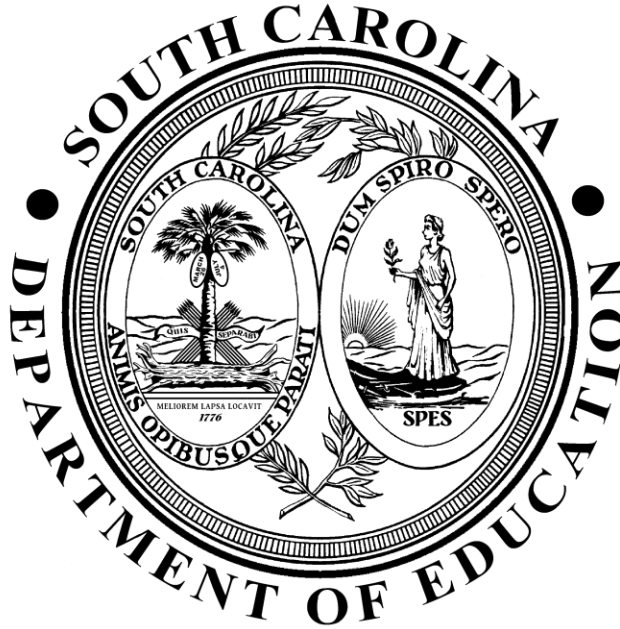


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



**South Carolina State Reading Plan
and Annual Proficiency Update**

Report to the S.C. State Board of Education and General Assembly

Pursuant to Act 284

June 2020

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Reporting Requirements

The South Carolina Department of Education (SCDE) provides this 2020 revision to the *South Carolina State Reading Plan* (hereafter referred to as the State Reading Plan) and annual proficiency update in compliance with Act 284 of 2014, which reads, in part, as follows:

§59-155-130 (9): The Read to Succeed Office must...provide an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act and the State and the district's progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

§59-155-140 (A)(2): The state plan must be based on reading research and proven-effective practices, applied to the conditions prevailing in reading-literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies that can be remedied through faithful implementation of research-based practices. The plan must provide standards, format, and guidance for districts to use to develop and annually update their plans, as well as to present and explain the research-based rationale for state-level actions to be taken. The plan must be updated annually and must incorporate a state reading proficiency progress report.

Revisions have been incorporated into this version of the State Reading Plan. Annual implementation and proficiency information is also included.

Introduction

On February 11, 2015, the State Board of Education adopted the *Profile of the South Carolina Graduate* to help ensure all students in South Carolina graduate prepared for success in college, careers, and citizenship. The *Profile* outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for our children to be successful in the global marketplace.

Figure 1: Profile of the South Carolina Graduate



Note: The *Profile of the South Carolina Graduate* represents the SCDE’s vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state’s General Assembly.

Source: South Carolina Department of Education. (2017). Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

Foundational to the knowledge and skills outlined in the *Profile* is the ability to read proficiently. It is imperative that the state move forward with urgency to ensure South Carolina students achieve proficiency in reading and writing. The SCDE, districts, and schools work toward this common vision through the State Reading Plan, which is intended to guide districts and their schools in the design, implementation, and evaluation of literacy-focused instruction and interventions. The SCDE continuously refines and builds upon the State Reading Plan and provides districts with support and additional guidance as needed.

Act 284 of 2014 (Read to Succeed) was created to address literacy performance in our state and put in place a comprehensive system of support to ensure South Carolina’s students graduate on time with the literacy skills they need to be successful in college, careers, and citizenship. Research is clear that students who are not proficient readers by third grade are more likely to struggle academically, greatly reducing their chances of graduating from high school, going to college, or successfully participating in a twenty-first century high-skill economy. This is not an English language arts (ELA) issue alone; students who are struggling readers are less able to access content in all areas of learning, including science and mathematics.

There have been several statewide efforts to address the needs of our struggling readers over the past decade. Four major literacy challenges that affect the reading achievement of South Carolina

students were identified in *Literacy Matters* (2011) and by the South Carolina Literacy Panel. These four challenges include:

1. low student achievement in reading and writing,
2. literacy achievement gaps among demographic groups,
3. summer reading achievement loss, and
4. a limited number of exemplary literacy classrooms.

A focus on these challenges informs the Read to Succeed legislation, the State Reading Plan, and the work of the state Read to Succeed Office, undertaken as the Office of Early Learning and Literacy (OELL) in the SCDE.

