

Subgroup Successes:

Identifying and Celebrating Promising
Practices Leading to Improved Student
Outcomes for ALL

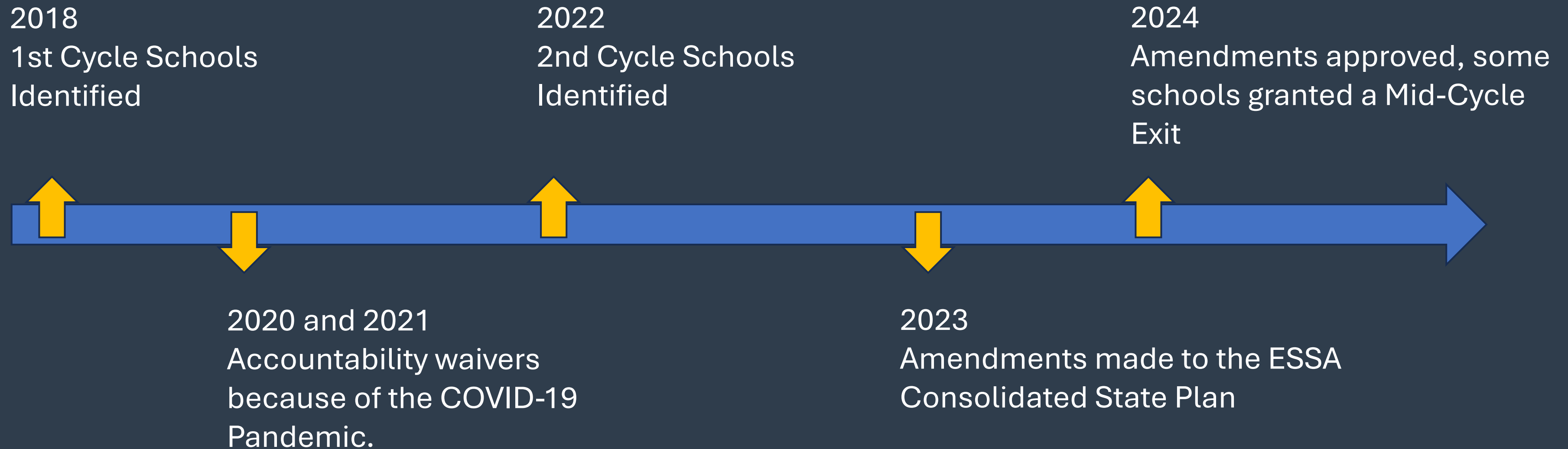
ESSA Academy 2025



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Federal Accountability in South Carolina Since 2018

Since the SCDE implemented its federal accountability system under ESSA, many key changes have taken place.



ATSI 1st Cycle (in
2017-18)

Exit after 1st Cycle: No longer in bottom
5% & met Good/Excellent Student
Progress (in 2021-22)

Not-Exited after 1st Cycle
ATSI 2nd Cycle (in 2021-22)

Reidentified: Remain in the bottom
5%

Not-Exited: No longer in bottom 5% but *did not*
meet Good/Excellent Student Progress Indicator

Mid-Cycle Exit:
M OR ELA 23-24 data
improved over 21-22
M OR ELA
AND met the Target
Score

Not Exited: M OR ELA
23-24 data did not
improve over 21-22 M
OR ELA
OR did not meet the
Target Score

Mid-Cycle Exit:
M OR ELA 23-24
data improved
over 17-18 M OR
ELA
AND met the
Target Score

Not-Exited: M OR
ELA 23-24 data
did not improve
over 17-18 M OR
ELA
OR did not meet
the Target Score

SCDE ESSA **ATSI** Designation -EM

ATSI 1st Cycle (in 2017-18)

Exit after 1st Cycle: No longer in bottom 5% & met CCR Progress (in 2021-22) & Grade Rate 70%+

Not-Exited after 1st Cycle
ATSI 2nd Cycle (in 2021-22)

