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Aztec Municipal School District
Legislative Education Study Committee

July 26, 2017

Mission: In a safe caring environment, we will partner with our community to improve learning for all students.

Vision: Become an exemplary school district which prepares our students to fulfill their highest potential.

District Core Values:

- Relationships • Collaboration • Continuous Improvement • Focused Learning Every Day
- Data Driven Decision Making
- Honesty • Integrity • Personal Responsibility • Ethics • Fairness



Our Mission:

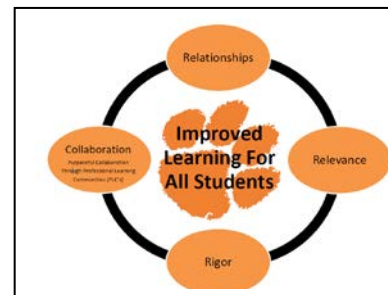
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Legislative Education Study Committee

Reads to Lead Presentation

July 26, 2017



Awards received:

15- 16	\$130,000
16-17	None
17-18	\$200,365

Feedback from PED on application outcome:

Award or non-award letters were sent. The PED offered to have Reads to Lead personnel explain why the application was not funded. We accepted the offer and we were told that our data did not show enough progress.

How the money was used:

The major portion of the 2017-18 Reads to Lead funding will be used for personnel salaries, benefits, and stipends for a reading coach and 1.5 interventionists. We did not receive the grant in the 2016-2017 school year.

Which particular schools were served: Both K-3 elementary schools, which are Lydia Rippey and McCoy Elementary. Total number of students served are about 375 at each site.

Number of reading coaches hired and their responsibilities: 1

Essential Duties and Responsibilities

1. Must adhere to the New Mexico Reading Coach Model as established by the public education Model
2. Support teachers in the implementation of a standards-based reading program in grades K-5
3. Provide services to teachers in the district in the following ways:
 - Observe reading lessons and provide peer coaching to the teacher following the observation
 - Demonstrate reading lessons while the teacher observes
 - Meet with teachers in grade level teams, professional learning communities teams, etc. to provide assistance in reading instruction and assessment
 - Attend/conduct after school and/or summer reading training for teachers
 - Locate reading materials for purchase for classroom teachers as needed
 - Identify teacher reading training needs
 - Identify reading training opportunities locally and statewide for consideration
 - Provide individual mentoring in reading for teachers as needed
4. Provide services to instructional assistants and parents in ways they can support the successful implementation of a standards-based reading program in grades K-5
5. Provide support to staff that is geared towards improving student learning

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Performance data for those schools:

Reads to Lead Funded Schools 2013-2014 Past Performance with change in % proficient

School Name: *Lydia Rippey and McCoy*

DIBELS Benchmark	DIBELS Below Benchmark	DIBELS Well Below Benchmark
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		#	%	#	%	#	%
Kindergarten	BOY	83	34	57	23	103	43
	EOY+19%	128	53	70	29	44	18
First Grade	BOY	66	25	63	24	130	51
	EOY+22%	125	47	45	17	96	35
Second Grade	BOY	124	54	34	15	71	31
	EOY-7%	108	47	64	27	61	26
Third Grade	BOY	98	40	37	16	102	44
	EOY+12%	122	52	42	18	71	30

Reads to Lead Funded Schools 2014-2015 Past Performance with change in % proficient

School Name: *Lydia Rippey and McCoy*

DIBELS Benchmark	DIBELS Below Benchmark	DIBELS Well Below Benchmark
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		#	%	#	%	#	%
Kindergarten	BOY	79	34	52	23	96	42
	EOY+41%	173	75	35	15	23	10
First Grade	BOY	135	55	42	17	70	28
	EOY-7%	114	48	51	22	70	30
Second Grade	BOY	129	53	32	13	84	34
	EOY-2%	121	51	47	20	68	29
Third Grade	BOY	99	45	29	14	86	40
	EOY+14%	123	59	32	15	55	26

