Strategic Plan 2018–2021

Lexington County School District One

Empower each child to design the future.

Lexington School District One
2018 - 2021 District Strategic Plan

Table of Contents

Vision…… 1

Mission…… 2

System Commitments…… 3

Strategic Areas of Emphasis …… 4

Power Skills…… 5

Strategic Portfolio…… 6

Needs Assessment Data…… 7

Executive Summary of Needs Assessment Data Findings…… 44

Performance Goals and Action Plans…… 53

Lexington District One

Vision

Empower each child to design the future.

Lexington District One

Mission

Our mission is to cultivate a caring community where ALL learners are extraordinary communicators, collaborators, creators and critical thinkers.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

Our System Commitments

1. **All students, regardless of circumstances,**

   advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. **Teaching and learning develop power**

   skills in all students.

3. **Our schools are service-oriented centers**

   of learning, committed to family and community partnerships.

4. **Every adult will be equipped with the skills and resources**

   necessary to advocate for and ensure the success of all students.

Lexington One Strategic Areas of Emphasis

Literacy and Numeracy

High-Impact Teaching and Learning

Opportunity and Access

Leadership Development

Power Skills

Accountability

Interpersonal skills

Communication

Perseverance

Critical thinking

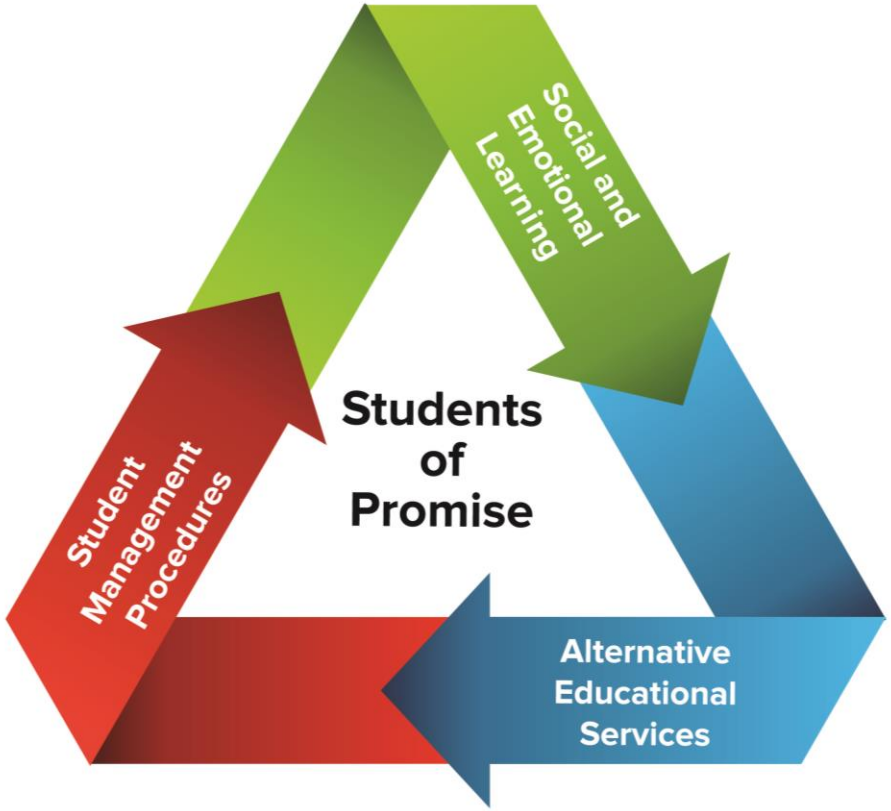
Willingness to take risks

Collaboration

Integrity

2018–2019 Strategic Portfolio Projects

Project Hope



Lexington District One Executive Leadership Program

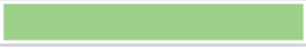
Needs Assessment Data

	Year	Group	Subgroup	%	Text Level Performance for Lexington One	Number of Students
Reading	17-18	All	All	60.5%		(78 / 129)
		ELL	ELL	52.9%		(9 / 17)
			Not ELL	61.6%		(69 / 112)
		Gender	Female	63.3%		(38 / 60)
			Male	58.0%		(40 / 69)
		InstrSetting	Not Special Ed	66.1%		(74 / 112)
			Special Ed	23.5%		(4 / 17)
		Race	Not White	40.0%		(10 / 25)
			White	65.4%		(68 / 104)
	16-17	All	All	64.6%		(4846 / 7503)
		ELL	ELL	38.3%		(202 / 527)
			Not ELL	66.6%		(4644 / 6976)
		Gender	Female	67.1%		(2452 / 3656)
			Male	62.2%		(2394 / 3847)
		InstrSetting	Not Special Ed	69.7%		(4516 / 6478)
			Special Ed	32.2%		(330 / 1025)
		Race	Not White	50.0%		(750 / 1499)
			White	68.2%		(4096 / 6004)
	15-16	All	All	56.0%		(3929 / 7019)
		ELL	ELL	30.4%		(141 / 464)
			Not ELL	57.8%		(3788 / 6555)
		Gender	Female	59.8%		(2024 / 3384)
			Male	52.4%		(1905 / 3635)
		InstrSetting	Not Special Ed	61.2%		(3648 / 5960)
			Special Ed	26.5%		(281 / 1059)
		Race	Not White	41.2%		(562 / 1364)
			White	59.5%		(3367 / 5655)
	14-15	All	All	57.1%		(3367 / 5899)
		ELL	ELL	40.5%		(151 / 373)
			Not ELL	58.2%		(3216 / 5526)
		Gender	Female	60.5%		(1735 / 2870)
			Male	53.9%		(1632 / 3029)
		InstrSetting	Not Special Ed	62.9%		(3115 / 4952)
			Special Ed	26.6%		(252 / 947)
		Race	Not White	43.9%		(486 / 1106)
			White	60.1%		(2881 / 4793)

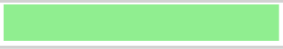
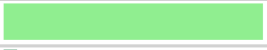
	Year	Group	Subgroup	%	SC READY Performance for Lexington One	Number of Students
ELA	16-17	All	All	42.6%		(5548 / 13020)
		ELL	Not ELL	47.6%		(5427 / 11403)
			ELL	21.4%		(121 / 566)
		Gender	Female	48.1%		(3041 / 6327)
			Male	37.5%		(2507 / 6693)
		InstrSetting	Not Special Ed	47.4%		(5372 / 11342)
			Special Ed	10.5%		(176 / 1678)
		Race	Not White	27.6%		(639 / 2319)
			White	50.9%		(4909 / 9650)
	15-16	All	All	48.6%		(6105 / 12559)
		ELL	Not ELL	54.1%		(5972 / 11038)
			ELL	23.5%		(133 / 565)
		Gender	Female	54.2%		(3320 / 6131)
			Male	43.3%		(2785 / 6428)
		InstrSetting	Not Special Ed	54.2%		(5919 / 10922)
			Special Ed	11.4%		(186 / 1637)
		Race	Not White	32.2%		(716 / 2225)
			White	57.5%		(5389 / 9377)

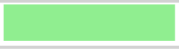
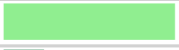
	Year	Group	Subgroup	%	SC READY Performance for Lexington One	Number of Students
Math	16-17	All	All	45.1%		(5878 / 13045)
		ELL	Not ELL	50.2%		(5725 / 11404)
			ELL	25.9%		(153 / 590)
		Gender	Female	45.4%		(2878 / 6333)
			Male	44.7%		(3000 / 6712)
		InstrSetting	Not Special Ed	49.6%		(5638 / 11363)
			Special Ed	14.3%		(240 / 1682)
		Race	Not White	29.1%		(678 / 2333)
			White	53.8%		(5200 / 9661)
	15-16	All	All	48.4%		(6085 / 12574)
		ELL	Not ELL	53.5%		(5908 / 11033)
			ELL	30.3%		(177 / 585)
		Gender	Female	49.1%		(3016 / 6140)
			Male	47.7%		(3069 / 6434)
		InstrSetting	Not Special Ed	53.3%		(5834 / 10938)
			Special Ed	15.3%		(251 / 1636)
		Race	Not White	32.1%		(718 / 2235)
			White	57.2%		(5367 / 9382)

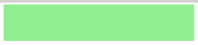
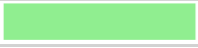
	Year	Group	Subgroup	%	SCPASS Performance for Lexington One	Number of Students
Science	16-17	All	All	51.1%		(5624 / 11011)
		ELL	Not ELL	57.4%		(5505 / 9585)
			ELL	25.5%		(119 / 466)
		Gender	Female	51.9%		(2789 / 5375)
			Male	50.3%		(2835 / 5636)
		InstrSetting	Not Special Ed	56.4%		(5437 / 9644)
			Special Ed	13.7%		(187 / 1367)
		Race	Not White	33.6%		(665 / 1981)
			White	61.4%		(4959 / 8070)
	15-16	All	All	69.7%		(7351 / 10553)
		ELL	Not ELL	77.3%		(7147 / 9245)
			ELL	46.0%		(204 / 443)
		Gender	Female	71.0%		(3647 / 5135)
			Male	68.4%		(3704 / 5418)
		InstrSetting	Not Special Ed	75.5%		(6970 / 9234)
			Special Ed	28.9%		(381 / 1319)
		Race	Not White	57.0%		(1042 / 1827)
			White	80.3%		(6308 / 7860)
	14-15	All	All	69.3%		(7153 / 10325)
		ELL	Not ELL	77.1%		(6921 / 8975)
			ELL	57.1%		(232 / 406)
		Gender	Female	70.8%		(3493 / 4934)
			Male	67.9%		(3660 / 5391)
		InstrSetting	Not Special Ed	74.9%		(6763 / 9030)
			Special Ed	30.1%		(390 / 1295)
		Race	Not White	57.7%		(954 / 1654)
			White	80.2%		(6199 / 7727)
	13-14	All	All	70.9%		(5794 / 8169)
		ELL	Not ELL	78.7%		(5793 / 7363)
			ELL	33.3%		(1 / 3)
		Gender	Female	71.6%		(2815 / 3933)
			Male	70.3%		(2979 / 4236)
		InstrSetting	Not Special Ed	76.1%		(5439 / 7147)
			Special Ed	34.7%		(355 / 1022)
		Race	Not White	60.4%		(784 / 1299)
			White	82.6%		(5008 / 6064)

