



Learning Acceleration & Support Pillars Diagnostic

Charleston County School District

2022

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CCSD is focused on three Learning Acceleration & Support Pillars



I

**Pillar I: RIGOROUS
GRADE-LEVEL
INSTRUCTION**

Theory of Action:

If we invest in high quality early childhood instruction; a rigorous curriculum and instructional supports; and job embedded professional development, students will achieve at grade level.



II

**Pillar II: HIGH QUALITY
TEACHERS/LEADERS**

Theory of Action:

If we invest in recruiting, developing and retaining high quality teachers and leaders who can provide rigorous, grade level instruction, students will achieve at grade level.



III

**Pillar III: WRAP-AROUND
SERVICES**

Theory of Action:

If we provide students with the social, emotional, and behavioral supports they need to remain interested and focused in school, students will achieve on grade level.

ERS: To unlock better school experiences for students, we typically look at 10 dimensions of education resource use.



SCHOOL FUNDING



TEACHING QUALITY & DIVERSITY



SCHOOL LEADERSHIP QUALITY & DIVERSITY



EMPOWERING, RIGOROUS CONTENT



INSTRUCTIONAL TIME & ATTENTION



POSITIVE & INVITING SCHOOL CLIMATE



STUDENT SUPPORTS & INTERVENTION



HIGH-QUALITY EARLY LEARNING



LEARNING-READY FACILITIES



DIVERSE CLASSROOMS & SCHOOLS

Alignment between Learning Acceleration & Support Pillars and 10 Dimensions



**Pillar I: RIGOROUS
GRADE-LEVEL
INSTRUCTION**



**EMPOWERING, RIGOROUS
CONTENT**



**INSTRUCTIONAL TIME &
ATTENTION**



**HIGH-QUALITY EARLY
LEARNING**



**Pillar II: HIGH QUALITY
TEACHERS/LEADERS**



**TEACHING QUALITY &
DIVERSITY**



**SCHOOL LEADERSHIP
QUALITY & DIVERSITY**



**Pillar III: WRAP-AROUND
SERVICES**



**POSITIVE & INVITING
SCHOOL CLIMATE**



**STUDENT SUPPORTS &
INTERVENTION**

About This Diagnostic

Dimensions are represented in two ways:

This diagnostic focused on how resources, systems, and structures currently play out for students in your district.

Foundations of Excellence

Gauges whether there is enough of a resource available at the **system level** and whether foundational structures are in place to enable Higher Needs Access to the resource for all students.

Higher Needs Access

Assesses whether students with higher needs, students of color, and students with lower academic performance have access to the right amount and combinations of resources necessary to meet their needs. For some resources, this means that students with higher needs receive more of the resource.

Diagnostic Summary



Bright Spot








Opportunities for Improvement








Areas to Dig Deeper



Not Enough Data

Dimension	Rating	Description
<u>School Funding</u> 	Opportunities for Improvement	<ul style="list-style-type: none"> Acceleration Schools reflect a strategic investment at CCSD and have higher dollar per pupil allocations (\$13.7K) than non-acceleration schools. Dollars per pupil increases as % poverty increases – across all school levels and among acceleration and non-acceleration schools While there are few small schools at CCSD, they do receive a significant \$pp premium than larger peer schools, even when excluding Acceleration Schools.
<u>Teacher Quality & Diversity</u> 	Opportunities for Improvement	<ul style="list-style-type: none"> Schools with higher % poverty tend to have much higher rates of novice teachers and much lower rates of exemplary teachers. Acceleration schools have particularly high rates of novice teachers and low rates of exemplary teachers. 15% of teachers in CCSD identify as Black, and 32% of students identify as Black. Further, 2% of teachers identify as Hispanic, relative to 12% of students.
<u>School Leader Quality & Diversity</u> 	Bright Spot	<ul style="list-style-type: none"> CCSD has an experienced school leader workforce with an average step of 20. This finding holds across all school levels and in acceleration schools. Rates of Black and White school leaders (39% and 56%) are generally aligned with rates of Black and White Students (32% and 51%). However, just 4% of school leaders are Hispanic, compared to 12% of students.
<u>Empowering, Rigorous Content</u> 	Areas to Dig Deeper	<ul style="list-style-type: none"> Enrollment in advanced math seems associated with individual schools' poverty rates – where schools with lower poverty rates tend to have a larger % of students enrolled in advanced math. Only 51% of Black students meeting/exceeding expectations were enrolled in advanced math compared to 64% of White students and 83% of Asian students.
<u>Instructional Time & Attention</u> 	Areas to Dig Deeper	<ul style="list-style-type: none"> Most 8th grade students do not receive any additional time in math regardless of performance level. Students who scored below expectations on their standardized assessments experience slightly smaller class sizes than their meeting expectations peers.

Dimension	Rating	Description
<u>Positive & Inviting School Climate</u> 	Areas to Dig Deeper	<ul style="list-style-type: none"> Middle schools experience the highest discipline rates relative to elementary and high schools Black students have a discipline incident rate that is 6x as high as white students (865 incidents/500 students vs. 138 incidents/500 students) School climate and teacher:student relationship survey data scores drop as poverty increases in schools
<u>Student Supports & Intervention</u> 	Opportunities for Improvement	<ul style="list-style-type: none"> Compared to national recommendations, CCSD is understaffed for social workers and psychologists even including additional ESSER staff; however, behavior specialists and family support staff may help fill in support gaps. Schools with higher % poverty generally have higher support staff ratios for the positions reported at schools: guidance counselors, family support professionals, and behavior specialists.
<u>High Quality Early Learning</u> 	Bright Spot	<ul style="list-style-type: none"> 38% of current CCSD kindergarten students received in-district Pre-K services in 2020-21; a significant decrease from the district's pre-pandemic average (~56%). CCSD serves a significant number of 3-year-olds in PreK (23% as a fraction of Kindergarteners in SY21-22 vs. a state average of 13%). CCSD Pre-K4 serves 41% Black students, while only 28% of CCSD Kindergarteners are Black. Students experiencing poverty, SWD populations, and ELL populations are also served at higher rates.
<u>Learning Ready Facilities</u> 	Not Enough Data	<ul style="list-style-type: none"> Data was not provided to conduct analysis.
<u>Diverse Classrooms & Schools</u> 	Areas to Dig Deeper	<ul style="list-style-type: none"> White students are concentrated in schools with lower % poverty, while schools with the highest % poverty largely serve Black students.

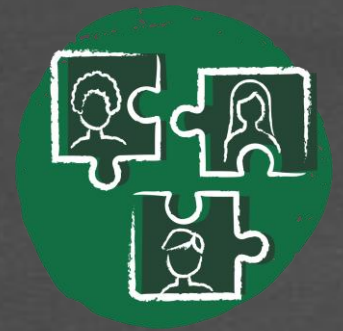


Dimension 10:

Diverse Classrooms & Schools

Key Question 1: Is each student enrolled in a school and attending classes that are racially/ethnically and socioeconomically diverse?

Diverse Classrooms & Schools



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. Student Diversity Is each student enrolled in a school and attending classes that are racially/ethnically and socioeconomically diverse?</p>	<p>Foundations for Excellence: Our district is composed of a racially/ethnically and socioeconomically diverse student body.</p> <p>Higher Needs Access: In our district, students are enrolled in schools that include a diverse mix of racial/ethnic and socioeconomic backgrounds. Within schools, students are enrolled in racially, ethnically, and socioeconomically diverse classrooms.</p>	<p>Access to Diverse Schools: CCSD serves a student population that largely mirrors state racial demographics (with 50% white students and 33% Black students) and with fewer students experiencing poverty than SC state average (45% vs. 61%).</p>	<p>Access to Diverse Schools: Race/ethnicity composition varies significantly across regional zones and w/in individual schools such that white students are concentrated in schools with lower % poverty, while schools with the highest % poverty almost exclusively serve Black students.</p>	<ul style="list-style-type: none"> • Work with a representative group of community stakeholders to revise assignment/zoning boundaries, regional zones and feeder patterns, and broader district portfolio to promote diverse schools. • Consider implementing choice policies that allow families to rank school choices based on a series of preferences to overcome residential barriers created by historic discrimination policies.

Charleston County enrolls nearly 50K students across 93 home and program schools and experiences large performance gaps across student groups

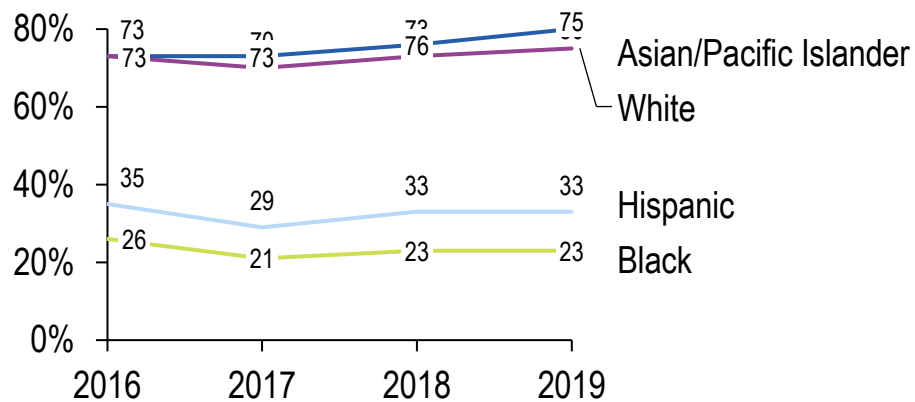
CCSD Summary Stats (Fall 2021):

Student Enrollment	49,638
Number of Schools/Programs	91
% Students experiencing poverty	45%
% Students with Disabilities	11%
% English Language Learners	510%
Avg. Dollars Per Pupil	\$9.9K

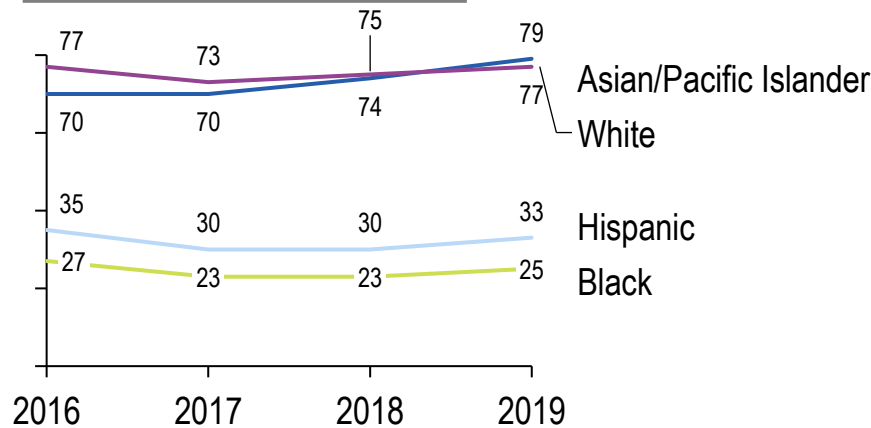
Key Takeaways:

- CCSD enrolls nearly 50K students across 91 schools.
- The meets/exceeds rates of white and Asian students are 40-50 % points higher than those of Black and Hispanic students.
- Performance gaps have increased over time in both ELA and Math, as scores for Black and Hispanic students have slightly decreasing while scores for white and Asian students have increased over the past four years of assessments.

Math Meets/Exceeds Rates:



ELA Meets/Exceeds Rates:

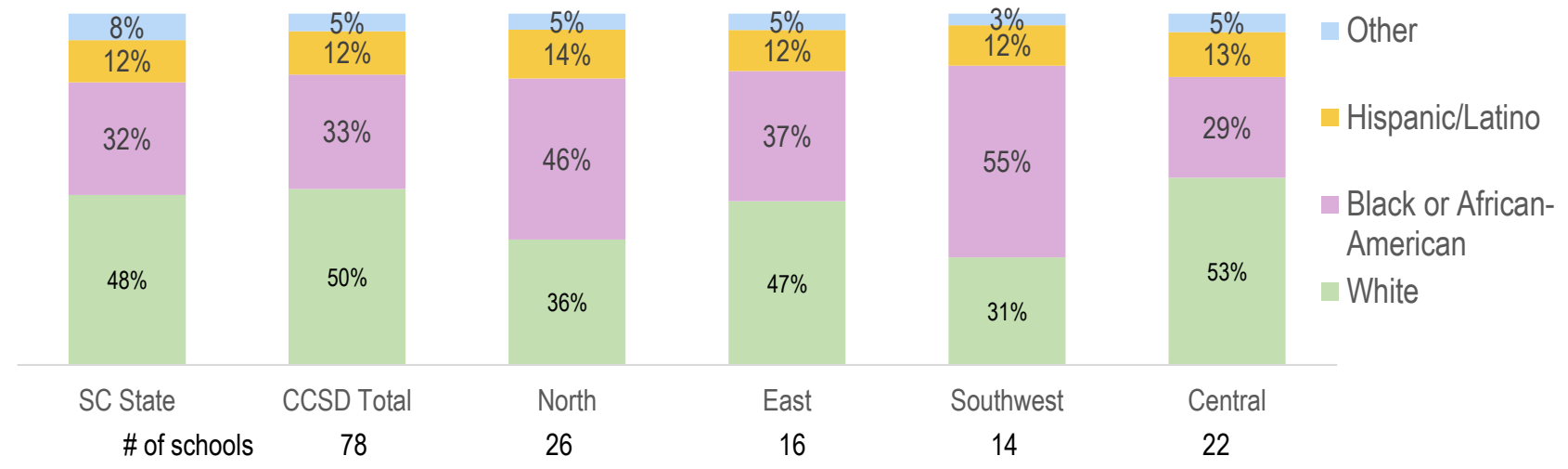


Test data: U.S. Department of Education (EdFacts)

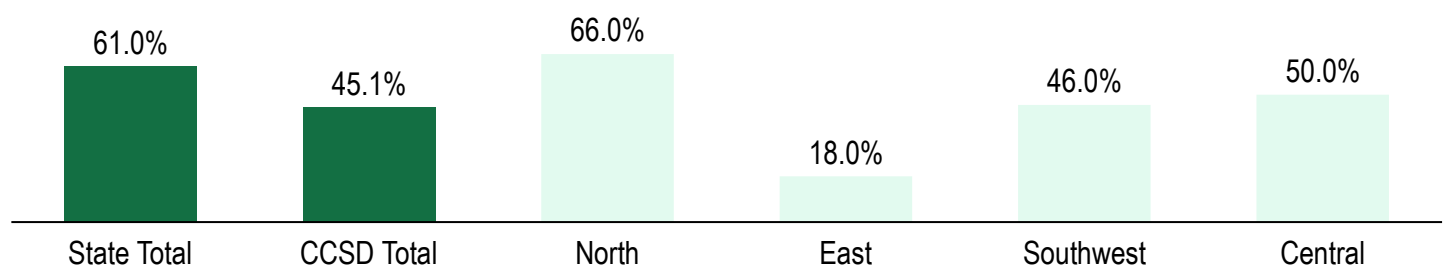


Overall, CCSD serves a student population that largely mirrors state racial demographics, and has fewer students experiencing poverty

CCSD Student Race/Ethnicity Composition in All Schools by Regional Zone



CCSD Average % of Students Experiencing Poverty by Regional Zone



Key Takeaways:

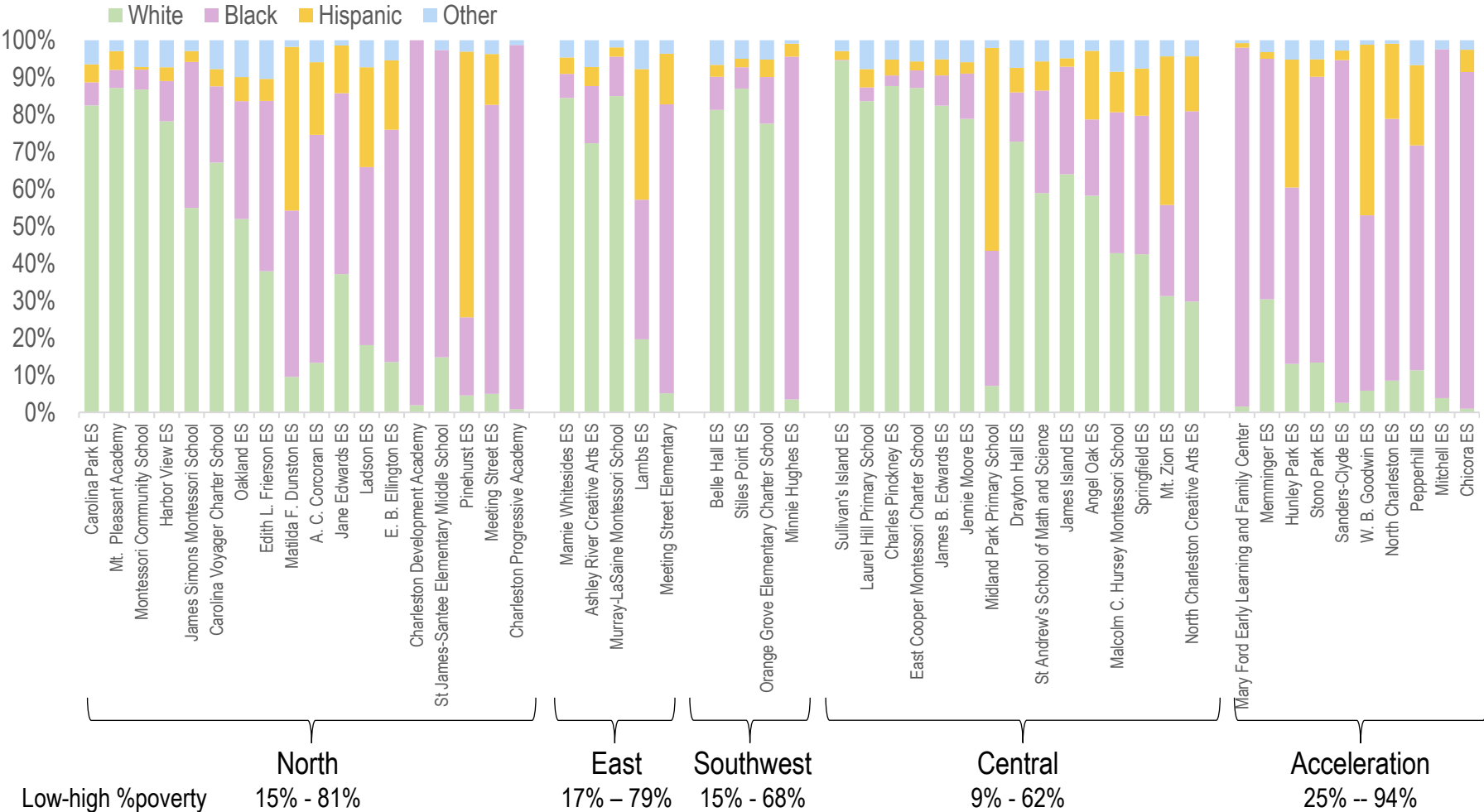
- CCSD experiences distinct student composition by regional zone; Black students are concentrated in the North and Southwest zones, while white students are more concentrated in the East and Central zones.
- Differences across zones exist when looking at the percentage of students experiencing poverty; 18% of students in East schools are experiencing poverty compared to 66% of students in North schools

NOTE: School counts include traditional, charter, and partner schools; and exclude students' secondary program schools and virtual offerings. Sources: CCSD 21-22 Student Data Deidentified, SC State 21-22 Active Enrollment



Within zones in CCSD, white students are concentrated in elementary schools with lower % poverty

CCSD Elementary Schools Student Race/Ethnicity Composition Sorted by %Poverty



Key Takeaways:

- The percentage of elementary school students experiencing poverty at CCSD spans 15% (lowest) to 94% (highest)
- Across traditional, charter, and partner schools, white students are concentrated at schools with lower % poverty.
- This is true for all regional zones; those with higher proportions of white students (like East) and those with lower proportions (like North).
- Meanwhile, the schools with the highest % poverty are almost exclusively students of color and are majority Black students – especially Acceleration Schools.

How to Read this Chart:

- Each bar represents a school and the colors represent the % of students in that school who identify as each racial category.
- The schools are then bucketed by regional zone and sorted by the lower % poverty on the left to the highest % poverty on the right.
- Acceleration schools have been pulled and separated from all others but still sorted by lower % poverty to highest % poverty.

NOTE: School counts include traditional, charter, and partner schools; and exclude students' secondary program schools and virtual offerings. Source: CCSD 21-22 Student Data Deidentified



This trend – where white students are concentrated at schools with lower % poverty – persists in middle and high schools

CCSD MS & HS Student Race/Ethnicity Composition Sorted by % Poverty



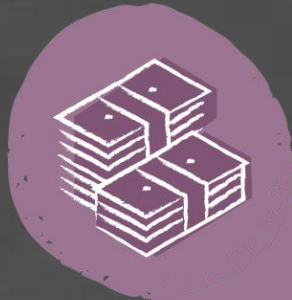
Key Takeaways:

- The percentage of students experiencing poverty at CCSD spans 15% (lowest) to 98% (highest) for MS, and 10% (lowest) to 91% (highest) for HS.
- Across traditional, charter, and partner schools, white students are concentrated at schools with lower %poverty. This is true across all regional zones.
- Meanwhile, the schools with the highest % poverty are almost exclusively students of color and are majority Black students – especially Acceleration Schools.

How to Read this Chart:

- Each bar represents a school and the colors represent the % of students in that school who identify as each racial category.
- The schools are then sorted by the lower % poverty on the left to the highest % poverty on the right.
- Acceleration schools have been pulled and separated from all others but still sorted by lower % poverty to highest % poverty.

NOTE: School counts include traditional, charter, and partner schools; and exclude students' secondary program schools and virtual offerings. Source: CCSD 21-22 Student Data Deidentified



Dimension 1:

School Funding

Key Question 1: Does the funding system distribute adequate funding based on student needs in ways that are clearly understood?

Executive Summary: School Funding



Key Question	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>Funding Distributed Based on Student Needs</p> <p>Does the funding system distribute adequate funding based on student needs and enable flexible use of funds in ways that are clearly understood?</p>	<p>Dollars per Pupil: The average CCSD students receives \$9.9K in funding. Because CCSD serves a student population with less needs relative to state averages, this is about 10% less than the typical student in SC. Furthermore, South Carolina is in the lower half of states by education funding, so CCSD students receive 28% less funding than the average American public-school student.</p> <p>Dollars per Pupil by School Type: With ~6% of students attending a second programmatic campus, the true dollars per pupil at home campuses is likely higher than we show here in our analyses, especially at high schools, which have the lowest dollar per pupil at \$7.8K and highest concentration of students attending secondary program campuses.</p>	<p>Dollars per Pupil by School Type: Acceleration Schools (which have been identified by student need and performance metrics) spend more \$pp across all school levels, with a median of \$13.7K per pupil. This is \$4.8K (53%) more than ES median and \$5.9K (76%) more than HS median.</p> <p>Dollars per Pupil by Student Need: Across all school levels, schools with higher concentrations of students experiencing poverty spend more \$pp. However, these schools also tend to be smaller.</p> <p>Dollars per Pupil by School Size: CCSD has fewer small home campuses than other districts but does have a significant \$pp premium for small schools; \$5.9K additional pp at ES and \$4.7K additional pp at SS.</p>	<ul style="list-style-type: none"> Identify new potential revenue sources, and partner with local community organizations to provide new or existing services at lower cost Consider adopting a new funding model that allocates staff (“weighted staffing formula”) or dollars (“weighted student funding,” “fair student funding,” or “student-based budgeting”) based on student needs. Learn more about School Funding from the ARE Education Combination; identify additional inequities in the Diagnostic; and see more action steps in the Funding Guidebook.



Key Takeaways:

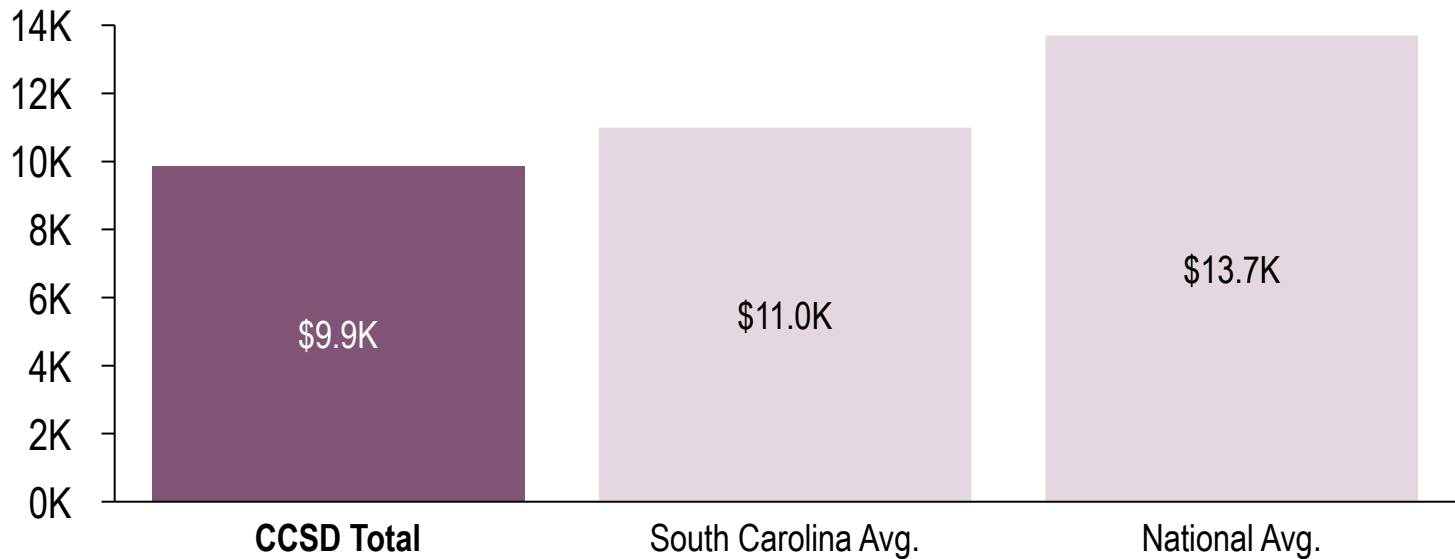
- South Carolina ranks in the bottom 40% of dollars spent per pupil among all states and Washington D.C., with an average spend of \$11K.
- Given CCSD’s student population – which includes lower percentages of students experiencing poverty, English language learners, and students with disabilities than state and national averages – it also spends less per pupil than state and national averages.

How to Read this Chart:

- Each bar represents the per-pupil spending for the associated group identified in the label.
- The table below is aligned with the graph and provides additional demographic information about the group (e.g., 4% of students in CCSD are English Language Learners, etc.)

Excluding CARES dollars, CCSD spends less per pupil – and serves a student population with fewer needs – relative to both state and national averages

CCSD Pre-K12 Operating Dollars per Pupil vs. State and National Averages* (SY 20-21)



	CCSD Total	South Carolina Avg.	National Avg.
% Poverty	45%	62%	52%
% English Language Learners	4%	6%	10%
% Students with Disabilities	11%	13.7%	14%

Sources: CCSD: Expenditure Data SY20-21, Student Data Deidentified SY21-22, State/National Averages (NCES): [Dollars Per Pupil \(p.9\)](#), [FRL \(National\)](#), [ELL](#), [SWD](#)



There are many common drivers of differences in school funding/spending; our continued analyses explores student need, school size, and school status.

Common Drivers	Explanation
School Status	Certain school status/designations may have additional resources associated with them (e.g., dual language or CTE schools may have different formulas than traditional schools)
Student Need	Budgeting formulas distribute additional costs to schools that have more concentrations of higher student needs (e.g., allocations based on the %poverty, %SWD, and/or %ELL)
School Size	Smaller schools often receive additional resources to cover their higher overhead costs (e.g., formulas that assign 1 Assistant Principal per elementary school regardless of school size)
Underutilized schools	Schools with many empty seats, commonly those with less than 85% of capacity filled, often require add'l resources to upkeep (e.g., they receive the same custodial allocation as a similar sized school who is at capacity).
Ad-hoc exceptions	Districts often make one-off exceptions to the the stated rules/formulas and grant individual school requests for an additional position or resource. We call this the "squeaky wheel syndrome" where schools who complain to the right people in the district, receive more resources.
Teacher Compensation	Two schools may be budgeted with the same number of teaching positions, but the school with more experienced and highly compensated teachers will spend more than the school with less experienced and lower compensated teachers.
Vacancies	Some schools may have difficulty filling positions. These vacancies means that these schools will typically spend less than they're allocated by the district.
Inaccurate enrollment projections	If fall budget true-up/adjustment doesn't occur, schools that are over-projected will receive fewer resources than they should based on their actual enrollment, and schools that are under-projected will receive more resources than they should based on their actual enrollment.

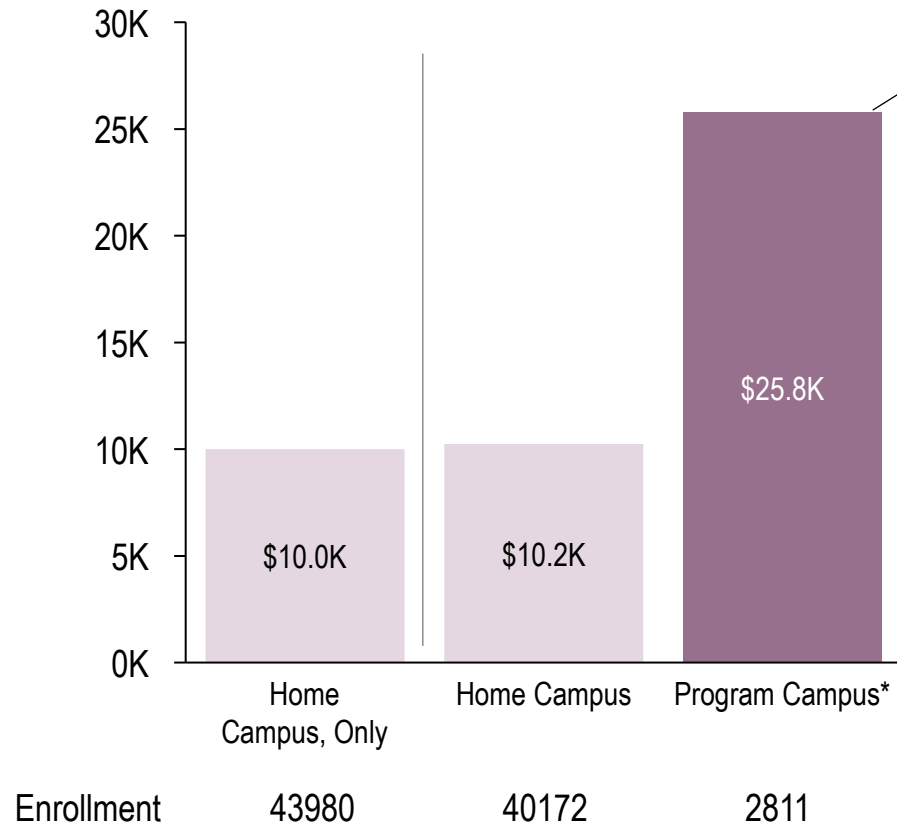
Key Takeaways:

- Variation is not necessarily bad, but when it occurs, it should be strategic and equitable.
- Strategic variation is deliberate, aligned with the district's strategic goals, and provides additional \$ to higher-needs schools.
- Non-strategic variation is unplanned or unintentional and provides additional \$\$s to schools that are not higher-need.



