



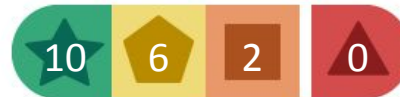
Early Literacy Matters

State-by-State Policy Implementation Report

Explore South Carolina's adoption and implementation of the 18 Early Literacy Fundamental Principles.






SC

PRINCIPLE ADOPTION
IMPLEMENTATION



Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p>PRINCIPLE NOT ADOPTED</p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

Early Literacy Policy Implementation Rubric

PURPOSE

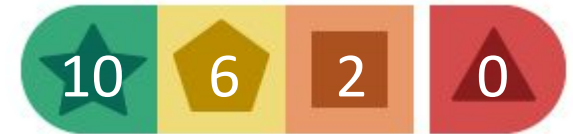
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of South Carolina's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

18 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [South Carolina Code Section 59-155-110 South Carolina Read to Succeed Act](#)
- [South Carolina Department of Education, Read to Succeed](#)
- [South Carolina Department of Education, Science of Reading](#)
- [South Carolina Department of Education, Reading Plans \(State, district, and school\)](#)

Science of Reading (SOR) Training



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

State-adopted science of reading training is required for all K–3 teachers and administrators, and an implementation plan for rollout is clearly communicated to all educators.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES require all educators and administrators to receive training in the teaching of reading and earn the related literacy endorsement based on their certification. ([SCDE, Read to Succeed Requirements and Endorsements](#))
- South Carolina DOES allow educators to earn the R2S Literacy Teacher endorsement by successfully completing the requirements listed in one of the five provided pathways. ([SCDE, Read to Succeed Requirements and Endorsements](#))
- South Carolina HAS approved a [list](#) of Read to Succeed In-Service Courses for teachers and administrators.
- South Carolina HAS created [Literacy Competencies for Pre-K–5th Grade Teachers \(updated 2024\)](#); [Literacy Competencies for Middle/High School Content Area Teachers \(updated 2024\)](#); [Literacy Competencies for Administrators \(updated 2024\)](#); and [Literacy Competencies for South Carolina Reading Coaches \(updated 2024\)](#).
- South Carolina HAS adopted LETRS training and the FY24 budget provides funding for all K–3 teachers to complete the training, with a stipend for successful completion. ([SCDE, SC LETRS Professional Development](#))
- South Carolina IS supporting districts in implementing LETRS by providing training for administrators and reading coaches on implementing LETRS practices. This includes providing a focused professional learning community on implementing evidence-based literacy instructional practices. ([SCDE Memo: LETRS Administrator and Reading Coach PLC](#))

Science of Reading (SOR) Training

CONTINUED

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- South Carolina DOES monitor districts' provision of teacher training in the science of reading, as the state requires districts to report this through the district and school reading plans. ([SCDE, Reading Plans \(State, District, and School\)](#))
- South Carolina IS offering LETRS to all 4th grade, 5th grade, and middle-level special education teachers. The budget provides funding for successful completion of the training. ([SCDE, Memorandum: Preliminary Rostering: LETRS for Upper Elementary and Middle Level Special Education Teachers \(April 1, 2025\)](#))

NOTEWORTHY

The following aspects of the state's work are particularly noteworthy:

- South Carolina now REQUIRES the LETRS Early Childhood (LETRS EC) [training](#) for all 4K Child Early Reading and Development Education Program (CERDEP) teachers, beginning in fiscal year 2025–2026. The state requires these educators to earn a [Read to Succeed Literacy Endorsement](#). ([SCDE, Memorandum: Foundational Literacy Training for CERDEP Educators \(July 29, 2025\)](#))
- The state Superintendent, Ellen Weaver, publicly acknowledged through an [official press release](#) that student gains across the state are the direct result of early literacy breakthroughs via science of reading training.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Literacy Coaches



