SC EDUCATION OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.
PO Box 11867 | 227 Blatt Building
Columbia SC 29211 | WWW.SCEOC.ORG

AGENDA
EIA and Improvement Mechanisms Subcommittee Meeting

Monday, November 30, 2026
10:30 A.M.
Room 433, Blatt Building

I. Welcome and Introductions .....April Allen

II. Approval of Minutes of November 16, 2026 .....April Allen

III. Information: EIA Reports & 2027-28 Budget Requests (Additional Information)

- Carolina CAP (University of South Carolina)
- Strategic Compensation Pilot (SC Department of Education)

IV. EOC Staff Recommendations .....Dr. Rainey Knight, Director, Strategic Innovation

V. EIA Considerations & Recommendations ..... EIA Subcommittee

VI. Adjournment

EIA & Improvement Mechanisms Subcommittee Members:

April Allen, Chair
Melanie Barton
Russell Baxley
Rep. Neal Collins
Dr. Brian Newsome

April Allen
CHAIR
Brian Newsome
VICE CHAIR
Tammy Achziger
Terry Alexander
Melanie Barton
Russell Baxley
Neal Collins
Bill Hager
Barbara B. Hairfield
Sidney Locke
Melissa Pender
Patty J. Tate
C. Ross Turner, III
Ellen Weaver

Dana Yow
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

EIA & Improvement Mechanisms Subcommittee

Minutes of the Meeting

November 16, 2026

Members Present (in-person or remote): April Allen, Dr. Brian Newsome, Rep. Neal Collins, and Melanie Barton

EOC Staff Present: Tenell Felder, Gabrielle Fulton, Crystal Garcia, Kim Humphrey, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May, and Dana Yow

April Allen, EIA Subcommittee Chair, opened the meeting by welcoming presenters, audience members, and subcommittee members to the second EIA program review meeting of the year, as the Subcommittee continued its review and recommendation process for the 2027–28 EIA budget. Members received the meeting agenda, the minutes of the November 9, 2026, meeting, and the updated EIA base appropriation and surplus funding. Chair Allen noted that revised revenue figures are expected from the Board of Economic Advisors on November 19 and that programs present on a rotating basis, so not every program requesting funds would present at this meeting.

Chair Allen then asked for a motion to approve the EIA Subcommittee minutes from the November 9, 2026, meeting. A motion to approve the minutes was made and seconded. The motion carried, and the minutes were approved.

Program presenters then shared updates on their organizations' efforts and funding requests.

SC Department of Education

Dr. Abbey Duggins, Deputy Superintendent, SC Department of Education (SCDE), presented with Rebecca Blackburn Hines, Director of Policy and Government Affairs. Duggins reported steady increases in academic achievement toward the shared goal of 75 percent of students performing at or above grade level by 2030, crediting revised math and ELA standards, high-quality instructional materials (HQIM), and high-quality professional learning, including the science of reading work and the Palmetto Literacy and Palmetto Math Projects. She noted that over the past two years SCDE has shifted from curating curriculum lists to actively supporting HQIM implementation through aligned district-facing coaches, toolkits and webinars for chief academic

officers, and professional learning for school leaders and teachers. The graduation rate of 87.5 percent is the highest in a decade, more than half of schools were rated Excellent in graduation rate, and the gap between the graduation rate and the college and career readiness rate has narrowed to 8.6 percentage points.

Duggins highlighted three initiatives. CERDEP serves approximately 15,750 students in full-day, state-funded 4K; the per-pupil allocation was last increased in 2023, while teacher salaries have risen nearly 20 percent since then, and superintendents have identified the allocation as an area of need. The Strategic Compensation Pilot, now in its third year, served 36 schools in year one and 97 in year two. Statewide, the one-year teacher return rate grew one percentage point, from 91 to 92 percent, while the return rate in pilot schools grew five percentage points. Duggins stated that retention effects require a sustainable, recurring investment and that next steps would combine individual awards with differentiated pay for hard-to-staff schools and roles. Under the Computer Science and Technology Strategy, SCDE created an Office of Instructional Resources and Technology Strategy to work with the Office of Career Readiness on computer science and artificial intelligence, partnered with SREB on an AI pathway and summer course training, and is conducting surveys and spring focus groups with the Office of Accountability and Research.