Comparing \$pp -- even when excluding charter and partner schools -- is challenging in CCSD because 6% of students spend time both at a "home" campus and a "program" campus

CCSD Average Dollars per Pupil (SY 20-21) by Campus Type (SY 21-22)



Program Campuses Include:		
Name	Enrollment	\$pp
CAS West Ashley	651	\$367
CAS East Cooper	1,485	\$2,054
Early College High School	344	\$9,572
CAS Cooper River	124	\$19,056
Septima P. Clark Academy	93	\$26,254
Daniel Jenkins Academy	77	\$47,013
Liberty Hill Academy	37	\$76,299

Key Takeaways:

- About 6% of students in CCSD are tagged to both a "home" campus and a secondary "program" campuses.
- Students spend varied amounts of time at their program campus, and some are designed to accommodate specific learning experiences and supports.
- With less-than-certain full-time enrollment, the \$pp of program campuses varies widely.
- Furthermore, when some students are at program campuses, the true \$pp for other students at their home campus increases.
- For future consideration: CCSD should invest in data systems that accurately reflect student enrollment – and therefore true \$pp cost – at program campuses.

How to Read this Chart:

- Each bar represents the per-pupil spending for the associated school identified in the label.

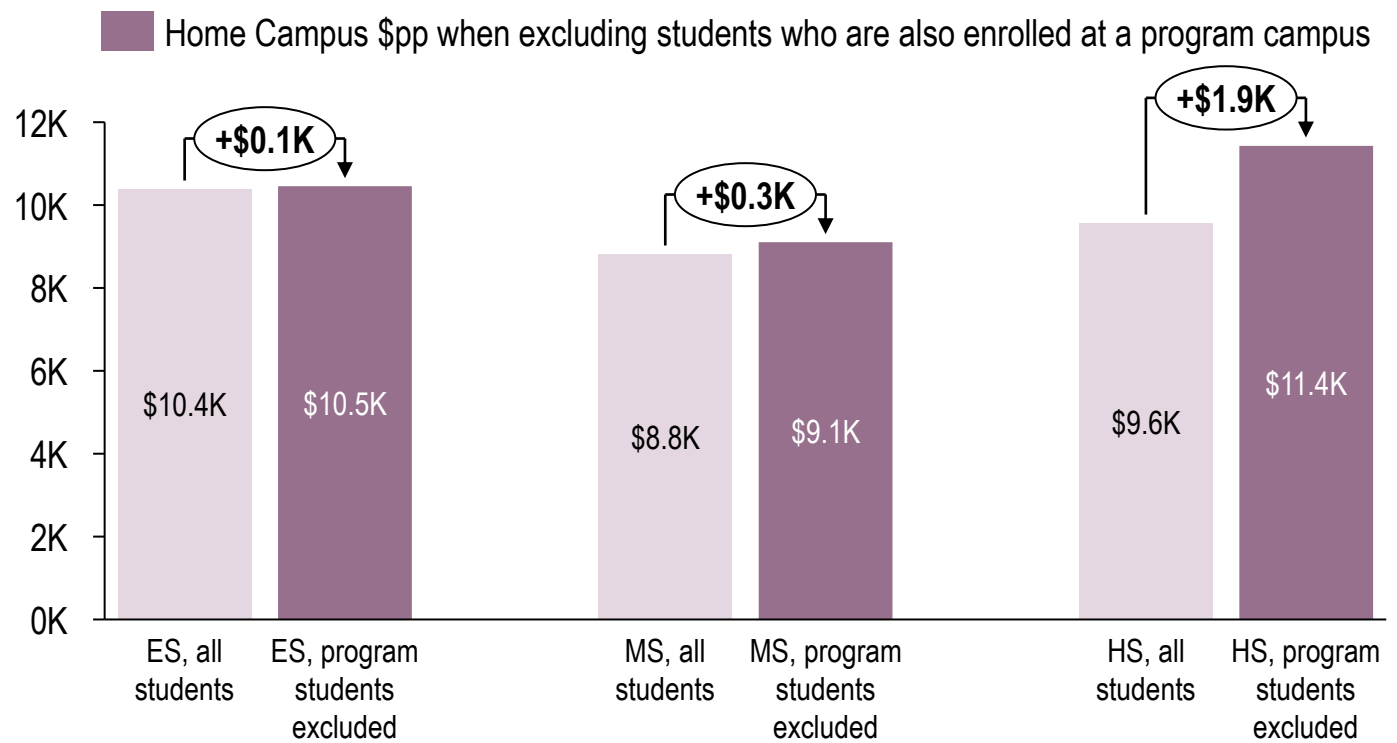
* Note: Total enrollments are not identical because Turning Point Academy and Virtual Schools are program campuses that have been excluded due to challenges mapping enrollment to cost centers.

Sources: CCSD Expenditure Data SY20-21, CCSD Student Data Deidentified SY21-22



With most program campuses serving grades 6-12, high school home campus \$pp increases when removing students who also attend program campuses

CCSD Average Dollars per Pupil at Home Campuses Only, by School Level (SY 20-21)



Enrollment	23335	23122	8934	8720	11711	8961
%Change		-1%		-2%		-23%

Key Takeaways:

- Program campus model is expensive – both as average \$pp at program campuses and by increasing the \$pp at home campuses

How to Read this Chart:

- Each bar represents the per-pupil spending for the associated group identified in the label.
- The table below is aligned with the graph and provides additional demographic information about the group (e.g., 63% of students in CCSD are economically disadvantaged, etc.)

Note: The remaining analyses in this dimension use only home campus \$pp, assuming all students are at their home campuses

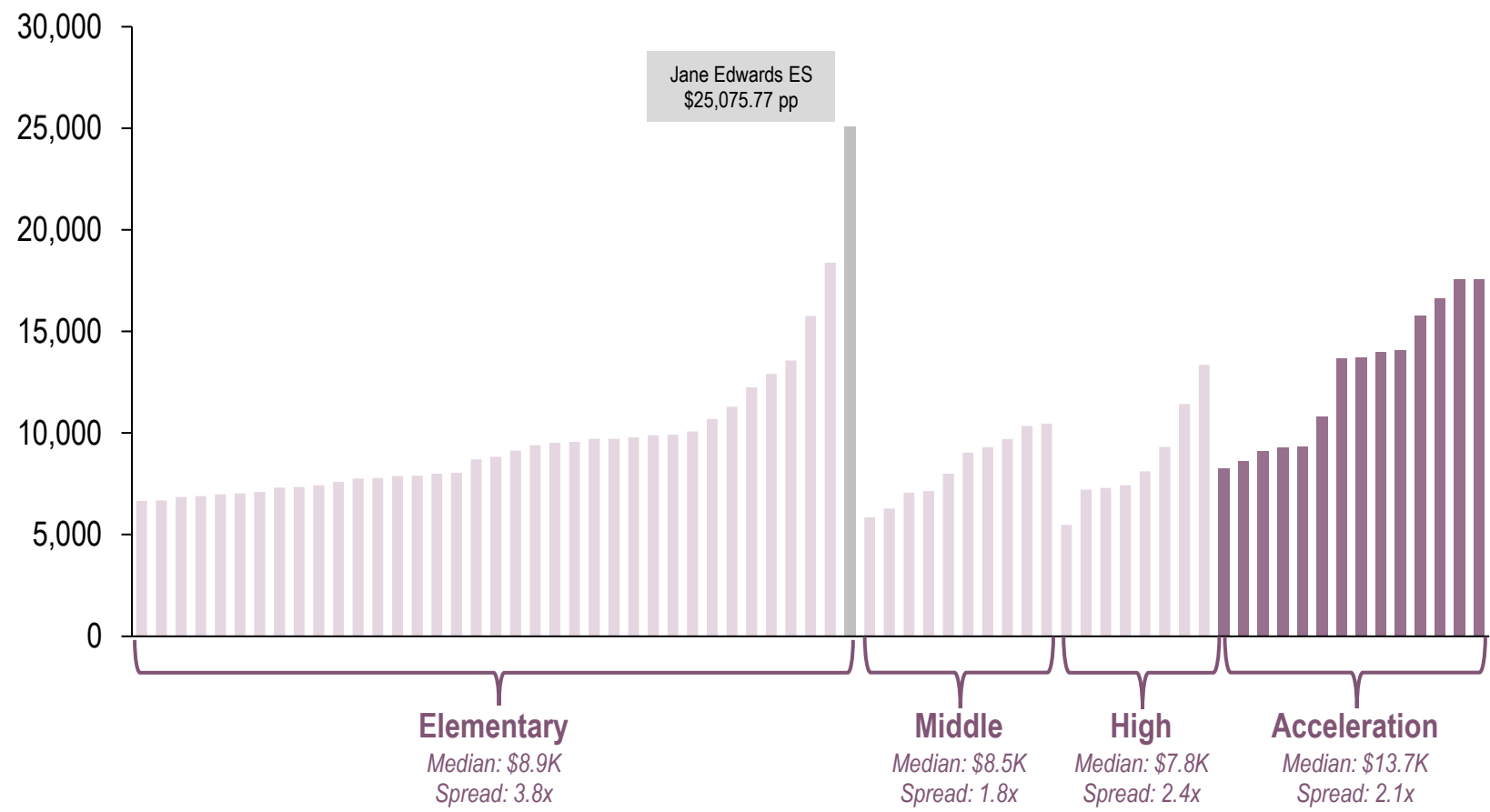
* Note: Total enrollments are not identical because Turning Point Academy and Virtual Schools are program campuses that have been excluded due to challenges mapping enrollment to cost centers.

Sources: CCSD Expenditure Data SY20-21, CCSD Student Data Deidentified SY21-22



Dollars per pupil at home campuses varies widely across schools and school levels at CCSD, with higher investments in some acceleration schools

CCSD Pre-K12 Operating Dollars per Pupil at Home Campuses (SY 20-21)



Key Takeaways:

- Students receive different dollar per pupil allocations depending on the school that they attend.
- Across non-acceleration schools, elementary students receive the highest dollar per pupil allocation, at a median of \$8.9K. Non-acceleration high school students receive the lowest dollar per pupil allocation, at a median of \$7.8K (note that HS \$PP is higher when including expenses for the separate programs)
- Acceleration schools reflect a strategic investment at CCSD and have higher dollar per pupil allocations than non-acceleration peer schools.

How to Read this Chart:

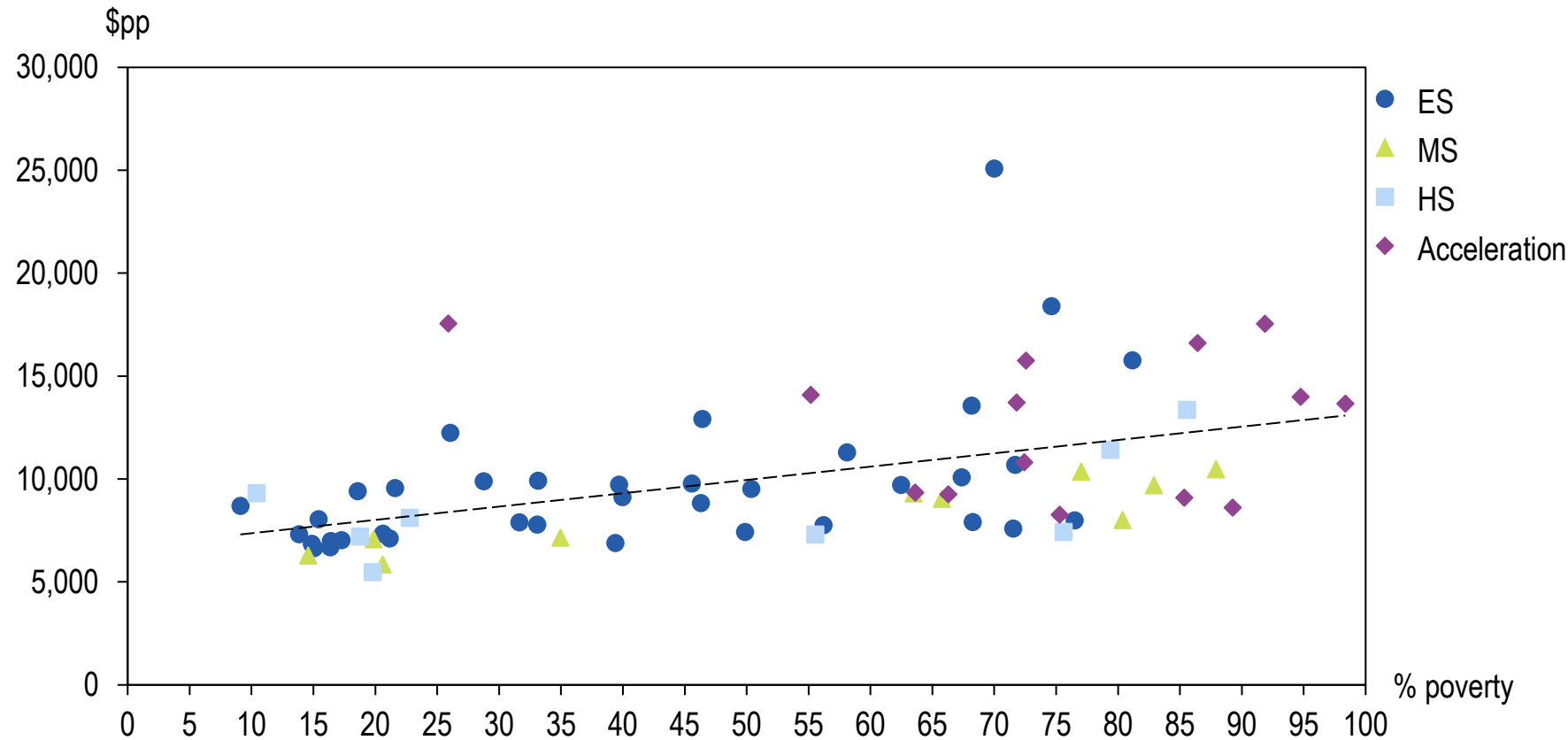
- Each bar represents a traditional school (program campuses are excluded).
- Schools are then grouped by level and sorted from lowest \$pp to highest \$pp.

Sources: CCSD Expenditure Data SY20-21, CCSD Student Data – Deidentified SY21-22



Dollars per pupil increases slightly as the percent of students experiencing poverty increases. Note that many acceleration schools receive less than other schools with same % poverty

CCSD Pre-K12 Operating Dollars per Pupil at Home Campuses (SY 20-21)



Key Takeaways:

- The variation in dollars per pupil allocation among elementary, middle, high, and acceleration schools can be explained in part by student need.
- Specifically, schools with higher concentrations of poverty tend to receive higher per pupil allocations.
- While Acceleration Schools are a strategic investment at CCSD, 6 are below the trendline and therefore receive fewer \$pp than other schools at the same % poverty.

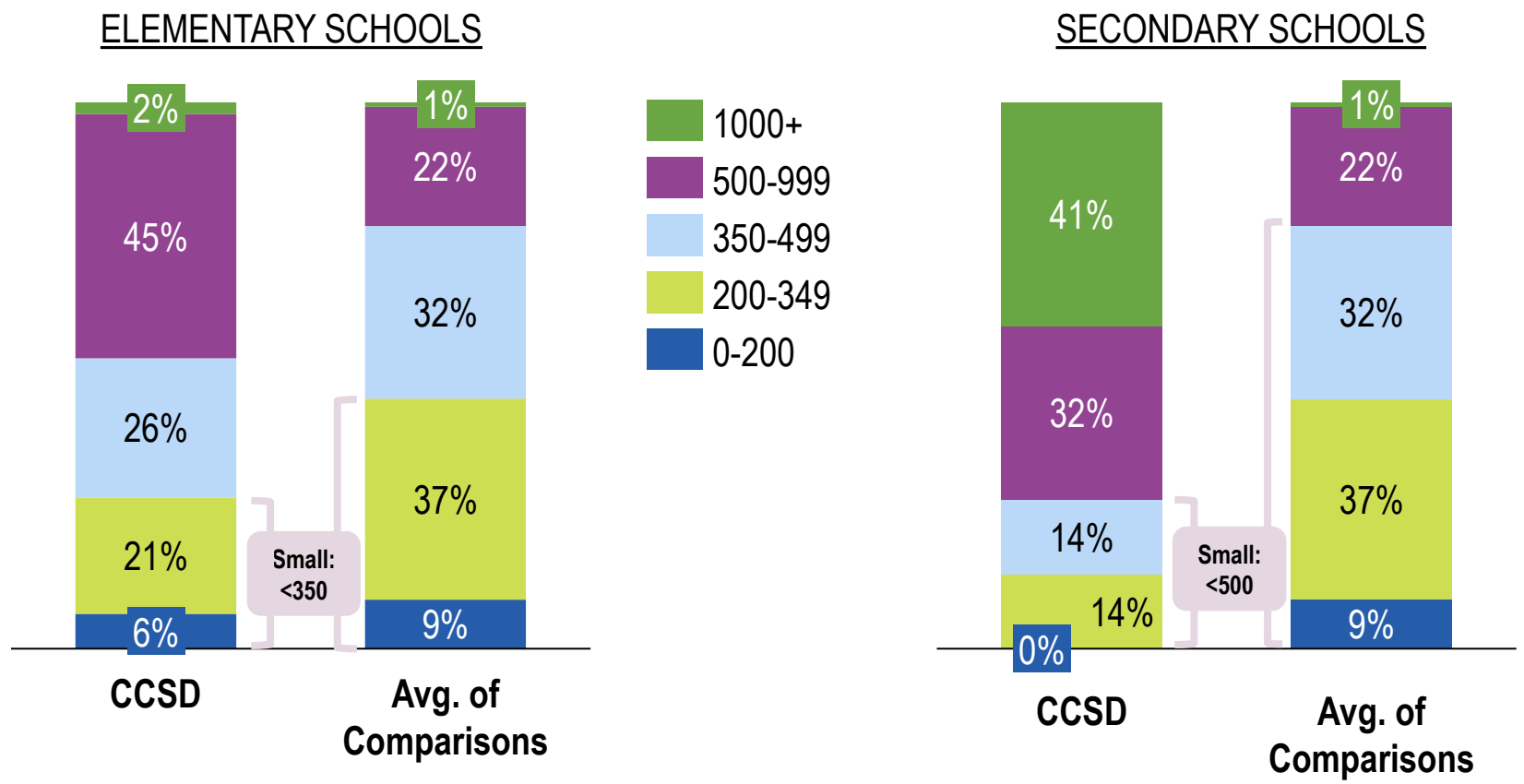
How to Read this Chart:

- Each point on the graph represents a school. Elementary schools are the blue points, middle schools are the green triangles, etc.
- The farthest right purple triangle reflects Simmons Pinckney MS, an acceleration school where 98% of students are experiencing poverty that spends \$13.6K per pupil



Across both elementary and secondary school levels, CCSD has significantly fewer small schools than comparison districts; 19% fewer in ES and 50% fewer in SS

CCSD School Size Distribution vs. Comparison Districts (SY 21-22)



Key Takeaways:

- Compared to average school size distribution in districts across the country, CCSD has fewer small schools.
- 27% of Elementary Schools have fewer than 350 students and 28% of Secondary Schools have fewer than 500 students.
- School size is often important when looking at spending distribution because small schools typically have higher dollars per pupil due to fixed costs (like principals, where there is one per school no matter how many students).
- With enrollment decline concerns at the forefront of districts' COVID responses, CCSD should monitor changes to school size and its impact on \$pp allocations.

How to Read this Chart:

- The two bars on the left side of the slide show the school size distribution for elementary schools at CCSD and peer districts while the bars on the right side illustrate school size of secondary schools.

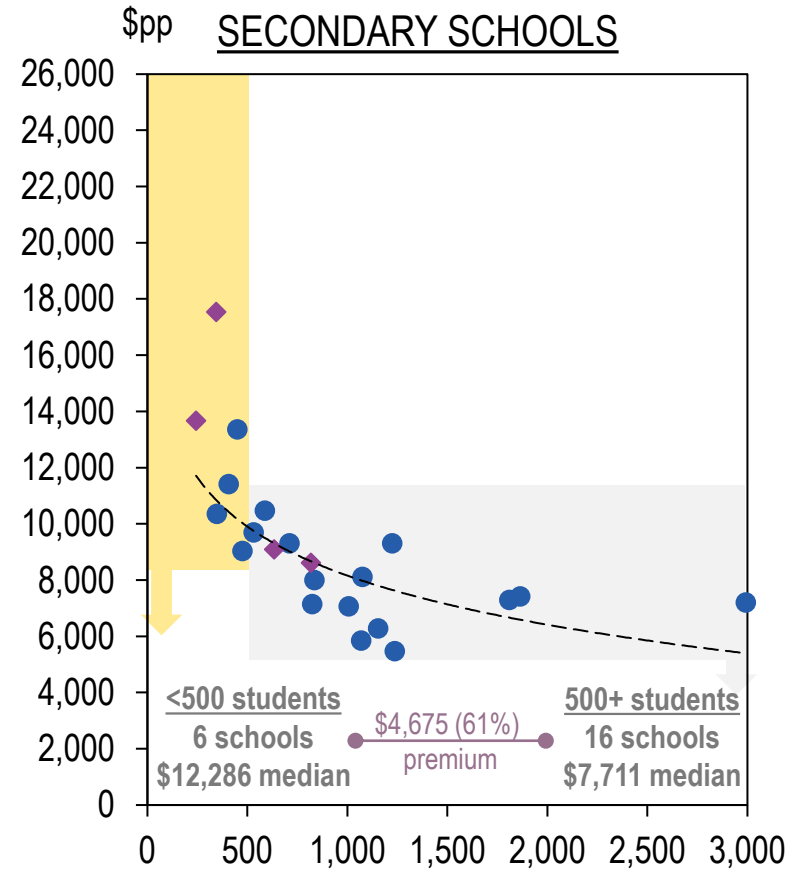
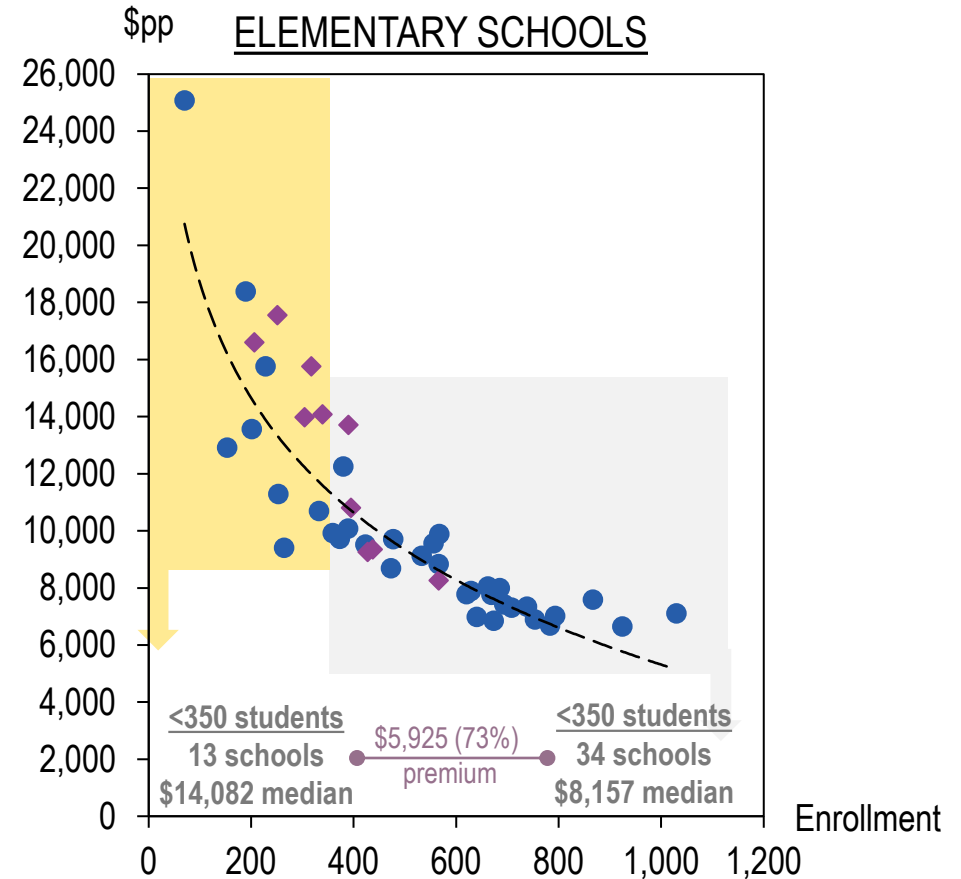
Sources: CCSD Expenditure Data SY20-21, CCSD Student Data – Deidentified SY21-22; ERS Comparison Database



Despite few small schools in total, these schools do spend more per pupil than the many large schools, with small ES spending 73% more than large ES and small SS spending 61% more/

CCSD Pre-K12 Operating Dollars per Pupil (SY20-21) vs. Enrollment (SY 21-22)

● Non-Acceleration ◆ Acceleration



Key Takeaways:

- While there are fewer small schools at CCSD, these schools are 61-73% more expensive (when including acceleration schools). We typically encourage districts to aim for a 5% or lower small school premium.
- Managing the relationship between school size and dollars per pupil can help better position CCSD to allocate resources based on student need instead.

How to Read this Chart:

- Each point on the graph represents a school.
- The premiums in purple indicate the difference between the median spend of small schools and large schools.
- The curved dotted trendlines show that there is a drop-off in dollars per pupil as enrollment increases.

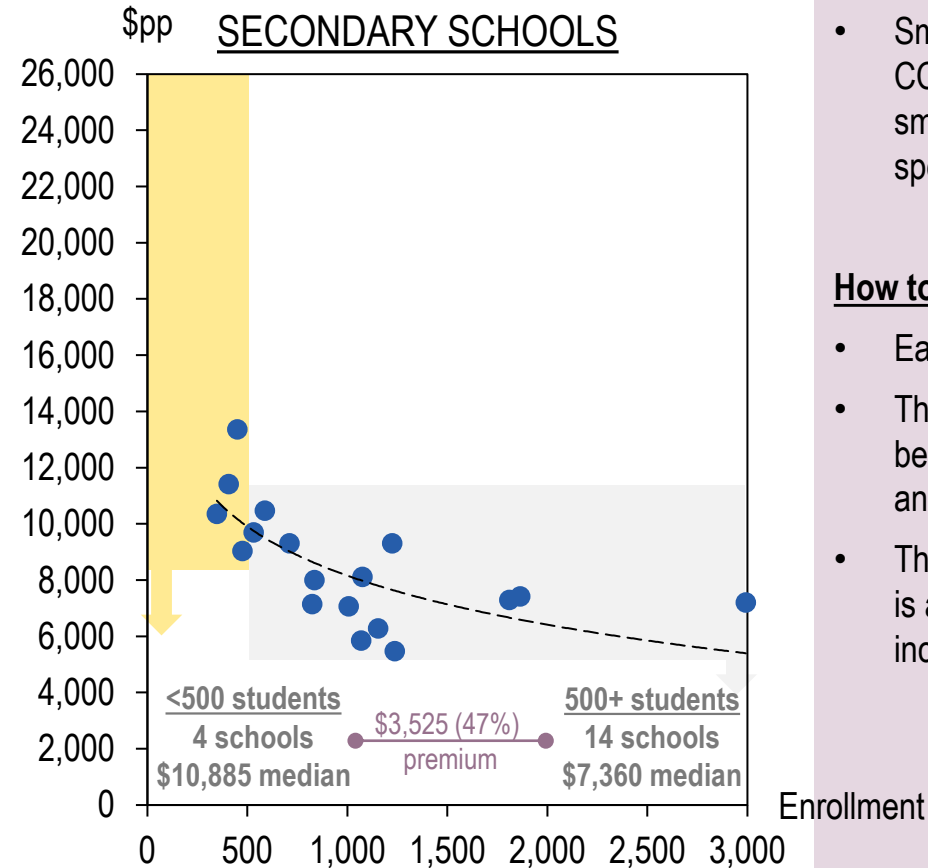
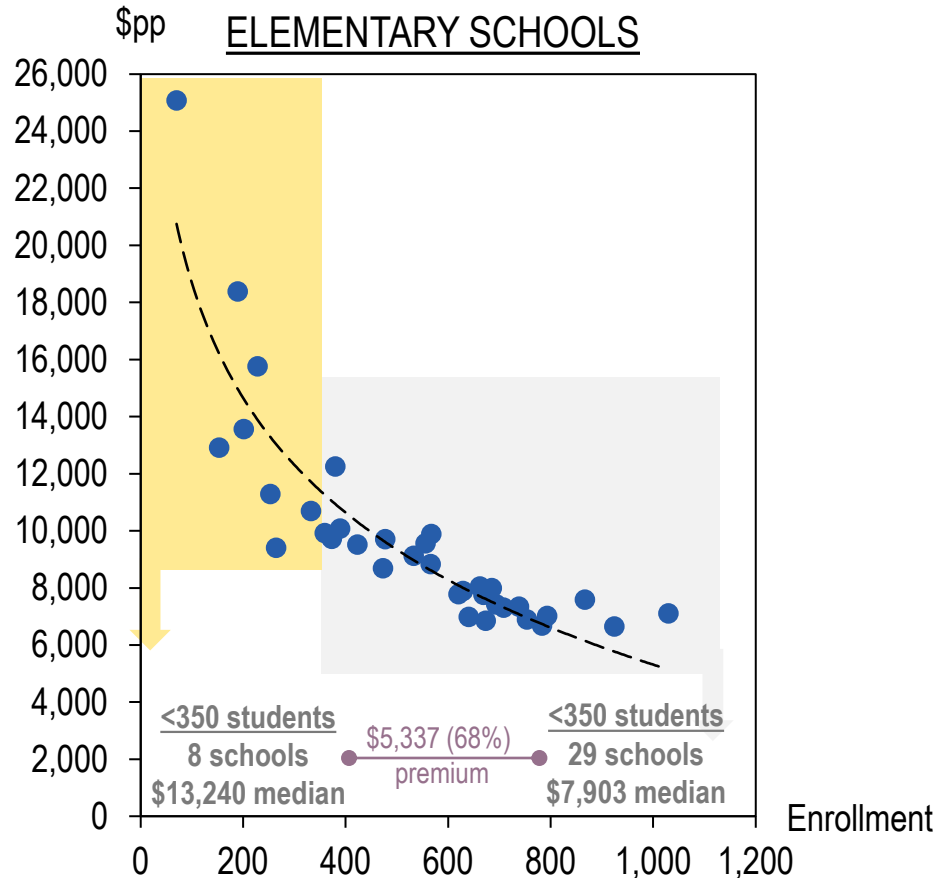
Note: This analysis continues to exclude charter, partner, and program schools.
Sources: CCSD Expenditure Data SY20-21, CCSD Student Data – Deidentified SY21-22



This small school premium persists even when excluding acceleration schools – the premium decreases from 73% to 68% for small ES and from 61% to 47% for small SS

CCSD Pre-K12 Operating Dollars per Pupil (SY20-21) vs. Enrollment (SY 21-22)

● Non-Acceleration



Key Takeaways:

- When removing Acceleration Schools – which strategically spend more \$pp to attend to high students needs and low school performance – small schools are *still* more expensive.
- Small non-acceleration elementary schools at CCSD spend 68% more per pupil, whereas small non-acceleration secondary schools spend 47% more per pupil.