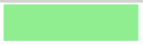
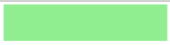
	Year	Group	Subgroup	%	SCPASS Performance for Lexington One	Number of Students
Social Studies	16-17	All	All	70.0%		(7700 / 11005)
		ELL	Not ELL	77.6%		(7429 / 9579)
			ELL	58.2%		(271 / 466)
		Gender	Female	70.6%		(3792 / 5371)
			Male	69.4%		(3908 / 5634)
		InstrSetting	Not Special Ed	74.9%		(7222 / 9638)
			Special Ed	35.0%		(478 / 1367)
		Race	Not White	63.1%		(1250 / 1980)
			White	80.0%		(6450 / 8065)
	15-16	All	All	74.3%		(7831 / 10544)
		ELL	Not ELL	81.8%		(7555 / 9238)
			ELL	62.3%		(276 / 443)
		Gender	Female	75.7%		(3887 / 5134)
			Male	72.9%		(3944 / 5410)
		InstrSetting	Not Special Ed	79.7%		(7353 / 9228)
			Special Ed	36.3%		(478 / 1316)
		Race	Not White	68.8%		(1255 / 1825)
			White	83.7%		(6575 / 7855)
	14-15	All	All	75.1%		(7749 / 10323)
		ELL	Not ELL	83.2%		(7464 / 8973)
			ELL	70.2%		(285 / 406)
		Gender	Female	76.3%		(3768 / 4936)
			Male	73.9%		(3981 / 5387)
		InstrSetting	Not Special Ed	79.7%		(7199 / 9028)
			Special Ed	42.5%		(550 / 1295)
		Race	Not White	71.9%		(1188 / 1653)
			White	84.9%		(6561 / 7726)
	13-14	All	All	74.5%		(6126 / 8224)
		ELL	Not ELL	82.9%		(6123 / 7385)
			ELL	75.0%		(3 / 4)
		Gender	Female	75.7%		(2978 / 3932)
			Male	73.3%		(3148 / 4292)
		InstrSetting	Not Special Ed	79.2%		(5671 / 7157)
			Special Ed	42.6%		(455 / 1067)
		Race	Not White	71.7%		(888 / 1239)
			White	85.2%		(5237 / 6148)

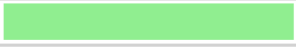
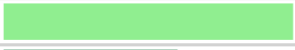
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
All	2016-2017	All	All	18.1%		(291 / 1605)
		ELL	Not ELL	18.5%		(291 / 1573)
			ELL	0.0%		(0 / 32)
		Gender	Female	17.4%		(145 / 831)
			Male	18.9%		(146 / 774)
		InstrSetting	Not Special Ed	19.1%		(289 / 1515)
			Special Ed	2.2%		(2 / 90)
		Race	Not White	5.8%		(16 / 277)
			White	20.7%		(275 / 1328)
	2015-2016	All	All	18.8%		(303 / 1613)
		ELL	Not ELL	19.2%		(303 / 1575)
			ELL	0.0%		(0 / 38)
		Gender	Female	17.4%		(142 / 814)
			Male	20.2%		(161 / 799)
		InstrSetting	Not Special Ed	20.3%		(301 / 1486)
			Special Ed	1.6%		(2 / 127)
		Race	Not White	6.0%		(18 / 302)
			White	21.7%		(285 / 1311)
	2014-2015	All	All	16.9%		(257 / 1523)
		ELL	Not ELL	17.1%		(255 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	16.7%		(132 / 791)
			Male	17.1%		(125 / 732)
		InstrSetting	Not Special Ed	17.5%		(254 / 1454)
			Special Ed	4.3%		(3 / 69)
		Race	Not White	4.9%		(12 / 243)
			White	19.1%		(245 / 1280)

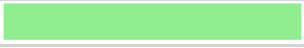
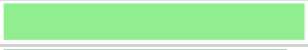
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
English	2016-2017	All	All	52.9%		(847 / 1602)
		ELL	Not ELL	53.8%		(844 / 1570)
			ELL	9.4%		(3 / 32)
		Gender	Female	57.6%		(477 / 828)
			Male	47.8%		(370 / 774)
		InstrSetting	Not Special Ed	55.5%		(839 / 1512)
			Special Ed	8.9%		(8 / 90)
		Race	Not White	22.8%		(63 / 276)
			White	59.1%		(784 / 1326)
	2015-2016	All	All	49.5%		(798 / 1613)
		ELL	Not ELL	50.6%		(797 / 1575)
			ELL	2.6%		(1 / 38)
		Gender	Female	54.5%		(445 / 816)
			Male	44.3%		(353 / 797)
		InstrSetting	Not Special Ed	52.7%		(783 / 1486)
			Special Ed	11.8%		(15 / 127)
		Race	Not White	22.2%		(67 / 302)
			White	55.8%		(731 / 1311)
	2014-2015	All	All	54.9%		(836 / 1523)
		ELL	Not ELL	55.8%		(832 / 1491)
			ELL	12.5%		(4 / 32)
		Gender	Female	57.8%		(457 / 791)
			Male	51.8%		(379 / 732)
		InstrSetting	Not Special Ed	56.6%		(823 / 1454)
			Special Ed	18.8%		(13 / 69)
		Race	Not White	30.0%		(73 / 243)
			White	59.6%		(763 / 1280)

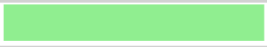
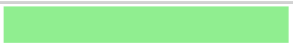
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Math	2016-2017	All	All	32.9%		(528 / 1604)
		ELL	Not ELL	33.5%		(526 / 1572)
			ELL	6.3%		(2 / 32)
		Gender	Female	30.8%		(256 / 830)
			Male	35.1%		(272 / 774)
		InstrSetting	Not Special Ed	34.7%		(525 / 1514)
			Special Ed	3.3%		(3 / 90)
		Race	Not White	11.6%		(32 / 277)
			White	37.4%		(496 / 1327)
	2015-2016	All	All	32.9%		(530 / 1612)
		ELL	Not ELL	33.5%		(527 / 1574)
			ELL	7.9%		(3 / 38)
		Gender	Female	29.4%		(239 / 814)
			Male	36.5%		(291 / 798)
		InstrSetting	Not Special Ed	35.3%		(524 / 1484)
			Special Ed	4.7%		(6 / 128)
		Race	Not White	16.2%		(49 / 302)
			White	36.7%		(481 / 1310)
	2014-2015	All	All	31.2%		(475 / 1523)
		ELL	Not ELL	31.6%		(471 / 1491)
			ELL	12.5%		(4 / 32)
		Gender	Female	27.8%		(220 / 791)
			Male	34.8%		(255 / 732)
		InstrSetting	Not Special Ed	32.2%		(468 / 1454)
			Special Ed	10.1%		(7 / 69)
		Race	Not White	13.6%		(33 / 243)
			White	34.5%		(442 / 1280)

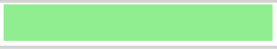
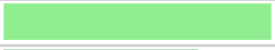
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Reading	2016-2017	All	All	36.6%		(588 / 1606)
		ELL	Not ELL	37.2%		(585 / 1574)
			ELL	9.4%		(3 / 32)
		Gender	Female	38.5%		(320 / 831)
			Male	34.6%		(268 / 775)
		InstrSetting	Not Special Ed	38.4%		(582 / 1516)
			Special Ed	6.7%		(6 / 90)
		Race	Not White	14.9%		(41 / 276)
			White	41.1%		(547 / 1330)
	2015-2016	All	All	40.4%		(653 / 1616)
		ELL	Not ELL	41.3%		(652 / 1578)
			ELL	2.6%		(1 / 38)
		Gender	Female	43.6%		(356 / 817)
			Male	37.2%		(297 / 799)
		InstrSetting	Not Special Ed	43.1%		(641 / 1488)
			Special Ed	9.4%		(12 / 128)
		Race	Not White	18.9%		(57 / 302)
			White	45.4%		(596 / 1314)
	2014-2015	All	All	36.8%		(561 / 1523)
		ELL	Not ELL	37.5%		(559 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	38.8%		(307 / 791)
			Male	34.7%		(254 / 732)
		InstrSetting	Not Special Ed	38.1%		(554 / 1454)
			Special Ed	10.1%		(7 / 69)
		Race	Not White	17.3%		(42 / 243)
			White	40.5%		(519 / 1280)

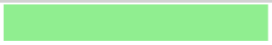
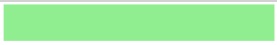
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Science	2016-2017	All	All	25.8%		(415 / 1607)
		ELL	Not ELL	26.3%		(415 / 1575)
			ELL	0.0%		(0 / 32)
		Gender	Female	26.7%		(222 / 832)
			Male	24.9%		(193 / 775)
		InstrSetting	Not Special Ed	27.2%		(413 / 1517)
			Special Ed	2.2%		(2 / 90)
		Race	Not White	9.1%		(25 / 276)
			White	29.3%		(390 / 1331)
	2015-2016	All	All	31.4%		(506 / 1613)
		ELL	Not ELL	32.0%		(504 / 1575)
			ELL	5.3%		(2 / 38)
		Gender	Female	30.9%		(252 / 815)
			Male	31.8%		(254 / 798)
		InstrSetting	Not Special Ed	33.8%		(503 / 1486)
			Special Ed	2.4%		(3 / 127)
		Race	Not White	14.6%		(44 / 302)
			White	35.2%		(462 / 1311)
	2014-2015	All	All	27.9%		(425 / 1523)
		ELL	Not ELL	28.4%		(423 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	27.8%		(220 / 791)
			Male	28.0%		(205 / 732)
		InstrSetting	Not Special Ed	28.7%		(417 / 1454)
			Special Ed	11.6%		(8 / 69)
		Race	Not White	10.7%		(26 / 243)
			White	31.2%		(399 / 1280)

