

Office of Leadership Effectiveness

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ESSA Academy 2025



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Today's Objectives

We hope all participants walk away with:

- An understanding of School Improvement Designations in South Carolina
- Information on exit criteria for designated schools
- How the school report card indicators factor into school improvement designations
- Some “Next Steps” for supporting continuous improvement in South Carolina schools and districts.



Agenda

**School Improvement
Designations
Report Card Indicators
Identification/Exit Criteria
Next Steps**



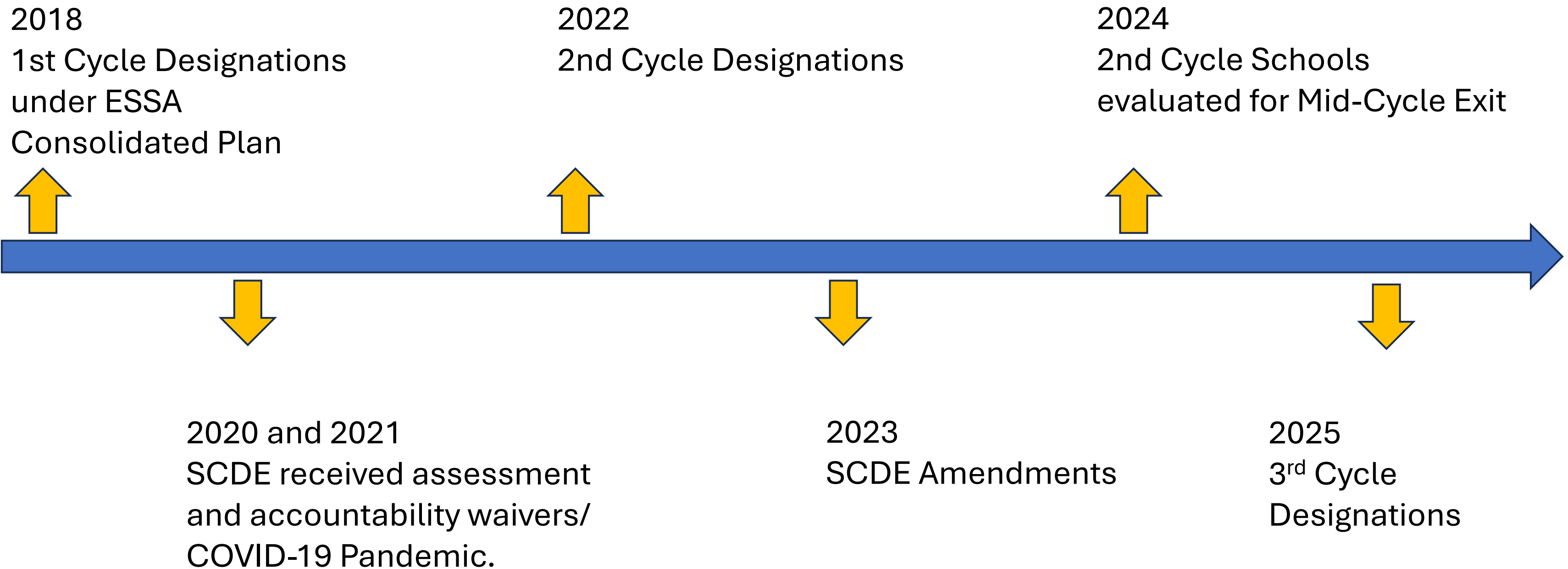


School Improvement Designations



Federal Accountability in South Carolina Since 2018

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



1. Comprehensive Support and Improvement (CSI)

Identification: Title I school performing in the bottom 5%.

Exit Criteria: A final summative score on weighted point index that is above the bottom 5% of Title I schools in the most recent subsequent identification year **AND** the % of Meets/Exceeds in ELA or math.

Designation Length: 3 Year Designation

Next Identification: Fall 2025

Notes:

- The bottom 5% established by Elementary, Middle, and High.
- Thresholds originally set in 21-22.



2. Comprehensive Support and Improvement (CSI)

Identification: All schools (Title I and non-Title I) with a graduation rate of less than 70%.

Exit Criteria: Graduation rate is 70% or higher.

Designation Length: 3 Year Designation

Next Identification: Fall 2025



3. Comprehensive Support and Improvement (CSI)

Identification: Title I schools identified for Additional Targeted Support and Improvement (ATSI) due to low performing subgroups who have not satisfied the statewide exit criteria for such schools after six years (2 cycles)

Exit Criteria: The identified subgroup(s) performance moves above the performance of ALL students in the highest performing Title I CSI school in the most recent subsequent identification year after initial identification **AND** the % of the identified subgroup(s) who meets or exceeds in ELA or math over the percentage observed in that subgroup in the original identification year.

