

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

2026

# Strategic Compensation Pilot Report

*Pursuant to Proviso 1.113 of Act 226, the General Appropriations Act 2024*

***November 19, 2026***

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# Pilot Information

The purpose of the Strategic Compensation Pilot is to support innovative strategic educator compensation initiatives in public school districts and charter schools, with an emphasis on awarding teachers whose students make meaningful growth at or above grade level.

## Strategic Compensation Background

The state Strategic Compensation Pilot builds upon existing programs in South Carolina and nationwide. From the early 2000s to the mid-2010s, the South Carolina Department of Education (SCDE) provided funding for the Teacher Advancement Program (TAP) model to a subset of high-needs schools statewide; recent research demonstrates that the implementation of the TAP model had positive effects on both student academic outcomes and long-term health and societal outcomes.

The TAP model and other similar programs allow school and district administrators to use teacher growth data to strategically recruit, retain, and recognize highly-effective educators. In more recent years, other states and school districts have piloted strategic compensation models more closely centered on student growth using interim or summative assessment results. Research from Hanushek and others identify differential pay linked to educator effectiveness as an important piece of a district's overall strategy for hiring and keeping effective teachers.

In 2021, Meeting Street Schools used lessons from the TAP model and other local school districts' pilots to begin the Excellence in Teaching awards. At Meeting Street Schools, the Excellence in Teaching model identifies and rewards highly-effective educators using interim assessment data, and also provides school leadership with the tools needed for data-based decision-making on teacher placement and retention.

In 2024, the South Carolina General Assembly allocated $5 million for the development of a similar statewide pilot in primarily critical needs areas.

## Key Takeaways

- Strategic compensation is not a one-size-fits-all approach—it should be used as flexible, targeted component of a broader hiring and retention system that meets the diverse needs of individual districts and schools.
- Districts applied for the state pilot and prioritized schools with low student academic growth, low student academic proficiency, and/or high rates of teacher turnover .
    - 37 schools in 29 districts were selected for year one of the pilot, and all districts who applied received at least one school.
    - 34 of the 37 schools are in a critical need geographic area.

- During the initial implementation year, 419 teachers earned $2,570,873 in awards across all compensation models.
  - The largest award winner in the state earned $33,500 via the EIT model; 34 teachers earned awards greater than $20,000 across all models.
- At pilot schools, the percentage of teachers returning year-over-year increased by 5 percentage points between 2024-25 and 2025-26, while the rest of the state showed no increase.
- An additional 60 schools were selected for participation in year two of the pilot, bringing the total number of schools to 97.
- As of November 2026, districts are currently in the process of receiving and verifying final award results.
  - Once all partner data is finalized, the SCDE will continue to analyze trends in teacher retention across pilot schools and comparative non-pilot schools, as well as individual teacher movement and subject assignment changes.
- The SCDE is requesting recurring funds to transition the strategic compensation program from a time-limited, non-recurring pilot into a recurring, sustained program. A sustainable teacher compensation allocation, alongside initiatives like the Career Ladders Pilot, will empower districts to offer meaningful, differentiated compensation to boost both recruitment and retention.
- In the next phase, the SCDE anticipates braiding two core approaches of the state's teacher investment strategy: scaling individual strategic compensation for high-performing teachers, and differentiated pay for service in hard-to-staff schools and roles.

## 2024-25 Compensation Model Options

Throughout fall 2024, the SCDE consulted with researchers and practitioners in the field of strategic compensation to develop the pilot application scope for the project's first year. Districts and charter schools applied under one or more of the following compensation models:

### SC Ready and End of Course Model

This compensation model analyzes growth in Math and ELA between the two most recent administrations of SC Ready. Lead teachers in Math and ELA in grades 4-8 were eligible to receive an award if their roster-wide student growth was at or above the statewide average. Education Analytics developed the award modeling and scale; award amounts increased relative to both the overall growth made on a teacher's roster and the number of students on the teacher's roster.

## SC Ready and End of Course Model Cont.

For high school teachers, the End of Course model measures growth between the most recent administration of SC Ready and an eligible End of Course assessment. For the 2024-25 school year, eligible EOCs included Algebra 1 and English 2.

