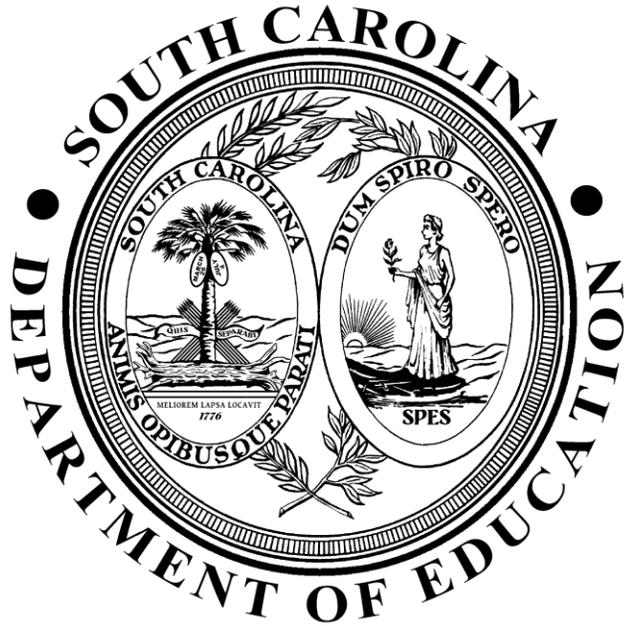# STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

2019–20 Annual Reading Coach Report

Provided to the General Assembly

Pursuant to Provisos 1.61 and 1A.56 of the 2019–20 Appropriations Act
and S.C. Code § 59-155-180

January 15, 2020

Contents

Executive Summary

In 2014, Governor Nikki Haley signed Act 284, the Read to Succeed (R2S) Act, into law. The South Carolina legislature designed Read to Succeed with the intention of increasing the number of students statewide who can proficiently read and comprehend grade-level text, particularly in the early grades.

A core component of the Read to Succeed Act is the inclusion of school-based reading/literacy coaches. Reading coaches support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in literacy, and also work in classrooms alongside teachers to support all students. Coaches receive regular virtual and face-to-face professional development from regionally-assigned Literacy Specialists through professional learning opportunities (PLOs) and site visits. Literacy Specialists also work directly with coaches and teachers in classrooms at Palmetto Literacy Project schools to analyze data and problem-solve, and help coaches facilitate professional learning labs for educators.

This year, 711 state-funded reading coaches were placed in districts and charter schools across the state. Coaches' core responsibilities are teacher-focused: each week, they assist teachers with developing high-quality lesson plans, making adjustments to instruction, and analyzing student data.

The following report includes statewide coach qualification data, funding allocations for 2019–20, information on reading coach responsibilities, and school-level placements by district.

Reporting Requirement

According to SC Code 59-155-180, the reading coach shall:
     (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
     (b) facilitate study groups;
     (c) train teachers in data analysis and using data to differentiate instruction;
     (d) coaching and mentoring colleagues;
     (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;
     (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and
     (g) help lead and support reading leadership teams.

Funding and further guidance for the state's reading coach program is provided in Provisos 1.61 and 1A.56 of the 2019–20 Appropriations Act (see Appendix B). Under the provisos, districts with schools receiving state funding for reading/literacy coaches are required to report to the South Carolina Department of Education (SCDE) the name and qualifications of the funded reading/literacy coaches, the schools in which coaches are assigned, and specific amounts and uses of proviso funds.

Using data reported by the school districts, the SCDE is required to report to the General Assembly by January 15th of the current fiscal year on the hiring of and assignment of reading/literacy coaches. The SCDE must also report the amount of unspent or unallocated funds that will be used for Summer Reading Camps.

Reading Coach Research

Reading coaches directly benefit the most important factor in a classroom: the teacher. Research suggests that school-based reading coaches impact students by improving the level of literacy instruction given by teachers (Bright and Hensley, 2010). The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction and promote the retention of highly effective teachers.

Additionally, the Annenberg Foundation for Education Reform (2004) released a comprehensive study detailing the core benefits of coaching. These findings suggest that coaching:
- Promotes positive cultural change within a school;
- Increases teachers' use of data to inform practice;
- Promotes the implementation of learning; and
- Supports collective leadership across a school system.

South Carolina-specific research emphasizes the positive impact of coaches on instruction and teacher beliefs. A study following the introduction of school-based reading coaches in districts found that teachers' beliefs and classroom practices became more consistently aligned with the

best practices set forth by the SCDE after working with coaches (Stephens et al., 2011). A recent survey of South Carolina teachers found that 88 percent of teachers agree that their schools reading coach provides support that helps improve their reading instruction (RMC Research Corporation, 2017).

2019–20 Coach Qualifications and Assignments

Coach Qualification Requirements
On September 13, 2019, school districts received the Reading/Literacy Coach Memorandum of Agreement, which outlines the necessary qualifications and requirements for school-based reading coaches (Appendix C). Per the memorandum, any licensed/certified teacher is qualified to serve as a coach if he or she:

(1) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or

(2) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Additional qualifications for reading coaches include:
- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;
- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;
- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

Provisos 1.61 and 1A.56 for FY 2019–20 also permitted select schools to request a waiver to expend their reading coach funds on interventionists who spend fifty percent or more of their time providing direct support to struggling readers in grades kindergarten through grade five. Schools with a third or more of third grade students scoring Does Not Meet on the 2017–18 or 2018–19 administration of SC READY English Language Arts (ELA) were not permitted to apply for the waiver. Three schools applied for and were granted flexibility to use their funds for an interventionist position.

Additionally, schools in which sixty percent or more of students scored at meets or exceeds on the 2018–19 administration of SC READY ELA were given the option to submit a request to expend their funds on a reading/literacy coach, a reading interventionist, or supplemental services directed at students in need of intervention. No districts submitted waivers for supplemental services for the 2019–20 school year.

Statewide Qualification Data
There are 711 state-funded reading coaches statewide for the 2019–20 school year as of January 2020. An additional 48 positions are currently vacant or in the process of being filled by districts. Qualifications and assignment data for the current year were provided by coaches and district staff in the Specific Parties Agreement as required by the Memorandum of Agreement and through a survey of reading coaches conducted by the Office of Early Learning and Literacy (OELL). This year's cohort of coaches has, on average, more years of experience and more advanced degrees than previous coach cohorts.

