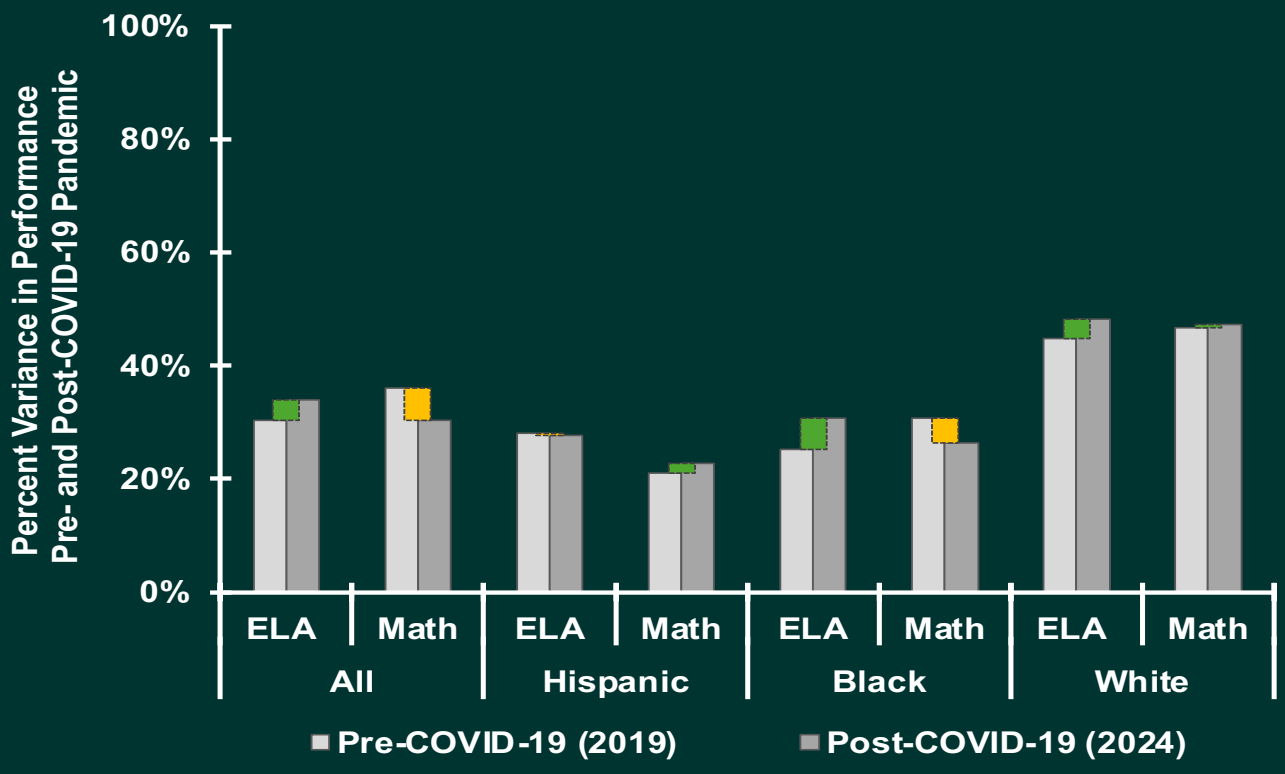
# Wilson Consulting Services, LLC

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

### Orangeburg County School District




April 16, 2025


**David C. Wilson**

Founder / CEO
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ACCREDITED BUSINESS BBB


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

## Executive Summary

The analysis investigates the impact of the COVID-19 pandemic on student learning within the Orangeburg County School District (OCSD) in South Carolina (SC) The study compares data from SC READY assessments for elementary and middle school students, and EOCEP assessments for high school students, between the pre-pandemic period (2019) and the post-pandemic period (2024).

The findings indicate that while performance in English Language Arts (ELA) and English II (ENG II) has returned to or exceeded pre-pandemic levels, performance in mathematics and Algebra (ALG) has not shown a similar recovery. This suggests that the pandemic had a more pronounced negative effect on these subjects.

**Performance Recovery: Pre- and Post COVID_19**
Post-pandemic performance levels for elementary and middle school students in ELA have shown significant improvement. Specifically, SC schools have seen an increase of 17.4% and 19.1% above pre-pandemic levels, while OCSD schools have experienced an increase of 12.1% and 39.3% above pandemic levels. However, in math, post-pandemic performance levels remain below pre-pandemic levels. SC schools have shown declines of 11.6% and 1.5%, and OCSD schools have shown declines of 15.7% and 13.9% below pre-pandemic levels.

For high school subjects, both ENG II and ALG have seen improvements. SC and OCSD schools have exceeded pre-pandemic levels by 17.3% and 19.7% for ENG II, and by 16.6% and 23.7% for ALG.

**Performance Comparison: OCSD versus SC (2017–2024)**
SC demonstrated superior academic performance compared to the OCSD across various subjects. In ELA, SC outperformed OCSD by 52.3% in elementary school and 55.5% in middle school.

In mathematics, SC surpassed OCSD by 91.9% in elementary school and 84.9% in middle school. Additionally, SC achieved higher scores in ENG II and ALG), exceeding OCSD by 37.2% and 73.0%, respectively. Overall, SC's combined performance in ELA and math was 71.1% better than OCSD, while OCSD's performance in ENG II and ALG was 55.1% lower than SC. ♦

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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. Some even recommended summer school or longer school days or school years to return to pre-pandemic levels.*

To follow up on these predictions, I used South Carolina Department of Education (SCDE) data to compare performance for the pre- and post-COVID-19 pandemic period comprised of school year ending in 2019, and the post-COVID-19 pandemic period comprised of school year ending in 2024.**To highlight the current academic status, I examined pre- and post-COVID-19 pandemic performance data for all South Carolina (SC) students and Orangeburg County School District (OCSD) students in this report.

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 OCSD. 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:

* 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 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 an F (0–59).
- The student scores a D (60–69).
- 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 EOCEP courses ENG II and ALG 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."

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 SC READY performance pre-COVID-19 pandemic for school year ending in 2019. The dark gray column represents performance post-COVID-19 pandemic for school year ending in 2024. With emphasis, the first column represents the performance for school 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 height 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. The percent at the top of the twin columns represents the variance between pre- and post-pandemic shown with green or gold area. 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 performance data and Chapter 4 and Tables 4.2.2 and 4.2.3 for the EOCEP performance data in this report. The tables depict the percentages for the gray columns and the percentages for the green and gold areas shown with the gray columns.

All SC and OCSD elementary and middle school students and selected groups (Hispanic, Black, and White) have recovered to or exceeded pre-COVID-19 levels in ELA; however, none have done so in math. The SC and OCSD student performance have recovered at about the same rate for math in middle school but at a different rate for elementary school (see Figures 2.1.1, 2.1.2, 2.2.1, and 2.2.2). All OCSD high school students, including the selected groups, recovered to or exceeded pre-COVID-19 levels in ENG II and ALG. However, there is one exception in ALG for one of the selected groups. The Hispanic group in SC did not fully recover to the pre-COVID-19 level.

There are seventy-nine school districts in SC with more than 700,000 students. OCSD is the second 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 OCSD, 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.*


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# 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.

Orangeburg County School District (OCSD) elementary school students are shown in Figure 2.1.1. The performance of all OCSD students in English language arts (ELA) reached 12.1% above its pre-pandemic level, whereas math performance was 15.7% below its pre-pandemic level. In the same figure, Black students as a group made the largest return above their pre-pandemic level, reaching 22.1% in ELA, whereas their math performance was 14.7% below its pre-pandemic level. Note: 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. To that end, the achievement gap persists more than ever. For example, SC and OCSD as a whole performed at 17.4% and 12.1.% above their pre-pandemic levels for ELA in elementary school, respectively. Although SC and OCSD significantly exceeded their pre-pandemic levels, their average performance over the past seven years for elementary ELA and math combined was 48.5% (SC) and 28.1% (OCSD).* This difference was statistically different in favor of SC. Correspondingly, SC and OCSD average performance in middle school ELA and math combined over the past seven years (2017–2024) were 35.4% (SC) and 19.9% (OCSD).* The two differ significantly in favor of SC. See Figures 6.1.1 and 6.1.2. Additionally, performance of SC and OCSD middle school students are shown in Figures 6.2.1 and 6.2.2.

The recovery performance of SC and OCSD middle school students in ELA reached 19.1% (SC) above its pre-pandemic level, whereas their math performance was not as robust—returning to within 11.6% below the pre-pandemic level, compared to OCSD at 39.3% above its pre-pandemic level, and its math was at 13.9% below pre-pandemic level. In either situation math has not recovered for either elementary or middle school students to or above pre-pandemic levels (see Figures 2.1.1–2.2.2.

Please keep in mind that pre- and post-pandemic performance differ from average performance over the past seven years, as shown in Chapters 3 and 5.

Overall, using pre-pandemic performance as a recovery benchmark, SC and OCSD students performed statistically better above pre-pandemic levels in ELA and statistically worse below math pre-pandemic levels.

*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.

