

AGENDA

Special Reading Subcommittee

May 20, 2013

9:30 AM, Room 201, Blatt Building

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| I. | Call to Order | Barbara Hairfield |
| II. | Approval of Minutes from March 18, 2013 | Barbara Hairfield |
| III. | Review of Pending Legislation | Melanie Barton |
| IV. | Survey of School Districts | Melanie Barton |

Neil C. Robinson, Jr.
CHAIR

Barbara B. Hairfield
VICE CHAIR

J. Phillip Bowers

Dennis Drew

Mike Fair

Nikki Haley

R. Wesley Hayes, Jr.

Alex Martin

John W. Matthews, Jr.

Daniel B. Merck

Joseph H. Neal

Andrew S. Patrick

Evelyn R. Perry

J. Roland Smith

Ann Marie Taylor

John Warner

David Whittemore

Mick Zais

Members:

Ms. Barbara Hairfield, Chair

Mr. Phillip Bowers

Sen. Mike Fair

Mr. Alex Martin

Mr. David Whittemore

Melanie D. Barton
EXECUTIVE DIRECTOR

Minutes
Special Reading Subcommittee
Monday, March 18, 2013
10:00 a.m.
Room 409 of the Blatt Building

Members in Attendance: Ms. Barbara Hairfield (Chair); Mr. Phillip Bowers; Sen. Mike Fair; Mr. Alex Martin and Mr. David Whittemore

EOC Staff in Attendance: Mrs. Melanie Barton; Dr. Kevin Andrews; Ms. Hope Johnson-Jones; and Mrs. Dana Yow

Welcome and Introductions

Ms. Hairfield called the meeting to order.

Systemic Reading Initiative for SC and Review of Legislation

Ms. Hairfield called upon Mrs. Barton to provide a summary of S.516, legislation introduced to implement a systemic reading initiative. Mrs. Barton went through a document that included S.516, a summary of the key components and issues that could be clarified further. Members asked questions and discussed the bill.

Sen. Fair asked how adoption or implementation of Common Core State Standards in ELA in Florida impacted their program. Sen. Fair also pointed out that Legacy Charter in Greenville provides similar intensive instruction to struggling readers and provided for in the bill. Similarly, Senator Fair pointed out that early childhood initiatives like the Nurse Family Partnership programs could be used to improve early literacy.

Mr. Bowers provided comments and questions that teachers in Pickens County had. The teachers agreed that more researched-based professional development is needed on an on-going basis. Mr. Bowers noted that if additional requirements are placed on schools and districts that have a cost then schools should be asked to stop doing other initiatives and repurposing funds. Mr. Bowers also asked about transportation to summer reading camps. Mrs. Barton replied that since bus transportation is a state function, the state would have to provide transportation which would be an added cost. Mr. Bowers asked if staff could determine where in which districts the 2,886 children who scored Not Met 1 in 2012 attend school. Mr. Bowers also asked about the regional coordinating councils of the Education and Economic Development Act as partners in the reading initiative.

Senator Fair recommended that the staff contact all districts to get their input on the bill and then at the next meeting of the Special Reading Subcommittee discuss the responses.

Special Guest

Dr. Robert Scott, former Texas Education Commission addressed the subcommittee. Dr. Scott discussed the issues that led to Texas not adopting the Common Core State Standards and the actions taken by Texas to develop college readiness standards and assessments for its five million children. Dr. Scott did mention that the costs of assessment and the costs of technology are issues that are causing states like Alabama and Utah to drop out of the national consortia.

Mrs. Hairfield noted that one of the driving forces of the assessment movement is to provide a level playing field so that the academic achievement of students in South Carolina can be compared to students in other states.

There being no further business the meeting was adjourned.

Reading Legislation

S.516 (Companion bill, H.3926)	H.3994	
<p>Whereas, the South Carolina General Assembly finds that national research has documented that students unable to comprehend grade-appropriate text struggle in all their courses; and</p> <p>Whereas, the South Carolina General Assembly finds that while reading typically has been assessed through standardized tests beginning in third grade, research has found that many struggling readers reach preschool or kindergarten with low oral language skills and limited print awareness. Once in school, they and other students fail to develop proficiency with decoding or comprehension because of inadequate instruction; and</p> <p>Whereas, the South Carolina General Assembly finds that research has also shown that students who have difficulty comprehending texts struggle academically in their content area courses but seldom receive effective instructional intervention during middle and high school to improve their reading comprehension. These are the students least likely to graduate; and</p> <p>Whereas, the South Carolina General Assembly finds that one recent longitudinal study found that students reading below grade level at the end of third grade were six times more likely to leave school without a high school diploma; and</p> <p>Whereas, the South Carolina</p>	<p>Whereas, the South Carolina General Assembly finds that national research has documented that students unable to comprehend grade appropriate text struggle in all their courses; and</p> <p>Whereas, the South Carolina General Assembly finds that while reading typically has been assessed through standardized tests beginning in third grade, research has found that many struggling readers reach preschool or kindergarten with low oral language skills and limited print awareness. Once in school, they and other students fail to develop proficiency with reading and comprehension because of inadequate instruction and engaged practice; and</p> <p>Whereas, the South Carolina General Assembly finds that research has also shown that students who have difficulty comprehending texts struggle academically in their content area courses but seldom receive effective instructional intervention during middle and high school to improve their reading comprehension. These are the students least likely to graduate; and</p> <p>Whereas, the South Carolina General Assembly finds that one recent longitudinal study documented that students reading below grade level at the end of third grade were six times more likely to leave school without a high school diploma; and</p> <p>Whereas, the South Carolina</p>	

Reading Legislation

<p>General Assembly finds that reading proficiency is a fundamental life skill vital for the educational and economic success of our citizens and State. In accordance with the ruling of the South Carolina Supreme Court that all students must be given “an opportunity to acquire the ability to read, write, and speak the English language,” we find that all students must be given high quality instruction in order to learn to read, comprehend, write, speak, listen and use language effectively across all content areas; and</p> <p>Whereas, to guarantee that all students exhibit these abilities and behaviors, the State of South Carolina must implement a comprehensive and strategic approach to reading proficiency for students in prekindergarten through twelfth grade that begins when each student enters the public school system and continues until he or she graduates. Now, therefore,</p> <p>Be it enacted by the General Assembly of the State of South Carolina:</p> <p>SECTION 1. Title 59 of the 1976 Code is amended by adding:</p> <p style="text-align: center;">“CHAPTER 155</p> <p style="text-align: center;">South Carolina Read to Succeed Act</p> <p>Section 59-155-110. There is established the South Carolina Read to Succeed Office to offer a</p>	<p>General Assembly finds that reading proficiency is a fundamental life skill vital for the educational and economic success of our citizens and State. In accordance with the ruling of the South Carolina Supreme Court that all students must be given “an opportunity to acquire the ability to read, write, and speak the English language,” we find that all students must be given high quality instruction and engage in ample time actually reading and writing in order to learn to read, comprehend, write, speak, listen and use language effectively across all content areas; and</p> <p>Whereas, to guarantee that all students exhibit these abilities and behaviors, the State of South Carolina must implement a comprehensive and strategic approach to reading proficiency for students in prekindergarten through twelfth grade that begins when each student enters the public school system and continues until he or she graduates. Now, therefore,</p> <p>Be it enacted by the General Assembly of the State of South Carolina:</p> <p>SECTION 1. Title 59 of the 1976 Code is amended by adding:</p> <p style="text-align: center;">“CHAPTER 155</p> <p style="text-align: center;">South Carolina Read to Succeed Act</p> <p>Section 59-155-110. There is established within the Department of Education the</p>	
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Reading Legislation

