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Subject: Reading Coach Proviso

Here's the text for the new Reading Coaches proviso under the Department of Education. Thanks.

CLS

New Proviso 1.XX (SDE: Reading Coaches):

- (A) Funds appropriated for Reading Coaches must be allocated to school districts by the Department of Education as follows:
- 1) for each elementary school in which twenty percent or more of the students scored Not Met on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either \$62,730 or the actual cost of salary and benefits for a full-time reading coach; and
 - 2) for each elementary school in which fewer than twenty percent of the students scored Not Met on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either \$31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading coach. A school district must provide a 1:1 local match for each state dollar provided under this paragraph.
- (B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures.
- (C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who 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 will support and provide initial and ongoing professional development to teachers in each of the major reading components, as needed, based on an analysis of student performance data. Reading coaches may also provide similar services relating to the administration and analysis of instructional assessments and the provision of differentiated instruction and intensive intervention. Specific services offered by a dedicated reading coach may include but are not limited to:
- 1) modeling effective instructional strategies for teachers;
 - 2) facilitating study groups;
 - 3) training teachers in data analysis and using data to differentiate instruction;
 - 4) coaching and mentoring colleagues;
 - 5) providing daily support to classroom teachers;
 - 6) working with teachers to ensure that research-based reading programs are implemented with fidelity;
 - 7) helping to increase instructional density to meet the needs of all students;
 - 8) helping lead and support reading leadership teams at his or her school;
 - 9) continuing to increase his or her knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
 - 10) working with all teachers (including content area, and elective areas) in the school he or she serves, prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms; and
 - 11) working frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.
- A reading coach must not:
- 1) be assigned a regular classroom teaching assignment;
 - 2) perform administrative functions that will confuse their role for teachers; or
 - 3) devote a significant portion of his or her time to administering or coordinating assessments.
- (D) No later than August 1, 2014, the Department of Education must publish guidelines that define the minimum

qualifications for a reading coach for Fiscal Year 2014-15. These guidelines must deem any licensed teacher qualified if he or she:

- 1) holds a bachelor's degree and an add-on endorsement for literacy, or
- 2) holds a master's degree in reading or a closely-related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2014-15 through which an elementary school may be permitted to use the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, 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 match requirements, shall also apply to any allocations made pursuant to this paragraph.

- (E) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading 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 \$150,000 of the funds appropriated for Reading Coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.
- (F) Prior to the close of the current fiscal year, any remaining funds for Reading Coaches, but no more than \$5,000,000, shall be distributed by the Department of Education among the school districts containing elementary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year for which such data are available. Funds distributed under this subsection must be used exclusively to support reading-related professional development for teachers.
- (G) 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 coach; and
 - 2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.
- (H) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose.

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