



2024-25 SC State Reading Plan

Pursuant to Act 114 of 2024

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South Carolina State Reading Plan Requirements

The South Carolina Department of Education (SCDE) provides this 2024 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.

(2) The state plan must be based on research and evidence-based practices, aligned to the science of reading, structured literacy, and foundational literacy skills, and applied to the conditions prevailing in reading/literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies. The plan must present and explain the scientifically based rationale for state-level actions to be taken. The plan must be updated annually and 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 scientifically based, 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.

Read to Succeed legislation requires that the SCDE, with the approval of the State Board of Education develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement. Act 114 revisions have been incorporated into this version of the State Reading Plan. Reading plans, beginning with the State Reading Plan, cohesively guide the work of the SCDE, districts, and schools across all components of the law. Plans must be well-grounded in research and best practices to make the vision of Read to Succeed a reality in South Carolina. The following sections include work continued

by the Office of Instructional Supports (OIS), formerly known as the Office of Early Learning Literacy (OELL).

Introduction

Act 284 (Read to Succeed) was created to address literacy performance in our state and put in place a comprehensive system of support to ensure South Carolina's students graduate on time with the literacy skills they need to be successful in college, careers, and citizenship. Research is clear that students who are not proficient readers by third grade are more likely to struggle academically, greatly reducing their chances of graduating from high school, going to college, or successfully participating in a 21st century high-skill economy. This is not an English Language Arts issue alone; students who are struggling readers are less able to access content in all areas of learning, including science, social studies, and mathematics. While South Carolina students have made some progress in reading, the numbers of proficient students are still not meeting our SC Reading State goals according to our last SC READY Reading data.

This update of the State Reading Plan is built upon the original version of the 2015 Reading Plan, which reflects input and feedback from stakeholders in educational organizations, districts, and schools. This updated report includes updates that are aligned with Act 114 and the [2024 South Carolina College- and Career-Ready Standards for English Language Arts](#) (SCDE, 2024).

To support the literacy needs of students, [Act 114](#) of the 2023-24 legislative session amends South Carolina's Read to Succeed Act (2014) to focus primarily on reading for students in kindergarten through 5th grade and to require that reading instruction, interventions, resources, programs, and other reading services, are based on evidence-based practices aligned to the science of reading, structured literacy, and foundational literacy skills (Act 114, Section 59-155-140 (A)(2)). As amended, the R2S Act establishes requirements for preparation and ongoing professional development, certification, and endorsement requirements of educators whose work, directly or indirectly, provides literacy instruction, supports, and interventions to students.

A summary of recent amendments to the Read to Succeed Act is included in Bill S. 418. For a detailed breakdown of these amendments, please refer to the complete text of [S. 418](#).

South Carolina Department of Education Reading Proficiency Plan Requirements

As of August 16, 2024, in accordance with [Section 59-155-140](#), the South Carolina Department of Education, with approval by the board, 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 annually, and must include, but not be limited to, sections addressing the following components:

- reading process
- professional development to increase teacher reading expertise
- professional development to increase reading expertise and literacy leadership of principals and assistant principals
- reading instruction
- reading assessment
- support for struggling readers
- early childhood interventions
- family support of literacy development
- district guidance and support for reading proficiency
- state guidance and support for reading proficiency
- accountability
- urgency to improve reading proficiency

State Reading Plan Actions

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

Action 1: Provide professional learning that is grounded in science of reading and Structured Literacy research.

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

Action 3: Provide evidence-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 early education.

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 access 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 7: Improve the ability of South Carolina educators and/or schools to assess and identify the reading difficulties of their students using the Multi-Tiered System of Support (MTSS) process and the MTSS Decision Tree.

Action 8: Improve the ability of South Carolina educators and/or schools to provide effective instruction and interventions grounded in the science of reading, structured literacy, and foundational literacy skills.

Excerpt of Read to Succeed (Act 284)

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

- state, district, and school reading plans,
- third grade progression,
- summer reading camps,
- provision of reading interventions,
- requirements for in-service educator endorsements,
- early learning and literacy development,
- teacher preparation, and
- reading coaches.

Read to Succeed (Act 114)

In March 2024, the Read to Succeed Act 284 (2014) was revised and now includes eight distinct amendments that establish requirements for the preparation and ongoing professional development, certification, and endorsement requirements of educators whose work, directly or indirectly, provides literacy instruction, supports, and interventions to students. Amendments that include support for struggling readers are listed below.

Scientifically backed Reading Instruction

Reading instruction, interventions, programs, and other reading services provided to students must align with the science of reading. Instructional approaches and methods must be grounded in systematic and objective research conforming to established scientific principles. The amendments explicitly move away from the three-cueing method of literacy instruction.

Introduction of Additional Reading Interventions

Retained students must be provided with intensive instructional services and support, including a minimum of 90 minutes of daily reading. Students not meeting reading proficiency in grades K-2 are also directed to receive additional reading support. Summer Reading Camp requirements are extended to students in Grade 1 and Grade 2 in SY 25-26 and SY 26-27, respectively.

Formative Assessments/Universal Screeners

Nationally normed formative assessments approved by the Board will be administered three times a year. There is an additional directive to limit the approved list of formative assessments to no more than five and for the Department to periodically review those

assessments approved. The current list of approved formative assessments can be [found here](#). The amendments combine formative assessments and universal screeners, allowing for the eventual reduction of state-mandated testing requirements for our youngest learners.

The passage of [Act 114](#) (Read to Succeed Act, 2014) requires schools and districts to prepare a comprehensive reading proficiency plan aligned to the science of reading, structured literacy and foundational literacy skills. Therefore, the 2024-25 reading plan format has been revised to reflect this change.

The Reading Process and Instruction

The Science of Reading Overview

The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more. The Science of Reading has evolved from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy.

David Kilpatrick stated, “We teach reading in different ways; they [students] learn to read proficiently in only one way.” The Science of Reading has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading. In addition to this, the Science of Reading offers key information to drive our approach to instruction and to reach all learners.

Comprehension is the ultimate goal for reading. It is driven by two broad skill sets that are identified in the Simple View of Reading.

