

Achieving Reading Success for All Children



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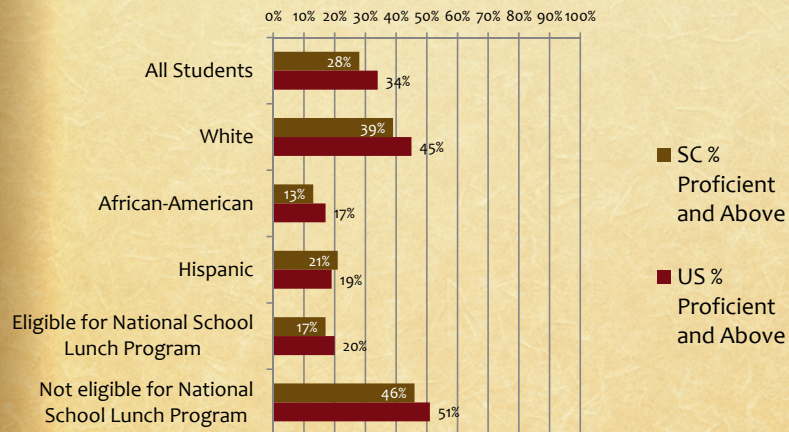


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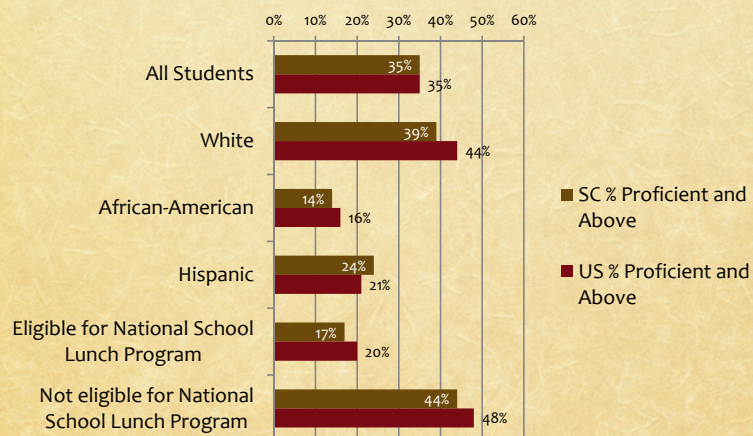
Overview of Presentation

