



**2024-2029 DISTRICT
STRATEGIC EDUCATION PLAN**

TABLE OF CONTENTS

STAKEHOLDER INVOLVEMENT	2
NEEDS ASSESSMENT DATA	5
GOAL AREA 1 – STUDENT SUCCESS	5
SC READY English Language Arts (ELA) and Mathematics	8
SC READY Science (formerly SCPASS)	28
End-of-Course Exam Program (EOCEP)	32
SAT Graduating Class of 2023	41
ACT Graduating Class of 2023	43
Advanced Placement Exams (AP)	47
GOAL AREA 2 – PREMIER WORKFORCE	56
GOAL AREA 3 – CARING CULTURE AND ENVIRONMENT	60
VISION, MISSION, AND VALUES	66
THREE GOAL AREAS	67
GOAL AREA 1 – Performance Goal 1	69
GOAL AREA 1 – Performance Goal 2	72
GOAL AREA 1 – Performance Goal 3	76
GOAL AREA 1 – Performance Goal 4	79
GOAL AREA 1 – Performance Goal 5	81
GOAL AREA 2 – Performance Goal 1	84
GOAL AREA 2 – Performance Goal 2	87
GOAL AREA 2 – Performance Goal 3	89
GOAL AREA 3 – Performance Goal 1	91
GOAL AREA 3 – Performance Goal 2	95
GOAL AREA 3 – Performance Goal 3	97

STAKEHOLDER INVOLVEMENT

District Participants

Ken Arnold	Director, Social Work and Attendance Services
Anne Lee Buck	Coordinator of Community Collaboration
Morgan Clements	Chief Human Resources Officer
Phillip Davie	Deputy Superintendent
Nancy Fitzer	Assistant to the Superintendent and Board Liaison
Joseph Foster	Assistant Superintendent for School Leadership, Secondary Schools Group 2
Whitney Hanna	Executive Director, Strategic Communications and Engagement
Traci Hogan	Assistant Superintendent for Special Education Services
Elizabeth House	Directory, School Counseling
Sam Jones	Employee Relations Representative
Karen Kapp	Director, Staff and Leadership Development
Nerissa Lewis	Assistant Superintendent for School Leadership, Elementary Schools Group 3
Jeff McCoy	Associate Superintendent, Academics
Dr. Jason McCreary	Director, Accountability and Quality Assurance
Dr. Charlotte McDavid	Assistant Superintendent for Transformation
Dr. Megan Mitchell-Hoefer	Assistant Superintendent for School Leadership, Elementary Schools Group 1
Matthew Moore	Communications Specialist
Dr. W. Burke Royster	Superintendent
Robin Stack	Chief Finance Officer
Greg Stanfield	Executive Director, Planning and Demographics
Dr. Susan Stevens	Assistant Superintendent for School Leadership, Elementary Schools Group 2
Dr. Maureen Tiller	Assistant Superintendent for School Leadership, Secondary Schools Group 1
Tim Waller	Director, Media Relations
Dr. George Ward	Associate Superintendent, Operations
Eric Williams	Assistant Superintendent for School Leadership, Secondary Schools and Career and Technology Education Group 3

Principals and Directors

Jeremy Carrick	Carolina High Academy
Matt Critell	Bethel Elementary School
Wallace Cobbs	Welcome Elementary School
Karen Greene	Mauldin Middle School
Kathie Greer	Alternative Programs
Darah Huffman	Riverside High School
Stephanie Lackey	Greer Middle School
Michelle Michael	Golden Strip Career Center
Vee Popat	Fine Arts Center
April Roberts	Child Development Centers
Leah Stafford	Skyland Elementary School

Teachers

Shavoyae Brown	Woodmont High School
Antonio Goodridge	Mauldin Elementary School
Christine Plumier	Sevier Middle School
Caitlin Scott	Mauldin High School
Tamara Uria	Greenville Middle School

Interhigh

Libby Barrineau	Hillcrest High School
Mia Bautista	Woodmont High School
Myia Hamlin	Southside High School
Morgan Joye	Eastside High School

Board Appointees

Lauren Adams
Ron Gunter
Julie Hershey
Ellen Holman
Allison Huffstutler
Grier Mullins
Donovan Parks
Josh Powers
JB (Jennifer) Robinson
Leola Robinson-Simpson
Gena Runnion
Johnathan Sweeney

Area 21 Representative
Area 17 Representative
Area 26 Representative
Area 19 Representative
Area 27 Representative
Area 24 Representative
Area 20 Representative
Area 28 Representative
Area 22 Representative
Area 25 Representative
Area 18 Representative
Area 23 Representative

Municipalities

Shawn Bell
Bryant Davis
Reno Deaton
Seth Duncan
Mike Forman
Paul Shewmaker

City of Fountain Inn, City Administrator
City of Greenville, Chief Diversity Officer
City of Greer, Economic Development Director
City of Mauldin, City Administrator
City of Travelers Rest, Planning Director
City of Simpsonville, Mayor

Local Chambers

David Merhib
Carlos Phillips

Greer Chamber, President and CEO
Greenville Chamber, President and CEO

Higher Education

Leigh Martin
Larry Miller
Jane Smith
Shameera Virani

Clemson University Representative
Greenville Technical College Representative
Bob Jones University Representative
Furman University Representative

Partners

Tomeika Bennett
Mark Caligaris
Sharon Cohen
Tavia Gaddy

Holly Grady
Nalisha Henry
Manuel Izquierdo
Catherine James
Jennifer James
Melinda Lavalley-Turner
Crystal Noble
Mike Rinehart
Lauren Stephens
Gail Wilson Awan

Hollingsworth Funds
The Hub
Rabbi, Congregation Beth Israel, Parent, Summit Drive
Greenville Area Development Corporation Vice President of Economic Development
Prisma Health
United Way / OnTrack
The Hub; Pastor, Jesus El Ray Church
Greenville Federal Credit Union
Department of Social Services
Prisma Health
Department of Juvenile Justice (DJJ)
Greenville County Sheriff's Office
Salvation Army
Urban League

PTA Representatives

Christi Wagner

District 1 PTA President

SIC Representatives

Alecia Brewster
Christin Pulliam

Former SIC Chair, Tanglewood Middle School/Sustaining Way/Village Engage
SIC Chair, Greer High School

Catherine Schumacher

SIC Chair, Sterling School

Parents

Davida Boatwright

Amy Hibbs

Telford Jamison

Shazeen Muqri

Parent, Ralph Chandler Middle School and Woodmont High School

Parent, Rudolph Gordon School

Parent, Mountain View Elementary School, Blue Ridge Middle School,
and Blue Ridge High School

Parent, Buena Vista Elementary School, Riverside Middle School, and Riverside
High School

Other

Katelin Spagnolo

Assistant Principal, Green Charter Schools, Greenville Campus

NEEDS ASSESSMENT DATA

2023-2024 South Carolina Department of Education District Report Card - [State Report Card](#)

GOAL AREA 1 – STUDENT SUCCESS

Guiding Statement: Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

As a community, we strive to ensure that each student, regardless of background, has access to an excellent and equitable education. School and community leaders have long been aware of and worked to close gaps in the development, performance, and attainment of our children. For many students, these challenges begin before they enter kindergarten and, without the right intervention and accelerated learning opportunities, will follow them into adulthood. We have a collective responsibility to prepare students with the knowledge, proficiency, and interpersonal skills outlined in the Profile of the SC Graduate, ensuring each is equipped for a future of limitless opportunity.

The 2024-29 Greenville County Schools Strategic Plan was developed with significant input from stakeholders across the county, and from two Stakeholder Teams who met to review data, ask questions, discuss strengths and opportunities, and make recommendations for improvement. Though the teams met separately and with different charges over a 30-month time span, many of the two groups' findings complemented or mirrored one another.

The Strategic Planning process began with the collection of public input. Six community forums were held across the district in the spring of 2023 and attended by more than 250 individuals. Participants representing families who are racially diverse, multilingual, have students with varying levels of academic abilities and at all grade levels were in attendance. A few community members without any direct connection to GCS students also took part. Attendees were asked to respond to three questions:

- What is the most important thing you want your child/children to learn or experience at school that is not academic in nature?
- What has been the biggest obstacle your child/children have worked to overcome related to their academic success?
- What would you improve or change to make GCS better?

Their responses led to the development of four surveys tailored for parents, students, staff, and the community. The surveys were distributed via direct email, social media, the GCS website, local companies, school messaging/PTAs, and local media outlets. GCS received over 4,500 parent responses, 20,000 student responses, 3,700 employee responses, and 91 responses from community partners/non-parents. In addition, the Strategic Planning Stakeholder Team utilized the State Department of Education's Climate and Culture surveys that were administered during the 2022-23 school year and included responses from more than 5,000 teachers, 2,300 parents, and about 51,500 students.

A two-day Strategic Planning Stakeholder Team Workshop in September 2023 featured a diverse group of 75 individuals representing every high school attendance zone, various racial, ethnic, and religious groups, individuals from business, healthcare, law enforcement, government, higher education, and nonprofits, as well as internal populations of students, teachers, staff, parents, and administrators (district and school).

The purpose of the workshop was to get recommendations on the Strategic Plan's Framework (Vision, Mission, and Belief Statements) and to identify and narrow the priorities that would ultimately guide the focus of the Plan. In addition to the Framework, stakeholders reviewed cumulative survey responses compiled from the SDE Climate surveys and the GCS Strategic Plan surveys. They also examined attendance data and achievement metrics, specifically focusing on SC READY, End-of-Course, and Dual Credit course enrollment. To ensure a holistic understanding of the district and its performance, stakeholders were presented with a general presentation on the State of the District (graduation data, Graduation Plus, and State Report Cards) and information on the Focus Schools Interventions.

Stakeholders used all of this information, in addition to their personal experiences, to identify priorities for the Strategic Plan, looking for items with the potential to have a broad, positive impact on student achievement. Three priorities areas for 2024-29 were identified:

- High achievement expectations for all students.
- Positive relationships between and among staff, students, and families
- Expansion of efforts to recruit, develop, and support teachers.

These closely aligned with the qualitative and quantitative findings of a DEI Stakeholder team, which met from the fall of 2021 through the fall of 2023 and determined:

- Each and every student must be challenged and supported to reach their greatest academic potential.
- The culture of the schools and the relationships among students and staff are of paramount importance.
- Many of the challenges students and staff encounter require the attention of the community as well as the local school system.

Current State

The District’s Administration will use quantitative and qualitative district-wide and school-level data to systematically assess which students and/or student groups are experiencing the lowest achievement and the most disciplinary consequences; determine the needs of those students; and target resources and efforts to address identified needs, close achievement gaps, and improve overall outcomes while ensuring a safe atmosphere conducive to teaching and learning.

Student Demographics

<i>Year</i>	<i>Group</i>	<i>Enrollment Count</i>	<i>Percent of Enrollment</i>
23-24	White	37,932	49%
22-23	White	38,874	50%
21-22	White	39,257	51%
23-24	African American	17,193	22%
22-23	African American	17,367	22%
21-22	African American	17,319	23%
23-24	Hispanic	15,145	20%
22-23	Hispanic	14,124	18%
21-22	Hispanic	13,265	17%
23-24	Other	7,298	9%
22-23	Other	7,042	9%
21-22	Other	6,804	9%
23-24	Total Enrollment	77,568	
22-23	Total Enrollment	77,407	
21-22	Total Enrollment	76,645	

*Based on 135 day enrollment reports; charter schools not included.

Federal Accountability Ratings

<i>School Year</i>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Unsatisfactory</i>	<i>Total</i>
11-12	42	28	4	4	5	83
12-13	36	34	3	2	9	84
13-14	38	29	10	4	3	84
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	18 (21%)	25 (29%)	30 (35%)	7 (8%)	5 (6%)	85
18-19	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86
19-20	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86
20-21	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86
21-22	38 (44%)	24(28%)	15(17%)	6 (7%)	3 (3%)	86
22-23	32 (37%)	30 (35%)	17 (20%)	5 (6%)	2(2%)	86
23-24	27 (31%)	28 (33%)	21 (24%)	8 (9%)	2 (%)	86

Greenville County Schools (Elementary)

<i>School Year</i>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Unsatisfactory</i>	<i>Total</i>
11-12	30	18	0	1	0	49
12-13	28	20	0	0	2	50
13-14	31	13	5	1	0	50
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	15	18	14	2	2	51
18-19	28	16	7	1	0	52
19-20	28	16	7	1	0	52
20-21	28	16	7	1	0	52
21-22	29	12	8	2	0	51
22-23	22	17	10	2	0	51
23-24	16	17	14	3	1	51

Greenville County Schools (Middle)

<i>School Year</i>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Unsatisfactory</i>	<i>Total</i>
11-12	8	7	1	0	2	18
12-13	5	10	1	1	1	18
13-14	2	10	3	1	2	18
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	1	3	11	3	2	20
18-19	6	5	8	2	0	21
19-20	6	5	8	2	0	21
20-21	0	5	8	2	0	21
21-22	5	7	3	2	2	19
22-23	6	8	5	2	0	21
23-24	4	9	5	2	1	21

Greenville County Schools (High)

<i>School Year</i>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Unsatisfactory</i>	<i>Total</i>
11-12	3	3	2	3	3	14
12-13	1	4	2	1	6	14
13-14	4	6	2	2	0	14
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	3	3	5	2	1	14
18-19	5	3	4	1	1	14
19-20	5	3	4	1	1	14
20-21	5	3	4	1	1	14
21-22	3	5	3	2	1	14
22-23	4	5	2	1	2	14
23-24	6	3	2	3	0	14

- Note 1: Washington Center and Fountain Inn High School do not receive an overall rating and are not included in the above numbers.
- Note 2: Langston Charter, who received an ‘Good’ rating, is not included in the number of ‘Good’ schools for the district.
- Note 3: Sterling School, serving grades K-8 is included in the number of ‘Excellent’ schools for elementary and middle from 2019-2024.
- Note 4: Rudolph Gordon at Jones Mills, serving grades K-8, is included in the number of ‘Excellent’ schools for middle in 2024.
- Note 5: Due to the suspension of the annual report card and performance ratings, Greenville County Schools retained school level ratings for 2019-2021.

Overall State Report Card Ratings - Percent of Greenville County Schools vs The State of South Carolina

<i>Report Card Overall Ratings</i>	<i>2024 Greenville County Schools</i>	<i>2024 The State of South Carolina</i>	<i>2023 Greenville County Schools</i>	<i>2023 The State of South Carolina</i>	<i>2022 Greenville County Schools</i>	<i>2022 The State of South Carolina</i>
Excellent	31.3	18.3	37.2	22.6	44.1	20.9
Good	32.5	25.1	34.8	24.4	27.9	21.5
Average	24.4	38.0	18.6	35.5	17.4	35.7
Below Average	9.3	14.7	6.9	12.4	6.9	15.8
Unsatisfactory	2.3	3.8	2.3	4.9	3.4	5.9

- SY12-SY14 rating schools on an A-F scale. The new Excellent to Unsatisfactory scale began in SY18.
- The All Schools data includes traditional schools and special centers (e.g., Washington Center and Sterling School). Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers. Charter schools are not included.
- In SY18 across South Carolina, 15% of schools earned Excellent, while 21% of GCS schools achieved the top rating. Likewise, 27% of all state schools were rated as Below Average or Unsatisfactory, while 14% of schools in GCS fell into these two categories.
- SY19-SY21 school ratings remain static due to the COVID-19 pandemic waiver granted by the US Department of Education (USDE) to the South Carolina Department of Education (SCDE) on March 27, 2020 and March 21, 2021.
- SY22-Present saw fewer schools at either extreme and an increase in the percentage of schools rated Good and Average.

Pre-Kindergarten (4K) Program Participation

The experiences children have prior to kindergarten are the building blocks for all learning. Strong early childhood development, including exposure to text and caring environments, ensures that young children have the fundamental skills necessary to enter school-aged education settings ready to learn. Greenville County Schools makes 4-year-old Kindergarten widely accessible to students who are at risk of not being prepared for kindergarten as determined by academic and developmental needs, low family income, and low parent education level. In GCS 4K programs, students learn through play and intentional strategies that develop:

- Early Literacy
 - Verbal development and vocabulary exposure
 - Letter Identification
 - Letter Sounds
- Mathematical Reasoning
- Social Skills
 - Speaking and listening
 - Small group participation
 - Social/emotional development

Student Readiness, Achievement, and Outcomes

Greenville County Schools uses a variety of formative assessments to monitor student progress toward grade-level standards and make adjustments throughout the instructional experience. Summative assessments are given at the close of a school year or course of study and are required in certain grades for specific content as prescribed in State statute. These assessments measure student attainment of the required standards and inform next steps to improve program effectiveness.

SC READY English Language Arts (ELA) and Mathematics

Since 2016, the South Carolina College and Career-Ready Assessments (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3-8. SC READY test items were developed by the contractor, Data Recognition Center, and are aligned to the standards for each subject and grade level. SC READY test results are used for state and federal accountability purposes.

Background

- SC READY tests by law are administered electronically, online.
- The testing window spanned from May 5, 2023 through June 2, 2023. Online testing spanned from May 5, 2023 through June 2, 2023. Paper testing spanned from May 5, 2023 through June 2, 2023.
- The ELA test was administered in two sessions over the course of two days. Session 1 of the ELA test included a text-dependent analysis (TDA) item where students read a passage and wrote an extended response using information from the passage to support their answer. Session 1 also included selected response items and multi-select items. Session 2 of the ELA test included evidence-based selected response items based upon text. Beginning with the 2019 administration, the number of writing items has been reduced for grades 3-5 and the number of reading and writing items has been reduced for grades 6-8.
- In 2019, the weighting of the writing response items and text-dependent analysis (TDA) was adjusted and now comprises a smaller percentage of the overall ELA score. In grades 3-5, the text-dependent analysis (TDA) now comprises 12% of the overall ELA score compared to 19% for the previous three years. In grades 6-8, the text dependent analysis (TDA) now comprises 12% of the overall ELA score compared to 17% for the previous three years.
- The math test was administered during a one-day test session. The math test for students in grades 6-8 contained calculator and no-calculator sections.
- Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests.
 - Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.
 - Meets Expectations – The student meets expectations as defined by the grade-level content standards.
 - Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.
 - Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards.

Estimated Times for the SC READY Assessments

<i>Grades</i>	<i>Assessment</i>	<i>Estimated Time</i>
3-8	ELA Session 1	2 hours
3-8	ELA Session 2	1.5 hours
3-8	Mathematics	2 hours
4-6	Science	1 hour

*The SC READY assessments are untimed.

2024 GCS English Language Arts Percentages by Grade

<i>Grade</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
3	22.7	15.6	20.6	41.1	61.7
4	21.1	14.5	21.5	42.9	64.4
5	17.6	19.0	24.1	39.3	63.4
6	19.3	22.9	22.3	35.6	57.9
7	23.7	20.6	21.7	34.1	55.8
8	22.9	21.8	25.4	29.9	55.3

2024 GCS Writing – Text Dependent Analysis (TDA) Percent within Each Score by Grade Level

<i>Grade</i>	<i>TDA Score 0</i>	<i>TDA Score 2</i>	<i>TDA Score 3</i>	<i>TDA Score 4</i>	<i>TDA Score 5</i>	<i>TDA Score 6</i>	<i>TDA Score 7</i>	<i>TDA Score 8</i>
3	28.7	40.3	13.2	14.0	2.4	1.4	0.0	0.0
4	17.0	31.3	13.7	22.7	7.5	6.0	1.1	0.6
5	10.0	43.5	11.6	21.7	5.0	6.8	0.8	0.5
6	9.1	30.3	11.3	31.4	7.0	8.9	1.3	0.6
7	8.0	34.2	13.5	27.2	7.1	7.7	1.5	0.8
8	10.2	29.3	12.0	33.7	5.5	7.2	1.4	0.7
<i>Total</i>	<i>13.9</i>	<i>34.8</i>	<i>12.6</i>	<i>25.1</i>	<i>5.7</i>	<i>6.3</i>	<i>1.0</i>	<i>0.5</i>

2024 GCS Writing – Text Dependent Analysis (TDA) Count within Each Score by Grade Level

<i>Grade</i>	<i>TDA Score 0</i>	<i>TDA Score 2</i>	<i>TDA Score 3</i>	<i>TDA Score 4</i>	<i>TDA Score 5</i>	<i>TDA Score 6</i>	<i>TDA Score 7</i>	<i>TDA Score 8</i>
3	1689	2375	778	825	141	83	2	1
4	999	1838	806	1333	439	349	64	35
5	580	2514	671	1252	286	390	49	31
6	530	1766	661	1830	410	519	74	35
7	468	2006	790	1597	416	450	90	47
8	606	1737	708	1999	325	425	83	40
<i>Total #</i>	<i>4872</i>	<i>12236</i>	<i>4414</i>	<i>8836</i>	<i>2017</i>	<i>2216</i>	<i>362</i>	<i>189</i>

2024 GCS Writing – Mean Text Dependent Analysis (TDA) Average Score by Grade Level

<i>ELA Grade</i>	<i>Mean Text Dependent Analysis (TDA) Scores</i>
3	1.97
4	2.80
5	2.84
6	3.23
7	3.16
8	3.15
Grades 3-8	2.86

2024 GCS Mathematics Percentages by Grade

<i>Grade</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
3	17.5	17.5	26.9	38.1	65.0
4	19.3	19.7	24.4	36.6	61.0
5	16.6	26.1	23.3	34.0	57.3
6	25.9	26.7	22.9	24.5	47.4
7	30.5	28.0	17.9	23.6	41.5
8	34.3	28.1	18.0	19.6	37.6

SC READY English Language Arts Percentages Grades 3-8 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	22	32	30	16	46
2018	22	29	27	21	48
2019	22	25	27	26	53
2021	25	25	25	25	50
2022	22	23	25	30	55
2023	18.9	20.6	23.1	37.4	60.5
2024	21.2	19.1	22.6	37.2	59.7

SC READY English Language Arts Percentages Grades 3-5 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	21	30	32	17	49
2018	20	28	29	22	51
2019	19	22	27	31	58
2021	25	22	24	28	52
2022	21	20	24	35	59
2023	17.4	18.5	23.2	41.0	64.2
2024	20.5	16.4	22.1	41.1	63.2

SC READY English Language Arts Grades 6-8 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	24	33	28	15	43
2018	25	31	25	19	44
2019	24	27	28	21	49
2021	26	27	25	22	47
2022	24	26	26	24	50
2023	20.4	22.6	23.0	33.9	56.9
2024	22.0	21.7	23.1	33.2	56.3

SC READY Mathematics Grades 3-8 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	22	31	24	23	47
2018	22	26	24	28	52
2019	21	25	24	30	54
2021	31	26	21	23	44
2022	26	25	22	27	49
2023	24.6	25.5	22.6	27.2	49.8
2024	24.1	24.3	22.2	29.4	51.6

SC READY Mathematics Grades 3-5 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	19	27	28	26	54
2018	17	23	27	33	60
2019	16	22	27	36	63
2021	25	22	24	29	53
2022	19	22	26	33	59
2023	18.4	21.8	26.3	33.6	59.9
2024	17.8	21.0	24.9	36.3	61.2

SC READY Mathematics Grades 6-8 Trends

<i>Year</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	25	34	21	20	41
2018	27	30	19	24	43
2019	27	29	20	24	44
2021	36	29	17	17	35
2022	33	29	18	20	38
2023	30.7	29.1	19.1	21.1	40.2
2024	30.3	27.6	19.6	22.5	42.1

SC READY English Language Arts Percentages by Grade

<i>Year</i>	<i>Grade</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	3	20	29	31	20	51
2018	3	18	28	32	23	55
2019	3	19	21	28	32	60
2021	3	27	22	25	26	51
2022	3	23	19	25	33	58
2023	3	19.9	18.0	24.0	38.0	62.0
2024	3	22.7	15.6	20.6	41.1	61.7
2017	4	22	29	32	17	49
2018	4	22	25	27	26	53
2019	4	20	18	24	39	63
2021	4	26	18	21	35	56
2022	4	22	17	19	42	61

2023	4	15.5	18.3	22.9	43.3	66.2
2024	4	21.0	14.5	21.5	43.0	64.4
2017	5	22	32	32	14	46
2018	5	21	32	30	17	47
2019	5	20	27	30	23	53
2021	5	22	28	27	22	49
2022	5	18	23	29	30	59
2023	5	16.6	19.0	22.7	41.7	64.4
2024	5	17.6	19.0	24.1	39.3	63.4
2017	6	22	35	27	16	43
2018	6	22	33	25	20	45
2019	6	24	29	26	21	47
2021	6	25	29	25	21	46
2022	6	21	28	25	26	51
2023	6	18.1	23.9	21.5	36.5	58.0
2024	6	19.3	22.9	22.2	35.6	57.9
2017	7	26	34	26	14	40
2018	7	26	29	26	20	46
2019	7	23	26	27	23	50
2021	7	26	26	22	25	47
2022	7	26	26	23	25	48
2023	7	22.2	22.3	22.2	33.4	55.5
2024	7	23.7	20.6	21.7	34.1	55.7
2017	8	24	30	29	17	46
2018	8	27	30	24	19	43
2019	8	25	26	30	20	50
2021	8	26	25	29	20	49
2022	8	25	24	30	21	51
2023	8	21.0	21.7	25.3	32.0	57.3
2024	8	22.8	21.8	25.4	30.0	55.4

- According to the South Carolina Department of Education (SCDE), the trend over time indicates that fewer students are losing points on the text dependent analysis (TDA) due to copying too much of the text in their responses.
- The SCDE has provided training to districts to assist with teaching students how to respond to the text dependent analysis (TDA) item based upon the prompt and scoring rubric.
- As of July 2019, the SCDE has not stated whether the 2018 and 2019 ELA scores are comparable due to the changes with the ELA blueprints for grades 3-5 and grades 6-8, along with two different types of writing prompts for the TDA. Additionally, the SCDE has not yet determined if the increase in the overall ELA scores for 2019 is due to student growth or changes in the score weightings of the reading and writing sections of the assessment.

SC READY Mathematics Percentages by Grade

<i>Year</i>	<i>Grade</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2017	3	17	23	32	28	60
2018	3	16	20	32	33	65
2019	3	14	17	32	37	69
2021	3	24	19	28	29	57
2022	3	19	18	28	35	63
2023	3	17.7	18.2	28.8	35.3	64.1
2024	3	17.5	17.5	26.9	38.1	65.0
2017	4	17	28	28	27	55
2018	4	17	24	24	36	60
2019	4	16	20	26	37	63
2021	4	25	23	24	29	52
2022	4	20	23	22	35	57
2023	4	21.1	21.1	21.9	36.0	57.8
2024	4	19.3	19.7	24.4	36.6	61.0
2017	5	22	31	23	24	47
2018	5	19	25	27	29	56
2019	5	16	27	24	33	57
2021	5	25	25	22	28	50
2022	5	19	23	27	31	58
2023	5	16.3	26.0	28.0	29.6	57.6
2024	5	16.6	26.0	23.3	34.1	57.4
2017	6	22	31	23	24	47
2018	6	24	29	21	26	47
2019	6	24	27	23	26	49
2021	6	36	28	18	18	36
2022	6	29	29	21	21	42
2023	6	27.2	26.9	22.8	23.2	45.9
2024	6	25.9	26.7	22.9	24.5	47.4
2017	7	27	37	19	17	36
2018	7	28	32	18	22	40
2019	7	28	31	20	21	41
2021	7	35	33	17	16	33
2022	7	34	31	17	18	35
2023	7	30.0	32.8	18.0	19.2	37.2
2024	7	30.5	28.0	17.9	23.6	41.4
2017	8	27	34	20	18	38
2018	8	29	29	19	23	42
2019	8	29	30	18	24	42
2021	8	37	28	17	18	35
2022	8	36	26	16	22	38
2023	8	34.7	27.9	16.6	20.8	37.4
2024	8	34.3	28.1	18.0	19.6	37.6

*District Data includes Charter Schools. Percentages have been rounded. Differences calculated based upon actual decimal numbers.

GCS vs. SC ELA Performance (All Students) – Meets and Exceeds Expectations

Grade	2017		2018		2019		2021		2022		2023		2024	
	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC
3	51	42	55	43	60	62.0	62.0	43	58	48	62.0	53.4	61.7	53.8
4	49	41	53	46	63	66.2	66.2	46	61	50	66.2	57.1	64.4	57.2
5	46	38	47	39	53	64.4	64.4	39	59	48	64.4	55.2	63.4	55.6
6	43	40	45	42	47	58.0	58.0	42	51	45	58.0	53.4	57.9	53.7
7	40	36	46	43	50	55.5	55.5	43	48	43	55.5	50.0	55.7	50.3
8	46	40	43	42	50	57.3	57.3	42	51	46	57.3	53.1	55.4	50.3

GCS vs. SC Math Performance (All Students) – Meets and Exceeds Expectations

Grade	2017		2018		2019		2021		2022		2023		2024	
	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC
3	60	53	65	56	69	58	57	47	63	51	64.1	53.6	65.0	54.6
4	55	46	60	52	63	51	52	42	57	43	57.8	47.0	61.0	51.0
5	47	40	56	50	57	45	50	38	58	43	57.6	44.7	57.4	45.7
6	47	42	47	36	49	44	36	34	42	36	45.9	36.6	47.4	38.4
7	36	33	40	33	41	35	33	30	35	31	37.2	31.0	41.4	33.7
8	38	35	42	35	42	37	35	31	38	30	37.4	31.6	37.6	30.3

The percentage of GCS students scoring Meets Expectations and Exceeds Expectations was higher than the percentage of SC students scoring Meets Expectations and Exceeds Expectations in both areas at all grade levels.

SC READY English Language Arts Percentage Meets / Exceeds by Elementary School

<i>School</i>	<i>Spring 2017</i>	<i>Spring 2018</i>	<i>Spring 2019</i>	<i>Spring 2021</i>	<i>Spring 2022</i>	<i>Spring 2023</i>	<i>Spring 2024</i>	<i>Difference 2023 to 2024</i>
Augusta Circle Elementary	78	79	85	86	88	88.9	91.0	2.1
Sterling School	66	68	72	70	82	87.2	86.7	-0.5
Tigerville Elementary	64	72	84	72	80	80.5	85.1	4.6
Oakview Elementary	76	75	80	78	77	85.9	84.2	-1.7
Stone Academy	63	74	76	73	77	84.7	82.9	-1.8
Buena Vista Elementary	76	74	75	74	77	82.8	81.4	-1.4
Pelham Road Elementary	73	75	79	75	76	78.8	81.2	2.4
Skyland Elementary	61	62	68	62	70	74.5	78.5	4.0
Monarch Elementary	80	76	81	75	82	82.0	78.4	-3.6
Paris Elementary	59	63	68	61	74	79.5	78.0	-1.5
Bells Crossing Elementary	69	71	73	64	74	79.2	77.4	-1.8
Woodland Elementary	60	66	72	61	70	76.3	75.8	-0.5
Brushy Creek Elementary	60	66	69	63	68	72.8	73.8	1.0
Heritage Elementary	43	34	46	47	66	70.8	73.0	2.2
Rudolph Gordon Elementary	63	66	65	67	74	75.3	72.4	-2.9
Gateway Elementary	49	51	61	56	64	70.3	72.2	1.9
Plain Elementary	60	61	67	63	69	72.9	71.1	-1.8
Greenbrier Elementary	43	47	54	53	61	68.1	71.0	2.9
Summit Drive Elementary	56	56	64	60	64	66.2	70.3	4.1
Simpsonville Elementary	51	49	58	52	60	68.0	69.7	1.7
Bethel Elementary	50	49	61	59	65	68.8	66.8	-2.0
Mountain View Elementary	52	60	68	66	72	67.4	66.7	-0.7
Sara Collins Elementary	59	61	60	55	57	67.3	66.0	-1.3
Blythe Academy	50	56	61	60	62	66.8	65.3	-1.5
A.J. Whittenberg Elementary	49	51	62	57	64	70.6	64.8	-5.8
Fork Shoals Elementary	49	51	63	52	63	66.6	64.6	-2.0
Mitchell Road Elementary	48	56	66	56	61	67.6	63.3	-4.3
Greenville County Schools (3-5)	49	51	58	52	59	64.2	63.2	-1.0
Fountain Inn Elementary	36	39	54	47	56	65.1	61.3	-3.8
Bryson Elementary	50	48	57	52	52	63.4	59.0	-4.4
Ellen Woodside Elementary	37	44	52	46	51	58.8	58.8	0.0
Crestview Elementary	39	37	47	44	47	58.6	58.5	-0.1
Slater Marietta Elementary	37	38	48	41	50	66.2	57.3	-8.9
Brook Glenn Elementary	44	52	57	37	50	53.6	57.3	3.7
Taylor's Elementary	44	47	55	48	57	61.0	56.6	-4.4
Mauldin Elementary	44	49	57	52	57	59.0	55.5	-3.5
South Carolina (3-5 only)	40	43	47	43	49	55.2	55.5	0.3
East North Street Academy	38	40	45	39	50	57.1	52.0	-5.1
Lake Forest Elementary	42	46	46	43	52	49.7	51.4	1.7
Chandler Creek Elementary	38	44	47	34	42	50.4	50.8	0.4
Sue Cleveland Elementary	26	25	34	27	37	36.3	45.3	9.0
Welcome Elementary	27	33	45	41	38	45.2	45.0	-0.2

Robert E. Cashion Elementary	34	40	49	37	44	47.5	43.9	-3.6
Grove Elementary	17	24	31	26	31	38.6	43.2	4.6
Monaview Elementary	20	23	32	24	37	42.1	42.8	0.7
Berea Elementary	38	40	44	37	38	43.9	42.5	-1.4
Duncan Chapel Elementary	37	40	46	27	43	43.8	41.0	-2.8
Cherrydale Elementary	26	26	35	19	26	37.8	40.1	2.3
Armstrong Elementary	29	28	38	33	35	42.9	39.3	-3.6
Westcliffe Elementary	45	40	39	24	40	50.0	38.0	-12.0
Thomas E. Kerns Elementary	25	24	31	28	31	35.2	37.4	2.2
Hollis Academy	30	35	37	21	37	40.6	32.4	-8.2
Alexander Elementary	21	31	39	17	22	25.5	26.2	0.7

SC READY English Language Arts Percentage Meets/Exceeds by Middle School

<i>School</i>	<i>Spring 2017</i>	<i>Spring 2018</i>	<i>Spring 2019</i>	<i>Spring 2021</i>	<i>Spring 2022</i>	<i>Spring 2023</i>	<i>Spring 2024</i>	<i>Difference 2023 to 2024</i>
Sterling School	99	98	99	100	100	100.0	100	0.0
Blue Ridge Middle	47	49	51	48	57	70.3	69.8	-0.5
Riverside Middle	59	56	64	65	69	69.3	68.1	-1.2
Rudolph G. Gordon Middle	--	--	69	53	57	67.9	67.6	-0.3
League Academy	54	56	59	58	61	67.3	67.5	0.2
Northwood Middle	40	47	53	54	56	65.4	66.8	1.4
Dr. Phinnize J. Fisher Middle	54	49	59	52	52	62.9	66.2	3.3
Hillcrest Middle	43	50	51	51	59	64.4	65.9	1.5
Mauldin Middle	48	48	54	50	54	64.6	63.3	-1.3
Greenville Middle Academy	60	56	61	59	57	65.0	61.9	-3.1
Ralph Chandler Middle	46	46	49	52	49	52.4	58.1	5.7
Beck Academy	53	52	55	51	52	58.8	57.3	-1.5
Sevier Middle	44	47	51	47	50	55.9	57.2	1.3
Greenville County Schools (6-8)	43	44	49	47	50	56.9	56.3	-0.6
Hughes Academy	40	39	46	46	51	55.1	54.2	-0.9
South Carolina (6-8 only)	39	40	43	42	45	52.2	51.4	-0.8
Northwest Middle	33	37	42	37	39	52.6	50.6	-2.0
Woodmont Middle	23	26	36	38	45	53.9	47.1	-6.8
Greer Middle	30	36	40	37	39	47.4	43.6	-3.8
Bryson Middle	34	34	42	36	39	43.0	42.4	-0.6
Tanglewood Middle	15	21	22	21	27	31.2	31.4	0.2
Berea Middle	24	23	27	28	24	28.7	28.7	0.0
Lakeview Middle	14	17	19	16	20	24.5	23.7	-0.8

