South Carolina State Plan for Equitable Access to Excellent Educators

Office of School Transformation
Division of Innovation and Effectiveness
South Carolina Department of Education

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Section 1. Introduction

The South Carolina State Department of Education (SCDE) is pleased to submit to the U.S. Department of Education (USDE) the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and leaders in the state of South Carolina. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. South Carolina's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary. Given the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that students from low-income families, students of color, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified principals.

This plan details our approach to achieving our objective of improving access to excellent educators for our state's most disadvantaged youth. However, South Carolina is committed to improving student outcomes across the state by expanding access to excellent teaching and leading for *all* students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from low-need to high need districts, schools, and classrooms, but rather a comprehensive approach to strengthening and maintaining teacher and principal effectiveness across the state, with an emphasis on our schools and classrooms with the greatest need.

To create this plan, a team of leaders at SCDE – referred to as the SCDE Internal Equity Team – led by the Program Manager of Federal Priority Schools, took the following steps:

1. Reviewed South Carolina's previously submitted equity plan which addressed strategies for ensuring equity across the state.
2. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
3. Reviewed data provided by the USDE and our own Office of Research and Data Analysis (ORDA) to identify equity gaps.
4. Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie our equity gaps to identify and target our strategies accordingly.
5. Began to set measurable targets and create a plan for measuring and reporting progress, as well as continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin this process in an informed way, the SCDE Internal Equity Team performed a review of current policies and initiatives that South Carolina has been implementing in recent years as

well as a review of relevant and available data. This review was conducted in collaboration with multiple offices within SCDE. Specifically, we reviewed:

- Existing state policy and practice for improving educator recruitment, retention, development, and support.
- Policies and initiatives focused on South Carolina's institutions of higher education (IHE) and other providers that prepare teachers and principals.
- Initiatives relating to providers of in-service professional learning programs.
- Current licensure standards and requirements.
- The status of South Carolina's efforts to develop, test, and implement a new Educator Effectiveness Evaluation System. The system was beta tested during the 2012-2013 school term and piloted during 2013-14. Based on feedback obtained from the stakeholders, adjustments have been made to the evaluation system. Those adjustments were approved by South Carolina's State Board and the system will be phased into the schools during the 2015-16 and 2016-17 school terms.
- Available data identified as relevant to the development and implementation of our state's equitable access plan. As a starting point, we reviewed the data profile prepared by USDE, in particular the Civil Rights Data Collection (CRDC) data submitted by South Carolina's school districts and EDFacts data that we provided to the USDE on classes taught by highly qualified teachers. To build on these data, we also reviewed additional relevant data such as teacher and principal turnover rates, teacher attendance rates, teacher salary, principals' years at individual schools, and overall ESEA ratings.

Section 2. Stakeholder Engagement

We believe that a successful state plan for teacher and leader equity in South Carolina could not be developed solely and in isolation by SCDE or even by SCDE in cooperation with school districts. Rather, the plan's success will depend in large part on the long-term involvement and ownership of other stakeholders, including parents and other community members, teachers and other school employees (including organizations representing teachers), teacher and leader educators and others from higher education, school boards, civil rights and other community groups, and the business community. As described below, SCDE has involved stakeholders from the beginning and will continue to do so through a statewide SC Transformation Team, made up of representatives from key stakeholder groups that will oversee the long-term implementation of and improvement of this plan. To ensure that we produced a truly shared plan of action, the SCDE held an initial, state-wide stakeholder meeting with the SC Transformation Team, then one stakeholder meeting in each of the three regions throughout the state (Upstate, Pee Dee, Midlands, and Low Country).

Lists of participants in the SC Transformation Team and regional equity meetings are provided in Appendix A. The SC Transformation Team will continue to be consulted on plan direction, particularly approval of strategies, setting targets, and setting benchmark goals over the next five years. The Office of School Transformation, which has responsibility for our plan for equitable access, intends to consult with the SC Transformation Team related to numerous school

improvement and choice programs and efforts. Therefore, while the Team may only be asked to assess this equitable access plan annually, meetings will be held two to four times per year and cover a variety of topics and initiatives.

To document the stakeholders who were involved in the process, we created an electronic document that listed each participant's name, district affiliation, community role, and participation session. Members of the SC Transformation Team were asked to give comments on this plan prior to final submission to the USDE. Unfortunately, likely due to the busy nature of May in schools and districts, no comments were received. A meeting of the SC Transformation Team will be convened prior to the start of the 2015-16 school year to double-check strategies, clarify or revise performance objectives, and set benchmarks. All other participating stakeholders will be provided with an electronic copy of the plan after approval.

After the conclusion of the final regional equity meeting, the SCDE Internal Team utilized a constant comparative method for analysis of data from all stakeholder meetings. The coded data were a compilation of the root causes and strategies that were recorded on chart paper at the four stakeholder meetings. Based on the analysis of the data, we identified 14 themes; out of those eight were considered major based on their reoccurrence on the recorded charts from each of the meetings (see Appendix E). The identified themes became representations of some of the root causes of South Carolina's equity gaps, provided insight into the quantitative data, and supported a high quality overall analysis. Although this cannot be considered grounded theory, qualitative data gathered at all stakeholder meetings helped tie our theory of action closely to stakeholders' understanding and input. In all meetings, stakeholders examined quantitative data, identified root causes, and brainstormed strategies. Meeting agendas are included in Appendix C.

Members of the SCDE Internal Equity Team were present, and in many cases helped facilitate, stakeholder meetings. Each meeting lasted approximately 3.5 hours. At some of the meetings, there was representation from high level SCDE leaders ranging from the Deputy Superintendent to the Director of the Office of School Transformation. There were approximately 70 stakeholders consulted during the development of this plan. Our goal is to expand the SC Transformation Team and incorporate additional stakeholders during the monitoring process.

The purpose of the four meetings was for stakeholders to:

- Review data and serve as advisors on interpreting the data. Due to different levels of familiarity with data among our stakeholder groups, we ensured that a member of the state team with expertise in data analysis was on hand at all meetings and facilitated the data discussions. In addition, to ensure that each participant had an opportunity to interact with the data that would be discussed at each meeting, it was electronically sent to everyone at least 24 hours prior to the convening.
- Identify and prioritize root causes of inequities in access to excellent teachers and leaders.
- Brainstorm strategies for addressing the inequities that exist.

At the meetings, we heard from parents, teachers, school and district leaders, pupil services personnel, school board members, community organizations, advocacy group leaders, educator preparation faculty, private business representatives, and other members of the public. To ensure that the conversations were productive and solutions-oriented, we introduced meeting objectives

at the onset of each meeting. Those objectives, along with the established agenda, helped to keep the discussion on target.

We had an identified note taker at each session who systematically captured stakeholder feedback and incorporated the feedback from all meetings into memos that were reviewed and discussed by the authors of this plan. One prevalent idea that was captured throughout each meeting was the need to ensure that every child is equipped to compete globally. Dr. Sojourner, Superintendent of Bamberg School District 2, stated the following, "We know, in South Carolina, that children in poor areas need the same education and experiences to compete on a global level with every other student, from every other area within South Carolina."

Each component of South Carolina's plan to ensure Equitable Access to Excellent Educators was developed through this collaborative process (see Appendix B for a more detailed timeline of these stakeholder engagement activities). Participants from each session were encouraged to engage more widely with colleagues and communicate back further insights that they gained. These communications were added to the compilation of stakeholder input. We will continue to involve stakeholders in our activities going forward through the expansion and meetings of the SC Transformation Team, composed of representatives from a variety of stakeholder groups, which will oversee the long-term implementation and monitoring of this plan.

A few specific examples of our ongoing engagement plans include the following:

- Annual half-day meetings will be established in July or August each year for the SC Transformation Team members to review our plan and progress toward achieving equitable access.
- In between meetings, the members of the SC Transformation Team will be asked to engage even more widely with additional stakeholders, using structured resources that encourage in-depth conversation that gets to the heart of the issues. We will ask members to bring their insights back to the team to inform the ongoing improvement of the South Carolina equitable access plan.
- We will connect minority group leaders to our state data experts to think jointly about what analyses of that year's data will be helpful in thinking through root causes of our current equity gaps, in particular related to their constituent groups. Giving these group leaders a chance to dig deeply into current and future data related to the youth for which they are advocating will help provide insight to our team in the long-term improvement of our equitable access work.

Section 3: South Carolina Equity Gaps

Analysis Process

To ensure that our equitable access work is high quality and data-informed, we relied on multiple data sources that will continue to be improved upon over time. As we have worked with our stakeholder groups, their perspectives have shed greater light on the data and helped us gain a better understanding of the root causes for our equity gaps and our strategies, including unintended consequences or likely implementation challenges for certain strategies.

For this analysis, we utilized data from South Carolina's Professional Certified Staff (PCS) system, which is maintained in order to collect information on professional personnel to meet the requirements of the South Carolina Education Finance Act (EFA), the Education Improvement Act (EIA), and other school-related state laws. Additionally, data from PowerSchool, South Carolina's student information system, were also used. Many of the data within this analysis are reported annually on our state's annual report cards, which are published for both individual districts and schools.

In the preliminary analysis conducted by the SCDE Internal Equity Team, we explored empirical research related to school equity, particularly as it relates to issues of teacher quality and how these elements impact student performance. This exploration informed our preliminary work, as we identified specific areas where potential equity gaps may be most impactful for schools. First, data analysis focused on the gaps between "low poverty" and "high poverty" schools, gaps between "low minority" and "high minority" schools, as well as gaps existing between school districts in South Carolina. Low and high designations refer to quartiles as described in the 2011-12 South Carolina Educator Equity Profile produced by the USDE (2014):

- Low Poverty (LPQ): Schools within the lowest (bottom) quartile of all schools in South Carolina, based on the percentage of students receiving free or reduced meals under federal guidelines. ORDA included students receiving Medicaid benefits.
- High Poverty (HPQ): Schools within the highest (top) quartile of all schools in South Carolina, based on the percentage of students free or reduced meals under federal guidelines. ORDA included students receiving Medicaid benefits.
- Low Minority (LMQ): Schools within the lowest (bottom) quartile of all schools in South Carolina, based on the percentage of non-white students.
- High Minority (HMQ): Schools within the highest (top) quartile of all schools in South Carolina, based on the percentage of non-white students.

As a second step in the analysis, we examined the percentage of classes taught by non-highly qualified teachers, percentage of teachers not returning, average teacher attendance rate, average years of teacher experience, average teacher salary, average teacher days in professional development, average student-teacher ratio, and the principal's years at the school.

As we progressed through our stakeholder meetings we also used the input of school, district, and community leaders to inform the path of our analysis. Thus, the strong feedback we received aided us in the identification of other important areas in which gaps should be explored, both at the school and district level. Additional areas examined, based on stakeholder input, included percentage of teachers leaving who left to teach in another South Carolina public district,

percentage of teachers with restricted licenses, areas filled by those with restricted licenses, percentage of teachers teaching out-of-field, and areas filled by those with out-of-field licenses.

Analysis of Gaps Required by the USDE

In this equity plan, the USDE asked the SCDE to analyze gaps in the equitable distribution of teachers in five areas: high poverty, high minority, inexperienced, unqualified, and out-of-field. Each of these areas is addressed below, including the way in which the SCDE defines any associated term. It is important to note that South Carolina has been concerned with providing equitable access to excellent educators for several years, and in some areas our efforts to date appear to be showing results.

High Poverty

The SCDE uses two definitions to define poor students. First, we used the U.S. Census definition which states that a family of four with a combined income of $23,000 dollars or less annually is considered in poverty. We also considered students who receive Medicaid and/or free and reduced lunch to be in poverty.

Figure 2 (p. 16) details the relationship between district poverty level, as defined by the U.S. Census, and district performance. The graph indicates that as poverty level increases, performance tends to decrease. The regression line indicates the expected level of performance, given poverty. Thus, districts falling below the regression line are performing under their predicted expectation, and districts above the line are performing above their predicted expectation. Of particular note here is the distribution of A and F districts; each of the districts with an F performance rating (below the lowest dotted line, numbers 71-80) have high rates of poverty, while one of the districts with an A performance rating (above the top dotted line, numbers 1-10) fall into the high poverty range.

The data show a significant gap between low and high poverty schools.

High Minority

The SCDE defines a minority student as any student who is nonwhite.

Figure 3 (p. 18) details the distribution of schools within the top (highest) and bottom (lowest) quartiles for poverty, as well as those for minority students. The "All Schools" column provides a comparison for all South Carolina public schools. For all South Carolina schools, almost one-third of schools received an A performance rating in 2013-2014, with an additional one-third receiving a B. The remaining (approximate) one-third received a C, D, or F rating. For low poverty schools, almost 60% of schools received an A rating, with an additional 35% receiving a B. Only around 5% of these schools received lower than a B, with none receiving an F. In comparison to these low poverty schools, the distribution of ratings among high poverty schools is much different. Within this category, over 80% of schools received a rating of C, D, or F.

The comparison between low minority schools and high minority schools follows a similar pattern to the one seen between low poverty and high poverty schools. Within low minority

schools only 8% received less than a B rating, with none receiving an F. However, for high poverty schools over 80% of schools received a C, D, or F rating.

