Our Commitment to Every Child

Our region is well-endowed with talent and opportunity, yet nearly one in five children in the Tri-County region will not graduate from high school on time and more than one in five students who do graduate will graduate unprepared for the next steps in life. We are home to some of the best schools in the country, yet an alarming number of children in the majority of schools cannot meet grade level standards. The gaps in academic performance between White students and students of color, and between lower- and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

Social and economic policies, like zero-tolerance behavior rules and inequitable school funding mechanisms, have had disproportionate negative impacts on students of color, especially Black students. Our region is home to some of the best schools in the country, yet an alarming number of children in the majority of schools cannot meet grade level standards. The gaps in academic performance between White students and students of color, and between lower- and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

School suspensions hurt academic performance and may contribute to up to 20% of the Black-White achievement gap. Notably, 8-in-10 Black students are not proficient in 3rd grade reading, compared to 5-in-10 White students. Although 40% of public school students in the region are Black, they represent 63% of the student group. Our region is home to some of the best schools in the country, yet an alarming number of children in the majority of schools cannot meet grade level standards. The gaps in academic performance between White students and students of color, and between lower- and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

As a community, we must work together to understand the root causes of these historic disparities, which will require courage and a willingness to actively pursue systemic change. Our initial discussion will focus on racial inequities, but the work will necessarily extend into the areas of gender, socio-economic status and other areas. Our hope is that this will enable our region to work together to pursue systemic change.

Be clear about the outcomes you expect, how they relate to academic achievement, and how you measure success.

We Can Do Better...

• Businesses
• Faith based organizations
• Nonprofits
• Educators & administrators
• Students
• Families
• Elected officials & municipalities

Our partners include:

• Pay closer attention to leadership requirements and fidelity of implementation
• Promote teaching practices and school cultures that address the needs of each student
• Support development of early childhood system to cover 0-5 year olds
• Advocate for reforming the public education system
• Strengthen connections with other education partners
• Ensure incentives to encourage employee degree completion
• Offer accommodating hours, tuition assistance and/or experiential learning for students
• Promote and support employee volunteerism and support service providers
• Be an advocate for reforming the public education system
• Participate in TCCC network activities, evaluating your thoughts, actions, systems and core values of all we do

Focusing resources on the children who need them most

Let our Regional Educational Report function as the start of our conversation about the need for systemic change in K-12 education.

Support the development of an early childhood system to cover 0-5 year olds. Let’s eliminate gaps in educational opportunities in the country, yet an alarming number of children in the majority of schools cannot meet grade level standards. The gaps in academic performance between White students and students of color, and between lower- and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

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8-in-10 Black students are not proficient in 3rd grade reading, compared to 5-in-10 White students. Although 40% of public school students in the region are Black, they represent 63% of the student group.
College success, yet 81% of Black children and 73% of Hispanic children do not meet this milestone. Reading on grade-level by the end of third grade is a significant predictor of high school graduation and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed. Level standards. The gaps in academic performance between White students and students of color, and between lower- and higher-income students, must be at 20% of the Black-White achievement gap. School suspensions hurt academic performance and may contribute to up to 20% of the Black-White achievement gap. Of the 10,500 suspensions last year, 63% of students suspended.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>3rd Grade Math Proficient</th>
<th>4th Grade Reading Proficient</th>
<th>8th Grade Math Proficient</th>
<th>Not Ready for College Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>91%</td>
<td>55%</td>
<td>62%</td>
<td>31%</td>
</tr>
<tr>
<td>BLACK</td>
<td>81%</td>
<td>87%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>62%</td>
<td>76%</td>
<td>37%</td>
<td>41%</td>
</tr>
</tbody>
</table>

9-in-10 Black students are not proficient in 8th grade math, compared to 5-in-10 White students.

63% of public school students in the region are Black, they represent 62% of 8th grade math proficiency, 66% 8th grade reading proficiency, 31% 3rd grade math proficiency.

...and Black or Hispanic students, and between lower- and higher-income students, must be at 85% of students proficient in 8th grade math proficiency.

Our Call to Action

Our Commitment to Every Child

Focusing resources on the children who need them most is the ultimate goal. In the coming year, we will work with the community to refine these targets to ensure they are both ambitious and achievable.

As an integral part of each target, gaps in performance scores between White students and students of color, and between lower- and higher-income students, must be at 85% of students proficient in 8th grade math proficiency.