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

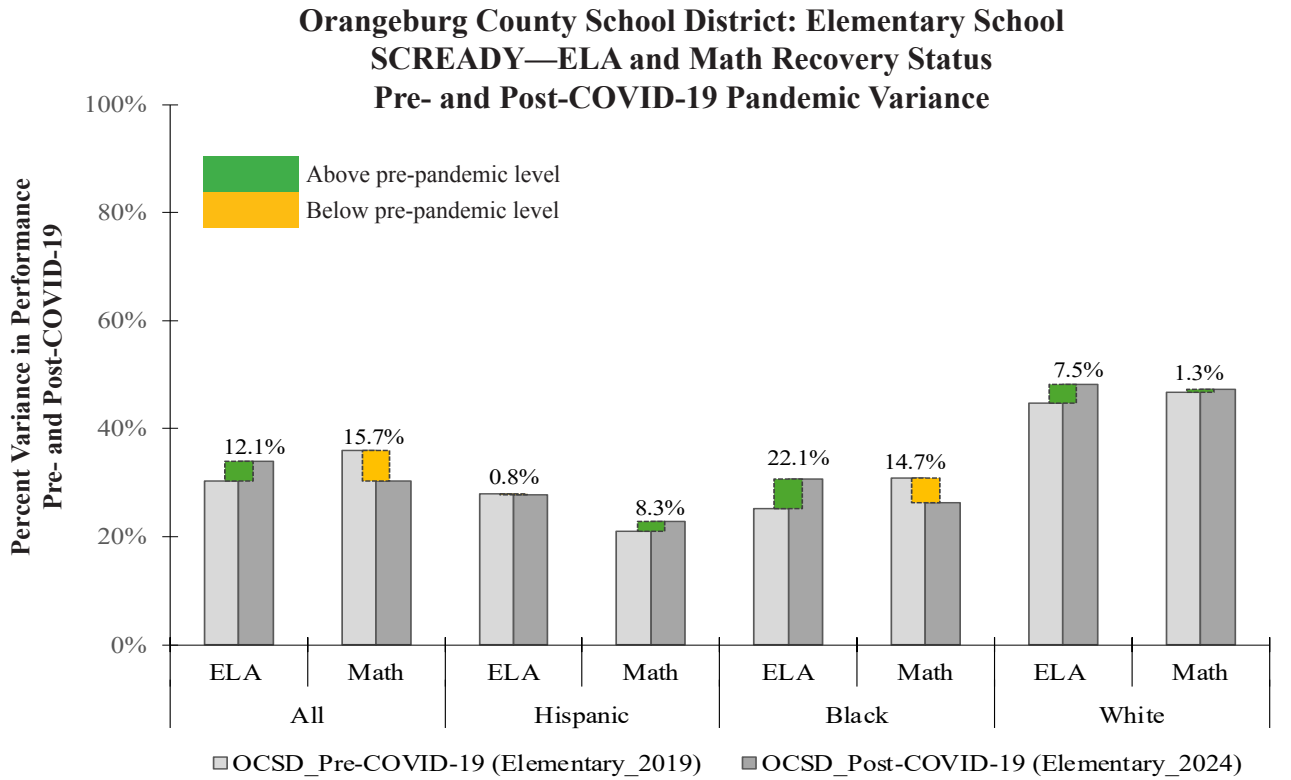


**Figure 2.1.1** OCSD: Elementary school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.2)

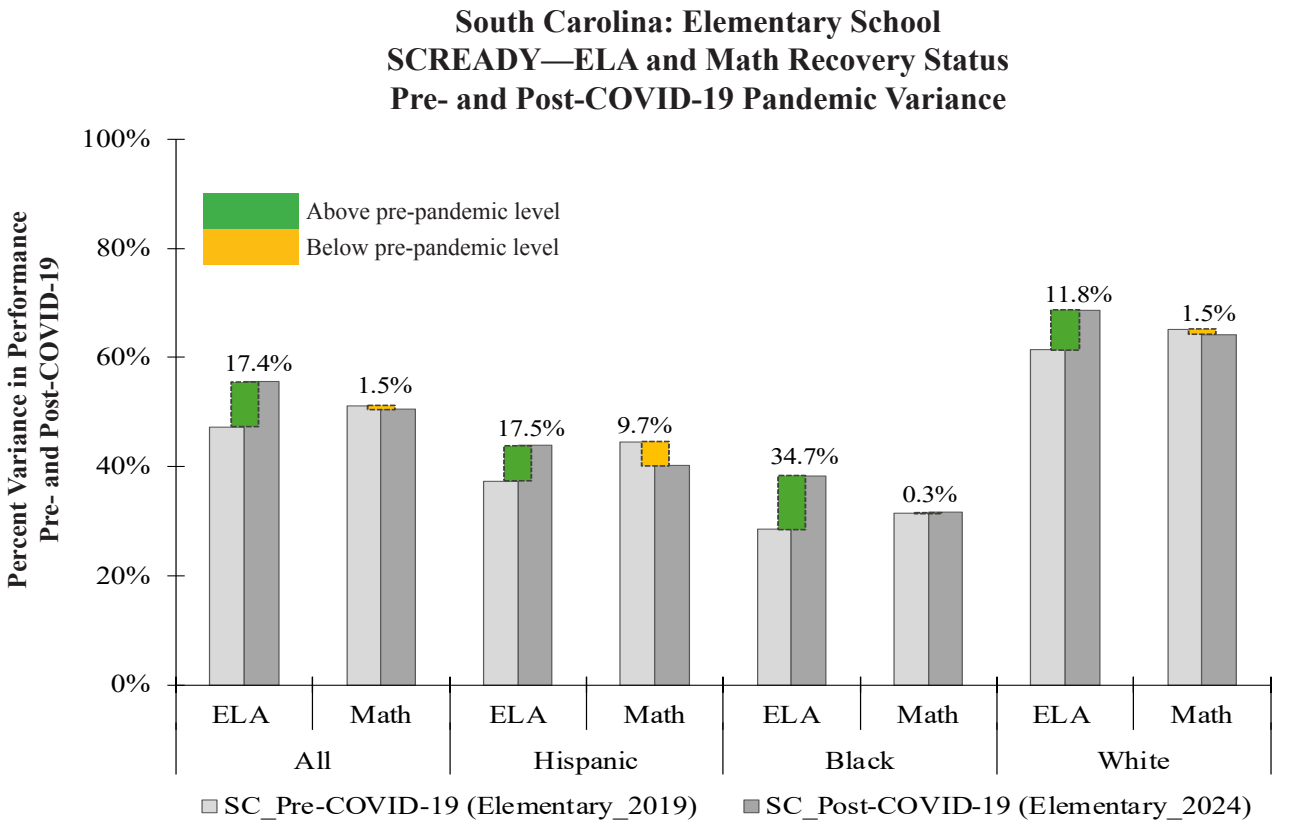


**Figure 2.1.2** SC: Elementary school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.3).

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

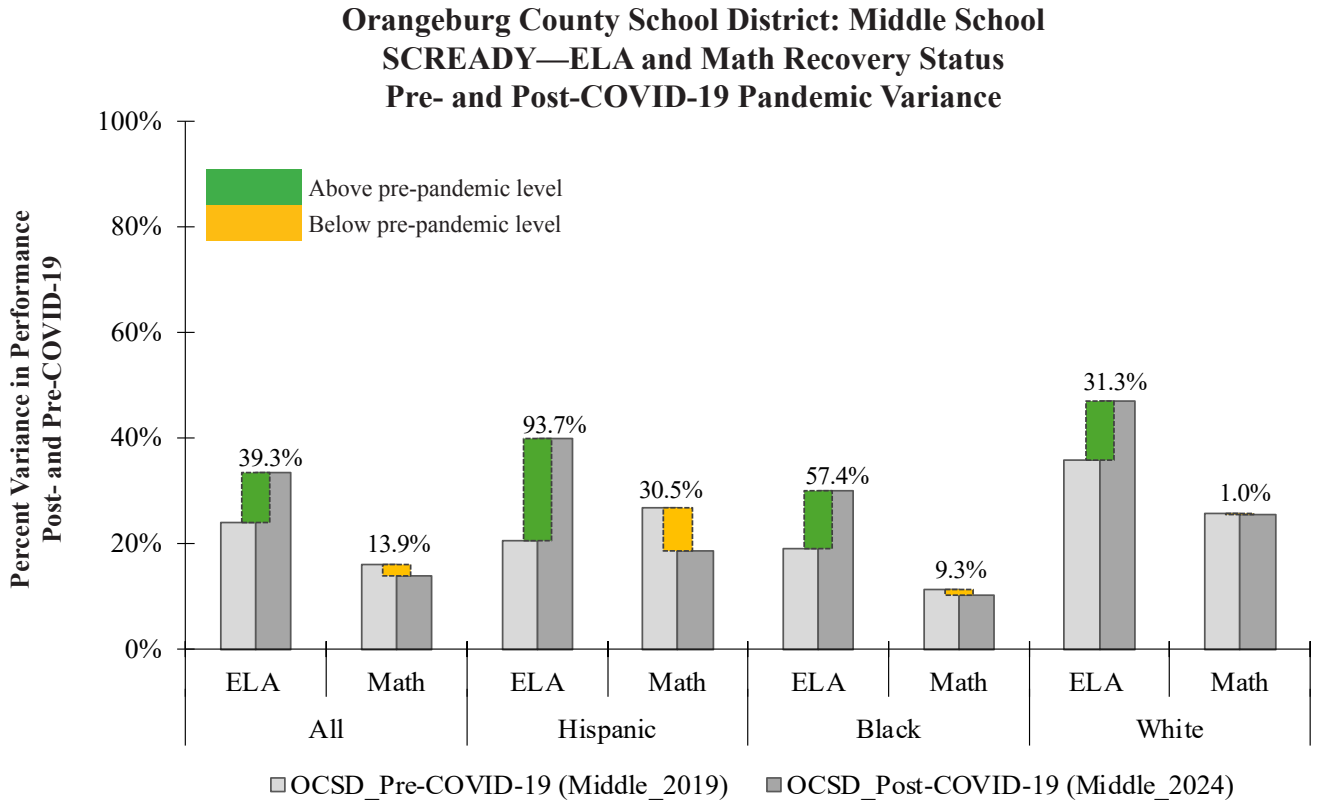


**Figure 2.2.1** OCSD:Middle school recovery status for pre- and post-COVID-19 pandemic (Table 2.2.4).

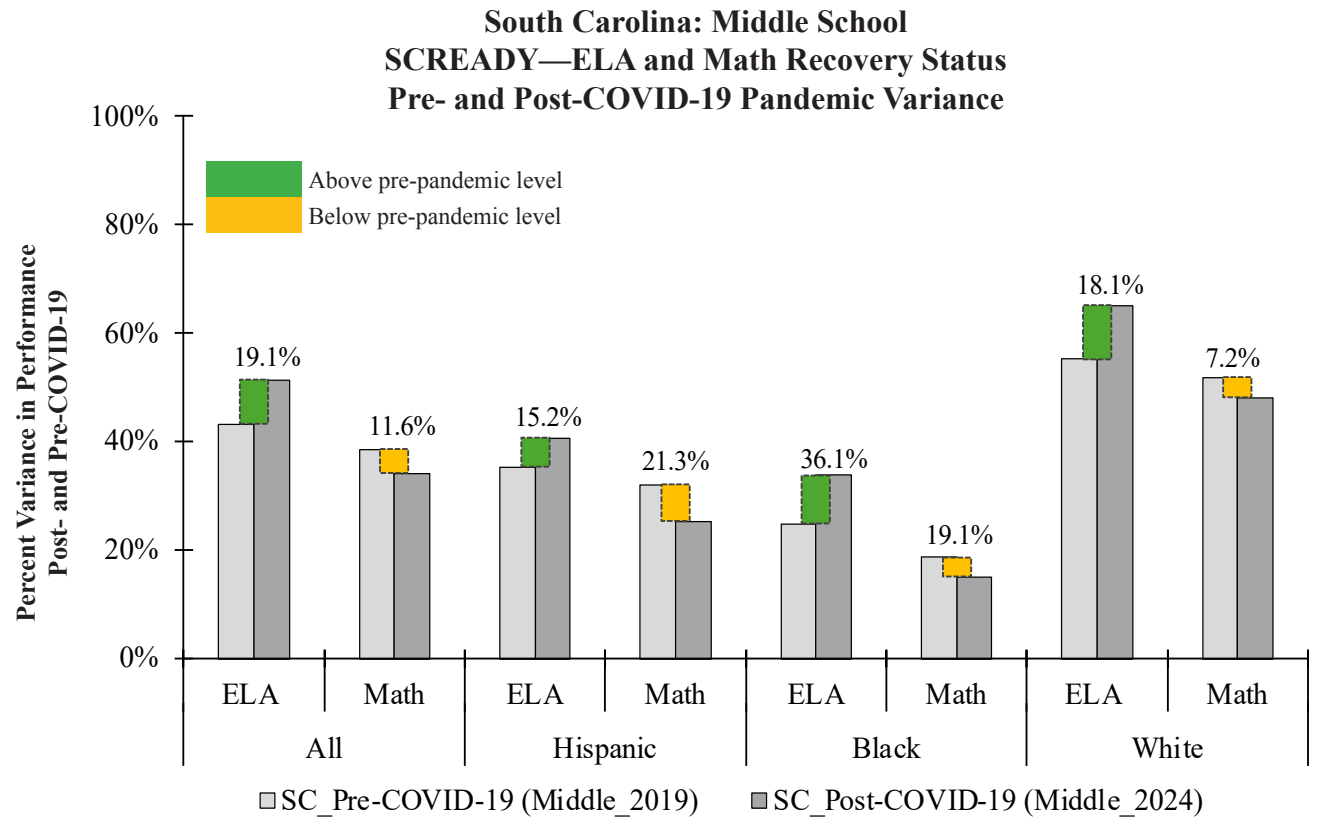


**Figure 2.2.2** SC: Middle school recovery status for pre- and post-COVID-19 pandemic (Table. 2.2.5).

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

The tables 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 OCSD—Headcount.

| | South Carolina | | | | Orangeburg County School District | | | |
|---|---|---|---|---|---|---|---|---|
| **State** | **Students** | | **Teachers** | | **Students** | | **Teachers** | |
| **Group** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| **Total** | **788,908** | **100%** | **55,159** | **100%** | **10,560** | **100%** | **258** | **100%** |
| Hispanic | 109,230 | 13.8% | 1,373 | 2.5% | 549 | 5.2% | 13 | 1.8% |
| Black | 244,707 | 31.0% | 9,151 | 16.6% | 7,814 | 74.0% | 468 | 65.3% |
| White | 369,307 | 46.8% | 41,869 | 75.9% | 1,768 | 16.7% | 139 | 19.4% |
| Other† | 65,664 | 8.3% | 2,767 | 5.0% | 429 | 4.1% | 97 | 13.5% |

Table 2.3.2 OCSD—SC READY—elementary—pre- and post-pandemic performance.

| OCSD_Elementary School | SC READY Subject | Pre-pandemic (2019) | Post-pandemic (2024) | Points Variance* | Percent Variance* |
|---|---|---|---|---|---|
| **All** | **ELA** | 30.4% | 34.0% | 3.7 | 12.1% |
| | **Math** | 36.0% | 30.3% | -5.7 | -15.7% |
| **Hispanic** | **ELA** | 28.0% | 27.8% | -0.2 | -0.8% |
| | **Math** | 21.0% | 22.7% | 1.7 | 8.3% |
| **Black** | **ELA** | 25.1% | 30.7% | 5.6 | 22.1% |
| | **Math** | 30.8% | 26.3% | -4.5 | -14.7% |
| **White** | **ELA** | 44.8% | 48.2% | 3.4 | 7.5% |
| | **Math** | 46.7% | 47.3% | 0.6 | 1.3% |

Table 2.3.3 SC: SC READY—elementary—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.

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

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

| OCSD_Middle School | SC READY Subject | Pre-pandemic (2017–2019) | Post-pandemic (2022–2024) | Points Variance* | Percent Variance* |
|---|---|---|---|---|---|
| **All** | **ELA** | 24.1% | 33.5% | 9.5 | 39.3% |
| | **Math** | 16.1% | 13.9% | -2.2 | -13.9% |
| **Hispanic** | **ELA** | 20.6% | 39.9% | 19.3 | 93.7% |
| | **Math** | 26.9% | 18.7% | -8.2 | -30.5% |
| **Black** | **ELA** | 19.0% | 30.0% | 10.9 | 57.4% |
| | **Math** | 11.4% | 10.3% | -1.1 | -9.3% |
| **White** | **ELA** | 35.9% | 47.1% | 11.2 | 31.3% |
| | **Math** | 25.7% | 25.5% | -0.3 | -1.0% |

Table 2.4.2 SC: SC READY—middle—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.

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# Chapter 3

## SC READY: Pre- and Post-Pandemic Trending: ELA versus 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 Orangeburg County School District (OCSD) for students statewide and the school district.

Starting with Figure 3.1.1 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 with the exception of SC and OCSD middle school for ELA and math. See Figures 3.2.1 and 3.2.2.

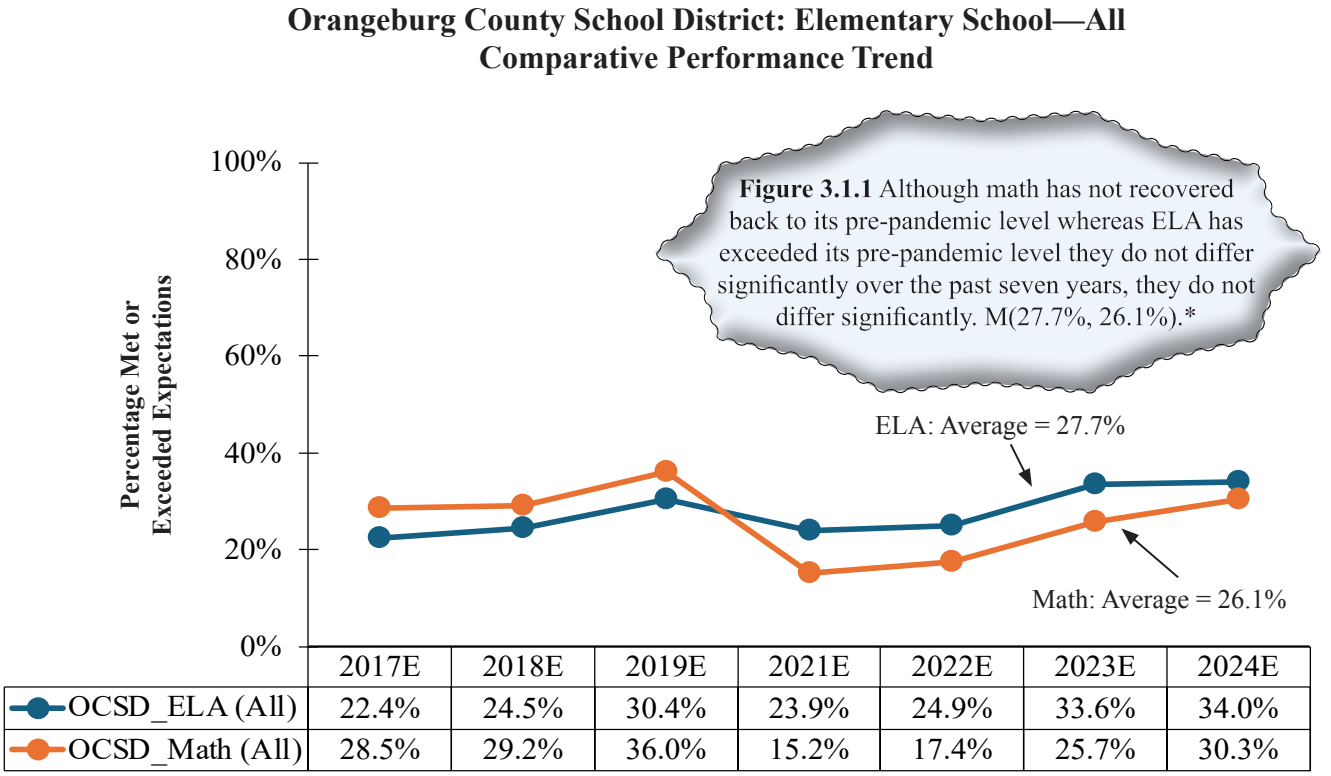
In elementary school math students performed better than ELA pre-pandemic; however, as mentioned earlier the two reversed in post-pandemic whereas ELA started performing better than math for SC and OCSD. The recovery in math suggests that math students were affected negatively far more than ELA, which is evident when compared to pre- and post-pandemic performance for the two courses.