<p>comprehensive, systemic approach to reading which will ensure that:</p> <p>(1) classroom teachers, using text-based assessment measures that inform curriculum and instruction, provide students access to diverse text and ample time to read those texts, develop curriculum and provide instruction which will ensure that all students can comprehend grade-appropriate texts;</p> <p>(2) classroom teachers periodically reassess their curriculum and instruction to determine if they are helping each student progress as a proficient reader and make modifications as appropriate;</p> <p>(3) each student who cannot yet comprehend grade-appropriate texts identified as early as possible and at all stages of his or her educational process;</p> <p>(4) each student receives targeted, effective comprehension support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can comprehend grade-appropriate texts;</p> <p>(5) each student and his parent or guardian is continuously informed in writing of:</p> <p>(a) the student's reading proficiency needs, progress, and ability to comprehend grade-appropriate texts;</p> <p>(b) specific actions the classroom teacher and other reading professionals have taken</p>	<p>South Carolina Read to Succeed Office to implement a comprehensive, systemic approach to reading which will ensure that:</p> <p>(1) classroom teachers, using text based assessment measures that inform curriculum and instruction, provide students access to diverse text and ample time to read those texts, develop curriculum and provide instruction which will ensure that all students can comprehend grade-appropriate texts;</p> <p>(2) classroom teachers periodically reassess their curriculum, instruction, and engagement of students based on assessment data with text to determine if they are helping each student progress as a proficient reader and a proficient writer and make modifications as appropriate;</p> <p>(3) each student who cannot yet comprehend grade appropriate texts is identified and served as early as possible and at all stages of his or her educational process;</p> <p>(4) each student receives targeted, effective comprehension support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can comprehend grade appropriate texts;</p> <p>(5) each student reading significantly below grade level and his parent or guardian are continuously informed in writing of:</p> <p>(a) the student's reading proficiency needs, progress, and ability to comprehend and write grade-appropriate text;</p> <p>(b) specific actions the classroom teacher and other</p>	
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<p>and will take to help the student comprehend grade-appropriate texts; and</p> <p>(c) specific actions that the parent or guardian can take to help the student comprehend grade-appropriate texts by providing access to books, assuring time for the student to read independently, reading to students, and talking with student about books;</p> <p>(6) classroom teachers receive preservice and in-service coursework which prepares them to help all students comprehend grade-appropriate texts;</p> <p>(7) all students develop reading and writing proficiency to prepare them to graduate and to succeed in career and postsecondary education; and</p> <p>(8) each school district and each school develops and publishes annually a comprehensive research-based reading plan that includes intervention options available to students and funding for these services.</p> <p>Section 59-155-120. As used in this chapter:</p> <p>(1) 'Department' means the State Department of Education.</p> <p>(2) 'Board' means the State Board of Education.</p> <p>(3) 'Readiness assessment' means assessments used to analyze students' literacy, mathematical, physical, social, and emotional-behavioral competencies in prekindergarten or kindergarten.</p> <p>(4) 'Research-based formative assessment' means assessments used within the school year to analyze strengths and weaknesses in reading comprehension of students</p>	<p>reading professionals have taken and will take to help the student comprehend and write grade-appropriate texts; and</p> <p>(c) specific actions that the parent or guardian can take to help the student comprehend and write grade appropriate text by providing access to books, assuring time for the student to read independently, reading to students, and talking with student about books and their writing;</p> <p>(6) classroom teachers receive preservice and in-service coursework which prepares them to help all students comprehend grade appropriate text;</p> <p>(7) all students develop reading and writing proficiency to prepare them to graduate and to succeed in post-secondary education and careers; and</p> <p>(8) each school district and each school develops and publishes annually a comprehensive research based reading plan that includes intervention options available to students and funding for these services.</p> <p>Section 59-155-120. As used in this chapter:</p> <p>(1) 'Department' means the State Department of Education.</p> <p>(2) 'Board' means the State Board of Education.</p> <p>(3) 'Readiness assessment' means assessments used to analyze students' literacy, mathematical, physical, social, and emotional behavioral competencies in prekindergarten or kindergarten.</p> <p>(4) 'Research based formative assessment' means assessments used throughout the school year to analyze the strengths and weaknesses in reading skills and comprehension</p>	
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<p>individually to adapt instruction to meet student needs, make decisions about appropriate intervention services, and inform placement and instructional planning for the next grade level.</p> <p>(5) ‘Summative assessment’ means state-approved assessments administered in grades three through eight and any statewide assessment used in grades nine through twelve to determine student mastery of grade-level or content standards.</p> <p>(6) ‘Content area reading’ means reading grade-appropriate text across various disciplines and content areas including, but not limited to, English language arts, science, mathematics, social studies, and career and technology education.</p> <p>(7) ‘Reading interventions’ means individual or group assistance in the classroom and supplemental support based on curricular and instructional decisions made by classroom teachers and by reading interventionists who have an add-on reading endorsement. Teachers make these research-based decisions when planning and carrying out whole group, small group, and one-on-one instruction.</p> <p>(8) ‘Reading proficiency’ means the ability of students to meet state reading standards in kindergarten through grade twelve, demonstrated by readiness, formative or summative assessments.</p> <p>(9) ‘Reading proficiency skills’ means the ability to understand how written language works at the word, sentence, paragraph, and text level and mastery of the skills, strategies, and oral and written language</p>	<p>of each student in order to adapt instruction to meet individual student needs, make decisions about appropriate intervention services, and inform placement and instructional planning for the next grade level.</p> <p>(5) ‘Summative assessment’ means state approved assessments administered in grades three through eight and any statewide assessment used in grades nine through twelve to determine student mastery of grade level content standards.</p> <p>(6) ‘Content area reading’ means reading text across various disciplines and content areas including, but not limited to, English language arts, science, mathematics, social studies, and career and technology education.</p> <p>(7) ‘Reading interventions’ means individual or group assistance in the classroom and supplemental support based on curricular and instructional decisions made by classroom teachers and by reading interventionists who have an add on Literacy Teacher endorsement. Teachers make these research based decisions when planning and carrying out whole group, small group, and one on one instruction.</p> <p>(8) ‘Reading proficiency’ means the ability of students to meet state reading standards in kindergarten through grade twelve, demonstrated by readiness, formative or summative assessments.</p> <p>(9) ‘Reading proficiency skills’ means the ability to understand how written language works at the word, sentence, paragraph, and text level and mastery of the skills, strategies, and oral and written language needed to</p>	
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<p>needed to comprehend grade-appropriate texts.</p> <p>(10) ‘Third-grade reading proficiency’ means the ability to read grade-appropriate texts by the end of a student’s third grade year as demonstrated by the results of state-approved assessments administered to third grade students, or through other assessments as noted in this chapter and adopted by the board.</p> <p>(11) ‘Substantially fails to demonstrate third-grade reading proficiency’ means reading at levels in the bottom ten percent of the grade-level standards.</p> <p>(12) ‘Summer reading camp’ means an educational program offered in the summer by each local school district for students who are unable to comprehend grade-appropriate texts.</p> <p>(13) ‘Reading portfolio’ means a compilation of independently produced student work and assessments selected by the student’s teacher and verified by the teacher and principal, as providing an accurate picture of the student’s ability to comprehend grade-appropriate texts. The portfolio must constitute an organized collection of evidence of the student’s mastery of the state’s reading standards.</p>	<p>comprehend grade appropriate texts.</p> <p>(10) ‘Third grade reading proficiency’ means the ability to read grade appropriate texts by the end of a student’s third grade year as demonstrated by the results of state approved assessments administered to third grade students, or through other assessments as noted in this chapter and adopted by the board.</p> <p>(11) ‘Writing proficiency skills’ means the ability to communicate information, analysis and persuasive points of view effectively in writing</p> <p>(12) ‘Substantially not demonstrating reading proficiency’ means reading at levels that are equal to or comparable to the level of Not Met 1 on the Palmetto Assessment of State Standards (PASS).</p> <p>(13) ‘Summer reading camp’ means a reading program offered in the summer by each local school district for students who are substantially not demonstrating reading proficiency in grade-appropriate text.</p> <p>(14) ‘Reading portfolio’ means a compilation of independently produced student work and assessments selected by the student’s teacher and verified by the teacher and principal, as providing an accurate picture of the student’s ability to comprehend grade appropriate texts. The portfolio must constitute an organized collection of evidence of the student’s mastery of the state reading standards.</p>	
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<p>Section 59-155-130. (A) The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions including, but not limited to:</p> <p>(1) providing professional development to teachers, school principals, and other administrative staff on reading instruction and reading assessment that informs instruction;</p> <p>(2) providing professional development to teachers, school principals, and other administrative staff on reading in content areas;</p> <p>(3) working collaboratively with institutions of higher learning offering courses in reading and writing and those institutions of education offering accredited master's degrees in reading-literacy to design coursework leading to a literacy coach add-on endorsement by the State;</p> <p>(4) providing professional development in reading and coaching for already certified literacy coaches;</p> <p>(5) developing information and resources that school districts can use to provide workshops for parents about how they can support their children as readers;</p> <p>(6) assisting school districts in the development and implementation of their district reading proficiency plans for researched-based reading instruction programs and to assist each of their schools to develop its own implementation plan</p>	<p>Section 59-155-130. (A) The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions including, but not limited to:</p> <p>(1) organizing and providing professional development to teachers, school principals, and other administrative staff on reading and writing instruction and reading assessment that informs instruction;</p> <p>(2) organizing and providing professional development to teachers, school principals, and other administrative staff on reading and writing in content areas;</p> <p>(3) working collaboratively with institutions of higher learning offering courses in reading and writing and those institutions of higher education offering accredited master's degrees in reading and literacy to design coursework leading to a literacy coach and literacy teacher add on endorsement by the State;</p> <p>(4) providing professional development in reading and writing coaching for already certified literacy coaches;</p> <p>(5) developing information and resources that school districts can use to provide workshops for parents about how they can support their children as readers and writers;</p> <p>(6) supporting school districts in the development and implementation of their district reading proficiency plans for research- based reading and writing instruction and in assisting each of their schools to develop its own implementation</p>	
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<p>aligned with the district and state plans; and</p> <p>(7) annually designing content and questions for and review and approve the reading proficiency plan of each district.</p> <p>(B)(1) The Reading Proficiency Panel is created to assist the Read to Succeed Office as provided in this subsection.</p> <p>(2) The panel must be composed of six individuals selected for having the highest expertise on reading instruction, with three from public or private institutions of higher education nominated by the Commission on Higher Education with recommendations from the education deans of the institution and three who are responsible for their district reading proficiency plans or have exceptional reading expertise. Members of the panel serve terms of two years and may be appointed to successive terms. They may receive no compensation but may receive per diem and mileage as provided for boards and commissions. A vacancy in the panel must be filled in the manner of the original appointment.</p> <p>(3) The Reading Proficiency Panel shall:</p> <p>(a) review, select, and summarize for dissemination basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to educators' research-based</p>	<p>plan aligned with the district and state plans; and</p> <p>(7) designing content and questions annually for district reading proficiency plans and reviewing and approving the reading proficiency plan submitted by each district.</p> <p>(B)(1) The Reading Proficiency Expert Panel is created to assist the Read to Succeed Office as provided in this subsection.</p> <p>(2) The panel must be composed of six individuals selected for having the highest expertise on reading instruction, with three teaching reading and writing in public or private institutions of higher education nominated by the Commission on Higher Education with recommendations from the school of education deans of their institutions and three educators selected by the Read to Succeed Office, including at least one administrator responsible for the district reading plan and literacy coaches or teachers with documented exceptional student reading success. Members of the panel serve terms of two years and may be appointed to successive terms. They may receive no compensation but may receive per diem and mileage as provided for boards and commissions. A vacancy in the panel must be filled in the manner of the original appointment.</p> <p>(3) The Reading Proficiency Expert Panel shall:</p> <p>(a) review, select and summarize for dissemination basic research on reading and writing growth, assessment, and instruction that will contribute to educators' research-based knowledge of reading, guide</p>	