This update of the State Reading Plan is built upon the original 2015 version, which reflects input and feedback from stakeholders in educational organizations, districts, and schools. The original 2015 version also includes information on characteristics of exemplary literacy classrooms and connects the Reading Plan to the *South Carolina College- and Career-Ready Standards for English Language Arts* (SCDE, 2015). This 2019–20 update is condensed to make information more accessible, inform current expected district action, and focus on provision of proficiency data.

Overview of Read to Succeed

In June 2014, the South Carolina General Assembly passed Read to Succeed, excerpted in Appendix A, as a significant step toward closing the state’s achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans,
2. Third grade progression,
3. Summer reading camps,
4. Provision of reading interventions,
5. Requirements for in-service educator endorsements,
6. Early learning and literacy development,
7. Teacher preparation, and
8. Reading coaches.

Beginning with the 2017–18 school year, the Read to Succeed law requires that a third grade student must be retained if the student fails to demonstrate reading proficiency at the end of the third grade. The law aims to ensure that by third grade, all South Carolina students have had their individual literacy needs identified and met through appropriate and successful interventions. Additionally, it calls for all teachers to have the tools, skills, and knowledge they need to effectively assess and analyze data and to provide those targeted interventions.

The law’s focus on early learning and literacy development through the Child Early Reading Development and Education Program (CERDEP) demonstrates a commitment that students receive a successful start in kindergarten. CERDEP funds a full-day early childhood program for at-risk four-year-olds in high poverty and *Abbeville* litigation districts to support their readiness

for school success. In addition, the state funds full-day 5K and districts provide 4K services through funding under the Education Improvement Act (EIA) and local dollars.

Read to Succeed ensures that students who are unable to read and comprehend on grade level will be identified as early as possible and be provided with targeted support from all classroom teachers, not just those specializing in ELA or Reading. Read to Succeed requires that all educators have the knowledge and skills they need to assess and address student reading problems effectively. To this end, the law mandates requirements for teacher preparation, coursework for in-service educators, and the establishment of reading coaches in schools.

Reading plans, beginning with the State Reading Plan, cohesively guide the work of the SCDE, districts, and schools across all components of the law and must be well-grounded in research and best practices in order to make the vision of Read to Succeed a reality in South Carolina.

The Every Student Succeeds Act (ESSA) State Goals

In 2015, Congress passed the Every Student Succeeds Act (ESSA) to amend the Elementary and Secondary Education Act (ESEA). ESSA requires state education agencies (SEAs) complete a state plan outlining education accountability metrics and evidenced-based interventions.

The South Carolina Consolidated State Plan includes the following transformational goals and benchmarks:

Figure 2: South Carolina ESSA Goals and Benchmarks

South Carolina Transformational Goals and Benchmarks

To meet the Profile of the South Carolina Graduate (the Profile), the state will set two overarching long term goals and report on the progress of key indicators along the continuum of a student’s journey through the educational system from birth through career.

Goal One
By 2035, 90 percent of students will graduate “college, career, and citizenship ready” as outlined in the <i>Profile of the South Carolina Graduate</i> .
Goal Two
Beginning with the 2020 graduating class, the state, each district, and each high school should increase by five percent annually the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.



Source: South Carolina Consolidated State Plan (2018). Retrieved from: <https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/consolidated-state-plan-approved-by-usde-on-may-3-2018/>.

The Academic Achievement component of the Consolidated State Plan includes the following literacy state goals for students in grades 3–8:

- By 2035, 90 percent of students will score at Level 2 or higher on the ELA state summative assessment.
- By 2035, 70 percent of students will score at Level 3 or higher on the ELA state summative assessment.

While student subgroup performance is not included as part of the state’s ESSA literacy goals, the state does report publicly on academic achievement by subgroup. To maintain consistency from previous proficiency reports, we include subgroup performance data in this year’s report.

State Reading Plan Actions

Reading is a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic and text, and their knowledge of culture to construct meaning with text (Fisher and Frey, 2013; Frey, Fisher, & Nelson, 2013).

In accordance with the Read to Succeed Act, the SCDE developed the initial State Reading Plan in 2015. The full reading plan may be found here:

https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/SC_State_Reading_Plan_2015-06-10_Final.pdf.