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 2021 data were not removed. Adjustment for COVID-19 was not necessarily needed because the objective was to show the difference between two courses.

*Note: Please keep in mind that the time frame covered was eight school years whereas seven years of data were used for the graphs from school year ending in 2017 to school year ending in 2024.*

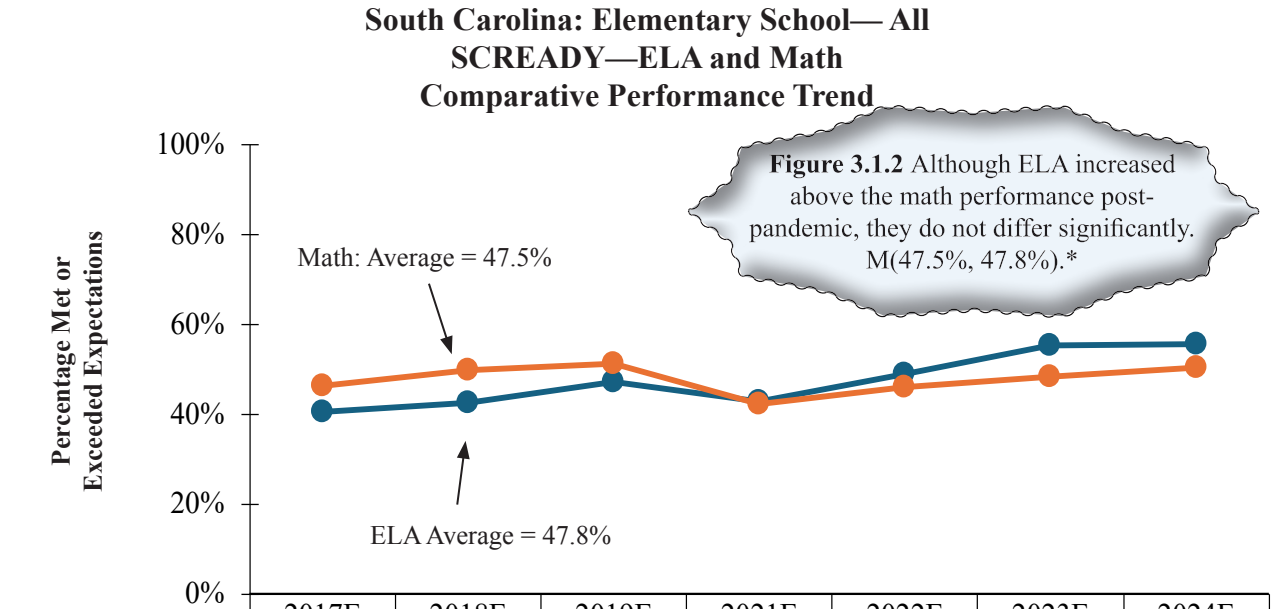
*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021 when available. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2020 and 2021when available.

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




| | 2017E | 2018E | 2019E | 2021E | 2022E | 2023E | 2024E |
|---|---|---|---|---|---|---|---|
| OCSD_ELA (All) | 22.4% | 24.5% | 30.4% | 23.9% | 24.9% | 33.6% | 34.0% |
| OCSD_Math (All) | 28.5% | 29.2% | 36.0% | 15.2% | 17.4% | 25.7% | 30.3% |

**Figure 3.1.1** OCSD: 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 pandemic by removing 2021 affective data. This does not affect the conclusion. No test data available for 2020.

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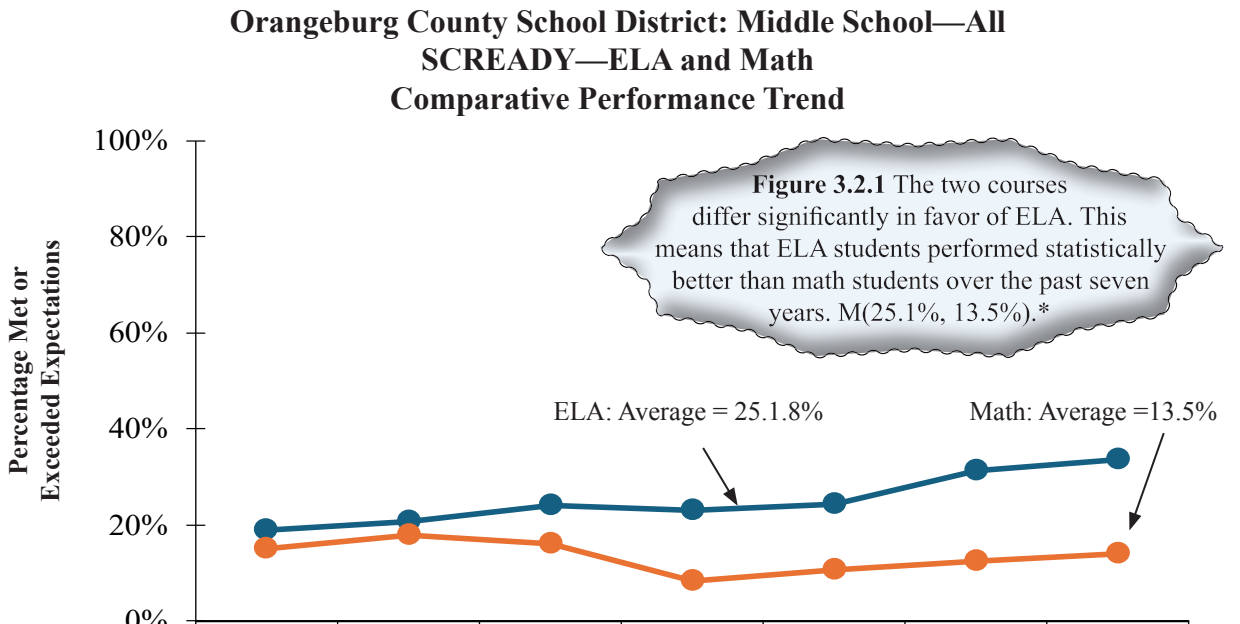
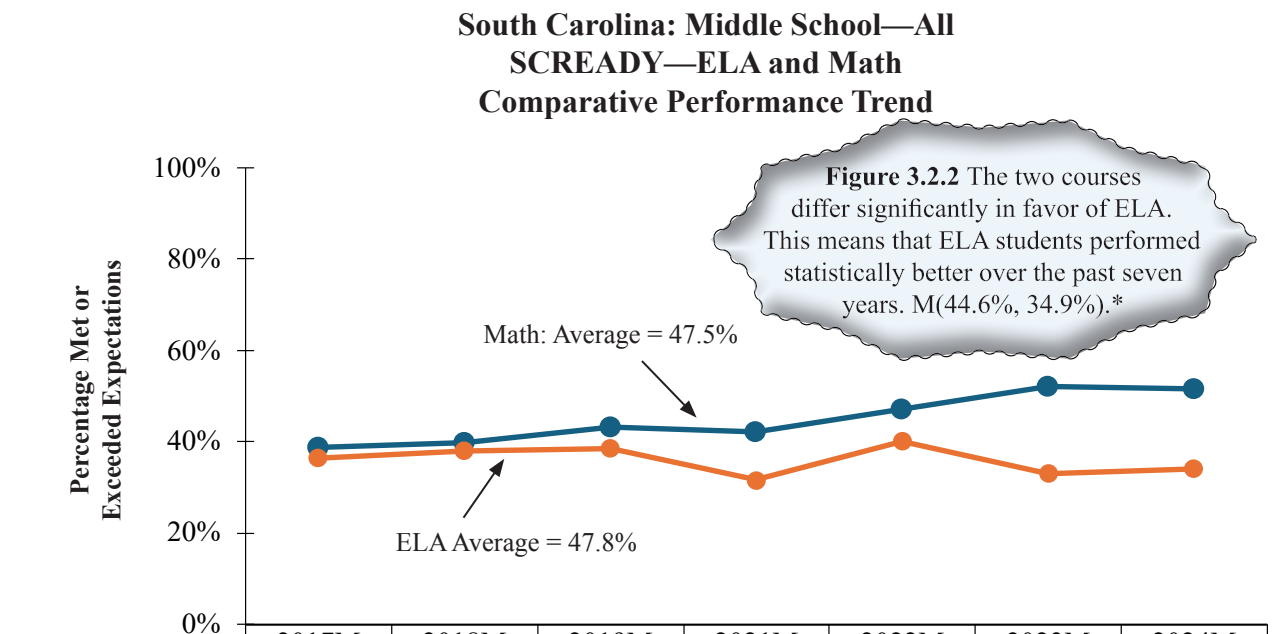
## 3.2 Middle School: Comparison Between ELA and Math— All (2017–2024)




| | 2017 M | 2018 M | 2019 M | 2021 M | 2022 M | 2023 M | 2024 M |
|---|---|---|---|---|---|---|---|
| OCSD_ELA (All) | 18.8% | 20.6% | 24.1% | 22.9% | 24.4% | 31.3% | 33.5% |
| OCSD_Math (All) | 15.0% | 17.9% | 16.1% | 8.4% | 10.5% | 12.5% | 13.9% |

**Figure 3.2.1** OCSD: 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 pandemic. This does not affect the conclusion. No test data available for 2020.

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# 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.

Orangeburg County School District (OCSD) high school students are shown in Figure 4.1.1. The performance of all OCSD students in ENG II reached 19.7% above the pre-pandemic level and ALG performance was 23.7% above its pre-pandemic level. In the same figure, Black students as a group made the greatest return above their pre-pandemic levels, reaching 26.8% in ENG II and 49.7% in ALG. Note: The large gain in percentage above pre-pandemic levels should not be misconstrued as a high-performing group because the achievement gap continues to persist. To that end, the achievement gap persists more than ever. For example, SC and OCSD as a whole performed significantly above their pre-pandemic levels for ENG II and ALG; however, SC and OCSD average performances over the past eight years (2017–2024) for ENG II were 63.6% (SC) and 43.6% (OCSD), and for ALG the two entities average performances were 45.0% (SC) and 20.9% (OCSD). These are clear examples why the robust above performance in post-pandemic should not be misconstrued with regular performance. The two differ significantly in favor of SC. See Figures 4.1.1 and 4.1.2.

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. For example, in Figure 4.1.1, in ENG II and ALG, Black students performed above pre-pandemic levels by 26.8% (ENG II)) and 49.7% (ALG). This means that Black students experienced a robust bounce back from the pandemic. However, their performance over the past eight years in ENG II and ALG were 37.3% and 17.8%. This means that on average over the past eight years—on average—only 17.8% of Black students in OCSD earned a "C" or greater in algebra. To emphasize, the variance between pre- and post-pandemic can be misleading.*

Please keep in mind that pre- and post-pandemic performances differ from the overall performance over the past eight years, as shown in Chapters 2 and 4.

*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.