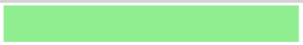
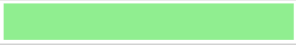
	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys for Lexington One	Number of Students
WorkKeys	2016-2017	All	All	72.9%		(1243 / 1704)
		ELL	Not ELL	73.8%		(1229 / 1666)
			ELL	36.8%		(14 / 38)
		Gender	Female	74.9%		(649 / 866)
			Male	70.9%		(594 / 838)
		InstrSetting	Not Special Ed	77.9%		(1211 / 1555)
			Special Ed	21.5%		(32 / 149)
		Race	Not White	47.0%		(139 / 296)
			White	78.4%		(1104 / 1408)
	2015-2016	All	All	78.1%		(1353 / 1732)
		ELL	Not ELL	78.9%		(1337 / 1694)
			ELL	42.1%		(16 / 38)
		Gender	Female	78.2%		(682 / 872)
			Male	78.0%		(671 / 860)
		InstrSetting	Not Special Ed	83.1%		(1315 / 1582)
			Special Ed	25.3%		(38 / 150)
		Race	Not White	60.8%		(194 / 319)
			White	82.0%		(1159 / 1413)
	2014-2015	All	All	78.0%		(1294 / 1659)
		ELL	Not ELL	78.7%		(1276 / 1621)
			ELL	47.4%		(18 / 38)
		Gender	Female	76.8%		(651 / 848)
			Male	79.3%		(643 / 811)
		InstrSetting	Not Special Ed	82.8%		(1262 / 1524)
			Special Ed	23.7%		(32 / 135)
		Race	Not White	59.0%		(157 / 266)
			White	81.6%		(1137 / 1393)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Algebra 1	16-17	All	All	83.9%		(1824 / 2173)
		ELL	Not ELL	84.5%		(1779 / 2105)
			ELL	66.2%		(45 / 68)
		Gender	Female	87.2%		(950 / 1089)
			Male	80.6%		(874 / 1084)
		InstrSetting	Not Special Ed	88.6%		(1725 / 1948)
			Special Ed	44.0%		(99 / 225)
		Race	Not White	69.2%		(261 / 377)
			White	87.0%		(1563 / 1796)
	15-16	All	All	92.9%		(1832 / 1972)
		ELL	Not ELL	93.0%		(1795 / 1931)
			ELL	90.2%		(37 / 41)
		Gender	Female	94.7%		(909 / 960)
			Male	91.3%		(923 / 1011)
		InstrSetting	Not Special Ed	94.4%		(1741 / 1845)
			Special Ed	71.7%		(91 / 127)
		Race	Not White	87.7%		(284 / 324)
			White	93.9%		(1548 / 1648)
	14-15	All	All	93.6%		(1963 / 2098)
		ELL	Not ELL	93.8%		(1880 / 2004)
			ELL	88.3%		(83 / 94)
		Gender	Female	95.1%		(922 / 970)
			Male	92.3%		(1041 / 1128)
		InstrSetting	Not Special Ed	95.3%		(1839 / 1930)
			Special Ed	73.8%		(124 / 168)
		Race	Not White	87.2%		(340 / 390)
			White	95.0%		(1623 / 1708)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Biology 1	16-17	All	All	80.3%		(1594 / 1985)
		ELL	Not ELL	81.2%		(1561 / 1922)
			ELL	52.4%		(33 / 63)
		Gender	Female	81.8%		(803 / 982)
			Male	78.9%		(791 / 1003)
		InstrSetting	Not Special Ed	84.9%		(1516 / 1785)
			Special Ed	39.0%		(78 / 200)
		Race	Not White	66.0%		(266 / 403)
			White	83.9%		(1328 / 1582)
	15-16	All	All	87.8%		(1537 / 1750)
		ELL	Not ELL	88.9%		(1517 / 1707)
			ELL	46.5%		(20 / 43)
		Gender	Female	89.3%		(746 / 835)
			Male	86.4%		(791 / 915)
		InstrSetting	Not Special Ed	91.8%		(1467 / 1598)
			Special Ed	46.1%		(70 / 152)
		Race	Not White	71.3%		(214 / 300)
			White	91.2%		(1323 / 1450)
	14-15	All	All	83.7%		(1510 / 1804)
		ELL	Not ELL	84.2%		(1464 / 1738)
			ELL	69.7%		(46 / 66)
		Gender	Female	84.9%		(772 / 909)
			Male	82.6%		(738 / 894)
		InstrSetting	Not Special Ed	89.2%		(1439 / 1614)
			Special Ed	37.4%		(71 / 190)
		Race	Not White	69.3%		(224 / 323)
			White	86.8%		(1286 / 1481)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
English 1	16-17	All	All	82.9%		(1776 / 2142)
		ELL	Not ELL	83.8%		(1729 / 2063)
			ELL	59.5%		(47 / 79)
		Gender	Female	86.6%		(906 / 1046)
			Male	79.4%		(870 / 1096)
		InstrSetting	Not Special Ed	88.7%		(1696 / 1913)
			Special Ed	34.9%		(80 / 229)
		Race	Not White	66.8%		(257 / 385)
			White	86.5%		(1519 / 1757)
	15-16	All	All	87.3%		(1752 / 2007)
		ELL	Not ELL	88.0%		(1717 / 1951)
			ELL	62.5%		(35 / 56)
		Gender	Female	90.7%		(875 / 965)
			Male	84.2%		(877 / 1042)
		InstrSetting	Not Special Ed	91.3%		(1660 / 1818)
			Special Ed	48.7%		(92 / 189)
		Race	Not White	77.7%		(282 / 363)
			White	89.4%		(1470 / 1644)
	14-15	All	All	82.2%		(1587 / 1930)
		ELL	Not ELL	83.4%		(1527 / 1831)
			ELL	60.6%		(60 / 99)
		Gender	Female	83.9%		(766 / 913)
			Male	80.7%		(821 / 1017)
		InstrSetting	Not Special Ed	86.0%		(1512 / 1759)
			Special Ed	43.9%		(75 / 171)
		Race	Not White	66.0%		(237 / 359)
			White	85.9%		(1350 / 1571)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
US History	16-17	All	All	81.7%		(1414 / 1730)
		ELL	Not ELL	82.4%		(1400 / 1698)
			ELL	43.8%		(14 / 32)
		Gender	Female	79.3%		(699 / 881)
			Male	84.2%		(715 / 849)
		InstrSetting	Not Special Ed	84.6%		(1351 / 1597)
			Special Ed	47.4%		(63 / 133)
		Race	Not White	65.5%		(205 / 313)
			White	85.3%		(1209 / 1417)
	15-16	All	All	83.8%		(1444 / 1724)
		ELL	Not ELL	84.5%		(1432 / 1695)
			ELL	41.4%		(12 / 29)
		Gender	Female	81.4%		(711 / 873)
			Male	86.1%		(733 / 851)
		InstrSetting	Not Special Ed	86.2%		(1384 / 1605)
			Special Ed	50.4%		(60 / 119)
		Race	Not White	69.0%		(223 / 323)
			White	87.2%		(1221 / 1401)
	14-15	All	All	83.3%		(1412 / 1695)
		ELL	Not ELL	83.9%		(1402 / 1671)
			ELL	41.7%		(10 / 24)
		Gender	Female	81.1%		(702 / 866)
			Male	85.6%		(710 / 829)
		InstrSetting	Not Special Ed	85.4%		(1352 / 1584)
			Special Ed	54.1%		(60 / 111)
		Race	Not White	68.4%		(184 / 269)
			White	86.1%		(1228 / 1426)

	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington One	Number of Students
GradRate	16-17	All	All	90.3%		(1605 / 1777)
		ELL	Not ELL	90.6%		(1574 / 1737)
			ELL	77.5%		(31 / 40)
		Gender	Female	92.8%		(823 / 887)
			Male	87.9%		(782 / 890)
		InstrSetting	Not Special Ed	93.7%		(1514 / 1616)
			Special Ed	56.5%		(91 / 161)
		Race	Not White	86.8%		(308 / 355)
			White	91.2%		(1297 / 1422)
	15-16	All	All	88.6%		(1528 / 1724)
		ELL	Not ELL	89.0%		(1504 / 1690)
			ELL	70.6%		(24 / 34)
		Gender	Female	92.5%		(805 / 870)
			Male	84.7%		(723 / 854)
		InstrSetting	Not Special Ed	91.5%		(1435 / 1568)
			Special Ed	59.6%		(93 / 156)
		Race	Not White	82.6%		(271 / 328)
			White	90.0%		(1257 / 1396)

Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	21	1.2%
	GN-NON-GRADUATE	175	10.2%
	GY-GRADUATE	1528	88.6%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	35	2.0%
	GN-NON-GRADUATE	137	7.7%
	GY-GRADUATE	1605	90.3%
Total		3501	

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

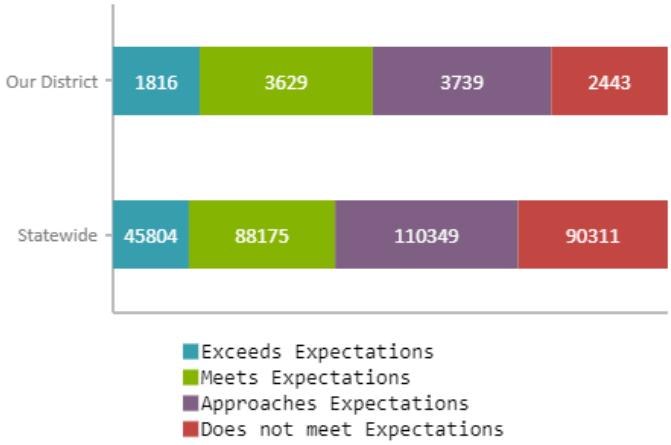
2017 Report Cards

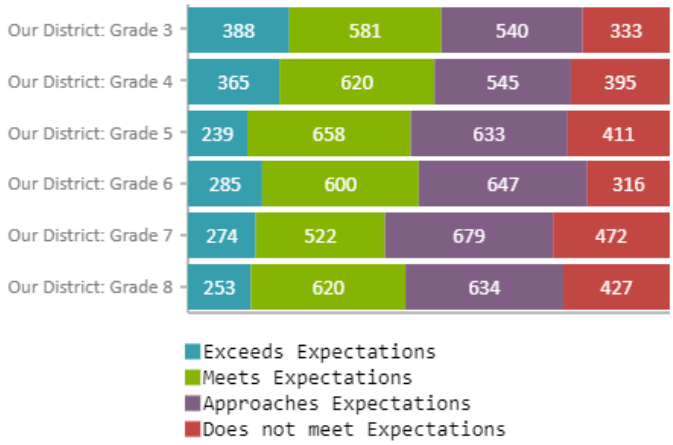
LEXINGTON 1

Superintendent:	Gregory D. Little, Ed.D.	Enrollment	25,581	**State Rating History***
Board Chair:	Mrs. Debra L. Knight	Schools	30	**Past Year's Ratings**
District Phone:	803-821-1000	Teachers	Data N/AV	2014 - Excellent 2013 - Excellent 2012 - Excellent