The State Reading Plan lists eight core actions the state will undertake to improve literacy performance statewide. These actions reflect an intentional focus on the teaching of reading for all students, with intervention strategies to support struggling readers.

Action 1: Provide professional learning that supports all pre-kindergarten through grade twelve educators in understanding and implementing the characteristics of exemplary literacy classrooms.

Action 2: Build a comprehensive assessment system that helps teachers make a clear connection between curriculum, assessment, and student data in order to develop effective instructional strategies.

Action 3: Provide research-based strategies for summer programs to districts and activities for parents to help prevent summer reading loss.

Action 4: Provide access to professional learning needed for Read to Succeed endorsements and other licensure requirements to help districts and schools train, reward, and retain effective teachers and reading coaches.

Action 5: Foster partnerships to communicate the Read to Succeed goals and to promote literacy achievement from birth to grade twelve through collaboration efforts with stakeholders that include community organizations, businesses, and state agencies.

Action 5.1: Involve parents and family members in their children’s education early.

Action 5.2: Continue to involve parents and family members in their children’s literacy development through elementary, middle, and high school.

Action 6: Strengthen language and literacy instruction in pre-kindergarten programs by

providing professional learning in evidence-based, intentional curricula and by providing resources for literacy-rich classroom environments.

Action 6.1: Expand accessibility to pre-kindergarten programs for all low-income students through partnerships with school districts and public and private partners that provide quality preschool experiences.

Action 6.2: Provide comprehensive professional development, particularly in early literacy and social-emotional development, for early childhood educators in public schools, and partner with First Steps, the Department of Social Services, and Head Start programs to support their efforts at the same level.

Extensive research rationales for each of the SCDE actions in the State Reading Plan are provided in the original reading plan. In the 2015 original version, the SCDE also stated it was considering the addition of two additional performance measures; these actions were added during the 2016–17 school year.

Action 7: Improve the ability of South Carolina educators and/or schools to assess and identify the reading difficulties of their students.

Action 8: Improve the ability of South Carolina educators and/or schools to provide effective instruction and interventions.

A detailed description of the 2018–19 implementation of the State Reading Plan actions is provided in Appendix C.

District Reading Plans

District reading plans, required by the Read to Succeed Act, must be aligned with the State Reading Plan and reflect district and school actions related to literacy.

In 2016, the OELL revised the format for the submission of reading plans and created *District and School Level Exemplary Literacy Reflection Tools*. These tools support districts and schools when monitoring the implementation of reading plans, the setting of specific, measurable, attainable, relevant and timely (SMART) goals, and development of action steps for the school year. Beginning in April 2017, districts submitted their reading plans to the SCDE as part of their regular district strategic plans, in addition to providing district goals and requested data that were aligned to the state goals in this document. Each district's pre-kindergarten through grade twelve self-reflection tool addressed the following as required in the Read to Succeed legislation:

- Documented and monitored the reading and writing assessment and instruction planned for all PK–12 students, as well as the interventions in PK–12 provided to all struggling readers who are not able to comprehend grade-level texts;
- Provided supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp (SRC), or both;
- Utilized a system for helping parents understand how they can support the student

- as a reader at home;
- Provided for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;
 - Ensured that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;
 - Provided teacher and administrator training in reading and writing instruction;
 - Developed strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners, and school media specialists to promote reading and writing; and
 - Embedded practices reflective of exemplary literacy-rich environments.

Read to Succeed requires districts to submit a variety of data to the SCDE. The SCDE may request additional data in the district plan to help gauge state and district progress and plan for district support. Some of the data required under the law may be asked for in the district's reading plan, while other data may be requested in other formats, such as through PowerSchool or an online portal at more appropriate or timely points in the school year. Under particular components of the law, districts and schools are also required to provide data and information to parents and stakeholders. Specific direction is provided by the SCDE as appropriate in relation to these requirements.

During the 2019–20 school year, the OELL updated the district and school reading plans to include a section for reporting previous year growth and to create at least one goal using SC Ready data. The updated template may be found here: <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>.

Read to Succeed requires that all district reading plans be reviewed and approved by the SCDE. Districts are expected to assess implementation and revise their plans annually as needed. Traditionally, revised district plans are submitted to the SCDE in the spring as part of the regular district strategic plan. Due to the 2019–20 emergency school closures, schools and districts received a deadline extension to October 15, 2020 to submit their reading plans. Additionally, schools and districts will receive more flexibility in reporting on their year-over-year progress due to the cancellation of SC Ready.