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

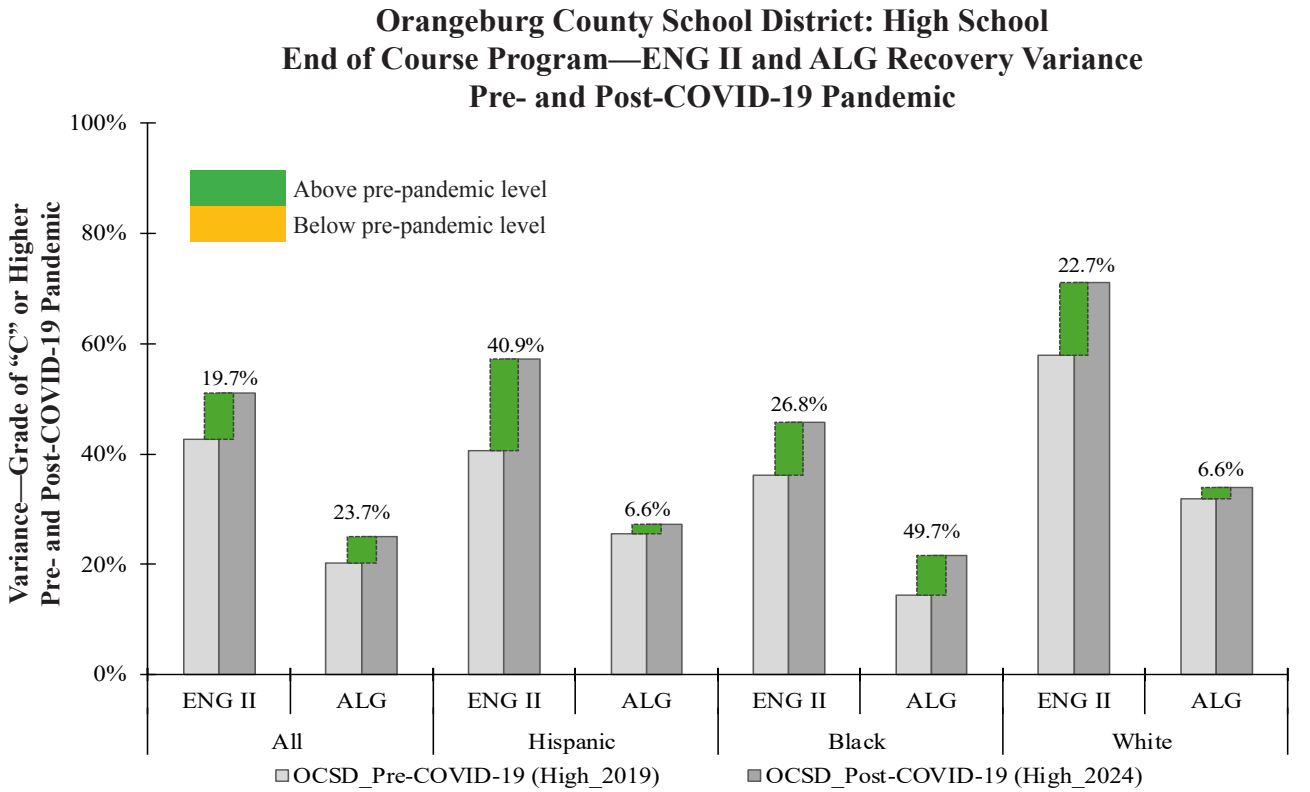


**Figure 4.1.1** OCSD: EOCEP high school variance in percentage for pre- and post-COVID-19 pandemic.*

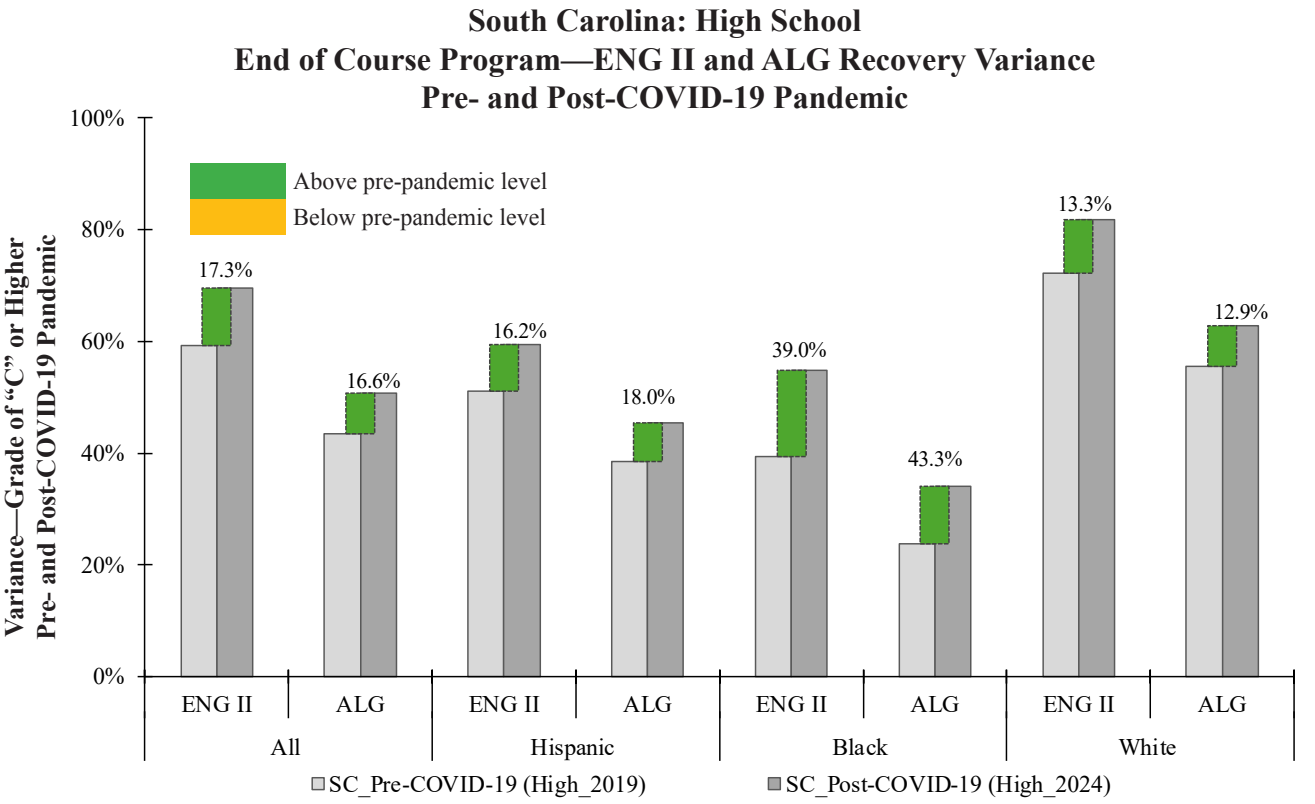


**Figure 4.1.2** SC: EOCEP high school variance for pre- and post-COVID-19 pandemic.

*It appears that some SCDE original data might be missing for the White students in OCSD, Figure 4.1.1.


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

The tables shown in this section contains the data used to generate 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 for pre- and post-pandemic. The percentages in the tables represent the gray columns shown in the graphs for pre- and post-pandemic performances.

**Table 4.2.1** SC and OCSD—Headcount.

| | South Carolina | | | | Orangeburg County School District | | | |
|---|---|---|---|---|---|---|---|---|
| State | Students | | Teachers | | Students | | Teachers | |
| Group | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **Total** | **788,908** | **100%** | **55,159** | **100%** | **10,560** | **100%** | **258** | **100%** |
| Hispanic | 109,230 | 13.8% | 1,373 | 2.5% | 549 | 5.2% | 13 | 1.8% |
| Black | 244,707 | 31.0% | 9,151 | 16.6% | 7,814 | 74.0% | 468 | 65.3% |
| White | 369,307 | 46.8% | 41,869 | 75.9% | 1,768 | 16.7% | 139 | 19.4% |
| Other† | 65,664 | 8.3% | 2,767 | 5.0% | 429 | 4.1% | 97 | 13.5% |

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

| OCSD_High School | EOCEP Subject | Pre-pandemic (2019) | Post-pandemic (2024) | Points Variance* | Percent Variance* |
|---|---|---|---|---|---|
| **All** | **ENG II** | 42.7% | 51.1% | 8.4 | 19.7% |
| | **ALG** | 20.2% | 25.0% | 4.8 | 23.7% |
| **Hispanic** | **ENG II** | 40.6% | 57.1% | 16.6 | 40.9% |
| | **ALG** | 25.6% | 27.3% | 1.7 | 6.6% |
| **Black** | **ENG II** | 36.1% | 45.8% | 9.7 | 26.8% |
| | **ALG** | 14.4% | 21.6% | 7.2 | 49.7% |
| **White** | **ENG II** | 58.0% | 71.1% | 13.1 | 22.7% |
| | **ALG** | 31.9% | 34.0% | 2.1 | 6.6% |

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

| 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% |

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# Chapter 5

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

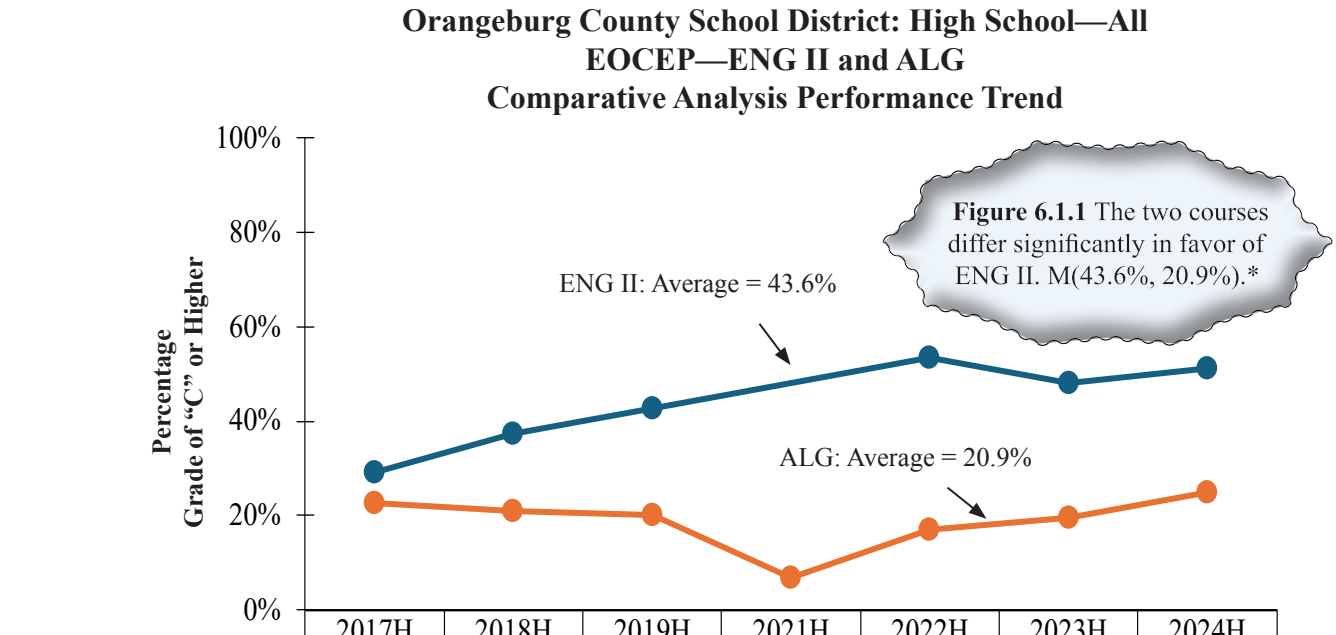
The purpose of this chapter is to analyze the behavior pattern between ENG II and ALG from 2017 to 2024 in the Orangeburg County School District (OCSD). The behavior pattern with End-of-Course Examination Program (EOCEP) performance is remarkably different from SC READY patterns depicted in Chapter 3. 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 trend in which 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 trends for Hispanic, Black, and White students are the same, as shown in the statewide line graph in this chapter. They are not included in this report. An observation of Figures 4.1.1 and 4.1.2 can be parlayed with the line graphs in this chapter, that is, 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.

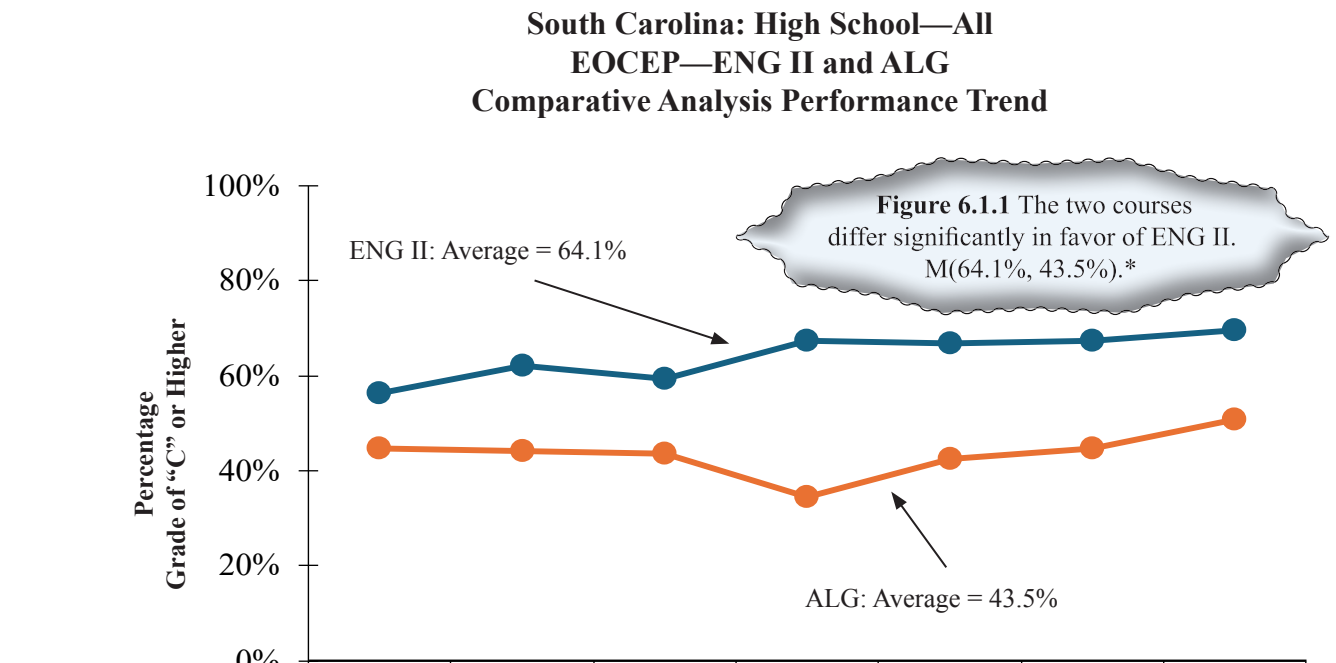
*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school year ending in 2021. There was not testing by SCDE in 2020.

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




| | 2017H | 2018H | 2019H | 2021H | 2022H | 2023H | 2024H |
|---|---|---|---|---|---|---|---|
| OCSD_ENG_2 (All) | 29.1% | 37.5% | 42.7% | | 53.4% | 48.0% | 51.1% |
| OCSD_ALG (All) | 22.8% | 21.0% | 20.2% | 6.9% | 17.1% | 19.4% | 25.0% |

**Figure 5.1.1** OCSD: All—EOCEP **high school** 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** SC: All—EOCEP high school comparative analysis of ENG II and ALG (2017–2024).

*Averages not adjusted for COVID-19 the pandemic. This does not affect the conclusions. There was not testing in 2020.

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# 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 (SC) and Orangeburg County School District (OCSD). The tests used for this report are South Carolina College- and Career-Ready Assessments (SC READY) foundational courses in English language arts (ELA) and Mathematics (Math). 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 provides more than a snapshot of performance for a single year rather they illustrate performance over seven years. There are no data for 2020. Furthermore, school yer ending in 2021 as part of adjusting for the pandemic has also been excluded from these averages.

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 charts in this chapter if not for line graphs in Chapters 7 and 8.. For example, in Chapter 3, there were some graphs such as Figures 3.1.1 and 3.1.2, 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 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. groups.

