

2014

SUMMER READING CAMP PILOT

Summary Analysis Prepared for the EOC



**SC EDUCATION
OVERSIGHT COMMITTEE**



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Summer Reading Camp Pilot Analysis 2014

I. Overview

In 2013 according to Proviso 1.84, the General Assembly directed school districts to provide summer reading camps for “students who are substantially not demonstrating reading proficiency at the end of third grade.” Funding for these camps will be based on the 2012-2013 3rd grade SC PASS results, specifically students who scored Not Met 1 on the SC PASS Reading and Research assessment. The General Assembly allocated \$1.5 million dollars for the 2014 summer reading camps.

A joint resolution passed in May, 2014 by the General Assembly permitted districts the option to participate in a summer reading camp. Many districts opted to continue to offer the camps to students in need of extra assistance.

The purpose of the summer reading camps was to provide opportunities for students who scored Not Met 1 on the Palmetto Assessment State Standards (PASS) to improve and advance their reading skills. During the summer reading camp experience, high quality reading instruction was provided in order for students to achieve the goal of reading on grade level.

For the summer of 2014, districts were to follow district policy/guidelines regarding retention for grade 3 students and provide an additional opportunity to struggling readers in preparation for grade 4. In addition, a district could offer summer reading camps for students who were not exhibiting reading proficiency in prekindergarten through grade 2 and could charge fees based on a sliding scale pursuant to Section 59-19-90 of the 1976 Code. Priority seats for the summer reading camps were designed, per Proviso 1.84, to be given to third grade students with reading difficulties.

Funding for the 2014 Summer Reading Camps was determined by the number of students who scored Not Met 1 on the reading portion of PASS in 2013. In the spring of 2014, districts carefully reviewed all students’ progress in third grade reading for the 2013-14 school year to determine which students were substantially not demonstrating reading proficiency at the third grade level. A variety of data points were included in the student review such as teacher observations, teacher grades, progress monitoring results, and benchmark assessment results to determine if a student was substantially not demonstrating reading proficiency. (Note: 2014 PASS scores were not available prior to the start of the reading camp.)

Students who were not substantially demonstrating reading proficiency were invited and encouraged to attend the summer reading camp for the purpose of improving their reading skills; however, students were not required to attend.

Districts were sent a request from the Education Oversight Committee to participate in a pilot project. The pilot project involved districts submitting data regarding demographics and reading growth results of students in the camp, completing an online survey with descriptive data of the camp, and allowing observations of the camp by the Education Oversight Committee staff. Twenty districts volunteered to be part of the reading camp. Of the twenty districts in the pilot, 19 submitted completed surveys and 18 submitted student demographic and reading growth data. Of the 18 districts that submitted student demographic and reading growth data, only reading growth data from 13 districts could be calculated in this report due to incompatibility of the reading growth instruments used by the districts.

II. Summer Reading Camp Guidelines and Activities

South Carolina State Department of Education (SCDE) Guidelines for Reading Camps

- Reading Camp must be six to eight weeks in length.
- Reading Camp must be at least four days a week and include five ½ instructional hours daily.
- Classes must be taught by highly effective reading teachers.
- Class sizes can be no more than 15 students per licensed teacher.

Student Eligibility Guidelines

K-3 students who are not substantially demonstrating reading proficiency at grade level should be included in the Summer Reading Camps. A variety of data points should be included in the student review such as teacher observations, teacher grades, progress monitoring results, formative assessments, and benchmark results.

Parent Involvement/Notification

Parents will be notified of student eligibility for Summer Reading Camp during the last 6 weeks of school. Attendance is optional but strongly encouraged.

Summer Reading Camp Curriculum

Districts were free to create their own curriculum for the summer camp. The South Carolina Department of Education held four regional workshops to provide training for literacy based, thematic approaches to the curriculum. The Department used fourth grade social studies as the theme for the units. Districts received a sample unit on westward movement that was aligned with fourth grade social studies standards as a means to teach reading skills as well as a multitude of resources from which to draw. The unit of study incorporated social studies standards from the grade above as a means of front-loading content for the first nine weeks of the upcoming school year. The SCDE provided instructional strategies for explicit teaching and discussed how formative assessment would be used to guide the instruction.

Progress Monitoring

Districts selected their own progress monitoring instruments to not only show the growth of students' reading but to identify areas of individual student weaknesses in their reading skills. The pilot districts reported a total of ten different progress monitoring instruments used in the Summer Reading Camps. The instruments most frequently reported were: Fountas and Pinnell Level Literacy Instruction 41%; Dominie 35%; STAR 17%; and Developmental Reading Assessment (DRA) 12%. (Note the total is above 100% because a single district could list multiple instruments.) In order to compare the growth of the reading in the pilot districts, a correlation chart was created to align the progress monitoring instruments based on grade equivalent levels. See Attachment A for the grade equivalent chart.

Reading Camp Home Libraries

The South Carolina Department of Education provided books for all students in the summer reading camps as well as students in selected school districts who did not participate in the summer reading camps. Students were able to self-select eight to twelve texts to build their home libraries as part of a reading fair.

Partnerships

Districts were encouraged to partner with local businesses and community organizations to support the activities of the Summer Reading Camps. Thirteen of the nineteen surveys received (68% of the districts) reported they developed partnerships with local businesses and community organizations.

Celebration for Summer Reading Camp Students

The Education Oversight Committee provided book bags to students in each of the pilot districts to be used as part of a celebration of completion of the summer reading camp. The book bags included additional information on ways for parents to get involved in reading with their child; a reading bracelet; a pencil and eraser; two additional texts for children to build their home libraries, congratulatory letters from Governor Haley and the EOC's Chairman, David Whittemore; letters from resident legislators, reading calendars, and bookmarks. All of the pilot districts indicated they hosted a celebratory activity for students at the end of the camp.

Summer Reading Loss

One of the factors which suggest summer reading camps would be beneficial to students who were not reading on grade level is the research that indicates the reading levels of students from lower socio-economic families declines during the summer. Often, it is the students who can least afford to lose the reading gains they've achieved during the school year who fall the farthest behind when they return to the classroom after a summer break away from formal literacy instruction.

A review of 13 empirical studies representing approximately 40,000 students found that, on average, the reading proficiency levels of students from lower income families declined over the summer months, while the reading proficiency levels of students from middle-income families improved modestly. In a single academic year, this decline resulted in an estimated three-month achievement gap between more advantaged and less advantaged students. Between grades 1 and 6, the potential cumulative impact of this achievement gap could compound to 1.5 years' worth of reading development lost in the summer months alone (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996).

III. Summer Reading Camp Sites in 2014 Pilot Study

Summaries of each visit to the pilot sites are included in Attachment B.

Allendale School District
Barnwell 45 School District
Charleston School District
Clarendon 1 School District (Summerton)
Darlington County School District
Fairfield County School District
Florence 1 School District (Florence)
Florence 3 School District (Lake City)
Florence 4 (Timmonsville)
Jasper County School District
Lexington 2 School District (West Columbia)
Lancaster County Schools
Marlboro County School District
Newberry County Schools District
Orangeburg 5 (Orangeburg)
Richland 1 School District (Columbia)
Spartanburg 2 (Chesnee)
Spartanburg 6 (Roebuck)
York 1 (York)
York 4 (Rock Hill)

IV. Eligibility, Enrollment, and Completion of Pilot Summer Reading Camps: Grade 3

The following tables summarize the responses to the survey administered to pilot districts.

Grade	# Students	# Students Invited but Declined	# Students Eligible for Camp	# Students Successfully Completed Camp	# Students Promoted	# Students Retained
Grade 3	568	490	1058	528	528	13

Table 1. Grade 3 Eligibility, Enrollment, and Completion Summary Data

Source: Self-reported data by 19 of 20 districts from survey results.

Demographic Data from Summer Reading Camps, Kindergarten-Grade 3

Grade	# Students	# Districts Offering Grade Levels	Ethnicity			Gender		# Students with IEPs
			African American	Caucasian	Hispanic	Male	Female	
Kindergarten	37	2	33	4	0	22	15	
Grade 1	53	2	40	13		33	20	
Grade 2	55	2	52	3		19	36	
Grade 3	353	13	230	63	60	192	161	84
Total	498		355	83	60	266	232	84

Table 2. Demographic Data from Summer Reading Camps, K-3

Source: Self-reported data by the 13 districts with reading growth data.

The highlights of the survey questions and district responses are included below.

