



**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

**MEMORANDUM**

**TO:** Read to Succeed Partners

**FROM:** Jennifer Morrison  
Director, Office of School Transformation

**DATE:** January 30, 2015

**RE:** Summer Reading Camps 2015

A handwritten signature in cursive script that reads "Jennifer Morrison".

Greetings from the Office of School Transformation! This memo provides initial guidance as you set up legislated district and school reading camps for the summer of 2015. Summer reading camps are mandated for identified third grade students by Proviso 1.79 and Act 284 (Read to Succeed).

We know this aspect of the legislation will be a heavy lift for many districts this summer and we recognize that this is only the first year of state-wide implementation, so we want to be as helpful and flexible as possible in supporting districts and schools as they implement requirements. Candice Lowman Walsh will act the South Carolina Department of Education (SCDE) point person in regard to legislated summer reading camps. Implementation and planning guidelines follow, but do not hesitate to get in touch with Candice if you have specific questions or concerns. Candice can be reached at (803) 734-0091 or [clwalsh@ed.sc.gov](mailto:clwalsh@ed.sc.gov). As always, we are here to help.

This memo outlines the various components of the summer reading camps and provides districts with ways to begin planning for their 2015 summer reading camps. While minimum requirements are outlined here, we encourage educators to be ambitious and consider how they might extend the summer reading camp experience to preK, first, and second graders. While reading and high quality reading instruction over the summer cannot necessarily bring a student's reading performance up to grade level, research is very clear that this summer intervention can go a long way in preventing summer reading loss.

**Allocations and Funding**

The funding for summer reading camps will be allocated based on the number of students scoring Not Met 1 on the 3rd grade SC PASS Reading and Research assessment in 2013-14. Allocations to districts based on these results are scheduled to be disbursed beginning in February 2015. The SCDE is aware that this year's \$6 million in allocations may be insufficient. We encourage districts to consider using Reading EIA or Fund 338 moneys to further support their summer reading camps, as well as working with community and business partners that might help defray costs. Districts may also use Title I, Title III, or IDEA funds to supplement additional students and/or programs as long as they follow permissible use of those funds.

**Identification of Students for Summer 2015**

Students selected to attend the camp must – at minimum – be this year's current third grade students who are substantially not demonstrating proficiency in reading by the end of the school year. As with interventions required by Act 284, the definition of "substantially not demonstrating proficiency" must be

determined by the district in 2014-15. We suggest that districts use formative assessment data, not classroom grades, to identify student eligibility to attend the camp, and the same formative assessment instrument should be used to assess the students at the beginning and end of the camp to determine growth. Districts will be asked to evaluate student growth and their implementation of the summer reading camps at the end of Summer 2015, so that we can work together as a state to improve implementation of summer reading camps moving forward.

We know you will make certain your camp is seen as a positive and exciting opportunity by parents, stakeholders, and your community. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his/her grade level must make the final decision regarding the student's participation in the summer reading camp.

### **Legislative Minimum Requirements**

The proviso indicates that the camps must be six weeks in length, four days a week, and four hours per day. The weeks of the camp do not have to be consecutive, and districts have great flexibility with camp location(s) and curriculum. Districts may even choose to collaborate with each other to provide a summer reading camp. While the focus should be reading growth through self-selected reading and reading for pleasure, this is an opportunity to give students a needed jump start on reading and background knowledge in Science and Social Studies.

### **Teachers**

The 2014 summer reading camp pilot conducted by the Education Oversight Committee (EOC) and the SCDE demonstrates that the quality of teachers chosen to reach and teach students during summer reading camps will be a primary determinant of the camps' success. Teachers who are selected to provide instruction to the third grade students attending the summer reading camps in 2015 should be compensated, be licensed, and have documented and demonstrated substantial success in helping students comprehend grade-level texts.

### **Planning**

Please see the EOC recommendations from the 2014 pilot included with this memo to help you plan for your camp(s). The SCDE recommends the following in the planning phase for the 2015 summer reading camps:

1. Determine and/or set up the formative assessment instrument/system that you will use to identify students for this summer intervention and determine growth. STAR Reading and Measures of Academic Progress (MAP) are examples.
2. Determine carryover funds from the previous year of funds from proviso 1.84. Last year districts that did not hold camps and only participated in the state summer reading loss prevention project were allowed to carry over their funds to be used for the 2015 summer reading camps. Also, determine additional funds that may be used.
3. Determine the grade level(s) and number of students you will serve. At minimum, this year's third graders who are substantially not demonstrating proficiency in reading as determined by the district must be served.
4. Begin identifying potential locations for your camp(s). Camp location(s) should have an abundance of fiction and non-fiction texts for students to read as well as leveled texts for use during small group instruction. Students should have access to books they want to read, at their

reading levels, across a range of topics, representing diverse ethnic, language, and cultural experiences.

5. Develop an application process to hire teachers for your camp(s).
6. Begin to think of the design of your summer reading camp(s). The summer reading camp should be 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;
  - c. promote the belief in students that they can be successful readers, developing and building their self-efficacy;
  - d. be based on topics which are of high interest to students and prepare them for fourth grade content area material.
7. Determine additional staff required beyond the teacher to conduct your summer reading camp(s).
8. Begin to identify partnerships to provide tutors, mentors, and/or instructional assistants with community-based organizations such as the Boys & Girls Club, YMCA, PTOs, United Way volunteer tutors, county libraries, parent volunteers, faith-based organizations; local colleges/universities; and nonprofits such as Save the Children and Children's Defense Fund Freedom Schools.
9. Determine a way to plan to actively involve parents/guardians in supporting their children in advancing reading skills during the summer. Develop strategies to communicate with parents throughout the camp experience. 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.

As we move closer to the summer, the SCDE wants to be as helpful as we can be in supporting your implementation of a successful summer reading camp. Please do not hesitate to contact us with questions and/or ideas you have regarding needed technical assistance for your school or district.

As always, it is our goal to ensure that you have the support you need in order to improve literacy in your school and district. Again, Candice Lowman Walsh will be acting as our point person on the summer reading camps and she is ready to help. Please do not hesitate to contact Candice at (803) 734-0091 or [clwalsh@ed.sc.gov](mailto:clwalsh@ed.sc.gov). The Read to Succeed team is here to help. We all have the same goal, and look forward to continuing and strengthening our partnership with you this year as we move toward improving literacy across South Carolina.

Cc: Dr. Julie Fowler, Deputy Superintendent  
Dr. Angela Bain, Deputy Superintendent  
Betsy Carpentier, Chief Operating Officer  
Mellanie Jinnette, Chief Financial Officer  
Emily Heatwole, Director of Legislative Affairs  
Cathy Hazelwood, General Counsel