STATE OF SOUTH CAROLINA
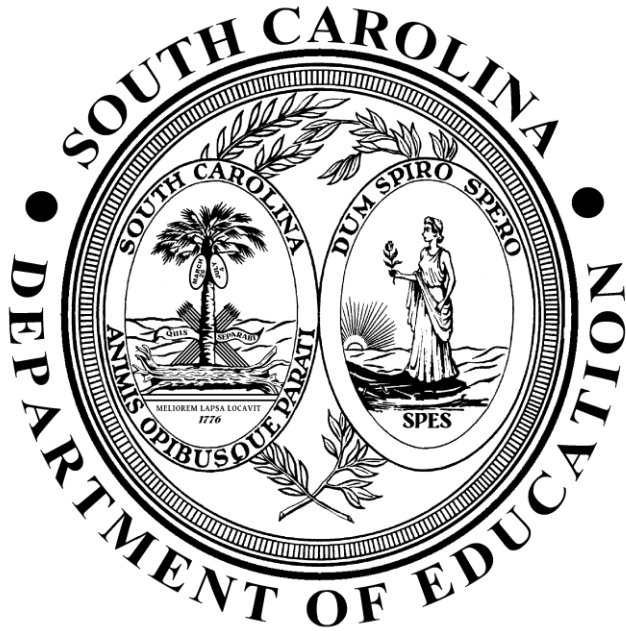# DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

2020–21 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, 2021

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 Tier 3 schools to analyze data and problem-solve, and help coaches facilitate professional learning labs for educators.

This year, 699 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. Coaches have also adapted their support to meet teachers' needs during the COVID-19 related closures in March 2020 and school re-openings in the fall of 2021.

The following report includes statewide coach qualification data, funding allocations for 2020–21, 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)[1]. 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.

---

[1] The 2019–20 provisos are still in effect for the 2020–21 school year.

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).

2020–21 Coach Qualifications and Assignments

Coach Qualification Requirements
On August 25, 2020, 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 and FY 2020–21 also permitted select schools to request a waiver to expend their reading coach funds on interventionists who spend 50 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. Twenty schools applied for and were granted flexibility to use their funds for an interventionist position or a 50/50 interventionist and literacy coach.

Statewide Qualification Data
There are 699 state-funded reading coaches statewide for the 2020–21 school year as of January 2021. 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).

<u>Education Level</u>
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-three percent of state-funded reading coaches in 2020–21 have an advanced degree at the master's level or beyond.

Table 1: Percentage of Reading Coaches by Education Level, 2018–19, 2019–20, and 2020–21

Education Level	2018–19	2019–20	2020–21
Bachelors	3.7	3.3	2.1
Bachelors + 18	3.7	2.4	5.1
Masters	40.6	40.7	35.3
Masters + 18	9.0	9.4	9.9
Masters + 30	30.9	31.0	34.1
Education Specialist	8.3	8.8	7.2
Doctorate	3.7	4.2	6.0
Not Reported	0.2	0.2	0.3

*Source: Annual Reading Coach Surveys, 2018, 2019, and 2020

<u>Teaching and Coaching Experience</u>
The percentage of coaches with significant classroom teaching experience decreased during the 2020–21 school year; however, the percentage of coaches with significant prior coaching experience increased from the prior two years. This information suggests that many districts are hiring mid-career teachers into coaching roles, and that the majority of literacy coaches are remaining in the role year-to-year.

Table 2: Percentage of Reading Coaches by Years of Teaching Experience, 2018–19, 2019–20, and 2020–21

Teaching Experience	2018–19	2019–20	2020–21
1–5 Years	2.5	0.6	6.6
6–10 Years	9.7	10.9	26.2
11–15 Years	21.7	21.0	28.0
16–20 Years	24.7	23.4	19.0
21–25 Years	19.6	21.3	10.5
26+ Years	21.9	22.8	9.6

*Source: Annual Reading Coach Surveys, 2018, 2019, and 2020

Over 85 percent of 2020–21 reading coaches also served as a state-funded coach in South Carolina during the prior school year, and over 57 percent have four or more years of coaching experience, compared to 45 percent of coaches in 2018–19.

