



Tips and Tools for School Improvement for Students with IEPs

ESSA Academy
March 25, 2025



Agenda

- 1) NAEP Performance Data for SWDs
- 2) Suspension Data for SWDs
- 3) Tips for Improving Special Education Programs
- 4) Tools for Improving Special Education Programs
- 5) Questions



**Why do we see so many ATSI schools
for the subgroups of SWDs?**

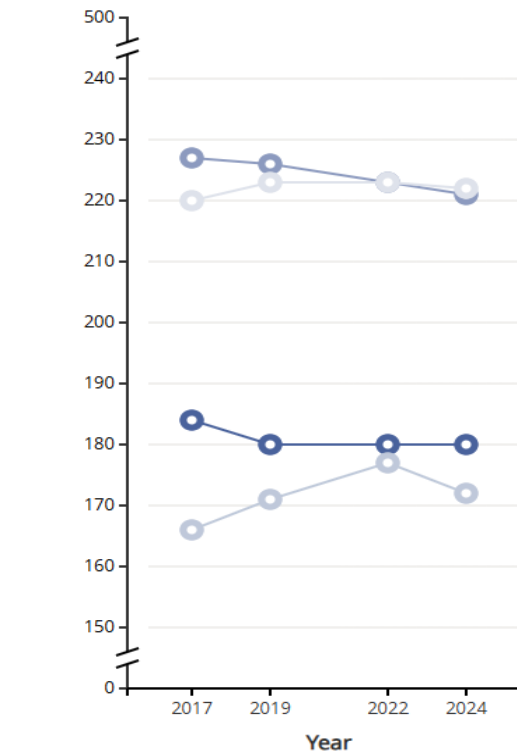


NAEP ELA 4th Grade

National and South Carolina average scaled scores for nondisabled students and students with IEPs

Average scale scores for grade 4 reading, by Disability status of student, excluding those with 504 plan [IEP2009] for jurisdiction: 2024, 2022, 2019, and 2017

Average scale scores



● National | Identified as students with disabilities ● National | Not identified as students with disabilities
● South Carolina | Identified as students with disabilities ● South Carolina | Not identified as students with disabilities

NOTE: The category "students with disabilities" includes students identified as having an Individualized Education Program (IEP) but excludes those identified under Section 504 of the Rehabilitation Act of 1973. The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

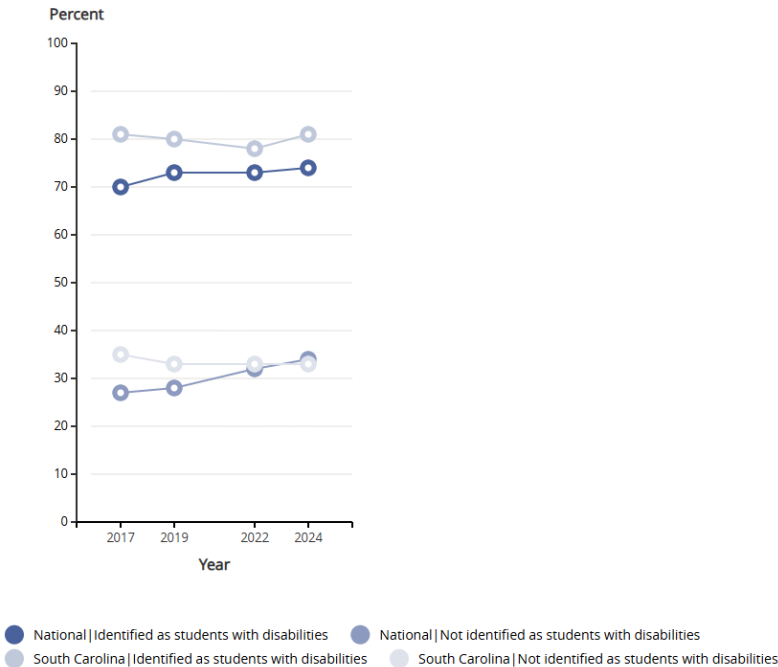
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017, 2019, 2022, and 2024 Reading Assessments.



