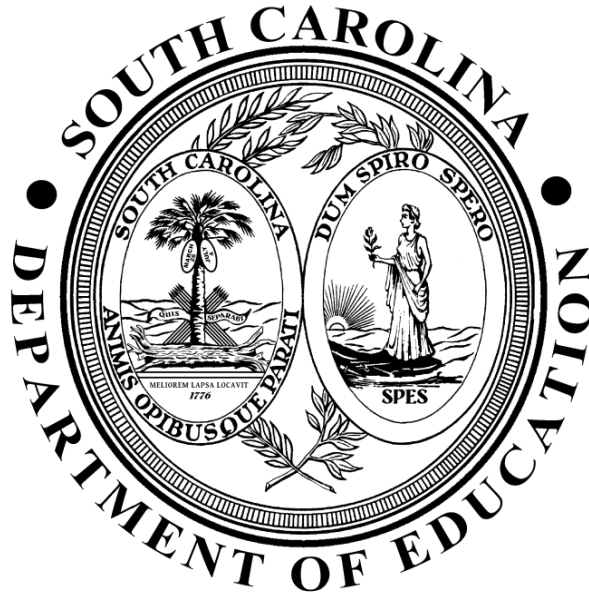


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2020–21 and 2021–22 Summer Learning Update

Report to State Board of Education
Pursuant to Act 284

May 2022

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Introduction

In 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed Act) which addresses reading proficiency and comprehension for students statewide. The legislation is a comprehensive system of support in literacy for students in grades K–12, and emphasizes the importance of students reading at a proficient level by the end of third grade.

A core component of the Read to Succeed Act are Summer Reading Camps (SRC). Each district identifies third grade students who are not reading proficiently on grade level and provides them with the opportunity to attend a SRC where they receive targeted instruction from certified teachers in reading and writing. Districts may also invite struggling readers in other grades to SRC.

Due to the COVID-19 pandemic, summer learning in both 2019–20 and 2020–21 looked different than prior years for early learners. In 2019–20, districts had the option to choose between offering a traditional SRC, a face-to-face Academic Recovery Camp incorporating math and literacy for grades K–3, or district-directed summer learning. For 2020–21, districts returned to offering traditional SRC to struggling readers in the early grades, and they will be offering traditional SRC again for summer 2022.

The Legislative Mandate

Per S.C. Code § 59-155-130, the South Carolina Department of Education (SCDE) is required to report to the State Board of Education annually on summer reading camps.

Section 59-155-160. Mandatory retention.

(A) Beginning with the 2017–18 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good Cause Exemptions include students: . . .

(6) who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student’s mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

(C) (1) Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts. The Read to Succeed Office shall assist districts that cannot find qualified teachers to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student’s participation in the summer reading camp.

(D) Retained students must be provided intensive instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student’s individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report to the Read to Succeed Office on the progress of students in the class at the end of the

school year and at other times as required by the office based on the reading progression monitoring requirements of these students.

Section 59-155-190. Local school districts.

Local school districts are encouraged to create family-school-community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include specific actions taken to accomplish the requirements of this section in its reading proficiency plan.

Proviso 1.57. (SDE: Summer Reading Camps)

For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid. All mentors and tutors that are a part of these after school programs or summer reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code.

Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is

to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

Summer Learning Requirements and Implementation

Districts are expected to offer 96 hours of literacy instruction for students, and SRC classes must be led by teachers with either the required Read to Succeed endorsement or multiple years of demonstrated success in literacy instruction and interventions for struggling readers. SRC coordinators use the [state monitoring tool](#) to plan and implement camps, with a focus on the following core areas:

- Classroom Environment,
- Learning Objectives,
- Instructional Materials,
- Student/Teacher Engagement,
- Individual, Small, and Whole Group Instruction,
- Monitoring Student Progress, and
- Communication.

Additionally, districts are encouraged to:

- Base instruction on high-interest topics for students that will prepare them for the next grade,
- Make the reading experience enjoyable for students by allowing access to high-interest texts, and
- Promote the belief in students that they can be successful, independent readers and writers.