A summary of Education Analytics' model is available here.

## Excellence in Teaching Model

The Excellence in Teaching (EIT) compensation model was developed by Meeting Street Schools in 2021, and expanded to serve Charleston County beginning in 2022. Lead Math and ELA teachers in grades K-8 are eligible for awards using fall to spring interim assessment data (currently, either Measures of Academic Progress [MAP] or iReady).

Awards are calculated using two components: magnitude of growth across the classroom roster, and individual student advancement awards. For the first component, teachers receive awards on a sliding scale for classroom-wide growth that exceeds 1.25 years of expected growth. For the second component, teachers receive an award for each net student who moves from below proficiency to proficient between the fall and spring interim assessment administrations.

A summary of the EIT model is available here.

## Blended Model

The blended model allows schools to combine two models. For example, a K-5 elementary school could select the EIT model for lead teachers in grades K-3 and the SC Ready model for grades 4-5. Schools who used a blended model during the 2024-25 school year are noted in Appendix A.

### District/School-Designed Model

For the 2024-25 pilot year, districts and charter school applicants could propose a self-designed compensation model. Self-designed model applications were required to include evidence that the selected model replicated or was based upon an existing, successful local and/or national model and body of research, and used objective, quantitative data as the primary indicator for measuring student achievement.

*For more information on the District/School-Designed models in use for the 2024-25 school year, please see Appendix C.*

### Other Non-State Funded Models

Beyond the state pilot, local school districts are operating a variety of strategic compensation models. In 2024, Greenville County Schools launched the Elevate pilot at two schools (Alexander Elementary and Lakeview Middle). The Elevate pilot is a school transformation model that includes a four-year financial incentive to attract and retain high-quality teachers and personnel. The model includes a higher base pay for staff, and additional incentives for both hard-to-staff roles and for student performance.

In the upcoming school year, the South Carolina Public Charter School District will be partnering with the National Institute of Excellence in Teaching (NIET) to implement the TAP model across select schools.

## 2024-25 Selected Pilot Schools and Results

### Selection and Implementation

Districts and charter schools submitted applications to implement one or more of the above models. The SCDE encouraged districts to prioritize schools with low student academic growth, low student academic proficiency, and/or high rates of teacher turnover. The SCDE selected 37 schools to participate in the compensation pilot. 34 of the 37 schools are in a critical need geographic area as designated by the State Board of Education.

*For a list of schools and applicable models, please see Appendix A.*

To generate school-level funding estimates for the first year of the pilot, the SCDE used historical per-pupil average award amounts from Meeting Street Schools' multi-year

In spring 2025, the SCDE and Meeting Street Schools held information sessions for teachers and administrators on the pilot program. At the conclusion of the school year, district and school administrators verified PowerSchool-generated rosters to ensure the appropriate lead teacher of record was associated with each student. Student results were included in the model if they met the following criteria:

- The student was actively enrolled in the eligible teacher's course for half or more of course enrollment days, and
- The student had both pre- and post-assessment data for the assessments used in each model.

In early fall 2025, Education Analytics and Meeting Street Schools used spring summative and interim assessment results to calculate award payouts for teachers in eligible schools. After receiving the results, the SCDE reviewed the award files for data discrepancies or roster adjustments before sharing the growth value results with districts.

## Results

During the initial implementation year, 419 teachers earned $2,570,873 in awards across all compensation models.

Teachers in SC Ready/EOC model schools earned nearly identical median awards to those in EIT model schools ($6,480 and $6,500 respectively). This result was anticipated, as Education Analytics used Meeting Street Schools' historical per-school estimates to generate award tiers. Schools operating self-designed models allocated median awards of $2,000.

Approximately 45 percent of eligible lead teachers in schools using the SC Ready/EOC model earn an award, compared to 60 percent of eligible lead teachers in schools using the EIT model. In schools operating self-designed models, approximately 85 percent of eligible educators earned an award.

The largest award winner in the state earned $33,500 via the EIT model; 34 teachers earned awards greater than $20,000 across all models.

