Regional Education Report: Chapter 3

Status Report on Public Education in the Tri-County Region

Every Child. Every Day. Cradle to Career.

www.TriCountyCradleToCareer.org
Tri-County Cradle to Career Collaborative

Who we are.

Every Child. Every Day. Cradle to Career.

As a community-wide movement, Tri-County Cradle to Career Collaborative (TCCC) has spent the last five years analyzing the state of education in the region in order to identify the factors that must be addressed to start moving the needle on our eight core indicators (see page 4). Annually, TCCC’s Regional Education Report benchmarks how well students are progressing by using data to understand where we are now, where we are going and what needs to be done to ensure every child is prepared for college or career.

In this Report, you will also find success stories and bright spots from throughout the tri-county region. Though there is much work still to be done, the region has seen the initial benefits of partners coming together around a common agenda. Some notable highlights, which are discussed in more detail throughout this Report, include:

» The disparity in graduation rates between White and Black students has been reduced by 20%.
» A program supporting families with newborns has been identified, and community members see potential for implementation in the Low Country.
» The four tri-county district superintendents have aligned on professional development programming for preschool and elementary school teachers.
» Berkeley County School District has launched a community collaboration to improve supports for children within the St. Stephen-Pineville feeder pattern of Title 1 schools.
» More than 100 employers have joined the Youth Apprenticeship Program developed by the Charleston Metro Chamber of Commerce and Trident Technical College.
» Provosts from nine South Carolina colleges and universities are meeting to open up pathways for Low Country graduates.

Through collaboration, and with each of you, we know this region will achieve even more. We encourage you to study the data in this report, ask questions, start community conversations, and keep working every day to ensure that every child is supported cradle to career.

Our Mission.

» The Tri-County Cradle to Career Collaborative is a community movement committed to improving educational outcomes for all students.

Our Guiding Principles.

» Community Engagement: Involving directly in decision-making those with first-hand experience with educational barriers, including families, educators and students.
» Cultural Competence: Recognizing, respecting, valuing and integrating varied forms of diversity into the thoughts, actions, systems and core values of all we do.
» Equity: Focusing resources on the children who need them the most.

Our Vision.

On pages 6-10, you will find in-depth information, and corresponding data, on where we are now and where we are going for each of TCCC’s vision statements:

» Every child will be prepared for school.
» Every child will be supported in and out of school.
» Every child will succeed academically.
» Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion.
» Every student enrolled in postsecondary education will successfully complete school and enter into a career.
TCCC is a collaborative made up of a cross-section of community partners, each with a stake in improving education outcomes. Together we use data to align resources, focus efforts around common goals, and build and implement strategies to facilitate widespread systems change. Rather than execute programs directly, TCCC operates as a backbone support and a catalyst for these partners as they work in collaboration. TCCC has committed to four primary activities to support the 2025 targets (outlined on page 4), and fulfill our commitment to support every child, every day, cradle to career.

1. Form, facilitate and support networks, consortia and project teams.
2. Drive deeper, authentic and culturally competent community engagement.
3. Build capacity of community partners to deliver services at every level of the community.
4. Communicate the facts to the community.

As a direct result of these activities, our goal is that TCCC partners will individually and collectively make the changes necessary to have a direct, measurable and positive impact on eliminating disparities and on overall student achievement.

The graphics on this page are meant to show the work that is being done within the cradle to career continuum by highlighting TCCC’s core indicators, networks, consortia and project teams, which are defined as follows:

**Core indicator:** One of eight overarching and quantified measures to track progress toward student outcome goals within the continuum.

**Network:** A group co-convened by TCCC and another community partner to address one element of the cradle to career continuum.

**Consortium:** A group convened by TCCC with a common agenda, typically with a narrower focus of work than a network.

**Project Team:** Any group established by a network or consortium to accomplish a specific task or objective contributing to child success within the continuum.

