

1 AMENDMENT

2
3 _____ proposes the following Amendment No. 2 to
4 S.516

5
6 Reference is to the bill as introduced.

7
8 Amend the bill, as and if amended, by deleting all after
9 the enacting words and inserting:

10
11
12
13 /SECTION 1. Title 59 of the 1976 Code is amended by adding:

14
15 "CHAPTER 155

16
17 South Carolina Read to Succeed Act

18
19 Section 59-155-110. South Carolina will implement a
20 comprehensive, systemic approach to reading which will ensure
21 that:

22 (1) classroom teachers, using text-based assessment measures
23 that inform curriculum and instruction, provide students access to
24 diverse text and ample time to read those texts, develop curriculum
25 and provide instruction which will ensure that all students can
26 comprehend grade-appropriate texts;

27 (2) classroom teachers periodically reassess their curriculum,
28 instruction, and engagement of students with text to determine if
29 they are helping each student progress as a proficient reader and a
30 proficient writer and make modifications as appropriate;

31 (3) each student who cannot yet comprehend grade-appropriate
32 texts identified as early as possible and at all stages of his or her
33 educational process;

34 (4) each student receives targeted, effective skills and
35 comprehension support from the classroom teacher and, if needed,
36 supplemental support from a reading interventionist so that
37 ultimately all students can comprehend grade-appropriate texts;

38 (5) each student reading significantly below grade level and his
39 parent or guardian are continuously informed in writing of:

40 (a) the student's reading proficiency needs, progress, and
41 ability to comprehend and write grade-appropriate text;

- 1 (b) specific actions the classroom teacher and other reading
2 professionals have taken and will take to help the student
3 comprehend and write grade-appropriate texts; and
4 (c) specific actions that the parent or guardian can take to
5 help the student comprehend and write grade-appropriate text by
6 providing access to books, assuring time for the student to read
7 independently, reading to the student, and talking with the student
8 about books and the student's writing;
9 (6) all classroom teachers receive preservice and in-service
10 coursework which prepares them to help all students comprehend
11 and write grade-appropriate text;
12 (7) classroom teachers are encouraged to obtain a Literacy
13 Teacher add-on endorsement that will assist teachers in enabling
14 all students to become proficient in reading across content areas
15 and grades;
16 (8) all students develop reading and writing proficiency
17 preparing them to graduate and to succeed in post-secondary
18 education and careers; and
19 (9) each school district and each school develops and publishes
20 annually a comprehensive research-based reading plan that
21 includes intervention options available to students and funding for
22 these services.

23

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

- 25 (1) 'Department' means the State Department of Education.
26 (2) 'Board' means the State Board of Education.
27 (3) 'Readiness assessment' means assessments used to analyze
28 students' literacy, mathematical, physical, social, and
29 emotional-behavioral competencies in prekindergarten or
30 kindergarten.
31 (4) 'Research-based formative assessment' means assessments
32 used throughout the school year to analyze the strengths and
33 weaknesses in reading skills and comprehension of each student in
34 order to adapt instruction to meet individual student needs, make
35 decisions about appropriate intervention services, and inform
36 placement and instructional planning for the next grade level.
37 (5) 'Summative assessment' means state-approved assessments
38 administered in grades three through eight and any statewide
39 assessment used in grades nine through twelve to determine
40 student mastery of grade-level content standards.
41 (6) 'Content area reading' means reading text across various
42 disciplines and content areas including, but not limited to, English

1 language arts, science, mathematics, social studies, and career and
2 technology education.

3 (7) ‘Reading interventions’ means individual or group
4 assistance in the classroom and supplemental support based on
5 curricular and instructional decisions made by classroom teachers
6 and reading interventionists who have an add-on Literacy Teacher
7 endorsement. Teachers make these research-based decisions when
8 planning and carrying out whole group, small group, and
9 one-on-one instruction.