Designation Length: 3 Year Designation

Next Identification: Fall 2025

Notes:

- Title I schools that have been designated as ATSI that have not exited ATSI after a second consecutive cycle for the same identified subgroup will be identified as CSI for the next identification cycle.



Additional Targeted Support and Improvement (ATSI)

Identification: All schools will be identified for ATSI if the overall weighted point index for one or more subgroups of students on its own is at or below the fifth percentile of Title I schools in the identification year.

Exit Criteria: (Elementary and Middle)

The identified subgroup(s) performance moves above the performance of ALL students in the highest performing Title I CSI school in the most recent identification year after initial identification year **AND** the % of Meets/Exceeds in ELA or math.

(High School)

The identified subgroup(s) performance moves above the performance of ALL students in the highest performing Title I CSI school in the most recent identification year after initial identification year **AND** the % of the identified subgroup(s) who meet or exceeds in English 2 or Algebra 1 increased over the percentage observed for that subgroup in the original year of identification.



Additional Targeted Support and Improvement (ATSI) continued

Designation Length: 3 Year Designation

Next Identification: Fall 2025

Notes:

- The bottom 5% established by Elementary, Middle, and High.
- Thresholds originally set in 21-22.
- Thresholds remain in effect through 24-25.
- Concurrent with the state's interim targets, schools are expected to meet the criteria within six years of being identified for ATSI.
 - Title I schools that have been designated as ATSI that have not exited after 2 consecutive cycles in the same subgroup will be identified as CSI the next identification cycle.
 - Non-Title I schools that have been designated ATSI that have not exited after 2 consecutive cycles in the same subgroup will remain ATSI.



Targeted Support and Improvement Consistently Underperforming Subgroup

Identification: Schools with one or more subgroup performance at or below the 10th percentile for 3 consecutive years.

Exit Criteria: Districts determine if the school has successfully improved the identified subgroup.

Designation Length: Annual Designation

Next Identification: Fall 2025

Notes:

- The bottom 10% established by Elementary, Middle, and High
- Thresholds are set annually
- 2024-2025 Thresholds – Elem



Targeted Support and Improvement

Identification: Schools with one or more subgroup performance at or below the 10th percentile

Exit Criteria: Districts determine if the school has successfully improved the identified subgroup.

Designation Length: Annual Designation

Next Identification: Fall 2025

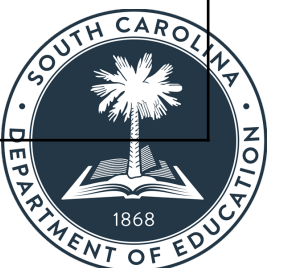
Notes:

- TSI identifications are proactive.
- The bottom 10% established by Elementary, Middle, and High
- Thresholds are set annually



Federal School Support Categories

Category	Definition	Cycle	Authority
Comprehensive Support and Improvement (CSI)	Title I school performing in the bottom 5% or a high school with graduation rate below 70%, or any Title I ATSI school that doesn't exit after 2 cycles	3 Year Designation Next Identification: 2025	ESSA
Additional Targeted Support and Improvement (ATSI)	Subgroup performance is at or below the 5th percentile	3 Year Designation Next Identification: 2025	ESSA
Priority (Not written into ESSA Amendment)	School performing in the bottom 10% of schools	3 Year Designation Next Identification: N/A	ESSA
Targeted Support and Improvement Consistently Underperforming Subgroup (TSI_CUS)	Subgroup performance is at or below the 10th percentile for 3 consecutive years	Annual	ESSA



Threshold Scores

Year	Elementary	Middle	High
2018	28.86	24.8	30.92
2022	30.79	27.48	15.4
2024* 5%	33.14	29.19	11.19
2024* 10%	38.11	32.7	41.45
2025 5%	TBD	TBD	TBD

- 2024 is not an identification year – included to show how scores are tracking
- Subgroup performance is compared to lowest 5% of Title I schools (elem, middle, and high)



Underperforming Schools

Identification: Any school that receives an overall rating of unsatisfactory or below average on its annual school report card.

Exit Criteria: Schools improve the overall rating to average or higher on its annual school report card.

Designation Length: Annual Designation

Next Identification: Fall 2025

Notes:

- In the absence of the annual school report card, the Department of Education shall apply the same metrics as established in the state and federal combined accountability model, as defined in the Every Student Succeeds Act to identify “underperforming schools”.
- Underperforming Schools can receive a federal designation of CSI, ATSI, or TSI CUS as well as the underperforming designation.