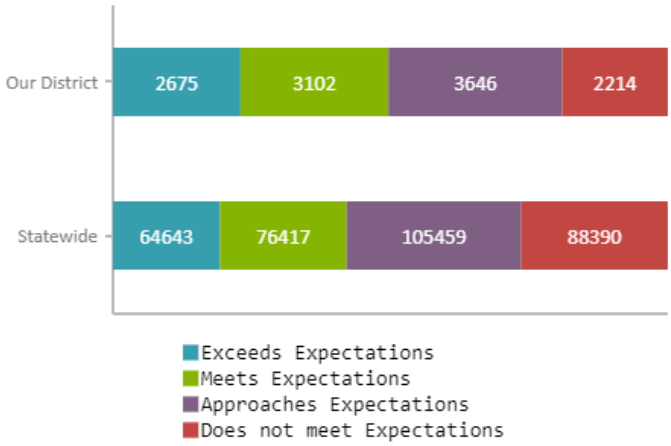
SC READY South Carolina College-and Career-Ready Assessments

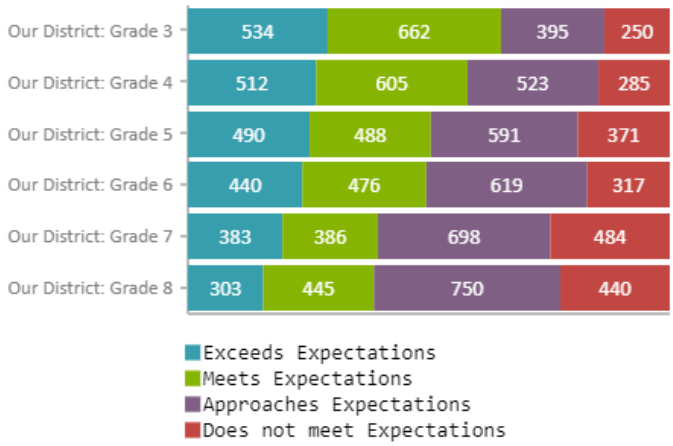
English





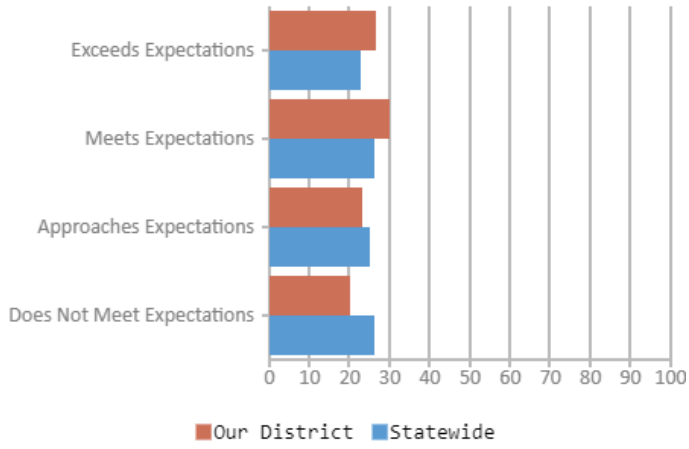
Mathematics





SCPASS

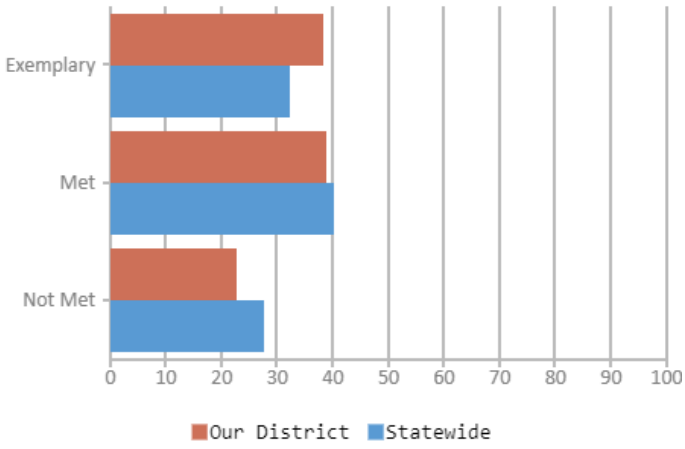
Science



Our District: Percent Met and Above for each grade level

4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
58.6	57.3	57.5	50.9	60.3

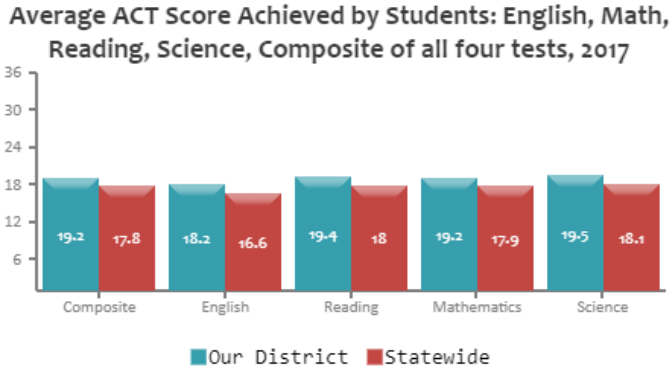
Social Studies

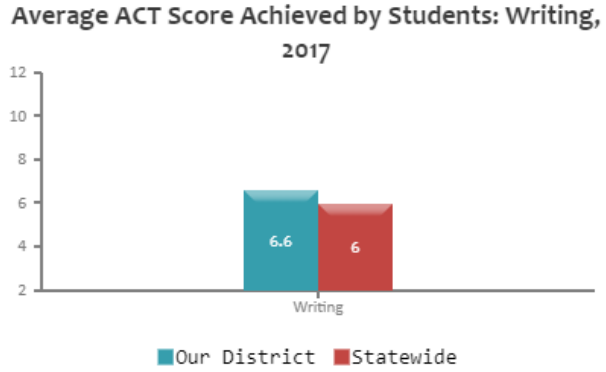


Our District: Percent Met and Above for each grade level

4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
87.2	77.6	79.2	66.7	76.7

The ACT

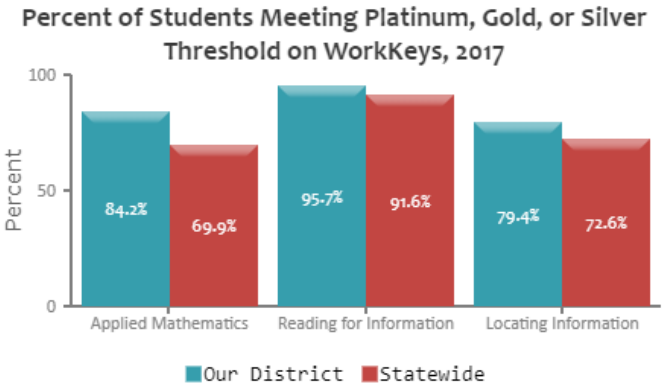




Percent of Students in District Meeting ACT College-Ready Benchmarks, 2017

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
51.5	32.0	35.4	25.1	17.6

ACT WorkKeys



End of Course Tests

Percent of tests with scores of 60 or above on:	Our District	State
Algebra 1/Math for the Technologies 2	84.0	75.1
English 1	82.9	77.0
Biology 1	80.0	73.8
US History and the Constitution	81.7	67.9
All Subjects	82.2	73.6

Outcomes

State Graduation Rate	
Four-Year	Five-Year
84.6	84.3

District Four-Year Cohort Graduation Rate			
2014	2015	2016	2017
87.7	88.9	88.6	90.2

District Five-Year Cohort Graduation Rate			
2014	2015	2016	2017
83.9	89.1	89.6	89.6

Percentage of Seniors Eligible for LIFE/Palmetto Fellows Scholarship	
District	State
67.7	36.0

Percentage of Students from 2017 Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall 2017	
District	State
84.5	70.8

SAT - District Performance

Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
49.1	554.0	535.0	1089.0

Opportunities

For students to meet the profile of the SC Graduate

	Our District	Change from last year
Students (n = 25,581)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	43.5	Up from 42.7
Attendance rate	95.0	Down from 95.4
With disabilities	12.2	Down from 12.3
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3	Up from 0.7
Percentage of students served by gifted and talented program	21.4	Down from 21.6
Percentage of students retained	1.4	Up from 1.3
Annual Dropout Rate	0.8	Down from 1.1
Enrolled in an AP/IB Program	26.2	Down from 35.3
Successful in an AP/IB Program	65.8	Down from 68.4
Career/Tech students in co-curricular organizations	20.3	Down from 25.8
Enrollment in career/technology courses	5566	Down from 5629
Students participating in work-based experiences	14.7	Up from 6.7
Number of seniors who have completed FAFSA forms	1138	Up from 945
Percentage of seniors completing college applications	70.1	N/A
Number of students enrolled in dual enrollment courses	145	Up from 109
Success of students in dual enrollment course	99.4	Up from 99.3
Dropout Recovery Rate	15.3	Up from 10.3
Enrolled in adult education GED or diploma program	355	Down from 371
Completed adult education GED or diploma program	113	Up from 94
Teachers (n = 1,827)		
Percentage of teachers with advanced degrees	65.2	Down from 67.0
Percentage of teachers on continuing contract	81.4	Up from 80.2
Teachers returning from previous year	92.0	No change
Teacher attendance rate	94.0	Up from 93.6
Average teacher salary	$51,193	Up from $50,539

Professional development days/teacher	10.7	Down from 11.1
Percentage of teacher vacancies for more than 9 weeks	0.0	Down from 0.1
District		
Principal's/Superientendent's/Director's years at school/district	1	Up from 0
Student-teacher ratio in core subjects	23.1 to 1	Down from 24.4 to 1
Prime instructional time	87.8	Down from 87.9
Number of schools with AdvancEd (SACS) accreditation	30	No change
Parents attending conferences	98.1	Up from 97.1
Percentage of classes not taught by highly qualified teachers	Under Revision	N/A
Dollars spent per pupil	$10,456	Up from $10,435
Percent of expenditures for instruction	52.2	Down from 53.8
Percent of expenditures for teacher salaries	55.9	Up from 55.7
Number of dual enrollment courses offered	15	Up from 10
Average administrator salary	$93,404	Up from $92,449