Reidentified: Remain in the bottom 5% or Grad Rate lower than 70%

Not-Exited: No longer in bottom 5% but did not meet meet CCR Progress

Mid-Cycle Exit:
M OR ELA 23-24 data improved over 21-22 M OR ELA
AND met the Target Score

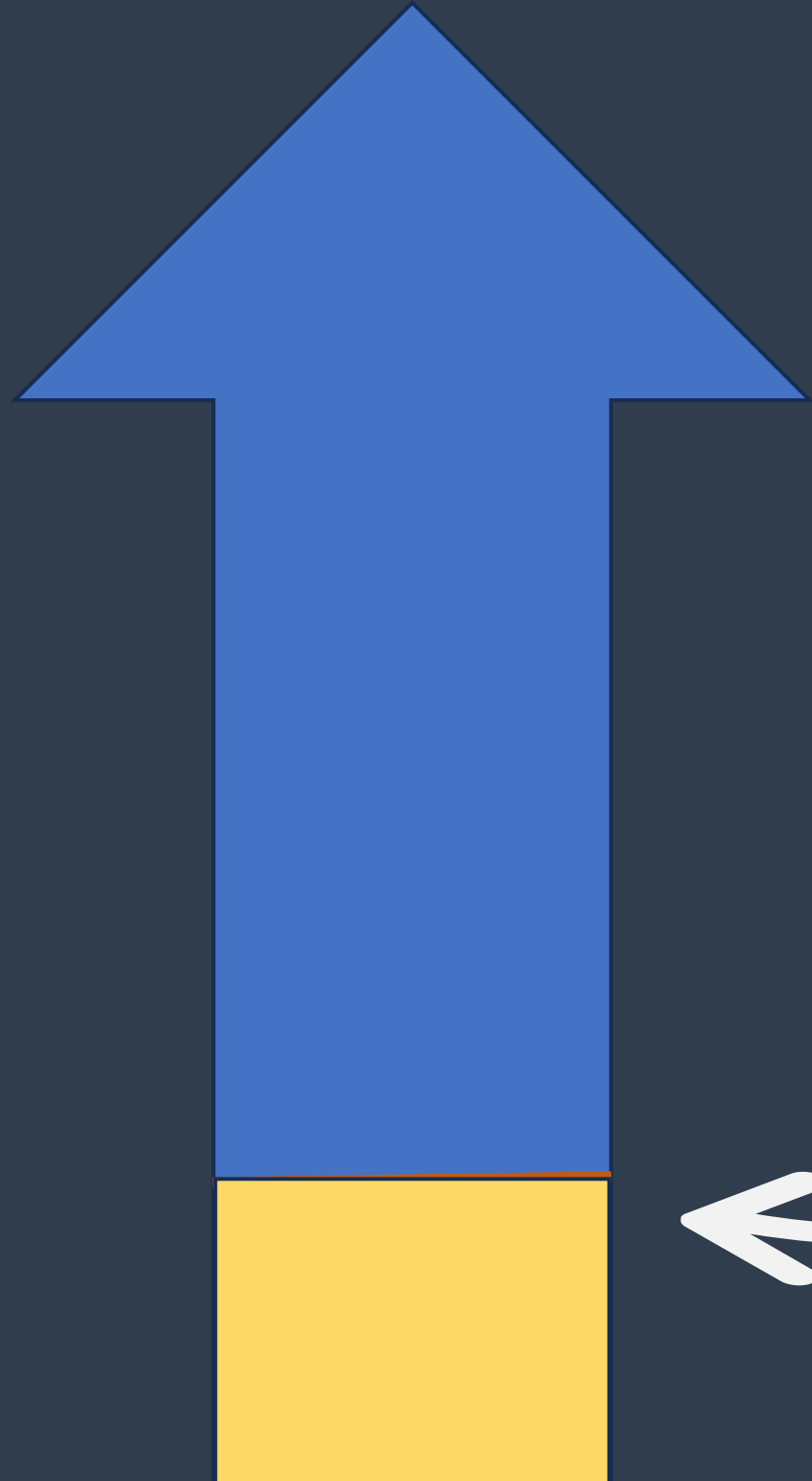
Not Exited: M OR ELA 23-24 data did not improve over 21-22 M OR ELA
OR did not meet the Target Score

