



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

MEMORANDUM

TO: District Superintendents

FROM: Charmeka Bosket Childs, Deputy Superintendent
Mellanie Jinnette, Director, Office of Finance

DATE: December 10, 2013

RE: Guidance for Summer Reading Camps (Proviso 1.84)

The General Assembly has directed Districts and the State Department of Education to provide summer reading camps “for students who are substantially not demonstrating reading proficiency at the end of third grade.” The funding for these camps will be allocated based on the prior year’s number of students scoring Not Met 1 on the 3rd grade SC PASS Reading and Research assessment. Namely, funding for the summer 2014 camps will be based on the 2012-13 3rd grade SC PASS results. Allocations to districts based on these results are scheduled to be disbursed in three monthly increments beginning in January 2014 as per the attached spreadsheet.

***1.84. (SDE: Summer Reading Camps)** For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) \$300,000 to the Department of Education to provide bus transportation for students attending the camps; and (2) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year’s Palmetto Assessment of State Standards administration. The reading camps must provide an educational program offered in the summer by each local school district for students who are substantially not demonstrating reading proficiency at the end of third grade. The camp must be six to eight weeks long for four or five days each week and include at least five and one-half hours of instructional time daily. The camps must be taught by compensated, licensed teachers who have demonstrated substantial success in helping students comprehend grade-appropriate texts. Schools and districts should partner with county or school libraries, community organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In addition, a district may offer summer reading camps for students who are not exhibiting reading proficiency in prekindergarten through grade two and may charge fees based on a sliding scale pursuant to Section 59-19-90 of the 1976 Code, as amended.*

Review of the data from the 2012-13 year suggests that a separate camp in each district may not be feasible. In the 2012-13 school year, 1,983 students score Not Met 1 on the 3rd grade SCPASS in Reading and Research. As \$1.2 million in funding has been allocated for this program, that produces a per pupil funding rate of \$605.14. Thirty districts have nine or fewer students. As there are base costs (teacher compensation) that do not scale with small numbers of students, a large proportion of districts may not have sufficient funding to run a camp. SCDE therefore encourages districts to collaborate to offer camps based on geographic proximity when the districts deem it beneficial to do so. Transportation costs will be funded separately from the per child amount allocated to districts.

Guidelines for Identifying Third Grade Students Eligible for Summer Camp

In spring 2014, districts should carefully review all students' progress in third grade reading for the 2013-14 school year to determine which students are substantially not demonstrating reading proficiency at the third grade level. A variety of data points should be included in the student review such as teacher observations, teacher grades, progress monitoring results, formative assessments, and benchmark assessment results to determine if a student is substantially not demonstrating reading proficiency (note that PASS scores will not be available prior to the start of the reading camp). Upon identifying students who could benefit from additional support, teachers should notify parents/guardians of the Summer Reading Camp option. No later than the last six weeks of the 2013-14 school year, teachers should request a Parent-Teacher Conference with parents of students who are not substantially demonstrating reading proficiency to discuss the option for their student to attend the Summer Reading Camp. While students struggling with reading will be invited and encouraged to attend the summer reading camp for the purpose of improving their reading skills, they will not be required to attend.

As indicated by the proviso, districts must adhere to the following requirements for summer reading camps:

1. The reading camp must be six to eight weeks in length.
2. The reading camp must be four to five days per week and include at least five and one-half hours of instructional time daily.
3. The reading camp classes must be taught by compensated, highly qualified teacher/s as defined by (NCLB). At a minimum, teachers must be SCDE licensed in Elementary Education or Early Childhood Education, with at least 3 years of experience teaching reading. Preferred qualifications: Master's Degree in Reading, or Language and Literacy, with a strong background in teaching reading; having demonstrated substantial success in helping students comprehend grade level texts (see attached job description for Summer Camp Reading Teacher).
4. The focus of the Summer Reading Camp must be planned as an intensive reading intervention.
5. Funds cannot be used for computers, tablets, computer software, computer programs, etc.

Recommendations for district implementation of summer reading camps:

1. Create a Summer Reading program designed to:
 - a) teach students strategies to assist them in understanding the meaning of what they have read as opposed to reading words;
 - b) make the reading experience pleasurable for students, building upon the interest of students in the program; and
 - c) promote the belief in students that they can be successful readers, developing and building their self-efficacy.