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded training and coaching to K–3 teachers based on student data or other models.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina [policy](#) DOES require reading/literacy coaches to be employed in each elementary school, and serve as job-embedded, stable resources for training throughout schools. ([SCDE, Literacy Specialists and Coaches](#))
- South Carolina HAS created [Literacy Competencies for Reading Coaches](#).
- South Carolina DOES provide funding for reading/literacy coaches, which is determined by the number of primary and elementary schools serving students in the district. Funding may be used in primary, elementary, middle school, or a combination of these schools based on the area of highest need. ([SCDE, Memorandum: Reading Coach Allocation \(August 12, 2025\)](#); [SCDE, Memorandum of Agreement for School-Based Literacy Coaches and/or Literacy Interventionists](#))
- South Carolina DOES provide for flexibility on hiring reading/literacy coaches and currently provides that reading/literacy coach funds may be used on interventionists providing support to struggling readers in Kindergarten–5th grade. ([SCDE, Memorandum: Reading Coach Allocation \(August 12, 2025\)](#); [SCDE, Memorandum of Agreement for School-Based Literacy Coaches and/or Literacy Interventionists](#))

Literacy Coaches

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- South Carolina DOES provide for R2S Literacy Coach endorsements, which educators can achieve by completing 5 years of successful teaching experience and the R2S Literacy Teacher endorsement. ([SCDE, Read to Succeed \(R2S\) Endorsement Requirements; SCDE, Memorandum: Year One and Year Two Reading Coach Training \(August 12, 2025\)](#))
- South Carolina DOES require educators serving as reading/literacy coaches to, at a minimum, be certified to teach reading to the students being served in the school of placement and hold a literacy endorsement. ([SCDE, Memorandum: Reading Coach Allocation \(August 12, 2025\)](#))
- South Carolina IS providing targeted regional support and professional learning for all Read to Succeed Reading Coaches across the state in the 2025–2026 school year. ([SCDE, Memorandum: Quarterly Regional Support for Read to Succeed Reading Coaches \(September 3, 2025\)](#))

RESOURCES

- [SCDE, Literacy Specialists and Coaches](#)
- [SCDE, South Carolina Reading Coach Institute – Year 1 Principles of Coaching](#)
- [SCDE, South Carolina Reading Coach Institute – Year 2 Action Research](#)
- [Memorandum of Agreement for School-Based Literacy Coaches and/or Literacy Interventionists](#)
- [SCDE, School-Based Reading Coaching/Interventionist Decision Guidance Document](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school, without the possibility of waiving the position, to provide job-embedded training and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES have standards for educator preparation programs that address all five core components of scientifically based reading. ([NCTQ, South Carolina Summary 2023](#))
- South Carolina DOES require educator preparation programs with candidates seeking certification in early childhood, elementary, or special education to complete a 12-hour course sequence in literacy that includes instruction in the major components of the reading process. ([SCDE, Read to Succeed Requirements and Endorsements](#))
- South Carolina DOES provide Literacy Teacher endorsements or R2S Requirement endorsements for successful completion of the preparation program and certification requirements, including earning a “C” or better in all literacy courses in the program’s approved R2S sequence. ([SCDE, Read to Succeed Requirements and Endorsements](#))
- South Carolina DOES require the following college courses for the R2S Literacy Teacher endorsement: Foundations of Reading, Instructional Practices, Assessment of Reading, and Content Area Reading and Writing. ([SCDE, Read to Succeed Requirements and Endorsements](#); *see also* [SCDE, Read to Succeed Implementation Guidelines for Endorsements and Course Approval](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation requires the following: Elementary education candidates must pass a science of reading aligned assessment to obtain teacher licensure.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Effective September 1, 2026, South Carolina [policy](#) WILL require a licensure test that is aligned to the science of reading: Praxis Teaching Reading: Elementary (5205) or Pearson Foundations of Reading. ([NCTQ, South Carolina Summary 2023](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#); *see also* [SCDE, Read to Succeed Implementation Guidelines for Endorsements and Course Approval](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- South Carolina DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
 - Reading/literacy coaches, [summer reading camps](#), and reading curriculum ([FY25–26 Education Budget](#))
 - Per pupil allocations based on the number of students scoring “Does Not Meet Expectations” on the previous year’s administration of SC Ready Reading ([SCDE, Summer Reading Camp](#); [SCDE, Read to Succeed Summer Reading Camp \(April 14, 2025\)](#); [SCDE, Memorandum: Summer Reading Camps Updates \(June 17, 2025\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.



