

AGENDA

Full Education Oversight Committee Meeting

Monday, October 11, 2021

Blatt Building, Room 433

1:00 PM

I. Welcome Ellen Weaver

II. Approval of Retreat Minutes, August 9, 2021 Ellen Weaver

III. Subcommittee Reports:
Academic Standards & Assessments
and Public Awareness Barbara Hairfield

IV. Presentations
Overview of 2021 School Report Card Results Matthew Ferguson

SC-TEACHER: Data for the Recruitment,
Preparation & Retention South Carolina’s
Teacher Workforce Dr. Tommy Hodges,
Interim Dean, College of Education, University of South Carolina

Innovative Approaches in Teacher
Preparation Programs Dr. George Peterson,
Dean, College of Education, Clemson University

V. Adjournment

- Ellen Weaver
CHAIR
- Barbara B. Hairfield
VICE CHAIR
- Terry Alexander
- April Allen
- Melanie Barton
- Neal Collins
- Bob Couch
- Raye Felder
- Greg Hembree
- Kevin L. Johnson
- Sidney Locke
- Brian Newsome
- Neil C. Robinson, Jr.
- Jamie Shuster
- Molly Spearman
- Patti J. Tate
- Scott Turner

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

August 9, 2021

Anderson Institute of Technology

Members Present: Dr. Bob Couch; Dr. Brian Newsome; Neil Robinson; Sidney Locke; Melanie Barton; Barbara Hairfield; Ellen Weaver; Rep. Raye Felder; Sen. Greg Hembree; Molly Spearman; Sen. Kevin Johnson; Dr. Patti Tate; Rep. Neal Collins; and Rep. Terry Alexander

EOC Staff Present: Dr. Kevin Andrews; Matthew Ferguson; Dr. Jenny May; Dr. Matthew Lavery; and Dana Yow.

Guests Present: Dr. David Mathis; Dr. Lee D'Andrea; Diane Sigmon; Pierce McNair; and Sally Cauthen

August 9, 2021

At 9:00 a.m., Ms. Weaver called the meeting to order to begin student presentations. The minutes from the June 2021 full committee meeting were approved. Mr. Ferguson introduced the new Director of Evaluation, Jenny May. Staff from the Institute reviewed how to use the microphones.

Bob Couch welcomed everyone and reviewed the agenda for the day and student presentations. He talked about building the confidence in students by building the students' ownership in their own learning and teachers acting as facilitators. The model is based on a Swiss model; students learn teamwork and each student has a gift/particular expertise and contributes to team success and group learning. All students at the Institute complete a capstone project and present a public presentation. They have hosted over 800 parents at five events. Every student who is a completer can be recognized and wear a sash at graduation with a diploma cover that acknowledges their program certificate as well, so all students are recognized for their accomplishments. The center opened in 2019 and their goal is to be full by 2024. During the pandemic, Dr. Couch attended a virtual course at MIT about artificial intelligence and the goal is to establish a statewide program for artificial intelligence with pilot sites and launch statewide within the next two years should full funding become available.

Dr. Couch introduced a panel of students: Jose, who wants to study mechanical engineering; Ian, who wants to go to a 2-year program then transfer to 4-year program to get a masters in a field he hasn't identified yet; Jonah, who wants to attend Clemson and study IT development; and Adelyn, who plans to go to Clemson for undergrad and medical school with ultimate plans to become a radiologist.

Jonah, Jose, and Ian discussed the details of the Universal Tire Mount they built, which can be attached to a car. They described the mechanics in detail with supplies used to build the device and how Computer Aided Design (CAD) was used to develop the concept. They described how unplanned developments and mistakes supported learning how to fix and troubleshoot. They learned the design could take 100 times more stress than they planned with weight and pull force. They attempted to make the product better than existing products by identifying limitations of other products and having a spring lock that will not interrupt doors and will eliminate the need to lift the tire to the mount. The students worked in the classroom, but also the machine shop and weld

shop, partnering with other students from AIT to develop. The product cost about \$105 to make, compared to \$400 from competitors' products. Sen. Hembree asked where to buy one, and Ian said they would be happy to sell the prototype.

Dr. Newsome asked about the conceptualization of this product. Jonah described using the decision matrix to determine the concept from all initial concepts. Superintendent Spearman asked about educational experience and how this experience has changed their individual career trajectories. Jose said the opened learning experience has more than doubled what he has learned. Real world experience with teachers as mentors and facilitators has been one of the greatest experiences. Ian is still deciding what he'd like to do with his career, and this opened up what he is aware of and exposed to so he can decide what he'd like to do. The freedom to accomplish a project and study with other peers was exciting.

Adelynn presented about compression force in augmented crutches. She described the research she did of the problem and her hypothesis that improved crutches could alleviate muscle strain. She completed an experimental design to collect data and followed safety and HIPPA guidelines with all patients being 5'7". Her data shows .96 lb. difference in compression due to augmented crutches. She is currently expanding research to other heights and also working on a provisional patent.

Dr. Couch provided a Strategic Planning Subcommittee process update. This is a major effort that requires significant collaboration between agencies. Mr. Ferguson added that positive first steps have been made toward accessing data and the Superintendent has been very open and helpful. Ms. Weaver thanked Dr. Couch for his leadership and opened the floor to the full committee for questions and discussion.

Rep. Alexander mentioned the question that had come up during the process of redefining the EOC's role. Ms. Weaver suggested that if we are moving more into programmatic efforts, those would need to originate in the legislature. The obligation currently comes from the General Assembly. Mr. Ferguson said that state law specifies that EOC is the body that sets the standards for schools in state and federal accountability. Rep. Alexander said we need to be sure we stay within the confines of what the Gen. Assembly said 20 years ago.

Superintendent Spearman said working through access to data and rebuilding trust with LEAs is important when talking about sharing data. Superintendent Spearman said that while we have made strides in accountability, we aren't seeing the student improvement we need. We are still not getting results we need while having tried our best. We need teacher prep programs and support of teachers and accountability system needs to be focused on continuous improvement. We rate schools on how they prepare children for careers and citizenship, but she wants to focus on that and how we improve teacher prep programs and continue to improve our accountability system. If they need to share more data, they will. We need to work together to make improvements. We're getting useful information from the Rally tool, but we're not there yet. We're finally at a place where we're getting to the nuts and bolts to work on teacher improvement, and we must help folks decide on curriculum.

Rep. Alexander said for 20 years we've been doing this and not getting different results so we're not doing something right. He believes it is EOC's responsibility to see what we can do to support every student and right now we spend a lot of money but it's not working as it should. He would like for our educational system to support all students. We need to use the public money better to

get different results. Ms. Weaver stressed the need to capitalize on the opportunity that exists with federal money.

Superintendent Spearman stated that the assessments must be correct. We have seen the problem of too many standards, so she will need support here. Focus is better.

Sen. Hembree said we have shifted grant money from EOC to the SCDE. He wanted to know if there is anything else that needs to be moved. Mr. Ferguson said we are open to that suggestion, but he doesn't think there is currently anything we've been charged with outside of our legislative mandate.

Superintendent Spearman said they are trying to really invest and not just spend money on the latest and greatest program---the focus is clearly teacher training, high quality materials and prioritizing our standards. Dr. Mathis said we have to get the assessments right. Superintendent Spearman said it is important to be honest about what's working and what's not.

Sen. Hembree said there's a perception that EOC is out of its lane and run amuck, but he says that is not a problem he sees. He would love to see if we can work on things that make a difference like teacher training and Read to Succeed. Superintendent Spearman agreed that the EOC is operating within its lane.

Sen. Hembree says he feels like districts believe they own their data; he finds that troubling, because it's the taxpayers' data. The public has paid for it.

Ms. Weaver believes there is a fundamental misunderstanding about what accountability is and we have a responsibility to children in this state and taxpayers for the money they invest in education. When she talks to groups about the EOC, she describes accountability like a scale; it measures and weighs you, but it's not going to eat healthy for you or work out. So, we can't hold the accountability system responsible for all other improvements, but we need it. We need to do a better job of recruiting high quality teachers. Student teaching should be a year and not a semester, and we need to recruit the brightest minds into teaching.

Ms. Hairfield, in speaking to teacher efficacy, said we're missing that in higher ed, and teacher prep programs haven't changed a lot. This is Charleston County's second year of teachers coming out with no student teaching. Teachers need ongoing training.

Rep. Alexander stated that the teaching profession is not as attractive because they don't get the support they need. He said we need a different way of looking at the profession, as well as effective collaboration. Ms. Hairfield agreed and wants to ensure teachers collaborate and learning continues. She asserted that no one likes accountability, but you can't be accountable to yourself. An external body who can look at things objectively is needed, and you can't be objective to your own stuff.

Mr. Robinson stated he has been here 16 years. He stated that EOC has not been as effective perhaps because we get too little info, and we get it late. If you look at objectives to clarify, realign and collaborate, it's all rooted in communication. For effective communication, we need to have it timely so that we're not behind. To innovate, he thinks our focus needs to be higher education and Prek-4. Mr. Robinson made a motion to approve the strategic plan. The motion was seconded and passed unanimously.

As the EOC reconvened, Ms. Weaver recognized Dr. Andrews and thanked him for 11 years of service. Dr. Kevin thanked everyone and recognized EOC staff for their talents and contributions. He stated that the task of the EOC is to provide accountability. We are inherently outsiders since accountability is not desired by most.

Dr. Andrews provided an overview of the Accountability System from 2018-19 and 2019-20. The purpose of the review is to identify strengths and limitations in schools to meet the Profile of the SC Graduate. It is also important to look at the system as a whole to see how it works together to provide a clear picture. He discussed the ratings history, changes in ratings from year to year, and limitations of the system.

Many items on the Profile of the Graduate are problematic from a measurement and implementation point of view. There is a subjective or teacher reflective measure and that's troubling as part of an accountability system. As we measure things year after year there will be people who learn to game the system and it will be problematic to obtain an authentic reliable measure.

He also discussed the differences existing in the law, which doesn't require the non-academic portions of the Profile to be measured in an accountability system; the language refers to offering opportunities to students. Dr. Andrews went on to discuss each of the indicators in the current accountability system, and how their weightings impacted ratings. He said he wanted to provide a reference for making revisions to the system.

Ms. Barton expressed concerned about coming out of the pandemic with potentially so many children in the lower level academically. Since there are no indicators that measure students before 3rd grade, that may be problematic. Many states are moving away from end of course tests, but she wants to know that when students graduate that they are ready for a career or freshman year.

Mr. Ferguson thanked Kevin for describing where we are; he said he wanted to provide a map for where we could go. He started with recommendations from the Accountability Advisory Committee. He reminded members it was important to translate this data and ensure that we can support schools in using this as part of a comprehensive continuous improvement system.

The timeline for accountability will shift us back to notifying schools during the summer about what we'll be measuring in the next year. This transition year to comply with our 3-year plan is important and we'll have three accountability manuals published for this year. Some highlights are the inclusion of the HS credential; dual credit enrollment; Cambridge in the weighting system; and replacement(s) for student engagement. Mr. Ferguson proposed to the committee that they take up 2 items at each subcommittee meeting. In December, the committee should be ready to vote in full committee on the recommendations after discussion. He mentioned headway being made in looking at a growth to proficiency model, and he also reminded the members that early childhood is an area where meaningful intervention must take place.

Sen. Hembree asked if we already had data from schools for 1st and 2nd graders. Mr. Ferguson said that the data that are reported out are self-reported and often don't align with data on the KRA. Dr. Mathis said there is a cut score provided to districts and while SCDE offers guidance, there is no real check since the data are self-reported by districts.

Mr. Ferguson also told the EOC that we now had an annual subscription to the National Student Clearinghouse. This year, we will look at the aggregate data, but we will soon be able to provide LEAs with individual data they can dig into.

Superintendent Spearman stated that she would like to see the arts and leadership development addressed in the system. She mentioned a program she learned about from John Maxwell.

Ms. Weaver thanked members, staff, and guests for their attendance. Members then toured the Institute.

There being no further business, the meeting adjourned.



Summary of Results for the SC Teacher Exit Survey from the 2020-21 Pilot Administration





SUMMARY OF RESULTS FOR THE SC TEACHER EXIT SURVEY FROM THE 2020-21 PILOT ADMINISTRATION

Executive Summary

The pilot administration of the SC Teacher Exit Survey (SC-TEACHER, 2021) from the 2020-21 academic year yielded insights directly from teachers in the state on key reasons for teacher turnover. The sample was limited to five school districts located in the Midlands region. Expanded data collection statewide would provide results that more fully represent the SC teaching population. It should also be noted that the results are comingled with the influence of the COVID-19 pandemic.

Almost half of the departing teachers reported they will teach in another school district next year. Convenience of job location/moving, decision to retire/receive retirement benefits, and dissatisfaction with administration were most often cited as the single most important reasons for leaving. COVID-related concerns associated with reaching all students and lack of support from the local school board as well as the broader community were also important factors to more than a third of the teachers. Those who were not moving to another teaching position cited higher salaries, availability of full-time teaching positions, and smaller class sizes as important factors in consideration of a return to teaching.

