



THE SCHOOL DISTRICT OF CHESTER COUNTY  
509 DISTRICT OFFICE DRIVE  
CHESTER, SOUTH CAROLINA 29706

## Read to Succeed Legislation

### What is it and how will it affect my student?

Parents and Guardians:

On June 5, 2014, the South Carolina General Assembly approved the South Carolina Read to Succeed Act (R<sub>2</sub>S) to ensure all students in our state are able to comprehend grade-level text prior to graduation. The Chester County School District pre-emptively instituted systemic changes throughout the 2014-2015 and 2015-2016 school years to identify and provide intensive support to struggling readers to meet the requirements of the law:

All **PK-5<sup>th</sup> grade** students are provided instruction by high-quality teachers, as determined by student performance data and performance evaluations, are immersed in scientifically research-based reading programs built upon the tenants of balanced literacy and best practice, and receive a minimum of ninety minutes of daily, uninterrupted, instruction in reading and writing. Moreover, students identified as struggling readers receive an additional 30 minutes daily of intensive reading intervention from a certified teacher or reading interventionist in their building.

All **6<sup>th</sup>-12<sup>th</sup> grade** students are provided instruction by high-quality teachers, as determined by student performance data and performance evaluations, and are immersed in a scientifically research-based English/Language Arts curriculum for a minimum of 60-90 minutes. Additionally, students identified as struggling readers receive supplemental academic support before school, after school, or during school from classroom teachers across all content areas.

The district has created a *Read to Succeed Parent FAQ Sheet* that explains the key components of the legislation and how the law may affect your student. This Parent FAQ Sheet can be found on page 2 of this document.

As a district, it is imperative that we move forward with urgency to make certain that all of our students achieve proficiency in reading and writing. As a community, we will collectively work toward the common vision of improving reading achievement one student at a time.

More information about Read to Succeed can be found on the South Carolina Department of Education website:  
<http://ed.sc.gov/instruction/read-to-succeed/>



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## FAQ Sheet for Parents



### What is Read to Succeed (R<sub>2</sub>S)?

The South Carolina Read to Succeed Act is a state law that aims to improve literacy and reading proficiency for all children in our state.

### How does this law affect my K-3<sup>rd</sup> grade student?

- R<sub>2</sub>S law requires all K-3 students to receive a minimum of 90 minutes of ELA instruction daily by their classroom teacher.
- R<sub>2</sub>S law requires students who are identified as “moderately” or “severely” struggling with reading to receive 30 additional minutes of daily, small group instruction/intervention with the classroom teacher or a reading interventionist.  
*R<sub>2</sub>S Legislation: Section 59 155 150 (B) - “These interventions must be at least thirty minutes in duration and be in addition to ninety minutes of daily reading and writing instruction provided to all students in kindergarten through grade three.”*

### How does this law affect my 4<sup>th</sup>-12<sup>th</sup> grade student?

- R<sub>2</sub>S law requires 4<sup>th</sup>-8<sup>th</sup> grade students to receive 45-60 minute blocks of ELA instruction.
- R<sub>2</sub>S law requires 9<sup>th</sup>-12<sup>th</sup> grade students to receive 90 minute blocks of ELA instruction.
- R<sub>2</sub>S law requires students who are identified as “moderately” or “severely” struggling with reading to receive small group instruction/interventions by all content area teachers (not just the ELA teacher) and supplemental support if determined necessary before school, after school, or during school.  
*R<sub>2</sub>S Legislation: Section 59 155 170 (A) - “Teachers of content areas (English/language arts, mathematics, science, social studies, the arts, career and technology education, and physical and health education) at all grade levels must focus on helping students comprehend print and nonprint texts authentic to the content area.”*

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

- Federal and state laws require schools to form teams to discuss the progress of students who are struggling with grade-level academics and to develop multi-tiered plans of instruction for these students.
- State law requires schools to notify parents, in writing, of their student’s inability to read grade-level texts, the interventions to be provided, and the student’s reading abilities at the end of the planned interventions.

**Beginning in 2017-2018, any student in Grade 3 who is “reading substantially below grade level” can be retained, per state law.**

*R<sub>2</sub>S Legislation: Section 59 155 160. (A) - “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.”*

- Third grade students scoring at the lowest achievement level on the new *SC Ready Assessment* will be retained – unless they qualify for an exemption.
  - Schools will notify parents of students who qualify for an exemption.
  - Students exempted from retention will continue to receive instructional support and services as well as reading intervention appropriate for their age and reading level in grade four and beyond as needed.

If you have questions please contact the District Literacy Coordinator: Dr. Alisha Green | [agreen@chester.k12.sc.us](mailto:agreen@chester.k12.sc.us) | 803-385-6122