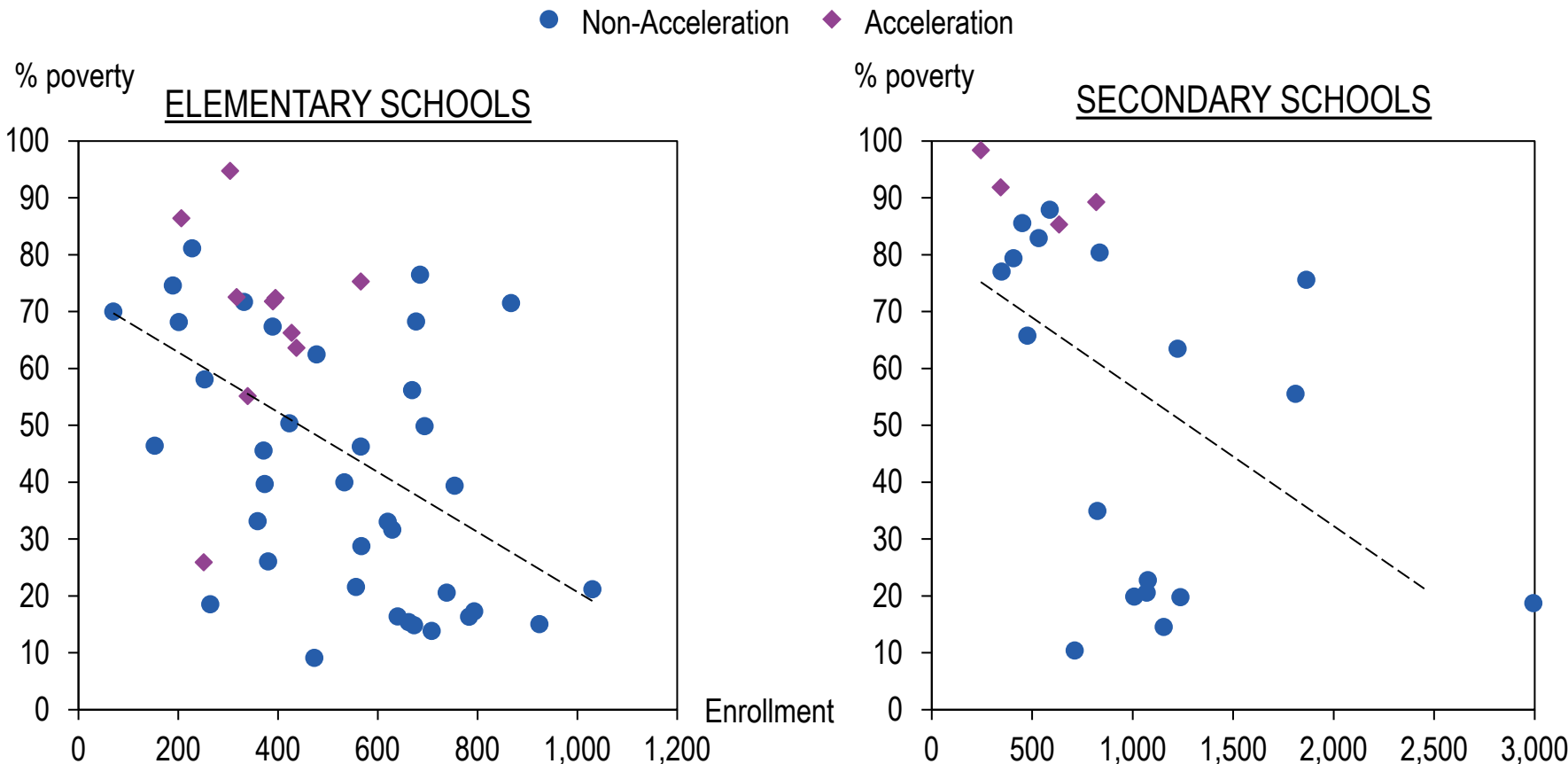
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- The premiums in purple indicate the difference between the median spend of small schools and large schools.
- The curved dotted trendlines show that there is a drop-off in dollars per pupil as enrollment increases.



Across all school levels, schools with higher % poverty also tend to be smaller, so variations in spending may not be as tied to student need

CCSD %Poverty by School Size, for Non-Acceleration Schools SY21-22



Key Takeaways:

- In both elementary and secondary schools, small schools tend to have higher percentages of students experiencing poverty.
- Therefore, it is less clear whether the increased dollars per pupil at schools with higher concentrations of poverty is a strategic need-based variation or a product of smaller schools.

How to Read this Chart:

- Each point on the graph represents a school.
- The highest blue point in the Elementary Schools graph Charleston Progressive Academy, a non-acceleration school with a total enrollment of 228 students, 81% of which are experiencing poverty.



Dimension 2:

Teaching Quality & Diversity

Key Question 1: Does each student have access to strong teachers?

Key Question 2: Does each student have access to teaching practices that are engaging, culturally responsive and standards-aligned?*

Key Question 3: Does the teacher workforce reflect student diversity?

**Quantitative data not available for analysis.*

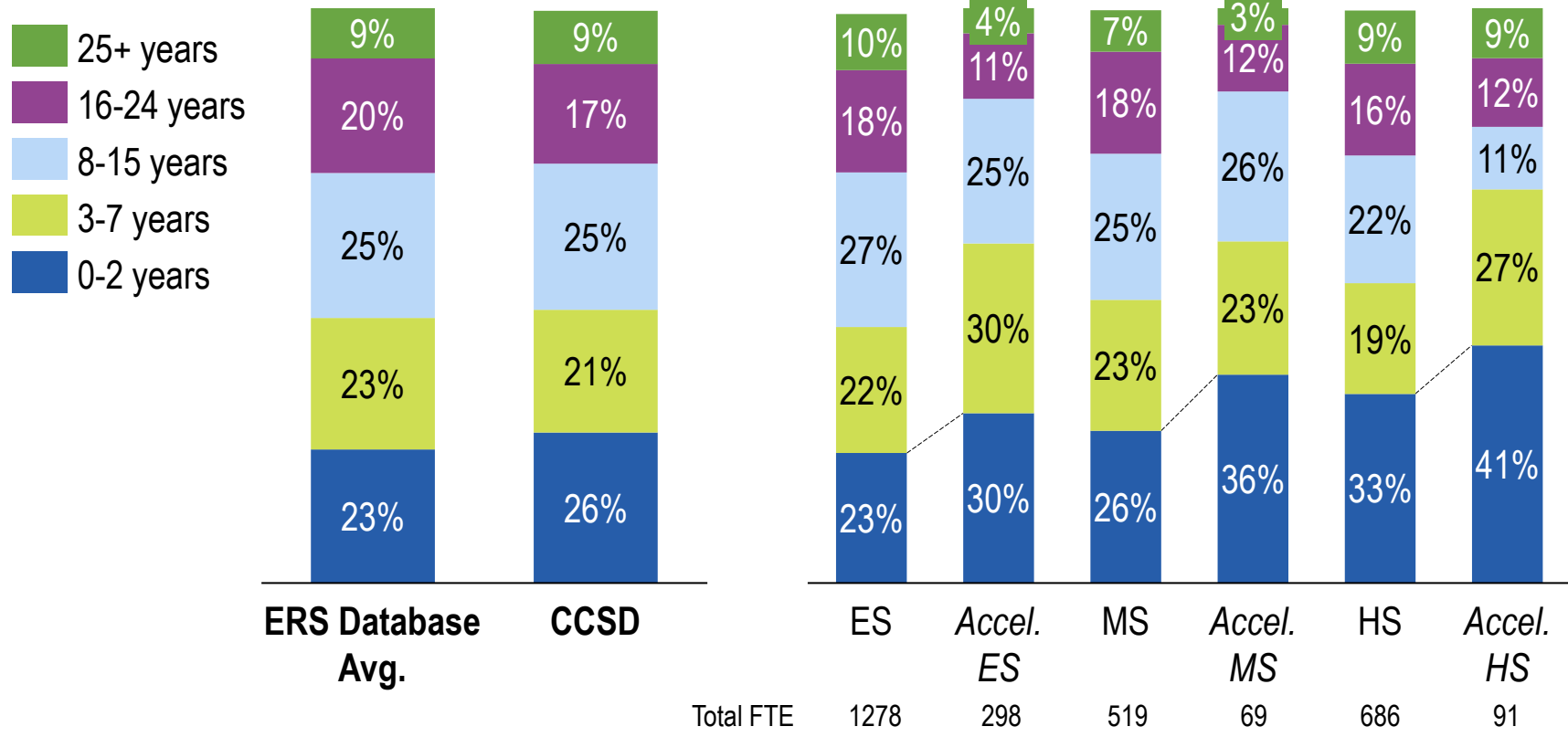
Teaching Quality and Diversity



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. Strong Teachers Does each student have access to strong teachers?</p>	<p>Foundations for Excellence: Our district has a large supply of strong teachers.</p> <p>Higher Needs Access: Across our district, the strongest teachers get to students who have higher needs within individual schools <i>and</i> to schools with greater proportions of students with higher needs. Students of color are at least as likely to be taught by strong teachers as their peers with similar needs.</p>	<p>Teacher Experience: CCSD has slightly higher % of novice teachers (26%) than the average district ERS has studied: (23%.) The rate of novice teachers is higher for acceleration schools (32%).</p> <p>Teacher Effectiveness: The teacher evaluation process does not provide much differentiation; 90% of teachers evaluated are considered effective or highly effective.</p>	<p>Teacher Experience by School Poverty: Schools with higher % poverty tend to have much higher rates of novice teachers. Additionally, many acceleration schools have higher rates of novice teachers.</p> <p>Teacher Effectiveness by School Poverty: The % of exemplary teachers in a school strongly decreases as the concentration of poverty increases, and acceleration schools are more likely to have teachers considered ineffective, relative to other schools.</p>	<ul style="list-style-type: none"> Analyze the drivers of the inequities in the distribution of teacher experience and effectiveness to understand root causes and identify actions. Consider whether your existing teacher evaluation system is serving your district in the way in which it was intended.
<p>2. Teaching Practices Does each student have access to teaching practices that are engaging, culturally responsive and standards-aligned?</p>	<p>Foundations for Excellence: The majority of students across our district are held to high academic expectations and experience instruction that is engaging, culturally relevant, and standards-aligned.</p> <p>Higher Needs Access: Students with higher needs and students of color are at least as likely as their peers to be held to high academic expectations and to experience instruction that is engaging, culturally relevant, and standards-aligned.</p>	<p><i>Data not available for analysis.</i></p>	<p><i>Data not available for analysis.</i></p>	<ul style="list-style-type: none"> Explore ways to provide more Connected Professional Learning to accelerate teacher effectiveness and student growth.
<p>3. Teacher Diversity Does the teacher workforce reflect student diversity?</p>	<p>Foundations for Excellence: Our district's recruitment and retention policies and practices support teachers of color and linguistically diverse teachers to come here and stay here.</p> <p>Higher Needs Access: The teacher workforce reflects students' racial and linguistic diversity, including in schools that serve diverse student populations.</p>	<p>Teacher Diversity: 15% of teachers in CCSD identify as Black, and 32% of students identify as Black. Further, 2% of teachers identify as Hispanic, relative to 12% of students.</p>	<p>Teacher Diversity: Individual schools have more representative teacher populations than the district overall, where schools with higher % of Black students have higher % of Black teachers. However, this is not true for Hispanic students.</p>	<ul style="list-style-type: none"> Assess the ways in which your district is working to create a diverse staff – consider expanding recruitment and retention efforts, particularly of Black and Hispanic Teachers.

CCSD has a teacher workforce comparable to other urban districts in the distribution of experience, though novice teachers are more prominent in acceleration schools

CCSD Teacher Years of Experience vs Comparison Districts SY 21-22 (All vs. Acceleration)



Key Takeaways:

- The teacher experience trends at the district level are largely consistent across school levels; although, high schools tend to have more novice teachers (33%) than the CCSD average (26%).
- Acceleration schools also have a higher average % of teachers with 3-7 years of experience (28%) vs. CCSD average (21%).

How to Read this Chart:

- Data Note: Only traditional schools included for dimensions 2 and 3 because HR data for charter, partner, and nontraditional schools was not available.
- Each bar represents 100% of teachers, either in CCSD or in the ERS database.
- Example: 23% of all teachers at CCSD have 0-2 years of experience while 26% of teachers in the ERS database have 0-2 years of experience.

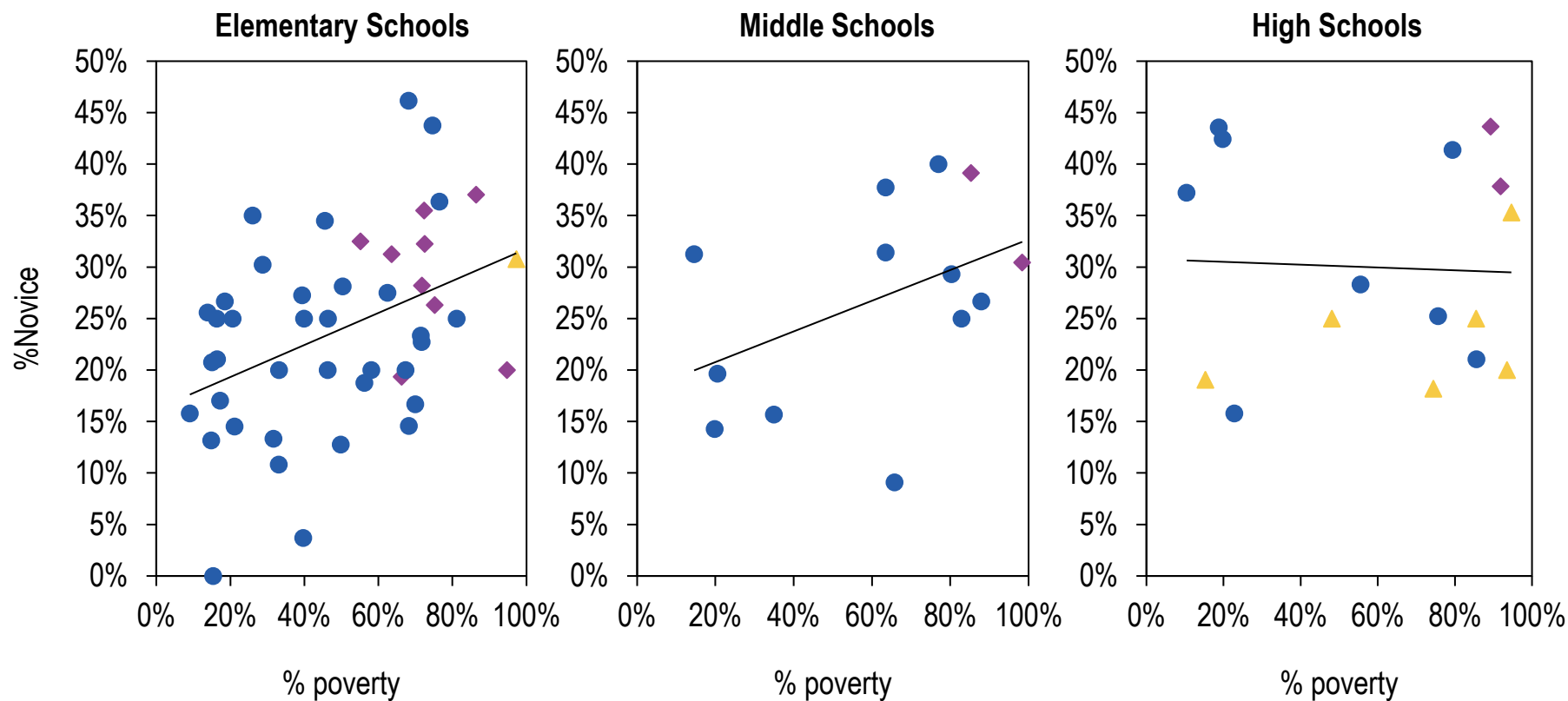
Sources: CCSD HR Data SY 21-22; ERS database



Elementary and middle schools with higher rates % poverty tend to have higher rates of novice teachers

CCSD % of Novice Teachers by % Poverty SY 21-22

◆ Acceleration ● Traditional ▲ Program



Key Takeaways:

- Program campuses have similar rates of novice teachers (24%) relative to the district average (23%).
- Although a general trend exists in elementary and middle schools between high rates of novice teachers and high rates of poverty, there are several exceptions to this rule given the wide spread of points. For example, Corcoran ES poverty rate is 68% while just 15% of its teachers are novice.

How to Read this Chart:

- Each school level chart has the same y-axis (%Novice teachers).
- Each point represents one school.

Methodology: Teacher effectiveness analysis uses Student Learning Objective (SLO) scores, one of the four components of a teacher’s evaluation. Effectiveness was not analyzed using Composite or Final scores because they were not completed for over 70% of teachers in the most recent evaluations of SY 20-21.



***EXAMPLE SLO RUBRIC FROM SOUTH CAROLINA DEPARTMENT OF EDUCATION^{1*}**

SLO Score	Student Growth Criteria	Student Goal Criteria
Exemplary	90-100% of students showed evidence of growth as established in the educator’s SLO conference(s).	Educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.
Proficient	75-89% of students showed evidence of growth as established in the educator’s SLO conference(s).	Educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted instruction in response to progress monitoring.
Needs Improvement	51-74% of students showed evidence of growth as established in the educator’s SLO conference(s).	Educator set up goals(s); assessed and inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction.
Unsatisfactory	0-50% of students showed evidence of growth as established in the educator’s SLO conference(s).	Educator inconsistently assessed and failed to monitor progress; and failed to adjust instruction based on progress monitoring data.

Key Takeaways:

- The Student Learning Objective is measured using a combination of student growth and goal criteria based on a formative assessment developed annually by individual teachers or teacher teams to measure student growth.²
- The assessment(s) used to determine the baseline for instruction and measure student growth must be approved by the principal or evaluator as part of the SLO approval.²
- Other components of teachers’ final scores that are excluded from the analysis include planning, environment, and professionalism.³

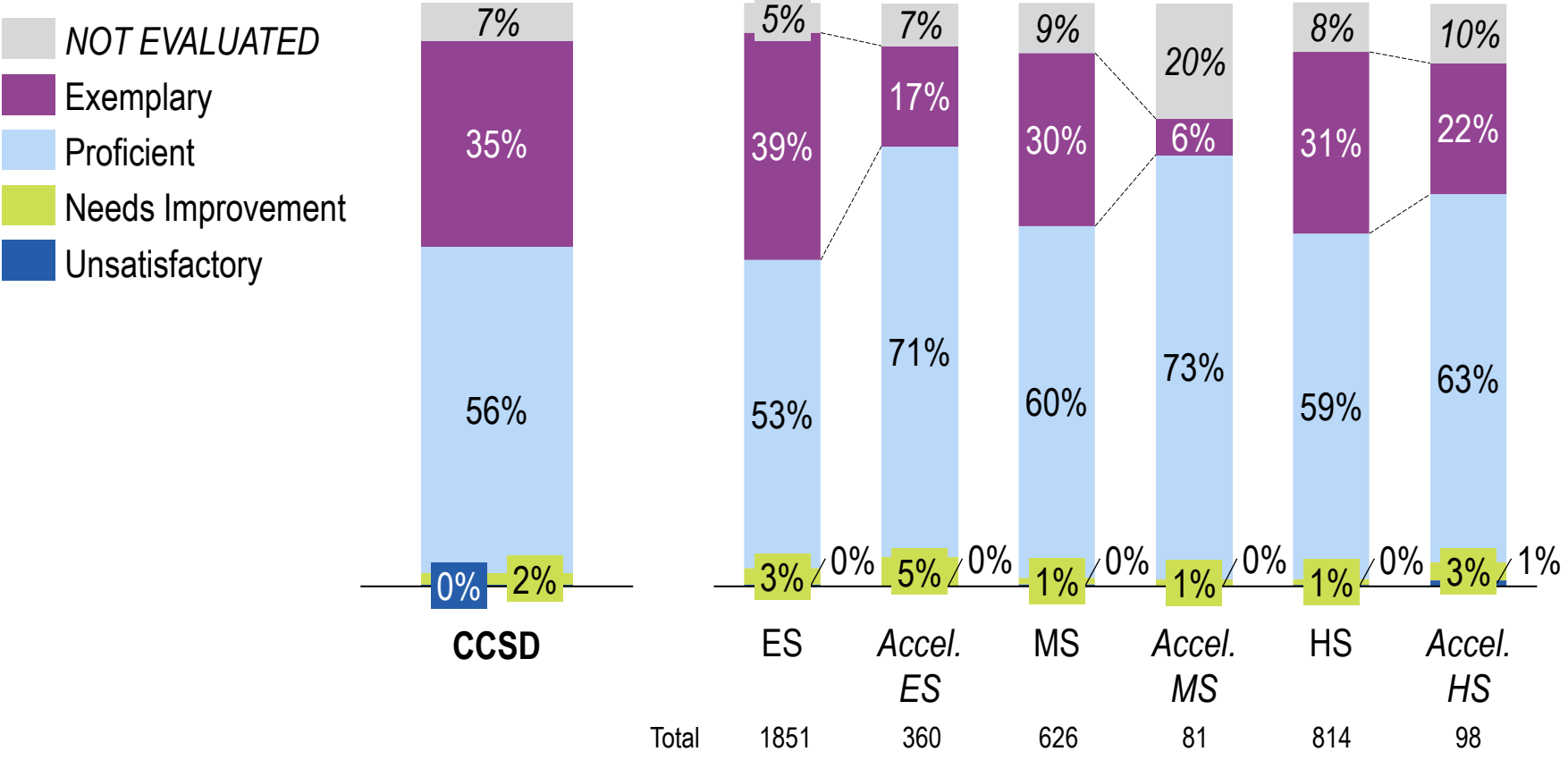
¹ [South Carolina SLO Effectiveness Example Rubric](#)

² [SLO Business Rules](#)

³ [South Carolina Teacher Effectiveness Components](#)

90% of CCSD teachers are considered proficient or exemplary by SLO criteria with a consistent trend across school levels; however, acceleration schools have fewer exemplary teachers

CCSD Teacher Effectiveness Ratings (Student Learning Objectives) by School Type SY 20-21



Key Takeaways:

- While 35% of teachers in CCSD are rated exemplary by SLO criteria, only 17% of teachers at acceleration schools are rated exemplary across school levels.
- Overall, only 0.3% of teachers are rated unsatisfactory by SLO criteria, and 2% are rated “needs improvement”.
- About 7% of teachers did not receive student learning objective evaluations for SY 20-21.

How to Read this Chart:

- Each bar represents 100% of teachers at that school level.

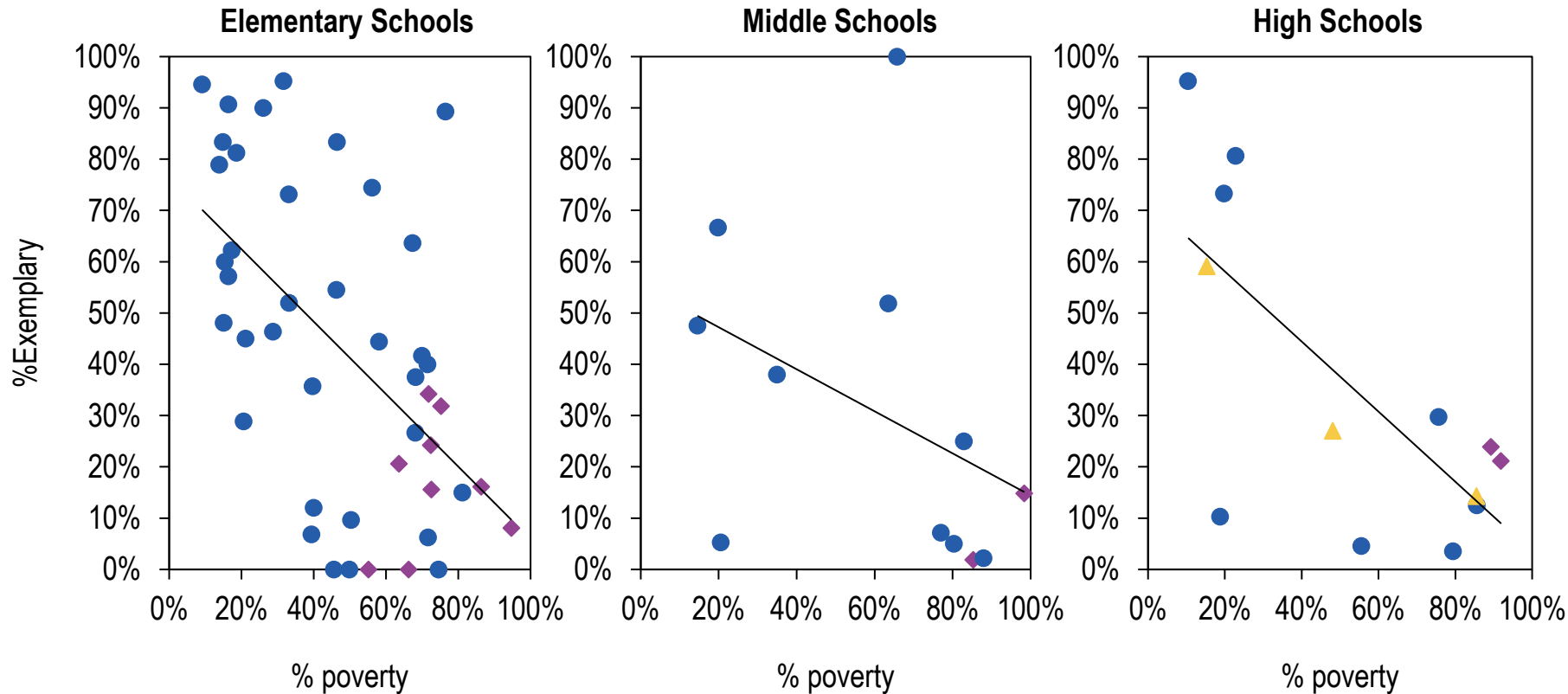
Sources: CCSD Teacher Evaluations Data SY20-21

Across all school levels, schools with higher % poverty tend to have much lower rates of exemplary teachers by SLO score.



CCSD % of Exemplary Teachers (Student Learning Objectives) by % Poverty SY 20-21

◆ Acceleration ● Traditional ▲ Program



Key Takeaways:

- Schools with higher % Poverty tend to have much lower rates of exemplary teachers by SLO score.
- There are a few exceptions of schools with high concentrations of poverty and high rates of exemplary teachers including Haut Gap Middle and Pinehurst Elementary.
- Program campuses have a wide spread of exemplary teachers (14-90%).

How to Read this Chart:

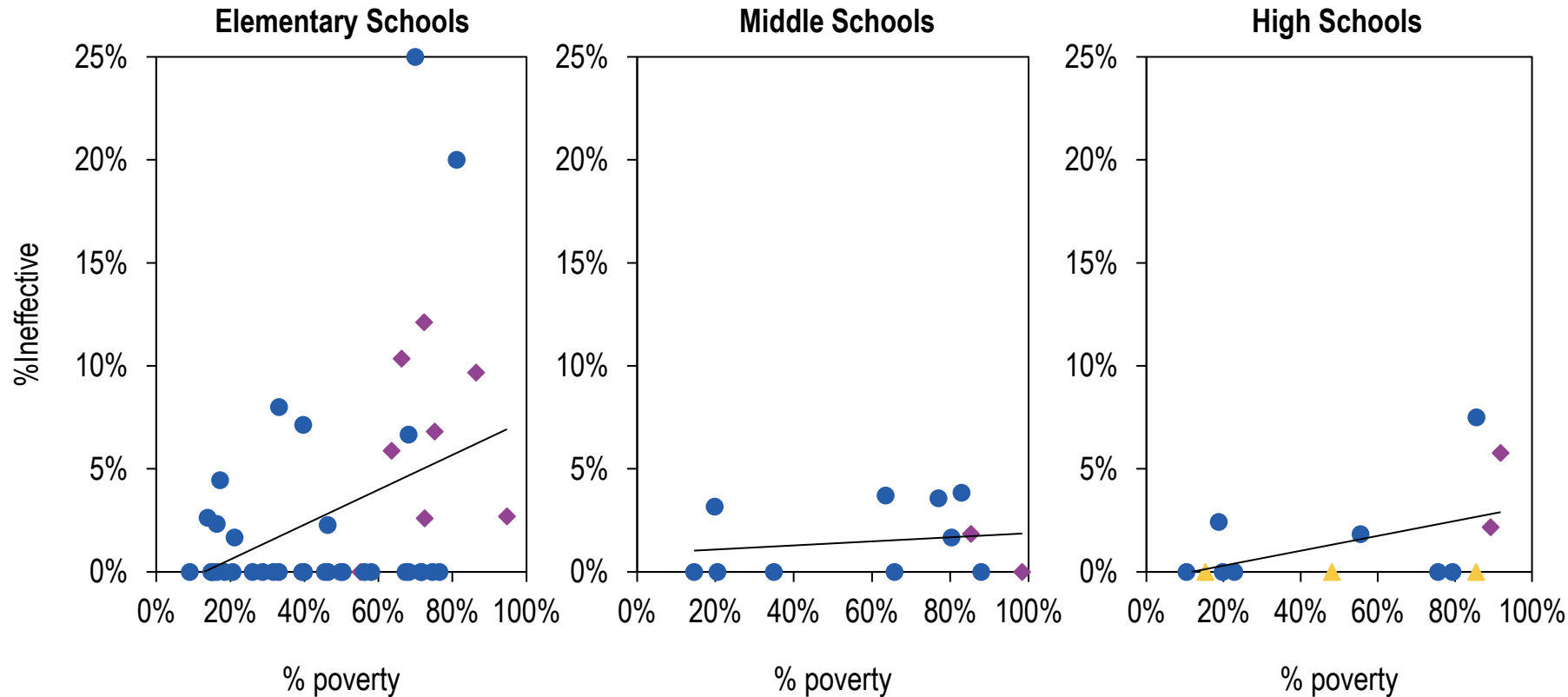
- Each school level chart has the same y-axis (%Exemplary teachers).
- Each point represents one school.