Figure 1: The Simple View of Reading

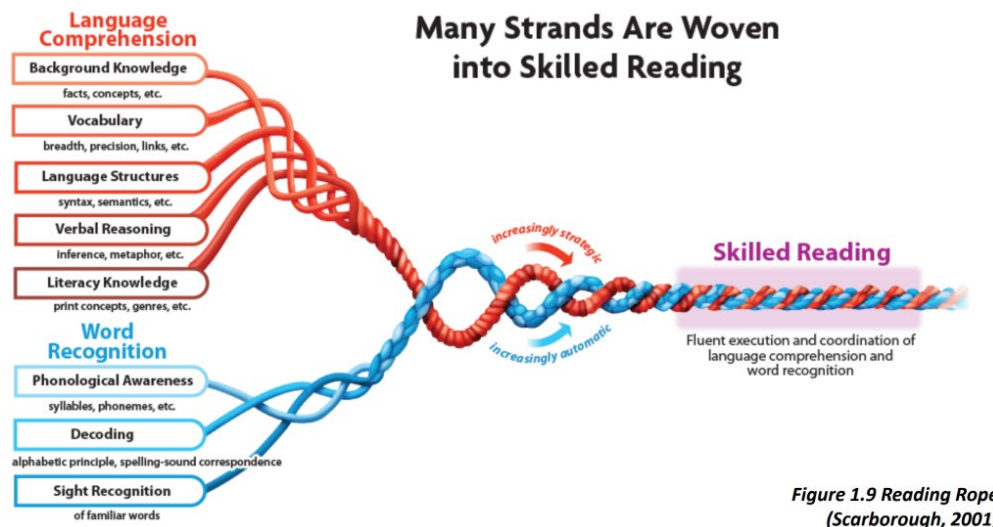


Source: The Simple View of Reading by Gough and Tunmer (Gough, P. B., & Tunmer, W. E. (1986).

Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10. Retrieved from <https://doi.org/10.1177/074193258600700104>) is supported by a significant amount of research. It provides a useful framework for understanding the development of reading skills across time. It also helps explain necessary elements for providing instructional support. The ultimate goal of reading is drawing out and constructing meaning from text for a purpose. To be successful, the reader needs skills in both word decoding and language comprehension. Weakness in either area will reduce reading ability. Decoding skills and language comprehension make independent contributions to reading comprehension across diverse populations of readers.

Hollis Scarborough (2001) expanded upon The Simple View of Reading noting that reading is a multifaceted skill that is gradually acquired through years of instruction and practice. Scarborough compared skilled reading to the many strands of a rope with each strand representing a separate skill. When combined, these skills create a strong, proficient reader. However, when any one strand (skill) is not acquired or is poorly developed, it weakens the strength of the rope. Scarborough’s Reading Rope, which highlights the essential components of reading, may be found below (Ordetex, 2021).

Figure 2: Scarborough’s Reading Rope



Source: International Dyslexia Association (2018). “Scarborough’s Reading Rope: A Groundbreaking Infographic.” <https://dyslexiaida.org/event/a-20th-year-celebration-of-scarboroughs-reading-rope/>

Science of Reading Literacy Instruction (Structured Literacy)

Instruction is the key element of the state literacy plan because literacy instruction, supported by evidence, is the most direct link to student literacy success (Biancarosa & Snow, 2006; Block & Mangieri, 2009; Fisher, Frey, & Hattie, 2016; Hale, et. Al., 2016; Morrow & Gambrell, 2011; US Department of Education, 2016). Implementing evidence-

based Tier 1 literacy instruction will enable the state, district, and school to impact the largest numbers of students' academic achievement and reduce the number of students requiring Title 1, special education, and intervention services. The South Carolina Literacy Framework supports a common vision of success for all students that begins with high-quality Tier 1 (core) classroom instruction delivered by an effective and well-prepared educator. High-quality instruction means engaging students in learning and problem-solving while meeting the diverse needs of all students. Great instruction is [evidence-based](#), [explicit](#), and motivating, yet is creatively crafted with the culture, interests, and abilities of the students in mind.

In accordance with Section 1A.73 of the 2023–24 General Appropriations Bill, professional learning concerning the Science of Reading has increased to address the needs of many South Carolina students. The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more. The Science of Reading has evolved from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy. For reference, visit [SCDE's initiative on Science of Reading](#).

As of March 2024, with Act 114 being passed, SCDE requires districts and schools to provide high quality core reading instruction, interventions, programs, and other reading services provided to students that must align with the science of reading. Instructional approaches and methods must be grounded in systematic and objective research conforming to established scientific principles. The amendments explicitly move away from the three-cueing method of literacy instruction and towards the [structured literacy model](#).

The SCDE underwent an ELA curriculum vetting and adoption process to assist districts with selecting high-quality core instructional materials in 2022-2023 school year. During this process, five different curriculums were ultimately approved for districts/schools to use in ELA instruction. For more information on the comprehensive listings for ELA curriculums that were approved visit the [SCDE Listings of State Adopted and Supplemental Instructional Materials](#) website.

Core reading instruction should include instruction in the [five essential components](#) of reading:

- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Figure 3: The Five Pillars of Reading



Source: <https://www.reallygreatreading.com/what-are-five-pillars-reading>

Instruction in oral language, writing, spelling, and handwriting are also essential. These components should be addressed in a comprehensive manner. High-quality reading instruction includes explicit and systematic strategies, consistent routines, and ample opportunity for practice with appropriate student support materials, cumulative review, and alignment to the [South Carolina English Language Arts College- and Career-Ready Standards](#) for each grade level.

It is important that students receive reading instruction that is both [systematic](#) and explicit. Systematic instruction means that phonemes, phonics, and morphology are taught in a logical order beginning with more simple concepts and skills and moving to more complex ones. More predictable letter-sound correspondences are introduced first, and as instruction progresses, less predictable correspondences are taught. Explicit instruction is a structured and systematic means of teaching not only reading, but other academic skills as well. Steps in providing explicit instruction include establishing clear objectives for learning that the student understands, providing unambiguous explanations and demonstrations of the skill that is to be learned, facilitating opportunities for the student to practice with feedback from the teacher, and providing opportunities for

independent practice until the student demonstrates mastery. The teacher provides support and scaffolds as needed throughout the teaching process.

The SCDE requires providing evidence-based reading instruction to all students. Parents and educators should work to build oral language in children beginning in early childhood. This contributes to success in reading development as students begin preschool and kindergarten.