The data show a significant gap between low and high minority schools. Gaps related to demographics of poverty and minority status tend to mirror each other in South Carolina. As the next indicators demonstrate, it is within the context of high poverty, high minority schools that we see an inequitable distribution of teachers. We believe there is a strong correlation between high poverty, high minority districts and schools in South Carolina and those identified as rural. You will see later in this plan that we often refer to strategies and objectives for rural schools. Moving forward, data related to rural versus non-rural will be examined in greater detail to ensure that a correlation exists and that the SCDE is moving in an appropriate direction.

Inexperienced Teachers

The SCDE defines teachers with less than three years of experience as inexperienced. In South Carolina, teachers with less than three years of experience are still considered beginning teachers until they complete their initial certification requirements.

Figures 6 and 7 (pp. 22-24) detail the average years of teacher experience for each South Carolina district. Figure 7 shows the slightly positive relationship between teacher experience and poverty level, suggesting that as poverty level increases, so does the average number of years of experience within the district. Figure 6 shows that low levels of teacher experience are not equated with high poverty levels; within the districts with the highest level of teacher experience within the state, several have high levels of poverty. However, it is important to note, again, that teacher experience and retention are not always synonymous with teacher effectiveness.

During the SC Transformation Team and regional equity meetings, stakeholders consistently discussed the difficulty of attracting and retaining new teachers in their mostly rural districts and schools. New teachers – though inexperienced – are seen by South Carolina stakeholders as having the potential to use technology, bring about change, and/or provide teacher leadership.

Data show a trend toward having increased numbers of more experienced teachers in low versus high poverty schools or low versus high minority schools, but this is not necessarily seen as an entirely positive trend. The data indicate a gap in the ability to attract new, less experienced to high poverty and/or high minority schools, and this is the gap the we focus on in the SCDE plan for the equitable distribution of excellent educators. Our intent moving forward is to obtain more information about what qualities stakeholders appreciate in newer teachers, and use this information to further inform SCDE strategies.

Unqualified Teachers

The SCDE defines an unqualified teacher as one who lacks full teaching licensure or is working under an emergency license. These teachers are also called non-highly qualified.

At this time, 96.03 percent of all South Carolina core academic classes are taught by highly qualified educators. This is a 19.42 percent increase since the 2003-2004 school term. Nevertheless, Figure 4 (p. 19) shows that currently for all schools, as the performance rating goes down, the percentage of non-highly qualified teachers tends to go up. The gap between the percentage of highly qualified teacher between A and F schools is much more distinct in high poverty schools than in low poverty schools. This pattern is repeated when comparing low minority and high minority schools.

Figure 5 (p. 21) further details the gap of non-highly qualified teachers between low poverty and high poverty schools, as well as low minority and high minority schools. In low poverty schools, 3.5% of classes are taught by a non-highly qualified teacher; in high poverty schools almost 8% are taught by non-highly qualified teachers. In terms of actual classes, this means that one in every 28 classes at low poverty schools are taught by non-highly qualified teachers, while one in 12 classes in high poverty schools are taught by someone that is not highly qualified. This pattern is repeated when comparing low minority and high minority schools. Within low minority schools, one in 34 classes are taught by a non-highly qualified teacher, but at high minority schools, one in 12 classes are taught by a non-highly qualified teacher. The state average, for comparison purposes, is 4.5% (one in 22) of classes taught by a non-highly qualified teacher.

Figure 4 (p. 19) shows there is a gap in the schools' performance rating when correlated to principal's years at the school and the percentage of non-highly qualified teachers. For all schools, as the performance rating goes down, principal years at school tend to go down, while the percentage of non-highly qualified teachers tends to go up. As indicated above, while this is true among these different groups of schools, the gap between the percentage of highly qualified teachers between A and F schools is much more distinct in high poverty schools than in low poverty schools. This pattern is repeated when comparing low minority and high minority schools.

The data show a significant gap related to unqualified teachers in high poverty and/or minority schools.

Out-of-Field Teachers

The SCDE defines out-of-field assignment for preparation and licensure as being currently assigned to teach a subject and/or grade that one is not prepared or licensed to teach.

The federal *Educator Equity Profile* for South Carolina using 2011-2012 data indicates that the percent of teachers in the state teaching without certification or licensure is 1.1% in the high poverty school quartile versus 0.6% in the low quartile. The percent of teachers in the state teaching without certification or licensure is 1.7% in the high minority school quartile versus 0.4% in the low quartile. Overall, out of 1,215 schools, only 1% of teachers are identified as teaching without certification or licensure (USDE, 2014).

While the percentage of teachers may be low, much like the unqualified teachers percentage, it likely translates into a significant number of actual classes taught by teachers who are out-of-

field, particularly for high poverty and/or high minority students. In this way, the data likely show a significant gap related to out-of-field teachers in high poverty and/or minority schools. Moving forward, the SCDE Internal Equity Team will make certain it has the exact numbers related to actual classes a student in a high poverty, high minority school may experience that are taught by out-of-field teachers.

Other Data and Definitions Considered

Significant gaps did not exist within the following areas: teacher attendance rate, days in professional development, and student-teacher ratio. The SCDE did, however, find significant gaps within the following areas: teacher turnover and teacher salary.

Teacher Turnover

Data from the SCDE indicate that schools with high concentrations of minority students and students from low-income families have higher teacher turnover than schools with low concentrations of those students.

The data display a gap in the teachers' turnover rate between high miniority, high poverty schools and districts and low minority, low poverty schools and districts. Eleven percent of teachers left low poverty schools in comparison to 19.6% from high poverty schools, which equates to an approximate 8% difference. There was a greater disparity between high minority and low minority schools. In low minority schools there was a 10% turnover rate in comparison to 20% in high minority schools, which is double the amount.

Figures 8 and 9 (pp. 25-27) illustrate the relationship between poverty level and the percentage of teachers leaving to teach in another South Carolina district. For the purposes of this plan, this may be particularly meaningful as these data capture teachers who are not leaving their jobs because they are moving to another state or because they are leaving the teaching profession; rather, these teachers are leaving their jobs to take a teaching job in another South Carolina school district. As Figure 9 indicates, the higher the poverty level of the district, the higher the percentage of these teachers who leave to take a job in another South Carolina district.

Figure 10 (p. 28) lists schools in South Carolina with 30% or higher teacher turnover during the 2013-2014 school year. This table also details other information about the school, as related to poverty level (poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four), the percentage of minority students, and the school's performance rating. These details show that schools with high teacher turnover exist at all levels of performance, poverty levels, and minority levels. After review of the data it was apparent that 30% was the natural gap; therefore, it was chosen as the cutoff. There were schools well under this marker and then those that were higher.

Teacher Salaries

Data on salaries offered by South Carolina's LEAs have important implications for their ability to recruit and retain enough excellent teachers for all students.

Although the gap in salary is not statistially significant (Figure 1, p. 15), there is a gap that many of our stakeholders noted impacts the recruitment of excellent educators. The average salary for teachers in low poverty districts is $49,497 and $46,023 in high poverty schools, which is almost a $3,500 difference. The average salary in a low minority schools is $49,383 and $46,268 in high minority schools, approximately a $3,100 difference. Our stakeholders pointed out that the difference of $3,000 is actually significant, particularly for new teachers. Stakeholders told us this difference becomes a contributor especially when the district does not have other perks to offer and when a new teacher must pay more in travel expenses to come to a rural district. Several district representatives were clear that a lower salary has caused them to lose new educators to neighboring, higher paying districts.

Effective Teachers and Leaders

South Carolina recognizes that HQT is not a strong indicator of effectiveness. Much time was spent discussing this issue at each of the regional equity meetings.

The SCDE's current focus is instead on ensuring that all classrooms are taught by "effective" teachers, who in turn are supported by "effective" leaders. Current, reliable data based on student performance and/or growth are not available at this time. Through its 2015 ESEA Waiver Renewal application, which outlines a revamped teacher and administrator evaluation system, the SCDE is moving toward a model where these data will be available and can be used by districts to support effective instruction and leadership in all schools.

In the future, the SCDE will work with districts to add teacher and administrator effectiveness to the data analyzed in determining gaps in the equitable distribution of excellent educators in the state. For now, the SCDE Internal Equity Team includes the following definitions as a basis for the future. Our goal is to define widely now, with an understanding that clarification will be needed in the future.

- An *effective teacher* scores proficient or higher in the state evaluation system, and shows evidence of making significant contributions to growth in student learning.

- An *ineffective teacher* fails to proficient or higher in the state evaluation system, and fails to show evidence of making significant contributions to growth in student learning.

- An *effective administrator* scores proficient or higher in the state evaluation system, and shows evidence of making significant contributions to growth in student learning.

- An *ineffective administrator* fails to score proficient or higher on the state evaluation system, and fails to show evidence of making significant contributions to growth in student learning.

Summary of Gaps

Our data reveal that there are some equity gaps between our high poverty, high minority schools and districts and our low minority, low poverty schools and districts. As an Internal Equity Team we had to make decisions concerning which gaps we should address in the plan. As stated

previously, gaps related to demographics of poverty and minority status tend to mirror each other in South Carolina. It is within the context of high poverty, high minority schools that we see an inequitable distribution of teachers, so we do not identify poverty or minority percentages alone as gaps we will address.

Based on our overall analysis of the data, the SCDE will focus on five gaps in its state plan for the equitable distribution of excellent educators:

- *Inexperienced Teachers:* The data indicate a gap in the ability to attract new or less experienced teachers to high poverty and/or high minority schools.
- *Unqualified Teachers:* The data show a significant gap related to unqualified teachers in high poverty and/or minority schools.
- *Out-of-Field Teachers:* While the percentage of teachers may be low, much like the unqualified teachers percentage, it likely translates into a significant number of actual classes taught by teachers who are out-of-field, particularly for high poverty and/or high minority students. In this way, the data show a significant gap related to out-of-field teachers in high poverty and/or minority schools.
- *Teacher Turnover:* Data from the SCDE indicate that schools with high concentrations of minority students and students from low-income families have higher teacher turnover than schools with low concentrations of those students.
- *Teacher Salaries:* Although the gap in salary is not statistically significant, there is a gap that many of our stakeholders noted impacts the recruitment of excellent educators. Stakeholders told us the approximate $3,000 in salary becomes a contributor especially when the district does not have other perks to offer and when a new teacher must pay more in travel expenses to come to a rural district. Several district representatives were clear that a lower salary has caused them to lose effective educators to neighboring, higher paying districts.

Future Evaluation

This document establishes the gaps in equitable access to excellent educators that the SCDE targets and intends to monitor over the next five years, with the goal of significantly addressing these gaps by the end of the 2019-2020 academic year. Strategies outlined in section 4 will be used to support agency, district, and school work. Prior to full implementation, the plan will be reviewed once more with the SCDE Internal Equity Team and the SC Transformation Team to double-check strategies, clarify baseline data, and set benchmarks and goals.

This plan is a living document, with action needed for continuous improvement of the SCDE's work, as well as districts' and schools' work, toward addressing the gaps in equitable access to excellent educators. To that end, the plan and benchmark data will be reviewed annually by the SCDE Internal Equity Team and the SC Transformation Team to assess progress and/or revise the plan.

Responsibility for monitoring and revising the plan will remain within the SCDE Office of School Transformation.

Data Workbook

The following series of data pieces was developed by the SCDE Office of Research and Data Analysis (ORDA). ORDA played an integral role on the SCDE Internal Equity Team and presented relevant data at the initial meeting of the SC Transformation Team and all three regional stakeholder meetings.

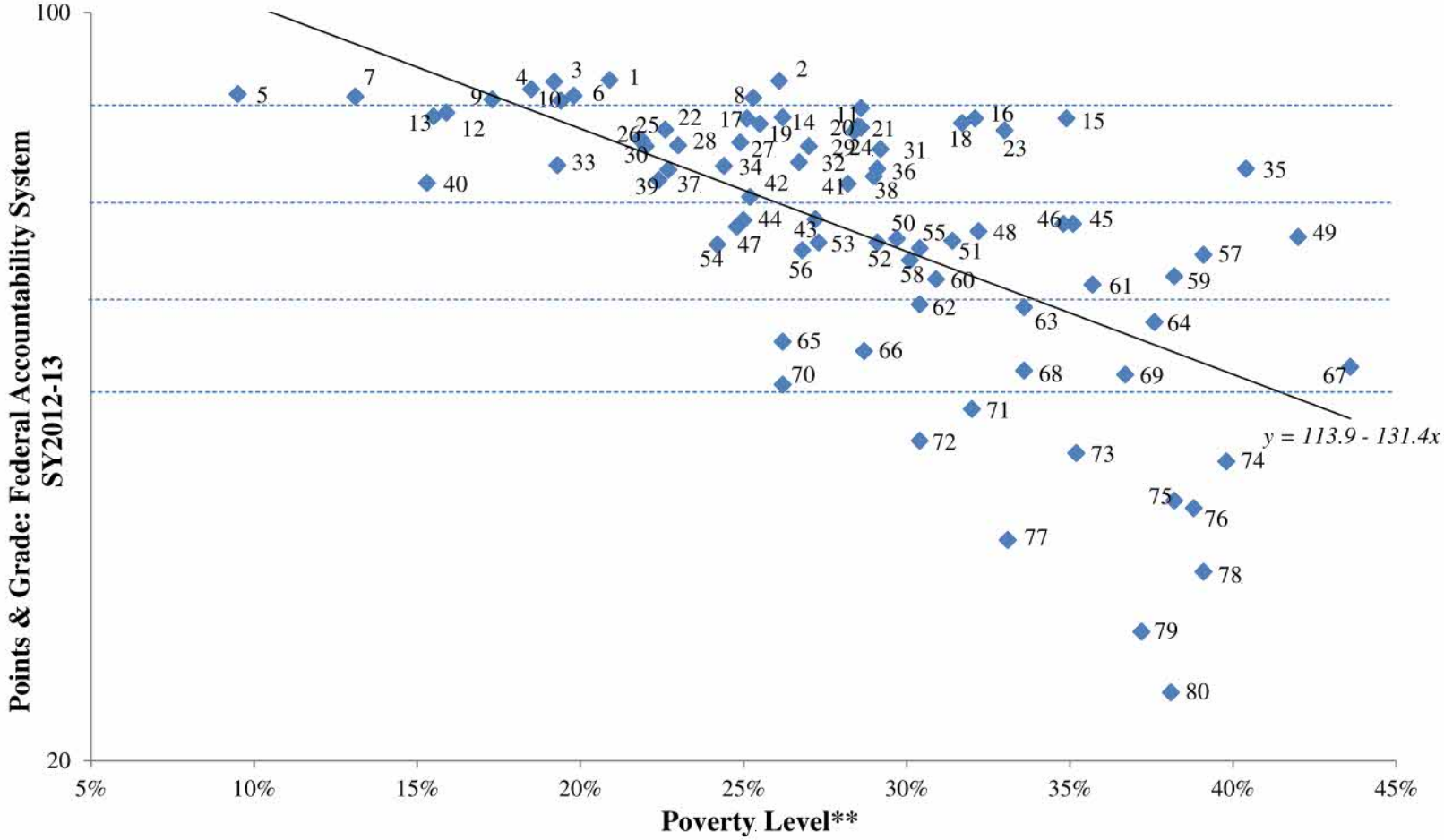
Figure 1. South Carolina's Potential Equity Gaps, 2013-2014

