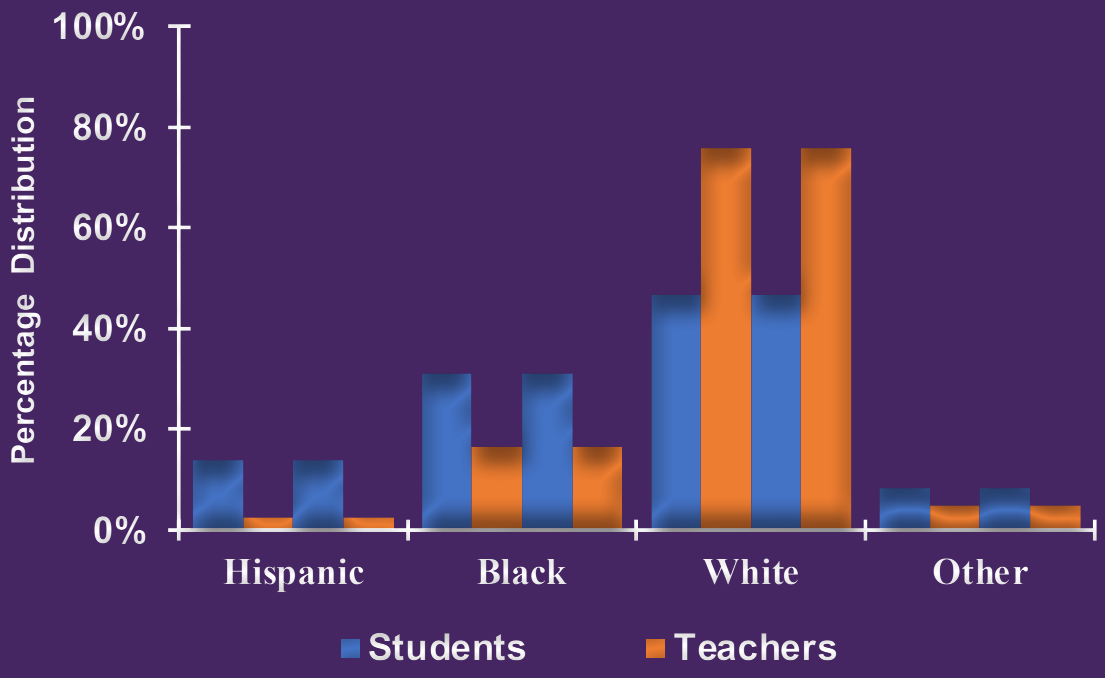
Wilson Consulting Services, LLC

Do More Black Teachers in Classrooms Really Improves Learning Outcomes of Black Students?

Entities Examined: Charleston County School District, Georgetown County School District, Horry County Schools, and Orangeburg County School District



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ACCREDITED BUSINESS BBB

Axiom: Without data, you are just one more person with an opinion.

Executive Summary

There has been much discussion on how to recruit more Black teachers into classrooms. Experts in the political and educational precincts view an increase in Black teachers in the classrooms as a possible panacea for closing the student performance gap between Black and White students.

The data in this report enumerate the disproportionate ratio of Black and Hispanic students to Black and Hispanic teachers in South Carolina public schools. Although local school districts across the nation have made numerous efforts to achieve parity, with clusters of success, inequality persists. Given the severe deficiency of Blacks and other minorities entering the teaching pipeline by earning bachelor's degrees in education, there is no indication that a sense of parity will be achieved in the ratio of non-White teachers to non-White students in the near future. This raises the question about whether the mismatch and lack of parity will impact learning outcomes negatively for Black students. Consequently, it is necessary to investigate the assumption that having more Black teachers in the classroom will solve the problem of performance gaps between Black and White students.

The evidence suggests that an increase in the number of Black teachers does not necessarily lead to improved learning outcomes for Black students.

To test the assumption that having more Black teachers will close the performance gap between Black and White students, I analyzed seven years of performance test results from the South Carolina Department of Education (SCDE), Office of Research and Data Analysis, including several select school. This entailed approximately 2.5 million students taking these tests, including about 790,000 Black students, over seven years.

The evidence suggests that an increase in the number of Black teachers does not necessarily lead to improved learning outcomes for Black students. However, a diverse teaching workforce can create a more inclusive and supportive learning environment, which benefits all students. Therefore, while the direct correlation between Black teachers and better outcomes for Black students is not strongly supported, the overall advantages of teacher diversity should be recognized.

For example, one of the cases analyzed in this report included Orangeburg County School District (OCSD), where the teaching staff is 65.3% Black, and Horry County Schools (HCS), where the teaching staff is 5.6% Black. However, Black HCS students performed better than Black OCSD students, on average, by 28% and 60% in English language arts and math, respectively. This example further suggests that an increase in the number of Black teachers does not necessarily lead to improved learning outcomes for Black students. *

Additionally, one is hard pressed to find any credible reports, as in those without an agenda, that indicate outcomes contrary to the conclusion in this report. Perhaps there are other stronger confounding factors that can be identified and solutions that can be implemented. Above all, the emphasis on hiring teachers should be on quality rather than the identity of the person!

Conclusion: This report analyzes the correlation between the presence of Black teachers and the academic performance of Black students, concluding that increasing the number of Black teachers does not necessarily lead to improved learning outcomes for Black students.

- No evidence of improved outcomes: The analysis reveals no significant evidence that having more Black teachers in classrooms will enhance learning outcomes for Black students, rejecting the assumption that a lower Black teacher-to-Black student ratio will yield better results.
- Performance gaps despite ratios: Data shows that even with a higher percentage of Black teachers in some districts, performance gaps between Black students and their peers remain substantial, indicating that factors beyond teacher ethnicity play a crucial role in academic achievement.

Note: The charts on the next page provide a graphical snapshot of the performance gap of Black students in HCS versus other districts. Note: The conclusion made in this report is based on holding all other variables affecting learning outcomes constant.

cont.

Figure ES1 HCS Black students outperformed their peers in South Carolina (SC) and other districts in every subject, notably exceeding SC and OCSD by 20.0% and 41.5% in math, respectively (see Figure ES2). However, the percentage of Black teachers in HCS stands at only 5.6%, significantly lower than the other entities examined in this report, yet HCS Black students outperformed all school districts measured in this report, including SC. See Table 2.1.1.

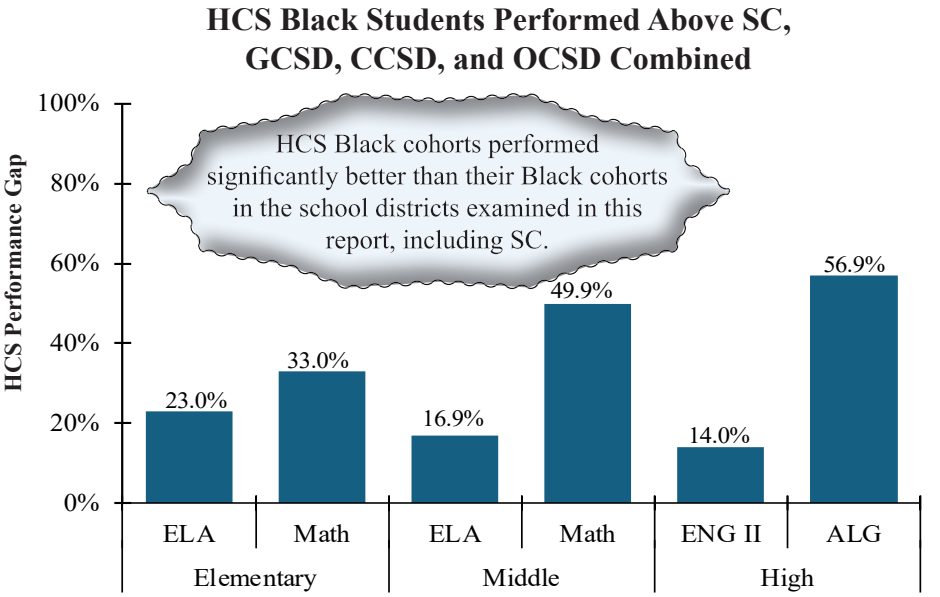

Figure ES1 All categories: HCS Black students performance gaps relative to the other entities.

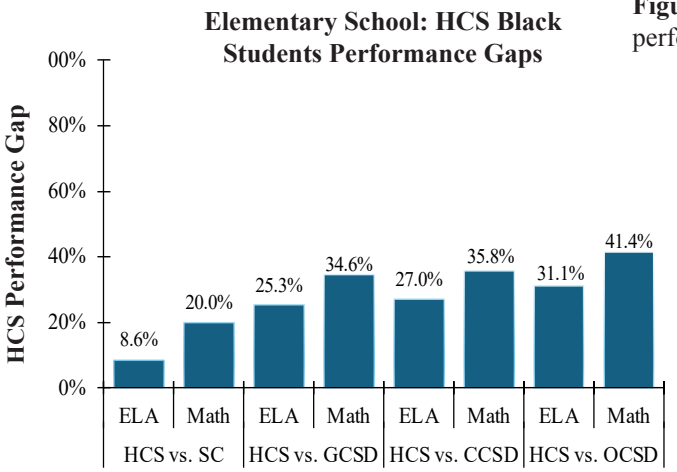

Figure ES2 Elementary school: HCS Black students performed above the other entities.

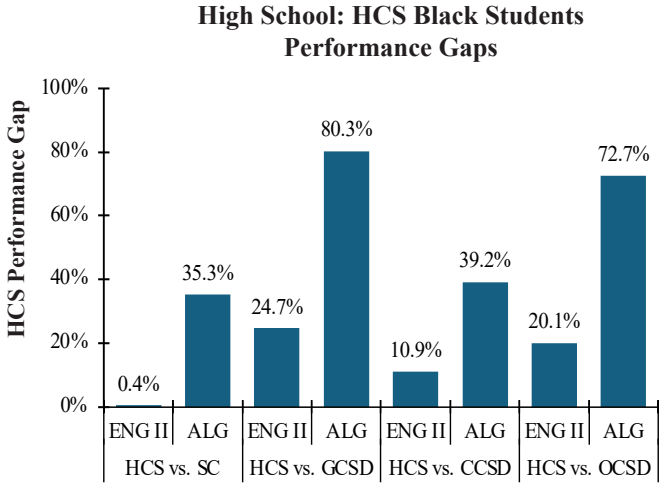

Figure ES4 High school: HCS Black students performed above the other entities.

Figure ES2: HCS Black students performed above Black students in SC, GCSD, CCSD, and OCSD in every subject. For example, HCS Black students outperformed SC and OCSD by 20.0% and 41.5% in math, respectively.

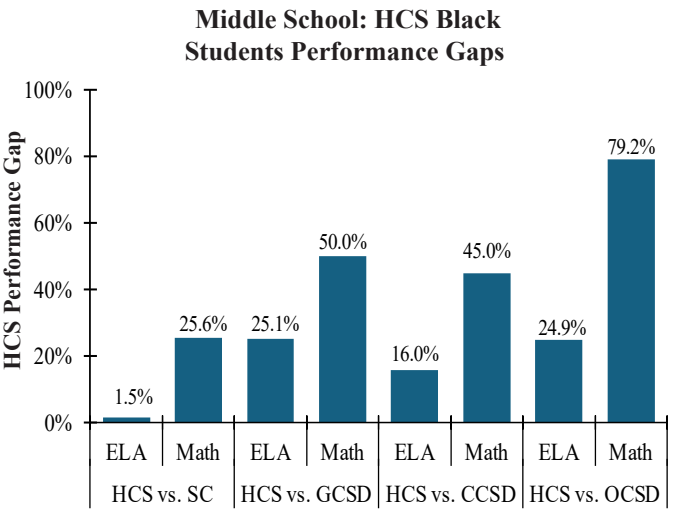

Figure ES3 Middle school: HCS Black students performed above the other entities.

Figure ES3 HCS Black students performed above Black students in SC, GCSD, CCSD, and OCSD in every subject. For example, HCS Black students out performed GCSD and OCSD Black students by 50.0% and 79.2% in math, respectively. Hence, Black teachers in GCSD (17.7%), OCSD (65.3%), and HCS (5.6%).

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Chapter 1
Introduction

The report's purpose was to test the assumption that having more Black teachers in the classroom will improve Black students' outcomes; therefore, the concept of hypothesis testing was used to prove or disprove the assumption. As a refresher to the reader about the meaning of hypothesis testing, a hypothesis is a concept or idea that you test through research and experiments. It is an educated guess or prediction about the relationship between two variables that can be tested by research, experiments, and so on. In this report, the assumption is that having more Black teachers in the classroom improves the outcomes of Black students. The alternate or null assumption would state that having more Black teachers in the classroom does not improve outcomes for Black children. Only one of these statements can be true; therefore, I have collected real-life data from the South Carolina Department of Education (SCDE), Office of Research and Data Analysis, on approximately 2.5 million students over the past eight years and applied statistical methods to test the assumption that having more Black teachers improves the outcomes of Black students.

Student learning outcomes can be thought of as statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a course or program. It is an ongoing process and is measurable. Performance can be thought of as a snapshot of how well a student is doing academically (learning outcomes), which is usually measured by grades, test scores, and their level of understanding and ability to apply knowledge in a subject area. Hence, SC READY and EOCEP test results are used in this report to measure students learning outcomes.

In Chapter 4, after performing the hypothesis testing illustrated in Chapter 2, I share data analyses of students and teachers in South Carolina and ten of its school districts. As a reference for the reader of this report, I provide the reader in Chapter 4 a headcount profile showing the proportionality and distribution of public-school classroom teachers and students relative to race or ethnicity in ten of South Carolina's 79 school districts, including Horry County Schools (HCS).

In Chapters 2 and 3, four of the ten school districts discussed in Chapter 4 are used for the hypothesis testing. HCS was the best standard to test the assumption because it has one of lowest percentages of Black teachers compared to South Carolina (SC) and the other school districts in the ten counties in South Carolina with review of the distribution of students and teachers by race or ethnicity which are discussed in Chapter 4.

To test the assumption that having more Black teachers improves Black student outcomes, I used SCDE performance results for elementary and middle school students in English language arts (ELA) and math from the South Carolina College- and Career-Ready Assessment (SC READY) program. The SC READY is a standardized tests that measure student performance in English Language Arts, mathematics, science, and social studies. For high school, I used the End-of-Course Examination Program (EOCEP)

cont.

Introduction, cont.

test scores from English II and algebra spanning from 2017 to 2024. The EOCEP is a statewide assessment program of end-of-course tests for high school courses that teach the South Carolina standards for English II (ENG II), Algebra (ALG), Biology 1, and United States History and the Constitution. Substantial research has demonstrated that if a student masters these courses, the probability of learning outcomes improves. Therefore, these two subjects encompass the best measure of students' readiness to move to the next grade in their education and career process. Hence, these two tests encompass the three Rs axiom of reading, writing, and 'rithmetic. The SCDE administers these SC READY and EOCEP tests, along with other tests, annually in the spring. Both testing programs are used to satisfy the federal Education Accountability Act.

To emphasize, as in SC READY, I selected the EOCEP subjects of English II and algebra to examine the assumption that a higher Black teacher-to-Black student ratio will enhance Black students' learning outcomes.

Because HCS has one of the lowest percentages of Black teachers relative to Black students, it was a practical district for testing the assumption by comparing it with other districts. Additionally, I have placed the focus on the three largest student racial or ethnic groups in public schools in South Carolina and the ten county-wide school districts listed in Chapter 2. The three groups are South Carolina's two largest historic ethnic groups (White and Black) as well as the most recently arrived ethnic group, namely Hispanic or Latino. For convenience, all other groups were grouped as "Other."*

The percentage of pupils in poverty was not used in these tests; however, it is mentioned because this factor historically has and will continue to have a major impact on affected pupils of either race. I will release a separate report on pupils living in poverty (page appendix in this report).

Table 1.1.1 Headcount tabular summary of South Carolina and eight school districts.

South Carolina	Students			Teachers	
Ten Selected School Districts**	Number	Pupils in Poverty	Percent in Poverty	Number	Student-to-Teacher
South Carolina	**788,908**	**492,414**	**62.4%**	**55,159**	**15:1**
Berkeley County School District	38,549	22,580	58.6%	2,341	17:1
Charleston County School District	**50,312**	**24,473**	**48.6%**	**3,628**	**14:1**
Chester County School District	4,500	3,611	80.2%	338	14:1
Georgetown County School District	**8,279**	**5,755**	**69.5%**	**688**	**13:1**
Greenville Area School District	78,038	44,583	57.1%	5,180	16:1
Horry County Schools	**48,024**	**29,893**	**62.2%**	**3,242**	**15:1**
Marion County School District	3,754	3,432	91.4%	208	19:1
Marlboro County School District	3,420	3,055	89.3%	258	14:1
Orangeburg County School District	**10,560**	**9,275**	**87.8%**	**717**	**15:1**
Williamsburg County School District	2,751	2,558	93.0%	208	14:1

*In this report, the category "Other" included Native Americans and Alaska Natives, Asian Americans, Native Hawaiians and Other Pacific Islanders, and people who identified as two or more races. The report contains a variety of graphical distributions of students and teachers relative to race or ethnicity. However, the category "Other" is used in analysis only in Chapter 4 for analysis of the many different populations of students and teachers.

**The highlighted school districts were used to complete the hypothesis analysis in this report. However, the other six school districts are included with the four highlighted districts in Chapter 4 depicting the distribution of students and teachers.

Chapter 2

Hypothesis Testing of the Assumption More Black Teachers in Classrooms Improves Learning Outcomes of Black Students

The purpose of this chapter is to test the assumption that having more Black teachers in classrooms improves the learning outcomes of Black students. I present the analyses in essay form, tables, and figures. The school districts used for the testing are Charleston County School District (CCSD), Georgetown County School District (GCSD), Horry County Schools (HCS), and Orangeburg County Schools (OCSD),* including South Carolina (SC). I selected these districts because of their significant percentage of Black teachers compared to HCS, which I used as a standard to compare for hypothesis testing. For example, CCSD is of comparable size to HCS, and OCSD has a large percentage of Black students and Black teachers.

Although poverty is a major factor in students' learning outcomes, the objective of this report is to examine the ratio of Black students to Black teachers in terms of performance while holding all other variables, such as poverty, constant.

The analysis in Tables 2.1.1–2.1.4 is based on about 2.5 million SC test takers, which about 790,000 were Black students. Table 2.1.1 depict the tabular analysis of performance differences among the four school districts included in the hypothesis test. The first column, reading from left to right, shows HCS in comparison to South Carolina and the other three districts included in this study. For example, Table 2.1.1 (third row) shows the difference in the performance percentage of HCS and CCSD.

Although HCS has only 5.6% Black teachers versus CCSD with 14.5% Black teachers, the performance of HCS Black elementary students were better than those of CCSD Black elementary students by 27.1% and 35.8% in English language arts (ELA) and math, respectively. See Table 2.1.1 (HCS vs. CCSD) for student performance difference between HCS and CCSD. Please keep in mind that the percentages in Table 2.1.1 depict the absolute percentage gap or difference between various combinations of two entities. For an example of performance, see Table 2.1.2 and Figure 3.1.1 for measures of actual performance for HCS (32.7%) and CCSD (24.9%). Although CCSD has 2.6 times the number of Black teachers than HCS, the performance showed no advantage to Black students from having more Black teachers in the classroom. In HCS, there were 44 Black students per Black teacher, whereas the ratio in CCSD is significantly different at 28 Black students per Black teacher.

*The data analysis for OCSD were combined from 2017 to 2019 when the county schools system consists of three school districts instead of one, namely Orangeburg3, Orangeburg4, and Orangeburg5. The three districts were consolidated into one school district in 2019.

Chapter 2—Hypothesis Testing of the Assumption ..., cont.

Additionally, 62.2% of HCS students were living in poverty, whereas only 48.6% of CCSD students were living in poverty (Table 1.1.1).