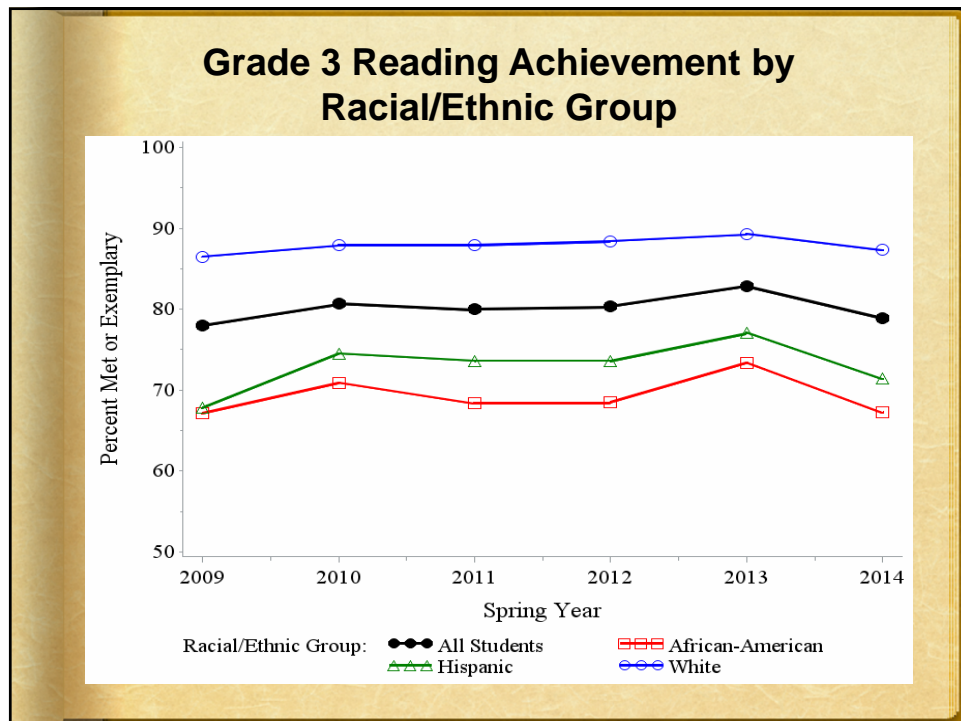
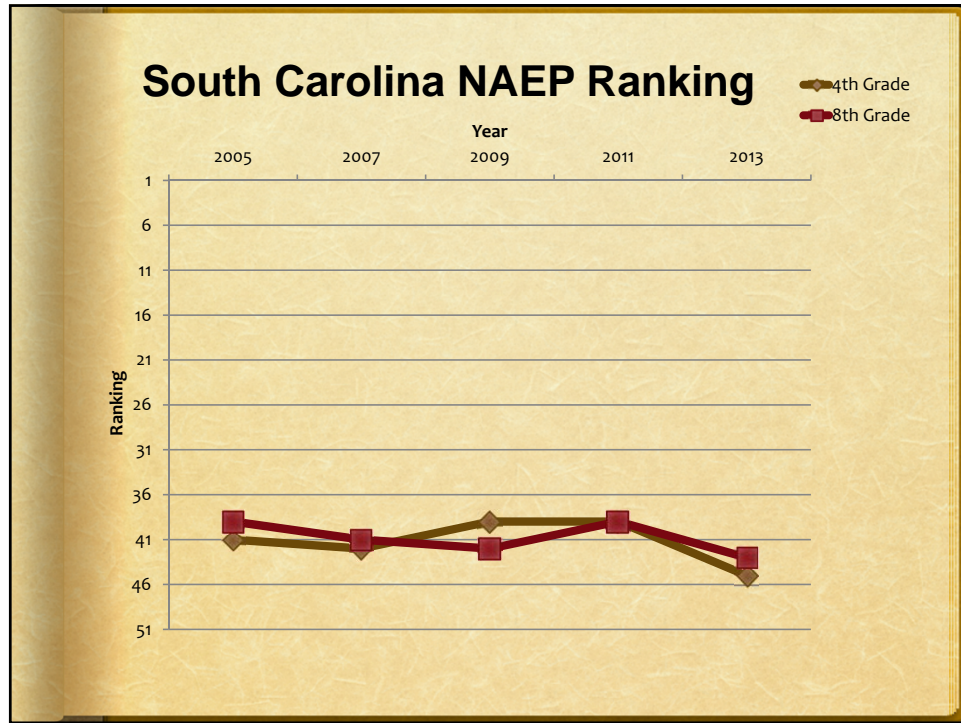
1. What does the Data say about Reading Achievement?
2. Reading by Grade 3 – Why is This Important?
3. What are States doing to Improve Reading?
4. Overview of South Carolina's Read to Succeed
5. What should Districts be doing to Ensure ALL Students have the Opportunity for a High Quality Reading Program?

