

Good Cause Exemptions cont.

- ♦ who successfully participate in a Read to Succeed Summer Reading Camp (SRC) at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm referenced, alternative assessment approved by the SCDE, that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.



Strategies that Work

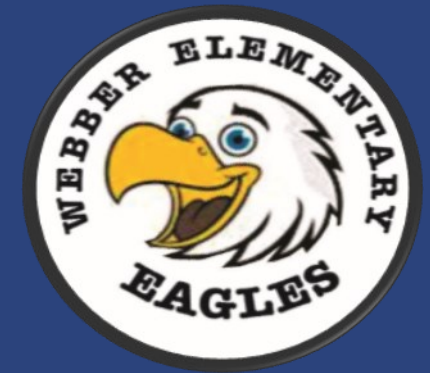
- Attendance
- Help child with homework
- Keep contact with the teacher.
- Read with your child.
- Encourage independent reading daily.
- Attend parent conferences
- Visit child's classroom

Intervention

Intervention, first and foremost, begins with high-quality core instruction. Conversations surrounding the need for supplemental and/or intensive interventions provide an opportunity for parents and educators to work together to improve student learning by focusing on a student's identified instructional needs. Intervention is an opportunity to focus on what will be done and how it will be accomplished. Therefore each student should receive **30 minutes of intensive intervention/enrichment daily.**

<https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Interventions/K-5%20Intervention%20Doc%20in%20word%2003-13-17%20.pdf>

Webber Elementary's R2S



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Read to Succeed R2S

The Read to Succeed Act was enacted to ensure that **all students in our state are able to read and comprehend grade-level texts and that all teachers are supported in making instructional decisions that would support students in doing so.** As a result, Reading Coaches were placed in every elementary school in the state of South Carolina to support teaching and learning, and to provide procedures to promote greater teacher accountability.

Third Grade Retention

Third Grade Retention S.C. Code Ann. §59-155-160 (2014) of Act 284 states:

Beginning with the 2017- 2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on SC Ready.

Good Cause Exemptions

Good Cause Exemptions from mandatory retention include students:

- with limited English proficiency and less than two years of instruction in English as a Second Language program;
- with disabilities whose Individual Education Plan (IEP) indicates the use of alternative assessments or alternative reading interventions;

Good Cause Exemptions

- with disabilities whose IEP or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
- who demonstrate third grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading;
- who have received two years of reading intervention and were previously retained
- who through reading portfolio documentation demonstrate the mastery of the state standards in reading that is equal to at least one level above the lowest achievement level on the state reading assessment and

A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level.