Education Level
Research suggests that high-quality reading coaches often have significant classroom teaching experience and possess graduate degrees and training in literacy (Bright and Hensley, 2010). Ninety-four percent of state-funded reading coaches in 2019–20 have an advanced degree at the master's level or beyond.

Table 1: Percentage of Reading Coaches by Education Level, 2017–18, 2018–19, and 2019–20

Education Level	2017–18	2018–19	2019-20
Bachelors	7.2	3.7	3.3
Bachelors + 18	2.3	3.7	2.4
Masters	59.5	40.6	40.7
Masters + 18	0.7	9.0	9.4
Masters + 30	20.7	30.9	31.0
Education Specialist	5.9	8.3	8.8
Doctorate	2.8	3.7	4.2
Not Reported	0.9	0.2	0.2

*Source: Annual Reading Coach Surveys, 2017, 2018, and 2019

Teaching and Coaching Experience
The percentage of coaches with significant classroom teaching experience has also risen, as over 88 percent of 2019–20 coaches have 11 or more years of teaching experience compared to 82 percent in 2017–18. The percentage of reading coaches with five or fewer years of experience declined significantly in 2019–20, suggesting that districts are hiring more highly qualified coaches.

Table 2: Percentage of Reading Coaches by Years of Teaching Experience, 2017–18, 2018–19, and 2019–20

Teaching Experience	2017–18	2018–19	2019-20
1–5 Years	3.5	2.5	0.6
6–10 Years	13.9	9.7	10.9
11–15 Years	23.1	21.7	21.0
16–20 Years	22.3	24.7	23.4
21–25 Years	16.7	19.6	21.3
26+ Years	20.2	21.9	22.8
Not Reported	0.3	--	--

*Source: Annual Reading Coach Surveys, 2017, 2018, and 2019

Over 80 percent of 2019–20 reading coaches also served as a state-funded coach in South Carolina during the prior school year, and over half have four or more years of coaching experience.

Table 3: Percentage of Reading Coaches by Years of Coaching Experience, 2017–18, 2018–19, and 2019–20

Coaching Experience	2017–18	2018–19	2019–20
0 Years	9.5	16.6	10.3
1 Year	12.5	9.4	14.9
2 Years	12.6	14.3	10.0
3 Years	25.6	13.6	13.7
4 Years	21.1	27.2	13.7
5 Years	3.5	4.8	20.1
6–10 Years	8.2	7.6	11.6
11–15 Years	6.2	5.9	3.6
16+ Years	0.5	0.6	2.1
Not Reported	0.3	--	--

*Source: Annual Reading Coach Surveys, 2017, 2018, and 2019

<u>School Level Assignment</u>
Provisos 1.61 and 1A.56 for the 2019–20 fiscal year gave districts greater flexibility in reading coach school-level assignment. Prior to 2018–19, state-funded coaches could only serve in elementary schools. For the 2019–20 school year, districts were given the option to place coaches in primary, elementary, or middle schools or a combination of these schools depending on the area of highest need for the district. This year, nearly a third of districts chose to use this flexibility and placed coaches at primary, middle, or multiple schools.

Table 4: Percentage of Reading Coaches by School Level Assignment, 2019–20

School Level Assignment	Percentage
Primary	6.1
Elementary	69.9
Middle	1.5
Primary and Elementary	16.7
Elementary and Middle	4.9
Primary, Elementary, and Middle	0.9

*Source: Annual Reading Coach Survey, 2019

State Support for Reading Coaches

South Carolina reading coaches offer job-embedded professional development to teachers that are centered on students' needs. Coaches are the connecting link between statewide literacy best practices and classroom-level implementation. According to the Research Making Change (RMC) analysis of Read to Succeed, "[b]ecause of the intense professional development and coaching provided to teachers, students who are struggling are identified early and provided timely, intensive interventions to prevent future failure" (RMC Research Corporation, 2017).

State support for reading coaches has adapted to best meet the needs of students and staff statewide. Literacy Specialists from the OELL now offered tiered support to coaches that is based on the Multi-Tiered System of Supports (MTSS) model.

Palmetto Literacy Project
For the 2019–20 school year, Literacy Specialists primarily support schools in the Palmetto Literacy Project (PLP). PLP schools are those in which one third or more of third grade students scored at the lowest achievement level of Does Not Meet (DNM) on SC Ready English language arts (ELA) in 2017–18 and/or 2018–19. The 2019–20 school year is the first year of the PLP. A list of PLP schools may be found in Appendix F.

All PLP schools and primary feeder schools have an assigned Literacy Specialist who provides support to reading coaches and teachers through on-site coaching in addition to regional and state PLOs. Schools also have access to training offered by the Regional Education Laboratory (REL) Southeast. In June, August, and December 2019, the SCDE hosted school teams for a conference led by researchers from REL Southeast on evidence-based practices in literacy instruction.

Coaches at schools that do not participate in the PLP receive continued training and support through regional and state PLOs.

Funding Allocation and Spending

For the third year, the state received more requests for reading coach funding than could be accommodated at the maximum reimbursement rates. Per Provisos 1.61 and 1A.56, schools could receive up to $62,730 for each eligible full time employee (FTE) position. Due to the expansion of eligible schools and change in proviso requirements, the state provided $53,467 for

each full time position. Districts with vacant positions are still eligible to receive funding if they complete the hiring process. Due to the full use of reading coach funds, there are currently no unallocated funds to go toward Summer Reading Camps.

Conclusion and Next Steps

South Carolina reading coaches are an integral component of the state's efforts to promote literacy achievement. The 2019–20 cohort is comprised of experienced, highly-qualified educators who assist teachers using evidence-based practices.

The OELL will continue to support reading coaches through first and second year coach trainings and through PLOs that target the specific needs of coaches across the state. The OELL will also continue linking the services and supports provided to coaches to the annual school and district reading plans.

References

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National Academy of Education. (2008). Improving teacher quality and distribution [Education Policy Briefing Sheet]. Retrieved from: http://www.naeducation.org/White_Papers_Project_Teacher_Quality_Briefing_Sheet.pdf

RMC Research Corporation (2017). South Carolina Read to Succeed: An Inside Look. Retrieved from: https://ed.sc.gov/data/reports/literacy/scde-litercy-reports/sc-read-to-succeed/sc-read-to-succeed-an-inside-look-2017-evaluation-by-rmc-research-corporation/

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Appendix A: Excerpt from Act 284, the Read to Succeed Act

Section 59-155-180 (C)(1)-(3) states:

(C)(1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity.

