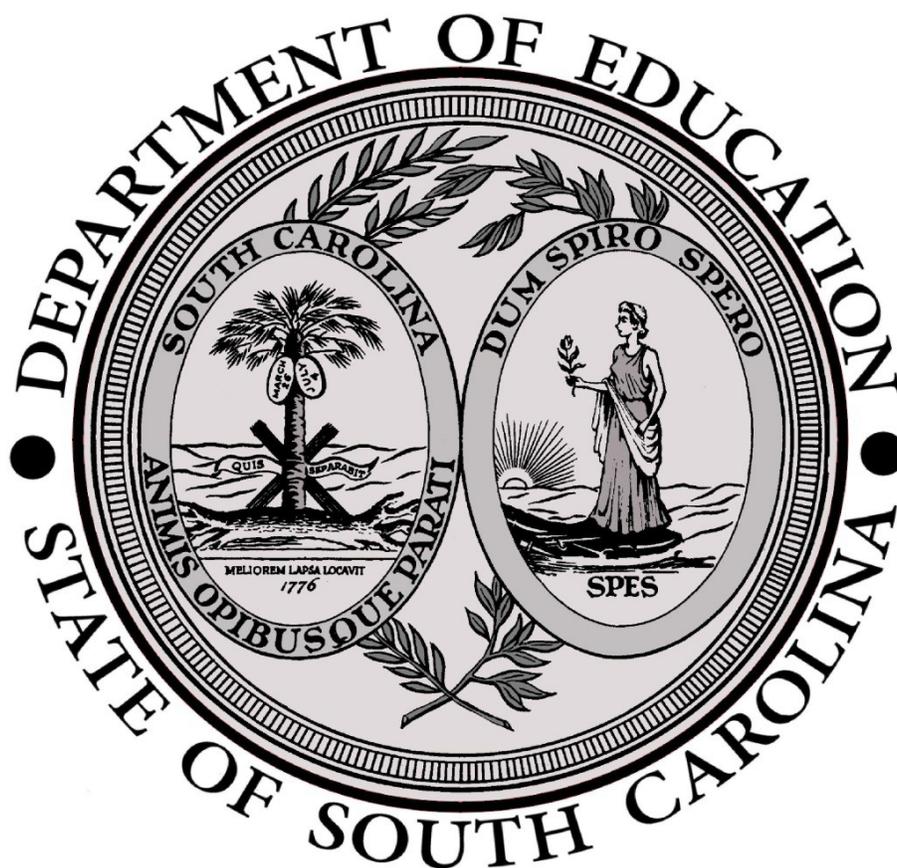


South Carolina Intervention Guidance Document



Kindergarten through Grade Five

Office of Early Learning and Literacy
Division of College and Career Readiness

(Amended January 25, 2017)

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Introduction

On February 11, 2015, the South Carolina State Board of Education adopted the *Profile of the South Carolina Graduate* to support the ideal that all students in our state graduate prepared for success in college, careers, and citizenship. State Superintendent of Education, Molly Spearman, encourages all stakeholders to work together toward the common vision embodied in the Profile. Foundational to the knowledge and skills outlined in the Profile is the ability to read and write proficiently. While South Carolina students have made progress in reading and writing, compared to some other states and in the face of an exciting, but demanding future, our state's education system has room for improvement. It is imperative that our state move forward with urgency to ensure our students achieve proficiency in reading and writing. Too many children in South Carolina fail to learn to read proficiently by the end of third grade. It is well understood that early reading failure predicts later outcomes in schooling. Juel (1988) found that children who struggle to read as first graders have a .88 probability of struggling as readers in fourth grade. As children become further and further behind, reading problems become harder to address successfully. Children who leave third grade significantly behind their peers in reading ability remain behind, often falling below grade level expectations as they progress through school. Because academic success depends on the ability to read and write, a high percentage of students with reading problems eventually drop out of school (Hernandez, 2011; Jacob & Lefgren, 2007; Jimerson, 2001).

Despite the claims of program developers and sales people who continue to market silver-bullet solutions, there is no program, method or approach for teaching reading guaranteed to work for all children. Decades of research on reading in the early grades indicates that it is knowledgeable teachers, not programs, who make the difference for children learning to read. (Slavin, Lake, Davis, & Madden, 2011; Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2008; Pressley, Wharton-McDonald, Allington, Block, Morrow, Tracey, Baker, Brooks, Cronin, Nelson, & Woo, 2001). All children, especially those who struggle to learn to read benefit from highly-trained teachers knowledgeable in reading and writing processes who know how to support, extend, and accelerate literacy learning across the content areas for young learners.

Children who struggle to learn to read and write require additional instruction, effort, and resources to succeed in school. Children have different competencies, experiences, and needs, and may struggle with different aspects of reading at different times and for a variety of reasons (Allington, 2013; Scanlon, Vellutino, Small, Fanuele, & Sweeney, 2005; Clay, 2001). Over time, as the achievement gap widens for children who may have difficulty reading well, it becomes more and more difficult for them to catch up to grade level expectations (Stanovich, 1986). For this reason, early intervention is essential. Effective interventions facilitate accelerated progress, causing readers to read more and to read better, interrupting slow progress and breaking a cycle of reading failure (Vellutino, Scanlon, Small, & Fanuele, 2006; Clay, 2001; Dorn & Schubert, 2008; Jimerson, Burns, & VanDerHeyden, 2007).

Nationally, reading failure exacts tremendous costs on children, families, school systems, communities, businesses, and the state. Statistics illustrate these costs:

- Children who fail to learn to read are often not promoted to the next grade. Students who are retained in a grade are two to eleven times more likely to drop out of high school (Jimerson, 2001; Roderick, 1994, 1995; Rumberger and Larson, 1998).
- One-half of all adults in federal and state correctional institutions cannot read or write at all and 85% of juvenile offenders have reading problems (Hernandez, 2011; Jacob & Lefgren, 2007).
- American business currently spends more than \$60 billion each year on employee training, much of that for remedial reading, writing, and mathematics (Hernandez, 2011; Jacob & Lefgren, 2007).
- Annual health care costs in the United States are four times higher for individuals with low literacy skills than they are for individuals with high-level literacy skills. (Hernandez, 2011; Jacob & Lefgren, 2007).

All of these factors help to perpetuate a systemic problem. To that end, Act 284-Read to Succeed, ratified on June 11, 2014, is a comprehensive approach to improving literacy outcomes in South Carolina so all students become proficient readers and writers. Further, Act 284 supports the notion that students who do not read or comprehend at grade level struggle academically in all their content area courses and that reading proficiency is a fundamental life skill vital for the educational and economic success of our citizens and State.

Read to Succeed includes components that are interconnected. One component requires that intensive interventions are provided for struggling readers not able to comprehend grade-level texts. Intervention is first and foremost, evidence-based, integrated instruction that is flexible, differentiated, and provided to students by their expert classroom teachers. If data warrants, additional support is provided to the individual child based on his/her needs. (Dorn & Saffos, 2012).

This document, *South Carolina Intervention Guidance-Kindergarten through Grade Five*, is intended to guide and support districts and schools in the design, implementation, and evaluation of literacy-focused instruction and interventions for students. Highly-qualified leaders and teachers, as well as informed community members and families, must have an understanding of the reading processes and the difficulties some students encounter when learning to read and comprehend increasingly complex text. In order to support all students, a multi-tiered system of support, coupled with data-informed interventions, ongoing progress monitoring, small group instruction, personalized learning, and flexible grouping structures within and outside the classroom must be in place.