SCDE Survey Results

0 - 74.9% Red 75 - 84.9% Yellow 85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	16-17			1581	90.5%		
My non-instructional duties do not interfere with my essential role of educating students.	16-17			1593	87.5%		
I have access to reliable communication technology, including phone, fax, and e-mail.	16-17			1600	98.8%		
I feel supported by administrators at my school.	16-17			1601	91.5%		
The faculty and staff at my school have a shared vision.	16-17			1597	92.8%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	16-17			1600	98.6%		
Local, state, or national policies assist me in meeting the educational needs of my students.	16-17			1595	92.3%		
The school leadership makes a sustained effort to address teacher concerns.	16-17			1596	89.2%		
My decisions in areas such as instruction and student progress are supported.	16-17			1597	94.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	16-17			1599	94.6%		
I feel comfortable raising issues and concerns that are important to me.	16-17			1599	86.6%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	16-17			1597	93.9%		
My class sizes allow me to meet the educational needs of my students.	16-17			1569	81.8%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	16-17			1600	93.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	16-17	4924	86.5%	1596	91.9%	1369	88.1%
	15-16	4674	87.6%	1621	91.1%	1210	85.1%
	14-15	5096	91.0%	1678	93.8%	1493	87.7%
My parent knows what I am expected to learn in school.	16-17	4930	87.4%			1529	82.1%
	15-16	4682	87.1%			1321	81.1%
	14-15	5134	93.0%			1679	83.4%
My parent knows how well I am doing in school.	16-17	4929	93.7%				
	15-16	4680	94.7%				
	14-15	4877	91.2%				
My school informs parents about school programs and activities.	16-17	4924	87.9%	1596	98.6%		
	15-16	4678	89.9%	1623	98.1%		
	14-15	4861	89.0%	1650	97.8%		
Parents at my school know their children's homework assignments.	16-17	4927	69.0%	1600	90.6%		
	15-16	4678	69.0%	1620	89.3%		
	14-15	4836	70.9%	1646	92.5%		
My parent helps me with my homework when I need it.	16-17	4927	79.7%				
	15-16	4678	81.3%				
	14-15	4847	82.4%				
Parents are welcomed at my school.	16-17	4928	92.9%				
	15-16	4676	94.9%				
	14-15	4831	94.5%				
Parents volunteer and participate in activities at my school.	16-17	4927	81.9%	1542	78.9%		
	15-16	4675	83.8%	1551	78.3%		
	14-15	4845	81.8%	1592	81.2%		
My child's teachers contact me to say good things about my child.	16-17					1563	63.8%
	15-16					1365	60.9%
	14-15					1628	67.5%
My child's teachers tell me how I can help my child learn.	16-17					1549	68.3%
	15-16					1361	65.3%
	14-15					1600	72.0%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	16-17					1499	51.4%
	15-16					1310	54.7%
	14-15					1592	53.7%
My child's school returns my phone calls or e-mails promptly.	16-17					1519	90.1%
	15-16					1309	88.8%
	14-15					1622	90.7%
Parents are involved in school decisions.	16-17			1569	92.9%	1479	77.9%
	15-16			1568	92.2%	1284	77.9%
	14-15			1519	93.3%	1570	77.2%
My child's school considers changes based on what parents say.	16-17					1213	73.5%
	15-16					1042	74.3%
	14-15					1276	71.6%
My child's school schedules activities at times that I can attend.	16-17					1541	85.5%
	15-16					1343	85.7%
	14-15					1636	84.7%
My child's school treats all students fairly.	16-17					1391	84.8%
	15-16					1217	84.0%
	14-15					1472	87.6%
The principal at my child's school is available and welcoming.	16-17					1453	92.8%
	15-16					1253	91.9%
	14-15					1568	93.2%
Parents at my school are aware of school policies.	16-17			1597	96.2%		
	15-16			1623	95.9%		
	14-15			1652	97.5%		
Parents at my school understand the school's instructional programs.	16-17			1597	93.5%		
	15-16			1620	91.7%		
	14-15			1636	93.1%		
Parents at my school support instructional decisions regarding their children.	16-17			1598	94.1%		
	15-16			1617	93.0%		
	14-15			1647	95.1%		
Parents attend conferences requested by teachers at my school.	16-17			1594	92.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	15-16			1611	91.5%		
	14-15			1633	95.0%		
Parents at my school cooperate regarding discipline problems.	16-17			1597	91.6%		
	15-16			1612	91.5%		
	14-15			1639	94.6%		
Parents attend school meetings and other school events.	16-17			1593	89.5%		
	15-16			1616	89.0%		
	14-15			1635	89.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	16-17	4936	83.1%	1599	93.1%	1574	90.7%
	15-16	4697	84.0%	1628	93.7%	1365	90.0%
	14-15	4912	85.0%	1645	96.0%	1646	92.1%
My classes are challenging (not too easy; they make me think).	16-17	4943	84.1%	1602	99.0%	1574	94.6%
	15-16	4702	82.8%	1628	98.8%	1365	94.2%
	14-15	4955	81.0%	1655	99.3%	1638	95.5%
My teachers want me to understand what I am learning, not just remember facts.	16-17	4941	87.5%	1599	98.7%		
	15-16	4698	87.3%	1623	98.8%		
	14-15	4957	89.1%	1643	99.3%		
My teachers expect students to learn.	16-17	4943	96.0%	1600	98.3%	1559	94.5%
	15-16	4697	96.4%	1621	98.6%	1345	93.4%
	14-15	4953	96.2%	1646	99.1%	1614	96.4%
My teachers expect students to behave.	16-17	4942	96.4%				
	15-16	4698	97.3%				
	14-15	4943	96.6%				
My teachers spend enough time helping me learn.	16-17	4942	80.6%	1595	94.0%		
	15-16	4697	81.3%	1625	92.4%		
	14-15	4939	83.0%	1641	94.8%		
My teachers help students when they do not understand something.	16-17	4943	87.8%	1598	95.4%	1502	90.5%
	15-16	4697	89.2%	1623	95.7%	1304	88.9%
	14-15	4933	90.1%	1643	97.6%	1565	91.1%
My teachers do a good job teaching me mathematics.	16-17	4936	85.4%				
	15-16	4693	84.8%				
	14-15	4906	87.5%				
My teachers do a good job teaching me English language arts.	16-17	4937	87.7%				
	15-16	4689	89.5%				
	14-15	4892	90.7%				
My teachers give tests on what I learn in class.	16-17	4942	94.2%				
	15-16	4698	94.4%				
	14-15	4938	94.9%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	16-17	4938	79.5%			1558	89.5%
	15-16	4695	80.4%			1341	89.1%
	14-15	4904	79.8%			1632	92.8%
My classes are interesting and fun.	16-17	4938	67.1%				
	15-16	4692	69.4%				
	14-15	4935	68.5%				
Students at my school believe they can do good work.	16-17	4937	73.3%				
	15-16	4692	74.1%				
	14-15	4918	75.4%				
My teachers praise students when they do good work.	16-17	4935	73.5%				
	15-16	4692	76.0%				
	14-15	4931	75.6%				
Work done by students can be seen on the walls of my school.	16-17	4937	84.8%				
	15-16	4696	82.9%				
	14-15	4931	82.0%				
The textbooks and workbooks I use at my school really help me to learn.	16-17	4936	65.3%				
	15-16	4695	64.6%				
	14-15	4923	67.8%				
The media center at my school has a good selection of books.	16-17	4927	81.8%	1573	96.6%		
	15-16	4688	80.0%	1592	96.9%		
	14-15	4856	79.7%	1618	97.5%		
I use computers and other technology at my school to help me learn.	16-17	4936	92.8%	1593	95.0%		
	15-16	4695	92.9%	1623	95.6%		
	14-15	4912	89.4%	1638	96.2%		
Teachers at my school effectively implement the State Curriculum Standards.	16-17			1598	99.4%		
	15-16			1627	99.2%		
	14-15			1642	99.6%		
Student assessment information is effectively used by teachers to plan instruction.	16-17			1597	96.9%		
	15-16			1626	97.4%		
	14-15			1642	98.2%		
My school offers effective programs for students with disabilities.	16-17			1594	97.1%		

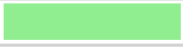
Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	15-16			1615	97.5%		
	14-15			1633	98.1%		
Instructional strategies are used to meet the needs of academically gifted students.	16-17			1593	96.4%		
	15-16			1622	96.8%		
	14-15			1644	97.7%		
The level of teacher and staff morale is high at my school.	16-17			1601	81.5%		
	15-16			1627	82.0%		
	14-15			1648	89.2%		
Teachers respect each other at my school.	16-17			1600	94.9%		
	15-16			1628	94.8%		
	14-15			1644	97.7%		
Teachers at my school are recognized and appreciated for good work.	16-17			1598	90.1%		
	15-16			1627	88.9%		
	14-15			1637	91.9%		
Students at my school are motivated and interested in learning.	16-17			1603	90.7%		
	15-16			1627	89.8%		
	14-15			1642	94.0%		
There are sufficient materials and supplies available for classroom and instructional use.	16-17			1598	95.9%		
	15-16			1626	95.6%		
	14-15			1639	96.3%		
Our school has sufficient computers for instructional use.	16-17			1588	90.2%		
	15-16			1622	92.0%		
	14-15			1637	90.8%		
There are relevant professional development opportunities offered to teachers at my school.	16-17			1595	93.9%		
	15-16			1622	94.1%		
	14-15			1639	95.2%		
The school administration communicates clear instructional goals for the school.	16-17			1600	94.8%		
	15-16			1628	94.5%		
	14-15			1650	96.2%		
The school administration sets high standards for students.	16-17			1599	94.8%		
	15-16			1627	96.1%		