   (2) A reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

   (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
   (b) facilitate study groups;
   (c) train teachers in data analysis and using data to differentiate instruction;
   (d) coaching and mentoring colleagues;
   (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;
   (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and
   (g) help lead and support reading leadership teams.

   (3) The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments. By August 1, 2014, the department must publish guidelines that define the minimum qualifications for a reading coach. Beginning in Fiscal Year 2014-2015, reading/literacy coaches are required to earn the add-on certification within six years, except as exempted in items (4) and (5), by completing the necessary courses or professional development as required by the department for the add-on. During the six-year period, to increase the number of qualified reading coaches, the Read to Succeed Office shall identify and secure courses and professional development opportunities to assist educators in becoming reading coaches and in earning the literacy add-on endorsement. In addition, the Read to Succeed Office will establish a process through which a district may be permitted to use state appropriations for reading coaches to obtain in-school services from department-approved consultants or vendors, in the event that the school is not successful in identifying and directly employing a qualified candidate. Districts must provide to the Read to Succeed Office information on the name and qualifications of reading coaches funded by the state appropriations.

Appendix B: Proviso 1.61 (SDE: Reading/Literacy Coaches) and Proviso 1A.56 (SDE-EIA: Reading/Literacy Coaches), 2019–20 Appropriations Act

(A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to receive up to $62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district except in the event that the district can request and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

(D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they must withhold that districts remaining balance of funds allocated pursuant to this proviso.

(E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

    (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or

    (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

    (3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to $100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund Summer Reading Camps.

(H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach serving in a school in which one third or more of its third grade

students scoring at the lowest achievement level on the statewide summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to: a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan must be approved by the department annually as part of the district reading plan.

 (I) The Department of Education shall require:

      (1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

      (2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

(J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

Appendix C: 2019–20 Memorandum of Agreement

The SCDE distributed the following document to school districts in September 2019. Each superintendent's signature was required in order for a district to receive reading coach funding. Districts seeking waivers for funding flexibility completed a separate form. More information on the waiver process may be found here: https://ed.sc.gov/newsroom/school-district-memoranda-archive/state-funded-reading-literacy-coaches1/reading-coach-funding-waiver-request/.

MEMORANDUM OF AGREEMENT FOR SCHOOL-BASED LITERACY COACHES

I. BACKGROUND

The South Carolina Department of Education (SCDE) provides training for Read to Succeed (R2S) state-funded, school-based reading/literacy coaches employed by the district to serve primary and elementary schools and monitors the district's utilization of literacy coaches to ensure state funding is applied in a manner consistent with the requirements set forth in the Read to Succeed Act and the 2019–20 Appropriations Act.

The district agrees to employ an appropriately qualified and endorsed school-based reading/literacy coach who works directly with teachers to bring about improvements in the classrooms that impact student achievement in literacy. The work of the literacy coach is shaped by evidence-based research, content knowledge, and knowledge of appropriate reading strategies to enhance learning.

II. DISTRICT REQUIREMENTS FOR FUNDING AND USE OF FUNDS

For each primary and elementary school, the school district shall be eligible to receive up to $62,730 or the actual cost of salary and benefits for a full-time school-based reading/literacy coach (Proviso 1.61 for FY 2019–20). <u>For the 2019–20 school year, the Office of Finance expects the final allocation to be $53,467 per coach.</u> School districts may use existing local funds currently used for reading assistance as the local support.

A district may only utilize these funds to employ school-based reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the SCDE. In order to receive and/or maintain funding in accordance with this program, the district agrees to and assures the SCDE of the following:

Pursuant to S.C. Code § 59-155-180(C),
    (1) "To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity."
    (2) "A reading/literacy coach shall be employed in each elementary school [or primary or middle school as amended by Proviso 1.61 for FY 2019–20]. Reading coaches shall serve as job-embedded, stable resources for professional development throughout

schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

    (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

    (b) facilitate study groups;

    (c) train teachers in data analysis and using data to differentiate instruction;

    (d) coaching and mentoring colleagues;

    (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;

    (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and

    (g) help lead and support reading leadership teams.

(3) "The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments." Schools and districts accepting funding to support a coaching position agree that the literacy coach must not serve as a full- or part-time administrator.

Additionally,

- The district accounts for the specific amounts and uses of all funds provided pursuant to this agreement and agrees not to use these funds for any purpose except in accordance with this agreement.
- The district requires the attendance of principals and other appropriate administrative staff at schools participating in the Palmetto Literacy Projects at the initial SCDE meeting related to the roles and responsibilities of the literacy coach as well as any other scheduled meetings or professional learning opportunities (PLOs) for principals and administrators.
- The district provides information on the names, certification numbers, and qualifications/endorsements of reading coaches funded by the state appropriations to the SCDE.
- By accepting the funds, a school district agrees the funds will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for literacy coaches with local funds.
- Funds appropriated for reading/literacy coaches must be used to provide primary, elementary, and/or middle schools with school-based reading/literacy coaches who shall serve according to the provisions in R2S Act. The district agrees to cooperate with any compliance and technical assistance visits from the SCDE during the 2019–20 school year.

- If the SCDE finds the district is using these funds for a coach to perform administrative functions contrary to the statute, the SCDE shall withhold the remaining balance of funds and seek recoupment of the funds spent in an unauthorized manner.

III. JOB QUALIFICATIONS

The SCDE must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:
(4) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
(5) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
(6) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Within these guidelines, the SCDE must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

IV. ALTERNATIVE COACH PROGRAM

If a district is deemed to have the personnel and financial capacity to provide the support and training for school-based reading/literacy coaches, a district may elect to have state-funded coaches obtain the endorsements and receive support through a means other than the SCDE R2S Coach Institute. This alternative training must be rigorous and focused on using data and evidence-based practices. If a district elects to have coaches participate in an alternative training, it must be at the district's expense. All courses provided to coaches to fulfill the R2S Teacher and Coach endorsements must be approved through the R2S approval process in the Office of Early Learning and Literacy.

Districts that wish to provide alternative training for coaches must have courses approved prior to offering courses and must submit both a written request and a detailed plan for providing courses as well as support that will be provided to the coaches.

A written request to provide alternative training must be received by September 21, 2019. Plans for providing alternative training must be received by October 1, 2019.

