

3
4 Subpart IV

5
6 Read to Succeed Initiative

7
8 SECTION 13. Chapter 155, Title 59 of the 1976 Code is amended
9 by adding:

10
11 “Section 59-155-155. (A)(1) The State Board of Education shall
12 approve no more than five reliable and valid early ~~literacy and~~
13 ~~numeracy~~ screening ~~assessment~~ instruments for selection and use by
14 school districts, pursuant to the district Universal Screening Process
15 as defined in 59-33-510 (7) in kindergarten through third grade.
16 The approved screening instruments shall at a minimum include
17 literacy and numeracy.

18 (2) An early literacy assessment instrument must:

19 (a) provide screening and diagnostic capabilities for
20 monitoring student progress in reading;

21 (b) measure, at a minimum, phonological awareness,
22 decoding and encoding, fluency, vocabulary, and comprehension;
23 and

24 (c) identify students who have a reading deficiency,
25 including identifying students with characteristics of dyslexia.

26 (3) An early numeracy assessment instrument must provide
27 screening and diagnostic capabilities.

28 (4) In determining which instruments to approve, the board
29 shall consider, at a minimum, the following factors:

30 (a) the time required to conduct the assessments, with the
31 intention of minimizing the impact on instructional time;

32 (b) the level of integration of assessment results with
33 instructional support for teachers and students;

34 (c) the timeliness in reporting assessment results to
35 teachers, administrators, and parents; and

36 (d) the level of integration of assessment results with
37 instructional support for teachers and pupils.

38 (B) A district shall administer one or more screening instruments
39 in the first thirty days of the school year and repeat, if indicated,
40 pursuant to the Universal Screening Process defined in 59-33-510
41 (7) which may be used at midyear and at the end of the school year
42 to determine student progression in reading and numeracy in
43 kindergarten through third grade. The department shall reimburse

1 districts for the cost of the instrument or instruments selected upon
2 receipt of assessment data used in the progress monitoring system
3 and contingent upon funding being provided by the General
4 Assembly. All school districts must use one of the literacy and
5 numeracy screening instrument or instruments selected by the
6 department; however, no literacy or numeracy screening instrument
7 or instruments must be used by school districts to determine whether
8 a student will be promoted to the next grade level. For the purposes
9 of this section, ‘literacy’ means ability to read and write and
10 ‘numeracy’ means fluency in understanding numbers and
11 mathematical operations. Classroom teachers also must be provided
12 support professional development by the department in
13 administering instruments and in understanding the results so that
14 the teacher can provide the appropriate evidence-based intervention.

15 (C) A school district may submit a waiver to the State Board of
16 Education to use an alternative early literacy and numeracy
17 screening assessment. The additional screener must meet minimum
18 technical, administration, and content criteria as determined by the
19 department.

20 (D)(1) The department shall:

21 (a) implement create an online reporting system to monitor
22 the effectiveness of the early literacy or numeracy screening
23 assessment instruments; and

24 (b) require school districts annually to submit data
25 requested by the department which may be used to determine
26 whether the assessment instruments accurately are identifying
27 students in need.

28 (2) The online reporting system provided in item (1) must:

29 (a) track, screen, and monitor the reading and early
30 numeracy progress of students in kindergarten through third grade
31 toward third grade reading proficiency and mathematics proficiency
32 at the state, district, and school levels; and

33 (b) create a consistent statewide reporting mechanism to
34 identify students with a reading deficiency, including students with
35 dyslexia.

36 (c) be used to receive the annual reporting required in 59-33-
37 540.

38

39 SECTION 14. Section 59-155-110(4) of the 1976 Code is amended
40 to read:

41

42 “(4) each student receives targeted, effective, ~~comprehension~~
43 comprehensive support from the classroom teacher and, if needed,

1 supplemental support from a reading interventionist so that
2 ultimately all students can comprehend grade-level texts;”

3
4 SECTION 15. Section 59-155-120(5) and (10) of the 1976 Code
5 is amended to read:

6
7 “(5) ‘Reading interventions’ means individual or group
8 assistance in the classroom and supplemental support based on
9 curricular and instructional decisions made by classroom teachers
10 who have proven effectiveness in teaching reading and an add-on
11 literacy endorsement or reading/literacy coaches who meet the
12 minimum qualifications established in guidelines published by the
13 Department of Education. An intervention must be evidence-based
14 and follow the ~~three tiers of the Response to Intervention (RTI)~~
15 framework multi-tiered system of supports or ‘MTSS’ as defined in
16 59-33-510 (3) and the Response to Intervention or ‘RTI’ process as
17 defined in 59-33-510 (4).