10 (8) ‘Reading proficiency’ means the ability of students to meet
11 state reading standards in kindergarten through grade twelve,
12 demonstrated by readiness, formative or summative assessments.

13 (9) ‘Reading proficiency skills’ means the ability to understand
14 how written language works at the word, sentence, paragraph, and
15 text levels and mastery of the skills, strategies, and oral and written
16 language needed to comprehend grade-appropriate texts.

17 (10) ‘Third-grade reading proficiency’ means the ability to read
18 grade-appropriate texts by the end of a student’s third grade year as
19 demonstrated by the results of state-approved assessments
20 administered to third grade students, or through other assessments
21 as noted in this chapter and adopted by the Board.

22 (11) ‘Substantially not demonstrating reading proficiency’
23 means reading at levels that are equal to or comparable to the level
24 of Not Met 1 on the Palmetto Assessment of State Standards
25 (PASS).

26 (12) ‘Summer reading camp’ means an educational program
27 offered in the summer by each local school district for students
28 who are substantially not demonstrating reading proficiency at the
29 end of third grade.

30 (13) ‘Reading portfolio’ means a compilation of independently
31 produced student work and assessments selected by the student’s
32 teacher and verified by the teacher and principal, as providing an
33 accurate picture of the student’s ability to comprehend
34 grade-appropriate texts. The portfolio must constitute an organized
35 collection of evidence of the student’s mastery of the state reading
36 standards.

37

38 Section 59-155-130. (A) The Department must guide and
39 support school districts and collaborate with university teacher
40 training programs to increase reading proficiency through the
41 following functions including, but not limited to:

42 (1) organizing and providing professional development to
43 teachers, school principals, and other administrative staff on

1 reading instruction and reading assessment that informs
2 instruction, including professional development series;

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

6 (3) working collaboratively with institutions of higher
7 learning offering courses in reading and writing and those
8 institutions of education offering accredited master's degrees in
9 reading-literacy to design coursework leading to a Literacy Coach
10 and Literacy Teacher add-on endorsement by the State;

11 (4) providing professional development in reading and
12 coaching for already certified Literacy Coaches;

13 (5) developing information and resources that school
14 districts can use to provide workshops for parents about how they
15 can support their children as readers;

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

21 (7) designing content and questions annually for district
22 reading proficiency plans and reviewing and approving the reading
23 proficiency plan submitted by each district.

24

25 Section 59-155-140. (A)(1) The Department, with approval by
26 the State Board of Education, will develop, implement, evaluate,
27 and continuously refine a comprehensive state plan to improve
28 reading achievement in public schools. The State Reading
29 Proficiency Plan must be approved by the Board by January 1,
30 2014 and must include, but not be limited to, sections addressing
31 the following components:

32 (a) reading proficiency progress and the urgency to
33 improve reading proficiency;

34 (b) reading process;

35 (c) reading instruction;

36 (d) reading assessment;

37 (e) volume of reading;

38 (f) content area reading;

39 (g) support for struggling readers;

40 (h) early childhood literacy development;

41 (i) writing;

42 (j) family support of literacy development

- 1 (k) professional development to increase teacher reading
- 2 expertise;
- 3 (l) family support of literacy development;
- 4 (m) district guidance and support for reading proficiency;
- 5 (n) state guidance and support for reading proficiency;
- 6 (o) funding requirements and specific funding proposed to
- 7 implement the reading plan; and
- 8 (p) accountability of all students, parents and educators to
- 9 improve reading proficiency.

10 (2) The plan must be based on reading research and
11 proven-effective practices, applied to the current conditions
12 prevailing in reading and writing education in this State, with
13 special emphasis on addressing instructional and institutional
14 weaknesses that can be remedied through faithful implementation
15 of research-based practices designed to engage students fully and
16 effectively in reading and writing text. The plan must provide
17 standards, format, and guidance for districts to use to develop and
18 annually update their plans as well as to present and explain the
19 research-based rationale for state-level actions to be taken. The
20 plan must be updated annually and must incorporate a state reading
21 proficiency progress report.