Policies and practices must be examined in order to continually improve outcomes for students and assist districts, schools and classrooms in their work toward accomplishing their goal of systemic change to yield increased student achievement. South Carolina student success is an urgent matter.

Historical Perspective

Over the last fifteen years, South Carolina has provided opportunities to strengthen the administrator and teacher knowledge base in the areas of effective literacy instruction through on-going, job-embedded professional learning opportunities. South Carolina began its first efforts to increase the level of reading proficiency among elementary children in 2000. The South Carolina Reading Initiative (SCRI) was a state-led reading initiative backed by three million dollars in state funding through the Governor's Institute of Reading. SCRI was piloted in 193 (or about 29%) of the state's elementary schools. The South Carolina Department of Education (SCDE), in collaboration with professors from the University of South Carolina, trained 188 literacy coaches to work with 2,834 teachers in participating elementary schools. Districts received state funding to help with the cost of hiring and training a literacy coach to support the implementation of best practices in literacy instruction in their classrooms and to provide research-based, sustainable, job-embedded, ongoing professional learning opportunities for teachers. SCRI teachers engaged in twice monthly, after-school study groups with SCRI-trained coaches to deepen their knowledge about the reading process and best practices for understanding how students learn to read.

During the last year of SCRI, South Carolina READS, a two-year, federally-funded reading initiative modeled after SCRI, began. By 2003, about 34% of South Carolina's elementary schools were involved in a reading initiative led by the SCDE.

South Carolina Reading First (SCRF), a six-year, federally-funded reading initiative, began in 2004 and served approximately 13,200 students in 52 schools from 24 districts in the state. The initiative targeted low socio-economic status (SES) schools with chronically low student achievement. Federal funds supported salaries and training of coaches to facilitate implementation of best practices, as well as the salaries and training of interventionists to provide additional, research-based instruction for the lowest readers. SCRF ended at the end of the 2009-10 school year.

Reading Recovery, a state and district funded reading intervention, historically and currently serves as an intervention for struggling first graders. Now entering its 26th year in South Carolina, Reading Recovery features specialized training and ongoing, job-embedded coaching provided by the state's Reading Recovery teacher leaders. Reading Recovery teachers generally work in two roles within a school: as Reading Recovery teachers they provide one-on-one

interventions to eight to twelve children each year and during the larger part of their day they work most often as small group interventionists. Reading Recovery trained interventionists typically serve approximately 46 students between one-on-one and small group instruction each year.

Reading Recovery shows consistently positive results nationally and in South Carolina, and is supported by extensive research. The US Department of Education's *What Works Clearinghouse (WWC)* gave Reading Recovery its highest rating; it is one of the only interventions reviewed that has been found to have positive effects or potentially positive effects on all four reading outcomes measured by the WWC (USDOE What Works Clearinghouse, 2013).

The Need for Intervention

The implementation of an intervention system can identify and address the learning needs of all students. Communication regarding intervention practices between the home and school must be clear and consistent. When schools inform parents and families frequently of their students' progress, families become more active and meaningful participants in the school's educational efforts. Intervention systems also

- document progress toward individual learning goals and grade level proficiency beginning with universal screening;
- communicate the school's expectations for monitoring student academic performance and behavior;
- increase collaboration with and assistance to teachers;
- provide a global picture of instructional practices in the school;
- guide professional learning efforts;
- coordinate existing intervention efforts; and
- provide more accurate identification of students with disabilities.

Intervention is not a special education placement, initiative, or program, but rather a framework for providing high quality instruction, delivered by a highly trained educator who understands and is able to implement instruction to support the reading process. A well-implemented, research-based screening process ensures earlier, more relevant help for students not meeting grade-level expectations and provides critical information about student instructional needs in order to provide effective interventions. Early identification of students who struggle to comprehend increasingly complex grade-level text is necessary in order to prevent failure and maximize the effectiveness of grade-level instruction to all students. Additional and personalized intervention based on data, is needed for some students.

Intervention is multifaceted and includes:

- A process that involves universal screening and progress monitoring to individualize instruction and meet the needs of all students
- Targeted assistance and differentiated instruction at each Tier that supports individual student achievement and accelerated progress
- Delivery by highly-qualified, expert, certified teachers
- Tier I instruction is delivered to ALL students as part of the high-quality core classroom experience
- Tier II interventions are data informed, targeted instruction, delivered in small group or one-on-one settings
- Tier III interventions are data-informed, targeted instruction, that is delivered one-on-one from highly qualified educators that is skillful in implementing and monitoring interventions and is more intense in time and frequency than Tier II interventions.

Read to Succeed requires a systemic approach to reading and writing which will ensure that each student receives targeted, effective, literacy support from a classroom teacher in all content areas. If needed, supplemental support from a highly effective educator is provided so that ultimately all students read and comprehend increasingly complex grade-level text.

Districts and schools must begin to assess and refine their current intervention systems in order to demonstrate a steady increase in the number of students reading and comprehending grade-level texts and scoring 'proficient or above' on state assessments. Students must be able to transfer knowledge and skills throughout the day to demonstrate true proficiency in the work with which they are asked to engage across content areas and contexts.

An intervention plan must begin with a common vision among all stakeholders. Those personnel guiding and implementing intervention systems must have a shared understanding of what is expected and how this looks and sounds in districts, schools, and classrooms so that all are supportive of the process. Considerations of time for collaboration and communication, scheduling, and the effective allocation of resources must be included in the planning process. (Lee & Spratley, 2010).

Effective intervention systems take time to plan and implement and need to be done with a sense of urgency. The earlier students are identified for intervening services, the greater their progress toward grade level success will be. Decisions regarding interventions should be based on multiple points of valid and reliable data collected by the classroom teacher and others. As interventions are planned, consideration and coordination among all who support the student must be considered.

The graphic below represents a data-informed decision making process essential to creating, monitoring, and adjusting successful interventions and support for students. When the elements of universal screening, diagnostic screening, high quality instruction, and progress monitoring are part of a multi-tiered system of support and thoughtfully applied, improved student outcomes ultimately occur.



The common vision for success for all students begins with high-quality classroom instruction delivered by a highly qualified educator. High quality instruction means engaging students in learning and problem solving while meeting the diverse needs of all students. Good instruction is creative and motivating yet is carefully thought out with the culture, interests, and abilities of the students in mind. It is flexible and individually challenging for gifted students and for those who learn at a slower pace.

Tiered Systems of Support

Intervention systems should be multi-tiered and support the whole child – academically, behaviorally, socially, and emotionally. In addition to academic challenges, interfering behaviors are often factors when a student is not performing at a satisfactory level or a projected rate of learning. Schools screen and monitor students exhibiting interfering behaviors just as they do those experiencing academic difficulties. A multi-tiered system of support recognizes the connection between academics and behavior and addresses both areas simultaneously.

The goal of a multi-tiered system of support is to deliver early intervention for every student who struggles to attain or maintain grade-level performance by effectively utilizing best

instructional practices within an evidence-based instructional model. An ongoing, systematic process of using student data to guide instructional and intervention decisions is required.

