Reads to Lead

Legislative Education Study Committee
7.26.17

Christopher N. Ruszkowski
Secretary of Education

New Mexico Reads to Lead

Purpose

- ✓ To increase proficiency for all students to improve reading outcomes in grades K-3 in partnership with NM districts and schools to create:

  - o *A multi-tiered system of support for students reading below grade level*
  - o *Increased principal and teacher professional development*
  - o *Use of formative assessment(s) in reading for K-3 students*

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In FY 17….

o 54 districts funded

o Approximately 24,500 students served

o 25 Regional Reading Specialists

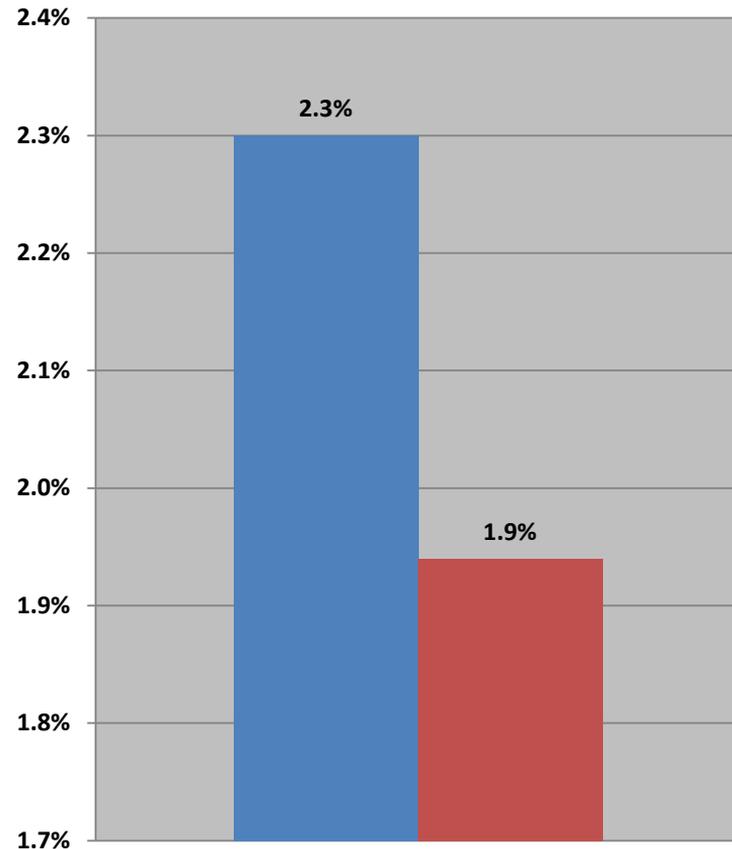# New Mexico Reads to Lead

✓ Funding more districts and charters in FY18 than in FY17

✓ Funding more dollars and at a higher percentage of appropriation to districts and charters than in FY17

| Fiscal year	Legislative appropriation	Number of districts and charters funded	Amount of dollars funded to districts and charters	% of appropriation funded to districts and charters
FY18	$12.5M	62	$7,890,752.06	63.1%
FY17	$15M ($14,066,146 after solvency)	54	$7,794,612.76	51.9%

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✓ Schools participating in the Reads to Lead program saw PARCC ELA 3rd grade proficiency rates increase in SY2017 by **roughly 2.3**%, an improvement of roughly **0.4**% over the statewide non-Reads to Lead schools' average growth of 1.9%.

✓ While only serving 26% of the state's 3rd graders, **Reads to Lead schools were responsible for 45%** of the number of 3rd graders gaining ELA proficiency in SY2017.

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Percent Proficient - 3rd Grade ELA

	2015	2016	2017
RTL	23.3%	23.9%	28.4%
Non-RTL State	25.4%	25.3%	29.0%
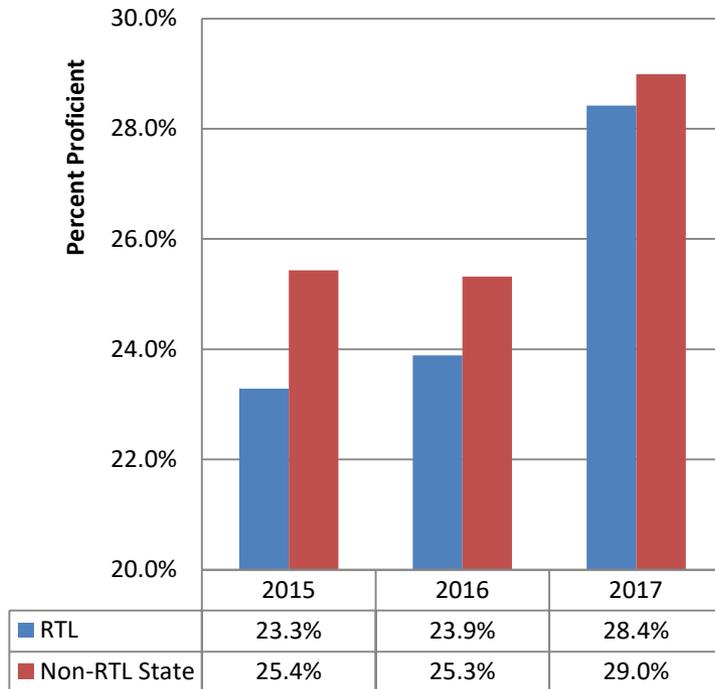
Schools participating in Reads to Lead have also closed the gap between their 3rd graders and students in non-RTL schools statewide in 3rd Grade PARCC ELA proficiency rates

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"Farmington continues to see growth in PARCC reading scores and for the past two years has been above the state average. Such growth would not be possible without the financial support and guidance provided by the state through the Reads to Lead funding. As a district, we have seen the positive outcomes of having state support."

