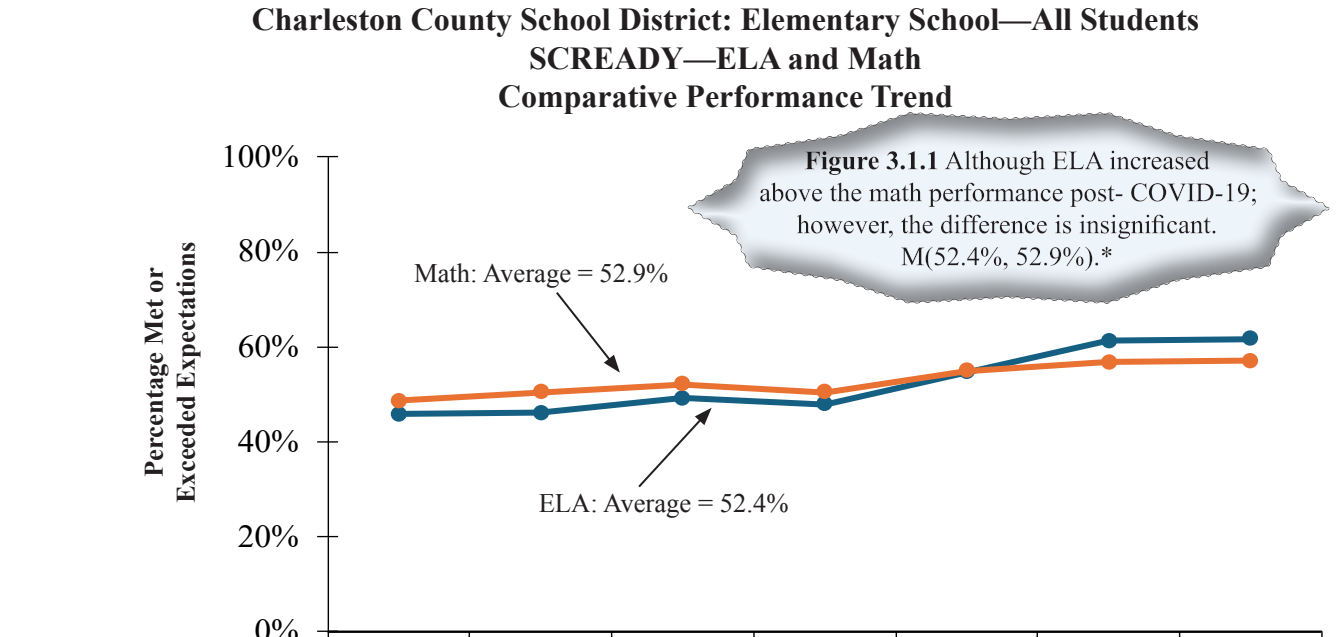
Starting with Figures 3.1.1 and 3.1.2 the reversal in performance is profoundly clear. ELA and math converged at the height of the COVID-19 pandemic period and then diverged in the post-pandemic time frame with a reversal of the trends from 2017 to 2024. The line graphs for the race and ethnicity groups (Hispanic, Black, and White) exhibit the same reversal in patterns; however, the race and ethnicity line graphs for the comparison between ELA and math are not included in the report. To that end, the trends for ELA and math have reversed performance levels in the post-pandemic time frame so far for elementary school students for SC and CCSD. The behavior pattern for middle school students was as distinct as the elementary students.

In most cases where ELA and math were compared over time, math students were performing better than ELA students in elementary school, but this trend reversed in the post-pandemic time frame. In middle school, ELA performed better than math students during pre- and post-pandemic time frame. An examination of the data suggests that ELA students in middle school performed significantly better than math students in middle school. This is evident when compared to pre- and post-pandemic performance for the two courses. See Figures 3.2.1 and 3.2.2.

There is a short note appended to each graph with a statistical conclusion relative to the trending difference between ELA and math from 2017 to 2024. The averages depicted in the note appended to the graphs have not been adjusted* for the COVID-19 pandemic. This means that 2020 and 2021 data were not removed. This is because the graphs in this chapter were comparing performance differences during pre-pandemic, and post-pandemic time frame between two entities, that is, ELA and math.*

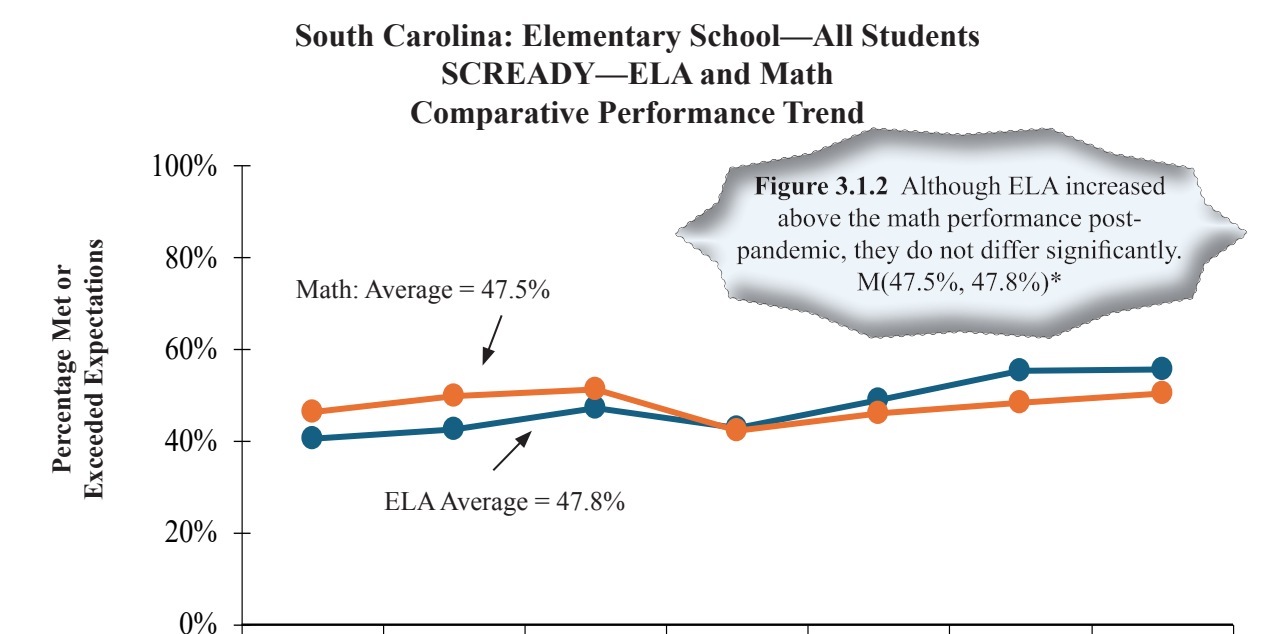
*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2021 when available. Adjusted for the COVID-19 pandemic means omitting performance data for school year ending in 2021. Hence, South Carolina did not administer SC READY testing in Spring 2020.

3.1 Elementary School: Comparison Between ELA and Math—All Cohorts (2017–2024)



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
CCSD_ELA (All)	45.8%	46.1%	49.2%	47.9%	54.7%	61.2%	61.6%
CCSD_Math (All)	48.7%	50.4%	52.2%	50.5%	55.0%	56.8%	57.1%

Figure 3.1.1 CCSD: All—elementary school—SCREADY trending—ELA vs. math (2017–2024).

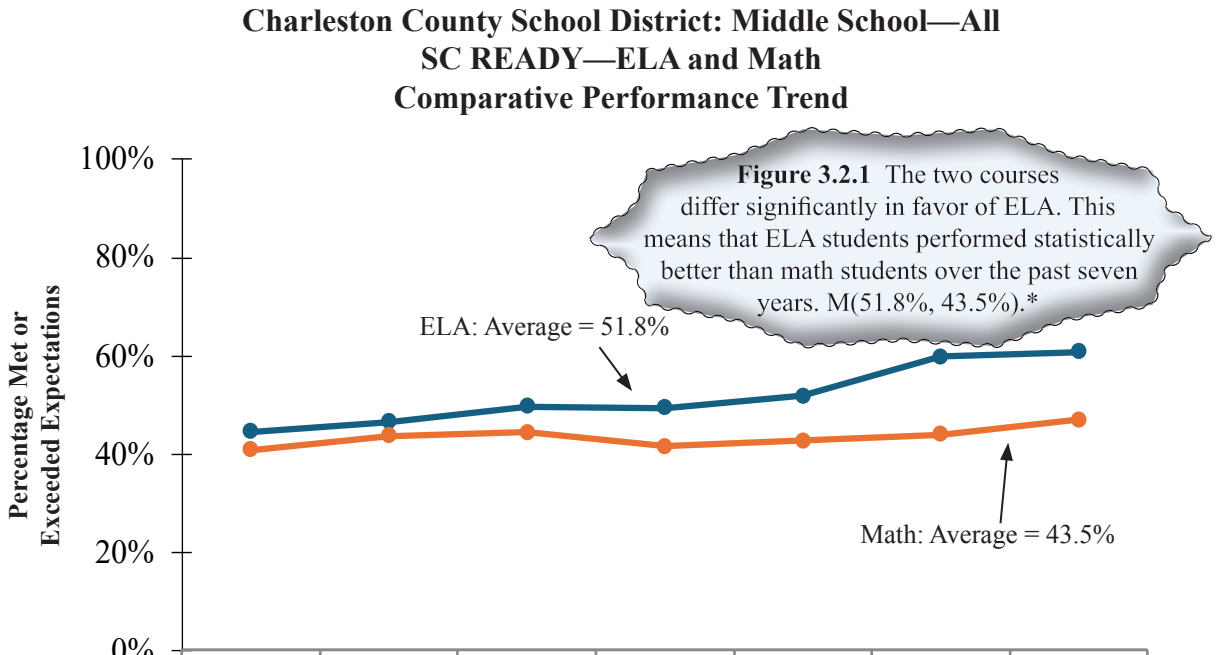


	2017E	2018E	2019E	2021E	2022E	2023E	2024E
SC_ELA (All)	40.4%	42.7%	47.3%	42.8%	48.9%	55.2%	55.5%
SC_Math (All)	46.3%	49.7%	51.2%	42.3%	45.9%	48.4%	50.4%

Figure 3.1.2 SC: All—elementary school—SCREADY trending—ELA vs. math (2017–2024).

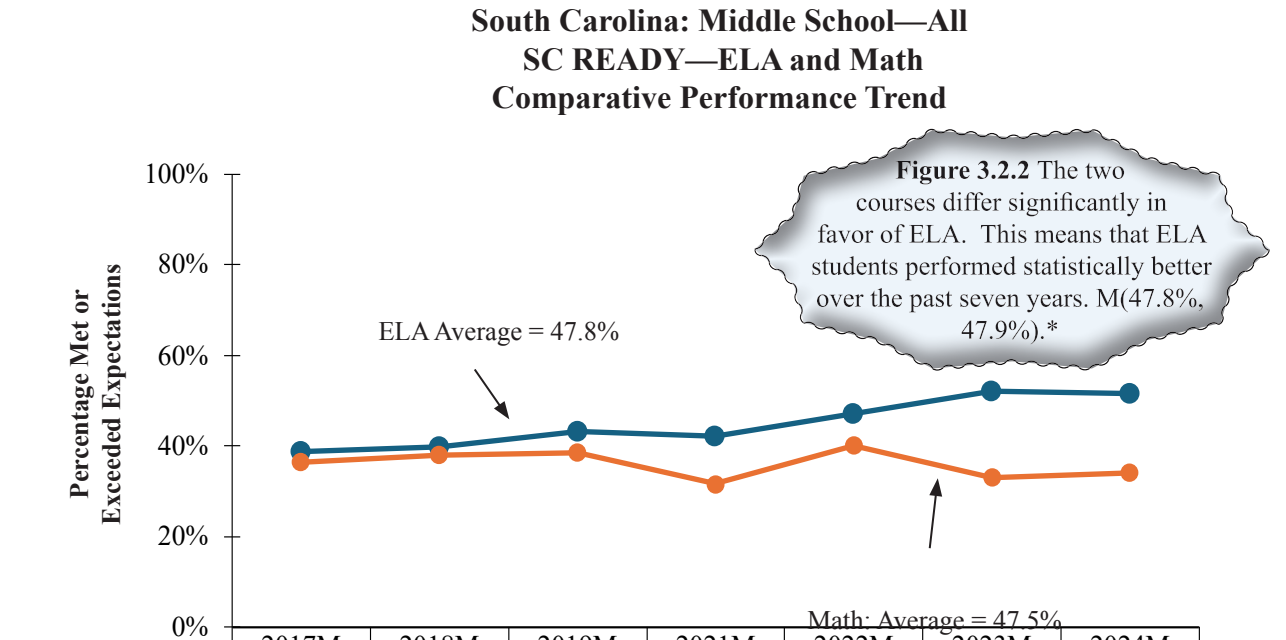
*Averages not adjusted for COVID-19 the pandemic. This does not affect the conclusions.