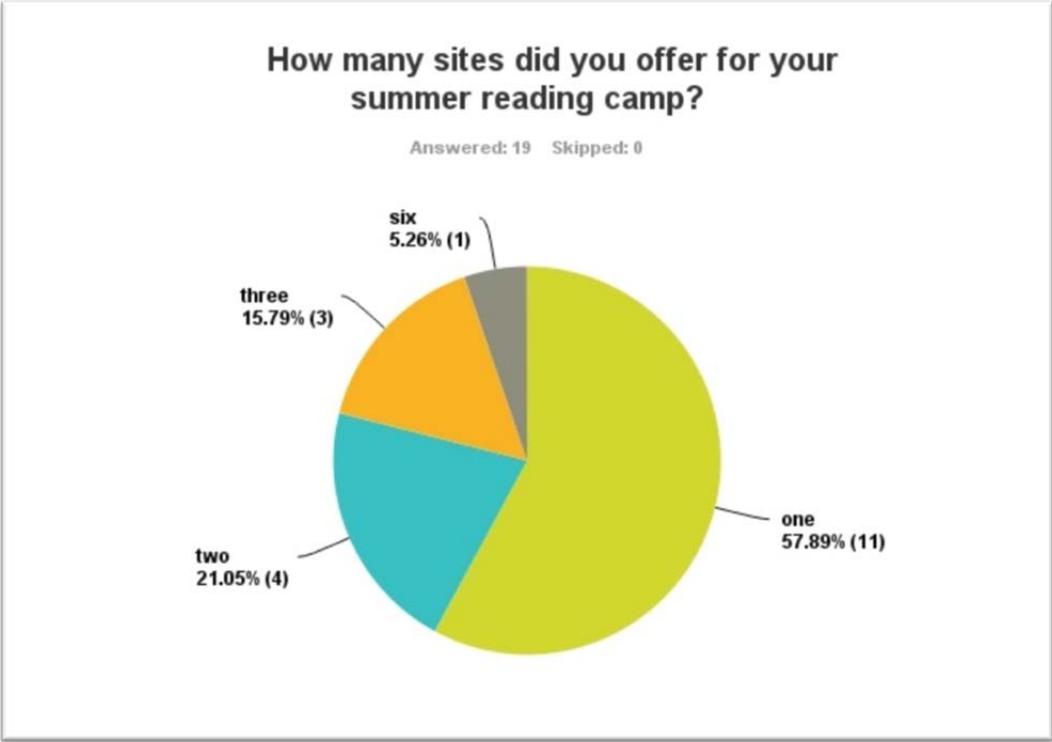


Chart 1. Number of summer reading camp sites

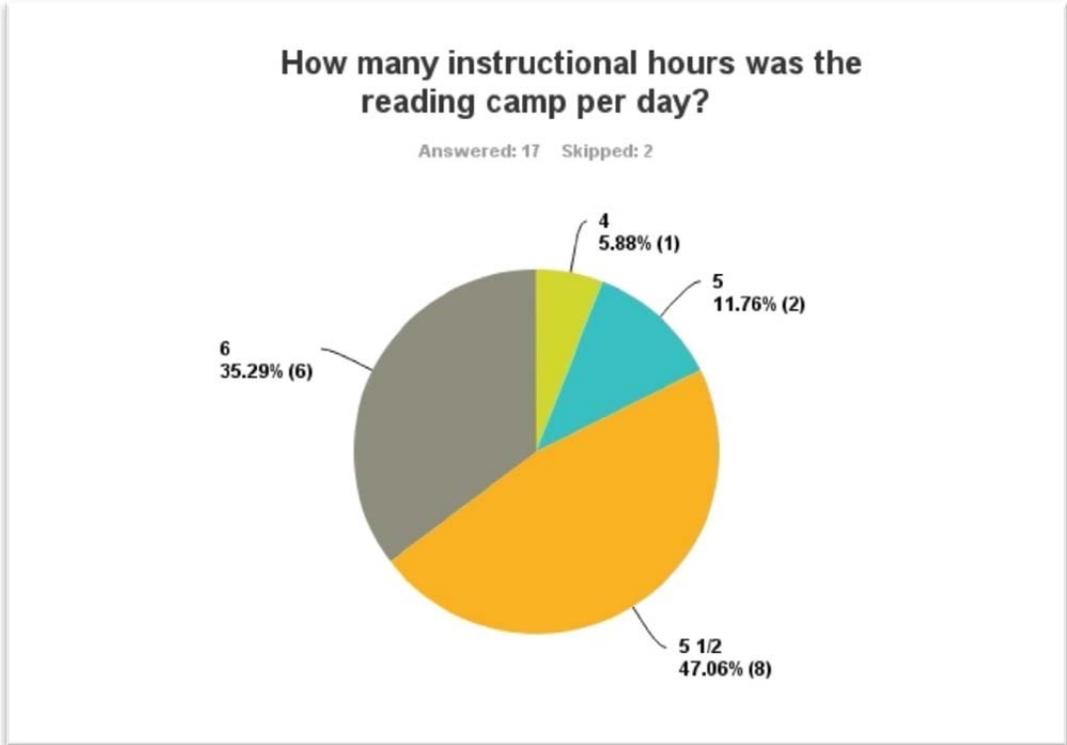


Chart 2. Daily instructional hours

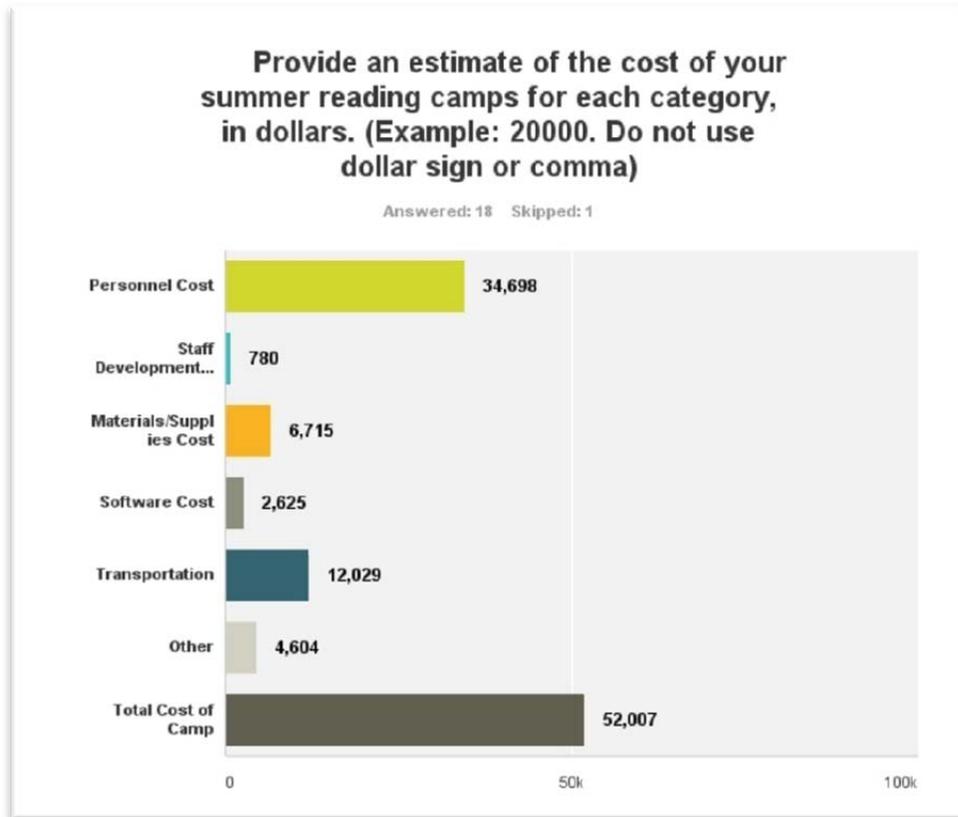


Chart 3. Average cost estimates per district for summer reading camps

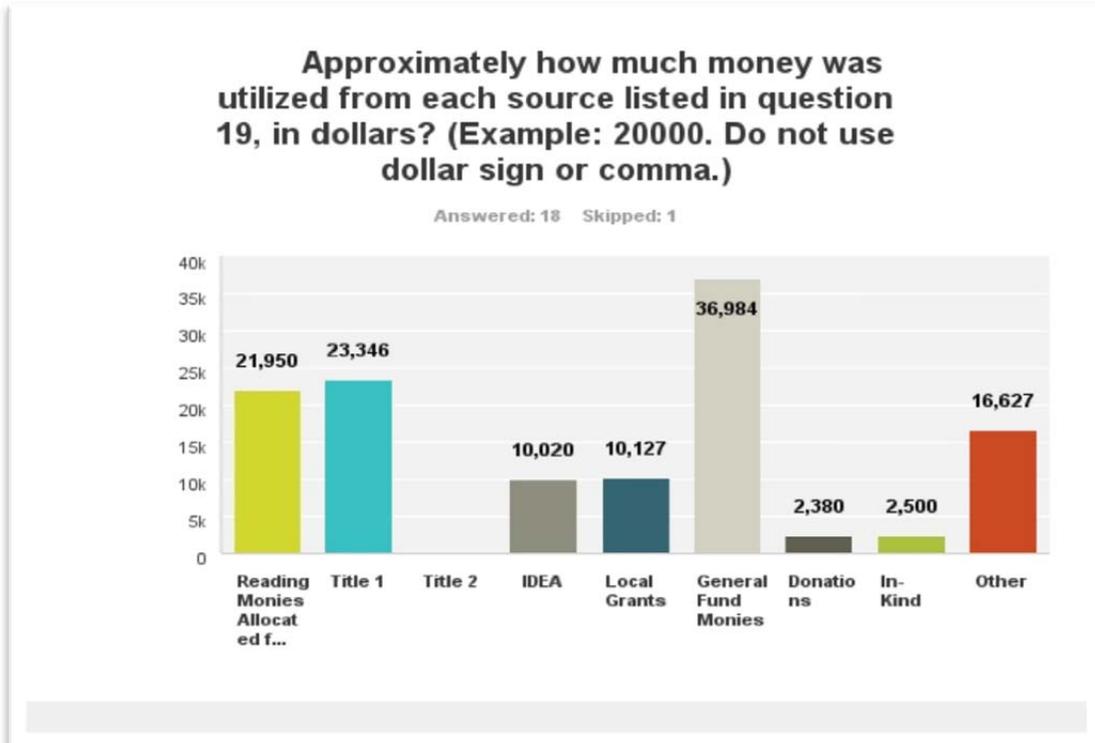


Chart 4. Average funds spent by source

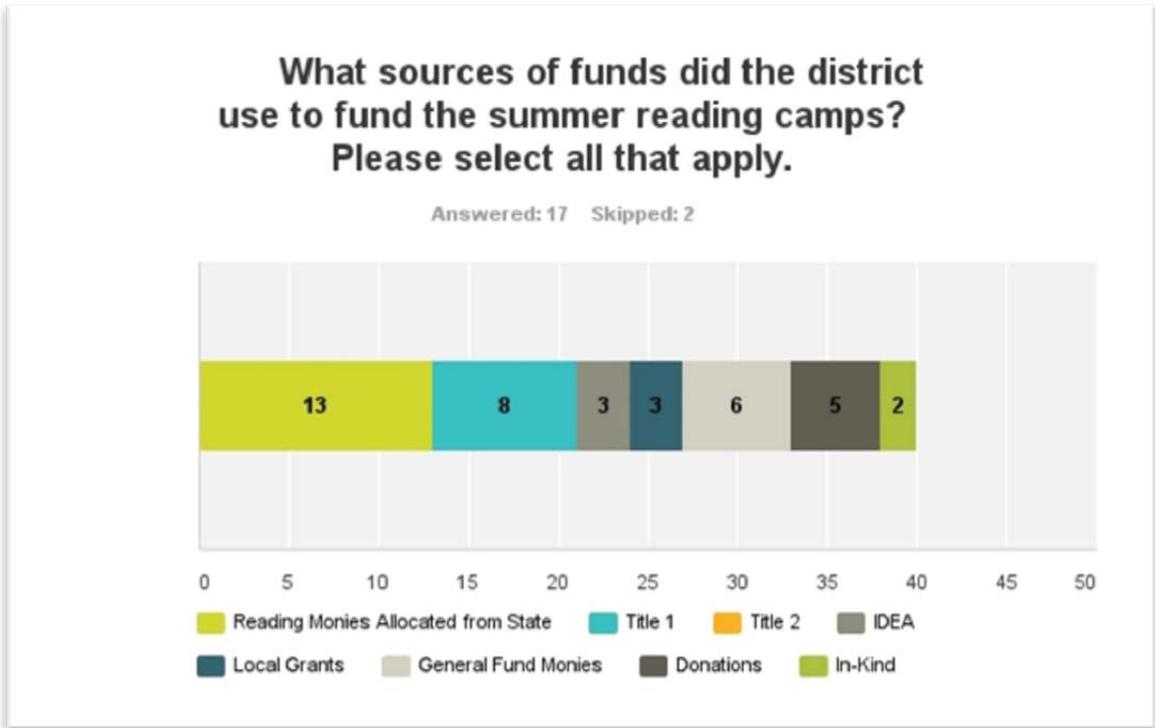


Chart 5. Sources of funds for summer reading camps

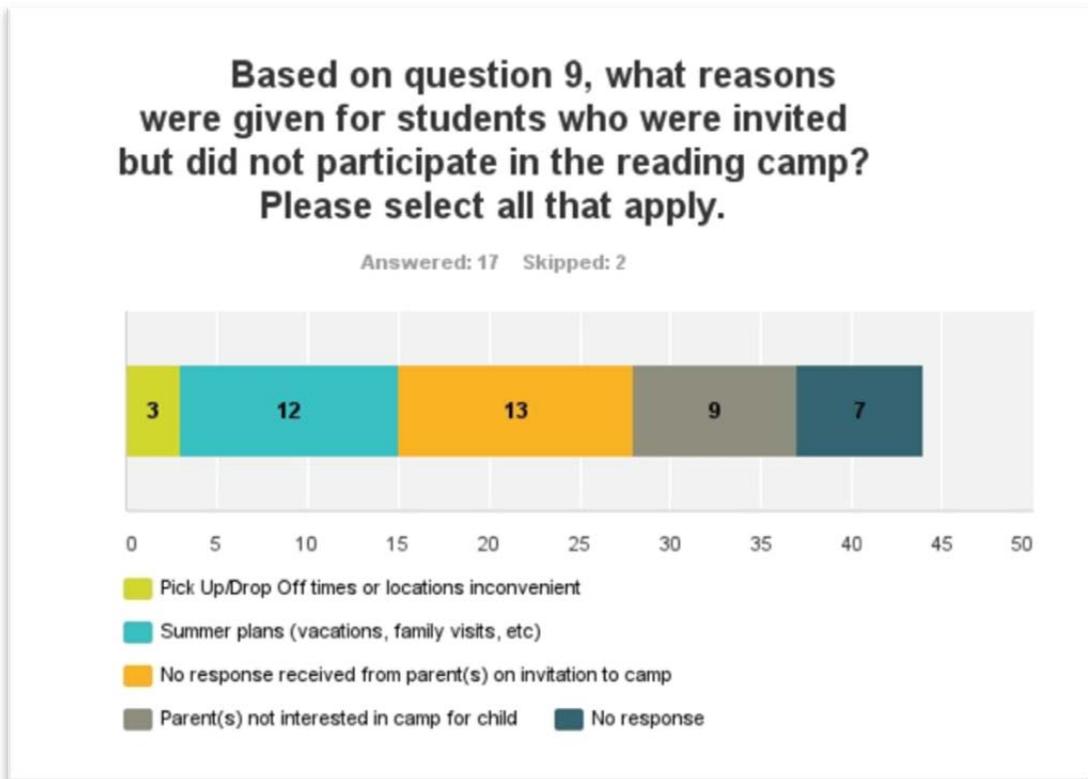


Chart 6. Reasons cited by students for not attending camp.

What qualifications did your district use to select the teachers for the summer reading camp? Please select all that apply.

Answered: 19 Skipped: 0

Answer Choices	Responses
elementary/early childhood certification	89.47% 17
exceptional education background/certification	57.89% 11
background in reading	68.42% 13
minimum number of years teaching	47.37% 9
