

Read to Succeed Frequently Asked Questions (FAQ)

What is Read to Succeed?

Read to Succeed is South Carolina's (SC) comprehensive reading reform policy enacted into law in June 2014 by Governor Nikki R. Haley. The intent of the legislation is to ensure

- classroom teachers use evidence-based reading instruction in pre-kindergarten through grade twelve;
- valid and reliable assessments are administered and data is analyzed to inform reading instruction;
- evidence-based interventions are provided as needed so that all students develop proficiency with literacy skills and comprehension;
- students not yet comprehending grade-level text are identified and served as early as possible and at all stages of his or her educational process;
- students receive targeted, effective, comprehension support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can read and comprehend grade-level texts;
- students and parents are continuously informed of the student's reading proficiency and progress including actions the classroom teacher, parents, and others can take in support of the student reaching grade-level proficiency;
- instructional personnel receive in-service coursework which better prepares them to support all students' literacy needs;
- the state and district

at least ninety-five

Is there a state reading plan?

Yes. South Carolina's initial state reading proficiency plan was approved by the SBE in June 2015 and is updated annually. http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/SC_State_Reading_Plan_2015-06-10_Final.pdf

What does the state reading plan address?

The state plan is based on reading research and effective instructional practices. The document provides special emphasis on addressing instructional and institutional deficiencies that can be remedied through faithful implementation of evidence-based practices.

Do districts develop district reading plans?

Yes. Beginning with the 2015-16 school year, each district must prepare a comprehensive annual reading proficiency plan for pre-kindergarten through grade twelve. Each district's reading plan

For school year 2016–17, all kindergarten students in SC are administered the Developmental Reading Assessment 2nd Edition PLUS (DRA2+) during the first forty-five days and during the last forty-five days of the school year, at a minimum.

More detailed information can be found on the South Carolina Department of Education (SCDE) website at <http://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/>.

What do the readiness assessments measure?

Readiness assessments generally assess each child’s early language and literacy development. Beginning with the 2017–18 school year, readiness assessments will also measure mathematical thinking, physical well-being, and social-emotional development.

Third Grade Retention

Can homework or any other student work completed outside of the school day be used as part of portfolio documentation?

No. Homework cannot be used as documentation. Legislation states documentation must be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.

Are districts required to use the sample literacy assessment portfolio included in the third grade retention guidance document?

No. Districts may use any portfolio system as long as it meets the requirements of Act 284.

Are districts required to use the *Plan for Intensive Instruction and Intervention* to document students' progress?

Districts and schools must have a system of documentation in place for students that receive additional intensive instruction and intervention. Districts and schools may adapt samples provided in the guidance document or use documentation already in place.

What services and support are provided to students who are retained due to failing to demonstrate reading proficiency at the end of third grade?

Section 59-155-150 (D) of Act 284

Can a student opt-out of attending SRC?

The parent or guardian of identified students makes the final decision regarding the student's participation in SRC. If a parent opts their student out, the mandatory retention requirement applies.

How long is SRC?

SRC must include the equivalent of at least ninety-six instructional hours. Most camps last for six weeks and meet four hours each day, four days per week.

Who teaches SRC?

The camps must be taught by compensated teachers who have a literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts.

What happens if a district is unable to find qualified teachers for SRC?

The Office of Early Learning and Literacy shall assist districts that cannot find qualified teachers. Districts also may choose to collaborate with other districts.

Pre-service and In-service Requirements
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I am currently teaching in South Carolina. What courses do I have to take to receive my literacy teacher endorsement?

the Office of Educator Services to ensure the appropriate endorsement(s) is added to their certificates.

When do colleges and universities have to offer the Read to Succeed courses to pre-service candidates in teacher preparation programs?

Colleges and universities must include the following courses in all teacher preparation or MAT programs beginning with the 2016–17 school year:

- Foundations in Reading
- Assessment of Reading
- Instructional Strategies
- Content Area Reading and Writing

School-Based Reading/Literacy Coaches

What are school-based reading/literacy coaches?

School-based reading/literacy coaches are employed in each elementary school. They serve as job-embedded, stable resources for professional learning opportunities (PLOs) in schools to generate improvement in reading and literacy instruction. They support classroom teachers with increasing student reading achievement by analyzing assessment data to determine appropriate instruction and when needed, intensive intervention.

What are the roles and responsibilities of a school-based reading

Are there assignments a school-based reading/literacy coach should not have?

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.

What are the qualifications for school-based reading/literacy coaches?

There are three ways one can be hired as a school-based reading/literacy coach:

- hold a bachelor’s degree or higher *and* an add-on endorsement for literacy coach or literacy specialist, **or**
- hold a bachelor’s degree or higher *and* be enrolled and actively pursuing the literacy coach or literacy specialist endorsement, **or**
- hold a master’s degree or higher in reading or a closely related field.

Are there other requirements of school-based reading/literacy coaches?

Beginning with the 2014–15 school year, school-based reading/literacy coaches are required to earn the add-on endorsement within

student's individual educational needs. If the IEP team determined instruction and services beyond the ninety-minute block are needed, the school would be responsible for providing these.

Interventions and Support

How do schools make decisions regarding which students should receive intervention services beyond the ninety minute literacy block?

The state summative assessment, SC READY, is one data point which can be used but it does not provide evidence for all grade levels. An intervention system begins by using a universal screening tool to assess every student in order to identify students who are not demonstrating grade-level proficiency. Universal screening tools are school-

kindergarten through grade three) who are not currently identified as needing special education or related services, but who need