2013 NAEP Reading Grade 4

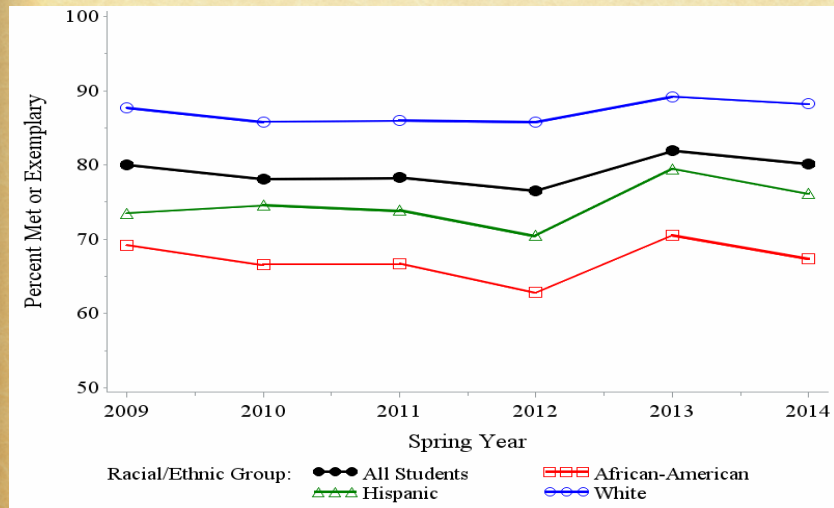


2013 NAEP Reading Grade 8

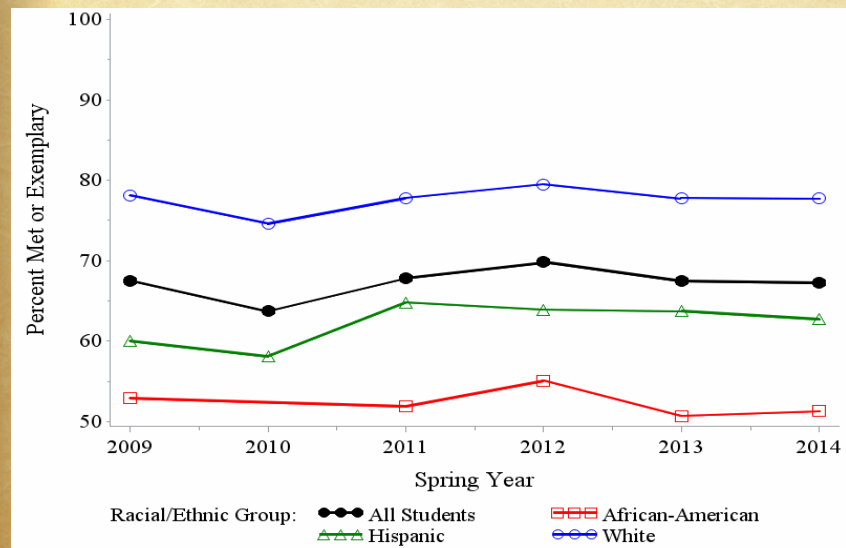




Grade 5 Reading Achievement by Racial/Ethnic Group



Grade 8 Reading Achievement by Racial/Ethnic Group



Why is Reading Important by Grade 3?

- ♦ Early reading proficiency for all children is critical for building a strong future economy and thriving society. One of the key milestones on the path to success is learning to read in the early grades. Research shows the end of third grade marks the point where students transition learning to read to read to learn in other subjects. Children who read proficiently in grade 3 are more likely to graduate from high school and be economically successful in adulthood.
- ♦ According to NAEP results, 80% of low income 4th graders and 66% of all 4th grade students are not proficient in reading. These percentages are unacceptably low in an economic environment that requires increasing levels of education and skills for sustaining jobs.

- ♦ Children who are not reading proficiently by grade 3 are 4 times less likely to graduate on time.
- ♦ 63% of students who do not graduate on time from high school were not reading proficiently in third grade.
- ♦ If we do not ensure all children gain the needed skills to be successful in school, their future educational and economic prospects will be dim, and our economy will lag.

- ♦ By 2020, the US is expected to face a shortage of 1.5 million workers with 2/4 year college degrees but will have a surplus of 6 million individuals without a high school diploma who are unemployed because they lack the necessary education credentials.
- ♦ As a side note, consider this: Today there are more people in China that speak English than in the US and there are more honors students in China than there are students in the US! Who will fill the US jobs???

The More You
Read,

the More Things
You Will Know.

The More Things
that You Learn,

the More Places
You Will Go.