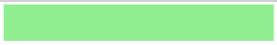
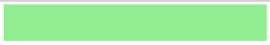
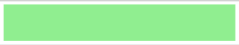
Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	14-15			1644	97.6%		
The school administration has high expectations for teacher performance.	16-17			1600	96.9%		
	15-16			1627	97.8%		
	14-15			1630	98.7%		
The school administration provides effective instructional leadership.	16-17			1598	92.5%		
	15-16			1625	92.1%		
	14-15			1642	94.6%		
Student assessment information is used to set goals and plan programs for my school.	16-17			1596	95.5%		
	15-16			1627	96.6%		
	14-15			1640	97.9%		
Teacher evaluation at my school focuses on instructional improvement.	16-17			1587	94.3%		
	15-16			1624	94.3%		
	14-15			1633	96.6%		
School administrators visit classrooms to observe instruction.	16-17			1597	92.7%		
	15-16			1624	92.1%		
	14-15			1639	94.7%		
The school administration arranges for collaberative planning and decision making.	16-17			1598	94.7%		
	15-16			1625	95.6%		
	14-15			1642	97.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	16-17	4936	85.4%	1601	94.5%	1551	89.7%
	15-16	4699	87.2%	1627	94.7%	1341	91.0%
	14-15	5186	84.6%	1684	97.5%	1657	92.2%
The grounds around my school are kept clean.	16-17	4939	87.2%	1602	98.7%		
	15-16	4698	89.8%	1628	98.5%		
	14-15	4949	89.1%	1653	99.0%		
The hallways at my school are kept clean.	16-17	4938	90.4%	1603	98.3%	1571	95.6%
	15-16	4698	92.9%	1627	98.4%	1359	97.3%
	14-15	5200	92.9%	1684	98.9%	1680	97.7%
The bathrooms at my school are kept clean.	16-17	4935	70.3%	1602	95.4%		
	15-16	4697	73.1%	1628	95.9%		
	14-15	4907	73.6%	1639	97.9%		
Broken things at my school get fixed.	16-17	4933	84.3%	1602	95.0%		
	15-16	4694	86.8%	1627	96.2%		
	14-15	4923	86.0%	1648	97.0%		
There is enough room for students to learn at my school.	16-17	4937	89.0%	1603	90.9%		
	15-16	4698	91.3%	1626	93.2%		
	14-15	4915	91.6%	1643	94.4%		
Students at my school behave well in class.	16-17	4937	60.5%	1603	90.2%	1386	80.9%
	15-16	4695	63.3%	1628	93.1%	1213	81.4%
	14-15	5182	64.6%	1681	95.8%	1499	84.5%
Students at my school behave well in the hallways, in the lunchroom, and on the playground.	15-16	4696	59.9%	1628	89.9%		
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	16-17	4937	56.4%	1602	87.4%		
	14-15	4920	58.7%	1645	93.5%		
Students at my school know the rules and what happens when students break the rules.	16-17	4939	85.8%	1597	85.6%		
	15-16	4697	86.7%	1628	88.1%		
	14-15	4935	88.6%	1654	92.5%		
The rules about how students should behave in my school are fair.	16-17	4937	81.8%	1596	92.9%		
	15-16	4699	82.9%	1624	88.0%		
	14-15	4919	81.5%	1642	92.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	16-17	4934	90.1%	1601	94.0%		
	15-16	4698	91.0%	1628	96.0%		
	14-15	4897	90.2%	1651	97.3%		
I feel safe at my school before and after school hours.	16-17	4939	90.6%	1599	98.9%		
	15-16	4697	92.0%	1624	98.8%		
	14-15	4910	91.7%	1644	99.1%		
I feel safe at my school during the school day.	16-17	4940	91.6%	1601	98.3%	1581	93.3%
	15-16	4698	92.8%	1624	99.4%	1375	93.9%
	14-15	5211	93.1%	1675	99.2%	1680	94.5%
I feel safe going to or coming from my school.	16-17	4941	92.2%	1600	99.3%		
	15-16	4697	93.8%	1624	99.6%		
	14-15	4928	93.7%	1637	99.6%		
Students from different backgrounds get along well at my school.	16-17	4937	78.1%	1603	95.8%		
	15-16	4692	81.1%	1628	97.1%		
	14-15	4916	81.2%	1643	98.0%		
Teachers and students get along well with each other at my school.	16-17	4940	81.5%	1601	97.8%		
	15-16	4699	84.1%	1625	98.6%		
	14-15	4912	84.3%	1642	99.5%		
Teachers work together to help students at my school.	16-17	4938	88.0%	1596	96.6%		
	15-16	4697	89.0%	1625	96.3%		
	14-15	4893	88.2%	1473	98.8%		
My school has a variety of extracurricular activities for students.	15-16	1323	93.6%				
	14-15	1447	93.0%				
**I have seen or know of another student beng bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red		
	16-17	4935	53.3%	1529	10.6%		
	14-15	4897	51.5%	1573	11.6%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red		
	16-17	4934	30.5%				
	14-15	4890	26.9%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red		
	16-17	4934	12.0%	1545	14.5%		
	14-15	4889	13.2%	1569	9.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	16-17	4935	16.3%				
	14-15	4881	15.4%				
**I have been bullied by someone from my school using a computer, the internet, a cell phone or other electronic device.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	14-15	4919	16.1%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	16-17	4936	15.5%				
Adults at my school prevent bullying from happening.	16-17	4936	73.0%	1600	84.6%	1316	83.8%
	15-16	4678	82.1%	1624	88.0%	1156	85.0%
	14-15	5179	74.6%	1666	97.7%	1422	86.3%
I can always go to adults at my school if I am being bullied.	16-17	4934	80.4%				
	14-15	4883	81.9%				
An adult at my school has talked to me about bullying.	16-17	4934	72.0%				
	14-15	4866	76.3%				
My child's teachers care about my child as an individual.	16-17					1498	91.7%
	15-16					1313	91.2%
	14-15					1617	93.8%
My child's school has an anti-bullying program to prevent or deal with bullying.	16-17					1116	86.2%
	15-16					1031	88.8%
	14-15					1223	88.0%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	16-17					886	93.5%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	16-17					870	94.7%
I recommend that all parents/guardians attend IGP conferences with their children.	16-17					896	96.2%

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Accelerated/ Eagles	17-18	All	All	15.0%		(3028 / 20251)
		ELL	Not ELL	15.3%		(2907 / 18993)
			ELL	9.4%		(120 / 1276)
		Gender	Female	15.9%		(1568 / 9881)
			Male	14.1%		(1460 / 10370)
		InstrSetting	Not Special Ed	16.6%		(2950 / 17762)
			Special Ed	3.1%		(77 / 2507)
		Race	Not White	8.4%		(404 / 4794)
			White	17.0%		(2624 / 15457)
	16-17	All	All	15.4%		(3101 / 20176)
		ELL	Not ELL	15.8%		(3042 / 19225)
			ELL	6.2%		(59 / 951)
		Gender	Female	16.5%		(1616 / 9784)
			Male	14.3%		(1485 / 10392)
		InstrSetting	Not Special Ed	17.1%		(3024 / 17690)
			Special Ed	3.1%		(77 / 2486)
		Race	Not White	7.6%		(301 / 3982)
			White	17.3%		(2800 / 16194)
	15-16	All	All	15.4%		(3021 / 19629)
		ELL	Not ELL	15.8%		(2972 / 18813)
			ELL	6.0%		(49 / 816)
		Gender	Female	16.5%		(1578 / 9579)
			Male	14.4%		(1443 / 10050)
		InstrSetting	Not Special Ed	17.1%		(2947 / 17215)
			Special Ed	3.1%		(74 / 2414)
		Race	Not White	7.1%		(266 / 3723)
			White	17.3%		(2755 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Honors	17-18	All	All	23.5%		(4749 / 20251)
		ELL	Not ELL	24.1%		(4581 / 18993)
			ELL	13.1%		(167 / 1276)
		Gender	Female	27.3%		(2693 / 9881)
			Male	19.8%		(2056 / 10370)
		InstrSetting	Not Special Ed	26.3%		(4674 / 17762)
			Special Ed	3.0%		(74 / 2507)
		Race	Not White	15.8%		(757 / 4794)
			White	25.8%		(3992 / 15457)
	16-17	All	All	22.8%		(4604 / 20176)
		ELL	Not ELL	23.5%		(4516 / 19225)
			ELL	9.3%		(88 / 951)
		Gender	Female	26.5%		(2597 / 9784)
			Male	19.3%		(2007 / 10392)
		InstrSetting	Not Special Ed	25.7%		(4548 / 17690)
			Special Ed	2.3%		(56 / 2486)
		Race	Not White	14.4%		(572 / 3982)
			White	24.9%		(4032 / 16194)
	15-16	All	All	20.1%		(3949 / 19629)
		ELL	Not ELL	20.7%		(3893 / 18813)
			ELL	6.9%		(56 / 816)
		Gender	Female	23.1%		(2208 / 9579)
			Male	17.3%		(1741 / 10050)
		InstrSetting	Not Special Ed	22.6%		(3898 / 17215)
			Special Ed	2.1%		(51 / 2414)
		Race	Not White	12.6%		(469 / 3723)
			White	21.9%		(3480 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
AP/IB	17-18	All	All	7.0%		(1422 / 20251)
		ELL	Not ELL	7.3%		(1379 / 18993)
			ELL	2.8%		(36 / 1276)
		Gender	Female	8.2%		(810 / 9881)
			Male	5.9%		(612 / 10370)
		InstrSetting	Not Special Ed	7.9%		(1410 / 17762)
			Special Ed	0.2%		(5 / 2507)
		Race	Not White	4.0%		(194 / 4794)
			White	7.9%		(1228 / 15457)
	16-17	All	All	6.1%		(1222 / 20176)
		ELL	Not ELL	6.3%		(1213 / 19225)
			ELL	0.9%		(9 / 951)
		Gender	Female	7.2%		(704 / 9784)
			Male	5.0%		(518 / 10392)
		InstrSetting	Not Special Ed	6.9%		(1220 / 17690)
			Special Ed	0.1%		(2 / 2486)
		Race	Not White	2.9%		(114 / 3982)
			White	6.8%		(1108 / 16194)
	15-16	All	All	3.3%		(654 / 19629)
		ELL	Not ELL	3.4%		(649 / 18813)
			ELL	0.6%		(5 / 816)
		Gender	Female	3.8%		(367 / 9579)
			Male	2.9%		(287 / 10050)
		InstrSetting	Not Special Ed	3.8%		(648 / 17215)
			Special Ed	0.2%		(6 / 2414)
		Race	Not White	1.6%		(58 / 3723)
			White	3.7%		(596 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Dual Credit	17-18	All	All	1.7%		(353 / 20251)
		ELL	Not ELL	1.8%		(346 / 18993)
			ELL	0.5%		(6 / 1276)
		Gender	Female	2.3%		(223 / 9881)
			Male	1.3%		(130 / 10370)
		InstrSetting	Not Special Ed	2.0%		(351 / 17762)
			Special Ed	0.0%		(1 / 2507)
		Race	Not White	0.7%		(33 / 4794)
			White	2.1%		(320 / 15457)
	16-17	All	All	0.9%		(185 / 20176)
		ELL	Not ELL	0.9%		(182 / 19225)
			ELL	0.3%		(3 / 951)
		Gender	Female	1.2%		(121 / 9784)
			Male	0.6%		(64 / 10392)
		InstrSetting	Not Special Ed	1.0%		(183 / 17690)
			Special Ed	0.1%		(2 / 2486)
		Race	Not White	0.5%		(20 / 3982)
			White	1.0%		(165 / 16194)
	15-16	All	All	0.6%		(120 / 19629)
		ELL	Not ELL	0.6%		(120 / 18813)
			ELL	0.0%		(0 / 816)
		Gender	Female	1.0%		(94 / 9579)
			Male	0.3%		(26 / 10050)
		InstrSetting	Not Special Ed	0.7%		(119 / 17215)
			Special Ed	0.0%		(1 / 2414)
		Race	Not White	0.1%		(3 / 3723)
			White	0.7%		(117 / 15906)