In the End-of-Course Examination Program (EOCEP), Black students at HCS performed better than Black students at OCSD by 72.7% in ALG (see Table 2.1.1, HCS vs. OCSD). HCS Black students performed statistically better than SC and the three counties tested in this report except SC in ENG II. Even in this case, HCS's Black students' performance was better than SC Black students' performance but was not statistically better. Correspondingly, HCS performed statistically better in math than SC by 20.0% and 25.6% (elementary and middle school) and better in ENG II by 0.4% and statistically better in ALG by 35.5% than SC (see Table 2.1.1). The percentage of SC Black teachers is 16.6% versus only 5.6% for HCS. These kinds of mismatches further disprove the long-standing assumption that having more Black teachers in classrooms improves the learning outcomes of Black students.

In OCSD, teaching staff consisted of 65.3% Black teachers, yet Black students performed 24.9% and 79.2% below HCS's performance in middle school ELA and math, respectively. Correspondingly, OCSD Black students performed 31.1% and 41.4% below HCS's performance in elementary school ELA and math, respectively. Similarly, OCSD Black students performed 20.9% and 72.7% below HCS's performance in high school ENG II and ALG, respectively. Although the ratio of Black students to Black teachers is 17:1 (OCSD) versus 44:1 (HCS), the Black students in HCS school district performed, on average, approximately 45% better than Black students in OCSD school district. The argument can be made that 87.8% of OCSD students are in poverty; however, the report was to test the assumption by holding all other variables constant and using the ratio and percentage only to test the assumption that more Black teachers in the classroom will produce better outcomes or close the performance gap for Black students.

These kinds of statistics are clear evidence that simply putting more Black teachers in the classroom will not improve learning outcomes or close the achievement gap for Black students. To summarize, HCS has a much larger ratio of Black teachers to Black students than SC, GCSD, CCSD, and OCSD, yet HCS Black students performed profoundly better than Black students in these districts.

Note: Tables 2.1.2, 2.1.3, and 2.1.4 depict the performance as shown in Chapter 3. Chapter 3 exhibits a clear and profound graphical analysis of performance of Black students.

Table 2.1.1 Percentage differences in performance of Black students (2017–2024)

	Percentage Gap in Performance Between Black Students in HCS vs. Black Students in SC, GCSD, CCSD, and OCSD						Percentage of Black Teachers and Ratio of Black Teachers to Black Students (HCS = 5.6% and HCS Ratio = 44:1)	
	Achievement Gap_SC READY Elementary School		Achievement Gap_SC READY Middle School		Achievement Gap_EOCEP High School			
Districts	**ELA**	**Math**	**ELA**	**Math**	**ENG II**	**ALG**	**Black***	**Ratio**
HCS vs. SC	**8.6%**	**20.0%**	**1.5%**	**25.6%**	**0.4%**	**35.3%**	**16.6%**	**27:1**
HCS vs. GCSD	25.3%	34.6%	25.1%	50.0%	24.7%	80.3%	17.7%	29:1
HCS vs. CCSD	27.0%	35.8%	16.0%	45.0%	10.9%	39.2%	14.5%	28:1
HCS vs. OCSD	31.1%	41.4%	24.9%	79.2%	20.1%	72.7%	65.3%	17:1
Average	**23.0%**	**33.0%**	**16.9%**	**49.9%**	**14.0%**	**56.9%**		

2.1 Performance of Black Students

Table 2.1.2 SC READY: Performance of Black students: SC, HCS, GCSD, CCSD, and OCSD

Elementary School—Percentage Met or Exceeded Expectations										
State	English Language Arts					Mathematics				
Year	SC ELA	HCS ELA	GCSD ELA	CCSD ELA	OSCD ELA	SC Math	HCS Math	GCSD Math	CCSD Math	OSCD Math
2017E	22.4%	24.0%	21.8%	19.5%	18.4%	26.9%	34.3%	22.5%	23.0%	**23.4%**
2018E	24.3%	28.1%	20.4%	19.0%	19.7%	30.1%	40.3%	26.8%	23.3%	23.6%
2019E	28.5%	30.2%	26.1%	22.1%	25.1%	31.5%	39.5%	28.3%	24.8%	30.8%
2021E	21.7%	25.2%	13.0%	17.1%	20.3%	18.8%	23.3%	14.3%	17.6%	8.2%
2022E	29.5%	32.8%	24.4%	23.8%	20.8%	24.7%	29.4%	20.9%	23.2%	13.8%
2023E	37.0%	38.8%	29.5%	30.7%	28.7%	28.3%	31.9%	23.1%	25.0%	20.9%
2024E	38.3%	42.1%	29.9%	34.3%	30.7%	31.6%	36.0%	27.5%	27.9%	26.3%
Average	**30.0%**	**32.7%**	**25.4%**	**24.9%**	**23.9%**	**28.8%**	**35.2%**	**24.8%**	**24.5%**	**23.1%**

Table 2.1.3 SC READY: Performance of Black students: SC, HCS, GCSD, CCSD, and OCSD

Middle School—Percentage Met or Exceeded Expectations										
State	English Language Arts					Mathematics				
Year	SC ELA	HCS ELA	GCSD ELA	CCSD ELA	OSCD ELA	SC Math	HCS Math	GCSD Math	CCSD Math	OSCD Math
2017M	18.6%	17.6%	16.8%	16.0%	14.0%	16.5%	22.1%	16.0%	11.8%	**10.4%**
2018M	20.9%	21.0%	17.2%	16.4%	15.6%	18.0%	24.4%	14.0%	13.7%	8.5%
2019M	24.8%	22.6%	19.2%	19.8%	19.0%	18.7%	24.3%	14.3%	13.6%	11.4%
2021M	22.4%	24.0%	14.6%	18.9%	19.8%	11.7%	15.4%	7.2%	10.1%	4.5%
2022M	28.2%	30.5%	22.0%	23.1%	20.9%	19.9%	24.3%	15.4%	18.0%	7.8%
2023M	33.8%	35.0%	23.3%	30.8%	27.1%	14.0%	18.9%	7.3%	11.8%	8.8%
2024M	33.8%	35.8%	27.8%	32.3%	30.0%	15.1%	18.0%	12.2%	14.7%	10.3%
Average	**26.7%**	**27.1%**	**21.0%**	**23.1%**	**21.1%**	**17.0%**	**22.0%**	**13.2%**	**13.9%**	**9.5%**

Table 2.1.4 EOCEP: Performance of Black students: SC, HCS, GCSD, CCSD, and OCSD

High School—Percentage Earning Grade of "C" or Higher										
State	English II					Algebra				
Year	SC ENG II	HCS ENG II	GCSD ENG II	CCSD ENG II	OSCD ENG II	SC ALG	HCS ALG	GCSD ALG	CCSD ALG	OSCD ALG
2017H	36.0%	34.2%	27.7%	31.8%	22.9	25.1%	29.4%	17.0%	22.0%	**25.1**
2018H	41.5%	42.5%	31.4%	34.0%	29.0	24.1%	34.4%	14.6%	20.0%	16.0
2019H	39.4%	43.5%	28.3%	34.9%	36.1	23.8%	33.1%	11.1%	20.9%	14.4
2021H	48.0%	45.2%	42.2%	48.8%		15.4%	22.4%	5.8%	14.6%	2.7%
2022H	50.2%	50.9%	41.5%	46.9%	47.8%	25.0%	38.3%	15.5%	28.5%	14.8%
2023H	51.1%	50.6%	40.8%	47.0%	42.5%	27.6%	38.6%	13.2%	27.6%	14.6%
2024H	54.8%	52.4%	44.0%	51.2%	45.8%	34.1%	54.5%	26.1%	34.5%	21.6%
Average	**45.5%**	**45.7%**	**35.6%**	**41.0%**	**37.3%**	**26.6%**	**38.1%**	**16.2%**	**25.6%**	**17.8%**

Chapter 3

Graphical Analysis of Black Students' Performance: SC, GCSD, CCSD, and OCSD (2017–2024)

The purpose of this chapter is to graphically examine the assumption that having more Black teachers in classrooms improve the learning outcomes of Black students. The analyses in this chapter supports the results of the analysis in Chapter 2. Chapter 2 compares the differences in performance among school districts with varying percentages of teaching staff who are Black. These include percentage differences in performance of Black students between Horry County Schools (HCS) versus Georgetown County School District (GCSD), Charleston County School District (CCSD), and Orangeburg County School District (OCSD).

For SC READY, the performance bar charts for ELA and math are shown in Figures 3.1.1, 3.1.2, 3.2.1, and 3.2.2. The line graphs for ELA and math are shown in Figures 3.3.1, 3.3.2, 3.4.1, and 3.4.2.

For EOCEP, the performance bar charts are shown in Figures 3.5.1 and 3.5.2. The line graphs are shown in Figures 3.6.1 and 3.2.2.

The bar charts and graphs depict the average performance of students from 2017 to 2024. Because of the COVID-19 pandemic, there was no annual testing by SC schools for the school year ending in 2020; and for the school year ending in 2021, test results were not included in the averages because they were negatively affected by the pandemic. Although the school years ending 2020 and 2021 are not included in the averages, the time frame is considered 2017–2024, which is factually correct.

Although the performances are less than 30% in most cases, I still used a scale of 100% for the bar charts to accentuate the comparison because the varying performance levels can be between zero percent and 100%. Correspondingly, the line graphs accentuate the performance yearly along with behavior pattern. Therefore, I used a scale of 50% because the objective with the line graphs is to show the variance and pattern from year to year, whereas the bar charts display only a single performance for the time frame from 2017 to 2024.

The performance difference shown in Table 2.1.1 indicates many of the performances of other school districts compared to HCS. For example, in Figure 3.1.2, HCS performance is 35.2%, and CCSD is 24.5% of students who met or exceeded expectations. The percentage of Black teachers in HCS is 5.6%, whereas the percentage of Black teachers in CCSD is 16.6%; yet, HCS Black students performed better over the past seven years than CCSD Black students in elementary school math by 45.0% (see Table 2.1.1). Additionally, HCS and CCSD are of compatible size with student populations of 48,024 and 50,312, respectively. Moreover, HCS and CCSD pupils in poverty are 62.2% and 48.6%, respectively. Figure 3.3.2, which corresponds to bar Figure 3.1.2 (bar chart), shows HCS (orange line) performing profoundly better than CCSD (light blue line) over the seven-year time frame.

3.1 Elementary School SC READY: Bar Charts of Black Students' Performance

The graphs in Figures 3.1.1 and 3.1.2 depict the performance of SC and the school districts examined for testing (2017–2024). The blue inserts in the chart area contain the approximately number of test takers (left) and the percentages of Black classroom teachers (right).

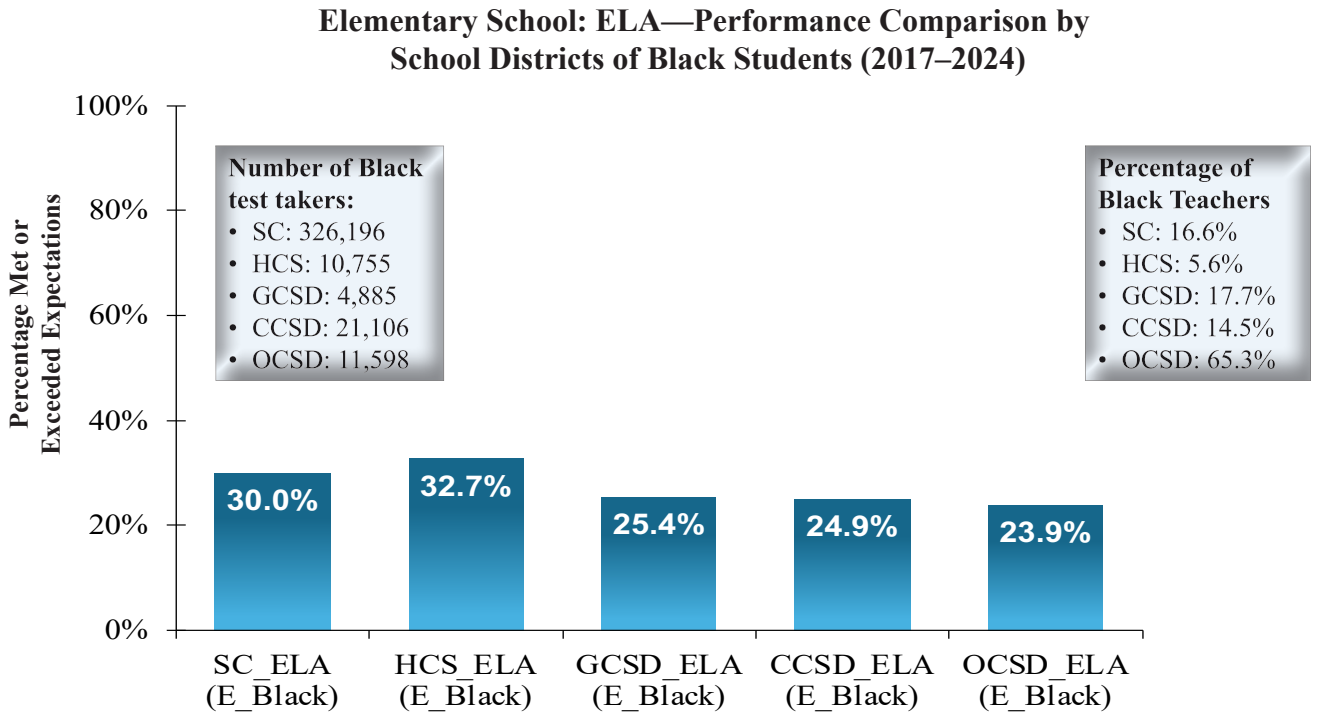


Figure 3.1.1 Elementary school: ELA—performance of Black students in SC and four school districts: HCS, GCSD, CCSD, and OCSD.*

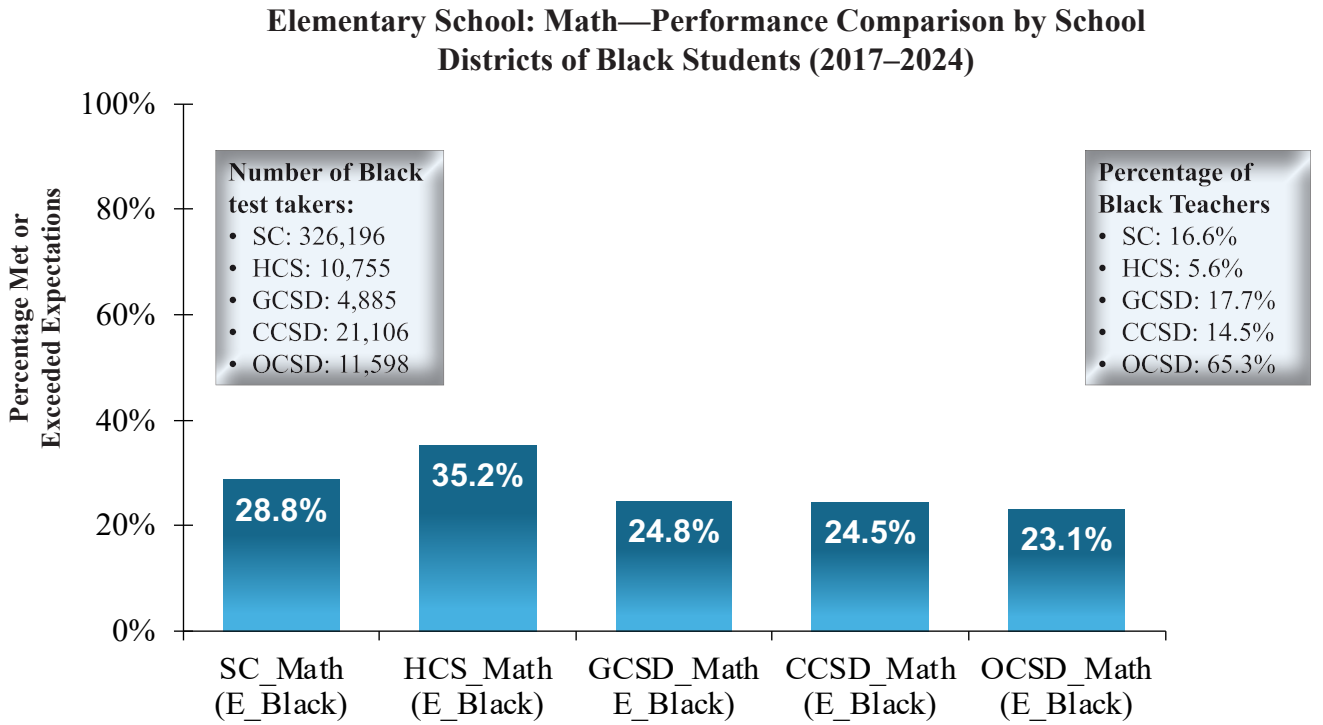


Figure 3.1.2 Elementary School: Math—performance of Black students in SC and four school districts: HCS, GCSD, CCSD, and OCSD (2017–2024).*

3.2 Middle School SC READY: Bar Graphs of Black Students' Performance

The graphs in Figures 3.2.1 and 3.2.2 depict the performance of SC and the school districts examined for testing (2017–2024). The blue inserts in the chart area contain the approximately number of test takers (left) and the percentages of Black classroom teachers (right).

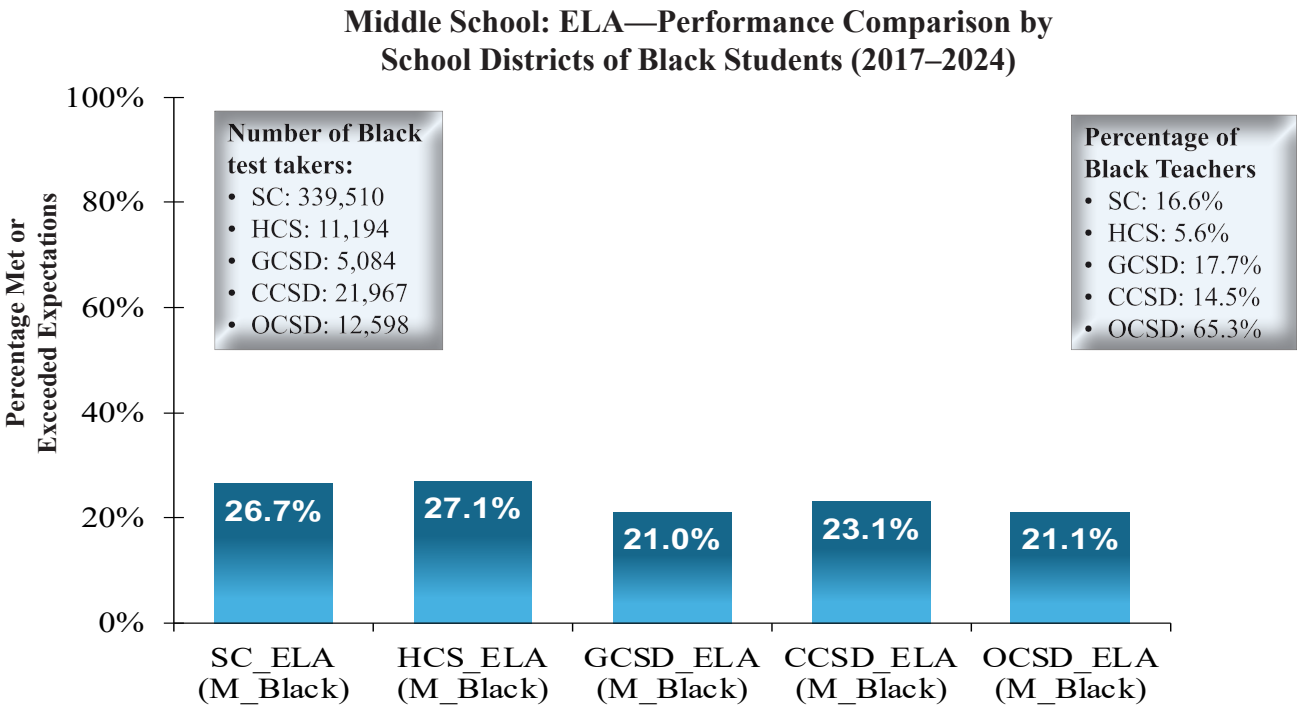


Figure 3.2.1 Middle school: ELA—performance of Black students in districts: HCS,GCSD, CCSD, and OCSD (2017–2024).