Mid-Cycle Exit:
M OR ELA 23-24 data improved over 17-18 M OR ELA
AND met the Target Score

Not-Exited: M OR ELA 23-24 data did not improve over 17-18 M OR ELA
OR did not meet the Target Score

SCDE ESSA **ATSI** Designation -High

How was the THRESHOLD SCORE determined?



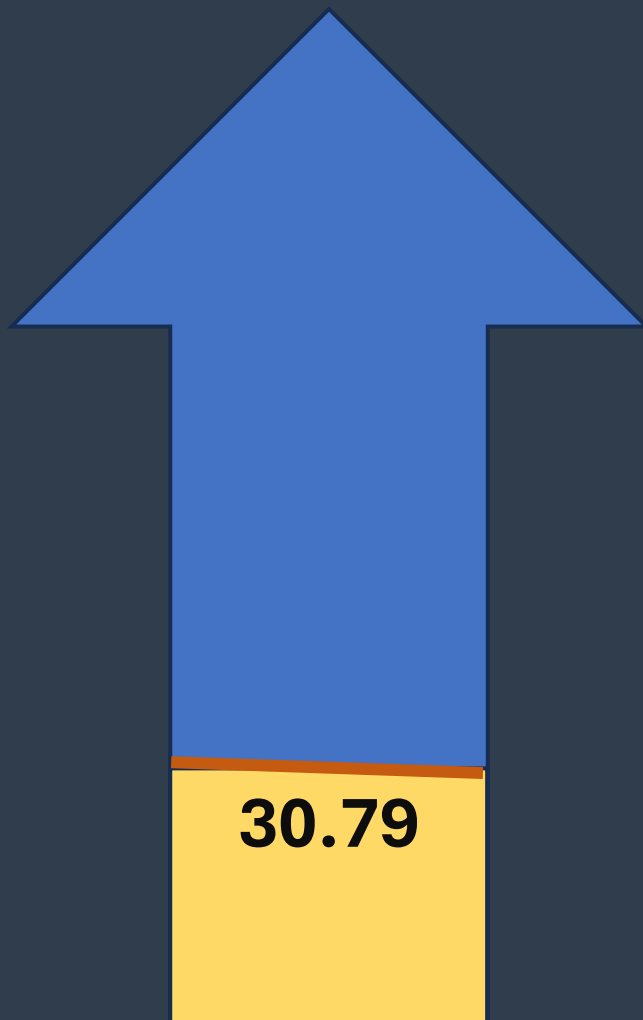
ALL Title 1 SCHOOLS, by
WPI (NUM_OVERALL)
Number