3.2 Middle School: Comparison Between ELA and Math—All Cohorts (2017–2024)



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
CCSD_ELA (All)	44.6%	46.6%	49.7%	49.4%	51.8%	59.8%	60.8%
CCSD_Math (All)	40.9%	43.8%	44.4%	41.6%	42.7%	44.1%	47.0%

Figure 3.2.1 CCSD: All—middle school—SCREADY trending—ELA vs. math (2017–2024).



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
SC_ELA (All)	38.7%	39.7%	43.2%	42.1%	47.1%	52.2%	51.4%
SC_Math (All)	36.4%	38.0%	38.6%	31.7%	40.1%	33.1%	34.1%

Figure 3.2.2 SC: All—middle school—SCREADY trending—ELA vs. math (2017–2024).

*Averages not adjusted for COVID-19 the pandemic. This does not affect the conclusions.

Chapter 4

EOCEP: Recovery in Lost Learning—Pre- and Post-Pandemic

The objective of this chapter is to depict the percentage difference in student performance before and after the COVID-19 pandemic. Basically, the recovery status in performance is shown in this chapter.

Charleston County School District (CCSD) high school students are shown in Figure 4.1.1. The performance of all CCSD students in ENG II reached 17.9% above its pre-pandemic level, whereas math performance was 12.2% above its pre-pandemic level. In the same figure, Black students as a group made the largest return above their pre-pandemic level, reaching 44.1% and 44.2% in ENG II and ALG, respectively. *Note: The large gain in percentage from above pre-pandemic levels should not be misconstrued as a high-performing group because the achievement gap continue to persist.* To that end, the achievement gap persist more than ever. For example, SC and CCSD as a whole performed significantly better above their pre-pandemic levels for ENG II and ALG; however, the gap between SC and CCSD performances over the past seven years for ENG II were only 2.2%, whereas the gap for ALG was 20.3% (CCSD). This equate to a combined gap average of 11.3% in favor of CCSD. Correspondingly, the performance gap between SC and CCSD's Black students are 43.3% (ENG II) and 55.0% (ALG). This equate a combined average gap of 49.1% in favor of SC. *For performance, see Figures 6.3.1 and 6.3.2.*

As depicted in Figure 4.1.1, the Hispanic group did not return to their pre-pandemic level in ALG, which was 13.7% below their pre-pandemic level. All other ALG students returned to or above pre-pandemic levels. Please keep in mind the total population for all state students tested in this subject which includes Asians, American Indians, Two or more races, and so on. This means that Black students experienced a robust bounced back from the pandemic. However, as stated in the above paragraph that a robust recovery from the pandemic should not misconstrued for high performance by students.

Overall, using pre-pandemic performance as a recovery benchmark, SC and CCSD students performed statistically better above benchmark in ENG II and ALG.

4.1 High School—EOCEP—Recovery Status of Pre- and Post-Pandemic

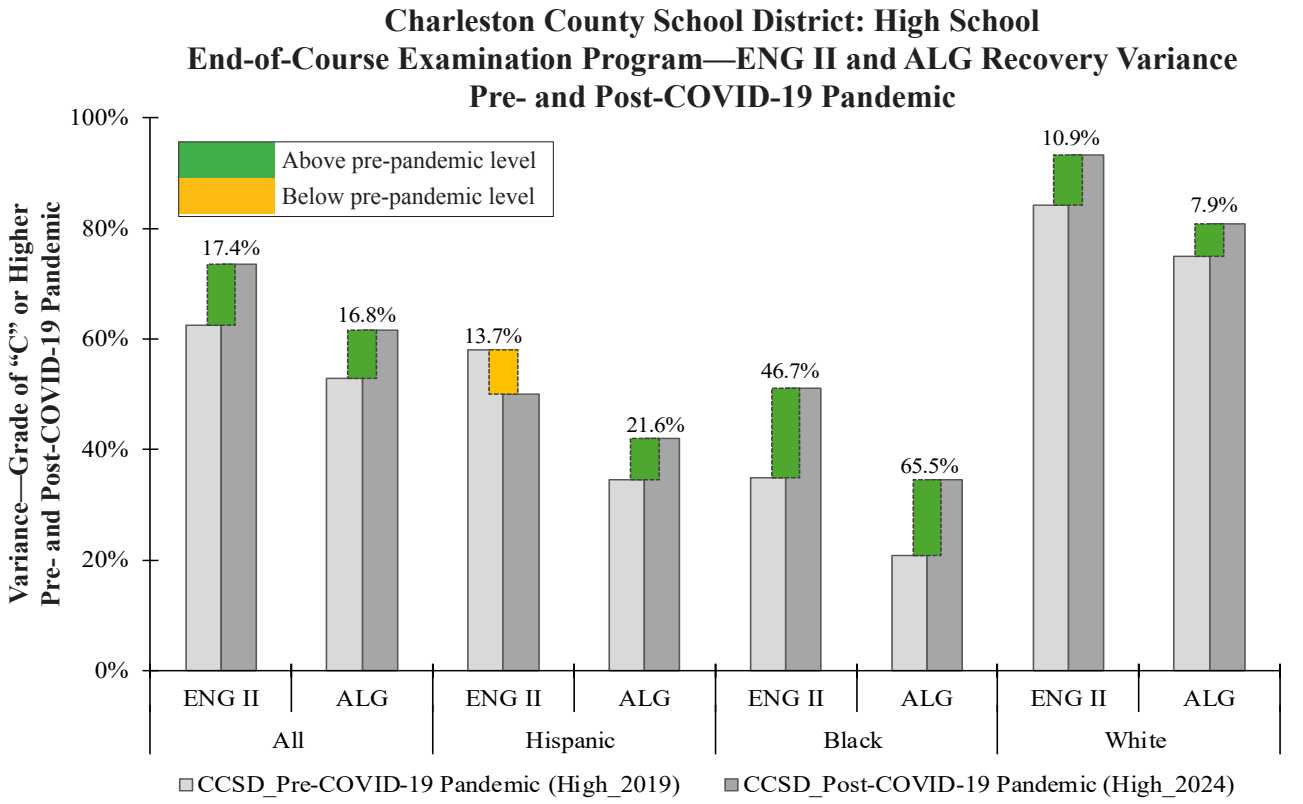


Figure 4.1.1 CCSD: EOCEP school variance in percentage for pre- and post-COVID-19 pandemic

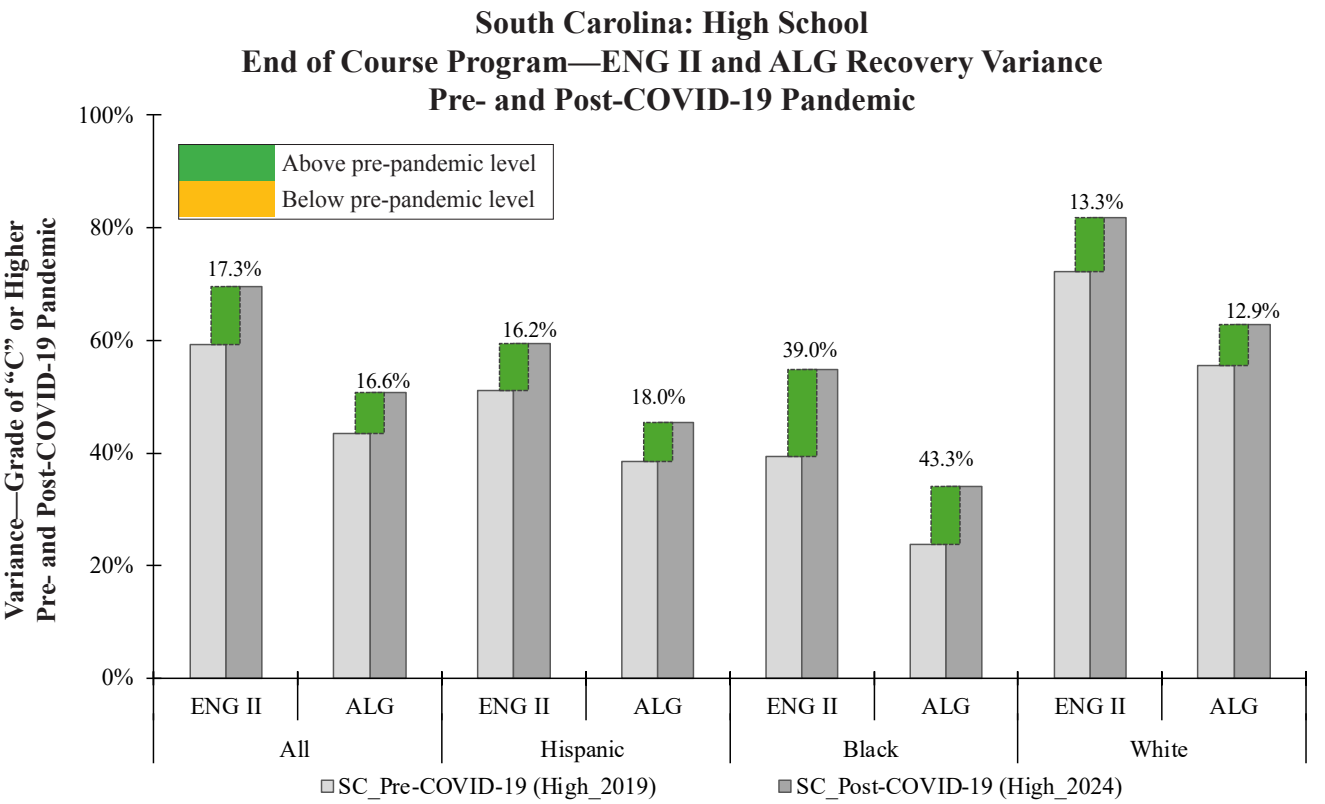


Figure 4.1.2 SC: EOCEP school variance for pre- and post-COVID-19 pandemic.

4.2 Middle School CCSD and SC Recovery Status—Data Tables of Pre- and Post-Pandemic

The tables in this section contains the data used to generated the Figures 4.1.1 and 4.1.2. For example, the performance percentages are not shown on the columns in the figures; therefore, the reader can refer to Tables 4.2.2 and 4.2.3. The percentages in the columns represent the gray columns shown in the graphs for pre- and post-pandemic performances.

Table 4.2.1 SC and CCSD—Headcount.

State	South Carolina		Charleston County School District	
Group	**Number**	**Percent**	**Count**	**Percent**
Total	**788,908**	**100.0%**	**50,312**	**100%**
Hispanic	109,230	13.8%	7,916	15.7%
Black	244,707	31.0%	14,291	28.4%
White	369,307	46.8%	24,978	49.6%
Other†	65,664	8.3%	3,127	6.2%

Table 4.2.2 CCSD: EOCEP—high School pre- and post-pandemic performance and variance..