Teaching phonology, including the ability to hear distinct sounds in words, leads to sound symbol association, which builds the foundation of early reading. Syllable instruction is the next stepping-stone to building strong readers. Instruction in phonics leads to the ability to decode words and increases fluency and automaticity. Robust vocabulary instruction, including the study of word parts, or morphology, is another important component of early reading instruction.

Teaching foundational reading skills builds student reading comprehension. To increase comprehension, teachers should work to build background knowledge and motivation. As students become fluent readers, it is also important to focus on syntax, or the structure of language, and semantics, or the structure of meaning.

There is a strong connection between student reading and writing ability, so it is also important for teachers to provide direct instruction in spelling and the writing process.

2024 SC CCR English Language Arts Standards

According to the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. The [2024 SC CCR ELA Standards](#) were written in accordance with the cyclical review process as set by the South Carolina Department of Education and the Education Oversight Committee. The writing team was carefully selected from a pool of interested applicants and includes South Carolina classroom teachers, instructional coaches, district leaders, and educators who specialize in working with multilingual learners, gifted learners, students with Individualized Education Plan (IEP)s, career and technology education, and assessment.

The purpose of the standards revision process was to design academic standards that would ensure that students who complete high school in South Carolina are college, career, or military ready. The Profile of the South Carolina Graduate, adopted by The State Board of Education and The Education Oversight Committee, was a touchstone during the revision of the standards. The process was designed to create English Language Arts (ELA) standards that are clear, concise, aligned, and accessible to all students and educators in the state.

The standards document is divided into strands: **Foundations of Literacy (F)**, **Applications of Reading (AOR)**, **Research (R)**, and **Written and Oral Communications**

(C). Overarching Expectations (OE) is a strand of fundamental skills and processes that are expected at all levels of learning. Overarching standards are listed within each strand. Each overarching standard communicates a learning target for the students of South Carolina upon graduation from high school. Standards are vertically and progressively articulated in grade appropriate learning goal statements called indicators. The grade-level indicators convey the end-of-year learning expectations. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The Foundations of Literacy standards progress from kindergarten through second grade. Handwriting, which is found in Written and Oral Communications, progresses from kindergarten through fifth grade.

Support for Struggling Readers

Summer Reading Camps

Third-grade Summer Reading Camps (SRC) are held each summer in accordance with section 1.49 of the General Appropriations Bill. Each district must identify third-grade students who are not reading proficiently on grade level and provide them with the opportunity to attend SRC. Districts may also serve struggling readers in other grades. OIS Literacy Specialists visit camps around the state to support educators and collect data using the Summer Reading Camp Monitoring Tool (SCDE, 2022). Key dates, reporting forms, documentation, and links related to SRC can be found on the [SRC webpage](#) (2024) on the SCDE website.

- Good Cause Exemptions updates
- Changes in requiring more kids to be invited
- Other updates

Provision of Reading Interventions

For the 2024-2025 school year, districts must ensure all students in first through eighth grades are assessed using a [state-approved interim assessment](#) tool during the fall, winter, and spring. School districts must provide all interim and formative assessment data scores by grade and school to the Department of Education's Office of Assessment and Office of Research and Data Analysis. The department is directed to compile the information received and submit a comprehensive report regarding performance on such assessments to the General Assembly.

MTSS Framework and Guidance

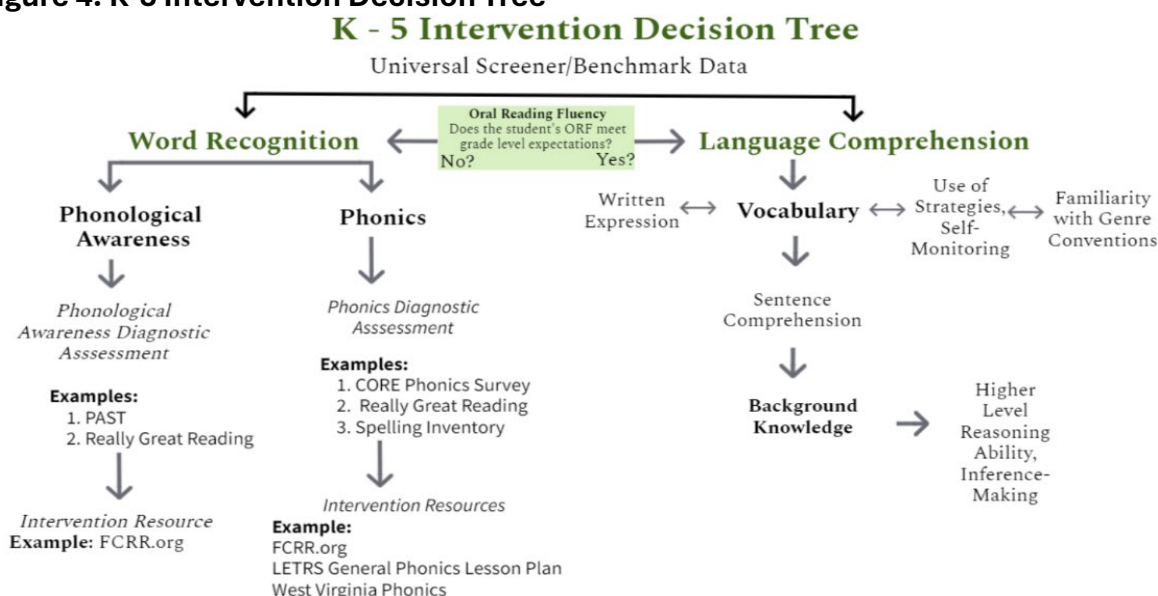
In 2018, Governor Henry McMaster signed Act 213 into law. Section 59-33-520 of the act provides direction on the implementation of MTSS and the use of approved screeners. The [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#) (SCDE, Updated 2024) helps districts and schools personalize student learning plans through intensive academic and/or social emotional support as well as identify at-risk students and provide the appropriate support. This document supports educators in making instructional decisions to help students to move between the tiers and receive

interventions within the classroom walls. MTSS allows districts and schools to identify students who are at risk or who require more instructional time, which will allow for a more accurate identification of students with disabilities and/or dyslexia.

