

Additional Targeted Support and Improvement 2025-26

Procedural Steps for Targeted Improvement

March 23 and 24, 2025

Subgroup Support Team, OLE

ESSA Academy



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Today's Objectives

- Explore the STATE's response to the ATSI Designations
- Identify tactical moves that both districts and schools can make to increase achievement
- Discuss promising practices leading to exiting status



Our Current Reality: 2025 Designations

2026 Designations

93 views

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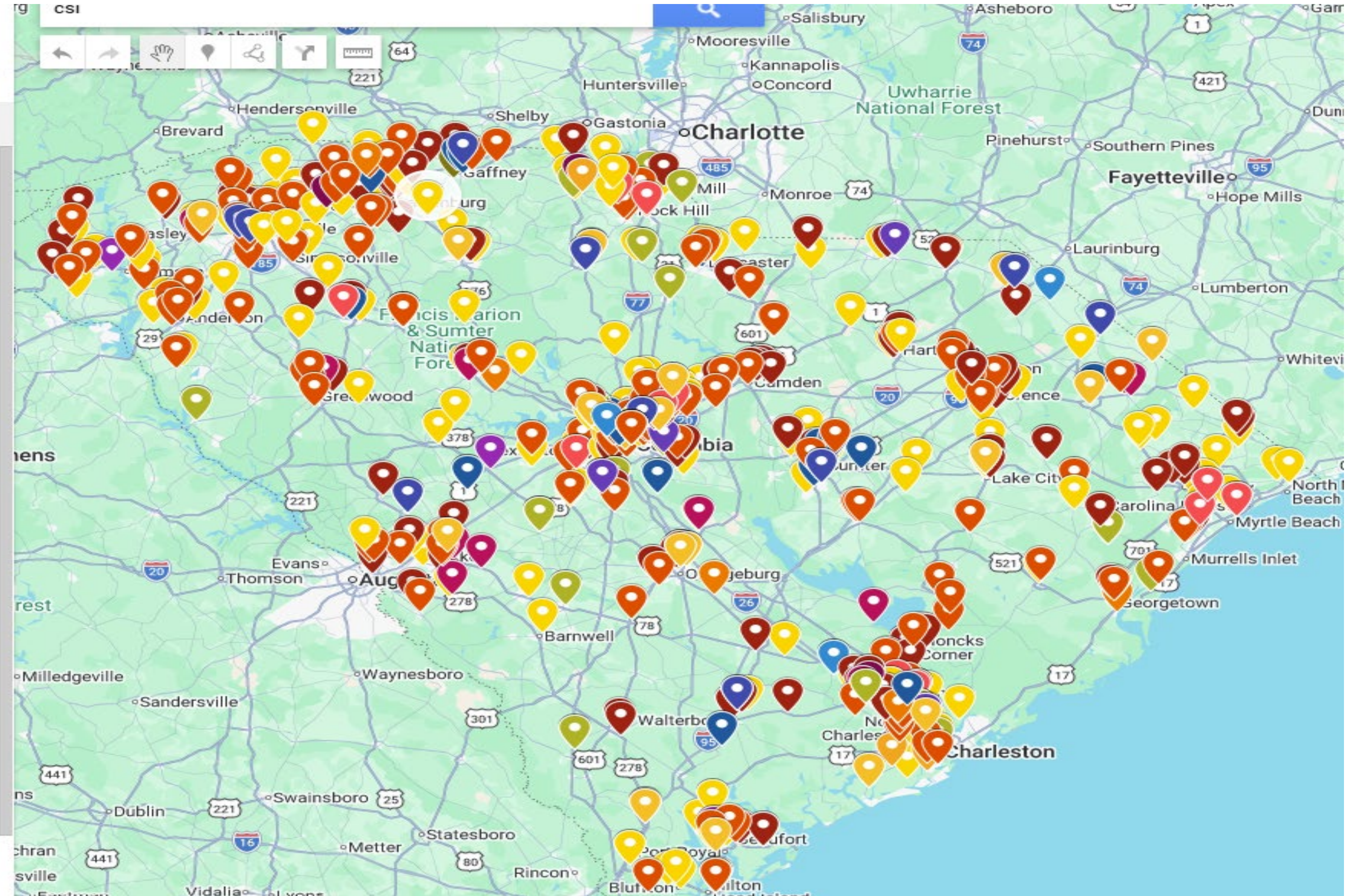