Acceleration schools are more likely to have teachers considered ineffective by the SLO assessment, relative to other schools



CCSD % of Ineffective Teachers* (Student Learning Objectives) by % Poverty SY 20-21

◆ Acceleration ● Traditional ▲ Program



Key Takeaways:

- Elementary schools with a higher % poverty are more likely to have teachers rated ineffective.
- Of the six middle schools with at least one ineffective teacher, five of them have >60% Poverty.
- Of the five high schools with at least one ineffective teacher, four of them have >50% Poverty.

How to Read this Chart:

- Each point represents one school.

*Needs Improvement or Unsatisfactory

Sources: CCSD Teacher Evaluations Data SY20-21, CCSD Student Enrollment Data SY21-22



Dimension 2:

Teaching Quality & Diversity

Key Question 1: Does each student have access to strong teachers?

Key Question 2: Does each student have access to teaching practices that are engaging, culturally responsive and standards-aligned?*

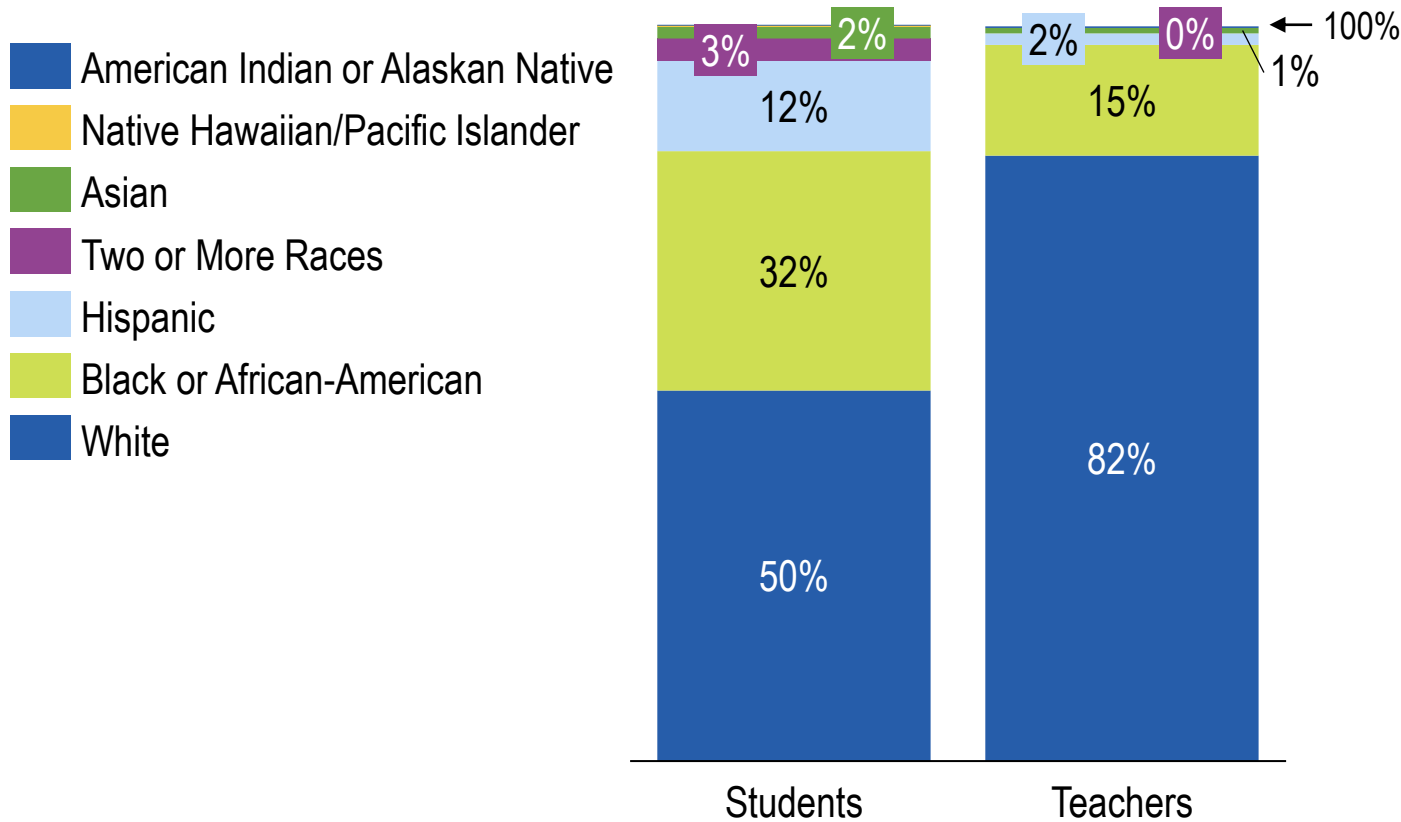
**Quantitative data not available for analysis.*

Key Question 3: Does the teacher workforce reflect student diversity?

While 50% of students in CCSD are white, 82% of teachers are white



CCSD Student and Teacher Race/Ethnicity Distribution SY 21-22



Key Takeaways:

- While 32% of students in CCSD identify as Black, just 15% of teachers identify as Black.
- CCSD employs very few Hispanic teachers (2%), relative to its student population (12%).

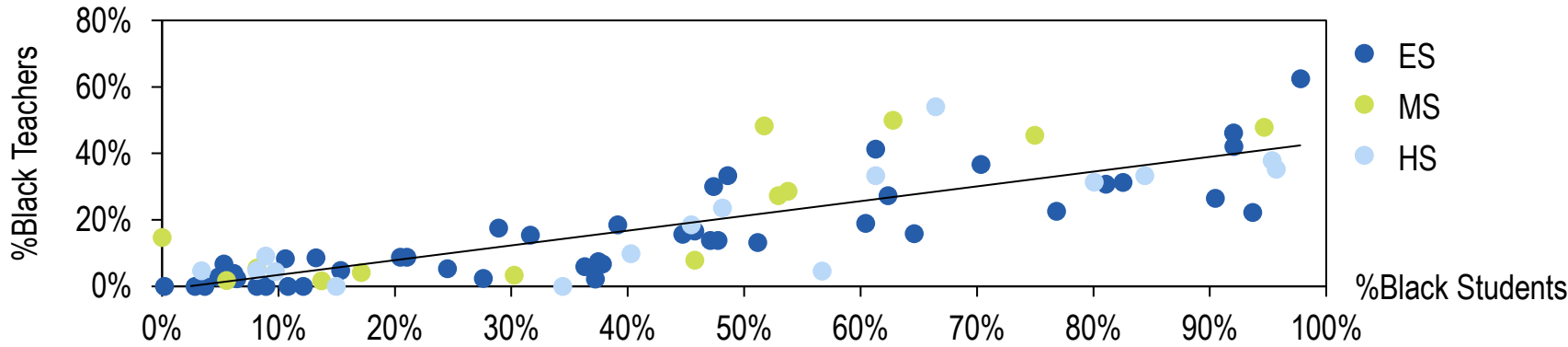
How to Read this Chart:

- The bar on the left represents 100% of students, and the bar on the right represents 100% of teachers. Colors are used to distinguish the racial demographic breakdown.

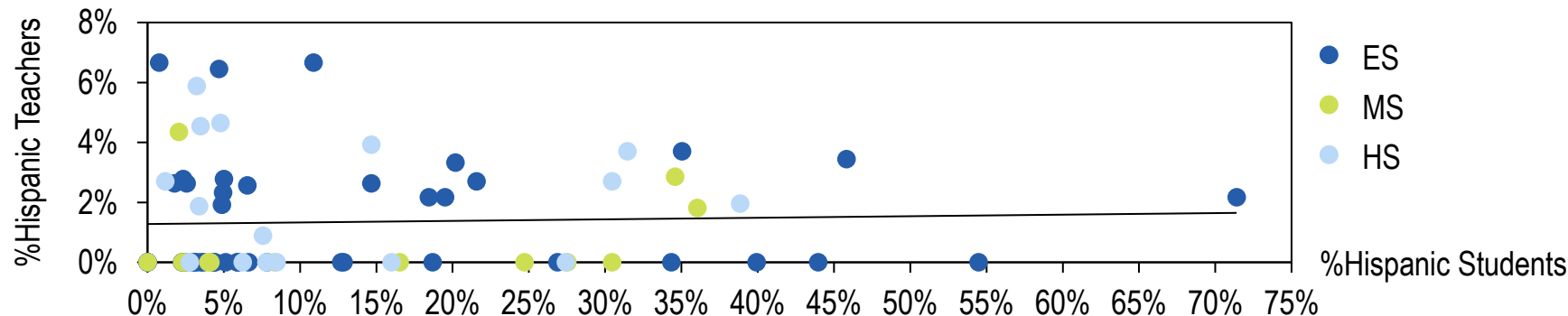
Schools with higher % black students are more likely to have a higher % black teachers while this trend is less true for Hispanic students and teachers.



CCSD % of Black Teachers by % of Black Students SY 21-22



CCSD % of Hispanic Teachers by % of Hispanic Students SY 21-22



Key Takeaways:

- Schools with higher % of Black students have higher % of Black teachers.
- The same is not true for Hispanic students. Schools that have larger concentrations of Hispanic students are not more likely to have higher % Hispanic teachers.

How to Read this Chart:

- Each point represents one school. The y-axes are the races of teachers, and the x-axes are the races of students.

School Leadership Quality & Diversity



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. Strong Leaders Does each student have access to strong school leadership?</p>	<p>Foundations for Excellence: Our district has a large supply of strong school leaders who have the experience and expertise needed to meet the needs of students in their schools.</p> <p>Higher Needs Access: In our district, schools with greater proportions of students with higher needs are more likely to have strong school leadership than lower-need schools. Schools with greater proportions of students of color are at least as likely to have strong school leadership as schools with similar levels of student need.</p>	<p>School Leader Years of Experience: CCSD has an experienced school leader workforce with an average step of 20. This finding holds across all school levels and in acceleration schools</p>	<p>School Leader Years of Experience by % Poverty: There is not a strong relationship at schools in CCSD between the average years of experience of school leaders and the % poverty.</p>	<ul style="list-style-type: none"> Explore ways of tracking total years of principal experience in the district create a better proxy for principal effectiveness. Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.
<p>2. Diverse Leaders Does the school leadership workforce reflect student and staff diversity?</p>	<p>Foundations for Excellence: Our district's recruitment and retention policies and practices support school leaders of color and linguistically diverse leaders to come to and stay in the district.</p> <p>Higher Needs Access: Our district employs a diverse school leadership workforce that reflects student and staff diversity, including in schools that serve greater proportions of students of color and students from linguistically diverse backgrounds.</p>	<p>School Leader Diversity: Rates of Black and White school leaders (39% and 56%) are generally aligned with rates of Black and White Students (32% and 51%). However, just 4% of school leaders are Hispanic, compared to 12% of students.</p>	<p>School Leader Diversity: Black students have about a 50% chance of having at least one Black school leader, while Hispanic students have less than a 10% chance of having at least one Hispanic school leader, with the exception of high schools (22%).</p>	<ul style="list-style-type: none"> Set clear, ambitious, and achievable goals to increase school leadership diversity and monitor progress toward these goals. Create district-specific pipelines to increase diversity, including pathways for Hispanic teachers to become school leaders.



Dimension 5:

School Leader Quality & Diversity

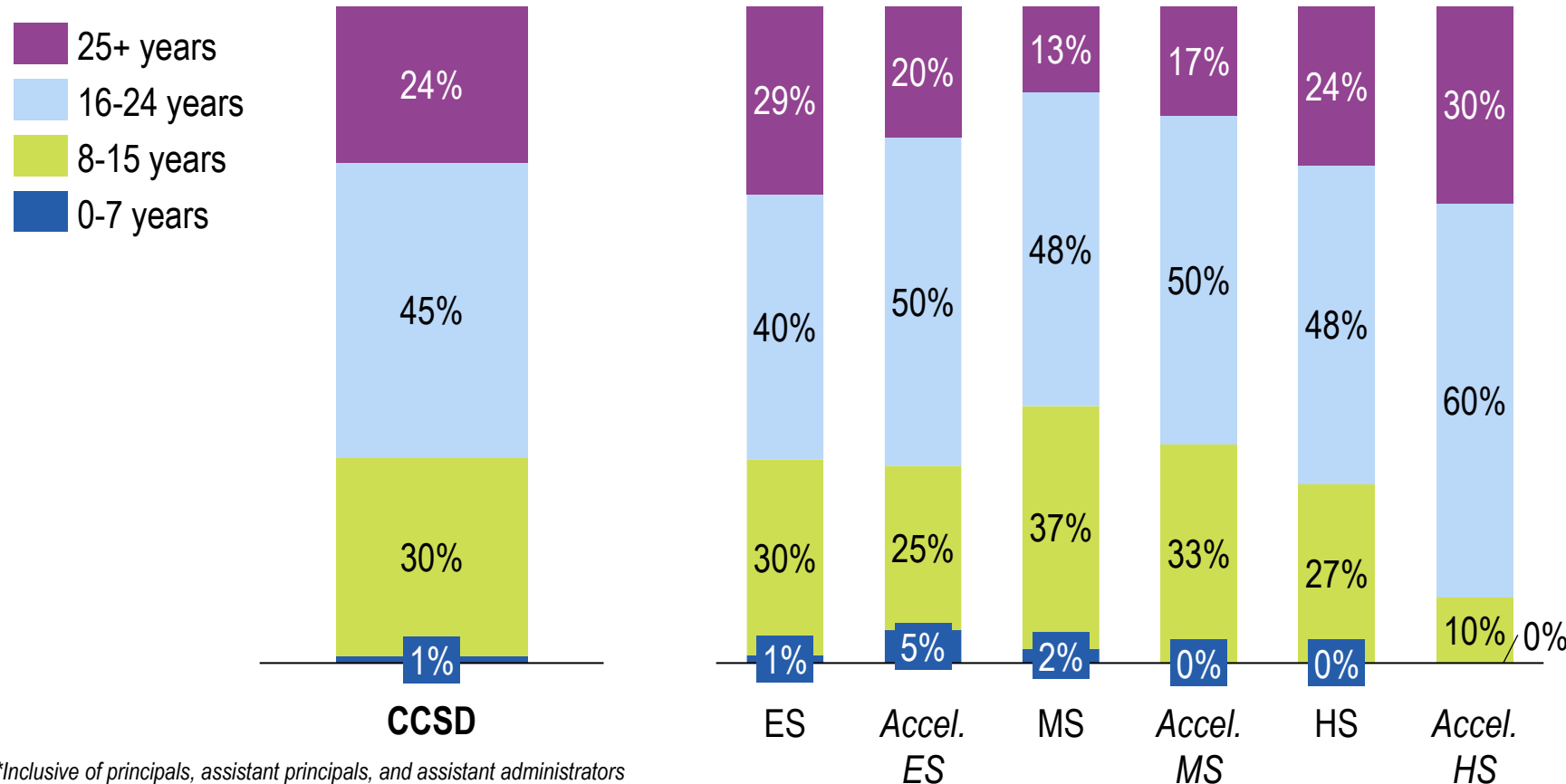
Key Question 1: Does each student have access to strong school leadership?

Key Question 2: Does the school leadership workforce reflect student and staff diversity?



CCSD has an experienced school leader workforce across all school levels and in acceleration schools

CCSD School Leaders* by Years of Experience** SY 21-22



Key Takeaways:

- There are no school leaders with a step of zero and the lowest step of any school leader in CCSD is 6; thus, step likely includes years of experience working in schools in non-administrator roles in addition to administrator roles.
- Acceleration elementary schools have the highest % of school leaders with a step of 0-7.

How to Read this Chart:

- Data note: School leader quality was measured through years of experience because reliable school leader effectiveness data was not available.
- Each bar represents 100% of teachers, either in CCSD or in the ERS database.

*Inclusive of principals, assistant principals, and assistant administrators

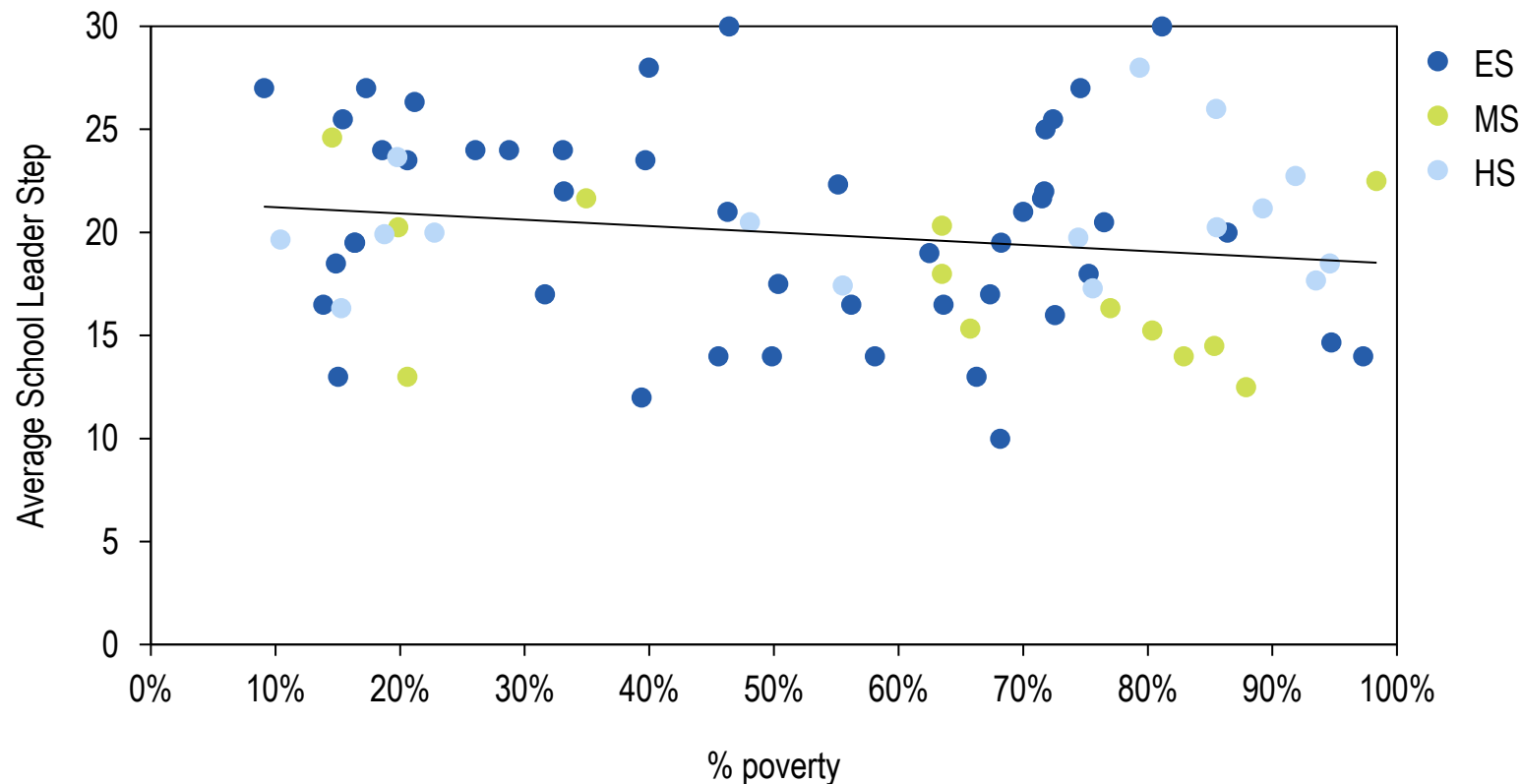
**Employee step used as measure of years of experience

Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22



There is not a strong relationship at schools in CCSD between the average years of experience of school leaders and the % poverty

CCSD School Leaders* Average Years of Experience by % Poverty SY 21-22



Key Takeaways:

- There is large variation in average step of school leaders, ranging from 10 to 30. However, this variation is not well explained by % poverty or school level.

How to Read this Chart:

- Each point represents one school.
- The y-axis represents the average step of school leaders in CCSD.

*Inclusive of principals, assistant principals, and assistant administrators

**Employee step used as measure of years of experience

Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22



Dimension 5:

School Leader Quality & Diversity

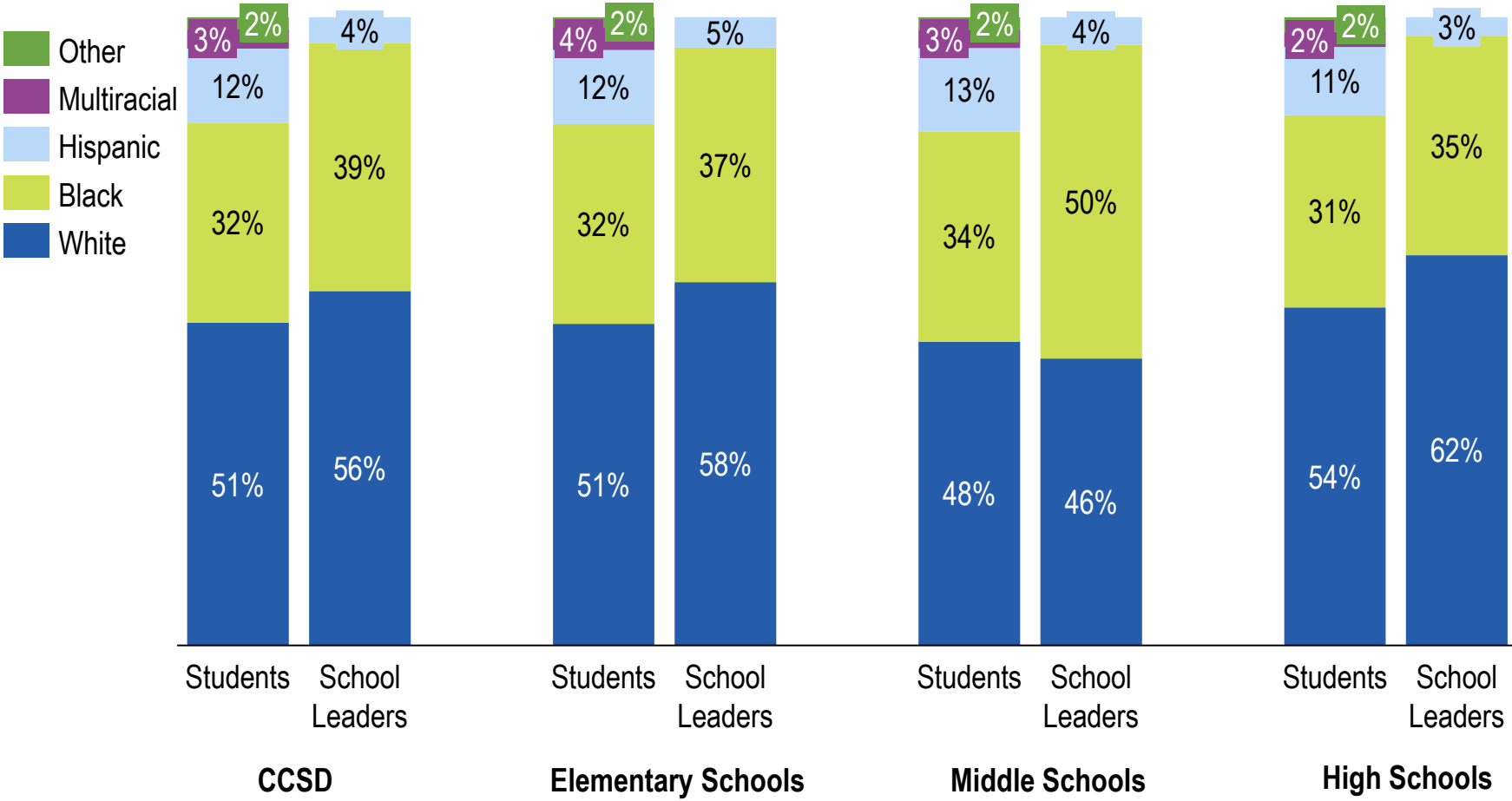
Key Question 1: Does each student have access to strong school leadership?

**Quantitative data not available for analysis.*

***Key Question 2:* Does the school leadership workforce reflect student and staff diversity?**

There are very few Hispanic school leaders, while rates of Black and White school leaders are generally aligned with rates of Black and White Students

CCSD Student and School Leader Race/Ethnicity Distribution*



Key Takeaways:

- Middle schools have the highest % of Black school leaders (50%).
- Zero school leaders identify as Multiracial, Asian, Native Hawaiian/Pacific Islander, or Native American.

How to Read this Chart:

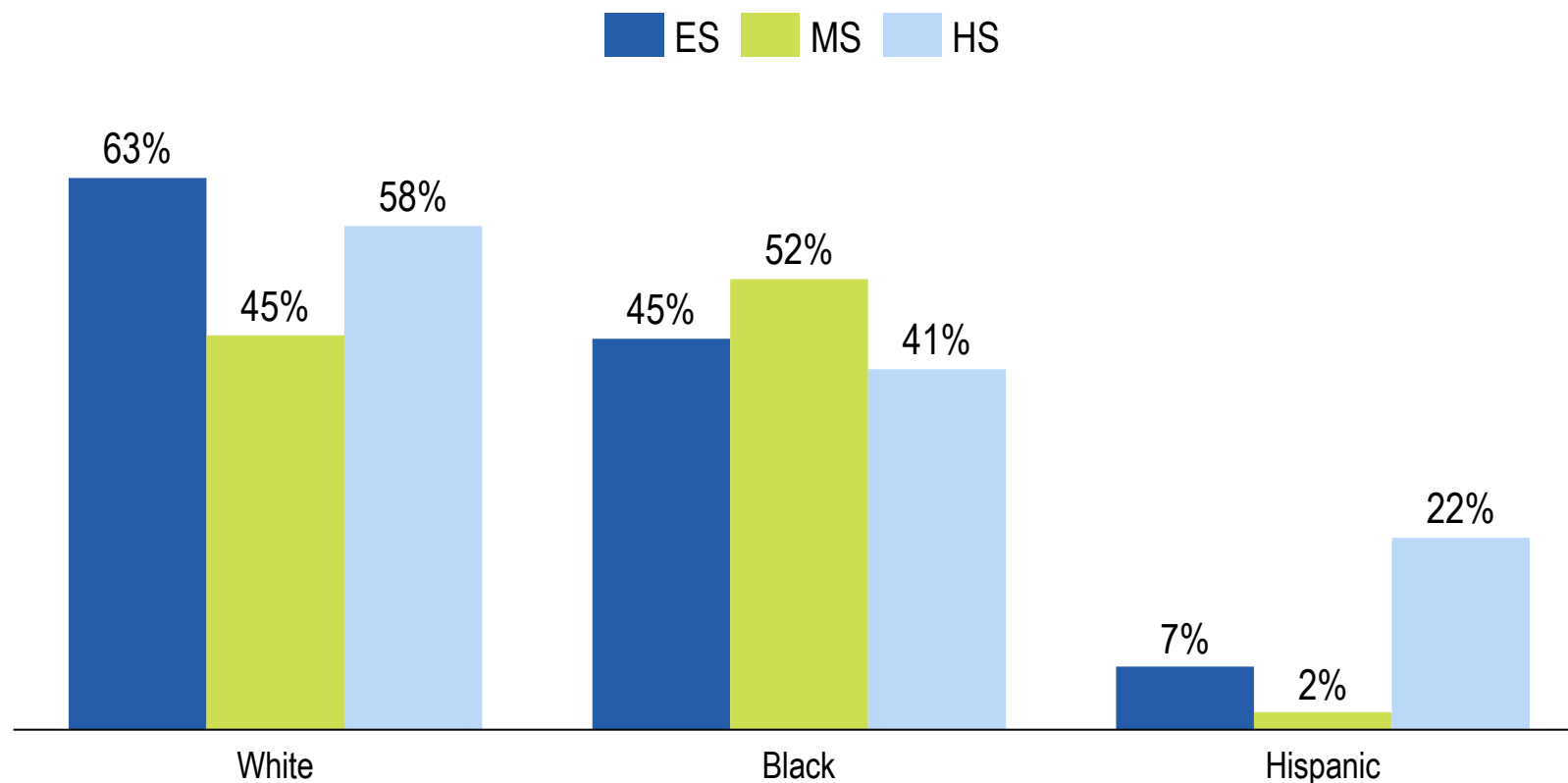
- Compare the distribution of school leader race and student race by looking at each pair of bars (e.g., overall, 12% of students are Hispanic while only 4% of school leaders are Hispanic).

*Inclusive of principals, assistant principals, and assistant administrators
 Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22



Black students have about a 50% chance of having at least one Black school leader, while Hispanic students have less than a 10% chance of having at least one Hispanic school leader, except for high schools

CCSD Likelihood of Students Having School Leaders* of their own Race/Ethnicity



Key Takeaways:

- Because school leaders of color are not much more likely to be staffed at schools with a high percent of students of color, the likelihood a student has a school leader of their own race/ethnicity largely mirrors overall rates of school leader diversity trends shown in the previous slide.

How to Read this Chart:

- 45% of Black elementary school students attend schools with at least one Black school leader.