Strategic Plan
Executive Summary of Needs Assessment Data Findings

Introduction

In compliance with State Board of Education Regulation 43-261, Lexington One conducted a comprehensive needs assessment, utilizing multiple measures in the required areas of student achievement, teacher/administrator quality, school climate, and gifted and talented. The district utilized a variety of sources for this needs assessment including the state report card, local assessment data, and PowerSchool/Enrich data. Graphical summaries of these data are included in the strategic plan.

Student Achievement

Data Sources	Strength	Weakness/ Improvement Need	Area(s) of Focus
Elementary/Middle (Grades PK-8)			
Fountas and Pinnell Text Levels (Enrich)	64% of K-5 students are performing at or above grade-level on Fountas and Pinnell text level measures. This is an increase of over 8 points from the prior year.	Substantial achievement gaps exist for minority students, and English language learners.	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy
State Standardized Language Arts Scores (State Report Card)	Almost 47% of students scored “Meets” or “Exceeds” on the SC READY ELA test. This is is almost 7 points higher than the state percentage.	While our results are higher than the state average, fewer than half of our elementary and middle school students meet state standard in ELA. Our lowest percentage of students meeting standard was in 7th grade where about 41% of students scored “Meets” or higher. The writing portion of the ELA assessment had a larger percentage of scores that were non-scorable than in previous years. Additionally, substantial achievement gaps exist in ELA for minority	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy

		students, students with special needs and English language learners.	
State Standard zed Math S ore (State Re ort Card)	Just under half of Lexington One students (49.7%) scored “Meets” or “Exceeds” on the SC READY Math test. This is 7.6 points higher than the state percentage.	Math scores in Lexington One trend downward as grade level increases. The percent of students scoring “Meets” or higher drops consistently as grade level increases from 65% at 3rd grade to only 38.6% at grade 8. Substantial achievement gaps exist in Math for minority students, students with special needs and English language learners.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
State Standardized Science Scores (State Report Card)	56.7% of Lexington One students scored “Meets” or “Exceeds” on the SCPASS Science test, out-performing the state by 8 points.	Science performance has declined over the past three years, from 70.9% meeting standard in 2013-14 to current levels. While a substantial drop in 2016-17 was due, at least in part, to the realignment of the scale to the same scale as SC READY, the decline is certainly an area of concern. Substantial achievement gaps exist for minority students, students with special needs and English language learners.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
State Standardized Social Studies Scores (State Report Card)	77.2% of students in Lexington One met standard on the SCPASS Social Studies test, almost 15 points higher than the state’s	Substantial achievement gaps exist for minority students, students with special needs and English language learners.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and

	percentage.		Numeracy
High School (Grades 9-12 and Grade 8 End of Course Exams)			
Grade 11 ACT English College and Career Ready Benchmarks (Enrich/ACT)	52.9 % of students met ACT College and Career Readiness standards on the English subscore. This is an increase of 3.4 points over the prior year. This percentage also surpassed that of the state by almost 15 points.	Substantial achievement gaps exist for minority students and English language learners. Fewer than 25% (22.8%) of minority students met the benchmark, and fewer than 10% of ELL students met the benchmark.	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy
Grade 11 ACT Reading College and Career Ready Benchmarks (Enrich/ACT)	The percent of students meeting College and Career Readiness benchmarks in reading (36.6%) was greater than that of the state (27%)	The percent meeting benchmark had declined 3.2 points from last year. Substantial achievement gaps exist for minority students and English language learners. Only 14.9% of minority students met the Reading benchmark, and fewer than 10% of ELL students met the benchmark.	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy
Grade 11 ACT Math College and Career Ready Benchmarks (Enrich/ACT)	32.9% of Lexington One students met the ACT Math College and Career Readiness benchmark. This value is almost 11 points higher than the state percentage. This is the same as 2015-16 and a slight increase from 2014-15.	Fewer than ⅓ of 11th grade students are meeting the math benchmark, and substantial achievement gaps exist for minority students, students with special needs and ELL students.	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy
Grade 11 ACT Science College and Career Ready Benchmarks (Enrich/ACT)	The percentage of students in Lexington One meeting the ACT Science College and Career Readiness benchmark was 25.8% in 2016-17. This value was 8.8 points higher than the state's percentage.	The percentage meeting the science benchmark has declined since the 2015-16 school year. Less than 10% of minority students met this benchmark and no ELL students met the benchmark, revealing substantial achievement gaps for those subgroups.	• High-Impact Teaching and Learning • Opportunity and Access • Literacy and Numeracy

ACT WorkKeys (Enrich/State Report Card)	72.9% of of 11th grade students achieved “Silver” or higher certificates. *4.9% met the “Silver” or higher benchmark in Applied Mathematics, 95.7% in Reading for Information and 79.4% in Locating Information. Each of the values is greater than the State’s.	Substantial achievement gaps exist for minority, ELL, and special needs students.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
Algebra I End-of-Course Exam Pass Rate (Enrich)	The percentage of students passing the Algebra I exam was 83.9% - 13.2 points higher than the state.	The percentage of students passing the Algebra I End of Course exam was nine points lower in 2016-17 than in 2015-16. Substantial achievement gaps exist for minority students, ELL students and students with special needs.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
English I End-of-Course Exam Pass Rate (Enrich)	82.9% of students passed the English I End of Course exam in 2016-17. This is almost 6 points greater than the State’s pass rate.	The percentage of students passing the English I End of Course exam was 4.4 points lower in 2016-17 than in 2015-16. Substantial achievement gaps exist for minority students, ELL students and students with special needs.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
Biology End-of-Course Exam Pass Rate (Enrich)	The pass rate for the Biology I End of Course exam was 80.3% in 2016-17. This was 6.5 points higher than the State’s pass rate.	The 2016-17 pass rate was 7.5 points lower than the preceding year. Substantial achievement gaps exist for minority students, ELL students and students with special needs.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy
U.S. History End-of-Course Exam Pass Rate (Enrich)	81.7% of students passed the U.S. History End of Course exam in 2016-17. This was 13.8 points higher than the State’s pass rate.	Substantial achievement gaps exist for minority students, ELL students and students with special needs.	● High-Impact Teaching and Learning ● Opportunity and Access ● Literacy and Numeracy

Graduation Rate (State Report Card)	The district's on-time 4-year graduation rate has been steadily increasing. This year 90.3% of students graduated on time.	Substantial gaps exist in graduation rate for minority, ELL, and students with special needs.	• High-Impact Teaching and Learning • Opportunity and Access

Teacher and Administrator Quality

Data Sources	Strength	Weakness/ Improvement Need	Area(s) of Focus
Percentage of Teachers on Continuing Contracts (State Report Card)	81.4% of teachers are on continuing contract, up 1.2 points from 2015-16.		• High-Impact Teaching and Learning
Percentage of Teachers Returning (State Report Card)	92% of teachers returned from last year.		• High-Impact Teaching and Learning • Leadership Development
Percentage of Teachers with Advanced Degrees (State Report Card)	65.2% of Teachers have advanced degrees		• High-Impact Teaching and Learning
Teacher Attendance Rate (State Report Card)	Teacher attendance rate was 94.0%	Teacher attendance rate was lower than student attendance rate (95%)	• High-Impact Teaching and Learning • Leadership Development

School Climate

Data Sources	Strength	Weakness/ Improvement Need	Area(s) of Focus
Satisfaction with Social and Physical Environment (State Surveys)	Parents and Teachers remain mostly satisfied with the Social and Physical Environment (90.67% positive and 93.25% positve, respectively.)	Only 82.54% of students were satisfied with the Social and Physical environment. This was down from the previous year. Specific concerns included cleanliness of bathrooms (70.3%), student classroom behavior (60.5%),	• Leadership Development • Opportunity and Access

		student hallway behavior (59.9%), adult prevention of bullying (73%), and adult communication about bullying. Of particular concern are responses concerning students being bullied or knowing of students being bullied. 69.5% of students report being bullied, and 46.7% have seen or know of another student being bullied.	
Satisfied with Home-School Relations (State Surveys)	Teacher satisfaction with home-school relations remains high (91.82% positive).	Student satisfaction (86.19%) and parent satisfaction (87.93%) with home-school relations has dropped from last year. Issues for students include communication about homework assignments. Parents were most concerned with positive communications about their child, communication about how to help their child at home, feeling welcome in the classroom, and involvement in school decision-making.	• Leadership Development • Opportunity and Access
Satisfied with Learning Environment (State Surveys)	Parents (90.67% positive) and Teachers (93.25% positive) continue to feel satisfied about the learning environment.	Student satisfaction with the learning environment (82.54%) has decreased from last year. Specific concerns included lack of engaging coursework, student efficacy, positive reinforcement from teachers, and usefulness of textbooks and workbooks.	• Leadership Development • Opportunity and Access • High-Impact Teaching and Learning
Satisfied with Current Working Conditions (State Surveys)	Teachers are positive about their current working conditions (93.4% positive).	Some dissatisfaction exists with large class sizes.	• Leadership Development • High-Impact Teaching and Learning