Bottom 5% = CSI, ATSI

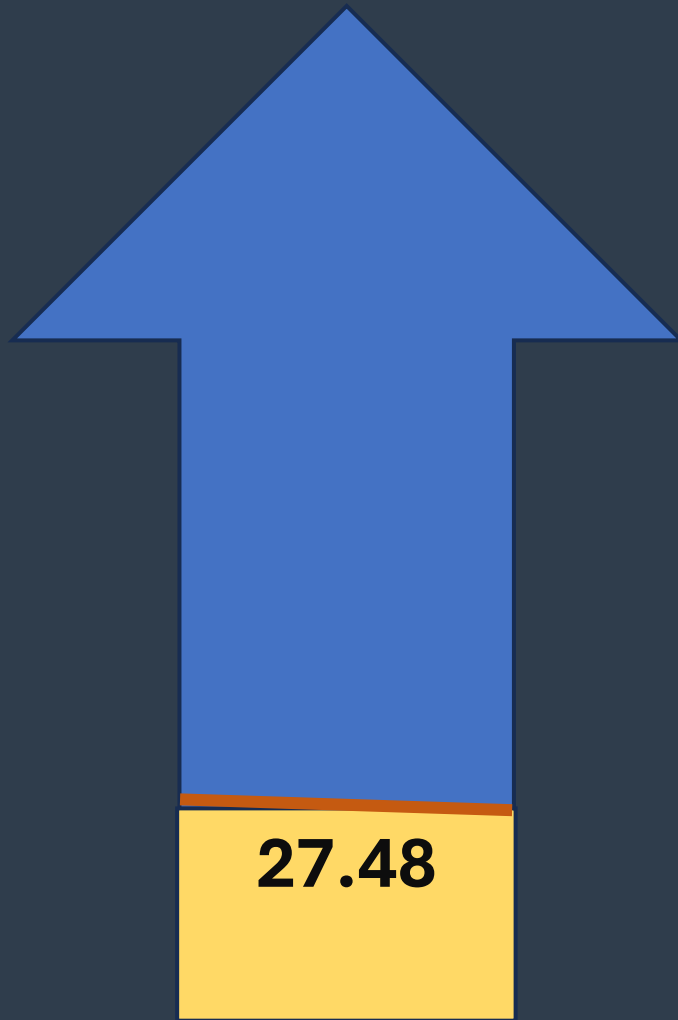
Highest Performing CSI
School = THRESHOLD Score,
Set on Year 1 of each cycle.

Threshold Scores Set in 2021-22

ELEMENTARY



MIDDLE



HIGH



What does my Subgroup Overall Number mean?

Subgroup Num_Overall

If your subgroups were given their own report card, would they be performing in the bottom 5%?

Table 1

Available Rating Points for Schools by School Type

Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	19
High School Student Success	—	12
College & Career Readiness	—	19
Total:	100	100

Note: — = Not applicable.



Subgroup Number Overall: By Indicators

Report Card Indicator	Overall School Performance (53.02)	Disabled Subgroup Performance (23.71)	Number of Students
Academic Achievement (35)	13.96/35* (17.948/45)	17.81	32
Preparing for Success (10)	Not Rated	Not Rated	16
Student Progress (35)	22.17/35* (28.504/45)	Not Rated	16
School Climate (10)	6.58/10	3.65	32
Multilingual Learners' Progress (10)	Not Rated	Not Rated	9



Accountability Manual Business Rules

N-Size






If an Elementary or Middle School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to add to the weight of the Academic Achievement and Student Progress indicators.

If a High School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to add to the weight of the Academic Achievement and Graduation Rate indicators.

(page 22 of Accountability Manual)



Practice to understand EXITing using your Num_Overall

Identifi cation	24 Target Score	Subgroup Number Overall 24	%ME ENG 24	%ME Math 24	%ME ENG 22	%ME Math 22	%ME ENG 18	%ME Math 18	EXIT?
RI	30.79	6.67	5.9	17.4	4.3	12.7	16	16	
RI	30.79	50.47	28.9	18.4	10.5	15.8	8.6	11.1	
RI	15.4	15.9	24.6	19.7	11.3	6.9	15.9	25	
NE	30.79	19.21	8.3	4.2	8	8	4.3	8.7	
NE	27.48	27.66	11.8	9	8.7	13.3	9.5	12	

Who is in my subgroup? Consult the Accountability Manual

Students with Disabilities

Instructional Setting Codes: Specific codes within the "Instructional Setting" field are used to denote SWD status. The relevant codes are:

- **SE - Special Ed - Full Yr:** This code signifies that the student received special education services for the entire school year.
- **SR - Currently SE, was Reg Ed:** This code indicates that the student is presently receiving special education services but was previously enrolled in a regular education setting.
- **SP - Currently SE, was 504 Plan:** This code indicates the student is currently receiving special education services but was previously under a 504 Plan.