18
19
20 (10) ‘Substantially fails to demonstrate third-grade reading
21 proficiency’ means a student who does not demonstrate reading
22 proficiency at the end of the third grade as indicated by scoring at
23 the lowest achievement level on the statewide summative reading
24 assessment ~~that equates to Not Met 1 on the Palmetto Assessment~~
25 ~~of State Standards (PASS) in English/language arts.”~~

26
27 SECTION 16. Section 59-155-130(3) and (4) of the 1976 Code is
28 amended to read:

29
30 “(3) working collaboratively with institutions of higher learning
31 offering courses in reading and writing and those institutions of
32 higher education offering accredited master’s degrees in
33 reading-literacy to design coursework leading to a literacy teacher
34 add-on endorsement by the State. The coursework must be founded
35 on scientifically based reading practices and evidence-based
36 interventions, including how to use the data to identify struggling
37 readers and inform instruction;

38 (4) providing professional development on scientifically based
39 reading practices and evidence-based interventions, including use of
40 data to identify struggling readers and inform instruction in reading
41 and coaching for already certified reading/literacy coaches and
42 literacy teachers;”

1 SECTION 17. Section 59-155-140(B)(2)(a) is amended to read:

2

3 “(a) document the reading and writing assessment and instruction
4 planned for all PK-12 students and the interventions in
5 prekindergarten through twelfth grade to be provided to all
6 struggling readers who are not able to comprehend grade-level texts.
7 Supplemental instruction ~~shall~~ must be provided by teachers who
8 have a literacy teacher add-on endorsement and offered during the
9 school day and, as appropriate, before or after school in book clubs,
10 through a summer reading camp, or both.”

11

12 SECTION 18. Section 59-155-150(B) of the 1976 Code is
13 amended to read:

14

15 “(B) Any student enrolled in prekindergarten, kindergarten, first
16 grade, second grade, or third grade who is substantially not
17 demonstrating proficiency in reading, based upon ~~formal diagnostic~~
18 ~~assessments or through teacher observations~~ universal screening
19 process as defined in 59-33-510 (7) and if indicated diagnostic
20 assessments, and teacher observations, must be provided intensive
21 in-class and supplemental reading intervention immediately upon
22 determination. These assessments may be used to satisfy the
23 screening requirements provided in Article 5, Chapter 33 of this
24 title. The intensive interventions must be provided as individualized
25 and small group assistance based on the analysis of assessment data.
26 All sustained interventions must be aligned with the district’s
27 reading proficiency plan. These interventions must be at least thirty
28 minutes in duration and be in addition to ninety minutes of daily
29 reading and writing instruction provided to all students in
30 kindergarten through grade three. The district must continue to
31 provide intensive in-class intervention and at least thirty minutes of
32 supplemental intervention until the student can comprehend and
33 write text at grade-level independently. In addition, the parent or
34 guardian of the student must be notified, in writing, of the child’s
35 inability to read grade-level texts, the interventions to be provided,
36 and the child’s reading abilities at the end of the planned
37 interventions. The intensity and duration of the intervention must be
38 appropriate to meet specific needs of each student to ensure that the
39 student is on track to be reading on grade level by the end of the
40 third grade. In addition to students enrolled in third grade and
41 pursuant to 59-155-160(C), each district must offer Summer
42 Reading Camp as an intervention for any student enrolled in first
43 and second grade who is substantially not demonstrating proficiency

1 in reading, based upon the universal screening process as defined in
2 59-33-510 (7) and if indicated diagnostic assessments, and teacher
3 observations, at no cost to the student.