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<p>knowledge of reading, benefit students in this State, and impact policy and practices;</p> <p>(b) provide technical assistance to the department and written guidance to schools for improving reading instruction of students in prekindergarten through twelfth grade; and</p> <p>(c) review and comment, in writing, on the State Reading Proficiency Plan and district and school proficiency plans.</p> <p>Section 59-155-140. (A)(1) The department, in consultation with the Reading Proficiency Expert Panel and with approval by the State Board of Education, will develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement in public schools. The State Reading Proficiency Plan must be approved by the board by January 1, 2014 and must include, but not be limited to, sections addressing the following components:</p> <p>(a) reading process;</p> <p>(b) professional development to increase teacher reading expertise;</p> <p>(c) professional development to increase reading expertise and literacy leadership of principals and assistant</p>	<p>policy and practices, and thereby benefit students in South Carolina;</p> <p>(b) advise and provide to the Read to Succeed Office technical assistance and written guidance for schools in improving reading instruction of students in preschool through grade twelve;</p> <p>(c) review and comment, in writing, on the State Reading Proficiency Plan and district and school proficiency plans; and</p> <p>(d) assist the Read to Succeed Office in gathering information from teachers, reading interventionists, reading coaches, university reading professors and the reading research literature about the effectiveness of efforts to achieve high levels of reading proficiency.</p> <p>Section 59-155-140. (A)(1) The department, in consultation with the Reading Proficiency Expert Panel and with approval by the State Board of Education, will develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement in public schools. The State Reading Proficiency Plan must be approved by the board by February 1, 2014, and must include, but not be limited to, sections addressing the following components:</p> <p>(a) urgency to improve reading proficiency;</p> <p>(b) reading process;</p> <p>(c) professional development to increase teacher reading expertise;</p>	
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<p>principals; (d) reading instruction;</p> <p>(e) reading assessment; (f) volume of reading; (g) content area reading; (h) writing; (i) support for struggling readers; (j) early childhood interventions; (k) family support of literacy development; (l) district guidance and support for reading proficiency; (m) state guidance and support for reading proficiency; (n) accountability; and</p> <p>(o) urgency to improve reading proficiency.</p> <p>(2) The 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.</p> <p>(3) The plan must include specific plans for all substantial</p>	<p>(d) professional development to increase reading expertise and literacy leadership of principals, assistant principals, and district administrators;</p> <p>(e) reading instruction; (f) reading assessment; (g) volume of reading; (h) content area reading; (i) support for struggling readers; (j) early childhood literacy development; (k) writing;</p> <p>(l) family support of literacy development; (m) district guidance and support for reading proficiency; (n) state guidance and support for reading proficiency; and</p> <p>(o) accountability of all students, parents and educators to improve reading proficiency.</p> <p>(2) The plan must be based on reading research and proven effective practices, applied to the current conditions prevailing in reading and writing education in this State, with special emphasis on addressing instructional and institutional weaknesses that can be remedied through faithful implementation of research based practices designed to engage students fully and effectively in reading and writing text. 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.</p> <p>(3) The plan must include specific details and explanations</p>	
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<p>uses of state, local, and federal funds promoting reading-literacy and best judgment estimates of the cost of research-supported, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department in consultation with the South Carolina Reading Proficiency Expert Panel for incorporation into the plan.</p> <p>(B)(1) Beginning in Fiscal Year 2014-2015, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. Each district's PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district should develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years.</p> <p>(2) Each district PK-12 reading proficiency plan shall:</p> <p>(a) document the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers</p>	<p>for all substantial uses of state, local, and federal funds promoting reading literacy and best judgment estimates of the cost of research supported, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department in consultation with the South Carolina Reading Proficiency Expert Panel for incorporation into the plan.</p> <p>(B)(1) Beginning in Fiscal Year 2014-2015, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the State Reading Plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. The plan should be a component of the district's strategic plan required by Section 59-18-1310. Each district's PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district should develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years.</p> <p>(2) Each district PK-12 reading proficiency plan shall:</p> <p>(a) present a data-based analysis of student progress toward reading proficiency by appropriate grade spans;</p>	
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<p>who are not able to comprehend grade-appropriate texts. Supplemental instruction should be provided by teachers who have a literacy coach add-on endorsement and offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both;</p> <p>(b) include a system for helping parents understand how they can support the student as a reader at home;</p> <p>(c) provide for the monitoring of reading achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;</p> <p>(d) document the amount of time students spend reading and writing including:</p> <p>(i) the amount of classroom time students spend engaged directly in reading;</p> <p>(ii) the amount of time students spend reading outside of school during the school year, including before or after school in reading clubs, on homework, and through voluntary reading; and</p> <p>(iii) the amount of time students spend reading during the summer which prevents summer loss of reading proficiency, and because writing effectively improves reading proficiency, districts must emphasize the volume and types of writing which enables achievement of</p>	<p>(b) document the reading and writing assessment and instruction planned for all prekindergarten through grade twelve students and the interventions in preschool through grade twelve to be provided to struggling readers and writers who substantially are not demonstrating proficiency in comprehending and writing grade-appropriate text;</p> <p>(c) explain the district's system for helping parents understand how they can support the student as a reader and writer at home;</p> <p>(d) provide for the monitoring of reading and writing achievement and growth at the classroom, school and district levels with decisions about intervention based on all available data. Data-based instructional decisions should be made through collaborative district and individual school data teams comprised of appropriate representatives of school administrators, classroom and interventionist teachers, curriculum coordinators, special education teachers, and other support staff;</p>	
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<p>the State English language arts academic standards, and the volume of both reading and writing should be documented to include the time, frequency and duration, including coordination across content areas;</p> <p>(e) ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;</p> <p>(f) provide teacher training in reading and writing instruction; and</p> <p>(g) include strategically planned and developed partnerships with county libraries, volunteers, social organizations and school media specialists to promote reading.</p>	<p>(e) document the amount of time students spend reading and writing including:</p> <p style="padding-left: 20px;">(i) the amount of classroom time students spend engaged directly in reading;</p> <p style="padding-left: 20px;">(ii) the amount of time students spend reading outside of school during the school year, including before or after school in reading clubs, on homework, and through voluntary reading;</p> <p style="padding-left: 20px;">(iii) the amount of time students spend reading during the summer which prevents summer loss of reading proficiency;</p> <p style="padding-left: 20px;">(iv) the volume and types of writing compared with what is necessary for achievement of the State English language arts academic standards; and</p> <p style="padding-left: 20px;">(v) the volume of reading and writing across content areas including the time, frequency and duration;</p> <p>(f) ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;</p> <p>(g) provide for teacher training in reading and writing instruction critical for implementing the district and school plans and thereby for the success of students in achieving reading proficiency; and</p> <p>(h) include strategically planned and developed partnerships with county libraries, volunteers, social organizations and school media</p>	
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<p>(3)(a) The Read to Succeed Office shall develop the format for the plan and the deadline for districts to submit their plans to the office for its approval. A school district that does not submit a plan or whose plan is not approved will receive no state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the Read to Succeed Office. The office will provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.</p> <p>(b) The Read to Succeed Office will monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.</p> <p>(c) The department may direct a district that is persistently unable to prepare an acceptable PK-12 reading proficiency plan or to help all students comprehend grade-appropriate texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.</p> <p>(C) Each school must prepare an implementation plan aligned with the plan of its district to enable the district to monitor and support implementation at the school level. A school plan should be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other</p>	<p>specialists to promote reading.</p> <p>(3)(a) The Read to Succeed Office will develop the format for the plan and the deadline for districts to submit their plans to the office for its approval. A school district that does not submit a plan or whose plan is not approved will receive no state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the Read to Succeed Office. The office will provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.</p> <p>(b) The Read to Succeed Office will monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.</p> <p>(c) The Read to Succeed Office may direct a district that is persistently unable to prepare an acceptable PK-12 reading proficiency plan or to help all students comprehend grade appropriate texts to enter into a multi district or contractual arrangement to develop an effective reading proficiency plan.</p> <p>(C) Each school must prepare an implementation plan aligned with the plan of its district to enable the district to monitor and support implementation at the school level. The school plan should be a component of the school's strategic plan required by Section 59-18-1310. A school plan should be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other</p>	
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<p>instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its plan the training and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.</p> <p>Section 59-155-150. (A) The State Superintendent of Education shall ensure that every student entering the public schools for the first time in prekindergarten and kindergarten will be administered a readiness screening by the forty-fifth day of the school year. The screening must assess each child's early language and literacy development, mathematical thinking, physical well-being, and social-emotional development. The screening may include multiple assessments, all of which must be approved by the board. The approved assessments of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the screenings is to provide teachers and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, health problems, and concerning appropriate instruction for each child. The results of the screenings and the developmental intervention strategies recommended to</p>	<p>activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its plan the training and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.</p> <p>Section 59-155-150. (A) The State Board of Education shall ensure that every student entering the public schools for the first time in prekindergarten and kindergarten will be administered a readiness screening by the forty fifth day of the school year. The screening must assess each child's early language and literacy development, mathematical thinking, physical wellbeing, and social emotional development. The screening may include multiple assessments, all of which must be approved by the board. The approved assessments of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the screenings is to provide teachers, administrators, and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, and health needs, and providing appropriate instruction and support for each child. The results of the screenings and the developmental intervention strategies recommended to address the</p>