Administrative concerns were a key factor for teachers who leave for a teaching position in another school district. Teachers who were making a lateral move more often reported dissatisfaction with administration and lower effectiveness ratings of school leaders compared to those who were not moving to another teaching position. COVID-related reasons of concern for reaching all students and challenges with workload associated with online/hybrid instruction were more prevalent among lateral movers than others.

Teachers with less experience tended to leave their positions because of job location/moving with greater frequency than teachers with more experience. Less experienced teachers also reported greater levels of emotional distress from their work compared to more experienced teachers. In consideration of COVID-related reasons for leaving, more experienced teachers indicated concerns about both their own and their family members' health as important considerations more frequently than teachers with less experience.

An analysis that considered the multivariate nature of the data revealed patterns of responses among groups of teachers. This analysis allowed us to characterize the educators not renewing current contracts and how school issues and support, COVID-related concerns, and emotional burnout interacted to produce patterns. If we take this as a representative sample of SC public school educators, then we can begin to understand the nearly 6,000 teacher departures CERRA reported in their October 2020 report. Highlights from this analysis are as follows:

- Likely half of these educators accepted teaching positions at another school within the state.
- More than one-third of the teachers felt supported, had minimal COVID-related issues, and felt little to no emotional burnout. Half of these teachers simply moved to another classroom in the state.

- COVID, in and of itself, did not seem to create a mass exodus of teachers. Rather, what we saw was that about 15% of the teachers reported major COVID-related instruction, health, and effectiveness issues that led them to leave the classroom with many choosing early retirement.
- We also saw a pattern where COVID exacerbated the frustrations of already discouraged teachers leading to extremely high emotional burnout. About 10% of the educators leaving the classroom reported major frustrations with their school and with COVID-related teaching and support.

Introduction

Background

Retaining effective teachers is a challenge in the United States. According to Garcia and Weiss (2019), the teacher shortage is real, large, and growing, indicating that high-poverty schools suffered the most from the shortage of credentialed teachers. Sutcher et al. (2019) showed that the most important driving factor of teacher shortages was high teacher attrition. Attrition rates were much higher for new teachers (i.e., in their first year of practice) and teachers in high-poverty schools and districts compared to teachers with more than one year of experience in low-poverty schools (Loeb et al., 2005). Furthermore, several national polls conducted during the 2020-21 academic year indicated 20-47% of teachers were considering quitting or retiring early due to COVID-related issues (Antonucci, 2021).

To understand and address the issues of teacher shortage, teacher attrition, teacher turnover, and teacher retention, researchers (e.g., Darling-Hammond, 2003) focused on the factors associated with these issues. Ingersoll (2001) indicated that teacher turnover had large associations with job dissatisfaction and pursuing other jobs. Darling-Hammond (2003) found that multiple factors mattered for the recruitment and retention of teachers, including salaries, class size, teaching load, availability of materials, teacher participation in decision-making, strong and supportive instructional leadership from principals, and collegial learning opportunities. In Hughes' (2012) study on teacher retention, she found that teaching experience, student socioeconomic status (SES), salary, workload, parent and student cooperation, and technology made statistically significant contributions to teachers' plans to teach until retirement. A recent study by Carver-Thomas and Darling-Hammond (2019) revealed that teachers' high turnover rate was related to teacher salary, lack of administrative support, and alternative certification.

School administration appeared to play an important role in teacher retention. According to Kukla-Acevedo (2009), support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover; and increased administrative support reduced the probability that teachers leave or switch schools. Boyd et al. (2010) studied the influence of school administrators on teacher retention decisions in New York City schools, and they found that teachers' perceptions of the school administration had the greatest impact on their retention decisions. Similarly, Carver-Thomas and Darling-Hammond (2019) indicated that lack of administrative support was one of the factors associated with high teacher turnover rates.

SC Data Collection

This report summarizes results from a survey that sought to understand reasons teachers in South Carolina leave their teaching positions. All SC teachers currently undergo an exit interview designed by the school districts that lacks consistency across the state. These exit interviews are often conducted in-person with their supervisor where teachers might not feel comfortable to share information about their decision to leave their position, particularly if related to school/district administration. The goal of this study was to pilot a survey yielding anonymous responses with a sample of exiting teachers to provide initial insight on their reasons for leaving.

Members of the South Carolina Teacher Education Advancement Consortium Through Higher Education (SC-TEACHER) research team, with input from school district partners, developed the SC Teacher Exit Survey. This survey was inspired by the Teacher Follow-Up Survey Questionnaire for Former Teachers to the Schools and Staffing Survey through the National Center of Education Statistics (2012). In addition to reasons for leaving from the national survey, we also addressed reasons related to the COVID-19 pandemic. The survey was distributed to 332 exiting teachers from a convenience sample of five school districts in the spring of the 2020-2021 school year, with 224 completing the survey (response rate = 67.5%).

Schools: build a more positive and welcoming climate.

Data Analysis

Descriptive analysis was conducted for the sample of departing teachers that completed the survey. Contextual characteristics from demographic questions were summarized. Items were organized in sets with five-point Likert-type response scales. The percentages of responses within each response category were calculated for all items in each item set. Results are displayed in charts ordered by the percentage responding to the upper two response scale categories. Results from the upper two response scale categories from the various item sets were also examined by teachers who were making lateral vs. non-lateral moves and by teachers with relatively less (5 years or less) vs. more (greater than 5 years) teaching experience. Finally, a latent profile analysis (LPA) was conducted to examine patterns of responses while taking into account the multivariate nature of the various item sets. This report focuses on the descriptive results and an overview of the LPA results.

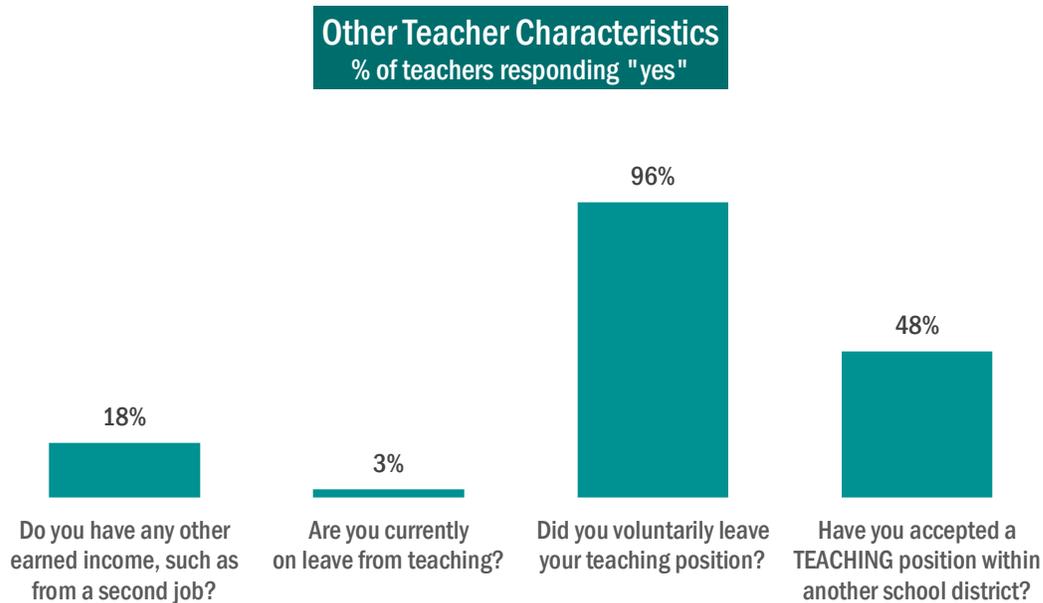
Overall Survey Results

Contextual Characteristics of the Sample

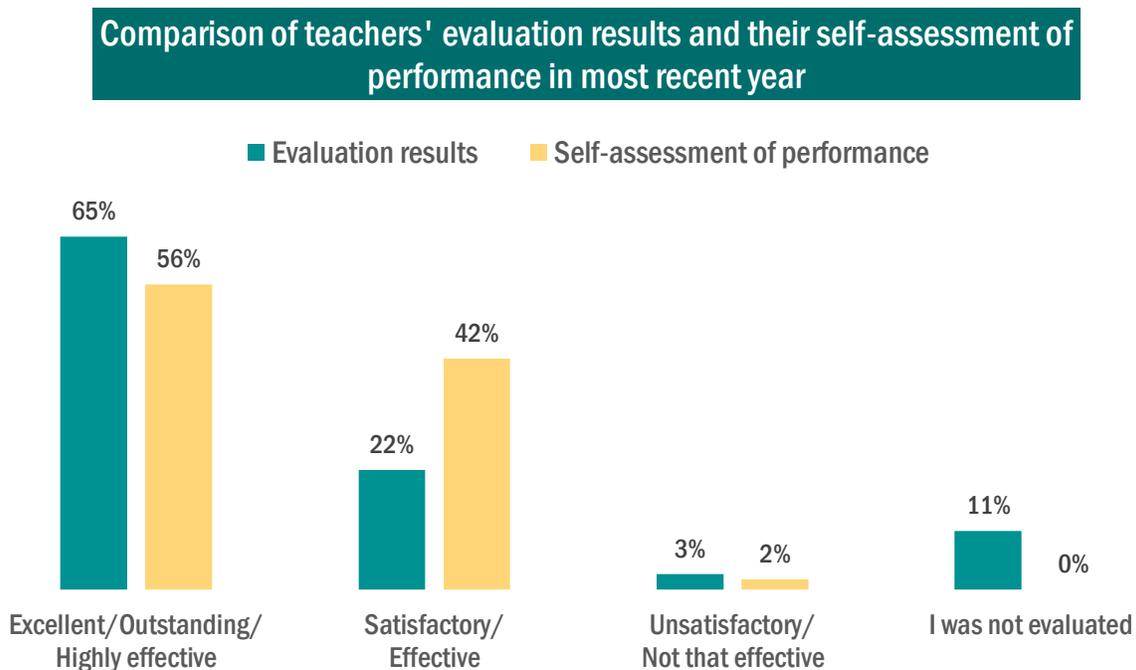
Teachers reported the number of years that they worked at their current school and the total number of years they worked as a certified teacher. Teachers had a mean of about 6 years at their current school and 13 years total with substantial variation for both. Teachers' years at their current school ranged from 0 to 32 with a median of 4, while teachers' total years of experience ranged from 0 to 43 with a median of 10.

Teachers' Years of Experience	Min	25 th percentile	Median	75 th percentile	Max	Mean	Std Dev	N
Years at most recent school	0	2	4	8	32	6.0	5.8	224
Total years as a certified teacher	0	4	10	21	43	12.9	10.6	226

The figure below shows results for information requested on teacher characteristics. Almost a fifth of teachers (18%) reported an income source in addition to teaching. Very few teachers were out on leave (maternity or paternity, disability, or other). The vast majority of teachers were leaving their positions voluntarily. Almost half (48%) of the teachers accepted a teaching position with another school district for the 2021-22 school year.



Teachers were asked to provide ratings of their performance from the most recent school year. They were also asked to provide a self-assessment of their performance for the same time frame. The figure below provides a summary of responses to both questions. Teachers tended to rate themselves in the top category at a lower rate and in the middle category at a higher rate than their performance rating as evaluated by school administrators.