effectiveness in classroom	89.47% 17
teacher literacy endorsement	5.26% 1
reading recovery certified	15.79% 3
reading coach endorsement	0.00% 0
Total Respondents: 19	

Chart 7. Qualifications used by districts to select teachers for summer reading camps

Estimate your teacher/student ratio for your classes in the summer reading camp.

Answered: 15 Skipped: 4

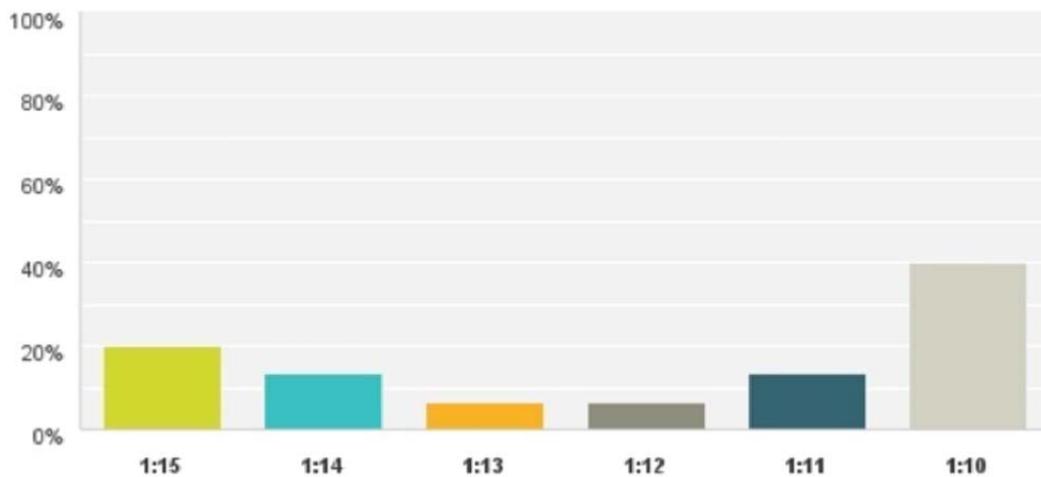


Chart 8. Teacher/student ratio for summer reading camp classes

Based on survey results, districts reported the following *successes* in their 2014 Summer Reading Camps.



Chart 9. Number of times districts reported successes by type

Based on survey results, districts reported the following *challenges* in the implementation of the 2014 Summer Reading Camps.

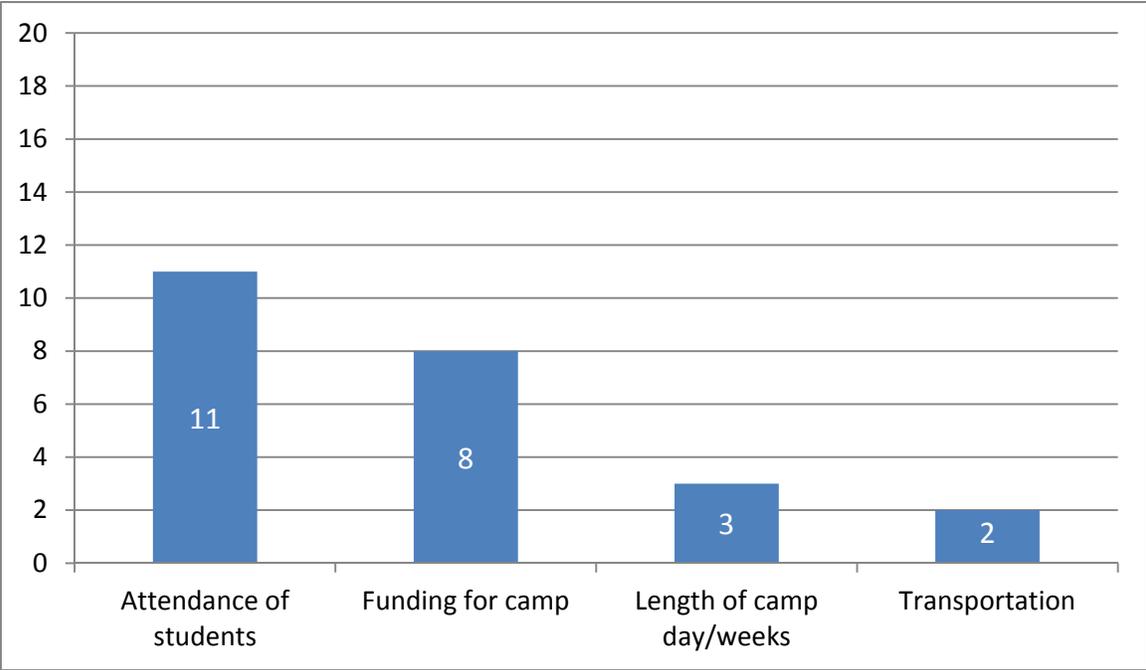


Chart 10. Number of times districts reported challenges by type

The data below indicate the reading growth of the pilot school districts.