## 6.1 Elementary School: Average Performance Distribution by Race/Ethnicity: 2017–2023

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.

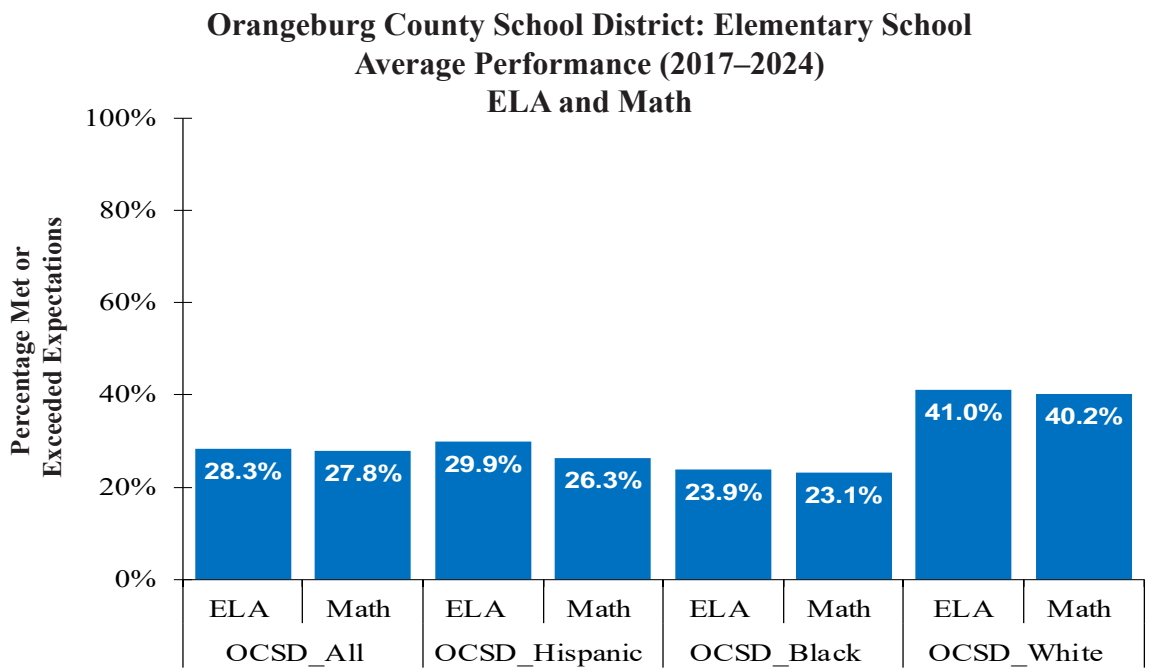


**Figure 6.1.1** OCSD: Elementary school—ELA and math average performance (2017–2024).

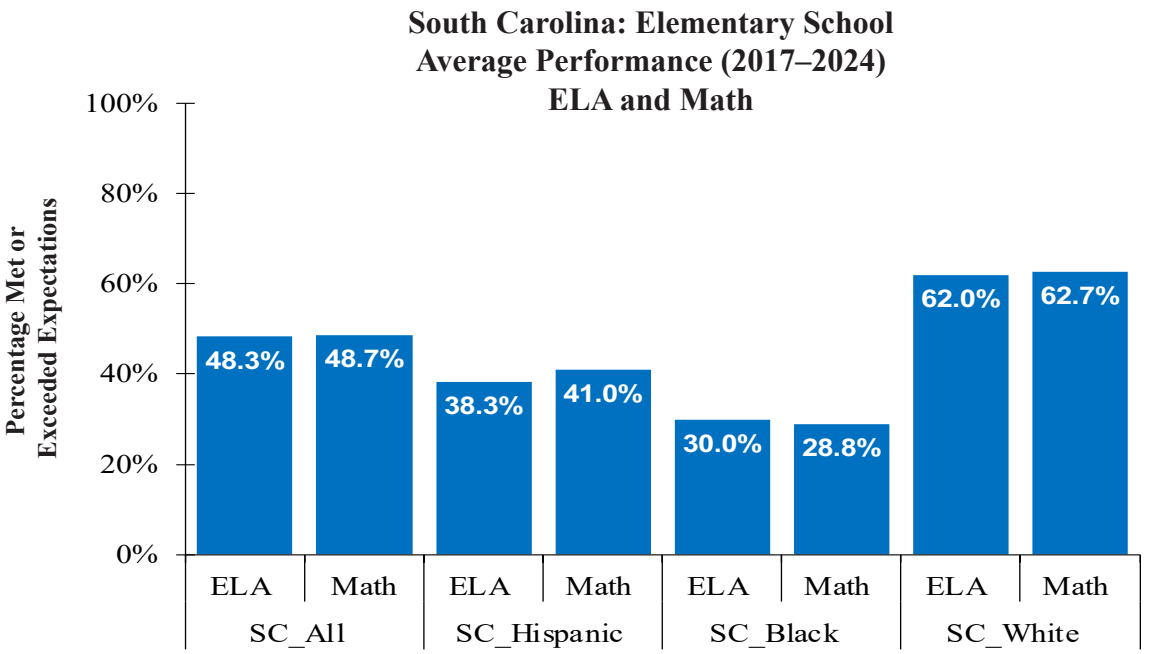


**Figure 6.1.2** SC: Elementary school—ELA and math average performance (2017–2024).

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## 6.2 Middle School: Average Performance by Race/Ethnicity: 2017–2023

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.

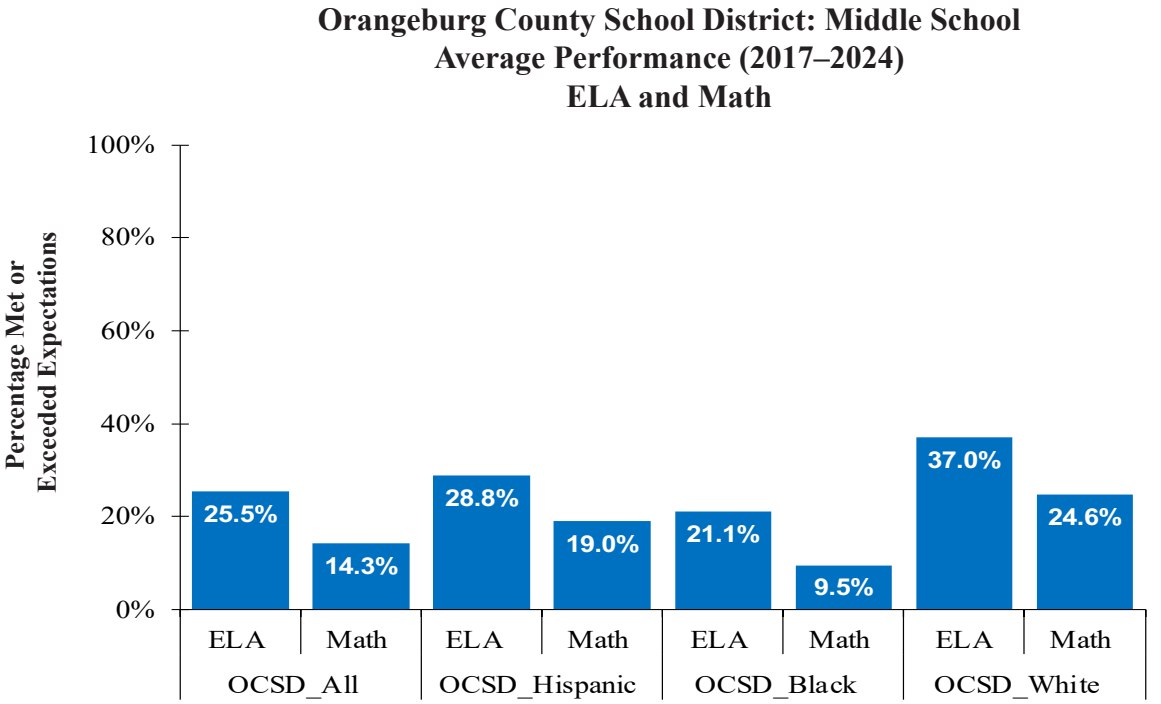


**Figure 6.2.1** OCSD: Middle school—ELA and math average performance (2017–2024).

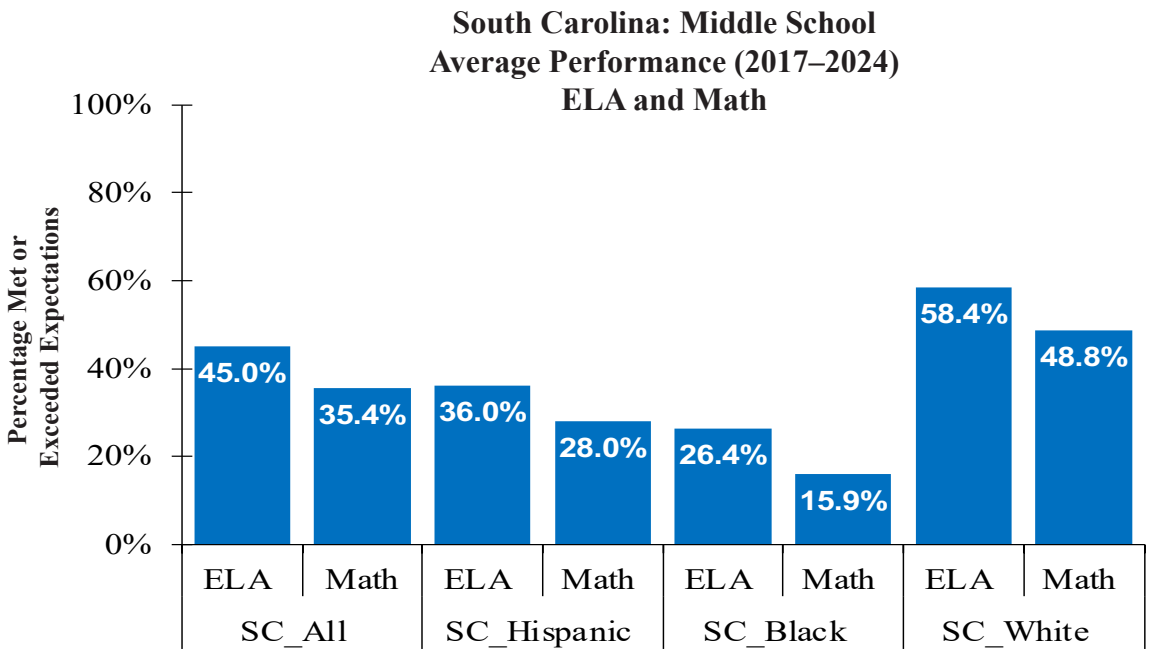


**Figure 6.2.2** SC: Middle school—ELA and math average performance (2017–2024).


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**6.3 Chapter 5: Average Performance Distribution by Race/Ethnicity: 2017–2023,** cont.

The graphs shown in Figures 7.3.1–7.2.2 show the test scores for two of EOCEP Orangeburg 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. Refer to table yet to be designed for percentages comparisons.

