



TRI-COUNTY
CRADLE TO CAREER
COLLABORATIVE

Regional Education Report - Executive Summary

A Baseline Report on Public Education in the Tri-County Region



In January 2015, the Tri-County Cradle to Career Collaborative (TCCC) published the first Regional Education Report, a comprehensive overview of key educational outcomes for public school students in Charleston, Berkeley and Dorchester Counties. The report provides a glimpse of how public school students are performing at eight assessment points ranging across the continuum from kindergarten readiness to postsecondary completion:



Kindergarten Readiness

24% Proficient in Vocabulary
40% Proficient in Social & Emotional Development

3rd Grade Reading

82% Proficient
Average Score of 656

3rd Grade Math

73% Proficient
Average Score of 640

Postsecondary Enrollment

6,630 First-time Freshmen at Local IHEs (2013)

High School Graduation

81% On-Time Graduation Rate

8th Grade Reading

72% Proficient
Average Score of 632

8th Grade Math

74% Proficient
Average Score of 637

Postsecondary Completion

6,420 Degrees and 1,950 Certificates Awarded by Local IHEs in 2013

Key Report Findings

Children that start behind tend to stay behind.

SC ranks 43rd in the country in the percentage of children not attending pre-school. (Children's Trust)

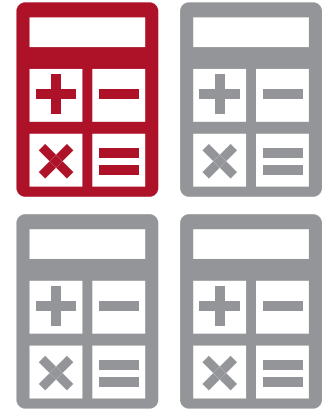


Third grade reading proficiency correlates to high school graduation rates.

- One in five 3rd graders are not proficient in reading and one in five students don't graduate from high school on time.
- The percentage of students who do not meet reading standards increases from 18% in 3rd grade to 28% in 8th grade.

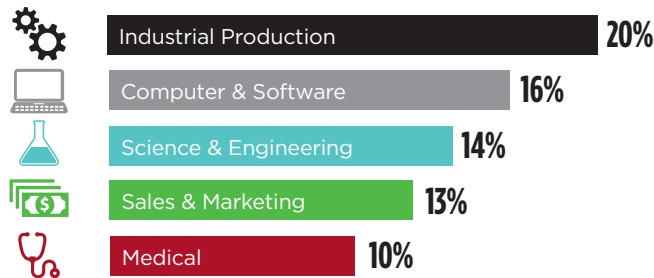
Third grade math provides the building blocks for multiplication, division and fractions and sets the stage for more advanced math.

- One in four 3rd graders do not meet math proficiency standards.
- One in four 8th graders do not meet math proficiency standards.

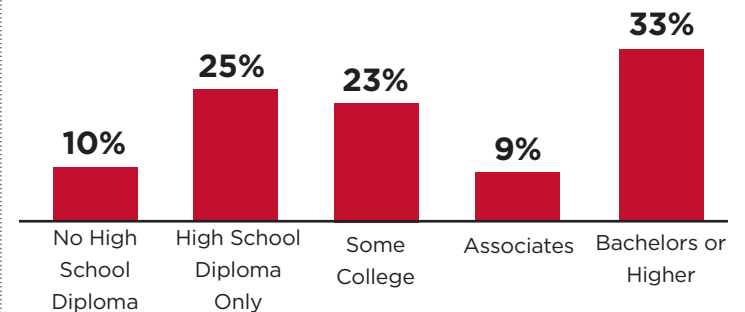


Our population's educational attainment levels are not aligned with future workforce needs that require some level of postsecondary credentialing.

By 2018, about 25,000 new jobs will be created in our region. Skill gaps in high wage and key growth industries are unlikely to be filled by local high schools and IHEs.



58% of tri-county residents 25 and over do not hold a postsecondary degree.



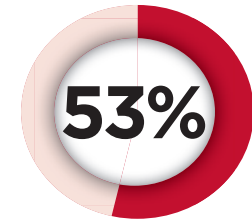
“Education is the key not only to our quality of life, but to our community's economic viability. To grow our local economy and attract new businesses with well paying jobs, we've got to have a capable workforce with the skills employers demand.”

Anita Zucker
TCCC Chair &
CEO, The InterTech Group

There's a widening achievement gap that separates the performance of higher income and/or White students from that of lower income and/or Black or Hispanic students.

All children should have the opportunity to succeed. Although our region has seen positive educational improvements as a whole, there are stark disparities in the academic performance of children from some socioeconomic and racial/ethnic backgrounds. Our goal in acknowledging these unacceptable disparities is to start a conversation about ensuring ALL students have the opportunity to graduate high school prepared for either further education or employment in the modern workforce.

