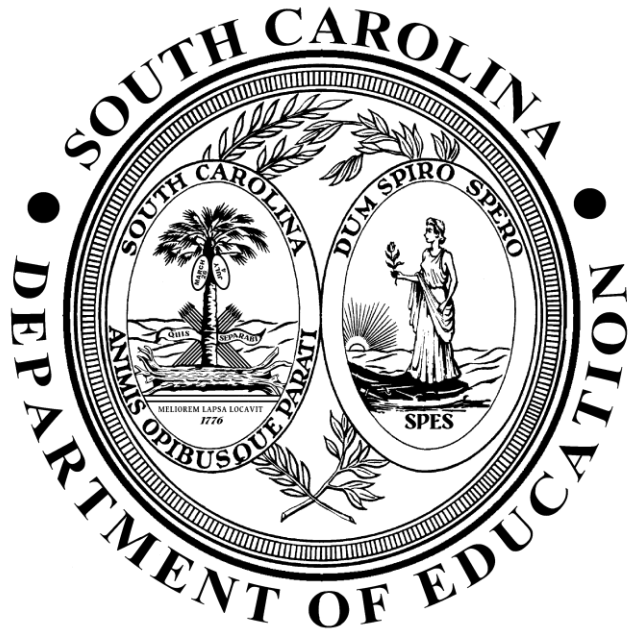**STATE OF SOUTH CAROLINA**
DEPARTMENT OF EDUCATION

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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 2017

Contents

Reporting Requirements

The South Carolina Department of Education (SCDE) provides this 2017 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 included in appendices.

Introduction

On February 11, 2015, the State Board of Education adopted the *Profile of the South Carolina Graduate* to help make certain that all students in South Carolina graduate prepared for success in college, careers, and citizenship. State Superintendent of Education, Molly Spearman, encourages all stakeholders to work together toward the common vision embodied in the *Profile*. 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. The previous, and original, 2015 version of the State Reading Plan can be found on the SCDE website.

Act 284 (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.

Even before the first full year of Read to Succeed implementation, the state was making gains. South Carolina students had a statistically significant four point increase in the NAEP average reading scale scores for fourth graders, from 214 points in 2013 to 218 points in 2015.[1] NAEP results likewise showed a significant five point increase in the percentage of students who scored "at or above basic" in 2015 (65 percent; national average 68 percent) compared to 2013 (60 percent; national average 67 percent). Overall, South Carolina students have made some progress in reading, and the numbers of "proficient" or above fourth grade students (33 percent) are not statistically different from the national average (35 percent).

Despite improvements, however, the state still has work to do to move toward ensuring that at least ninety-five percent of all students are reading at grade level. There have been several statewide efforts to address the needs of our struggling readers over past years. Information about these efforts can be found in the 2015 version of the State Reading Plan on the SCDE website. Four major literacy challenges that affect the reading achievement of South Carolina students were identified in the 2015 plan based on work in *Literacy Matters* 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 Act 284 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 version of the State Reading Plan is built on the original 2015 version, which reflects input and feedback from a multitude of stakeholders from organizations, districts, and schools, particularly members of the 2014–15 Read to Succeed Advisory Group. The original 2015 version also includes information on characteristics of exemplary literacy classrooms and shows how the State Reading Plan is connected to the *South Carolina College- and Career-Ready Standards for English Language Arts* (SCDE, 2015). This 2017 version is somewhat condensed to make information more accessible, inform current expected district action, and focus on provision of proficiency data as required by Act 284.

Overview of Read to Succeed

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix A, as a monumental 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 ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

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[1] These national assessment results are in the first year of implementation of the Read to Succeed Act of 2014.

1. State, district, and school reading plans,
2. Focus on 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, Act 284 requires that a third grade student must be retained if the student fails to demonstrate reading proficiency at the end of the third grade. This critical year, which is typically when students must begin reading to learn, is a focus in the law to ensure that all South Carolina students, by the third grade, have had their individual literacy needs identified and met through appropriate and successful interventions, and that all teachers have the tools, skills, and knowledge they need to assess effectively, analyze data, and provide those targeted interventions.