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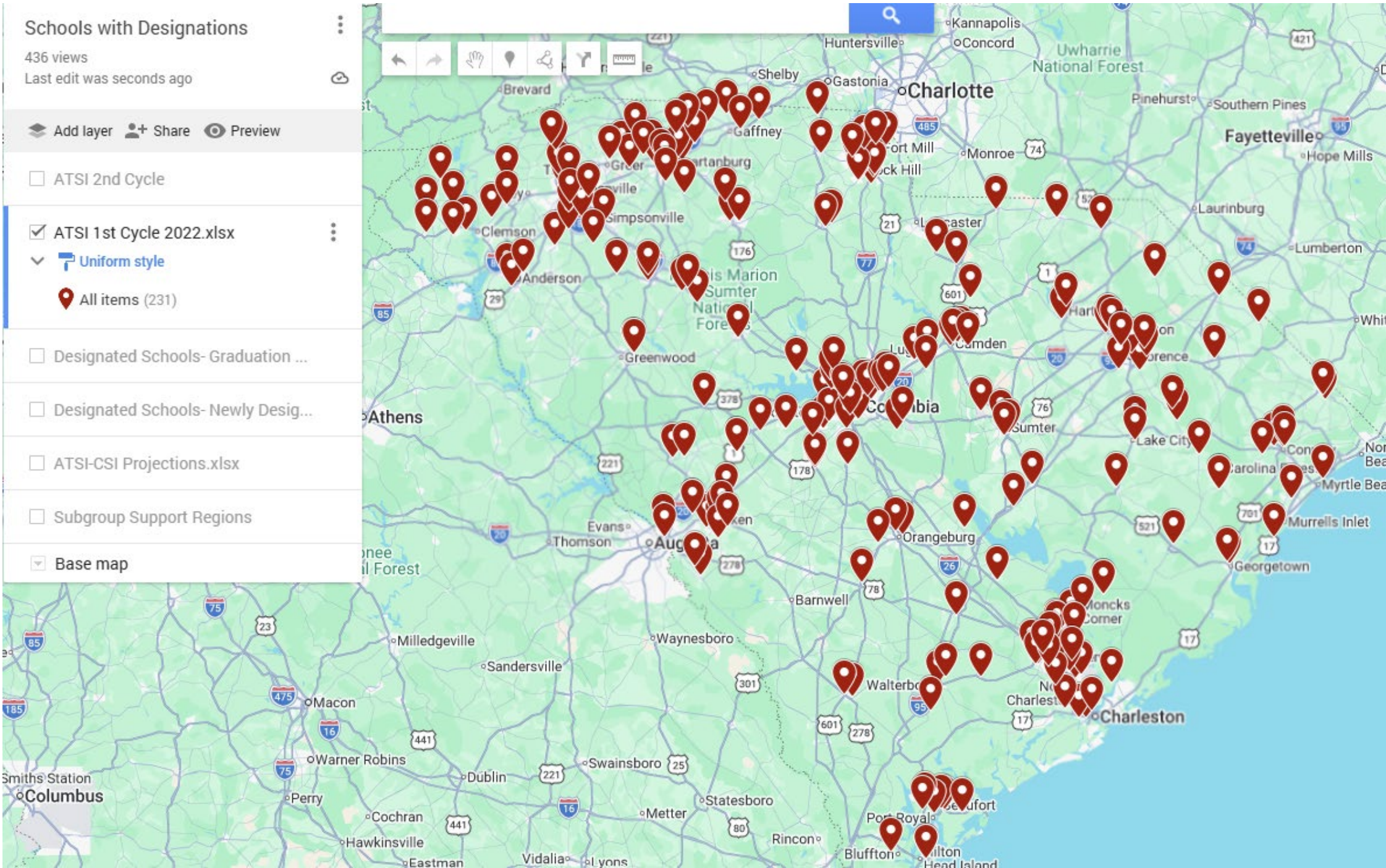
-  ATSI - DISABLED (241)
-  TSI CUS - DISABLED (165)
-  ATSI 2nd CYCLE Reidentified... (127)
-  ATSI - BLACK (77)
-  ATSI - POVERTY (40)
-  TSI CUS - BLACK (27)
-  TSI CUS - POVERTY (26)
-  CSI 1st CYCLE - ATSI Conver... (16)
-  TSI CUS - MLL (13)
-  TSI CUS - WHITE (12)
-  ATSI - HISPANIC (9)
-  TSI CUS - HISPANIC (7)
-  ATSI - WHITE (5)
-  ATSI 2nd CYCLE NOT EXITE... (5)
-  ATSI 3rd CYCLE Reidentified ... (4)
-  ATSI 2nd CYCLE Reidentified... (3)
-  ATSI 3rd CYCLE Not Exited - ... (3)
-  CSI 1st CYCLE - LOW PERFO... (2)
-  ATSI 2nd CYCLE NOT EXITE... (1)
-  ATSI 2nd CYCLE Reidentified... (1)