SC READY Mathematics Percentage Meets/Exceeds by Elementary School

<i>School</i>	<i>Spring 2017</i>	<i>Spring 2018</i>	<i>Spring 2019</i>	<i>Spring 2021</i>	<i>Spring 2022</i>	<i>Spring 2023</i>	<i>Spring 2024</i>	<i>Difference 2023 to 2024</i>
Augusta Circle Elementary	79	86	87	87	88	85.9	90.6	4.7
Tigerville Elementary	81	81	87	74	81	83.5	87.3	3.8
Stone Academy	63	79	77	73	78	85.1	87.1	2.0
Sterling School	70	72	75	69	80	86.6	85.8	-0.8
Oakview Elementary	79	82	81	76	76	80.8	83.8	3.0
Pelham Road Elementary	78	79	83	76	79	77.2	82.0	4.8
Buena Vista Elementary	79	79	79	74	78	80.7	79.2	-1.5
Monarch Elementary	76	85	83	77	77	74.7	78.7	4.0
Heritage Elementary	47	43	56	52	68	72.8	78.2	5.4
Gateway Elementary	59	62	70	57	64	74.5	74.5	0.0
Woodland Elementary	67	72	69	64	71	72.4	72.7	0.3
Paris Elementary	64	67	70	59	73	71.1	72.5	1.4
Bells Crossing Elementary	75	77	75	66	71	71.1	72.2	1.1
Skyland Elementary	71	66	72	59	68	73.6	72.1	-1.5
Rudolph Gordon Elementary	60	69	65	60	67	67.1	70.3	3.2
Simpsonville Elementary	52	54	57	52	60	62.6	70.3	7.7
Brushy Creek Elementary	67	72	75	66	67	70.8	69.8	-1.0
Summit Drive Elementary	70	65	71	58	63	58.2	67.8	9.6
Bethel Elementary	60	59	66	61	67	63.1	66.6	3.5
Plain Elementary	65	69	66	60	65	67.0	65.7	-1.3
Sara Collins Elementary	58	64	60	54	60	63.4	64.8	1.4
Fountain Inn Elementary	38	53	62	47	62	64.7	64.6	-0.1
A.J. Whittenberg Elementary	58	59	64	54	64	66.1	64.3	-1.8
Greenbrier Elementary	45	58	59	48	56	59.1	62.7	3.6
Greenville County Schools (3-5)	54	60	63	53	59	59.9	61.2	1.3
East North Street Academy	49	52	58	45	48	51.1	60.1	9.0
Crestview Elementary	51	45	55	42	45	58.8	58.8	0.0
Mountain View Elementary	58	64	67	63	66	59.6	58.5	-1.1
Blythe Academy	50	65	65	55	63	59.8	58.5	-1.3
Brook Glenn Elementary	42	54	57	37	44	51.2	58.1	6.9
Ellen Woodside Elementary	44	55	63	51	57	56.6	58.0	1.4
Taylor's Elementary	48	55	58	48	57	53.4	57.7	4.3
Bryson Elementary	54	53	59	52	59	55.6	57.4	1.8
Mitchell Road Elementary	61	70	72	54	58	57.8	56.7	-1.1
Fork Shoals Elementary	48	50	56	47	56	56.8	56.7	-0.1
Slater Marietta Elementary	40	49	58	43	45	53.0	51.3	-1.7
Monaview Elementary	29	43	55	41	45	46.5	50.5	4.0
South Carolina (3-5 only)	46	50	51	42	46	48.4	50.4	2.0
Mauldin Elementary	52	56	61	50	58	56.3	50.3	-6.0
Chandler Creek Elementary	41	59	58	39	44	43.2	49.9	6.7
Lake Forest Elementary	51	53	45	45	52	44.7	49.3	4.6
Westcliffe Elementary	58	57	57	32	53	55.9	45.6	-10.3

Robert E. Cashion Elementary	35	45	50	39	43	42.4	42.2	-0.2
Sue Cleveland Elementary	26	36	40	29	33	32.1	41.2	9.1
Duncan Chapel Elementary	50	54	55	33	46	43.8	39.7	-4.1
Welcome Elementary	36	47	53	39	38	36.4	39.6	3.2
Cherrydale Elementary	27	37	44	27	30	35.0	39.4	4.4
Grove Elementary	20	33	34	27	32	31.7	38.1	6.4
Armstrong Elementary	36	42	44	35	36	42.8	37.9	-4.9
Berea Elementary	45	56	59	42	46	46.3	36.8	-9.5
Thomas E. Kerns Elementary	34	36	38	34	34	33.2	30.9	-2.3
Hollis Academy	42	46	49	28	39	33.3	29.1	-4.2
Alexander Elementary	34	44	51	17	15	20.3	20.1	-0.2

SC READY Mathematics Percentage Meets / Exceeds by Middle School

<i>School</i>	<i>Spring 2017</i>	<i>Spring 2018</i>	<i>Spring 2019</i>	<i>Spring 2021</i>	<i>Spring 2022</i>	<i>Spring 2023</i>	<i>Spring 2024</i>	<i>Difference 2023 to 2024</i>
Sterling School	100	99	100	97	100	99.5	100.0	0.5
Riverside Middle	66	68	69	56	60	59.3	59.0	-0.3
Rudolph G. Gordon Middle	--	--	69	43	48	51.2	57.6	6.4
Northwood Middle	44	53	58	43	49	52.5	56.0	3.5
Hillcrest Middle	40	47	42	41	51	52	54.8	2.8
Blue Ridge Middle	47	51	59	40	47	51.9	53.7	1.8
League Academy	44	48	44	45	48	49.7	51.2	1.5
Dr. Phinnize J. Fisher Middle	50	45	45	33	35	37.4	47.1	9.7
Greenville Middle Academy	43	43	50	44	45	48.6	46.4	-2.2
Sevier Middle	42	47	50	37	41	42.8	45.0	2.2
Ralph Chandler Middle	46	46	44	37	38	42	44.5	2.5
Mauldin Middle	45	44	44	37	39	41.2	44.2	3.0
Beck Academy	53	51	52	40	39	41.1	42.6	1.5
Greenville County Schools (6-8 only)	41	43	44	35	38	40.2	42.1	1.9
Hughes Academy	36	35	38	35	41	36.6	40.8	4.2
South Carolina (6-8 only)	36	38	39	32	32	33.0	34.1	1.1
Northwest Middle	33	36	38	24	25	33.8	33.4	-0.4
Greer Middle	29	32	34	22	26	29	32.4	3.4
Woodmont Middle	21	24	20	20	31	35.8	31.9	-3.9
Bryson Middle	32	33	32	19	26	25.9	26.7	0.8
Berea Middle	18	24	22	13	11	9.9	13.3	3.4
Tanglewood Middle	13	17	18	10	14	10.4	12.6	2.2
Lakeview Middle	13	17	15	8	8	9.4	11.1	1.7

Subgroup Analysis

SC READY English Language Arts Percentages by Gender

<i>Year</i>	<i>Gender</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Female	15.3	20.7	23.5	40.5	64.0
2024	Female	17.6	18.8	23.1	40.5	63.6
2023	Male	22.4	20.4	22.7	34.5	57.2
2024	Male	24.7	19.2	22.1	33.9	56.0

SC READY Mathematics Percentages by Gender

<i>Year</i>	<i>Gender</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Female	23.6	27.4	24.0	25.0	49.0
2024	Female	22.8	26.2	23.5	27.4	50.9
2023	Male	25.6	23.7	21.3	29.4	50.7
2024	Male	25.2	22.5	21.0	31.3	52.3

SC READY English Language Arts Percentages by Race / Ethnicity

<i>Year</i>	<i>Race / Ethnicity</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	African American	30.4	29.9	22.8	16.9	39.7
2024	African American	32.6	27.7	22.4	17.3	39.7
2023	American Indian	27.9	25.3	21.1	25.8	46.9
2024	American Indian	24.4	26.8	23.2	25.6	48.8
2023	Asian	8.3	10.2	18.4	63.1	81.5
2024	Asian	10.6	7.8	17.3	64.3	81.6
2023	Hispanic	32.6	24.8	22.6	20.0	42.6
2024	Hispanic	38.0	21.6	20.8	19.5	40.3
2023	Pacific Islander	26.6	26.6	23.4	23.4	46.8
2024	Pacific Islander	35.6	24.7	17.8	21.9	39.7
2023	Two or more races	16.4	21.2	22.7	39.7	62.4
2024	Two or more races	18.6	19.4	25.4	36.6	62.0
2023	White	9.8	15.4	23.7	51.1	74.8
2024	White	10.7	14.8	23.3	51.3	74.6

SC READY Mathematics Percentages by Race / Ethnicity

<i>Year</i>	<i>Race / Ethnicity</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	African American	42.3	31.3	17.1	9.3	26.4
2024	African American	40.7	30.2	18.2	10.9	29.1
2023	American Indian	34.2	28.4	21.6	15.8	37.4
2024	American Indian	24.8	30.3	22.4	22.4	44.8
2023	Asian	6.3	12.5	22.1	59.1	81.2
2024	Asian	8.9	10.7	19.9	61.5	81.4
2023	Hispanic	36.1	29.4	20.7	13.9	34.6
2024	Hispanic	37.2	28.7	20.7	15.1	35.8
2023	Pacific Islander	37.5	21.9	21.9	18.8	40.7

<i>Year</i>	<i>Race / Ethnicity</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2024	Pacific Islander	38.4	13.7	27.4	20.5	47.9
2023	Two or more races	25.0	26.9	23.4	24.8	48.2
2024	Two or more races	22.4	25.6	25.4	27.7	53.1
2023	White	13.5	22.1	25.7	38.7	64.4
2024	White	12.8	20.7	25.0	41.8	66.8

SC READY English Language Arts Percentages by Students with Disabilities

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Disabled	56.0	25.7	11.5	6.8	18.3
2024	Disabled	58.2	24.8	11.8	9.1	20.9
2023	Not Disabled	12.2	19.6	25.2	42.9	68.1
2024	Not Disabled	14.5	18.0	24.7	42.7	67.4

SC READY Mathematics Percentages by Students with Disabilities

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Disabled	61.7	24.1	8.8	5.5	14.3
2024	Disabled	60.0	24.7	11.4	7.6	19.0
2023	Not Disabled	17.9	25.8	25.1	31.2	56.3
2024	Not Disabled	17.6	24.3	24.5	33.6	58.1

SC READY English Language Arts Percentages by Limited English Proficiency (LEP)

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	LEP	38.3	24.7	20.7	16.3	37.0
2024	LEP	56.3	21.4	17.7	16.1	33.8
2023	Non-LEP	15.5	19.8	23.5	41.1	64.6
2024	Non-LEP	16.3	18.7	23.9	41.1	65.0

SC READY Mathematics Percentages by Limited English Proficiency (LEP)

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	LEP	39.1	28.0	19.4	13.6	33.0
2024	LEP	49.2	27.1	17.5	14.1	31.6
2023	Non-LEP	22.1	25.1	23.2	29.6	52.8
2024	Non-LEP	20.5	24.0	23.2	32.2	55.4

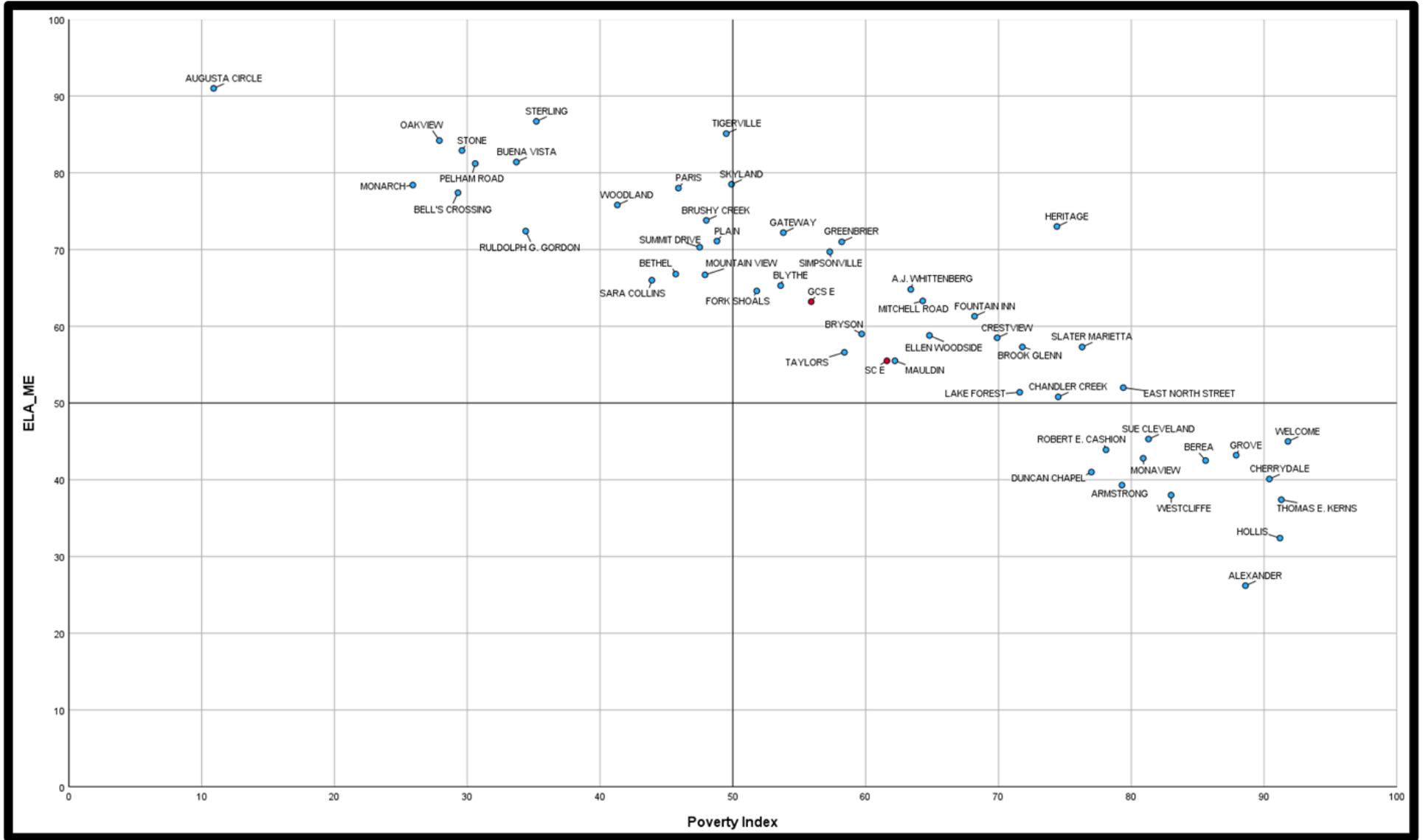
SC READY English Language Arts Percentages by Pupils in Poverty (PIP)

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Non-PIP	8.4	13.5	22.5	55.6	78.1
2024	Non-PIP	10.5	12.3	21.7	55.5	77.2
2023	PIP	27.2	26.1	23.6	23.2	46.8
2024	PIP	29.4	24.2	23.3	23.1	46.4

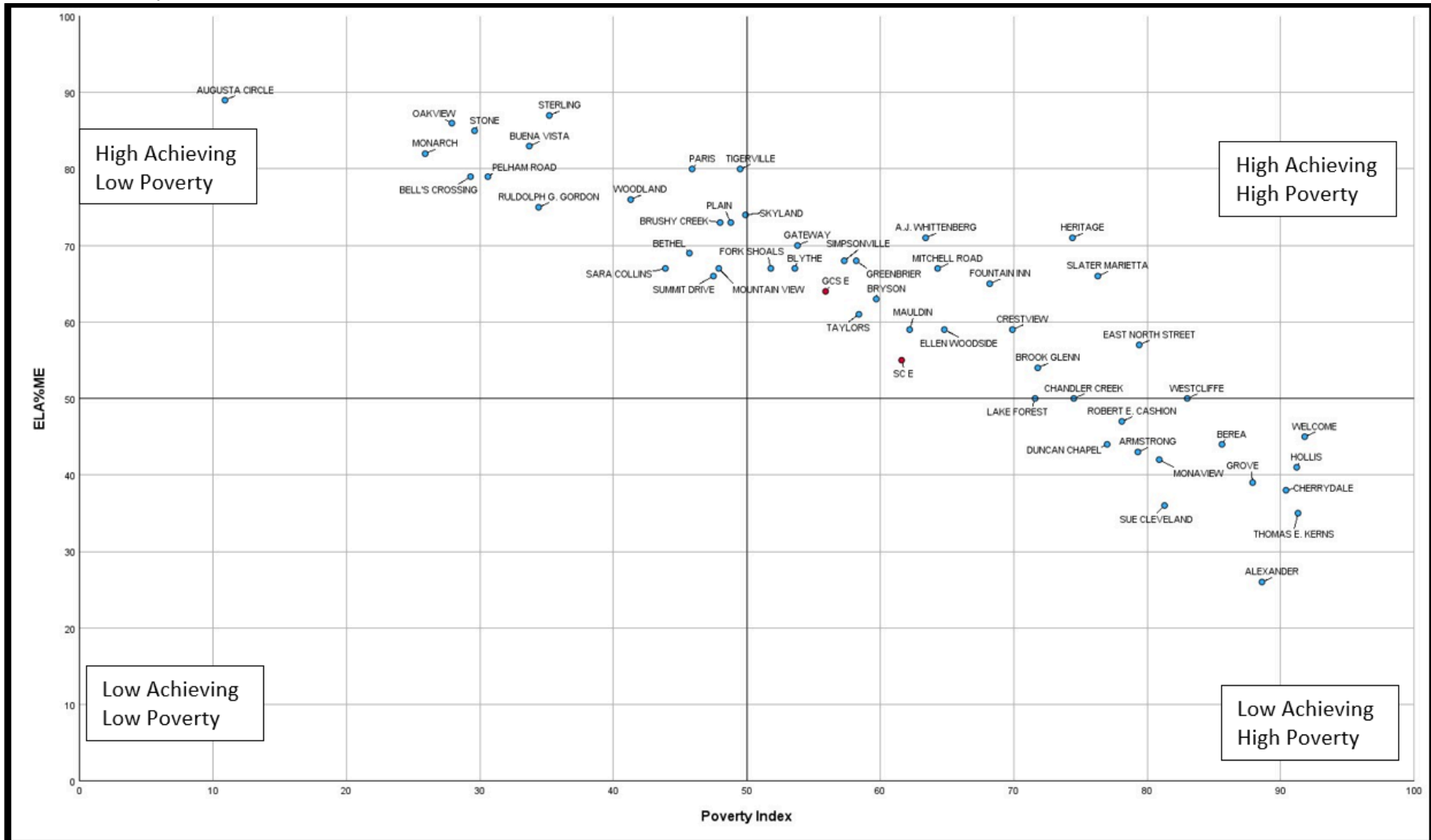
SC READY Mathematics Percentages by Pupils in Poverty (PIP)

<i>Year</i>	<i>Designation</i>	<i>Does Not Meet Expectations</i>	<i>Approaches Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Meets & Exceeds</i>
2023	Non-PIP	11.2	20.0	25.6	43.2	68.8
2024	Non-PIP	11.3	18.3	24.2	46.2	70.4
2023	PIP	35.1	29.8	20.3	14.8	35.1
2024	PIP	33.8	28.9	20.8	16.5	37.3

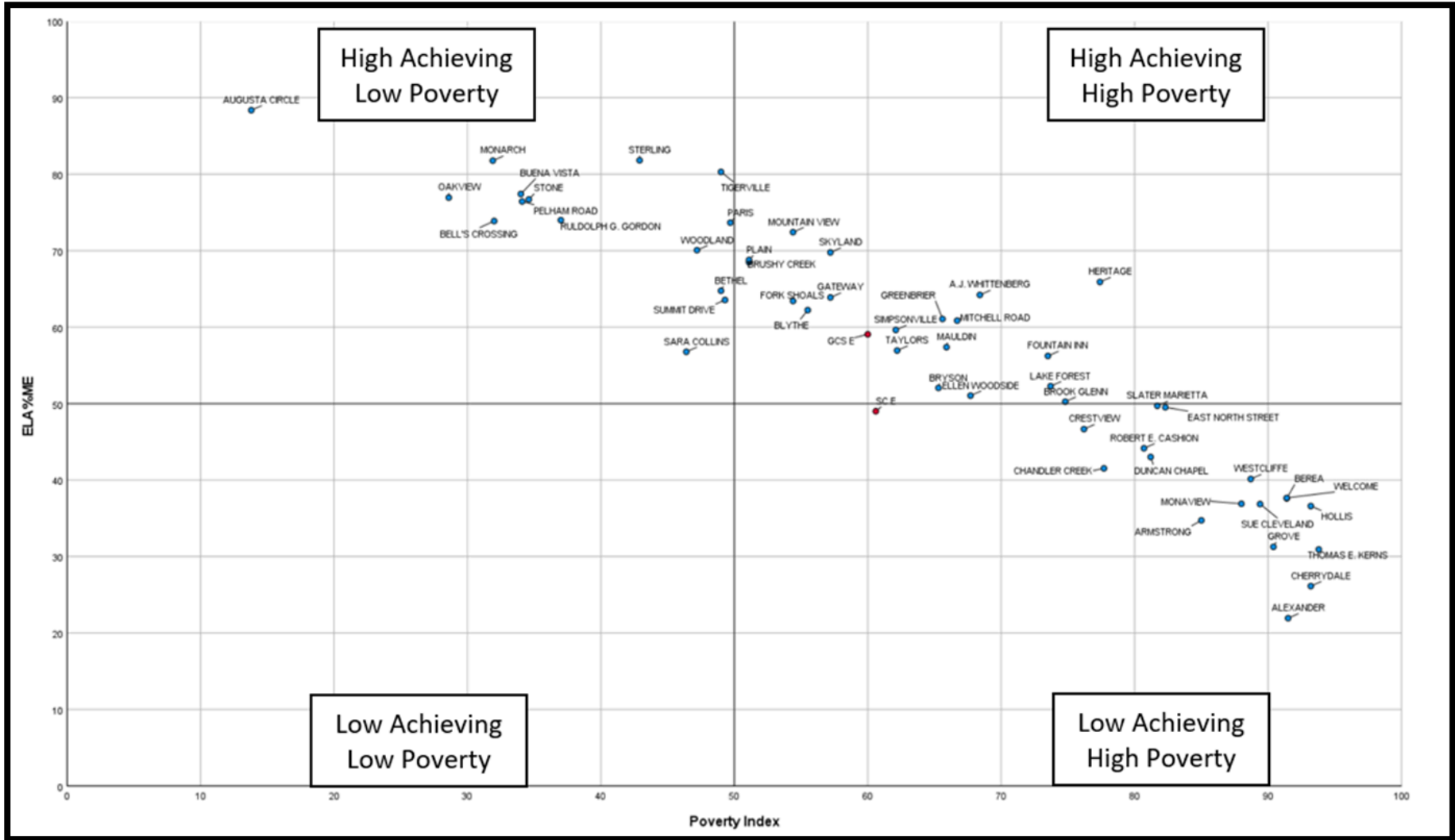
2024 Elementary SC READY ELA % Meets & Exceeds



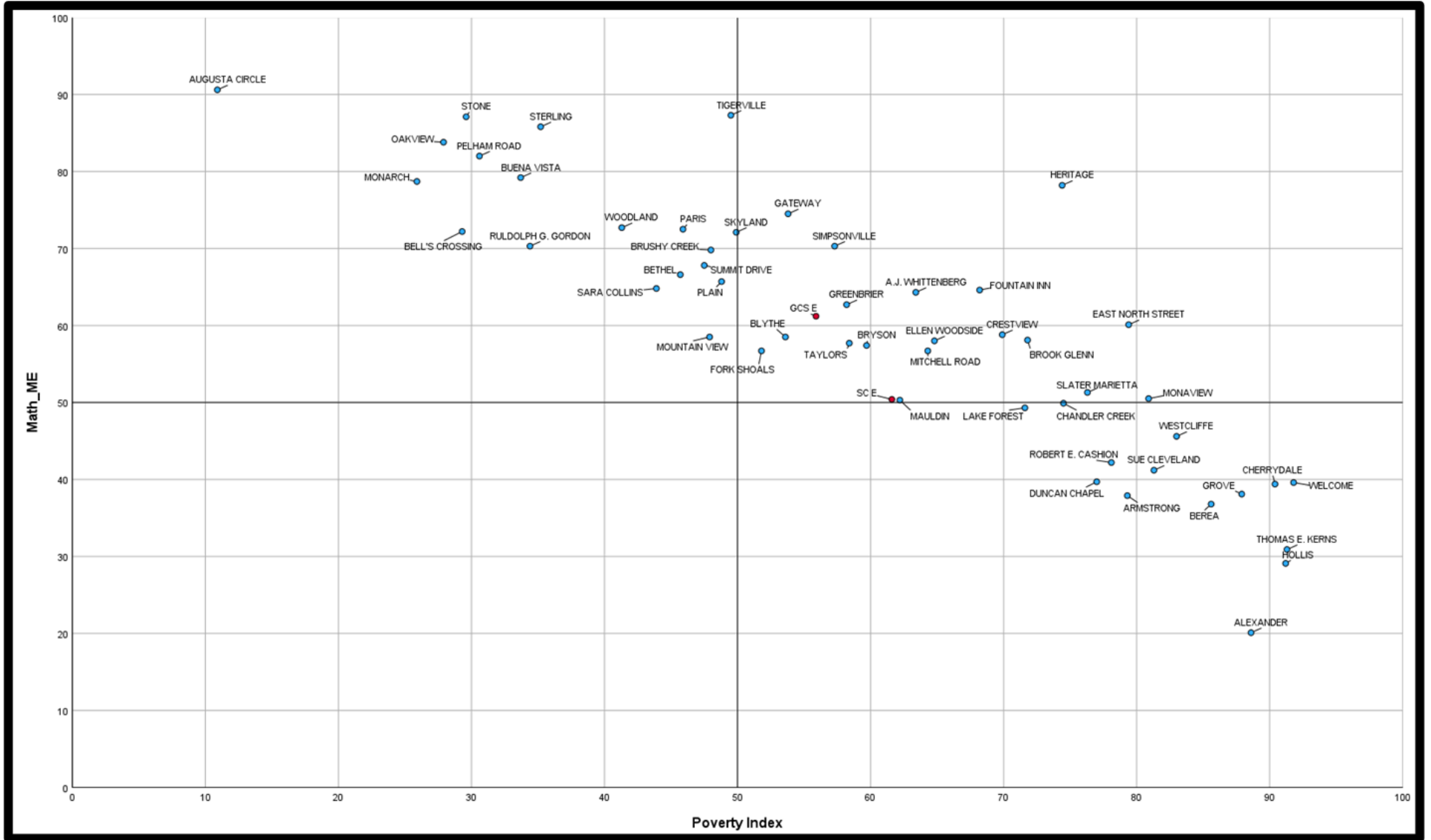
2023 Elementary SC READY ELA % Meets & Exceeds



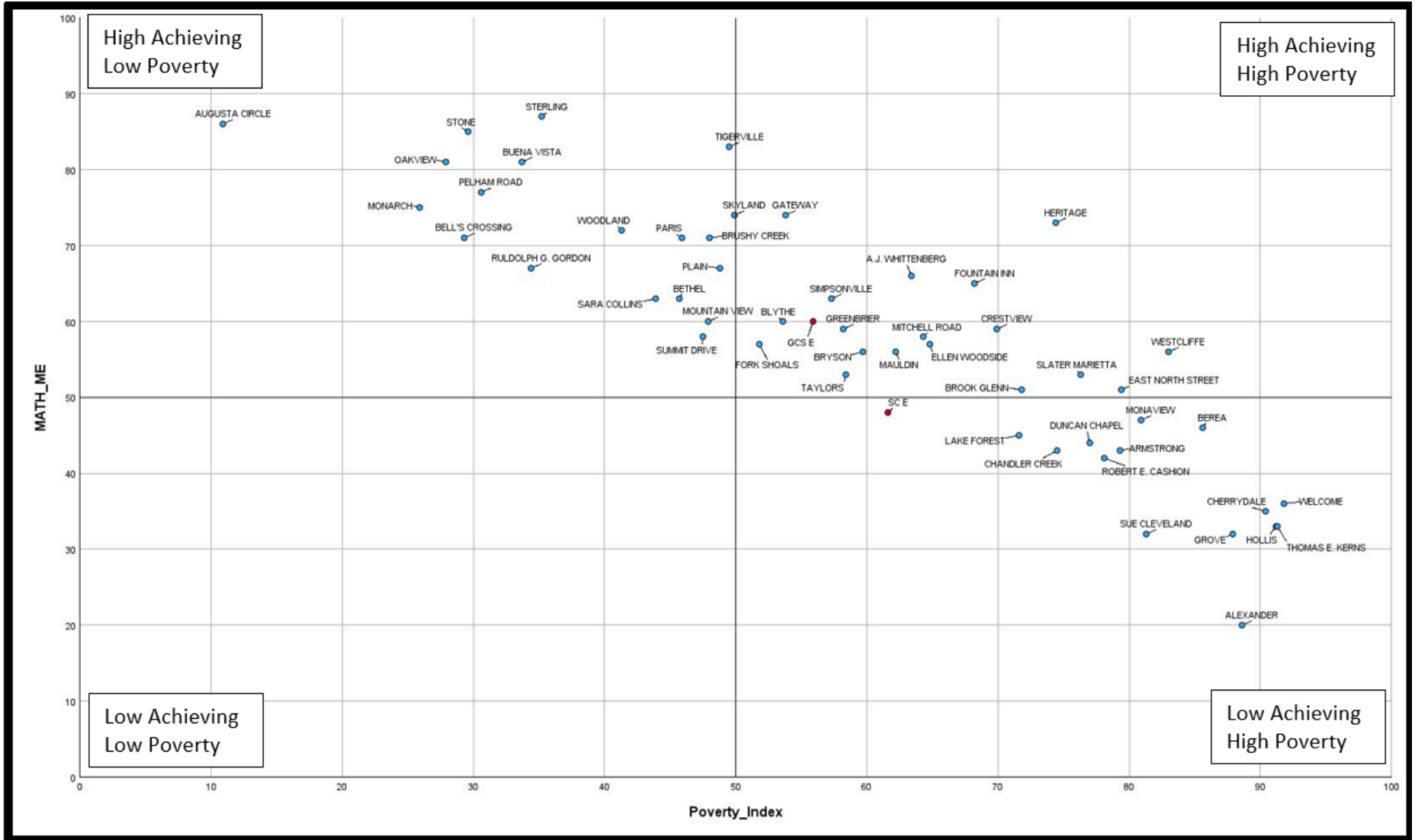
2022 Elementary SC READY ELA % Meets & Exceeds



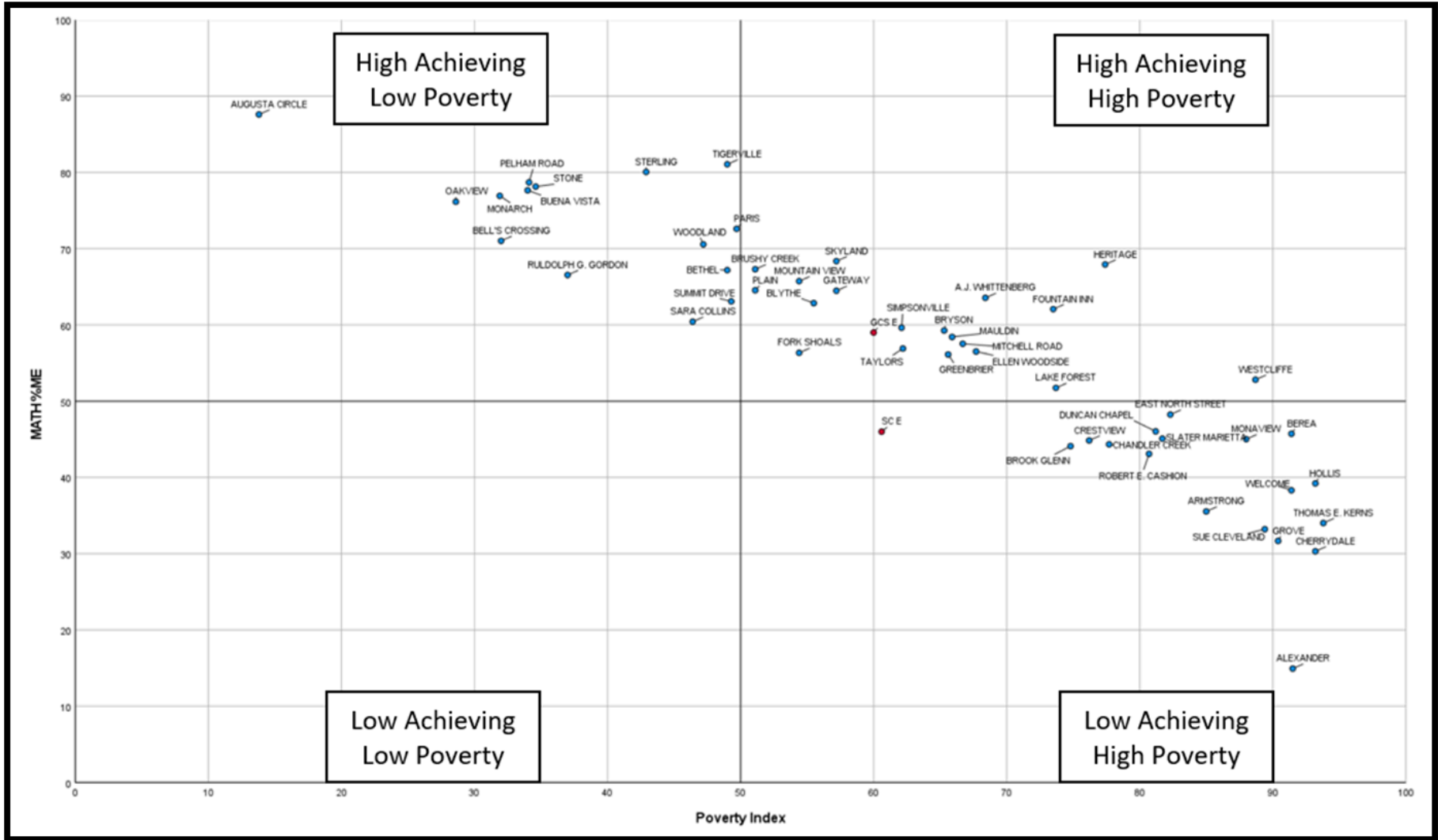
2024 Elementary SC READY Math % Meets & Exceeds