Blackburn Hines reviewed SCDE's budget priorities in three areas. Under Student Success, requests include HQIM in multiple subjects, including preparation for a statewide history and civics purchase following the social studies standards revision ($15.3 million non-recurring and $20 million recurring); year four of the Education Scholarship Trust Fund (ESTF) ($80.4 million); and sustainment and expansion of the HOPE Resource Center ($2.67 million). Under Teacher Support, requests include Teacher Compensation Modernization to move strategic compensation from a pilot to a recurring program ($10 million recurring); math high-quality professional learning for approximately 13,000 K–8 educators ($10 million non-recurring); a CERDEP instructional funding adjustment from $5,100 to $5,508 per student ($6.8 million); and State Aid to Classrooms for enrollment growth and a $52,000 starting teacher salary ($176.9 million). Under Safe Schools, requests include the SC Education Infrastructure Bank for rural public and public charter school facilities ($120 million); a School Safety Personnel pilot ($347,500 non-recurring); bus shop compensation alignment ($3.36 million recurring and $850,000 non-recurring); technology infrastructure modernization and the student information system ($3.4 million recurring and $2.7 million non-recurring); and bus lease/purchase to maintain the 15-year replacement cycle ($40 million). Proviso requests would amend 1A.24 (Full-Day 4K) and 1A.30 (PowerSchool Dropout Recovery Data) to refer to the student information system rather than a specific vendor, delete

1A.62 (Maintenance of Equity) due to the expiration of American Rescue Plan funding, and establish a Behavioral Support Study Committee to recommend improvements to behavioral supports for students with disabilities.

Rep. Neal Collins asked about the targeted work to close the gap between graduation and career readiness. Duggins cited stackable credentials, ensuring high school credentials are valued by industry, and the modernization of career clusters from 16 to 14 under a new Director of Career Readiness. Rep. Collins expressed concern that districts may pursue graduation rates and career-ready designations to improve report card ratings rather than to benefit students, and asked whether the new director is examining what should count as truly career ready. Duggins confirmed that he is and noted that the EOC's work on tiering credentials will also address this shared concern.

Rep. Collins asked how teachers are identified for strategic compensation. Duggins explained that superintendents identify participating schools, all teachers of tested subjects (primarily ELA and math) in those schools are eligible, and awards go to teachers who demonstrate growth. Districts may choose a model based on SC READY summative scores or on formative assessment data. Growth is calculated by SCDE's vendor using the same type of growth metric used for report cards. Melanie Barton noted that nothing has been provided in writing for members to review on the program and that a $10 million recurring request requires a better understanding of it, and asked whether a results report exists. Duggins stated that SCDE has been compiling results and could provide a report. Rep. Collins questioned why, if the vendor's measure reliably identifies effective teachers, the state would not invest in that system statewide, and asked whether SCDE considers it an approved measure of teachers. Duggins confirmed that SCDE is able to measure teacher growth with it. In response to a question about the retention figures, Duggins clarified that pilot schools had historically retained about 75 to 76 percent of teachers and retained 81 percent in the first pilot year. Rep. Collins summarized that the pilot increased retention by three to four percentage points more than the statewide increase, and Duggins agreed, noting that this occurred in schools with traditionally lower retention.

Rep. Collins asked about plans for the social studies curriculum. Duggins explained that the standards are in their seven-year cyclical review, that public review comments are being incorporated, and that the standards are expected to go to the State Board in February or March 2027 and to the EOC shortly afterward. Because the draft standards are unique to South Carolina and integrate geography, history, and civics across K–12 rather than as standalone courses, SCDE plans to develop a custom curriculum, following Louisiana and Kentucky. In response to

Rep. Collins' questions, Duggins confirmed that SCDE did not develop its own math or ELA curriculum and has never developed its own curriculum in a core content area, that it would likely engage a partner through a sole source, and that no partner has been selected although conversations have occurred with interested parties. Duggins described it as an opportunity to develop materials fully aligned to state standards with expert partners and noted that a single statewide curriculum would allow deeper implementation support. Rep. Collins asked whether the General Assembly would have input on the curriculum and materials. Blackburn Hines stated that SCDE would need to respond later. Rep. Collins cautioned that selecting a sole source the legislature does not approve could cause problems later, and Duggins stated that SCDE would take the concern back.