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<p>address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language skills are assessed to be below the norm of their peers in the State must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The results of each screening also must be reported to the Read to Succeed Office through an electronic information system.</p> <p>(B) Any PK-3 student who exhibits significant difficulties with reading grade-appropriate texts, based upon formal diagnostic assessments or through teacher observations, must be provided intensive in-class and supplemental reading intervention immediately upon determination. The intensive interventions must be provided as individualized and small group assistance based on the analysis of assessment data. All sustained interventions must be aligned with the district's reading proficiency plan. The district must continue to provide intensive in-class intervention and supplemental intervention until the student can comprehend grade-appropriate texts independently. In addition, the parent or guardian of the student must be notified, in writing, of the child's inability to read grade-appropriate texts and of the planned interventions. The results of the initial assessments and progress monitoring also must be provided to the Read to Succeed Office through an electronic student reading</p>	<p>child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language and emergent literacy skills are assessed to be below the national standards for the same grade-students must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The results of each screening also must be reported to the Read to Succeed Office through an electronic information system.</p> <p>(B) Any PK-3 student who is substantially not demonstrating proficiency in reading grade appropriate text, based upon formal diagnostic assessments or through teacher observations, must be provided thirty minutes daily of intensive in class and supplemental reading intervention upon determination. The intensive interventions must be provided as individualized and small group assistance based on the analysis of assessment data. All sustained interventions must be aligned with the district's reading proficiency plan. These interventions must be in addition to the ninety-minutes of daily uninterrupted reading and reading instruction provided to all students in kindergarten through grade three. The district must continue to provide intensive in class intervention and supplemental intervention until the student can comprehend and write grade appropriate text independently. In addition, the parent or guardian of the student must be notified in writing that the child is substantially not yet able to read grade-appropriate</p>	
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<p>progress monitoring data system for individually identified child reading data which can be linked and compared over time to evaluate progress.</p> <p>(C) At the end of prekindergarten, kindergarten, first grade, or second grade, students identified as having significant problems reading grade-appropriate texts must be provided summer reading camps. A parent or guardian of a student who does not demonstrate the ability to comprehend texts appropriate for his grade level must make the final decision regarding the student's participation in the summer camp. Summer camps must be six to eight weeks long for four or five days each week and include at least five and one-half hours of instructional time daily. The camps must be taught by compensated, licensed teachers who have demonstrated substantial success in helping students comprehend grade-appropriate texts.</p> <p>(D) Programs that focus on early childhood literacy development in the State are required to promote:</p> <ul style="list-style-type: none">(1) parent training and support for parent involvement in developing children's literacy; and(2) development of oral language, print awareness, and emergent writing; and are encouraged to promote community literacy including, but not limited to, primary health	<p>text and of the planned interventions. The results of the initial assessments and progress monitoring also must be provided to the Read to Succeed Office through an electronic student reading progress monitoring data system for individually identified child reading data which can be linked and compared over time to evaluate progress.</p> <p>(C) At the end of prekindergarten, kindergarten, first grade, or second grade, students substantially not demonstrating proficiency in reading must be provided summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer camp. Summer camps must be six to eight weeks long for four or five days each week and include at least five and one half hours of instructional time daily. The camps must be taught by compensated teachers with a Literacy Teacher add-on endorsement who have demonstrated substantial success in helping students comprehend grade-appropriate texts.</p> <p>(D) Programs that focus on early childhood literacy development in the State are required to promote:</p> <ul style="list-style-type: none">(1) parent training and support for parent involvement in developing children's literacy; and(2) development of oral language, print awareness, phonemic awareness, and emergent writing. Early childhood literacy programs also are encouraged to promote the	
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<p>care providers, faith-based organizations, county libraries, and service organizations.</p> <p>Section 59-155-160. (A) Beginning with the 2015-2016 school year, a student must be retained in the third grade if the student fails substantially to demonstrate third-grade reading proficiency at the end of the third grade. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:</p> <p>(1) with limited English proficiency and less than two years of instruction in English as a Second Language program;</p> <p>(2) with disabilities whose individualized education program indicates the use of alternative assessments or alternative reading interventions and students whose reading comprehension level is determined to match their low cognitive ability;</p> <p>(3) who demonstrate third-grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading or after a student's participating in a summer reading camp;</p> <p>(4) who have received</p>	<p>efforts of community literacy partners including, but not limited to, primary health care providers, faith based organizations, county libraries, and service organizations. Guidelines and training to support parents and community literacy organizations will be developed by the Read to Succeed Office.</p> <p>Section 59-155-160. (A) If a student is substantially not demonstrating progress toward achieving third-grade reading proficiency at the beginning of the third grade, his parent or guardian must be notified in writing that the student may be retained unless exempted from mandatory retention for good cause. Such notification must be provided not later than the beginning of the third grade and at the end of the first and second grading periods. The parent or guardian may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child. The written notification must include a description of the proposed reading interventions that will be provided to help the student comprehend grade appropriate texts. The parent, guardian, or other education advocate must receive written reports at least monthly on the student's progress towards being able to read grade appropriate texts based upon the student's classroom work, observations, tests, text-based assessment, and other information. The parent, guardian, or education advocate also must be provided with a plan for promoting reading at home,</p>
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<p>reading intervention and were previously retained; and</p> <p>(5) who through a reading portfolio demonstrate third-grade reading proficiency. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in a summer reading camp. Guidelines and standards for the reading portfolio and review process will be established by the board.</p> <p>(B) The superintendent of the local school district must determine whether a student in the district may be exempt from the mandatory retention by taking all of the following steps:</p> <p>(1) The teacher of a student eligible for exemption must submit to the principal documentation on the proposed exemption and evidence that promotion of the student is appropriate based on the student's academic record. This evidence must be limited to the student's individual reading proficiency plan, individual education program, alternative assessments, or student reading portfolio.</p> <p>(2) The principal must review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal must submit a written recommendation for promotion to the district superintendent for final determination.</p> <p>(3) The district superintendent's acceptance or rejection of the recommendation must be in writing and a copy must be provided to the parent or guardian of the child.</p> <p>(C) Students not demonstrating third-grade</p>	<p>including participation in shared or guided reading workshops for the parent, guardian, education advocate or other family members. Supplemental tutoring of the retained student must be offered to the parent or guardian to be provided by a teacher with a Literacy Teacher add-on endorsement outside the instructional day.</p> <p>(B) Beginning with the 2016-2017 school year, a student must be retained in the third grade if the student fails substantially to demonstrate third grade reading proficiency at the end of the third grade. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:</p> <p>(1) with limited English proficiency and less than two years of instruction in English as a Second Language program;</p> <p>(2) with disabilities whose individualized education program indicates the use of alternative assessments or alternative reading interventions and students whose reading comprehension level is determined to match their low cognitive ability;</p> <p>(3) who demonstrate third grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading or after a student's participating in a summer reading camp;</p> <p>(4) who have received</p>	
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<p>reading proficiency shall enroll in a summer camp prior to being retained the following school year. Students who demonstrate third-grade reading proficiency through an alternative assessment or student reading portfolio after completing the summer reading camp must be promoted to the fourth grade.</p> <p>(D) Retained students must be provided intensive instructional services and supports including a minimum of ninety minutes of daily, uninterrupted reading and reading instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report through the student reading progress monitoring data system to the Read to Succeed Office on the progress of students in the class at the end of the school year and at other times as required by the office based on the reading progression monitoring requirements of these students.</p> <p>(E) If the student is not demonstrating third-grade reading proficiency by the end of third grade, his parent or guardian timely must be notified, in writing, that the student will be retained unless exempted from mandatory retention for good cause. The parent or guardian may designate another person as</p>	<p>reading intervention and were previously retained; and</p> <p>(5) who through a reading portfolio demonstrate third grade reading proficiency. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in a summer reading camp. Guidelines and standards for the reading portfolio and review process will be established by the board.</p> <p>(C) The superintendent of the local school district must determine whether a student in the district may be determined exempt from the mandatory retention through all of the following steps:</p> <p>(1) The teacher of a student eligible for exemption must submit to the principal documentation on the proposed exemption and evidence that promotion of the student is appropriate based on the student's academic record. This evidence must be limited to the student's individual reading proficiency plan, individual education program, alternative assessments, or student reading portfolio.</p> <p>(2) The principal must review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal must submit a written recommendation for promotion to the district superintendent for final determination.</p> <p>(3) The district superintendent's acceptance or rejection of the recommendation must be in writing and a copy must be provided to the parent or guardian of the child.</p> <p>(4) The student's</p>	
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<p>an education advocate also to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child. The written notification must include a description of the proposed reading interventions that will be provided to help the student comprehend grade-appropriate texts. The parent, guardian, or other education advocate must receive written reports at least monthly on the student's progress towards being able to read grade-appropriate texts based upon the student's classroom work, observations, tests, assessment, and other information. The parent, guardian, or other education advocate also must be provided with a plan for promoting reading at home, including participation in shared or guided reading workshops for the parent, guardian, or other family members. The parent or guardian of a retained student must be offered supplemental tutoring for the retained student in evidenced-based services outside the instructional day.</p>	<p>non-participation in summer camps may be an additional factor considered in the decision of the principal or superintendent.</p> <p>(D) Students not substantially demonstrating third grade reading proficiency will have the opportunity to enroll in a summer camp prior to being retained the following school year. Students who demonstrate third grade reading proficiency through an alternative assessment or student reading portfolio after completing the summer reading camp must be promoted to the fourth grade.</p> <p>(E) Retained students in third grade must be provided intensive instructional services and supports including a minimum of ninety minutes of daily, uninterrupted reading and reading instruction in the classroom and at least thirty minutes per day of supplemental reading support. The classroom and supplemental reading support may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through individual and small group instruction, reduced student-teacher ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report through the student reading progress monitoring data system to the Read to Succeed Office on the progress of retained at the end of the school year and at other times as required by the office based on the reading progress monitoring</p>	