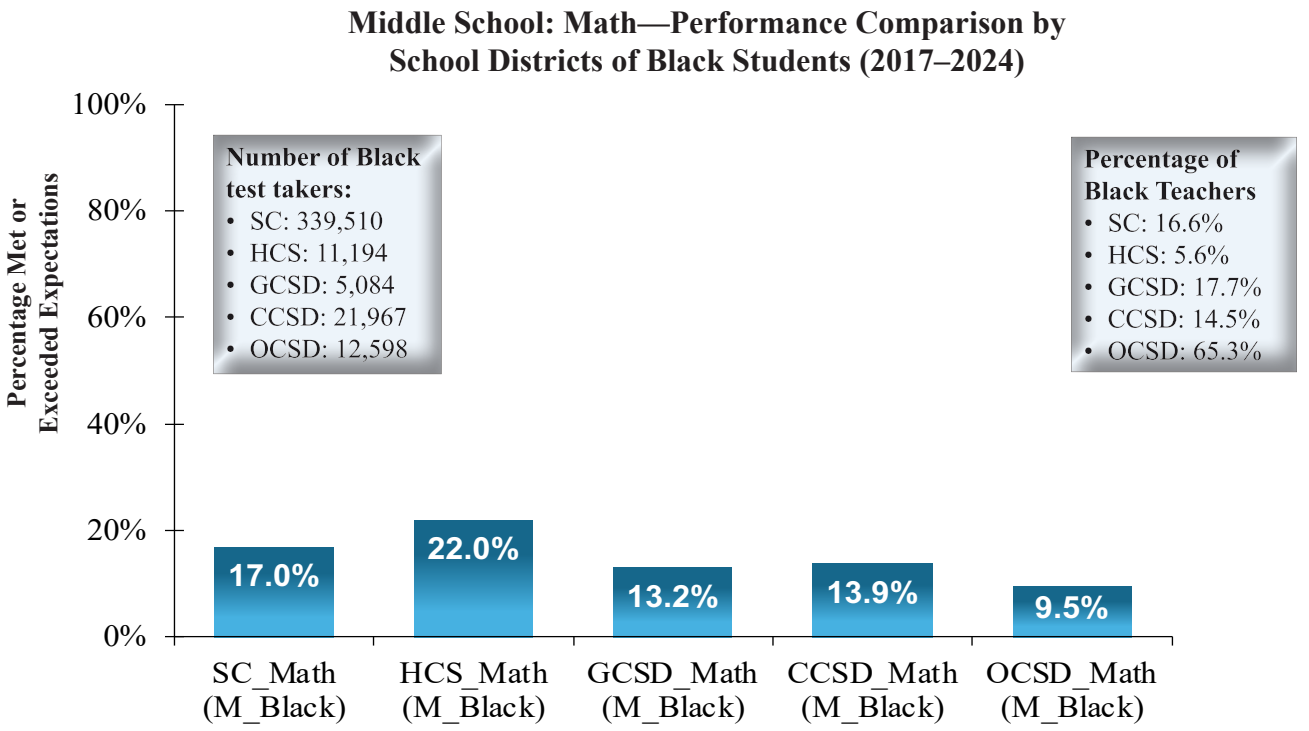


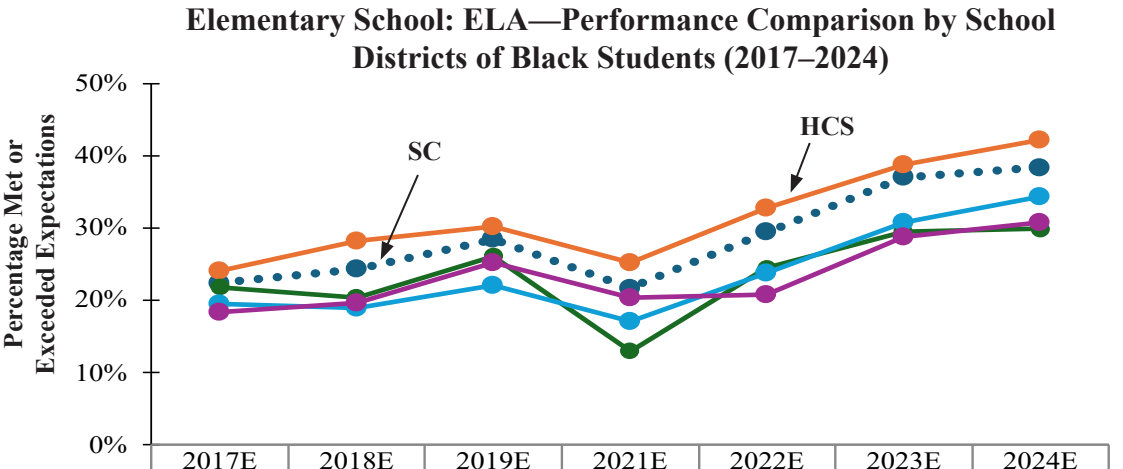
Figure 3.2.2 Middle school: Math—performance of Black students in SC and four districts: HCS, GCSD, CCSD, and OCSD (2017–2024).

3.3 Elementary School SC READY: Line Graphs of Black Students' Performance

The graphs in Figures 3.3.1 and 3.3.2 show the yearly performance from 2017 to 2024. The charts in Figures 3.1.1 and 3.1.2 show the Performance of the figures below. HCS has fewer Black teachers per Black students compared to SC, GCSD, CCSD, and OCSD, yet HCS Black students performed statistically better than SC and the other three school districts in this report. Theses results suggest that simply putting more Black teachers in the classroom will yield better learning outcomes for Black students is simply an assumption that is not supported by evidence.

Number of Black test takers/year:
- SC: 54,366
- HCS: 1,793
- GCSD: 814
- CCSD: 3,518
- OCSD: 1,933

Percentage of Black Teachers
- SC: 16.6%
- **HCS: 5.6%**
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%

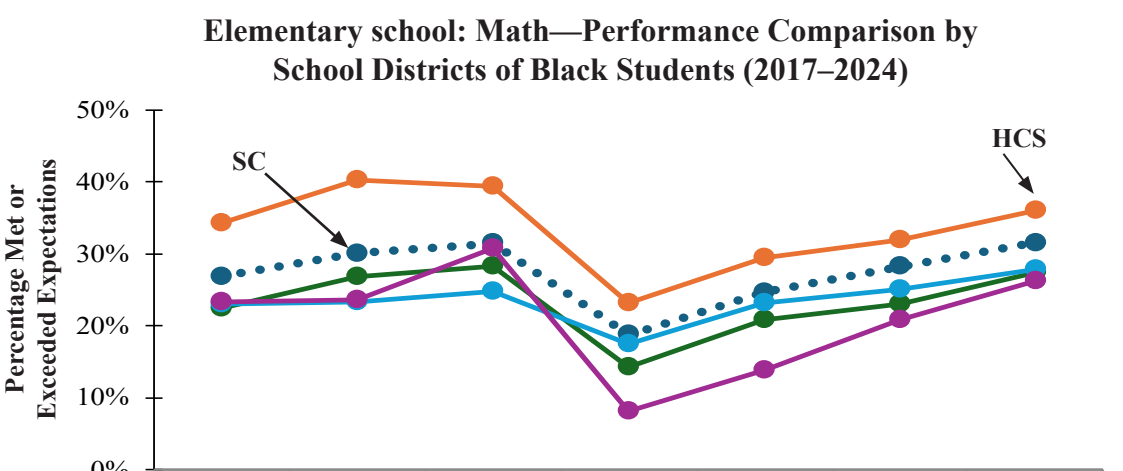


	2017E	2018E	2019E	2021E	2022E	2023E	2024E
SC_ELA (Black)	22.4%	24.3%	28.5%	21.7%	29.5%	37.0%	38.3%
HCS_ELA (Black)	24.0%	28.1%	30.2%	25.2%	32.8%	38.8%	42.1%
GCSD_ELA (Black)	21.8%	20.4%	26.1%	13.0%	24.4%	29.5%	29.9%
CCSD_ELA (Black)	19.5%	19.0%	22.1%	17.1%	23.8%	30.7%	34.3%
OCSD_ELA (Black)	18.4%	19.7%	25.1%	20.3%	20.8%	28.7%	30.7%

Figure 3.3.1 Elementary school: ELA—line graph of performance of Black students in SC and four school districts. .

Number of Black test takers/year:
- SC: 54,366
- HCS: 1,793
- GCSD: 814
- CCSD: 3,518
- OCSD: 1,933

Percentage of Black Teachers
- SC: 16.6%
- HCS: 5.6%
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%



	2017E	2018E	2019E	2021E	2022E	2023E	2024E
SC_Math (Black)	26.9%	30.1%	31.5%	18.8%	24.7%	28.3%	31.6%
HCS_Math (Black)	34.3%	40.3%	39.5%	23.3%	29.4%	31.9%	36.0%
GCSD_Math (Black)	22.5%	26.8%	28.3%	14.3%	20.9%	23.1%	27.5%
CCSD_Math (Black)	23.0%	23.3%	24.8%	17.6%	23.2%	25.0%	27.9%
OCSD_Math (Black)	23.4%	23.6%	30.8%	8.2%	13.8%	20.9%	26.3%

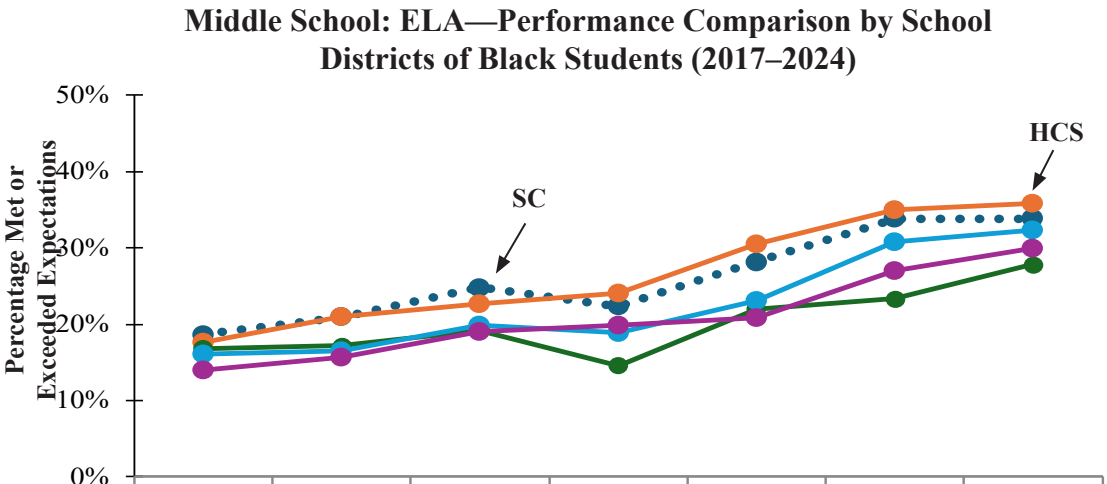
Figure 3.3.2 Elementary school: Math—line graph of performance of Black students in SC and four school districts.

3.4 Middle School SC READY: Line graph of Black Students' Performance

The graphs in Figures 3.4.1 and 3.4.2 show the annual performance from 2017 to 2024. Figures 3.2.1 and 3.2.2 depict average cumulative performance adjusted for the COVID-19 pandemic. HCS has the largest ratio of Black students-to-Black teachers compared to other districts, yet HCS Black students performed better than SC and statistically better than Black students in the other three school districts in this report.

Number of Black test takers/year:
- SC: 56,585
- HCS: 1,866
- GCSD: 847
- CCSD: 3,661
- OCSD: 2,012

Percentage of Black Teachers
- SC: 16.6%
- HCS: 5.6%
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%

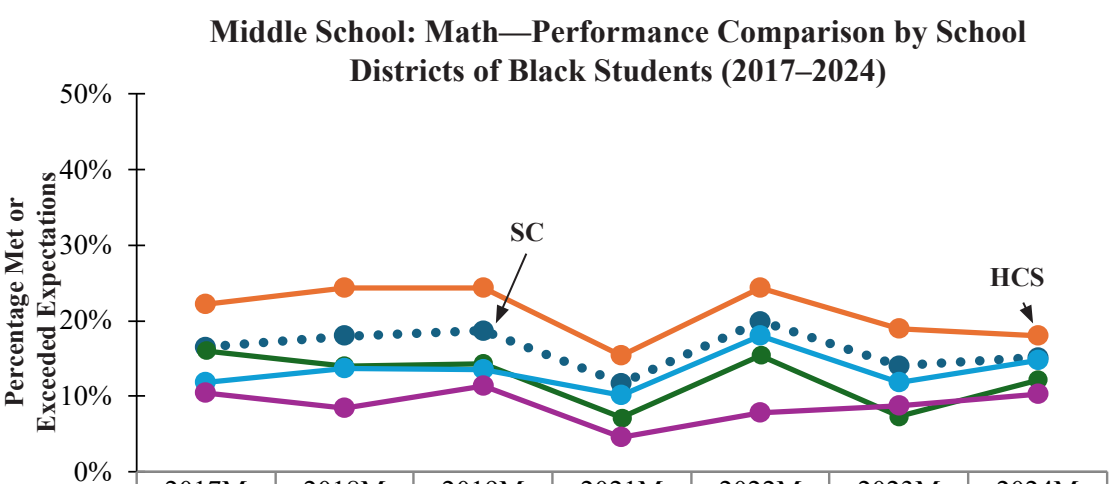


	2017M	2018M	2019M	2021M	2022M	2023M	2024M
SC_ELA (Black)	18.6%	20.9%	24.8%	22.4%	28.2%	33.8%	33.8%
HCS_ELA (Black)	17.6%	21.0%	22.6%	24.0%	30.5%	35.0%	35.8%
GCSD_ELA (Black)	16.8%	17.2%	19.2%	14.6%	22.0%	23.3%	27.8%
CCSD_ELA (Black)	16.0%	16.4%	19.8%	18.9%	23.1%	30.8%	32.3%
OCSD_ELA (Black)	14.0%	15.6%	19.0%	19.8%	20.9%	27.1%	30.0%

Figure 3.4.1 Middle school: ELA—line graph of performance of Black students in SC and four school districts.

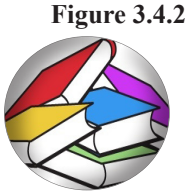
Number of Black test takers/year:
- SC: 56,585
- HCS: 1,866
- GCSD: 847
- CCSD: 3,661
- OCSD: 2,012

Percentage of Black Teachers
- SC: 16.6%
- HCS: 5.6%
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%



	2017M	2018M	2019M	2021M	2022M	2023M	2024M
SC_Math (Black)	16.5%	18.0%	18.7%	11.7%	19.9%	14.0%	15.1%
HCS_Math (Black)	22.1%	24.4%	24.3%	15.4%	24.3%	18.9%	18.0%
GCSD_Math (Black)	16.0%	14.0%	14.3%	7.2%	15.4%	7.3%	12.2%
CCSD_Math (Black)	11.8%	13.7%	13.6%	10.1%	18.0%	11.8%	14.7%
OCSD_Math (Black)	10.4%	8.5%	11.4%	4.5%	7.8%	8.8%	10.3%

Figure 3.4.2 Middle school: Math—line graph of performance of Black students in SC and four school districts.



3.5 High School EOCEP: Bar Graph of Black Students' Performance

The graphs in Figures 3.1.1 and 3.1.2 depicts the performance Black students in selected school districts. HCS Black students performed statistically significant better than Black students in the other selected districts shown in the charts. See Table 3.1.1 and Figures 3.6.1 and 3.6.2.

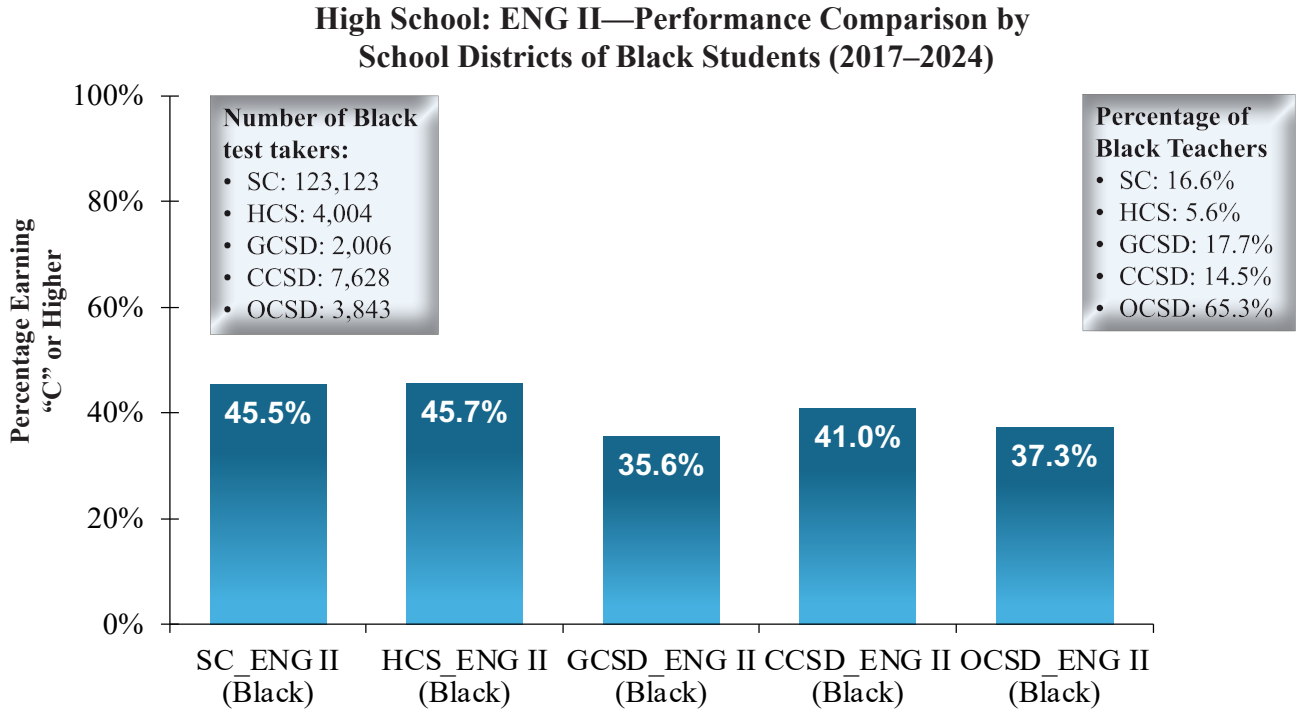


Figure 3.5.1 High school: ENG II—performance of Black students in districts: HCS, GCSD, CCSD, and OCSD.*

