



READ

TO

SUCCEED



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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Read to Succeed

(R2S) Act 284 of 2014

South Carolina Legislature

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South Carolina Code of Laws Unannotated

Title 59 - Education

CHAPTER 155

South Carolina Read to Succeed Act

Editor's Note

2014 Act No. 284, Section 3, provides as follows:

"SECTION 3. This act takes effect upon approval by the Governor and is subject to the availability of state funding."

SECTION 59-155-110. South Carolina Read to Succeed Office.

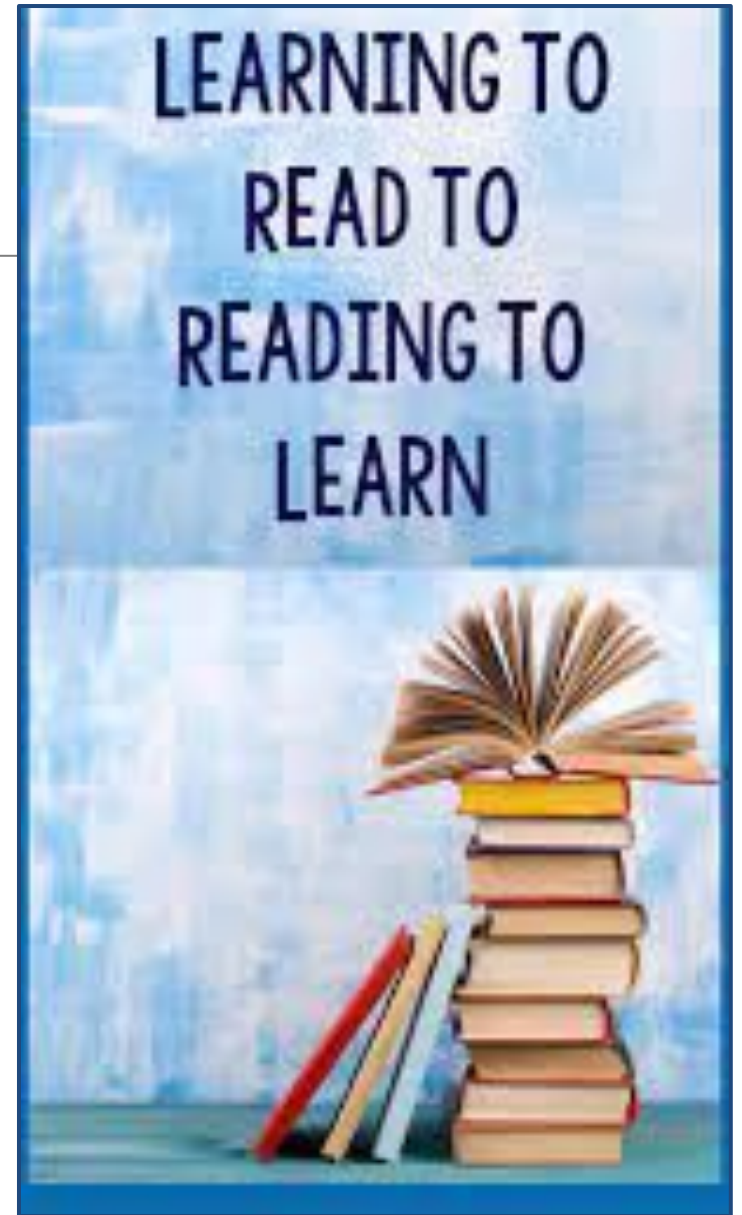
Purpose of Read to Succeed

Educators in all disciplines across every child's school day should be able to help students develop and apply their reading and writing skills, promote and help students comprehend print and non-print content area texts, and employ research-based practices to this end.

Why is Third Grade an Important Time for Kids?



bigshift



Components of Read to Succeed (R2S)

1. Reading Plans (State, District, and School)
2. Third Grade Retention
3. Summer Reading Camps
4. Interventions
5. Educator Endorsements and In-Service Courses
6. Early Learning and Literacy (CDEP)
7. Pre-Service Teacher Preparation
8. Reading Coaches

1. Reading Plans

- State plan rescheduled to be finalized June 2015
 - February 2015 original target
- SCDOE will provide
 - training
 - guidelines
 - template with rubric
- District plan completed fall 2015
- School plans completed fall 2016
- EIA reading funds will be tied to plan approval

2. Third Grade Retention

- A student must be retained if he/she fails to demonstrate reading proficiency at the end of third grade
 - Implemented in the 2017-18 school year
- The SCDOE is in the process of reviewing the law and researching other states and how they have effectively implemented similar policies
- The R2S Advisory Committee will inform this component
- The SCDOE is aware of the research around retention
- Many other components will be in place by 2017-18, reducing the number of students who might be required to be retained

What is a good cause exemption?