*Inclusive of principals, assistant principals, and assistant administrators
Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22



Dimension 4:

Empowering, Rigorous Content

*Key Question 1**: Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

**Quantitative data not available for analysis.*

Key Question 2: Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

*Key Question 3**: Does each student have access to arts and enrichment opportunities beyond core content?

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Note: Throughout this section we analyzed **select grades and subjects** as a leading indicator for the system.

Empowering, Rigorous Content



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. High-Quality Curriculum & Instruction Does each student have access to high-quality and culturally relevant curriculum and instructional materials?</p>	<p>Foundations for Excellence. Schools across our district have high-quality curricula and instructional materials that are aligned with grade-level, subject-specific content standards and reflect students’ racial and cultural backgrounds.</p> <p>Higher Needs Access. In our district, students with higher needs and students of color are at least as likely as their peers to have access to curriculum and instructional materials that are high-quality, standards-aligned, and culturally relevant—including differentiated materials designed to meet students’ distinct needs.</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.
<p>2. Advanced Coursework Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?</p>	<p>Foundations for Excellence. Our district’s course pathways are aligned with rigorous graduation requirements. The majority of students are enrolled in and successfully complete college- and career-aligned course sequences. Our district offers multiple advanced courses across grades and subjects, and a significant portion of students are enrolled in these courses.</p> <p>Higher Needs Access. In our district, students with higher needs and students of color are at least as likely as their peers to be enrolled in and successfully complete courses that set them up for success in college and a meaningful career</p>	<p>Access to Advanced Courses: CCSD enrolls more students in advanced 8th grade math (29%) than the national average (24%).</p> <p>There is significant variation in enrollment in advanced math across schools. This variation seems associated with individual schools’ poverty rates – where schools with lower poverty rates tend to have a larger % of students enrolled in advanced math.</p>	<p>Access to Advanced Courses: 63% of students “meeting” or “exceeding” expectations in math are enrolled in an advanced math class in 8th grade.</p> <p>Among students who met or exceeded expectations, enrollment in advanced math varies significantly by race. Only 51% of Black students meeting/exceeding expectations were enrolled in advanced math compared to 64% of White students and 83% of Asian students.</p>	<ul style="list-style-type: none"> Monitor data on rates of participation in different courses, particularly in lower-level course and advanced courses to examine if there are disproportionate enrollment patterns for different groups of students. Ensure enrollment requirements for advanced courses do not put the onus on students to sign up or could be influenced by bias.
<p>3. Enrichment Does each student have access to arts and enrichment opportunities beyond core content?</p>	<p>Foundations for Excellence. Our district has robust arts and enrichment course offerings, and other enrichment opportunities, such as field trips and student clubs. A majority of students engage in these opportunities.</p> <p>Higher Needs Access. In our district, students with higher needs are more likely than their peers to experience arts and enrichment course offerings. Students of color are at least as likely as their peers with similar needs to experience arts and enrichment course offerings.</p>	<p><i>Data not available for analysis.</i></p>	<p><i>Data not available for analysis.</i></p>	<ul style="list-style-type: none"> Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.

CCSD enrolls 29% of 8th grade students in advanced math courses relative to a national average of 24%, with enrollment largely made up of White students



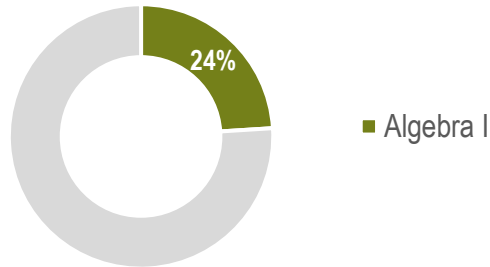
Dimension 2: Teaching Quality & Diversity

Foundations for Excellence

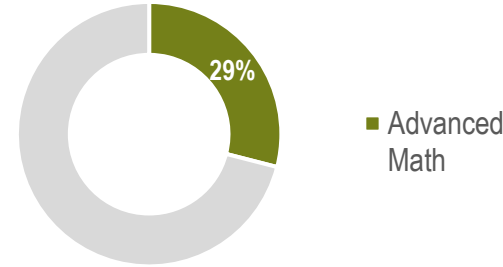
Higher Needs Access

% of Students in Advanced Math – 8th Grade (2021-22)

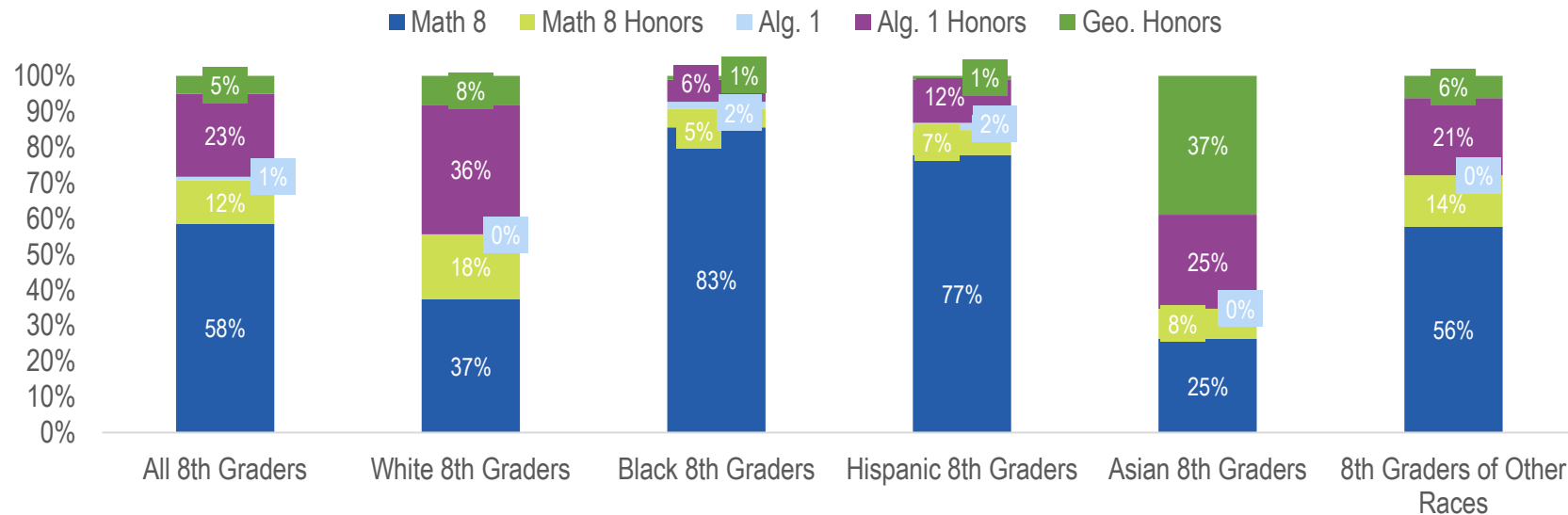
National Average:



CCSD



Enrollment in 8th Grade Math Courses – by and Race/Ethnicity* (2021-22)



Key Takeaways:

- In 2021-22, CCSD offered three advanced math courses to 8th grade students:
 - Algebra 1
 - Algebra 1 Honors
 - Geometry Honors
- CCSD enrolls a larger proportion of students in its advanced 8th grade math courses (29%) than the national average (24%).
- 6% of Black 8th grade students are enrolled in Algebra 1 Honors compared to 36% of White 8th graders.
- 83% of Black 8th grade students are enrolled in Math 8 compared to 37% of White 8th graders.

How to Read this Chart:

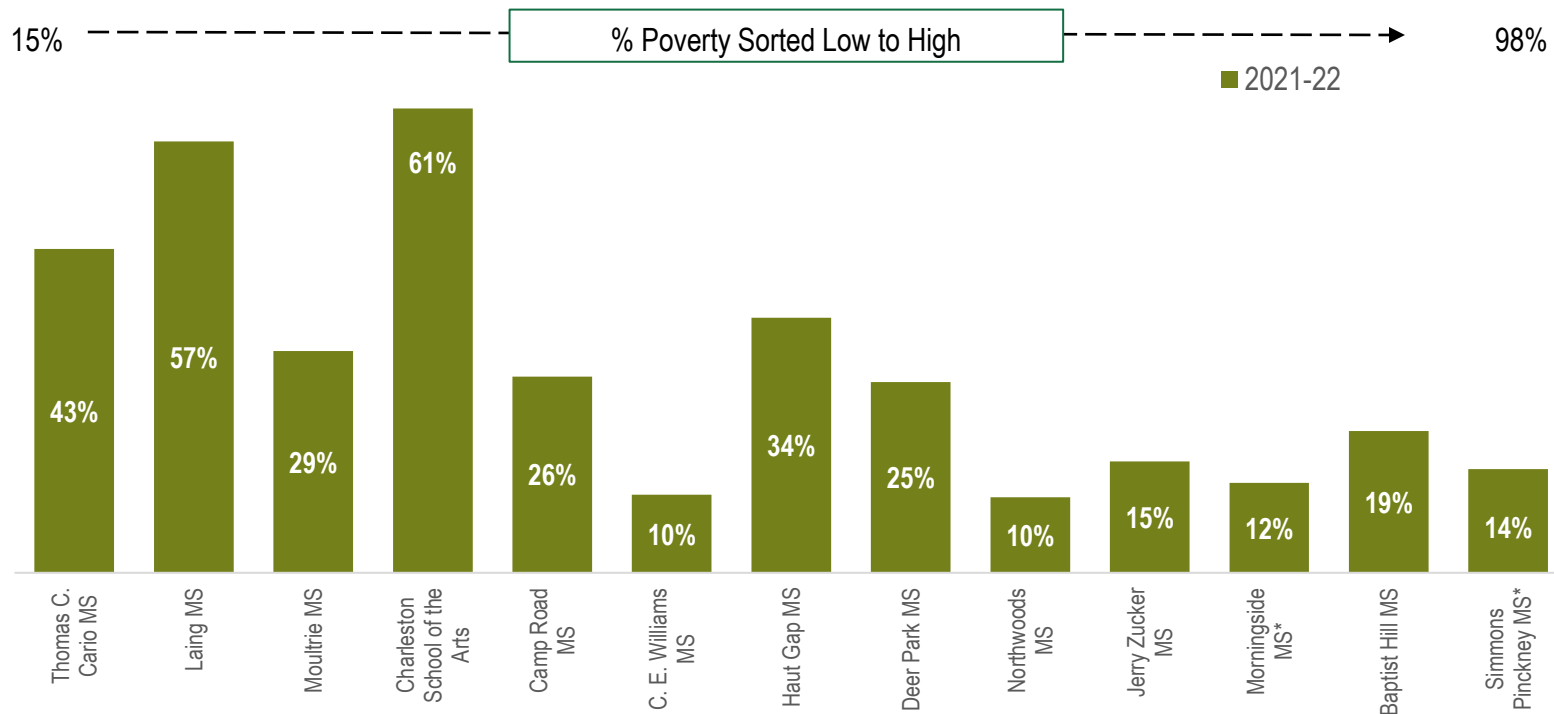
- Bottom Chart: Each bar represents the % of students by race who are enrolled in each 8th grade math course offered in CCSD.

Enrollment	2,885	1,424	914	389	58	100
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The % of all students enrolled in advanced 8th grade math courses is linked closely to school-level poverty rates

% of All 8th Graders Enrolled in Advanced Math by School - Sorted by % Poverty Level (2021-22)



# of 8 th Graders	371	333	310	140	258	417	157	103	261	156	210	96	73
% Meets or Exceeds**	73%	70%	69%	79%	52%	26%	41%	8%	12%	7%	7%	5%	2%

Key Takeaways:

- 100% of CCSD middle schools offer an advanced math course for their 8th grade students.
- Enrollment in advanced math is closely linked to school-level poverty rates.
- 30% of 8th grade students in non-acceleration schools were enrolled in advanced math compared to only 12% of 8th graders in acceleration schools.

How to Read this Chart:

- 57% of all 8th graders at Laing MS are enrolled in an advanced math course compared to 19% of all 8th graders at Baptist Hill MS.

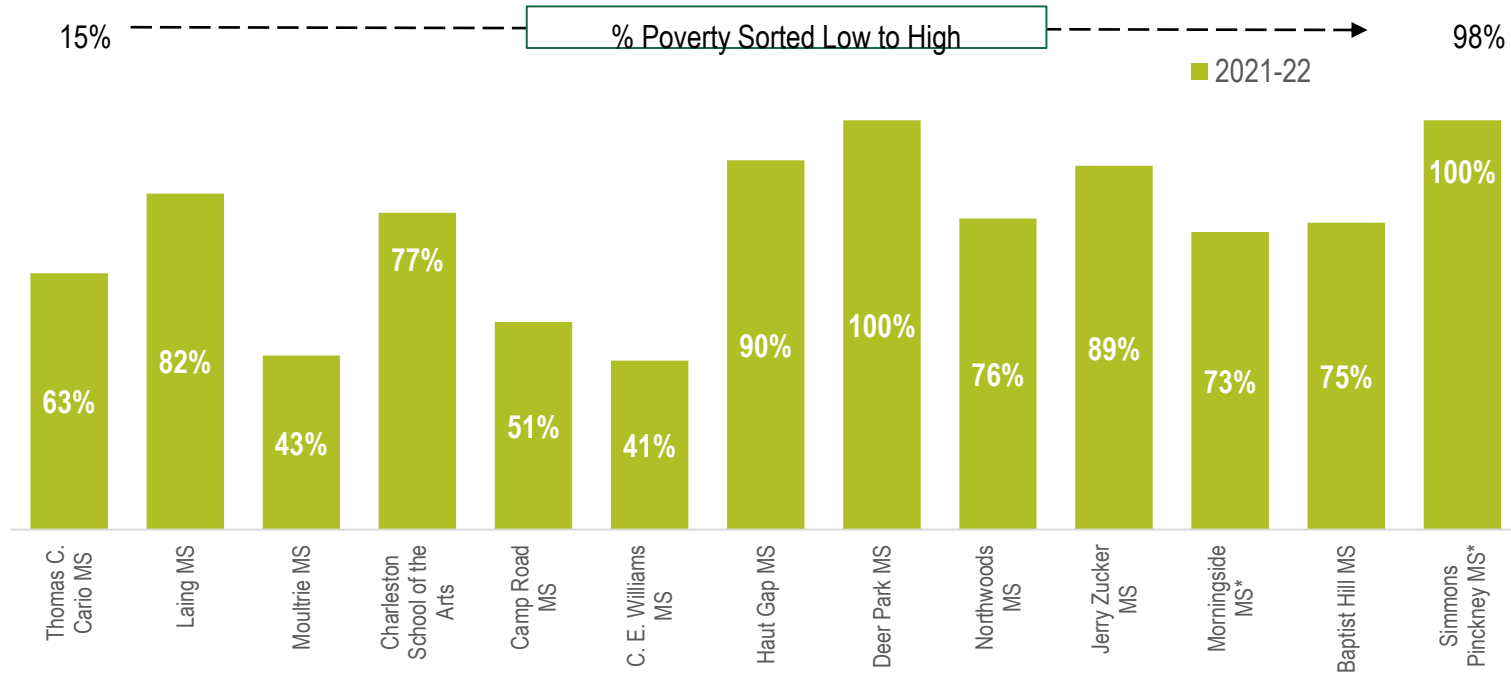
*Acceleration School Designation

Sources: U.S. Department of Education, CCSD Course Schedule Data 21-22



Higher poverty schools have fewer students who meet or exceed expectations, but place those students in advanced math at higher rates than lower poverty schools

% of 8th Graders “Meeting or Exceeding Expectations” Enrolled in Adv. Math By School -- Sorted by % Poverty Level (2021-22)



# of 8 th Graders	371	333	310	140	258	417	157	103	261	156	210	96	73
% Meets or Exceeds**	73%	70%	69%	79%	52%	26%	41%	8%	12%	7%	7%	5%	2%

Key Takeaways:

- Higher poverty schools have smaller proportions of their 8th grade students “meeting” or “exceeding” expectations in math.
- However, higher poverty schools place a larger proportion of their students who meet or exceed in math in an advanced 8th grade math course.

How to Read this Chart:

- At Baptist Hill MS, 5% of 8th graders “met” or “exceeded” expectations in 7th grade math. Of that 5%, 75% were placed into an advanced math course in 8th grade.
- Conversely, 69% of 8th graders at Moultrie MS “met” or “exceeded” expectations in 7th grade math. Of that 69%, 43% were placed into an advanced math course in 8th grade.

*Acceleration School Designation

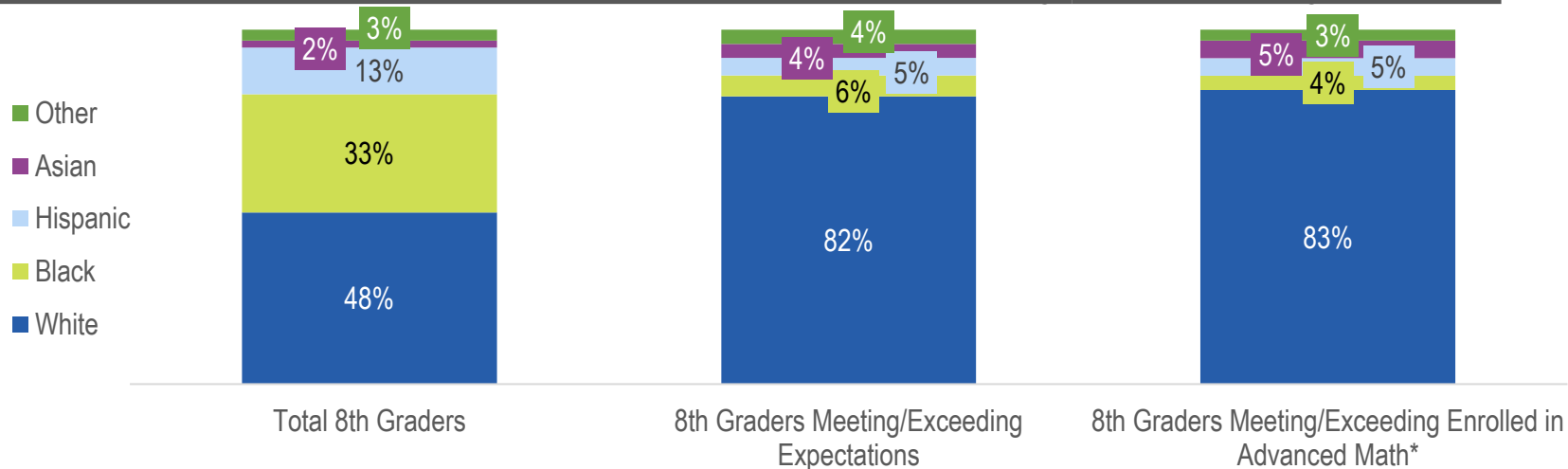
**Excluded students without performance data

Sources: CCSD Course Schedule Data, CCSD Student Performance Data



Black and Hispanic 8th grade students “meeting” or “exceeding” expectations are less likely to be enrolled in advanced math than their peers

Meet/Exceeds and Enrollment Rates for 8th Grade Students by Race/Ethnicity (2021-22)



Rates of Enrollment in Adv. Math for 8th Graders Meeting/Exceeding Expectations (2021-22)

	District Overall	White	Black	Hispanic	Asian	Other
# of Meeting/Exceeding Expectations Students	1,050	862	57	52	40	39
# Enrolled in Advanced Math	664	549	29	30	33	23
% Enrolled in Advanced Math	63%	64%	51%	58%	83%	59%

Key Takeaways:

- Black students represent 33% of the total 8th grade population but only 6% of 8th grade students meeting/exceeding expectations and 4% of those enrolled in an advanced math course.
- Among meet/exceed students, enrollment in advanced math varies significantly by race – where White and Asian students are more likely to enroll in advanced math compared to their peers.
- 100% of Black and Hispanic students “meeting” or “exceeding” expectations in math attend a school offering an adv. math course, suggesting that school-level course assignment practices – not course offerings – are the primary driver of diff. enrollment rates.

How to Read this Chart:

- **Bottom table:** Only 51% of the 57 Black 8th graders who “met” or “exceeded” expectations in math are enrolled in an adv. math course.

*Some schools enroll students in advanced math who did not “meet” or “exceed” expectations in 7th grade. These students are not included in this chart.

Sources: CCSD Course Schedule Data, CCSD Student Performance Data



Dimension 5:

Instructional Time & Attention

Key Question 1: Does each student who needs more high-quality instructional time receive it?

Key Question 2: Does each student who needs more high-quality instructional attention receive it?

Note: Throughout this section we analyzed **select grades and subjects** as a leading indicator for the system.

Executive Summary:

Instructional Time & Attention



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. Instructional Time Does each student who needs more high-quality instructional time receive it?</p>	<p>Foundations for Excellence. Students in our district have sufficient instructional time each day, and schools are able to vary instructional time (including extending the length of the school day) to provide additional high-quality instruction that meets students' needs.</p> <p>Higher Needs Access. Compared to proficient students, lower-performing students receive additional high-quality instructional time in the subjects they are behind in. Students with higher needs and students of color are at least as likely as their peers to have full courseloads</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p>Instructional Time: Most 8th grade students do not receive any additional time in math regardless of performance level. However, we do see some differentiation, with a focus on students who did not meet expectations on the previous year's standardized assessment. 12% of students who scored 'does not meet expectations' and 6% of students who scored 'approaching expectations' are enrolled in a math class designed to provide additional support beyond their core classes.</p>	<ul style="list-style-type: none"> • Schedule students into longer blocks or additional courses for subject(s) they are struggling in, using strategies such as "double-blocking" or accelerated course sequencing. • Provide targeted individualized instruction for students who need it through structures such as high-dosage tutoring, push-in support, or within-class grouping by leveraging the full set of adults in the building, as well as technology.
<p>2. Instructional Attention Does each student who needs more high-quality instructional attention receive it?</p>	<p>Foundations for Excellence. Students in our district receive sufficient instructional attention. Schools are able to vary instructional attention (including strategic use of staffing) to meet students' needs by providing high-quality instruction in smaller settings (e.g., class size reductions, push-in supports, and small group instruction).</p> <p>Higher Needs Access. Compared to proficient students, lower-performing students receive additional high-quality instructional attention (e.g., smaller class and group sizes and push-in supports) in the subjects they are behind in.</p>	<p>Class Size: Relative to the national average, CCSD offers class sizes that are slightly smaller in elementary schools and comparable in secondary schools.</p>	<p>Class Size: Students who scored below expectations on their standardized assessments experience slightly smaller class sizes than their meeting expectations peers. Acceleration schools provide students with smaller class sizes for the support classes that they offer.</p>	<ul style="list-style-type: none"> • Reduce group sizes by using staff strategically or invest significantly reduced class sizes for targeted subject areas or grades. • Adjust the funding/staffing formula to provide additional resources to schools based on student need – helping schools provide additional instructional time or attention, such as smaller group sizes or an extended school day/year.



Key Takeaways:

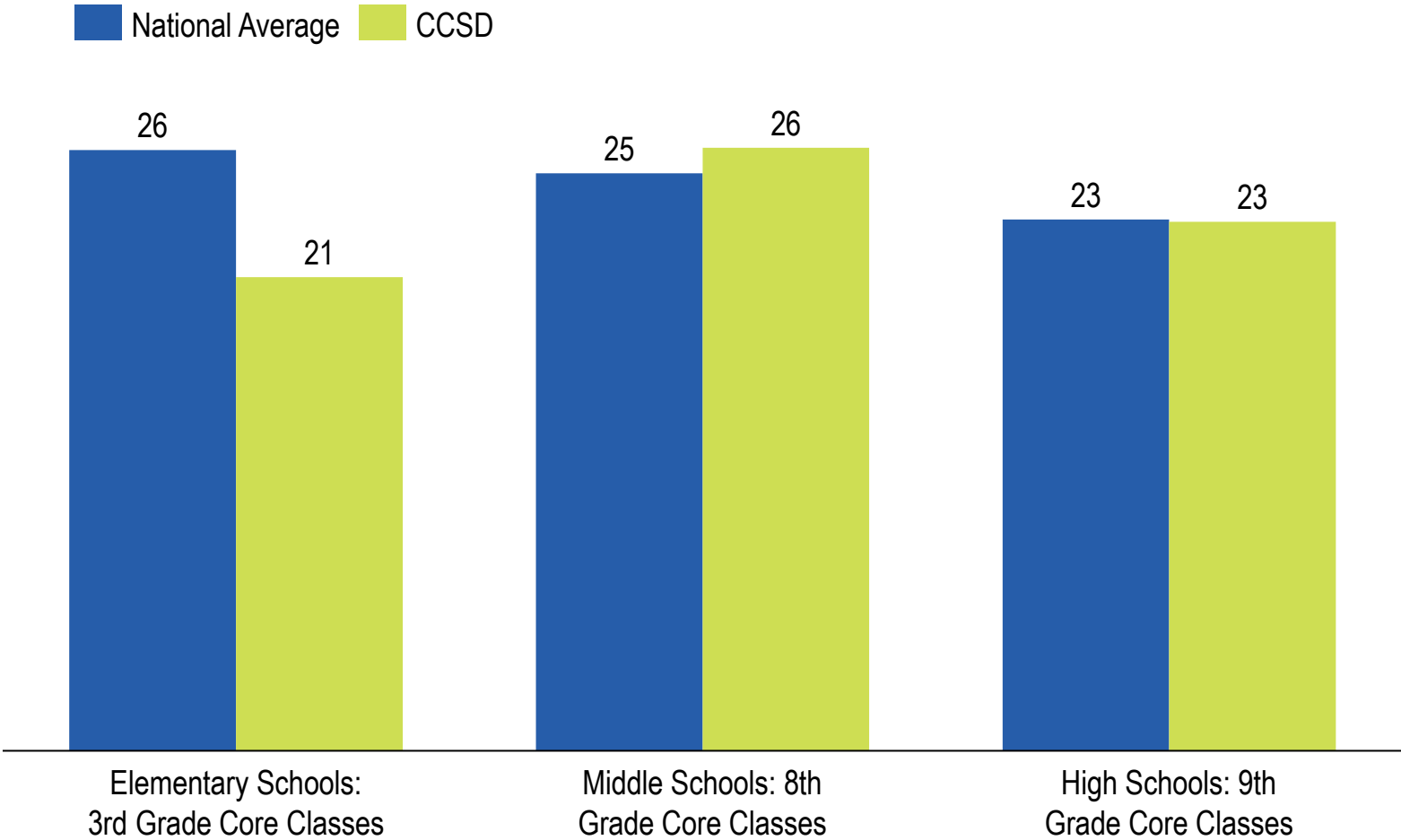
- Smaller class sizes coupled with other instructional practices can be a strategy to provide additional attention to the students who need extra support.
- For further investigation, assess whether smaller class sizes in elementary schools are strategically implemented, or if resources can be redirected to providing additional attention to higher need student groups.

How to Read this Chart:

- The class sizes reflected on this chart only represent that of core content, general education classes.

CCSD class sizes are comparable to the national average in secondary schools; elementary school classes are smaller than the national average

CCSD Class Size* vs. National Average (2021-22)

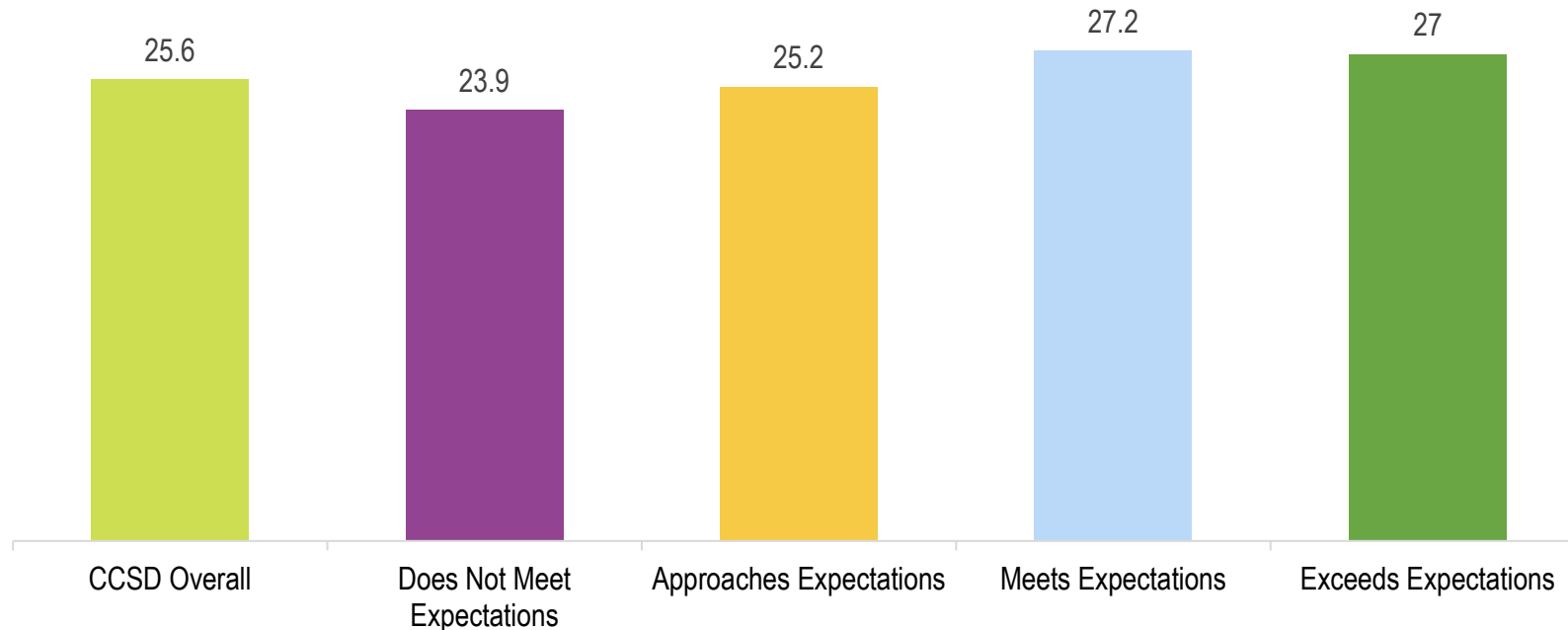


*Note: Select grade levels have been used to approximate school-level data; ES: 3rd grade | MS: 8th grade | HS: 9th grade
Sources: CCSD Course Schedule Data 2021-22, NCES 2017-18 class size averages



Zeroing in on 8th grade math, students who did not meet expectations in 7th grade experience slightly smaller classes in 8th grade than peers who scored above expectations

Experienced Class Size by Student Proficiency Level – 8th Grade Math (2021-22)



Note: 8th grade math is used as a leading indicator for instructional time access. In a strategic system, we would expect to see students who lack proficiency in core subjects to have smaller classes in those subjects.