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Reads to Lead Funded Schools 2015-2016 Past Performance with change in % proficient

School Name: *Lydia Rippey and McCoy*

		DIBELS Benchmark		DIBELS Below Benchmark		DIBELS Well Below Benchmark	
		#	%	#	%	#	%
Kindergarten	BOY	71	36	40	20	89	44
	EOY+40%	152	76	31	16	16	8
First Grade	BOY	130	59	41	19	47	22
	EOY-2%	126	57	36	17	56	26
Second Grade	BOY	136	56	32	13	75	31
	EOY-4%	124	52	43	18	71	30
Third Grade	BOY	105	48	30	13	88	39
	EOY+24%	129	58	32	14	64	28

Reads to Lead Funded Schools 2016-2017 Past Performance

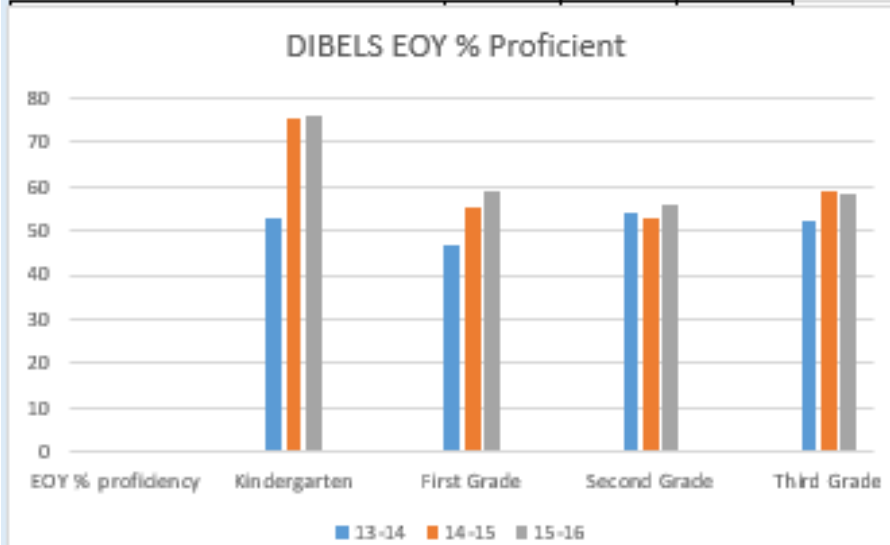
School Name: *Lydia Rippey and McCoy*

		ISIP Benchmark		ISIP Below Benchmark		ISIP	
		#	%	#	%	#	%
Kindergarten	BOY	79	42	66	35	41	22
	EOY +19%	122	61	55	28	22	11
First Grade	BOY	104	56	62	33	21	11
	EOY + 6%	124	62	46	23	30	15
Second Grade	BOY	120	55	44	20	53	24
	EOY + 14%	150	69	46	21	22	10
Third Grade	BOY	135	63	47	22	31	15
	EOY + 5%	159	68	55	24	20	9

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Dibels EOY % Proficiency	13-14	14-15	15-16
EOY % proficiency	%	%	%
Kindergarten	53	75	76
First Grade	47	55	59
Second Grade	54	53	56
Third Grade	52	59	58



The data shows that over the past three years of DIBELS testing we have a slight upward trajectory that we want to increase in order to meet the goal of 90-95% of third graders reading at grade level. When we dig into the annual data and the data trends to do a root cause analysis we believe that our Reads to Lead application addresses our needs in order to see higher achievement.

In our annual scores, we see growth in the percentage of students reaching proficiency by the end of the year (EOY) wherever the beginning of the year (BOY) proficiency scores were lowest. For instance, when Kindergarten BOY is <40% proficient we see the largest gains by EOY (up to 45% increase in 2016). Also, When third grade BOY proficiency scores were <45% we see the largest gains by EOY (up to 24%). When BOY proficiency scores are high we see less gain and even a loss of percent proficient in EOY scores. For instance when first grade BOY is >55% we see a decrease in the percent proficient by EOY (down by 13%). Also, when second grade BOY is >53% we see a decrease in the percent proficient by EOY (down 7%).