ATSI 1st Cycle_Disabled

Designated in
22

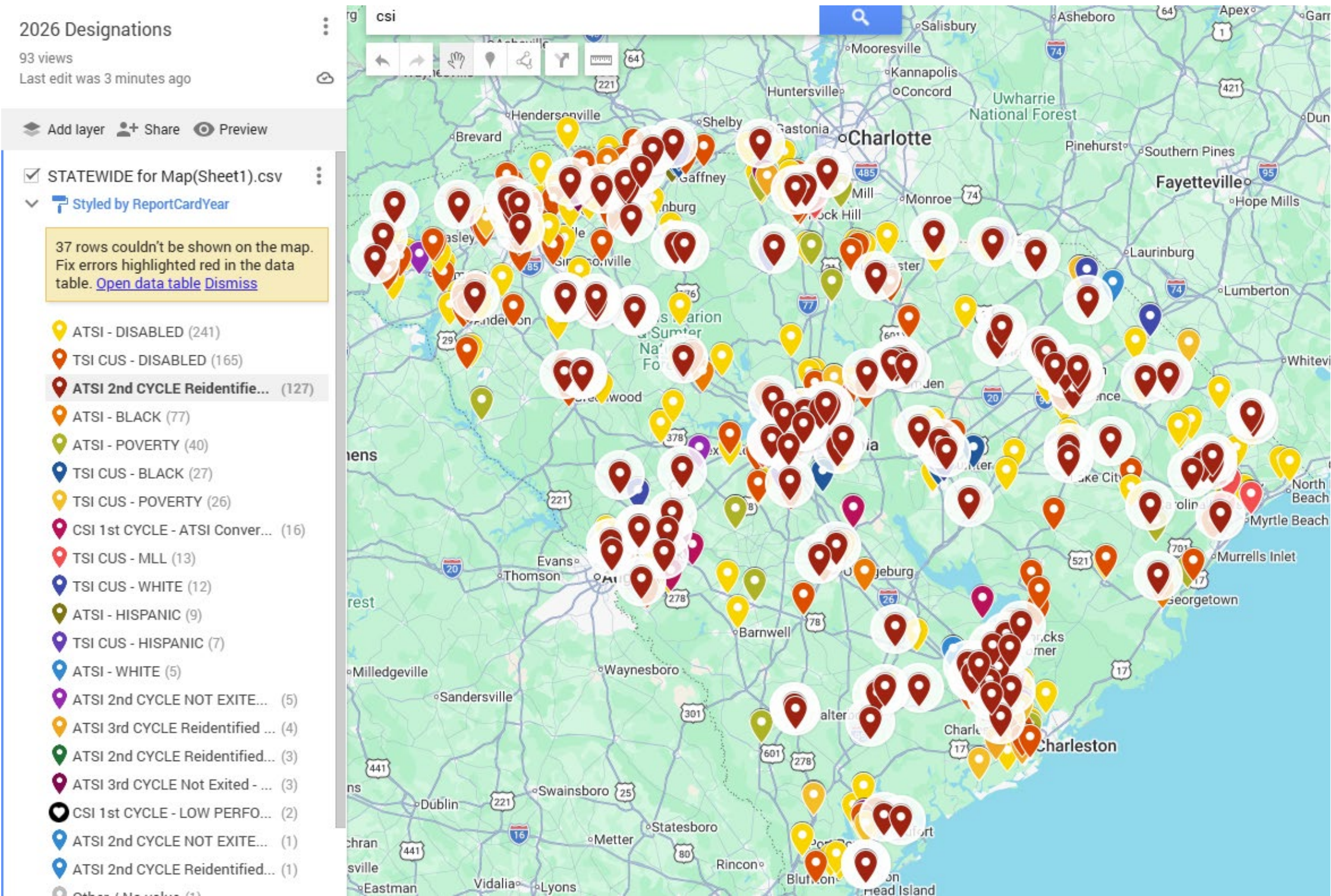
(231 ATSI)