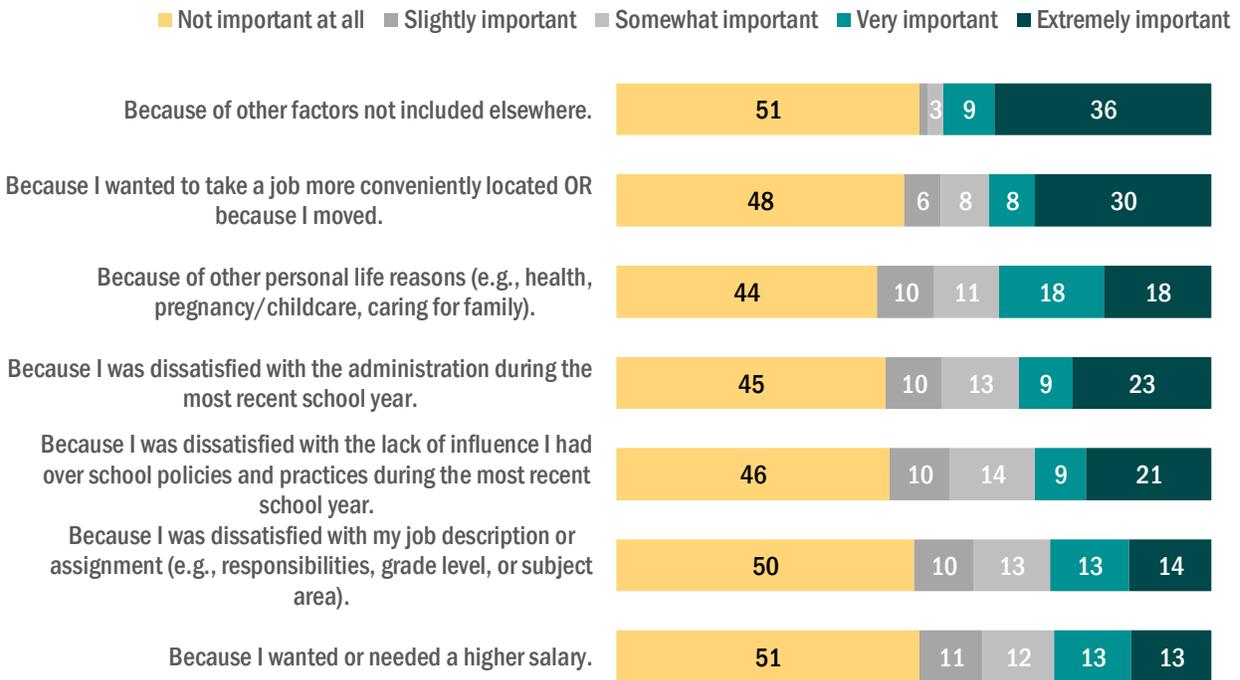


Reasons for Leaving Position

Teachers were asked about a variety of reasons (24 total) for deciding to leave their current teaching position. Reasons were categorized as personal matters, career-oriented matters, classroom factors, school factors, and student assessment factors. Teachers were asked about the importance of each reason in their decision. The figure below displays results for seven reasons that were cited by more than 25% of the teachers as very or extremely important to their decision to leave their current teaching position. Teachers most frequently cited other factors not included on the survey (45% indicated very or extremely important). Taking a job more conveniently located or moving had the next greatest relative importance for teachers leaving their positions (38% indicated very or extremely important) followed by other personal reasons (36% indicated very or extremely important). Dissatisfaction with administration was also noted as an important influence on teacher departures (32% indicated very or extremely important).

Reasons cited as greatest importance for leaving position

% of teachers in each category

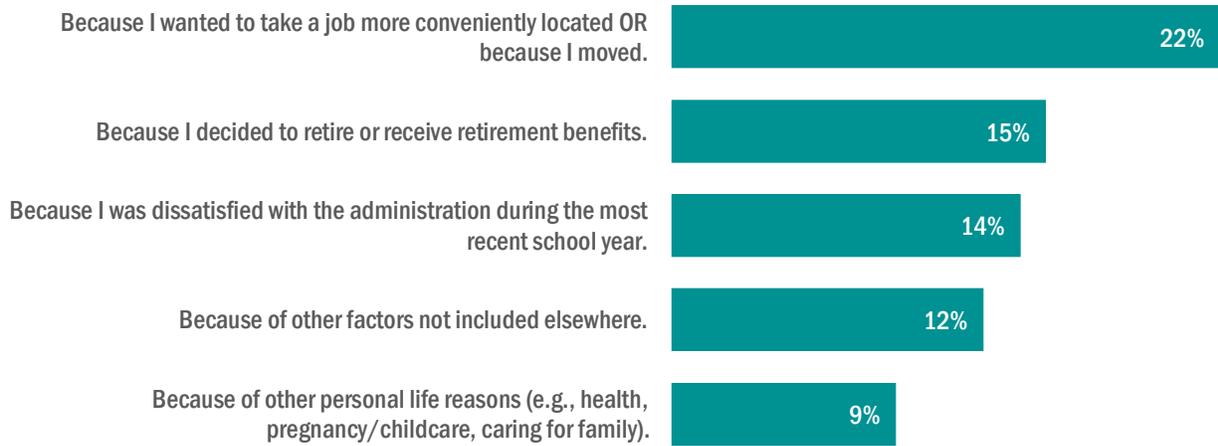


Notes. Reasons are ordered from greatest to least by the percentage of teachers who reported *very important* plus *extremely important*. Between 151 and 210 teachers provided responses to these items.

Teachers were also asked to specify the single most important reason influencing their decision among the 24 reasons. The five reasons with most responses are provided in the figure below. Wanting a more conveniently located job or moving was cited by 22% of teachers, deciding to retire or receive retirement benefits was indicated by 15% of teachers, and dissatisfaction with administration during the most recent school year was expressed by 14% of teachers. The following items were not identified by any teacher as the single most important reason for their decision:

- Because I needed better benefits than I received at my school.
- Because I did not have enough autonomy over my classroom during the most recent school year.
- Because I was dissatisfied with the large number of students I taught during the most recent school year.
- Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum during the most recent school year.

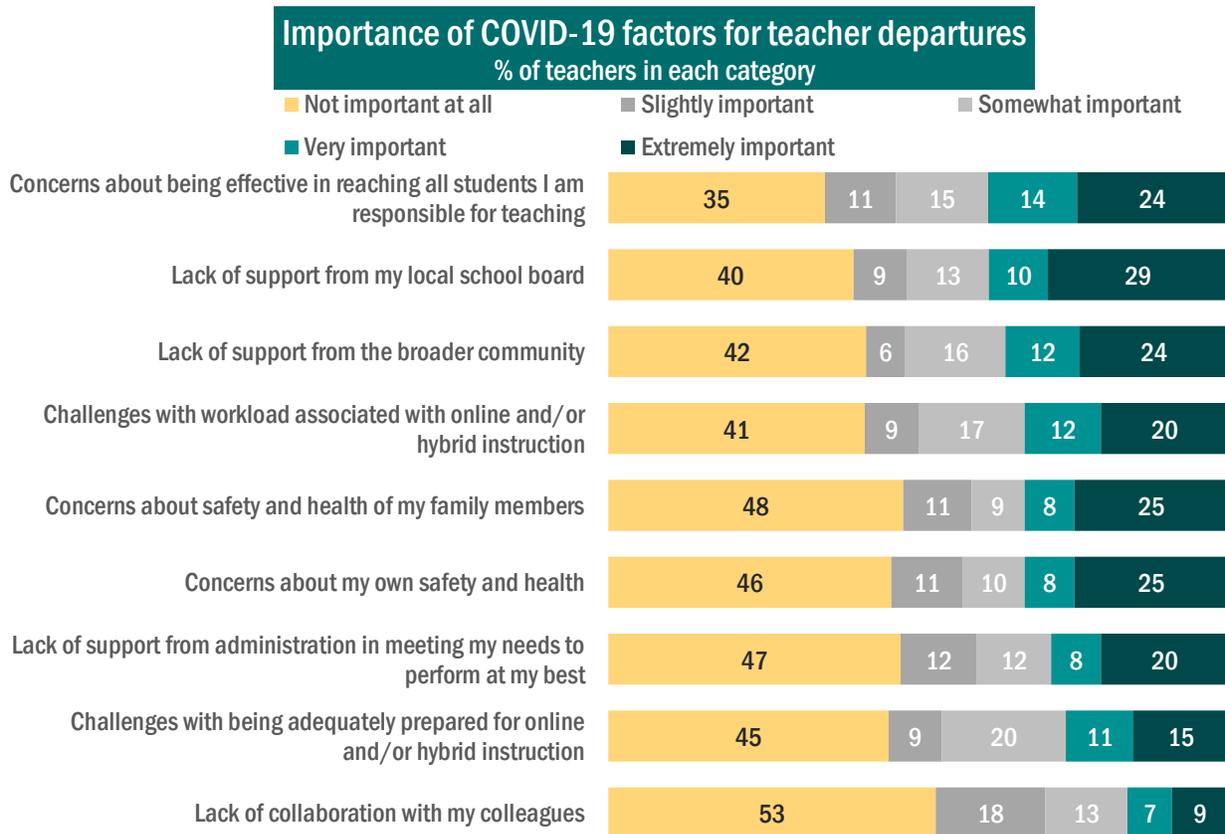
Top five reasons cited as the SINGLE MOST IMPORTANT reason for teachers' decision to leave their position



Notes. All other reasons combined account for the remaining 12% of responses with each reason ranging from 0% to 4% of all responses. A total of 203 teachers provided a response to this item.

COVID-Related Reasons for Leaving Position

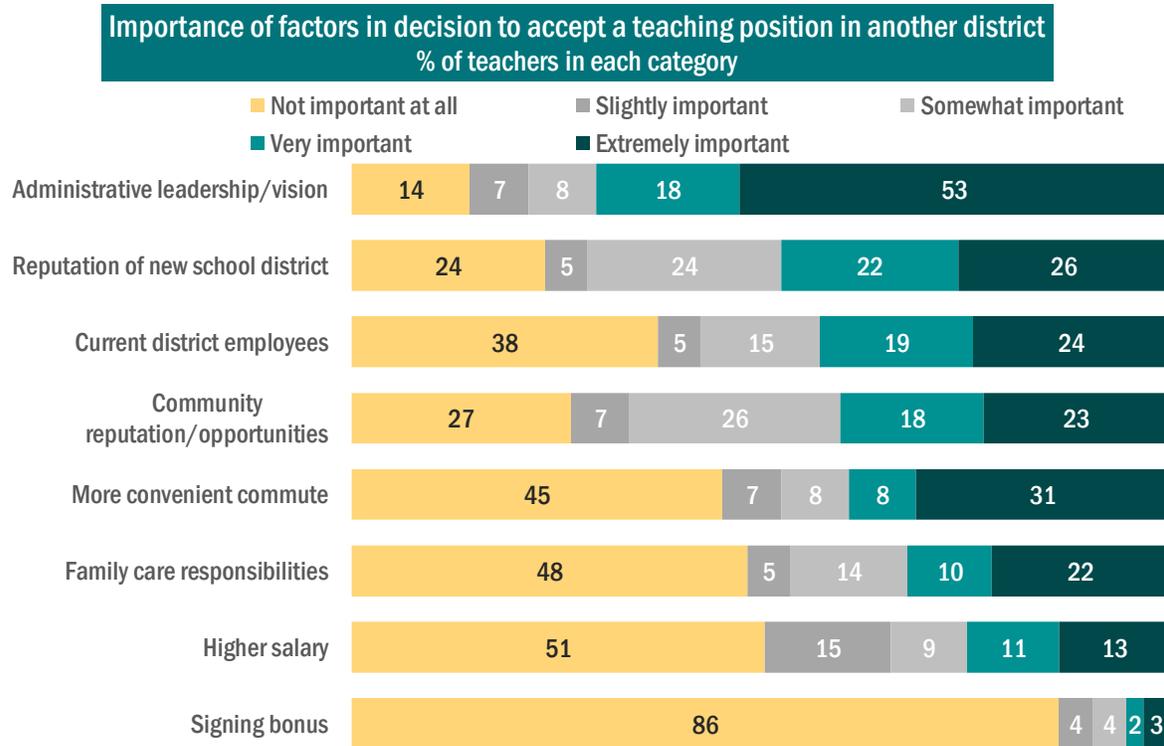
Teachers were asked to rate the importance of reasons related to the COVID-19 pandemic on their decision to leave their teaching position. Concerns about being able to reach all students they are responsible for teaching and lack of support from their school board were cited as the most important reasons, with 39% of teachers indicating these were very or extremely important for both items. Lack of support from the community was also a top reason cited, with 36% of teachers expressing it as very or extremely important.



Notes. Reasons are ordered from greatest to least by the percentage of teachers who reported *very important* plus *extremely important*. Between 206 and 207 teachers provided responses to these items.