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The Kindergarten Readiness Network (Convened by Trident United Way)
- **Resource Hub**
- **Home Visits for Families with Infants**

The High School Graduation Network (Convened by Charleston Metro Chamber of Commerce)
- **Rural Schools Initiative**
- **Low Country Education Consortium**
- **Early Literacy**
- **Math Pathways Project Team**
- **Gap Analysis/Resource Guide**
- **Adult Learner Project Team**
- **FAFSA**
- **Dropout Best Practices**
- **Postsecondary Education Consortium**
**Our Targets.**

TCCC’s targets are long-term and aligned with the most pressing needs of students, families, schools and the community. TCCC has developed a target for each core indicator to measure progress toward ensuring EVERY child graduates from high school prepared for either further education or a career in the modern workforce. **While our vision is to reach 100%, TCCC has adopted the following 2025 targets as benchmarks to measure progress toward achieving that vision.**

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>2015*</th>
<th>2016</th>
<th>2025**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten readiness</td>
<td>40%</td>
<td>65%</td>
<td>85%***</td>
</tr>
<tr>
<td>3rd grade reading proficiency</td>
<td>38%</td>
<td>52%</td>
<td>85%</td>
</tr>
<tr>
<td>3rd grade math proficiency</td>
<td>62%</td>
<td>58%</td>
<td>85%</td>
</tr>
<tr>
<td>8th grade reading proficiency</td>
<td>47%</td>
<td>51%</td>
<td>85%</td>
</tr>
<tr>
<td>8th grade math proficiency</td>
<td>36%</td>
<td>37%</td>
<td>85%</td>
</tr>
<tr>
<td>On-time high school graduation</td>
<td>84%</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>· College-ready</td>
<td>-</td>
<td>-</td>
<td>65%</td>
</tr>
<tr>
<td>· Work-ready</td>
<td>-</td>
<td>-</td>
<td>95%</td>
</tr>
<tr>
<td>Local high school graduates enrolled in 2- or 4-year colleges</td>
<td>55%</td>
<td>72%</td>
<td>85%</td>
</tr>
<tr>
<td>Adults ages 25-64 with postsecondary degrees</td>
<td>43%</td>
<td>43%</td>
<td>50%</td>
</tr>
</tbody>
</table>

As an integral part of each target, gaps in performance scores between White students and Black or Hispanic students, and between lower- and higher-income students, must be at least cut in half. The elimination of these gaps is the ultimate goal.

*From 2015 to 2016 the kindergarten readiness assessment changed from the MCLASS:Circle to DRA2 and 3rd and 8th grade reading and math assessment changed from the nationally normed ACT Aspire to the SC Ready. **These targets were initially proposed in Chapter 2 of the Regional Education Report. The final targets include a change to the on-time graduation percentage, and the addition of specific college-ready and work-ready targets. ***Kindergarten readiness target will be revised by the Kindergarten Readiness Network once a state assessment is identified.

Changes in assessments (kindergarten to eighth grade) cause results to not be comparable between years when different tests were used. Therefore, we are not able to definitively state whether or not progress is being made across these indicators.

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**Spotlight | TCCC Networks**

**Kindergarten Readiness**

Early childhood learning sets the foundation for school success. Convened by Trident United Way, the Kindergarten Readiness Network has gathered and used data and research to understand child development issues present in the tri-county. As our work continues, if the Network and our community can expand support for all infants from ages 0-2, and increase access to quality affordable preschool for ages 3-4, then we can significantly improve kindergarten readiness for all children.

**High School Graduation**

High school graduation is a strong predictor of future quality of life. For many, it marks entry into postsecondary education. For those who do not graduate from high school, a future of lower earnings and higher unemployment is likely. The High School Graduation Network is convened by the Charleston Metro Chamber of Commerce. If the Network and our community can reduce the number of dropouts and improve academic preparation, then we can increase the graduation rate and readiness for college and career.
A look at the Achievement Gap

In the last two Regional Education Reports, TCCC highlighted the achievement gap in reading and math. This year’s Report focuses on Science, Technology, Engineering and Math (STEM) as these areas are becoming an increased focus for schools, and ultimately workforce development, in the region. The data over the last three years shows that gaps exist in reading, math and STEM and are consistent across all of these subject areas.