ATSI 2nd Cycle_Disabled

Designated in
22 and 25

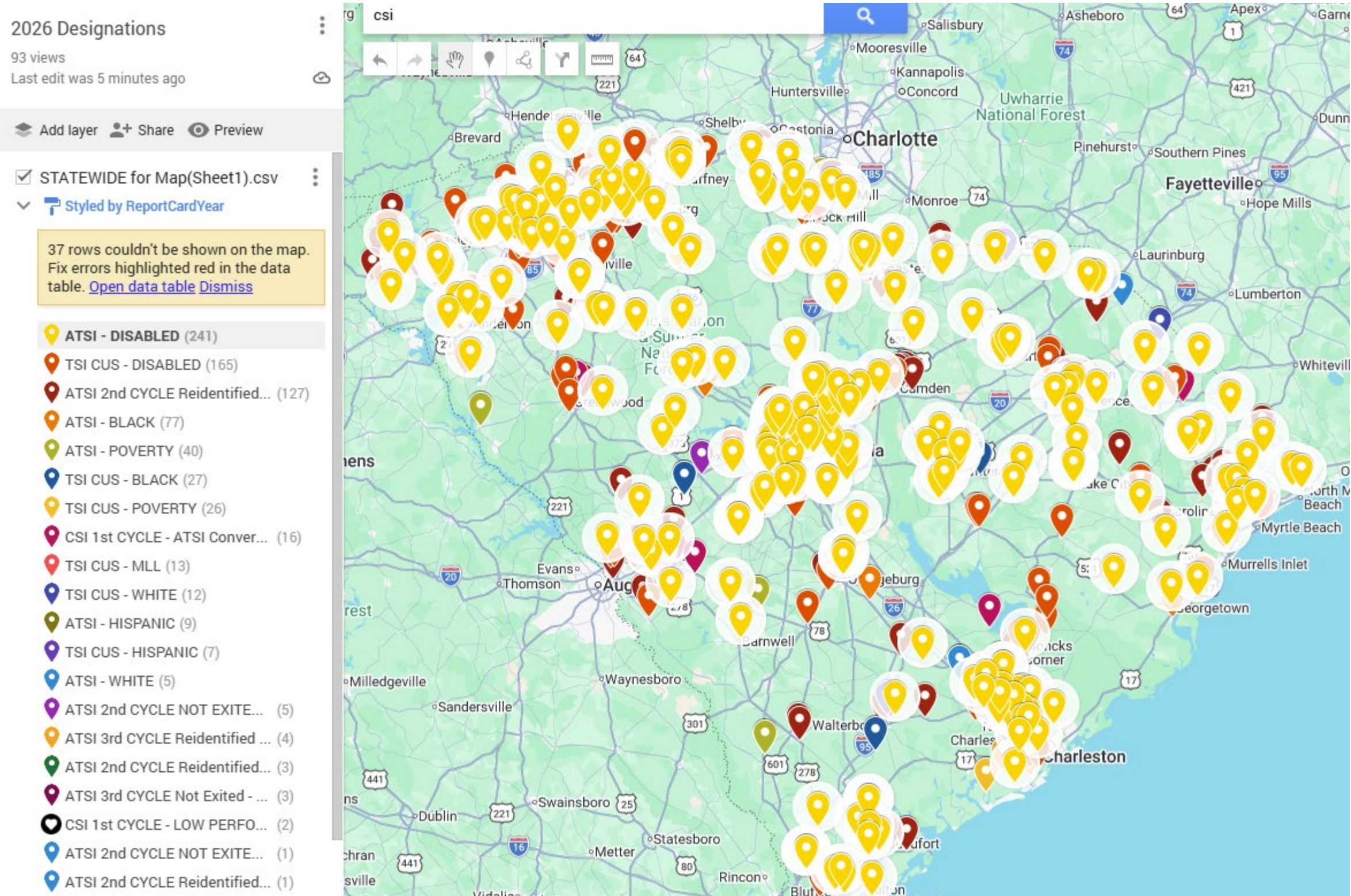
(104 Exited)