Rep. Collins asked for the latest information on fraud in the ESTF program. Blackburn Hines stated that she believed the funds have been fully or nearly fully recovered, that information was sent to committee and education chairs as it was received, that the matter was referred to SLED, and that she would provide Rep. Collins with the information SCDE sent the previous week. Rep. Collins asked whether only two or three legislators had received the information directly from SCDE, the amount of money involved, what was meant by the funds being returned, and whether any arrests had been made. Blackburn Hines stated she did not believe reports of $10 million to more than $100 million were accurate and committed to providing the requested information, including a list of who received it. Rep. Collins also asked whether SCDE could answer, by the next meeting, a list of nine questions previously posed to the agency; Blackburn Hines stated that SCDE would make sure he receives the answers.

Barton noted that SCDE's request reflects its total request and is not separated into EIA and general funds. She reported that the Department of Administration did not approve two of the requests, the bus shop compensation and the replacement of PowerSchool, the latter due to security concerns about the proposed cloud service. Barton also noted that several EIA line items are not being fully spent, including a large surplus in computer science, half-day 4K funds that could be redirected to full-day 4K since only one district still offers half-day 4K, and National Board funds, and suggested these funds could be moved to teacher salaries or Aid to Classrooms. She stated that the General Assembly will focus on line items that are not fully expended and asked that they be reviewed at the next meeting. Duggins responded that SCDE has been using the half-day 4K line to cover CERDEP, making a reliable funding source critical if the per-pupil allocation increases, and that the directors of the offices overseeing computer science have plans to spend those funds appropriately. Barton confirmed that the requested proviso changes would

allow districts to use multiple student information systems and asked whether this would create data collection problems, noting that other states that tried multiple systems returned to one. Duggins stated that SCDE's work is Ed-Fi compliant, allowing multiple systems to operate within the state's system.

Dr. Brian Newsome commented that scholarship programs are unfortunately susceptible to misuse by some individuals. He noted positive feedback from teachers who received strategic compensation awards and asked how 97 schools were selected in year two. Duggins explained that the schools were identified at the start of the year based on available funding and on hard-to-staff needs, including many middle schools, so teachers knew at the start of the year that they were eligible. The 97 schools included the original 36 from year one.

Dr. Rainey Knight asked how strategic compensation growth is calculated. Taylor Seale, SCDE, explained that the Meeting Street interim assessment model uses fall-to-spring MAP or iReady data, measuring both the magnitude of growth and the number of students meeting projected growth targets, while the SC READY model uses the same student growth component Education Analytics produces for report cards. Seale stated he would provide the exact formulas. Knight noted that growth in the three range reflects expected growth rather than performance meriting additional pay, and expressed concern that individual strategic compensation works against the collective teacher efficacy found in schools that are beating the odds. Knight asked who would determine whether a self-developed social studies curriculum is high quality. Duggins stated that SCDE would use a review process with expert panels, as Louisiana and Kentucky did, and that while SCDE has not yet decided whether to use EdReports, it had a positive experience with EdReports in developing a rubric for the math adoption. Knight also noted high carry-forward balances in several programs, particularly computer science, and requested CTE data showing enrollment in each career pathway rather than in an "other" category, to identify where pathways are lacking across the state. Duggins agreed and stated that the Office of Career Readiness, the Office of Instructional Resources and Technology Strategy, and the Office of Research are committed to collecting and reporting this data.

Chair Allen asked how a state-specific social studies curriculum and assessments would align with national assessments such as the ACT and SAT. Duggins stated that rigorous standards drive assessments and that SCDE is considering analyses, such as one conducted by Arkansas, of whether standards are rigorous enough to prepare students for national assessments such as NAEP. Allen encouraged SCDE to engage existing industry-education groups, including the group at SC Manufacturers and Commerce, and colleges and universities in its computer science and

technology work rather than starting from zero. She also shared Knight's concern about strategic compensation, noting the importance of collective teacher effort and school leadership and the risk of overlooking strong teachers working in unsupportive environments. Chair Allen noted that additional member questions would be sent to SCDE.