Universal Reading Screener



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina [policy](#) DOES require the Board of Education to adopt a list of universal reading screeners that schools and districts may use for Kindergarten–5th grade, from which districts must select a screener to administer.
- South Carolina [policy](#) DOES require the screener to be administered three times per year.
- South Carolina HAS adopted a [list](#) of approved universal reading screeners.
- South Carolina DOES monitor districts’ use of screener data through [district and school reading plans](#). (See also [SCDE, Memorandum: 2024–25 Multi-Tiered System of Supports \(MTSS\) Required Reporting](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina HAS NOT approved a screener for characteristics of dyslexia.
- South Carolina DOES use universal screening results to identify “at-risk” students, including those with developmental reading disabilities. ([SCDE, The South Carolina Dyslexia Handbook](#))
- South Carolina DOES require the universal screener to screen for dyslexia and [assess the following skills](#):
 - Kindergarten: alphabetic principle, alphabet knowledge, phonological awareness
 - 1st grade: alphabetic principle, alphabet knowledge, phonological awareness, fluency

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should adopt a dyslexia screener that can be used to assess *all of the following skills*, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- South Carolina should expand policy to require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and the beginning of 1st and 2nd grade.



Parental Notification



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and/or dyslexia screener.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- South Carolina [policy](#) DOES require notice to be given to parents of a student identified with a reading deficiency within 15 days of the administration of the screener.
- South Carolina policy DOES encourage schools to send a general notice to parents of 3rd grade students regarding the Read to Succeed requirements for promotion or retention. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

District Adoption of High-Quality Instructional Materials



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts and/or state must post their adopted materials on the district website.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- State [policy](#) DOES require districts to select high-quality instructional materials from a vetted and approved [list](#).
- South Carolina [policy](#) DOES require districts, in consultation with classroom teachers, to periodically reassess curriculum and instructional materials for alignment with foundational literacy skills and the exclusion of materials that employ the three-cueing system model of reading.
- South Carolina [policy](#) DOES require districts to post their adopted materials on the district website.
- South Carolina IS requiring districts to reflect on their plans for literacy instruction, intervention, and curriculum per [Proviso 1A.73](#) to determine if they are aligned with the science of reading, structured literacy, and foundational skills.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching word reading with a clear timeline for the elimination of the use of these materials.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina [policy](#) DOES prohibit the use of instructional materials that include three-cueing. (See also [2023 Budget Bill, Proviso 1A.73](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Individual Reading Plans



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina [policy](#) DOES require schools, for each student demonstrating literacy deficiencies and not meeting grade-level proficiencies based on data received from the administration of the reading screeners, to create individualized reading plans. A copy of this must be provided in notice to the parents.
- South Carolina DOES require principals to review documentation from teachers relating to eligibility of students for retention. If the principal determines a student should be promoted, the principal must submit a recommendation for promotion that includes an [individualized reading plan](#).
- South Carolina DOES provide guidance and templates for districts for assistance in creating individualized reading plans for students – this includes guidance on individualized reading plans for grades K–5 with a special focus on retained grade 3 students. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should expand policy to require individual reading plans to be developed and implemented *within 30 days* of receiving screening results.