	Non-Highly Qualified Teachers (%)	Teachers Not Returning from Previous Year (%)	Teacher Attendance Rate (%)	Average Teacher Salary	Teacher Days in Professional Development	Student-Teacher Ratio	Principal's Years at School	Performance Rating, based on Federal Accountability System
All South Carolina public schools	4.5%	14.2%	95.2%	$48,025	11.3	21.0	5.5	80.5 (B)
Schools with Low Populations of Low-Income Students	3.5%	11.3%	95.3%	$49,497	10.9	22.9	5.7	91.1 (A)
Schools with High Populations of Low-Income Students	7.9%	19.6%	95.0%	$46,023	11.0	18.6	4.5	64.3 (D)
Percent Difference, Low to High (Low-Income)	*-125.7%*	*-73.5%*	*0.3%*	*7.0%*	*-0.9%*	*18.8%*	*21.1%*	*29.4%*
Schools with Low Populations of Minority Students	2.9%	10.3%	95.2%	$49,383	11.3	21.7	6.0	90.6 (A)
Schools with High Populations of Minority Students	7.6%	20.2%	95.2%	$46,268	10.8	19.0	4.4	65.8 (D)
Percent Difference, Low to High (Minority)	*-162.1%*	*-96.1%*	*0.0%*	*6.7%*	*4.4%*	*12.4%*	*26.7%*	*27.4%*

Note: School groups based on quartiles; means unweighted.

Figure 1 provides a preliminary look at areas we explored while identifying potential gaps in equitable access for South Carolina students. Each of these areas was selected because of its connection, within the research literature, with teacher effectiveness and overall student and school performance. Significant gaps did not exist within the following areas: teacher attendance rate, days in professional development, and student-teacher ratio. We identified significant gaps within the following areas: non-highly qualified teachers, teachers returning from the previous year, principal's years at school, and performance rating (based on the federal accountability system). These gap areas will be examined in further detail and discussed below.

Figure 2. Performance by School Districts, Based on Poverty Level, 2013-2014



Note: Numbers shown correspond to individual districts; numbers are based on descending order of performance rating (point total).

* Performance is based on student scores on standardized tests in Math, Science, Social Studies, and English; the percent of students tested; and high school graduation rates.

**Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four. The Census Bureau does not provide data for the South Carolina Public Charter School District.

Figure 2 details the relationship between district poverty level, as defined by the U.S. Census, and district performance. As the graph indicates, as poverty level increases, performance tends to decrease. The regression line indicates the expected level of performance, given poverty. Thus, districts falling below the regression line are performing under their predicted expectation, and districts above the line are performing above their expectation. Of particular note here is the distribution of A and F districts; each of the districts with an F performance rating (below the lowest dotted line, numbers 71-80) have high rates of poverty, while one of the districts with an A performance rating (above the top dotted line, numbers 1-10) falls into the high poverty range.

Figure 3. School Performance Grades, 2013-2014

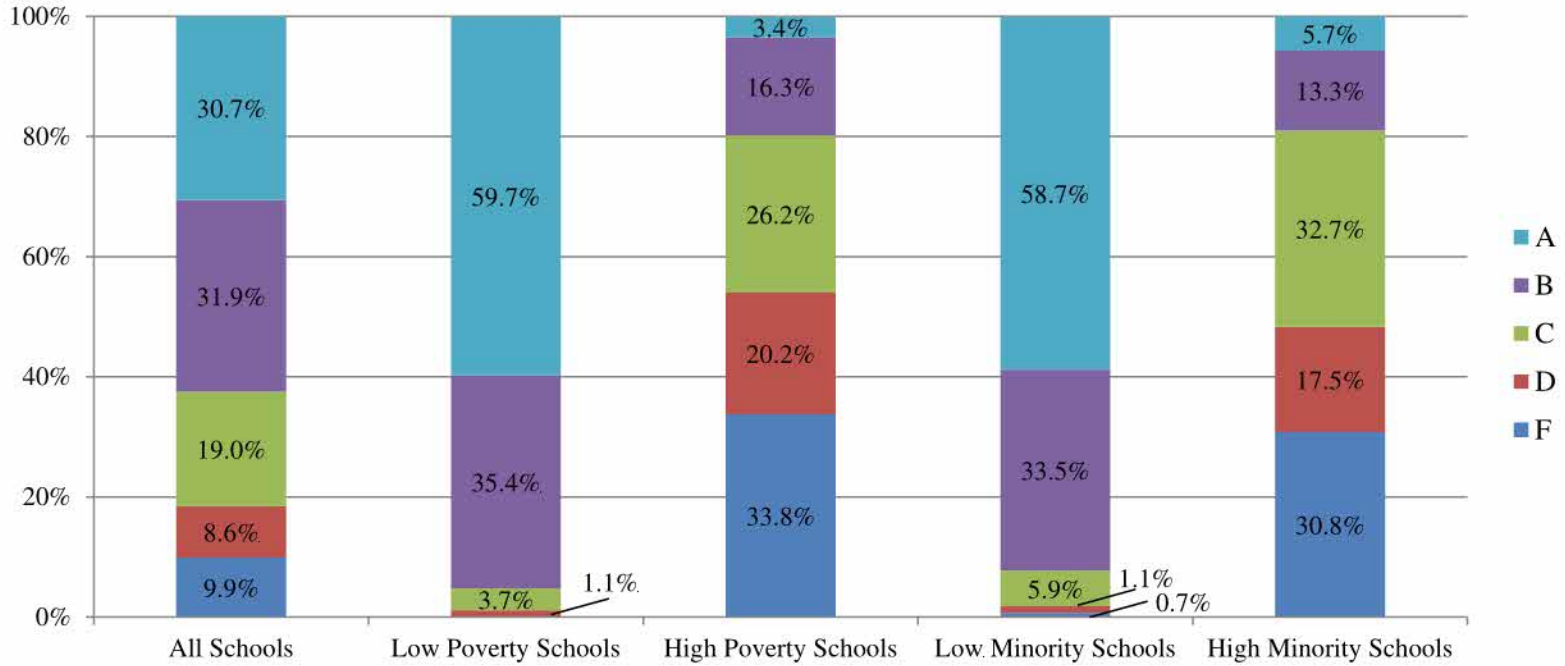


Figure 3 details the distribution of schools within the top (highest) and bottom (lowest) quartiles for poverty, as well as those for minority students. The "All Schools" column provides a comparison for all South Carolina public schools. For all South Carolina schools, almost one-third of schools received an A performance rating in 2013-2014, with an additional one-third receiving a B. The remaining (approximate) one-third received a C, D, or F rating. For low poverty schools, almost 60% of schools received an A rating, with an additional 35% receiving a B. Only around 5% of these schools received lower than a B, with none receiving an F. In comparison to these low poverty schools, the distribution of ratings among high poverty schools is much different. Within this category, over 80% of schools received a rating of C, D, or F. The comparison between low minority schools and high minority schools follows a similar pattern to the one seen between low poverty and high poverty schools. Within low minority schools only 8% received less than a B rating, with none receiving an F. However, for high poverty schools over 80% of schools received a C, D, or F rating.

Figure 4. Federal Accountability Performance Grades, by Principal Years and Non-Highly Qualified Teachers, 2013-2014

	Performance Grade, based on Federal Accountability System				
	A	**B**	**C**	**D**	**F**
All Schools					
Principal's Years at School	6.2	5.6	5.4	5.3	3.4
Non-Highly Qualified Teachers (%)	2.3%	4.0%	5.4%	6.4%	12.1%
Low Poverty Schools					
Principal's Years at School	6.1	5.5	3.3	3.7	N/A
Non-Highly Qualified Teachers (%)	2.7%	4.1%	8.9%	7.8%	N/A
High Poverty Schools					
Principal's Years at School	4.7	5.6	5.7	4.5	3.1
Non-Highly Qualified Teachers (%)	1.6%	5.3%	4.9%	5.2%	12.7%
Low Minority Schools					
Principal's Years at School	6.3	5.7	4.8	5.8	5.5
Non-Highly Qualified Teachers (%)	2.1%	3.2%	6.0%	6.1%	2.2%
High Minority Schools					
Principal's Years at School	4.8	6.0	5.4	4.2	2.9
Non-Highly Qualified Teachers (%)	2.5%	5.0%	5.7%	5.6%	12.0%

Figure 4 provides further detail into the relationship between the distribution of performance grades, among schools, and two characteristics of schools: the number of years the current principal has been at the school, and the percentage of non-highly qualified teachers within the school. In South Carolina, highly qualified teachers must have three characteristics: 1) hold at least a bachelor's degree 2) be fully licensed by the state for their current teaching assignment 3) demonstrate content knowledge in each subject they teach. It is important to note here that, while the presence of highly qualified teachers is deemed critical, highly qualified teachers are not necessarily highly effective teachers.

For all schools, as the performance rating goes down, principal years at school tend to go down, while the percentage of non-highly qualified teachers tends to go up. As indicated above, while this is true among these different groups of schools, the gap between the percentage of highly qualified teacher between A and F schools is much more distinct in high poverty schools than in low poverty schools. This pattern is repeated when comparing low minority and high minority schools.