Districts may use set curriculum or teacher-developed lessons for SRC. In 2020, the Office of Early Learning and Literacy developed [month-long units in ELA and Math](#) for grades K–3 that are hosted on both the state’s remote learning website as well as the new Instructional Hub. These include daily video lessons that can be used as model lessons for teachers when developing instructional plans. Many districts continue to use these units to guide their summer programs, and supplement with other materials and/or adaptive learning programs.

Summer Learning, 2020–21

In summer 2021, districts served 13,297 K–3 students, compared to 9,065 students served in 2020. Many districts were able to significantly increase the number of students served due to additional federal funding for learning loss interventions. Like the previous summer, many districts elected to use the additional funding to serve more K–2 students than in prior years, likely due to the importance of preventing the summer learning and COVID-19 slide for beginning readers. All districts were required to operate face-to-face camps.

Table 1: K–3 Student Enrollment in Summer Learning by Grade Level, 2018–19 to 2020–21

Year	Kindergarten	First Grade	Second Grade	Third Grade	Total
2018–19	410	768	2092	5710	8980
2019–20	1200	2016	2471	3378	9065
2020–21	1417	2252	2347	7281	13297

Districts chose which students to invite based a variety of data, including winter interim assessment results, classroom assessment data, and information from teachers on which students

needed more intensive support due to the spring school closures. For enrollment by district, see Appendix A.

One component of the Act 284 is a third grade retention policy, which directs districts to retain third grade students who are significantly behind grade level in reading. Students that meet one or more Good Cause Exemption may be promoted to the fourth grade. Although this mandate was suspended for the 2019–20 school year, districts retained 219 third grader students at the conclusion of the 2020 camps. At the conclusion of the 2020–21 school year and camps, districts retained 510 third graders. Similarly to third grade, retention across all grade levels doubled from pre-pandemic (2018–19).

Districts offering SRC use one of six approved pre- and post-assessments. 78% of tested second and third grade students maintained or demonstrated growth from the pre- to post-assessment. Results were impacted by the shorter-than-normal testing window due to the pandemic-extended school year, and also by a larger number of participating students; in prior years, many districts served only the lowest-performing third graders due to limited funding, but the additional federal funding allowed districts to serve more students at varying reading performance levels.

Summer Learning Planning, 2021–22

As of May 2022, all districts are currently in the planning and invitation stages for the 2022 SRC. Many districts have indicated that they will continue to offer expanded SRC enrollment with their remaining federal learning loss funding.

In response to the pandemic-related learning loss, the SCDE is currently implementing two core literacy initiatives in low-performing schools:

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training: LETRS is an evidence-based literacy professional learning solution that uses Science of Reading pedagogy to provide teachers with deep knowledge and the essential skills to master the fundamentals of literacy instruction to apply and transform student learning. The SCDE is training K–3 teachers, assistants, coaches, interventionists, and administrators via LETRS in all Palmetto Literacy Project (PLP) schools.
- Literacy Curriculum: The SCDE is providing a comprehensive K–3 literacy curriculum for all PLP schools. Districts were able to select from one of five research-based curricula, and will begin implementation of their selection in summer and fall 2022.

All districts are expected to offer summer instruction and interventions that align with the state Multi-Tiered System of Supports (MTSS framework), which includes focusing on research-based literacy practices. Literacy Specialists will conduct monitoring and support visits in districts this summer to assist with implementing these best practices in literacy instruction.