4 The results of the initial assessments and progress monitoring also
5 must be provided to the Read to Succeed Office.”

6
7 SECTION 19. Section 59-155-160 of the 1976 Code is amended
8 to read:

9
10 “Section 59-155-160. (A) Beginning with the 2017-2018 School
11 Year, a student must be retained in the third grade if the student fails
12 to demonstrate reading proficiency at the end of the third grade as
13 indicated by scoring at the lowest achievement level on the state
14 summative reading assessment ~~that equates to Not Met 1 on the~~
15 ~~Palmetto Assessment of State Standards (PASS) in~~
16 English/language arts which indicates that the student needs
17 substantial academic support to be prepared for the next grade level.

18 A student may be exempt from the mandatory
19 retention but shall continue to receive instructional support and
20 services and reading intervention appropriate for their age and
21 reading level. Good cause exemptions include students:

22 (1) with limited English proficiency and less than two years
23 of instruction in English as a Second Language program;

24 (2) with disabilities whose individual education plan indicates
25 the use of alternative assessments or alternative reading
26 interventions and students with disabilities whose Individual
27 Education Plan or Section 504 Plan reflects that the student has
28 received intensive remediation in reading for more than two years
29 but still does not substantially demonstrate reading proficiency;

30 (3) who, beginning in the 2019-2020 school year,
31 demonstrate third-grade reading proficiency on the spring or
32 summer administration of an alternative assessment approved by the
33 department board and which teachers may administer following the
34 administration of the state assessment of reading;

35 (4) who have received two years of reading intervention and
36 were previously retained;

37 (5) ~~who through a reading portfolio document, the student’s~~
38 ~~mastery of the state standards in reading equal to at least a level~~
39 ~~above the lowest achievement level on the state reading assessment.~~
40 ~~Such evidence must be an organized collection of the student’s~~
41 ~~mastery of the state English/language arts standards that are~~
42 ~~assessed by the grade three state reading assessment. The Read to~~
43 ~~Succeed Office shall develop the assessment tool for the student~~

1 portfolio; however, the student portfolio must meet the following
2 minimum criteria:

3 (a) be selected by the student's English/language arts
4 teacher or summer reading camp instructor;

5 (b) be an accurate picture of the student's ability and only
6 include student work that has been independently produced in the
7 classroom;

8 (c) include evidence that the benchmarks assessed by the
9 grade three state reading assessment have been met. Evidence is to
10 include multiple choice items and passages that are approximately
11 sixty percent literary text and forty percent information text, and that
12 are between one hundred and seven hundred words with an average
13 of five hundred words. Such evidence could include chapter or unit
14 tests from the district or school's adopted core reading curriculum
15 that are aligned with the state English/language arts standards or
16 teacher prepared assessments;

17 (d) be an organized collection of evidence of the student's
18 mastery of the English/language arts state standards that are
19 assessed by the grade three state reading assessment. For each
20 benchmark there must be at least three examples of mastery as
21 demonstrated by a grade of seventy percent or above; and

22 (e) be signed by the teacher and the principal as an accurate
23 assessment of the required reading skills who, through a reading
24 portfolio, documents that the student is reading on grade level and
25 has mastered the third grade English/language arts standards. A
26 student portfolio for promotion to fourth grade must meet the
27 following criteria:

28 (a) consist only of grade-level work selected by the
29 student's teacher from portfolio requirements;

30 (b) be an accurate representation of the student's reading
31 ability and only include student work that has been independently
32 produced in the classroom;

33 (c) include clear evidence that the standards assessed by the
34 third grade English/language arts assessment have been met. This
35 clear evidence:

36 (i) must include multiple choice items and passages that
37 are approximately fifty percent literary text and fifty percent
38 informational text, and that are at least an average of five hundred
39 words; and

40 (ii) could include chapter or unit tests from the district or
41 school's adopted core reading curriculum that are aligned with the
42 state English/language arts standards or district or teacher-prepared

1 assessments that meet standards developed and reviewed by the
2 department;

