

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

**Directions: Please provide a narrative response for sections A-I.**

**Section A:** Describe how reading assessment and instruction for all students in the district includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

In Charleston County School District, students participate in comprehensive diagnostic testing three times per year. In elementary school, students are assessed using MyIGIDIs, FastBridge and iReady.

- MyIGIDIs is given to pre kindergarten students. MyIGDIS assesses early literacy and reasoning skills providing educators valuable information regarding current levels of performance, guidance for tiered support in the classroom, and growth measures as the year progresses.
- FastBridge earlyReading is given to students in kindergarten and first grade to assess specific discrete literacy skills such as letter sound knowledge, decoding, and fluency. FastBridge provides very specific information to teachers and parents regarding strengths and areas of improvement for scholars on specific early literacy skills such as phonological awareness, phonics, and fluency. FastBridge is also used for progress monitoring in literacy intervention for K-8 scholars to monitor growth for scholars in need of acceleration.
- iReady is given to scholars in grades kindergarten through five. iReady is a computer adaptive test that assesses students in the areas of phonological awareness, phonics, vocabulary, and comprehension. iReady provides teachers and parents with information regarding current levels and how students are performing compared to same age/grade scholars across the nation. It also provides guidance on where additional support is needed and where extension opportunities may be present. iReady is also used to provide differentiated instruction. After the diagnostic, students are each provided with an individualized lesson path that is specifically designed to their needs based on their performance on the diagnostic assessment.

These three benchmark assessments combined with standards aligned assessments allow educators to monitor student levels and progress. Alongside iReady in grade 3-5, CCSD also administers SCReady Checkpoints that are standards aligned to help track progress toward standards mastery. Each of these assessments allows us to target specific literacy skills in order to ensure growth of all scholars. Assessment data is used to develop specific, measurable goals for scholars to progress them along the literacy continuum to access grade level text.

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**Section B:** Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

Charleston County School District has adopted a high quality curriculum, aligned to current research at each grade band. In addition to the uses of assessment mentioned above, we utilized curriculum assessment from each of our adopted curriculum to guide instruction and plan for accelerated growth for students. Each of our curriculum options allows for intentional monitoring of student learning and in combination with other assessments, provides teachers with the necessary tools and information to help each student achieve a strong literacy foundation, standards mastery, and college and career readiness.

In each of our grade bands (K-5, 6-8, 9-12) we have adopted high quality instructional resources. In K-5 our teachers utilize CKLA, 6-8 teachers use StudySync, and in 9-12 they use IntoLiterature. High quality instructional resources ensure that each scholar across our system has access to grade level materials in order to tackle the standards of that grade.

K-2 teachers devote 60 minutes daily to foundational skills (word recognition/phonics) instruction and 60 minutes to knowledge instruction (comprehension) based on the applications of reading, research, and written and oral communications standards. In the 3-5 grade band scholars engage in 120 minutes of daily instruction focused on standards based instruction where they engage with grade level text, apply reading and writing strategies/skills, and build communication skills. CKLA is content focused and allows teachers to integrate social studies and science content throughout their ELA instruction.

In Middle School, reading and writing is integrated. Students engage with a blend of contemporary and classic literacy through StudySync with rigorous reading routines. Skills lessons are embedded to build foundational language and comprehension skills, as well as reading, writing, and research every day.

In High School, teachers provide scholars with a blend of highly engaging contemporary literature that provides scaffolding opportunities to aid in achieving standards mastery and college and career readiness. Notice and notes strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts.

**Section C:** Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

CCSD utilizes a tiered approach in order to ensure each scholar receives the instruction needed to move toward grade level mastery. Through tier 1 instruction (core classroom), students receive grade level instruction using high quality instructional materials. Teachers scaffold instruction in order to give all scholars access to grade level standards and materials. Tier 2 provides scholars with additional support and acceleration. Tier 2 instruction

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can occur in the classroom through reteaching or in the pull out or full class model (6-9) to provide scholars with additional scaffolding and support. Tier 3 instruction occurs in a pull out model through intervention or special education services. In Tier 3, scholars are provided explicit instruction often using a curriculum specific to intervention in order to fill in specific gaps in learning that the scholar has experienced.