Multilingual Learners

If the student's **English Proficiency Code is not among the excluded codes**, they are included in the Multilingual Learner Subgroup.

Additionally, students whose **English Proficiency Code indicates a monitoring status (M1-M4)** in prior years are included in the ML subgroup based on the specific rules outlined in the source.



ESSA Tiers: Strong and Moderate Levels for CIPs, 2nd Cycle

When developing the Continuous Improvement Plan, best practices would be to:

1. Review the interventions together to choose what best fits the needs of the schools,
2. Clearly articulate the intended outcomes.
3. Describe the implementation plan.

Consider having schools answer the following before including an EBI/P on a CIP.

Name(s) of literacy/math team members reviewing the intervention:

Name of program, intervention, or instructional practice:

Intended outcome of selected program, intervention, or instructional practice:

Brief description of how the intervention will be used:

Estimation of ESSA level of effectiveness:

- ☐ Tier I: Strong Evidence
- ☐ Tier II: Moderate Evidence



Resource Mapping Exercise: MTSS Framework Page 27

Complete Ex.	Tier 1	Tier 2	Tier 3
Curriculum/ Interventions	Core Program (Into Literature, Big Ideas)	Support is provided in addition to the core instructional time all students receive (WIN Time 30 min)	Support for students not responding to Tier II interventions that have been implemented with fidelity
Instructional Resources/ Routines	Instruction Hub		
Assessments/ Progress Monitoring	Universal Screeners Core Unit Assessments SCDE Interims	4.5.8 Progress Monitoring Tools Iris Center	4.5.8 Progress Monitoring Tools Iris Center
Professional Development Offered	What What's	is been	different? provided?
Protocols/ Procedures/ Paperwork	Report Cards Family Newsletters		Intensive Intervention Meetings



The Power of Proof: Understanding ESSA's Tiers of Evidence

Where can I direct my principals?

High Quality Instructional Materials

Alignment to SC Standards

2024 Approved Programs for Mathematics

Instructional Materials Adoption Information

SC Instruction Hub

Understanding ESSA Tiers

Guides to Evidence-Based Practices for Educators
in Elementary Schools

Understanding Tier Differences Use the
knowledge checks on slides 30-34

What is the WWC?

Understanding the WWC

Example

Edreports.org

"...districts need to think about a range of evidence
options...one of those options is looking for high-
quality curriculum design" FAQs



Subgroup Support Sessions: Round 2

Needs-Based Professional Learning

- Scheduling: Where to start and what to remember!
- PLCs: What's your current reality? What's next?
- Special Education Panel: Ask the experts!
- Teacher Recruitment and Retention: Thinking outside the box.
- Federal Programs Coordinator/Manager Support: Keeping it all organized!
- UDL Strategies: What you can do NOW!
- Strong, Moderate or Promising: Why it matters.
- MTSS Supports and Student Goal-Setting
- SLO Connections: Aligning teacher goals to support subgroup achievement.



Explore 2 slides (17-22) and record at least 1 word and 1 phrase/sentence.

Word	Phrase/Sentence
Emerging Themes	
Implications for Our Work	

Looking at your groups’ collective choices of words, phrases, and sentences, reflect on the conversation by identifying: • What themes emerge? • What implications or predictions can be drawn?



Elementary Promising Practices:

Mckissick Academy
Of Science & Technology & Six Mile Elementary, Pickens

ATSI Plan Action Steps

Special education teachers provided job-embedded professional learning for core teachers.

Provided substitutes for (8) ATSI schools during quarterly data days. General education teachers and special education teachers participated in data sessions together near the end of each quarter (1-3) to review subgroup data and plan. A day early in the school year was provided for a combined professional learning opportunity that focused on essential standards and using common formative assessments to evaluate student learning of common formative assessments, with a focus on grade-level instruction for students with disabilities. Student goal-setting was also an important component of the initial collaborative professional learning session.