3 (d) be an organized collection of evidence of the student's
4 mastery of the state English/language arts standards that are
5 assessed by the third grade statewide English language arts
6 assessment. For each standard, there must be at least five work
7 samples of mastery where the student attained a grade of seventy or
8 higher. Demonstrating mastery of each standard is required; and

9 (e) be signed by the student's teacher and the principal of
10 the school, both attesting that the portfolio is an accurate assessment
11 of the reading achievement level of the student and that the student
12 possesses required reading skills to be promoted to fourth grade; and

13 (6) who successfully participate in a summer reading camp at
14 the conclusion of the third grade year and demonstrate through
15 either a reading portfolio or through a norm-referenced, alternative
16 assessment, selected from a list of norm-referenced, alternative
17 assessments approved by the Read to Succeed Office for use in the
18 summer reading camps, that the student's mastery of the state
19 standards in reading is equal to at least a level above the lowest level
20 on the state reading assessment in English/language arts.

21 (B) The superintendent of the local school district must
22 determine whether a student in the district may be exempt from the
23 mandatory retention by taking all of the following steps:

24 (1) The teacher of a student eligible for exemption must
25 submit to the principal documentation on the proposed exemption
26 and evidence that promotion of the student is appropriate based on
27 the student's academic record. This evidence must be limited to the
28 student's individual education program, alternative assessments, or
29 student reading portfolio. The Read to Succeed Office must provide
30 districts with a standardized form to use in the process.

31 (2) The principal must review the documentation and
32 determine whether the student should be promoted. If the principal
33 determines the student should be promoted, the principal must
34 submit a written recommendation for promotion to the district
35 superintendent for final determination.

36 (3) The district superintendent's acceptance or rejection of the
37 recommendation must be in writing and a copy must be provided to
38 the parent or guardian of the child.

39 (4) A parent or legal guardian may appeal the decision to
40 retain a student to the district superintendent if there is a compelling
41 reason why the student should not be retained. A parent or legal
42 guardian must appeal, in writing, within two weeks after the
43 notification of retention. The letter must be addressed to the district

1 superintendent and specify the reasons why the student should not
2 be retained. The district superintendent shall render a decision and
3 provide copies to the parent or legal guardian and the principal.

4 (5) Beginning September 1, 2020, each school district
5 superintendent shall annually submit a report with the following
6 information at the school and the district level for the academic year
7 just completed, to its district board and to the department:

8 (a) the total number of retention exemptions granted pursuant to this
9 section;

10 (b) the number of appeals made and the number of appeals granted
11 pursuant to this section; and

12 (c) the academic outcome of students in (a) and (b), in fourth grade,
13 to include, but not limited to, SC Ready English/language arts
14 results in grades four through eight; and shall,

15 (d) beginning with the report submitted September 1, 2021, include
16 information in (a) - (c) for the immediate two previous academic
17 years.

18 (C)(1) Students eligible for retention under the provisions in
19 Section 59-155-160(A) may enroll in a summer reading camp
20 provided by their school district or a summer reading camp
21 consortium to which their district belongs prior to being retained the
22 following school year. Summer reading camps must be at least six
23 weeks in duration with a minimum of four days of instruction per
24 week and four hours of instruction per day, or the equivalent
25 minimum hours of instruction in the summer. The camps must be
26 taught by compensated teachers who have at least an add-on literacy
27 endorsement or who have documented and demonstrated substantial
28 success in helping students comprehend grade level texts. The Read
29 to Succeed Office shall assist districts that cannot find qualified
30 teachers to work in the summer camps. Districts also may choose to
31 contract for the services of qualified instructors or collaborate with
32 one or more districts to provide a summer reading camp. Schools
33 and school districts are encouraged to partner with county or school
34 libraries, institutions of higher learning, community organizations,
35 faith-based institutions, businesses, pediatric and family practice
36 medical personnel, and other groups to provide volunteers, mentors,
37 tutors, space, or other support to assist with the provision of the
38 summer reading camps. A parent or guardian of a student who does
39 not substantially demonstrate proficiency in comprehending texts
40 appropriate for his grade level must make the final decision
41 regarding the student's participation in the summer reading camp.
42 In addition, students in kindergarten and first grade

1 (2) A district may include in the summer reading camps
2 students who are not exhibiting reading proficiency at any grade and
3 do not meet the good cause exemption. Districts may charge fees for
4 these students to attend the summer reading camps based on a
5 sliding scale pursuant to Section 59-19-90, except where a child is
6 found to be reading below grade level in the first, second, or third
7 grade and does not meet the good cause exemption.