Figure 5. Classes Taught by Non-Highly Qualified Teachers

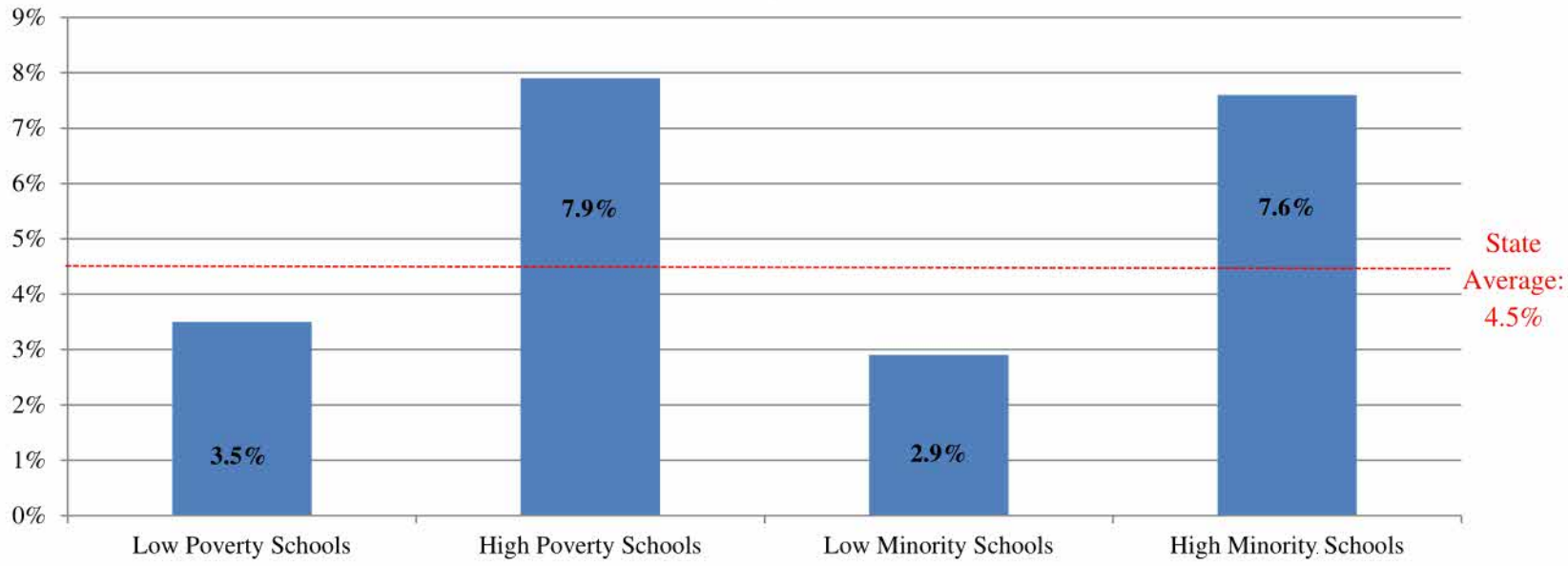


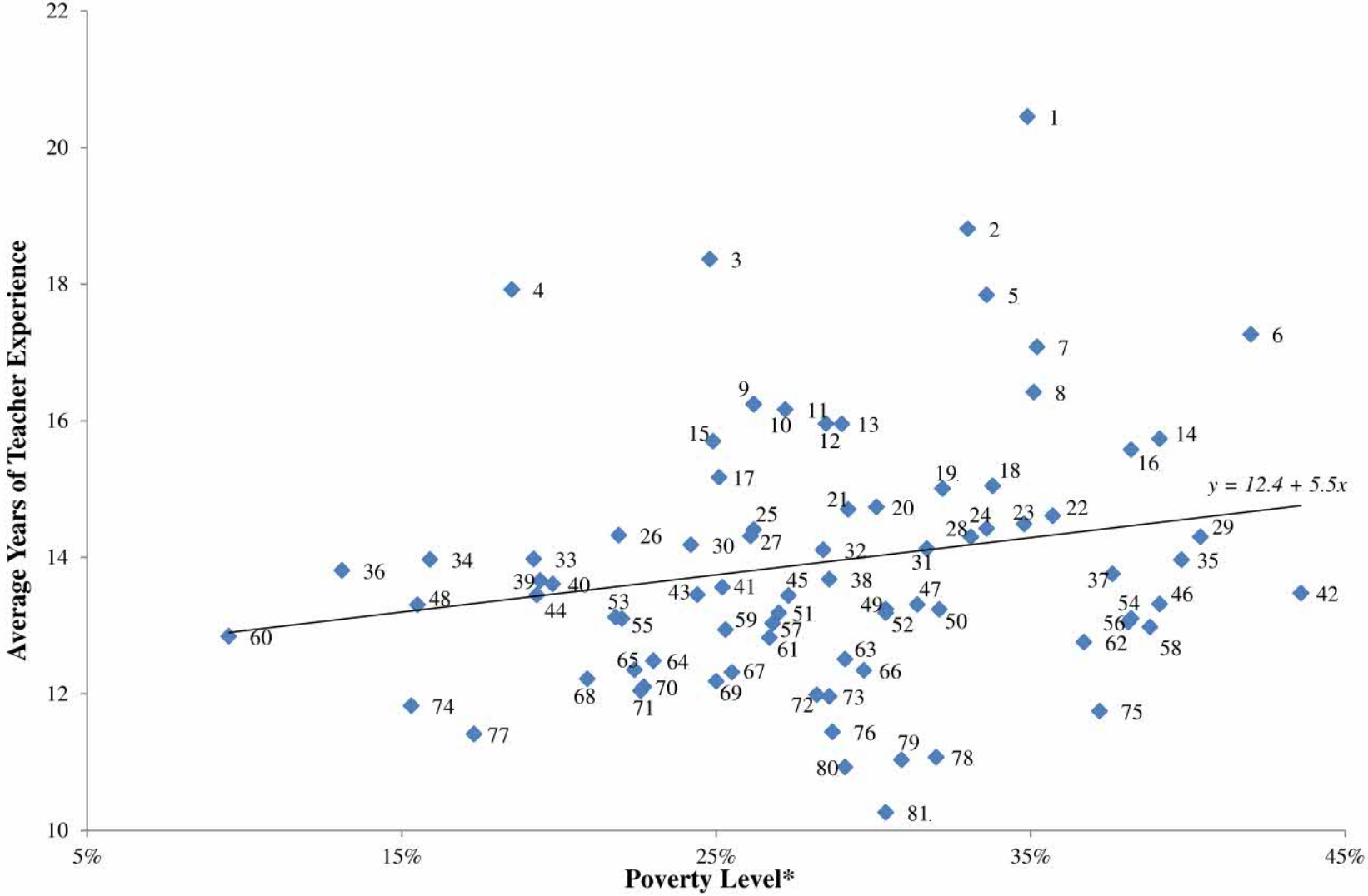
Figure 5 further details the gap of non-highly qualified teachers between low poverty and high poverty schools, as well as low minority and high minority schools. In low poverty schools, 3.5% of classes are taught by a non-highly qualified teacher; and in high poverty schools almost 8% are taught by non-highly qualified teachers. In terms of actual classes this means that 1 in every 28 classes at low poverty schools are taught by non-highly qualified teachers, yet 1 in 12 classes in high poverty schools are taught by someone that is not highly qualified. This pattern is repeated when comparing low minority and high minority schools. Within low minority schools, 1 in 34 classes are taught by a non-highly qualified teacher, but at high minority schools, 1 in 12 classes are taught by a non-highly qualified teacher. The state average, for comparison purposes, is 4.5% (1 in 22) of classes taught by a non-highly qualified teacher.

Figure 6. Teachers' Average Years of Experience, 2013-2014

No.	District	Poverty Level*	Average Years of Teacher Experience
1	Clarendon 3	34.9%	20.5
2	Bamberg 1	33.0%	18.8
3	Florence 5	24.8%	18.4
4	Greenwood 52	18.5%	17.9
5	Barnwell 45	33.6%	17.8
6	Dillon 4	42.0%	17.3
7	Orangeburg 3	35.2%	17.1
8	Hampton 1	35.1%	16.4
9	Abbeville	26.2%	16.2
10	Orangeburg 4	26.2%	16.2
11	Calhoun	27.2%	16.2
12	Clarendon 1	28.5%	16.0
13	Chesterfield	29.0%	16.0
14	Marlboro	39.1%	15.7
15	Florence 1	24.9%	15.7
16	Clarendon 2	38.2%	15.6
17	Kershaw	25.1%	15.2
18	Spartanburg 7	33.8%	15.0
19	Georgetown	32.2%	15.0
20	Lexington 3	30.1%	14.7
21	York 1	29.2%	14.7
22	Orangeburg 5	35.7%	14.6
23	Dillon 3	34.8%	14.5
24	Bamberg 2	33.6%	14.4
25	Greenwood 50	26.2%	14.4
26	York 3	21.9%	14.3
27	Spartanburg 4	26.1%	14.3
28	Barnwell 19	33.1%	14.3
29	Laurens 56	40.4%	14.3
30	Edgefield	24.2%	14.2
31	Greenwood 51	31.7%	14.1
32	Spartanburg 3	28.4%	14.1
33	York 2	19.2%	14.0
34	Anderson 1	15.9%	14.0
35	Marion 10	39.8%	14.0
36	Lexington 5	13.1%	13.8
37	Colleton	37.6%	13.8
38	Horry	28.6%	13.7
39	Spartanburg 5	19.4%	13.7
40	Anderson 2	19.8%	13.6
41	Oconee	25.2%	13.6
42	Allendale	43.6%	13.5
43	Florence 2	24.4%	13.5
44	Pickens	19.3%	13.4
45	Aiken	27.3%	13.4
46	Hampton 2	39.1%	13.3
47	Laurens 55	31.4%	13.3
48	Lexington 1	15.5%	13.3
49	Richland 1	30.4%	13.2
50	Darlington	32.1%	13.2
51	Barnwell 29	27.0%	13.2
52	Cherokee	30.4%	13.2
53	Anderson 4	21.8%	13.1
54	Williamsburg	38.2%	13.1
55	Spartanburg 6	22.0%	13.1
56	Jasper	38.1%	13.0
57	Sumter	26.8%	13.0
58	Florence 4	38.8%	13.0
59	Spartanburg 1	25.3%	12.9
60	York 4	9.5%	12.8
61	Lancaster	26.7%	12.8
62	Chester	36.7%	12.8
63	Union	29.1%	12.5
64	Greenville	23.0%	12.5
65	Beaufort	22.4%	12.4
66	Newberry	29.7%	12.3
67	Anderson 5	25.5%	12.3
68	Spartanburg 2	20.9%	12.2
69	Dorchester 4	25.0%	12.2
70	Charleston	22.7%	12.1
71	Berkeley	22.6%	12.0
72	Lexington 2	28.2%	12.0
73	Anderson 3	28.6%	12.0
74	Richland 2	15.3%	11.8
75	Lee	37.2%	11.7
76	Fairfield	28.7%	11.4
77	Dorchester 2	17.3%	11.4
78	Florence 3	32.0%	11.1
79	McCormick	30.9%	11.0
80	Saluda	29.1%	10.9
81	Lexington 4	30.4%	10.3

*Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four.

Figure 7. Teachers' Average Years of Experience, Based on Poverty Level, 2013-2014



*Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four.

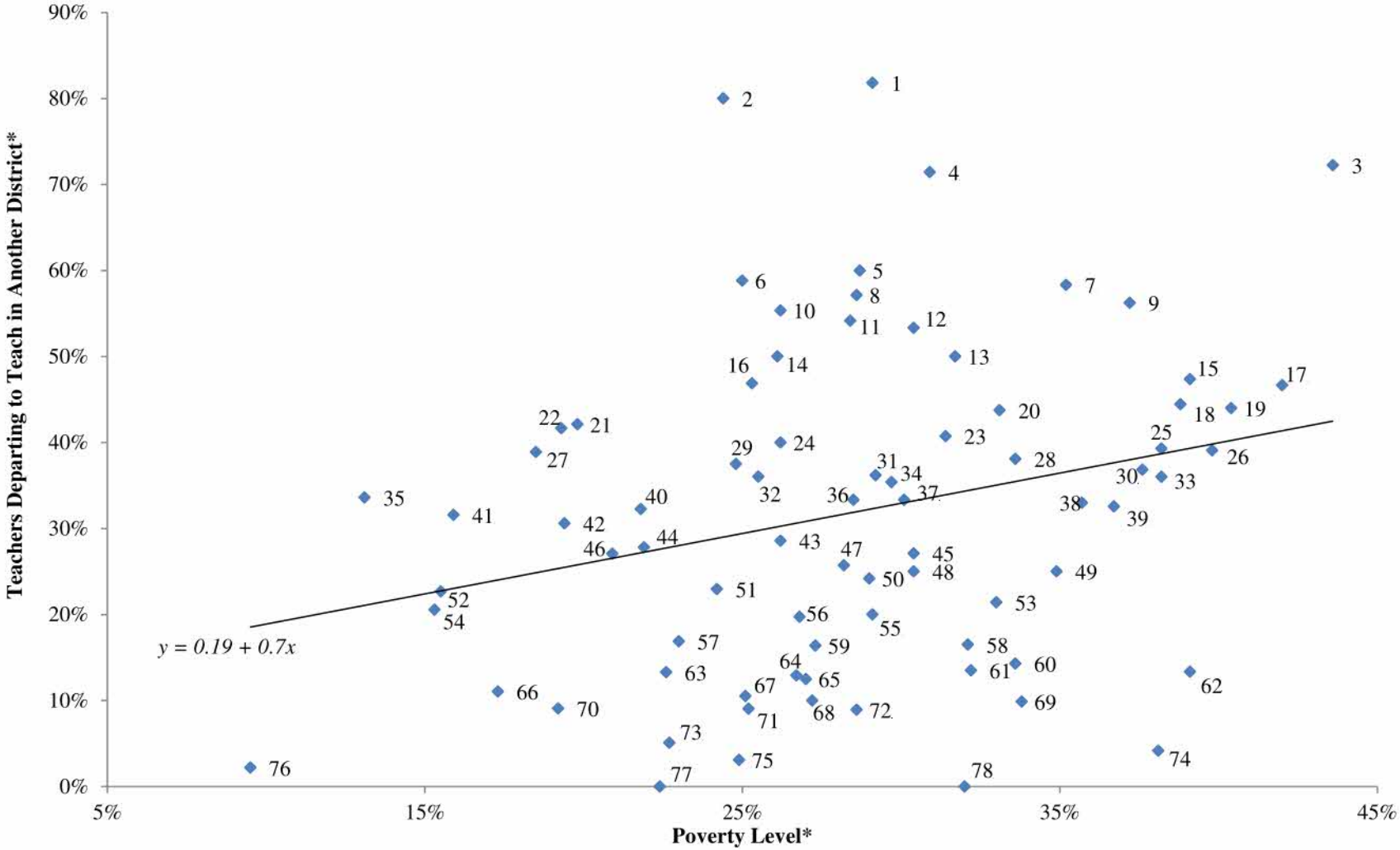
Figures 6 and 7 detail the average years of teacher experience for each South Carolina district. Figure 7 shows the slightly positive relationship between teacher experience and poverty level, suggesting that as poverty level increases, so does the average number of years of experience within the district. Figure 6 shows that low levels of teacher experience are not equated with high poverty levels; within the districts with the highest level of teacher experience within the state, several have high levels of poverty. However, it is important to note, again, that teacher experience and retention are not always synonymous with teacher effectiveness.