*For a count of awarded teachers by school, please see Appendices B and C.*

Teacher year-over-year retention at pilot schools outpaced the state average. Between 2024-25 and 2025-26, the statewide percentage of teachers returning to their school remained flat at 92 percent. At pilot schools, the percentage increased by 5 percentage points, from 76 percent returning to 81 percent.

# 2025-26 Implementation and Next Steps

## 2025-26 Implementation

Using the results of the first year of the pilot, the SCDE generated updated per-pupil averages to estimate future awards and add additional schools. Original pilot schools continued participation for the current school year using the same model as the prior school year. The SCDE reopened applications for the pilot to districts and charter schools, and received 208 school applications from 43 districts for year two of the pilot. An additional 60 schools were selected for participation in year two of the pilot, bringing the total number of schools to 97.

During the spring and summer, schools completed summative and interim assessment administrations and verified rosters for eligible teachers. For schools in the SC Ready/EOC and EIT models, Education Analytics and Meeting Street Schools conducted data modeling throughout the summer and fall, and as of November 2026, districts are currently in the process of receiving and verifying final award results.

## Next Steps

Once all partner data is finalized, the SCDE will continue to analyze trends in teacher retention across pilot schools and comparative non-pilot schools, as well as individual teacher movement and subject assignment changes. The SCDE is also studying the characteristics of awarded teachers and non-awarded teachers, as well as trends across schools where the largest percentage of eligible teachers earned an award.

The SCDE is requesting recurring funds to transition the strategic compensation program from a time-limited, non-recurring pilot into a recurring, sustained program. The General Assembly made a bold investment in professionalizing teacher pay, rewarding teachers who achieve strong student results by funding the initial pilot, as well as the Career Ladders Pilot to establish compensated, statewide designations to recognize teacher leadership. A sustainable teacher compensation allocation will empower districts to offer meaningful, differentiated compensation to boost both recruitment and retention.

The sustained program should professionalize teacher pay by recognizing measurable classroom impact, advanced roles, and service in schools and roles of greatest need. In the next phase, the SCDE anticipates braiding two core approaches of the state's teacher investment strategy: scaling individual strategic compensation for high-performing teachers, and differentiated pay for service in hard-to-staff schools and roles.

# Appendix A: 2024-25 Pilot Schools

## Table 1: 2024-25 Pilot Schools

| Grantee Organization | School Names | SC Approach | Notes |
|---|---|---|---|
| Allendale County Schools | Allendale-Fairfax High School | End of Course Examination Model | |
| Anderson School District 3 | Starr-Iva Middle School | SC Ready Approach | |
| Anderson School District Five | New Prospect Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) | EIT Grades K-3, SC Ready 4-5 |
| Beaufort County School District | Whale Branch Middle School | SC Ready Approach | |
| Berkeley County School District | College Park Middle School | Excellence in Teaching Approach | |
| Charter Institute at Erskine | Clear Dot Charter School | SC Ready Approach | |
| Charter Institute at Erskine | Gray Collegiate Academy | Excellence in Teaching Model (6-8) and End of Course Examination Model | |
| Chester County School District | Chester Middle School | SC Ready Approach | |
| Chesterfield County School District | New Heights Middle School | SC Ready Approach | |
| Colleton County School District | Bells Elementary | Excellence in Teaching Approach | |
| Darlington County School District | Darlington High School and Hartsville Middle School | SC Ready Approach (6-8) and End of Course Examination Model | |
| Dorchester School District Two | River Oaks Middle School | SC Ready Approach | |
| Florence County School District 2 | Hannah-Pamplico Elementary/Middle | Excellence in Teaching Approach | |