SC Decision Tree

In the years following Act 213, the OIS created several resources for schools and districts to use to support the MTSS process in creating a tight system to support students in their reading achievement. The Decision Tree (see graphic below) is a flowchart that enables schools and districts to use their reading data to dig down to find the root cause for why a student may not be achieving grade-level reading skills. It is a roadmap for students who may struggle to find success. As we delve into the Decision Tree, we can find, by using specific and diagnostic data, the specified area of need. From this calculated discovery, we are then able to provide that specific student with a specific intervention to support and grow that reading need. This intervention could be provided in the classroom in Tier 2 or even in Tier 3 if we've been through the MTSS process as described in the [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#) (SCDE, Updated 2024). The Decision Tree should be used by schools and districts while making their reading achievement and improvement plans. By looking at the number of students that fit into each section of the Decision Tree, we can then find trends that might be addressed systematically instead of individually. For example, if there are 85% of 2nd grade students who are still struggling with Phonemic Awareness (after taking a diagnostic assessment), then we know we have a larger need than simply planning an intervention one-to-one. This would indicate that we need to work on a systematic intervention for 2nd grade. Once we have that in place, or alongside of it if data indicates, then we look at the number of individual students that then need intervention at a more intensive level. For more information, watch this [Decision Tree Guidance Video](#).

Figure 4: K-5 Intervention Decision Tree



The K-5 Literacy Intervention Student Learning Pathway

[The Student Learning Pathway \(download here\)](#) that was created to support schools with an individualized support plan for any students who have reading needs. It aligns with the Decision Tree flow chart but leaves space for student data to be entered and assists in finding the root cause or need. The Student Learning Pathway is not mandatory but a resource to ensure that all students are given the necessary process to find specific areas of need when it comes to supporting struggling readers.

Act 213 (MTSS) provides direction on identifying and effectively addressing reading difficulties in students and was the catalyst for the creation of the SC Dyslexia Handbook. The purpose of [The South Carolina Dyslexia Handbook: A Guide to Early Literacy Development & Reading](#) (SCDE, 2020) is to provide information to educators, students, families, and community members about the core elements of effective evidence-based reading instruction, early literacy development, reading difficulties, dyslexia, and the best practices for identification, instruction, and accommodation of students who have reading difficulties. The initiative to provide a comprehensive guide was requested by the South Carolina Learning Disorders Task Force. The Learning Disorders Task Force was created under Act 213 for the purpose of working with the SCDE in matters relating to reading disorders to include, but not be limited to, dyslexia.

Dyslexia Handbook

In March 2020, the South Carolina Department of Education (SCDE) assembled a committee of representatives from the educational, medical, and research fields to begin writing the handbook using a framework provided by the SC Learning Disorders Task Force (LDTF). The purpose of [The South Carolina Dyslexia Handbook: A Guide to Early Literacy Development & Reading](#) is to provide information to educators, students, families, and community members about the core elements of effective evidence-based reading instruction, early literacy development, reading difficulties, dyslexia, and the best practices for identification, instruction, and accommodation of students who have reading difficulties.

In addition, this handbook is meant to provide introductory information on effective reading instruction and best practices for identification and support for children with dyslexia. With this purpose in mind, the intent of this document is to:

- Build an understanding of the essential components of effective reading instruction for all students, including those at risk for or identified with dyslexia
- Serve as guidance to educators, parents, and community members in the prevention of reading difficulties through the use of assessment and effective reading instruction
- Assist educators and parents to understand the processes schools should use to identify students with reading difficulties and those students at risk for dyslexia
- Offer educators and clinical professionals a process for providing evidence-based interventions to students who struggle with reading, including those with dyslexia

Early Learning and Literacy Development and Interventions

[Early Learning Research](#) compiled by the Institute of Education Sciences (2021) indicates that children entering kindergarten vary greatly in their language and literacy skills. Therefore, up-to-date information about evidence-based practices is essential for early childhood educators as they support preschool children's language and literacy development. The Child Development Education Pilot Program (CDEPP) was established in annual budget proviso starting in 2006 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit, Abbeville County School District et al. vs. South Carolina. On June 11, 2014, Governor Nikki Haley signed Act 284 (Read to Succeed); section 2 of that act codified the Child Early Reading and Development Education Program (CERDEP). The South Carolina General Assembly has expanded the funding for many of the state's at-risk 4-year-olds to have an opportunity to attend a full-day educational program (Proviso 1.48).

Section 59-156-110 mandates that in Child Early Reading Development and Education Program (CERDEP) classrooms districts will provide:

- a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan
- successful administration of the readiness assessment
- the developmental and learning support that children must have to be ready for school
- parenting education, including educating the parents as to methods that may assist the child
- identification of community and civic organizations that can support early literacy efforts

Pre-K Readiness Assessments

[S.C. Code § 59-155-150](#) requires that students entering publicly funded prekindergarten and kindergarten beginning in Fiscal Year 2014–15 must be administered a readiness assessment by the forty-fifth day of the school year. In compliance with the South Carolina Read to Succeed Act and provisos, readiness assessments for students in prekindergarten and kindergarten are administered to publicly funded prekindergarten and kindergarten students. Each school district and private provider participating in a publicly funded prekindergarten program administered one of the two approved formative assessments to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days and the last forty-five days of the school year. Assessments approved by the State Board of Education are Individual Growth and Development Indicators (myIGDIs™) and Teaching Strategies GOLD®.

myIGDIs™ Literacy is a formative assessment individually administered by the teacher to support the identification of preschool children requiring additional diagnostic assessment or levels of intervention in oral language, phonological awareness, alphabet knowledge,

and comprehension. This assessment can be used to measure developmental gains and inform instructional needs of individual children.

Teaching Strategies GOLD® is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. GOLD is based on 38 objectives for development and learning that include predictors of school success; teachers use them to focus their observations as they gather information to make classroom decisions.

Kindergarten Readiness Assessment

S.C. Code § 59-155-150 requires that students entering publicly funded prekindergarten and kindergarten **must be administered a readiness assessment by the forty-fifth day of the school year**. The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year.

The format of the KRA includes teachers interacting directly with each child for the selected-response and performance task items. Observations can take place in a variety of naturally occurring settings. For the observation items, teachers can observe students individually, in small groups, or as a whole class. Observation items are scored using a rubric that includes specific criteria at three levels of proficiency: *Proficient (P)*, *In Progress (I)*, or *Not Yet Evident (N)*. More information about the [KRA assessment can be found here](#).