Read to Succeed requires that a district that does not submit a plan or whose plan is not approved does not receive any state funds for reading until it submits a plan that is approved. The SCDE may direct a district that is persistently unable to prepare an acceptable reading plan or to help all students comprehend grade-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan. Support to draft, revise, and enact annual reading plan goals is provided by Literacy Specialists and the OELL staff.

School Reading Plans

Schools reading plans contain literacy goals that are aligned with the goals presented in the district reading plan. In 2017–18, the OELL developed school literacy reflection tools that are differentiated based on grade span. This year, schools are asked to assess the implementation of their previous reading plans and refine their 2020–21 plans using the appropriate literacy

reflection tool. Due to the emergency closures, schools are asked to use available data to complete their plans, including universal screening data, formative assessment results, classroom assessment results, etc. Districts and schools are encouraged to use this planning process to hold themselves accountable to their communities and drive continuous improvement related to reading. The SCDE encourages each school to include the school reading coach and other stakeholders in the implementation, assessment, and refinement of the school reading plan.

State Proficiency Update

A state reading proficiency progress report is required under the Read to Succeed Act. The following data comes from the 2018–19 school year unless otherwise noted.

Early Learning (K–2)

Kindergarten Readiness

In 2017, South Carolina began using the Kindergarten Readiness Assessment (KRA) to measure school readiness for all students entering public kindergarten. The KRA determines each child’s readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students’ abilities at the beginning of the school year. Statewide, approximately 37 percent of incoming kindergarteners demonstrated overall readiness in the four KRA domains, a slight increase over the previous year.

Table 1: KRA Results by Percentage of Kindergarteners, 2018–19

Readiness Level	Overall	Social Foundations	Language and Literacy	Mathematics	Physical Well-Being
Emerging Readiness	25	25	24	32	26
Approaching Readiness	38	26	43	39	22
Demonstrating Readiness	37	49	33	29	52

Source: Education Oversight Committee (2019) *State-Funded Full-Day 4K*. Retrieved from: <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRA%20Report.pdf>.

In September 2018, the South Carolina Education Oversight Committee (EOC) released a proposed goal of three percent annual growth in the percentage of entering kindergarteners who demonstrate readiness on the KRA. The performance goals are included below.

Table 2: EOC KRA Performance Goals

Year	Readiness Percentage Goal
2017–18	36 (Benchmark)
2022–23	51
2027–28	66
2032–33	81
2037–38	96

Source: Education Oversight Committee (2018). *KRA Recommendations*. Retrieved from: <https://www.eoc.sc.gov/Reports%20%20Publications/KRA%20Report.June%202018/KRA%20Brief%20for%20Legislators.08162018.pdf>.

Elementary and Middle Grades (3–8)

SC Ready

In 2016, South Carolina began administering the SC Ready assessment in ELA and mathematics to students in grades 3–8. During the 2018–19 school year, the percentage of students scoring meets or exceeds in ELA grew at every grade level, with the largest increase in fourth and eighth grade.

Table 3: SC Ready ELA Results for Grades 3–5, 2018–19

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets or Exceeds	Change from 2017–18
3	25.5	24.7	26.6	23.1	49.7	+4.5
4	27.8	21.0	22.7	28.6	51.2	+7.3
5	28.2	30.9	26.3	14.7	41.0	+2.1
6	26.1	32.8	24.7	16.4	41.0	+1.1
7	27.0	29.0	25.6	18.4	44.0	+3.9
8	27.2	28.2	27.8	16.7	44.6	+5.4

Source: SCDE (2019) *SC Ready ELA Results*. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2019/>.

The Read to Succeed Act specifically addresses the importance of third grade reading performance. Third grade is a pivotal year for a child’s literacy development, as research suggests that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. In 2018–19, third-graders on average performed higher in ELA compared to students in other grade levels, with an increase in the number the students scoring Meets or Exceeds from the prior year. Despite this overall growth, the percentage of third graders in Does Not Meet has no changed significantly over the past three years.

Table 4: Percentage of SC Ready Third Grade ELA Scores, 2017–19

SC Ready Score Level	2017	2018	2019
Does Not Meet	26.1	23.2	25.5
Approaches	31.8	31.7	24.7
Meets	26.5	28.3	26.6
Exceeds	15.6	16.8	23.1
<i>Meets or Exceeds</i>	<i>42.1</i>	<i>45.1</i>	<i>49.7</i>

Source: SCDE (2019). *SC Ready ELA Results*. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/>.