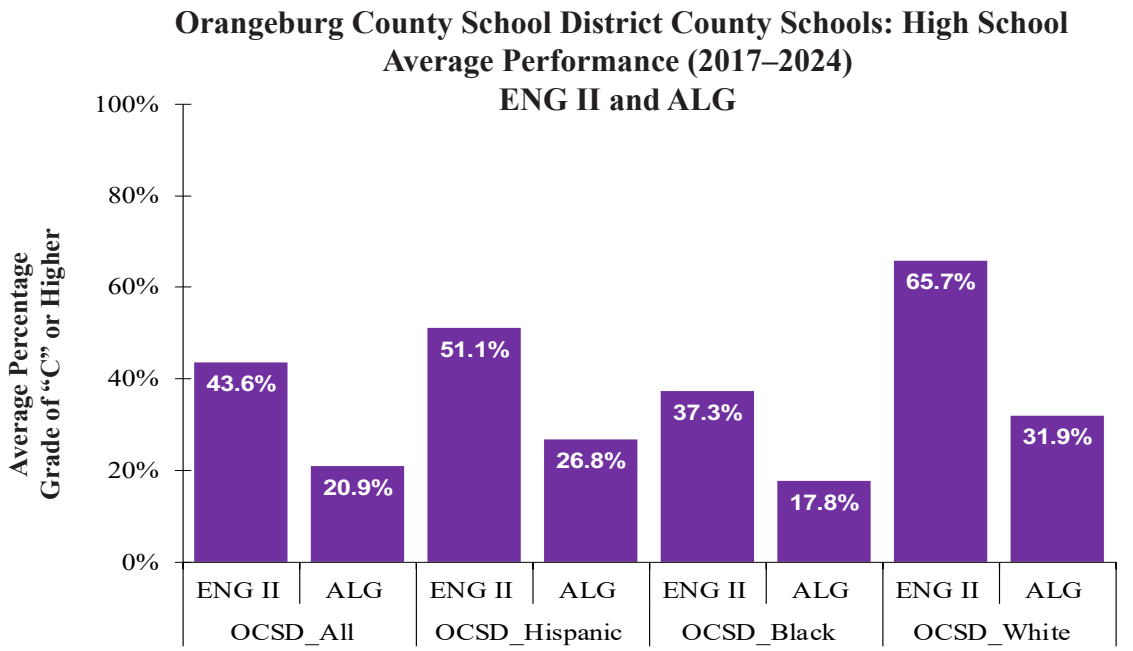


**Figure 6.3.1** OCSD: High school— ENG II and ALG average performance (2017–2024).

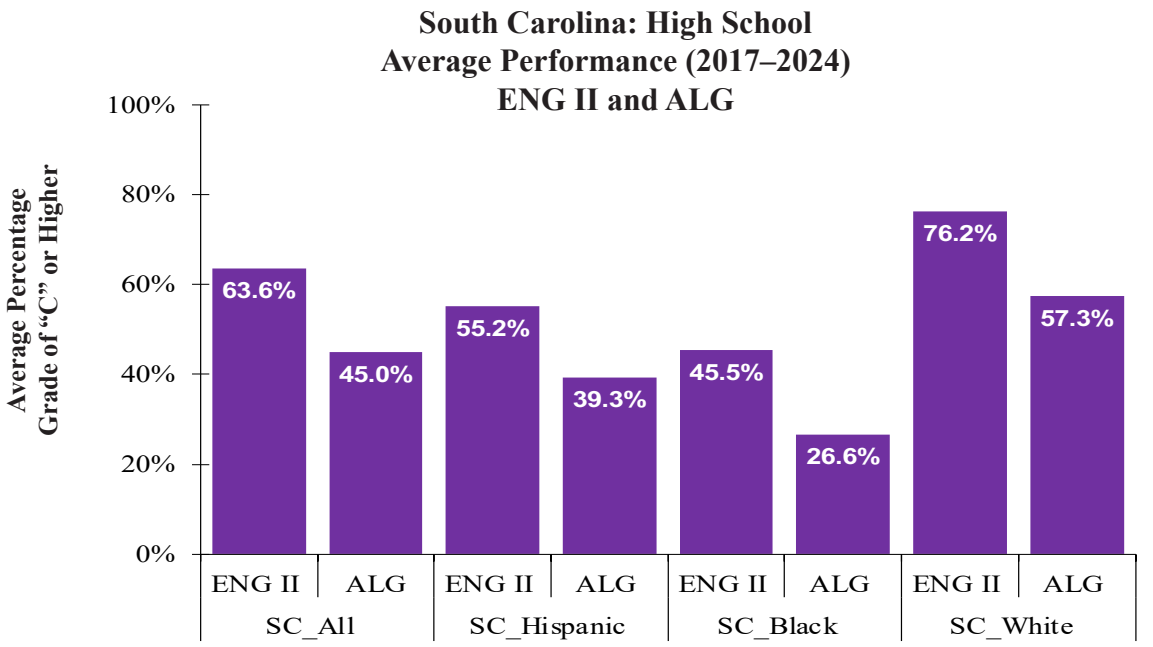


**Figure 6.3.2** SC: High school— ENG II and ALG average performance (2017–2023).

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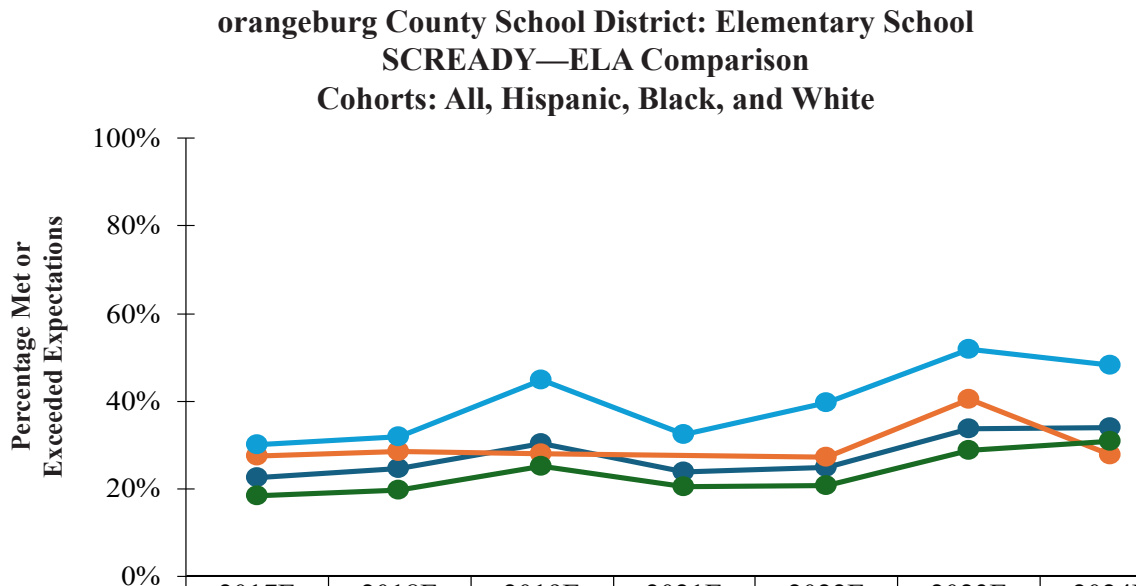
# Chapter 7

## SC READY: ELA and Math 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 Orangeburg County School District (OCSD). As can be seeing by all of 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.

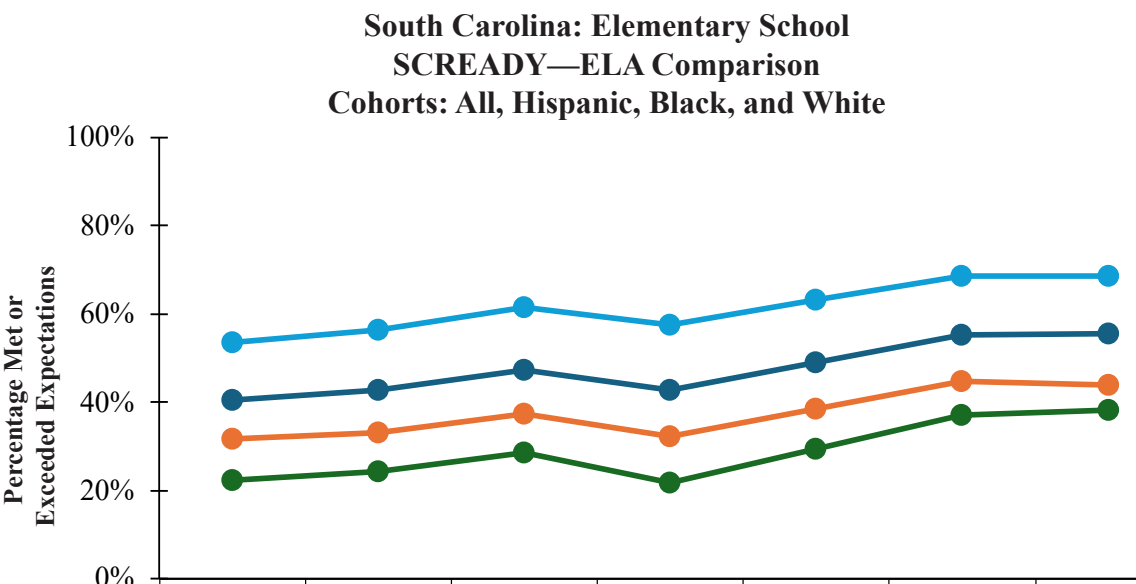
This interruption is consistent with school closure and other disruptions caused by the COVID-19 pandemic. Additionally, almost all of the line graphs show a robust recovery in the English language arts (ELA) measures and but not in math. None of the math students in neither ethnic or racial group recovered completely in math for OCSD students. The graphs in this chapter are based on the charts in Chapter 6. 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. For example, Figure 6.1.1 shows the average performance from 2017 to 2024, adjusted for COVID-19. whereas the line graph in Figure 7.1.1 which is the counterpart to Figure 6.1.1 depicts the patter in performance from 2017 to 2024.

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




| | 2017E | 2018E | 2019E | 2021E | 2022E | 2023E | 2024E |
|---|---|---|---|---|---|---|---|
| OCSD_ELA (All) | 22.4% | 24.5% | 30.4% | 23.9% | 24.9% | 33.6% | 34.0% |
| OCSD_ELA (Hispanic) | 27.4% | 28.4% | 28.0% | | 27.1% | 40.5% | 27.8% |
| OCSD_ELA (Black) | 18.4% | 19.7% | 25.1% | 20.3% | 20.8% | 28.7% | 30.7% |
| OCSD_ELA (White) | 30.0% | 31.9% | 44.8% | 32.3% | 39.5% | 51.8% | 48.2% |

**Figure 7.1.1** OCSD: 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).

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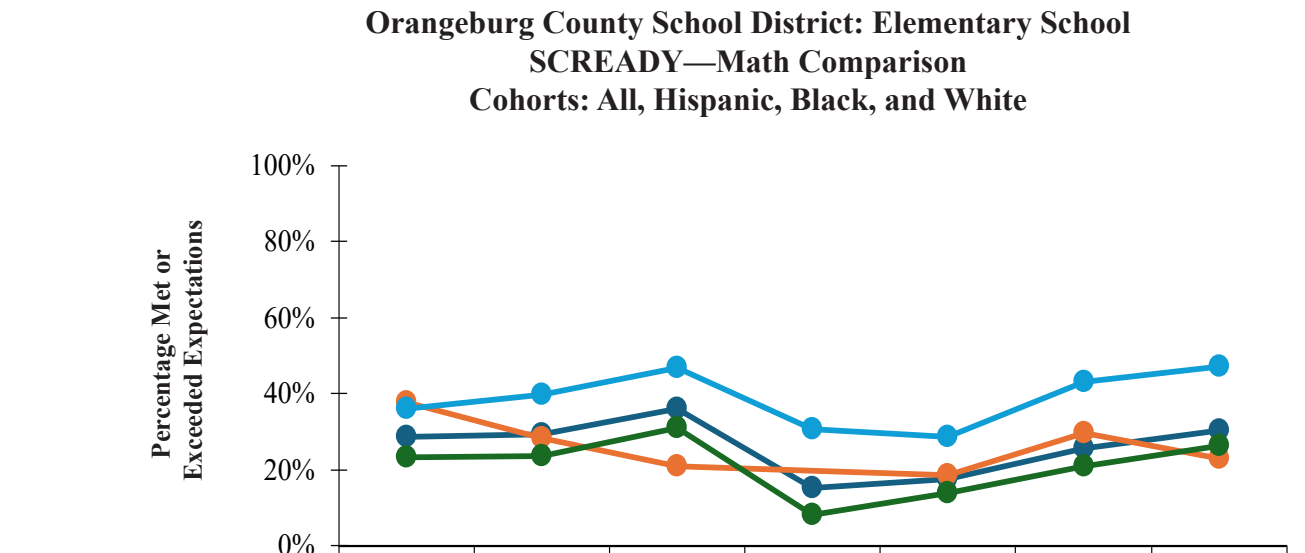
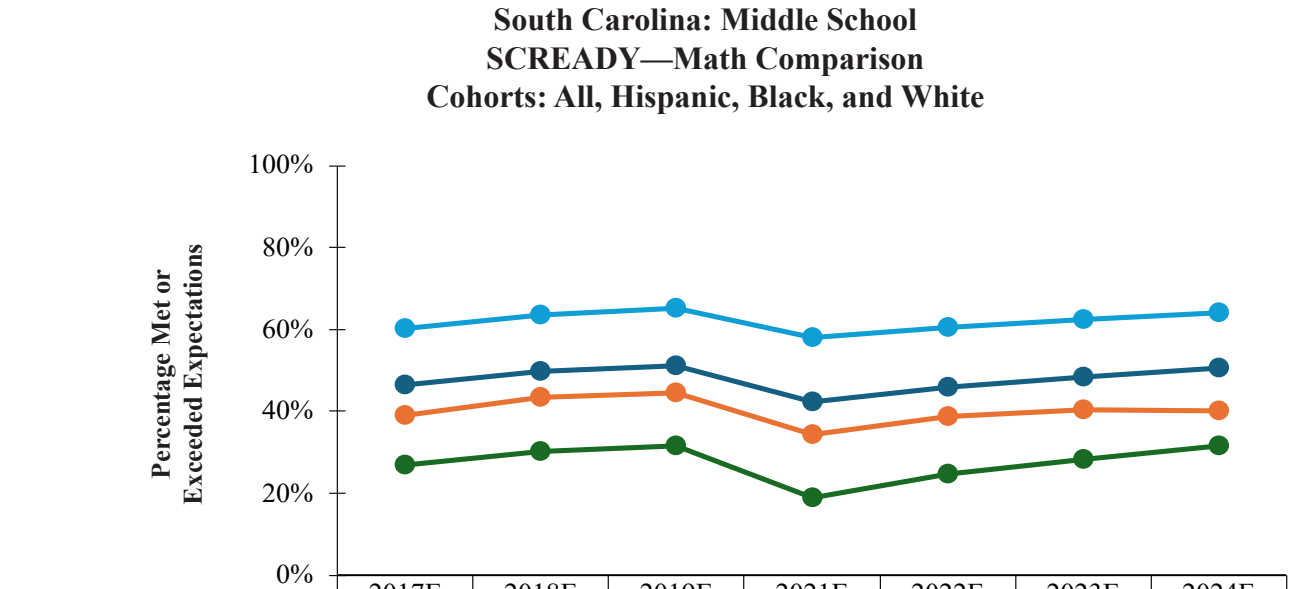
## 7.2 Elementary School: Mathematics Trending—All, Hispanic, Black and White




| | 2017E | 2018E | 2019E | 2021E | 2022E | 2023E | 2024E |
|---|---|---|---|---|---|---|---|
| OCSD_Math (All) | 28.5% | 29.2% | 36.0% | 15.2% | 17.4% | 25.7% | 30.3% |
| OCSD_Math (Hispanic) | 37.8% | 28.3% | 21.0% | | 18.4% | 29.7% | 22.7% |
| OCSD_Math (Black) | 23.4% | 23.6% | 30.8% | 8.2% | 13.8% | 20.9% | 26.3% |
| OCSD_Math (White) | 36.1% | 39.6% | 46.7% | 30.7% | 28.6% | 43.0% | 47.3% |