2. Plan a literacy-based, thematic approach to the camp structure with topics of study which are of high interest to students; such as animals/nature, local history, arts, etc. Students will be involved in several Research Modules during the summer camp. Units of Study should be based on 4th grade Science and Social Studies Standards.
3. Establish class sizes of no more than 15 students per licensed teacher.
4. Ensure the Summer Reading Camp setting has an abundance of fiction and non-fiction texts for students to read as well as leveled text for use during small group instruction. Students should have access to books they want to read at their reading level across a range of topics, representing diverse ethnic, language, and cultural experiences.
5. Plan for a Book Fair event during the first week of Summer Reading Camp. This event can be planned to strengthen the reading intervention and to serve as motivation encouraging student participation in the camp. **SCDE will provide books for participating camps.** All participating students may select eight books based on their interests and reading level. Students may take their books home to reinforce reading strategies (see attachment for more info on Book Fair event).
6. Establish partnerships to provide tutors, mentors, and/or instructional assistants with community-based organizations such as the Boys & Girls Clubs, YMCA, PTOs, United Way volunteer tutors, county libraries, parent volunteers, faith-based organizations; local colleges/universities; nonprofits such as Save the Children and Children's Defense Fund Freedom Schools.
7. Establish a daily routine that incorporates evidence-based instructional materials in the reading program to include components of learning to read, i.e., oral language, phonics, phonemic awareness, vocabulary, fluency and comprehension (see attachment for suggestions of a typical day of Summer Reading Camp).
8. Implement a response to intervention system for each site. Administer a progress monitoring assessment to each student within the third day of the reading camp and establish appropriate intervention(s) immediately. Periodically re-assess each student to determine the progress of the student and the effectiveness of the instruction.
9. Establish a data system to record the reading progress of each child.
10. Provide access to the media center when in schools or to other media centers as well as necessary technology.
11. Ensure the onsite camp administrator/supervisor monitors instruction daily.
12. Plan to actively involve parents/guardians in supporting their child in advancing reading skills during the summer. Develop strategies to communicate with parents throughout the camp experience, to include sending home daily suggestions of activities parents can do with their child, such as signing up for a library card, etc. Plan events such as a family night or Read to Parent Day and other opportunities to promote family involvement and showcase the work of the students.

13. Consider funding sources in addition to the state allocation such as IDEA, Title 3, Title 1, as well as resources from community partners, etc.
14. Assessment data on participating students from the spring 2013 should be provided to teachers before students come to summer camp. Data on each student should include an Interest Inventory administered before the end of the school year.

cc: Instructional Leaders
Curriculum Specialists

Attachment 1: Research Basis for Summer Reading Programs

Research strongly suggests that the summer achievement loss is greatest among students from lower socioeconomic backgrounds (Alexander, Entwistle, & Olson, 2000; Burkham, Ready, Lee, & LoGerfo, 2004; Condrón, 2009; Cooper et al., 1996) and the negative effects of low-socioeconomic status on achievement during summer may be most pronounced during the early grades (Johnson, 2000).

Research indicates that summer reading loss accounts for at least 80 percent of the reading achievement gap by 9th grade. (Allington and McGill-Franzen)

Cause effect studies indicated that the greatest difference between students from low socioeconomic households and middle to high economic households in terms of summer experiences was their access to books and enriching experiences. Several studies showed that by providing books and other types of print material to children living in poverty there was evidence that this helped to close this gap.

In an effort to mitigate summer reading loss, the South Carolina Department of Education suggests research based practices to ensure that students benefit from participating in Summer Reading Camps with the primary goal to increase reading volume with a high proportion of time for independent reading. Rigorous studies on children's access to print material showed an increase in students' attitudes toward reading, motivation to read, reading behavior, basic language abilities, emergent literacy skills, reading performance, writing performance and general achievement. (Allington, 2012)

Attachment 2: A Typical Day of Summer Reading Camp

Recommended Daily Schedule for Instructional Time

15 minutes of Shared Reading

15 minutes Read Aloud

15 minutes of Interactive Read Aloud

Writing Workshop - 1 hour and 15 minutes

- Mini-lesson - 5-10 minutes
- Writing Time - 45-60 minutes (teacher is conferring with individuals or small groups while students are writing independently)
- Share Time - 5-10 minutes (could be strategies they used and/or selections from their writing)

Inquiry/Research - 1 hour and 15 minutes – Units of Study based on 4th Grade standards for Science and/or Social Studies

- Students are in small collaborative groups
- Teacher is conferring and working with these small collaborative groups

Reading Workshop - 1 hour and 15 minutes

- Mini lesson – 5-10 minutes
- Teacher is working with small groups (3- 5 students) and conferencing with individual students while the rest of the class is reading independently - 60 minutes
- Share Time – 5-10 minutes (Strategies used during reading or book recommendations)

Research-based recommendations to be implemented daily in the Summer Reading Camp:

- Summer Camp ideally should be held in a primary or elementary school setting with access to an abundance of fiction and non-fiction texts for students to read as well as leveled text for use during small group instruction.
- Classrooms should adhere to High Progress Literacy Classroom research and the goal of students actively engaged in reading, writing, and researching for at least 75 percent of the time allocated for instruction.
- Small Group Instruction is provided by a highly qualified teacher with a maximum of 3-5 students in each group.
- Teachers should have a weekly conference with each student and maintain a conference notebook.
- Each student should have their own Independent Reading Bag with self-selected books as well as some teacher selected texts.
- Students participate in several Research Modules– Units of Study based on 4th grade Science and Social Studies Standards.
- Students maintain Book Logs.
- Students engage in a Reading/Writing Workshop Model daily.
- Teachers will conduct daily formative assessments to include: Running Records, Anecdotal Notes, and Writing Samples.
- Teachers will conduct post assessments.
- Ideally, a Reading Interventionist should be available to work with the most at-risk students in a 1-3 student small group setting (intervention must be conducted by a trained interventionist and cannot be a computer program or software.)