Figure 8. Percentage of Teachers Moving to Other South Carolina School Districts, 2013-2014

No.	District	Poverty Level*	Teachers Moving to Another SC District (%)
1	Saluda	29.1%	81.8%
2	Florence 2	24.4%	80.0%
3	Allendale	43.6%	72.2%
4	McCormick	30.9%	71.4%
5	Fairfield	28.7%	60.0%
6	Dorchester 4	25.0%	58.8%
7	Orangeburg 3	35.2%	58.3%
8	Anderson 3	28.6%	57.1%
9	Lee	37.2%	56.3%
10	Greenwood 50	26.2%	55.4%
11	Spartanburg 3	28.4%	54.2%
12	Lexington 4	30.4%	53.3%
13	Greenwood 51	31.7%	50.0%
14	Spartanburg 4	26.1%	50.0%
15	Hampton 2	39.1%	47.4%
16	Spartanburg 1	25.3%	46.9%
17	Dillon 4	42.0%	46.7%
18	Florence 4	38.8%	44.4%
19	Laurens 56	40.4%	44.0%
20	Barnwell 19	33.1%	43.8%
21	Anderson 2	19.8%	42.1%
22	Pickens	19.3%	41.7%
23	Laurens 55	31.4%	40.7%
24	Abbeville	26.2%	40.0%
25	Clarendon 2	38.2%	39.3%
26	Marion	39.8%	39.1%
27	Greenwood 52	18.5%	38.9%
28	Barnwell 45	33.6%	38.1%
29	Florence 5	24.8%	37.5%
30	Colleton	37.6%	36.8%
31	York 1	29.2%	36.2%
32	Anderson 5	25.5%	36.0%
33	Williamsburg	38.2%	36.0%
34	Newberry	29.7%	35.4%
35	Lexington 5	13.1%	33.6%
36	Clarendon 1	28.5%	33.3%
37	Lexington 3	30.1%	33.3%
38	Orangeburg 5	35.7%	33.0%
39	Chester	36.7%	32.6%
40	Anderson 4	21.8%	32.3%
41	Anderson 1	15.9%	31.6%
42	Spartanburg 5	19.4%	30.6%
43	Orangeburg 4	26.2%	28.6%
44	York 3	21.9%	27.8%
45	Richland 1	30.4%	27.1%
46	Spartanburg 2	20.9%	27.1%
47	Lexington 2	28.2%	25.7%
48	Cherokee	30.4%	25.0%
49	Clarendon 3	34.9%	25.0%
50	Chesterfield	29.0%	24.2%
51	Edgefield	24.2%	23.0%
52	Lexington 1	15.5%	22.7%
53	Bamberg 1	33.0%	21.4%
54	Richland 2	15.3%	20.6%
55	Union	29.1%	20.0%
56	Sumter	26.8%	19.7%
57	Greenville	23.0%	16.9%
58	Darlington	32.1%	16.5%
59	Aiken	27.3%	16.4%
60	Bamberg 2	33.6%	14.3%
61	Georgetown	32.2%	13.5%
62	Marlboro	39.1%	13.3%
63	Berkeley	22.6%	13.3%
64	Lancaster	26.7%	12.9%
65	Barnwell 29	27.0%	12.5%
66	Dorchester 2	17.3%	11.1%
67	Kershaw	25.1%	10.5%
68	Calhoun	27.2%	10.0%
69	Spartanburg 7	33.8%	9.9%
70	York 2	19.2%	9.1%
71	Oconee	25.2%	9.0%
72	Horry	28.6%	8.9%
73	Charleston	22.7%	5.1%
74	Jasper	38.1%	4.2%
75	Florence 1	24.9%	3.1%
76	York 4	9.5%	2.2%
77	Beaufort	22.4%	0.0%
78	Florence 3	32.0%	0.0%

*Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four.

Figure 9. Percentage of Teachers Moving to Other South Carolina School Districts, Based on Poverty Level, 2013-2014



*Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four.

Figures 8 and 9 illustrate the relationship between poverty level and the percentage of teachers leaving to teach in another South Carolina district. For the purposes of this plan, this may be particularly meaningful as this data captures teachers who are not leaving their jobs because they are moving to another state or because they are leaving the teaching professor; rather, these teachers are leaving their jobs to take a teaching job within another South Carolina school district. As Figure 9 indicates, the higher the poverty level of the district, the higher the percentage of these teachers who leave to take a job within another South Carolina district.

Figure 10. South Carolina Schools with Turnover at or Above 30%, 2013-2014

District	School	Teachers Not Returning from Previous Year (%)	Perfor-mance Rating	Students Receiving Medicaid and/or Free or Reduced Meals (%)	Minority Students (%)
McCormick	McCormick Mid	54.0%	73.0 (C)	94.2%	83.2%
Aiken	Lloyd/Kennedy Charter	49.4%	16.5 (F)	82.8%	65.3%
Hampton 02	Estill Mid	47.4%	19.8 (F)	98.0%	99.5%
Greenville	Legacy Charter	46.6%	58.5 (F)	97.0%	92.7%
Orangeburg 04	Hunter-Kinard-Tyler Hi	45.2%	46.9 (F)	93.4%	84.8%
Hampton 02	Estill Hi	41.9%	51.3 (F)	96.1%	99.6%
Sumter	Mayewood Mid	41.8%	75.3 (C)	96.8%	92.9%
Charleston	The Apple Charter Sch	41.5%	10.5 (F)	97.6%	97.5%
McCormick	McCormick Hi	41.2%	53.4 (F)	92.1%	83.3%
Marion 10	Creek Bridge Hi	40.8%	51.2 (F)	96.7%	91.0%
Horry	Bridgewater Academy Charter	40.2%	85.2 (B)	85.6%	56.8%
Lancaster	Discovery Charter of Lancaster	38.9%	99.0 (A)	43.4%	32.1%
Charleston	Greg Mathis Charter Hi	38.9%	33.0 (F)	98.8%	97.5%
Clarendon 01	Scott's Branch Mid	38.8%	84.1 (B)	98.3%	98.3%
Bamberg 02	Denmark-Olar Mid	38.3%	55.0 (F)	98.0%	95.3%
Aiken	Aiken Performing Arts Charter	36.7%	80.5 (B)	82.5%	60.0%
Florence 04	Brockington Ele	36.3%	10.9 (F)	98.4%	89.8%
Charleston	West Ashley Mid	36.1%	66.1 (D)	93.2%	86.6%
Orangeburg 05	Bethune-Bowman Mid/Hi	35.8%	70.3 (C)	96.6%	90.5%
Williamsburg	C E Murray Hi	35.6%	85.9 (B)	96.6%	98.1%
Allendale	Allendale-Fairfax Mid	35.5%	29.2 (F)	97.7%	98.7%
Orangeburg 04	Branchville Hi	35.0%	82.9 (B)	69.0%	29.6%

District	School	Teachers Not Returning from Previous Year (%)	Perfor-mance Rating	Students Receiving Medicaid and/or Free or Reduced Meals (%)	Minority Students (%)
Georgetown	Browns Ferry Ele	34.4%	65.9 (D)	97.7%	98.3%
Orangeburg 05	North Mid/Hi	34.2%	62.2 (D)	91.8%	52.8%
Charleston	Jerry Zucker Mid Sch of Science	34.2%	56.7 (F)	93.9%	86.5%
Richland 01	Gibbes Mid	33.7%	40.2 (F)	98.5%	99.4%
Marlboro	Marlboro Sch of Discovery	33.3%	87.5 (B)	84.1%	63.4%
Sumter	RE Davis Ele	33.2%	74.3 (C)	98.4%	92.6%
Richland 01	C A Johnson Hi	33.1%	58.6 (F)	98.3%	99.5%
Orangeburg 05	Robert E Howard Mid	32.8%	17.3 (F)	97.0%	99.2%
Charleston	Sanders-Clyde Ele	32.7%	56.6 (F)	99.0%	99.8%
Charleston	James Simons Ele	32.6%	55.3 (F)	78.9%	80.2%
Charleston	St Andrews Mid	32.4%	57.9 (F)	87.2%	71.8%
Jasper	Hardeeville-Ridgeland Mid	32.3%	26.2 (F)	95.7%	90.3%
Charleston	Charleston Charter Math/Science	32.2%	93.9 (A)	57.5%	46.5%
Jasper	Hardeeville Ele	31.8%	45.8 (F)	95.4%	86.7%
Sumter	Chestnut Oaks Mid	31.8%	12.5 (F)	97.8%	94.5%
Beaufort	Lady's Island Mid	31.5%	82.4 (D)	74.1%	56.8%
Aiken	Leavelle McCampbell Mid	30.5%	65.7 (D)	86.2%	44.4%
Charleston	N Charleston Hi	30.5%	64.5 (D)	97.5%	95.7%
Charleston	Lincoln Hi	30.3%	55.6 (F)	96.5%	95.8%
Jasper	Ridgeland Ele	30.0%	37.5 (F)	98.8%	86.6%
Richland 01	Alcorn Mid	30.0%	54.4 (F)	98.2%	97.6%

Figure 10 lists schools in South Carolina with 30% or higher teacher turnover during the 2013-2014 school year. This table also details other information about the school, as related to poverty level (Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than $23,000 per year for a family of four), the percentage of minority students, and the school's performance rating. These details show that schools with high teacher turnover exist at all levels of performance, poverty

level, and minority. After review of the data it was apparent that 30% was the natural gap; therefore, it was chosen as the cutoff. There were schools well under this marker and then those that were higher.

Section 4. Strategies for Eliminating Equity Gaps

South Carolina recognizes that ensuring students' equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving our teacher and leader equity goals will require implementation of a comprehensive plan.

Root Cause Analysis

The root-cause analysis consisted of four steps:

1. *Identification of Data:* In this step, we determined what data are available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data. We then prepared the data to be presented to and reviewed by our stakeholders.
2. *Identification of Gaps:* In this step, after presenting the data, we along with our stakeholders identified the equity gaps.
3. *Identification of Root Causes:* In this step, we brainstormed a complete list of root causes behind the identified equity gaps and categorized them.
4. *Mapping of Strategies to Root Causes:* In this final step, we identified practical strategies to address the identified root causes.

All stakeholders in each meeting were encouraged to express their perceptions related to root causes of the equity gaps that exist within South Carolina schools. As the discussions were occurring, the assigned note-taker recorded the responses on chart paper. After the discussion concluded, each participant voted on the causes that were of greatest concern. The root causes with the highest number of votes were the ones that were considered in greater detail. They were the ones pursued by the meeting facilitators for corresponding strategies that were then discussed, developed, and decided upon by the group members. Identified root causes and strategies were recorded on fishbone diagrams (see Appendix F) to provide the SCDE Internal Equity Team with a visual representation of how each area might be addressed.

Stakeholder meetings revealed a number of root causes related to South Carolina's gaps in the equitable distribution of excellent educators. These root causes are listed below and described in more detail in the next section.

- Pre-service teachers lack meaningful exposure to high minority, high poverty learning environments in rural districts.
- The field of education is not attractive.
- There are few connections between institutions of higher education and the local school districts.
- There is no training for school administrators on shared leadership to assist them in empowering their teacher leaders.
- High poverty, high needs schools are challenging, and teachers in these schools need support, especially in the early years of their careers.
- Teaching salaries need to be competitive in order to attract new talent into the field.

Key Strategies

To achieve our state's teacher and leader equity goals, South Carolina intends to pursue three key strategies. Each strategy corresponds to one or more of the equity gaps described in section 3; these are bulleted under the appropriate strategy.

Strategy 1: The SCDE will support and help build out the pipeline that leads new, less experienced teachers into high poverty, high minority – mostly rural – teaching positions.

- *Inexperienced Teachers:* The data indicate a gap in the ability to attract new, less experienced teachers to high poverty and/or high minority schools, which tend to be rural schools in South Carolina.

Strategy 2: The SCDE will promote distributed leadership and learning opportunities to provide instructional support and improved school climate.

- *Unqualified Teachers:* The data show a significant gap related to unqualified teachers in high poverty and/or minority schools.
- *Out-of-Field Teachers:* While the percentage of teachers may be low, much like the unqualified teachers percentage, it likely translates into a significant number of actual classes taught by teachers who are out-of-field, particularly for high poverty and/or high minority students. In this way, the data show a significant gap related to out-of-field teachers in high poverty and/or minority schools.
- *Teacher Turnover:* Data from the SCDE indicate that schools with high concentrations of minority students and students from low-income families have higher teacher turnover than schools with low concentrations of those students.

Strategy 3: The SCDE will advocate for greater salary equity in South Carolina.

- *Teacher Salaries:* Although the gap in salary is not statistically significant, there is a gap that many of our stakeholders noted impacts the recruitment of excellent educators. Stakeholders told us the approximate $3000 in salary becomes a contributor especially when the districts does not have other perks to offer and when a new teacher must pay more in travel expenses to come to a rural district. Several district representatives were clear that a lower salary has caused them to lose effective educators to neighboring, higher paying districts.

These strategies were identified from data collected from the SCDE Internal Equity Team and from our stakeholders throughout the state. Through disaggregation of the quantitative and qualitative data collected, we found the aforementioned strategies to be the most common among our stakeholders.

Strategies in this plan will inform services supported and developed by the SCDE for district and school improvement efforts.

Please note that prior to full implementation, this plan will be reviewed once more with the SCDE Internal Equity Team and the SC Transformation Team to double-check strategies, clarify

baseline data, and set benchmarks and goals. It is likely that the performance objectives below will be revised as a result.

Further, the SCDE will gather and/or refine additional data for the Internal Equity Team and SC Transformation Team to use and consider in evaluating and revising the plan. The following questions will direct data gathering and analysis as mentioned in prior sections:

- Are all schools identified as high poverty and/or high minority in South Carolina also rural? How are we defining a rural school or district? Given what we find out, are our plan strategies and objectives still appropriate?
- What specific characteristics of new educators are stakeholders seeking for their schools and districts? How can these characteristics be developed in more experienced teachers?
- What are the actual class data related to out-of-field teachers in South Carolina?