Factors for Lateral Movers

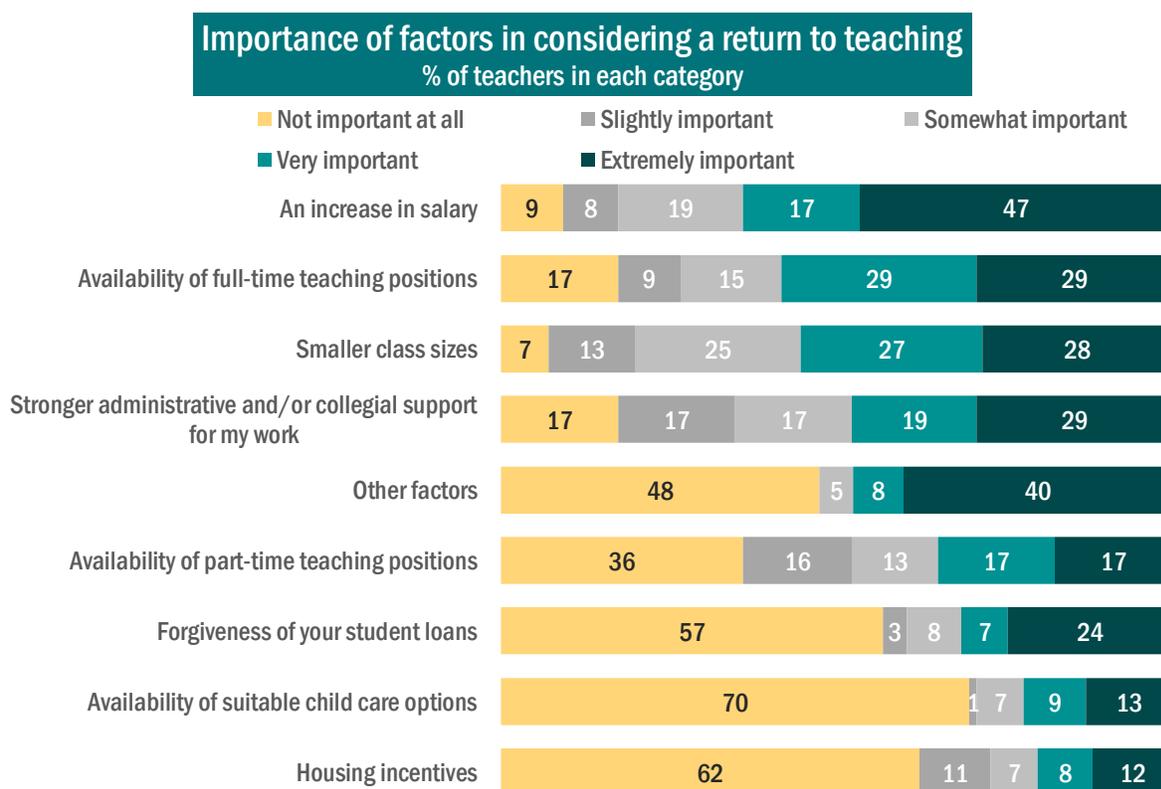
Teachers who accepted a position with another school district for the next school year were asked about the importance that various factors played in their decision. The reason cited most often was administrative leadership/vision where 71% of teachers reported this as a very or extremely important factor in their decision. Reputation of the new school district was also an important factor with 47% of teachers indicating it as very or extremely important. Signing bonus was seldomly reported as a factor in these teachers' decisions with 86% indicating it was not important at all.



Notes. Reasons are ordered from greatest to least by the percentage of teachers who reported *very important* plus *extremely important*. Between 95 and 96 teachers provided responses to these items.

Factors for Teaching in the Future

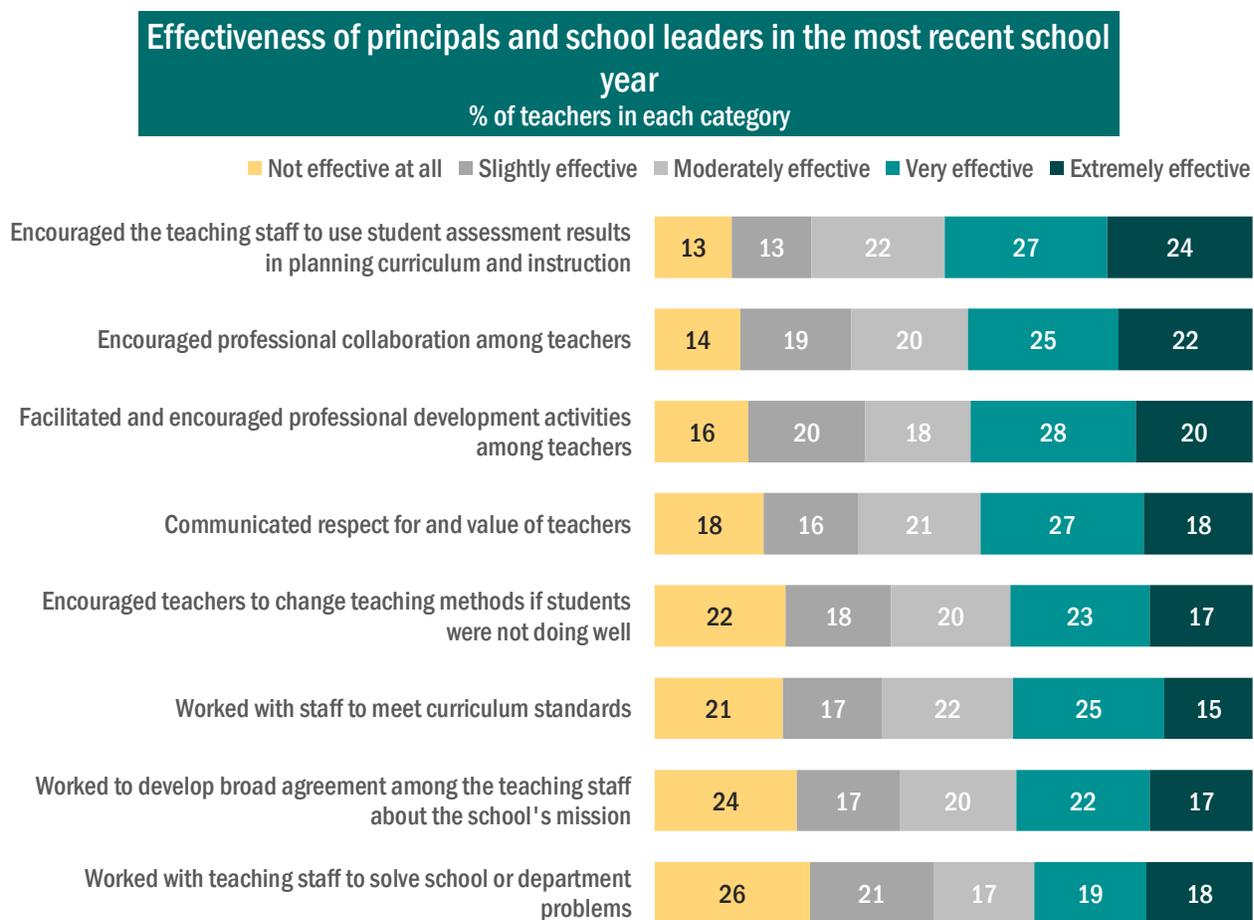
When those who were not taking a teaching position in another district were asked if they would consider returning to a teaching position, 39% said yes, 21% said no, and 40% said maybe. These teachers were then asked about the importance of various factors in consideration of their decision to return to a teaching position in the future. Data were summarized for the subset of teachers who indicated they were not leaving their current position to teach in another district. The three reasons noted as greatest importance (i.e., Very or Extremely Important) included an increase in salary, availability of full-time teaching positions, and smaller class sizes, where 64%, 58%, and 55% of teachers, respectively, indicated these reasons as very or extremely important.



Notes. Reasons are ordered from greatest to least by the percentage of teachers who reported *very important* plus *extremely important*. Of the 117 teachers who indicated they were not making a lateral move, between 40 and 86 teachers provided responses to these items.

Principal/School Leaders Effectiveness

Teachers were asked to provide ratings of effectiveness of their principal/school leaders on various aspects of school leadership during the most recent school year. The percentage of teachers rating school leaders as very or extremely effective ranged from 37% to 51% across the items. The highest rating was for encouraging teaching staff to use student assessment results in planning curriculum and instruction, while the lowest rating was for working with teaching staff to solve school or department problems.

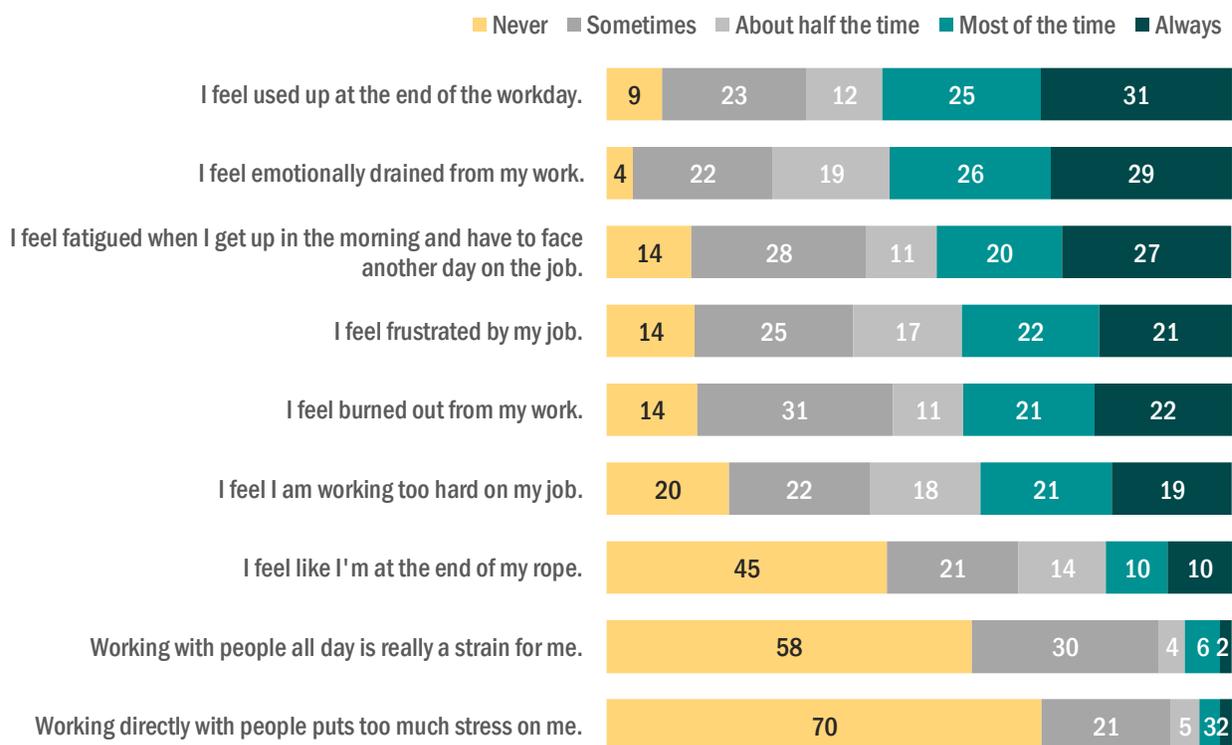


Notes. Items are ordered from greatest to least by the percentage of teachers who reported *very effective* plus *extremely effective*. Between 205 and 207 teachers provided responses to these items.

Emotional Distress Items

Teachers were asked a series of items about work-related emotional distress. More than half of teachers reported that they mostly or always feel used up by the end of the workday and feel emotionally drained from their work. Very few teachers reported feeling stress or strain related to working with people.

Frequency of job-related emotional distress % of teachers in each category



Notes. Items are ordered from greatest to least by the percentage of teachers who reported *most of the time* plus *always*. Between 210 and 211 teachers provided responses to these items.

Key Results by Lateral vs. Non-Lateral Movers

Analysis was conducted separately for teachers who indicated they accepted a teaching position at another school (referred to as *lateral movers*) and those who did not (referred to as *non-lateral movers*). In the sample, 107 teachers indicated they were making a lateral move and 117 teachers did not.

When asked about the importance of various reasons for leaving, lateral movers cited the following reasons more often than non-lateral movers:

- Because I wanted to take a job more conveniently located OR because I moved.
- Because I was dissatisfied with the administration during the most recent school year.
- Because I was dissatisfied with the lack of influence I had over school policies and practices during the most recent school year.
- Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) during the most recent school year.
- Because there were not enough opportunities for leadership roles or professional advancement at my most recent school.

Conversely, non-lateral movers reported the following reasons for leaving with relatively greater importance than lateral movers:

- Because I decided to retire or receive retirement benefits.
- Because I decided to pursue a position outside the field of education.
- Because I was dissatisfied with teaching as a career.
- Because I decided to take courses to improve career opportunities OUTSIDE the field of education.
- Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family).

Lateral movers more frequently reported dissatisfaction with administration as the **single most important** factor for leaving compared to non-lateral movers (20% vs. 8%). Non-lateral movers more often reported deciding to retire or receive retirement benefits as the **single most important** reason for leaving compared to lateral movers (28% vs. 0%).