Our Partners

• Schools, districts & colleges
• Nonprofits
• Businesses
• Faith based organizations
• Service providers
• Students
• Community organizations
• Families as Advocates

Our Competition

Table: Regional Education Report: Chapter 2

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time High School Graduation Rate</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>2-year degree or higher</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Adults ages 25-64 with postsecondary degrees</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Local high school graduates enrolled in 2- or 4-year IHEs</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>8th grade math proficiency</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>8th grade reading proficiency</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>3rd grade math proficiency</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Kindergarten readiness</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Our Guiding Principles

• Equity
• Cultural Competence
• Community Engagement

Our Targets

1. Increase kindergarten readiness to 60%.
2. Increase 3rd grade math proficiency to 50%.
3. Increase 8th grade math proficiency to 70%
4. Increase the percentage of students proficient in Applied Math to 55%.
5. Increase 4th grade reading proficiency to 60%

Our Status Report on Public Education in the Tri-County Region Special thanks to our data partners at the Tri-County Board of Boards and Community Leadership Council.

www.TriCountyCradleToCareer.org

Our Call to Action

We Can Do Better...

Our Partners

• Families as Advocates
• Community organizations
• Businesses
• Nonprofits
• Students

Our Path Forward

• Engage a larger number of community members
• Build a larger and more diverse network of partners
• Commit to a common vision
• Improve transparency of accountability

Our Focus

• Focusing resources on the children who need them most
• Focusing on evidence-based strategies that work

• Moving the needle higher

Our Goals

• To increase kindergarten readiness to 60%
• To increase 3rd grade math proficiency to 50%
• To increase 8th grade math proficiency to 70%
Our Call to Action

Our region’s leaders must be bold in developing solutions that address the root causes of the challenges we face. As a community, we can take bold action to close the academic equity gaps in our schools.

We Can Do Better...Our Focus

• Promote teaching practices and school cultures that address the needs of each child as a ‘whole child’ in order to assure that every child is successful; and
• Service providers
• Elected officials & municipalities
• Civic and philanthropic groups
• Faith based organizations
• Businesses
• Nonprofits
• Schools, districts & colleges
• Students

Regional Education Report: Chapter 2
Status Report on Public Education in the Tri-County Region
Special thanks to our donors and members of the TCCC Board of Directors and Community Leadership Council.

www.TriCountyCradleToCareer.org

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Our Partners

• Families as Advocates
• Families as Providers and Partners
• Business Community
• Civic and Philanthropic Groups
• Business Community
• FAITH BASED ORGANIZATIONS
Every child will be prepared for school.

The absence of academic gains changes for our underrepresented minority students in both private and public schools is not socially, morally, or economically sustainable. For educational outcomes to be equitable for all children, society needs to invest in early learning initiatives that are evidence-based and research-supported. Data indicates that providing early childhood development strategies that cover literacy, numeracy, and social-emotional development leads to better long-term outcomes. Children's early years form the foundation for their future academic and career success.

WHAT WE'RE DOING

- A Kindergarten Readiness Network (convened by Trident United Way) has gathered 2-of-3 families, caregivers, and other service providers.
- The network is working to address the needs of children and families by providing services such as transportation and childcare.
- Strong connections between families and the entire family and school will be fostered through relationships and support programs.
- They are demonstrating the courage to publicly share where their results fall short and to make changes to become more effective.
- They have matched schools in need with volunteers to provide mentoring, homework help, and in-classroom coaching.
- They have identified key factors for success, including:
  - Program evaluation, enrichment programming, and student support.
  - Resource allocation and management.
  - Policy and advocacy.

KEY FACTORS

- Children need continuous, consistent support in the classroom and out of school to meet grade level standards.
- Too many schools fail to offer a level of academic rigor and a culture of high expectations, exceptional leadership, and autonomy with accountability.
- Students in 3rd grade have not met reading and math proficiency standards.
- Children need continuous, consistent support and consistent adult relationships as they move from school to school.
- The lack of relationships among support providers and with schools often leads to duplication of services.
- Resources have been invested in our community to support children in many schools, yet gaps exist in the delivery of services.
- Limited grades leave some children without the supports they need to improve and others with achievement gaps.

Continuous support and consistent adult relationships as children move from one school to another can prevent students from receiving the continuous and comprehensive support they need.

Every child will be supported in and out of school.