CCSD_High School	EOCEP Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ENG II**	62.6%	73.5%	10.9	17.4%
	ALG	52.8%	61.7%	8.9	16.8%
Hispanic	**ENG II**	58.0%	50.1%	-7.9	-13.7%
	ALG	34.6%	42.0%	7.5	21.6%
Black	**ENG II**	34.9%	51.2%	16.3	46.7%
	ALG	20.9%	34.5%	13.7	65.5%
White	**ENG II**	84.2%	93.3%	9.2	10.9%
	ALG	75.0%	80.9%	6.0	7.9%

Table 4.2.3 SC: EOCEP—high School pre- and post-pandemic performance and variance.

SC_High School	EOCEP Subject	Pre-pandemic (2019)	Post-pandemic (2024)	Points Variance*	Percent Variance*
All	**ENG II**	59.3%	69.6%	10.3	17.3%
	ALG	43.5%	50.7%	7.2	16.6%
Hispanic	**ENG II**	51.1%	59.4%	8.3	16.2%
	ALG	38.5%	45.4%	6.9	18.0%
Black	**ENG II**	39.4%	54.8%	15.4	39.0%
	ALG	23.8%	34.1%	10.3	43.3%
White	**ENG II**	72.2%	81.8%	9.6	13.3%
	ALG	55.6%	62.8%	7.2	12.9%

*The negative sign (-) means performance is below pre-pandemic level, whereas no sign means performance is above pre-pandemic level.

Chapter 5

EOCEP: Pre- and Post-Pandemic Trending: ELA vs Math Performance (2017–2024)

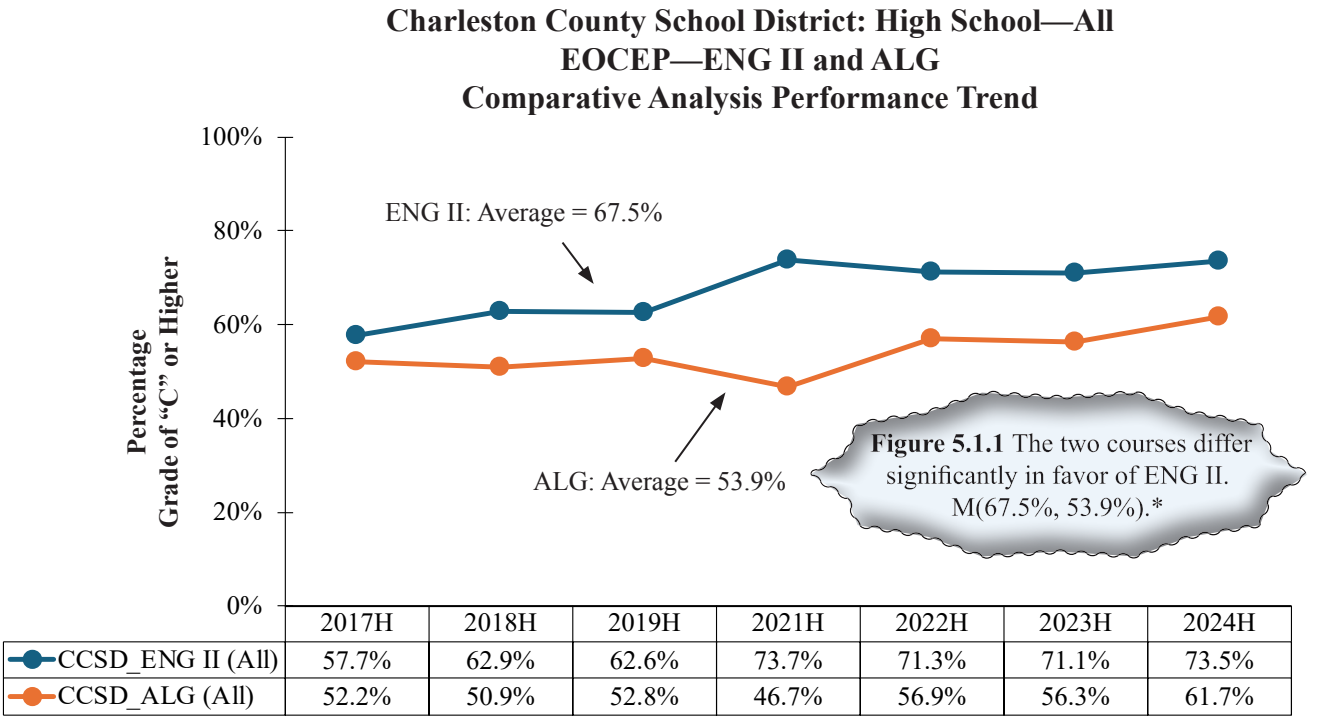
The purpose of this chapter is to analyze the behavior pattern between ENG II and ALG from 2017 to 2024. The behavior pattern with EOCEP performance is remarkable different from SCREADY patterns depicted in Chapter 3. For example, a reversal between ELA and math where the convergence and divergence of ELA and math performances pre- and post-pandemic was a profound reversal in trending where the performance levels of math decreased significantly post-pandemic.

The EOCEP trending pattern did not converge, rather the trending between the courses showed a more parallel pattern where ENG II consistently performed significantly better than ALG. The trending pattern for Hispanic, Black, and White students are the same as shown for the statewide line graph shown in this chapter. An observation of Figures 4.1.1 and 4.1.2 can be parlayed with the line graphs in this chapter—Figures 5.1.1 and 5.1.2. For example, in Figures 4.1.1 and 4.1.2 the green area on the columns exceeds the pre-pandemic performance for ENG II and ALG with ENG II significantly higher in performance as shown in the line graphs in this chapter.

There is a note with a statistical conclusion attached to each chart relative to the trends from 2017 to 2024. The note with each graph for the average (mean) has not been adjusted* for school closures during the pandemic. See the averages in parentheses in the notes appended to the graphs in this chapter.

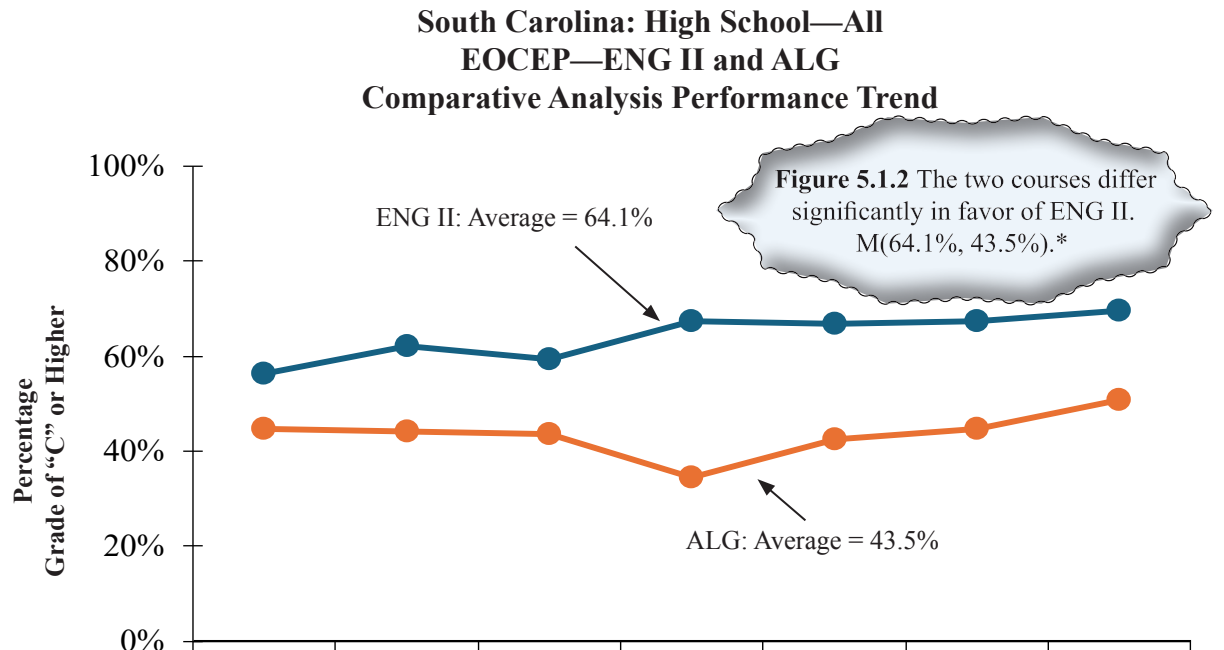
*These averages were adjusted for COVID-19 pandemic. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2020 and 2021. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021 when available.

5.1 High School: Comparison Between ENG II and ALG—All Cohorts (2017–2024)



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
CCSD_ENG II (All)	57.7%	62.9%	62.6%	73.7%	71.3%	71.1%	73.5%
CCSD_ALG (All)	52.2%	50.9%	52.8%	46.7%	56.9%	56.3%	61.7%

Figure 5.1.1 CCSD—All cohorts—EOCEP comparative analysis of ENG II and ALG (2017–2024).



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
SC_ENG II (All)	56.2%	62.1%	59.3%	67.4%	66.8%	67.4%	69.6%
SC_ALG (All)	44.6%	44.0%	43.5%	34.5%	42.3%	44.7%	50.7%

Figure 5.1.2 CCSD—All cohorts—EOCEP comparative analysis of ENG II and ALG (2017–2024).

*Averages not adjusted for COVID-19 the pandemic. This does not affect the conclusions.

Chapter 6

ELA and Math Performance (2017–2024)

The graphs shown in this chapter depict the average summary of performance from 2017 to 2024 for South Carolina College- and Career-Ready Assessments (SC READY) foundational courses in English language arts (ELA) and Mathematics (Math).

The entities depicted in this report are South Carolina (SC) and Charleston County School District (CCSD). Additionally, this chapter depict the average performance for End-of-Course Examination Program (EOCEP) core courses in English II (ENG II) and Algebra (ALG) and mathematics from 2017 to 2024. The average graphs provide more than a snapshot of performance for a single year rather they illustrate performance over seven years. There are data for 2020; therefore, the school year 2019–2020 is not included in these graphs because it does exist. Furthermore, school year ending in 2021 as part of adjusting for the pandemic has also been excluded from these averages.

To emphasize, the behavior pattern with End-of-Course Examination Program (EOCEP) performance is remarkably different from SC READY patterns depicted in Chapters 3. and 5. Therefore, the reader would not see the behavior pattern associated with the this chapter. For example, in Chapter 3, there were some graphs such as Figures 3.2.2, 3.1.2, and 3.2.1 that convergence during COVID-19 and their performance exhibited a reversal in post-pandemic whereas ELA begun performing better than math.

The EOCEP pattern in Chapter 5 did not show a similar behavior pattern where ENG II performance continued to higher than ALG before and after the pre- and post-pandemic. See my report examining the achievement gaps among the three student groups depicted in this report.

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021 when available. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2020 and 2021when available.

6.1 Elementary School: Average Performance Distribution by Race/Ethnicity: 2017–2024

The charts in Figures 6.1.1 and 6.1.2, depict the average performance of SCREADY. For example, Figure 6.1.1 contains the average summaries of performance from 2017 to 2024, adjusting for the pandemic. Note: To show the reader the behavior during pre- and post-pandemic the averages in the figures shown in Chapter 5 were not adjusted for the pandemic. The advantage of the line graphs are they provide a summary of performance year by year which show the overall changes in behavior patterns per year before and after the pandemic.