Table 3: Percentage of Reading Coaches by Years of Coaching Experience, 2018–19, 2019–20, and 2020–21

Coaching Experience	2018–19	2019–20	2020–21
1 Years	16.6	10.3	7.2
2 Year	9.4	14.9	8.1
3 Years	14.3	10.0	15.7
4 Years	13.6	13.7	11.7
5 Years	27.2	13.7	10.8
6–10 Years	11.6	31.8	32.8
11–15 Years	6.5	4.5	7.5
16+ Years	0.0	0.0	6.0

*Source: Annual Reading Coach Surveys, 2018, 2019, and 2020

School Level Assignment
Provisos 1.61 and 1A.56 for the 2019–20 and 2020–21 fiscal years gave districts greater flexibility in reading coach school-level assignment. Prior to 2019–20, state-funded coaches could only serve in elementary schools. Beginning with 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. In both 2019–20 and 2020–21, approximately 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 and 2020–21

School Level Assignment	2019–20	2020–21
Primary	6.1	6.3
Elementary	69.9	65.4
Middle	1.5	2.1
Primary and Elementary	16.7	19.0
Elementary and Middle	4.9	4.2
Primary, Elementary, and Middle	0.9	3.0

*Source: Annual Reading Coach Survey, 2019 and 2020

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.

State Palmetto Literacy Project Support, 2019–20 and 2020–21
During the 2019–20 school year, Literacy Specialists primarily supported 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 was the first year of the PLP. In June, August, and December 2019, the SCDE hosted school teams for a conference led by researchers from Regional Education Laboratory (REL) Southeast on evidence-based practices in literacy instruction.

For the 2020–21 school year, the OELL narrowed the focus of support to Tier 3 schools in the PLP. These are schools in which one half or more of third grade students scored DNM on SC READY ELA in 2018–19. All Tier 3 schools and primary feeder schools have an assigned Literacy Specialist who provides support to reading coaches and teachers through on-site and virtual coaching in addition to regional and state PLOs. A list of Tier 3 schools may be found in Appendix F.

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

SCDE Training and Resources in Response to COVID-19 Pandemic
In order to adapt to the new reality of education during COVID-19, the OELL and SCDE began adapting support and resources in the spring of 2020 for teachers, reading coaches, and interventionists.

Remote Learning Resources
The OELL developed a remote learning resources page for educators and coaches at https://scremotelearning.com/. In addition to spring remote learning lessons for grades 4K–5, the OELL also developed month-long units and choice boards in both Math and ELA for grades K–3 for use during summer learning or fall re-entry. Staff members conducted virtual trainings for educators, coaches, and early childhood coordinators on how to access and use the lessons, how to provide remote instruction, and how to engage families remotely.

Social-Emotional Learning (SEL) Resources and Training
During the summer of 2020, the Office of Special Education Services (OSES) launched a new state website for SEL: https://sel.ed.sc.gov/. The site contains SEL resources for parents, teachers, students, and support professions. In partnership with OSES, the OELL developed a First 20 Days series of SEL lessons for use by early childhood and elementary teachers to meet students' SEL needs in light of school closures. The OELL and OSES also offered training on the lessons for educators prior to and during the first two weeks of the school year.

Learning Object Repository
During fall 2020, the SCDE began a partnership with Safari Montage to develop a Learning Object Repository (LOR) platform for all districts statewide. Content for all grade levels and subjects will be placed in the LOR for access by teachers, instructional coaches, and district instructional leaders, and districts may also add their own content to the LOR. The LOR has the ability to work with any classroom software system currently in use by districts, including

Google Classroom, Microsoft Schoology, Canvas, and Blackboard. This new platform will provide teachers with more equitable access to high-quality content, materials, and lessons for use in virtual or physical classrooms.

Funding Allocation and Spending

For the fourth 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.

References

Annenberg Institute for School Reform (2004). Instructional Coaching: Professional Development Strategies that Improve Instruction. Retrieved from: https://www.annenberginstitute.org/sites/default/files/product/270/files/InstructionalCoaching.pdf

Bright, E. & Hensley, T. (2010) A Study of the Effectiveness of K-3 Literacy Coaches. National Reading Technical Assistance Center (NRTAC).

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/

Stephens, D., Morgan, D. N., DeFord, D. E., Donnelly, A., Hamel, E., Keith, K. J., Rebecca Leigh, S. (2011). The Impact of Literacy Coaches on Teachers' Beliefs and Practices. *Journal of Literacy Research*, 43(3), 215–249.

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[2]

(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.