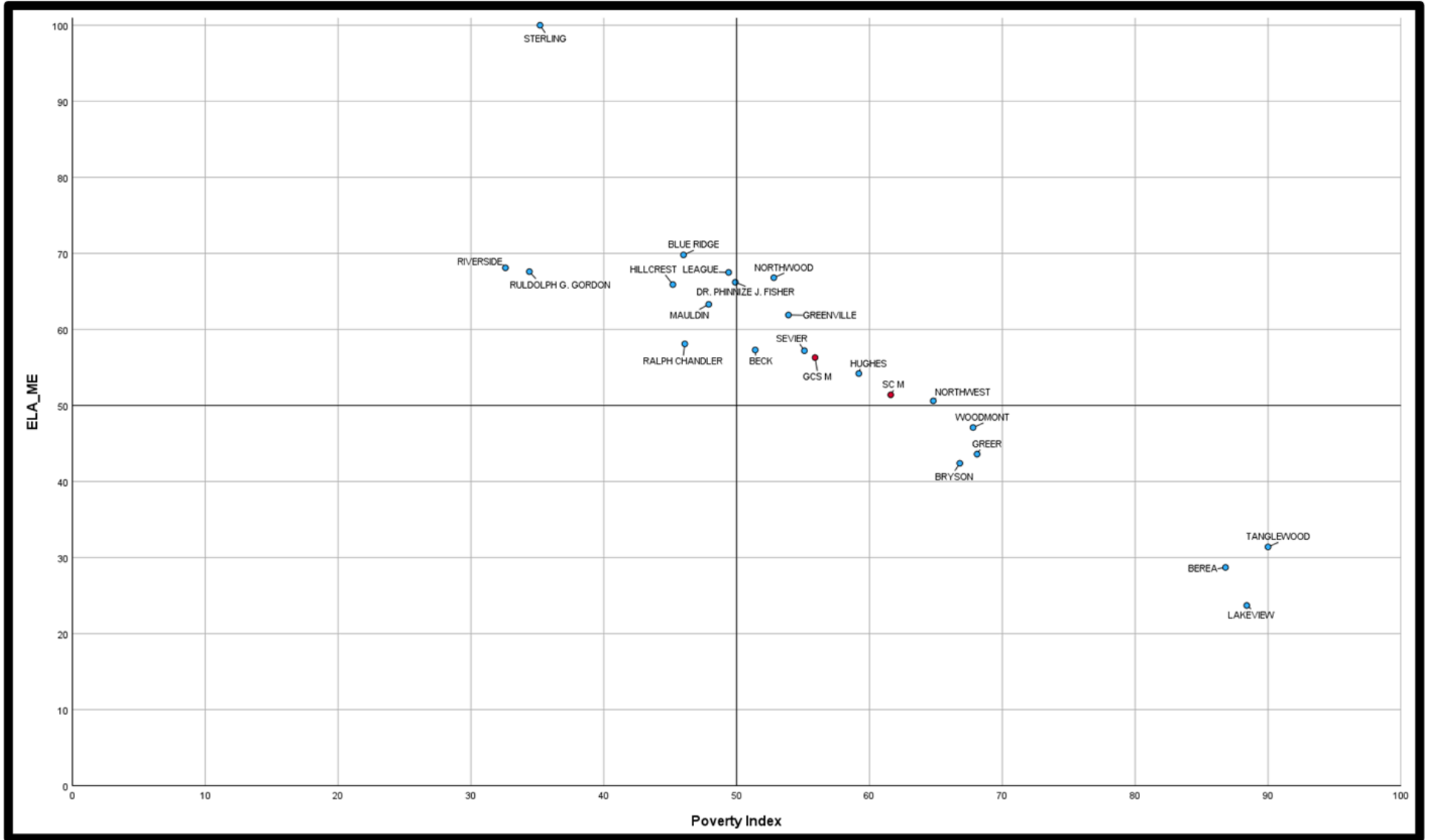
2023 Elementary SC READY Mathematics % Meets & Exceeds



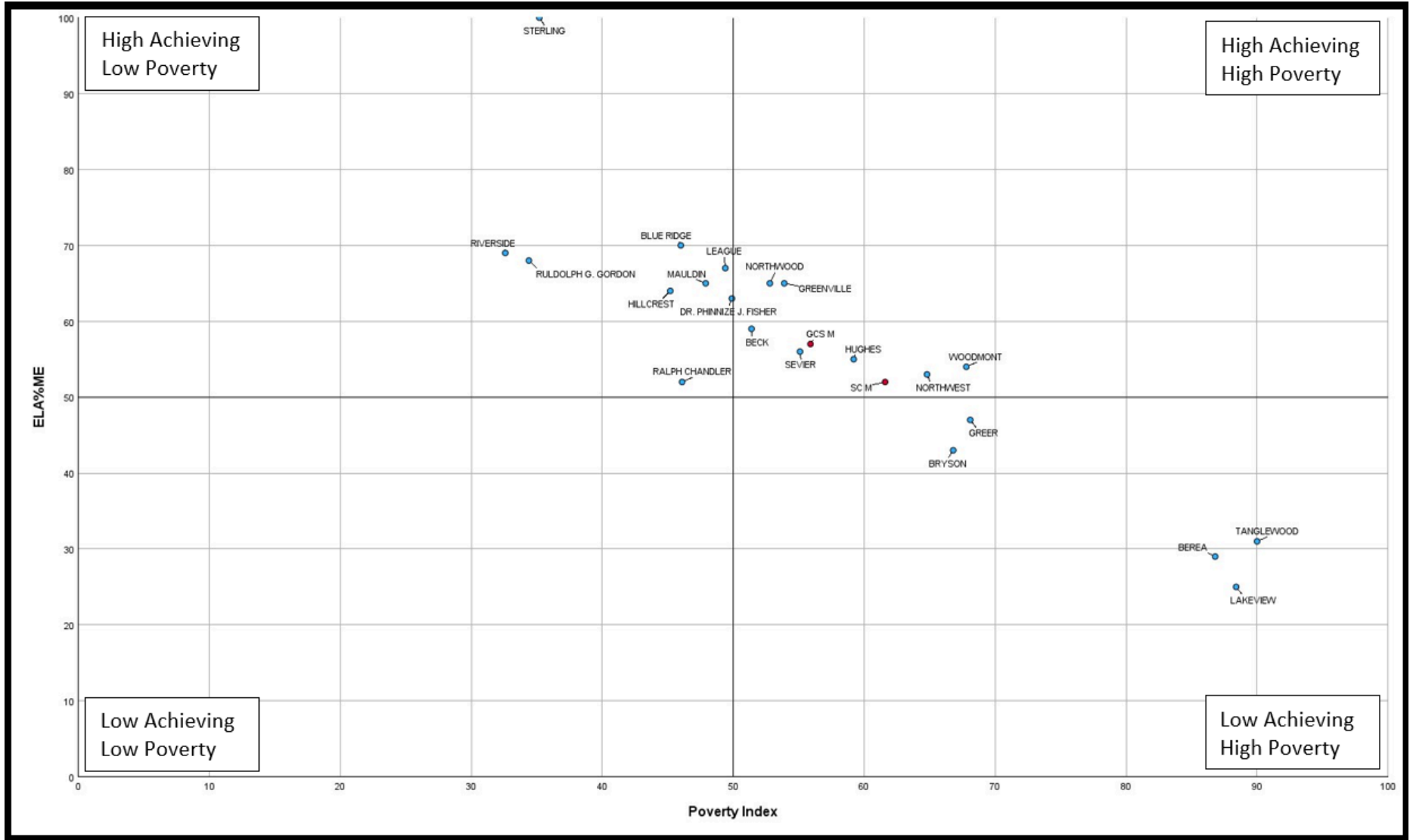
2022 Elementary SC READY Mathematics % Meets & Exceeds



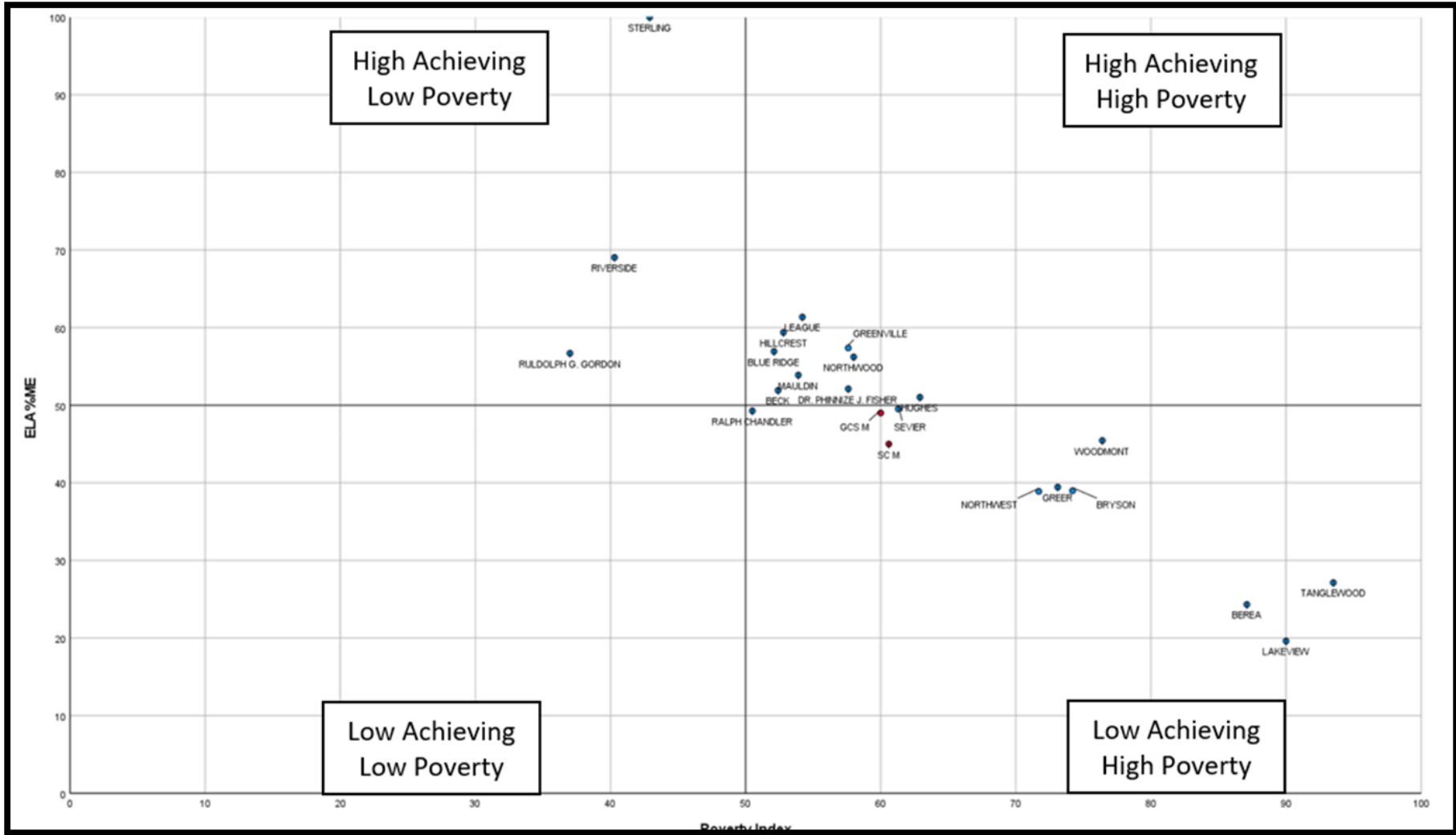
2024 Middle SC READY ELA % Meets & Exceeds



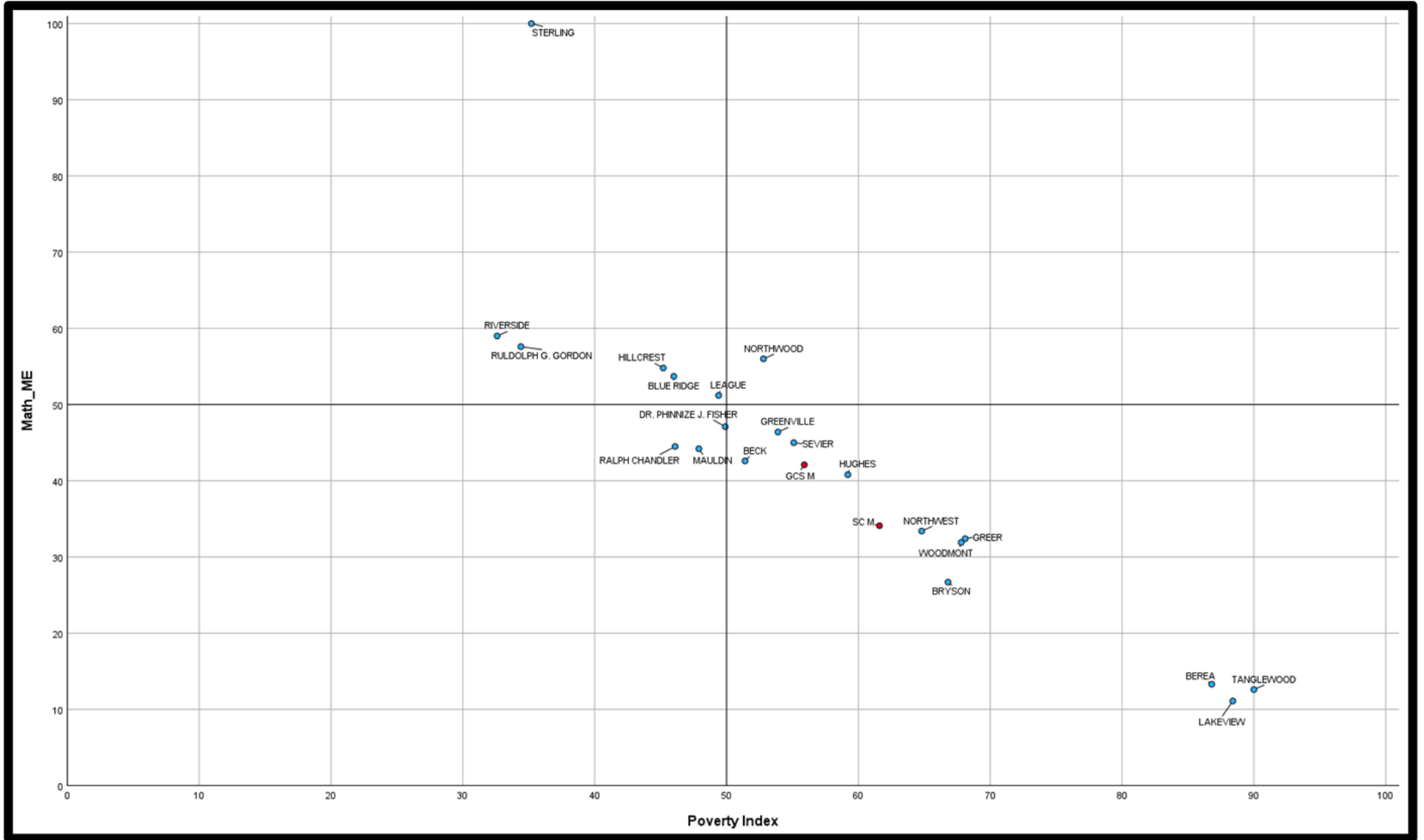
2023 Middle SC READY ELA % Meets & Exceeds



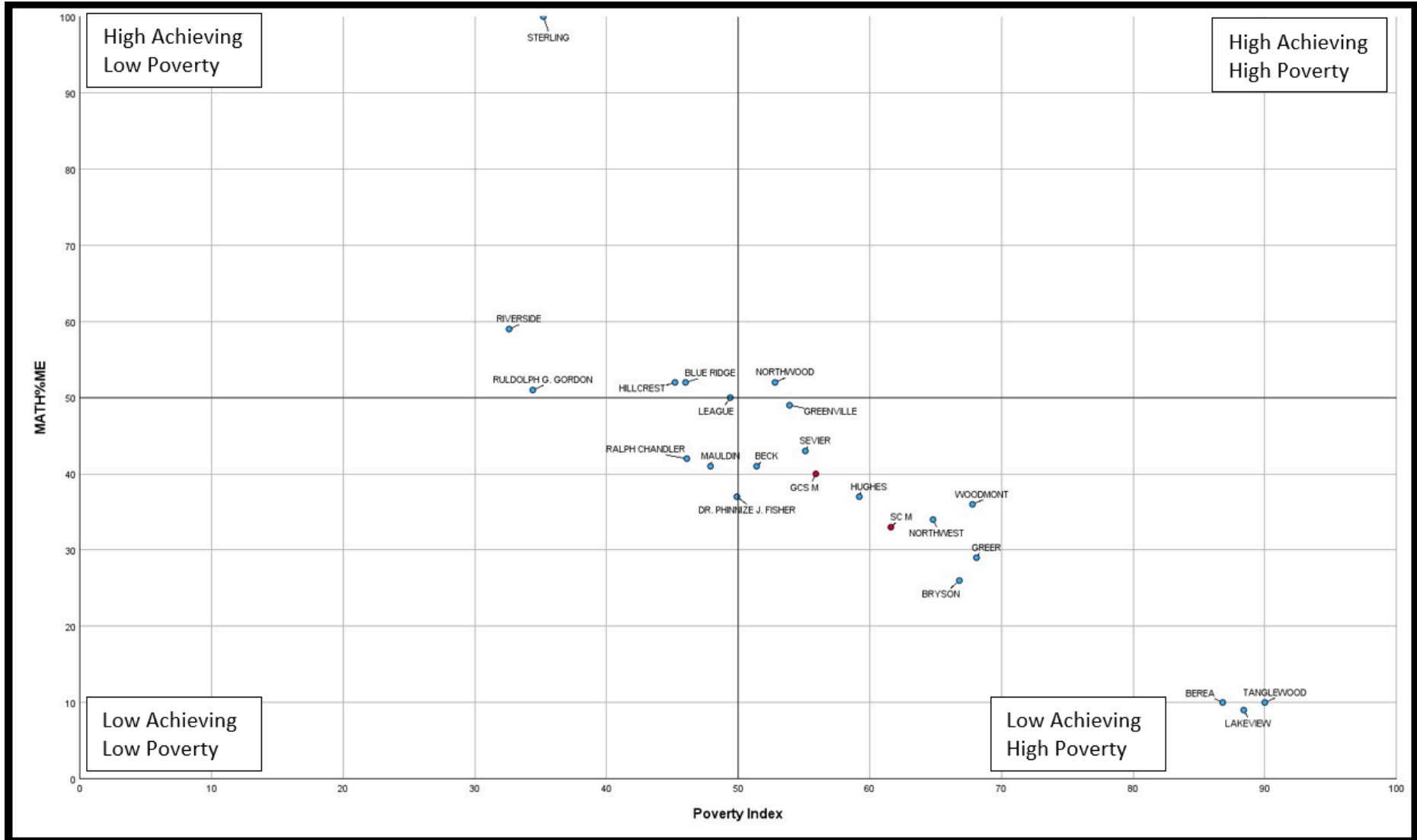
2022 Middle SC READY ELA % Meets & Exceeds



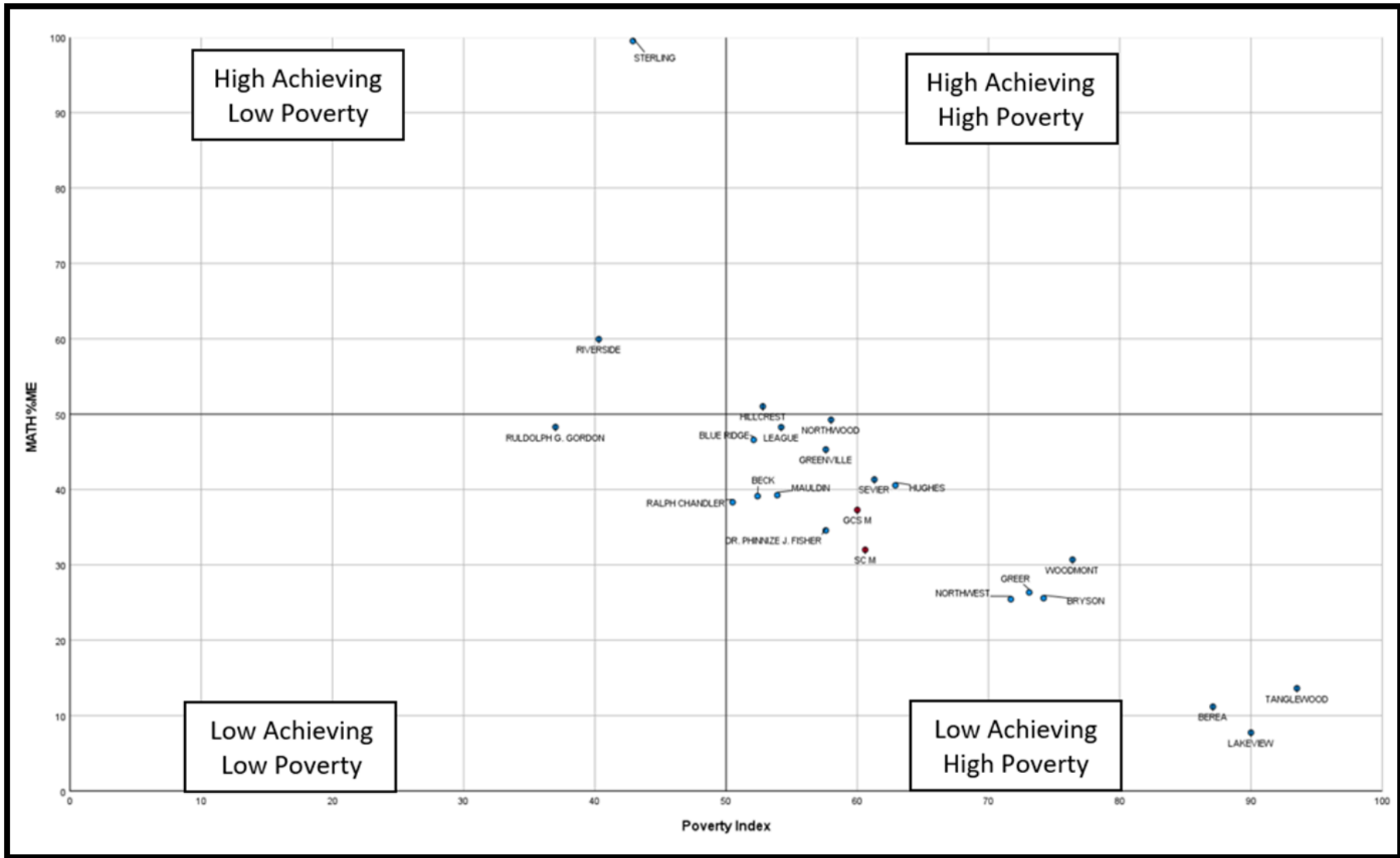
2024 Middle SC READY Math % Meets & Exceeds



2023 Middle SC READY Mathematics % Meets & Exceeds



2022 Middle SC READY Mathematics % Meets & Exceeds



SC READY Science (formerly SCPASS)

In 2022-2023, the South Carolina state science assessment was renamed. Prior to 2022-2023, the science assessment was known as the South Carolina Palmetto Assessment of State Standards (SCPASS). In 2022-2023, the science assessment was added to the South Carolina College and Career-Ready Assessments (SC READY). SC READY is a statewide assessment that measures student performance on the South Carolina Academic Standards in ELA, math, and science. SC READY science test items are aligned to the standards for each subject and grade level. In 2017-2018, for the first time, science tests were only administered to students in grades 4, 6, and 8. Beginning in 2020-2021, science tests were only administered to students in grades 4 and 6. In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the following four categories – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

Test Format and Item Types

- SC READY tests are administered in a computer-based format.
- The testing window spanned from May 6, 2024 through May 13, 2024.
- The Science test was administered during a one-day test session.

Estimated Times for the SC READY Science Assessment

Grades	Science
4 and 6	1 hour

*The SC READY Science assessment is not timed.

SC READY Science Results (Grades 4 and 6)

Level	2019 %	2021 %	2022 %	2023 %
Does Not Meet Expectations	23	29	27	27
Approaches Expectations	19	20	17	18
Meets Expectations	27	24	23	24
Exceeds Expectations	31	27	33	31

2023 SC READY Science Percentages by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	22	18	27	33
6	32	18	21	29

SC READY Science Percentages by Grade Trends

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2018	4	16	24	32	28
2019	4	17	19	30	34
2021	4	23	21	27	29
2022	4	21	19	25	35
2023	4	22	18	27	33
2024	4	*	*	*	*
2018	6	28	20	22	31
2019	6	28	19	24	28
2021	6	35	19	21	25
2022	6	32	15	21	32
2023	6	32	18	21	29
2024	6	*	*	*	*

*Note. For 23-24, a federal waiver was approved for Science. For that reason, individual student results for Science will not be provided for the Spring 2024 administration.

End-of-Course Exam Program (EOCEP)

In 2022-2023 End-of-Course exams were administered in Algebra I (middle and high school), English II (high school), Biology I (high school), and U.S. History and the Constitution (high school). Beginning in 2021-2022, USHC exams include the introduction of new standards and new reporting strands. Therefore, comparisons with prior years are inappropriate. End-of-Course exam scores count 20% of a student's final grade in the course and are administered within the last 15 instructional days of the semester or school year. All students are expected to take the Algebra I, English II, and Biology I EOCEP assessments by the end of their third year of high school.

The South Carolina Uniform Grading Policy was revised and became effective for the 2016-2017 school year. Letter grades now reflect the following scale score ranges.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

EOCEP Results – Greenville County Schools (All Schools)

Beginning with the 2021-2022, high school students will be participating in the English II End of Course examination instead of the English I End of Course exam. English II was first administered during the 2020-2021 school year, therefore it is a baseline year for the assessment.

From 2023 to 2024, GCS EOCEP passage rates (students scoring A, B, C, or D) increased in Algebra I, English II and Biology. While, the passage rate for US History and the Constitution decreased slightly.

Beginning with the 2021-2022 test administration, the EOCEP United States History and the Constitution (USHC) tests are aligned to the 2019 South Carolina Social Studies College-and Career-Ready Standards. The 2019 standards are based upon the following six themes: American Culture and Identity, Capitalism and Technological Innovation, Expansion, Regionalism, and Union, Founding Principles and Political Institutions, Migration and Mobility, and Natural Rights and Social Development.

2017-2024 EOCEP Mean and Percentages - Greenville County Schools

<i>Test</i>	<i>Number Tested</i>	<i>Mean</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Algebra I 2017	6054	72	14	16	21	28	22
Algebra I 2018	5949	70	11	17	21	22	30
Algebra I 2019	6401	69	14	14	18	22	32
Algebra I 2021	5734	68	11	13	16	25	35
Algebra I 2022	6476	71	15	14	21	23	27
Algebra I 2023	6801	73	20	14	19	22	25
Algebra I 2024	6784	76.0	23.1	19.0	22.8	18.4	16.7
English I 2017	5858	73	14	25	22	18	21
English I 2018	5523	77	24	23	22	15	16
English I 2019	5954	76	23	20	21	16	19
English II 2021	5209	79	29	24	18	14	15
English II 2022	5608	78	26	24	21	15	13
English II 2023	6538	80	34	21	17	13	14
English II 2024	6291	79.7	31.9	23.0	18.2	14.3	12.3
Biology I 2017	5973	77	36	13	15	14	23
Biology I 2018	5617	71	19	18	16	18	30
Biology I 2019	5747	70	17	15	18	19	31
Biology I 2021	5578	66	15	11	15	17	42
Biology I 2022	6202	69	20	12	15	15	38

Biology I 2023	6492	69	21	12	14	15	38
Biology I 2024	5574	73.7	27.4	15.2	15.9	14.0	27.6
US History 2017	5059	73	20	18	20	18	24
US History 2018	4796	73	17	19	23	19	22
US History 2019	4749	73	20	18	19	18	25
US History 2021	4715	67	11	14	18	22	35
US History 2022	5068	69	19	13	16	17	35
US History 2023	5559	71	24	13	15	18	31
US History 2024	5709	71.0	22.9	13.0	16.1	14.6	33.4

2017-2024 EOCEP Mean and Percentages - South Carolina

<i>Test</i>	<i>Number Tested</i>	<i>Mean</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Algebra I 2017	62655	69	9	13	22	30	25
Algebra I 2018	60489	68	9	14	21	24	32
Algebra I 2019	61278	68	10	13	20	25	31
Algebra I 2021	52610	66	9	10	15	27	39
Algebra I 2022	64934	68	11	11	20	24	34
Algebra I 2023	67213	69	13	12	20	24	32
Algebra I 2024	67580	70.38	13.3	15.1	22.4	21.8	27.5
English I 2017	59931	71	11	21	24	21	23
English I 2018	58645	74	19	20	23	19	19
English I 2019	59365	74	18	19	22	20	21
English II 2021	49711	77	22	24	21	16	17
English II 2022	59698	77	22	23	22	17	16
English II 2023	63012	78	29	20	19	17	16
English II 2024	64540	77.9	25.8	23.2	20.6	16.3	14.2
Biology I 2017	59384	75	32	13	14	14	26
Biology I 2018	56738	70	16	16	17	18	33
Biology I 2019	57521	69	16	13	18	20	33
Biology I 2021	51529	63	14	10	15	18	43
Biology I 2022	60331	66	17	11	15	15	42
Biology I 2023	65081	67	17	11	15	16	41
Biology I 2024	62730	68.9	19.1	12.8	15.4	15.6	37.1
US History 2017	52545	69	14	15	19	20	32
US History 2018	51730	70	13	16	21	21	29
US History 2019	52211	69	14	15	18	20	33
US History 2021	45253	65	8	12	17	21	42
US History 2022	53113	65	14	11	14	17	44
US History 2023	56160	67	19	11	14	16	39
US History 2024	58595	67.4	18.5	11.2	14.1	15.0	41.2

EOCEP Algebra I Passage Rates - Greenville County Middle Schools

<i>School</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Sterling School	100	100	100	100	100	100.0	100.0
Blue Ridge Middle School	100	100	100	99	100	100.0	100.0
Hillcrest Middle School	99	100	98	98	100	100.0	100.0
Northwood Middle School	100	98	99	96	100	100.0	100.0
Ralph Chandler Middle School	97	97	96	98	98	100.0	100.0
Sevier Middle School	100	100	100	96	98	100.0	100.0
Northwest Middle School	100	100	100	92	98	100.0	100.0
Woodmont Middle School	88	90	93	79	98	100.0	100.0
Phinnize J. Fisher Middle School	99	96	97	96	98	93.0	100.0
Tanglewood Middle School	97	74	85	88	100	85.2	100.0
Lakeview Middle School	100	*	100	81	48	55.2	100.0
Riverside Middle School	100	99	100	99	99	100.0	99.2
Mauldin Middle School	100	100	100	96	96	98.9	99.0
Greenville County Schools	98	97	98	96	96	96.4	99.0
Rudolph Gordon School	--	--	--	95	100	97.0	98.7
League Academy	100	99	98	98	97	99.1	98.3
Hughes Academy	93	98	96	100	100	96.6	98.3
Greer Middle School	100	89	99	100	98	100.0	98.1
Beck Academy	98	97	99	97	97	99.1	97.5
Greenville Middle Academy	100	99	97	94	100	100.0	97.1
Berea Middle School	100	100	100	93	87	93.9	96.8
Bryson Middle School	97	96	98	95	100	93.0	95.7

*Note: less than 20 students tested

EOCEP Algebra I Passage Rates - Greenville County High Schools

<i>School</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Mauldin High School	76	67	59	68	84	81.9	88.4
Riverside High School	90	79	69	57	77	77.5	87.2
Greenville Senior High Academy	73	63	68	61	77	71.2	86.9
Woodmont High School	68	57	43	47	82	84.0	86.4
Fountain Inn High School	--	--	--	--	70	76.6	84.5
Blue Ridge High School	75	65	70	53	65	67.7	84.5
Eastside High School	85	70	51	57	71	69.4	84.3
Wade Hampton High School	89	72	80	73	81	80.5	83.7
Greenville County Schools	70	60	69	53	67	68.8	78.3
Greer High School	60	57	55	54	50	56.9	75.0
Hillcrest High School	65	55	63	53	67	67.8	74.3
JL Mann High Academy	70	63	48	52	69	65.4	72.6
Southside High School	52	27	32	25	45	57.1	70.7
Travelers Rest High School	59	53	51	44	56	57.7	67.8
Berea High School	72	58	48	39	46	50.9	65.3
Carolina High Academy	32	22	30	44	51	53.3	53.3

*Note: scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included in reported data.

EOCEP Algebra I Passage Rates – GCS Middle and High School Students Combined

<i>District and State</i>	2017	2018	2019	2021	2022	2023	2024
Greenville County Schools	78	70	68	53	73	74.9	83.3
South Carolina	75	68	69	61	66	68.3	72.5

2024 EOCEP Algebra I Letter Grade Percentages – Greenville County High Schools

<i>School</i>	<i>Number Tested</i>	<i>% ABC</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Mauldin High School	438	71.0	17.8	25.3	27.9	17.4	11.6
Riverside High School	320	69.1	16.3	21.3	31.6	18.1	12.8
Woodmont High School	456	68.0	15.1	22.8	30.0	18.4	13.6
Wade Hampton High School	337	64.7	20.5	19.0	25.2	19.0	16.0
Fountain Inn High School	354	63.6	17.5	20.1	26.0	20.9	15.5
Blue Ridge High School	239	63.2	15.5	19.7	28.0	21.3	15.5
Greenville Senior High Academy	360	61.7	18.6	16.9	26.1	25.3	13.1
Eastside High School	287	59.6	17.1	17.4	25.1	24.7	15.7
Hillcrest High School	444	52.3	12.2	16.9	23.2	22.1	25.7
JL Mann High Academy	351	51.6	10.8	12.8	27.9	21.1	27.4
Greer High School	372	46.5	5.1	14.8	26.6	28.5	25.0
Southside High School	321	39.6	3.4	10.9	25.2	31.2	29.3
Berea High School	357	38.1	5.0	9.8	23.2	27.2	34.7
Travelers Rest High School	289	37.0	5.2	10.4	21.5	30.8	32.2
Carolina High Academy	242	29.3	2.1	8.7	18.6	24.0	46.7

2024 EOCEP Algebra I letter Grade Percentages – GCS Middle and High School Students Combined

<i>District and State</i>	<i>Number Tested</i>	<i>% ABC</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Greenville County Schools	6291	64.9	23.1	19.1	22.7	18.4	16.7
South Carolina	67580	50.8	13.3	15.1	22.4	21.8	27.5

Note: scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included in reported data.

2024 EOCEP English II Letter Grade Percentages – GCS High Schools

<i>School</i>	<i>Number Tested</i>	<i>% ABC</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Riverside High School	486	87.3	53.7	21.5	12.1	8.6	3.9
Mauldin High School	555	82.5	40.9	25.4	16.2	9.0	8.3
Eastside High School	367	79.6	38.4	27.2	13.9	11.4	9.0
JL Mann High Academy	519	77.4	39.4	22.6	15.4	12.2	9.5
Fountain Inn High School	383	77.5	29.2	26.1	22.2	12.0	10.4
Hillcrest High School	497	76.6	32.7	26.7	17.2	13.8	9.4
Wade Hampton High School	489	75.7	36.1	21.6	18.0	12.9	10.8
Woodmont High School	614	75.4	27.2	26.9	21.4	14.8	9.6
Blue Ridge High School	279	72.8	29.7	22.9	20.1	13.6	13.3
Greenville County Schools	6291	73.0	31.9	23.0	18.2	14.3	12.3
South Carolina	64540	69.6	25.8	23.2	20.6	16.3	14.2
Greenville Senior High Academy	447	69.3	39.4	16.0	13.8	13.8	16.3
Travelers Rest High School	357	67.9	20.4	25.1	22.3	17.6	13.7
Greer High School	365	63.9	19.9	25.1	18.9	22.1	13.1
Carolina High Academy	244	59.4	13.5	17.2	28.7	16.8	23.4

Southside High School	327	55.4	17.2	16.3	22.1	24.2	20.2
Berea High School	341	51.6	15.0	18.5	18.2	19.6	28.7

*2023 was the first year that English II was included in accountability calculations. Additionally, scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included in reported data.