This plan is a living document, with action needed for continuous improvement of the SCDE's work, as well as districts' and schools' work, toward addressing the gaps in equitable access to excellent educators. To that end, the plan, benchmark data, and performance objectives will be reviewed annually by the SCDE Internal Equity Team and the SC Transformation Team to assess progress and/or revise the plan.

Details of the Three Key Strategies

Strategy 1: The SCDE will support and help build out the pipeline that leads new, less experienced teachers into high poverty, high minority – mostly rural – teaching positions. We need to further examine the pipeline that leads into the teaching profession, especially in rural districts, and work with certification, IHEs, and districts to change negative perceptions and make connections. Our goal with this strategy is not to encourage retirements, but simply to widen the pool of highly qualified, knowledgeable applicants available to high poverty, high minority schools.
Root Cause Analysis Findings
Pre-service teachers lack meaningful exposure to high minority, high poverty learning environments in rural districts. The lack of exposure that pre-service teachers may experience in their educator prep programs has the potential to hinder their success in working in an environment that is rural, high minority and high poverty. It handicaps them because they lack the exposure in dealing with the unique needs associated with an at risk learning environment.
The field of education is not attractive. The field of education was once viewed as a profession that many were proud to enter, but in recent years that perception has declined. Some of the feedback collected from the stakeholders around the state is that many perceive that teaching will not afford them an economically comfortable lifestyle when compared to other professions.
There are few connections between institutions of higher education and the local school districts. IHEs rarely have an opportunity to collaborate with local school districts in specific, meaningful ways. This lack of collaboration prevents those who are leading teacher education programs from understanding the ever-changing needs of the local schools, therefore hindering them from incorporating programs that ensure that teacher candidates are prepared to tackle the

needs of the districts.

Stakeholder Feedback

Pre-service teachers are not exposed to high minority, high poverty schools, especially those that are located in the rural areas of South Carolina. Student teachers are more likely to be placed in schools that are surrounded by a great deal of community and industry. Stakeholders in the Low Country reported that they are not invited to college job fairs because the perception is that the graduating teachers do not want to come to their districts.

The public perceives that education is not a true profession and is a "fallback" vocation. Students are not encouraged by their teachers to enter into the profession.

There has been limited outreach to colleges concerning teacher prep candidates who may be successful working with students in high minority, high poverty schools. There is a disconnect between colleges and universities and school districts which may cause pre-service teachers to make decisions about where they intent to teach based on incorrect perceptions.

Sub-strategies

Sub-strategy 1: The SCDE will survey high poverty, high minority schools to assess current recruitment and retention strategies, particularly in rural areas. The SCDE will use this information to inform other sub-strategies.

Sub-strategy 2: The SCDE will work with IHEs and rural districts to build meaningful connections and collaborative opportunities. IHEs and districts are committed to the same goal: success of all students. Collaboration is critical in ensuring that IHEs understand the needs of the local school districts. Collaboration will allow both groups to develop commonalities and speak the same language as it pertains to building effective teachers to meet the diverse needs of the state. Through collaboration, IHEs and school districts can work together to establish practices that will help new teachers understand and be ready to support the needs of students in South Carolina's high poverty, high minority schools. Practices may include but would not be limited to rural internships and fieldwork, diversity coursework, and collaboration around recruiting fairs. To achieve this strategy, the SCDE will sponsor a series of roundtable discussions and support the building of coalitions between districts and IHEs.

Sub-strategy 3: The SCDE will continue support of current efforts to introduce potential people into the profession through CERRA and Call Me MISTER. South Carolina does a good job of recruiting individuals into the teaching profession through programs such as Teacher Cadet and Call Me MISTER. The Teacher Cadet program provides high school students the opportunity to learn about the teaching profession and assist in local classrooms. Call Me MISTER is a program that addresses the shortage of African American males in the teaching profession, specifically in South Carolina's lowest performing schools. The program targets males from socio-economically disadvantaged and at-rick communities and funnels them into the profession. The SCDE is committed to continuing to support these programs in funneling talented individuals into the profession.

Performance Objectives

By Fall 2016, the SCDE will have results from a new retention and recruitment survey. Evidence = Recruitment and retention survey results

By the end of the 2019-20 school term, 90% of IHEs located closest to South Carolina's high minority, high poverty rural school districts will report increased collaboration with identified local school districts due to SCDE and other efforts. Evidence = Collaboration survey results from 2016-17, 2017-18, 2018-19, and 2019-20; Baseline to be established in 2015-16
By the end of the 2019-20 school term, 90% of identified districts will report increased collaboration with local IHEs due to SCDE and other efforts. Evidence = Collaboration survey results from 2016-17, 2017-18, 2018-19, and 2019-20; Baseline to be established in 2015-16

Strategy 2: The SCDE will promote distributed leadership and learning opportunities to provide instructional support and improved school climate. Our belief is that if educators can grow professionally and if they are functioning in healthy, stable learning environments, they are more likely to remain and they are more likely to be effective. With an improved pipeline, when high quality teachers remain in place, there is a reduced need to hire unqualified or out-of-field teachers.
Root Cause Analysis Findings
There is little training for school administrators focused specifically on distributed leadership to assist them in empowering their teacher leaders. School leaders are charged with identifying their teacher leaders and empowering these leaders in helping to drive the learning environment forward. Administrators must be adequately equipped to develop their teachers; therefore, principals should be provided with professional development on distributing leadership across the school.
High poverty, high needs schools are challenging, and teachers in these schools need support, especially in the early years of their careers. School administrators need to be able to provide instructional support, and teachers need an environment where they can depend on each other and work together to meet the many needs of their students. Teachers also need professional learning targeted to their specific students and contexts.
Stakeholder Feedback
Teacher leadership needs to be encouraged and celebrated across all learning environments. Tapping into a teacher's leadership ability empowers the teacher to lead in the school as well as in the classroom.
Sub-strategies
Sub-strategy 1: The SCDE will implement a principal performance standard related to distributed leadership.
Sub-strategy 2: The SCDE will provide opportunities for principals to engage in assessments and professional learning around school climate, instructional support, and distributed leadership. We serve novice principals as well as those who are more experienced, and are committed to making certain administrators have the tools needed to empower their teacher leaders, improve school climate, and build the capacity of teams working in their

schools.

Performance Objectives

By Fall 2017, school administrators will be held accountable to a defined performance standard related to distributed leadership. Evidence = Standard published on SCDE website and principal evaluation documents

By Fall 2017, 90% of identified schools will participate in the school/culture and distributed leadership assessments and associate professional development offered through the Office of School Transformation. Evidence = List of participating and non-participating school principals in distributed leadership assessment and professional development for 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20

Strategy 3: The SCDE will advocate for greater salary equity in South Carolina.

The SCDE believes that the data and root cause analysis dictate that we work to ensure there is equity in teachers' salaries across all of South Carolina's schools and districts.

Root Cause Analysis Findings

There are inequities in teachers' salaries across high poverty, high minority schools and low poverty, low minority schools. The bulk of stakeholders in South Carolina agreed that the inequities in teachers' salaries cause inequities in the pool of excellent educators who commit to teaching in high minority high poverty learning environments. It is more economically advantageous to teach in a low minority, low poverty environment.

Stakeholder Feedback

Teaching salaries need to be competitive in order to attract new talent into the field. Teachers leave high minority, high poverty districts because they make more money in low minority, low poverty districts.

Sub-strategies

Sub-strategy 1: The SCDE will meet with members of The Teacher Salary Project. The Teacher Salary Project is a nonpartisan organization that is committed to ensuring equity in teachers' salaries. They provide services such as providing compensation models and strategies to consider in order to obtain equity in educator salaries. The objective of this meeting will be to glean strategies that will assist South Carolina in ensuring equity in our high poverty, high minority schools.

Sub-strategy 2: The SCDE will pull together an internal working group to consider revision of the state salary schedule and minimum salary for new teachers. Raising beginning teachers' salaries is a priority of the new administration, and we are ready to prioritize funding streams in order to undertake this effort.

Performance Objectives

By Fall 2017, the SCDE will meet with The Teacher Salary Project. Evidence = Meeting

agenda(s) and/or notes
By Fall 2016, the SCDE will complete a report related to increasing the starting salary for South Carolina's novice teachers. Evidence = SCDE report
By Fall 2018, South Carolina will publish defined strategies for ensuring equity in teachers' salary among high poverty, high minority and low poverty, low minority schools and districts. Evidence = SCDE publications outlining recommendations

Section 5. Conclusion

South Carolina strongly supports the US Department of Education's goal of ensuring that every student has access to an excellent educator. Our plan is based upon the unique needs of South Carolina as articulated by the examination of data and stakeholders' feedback. We realize that our plan will continue to evolve over time; however, the targeted areas that we have outlined will be a starting point for improving access to excellent educators for all students within our state. This is an exciting time for South Carolina as the items that we have described in our plan become action and we begin to see the fruit of an equitable educational system.

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Miller, R (2012). *Teacher absence as a leading indicator of student achievement.* Center for American Progress. Retrieved from https://www.americanprogress.org/wp-content/uploads/2012/11/TeacherAbsence-6.pdf

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Appendix A: Stakeholder Group Membership

SCDE Internal Equity Team

Name	Position
Angela Bain	Deputy Superintendent
Jennifer Morrison	Director
Sherry Schneider	Team Leader
Shemmicca Moore	Education Associate
Katie Woodlieff	Education Associate
Rachel Harvey	Education Associate
Deborah Larkin	Education Associate
William Smith	Education Associate

SC Transformation Team

School/District/ Agency	Name	Attendance
Allendale	Leila W. Williams	yes
Dillon	D. Ray Rogers	No
Florence 4	Andre' Boyd	No
Hampton 2	Martin L. Wright	No
Jasper	Dr. Vashti Washington	No
Lee	Dr. Wanda Andrews	yes
Marion	Dr. Dan Strickland / Paula Grant	No/Yes
African American Chamber of Commerce	Stephen Gilchrist	Yes
Dutchman Creek Middle (Rock Hill)	Dr. Norris Williams	Yes
Clarendon 1	Dr. Rose Wilder	Yes
Hemingway High School (Williamsburg)	Levi Keith	Yes
Richland District 1	Dr. Regina Thompson	Yes
Fulmer Middle School (Lexington 2)	Megan Carrero	No
University of South Carolina	Dr. Lemuel Watson / David Virtue	No/ Yes
SC Board of Education Chair	Dr. Traci Young Cooper	No
Furman University	Jacki Martin	No
Education Oversight Committee	Melanie Barton	Yes
Spartanburg 7	Dr. Russell Booker	No
Palmetto State Teachers Association	Dr. Jeff Veneable	No
Orangeburg 3	Dr. David Longshore	Yes
TransformSC	Betty Bagley	Yes
Executive Director of the Riley Institute	Dr. Don Gordon	No
South Carolina Association of School Administrators	Beth Phibbs / Johnathan Rauh	No / Yes

Executive Director of SC Parent Teacher Association	Loren Welch	No
Director of TransformSC	Dr. Peggy Torry	Yes
President of SC Parent Teacher Association	Clifford Fulmore	Yes
SCASA President	Dr. Christina Melton	Yes
South Carolina Teacher of the Year (2015)	Jennifer Ainsworth	No
National Education Association Award Winner	Terri Butts	Yes
SC Board of Education	Mike Brenan	No
Law and Education	Inez Tenebaum	No
Educator	Tom Thompson	Yes
Educator	Libby Ortmann	Yes
Public Charter Schools Alliance	Mary Charmicheal	Yes
Business Leader	Jim Reynolds	No
School Administrator (Wando High)	Lucy Beckham	No
SC PTA	Tanya Robinson	No
SC Education Association	Bernadette Hampton / Kristine Hartvigsen	No / Yes
SC African American Chamber of Commerce	Stephen Gilchrist	Yes

Regional Meeting: Low Country

School/District/ Agency	Name	Position
Allendale Community Member	Lottie Lewis	School Board Member
Allendale	Xavier Martin Moses	Teacher
Hampton 2	Martin Wright	Superintendent
Orangeburg 5	Starlette Jean	Parent & Teacher
Bamberg 2	E. Michelle Thomas	District Administrator
Orangeburg 5	Hayward Jean	Principal & Parent
Bamberg 2	Dr. Thelma F. Sojourner	Superintendent
Bamberg 1	Phyllis Schwarting	Superintendent
Japer	Dr. Vashti Washington	Superintendent
Orangeburg 3	Robin Wright	Teacher
NAACP	Reverend Harris T. Baker	Pastor
Allendale	Lelia Williams	Superintendent
Allendale	Kendra Rivers	Teacher

Regional Meeting: Pee Dee

School/District/ Agency	Name	Position
Clarendon 2	John Tindal	Superintendent
Clarendon 3	Jason Cook	Principal
Lee	Tracy Tate	Teacher
Clarendon 1	Wanda House	Teacher
Clarendon 1	Lori Koon	Teacher
Willamsburg	Jennifer Gardner	Principal
Florence 3	Dr. Keith Callicut	Superintendent
Francis Marion University	Tracy Meetze	Professor
Francis Marion University	Shirly Carr Bausmith	Dean
Clarendon 1	Dr. Rose Wilder	Superintendent
SEDL	Beth Howard-Brown	Director