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<p>(F) The board must establish a midyear promotion policy for any retained student in or below third grade who, by November first of the following school year, demonstrates the ability to read grade-appropriate texts through an alternative assessment of reading comprehension or a reading portfolio.</p> <p>Section 59-155-170. (A) To help students develop and apply their reading and writing skills across the school day in all the content areas of English language arts, mathematics, science, social studies, art, career and technology education, and physical and health education, teachers of these content areas must focus on comprehension, analysis, and oral and written expression. Reading and writing to understand and apply content must be the focus of learning at all grade levels. The Read to Succeed program is intended to institutionalize in public schools a comprehensive system to promote high achievement in the content areas described in this chapter through extensive reading and writing. Research-based practices must be employed to promote comprehension skills through, but not limited to:</p> <ol style="list-style-type: none">(1) vocabulary;(2) connotation of words;(3) connotations of words in context with adjoining or prior text;(4) concepts from prior text;(5) personal background knowledge;	<p>requirements of these students.</p> <p>(F) For students in grades four and above who are substantially not demonstrating reading proficiency, interventions will be provided in the classroom and supplementally by teachers with a Literacy Teacher add-on endorsement. This supplemental support will be provided during the school day and, as appropriate, before or after school in book clubs or through a summer reading camp.</p> <p>Section 59-155-170. (A) Students develop and apply their reading and writing skills across the school day in all the content areas of English language arts, mathematics, science, social studies, art, career and technology education, and physical and health education. Teachers at all grade levels but especially in middle and high school content area courses must focus on helping students comprehend content area texts. It is the intent of the Read to Succeed Act that a comprehensive system of instruction promoting high achievement in the content areas through extensive proficient reading and writing be institutionalized in public schools. In order to for students to comprehend grade-appropriate content area texts, they need to be proficient readers able to understand the discipline-specific features of the content-area texts. To be proficient content are readers, students must focus on reading as meaning-making rather than reading at the word level and must stop when something does not make sense and problem-solve at the word, paragraph, chapter and text</p>	
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<p>(6) ability to interpret meaning through sentence structure features;</p> <p>(7) questioning;</p> <p>(8) visualization; and</p> <p>(9) discussion of text with peers.</p> <p>(B) These practices must be mastered by teachers through high quality training and addressed through well-designed and effectively executed assessment and instruction implemented with fidelity to research-based instructional practices presented in the State, district, and school reading plans. All teachers, administrators, and support staff must be trained adequately in reading comprehension in order to perform effectively their roles enabling each student to become proficient in content area reading and writing.</p>	<p>levels. They also need to know how to make sense of information which is new to them. To understand the discipline-specific features of content area texts, students must understand how such texts are organized and how they should be read. To learn from content area texts, students must possess or access appropriate background knowledge about the content. Teachers must use research-based practices which support students in all these areas.</p> <p>(B) In consultation with the Reading Proficiency Expert Panel and with teachers and university professors from each of the content areas, the Read to Succeed Office will define the specific strategies, skills, and knowledge which students must master in order to become proficient in comprehending content area texts. The Read to Succeed Office will review the strategies, skills, and knowledge promoted in research and through high quality professional development training for content area teachers across all disciplines. Based on this review, the Read to Succeed Office must prescribe the strategies and skills expected in the content area reading training courses required for teachers and administrators as specified in Section 59-155-180. The student strategies, skills, and knowledge to be considered by the Read to Succeed Office in consultation with the Reading Proficiency Expert Panel and with content area teachers and professors should include, but not be limited to: vocabulary; connotation of words; connotations of words in context with adjoining or prior text;</p>	
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<p>Section 59-155-180. (A) The department shall modify its preservice educator requirements and enforce certification requirements of teachers certified in this State on the effective date of this act to conform with the requirements of this section.</p> <p>(B) Beginning with the 2014-2015 school year, all preservice teacher education programs must use a modified version of the <i>Literacy: Reading-English Language Standards Second Edition</i> as established by the National Board for Professional Teaching Standards to describe the expertise needed for newly certified teachers at all grade levels. Institutions of higher education in this State must meet the standards set forth by the International Reading Association for preservice Reading Teacher Preparation Programs and must submit documentation to the Reading Proficiency Panel to assure that their programs meet the modified standards. The panel will subsequently make recommendations on</p>	<p>concepts from prior text; personal background knowledge; ability to interpret meaning through sentence structure features; questioning; visualization; discussion of text with peers; and rereading sentences, passages and chapters.</p> <p>Section 59-155-180. (A) As a student progresses through school, reading comprehension in content areas such as science, mathematics, social studies, English language arts and career and technology education is critical to the student's academic success. Therefore, to improve the academic success of all students in PK through grade 12, the State will strengthen its preservice and graduate-level teacher education programs and enforce the add-on certifications specified in subsections (B), (C), and (D).</p> <p>(B) Beginning with the 2014-2015 school year, all preservice teacher education programs must use a modified version of the <i>Literacy: Reading-English Language Standards Second Edition</i> as established by the National Board for Professional Teaching Standards and other such standards approved by the department to describe the expertise needed for newly certified teachers at all grade levels. Institutions of higher education in this State must meet the standards set forth by the International Reading Association for Preservice Reading Teacher Preparation Programs and must submit evidence to the Read to Succeed Office, to the Commission on Higher Education and to the Reading Proficiency Panel to</p>	
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<p>research-based reading and writing to the department for the certification of educators' preservice training and to the Commission on Higher Education for approval of preservice programs.</p> <p>(C) A teacher who receives his initial certification in early childhood education, elementary education, or special education after July 1, 2014 will have six years from the date of initial certification during which he must earn a literacy teacher add-on endorsement to maintain his certification. The first required course must be offered at preservice institution where the teacher is employed during the summer immediately following graduation. Subsequent courses may be offered by distance education at school sites or regional campuses of the institutions of higher education.</p> <p>(D)(1) For teachers certified before July 1, 2014, beginning 2014-2015 and annually thereafter the institutions of higher education that offer a master's in education program in reading-literacy and are accredited by the International Reading Association/National Council for Accreditation of Teacher Education (IRA/NCATE) shall provide the following required research-based coursework to equip these teachers with a strong understanding of the theory, research, and practices that support the teaching of reading:</p>	<p>assure that their programs meet the modified standards. The panel will subsequently make recommendations on the course content and practicum experiences that embody research based reading and writing standards to the Read to Succeed Office for the certification of educators' preservice training and to the Commission on Higher Education for approval of preservice programs.</p> <p>(C) A teacher who receives initial certification in early childhood education, elementary education, or special education after September 1, 2014 will have six years from the date of initial certification to earn a literacy teacher add on endorsement to maintain his certification. Teachers certified in special education who teach students with disabilities other than learning disabilities and speech in middle and high schools will meet the requirements in Section</p> <p>(D)(1)(b). The first required course may be offered at the preservice institution where the teacher was trained during the summer immediately following graduation. Subsequent courses may be offered by distance education at school sites or campuses of the institutions of higher education.</p> <p>(D)(1) For teachers certified before September 1, 2014, beginning 2014-2015, and annually thereafter, the in-state institutions of higher education that offer a master's in education program in reading literacy and are accredited by the International Reading</p>	
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<p>(a) for certified early childhood and elementary teachers, reading specialists, and special education teachers who work with students in need of intervention and special education services, the required five courses needed to obtain a literacy teacher add-on endorsement;</p> <p>(b) for certified middle and high school teachers, three of the five courses required for a literacy teacher add-on endorsement, including reading foundations, reading methods, and reading assessment to prepare teachers to understand the cognitive strategies that readers use to create meaning and comprehension with texts; and</p> <p>(c) for PK-8 administrators including principals, assistant principals, and curriculum specialists and any grade 9-12 administrator and district office administrators with significant responsibility for reading and writing education, two courses including reading foundations and reading</p>	<p>Association/National Council for Accreditation of Teacher Education (IRA/NCATE) will be authorized to provide the following required research based coursework to equip these teachers with a strong understanding of the theory, research, and practices that support the teaching of reading. Teachers who in the past five years completed courses thoroughly covering the competencies required in the courses specified below may have these courses counted for the requirement, if approved by the Read to Succeed Office:</p> <p>(a) for certified early childhood and elementary teachers, reading specialists, and those special education teachers who provide learning disability and speech services to students who need to improve substantially their low reading and writing proficiency: the required courses needed to obtain a literacy teacher add on endorsement; .</p> <p>(b) for certified middle and high school teachers: a course which provides information about reading process, instruction, and assessment and a course in content area literacy; and</p> <p>(c) for PK-8 administrators including principals, assistant principals, and curriculum specialists and any grade 912 administrator and district office administrators with significant responsibility for content area reading and writing education: a course which provides information about</p>	
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<p>instruction and professional development in reading assessments or an equivalent combination of professional development experiences as approved by the Read to Succeed Office.</p> <p>(2) Teachers and administrators have seven years to obtain the required add-on endorsement and complete the course requirements required by this subsection.</p> <p style="text-align: center;">Section 59-155-190. Local school districts are encouraged to create family-school-community</p>	<p>reading process, instruction, and assessment and a course in content area literacy; and.</p> <p>(2) Teachers and administrators have twelve years to obtain the required add on endorsement and complete the course requirements required by this subsection. Credit for courses closely matching the course content specific by the Read to Succeed Office that were previously obtained from an accredited institution of higher education may be counted towards the add-on endorsement or towards the two course requirement upon approval by their school district and by the Read to Succeed Office.</p> <p>(3) For all non-practicum courses, teachers and administrators will have the option, subject to availability, of taking web-based courses or taking them at an institution of higher education. In addition, some districts may choose to collaborate with an institution of higher education and offer the courses on-site in their districts. Practice would be offered at school sites and can involve children enrolled in after-school programs or summer reading camps. The Read to Succeed Office will work with institutions of higher education individually or with consortia to provide, when possible, the courses at a professional development rate greater than at the certified teacher rate.</p> <p style="text-align: center;">Section 59-155-190. Local school districts are encouraged to create family school community</p>	
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<p>partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include specific actions taken to accomplish the requirements of this section in its reading proficiency plan.</p>	<p>partnerships that focus on increasing the volume of reading, in school and at home, during the year and over the summer at home and in the community. Schools and districts should partner with county libraries, community organizations, faith based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include in its reading proficiency plan specific actions to be taken to accomplish the requirements of this section.</p>	
<p>Section 59-155-200. The Read to Succeed Office and each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the reading and writing habits and skills development of their children. With support from the Read to Succeed Office, districts and individual schools shall provide families with information about how children progress as readers and writers and how they can support this progress. This family support must include providing time for their child to read as well as reading to the child. To ensure that all families have access to a considerable number and diverse range of books, schools should develop plans for enhancing home libraries and for accessing books from county libraries and school libraries and to inform families about their child's ability to comprehend grade-appropriate texts and how</p>	<p>Section 59-155-200. The Read to Succeed Office and each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the development of the reading and writing skills and habits of their children. With support from the Read to Succeed Office, districts and individual schools shall provide families with helpful information that they can understand about how children progress as readers and writers and how they can support this progress. This family support should include providing time for their child to read as well as reading to and with the child. To ensure that all families have access to a considerable number and diverse range of books appealing to their children, schools should develop plans for enhancing home libraries and for accessing books from county libraries and school libraries. Schools will also assist families</p>	