ATSI 1st Cycle_Disabled

Newly
Designated
in 25

241
ATSI_Disabled



The STATE's Response

Cross-Office Collaboration to Support the Work

- Special Ed X Team
 - Playbook – priorities include strong core instruction, additional time for instruction, content-strong teachers, decreasing exclusionary discipline, HQIM
- Special Ed Director Advisory Panel
- CEEDAR – mini-grants, proposal to revamp teacher certification fields, streamline data, better collaboration among stakeholders
- PD/Support:
 - ML/SpEd
 - Co-teaching
 - Specially Designed Instruction (SDI)
 - Behavior supports, deescalation practices
 - IEP-writing
 - Goal-setting/writing
 - Progress Monitoring/Using Rate of Improvement to set meaningful goals
- [SC TEAMS](#) – AASC, BASC, TASC, SCPI



More Cross-Office Collaborations

- Professional development with the Office of Instructional Support on building an effective Multi-tiered System of Support (MTSS) for students
- Professional development with the Office of Leadership Effectiveness to support school improvement efforts
- Working with the Office of Educator Services on efforts to improve teacher recruitment and retention
- Working with the Office of Assessment and Standards on effective use of assessment accommodations and universal supports for statewide assessments
- Development of innovative course sequences with the Office of Career and Technical Education





Tactical Moves for Schools

Where do we focus?



Identify which students are currently in your subgroup(s).

If you have been designated for more than one subgroup, are they the same kids or are they different?

Pull the reports by **NAME**.



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.



How are these students being served currently?

Self-Contained? Resource? General Education?

Student Information Spreadsheet

Are they involved in any "extra-time" learning? (After School Program, Intervention, etc)

WHO is serving these students?



How do I create an observation schedule that supports their learning and what do I look for specifically?

FOCUSED observations!

We recommend observations of students' opportunities to respond and the corrective and affirmative feedback that they are receiving. [Here is a great tool](#) for having teachers plan for OtR and C/A feedback.

Using their HQIM, annotate the lesson plan as they use this tool (use the notes section of the tool as you observe).

Subgroup Walkthrough [Tool](#) (Adapted from GA-with permission)

Build a rotational schedule so that you are getting into all areas of your building.



What kind of progress monitoring data do we analyze as a team?

Guiding Questions

- MTSS Meetings
- IEP Meetings
- PLCs
- Instructional Leadership Team Meetings
- District Data Reviews

WHEN DO YOU THINK THESE KINDS OF QUESTIONS ARE EXPLORED IN YOUR BUILDINGS?

What percentage of students are currently on target to meet their goal?

What is the percentage by each service provider?

Who are the students who are not on track to meet their goal based on the decision rules (4 points, etc.)?