# Appendix A: 2024-25 Pilot Schools

## Table 1: 2024-25 Pilot Schools

| Grantee Organization | School Names | SC Approach | Notes |
|---|---|---|---|
| Florence County School District Five | Johnsonville Elementary School and Johnsonville Middle School | SC Ready Approach | |
| Georgetown County School District | Carvers Bay Middle School | SC Ready Approach | |
| Greenwood School District 50 | Eleanor S. Rice Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) | EIT Grades K-3, SC Ready 4-5 |
| Hampton County School District | Estill Middle School | SC Ready Approach | |
| Laurens County School District 56 | Clinton Middle School | SC Ready Approach | |
| Lee County School District | Lee Central Middle | SC Ready Approach | |
| Lexington County School District Three | Batesburg-Leesville Middle School | SC Ready Approach | |
| Marion County School District (Marion 10) | Johnakin Middle School | SC Ready Approach | |
| Richland School District Two | Windsor Elementary School and Polo Road Elementary School | SC Ready Approach | |
| Rock Hill School District Three (York 3) | Saluda Trail Middle School | SC Ready Approach | |
| Saluda County Schools | Saluda Middle School | SC Ready Approach | |
| SC Public Charter School District | Bridges Preparatory School | District-Designed Approach | |
| SC Public Charter School District | Compass Collegiate Academy | District-Designed Approach | |

# Appendix A: 2024-25 Pilot Schools

## Table 1: 2024-25 Pilot Schools

| Grantee Organization | School Names | SC Approach | Notes |
|---|---|---|---|
| SC Public Charter School District | Liberty Steam Charter: A School Of Inquiry, Innovation, & Impact | District-Designed Approach | |
| SC Public Charter School District | Legacy Early College | District-Designed Approach | |
| School District Five of Lexington and Richland Counties (Lexington/Richland 5) | Seven Oaks Elementary School Media Magnet | Excellence in Teaching Approach | |
| School District of Newberry County | Newberry Middle School | Excellence in Teaching Approach | |
| Sumter School District | Bates Middle School | SC Ready Approach | |
| Williamsburg County School District | Hemingway MB Lee Middle School and C.E. Murray Middle School | SC Ready Approach | |
| York School District 1 | York Middle School | SC Ready Approach | |

# Appendix B: Results by School

## Table 2: SC Ready, End of Course, and Excellence in Teaching Schools

| School Name | Count of Awarded Teachers | Median Teacher Award | School Award Total | Award Total with FICA |
|---|---|---|---|---|
| Allendale-Fairfax High | 2 | $6,065 | $12,130 | $12,882 |
| Bates Middle School | 8 | $12,960 | $114,420 | $121,514 |
| Batesburg-Leesville Middle School | 9 | $6,480 | $110,900 | $117,776 |
| Bells Elementary | 7 | $3,000 | $27,000 | $28,674 |
| C.E. Murray Middle School | 4 | $8,610 | $32,960 | $35,694 |
| Carvers Bay Middle School | 1 | $2,870 | $2,870 | $3,048 |
| Chester Middle School | 6 | $6,110 | $44,620 | $47,386 |
| Clear Dot Charter School | 5 | $1,300 | $20,570 | $21,845 |
| Clinton Middle School | 14 | $5,370 | $84,070 | $89,282 |
| College Park Middle School | 6 | $11,750 | $80,500 | $85,491 |
| Darlington High School | 1 | $6,480 | $6,480 | $6,882 |
| Eleanor S. Rice Elementary School | 24 | $5,030 | $210,740 | $227,544 |
| Estill Middle School | 1 | $4,260 | $4,260 | $4,524 |
| Gray Collegiate Academy | 5 | $15,500 | $73,760 | $78,333 |
| Hannah-Pamplico Elementary/Middle | 16 | $6,250 | $124,500 | $132,219 |
| Hartsville Middle School | 6 | $6,480 | $67,860 | $72,067 |
| Hemingway MB Lee Middle School | 1 | $6,480 | $6,480 | $6,882 |
| Johnakin Middle School | 3 | $22,960 | $51,380 | $54,566 |
| Johnsonville Elementary School | 2 | $7,500 | $15,000 | $15,930 |