The legislation is a clear indication that South Carolina is committed to all children, well before the third grade. The law's focus on early learning and literacy development – through the Child Development Education Program (CDEP) – demonstrates a commitment that all students have a successful start in kindergarten. CDEP funds a full-day early childhood program for at-risk four-year-olds to support their readiness for school success.

Act 284 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 South Carolina State Reading Plan, should cohesively guide the work of the SCDE, districts, and schools across all components of the law and be well-grounded in research and best practices as we work to make the vision of Read to Succeed a reality in South Carolina.

State Reading Goals

To gauge success of Act 284 over time, the Read to Succeed team, with input from the Read to Succeed Advisory Group and staff of the Education Oversight Committee (EOC), established the following measurable goals for statewide implementation in 2015. For each goal, the SCDE has designated specific metrics and will set annual benchmarks over a five-year cycle. Metrics and baseline data are provided in the proficiency update related to § 59-155-140 (A)(2) in Appendix B of this document. The state and districts' progress toward ensuring that at least ninety-five percent of all students are reading at grade level under § 59-155-130 (9) can be found in Appendix B of this document.

Data related to reading coaches and district summer reading camps required under Act 284 are published in separate reports provided to the General Assembly. Districts are asked to align their goals with the SCDE's state-level goals. Through implementation of Act 284, the SCDE will:

1. Increase the percentage of South Carolina students reading on grade level based on state summative assessments in grades three, five, eight, and eleven.
    1.1 Reduce the percentage of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment.
    1.2 Increase the percentage of South Carolina public school students scoring at proficient or above on the state summative reading assessment.

2. Accelerate the progress of historically underperforming readers in the state based on assessments in grades three, five, eight, and eleven as compared to average state progress. The *2012-13 Accountability Manual* (EOC, 2012) defines historically underachieving groups (HUGs) in South Carolina as follows:
    2.1 African American students
    2.2 Hispanic students
    2.3 Native American students
    2.4 Students eligible for free or reduced lunch under federal guidelines
    2.5 Limited English Proficient (LEP) students
    2.6 Migrant students
    2.7 Students with non-speech disabilities

3. Decrease the number of students requiring remediation at the start of post-secondary education.

4. Increase family awareness of and involvement in children's literacy development.
    4.1 Increase the percentage of positive responses to the state survey item related to family awareness of children's literacy development.
    4.2 Increase the percentage of positive responses to the state survey item related to family involvement in children's literacy development.
    4.3 Increase the number of hits on and/or downloads of family literacy resources on the SCDE Read to Succeed webpage.

5. Work with state partners to increase the number of community partnerships in public schools.

As stated previously, the goals listed above are used to assess and report state progress on an annual basis. Actions in the State Reading Plan align to the goals, encompass the eight components of Act 284, and are based on reading research and proven best practices.

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 (NCTE, 2004).

The following actions (previously termed *elements*) have been developed to reflect an intentional focus on the teaching of reading for all students, with intervention strategies to support struggling readers. The State Reading Plan lists eight actions the state will undertake.

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 through 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 expanding with partnering school districts and public and private partners providing quality preschool.

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 were provided in the 2015 original version. Also in the 2015 original version, the SCDE stated it was

considering the addition of two additional performance measures. These have been added as SCDE actions rather than performance measures. Beginning in 2016–17, the SCDE instituted the following two additional actions to work being conducted by the OELL:

>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 2015–16 implementation of State Reading Plan actions is provided in Appendix D.

Guidance for District Reading Plans

District reading plans required by Act 284 must be aligned with the State Reading Plan and reflect district and school actions related to literacy.