Attachment 3:

Book Fair Guidelines for Summer Reading Camps

Students should have access to a selection of books they want at their reading level across a range of topics, representing diverse ethnic, language, and cultural experiences. SCDE will provide eight books per student for the Summer Camp planned book fair. Students will select their books from appropriate levels they can read independently. At the end of summer, students may keep their books at home for their own collection.

Types of Books Provided at the Book Fair:

- Popular Series – Examples: Junie B. Jones, Goosebumps, and Animorphs
- Popular culture – broader popular media: on topics related to television, movies, athletes, musicians, etc.
- Culturally relevant – minority authors and/or minority characters: The Gold Cadillac, Little Bill; Sojourner Truth; Forty Acres and Maybe a Mule; Aunt Flossie’s Hat
- Curriculum relevant – reviewing state science and social studies standards for topics: Medieval Times; Mummies, Tombs, and Treasures; From Tadpole to Frogs; Into the Rain Forest

Students should have choice of books to choose with guidance from a teacher or literacy professional who understands children and the complexities of matching texts to readers. This knowledge includes knowing that text complexity goes beyond lexile levels and includes the child’s interest, background knowledge about the book’s subject matter, and familiarity to the genre to name a few. Select books with “Book Difficulty” in mind by targeting books that children can read at their independent level (99 percent accuracy with phrasing and expression and with 90 percent comprehension). Allow students to select their own books with modest advice (powerful research evidence on the role of self-selection or free choice produced effects on reading achievement almost twice as large versus access without choice).

This process begins the preparation of literate adults, adults who know how to find books they want to read. Below are the suggested steps:

- Review book choices with students. Have them read a brief portion of five texts aloud. See if they selected mostly books they could read independently.
- Teach children how to select books independently with the following steps:
 - Turn the book over and look at the back cover. Read the introduction to the book. Read it and see if you still think you will want to read the book.
 - If you still think you want this book, then open the book to almost any page. Now read the page to yourself. If you find more than one or two words on the page that you cannot read, you probably will find the book difficult and you may never finish it. If the book is too hard, look for another book and do these same two steps until you find a book you can read and want to read.

The teacher might model her own self-selection of a book using a think aloud approach while deciding among several books. This kind of support in selecting books will be extended on a continuing basis into the Summer Reading Camp classrooms as students choose books from classroom libraries. Records of student reading volume and response should be part of the Summer Reading Camp.

Attachment 4: Job Descriptions for Teacher and Optional Interventionist

Teacher Requirements

- Highly Qualified as defined by No Child Left Behind (NCLB).
- Master's Degree in Reading, or Language and Literacy, Elementary Education or Early Childhood, with at least five years of experience (must have reading background).
- Understand how to administer formative reading assessments such as Dominie, DRA, or Fountas and Pinnell.
- Teachers must submit application with resume and sample lesson plans (if possible include photos of classroom with descriptions as part of the application).
- Teachers should have high expectations for all students.

Summer Camp Teacher Job Responsibilities:

- Attend and participate in required orientation/training provided by SCDE, prior to the start of the summer camp.
- Demonstrate and provide highly effective and intensive instruction to maximize the achievement of struggling readers.
- Work collaboratively with SCDE to plan and implement daily instruction, plan interventions, and administer and analyze assessments.
- Participate in afternoon debriefing sessions with project leaders.
- Use the Classroom Observation Form as a self-reflective tool for refining instruction.
- Use engagement checklist to ensure all students are engaged in reading and or writing.
- Work collaboratively with the school interventionist to plan and implement small group instruction within the classroom setting and analyze assessments.
- Communicate with the principal and project leaders on any problems that may arise.
- Ensure that maximum learning in reading occurs for students.

(Optional Position) Interventionist Requirements:

- Required to attend orientation/training provided by SCDE, prior to the summer camp.
- Highly Qualified as defined by NCLB.
- Master's Degree in Reading, or Language and Literacy, Elementary Education, or Early Childhood with at least five years of experience (must have reading background). At least three years of experience working as a Reading Recovery Teacher or as an in school interventionist.
- Understand administration of formative assessments, ex. Dominie, DRA, or Fountas and Pinnell.
- Teachers must submit application with resume and sample lesson plans (description and pictures of classroom should be included with application).
- Teachers should have high expectations for all students.

Summer Camp Interventionist Job Responsibilities:

- Demonstrate and provide highly effective and intensive instruction to maximize the achievement of identified struggling readers.
- Work collaboratively with project leaders and teacher to plan and implement small group instruction within the classroom setting and administer and analyze assessments.
- Communicate with the principal and/or project leader on any problems that may arise.
- Ensure that maximum learning occurs for all students.