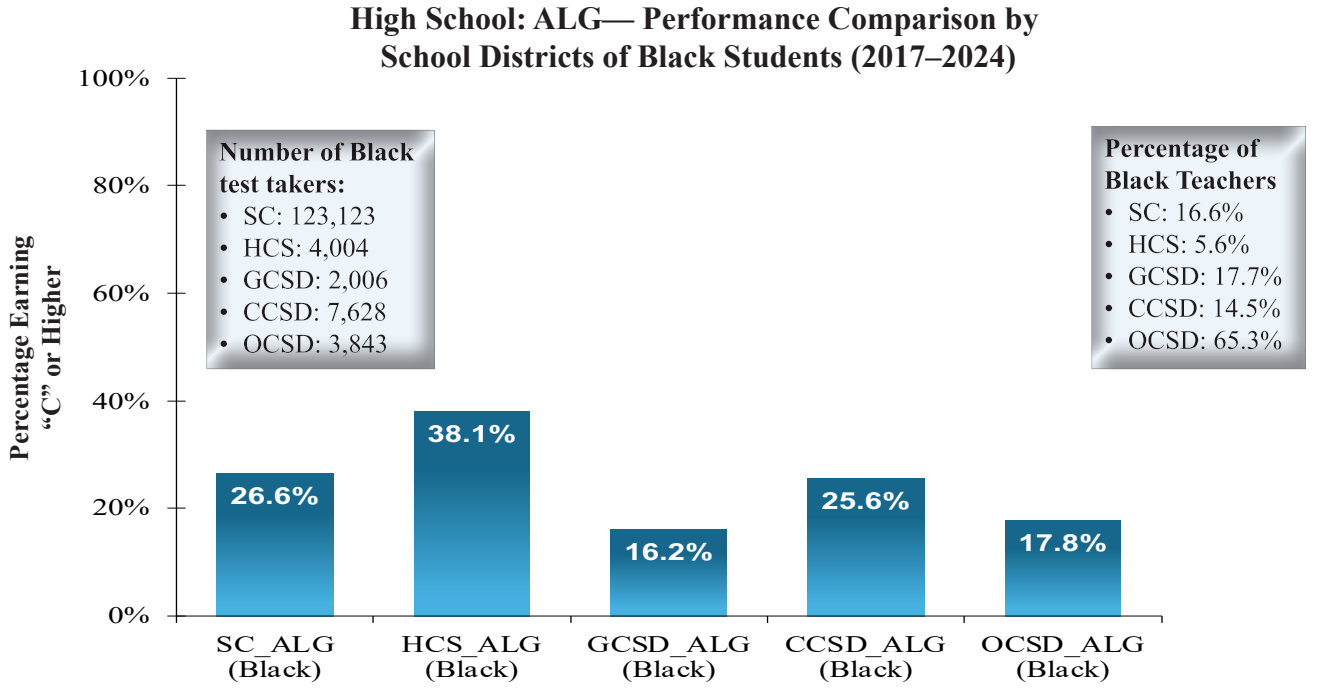


Figure 3.5.2 High School: ALG—performance of Black students in districts: HCS, GCSD, CCSD, and OCSD.*

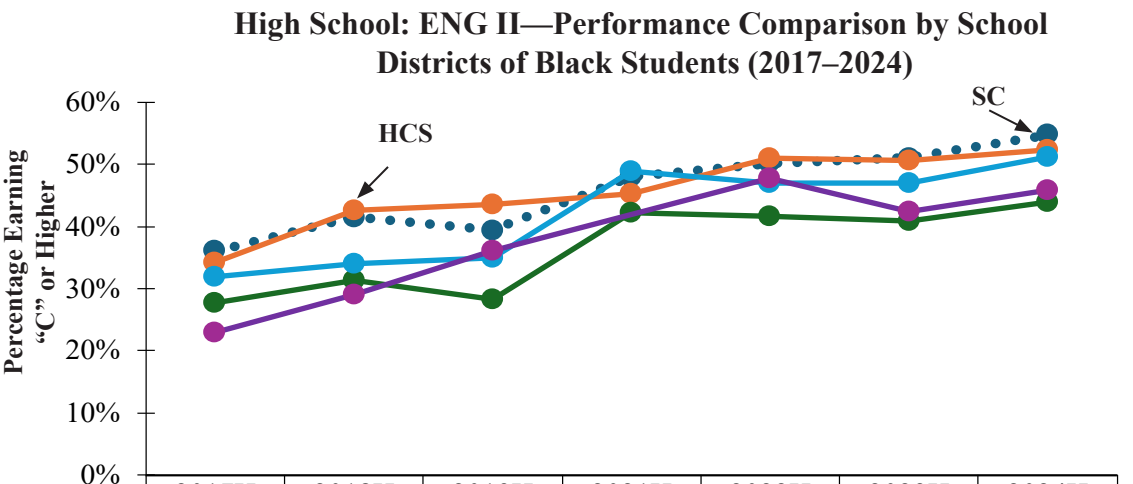
*Adjusted for the COVID-19 pandemic.

3.6 High School EOCEP: Line Graphs of Black Students' Performance

The graphs in Figures 3.6.1 and 3.6.2 show the annual performance from 2017 to 2024. The graphs in Figures 3.6.1 and 3.6.2 are averages of the yearly performance line graphs shown below. Here, the reader can visualize the annual performance of Black students pattern compared to SC, GCSD, CCSD, and OCSD. In each case HCS performed better with the largest ratio of Black students to Black teachers examined in this report .HCS (44:1) versus OCSD (17:1).

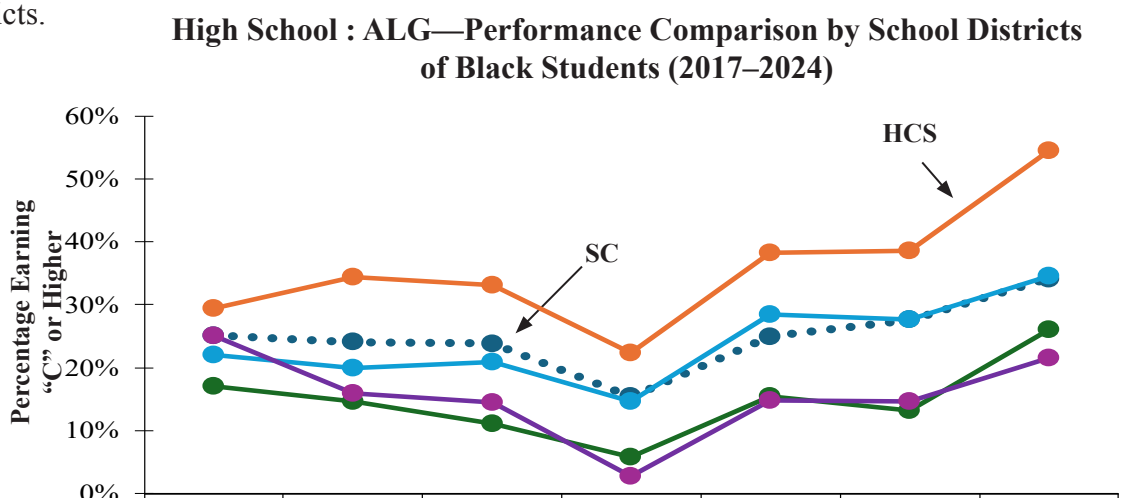
Number of Black test takers/year:
- SC: 20,592
- **HCS: 687**
- GCSD: 334
- CCSD: 1,271
- OCSD: 3,843

Percentage of Black Teachers
- SC: 16.6%
- **HCS: 5.6%**
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%



	2017H	2018H	2019H	2021H	2022H	2023H	2024H
SC_ENG II (Black)	36.0%	41.5%	39.4%	48.0%	50.2%	51.1%	54.8%
HCS_ENG II (Black)	34.2%	42.5%	43.5%	45.2%	50.9%	50.6%	52.4%
GCSD_ENG II (Black)	27.7%	31.4%	28.3%	42.2%	41.5%	40.8%	44.0%
CCSD_ENG II (Black)	31.8%	34.0%	34.9%	48.8%	46.9%	47.0%	51.2%
OCSD_ENG II (Black)	22.9%	29.0%	36.1%		47.8%	42.5%	45.8%

Figure 3.6.1 High school: ENG II— line graph of performance of Black students in SC and four school districts.



Percentage of Black Teachers
- SC: 16.6%
- **HCS: 5.6%**
- GCSD: 17.7%
- CCSD: 14.5%
- OCSD: 65.3%

	2017H	2018H	2019H	2021H	2022H	2023H	2024H
SC_ALG (Black)	25.1%	24.1%	23.8%	15.4%	25.0%	27.6%	34.1%
HCS_ALG (Black)	29.4%	34.4%	33.1%	22.4%	38.3%	38.6%	54.5%
GCSD_ALG (Black)	17.0%	14.6%	11.1%	5.8%	15.5%	13.2%	26.1%
CCSD_ALG (Black)	22.0%	20.0%	20.9%	14.6%	28.5%	27.6%	34.5%
OCSD_ALG (Black)	25.1%	16.0%	14.4%	2.7%	14.8%	14.6%	21.6%

Figure 3.6.2 High school: ALG—line graphs of performance of Black students in SC and four school districts.

Chapter 4

Distribution of Headcount of Students and Teachers Relative Their Numbers, Percentages, and Ratios

The purpose of this chapter was to report the distribution of Black students to Black teachers as pertinent data to testing the assumption that having more Black teachers produces better outcomes for Black students. Therefore, in this chapter, I have provided tables and bar charts on the distribution and proportion of students to teachers of the same race or ethnicity. One noted observation in this chapter is that in the schools of South Carolina those students identifying as White were less than 50%, whereas the state's White percentage was approximately 63%. The flow of the chapter contained two pages of information about each school district. For example, the first page of the school district shows bar charts relative to distribution of students and teachers for the district and state. The second page show student-to-teacher ratio, and a tabular distribution of the headcount distribution and percentages.

The following selected school districts were profiled relative to the headcount of students and teachers:

1) Berkeley County School District (BCSD)
2) Charleston County School District (CCSD)
3) Chester County School District (CCSD)
4) Georgetown County School District (GCSD)
5) Greenville Area School District (GASD)
6) Horry County Schools (HCS)
7) Marion County School District (MCSD)
8) Marlboro County School District (MCSD)
9) Orangeburg County School District (OCSD)*
10) Williamsburg County School District (WCSD)

The data in Table 1.1.1 provides a summary profile of the number of students and teachers, number of pupils in poverty, percentage of pupils in poverty, and ratio of students to teachers by race or ethnicity. The subsequent figures and tables in this chapter provide an overview of the numbers, percentages, and ratios, which provides a backdrop to Chapters 1-3, which describes the hypothesis testing performed to ascertain whether having more Black teachers in the classroom produces better outcomes for Black students.

Although the percentages of Black students and Black teachers were extracted from 2024 data; to that end, the percentages and ratios of Black students and Black teachers have remained essentially the same. For example, in 2017 and 2024, SC percentages of Black teachers were 15.2%, and 16.6%, respectively. Correspondingly, HCS for the same years were 5.9% and 5.6%, respectively.

*The data for OCSD were combined from 2017 to 2019 when the county schools system consists of three districts instead of one, namely Orangeburg3, Orangeburg4, and Orangeburg5.

4.1 Berkeley County School District—Headcount Analysis of Students and Teachers

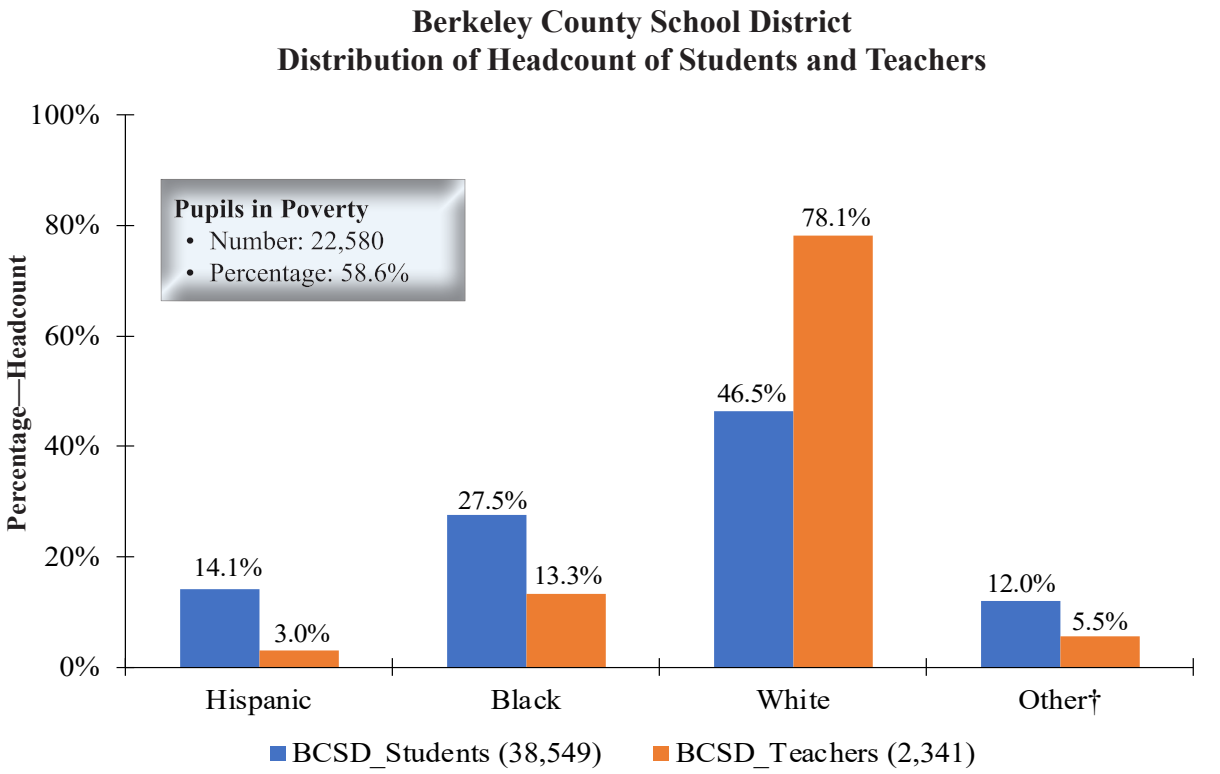


Figure 4.1.1 Berkeley County—BCSD—proportion distribution of students and teachers.

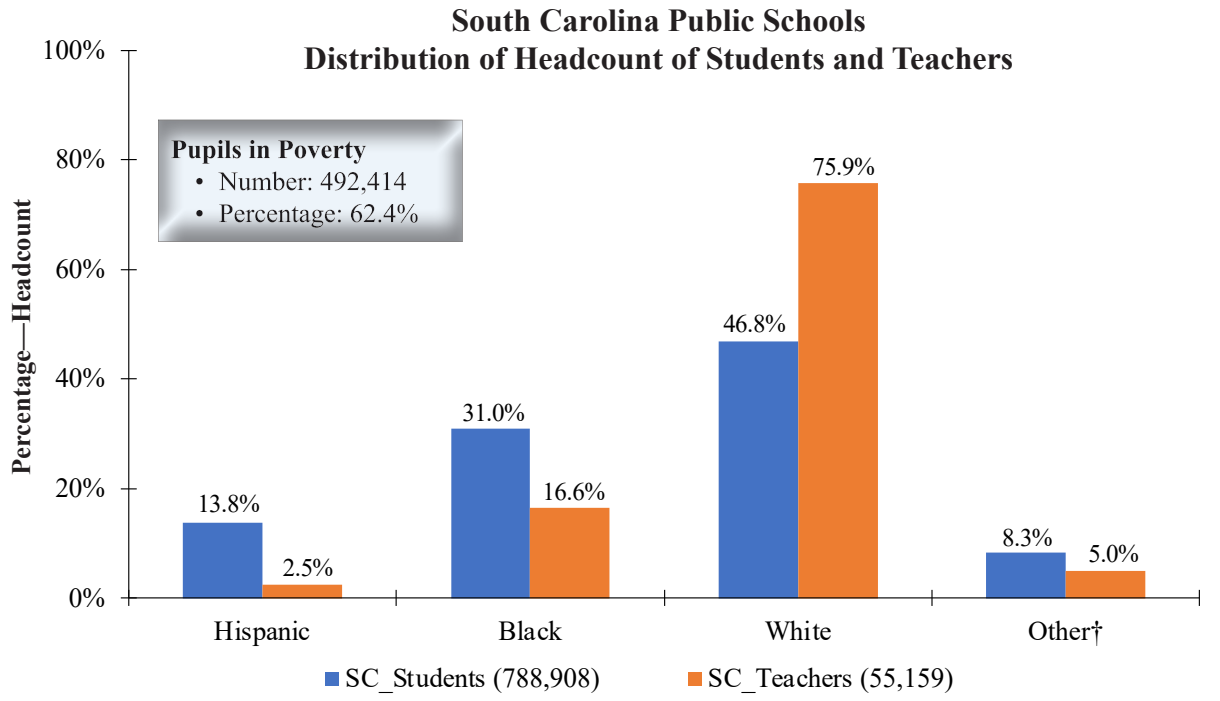


Figure 4.1.2 South Carolina (SC)—proportion of distribution of students and teachers.

Data source: SCDE

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.2 Berkeley County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.2.2, and 4.2.3 are compiled into the summary table used to generate Figures 4.1.1 and 4.1.2, shown on the previous page. Generally, in public school education, there is much discussion about the student-to-teacher ratio relative to a school district or individual schools. Table 4.2.1 shows the student-to-teacher ratio for BCSD. For example, the overall ratio for BCSD is 17:1, which equates to 17 students per teacher. Moreover, in South Carolina schools, the ratio is 15 students per teacher. Table 4.2.2 shows the number along with the percentage of students and teachers. For example, 10,591 students and 312 teachers in BCSD are Black, equating to 27.5% Black students and 13.3% Black teachers.

Table 4.2.1 Berkeley County and South Carolina—data profile of students and teachers.

State and District	BCSD	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**17:1**	**15:1**
Hispanic/Hispanic	77:1	80:1
Black/Black	34:1	27:1
Whit/White	10:1	9:1
Other/Other†	36:1	24:1

Table 4.2.2 Berkeley County and South Carolina—BCSD—proportion of students and teachers.

District	Students		Teachers	
BCSD; Categories	Number	Percent	Number	Percent
Total	**38,549**	**100%**	**2,341**	**100%**
Hispanic	5,434	14.1%	71	3.0%
Black	10,591	27.5%	312	13.3%
White	17,909	46.5%	1,829	78.1%
Other†	4,615	12.0%	129	5.5%

Table 4.2.3 South Carolina—SC—proportion of students and teachers.

State	Students		Teachers	
SC: Categories	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.3 Charleston County School District—Headcount Analysis of Student and Teachers

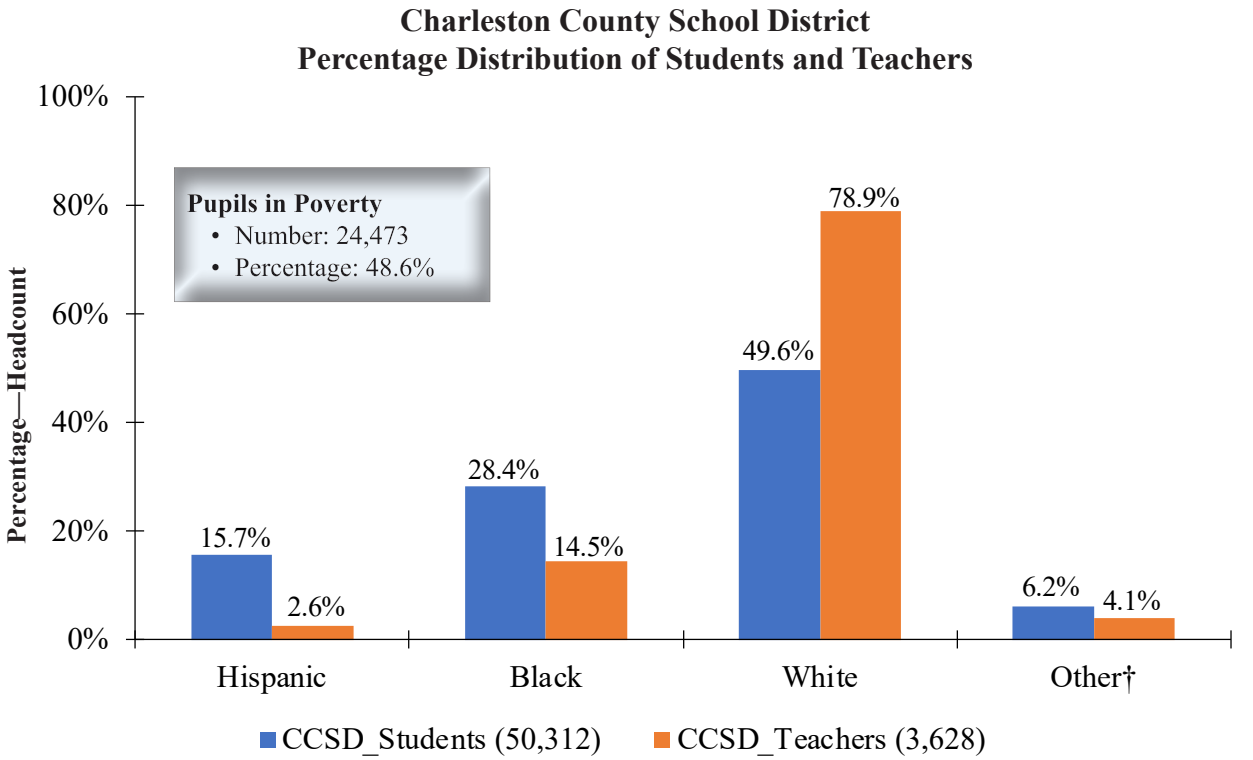


Figure 4.3.1 Charleston County School District—CCSD—Percentage distribution of students and teachers.