Summer Reading Camp 2014 End-of-Program Data Summary				
GRADE LEVEL DATA				
GRADE LEVEL	STUDENTS ENROLLED	AVG. ENTRANCE GRADE LEVEL EQUIVALENT (Beginning of Summer Reading Camp)		AVG. GROWTH
Kindergarten	37	.71	- .29 year	+ .26 year
First Grade	53	1.64	-.36 year	+ .15 year
Second Grade	55	2.34	-.66 year	+ .25 year
Third Grade	353	2.33	-1.67 years	+ .37 year
OVERALL PROGRAM	498			+ .35 year

Table 3. Pilot Summer Reading Camp 2014 end-of program data summary

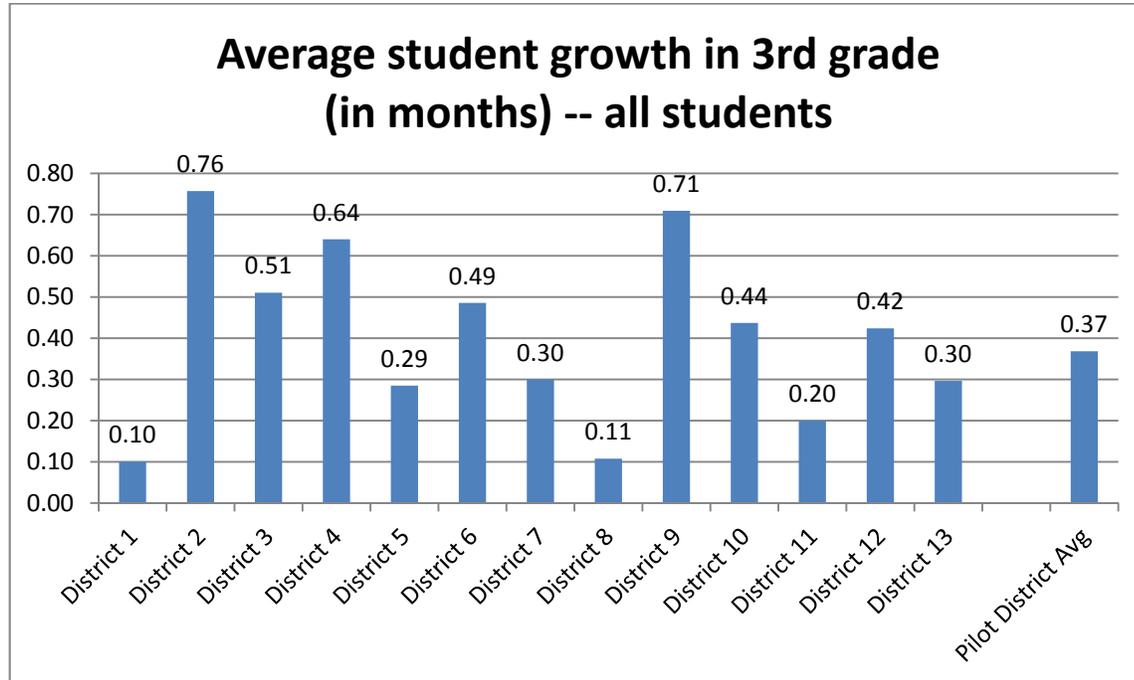


Figure 1. Data demonstrates the growth of 3rd grade student (all students) reading by district and the pilot districts average.

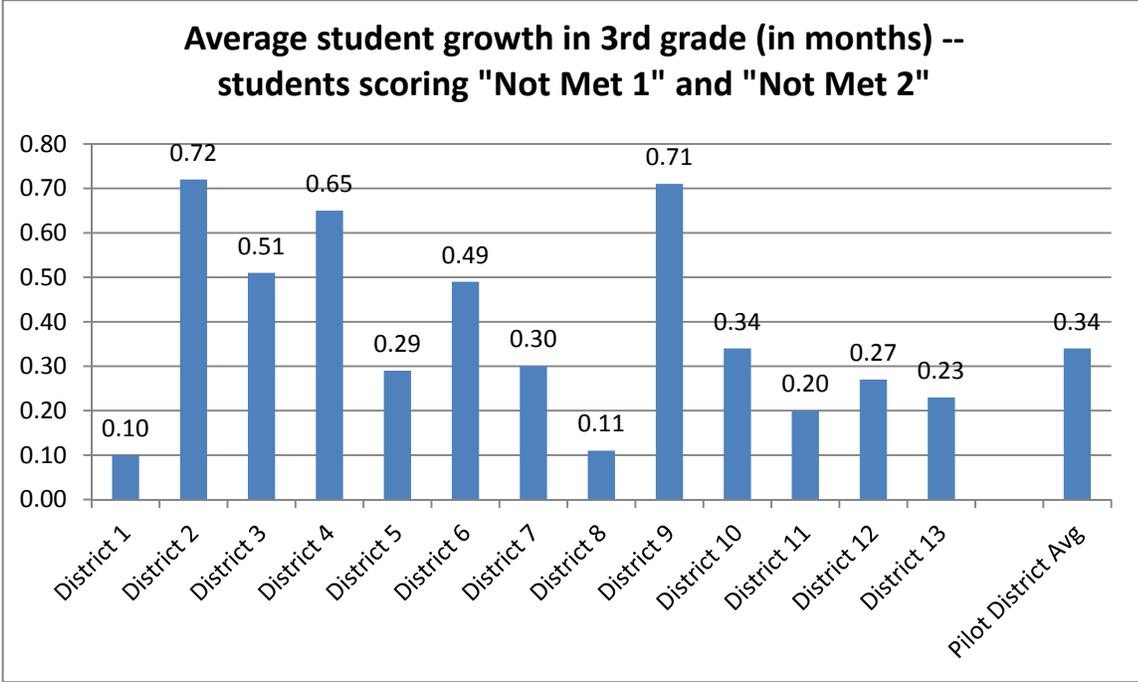


Figure 2: Data demonstrates the growth of 3rd grade student (only students participating in the pilot camps who scored “Not Met 1” or “Not Met 2”) reading by district and the pilot districts average.

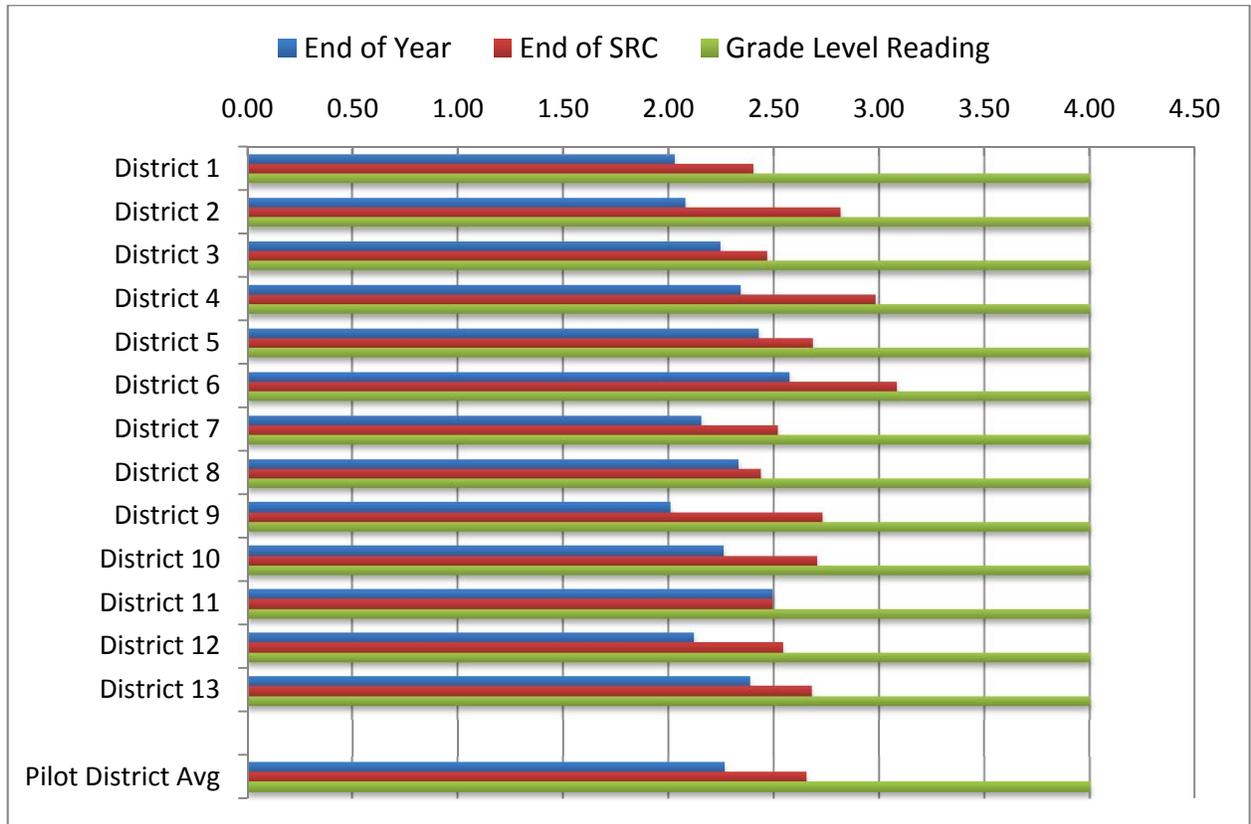


Figure 3. Data demonstrates 3rd grade student reading growth for 13 districts as measured at the beginning of the summer reading camp compared to the end of the program. This growth is placed in relation to on-grade level reading.