-Dr. Seuss



What are States doing to Improve Reading?

- ♦ Effective state policies should include a comprehensive approach that begins with quality, early literacy instruction and immediate, effective interventions.
- ♦ States have passed legislation that address identifying deficiencies of students in reading, providing interventions for struggling readers, and retention for third graders not meeting grade level reading expectations.

- ♦ 35 states plus DC require a reading assessment to determine student deficiencies in reading.
- ♦ 32 states plus DC require/recommend districts offer interventions for struggling readers.
- ♦ 18 states plus DC require retention of third graders who do not meet grade level expectations in reading.

- ♦ Ohio administered its reading assessment in the 2012-13 school year. About 14,000 students fell short of the state's 3rd grade reading cutoff score. The numbers shrank after alternative tests and summer test scores came in, meaning that supplemental interventions worked for 9,000 students.

Florida *Just Read!*

- ♦ Florida started its *Just Read!* state reading program over a dozen years ago. Recent data shows the positive effects of the policy persisted for students through middle grades. The data indicate that students who were enrolled in the reinforcement class required by Florida for third grade students not on grade level outperformed students in reading in middle grades.

Most states have recognized that high quality, well trained teachers of reading is a critical component. (Ohio and Connecticut **require** teachers to pass a rigorous exam of reading instruction as an additional certification.)



Overview

South Carolina Read to Succeed Legislation

Our Children Need to Dream Big



Read to Succeed

The drive behind this law was the static performance of SC students in reading which affects student success in all subject areas and eventual academic success. The Read to Succeed law seeks to implement a comprehensive, system approach to reading and writing, especially to students who continue to struggle after receiving assistance.

How does Read to Succeed Affect Districts/Schools?

1. Districts must establish summer reading camps for all third grade students who score Not Met 1 on Grade 3 PASS in Reading and Research. Not Met 1 means “there is a significant need for additional instructional opportunities” to meet grade level expectations.
2. General Assembly appropriated \$1.5 million for summer reading camps to begin Summer 2014. Districts had the option in 2014 to utilize these funds to address students who score Not Met 1 on PASS. Of these funds, \$300,000 was allocated for transportation. The General Assembly has appropriated \$ 4.5 million for mandatory summer reading camps for 2015.
3. Districts to employ reading coaches for schools with highest levels of Not Met 1; state to partially fund for lower levels of Not Met 1; \$29.5 million in budget for 2014-15.

4. Reading coaches to provide professional development to school faculty and staff; work with school literacy team to develop school wide reading plan; assist teachers with all aspects of teaching, assessing, intervening and monitoring reading.
5. Each district is required to develop comprehensive reading plans for supporting reading achievement at the district, school, and classroom levels. Plan should be specific as to how the district will intervene with struggling readers. Model district reading plan will be provided to districts. The model plan was developed by a team of instructional leaders from K-12 and higher education. Districts should submit their district reading plan at the end of this year.

How does Read to Succeed Affect Our Students?

1. Requires all students to be reading on grade level by grade 3 (at the end of 2017 school year)
2. Students not reading on grade level *must* attend summer reading camp at the end of grade 3 (at the end of 2017 school year)
3. Students who fail to demonstrate reading proficiency (bottom 10 % = Not Met 1 on PASS Reading and Research) in summer reading camp should be retained (summer, 2017) and provided reinforcement class in the next school year to consist of intensive, explicit instructional support during the reinforcement year
4. Exemptions: LEP, children with disabilities, alternative assessments, those previously retained, reading portfolio or standardized test after summer reading camp
5. Beginning in 4K, students should have an opportunity to learn reading and writing in a strong, literacy rich environment taught by a competent, effective teacher
6. Early Readiness Assessment (M Class Circle) given to students prior to entering public school in Pre-K or Kindergarten. This assessment can mean earlier diagnoses and intervention for children who struggle in reading. Students identified following 4K and K, should be regularly progress monitored and provided with interventions to help them catch up with their peers.