---

[2] Due to the COVID-19 pandemic, the 2019–20 provisos remain in effect for the 2020–21 school year.

(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: 2020–21 Memorandum of Agreement

The SCDE distributed the following document to school districts in August 2020. Each superintendent's signature was required in order for a district to receive reading coach funding. Districts seeking waivers for funding flexibility noted this request in the Specific Parties Agreement form completed for each employee.

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 2020–21 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.

For the 2020–21 school year, select schools may apply for a waiver to use their allocation towards a literacy interventionist (see Section VI).

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 2020–21 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 2020–21 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 15, 2020. Plans for providing alternative training must be received by September 30, 2020.

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. LITERACY INTERVENTIONIST WAIVER

In prior years, districts have requested flexibility for reading coaches to serve students. The current provisos allow select schools to request a waiver to expend their reading/literacy 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 in which fewer than a third of third grade students scored at the lowest achievement level in SC READY English language arts (ELA) during the 2018–19 school year may request a waiver. Districts requesting a waiver will complete information in the survey linked in the next section.

Schools participating in the Palmetto Literacy Project may not apply for this waiver. Palmetto Literacy Project schools are defined as schools in which one third or more of third grade students scored at the lowest achievement level in SC READY English language arts (ELA) during the 2018–19 school year.

Districts seeking a waiver for this allocation certify that their schools meet the necessary criteria for this funding flexibility.

VII. 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.

VIII. 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, 2020–21

District	2020–21						2019–20
	Primary Schools	Elementary Schools	Middle Schools	K–8 Combination Schools	K–12 Schools	Total Per District	Total Per District
Abbeville				1		1	2
Aiken		20				20	22
Allendale	1	1				2	1
Anderson 1	1	7				8	8
Anderson 2	1	2				3	4
Anderson 3		3				3	3
Anderson 4		4				4	4
Anderson 5	1	10				11	11
Bamberg 1		1				1	1
Bamberg 2		1				1	0
Barnwell 19				1		1	1
Barnwell 29		1				1	1
Barnwell 45		2				2	2
Beaufort	1	17	1	2		21	19
Berkeley	3	24	2	1		30	26
Calhoun				2		2	1
Charleston	2	39		9	1	51	54
Charter Institute at Erskine		4		6	5	15	11
Cherokee	1	11				12	12
Chester		5				5	5
Chesterfield	2	7				9	8
Clarendon 1	1	1				2	0
Clarendon 2	2	1				3	3
Clarendon 3		1				1	1
Colleton	1	5				6	5
Darlington	2	9				11	12

| District | 2020–21 | | | | | | 2019–20 |
	Primary Schools	Elementary Schools	Middle Schools	K–8 Combination Schools	K–12 Schools	Total Per District	Total Per District
Dillon 3		1	1			2	2
Dillon 4	3	3				6	5
Dorchester 2		15				15	15
Dorchester 4		3				3	3
Edgefield		5				5	4
Fairfield		3				3	4
Florence 1		15				15	15
Florence 2				1		1	1
Florence 3	1	4				5	5
Florence 4		1				1	0
Florence 5		1	1			2	2
Georgetown	1	9	1	1		12	11
Greenville		49		2		51	51
Greenwood 50		8				8	8
Greenwood 51		1	1			2	2
Greenwood 52		2				2	1
Hampton 1	2	3				5	6
Hampton 2		1				1	1
Horry	3	22		2		27	51
Jasper		2				2	2
Kershaw		11				11	11
Lancaster		12				12	12
Laurens 55		4		2		6	6
Laurens 56		3				3	3
Lee		3				3	2
Lexington 1		17				17	17
Lexington 2		6				6	6
Lexington 3		2				2	2
Lexington 4	1	2				3	3

| District | 2020–21 | | | | | | 2019–20 |
	Primary Schools	Elementary Schools	Middle Schools	K–8 Combination Schools	K–12 Schools	Total Per District	Total Per District
Lexington & Richland 5		13				13	12
Marion	2	2		1		5	5
Marlboro	1	2		2		5	5
McCormick						0	1
Newberry		8				8	7
Oconee		9	1			10	10
Orangeburg	2	13		1		16	15
Pickens	1	13				14	14
Richland 1		29				29	29
Richland 2	1	23				24	22
Saluda	1	2				3	1
SC Public Charter School District		2	2	9	7	20	19
Spartanburg 1	1	4		1		6	6
Spartanburg 2		8	1			9	9
Spartanburg 3		3				3	3
Spartanburg 4		2				2	1
Spartanburg 5		7				7	7
Spartanburg 6		9				9	9
Spartanburg 7		6		1		7	6
Sumter		15				15	15
Union		3		1		4	4
Williamsburg	2	4				6	4
York 1		6				6	6
York 2		6				6	6
York 3		3		1		4	18
York 4		11				11	9
Total	**41**	**587**	**11**	**47**	**13**	**699**	**711**