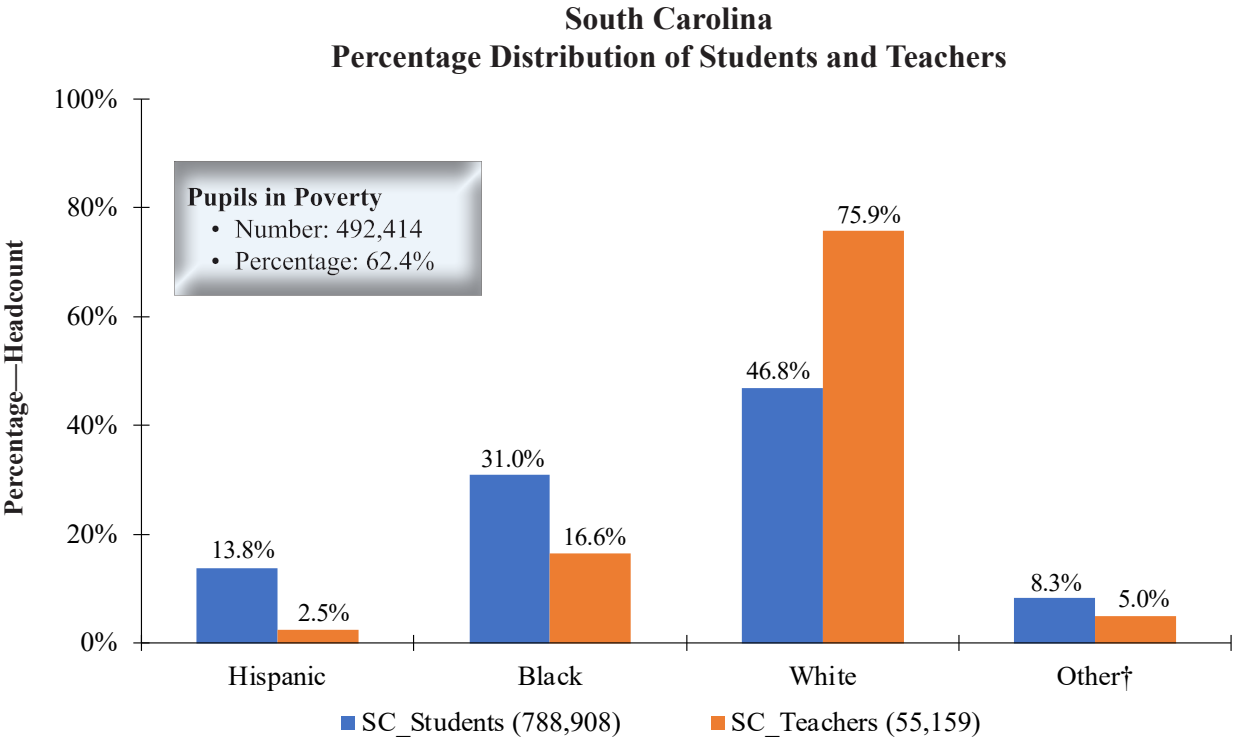


Figure 4.3.2 South Carolina—SC—Percentage distribution of students and teacher.

Data source: SCDE

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.3 Charleston County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.3.2, and 4.3.3 contain the summary table used to generate Figures 4.3.1 and 4.3.2, as shown on the previous page. Generally, in public school education, an important measure is the student-to-teacher ratio relative to a school district or individual schools. To that end, Table 4.3.1 shows the student-to-teacher ratio for CCSD. For example, the overall ratio for CCSD is 14:1, which equates to 14 students per teacher. Moreover, in South Carolina schools, the ratio is 15 students per teacher. Table 4.3.2 shows the number along with the percentage of students and teachers. For example, 14,291 students and 525 teachers in CCSD are Black, equating to 28.4% Black students and 14.5% Black teachers.

Table 4.3.1 Charleston County—CCSD—ratios of student to teacher.

State and District	CCSD	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**14:1**	**15:1**
Hispanic/Hispanic	86:1	80:1
Black/Black	28:1	27:1
Whit/White	9:1	9:1
Other/Other†	22:1	24:1

Table 4.3.2 Charleston County—CCSD—proportion of students and teachers.

District	Students		Teachers	
CCSD: Categories	Number	Percent	Number	Percent
Total	**50,312**	**100%**	**3,628**	**100%**
Hispanic	7,916	15.7%	93	2.6%
Black	14,291	28.4%	525	14.5%
White	24,978	49.6%	2,862	78.9%
Other†	3,127	6.2%	148	4.1%

Table 4.3.3 South Carolina—SC—proportion of students and teachers.

State	Students		Teachers	
SC: Categories	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.4 Chester County School District—Headcount Analysis of Students and Teachers

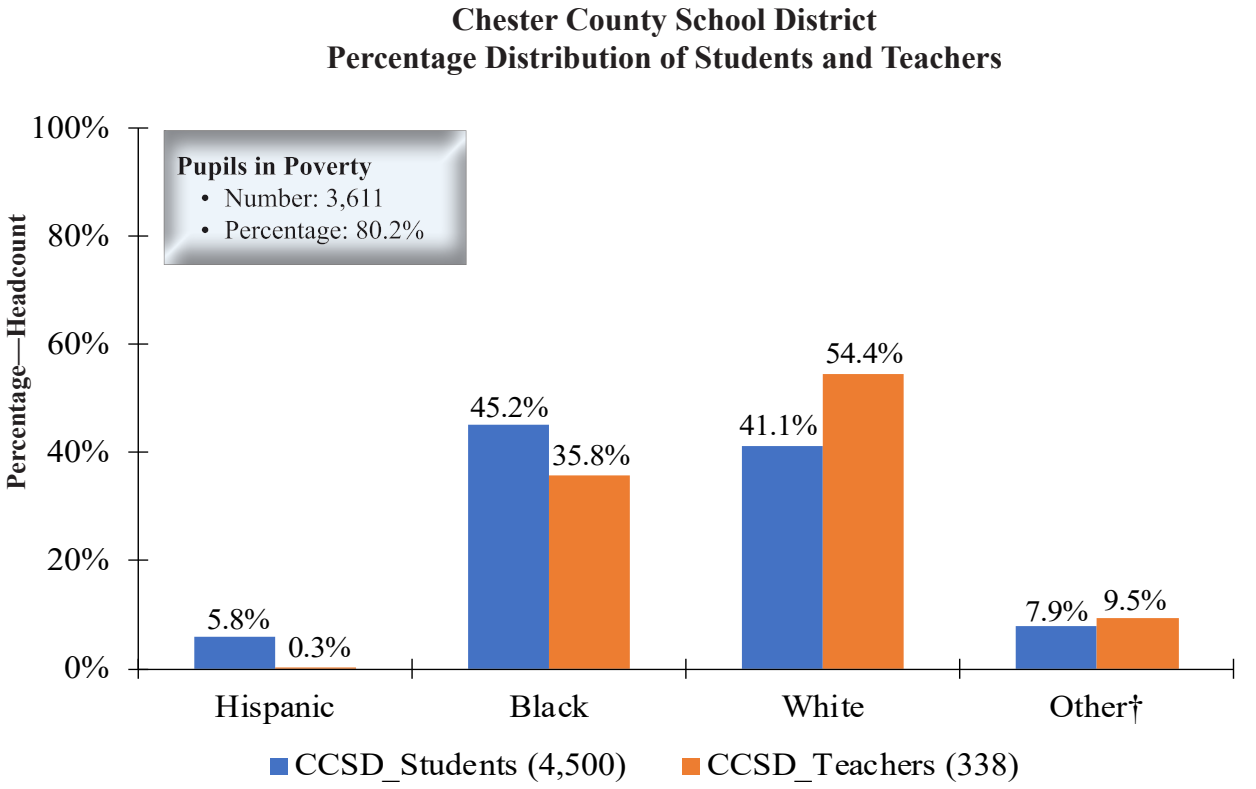


Figure 4.4.1 Chester County—CCSD—proportion distribution of students and teachers.

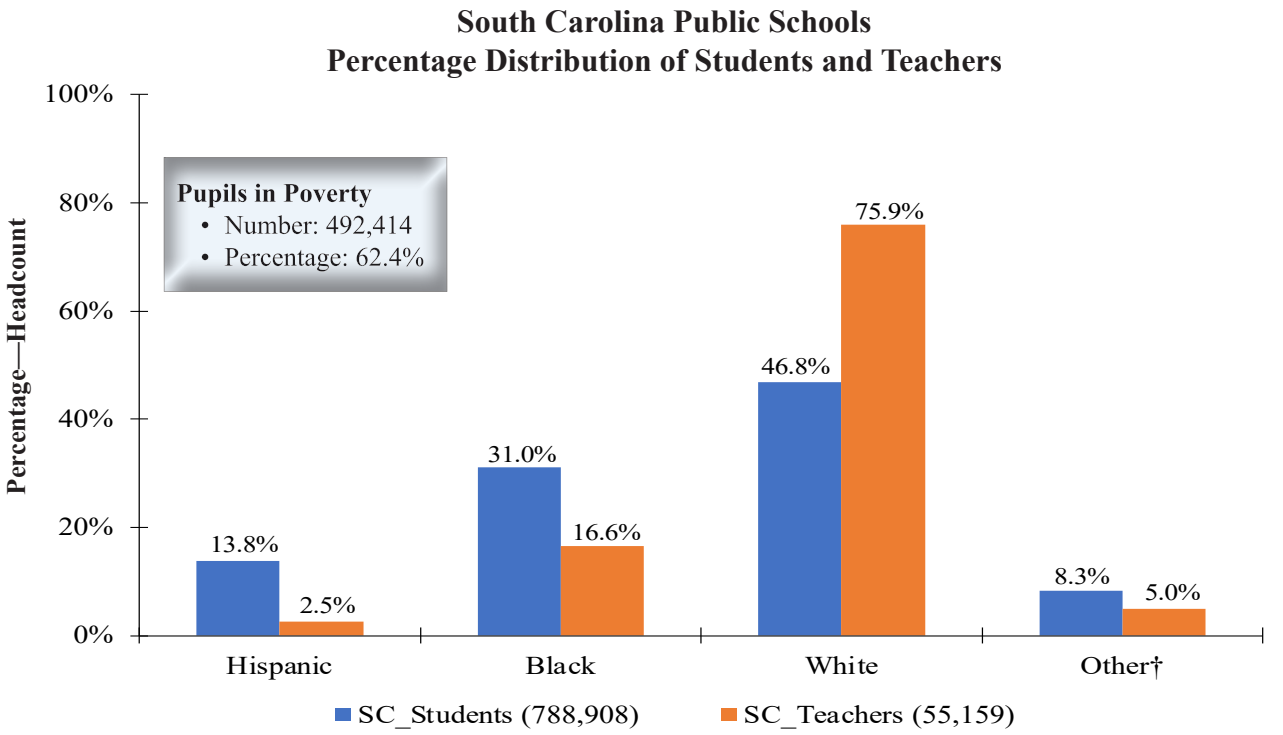


Figure 4.4.2 South Carolina—SC—proportion distribution of students and teacher.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.4 Chester County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.4.2 and 4.4.3 contain the summary table used to generate Figure 4.4.2 and 4.4.3, shown on the previous page. Generally, in public school education, an important measure is the student-to-teacher ratio relative to a school district or individual schools. To that end, Table 4.4.1 shows the student-to-teacher ratio for CCSD. For example, the overall ratio for CCSD is 14:1, which equates to 14 students per teacher. Moreover, in South Carolina schools, the ratio is 15 students per teacher. Table 4.4.2 shows the number along with the percentage of students and teachers. For example, 2,032 students and 121 teachers in CCSD are Black, equating to 45.2% Black students and 35.5% Black teachers.

Table 4.4.1 Chester County—CCSD—ratio of student to teacher.

State and District	CCSD	SC
Category Student-to-Teacher	**Ratio Student-to-Teacher**	**Ratio Student-to-Teacher**
All/All	**14:1**	**15:1**
Hispanic/Hispanic	263:1	80:1
Black/Black	17:1	27:1
Whit/White	11:1	9:1
Other/Other†	12:1	24:1

Table 4.4.2 Chester County—CCSD—proportion of students and teachers.

District	Students		Teachers	
CCSD; Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**4,500**	**100%**	**338**	**100%**
Hispanic	263	5.8%	1	0.3%
Black	2,032	45.2%	121	35.8%
White	1,849	41.1%	184	54.4%
Other†	356	7.9%	32	9.5%

Table 4.4.3 South Carolina—SC—proportion of students and teachers.

State	Students		Teachers	
SC; Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.5 Georgetown County School District—Headcount Analysis of Students and Teachers

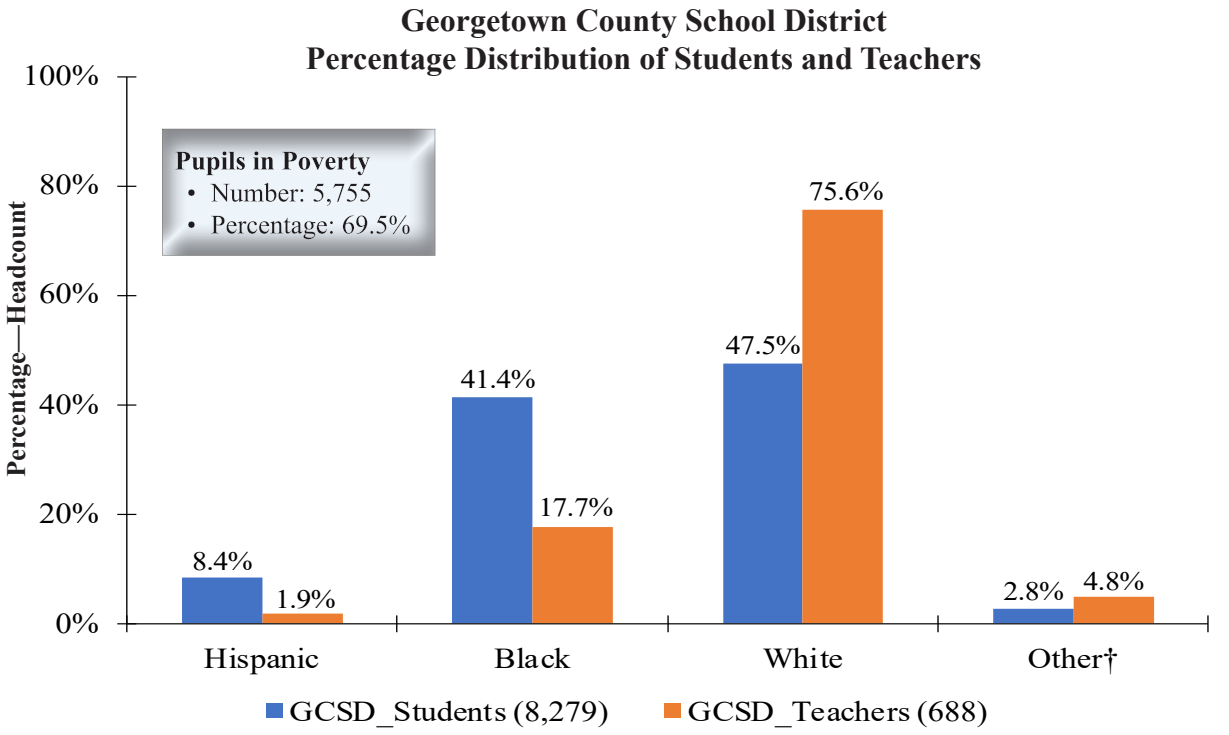


Figure 4.5.1 Georgetown County School District —GCSD—percentage distribution of Students and Teacher.

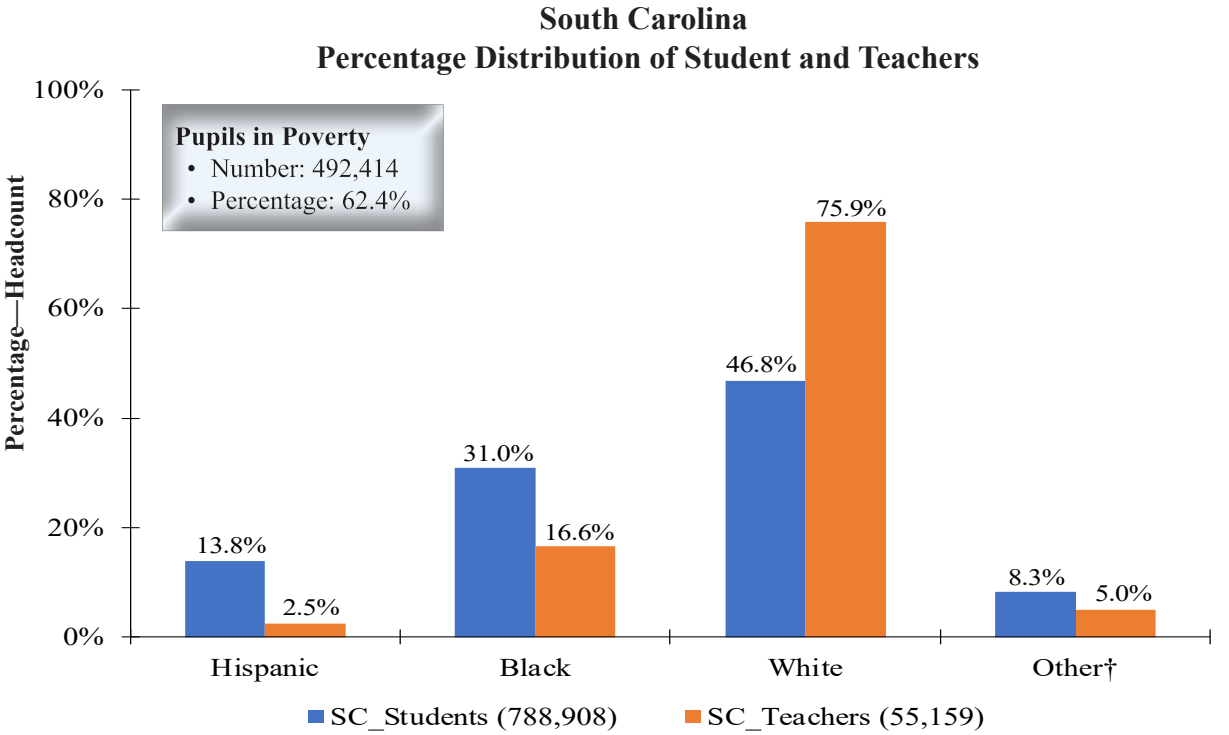


Figure 4.5.2 South Carolina—SC—percentage distribution of Students and Teacher.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.5 Georgetown County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.5.2, and 4.5.3 contain the summary table used to generate Figures 4.5.1 and 4.5.2, shown on the previous page. Generally, in public school education, an important measure is the student-to-teacher ratio relative to a school district or individual schools. To that end, Table 4.5.1 shows the student-to-teacher ratio statewide and in GCSD. For example, the overall ratio for GCSD is 13:1, which equates to 13 students per teacher. Moreover, in South Carolina, the ratio is 15 students per teacher. Table 4.5.2 shows the number along with the percentage of students and teachers for GCSD and statewide. For example, 3,427 students and 122 teachers in GCSD are Black, equating to 41.4% Black students and 17.7% Black teachers. Table 2.5.3 contains the South Carolina headcount analysis.