While the state does not include student subgroup performance as part of the ESSA literacy goals, subgroup performance is still reported annually. The state is required to report on the performance of economically disadvantaged students, students with disabilities, students of various racial and ethnic groups (White, African American, Hispanic, Asian/Pacific Islander, and Native American students), and English language learners (EL). Additionally, the state reports on the performance of migrant students.

From 2017–18 to 2018–19, the percentage of students in Meets or Exceeds in ELA grew in every grade level and nearly every reported subgroup. The largest change was seen in grade 4, where 51.2 percent of students scored Meet or Exceeds compared to 43.9 in 2017–18.

Achievement gaps still persist for multiple student subgroups across grade levels. During the 2018–19 school year, 26 percent of African-American students in grades 3–8 scored Meet or Exceeds on the SC Ready ELA assessment, compared to 58 percent of White students. While proficiency percentages for both groups increased from the prior year, the racial achievement gap has not significantly closed.

Table 5: Percentage of Students in Grades 3–8 Scoring Meets or Exceeds on SC Ready ELA by All Students and Subgroup, 2018–19

Subgroup	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<i>All Students</i>	<i>49.7</i>	<i>51.2</i>	<i>41.0</i>	<i>41.0</i>	<i>44.0</i>	<i>44.6</i>
Economically Disadvantaged	38.0	39.6	28.9	28.6	30.6	32.1
Students with Disabilities	18.8	17.0	9.2	7.0	7.4	6.9
White	64.2	65.2	54.8	54.4	57.8	56.7
African American	30.5	32.4	22.5	22.3	24.2	26.1
Hispanic	39.0	40.7	32.3	33.8	35.4	36.8
Asian/Pacific Islander	69.1	73.6	64.6	67.5	70.9	69.6

Subgroup	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Native American	34.9	49.0	38.0	33.5	44.6	36.5
Two or More Races	53.0	53.8	41.7	43.6	46.5	46.4
Migrant	9.8	21.9	14.3	6.5	21.2	17.2
English Language Learners	37.7	39.9	32.7	33.3	34.6	36.2

Source: SCDE (2019). *SC Ready ELA Results*. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2019/State-Scores-by-Grade-Level-and-Demographic-Category/?ID=999999>.

High School Graduation Rate

The state’s public four-year cohort graduation rate dipped to 81.1 percent in 2018–19, from an all-time high of 84.6 in 2016–17.

ACT Results

Until the 2017–18 school year, all 11th graders were required by law to take at least one administration of the ACT. In 2018–19, 36,430 high school graduates completed the ACT, or approximately 78 percent of all graduating students. The average statewide composite score rose from 18.0 in 2017–18 to 18.8 in 2018–19. The ACT College Readiness Benchmark Scores are 18 for English and 22 for Reading.

Table 6: SC ACT Statewide Results, 2018–19

Average Composite Score	Percent Meeting English Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Math Benchmark	Percent Meeting Science Benchmark
18.8	46%	33%	27%	25%

Source: ACT (2019) *Statewide ACT Results*. Retrieved from: <http://www.act.org/content/dam/act/secured/documents/cccr-2019/South-Carolina-CCCR-2019.pdf>.

The ACT testing agency provides student subgroup results by race and/or ethnicity. The following chart outlines the percentage of students by subgroup who met three or more ACT benchmarks. These percentages rose in all subgroups, most significantly for Asian students.

Table 7: Percentage of Students Who Met Three or More ACT Benchmarks, 2017–18 to 2018–19

Subgroup	2017-18	2018-19	Percent Change
<i>All Students</i>	22	26	+4
White	33	37	+4
African-American	5	6	+1

Subgroup	2017-18	2018-19	Percent Change
Hispanic	16	20	+4
Asian	45	53	+8
Native Hawaiian/Pacific Islander	17	20	+3
Native American	9	13	+4

Source: ACT (2019) *Statewide ACT Results*. Retrieved from: <http://www.act.org/content/dam/act/secured/documents/cccr-2019/South-Carolina-CCCR-2019.pdf>.

SAT Results

In 2018–19, approximately 68 percent of the class of 2019 took the SAT, an increase of 13 percent from the prior year. The average statewide score dropped from 1,070 in 2017–18 to 1,030 in 2018–19, likely from the large increase in the number of test takers statewide.