Universal Formative Screening Assessments

As noted by the SC MTSS Law (Act 213), all districts and charter schools are mandated to screen all kindergarten and first grade students. Second grade students are assessed *as needed* (using multiple measures of data from formative or diagnostic assessments centered around the foundational skills of reading). All kindergarten and first grade (and included second grade) students are assessed three times a year for potential reading difficulties (literacy screener). Act 213 also recommends that districts develop procedures for screening and identifying students at risk in other areas, such as numeracy and behavioral health.

Table 1: Criteria for approved literacy screeners

Grade	Abilities/Skills
Kindergarten	<ol style="list-style-type: none">1. Alphabetic Principle (Letter-Sound Relationship)2. Alphabet Knowledge (Letter Naming)3. Phonological Awareness
First Grade	<ol style="list-style-type: none">1. Alphabetic Principle (Letter-Sound Relationship)2. Alphabet Knowledge (Letter Naming)3. Phonological Awareness4. Fluency

Professional Development for Teachers and Leaders

Literacy Competencies for Teachers and Leaders

[The South Carolina PreK-5 Teacher Competencies](#) exist to define what teachers should know and be able to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Literacy Teacher Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Teacher Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

- [SC Literacy Competencies for Middle and High School Teachers](#)

- [SC Literacy Competencies for Reading Coaches](#)
- [SC Literacy Competencies for Administrators](#)

LETRS Professional Development

[Act 114](#) mandates that the South Carolina Department of Education (SCDE) deliver professional development in foundational literacy skills grounded in the science of reading to all kindergarten through third grade teachers certified in Early Childhood, Elementary, or Special Education and to all elementary administrators. This training must be offered to educators at no cost, and each district must participate in the training. To fulfill this mandate, the South Carolina General Assembly has appropriated funds to provide this training to all K-3 teachers and elementary administrators employed in public school settings across the state, and the SCDE has elected to use Lexia Language Essentials for Teachers of Reading and Spelling ([LETRS](#)) for this foundational training.

LETRS is designed to provide a deep knowledge of literacy and language expertise in the science of reading through the provision skills needed to master the foundational and fundamentals of reading and writing instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. This professional development provides Early Childhood teachers, K-3 teachers, reading coaches, and school administrators with the necessary knowledge and tools to provide students with scientifically based literacy instruction. Additional information about [LETRS professional learning can be accessed here](#).

LETRS Professional Development for Early Childhood Educators

Child Early Reading Development and Education Program (CERDEP) legislation requires all personnel providing instruction and classroom support to participate annually in professional learning focused on emergent literacy. The South Carolina Department of Education is offering all 4K CERDEP classroom teachers professional learning in the science of reading. This professional learning is entitled Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators (LETRS EC). LETRS for Early Childhood Educators is a professional learning experience for pre-K and Kindergarten teachers that provides deep knowledge of early literacy instruction. Teachers gain new skills to help young learners build a literacy foundation before they even learn to read or write. More information about LETRS EC for CERDEP teachers can be found in this [August 6 memo](#).

R2S Requirements for Preservice Teacher Candidates and In-Service Teachers

To support the literacy needs of students, [Act 114](#) of the 2023-24 legislative session amends [South Carolina's Read to Succeed Act](#) (2014) to focus primarily on reading for students in kindergarten through grade 5 and to require that reading instruction, interventions, resources, programs, and other reading services are based on evidence-based practices aligned to the science of reading, structured literacy, and foundational literacy skills (Act 114, Section 59-155-140 (A)(2)).

As amended, the R2S Act establishes requirements for the preparation and ongoing professional development, certification, and endorsement requirements of educators whose work, directly or indirectly, provides literacy instruction, supports, and interventions to students. Educator preparation providers (EPPs) and those providing R2S Professional Development courses must ensure that coursework and instruction is aligned with the [South Carolina Literacy Competencies](#). After the successful completion of requirements, individuals will receive the R2S Literacy Teacher Endorsement.

For more information on Read to Succeed endorsement requirements please visit our SCDE link [provided here](#).

Office of Instructional Supports (OIS) Professional Learning Opportunities

The OIS commits to supporting districts in their implementation of Read to Succeed as outlined in the Read to Succeed Act (284). Beginning in 2024-2025, the OIS will expand statewide literacy support that includes quarterly regional professional learning opportunities for all Read to Succeed reading coaches, statewide. (Act 114; Refer to [August 20th Memo](#)).

OIS Literacy Specialists will provide support to districts, schools, and reading coaches across the state through a regional model. Support will include, but not be limited to quarterly professional learning opportunities, quarterly newsletters, school site visits, personalized support through office hours, support tailored to specific requests, support with coaching cycles, the implementation of LETRS, new curriculums, and the new ELA standards. The OIS commits to supporting districts in their implementation of Read to Succeed as outlined in the Read to Succeed Act. As part of our effort to promote literacy achievement, the OIS layers support to districts by training new reading coaches as they seek endorsement, provides state-level professional learning opportunities, and supports districts through a regional model using OIS Literacy Specialists.

School-Based Reading Coaches Expectations and Professional Development

SCDE Reading Coach Expectations

The South Carolina Department of Education (SCDE) provides training for Read to Succeed (R2S) state-funded, school-based reading/literacy coaches employed by the district to serve primary and elementary schools and monitors the district's utilization of literacy coaches to ensure state funding is applied in a manner consistent with the requirements set forth in the Read to Succeed Act and the 2023–24 Appropriations Act.

The district agrees to employ an appropriately qualified and endorsed school-based reading/literacy coach who works directly with teachers to bring about improvements in the classrooms that impact student achievement in literacy. The work of the literacy coach is shaped by evidence-based research, content knowledge, and knowledge of appropriate reading strategies to enhance learning.

Memorandum of Agreement (MOA)

Act 284 states that a reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. A detailed description of the Memorandum of Agreement is linked [here](#).

Coaching Competencies

The [South Carolina Reading Coach Competencies](#) exist to define what reading coaches should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Reading Coach Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia.

SCDE Literacy Coach Endorsement Requirements

To receive the SCDE Literacy Coach Endorsement, coaches must complete two courses: Principles of Coaching and Action Research. During their first year, coaches must take and complete the Principles of Coaching course. Coaches who are entering their second year must take and complete the Action Research course. This two-year course will provide coaches with the SCDE Literacy Coach Endorsement and certificates of completion.