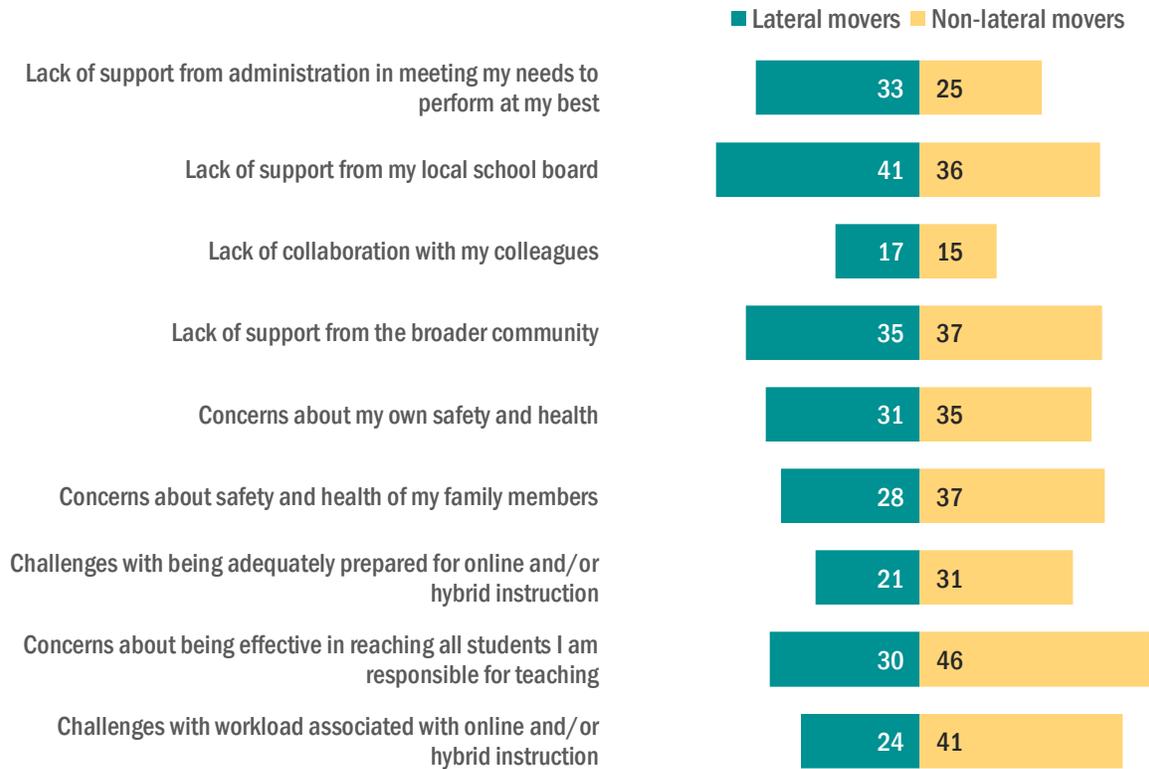
Non-lateral movers cited COVID-related concerns of challenges with workload associated with online and/or hybrid instruction and concerns about being effective in reaching all students as important reasons for their decision to leave their teaching position (see figure on page 16).

Lateral movers rated performance of their principal/school leaders lower than non-lateral movers on all aspects, with communication of respect for and value of teachers having the greatest difference (see figure on page 17).

Results from the emotional distress items did not differ substantially between lateral and non-lateral movers (see figure on page 18).

Importance of COVID-related reasons for leaving

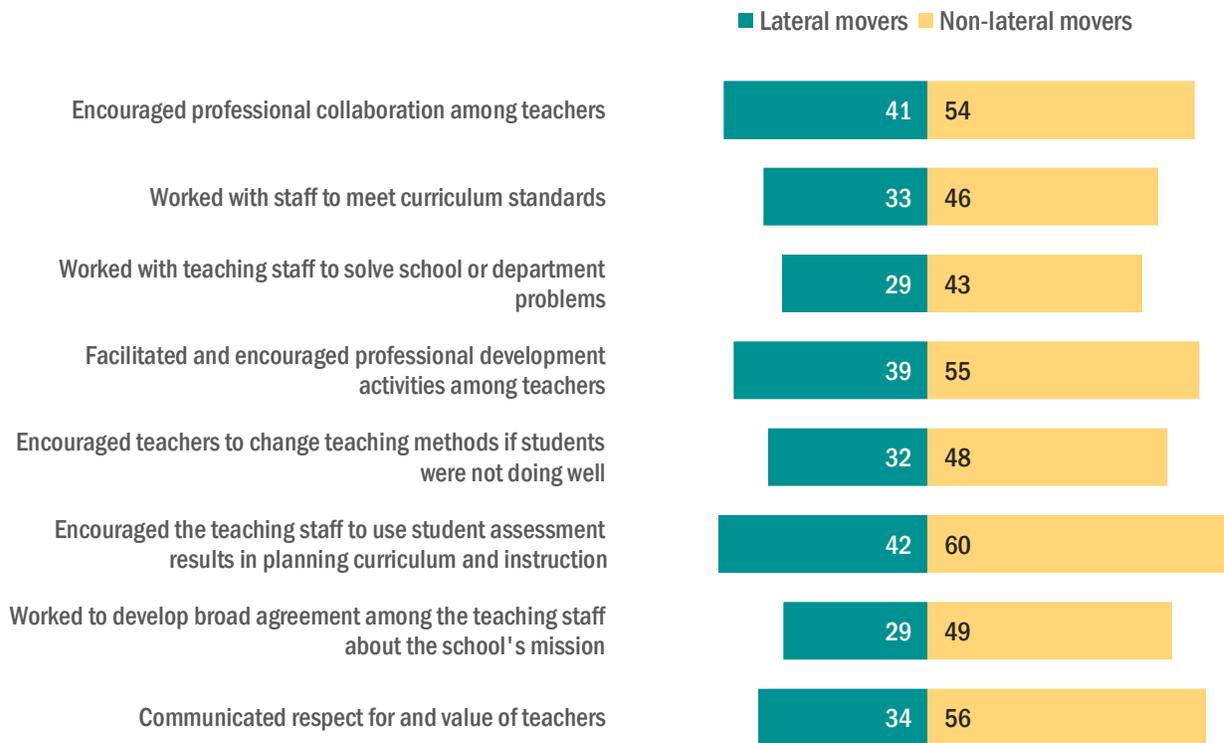
% of teachers who reported very or extremely important



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *very important* plus *extremely important* between lateral movers (those taking a teaching position in another school district) and non-lateral movers. Between 99-100 teachers who were lateral movers and 109-110 teachers who were non-lateral movers provided responses to these items.

Effectiveness of principals and school leaders in most recent school year

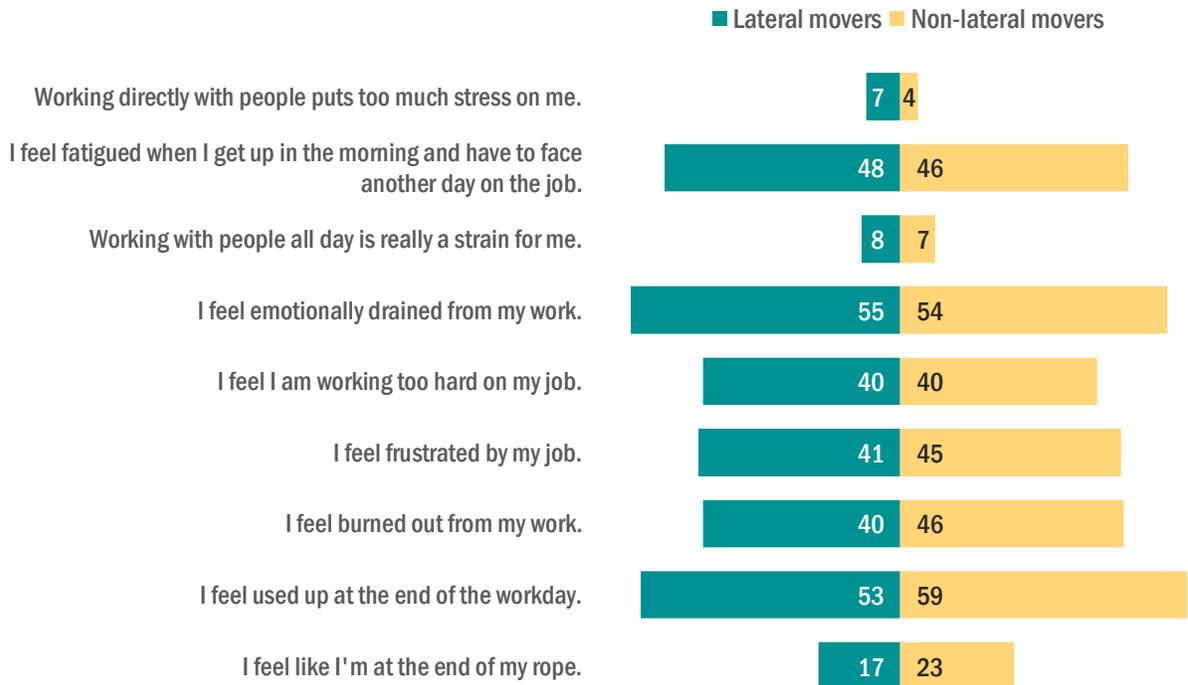
% of teachers who reported very or extremely effective



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *very important* plus *extremely important* between lateral movers (those taking a teaching position in another school district) and non-lateral movers. Between 99-100 teachers who were lateral movers and 109-110 teachers who were non-lateral movers provided responses to these items.

Frequency of job-related emotional distress

% of teachers who selected most of the time or always



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *most of the time* plus *always* between lateral movers (those taking a teaching position in another school district) and non-lateral movers. One hundred two teachers who were lateral movers and 111-112 teachers who were non-lateral movers provided responses to these items.

Key Results by Lateral vs. Non-Lateral Movers

Analysis was conducted separately for teachers who indicated they had five years or less total teaching experience (referred to as *less experienced*) and those who had more than five years total teaching experience (referred to as *more experienced*). In the sample, 72 teachers had five or fewer total years of teaching experience, and 152 teachers had more than five total years of teaching experience.

When asked about the importance of various reasons for leaving, less experienced teachers reported the following reasons more often than more experienced teachers:

- Because I wanted to take a job more conveniently located OR because I moved.
- Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family).
- Because I wanted or needed a higher salary.

Conversely, more experienced teachers reported the following reasons for leaving with relatively greater importance than less experienced teachers:

- Because I decided to retire or receive retirement benefits.
- Because I changed roles within the field of education (e.g. administrative, instructional coach, district office personnel, etc.).
- Because there were not enough opportunities for leadership roles or professional advancement at my most recent school.
- Because I was concerned about my job security at my school.

Those with less teaching experience more frequently reported wanting a more conveniently located job or moving as the **single most important** factor for leaving compared to more experienced teachers (36% vs. 15%). More experienced teachers reported deciding to retire or receive retirement benefits as the **single most important** reason for leaving with greater frequency than less experienced teachers (22% vs. 0%).

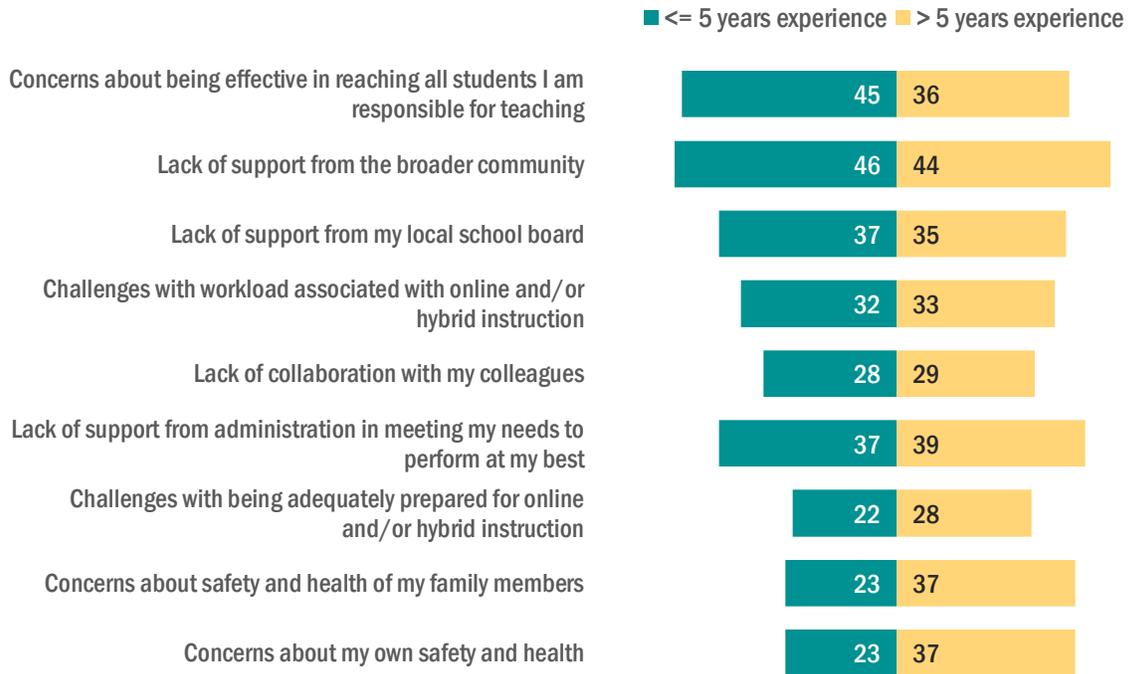
More experienced teachers cited COVID-related concerns about health and safety of their own and of family members as important reasons for their decision to leave their position at higher rates than less experienced teachers (see figure on page 20).

Results from the principal/school leader effectiveness items did not differ substantially between less and more experienced teachers (see figure on page 21).

Less experienced teachers more often reported feelings of emotional distress from their work compared to more experienced teachers (see figure on page 22).