Center for Educator Recruitment, Retention & Advancement (CERRA)

Suzanne Koty, Director of Policy, Research and Service Programs, CERRA, presented on behalf of Dr. Michelle Sweatman, who was unable to attend, and was accompanied by Meredith Dantzler, Director of Strategic Planning and Outreach. Koty reported that CERRA has revised its pre-collegiate curricula over the past four years: ProTeam and Teacher Cadet I have been fully revised and implemented, and Teacher Cadet II will be implemented in 2027–28. ProTeam continues to grow, with Lancaster offering it in every middle school, and 85 percent of the latest Teaching Fellows cohort were previously Teacher Cadets. There are currently 846 Teaching Fellows at 14 institutions, including one program shared by Columbia College, Newberry College, and North Greenville University, with 215 awards for the 2025 cohort. In mentoring and induction, 1,495 new mentors were trained, 128 mentors attended new support sessions, and 68 district administrators attended a coordinator meeting; the Premier Educator's Guide to Year One now has an ISBN so colleges can order it. South Carolina has 3,336 National Board Certified Teachers employed in 72 districts, two special schools, and three career centers, with 3,144 in supplement-eligible positions, ranking fourth in the nation for total NBCTs and fifth for percentage.

Koty reported that 93 percent of Teaching Fellows graduates have satisfied their loans through teaching or repayment and that 79 percent of the 2000–2020 cohorts completed the program, compared with graduation rates of 50 to 60 percent for all majors at the same institutions. In FY 2026, there were 792 completed and scored applications, 215 accepted awards, 856 fellows receiving funds, 193 graduates, and 750 fellows teaching to fulfill their service agreements. Teaching Fellows receives $3,545,155 (78 percent of CERRA's 92 percent share of the H030 Teacher Recruitment Program line, plus $500,000 from H470), while the estimated cost is $4.6 million, leaving a deficit of $1,054,844.90. CERRA requests a total increase of $3,275,000 for FY 2028: $1,055,000 to cover the deficit, $480,000 to add 20 fellows per cohort, and $1,740,000 to increase junior and senior awards from $6,000, an amount set in 2000, to $10,000.

Barton asked how the deficit was covered in prior years. Koty explained that CERRA used revenue from other programs and its required reserve account. Barton confirmed that fellows who do not teach must repay their awards and that repayments return to CERRA through Winthrop

University, and asked how much is in that account. Koty stated she would provide the amount, and Chair Allen requested it.

Rep. Collins asked to return to the slide showing enrollment by institution and noted prior conversations about using philanthropic funds to establish programs, particularly in rural areas where teachers are harder to find, and described the data as impressive. Dr. Knight asked Koty to confirm that the program receives more applicants than it can fund. Koty confirmed that of 792 scored applications from high school seniors, the top 215 are offered awards, and when an award is declined, it is offered to the next applicant on the list. Knight asked Koty to email her the balance in the repayment fund, and Koty agreed.

SC Tech-to-Teach Scholars Program

Naomi Lett, CEO, SC Technical College System Foundation, presented the first report of the SC Tech-to-Teach Scholars Program, a pilot funded with $1.5 million in one-time EIA funds under Proviso 1A.63(2). The proviso charges the pilot with increasing the number of South Carolinians earning an associate degree in education at a technical college, transferring to complete a bachelor's degree and certification, offering a cost-efficient pathway close to home, and focusing on rural and high-need communities. The program provides navigators who serve as a consistent point of contact for four years, Praxis Core preparation, milestone incentives of up to $5,000 per scholar released after verified achievements, and emergency assistance. Lett noted that two-thirds of direct student resources are invested in milestones and one-third in emergency support.

In year one, through June 30, 2026, the program enrolled 159 scholars against a goal of 100, with 94.3 percent retention. It expanded from the original seven technical colleges to ten, and all 16 now participate. Twenty-six scholars transferred to four-year institutions, 22 of them holding an associate degree; scholars earned 189 verified milestones; and the program spent $586,634. Scholars came from 63 percent of the state's counties, 22.9 percent are from rural counties, and 29.1 percent are age 30 or older, many of them career changers working in childcare or schools. Lett identified the Praxis Core as the greatest barrier: only six of the 26 transferring scholars met all requirements for admission to an educator preparation program. In response, every scholar now begins Praxis Core preparation on the first day and agrees to take the exam before transferring, and the Foundation is working with a university on a credit-bearing Praxis Core preparation course. The program supports hybrid and online options so rural scholars can remain in their communities. As of November, 237 applicants had applied, 201 scholars were enrolled, all 16 colleges were participating, 354 milestones had been distributed, 47 scholars were enrolled

at four-year institutions, 30 had passed all or part of the Praxis Core, and student obligations totaled $616,000. Retention is 83 percent counting all applicants, 89 percent excluding applicants who never met with a navigator, and 85 percent among first-year scholars. The Foundation has raised approximately $515,000 in private funds and estimates a cost of $12,000 per scholar over four years at scale. Lett requested $2 million in non-recurring Phase II funding to treat the Praxis Core as a state pipeline issue, expand in rural and high-need areas, build school district and work-based learning partnerships, and report on outcomes.