# Appendix B: Results by School

## Table 2: SC Ready, End of Course, and Excellence in Teaching Schools

| School Name | Count of Awarded Teachers | Median Teacher Award | School Award Total | Award Total with FICA |
|---|---|---|---|---|
| Johnsonville Middle School | 2 | $18,050 | $36,100 | $38,338 |
| Lee Central Middle | 1 | $6,480 | $6,480 | $6,882 |
| New Heights Middle School | 6 | $6,480 | $45,270 | $48,077 |
| New Prospect Elementary School | 12 | $4,540 | $68,010 | $94,656 |
| Newberry Middle School | 9 | $13,000 | $108,000 | $114,696 |
| Polo Road Elementary School | 8 | $3,010 | $38,900 | $58,134 |
| River Oaks Middle School | 7 | $7,220 | $87,200 | $92,606 |
| Saluda Middle School | 2 | $5,230 | $10,460 | $11,109 |
| Saluda Trail Middle School | 9 | $12,960 | $108,030 | $114,728 |
| Seven Oaks Elementary School Media Magnet | 20 | $4,750 | $141,500 | $150,273 |
| Starr-Iva Middle School | 5 | $7,220 | $42,580 | $45,220 |
| Whale Branch Middle School | 2 | $18,700 | $37,400 | $39,719 |
| Windsor Elementary School | 6 | $7,040 | $47,520 | $54,204 |
| York Middle School | 4 | $5,785 | $44,060 | $46,792 |
| **Total** | **214** | **$6,480** *(avg.)* | **$1,912,010** | **$2,077,973** |

# Appendix B: Results by School

## Table 3: District/School-Designed Model Results

| School Name | Count of Awarded Teachers | Median Teacher Award | Award Total | Origianl Amount Allocated |
|---|---|---|---|---|
| Bridges Preparatory School | 85 | $1,139 | $116,400 | $116,400 |
| Compass Collegiate Academy | 2 | $2,500 | $5,000 | $46,500 |
| Liberty Steam Charter: A School Of Inquiry, Innovation, & Impact | 75 | $3,000 | $204,500 | $200,000 |
| Legacy Early College | 43 | $4,375 | $353,743 | $130,000 |
| **Total** | **205** | **$2,000** *(avg.)* | **$679,643** | **$492,900** |

*Note: Schools using the self-designed model received their allocations in summer 2025. Schools that exceeded their state allocation used other funding sources to cover teacher awards. Schools who did not award the full state allocation could request to carry over additional funds to cover awards for the 2025-26 school year.*

# Appendix C: District/School-Designed Model Descriptions

## Bridges Preparatory School

Bridges' compensation model utilized math and ELA interim assessment data (STAR) for elementary and middle school teachers, and End of Course assessment data and on-time promotion rates for high school teachers. The school partnered with Jack Elsey of the Educator Workforce Initiative to develop their compensation model. All teachers were eligible for a maximum payout of $4,500.

In the elementary and middle grades, Bridges used national STAR Assessment norms for "typical growth" and "Standard Growth Percentile (SGP)" to set tiers for potential awards. Teachers earned awards for roster-wide percentages of students meeting typical SGP; if 80 percent or more of a teacher's students met SGP, the teacher was eligible for the full payout. At the high school level, teachers earned awards for roster-wide percentages of students scoring a C or better on the applicable End of Course assessment, or for the percentage of students with on-time promotion.

A table view of each grade band's payout options may be found here.

Bridges used the state allocation to first support awards in the middle school grades, and used remaining state funding to cover some awards at the elementary and high school level. The school used other funding sources to cover the remaining awards in the elementary and high grades.

## Compass Collegiate Academy

COMPASS COLLEGIATE ACADEMY

**Strategic Compensation Pilot Model 2024-2025**

**MODEL**

| Category | Grades | Subject | Assessment(s) | Metric Description | Percent of Possible Award | Award Amount |
|---|---|---|---|---|---|---|
| Student Achievement (Individual Teacher) | All Grades | Math | NWEA MAP (Fall to Spring) | 70% of students of students in a teacher's class meet their math MAP growth goals. | 30% | $2,000 |
| | | Reading | | 70% of students of students in a teacher's class meet their reading MAP growth goals. | 30% | $2,000 |
| Student Achievement (Grade Level Team) | All Grades | Math | NWEA MAP (Fall to Spring) | 70% of students of students in a grade level team meet their math MAP growth goals. | 10% | $1,000 |
| | | Reading | | 70% of students of students in a grade level team meet their reading MAP growth goals. | 10% | $1,000 |
| Parent Engagement | All Grades | Parent Conferences | Attendance Tracker | 100% parent participation for fall and spring parent-teacher conferences. | 10% | $1,000 |
| | | Parent Survey | SurveyTool | 90% or greater of parents/families surveyed agree or strongly agree to to the prompt: *"Teachers at the school help me understand what my child needs to learn and be successful at his/her grade level."* | 10% | $1,000 |

# Appendix C: District/School-Designed Model Descriptions

Compass Collegiate's compensation model for math and ELA included three categories:

- Classroom-level achievement percentages,
- Grade-level achievement percentages, and
- Parent engagement measures.