8 (D) Retained students must be provided intensive instructional
9 services and support, including a minimum of ninety minutes of
10 daily reading and writing instruction, supplemental text-based
11 instruction, and other strategies prescribed by the school district.
12 These strategies may include, but are not limited to, instruction
13 directly focused on improving the student's individual reading
14 proficiency skills through small group instruction, reduced
15 teacher-student ratios, more frequent student progress monitoring,
16 tutoring or mentoring, transition classes containing students in
17 multiple grade spans, and extended school day, week, or year
18 reading support. The intensity and duration of the intervention must
19 be appropriate to meet the specific needs of each student to ensure
20 the student is on track to be reading at or above grade level by the
21 end of the school year. The school must report to the Read to
22 Succeed Office, through the online portal, on the progress of
23 students in the class at the end of the school year and at other times
24 as required by the office based on the reading progression
25 monitoring requirements of these students.

26 (E) If the student is not demonstrating third-grade reading
27 proficiency by the end of the second grading period of the third
28 grade:

29 (1)(a) his parent or guardian timely must be notified, in
30 writing, that the student is being considered for retention and a
31 conference with the parent or guardian must be held prior to a
32 determination regarding retention is made, and conferences must be
33 documented;

34 (b) within two weeks following the parent/teacher
35 conference, copies of the conference form must be provided to the
36 principal, parent or guardian, teacher and other school personnel
37 who are working with the child on literacy, and summary statements
38 must be sent to parents or legal guardians who do not attend the
39 conference;

40 (c) following the parent/teacher retention conference, the
41 principal, classroom teacher, and other school personnel who are
42 working with the child on literacy must review the recommendation

1 for retention and provide suggestions for supplemental instruction;
2 and

3 (d) recommendations and observations of the principal,
4 teacher, parent or legal guardian, and other school personnel who
5 are working with the child on literacy must be considered when
6 determining whether to retain the student.

7 (2) The parent or guardian may designate another person as
8 an education advocate also to act on their behalf to receive
9 notification and to assume the responsibility of promoting the
10 reading success of the child. The parent or guardian of a retained
11 student must be offered supplemental tutoring for the retained
12 student in evidenced-based services outside the instructional day.

13 (F) For students in grades four and above who are substantially
14 not demonstrating reading proficiency, interventions shall be
15 provided by reading interventionists in the classroom and
16 supplementally by teachers with a literacy teacher add-on
17 endorsement or reading/literacy coaches. This supplemental support
18 will be provided during the school day and, as appropriate, before
19 or after school as documented in the district reading plan, and may
20 include book clubs or summer reading camps.”

21
22 SECTION 20. Section 59-155-180 of the 1976 Code is amended
23 to read:

24
25 “Section 59-155-180. (A) As a student progresses through
26 school, reading comprehension in content areas such as science,
27 mathematics, social studies, English/language arts, career and
28 technology education, and the arts is critical to the student’s
29 academic success. Therefore, to improve the academic success of all
30 students in prekindergarten through grade twelve, the State shall
31 strengthen its pre-service and in-service teacher education
32 programs.

33 (B)(1) Beginning with students entering a teacher education
34 program in the fall semester of the 2016-2017 School Year, all
35 pre-service teacher education programs including MAT degree
36 programs must require all candidates seeking certification at the
37 early childhood or elementary level to complete a twelve credit hour
38 sequence in literacy that includes a school-based practicum and
39 ensures that candidates grasp the theory, research, and practices that
40 support and guide the teaching of reading. The six components of
41 the reading process that are comprehension, oral language,
42 phonological awareness, phonics, fluency, and vocabulary will
43 provide the focus for this sequence to ensure that all teacher

1 candidates are skilled in diagnosing a child's reading problems and
2 are capable of providing an effective intervention. All teacher
3 preparation programs must be approved for licensure by the State
4 Department of Education to ensure that all teacher education
5 candidates possess the knowledge and skills to assist effectively all
6 children in becoming proficient readers. The General Assembly is
7 not mandating an increase in the number of credit hours required for
8 teacher candidates, but is requiring that pre-service teacher
9 education programs prioritize their missions and resources so all
10 early and elementary education teachers have the knowledge and
11 skills to provide effective instruction in reading and numeracy to all
12 students.