Provided professional development for general education and special education teachers in ATSI schools on how to effectively co-teach.

	Subgroup num_overall	24 ELA	24 M	22 ELA	22 M	18 ELA	18 M
RI	45.11	28.9	26.3	5.9	11.8	3.2	9.7
RI	50.46	25	19.2	14.6	16.7	3.7	33.3

***SCDE does not promote the use of any program mentioned. This is a report of what specific schools have used. Results vary based upon context.*



Elementary Promising Practices:

Warrenville Elementary, Aiken

ATSI Plan Action Steps

Clearly defined intervention block for reading and math to support IEP goals and intervention plans.

- Special Education teachers used a mixed model of small group and individual instruction to maximize instruction.
- Special Education teacher adjusted the progress monitoring schedule from bi-weekly to weekly for the purpose of using data to drive instruction.

Consistent collaboration between our special education teacher and general education teachers to support the individual needs of students.

Created teacher and student goals and conducted conferences to adjust our Wildly Important Goals

- Special Education teacher/students held weekly goal-setting conferences.

Strategic Small Group Planning and Implementation: SPED Testing Blitz

- The **SPED Testing Blitz** was a **collaborative, data-driven initiative** led by the **School Transformation Support Specialist (STSS) and Special Education Teacher** to bridge the gap between students' **IEP goals and grade-level mastery** for SC READY preparation. Using performance data, they strategically grouped students and designed targeted instruction integrating **Digital Coach Compass for teacher-led, standards-based support, Bridges Intervention for paraprofessional-led foundational skill reinforcement, and i-Ready for personalized learning**. Regular data meetings ensured **ongoing progress monitoring and instructional adjustments**, with the STSS providing coaching and feedback to optimize intervention strategies. This approach ensured **individualized, rigorous, and accessible instruction** to maximize student growth and test readiness.

Continuous Subgroup Data Monitoring, Analysis, and Action Planning

- The **School Transformation Support Specialist (STSS) and Principal** conducted **ongoing data monitoring and analysis** to track subgroup performance, identify achievement gaps, and refine instructional strategies. Through **regular data meetings**, they reviewed assessment results, monitored student progress, and adjusted **action plans** to ensure targeted interventions and resource allocation. This **collaborative approach** allowed for **responsive, data-driven decision-making**, ensuring all student groups received the support needed for academic growth and success.

Elementary Promising Practices:

Cannons Elementary School, Spart 3

ATSI Plan Action Steps

A coaching cycle will be completed for SPED teachers with the LindaMood Bell Series. A refresher training will be provided to SPED teachers with the LindaMood Bell Series. Macro Planning between Regular ed teachers and the Resource teacher will be held once a month to discuss strategies and student progress.

Professional development and materials for TouchMath (a multisensory approach) will be provided for our special education teachers.

Classworks will be purchased to progress monitor with iReady ELA and math progress. This will allow teachers to analyze data and determine the specific academic needs of students.

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Elementary Promising Practices:

**Berkeley
County**
St. Stephen
Elementary
School,
Berkeley

ATSI Action Steps

Provided substitutes and professional development for General and Special Education Teachers to attend common planning and data analysis workshops.

Hired temporary employees to provide additional support to students in general education classes.

Provided the opportunity for teachers to participate in Elevation Strategies Endorsement Training.

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Elementary Promising Practices:

Clover

Bethel Elementary
School

Oakridge Elementary
School, Clover

ATSI Plan Action Steps

Schools developed a master schedule to support Tier I instruction for all and provided funds for a book study for teachers.

Implemented inclusive teaching practices in mathematics for special education students in grades K-8. Funds used to provide PD, and stipend time outside the regular workday, and hired a certified coach. Teachers will participate in Inclusion Rules and Paula Kluth's Co Teaching Kickoff PD to support their understanding of inclusion.