Teachers were eligible to earn awards in any category where they met the required threshold.

## Legacy Early College

Legacy's compensation model utilized math and ELA interim assessment data (MAP) for elementary and middle school teachers, and End of Course assessment data for high school teachers. The school used some components of the Excellence in Teaching model to develop their compensation calculations, and also worked with national external partners to heighten the rigor of award floors for all grade levels.

In the elementary and middle grades, Legacy used national MAP growth and MAP Quartile Movement measures to set ranges for potential awards. Teachers earned awards for roster-wide ranges of Magnitude of Growth (MOG) as well as awards for each net student who moved up a quartile.

At the high school level, teachers earned awards based on the roster-wide performance of students on the applicable End of Course exam, with award amounts ranging based on both the average aggregate EOC grade and the total number of students on the educator's roster. Principals at Legacy were eligible for an award based on the percentage of classrooms meeting a minimum MOG of 1.2 or above, or the percentage of high school classrooms meeting the EOC minimum point average.

A full breakdown of Legacy's data elements is available here.

Legacy used other funding sources to cover awards beyond the state allocation, including awards for administrators.

## Liberty Steam Charter: A School of Inquiry, Innovation, & Impact

Liberty's approach builds upon the former Teacher Advancement Program (TAP) model. The model's primary weight is for student achievement (proficiency and growth equally weighted), teacher observation ratings, teacher core competency ratings, family engagement satisfaction, and scholar climate.

# Appendix C: District/School-Designed Model Descriptions

Model percentages based on role type:

**Teaching Staff**
45% Scholar Achievement (25% Proficiency & 20% Growth)
15% GET/Whetstone Feedback
20% Core Competencies/APR Rating
10% Family Engagement Satisfaction
10% Scholar Satisfaction

**Special Education Staff**
45% Scholar Achievement (25% Proficiency & 20% Percentile Growth - Intervention 100% CSI)
15% GET/Whetstone Feedback
20% Core Competencies/APR Rating
10% Family Engagement Satisfaction
10% Scholar Satisfaction

**Enrichment Teaching Staff**
45% Scholar Achievement
(25% Enrichment Assessment & 20% MAP - Teacher Created Assessment must have DOK 2-3 Rigor)
15% GET/Whetstone Feedback
20% Core Competencies/APR Rating
10% Family Engagement Satisfaction
10% Scholar Satisfaction

Liberty's compensation model utilized math and ELA interim assessment data (MAP) to determine classroom-level proficiency and growth percentages. For the APR rating component, teachers received a score of one to four for each of Liberty's core staff competencies; the total score across the competencies was divided by four to determine an overall competency rating.

# Appendix D: Participating Schools, 2025-26

| District Name | School Name | Selected Model |
|---|---|---|
| Abbeville | John C Calhoun Elementary | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Abbeville | Westwood Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Allendale | Allendale-Fairfax High | End of Course Model (Algebra 1 and English 2 only) |
| Anderson 2 | Belton Middle School | SC Ready Model (Grades 4-8 eligible) |
| Anderson 3 | Flat Rock Elementary | SC Ready Model (Grades 4-8 eligible) |
| Anderson 3 | Starr-Iva Middle School | SC Ready Model (Grades 4-8 eligible) |
| Anderson 4 | Pendleton Elementary School | Excellence in Teaching Model (Grades K-8 eligible) |
| Anderson 5 | Centerville Elementary | Excellence in Teaching Model (Grades K-8 eligible) |
| Anderson 5 | New Prospect Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Bamberg | Denmark Olar Middle School | SC Ready Model (Grades 4-8 eligible) |
| Bamberg | Denmark-Olar high school | End of Course Model (Algebra 1 and English 2 only) |
| Beaufort | Whale Branch Middle School | SC Ready Model (Grades 4-8 eligible) |
| Berkeley | College Park Middle School | SC Ready Model (Grades 4-8 eligible) |
| Berkeley | Cross Elementary | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Berkeley | Sedgefield Middle | SC Ready Model (Grades 4-8 eligible) |
| Calhoun | Calhoun County High School | End of Course Model (Algebra 1 and English 2 only) |
| Charleston | Morningside Middle School | Excellence in Teaching Model (Grades K-8 eligible) |
| Charleston | Simmons Pinckney Middle School | Excellence in Teaching Model (Grades K-8 eligible) |
| Charter Institute at Erskine | Clear Dot Charter School | SC Ready Model (Grades 4-8 eligible) |
| Charter Institute at Erskine | Gray Collegiate Academy | Excellence in Teaching Model (6-8) and End of Course Examination Model |