EOCEP English II Passage Rates – GCS High Schools

<i>School</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Riverside High School	96	96	94.4	96.1
Mauldin High School	90	91	94.1	91.7
Eastside High School	90	90	91.1	91.0
Hillcrest High School	88	87	87.3	90.6
JL Mann High Academy	89	86	90.9	90.5
Woodmont High School	84	90	88.2	90.4
Fountain Inn High School	--	100	90.6	89.6
Wade Hampton High School	88	89	88.1	89.2
Greenville County Schools	86	87	86.2	87.7
Greer High School	82	86	82.6	86.9
Blue Ridge High School	84	89	86.4	86.7
Travelers Rest High School	85	84	82.2	86.3
South Carolina	83	84	84.0	85.8
Greenville Senior High Academy	87	87	86.4	83.7
Southside High School	64	73	73.4	79.8
Carolina High Academy	73	72	65.6	76.6
Berea High School	70	73	70.0	71.3

EOCEP Biology I Passage Rates – Greenville County High Schools

<i>School</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Riverside High School	88	83	85	74	81	85.0	89.5
Woodmont High School	75	69	71	55	70	65.0	82.4
Mauldin High School	83	83	84	67	70	78.6	81.1
JL Mann High Academy	86	77	67	63	64	60.9	80.4
Hillcrest High School	77	73	71	52	57	64.4	79.0
Wade Hampton High School	86	81	79	70	74	68.7	74.8
Fountain Inn High School	--	--	--	--	75	71.5	74.3
Eastside High School	86	77	75	63	68	68.1	72.7
Greenville County Schools	77	70	69	58	62	62.5	72.4
Blue Ridge High School	77	59	77	60	58	60.6	70.3
Greenville Senior High Academy	79	74	72	59	66	59.4	64.4
Greer High School	70	60	61	50	44	53.5	63.5
South Carolina	74	67	67	57	58	59.1	62.9
Berea High School	55	55	65	49	63	44.3	61.7
Southside High School	51	38	39	29	28	35.1	59.4
Travelers Rest High School	74	61	58	64	55	52.9	59.3
Carolina High Academy	43	31	34	31	29	39.2	48.7

2024 EOCEP Biology I Letter Grade Percentages – Greenville County High Schools

<i>School</i>	<i>Number Tested</i>	<i>% ABC</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Riverside High School	438	77.2	42.5	18.5	16.2	12.3	10.5
JL Mann High Academy	377	70.8	40.1	17.5	13.3	9.5	19.6
Woodmont High School	421	69.1	32.8	18.3	18.1	13.3	17.6
Mauldin High School	565	68.3	38.1	14.0	16.3	12.7	18.9
Hillcrest High School	315	66.3	28.6	20.6	17.1	12.7	21.0
Eastside High School	344	64.0	30.8	16.6	16.6	8.7	27.3
Fountain Inn High School	440	59.1	25.5	16.4	17.3	15.2	25.5
Wade Hampton High School	456	59.0	27.4	18.4	13.2	15.8	25.2
Greenville County Schools	5576	58.4	27.4	15.2	15.9	14.0	27.6
Blue Ridge High School	316	51.9	18.0	15.8	18.0	18.4	29.7
Greenville Senior High Academy	481	51.8	28.3	11.0	12.5	12.7	35.6
Greer High School	233	48.1	19.7	12.4	15.9	15.5	36.5
Travelers Rest High School	329	47.7	19.1	13.1	15.5	11.6	40.7
South Carolina	62730	47.3	19.1	12.8	15.4	15.6	37.1
Berea High School	363	44.6	14.6	11.8	18.2	17.1	38.3
Southside High School	266	39.8	13.5	9.4	16.9	19.5	40.6
Carolina High Academy	230	29.1	5.2	8.7	15.2	19.6	51.3

EOCEP US History Passage Rates – Greenville County High Schools

<i>School</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Riverside High School	86	90	85	83	82	82.0	82.9
Mauldin High School	87	86	80	75	73	77.7	75.0
Wade Hampton High School	88	88	85	73	76	76.3	73.4
JL Mann High Academy	78	81	82	68	69	73.8	73.4
Hillcrest High School	78	77	78	59	64	69.2	71.1
Woodmont High School	74	73	68	56	63	71.7	70.5
Eastside High School	81	87	87	73	65	70.9	70.1
Travelers Rest High School	73	83	79	67	59	73.9	69.7
Greenville Senior High Academy	73	73	71	65	70	70.2	67.4
Fountain Inn High School							67.4
Greenville County Schools	76	78	75	65	65	68.7	66.6
Blue Ridge High School	83	85	81	64	67	71.8	63.0
Greer High School	66	79	69	60	63	64.3	59.7
South Carolina	68	71	67	58	56	60.9	58.8
Berea High School	56	61	60	46	45	44.1	46.2
Southside High School	48	57	37	37	39	45.5	38.4
Carolina High Academy	33	36	28	46	36	42.0	34.0

Note: Scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included in reported data.

2024 EOCEP US History Letter Grade Percentages – Greenville County High Schools

<i>School</i>	<i>Number Tested</i>	<i>% ABC</i>	<i>% A</i>	<i>% B</i>	<i>% C</i>	<i>% D</i>	<i>% F</i>
Riverside High School	474	68.8	35.4	15.8	17.5	14.1	17.1
Mauldin High School	508	63.6	31.5	15.7	16.3	11.4	25.0
JL Mann High Academy	467	60.6	32.1	15.0	13.5	12.8	26.6
Wade Hampton High School	399	59.6	28.6	16.0	15.3	13.5	26.6
Eastside High School	398	57.0	28.1	11.8	17.1	13.1	29.9
Greenville Senior High Academy	454	54.4	26.7	10.1	17.6	13.0	32.6
Fountain Inn High School	368	53.0	24.2	12.8	16.0	14.4	32.6
Hillcrest High School	447	52.6	21.3	13.9	17.4	18.6	28.9
Travelers Rest High School	274	52.6	18.2	18.2	16.1	17.2	30.3
Woodmont High School	526	52.1	18.1	14.6	19.4	18.4	29.5
Greenville County Schools	5709	52.0	22.9	13.0	16.1	14.6	33.4
Blue Ridge High School	276	47.8	19.2	12.0	16.7	15.2	37.0
South Carolina	58595	43.8	18.5	11.2	14.1	15.0	41.2
Greer High School	298	43.3	10.7	14.8	17.8	16.4	40.3
Berea High School	299	31.4	10.7	7.0	13.7	14.7	53.8
Southside High School	268	26.9	9.7	5.2	11.9	11.6	61.6
Carolina High Academy	235	17.9	2.6	4.3	11.1	16.2	66.0

EOCEP Algebra I ABC Letter Grade Combined Percentages – Middle and High School Students Combined

<i>Subgroup</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
ALL STUDENTS	48.00%	45.95%	39.94%	50.52%	53.25%	64.87%
Male	44.40%	42.25%	37.25%	49.30%	51.45%	62.37%
Female	52.40%	50.20%	42.14%	53.91%	55.85%	67.89%
Hispanic or Latino	33.20%	35.11%	31.15%	38.81%	39.65%	52.80%
American Indian or Alaska Native	21.40%	0.00%	0.00%	0.00%	52.00%	*
Asian	83.00%	86.08%	79.86%	84.26%	87.13%	91.66%
Black or African American	23.80%	20.63%	15.36%	35.47%	34.97%	47.91%
Native Hawaiian or Other Pacific Islander		*	*	*	*	*
White	60.00%	58.11%	51.44%	64.03%	67.69%	77.55%
Two or More Races	40.30%	41.28%	38.94%	50.97%	53.20%	65.97%
Disabled	6.00%	7.06%	6.64%	15.26%	17.39%	22.93%
Not Disabled	53.50%	52.47%	45.08%	56.00%	59.40%	71.53%
Limited English Proficient (LEP)	34.30%	38.43%	17.13%	26.57%	23.19%	34.99%
Non-LEP	50.00%	47.26%	42.50%	53.59%	57.26%	69.02%
Pupils in Poverty (PIP)	28.90%	28.65%	24.80%	40.23%	39.63%	53.77%
Non-PIP	60.90%	58.19%	52.59%	69.61%	73.19%	80.45%

*denotes less than 20 students.

EOCEP Biology I ABC Letter Grade Combined Percentages - Middle and High School Students Combined

<i>Subgroup</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
ALL STUDENTS	52.50%	50.19%	41.57%	47.50%	47.67%	58.45%
Male	49.80%	48.27%	40.05%	47.23%	46.21%	57.05%
Female	55.80%	52.57%	43.20%	49.50%	49.46%	60.20%
Hispanic or Latino	35.10%	36.49%	29.61%	36.68%	34.72%	41.75%
American Indian or Alaska Native	49.90%	*	22.73%	*	47.83%	*
Asian	75.80%	84.41%	76.00%	80.26%	80.13%	88.89%
Black or African American	27.30%	24.12%	17.64%	25.85%	24.00%	37.54%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
White	66.60%	64.49%	54.67%	61.38%	63.27%	72.67%
Two or more races	49.10%	46.85%	43.05%	47.18%	47.13%	66.53%
Disabled	10.80%	11.19%	9.01%	13.04%	11.10%	16.74%
Not Disabled	58.20%	55.58%	47.02%	52.63%	54.05%	64.43%
Limited English Proficient (LEP)	31.10%	37.01%	13.74%	20.31%	18.32%	20.92%
Non-LEP	55.70%	52.48%	44.78%	50.23%	51.10%	63.20%
Pupils in Poverty (PIP)	34.60%	34.22%	27.66%	36.39%	33.29%	45.03%
Non-PIP	70.20%	68.18%	60.17%	66.84%	68.17%	77.24%

**denotes less than 20 students.*

EOCEP English II ABC Letter Grade Combined Percentages - Middle and High School Combined

<i>Subgroup</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
ALL STUDENTS	71.20%	71.51%	72.71%	72.23%
Male	66.41%	66.42%	67.89%	68.77%
Female	76.03%	77.64%	77.92%	78.13%
Hispanic or Latino	59.72%	59.62%	59.83%	60.18%
American Indian or Alaska Native	52.00%	*	61.91%	80.95%
Asian	88.73%	92.86%	92.10%	90.79%
Black or African American	53.61%	53.23%	55.28%	58.68%
Native Hawaiian or Other Pacific Islander	*	*	*	*
White	81.13%	83.33%	85.17%	85.31%
Two or more races	68.68%	79.70%	76.97%	78.20%
Disabled	25.55%	28.68%	27.27%	32.33%
Not Disabled	78.04%	77.48%	79.28%	79.60%
Limited English Proficient (LEP)	36.89%	38.37%	34.71%	35.06%
Non-LEP	75.11%	75.31%	77.12%	78.46%
Pupils in Poverty (PIP)	59.95%	62.25%	63.34%	65.83%
Non-PIP	85.64%	86.47%	86.18%	85.75%

**denotes less than 20 students.*

EOCEP US History ABC Letter Grade Combined Percentages - Middle and High School Combined

Subgroup	2018	2019	2021	2022	2023	2024
ALL STUDENTS	48.00%	57.50%	43.40%	48.47%	51.03%	51.95%
Male	44.40%	60.32%	47.06%	50.24%	51.66%	52.89%
Female	52.40%	54.73%	39.80%	47.62%	50.61%	51.21%
Hispanic or Latino	33.20%	38.40%	28.24%	36.89%	35.60%	36.81%
American Indian or Alaska Native	21.40%	0.00%	0.00%	0.00%	0.00%	*
Asian	83.00%	81.69%	68.98%	70.18%	80.30%	77.44%
Black or African American	23.80%	33.40%	17.76%	26.54%	29.99%	33.38%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
White	60.00%	70.49%	56.03%	59.73%	65.30%	65.84%
Two or more races	40.30%	58.10%	39.80%	52.84%	49.75%	57.155%
Disabled	6.00%	18.98%	11.36%	16.70%	17.10%	17.12%
Not Disabled	53.50%	61.37%	47.06%	52.20%	55.02%	56.27%
Limited English Proficient (LEP)	34.30%	38.02%	14.77%	18.58%	15.54%	17.10%
Non-LEP	50.00%	60.40%	46.79%	51.98%	55.15%	56.46%
Pupils in Poverty (PIP)	28.90%	40.14%	28.47%	37.04%	37.72%	40.78%
Non-PIP	60.90%	72.07%	59.07%	63.82%	66.83%	67.27%

*denotes less than 20 students.

In Greenville County Schools, the Department of Academics has provided schools with an instructional protocol that includes curriculum maps, which contain subject level and grade level teaching standards, resources, and assessments. The instructional protocol also provides lesson design and unit planning components. In addition, the Department of Academics has examined and communicated recommendations from the EOCEP Data Review Reports produced by the SC SDE in spring 2017.

Beginning in 2017-18, Greenville County Schools implemented Mastery Connect which contains benchmark assessments of rigorous questions. Teachers can use the benchmark questions and results to monitor and adjust instruction. At the school level, several high schools have made schedule changes to allow teachers that teach courses with an end of course exam (EOCEP) common planning time to share ideas, develop common assessments, and analyze assessment data.

Graduation Plus

Greenville County Schools' initiative to ensure each student graduates with a HS Diploma, along with college credit and/or industry certification ensures high levels of preparation and opportunity for our graduates. The district has continually expanded these opportunities, removed barriers to enrollment such as test fees and cost of equipment, and adopted eligibility criteria based on multiple measures.

Coursework to Earn College Credit or Industry Certifications

Data show students classified as Pupils in Poverty, African American, and Hispanic students were underrepresented in AP and Dual Credit courses. Student success rates in Dual Credit courses were similar, with a 97% pass rate across all classes and all groups.

Industry credentials were earned by students across all groups at a rate roughly aligned to their percentage of the population. Industry credentials reported are those recognized by the Education Oversight Committee (EOC) and tracked in GCSource. The total of all workforce certifications earned by GCS students in 2021-22 was 8,745 (4,964 students).

In spring 2023, South Carolina students in grades 11 (or third year in high school) and 12 participated in the South Carolina Career Readiness Assessment provided by WIN (Worldwide Interactive Network). The WIN Work Ready Assessment is a career readiness assessment designed to measure essential workforce skills. The assessment contains four parts: Math Assessment, Data Assessment, Reading Assessment, and Soft Skill Assessment. The assessment was administered online. However, some students with IEPs, 504 Accommodation Plans, or Individual Language Acquisition Plans may require paper testing accommodations (e.g., paper, paper with oral administration script, Large-Print, Braille) if identified in their plan for the Career Readiness Assessment.

Assessment	# Items	Total Testing Time
Math	40 items	55 min.
Data	26 items	55 min.
Reading	38 items	55 min.
Soft Skills	61 items	60 min.

WIN's South Carolina Career Ready Assessment aligned to the knowledge, skills, and attributes of the *Profile of the South Carolina Graduate* and the *South Carolina College and Career Ready Standards*. In addition, the assessment is endorsed by the National Work Readiness Council, founded by the U.S. Chamber of Commerce in 2003.

2024 Credentials Received

Entity	Students Tested in All Three Subjects	No Credential	Received Credential	Achievement Level 2	Achievement Level 3*	Achievement Level 4*	Achievement Level 5*
Greenville County Schools	5,346	24.0%	76.0%	18.0%	18.4%	37.9%	1.8%
South Carolina	56,044	27.8%	72.2%	19.3%	17.9%	33.5%	1.5%

*Achievement Level 3 is the South Carolina Readiness benchmark. Levels 3, 4, or 5 meet the Accountability criteria for College and Career Ready.

The score range for the Math Assessment, Data Assessment, and Reading Assessment is Level 1 to Level 5.

2024 Career Readiness Assessment Scores

Entity	Assessment	Number Tested	Percentage of students who scored Level 1	Percentage of students who scored Level 2	Percentage of students who scored Level 3	Percentage of students who scored Level 4	Percentage of students who scored Level 5
Greenville County Schools	Data	5,443	12.4%	13.7%	21.9%	29.9%	22.0%
South Carolina	Data	57,545	15.0%	16.5%	22.8%	27.6%	18.1%
Greenville County Schools	Math	5,600	17.0%	20.2%	9.6%	45.5%	7.8%
South Carolina	Math	59,701	20.1%	21.9%	9.5%	42.0%	6.4%
Greenville County Schools	Reading	5,462	15.5%	10.0%	21.5%	49.5%	3.5%
South Carolina	Reading	57,471	17.4%	11.4%	21.8%	46.3%	3.1%

The Essential Soft Skills assessment examines a student's skills in five areas: 1) communicating effectively, 2) conveying professionalism, 3) promoting teamwork, 4) collaboration, and 5) thinking critically and solving problems.

2024 Essential Soft Skills Subtest

Entity	# Tested	% Pass	% Fail
Greenville County Schools	5,287	73.4%	26.6%
South Carolina	52,011	69.5%	30.5%

On the South Carolina Career Readiness Assessment, the percentage of students who scored Level 3 or higher was greater for Greenville County Schools compared to the state. On all three sections of the assessment, the percentage of students who scored Level 3 or higher was greater for Greenville County Schools compared to the state. A greater percentage of students in GCS passed the Essential Soft Skills section of the assessment compared to students across the state.

Students who qualify can earn a WIN Work Ready Credential. A WIN Ready to Work Credential is awarded at four levels, based on the scores achieved on three component assessments: Math, Data, and Reading. A WIN Work Ready Credential can assist students with finding part-time or summer jobs, internships and employment. The credentials correspond to O*Net Job Zones and career pathways.

- Achievement Level 2: Scores of Level 2 or higher on all three exams
- Achievement Level 3: Scores of Level 3 or higher on all three exams
- Achievement Level 4: Scores of level 4 or higher on all three exams
- Achievement Level 5: Scores of level 5

2024 South Carolina Career Readiness Assessment Scores

<i>School</i>	<i>Students Tested in All 3 Subjects</i>	<i>No Credential</i>	<i>Received Credential</i>	<i>Achievement Level 2</i>	<i>Achievement Level 3</i>	<i>Achievement Level 4</i>	<i>Achievement Level 5</i>
Riverside High	451	12.9%	87.1%	13.5%	21.1%	48.8%	3.8%
Wade Hampton High	339	14.5%	85.5%	13.3%	17.1%	50.1%	5.0%
Mauldin High	467	16.3%	83.7%	16.3%	19.1%	46.5%	1.9%
Blue Ridge High	255	18.4%	81.6%	21.2%	22.4%	38.0%	0.0%
Fountain Inn High	379	19.0%	81.0%	16.6%	17.9%	43.5%	2.9%
Eastside High	343	21.0%	79.0%	14.9%	19.5%	43.7%	0.9%
JL Mann High	519	22.0%	78.0%	15.4%	16.0%	43.9%	2.7%
Woodmont High	501	24.0%	76.0%	21.2%	20.0%	33.9%	1.0%
Travelers Rest High	271	24.0%	76.0%	19.2%	19.2%	36.9%	0.7%
District	5,346	24.0%	76.0%	18.0%	18.4%	37.9%	1.8%
Hillcrest High	407	25.6%	74.4%	19.9%	20.4%	33.7%	0.5%
Greenville High	438	26.0%	74.0%	16.2%	15.8%	39.5%	2.5%
South Carolina	56,044	27.8%	72.2%	19.3%	17.9%	33.5%	1.5%
Greer High	274	31.4%	68.6%	21.2%	17.2%	30.3%	0.0%
Carolina High	239	41.4%	58.6%	28.0%	16.3%	13.8%	0.4%
Southside High	205	41.5%	58.5%	24.4%	18.0%	15.6%	0.5%
Berea High	258	46.5%	53.5%	17.4%	15.9%	19.4%	0.8%

SAT Graduating Class of 2024

The first redesigned SAT was administered by the College Board in March 2016. SAT results are based upon the most recent test scores (not super scoring) for students who indicated they would be graduating seniors in the 2023-2024 school year. The SAT is one of two college-ready assessments (ACT and SAT) a student may choose to take in South Carolina.

Scores represent a combination of two student groups.

- Group 1 – public school students that elected to take the test on a Saturday.
- Group 2 – public school students that participated in state testing in 2023 and 2024.

In 2024, 2,828 test takers out of 5,112 12th grade students (as of the 135th day of the 23-24 school year) yields a participation rate of 55%. (SC SDE website)

GCS Test Takers, by Year

<i>Year</i>	<i>Test Takers</i>
2024	2,828
2023	2,699
2022	2,609
2021	2,386
2020	3,130
2019	3,271

GCS Average Total Score, by Year

Year	Total Score
2024	1,025
2023	1,032
2022	1,045
2021	1,059
2020	1,038
2019	1,031

*The total score is calculated based on the SAT's 1600-point scale.

2024 GCS Average Test Sections (scores for each section range from 200-800)

- Average Evidence-Based Reading and Writing (EWR) score – 523
- Average Math score – 502

2024 GCS High School Performance

School	Test Takers	Evidence Based Reading and Writing	Math	Total
Riverside High School	295	562	557	1119
JL Mann High Academy	364	536	517	1053
Greenville Senior High Academy	191	537	515	1052
Mauldin High School	444	533	517	1049
Wade Hampton High School	255	532	511	1043
Eastside High School	238	531	499	1030
Greenville County Schools	2,828	523	502	1025
Hillcrest High School	271	522	492	1014
South Carolina	25,255	517	491	1008
Travelers Rest High School	130	518	483	1001
Greer High School	97	510	489	999
Nation	1,655,324	507	488	995
Woodmont High School	224	494	472	965
Blue Ridge High School	114	494	466	960
Berea High School	70	461	445	906
Southside High School	75	458	433	890
Carolina High Academy	75	431	408	839

Note: Totals may be slightly more or less than the Reading and Math scores combined due to rounded averages computed by the College Board.

Nine (9) GCS high schools scored above the national SAT average of 995: Riverside (1119), JL Mann (1053), Greenville (1052), Mauldin (1049), Wade Hampton (1043), Eastside (1030), Hillcrest (1014), Travelers Rest (1001), and Greer (999). Seven (7) GCS high schools scored above the state SAT average of 1008: Riverside (1119), JL Mann (1053), Greenville (1052), Mauldin (1049), Wade Hampton (1043), Eastside (1030), and Hillcrest (1014).

- The average total score for Greenville County Schools (1025) is 30 points higher than the national average total score (995). The national average total score decreased from 1003 in 2023 to 995 in 2024.
- The average total score for Greenville County Schools (1025) is 17 points higher than the state average total score (1008). The state average total score decreased from 1020 in 2023 to 1008 in 2024.
- Greenville County Schools average total score decreased from 1032 in 2023 to 1025 in 2024.
- Average SAT scores for the Nation, State, and District decreased from 2023 to 2024, while the number of test takers increased.

2023 GCS High School Performance

<i>School</i>	<i>Test Takers</i>	<i>Evidence Based Reading and Writing</i>	<i>Math</i>	<i>Total</i>
Riverside High School	343	559	545	1104
JL Mann High Academy	298	552	534	1087
Wade Hampton High School	232	549	526	1075
Greenville Senior High Academy	201	542	518	1059
Mauldin High School	369	537	518	1055
Eastside High School	233	534	512	1047
Greenville County Schools	2,699	528	505	1032
South Carolina	23,874	523	498	1020
Hillcrest High School	233	523	491	1014
Nation	1,608,613	510	493	1003
Blue Ridge High School	116	505	475	980
Travelers Rest High School	137	502	475	976
Woodmont High School	219	496	471	967
Greer High School	120	496	467	963
Berea High School	47	502	458	960
Southside High School	73	464	435	898
Carolina High Academy	76	432	416	848

**Totals may be slightly more or less than the Reading and Math scores combined due to rounded averages computed by the College Board.*

2024 GCS High School Performance – Subgroup Analysis

<i>Year</i>	<i>Race/Ethnicity</i>	<i>Test Takers</i>	<i>Evidence Based Reading and Writing</i>	<i>Math</i>	<i>Total</i>
2024	African American	431	459	434	893
2023	African American	350	467	439	905
2022	African American	338	474	449	923
2024	American Indian	72	436	430	866
2023	American Indian	46	469	447	916
2022	American Indian	32	496	470	967
2024	Asian	111	579	589	1168
2023	Asian	157	571	578	1150
2022	Asian	125	592	616	1208
2024	Hispanic	474	491	472	964
2023	Hispanic	405	495	473	968
2022	Hispanic	372	499	473	971
2024	Multiracial	104	533	505	1038
2023	Multiracial	89	535	520	1055
2022	Multiracial	128	520	501	1021
2024	No Response	65	463	445	908
2023	No Response	146	442	421	862
2022	No Response	127	455	433	888
2024	White	1572	553	529	1082
2023	White	1514	556	530	1085
2022	White	1482	561	535	1096

ACT Graduating Class of 2023

In the graduating class of 2023, 1,696 seniors took the ACT. Students may now elect to participate in ACT testing during the school day as part of state testing, in addition to the option of taking the test on a Saturday.

Scores represent a combination of two student groups

- Group 1 – students who elected to take the test on a Saturday
- Group 2 – students who elected participate in state testing

Beginning with the graduating class of 2016, scores for graduates who took the ACT under timed or extended time conditions and earned a college reportable composite score are included in the average reported scores for the graduating class. For students taking more than one administration of ACT, the most recent set of test scores are included in the reported results.

Number of Test Takers

Beginning in spring 2018, 11th grade students were given the opportunity by the South Carolina State Department of Education to participate in one no-cost school day test administration of either the ACT or SAT. The number of seniors taking the ACT in GCS increased from **2023 (1,696) to 2024 (1,770)**. In 2024, 1,770 test takers out of 5,113 12th grade students (as of the 135th day of the 23-24 school year) yielded a participation rate of 35%. (SC SDE website)

Composite Score

In 2024, the average composite score for all Greenville seniors was 19.7 on the ACT's 36-point scale.

Subject Tests

The ACT subject test with the highest average score was Reading (21.1), followed by Science (20.3), Math (19.5), and English (19.3).

<i>Institute</i>	<i>Year</i>	<i># Tested</i>	<i>English</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Science</i>	<i>Composite</i>
Greenville County Schools	2016	4,909	18.1	19.1	19.7	19.3	19.2
Greenville County Schools	2017	4,891	18.2	19.4	20.0	19.5	19.4
Greenville County Schools	2018	4,867	17.7	18.6	19.3	18.9	18.7
Greenville County Schools*	2019	2,727	19.1	19.8	20.5	20.0	20.0
Greenville County Schools	2020	2,545	18.7	19.6	20.5	19.9	19.8
Greenville County Schools	2021	2,004	18.6	19.7	20.5	20.2	19.9
Greenville County Schools	2022	1,486	20.1	20.2	21.8	21.0	20.9
Greenville County Schools	2023	1,696	19.3	19.5	21.1	20.3	20.2
Greenville County Schools	2024	1770	18.8	19.0	20.6	20.0	19.7
South Carolina	2016	51,098	17.3	18.5	19.0	18.6	18.5
South Carolina	2017	50,936	17.5	18.6	19.1	18.9	18.7
South Carolina	2018	53,743	17.3	18.2	18.6	18.5	18.3
South Carolina*	2019	33,834	17.5	18.5	19.0	18.7	18.6
South Carolina	2020	32,330	16.9	18.0	18.7	18.4	18.1
South Carolina	2021	24,315	17.0	18.2	18.8	18.7	18.3
South Carolina	2022	18,800	17.3	18.2	19.1	18.8	18.5
South Carolina	2023	19,079	17.6	18.3	19.6	19.0	18.4
South Carolina	2024	19,877	17.0	17.9	19.2	18.7	18.3
Nation	2016	2,090,342	20.1	20.6	21.3	20.8	20.8
Nation	2017	2,030,038	20.3	20.7	21.4	21.0	21.0
Nation	2018	1,914,817	20.2	20.5	21.3	20.7	20.8
Nation	2019	1,782,820	20.1	20.4	21.2	20.6	20.7
Nation	2020	1,670,497	19.9	20.2	21.2	20.6	20.6
Nation	2021	1,295,349	19.6	19.9	20.9	20.4	20.3
Nation	2022	1,349,644	19.0	19.3	20.4	19.9	19.8
Nation	2023	1,386,335	18.6	19.0	20.1	19.6	19.5
Nation	2024	1,374,791	18.6	19.0	20.1	19.6	19.4

*2019 represents a new baseline and the subject scores and composite scores should not be compared to previous years. In 2018, a change in SC SDE testing policy gave 11th grade students the opportunity to elect to participate in one no-cost school day test administration of the ACT, SAT, or neither exam. In previous years (2015-2017), all 11th grade students participated in state wide ACT testing. Therefore, the number of test takers and scores from the graduating class of 2016, 2017, and 2018 reflect required testing compared to the graduating classes of 2019, 2020, 2021, and 2022 which reflect elective testing.

GCS Performance

Greenville County’s average ACT composite score of 20.2 in 2023 was higher than the state (18.4 – public school students only) and the national average of 19.5 (both public and private school students combined). The national ACT performance decreased from 19.8 in 2022 to 19.5 in 2023. GCS, SC, and the nation tested approximately 40% of seniors. Nationally, the ACT saw a drop in the percent of the graduating class taking the test (52% to 37%), mainly due to changes in statewide testing and the fact some colleges and universities no longer require tests such as ACT and SAT for admission.

2024 Average ACT Scores and Rank by Subject and School

School	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Greenville Senior High Academy	155	21.9	7	21.3	8	23.0	10	22.4	8	22.3	8
Riverside High	137	21.4	8	20.9	4	22.1	18	21.9	10	22.0	10
Eastside High	128	20.8	11	20.3	17	22.1	18	20.9	18	21.2	16
Wade Hampton High	149	20.3	15	20.3	17	22.0	19	21.4	14	21.1	17
Mauldin High	209	20.0	18	20.4	16	22.1	18	20.8	19	20.9	19
J.L. Mann High Academy	239	19.8	20	19.6	23	21.3	26	20.8	19	20.5	23
Hillcrest High	152	18.8	27	18.6	33	22.1	27	20.0	27	19.8	29
Greenville County Schools	1,770	18.8		19.0		20.6		20.0		19.7	
Nation	1,374,791	18.6		19.0		20.1		19.6		19.4	
Blue Ridge High	69	18.2	33	18.2	37	20.6	31	19.6	30	19.3	34
Greer High	57	17.1	42	18.8	31	19.0	46	19.0	36	18.5	42
Travelers Rest High	87	17.2	41	17.4	45	20.0	36	18.8	38	18.4	43
South Carolina	19,877	17.0		17.9		19.2		18.7		18.3	
Woodmont High	182	16.0	52	16.7	52	18.5	51	18.2	44	17.5	51
Berea Hgh	54	14.7	64	15.8	61	16.9	67	16.9	55	16.2	63
Southside High	93	13.3	78	14.9	70	15.8	77	16.3	61	15.2	73
Carolina Academy High	59	12.3	87	14.5	74	15.2	82	16.1	63	14.6	79

Note: Rank order of schools based on the 2024 ACT Composite Rank. Rank based upon 201 reporting South Carolina high schools with 10 or more senior test takers. National data includes both public and private schools combined. Charter Schools from Charter School Districts and the Governors’ Schools are not included.

School	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Riverside High	146	21.4	9	22.2	7	23.4	7	22.1	8	22.4	8
Greenville Senior High Academy	178	21.0	12	20.7	13	23.1	10	22.0	9	21.8	11
J. L. Mann High Academy	221	21.4	9	20.7	13	22.5	13	21.3	14	21.6	13
Wade Hampton High	143	20.4	15	20.5	14	22.0	16	21.3	14	21.2	15
Mauldin High	226	19.9	18	20.1	18	21.9	17	20.8	18	20.8	18
Greenville County Schools	1,696	19.3		19.5		21.1		20.3		20.2	
Eastside High	154	19.1	25	19.3	23	20.5	29	19.8	27	19.8	28
Blue Ridge High	68	18.4	31	18.1	33	21.0	25	19.9	26	19.5	31
Nation	1,386,335	18.6		19.0		20.1		19.6		19.5	
Greer High	48	17.8	37	19.0	26	20.5	29	19.6	29	19.3	32

School	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Hillcrest High	130	18.7	28	18.5	31	20.0	32	19.4	31	19.3	32
Woodmont High	158	17.3	41	18.2	32	19.8	34	19.5	30	18.8	36
Travelers Rest High	72	17.9	36	18.1	33	19.3	37	18.9	36	18.7	37
South Carolina	19,079	17.6		18.3		19.6		19.0		18.4	
Berea High	24	16.0	53	17.2	42	18.8	42	18.1	42	17.6	48
Carolina Academy (High)	63	13.6	74	15.6	57	16.4	64	16.8	55	15.8	66
Southside High	65	14.0	70	15.0	63	15.0	75	16.4	59	15.2	72

2023 Average ACT Scores and Rank by Subject and School*Note: Rank order of schools based on the 2023 ACT Composite Rank. Rank based upon 202 reporting South Carolina high schools with 10 or more senior test takers. National data includes both public and private schools combined. Charters Schools from Charter School Districts and the Governors' Schools are not included.*

2024 Average ACT Scores and Rank by Subject and School

School	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Greenville Senior High Academy	155	21.9	7	21.3	8	23.0	10	22.4	8	22.3	8
Riverside High	137	21.4	8	21.9	4	22.1	18	21.9	10	22.0	10
Eastside High	128	20.8	11	20.3	17	22.1	18	20.9	18	21.2	16
Wade Hampton High	149	20.3	15	20.3	17	22.0	19	21.4	14	21.1	17
Mauldin High	209	20.0	18	20.4	16	22.1	18	20.8	19	20.9	19
J. L. Mann High Academy	239	19.8	20	19.6	23	21.3	26	20.8	19	20.5	23
Hillcrest High	152	18.8	27	18.6	33	21.1	27	20.0	27	19.8	29
Greenville County Schools	1,770	18.8		19.0		20.6		20.0		19.7	
Nation	1,374,791	18.6		19.0		20.1		19.6		19.4	
Blue Ridge High	69	18.2	33	18.2	37	20.6	31	19.6	30	19.3	34
Greer High	57	17.1	42	18.8	31	19.0	46	19.0	36	18.5	42
Travelers Rest High	87	17.2	41	17.4	45	20.0	36	18.8	38	18.4	43
South Carolina	19,877	17.0		17.9		19.2		18.7		18.3	
Woodmont High	182	16.0	52	16.7	52	18.5	51	18.2	44	17.5	51
Berea High	54	14.7	64	15.8	61	16.9	67	16.9	55	16.2	63
Southside High	93	13.3	78	14.9	70	15.8	77	16.3	61	15.2	73
Carolina Academy (High)	59	12.3	87	14.5	74	15.2	82	16.1	63	14.6	79

2023 Average ACT Scores and Rank by Subject and District

District	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
SC Governor's School for Math and Science	95	28.1	1	28.3	1	29.7	1	28.4	1	28.8	1
SC Governor's School for Arts and Humanities	48	23.6	2	20.9	4	26.4	2	22.4	3	23.5	2
York 4 (Fort Mill)	341	22.2	3	22.9	2	24.3	3	23.6	2	23.4	3
York 2 (Clover)	154	21.7	4	21.1	3	23.3	4	22.1	4	22.2	4
Charleston	1120	19.6	6	19.9	9	21.5	6	20.4	8	20.5	5
Spartanburg 5	116	18.8	8	20.4	5	21.6	5	20.8	5	20.5	5
Spartanburg 7	90	19.7	5	20.1	7	21.0	10	20.5	6	20.4	7
Lexington/Richland 5	468	18.7	10	20.0	8	21.2	7	20.5	6	20.3	8
Greenville	1696	19.3	7	19.5	10	21.1	8	20.3	9	20.2	9
Lexington 1	536	18.5	14	19.1	15	21.1	8	20.2	10	19.9	10
Pickens	398	18.4	15	19.5	10	20.7	12	20.2	10	19.9	10
Lexington 3	17	18.8	8	19.5	10	20.9	11	19.6	18	19.9	10
Nation	1,386,335	18.6		19.0		20.1		19.6		19.5	

<i>District</i>	<i>Test Takers</i>	<i>English</i>	<i>Rank</i>	<i>Math</i>	<i>Rank</i>	<i>Reading</i>	<i>Rank</i>	<i>Science</i>	<i>Rank</i>	<i>Composite</i>	<i>Rank</i>
South Carolina	19,079	17.6		18.3		19.6		19.0		18.4	

Greenville County Schools ranked 4th out of 77 districts with 10 or more senior test takers on the 2023 ACT Composite score for graduating seniors.