Professional development 17-18:

The reading coach will provide professional development in several ways: meet regularly with PLC groups; provide monthly professional development for staff; and provide individualized observation, modeling, coaching and mentoring for teachers.

In addition to the professional development provided by the reading coach, we will provide 95% Group professional development specific to the resources that our Title I teachers and interventionists will use.

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We will also provide Orton-Gillingham training for up to 6 staff who have not been previously trained. Teachers who receive this training will be responsible to share techniques with their PLC team.

Literacy programs and materials provided for the program 17-18:

Interventionists will provide an additional layer of instruction which will supplement our tier one instruction providing targeted intervention for our students. We plan to develop a district literacy team. Each of the 8 members of this team would be paid a \$700.00 stipend for their work during the summer refining pacing guides and confirming district literacy expectations and further work during the school year in implementation of the reading program. The use of iStation and ISIP for assessment and data information which is provided to us by PED is integral to our plan. In supplies and materials, we have budgeted for the additional iStation Reading Instruction computer component for one K-3 site to help teachers with differentiation of instruction specific to students' needs via the computer. Other supplies and materials to be purchased will be used by the reading coach in professional development sessions.

Adjustments made to the program with inconsistencies in funding and criteria:

In the first year of the Reads to Lead grant we received over \$92,000 in funding. Over the next couple of years 14-15, 15-16 we received \$130,000 each year. We also had access to the regional reading coach who was accessible to our district since we were still receiving funding from the Reads to Lead grant. In those years we did not have to transfer costs to the operational budget. In SY 16 it was not a competitive grant, which meant that all school districts received money. This is my opinion is how it should be. In the SY 17 the grant changed back to being competitive, and was performance based. We did not get the grant. It was pay for performance in my opinion. It seemed that if you were performing you got it, if not you didn't.

When we did not receive funding for 2016-17 school year the district chose to maintain the funding for a reading coach using the operational budget. We were able to do this by electing to raise class averages and pay for the reading coach by reducing a teaching position in the district. One of the biggest consequences was lack of the valuable professional development the regional reading coach provided. In the 13-16 school years when we received the grant we were able to do a large amounts of targeted professional development because we had access of a regional reading coach we were able to keep up-to-date on trainings. When we lost the grant last year, we also lost those services and had an interruption in the important PD trainings for our staff. Also, due to the loss of funding, we did not get to utilize interventionists at either Lydia Rippey or McCoy.

This school year we will be able to once again bring back more professional development, but it will not come from a regional reading coach as we were denied that, even though our charter school in our district will receive those services. We will once again be able to assign interventionists to Lydia Rippey and McCoy Elementary Schools.

Conclusion:

I want to commend the Public Education Department for forming a committee of practitioners and allowing feedback for the changes they made to the application. It is also helpful, in that, they found ways to increase the number of awards to school districts and charter schools for the 17-18 school year, but we need to continue this process for the 18-19 school year. It is imperative that we find ways to remove the competitiveness of the grant, and make funding available to all districts in the state. If this funding must stay below the line, then I would encourage the PED to look at other programs that do not directly affect students, reduce funding to them, and allot more money to the improvement of reading across our state. We cannot improve student achievement unless we improve the instruction that is given to them. Reads to Lead is the avenue that can address this issue. Again, the PED did listen to our

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committee and did make changes, and that is appreciated, but we need to continue to find ways to ensure **all districts** that need resources to improve reading get them.

We have had many changes in the Reads to Lead grant application over the past several years and for this reason we have had many districts, ours included, that have had the funding, lost it, and then received it again. It is very difficult to get consistency in both results and professional development to our staff when you have a reading coach one year, and you find your district without the next year. I am optimistic that we can keep the work of this committee that met this year, continue the work, and continue make changes for the greater good for our state, but most importantly for our students.

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