13 (2) Beginning with students entering a teacher education
14 program in the fall semester of the 2016-2017 School Year, all
15 pre-service teacher education programs, including MAT degree
16 programs, must require all candidates seeking certification at the
17 middle or secondary level to complete a six credit hour sequence in
18 literacy that includes a course in the foundations of literacy and a
19 course in content-area reading. All middle and secondary teacher
20 preparation programs must be approved by the department to ensure
21 that all teacher candidates possess the necessary knowledge and
22 skills to assist effectively all adolescents in becoming proficient
23 readers. The General Assembly is not mandating an increase in the
24 number of semester hours required for teacher candidates but rather
25 is requiring that pre-service teacher education programs prioritize
26 their mission and resources so all middle and secondary education
27 teachers have the knowledge and skills to provide effective
28 instruction in reading and numeracy to all students.

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

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

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

4 (b) ~~facilitate study groups;~~

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

7 (d) ~~coaching and mentoring colleagues;~~

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

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

15 (g) ~~help lead and support reading leadership teams~~ All
16 reading coaches funded wholly or partially with state funds will
17 serve as a stable resource for professional development throughout
18 an elementary school to build master teachers of reading
19 school-wide to improve student reading achievement. Reading
20 coaches will support and provide initial and ongoing professional
21 development to teachers in:

22 (i) administration and analysis of screening, formative,
23 diagnostic, and summative reading—English/language arts
24 assessments to guide instruction;

25 (ii) scientifically based reading instruction, including
26 phonological awareness, phonics, fluency, vocabulary, and
27 comprehension, and the state’s English/language arts standards;

28 (iii) explicit and systematic instruction with more detailed
29 explanations, more extensive opportunities for guided practice, and
30 more opportunities for error correction and feedback; and

31 (iv) differentiated reading instruction and intensive
32 intervention based on student needs.

33 (b) state-funded reading coaches must have the following
34 minimum qualifications:

35 (i) a bachelor’s degree and advanced coursework or
36 professional development in reading. The State Board shall
37 prescribe, by regulation, any coursework or professional
38 development that a State-funded reading coach is required to
39 successfully complete;

40 (ii) three years of experience as a successful classroom
41 literacy teacher;

1 (iii) exhibit knowledge of scientifically based reading
2 research, special expertise in quality reading instruction and
3 intervention, and data analysis;

4 (iv) strong knowledge base and experience in working
5 with adult learners; and

6 (v) excellent communicators with outstanding
7 presentation, interpersonal, and time management skills.

8 (c) The duties and responsibilities of a state-funded reading
9 coach must include:

10 (i) collaborate with the principal to create a strategic
11 plan for coaching;

12 (ii) facilitate school-wide professional development and
13 study groups;

14 (iii) model effective reading instructional strategies for
15 teachers;

16 (iv) coach and mentor teachers on a daily basis;

17 (v) facilitate data analysis discussions and support
18 teachers with using data to differentiate instruction according to
19 student need; and

20 (vi) work with all teachers, including Exceptional
21 Student Education (ESE), content area, and elective areas,
22 prioritizing their time to those teachers, activities, and roles that will
23 have the greatest impact on student reading achievement, namely
24 coaching and mentoring in classrooms.

25 (d) Reading coaches may not be required to perform
26 administrative functions that will confuse their role for teachers.

27 (e) School districts shall monitor the implementation and
28 effectiveness of the literacy coach and assure communication
29 between the district, school administration, and the literacy coach
30 throughout the year.