The SCDE has the final approval for the alternative training.

V. ADDITIONAL AGREEMENTS

The SCDE and the district agree to minimum additional qualifications and responsibilities for a school-based reading/literacy coach. The additional qualifications are as follows:
- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;

- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;
- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

The additional responsibilities include:
- Assist with the development of the school's annual Reading Plan submission;
- Must participate in the SCDE R2S Coach Institute or in an alternate coach program approved by the SCDE;
- Attend all monthly sessions;
- Attend all virtual meeting/training sessions;
- Meet monthly with administration to discuss progress (review data), issues, and concerns based on goals;
- Serve as job-embedded, stable resources for PLOs that adhere to professional learning standards;
- Continue to participate in job-embedded professional development. This professional development will be based on the needs of coaches; and
- Complete documentation and surveys related to job functions.

VI. SPECIFIC PARTIES AGREEMENT DOCUMENT

This link should be provided to each participating school and the survey completed by the appropriate parties by the same date the original Memorandum of Agreement is signed and submitted. Click here to access the survey.

VII. TERMS AND TERMINATION

The SCDE reserves the right to withdraw funding issued pursuant to this agreement if the SCDE determines that the school or district is not utilizing such funding in a manner consistent with legislative requirements for funding, qualifications, and the roles and responsibilities as outlined herein.

Appendix D: Number of Coaches by District and School Level, 2019–20

| District | 2019–20 | | | | | | 2018–19 |
	Elementary Schools	Primary Schools	K–8 Combination Schools	Middle Schools	K-12 Schools	Total Per District	Total Per District
Abbeville	1	1	0	0	0	2	2
Aiken	21	1	0	0	0	22	21
Allendale	1	0	0	0	0	1	0
Anderson 1	7	1	0	0	0	8	8
Anderson 2	3	1	0	0	0	4	4
Anderson 3	3	0	0	0	0	3	3
Anderson 4	4	0	0	0	0	4	4
Anderson 5	10	1	0	0	0	11	10
Bamberg 1	1	0	0	0	0	1	1
Bamberg 2	0	0	0	0	0	0	0
Barnwell 19	0	0	1	0	0	1	1
Barnwell 29	1	0	0	0	0	1	1
Barnwell 45	1	1	0	0	0	2	2
Beaufort	16	1	2	0	0	19	20
Berkeley	23	0	1	2	0	26	28
Calhoun	0	0	1	0	0	1	2
Charleston	42	2	8	1	1	54	48
Charter Institute at Erskine	3	2	2	0	4	11	7
Cherokee	11	1	0	0	0	12	12
Chester	5	0	0	0	0	5	6
Chesterfield	7	1	0	0	0	8	8
Clarendon 1	0	0	0	0	0	0	0
Clarendon 2	2	1	0	0	0	3	2
Clarendon 3	1	0	0	0	0	1	0
Colleton	5	0	0	0	0	5	5
Darlington	7	4	1	0	0	12	10
Dillon 3	1	0	1	0	0	2	2
Dillon 4	2	3	0	0	0	5	5
Dorchester 2	15	0	0	0	0	15	15
Dorchester 4	3	0	0	0	0	3	0
Edgefield	4	0	0	0	0	4	4
Fairfield	4	0	0	0	0	4	4

| District | 2019–20 | | | | | | 2018–19 |
	Elementary Schools	Primary Schools	K–8 Combination Schools	Middle Schools	K-12 Schools	Total Per District	Total Per District
Florence 1	15	0	0	0	0	15	0
Florence 2	0	0	1	0	0	1	1
Florence 3	4	1	0	0	0	5	5
Florence 4	0	0	0	0	0	0	0
Florence 5	1	0	1	0	0	2	2
Georgetown	9	1	1	0	0	11	11
Greenville	49	0	2	0	0	51	51
Greenwood 50	8	0	0	0	0	8	8
Greenwood 51	1	0	0	1	0	2	2
Greenwood 52	0	1	0	0	0	1	1
Hampton 1	4	2	0	0	0	6	0
Hampton 2	1	0	0	0	0	1	1
Horry	48	2	1	0	0	51	50
Jasper	2	0	0	0	0	2	2
Kershaw	11	0	0	0	0	11	0
Lancaster	12	0	0	0	0	12	12
Laurens 55	4	0	2	0	0	6	6
Laurens 56	3	0	0	0	0	3	0
Lee	2	0	0	0	0	2	0
Lexington 1	16	1	0	0	0	17	17
Lexington 2	6	0	0	0	0	6	7
Lexington 3	1	1	0	0	0	2	0
Lexington 4	2	1	0	0	0	3	3
Lexington & Richland 5	12	0	0	0	0	12	12
Marion	2	2	1	0	0	5	4
Marlboro	2	1	2	0	0	5	4
McCormick	1	0	0	0	0	1	0
Newberry	7	0	0	0	0	7	8
Oconee	9	0	0	1	0	10	10
Orangeburg	12	2	1	0	0	15	16
Pickens	14	0	0	0	0	14	14
Richland 1	29	0	0	0	0	29	29
Richland 2	17	1	4	0	0	22	16

| District | 2019–20 | | | | | | 2018–19 |
	Elementary Schools	Primary Schools	K–8 Combination Schools	Middle Schools	K-12 Schools	Total Per District	Total Per District
Saluda	0	1	0	0	0	1	2
Spartanburg 1	4	1	0	1	0	6	0
Spartanburg 2	9	0	0	0	0	9	9
Spartanburg 3	3	0	0	0	0	3	5
Spartanburg 4	1	0	0	0	0	1	1
Spartanburg 5	7	0	0	0	0	7	7
Spartanburg 6	9	0	0	0	0	9	0
Spartanburg 7	5	0	1	0	0	6	7
Sumter	12	2	1	0	0	15	0
Union	3	0	1	0	0	4	0
Williamsburg	3	1	0	0	0	4	3
York 1	6	0	0	0	0	6	6
York 2	6	0	0	0	0	6	6
York 3	17	0	1	0	0	18	16
York 4	9	0	0	0	0	9	9
School for the Deaf and the Blind	0	0	0	0	0	0	0
SC Public Charter School District	3	0	6	2	8	19	16
Total	**605**	**42**	**43**	**8**	**13**	**711**	**614**

*Source: District reporting of coaches and main school-level assignment to the SCDE Finance Office.
**Elementary schools include schools that serve grades PK–4, PK–5, PK–6, K–4, K–5, K–6, and 3–5. Primary schools include those that serve grades PK–2, PK–3, K–2, and K–3. K–8 Combination Schools include schools that serve students from both elementary and middle grades (e.g. PK–7, K–8). Middle schools include schools that serve grades 5–8, 6–8, and 6–9.

