

**EIA Program Report for Fiscal Year 2011-12
Coversheet**

EIA-Funded Program Name: Reading
Current Fiscal Year: 2011-12

Current EIA Appropriation: \$6,542,052

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):
This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

None

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.36 (SDE-EIA: Reading)

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The single goal (long-term mission) is to raise achievement in reading and writing for all students in South Carolina. Actions, based on the following four state objectives, provide a unified vision to address our primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and guide our state's efforts to increase students' literacy achievement:

- **Provide professional learning opportunities**—a consistent, statewide approach to deliver high quality, ongoing professional learning, based on state-wide data and current research to transform literacy instruction through the implementation of high-progress literacy classrooms.
- **Develop a comprehensive assessment system**—a system of assessment that determines the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.
- **Implement effective instructional practices**—a plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment to authentically engage all readers and writers.
- **Foster partnerships**—a plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders to ensure success for all children

Current annual objectives include implementing the following actions to address the outlined challenges in 2011-12 school year.

- Provide professional development opportunities supporting K-12 educators to understand and implement critical elements of high-progress literacy classrooms by increasing the
 - o time students engage in reading and writing in classrooms,
 - o availability of texts in classrooms, and
 - o prevalence of individualized and small group instruction based on student needs.
- Provide professional development opportunities focused on creating an assessment process for the effective use of a data analysis framework and strategies. This process provides educators the tools to plan, implement, monitor and sustain successful data teams.
- Conduct a research study to investigate the benefits of providing summer reading materials to students and suggested reading activities to parents at mitigating the summer loss effect in reading achievement for students using Measures of Academic Process (MAP) data.
- Provide professional development in support of qualifications for current literacy endorsements to help districts and schools train, reward, and retain effective teachers.
- Collaborate with literacy associations, local early childhood agencies, state agencies, non-profit organizations and community organizations to communicate *Literacy Matters* and promote literacy achievement.

A yearly summary report of the progress will include information on the specific actions in progress or completed and present data on student achievement outcomes as available. Data will be disaggregated by grade level and demographic variables such as gender, socioeconomic status, ethnicity, English language learners, and disability status. Data will be examined yearly to assess which actions are needed to achieve continued increases in student performance measures in reading and writing. In addition, the Literacy and Early Learning Unit will research the effects of implementing specific research-based practices in South Carolina classrooms, focused on foundational elements described in the research on high-progress literacy classrooms.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the prior fiscal year, a comprehensive professional development plan was implemented which included state and regional professional development opportunities.

State-Level Professional Development with Follow-Up was provided through the following:

- Best Practice Seminar Series
- (RTI) Response to Intervention Administrator and Teacher Series
- Using Observational Data and Researched-Based Early Literacy Strategies to Strengthen Quality in Early Childhood Programs

Regional Professional Development was provided through the following:

- Exemplary Writing Program
- Best Practice Seminar Series
- (RTI) Response to Intervention
- Developing Five Components of Literacy in Kindergarten: A Specialized Series for Kindergarten Teachers

The partnership with Clemson University and the Reading Recovery Center continued. A grant award in the amount of \$192,500 was provided to Clemson. This allows for training and support of Reading Recovery teachers and teacher leaders across the state.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Best Practice Series: In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. The series featured Cris Tovani presenting three state-level seminars on working with struggling readers for grades 4-12 educators. Follow-up sessions were conducted by literacy specialists serving on the Best Practices team. Follow-up sessions were conducted regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up. 189 participants attended the Best Practice Series.

Exemplary Writing Program (EWP): The SCDE offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Approximately 260 participants attended the orientation, representing 51 districts.

A series of six seminars highlighting best practices in writing were offered to K-12 literacy educators and administrator in four regional locations (Upstate, Midlands, Pee Dee, Low Country). Approximately 610 participants attended the series. Two additional state-level sessions were offered and attended by approximately 260 participants.

Response to Intervention (RTI)

The SCDE offered multiple cycles of three sessions each for elementary classroom teachers aimed at RTI in the area of reading within Tier One. About 530 participants across four sites attended these sessions. Additional sessions offered included one for administrators (109 attendees) and one for middle and high school teachers (181 attended).