**Sometimes what we call failure is really
just that necessary struggle
called learning.**



How does Read to Succeed Affect Our Teachers?

1. All classroom teachers should be effective in the teaching of reading and writing, should be able to diagnose, monitor and assess reading problems via formative assessments, and should have the skills to provide intervention instruction for struggling readers.
2. In order to ensure our teachers have the knowledge and skills in the teaching of reading and writing professional development and/or coursework to be provided by SC State Department Of Education (SDE) and/or higher education for in-service teachers, principals, paraprofessionals and district/school administrators on reading instruction and assessment.

3. Enhanced, comprehensive pre-service training for pre-service teachers (to include an add-on literacy endorsement for early childhood, elementary, and secondary teachers. Courses in reading foundations, reading instruction, reading in content areas and reading assessments will be required as part of the undergraduate coursework.

How does Read to Succeed Affect Our Parents?

1. Parents should receive notification of the status of early readiness when the child enters school.
2. Progress reports of the child's status as a reader are to be ongoing.
3. Parents of children who are not deemed "ready for school" should be provided an opportunity to review the child's status with school personnel and resources/ideas/suggestions for assistance to support the child as a reader at home.

4. At the beginning of grade 3, the school should convene a meeting with the parents of a child who is not reading on grade level to review and discuss a plan of action for the student for the third grade. This plan should include regular progress monitoring assessments and interventions implemented as appropriate.
5. Parents should be informed if the child is not on grade level by the end of third grade then the child is required to attend the school's summer reading camp.
6. Should the child not be reading on grade level by the end of summer camp, then the child would be placed in a reinforcement class the following school year. This class should provide intensive and focused instruction on reading.

What Should Districts be Doing to Ensure All Students have an Opportunity for a High Quality Reading Program?

Research supports several initiatives that districts should strongly consider to implement.

1. First and foremost, extensive professional development for teachers is critical!
2. A priority on smaller class sizes for the district's most at-risk students in grades K-3.
3. Summer reading camps and after-school programs for struggling elementary students.

4. Establish a data management system that includes progress monitoring for each student, continuous progress monitoring for students who are struggling in reading and ensure teachers are using this student data to inform their instruction
5. Ensure the reading coach in the school is being used effectively to support teachers in the teaching of reading, with appropriate interventions for students and appropriately assessing and diagnosing students' reading deficiencies.

Consider the following three ideas as part of every elementary school's academic program!



Focus on Student Achievement

- Data everywhere in schools: charts, graphs, and tables on student achievement and continuous improvement
- Show that academic performance is highly prized
- Teach reading comprehension strategies for constructing meaning from text (i.e., activating prior knowledge, predicting, questioning, visualizing, clarifying, drawing inferences, summarizing)
- More time spent on the core subjects of reading, writing, and math and less time on other subjects
- Laser-like focus on student achievement

Vocabulary

Focus instruction on increasing vocabulary (a smaller vocabulary increases risk for academic failure)

- Students from low income families know 13 million words by age 4; middle income = 26 million words; upper income = 46 million words
- Consider this discrepancy: Often toddlers in middle and upper income homes use more words than adults in lower income homes

- Creates a “Cognitive Chasm”
- Vocabulary is part of brain’s toolkit for learning, memory, and cognition
- Words help children represent, manipulate and reframe information

Interventions

- Provide multi-tiered systems of support or “response to intervention” (RTI) frameworks that are intended to identify problems early and steer children to appropriate remediation/interventions
- Identify research-based interventions aligned to students’ needs
- Structure time for interventions for struggling students
- Allow for a combination of daily discretion and independence by teachers, while preserving a school-wide commitment to equity and consistency of expectations

Writing

- Single scoring rubric used to evaluate every piece of written work
- Message: this is the standard for good writing, and there are no compromises on these expectations for quality
- Students process information in a much clearer way when they are required to write an answer; “write and think” and clarify their own thought processes



Every child.

Every day.