Greenville County Schools ranked 4th out of 82 districts on the 2022 ACT Composite score for graduating seniors.

2023 Average ACT Scores by Race

<i>Race</i>	<i>English</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Science</i>	<i>Composite</i>	<i>STEM</i>
All Students						
Greenville	19.3	19.5	21.1	20.3	20.2	20.2
South Carolina	17.6	18.3	19.6	19.0	18.8	18.9
Nation	18.6	19.0	20.1	19.6	19.5	19.6
Black / African-American						
Greenville	14.6	15.9	16.9	16.6	16.1	16.5
South Carolina	13.5	15.4	15.7	15.9	15.2	15.9
Nation	14.8	15.8	16.4	16.3	16.0	16.3
American Indian / Alaska Native						
Greenville	*					
South Carolina	15.1	16.7	17.4	17.7	16.8	17.5
Nation	14.5	16.0	16.4	16.5	16.0	16.5
White						
Greenville	21.2	21.0	22.8	21.8	21.8	21.6
South Carolina	19.9	19.9	21.8	20.7	20.7	20.5
Nation	20.3	20.3	21.8	21.0	21.0	20.9
Hispanic / Latino						
Greenville	16.2	17.3	18.5	18.4	17.7	18.1
South Carolina	15.9	17.2	18.2	17.8	17.4	17.7
Nation	16.2	17.2	17.9	17.7	17.4	17.7
Asian						
Greenville	25.6	25.5	26.5	25.3	25.8	25.7
South Carolina	23.1	23.3	24.0	23.5	23.6	23.7
Nation	23.9	24.2	24.4	23.9	24.2	24.3
Native Hawaiian / Other Pacific Islander						
Greenville	*					
South Carolina	14.6	15.9	18.4	17.6	16.6	17.0
Nation	14.9	16.4	16.6	16.8	16.3	16.9
Two or More Races						
Greenville	18.5	18.5	20.8	19.3	19.4	19.2
South Carolina	17.7	18.0	19.9	18.9	18.7	18.7
Nation	19.0	19.1	20.7	19.9	19.8	19.7
No Response						
Greenville	16.1	16.4	18.2	17.9	17.3	17.4
South Carolina	15.4	17.0	17.7	17.4	17.0	17.4
Nation	16.2	17.6	18.0	17.9	17.6	18.0

*Less than 10 students

2022 Average ACT Scores by Race

<i>Race</i>	<i>English</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Science</i>	<i>Composite</i>	<i>STEM</i>
All Students						
Greenville	20.1	20.2	21.8	21.0	20.9	20.9
South Carolina	17.8	18.5	19.6	19.1	18.9	19.1
Nation	19.0	19.3	20.4	19.9	19.8	19.9
Black / African-American						
Greenville	15.3	16.4	18.1	17.2	16.9	17.1
South Carolina	13.6	15.5	15.5	16.0	15.3	16.0
Nation	15.0	16.0	16.6	16.5	16.1	16.5
American Indian / Alaska Native						
Greenville	*					
South Carolina	15.6	17.3	17.5	17.3	17.1	17.6
Nation	14.9	16.4	16.9	16.9	16.4	16.9
White						
Greenville	22.9	22.2	24.2	23.1	23.2	22.9
South Carolina	20.4	20.2	22.0	21.1	21.0	20.9
Nation	20.7	20.6	22.1	21.3	21.3	21.2
Hispanic / Latino						
Greenville	16.2	17.1	18.3	18.2	17.6	17.9
South Carolina	16.1	17.4	18.2	18.0	17.5	18.0
Nation	16.6	17.5	18.3	18.0	17.7	18.0
Asian						
Greenville	25.5	26.0	25.6	25.9	25.9	26.2
South Carolina	23.1	23.0	23.9	23.3	23.5	23.4
Nation	24.5	24.7	24.9	24.3	24.7	24.8
Native Hawaiian / Other Pacific Islander						
Greenville	*					
South Carolina	15.0	17.7	16.3	17.2	16.6	17.6
Nation	15.9	17.2	17.3	17.5	17.1	17.6
Two or More Races						
Greenville	19.5	20.2	21.2	20.2	20.4	20.5
South Carolina	18.3	18.6	20.2	19.5	19.3	19.3
Nation	19.4	19.4	20.9	20.1	20.1	20.0
No Response						
Greenville	16.6	17.5	18.3	18.2	17.7	18.1
South Carolina	14.8	16.4	16.6	16.6	16.2	16.7
Nation	16.4	17.5	18.0	17.9	17.6	17.9

*Less than 10 students

Advanced Placement Exams (AP)

There are 38 AP courses in seven domain categories. Each AP course is modeled on a comparable introductory college course in the subject. Each course culminates in a standardized college-level assessment, or AP Exam. Scores earned are 1-5, with 3+ typical for college credit. AP Exams are given in May each year at testing locations all over the world. Taking AP courses and exams can help students:

- Stand out on college applications. AP courses on a student's transcript shows that they've challenged themselves with the most rigorous courses available to them. And success on an AP Exam shows that they're ready for college-level coursework.
- Earn college credit and/or skip introductory courses in college. Most four-year colleges and universities in the United States—as well as many institutions in more than 100 other countries—grant students credit, placement, or both for qualifying AP Exam scores. Search credit policies by college.

Students in Greenville County Schools participated in 32 different AP course subjects in 2023. The number of AP exams administered in Greenville County School increased from 7,019 in 2022 to 7,021 in 2023. The number of students taking AP tests increased from 4,064 in 2022 to 4,158 in 2023. For Greenville County Schools, the 2023 passage rate (score of 3 or higher) was 65.6% - higher than the passage rate of 62.1% in 2022.

2023 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Wade Hampton High School	455	813	662	81
Mauldin High School	570	1045	837	80
Riverside High School	444	892	689	77
Travelers Rest High School	91	106	74	70
JL Mann High Academy	614	1031	690	67
Greenville County Schools	4158	7021	4578	66
South Carolina	29838	47336	31212	66
Eastside High School	368	651	423	65
Greenville Senior High Academy	557	1050	588	56
Hillcrest High School	262	333	167	50
Fountain Inn High	170	193	94	49
Blue Ridge High School	50	68	33	49
Greer High School	122	171	78	46
Woodmont High School	287	455	197	33
Southside High School	33	52	16	31
Berea High School	62	73	15	21
Carolina High Academy	21	26	2	8
Nation				

2022 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Wade Hampton High School	435	729	573	79
Mauldin High School	516	914	684	75
Riverside High School	456	821	591	72
JL Mann High Academy	616	1182	778	66
South Carolina	29,187	46,770	29,616	63
Greenville County Schools	4,064	7,019	4,357	62
Travelers Rest High School	101	126	77	61
Nation	2,296,189	4,050,855	2,380,223	59
Eastside High School	429	871	510	59
Southside High School	47	99	57	58
Carolina High Academy	37	42	24	57
Greenville Senior High Academy	508	955	516	54
Greer High School	115	173	88	51
Berea High School	64	88	44	50
Hillcrest High School	302	394	177	45
Fountain Inn High	61	61	25	41
Blue Ridge High School	78	97	37	38
Woodmont High School	299	467	176	38

*Data updated on September 28, 2022 per the College Board website. The SCDE website indicates that 30 middle school students participated in AP exams. These 30 students were enrolled in Greenville County High Schools in 21-22 and their 2022 AP scores are reported appropriately on the table above.

2021 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Riverside High School	459	811	608	75
Wade Hampton High School	482	833	603	72
Mauldin High School	538	1,029	684	66
JL Mann High Academy	727	1,343	833	62
Travelers Rest High School	115	139	82	59
Greenville County Schools	4,396	7,460	4,386	59
Eastside High School	471	989	572	58
South Carolina	30,037	48,364	27,954	58
Nation	2,192,139	3,881,282	2,085,461	54
Southside High School	66	117	62	53
Greer High School	129	154	78	51
Greenville Senior High Academy	538	929	446	48
Woodmont High School	263	382	159	42
Blue Ridge High School	61	85	35	41
Hillcrest High School	420	518	177	34
Berea High School	79	88	16	18
Carolina High Academy	12	13	1	8

*Data updated on October 10, 2021 per the SCDE website.

2020 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Riverside High School	458	819	645	79
Mauldin High School	575	1,022	763	75
JL Mann High Academy	578	1,080	789	73
Greenville County Schools	4,427	7,471	4,780	64
Nation	2,564,090	4,592,820	2,932,042	64
Wade Hampton High School	588	953	603	63
Eastside High School	524	950	590	62
Travelers Rest High School	108	145	90	62
South Carolina	30,816	50,531	31,414	62
Woodmont High School	202	296	172	58
Southside High School	97	197	106	54
Greenville Senior High Academy	577	1,068	571	53
Greer High School	144	187	93	50
Blue Ridge High School	108	157	78	50
Hillcrest High School	324	422	201	48
Carolina High Academy	28	33	15	45
Berea High School	73	97	32	33

2019 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Riverside High School	419	713	540	76
Mauldin High School	605	1048	738	70
Wade Hampton High School	642	958	662	69
JL Mann High Academy	669	1250	796	64
Eastside High School	491	966	590	61
Hillcrest High School	295	439	269	61
Greenville County Schools	4,466	7,456	4,558	61
Travelers Rest High School	109	150	89	59
South Carolina	32,761	53,615	31,281	58
Nation	2,463,893	4,396,503	2,543,788	58
Blue Ridge High School	92	126	64	51
Greenville Senior High Academy	536	909	468	51
Woodmont High School	213	326	146	45
Southside High School	110	204	83	41
Greer High School	173	228	83	36
Berea High School	71	85	24	28
Carolina High Academy	41	54	6	11

2018 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Riverside High School	462	812	593	73
JL Mann High Academy	621	1134	762	67
Travelers Rest High School	100	128	85	66
Eastside High School	510	872	567	65
Mauldin High School	676	1169	724	62
Wade Hampton High School	654	1005	620	62
Greenville County Schools	4,675	7,682	4,553	59
South Carolina	32,772	52,372	30,554	58
Hillcrest High School	354	536	308	57
Nation	2,371,773	4,354,784	2,490,937	57
Blue Ridge High School	98	144	70	49
Greenville Senior High Academy	537	888	435	49
Southside High School	101	192	88	46
Berea High School	59	69	27	39
Woodmont High School	291	472	184	39
Greer High School	158	190	68	36
Carolina High Academy	54	71	22	31

2018 - 2023 Advanced Placement Examinations

<i>School</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2023 Greenville County Schools	4,158	7,021	4,578	66
2022 Greenville County Schools	4,064	7,019	4,357	62
2021 Greenville County Schools	4,396	7,460	4,386	59
2020 Greenville County Schools	4,427	7,471	4,780	64
2019 Greenville County Schools	4,466	7,456	4,558	61
2018 Greenville County Schools	4,675	7,682	4,553	59
2023 South Carolina	29,838	47,336	31,212	66
2022 South Carolina	29,187	46,770	29,616	63
2021 South Carolina	30,037	48,364	27,954	58
2020 South Carolina	30,816	50,531	31,414	62
2019 South Carolina	32,761	53,615	31,281	58
2018 South Carolina	32,772	52,372	30,554	58
2023 Nation				
2022 Nation	2,296,189	4,050,855	2,380,223	59
2021 Nation	2,192,139	3,881,282	2,085,461	54
2020 Nation	2,564,090	4,592,820	2,932,042	64
2019 Nation	2,463,893	4,396,503	2,543,788	58
2018 Nation	2,371,773	4,354,784	2,490,937	57

2023 GCS Passage Rate by Subject

<i>Exam / Subject</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Drawing	8	8	100
Physics C: Electricity and Magnetism	1	1	100
Seminar	71	71	100
Spanish Language and Culture	53	52	98
Research	60	54	90
3-D Art and Design	13	11	85
Calculus BC	149	126	85
2-D Art and Design	37	31	84
English Literature and Composition	251	208	83
Physics 2	5	4	80
Music Theory	37	29	78
Computer Science Principles	341	254	75
Macroeconomics	239	167	70
Microeconomics	10	7	70
United States Government and Politics	240	169	70
World History: Modern	486	341	70
Biology	311	214	69
Calculus AB	274	186	68
English Language and Composition	533	352	66
Psychology	492	324	66
Chemistry	147	95	65
French Language and Culture	11	7	64
Human Geography	741	472	64
Statistics	366	235	64

<i>Exam / Subject</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Computer Science A	84	52	62
Environmental Science	296	173	58
Spanish Literature and Culture	7	4	57
United States History	563	307	55
Art History	46	25	54
European History	191	89	47
Physics 1	147	60	41
Physics C: Mechanics	35	11	31

2022 GCS Passage Rate by Subject

<i>Exam / Subject</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
Drawing	10	10	100
Seminar	86	84	98
2-D Art and Design	36	35	97
Spanish Language and Culture	74	71	96
English Literature and Composition	320	282	88
3-D Art and Design	8	7	88
Comparative Government and Politics	16	14	88
Research	64	54	84
Calculus BC	240	186	78
Spanish Literature and Culture	8	6	75
Biology	451	331	73
Music Theory	29	21	72
Computer Science A	98	66	67
Computer Science Principles	311	203	65
Calculus AB	279	181	65
World History: Modern	346	220	64
United States Government and Politics	284	174	61
Human Geography	692	415	60
Statistics	421	248	59
English Language and Composition	545	317	58
Macroeconomics	317	181	57
Psychology	545	311	57
Environmental Science	367	209	57
United States History	661	355	54
European History	337	174	52
Physics C: Electricity and Magnetism	2	1	50
Chemistry	204	96	47
Physics 1	128	56	44
Art History	70	29	41
Physics 2	29	11	38
Physics C: Mechanics	40	9	23

2021 GCS Passage Rate by Subject

<i>Exam / Subject</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
3-D Art and Design	4	4	100
Seminar	82	77	94
Spanish Language and Culture	64	58	91
Drawing	10	9	90
2-D Art and Design	28	25	89
Music Theory	41	34	83
Research	24	19	79
Calculus BC	179	132	74
Computer Science Principles	335	239	71
English Language and Composition	690	458	66
United States Government and Politics	274	179	65
Macroeconomics	241	153	63
Biology	485	306	63
Calculus AB	512	318	62
French Language and Culture	13	8	62
Statistics	458	274	60
Psychology	432	257	59
Computer Science A	105	60	57
Spanish Literature and Culture	14	8	57
United States History	673	367	55
Human Geography	741	394	53
Environmental Science	450	238	53
Physics C: Mechanics	38	20	53
European History	352	183	52
English Literature and Composition	365	184	50
World History: Modern	428	214	50
Chemistry	204	93	46
Physics 1	107	38	36
Art History	84	26	31
Physics C: Electricity and Magnetism	7	2	29

Advanced Placement Passage Rates by Race / Ethnicity

<i>Year</i>	<i>Subgroup</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2021	African American	300	425	138	33%
2022	African American	254	361	152	42%
2023	African American	287	402	187	47%
2021	American Indian	25	36	15	42%
2022	American Indian	8	12	9	75%
2023	American Indian	16	24	15	63%
2021	Asian	331	760	563	74%
2022	Asian	320	759	581	77%
2023	Asian	320	703	562	80%
2021	Hispanic	538	831	384	46%
2022	Hispanic	355	549	287	52%
2023	Hispanic	519	775	440	57%

<i>Year</i>	<i>Subgroup</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2021	Pacific Islander	5	7	1	*
2022	Pacific Islander	5	7	4	*
2023	Pacific Islander	3	4	4	*
2021	Multiracial	223	362	197	54%
2022	Multiracial	141	236	149	63%
2023	Multiracial	214	330	220	67%
2021	White	2990	5077	3103	61%
2022	White	2981	5052	3152	62%
2023	White	2819	4811	3194	66%

*Insufficient Sample Size

Advanced Placement Passage Rates by Students with Disabilities

<i>Year</i>	<i>Subgroup</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2021	Disabled	31	42	24	57.1
2022	Disabled	35	47	23	48.9
2023	Disabled	38	52	30	57.7
2021	Not Disabled	4357	7373	4334	58.8
2022	Not Disabled	4029	6473	4050	62.6
2023	Not Disabled	4142	7240	4724	65.2

Advanced Placement Passage Rates by Limited English Proficiency (LEP)

<i>Year</i>	<i>Subgroup</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2021	LEP	248	124	30	24.2
2022	LEP	207	359	218	60.7
2023	LEP	128	228	137	60.1
2021	Non-LEP	4140	7010	4171	59.5
2022	Non-LEP	3857	6619	4116	62.2
2023	Non-LEP	4052	7064	4617	65.4

Advanced Placement Passage Rates by Pupils in Poverty (PIP)

<i>Year</i>	<i>Subgroup</i>	<i>Number of Students</i>	<i>Number of Exams</i>	<i>Number of 3 to 5 Scores</i>	<i>Percentage of 3 to 5 Scores</i>
2021	PIP	1090	1579	697	44.1
2022	PIP	1006	1555	811	52.2
2023	PIP	771	1138	624	54.8
2021	Non-PIP	3298	5836	4171	71.5
2022	Non-PIP	3058	5423	3523	65.0
2023	Non-PIP	3409	6154	4130	67.1

Graduation rate is the percentage of students who graduate in four-years with a standard South Carolina High School diploma. The graduation rate calculation is the result of an adjusted cohort that includes the number of students entering the 9th grade for the first time and adding any students who transfer into the cohort later during the 9th grade and the subsequent next three (3) years and subtracting any students who transfer out, immigrate to another country, or die within that same four year period. The graduation rate is a defined indicator for high schools only and presently accounts for twenty-five (25) out of one hundred (100) points on the annual state report card. For 2023, Greenville County Schools' graduation rate increased .3 points with nine (9) out of fourteen (14) high schools achieving graduation rates above the State of South Carolina's rate.

Greenville County Schools Subgroup Graduation Rates

<i>Subgroup</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
All Students	72	72	77	82	84	87	87	84	85	86	84	85	85	89
Male	67	67	71	78	80	84	84	80	81	82	80	81	82	86
Female	77	79	83	86	89	90	91	88	90	90	88	89	89	91
White	77	78	81	86	87	88	89	87	88	90	89	89	89	92
African American	62	62	69	74	78	82	82	77	81	80	76	78	79	84
Asian/Pacific Islander	88	86	94	93	95	98	96	92	92	96	94	90	96	97
Hispanic	68	67	71	77	81	88	86	82	80	81	79	79	80	86
American Indian/Alaskan	82	69	64	81	91	69	77	53	69	74	83	82	76	89
Disabled	37	33	33	41	51	54	54	51	58	61	58	59	62	67
Multilingual Learners	67	59	67	70	79	84	81	80	78	82	77	76	75	79
Subsidized Meals/PIP	66	69	71	70	90	88	86	84	85	77	75	78	76	82

Data does not include charter schools. 2011 was the first lag rate reported.

Summative Measures of Achievement

Team-identified Strengths in the Area of Student Achievement:

- Broad and expanding opportunities to meet Graduation Plus - diploma, college credit, and/or industry certification.
- A consistent focus on best instructional practices, which balances teacher professional judgment with the expectation of proven practice.
- Multi-tiered systems of support (MTSS) for academics and behavior.
- Coaching for continuous growth among teachers.
- Full-day 4K, available in every community, partners with community agencies and balances academics and social development.
- Differentiated programming for students with special needs; SC High School Credential (Employability) for students who will not achieve a HS Diploma.
- Career and Technical Education coursework on school sites and in centers.
- Extensive Work-Based Learning, Internships, and Industry Certification opportunities.
- Student panelists shared these strengths (along with many of the above).
 - Teachers who challenged them to meet high expectations.
 - Block schedules at high schools, allowing students to take a class at a different school if needed.

Challenges to Overcome:

- Though the percentage of Pupils in Poverty district-wide is 59%, 84% of African American students and 78% of Hispanic students are classified as Pupils in Poverty. Students in poverty may struggle with food insecurity, instability of residence, or health concerns, and may have a higher absence and/or transiency rate. These factors and others can create barriers to achievement or social well-being.
- The Team's early review of 2021 achievement scores indicated a greater drop in achievement among Pupils in Poverty during the pandemic. African American students dropped in achievement more than White and Hispanic students during that same period.
- Eligibility criteria for 4K includes already known risk factors; but seats for eligible students go unfilled.
- Students identified as Gifted and Talented represent 18% of the total student enrollment.
 - Students classified as Pupils in Poverty and students of color are underrepresented.
 - 33% of G/T students are Pupils in Poverty.
 - 75% of G/T students are White, 8% are African American, and 7% are Hispanic.
 - This same underrepresentation exists in AP and Dual Credit courses.
- There is sometimes a lack of communication and understanding among teachers, students, and parents across diverse backgrounds.

- There is inadequate focus on strengths and opportunities for students and mutual accountability between the school and home.
- Student panelists identified these challenges:
 - Financial and transportation barriers limit participation in the arts, extracurriculars, and sports.
 - Students need life and financial skills classes that prepare them for independence.
 - Language barriers, especially with parents, limit participation and support.
 - Counselors should balance their advice to students about desirable futures through or outside of college.
 - Students with disabilities in self-contained are generally separated from peers through the day.
 - Grouping for Challenge in elementary school and later leveling of classes contributes to social division and limiting assumptions about other students (lessened when students get to know one another through the arts, extracurricular, and athletic participation).
 - Some students do not feel a sense of belonging or being accepted in less diverse advanced classes.
 - Teachers often provide more engaging activities and encourage more academic discussion in their honors classes than in their college preparatory classes.

The Superintendent's priorities for Student Achievement include:

Our mission is to inspire, support, and prepare students. All programming is developed expecting the highest attainment and personalized pathways to Graduation Plus for each and every student. We monitor and refine our practices to ensure students, regardless of background, are provided with appropriate academic rigor and support. As recommended by the Stakeholder Team, we will continue to provide training to ensure all educators support positive relationships, adhere to high academic expectations, and provide timely and effective support for our diverse student population.

GCS is responsive to ever evolving workforce needs. Robust partnerships are vital to our reciprocal responsibility to ensure students and families of all backgrounds can thrive. We will continue to build and sustain community partnerships centered on achievement for all students through resources, interventions, and school-wide support. We will use the Strategic Plan to target partnerships for early learning for children in poverty and advocates for diverse students and families.

Through the Strategic Plan, we will further expand on student achievement-related recommendations, particularly those that identify promise and need among our youngest students and mitigate barriers for students classified as Pupils in Poverty. We will consider how our Early Warning Response System, indicating possible barriers for students, can also flag growth opportunities.

We will use the Strategic Plan to identify and refine strategies to increase the number of students reaching Graduation Plus and demonstrating proficiency on the Profile of the SC Graduate. We will further explore how to advance diverse learning opportunities, including AP, Dual Credit, and extracurricular activities for all students with a particular focus on students currently underrepresented in those offerings.

GOAL AREA 2 – PREMIER WORKFORCE

Guiding Statement: Recruit, retain, and develop exemplary personnel in all positions

Aligned with Goal 1 of the District Strategic Plan, the teaching/learning process in Greenville County Schools is designed to be standards-based, challenging, and rigorous; to reflect a commitment to equity; to demonstrate an appreciation of diversity; and to support high expectations for students and staff. Curriculum, instruction, and assessment are aligned with each other and focused on student achievement. The district offers programs to meet a wide variety of student abilities, talents, interests, and needs, including programs to support the academically and artistically gifted, students in need of enhanced academic assistance, students with disabilities, and students whose first language is not English.

The district's curriculum is grounded in the South Carolina academic standards for kindergarten through grade 12, the South Carolina State Standards, and the South Carolina Good Start, Grow Smart early learning standards for pre-kindergarten. The standards define expectations for student learning, including essential knowledge and skills. South Carolina State Standards, support documents, and curricular units are posted on the district's electronic portal in the e-Curriculum Connection and in GCS Curriculum, the district's curriculum mapping and management system. Each unit contains embedded guidance for instruction. Curriculum for all Career/Technology Education courses is aligned to the State's career cluster structure and is based on state-defined competencies developed and reviewed by members of the business community as well as teachers of the courses.

Resources are designed to help teachers engage students in content through the use of the Promethean Board. The collaboration is evident in the e-Curriculum Connection where references are made to resources housed at the Instructional Materials Center, to instructional technology software, or to kits housed at the Science Materials Center. Curricular units also include embedded links to websites, Promethean flipcharts, streaming videos, music, visual and graphic illustrations, and electronic literary texts. Workshops are offered periodically, paralleling the pacing of each unit of instruction, on how to use the materials effectively to support teaching and learning.

Extensive professional development opportunities, based on outcomes of the Professional Development Needs Assessment, are provided for administrators, teachers, and other professional and support staff through monthly principal and instructional coach meetings; cluster meetings for district and school leaders; the Aspiring Principal Institute; new principal training; Summer Academy; workshops and seminars for teachers on the effective implementation of district instructional initiatives; school data teams; and professional conversations and activities at the school level, such as book studies, and Professional Learning Community dialogues. The district provides targeted professional development sessions to address curriculum standards and indicators which impact student learning. Professional development is designed to promote collaboration among teachers and continuous improvement in professional practice.

Because protecting instructional time is a district priority, the district provides a variety of settings for professional development outside the school day, including designated in-service days, after-school seminars and workshops, and an extensive summer institute for teachers.

Professional development opportunities at the school level are aligned to those sponsored by the district and focus on district initiatives as well as specific school needs. Data-driven professional conversations among teachers and book studies are among the frequently used professional development strategies in schools.

Goal 2 of the District Strategic Plan establishes as a priority the recruitment, retention, and development of exemplary personnel in all positions. All professional staff meet, and frequently exceed, certification requirements of the state of South Carolina. Staff are assigned to schools in accordance with the goals/priorities established in the District Strategic Plan as well as federal and state laws and regulations, as reflected in allocation guidelines. Current allocation ratios are 1:26 for kindergarten (with an assistant); 1:17 for grade 1; 1:21.5 for grades 2-3; 1:25.5 for grades 4-5; 1:21 for middle schools, and 1:22 for high schools.

Extensive professional development opportunities are provided for administrators, teachers, and staff through monthly principal and instructional coach meetings; the Assistant Principal Institute; new principal training; Summer Institute; workshops and seminars for teachers on the effective implementation of district instructional initiatives; and professional conversations and activities at the school level, such as book studies and Professional Learning Community dialogues.

The district provides a comprehensive system of student support services, including attendance, health, and social work services. The district is one of only a few in the state that employs its own investigation/enforcement division to promote safety and security. Working in cooperation with the Greenville County Sheriff's Department, district investigators serve all schools.

Hiring the Best

In an effort to ensure the recruitment, retention, and development of exemplary personnel in all positions, the Department regularly reviews data related to:

- Recruitment and selection of employees, including shortages
- Strategies and challenges to hiring diverse candidates
- Various routes to certification
- Early-career support and retention
- Skill advancement and coaching
- Leadership preparation, selection, and support.

We found as the Current State:

Workforce diversity as compared with that of the student population shows that African American and Hispanic teachers are underrepresented. This is true for all categories of Hispanic employees. Racial diversity among District Officials/Managers in the Fall of 2022 was 18%.

135th Day (3K - Grade 12); highlighted data per cell indicates representation under student enrollment of 15% or more.

Though new hires in GCS are increasing in diversity, with 19.5% of the newly hired teachers in Fall 2022 and 14.5% of all new instructional professionals (ex. counselors and instructional coaches) from diverse groups, it remains that 88.2% of professional instructional employees are White.

GCS hires a high proportion of experienced teachers. For Fall 2022, 69.1% of all newly hired professional instructional employees were experienced educators.

Alternative certification pathways allow the recruitment of individuals who are interested in teaching, but did not pursue a college degree in education. These alternative pathways typically attract a higher proportion of diverse candidates.

Alternative pathway diverse educator hires in Fall 2022 (30%) included:

- GATE (Greenville Alternative Teacher Education) (22/70) - 30%
- PACE (Program of Alternative Certification for Educators) (5/15) - 33%
- CTE (Career and Technical Education) (10/36) - 28%
- Other (2/10) - 20%

Though the annual GCS teacher retention rate is typically 88%, data show 56% of all exiting teachers in 2021-22 did so within the first 5 years of employment.

Hiring and retention of operational employees faces a competitive market outside of the district.

Team-identified Strengths in Human Resources:

- Strong staff and systems that recruit, select, and support employees.
- Teacher pipeline initiatives and robust recruiting that includes Historically Black Colleges and Universities (HBCUs).
- Diverse leaders in schools and within the HR department.
- Solicited stakeholder feedback to improve engagement and retention, including input from the semi-annual Upbeat Teacher Survey.
- GATE (Greenville Alternative Teacher Education) program that prepares high quality teachers and supports a high retention rate.
- Professional growth and leadership opportunities for teaching and non-teaching personnel.
- Pipeline development of strong candidates for administrative roles.
- Principal selection and assignment through a multi-level and transparent process involving school staff and community stakeholders.

Challenges to Overcome:

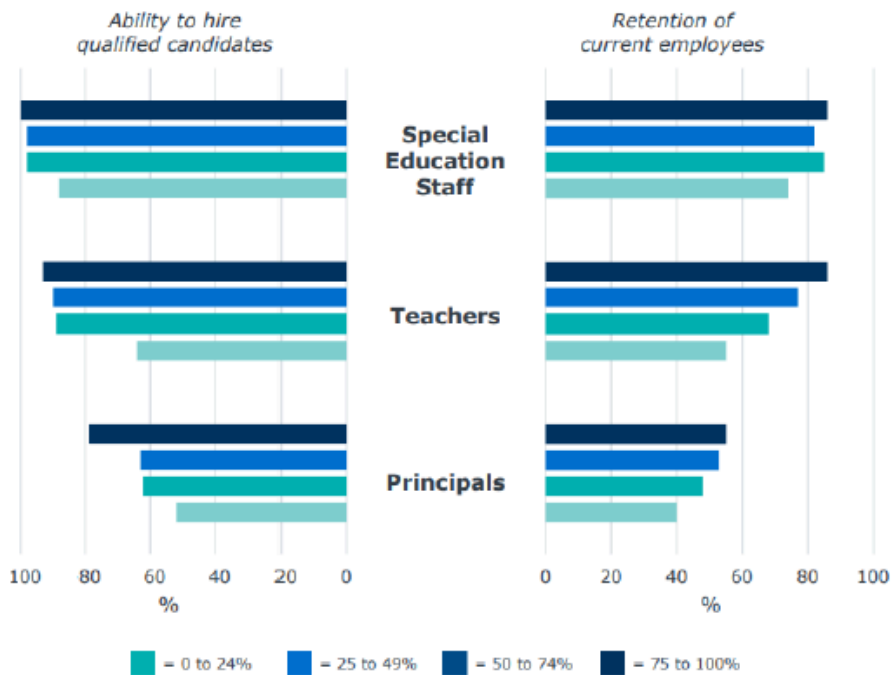
- It is difficult to fill positions and find high quality teacher candidates from a dwindling pool of education majors; the pool of diverse candidates is even smaller. (A 2018 study in Education Week reported a 33% decline in enrollment in teacher preparation programs, and that only 17% were from underrepresented groups.)
- Early career teacher turnover is a challenge and national data projects a continuing high rate of teachers leaving the profession within their first five years of experience. (Southern Regional Education Board report of 2018 USDE data).
- There is a need for better appreciation and respect for the education profession.
- There is difficulty in finding and retaining teachers in schools with more innate challenges.
- There is a continuing need to attract and retain bus drivers, and building services personnel.

A National Challenge

These concerns were shared by 198 superintendents from across 37 states in the 2023 Voice of the Superintendent Survey, conducted by EAB, a recognized education research firm.

Staffing Concerns Greatest Where Student Needs Are Highest

Percentage of Superintendents Who Report Moderate or Major Concern About Employee Retention and Ability to Hire Qualified Candidates, by Percentage of Students Receiving FRPL¹



From the team’s recommendations, the Superintendent’s Human Resources priority is to remain committed to employing high-quality personnel and a workforce representative of the Community. We will continue to leverage community partnerships to:

- Improve the perception and appreciation for the profession.
- Prioritize teacher compensation and increase recruitment and retention.
- Cultivate a pipeline of students to become educators.
- Offer tuition support and alternative pathways for degree attainment and/or certification.

Through the Strategic Planning process, we considered recommendations and strategies to ensure high quality candidates, improve recruitment and retention, and provide intentional support to high-need schools.

Performance Goal 1 - 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators, who are certified in the areas they teach (through 2029).

<i>Year</i>	<i>Percentage of Teacher Positions Filled on First day of School</i>
2022-23	100%
2023-24	100%

Performance Goal 2 - Reduce teacher turnover by 0.5 percentage points annually through 2029.

<i>Year</i>	<i>Teacher Turnover</i>
2020-21	9.72%
2021-22	11.98%
2022-23	10.42%
2023-24	10.05%

Performance Goal 3 - Reduce turnover in classified and hourly workgroups by 0.5 percentage points annually through 2029.

<i>Year</i>	<i>Classified Turnover</i>	<i>Hourly Workgroups Turnover</i>
2022-23	13.38%	25.02%
2023-24	12.53%	22.20%

GOAL AREA 3 – CARING CULTURE AND ENVIRONMENT

Guiding Statement: Provide a safe and healthy environment that promotes learning and respectful relationships.

The District is committed to cultivating relationships with all students in order to connect them to engaging classes and meaningful experiences that build essential knowledge and skills, while developing characteristics that contribute to positive participation in a civil society. Schools share with parents the responsibility of teaching students how to interact with others and develop self control, self-awareness, and responsible decision making.

Stakeholders and the district envisions schools with a climate conducive to maximum learning and student well-being, and strategies that ensure students achieve the Life and Career Characteristics of a College and Career-ready Graduate outlined in the Profile of the SC Graduate. Essential School Climate and Classroom Conditions:

- Respectful, supportive relationships that affirm the talents and backgrounds of all students.
- An environment that is safe and welcoming.
- Rigorous academic expectations with support to develop perseverance and a strong work ethic.
- Trusted advocates and relatable teachers who are caring but maintain high expectations.
- A sense of community and inclusion, free from bullying, harassment, and discrimination.
- Mentors, tutors, counselors, and support for students.
- Instruction and co-curricular opportunities that develop collaboration and teamwork.
- Self-awareness and reflection, social awareness, and interpersonal skills.
- Consistent expectations for behavior and appropriate response to misbehavior.
- Student-centered discipline that identifies the source of behaviors, teaches self-direction, integrity, and responsible decision-making.
- Regular collection of feedback from students and families, followed by adjustments.

The Stakeholder Team reviewed:

- Foundational practices to ensure safety
- Training in ACES (Adverse Childhood Experiences) and Trauma-informed practices
- Essentials of a climate conducive to maximum learning and development
- School-based prevention and behavioral support
- Discipline code, safeguards, and data
- Level II and Level III behavioral interventions.

Current State

Annually, as part of the State Report Card process, survey feedback is requested from teachers, students, and parents about their school. The survey has over 30 questions, but those below are published in the Report Card. Schools use this data and other indicators to consider improvements in learning, social and physical environments, and home-school relationships.

GCS State Report Card Survey Responses from Teachers, Students, and Parents

<i>Year</i>	<i>Item</i>	<i>Teachers</i>	<i>Students</i>	<i>Parents</i>
2021-2022	Number of surveys returned	4,944	48,721	2,543
2021-2022	I am satisfied with the learning environment in my [child's] school.	90.1%	85.9%	83.2%
2021-2022	I am satisfied with the social and physical environment at my [child's] school.	91.2%	85.8%	84.7%
2021-2022	I am satisfied with home-school relations [at my child's school].	Data Not Available	92.8%	82.3%
2022-2023	Number of surveys returned	5,356	52,568	2,300
2022-2023	I am satisfied with the learning environment in my [child's] school.	92.0%	86.3%	86.3%
2022-2023	I am satisfied with the social and physical environment at my [child's] school.	91.8%	84.9%	87.5%
2022-2023	I am satisfied with home-school relations [at my child's school].	88.7%	93.3%	86.9%
2023-2024	Number of surveys returned	5,084	50,026	3,093
2023-2024	I am satisfied with the learning environment in my [child's] school.	93.2%	86.3%	87.2%
2023-2024	I am satisfied with the social and physical environment at my [child's] school.	93.4%	87.4%	88.7%
2023-2024	I am satisfied with home-school relations [at my child's school].	90.0%	94.2%	87.4%

Survey results indicate a satisfaction rate of 87% or more among teachers, students, and parents with the learning environment, social and physical environment, and home-school relations in their schools.