Using Observational Data and Researched-Based Early Literacy Strategies to Strengthen Quality in Early Childhood Programs (data not available - staff with access to data in relation to these sessions are no longer with the agency)

Developing Five Components of Literacy in Kindergarten: A Specialized Series for Kindergarten Teachers (data not available - staff with access to data in relation to these sessions are no longer with the agency)

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Survey results from all professional development continue to be overwhelmingly positive. Surveys also indicate a desire for continued professional development offerings.

Student Achievement results demonstrate growth in both reading and writing.

- The numbers of students described as exemplary in writing has increased year to year (2009-2011) for both fifth and eighth grade; (Note: due to financial restraints, only students in these two grades took the writing segment of PASS in spring, 2011.)
- In addition fifth grade students' PASS rates increased 4.5% from 73.2% in 2009 to 77.9% in 2011.
- Between 2009 and 2011, the mean scale scores for ELA/research demonstrate improvement for every grade level.
- While the percentage of students passing the ELA/research segment of PASS has been relatively stable for the past 3 years, there was a substantial increase in the percent of 3rd grade readers ranked as exemplary from 2009-2011 (46.4% to 54.9%).

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

September, 2011

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EVALUATION #1: Of the children served in Reading Recovery, 78% reached average reading levels relative to their peers after approximately 15 weeks of RR instruction. This continues the trend of increased, timely and successful intervention for our most struggling first grade students and the fourth year in a row, SC Reading Recovery results have exceeded the national results.

EVALUATION #2: Response to professional development offered by the SCDE through the Exemplary Writing Program (EWP) and the Best Practices Seminar Series continues to remain strong. Two hundred sixty-four educators in fifty-one districts (69.9% of SC districts) participated in the series of six regionally-offered sessions and two state-wide sessions.

EVALUATION #3: The Best Practice Seminar Series had approximately 190 participants committed to the statewide and follow-up sessions. Survey data demonstrate participants found the series supportive in developing instructional structures, strategies and assessments to promote student achievement.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here. Hard copy reports sent to Melanie Barton. (RR, EWP and Best Practice)

If no, why not?

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

During Fiscal Year 2011-12, pilots and programs offered by the Literacy and Early Learning Unit of the Office of Teacher Effectiveness continue to absorb budget reductions through both programmatic and administrative measures.

Literacy specialists continue to provide virtual support through Elluminate, Moodle, and Skype to schools under the Literacy Matters umbrella. Tools such as Egnyte, Dropbox and Streamline are also being utilized to allow educators access to materials such as PowerPoint presentations prepared by literacy specialists and National speakers and video clips of SC classrooms that demonstrate literacy best practices.

Additionally, Camtasia software is being utilized to allow for virtual professional development sessions. These sessions incorporate literacy specialists and Education Associates leading PowerPoint presentations and video applications with state-wide availability. Sessions are being recorded for on-demand viewing through ETV StreamlineSC.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no new additional revenues are appropriated for FY 2012-13, the agency will continue to provide services and support to schools and districts at the current level, providing a tiered approach of professional development and support.

Current funding levels may continue to be problematic for 2012-13 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with continued shortfalls.

The expansion of technology advancements like Elluminate, Skype, Camtasia, Streaming, Dropbox, Egnyte and virtual classrooms help offset funding issues. However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE will offer virtual support, these districts and schools may continue to be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.



Best Practice Seminar Series Program Summary Report 2010-11

In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. This year’s seminar featured Cris Tovani, presenting three state-level seminars on working with struggling readers for grades 4–12 educators. Follow-up sessions were conducted by literacy specialists serving on the Best Practices team. Follow-up sessions were offered regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up.

State Level Sessions

A breakdown of participants is below.