**Figure 7.2.1** OCSD: 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).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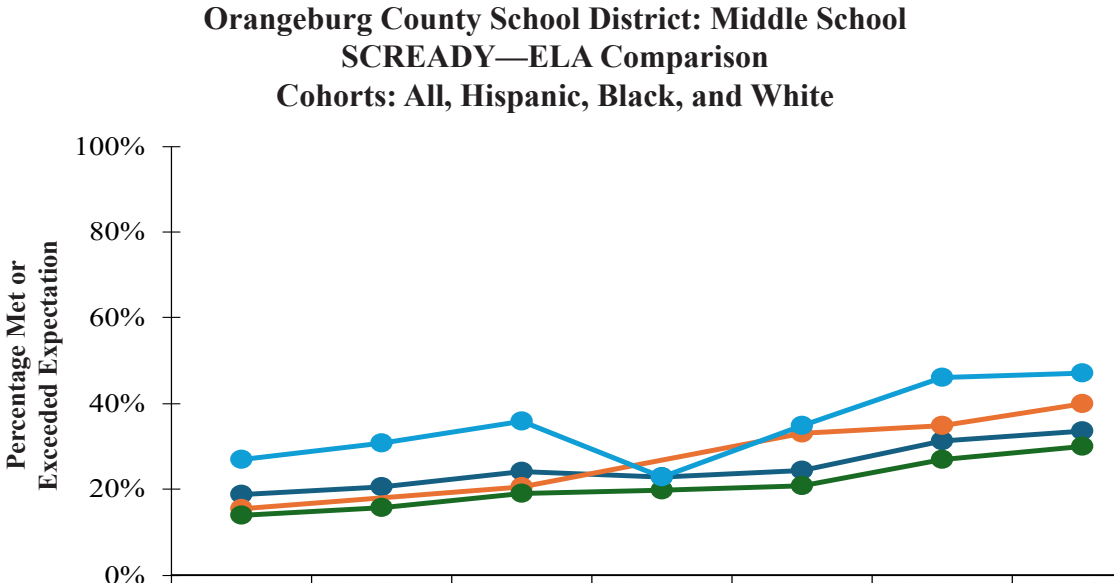
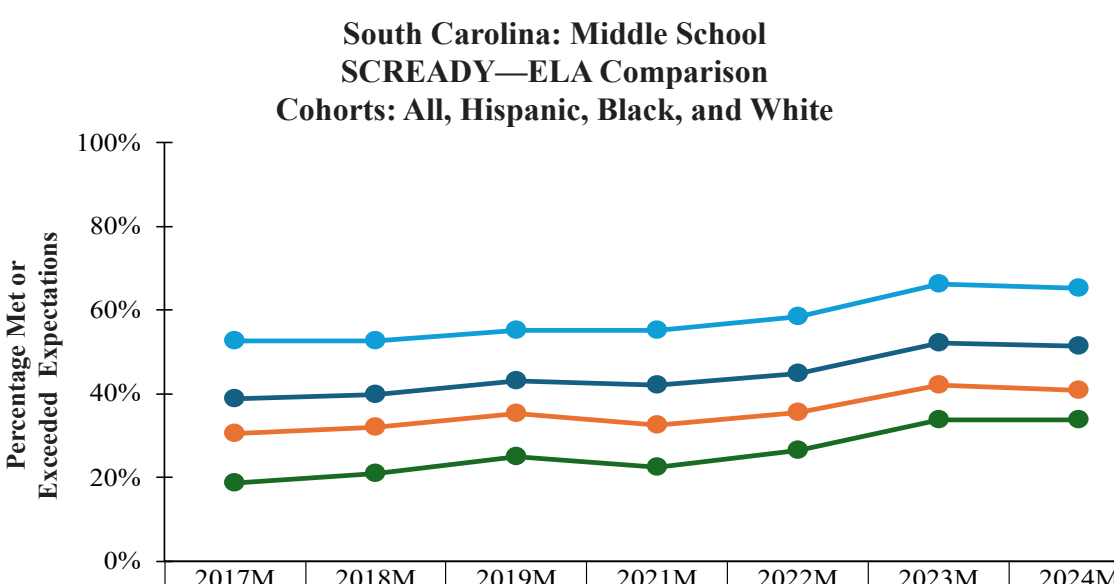
## 7.3 Middle School: English Language Arts Trending—All, Hispanic, Black and White




| | 2017M | 2018M | 2019M | 2021M | 2022M | 2023M | 2024M |
|---|---|---|---|---|---|---|---|
| OCSD_ELA (All) | 18.8% | 20.6% | 24.1% | 22.9% | 24.4% | 31.3% | 33.5% |
| OCSD_ELA (Hispanic) | 15.5% | | 20.6% | | 33.2% | 34.9% | 39.9% |
| OCSD_ELA (Black) | 14.0% | 15.6% | 19.0% | 19.8% | 20.9% | 27.1% | 30.0% |
| OCSD_ELA (White) | 27.0% | 30.9% | 35.9% | 22.8% | 34.8% | 46.2% | 47.1% |

**Figure 7.3.1** OCSD: 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).

*Blank data cells means that fewer than 20 students were tested; therefore, the test scores are not reported for these groups as can be seen in Figure 7.3.1.

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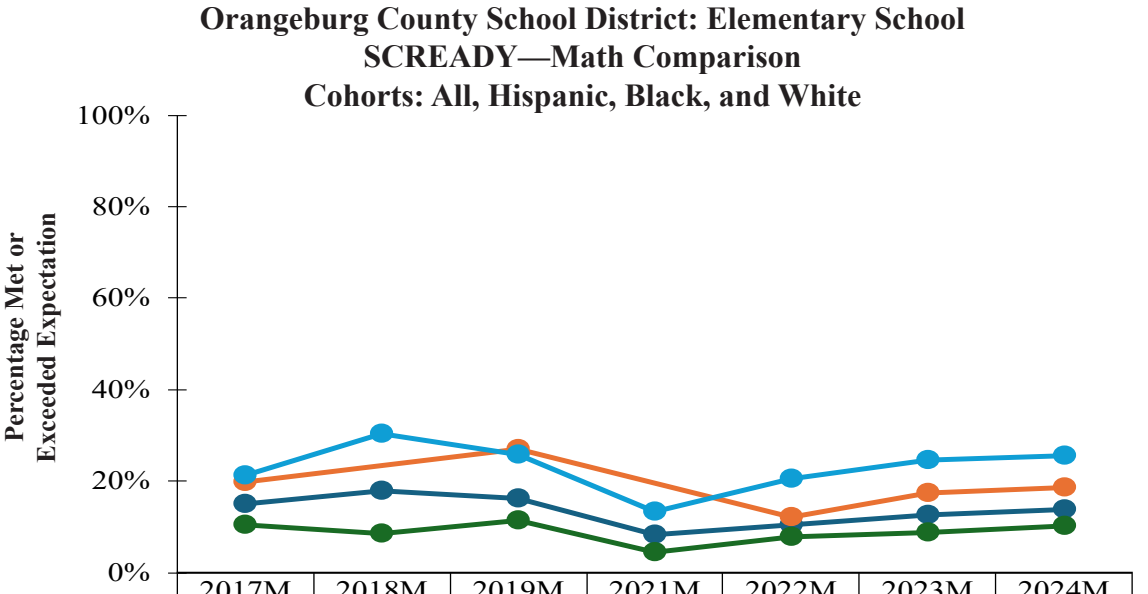
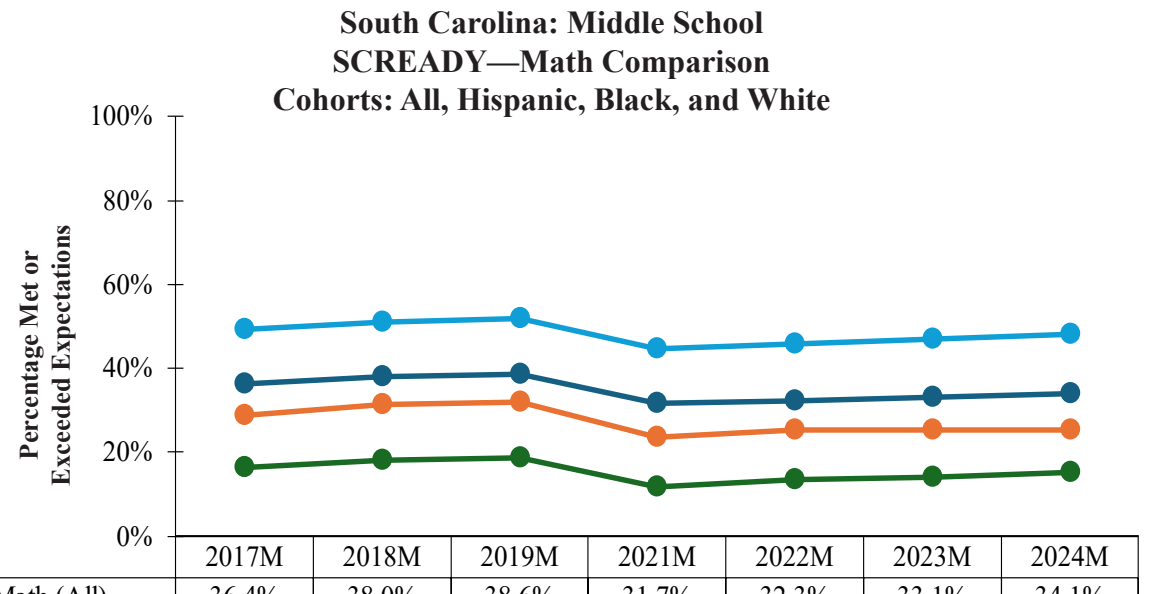
## 7.4 Middle School: Mathematics Trending—All, Hispanic, Black and White, cont.




| | 2017M | 2018M | 2019M | 2021M | 2022M | 2023M | 2024M |
|---|---|---|---|---|---|---|---|
| OCSD_Math (All) | 15.0% | 17.9% | 16.1% | 8.4% | 10.5% | 12.5% | 13.9% |
| OCSD_Math (Hispanic) | 19.8% | | 26.9% | | 12.1% | 17.3% | 18.7% |
| OCSD_Math (Black) | 10.4% | 8.5% | 11.4% | 4.5% | 7.8% | 8.8% | 10.3% |
| OCSD_Math (White) | 21.2% | 30.3% | 25.7% | 13.2% | 20.5% | 24.6% | 25.5% |

**Figure 7.4.1** OCSD: 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).

*Blank data cells means that fewer than 20 students were tested; therefore, the test scores are not reported for these groups as can be seen in Figure 7.3.1.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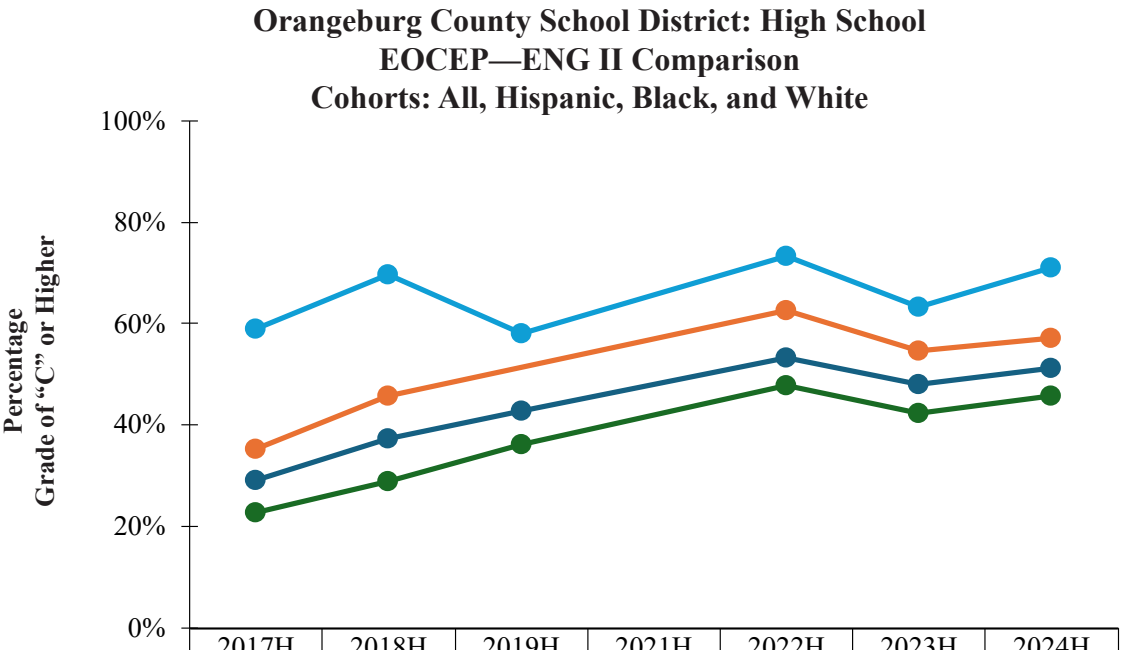
# Chapter 8

## 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 Orangeburg County School District (OCSD). As can be seeing by all of 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 and missing some data in 2021.

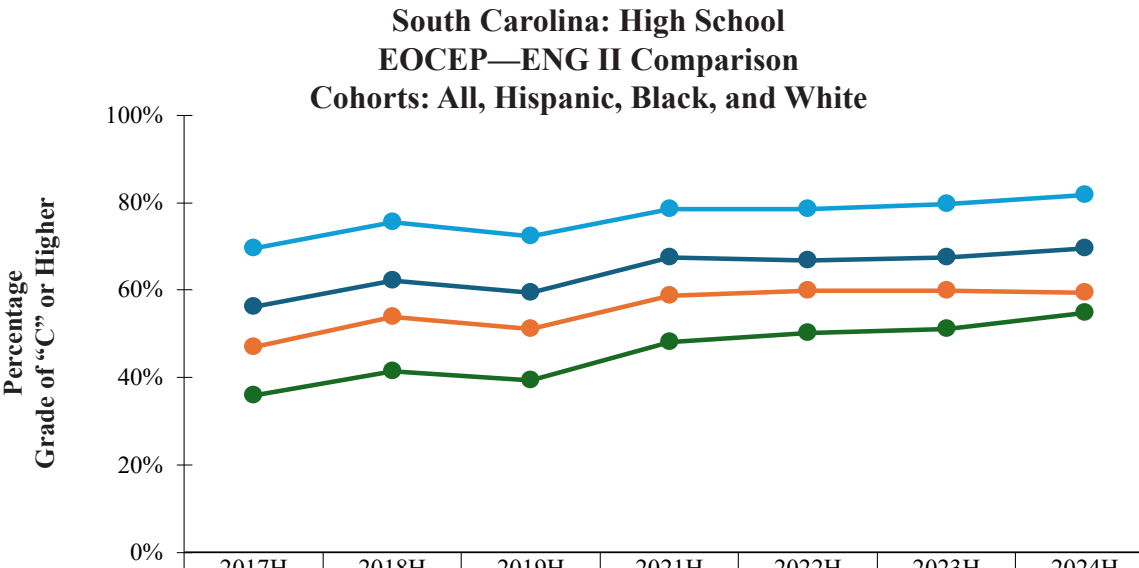
This interruption is consistent with school closure and other disruptions caused by the COVID-19 pandemic. Additionally, almost all of the line graphs show a robust recovery in the English language arts (ELA) measures and but not in math. None of the math students in neither ethnic or racial group recovered completely in math for OCSD students. The graphs in this chapter are based on the charts in Chapter 6. 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. For example, Figure 6.3.1 shows the average performance from 2017 to 2024, adjusted for COVID-19, whereas the line graph in Figure 8.1.1 which is the counterpart to Figure 8.1.1, depicts 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 |
|---|---|---|---|---|---|---|---|
| OCSD_ENG II (All) | 29.1% | 37.5% | 42.7% | | 53.4% | 48.0% | 51.1% |
| OCSD_ENG II (Hispanic) | 35.3% | 45.8% | | | 62.5% | 54.5% | 57.1% |
| OCSD_ENG II (Black) | 22.9% | 29.0% | 36.1% | | 47.8% | 42.5% | 45.8% |
| OCSD_ENG II (White) | 58.9% | 69.6% | 58.0% | | 73.4% | 63.3% | 71.1% |