In April of the 2015–16 school year, districts submitted their reading plans to the SCDE as part of their regular district strategic plans. In addition to providing district goals aligned to the state goals in this document and requested data, each district's pre-kindergarten through grade twelve reading plan addressed the following as required in the Read to Succeed legislation:
- Documentation of the reading and writing assessment and instruction planned for all pre-kindergarten through grade twelve students;
- Documentation of the interventions in pre-kindergarten through grade twelve to be provided to all struggling readers who are not able to comprehend grade-level texts;
- A description of a system for helping parents understand how they can support the student as a reader at home;
- A description of how the district provides for monitoring reading achievement and growth at the classroom, school, and district levels with decisions about interventions based on all available data;
- A description of how the district ensures that all students are provided with a wide selection of texts, matched to student reading levels, over a wide range of reading levels and genres;
- A description of how the district will provide professional learning related to reading and writing instruction for teachers; and
- A description of strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

Act 284 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.

The SCDE and the OELL will coordinate across divisions and offices to leverage current funding and advocate for funding needed in the next five to ten years to meet the goals of the State Reading Plan. As districts refine their reading plans, they are encouraged to consider the following funding streams to support their plans: EIA funds for students at risk of school failure, EIA funds specifically for reading, lottery funds for K–5 reading, Title I, grants, and/or foundation and business donations.

Based on feedback from the field and several stakeholder groups, the OELL created a district literacy reflection tool and revised 2016–17 reading plan template, found on the SCDE website, to better reflect the needs of the districts and schools. District-level materials are based on the goals and actions outlined in the State Reading Plan. The Read to Succeed team will provide technical assistance on the use of literacy reflection tool to guide the assessment of implementation and refinement of district goals and strategies.

Act 284 requires that all district reading plans be reviewed and approved by the SCDE. Districts are expected to assess implementation and revise their plans beginning in the 2016–17 school year. Revised district plans are submitted to the SCDE in the spring as part of the regular district strategic plan.

Directions for how districts should submit their annual reading plans can be found on the SCDE website. Act 284 requires that a district which 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.

Guidance for School Reading Plans

Schools will assess the implementation of their 2016–17 reading plans which have been aligned with district reading plans and refine their plans using the appropriate school literacy reflection tool. School literacy reflection tools and a school reading plan template can be found on the SCDE website. 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's reading plan.

The school implementation plan should be sufficiently detailed to provide practical guidance for classroom teachers and other instructional staff. This guidance should be related to the critical reading and writing needs of all students in the school. School plans will be monitored and updated annually.

Directions for how schools should submit their annual reading plans can be found on the SCDE website.

References

Education Oversight Committee. (2012). *2012-2013 accountability manual: The annual school and district report card system for South Carolina public schools and school districts.* Retrieved from http://www.eoc.sc.gov/Reports%20%20Publications/Current%20Reports%202008-14/Accountability/2012-13%20Accountability%20Manual/Accountability%20Manual%202012-13%20Final.pdf

National Council of Teachers of English. (2004). *On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it.* Retrieved from http://www.ncte.org/positions/statements/onreading

South Carolina Department of Education. (2015). *South Carolina college- and career-ready standards for English Language Arts.* Retrieved from http://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf

Appendix A: Excerpt from Act 284

Section 59-155-140(A)(1): The department, with approval by the 39 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: 2017 State Reading Proficiency Update

This state reading proficiency progress report is required under Act 284 §59-155-140(A)(2).

The State Reading Plan, adopted June 2015, set goals for improving reading and literacy in South Carolina. At that time, the state had just completed administration of the ACT Aspire and the ACT to students under an emergency procurement. A second procurement was required after the protest, which resulted in the award of a contract to Data Recognition Corporation for SC READY in grades 3 through 8. The first administration of SC READY occurred in Spring 2016, and the ACT was retained ass the state's eleventh grade summative assessment.

Goal 1: Increase Percentage of Students Reading on Grade Level

Goal 1 in the State Reading Plan says that the SCDE will increase the percentage of South Carolina students reading on grade level based on state summative assessments in grades three, five, eight, and eleven.
This goal includes two sub-goals:
    1.1   Reduce the percentage of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment.
    1.2   Increase the percentage of South Carolina public school students scoring at proficient or above on the state summative reading assessment.

In 2013–14 South Carolina's summative assessment was SC PASS ELA, in 2014–15 it was ACT Aspire Reading, and in 2015–16 it was SC READY. Percentages of students at each performance level on all three assessments are provided in Tables 1 through 3. Because of differences between the assessments, inferences from increases or decreases should not be made. Once state data from the second administration of SC READY are analyzed, increases or reductions per Goal 1 will be made and reported in the SCDE's 2018 proficiency update.

The ACT was given to eleventh graders in both 2014–15 and 2015–16. Table 4 shows the percent of students achieving Ready or Not Ready on the ACT in 2014–15 and 2015–16. Data in these tables show a reduction in the number of South Carolina public school students scoring the lowest achievement level in grade eleven from 2014–15 to 2015–16. Table 4 also shows an increase in the percentage of eleventh graders scoring Ready, or proficient, on the ACT from 2014–15 to 2015–16. Moving forward in future proficiency updates, the SCDE will use 2015–16 percentages on SC READY and the ACT as baselines.

Table 1
Percentage of Grade 3 through 8 Students Scoring at Each Level on SC PASS ELA, 2013–14

SC PASS Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Not Met	21.1	23.4	19.9	30.7	31.9	32.7
Proficient	23.4	34.3	43.6	28.8	30.3	29.9
Exemplary	19.9	42.2	36.5	40.4	37.8	37.4

Table 2
Percentage of Grade 3 through 8 Students Scoring at Each Level on ACT Aspire Reading, 2014–15

ACT Aspire Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
In Need of Support	48.9	35.8	36.1	32.9	29.5	28.9
Close	19.3	31.3	30.3	30.3	33.6	24.4
Ready	21.2	20.2	17.6	21.4	28.6	32.6
Exceeding	10.6	12.6	15.9	15.5	8.3	14.1

Table 3
Percentage of Grade 3 through 8 Students Scoring at Each Level on SC READY ELA, 2015–16

SC Ready Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Does Not Meet	22.2	24.2	23.9	20.4	23.2	22.4
Approaches	34.1	32.4	34.9	38.6	36.1	32.9
Meets	29.3	28.8	27.9	26.9	26.8	30.2
Exceeds	14.4	14.6	13.3	14.1	13.9	14.5

Table 4

Percentage of Grade 11 Students Scoring at Each Level on ACT in 2014–15 and 2015–16

ACT Level[a]	Percentage of SC Students in 2014–15	Percentage of SC Students in 2015–16
Not Ready	74.2	70.5
Ready (Proficient)	25.8	29.5

Note. [a]South Carolina eleventh graders began taking the ACT in 2014–15. Two achievement levels are identified for the ACT: Ready and Not Ready. These achievement levels are based on the ACT's College Readiness Benchmark Scores. Students that meet or exceed the benchmark score are considered Ready and those who score below the benchmark are rated Not Ready. A student scoring at the benchmark has approximately a fifty percent chance of receiving a grade of "B" or better and a seventy-five percent chance of receiving a "C" or better in the corresponding introductory college course.

Goal 2: Accelerate Historically Underperforming Readers

Goal 2 in the State Reading Plan says that the SCDE will accelerate the progress of historically underperforming readers in the state based on assessments in grades three, five, eight, and eleven as compared to the average state progress. This goal includes seven sub-goals delineated by historically underachieving groups (HUGs) in South Carolina, as defined by the *2012–13 Accountability Manual* (EOC, 2012):

2.1 African American students
2.2 Hispanic students
2.3 Native American students
2.4 Students eligible for free or reduced lunch under federal guidelines
2.5 Limited English Proficient (LEP) students
2.6 Migrant students
2.7 Students with non-speech disabilities

To measure progress of historically underperforming readers, the SCDE compares the percent of students in each subgroup scoring proficient or above from one year to the next with the percent of all students in the state scoring proficient or above from one year to the next. A subgroup is considered to have accelerated progress if the difference in percent scoring proficient or above from one year to the next is higher than the difference in percent of all students in the state scoring proficient or above.

In 2013–14 South Carolina's summative assessment was SC PASS ELA, in 2014–15 it was ACT Aspire Reading, and in 2015–16 it was SC READY. Percentages of students at each performance level on all three assessments are provided in Tables 5 through 7. Because of differences between the assessments, inferences about progress of subgroups should not be made. Once state data from the second administration of SC READY are analyzed, percent comparisons to determine subgroup progress per Goal 2 will be made and reported in the SCDE's 2018 proficiency update. At this time, the SCDE will also set interim benchmarks for progress for each subgroup as appropriate.

Table 8 compares two administrations of the ACT and shows accelerated progress for Limited English Proficient (LEP) eleventh graders statewide. The difference in percent scoring Ready, or proficient, on the ACT from 2014–15 to 2015–16 was 3.8 percent versus a percent gain of 3.7 percent for all students in the state. No other eleventh grade subgroup showed accelerated progress from 2014–15 to 2015–16.

Moving forward in future proficiency updates for grade eleven, the SCDE will use the difference in percent scoring proficient or above from 2014–15 to 2015–16 as its baseline. Again, the SCDE will set interim benchmarks for progress for each subgroup as appropriate.

Table 5

Percentage of Students in Grades 3 through 8 Scoring Met or Exemplary on SC PASS ELA by All Students and Subgroup, 2013–14

Subgroup[a]	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	78.9	76.6	80.1	69.3	68.1	67.3
African American	67.3	62.1	67.4	51.9	51.6	51.3
Hispanic	71.4	69.8	76.1	62.3	62.3	62.7
Native American	73.8	71.9	78.9	64.0	70.1	62.9
Students with Subsidized Meals	71.0	67.4	72.2	58.0	57.0	56.0
Limited English Proficient	70.7	68.4	75.7	61.2	58.6	56.3
Migrant	40.5	48.6	60.7	37.0	43.5	45.5
Disabled	44.2	37.7	46.6	27.5	26.6	23.8

Note. [a]Subgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 according to the *2012–2013 Accountability Manual* (EOC, 2012).

Table 6

Percentage of Students in Grades 3 through 8 Scoring Ready or Exceeding on ACT Aspire Reading by All Students and Subgroup, 2014–15

Subgroup[a]	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	31.8	32.8	33.6	36.9	36.9	46.7
African American	17.7	17.1	18.1	19.6	20.5	30.1
Hispanic	22.8	22.1	24.3	27.8	30	40.7
Native American	36.8	23.3	27.2	31.4	30.2	45.8
Students in Poverty (SIP)	22.2	22.5	23.6	26.0	26.5	36.3
Limited English Proficient	21.9	21.6	24.0	25.7	26.4	30.7
Migrant	11.8	6.9	16.2	10.7	27.3	31.3
Disabled	10.8	8.7	6.8	7.0	6.5	9.8

Note. [a]Subgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 according to the *2012–2013 Accountability Manual* (EOC, 2012).

Table 7

Percentage of Students in Grades 3 through 8 Scoring Meets or Exceeds on SC READY ELA by All Students and Subgroup, 2015–16

Subgroup[a]	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	43.7	43.4	41.2	41	40.7	44.7
African American	25.3	24.6	21.9	20.4	20.3	24.9
Hispanic	34.0	33.4	31.2	32.8	32.7	37.9
Native American	29.0	45.5	29.8	32.2	33.6	34.0
Students in Poverty (SIP)	31.6	30.9	27.6	27.3	26.4	31.0
Limited English Proficient	31.3	32.0	29.7	30.9	28.0	30.0
Migrant	17.0	14.6	16.2	31.6	15.4	26.5
Disabled	15.5	11.6	9.0	6.7	5.6	6.3

Note. [a]Subgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 according to the *2012–2013 Accountability Manual* (EOC, 2012).

Table 8

Percentage of Students in Grade 11 Scoring Ready on ACT Reading by All Students and Subgroup, 2014–15 and 2015–16

| | Percent of Students Scoring Ready[a] on ACT | | Difference in Percent Scoring Proficient from |
Subgroup	2014–15	2015–16	2014–15 to 2015–16
All Students	25.8	29.5	+3.7
African American	8.4	10.6	+2.2
Hispanic	18.1	21.3	+3.2
Native American	24.4	27.0	+2.6
Students in Poverty (SIP)	15.1	--	--
Limited English Proficient (LEP)	7.8	11.6	+3.8
Migrant	--	--	--
Disabled	5.1	5.3	+0.2

Note. [a]South Carolina eleventh graders began taking the ACT in 2014–15. Two achievement levels are identified for the ACT: Ready and Not Ready. These achievement levels are based on the ACT's College Readiness Benchmark Scores. Students that meet or exceed the benchmark score are considered Ready and those who score below the benchmark are rated Not Ready. A student scoring at the benchmark has approximately a fifty percent chance of receiving a grade of "B" or better and a seventy-five percent chance of receiving a "C" or better in the corresponding introductory college course.

Goal 3: Decrease Postsecondary Remediation

Goal 3 in the State Reading Plan says that the SCDE will decrease the number of students requiring remediation at the start of postsecondary education. Currently, the SCDE does not have data related to remediation rates. Data related to Goal 3 will be provided in future proficiency updates if it is available under the state's new accountability system.

Goal 4: Increase Family Awareness

Goal 4 in the State Reading Plan says that the SCDE will increase family awareness of and involvement in children's literacy development. This goal includes three sub-goals as follows:
    4.1 Increase the percentage of positive responses to the state survey item related to family awareness of children's literacy development.
    4.2 Increase the percentage of positive responses to the state survey item related to family involvement in children's literacy development.
    4.3 Increase the number of hits on and/or downloads of family literacy resources on the SCDE Read to Succeed webpage.

The OELL is collaborating with the South Eastern Comprehensive Center to develop a family engagement and resource guidance tool for districts to use with parents with an expected

completion date of Spring 2017. In addition, the OELL has assigned two web content specialists to be responsible for the content and monitoring of the OELL website. A family engagement feature box has been added and resources for parents have been uploaded. Data related to Goal 4 will be provided in future proficiency updates.

Goal 5: Increase Community Partnerships

Goal 5 in the State Reading Plans says the SCDE will work with state partners to increase the number of community partnerships in public schools. The OELL has been exploring partnerships and evaluation of partnerships during 2015–16 and 2016–17. Data related to Goal 5 will be provided in future proficiency updates.

Appendix C: 2017 Report on Achievement of Ninety-Five Percent

This report on the state and the districts' progress toward ensuring that at least ninety-five percent of all students are reading at grade level is required under Act 284 as codified in S.C. Code Ann. § 59-155-130(9).

At the state level, South Carolina has not yet achieved having at least ninety-five percent of all students in the state reading at grade level. Because of differences between the assessments in grades three through eight between 2013–14 and 2015–16, inferences about state progress toward ninety-five percent should not be made. Data related to percentage of South Carolina students scoring Meets or Exceeds on SC READY ELA or Ready on the ACT by grade level for 2015–16 is provided in Table 9. Once state data from the second administration of SC READY are analyzed, progress toward ninety-five percent will be reported in the SCDE's 2018 proficiency update.

Moving forward in future proficiency updates for grade eleven, the SCDE will use 2015–16 scores as its baseline and set interim benchmarks for progress as appropriate.

Table 9
Percent of South Carolina Students Scoring Proficient or Above on State Summative Reading Assessments by Grade Level, 2015–16

Grade	2015–16 Assessment[a]	Proficient or Above Level(s)	Percent of Students Scoring Proficient or Above in 2015–16
3	SC Ready ELA	Meets or Exceeds	43.7
4	SC Ready ELA	Meets or Exceeds	43.4
5	SC Ready ELA	Meets or Exceeds	41.2
6	SC Ready ELA	Meets or Exceeds	40.0
7	SC Ready ELA	Meets or Exceeds	40.7
8	SC Ready ELA	Meets or Exceeds	44.7
11	ACT	Ready	29.5

Note. [a]2015–16 state summative reading assessments and levels indicating proficiency or above included SC READY for grades three through eight (Meets or Exceeds) and the ACT for grade eleven (Ready).

Appendix D: 2015–16 Implementation of State Reading Plan Actions

This report on OELL implementation of the South Carolina Read to Succeed Act is required under Act 284 §59-155-130(9). During 2015–16, the OELL concentrated its efforts toward the seven actions discussed in the previous section. A summary of those efforts is provided by action.

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 in cohort groups for school-based reading coaches twice a month;
- 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;
- Partnered with the Office of School Transformation to provide a series of professional learning opportunities for administrators and teachers in fourteen priority districts;
- Provided face-to-face technical assistance to fourteen priority districts in collaboration with the Office of Transformation in the development of a systemic plan for implementation of instructional best practices as defined by the South Carolina Literacy Competencies; and
- Provided twelve days of 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.

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; and
- Provided nine face-to-face meetings to provide individual support and guidance as fourteen priority districts developed comprehensive evidence-based reading plans.

Action 3: Provide research-based strategies for summer programs to districts and activities for parents to help prevent summer reading loss. The OELL:
- Provided regular face-to-face updates on Read to Succeed implementation to superintendents and 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;
- Held Read to Succeed Advisory group meetings quarterly during the 2015–16 year;
- Conducted three webinars to provide updates and technical assistance in support of summer reading; and

- Provided four days of professional development for 175 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 access to a total of 4,590 in-service teachers who participated in on-line courses leading to completion of the Read to Succeed endorsement;
- Provided access to a total of 3,341 in-service teachers and administrators who completed the Content Area Reading and Writing course;
- Provided access to a total of 2,077 preK–12 educators who completed the Read To Succeed endorsement or requirement; and
- Provided access to total of 569 Read to Succeed coaches who were provided training, books, and resources by OELL literacy specialists towards 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:

- Provided guidance and technical assistance to districts prior to writing district plans through webinars and face-to-face meetings. Four regional technical assistance sessions were held in the fall of 2015. In December 2015, the OELL collaborated with the Office of Federal and State Accountability to offer six regional technical assistance sessions. A webinar was provided in February 2016. A six-hour session was offered at the South Carolina International Reading Conference. Six additional regional technical assistance sessions were provided in March 2016;
- Collaborated with the Office of Grants and the EOC to award and monitor $700,000 in Community Partnership Grants to fourteen districts;
- Supported the Women of the Evangelical Lutheran Church of America (WELCA) in distributing over fifteen hundred books to students in Allendale, Jasper, Williamsburg, Sumter, and Lee counties;
- Supported St. Francis of Assisi Episcopal Church of Chapin Outreach Ministry in distributing $10,000 of additional funds for books to be used in summer reading camps to the following school districts: Abbeville County School District, Bamberg One School District, Bamberg Two School District, Barnwell Nineteen School District, Barnwell Twenty-Nine School District, Barnwell School District Forty-Five, Dillon School District Three, Dillon School District Four, and McCormick County School District; and
- Established stakeholder groups to provide guidance and feedback pertaining to intervention, third grade retention, and district reading plans.