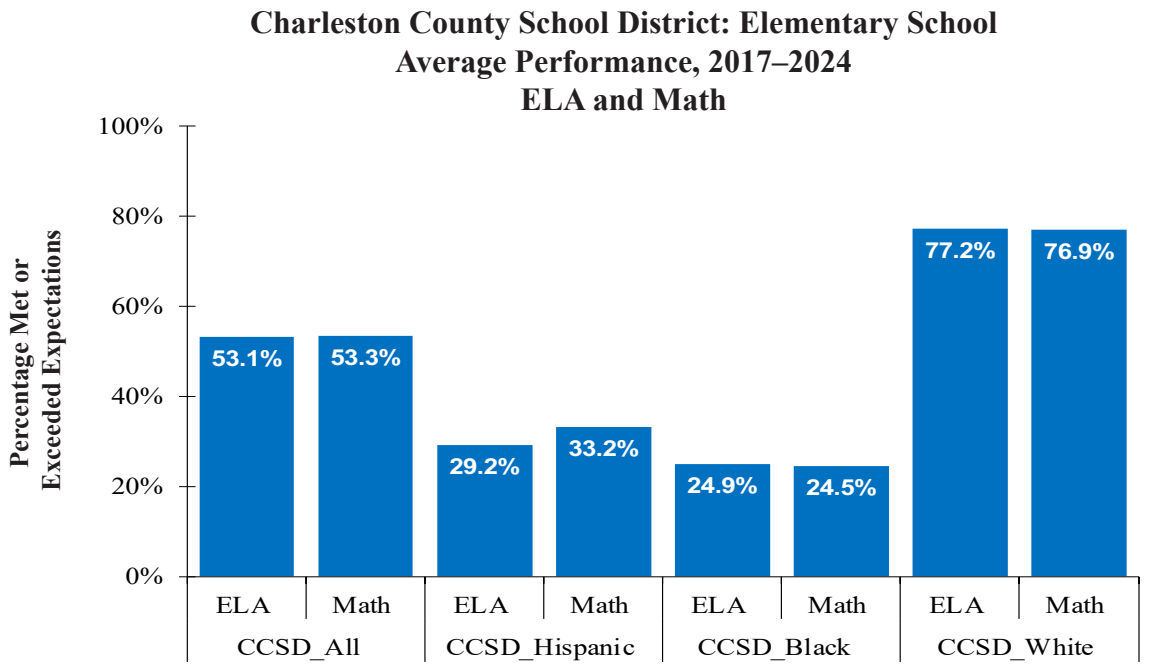


Figure 6.1.1 CCSD: Elementary school—ELA and math average performance (2017–2024).

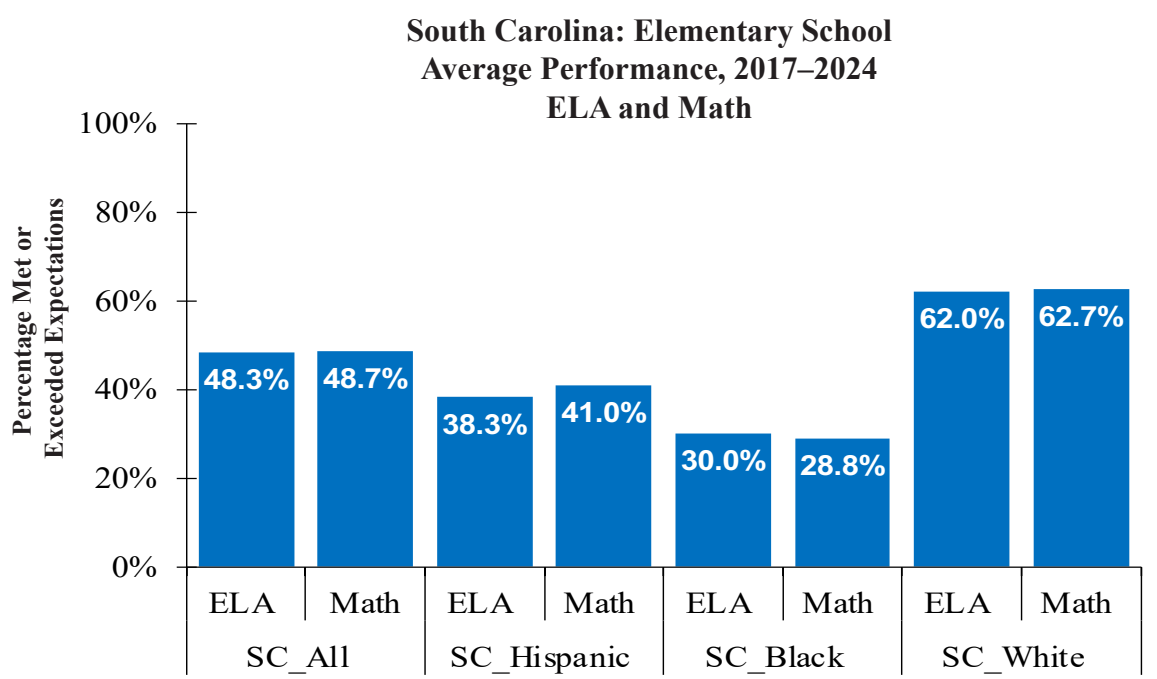


Figure 6.1.2 SC: Elementary school—ELA and math average performance (2017–2024).

6.2 Middle School: Average Performance by Race/Ethnicity: 2017–2024

The charts in Figures 6.2.1 and 6.2.2, depict the average performance of SCREADY for middle school students. For example, Figure 6.1.1 contains the average summaries of performance from 2017 to 2024, adjusting for the pandemic. Note: To show the reader the behavior patterns during pre- and post-pandemic the in the figures shown in Chapter 5 were not adjusted for the pandemic. As noted in Chapter 2, some groups such as Hispanic and Black showed large performances exceeding their pre-pandemic levels; however, the performance f these groups over the past seven years need improvements far beyond the pre-pandemic levels. For example, see See Figures 6.2.1 and 6.2.2.

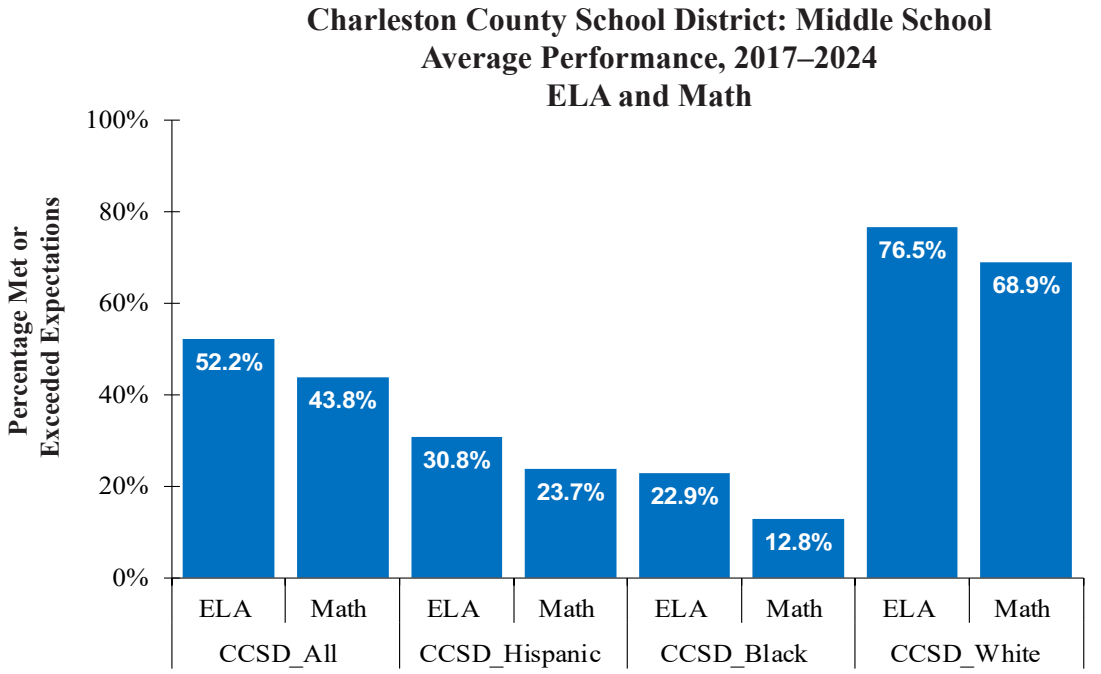


Figure 6.2.1 CCSD: Middle school—ELA and math average performance (2017–2024).

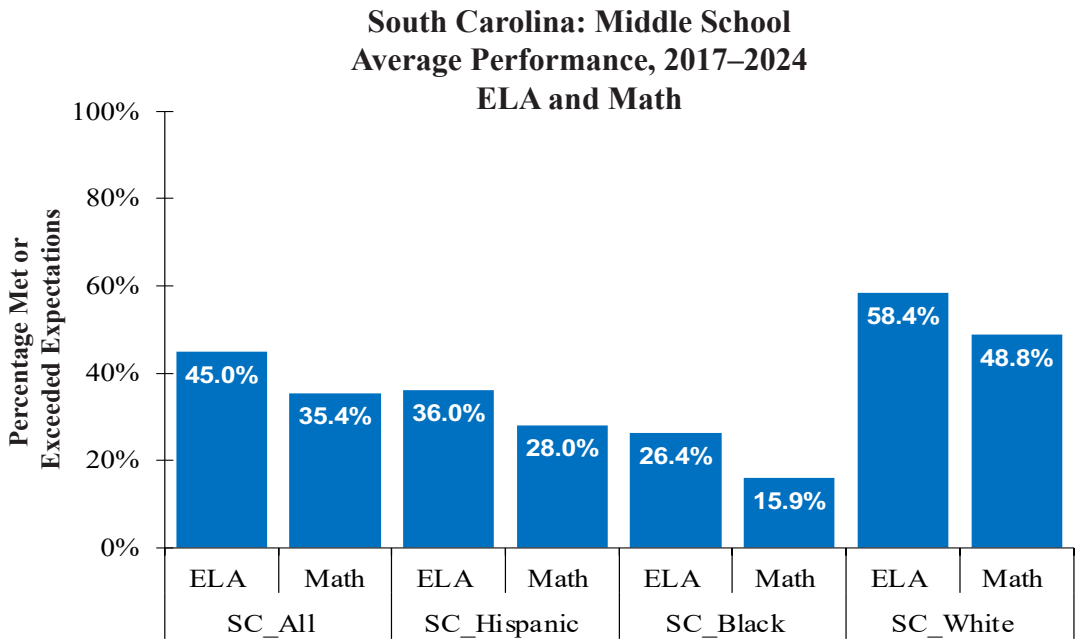


Figure 6.2.2 SC: Middle school—ELA and math average performance (2017–2024).

6.3 Chapter 5: Average Performance Distribution by Race/Ethnicity: 2017–2024, cont.

The graphs shown in Figures 7.3.1–7.2.2 show the test scores for two of EOCEP Charleston County School District and statewide for two of the four courses, namely English II and Algebra, respectively. Although the charts in Figures 7.1.1, 7.1.2, 7.2.1, and 7.2.2 depict the performance trends from 2017 to 2024 , the graphs in Figures 7.3.1 and 7.3.2 capture these trends in a average form. The advantage of the charts in this section allows the reader at a glance to observed the performance for all students and race/ethnicity.

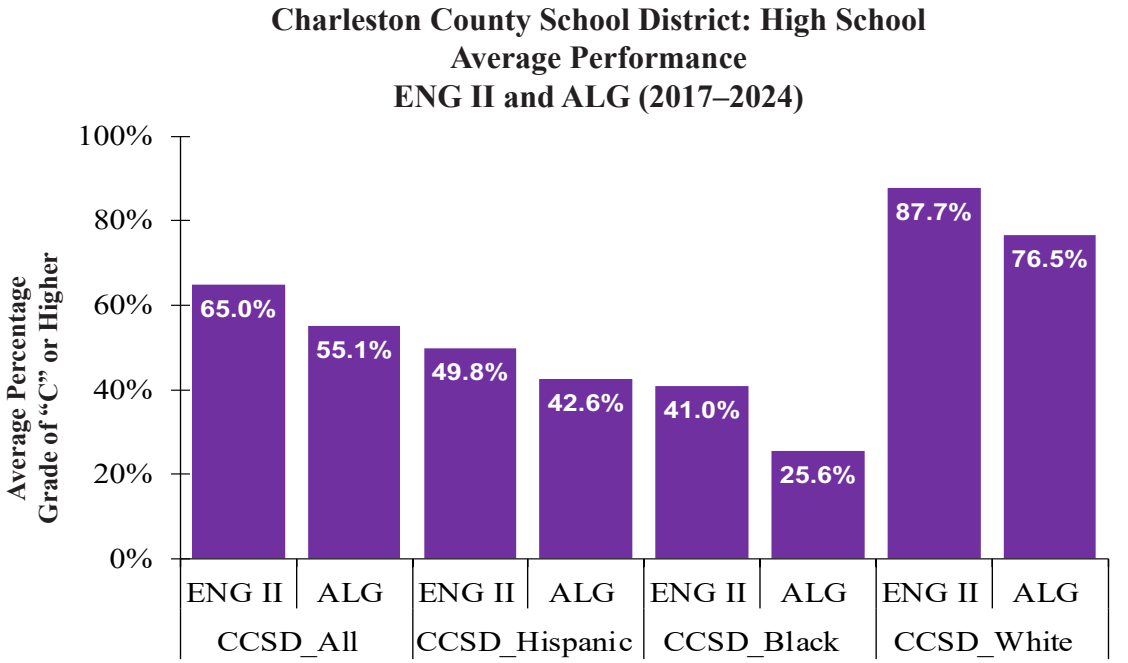


Figure 6.3.1 CCSD: High school—ENG II and ALG average performance (2017–2024).