Table 8: Statewide Average SAT Scores, 2018–19

SAT Sections	South Carolina	United States
Reading and Writing	526	531
Math	504	528
Total Average Score	1030	1059

Source: SAT (2019) *SC SAT Results, 2018–19*. Retrieved from: <https://reports.collegeboard.org/pdf/2019-south-carolina-sat-suite-assessments-annual-report.pdf>.

The SAT testing agency provides student subgroup results by race and/or ethnicity. The SAT testing agency provides student subgroup results by race and/or ethnicity. The following chart outlines the percentage of students by subgroup who met both SAT benchmarks in English, Reading, and Writing (ERW) and Math.

Table 9: Percentage of Students Who Met Both SAT Benchmarks, 2017–18 to 2018–19

Subgroup	2017-18	2018-19	Percent Change
<i>All Students</i>	46	38	-8
White	56	50	-6
African-American	17	13	-4
Hispanic	42	32	-10
Asian	71	64	-7
Native American	35	18	-17

Subgroup	2017-18	2018-19	Percent Change
Two or More Races	48	36	-8

Source: SAT (2019) *SC SAT Results, 2018–19*. Retrieved from: <https://reports.collegeboard.org/pdf/2019-south-carolina-sat-suite-assessments-annual-report.pdf>.

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Appendix A: Excerpt from Act 284 of 2014, Read to Succeed

Section 59-155-140(A)(1): The department, with approval by the State Board of Education, shall develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement in public schools. The State Reading Proficiency Plan must be approved by the board by June 15, 2015, and must include, but not be limited to, sections addressing the following components:

- (a) reading process;
- (b) professional learning to increase teacher reading expertise;
- (c) professional learning to increase reading expertise and literacy leadership of principals and assistant principals;
- (d) reading instruction;
- (e) reading assessment;
- (f) discipline-specific literacy;
- (g) writing;
- (h) support for struggling readers;
- (i) early childhood interventions;
- (j) family support of literacy development;
- (k) district guidance and support for reading proficiency;
- (l) state guidance and support for reading proficiency;
- (m) accountability; and
- (n) urgency to improve reading proficiency.

(2) The state plan must be based on reading research and proven-effective practices, applied to the conditions prevailing in reading-literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies that can be remedied through faithful implementation of research-based practices. The plan must provide standards, format, and guidance for districts to use to develop and annually update their plans, as well as to present and explain the research-based rationale for state-level actions to be taken. The plan must be updated annually and must incorporate a state reading proficiency progress report.

(3) The state plan must include specific details and explanations for all substantial uses of state, local, and federal funds promoting reading-literacy and best judgment estimates of the cost of research-supported, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department for incorporation into the plan.

(B)(1) Beginning in Fiscal Year 2015-2016, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. Each district's PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district shall develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years. The district plan

piloted in school districts in Fiscal Year 2013-2014 and revised based on the input of districts shall be used as the initial district reading plan framework in Fiscal Year 2014-2015 to provide interventions for struggling readers and fully implemented in Fiscal Year 2015-2016 to align with the state plan.

(2) Each district PK-12 reading proficiency plan shall:

- (a) document the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts. Supplemental instruction shall be provided by teachers who have a literacy teacher add-on endorsement and offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both;
- (b) include a system for helping parents understand how they can support the student as a reader at home;
- (c) provide for the monitoring of reading achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;
- (d) ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;
- (e) provide teacher training in reading and writing instruction; and
- (f) include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

(3)(a) The Read to Succeed Office shall develop the format for the plan and the deadline for districts to submit their plans to the office for its approval. A school district that does not submit a plan or whose plan is not approved shall not receive any state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the Read to Succeed Office. The office shall provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.

(b) The Read to Succeed Office shall monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.

(c) The department may direct a district that is persistently unable to prepare an acceptable PK- 12 reading proficiency plan or to help all students comprehend grade-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.

(C) Each school must prepare an implementation plan aligned with the district reading proficiency plan to enable the district to monitor and support implementation at the school level. The school plan must be a component of the school's strategic plan required by Section 9 59-18-1310. A school implementation plan shall be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its implementation plan the training

and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.