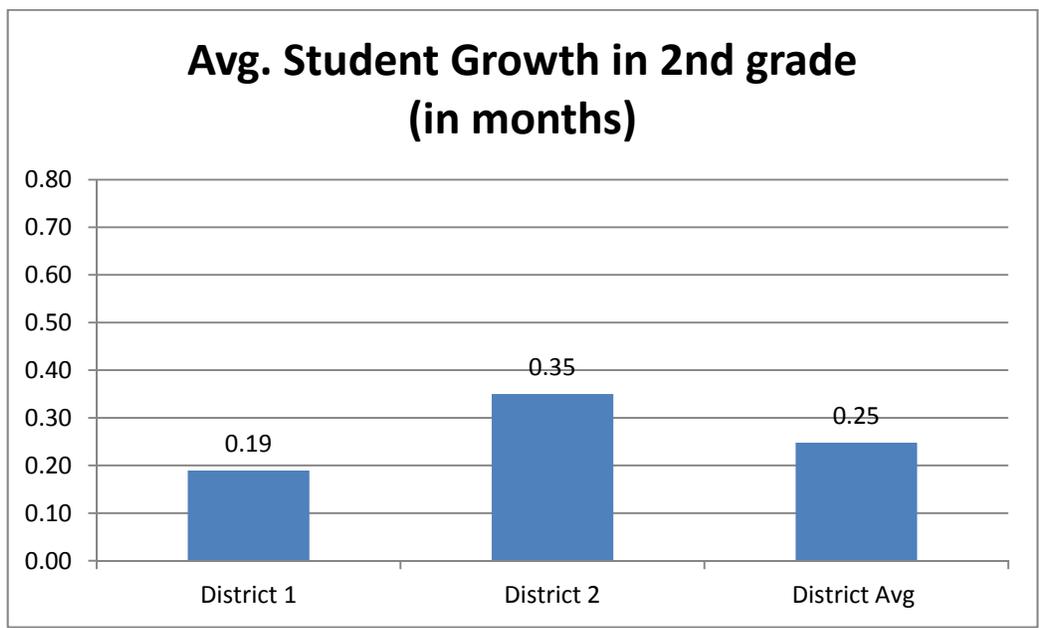


Figure 4. Data demonstrates the growth of 2nd grade student reading by district and the pilot districts average.

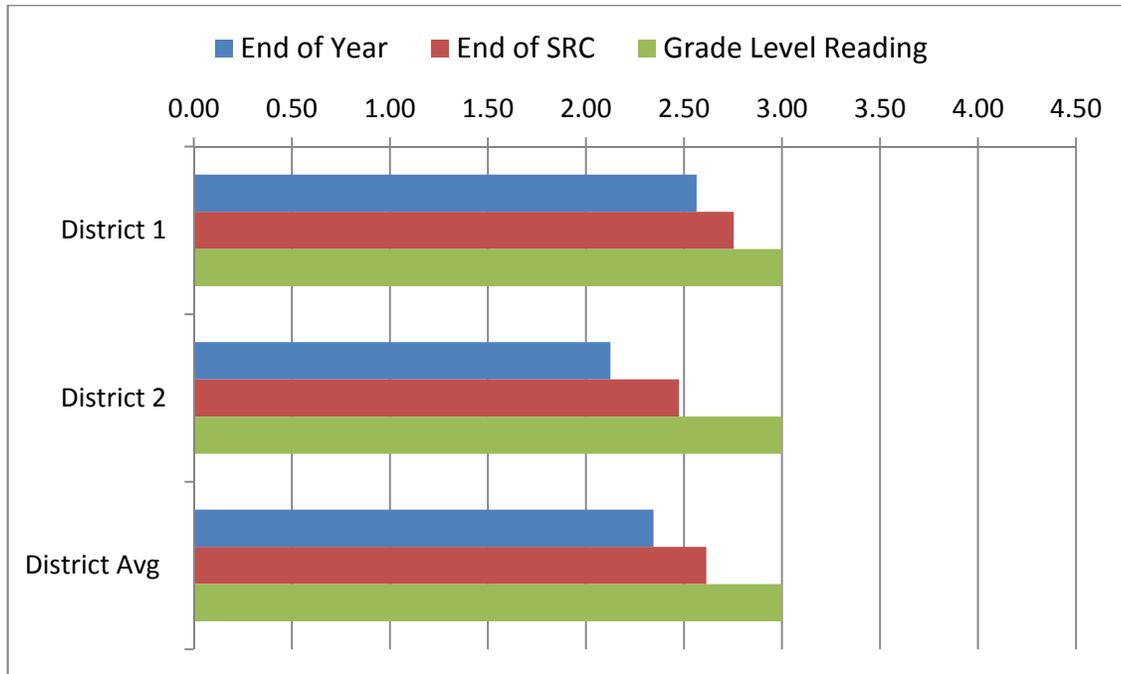


Figure 5. Data demonstrates 2nd grade student reading growth for 2 districts as measured at the beginning of the summer reading camp compared to the end of the program. This growth is placed in relation to on-grade level reading.

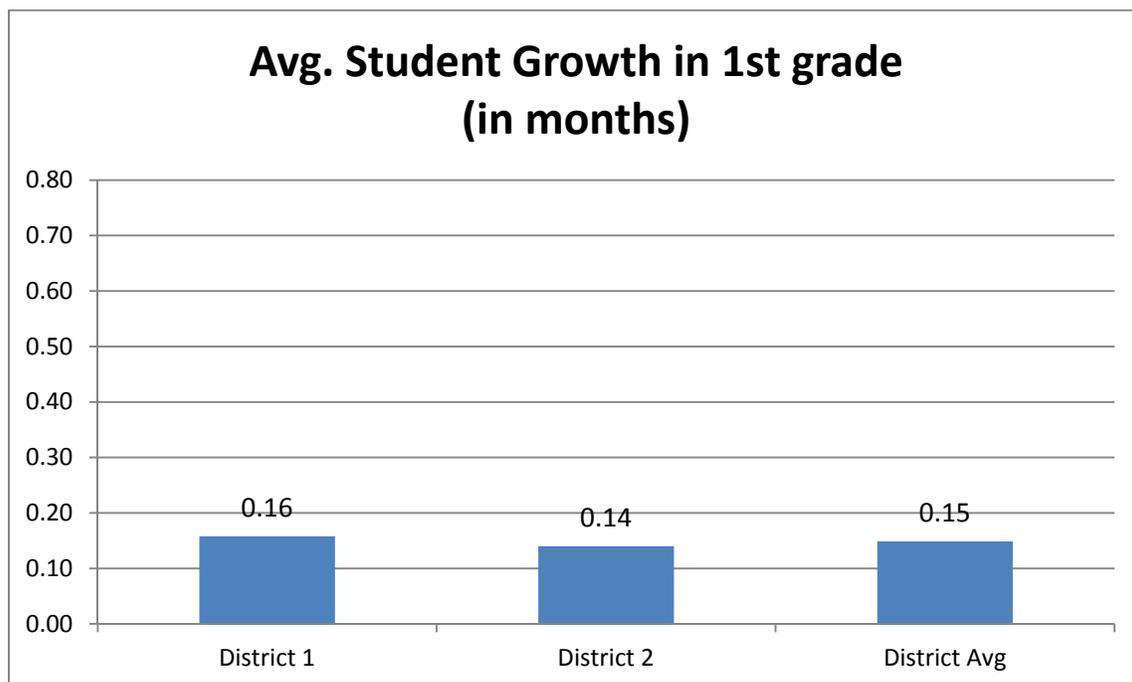


Figure 6. Data demonstrates the growth of 1st grade student reading by district and the pilot districts average

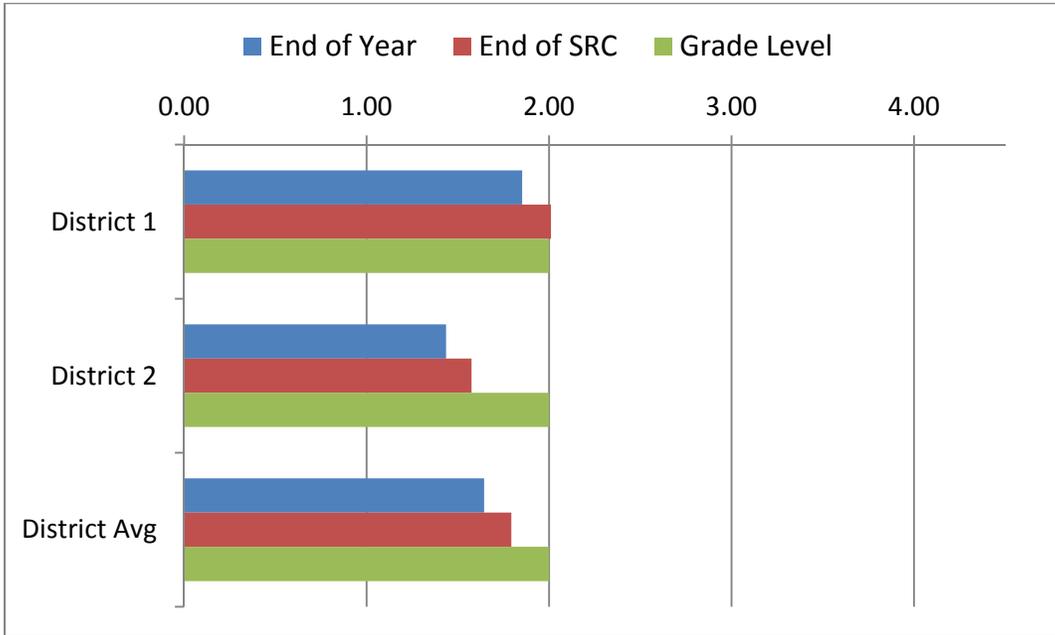


Figure 7. Data demonstrates **1st grade** student reading growth for 2 districts as measured at the beginning of the summer reading camp compared to the end of the program. This growth is placed in relation to on-grade level reading.