Appendix E: SC Coaching Competencies

Standard 1: Foundational Knowledge
Coaches understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Elements	Competencies: The coach will be able to…
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	• Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2: Curriculum and Instruction
Coaches use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Elements	Competencies: The coach will be able to…
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all PreK–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across PreK–12.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge.	• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • Adapt instructional materials and approaches to meet the language- proficiency needs of English learners and students who struggle to learn to read and write as needed.
2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources.	• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.]

Elements	Competencies: The coach will be able to…
	- Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Standard 3: Assessment and Evaluation

Coaches use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Elements	Competencies: The coach will be able to…
3.1: Understand types of assessments and their purposes, strengths, and limitations.	• Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students
3.3: Use assessment information to plan and evaluate instruction.	• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions. • Plan and evaluate professional development initiatives using assessment data.

Elements	Competencies: The coach will be able to…
3.4: Communicate assessment results and implications to a variety of audiences.	• Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences.

Standard 4: Diversity
Coaches create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Elements	Competencies: The coach will be able to…
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. • Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. • Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning
4.3: Develop and implement strategies to advocate for equity.	• Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

Elements	Competencies: The coach will be able to…
	• Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the content areas and literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Standard 5: Literate Environment

Coaches create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Elements	Competencies: The coach will be able to…
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students.

Standard 6: Professional Learning and Leadership
Coaches recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Elements	Competencies: The coach will be able to…
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	• Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, school-wide professional development program.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs	• Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, complaining, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.

Elements	Competencies: The coach will be able to…
	• Support teachers in their efforts to use technology in literacy assessment and instruction.
6.4: Understand and influence local, state, or national policy decisions.	• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Appendix F: Palmetto Literacy Project Schools

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
160	Abbeville	Diamond Hill Elementary	28.21%	41.86%			
201	Aiken	Cyril B Busbee Elementary	N/A	33.33%		Y	
201	Aiken	Greendale Elementary	26.56%	44.64%		Y	
201	Aiken	J. D. Lever Elementary	38.74%	24.70%			
201	Aiken	Lloyd-Kennedy Charter	25.00%	75.00%			
201	Aiken	North Aiken Elementary	41.03%	36.21%			
201	Aiken	Oakwood-Windsor Elementary	34.38%	29.51%		Y	
201	Aiken	Ridge Spring-Monetta Elementary	37.14%	40.00%		Y	
301	Allendale	Allendale Elementary	53.76%	60.00%		Y	
301	Allendale	Fairfax Elementary (Primary)	N/A	N/A			
405	Anderson 5	Centerville Elementary	33.58%	40.17%			
405	Anderson 5	Homeland Park Primary	N/A	N/A			
405	Anderson 5	Nevitt Forest Elementary	32.29%	36.71%			
405	Anderson 5	New Prospect Elementary	34.12%	49.38%		Y	
405	Anderson 5	Varennes Elementary	50.49%	51.97%			
405	Anderson 5	West Market Early Childhood Center	N/A	N/A			
405	Anderson 5	Whitehall Elementary	10.40%	41.18%		Y	
502	Bamberg 2	Denmark-Olar Elementary	23.90%	53.45%		Y	
619	Barnwell 19	Macedonia Elem	38.30%	52.63%		Y	
629	Barnwell 29	Kelly Edwards Elementary	30.77%	34.38%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
701	Beaufort	Beaufort Elementary	40.91%	36.11%		Y	
701	Beaufort	Bluffton Elementary	30.11%	35.71%			
701	Beaufort	James C. Davis Early Childhood Center (WBE)	N/A	N/A			
701	Beaufort	Joseph S. Shanklin Elementary	36.54%	20.00%		Y	
701	Beaufort	Michael C. Riley Elementary	18.20%	37.27%			
701	Beaufort	Robert Smalls International Academy	55.56%	54.05%			
701	Beaufort	St. Helena Elementary	35.19%	54.55%			
701	Beaufort	Whale Branch Elementary	46.51%	64.87%			
801	Berkeley	Cainhoy Elementary	23.30%	41.67%			
801	Berkeley	College Park Elementary	31.21%	33.55%			
801	Berkeley	Cross Elementary	25.00%	38.46%		Y	
801	Berkeley	Devon Forest Elementary	25.00%	34.50%			
801	Berkeley	Goose Creek Elementary	N/A	49.08%			
801	Berkeley	St. Stephen Elementary	42.65%	29.63%		Y	
901	Calhoun	St. Matthews K-8 School	29.87%	33.33%		Y	
1001	Charleston	A. C. Corcoran Elementary	40.54%	46.61%			
1001	Charleston	Angel Oak Elementary	41.79%	28.99%		Y	
1001	Charleston	Charleston Development Academy	N/A	33.33%			
1001	Charleston	Charleston Progressive	40.48%	37.84%			
1001	Charleston	Chicora Elementary	71.11%	65.00%			Y
1001	Charleston	E.B. Ellington Elementary	52.78%	54.00%			
1001	Charleston	Edith L. Frierson Elementary	N/A	56.25%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
1001	Charleston	Edmund A. Burns Elementary[1]	73.59%	72.09%			
1001	Charleston	Hunley Park Elementary	34.72%	30.44%	Y		
1001	Charleston	James Simons Elementary	15.80%	38.89%			
1001	Charleston	Ladson Elementary	42.45%	37.59%		Y	
1001	Charleston	Lambs Elementary	30.91%	34.48%		Y	
1001	Charleston	Mary Ford Elementary	50.00%	46.88%			Y
1001	Charleston	Matilda Dunston Elementary	38.16%	44.93%			
1001	Charleston	Meeting Street Elementary at Brentwood	31.58%	38.57%			
1001	Charleston	Memminger Elementary	39.47%	39.39%	Y		
1001	Charleston	Minnie Hughes Elementary	25.00%	40.00%			
1001	Charleston	Mitchell Elementary	20.90%	35.59%			
1001	Charleston	Mt. Zion Elementary	N/A	39.54%			
1001	Charleston	North Charleston Creative Arts Elementary	32.91%	46.51%		Y	
1001	Charleston	North Charleston Elementary	44.64%	40.82%			
1001	Charleston	Oakland Elementary	31.18%	43.10%			
1001	Charleston	Pepperhill Elementary	48.98%	58.62%	Y		
1001	Charleston	Pinehurst Elementary	47.92%	46.15%			
1001	Charleston	Prestige Preparatory Academy	41.67%	25.00%			
1001	Charleston	Sanders-Clyde Elementary	60.66%	58.49%	Y		

[1] Note: School currently closed.