Read to Succeed legislation provides seven considerations for students who may be exempt from mandatory retention and promoted to fourth grade. Good cause exemptions include students:

- with limited English proficiency and less than two years of instruction in English as a Second Language (ESOL) program.
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions.
- with disabilities whose IEP or Section 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 approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading.
- who have received two years of reading intervention and were previously retained.
- who through reading portfolio documentation demonstrate mastery of the state standards in reading equal to at least one level above the lowest achievement level on the state reading assessment.
- who successfully participate in a Read to Succeed summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced alternative assessment, that their mastery of the state standards in reading is equal to at least one level above the lowest level on the state reading assessment.

3. Summer Reading Camps

- Mandated by Proviso 1.79 and Act 284 (R2S) Summer 2015
 - Optional Summer 2014
- Student Identification
 - Targets current 3rd grade students “substantially” not demonstrating proficiency in reading
 - Use of formative assessment/s to identify target students
 - Helps prevent summer reading loss
 - Helps students move closer to reading on grade level

4. Interventions

- R2S Interventionist – Certified teacher with R2S Teacher Endorsement
 - Interventions should occur in the classroom first by a R2S Teacher
 - Interventions outside the classroom must be provided by R2S Endorsed Teacher unless interventions inside the classroom have first been provided by R2S Endorsed Teacher
- Focus will be on classroom-based interventions
- MTSS Interventionist – Not required to meet the R2S Interventionist criteria

5. Educator Endorsements and In-Service Courses

- SC Literacy Competencies and Endorsements
- All in-service teachers and school staff must earn an appropriate endorsement
- Three categories of requirements based on certification area
 1. R2S Teacher Endorsement
 2. R2S Requirement (Instructional)
 3. R2S Requirement (Non-Instructional)
- R2S endorsements cannot be added to SC licenses until Fall 2015 after the SCDOE revises current regulations

5. Educator Endorsements and In-Service Courses

- R2S Teacher Endorsement Certification Area
 - Literacy or reading endorsement
 - 12 credit hour/240 PD hour requirement
 - **Early Childhood, Elementary, Special Education, ESOL, Montessori**
 - Ten years or two certificate renewal cycles to complete

- R2S Requirement (Instructional) Endorsement
 - 3 credit hour/60 PD hour requirement
 - **Middle Level, Secondary (All), PK-12 license areas, CATE, Library Media Specialist**
 - Five years or one certificate renewal cycles to complete

5. Educator Endorsements and In-Service Courses

- R2S Requirement (Non-Instructional) Endorsement
 - 3 credit hour/60 PD hour requirement
 - **Administrator (all certified), Guidance Counselor (All), Speech Language Therapist, School Psychologist**
 - Five years or one certificate renewal cycles to complete

6. Early Learning and Literacy (CDEP)

- South Carolina Child Development Education Program (CDEP)
 - Early Learning and Literacy
- Readiness Assessment
- Administered in partnership by:
 - SCDOE – oversees participating public school district programs
 - SC First Steps for School Readiness – oversees private and other non-district providers
- Expanded funding for many of the state's impoverished 4-year-olds to attend full-day 4K programs

7. Pre-Service Teacher Preparation

- Undergraduate students majoring in an education seeking initial teacher certification (licensure)
- By Spring 2020, all initially licensing teachers in South Carolina will have a Read to Succeed endorsement added to their licenses as part of completing their initial licensure
- Guidelines published for college Educator Preparation Programs (EPP)
- SCDOE creating an online application process for EPPs to apply for program approval
- College and university catalogs must reflect requirements of R2S beginning in the Fall 2016 semester
- Freshmen beginning Fall 2016 will have the R2S Endorsement or R2S Requirement on their license when they graduate