NAEP ELA 4th Grade

National and South Carolina percentage of students scoring below basic for nondisabled students and students with IEPs

Achievement levels - discrete for grade 4 reading, by Disability status of student, excluding those with 504 plan [IEP2009] for jurisdiction: 2024, 2022, 2019, and 2017 below Basic



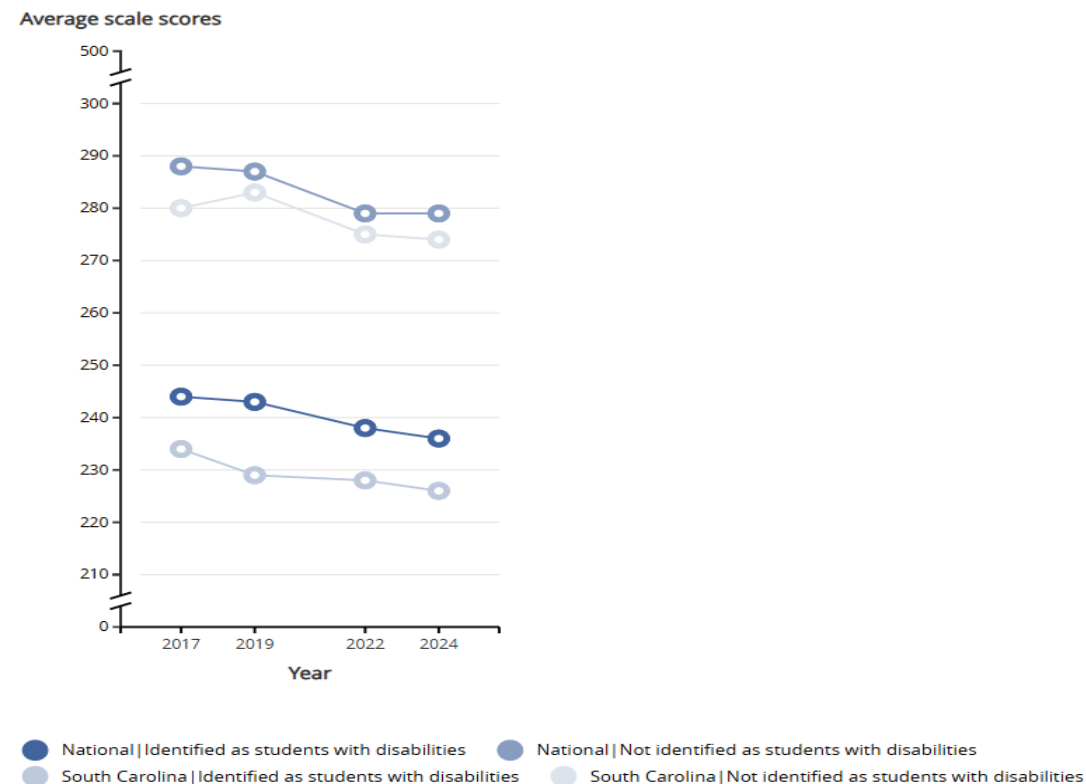
NOTE: The category "students with disabilities" includes students identified as having an Individualized Education Program (IEP) but excludes those identified under Section 504 of the Rehabilitation Act of 1973. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017, 2019, 2022, and 2024 Reading Assessments.



NAEP Math 8th Grade

National and South Carolina average scaled scores for nondisabled students and students with IEPs

Average scale scores for grade 8 mathematics, by Disability status of student, excluding those with 504 plan [IEP2009] for jurisdiction: 2024, 2022, 2019, and 2017



NOTE: The category "students with disabilities" includes students identified as having an Individualized Education Program (IEP) but excludes those identified under Section 504 of the Rehabilitation Act of 1973. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017, 2019, 2022, and 2024 Mathematics Assessments.



South Carolina and National NAEP Reading Performance for SWDs – % Basic and Above

Testing Year	4 th Grade - SC	4 th Grade - National	8 th Grade - SC	8 th Grade - National
2017	19%	30%	18%	35%
2019	20%	27%	22%	32%
2022	22%	27%	18%	31%
2024	19%	26%	19%	31%