Session	Number of Participants
Session 1	189
Session 2	175
Session 3	109
TOTAL PD HOURS	2,365

Session Topics

- Improving Comprehension
- Energized Teaching: Matching Beliefs and Research to Practice
- Using Formative Assessment to Inform Instruction

Survey Results

Best Practices Session 1						
	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better idea of how to provide students with strategies for the genre of writing to a prompt, but in a way that accesses authentic strategies for writing anytime.
Strongly Agree/Agree	96%	96%	100%	94%	98%	98%
Strongly Disagree/Disagree	2%	2%	0%	4%	0%	2%
No Response/Don't Know	2%	2%	0%	2%	2%	0%

Best Practices Session 2

	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The information and materials were relevant, appropriate and useful.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better understanding of how to use predictable structures and the workshop model can be used in my classroom instruction.
Strongly Agree/Agree	95%	96%	94%	96%	99%	92%
Strongly Disagree/Disagree	1%	1%	1%	2%	0%	3%
No Response/Don't Know	4%	3%	5%	2%	1%	4%

Best Practices Session 3

	As a result of this session, I feel more confident in my understanding of assessment.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of reading assessments.	I have a better understanding of formative and summative assessment.	I have a stronger understanding of tools and strategies to use formative assessment.
Strongly Agree/ Agree	92%	92%	95%	97%	97%	97%	95%
Strongly Disagree/Disagree	3%	3%	3%	0%	0%	3%	3%
No Response/Don't Know	5%	5%	2%	3%	3%	0%	2%

Sample Participants Feedback

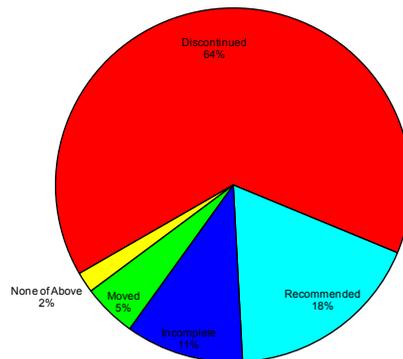
- I love Chris's energy and positive attitude that all children can learn. The seminars have challenged my thinking about why I do what I do and what needs to be changed.
- I really found this session particularly helpful and appreciated Chris' availability to discuss issues, ask questions, etc.
- Great workshop. I will share this information with the teachers at my school. I really enjoyed the day and was engaged at all times.
- Belief section of the presentation was powerful. Several of our district coaches applied that to their work with teachers immediately.
- Cris Tovani is a classroom teacher - that adds tremendous credibility to what she presents.
- Cris Tovani is a wonderful speaker and I feel very lucky to have been able to participate in her seminars.
- The three sessions were quite relevant and practical, targeting their specific topics and teachers' instructional needs.



Clemson University Reading Recovery® Training Center for South Carolina 2010-2011

- For the 4th year in a row, the South Carolina Reading Recovery results exceeded the national results!
- 243 teachers in 24 school systems in South Carolina taught 2,434 students in Reading Recovery.
- 157 schools across the state participated in Reading Recovery and were supported by 16 teacher leaders.
- 64% of **all** children served successfully completed, or discontinued from Reading Recovery, on or above grade level needing no additional services. This percentage includes the children that moved during the year and did not receive a complete program and those whose programs were cut short by the end of the academic year.
- 78% of the children who received a **complete** intervention were successfully discontinued.

Intervention Status of All Reading Recovery Students Served 2010-2011



- These results were accomplished in an average of 15.2 weeks with an average of 61 lessons.
- 77% of the children in Reading Recovery received free or reduced lunch.
- 45% of the children were African American.
- 10% of the children were learning English as a second language.
- Reading Recovery teachers serve students in Reading Recovery for 2.5 hours a day. During the larger part of the day, they serve their schools as Title One teachers, reading teachers, special education teachers, ESL teachers, and classroom teachers.
- In these other roles, Reading Recovery teachers taught approximately 8,000 students who directly benefited from their expertise and extensive literacy training. Compared to the traditional classroom teacher, the average Reading Recovery teacher teaches 45 students between Reading Recovery and his/her other role.



Exemplary Writing Program Summary Report 2010-11

The Exemplary Writing Program (EWP) has received national attention as a staff development framework for developing an effective school-wide writing program. Schools can use the detailed criteria to self-assess their current writing program and determine professional development needs. After completing the self-assessment, schools may apply as an Exemplary Writing School or continue to further develop their writing program. Literacy specialists serving on the EWP team developed a professional development series designed around the criteria of an effective writing program.

Focus I: Orientation Sessions

The South Carolina Department of Education offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Feedback was collected from participants regarding professional development needs related to the criteria.

