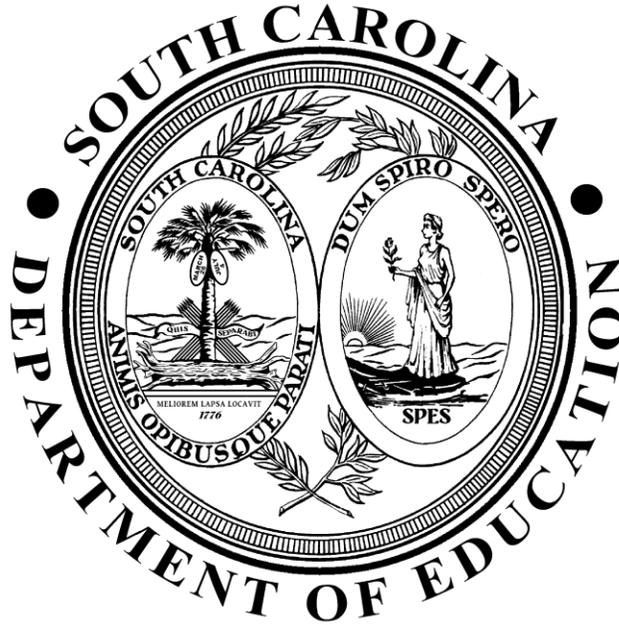


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



Access To Educators Report

December 21, 2018

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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. Following the baseline year, the annual reports will 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 at <http://ed.sc.gov/data/reports>.

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 teachers of record, 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. Prior to implementation of a new four-level teacher evaluation system in 2018–19, the SCDE will determine which levels will constitute a Not Met rating for future reporting.
- 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 are 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 (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. In this first year of reporting similar data on school report cards, several data issues were identified, including: teachers not coded in the SIS, teachers coded in the SIS with the wrong codes, and courses improperly coded in the SIS.

Data and Analysis

The following table displays the percentage of minority and low-income students who were taught by ineffective, out-of-field, or inexperienced teachers for the SY2017–18. The SCDE continues to analyze and check the validity of these data and anticipates working with districts to improve the quality of the data used to measure percentage of students in English Language Arts (ELA), mathematics, or science who are taught by ineffective, out-of-field, or inexperienced teachers at the student level.

Percentage of Minority and Low-Income Students in Language Arts (ELA), Mathematics, or Science Courses Taught by An Ineffective, Out-of-Field, or Inexperienced Teacher for SY2017–18

Student Groups	Percentage of Students Taught by an Ineffective Teacher in ELA, Mathematics, or Science	Difference Between Rates	Percentage of Students Taught by an Out-of-Field Teacher in ELA, Mathematics, or Science	Difference Between Rates	Percentage of Students Taught by an Inexperienced Teacher in ELA, Mathematics, or Science	Difference in Rates
Title I Schools						
Low-income Students	8.1%	2017-18: 6.3 percentage points 2016-17: 0 percentage points	10.0%	2017-18: 7.6 percentage points 2016-17: 1.1 percentage points	22.1%	2017-18: 16.8 percentage points 2016-17: 0.2 percentage points
Non-low-income Students	1.8%		2.4%		5.3%	
Minority Students	7.2%	2017-18: 4.5 percentage points 2016-17: 0.1 percentage points	8.7%	2017-18: 5.0 percentage points 2016-17: 0.5 percentage points	18.4%	2017-18: 9.3 percentage points 2016-17: 0.3 percentage points
Non-minority Student	2.7%		3.7%		9.1%	

Note: the “percentage of students” columns are rounded to the nearest tenth of a percent. Minor discrepancies due to rounding may be detected when comparing the percentage points to the total student counts.

The differences between the results of the percentages of students taught by ineffective, out-of-field, and inexperienced teachers submitted in the ESSA plan and the results presented for 2017-18 are likely due to the identification of additional data sources and data correction.

Data analysis shows low income and minority students continue to have less exposure to experienced, prepared, and effective educators in schools assisted under Title I, Part A. While both low-income and minority indicators show a significant gap, the gap is larger and of greater concern between low-income students and non-low-income students.

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 that effective teachers have opportunities to lead and grow.
3. Support 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.

Due to reorganization in the SCDE, this effort is now being overseen by the Office of Federal and State Accountability (OFSA). 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. The 2017-18 school year was a time of transition where districts could create opportunities for schools and evaluators to *practice* using the new standards. Extensive support has been provided by the SCDE throughout 2017-18 and again in 2018-19 as districts support all classroom-based teachers at every contract level with SCTS. Also, the SCDE executed a marketing campaign in the spring of 2018 to inform the public about education in our state and to improve the public's perception of the profession. The marketing campaign includes a series of television, social media, and web ads placed by the SCDE. The overall theme of the ad campaign is South Carolina's "Dedication to Education". The ads drive traffic to a website – dedicationtoeducation.com – that features additional statistics, testimonials, and information about SCDE programs.

Plans for the Future

Going forward, the SCDE will continue to develop the five strategies designed to close 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 the strategies to ensure all students in our state meet the Profile of the South Carolina graduate.