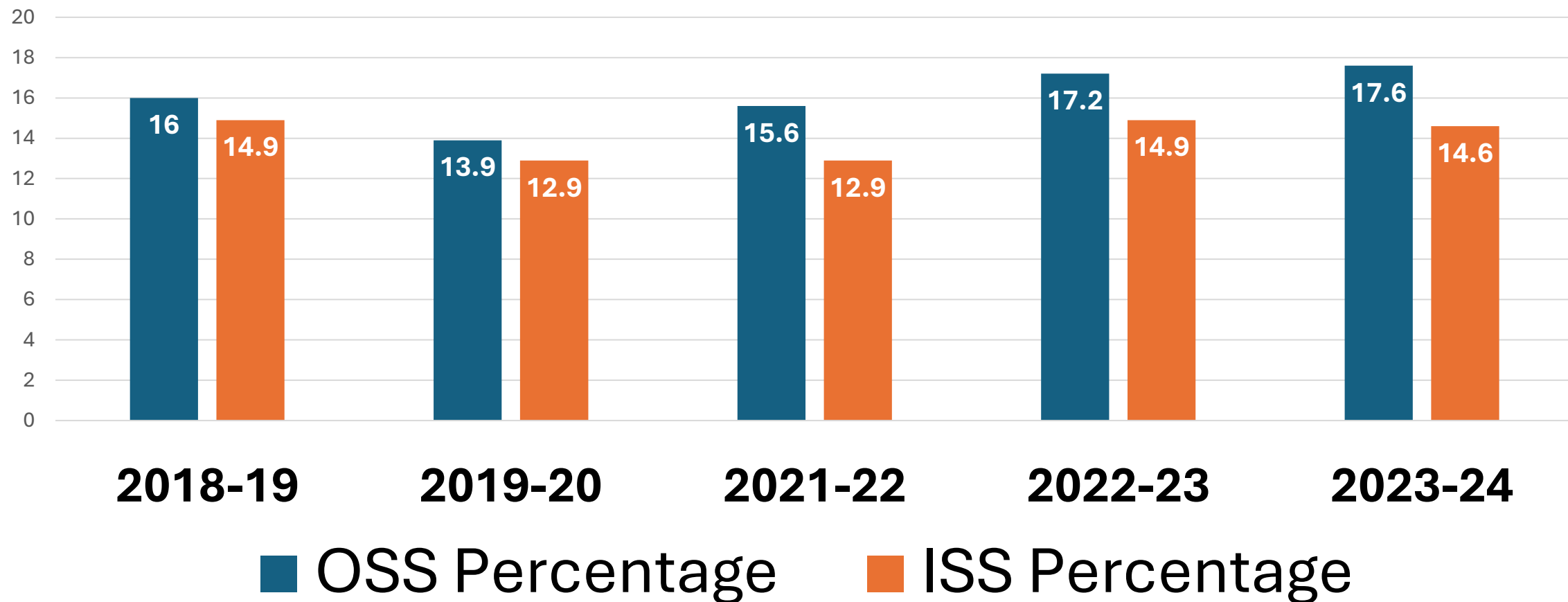


South Carolina and National NAEP Mathematics Performance for SWDs – % Basic and Above

Testing Year	4th Grade - SC	4th Grade - National	8th Grade - SC	8 th Grade - National
2017	31%	45%	18%	27%
2019	37%	46%	16%	27%
2022	35%	44%	14%	23%
2024	35%	45%	10%	23%



State Suspension Data for SWDs (% Suspended)



Best Practices Tips for School Improvement for Students with IEPs

- ☐ Ensure that supplemental specialized instruction (e.g., resource, co-teaching, etc.) compliments and supports general education instruction
- ☐ Promote and facilitate planning and collaboration among general education and special education teachers
- ☐ Make it a goal to reduce the number of times students are removed from instruction (OSS and ISS) and establish a school culture that supports this goal



Complimenting General Education Instruction

- ✓ Don't remove students from critical general education instruction (areas of need)
- ✓ Use HQIM from general education instruction when delivering specialized instruction
- ✓ Make sure your special education teachers have access to HQIM for each grade level they teach
- ✓ IEP goals for reading/ELA and math should align with the indicators in the State standards



Facilitating Collaboration

- ✓ Start your school's scheduling with special education
- ✓ Look to see if planning periods can be adjusted to allow for more collaboration between special education teachers and general education teachers
- ✓ Incorporate general education and special education staff collaboration into your professional learning days
- ✓ Set up alternative avenues for collaboration (email communications, committees, virtual conferences, etc.)



Reducing Removals

- ✓ Create/implement positive behavior support systems at the school level
- ✓ Know and implement the Behavioral Implementation Plans (BIPs) for your students who have BIPs
- ✓ Set clear expectations for classroom management and referrals
- ✓ Establish a school goal to reduce reliance on exclusionary discipline methods
- ✓ Promote proactive strategies to address behavioral needs and improve student outcomes



Tools for School Improvement for Students with IEPs

- ❖ EDPlan SC Dashboard
- ❖ SC Ready Data (<https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2024/>)
- ❖ NAEP Data (<https://www.nationsreportcard.gov/>)
- ❖ PowerSchool Incident Management and Level Data Reports
- ❖ Instruction Hub (<https://ed.sc.gov/instruction/instruction-hub/>)



SCASA i3 Presentation (This Summer)

Tips and Tools for Improving Your School's Special Education Programs

Unlocking Student Success: Leveraging EDPlan SC, HQIM, and Other Resources to Strengthen Special Education:

How can school administrators move beyond compliance to strengthen special education programs and improve student outcomes? This session provides practical tools and strategies for using EDPlan SC data and High-Quality Instructional Materials (HQIM) to enhance instruction, support student progress, and reduce exclusionary discipline. Join us for this interactive session and leave with actionable strategies to build a more effective and impactful special education program!





ed.sc.gov