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
1001	Charleston	St. James Santee Elementary	48.39%	59.26%			
1001	Charleston	Stono Park Elementary	36.54%	28.13%	Y		
1001	Charleston	W. B. Goodwin Elementary	40.22%	36.62%		Y	
4801	Charter Institute at Erskine	Cyber Academy of South Carolina	41.80%	41.33%			Y
4801	Charter Institute at Erskine	Royal Live Oak Academy of the Arts and S	34.55%	44.00%			Y
4801	Charter Institute at Erskine	The Montessori School of Camden	N/A	42.86%			
1101	Cherokee	Alma Elementary	37.84%	30.77%	Y		
1101	Cherokee	B. D. Lee Elementary	32.61%	38.78%			
1101	Cherokee	Goucher Elementary	27.50%	38.46%			
1101	Cherokee	Luther L. Vaughan Elementary	60.00%	48.39%		Y	
1101	Cherokee	Mary Bramlett Elementary	65.39%	62.79%	Y		
1201	Chester	Chester Park Elementary School for the A	39.76%	47.46%		Y	
1201	Chester	Chester Park Elementary School of Literacy	38.33%	53.33%			
1201	Chester	Chester Park School Elementary of Inquiry	37.50%	38.81%		Y	
1201	Chester	Great Falls Elementary	48.49%	25.58%			Y
1301	Chesterfield	Cheraw Intermediate	37.59%	37.06%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
1301	Chesterfield	Cheraw Primary	N/A	N/A			
1301	Chesterfield	Pageland Elementary	37.39%	47.06%	Y		
1301	Chesterfield	Petersburg Primary	N/A	N/A			
1401	Clarendon 1	St. Paul Elementary	30.44%	56.25%			
1401	Clarendon 1	Summerton Early Childhood Center	N/A	N/A			
1501	Colleton	Bells Elementary	40.39%	44.90%	Y		
1501	Colleton	Black Street Early Childhood Center	N/A	N/A			
1501	Colleton	Cottageville Elementary	48.39%	36.67%			
1501	Colleton	Forest Hills Elementary	40.14%	44.25%	Y		
1501	Colleton	Hendersonville Elementary	50.98%	58.00%	Y		
1501	Colleton	Northside Elementary	33.33%	47.37%			
1601	Darlington	Brunson-Dargan Elementary	32.00%	40.58%			
1601	Darlington	Rosenwald Elementary/Middle	33.33%	53.33%			
1601	Darlington	Southside Early Childhood Center	N/A	N/A			
1601	Darlington	Spaulding Elementary	31.43%	41.03%			
1601	Darlington	St. Johns Elementary	31.19%	34.21%			
1601	Darlington	Thornwell School of the Arts	42.47%	48.28%			Y
1601	Darlington	Washington St. Elem	58.59%	60.00%			
1704	Dillon 4	East Elementary	26.55%	39.25%			
1704	Dillon 4	Lake View Elementary	32.90%	42.86%		Y	
1704	Dillon 4	South Elementary	25.46%	38.60%			
1704	Dillon 4	Stewart Heights Elementary	40.00%	35.71%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
1804	Dorchester 4	Harleyville Elementary	30.44%	44.44%			
1901	Edgefield	Douglas Elementary	37.50%	34.38%		Y	
1901	Edgefield	Johnston Elementary	33.33%	30.23%			
1901	Edgefield	W. E. Parker Elementary	38.27%	28.57%			
2001	Fairfield	Fairfield Elementary	38.46%	56.52%			
2001	Fairfield	Geiger Elementary	36.59%	11.80%		Y	
2001	Fairfield	McCrorey-Liston School of Technology	40.00%	N/A			
2101	Florence 1	Palmetto Youth Academy Charter	50.00%	37.50%	Y		
2101	Florence 1	R.N. Beck Child Development Center	N/A	N/A			
2101	Florence 1	Savannah Grove Elementary	31.40%	34.07%			
2101	Florence 1	Theodore Lester Elementary	19.70%	37.26%			
2101	Florence 1	Wallace Gregg Elementary	41.27%	35.29%			Y
2102	Florence 2	Hannah-Pamplico Elementary and Middle	35.42%	37.50%	Y		
2103	Florence 3	Lake City Early Childhood Center	N/A	N/A			
2103	Florence 3	Main Street Elementary	36.11%	46.51%			
2103	Florence 3	Olanta Elementary	41.18%	51.72%		Y	
2104	Florence 4	Brockington Elementary	58.97%	59.09%		Y	
2201	Georgetown	Andrews Elementary	31.30%	37.50%			
2201	Georgetown	McDonald Elementary	29.87%	42.86%			
2201	Georgetown	Plantersville Elementary	50.00%	46.67%			
2201	Georgetown	Sampit Elementary	37.78%	33.33%		Y	