**Figure 8.1.1** OCSD: 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).

*Blank data cells means that fewer than 20 students were tested; therefore, the test scores are not reported for these groups as can be seen in Figure 7.3.1.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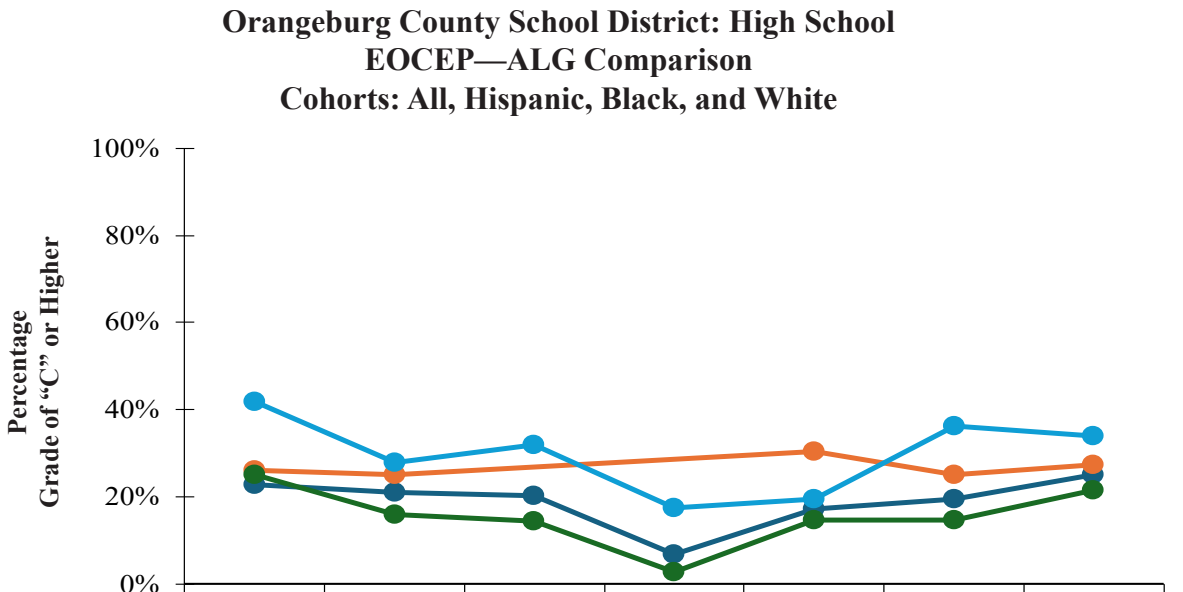
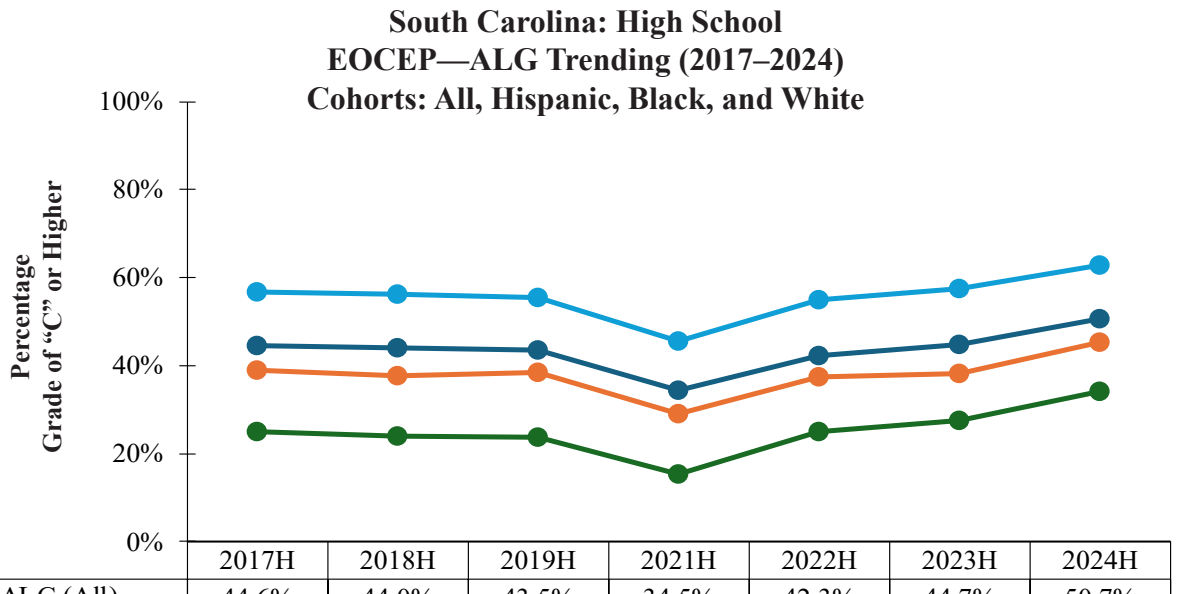
## 8.2 High School: Algebra Trending—All, Hispanic, Black and White




| | 2017H | 2018H | 2019H | 2021H | 2022H | 2023H | 2024H |
|---|---|---|---|---|---|---|---|
| OCSD_ALG (All) | 22.8% | 21.0% | 20.2% | 6.9% | 17.1% | 19.4% | 25.0% |
| OCSD_ALG (Hispanic) | 26.2% | 25.0% | | | 30.4% | 25.0% | 27.3% |
| OCSD_ALG (Black) | 25.1% | 16.0% | 14.4% | 2.7% | 14.8% | 14.6% | 21.6% |
| OCSD_ALG (White) | 41.7% | 27.8% | 31.9% | 17.5% | 19.4% | 36.3% | 34.0% |

**Figure 8.2.1** OCSD: 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).

*Blank blank cells means that fewer than 20 students were tested; therefore, the test scores are not reported for these groups.

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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 an electrical/electronics engineer and adjunct math professor—now retired. He founded Wilson Consulting Services, LLC. He is a local and family history researcher, author, and self-publisher.

Wilson is a five-generation Horry County native. He attended the following former segregated public schools in Horry County, South Carolina: Todd Swamp Colored School, Poplar Elementary School, and Chestnut Consolidated High School.

Wilson earned his bachelor's and master's degrees in electrical engineering from the City College of New York and Manhattan University (formerly Manhattan College), respectively.

Wilson worked in the engineering areas of product development, quality, and reliability for more than 35 years with multinational corporations such as General Electric, Honeywell, and IBM. He statistics and math as an adjunct professor more than 25 years at schools such as Dutchess Community College, Quinnipiac University, and Horry County Technical College. He earned numerous professional and community service awards and citations for his work and volunteer activities.

David C. Wilson
CEO / Author

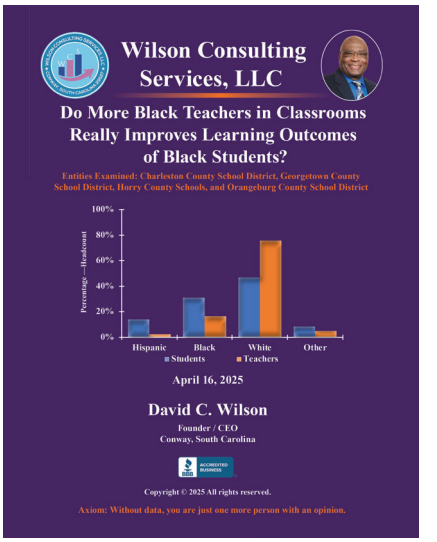
He and his wife, Beverly, have two sons, six grandchildren, and one greatgrandchild. They reside in Conway, South Carolina.

## Appendix—Related Reports

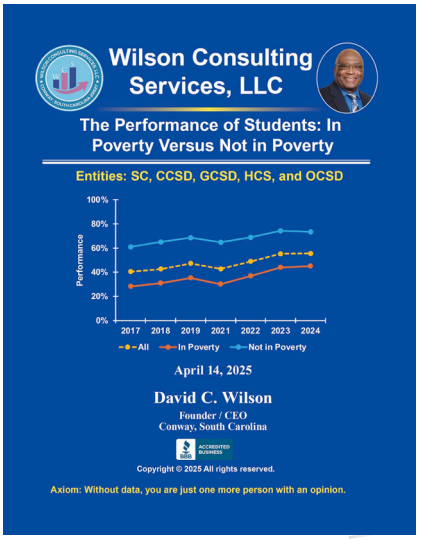
This page provides links to reports published on April 16, 2025, which can be accessed via images or report numbers. The data for these reports was sourced from the South Carolina Department of Education, Office of Research and Data Analysis, and was used to create various charts, graphs, and tables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

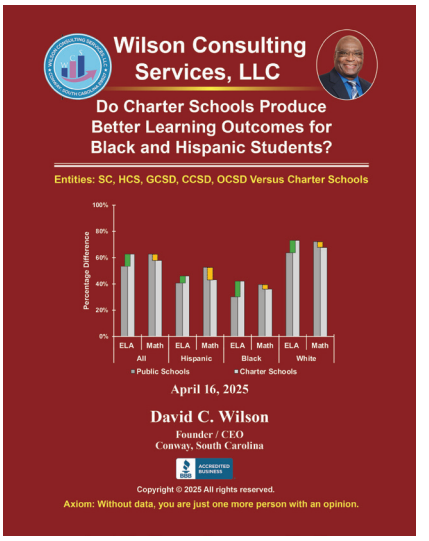
Report 1: https://wilsonconsultingservices.net/wcs_blackteachers.pdf
Report 2: https://wilsonconsultingservices.net/wcs_studentpoverty.pdf
Report 3: https://wilsonconsultingservices.net/wcs_charterschools.pdf
Report 4: https://wilsonconsultingservices.net/wcs_ccsdcovid.pdf
Report 5: https://wilsonconsultingservices.net/wcs_gcsdcovid.pdf
Report 6: https://wilsonconsultingservices.net/wcs_hcscovid.pdf
Report 7: https://wilsonconsultingservices.net/wcs_ocsdcovid.pdf



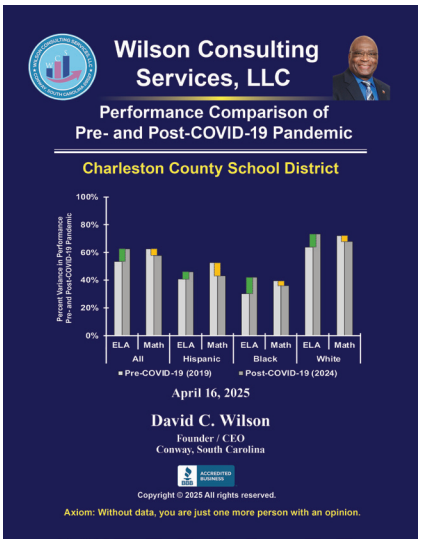

**Report 1**



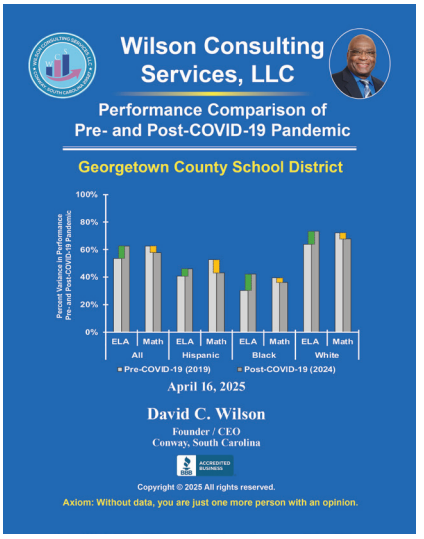

**Report 2**



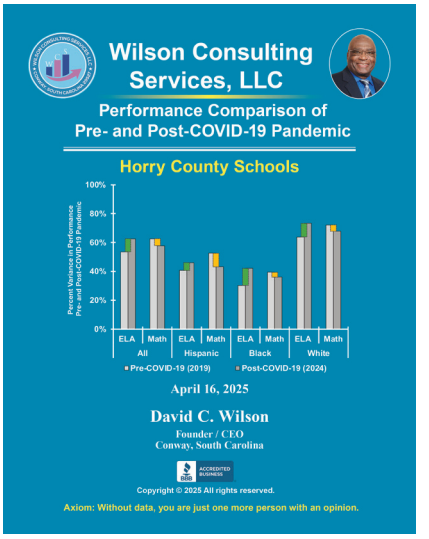

**Report 3**



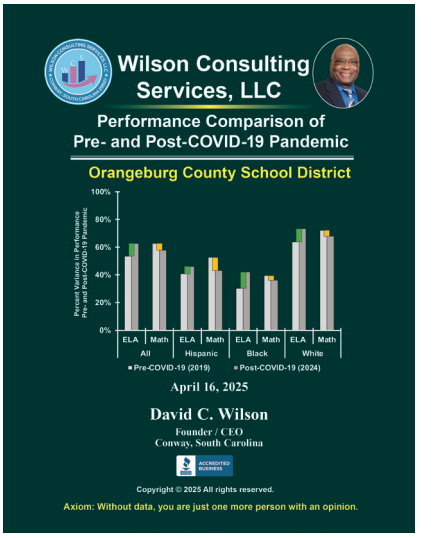

**Report 4**




**Report 5**




**Report 6**




**Report 7**

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