For those students, has the service provider already added an intervention change?

For those students who are not making progress, verify attendance, instructor fidelity to the program, and student engagement (OTRs)?

Make recommendations for consideration

- meet with teacher, possible coaching
- problem solving with the team
- continue, but put on a watch (students who may be close, etc.)





Tactical Moves for Districts

**Tips for Identifying, Understanding and Writing
Resource Inequity Goals**

Resource Inequity Goals



FIRST...

Identify the root cause.

Access the document [HERE](#)

Each school completes the analysis. Districts complete the analysis after looking at school results.

DIAGNOSE- Complete a Root Cause Analysis identifying strengths and gaps in your plan.



1

Teacher Quality & Instruction



SCORE THIS STATEMENT:

All students have access to certified, experienced and effective teachers who provide strong Tier1 instruction and appropriate supports.

More considerations for students with specific needs:

- Does every student have access to teaching practices that are engaging and standards aligned?
- Are teachers accelerating learning for all students by deliberately tailoring and intentionally meeting learners' needs?
- Are teachers approaching learning from a place of students' strengths rather than from a deficit model?
- Are there processes in place for teachers to build student ownership over their learning?
- Is your school/district using multiple modalities to support accelerated learning? Is UDL?
- Do teachers anticipate learner variability and provide alternative pathways to the curriculum?

Score

1 Strongly Disagree

2 Disagree

3 Agree

4 Strongly Agree

5 Unsure

Team Average:

2

High Quality Instructional Materials



SCORE THIS STATEMENT:

Every student has access to a robust college and career ready curriculum that is high quality. ESSA criteria was used when selecting curriculum and instructional materials.

More considerations for students with specific needs:

- What are the expectations to use district scope and sequences, curriculum maps, lesson plans and assessments?
- What portion of teachers create their own materials from scratch or use online sources (which may not be standards aligned)?
- Have teachers received appropriate training to utilize the curriculum? Have they received subgroup specific training to meet the needs of the students they serve?
- How are remediation programs streamlined to core content and reduced redundancies in order to focus on grade level content?

Score

1 Strongly Disagree

2 Disagree

3 Agree

4 Strongly Agree

5 Unsure

Team Average:

3

Instructional Time & Attention



SCORE THIS STATEMENT:

Each student is given the time and/or attention needed to make them academically successful.

More considerations for students with specific needs:

- To what extent does your school vary instructional time for individual students who are not yet proficient in certain subjects?
- Is there flexibility to adjust class size or create small groups to provide instructional attention for students in need?
- Are schedules conducive to optimizing instructional minutes for every student?
- What tutoring options are available to students? Is the planning for these sessions intentional?
- What steps have been taken to combat chronic absenteeism?
- How effective are your alternative instructional models?

Score

1 Strongly Disagree

2 Disagree

3 Agree

4 Strongly Agree

5 Unsure

Team Average:



Examples of Addressing Resource Inequities

1. Staffing at schools was decided solely based on a per-pupil formula.

After reviewing for resource inequities, staffing decisions were shifted to account for additional needs of students (e.g., multilingual language specialists, intervention specialists, etc.) by school and grade level.

2. The same district-wide professional learning in English language arts has been offered to all teachers in the district.

After reviewing for resource inequities related to English learners and students with disabilities, reallocating resources allowed differentiated professional learning, emphasizing these specific areas.

3. Dual-enrollment offerings for high school students were available in schools based on their proximity to community colleges.

After reviewing resource inequities, funding was made available for dual-enrollment courses offered at high school campuses that were too far for students to commute.



Resource Inequities, Considerations, and Goals

Resource	Examples	Review Considerations
Time Organization and Structure	Professional learning is offered that is important, but it is optional Long-term substitute teachers are not included in professional learning	What types of support resources are allocated to provide additional planning or collaboration time for educators? Does the school calendar or master schedule allow enough planning and collaboration time?

By **June 2026**, the district will ensure **equitable access to professional learning** by requiring that all **core instructional professional learning sessions** are designated as **required** for relevant educators, and by fully integrating **100% of long-term substitute teachers and special educators** into all professional learning, PLCs, and curriculum training.