Reading Legislation

<p>to interpret information about reading that is sent home. The districts and schools shall help families learn about reading and writing through home visits, open houses, South Carolina ETV, video and audio tapes, websites, and school-family events and collaborations that help link the home and school of the student. The information should enable family members to understand the reading and writing skills required for graduation and essential for success in a career.</p> <p>Section 59-155-210. The board and department shall translate the statutory requirements for reading and writing specified in this act into standards, practices, and procedures for school districts, boards, and their employees and for other organizations as appropriate. In this effort they will solicit the advice of the Reading Proficiency Expert Panel and other education stakeholders who have a deep understanding of reading as well as school boards, administrators, and others who play key roles in facilitating support for and implementation of effective reading instruction.”</p> <p>SECTION 2. This act takes effect upon approval by the Governor.</p> <p style="text-align: center;">----XX----</p>	<p>to learn how to help their children succeed in reading proficiency and how to interpret information sent home about reading. The districts and schools will help families learn about reading and writing through home visits, open houses, South Carolina ETV, video and audio tapes, websites, parent-teacher meetings, including individual graduation plans, and school-family events and collaborations which help link home and school. The information should enable family members to understand the reading and writing skills essential for graduation and success in post-secondary education and careers.</p> <p>Section 59-155-210. The board and department shall translate the statutory requirements for reading and writing specified in this act into standards, practices, and procedures for school districts, boards, and their employees and for other organizations as appropriate. In this effort they will solicit the advice of the Reading Proficiency Expert Panel and other education stakeholders who have a deep understanding of reading and writing as well as school boards, administrators, and others who play key roles in facilitating support for and implementation of effective reading instruction.”</p> <p>SECTION 2. This act takes effect upon approval by the Governor.</p> <p style="text-align: center;">----XX----</p>	
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SC Read to Succeed Act: District Survey of S.516

FAX: 803-734-6167

ATTN: EOC Staff

1. What are your general observations of the bill?

The bill requires that state, district, and school plans be written and approved annually; however, it is so specific in its requirements for reading interventions that writing a plan seems redundant. It requires retention of third graders failing to meet reading proficiency, summer reading camps (with already prescribed length of day and number of days), reading literacy degree and/or literacy coach endorsement, readiness screenings, in-class and supplemental reading intervention (both individualized and small group), and a mid-year promotion policy.

On the retention in third grade, exemptions are permitted. Some, like students with limited English proficiency or disabilities, are logical. Others seem to be a list of hoops a district might want to use to avoid retaining students. These include using an alternative assessment or developing a reading portfolio. Why not simply use an alternative assessment or portfolio as the basis for promotion?

There is a lot of documenting required in this law – some of it difficult if not impossible to verify. Districts would be required to document time spent engaged directly in reading, time spent reading outside of school, time spent reading during the summer. Additionally, the volume of reading and writing must be “documented to include the time, frequency, and duration, including coordination across content areas.”

The bill goes on to dictate how districts should address the students who are retained, including requiring a minimum ninety-minute daily reading block. Other strategies are prefaced with “may” but would clearly be expected. Those include small group instruction, lowered pupil teacher ratios, transition classes, more frequent student progress reports, tutoring, and extended school day, week, or year.

Finally, all teacher preparation programs will have to be revamped based on National Board and the International Reading Association. Districts will have to provide the first required course for new teachers during the summer before employment. All teachers, regardless of experience or effectiveness, will be required to complete coursework for add on endorsements.

All of this with the promise of “a portion” of the \$6 million reading allocation. Our district’s share of that fund is \$108,000. We use it to support reading interventionists with materials and professional development. Everything else in the bill is an unfunded mandate.

2. What questions do you have about the legislation?

Position of person filling out survey: Associate Superintendent

School District Name: Aiken

SC Read to Succeed Act: District Survey of S.516

I agree 100% with the concept and the concern. However, as a superintendent who has built a district on a systems approach with a well-defined curriculum guide based on standards and defined best practice strategies (including very successful Response to Intervention and Ready to Accelerate action plans), this appears to micromanage the local process. If a district were not successful and not achieving, I could see this very prescriptive approach as a possibility; please do not layer a successful district with one more set of check-offs.

I would be glad to speak with any committee or sub-committee on our model and share our visuals. In fact many parts of this bill are in our Design For Learning!

My questions would be on funding and monitoring. Teaching reading requires resources and we are currently directing our funds toward our Design for Learning, including professional development, texts, e books, multimedia experiences, etc. Then, how would it be monitored? If it is results based, then why would a district having success have to change and if it is process based, will the SDE have the resources to send into the field?

Hope this helps. Have a good day.

Lee D'Andrea, Superintendent
Anderson School 4

1. What are your general observations of the bill?

The intention that all students must be able to read in order to succeed in school is true and the earlier we can provide resources and assistance to children who struggle to read the better. We have to be careful when we declare that "if a child can't read by this age then they will not be promoted". Our state has experience with making these declarations in the past and then finding out that both the financial and the social realities might impact those statements.

2. What questions do you have about the legislation?

Obviously the financial side of the legislation is a question. What programs will be cut or lose funding in order to fund this legislation.

J. Goodwin, Superintendent
Chesterfield County Schools

Reflections on the *Read to Succeed* Bill S.516 Proposal and Amendment
Beaufort County School District
Dr. Jacqueline Rosswurm, Superintendent

1. What are your general observations of the bill?

It is encouraging that South Carolina recognizes that teachers need more training in literacy in order to provide students with the specialized literacy instruction needed for them to become successful readers. It is also encouraging that SC understands the concept that “catching them while they are young” is the best way to ensure every student gets exactly what he/she needs in literacy during their early years. Unfortunately the document does not site any of the research referenced in Section 59-155-110. *Please provide the specific research*. The document indicates that the General Assembly also understands the power and need for the home-school-community connection. Finally, encouraging teachers to become certified in literacy is a necessary step if they are to see the connection between their expertise in teaching reading and their students’ performance in all content areas. It will be incumbent upon the state **to provide the necessary funding** if all that is outlined in the bill is to be implemented.

Section 59-155-160 outlines steps to be followed in the event a student in third grade is not reading on grade level. While retention is one course to follow to give a student the “gift if time,” waiting until the third grade is too late. By then, social-emotional ties are in place with peers, understanding of “failure” will inhibit the desired results, and research demonstrates there is a direct connection with retention and the drop-out rate. (“**However, studies have shown that students do not appear to benefit from being retained and, indeed, that retention may increase their risk of dropping out of school.**” Xia, Nailing and Sheila Nataraj Kirby, *Retaining Students in Grade: A Literature Review of the Effects of Retention on Students' Academic and Nonacademic Outcomes*, Santa Monica, Calif.: RAND Corporation, TR-678-NYCDOE, 2009. As of April 14, 2013: http://www.rand.org/pubs/technical_reports/TR678)

2. What questions do you have about the legislation?

Section 59-155-110 makes reference to identifying students as early as possible who may need additional support in literacy and that, if needed, the student may receive that from a **reading interventionist** – who will pay for this specialized teacher? Will the state cover the **cost** of reading interventionists, or is this something each district is expected to fund?

Section 50-155-130 describes the SCDE’s responsibilities in supporting teachers with professional development in reading instruction and assessment and references a “professional development series.” What is this series? Has it been developed? . (Please encourage USC to provide literacy courses similar to those offered at Winthrop, if we expect teachers to become specialists in reading.) If teachers are expected to be experts in the teaching of literacy, why wait for this to be available as “add-on” courses. They should be available at the undergraduate level, as at Winthrop University.

Section 50-155-140 describes the comprehensive state plan to improve reading achievement in public schools. Will the plan include strategies for teaching literacy in the content areas, reflecting the Common Core State Standards? Line 38 indicates that “supplemental instruction should be provided by teachers who have a **literacy coach** add-on endorsement.” This seems to contradict what was stated in section 59-155-110, referring the reading interventionist add-on endorsement. Which should it be – coach or interventionist? Again, will the state

provide **funding** for these positions? What kind of intervention will a district be expected to provide to middle and high school students?

Section 59-155-150 describes early childhood education and screening pre-kindergarten and kindergarten students, including literacy development, mathematical thinking, physical well-being, social-emotional development. We strongly support the screening of all kindergarten students but wonder, while DIAL 4 is used with pre-kindergarten students and special education, what will be used for kindergarten? Also, will the “state-prescribed” norms be reflective of national norms?