<table>
<thead>
<tr>
<th></th>
<th>Proficient in 3rd Grade Math</th>
<th>Proficient in 5th Grade Science</th>
<th>Proficient in 8th Grade Math</th>
<th>Ready for College Science</th>
<th>Of adults 25+, with 1st Bachelor’s Degree in Science or Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL TRI-COUNTY</strong></td>
<td>58%</td>
<td>69%</td>
<td>37%</td>
<td>26%</td>
<td>(58,800 total residents)</td>
</tr>
<tr>
<td><strong>BLACK</strong></td>
<td>36%</td>
<td>45%</td>
<td>15%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>HISPANIC</strong></td>
<td>49%</td>
<td>55%</td>
<td>30%</td>
<td>16%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>74%</td>
<td>85%</td>
<td>52%</td>
<td>39%</td>
<td>81%</td>
</tr>
</tbody>
</table>


Path Forward

Education data for our region for STEM and other important indicators shows unequivocally that a gap separates the success of some children from others, which we refer to as an “opportunity” or “achievement” gap. While our region is home to some of the best educational opportunities in the country, far too many of our students are being left behind.

Across multiple systems, including education, health and social services, it is not possible to attribute gaps in outcomes to income or poverty alone. In order to make further progress on behalf of our children and families, race must be addressed - openly discussed and acted upon - at all levels of our community if real systems change is to occur.
Every child will be prepared for school.

Where we are now

In the absence of a comprehensive kindergarten readiness measure, teachers assessed kindergarten students on key elements of early reading (phonological awareness, print and letter recognition) at the beginning and end of the 2015-16 school year using the Developmental Reading Assessment (DRA2). The results are outlined below:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>% Proficient, Fall 2015</th>
<th>Why it matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming word</td>
<td>66%</td>
<td>Phonological awareness</td>
</tr>
<tr>
<td>Initial sound</td>
<td>65%</td>
<td>Phonemic awareness</td>
</tr>
<tr>
<td>Lower case letters</td>
<td>62%</td>
<td>Letter recognition</td>
</tr>
<tr>
<td>Print concepts*</td>
<td>58%</td>
<td>Print awareness</td>
</tr>
</tbody>
</table>

By Spring 2016, slightly more than 2-in-3 kindergarteners met or exceeded the DRA2 year-end benchmark.

*Refers to Task 7 of the DRA2 where students are expected to “demonstrate an understanding of words used to talk about printed language concepts such as word, letter, list, etc.” Note: The data provided is based on the first year of administering the DRA2 and may be affected by test administration protocols and inconsistency in reporting across the region. Source: Individual school districts.

While the measure of early reading is an important factor in readiness for school, social and emotional, numeracy and physical motor skills are equally critical. At this time, it is difficult to provide an accurate view of kindergarten readiness as there are no state-mandated assessments for the other skills, and the state only has one year of data for the DRA2. What we do know is that children are not coming to kindergarten ready to learn.

Where we are going

The TCJC Kindergarten Readiness Network envisions the following in regard to every child being prepared for school:

» Families and caregivers encourage the physical, social and emotional, cognitive and language development of children.
» Early Childhood practitioners partner with children and their families using evidence-based, child-centered and developmentally and culturally appropriate curricula and practices.
» Communities create a system for access and support resources and institutions that will promote and support the development of the whole child.
» All are necessary so that all children will experience kindergarten success.

Ready Children = Ready Communities + Ready Services + Ready Schools + Ready Families

To achieve this vision, the tri-county region must expand services for families with infants, and seek ways to provide high-quality, affordable preschool for all.

Spotlight Providing a Great Start for Every Child.

Led by Trident United Way, members of the Kindergarten Readiness Network, and local partners including early learning, health, business and home-visiting organizations, are evaluating Family Connects from Durham, NC. The Family Connects model provides home-visiting for newborns and brings together community resources and health providers for families so that children can thrive. Members of the team have visited Durham to make recommendations for local implementation.

Path Forward

Advocate for a comprehensive kindergarten readiness assessment.
Expand and align services for families with infants.
Increase high-quality, affordable preschool options for all children.
Every child will be supported in and out of school.

Where we are now

3rd Grade Reading, 2016

- 1,675 Exceeded
- 2,820 Met
- 4,320 Not Met

52% Proficient in 3rd Grade Reading
Over 4,300 third graders did not meet reading standards. Reading on grade-level by the end of third grade is a leading indicator of high school graduation and later academic success.