In grades K-8, each scholar is administered the Fastbridge EarlyReading Assessment (grades K-1, also approved as our dyslexia screener), the iReady Reading Diagnostic (grades K-5 and a subset of Middle Schools) or the Measures of Academic Progress (grades 6-8) Reading (MAP) assessment. Each provides measures proficiency displayed through nationally normed grade-level data. Based on their results, if a scholar is determined to be High Risk on the Fastbridge EarlyReading, two or more grade levels behind on iReady, or below the 11<sup>th</sup>ile on Measures of Academic Progress (MAP), the school's Multi-Tiered System of Supports (MTSS) team can determine which scholars may need additional screening through specific Fastbridge Diagnostics to determine if they place in the Tier III performance band and identify specific areas of need in regards to reading skills. The same process may be applied to scholars who might place in the Tier II performance band, which would be flagged by Some Risk, one grade level behind or 11-25<sup>th</sup>ile on the respective assessments. Once diagnostic assessments are administered, the MTSS team will evaluate all results, in conjunction with historical data, English Language proficiency, prior services received and any other data point that may factor into an accurate and complete portrayal of the student's proficiency to determine if literacy interventions are appropriate. This determination includes intensity, frequency, group size and curriculum and is grounded in individualized support based on data. Depending on a variety of factors, demonstrated need and intensity being the most significant, literacy intervention may be implemented through pull-out or push in models and is consistently progress monitored through a response to intervention (RTI) framework. This process aims to support accelerated rates of improvement or additional problem solving.

Fastbridge EarlyReading, iReady Reading and MAP Reading screeners are also administered during the Winter and Spring testing windows, which allows for year-long monitoring of those in intervention who are demonstrating growth or may require a phase change, those who may qualify for dismissal from intervention, or those who demonstrate a need for supplemental support mid-year. This process continues through middle school.

At all grade levels, additional and multiple data points are considered, including iReady digital pathway progress, Achieve3000 Lexile initial, interim and post-assessments, and SC Ready checkpoints, and curriculum-based assessments in order to provide a holistic view of scholar grade-level readiness.

**Section D:** Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

In Charleston County parents are encouraged to partner with their child's teachers throughout the school year. Each fall, the district designates a family data conference day on the calendar to review beginning of the year assessment results and discuss steps the school and families can take to support and accelerate growth. We also provide the iReady Family report to all K-5 families after each assessment window. The iReady Family

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Report provides families with the most recent data as well as specific action steps they can take at home to support literacy development. We also host parent engagement events both at the district and school level across the school year in order to support literacy at home.

Charleston County School District has a strong ongoing partnership with the Charleston County Public Library System that provides full library access to all students. Through this partnership we CCSD and CCPL collaborate on a community wide summer reading program as well as community support throughout the year.

On the district website, we have a parent literacy support page where families can go for resources as well as ways they can support their scholars' literacy efforts at home and in the community. There is also a high level overview of the curriculum we offer in each grade band as well as information about literacy intervention services and Read to Succeed. The District and school websites also provide families access to view the full list of texts included in our library collection.

**Section E:** Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

District leaders engage in data review meetings three times each year to analyze K-5 iReady data. During the meetings we analyze how our students have grown, how they compare the state and national data, and the projected proficiency levels. We create monitoring groups and specifically look at how students still striving for grade level proficiency are growing. Each of our schools monitors all students' growth paying close attention to accelerated growth for those students who have not yet reached proficiency. Tier II and Tier III supports are in place for scholars in need of support beyond Tier I following the MTSS framework.

We hold monthly trend check meetings for scholars receiving intervention services to monitor growth of each individual scholar who receives services from a literacy interventionist. If progress is not being made or is not at the desired rate of improvement, adjustments are made to the literacy support plan.

We also host school data reviews twice a year. During these meetings, principals share their school data alongside areas of strength and where support is needed. This allows the district to hear directly from principals and provide wrap around services based on specific needs of schools. These meetings have been instrumental in responding to specific school needs in a timely manner.

**Section F:** Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Charleston County School District is committed to aligning our instructional practices with current reading research. Currently 1443 teachers are engaged in various stages of Language Essentials for Teachers of Reading and Spelling (LETRS) training. Through a strong PLC model, coaches

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and administrators help teachers internalize units and lessons in order to ensure high quality instruction and delivery and ensure universal design of learning. A strong coaches culture and professional development initiative allows all Charleston County educators to have access to essential learning and support to implement research backed practices into their classrooms each day.