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
2301	Greenville	Armstrong Elementary	34.15%	42.25%			
2301	Greenville	Cherrydale Elementary	30.97%	38.14%			
2301	Greenville	Grove Elementary	31.54%	38.54%			
2301	Greenville	Hollis Academy	28.24%	34.75%			
2301	Greenville	Monaview Elementary	38.71%	36.36%			
2301	Greenville	Thomas E. Kerns Elementary	36.63%	35.78%	Y		
2301	Greenville	Westcliffe Elementary	38.89%	35.29%			
2450	Greenwood 50	Early Childhood Center	N/A	N/A			
2450	Greenwood 50	Eleanor S. Rice Elementary	34.09%	35.96%		Y	
2450	Greenwood 50	Mathews Elementary	32.61%	39.73%			
2450	Greenwood 50	Woodfields Elementary	35.79%	36.78%			
2501	Hampton 1	Fennell Elementary	35.00%	53.85%			
2502	Hampton 2	Estill Elementary	33.33%	34.69%			
2601	Horry	Academy of Hope Charter	63.64%	53.33%			
2601	Horry	Bridgewater Academy Charter	N/A	35.71%			
2601	Horry	Loris Elementary	25.18%	37.23%			
2701	Jasper	Hardeeville Elementary	43.68%	41.58%	Y		
2701	Jasper	Ridgeland Elementary	54.02%	53.08%			
2801	Kershaw	Bethune Elementary	41.18%	50.00%		Y	
2801	Kershaw	Jackson Elementary	43.90%	40.70%			
2801	Kershaw	Midway Elementary	38.33%	32.65%			
2801	Kershaw	Pine Tree Hill Elementary	34.07%	19.50%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
2901	Lancaster	Brooklyn Springs Elementary	46.67%	72.50%		Y	
2901	Lancaster	Clinton Elementary	45.21%	62.16%			
2901	Lancaster	Erwin Elementary	37.33%	31.25%		Y	
2901	Lancaster	Kershaw Elementary	25.00%	36.11%			
2901	Lancaster	McDonald Green Elementary	46.88%	37.88%		Y	
3055	Laurens 55	E. B. Morse Elementary	38.54%	40.91%			
3055	Laurens 55	Ford Elementary	46.51%	48.81%	Y		
3055	Laurens 55	Gray Court-Owing Elementary/Middle	31.11%	40.00%			
3055	Laurens 55	Waterloo Elementary	43.59%	38.46%		Y	
3056	Laurens 56	Clinton Elementary	30.91%	34.38%			
3056	Laurens 56	MS Bailey Center	N/A	N/A			
3101	Lee	Bishopville Primary/Dennis Elementary	43.21%	47.90%			Y
3101	Lee	Lower Lee Elementary	34.21%	39.39%			
3101	Lee	West Lee Elementary	40.91%	48.39%			
3201	Lexington 1	Forts Pond Elementary	33.72%	39.13%		Y	
3201	Lexington 1	Pelion Elementary	36.36%	31.13%			
3202	Lexington 2	Cayce Elementary	40.61%	46.37%	Y		
3202	Lexington 2	Congaree Elementary	35.58%	41.18%	Y		
3202	Lexington 2	Congaree Wood Early Childhood Center[2]	N/A	N/A			

[2] Note: School merged with H.W. Elementary.

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
3202	Lexington 2	Saluda River Academy for the Arts	35.29%	46.15%			
3203	Lexington 3	Batesburg-Leesville Elementary	27.04%	36.30%			
3203	Lexington 3	Batesburg-Leesville Primary	N/A	N/A			
3204	Lexington 4	Lexington 4 Early Childhood Center	N/A	N/A			
3204	Lexington 4	Sandhills Elementary	52.85%	48.41%	Y		
3204	Lexington 4	Sandhills Primary	N/A	N/A			
3205	Lexington 5	Dutch Fork Elementary	23.50%	34.12%			
3205	Lexington 5	Harbison West Elementary	41.82%	28.85%			
3205	Lexington 5	Leaphart Elementary	35.07%	30.26%			Y
3410	Marion 10	Academy of Early Learning	N/A	N/A			
3410	Marion 10	Britton's Neck Elementary[3]	36.00%	43.59%			
3410	Marion 10	Easterling Primary (Marion Intermediate)	N/A	N/A			
3410	Marion 10	Marion Intermediate	42.86%	55.19%			
3410	Marion 10	McCormick Elementary	46.77%	56.88%		Y	
3410	Marion 10	North Mullins Primary	N/A	N/A			
3501	Marlboro	Bennettsville Intermediate	49.07%	49.19%			
3501	Marlboro	Bennettsville Primary	N/A	N/A			
3501	Marlboro	Blenheim Elementary/Middle	50.00%	73.91%			
3501	Marlboro	Clio Elementary/Middle	60.00%	53.57%			
3501	Marlboro	McColl Elementary/Middle	38.75%	49.32%		Y	

[3] Note: School currently closed.

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
3501	Marlboro	Wallace Elementary/Middle	38.46%	34.78%			
3301	McCormick	McCormick Elementary	46.03%	54.39%			
3601	Newberry	Boundary St. Elementary	38.89%	35.71%			
3601	Newberry	Gallman Elementary	40.28%	44.29%		Y	
3601	Newberry	Newberry Elementary	41.33%	52.17%			
3601	Newberry	Pomaria/Garmany Elementary	33.33%	26.53%			
3601	Newberry	Reuben Elementary	41.67%	34.78%			
3701	Oconee	Blue Ridge Elementary	36.00%	32.74%			
3701	Oconee	James M. Brown Elementary	41.38%	29.79%			
3701	Oconee	Orchard Park Elementary	35.56%	28.77%			
3701	Oconee	Westminster Elementary	31.17%	39.73%			
3809	Orangeburg 3	Elloree Elementary	43.18%	39.47%		Y	
3809	Orangeburg 3	Holly Hill Elementary	49.38%	53.17%		Y	
3809	Orangeburg 3	Vance-Providence Elementary	45.65%	32.43%		Y	
3809	Orangeburg 4	Edisto Elementary	40.00%	35.39%			
3809	Orangeburg 4	Edisto Primary School	N/A	N/A			
3809	Orangeburg 4	Hunter-Kinard Elementary	48.84%	20.80%			
3809	Orangeburg 5	Bethune-Bowman Elementary	30.77%	60.00%			
3809	Orangeburg 5	Dover Elementary	39.34%	35.71%			Y
3809	Orangeburg 5	Marshall Elementary	28.93%	45.36%			
3809	Orangeburg 5	Mellichamp Elementary	42.20%	56.18%			
3809	Orangeburg 5	Rivelon Elementary (Primary)	N/A	N/A			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
3809	Orangeburg 5	Sheridan Elementary	30.49%	44.19%			
3809	Orangeburg 5	Whittaker Elementary	21.60%	47.95%			
3901	Pickens	Liberty Elementary	42.86%	35.85%			
3901	Pickens	Pickens Elementary	20.30%	44.30%		Y	
4001	Richland 1	A. J. Lewis Greenview Elementary	36.84%	38.00%		Y	
4001	Richland 1	Annie Burnside Elementary	35.71%	47.89%		Y	
4001	Richland 1	Arden Elementary	53.97%	40.91%		Y	
4001	Richland 1	Bradley Elementary	19.10%	39.66%			
4001	Richland 1	Burton Pack Elementary	41.03%	35.00%			
4001	Richland 1	Carolina School for Inquiry	47.37%	33.33%			
4001	Richland 1	Carver-Lyon Elementary	37.84%	56.67%		Y	
4001	Richland 1	E. E. Taylor Elementary	22.40%	45.24%		Y	
4001	Richland 1	Forest Heights Elementary	49.43%	50.00%			Y
4001	Richland 1	Gadsden Elementary	34.78%	17.40%			
4001	Richland 1	H. B. Rhame Elementary	23.10%	37.66%		Y	
4001	Richland 1	Hopkins Elementary	31.82%	34.78%			
4001	Richland 1	Horrell Hill Elementary	27.18%	36.15%			
4001	Richland 1	Hyatt Park Elementary	56.52%	41.82%			
4001	Richland 1	J. P. Thomas Elem	31.15%	43.94%		Y	
4001	Richland 1	Logan Elementary	47.50%	45.00%		Y	
4001	Richland 1	Mill Creek Elementary	40.32%	23.90%			
4001	Richland 1	Pine Grove Elementary	48.72%	44.00%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
4001	Richland 1	Sandel Elementary	38.68%	33.74%		Y	
4001	Richland 1	South Kilbourne Elementary	25.46%	55.88%			
4001	Richland 1	Watkins-Nance Elementary	40.48%	48.00%		Y	
4002	Richland 2	Forest Lake Elementary	40.70%	23.70%			
4002	Richland 2	Jackson Creek Elementary	45.65%	37.96%			Y
4002	Richland 2	Joseph Keels Elementary	34.94%	29.69%		Y	
4002	Richland 2	Kelly Mill Middle	63.16%	62.50%	Y		
4002	Richland 2	L. W. Conder Elementary	42.05%	30.93%			
4002	Richland 2	Polo Road Elementary	23.60%	36.54%			
4002	Richland 2	Windsor Elementary	23.50%	33.03%			
5207	S.C. School for Deaf and Blind	SC School for the Blind Elementary/Middle	100.00%	100.00%			
5207	S.C. School for Deaf and Blind	SC School for the Deaf Elementary/Middle	100.00%	100.00%			
4101	Saluda	Saluda Elementary	47.62%	44.25%			
4101	Saluda	Saluda Primary	N/A	N/A			
4701	SC Public Charter School District	Bettis Preparatory Leadership Academy	N/A	58.33%			
4701	SC Public Charter School District	Cape Romain Environmental Education Char	36.36%	N/A			
4701	SC Public Charter School District	Felton Laboratory Charter School	28.89%	42.55%			