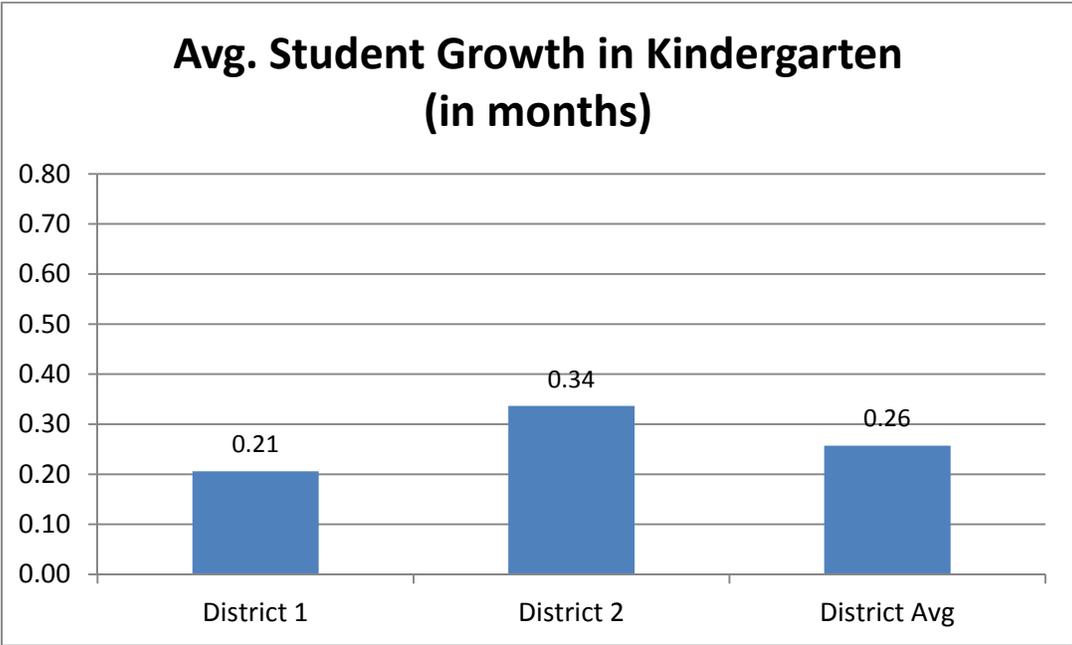


Figure 8. Data demonstrates the growth of **Kindergarten** student reading by district and the pilot district average

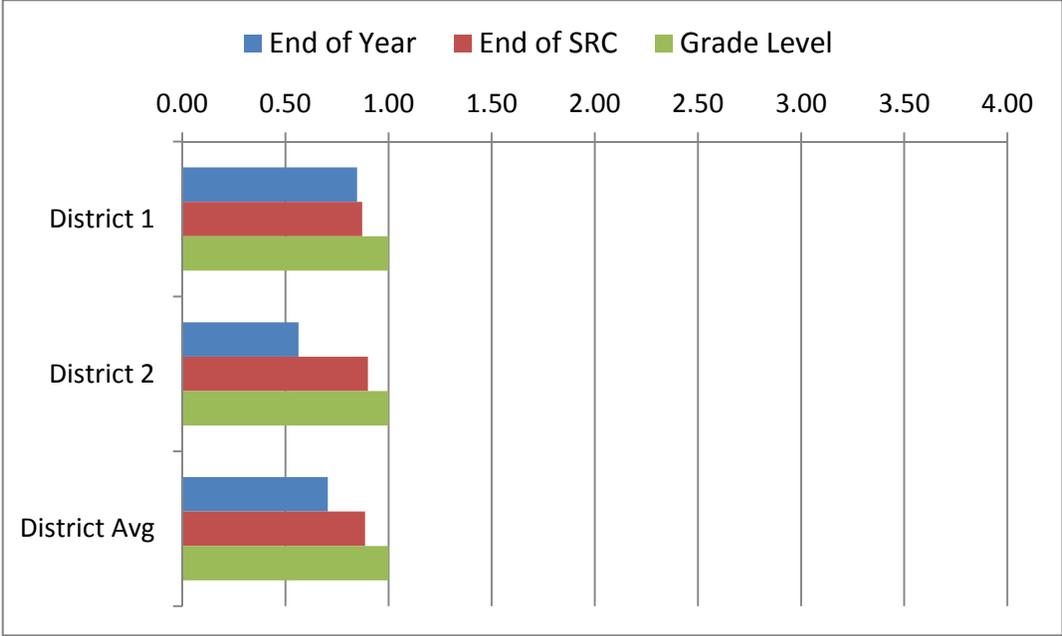


Figure 9. Data demonstrates **grade K** student reading growth for 2 districts as measured at the beginning of the summer reading camp compared to the end of the program. This growth is placed in relation to on-grade level reading.

VII. Findings

1. Third grade students averaged approximately three weeks of growth for each week of instruction during Summer Reading Camp.
2. Student attendance was reported as a significant barrier to the Summer Reading Camps.
3. Third grade students who participated in the Summer Reading Camp were initially on average 1.7 years below grade level. Upon completion of the camp, these students were 1.3 years behind in reading.
4. Of the 2014 PASS scores provided by districts for the 2014 summer reading camp students, 31% scored Not Met 1 on PASS (lowest level) and 53% scored Not Met 2. A total of 85% of the students in the summer reading camp scored below the Met level in reading.
5. The results of 3.7 months average growth was below the expected growth of 4 months. However, the rule of thumb approximates it takes 5 hours in two weeks of additional intervention instruction to achieve one month's growth.
6. Kindergarten results indicated an average gain of 2.6 months, first grade showed a gain of 1.5 months and second grade showed an average gain of 2.5 months.
7. Of the four grades participating in the study, first grade showed the lowest overall gain. This was consistent with both of the districts with grade two students.
8. Districts in the summer reading camps did not identify English language learners. However, observations and discussions with camp directors indicated a relatively high percentage of students in the camps were students who could be identified as English as a second language.
9. The total number of students invited to attend in the Summer Reading Camps was 994 with 426 students who declined to participate.
10. Thirteen percent of the students in the pilot Summer Reading Camps were identified as exceptional education students.
11. The pilot districts in their Summer Reading Camps used ten different progress monitoring instruments.
12. Students showed a larger deficit in reading as they progress through the grade levels.
13. Districts in the pilot study that produced student reading growth gains above the pilot average implemented their camps in different ways as shown by the curriculum used, progress monitoring used, and structure of the day. However attributes that appeared to be similar for districts with student reading growth above the pilot average were: highly effective teachers in the program; a focused, intensive approach to teaching and learning; strong community/business partnerships; effective utilization of all staff in the program; engaging, motivating lessons by the teachers; and a strong process for effective progress monitoring of student growth.

VIII. Recommendations

1. Districts should continue to recruit effective teachers of reading.
2. Teachers should utilize engaging and motivating lessons to engage students in the learning process.
3. The daily schedule should be intensive and focused on developing the reading skills of individual students.
4. Districts should consider standardizing the progress monitoring process using a single instrument with training provided to teachers.
5. Districts should implement a more frequent system of formal assessment/measurement of student reading level to capture growth of students as well as provide information to teachers for their reading instruction.
6. Districts should increase access to individualized reading interventions during summer reading camps for most at-risk students.
7. District should consider employing a summer reading camp director to coordinate the camp activities and provide support to teachers as well as reviewing the utilizations of all staff in the camp.
8. The state should strongly consider providing a single progress monitoring instrument to all school district for use throughout the school year as well as in the summer reading camps.
9. Districts should identify a method to more narrowly identify students eligible for the summer reading camps.
10. Districts should expect, plan and provide for English language learner students for the 2015 summer reading camps.
11. Districts should plan for additional slots for 2015 reading camps given the high percentage (43%) of students who were invited to participate but did not attend in 2014.
12. Districts should plan to provide the resources necessary to meet the needs of students with IEPs (individual education plans) in the Summer Reading Camps.
13. Districts should consider using the Summer Reading Camps as a demonstration site for professional development to showcase exemplary teaching of reading.
14. Districts should consider early planning for creating awareness, interest and support for Summer Reading Camps with local businesses and community organizations.
15. Districts should consider offering summer reading camps to students in the earlier grades to close the gap in reading at an earlier age.

Attachment A. Grade Level Equating for use with 2014 Summer Reading Camp Progress Monitoring Data Bases¹

DRA	STAR	Dominie	Grade	Guided	Reading Recovery	Grade	
1	0.3	1	0.1	A	1	KDG	
1	0.3	1A	0.3	A	1		
1	0.4	1B	0.6	A	1		
2	0.4	2	0.9	B	2		
2A	0.5	2A	1	C	3, 4		
3-4	0.5	2B	1.1	C	3, 4	First Grade	Pre Primer
3-4	0.6	3	1.2	C	3, 4		
5-6	0.6	3A	1.2	D	5, 6		
5-6	0.7	3B	1.3	D	5, 6		
7-8	0.7	4	1.3	E	7, 8		
7-8	0.7	4A	1.4	E	7, 8		
9-10	0.7	4B	1.5	F	9, 10		
9-10	1.2	5	1.5	F	9, 10		
11-12	1.2	5A	1.6	G	11, 12		
11-12	1.5	5B	1.7	G	11, 12		
11-12	1.7	6	1.7	G	11, 12		
13-14	1.8	6A	1.8	H	13, 14		
13-14	1.9	6B	1.9	H	13, 14		
15-16	2.0	7	2	I	15, 16, 17		
17-18	2.1	7A	2.1	J, K	18, 19, 20		Second Grade
17-18	2.3	7B	2.3	J, K	18, 19, 20		
20-24	2.5	8	2.5	J, K	18, 19, 20		
20-24	2.7	8A	2.7	L, M		2.2	
27-28	2.9	8B	2.9	L, M			
30-32	3.0	9	3	L, M			
30-32	3.1	9A	3.1	N		Third Grade	3.1
30-32	3.3	9B	3.3	N			
33-34	3.5	10	3.5	N			
36-38	3.7	10A	3.7	O, P			3.2
36-38	3.9	10B	3.9	O, P			
36-38	4.0	11	4	O, P			

*Dominie Levels for Assessment to Inform Instruction ** Fountas and Pinnell Guided Reading Instructional Levels

¹ This chart is meant to serve as a guide to districts for the 2014 summer reading camp only.