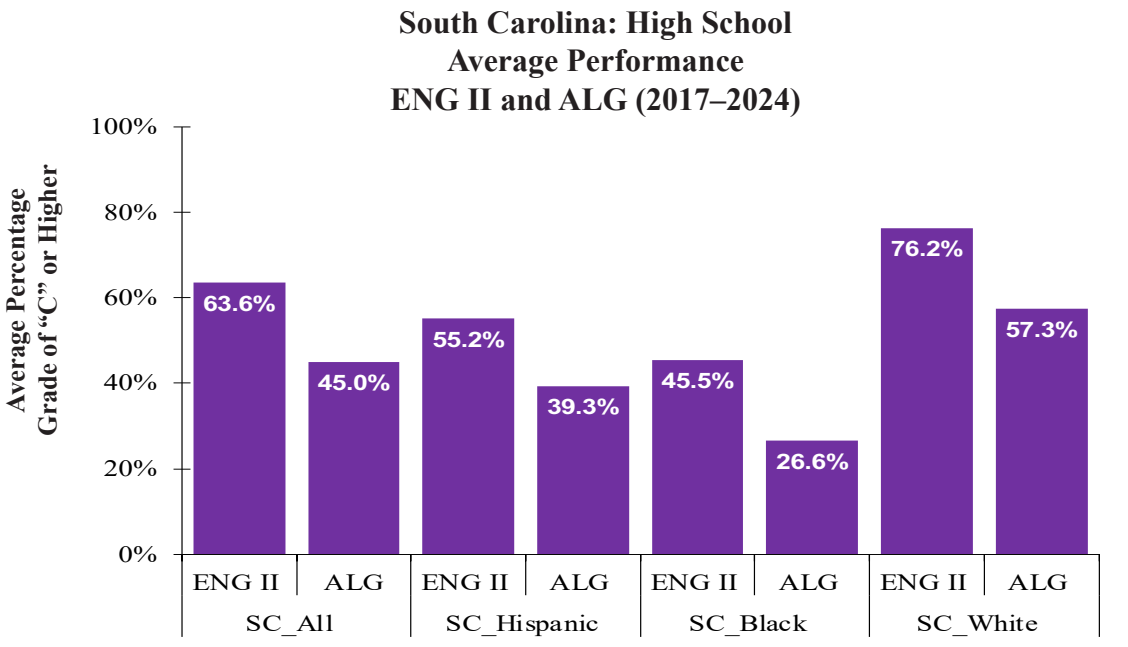


Figure 6.3.2 SC: High school—ENG II and ALG average performance (2017–2024).

Chapter 7

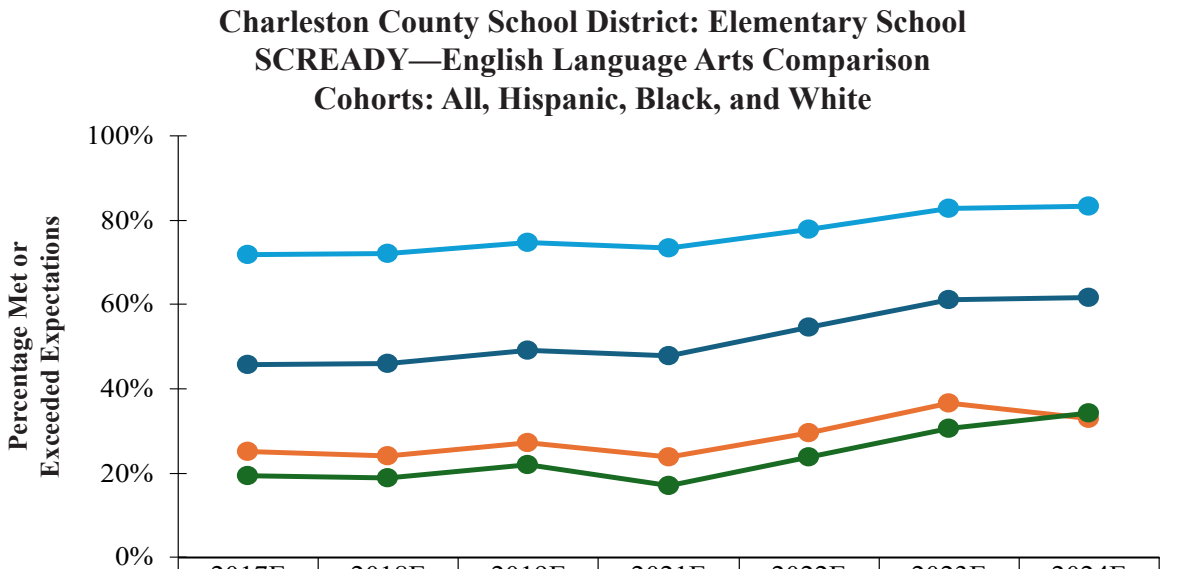
SC READY: ELA and Math Performance Comparison—All, Hispanic, Black, and White Students (2017–2024)

The graphs shown in this chapter depict the average summary of performance from 2017 to 2024 for South Carolina College- and Career-Ready Assessments (SC READY) foundational courses in English language arts (ELA) and Mathematics (Math).

The entities depicted in this report are South Carolina (SC) and Charleston County School District (CCSD). The averages shown in these graphs provide more than a snapshot of performance for a single year rather they illustrate performance over seven years. There are no data for school year ending in 2020; therefore, the school year 2020 is not included in these graphs because it does not exist. Furthermore, the school year ending in 2021 has also been excluded from these averages. To that end, the averages shown in this chapter are slightly different from those shown in the appended notes attached to the line graphs in Chapters 3 and 5.

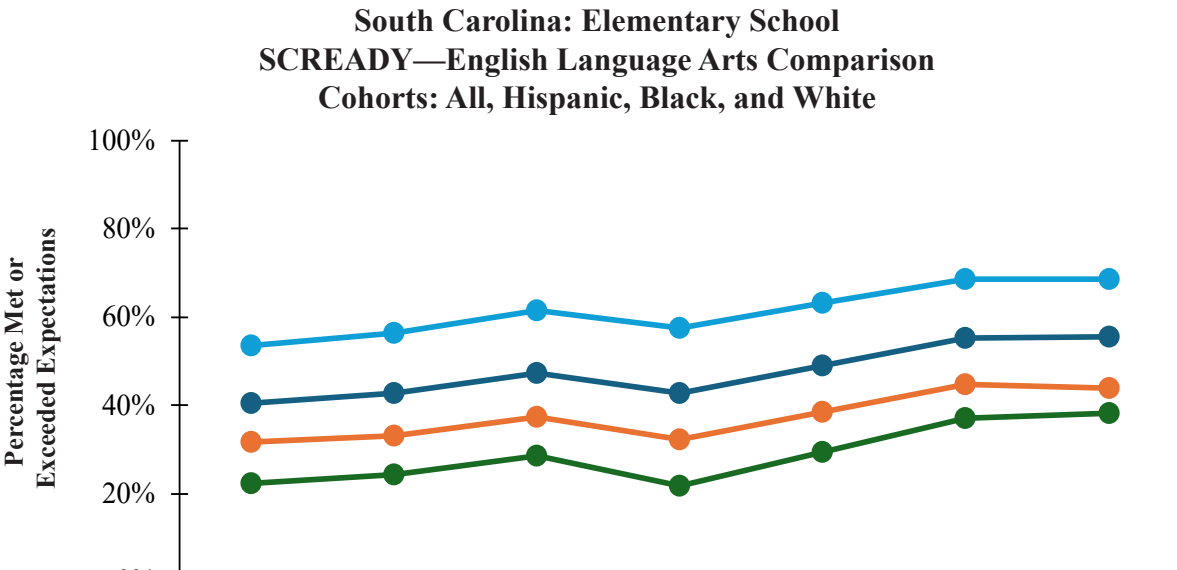
Therefore, the reader will see the behavior patterns associated with the charts in this chapter. For example, in Chapter 7, the line graphs show the yearly performance which are depicted as yearly averages whereas the column charts in Chapter 6 show the total averages from 2017 to 2024 depicted in Figures 6.1.1–6.2.2. Additionally, the line graphs provide discrete differences among the race or ethnicity groups. See my report examining the achievement gaps among the three student groups depicted in this report.

7.1 Elementary School: English Language Arts Trending—All, Hispanic, Black and White



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
CCSD_ELA (All)	45.8%	46.1%	49.2%	47.9%	54.7%	61.2%	61.6%
CCSD_ELA (Hispanic)	25.1%	24.1%	27.3%	23.9%	29.5%	36.6%	32.8%
CCSD_ELA (Black)	19.5%	19.0%	22.1%	17.1%	23.8%	30.7%	34.3%
CCSD_ELA (White)	71.8%	72.2%	74.7%	73.4%	77.9%	82.9%	83.5%

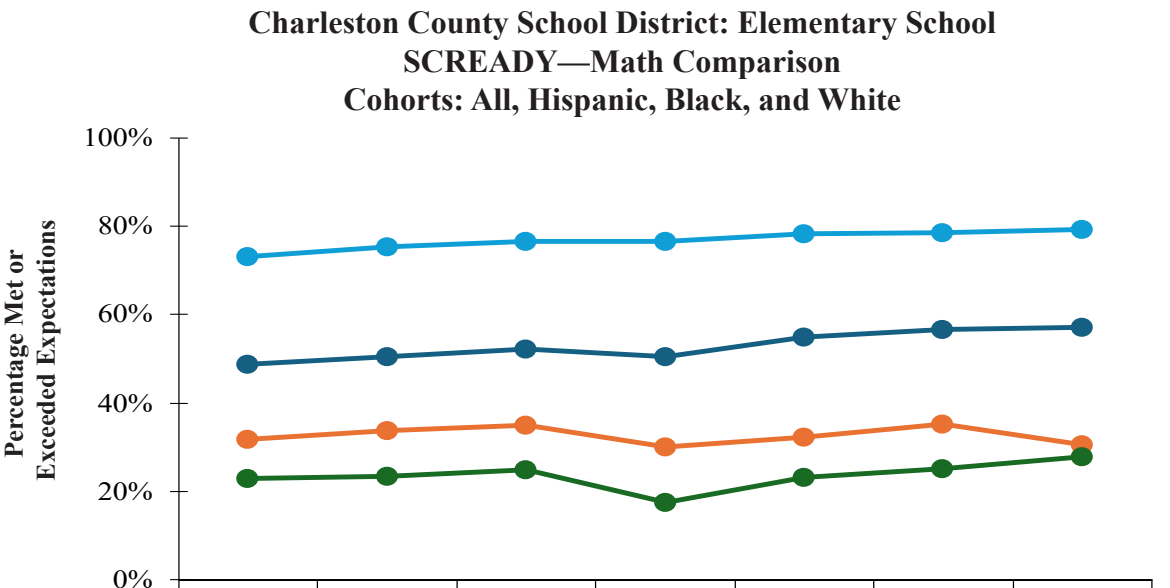
Figure 7.1.1 CCSD: Elementary school—ELA comparative analysis (2017–2024).