Most multi-tiered systems of support are three tiered. Tier I refers to high-quality core instruction provided to all students. In Tier I, teachers provide evidence-based, differentiated instruction with fidelity. Universal screening at regular intervals documents the progress of all students. Educators with a diverse skill set regarding instructional best practices, review and analyze the screening data to craft a plan to meet student needs. If a significant number of students are not successful in the core instructional model, all variables (e.g., attendance, class size, behavior observations, instructional fidelity, professional learning opportunities, and curricular choices) should be examined to determine how to strengthen Tier I instruction. Tier I instruction is expected to meet the needs of eighty to ninety percent of students in reaching grade-level proficiency toward meeting grade-level standards. Tier I instruction must be critically evaluated so that the vast majority of students succeed. Powerful classroom instruction requires that effective teachers differentiate instruction, based on data, in order to meet the needs of all students.

Even very effective Tier I programs will not meet the needs of every student in the school. Tier II instruction is evidence-based small group or one-on-one instruction for students not meeting grade-level academic or behavioral expectations. Tier II is provided in addition to the ninety minute block of core instructional time all students receive and occurs within the classroom and are most often provided as an additional thirty minutes of direct, targeted literacy instruction. Regardless of the model or approach used, Tier II interventions are provided by a highly-effective educator.

Approximately fifteen percent of students may need Tier II instruction in addition to core instruction. Hallmarks of Tier II instruction include immediate response to student needs through more frequent progress monitoring (at least monthly) and increased collaboration among families, interventionists, classroom teachers, and other stakeholders.

When progress monitoring indicates a student is not responding to Tier II interventions, Tier III provides evidence-based, individualized, intensive instruction/intervention. Approximately five percent of students may need Tier III intervention in addition to Tier I and/or Tier II instruction. Due to the level of specialized services needed in Tier III, collaboration and support among professionals increases. In all models of intervention delivery, the Tier III provider and the classroom teacher must frequently and regularly collaborate regarding the student's specific instruction so that a system of supports exists for the student in the regular classroom environment. Tier III interventions are not special education services; however, if a disability is

suspected, families are informed and a referral to determine if the student meets 504 or special education (IDEA) eligibility is initiated.

Within a multi-tiered system of support, all students receive core instruction as the foundation for learning. Those students at-risk of not reaching grade-level proficiency based on their performance on screening assessments are provided supplemental support. This first layer of additional support, Tier II, occurs in addition to the time dedicated to core instruction and ideally occurs in groups of no more than five students and focuses primarily on providing increased opportunities to support children's literacy acquisition (Baker, Fien, & Baker, 2010; Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007; Vellutino, Scanlon, Small, & Fanuele, 2006). When Tier II is insufficient to meet a student's needs, they receive Tier III interventions. Compared to Tier II, Tier III is more intense and is provided at a higher frequency, and is individualized to meet each student's needs.

All students may receive services in any tier given their academic and behavioral needs. Students are not placed permanently in a tier of instruction and may move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier in the process based on individual needs.

Universal Screening

An intervention system begins by assessing every student in the school in order to identify students who are not demonstrating grade-level proficiency. This proactive approach recognizes potential student failure early and identifies any student who may need additional support. This requires the use of a powerful technique called universal screening. Universal screening is a school-wide assessment or review process conducted at regular intervals (fall, winter, spring) by trained personnel. It is used to identify each student's level of performance at a single point in time. Screening tools help identify students in need of closer monitoring and those in need of more intensive academic and behavioral interventions.

The main purpose of a universal screening instrument is to identify those students whose performance warrants further investigation. Screening is only intended to predict which students are likely to struggle or fail to reach grade level expectations. It does not directly result in diagnosis of student needs. Due to measurement error, it is important to cast a rather wide net to capture potentially at-risk students and then to look further to determine their needs for additional instructional assistance. School and district teams should collaboratively select universal screening tools and train educators in the consistent administration, scoring, and interpretation of results.

Progress Monitoring

The success of an intervention system requires a school to commit to universal screening, data analysis and the implementation of a plan for progress monitoring. Progress monitoring can be described as an evidence-based practice that is utilized to assess students' academic performance and evaluate the effectiveness of instruction/intervention (Fuchs & Fuchs, 2008). It provides educators with immediate feedback in order to adjust instruction to better meets the needs of the student.

Progress Monitoring requires the regular collection of student performance data by the teacher who is working with the child. Brief, standardized assessments of academic progress are administered. Data that relates specifically to student goals is collected frequently. In order to provide useful data, the measures must be valid and reliable, and educators must be trained in standard administration. Students should be progress monitored at their performance levels which may not match their current grade levels. This will provide the teacher with instructional information to make appropriate next steps.

Systems of Support

In order for the intervention process to be successful, the commitment and collaboration of many people, including parents and families, teachers and other educators, reading coaches, and administrators is required. District and school leadership must identify and assess current human and fiscal resources available which may require modifications or adjustments to the way resources are used. Commitment and support by everyone in the educational system, especially district and school leadership, will facilitate the successful and sustained implementation of interventions. (Dorn, Forbes, Poparad, & Schubert, 2015).

District Leadership

- Communicate a clear, common vision and belief for intervention which expresses a movement from compliance to commitment to the process as well as awareness and support for resources needed to successfully implement and continue the use of interventions
- Support a common understanding that intervention is a process rather than a resource, with goals and expected outcomes shared by all stakeholders
- Support opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.
- Identify tools and data to use as part of monitoring implementation of the intervention system

- Provide guidance, technical assistance and professional learning opportunities to build an understanding of screening assessments and their use, progress monitoring, and using data to inform instruction
- Collect data from screening assessments and progress monitoring assessments and use these data to guide implementation at all levels
- Identify fiscal resources and determine budget allocations in support of high-quality instruction
- Encourage and advocate for the use of and access to appropriate technology in support of instruction provided by educators
- Provide professional learning opportunities for district and school leadership teams
- Build partnerships and collaborate with stakeholders
- Guide the reporting of data to the SCDE as indicated in Section 59-155-150 (B) of Act 284 - “The results of the initial assessment and progress monitoring must be provided to the Read to Succeed Office”
- Guide and support schools as they partner with families and communities as indicated in Section 59-155-200 of Act 284 - “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”

School Leadership

- Create and support a common vision and practice for intervention which expresses a movement from compliance to commitment to the process as well as support for resources needed to successfully implement and continue the use of interventions
- Provide opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.
- Align and allocate school level resources to support student progress
- Encourage the use of and access to appropriate technology in support of instruction provided by educators
- Define and maintain high expectations for students and staff
- Facilitate a positive school climate and culture
- Facilitate professional learning communities that focus on assessment and instruction building a toolkit of interventions that are available to all personnel
- Identify and support a school intervention team
- Strengthen and build relationship and communication channels with parents and families and community partners

School Intervention Teams

It is recommended that this team be established to set goals to meet individual school needs. Suggested members of this team might include administrators, general and special education teachers, ESOL teachers, speech language pathologists, school psychologists, school counselors, social workers, curriculum specialists, reading coaches, reading interventionists, school nurses, and/or families and community members.

