



Access to Educators Report

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires a SEAs that receive a Title I, Part A grant to submit to the Secretary a plan, developed by the SEA, in consultation with local educational agencies (LEAs), teachers, principals, pupil services personnel, administrators, other staff and parents (ESEA Section 1111(a)(1)). In meeting that requirement, the SEA must describe the steps that it will take “to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps” (ESEA Section 1111(b)(8)(C))

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State Superintendent of Education

Introduction

The South Carolina Department of Education (SCDE) developed the Every Student Succeeds Act (ESSA) Consolidated State Plan based upon the *Profile of the South Carolina Graduate* (the *Profile*) as a vision for all South Carolina's students. The *Profile* outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for students in our state to be successful in the global marketplace. As part of the State ESSA plan, the SCDE is required to publicly release an annual report, the *Access to Educators Report*, detailing the yearly progress of the state in ensuring that all students – particularly low-income and minority students enrolled in schools assisted under Title I, Part A – are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The annual reports contain data from the preceding year, progress compared to previous years' data, evaluation of strategies implemented by the SCDE that year, and plans for future strategies based upon data analysis and evaluation. Reports are made public on the SCDE website.

The SCDE is committed to ensuring that all students in South Carolina are taught by teachers who are effective, in-field, and experienced. To determine how low-income and minority students enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, the SCDE, in its approved State ESSA Plan, has defined those terms for South Carolina as the following:

- A *teacher* is defined as any instructor who has been assigned students in a school's or district's student information system for any period during a given school year. Included are virtual teachers, intervention providers, coaches, counselors, media specialists, or other professionals who have direct contact with students.
- An *ineffective* teacher is defined as a teacher on an annual or continuing contract who has received a Not Met rating for one year OR a teacher on an induction contract who has received a Not Met rating for a second year.
- An *out-of-field* teacher is defined as a teacher who is teaching one or more courses or classes in English Language Arts (ELA), mathematics, or science for which he/she does not have the appropriate certification. In South Carolina, a teacher has the appropriate certification if he/she has a certificate in the subject area or a certification permit in the subject area.
- An *inexperienced* teacher is defined as a teacher who has three or fewer years of teaching experience as indicated on his/her South Carolina license. In South Carolina, districts may keep their teachers on induction contracts for up to three years.

Data is pulled from the statewide student information system (SIS) (PowerSchool), the state's educator certification system, the state's educator evaluation data system, and a state system for tracking positions and years of experience of certified staff. Teachers of the relevant courses in Title I schools were identified from codes in the SIS. Experience,

certifications, and effectiveness information were matched to the teacher information to identify those in the three relevant categories. Demographics (i.e., poverty and minority status) of students in Title I schools were matched to the teacher information to determine the numbers and percentages of students taught by ineffective, out of field, and inexperienced teachers.

Data and Analysis

The following tables display the percentage and numbers of minority and low-income students who were taught by ineffective, out-of-field, or inexperienced teachers for the 2023-2024 school year.

SY 2023 - PERCENTAGE OF MINORITY OR LOW-INCOME STUDENTS IN AN ELA, MATH, OR SCIENCE COURSE TAUGHT BY AN INEFFECTIVE, OUT-OF-FIELD, OR INEXPERIENCED TEACHER, DISPLAYED BY TITLE I STATUS OF SCHOOL ATTENDING

Student Groups	Percentage of students taught by an ineffective teacher in ELA, Math, or Science	Difference between rates	Percentage of students taught by an Out-of-Field teacher in ELA, Math, or Science	Difference between rates	Percentage of students taught by an Inexperienced teacher in ELA, Math, or Science	Difference between rates
Title 1 Schools						
Low-income Students	2.4%	0.6 percentage points	8.4 %	1.2 percentage points	23.2 %	0.5 percentage points
Non-low-income Students	1.9%	0.6 percentage points	7.2%	1.2 percentage points	22.7%	
Minority Students	2.2%	0.0 percentage points	9.1%	2.8 percentage points	23.7%	1.8 percentage points
Non-minority Student	2.2%	0.0 percentage points	6.3%	2.8 percentage points	21.9%	

Data analysis shows ...

Evaluation of Strategies

The SCDE developed five main strategies for closing these gaps:

1. Provide districts with human capital data and support use.
2. Develop a framework and/or recommendations for collective leadership to ensure effective teachers have opportunities to lead and grow.
3. Support the implementation of revised induction and mentoring guidelines to develop and retain effective educators who feel prepared and supported as professionals.
4. Work with districts and institutions of higher education to develop high-quality partnerships.
5. Execute a marketing campaign that highlights the benefits of a teaching career and that promotes the support and opportunities that will be available to teachers.
6. Assist districts with improved data entry and quality for improved matching and reporting.

Funds from Title II, Part A, have been earmarked for the SCDE, Office of Educator Effectiveness and Leadership Development, to assist districts in developing programs and strategies to ensure effective teachers have opportunities to lead and grow. The teacher induction and teacher evaluation systems received major overhauls in 2018, as the SCDE introduced the *South Carolina Teaching Standards 4.0* (SCTS) rubric that is being integrated into the Expanded ADEPT Support and Evaluation System. Extensive support has been provided by the SCDE, as districts support all classroom-based teachers at every contract level with SCTS.

Plans for the Future

The SCDE will continue to work towards closing the gap between low-income and minority students' and non-low-income and non-minority students' exposure to experienced, in-field, and effective teachers in Title I schools. The SCDE will also analyze and check the validity of the data and will continue to work with districts to improve the quality of the data used to measure the percentages and to implement strategies to ensure all students in our state meet the Profile of the South Carolina Graduate.