Re-hired for 2024-25 a 1.0 FTE inclusion coach/specialist to provide support to inclusion teachers in the elementary and middle grades classrooms. The inclusion coach/specialist is responsible for implementing inclusion with fidelity.

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High School Promising Practices:

Berkeley County High School
Cane Bay High School

ATSI Plan Action Steps

Provided technology software to help support math and reading.

Provide substitutes and professional development for General and Special Education Teachers to attend common planning and data analysis workshops.

Provided instructional materials to students to create a concrete model for abstract concepts.

Hired 1 Lead Coordinator and 2 Specialists to provide support and PD to schools.

Provided substitutes for teachers to attend PD specific to schools' designation.

Provided funds to attend conferences to help gain ideas on best practices to support schools.

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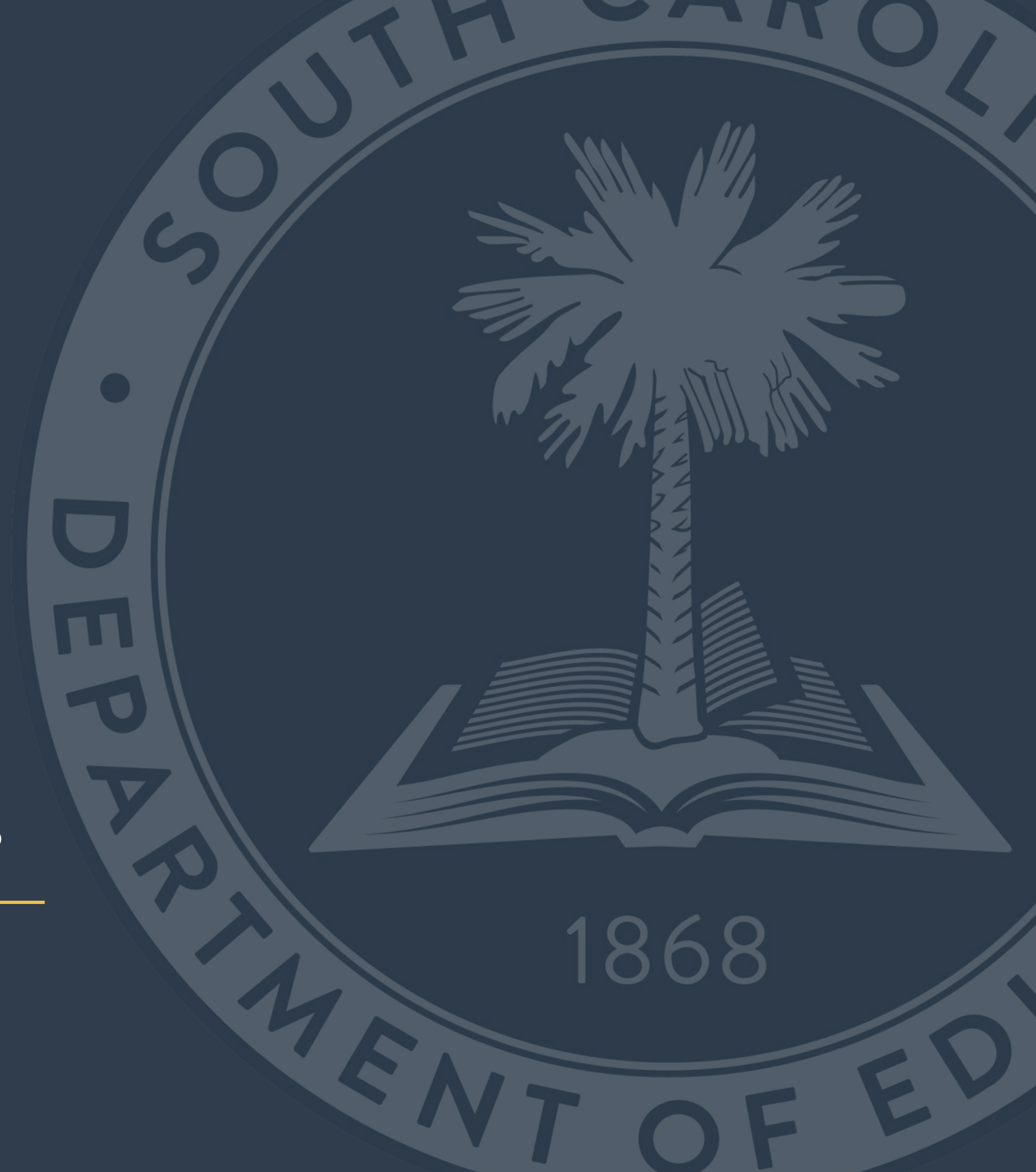