Year 1: Principles of Coaching

The *Year One Principles of Coaching* course has been designed to increase reading coaches' expertise and ability by exploring and using guiding principles for elementary reading coaches as outlined by the Literacy Competencies for South Carolina Reading Coaches. In this course, participants will explore what it means to be an effective reading coach as they partner with teachers for instructional improvement and increased student achievement. Using a virtual learning format, the research and theories addressed in this course will focus on the intersection of the following fields: adult learning theory, organizational change, literacy leadership, coaching models, coaching practices, creating and implementing professional development, school improvement, MTSS, and the relationship between teacher quality and student achievement.

Year 2: Action Research

The *Year Two Action Research* course has been designed to engage in explorations of action research in theory and practice in relation to coaching. Participants will make connections between their theoretical understandings of research and their own emergence as practitioner researchers in educational settings who view themselves as producers of knowledge. They will learn about their coaching and their teachers' learning by studying their own experiences. They will have opportunities to identify problems in their coaching practice, make a plan, gather and analyze data as they carry it out, report results, and develop implications for their future coaching practice and action research.

For more information on the Literacy Coach Endorsement courses offered to new R2S Literacy Coaches, please visit the [Literacy Specialists and Coaches webpage](#) of the SCDE website.

Reading Assessments

State Approved Formative (Interim) Assessments

Nationally normed formative assessments approved by the Board will be administered three times a year. According to Section 5915515 of Act 114, beginning with the 2024-2025 School Year, the board shall approve no more than five reliable and valid universal reading screeners for selection and use by districts for kindergarten through fifth grade. The amendments combine formative assessments and universal screeners, allowing for the eventual reduction of state-mandated testing requirements for our youngest learners. The legislation requires that each formative assessment satisfies professional measurement standards and aligns with the South Carolina College-and-Career-Ready Standards. See the [Approved List of Universal Screeners](#) for more information.

SC READY

[The South Carolina College- and Career-Ready Assessments](#) (SC READY) program is a statewide assessment in English Language Arts (ELA), mathematics, science and social studies administered to students in grades 3–8 as required by the [Education Accountability Act](#) (EAA). SC READY Assessment items measure student performance on the South Carolina College-and-Career-Ready Standards. SC READY English language Arts (ELA) items are aligned with the [2024 South Carolina College- and Career- Ready Standards for English Language Arts](#). The ELA test consists of selected response (SR), multi-select (MS) and evidence-based selected response (EBSR) items. The ELA test also includes a Text-Dependent Writing (TDW) item. The TDW item consists of a passage with a narrative writing task related to the passage for grades three and four. In grade five, the TDW item consists of a passage with a persuasive writing task related to the passage. For more information in regard to TDW, please refer to the [OAS website](#) for more information.

K-5 Literacy Guides

The South Carolina Oversight Committee has also provided [K-5 Literacy Guides](#) that may be helpful for families. These guides give what is expected of students to learn at each grade level, for each subject.

Below are current resources and an explanation of how parents/families may use them.

Table 2: Reading Recommendations

Reading and Literacy Tips and Recommendations	Enjoying Books and Stories Together
<p>Reading Tips for Parents (in Multiple Languages)</p> <p>One-page parent tips offer easy ways for parents to help kids become successful readers. One-page documents are divided by age, however, many of the tips can be used with children at various ages and stages — we encourage you to choose the ones that work best for your child.</p>	<p>StoryBlocks</p> <p>StoryBlocks is a project of Colorado Libraries for Early Literacy, working in partnership with Rocky Mountain Public Broadcasting Services. It is a collection of 30-60 second videos designed to model to parents, caregivers, and library staff some songs, rhymes, and fingerplays appropriate for early childhood. Each video clip includes helpful early literacy tips to increase caregivers’ understanding of child development and pre-literacy needs. Videos are available in multiple languages.</p>
<p>UFLI Parent Resource Hub</p> <p>The UFLI Parent Resource Hub is a collection of web-based language and literacy resources was compiled and curated by UFLI faculty and graduate students. The resources are organized by birth to pre-K, primary grades (K-3), intermediate grades (4-6), and secondary grades (7-12).</p>	<p>Storyline Online</p> <p>Storyline Online streams videos featuring celebrated actors reading children’s books alongside creatively produced illustrations. Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide. Each book includes a supplemental curriculum developed by a credentialed elementary educator, aiming to strengthen comprehension and verbal and written skills for English-language learners.</p>
<p>Institute of Educational Sciences Regional Education Laboratory (REL): Supporting Your Child’s Reading at Home</p> <p>Supporting Your Child’s Reading at Home resources are family activities that include easy-to-follow plans to</p>	<p>Read Aloud with Dusty and Dott</p> <p>Reading buddies, Dusty and Dott, share stories and activities through entertaining read aloud videos.</p>

<p>help you support your child's foundational reading skills at home. Materials needed for each family activity, such as letter cards, are included. They begin with simpler activities and progress to more difficult ones.</p>	
<p>Talking is Teaching</p> <p>Talking is Teaching empowers parents and caregivers with fun and easy ways to improve their babies' learning. Resources include books, parent videos, text messaging, social media, and information from expert partners.</p>	<p>South Carolina Public Libraries</p> <p>South Carolina Public Libraries have a wealth of free resources to share with parents and families. You can find books, storytimes, educational programs and activities, online resources and more. Find your local library here.</p>

Table 3: Navigating Reading Difficulties

<p>Navigating Reading Difficulties</p> <p>Target the Problem</p> <p>Target the Problem with this tool. Information to help parents and classroom teachers understand the specific problems a child may be having with reading. You'll find practical suggestions on what you (and kids themselves) can do to help students overcome or deal with their reading difficulties.</p> <p>South Carolina's Dyslexia Handbook</p> <p>To better serve students with dyslexia, the SC Learning Disorders Task Force (LDTF) recommended the development of a statewide dyslexia handbook. In March 2020, the South Carolina Department of Education (SCDE) assembled a committee of representatives from the educational, medical, and research fields to begin writing the handbook using a framework provided by the LDTF.</p> <p>SCDE Science of Reading Resources</p> <p>The Science of Reading Resources page is a place to find information on the science of reading to ground yourself in this research before diving into specific instructional practices and activities. This page offers different modes for exploring the science of reading through podcasts, videos, books, book studies, research articles and ways to connect with the science of reading community.</p> <p>Helping Your Child: Guidance for Families</p>

Reading problems are common, but they can have different causes and warning signs. Sometimes a problem is simple and quick to solve while others may require extensive intervention. Here are some common reading issues and ways to get help for your child.