Importance of COVID-related reasons for leaving

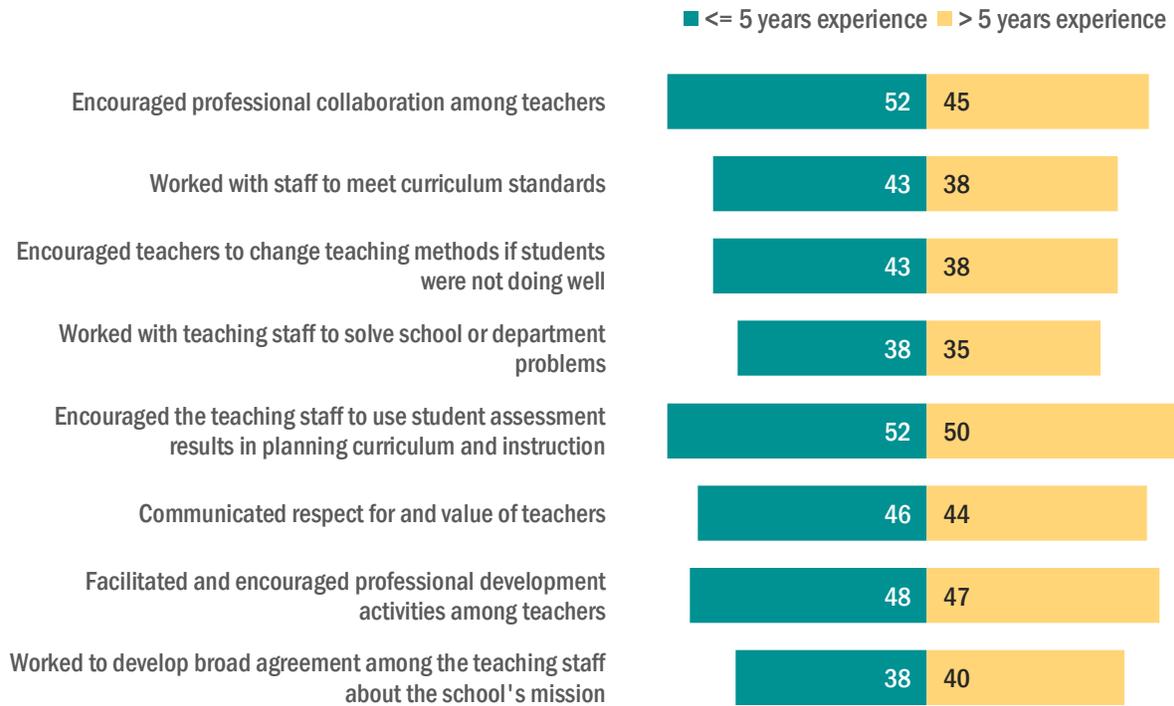
% of teachers who reported very or extremely important



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *very important* plus *extremely important* between teachers with less teaching experience (5 years or less) and more teaching experience (more than 5 years). Sixty-five teachers with 5 or less years' experience and 142-143 teachers with more than 5 years' experience provided responses to these items.

Effectiveness of principals and school leaders in most recent school year

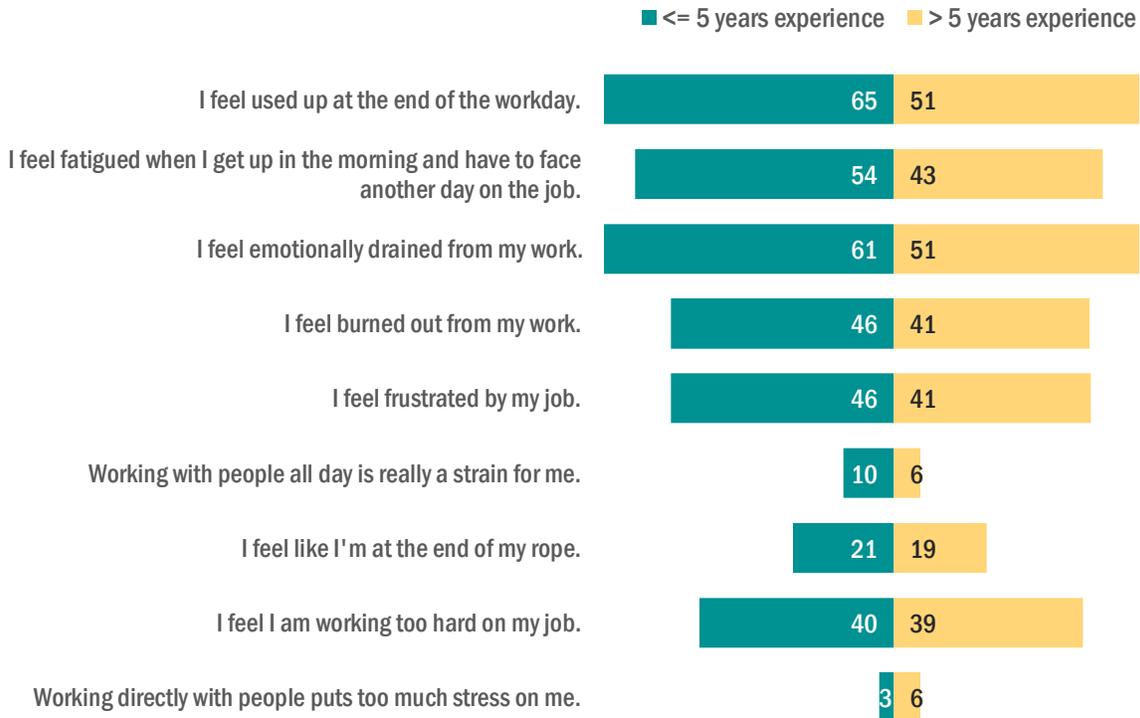
% of teachers who reported very or extremely effective



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *very important* plus *extremely important* between teachers with less teaching experience (5 years or less) and more teaching experience (more than 5 years). Between 63-65 teachers with 5 or less years' experience and 143 teachers with more than 5 years' experience provided responses to these items.

Frequency of job-related emotional distress

% of teachers who selected most of the time or always



Notes. Items are ordered from greatest to least by the difference in the percentage of teachers who reported *most of the time* plus *always* between teachers with less teaching experience (5 years or less) and more teaching experience (more than 5 years). Between 63-65 teachers with 5 or less years' experience and 142-143 teachers with more than 5 years' experience provided responses to these items.

Latent Profile Analysis Results

For teachers with complete data (n=221), we used a person-oriented approach to examine the heterogeneity in educators not renewing their current contract. This statistical method assumes the educator's decision is influenced by interactions between the individual and environmental contexts which affect multiple variables simultaneously.

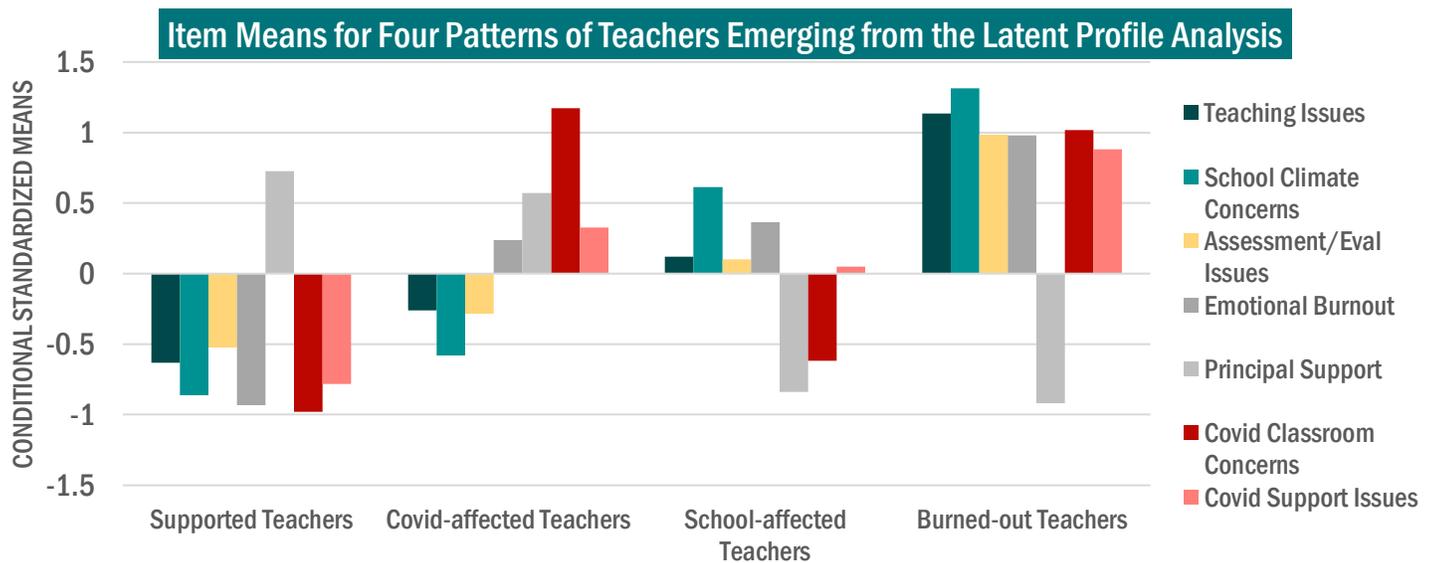
With this data, we simultaneously considered patterns among educators with regards to professional issues and concerns (i.e., teaching related, school climate, student assessment, and professional evaluation), COVID-specific issues and concerns (i.e., classroom concerns and general support issues), principal support, and emotional burnout. We found four patterns among educators not renewing their current contract including *Supported Teachers*, *School-affected Teachers*, *COVID-affected Teachers*, and *Burned-out Teachers*. The figure on page 24 displays conditional means for the profiles of teachers, and descriptions of the four patterns are provided below.

Supported Teachers. Overall, these teachers had very few professional or COVID-related issues and concerns. They also had the lowest emotional burnout and highest principal support. This pattern was also the most prevalent, representing more than 37% of the sample. Of the teachers in this profile, half had accepted a teaching position at another school. These teachers were not likely to cite non-teaching career reasons within education or career reasons outside of education as reasons for not renewing the current contract. As such, we can speculate that personal reasons (e.g., family moving, caring for elderly parent, childcare) played a major role.

School-affected Teachers. These teachers reported above average issues and concerns surrounding general teaching, school climate, student assessment, and professional evaluation. These issues and concerns were combined with very low principal support and above average emotional burnout. However, with regards to COVID, they had low classroom concerns and only average support issues. In other words, individual school issues and concerns (not COVID) may have played a role in these educators not renewing their current contract. This was one of the smallest patterns to emerge, representing 20% of the sample or 1 in 5 educators. Our analyses suggest these teachers based their decision on the current school and did not generalize to the entire profession. In fact, 62% of the teachers in this profile had accepted a teaching position at another school.

COVID-affected Teachers. These teachers reported the highest COVID-related classroom concerns (i.e., challenges with online/hybrid instruction, health concerns, challenges with being an effective teacher), as well as above average support issues (i.e., colleagues, administration, school board, and community). These COVID issues occurred in concert with above average emotional burnout (but lower average burnout than school-affected teachers). However, these educators reported high principal support and few issues or concerns with their school. Like school-affected teachers, this was a smaller profile, representing 20% of the sample or 1 in 5 educators. Only 23% of the teachers in this profile had accepted a teaching position at another school. What can we deduce about the other 77% of educators in this profile? These teachers were significantly older than educators in other profiles, with 17 years of teaching experience on average. They also were not likely to cite career reasons within or outside education as motivations for not renewing their contract. Instead, many of the educators in this profile reported retiring from the profession, which suggests the pandemic may have prompted this decision.

Burned-out Teachers. These teachers reported the lowest levels of principal support and the greatest issues and concerns surrounding teaching, school climate, student assessment, and professional evaluation. With regards to COVID, they had high classroom concerns around instruction, family/personal health, and effectiveness; and these educators had the highest issues of support from colleagues, administration, the school board, and the larger community. They also had the highest emotional burnout among the four profiles. This profile represented about 23% of the sample (or nearly 1 in 4 teachers). Despite the frustrations and emotional strain, 54% of these teachers had accepted a lateral position at another school. However, for the 46% not continuing to teach, these educators were much more likely to cite non-teaching career aims both within and outside of education as reasons for leaving their position.



Notes. Values greater than zero indicate group averages are greater than the average of all respondents. Values less than zero indicate group averages are less than the average of all respondents.

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Human Capital Education and Development (EDHC) is an interdisciplinary degree program integrating the fields of Human Resource Development, Learning Sciences, and Systems Improvement Science. This program will prepare you for diverse occupational settings across public and private sectors.