Student Discipline - Behavior Incidents and Consequences (2021-22):

Schools have the responsibility to protect a safe and orderly learning environment, applying consequences aligned with the behavior violation, while coaching and leading the student to make better choices. Students are referred to school administrators when their behavior interferes with instruction, causes an unsafe condition, or violates the rights of others. Occasionally, student actions violate the law and require referral to Law Enforcement, as well.

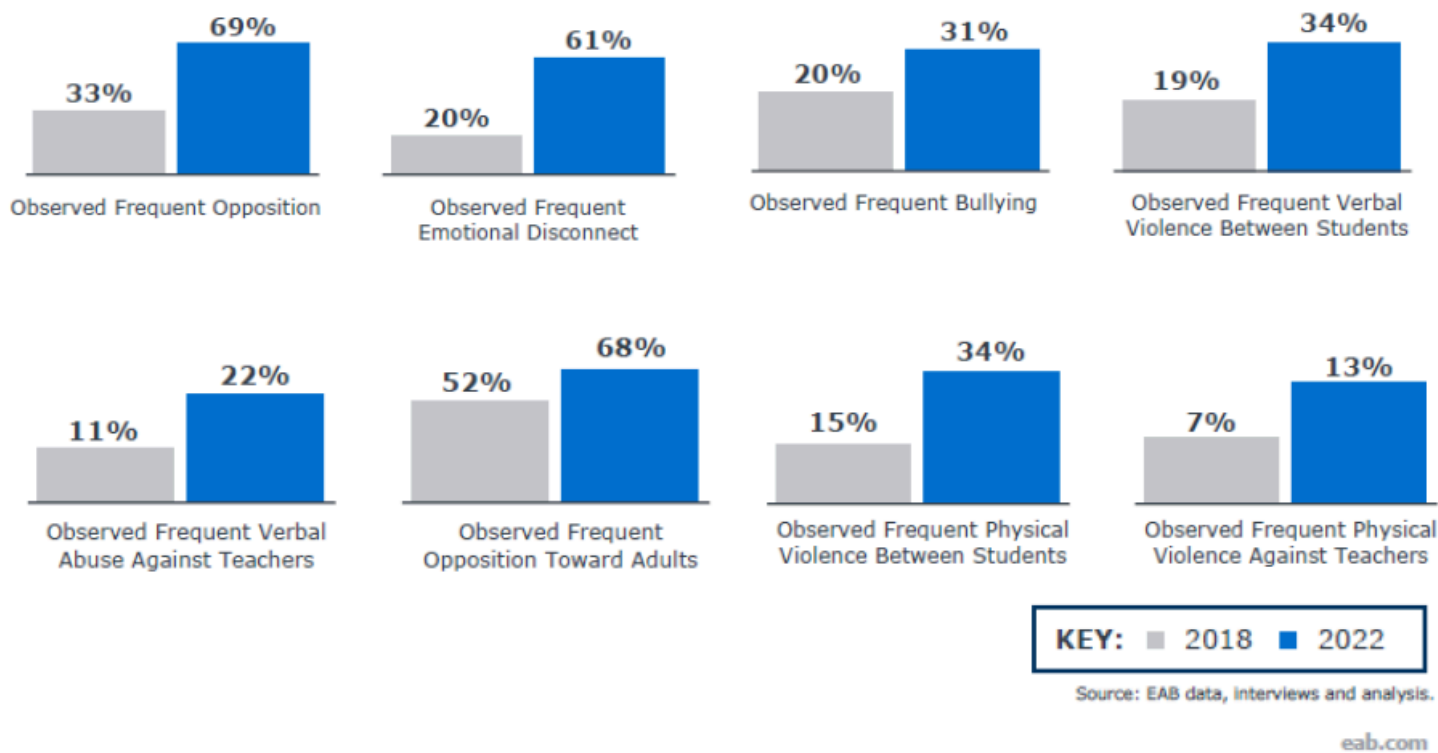
A National Challenge

Concerns About Student Behavior Have Increased Since 2018: As context for the GCS behavior incident data, we cite current findings from EAB, an education research service, presented at the American Association of School Administrators (AASA) National Conference on Education in 2023. Their report summarized survey responses from more than 1,100 district and school administrators, teachers, and student support staff across 42 states and over 60 Districts.

As students returned to schools following the COVID-19 pandemic disruptions, EAB's survey data reflects educators' increasing concern over student behavior since 2018. These behavioral concerns challenge progress on pandemic recovery efforts—from academics to teacher morale.

Seventy-eight percent of teachers identify student behavior as a top concern. Eighty-four percent say that students are developmentally behind in self-regulation and relationship building compared to students prior to the pandemic. Teachers also report that they are increasingly the target of disruptive student behavior and that classroom incidents involving physical violence have more than doubled since the onset of the pandemic.

Researchers pointed out that students who exhibit disruptive behaviors are often dealing with underlying mental or social health issues.



Survey results above show opposition and emotional disconnect were the most common concerns in 2018 and 2022, but are more frequent now. Interpersonal behavioral concerns are also growing.

Constant disrespect from students can take a toll on teachers' morale and make teachers feel undervalued. Teachers manage best when they feel safe and respected by their students. Physical violence negatively affects individual students and the overall school climate.

In Greenville County Schools, across all school levels, the behavior incidents occurring most frequently in the 2021-22 school year, in order of frequency, were Refusal to Obey/Defiant, Cutting Class, Bus Violation, Disrupting Class, Phone Violation, Tardy, Fighting, Inappropriate Behavior, Detention Violation, and Disrespect. These offenses accounted for 58% of all behavior incidents referred across all school levels.

The Team viewed data on Level I Truancy. A referral is entered when a child aged 6 to 17 years has three consecutive unexcused absences or a total of five unexcused absences. The prevalence of such referrals at all school levels is higher than all other incidents referenced above.

Data that follows shows the relative prevalence of behavior incidents that warrant a referral for disciplinary action and identifies the student groups who are experiencing the most disciplinary consequences. Truancy data is not included.

- **79%** of **76,975** students across all K-12 schools had NO behavior incident referrals during the 2021-22 school year.
- **42%** of the students who misbehaved had NO incident after their first offense.

In 2021-22, the 10 highest incidence reasons, in order of frequency, requiring a Review for Expulsion before the Hearing Officer were: Marijuana Possession; Threats; Violation of Probation; Influence of Marijuana; Simple Assault or Fighting; Possession of a Knife; Ganging or Gang Activity; Under the Influence of Alcohol; Misuse of Technology - Pornography; and Possession of Alcohol. The top three reasons for Expulsion (removal from school) were Violation of School Probation (10), Possession of a Gun (8), and Threat (5).

Alternative Program Assignments

Middle and High School Alternative School programs serve students in grades 6-12 to address challenges that hinder academic progress. Most of the students served have been assigned through the Review for Expulsion process. Students receive instruction in life skills, social interactions, drug avoidance, self-discipline, academic and career planning, and pre-employment skill development.

- In 2021-22, GCS Alternative Programs (MSAP and HSAP) served 803 students.
- 61% of the students served were African American, 27% were White, and 11% were Hispanic.

Team-identified Strengths in Safety, School Culture, and Student Discipline Practices:

- Comprehensive safety protocols and robust prevention and intervention practices
- Intentional strategies supporting a climate for maximum learning and development
- Clear discipline code, procedural safeguards, and data-informed decisions
- District-wide system of OnTrack monitoring and timely intervention when students exhibit patterns of attendance, behavior, and class grades that present a risk to on-time graduation
- Coordinated efforts of school staff, school and mental health counselors, behavior interventionists, social workers, and community partners to provide proactive support
- Employee training in social-emotional learning, including awareness of adverse childhood experiences (ACES) and trauma-informed practices
- School-based systems of support:
 - Trauma-informed perspective to support management and disciplinary response
 - Whole-school models of positive culture, intervention, and support (Capturing Kids' Hearts, Conscious Discipline, and Positive Behavior Intervention and Supports (PBIS))
 - Practices supporting discipline as a learning opportunity
- GCS alternative programs with purposeful practices, intervention, and comprehensive support
- Extended support in six high-needs middle and high schools and communities through the OnTrack Greenville (United Way) partnership
- Student panelists identified these strengths (and several noted above):
 - Students care about the well-being of their peers
 - Strong connections between the student and teachers, administrators, coaches, arts directors, and club sponsors
 - Extracurricular activities supporting connection and community beyond typical classroom peers and adults

Challenges to Overcome

- Though the vast majority of students conduct themselves in a manner that supports a positive school climate, any student can make an impulsive mistake, and some students struggle to consistently make responsible choices.
- The challenges of poverty can impact attendance and behavior, and these factors influence student learning and achievement.
- Student panelists also shared concerns for:
 - Limited interaction with counselors and administrators and a need for personalized time for students.
 - Disengaged students or those who feel undervalued.

Considerations on the Relationship Between Attendance, Behavior, and Achievement

Throughout the team's review of the practices intended to maximize student attainment, the Team recognized interdependent factors that propel or inhibit student success. We have repeatedly discussed the importance of high expectations, positive and affirming relationships between students and adults, a climate that is safe and orderly, schools that foster effective instruction and student learning, and support practices that ensure continuous improvement of instruction and student development.

Attendance Factors Presenting Barriers to Student Learning and Social Well-being

Regular school attendance is an essential part of a student's learning process and a necessary means to graduate with an excellent education. Students who are chronically absent often fall behind in academics and miss important socialization that enhances the school experience and prepares them to become College and Career-ready.

Chronic Absenteeism is defined as missing 10% or more of the school days of a student's membership. Absence for one half the day or more constitutes a full-day absence. A student enrolled for 180 days, but misses 18 days is considered chronically absent. Likewise, a transferring student enrolled for 52 days but misses 6 of those days is considered

chronically absent. Chronic absenteeism negatively affects student development and performance and is highly associated with dropping out of school.

Data for the 2022-2023 school year show that, though 75.8% of the total 77,697 students enrolled attended school on at least 90% of the scheduled days, 18,771 (24.2%) of their peers were considered Chronically Absent. The following table provides group data related to those who were chronically absent:

Students who were Chronically Absent in the 2022-2023 School Year

	<i>Male</i>	<i>PIP</i>	<i>African American</i>	<i>Hispanic</i>	<i>Multi- race</i>	<i>White</i>	<i>All Other</i>
Percent of the Group’s Enrollment who were Chronically Absent (Risk for Group)	24%	x	33%	26%	29%	20%	14%
Composition of the 18,771 students who were Chronically Absent	52%	75%	30%	20%	7%	41%	2%
Percent of Enrollment by Group	51%	59%	22%	18%	6%	50%	4%
Percent of the Chronically Absent who were PIP	53%	75%	92%	76%	83%	62%	60%
Percent of Enrolled classified as PIP	52%	56%	82%	75%	63%	38%	42%

NOTE: Data is highlighted when it is 10 points higher than the percent of student enrollment or status for the group.

Per the data above, 75% of the students who were chronically absent were classified as Pupils in Poverty and 30% of them were African American students. Within groups, the portion of chronically absent students classified as Pupils in Poverty exceed the PIP percentage of enrolled students by 10 points or more and account for 60% or more of the chronically absent for each group.

Data for Greenville County Schools in the 2021-2022 school year shows that, though 76.1% of a total of 76,975 enrolled students attended school on at least 90% of the scheduled days, 18,391 (23.9%) of their peers were considered Chronically Absent. The following table provides group data related to those who were chronically absent:

Students who were Chronically Absent in the 2021-2022 School Year

<i>Data from unduplicated student counts on the 180th school day</i>	<i>Male</i>	<i>PIP</i>	<i>African American</i>	<i>Hispanic</i>	<i>Multi- race</i>	<i>White</i>	<i>All Other</i>
Percent of the Group’s Enrollment who were Chronically Absent (Risk for Group)	x	32%	34%	25%	26%	19%	x
Composition of the 18,412 students who were Chronically Absent	53%	76%	32%	18%	7%	42%	2%
Percent of Enrollment by Group	51%	59%	22%	17%	6%	51%	3%
Percent of the Chronically Absent who were PIP	76%	76%	91%	77%	81%	65%	61%
Percent of Enrolled classified as PIP	59%	59%	84%	78%	66%	42%	44%

NOTE: Data is highlighted when it is 10 points higher than the percent of student enrollment or status for the group.

Per the data above, 76% of the students who were chronically absent were classified as Pupils in Poverty and 32% were African-American students. Within groups, the portion of chronically absent students classified as Pupils in Poverty exceeds the PIP percentage of enrolled students and those classified as PIP and account for more than 60% of chronically absent students in each subgroup.

<i>Data Point</i>	<i>20-21</i>	<i>21-22</i>	<i>22-23</i>	<i>23-24</i>
Student Attendance Rate	91.5	92.7	92.8	
Percent of Parents Satisfied with the Learning Environment	83.3	83.2	86.3	87.2
Percent of Teachers Satisfied with the Learning Environment	92.5	90.1	92.0	93.2
Percent of Parents Who Feel the School is Safe	88.3	90.4	90.5	
Percent of Teachers Who Feel Safe at School During the School Day	98.4	97.2	97.2	
Percent of Teachers Who Indicate that There is Sufficient Space for Instructional Programs at Their School	93.3	91.2	91.8	

Regular school attendance is an essential part of a student's learning process and a necessary means to graduate with an excellent education. Students who are excessively absent often fall behind in academics and miss important social engagement that enhances the school experience and prepares them to become College and Career Ready. We know that without consistent attendance, students cannot fully access the curriculum and support required to experience ongoing growth in knowledge and skill, engage fully with their peers and school staff, and sustain involvement in the full range of opportunities available to them.

A continuing and advanced effort to engage parents and to align community expectations and understanding about these interdependent factors (attendance, behavior, and achievement) will be necessary to support every student to maximum attainment.

The Superintendent’s priorities around Safety, School Culture, and Discipline include:

Student well-being is core to our beliefs listed in the Blueprint 2023 Strategic Plan. We use a multi-faceted approach to ensure students are safe, supported, and successful. We will continue a student-centered and trauma-informed approach in an environment of care, mutual respect, and accountability. Relationship-building is a fundamental priority and we will ensure our employees exhibit a broad knowledge and appreciation of all students and families.

To ensure an appropriate structure for learning, we will clearly communicate expectations for student conduct and maintain a balanced approach to imposing important sanctions for discipline violations along with intervention and follow-up to change individual detrimental behaviors. GCS is expanding the work to increase the number of mentors for students and connections to resources for families.

We recognize the importance of the community possessing a common understanding of the purpose, mission, and value of public education, as well as the external parameters that govern our operations. The district will continue to use best-practice communication strategies to reach families, (social media, phone messages, websites, interpretation, and translation). The Strategic Plan will allow us to:

- Increase awareness about GCS, Graduation Plus, and the community’s engagement.
- Develop flexible student-centered interventions to address barriers, while honoring each school’s unique culture.
- Expand partnerships that offer positive, accessible opportunities for students, including extracurricular activities, clubs, and out-of-school time activities.
- Explore the feasibility of a centralized position to coordinate training, support, and interventions related to attendance, behavior, and discipline.

Performance Goal 1 - *Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.*

<i>Year</i>	<i>Student Percentage</i>
2021-22	61.9%
2022-23	61.5%
2023-24	54.1%

Performance Goal 2 - By 2029, reduce the percentage of students who are chronically absent by 10 points.

<i>Year</i>	<i>Demographics</i>	<i>Chronic Absenteeism Student Count</i>	<i>Total Enrollment</i>	<i>Chronic Absenteeism Rate</i>
21-22	Female	8,968	40,326	22.24
21-22	Male	9,997	42,466	23.54
21-22	Hispanic or Latino	3,884	15,979	24.31
21-22	American Indian or Alaska Native	73	302	24.17
21-22	Asian	167	1,996	08.37
21-22	Black or African American	6,135	19,309	31.77
21-22	Native Hawaiian or Other Pacific Islander	50	154	32.47
21-22	White	7,672	41,173	18.63
21-22	Two or More Races	984	3,878	25.37
21-22	Limited English Proficiency	2,352	9,566	24.59
21-22	Students with Disabilities	3,863	13,686	28.23
21-22	Homeless	749	1,483	50.51
21-22	Plan 504	527	2,881	18.29
21-22	All Students	18,965	82,792	22.91

<i>Year</i>	<i>Demographics</i>	<i>Chronic Absenteeism Student Count</i>	<i>Total Enrollment</i>	<i>Chronic Absenteeism Rate</i>
22-23	Female	9,360	40,835	22.92
22-23	Male	9,990	43,005	23.23
22-23	Hispanic or Latino	4,305	17,075	25.21
22-23	American Indian or Alaska Native	71	280	25.36
22-23	Asian	160	1,994	08.02
22-23	Black or African American	5,899	19,445	30.34
22-23	Native Hawaiian or Other Pacific Islander	47	149	31.54
22-23	White	7,831	40,920	19.14
22-23	Two or More Races	1,037	3,975	26.09
22-23	Limited English Proficiency	2,644	9,776	27.05
22-23	Students with Disabilities	4,403	13,593	32.39
22-23	Homeless	979	1,870	52.35
22-23	Plan 504	830	3,247	25.56
22-23	All Students	19,350	83,840	23.08

<i>Year</i>	<i>Demographics</i>	<i>Chronic Absenteeism Student Count</i>	<i>Total Enrollment</i>	<i>Chronic Absenteeism Rate</i>
23-24	Female	9,311	41,149	22.63
23-24	Male	9,994	43,422	23.02
23-24	Hispanic or Latino	4,597	18,493	24.86
23-24	American Indian or Alaska Native	57	260	21.92
23-24	Asian	179	2,014	08.89
23-24	Black or African American	6,174	19,598	31.50
23-24	Native Hawaiian or Other Pacific Islander	53	158	33.54
23-24	White	7,224	40,039	18.04
23-24	Two or More Races	1,021	4,009	25.47
23-24	Limited English Proficiency	2,944	10,924	26.95
23-24	Students with Disabilities	4,281	13,778	31.07

<i>Year</i>	<i>Demographics</i>	<i>Chronic Absenteeism Student Count</i>	<i>Total Enrollment</i>	<i>Chronic Absenteeism Rate</i>
23-24	Homeless	1,113	2,170	51.29
23-24	Plan 504	806	3,454	23.34
23-24	All Students	19,305	84,571	22.83

FINDINGS, PRIORITIES, AND PERFORMANCE GOALS

Doing Very Well...

- Graduation Plus indicators (college and career)
- Graduation Rate
- Recovery from COVID disruption
- Safety and Security

Opportunities for Improvement

- Student behavior
- Engagement/buy-in with disruptive students
- Subgroup participation/success in advanced classes
- Subgroup performance overall
- Supports (academic and non) for struggling students

Challenges

- Mental health/anxiety
- Chronic absenteeism
- Increasing/changing MLL population
- Appropriate rigor for SWD/PIP
- Growing number of PIP
- Teacher recruitment and retention
- Guardian/family engagement and support
- Parents/Guardians who feel ill-equipped to help children (15% of all who responded to Strategic Plan surveys)

Priorities

- **High achievement expectations for all students (Graduation Plus)**
 - Increase college and career readiness by expanding opportunities and removing barriers
 - Increase participation in high level courses and enrichment opportunities by underrepresented groups
 - Ensure SWD are challenged to meet their maximum potential
 - Do not relax rigor or expectations for students due to poverty or racial/ethnic makeup
 - Provide specialized interventions for vulnerable populations (PIP, SWD, ML) and high-need schools
- **Recruit, support and develop high-quality teachers (Recruit+Support+Development=High-Quality Admin)**
 - Continue to expand efforts to recruit, develop, and support teachers
 - Teachers need more breathing room and time to build relationships
 - Building positive relationships and developing a sense of belonging among students may help improve student behavior and teacher satisfaction and retention
 - Focus on teachers because administrators all begin their careers in the classroom
- **Positive relationships between and among staff, students, and families**
 - Create opportunities and develop strategies that build positive relationships among and between students, teachers, and families
 - Prioritize parent engagement and active participation in students' education
 - Utilize and expand partnerships/mentoring in support of students, particularly PIP
 - Ensure students have a sense of belonging, safety, and stability in their school environment
 - Teach interpersonal skills and the importance of listening to and understanding diverse perspectives while seeking common ground
 - Recognize that students' sense of belonging and developing relationships are thwarted by absenteeism.

VISION, MISSION, AND VALUES

Vision: All students inspired, supported, and prepared to reach their maximum potential.

Mission: We cultivate relationships with all students in order to connect them to engaging classes and meaningful experiences that build essential knowledge and skills, while developing characteristics that contribute to positive participation in a civil society.

Values: We believe...

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, administrators, and support staff who possess a growth mindset.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops lifelong learners who are empathetic, respectful, resilient, and act with integrity.
- Recognizing and appreciating the qualities that make every individual unique and providing an environment where all are welcomed, valued, and engaged fosters student learning, development, and well-being.
- Reading proficiency is a foundation of educational success.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Our education organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

THREE GOAL AREAS

Goal 1: Student Success

Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

Goal 2: Premier Workforce

Recruit, retain, and develop exemplary personnel in all positions.

Goal 3: Caring Culture and Environment

Provide a safe and healthy environment that promotes learning and respectful relationships.

Each school participates in the annual strategic planning process. The unit of analysis at the school level is the school portfolio, consisting of a demographic profile of the school, a data-based academic needs assessment, identification of desired academic outcomes, an action plan and professional development plan for achieving outcomes, and a plan for measuring results. School and classroom goals are aligned to the District Strategic Plan goals.

Directly related to the strategic planning process are the district's comprehensive, data-based performance assessment systems for the superintendent and for principals (PAS-A), teachers (PAS-T), instructional coaches (PAS-IC), media specialists, (PAS-MS), school counselors (PAS-SC), Title I facilitators (PAS-TIF), speech therapists (PAS-SLT). Each system has been designed to reflect the strategic plan goals and is based on a series of performance standards proven through research to define effective school leadership. Additionally, all principals are evaluated annually with the state's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

The district's budget process is governed by the District Strategic Plan. Budget requests and all budget items must be aligned with and support one or more strategic plan goals. Staff allocations and all program decisions are made with a focus on strategic plan goals.

Performance Goals

Goal Area 1 Student Success – Deliver High-quality curriculum, instruction and interventions that meet the needs of each student

- Performance Goal 1 - By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 69% (2023) to 79%.
- Performance Goal 2 - By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 86% (2023) to 90%.
- Performance Goal 3 - By 2029, the percentage of students who earn G+ will increase from 75% (2023) to 95%.
- Performance Goal 4* - By 2029, among elementary students identified as gifted, increase the percentage of those students in grades 3-8 scoring at the Exceeds level on SC READY in the area(s) of ELA and Math to 90%.
- Performance Goal 5* - By 2029, the number of Pupils in Poverty (PIP) enrolled in dual credit courses will double (compared to 2022-23).

* Indicates gifted goals. Notes that AP, Honors, and Dual Credit are the gifted programs of secondary grades

Though these seem to be skewed to secondary grades, the idea is that foundational shifts in the younger grades (and even preschool) can have a significant long-term impact on student success in these (and other) areas. As a result, these goals will include strategies around increasing the SC READY performance of grades 3-8.

Goal Area 2 Premier Workforce – Recruit, retain, and develop exemplary personnel in all positions

- Performance Goal 1 - 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators who are certified in the area in which they teach.
- Performance Goal 2 - Reduce teacher turnover by 0.5 percentage points annually through 2029.
- Performance Goal 3 - Reduce turnover in classified and hourly workgroups by 0.5 percentage points annually through 2029.

Goal Area 3 Caring Culture & Environment - Provide a safe and healthy environment that promotes learning and respectful relationships.

- Performance Goal 1 - Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
- Performance Goal 2 - By 2029, reduce the percentage of students who are chronically absent by 10 points.
- Performance Goal 3 - Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured by the number of visitors and volunteers such that by 2029, the baseline engagement measure will increase by 3-percentage points.

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other





Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal





(* required)

Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 69% (2023) to 79%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
AQA			Projected (HS)	71%	73%	75%	77%	79%
	69%	78%	Actual (HS)					

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.						
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Principal Supervisors 	TBD	TBD		Continue ▾
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Principal Supervisors 	TBD	TBD		Continue ▾
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e. incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Director of Elementary Support Director of Secondary Support 				Continue ▾ New Math Standards in place next year and will start once new standards are in place.
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.						
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Director of Elementary Support 	\$0	N/A		Finished ▾ Power Standards completed, working to ensure consistency across all grade levels/classrooms.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
		<ul style="list-style-type: none"> Director of Secondary Support Principals 				
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Director of Elementary Support Director of Secondary Support 	TBD Based on State Adoptions	TBD	→	<p>Continue ▾</p> <p>Curriculum maps updated to include power standards, reduced gaps in alignment from old to new standards, K and 1st grade moved to new math standards.</p>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Director of Elementary Support Director of Secondary Support 	\$0	N/A	→	<p>Continue ▾</p> <p>Completed professional development on data dives, PLCs, coaching, and Focus Schools process.</p>
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Principal Supervisors Director of Elementary Support Director of Secondary Support 	\$0	N/A	→	<p>Continue ▾</p> <p>These actions are taking place across the district including training in Principal/IC meetings. Classroom Mosaic includes a debriefing function for classroom learning walks that are now used.</p>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics Director of Elementary Support Director of Secondary Support School Principals 	\$0	N/A	→	<p>Continue ▾</p> <p>Data tracked and used in Classroom Mosaic to monitor and coach. Will begin expansion of planning professional learning district-wide, as with Focus Schools. Will include a feedback loop from a principal survey to design next steps.</p>
6. COGNIA IMPROVEMENT: Identify and implement resources to address the root causes for the	2024-2029	<ul style="list-style-type: none"> Associate Superintendent of Academics ELI Team 	\$0	N/A	→	<p>Continue ▾</p> <p>Working with various schools and Francis Marion University to procure and provide resources.</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
poor academic achievement of the identified subgroups.		<ul style="list-style-type: none"> · Director of Elementary Support · Director of Secondary Support · School Principals 				Updated focus and support guides to include root cause.
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.						
1. Analyze school and district data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Principal Supervisors · Principals 	\$0	N/A	→	<p>Continue ▾</p> <p>Focus school activities include professional development and coaching. Title 1 math cohort learning activities implemented. MS and HS implemented Standards Implementation Teams to create learning targets and activities in math content. Building Thinking Classrooms began.</p>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Principal Supervisors · Principals 	TBD	TBD	→	<p>Continue ▾</p> <p>Specialists receive feedback from PLCs, observations, Title 1 cohort, and math content meetings with instructional coaches.</p>
3. Ensure ongoing, continuous improvement of student achievement through the professional learning community process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Principal Supervisors · Principals 	\$0	N/A	→	<p>Continue ▾</p> <p>Principal / IC meetings focus on PD including Learning Labs.</p>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · School Principals 	TBD	General Fund / Special Revenue Funds	→	<p>Continue ▾</p> <p>Provide parents surveys, opportunity fairs, math curriculum nights, and feedback from parent input.</p>
5. Provide resources and workshops to help parents support their	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · School Principals 	TBD	General Fund / Special Revenue Funds	→	<p>Continue ▾</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
children's mathematical development at home.						

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal

(required)*

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 86% (2023) to 90%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
AQA			Projected	87%	88%	89%	90%	90%
	86%	88%	Actual					

Progress Check: 🕒 (Not Started), → (On-Track), ✖ (Off-Track), ✔ (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.						
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· Associate Superintendent of Academics · Principal Supervisors	\$0	N/A	→	Continue ▾ Developed each year.
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Associate Superintendent for Academics · Director of Elementary Support	TBD	General Fund	→	Continue ▾ Amira as a universal screener and targeted intervention support implemented; Heggerty phonics in 4K; LETRS training and implementation
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	· Associate Superintendent of Academics · Director of Elementary Support · Director of Secondary Support	\$0	N/A	→	Continue ▾ Use of MAP, Amira, I-Ready, MVPA, Classroom Mosaic to strengthen tier 1 instruction. Out-of-school opportunities provided for instructional support.
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy	2024-2029	· Associate Superintendent for Academics · Director of Elementary Support	\$0	N/A	→	Continue ▾ GCS tiered supports, pyramid of resources, allocation for interventions, ML co-teaching

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
skills for success while maintaining high achievement expectations for all students.		<ul style="list-style-type: none"> · Director of Secondary Support · Principal Supervisors 				training, SIOP training, Goalbook and Elevation used for scaffolding
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Director of Elementary Support · Director of Secondary Support · Principal Supervisor 	\$0	N/A	→	Continue ▾ G/T opportunities; Amira tutoring for students at all levels including advanced/complex achievement opportunities
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.						
1. Update the GCS Curriculum Maps to leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Director of Elementary Support · Director of Secondary Support 	\$160,000	General Fund (Currently Funded)	→	Continue ▾ Use of data dives, benchmark review, updated curriculum
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Director of Elementary Support · Director of Secondary Support 	\$0	N/A	→	Continue ▾
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics 	\$0	N/A	→	Continue ▾ Critical conversations, gap and trend analyses discussions
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics 	\$0	N/A	→	Continue ▾ Focus and Support meetings, Reading Horizons leadership team coaching sessions, Read180 intervention training, Amira reporting, Data dives, and MTSS notebooks
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics 	\$0	N/A	→	Continue ▾ Includes unit assessments, benchmarks, Reading Horizons' skills checks, and additional building of assessments and

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
						assignments around standards and DOKs
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Associate Superintendent of Academics	\$0	N/A	→	Continue ▾ Beginning to develop prerequisite skills, aligning standards from old to new based on gap analyses
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Associate Superintendent of Academics	\$0	N/A	→	Continue ▾ Curriculum maps and use in PLC implementation, after-lesson debriefs, critical conversations, ES training on unit overview and resources
8. Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and Child Development Center training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20 (SCDE Waiver)	20024-2025	· Associate Superintendent of Academics			→	Continue ▾ Expanded, inclusive early childhood by opening new sites The DSS licensing requirement by the state department will affect class size strategy.
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.						
1. Monitor data and adjust GCS Curriculum Maps to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Associate Superintendent of Academics	Varies by year	General Fund	→	Continue ▾ Curriculum map adjusted throughout the year to include these components

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
2. Provide curriculum resources to integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Associate Superintendent of Academics	\$0	N/A	→	Continue ▾ Continuously updating and reinforcing the disciplinary literacy integration
3. Provide resources for differentiated support and acceleration for all students.	2024-2029	· Associate Superintendent of Academics	Varies by year	General Fund & Special Revenue	→	Continue ▾ ELA tiers of support, such as No Red Ink, Amira, I-Ready, etc.
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Associate Superintendent of Academics	\$0	N/A	→	Continue ▾ PLC training and outcomes, district-designed unit assessments
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Associate Superintendent of Academics	\$0	N/A	→	Continue ▾ Classroom Mosaic, coaching logs
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. a. Online testing waiver allows some students to be assessed using paper/pencil tests (SCDE Waiver)	2024-2029	· Associate Superintendent of Academics	Varies by year	General Fund	→	Continue ▾ Curriculum Maps and adopted curriculum, YouTube, Amira, DiscoveryEd, etc.
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.						
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2024	· Associate Superintendent of Academics · Principal Supervisors · School Principals	TBD	General Fund Special Revenue	→	Continue ▾ Specialists support in schools, literacy meetings, LETRS training including stipends and 4K inclusion
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Associate Superintendent of Academics			→	Continue ▾ PLC training and implementation, Principal/IC meetings, Mentoring rounds with secondary teachers, targeted support with teachers new or in need (Gate, international, and targeted support for others)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Director of Secondary Support 	\$0	N/A	→	<div style="text-align: right;">Continue ▾</div> Professional development
4. Provide coaching for teachers and administrators in how to monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Principal Supervisors · School Principals 	\$0	N/A	→	<div style="text-align: right;">Continue ▾</div> Focus and support meetings
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent of Academics · Director of Elementary Support · Director of Secondary Support · Principal Supervisors · School Principals 	\$0	N/A	→	<div style="text-align: right;">Continue ▾</div> Goalbook training, ML SPED, G/T specific training

GOAL AREA 1 – Performance Goal 3





Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal





(* required)

Performance Goal 3: By 2029, the percentage of graduates who earn G+ will increase from 75% (2023) to 95%.

Interim Performance Goal: Meet annual targets below.

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
AQA (GCSource)			Projected	79%	83%	87%	91%	95%
	75%	81%	Actual					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.						
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	· Executive Director of Academic Innovation and Technology	\$0	N/A		Continue ▾ SchoolLinks for secondary, scope and sequence in the Counselor Hub, Post-Secondary resources
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	· Executive Director of Academic Innovation and Technology · Executive Director of Strategic Communications	\$0	N/A		Continue ▾ Partnership with GVL Tech, Chamber LAUNCH GVL, CDFs provide resources
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	· Executive Director of Academic Innovation and Technology	\$0	N/A		Continue ▾ Scope and sequence continues to be expanded, virtual shadowing
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	· Assistant Superintendent for School Leadership - Secondary and CTE · Coordinator of Community Collaboration	\$0	N/A		Continue ▾ Work-based Learning opportunities, Lunch and Learns, partnerships with Bosch, Michelin, and others to provide

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
						industry resources, pathway advisory teams
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.						
1. Standardize district-wide course progression requirements for all core content courses. a. Exemption of Physical Education in MS under specific, special circumstances (SCDE Waiver)	2025-2026	· Executive Director of Academic Innovation and Technology	\$0	N/A	→	Continue ▾ Began development of standardization including an RFP for CTE support, beginning to expand the use of SchoolLinks
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework. a. Exemption from the 120-hour seat time requirement to implement a Credit by Exam System (SCDE Waiver)	2024-2029	· Executive Director of Academic Innovation and Technology	\$0	N/A	→	Continue ▾ Gap analysis in pathway progression, working to standardize prerequisites and course sequencing
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	· Executive Director of Academic Innovation and Technology	\$0	N/A	→	Continue ▾ Beginning to enhance reporting in PowerSchool and SchoolLinks.
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.						
1. Provide district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	· Executive Director of Academic Innovation and Technology	\$0	N/A	→	Continue ▾ PLCs each month with counselors
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	· Assistant Superintendent for School Leadership - Secondary and CTE	\$0	N/A	→	Continue ▾ Partnership with the Chamber, OnTrack, United Way, and GVL Tech partnerships - HVAC and electricity expansion
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	· Executive Director of Academic Innovation and Technology	\$0	N/A	→	Continue ▾ Quarterly meetings to expand dual enrollment, use of multi-measures,

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
		· Executive Director of Strategic Communications				customized enrollment procedures to support students
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	· Executive Director of Academic Innovation and Technology			→	<div style="text-align: right;">Continue ▾</div> Occurs at Greenville HS each year
5. COGNIA IMPROVEMENT: Audit the admission and instructional practices of the upper-level courses to ensure equity.	2024-2025	· Director of Accountability and Quality Assurance	TBD	GF	→	<div style="text-align: right;">Continue ▾</div> Moved to the second phase of the audit.

