



Gallman Elementary

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Read to Succeed

What you need know

R2S Background:

- **Reading and comprehension are the foundations for all learning.**
- **Kindergarten, 1st, 2nd, and 3rd grade classrooms are filled with students learning to read.**
- **Students may be talking, listening to the teacher, reading a story, reading aloud together, or writing about what they have read.**
- **Students need strong reading skills to learn in all other school subjects.**

The R2S Law states...

- “beginning with the 2017–18 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 the lowest achievement level on the state summative reading assessment (SC READY) and does not meet one of several statutory exemptions.”

What do we do for “moderately or severely struggling

- Students receive 30 additional minutes of daily, small group instruction/intervention with the classroom teacher or reading interventionist.
- **NOTE: “These interventions are at least 30 minutes long and take place in addition to the 90 minutes of daily reading and writing instruction provided to all students in kindergarten through grade three.”**

How will I know if my child is “moderately” or “severely” struggling with reading?

- **Teachers and administrators work in teams to discuss the progress of students who are struggling**
- **Multi-tiered plans of instruction are developed for these students.**

How will we communicate with parents

Parents will be:

- **Notified in writing, that your child is not reading grade-level texts.**
- **Notified of the interventions to be provided.**
- **Notified of the student's reading abilities at the end of the planned interventions.**

So, how does this law affect MY child?

Any student in Grade 3 who is “reading substantially below grade level” can be retained, per state law.

Third grade students scoring at the lowest achievement level (NM1) on the SC Ready Assessment will be retained – unless they qualify for an exemption.

Good Cause Exemptions

[Good cause exemptions: Students can be promoted to the 4th grade even if they are not reading on the required level.]

These exemptions apply to:

- **Some students with disabilities (IEP indicates using alternative assessments/alternative reading interventions)**
- **Limited English proficiency (less than 2 years of instruction in ESOL)**
- **Students who have already been retained**
- **Students who scored poorly on the state summative assessment, but demonstrate grade-level proficiency on other tests or through reading portfolio**

Good Cause Exemptions (continued)

Please Note:

Regardless of whether a student is promoted or retained, the student shall continue to receive instructional support and services as well as reading intervention appropriate for their age and reading level.

Criteria for 3rd Grade

The following criteria determines which students are required to receive notification by the end of the 2nd 9 week grading period:

Fountas and Pinnell (beginning of the year) – *L and Below*

MAP Reading RIT (December testing) – *176 and Below*

NOTE: Students who meet at least one of the two indicators above will have a letter sent home and parent conference no later than January 19, 2018.

Criteria for 3rd Grade

EXAMPLE:

	Dec. MAP	F&P BOY	
Billy	206	P	Scores indicate grade level
JoJo	182	J	Scores meet 1 out of 2 for criteria – letter sent
Lula	205	N	Scores indicate grade level
Mona	174	I	Scores meet 2 out of 2 for criteria – letter sent
Penny	195	O	Scores indicate grade level
Carla	166	I	Scores meet 2 out of 2 for criteria – letter sent

- Fountas and Pinnell (beginning of the year) – L and Below
- MAP Reading RIT (December testing) – 177 and Below

Summer Reading Camp (SRC)...

- Offered in the summer by local school districts for students who are unable to comprehend grade-level texts and who qualify for mandatory retention.
- The purpose is to provide students with the opportunity to receive additional quality, intensive instructional services, and support.
- Any student in third grade who fails to demonstrate grade-level reading proficiency by the end of the school year must be offered the opportunity to attend a SRC at no cost to the parent or guardian.
- School transportation shall be provided.
- SRC must include the equivalent of at least 9 instructional hours.
- Most camps last for six weeks and meet four hours each day, four days per week.

Decision Makers for Summer Reading Camp (SRC) include:

- **Teachers**
- **Interventionists**
- **Administration**
- **A parent/guardian of identified students**

Note: If a parent opts their student out of the SRC, the mandatory retention requirement applies.

So... Why 3rd grade?

- **Research shows that only 35% of the nation's fourth grade students are reading on grade level.**
- **School work is more difficult in 4th grade.**
- **Textbooks become more complex and reading passages are longer.**
- **Those who have trouble understanding what they read find it very difficult to keep up.**
- **School becomes frustrating when they do not have independent reading skills;**
- **This could lead to years of difficulty in school and limited opportunities in college and career.**

A Few Read to Succeed Frequently Asked Questions

Question:

Answer:

1. Does Read to Succeed only impact elementary school students, specifically those in third grade?
2. Who determines whether a student is exempt from the mandatory retention requirement?
3. One of the good cause exemptions mentions reading portfolio documentation. Can you explain what this is?
4. How will Read to Succeed engage families of students as full participating partners in promoting the reading and writing habits and skills development of their children?

1. No. Read to Succeed has implications for all students in pre-kindergarten through grade twelve.
2. The superintendent of the local school district must determine if a student in the district may be exempt from the mandatory retention requirement by ensuring all necessary steps have been taken and all criteria met.
3. The portfolio provides documented evidence of the use of formative assessments along with goal setting and intervention strategies.
4. With support from the Office of Early Learning and Literacy, districts and individual schools shall provide families with information about how children progress as readers and writers and how they can support this progress.

Getting Informed and Getting

- **Schools should inform families about their child's ability to comprehend grade-level texts and how to interpret information about their child's reading.**
- **Districts and schools shall help families learn about reading and writing strategies they can use at home through open houses, SC Educational Television, video and audio tapes, websites, and school-family collaborative activities that link home and school.**

What are our expectations for 3rd Graders

- ✓ By the end of third grade, students are expected to be able to read independently and comprehend a variety of texts.
 - ✓ Read and understand words, sentences, and paragraphs without help.
 - ✓ Become self-directed, critical thinkers and readers.
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What can YOU do?

- Be a voice for higher expectations
- Develop a partnership with your child's teachers and school staff
- Help your child with homework, projects and preparation for tests
- Act early; review progress reports and stay on top of what your child is and should be learning
- Demonstrate a positive attitude about education to your children

You are important learning partners within this school building.

We are so thankful for all you do!