Approximately 264 participants representing 51 districts attended the orientation.

Focus II: Professional Development Series

A series of six seminars highlighting best practices were offered to K–12 educators. Sessions were conducted regionally in four locations (Upstate, Midlands, Pee Dee, Low Country). Schools were encouraged to send a team to all sessions to promote continuity and follow-up. Two additional state-level sessions were added related to “Making Prompt Writing More Authentic” and “Writing Test-Taking Strategies.” A professional book was provided at each session.

A breakdown of professional development participants is below.

SESSION	TITLE	NUMBER OF PARTICIPANTS
Session 1	Creating a Community of Readers and Writers	96
Session 2	Power of Theory, Research and Building Professional Learning	87
Session 3	Teaching Writing as an Authentic Process	100
Session 4	Conferring and Small Group Writing Instruction	118
Session 5	Assessment and Growth Over Time	114
Session 6	Writing and Reading to Learn Across All Content Areas	94
Session	Prompt Writing as a Genre	90
Session	Test Strategies	167
TOTAL		748
TOTAL HOURS		3,740

Evaluations

A web-based survey was conducted after each orientation and professional learning session. Survey Tool was used to gather feedback after each session. Results are available for review. Below are some examples:

Session 1-Creating a Community of Writers

	This session made me think about how trust is the single most important quality of any effective learning space- adults or students.	As a result of this session, I have a better understanding of how teachers need to be practicing writers to understand the writing process.	This session helped me to understand that writing for authentic purposes and audiences and sharing the process can help create a community of trust.	This session helped me to understand why teachers need to reflect on their own writing process to gain understandings they can teach out of.	I understand that teachers should use their own writing and understanding of their writing process in instruction including mini-lessons and conferring.
Strongly Agree/ Agree	100%	100%	97%	97%	100%
Strongly Disagree/ Disagree	0%	0%	0%	0%	0%
No Response/Don't Know	0%	0%	3%	0%	0%

Session 2-Creating a Culture of Literacy

	This session made me think about current research and best practice for writing instruction.	I have a better understanding of how to develop a plan for implementing PLCs.	This session helped me to understand how the principal and other instructional leaders can support effective writing.	This session caused me to think about my own beliefs about the teaching and assessment of writing.	This session helped me to understand the NCTE Beliefs about the teaching of writing.
Strongly Agree/Agree	97%	91%	97%	100%	100%
Disagree/Strongly Disagree	0%	6%	0%	0%	0%
No Response/Don't Know	3%	3%	3%	0%	0%

Session 3-Teaching Writing as an Authentic Process

	I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	The session helped me to have a better understanding of the Writing Workshop as a framework for teaching writing as an authentic process.	The session helped me to understand how closely reading and writing are connected and how to link the two in practice.
Strongly Agree/ Agree	94%	100%	100%	97%	100%	100%	97%
Disagree/ Strongly Disagree	0%	0%	0%	0%	0%	0%	0%
No Response/ Don't Know	6%	0%	0%	3%	0%	0%	3%

Session-Prompt Writing

	I have a stronger understanding of how to develop a unit of study around a genre.	I have a stronger understanding about to support students around writing to a prompt.	I have strategies that I can take back to my district, school, or classroom.	How would you rate the overall effectiveness of this session?
Strongly Agree/ Agree	83%	78%	92%	83%
Disagree/ Strongly Disagree	14%	14%	8%	9%
No Response/Don't know	3%	8%	0%	8%

Session-Test Strategies

	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better idea of how to provide strategies for the genre of writing to a prompt, but in a way that accesses authentic strategies.
Strongly Agree/ Agree	96%	96%	100%	94%	98%	98%
Strongly Disagree/Disagree	2%	2%	0%	4%	0%	2%
No Response/Don't know	2%	2%	0%	2%	2%	0%