**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>*Rigorous high quality ELA core curriculum in all schools.</li> <li>*There is a consistent daily use across the system in K-2 classrooms of a systematic, explicit phonics curriculum as well as in CD-2 a phonological awareness curriculum.</li> <li>*An increasing number of K-12 teachers are using data to inform instruction.</li> <li>*Teachers are routinely facilitating interactions using protocols that productively and actively engage students in constructing meaning by reading, writing, listening, speaking, and inquiring.</li> <li>*Coaches and leaders K-12 routinely use a walkthrough tool (School Mint Grow) to monitor reading/writing instruction, plan for professional development, and inform next steps.</li> <li>*Systemwide commitment to coaching.</li> <li>*Schools have a focus on PLC structures and are working to build systems that allow for regular learning community meetings to analyze student work and make decisions.</li> <li>*Systemwide instructional framework that continues to improve and provide guidance and resources to teachers</li> <li>*Teachers are understanding the importance of providing access and meaningful interactions with grade level texts.</li> <li>* Teachers at the secondary level routinely integrate content specific reading, writing, and researching to provide authentic experiences necessary to become proficient researchers and readers and writers.</li> <li>*Teachers and teacher librarians routinely provide students choice in independent reading selections.</li> </ul>	<ul style="list-style-type: none"> <li>*Additional emphasis needs to be placed on the elimination of activities that interfere with text reading and writing in the classroom.</li> <li>*More routine monitoring of reading and writing engagement and use of data to conference with scholars when needed, to increase reading and writing volume.</li> <li>*There is a need for training and support for effective in-class tier two interventions to target individual and small-group instructional needs for secondary teachers. Although at K-5 we have seen an increase in in-class interventions, there is more support needed around flexible grouping and using data to identify instructional need.</li> <li>*Teaching, guiding, and supporting students in how to independently use strategies to construct meaning and monitoring deep understandings using challenging texts.</li> <li>*Increased knowledge of the inquiry cycle and how it supports students' learning.</li> <li>*Monitor students reading volume at each level and conference with students to set goals.</li> <li>*Professional development and support around setting short term goals with students around their data and growth.</li> <li>*At the secondary level, students would benefit from collaboration among content area teachers with more intentional focus on increased modeling of good reading and writing strategies</li> </ul>

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<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>*Teachers use the 2024 SCCCR Standards for ELA when planning instruction and are focused on ensuring rigorous grade level instruction is provided across the day to each scholar.</p> <p>*Strong county library partnership. All students in Charleston County have automatic public library access through a partnership with CCPL.</p> <p>*Teacher librarians building school library collections to be reflective of a diverse population.</p> <p>*Systemwide LETRS initiative</p> <p>*Intervention structure is based on the MTSS framework</p> <p>*Tracking and communicating need for targeted intervention and family communication across schools using a centralized system (Powerschool).</p> <p>*Universal (uPar)</p>	

**Questions for District-level Survey:**

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 2322
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 1283

**Section H: Previous School Year SMART Goals and Progress Toward Those Goals**

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

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Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 22.6 % to 20.3 % in the spring of 2024.</p>	<p>The number of third graders scoring in the does not meet category of SC READY in spring of 2024 increased to 25.4%. We did not meet the goal.</p>
<p><u>Goal #2:</u> By spring 2024, the number of students in grades 1-2 making at least one year of growth in iReady Reading will increase from 58% to 62.2% using fall to spring iReady growth goals.</p> <p>By spring 2024, the number of students in grades 3-5 making at least one year of growth in iReady Reading will increase from 63.4% to 67.1% using fall to spring iReady growth goals <b>AND/OR</b> the number of students in grades 3-5 scoring in the Does Not Meet category in spring of 2023 of SC Ready will decrease from 19.4% to 17.5% in spring of 2024.</p> <p>By spring 2024, the number of students in grades 6-8 making at least one year of growth in MAP Reading will increase from 56.4% to 60.8% as measured by using fall to spring MAP growth goals <b>AND/OR</b> the number of students in grades 6-8 scoring in the Does Not Meet category in spring of 2023 of SC Ready will decrease from 18% to 16.2% in spring of 2024.</p>	<p>Students in grade 1-2 increased to 65% meeting at least one year of growth. We exceeded this goal.</p> <p>Students in grades 3-5 increased to 66% meeting at least one year of growth. We were just shy of this goal.</p> <p>Students in grades 3-5 increased to 21.1% Not Met in spring 2024. We did not meet our goal.</p> <p>Students in grades 6-8 increased to 57.4% meeting at least one year of growth, but did not meet this goal.</p> <p>Students in grades 6-8 increased to 18.9% Not Met in spring 2024. We did not meet this goal.</p>

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Goals	Progress
<p><u>Goal #3:</u> The percentage of students scoring a C or higher on the English II EOC exam will increase from 71% in May 2023 to 73% in May 2024.</p>	<p>73.5% of students scored C or higher on the English II EOC exam in May of 2024. We exceeded this goal.</p>

**Section I: Current SMART Goals and Action Steps Based on Analysis of Data**

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 25.4 % to 22.8 % in the spring of 2025.</p>	<ul style="list-style-type: none"> <li>● Set clear and consistent coaching expectations and model across the system.</li> <li>● Provide specific support to ensure high implementation of CKLA.</li> <li>● Continue to implement and monitor systematic explicit phonics and phonological awareness in elementary schools.</li> <li>● Analyze K-1 FastBridge data in order to provide targeted instruction on foundational literacy skills.</li> <li>● Utilize district instructional coaches and school-based coaches to support teachers with further unpacking of 2024 SCCCR ELA Standards.</li> </ul>