Table 4.5.1 Georgetown County—GCSD—ratio of student to teacher.

State and District	GCSD	SC
Category Student-to-Teacher	**Ratio Student-to-Teacher**	**Ratio Student-to-Teacher**
All/All	**13:1**	**15:1**
Hispanic/Hispanic	54:1	80:1
Black/Black	29:1	27:1
Whit/White	8:1	9:1
Other/Other†	7:1	24:1

Table 4.5.2 Georgetown County—GCSD—proportion of students and teachers

District	Students		Teachers	
GCSD: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**8,279**	**100%**	**688**	**100%**
Hispanic	693	8.4%	13	1.9%
Black	3,427	41.4%	122	17.7%
White	3,930	47.5%	520	75.6%
Other†	229	2.8%	33	4.8%

Table 4.5.3 South Carolina—SC—Students and Teachers Headcount.

State	Students		Teachers	
SC: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**788,908**	**100%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.6 Greenville Area School District—Headcount Analysis of Student and Teachers

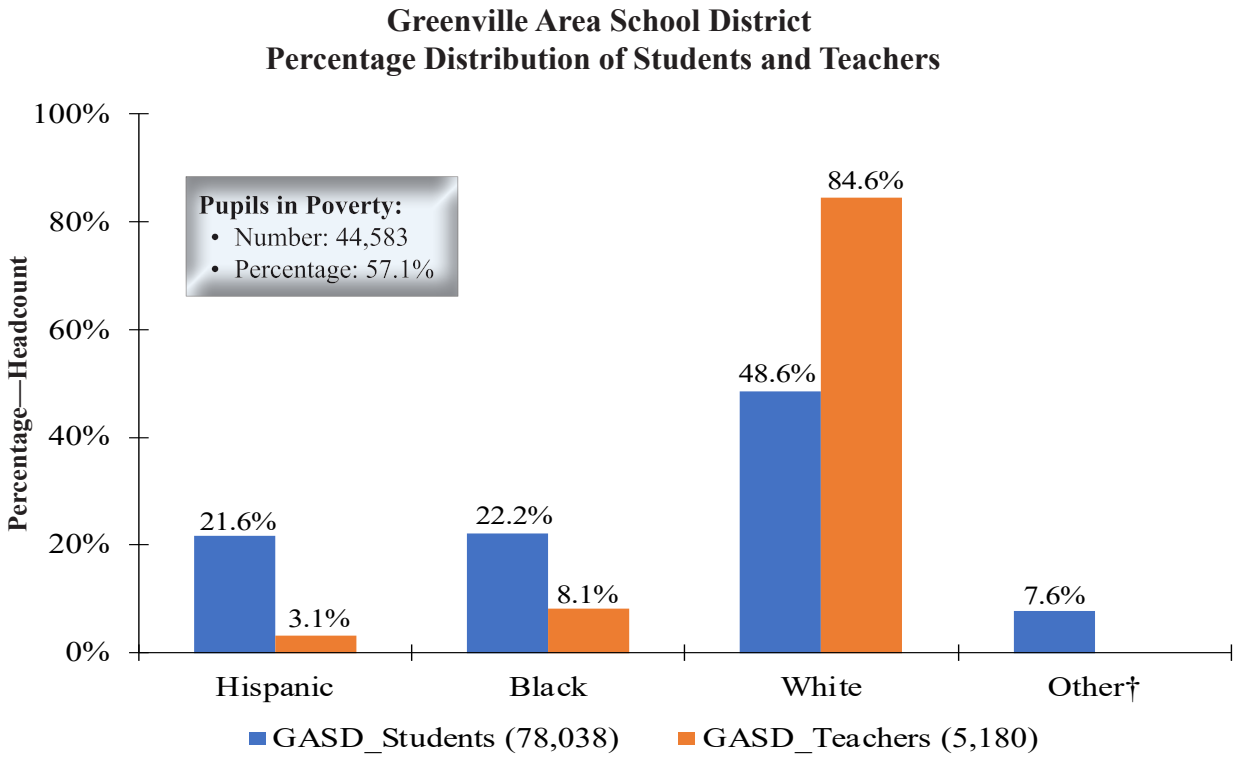


Figure 4.6.1 Greenville County—GASD—percentage distribution of students and teacher headcount.

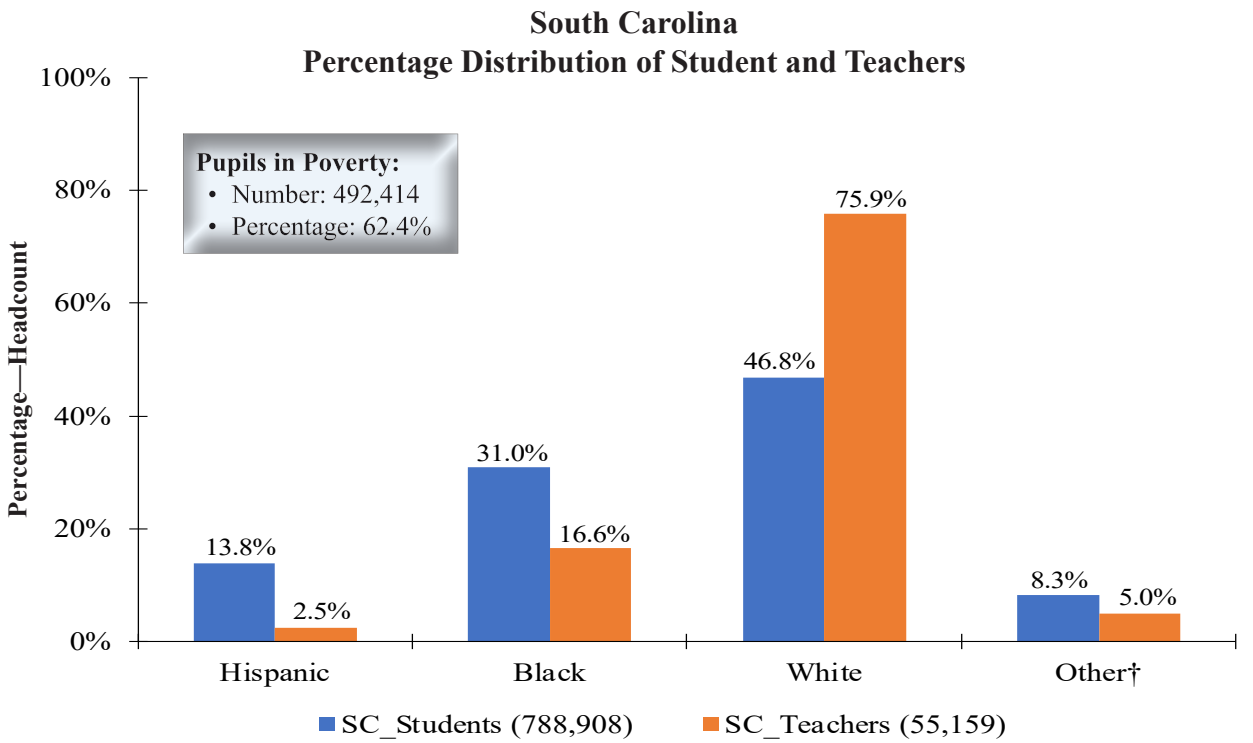


Figure 4.6.2 South Carolina—SC—percentage distribution of students and teacher headcount.

Data source: SCDE

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.6 Greenville Area School District—Statistics on School Headcount, cont.

The data in Tables 4.6.2, and 4.6.3 contain the summary table used to generate Figures 4.6.1 and 4.6.2, shown on the previous page. Generally, in public school education, an important measure is the student-to-teacher ratio relative to a school district or individual schools. To that end, Table 4.6.1 shows the student-to-teacher ratio in South Carolina and GASD. For example, the overall ratio for GASD is 16:1, which equates to 16 students per teacher. Moreover, in South Carolina, the ratio is 15 students per teacher. Table 4.6.2 shows the number along with the percentage of students and teachers for GASD and SC. For example, 17,292 students and 419 teachers in GASD are Black, equating to 41.4% Black students and 17.7% Black teachers. Table 4.6.3 contains the South Carolina headcount analysis.

Table 4.6.1 Greenville County—GASD—ratios of students to teachers.

State and District	GASD	SC
Category Student-to-Teacher	**Ratio Student-to-Teacher**	**Ratio Student-to-Teacher**
All/All	**16:1**	**15:1**
Hispanic/Hispanic	105:1	80:1
Black/Black	42:1	27:1
Whit/White	9:1	9:1
Other/Other†	28:1	24:1

Table 4.6.2 Greenville County—GASD—proportion of students and teachers

District	Students		Teachers	
GASD: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**78,038**	**100%**	**5,180**	**100%**
Hispanic	16,880	21.6%	161	3.1%
Black	17,292	22.2%	419	8.1%
White	37,904	48.6%	4,381	84.6%
Other†	5,962	7.6%	219	4.2%

Table 4.6.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.7 Horry County Schools—Headcount Analysis of Students and Teachers

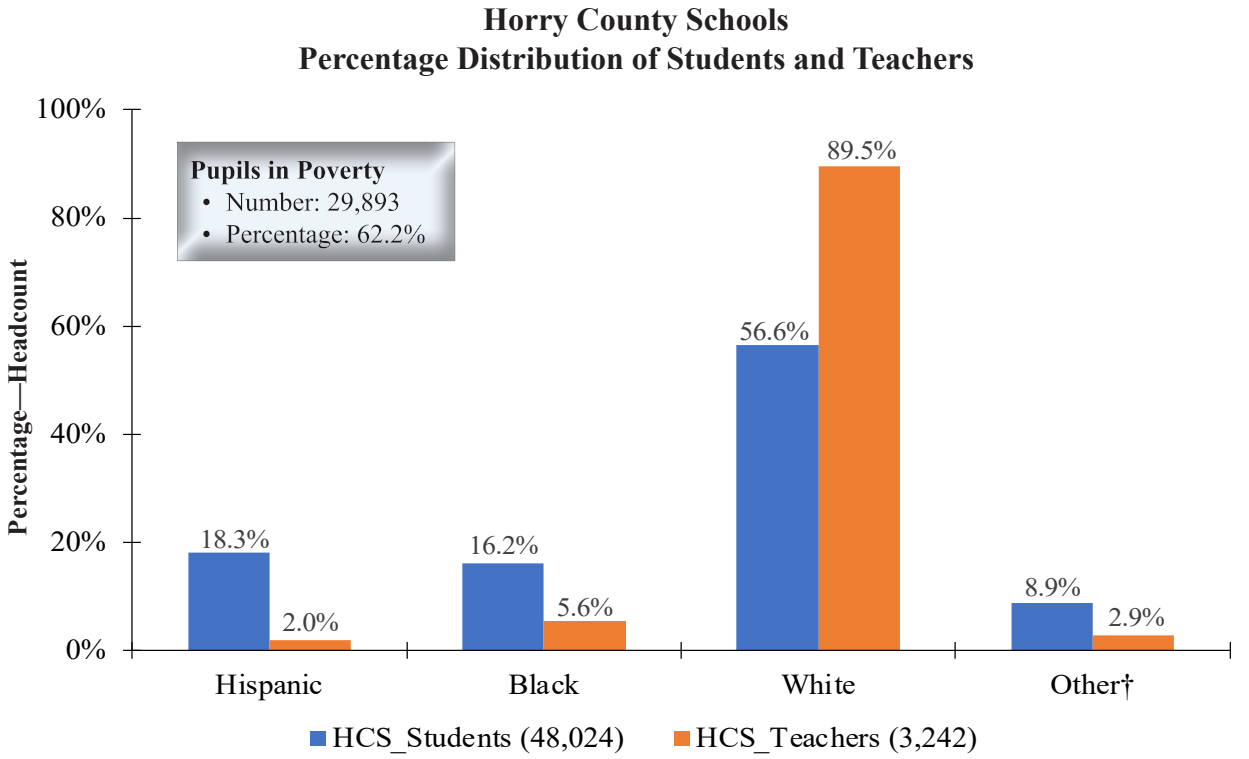


Figure 4.7.1 Horry County Schools—HCS—percentage distribution of students and teacher.

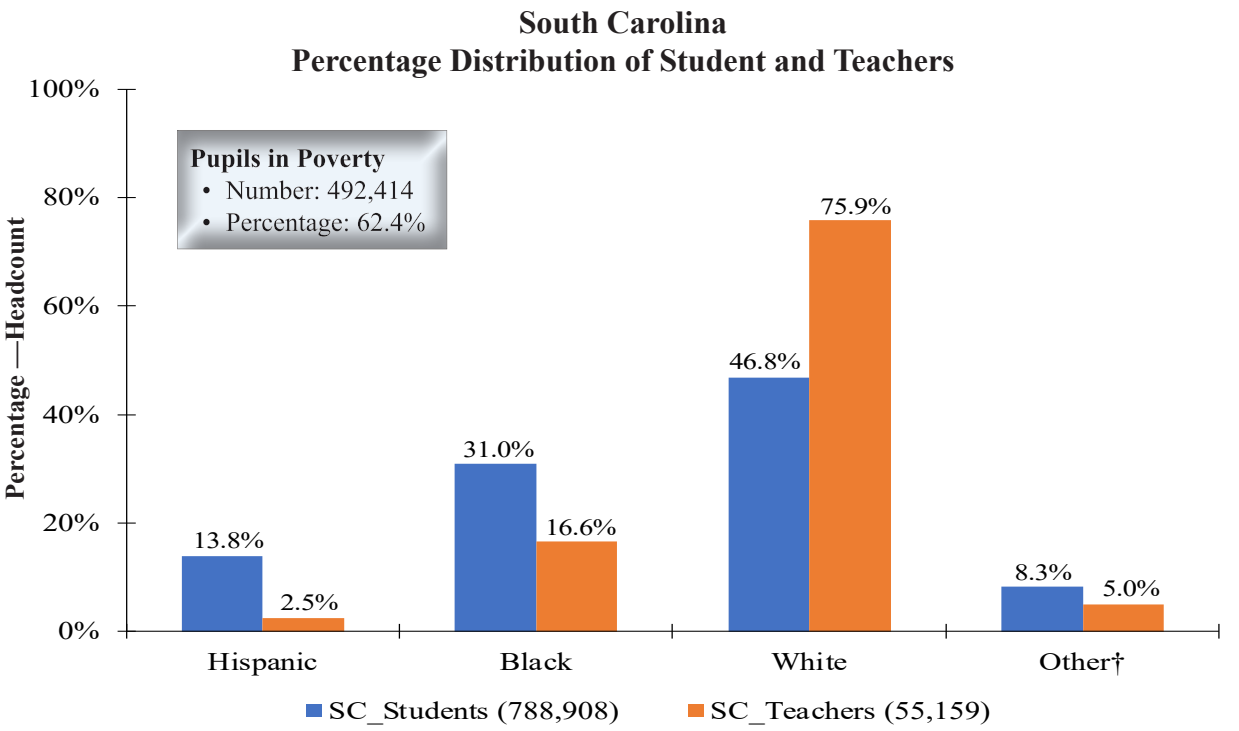


Figure 4.7.2 South Carolina—SC—percentage distribution of students and teacher.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.7 Horry County Schools—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.7.2, and 4.7.3 contain the summary tables used to generate Figures 4.7.1 and 4.7.2. Generally, in public school education, an important measure is the student-to-teacher ratio. Table 4.7.1 shows the student-to-teacher ratio in HCS as 15:1, which equates to 15 students per teacher. Additionally, the ratio is 15 students per teacher for South Carolina. Table 4.7.2 shows the number along with the percentage of students and teachers for HCS. For example, 7,796 students and 181 teachers in HCS are Black. The percentage of Black teachers is 5.6%. This equates to 44 Black students to one Black teacher (see Table 4.7.1). The percentage of Black students to Black teachers in HCS is 16.2% students and 5.6% teachers, which equates to a ratio of 44:1. This equates to 44 Black students to one Black teacher.

Table 4.7.1 Horry County Schools—HCS—ratios of student-to-teacher.

State and District	HCS	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**15:1**	**15:1**
Hispanic/Hispanic	133:1	80:1
Black/Black	44:1	27:1
Whit/White	10:1	9:1
Other/Other†	47:1	24:1

Table 4.7.2 Horry County Schools—HCS—proportions of students and teachers.

District	Students		Teachers	
HCS: Categories	Number	Percent	Number	Percent
Total	**48,024**	**100%**	**3,242**	**100%**
Hispanic	8,766	18.3%	66	2.0%
Black	7,796	16.2%	181	5.6%
White	27,171	56.6%	2,903	89.5%
Other†	4,291	8.9%	93	2.9%

Table 4.7.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC: Categories	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

*†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.8 Marion County School District—Headcount Analysis of Students and Teachers

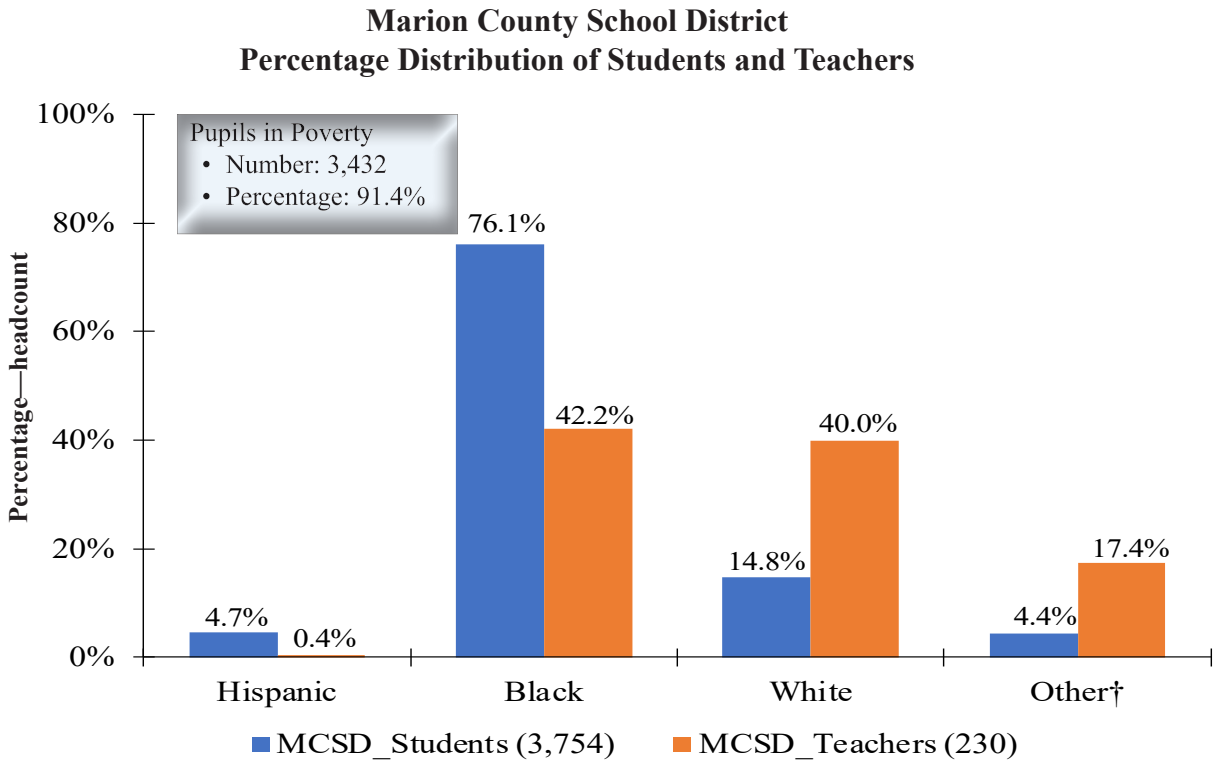


Figure 4.8.1 Marion County School District—MCSD—percentage distribution of Students and Teacher.