Drop-out Rate (State Report Card)	The annual dropout rate for 2016-17 was 0.8%, down from 1.1%.		• Leadership Development • Opportunity and Access • High-Impact Teaching and Learning
Student Behavior (Enrich)		23.9% of students received one or more discipline referral in 2016-17. This is up from the previous year. 9.6% of students had an in-school suspension, and 5.6% had an out of school suspension. Both of these values are increases over the previous year. In all categories (referrals, in-school and out-of-school suspensions) there are substantial discrepancies in the rates of occurrence for minorities, special education, and ELL students.	• Leadership Development • Opportunity and Access
Student Attendance (Enrich)		10.3% of students were absent more than 10% of their enrollment days in 2016-17. This is a 2.4 point increase from 2015-16. Special education students were shown to be chronically absent more than general education students.	• Leadership Development • Opportunity and Access • High-Impact Teaching and Learning

Gifted and Talented

Data Sources	Strength	Weakness/ Improvement Need	Area(s) of Focus
Elementary/Middle Advanced Course Enrollment	20.8% of Elementary students were enrolled in Gifted and Talented	Substantially fewer minorities, ELL students , and students with special	• High-Impact Teaching and Learning

(Enrich)	programs in 2016-17. 15.4% of middle school students were enrolled in Honors-level coursework in 2016-17.	needs are enrolled in advanced coursework in both Elementary and Middle School	• Opportunity and Access
High School Advanced Course Enrollment (Enrich)	In 2016-17, 47.8% of High School students were enrolled in Honors courses, 16.1% in AP/IB courses, and 2.4% in dual-credit courses.	The percentages of minority students, ELL students, students with special needs, and male students were substantially lower than their counterparts.	• High-Impact Teaching and Learning • Opportunity and Access • Leadership Development
AP/IB success Rate (State Report Card)	65.8% of AP/IB tests were scored 3 or higher.		• High-Impact Teaching and Learning • Opportunity and Access
Dual Enrollment Success Rate (State Report Card)	99.4% of Dual-Enrollment students received a grade of C or higher.		• High-Impact Teaching and Learning • Opportunity and Access

Summary of Conclusions

While student achievement in Lexington One continues to surpass that of the state in all areas, clear areas of need were presented in the needs assessment. First, with fewer than half of our Elementary and Middle grades students meeting standard in English Language Arts and Math and about one-third of 11th grade students meeting benchmark on ACT Math and Reading there should be a focus on literacy and numeracy skills at all levels. While science and social studies scores continue to be higher than those of the state, declines in science performance on SCPASS and the low percentage of students meeting benchmarks on ACT Science are of particular concern. The district needs to address teaching practices across all content areas to better impact student learning in all subjects.

In all content areas and at all levels, substantial achievement gaps exist for minority students, English language learners, and students with special needs. These gaps extend beyond student achievement to attendance and discipline metrics, as well. Furthermore these groups are under-represented in gifted and talented opportunities. The district must address these disproportionalities in order to address the educational needs of all students.

Lexington One continues to hire and retain highly qualified teachers and administrators. Teachers continue to be satisfied with their work environments and student learning environments. However, trends in student achievement and responses to the state student surveys suggest that professional learning opportunities for strategies that better engage students and impact student learning be implemented. Furthermore, achievement gaps on test scores and in graduation rate, disproportionality in attendance problems, discipline issues, and advanced course enrollment, and student and parent concerns about bullying and home-school

relations must first be addressed at the leadership level, suggesting a need for additional leadership development strategies.

Based on the results of this needs assessment, the district has identified four key areas of focus: Literacy and Numeracy, High-Impact Teaching and Learning, Leadership Development, and Opportunity and Access. The following strategic plan will address these areas of focus and the strategies through which the district will improve them.

Performance Goals and Action Plans

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	69.9%	71.9%	73.9%	75.9%	77.9%
			(Actual)				
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	48.7%	50.7%	52.7%	54.7%	56.7%
			(Actual)				
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	56.4%	58.4%	60.4%	62.4%	64.4%
			(Actual)				
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	14.8%	13.8%	12.8%	11.8%	10.8%
			(Actual)				
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	44.0%	46.0%	48.0%	50.0%	52.0%
			(Actual)				
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	41.6%	43.6%	45.6%	47.6%	49.6%
			(Actual)				
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	7.8%	7.3%	6.8%	6.3%	5.8%
			(Actual)				
High	% of students on-track for having enough credits to graduate on time will by 95% at the end of grade 9.	Grade 9	90.8%	95.0%	95.0%	95.0%	95.0%
			(Actual)				
	% of students on-track for having enough credits to graduate on time will by 95% at the end of grade 10.	Grade 10	90.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)				
	% of students on-track for having enough credits to graduate on time will by 98% at the end of grade 11.	Grade 11	94.6%	98.0%	98.0%	98.0%	98.0%
			(Actual)				
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points.	Grade 11	73.8%	75.8%	77.8%	79.8%	81.8%
			(Actual)				

	% of graduates with professional certifications will increase annually by 1 point.	Grade 12	1.9%	3.3%	3.9%	4.9%	5.9%
			(Actual)				
	% of seniors graduating on time will reach 95% by 2021	Grade 12	90.3%	91.9%	93.4%	95.0%	95.0%
			(Actual)				
	% of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021	Grade 12	84.2%	85.7%	87.1%	88.6%	90.0%
			(Actual)				

Action Plan for Performance Goal 1:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Support schools with the implementation of workshop model in reading, writing, and math in grades PK-8 and Student Engagement Model in grades 9-12 in order to increase student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Chief Academic Officer, Employee Development Facilitator	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.453	0.482	0.512	0.542	0.572
			(Actual)				
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.505	0.509	0.511	0.514	0.517
			(Actual)				
High	Rigorous course enrollment will increase by 2 points annually		52.6%	54.5%	56.5%	58.5%	60.5%
			(Actual)				
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.706	0.735	0.765	0.795	0.825
			(Actual)				

Action Plan for Performance Goal 2:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	17.0%	18.0%	19.0%	20.0%	21.0%
			(Actual)				
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	26.1%	27.0%	28.0%	29.0%	30.0%
			(Actual)				
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	24.3%	25.3%	26.3%	27.3%	28.3%
			(Actual)				
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	36.9%	37.8%	38.8%	39.8%	40.8%
			(Actual)				
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	13.9%	15.4%	16.9%	18.4%	19.9%
			(Actual)				
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	19.2%	20.7%	22.2%	23.7%	25.2%
			(Actual)				
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	27.4%	28.8%	30.3%	31.8%	33.3%
			(Actual)				
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	38.2%	39.7%	41.2%	42.7%	44.2%
			(Actual)				
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	66.1%	67.0%	68.0%	69.0%	70.0%
			(Actual)				

Action Plan for Performance Goal 3:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability	None	n/a	District Data Dashboard

3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	7.7%	7.1%	6.6%	6.1%	5.6%
			(Actual)				
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	5.1%	4.5%	4.0%	3.5%	3.0%
			(Actual)				
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.647	0.677	0.707	0.737	0.767
			(Actual)				
Middle	% of students chronically absent will decrease by 1 point annually.	Grades 6-8	10.4%	9.4%	8.4%	7.4%	6.4%
			(Actual)				
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	9.9%	9.4%	8.9%	8.4%	7.9%
			(Actual)				
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.513	0.543	0.573	0.603	0.633
			(Actual)				
High	% of students chronically absent will decrease by 1 point annually.	Grades 9-12	13.0%	11.9%	10.9%	9.9%	8.9%
			(Actual)				
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	8.4%	7.8%	7.3%	6.8%	6.3%
			(Actual)				
	% of students proficient in all power skill domains on the WIN assessment will increase by X points annually.	Grade 11	TBD				
			(Actual)				

Action Plan for Performance Goal 4:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director, School Data Teams, Director of Student Services	None	n/a	Tiered system of support matrix

2. Schools will establish wellness teams to support the physical, social, and emotional health of students and staff.	August 2018	Director of School Counseling, Nurse Coordinator	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018-Ongoing	Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools, Director of Student Services			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018-Ongoing	SLT, Director of Student Services			Revision of current board policies.
6. Alternative education services will be redesigned to provide research-based therapeutic approaches for identified students.	Fall of 2018	SLT, Director of Student Services, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			Status updates from School Wellness Teams and school-level directors of school counseling

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
District	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		93.8%	94.9%	95.9%	97.0%	98.0%
			(Actual)				
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		94.4%	95.3%	96.2%	97.1%	98.0%
			(Actual)				
	Year 2-5 teacher retention will be 90% by 2021.		85.8%	86.9%	87.9%	89.0%	90.0%
			(Actual)				
	The number of teachers participating in Aspiring Assistant Principals (AAP) program will increase annually as needed to meet the district's projected staffing needs.		TBD				
			(Actual)				
	The number of assistant principals participating in the Aspiring Principals Academy (APA) will increase annually as needed to meet the district's projected staffing needs.		TBD				
			(Actual)				
	% of APA participants scoring Principal Ready on the leadership rubric by the end of their cohort program		TBD				
			(Actual)				

Action Plan for Performance Goal 5:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director, Director of Student Services	None	n/a	Tiered system of support matrix

2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Director of Professional Learning and Leadership Development	$22,400	General Budget	2018 Summer Professional Learning Institute focused on areas of emphasis, Share district plan with stakeholder groups in January 2019 to inform district and school plans for 2019-2020
3. Implement a competency-based educational leadership system for recruitment, selection, and advancement; assessment and evaluation; and development and support of teacher leaders, assistant principals, aspiring principals, principals and central services leaders.	May 2018 - June 2021	Director of Professional Learning and Leadership Development, Director of Human Resources	$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	2018-2019 PK-8 ELA and Math; 2019-2020 Secondary	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2017-18	2018-19	2019-20	2020-21
	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		89.5% (Actual)	91.3%	93.2%	95.0%	95.0%
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		85.9% (Actual)	88.9%	92.0%	95.0%	95.0%

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the tiered support system for all schools as one of the measures of school success.	August 2018 - ongoing	Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard