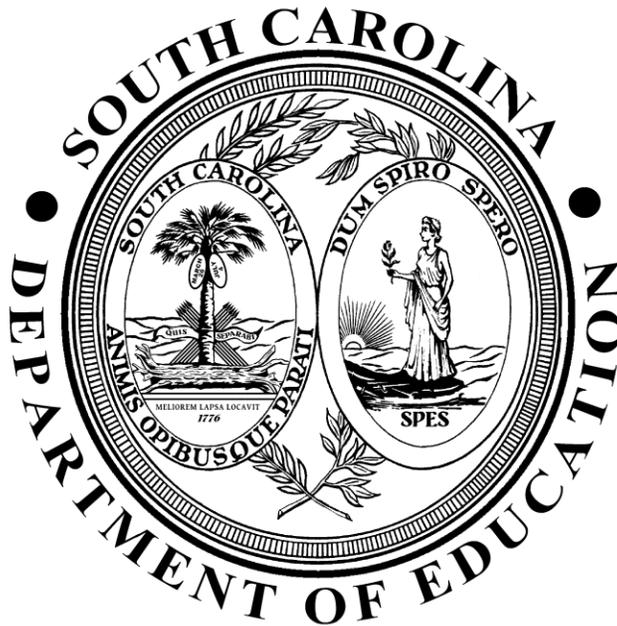


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
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

August 2018

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Reporting Requirements

The South Carolina Department of Education (SCDE) provides this 2018 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:

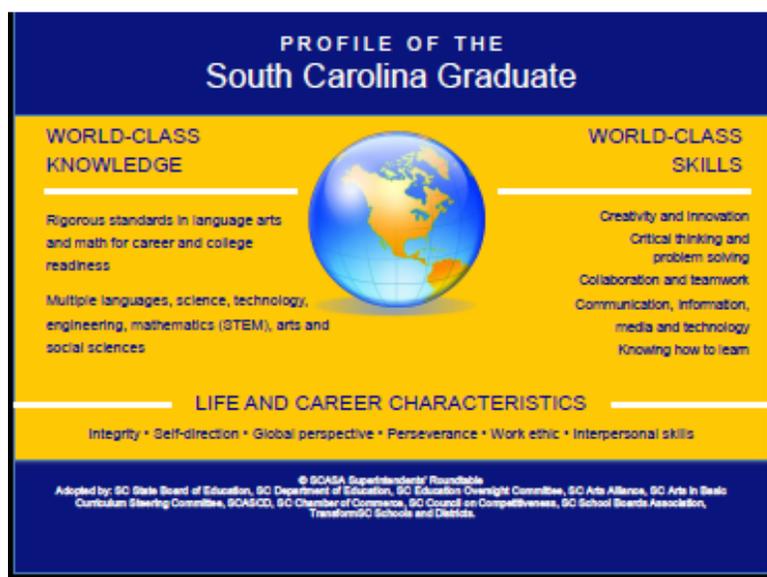
§59-155-130 (9): The Read to Succeed Office must...provide an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act and the State and the district's progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

§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. The *Profile* outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for children and our state to be successful in the global marketplace.



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.

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.

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 National Assessment of Educational Progress (NAEP) average reading scale scores for fourth graders, from 214 points in 2013 to 218 points in 2015. 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). The results in 2017, however, show a drop in student performance for fourth graders from 2015 to 2017. The percentage of students who scored "at or above basic" in 2017 was 59 percent (national average for 2017 was 67 percent), which is a 6 point decrease from 65 percent in 2015. This decline in performance reflects that 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 [2017 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 *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 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 2016–17 version is somewhat condensed to make information more accessible, inform current expected district action, and focus on provision of proficiency data as required by the statute.

Overview of Read to Succeed

In June 2014, the South Carolina General Assembly passed 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 groundbreaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

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, 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. This critical year, which is typically when students must begin reading to learn, is a focus in the law to ensure that, by third grade, all South Carolina students 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 effectively assess and analyze data and to 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 Early Reading Development and Education Program (CERDEP) – demonstrates a commitment that students have 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 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 the law 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 goals for statewide implementation in 2015. Metrics and baseline data are provided in the proficiency update related to section 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 section 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 Read to Succeed are published in separate reports provided to the General Assembly. Districts are asked to align their goals with the state-level goals. Through implementation of Read to Succeed, South Carolina 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 *2012–2013 Accountability Manual* (EOC, 2012) first defined historically underachieving groups (HUGs) in South Carolina, and the SCDE currently maintains the same HUGS definition. The groups include:
 - African American students,
 - Hispanic students,
 - Native American students,
 - Students eligible for free or reduced lunch under federal guidelines,
 - Limited English Proficient (LEP) students,
 - Migrant students, and
 - 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 Read to Succeed, 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 (Fisher and Frey, 2013; Frey, Fisher, & Nelson, 2013).

The following actions 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 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 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 the 2016–17 implementation of the State Reading Plan actions is provided in Appendix D.

Guidance for District Reading Plans

District reading plans required by Read to Succeed 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. 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 which was 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 and the interventions in prekindergarten through twelfth grade to be 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, 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.
- 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.

The SCDE will coordinate 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, summer reading camp funds, Title I, Title I direct student services grants, other grants and foundation funds, and business donations.

During the 2017–18 school year, based on feedback from the field and several stakeholder groups, the OELL created [a district literacy reflection tool and revised 2017–18 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 provided technical assistance on the use of the literacy reflection tool to guide the assessment of implementation and refinement of district goals and strategies.

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. Revised district plans are submitted to the SCDE in the spring as part of the regular district strategic plan. The SCDE provides district reading plan feedback within twenty business days.

[Directions for how districts should submit their annual reading plans](#) can be found on the SCDE website. 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.

Guidance for School Reading Plans

Schools will assess the implementation of their 2017–18 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.

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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: 2018 State Reading Proficiency Update

This state reading proficiency progress report is required under Read to Succeed, S.C. Code Ann. § 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 3–8. The first administration of SC READY occurred in spring 2016, and the ACT was retained as 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. SC READY was also administered in 2016–17; however, that was the first year the online administration of the assessment was mandated by the Education Accountability Act. Because of differences between the assessments and modes of administration, inferences from increases or decreases should not be made. State data from later administrations of SC READY will be analyzed for increases or reductions per Goal 1.

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 and a decrease in the percentage of eleventh graders scoring Ready, or proficient, from 2015–16 to 2016–17.

SECTION 59-18-325. College and career readiness assessment; summative assessment.

(A) Beginning in eleventh grade for the first time in School Year 2017-2018 and subsequent years, all students must be offered a college entrance assessment that is from a provider secured by the department. In addition, all students entering the eleventh grade for the first time in School Year 2017-2018 and subsequent years must be administered a career readiness assessment. The results of the assessments must be provided to each student, their respective schools, and to the State to:

- (1) assist students, parents, teachers, and guidance counselors in developing individual graduation plans and in selecting courses aligned with each student's future ambitions;
- (2) promote South Carolina's Work Ready Communities initiative; and
- (3) meet federal and state accountability requirements.

Table 1*Percentage of Grade 3 through 8 Students Scoring at Each Level on SC PASS ELA Spring 2014*

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
Met	23.8	34.3	43.6	28.8	30.3	29.9
Exemplary	55.1	42.2	36.5	40.4	37.8	37.4

*Source: 2014 SC Palmetto Assessment of State Standards (SCPASS) Test Scores, SCDE Website***Table 2***Percentage of Grade 3 through 8 Students Scoring at Each Level on ACT Aspire Reading, Spring 2015*

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

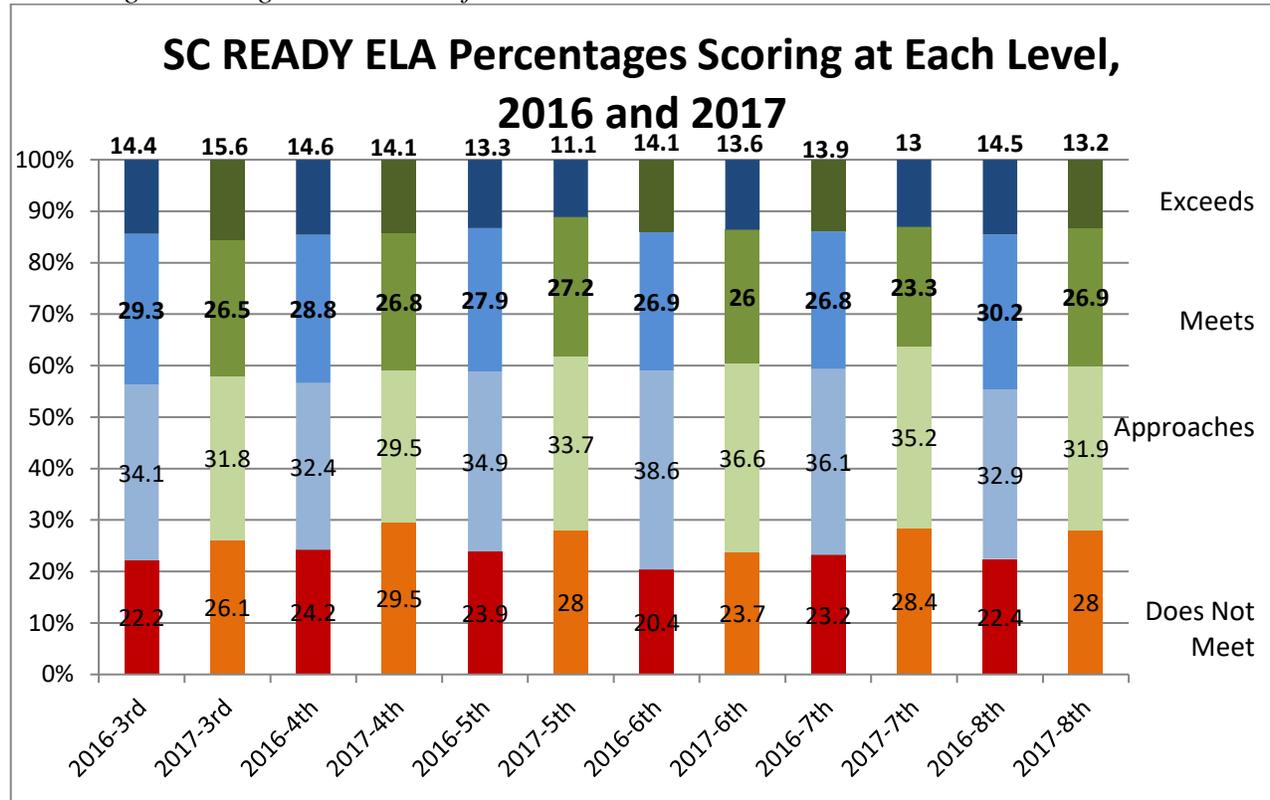
*Source: 2015 ACT Aspire Test Scores, SCDE Website***Table 3***Percentage of Grade 3 through 8 Students Scoring at Each Level on SC READY ELA, Spring 2016 and Spring 2017*

SC Ready Level	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Does Not Meet	22.2	26.1	24.2	29.5	23.9	28	20.4	23.7	23.2	28.4	22.4	28
Approaches	34.1	31.8	32.4	29.5	34.9	33.7	38.6	36.6	36.1	35.2	32.9	31.9
Meets	29.3	26.5	28.8	26.8	27.9	27.2	26.9	26	26.8	23.3	30.2	26.9
Exceeds	14.4	15.6	14.6	14.1	13.3	11.1	14.1	13.6	13.9	13	14.5	13.2

Source: 2017 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website

Figure 1

Percentages Scoring at Each Level for SC READY ELA 2016 and 2017

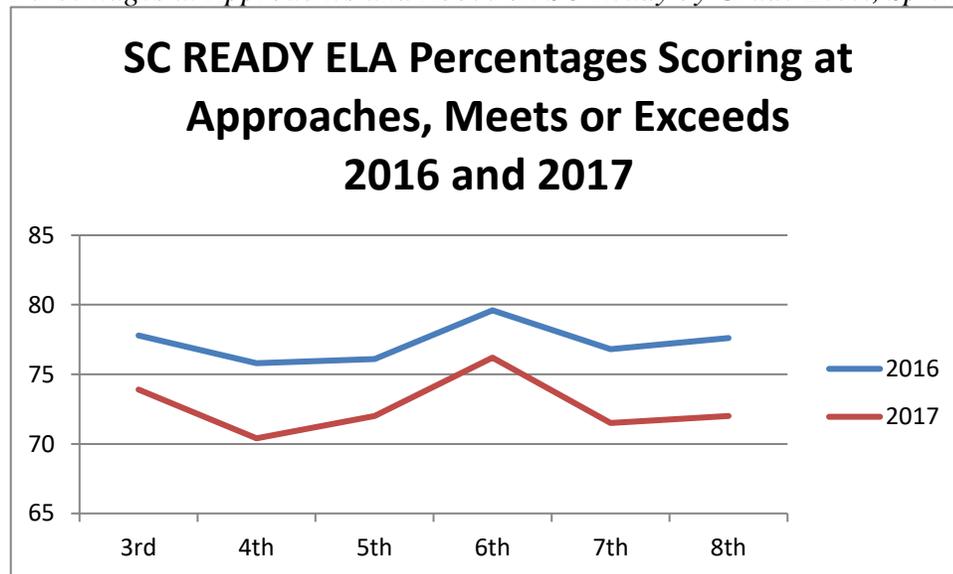


Note: Figure 1 shows that the percentage of students who scored Does Not Meet increased between 2016 and 2017 for grades 3–8. The percentage of students who scored Approaches decreased between 2016 and 2017 for grades 3–8. The percentage of students who scored Meets or Exceeds decreased in grades 3–8 for 2016 and 2017.

Source: 2016 and 2017 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website

Figure 2

Percentages at Approaches and Above on SC Ready by Grade Level, Spring 2016 and Spring 2017



Note: Figure 2 shows a decline in the percentage of students in grades 3–8 who scored approaches, meets, or exceeds between 2016 and 2017.

Source: 2016 and 2017 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website

Table 4

Percentage of Grade 11 Students Scoring at Each Level on ACT Reading in 2014–15, 2015–16, and 2016–17

ACT Level ^a	Percentage of SC Students in 2014-15	Percentage of SC Students in 2015-16	Percentage of SC Students in 2016-17
Not Ready	74.2	70.5	73.2
Ready (Proficient)	25.8	29.5	26.8

Note. ^aSouth 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.

Source: 2015–2017 ACT Test Scores, SCDE Website

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 HUGs in South Carolina, as defined most recently by the *2016-2017 Accountability Manual* (EOC, 2016):

- African American students,
- Hispanic students,

- Native American students,
- Students eligible for free or reduced lunch under federal guidelines,
- Limited English Proficient (LEP) students,
- Migrant students, and
- 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. The South Carolina Consolidated State Plan was submitted on October 13, 2017, and approved on May 2, 2018, to fulfill the requirements of the Elementary and Secondary Education Act of 1985 as amended by the ESSA. Targets set forth in this plan will be reported during the 2017–18 school year also.

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	71.0	67.4	72.2	58.0	57.0	56.0
Limited English	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: ^aSubgroups 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).

Source: 2014 SC Palmetto Assessment of State Standards (SCPASS) Test Scores, SCDE Website

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	22.2	22.5	23.6	26.0	26.5	36.3
Limited English	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: ^aSubgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 as first defined in the *2012–2013 Accountability Manual (EOC, 2012)*.

Source: 2015 ACT Aspire Test Scores, SCDE Website

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	31.6	30.9	27.6	27.3	26.4	31.0
Limited English	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: ^aSubgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 as first defined in the *2012–2013 Accountability Manual* (EOC, 2012).

Source: 2016 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website

Table 8

Percentage of Students in Grades 3 through 8 Scoring Meets or Exceeds on SC READY ELA by All Students and Subgroup, 2016–17

Subgroup ^a	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	42.1	40.9	38.3	39.7	36.4	40.1
African American	24.5	22.9	19.8	20.4	17.7	20.5
Hispanic	33.1	31.9	30.4	30.2	28.2	33.2
Native American	37.7	30.0	40.7	31.1	33.3	28.2
Students in Poverty	30.4	28.9	25.6	26.2	23.0	26.2
Limited English	30.1	30.2	28.8	28.4	24.9	24.7
Migrant	11.4	16.2	3.0	12.5	34.4	16.7
Disabled	13.8	10.8	7.2	5.8	4.5	5.5

Note: ^aSubgroups listed in table are reported with state testing data and correspond to subgroup categories listed in Goal 2 as first defined in the *2012–2013 Accountability Manual* (EOC, 2012).

Source: 2017 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website

Table 9

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

Subgroup	Percent of Students Scoring Ready ^a on ACT		Percentage Difference 2014–15 to 2015–16
	2014–15	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	16.8
Limited English Proficient (LEP)		7.8	11.6
Migrant		--	--
Disabled		5.1	5.3

Note: ^aSouth 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.

Source: 2015–2016 ACT Test Scores, SCDE Website

Table 10

Percentage of Students in Grade 11 Scoring Ready on ACT Reading by All Students and Subgroup, 2015–16 and 2016–17

Subgroup	Percent of Students Scoring Ready ^a on ACT		Percentage Difference
	2015–16	2016–17	2015–16 to 2016–17
All Students	29.5	26.8	-2.7
African American	10.6	9.1	-1.5
Hispanic	21.3	19.0	-2.3
Native American	27.0	20.8	-6.2
Students in Poverty	16.8	14.8	-2.0
Limited English Proficient	11.6	8.8	-2.8
Migrant	--		--
Students with Disabilities	5.3	4.3	-1.0

Note:^aSouth 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.

Source: 2016–2017 ACT Test Scores, SCDE Website

Table 9 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.

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

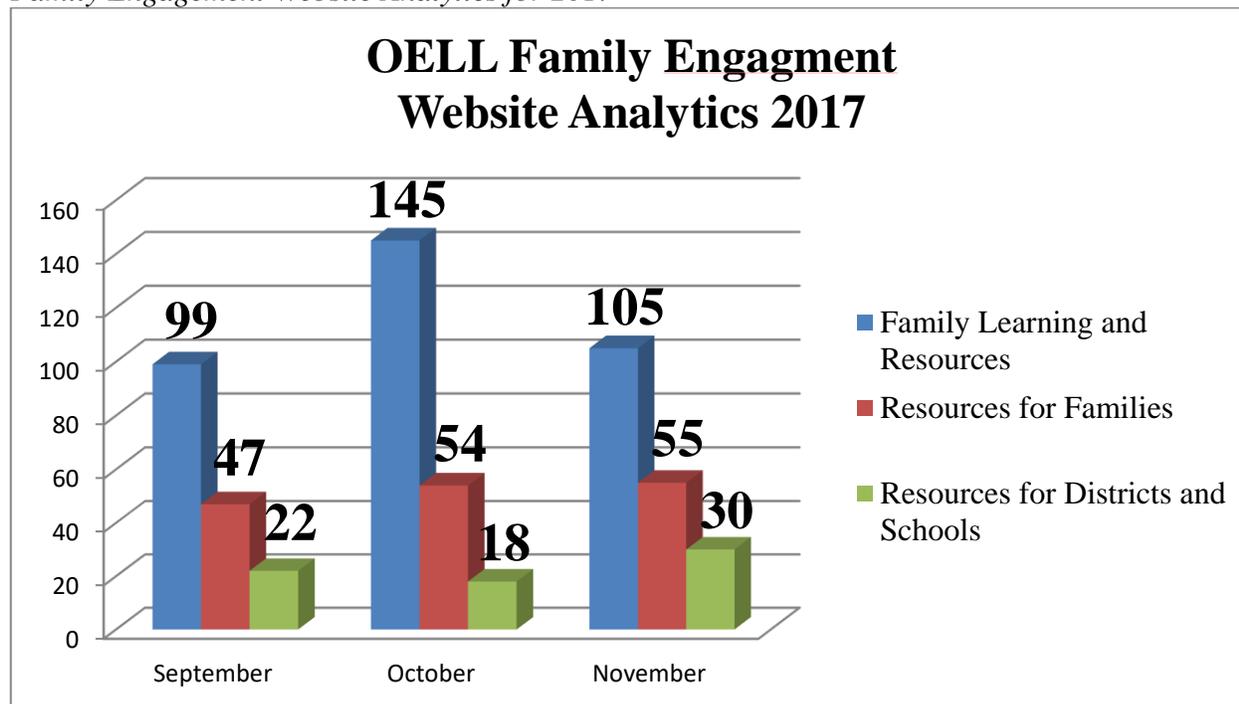
Goal 4 in the State Reading Plan says that the SCDE will increase family awareness of and involvement in children’s literacy development. This goal includes three sub-goals as follows:

- 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.

Figure 3

Family Engagement Website Analytics for 2017

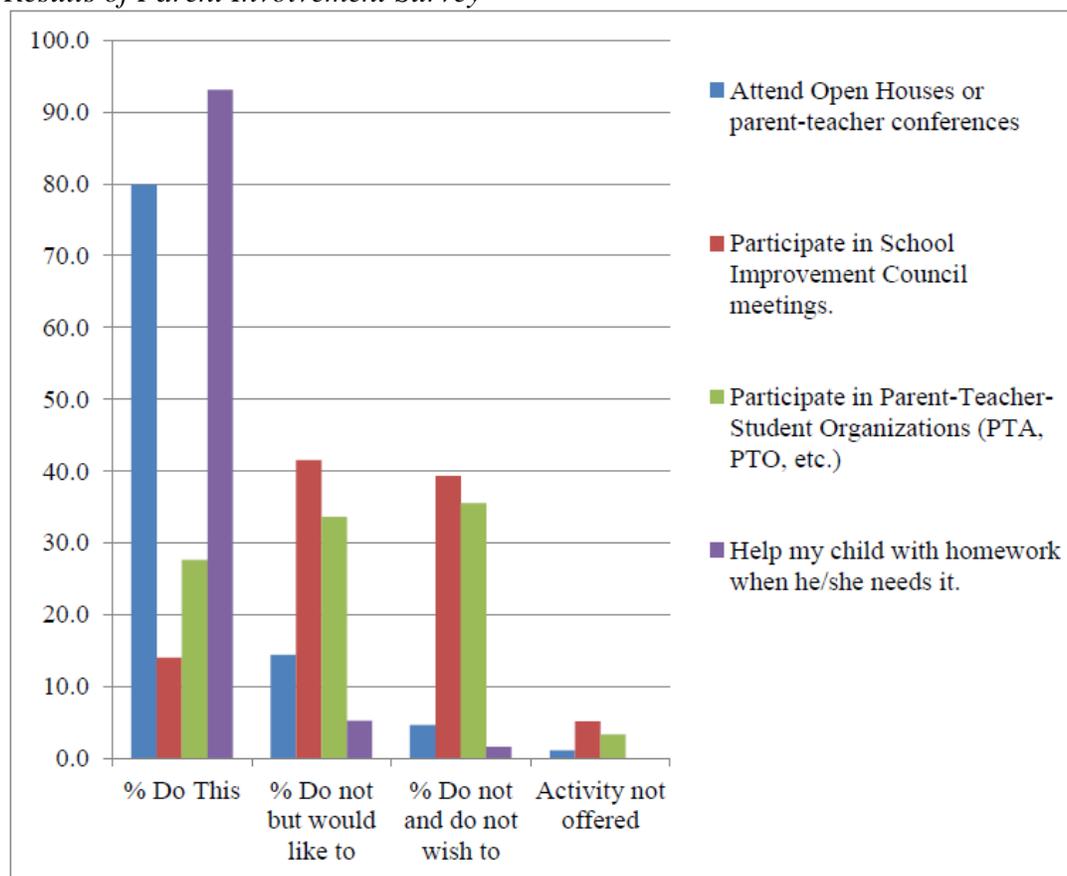


Note: Figure 3 shows the number of visits to the Family Engagement website from September to November of 2017. The Read to Succeed webpage provides accessible resources for families, schools, and districts.

Source: 2018 Parent Involvement Report, Office of Family and Community Engagement

Collaboration with the South Eastern Comprehensive Center and the Council of Chief State School Officers (CCSSO) helped to develop a family engagement and resource guidance tool for districts to use with parents. In addition, the OELL has assigned a web content specialist 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. Family awareness of children’s literacy development and parent involvement in children’s literacy development can be enhanced by attending both Open House and parent-teacher conferences.

Figure 4
Results of Parent Involvement Survey



Note: In Figure 4, the 2018 Parent Involvement Report reveals that according to the 2016–17 Statewide Parent Survey, eighty percent of parents surveyed attend Open Houses or parent-teacher conferences.

Source: 2018 Parent Involvement Report, Office of Family and Community Engagement

Goal 5: Increase Community Partnerships

Goal 5 in the State Reading Plans denotes that 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. One factor that may increase student achievement is parent and community involvement. The research on the impact of school, family, and community connections indicates that student achievement increases when these collaborations are effective, embedded, and on-going. “Families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more” (Henderson & Mapp, 2002, p.7).

To create effective partnerships between community organizations and school districts, the South Carolina General Assembly passed Proviso 1.59 of the 2017–18 Appropriations Act to encourage partnerships and provide funding for those partnerships. This funding is in addition to the annual

allocations districts receive for Summer Reading Camp (SRC) activities.

Thirty proposals were submitted for the 2017 SRC Community Partnership Grant (CPG) awards. All thirty proposals were reviewed and scored using a rubric. Twenty of the applicants were awarded funds, but there were not enough funds available to meet the total requested amounts proposed. The SCDE determined that funds for students at risk, available under the Education and Economic Development Act of 2005 (EEDA), could appropriately be allocated under the CPG program. An additional \$436,137 of EEDA funds was awarded to the districts and organizations to meet their requested amounts to help create effective partnerships between community organizations and school districts. Funding amounts are provided in Table 11.

All of the grant recipients were awarded up to \$37,141 for community partnerships in addition to various amounts of EEDA funds.

Table 11

2017 Summer Reading Camp Community Partnership Grant Recipients and Funding Amounts

District/Organization	Requested	Proviso Funds	EEDA Funds
Aiken	\$43,025.00	\$37,141.00	\$5,884.00
Allendale	\$70,686.00	\$37,141.00	\$33,545.00
Anderson Two	\$75,000.00	\$37,141.00	\$37,859.00
Berkeley	\$16,700.00	\$16,700.00	\$0.00
Charleston Promise Neighborhood	\$39,655.00	\$37,141.00	\$2,514.00
Colleton	\$57,183.00	\$37,141.00	\$20,042.00
Darlington	\$75,000.00	\$37,141.00	\$37,859.00
Dorchester Two	\$31,486.00	\$31,500.00	\$0.00
Florence Three	\$100,000.00	\$37,141.00	\$62,859.00
Greenwood 51	\$69,000.00	\$37,141.00	\$31,859.00
Kershaw	\$56,305.00	\$37,141.00	\$19,164.00
Laurens 55	\$45,000.00	\$37,141.00	\$7,859.00
Legacy Charter School/Greenville County	\$49,510.00	\$37,141.00	\$12,369.00
Lexington One	\$49,600.00	\$37,141.00	\$12,495.00
McCormick	\$70,000.00	\$37,141.00	\$32,859.00
Richland One	\$115,727.00	\$37,141.00	\$78,586.00
Saluda	\$39,910.00	\$37,141.00	\$2,769.00
Spartanburg 7	\$20,400.00	\$20,400.00	\$0.00
United Way of Pickens County	\$70,000.00	\$37,141.00	\$32,859.00
York One	\$41,897.00	\$37,141.00	\$4,756.00
Totals	\$1,136,084.00	\$699,997.00	\$436,137.00

Source: 2017 Summer Reading Camp Report, Office of Early Learning and Literacy

The SCDE literacy specialists provided the following support for CPG reading coaches and camp directors:

- Webinars to districts prior to the start of the application process to provide information and to answer any questions from districts about the grant writing process;
- Timely feedback via email and over the phone to answer questions as needed; and
- Opportunities to find out how other districts partnered with community organizations through presentations by districts at the Summer Reading Camp Symposium.

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 the Read to Succeed Act 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 8.

On November 14, 2017, the SCDE convened a panel of experts to review item data on the ELA SC READY assessment for grades 3–5. The panel looked at items with a high percentage of students answering correctly and items with a low percentage of students answering correctly. The discussions of that panel yielded the recommendations in Appendix E.

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 12

Percent of South Carolina Students Scoring Proficient or Above on State Summative Reading Assessments by Grade Level, 2015–16 and 2016–17

Grade	Assessment ^a	Proficient or Above Level(s)	Percent of Students Scoring Proficient or Above	
			2015–16	2016–17 ^b
3	SC Ready ELA	Meets or Exceeds	43.7	42.1
4	SC Ready ELA	Meets or Exceeds	43.4	40.9
5	SC Ready ELA	Meets or Exceeds	41.2	38.3
6	SC Ready ELA	Meets or Exceeds	41.0	39.7
7	SC Ready ELA	Meets or Exceeds	40.7	36.4
8	SC Ready ELA	Meets or Exceeds	44.7	40.1
11	ACT	Ready	29.5	26.8

Note: ^a2015–16 and 2016–17 state summative reading assessments and levels indicating proficiency or above included SC READY for grades 3–8 (Meets or Exceeds) and the ACT for grade 11 (Ready).

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

Source: 2016 and 2017 South Carolina College- and Career-Ready Assessments (SC READY) Test Scores, SCDE Website and 2016 and 2017 ACT Test Scores, SCDE Website

Appendix D: 2016–17 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 2016–17, 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;
- 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;
- Revised district and school reading plan templates based on input from stakeholder groups;
- Implemented a district and school reflection tool as part of the district and school reading plan process;
- Provided four regional technical assistance sessions to support districts with the streamlined reading plan process;
- Analyzed all 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;
- Provided technical assistance to districts for summer reading camps; and
- Provided directions and feedback for district and school reading plan submissions.

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 2016–17 year;
- Conducted three webinars to provide updates and technical assistance in support of summer reading;
- Updated and streamlined student data reporting for 2017 summer reading camps;

- 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 access to a total of 9,332 in-service teachers who participated in on-line courses leading to completion of the Read to Succeed endorsement;
- Provided access to a total of 5,605 in-service teachers and administrators who completed the Content Area Reading and Writing course;
- Provided access to total of 693 state-funded 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;
- Endorsed first cadre of reading coaches in May 2017;
- Facilitated Action Research during monthly PLC through Literacy Specialists; and
- Facilitated Instructional Practices course during monthly Cohort meetings through Literacy Specialists.

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 twenty districts;
- Hosted internal and external stakeholder group work sessions to provide guidance and feedback pertaining to intervention, third grade retention, and district reading plans;
- Convened internal stakeholder group to form one vision for Family and Community Engagement for the agency;
- Established an external stakeholder group in collaboration with Southeast Comprehensive Center;
- Collaborated with American Institute for Research to draft a Family Engagement Action Plan; and
- Created a 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:

- Provided 4K assessment Professional Development (PD) that included twelve face-to-face professional sessions on all three of the 4K assessments;
- Hosted two Kindergarten Readiness Assessment (KRA) webinars for 75 participants;

- Provided My IGDIs regional PD for 28 teachers;
- Hosted regional introductory GOLD sessions for 133 educators from public and private child care centers;
- Supported KRA pilot program with three districts across the state;
- Monitored a total of 271 4K classrooms across 45 districts in 111 schools (79 Level One 4K EIA classroom visits and 192 Level 2 CERDEP classroom visits);
- Provided virtual and onsite support through literacy specialists through the 2016-2017 Early Learning and Literacy Cohort One;
- Provided over 37 professional development opportunities with approximately 222 hours in topics such as curricula, assessment, language and literacy rich environments, Early Language and Literacy Classroom Observation (ELLCO) monitoring tool, and emergent literacy skills;
- Communicated via memorandum details regarding 39 hours of online professional development modules by other entities;
- Collaborated with the South Carolina Department of Social Services (DSS) division of Early Care and Education to develop South Carolina’s Early Learning Standards (SC-ELS);
- Created a Crosswalk to align SC-ELS with South Carolina State Standards;
- Devised a timeline for SC-ELS roll-out;
- Generated a Child Recruitment Document that provided CERDEP districts strategies for recruiting students for 4K;
- Identified South Carolina Early Learning Curriculum List through an intense curriculum review and state approval process;
- Planned a curriculum showcase for districts to learn more about the approved curricula to support district curriculum decisions; and
- Collaborated with the Office of Research and Data Analysis (ORDA) to build out an updated Early Learning page in Power School to collect prior childcare experience.

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;
- Provided online Introductory Modules;
- Developed Online Dyslexia Course;
- Participated in Research to Practice Dyslexia Session (Literacy Specialists);
- Built capacity using professional learning opportunities to support literacy specialists (train the trainer) for the 2017–18 school year; and
- Planned the curriculum for online training through VirtualSC for the 2017–18 school year.

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

- Provided guidance to district superintendents via memo to remind districts to ensure that all new teachers complete the dyslexia modules;

- 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;
- Vetted Third Grade Guidance Retention document and revised based on feedback from the field;
- Published and posted the revised Third Grade Retention Guidance Document, including sample parent letters, portfolios, and other resources, to the OELL webpage;
- Provided four regional technical assistance sessions on summer reading camp and the ACCESS database;
- Made presentations at various conferences and roundtable group meetings; and
- Drafted, vetted, and posted Frequently Asked Questions document to OELL webpage.

Appendix E: 2017 SC READY Data Review Report

The following report was released by the SCDE Office of Assessment in collaboration with district-level curriculum experts.

2017 SC Ready Data Review Report ELA Grades 3–5

On November 14, 2017, the South Carolina Department of Education convened a panel of experts to review item data on the ELA SC READY assessment for grades 3–5. The panel looked at items with a high percentage of students answering correctly and items with a low percentage of students answering correctly. The discussions of that panel yielded the following recommendations. *The panel recognizes the hard work of SC educators and offers the following as suggestions for ways to improve student success on the ELA SC READY assessment for grades 3–5.*

Inquiry

The panel recommends that during instruction, students should have practice developing, writing, and refining research topics and questions. Also, the panel recommends that teachers provide students with research opportunities that allow them to evaluate a variety of sources, determine the relevancy and credibility of those sources, and decide to either use or discard those sources. While the panel suggests that more instructional emphasis should be placed on the process of research rather than the product of research, they especially stress students' ability to evaluate the credibility of sources as an area of weakness.

Based on these areas of weakness, the panel recommends students receive more instructional guidance and practice:

- reading a scenario and then formulating a research question.
- reading a scenario and then determining how to narrow a research topic or broaden a research topic.
- evaluating sources for relevance, credibility, and validity.
- organizing and categorizing important information as it relates to a research topic or question.

Reading Literary Text

The panel recommends that students should have experience reading a variety of rigorous, complex, literary text types as recommended in the *South Carolina College-and-Career-Ready Standards for English Language Arts*. “By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.”

In grade 3, the panel recognizes that students need more instructional guidance and practice:

- using explicit textual information to support inferences and conclusions.
- identifying key details that support a theme.
- explaining how characters' actions contribute to the development of the plot.
- explaining how an author's word choice emphasizes aspects of a character or of a setting.

In grade 4, the panel recognizes that students need more instructional guidance and practice:

- referring to examples and details within a text to support inferences and conclusions.
- determining how a theme is developed.
- summarizing a text.
- explaining the interaction between conflict and plot resolution.
- determining how an author's point of view influences the content and meaning of a text.

In grade 5, the panel recognizes that students need more instructional guidance and practice:

- analyzing the meaning of text to support inferences and conclusions.
- analyzing how a theme is developed within a text.
- summarizing a text and evaluate summaries of texts.
- analyzing the interactions between characters, settings, events, and how they impact the plot of a text.
- explaining how an author's point of view influences the content and meaning of a text and supporting this connection with evidence from the text.

Reading Informational Text

The panel recommends that students should have experience reading a variety of rigorous, complex, literary text types as recommended in the *South Carolina College-and-Career-Ready Standards for English Language Arts*. "By the end of fifth grade, students read informational (expository, persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts."

In grade 3, the panel recognizes that students need more instructional guidance and practice:

- asking and answering literal and inferential questions to determine meaning.
- using explicit textual information to support inferences and conclusions.
- using key details to summarize texts.
- identifying the author's purpose in an informational text.

In grade 4, the panel recognizes that students need more instructional guidance and practice:

- using details and examples within a text to support inferences and conclusions.
- asking and answering literal and inferential questions to determine meaning.
- using key details to summarize texts.
- providing evidence of how the author's purpose affects the content, meaning, and style of an informational text.

In grade 5, the panel recognizes that students need more instructional guidance and practice:

- analyzing the meaning in and beyond the text.
- summarizing a text with more than one central idea and by identifying and citing key supporting details.
- providing more than one supporting detail or identifying the best summary of a text.
- providing evidence of how the author’s purpose affects the content, meaning, and style of an informational text

Overview of Reading Literacy and Informational Texts

In grades 3–5, the panel offers the following as suggestions for ways to improve student success with literary and informational texts:

- Literary Text Standards 9-12 and Informational Text Standards 8-11 fall under the key idea of Language, Craft, and Structure. The panel suggests that more instructional time be devoted to not just identifying text structures, but analyzing **how** the structure of a text relates to the author’s craft. In other words, the panel encourages teachers to focus more on the “**how and why**” of the standards.
- The panel recommends that more instructional focus be placed on the “**how and why**” of Reading Literary Text Standard 8.
- The panel notes that the “**how and why**” of this standard’s indicators is an area of concern for grades 3–5.

On the assessment, students may be asked to provide evidence showing the interaction and/or development of character and plot. The panel also recommends that analysis of text should be on-going through close reading of text and that teachers provide more opportunities for students to think through and talk through the analysis of text. The panel recommends that students be presented with multiple summaries of a text and be asked to evaluate each summary. On the assessment, students may be presented with several summaries of text and asked to select the *best* summary. The panel suggests that students have practice writing their own summaries and evaluating summaries written by others. The panel suggests that students be exposed to more paired texts. On the assessment, students may encounter paired literary texts, paired informational texts, or a combination of the two.

Writing

Grade 3

W1.1e, W2.1f: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.

Grade 4

W1.1e, W2.1e: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.

Grade 5

W1.1e, W2.1h: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others

The panel suggests that instruction should focus more on the process and quality of writing rather than the product of writing. In addition, the panel suggests that teachers provide students with more opportunities to think and talk before they write.

General

The panel recommends that students have more exposure to and practice with the test item types that may appear on the SC READY assessment. These item types may be found at <https://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>. In particular, the panel suggests that teachers provide students more practice with evidence-based selected response items (EBSR) and multi-select items.

EBSR items are two part items that require students to “read a piece of text or passage and choose the best answer from the answer choices.” Students will then be asked to “support their response [to part A] with evidence from the text [Part B].” Sample EBSR items may be found in the Online Tools Training (OTT) on our website. Multi-select items are items that prompt students to select more than one correct answer. “The multi-select items may have 5 or 6 answer choices.” Sample multi-select items may be found in the Online Tools Training (OTT) on our website.

The panel also recommends that teachers more frequently incorporate the language of the *South Carolina College-and-Career-Ready Standards for English Language Arts* into routine classroom instruction and assessment.