Line 12, page 7, letter B outlines what should occur for students who are not performing at the expected literacy level, beginning in prekindergarten through third grade. This outline should follow the framework for **Response to Intervention**, as already developed by the SCDE. Since “the results of initial assessments and progress monitoring also must be provided to the Department through an electronic student reading progress monitoring data system for individually identified child reading data which can be linked and compared over time to evaluate progress,” will the state purchase the RTI Test View Module so that districts will readily be able to accomplish this?

WHICH BILL is BEING PUT FORTH TO THE STATE?

SOUTH CAROLINA READ TO SUCCEED ACT adding chapter 155 to title 59

- S.516 put forth to Senators for first time on 3/12/2013 with Sponsors of this bill being Senators Peeler, Fair, Hayes, and Courson who currently reside in the Senate Committee on Education and the DOCUMENT PATH is

1:\council\bills\agm\19935ab13.docx

- A SECOND AMENDMENT No. 2 to S.516 (13 pages)
The S. 516 is the READ TO SUCCEED ACT put forth to SENATORSThe following Bill is same READ TO SUCCEED ACT put forth to HOUSE OF REPS:READ TO SUCCEED ACT Bill H. 3994 sponsored by House Reps. Patrick, Owens, and Rivers Currently reside in the House Committee on Education AND PUBLIC WORKS This bill H. 3994 was put forth on 4/18/2013 and the document path is:

1:\council\bills\agm\19975ab13.docx

The language is different within each bill (including amendments)....

WHICH BILL GOES BEFORE THE GOVERNOR to be passed on the same Read to Succeed Act?

SC Read to Succeed Act: District Survey of S.516

FAX: 803-734-6167

ATTN: EOC Staff

1. What are your general observations of the bill?

The overall goal of providing a systematic, comprehensive approach to reading instruction is needed in our state. Early identification and interventions are critical if we want our students to read at grade level by the end of third grade.

The amendment to the original bill has eliminated several of our district's concerns. Our main concern was making a retention decision based on one assessment without looking at the individual student. The amendment allows district administrators to look at alternate assessments, previous retentions, reading portfolio information, and significant factors involving LEP students and students with disabilities.

A second concern is the amount of professional development that will be needed for the required literacy endorsement for all early childhood and elementary teachers. At one point, we understood that this may be changed for teachers who are currently employed, but this is not clear in the amendment.

2. What questions do you have about the legislation?

Our main question concerns funding for this legislation. There will be significant funding needed for the required professional development, additional reading assessments for the early grades, and interventions to support struggling readers. Interventions would include summer school programs, researched-based reading programs, and possibly adding additional personnel (reading specialists) to support these programs. Who will be responsible for this funding? What other programs would be affected if existing EIA monies are redirected to fund this literacy initiative?

Another question involves the mid-year promotion process. Although with targeted interventions, a student may be reading grade appropriate texts by November, there is still the concern of the other core content he/she has missed from August to November. What support will be given to ensure that the student will be successful in math, science and social studies at the promoted grade level?

Position of person filling out survey: Pamela L. Cato, Director of Instruction

School District Name: Clover School District # 2 (York Two)

SC Read to Succeed Act: District Survey of S.516

I am adamantly opposed to retaining students as suggested in the bill. There are multiple studies that demonstrate the negative effects of retention.

There are multiple levels of requirements in the bill but no evidence that educators who understand pedagogy were involved in designing the model. In addition, the costs associated with the requirements would be extremely expensive. Local districts cannot assume these costs without assistance from the state for funding.

Cindy Elsberry, Ed.D.
Superintendent, Horry County Schools

This looks good with one big exception: the mandatory retention of all third graders who are not on grade level.

Research is almost overwhelmingly against retention at any level and under any circumstances. Grade level retention has not been shown to be effective and can cause many social and emotional problems that some studies suggest impact students' success over many years- in school and in life. If we are teaching all children based on their current levels, strengths and needs, with high expectations, then our students should get appropriate/ helpful instruction in the grade levels that match their age groups.

Of course, this 3rd grade retention requirement also poses many practical concerns, including the cost for an additional year of school for so many students and the big question of what happens to those who are retained and are still not on grade level at the end of the second year.

Aside from that concern, we are excited about the possibilities the SC Read to Succeed Act might bring and appreciate the opportunity to express our views.

Superintendent, Lynn Moody
York 3

I believe that funding for a summer program for students who are behind in reading is a great idea, and one of the most valuable things the legislature could do to improve education. I believe the bill is much too bureaucratic and unnecessary.

Superintendent, Douglas McTeer
Hampton County Schools

SC Read to Succeed Act: District Survey of S.516

FAX: 803-734-6167

ATTN: EOC Staff

1. What are your general observations of the bill?

Much of the bill as proposed would be good for improvement of literacy. The one issue is retention of the lowest performing students. As the research shows, retention creates a group of students who are more likely to become dropouts. The other parts included in the bill, such as early identification, intervention, teacher training, etc., would support a positive literacy initiative.

2. What questions do you have about the legislation?

How will this be funded? Will this become another unfunded mandate?

Position of person filling out survey: Linda Lavender

School District Name: Lexington District Four

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1. What are your general observations of the bill?

- Very thorough initiative, but no formalized plan to reach or work toward the expectations...yet....
- This would be a very expensive mandate...where will funds originate?
- Never discusses how students are actually “taught” to read...what is the best way according to practice and research?
- Writing is regarding as a way to check comprehension, which is good, but I believe it needs to be stressed more

2. What questions do you have about the legislation?

- How will the required initiatives and interventions be funded (including the necessary professional development, materials, potential personnel, etc...)? This would be the most important concern...
- Will teachers lose certification if they do not obtain the literacy add-on endorsement? Or, will there be a punitive component if a teacher doesn’t comply?

Dr. Charles King , Superintendent
Chester County School District

South Carolina General Assembly Bill S.516

South Carolina Read to Succeed

1. What are the general observations?

- Understand the philosophy behind the bill. However, the implementation and regulation will be extremely difficult to monitor and enforce.
- It does not appear the state is offering funding to support this implementation and training at the district level.

Section 59-155-110

- Students are asked to read texts at each grade level and provide proof of understanding regarding the texts. However, textbooks are written two-three grade levels above the grade in which they are currently used.
- Agree with using text-based assessments and formative assessments to determine students' growth and understandings. Formative assessments, such as Domine and DRA (Developmental Reading Assessment), are excellent tools to measure these abilities in the early childhood and elementary grades.
- Agree: students who are struggling in reading need to be identified as soon as possible.
- Agree: struggling students need the help of a highly skilled, well- trained, and well-qualified reading interventionist. However, finding these individuals and funding these positions will be problematic for most school districts.
- Agree: parents need to be informed and participate in the process. Likewise, they must be held accountable for their participation in their child's education. However, this cannot be enforced.
- Agree: teachers need pre-service and in-service professional training in reading instruction. However, most college professors who are delivering this instruction have never taught a child to read, and certainly, very few if any, have never taught a struggling reader to read.

Section 59-155-130

- Children who "substantially fail to demonstrate third-grade reading proficiency" ... Children who enter school with significant language delays or deficiencies, children who have not been exposed to books, children who are not exposed to grammatically correct sentence structures, or children who lack vocabulary take years to catch-up—if ever. When a substantially low student is sitting in a classroom with children who are learning at normal rates, the low student may make gains....but so is everyone else. The low student needs (at a minimum) 30-40 minutes of extra reading instruction daily, per grade level for every grade he is behind. This is in addition to the instruction he is given in his regular reading classroom.

Section 155-140

- The “State’s Reading Proficiency Plan must be approved by January 1, 2014”. this timeline is unrealistic. If Bill S. 516 is going to be enacted, it needs to be studied carefully by a group of knowledgeable educators. Otherwise, the plan will consist of a variety of hoops and obstacles that teachers, principals, and school administrators are trying to achieve. In essence, the plan will be ineffective in the delivery and unattainable in the intended outcomes.

2. What questions do you have?

- How will districts be held accountable? What penalties will be enacted?
- How will colleges be held accountable for the teachers who are graduating from their pre-service programs? What are the penalties if they do not provide the caliber of highly qualified literacy instructors needed?
- Are we moving toward the same add-on certification that Ohio currently has in place?
- How will districts fund the additional teachers, interventionists, and literacy coaches needed?
- How will districts hold parents accountable when we currently struggle to get these parents to attend parent conferences, PTO meetings, and IEP meetings? We cannot discount the influence of the family as to how the child enters school and progresses through the grades. Granted, many children rise above their circumstances, but this is the exception, rather than the rule.

3. Recommendations:

- All legislators, college professors and members of the Read To Succeed committee should read the books: Annual Growth, Catch-up Growth and The 90% Reading Goal.
- The efficacy level of the teacher (regardless if it is a K-12 classroom teacher or a college professor) is the key. We must ensure we have the most knowledgeable individuals teaching our teachers how to teach reading.
- For all students who are below grade level, (at any grade), the per-pupil costs should be increased to offset the additional resources needed to help this child be successful.

Marsha H. Moseley, Ph.D.
Early Childhood/Title I Coordinator
Richland District Two

SC Read to Succeed Act District Survey of S.516

1. What are your general observations of the bill?

We agree that, for the most part, the reading strategies built into the prospective legislation match current best literacy instruction; districts with strong programs already have much (and more) in place as described in the bill. We are saddened that the General Assembly feels the need enter the picture to do what local districts and the State Department of Education should be able to accomplish working together.

We are concerned about the cost to implement all of the provisions of the bill and do hope that we are not required to implement this “Florida Plan” without the concomitant funding that Florida provided their districts. Giving us “flexibility” will not do what is mandated.