Chronically Underperforming Schools

Identification: Any school that receives an overall rating of unsatisfactory on its annual school report card for three consecutive years.

Exit Criteria: Schools improve the overall rating to average or higher on its annual school report card.

Designation Length: Annual Designation

Next Identification: Fall 2025

Notes:

- Chronically Underperforming Schools may trigger emergency management.
- Chronically Underperforming Schools can receive a federal designation of CSI, ATSI, or TSI CUS as well as the underperforming designation.



Underperforming Districts

Identification: Any district that has 65% or more of its schools with an overall rating of unsatisfactory or below average on its annual school report card. (Section 59-18-900)

Exit Criteria: Districts have less than 65% of their schools with an overall rating of unsatisfactory or below average on its annual school report card.

Designation Length: Annual Designation

Next Identification: Fall 2025

Notes:

- Districts identified as underperforming for three consecutive years may trigger emergency management.



State School Support Categories

Category	Definition	Cycle	Authority
Underperforming School	Any school with below average or unsatisfactory report card rating	Annual	59-18-1615
Chronically Underperforming School	Any school with 3 consecutive years of unsatisfactory report card ratings	Annual	59-18-1615
Underperforming District	Any district that has 65% or more of its schools (with report card ratings) with below average and/or unsatisfactory report card ratings 3 years as underperforming district may trigger emergency management	Annual	59-18-1615





Report Card Indicators



School Report Card Indicators

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.

Accountability Manual

- [Accountability Manual](#) is updated annually
- Read each indicator thoroughly
- “What Students are included in the indicator”
- Find out where the information is extracted:
 - Testing files (SC Ready, EOCEP, Access, WIDA)
 - Student Information System (aka, PowerSchool)
- Take note of any days mentioned (e.g., 160th day, 135th day, 45th day)
- Read the “Business Rules”



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)



School Report Card Rating - Elementary

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



School Report Card Rating – Elementary cont.

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)	17.81/90	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	5.9/10	32
Multilingual Learners' Progress (10)	Not Rated	Not Rated	9



School Report Card Rating - Middle

Report Card Indicator	Overall School Performance (41.45)	Disabled Subgroup Performance (29.95)
Academic Achievement (35)	16.51/35* (21.23/45)	7.59/45
Preparing for Success (10)	Not Rated	Not Rated
Student Progress (35)	9.99/35* (12.8/45)	15.2/45
School Climate (10)	7.42/10	7.16/10
Multilingual Learners' Progress (10)	Not Rated	Not Rated



School Report Card Rating – Middle cont.

Report Card Indicator	Overall School Performance (41.45)	Disabled Subgroup Performance (29.95)	Number of Students
Academic Achievement (35)	16.51/35* (21.23/45)	7.59/45	73
Preparing for Success (10)	Not Rated	Not Rated	
Student Progress (35)	9.99/35* (12.8/45)	15.2/45	63
School Climate(10)	7.42/10	7.16/10	75
Multilingual Learners' Progress (10)	Not Rated	Not Rated	



School Report Card Rating – High School

Report Card Indicator	Overall School Performance (34.97)	Disabled Subgroup Performance (11.18)
Academic Achievement (25)	8.56/25	3.63/35
Preparing for Success (10)	1.81/10	Not Rated
School Climate (5)	3.27/5	3.08/5
Multilingual Learners' Progress (10)	.83/10	Not Rated
Graduation Rate (19)	7.6/19	0.59/29
High School Student Success (12)	5.52/12	0/12
College & Career Readiness (19)	7.38/19	3.88/19



School Report Card Rating – High School cont.

Report Card Indicator	Overall School Performance (34.97)	Disabled Subgroup Performance (11.18)	# of Students for Indicator
Academic Achievement (25)	8.56/25	3.63/35	39
Preparing for Success (10)	1.81/10	Not Rated	
School Climate (5)	3.27/5	3.08/5	54
Multilingual Learners' Progress (10)	.83/10	Not Rated	
Graduation Rate (19)	7.6/19	0.59/29	49
High School Student Success (12)	5.52/12	0/12	69
College & Career Readiness (19)	7.38/19	3.88/19	49



Possible Next Steps

- Gather your data
 - Whole school data
 - Subgroup data
- Identify the student who “count” for each report card indicator
- Determine where the cohort is performing
 - What instructional adjustments need to be made?
 - What professional development, coaching, capacity building needs to happen?
- Examine barriers to improved performance in the indicators
- Develop a plan to implement to address needs
- Support from Office of Leadership Effectiveness

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