Appendix A: Summer Learning Enrollment

District Code	District Name	Kindergarten	First Grade	Second Grade	Third Grade	Total K-3 Enrollment
160	Abbeville	0	0	0	41	41
201	Aiken	0	0	0	422	422
301	Allendale	20	28	25	26	99
401	Anderson 01	86	72	79	76	313
402	Anderson 02	30	26	33	31	120
403	Anderson 03	0	0	0	6	6
404	Anderson 04	0	0	15	13	28
405	Anderson 05	0	0	0	103	103
501	Bamberg 01	12	17	14	13	56
502	Bamberg 02	0	0	0	9	9
619	Barnwell 19	0	0	0	2	2
629	Barnwell 29	0	0	0	5	5
645	Barnwell 45	0	0	0	61	61
701	Beaufort	17	142	171	284	614
801	Berkeley	0	0	0	133	133
901	Calhoun	0	0	4	19	23
1001	Charleston	466	529	406	583	1984
1101	Cherokee	0	0	0	46	46
1201	Chester	0	0	0	57	57
1301	Chesterfield	0	0	0	86	86
1402	Clarendon 02	0	0	0	38	38
1404	Clarendon 04	0	0	0	44	44
1501	Colleton	0	0	0	82	82
1601	Darlington	0	0	0	18	18
1703	Dillon 03	0	0	0	0	0

District Code	District Name	Kindergarten	First Grade	Second Grade	Third Grade	Total K-3 Enrollment
1704	Dillon 04	0	0	0	80	80
1802	Dorchester 02	133	197	198	113	641
1804	Dorchester 04	0	0	0	45	45
1901	Edgefield	0	0	0	99	99
4801	Erskine	17	20	13	128	178
2001	Fairfield	0	0	0	9	9
2101	Florence 01	0	0	0	0	0
2102	Florence 02	17	29	19	23	88
2103	Florence 03	0	0	0	339	339
2104	Florence 04	0	0	3	29	32
2105	Florence 05	0	0	0	24	24
2201	Georgetown	0	0	1	56	57
2301	Greenville	0	0	0	230	230
2450	Greenwood 50	36	49	50	69	203
2451	Greenwood 51	7	8	7	17	39
2452	Greenwood 52	0	0	11	10	21
2503	Hampton	0	0	22	33	55
2601	Horry	0	0	0	228	228
2701	Jasper	0	0	2	77	79
2801	Kershaw	0	0	2	82	84
2901	Lancaster	0	0	0	166	166
3055	Laurens 55	0	0	0	70	70
3056	Laurens 56	6	18	13	20	57
3101	Lee	33	42	33	36	144
3201	Lexington 01	0	0	0	217	217
3202	Lexington 02	0	0	0	75	75
3203	Lexington 03	0	0	0	0	0
3204	Lexington 04	0	0	0	25	25

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District Code	District Name	Kindergarten	First Grade	Second Grade	Third Grade	Total K-3 Enrollment
3205	Lex/Rich 05	0	0	2	110	111
3410	Marion 10	0	0	0	62	62
3501	Marlboro	79	123	83	76	361
3301	McCormick	0	18	13	10	41
3601	Newberry	0	0	0	150	150
3701	Oconee	0	0	0	72	72
3809	Orangeburg	0	0	6	195	202
3901	Pickens	102	102	118	143	466
4001	Richland 01	199	238	291	479	1207
4002	Richland 02	0	0	30	128	158
4101	Saluda	16	16	28	43	103
4701	SC Charter School	1	61	81	167	310
4201	Spartanburg 01	0	0	0	28	28
4202	Spartanburg 02	34	39	47	56	176
4203	Spartanburg 03	0	0	0	35	35
4204	Spartanburg 04	0	2	24	27	52
4205	Spartanburg 05	105	155	156	179	595
4206	Spartanburg 06	0	183	197	208	588
4207	Spartanburg 07	1	34	13	49	97
4301	Sumter 01	0	0	0	154	154
4401	Union	0	0	0	77	77
4501	Williamsburg	0	0	0	64	64
4601	York 01	0	0	0	45	45
4602	York 02	0	0	0	13	13
4603	York 03	0	104	137	197	438
4604	York 04	0	0	0	18	18
<i>STATE</i>	<i>STATE</i>	<i>1417</i>	<i>2252</i>	<i>2347</i>	<i>7281</i>	<i>13297</i>