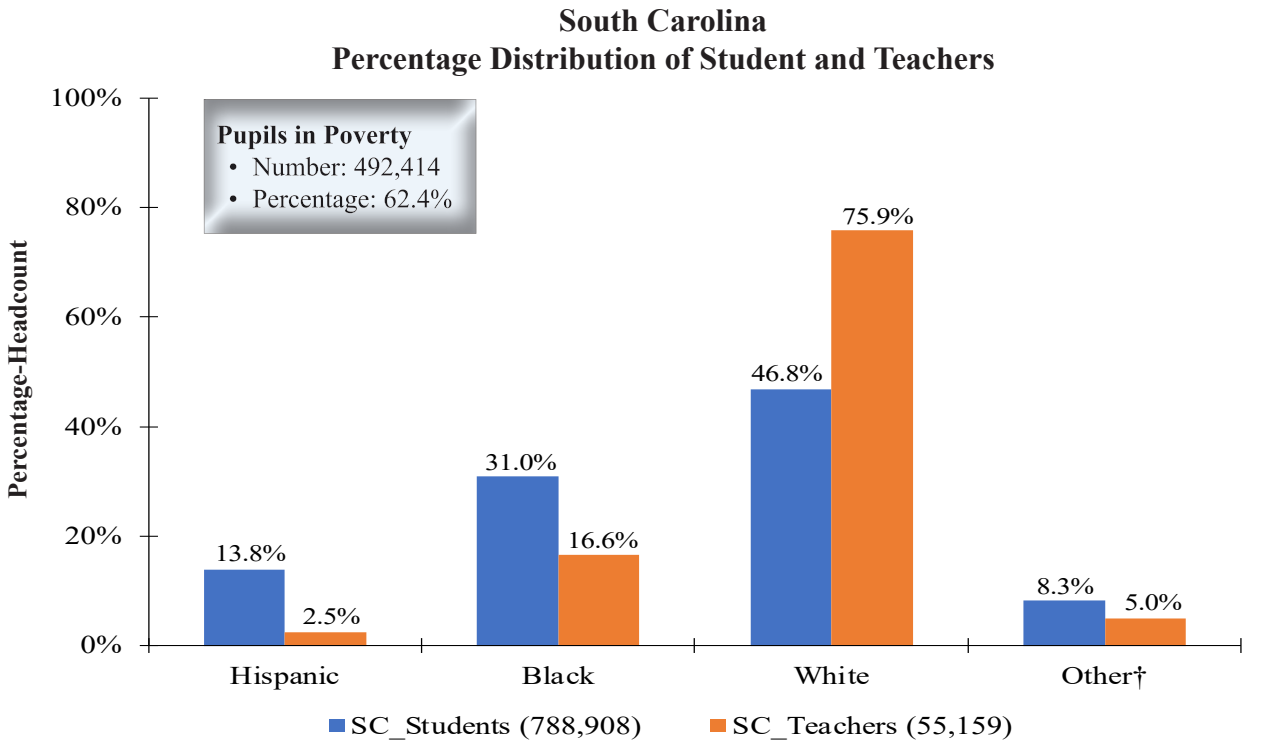


Figure 4.8.2 South Carolina—SC—percentage distribution of Students and Teacher.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.8 Marion County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.8.1 and 4.8.3 contain the summary tables used to generate Figures 4.8.1 and 4.8.2. Generally, in public school education, an important measure is the student-to-teacher ratio. Table 4.8.1 shows that the student-to-teacher ratio in MCSD is 17:1, which equates to 17 students per teacher. Additionally, the ratio is 15 students per teacher in South Carolina. Table 4.8.2 shows the number along with the percentage of students and teachers for MCSD. For example, 2,857 students and 97 teachers in MCSD are Black, equating to 76.1% and 42.2% students and teachers who are Black, respectively. Although the percentage of Black teachers is 42.2% ratio of Black students to Black teachers is 30:1, one of the highest in the ten school districts highlighted in this chapter (see Table 4.8.1).

Table 4.8.1 Marion County—MCSD—ratio of student to teacher.

State and District	MCSD	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**17:1**	**15:1**
Hispanic/Hispanic	175:1	80:1
Black/Black	30:1	27:1
Whit/White	7:1	9:1
Other/Other†	5:1	24:1

Table 4.8.2 Marion County—MCSD—proportion of students and teachers

District	Students		Teachers	
MCSD: Categories	Number	Percent	Number	Percent
Total	**3,754**	**100%**	**230**	**100%**
Hispanic	175	4.7%	1	0.4%
Black	2,857	76.1%	97	42.2%
White	555	14.8%	92	40.0%
Other†	167	4.4%	40	17.4%

Table 4.8.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.9 Marlboro County School District—Headcount Analysis of Students and Teachers

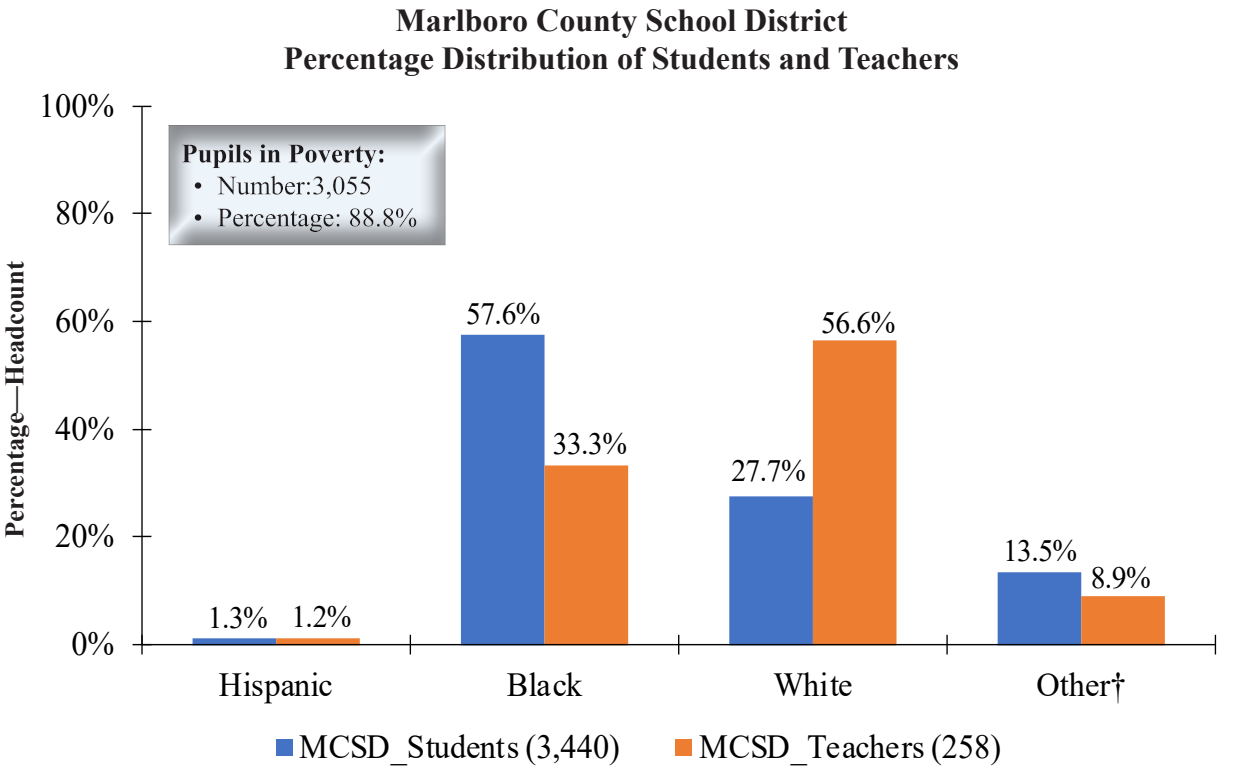


Figure 4.9.1 Marlboro County—MCSD—proportion distribution of students and teachers.

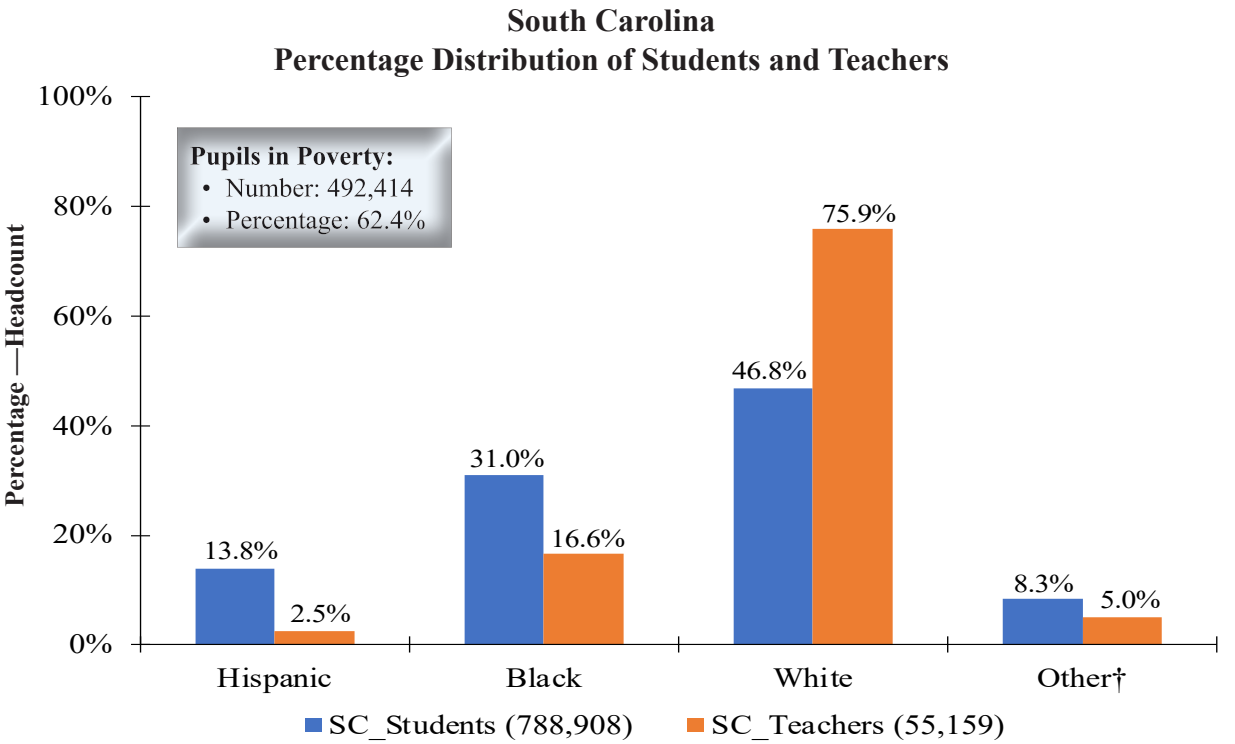


Figure 4.9.2 South Carolina—SC—proportion distribution of students and teachers.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.9 Marlboro County School District— Headcount Analysis of Students and Teachers, cont.

The data presented in Tables 4.9.1, 4.9.2, and 4.9.3 summarize the information used to generate Figures 4.9.1 and 4.9.2. In the context of public school education, the student-to-teacher ratio is a critical measure. According to Table 4.9.1, the student-to-teacher ratio in the MCSD is 14:1, indicating that there are 14 students for every teacher. In comparison, the student-to-teacher ratio in South Carolina is 15:1.

Table 4.9.2 provides detailed information on the number and percentage of students and teachers in the MCSD. For instance, there are 1,980 students and 86 teachers in the MCSD who are Black, representing 57.6% of the student population and 33.3% of the teacher population. Consequently, the ratio of Black students to Black teachers is 24:1.

Table 4.9.1 Marlboro County—MCSD—ratio of student-to-teacher.

State and District	MCSD	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**14:1**	**15:1**
Hispanic/Hispanic	15:1	80:1
Black/Black	24:1	27:1
Whit/White	7:1	9:1
Other/Other†	21:1	24:1

Table 4.9.2 Marlboro County—MCSD—proportion of students and teachers.

Marlboro County	Students		Teachers	
MCSD: Categories	Number	Percent	Number	Percent
Total	**3,440**	**100%**	**258**	**100%**
Hispanic	44	1.3%	3	1.2%
Black	1,980	57.6%	86	33.3%
White	952	27.7%	146	56.6%
Other†	464	13.5%	23	8.9%

Table 4.9.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC; Categories	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.10 Orangeburg County School District—Headcount Analysis of Students and Teachers

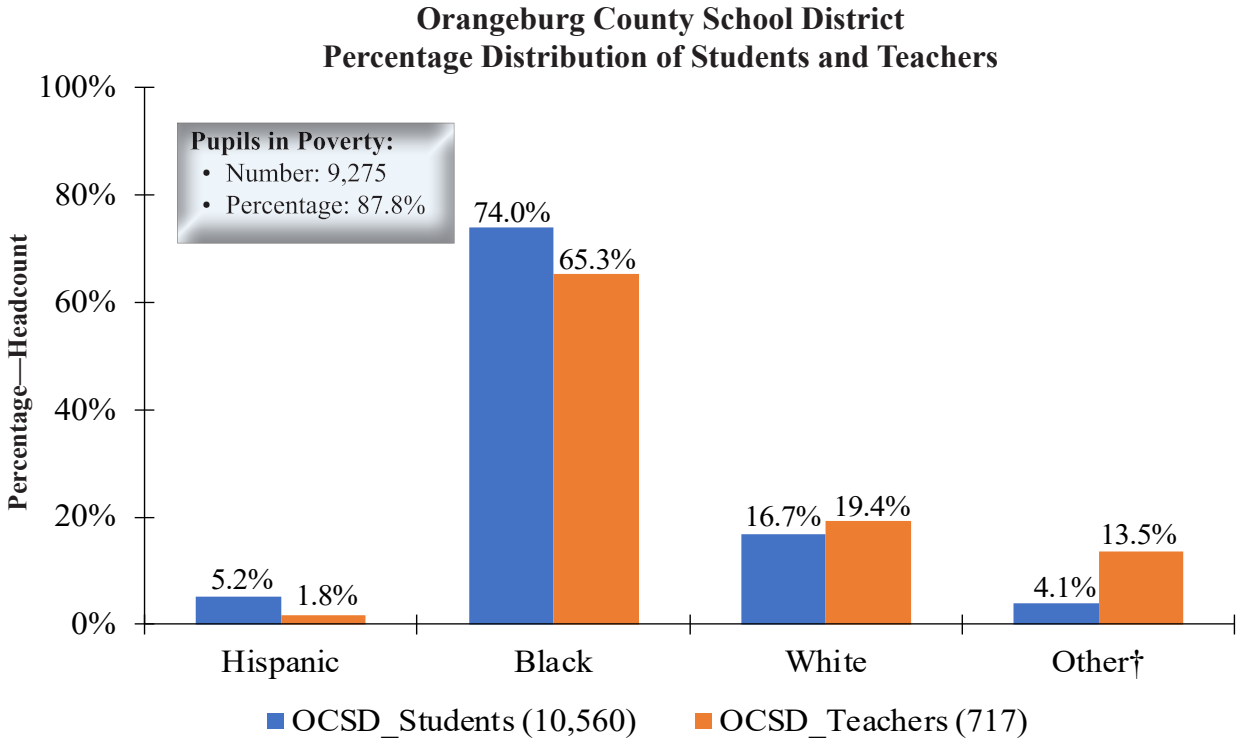


Figure 4.10.1 Orangeburg County—OCSD—proportion distribution of students and teachers.

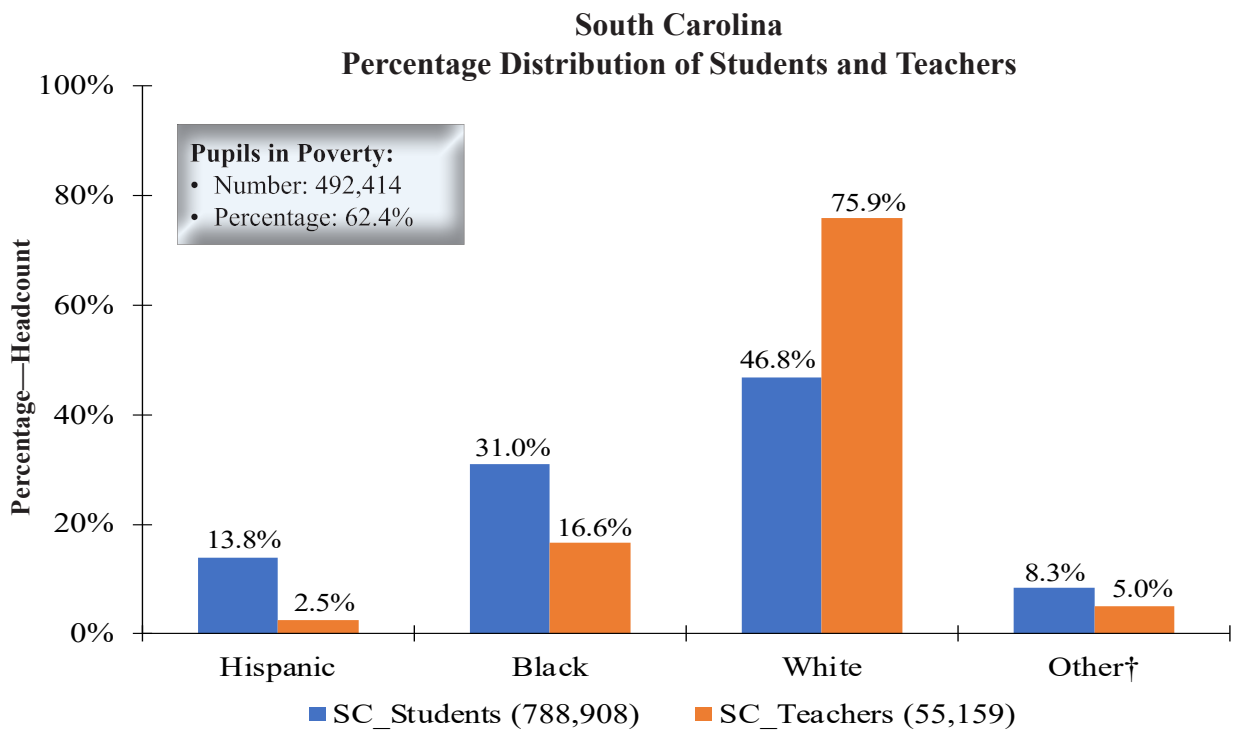
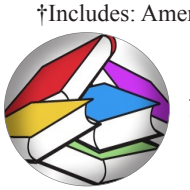


Figure 4.10.2 South Carolina—SC—proportion distribution of students and teachers.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.



4.10 Orangeburg County School District—Headcount Analysis of Students and Teachers, cont.

The data in Tables 4.10.1 and 4.10.2 contain the summary tables used to generate Figures 4.10.1 and 4.10.2. Generally, in public school education, an important measure is the student-to-teacher ratio. Table 2.10.1 shows that the student-to-teacher ratio in OCSD is 15:1, which equates to 15 students per teacher. Additionally, the ratio is 15 students per teacher in South Carolina. Table 4.10.2 shows the number along with the percentage of students and teachers for OCSD schools. For example, 7,814 students and 468 teachers in OCSD are Black, equating to a Black student population of 74.0% and a Black teacher population of 65.3%. The ratio of Black students to Black teachers is 17:1, which is significant because it is one of the lowest student-to-teacher ratios for Blacks in the state (Table 4.10.1).

