

## LITERACY REQUIREMENTS AND INTERVENTION POLICY

Code \_\_\_\_\_ Issued \_\_\_\_\_/09

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Purpose: To establish literacy as the highest educational priority of the CCSD, require individualized intervention for students reading below grade level, and establish conditions for promotion.

The requirements of this policy apply to every student except those few students whose permanent record reflects a properly identified and specifically diagnosed developmental or cognitive impairment that prevents that student from being able to read as required by this policy.

The Superintendent shall develop and implement a district-wide literacy intervention model for the purposes of identifying and addressing deficiencies.

Each year the Superintendent shall:

- Report to the Board at the conclusion of each school year the number and percentage of students reading below grade level in grades 3 through 8.
- Certify to the Board that "Response to Intervention," an evidence-based, best practice, was implemented for all students reading below grade level. The Superintendent may not promote a student that is reading below grade if the student is eligible for, but does not participate in, an Intervention Pathway. No student that is reading below grade level will be promoted without notification to the parent or guardian.
- Identify the staffing, professional development, program supports and employee accountability needed to remediate and/or accelerate students' literacy skills.
- Report the number of 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who have not passed the state exit exam in July of each year.

The Superintendent shall create regulations describing the literacy intervention model, and guidelines for promotion.

Adopted \_\_\_/\_\_\_/09

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The Trident Literacy Association defines a person as functionally illiterate if he or she reads below an 8<sup>th</sup> grade level. In 2009 one in seven adults in Berkeley, Dorchester, and Charleston counties was functionally illiterate, one in ten CCSD rising ninth graders was unable to read above a third grade level, and more than 20% of CCSD 9<sup>th</sup> graders read below a fourth grade level.

**Charleston County School District**

# Proposed Screening Protocols for K-1 Literacy Intervention Pathways

December 14, 2009

- Kindergarten
  - Fall 2010 DIBELS (all students)  
Quick screening instrument  
School Psychologists, IDTs, IRTs,  
Assistant Principals, Teachers  
(but they will not screen own children)
  
  - If screening indicates "intensive" range,  
the Bracken will be given  
(used in Harlem Children's Zone)  
Same group of staff to administer
  
  - Spring 2011 DIBELS (all students)  
Bracken only students who previously  
took this test. Results could place  
students in K+.
  
- First Grade
  - Fall 2010 MAP Primary (all students)  
If screening indicates not proficient,  
DOMINIE to be given.  
(Same group of staff to administer with  
exception of 1<sup>st</sup> grade teachers who  
will not test own students)
  
  - Spring 2011 MAP Primary (all students)  
DOMINIE all students tested with this  
measure in Fall. Results could place students  
in 1+.  
(Same group of staff to administer with  
teachers not assessing their own students)

\* Notes: Janet will define the CUT scores for both the Bracken and MAP Primary.  
Young children need practice with technology prior to taking computerized screening tests.

CAO  
12/14/09

*Proposed Regulations*

## **Literacy Requirements and Intervention Policy**

Students whose records reflect a diagnosed developmental or cognitive impairment may be students with IEPs or 504s and ELL students.

Proficiency in literacy skills shall be the highest imperative for CCSD. Students shall be functionally literate by graduation from high school.

Reading instruction and necessary supports will be provided for students beginning in the primary grades. Primary Pathway CD-First Grade is required in all CCSD schools (see attached diagram).

Parents of students who are in an Intervention Pathway will be required to participate monthly in a two-hour parent education workshop on literacy.

Teachers will receive professional development necessary to deliver effective reading instruction.

Reading results will be expected, monitored and produced.

At the beginning of each school year, students in grades 1-9 reading below grade level will be identified, and one or more interventions designed to improve their literacy skills will be implemented. In some instances students will be required to attend extended year programs. Failure to attend will result in retention.

Students reading below grade level will be promoted only with the Superintendent's certification that the students are receiving instruction to overcome their reading deficiencies.

The superintendent will align the CCSD annual budget to accomplish this goal ahead of every other district goal, and will present to the Board each year the strategies needed to accomplish this goal.

The Board is accountable for student literacy achievement.