The work of this team includes, but is not limited to:

- Analyzing academic and/or behavioral data to identify students who are not reaching grade-level proficiency and may be in need of interventions;
- Developing and monitoring student intervention plans;
- Supporting the fidelity of intervention services based on determined data points by using universal screening and progress monitoring tools;
- Monitoring in what manner classroom instruction and other interventions support one another;
- Establishing, reviewing, and updating processes that support intervention including resources, scheduling of uninterrupted instructional time and professional learning opportunities that support assessment and instruction; and
- Communicating student progress toward meeting grade-level standards to all stakeholders
- Utilizing related service providers such as speech pathologists, occupational therapists, and school psychologists, when appropriate, to meet the needs of individual students

Reading Coaches

- Support classroom teachers in the administration of formative assessments and other universal screening and progress monitoring tools
- Support the analysis of data to identify interventions and adjust instruction
- Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency
- Coordinate and provide on-going, job-embedded, professional learning opportunities
- Participate in on-going professional learning opportunities

Reading Interventionist

- Provide expert literacy instruction as a result of being a highly-effective, specially trained, educator
- Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency

- Collaborate closely with classroom teachers co-planning and co-teaching to support assessment, progress monitoring, individualized instruction, and the use of data to inform instruction
- Participate in on-going professional learning opportunities and documents ways they impact tiered instruction
- Focus on instruction and assessment of students rather than being assigned administrative duties
- Provide support to families a part of the intervention process

Classroom Teachers

- Understand that high-quality classroom instruction is the first tier of intervention
- Provide high quality instruction including reading and writing development
- Analyze and interpret data in order to develop and deliver appropriate instruction and supplemental interventions
- Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency
- Participate as a member of the School Intervention Team
- Utilize classroom structures that support the needs of all learners

Special Education Teachers

- Understand that high-quality classroom instruction is the first line of intervention
- Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency
- Share expertise and collaborate with classroom teachers to support assessment, progress monitoring, individualized instruction, and the use of data to inform instruction.
- Analyze and interpret data in order to develop and deliver appropriate instruction and supplemental interventions
- Participate as a member of the School Intervention Team

Paraprofessionals

- Provide support to highly qualified teachers to enable them to provide supplemental and intensive interventions for students
- Provide classroom support so that release time can be provided for classroom teachers and grade level teams to collaborate

Family and Community Partners

- Support learning opportunities outside of the school day
- Partner with districts and schools to support increasing the volume of reading outside the school day
- Participate in school and district literacy events
- Provide financial and human resources in support of literacy

Conclusion

Intervention, first and foremost, begins with high quality core instruction. Conversations surrounding the need for supplemental and/or intensive interventions provide an opportunity for parents and educators to work together to improve student learning by focusing on a student's identified instructional needs. Intervention is an opportunity to focus on *what* will be done and *how* it will be accomplished.

The implementation of an intervention system identifies and addresses the learning needs of all students. Intervention systems strengthen communication between home, school and community. Schools inform families frequently of their child's progress, and families become more active and meaningful participants in their student's education. An effective intervention system

- identifies progress toward individual learning goals and grade-level proficiency for all students;
- provides effective literacy instruction based on student need as determined by data;
- communicates expectations for monitoring student academic performance and behavior;
- increases collaboration and support among educators and other stakeholders;
- communicates a common and shared vision for learning;
- provides professional learning opportunities based on the analysis of student data;
- coordinates and evaluates existing intervention efforts; and
- accurately identifies those students needing specialized support including students with disabilities.

Well-implemented, evidence-based interventions ensure early, more relevant help for students not meeting grade-level expectations. They support the access of critical information regarding how high-quality instruction supports all students.

Appendices

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Appendix A

High-Quality Classroom Instruction

In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Robert J. Marzano (2007) includes these questions to guide the development of a teacher's instructional practice:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized into a cohesive unit?

High Quality Classrooms

A key feature of high-quality classrooms is high quality instruction. Rigorous academic standards and content are not enough. Instead, high quality instruction should be grounded in the standards and encourage students to interact purposefully with the content through a variety of instructional strategies. (Guthrie, McRae, & Klauda, 2007; Guthie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scafiddi, & Tonks, 2004). Often these strategies use real-world examples of the concepts presented. Furthermore, instruction is on the appropriate level for students and considers what students already know while challenging them to learn more, how they engage with work, and ways in which the students are successful in demonstrating their knowledge. High quality classroom teachers use a variety of experiences to access multiple ways of learning concepts to ensure the success of all students. These experiences can be supported by collaborating with knowledgeable professionals outside of the classroom. Finally, high quality classrooms create an environment that is conducive to learning; an environment that values students' social and emotional needs as well as their academic needs.

The research on high-quality literacy classrooms, as it relates specifically to Act 284, indicates teachers in these classrooms are knowledgeable about the teaching of reading and writing (Allington, R., 2013; Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney2008; Gambrell, Malloy, & Mazzoni, 2007, Taylor & Pearson, 2004; Pressley, Wharton-McDonald, Allington,

Block, Morrow, Tracey, Baker, Brooks, Cronin, Nelson, & Woo, 2001; Taylor, B. & Pearson, P.D., 2004).

In addition, these classrooms

- devote significant time to actual reading and writing;
- provide targeted instruction in reading skills and strategies;
- demonstrate flexible grouping strategies including small group and individualized instruction;
- feature numerous books matched to the students' reading levels; and
- attend to the changing needs of students with focus and intensity.

Teacher Knowledge about Teaching Reading

Providing explicit, individualized instruction that is, responsive to the particular needs of learners requires much more than quality programs and quantities of reading materials. Teachers must be knowledgeable about the reading process in all content areas. Teachers in high-quality classrooms must also possess the knowledge and capacity to personalize instruction for students—especially those who are not meeting proficiency and require extra help. Teachers who are successful in personalizing instruction for readers and writers understand that instruction must be differentiated in multiple ways to allow a variety of entry points for students to engage with the learning and demonstrate their understanding.

Gradual Release of Responsibility

The gradual release of responsibility (Duke, Pearson, Strachan, & Billman, 2011; Duke & Pearson, 2008; Pearson & Gallagher, 1983) has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007) and reading comprehension (Lloyd, 2004). The gradual release of responsibility provides teachers with an instructional framework for moving from demonstration to understanding to application. The gradual release of responsibility ensures that students are supported in their acquisition of the skills and strategies necessary for success. (Fisher, 2008 & Frey, 2007)

Differentiation

High-quality classrooms feature flexible grouping strategies and differentiated instruction. Effective teachers plan for variability of learners, addressing possible barriers to learning prior to instruction. The most important feature of high quality classrooms is that teachers have deep knowledge and understanding of the reading and writing process. Teachers draw from this strong knowledge base to meet the needs of all learners.

South Carolina recognizes the diverse cultural and linguistic differences and needs of our student population. In order to meet these diverse needs, instruction must be data

informed, explicit, and systematic. Teachers must provide targeted instruction of skills and strategies, while providing multiple opportunities to read and write continuous text that include multiple cultures and perspectives. “Diversity responsive teachers are sensitive to the needs of all students” (Crucikshank and Haefele, 2001).

In order to meet the needs of this diverse population, differentiation must occur in the classroom, guided by multiple formative assessments. Small group instruction is a structure that offers opportunities to meet with students to support them as they work to acquire new learning and to support them as they transition into their own independence. (Reutzel, 2011; Serravallo, 2010).

Differentiation can include re-teaching through different modalities and/or materials, new or multiple demonstrations, peer teaching and conferencing, and/or think-alouds tailored to support students. Differentiation may also occur through choice, text level, or the complexity of academic tasks.

Predictable Classroom Structures

In addition to teachers who provide explicit instruction in skills and strategies for reading and writing text at increasing levels of difficulty, students need a consistent, predictable learning environment including large blocks of uninterrupted time for daily rituals, routines and academic structures (Roskos & Neuman, 2012; Duke & Block, 2012; Morrow, 2010). Students should spend the majority of their time during the school day fully engaged in reading and writing in all content areas (Allington, 2013). Time for extensive reading is critical to the development of reading proficiency (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2011; Reutzel, Fawson, & Smith, 2008). The classroom environment should support instructional formats including flexible groupings, learning partners, one-to-one interaction with others, and regular reading and writing conferences with all students. It is imperative that all learning environments (child-care centers, preschools, K–12 schools) create safe and nurturing places where children have access to appropriately leveled texts that they can and want to interact with and read.