Table 4.10.1 Orangeburg County—OCSD—ratio of student-to-teacher.

State and District	OCSD	SC
Category Student-to-Teacher	**Ratio Student-to-Teacher**	**Ratio Student-to-Teacher**
All/All	**15:1**	**15:1**
Hispanic/Hispanic	43:1	80:1
Black/Black	17:1	27:1
Whit/White	13:1	9:1
Other/Other†	5:1	24:1

Table 4.10.2 Orangeburg County—OCSD—proportion of students and teachers.

Orangeburg County	Students		Teachers	
OCSD: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**10,560**	**100%**	**258**	**100%**
Hispanic	549	5.2%	13	1.8%
Black	7,814	74.0%	468	65.3%
White	1,768	16.7%	139	19.4%
Other†	429	4.1%	97	13.5%

Table 4.10.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC: Categories	**Number**	**Percent**	**Number**	**Percent**
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.11 Williamsburg County School District—Headcount Analysis of Student and Teachers

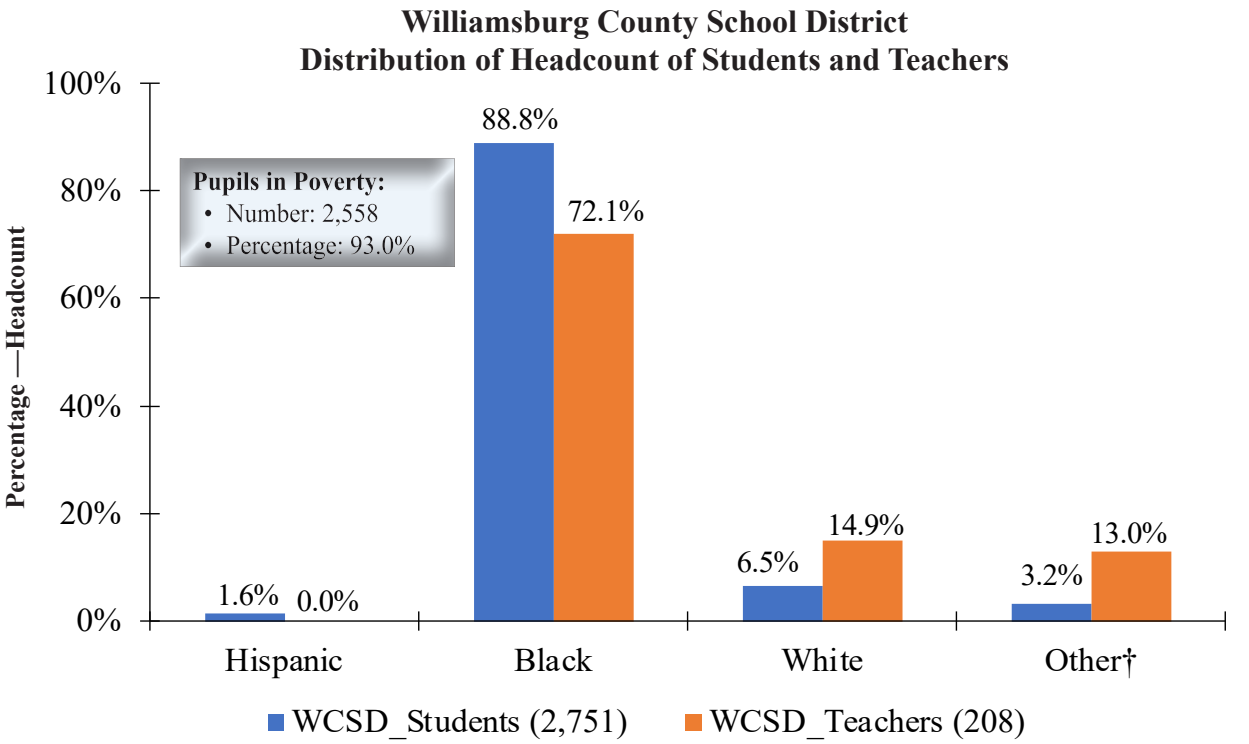


Figure 4.11.1 Williamsburg County—WCSD—proportion distribution of students and teachers.

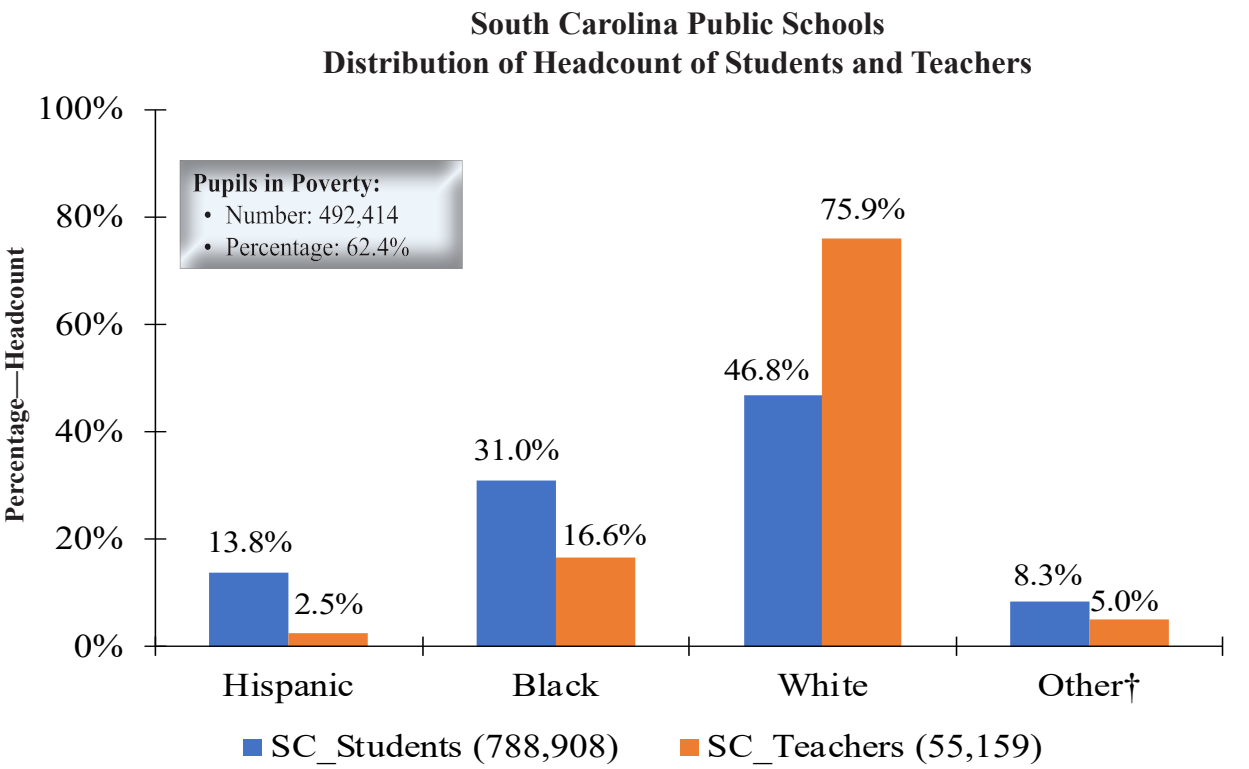


Figure 4.11.2 South Carolina—SC—percentage distribution of students and teacher headcount.

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

4.11 Williamsburg County School District—Headcount Analysis of Student and Teachers, cont.

The data in Tables 4.11.2 and 4.11.3 contain the summary information used to generate Figures 4.11.1 and 4.11.2. Generally, in public school education, an important measure is the student-to-teacher ratio. Table 4.11.1 shows that the student-to-teacher ratio in WCSD is 14:1, which equates to 14 students per teacher. Additionally, the ratio is 15 students per teacher in South Carolina. Table 4.11.2 depicts the number along with the percentage of students and teachers for the WCSD schools. For example, 2,443 students and 150 teachers in WCSD are Black, equating to a Black student population of 88.8% and a Black teacher population of 72.1%. The ratio of Black students to Black teachers is 17:1, which is significant because it is close to the state ratio of 15:1. See Table 4.11.1.

Table 4.11.1 Williamsburg County—WCSD—ratio of student to teacher.

State and District	WCSD	SC
Category Student-to-Teacher	Ratio Student-to-Teacher	Ratio Student-to-Teacher
All/All	**14:1**	**15:1**
Hispanic/Hispanic	-	80:1
Black/Black	17:1	27:1
Whit/White	6:1	9:1
Other/Other†	4:1	24:1

Table 4.11.2 Williamsburg County—WCSD—proportion of students and teachers.

District	Students		Teachers	
WCSD: Categories	Number	Percent	Number	Percent
Total	**2,751**	**100%**	**208**	**100%**
Hispanic	43	1.6%	0	0.0%
Black	2,443	88.8%	150	72.1%
White	178	6.5%	31	14.9%
Other†	87	3.2%	27	13.0%

Table 4.11.3 South Carolina—SC—proportion of students and teachers

State	Students		Teachers	
SC: Categories	Number	Percent	Number	Percent
Total	**788,908**	**100.0%**	**55,159**	**100%**
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other†	65,664	8.3%	2,767	5.0%

†Includes: American Indian, Asian, Hawaiian or Other Pacific Islanders,Two or more races, and not reported.

Chapter 5

Summary and Conclusion

While there is a severe mismatch in the proportions of Black and Hispanic students relative to Black and Hispanic teachers, my analyses of data from the SCDE are inconsistent with the assumption that Black children as a group will have better learning outcomes and that the achievement gap will close between Black and White students when Black students are taught by Black teachers.

The data used for testing in this report are reliable and practical because it is real-life data rather than survey data, which are often used in these kinds of statistical studies. My analysis in this report provides a compelling reason that there is no evidence to support the assumption that having more Black teachers in classrooms will achieve better learning outcomes for Black students.

Although the four school districts and SC ratios of Black student-to-Black teacher were far smaller than that of HCS, the HCS Black student, on average, performed statistically better with an absolute performance gap between HCS Black students in comparison with Black students from SC, GCSD, CCSD, and OCSD by 15%, 40%, 29%, and 45% for elementary, middle, and high schools, respectively. HCS and CCSD are of comparable size, and CCSD has a statistically higher percentage of Black teachers (14.5%), as compared to HCS Black teachers (5.6%). Additionally, HCS has a statistically higher number of pupils in poverty (62.2%), compared to CCSD (48.6%). Despite these advantages in favor of CCSD, the performance gaps between HCS and CCSD for Black students were more than 21% (ELA) and 40% (math) in elementary and middle school, and high school 11% (ENG II) and 20% (ALG), respectively. These results are not based on a survey; rather, they are based on learning outcomes of more than 2.5 million students, whereas approximately 790,000 Black students were included in the analysis. Although, there were variations in percentages of Black students to Black teachers among SC and the other three school districts studied in this report, there was no correlation between more Black teachers improve the outcomes of Black students.

Conclusion: There is no evidence that having more Black teachers in classrooms will yield better learning outcomes for Black students. Therefore, the assumption that a smaller Black teacher-to-Black student ratio will yield better outcomes is not suppported by evidence. Even if the percentage gaps between Black students as shown in Table 3.1.1 for HCS versus Black students in SC, GCSD, CCSD, and OCSD went to zero percentage, the rejection of the assumption tested in this report would still be valid because there would be no difference in performance.

A better discussion would be to identify whether other confounding factors of relevant, perform a root cause analysis, and implement practical solutions. Based on the data collected from SCDE and analyzed here, even if the Black teacher-to-Black teacher ratio was improved to 15:1 in all school districts, the outcome would not be appreciably different. This reiterates the point that simply putting more Black teachers into the classroom is not going to solve the problem of a performance gap for Black students in comparison to other ethnic student groups.

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Wilson, David C. 2018 Profile of the South Carolina Student: Horry and Georgetown Counties Public Schools, *Wilson Consulting Services, LLC* https://wilsonconsultingservices.net/wcs_profile_sc_18.pdf

About WCS

Wilson Consulting Services, LLC is a limited liability company that provides consulting in measurement processes, statistical analyses, mathematics education, and family history research.

Our core values are integrity, quality, and customer satisfaction.

Our mission is to provide each client with the most effective and ethical service possible, and to preserve and promote evidence-based decision making for our clients.

The Author and Founder/CEO
David C. Wilson

David C. Wilson is a retired electrical and electronics engineer, adjunct mathematics professor, and founder of Wilson Consulting Services, LLC. Beyond his professional career, he is a dedicated local and family history researcher, author, and self-publisher.

A proud five-generation native of Horry County, South Carolina, Wilson attended formerly segregated public schools, including Todd Swamp Colored School, Poplar Elementary School, and Chestnut Consolidated High School. He later pursued higher education, earning a bachelor's degree in electrical engineering from the City College of New York and a master's degree in the same field from Manhattan University (formerly Manhattan College).

With more than 35 years of experience in product development, quality, and reliability engineering, Wilson contributed his expertise to multinational corporations such as General Electric, Honeywell, and IBM. Additionally, he dedicated over 25 years to academia, teaching statistics and mathematics as an adjunct professor at institutions including Dutchess Community College, Quinnipiac University, and Horry County Technical College. His commitment to excellence has earned him numerous professional accolades and community service awards.

David C. Wilson
CEO / Author

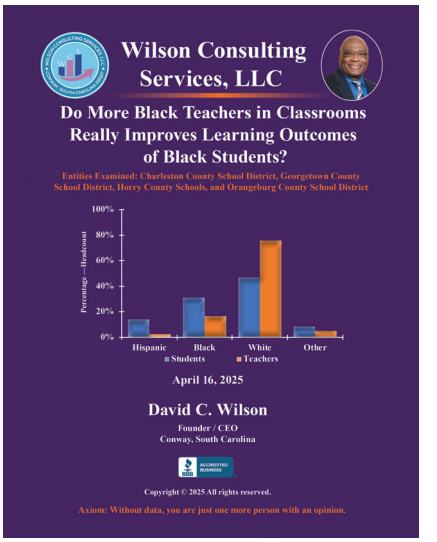
Wilson and his wife, Beverly, reside in Conway, South Carolina, they cherish their family, including two sons, six grandchildren, and one great-grandchild.

Appendix—Related Reports

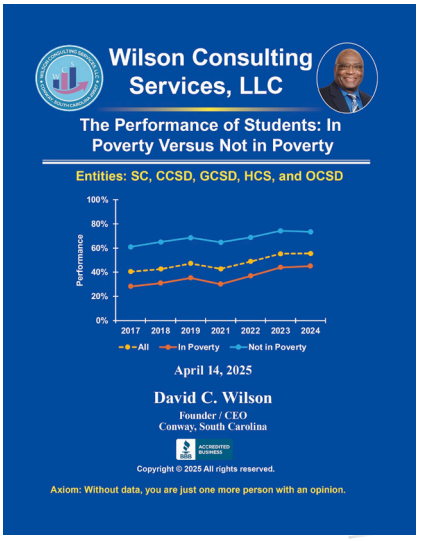
This page provides links to reports published on April 16, 2025, which can be accessed via images or report numbers. The data for these reports was sourced from the South Carolina Department of Education, Office of Research and Data Analysis, and was used to create various charts, graphs, and tables across seven reports, including this report.

Should you have a problem accessing the reports please click on or cut and paste the link in your browser:

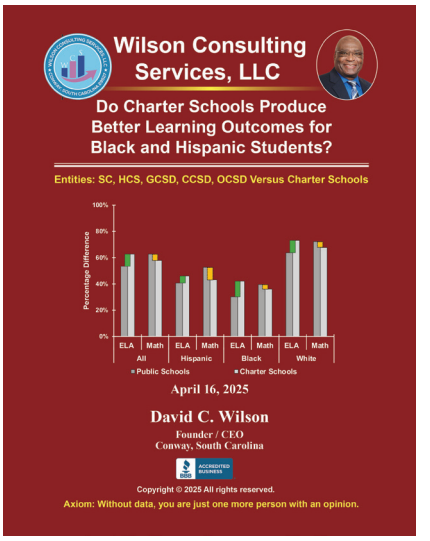
Report 1: https://wilsonconsultingservices.net/wcs_blackteachers.pdf
Report 2: https://wilsonconsultingservices.net/wcs_studentpoverty.pdf
Report 3: https://wilsonconsultingservices.net/wcs_charterschools.pdf
Report 4: https://wilsonconsultingservices.net/wcs_ccsdcovid.pdf
Report 5: https://wilsonconsultingservices.net/wcs_gcsdcovid.pdf
Report 6: https://wilsonconsultingservices.net/wcs_hcscovid.pdf
Report 7: https://wilsonconsultingservices.net/wcs_ocsdcovid.pdf



Report 1



Report 2



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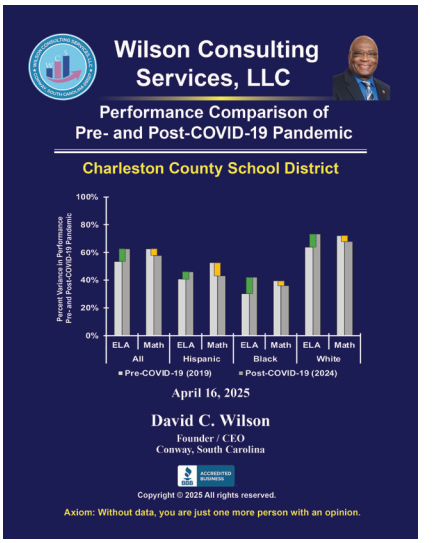
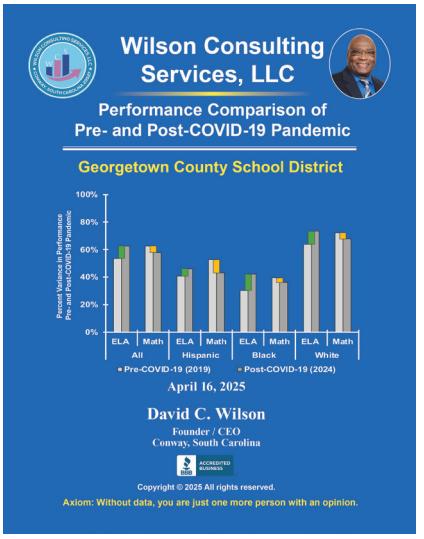


Report 4



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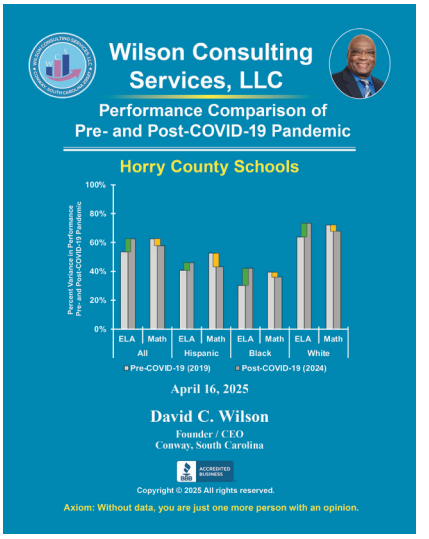
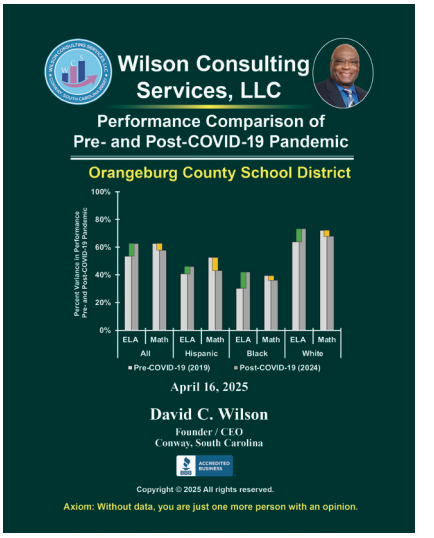


Report 6



Report 7

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