Regional Meeting: Upstate

School/District/ Agency	Name	Position
Lexington 4	Dave Toole	Superintendent
Chester	Wendy Shuler	Teacher & Parent
Chester & Kershaw	Dr. Charles King	Assistant Superintendent & School Board
Greenwood 51	Amanda Dunlap	Teacher
Laurens 56	Valerie Stewart Jones	Director of Human Resources
Greenwood 51	Dr. Fay Sprouse	Superintendent
Greenwood 50	Kathy Johnson	Teacher
Laurens 56	David O'Shield	Superintendent
Lauren 55	Renee Madden	Teacher
Greenwood 50	Darrell Johnson	Superintendent
McCormick	William Wright	Superintendent
Cherokee 1	Chad Hudson	District Administrator

Appendix B: SCDE Stakeholder Engagement Process Timeline

Major Activities	Parties Involved	Organizer	Time Frame		Expected Results	Evidence of Substantial Progress Made
			Start	Frequency		
Identify members to serve on the state's Equity Plan development committee	Personnel from SCDOE	S. Moore	Winter 2014	Update as needed	A team of associates will be formed to facilitate the development of South Carolina's equity plan.	The team members will analyze data and organize stakeholders' perceptions to identify inequities in South Carolina's placement of highly qualified teachers and collaborate to create a plan to address those inequalities.
Gather and review state data provided by DOE	SCDOE team	S. Moore	Winter 2014	Ongoing	Data is collected and reviewed to identify strengths and weaknesses pertaining to equitable access for all students.	Equity gaps are identified and are incorporated as areas to address and improve in the Equity plan.
Collect and disaggregate local data pertaining to equitable access	SCDOE team	S. Moore	Winter 2015	Update as needed	The team will examine the data to identify trends that need to be addressed in the equity plan.	South Carolina's equity strengths and weaknesses will be identified and addressed in the state's plan.
Establish regional stakeholder groups to provide input into development and facilitation of the equity plan	SCDOE team	S. Moore	Winter 2015	Update as needed	Stakeholders from around the state will provide feedback on students' access to highly qualified teachers and their ideas on how those inequities can be addressed and resolved.	South Carolina will have a diverse group of stakeholders divided into seven regional groups that consist of superintendents, school administrators, teachers, parents, and community members.

Meet with regional stakeholders to discuss data, analyze root causes, and explore possible solutions	SCDOE team and Stakeholders	S. Moore	Winter 2015	Ongoing as needed	Stakeholders will become familiar with the current equity data, assist in identifying root causes for the lack of equity, and collaborate with SCDOE to identify possible solutions to the problem	After each stakeholders' session, the SEA team will have perceptional data to organize and suggested solutions to incorporate into the state's equity plan.
SCDOE team will meet to organize the data collected from regional meetings by identifying common themes from the regional meetings	SCDOE team	S. Moore	Spring 2015 (March)	Update as needed	SCDOE will become knowledgeable on the perceptions of our stakeholders from the local districts and communities	The identified themes will assist SCDOE in composing a comprehensive equity plan that incorporates the views and suggestions of our stakeholders from around the state.
SCDOE drafts an equity plan	SCDOE team	S. Moore	Spring 2015 (March and April)	Update as needed	SC will have an equitable access plan that addresses the state's strengths and weaknesses	SC stakeholders will have a plan to review and provide feedback.
Present draft to stakeholders, collect comments, and revise	SCDOE team and Stakeholders	S. Moore	Winter and Spring 2015 (April and May)	Multiple meetings as needed	Comments for revisions are provided by the stakeholders	Stakeholders recognize and take ownership of their contributions to South Carolina's equity plan.
Finalize plan	SCDOE team and ED	S. Moore	Spring 2015 (April and May)	One time	Plan is submitted by June 1st	SCDOE meets requirements of the equity plan as outlined by the ED.
Implement plan, continuously monitor for implementation, and ongoing improvements	SCDOE team	S. Moore	Summer 2015	Ongoing	Implementation is established and adjustments are made to the plan as needed	All students have equitable access to a highly qualified teacher.

Appendix C: Stakeholder Engagement Meeting Agendas

South Carolina Equitable Access Stakeholders' Meeting
South Carolina Department of Education
Friday, February 27, 2015

Time	Agenda Item	Facilitator
9:00-9:15	Registration	Beverly Canty
9:15- 9:30	Welcome & Introductions	Dr. Shemmicca Moore
9:30-9:40	Superintendent's Address	Dr. Angela Bain
9:40-10:10	Purpose & Data Review • Goal of Meeting • Research findings • Historical Background • Previous work done in South Carolina • Our charge • Current data	Dr. Shemmicca Moore & Dr. Katie Smith
10:-10:55	Root Cause Analysis Discussion • Overview of root cause analysis • Root cause analysis dialogue	Dr. Ellen Sherratt & Deborah Larkin
10:55-11:05	Break • Make transitions for strategies discussion	
11:05-12:05	Strategies discussion • Ellen leads discussion • Dot voting to confirm consensus on strategies	Dr. Ellen Sherratt
12:05-1:05	Lunch • Share findings from your individual areas with your colleagues	
1:05-1:25	Experiences from the field	Dr. Rose Wilder
1:25-1:45	Stakeholder Engagement • Stakeholder engagement discussion	Dr. Ellen Sherratt
1:45-2:00	Next steps, questions & Adjourn	Dr. Shemmicca Moore

South Carolina Equitable Access Stakeholders' Meeting
Allendale Fairfax High School
Thursday, March 12, 2015

Time	Agenda Item	Facilitator
9:00-9:10	Welcome & Introductions	Dr. Shemmicca Moore
9:10-9:15	Director's Address	Jennifer Morrison
9:15-9:45	Purpose & Data Review • Goal of Meeting • Research findings • Historical Background • Previous work done in South Carolina • Our charge • Current data	Dr. Shemmicca Moore & Dr. Katie Smith
9:45-10:40	Root Cause Analysis Discussion • Overview of root cause analysis • Root cause analysis dialogue	Don Doggett & Jennifer Morrison
10:40-10:55	Break • Make transitions for strategies discussion	
10:55-11:50	Strategies discussion • Don leads discussion • Dot voting to confirm consensus on strategies	Don Doggett & Jennifer Morrison
11:50-12:05	Experiences from the field	Mrs. Starlette Jean Orangeburg School District 5
12:05-12:20	Stakeholder Engagement • Stakeholder engagement discussion	Don Doggett
12:20-12:30	Next steps, questions & Adjourn	Dr. Shemmicca Moore

South Carolina Equitable Access Stakeholders' Meeting
Pee Dee Research & Education Center
Friday, March 13, 2015

Time	Agenda Item	Facilitator
9:00-9:10	Welcome & Introductions	Dr. Shemmicca Moore
9:10-9:15	Team Lead Address	Donna Manning
9:15-9:45	Purpose & Data Review • Goal of Meeting • Research findings • Historical Background • Previous work done in South Carolina • Our charge • Current data	Dr. Shemmicca Moore & Dr. Katie Smith
9:45-10:40	Root Cause Analysis Discussion • Overview of root cause analysis • Root cause analysis dialogue	Dr. Janice Poda & Donna Manning
10:40-10:55	Break • Make transitions for strategies discussion	
10:55-11:50	Strategies discussion • Don leads discussion • Dot voting to confirm consensus on strategies	Dr. Janice Poda & Donna Manning
11:50-12:05	Experiences from the field	Lori Koon Wanda House Clarendon School District 1
12:05-12:20	Stakeholder Engagement • Stakeholder engagement discussion	Dr. Janice Poda
12:20-12:30	Next steps, questions & Adjourn	Dr. Shemmicca Moore

South Carolina Equitable Access Stakeholders' Meeting
Genesis- Greenwood School District 50
Tuesday, March 23, 2015

Time	Agenda Item	Facilitator
9:00-9:10	Welcome & Introductions	Dr. Shemmicca Moore
9:10-9:15	Director's Address	Jennifer Morrison
9:15-9:45	Purpose & Data Review • Goal of Meeting • Research findings • Historical Background • Previous work done in South Carolina • Our charge • Current data	Dr. Shemmicca Moore & Dr. Katie Smith
9:45-10:40	Root Cause Analysis Discussion • Overview of root cause analysis • Root cause analysis dialogue	Dr. Shemmicca Moore & Don Doggett
10:40-10:55	Break • Make transitions for strategies discussion	
10:55-11:50	Strategies discussion • Don leads discussion • Dot voting to confirm consensus on strategies	Dr. Shemmicca Moore & Don Doggett
11:50-12:05	Experiences from the field	Kathy Johnson, Greenwood 50 Amanda Dunlap, Greenwood 51
12:05-12:20	Stakeholder Engagement • Stakeholder engagement discussion	Don Doggett
12:20-12:30	Next steps, questions & Adjourn	Dr. Shemmicca Moore

Appendix D: Sample Letter Requesting Stakeholder Participation

Dear educators and community members,

I would like to invite you to participate in a roundtable discussion concerning teacher equity in the state of South Carolina. On July 7, 2014 the U.S. Department of Education under the direction of Secretary of Education, Arne Duncan, announced The Excellent Educators for All Initiative. This initiative is geared towards assisting states in developing a plan that will ensure that all students have equitable access to both qualified and highly effective teachers. A key component of this work is gathering stakeholders' perspectives concerning the lack of equality in our high minority high poverty schools and/or districts. Therefore, we plan to utilize input from the community in the development of a comprehensive equity plan that will guide our state in ensuring all students are afforded equal access to highly effective educators.

You have been identified as a leader within our state who can provide valuable insight into the equity issues that exists in our high poverty high minority areas. With that being said, we would like your perspectives on the inequities that are prevalent in our state's educational system and your ideas for making improvements toward equitable access for all students. As a leader, your input is invaluable to us and we believe that with your participation South Carolina will produce a plan that will ensure equitable access to effective teachers for all of our students.

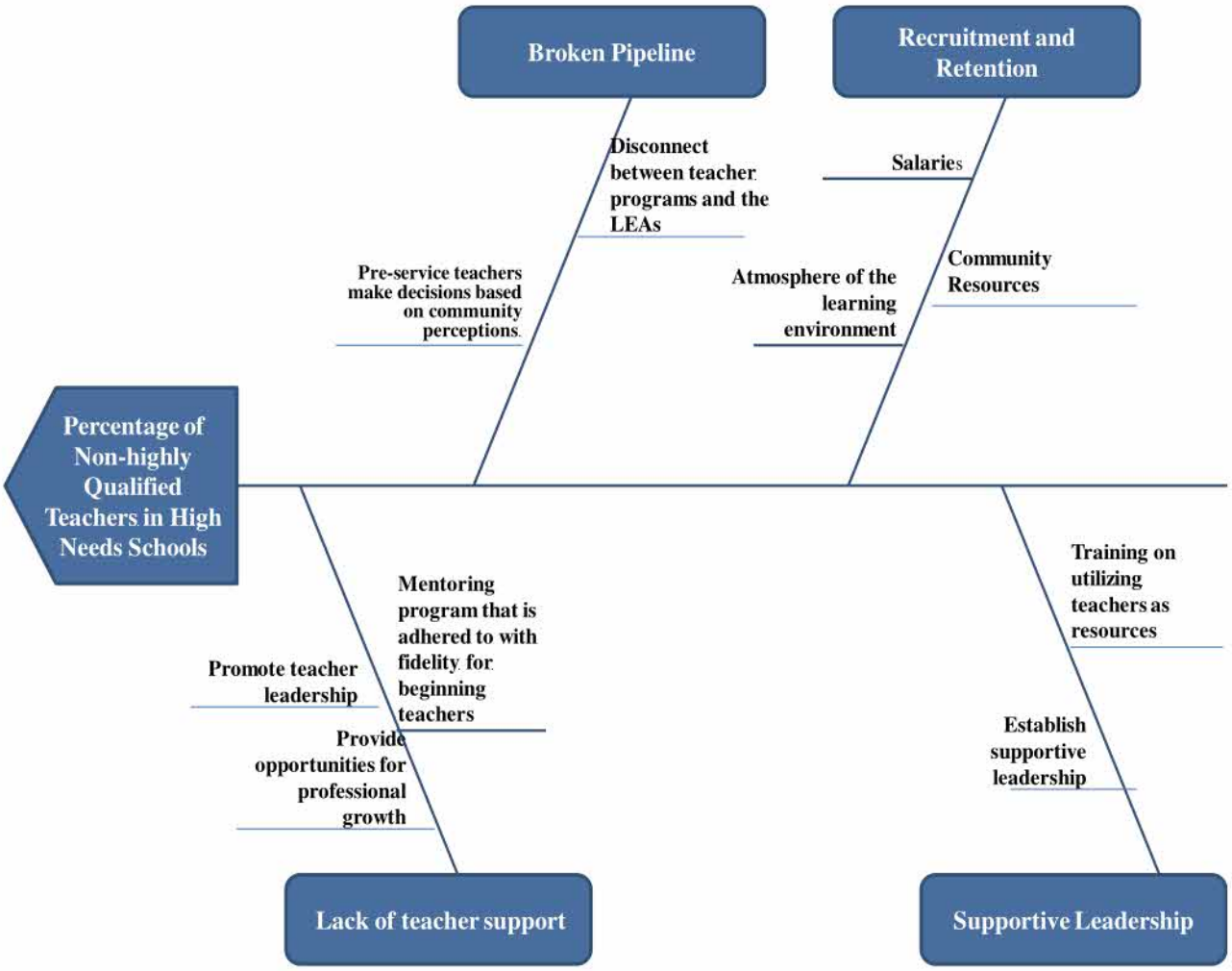
South Carolina Department of Education (SCDE) will be hosting our first roundtable on Friday, February 27th at 9:00 AM. The session will be held at the Rutledge Building in the Rutledge Conference Center. The address is 1429 Senate Street Columbia, South Carolina. The meeting is scheduled to last approximately 3.5 hours. There is limited parking. Therefore, it may be necessary to utilize the meters that are located near the building. The cost for the meter is .75 per hour.