Rigor, inquiry, and a sense of community are essential in creating an effective classroom climate. Teachers need to orchestrate authentic experiences for learners based on their own literate lives and provide opportunities for readers and writers to interact with one another. Teachers must create a classroom environment conducive to scholarly conversations and long-term study of comprehension strategies (Vasquez, 2010; Duke & Pearson, 2008; Morrow, 2008).

*Please refer to the following link for additional information in support of the need for high quality Tier I instruction.

http://www.ocmboces.org/tfiles/folder1237/1603_Allington_WRM.RT_.pdf

Appendix B

Universal Screening

Intervention systems begin by assessing every student in order to identify those who are and are not reaching grade-level proficiency. This proactive approach recognizes potential student failure early and identifies all students who are in need of specialized instruction. This level of prevention requires the use of a powerful technique called universal screening. Universal screening is a school-wide assessment or review process conducted at regular intervals (e.g. fall, winter, spring) by trained school personnel. It is used to identify each student's level of performance at a single point in time. Universal Screening tools help to identify students in need of closer monitoring.

Purpose

Universal screening is used for the following purposes:

- to indicate whether the Tier I or core instructional model is effective;
- to identify students in need of differentiated instruction and/or intervention as early as possible;
- to identify each student's level of proficiency and progress in target areas and to use this information to adjust instructional models or intervention delivery; and
- to assist in goal setting for students, teachers, grade levels, schools, and districts.

Characteristics of Universal Screening

The district and/or school intervention team determines which academic and behavior areas to measure and selects appropriate screening tools. It is essential that qualified educators are trained in the administration, interpretation, and use of universal screening tools.

In addition, screening measures have the following qualities:

- They quantify progress and target key components of academic performance and behavior.
- They are easy to administer, score, and interpret so that results are obtained early enough to make instructional changes in a timely manner.
- They can be supplemented with data from other sources, such as teacher observations, school-level assessments, and district-level assessments.

How Is Data Used?

A school intervention team analyzes universal screening data after each benchmark period (typically fall, winter, and spring) to determine the following:

- rate of growth from fall to winter, winter to spring, and fall to spring for individual

students, classrooms, and grade levels;

- students in need of further intervention and/or assessment on specific target areas, as established by pre-set benchmarks; and
- progress toward goals for students, teachers, grade levels, schools, and district.

Student and classroom data gathered from universal screening should be depicted in graph and/or narrative forms that are easily understood and interpreted by classroom teachers, principals, district leadership, and parents and families.

The success of an intervention system requires a valid and reliable entry screener to make decisions regarding students who need additional support to successfully meet grade level expectations. Progress Monitoring is the systematic collection of data to document student movement toward grade-level standards and expectations. It is a practice used to assess students' academic performance and behavior and to evaluate the effectiveness of instruction in all tiers.

Progress Monitoring requires that trained school personnel regularly collect student performance data by administering brief, standardized assessments to individual students or to an entire class. Data are collected frequently. In order to collect useful data, measures must have good reliability, and staff must be trained in the use of progress monitoring tools. Assessments used may include standardized and curriculum-based measures. Progress monitoring provides educators with immediate feedback that will guide them to adjust instruction.

Purposes

Progress Monitoring is used for the following purposes:

- to monitor certain identified students in Tier I and to determine the adequacy of their progress;
- to evaluate the effectiveness of Tier II and/or Tier III interventions for those students needing this additional instruction; and
- to design additional, more effective interventions for students who are not responding to existing instruction and/or intervention.

Characteristics of Student Progress Monitoring

Careful consideration should be given when progress monitoring student academic and behavioral growth. Data collected should inform instructional decisions.

Results from progress monitoring measures should not be interpreted in isolation but should be supplemented with information from additional sources, such as teacher observations and school and district-level assessments. Effective interventions rely on all available sources of data to track student performance as accurately as possible. The review of data and the planning for interventions based on the data, support intervention teams in providing thoughtful, well planned interventions for students at every level.

The appropriate use of progress monitoring tools and the accurate interpretation of data is essential to ensure that the information regarding student growth is reliable and leads to informed instructional decisions.

Frequency of Progress Monitoring

Progress Monitoring should occur at regular intervals. The frequency of progress monitoring is in proportion to the intensity of student needs and should increase for students most in need of additional assistance. In these cases, monitoring may occur on a weekly or daily basis. When teams collect data frequently, the information is used to determine a student's general trend of performance as well as to prevent inconsistency in decision-making and eligibility decisions. The more data points available for an individual student, the more reliable the decision-making process.

Dissemination and Use of Data

Through regular consultation among members of the school intervention team, the team analyzes progress monitoring data to determine individual student progress toward pre-set goals. These data, in addition to teacher observations, school or district-level assessments, and other sources, are used to make decisions regarding student movement and progress toward grade-level expectations. In order to better provide information regarding how to support their student outside to the classroom and school day, it is recommended that the data be shared with stakeholders, including parents and families.

Sample Schedule Based on a 120 Minute Literacy Block

| | |
|---|--|
| <p>90 Minute Literacy Block—Tier I</p> <p>High –quality core classroom instruction provided by a highly-effective teacher for all students</p> <p>*Instruction is differentiated to meet the specific needs of students in the class and should include small group instruction.</p> | |
| <p>30 Minutes—Tier II Intervention Within the Classroom/Enrichment Time</p> | |
| <p><i>What the teacher is doing:</i></p> | <p><i>What the other students might be doing:</i></p> |
| <p>Highly- effective educators work with small groups of students to provide targeted, intense instruction based on specific needs identified through the use of observations and progress monitoring.</p> | <p>Students should be engaged in additional, meaningful instructional opportunities which might include</p> <ul style="list-style-type: none"> • Independent Reading • Independent Writing • Research/Inquiry Projects • Reading to and with students in lower grades • Using technology to enhance learning <p>**Tier III Intervention students may be pulled out at this time because this 30 minute block is in addition to the 90 minutes of core instruction everyone receives.</p> |

Sample Schedule for Schools with Built-In Intervention Blocks

| | |
|--|---|
| <p>30 Minutes for Tier II and/or Tier III Interventions</p> <p>This instruction is provided for those students identified as needing additional instructional support.</p> <p>*This is in addition to the 90 minute block of high quality core instruction provided for all students.</p> | |
| <p><i>What the teacher is doing:</i></p> | <p><i>What the other students might be doing:</i></p> |
| <p>Highly-effective educators or retired educators work with small groups or individual students needing additional targeted, intense instruction based on specific needs identified through the use of observations and progress monitoring.</p> | <ul style="list-style-type: none"> • Club Time (e.g. Art Club, PE Club, Music Club, Computer Club, Book Clubs, Math Club, Science Club, History Club, Dance Club, Library Club) • Math Intervention |

**Note: If this model is used, it is important that the block be scheduled at the beginning or middle of the school day. This will not be as effective at the end of the day.

Appendix E

Rubric for Systems of Support

The district or school must gain the commitment of many people, including parents and families, classroom teachers, reaching coaches, and administrators to support the intervention process. Leadership, instruction, curricular resources, universal screening, and professional learning opportunities must be identified and assessed and may require adjustments or modifications. Commitment and support by everyone in the educational system, especially district and school leadership, will determine the delivery of appropriate interventions provided by appropriate personnel and whether they are successful and sustained.