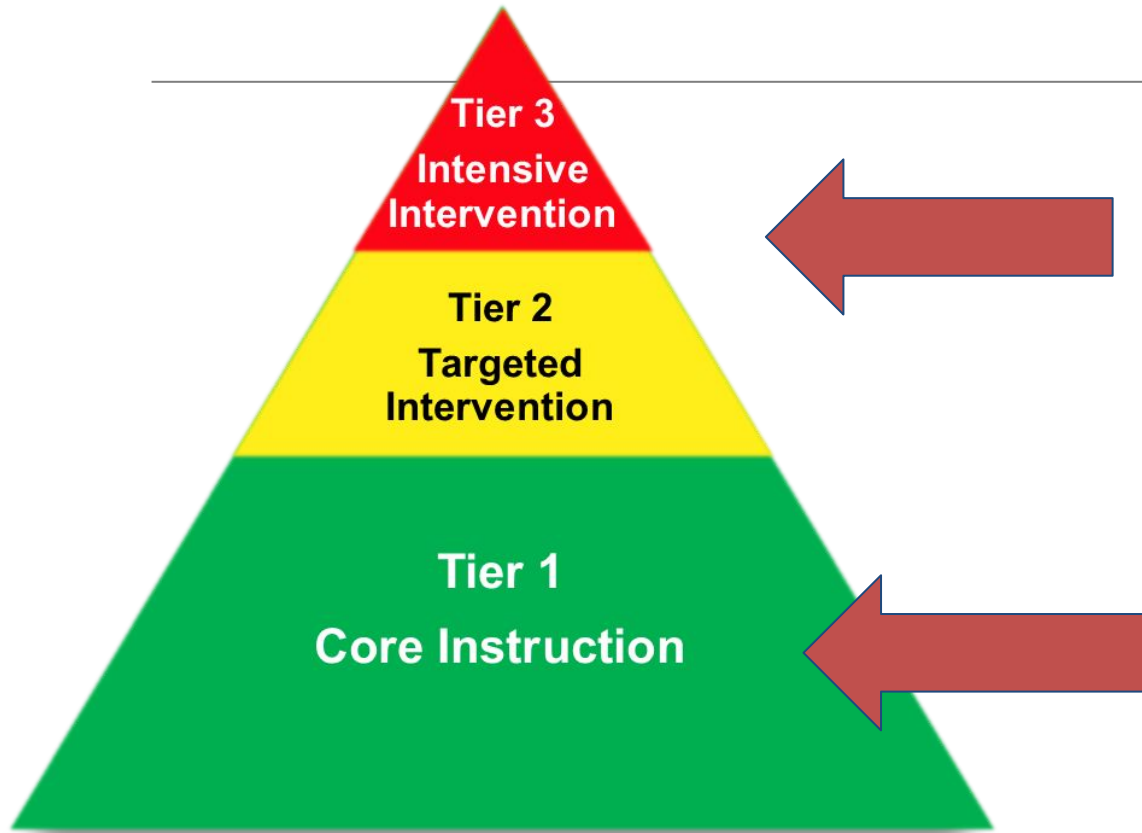
8. Reading Coaches

- Funding was provided to hire reading coaches for elementary schools
- Coaches allocated based on percentage of students scoring Not Met on most recent Reading and Research Test (SC PASS 2014)
 - 20 - 100% – 1.0 FTE
 - 0 - 19% – 0.5 FTE
- Reading Coach Qualifications
 - BS or higher in Elementary Education and Literacy Coach add-on certification or
 - Master's degree in Reading and pursuing Literacy Coach Endorsement or
 - BS degree or higher and actively pursuing Literacy Coach Endorsement
- Literacy Coach Endorsement
 - Complete literacy teacher endorsement
 - Enroll in SCDOE Literacy Leader Reading Coach Institute or other approved PD program

8. Reading Coaches

- State-funded reading coaches must participate in the South Carolina Reading Coach Institute, which consists of two meetings a month (one large-group cohort meeting and one small-group PLC meeting)
- The SC Reading Coach Institute is based on the South Carolina Literacy Competencies published in August 2014
- All Institute material will be made publicly available on the R2S website. R2S Liaisons and district administration are provided with monthly overviews and information
- State-funded coaches participating in the South Carolina Reading Coach Institute will be trained to deliver the 60-hour course, R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers beginning in 2015-16. The SCDOE is in the process of having this course approved.

WHAT DOES THIS LOOK LIKE AT BWA?



MS. ELIASON

MS. MASON



MS. FELDER