Attachment B. 2014 Summer Reading Camp Site Visit Summaries

June 24, 2014

District 1

District attempts to select teachers from the application pool, based on those applying to teach in the summer reading camp. Staffing for the summer reading camp was challenging for this district, as many high quality teachers are unavailable to teach in the summer. There were two classes, each with one teacher. Twelve students were enrolled in the camp. Students had access to a computer lab but no access to the media center. Classrooms were in the process of being cleaned so classroom libraries were not available. Teachers used thematic units from state department workshop. Teachers focused on whole class instruction. Student behavior was an issue and took away from teaching time. The instructional schedule included guided reading and shared reading, computer lab and independent reading. Suggestion might be to use more time with one on one and small group instruction. Concerns expressed were the attendance of the students and the length of the camp.

Suggestions:

- Standardize the progress monitoring process.
- Teachers needed to use more differentiated instruction.

June 12, 2014

District 2

The district selected teachers based on reading effectiveness during the school year. The camp was held in the media center. One class of 15 students was housed at one site. The media specialist volunteered her time to allow for book check out as well as operation of the book fair. Students were highly engaged and motivated. Students were eager to participate in the reading lessons and activities.

The instructional day consisted of interactive read aloud, shared reading, reading workshop, inquiry/research and writing workshop. Students were provided time on the computer using I-Station. All text chosen for the reading and research components of the camp were chosen based on units created by the district. These units were all science or social studies themed units based on 4th grade standards. They included Animals and Habitats, Native Americans, Westward Expansion, America, Space, and Weather. The text used included articles, poetry, class sets bought on the theme, research packets created for the units, Reading A to Z books and units, and leveled text. The text chosen for shared reading and interactive reading were on-grade level text, while the leveled text and small group texts were based on the students' independent/instructional reading levels. The text utilized in the research component of the

units was on-grade level, however multi-level text was available for independent research. A variety of text was available for the Self-Selected Reading time during the Reading Workshop time.

This district was unique in that the community was highly involved with the reading camp. The district had Community Reading Buddies, who were volunteers from the district and community to come and read each week with the students, as well as allowing the students to share what they had done that week (mentoring). The county library, Animal Advocates, Big Seven, local churches, community members (community organizations) - donated books for Book Fair and book giveaways, donated materials for use as instructional supplies.

Suggestions:

- Use the reading camp as a time to provide professional development to other teachers in the district on effective reading lessons.

July 16, 2014

District 3

The school district sponsored 16 reading camp classes at one site. The grade levels served were kindergarten, first grade, second grade and third grade for a total of 116 students. The teachers were selected from the applications submitted. Teachers have taught during summer school in the past and have good experience serving struggling readers.

The teachers were both energetic and engaging, keeping the students on task at all times. It appeared there were a low percentage of students who were actually served in grade 3 that were eligible. Only 33% of the students eligible for the summer camp actually completed the camp. The district reported 85 students eligible, 44 students declined the invitation to attend and served 33 students. Twenty-eight students completed the camp in third grade. Instruction was provided was in both math and reading. Mentoring Math Minds and Readers Workshop formed the core of instruction. Readers Workshop included emphasis on phonics and word study. Related arts were included in the camp such as the camp offered art, dance and PE.

Attendance was reported as an issue. The school district partnered with a local nonprofit, Promising Neighborhoods that provided financial assistance. Several groups also provided assistance such as Citadel, BBT, and Boeing. The district had a celebration for the students at the end of the camp with a storyteller, movie and cook out.

Suggestions:

- District might want to review the instructional time during the camp to focus third grade on reading only.

July 28, 2014

District 4

One class of students served in the areas of both math and reading. Save the Children provided books and Accelerated Reader for the camp. Teacher reported using STAR reading as its progress monitoring instrument but little evidence of any real progress monitoring taking place on a regular basis. This school seemed to have more of a struggle with making the most of every opportunity to engage students. There seemed to be more lag time between transitions. I would like to have seen more skill based small group instruction. It appears that guided reading is the main method of instructional delivery. The school utilizes Foster Grandparent program to provide mentors for students. Recruitment of teachers was an issue as well as attendance of students.

Suggestions:

- More structure should be provided to the teachers.
- Standardize the progress monitoring process.

July 17, 2014

District 5

The summer reading camp as well as all of the summer school programs for the district were housed at one site. There were two classes of 3rd grade students, described to me as the lowest students, who were “in danger of being retained.” One of the classes had about nine students and one had eight students. Students from three elementary schools fed into the class I observed class; three other schools made up the other class.

Students did not have access to the bookshelves in the classroom; they were covered up. The chairs and seats were also packed up so students had to sit on the floor. This did not seem to a problem for them. The teacher incorporated a good bit of movement into the instruction. The students did not have access to the library media center and printed material. Students had access to a class set of Chrome books and the teacher did use a Smart Board.

The teacher said she spent most of her time working with the students on math skills and increasing reading proficiency. They did not use the SCDE-suggested units of study but created their own. The students picked a story from Storyline Online (www.storyonline.net), a free web-based service from the Screen Actors Guild Foundation. On this site, a professional actor reads a children’s book out loud and the illustrations are blown up on the screen. The children picked *Thank You, Mr. Falkner*, a book by Patricia Polacco. After listening to the story read aloud, the students broke down the story elements of setting, characters, plot, and conflict using their own graphic organizers. Since the story was about the author’s own challenges as a young reader and how one teacher helped her overcome those challenges, the students opened up about how it felt to be called “stupid” or “slow” by others. One student said he just needed more books. His dad was supposed to be printing him stuff out at work but he hadn’t had a chance yet.

The district used a Reading A-Z subscription for independent reading. They also use Dominie to evaluate student progress.

Dominie was used as a monitoring tool. The teacher said that in addition to Dominie, most of her decisions about individual student's progress were made based on her observations of independent reading.

The instruction by the teacher and the motivation of the students was exceptional. During their book discussion, it was clear that the students felt like they could speak out about their reading problems with students that were "like them." The teacher said that they had not any issues with absenteeism among the children at all.

Suggestions:

- District should consider providing print-rich environments with access to classroom libraries for students in the camp.
- District should consider partnering with community/businesses to enhance the resources and support for the camp.

July 23, 2014

District 6

Two of the three sites for the camp were visited. One site consisted of one-third-grade class with two certified teachers and an assistant. The class consisted of a large percentage of Hispanic students (50%). The camp was using Logic of English being funded by faith-based organization. Teachers participated in four days of intense training for the program. Instruction was heavy on phonics. Students were very engaged in the instruction through games, classroom discussions and writing. Teachers reported to me that the Logic of English curriculum was weak in comprehension. The teachers were using Essentials Reader and Achieve 300 to supplement that component in reading. Teachers were superb. The teachers were very knowledgeable regarding the program, the classroom well managed and the students were eager to participate. Teachers received training on Logics of English prior to implementing the program.

The second site camp was more traditional using Reading CAFÉ (comprehension, accuracy, fluency, and expanded vocabulary) as its instruction structure. One certified teacher and an assistant were assigned to the class. The teacher was superb and worked well with the teacher assistant. Students followed a balanced literacy approach to reading using a thematic approach. Themes used to teach reading were habitats, animals, western movement, all of which are fourth grade standards. Teacher was well organized and worked with students in various groups doing a variety of activities such as sustained silent reading on his/her grade level and in small groups working on activity to create vocabulary through science. Students read individually with the assistant. Classes used the storyboard.com website to develop their writing. District used DRA as its progress monitoring. Teacher reported students started class

with low level of confidence and were hesitate to read. She sees the students making progress towards students being independent readers.

The media center was open to all classes and students had access to computers. Both classes reported attendance was an issue. Students were provided field trips weekly, which appeared to be motivating for the students. Sites visited were the public libraries, zoo, botanical gardens, and SC State Museum.

Suggestions:

- Use the camp as a time for professional development and model for teachers what excellent reading instruction looks like.

June 18, 2014

District 7

The camp consisted of one class with 17 students. Teachers were selected from an application pool with the intention of selecting the most highly qualified teachers. Summer lesson plans provided by the district with a focus on literacy skills. The class was team taught with two effective reading teachers. The classrooms were organized with leveled libraries, teachers were using materials appropriately and students were engaged. It appeared that the students were receiving good instruction on phonics, vocabulary and comprehension.

Through teacher observations, it was observed that several teachers were prepared and engaging, providing quality instruction. Fluency, comprehension and vocabulary were the focus of the instruction. The curriculum used was Reading Street Leveled Readers. Monitoring of student growth was done using student portfolios and running records were completed on the students every two weeks. Teachers also used conference notes to guide instruction on a daily basis. The RAZ kids program has an assessment at the end of each book.

Suggestions:

- Standardize the progress monitoring progress.

July 14, 2014

District 8

District used one school as its central site to serve all students across the district for the summer reading camp. Students who had completed the third grade but were still struggling in reading were invited to attend. The director of camp ran a tight ship and was very knowledgeable about the program. The district based on effectiveness in the classroom-selected teachers. Teachers were selected from an applicant pool and the most highly qualified teachers were selected. District had six classes but hired seven teachers. This proved helpful when a teacher

was out for a day or had a vacation planned. By doing this, the district assured there was a certified teacher in the classroom everyday. On days when all teachers were present, the extra teacher served as an interventionist and worked with small groups.

Instruction was strong and it appears that students are given the opportunity to be successful. Materials used were Lucy Caulkins writing program and Literacy by Design for guided reading. Teachers were trained on both programs prior to the camp. Students are provided 6 weeks of summer reading camp for three hours per day.

Program utilized student mentors from the middle school and allowed students to read to them.

District used Fountas and Pinnell and MAP as its progress monitoring instrument. Students were grouped in classes based on their Fountas and Pinnell score from the spring testing.

Students' attendance was an issue. Fifty-two students were invited with only 39 regularly attending. On the day I visited 32 students were present.

Suggestions:

- Encourage district to find strategies to increase attendance.
- Partner with community/businesses

July 14, 2014

District 9

The district offered one site for one class of 14 students for the summer reading program. The district made a strong effort to support all NM1 students with a very intense form of delivery. Two teachers taught the class: one the first three weeks and a second the last three weeks. Teacher I observed was extremely competent. A teacher's assistant was present for the entire camp. The teachers showed great interest in the success of the camp as well as the district. The superintendent, assistant superintendent, Title director, both teachers and the assistant were present during my visit. Both teachers were reading recovery teachers. The teachers used Fountas and Pinnell level literacy as the core instruction and Fountas and Pinnell as its progress-monitoring instrument. Each teacher focused on fluency and comprehension. The district noted that student attendance was an issue.