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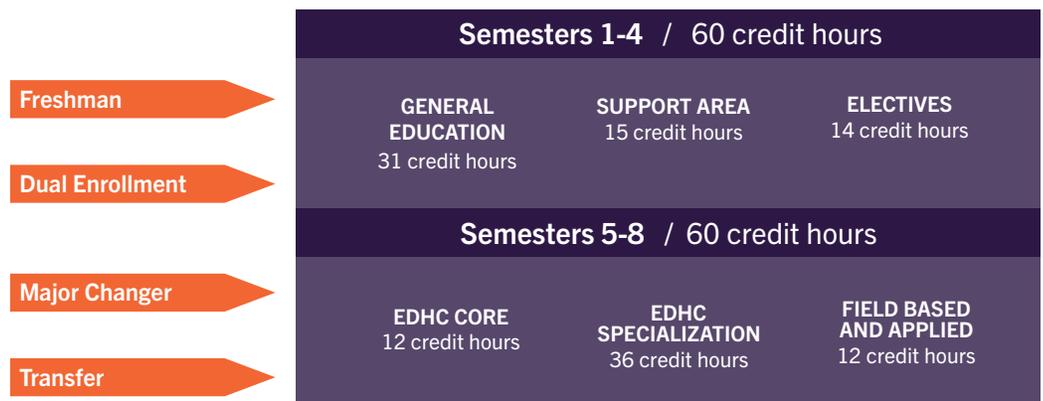


SOCIAL AND COMMUNITY SERVICES MANAGEMENT



PROGRAM IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT

FLEXIBLE ENTRY PATHWAYS AND PROGRAM DESIGN



Teacher Residency at Clemson University



The Clemson University College of Education's teacher residency program is the first university-led residency program in South Carolina. Since welcoming its first cohort of students in 2018, enrollment has increased 161% as students in cohort four begin their yearlong placement. Housed in the College's Eugene T. Moore School of Education, the program aims to increase teacher retention and preparedness as well as K-12 student achievement.

Residents complete a bachelor's and master's degree in five years, spending the fifth year in an extended, yearlong student teaching experience co-teaching full time alongside a trained mentor teacher. Compared to traditional student teaching programs, teacher residents spend 750 more hours in their practicum and clinical experiences.

Our graduates defy state and national trends. While the number of students who graduated from SC public institutions with master's degrees eligible for teacher certification declined 32% over five years (CERRA, 2020), our program grows. Our program has also experienced a 157% increase in the number of secondary education teacher residents representing teaching positions that have some of the highest numbers of vacant teaching positions in public schools.

Program growth by the numbers

158
*Total number
of residents*

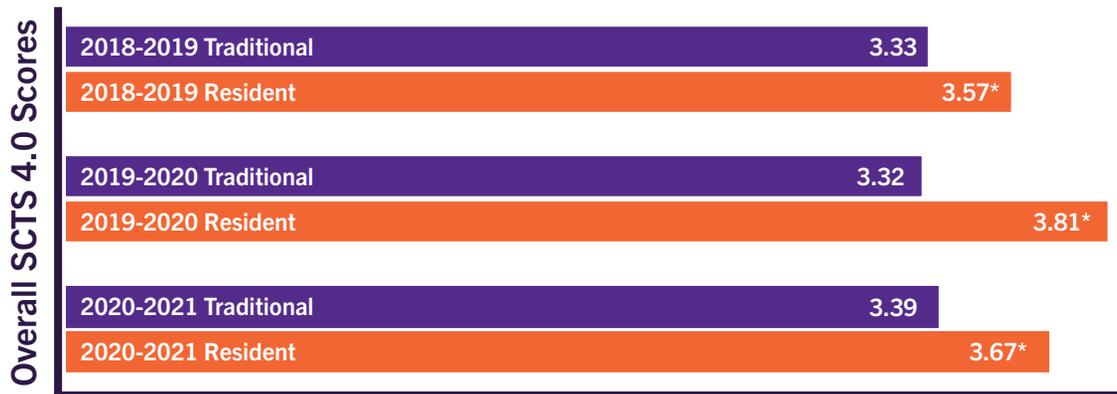
123
*Total number
of trained
mentor teachers*

161%
*Growth in
participants
from cohorts 1-4*

How the program influences residents

Teaching Quality

Like traditional student teachers, residents are evaluated at the conclusion of their student teaching using the South Carolina Teaching Standards (SCTS) rubric, which contains 23 indicators focused on instruction, planning, environment and professionalism. In a revealing comparison of the final rubric scores for traditional student teachers and teacher residents in the last three cohorts, teacher observation scores were markedly higher across all four indicator groups every year—in every category.



SCTS 4.0 Rubric Domains					
	Instruction	Planning	Environment	Professionalism	Overall SCTS 4.0 Scores
2018-2019					
Traditional	3.23	3.20	3.38	3.49	3.33
Resident	3.46*	3.39	3.66*	3.77*	3.57*
2019-2020					
Traditional	3.23	3.12	3.39	3.62	3.32
Resident	3.77*	3.76*	3.87*	3.93*	3.81*
2020-2021					
Traditional	3.32	3.29	3.60	3.39	3.39
Resident	3.60*	3.57*	3.81*	3.80*	3.67*

* Indicates statistically significant difference ($p < 0.05$)

Teaching Self-Efficacy

A teacher's belief in their own capability to bring about desired student outcomes influences their teaching behavior. We measured our third cohort's teaching self-efficacy at the end of their first semester and again at the end of their second semester of residency. Their self-efficacy scores started high and only increased, and these scores are associated with career optimism and adaptability; commitment to the profession; and positive student outcomes and classroom practice.

Overall Teaching Self-Efficacy Scores*

End of First Semester
of Student Teaching

174

End of Second Semester
of Student Teaching

180

* Indicates statistically significant difference

Affecting Recruitment and Retention

In South Carolina, 36% of first-year teachers hired for the 2019-2020 school year did not return to a teaching position in the same district in 2020-21 (CERRA, 2020). A survey of former teacher residents paints a very different picture of retention among our graduates.

Cohort 1 *(19 of 22 graduates responding)*

100% of respondents employed as teachers in years two & three
95% remained in the same school for year two
76% remained in the same district for year three

Cohort 2 *(30 of 33 graduates responding)*

100% of respondents still employed as teachers in year two
97% remained in the same district for year two

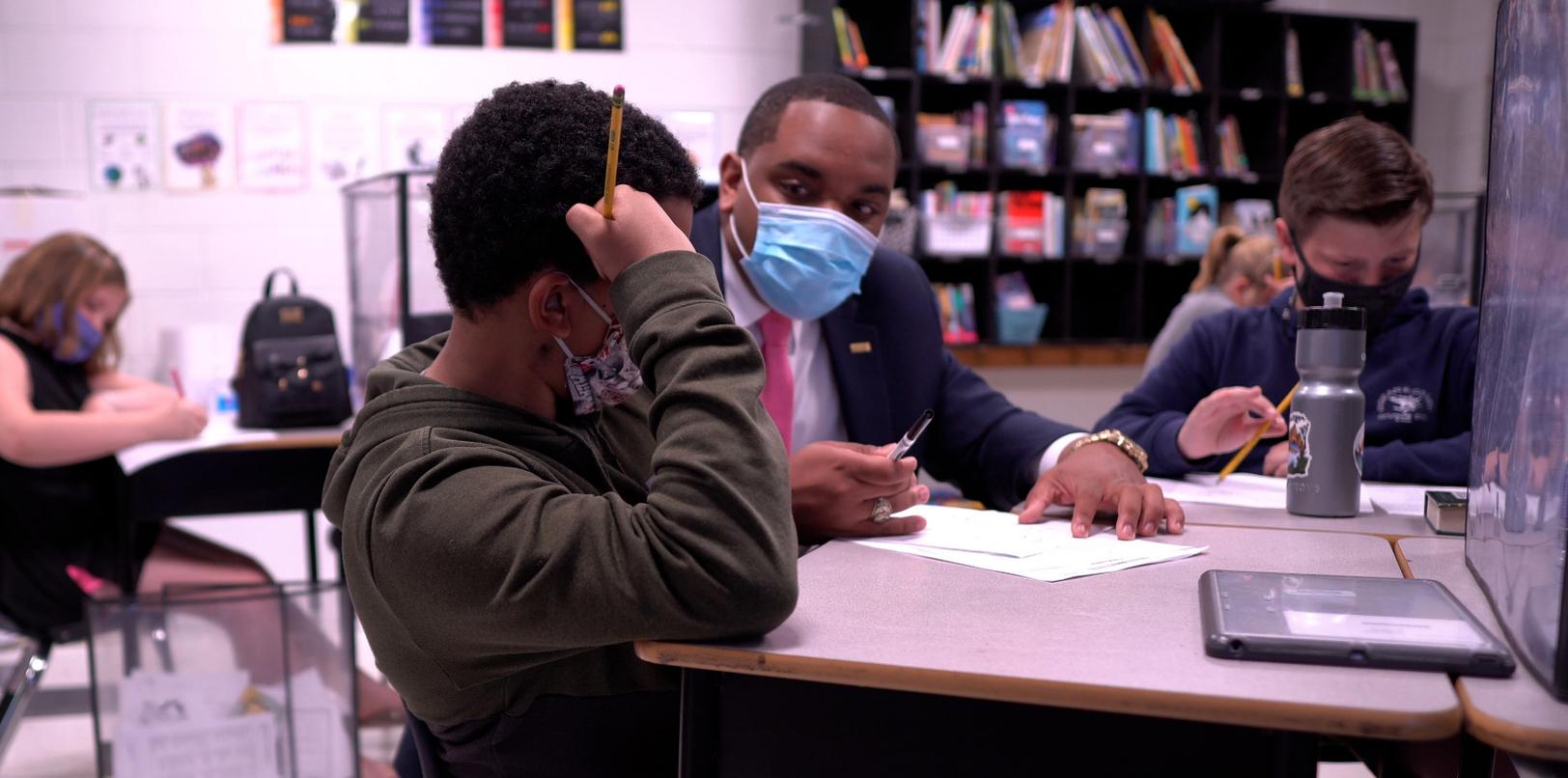
In South Carolina, 46% of teachers who left the classroom had less than 5 or fewer years of teaching experience. We will track employment of our teacher residency graduates for 5 years to compare retention of our graduates with other teachers in the state.



98% *of graduates became
employed as teachers
upon graduation*

90% *of graduates became
teachers in SC public
schools*

Numbers based on survey responses from 93 of 98 residents representing cohorts 1-3. With no consistent, uniform method that SC teacher preparation programs can use to determine if and where graduates are employed as teachers upon graduation, we must rely on self-report measures from our graduates.



Measuring Preparedness

Forty out of 63 residency graduates completed a survey during their first year of teaching regarding how well the teacher residency program prepared them for their first year of professional teaching. Respondents were asked to rate how well the teacher residency program prepared them for a variety of teaching skills using a scale from 5 (Extremely Prepared) to 1 (Not Prepared at All).

The mean scores of preparedness on various teaching skills ranged from the lowest score of 3.85 to the highest score of 4.63. This feedback shows us where we excel in preparing residents, but more importantly it helps us pinpoint preparation areas for improvement so we can continually improve our program.

Areas in which residents felt most prepared

- Collaborating with other teachers
- Creating a safe and supportive learning environment
- Reflecting on teaching practice
- Promoting positive social interactions among students
- Planning instruction to align with standards
- Setting high expectations for every student
- Communicating with school staff, educators and administrators

Areas in which residents felt less prepared

- Motivating students who show low interest in schoolwork
- Controlling disruptive behavior
- Communicating with parents
- Implementing strategies to address behavioral problems

For more information on Teacher Residency, visit www.clemson.edu/education/academics or contact Laura Eicher, director of teacher residency, at leicher@clemson.edu.



College of

EDUCATION



SEED Grant: Clemson University's Teacher Learning Progression

Researchers from the Clemson University College of Education and the College of Engineering, Computing and Applied Sciences are changing the face of professional development for STEM middle school teachers in South Carolina and across the nation.

Clemson researchers are developing a recommender system to improve teacher effectiveness and retention while increasing student achievement. The grant award comes from the U.S. Dept of Education Supporting Effective Educator Development (SEED) Grant Program. Of 130 applications to the program, our proposal is one of only 12 awarded.

The issue with professional development programs in education is not a lack of quality programs; it is the way those programs are matched to the educator and vice versa. Instead of simply offering teachers a large library of positively rated courses or books and asking them to pick one, the researchers are developing a system powered by artificial intelligence that connects educators to relevant programs. Along the way, researchers are discovering which particular programs or combination of programs begin to move teachers and students in successful directions.

\$3 million

**Total funds awarded by
SEED, the largest grant award
in the College's history**

Teacher Benefits

Teachers earn up to **15 graduate hours** as they pursue an M.Ed., an endorsement, and/or micro-credentials.

Professional development courses and further education offered through the recommender system help teachers **move up the pay scale**.

Funds build **financial support**. The cohort experience **builds a community of peer colleagues** across the state through collaboration.

The number of students whose achievement has already been positively affected across the state based on the number of participating teachers using our recommender system.

20,000

How the recommender system works



The recommender system is designed to provide informed guidance for teacher growth. Participating teachers and schools start by filling out an online needs assessment survey that measures their background, interests and goals. Using these data, the recommendation algorithm developed by the Clemson research team generates recommendations for individual pathways that are specifically tailored to each educator.