GOAL AREA 1 – Performance Goal 4

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other





Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal




(* required)


Performance Goal 4: By 2029, among elementary students identified as gifted, increase the percentage of those students achieving at or above the 93rd National Percentile Rank (NPR) in grades 3-8 scoring at the Exceeds level on SC READY in the area(s) of ELA and Math identification (ELA and/or Math) to 90%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Innovation & Tech Office			Projected Math	75%	79%	83%	87%	90%
	71%	74%	Actual Math					
			Projected ELA	75%	79%	83%	87%	90%
	85%	84%	Actual ELA					

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Provide opportunities for all qualified students to demonstrate giftedness and engage in gifted programming.						
1. Provide differentiated curricula and materials to address the unique learning needs of gifted students, including accelerated pacing, in-depth explorations, and advanced projects.	2025-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Advanced Academic Programs Coordinator 				<div style="text-align: right;">Continue ▾</div> Curriculum maps, Advanced Projects Embedded, Select STEAM focus, Communication & Integrated Arts (Grade 3), Hands-on Equations and Fractions at ES
2. Ensure activities that foster giftedness are embedded in K4 and K5 classrooms as part of constructive play.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Advanced Academic Programs Coordinator 				<div style="text-align: right;">Continue ▾</div> Curriculum map includes scope and sequence for accelerated learning including constructive play and learning modules
3. Ensure all early childhood and primary students have access to a curriculum that develops GT competencies.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Advanced Academic Programs Coordinator 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Updating and aligning gifted resources and supports to curriculum maps, Early grades enrichment

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
		· Director of Elementary Support				
4. Explore and implement a new system for students and parents requesting advanced placement courses.	2024-2026	· Associate Superintendent for Academics · Advanced Academic Programs Coordinator				Continue ▾ Will begin exploration identifying tools for greater student access.
Action Plan for Strategy #2: Ensure clear communication among teachers, parents and students to provide all eligible students the opportunity to participate in advanced level coursework.						
1. Encourage collaboration between general education and gifted education teachers to share insights and strategies for supporting gifted students with diverse needs.	2024-2029	· Associate Superintendent for Academics · Advanced Academic Programs Coordinator	\$0	N/A	→	Continue ▾ Sections on G/T during IC/Prin meetings, Solution Tree PLC format for advanced learning, Content/Grade level G/T references for teacher planning
2. Increase parent and student awareness of opportunities for participating in advanced courses.	2024-2029	· Associate Superintendent for Academics · Advanced Academic Programs Coordinator · Executive Director of Strategic Communications	TBD	None	→	Continue ▾ Advanced Academics Website Updated, Incorporate in Individual Graduation Plan criteria levels for G/T access
3. Update pathways to include alternative avenues to college/career ready opportunities for those excelling in grade level coursework.	2025-2029	· Associate Superintendent for Academics · Advanced Academic Programs Coordinator	\$0	N/A	→	Continue ▾ Expanding dual enrollment, access to AP and Dual Enrollment courses, transportation to courses, Exploring virtual offerings
4. Standardize prerequisite criteria for advanced courses, allowing equitable opportunities.	2025-2029	· Associate Superintendent for Academics · Advanced Academic Programs Coordinator	\$0	N/A	→	Continue ▾ ES and MS standardization implemented, HS to follow

GOAL AREA 1 – Performance Goal 5





Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal




(required)*

Performance Goal 5: By 2029, the number of Pupils in Poverty (PIP) enrolled in dual credit courses will double (compared to 2022-23).




Interim Performance Goal: Meet annual targets below.

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected	631	736	841	946	1,052
	526	641	Actual					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit courses.						
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Advanced Academic Programs Coordinator 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Local G/T criteria in qualifying elementary schools
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Advanced Academic Programs Coordinator 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Exploring criteria for DE courses
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	<ul style="list-style-type: none"> Associate Superintendent for Academics Executive Director of Academic Innovation and Technology Advanced Academic Programs Coordinator Coordinator of Community Collaboration 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Accelerate U developed to assist students, Expressway to Tigertown,

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Advanced Academic Programs Coordinator 	\$0	N/A	→	Continue ▾ Accelerate U partner schools provide resources, student pathways to an associates' degree, peer-mentoring
5. Develop a campaign to promote the benefits of advanced academic courses to first-generation college students.	2025-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Advanced Academic Programs Coordinator · Executive Director of Strategic Communications 	\$0	N/A	→	Continue ▾ Accelerate U strategies and outcomes
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<ul style="list-style-type: none"> · Executive Director of Academic Innovation and Technology · Advanced Academic Programs Coordinator 			→	Continue ▾ Embedded in the IGP process, and scope and sequence - grade level and classroom presentations
7. Use the Individualized Graduation Plan (IGP) process as an opportunity to discuss G+ and dual credit with students and families	2025-2029	<ul style="list-style-type: none"> · Director of School Counseling 			→	Continue ▾ Targeted counselor training, Developing an IGP manual
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.						
1. High school counseling departments will be trained on Accuplacer readiness test administration.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Director of School Counseling 	\$0	N/A	→	Continue ▾ Greenville Tech partnership training and test admin oversight
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Director of School Counseling 	\$0	N/A	→	Continue ▾ Schedules developed for schools with Greenville Tech support
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.						

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Director of School Counseling 	TBD	N/A		<p>Continue ▾</p> <p>Completing a study now to determine what changes to implement as training is developed</p>
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics · Executive Director of Academic Innovation and Technology · Director of School Counseling · Executive Director of Strategic Communications 	TBD	N/A		<p>Continue ▾</p> <p>Partner presentations, college fairs, IGP, SPED Road to Possibilities and other opportunity fairs, awareness of college and post-secondary life, Hispanic awareness of opportunity and access</p>
3. Collaborate with Interhigh Council on ways to promote advanced coursework and dispel misconceptions among students and families.	2024-2029	<ul style="list-style-type: none"> · Associate Superintendent for Academics 	\$0	N/A		<p>Continue ▾</p> <p>Presentations around CTE, Fine Arts, dual credit, college access.</p>

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other





Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal





(* required)

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators who are certified in the area in which they teach.


Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected	100%	100%	100%	100%	100%
	100%	100%	Actual					

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.						
1. Develop communication that principals can share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Director of Professional Employment · Principal · Assistant Superintendent · Communications Team 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> <p>A communication plan will be established that principals can share.</p>
2. Partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Director of Professional Employment · Employee Relations Specialist · Communications Team 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> <p>A continued focus will be on expanding partnerships that support education as a profession.</p>
3. Determine the availability of external/grant funding to support GCS students who want to enter the teaching profession.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Communications Team · Accountability Team 	\$0	N/A		<div style="text-align: right;">Continue ▾</div>
4. Identify quality classroom aides who are interested in pursuing a	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer 	\$0	N/A		<div style="text-align: right;">Continue ▾</div>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
teaching certificate and connect them with appropriate certification programs and financial aid opportunities..		<ul style="list-style-type: none"> · Director of Professional Employment · Manager of Classified Employees 				
Action Plan for Strategy #2: Identify and expand recruitment events and community outreach programs that have been most successful in recruiting highly qualified candidates.						
1. Track and report data on where the district has been successful in recruiting diverse candidates by pulling HR reports.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Recruiters 	\$0	N/A	→	Continue ▾ HR Report pulled annually to determine source of hires.
2. Utilize HR reporting data to identify which programs the district should expand.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Recruiters 	\$0	N/A	→	Continue ▾ Data reviewed annually.
3. Continue to expand with middle and high school students early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Chief HR Officer 	\$0	N/A	→	Continue ▾ Growth of internal reach to students and continued expansion of external partnerships.
4. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Chief HR Officer · Professional Development Team 	\$0	N/A	⌚	Continue ▾ Work with Professional Development team members to establish information.
5. Work with Teacher Forum to promote teaching as a career choice and pathways to becoming a teacher.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Chief HR Officer · Teacher Forum Group 	\$0	N/A	⌚	Continue ▾ Committee to be formed with Teacher Forum members who will be asked to assist with this project
6. Ongoing public campaign about the benefits and the need for highly qualified educators.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Chief HR Officer · Communications Team 	\$0	N/A	⌚	Continue ▾ Partner with the internal Communications team to execute on a strategy for public campaigns.
7. Identify and work with a committee of alternative pathway educators who can assist with strategies to recruit candidates outside the traditional education pathway.	2024-2029	<ul style="list-style-type: none"> · Director of Professional Employment · Chief HR Officer · Professional Development Team 	\$0	N/A	⌚	Continue ▾ Partner with the Professional Development team to identify potential committee members and facilitate the partnership.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
8. Partner with organizations that serve underrepresented employee subgroups to connect them with supports and resources that promote education as a profession.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Communications Team · Director of Professional Employment 	\$0	N/A		<div style="text-align: right; margin-bottom: 5px;">Continue ▾</div> Work with our Communications team and outside community partners to identify opportunities to connect with potential candidates.

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other





Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal





(* required)

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected	11.60%	11.10%	10.60%	10.10%	9.60%
	10.42%	10.05%	Actual					

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Benchmark schools with exemplary retention rates; partner with those principals to determine best practices that can be shared and implemented at other locations.						
1. Improve and expand existing methods for tracking teacher exit survey data.	2024-2029	· Chief HR Officer · Director of Professional Employment · Manager, HR Systems	\$0	N/A		Continue ▾ HR team will expand and develop parameters for tracking teacher turnover.
2. Review teacher exit survey data with principals and assistant superintendents annually.	2024-2029	· Chief HR Officer · Director of Professional Employment · Principals · Assistant Superintendents	\$0	N/A		Continue ▾ Continue tracking teacher exit survey data.
3. Meet with Teacher Forum to gain insight on retention strategies.	2024-2029	· Chief HR Officer · Principals · Assistant Superintendents	\$0	N/A		Continue ▾ Meet with the Teacher Forum annually to discuss retention strategies, ongoing focus.
4. Create retention plans with principals and assistant Superintendents utilizing data from exit survey information and feedback from Teacher Forum.	2024-2029	· Chief HR Officer · Principals · Assistant Superintendents	\$0	N/A		Continue ▾ Ongoing focus with Principals and Assistant Superintendents.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
5. Leverage community partnerships to focus on appreciation, and a positive perception of the teaching profession.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Principals · Communications Team 	\$0	N/A	→	<p>Continue ▾</p> <p>Work with community leaders to expand information on being an educator, increase public focus on celebrating teachers.</p>
Action Plan for Strategy #2: Create a committee of teachers and district staff that will develop a resource guide for teachers.						
1. Identification of teachers and district staff who are willing to participate on this committee. Will be reviewed annually for continued interest and new members.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Associate Superintendent Academics · District Leaders 	\$0	N/A	→	<p>Continue ▾</p> <p>Invitations to teachers on who are active members of the Teacher Forum have been sent. The committee will meet on an ongoing basis to discuss topics that will assist teachers in acclamation, resources identification, and support.</p>
2. The committee will create a district-wide resource guide which may also be added to by school for new teachers.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Associate Superintendent Academics · District Leaders 	\$0	N/A	🕒	<p>Continue ▾</p> <p>The resource guide will be created and reviewed annually for additions of new information.</p>
3. Share feedback from the committee with principals that will assist them in creating a positive culture where teachers want to be and stay.	2024-2029	<ul style="list-style-type: none"> · Chief HR Officer · Associate Superintendent Academics · District Leaders 	\$0	N/A	🕒	<p>Continue ▾</p> <p>HR and Assistant Superintendents will work with Principals to utilize feedback from the committee.</p>

GOAL AREA 2 – Performance Goal 3

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal

(required)*





Performance Goal 3: Reduce turnover in classified/hourly workgroups by 0.5 percentage points annually through 2029.




Interim Performance Goal: Meet annual targets below.



Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (Classified*)	12.88%	12.38%	11.88%	11.38%	10.88%
	13.38%	12.53%	Actual (Classified*)					
			Projected (Hourly&)	24.52%	24.02%	23.52%	23.02%	22.52%
	25.02%	22.20%	Actual (Hourly&)					

* Classified includes aides, bookkeepers, clerks, full-time substitutes, interpreters, nurses, secretaries, and computer technicians

& Hourly includes bus aides, bus drivers, custodians, dispatchers, FANS assistant managers, FANS operators, groundskeepers, head custodians, maintenance, on-call transportation drivers and aides, plant engineers, transportation safety officers, and warehouse

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Track and compare turnover rates year after year to identify areas of focus.						
1. HR will create a tool for tracking turnover in hourly work groups that provides year over year comparison.	2024-2029	· Chief HR Officer · Manager, HR Operations · Manager, HR Systems	\$0	N/A		Continue ▾ HR will create a tool that tracks hourly work group turnover by group and locations.
2. Review exit survey data with operations teams and assist with implementing retention plans.	2024-2029	· Chief HR Officer · Manager, HR Operations · Operations Department Leaders	\$0	N/A		Continue ▾ Create retention plans with Building and Operations leaders.
3. Partner with Upbeat to implement a district-wide engagement survey to include hourly work groups.	2024-2029	· Chief HR Officer · Manager, HR Operations · Operations Department Leaders	\$0	N/A		Continue ▾ Implementation of a district wide engagement survey which includes all work groups.
Action Plan for Strategy #2: Continue training of highly skilled employees to mentor entry level team members.						

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
1. Identify highly skilled team members who are looking for growth opportunities, expanding their training to mentor new employees.	2024-2029	<ul style="list-style-type: none"> · Manager, HR Operations · Operations Leaders 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Training will be developed by Operations Leaders and implemented with identified employees.
2. Operational Leaders will develop and expand mentor training.	2024-2029	<ul style="list-style-type: none"> · Manager, HR Operations · Operations Leaders 	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Training will be developed by Operations Leaders and implemented with identified employees.

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal (required)*



Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
AQA			Projected	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.						
1. Establish a district framework for each school level (ES, MS, HS) based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· Deputy Superintendent	\$0	N/A		<div style="text-align: right;">Continue ▾</div> Schools at each level have a disciplinary framework consistent with Policy JCDA. Our next step is to bring appropriate consistency to these frameworks.
2. Establish consistency in teaching and reinforcing expectations and	2024-2029	· MTSS Coordinator and Behavior Coordinators	\$0	N/A		<div style="text-align: right;">Continue ▾</div>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
building positive relationships, while allowing custom, school-based programming to meet this goal.		· Principals				Leader in Me, Conscious Discipline, Capturing Kids Heart, character development like Character Strong (used in MS), PBIS
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using appropriate practices and expanded opportunities for family engagement.	2024-2029	· Principals	\$0	N/A	→	Continue ▾ BOY superintendent summit topics and speaker, EVOLVE, communication department support, calendar based on factors associated with various religious holidays
4. Provide training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· MTSS Coordinator and Behavior Coordinator · GATE and Induction	\$0	N/A	→	Continue ▾ Conscious Discipline, Trauma-Informed Practices; Induction, 1st year teachers, and GATE training on classroom management and relationship building, Behavior Intervention Coordinator supported these strategies, crisis prevention, etc.
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Principals and School Team · Dir AQA · MTSS Coordinator	\$0	N/A	→	Continue ▾ Periodic training, video segments, and expansion of EWRS capabilities occurring. Administering Rally Well-Being Survey and related PD based on analysis.
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Director of School Counseling · MTSS Coordinator · Principals	\$0	N/A	→	Continue ▾ Character education curriculum implemented, classroom-based counseling, individual and small group counseling
7. COGNIA IMPROVEMENT: Implement and monitor the social-emotional curricular	2024-2029	· MTSS Coordinator	TBD	TBD	→	Continue ▾ Mental Health Pilot, Trauma-Informed and ACES Training; Character Resilience

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
implementation across the district's institutions.						Education; district-made advisory lessons; counselor-led class, small-group, and one-on-one; school-initiated activities (Leader In Me, Character Strong)
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.						
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Principals	\$0	N/A	→	Continue ▾ Backpack, School Messenger, Websites
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· MTSS Coordinator · Principal	\$0	N/A	→	Continue ▾ Mental health pilot (family nights, themes), Trauma-Informed Practices and ACES training, increased comm around student performance (e.g., AMIRA Univ Screening)
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences, including at the middle school level and in the IGP process.	2024-2029	· Director of School Counseling · Principals	\$0	N/A	→	Continue ▾ PLC counselor training on these topics, wellness survey, staff induction, international, and GATE, SPED, and ML training on how to have an effective P/T conferences, HITT service for communications
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.						
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Principals	\$0	N/A	→	Continue ▾ Pupil Activity Account to provide these opportunities, HS 8th grade trips to review courses, clubs, etc.
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Principals	\$0	N/A	→	Continue ▾ Leadership clubs/classes, Student Council, Safety Teams, School News Shows, HS Leadership 1 and 2 courses

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Coordinator of Community Collaboration	\$0	N/A	→	Continue ▾ Working with USC Department of Psychology and Mentor Upstate to design effective school-based mentoring
Action Plan for Strategy #4: Reduce infractions by students for Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior through analysis of data patterns related to infractions and targeted programmatic actions.						
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Student Services · Principals	\$0	N/A	🕒	Continue ▾ Policy, Incidents application, will expand district-wide training
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· District · OnTrack Team · School · OnTrack Teams	\$0	N/A	🕒	Continue ▾
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· Principals · District Behavior Interventionists	\$0	N/A	🕒	Continue ▾ Classroom mgt PD, Deescalation Training
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Principals · MTSS Coordinator	\$0	N/A	→	Continue ▾ Mental Health Pilot include Tier 1 and 2 supports
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Principals · MTSS Coordinator and District Behavior Interventionists	\$0	N/A	→	Continue ▾ OnTrack Facilitator training on Tiered Interventions and Goalbook,

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other

Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal (* required)


Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected	22%	20%	18%	16%	14%
	24%	23%	Actual					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Ensure implementation of a model framework for proactive monitoring, communication, and intervention for students with chronic absenteeism						
1. Update the parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> · General Counsel · Student Services · School Administration 	\$0	N/A		<div style="text-align: right; margin-bottom: 5px;">Continue ▾</div> Parent note policy updated for 24/25. Implemented My Prime program to reduce the number of absences while waiting for admission into alternative program. Skipper will meet with alternative program admins to further reduce wait time for students to start alternative

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
						programs after assignment is made by hearing officer.
2. Convene social workers, attendance clerks, administrators, and OnTrack facilitators from schools with low absenteeism to determine best practices.	2024-2025	<ul style="list-style-type: none"> Student Services and Social Work 	\$0	N/A	→	<p>Continue ▾</p> <p>Met with attendance clerks at start of the year to provide updates on policy and Backpack changes. Provided attendance intervention refresher to social workers and attendance supervisors. Attendance intervention training provided through Summer Academy, new clerk trainings and refreshers. Offered training on attendance intervention to OnTrack facilitators in 23-24 school year. Not yet provided for 24/25.</p>
3. Establish, distribute, and provide training to implement the model framework in all schools and ensure the implementation of strategies.	2024-2025	<ul style="list-style-type: none"> Executive Director of Student Services Executive Director of Strategic Communications Assistant Superintendents of School Leadership 	\$0	N/A	🕒	<p>Continue ▾</p>
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.						
1. Enhance Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2025	<ul style="list-style-type: none"> ETS Student Services School Administration 	\$0	N/A	→	<p>Continue ▾</p> <p>Updated Backpack to send quarterly chronic absenteeism notices to parents via automated emails and phone calls.</p>
2. Develop additional focused interventions for schools with high absentee rates, including implementing required training for Attendance Interventionists.	2024-2025	<ul style="list-style-type: none"> ETS Student Services School Administration 	1.0 FTE Attendance Interventionist (Title I Middle Schools)	N/A	→	<p>Modified ▾</p> <p>Obtained grant and hired 2 Attendance Interventionists to work at High schools with 2 high chronic absenteeism rates.</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
						Implemented “Making Cents Program” (a financial literacy intervention program with a focus on attendance and how education impacts earning potential.
3. A team from ETS, Student Services, and Administration will refine the Attendance Intervention Plan process, including clear responsibilities and training.	2024-2025	<ul style="list-style-type: none"> ETS Student Services School Administration 	\$0	N/A	→	<div style="text-align: right;">Continue ▾</div> Ongoing collaboration with Backpack team to improve Backpack Truancy and the intervention plan process
Action Plan for Strategy #3: Develop and implement a proactive approach to increase attendance rates.						
1. Develop and broadly communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> Executive Director of Strategic Communications Attendance Services 	\$0	N/A	✓	<div style="text-align: right;">Finished ▾</div> Updated Backpack to send quarterly chronic absenteeism notices to parents via automated emails and phone calls.
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> Coordinator for Community Collaboration 	\$0	N/A	→	<div style="text-align: right;">Continue ▾</div> Ongoing collaboration with community partners
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	<ul style="list-style-type: none"> Executive Director of Strategic Communications Director of Nursing School Administration 	\$0	N/A	🕒	<div style="text-align: right;">Continue ▾</div>

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* District Priority Gifted & Talented: Academic Gifted & Talented: Artistic Gifted & Talented: Social and Emotional Gifted & Talented: Other





Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal




(required)*







Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, by the number of visitors and volunteers such that by 2029, the baseline engagement measure will increase by 3-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District	317,534	327,060	336,872	346,978	357,387
	N/A	308,285	Actual (District					

Progress Check:  (Not Started),  (On-Track),  (Off-Track),  (Finished)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.						
1. Increase parent and guardian utilization of Backpack	2024-2029	· School Administration · Executive Director of Strategic Communications	\$0	N/A		Continue ▾
2. Develop and implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Executive Director of Strategic Communications	\$0	N/A		Continue ▾
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Principals · ETS	\$0	N/A		Expanded out of school Wi-fi, Hot Spots for home Continue ▾

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Progress Check	Indicators of Implementation
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.						
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> · School and District Leadership · Coordinator for Community Collaboration 	\$0	N/A		Continue ▾
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> · School and District Leadership · Coordinator for Community Collaboration 	\$0	N/A		Continue ▾ Ongoing partnership development focused on barriers, including expansion of LaunchGVL and multi-sector partnership collaborative planning
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> · School and District Leadership · Coordinator for Community Collaboration 	\$0	N/A		Continue ▾ Ongoing collaboration with school leadership and connections to community
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.						
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<ul style="list-style-type: none"> · Executive Director of Strategic Communications · School Leaders 	\$0	N/A		Continue ▾
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> · Attendance Team · School Leaders 	\$0	N/A		Continue ▾
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> · Principals 	\$0	N/A		Continue ▾ Mandated by law

2025 District Summer School Program Sites Identification

District Name: Greenville County Schools

District Summer School Contact: Tara Dean and Austin Greene

Contact's Phone Number: 864-355-3081 (Tara) and 864-355-8880 (Austin)

Contact's Email Address: tadean@greenville.k12.sc.us and ahgreene@greenville.k12.sc.us

NO SUMMER SCHOOL PROGRAM SITES

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
 - 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
AJ Whittenberg (HOST SITE)	DemonD Criss	dcriss@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Berea Elementary (HOST SITE)	Tom Miller	twmiller@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Bryson Elementary (HOST SITE)	Tracey Abney	tdabney@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Buena Vista (HOST SITE)	Dave Burgess	deburgess@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Chandler Creek (HOST SITE)	Cassandra Davis	cldavis@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Cherrydale (HOST SITE)	Sharolyn Simmons	snsimmons@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Ellen Woodside (HOST SITE)	Shawn McCain	smccain@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Heritage (HOST SITE)	Heather Hester	hhester@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Lake Forest (HOST SITE)	Julie Cooke	jcooke@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Mauldin (HOST SITE)	Jennifer Dodds	jdodds@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Monarch (HOST SITE)	Stephanie Hydrick	shydrick@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Monaview (HOST SITE)	Stephen Hampton	shampton@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Mountain View (HOST SITE)	Jennifer Gibson	jjgibson@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Plain (HOST SITE)	Debbie Mihalic	dmihalic@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Sara Collins (HOST SITE)	Melissa Burns	mmburns@greenville.k12.sc.us	Read to Succeed	YES	Elementary

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Summit Drive (HOST SITE)	Jennifer Woody	jwoody@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Taylor's Elementary (HOST SITE)	Heather Dye	hdye@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Thomas E. Kerns (HOST SITE)	Loren Pessolano	lpessolano@greenville.k12.sc.us	Read to Succeed	YES	Elementary
Beck Academy (HOST SITE)	Gary McCartney	gmccartney@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Berea Middle (HOST SITE)	Michelle McClellan	mmcclellan@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Bryson Middle (HOST SITE)	Taurie Thomason	tsthomason@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Greer Middle (HOST SITE)	Willie McCray	wmccray@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Lakeview Middle (HOST SITE)	JR Reid	jrreid@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Tanglewood Middle (HOST SITE)	Amanda LeBlanc	aleblanc@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Woodmont Middle (HOST SITE)	Lauren Johnson	lejohnson@greenville.k12.sc.us	Promotion in grades 1-8	YES	Middle
Berea High School (HOST SITE)	Mike Noel	mnoel@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Blue Ridge High (HOST SITE)	Ben Ludwick	bludwick@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Carolina High (HOST SITE)	Nena Stone	nstone@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Eastside High (HOST SITE)	Brandon Prevett	bprevett@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Fountain Inn High (HOST SITE)	Aaron Shaw	akshaw@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Greenville High (HOST SITE)	Dylan Hudson	dyhudson@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Greer High School (HOST SITE)	Andrew Baker	abaker@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Hillcrest High (HOST SITE)	Corey Collington	ccollington@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
JL Mann Academy (HOST SITE)	Shannon Gibson	sgibson@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Mauldin High (HOST SITE)	Mike Peake	jmpeake@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Riverside High (HOST SITE)	Jonathan Duty	jduty@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Southside HS (HOST SITE)	Eric Means	emeans@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Travelers Rest High (HOST SITE)	Dan Bruce	wobruce@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Wade Hampton High (HOST SITE)	Carlos Grant	ccgrant@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Woodmont High (HOST SITE)	Shavoyae Brown	shabrown@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
Alternate Programs (HOST SITE)	Stephanie Yarbrough	syarbrou@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High
MSAP/HSAP (HOST SITE)	Latonia Copeland	lcopeland@greenville.k12.sc.us	Initial HS Credit, Credit Recovery	YES	High

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2025. If you have any questions, contact Clint Palmer at 803-734-6010 or by e-mail at cpalmer@ed.sc.gov.

GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

DISTRICT:

GT INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED POLICIES AND PRACTICES

Directions: Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISITIC
The district utilizes state identification of gifted and talented students for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12	X	X
The district utilizes trial placement (1 year conditional placement) for:	grades 1-2		
	grades 3-5		
	grades 6-8	X	
	grades 9-12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1-2		
	grades 3-5	X	
	grades 6-8		
	grades 9-12		
The district utilizes a formal withdrawal policy for:	grades 1-2		
	grades 3-5	X	
	grades 6-8	X	
	grades 9-12	X	

DISTRICT:

INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic				X	X	X	X	X	X	X	X	X	X
Artistic				X	X	X	X	X	X	X	X	X	X
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic				X	X	X	X	X	X	X	X	X	X
Artistic				X	X	X	X	X	X	X	X	X	X

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pullout Program, Special School	Teacher Created	X				
4	Pullout Program, Special School	Teacher Created	X				
5	Pullout Program, Special School	Teacher Created	X				
6	Special Class, Special School	Teacher Created		X			
7	Special Class, Special School	Teacher Created		X			
8	Special Class, Special School	Teacher Created		X			
9	Special Class	Teacher Created		X	X		
10	Special Class	Teacher Created		X	X		
11	Special Class	Teacher Created		X	X		
12	Special Class	Teacher Created		X	X		

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: (3-8)Audition-based after school program, (9-12) Special classes

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER Creative Writing
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used	X	X	X	X	X	X
4	Curriculum Used	X	X	X	X	X	X
5	Curriculum Used	X	X	X	X	X	X
6	Curriculum Used	X	X	X	X	X	X
7	Curriculum Used	X	X	X	X	X	X
8	Curriculum Used	X	X	X	X	X	X
9	Curriculum Used	X	X	X	X	X	X
10	Curriculum Used	X	X	X	X	X	X
11	Curriculum Used	X	X	X	X	X	X
12	Curriculum Used	X	X	X	X	X	X

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
State criteria and procedures are followed by Greenville County Schools for identification and placement into GTA and GTR programs.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

SC Gifted and Talented Programs

Qualification Criteria

South Carolina's gifted and talented programs are established by SC [Regulation 43-220](#) and guided by the [SC Department of Education](#).

All students enrolled in a South Carolina public school participate in universal gifted and talented (GT) screening in Grade 2 via the Cognitive Abilities Test (CogAT) and Iowa Assessment (IA). The CogAT measures natural aptitude and reasoning while the Iowa Assessment measures achievement in reading and math. Both assessments are nationally normed and are used to provide **initial** data for GT qualification; students will have [additional opportunities](#) to qualify for GT services in Grades 3-12. Students must meet criteria to qualify for gifted services via Option 1 or Option 2 as described in the chart below:

SC Gifted and Talented Identification Criteria																								
Qualification	Dimension A: Aptitude	Dimension B: Achievement	Dimension C: Performance																					
Option 1: GT-96	A composite (total) score of 96% APR* or greater from a SC SDE* approved full-scale aptitude assessment.	Not required	Not required																					
Option 2: <i>A qualifying score in <u>two different dimensions</u> (A, B, or C).</i> GT-AB GT-AC GT-BC	A score of 93% APR* or greater in <u>one</u> of the following sections of a SC SDE* approved aptitude assessment: Verbal /Nonverbal /Quantitative /Composite <hr/> SC Approved Assessments: Cognitive Abilities Test (CogAT) or other national aptitude assessment on SC SDE* approved list. <i>Aptitude assessment scores are valid for five years.</i>	A score of 94% NPR* or greater in <u>one</u> of the following sections of a SC SDE* approved achievement assessment: Reading Comprehension / Total Math <hr/> SC Approved Assessments: Iowa Assessments, NWEA MAP, or other national achievement assessment on SC SDE* approved list. SC Ready is approved but uses GT cut scores set annually by the SC SDE*. <div style="text-align: center;"> 2024 GT Cut Scores <table border="1"> <thead> <tr> <th>GR</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr><td>3</td><td>625</td><td>647</td></tr> <tr><td>4</td><td>683</td><td>646</td></tr> <tr><td>5</td><td>735</td><td>700</td></tr> <tr><td>6</td><td>752</td><td>680</td></tr> <tr><td>7</td><td>800</td><td>691</td></tr> <tr><td>8</td><td>798</td><td>720</td></tr> </tbody> </table> </div> <i>Achievement assessment scores are valid for two years.</i>	GR	ELA	Math	3	625	647	4	683	646	5	735	700	6	752	680	7	800	691	8	798	720	Performance is evaluated only if Dimension A or B criteria has been met. <hr/> SC Approved Measures: Elementary - SC Performance Tasks Grade 2: 16/20 in Verbal or Nonverbal Grade 3: 18/20 in Verbal or Nonverbal Grade 4: 16/20 in Verbal or 22/28 in Nonverbal Grade 5: 18/20 in Verbal or 25/28 in Nonverbal Secondary - GPA Beginning in Grade 6, the previous year's end-of-year unweighted GPA of 3.75 or greater in the four <u>core</u> subjects is used. This equates to four A's or three A's/one B in ELA, math, science, and social studies. <i>Performance scores are valid for one year.</i>
GR	ELA	Math																						
3	625	647																						
4	683	646																						
5	735	700																						
6	752	680																						
7	800	691																						
8	798	720																						
* SC SDE = SC State Department of Education, APR = Age Percentile Rank, GPR = Grade Percentile Rank, NPR = National Percentile Rank																								
Notes:	<ul style="list-style-type: none"> Neither private testing nor assessment scores taken prior to Grade 2 can be accepted to identify and place students in SC GT programs. Students who participated in gifted classes in another state must meet SC GT criteria unless they have documentation of GT identification from one of the following states: Alabama, Florida, Georgia, Louisiana, Ohio, Oregon, Tennessee, Washington, West Virginia, or DoDEA. There are no parental overrides or waivers for enrollment in GT classes; students must meet criteria to qualify for gifted services. 																							

GCS Gifted and Talented Service Models

Grades 3-5: Served via *Challenge*, an interdisciplinary pull-out class, in Grade 3 for 125 minutes/week and Grades 4-5 for 200 minutes/week.

Grades 6-8: Served via special classes in ELA - English 6 GT, English 7 GT, and Grade 8 English 1 Honors.

Grades 9-12: Served via special honors level courses. *Honors courses are part of the GT continuum of services, but non-GT qualified students may opt into honors courses in high school based on prerequisite grades, achievement assessment scores, and teacher recommendation.*

GCS Gifted and Talented Programs

Qualification Timeline and Opportunities

South Carolina's gifted and talented programs are established and guided by state [Regulation 43-220](#). More information can be found on the [SC Department of Education website](#).

All students enrolled in a South Carolina public school participate in universal gifted and talented (GT) screening in Grade 2 via the **Cognitive Abilities Test (CogAT)** and **Iowa Assessment (IA)**. The CogAT measures natural aptitude and reasoning while the Iowa Assessment measures achievement in reading and math. Both assessments are nationally normed and are used to provide *initial* data for GT qualification; students will have additional opportunities to qualify for GT services in Grades 3-12. Students must meet criteria in two of three dimension areas to qualify for gifted services. Please refer to the chart below to view testing opportunities for students enrolled in a Greenville County school:

GCS Annual Opportunities to Qualify for Gifted and Talented Services

	Dimension A Aptitude	Dimension B Achievement	Dimension C Performance
Grade 2	CogAT (October - All Students)	Iowa (October - All Students) MAP (December- All Students)	SC Performance Tasks (February - Partially Qualified Students)
Grades 3-5	CogAT (August - Referral Only for New to District Students without Prior Aptitude Assessment) NNAT 3 (August - Partially Qualified Students)	MAP (August - Referral Only for New to District Students without Prior Achievement Assessment) MAP (December - Partially Qualified Students) SC Ready (May - All Students)	SC Performance Tasks (February - Partially Qualified Students)
Grades 6-8	CogAT (August - Referral Only for New to District Students without Prior Aptitude Assessment)	MAP (August - Referral Only for New to District Students without Prior Achievement Assessment) MAP (December - Partially Qualified Students) SC Ready (May - All Students)	End of Year GPA (June - All Students)
Grades 9-12		MAP (August - Referral Only)	End of Year GPA (June - All Students)

NEW Students: Any student who enrolls in Greenville County Schools for the first time will be offered the opportunity to take aptitude and achievement assessments if the student has no current scores available. First time enrollees may include students from private schools, home schools, out-of-district schools, or out-of-state schools.

Non-GCS Students: Each October, Greenville County Schools offers the CogAT aptitude assessment for students who reside in Greenville County but are not currently enrolled in a SC public school that offers aptitude testing. If a non-GCS student wishes to be evaluated for SC gifted and talented qualification, including admission to the Charles Townes Center, the student may register to take the CogAT aptitude assessment with Greenville County Schools. Registration for this special testing opportunity is required, and registration links will be posted on the GCS District and Sterling School websites during September of each school year.

Charles Townes Center at Sterling School

Qualification Criteria and Timeline

South Carolina's gifted and talented programs are established and guided by state [Regulation 43-220](#). More information can be found on the [SC Department of Education website](#).

The [Charles Townes Center](#) (CTC) serves Greenville County Schools (GCS) students in Grades 3-8 who demonstrate exceptional aptitude, achievement, and performance. The CTC identification process mirrors [SC Gifted and Talented Best Practices](#) and initially identifies students in Grade 2 for admission to the program in Grade 3. Qualifying students must meet [SC Gifted and Talented Criteria](#) as well as the CTC Qualification Criteria listed in the chart below. Students are invited to the CTC program according to the acceptance order outlined in the chart below. Each grade level at the CTC has capacity to serve ninety students. If more than ninety students qualify in a grade level, a lottery will be conducted for the remaining qualifying groups to determine student waitlist order.