Chair Allen commended the program's first-year progress and the technical college system's history of meeting students where they are. Allen asked where participants come from beyond those already working in education. Lett stated that the written report lists participants' counties and that 25 percent of scholars are ages 18 to 20, 33 percent are ages 21 to 24, and the remainder are 30 and older. Allen encouraged the Foundation to continue tracking applicants who never enroll, as that data may be instructive later. Allen asked whether scholars who do not complete a four-year program receive other credentials, such as early childhood certifications. Lett explained that many scholars earn early childhood development certifications through their technical college programs, that there have been very few stop-outs, and that most who left the pathway changed programs, frequently because of concern about passing the Praxis Core.

Barton requested the list of counties scholars come from, citing concern about reaching students along the I-95 corridor. Lett stated that the Foundation encourages four-year partners to offer online degrees and that work-based learning and district partnerships will help scholars remain rooted in their communities.

Rep. Collins thanked Lett for her transparency and noted that, based on the EOC's summary of teacher recruitment and retention programs, the program's 26 transfers in its first year already surpass another program's results. He asked whether the program has coordinated with Call Me MISTER and other recruitment programs to avoid working in silos. Lett stated that the Foundation has focused on building its internal infrastructure and needs about six more months to finalize its design, but would welcome those conversations and a meeting to discuss a timeline.

Dr. Knight noted that the Praxis Core is the critical milestone and that the Praxis II at the four-year institution is likely to be the biggest challenge, and Lett agreed. Knight asked about Northeastern Technical College and Williamsburg Technical College. Lett stated that they have signed on and may now have enrolled students, that the program has about 200 scholars and is opening a waitlist, and that additional colleges' students have not been enrolled due to limited resources.

Knight suggested comparing outcomes for virtual and face-to-face students, anticipating higher retention for face-to-face students, and suggested that four-year institutions send faculty to technical college sites. Lett explained that each navigator serves a maximum of 75 scholars, meeting monthly until scholars settle at the university and then every three months, and that navigators intervened with 22 of 47 students who were close to unenrolling in their first semester after transfer. In response to Knight's questions about enrollment goals, Lett stated that the first-year goal was 100 and the program reached 200, that she would like to reach 450, and that realistically the program will have about 300 scholars by its June report. Knight requested that data be reported by cohort. Lett explained that the $12,000-per-student estimate assumes a caseload of 60 to 75 students per navigator, and confirmed that the program currently has four navigators.

Science PLUS (Roper Mountain Science Center)

Robin Walsh, Coordinator, Science PLUS Institute, presented with Lorraine Taylor, Assistant Coordinator. Walsh described Roper Mountain Science Center's 62-acre campus, which includes the Environmental Science Building, Harrison Hall of Natural Science, Symmes Hall of Science, Hooper Planetarium, Daniel Observatory, Living History Farm, Dinosaur Adventure Trail, and Butterfly Garden. Founded in 1993, Science PLUS is a free professional development program for SC public and public charter school teachers that has served more than 7,600 educators. It offers more than 20 courses annually taught by master teachers who are still in the classroom, aligned to the 2021 SC College and Career Ready Science Standards. Participants receive classroom materials, lesson plans, housing for those traveling more than 50 miles, breakfast and lunch, and recertification credit, with optional Furman University graduate credit at the participant's expense. Offerings include Saturday Mini PLUS courses, Science PLUS on Tour, which debuted in Florence in spring 2026 with increased funding, and the Summer Institute, which offers four-day and two-day courses at Roper Mountain and Furman University.