Key Takeaways:

- In an equitable system, students with higher academic needs receive more personalized attention through enrollment in smaller core-content classes.
- In CCSD, as measured by 8th grade math classes, class sizes are slightly smaller for students in the lowest proficiency categories

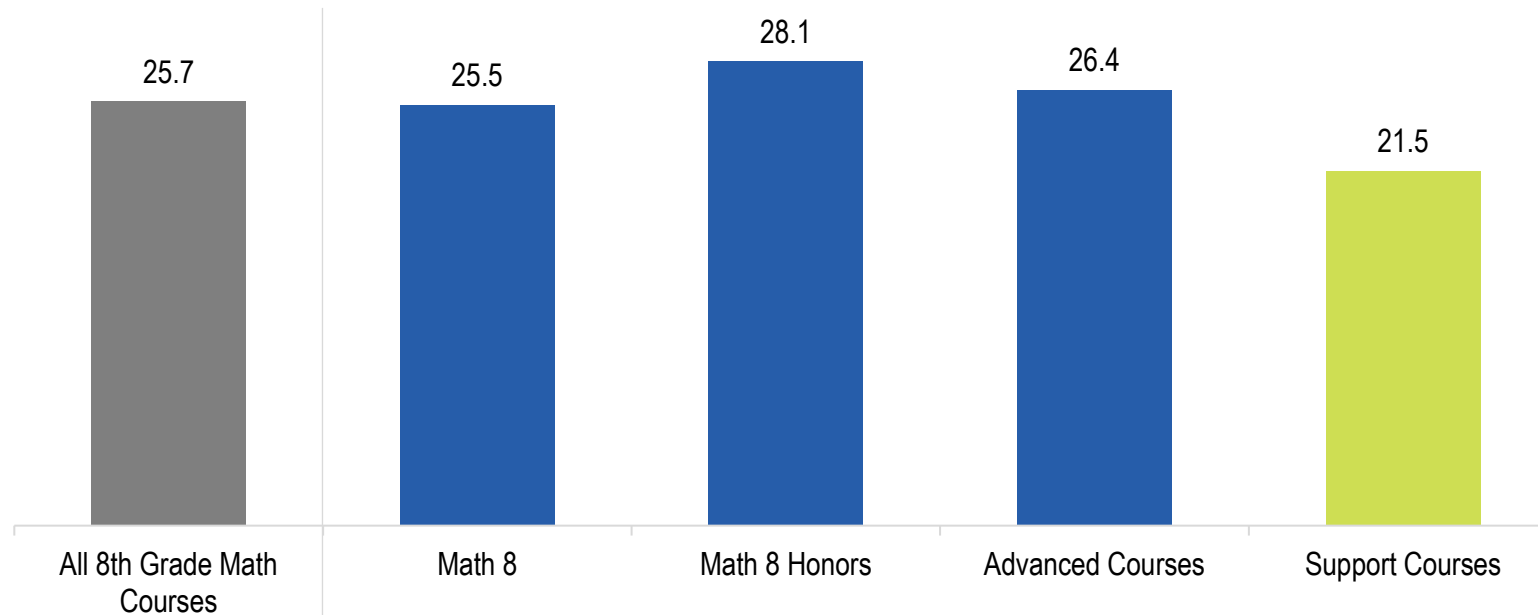
How to Read this Chart:

- 8th grade students performing at “exceeds expectations” experience math class sizes of 27 students



While there are slight differences in class size by core course offering, only support courses are notably smaller than the 8th grade math class size average

Experienced Class Size by Course Type – 8th Grade Math (2021-22)



Key Takeaways:

- Support classes are on average 21.5 students in comparison to advanced courses which on average are 26.4 students.
- Providing targeted attention to students in support classes can prove to be an effective strategy of improving student outcomes

How to Read this Chart:

- Each bar represents the average class size for students enrolled in a given 8th grade math course

Student Count	3111	1704	360	810	236
Courses Included		<ul style="list-style-type: none"> • Math 8 	<ul style="list-style-type: none"> • Math 8 Honors 	<ul style="list-style-type: none"> • Algebra I • Algebra I Honors • Geometry Honors 	<ul style="list-style-type: none"> • Math Assistance 8 • Math Support 8 • Foundations in Algebra

*This includes students who are enrolled in multiple math courses

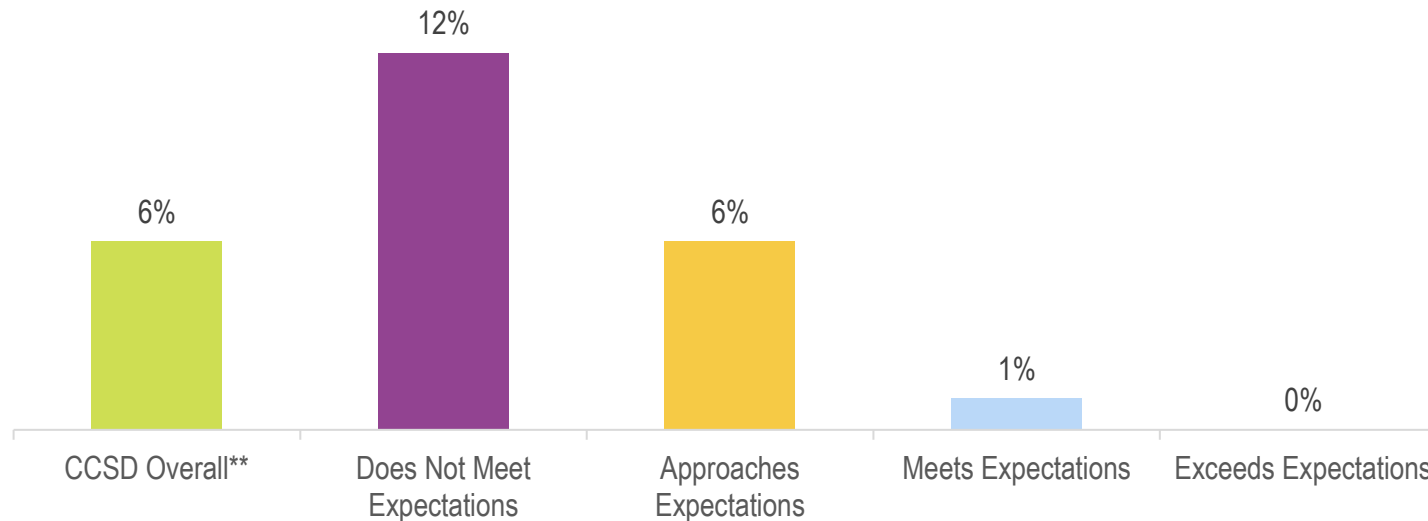
**This excludes self-contained special education classes

Sources: CCSD Course Schedule Data 2021-22, CCSD Student Proficiency Data



Although the lowest performing students are most often enrolled in support courses, only 6% of all 8th grade students are enrolled in supplementary math courses

% of Students Receiving 1 Additional Course in 8th Grade Math by Performance Level* (2021-22)



8 th Graders in Support Classes	173	85	38	3	0
Total 8 th Graders	2885	711	629	396	655

Note: 8th grade math is used as a leading indicator for instructional time access. In a strategic system, we would expect to see students who lack proficiency in core subjects to have more time in those subjects.

*Supplemental courses include: Math Assistance 8, Math Support 8, Foundations in Algebra

**Includes students who do not have performance scores

Sources: Charleston County School District Course Schedule Data (2021-2022)

Key Takeaways:

- 12% of students who scored 'did not meet expectations' on their 7th grade test were enrolled in a math support class in 8th grade
- 6% of students who scored 'approaches expectations' on their 7th grade test were enrolled in a math support class in 8th grade
- **For continued investigation:** Determine whether students enrolled in support classes show out-sized learning growth relative to peers with similar performance. Consider whether this strategy should be more widely implemented

How to Read this Chart:

- 6% of 8th graders who performed at an "approaches expectations" level in 7th grade math are enrolled in a support math class to complement their core course



Key Takeaways:

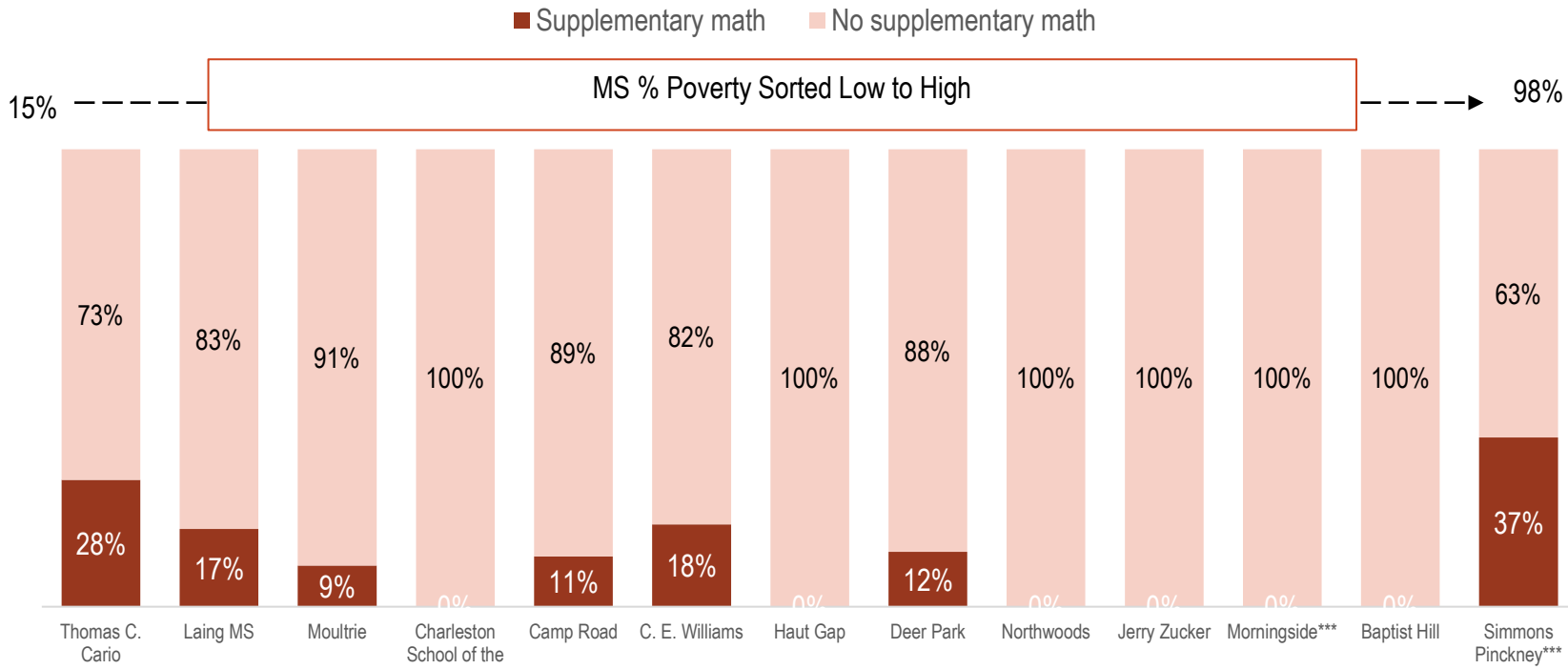
- A subset of middle schools are pursuing a strategy in which they provide support math classes in addition to the core courses for those students who need additional time in math
- There is not a clear correlation between student need profile and the likelihood of a school to offer supplemental math courses. Several schools with a high proportion of students in poverty do not offer support courses
- There is no clear correlation between the proportion of students who scored ‘does not meet expectations’ or ‘approaches expectations’ with the schools that offer support courses

How to Read this Chart:

- The % of students tagged to “supplementary math” represents the % of 8th graders who performed below expectations* enrolled in a math class outside of their core course.

The small proportion of students with access to support courses can be explained by the number of traditional schools that offer supplementary courses for low-performing 8th graders

% of Below Expectations Students* Receiving 1 Supplemental Course** in 8th Grade Math by School (2021-22)



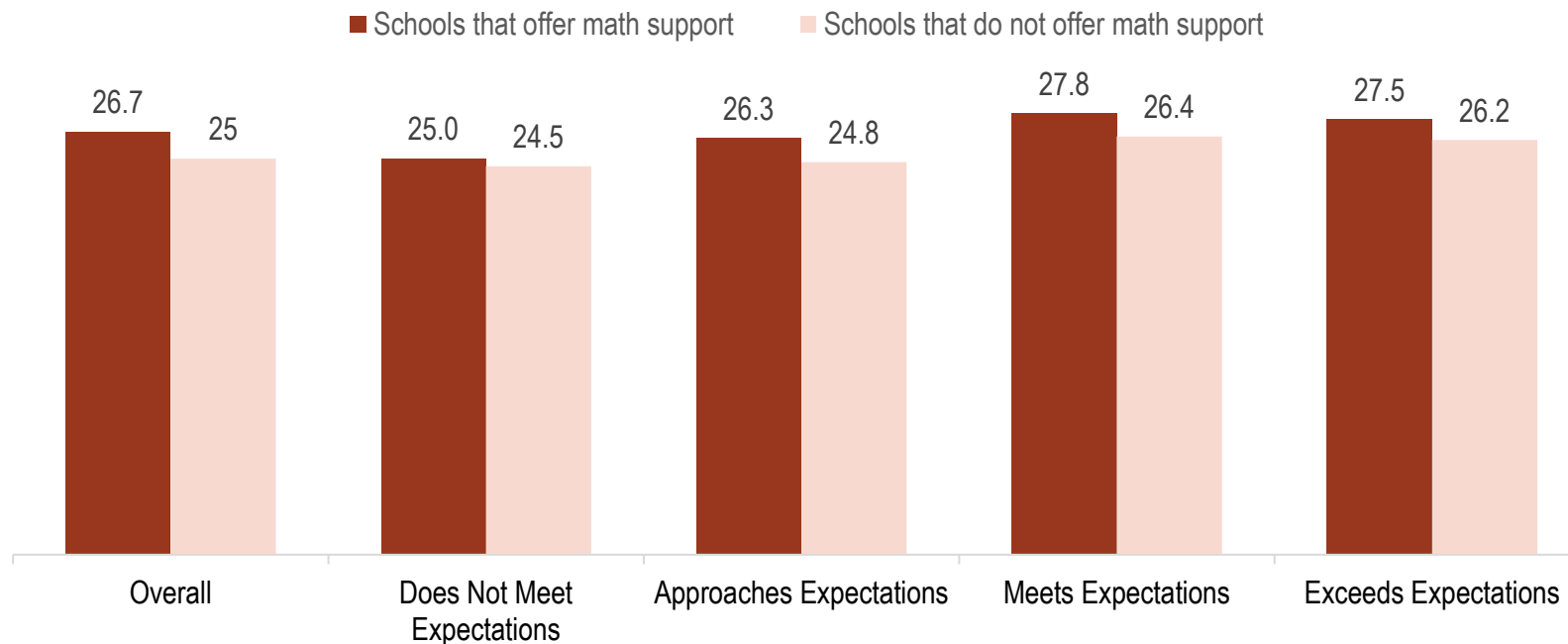
# of 8 th Graders	371	333	310	140	258	417	157	103	261	156	210	96	73
% Below Expectations	27%	30%	31%	21%	48%	74%	59%	92%	88%	93%	93%	95%	98%

*Does not meet expectations, Approaches expectation
 **Supplemental courses include: Math Assistance 8, Math Support 8, Foundations in Algebra
 ***Acceleration School Designation
 Sources: Charleston County School District Course Schedule Data (2021-2022)



Schools that do not offer support classes for their 8th grade students have slightly smaller math class sizes than schools that provide support classes

Experienced Class Size by Student Performance Level – 8th Grade Math (2021-22)



Note: 8th grade math is used as a leading indicator for instructional time access. In a strategic system, we would expect to see students who lack proficiency in core subjects to have smaller classes in those subjects.

Key Takeaways:

- CCSD schools provide different forms of support to their lower-performing students, either in the form of supplementary courses or in the form of lower class sizes.
- However, it's important to ensure that if small classes are the strategy, class sizes must be sufficiently staffed to provide attention to the students who need it most



Key Takeaways:

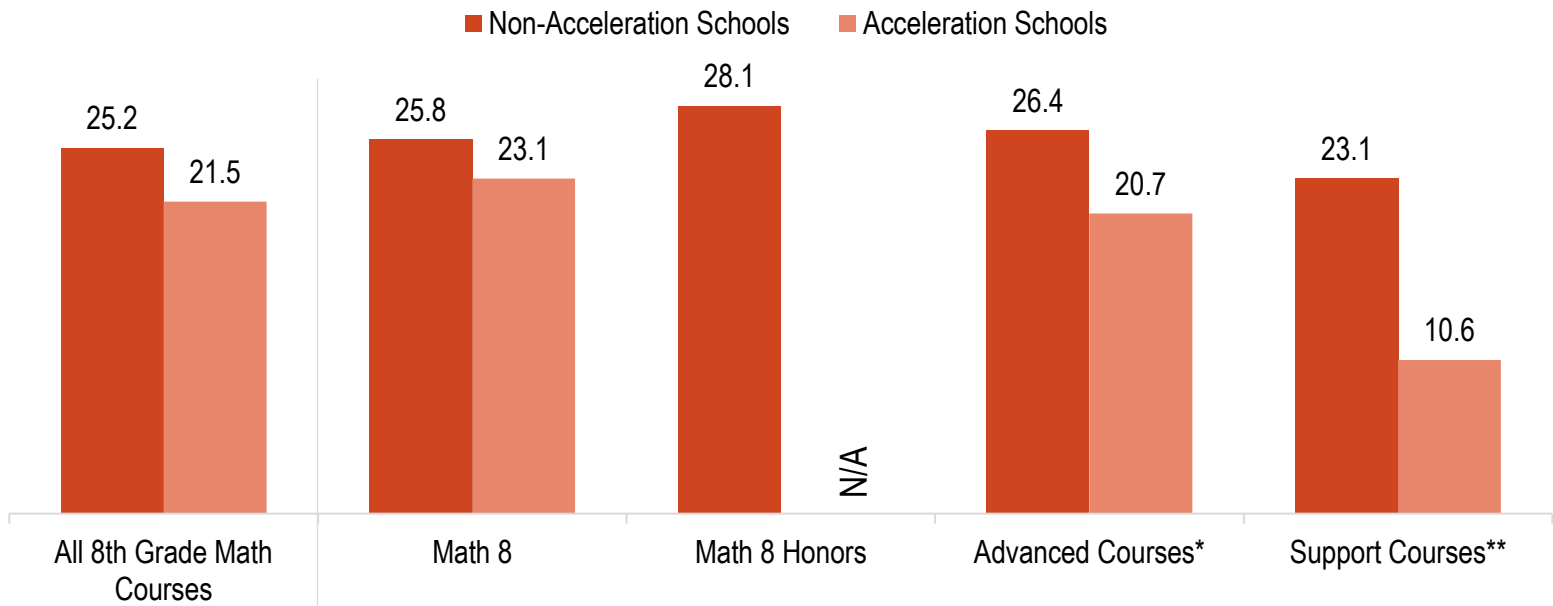
- Simmons Pinckney, one of the two acceleration schools, has a lower student:teacher ratio in 8th grade than the other CCSD middle schools, allowing for reduced class sizes. While Morningside MS does not offer math support classes, it does have a slightly lower student:teacher ratio than non-acceleration middle schools.

How to Read this Chart:

- Each bar represents the average class size for students enrolled in a given 8th grade math course

Acceleration schools have smaller class sizes in all math classes; in particular, their support classes are ~1/2 the size of their non-acceleration peers

Experienced Class Size by Course Type – 8th Grade Math (2021-22)



Student Count:

	All 8th Grade Math Courses	Math 8	Math 8 Honors	Advanced Courses*	Support Courses**
Non-Acceleration	2945	1462	360	782	206
Acceleration	315	248	-	35	30

*Advanced courses: Algebra I, Algebra I Honors, Geometry Honors; **Support Courses: Math Assistance 8, Math Support 8, Foundations in Algebra
 Note: This includes students who are enrolled in multiple math courses | This excludes self-contained special education classes
 Sources: CCSD Course Schedule Data 2021-22, CCSD Student Proficiency Data 2020-21



Dimension 6:

Positive & Inviting School Climate

Key Question 1:
Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

Key Question 2: Does each student have positive relationships with staff and other students?*

Key Question 3: Does each student have access to effective social-emotional learning opportunities?

Key Question 4: Does each student attend a school that actively and meaningfully engages families?

**Quantitative data not available for analysis.*

Positive & Inviting School Climate

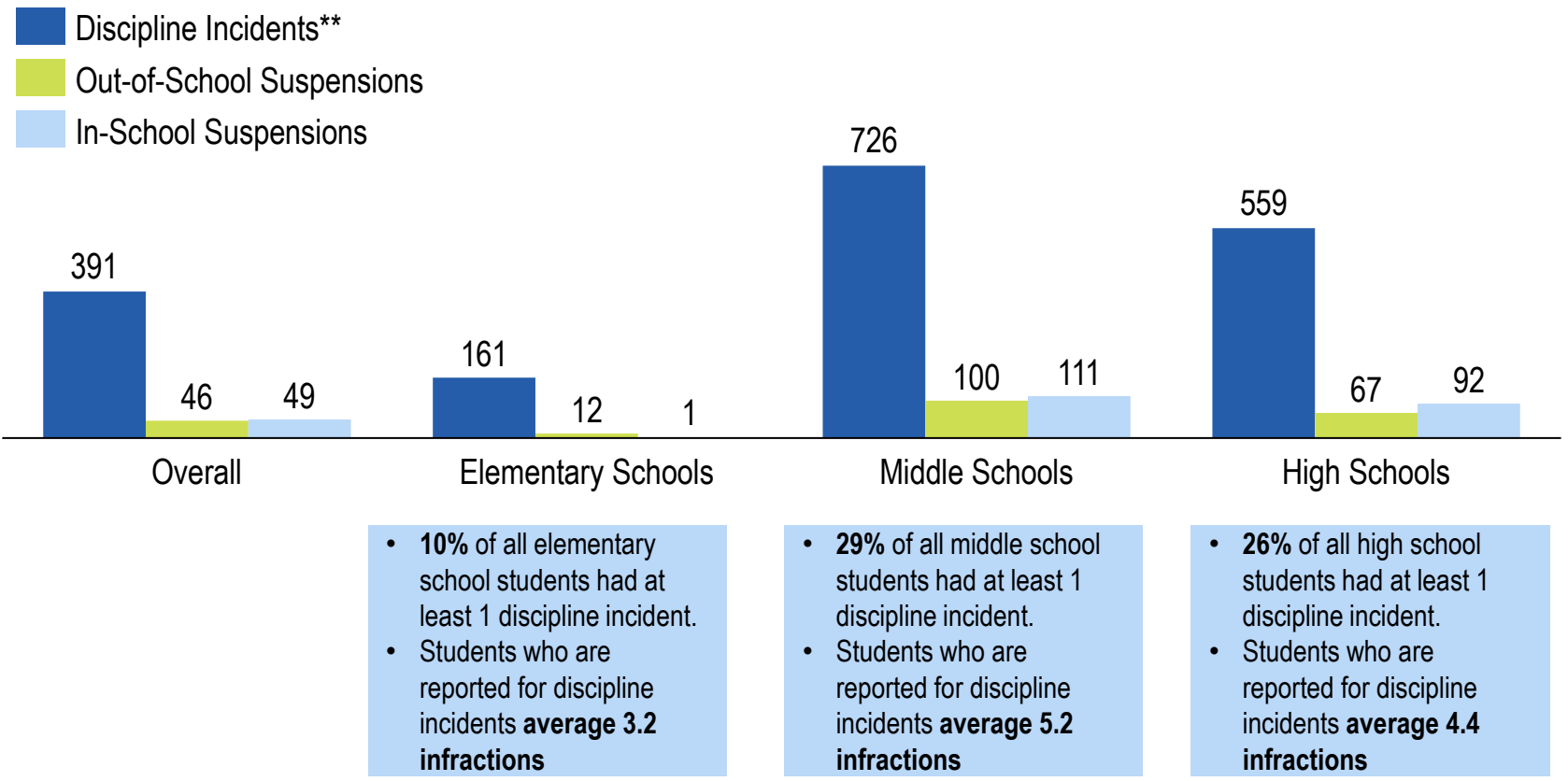


Key Question	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps
<p>1. Safe School With Transparent, Culturally Sensitive, And Consistently Enforced Rules And Discipline Policies</p> <p>Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?</p>	<p>Discipline Rates by School Level: So far this year, middle schools have the highest discipline and suspension rates relative to elementary and middle schools; for every 500 students, there are 726 discipline incidents and 100 out-of-school suspensions in middle schools.</p>	<p>Discipline Rates by Race/Ethnicity: Black students are reported for discipline incidents at 7x the rate of white students and are suspended at 10x the rate of white students</p> <p>Discipline Rates by Poverty: Schools with higher proportions of students in poverty have a higher rate of discipline incidents per 500 students.</p>	<ul style="list-style-type: none"> Partner with staff, students, and families to dedicate time for building relationships in the school community and addressing culture and climate concerns. Provide clear guidance and targeted support to staff around implementing discipline practices that minimize lost learning time for all students that avoid temporarily or permanently removing students from the classroom or school.
<p>2. Positive Relationships With Staff And Other Students</p> <p>Does each student have positive relationships with staff and other students?</p>	<p>Survey Data: Scores for climate and teacher:student relationships are higher in grades 3-5 than in grades 6-12.</p>	<p>Survey Data: Scores for climate and teacher:student relationships in schools decline as the proportion of students in poverty increases</p>	<ul style="list-style-type: none"> Analyze future climate assessments by relevant student and school demographics, like discipline incidents, to monitor students' perceptions and shift resources to schools with lower climate scores.
<p>3. Effective social-emotional learning opportunities</p> <p>Does each student have access to effective social-emotional learning opportunities?</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.
<p>4. Active and Meaningful Family Engagement</p> <p>Does each student attend a school that actively and meaningfully engages families?</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> Analyze future climate assessments by relevant student and school demographics, like discipline incidents, to monitor parents' perceptions and shift resources to support engaging families through multiple modes and in their home languages

In Fall of SY 2021-22, for every 500 students at CCSD schools, 391 discipline incidents were identified, with middle schools reporting the highest incident rates



CCSD Average Number of Discipline Incidents per 500 Students in Home Schools by School Type (Fall 2021)*



Key Takeaways:

- Discipline incidences are concentrated in middle and high schools.
- In middle schools, for every 500 students, there are 100 out-of-school suspensions.
- A fraction of the student population is driving the number of incidences at each school-level.
- For further examination, investigate the high rate of discipline incident rates in middle schools.