# Appendix D: Participating Schools, 2025-26

| District Name | School Name | Selected Model |
|---|---|---|
| Charter Institute at Erskine | Royal Live Oaks Academy Charter School | SC Ready Approach (6-8) and End of Course Examination Model |
| Chester | Chester Middle School | SC Ready Model (Grades 4-8 eligible) |
| Chester | Chester Park Center of Literacy through Technology | Excellence in Teaching Model (Grades K-8 eligible) |
| Chesterfield | New Heights Middle School | SC Ready Model (Grades 4-8 eligible) |
| Clarendon | Manning Junior High School | SC Ready Model (Grades 4-8 eligible) |
| Clarendon | Scott's Branch Middle | SC Ready Model (Grades 4-8 eligible) |
| Colleton | Bells Elementary | Excellence in Teaching Model (Grades K-8 eligible) |
| Colleton | Colleton County High School | End of Course Model (Algebra 1 and English 2 only) |
| Darlington | Darlington High School | End of Course Model (Algebra 1 and English 2 only) |
| Darlington | Darlington Middle School | SC Ready Model (Grades 4-8 eligible) |
| Darlington | Hartsville Middle School | SC Ready Model (Grades 4-8 eligible) |
| Darlington | Spaulding Middle School | SC Ready Model (Grades 4-8 eligible) |
| Dillon 3 | Latta Middle School | Excellence in Teaching Model (Grades K-8 eligible) |
| Dillon 4 | Dillon High School | End of Course Model (Algebra 1 and English 2 only) |
| Dillon 4 | Gordon Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Dorchester 2 | Eagle Nest Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Dorchester 2 | River Oaks Middle School | SC Ready Model (Grades 4-8 eligible) |
| Dorchester 4 | Clay Hill Elementary | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Dorchester 4 | Harleyville Elementary | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Florence 2 | Hannah-Pamplico Elementary/Middle | Excellence in Teaching Model (Grades K-8 eligible) |

# Appendix D: Participating Schools, 2025-26

| District Name | School Name | Selected Model |
|---|---|---|
| Florence 3 | Ronald E. McNair Junior High | SC Ready Model (Grades 4-8 eligible) |
| Florence 5 | Johnsonville Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Florence 5 | Johnsonville Middle School | SC Ready Model (Grades 4-8 eligible) |
| Georgetown | Carvers Bay Middle School | SC Ready Model (Grades 4-8 eligible) |
| Greenville | Alexander Elementary School | District-Designed Approach |
| Greenville | Lakeview Middle School | District-Designed Approach |
| Greenwood 50 | Eleanor S. Rice Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Greenwood 51 | Ware Shoals Middle School | SC Ready Model (Grades 4-8 eligible) |
| Greenwood 52 | Ninety Six Primary School | Excellence in Teaching Model (Grades K-8 eligible) |
| Hampton | Estill Middle School | SC Ready Model (Grades 4-8 eligible) |
| Horry | Loris Middle School | SC Ready Model (Grades 4-8 eligible) |
| Jasper | Hardeeville Elementary | SC Ready Model (Grades 4-8 eligible) |
| Jasper | Ridgeland Elementary | SC Ready Model (Grades 4-8 eligible) |
| Lancaster | Brooklyn Springs Elementary | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Lancaster | South Middle School | SC Ready Model (Grades 4-8 eligible) |
| Laurens 55 | Ford Elementary School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| Laurens 56 | Clinton Middle School | SC Ready Model (Grades 4-8 eligible) |
| Lee | Lee Central High School | End of Course Model (Algebra 1 and English 2 only) |
| Lee | Lee Central Middle | SC Ready Model (Grades 4-8 eligible) |
| Lexington 1 | Pelion High School | End of Course Model (Algebra 1 and English 2 only) |