3rd Grade Math, 2016

- 2,120 Exceeded
- 3,095 Met
- 3,710 Not Met

58% Proficient in 3rd Grade Math
While 58% of third graders are proficient in math, over 3,700 did not meet grade-level math standards. Building a strong foundation of early numeracy is key, and many of our students need supports.

Where we are going

3rd Grade Reading and Math Proficiency by Year

Third grade reading and math assessments changed three times from 2012 to 2016; therefore it is not possible to accurately compare proficiency across the five-year span. However, far too many children are not meeting grade-level standards each year. In 2016, over 4,300 children did not meet standards in reading and 3,700 children did not meet standards in math.

% proficient

- 2012
- 2013
- 2014
- 2015
- 2016
- 2025

- Reading
- Math
- Target

84% 86% 82% 58% 85%
77% 75% 75% 58% 58%
72% 75% 75% 58% 58%
84% 86% 82% 58% 58%

“IT IS CRITICALLY IMPORTANT THAT CHILDREN LEARN TO READ BY THIRD GRADE SO THAT THEY CAN THEN READ TO LEARN. THE BERKELEY, CHARLESTON AND DORCHESTER DISTRICTS HAVE IN COMMON THE NEED TO DO A BETTER JOB IN EVERY CLASSROOM AND EVERY ELEMENTARY SCHOOL, ESPECIALLY IN SUPPORT OF THOSE WHO COME TO KINDERGARTEN ALREADY BEHIND.”

Joe Pye, Superintendent for Dorchester County School District 2

Spotlight

Best Practices in Early Literacy.

The Low Country Education Consortium, which includes the four tri-county school superintendents, is working to identify best practices for improving student achievement in literacy for our youngest students, age 3 through fourth grade. A proposal from the districts to support teacher professional development is under consideration for funding by Trident United Way.

Path Forward

Integrate preschool and early grade literacy curricula.
Connect community programs and supports to school culture and individual student needs.

“IT IS CRITICALLY IMPORTANT THAT CHILDREN LEARN TO READ BY THIRD GRADE SO THAT THEY CAN THEN READ TO LEARN. THE BERKELEY, CHARLESTON AND DORCHESTER DISTRICTS HAVE IN COMMON THE NEED TO DO A BETTER JOB IN EVERY CLASSROOM AND EVERY ELEMENTARY SCHOOL, ESPECIALLY IN SUPPORT OF THOSE WHO COME TO KINDERGARTEN ALREADY BEHIND.”

Joe Pye, Superintendent for Dorchester County School District 2
Every child will succeed academically.

**Spotlight**

**Working Every Day to Prepare Students for Careers in STEM.**

The Math Pathways Project Team, which includes tri-county math professionals at the high school and college level, has been at work to open up pathways to college and career access for STEM-related careers. Most recently, the four tri-county school superintendents have asked this group to evaluate Algebra Nation for implementation. The research showed that Algebra Nation is user friendly, can be matched with state standards, and will provide the personal interaction and individualized feedback that many high school students need to succeed in Algebra 1. Therefore, the group has recommended that Algebra Nation be brought to the Low Country, and probably to the entire state.

**Path Forward**

Advocate for state implementation of Algebra Nation; and consistent, nationally normed state assessments.

During the 2015-16 school year, 47% of tri-county students made a C or below on the end of course exam in Algebra 1.

**Where we are now**

<table>
<thead>
<tr>
<th>8th Grade Reading, 2016</th>
<th>8th Grade Math, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,580 Met</td>
<td>1,605 Met</td>
</tr>
<tr>
<td>1,370 Exceeded</td>
<td>1,220 Exceeded</td>
</tr>
<tr>
<td>3,730 Not Met</td>
<td>4,820 Not Met</td>
</tr>
</tbody>
</table>

51% Proficient in 8th Grade Reading

37% Proficient in 8th Grade Math

Nearly half of eighth graders did not meet reading standards and 6-in-10 did not meet math standards, putting them at a disadvantage entering high school.