Appendix B: Report on Achievement Goals

The Read to Succeed Act requires an annual report on the state and districts’ progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

At the state level, South Carolina has not yet achieved the goal of having at least ninety-five percent of all students statewide reading at grade level. During the 2018-19 school year, the state saw an increase from the previous year in the percentage of students scoring Meets or Exceeds on the SC Ready ELA assessment.

Table 10: Percentage of SC Students Scoring Proficient or Above on State Summative Reading Assessments by Grade Level, 2016–17, 2017–18, and 2018-19

Grade	Assessment ^a	Percent of Students Scoring Proficient or Above		
		2016–17 ^b	2017–18	2018–19
3	SC Ready ELA	42.1	45.2	49.7
4	SC Ready ELA	40.9	43.9	51.2
5	SC Ready ELA	38.3	38.9	41.0
6	SC Ready ELA	39.7	39.9	41.0
7	SC Ready ELA	36.4	40.1	44.0
8	SC Ready ELA	40.1	39.2	44.6
11–12	ACT Reading ^c	31.0	29.0	33.0
11-12	SAT ERW	75.0	76.0	66.0

Note: ^aProficiency on the SC Ready ELA assessment for grades 3–8 is measured as score of Meets or Exceeds, a score at or above the ACT College Ready Benchmark for Reading for students testing in grades 11 and 12, and a score at or above the SAT College Ready Benchmark for ERW for students testing in grades 11 and 12.

Note: ^b2016–17 was the first year of mandated online (versus paper-pencil) assessments for grades 3–8.

Note: ^c2018-19 was the first year that SC juniors were not required to take the ACT; therefore, the overall number of graduates taking the ACT declined, while the overall number of students taking the SAT increased.

Source: SCDE. (2019). *SCDE Test Scores*. <https://ed.sc.gov/data/test-scores/>.

Appendix C: 2019–20 Implementation of State Reading Plan Actions

The eight actions listed in the State Reading Plan guide the work of the OELL. This appendix includes a comprehensive list of the actions taken by the OELL to support districts, schools, and educators in implementing the Reading Plan.

Action 1: Provide professional learning that supports all pre-kindergarten through grade twelve educators in understanding and implementing the characteristics of exemplary literacy classrooms. The OELL:

- Provided face-to-face professional learning opportunities through literacy specialists and early learning specialists;
- Provided on-site support through literacy specialists to administrators, reading coaches, and classroom teachers in the implementation of evidence-based reading instruction and analysis of data to inform instruction;
- Provided on-site technical assistance to individual district and school leadership teams to support them in the development of a systemic plan for the implementation of instructional best practices as defined by the South Carolina Literacy Competencies;
- Updated the OELL mission and vision to reflect a commitment to core instruction and data-based decision making;
- Continued to implement the revised district and school literacy reflection tool as part of the district and school reading plan process;
- Updated the reading goals for 2020-21 school year to include a focus on third grade literacy proficiency as well as an assessment of goals from the prior school year;
- Provided technical assistance sessions to support districts with the streamlined reading plan process; and
- Analyzed district reading plans and provided feedback to all districts.

Action 2: Build a comprehensive assessment system that helps teachers make a clear connection between curriculum, assessment, and student data in order to develop effective instructional strategies. The OELL:

- Provided face-to-face as well as virtual technical support and guidance as districts developed comprehensive, evidence-based reading plans;
- Worked with K–12 research organizations to develop a statewide plan for implementation of a Multi-Tiered System of Supports (MTSS);
- Provided professional learning opportunities on using assessment and classroom data within the MTSS framework to identify students in need of literacy supports;
- Assisted districts with the implementation of the KRA, including training and administration changes to make the KRA more teacher-friendly;
- Approved Tier 2 and Tier 3 reading coaches in advance of the 2020-21 school year; and,
- Provided technical assistance to districts for summer reading camps.

Action 3: Provide research-based strategies for summer programs to districts and activities for parents to help prevent summer reading loss. The OELL:

- Held the annual Leaders Making Readers Literacy Symposium to provide district and school leaders with best practices on implementing strong summer reading camps;

- Provided regular face-to-face updates on Read to Succeed implementation to superintendents, instructional leaders, South Carolina Leaders of Literacy (SCLL), and administrators;
- Provided monthly updates for Read to Succeed at the South Carolina Association of School Administrators (SCASA) Early Childhood Roundtable;
- Worked with REL Southeast to distribute a summer reading camp self-study guide;
- Built a month-long sequence of robust lessons for district to use virtually or in-person during summer learning or for fall re-entry;
- Developed a plan for virtual monitoring and support of summer camps and CERDEP summer programming during the 2019-20 summer;
- Conducted webinars to provide updates and technical assistance in support of summer reading;
- Updated and streamlined student data reporting for 2019 and 2020 summer reading camps;
- Continued to use the revised onsite summer reading camp monitoring tool and protocol to more accurately reflect instruction; and
- Provided onsite support and professional development through literacy specialists for educators and administrators on implementation of the reading, writing, and research workshop for summer reading camps.