Recently Exited ATSI Schools

What strategies worked?

What structures were put into place to
support these strategies?

How will we sustain this positive trend?





St. Stephen Elementary School

- *Berkeley County Schools*

	Subgroup num_overall	24 ELA	24 M	22 ELA	22 M	18 ELA	18 M
RI	51.57	51.5	48.5	15.4	11.5	11.4	8.6



South Pointe High School

- *Rock Hill Schools*

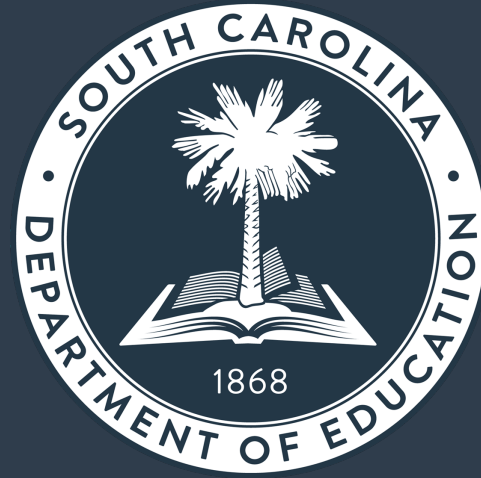
	Subgroup num_overall	24 ELA	24 M	22 ELA	22 M	18 ELA	18 M
RI	27.63	24.4	31.6	6	1.9	14.3	27.1



Berkeley High School

- *Berkeley County School District*

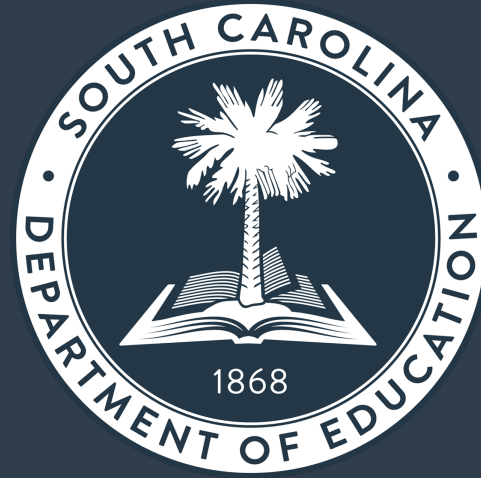
	Subgroup num_overall	24 ELA	24 M	22 ELA	22 M	18 ELA	18 M
NE	20.25	28.2	13.8	17	7.8	20	26.5



Commonalities **Statewide**

- Professional development focused on Universal Design for Learning
- Intentional PLCs: student work analyzed, instructional practices discussed and changes to instructional practices evidenced, attended by ILT consistently...
- Scheduling of PLCs and SPED to maximize instructional time with content experts, ALL students accessing Tier 1 instruction.





Progress Monitoring Practices

**Example district structures to support progress monitoring.
Templates included.**



Promising Practice: District Data Reviews



Berkeley County
School District CIP
Presentations
Protocol



Primary Schools SDR
Template
Elementary/Middle Schools
SDR Template
High Schools SDR Template



Greenville County
Focus Meeting
Document



Subgroup Support Padlet

**Collection of resources to
support ALL schools and
students.**



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