In recent years, many efforts to improve educational outcomes across the region have proven successful; however, the majority of the increases in test scores have been among those students already meeting or exceeding standards - largely White and/or higher income students. Those already proficient in reading and math are steadily improving, while those who are not meeting standards for proficiency are seeing much less improvement. Consequently, while average scores have increased, the percentage of students not meeting minimum standards has not changed. Focusing community-wide efforts on improving proficiency for struggling students will help close the achievement gap while also raising test scores for the region as a whole.



of public schools students are considered lower income based on eligibility for free/reduced lunch. This is an increase of 7% since 2008.

Disparities Across the Continuum

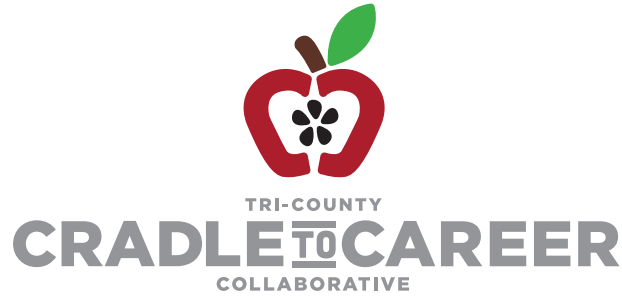
Student Group	Not Reading at 3rd Grade Level	Not Reading at 8th Grade Level	Did Not Pass HSAP ELA on First Attempt	Did Not Graduate On Time
All Tri-County	18%	28%	8%	19%
White	8%	17%	4%	14%
Hispanic	30%	31%	16%	24%
Black	29%	45%	13%	24%
Higher Income	7%	15%	4%	12%
Lower Income	27%	41%	13%	26%

This section looks at reading score achievement among student groups across the K-12 continuum; similar patterns are evident in math scores.

Increase in Average Score from 2009 to 2014

	3rd Grade Reading	8th Grade Reading
All Tri-County	+ 10.0	+ 10.8
White	+ 15.8	+ 13.7
Hispanic	+ 9.2	+ 13.4
Black	+ 2.2	+ 4.5
Higher Income	+ 16.1	+ 16.8
Lower Income	+ 7.2	+ 2.0

Proficiency among White and/or higher income students is growing 2.2 to 8.4 times as fast as Black, Hispanic and/or lower income.



About TCCC

TCCC began in 2012 with a group of community leaders who shared a vision where every child will graduate from high school prepared for either further education or a career in the modern workforce. Recognizing the wealth of resources and organizations already in place to help children succeed, TCCC chose not to create new programs, but rather to support our partners in a “collective impact” approach to aligning efforts and working together, rather than in isolation. Through collaboration, we know we can achieve more.

Since then, TCCC has grown into a community movement, guided by data, led by those invested in our shared vision, and supported by TCCC’s staff. As businesses, nonprofit and civic organizations, schools, educators, philanthropists, government agencies, elected officials, and community volunteers from throughout the region, we understand no single organization can create the type of systemic change we need. Instead, as partners committed to collective impact, we can encourage coordinated action, share information and knowledge, and help one another succeed independently, while also advancing the broader community vision that we share.

Beyond the Classroom

Education is the responsibility of the entire community and not just that of schools alone. Many factors that affect a child’s ability to learn are found outside the classroom and exist well before a child reaches school age. From prenatal care, to strong relationships with positive adult role models, these factors can have a significant influence on a student’s likelihood for success. Partners that support children beyond the classroom are critical to TCCC’s efforts.

Next Steps

- 1. Setting Goals:** Progress is best accomplished when it is measurable and measured. TCCC will establish consensus on ambitious but achievable time-based goals for each of the eight Core Indicators.
- 2. Launching Networks:** Beginning with Kindergarten Readiness and High School Graduation, networks of broadly diverse groups from the tri-county area will be brought together to begin work to “move the needle.” These networks will dive deep into the data to investigate the factors influencing student performance and to analyze what’s working well in and out of the classroom, what needs are unmet, and where to look for solutions.
- 3. Taking Action:** Network recommendations for change will be transparent to school districts, community organizations, and funders, so that resources can be directed in their support of recommended changes.

Many from throughout the region have already committed to partner through TCCC to improve educational outcomes, but additional partners are always welcome and needed. To learn how you can get involved, visit www.TriCountyCradleToCareer.org. Partners that support children beyond the classroom are critical to TCCC’s efforts.

For additional information on these indicators, including data sources, view the full report at www.TriCountyCradleToCareer.org