Children need continuous, consistent support in the classroom and out of school to meet grade level standards. Too many schools fail to offer a level of academic rigor and a culture of high expectations, exceptional leadership, and autonomy with accountability that ensures students not only graduate from high school but are prepared for success in postsecondary education. Opportunity and achievement gaps are more likely to close when classrooms, schools, and districts consistently offer a culture of high expectations and support for the success of the whole child as an integral part of teaching and learning.

WHAT WE'RE DOING

- The network is working to address the needs of children and families by providing services such as transportation and childcare.
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Continuous support and consistent adult relationships as children move from one school to another can prevent students from receiving the continuous and comprehensive support they need.

Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential.

With high school graduation rates expected to be 90% or higher, economic pressures are increasing with the demand for new workers, especially in high-skill, high-wage sectors. Traditional training pathways and education are no longer sufficient, and a greater emphasis is being placed on developing a workforce that is prepared for modern workforce or postsecondary degree or credential.

WHAT WE'RE DOING

- In an effort to understand barriers facing students from similar calls for school reform.
- The network is working to address the needs of children and families by providing services such as transportation and childcare.
- They are demonstrating the courage to publicly share where their results fall short and to make changes to become more effective.
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Continuous support and consistent adult relationships as children move from one school to another can prevent students from receiving the continuous and comprehensive support they need.

For every 100 students in the Class of 2033

- 2-of-3 are college ready.
- 14-in-10 are not work ready.
- 99-in-10 are workforce ready.
- 4-in-10 have not graduated on-time.
- 51% are graduates of the local district.
- 49% are graduates of other school districts.
- 4-in-10 who are not graduates of the local district have less than a high school diploma.
- 58% of those students are from families living in poverty.
- 84% are Black.
- 16% are White.
- 84% are male.
- 16% are female.
- 87% are from families in poverty.
- 13% are from families not in poverty.
- 58% are graduating on-time.
- 42% are not.

3-in-10 English learners graduate on-time.

1-st of 3 grades

1-of-3 students read proficient in 1st grade.

1-of-3 students read proficient in 3rd grade.

1-of-3 students read proficient in 8th grade.

84% 38% 3,550 62% 53% 36% 55% 43%

84% 38% 3,550 62% 53% 36% 55% 43%

3-in-10 local students enrolling in 4-year degree.

9-in-10 local students attending Trident Technical College.

4-year degrees.

10 graduated on-time from a four-year school.

84% are Black.

16% are White.

84% are male.

16% are female.

87% are from families in poverty.

13% are from families not in poverty.

58% are graduating on-time.

42% are not.

3-in-10 English learners graduate on-time.

1-st of 3 grades

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3-in-10 English learners graduate on-time.
Every child will be prepared for school.
Every child will be prepared for school.

- Students need to be prepared for kindergarten.
- School readiness by third grade.
- Family poverty; living in disenfranchised, high-poverty areas.
- Child care.
- Individualized assistance, meals, and transportation.
- Common barriers to enrollment: cost of care, transportation, and program hours.
- A regional volunteer project aims to help schools become more effective.
- A Kindergarten Readiness Network (convened by Trident United Way) gathers families, caregivers, and service providers.

Every child will be supported in and out of school.

- Strong connections between families and schools can positively influence student learning.
- About half of the kindergarteners in our community are not ready for school.
- More than 3-in-5 eighth graders are not ready for high school.
- District and college leaders have formed the Tri-County Cradle to Career Network.
- 99% of students now graduate from high school on time.
- African American students
discipline

Every child will succeed academically.

- Within the last 10 years, the third-grade reading proficiency of South Carolina students has increased from 90% to 99% proficient.
- The Black/White achievement gap in reading declined at nearly three times the rate of White students.
- District and college leaders have formed the Tri-County Cradle to Career Network.
- Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential.

KEY FACTORS:

- Proficient in 3rd Grade Reading
- Proficient in 8th Grade Reading

WHAT WE’RE DOING:

- About half of the kindergarteners in our community are not ready for school.
- More than 3-in-5 eighth graders are not ready for high school.
- District and college leaders have formed the Tri-County Cradle to Career Network.
- 99% of students now graduate from high school on time.
- African American students have graduation rates of 90%.

visit www.TriCountyCradleToCareer.org to get involved.
Every child will be prepared for school.

- 84% of Tri-County children are proficient in reading by the end of 3rd grade.
- 51% of 8th graders are proficient in math.
- 75% of adults 25-64 hold an associate’s degree or higher.