22 (B)(1) Beginning in Fiscal Year 2014-2015, each district must
23 prepare a comprehensive annual reading proficiency plan for
24 prekindergarten through twelfth grade consistent with the plan by
25 responding to questions and presenting specific information and
26 data in a format specified by the Department. Each district's PK-12
27 reading proficiency plan must present the rationale and details of
28 its blueprint for action and support at the district, school, and
29 classroom levels. Each district should develop a comprehensive
30 plan for supporting the progress of students as readers and writers,
31 monitoring the impact of its plan, and using data to make
32 improvements and to inform its plan for the subsequent years.

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

- 34 (a) document the reading and writing assessment and
- 35 instruction planned for all PK-12 students and the interventions in
- 36 prekindergarten through twelfth grade to be provided to all
- 37 struggling readers who are not able to comprehend
- 38 grade-appropriate texts. Supplemental instruction should be
- 39 provided by teachers who have a literacy coach add-on
- 40 endorsement and offered during the school day and, as appropriate,
- 41 before or after school in book clubs, through a summer reading
- 42 camp, or both;

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

3 (c) provide for the monitoring of reading achievement and
4 growth at the classroom, school, and district levels with decisions
5 about intervention based on all available data;

6 (d) document the amount of time students spend reading
7 and writing.

8 (e) ensure that students are provided with wide selections
9 of texts over a wide range of genres and written on a wide range of
10 reading levels to match the reading levels of students;

11 (f) provide for teacher training in reading and writing
12 instruction critical for implementing the district plans and thereby
13 for the success of students in achieving reading proficiency; and

14 (g) include strategically planned and developed
15 partnerships with county libraries, volunteers, social organizations
16 and school media specialists to promote reading;

17 (3)(a) The Department shall develop the format for the plan
18 and the deadline for districts to submit for approval. All approved
19 plans will be available online by the Department on its agency
20 website.

21 (b) The Department will monitor the district and school
22 plans and use their findings to inform the training and support the
23 Department provides to districts and schools.

24 (c) The Department may direct a district that is
25 persistently unable to prepare an acceptable PK-12 reading
26 proficiency plan or to help all students comprehend
27 grade-appropriate texts to enter into a multidistrict or contractual
28 arrangement to develop an effective intervention plan.

29
30 Section 59-155-150. (A) The State Board of Education shall
31 ensure that every student entering the public schools for the first
32 time in prekindergarten and kindergarten will be administered a
33 readiness screening by the forty-fifth day of the school year. The
34 screening must assess each child's early language and literacy
35 development, mathematical thinking, physical well-being, and
36 social-emotional development. The screening may include multiple
37 assessments, all of which must be approved by the Board. The
38 approved assessments of academic readiness must be aligned with
39 first and second grade standards for English language arts and
40 mathematics. The purpose of the screenings is to provide teachers,
41 administrators, and parents or guardians with information to
42 address the readiness needs of each student, especially by
43 identifying language, cognitive, social, emotional, and health

1 needs, and providing appropriate instruction and support for each
2 child. The results of the screenings and the developmental
3 intervention strategies recommended to address the child's
4 identified needs must be provided, in writing, to the parent or
5 guardian. Reading instructional strategies and developmental
6 activities for children whose oral language and emergent literacy
7 skills are assessed to be below the state-prescribed norms for the
8 same grade-students must be aligned with the district's reading
9 proficiency plan for addressing the readiness needs of each
10 student. The results of each screening also must be reported to the
11 Department through an electronic information system.