The rubric below might be used by districts and schools to assess where they are in the process of intervention planning and implementation.

Use the rating scale to indicate the current status of your district or school's intervention system.

- 1- Systems are inconsistent ; students are not making adequate progress
- 2- Systems are in some schools or classrooms but this process is not clearly developed or fully implemented
- 3- Systems are started, some important elements of the process are in place; needs some continued work
- 4- Systems are working well, students are showing consistent progress, district and schools are using innovative ideas to support staff, students and families.

| District Leadership | 0 | 1 | 2 | 3 |
|--|---|---|---|---|
| Communicate a clear, common vision and belief for intervention which expresses a movement from compliance to commitment to the process as well as awareness and support for resources needed to successfully implement and continue the use of interventions | | | | |
| Support a common understanding that intervention is a process rather than a resource, with goals and expected outcomes shared by all stakeholders | | | | |
| Support opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing | | | | |
| Identify tools and data to use as part of monitoring implementation of the intervention system | | | | |
| Provide guidance, technical assistance, and professional learning opportunities to build an understanding of screening assessments and their use, progress monitoring, and using data to inform instruction | | | | |

| | | | | |
|--|----------|----------|----------|----------|
| Collect data from screening assessments and progress monitoring tools and uses these data to guide implementation at all levels | | | | |
| Identify fiscal resources and determines budget allocations in support of high-quality instruction | | | | |
| Encourage and advocate for the use of and access to appropriate technology in support of instruction provided by educators | | | | |
| Provide professional learning opportunities for district and school leadership teams | | | | |
| Build partnerships and collaborate with stakeholders | | | | |
| Guide the reporting of data to the State Department | | | | |
| Guide and support schools as they partner with families and communities | | | | |
| School Leadership | 0 | 1 | 2 | 3 |
| Create and support a common vision and practice for intervention which expresses a movement from compliance to commitment to the process as well as support for resources needed to successfully implement and continue the use of interventions | | | | |
| Provide opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing | | | | |
| Align and allocate school level resources to support student progress | | | | |
| Encourage the use of and access to appropriate technology in support of instruction provided by educators | | | | |
| Define and maintain high expectations for all students and staff | | | | |
| Facilitate a positive school climate and culture | | | | |
| Facilitate professional learning communities that are focus on assessment and instruction building a toolkit of interventions that are available to all personnel | | | | |
| Identify and support the school intervention team | | | | |
| Strengthen and build relationships and communication channels with parents and families and community partners | | | | |
| School Intervention Teams | 0 | 1 | 2 | 3 |
| Analyze academic and/or behavioral data to identify students that are not reaching grade-level proficiency and may be in need of interventions | | | | |
| Develop and monitor student intervention plans; | | | | |
| Support the fidelity of intervention services based on determined data points by using universal screening and progress monitoring tools | | | | |
| Assist in the determination of students identified as needing intensive interventions | | | | |

| | | | | |
|---|----------|----------|----------|----------|
| Monitor the connections between classroom instruction and other interventions | | | | |
| Establish, review, and update processes that support intervention including resources, scheduling of uninterrupted instructional time and professional learning opportunities that support assessment and instruction | | | | |
| Communicate student progress toward meeting grade-level standards to all stakeholders | | | | |
| Utilize related service providers such as speech pathologists, occupational therapists, and school psychologists, when appropriate, to meet the needs of individual students | | | | |
| Reading Coaches | 0 | 1 | 2 | 3 |
| Support classroom teachers in the administration of formative assessments and other universal screening and progress monitoring tools | | | | |
| Support the analysis of data to identify interventions and adjust instruction | | | | |
| Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency | | | | |
| Coordinate and provide on-going, job-embedded, professional learning opportunities | | | | |
| Participate in on-going professional learning opportunities | | | | |
| Reading Interventionist | | | | |
| Provide expert literacy instruction as a result of being a highly effective specially trained, educator | | | | |
| Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency | | | | |
| Collaborate closely with classroom teachers co-planning and co-teaching to support assessment, progress monitoring, individualized instruction, and the use of data to inform instruction | | | | |
| Participate in on-going professional learning opportunities and document ways this impacts Tier III instruction | | | | |
| Focus on instruction and assessment of students rather than being assigned administrative duties | | | | |
| Provide support to parents and families as part of the intervention process | | | | |
| Classroom Teachers | 0 | 1 | 2 | 3 |
| Understand that high-quality classroom instruction is the first tier of intervention | | | | |
| Provide high quality instruction including reading and writing development | | | | |

| | | | | |
|--|----------|----------|----------|----------|
| Analyze and interpret data in order to develop and deliver appropriate instruction and supplemental interventions | | | | |
| Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency | | | | |
| Participate as a member of the School Intervention Team | | | | |
| Utilize classroom structures that support the needs of all learners | | | | |
| Special Education Teachers | 0 | 1 | 2 | 3 |
| Understand that high-quality classroom instruction is the first line of intervention | | | | |
| Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency | | | | |
| Share expertise and collaborate with classroom teachers to support assessment, progress monitoring, individualized instruction, and the use of data to inform instruction. | | | | |
| Analyze and interpret data in order to develop and deliver appropriate instruction and supplemental interventions | | | | |
| Participate as a member of the School Intervention Team | | | | |
| Paraprofessionals | 0 | 1 | 2 | 3 |
| Provide support to highly effective teachers to enable them to provide supplemental and intensive interventions for students | | | | |
| Provide classroom support so that release time can be provided for classroom teachers and grade level teams to collaborate | | | | |
| Family and Community Partners | 0 | 1 | 2 | 3 |
| Support learning opportunities outside of the school day | | | | |
| Partner with districts and schools to support increasing the volume of reading outside the school day | | | | |
| Participate in school and district literacy events; | | | | |
| Provide financial and human resources in support of literacy | | | | |

“CHAPTER 155

South Carolina Read to Succeed Act

Section 59-155-110. There is established within the South Carolina Department of Education the South Carolina Read to Succeed Office to implement a comprehensive, systemic approach to reading which will ensure that:

(1) classroom teachers use evidence-based reading instruction in prekindergarten through grade twelve, to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; administer and interpret valid and reliable assessments; analyze data to inform reading instruction; and provide evidence-based interventions as needed so that all students develop proficiency with literacy skills and comprehension;

(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;

(3) each student who cannot yet comprehend grade-level text is identified and served as early as possible and at all stages of his or her educational process;

(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-level texts;

(5) each student and his parent or guardian is continuously informed in writing of:

(a) the student’s reading proficiency needs, progress, and ability to comprehend and write grade-level texts;

(b) specific actions the classroom teacher and other reading professionals have taken and will take to help the student comprehend and write grade-level texts; and

(c) specific actions that the parent or guardian can take to help the student comprehend grade-level texts by providing access to books, assuring time for the student to read independently, reading to students, and talking with the student about books;

(6) classroom teachers receive pre-service and in-service coursework which prepares them to help all students comprehend grade-level texts;

(7) all students develop reading and writing proficiency to prepare them to graduate and to succeed in their career and post-secondary education; and

(8) each school district publishes annually a comprehensive research-based reading plan that includes intervention options available to students and funding for these services.

Section 59-155-120. As used in this chapter:

(1) 'Board' means the State Board of Education.

(2) 'Department' means the State Department of Education.