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
SC_ELA (All)	40.4%	42.7%	47.3%	42.8%	48.9%	55.2%	55.5%
SC_ELA (Hispanic)	31.8%	33.1%	37.3%	32.2%	38.6%	44.8%	43.9%
SC_ELA (Black)	22.4%	24.3%	28.5%	21.7%	29.5%	37.0%	38.3%
SC_ELA (White)	53.7%	56.3%	61.4%	57.4%	63.2%	68.6%	68.7%

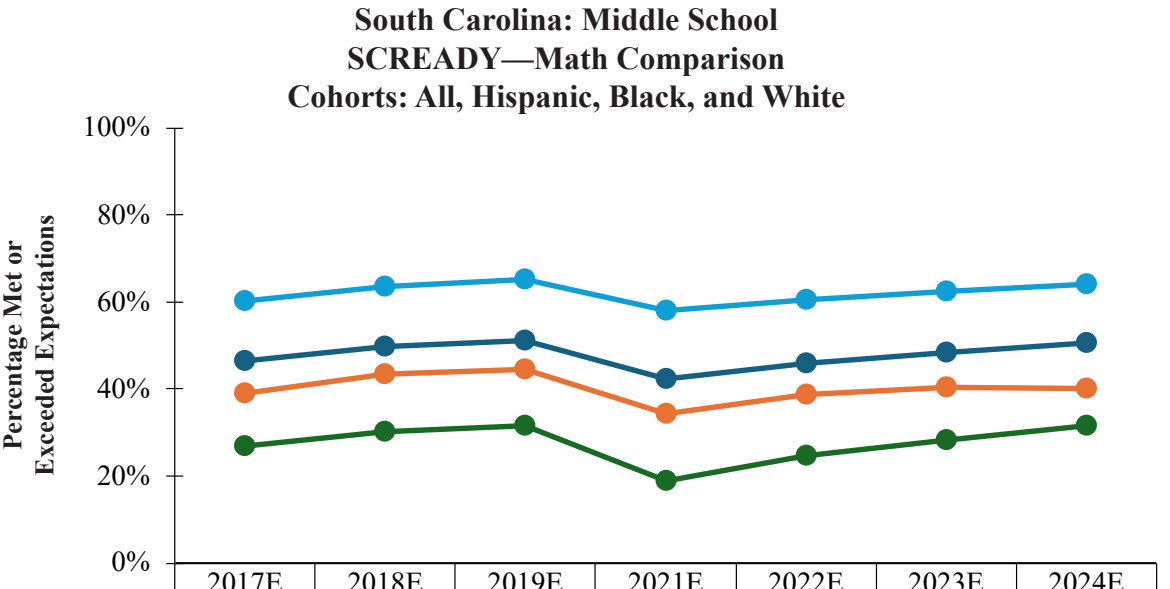
Figure 7.1.2 SC: Elementary school—ELA comparative analysis (2017–2024).

7.2 Elementary School: Mathematics Trending—All, Hispanic, Black and White



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
CCSD_Math (All)	48.7%	50.4%	52.2%	50.5%	55.0%	56.8%	57.1%
CCSD_Math (Hispanic)	31.9%	33.8%	35.1%	30.0%	32.2%	35.4%	30.5%
CCSD_Math (Black)	23.0%	23.3%	24.8%	17.6%	23.2%	25.0%	27.9%
CCSD_Math (White)	73.2%	75.4%	76.6%	76.7%	78.3%	78.6%	79.2%

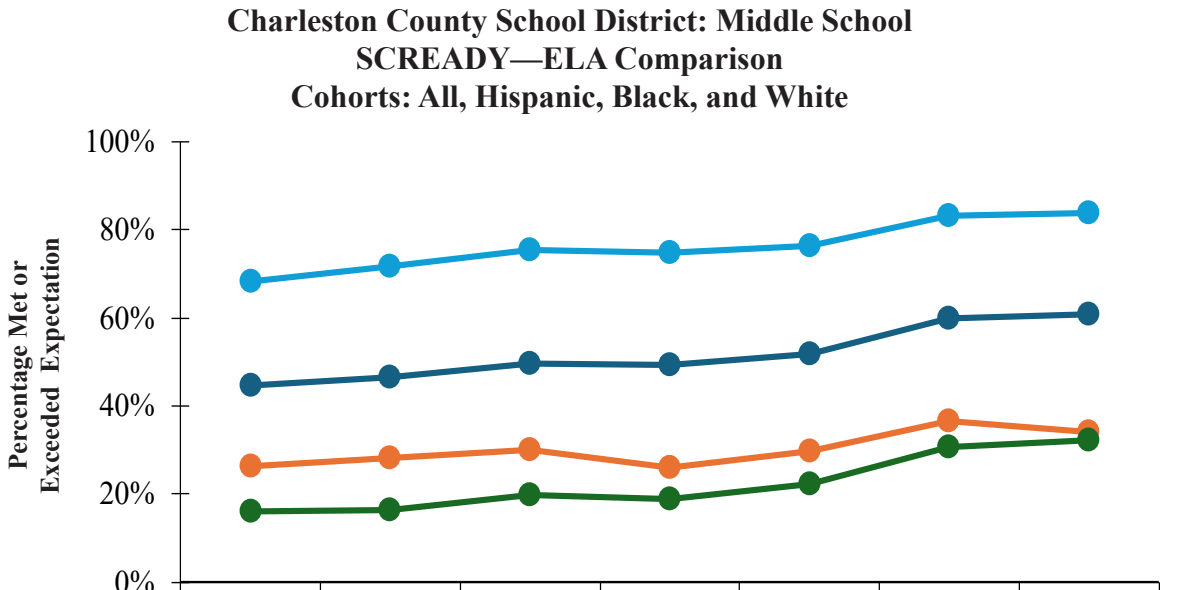
Figure 7.2.1 CCSD: Elementary school—math comparative analysis (2017–2024).



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
SC_Math (All)	46.3%	49.7%	51.2%	42.3%	45.9%	48.4%	50.4%
SC_Math (Hispanic)	39.1%	43.4%	44.5%	34.3%	38.6%	40.4%	40.2%
SC_Math (Black)	26.9%	30.1%	31.5%	18.8%	24.7%	28.3%	31.6%
SC_Math (White)	60.2%	63.6%	65.1%	58.0%	60.5%	62.4%	64.2%

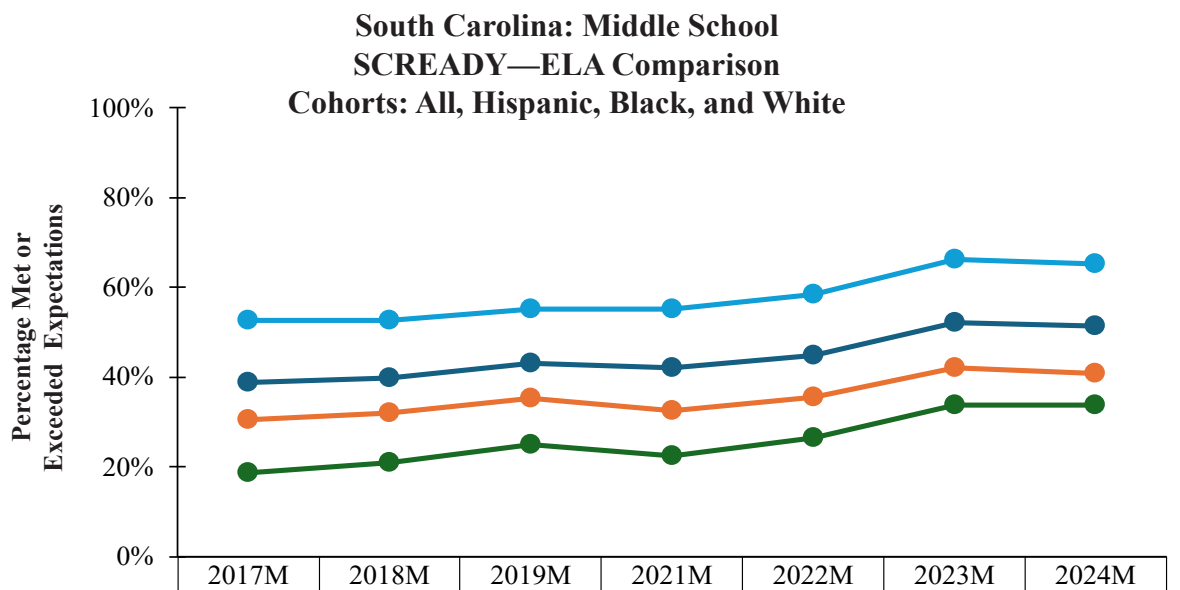
Figure 7.2.2 SC: Elementary school—math comparative analysis (2017–2024).

7.3 Middle School: English Language Arts Trending—All, Hispanic, Black and White



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
CCSD_ELA (All)	44.6%	46.6%	49.7%	49.4%	51.8%	59.8%	60.8%
CCSD_ELA (Hispanic)	26.3%	28.1%	30.1%	25.9%	29.7%	36.7%	34.0%
CCSD_ELA (Black)	16.0%	16.4%	19.8%	18.9%	22.2%	30.8%	32.3%
CCSD_ELA (White)	68.4%	71.6%	75.5%	74.7%	76.3%	83.2%	83.9%

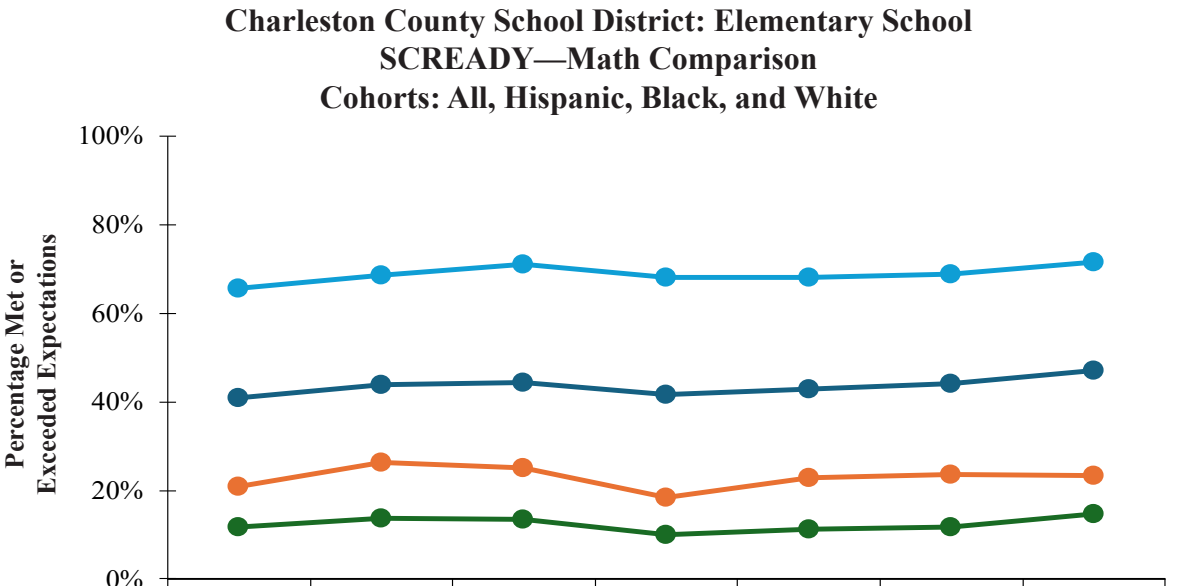
Figure 7.3.1 CCSD: Middle school—ELA comparative analysis (2017–2024).