31 (f) Beginning with the 2019-2020 School Year, as a
32 condition for receiving the state appropriations for reading coaches,
33 the State Department of Education shall screen and approve the
34 hiring of all reading coaches in a district that has more than one-third
35 of its third grade students scoring at the lowest achievement level on
36 the statewide summative English/language arts assessment. In
37 addition, each reading coach employed in a district having more
38 than one-third of its third grade students scoring at the lowest
39 achievement level on the statewide summative English/language
40 arts assessment and the principal of the elementary school in which
41 the reading coach is assigned jointly shall attend professional
42 development training provided by the department. The professional
43 development for the principal and reading coach team must focus

1 on the role of the reading coach in continuously improving reading
2 to include the role of the reading coach and strategic plans for the
3 coach to support teachers and scientifically based reading research
4 and evidence-based interventions to be implemented in the school.
5 A school in which at least sixty percent of students scored at meets
6 or exceeds expectations on the state summative assessment in
7 English/language arts may submit, as part of their reading plan, a
8 request to the department for flexibility to utilize their allocation to
9 provide literacy support to students, which may include, but is not
10 limited to: a reading coach, a literacy interventionist, or other
11 supplemental services directed to students in need of interventions.
12 This plan must be approved by the department annually as part of
13 the district reading plan.

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

38 ~~(4) Beginning in Fiscal Year 2015-2016 early childhood and~~
39 ~~elementary education certified classroom teachers, reading~~
40 ~~interventionists, and those special education teachers who provide~~
41 ~~learning disability and speech services to students who need to~~
42 ~~substantially improve their low reading and writing proficiency~~
43 ~~skills, are required to earn the literacy teacher add-on endorsement~~

1 related Read to Succeed Literacy Teacher certification endorsement
2 within ~~ten~~ five years of their most recent certification by taking at
3 least ~~two courses~~ one course or six credit hours ~~every five years~~, or
4 the equivalent professional development hours as determined by the
5 South Carolina Read to Succeed Office, consistent with existing
6 recertification requirements. The SBE is authorized to approve
7 guidelines for the certification endorsement. Inservice hours earned
8 through professional development for the literacy teacher
9 endorsement must be used for renewal of teaching certificates in all
10 subject areas. The courses and professional development leading to
11 the endorsement must be approved by the State Board of Education
12 and must include foundations, assessment, content area reading and
13 writing, instructional strategies, and an embedded or stand-alone
14 practicum. ~~Whenever possible these courses shall be offered at a~~
15 ~~professional development rate which is lower than the certified~~
16 ~~teacher rate.~~ The department shall, through funds provided for this
17 purpose by the General Assembly, make the required courses
18 available at no cost to an educator. Early childhood and elementary
19 education certified classroom teachers, reading specialists, and
20 special education teachers who provide learning disability and
21 speech services to students who need to improve substantially their
22 reading and writing proficiency and who already possess their
23 add-on reading teacher certification can take a content area reading
24 course to obtain their literacy teacher add-on endorsement.
25 Individuals who possess a literacy teacher add-on endorsement or
26 who have earned a master's or doctorate degree in reading are
27 exempt from this requirement. Individuals who have completed an
28 intensive and prolonged professional development program like
29 Reading Recovery, Project Read, the South Carolina Reading
30 Initiative, or another similar program should submit their transcripts
31 to the ~~Office of Educator Licensure~~ SDE teacher certification office
32 to determine if they have completed the coursework required for the
33 literacy teacher add-on ~~certificate certification or Read to Succeed~~
34 Literacy teacher endorsement.

35 ~~(5) Beginning in Fiscal Year 2015 2016, middle and~~
36 ~~secondary licensed classroom teachers are required to take at least~~
37 ~~one course or three credit hours, or the equivalent professional~~
38 ~~development hours as determined by the South Carolina Read to~~
39 ~~Succeed Office, to improve reading instruction within five years of~~
40 ~~their most recent certification. The courses and professional~~
41 ~~development must be approved by the State Board of Education and~~
42 ~~include courses and professional development leading to the literacy~~
43 ~~teacher add-on endorsement. Coursework and professional~~

1 development in reading must include a course in reading in the
2 content areas. Whenever possible these courses shall be offered at
3 a professional development rate which is lower than the certified
4 teacher rate. Individuals who possess a literacy teacher add-on
5 endorsement or who have earned a master's or doctorate degree in
6 reading are exempt from this requirement. Individuals who have
7 completed an intensive, prolonged professional development
8 program like Reading Recovery, Project Read, the South Carolina
9 Reading Initiative, or another similar program should submit their
10 transcripts to the Office of Educator Licensure to determine if
11 they have completed the coursework or professional development
12 required for the literacy teacher add-on certificate.