Accountability

In addition to federal and state accountability reports and data, the OIS also collects data from schools and districts for Read to Succeed-related programs, including:

- School Reading Plans (see statement below)
- District Reading Plans (see statement below)
- Summer Reading Camp data
- Multi-Tiered System of Supports implementation and screening information
- School Reading Coach assignment
- Annual Reading Coach Report
- Universal Screening Data Reports

State Guidance and Support for Reading Proficiency

The Read to Succeed legislation (Act 284) requires that the South Carolina Department of Education (SCDE) with the approval of the State Board of Education develop, implement, evaluate, and continuously refine a comprehensive state plan for prekindergarten through grade twelve to improve reading achievement. The South Carolina State Reading Plan has been developed to guide the support of the State Department of Education for districts and schools. The South Carolina State Reading Plan also provides guidance to district and school plans as they work to support the reading and writing development of their students with research-based, outcomes-oriented strategies.

In addition, the state plan must be based on research and evidence-based practices, aligned to the science of reading, structured literacy, and foundational literacy skills, and applied to the conditions prevailing in reading/literacy education in this state, with special emphasis on addressing instructional and institutional deficiencies. The plan must present and explain the scientifically based rationale for state-level actions to be taken. The plan must be updated annually and incorporate a state reading proficiency progress report.

District and School Reading Plan Requirements

Directions for Completing 2024–25 District and School Reading Plans

Beginning in Fiscal Year 2015, each district has prepared a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office at the South Carolina Department of Education (SCDE) as required by Act 284, Read to Succeed. Each district's PK–12 reading proficiency plan presented the rationale and details of its blueprint for action and support at the district and school levels. The

legislation also required districts and schools to monitor their plan's implementation, use data to make improvements and inform revisions for subsequent years.

Reading Plan Reflection Tools

District and school reading implementation plans (also referred to as reflection tools) ensure alignment of instruction and intervention to the science of reading and the administration of valid and reliable assessments. A well-structured reading plan should also reflect the state's implementation of a Multi-Tiered System of Support (MTSS) through the systematic implementation of evidence-based practices, targeted intervention to close the reading achievement gap, and provision of enrichment opportunities for advanced readers. Incorporating SMART goals and actionable steps shall be sufficiently detailed to provide practical guidance for classroom teachers to improve reading and writing instruction to meet all students' needs. All school and district plans should be submitted using the Formstack survey links below:

- [District Literacy Reflection Tool](#)
- [Primary and Elementary School Literacy Reflection Tool](#)
- [Middle School Literacy Reflection Tool](#)

A comprehensive description of [directions](#) on how to complete the District and School Reading Plans is available on our website.

Read to Succeed requires that all district reading plans be reviewed and approved by the SCDE. Districts are expected to assess implementation and revise their plans annually as needed.

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 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 OIS staff.

District Reading Plans and Updates

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are aligned to the **science of reading, structured literacy and foundational literacy skills**. This year's literacy reflection tool prompts districts to respond in a narrative format. Each district reading proficiency plan shall include:

Section A: Five Pillars of Reading Instruction

Section B: Foundational Literacy Skills

Section C: Intervention

Section D: Supporting Literacy at Home

Section E: Progress Monitoring

Section F: Teacher Training

Section G: District Analysis of Data

Section H: **2023-24** District SMART Goals and Progress Toward those Goals

Section I: **2024-25** District SMART Goals and Action Steps Based on Analysis of Data

School Reading Plans and Updates

The passage of Act 114 updates The Read to Succeed Act by requiring schools to prepare comprehensive reading proficiency plans that are aligned to the **science of reading, structured literacy and foundational literacy skills**. This year's literacy reflection tool prompts schools and districts to respond in a narrative format. Each school reading proficiency plan shall include:

Section A: Five Pillars of Reading Instruction

Section B: Foundational Literacy Skills

Section C: Intervention

Section D: Supporting Literacy at Home

Section E: Progress Monitoring

Section F: Teacher Training

Section G: "Eligible" teachers for state-funded LETRS training

- K-3 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

Section H: **2023-24** School SMART Goals and Progress Toward those Goals

Section I: **2024-25** School SMART Goals and Action Steps Based on Analysis of Data

State Proficiency Update

Table 4: Percentage of SC Students Scoring Proficient or Above on State Summative Reading Assessments by Grade Level, 2020-21 to 2023-24.

Grade	Assessment	2020-21	2021-22	2022-23	2023-24
3	SC READY ELA	43.3	48	53.4	53.8
4	SC READY ELA	46.1	50.4	57.1	57.2
5	SC READY ELA	38.9	48.3	55.2	55.6
6	SC READY ELA	41.8	45.1	53.4	53.7
7	SC READY ELA	42.5	43.2	50	50.3
8	SC READY ELA	41.9	45.9	53.1	50.3

Source: SCDE. (2024). *SCDE Test Scores*. <https://ed.sc.gov/data/test-scores/>

The Read to Succeed Act requires an annual report on the state and districts' progress toward ensuring that at least ninety-five percent of all students are reading at grade level. At the state level, South Carolina has not yet achieved the goal of having at least ninety-five percent of all students statewide reading at grade level.

Note: Proficiency on the SC READY ELA assessment for grades 3–8 is measured as score of Meets or Exceeds.

Appendix A: South Carolina Multi-Tiered Systems of Support (MTSS)

In South Carolina (SC), successful student outcomes are the goal of all we do. A Multi-Tiered System of Supports (MTSS) provides a framework for providing strong core instruction and delivering early intervention for every student in need of support in order to attain or maintain grade-level performance. This is accomplished by effectively utilizing best instructional practices within an evidence-based instructional model and requires an ongoing, systematic process of using student data to guide instructional and intervention decisions.