(3) 'Discipline-specific literacy' means the ability to read, write, listen, and speak across various disciplines and content areas including, but not limited to, English/language arts, science, mathematics, social studies, physical education, health, the arts, and career and technology education.

(4) 'Readiness assessment' means assessments used to analyze students' literacy, mathematical, physical, social, and emotional-behavioral competencies in prekindergarten or kindergarten.

(5) 'Reading interventions' means individual or group assistance in the classroom and supplemental support based on curricular and instructional decisions made by classroom teachers who have proven effectiveness in teaching reading and an add-on literacy endorsement or reading/literacy coaches who meet the minimum qualifications established in guidelines published by the Department of Education.

(6) 'Reading portfolio' means an organized collection of evidence and assessments documenting that the student has demonstrated mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment.

(7) 'Reading proficiency' means the ability of students to meet state reading standards in kindergarten through grade twelve, demonstrated by readiness, formative, or summative assessments.

(8) '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 comprehend grade-level texts.

(9) 'Research-based formative assessment' means assessments used within the school year to analyze strengths and weaknesses in reading comprehension of students 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.

(10) 'Substantially fails to demonstrate third-grade reading proficiency' means a student who does not demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the statewide summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS).

(11) '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.

(12) 'Summer reading camp' means an educational program offered in the summer by each local school district or consortia of school districts for students who are unable to comprehend grade-level texts and who qualify for mandatory retention.

(13) 'Third-grade reading proficiency' means the ability to read grade-level 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.

(14) 'Writing proficiency skills' means the ability to communicate information, analysis, and persuasive points of view effectively in writing.

Section 59-155-130. 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:

(1) providing professional development to teachers, school principals, and other administrative staff on reading and writing instruction and reading assessment that informs instruction;

(2) providing professional development to teachers, school principals, and other administrative staff on reading and writing in content areas;

(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-literacy to design coursework leading to a literacy teacher add-on endorsement by the State;

(4) providing professional development in reading and coaching for already certified reading/literacy coaches and literacy teachers;

(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;

(6) assisting school districts in the development and implementation of their district reading proficiency plans for research-based reading instruction programs and assisting each of their schools to develop its own implementation plan aligned with the district and state plans;

(7) annually designing content and questions for and review and approve the reading proficiency plan of each district;

(8) monitor and report to the State Board of Education the yearly success rate of summer reading camps. Districts must provide statistical data to include the:

(a) number of students enrolled in camps;

(b) number of students by grade level who successfully complete the camps;

(c) number of third-graders promoted to fourth grade;

(d) number of third-graders retained; and

(e) total expenditure made on operating the camps by source of funds to include in-kind donations; and

(9) provide an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act and the State and the district's progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

Section 59-155-140. (A)(1) The department, with approval by the State Board of Education, shall 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, 2015, and must include, but not be limited to, sections addressing the following components:

(a) reading process;

(b) professional development to increase teacher reading expertise;

(c) professional development to increase reading expertise and literacy leadership of principals and assistant principals;

(d) reading instruction;

(e) reading assessment;

(f) discipline-specific literacy;

(g) writing;

- (h) support for struggling readers;
- (i) early childhood interventions;
- (j) family support of literacy development;
- (k) district guidance and support for reading proficiency;
- (l) state guidance and support for reading proficiency;
- (m) accountability; and
- (n) urgency to improve reading proficiency.

(2) The state 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.

(3) The state plan must include specific details and explanations 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 for incorporation into the plan.

(B)(1) Beginning in Fiscal Year 2015-2016, 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 shall 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. The district plan piloted in school districts in Fiscal Year 2013-2014 and revised based on the input of districts shall be used as the initial district reading plan framework in Fiscal Year 2014-2015 to provide interventions for struggling readers and fully implemented in Fiscal Year 2015-2016 to align with the state plan.

(2) Each district PK-12 reading proficiency plan shall:

(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 who are not able to comprehend grade-level texts. Supplemental instruction shall be provided by teachers who have a literacy teacher 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;

(b) include a system for helping parents understand how they can support the student as a reader at home;

(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;

(d) 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;

(e) provide teacher training in reading and writing instruction; and

(f) include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

(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 shall not receive any 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 shall 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.

(b) The Read to Succeed Office shall monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.

(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-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.

(C) 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. The school plan must be a component of the school's strategic plan required by Section 59-18-1310. A school implementation plan shall 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 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 implementation 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.

Section 59-155-150. (A) With the enactment of this chapter, the State Superintendent of Education shall ensure that 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. Initially the assessment shall focus on early language and literacy development. Beginning in Fiscal Year 2016-2017, the assessment must assess each child's early language and literacy development, mathematical thinking, physical well-being, and social-emotional development. The assessment 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 assessment 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 assessment and the developmental intervention strategies recommended to 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 assessment also must be reported to the Read to Succeed Office.

(B) Any student enrolled in prekindergarten, kindergarten, first grade, second grade, or third grade who is substantially not demonstrating proficiency in reading, 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. These interventions must be at least thirty minutes in duration and be in addition to ninety minutes of daily reading and writing instruction provided to all students in kindergarten through grade three. The district must continue to provide intensive in-class

intervention and at least thirty minutes of supplemental intervention until the student can comprehend and write text at grade-level independently. In addition, the parent or guardian of the student must be notified, in writing, of the child's inability to read grade-level texts, the interventions to be provided, and the child's reading abilities at the end of the planned interventions. The results of the initial assessments and progress monitoring also must be provided to the Read to Succeed Office.

(C) Programs that focus on early childhood literacy development in the State are required to promote:

(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 care providers, faith-based organizations, county libraries, and service organizations.

(D) Districts that fail to provide reports on summer reading camps pursuant to Section 59-15-130(8) are ineligible to receive state funding for summer reading camps for the following fiscal year; however, districts must continue to operate summer reading camps as defined in this act.

Section 59-155-160. (A) 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 that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). 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:

(1) with limited English proficiency and less than two years of instruction in English as a Second Language program;

(2) with disabilities whose individual education plan indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individual Education Plan 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;

(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;

(4) who have received two years of reading intervention and were previously retained;

(5) who through a reading portfolio document, the student's mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment. Such evidence must be an organized collection of the student's mastery of the state English/language arts standards that are assessed by the grade three state reading assessment. The Read to Succeed Office shall develop the assessment tool for the student portfolio; however, the student portfolio must meet the following minimum criteria:

(a) be selected by the student's English/language arts teacher or summer reading camp instructor;

(b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

(c) include evidence that the benchmarks assessed by the grade three state reading assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent literary text and forty percent information text, and that are between one hundred and seven hundred words with an average of five hundred words. Such evidence could include chapter or unit tests from the district or school's adopted core reading curriculum that are aligned with the state English/language arts standards or teacher-prepared assessments;

(d) be an organized collection of evidence of the student's mastery of the English/language arts state standards that are assessed by the grade three state reading assessment. For each benchmark there must be at least three examples of mastery as demonstrated by a grade of seventy percent or above; and

(e) be signed by the teacher and the principal as an accurate assessment of the required reading skills; and

(6) who successfully participate in a 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, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

(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:

(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 education program, alternative assessments, or student reading portfolio. The Read to Succeed Office must provide districts with a standardized form to use in the process.

(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.

(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.

(4) A parent or legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. A parent or legal guardian must appeal, in writing, within two weeks after the notification of retention. The letter must be addressed to the district superintendent and specify the reasons why the student should not be retained. The district superintendent shall render a decision and provide copies to the parent or legal guardian and the principal.