*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 Tier 3 Support Schools[3]

District	School	Priority School	2019 DNM %
Aiken	Lloyd-Kennedy Charter		75.00%
Allendale	Allendale Elementary		60.00%
Allendale	Fairfax Elementary (Feed Allendale)		N/A
Anderson 5	Homeland Park Primary (Feed Varennes)		N/A
Anderson 5	Varennes Elementary		51.97%
Bamberg 2	Denmark-Olar Elementary		53.45%
Barnwell 19	Macedonia Elementary-Middle		52.63%
Beaufort	Robert Smalls International Academy		54.05%
Beaufort	St. Helena Elementary		54.55%
Beaufort	Whale Branch Elementary	Y	64.87%
Charleston	Chicora Elementary		65.00%
Charleston	E.B. Ellington Elementary		54.00%
Charleston	Edith L. Frierson Elementary		56.25%
Charleston	Pepperhill Elementary	Y	58.62%
Charleston	Sanders-Clyde Elementary	Y	58.49%
Charleston	St. James Santee Elementary		59.26%
Cherokee	Mary Bramlett Elementary	Y	62.79%
Chester	Chester Park Elementary School of Literacy		53.33%
Clarendon 1	St. Paul Elementary		56.25%
Clarendon 1	Summerton Early Childhood Center (Feed St. Paul)		N/A
Colleton	Hendersonville Elementary	Y	58.00%
Darlington	Bay Road Elementary		60.00%

---

[3] The Does Not Meet (DNM) column represents the percentage of third grade students who tested in DNM on SC READY ELA in 2018–19. Schools with "N/A" are primary schools without third grade scores.

District	School	Priority School	2019 DNM %
Darlington	Rosenwald Elementary/Middle		53.33%
Darlington	Southside Early Childhood Center (Feed Multiple Schools)		N/A
Fairfield	Fairfield Elementary		56.52%
Florence 3	Olanta Elementary		51.72%
Florence 4	Brockington Elementary		59.09%
Hampton 1	Fennell Elementary		53.85%
Horry	Academy of Hope Charter		53.33%
Jasper	Ridgeland Elementary		53.08%
Kershaw	Bethune Elementary		50.00%
Lancaster	Brooklyn Springs Elementary		72.50%
Lancaster	Clinton Elementary		62.16%
Marion 10	Easterling Primary (Feed Marion)		N/A
Marion 10	Marion Intermediate		55.19%
Marion 10	McCormick Elementary		56.88%
Marion 10	North Mullins Primary (Feed McCormick)		N/A
Marlboro	Clio Elementary/Middle		53.57%
McCormick	McCormick Elementary		54.39%
Newberry	Newberry Elementary		52.17%
Orangeburg	Bethune-Bowman Elementary		60.00%
Orangeburg	Holly Hill Elementary		53.17%
Orangeburg	Mellichamp Elementary		56.18%
Orangeburg	Rivelon Elementary (Feed Mellichamp)		N/A
Richland 1	Carver-Lyon Elementary		56.67%
Richland 1	Forest Heights Elementary		50.00%
Richland 1	South Kilbourne Elementary		55.88%
Richland 2	Center for Achievement		62.50%

District	School	Priority School	2019 DNM %
SC Public Charter School District	Bettis Preparatory Leadership Academy (Edgefield)		58.33%
SC Public Charter School District	Lakes and Bridges Charter School		50.00%
Spartanburg 7	Mary H. Wright Elementary		54.88%
Sumter	Cherryvale Elementary		52.90%
Sumter	Rafting Creek Elementary		54.55%
Sumter	Willow Drive Elementary		56.52%
Union	Buffalo Elementary		52.13%
Union	Foster Park Elem		50.00%
Williamsburg	Kenneth Gardner Elementary		55.25%
Williamsburg	W.M. Anderson Primary (Feed KG Elem)		N/A