Regularly Monitor Student Progress



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- South Carolina DOES track district/school monitoring of students' progress within a MTSS. ([SCDE, Multi-Tiered System of Supports \(MTSS\)](#))
- South Carolina DOES require schools to regularly monitor and use data to inform instruction and interventions as needed. ([SCDE, South Carolina Multi-Tiered System of Supports \(SCMTSS\) Framework and Guidance Document](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Evidence-Based Interventions



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- South Carolina DOES require interventions to be provided before, during, or after school. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina [policy](#) DOES define “scientifically based” to mean reading instruction, interventions, programs, and other services provided to students that are “aligned with the science of reading” and must be “grounded in systematic and objective research conforming to established scientific principles.”
- South Carolina DOES require district reading proficiency plans to document the [scientifically based interventions](#) that are being provided to students.
- South Carolina DOES require appropriate instruction and evidence-based interventions for all students who are at risk of experiencing academic difficulties. ([SCDE, South Carolina Multi-Tiered System of Supports \(SCMTSS\) Framework and Guidance Document](#))
- South Carolina IS requiring districts to reflect on their plans for literacy instruction, intervention, and curriculum per [Act 114](#) to determine if they are aligned with the science of reading, structured literacy, and foundational skills. (See [SCDE, Directions for Completing 2025–26 District and School Reading Plans](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- South Carolina should require school districts to target students' needs by adopting interventions grounded in the science of reading from a vetted and approved list.

Summer Reading Camps



IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation requires the following: The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES require districts to provide 3rd grade students who are not reading proficiently on grade level with the opportunity to attend a [summer reading camp](#). ([SCDE, Read to Succeed: Summer Reading Camp](#); [SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#); [SCDE, Memorandum: Summer Reading Camp Updates \(June 17, 2025\)](#))
- South Carolina DOES include 1st grade students in summer reading camps if they are not exhibiting grade-level reading proficiency, and beginning in 2026–2027 this will include 2nd grade students. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina DOES allow districts to invite students from other grades to attend summer reading camps, but it is not required. ([SCDE, Read to Succeed Summer Reading Camp \(April 14, 2025\)](#))
- South Carolina DOES require educators to have “necessary qualifications” to teach literacy classes, including R2S Literacy Endorsements or demonstrated success in teaching literacy ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#)).
- South Carolina DID provide funding for summer reading camps through the [FY24 education budget](#).

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.

Parent Read-At-Home Plan



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students' needs based on data and are aligned with the science of reading.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- South Carolina DOES provide online resources to parents to support reading at home. ([SCDE, South Carolina Family Engagement K–12 Framework](#))
- South Carolina DOES require districts to provide such resources through the students' Read to Succeed Plan, which includes suggestions for parents to support their students at home toward reaching grade-level reading proficiency. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina HAS supported districts and schools with family engagement through the creation of a [Family Engagement Framework](#).

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Initial Determinant Retention at 3rd Grade Based on State Assessment



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided – and does not meet a good cause exemption – be retained.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES require students who score “Does Not Meet Expectations” or score at the lowest achievement level on the state summative reading assessment be [retained](#). (See also [SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina DOES [encourage](#) districts to retain students in Kindergarten–2nd grade who are not demonstrating grade-level reading proficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Multiple Options for Promotion



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state offers at least three pathways to promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES offer at least [three pathways](#) to promotion to 4th grade, including successful completion of [summer reading camp](#), demonstration of proficiency on an approved alternate assessment administered, or completion of two years of reading intervention after being previously retained. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina DOES require review of a student’s summer reading camp post-assessment results to determine eligibility for promotion to 4th grade. The final decision for promotion is determined by the district superintendent, with recommendations from the principal and teacher. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#); [SCDE, Summer Reading Camps](#); [SCDE, Memorandum: Summer Reading Camp Updates \(June 17, 2025\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Good Cause Exemptions for Some Students



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state allows specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained. Intensive interventions are required to continue in 4th grade for students promoted for good cause.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- South Carolina DOES allow specific [good cause exemptions](#) for promotion to 4th grade, including exemptions for students with disabilities, English language learners, and students who were previously retained. ([SCDE, Third Grade Retention: Third Grade Retention Guidance Document](#))
- South Carolina DOES require intensive interventions to continue in 4th grade for students promoted for good cause. ([SCDE, Third Grade Retention](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