This legislation adds back in the penalty that we abandoned in our original Education Accountability Act in regards to the mandated retention of third graders who are behind in their reading skills. (It also feels somewhat like the No Child Left Behind Act in which South Carolina has opted out with an ESEA waiver.) We are especially concerned with the negative ramifications of the forced retentions of 3rd graders; some are just late bloomers, no research concludes that retention is a viable option for children, but that it greatly increases the probability of becoming a dropout, and we have so many other ways to work with these students that are especially showing early promise with the implementation in many districts of Response to Intervention (RtI).

With our state’s entry into the Common Core State Standards (CCSS) and Smarter Balanced testing, the timing of this bill seems all wrong. Let us move forward with the implementation of CCSS, which promises great returns on the education investment, rather than with what looks to be an extremely labor, paperwork and expense laden piece of state legislation. Many districts are also moving forward with the use of 1-1 computing, and with the advancement of technology software, stronger results are expected.

Finally, perhaps if the state provided a full-day universal 4K program, the educational return might be even greater.

2. What questions do you have about the legislation?

Here are a few:

- Will Reading Recovery be an option for an early intervention program? Will there be funding from the state for it?
- Will every school be required to have a reading interventionist as described on page 3? Will these people replace curriculum/literacy coaches we currently employ?
- What will the state assessment be that measures a third-grader’s reading proficiency as outlined on page 3 (10)?
- Who will choose the Reading Proficiency Panel as described on page 5?
- Will the state provide the funding to implement the different aspects of this act?

- Is there an indirect goal of consolidating school districts with the item concerning districts whose plans are not accepted entering into multidistrict contractual agreements (page 9, item 3(c))?
- Will the districts have the opportunity to respond to and impact the midyear promotion policy established by the State Board of Education as described on page 14(F).
- Will teachers/administrators receive financial aid to earn the required reading endorsement (pages 16-17)?

Scott Mercer, Superintendent
Spartanburg Two

SC Read to Succeed Act: District Survey of S.516**FAX: 803-734-6167****ATTN: EOC Staff****1. What are your general observations of the bill?**

(My comments are reflective of the proposed amendment, i.e. Amendment 2)

While I appreciate the legislators' willingness to intensely focus on reading and "implement a comprehensive, systemic approach to reading", the options listed in this bill are not always as beneficial for the students they seek to help. Yes, I applaud the assurance that classroom teachers will use text based assessment measures to ensure students comprehend on-grade level text as proficient readers and writers, however, the concept of student retention and summer school are not proven successful strategies for every learner. In fact, research shows that *less than half of retained* students meet promotion standards after repeating a grade or attending summer school (whether it's by "fee or free"). While I agree that these students need intensive intervention, most districts like ours already have reading programs and policies in place for those with reading challenges. Additionally, a "mid-year" promotion in October or November, seemingly defeats the purpose of getting and keeping students *on grade level*.

The law also seems to potentially weigh heaviest on minority students and those from low-income households. Unfortunately, the students may experience subconsciously lowered expectations for promotion. Often their parents are neither able nor equipped to employ those "specific actions" as indicated in the legislation, i.e. "reading to the student, and talking with the student about books and the student's writing".

While the use of Reading Interventionists and added pre-service and in-service requirements for administrators and teachers are noteworthy efforts, the impact of these may be limited in scope unless sufficient dollars are allocated to fund these initiatives. For instance, six million dollars of EIA money is currently allocated for reading programs. However, this is just a "drop in the bucket" of what is needed to intensify existing programs that are working, such as Reading Recovery and High Progress Classrooms. Since no new monies are indicated for Reading Interventionists and pre-service and in-service requirements for administrators and teachers, it appears we are looking at just one more unfunded mandate.

With limited resources, districts are expected to meet the needs of all learners in addition to providing monthly written reports to parents, offer additional immediate intervention strategies for students in grades 4th-12th who at risk for reading problems, electronically post screening results and create a district wide reading plan to "address individual student needs", while the base student cost remains woefully inadequate to meet the defined minimum program.

These comments represent just a few of my general observation of S.516.

2. What questions do you have about the legislation?

My questions are related to resource acquisition.

1. How will S.516 be implemented without significant new dollars allocated?

We have already realigned existing resources, such as staff, time, and budgets. With a \$2 million dollar deficient it will be impossible for York School District One Schools to adapt learning communities to enhance educational success for students, engage families as partners in students' education, and ensure that students are not over identified or misidentified without substantial funding for the indicated initiatives.

2. S.516 notes, "The student must continue to be provided with intensive reading instruction until the student is reading grade appropriate text". Obviously this may extend beyond grade three. Will sustained funding exist for this purpose ad well?

Position of person filling out survey: Superintendent

School District Name: York School District 1

Ken A. Down

SC Read to Succeed Act: District Survey of S.516**FAX: 803-734-6167****ATTN: EOC Staff**

1. What are your general observations of the bill?
 - The intent to promote reading and support achievement is appreciated.
 - The focus on providing and expecting quality literacy instruction is appreciated and needed.
 - The requirement of summer experiences would be helpful to prevent regression; however, funding will be an issue if expected at the local level.
 - Consistent delivery of professional development is appreciated; however, travel and scheduling to attend state led training is likely to be problematic.
 - With the recent curriculum adoption for ELA, will supplemental options be aligned with new adoptions? If resources are selected that are distinctly differ, we could have alignment issues.
 - Interventionists are needed to support reading instruction. We appreciate that this was noted for additional time; however, state funding will be necessary to allow interventionists.
 - We request not to have to submit additional paperwork or reports. We already have systems in place.
 - For "on grade level" to be consistently expected, we recommend that SC determine a method for making this decision. Districts use varying resources which lend to varying expectations.
2. What questions do you have about the legislation?
 - What funding will be provided?
 - How many years will a student be expected to be retained, specifically for those students that are "slow learners"?
 - What considerations will be given to students who move numerous times, thus change curriculum materials and expectations with each move?
 - Who will lead training?
 - How much flexibility will districts have to reach the expectations of having all students reading on grade level by the end of third grade?

Position of person filling out survey: Christina Melton, Ed. D. Chief Instructional Officer-Elect
responding on behalf of *Superintendent, Dr. Stephen Hefner*

School District Name: School District 5 of Lexington and Richland Counties

SC Read to Succeed Act: District Survey of S.516**FAX: 803-734-6167****ATTN: EOC Staff****1. What are your general observations of the bill?**

Much of it is the same old rhetoric and recycled ideas we've heard over and over again. The proposed Reading Proficiency Panel should include members which are representative of ALL school districts. Section 59-155-160. (A) I am in agreement with this; this would impact effective parent involvement in academics. I feel that if parents are encouraging reading at home during the early grades, reading success will become more evident.

Some of the language in the bill suggests that teachers are not adequately delivering instruction to students. It also indicates that interventions are not in place for middle and high school students.

The idea seems good, however it is too complex in order to be truly successful at the district/school level. This must be broken down in clearer terms for administrators, teachers, and staff members.

My general observation of the bill is that I believe that this is a step in the right direction to address our struggling readers in our early grades. More specifically, the bill appears to offer consistency across the state, but allows districts latitude to plan accordingly in reference to the specifics of the students within their districts and schools. At any rate, it is an attempt to address reading deficiencies for struggling students at every grade level.

The overall gist of the plan seems necessary however, there are many funding components embedded within. The initiative seems to support K-5 and other areas such as career readiness for future learning. The wording seems to be written well and reader friendly but the message is what was said before; preparing students for reading proficiency. It appears that this is another initiative from top-bottom with very little top support.

If my understanding is correct, the bill will give us the opportunity to create a literacy plan based on the needs of our district. We will also continue to give attention to early literacy.

2. What questions do you have about the legislation?

- Section 59-155-150. (C): Is the SDE providing funding for the proposed "summer camps" for deficient readers?
- How will validity be measured with each district compiling individual plans, using different materials?
- How will the professional development be designed to meet the needs of the individual plans?
- How will the state ensure the reliability and validity of the individual plans, if each district is creating their own?
- Will there be some type of state requirements that must be implemented in each plan?
- Who will monitor the plans to ensure that this is being implemented?
- Where will funding come from?
- Which district person will be an expert within the field to determine if programs are implemented correctly?
- What type of benchmarks will the state use to measure whether students are reaching these literacy goals?
- Are small rural districts responsible for funding a reading interventionist when funding is being cut?
- Will districts be given a form that is unified to send to parents in regards to the students' progress in reading?
- Will teachers be given the choice of courses through districts or the state as far as training?
- How will small rural school districts support more training for teachers with this initiative?
- Will the plan that districts write given to districts from the SCDE with a unified template?

Position of person filling out survey: Dr. La' Toya Thomas-Dixon,

Director of Elementary, Gifted Education & ESOL Learning

Designee for Superintendent Dr. Vashti K. Washington

School District Name: Jasper County School District

SC Read to Succeed Act: District Survey of S.516

FAX: 803-734-6167

ATTN: EOC Staff

1. What are your general observations of the bill?

We like the like and support the following:

- Intense intervention prior to third grade.
- Additional training/courses for teachers and administrators
- Reading Certification.
- Designated Office at the state level to assist with the literacy program.
- Final decision on retention is decided by district

2. What questions do you have about the legislation?

We have questions about the following:

- Funding sustainability
- Selection of Reading courses and by whom
- Could the schools/districts select staff beyond the early childhood level for the training or will the state determine which teachers are to receive the additional training
- Validation of the proposed state level Reading Assessment
- Will various methods of teaching the Reading Courses be allowed or face-to-face instruction
- Will out of state colleges or universities be invited to offer Reading courses

Position of person filling out survey: Superintendent

School District Name: Clarendon School District One