# Appendix D: Participating Schools, 2025-26

| District Name | School Name | Selected Model |
|---|---|---|
| Lexington 2 | Cayce Elementary | SC Ready Model (Grades 4-8 eligible) |
| Lexington 2 | Congaree Elementary | SC Ready Model (Grades 4-8 eligible) |
| Lexington 2 | Pine Ridge Middle School | SC Ready Model (Grades 4-8 eligible) |
| Lexington 3 | Batesburg-Leesville Middle School | SC Ready Model (Grades 4-8 eligible) |
| Lexington 4 | Frances Mack Intermediate School | SC Ready Model (Grades 4-8 eligible) |
| Lexington 4 | Sandhills Middle School | SC Ready Model (Grades 4-8 eligible) |
| Lexington/Richland 5 | Harbison West Elementary School | Excellence in Teaching Model (Grades K-8 eligible) |
| Lexington/Richland 5 | Seven Oaks Elementary School Media Magnet | Excellence in Teaching Model (Grades K-8 eligible) |
| Marion | Johnakin Middle School | SC Ready Model (Grades 4-8 eligible) |
| Marion | Marion Intermediate School | Excellence in Teaching Approach and SC Ready Approach (Blended Model) |
| McCormick | McCormick High School | End of Course Model (Algebra 1 and English 2 only) |
| McCormick | McCormick Middle School | SC Ready Model (Grades 4-8 eligible) |
| Newberry | Newberry Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Newberry | Newberry Middle School | Excellence in Teaching Model (Grades K-8 eligible) |
| Pickens | Pickens Middle School | SC Ready Model (Grades 4-8 eligible) |
| Richland 2 | Jackson Creek Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Richland 2 | Joseph Keels Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Richland 2 | Polo Road Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Richland 2 | Windsor Elementary School | SC Ready Model (Grades 4-8 eligible) |

# Appendix D: Participating Schools, 2025-26

| District Name | School Name | Selected Model |
|---|---|---|
| Saluda | Saluda Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Saluda | Saluda Middle School | SC Ready Model (Grades 4-8 eligible) |
| SC Charter School District | Bridges Preparatory School | District-Designed Approach |
| SC Charter School District | Compass Collegiate Academy | District-Designed Approach |
| SC Charter School District | Legacy Early College | District-Designed Approach |
| SC Charter School District | Liberty Steam Charter: A School Of Inquiry, Innovation, & Impact | District-Designed Approach |
| SC Charter School District | Polaris Tech Charter School | Excellence in Teaching Model (Grades K-8 eligible) |
| Sumter | Bates Middle School | SC Ready Model (Grades 4-8 eligible) |
| Sumter | Rafting Creek Elementary | SC Ready Model (Grades 4-8 eligible) |
| Sumter | Willow Drive Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Union | Buffalo Elementary School | SC Ready Model (Grades 4-8 eligible) |
| Williamsburg | C.E. Murray Middle School | SC Ready Model (Grades 4-8 eligible) |
| Williamsburg | Greeleyville STEAM Academy | SC Ready Model (Grades 4-8 eligible) |
| Williamsburg | Hemingway MB Lee Middle School | SC Ready Model (Grades 4-8 eligible) |
| Williamsburg | Kenneth Gardner Leadership Academy | SC Ready Model (Grades 4-8 eligible) |
| York 1 | York Middle School | SC Ready Model (Grades 4-8 eligible) |
| York 3 | Saluda Trail Middle School | SC Ready Model (Grades 4-8 eligible) |
| York 3 | W.C. Sullivan Middle | SC Ready Model (Grades 4-8 eligible) |