12 (B) It is the goal of the General Assembly that every student
13 read at or above grade level. Any student who is not exhibiting
14 reading proficiency, based upon locally determined or statewide
15 research-based formative or summative assessments conducted in
16 prekindergarten, kindergarten or grade 1, grade 2 or grade 3, or
17 through teacher observations, must be given intensive reading
18 instruction immediately following the identification. The student's
19 reading proficiency must be reassessed by locally determined
20 assessments or through teacher observations at the beginning of the
21 grade following the intensive reading instruction. The intensive
22 interventions must be provided as individualized and small group
23 assistance based on the analysis of assessment data. All sustained
24 interventions must be aligned with the district's reading
25 proficiency plan. These interventions must be in addition to the
26 ninety-minutes of daily uninterrupted reading and reading
27 instruction provided to all students in kindergarten through grade
28 three. The district must continue to provide intensive in-class
29 intervention and supplemental intervention until the student can
30 comprehend and write grade-appropriate text independently. In
31 addition, the parent or guardian of the student must be notified in
32 writing that the child is substantially not yet able to read grade-
33 appropriate text and of the planned interventions. The results of the
34 initial assessments and progress monitoring also must be provided
35 to the Department through an electronic student reading progress
36 monitoring data system for individually identified child reading
37 data which can be linked and compared over time to evaluate
38 progress. The student must continue to be provided with intensive
39 reading instruction until the student is reading grade-appropriate
40 text. A district may offer summer reading camps for students who
41 are not exhibiting reading proficiency in prekindergarten through
42 grade 2. The district may charge fees based on a sliding scale
43 pursuant to Section 59-19-90.

1

2 Section 59-155-160. (A) Beginning with the 2015-2016 school
3 year, a student must be retained in the third grade if the student is
4 substantially not demonstrating reading proficiency at the end of
5 the third grade. A student may be exempt for good cause from the
6 mandatory retention but shall continue to receive instructional
7 support and services and reading intervention appropriate for their
8 age and reading level. Good cause exemptions include students:

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

11 (2) with disabilities whose individualized education program
12 does not require their participation in the state-approved,
13 assessment program as defined in state and federal laws;

14 (3) who demonstrate third-grade reading proficiency on an
15 alternative assessment approved by the Board and which teachers
16 may administer following the administration of the state
17 assessment of reading or after a student's participation in a
18 summer reading camp;

19 (4) who have received reading intervention and were
20 previously retained; and

21 (5) who through a reading portfolio demonstrate third-grade
22 reading proficiency. Teachers may submit the student reading
23 portfolio at the end of the school year or after a student's
24 participation in a summer reading camp. Guidelines and standards
25 for the reading portfolio and review process will be established by
26 the Board.

27 (B) The superintendent of the local school district must
28 determine whether a student in the district may be exempt from the
29 mandatory retention by taking all of the following steps:

30 (1) The teacher of a student eligible for exemption must
31 submit to the principal documentation on the proposed exemption
32 and evidence that promotion of the student is appropriate based on
33 the student's academic record. This evidence must be limited to the
34 student's individual reading proficiency plan, individual education
35 program, alternative assessments, or student reading portfolio. The
36 Department must provide districts a standardized form to use in
37 this process.

38 (2) The principal must review the form and documentation
39 and determine whether the student should be promoted. If the
40 principal determines the student should be promoted, the principal
41 must submit a written recommendation for promotion to the
42 district superintendent for final determination.

1 (3) The district superintendent's acceptance or rejection of
2 the recommendation must be in writing and a copy must be
3 provided to the parent or guardian of the child.

4 (4) The district shall annually submit to the Department the
5 total number of students retained and promoted and the number of
6 students exempted from the retention policies of this section.

7 (C) (1) Students retained must be provided intensive
8 interventions as identified by valid and reliable diagnostic
9 assessments. This intensive intervention must include effective
10 instructional strategies, participation in the school district's
11 summer reading camp, and appropriate teaching methodologies
12 necessary to assist students in becoming successful readers, able to
13 read at or above grade level, and ready for promotion to the next
14 grade.