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Goals	Action Steps
	<ul style="list-style-type: none"> <li>● Provide instructional coaches with training around high leverage instructional strategies. Set the expectation around job embedded professional development delivered by coaches to teachers.</li> <li>● Leverage content area literacy instruction in order to ensure students engage with texts and instruction to grow their reading and writing skills across content areas.</li> <li>● Continue to launch and support cohorts of LETRS training to all interested employees.</li> <li>● Provide support and professional development around analyzing iReady data to make informed instructional divisions. Further teachers’ understanding of the need to triangulate data in order to get a clear understanding of instructional needs.</li> <li>● Regularly analyze progress monitoring data to engage in continuous improvement cycles and ensure all student needs are being met.</li> <li>● Collect intentional data on intervention program effectiveness based on student outcomes, progress monitoring data, implementation, and use.</li> <li>● Analyze benchmark and curriculum assessments to provide targeted standards based instruction to all students in the areas of literacy.</li> <li>● Provide increased access and meaningful interaction with grade level texts.</li> </ul>
<p><u>Goal #2:</u> By spring 2025, the number of students in grades 1-2 making typical growth in iReady Reading will increase from 65% to 66% using fall to spring iReady growth goals.</p> <p>By spring 2025, the number of students in grades 3-5 making typical growth in iReady Reading will increase from 66% to 67% using fall to spring iReady growth goals AND/OR the number of students in grades 3-5 scoring in the Does Not Meet category in spring of 2024 of SC Ready will decrease from 21% to 19% in spring of 2025.</p>	<ul style="list-style-type: none"> <li>● Ensure fidelity with core curriculum (Heggerty, CKLA)</li> <li>● Provide targeted, small-group support in reading for identified students. Utilize supplemental instructional materials in meeting the unique needs of students to accelerate their learning. Ensure intervention meets the area of need.</li> <li>● Utilize School Mint Grow in order to monitor instruction and identify instructional exemplars and professional development needs at the school level.</li> </ul>

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Goals	Action Steps
<p>By spring 2024, the number of students in grades 6-8 making at least one year growth in MAP Reading will increase from 57.4% to 58.3% as measured by using fall to spring MAP growth goals AND/OR the number of students in grades 6-8 scoring in the Does Not Meet category in spring of 2024 of SC Ready will decrease from 18.9% to 17.0% in spring of 2025.</p>	<ul style="list-style-type: none"> <li>● Use continuous improvement protocols such as MTSS to increase teacher and administrator utilization of literacy data to adjust instruction.</li> <li>● Continue to work to further strengthen the alignment of student support services in reading, including ESOL, reading intervention, special education, wrap around services and gifted and talented services.</li> <li>● Continue to provide opportunities for teachers and staff to engage in LETRS training.</li> <li>● Begin actionable goal setting with students after benchmarking in order to outline intentional steps students and teachers can take to positively impact and accelerate student growth.</li> <li>● Provide increased access and meaningful interaction with grade level texts.</li> <li>● Continue to expand PLC training and implement/monitor the use of PLC structures in schools.</li> <li>● Continue to support and train employees on the CCSD instructional framework.</li> </ul>
<p><u>Goal #3:</u> The percentage of students scoring a C or higher on the English II EOC exam will increase from 73.5% in May 2024 to 74.6% in May 2025.</p>	<ul style="list-style-type: none"> <li>● Utilize district instructional coaches and school-based coaches to support teachers with further unpacking of 2024 SCCCR ELA Standards.</li> <li>● Support and monitor usage of ADC that provides individualized and targeted support for accelerated literacy growth.</li> <li>● Provide instructional coaches with training around high leverage instructional strategies. Set the expectation around job embedded professional development delivered by coaches to teachers. Leverage content area literacy instruction in order to ensure students engage with texts and instruction to grow their reading and writing skills across courses and content areas.</li> <li>● Analyze benchmark and curriculum assessments to provide targeted standards based instruction to all students in the areas of literacy.</li> </ul>

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<b>Goals</b>	<b>Action Steps</b>
	<ul style="list-style-type: none"><li>● Work to provide texts that present multiple perspectives from authors and protagonists that are culturally diverse in order to meet the full depth and purpose of the standards.</li><li>● Continue to work to further strengthen the alignment of student support services in reading, including ESOL, reading intervention, special education, and gifted and talented services.</li><li>● Provide increased access and meaningful interaction with grade level texts.</li><li>● Use protocols to increase student academic discourse.</li><li>● Increase student access to a variety of genres.</li><li>● We offer a select number of cohorts of Lexia Aspire (science of reading training) to secondary teachers.</li><li>● Develop and train teachers on a vocabulary protocol that includes advance decoding and morphology</li></ul>