Teachers then select their personalized pathway for upcoming semesters. They may pursue a master's degree over five semesters or an endorsement in one of the specialized tracks offered. Teachers can also select micro-credentials (short, topical modules) or full-length courses to ensure their personalized goals and needs are being met.

Currently, the graduate education courses are offered by the College of Education at Clemson University. In the future, researchers plan to offer courses through professional organizations in an effort to make the recommender system more robust and usable for teachers nationwide who require continuing education in a variety of disciplines and speciality areas. Researchers continue to study the effects of the pathways on teacher and student success.

Partner Districts

35 schools in 10 districts across South Carolina

Anderson School District One
Anderson School District Four
Chesterfield County School District
Darlington County School District
Florence 1 Schools

Georgetown County School District
Greenville County Schools
Horry County Schools
School District of Oconee County
School District of Pickens County

Our Team

Dr. Jeff Marshall, *Project Director*
Dr. Stephanie Madison, *Project Manager*
Dean George Petersen, *District Partnerships*
Dr. Lee D'Andrea, *District Partnerships*
Dr. Dani Herro, *Course Instruction*
Dr. April Pelt, *Course Instruction*

Dr. Nathan McNeese, *Recommender System*
Dr. Bart Knijnenburg, *Recommender System*
Dr. Michelle Cook, *Teacher Partnerships*
Dr. Leigh Martin, *Teacher Partnerships*
Dr. Hans Klar, *District Partnerships*
Dr. Luke Rapa, *Needs Assessments*

For more information on this project, contact
Stephanie Madison (stephm@clemson.edu, 864.656.5108)

Expressway to Tiger Town

Expressway to Tiger Town provides a **seamless, accelerated pathway from high school to a Clemson University education degree** for students in several South Carolina school districts. The partnership between the Clemson University College of Education, school districts and local technical colleges aims to identify, inspire, support and prepare students for a career in education.

As a participant in Expressway to Tiger Town, students will take **dual credit courses in high school**. They will then study for **one year at a nearby technical college** and the **remainder of the program at Clemson**, allowing them to **receive a bachelor's degree in just three years**. They can apply to **stay an additional year at Clemson** and **earn a master's degree** through its teacher residency program. Upon graduation, they are encouraged to apply for and attain a teaching position in their home district.

BENEFITS

- **Cost** – Students can finish their undergraduate degree in three years, decreasing tuition expenses and student loans. If they spend a fourth year in the teacher residency program, they can complete a master's degree in the same timeframe that most students finish a bachelor's degree – and start their teaching career with a higher starting salary and additional classroom experience.
- **Guidance** – Students benefit from professional guidance and advising at their high school, technical college and Clemson. These educators are committed to providing a smooth pathway for students to earn an education degree.
- **Excellence** – From high school through technical college to Clemson, students learn from some of the best minds in the education profession. Along the way, they are part of vibrant and exciting educational communities.

Dual Credit

Complete required dual credit courses (grades 10-12)

Technical College

Complete 1 year

Clemson University

Complete 2 years and receive your bachelor's degree

Master's Degree

Spend an additional year and earn a master's degree through Clemson's teacher residency program

Teaching

Apply for a teaching position in your district

MORE INFORMATION

Contact the College of Education Academic Advising Center at educationundergrad@clemson.edu.

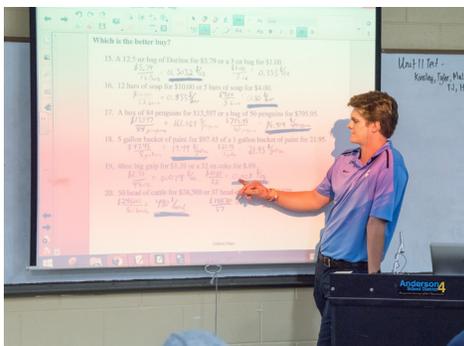
PARTICIPATING DISTRICTS AND TECHNICAL COLLEGES

Expressway programs are currently available in the following school districts:

- **Anderson County Districts One, Two, Three, Four and Five** – In partnership with Tri-County Technical College and the College of Education
- **Greenville County Schools** – In partnership with Greenville Technical College and the College of Education
- **School District of Oconee County** – In partnership with Tri-County Technical College and the College of Education
- **School District of Pickens County** – In partnership with Tri-County Technical College and the College of Education

PROGRAM DETAILS

- High schools identify and advise student candidates as they complete required dual credit courses and assist them with applications to a local technical college. They can begin taking dual credit courses as early as 10th grade.
- The technical college plays an integral role in this pathway by ensuring students receive quality courses as dual enrollment students and during their first year out of high school.
- If they earn a minimum 2.75 GPA in post-secondary coursework, they are eligible to transfer to Clemson and study alongside existing junior education majors. Summer coursework may be required. After finishing coursework and serving as a student teacher in their home district, they will earn one of the following degrees:
 - Early Childhood Education, B.A. (Available only to Anderson, Oconee and Pickens Expressway participants.)
 - Elementary Education, B.A.
 - Middle Level Education – English Language Arts and Social Studies, B.S.
 - Middle Level Education – Mathematics and Science, B.S.
 - Secondary Education and Teaching English, B.A.
 - Secondary Education and Teaching Mathematics, B.A.
 - Secondary Education and Teaching Social Studies, B.A.
 - Science Teaching (Biological Sciences, Chemistry, Physics), B.A.
 - Special Education, B.A.
- As students near the end of their bachelor's degree, they can apply for Clemson's teacher residency program. The program replaces student teaching in the final undergraduate semester with graduate education classes and adds a year-long classroom residency with a master teacher. Districts place students in their home districts for the residency.



MORE INFORMATION

Contact the College of Education Academic Advising Center at educationundergrad@clemson.edu.

Personalized Professional Development for Teachers

Across South Carolina, students have experienced significant learning loss due to COVID and educational inequalities. This learning loss is particularly prevalent in our high-needs schools, where supports for learning are often less readily available. We know that the teacher is the single greatest school factor linked to student success. As teachers are more successful, they are more likely to stay in the classroom, and student learning is maximized.

Clemson University's College of Education is well positioned to assist in the mitigation of learning loss — particularly in our high-needs schools. Specifically, we are prepared to support teachers through **online, asynchronous, personalized professional development designed to improve teacher effectiveness, increase teacher retention, and maximize student success and achievement.**

The transition from a one-size-fits-all approach to a personalized experience of professional development aligns with research best practices. The needs of schools and teachers are many, but ESSER III funding affords an opportunity to provide a personalized, and thus more targeted, support system for teachers that is responsive to local instructional environments. This collective effort will raise success for all students while also narrowing the achievement gap for our struggling learners.

A summary of goals, audience, core activities, outputs and outcomes for this proposed personalized professional development work follows.

Goals

- Mitigate Student Learning Loss Through Effective Acceleration of Learning
- Improve Teacher and Leader Effectiveness
- Increase Teacher Retention

Primary Audience (Supporting Grades 3-8)

- STEM Teachers
- Literacy Teachers
- ESOL Teachers
- Instructional Coaches
- Induction Teachers
- Tutors/Interventionists



Core Activities

- **Needs Assessments:** Teacher and school needs assessments data will be collected to guide recommended pathways and subsequent course offerings.
- **PD Recommendation Pathways:** Using AI, we will provide research-based professional development pathway recommendations to each teacher.
- **Professional Development:** We will provide personalized professional development for teachers and teacher leaders aligned to teacher and school needs. Offerings include 1- to 3-hour graduate-level topical micro-credentials and courses, 12-hour certificate/endorsement offerings, and master's degree options.

Examples of Potential Personalized Professional Development

<i>Master's Degree</i>	<i>Endorsements or Certificates *</i>	<i>Micro-credential Themes</i>
M.Ed. in Teaching and Learning (ranked #1 in nation 3 of past 4 years). 6 core classes and 4 specialization classes.	<ul style="list-style-type: none"> • Teacher Leader** • STEAM** • ESOL* • Literacy Teacher** • Online Teaching** 	<ul style="list-style-type: none"> • STEAM Leadership • STEM Across the Curriculum • Social Emotional Learning and Community Building • Special Education • High Leverage Literacy Practices • Tutor/Interventionist Development

* ESOL is 15 hours (5 courses) and leads to a certification.

** Endorsement recognized by S.C. Department of Education (12 hour pathway [4 courses]).

Note: As part of a large U.S. Department of Education SEED grant, we currently are modeling personalized professional development with 17 districts across South Carolina focused on middle school STEM classrooms. We are in the position to scale this to additional districts and/or broaden the grade band or disciplines addressed.

Costs

- **Personalized Professional Development District Contract:** \$150,000 — Provides up to 15 hours of graduate credit for 20 teachers — scaled up or down based on district need. Contract covers all needs assessments, recommendations, application fee, and tuition for classes. Clemson will work with the district to recruit participants.
- **Additional Costs:** It is recommended that districts set aside funds for teachers to pay for books and/or classroom supplies they may wish to purchase.

Timeline Options

Each district contract may follow one or more of the following timelines. While it is ideal for most teachers in a building to pursue their coursework along the same timeline, adjustments will be made to allow for teachers who are not able to follow the same timeline.

	<i>Timeline 1</i>	<i>Timeline 2</i>	<i>Timeline 3</i>
Needs assessment collected and recommendations* provided	Fall '21	Spring '22	Fall '22
Teachers apply and enroll in class	Late Fall '21	Late Spring '22	Late Fall '22
Teachers begin coursework**	Spring '22	Summer/Fall '22	Spring '23

* Recommendations will match teacher and school needs to course options and include topical 1-3 hour micro-credential pathway, 4-course (12-hour) endorsement pathway, and/or M.Ed. pathway. Note: 5 additional courses will be needed to complete the full M.Ed. These additional expenses are not covered in this cost estimate.

** Coursework will include personalized professional development for teachers but also for teacher leaders. This includes a train the trainer model of preparing leaders to equip volunteers and teacher aides — particularly for high-needs schools.

FYI

Statewide testing shows African-American, Hispanic students falling further behind in SC than others

[Mary Green](#)



South Carolina Education Oversight Committee Executive Director Matthew Ferguson presents test results at a joint education subcommittee in Columbia on Sept. 20, 2021. (Mary Green)

COLUMBIA, S.C. (WIS) - Statewide testing shows South Carolina students who have fallen behind the most during the pandemic are the ones who can least afford to do so.

Test scores from [SC READY](#), the annual test for students in third through eighth grade, show the percentage of all South Carolina students who meet or exceed where they should be for their grade level in language arts fell about 2.9%, from 45.4% in 2019 to 42.6% in 2021. Students were not tested in 2020.

But language arts scores for African-American students fell, even more, about 4.3% from 26.4% in 2019 to 22.1% in 2021, the largest percentage drop of any student group in that subject when broken down by race or ethnicity.

Language arts scores for Hispanic students decreased about 4%, from 36.6% in 2019 to 32.6% in 2021.

That learning loss was even more significant in math.

The number of all students at or above their grade level fell about 7.9% from 2019 to 2021, decreasing from 45.1% to 37.2%, while that number fell about 9.9% for African-American students, from 25.2% to 15.3% of students testing at least at their grade level. Hispanic students experienced a similar drop of 9.6%, from 38.8% at their grade level or higher to 29.2%.

Before the pandemic, African-American and Hispanic students' test scores in math and language arts trailed the overall student numbers more than results from students in other groups.

South Carolina Education Oversight Committee Executive Director Matthew Ferguson, who presented the data to state lawmakers at a joint meeting of the Academic Standards & Assessments and the Public Awareness subcommittees on Monday, said those differences in learning loss are concerning.

"Our analysis last year predicted that the achievement gaps would not widen, but when we look at the results from the 2021 summit of results, that those achievement gaps did, in fact, widen, and I think that that should send alarm bells off across South Carolina," Ferguson said. "And we need a really concerted effort to look at why and what can be done about that and to make data-informed decisions moving forward."

But in order to determine what schools should do to make up for these

losses, the Education Oversight Committee needs to figure out if the data it has from 2021 is representative of South Carolina's students.

About 50,000 fewer students took the SC READY assessment in 2021 compared to 2019, and Ferguson said in some groups, including students living in poverty and African-American students, a smaller percentage of students tested last year than in previous years.

While testing was still required in 2021, schools were not held responsible if fewer than 95% of their students took the assessment, as they have been in the past.

"So we need to do a little more work in seeing what that make up of students looks like," Ferguson said.

Ferguson said the committee will analyze and investigate these results further to develop more nuanced recommendations for how schools and districts can target these learning losses.

"We need to really be focused on how to move forward from here because I think, unfortunately, COVID is going to be the new normal in which we live, but we can't normalize poor performance results, and this has to be our floor, and we have to show growth this year," Ferguson said. "And when we're having this conversation next year, we need to see improvement."

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