**Where we are going**

8th Grade Reading and Math Proficiency by Year

Eighth grade reading and math assessments changed three times from 2012 to 2016; therefore it is not possible to compare proficiency across the five-year span. However, far too many children are not meeting grade-level standards each year. In 2016, over 3,730 children did not meet standards in reading and 4,820 students did not meet standards in math.

<table>
<thead>
<tr>
<th>% proficient</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>47%</td>
<td>51%</td>
<td>85%</td>
</tr>
<tr>
<td>Math</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>47%</td>
<td>51%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Indicator note: Data is based on SC Palmetto Assessment of State Standards (SCPASS) administered from 2009 through 2014; The ACT Aspire in 2015; and SC Ready in 2016.

8th Grade Reading and Math Proficiency by Year

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73%</td>
<td>74%</td>
<td>74%</td>
<td>47%</td>
<td>47%</td>
<td>85%</td>
</tr>
<tr>
<td>Math</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
<td>36%</td>
<td>32%</td>
<td>85%</td>
</tr>
</tbody>
</table>

3,730 Not Met

4,820 Not Met

2,580 Met

1,605 Met

1,370 Exceeded

1,220 Exceeded

3,730 Not Met

4,820 Not Met

51% Proficient in 8th Grade Reading

37% Proficient in 8th Grade Math
Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion.

Spotlight

The Charleston Metro Chamber of Commerce and Trident Technical College have enrolled more than 100 companies in the Youth Apprenticeship Programs, which offer 15 career pathways ranging from Industrial Mechanics to Bookkeeping/Accounting to Emergency Medical Technician to Computer Programming. The apprenticeships prepare rising high school juniors and seniors for careers in these fields, while giving them the opportunity to take dual credit courses towards certification, credentialing and an associate degree.

Path Forward

Align Low Country businesses, colleges, nonprofits and government agencies around a comprehensive workforce readiness strategy.

Address math remediation as a high priority for school districts and regional colleges.

Disparities in high school graduation rates between student groups are closing, but still exist:

- White: 88%
- Black: 80%
- Hispanic: 72%
- Limited English Proficiency: 59%
- Students with Disabilities: 52%

Every student enrolled in postsecondary education will successfully complete school and enter into a career.

**Where we are now**

43% of adults 25 and over hold an associate degree or higher.

**For every 100 students** that entered the class of 2010:

- 68 graduated high school
- 44 enrolled in a college or university
- 24 graduated on time with a 2-year (4 students) or 4-year (20 students) degree

35% of high school graduates complete a 2-year or 4-year degree in six years.

**Where we are going**

Adults 25 and over with an associate degree or higher

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>40%</td>
<td>41%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

Source: US Census Bureau, American Community Survey, 1-year estimates.

**One Region: Metro Charleston Talent Shortage Update**

By 2020, an estimated 26,000 new jobs will be created in our region, and our local high schools and postsecondary institutions are currently unable to meet the talent demand. The Charleston Metro Chamber of Commerce and Charleston Regional Development Alliance have identified skills gaps in key growth industries.

**Occupations with high projected employment growth:**

- 20% Software & IT
- 18% Production
- 14% Engineering
- 12% Medical
- 12% Business

**Spotlight**

**Connecting Students with Workforce Needs.**

Timberland High School, located in St. Stephen, has partnered with All Care, a home health business, to provide an eight-week training program for high school students and adults. The participants work with a nurse to develop competency skills for a job in home health. Passing the exam will lead to possible employment opportunities, providing a much-needed trained workforce for this rural area and direct access to good jobs for the students. The program was piloted in early 2017 with approximately 15 high school students. If successful, district leaders from Berkeley County plan to bring the program to additional high schools, as well as explore additional training programs that will serve the needs of the community.

**Path Forward**

Identify supports for tri-county high school graduates in college to reduce dropout rates.
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Thank you!

TCCC would like to thank all of our community partners and generous donors, including all members of the TCCC Board of Directors, who make this work possible. For collective impact to succeed, it has to be done in collaboration with the entire community. From the four school districts to colleges and universities to the business community to non-profit organizations and volunteers from all levels of our community, the progress that has been made is because of you. THANK YOU!

Thank you to the TCCC Communications Committee and Board of Directors for their support in the development of this report.