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
SC_ELA (All)	38.7%	39.7%	43.2%	42.1%	44.7%	52.2%	51.4%
SC_ELA (Hispanic)	30.5%	31.9%	35.3%	32.6%	35.6%	42.2%	40.7%
SC_ELA (Black)	18.6%	20.9%	24.8%	22.4%	26.4%	33.8%	33.8%
SC_ELA (White)	52.7%	52.6%	55.2%	55.3%	58.5%	66.2%	65.1%

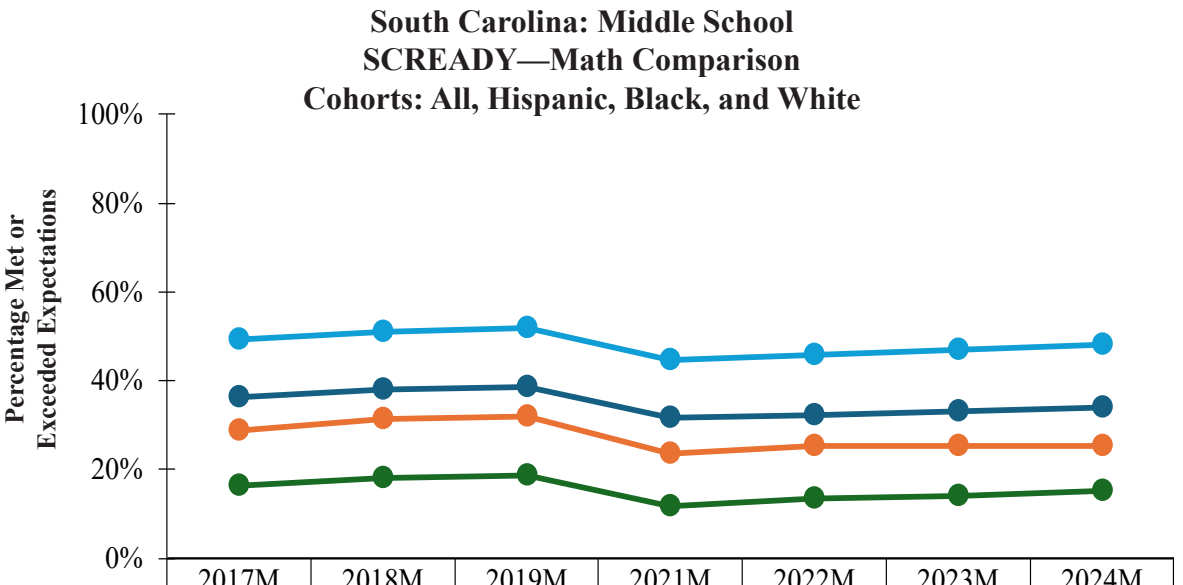
Figure 7.3.2 SC: Middle school—ELA comparative analysis (2017–2024).

7.4 Middle School: Mathematics Trending—All, Hispanic, Black and White, cont.



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
CCSD_Math (All)	40.9%	43.8%	44.4%	41.6%	42.7%	44.1%	47.0%
CCSD_Math (Hispanic)	20.9%	26.2%	25.1%	18.4%	22.9%	23.7%	23.3%
CCSD_Math (Black)	11.8%	13.7%	13.6%	10.1%	11.1%	11.8%	14.7%
CCSD_Math (White)	65.5%	68.5%	71.0%	68.1%	68.0%	68.7%	71.4%

Figure 7.4.1 CCSD: Middle school—math comparative analysis (2017–2024).



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
SC_Math (All)	36.4%	38.0%	38.6%	31.7%	32.3%	33.1%	34.1%
SC_Math (Hispanic)	28.7%	31.3%	32.1%	23.6%	25.3%	25.2%	25.3%
SC_Math (Black)	16.5%	18.0%	18.7%	11.7%	13.4%	14.0%	15.1%
SC_Math (White)	49.2%	51.0%	51.8%	44.7%	45.8%	46.9%	48.1%

Figure 7.4.2 SC: Middle school—math comparative analysis (2017–2024).

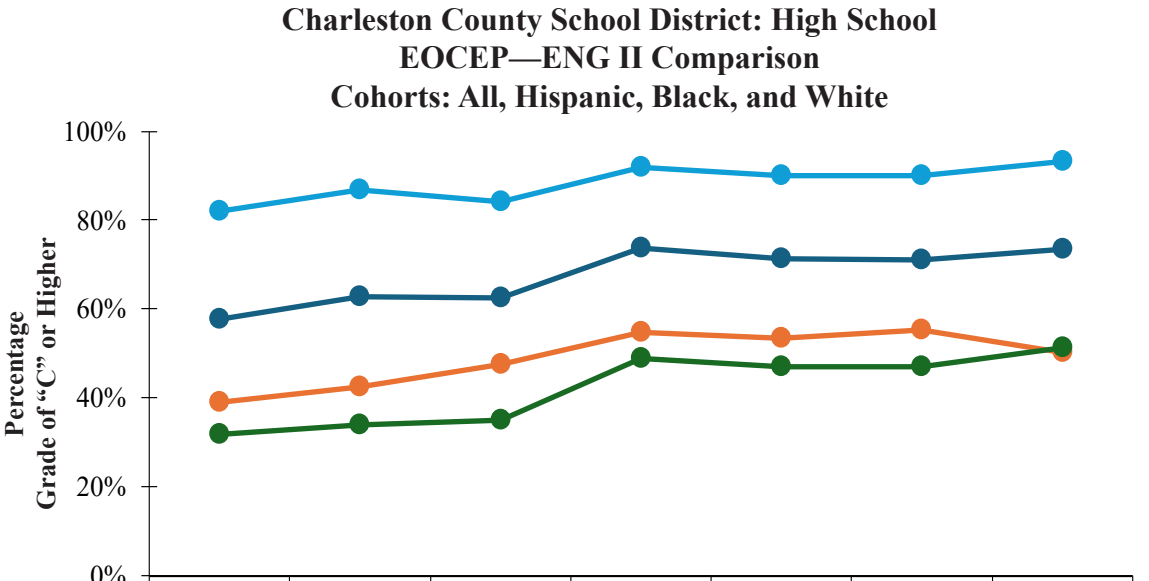
Chapter 8

EOCEP: ENG II and ALG Performance Trending—All, Hispanic, Black, and White Students (2017–2024)

The purpose of this chapter is to highlight the performance patterns and differences among the three largest groups of students, namely Hispanic, Black, and White. These graphs depict all public-school students in South Carolina (SC) and Charleston County School District (CCSD). As can be seeing by all the graphs in this chapter, the school year in 2021 indicates that there was an interruption in the learning process in 2020 that impacted all students. There were no test data for school year ending in 2020.

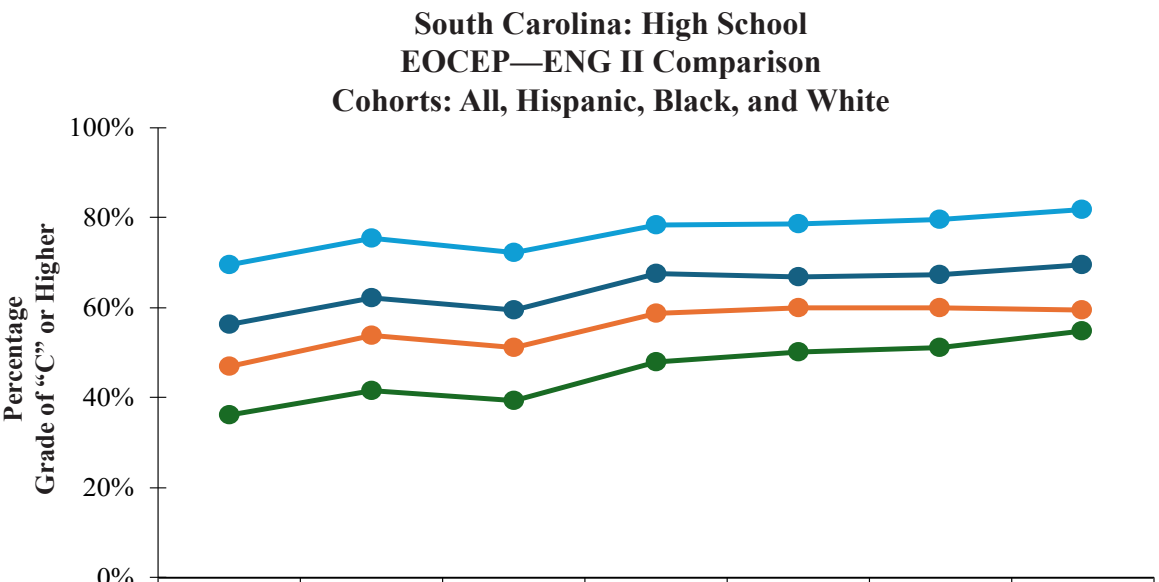
This interruption is consistent with school closure and other disruptions caused by the COVID-19 pandemic. Additionally, almost all the line graphs show a robust recovery in the English II (ENG II) measures and but not necessarily in Algebra (ALG). The graphs in this chapter are based on the charts in Figures 6.3.1 and 6.3.2. However, the charts in Chapter 6 do not include school years ending in 2020 and 2021 because to do so would not reflect the true performance from 2017 to 2024. Additionally, there were no testing for school year ending in 2020. because of the COVID-19 pandemic. For example, Figure 6.3.1 shows the average performance from 2017 to 2024, adjusted for COVID-19, whereas the line graphs in Figure 8.1.1 and 8.2.1, the counterpart to Figure 6.3.1, depict the pattern in performance by year from 2017 to 2024, including school year ending in 2021.

8.1 High School: ENG II Trending—All, Hispanic, Black and White



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
CCSD_ENG II (All)	57.7%	62.9%	62.6%	73.7%	71.3%	71.1%	73.5%
CCSD_ENG II (Hispanic)	39.1%	42.5%	47.5%	54.7%	53.5%	55.4%	50.1%
CCSD_ENG II (Black)	31.8%	34.0%	34.9%	48.8%	46.9%	47.0%	51.2%
CCSD_ENG II (White)	82.0%	86.8%	84.2%	91.8%	90.0%	90.0%	93.3%

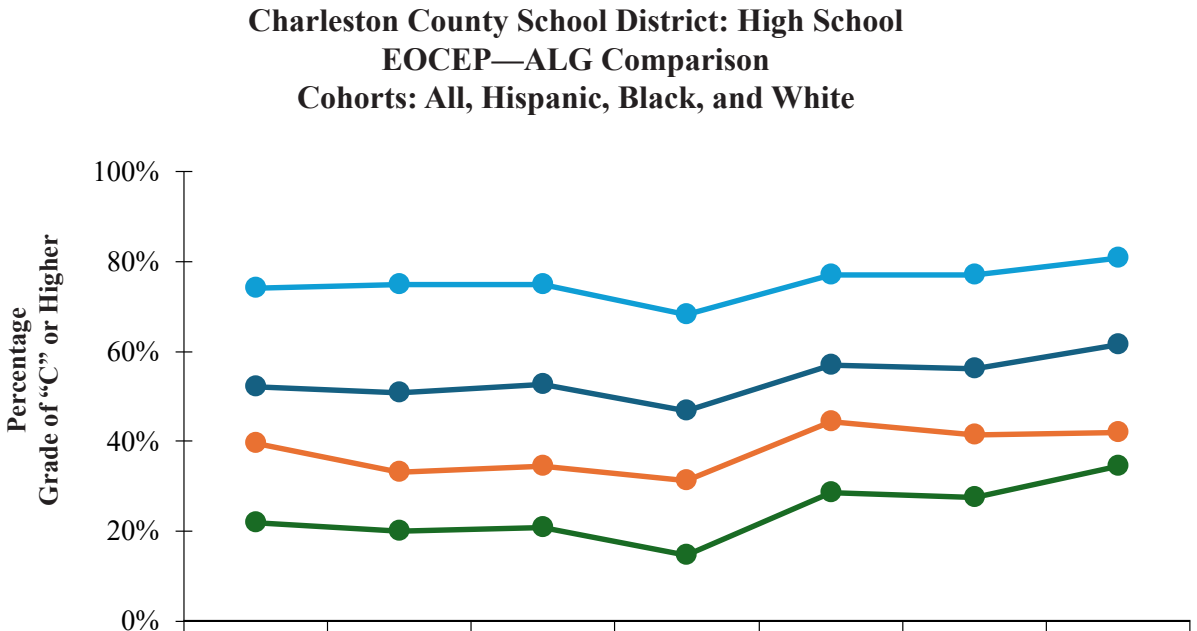
Figure 8.1.1 CCSD: High school—ENG II comparative analysis (2017–2024).