15 (2) The district shall conduct a review of student progress
16 monitoring plans for all students who are substantially not
17 demonstrating reading proficiency at all grade levels. The review
18 shall address additional supports and services needed to assist the
19 student. Students must be provided intensive instructional services
20 and supports including a minimum of ninety minutes of daily,
21 uninterrupted reading and reading instruction, and other strategies
22 prescribed by the school district reading plan. These strategies may
23 include, but are not limited to, instruction directly focused on
24 improving the student's individual reading proficiency skills
25 through small group instruction, reduced teacher-student ratios,
26 more frequent student progress monitoring, tutoring or mentoring,
27 transition classes containing students in multiple grade spans, and
28 extended school day, week, or year reading support. The school
29 must report through the student reading progress monitoring data
30 system to the Department on the progress of students in the class at
31 the end of the school year and at other times as required by the
32 Department based on the reading progression monitoring
33 requirements of these students.

34 (D) If the student is not demonstrating third-grade reading
35 proficiency at any point in the third grade year, his parent or
36 guardian must be notified timely in writing, that the student will be
37 retained unless exempted from mandatory retention for good
38 cause. The parent or guardian may designate another person as an
39 education advocate also to act on their behalf to receive
40 notification and to assume the responsibility of promoting the
41 reading success of the child. The written notification must include
42 a description of the proposed reading interventions that will be
43 provided to help the student comprehend grade-appropriate texts.

1 The parent, guardian, or other education advocate must receive
2 written reports at least monthly on the student's progress towards
3 being able to read grade-appropriate texts based upon the student's
4 classroom work, observations, tests, assessment, and other
5 information. The parent, guardian, or other education advocate also
6 must be provided with a plan for promoting reading at home,
7 including participation in shared or guided reading workshops for
8 the parent, guardian, or other family members. The parent or
9 guardian of a retained student must be offered supplemental
10 tutoring for the retained student in evidenced-based services
11 outside the instructional day.

12 (E) The Board must establish a midyear promotion policy for any
13 retained student in or below third grade who, by October first of
14 the following school year, demonstrates the ability to read
15 grade-appropriate texts through an alternative assessment of
16 reading comprehension or a reading portfolio.

17 (F) Because students develop and apply their reading and writing
18 skills across the school day in all content areas, teachers must use
19 research-based practices which support students in becoming
20 proficient readers across all content areas. For a student in grades 4
21 and above who is substantially not demonstrating reading
22 proficiency, interventions will be provided in the classroom and
23 supplementally by a teacher with a Literacy Teacher add-on
24 endorsement, a Literacy Coach add-on endorsement or a master's
25 degree or higher in reading. This supplemental support will be
26 provided during the school day and, as appropriate, before or after
27 school in book clubs or through a summer reading camp as
28 provided for in the district reading plan.

29

30 Section 59-155-180. (A) To equip teachers with a strong
31 understanding of the theory, research, and practices that support
32 and guide the teaching of reading, beginning with the 2014-2015
33 school year, all preservice teacher education programs must ensure
34 that teachers can develop the following competencies in the three
35 three-credit hour courses:

36 (1) foundations of reading instruction focused on the six
37 components of the reading process including comprehension, oral
38 language, phonological awareness, phonics, fluency, and
39 vocabulary;

40 (2) application of research-based instructional practices so that
41 teachers can apply the principles of research-based reading
42 instruction and integrate the six components of reading into
43 instruction; and

1 (3) foundations of assessment that will allow teachers to
2 understand how to select and administer appropriate assessments
3 and analyze data to inform reading instruction to meet the needs of
4 all students.

5
6 The content of the courses must be prescribed by the South
7 Carolina Department of Education in consultation with the
8 Commission on Higher Education. Each institution will submit a
9 verification of each course alignment with the prescribed
10 standards. The courses must reflect national standards, including
11 but not limited to, *Literacy: Reading-English Language Standards*
12 *Second Edition* as established by the National Board for
13 Professional Teaching Standards; the standards set forth by the
14 International Reading Association for Preservice Reading Teacher
15 Preparation Programs; CEC Professional Development Standards
16 for early childhood special education and learning disabilities; and
17 standards for teachers of reading set forth by the International
18 Dyslexia Association. The Department will revise the *Praxis* to
19 measure teacher preparation in alignment with these competencies.