In FY 2026, Science PLUS served 188 participants from 48 districts and public charter systems, who earned 5,153 recertification credit hours. Forty-two percent of participants represented Title I or priority schools or districts, the projected student impact was 12,533 students, and 119 participants were first-time attendees, including 14 first-year teachers. Ninety-nine percent of participants felt more confident teaching science, 100 percent would recommend the program and reported gaining new skills or content knowledge, 98 percent felt their instructor met or exceeded expectations, and 98 percent showed improved pre- and post-course test scores. Upcoming Science PLUS on Tour locations include Aiken and Charleston, chosen to reach

districts that did not attend or apply. Walsh reported that 88 percent of participating schools increased their average fourth-grade SC READY science scores, and 60 percent increased their sixth-grade science and biology scores, while acknowledging that many factors affect test scores.

Barton asked whether Science PLUS has considered using science scores to target low-performing schools, particularly smaller schools with low biology scores. Walsh stated that this would be a natural next step.

Dr. Knight noted that the program received increased funding a year or two ago and has a carry-forward balance. Walsh explained that approximately $330,000 was carried forward because Science PLUS on Tour was rolled out conservatively and a planned fall session could not be held due to Walsh's unexpected eye surgery and pneumonia. To use the carry-forward, the program will hold two on-tour sessions in the spring and rent additional classroom space from an adjacent Greenville County Schools CTE center to expand summer offerings. Knight noted that participation declined from 253 in 2024–25 to 188. Walsh explained that the program lost one classroom space at Roper Mountain, eliminating four or five classes, and the Furman chemistry cohort was not offered because the instructor took a year off, leaving biology as the only high school course. Knight noted that the program requested and received additional funds but served fewer teachers and suggested Walsh work on that.

S²TEM Centers SC

Katherine Mulholland, Executive Director, explained that although the EIA proviso lists the organization as S²TEM Centers SC, the SC STEM Opportunity Act, effective July 1, combined the organization's two identities, S²TEM Centers SC and the SC Coalition for Mathematics and Science, under the SC STEM Coalition brand. In response to Chair Allen's question, Mulholland stated that both organizations were run by her, are housed at Clemson University, and will remain at Clemson under the Act. She reviewed the Coalition's new mission and vision. The organization had 22 staff members (19.5 FTE) in FY 2026, 15.8 of them funded by EIA. Three staff members retired and one resigned, and the positions have not been filled. The Coalition is the only STEM ecosystem in South Carolina nationally recognized by TIES and partners with STEMx, a national organization founded and run by Battelle.

Mulholland reported that the organization reached more than 4,440 educators, 33,200 individuals, 58 school districts, 185 schools, and 38 counties through 105 events. The Math Forward initiative served 160 educators in 17 districts and 54 schools, including cognitive coaching for math coaches and for SCDE's Palmetto Math, Palmetto Literacy, and Transformation coaches. Among

teachers in the Math Institute for grades 3–5 who provided iReady data, the share of students on or above grade level rose from 14 percent in the fall to 56 percent in the spring, and the share two or more grade levels below fell from 28 percent to 9 percent, although Mulholland noted that other factors also contribute. Other STEM service work reached 239 educators, one state agency, 25 districts, and 63 schools, with 96 to 100 percent participant and client satisfaction. Other activities include the Imagine Upstate STEAM festival, with more than 15,000 participants; out-of-school programming serving about 210 students in the Barnwell area; new high school math, grades 6–8 math, and grades 4 and 6 science professional development; a submarine industrial base teacher program with the U.S. Navy; and a STEM ecosystem GIS asset map. The STEM Opportunity Act also created an SC STEM Coalition Advisory Council, which first met this month, and the SC STEM Education Fund, and expanded the organization's scope of work. Mulholland stated that the organization is not requesting additional funding but that reduced staffing may require changes in how services are delivered.

Barton asked how many teachers and students the Math Institute iReady data represents. Mulholland stated that it represents 15 teachers and approximately 500 students, as not all participating teachers provided data. Barton noted that the proviso language Mulholland referenced was vetoed and is not in the budget.

Dana Yow asked whether the grades 3–5 math professional development uses OGAP, which SCDE uses. Mulholland stated that the organization does not use OGAP, which is not its material to provide, but that staff have attended OGAP sessions so the Institute's own design complements it. The Institute includes three to four days of in-person summer training with embedded on-site or virtual coaching throughout the year and end-of-year follow-up. Mulholland clarified that the data came from 15 of approximately 26 participating teachers, who voluntarily provided de-identified iReady scores themselves rather than through their schools or districts, and associate director Trixie Campbell noted that not all teachers use iReady.