How to Read this Chart:

- For every 500 students, 391 discipline incidents were recorded

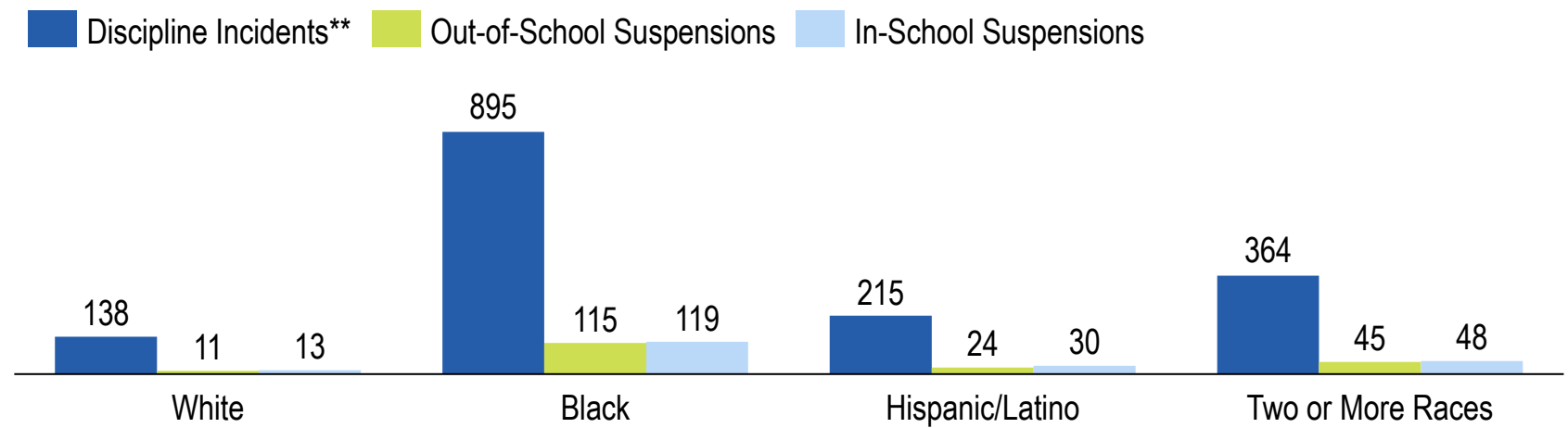
*Excludes program schools, which generally have higher rates of discipline incidents

**Includes: Alternative Placement, Arrested, Behavior Intervention, Behavior Threat Assessment, Behavioral Contract/Plan, Bus Suspension, Call to Law Enforcement, Call to Parents, Community Service/Work Detail, Conference, Confiscated, Detention, Expulsion, Hearing, Home Visit, IDEA IAES, In-School Suspension, Intervention Plan, Letter to Parent, Out of School Suspension, Payment for Damages, Probation, Recommended for Expulsion, Referral, Restraint, Truancy Contract, Warning, Withdrawal of Privileges, Withdrawal Prior to Intervention

Source: CCSD Discipline Data Fall SY2122

Black students are reported for discipline incidents at 7x the rate of white students and are suspended at 10x the rate of white students

CCSD Average Number of Discipline Incidents per 500 Students in Home Schools by Race/Ethnicity (Fall 2021)*



- **2%** of all White students had at least 1 out-of-school suspension.
- White students who were suspended **averaged 1.5 suspensions**

- **14%** of all Black students had at least 1 out-of-school suspension.
- Black students who were suspended **averaged 1.8 suspensions**

- **4%** of all Hispanic students had at least 1 out-of-school suspension.
- Hispanic students who were suspended **averaged 1.4 suspensions**

- **5%** of all students of 2 or more races had at least 1 out-of-school suspension.
- Students who were suspended **averaged 1.8 suspensions**

Number of Students: 21,964 13,361 5,372 1,347

*Excludes program schools, which generally have higher rates of discipline incidents

**Includes: Alternative Placement, Arrested, Behavior Intervention, Behavior Threat Assessment, Behavioral Contract/Plan, Bus Suspension, Call to Law Enforcement, Call to Parents, Community Service/Work Detail, Conference, Confiscated, Detention, Expulsion, Hearing, Home Visit, IDEA IAES, In-School Suspension, Intervention Plan, Letter to Parent, Out of School Suspension, Payment for Damages, Probation, Recommended for Expulsion, Referral, Restraint, Truancy Contract, Warning, Withdrawal of Privileges, Withdrawal Prior to Intervention

Source: CCSD Discipline Data Fall SY2122

Key Takeaways:

- While Hispanic students have only ¼ the number of discipline incidents and suspensions as Black students, they still have twice the rate of incidents and suspensions at white students.
- For every 500 students of two or more races, there are 45 out-of-school suspensions relative to 11 for every 500 white students

How to Read this Chart:

- For every 500 white students, 138 discipline incidents were reported

Middle schools and high schools with higher concentrations of poverty tend to have more discipline incidents than lower need schools



CCSD Number of Out of School Suspensions per 500 Students by % Students in Poverty (Fall 2021)

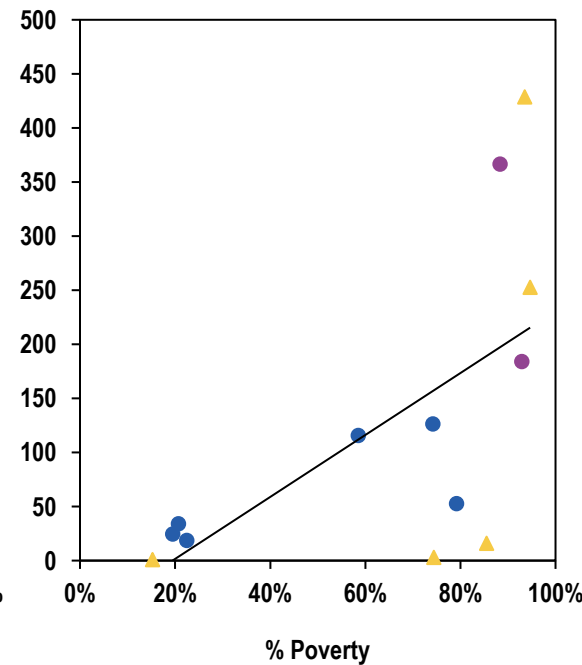
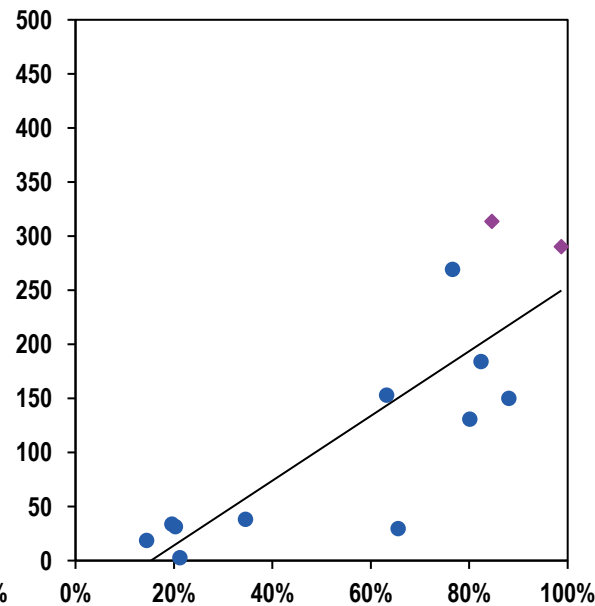
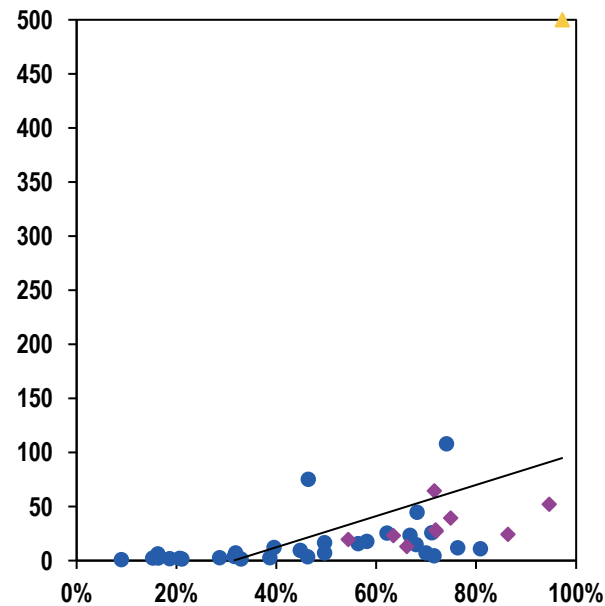
● Traditional ◆ Acceleration ▲ Program

Elementary Schools

Middle Schools

High Schools

OSS Rate per 500 Students



Key Takeaways:

- As the proportion of students in poverty increases, the number of suspensions per 500 students increase in MS and HS
- For continued investigation: evaluate discipline rates at the individual student level to better understand the relationship between discipline rates and student demographics.

How to Read this Chart:

- Each dot represents an individual school
- Y-axis (Vertical): the number of discipline incidents per 500 students (e.g. 200 means that for every 500 students, there are 200 incidents)
- X-axis (Horizontal): the proportion of students in poverty



Dimension 6:

Positive & Inviting School Climate

Key Question 1: Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

Key Question 2*:
Does each student have positive relationships with staff and other students?

Key Question 3: Does each student have access to effective social-emotional learning opportunities?

Key Question 4: Does each student attend a school that actively and meaningfully engages families?

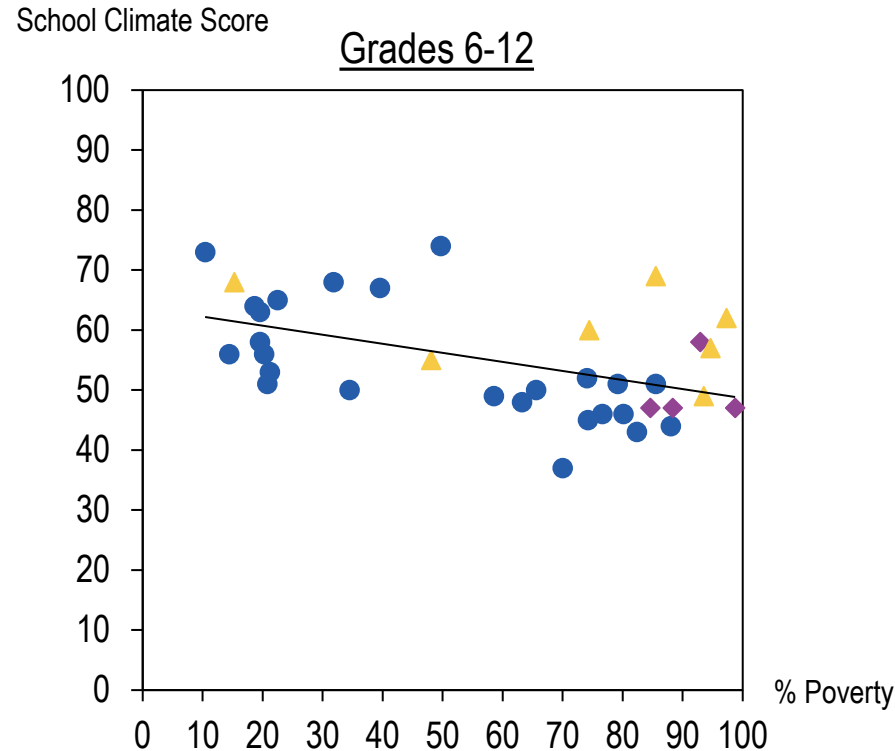
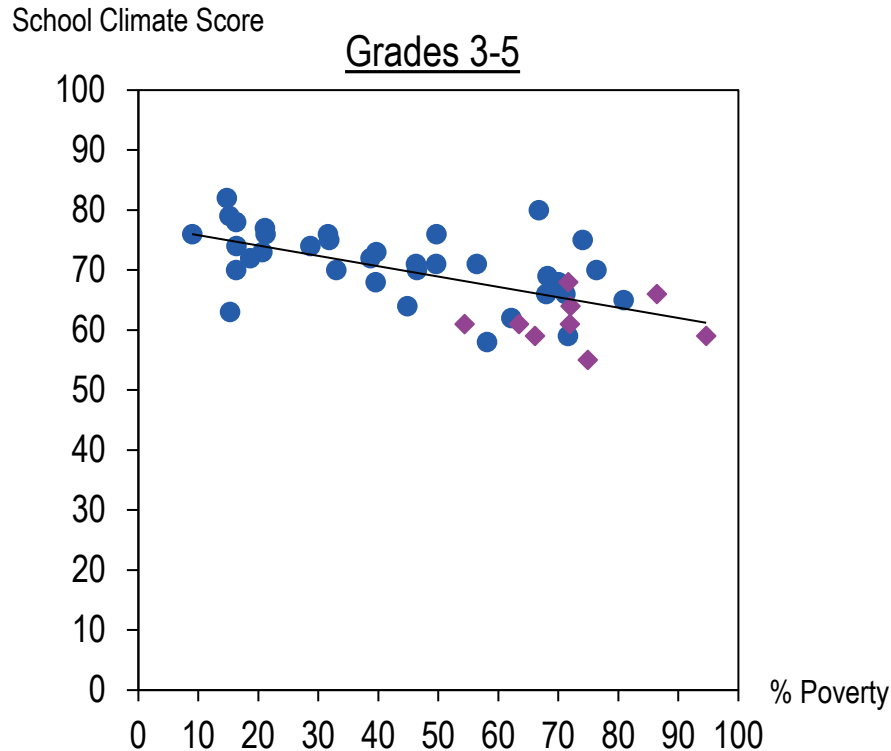
**Quantitative data not available for analysis.*

School climate scores are lowest in the district's higher poverty schools



School Climate Scores by % Poverty and School Type

● Traditional ◆ Acceleration ▲ Program



Key Takeaways:

- Schools with higher concentrations of students in poverty tend to receive lower school climate scores than the district's lowest poverty schools.
- CCSD schools serving grades 6-12 tend to have lower school climate scores than the district's elementary schools.
- Across both grade spans, acceleration schools have the lowest average school climate scores (~62 in grades 3-5 and ~50 in grades 6-12).

How to Read this Chart:

- Each point represents one school.

School climate scores are lowest in the district's higher poverty schools

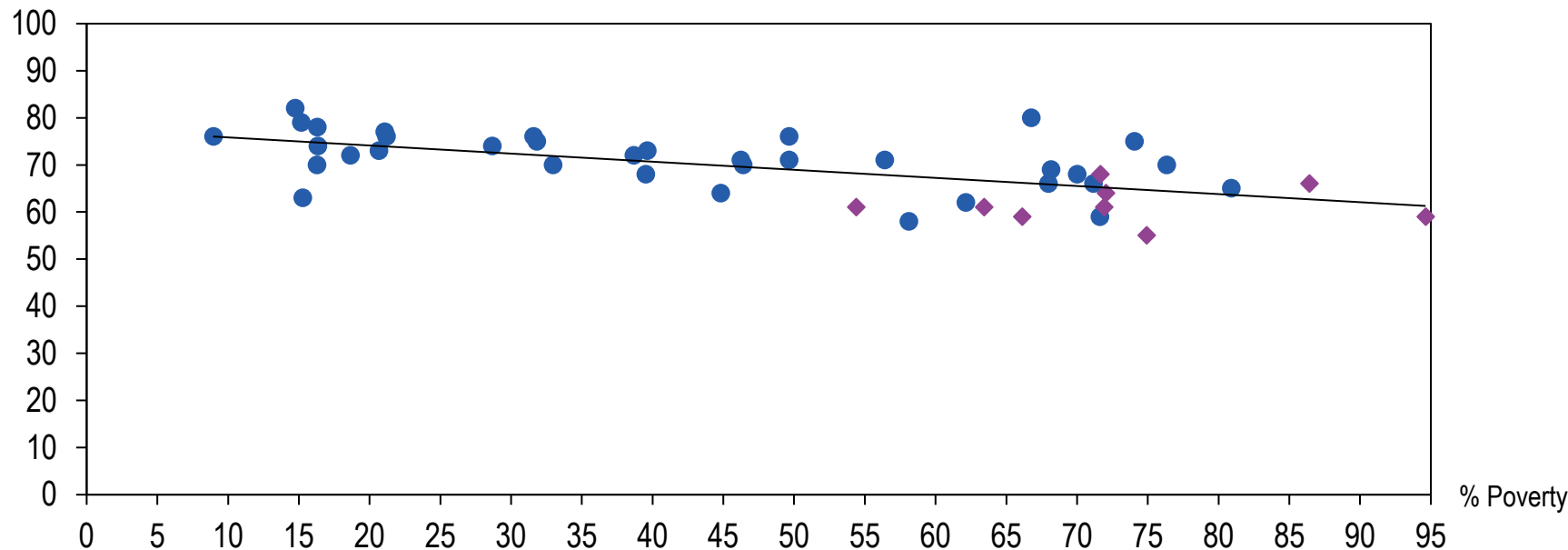


Key Takeaways:

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- CCSD schools serving grades 6-12 tend to have lower school climate scores than the district's elementary schools.
- Across both grade spans, acceleration schools have the lowest average school climate scores (~62 in grades 3-5 and ~50 in grades 6-12).

School Climate Scores by % Poverty and School Type

School Climate Score



How to Read this Chart:

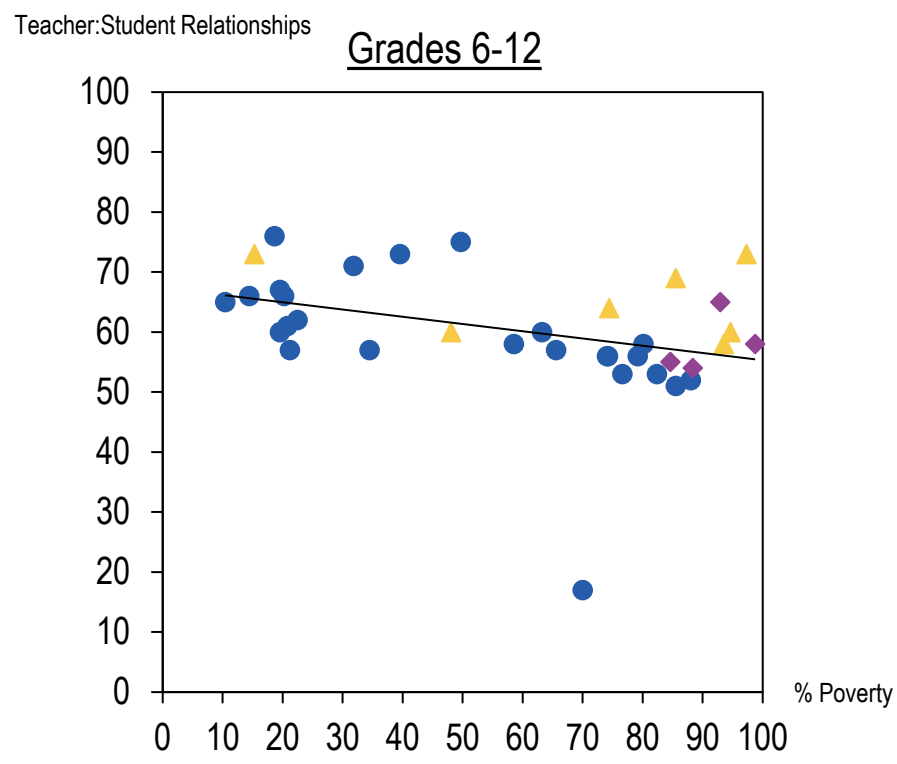
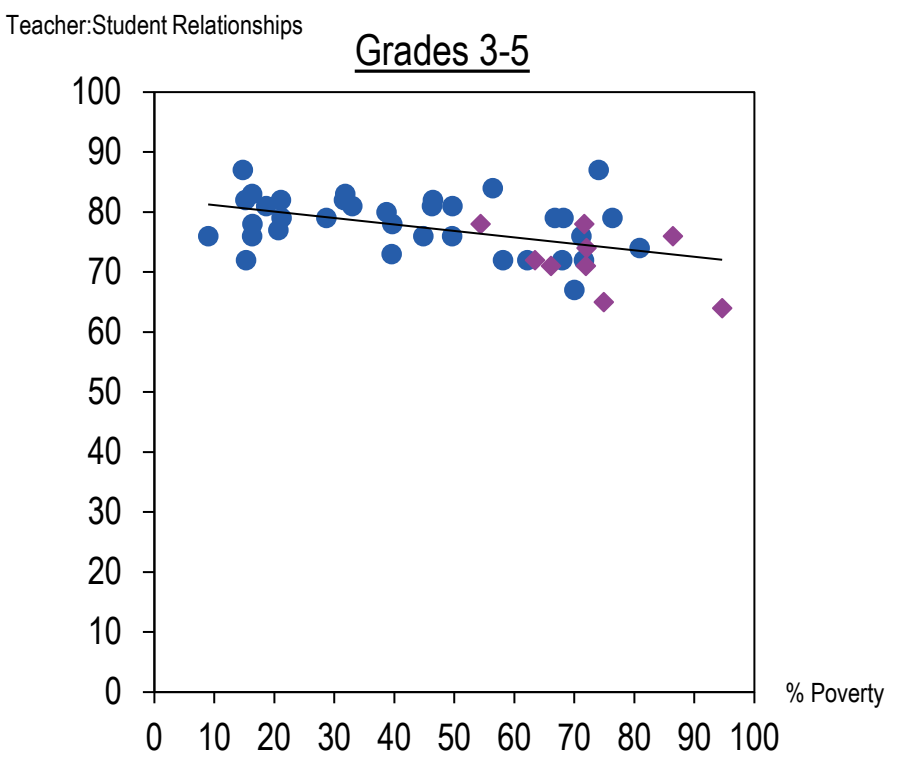
- Each point represents one school.

Teacher:student relationship scores also tend to be lower in the district's higher poverty schools



Teacher:Student Relationship Scores by % Poverty

● Traditional ◆ Acceleration ▲ Program



Key Takeaways:

- Schools with higher concentrations of students in poverty tend to receive lower teacher:student relationship scores than the district's lower poverty schools.
- CCSD schools serving grades 6-12 tend to have lower teacher:student relationship scores than the district's elementary schools.
- In grades 6-12, CCSD program schools tend to have above-average teacher:student relationship scores relative to other schools serving the same levels of students in poverty

How to Read this Chart:

- Each point represents one school.



Dimension 7:

Student Supports & Intervention

Key Question 1: Does each student who needs targeted social-emotional support receive it?

Key Question 2: Does each student who needs targeted physical and mental health support receive it?

Key Question 3: Does each student who needs targeted family support receive it?

Key Question 4: Does each student have access to effective guidance to support post-secondary success?

Next Steps: Review our [Resource Equity Diagnostic](#) and [District Guidebooks](#) to assess your current state and explore potential actions.

Student Supports & Interventions



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
1. Social Emotional Support Does each student who needs targeted social-emotional support receive it?	<p>Foundations For Excellence: Schools in our district provide social-emotional supports to students who need them that go beyond what teachers integrate into their instruction—including differentiated strategies and specialized interventions with service providers in or outside of the classroom.</p> <p>Higher Needs Access: In our district, students with higher needs and students of color who need social-emotional supports are at least as likely as their peers to receive appropriate targeted supports.</p>	<p>Psychologists & Behavior Specialists: Compared to national recommendations, CCSD has fewer psychologists per 500 students (0.4 vs. 0.75) ; however, ESSER III investments will increase staff by 10 FTE, and the district employs 77 FTE Behavior Specialists.</p> <p>Social Workers: Compared to national recommendations, CCSD is understaffed for social workers (1.25 FTE/500 vs. 0.2 FTE/500); ESSER III investments will increase staff to 0.4 FTE/500.</p>	<p>Behavior Specialists by Discipline Incidents: Elementary schools with higher rates of discipline incidents have higher behavior specialist staffing ratios. This association still holds, but is not as clear, in middle and high schools.</p>	<ul style="list-style-type: none"> • When developing staffing plans for the ESSER-funded social workers and psychologists, CCSD could consider schools with high rates of poverty. • Develop a sustainability plan to address a decline in psychologist staffing ratios post-ESSER.
2. Physical/Mental Health Does each student who needs targeted physical and mental health support receive it?	<p>Foundations For Excellence: Schools across our district provide additional physical and mental health supports to students who need it, which may include differentiated strategies and specialized interventions that take place with service providers in or outside of the classroom</p> <p>Higher Needs Access: In our district, students with higher needs and students of color who need physical or mental health supports are at least as likely as their peers to receive appropriate targeted supports.</p>	<p>Nurses: CCSD exceeds the national recommendation for Nurses (1.0 vs. 0.67).</p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> • Consider altering the reporting status of nurses such that their FTE is tagged to schools so that staffing ratios can be compared by school.

Student Supports & Interventions



Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our <u>District Guidebooks</u></i>
<p>3. Family Support Does each student who needs targeted family support receive it?</p>	<p>Foundations For Excellence: Schools across our district provide additional family supports for students who need it, such as parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community. These supports may include direct support from specialized school personnel or partnerships with external providers.</p> <p>Higher Needs Access: In our district, students with higher needs and students of color who need family supports are at least as likely as their peers to receive appropriate targeted supports, such as parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community</p>	<p>Family Support Professionals: CCSD employs 67 full-time family support professionals. These professionals are primarily staffed in elementary and middle schools.</p>	<p>Family Support Professionals by % poverty: Schools with higher rates of poverty and acceleration schools generally have higher rates of school-reported family support staff.</p>	<ul style="list-style-type: none"> Investigate how best to engage families at schools that are not staffed with a parent educator or parent liaison and have high levels of student need.
<p>4. Post-Secondary Support Does each student have access to effective guidance to support post-secondary success?</p>	<p>Foundations For Excellence: Our district has a systematic approach to integrating college and career readiness counseling (that includes aspiration, exploration, and planning) throughout all grade levels. Students have sufficient access to college and career counselors to help them succeed after graduation.</p> <p>Higher Needs Access: In our district, students with higher needs are more likely than their peers to have access to effective guidance that supports post-secondary success, including dedicated time with college and career counselors. Students of color are at least as likely as their peers with similar needs to have access to effective guidance to support post-secondary success.</p>	<p>Guidance counselors: Compared to the national recommendation of 2.0 guidance counselors/500 students, CCSD employs 1.6 guidance counselors/500 students in high schools.</p>	<p>Guidance Counselors by % poverty: Secondary schools with higher rates of poverty do not have higher guidance counselor staffing ratios. However, program schools do see much higher guidance counselor staffing ratios with increasing rates of poverty.</p>	<ul style="list-style-type: none"> Collect and review data on the quantity and quality of guidance students receive within schools (including from surveys and focus groups) to determine whether students of all backgrounds have Higher Needs Access to postsecondary counseling.



Most nurses, psychologists, and social workers are not tagged to specific schools, making it challenging to identify which students and schools receive support from these staff

Support Position Category	FTE	%FTE Reported at Schools	Largest FTE Position	Other Positions Included (FTE)	ESSER Hires
Guidance Counselors	139	92%	Counselors (130)	Career Specialists, STEM to Career Specialists (9)	N/A
Nurses	104	0%	RNs (93)	Nurse Liaisons, LPNs (11)	N/A
Behavior Specialists	77	90%	Student Concern Specialists (62)	Behavior Interventionist, Prevention and Intervention Facilitator, Truancy Interventionist, Intervention Specialist, Prevention Specialist (15)	N/A
Family Support	67	51%	Parent Advocates (26)	Family Advocates, Parent Liaisons, Parent Educators, Family Services Specialists, Family & Community Engagement Officers (41)	N/A
Psychologists	42	1%	Psychologists (42)	N/A	10
Social Workers	15	17%	Social Workers (15)	N/A	25

Key Takeaways:

- Tagging positions and FTE to schools is a helpful practice towards greater transparency and understanding how resources are distributed across the district.
- Many family support specialists are not tagged to particular schools. Family advocates and family services specialists are tagged to the district while parent educators and parent liaisons are tagged to schools.
- Three of the 15 social workers are tagged to a school. In the HR data, Daniel Jenkins, Septima Clark, and Liberty Hill Academy all have one social worker specifically associated with their school.

How to Read this Chart:

- Data Note: ESSER hires not included here are 15 substance user counselors and 10 clinical counselors.

Primarily reported centrally



Dimension 7: Student Supports & Interventions

Foundations for Excellence

Higher Needs Access

Key Takeaways:

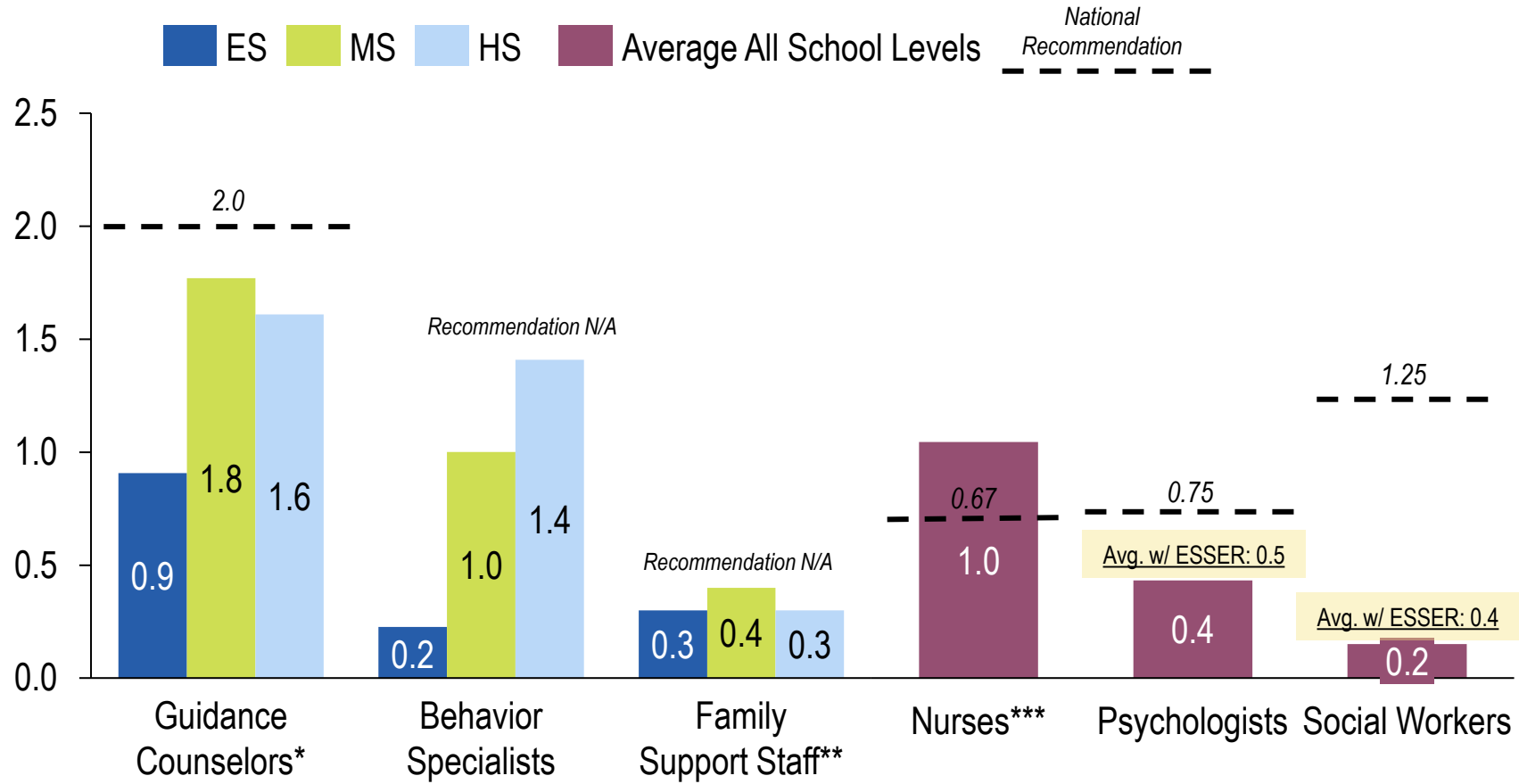
- CCSD plans on hiring 25 additional social workers and 10 psychologists through ESSER funds. Even with these positions, the staff:student ratio is less than national recommendations.
- CCSD staffs 77 behavior specialists and 67 family support professionals which may help fill in gaps in social worker and psychologist staffing levels.