Key Factors:
- 91% of children in poverty are read to by age 3.
- 80% of new parents receive prenatal care.
- 90% of children in poverty receive free or reduced lunch.

What We’re Doing:
- 28% of kids have access to an afterschool program.
- 38% of kids have access to an early childhood education program.

Every child will be supported in and out of school.

- 20% of children in poverty receive free or reduced lunch.
- 53% of students graduate on time from a four-year high school.
- 36% of adults 25-64 hold an associate’s degree or higher.

Key Factors:
- 90% of children in poverty receive free or reduced lunch.
- 82% of students graduate on time from a four-year high school.
- 55% of adults 25-64 hold an associate’s degree or higher.

What We’re Doing:
- 20% of children in poverty receive free or reduced lunch.
- 38% of kids have access to an afterschool program.

Every child will succeed academically.

- 82% of students graduate on time from a four-year high school.
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Key Factors:
- 90% of children in poverty receive free or reduced lunch.
- 82% of students graduate on time from a four-year high school.
- 55% of adults 25-64 hold an associate’s degree or higher.

What We’re Doing:
- 20% of children in poverty receive free or reduced lunch.
- 14% of kids have access to an afterschool program.

Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential.

- 15% of students graduate on time from a four-year high school.
- 32% of students graduate on time from a four-year high school.
- 36% of adults 25-64 hold an associate’s degree or higher.

Key Factors:
- 90% of children in poverty receive free or reduced lunch.
- 82% of students graduate on time from a four-year high school.
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What We’re Doing:
- 20% of children in poverty receive free or reduced lunch.
- 14% of kids have access to an afterschool program.

Source: America After 3PM

Visit www.TriCountyCradleToCareer.org to get involved.
Opportunity for All

Reading on grade-level by the end of third grade is a significant predictor of high school graduation and level standards. The gaps in academic performance between White students and students of color, and between lower and educational opportunities in the country, yet an alarming number of children in the majority of schools cannot meet grade
Social and economic policies, like zero-tolerance behavior rules and inequitable school funding mechanisms, have had School suspensions hurt academic performance and may contribute to up to 20% of the Black-White achievement gap.

Not Reading at 3rd Grade level

Not Ready for High School Diploma

Not Work Ready in Applied Math

Not Work Ready in College Math

Our Call to Action

In community, we must take bold action to ensure all children have high academic performance and better success in the workforce, in college, and in life. We must also provide the training and support necessary to help adults develop new skills and achieve their personal and professional goals.

Our Targets

1. Increase the percentage of children who are reading on grade level by the end of third grade to 85%.
2. Increase the number of students who graduate from high school on time to 85%.
3. Increase the number of students who are work ready in applied math to 85%.
4. Increase the number of students who are work ready in college math to 85%.

Our Competition

We Can Do Better...

Our Partners

• Families
• Schools, districts & colleges
• Educators & administrators
• Students
• Firms, businesses, and the Business Community
• Civic and philanthropic groups
• Faith based organizations
• Elected officials & municipalities
• Service providers

Our Path Forward

Our Path Forward is a comprehensive plan to address the educational challenges facing our community. The plan is designed to focus resources on the children who need them most, recognizing, respecting, valuing and integrating varied forms of diversity into the educational system. To address these problems, we must:

• Re-allocate resources and change policies and practices that have historically resulted in a disproportionate impact on students of color.
• Promote teaching practices and school cultures that address the needs of each child, including those with special needs, and ensure that every child is successful;
• Directly involve in decision-making those with first-hand experience with the educational system, ensuring a voice for all stakeholders.

Our Guiding Principles

Focusing resources on the children who need them most
• Recognizing, respecting, valuing and integrating varied forms of diversity into the educational system

Raising expectations and increasing achievement for all children
• Setting high expectations for all children
• Providing the resources and support necessary for all children to succeed

Building partnerships and networks
• Working closely with families, schools, businesses, and other community partners to ensure that all children have the support they need to succeed

Our Commitment to Every Child

Not Reading at 3rd Grade level

Not Ready for High School Diploma

Not Work Ready in Applied Math

Not Work Ready in College Math

Regional Education Report: Chapter 2 Status Report on Public Education in the Tri-County Region Special thanks to our donors and members of the TCCC Board of Directors and Community Leadership Council. www.TriCountyCradleToCareer.org