MTSS recognizes the connections between academics and behavior and addresses both areas simultaneously. This approach enables educators and support professionals to use data to drive their instruction and interventions while promoting student growth. However, MTSS is not just about tiered instruction and interventions. It is founded on six components that are essential for students and educators to succeed. These components must work in tandem to provide a seamless system of support for all students.

The Six Components of the MTSS Framework



Source: [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#) (SCDE, updated 2024).

Tier I Instruction

South Carolina's MTSS is a systems-change approach to support a focus on a strong core instruction which promotes a high-quality education system where all students can succeed. Tier I is the foundation of a tiered instructional delivery model and refers to the universal instruction provided to all students in the school. The development and support of Tier I strategies are critical to a functioning MTSS system. Tier I instruction refers to high-quality core instruction provided to all students. In Tier I, teachers provide research supported, evidence-based, differentiated instruction with fidelity. Universal screening at regular intervals documents the progress of all students and helps guide instruction as

well as indicate if further diagnostic testing is needed to pinpoint the skill deficit that should be addressed through intervention. Formative assessments should also be used to monitor students as they are taught standards to determine how students are responding to Tier I instruction (see Proviso 1.96). This information may be used to carry over to Tier II instruction to provide remediation or extension instruction. This information should also be used as a teacher reflective tool to determine the effectiveness of Tier I instruction.

This data should always be used in conjunction with other relevant data such as office referrals, tardies, absenteeism, diagnostic results when appropriate and available, progress monitoring data, etc. Educators with a diverse skill set regarding instructional best practices, review and analyze the screening data to craft a plan to meet student needs. If a significant number of students are not successful in the core instructional model, all variables (e.g. attendance, class size, behavior observations, instructional fidelity, professional learning opportunities, and curricular choices) should be examined to determine how to strengthen Tier I instruction. Tier I instruction is expected to meet the needs of 80–90 percent of students in reaching grade-level proficiency toward meeting grade-level standards. Tier I instruction must be critically evaluated using universal screening data so that the vast majority of students succeed. Powerful classroom instruction requires that effective teachers differentiate instruction, based on data, in order to meet the needs of all students. To implement MTSS with fidelity, school staff must critically evaluate and improve implementation of Tier I instructional and behavior programs so that the vast majority of students are successful.

Tier II Targeted Intervention

Once the school has ensured that Tier I instruction is effective in meeting the needs of 80–90 percent of students, targeted instruction is provided in Tier II. Tier II consists of research-and evidence- based small group interventions for students not meeting grade-level academic and behavior expectations. Approximately 10%-15% of students will need Tier II intervention in addition to effective Tier I instruction. Hallmarks of Tier II include increased collaboration among parents, interventionists, classroom teachers, instructional leaders, and other stakeholders as well as more frequent progress monitoring to facilitate teachers in making data-based adjustments to instruction in response to student needs.

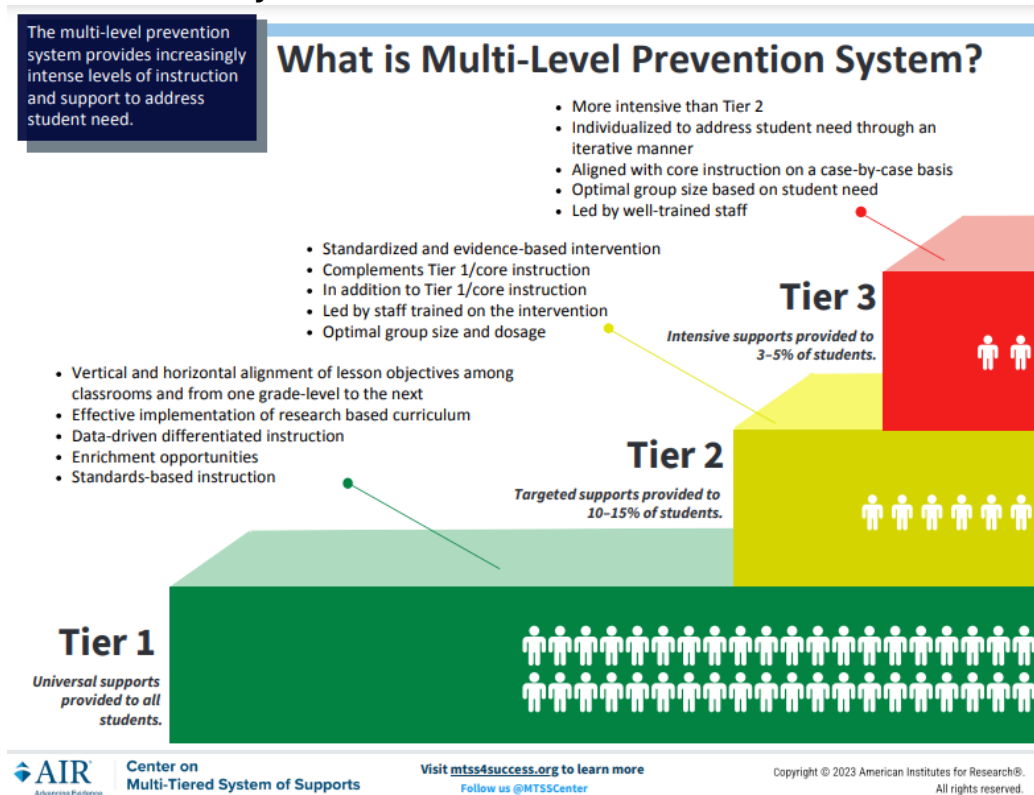
Tier III Intensive Intervention

Tier III provides research-and evidence-based, individualized, intensive instructional intervention, and more frequent progress monitoring for students not responding to Tier II interventions. Three to five percent of students will need Tier III intervention in addition to instruction at Tier I and/or Tier II. Collaboration and support among professionals increase in Tier III to reflect the level of services needed by students. Tier III interventions are not special education; however, if a disability is suspected, school staff must inform parents of their procedural safeguards and initiate a referral to determine if the student meets 504 or special education (IDEA) eligibility. For more information on eligibility for special

education, refer to the State Board of Education Regulation [43-243.1](#) (SC State Board, 2011).

Any student may receive services in any tier given their academic and behavior needs. Students are not placed permanently in a tier of instruction and will move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier during the process based on individual needs.

Multi-Level Prevention System



Source: [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#) (SCDE, updated 2024).