Charles Townes Center Qualification Criteria

Acceptance Order	Dimension A: Aptitude Measurement: Cognitive Abilities Test (CogAT)		Dimension B: Achievement Measurement: Iowa Assessment or NWEA MAP		Dimension C: Performance Measurement: GCS Performance Rubric
CTC Initial Qualification Criteria for Students in Grade 2 Applying for Grade 3 Admission:					
Group 1A	A score of 99% NPR* on all four sections	-	Not required	-	Not required
Group 1B	A minimum composite score of 99% APR* or GPR* .	&	A score of 99% NPR* on both reading and math assessments. <i>*Exception - 96% NPR on IOWA reading.</i>	-	Not required
Group 1C	A minimum composite score of 98% APR* or GPR* .	&	A minimum score of 98% NPR* on both reading and math assessments. <i>*Exception - 96% NPR on IOWA reading.</i>	-	Not required
Group 2A	A minimum composite score of 98% APR* or GPR* .	&	A minimum score of 97% NPR on both reading and math assessments. <i>*Exception - 96% NPR on IOWA reading.</i>	&	Performance Rubric (Minimum Score 12)
Group 2B	A minimum composite score of 97% APR* or GPR* .				
Group 3A	A minimum composite score of 97% APR* or GPR*	&	A minimum score of 96% NPR on both reading and math assessments. <i>*Exception - 96% NPR on IOWA reading</i>	&	Performance Rubric (Minimum Score 12)
Group 3B	A minimum composite score of 96% APR* or GPR*				
CTC Late Qualification Criteria for Students in Grades 3-7 Applying for Grades 4-8 Admission:					
Group 1	Students who qualified and were offered a slot in the prior acceptance year but chose to defer enrollment - pending space availability.				
Group 2	Students who qualified but were added to the waitlist in the prior acceptance year - pending space availability.				
Group 3	Students who have met SC GT Criteria and CTC Initial Qualification Criteria will be offered invitations in the acceptance order above (Groups 1A-3B), pending space availability.				
<i>* NPR = National Percentile Rank, APR = Age Percentile Rank, GPR = Grade Percentile Rank</i>					

Charles Townes Center at Sterling School

Qualification Criteria and Timeline

South Carolina's gifted and talented programs are established and guided by state [Regulation 43-220](#). More information can be found on the [SC Department of Education website](#).

The [Charles Townes Center](#) (CTC) identification process mirrors [SC Gifted and Talented Best Practices](#) and initially identifies students in Grade 2 for admission to the program as part of South Carolina's Gifted and Talented universal screening process. GCS students in Grades 3-7 must request re-evaluation for the CTC and may be required to participate in further testing as part of the re-evaluation process. Please see the CTC identification timeline in the chart below for more information.

CTC Identification Process for GCS Students

	OCTOBER	DECEMBER	JANUARY-FEBRUARY
STUDENT GROUP	Grade 2 - All Students	Grade 2 - All Students Grade 3-7 - By Parental Request Only <i>Must have previous CogAT Composite 96% APR</i>	Grade 2 - Identified Students Only
MEASUREMENT	CogAT (Dimension A Aptitude) IOWA (Dimension B Achievement)	NWEA MAP (Dimension B Achievement)	GCS Performance Rubric (Dimension C Performance)
NOTIFICATION		Student's school provides: CogAT, IOWA, NWEA MAP Score Reports	Charles Townes Center provides: Acceptance notifications for August enrollment

CTC Identification Process for Non-GCS Students:

Non-GCS students who reside in Greenville County must request initial evaluation or reevaluation for the CTC and submit official copies of 1) a current CogAT score report **or** a SC GT Profile and 2) a current IOWA **or** NWEA MAP score report with their request. CTC acceptance will be determined using the CTC Qualification Criteria and acceptance order. Acceptance notifications will be sent to families in February.

Greenville County Schools offers a special CogAT assessment each October for students who reside in Greenville County but are not currently enrolled in a SC public school that offers aptitude testing. A non-GCS student who would like to be evaluated for SC gifted and talented qualification, including admission to the Charles Townes Center, may register to take the CogAT aptitude assessment with Greenville County Schools. Registration is required for this assessment opportunity, and registration links will be posted on the GCS District and Sterling School websites during September of each school year.

Additional Notes:

- Neither private testing nor assessment scores prior to Grade 2 are accepted to identify and place students in any SC GT program, including the CTC..
- Students qualify for and are accepted to the CTC in February of each school year; enrollment begins the following August.
- Students are not admitted to or enrolled at the CTC past the 10th day of school; mid-year enrollment is not permitted.
- Due to the course sequence of the middle school program, new students cannot be accepted to the CTC for Grade 8.



Greenville County School Gifted and Talented Programs Evaluation and Placement Review

Parent/Guardian Request for WITHDRAWAL of Student from the Gifted and Talented Services

Student Information	
Student Name:	Student Grade:
Challenge/English GT Teacher:	Classroom Teacher/Counselor:

I request that my child be **withdrawn** from receiving gifted and talented services. I understand if my child is removed from gifted and talented programming, he/she may **not** participate for the remainder of this current school year. Further, I understand my child will not be required to requalify for service in gifted and talented programming and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school if I wish for my child to return to gifted and talented programming since he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the withdrawal of my child for the following reason(s):

I understand that the Evaluation and Placement Team for gifted and talented services will review this request and notify me in writing of a date and time to discuss this request.

Parent Information	
Parent Name:	Date:
Parent Email Address:	Parent Phone Number:

****A copy must be filed with the student's GTA profile in the student's permanent record.****
****The school must notify the GCS Coordinator of Advanced Academic Programs of this change.****



**Greenville County School Gifted and Talented Programs
Evaluation and Placement Review**

Student Name:	Student PSID:
School:	Grade Level:
Challenge/English GT Teacher:	School Year:

Evaluation and Placement Review Conference	Date:	
Conference Notes:	In-Person	Phone
	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation:	Withdraw	Continue
	<input type="checkbox"/>	<input type="checkbox"/>

Signatures	
Principal:	Challenge/GT Teacher:
Parent:	Classroom Teacher/Counselor:

****A copy must be filed with the student's GTA profile in the student's permanent record.****
****The school must notify the GCS Coordinator of Advanced Academic Programs of this change.****



Greenville County School Gifted and Talented Programs Evaluation and Placement Review

Parent/Guardian Request for **RE-ENROLLMENT** of Student to Gifted and Talented Services

Required if the student desires to re-enroll and receive Gifted and Talented services after a prior withdrawal.

Student Information	
Student Name:	Student Grade:
Challenge/English GT Teacher:	Classroom Teacher/Counselor:

I request that my child be **re-enrolled** to receive gifted and talented services. I understand my child will now be eligible to return to gifted and talented programming. It is my responsibility to advise the school if I wish for my child to be withdrawn from receiving gifted and talented services at any time in the future.

I am requesting the re-enrollment of my child for the following reason(s):

I understand that the Evaluation and Placement Team for gifted and talented services will review this request and place a copy of this form in my child's permanent record to signify re-enrollment in programming.

Parent Information	
Parent Name:	Date:
Parent Email Address:	Parent Phone Number:

****A copy must be filed with the student's GTA profile in the student's permanent record.****
****The school must notify the GCS Coordinator of Advanced Academic Programs of this change.****



DATE

SCHOOL NAME

To the Parents of

During the fall semester, all students in Grade 2 took the *Cognitive Abilities Test (CogAT)*, an aptitude assessment; the *Iowa Assessment*, an achievement assessment; and the *NWEA Measures of Academic Progress (MAP)*, an achievement assessment. Results from these assessments are used in South Carolina to determine student eligibility to receive gifted and talented (GT) services in our state.

Per South Carolina Department of Education guidelines, students may qualify for GT services with a composite score of 96 or higher age percentile rank (APR) on CogAT. Students who do not meet that criteria may qualify for GT services by meeting criteria in **two different dimension areas** listed below:

DIMENSION AREA	CRITERIA
Dimension A - Aptitude	93% APR or greater in one area of CogAT or approved aptitude assessment
Dimension B - Achievement	94% NPR or greater in reading or math on IOWA, MAP, or approved achievement assessment OR a qualifying score on SC Ready math or ELA
Dimension C - Performance	Qualifying performance task score on the SC Performance Task
TERMS: APR - age percentile rank / NPR - national percentile rank	

At this time, your child **has met the state criteria to receive GT services and participate in *Challenge***, Greenville County Schools elementary GT program. *Challenge* is a pull-out program that serves GT students in Grades 3 for 125 minutes/week and Grades 4-5 for 200 minutes/week. Students continue to participate in *Challenge* as long as they demonstrate adequate progress and continue to achieve at an appropriate level.

Please return the enclosed permission form to the *Challenge* teacher at your child’s school. *Challenge* teachers will host a meeting for parents of *Challenge* students at the beginning of next school year. During the meeting, *Challenge* teachers will share details and more information about the program.

Congratulations on your child’s high level of accomplishment!

Sincerely,

Kelly H. Nalley

Kelly H. Nalley
 Greenville County Schools
 Coordinator of Advanced Academic Programs



PERMISSION FORM TO RECEIVE GIFTED AND TALENTED SERVICES

INSTRUCTIONS:

Please complete this form in its entirety and return it to your child's elementary school Challenge teacher or middle school counselor. This form will be included in your child's permanent record with his/her Gifted and Talented Profile.

STUDENT INFORMATION:		
Student Name:	Student PSID:	Student Grade:
School:	Homeroom Teacher:	

*In Greenville County Schools, students who meet South Carolina's criteria for gifted and talented services are served via the **Challenge Program in Grades 3-5** and via **English 6 GT / English 7 GT / English 1 H in Grades 6-8**. Please indicate your permission for your student to participate in these programs below:*

PLEASE CHECK ONE:

- I **do** give permission for my child to receive gifted and talented services in Greenville County Schools.
- I **do not** give permission for my child to receive gifted and talented services in Greenville County Schools.

Parent's Printed Name:

Parent's Signature / Date:

Parent's Email Address:

Parent's Phone Number:

DATE

Dear Parents:

Beginning in Grade 2, students enrolled in a South Carolina public school participate in screenings to determine qualification for Gifted and Talented (GT) services. Per South Carolina Department of Education guidelines, students may qualify for GT services with a composite score of 96 or higher age percentile rank (APR) on CogAT. Students who do not meet that criterion may qualify for GT services by meeting **two different dimension areas** listed below:

DIMENSION AREA	CRITERIA
Dimension A - Aptitude	93% APR or greater in one area of CogAT or approved aptitude assessment
Dimension B - Achievement	94% NPR or greater in reading or math on IOWA, MAP or approved achievement assessment OR a qualifying score on SC Ready math or ELA
Dimension C - Performance	Qualifying performance task score on SC Performance Task Assessment
TERMS: APR - age percentile rank / NPR - national percentile rank	

At this time your child has met **either** the *Dimension A - Aptitude* **or** *Dimension B - Achievement* criteria and will take the **SC Performance Task Assessment (PTA)** for *Dimension C - Performance*.

The PTA consists of a series of classroom tasks that measure a student’s verbal and nonverbal performance. The tasks are delivered in a small group classroom setting with the school’s *Challenge* teacher between February 20 - March 15. Parental permission is not required, but if you do not wish your child to participate in the assessment, please ask your school’s *Challenge* teacher for a **Request for Removal** form. PTA score reports will be returned to the district in late May and emailed to families over the summer.

School:		School:	
Challenge Teacher:		Challenge Teacher:	

Congratulations on your child’s high level of accomplishment!

Sincerely,



Kelly H. Nalley
 Greenville County Schools
 Coordinator of Advanced Academic Programs

Dear Parents:

During the fall semester, your child was referred to take the *Naglieri Nonverbal Ability Test (NNAT3)*, an aptitude assessment, and/or the *NWEA Measures of Academic Progress (MAP)*, an achievement assessment. Results from these assessments are used in South Carolina to determine student eligibility to receive gifted and talented (GT) services in our state.

Per South Carolina Department of Education guidelines, students may qualify for GT services by meeting **two different dimension areas** listed below:

DIMENSION AREA	CRITERIA
Dimension A - Aptitude	93% APR or greater in one area of CogAT or approved aptitude assessment
Dimension B - Achievement	94% NPR or greater in reading or math on IOWA, MAP, or approved achievement assessment OR a qualifying score on SC Ready math or ELA
Dimension C - Performance	Qualifying performance task score on the SC Performance Task
TERMS: APR - age percentile rank / NPR - national percentile rank	

At this time, your child **has met the state criteria to receive GT services** and **participate in *Challenge***, Greenville County Schools elementary GT program. *Challenge* is a pull-out program that serves GT students in Grades 3 for 125 minutes/week and Grades 4-5 for 200 minutes/week. Students continue to participate in *Challenge* as long as they demonstrate adequate progress and continue to achieve at an appropriate level.

Please return the enclosed permission form to the *Challenge* teacher at your child’s school. Upon returning the permission form, your child may attend *Challenge* class, and your child’s *Challenge* teacher will share more details and information about the program with you.

Congratulations on your child’s high level of accomplishment!

Sincerely,



Kelly H. Nalley
 Greenville County Schools
 Coordinator of Advanced Academic Programs





PERMISSION FORM TO RECEIVE GIFTED AND TALENTED SERVICES

INSTRUCTIONS:

Please complete this form in its entirety and return it to your child's elementary school Challenge teacher or middle school counselor. This form will be included in your child's permanent record with his/her Gifted and Talented Profile.

STUDENT INFORMATION:		
Student Name:	Student PSID:	Student Grade:
School:	Homeroom Teacher:	

*In Greenville County Schools, students who meet South Carolina's criteria for gifted and talented services are served via the **Challenge Program in Grades 3-5** and via **English 6 GT / English 7 GT / English 1 H in Grades 6-8**. Please indicate your permission for your student to participate in these programs below:*

PLEASE CHECK ONE:

- I **do** give permission for my child to receive gifted and talented services in Greenville County Schools.
- I **do not** give permission for my child to receive gifted and talented services in Greenville County Schools.

Parent's Printed Name:

Parent's Signature / Date:

Parent's Email Address:

Parent's Phone Number:



CALL FOR NOMINATIONS

ARMES is a tuition-free, rigorous, artistically gifted and talented program provided by Greenville County Schools designed to meet the needs of identified 3rd - 8th grade students. Students who are selected into the program attend class after school two times a week. Students must provide their own transportation and regular attendance is required. ARMES is offered at three convenient locations around the district.

Nominations for the 2024-2025 ARMES program open February 1, 2024 and close March 28, 2024.

- Rising 3rd through 8th grade students may be nominated by a teacher, parent, self or others.
- New **AND** returning students must submit a nomination form by the March 28, 2024 deadline.
- **Auditions will be held April 22-May 3, 2024 and are required for new AND returning students.**
- Audition requirements can be found on the ARMES website <https://sites.google.com/greenvilleschools.us/ames/home>
- **Students may apply to audition at only one ARMES site and to only two programs at the site.**
- Students may not participate in more than one program if accepted into multiple.
- If applying to multiple programs a separate nomination form must be completed for each.
- Visit <https://sites.google.com/greenvilleschools.us/ames/home> to learn more about the program and to apply.

CENTRAL SITE - LEAGUE ACADEMY

Elementary Music
Strings
Visual Art
Creative Writing
Theatre
Dance

SOUTHERN SITE - HILLCREST MIDDLE

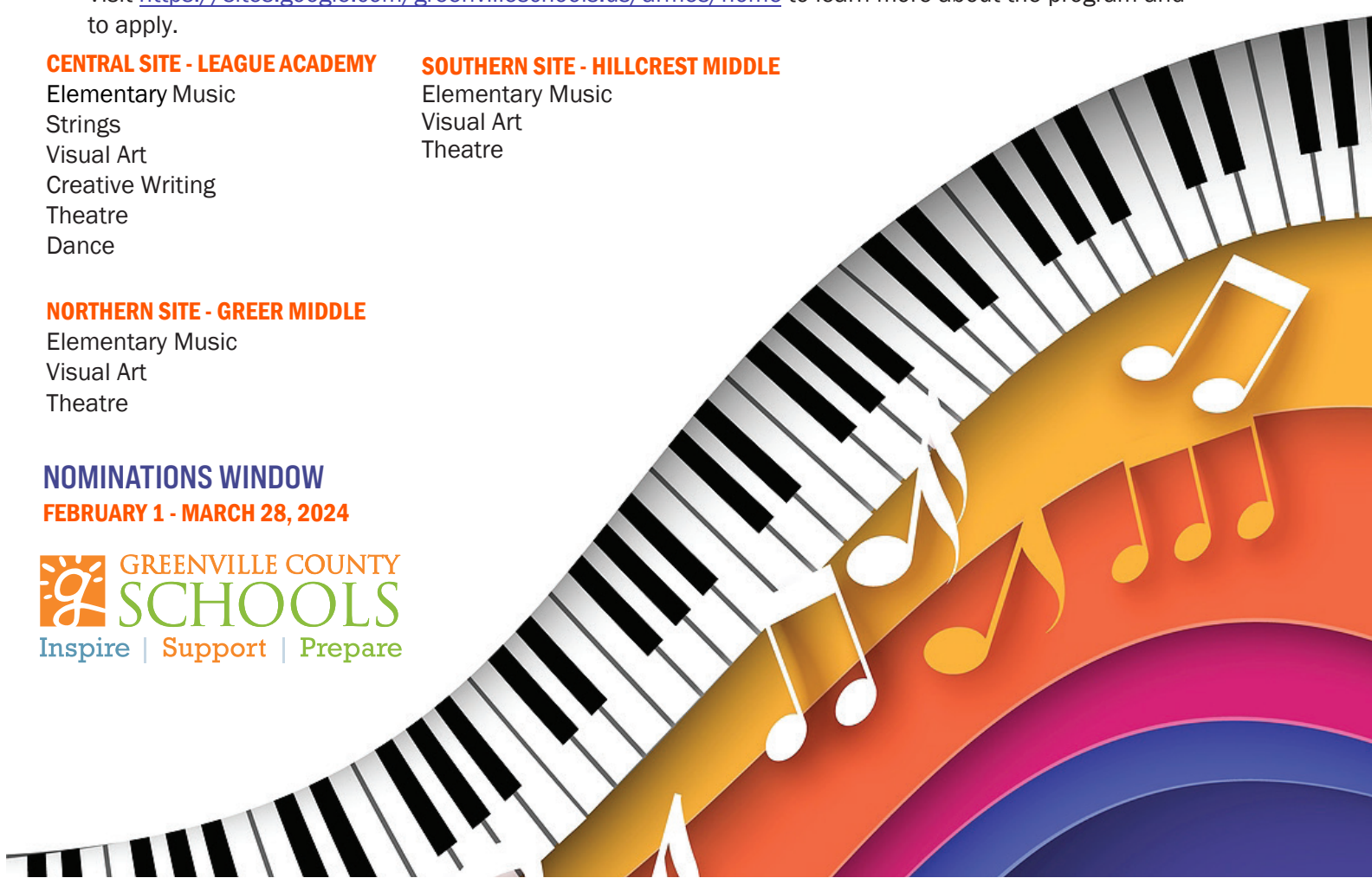
Elementary Music
Visual Art
Theatre

NORTHERN SITE - GREER MIDDLE

Elementary Music
Visual Art
Theatre

NOMINATIONS WINDOW

FEBRUARY 1 - MARCH 28, 2024



Form Name: SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION
Submission Time: December 20, 2024 10:55 am
Browser: Chrome 131.0.0.0 / Windows
IP Address: 204.116.209.197
Unique ID: 1299047868
Location:

SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

Section I: Basic Information

Date Dec 20, 2024

Please select your district from the drop-down list: 2301-The School District of Greenville County

Primary Contact Name Ms. Tara Dean

Primary Contact Position Executive Director of Academic Innovation and Technology

Contact Phone Number 18648712698

Contact Email Address tadean@greenville.k12.sc.us

Section 2: Plan Information

1. Goals: Briefly describe the goals that the district hopes to achieve through its proficiency- based system.

GOAL - Expand Graduation Plus | Provide comparable support and equitable opportunities across multiple pathways for students, whether preparing for four-year college or seeking career and technical expertise.

GOAL - Student Success | Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student

To address the need to increase on-time graduation rates and decrease the district's dropout rate, two significant goals were developed around the concept of Graduation Plus***.

***Graduation Plus is Greenville County Schools' context for developing graduates who embody the Profile of the South Carolina graduate and are college- and career-ready. This profile, developed by South Carolina superintendents and endorsed by entities such as the South Carolina Chamber, Transform SC, the Education Oversight Committee, and others describes an ideal South Carolina graduate as having world class skills, knowledge, and characteristics. Graduation Plus provides systemic opportunities for GCS students to graduate with a state diploma PLUS college credit (AP/IB/Dual) and/or industry certification or work-based learning credits, thereby ensuring students are ready for their next step in life. Stakeholders have embraced Graduation Plus and expressed support for increasing opportunities to earn college credit while still in high school, as well as providing comparable and equitable opportunities to pursue career interests. According to the ASCD (Association for Schools Curriculum Development) website (<http://inservice.ascd.org/multiple-pathways-to-success-the-importance-of-career-and-technical-education/>), Career and Technical Education is a necessary component of the "career" in College- and Career-Ready Standards and helps guide students toward their passion. A hallmark of this initiative is increasing opportunities for high school credit at the middle school level so that ample space is available in students' high school schedules to pursue areas of interest and potential Career.

The needs precipitating the decision to use a proficiency-based system for supporting students who need alternative pathways to achieving Graduation Plus were analyzed by the team. Greenville County Schools uses data from PowerSchool to identify several factors that prevent many students from being successful in our traditional approach to schooling. We have identified several different barriers preventing student success, including the following:

- o Large number of absences due to family hardships
- o Deficits in previous instruction that prevent them from having the foundation necessary for success
- o Large learning environments not conducive for some students
- o Lack of flexibility in traditional school for students facing life hardships (need to work, teen pregnancy/parenting, etc.)
- o Failure rates due to attendance
- o Course failures

o Drop-out data

Proficiency-based instruction allows the administrators in Greenville County to design and implement programs for at-risk students that will ultimately give them the opportunity to graduate and earn a diploma. The ability to earn a diploma has been out of reach for many of our students because of special, sometimes difficult circumstances in their lives. Proficiency-based instruction allows students to overcome those obstacles

2. Types of Credit: Indicate the type(s) of proficiency-based system credit from the guidance document for which the district is seeking approval.

Initial Credit
Credit through Prior Knowledge
Credit Recovery

3. Metrics for Accountability and Success: Provide a description of the process that the district will use to develop and finalize both short- and long-term metrics for how the district will determine whether its proficiency-based system has achieved success on its articulated goals. Also describe how you will integrate these metrics into your district strategic plan.

The district will use annual passing rates for initial credit, credit through prior knowledge, and credit recovery as short term metrics. We will compare the rates across each platform. In analyzing long-term metrics, we will track the overall graduation rate for GCS. These are integrated into our district strategic plan under Graduation Plus.

Each year, program staff review the programs for improvement. In addition, programs are evaluated by the Quality Assurance Department. In most of the programs mentioned above (with exception to alternative programs), surveys are used to gather information from parents and students in order to improve the experience.

4. Student Participation: Provide a description of how the district will develop strategies and tools to communicate the existence of or encourage student participation in the new proficiency-based system as well as a short statement denoting which school(s) within the district will be included. Furthermore, provide a description of how the district will develop its process to determine which students are eligible to participate in a proficiency-based system course or receive proficiency-based system credit(s).

All students are eligible to participate in proficiency-based coursework, with administrator and parent approval. There is an appeal process.

There are specific innovative programs in which students participate in proficiency-based coursework. These include:

Initial Credit Courses: Almost Students 9,000 participated in this option

? Initial credit will be awarded to students who are in the Satellite Diploma Program (an Adult Education program)

? Initial credit will be awarded to students who complete units in the High School Alternative Program, when appropriate.

? Initial credit will be awarded to students who complete Greenville County Virtual School Courses

? Initial credit will be awarded to students who complete South VirtualSC Courses

? Limited initial credit will be awarded to students who meet the established criteria and successfully pass the mastery-based tests for identified courses . We have an innovation waiver from SCDE that allows us to give a Competency-based Exams on content that have mastered through self-study.

Credit Recovery: Almost 44,000 students participated in the obtion.

? Students will recover credit through a system which is offered at GCS high schools with VirtualSC Credit Recovery, Edgenuity Credit Recovery, or a GCS- approved alternative program.

? Students will recover credit following the State Department of Education's Uniform Grading Policy on Credit Recovery Programs

Satellite Diploma Program (SDP)

The Satellite Diploma Program serves students who are at risk of dropping out due to a large number of absences, being significantly behind in credits, and/or being over-age. Students can transfer to this Adult Education Program, funded by the district if they meet the requirements. SDP is located at four Career Centers and transportation is provided to students which is often a barrier to them. Each location is staffed with instructional facilitators who oversee the day to day operations of the class. In addition, full-time, content certified teachers rotate to each site and assist students with instructional requirements. The teachers are available at all times via video and email. Students in this program use Edgenuity or VirtualSC for their curriculum. The program also employs social workers, a drop-out prevention coordinator and special education teachers.

? Eligibility: (1) Students who are overaged with few credits towards the graduation requirements (2) Students who are unable to graduate due to some circumstance (Home situations, chronic absences, etc.)

Levels Involved: High School-All District High Schools

Delivery of Instruction: Instruction is delivered via Edgenuity, and VirtualSC with teachers and aides to assist students in face-to-face instruction.

? System for Awarding Credit: Students are awarded credit once the class is completed through Edgenuity and VirtualSC system. LACES, the adult education database, is the student information system. Transcripts are generated and records kept on each student's completion. The home high school files the final transcripts for students.

? Time Frame: Rolling Enrollment. Students may enroll in the program as

long as the sending school has slots available. Program runs all year long including summer.

? Implementation of the UGP: UGP is followed

? Physical Location of Students: Students are located on the campus of one of the four career centers

? PowerSchool Recording: Since this is an adult education program and students unenroll from their school, this program follows the adult education recording procedures. All final transcripts for students are sent back to their home school. Students in SDP and their parents make the decision to enroll in the choice alternative program based on criteria above as it meets the students and family needs. It provides more flexibility in schedule and part of the work can be done virtually. This is an Adult Ed program hence student is not enrolled in Powerschool. They are labeled a drop out.

Middle/High School Alternative Program

The Middle (MSAP) and High School Alternative Programs (HSAP) are for students who have had a major disciplinary infraction at their school. They are assigned to the Alternative Program by the district hearing officer. Students attend this program and stay on pace with their classes by working through the, Edgenuity and VirtualSC systems. There are Instructional Facilitators in each classroom as well as content certified teachers. All teachers rotate through each week and are available in person, via Google Meet, telephone, and email to help students with content and other instructional requirements.

? Eligibility: Students who have been put up for expulsion or sent to the alternative program due to disciplinary issues.

? Levels Involved: Middle School and High School-All Schools

Delivery of Instruction: Instruction is delivered via Edgenuity, and VirtualSC with certified teachers and aides to assist students.

? System for Awarding Credit: Students are awarded credit once the class is completed via Edgenuity and VirtualSC.

? Time Frame: Rolling Enrollment. As students are put up for expulsion or students are sent to the centers for disciplinary infractions. Students in MSAP are not expelled but placed in the program by hearing officer as an alternative placement for a limited amount of time

? Implementation of the UGP: UGP is followed

? Physical Location of Students: Students are located at Sullivan Center, Donaldson Career Center or Bonds Career Center

? PowerSchool Recording: All grades are recorded into PowerSchool. Students are scheduled into the Alternative programs so that grades can be recorded into PowerTeacher by school counselors

Student enrolled in the Middle School Alternative program only use PBS for high school credit courses.

Mastery-Based Tests: 8 students participated in the option.

The mastery tests are developed using the Edgenuity Platform that is standards aligned. The tests are viewed and recalibrated by District content specialist along with teachers of the courses to insure alignment of SC Standards. Students awarded the grade on their transcript they earned on

the examination if they have not shown mastery of this course or taking course at any time prior to taking the exam. This test is also used to award credit for students coming from non-accredited schools and/or home school . For students using CBE option if they pass the exam, they receive the grade that was recorded on Transcript from Non-Accrediated school or Home-schools as outlined by the UGP.

For many students, missing more than the required ten day maximum causes them to fail a class due to attendance only. In many cases, students have passing grades in these classes. The Mastery-Based tests were implemented to provide a solution for students missing more than ten days of school. Students take the mastery based tests as long as they meet the requirements of having a 70% in the class. If students pass the exam, they can receive credit for the class. The district will be adding tests each year to continue to provide opportunities for students to demonstrate proficiency. The Board of Trustees will approve the Mastery-Based Test process each year and a district office personnel will be designated to approve students taking these tests.

? Eligibility: (1) Any student who has missed more than the state allowed absences, (2) must be earning a 70% or higher in the class.

? Levels Involved: High School-All Schools

Delivery of Instruction: Instruction is given through regular classroom.

? System for Awarding Credit: Students are awarded credit if they pass the mastery-based test

? Time Frame: End of first semester and second semester

? Implementation of the UGP: UGP is followed

? Physical Location of Students: Students participate at all high schools

? PowerSchool Recording: Normal process for recording grades is followed. Teacher of record records the mastery-based test into PowerTeacher by school counselors

The following courses are offered in the CBE options:

Art Appreciation (CBE) - 3511CECW

Environmental Science (CBE) - 3261CECW

Algebra 2 (CBE) - 4115CECW

Chemistry 1 (CBE) - 3231CECW

Earth Science (CBE) - 3265CECW

Economics (CBE) - 3308CECW (0.5 Credits)

English 1 (CBE) - 3024CECW

English 3 (CBE) - 3026CECW

English 4 (CBE) - 3027CECW

Geometry (CBE) - 4122CECW

Human Geography (CBE) - 3307CECW

Modern World History (CBE) - 3306CECW

Physics (CBE) - 3241CECW

Pre-Calculus (CBE) - 4131CECW

Probability and Statistics (CBE) - 4141CECW

Credit Recovery

Credit Recovery is run through VirtualSC, VirtualSC Franchise, and Edgenuity and any student who has failed a class or is currently failing a

class is able to attend. S

? Eligibility: (1) Must have failed the class

? Levels Involved: High School

Delivery of Instruction: Instruction is delivered via Edgenuity and VirtualSC.

? System for Awarding Credit: Students are awarded credit once the class is completed through Edgenuity and VirtualSC.

? Time Frame: Rolling Enrollment.

? Implementation of the UGP: UGP is followed

? Physical Location of Students: Students are located at all high schools and may also work on their courses at home

? PowerSchool Recording: All grades are recorded into PowerSchool by school counselors

Greenville County Virtual School Program

Any eligible student in Greenville County may take a virtual class for high school. These classes are provided through Greenville County Schools Virtual Program with adjunct instructors or through VirtualSC.

? Eligibility: Any eligible middle or high school student in Greenville County

? Levels Involved: Middle and High School

? Delivery of Instruction: Instruction is delivered via Greenville County Schools or VirtualSC

? System for Awarding Credit: Students are awarded credit once the class is completed through Edgenuity and VirtualSC.

? Time Frame: Semester of nine Week courses offered and follow similar start and end date of the School district.

? Implementation of the UGP: UGP is followed

? Physical Location of Students: Students are located at all high schools and may also work on their courses at home. Most high schools have a lab setting for students, if schedule permits during the day. Labs are staffed with facilitators to assist in proctoring assignments.

? PowerSchool Recording: All grades are recorded into PowerSchool by school counselors

Only courses that grant I high School carnegie credit are offered in this program

The method used to determine the best option for each individual student occurs with a a parent, student ,school counselor and possibilly an administrator discussing all options to receive a High School Credit Course. The pros and cons of taking a course Virtually is discssued along with students learning styles and needs. After a conference in which all this is discussed and presented to both the parent and students an option is decided upon. If the student has a IEP or 50 plan a meeting amy be necessary that meets the federal and state guidelines to discuss any service model and/or accomodations needed for the students.

5. Individual Student Learning Needs: For each of the proficiency-based credits that the district plans to offer, provide a description of the process that the district will use to develop and finalize strategies to ensure that individual student learning needs are addressed.

Students who currently have an IEP or 504 must have an IEP meeting before change in placement. This ensures that the least restrictive environment requirement is being followed and also helps the parent understand the full implication of moving a student to one of these programs.

Otherwise, all students are eligible and allowable accommodations are applied.

6. Changes to District Policies: Describe the process that the district will use to determine what policies and structures may need to be changed to fully implement the proficiency-based system. This may include policies related to grading, reporting, and transcripts, among others.

As the UGP and State Laws are updated, we will review and update related policies. Current policies are as follows:

Credit Recovery <http://go.boarddocs.com/sc/greenville/Board.nsf/gotoopen&id=ANYVZZ6C7309>

Extended Learning Programs <http://go.boarddocs.com/sc/greenville/Board.nsf/gotoopen&id=AKWR9A6CE0E1>

Extended Learning Programs (Summer)-
<http://www.boarddocs.com/sc/greenville/Board.nsf/gotoopen&id=ANYVZZ6C7309>

Non-Traditional Programs
[-http://www.boarddocs.com/sc/greenville/Board.nsf/gotoopen&id=ANZ2HQ6F9F35](http://www.boarddocs.com/sc/greenville/Board.nsf/gotoopen&id=ANZ2HQ6F9F35)

7. Community Engagement: Describe the process that the district will use to ensure that community members and stakeholders, including parents, students, and school staff are aware of the opportunities provided by the proficiency-based system. Also describe the process that the district will use to engage these stakeholders in its development.

Greenville County Schools has developed district wide guidance on proficiency-based programs. Information is communicated on the district website, school websites, and via stakeholder meetings.

8. Method for Determining Proficiency: Provide a description of how the district will develop and finalize the methods of determining proficiency for the purposes of awarding credit for the courses offered through the proficiency-based system. The district should also describe how it will make sure that expectations are shared for all students enrolled in the course. Please also articulate whether and how the district will develop an appeals process.

Greenville utilizes five systems for virtual learning: VirtualSC (Initial Credit and Credit Recovery), Edgenuity (Initial and Credit Recovery), Greenville County Virtual School (Initial Credit)

To ensure consistency of expectations, all changes in pacing, assignments, and timelines are determined at the district level.

Appeals are directed through the principal, Assistant Superintendent of Secondary Leadership, Associate Superintendent of Academics, and Deputy Superintendent.

9. Academic Standards: Provide a description of the process that the district will use to ensure that the evaluation of mastery and any accompanying courses provided under the proficiency-based system address the appropriate academic standards and learning expectations for which credit is to be awarded.

Academic specialists examine the rigor of content and assessments. The team has designed a set of mastery assessments for core content areas and high school courses. These may be used as a pre-assessment for validating student preparation for the next level of coursework in a sequence.

Teachers may also use Instructure (formerly CASE/TE21) benchmark assessments and/or Proficiency Exams in Edgenuity for high school EOCEP courses.

10. Supports: Describe what type(s) of additional supports the district will consider making available to engender student success and demonstration of content proficiency for credit recovery. *The supports question is required for the Credit Recovery option only.

The district provides certified staff to deliver face-to-face instructional support for academic content.

Assurances: By checking these boxes and submitting this application, I certify:

Any courses that will utilize the proficiency-based methods outlined in this application have been approved by the SCDE.

The district will take steps to ensure courses will be taught by teachers with the appropriate credentials.

If students take health, the district will ensure provisions required under Erin's Law are realized.

The district will remain under the 5% cap for students enrolling in full-time virtual programs.

The district has made students and families aware of NCAA regulations around proficiency-based courses/credits.

January 10, 2025

Ms. Tara Dean
The School District of Greenville County
P.O. Box 2848
Greenville, SC 29602

Dear Ms. Dean:

The South Carolina Department of Education Regulation 43-234 allows for districts to create a proficiency-based system. A new Proficiency-Based System (PBS) must be submitted at the beginning of the District's Strategic School Renewal Plan cycle. Each subsequent year, the district must submit an evaluation of that plan.

On behalf of the Proficiency-Based Review Team, I am pleased to inform you that The School District of Greenville County (District) initial PBS plan is approved for the life of the District's Strategic School and Renewal Plan cycle. The team would like to note the District's laser-like focus on students at-risk for not graduating on time.

We have included a copy of the District's PBS application for your records.

Sincerely,



C.R. Hall
Team Lead, Office of Federal and State
Accountability