How to Read this Chart:

- School level ratios not shown for support staff in purple because most employees are tagged to a central office location, and sites they serve could not be identified.
- The yellow rectangles for social workers and psychologists highlight the new average staffing ratios in CCSD after the district completes its hiring of staff funded through ESSER.
- The black dashed lines are recommended staffing ratios from the NASP and ACLU.****

Compared to national recommendations, CCSD has fewer social workers and psychologists even when including the additional staff hired with ESSER funds; however, behavior specialists and family support professionals may help fill in support gaps

APS Support Staff/500 Students by School Level SY 21-22



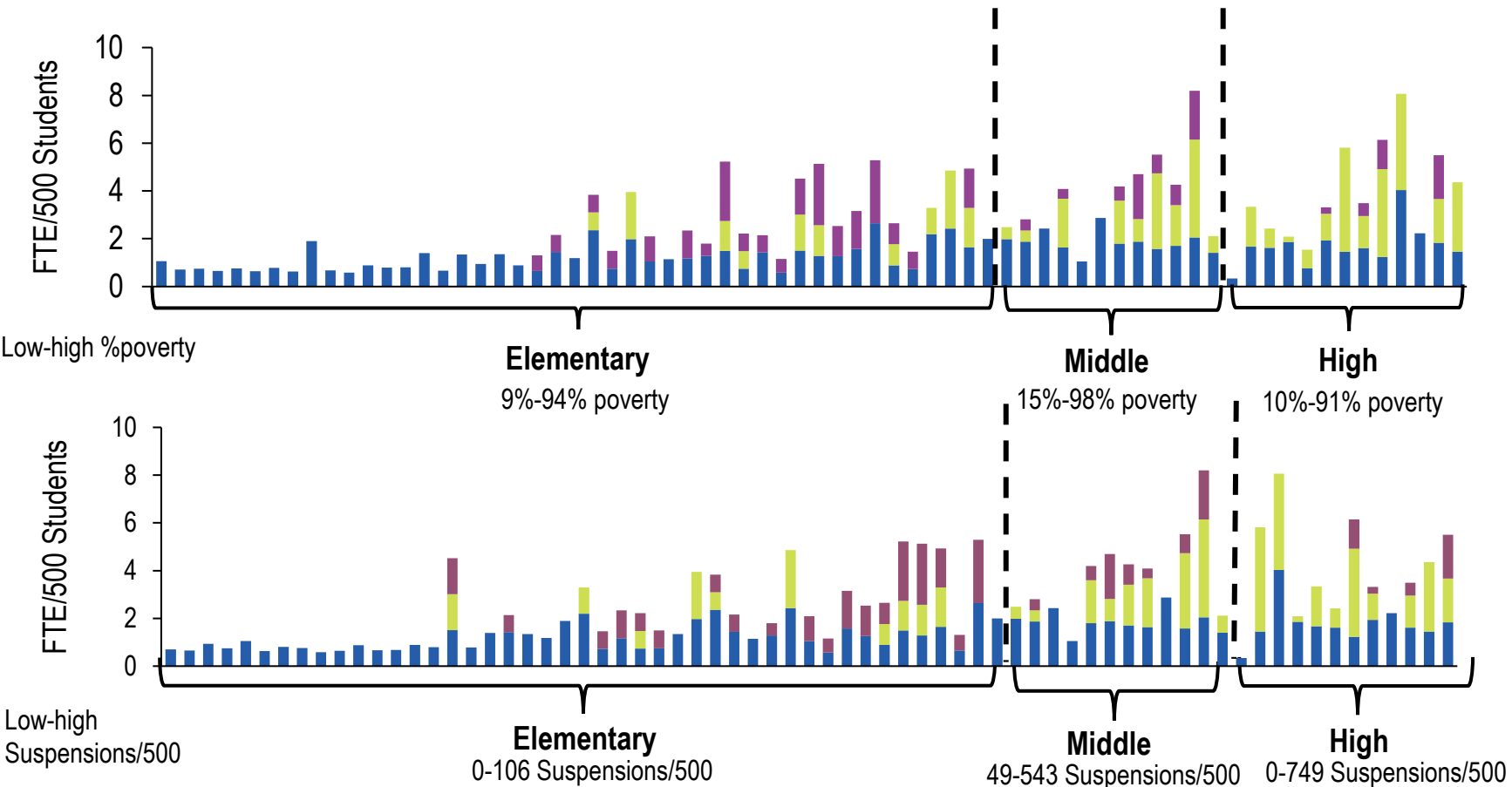
*Guidance Counselors include Counselors, Career Specialists, and STEM to Career Specialists
 **Family Support Staff only include parent educators and parent liaisons
 ***Nurses include RNs, Nurse Liaisons, and LPNs
 ****Recommendation for psychologists, social workers, and guidance counselors (NASP), Recommendation for Nurses (ACLU)
 Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22



Every school has at least one school-reported guidance counselor, while schools with higher % poverty and higher rates of suspensions generally have higher support staff ratios for family support professionals and behavior specialists

CCSD Support Staff/500 Students sorted by % poverty (top) and by suspensions/500 (bottom) SY 21-22

■ Guidance Counselors/500 ■ Behavior Specialists/500 ■ Family Support/500



Key Takeaways:

- Schools with higher % poverty and higher suspensions/500 often have more staff/500, but not always.
- Acceleration schools generally have higher rates of school-reported support staff than traditional schools.
- The average secondary school has 3.7 school-reported support staff/500 students while the average elementary school only has 2.0 school-reported support staff/500 students.
- See appendix for the distribution of each support position by need and school type

How to Read this Chart:

- Three schools were excluded from the plots: Septima Clark, Daniel Jenkins, and Liberty Hill. They are all program campuses that serve higher needs students with high levels of school-reported support staff/500 students (16, 25, and 81 respectively)



Dimension 8:

High-Quality Early Learning

Key Question 1: Does each student who needs more high-quality instructional time receive it?

High-Quality Early Learning

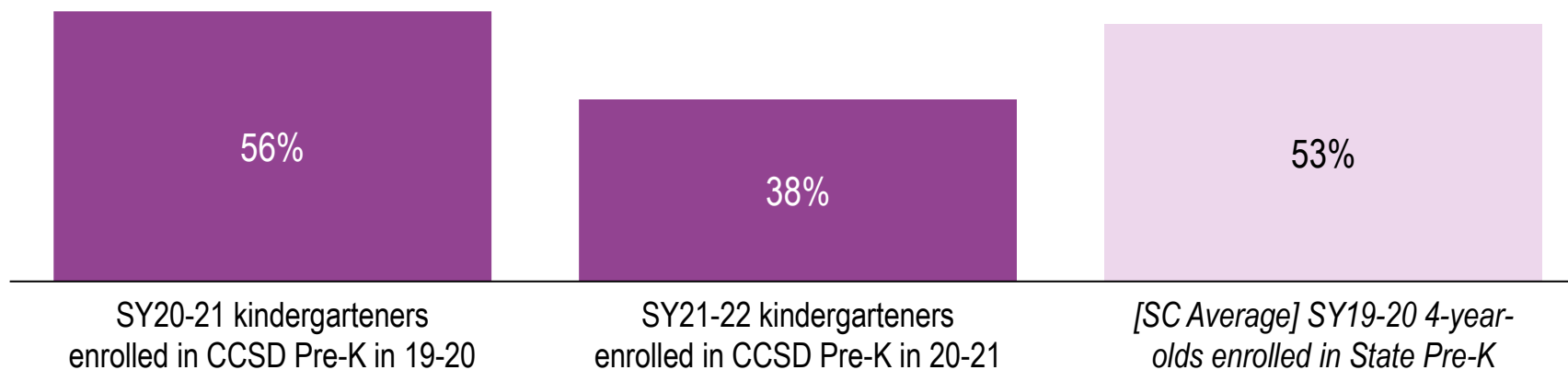


Key Question	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. High-Quality Preschool Programs Does each student have access to high-quality preschool programs?</p>	<p>Access to Early Learning: 38% of current CCSD kindergarten students received in-district Pre-K services in 2020-21; a significant decrease from the district’s pre-pandemic average (~56%).</p>	<p>Access to Early Learning: CCSD Pre-K4 and Pre-K3 serves a student population of 61% and 41% Black students, respectively, while only 28% of CCSD Kindergarteners are Black. Students experiencing poverty and SWD populations are also served at higher rates (5-15 percentage points higher). ELL Pre-K4 rates mirror the district’s Kindergarten population, but ELL Pre-K3 rates are 7 percentage points lower.</p>	<ul style="list-style-type: none"> • Seek continued input from families to ensure application and logistical processes are accessible and meeting student and family needs. • Conduct culturally and linguistically competent family engagement programs for families with infants and toddlers – especially for those whose home language is not English.



Before COVID, CCSD provided preschool services to about 55% of its Kindergarteners; after the pandemic, this rate dropped to 37% due to a significant decline in enrollment

% of CCSD Students Who Received APS Pre-K Services in Previous Year



% Change in Pre-K3, Pre-K4, and Kindergarten Enrollment

Year	19-20	20-21	21-22	% Change 19-20 to 21-22
3-year-old Pre-K Students	1,138	799	862	-24%
4-year-old Pre-K Students	2,367	1,570	1,794	-24%
Kindergarten Students	3,934	3,673	3,745	-5%

Key Takeaways:

- In SY20-21, CCSD’s rate of Pre-K4 enrollment for Kindergarteners was similar to the state average (56% vs. 53%).
- In SY21-22, CCSD’s rate of Pre-K4 enrollment for Kindergarteners declined to 38% because of declining Pre-K enrollment in SY20-21.
- CCSD serves a significant number of 3-year-olds in PreK (23% as a fraction of Kindergarteners in SY21-22 vs. a state average of 13%).
- Pre-K4 and Pre-K3 enrollment declines from SY19-20 to SY21-22 (24%) were much larger than that of Kindergarten (5%).

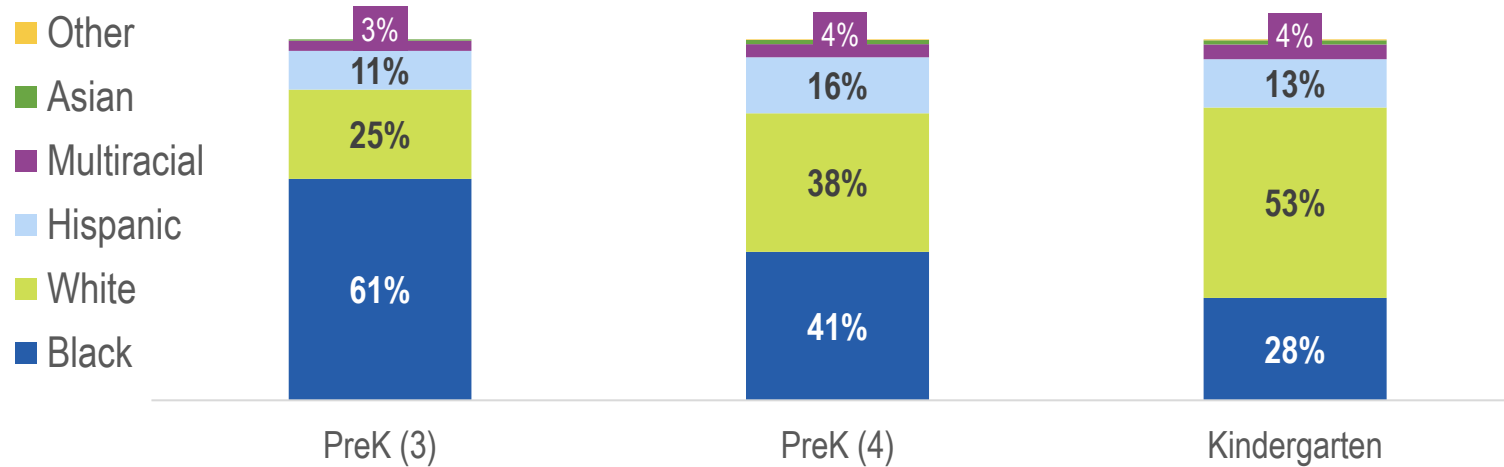
How to Read this Chart:

- The top chart illustrates the percent of students who were in Pre-K the prior year
- The bottom chart shows yearly enrollment

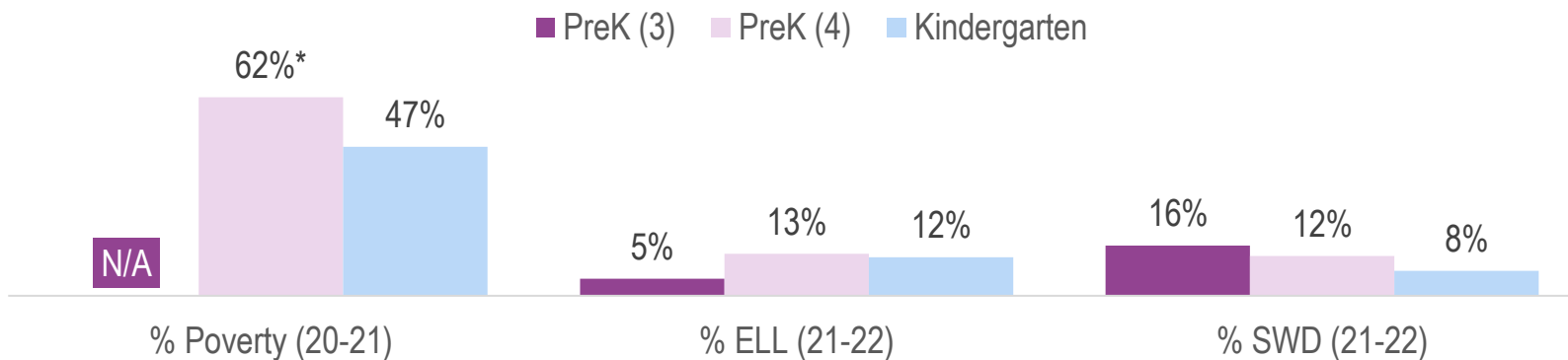


CCSD Pre-K serves a higher percent of Black students than CCSD Kindergarten; students experiencing poverty and SWD populations are also served at higher rates

Proportion of Pre-K and Kindergarten Students by Student Type (21-22)



Proportion of Pre-K and Kindergarten Students by Student Type



Key Takeaways:

- In SY21-22, 61% of Pre-K (3) and 41% of Pre-K (4) students are Black, while 28% of Kindergarteners are Black.
- In SY20-21 62% of CCSD Pre-K students who were in CCSD Kindergarten the following year, were identified as students experiencing poverty, which was higher than the 47% poverty rate for Kindergarten in SY20-21.
- There is a slightly higher rate of ELL Pre-K (4) students than Kindergarten students (13% vs. 12%), but only 5% of Pre-K (3) students are identified as ELL.
- There is a higher %SWD enrollment in Pre-K (3) and Pre-K (4) (16 and 12%) than in Kindergarten (8%).

How to Read this Chart:

- *Data Note: Poverty data not available for Pre-K, so poverty data for Kindergarteners in the following year was matched to Pre-K.



Dimension 9:

Learning Ready Facilities

Key Question 1: Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?

Quantitative data not available for analysis.

Key Question 2: Does each student have access to adequate equipment to facilitate student learning and meet student needs?

Quantitative data not available for analysis.



Executive Summary:

Learning Ready Facilities

Key Question	What to Look For	Foundations for Excellence <i>Is there enough of this resource at the system level?</i>	Higher Needs Access <i>Do students with higher needs have access?</i>	Next Steps <i>Explore potential actions in our District Guidebooks</i>
<p>1. Adequate Facilities</p> <p>Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?</p>	<p>Foundations for Excellence: The majority of school buildings in our district are safe and well-maintained.</p> <p>Higher Needs Access: Schools with greater proportions of students with higher needs or students of color are at least as likely as other schools to have facilities that are safe and well-maintained.</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.
<p>2. Adequate Equipment</p> <p>Does each student have access to adequate equipment to facilitate student learning and meet student needs?</p>	<p>Foundations for Excellence: Schools across our district have sufficient high-quality equipment that facilitates learning for all students. This includes science labs, technology, and appropriate classroom furniture.</p> <p>Higher Needs Access: Students with higher needs and students of color are at least as likely as their peers to have access to high-quality equipment that facilitates learning. This includes science labs, technology, and appropriate classroom furniture.</p>	<p><i>Quantitative data not available for analysis.</i></p>	<p><i>Quantitative data not available for analysis.</i></p>	<ul style="list-style-type: none"> Review our Resource Equity Diagnostic and District Guidebooks to assess your current state and explore potential actions.

Appendix



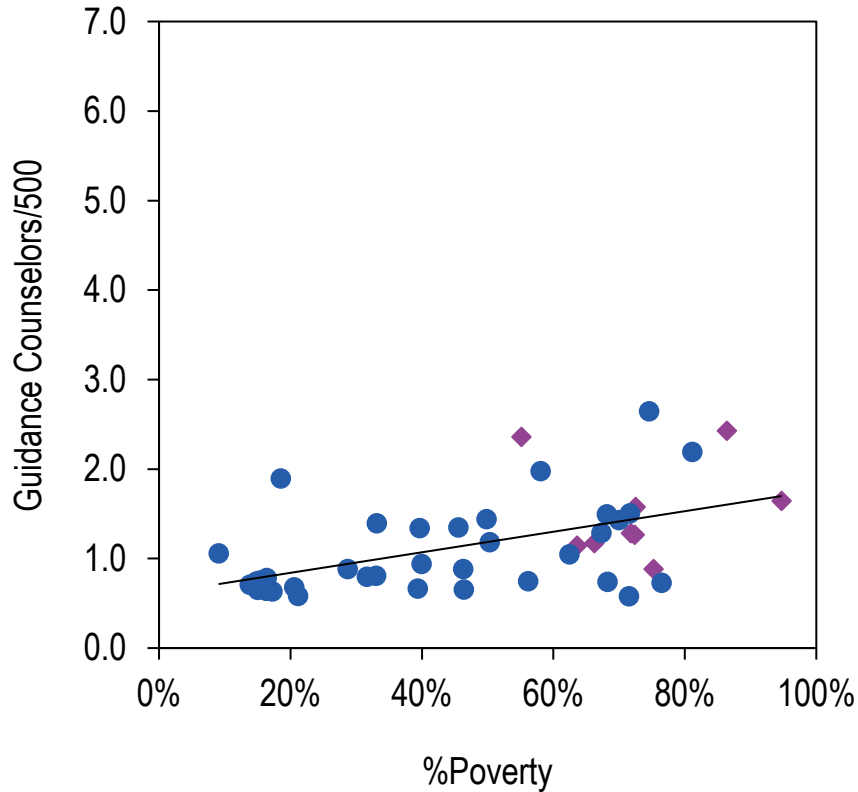


Schools with higher % poverty generally have higher guidance counselor staffing ratios; this is especially true for program schools

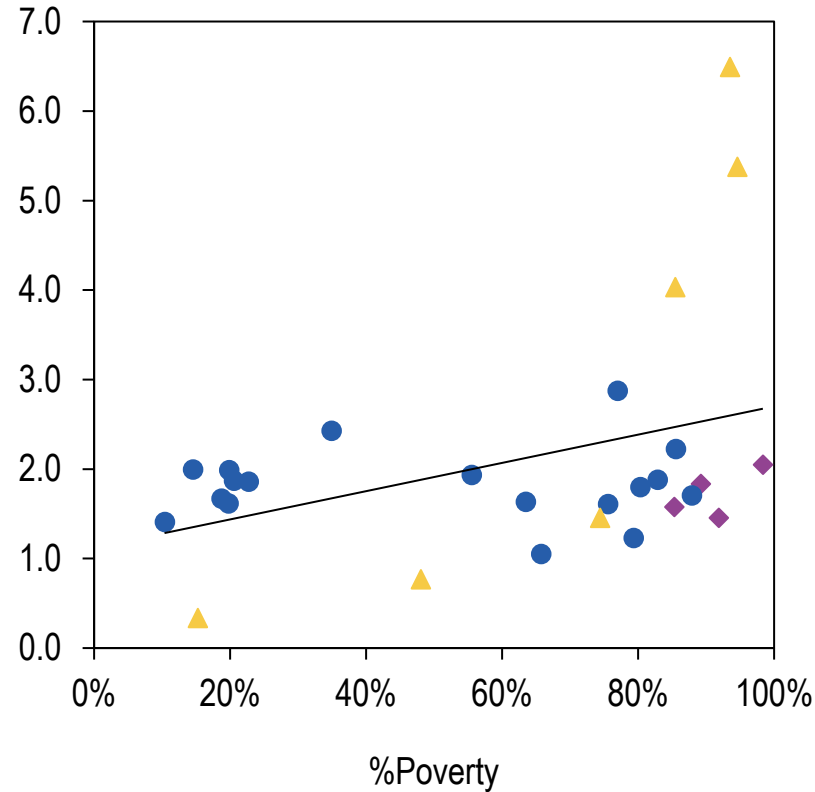
CCSD School-Reported **Guidance Counselors**/500 Students by % poverty SY 21-22

◆ Acceleration ● Traditional ▲ Program

Elementary Schools



Secondary Schools



Key Takeaways:

- In both elementary and secondary schools, there is a positive association between poverty rates and guidance counselor staffing ratios.
- Although acceleration elementary schools have higher guidance counselor staffing ratios than traditional elementary schools, acceleration secondary schools have similar guidance counselor staffing ratios as traditional secondary schools.
- The three program schools with the highest guidance counselor staffing ratios are Cooper River CAS, Septima P. Clark Academy, and Daniel Jenkins Academy.

How to Read this Chart:

- Each point represents a school. The purple diamond in the upper right corner of the elementary school chart represents an acceleration school with 86% poverty and 2.43 guidance counselors/500 students.

Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22
Liberty Hill ES, a program school, excluded with 27 guidance counselors/500 students

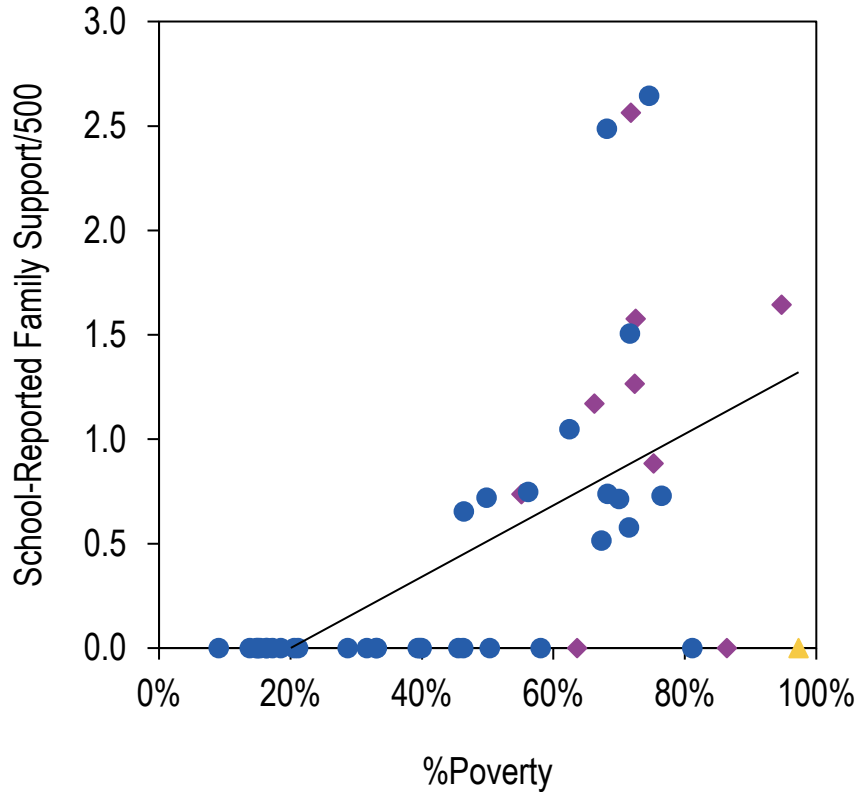


Schools with higher % poverty generally have higher family support staff ratios for the positions reported at schools: parent educators and parent liaisons

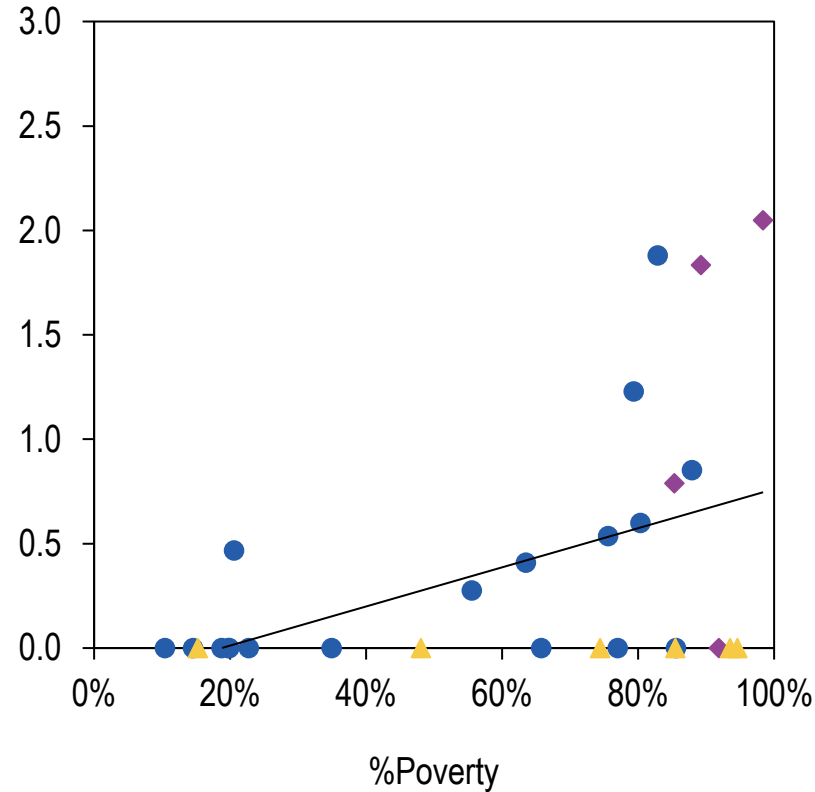
CCSD School-Reported Family Support Staff/500 Students by % poverty SY 21-22

◆ Acceleration ● Traditional ▲ Program

Elementary Schools



Secondary Schools



Key Takeaways:

- 51% (or 34 FTE) of all family support FTE are reported at schools. The remaining 49% (or 33 FTE) of family support FTE are not tagged to specific schools so it is challenging to know how students experience these resources.
- Acceleration schools generally have higher rates of school-reported family support staff than traditional schools.
- Program schools do not have any school-reported family support staff, but these families may be served by staff at students' home schools.

How to Read this Chart:

- Each point represents a school. The purple diamond in the upper right corner of the secondary school chart represents an acceleration school with 98% poverty and 2.05 family support staff/500 students.



Schools with higher suspension rates generally have higher support staff ratios for school reported behavior specialists

Key Takeaways:

- There are two elementary schools and one middle school with high rates of suspensions and zero school-reported behavior specialists: Edith Frierson ES, St. James Santee ES, and Deer Park MS.
- Acceleration secondary schools have consistently higher rates of behavior specialists.
- Two program schools (Early College HS, and Cooper River CAS) have few suspensions but several behavior specialists that are serving students from many home campuses.

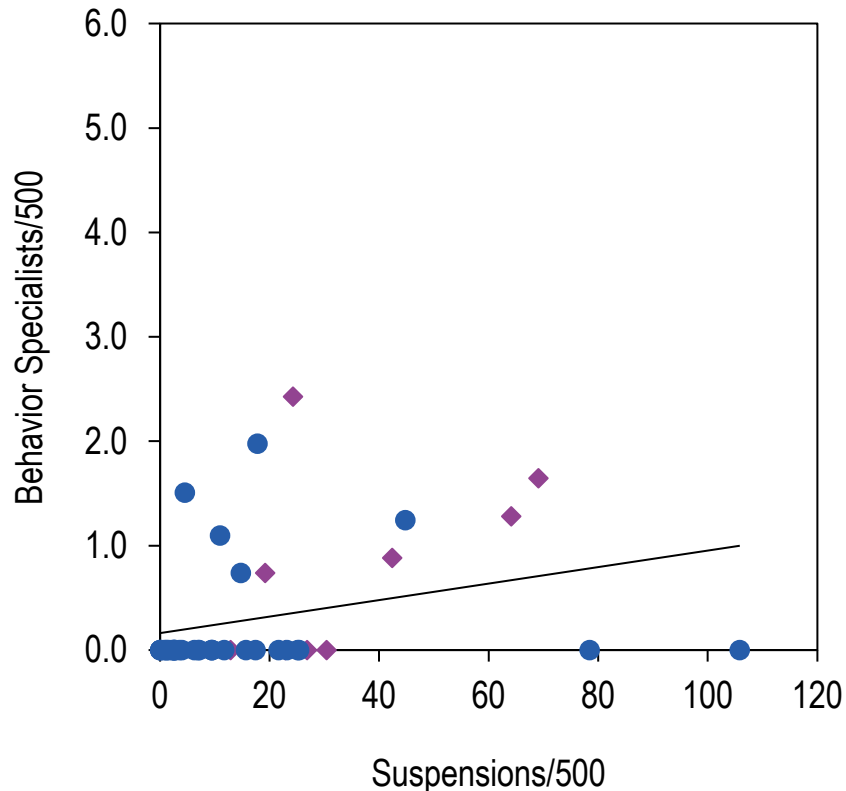
How to Read this Chart:

- One school was excluded from the secondary schools plot: Daniel Jenkins. This is a program campus that serves higher needs students with high levels of school-reported support behavior staff/500 students (13).

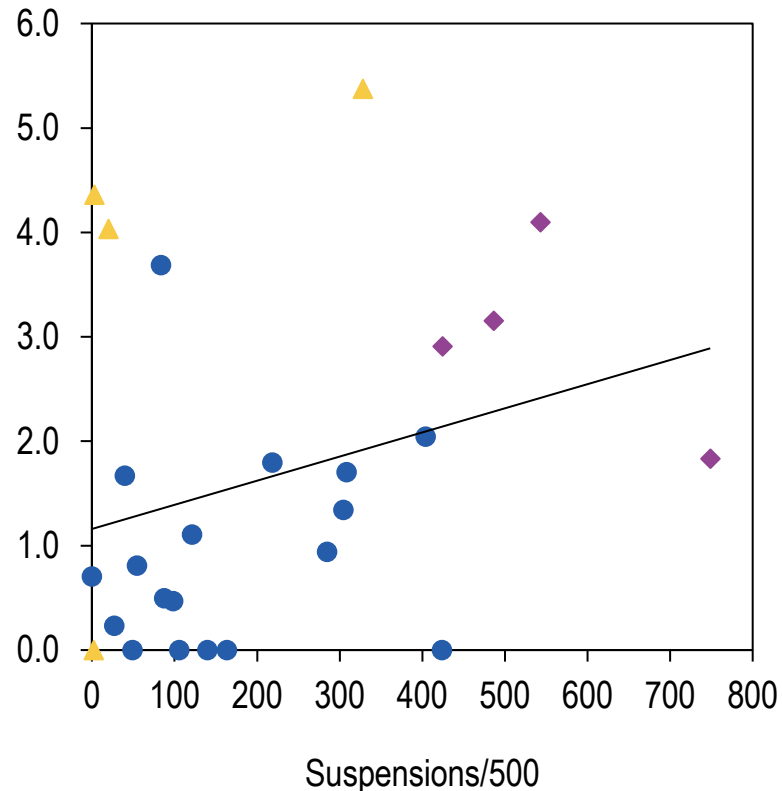
CCSD School-Reported Behavior Specialists/500 Students by Suspensions*/ 500 Students SY 21-22

◆ Acceleration ● Traditional ▲ Program

Elementary Schools



Secondary Schools



*Includes in school and out of school suspensions

Sources: CCSD HR Data SY21-22, CCSD Student Enrollment Data SY21-22

Liberty Hill ES excluded with 41 behavior specialists/500 students (program school that serves higher needs students)