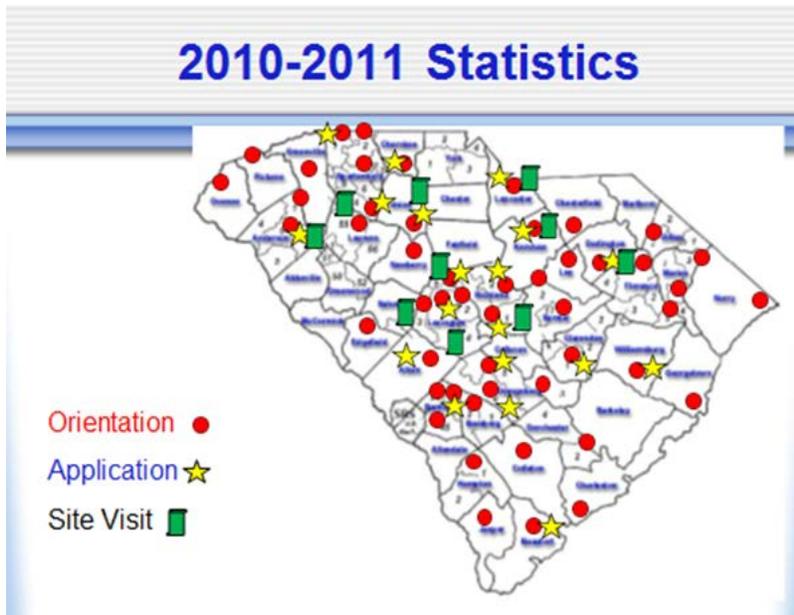
Sample Feedback on Professional Development

- This is one of the most powerful workshops I've attended. You have given me a lot of information to share with the faculty to help us as we continue our journey.
- These workshops are very powerful and informative. I wish all our faculty could attend to gain a better understanding. What is really great is that we realize we are nowhere near ready to go for the award, but we are more than ready to turn our school into a community of writers!
- I feel refreshed and ready to make serious positive changes in the way Middle School administrators view writing. The instructors were "Johnny on the spot" with ideas and suggestions.
- The opportunity to talk with others at different grade levels was invaluable. The resources you provided, websites, and handouts are wonderful! I have attended all the workshops and I always leave with take-aways that I can use when I get back to school. Thank you!

Focus III: Exemplary Writing Award Participation

During the 2010-11 year, 25 schools from 20 districts submitted an application to apply for EWP status (Primary-1, Elementary-7, Middle-7, High School-0). These schools formally assessed their writing program and prepared a written application citing evidence of the criteria. Written feedback was provided to all schools submitting applications so that they can continually improve their program. Of these applications, 12 received site visits as part of the review process, receiving feedback based on the site visitors' responses. Schools receiving EWP status will receive their awards at the 2012 SCCTE Conference and serve as mentor sites for schools in the state.

Below is a map that shows the districts and schools that participated in EWP Application process in some capacity—attending the orientation on self-assessment and detailed criteria, submitted an application, and received a site visit.



Below is a chart that shows the breakdown of districts and schools who participated in the orientation and application process.

	Applications	Site Visits	EWP Schools
District	20	7	7
Schools	25	12	7
Primary	1	1	1
Elementary	17	8	6
Middle	7	3	0
High	0	0	0

Schools Receiving EWP Status 2011

1. Doby's Mill Elementary—Kershaw County School District
2. Heath Springs Elementary—Lancaster County School District
3. Irmo Elementary—School District Five of Richland and Lexington Counties
4. Monarch Elementary—Union Country School District
5. Nevitt Forest Community School of Innovation—Anderson School District Five
6. Pate Elementary—Darlington County School District
7. Woodruff Primary—Spartanburg Country School District Four

Analysis of Data and Plans for 2010-11

- Of the 264 participants from 51 districts attending the orientations, 25 schools from 20 districts applied. (This is an increase from 13 schools applying during the 2009-10 year.) It was apparent as they self-assessed, schools were in need of professional development to strengthen their writing program. Middle and high school participation is low and needs more focused professional development.
- After analysis of the school applications, patterns emerged on areas of need for future professional development. Criterion 3 (Teaching Writing as an Authentic Process), Criterion 4 (Instruction Shaped by Student Need), Criterion 5 (Growth Over Time) need to be a continued focus for professional development.
- After examining state PASS data, the EWP team plans to focus attention on gender issues and achievement gaps that exist with boy writers and embed strategies in the 2011-12 PD sessions.