Dr. Knight estimated that the organization provides professional development to about 400 of the 4,400 educators it reports reaching, or about 10 percent, and encouraged greater emphasis on professional learning for teachers in order to improve outcomes for high school graduates. Mulholland thanked her for the comment.

EIA Considerations and Recommendations

Chair Allen noted that Troy Barnes of the Palmetto Excel Center was unable to attend. Members present agreed to continue the meeting and to use the remaining time for questions and

discussion rather than staff recommendations. Dr. Knight stated that she would welcome members' initial thoughts, including by email, and would send members recommendations based on the day's discussion and EOC staff input by the end of the week, giving them the Thanksgiving holiday to review them before consideration at the November 30 meeting. Chair Allen requested that the follow-up include the responses to the questions members have posed to presenting programs at this and the previous meeting, as they are received.

After this update the meeting was adjourned.

EIA SUBCOMMITTEE FOLLOW-UP

CarolinaCAP | November 2026

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

78.0%
Currently active or completed pathway

95.3%
Remained in district during candidacy

96.5%
Completers working in SC education

CANDIDATE CONTINUATION BY SCHOOL YEAR OF ENTRY

School year of entry	Candidates enrolled	Active or completed (%)	Remained in district during candidacy (%)
2019–20 / 2020–21	37	64.9%	95.8%
2021–22	33	57.6%	84.2%
2022–23	65	61.5%	87.5%
2023–24	82	79.3%	95.4%
2024–25	122	82.8%	95.0%
2025–26	73	83.6%	100%
2026–27*	56	98.2%	100%
OVERALL	**468**	**78.0%**	**95.3%**

CarolinaCAP enrolls candidates twice annually and follows a three-year pathway. *2026–27 includes summer entrants only. District continuity is calculated among candidates who remain active or have completed the pathway.

POST-CERTIFICATION RETENTION

79.6%

90 of 113 completers remain in their completion districts.
Statewide education retention: 109 of 113 (96.5%).

Among the remaining completers: 15 work in other SC districts, 2 with Erskine Charter, 2 are principals, 1 works for a nonprofit, and 3 have unverified employment status.

CAROLINACAP RESIDENCY | COHORT OUTCOMES & 2026–27 UPDATE

Residency year	Started / participating	Completed Residency	Entered candidacy	Anticipated January start	Projected total
2023–24	18	14	11	—	—
2024–25	17	15	11	—	—
2025–26	19	17	14	—	—
Three-cohort total	**54**	**46**	**36**	**—**	**—**
2026–27	**8 (SCRISE)**	**—**	**—**	**20**	**28 projected**

Professional certification: 9 former residents are on track to earn professional certification in 2026–27.

District continuity: All former residents who remain active in candidacy are still in their Residency districts.

2026–27 update: The 8 SCRISE residents are placed in classrooms through a federally funded initiative; CarolinaCAP funding also supports their preparation. Twenty additional residents are anticipated to begin in January 2027. The projected total of 28 includes those anticipated starts.

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

For Immediate Release:
November 19, 2026
Contact: SCDE Communications
communications@ed.sc.gov

Strategic Compensation Pilot Program Recognizes and Celebrates Teachers Making an Impact

Darlington Middle leads the state as more than 750 S.C. teachers earn awards

Darlington, S.C. – Twenty teachers at Darlington Middle School earned a combined $254,490 in performance-based bonuses through the South Carolina Department of Education's Strategic Compensation Pilot Program, one of the latest demonstrations of how South Carolina is rewarding excellence in the classroom.

About The Program:
Launched in 2024, the Strategic Compensation Pilot Program rewards educators for measurable student growth. Participating schools used one of three models – state assessment or End of Course assessment growth, interim assessment growth, or district designed plans – to identify and recognize teachers driving academic progress in the classroom.

By The Numbers:
- More than $5.5 million in total awards allocated to high growth teachers
- More than 750 teachers across 97 schools are receiving an award
- Average individual award for teachers: $8,000

Statewide totals and individual school-level data remain preliminary while a small number of districts complete the verification process. Final statewide results will be released by December 1.

Why It Matters:
The Strategic Compensation Pilot Program marks a shift toward modernizing the teacher compensation structure. By tying compensation bonuses to student growth, the state is rewarding effective educators who are moving the needle where it counts most.

