

Read to Succeed (Act 284) Summary

- Effective June 11, 2014
- SCDE Website: <http://ed.sc.gov/agency/ie/School-Transformation/Read-to-Succeed/>
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Key Components

- Beginning in Fiscal Year 2015-2016, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade.
- Each school must prepare an implementation plan aligned with the district reading proficiency plan to enable the district to monitor and support implementation at the school level.
- Every student entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014-2015 will be administered a readiness assessment by the forty-fifth day of the school year.
- Any student enrolled in prekindergarten, kindergarten, first grade, second grade, or third grade who is substantially not demonstrating proficiency in reading must be provided intensive in-class and supplemental reading intervention.
- Beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment.
 - A student may be exempt for good cause from the mandatory retention. Good cause exemptions include students with less than two years of instruction in English as a Second Language program; with disabilities whose IEP indicates the use of alternative assessments; with disabilities whose IEP or 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency; who demonstrate third-grade reading proficiency on an alternative assessment; who have received two years of reading intervention and were previously retained.
 - The superintendent of the local school district must determine whether a student in the district may be exempt from the mandatory retention.
- Students eligible for retention may enroll in a summer reading camp provided by their school district.
 - Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day.
 - The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts.
 - A parent or guardian must make the final decision regarding the student's participation in the summer reading camp.

- If the student is not demonstrating third-grade reading proficiency by the end of the second grading period of the third grade:
 - Parent or guardian must be notified, in writing, that the student is being considered for retention.
 - A documented conference with the parent or guardian must be held prior to a determination regarding retention is made.
 - Within two weeks following the conference, copies of the conference form must be provided to the principal, parent or guardian, teacher and other school personnel who are working with the child on literacy, and summary statements must be sent to parents or legal guardians who do not attend the conference.
- For students in grades four and above who are substantially not demonstrating reading proficiency, interventions shall be provided by reading interventionists in the classroom and supplementally by teachers with a literacy teacher add-on endorsement or reading/literacy coaches.
- A reading/literacy coach shall be employed in each elementary school.
- All teachers, administrators, and support staff must be trained adequately in reading comprehension.
 - Beginning in Fiscal Year 2014-2015, reading/literacy coaches are required to earn the add-on certification within six years.
 - Beginning in Fiscal Year 2015-2016, early childhood and elementary education certified classroom teachers, reading interventionists, and those special education teachers who provide learning disability and speech services to students who need to substantially improve their low reading and writing proficiency skills, are required to earn the literacy teacher add-on endorsement within ten years of their most recent certification.
 - Beginning in Fiscal Year 2015-2016, middle and secondary licensed classroom teachers are required to take at least one course or three credit hours, or the equivalent professional development hours as determined by the South Carolina Read to Succeed Office, to improve reading instruction within five years of their most recent certification.
 - Beginning in Fiscal Year 2015-2016, principals and administrators who are responsible for reading instruction or intervention and school psychologists in a school district or school are required to take at least one course or three credit hours within five years of their most recent certification, or the equivalent professional development hours.
- Districts and individual schools shall provide families with information about how children progress as readers and writers and how they can support this progress.

Funding/Flexibility

- A charter school must follow all applicable laws/regulations IF the school accepts funding associated with that law or regulation.
- The SCPCSD has received \$25,307 for the 2014 Summer Reading Camps and \$607,500 for Reading Coaches.
- Summer Reading Camp funding for 2015 will be based on the number of 3rd grade students scoring “Not Met 1” on 2014 SCPASS Reading (58 total in our district).
- State funding of \$6 million for the 2015 camps “may be insufficient” according to SCDE memo.