13 (5 ~~6~~) Beginning in Fiscal Year ~~2015-2016~~ 2019-2020, the
14 requirements of item (C)(4) of this Subsection for any certified
15 teacher or certified educator to have a literacy teacher add-on
16 endorsement or to have certain professional development hours,
17 courses, course work, or credit hours in reading or literacy as
18 determined by the Read to Succeed Office shall not apply to any
19 certified teacher or certified educator:

20 (a) principals and administrators who are responsible for reading
21 instruction or intervention and school psychologists in a school
22 district or school are required to take at least one course or three
23 credit hours within five years of their most recent certification, or
24 the equivalent professional development hours as determined by the
25 South Carolina Read to Succeed Office. The course or professional
26 development shall include information about reading process,
27 instruction, assessment, or content area literacy and shall be
28 approved by the Read to Succeed Office;

29 who is not employed with a school district; or
30 (b) who is employed by the district and whose responsibilities do
31 not include classroom instruction.

32 (c) unless or until a teacher or educator pursuant to (a) or (b) re-
33 enters the classroom and is no longer eligible for the exemption.

34 (6 ~~7~~)The Read to Succeed Office shall publish by August 1,
35 2014, the guidelines and procedures used in evaluating all courses
36 and professional development, including virtual courses and
37 professional development, leading to the literacy teacher add-on
38 endorsement. Annually by January first, the Read to Succeed Office
39 shall publish the approved courses and approved professional
40 development leading to the literacy teacher add-on endorsement.

41 (7) Beginning July 1, 2020, early childhood, elementary, and
42 special education licensed teacher candidates seeking their initial
43 certification in South Carolina must earn a passing score on a

1 rigorous test of scientifically research-based reading instruction and
2 intervention and data-based decision-making principles as approved
3 by the State Board of Education. A candidate who does not earn the
4 passing score approved by the State Board of Education will be
5 required to successfully complete requirements in (C)(4) as a
6 prerequisite for completing induction. The objective of this item is
7 to ensure teacher candidates understand the foundations of reading
8 and are prepared to teach reading to all students.

9 (8) The Department, through the State Board of Education, shall
10 develop guidelines and procedures to allow in-service educators the
11 option of utilizing the test in item (7) to exempt certain course
12 requirements. As part of this process, the board shall set a minimum
13 cut score which an in-service educator must achieve in order to take
14 advantage of this provision. An educator's score on this assessment
15 may not be used for evaluation purposes. Contingent upon funding
16 by the General Assembly, this test shall be provided at no cost to the
17 educator.

18 (D)(1) Beginning July 1, 2020 and annually thereafter, the
19 Commission on Higher Education, in consultation with the
20 Department of Education Learning Disorders Task Force created by
21 Section 59-33-550, shall conduct an analysis to determine the
22 effectiveness of each teacher education program in preparing
23 teachers to diagnose a child's reading problems and to provide small
24 group and individual student interventions that are scientifically
25 based and evidence-based. The department shall provide this
26 information to the Learning Disorder Task Force in 59-33-550. At
27 a minimum, the analysis must evaluate each teacher education
28 program as it relates to preparing teachers with knowledge and
29 expertise in the six components of the reading process:

30 (a) comprehension;

31 (b) oral language;

32 (c) phonological awareness;

33 (d) phonics;

34 (e) fluency; and

35 (f) vocabulary.

36 (2) The commission shall report its findings of its analysis
37 conducted pursuant to item (1) and recommendations for improving
38 teacher education programs shall be reported to the ~~department~~
39 Governor and to the General Assembly."

40