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
4701	SC Public Charter School District	Lakes and Bridges Charter School	N/A	50.00%			
4701	SC Public Charter School District	Lowcountry Montessori School	40.74%	23.10%		Y	
4701	SC Public Charter School District	Quest Leadership Academy[4]	57.50%	68.75%			
4002	Spartanburg 2	James H. Hendrix Elementary	26.02%	33.63%			
4003	Spartanburg 3	Clifdale Elementary[5]	19.70%	33.33%			
4003	Spartanburg 3	Pacolet Elementary	22.50%	38.46%			
4006	Spartanburg 6	Arcadia Elementary	29.76%	42.86%			
4006	Spartanburg 6	Jesse S. Bobo Elementary	35.14%	45.76%			
4006	Spartanburg 6	Lone Oak Elementary	47.06%	41.07%			
4006	Spartanburg 6	Woodland Heights Elementary	38.10%	27.66%			
4007	Spartanburg 7	District 7 Early Learning Center	N/A	N/A			
4007	Spartanburg 7	Drayton Mills Elementary	N/A	44.34%		Y	
4007	Spartanburg 7	E. P. Todd School	30.00%	34.18%			
4007	Spartanburg 7	Mary H. Wright Elementary	43.56%	54.88%			

[4] Note: School currently closed.
[5] Note: School currently closed for renovations.

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
4007	Spartanburg 7	The Cleveland Academy of Leadership	44.66%	46.05%	Y		
4301	Sumter	Cherryvale Elementary[6]	50.00%	52.94%	Y		
4301	Sumter	Crosswell Drive Elementary	51.14%	47.37%	Y		
4301	Sumter	Kingsbury Elementary	38.81%	40.18%			
4301	Sumter	Lemira Elementary	33.33%	39.19%			
4301	Sumter	Pocalla Springs Elementary	34.21%	40.50%			Y
4301	Sumter	R. E. Davis Elementary	44.44%	45.24%			Y
4301	Sumter	Rafting Creek Elementary	41.94%	54.55%			
4301	Sumter	Wilder Elementary	54.41%	42.59%			
4301	Sumter	Willow Drive Elementary	38.84%	56.52%			
4401	Union	Buffalo Elementary	36.08%	52.13%			
4401	Union	Foster Park Elem	25.35%	50.00%			
4401	Union	Monarch Elementary	29.76%	33.71%			
4501	Williamsburg	Anderson Primary	N/A	N/A			
4501	Williamsburg	D.P. Cooper Elementary[7]	47.30%	44.44%		Y	
4501	Williamsburg	Greeleyville Elementary	18.90%	40.00%		Y	
4501	Williamsburg	Kenneth Gardner Elementary	35.90%	55.25%			
4601	York 1	Harold C. Johnson Elementary	33.02%	39.76%			
4601	York 1	Jefferson Elementary	28.57%	46.99%			

[6] Note: School merged with F.J. Delaine Elementary.
[7] Note: School currently closed.

District Number	District	School	2018 DNM %	2019 DNM %	Priority School	ATSI School	CSI School
4602	York 2	Kinard Elementary	16.90%	34.25%			
4603	York 3 (Rock Hill)	Belleview Elementary	22.70%	40.00%			
4603	York 3 (Rock Hill)	Central Child Development Center	N/A	N/A			
4603	York 3 (Rock Hill)	Ebenezer Avenue Elementary[8]	36.36%	22.50%			
4603	York 3 (Rock Hill)	Ebinport Elementary	24.20%	46.30%			
4603	York 3 (Rock Hill)	Oakdale Elementary	39.24%	22.40%			
4603	York 3 (Rock Hill)	Rosewood Elementary	24.70%	43.94%		Y	
4603	York 3 (Rock Hill)	The Palmetto School	100.00%	100.00%			
4603	York 3 (Rock Hill)	York Road Elementary	28.57%	42.65%			

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[8] Note: School merged with the Children's School at Sylvia Circle.