(C)(1) Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. 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, or the equivalent minimum hours of instruction in the summer. 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. The Read to Succeed Office shall assist districts that cannot find qualified teachers to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the 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 reading camp.

(2) A district may include in the summer reading camps students who are not exhibiting reading proficiency at any grade and do not meet the good cause exemption. Districts may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second, or third grade and does not meet the good cause exemption.

(D) Retained students must be provided intensive instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based 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 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.

(E) If the student is not demonstrating third-grade reading proficiency by the end of the second grading period of the third grade:

(1)(a) his parent or guardian timely must be notified, in writing, that the student is being considered for retention and a conference with the parent or guardian must be held prior to a determination regarding retention is made, and conferences must be documented;

(b) within two weeks following the parent/teacher 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;

(c) following the parent/teacher retention conference, the principal, classroom teacher, and other school personnel who are working with the child on literacy must review the recommendation for retention and provide suggestions for supplemental instruction; and

(d) recommendations and observations of the principal, teacher, parent or legal guardian, and other school personnel who are working with the child on literacy must be considered when determining whether to retain the student.

(2) The parent or guardian may designate another person as 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 parent or guardian of a retained student must be offered supplemental tutoring for the retained student in evidenced-based services outside the instructional day.

(F) 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. This supplemental support will be provided during the school day and, as appropriate, before or after school as documented in the district reading plan, and may include book clubs or summer reading camps.

Section 59-155-170. (A) To help students develop and apply their reading and writing skills across the school day in all the academic disciplines, including, but not limited to, English/language arts, mathematics, science, social studies, the arts, career and technology education, and physical and health education, teachers of these content areas at all grade levels must focus on helping students comprehend print and nonprint texts authentic to the content area. The Read to Succeed Program is intended to institutionalize in the 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:

- (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;
- (6) ability to interpret meaning through sentence structure features;
- (7) questioning;
- (8) visualization; and
- (9) discussion of text with peers.

(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.

(C) During Fiscal Year 2014-2015, the Read to Succeed Office shall establish a set of essential competencies that describe what certified teachers at the early childhood, elementary, middle or secondary levels must know and be able to do so that all students can comprehend grade-level texts. These competencies, developed collaboratively with the faculty of higher education institutions and based on research and national standards, must then be incorporated into the coursework required by Section 59-155-180. The Read to Succeed Office, in collaboration with South Carolina Educational Television, shall provide professional development courses to ensure that educators have access to multiple avenues of receiving endorsements.

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, career and technology education, and the arts is critical to the student's academic success. Therefore, to improve the academic success of all students in prekindergarten through grade twelve, the State shall strengthen its pre-service and in-service teacher education programs.

(B)(1) Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs including MAT degree programs must require all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. The six components of the reading process that are comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary will provide the focus for this sequence to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention. All teacher preparation programs must be approved for licensure by the State Department of Education to ensure that all teacher education candidates possess the knowledge and skills to assist effectively all children in becoming proficient readers. The General Assembly is not mandating an increase in the number of credit hours required for teacher candidates, but is requiring that pre-service teacher education programs prioritize their missions and resources so all early and elementary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

(2) Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs, including MAT degree

programs, must require all candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading. All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

(C)(1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity.

(2) A reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(b) facilitate study groups;

(c) train teachers in data analysis and using data to differentiate instruction;

(d) coaching and mentoring colleagues;

(e) work with teachers to ensure that research-based reading programs are implemented with fidelity;

(f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and

(g) help lead and support reading leadership teams.

(3) The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading

instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments. By August 1, 2014, the department must publish guidelines that define the minimum qualifications for a reading coach. Beginning in Fiscal Year 2014-2015, reading/literacy coaches are required to earn the add-on certification within six years, except as exempted in items (4) and (5), by completing the necessary courses or professional development as required by the department for the add-on. During the six-year period, to increase the number of qualified reading coaches, the Read to Succeed Office shall identify and secure courses and professional development opportunities to assist educators in becoming reading coaches and in earning the literacy add-on endorsement. In addition, the Read to Succeed Office will establish a process through which a district may be permitted to use state appropriations for reading coaches to obtain in-school services from department-approved consultants or vendors, in the event that the school is not successful in identifying and directly employing a qualified candidate. Districts must provide to the Read to Succeed Office information on the name and qualifications of reading coaches funded by the state appropriations.

(4) 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 by taking at least two courses or six credit hours every five years, or the equivalent professional development hours as determined by the South Carolina Read to Succeed Office, consistent with existing recertification requirements. Inservice hours earned through professional development for the literacy teacher endorsement must be used for renewal of teaching certificates in all subject areas. The courses and professional development leading to the endorsement must be approved by the State Board of Education and must include foundations, assessment, content area reading and writing, instructional strategies, and an embedded or stand-alone practicum. Whenever possible these courses shall be offered at a professional development rate which is lower than the certified teacher rate. Early childhood and elementary education certified classroom teachers, reading specialists, and special education teachers who provide learning disability and speech services to students who need to improve substantially their reading and writing proficiency and who already possess their add-on reading teacher certification can take a content area reading course to obtain their literacy teacher add-on endorsement. Individuals who possess a literacy teacher add-on endorsement or who have earned a master's or doctorate degree in reading are exempt from this requirement. Individuals who have completed an intensive and prolonged professional development program like Reading Recovery, Project Read, the South Carolina Reading Initiative, or another similar program

should submit their transcripts to the Office of Educator Licensure to determine if they have completed the coursework required for the literacy teacher add-on certificate.

(5) 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. The courses and professional development must be approved by the State Board of Education and include courses and professional development leading to the literacy teacher add-on endorsement. Coursework and professional development in reading must include a course in reading in the content areas. Whenever possible these courses will be offered at a professional development rate which is lower than the certified teacher rate. Individuals who possess a literacy teacher add-on endorsement or who have earned a master's or doctorate degree in reading are exempt from this requirement. Individuals who have completed an intensive, prolonged professional development program like Reading Recovery, Project Read, the South Carolina Reading Initiative, or another similar program should submit their transcripts to the Office of Educator Licensure to determine if they have completed the coursework or professional development required for the literacy teacher add-on certificate.

(6) 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 as determined by the South Carolina Read to Succeed Office. The course or professional development shall include information about reading process, instruction, assessment, or content area literacy and shall be approved by the Read to Succeed Office.

(7) The Read to Succeed Office shall publish by August 1, 2014, the guidelines and procedures used in evaluating all courses and professional development, including virtual courses and professional development, leading to the literacy teacher add-on endorsement. Annually by January first, the Read to Succeed Office shall publish the approved courses and approved professional development leading to the literacy teacher add-on endorsement.

Section 59-155-190. Local school districts are encouraged to create family-school-community 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, local arts 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.

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 appealing to their children, 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-level texts and how to interpret information about reading that is sent home. The districts and schools shall help families learn about reading and writing through open houses, South Carolina Educational Television, 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. Each institution of higher learning may operate a year-round program similar to a summer reading camp to assist students not reading at grade level.

Section 59-155-210. The board and department shall translate the statutory requirements for reading and writing specified in this chapter into standards, practices, and procedures for school districts, boards, and their employees and for other organizations as appropriate. In this effort, they shall solicit the advice of 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.”

Time effective, contingent on funding

SECTION3. This act takes effect upon approval by the Governor and is subject to the availability of state funding.

Ratified the 9th day of June, 2014.

Approved the 11th day of June, 2014.