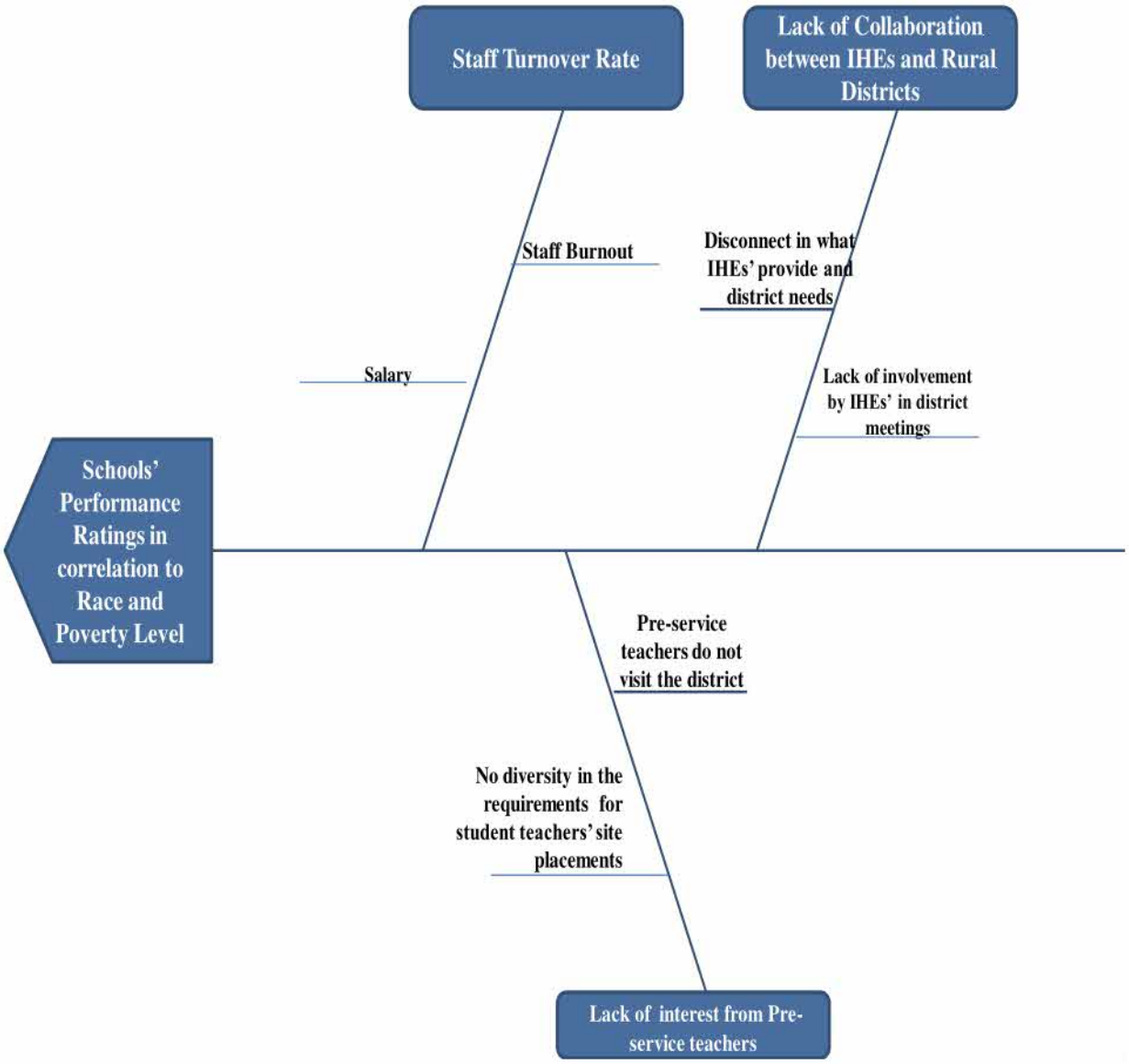
Closer to the meeting date, I will send data for you to review as we will be using it to drive our discussion. Please use the link that is listed below to RSVP or decline your participation in this discussion. I look forward to collaborating with you on this great work.

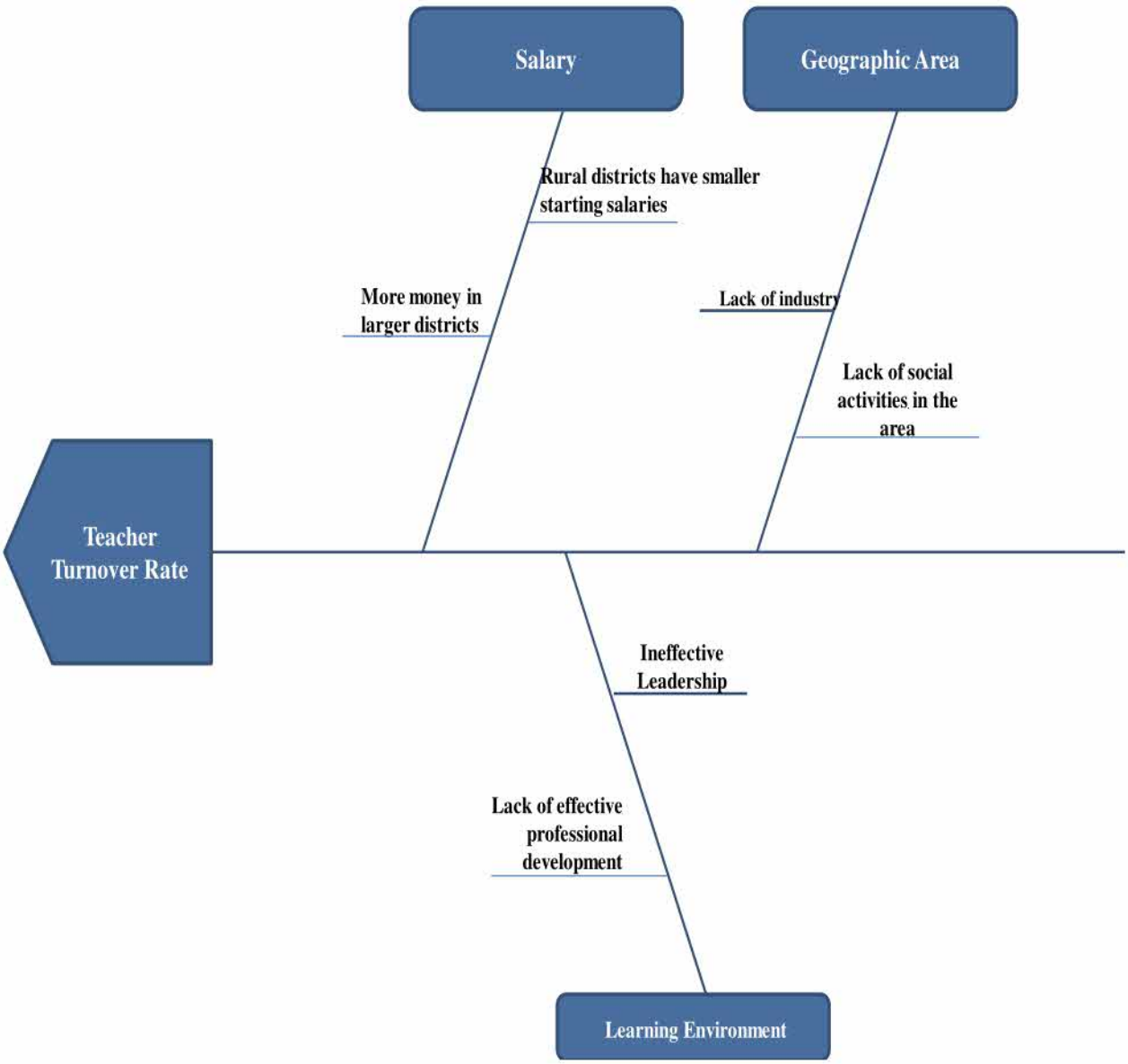
Appendix E: Major Themes (Codes)

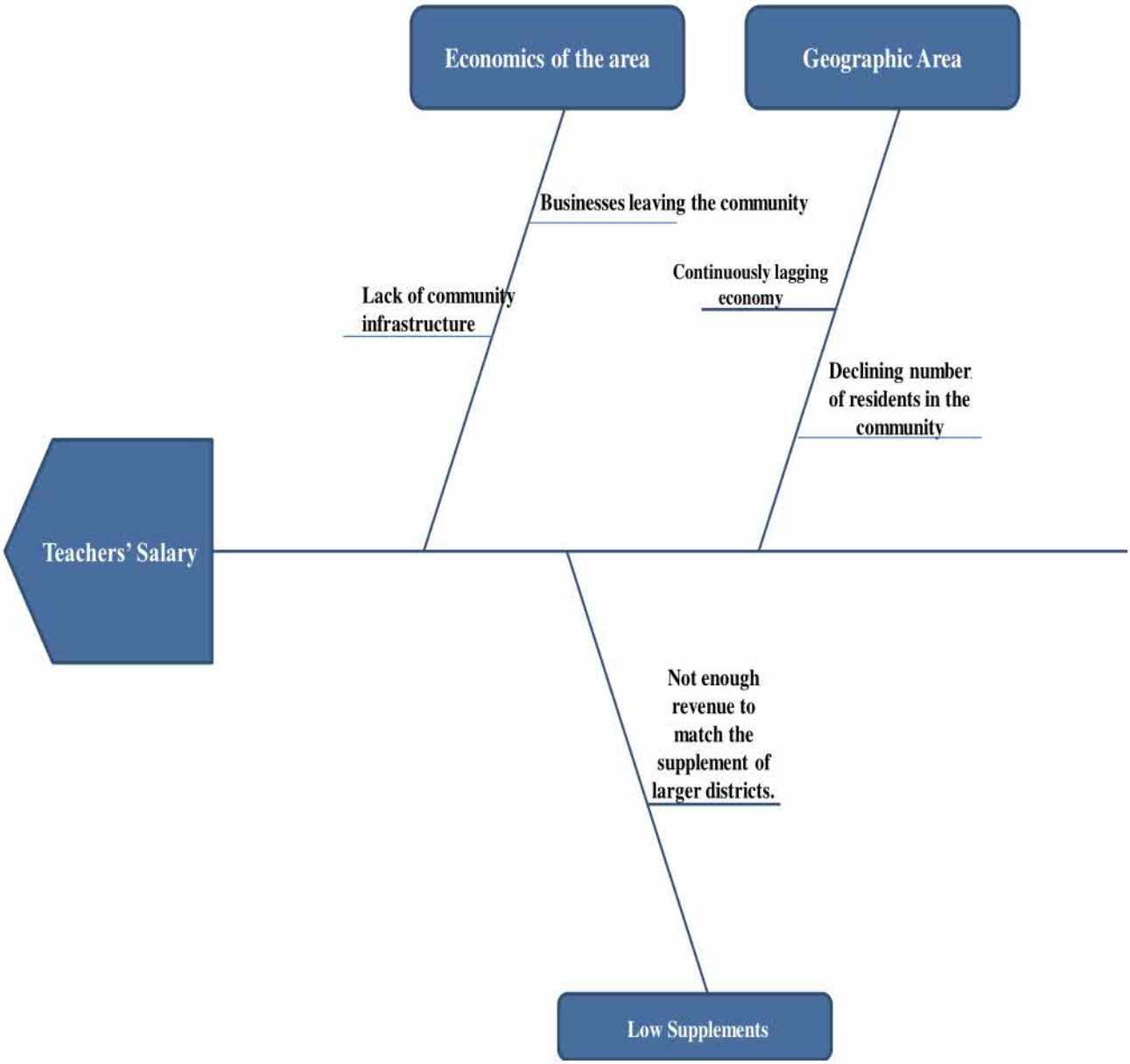
1. Assessment (Teacher Certification Assessments)
2. Teacher Recruiting Practices
3. Pipeline Into the Field of Education
4. Leadership
5. Community Infrastructure to Promote Community Growth
6. Local Economy
7. Budget
8. Salary

Appendix F: Fishbone Diagrams




Staff Turnover Rate
Lack of Collaboration between IHEs and Rural Districts
Staff Burnout
Disconnect in what IHEs' provide and district needs
Salary
Lack of involvement by IHEs' in district meetings
Schools' Performance Ratings in correlation to Race and Poverty Level
Pre-service teachers do not visit the district
No diversity in the requirements for student teachers' site placements
Lack of interest from Pre-service teachers


Salary
Geographic Area
Rural districts have smaller starting salaries
More money in larger districts
Lack of industry
Lack of social activities in the area
Teacher Turnover Rate
Ineffective Leadership
Lack of effective professional development
Learning Environment


Economics of the area
Geographic Area
Businesses leaving the community
Lack of community infrastructure
Continuously lagging economy
Declining number of residents in the community
Teachers' Salary
Not enough revenue to match the supplement of larger districts.
Low Supplements