This program builds on the success of the Excellence in Teaching Awards, launched in 2021 by Ben and Kelly Navarro, founders of Meeting Street Schools, this initiative takes the next step in reshaping teacher pay.

The pilot program is one piece of our statewide approach to educator talent acquisition and retention.

Spotlight: Darlington Middle School
Darlington Middle School used the SC Ready-based compensation model. Eligible teachers earned awards based on student growth in Math or ELA between the Spring 2025 and Spring 2026 administrations of SC Ready.

- More than 90% of eligible teachers at Darlington Middle earned an award—the highest percentage among schools operating the SC Ready-based model.
- Darlington Middle teachers earned one of the highest average award amounts in the state at more than $12,000.
- More than 89% of students are considered Pupils in Poverty (PIP), yet the school far exceeded the state's projected award averages based on student results.

What They're Saying:
"What began as a pilot has become powerful proof that recognizing excellence matters. Thanks to the visionary partnership of the South Carolina General Assembly, we are making extraordinary progress in transforming teacher compensation: raising overall salaries to historic levels while pioneering new ways to reward excellence and create meaningful career pathways for our educators. Our Strategic Compensation Program and new Career Ladders pilot are complementary parts of that larger strategy. This year, more schools and more teachers than ever before are sharing in the success of Strategic Compensation. Behind every award is an educator who has changed the trajectory of a student's life. These outstanding teachers deserve both our gratitude and meaningful recognition for the results they deliver. With teacher vacancies down dramatically, we have real momentum, and we're determined to build on it. Working with our legislative partners, our goal is to move these promising pilots toward a sustainable, permanent approach that continues professionalizing teacher compensation, attracts the best and brightest into teaching, and keeps our most effective educators in South Carolina classrooms. Great teachers change lives. South Carolina is working to ensure our compensation system reflects just how much we value them." – **State Superintendent Ellen Weaver**

"These results aren't just about test scores, they're about students learning more, becoming stronger readers and problem-solvers, and building the skills they'll need for their future. And behind that progress are great teachers who show up every day and do the work. The program allows us to recognize and reward them for the differences they're making." – **Darlington County School District Superintendent Dr. Matthew Ferguson**

"High-quality Tier 1 instruction is one of the most important factors in student achievement. Like professionals in other fields, teachers who demonstrate significant student growth deserve recognition and compensation for their hard work. Strategic compensation helps retain effective teachers, boosts morale, and encourages

instructional excellence. Ultimately, students benefit when teachers feel valued, appreciated, and motivated to succeed." – **Darlington Middle School Principal Jason English**

"I'm proud of the exceptional academic growth DMS students achieved and grateful to the teachers who helped them get there. Our teachers brought our vision to life by creating a safe, supportive environment where every student could learn, grow, and excel." – **Darlington High School Principal Victoria Williams-Cooper**
(Cooper served as Darlington Middle School principal during the 2025–26 school year.)

What's Next:
The SCDE has secured $5 million in funding from the General Assembly to continue the pilot program for school year 2026-27 with the current list of participating schools. Superintendent Weaver will request recurring state funds to transition the strategic compensation program from a time-limited, non-recurring pilot into a recurring, sustained program.

###



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

Contents

Pilot Information 3

Strategic Compensation Background 3

Key Takeaways 3

2024-25 Compensation Model Options 4

SC Ready and End of Course Model 4

Excellence in Teaching Model 5

Blended Model 5

District/School-Designed Model 6

Other Non-State Funded Models 6

2024-25 Selected Pilot Schools and Results 6

Selection and Implementation 6

Results 7

2025-26 Implementation and Next Steps 8

2025-26 Implementation 8

Next Steps 8

Appendix A: 2024-25 Pilot Schools 9

Table 1: 2024-25 Pilot Schools 9

Appendix B: Results by School 12

Table 2: SC Ready, End of Course, and Excellence in Teaching Schools 12

Table 3: District/School-Designed Model Results 14

Appendix C: District/School-Designed Model Descriptions 15

Bridges Preparatory School 15

Compass Collegiate Academy 15

Legacy Early College 16

Liberty Steam Charter: A School of Inquiry, Innovation, & Impact 16

Appendix D: Participating Schools, 2025-26 18

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)