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
SC_ENG II (All)	56.2%	62.1%	59.3%	67.4%	66.8%	67.4%	69.6%
SC_ENG II (Hispanic)	46.9%	53.8%	51.1%	58.8%	60.0%	59.9%	59.4%
SC_ENG II (Black)	36.0%	41.5%	39.4%	48.0%	50.2%	51.1%	54.8%
SC_ENG II (White)	69.5%	75.4%	72.2%	78.4%	78.5%	79.6%	81.8%

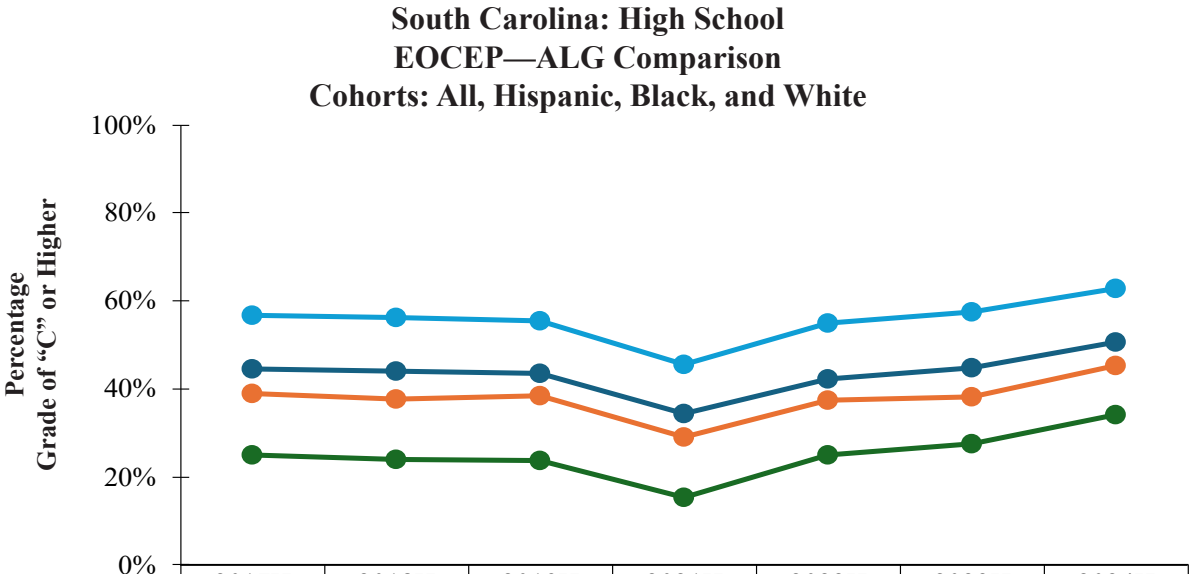
Figure 8.1.2 SC: High school—ENG II comparative analysis (2017–2024).

8.2 High School: Algebra Trending—All, Hispanic, Black and White



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
CCSD_ALG (All)	52.2%	50.9%	52.8%	46.7%	56.9%	56.3%	61.7%
CCSD_ALG (Hispanic)	39.5%	33.1%	34.6%	31.3%	44.3%	41.4%	42.0%
CCSD_ALG (Black)	22.0%	20.0%	20.9%	14.6%	28.5%	27.6%	34.5%
CCSD_ALG (White)	74.2%	74.9%	75.0%	68.3%	77.0%	77.0%	80.9%

Figure 8.2.1 CCSD: High school—ALG comparative analysis (2017–2024).



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
SC_ALG (All)	44.6%	44.0%	43.5%	34.5%	42.3%	44.7%	50.7%
SC_ALG (Hispanic)	38.9%	37.6%	38.5%	29.1%	37.5%	38.1%	45.4%
SC_ALG (Black)	25.1%	24.1%	23.8%	15.3%	25.0%	27.6%	34.1%
SC_ALG (White)	56.8%	56.2%	55.6%	45.6%	55.0%	57.6%	62.8%

Figure 8.2.2 SC: High school—ALG comparative analysis (2017–2024).

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About WCS

Wilson Consulting Services, LLC is a limited liability company that provides consulting in measurement processes, statistical analyses, mathematics education, and family history research.

Our core values are integrity, quality, and customer satisfaction.

Our mission is to provide each client with the most effective and ethical service possible, and to preserve and promote evidence-based decision making for our clients.

The Author and Founder/CEO
David C. Wilson

David C. Wilson is a retired electrical and electronics engineer, adjunct mathematics professor, and founder of Wilson Consulting Services, LLC. Beyond his professional career, he is a dedicated local and family history researcher, author, and self-publisher.

A proud five-generation native of Horry County, South Carolina, Wilson attended formerly segregated public schools, including Todd Swamp Colored School, Poplar Elementary School, and Chestnut Consolidated High School. He later pursued higher education, earning a bachelor's degree in electrical engineering from the City College of New York and a master's degree in the same field from Manhattan University (formerly Manhattan College).

With more than 35 years of experience in product development, quality, and reliability engineering, Wilson contributed his expertise to multinational corporations such as General Electric, Honeywell, and IBM. Additionally, he dedicated over 25 years to academia, teaching statistics and mathematics as an adjunct professor at institutions including Dutchess Community College, Quinnipiac University, and Horry County Technical College. His commitment to excellence has earned him numerous professional accolades and community service awards.


David C. Wilson
CEO / Author

Wilson and his wife, Beverly, reside in Conway, South Carolina, they cherish their family, including two sons, six grandchildren, and one great-grandchild

Appendix—Related Reports

This page provides links to reports published on April 16, 2025, which can be accessed via images or report numbers. The data for these reports was sourced from the South Carolina Department of Education, Office of Research and Data Analysis, and was used to create various charts, graphs, and tables across seven reports, including this report.

Should you have a problem accessing the reports please click on or cut and paste the link in your browser:

Report 1: https://wilsonconsultingservices.net/wcs_blackteachers.pdf
Report 2: https://wilsonconsultingservices.net/wcs_studentpoverty.pdf
Report 3: https://wilsonconsultingservices.net/wcs_charterschools.pdf
Report 4: https://wilsonconsultingservices.net/wcs_ccsdcovid.pdf
Report 5: https://wilsonconsultingservices.net/wcs_gcsdcovid.pdf
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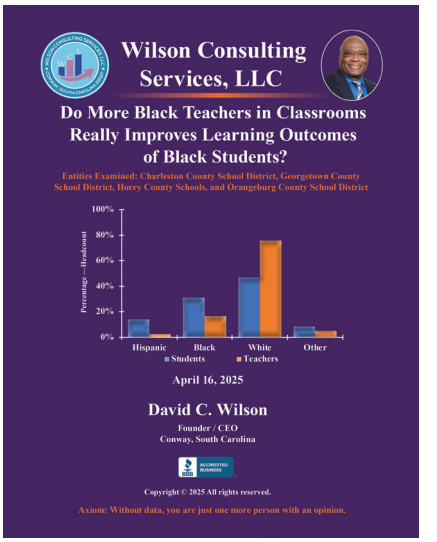
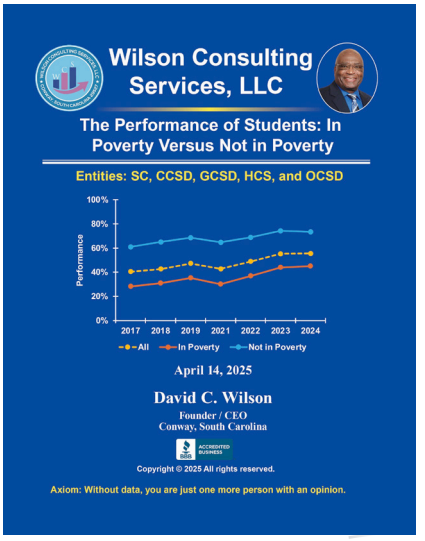
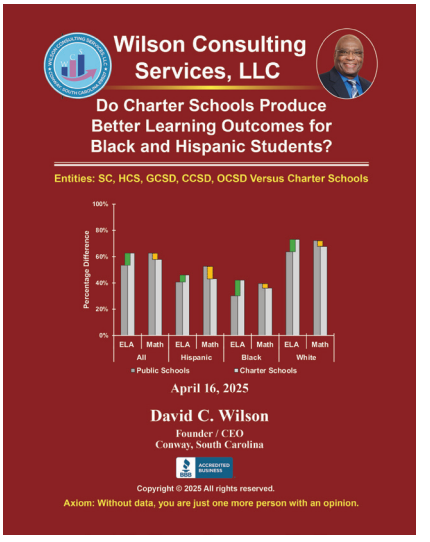
Report 7: https://wilsonconsultingservices.net/wcs_ocsdcovid.pdf



Report 1



Report 2



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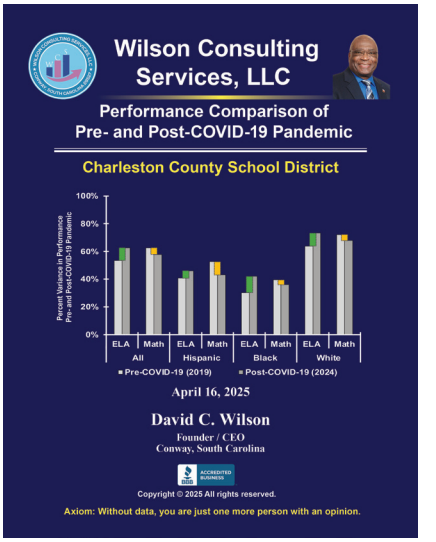

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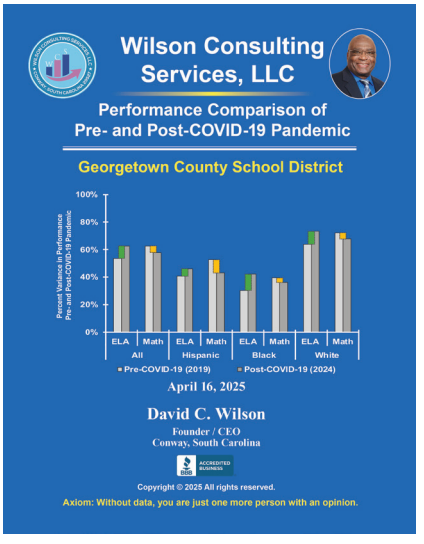

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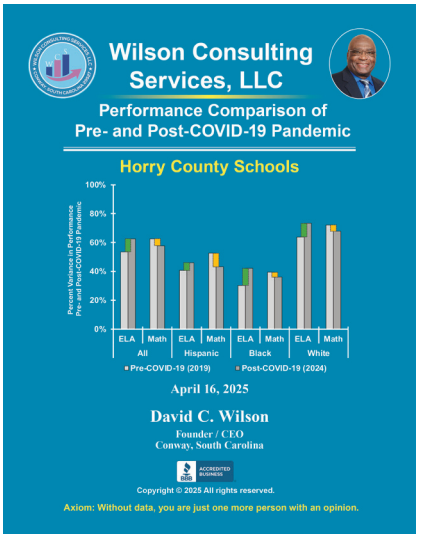
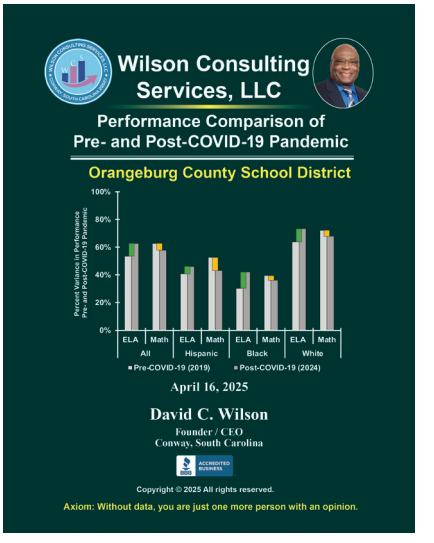


Report 6



Report 7

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