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 OELL Early Learning team:

- Provided a webinar overview of 4K readiness assessments with seventy-eight district administrators participating in June 2015;
- Provided face-to-face information sessions on the readiness assessments to support districts in their selection of one of the SCDE-approved 4K assessments in July 2015.
- The SCDE provided an opportunity for 142 district administrators and teachers to preview the 4K readiness assessments as well as the DRA2, the 5K statewide selected assessment;
- Provided regional professional learning opportunities during the summer and fall of 2015, to prepare teachers for the administration of one of the 4K readiness assessments during the first forty-five days of school. Initial training sessions focused on the administration of the assessment and were attended by district and school test coordinators, district administrators; including literacy leaders, and 4K teachers;
- Held follow-up professional development sessions during January through April 2016, focused on using assessment data to inform instruction;
- Helped a total of 994 school district educators attend SCDE professional development sessions on the 4K readiness assessments;
- Held training sessions for the DRA2 Readiness Assessment in summer 2015, with a target audience of district administrators, reading /literacy coaches, and school administrators;
- Held training sessions in fall 2015, and spring 2016, with a target audience of 5K teachers;
- Funded a total of 568 CDEP classrooms, which included an expansion into four districts and twenty-four newly funded classrooms;
    - Barnwell School District Forty- Five, which had been eligible for funding since 2006, elected to join CDEP.
    - Anderson School District Two, Anderson School District Five, and Greenwood School District Fifty-Two were newly funded.
    - New classrooms received $10,000.00 start-up funds to equip the classrooms and cover any facility modifications required to meet Department of Social Services (DSS) Child Care Licensing regulations.
- Supported 117 CDEP teachers who attended professional development sessions on Creative Curriculum;
- Supported seventy CDEP teachers who attended professional development sessions on *Opening the World of Learning*;
- Held regional training sessions on the administration of the three literacy readiness assessments were offered to CDEP educators;
- Held follow-up professional development sessions for teachers on each of the literacy assessments and provided specific teaching strategies on using the assessment data to inform instruction;
- Provided guidance on intervention strategies for children identified with the assessment data as needing more support;

- Conducted a total of 206 CDEP monitoring visits from the SCDE, with fifty-five classrooms receiving the more intensive Level Two monitoring visits made by CDEP education associates from the OELL;
- Provided on-site technical assistance to 4K teachers and administrators during the Level Two monitoring visits. A monitoring checklist completed documenting compliance with CDEP and DSS Child Care regulation requirements;
- Supported CDEP programs with Level One visits to 151 CDEP classrooms for the purpose of monitoring the literacy environments, and to build the early childhood knowledge and capacity of the reading coaches in the schools;
- Funded a total of 542 classrooms at $2,500 each for a total of $1,355,000; and
- Facilitated an application process for funding to support the purchase of educational supplies to support language, literacy, and mathematics. Teachers were required to select items based on documentation of their classroom assessment using the Early Language and Literacy Classroom Observation (ELLCO) checklist particularly to ensure that there were a large variety of fiction and non-fiction books and a writing center in each classroom to strengthen the classroom quality.

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, experts in reading instruction, elementary education, dyslexia, and special education to develop three modules. Module one provided an overview of dyslexia, module two discussed the use of screening tools, and module three explored evidence-based instruction.

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

- Monitored completion of the newly developed dyslexia modules. Prior to the beginning of the 2016–17 school year, 14,634 educators completed the dyslexia modules. Of those completing the modules, 96 percent believed the modules improved their knowledge of dyslexia, screening, and evidence-based instruction for students with dyslexia. Over 94 percent reported that the training will be useful in their work; and
- Utilized the dyslexia modules as additional resources to assist teachers in providing instruction for all students not reading at grade-level proficiency, including students that may be diagnosed with dyslexia and other reading disorders.