20
21 (B) Beginning 2014-2015 teachers certified before September
22 1, 2014, prekindergarten through grade 8, administrators, including
23 principals, assistant principals and curriculum specialists, and
24 grade 9-12 administrators and district office administrators with
25 significant responsibility for reading must take at least one course
26 to improve reading instruction every five years at an in-state
27 institution of higher education that offers a master's in education
28 program in reading-literacy and are accredited by the International
29 Reading Association/National Council for Accreditation of
30 Teacher Education (IRA/NCATE) or at an in-state institution that
31 offers a master's degree in early childhood special education or
32 learning disabilities accredited by the International Council for
33 Exceptional Children (CEC) through NCATE, to maintain
34 certification.

35 The Department, in consultation the Commission on Higher
36 Education and institutions of higher education, will review student
37 reading achievement and the findings of the student progress
38 monitoring system to determine the reading needs of students and
39 their learning outcomes to guide reading course priorities for
40 teachers. Each teacher must receive approval from the school
41 district for the selection of the following courses which includes,
42 but are not limited to the following, based on the student reading
43 achievement needs in the district.

1
2 Course offerings must include, but are not limited to the following:
3 (1) foundations and applications of differentiated instruction;
4 (2) early literacy instruction;
5 (3) teaching reading to students with disabilities; and
6 (4) content area reading literacy.

7
8 For all non-practicum courses, teachers and administrators will
9 have the option, subject to availability, of taking web-based
10 courses or taking them at an institution of higher education. In
11 addition, some districts may choose to collaborate with an
12 institution of higher education and offer the courses on-site in their
13 districts. Practica could be offered at school sites and involve
14 children enrolled in after-school programs or summer reading
15 camps. The Department will work with institutions of higher
16 education individually or with consortia to provide, when possible,
17 the courses at a professional development rate rather than at the
18 certified teacher rate.

19
20 Section 59-155-190. Local school districts are encouraged to
21 create family-school-community partnerships that focus on
22 increasing the volume of reading, in school and at home, during
23 the year and at home and in the community over the summer.
24 Schools and districts should partner with county libraries,
25 community organizations, faith-based institutions, pediatric and
26 family practice medical personnel, businesses, and other groups to
27 provide volunteers, mentors, or tutors to assist with the provision
28 of instructional supports, services, and books that enhance reading
29 development and proficiency. A district shall include specific
30 actions taken to accomplish the requirements of this section in its
31 reading proficiency plan.

32
33 Section 59-155-200. Each school district must plan for and act
34 decisively to engage the families of students as full participating
35 partners in promoting the reading and writing habits and skills
36 development of their children. With support from the Department,
37 districts and individual schools shall provide families with
38 information about how children progress as readers and writers and
39 how they can support this progress. This family support must
40 include providing time for their child to read as well as reading to
41 the child. To ensure that all families have access to a considerable
42 number and diverse range of books, schools should develop plans
43 for enhancing home libraries and for accessing books from county

1 libraries and school libraries and to inform families about their
2 child's ability to comprehend grade-appropriate texts and how to
3 interpret information about reading that is sent home. The districts
4 and schools shall help families learn about reading and writing
5 through home visits, open houses, South Carolina ETV, video and
6 audio tapes, websites, and school-family events and collaborations
7 that help link the home and school of the student. The information
8 should enable family members to understand the reading and
9 writing skills required for graduation and essential for success in a
10 career.

11

12 Section 59-155-210. The Board and Department shall translate
13 the statutory requirements for reading and writing specified in this
14 act into standards, practices, and procedures for school districts,
15 local school boards, and their employees and for other
16 organizations as appropriate.

17

18 SECTION 2. This act takes effect upon approval by the
19 Governor./

20

21

22 Renumber sections to conform.

23 Amend title to conform.

24

25

26

27

28