Action 4: Provide access to professional learning needed for Read to Succeed endorsements and other licensure requirements to help districts and schools train, reward, and retain effective teachers and reading coaches. The OELL:

- Approved coursework for in-service teachers to prepare them for helping all students comprehend grade-level texts;
- Provided teachers access to online courses leading to completion of the Read to Succeed endorsement;
- Provided the initial Literacy Teacher endorsement course through Literacy Specialists via VirtualSC;
- Revised the Reading Coach Competencies; and
- Provided training, books, and resources by OELL literacy specialists to state-funded reading coaches leading to the Read to Succeed Literacy Teacher endorsement and Literacy Coach endorsement.

Action 5: Foster partnerships to communicate Read to Succeed goals and to promote literacy achievement from birth to grade twelve through collaboration efforts with stakeholders that include community organizations, businesses, and state agencies. The OELL:

- Collaborated with the Office of Grants and the EOC to award and monitor \$700,000 in Community Partnership Grants to select districts;
- Hosted internal and external stakeholder study committees to provide guidance and feedback pertaining to Read to Succeed, including interventions, third grade retention, and district reading plans;
- Held internal and external stakeholder study committees to provide guidance and recommendations for the KRA;
- Offered Pupils in Poverty training to educators and school staff in high-

- poverty primary schools participating in the Palmetto Literacy Project; and
- Continued to promote the Family Engagement Website on the OELL webpage.

Action 6: Strengthen language and literacy instruction in pre-kindergarten programs through professional learning in evidence-based, intentional curricula and by providing resources for literacy-rich classroom environments. The Early Learning team within OELL:

- Collaborated with the Office of Assessment to support trainings for 4K and 5K assessments;
- Collaborated with the Office of Research and Data Analysis (ORDA) to offer PowerSchool trainings on summer and expanded year enrollment in pilot CERDEP districts;
- Collaborated with ORDA and external 4K stakeholders on a successful grant application to house statewide 4K data;
- Monitored CERDEP classrooms throughout the school year;
- Provided virtual and onsite support through literacy specialists to CERDEP and EIA 4K districts;
- Provided professional development opportunities on topics such as curricula, assessment, language and literacy rich environments, Early Language and Literacy Classroom Observation (ELLCO) monitoring tool, and emergent literacy skills;
- Continued to support the implementation of the South Carolina's Early Learning Standards (SC-ELS) through professional development opportunities and virtual resources;
- Collaborated with various early learning state-level stakeholders to implement South Carolina's first Preschool Development Grant, including the continued implementation of the 4K Parent Portal;
- Promoted Head Start summer programming, including work focused on the successful transition from 5K to kindergarten;
- Collaborated with early childhood stakeholders on the implementation of the Pyramid Model, which includes a focus on social-emotional learning;
- Implemented a plan alongside First Steps for increased collaboration on recruitment and training; and
- Updated the Child Recruitment Document that provided CERDEP districts strategies for recruiting students for 4K.

Action 7: Improve the ability of South Carolina educators and/or schools to assess and identify the reading difficulties of their students. The OELL:

- Collaborated with the Office of Special Education Services to begin implementation of MTSS statewide, including use of universal screeners to identify reading difficulties in students;
- Assisted the Learning Disorders Task Force in selecting and implementing universal screening in all South Carolina elementary schools;
- Held a universal screening showcase for districts on approved reading screening assessments; and
- Provided virtual and in-person trainings and support on identifying and supporting students with reading difficulties.

Action 8: Improve the ability of South Carolina educators and/or schools to provide effective instruction and interventions. The OELL:

- Provided in-person and virtual training sessions on Tier 1 core instruction and effective literacy interventions;
- Worked with external research organizations on the state's rollout of MTSS and support of districts; and
- Presented MTSS intervention scenarios and key information to district and school leaders.