Resource Inequities, Considerations, and Goals

Resource	Examples	Review Considerations
Human Resources	Schools with a higher number of teachers teaching out of certification New teachers and administrators are placed at high-poverty schools	What data are used to make staffing decisions? How are teachers supported in high-needs schools? How are additional staff allocated to supplement schools that qualify for CSI, ATSI, or other intensive supports?

By August 2027, the district will reduce staffing inequity by ensuring that no school with an ATSI 2nd Cycle Federal Designation has more than a 10% higher proportion of first- and second-year teachers or newly appointed administrators than the district average.

Action Steps: This will be achieved through revised hiring practices, targeted retention incentives, and placement guidelines. Progress will be measured annually each October using Human Resources staffing data and publicly reported through an equity dashboard.



Resource Inequities, Considerations, and Goals

Resource	Examples	Review Considerations
Equipment, materials, and supplies	Special education teachers do not have a set of general education curricular resources (general and special education) and they haven't been trained on using the materials or the state standards.	Do curriculum and materials meet the needs of all students? Do staff have the capacity to utilize the provided materials fully?

By June 2027, all special education teachers will receive full access to general education curricular materials and complete training on curriculum use and state standards, reaching $\geq 95\%$ training completion and 100% access as verified through quarterly audits.





Capitalize on the Guidance Given

The Approvability Guide



Ask the questions...

Tutoring and Instructional Support

- How will the students be selected for the additional support?
- How will the effectiveness of the additional support be measured?
- When considering a program, indicate what training the teachers will receive to implement it with fidelity.





What about TSI schools?

How can districts support TSI?



This is what we've seen...

- Requiring schools to turn in Continuous Improvement Plans to be monitored at the district level.
- Requiring schools to take part in district data reviews along with other designations.
- Promote attendance in subgroup support sessions offered by the Office of Leadership Effectiveness.
- When choosing personnel to attend high interest, expensive training... be intentional about who you're sending.
- Will continue to add as I research this month.





Extra Resources

And some FAQ's...



How is the Subgroup Overall Number determined?

Subgroup Num_Overall

The same way your OVERALL Number is determined, but taking out ALL other students, except the subgroup.

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.



Who can Mid-Cycle EXIT after 1 Year (2025-26)? (26-27)

SECOND Cycle ATSI
(Reidentified or Not-Exited)

IF

The subgroup num_overall improves over the new threshold score

AND

The ELA *or* Math Meets and Exceeds Percentage increases over their M/E
% from most recent identification year.



What if I'm a 2nd Cycle School and I don't have a subgroup n-size of 20 at the end of this year (2025-26)?

At the end of 2025-2026, if the school's subgroup n-size is not 20, the school would mid-cycle exit.

What about at the end of 2026-2027?

At the end of 2026-2027, if the school's subgroup n-size is not 20, the school would mid-cycle exit.

What about at the end of 2027-2028?

At the end of the 2027-2028 school year, if the school's subgroup n-size is not 20, the school would not be designated as ATSI.



EXITing: For 2nd Cycle ONLY- What is the exit criteria?

Identification	Subgroup Number Overall 25-26	24-25 Threshold Score	%ME ELA Identification Year	%ME ELA 2025-26	%ME Math Identification Year	%ME Math 2025-26	EXIT?
RI: Reidentified		?					
NE: Not-Exited		?					

Did the 25-26 Subgroup Num_Overall beat the Threshold Score set in 24-25?

+

Did the outperform themselves in 25-26 as compared to their most recent identification in ELA **OR** Math?

What are other supplemental supports that might help me?

- [SMART Goal Template](#): Assist schools in writing SMART Goals specific to the subgroup; can the goals be monitored and measured?
- [MTSS Framework](#)
- District/School Expectations for Collaborative Planning and Data Analysis. What structures are in place? Can you attend?



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

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 Padlet

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



Call to Action: Communicate with Your OLE Subgroup Support Team



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Questions



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