Suggestions:

- Consider using the reading camp as an opportunity to provide professional development for teachers.

July 21, 2014

District 10

Teachers were selected based on applications and principal recommendations and appear to be of quality. The teacher I observed was exceptional. She had a strong background in reading and instruction was superb. District offered three sites for reading camps with a class at each site serving a total of 36 students. District noted this was only about half of the students they deemed eligible for the program. Students served showed a high percentage of Hispanic children.

Teachers provide both whole group and small group instruction addressing necessary skills, reading comprehension, fluency, vocabulary and phonics. Teachers used primarily literature-based instruction built around skills and strategies for helping students are successful readers. Instruction was structured and included all aspects of reading. Sample schedule was mini lesson & setting purpose, small group/ independent reading, and feedback from independent reading, read aloud, writing workshop, small group/independent writing, and inquiry & research. The media center and computer lab were available to students. Leveled texts were available to students in the classroom as well as each student having their own book collection. Students used Mimio Reading as an intervention. The district used STAR reading as its progress-monitoring instrument. Barnes and Nobles partnered with the district to provide free books to the students.

Suggestions:

- Consider using the camp as a time for professional development for other teachers.

July 29, 2014

District 11

I observed quality, data driven instruction with students receiving instruction based on their individual needs. Teachers were dynamic and skilled in the delivery of the lessons observed. Classrooms were organized and well managed. Teachers provided instruction on a two-week schedule (3 teachers x 2 weeks). Students were eager to come to camp. The school served a high percentage of ESOL students. The teachers served a diverse group of learners and delivered explicit and direct instruction in order to improve learning. Daily schedule was individual conferencing/instruction, guided/individual reading, whole group writing, writing conferences and research. District was well organized and had a camp director.

Suggestions:

- Add professional development component to camp for other teachers to observe and debrief.
- Students' attendance was an issue. Utilize incentives and parent contact to increase attendance.

June 11, 2014

District 12

Literacy based, thematic approach to curriculum was implemented for the 6-week summer reading camps. The units of study incorporated science and social studies standards from the grade above as a means of front-loading content for the first 9 weeks of the upcoming school year. An abundance of fiction and nonfiction texts as well as leveled text for use during small group instruction was provided. Dominic was used to monitor student reading progress over the program.

Teachers were hand selected by the district based on effectiveness in reading instruction during the school year. In some classes a teacher taught for three weeks and then a second teacher taught for three weeks. This strategy was used in order to retain the best teachers in reading. Master teachers who currently serve as reading coaches for their school taught two classes. These teachers wanted to “practice” their teaching skills with students so as to be better teachers of teachers.

The district used the summer camp to provide a three-day reading seminar for district K-3 teachers. Topics included quality reading instruction, assessment for reading, evaluation of reading assessment data, and the purposeful use of data in assigning interventions. After completing the reading seminar, participants were being asked to observe classrooms at the summer reading camps. Participants were asked to note connections between seminar and classroom practice as well as facilitate small group reading instruction under the guidance of a master teacher.

All staff was involved in the reading classes. An example is bus drivers were assigned to classes and assisted the teacher by reading with students.

Suggestions:

- Find ways to have access to classroom libraries for all sites.

June 25, 2014

District 13

District was taking the summer reading camps seriously. Students from across the district were invited to one of six sites. Camp sites were limited due to transportation. District provided a coordinator for the program and each site had a supervisor. The district using knowledge of effectiveness of teachers in the regular school year selected teachers. Teachers were provided professional development time prior to the camp to develop units. Various levels of teacher effectiveness were seen in the classrooms.

Teachers used a more traditional approach to reading using balanced literacy as their structure. District did not use SC Department of Education’s unit on western movement but created their own thematic units on the American Revolution. It fit nicely with July 4th. By using this theme,

the district front loaded content the students would be see in 4th grade so they would be familiar with the concepts and vocabulary. Classes incorporated the Writers Workshop in the writing component. District used Dominie as its progress monitor.

The media centers and computer labs were available for students in the camp. The district reported attendance was an issue.

Suggestions:

- Strengthen program by partnering with businesses/community to enhance resources and support for camp

July 30, 2014

District 14

During the site visit, it was observed that the teachers were well organized, skilled and prepared to deliver quality instruction. Each teacher was considered highly qualified and had shown growth with struggling readers. The teachers served a diverse group of learners and delivered explicit and direct instruction in order to improve learning. Through the use of a skill based program, student's individual needs appeared to be addressed. Weekly reports are provided to parents with updates on individual student progress. Students had daily conferences with teachers. Use of technology was evident and appropriate. The camp offered to rising 3rd through 5th graders. Combined finances from Title 1, 21st Century Grant and state reading funds. Grants were written to local sources for field trips.

Suggestions:

- Camp was 7 ½ weeks. Shorten camp to be able to recruit teachers and increase student attendance.
- Standardize progress monitoring throughout camp.
- Feeding sites limited school choices for camps.

July 28, 2014

District 15

Reading camps were offered to all ESOL students and rising fourth graders. The district identified teachers. Teacher effectiveness was not evident.

No student data was provided. Teachers used May scores from STAR as starting point for growth. The district was planning on posttest using STAR in the beginning of school.

No skill information was identified for students and teachers were left to identify these needs on their own. Teachers were from other schools and didn't have all the materials as other teachers from the campsite.

Suggestions:

- Overall, teachers needed additional training in implementing a focused reading class.
- The selection of teachers needs modification.
- The structure of the program needs attention by district.

August 4, 2014

District 16

The camp consisted of single class of 11 students with one teacher and one assistant. Teacher appeared to be highly effective. Classroom was organized with leveled texts, teacher was using materials appropriately and students were engaged. It appeared that the students were receiving good instruction on phonics, vocabulary and comprehension.

Teacher reported no access to progress monitoring instrument for the program. She was to use STAR but it was not available online. She was familiar with Dominie but did not have access to the kit.

Daily schedule was individual conferencing/instruction, guided/individual reading, whole group writing, writing conferences and research. Concerns expressed were related to other groups of students in the building who were in activity-oriented classes. Reading camp students felt they were being punished. Daily attendance of students was a challenge Teacher felt the research component being too advanced for her level of students. Too much structure without time for arts, physical activity, etc. was a challenge but we made the schedule more flexible. The teacher felt the students seemed to enter the program with low concepts about reading, but during the last week, it was evident that the program improved their concepts about reading as well as improve their self-concepts. They seemed to be willing to share what was learned regarding strategies.

Suggestions:

- Move site away from other summer school activities so students will not feel intimidated.
- Ensure progress monitoring instrument is available to teachers.

June 23, 2014

District 17

Camp was composed of 24 third grade students. School also housed summer school for 1st, 2nd, 3rd, 4th and 5th grades for a total of 102 students. Only 10 students were identified as summer camp students. The camp was using Logics of English, however, professional development to implement the program was not noted. The camp was focused on phonics. Students had access to books from the summer book fair and the library reading program.

Students had access to computers and used I-Station as an intervention. District used STAR as its progress-monitoring instrument. The district based on certification and effective teaching in reading selected teachers. The program could have been better organized. Delays in student instruction were evident by poor management. Students were in the lab but could not log on, students entered the classroom with no directions, and lots of down time evident.

Suggestions:

- Prior planning for the camp would provide for a better teaching and learning environment.
- Standardize the progress monitoring process.

July 22, 2014

District 18

The district selected the teachers based on prior effectiveness with reading. District provided a summer reading camp contact on site. Teacher effectiveness was not consistent. However, the coordinator for the reading camp was very enthusiastic and the program was well managed. The district provided one site for the camp and had six second grade classes and five third grade classes serving a total of 127 students. District noted that attendance had been an issue. District used American Book Company's 100 Book Challenge to motivate students to read. District had a parent night prior to the start of the camp to provide an orientation to parents regarding the camp and the importance of getting their children to attend. District used reading logs to document student reading at home and provided incentives for students.

Suggestions:

- Consider strategies to recruit effective teachers of reading.

July 21, 2014

District 19

The district sponsored a large summer program offered summer. The summer reading camp was an addition to the Summer Learning Academy for third, fourth and fifth graders. The students enrolled in the summer reading camp participated in some of the activities of the Summer Learning Academy and were pulled in small groups for the reading portion of the instruction.

Fifty-seven students were enrolled in the summer reading camp at in five classes at two sites. About half the students invited to the reading camp actually participated. Instruction was based on the needs of the students including leveled literacy instruction, guided reading, and small group instruction - integrated science/social studies. Both the media center and the computer lab were available to the students. The district used the American Book Company's 100 Book Challenge to motivate and increase interest in student's reading. The district used Fountas and

Pinnell's leveled literacy instruction as their intervention and DRA as its progress-monitoring instrument.

Suggestions:

- Focus instruction for summer reading camp students on reading.

July 15, 2014

District 20

The camp was very well organized and staffed. I was impressed with the level of attention to all aspects of the program. Three sites were used throughout the district with a total of ten classes serving 75 students. The teachers were selected based on past experiences with struggling readers, and their certification. Instructional materials used included Stephanie Harvey's Comprehension Toolkits Grs. 3-6, Fountas and Pinnell's Leveled Literacy Intervention; Learning A-Z.com Online leveled text and Books, resources from media center. The district used Fountas and Pinnell as its progress monitor instrument. MAP was also used to show growth. A strength of this camp was the partnerships with the community including Parent Workshops, Speaking with Students-Provided materials/literature; District Student Nutrition Services, DHEC, Verizon Wireless, BI-LO, Panera Bread, DSS, Wal-Mart Vision Center, Family Dental Cent4r, Richland County Public Library, Dr. Bradee, DDE.

Suggestions:

- Consider using the camp as a time to provide professional development to other teachers in the district.