Superintendent, Dr. Eugene Schmidt

NM PED

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"RTL provided and opportunity for collaboration. The Istation assessment is so user friendly that teachers took ownership of being data driven, making it easy for coaches and principals to have data driven conversations to reset small group instruction and interventions, providing a focus for areas of support. In Cobre, we did what we said we were going to do in our plan.

Assistant Superintendent, Jose Carrillo

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✓ Since January 2017, the PED has worked with Superintendents to refine the state's approach to its continued support of early literacy via this unique opportunity.

✓ **We heard:** Move the "cut point" to top 1/3 for reading growth & top 1/3 for application score

✓ **We responded:** By funding the top 35% in reading growth and the top 45% in application score

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✓ **We heard:** Weigh district past performance/usage at 30% or 40% of application rather than 10% of application

✓ **We responded:** By weighing this section of the application at 32%. Detailed district and school past performance (trend data) to substantiate progress and identify next steps for increased student achievement were factors considered

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✓ **We heard:** Reduce the number of Regional Reading Specialists, create a budget threshold so that districts can select targeted supports (Coaches, Interventionists, training, etc.) that focus on results.

✓ **We responded:** Reduced the number of State funded coaches from 25 to 10. Funded 11 more districts and charters.

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The outcome of the collaboration between PED and Superintendents was a streamlined application process, that provides two pathways for districts and charters schools to apply for Reads to Lead funding.

- **Pathway One** – LEAs demonstrating a track record of student reading growth.

- **Pathway Two** - Competitive application for LEAs demonstrating a comprehensive plan to increase student reading growth and proficiency.

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Pathway One

✓ LEAs demonstrating a track record of student reading growth.

✓ Submission of a plan and budget are still required.

✓ LEAs are not obligated to accept the award.

o LEA Webinar support held April 17, 2017 (27 Participants) and also archived for review on literacy website.

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Pathway Two *(competitive application)*
- LEAs demonstrating a strong track record of success/supports for students and demonstrating a comprehensive plan to increase student reading growth and proficiency.

  o LEA Webinar support held April 18, 2017 (55 Participants) and also archived for review on literacy website.

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2017-18 Application Review Process:

Pathway One:

✓ LEAs demonstrating a track record of student reading growth. Submitted a plan and a budget.

✓ 42 district and charters awarded for a total of $4,844,706.92

✓ 4 districts and charters eligible for pathway one did not submit a application.

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Pathway Two:

An external/internal review committee reviewed and scored plans:

- o Two Associate Superintendents
- o One Director of Curriculum and Instruction
- o Three Elementary Principals
- o One District Reading Coach
- o Two K-3 Teachers
- o One PED staff member from Literacy Bureau

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✓ Each application reviewed by at least two review committee members.
✓ Each review committee member utilized a rubric (provided to LEAs as they prepared their applications) to arrive at their decisions.

   o Pathway Two:
        - 20 of 45 district and charters awarded for a total of $3,046,045.14

Funded Application

The ███████ Elementary Comprehensive Assessment Plan includes Wonders program assessments and the iStation reading ISIP assessment.

The key to reducing the number of students reading below grade level will be implementation of the intervention and assessment framework with fidelity. Every K-3 student will participate in the Interim ISIP assessments at BOY, MOY, and EOY. Every K-3 student will also complete the monthly ISIP assessment as a diagnostic and progress monitoring tool to align interventions for each individual student and to gain detailed diagnostic data for each child. The students who score at Tier II and Tier III will then be targeted for intervention within each classroom during the teachers' intervention block utilizing Wonderworks, which is the intervention component of the core reading program, Wonders. Additionally, students at Tier II and Tier III will be provided the required iStation intervention time on the instructional component of iStation that is appropriate to their level and specific needs. The District/Principal will monitor those intervention times utilizing reports from iStation and from teacher lesson plans specific to the intervention blocks. Tier III students who have significant reading deficiencies will also be given opportunities for additional reading instruction in after school settings for tutoring 1-3 days per week for 1 ½ hours each session and will be required to attend summer school each year throughout the month of June. These students may require 1:1 intervention during core reading, intervention blocks, and in after and summer school programs.

Non- Funded Application

Section III: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency – 20 points

a. Describe the comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3rd grade.

█████████████ *comprehensive assessment plan consists of ensuring standards are aligned more precisely to state accountability; Assessment systems will be implemented with fidelity using available reports, meetings and discussions, along with fidelity checks through school-based leadership.*

Funded Application

- Identification of success factors that cause an increase in the data
In 2013-2014, the Elementary school first received Read to Lead and it was the first time that the school had access to an onsite reading coach. That year, the reading coach was split between four rural schools, including █████████████, and █████████ We saw tremendous growth at all the schools and ████████ hit the highest number of Benchmark students at 3rd grade that year with 73% at EOY. In 2014-2015, ████████ pulled out of the consortium and hired the same reading coach full time to work just with ████████ K-3 teachers. That year, with the coach onsite every day, there was much more accountability and consistency because the coach did all the benchmark and progress monitoring assessment and then worked with the teachers to implement the intervention in their classrooms during the intervention blocks and core reading times. New leadership took over at the elementary and the teachers participated in weekly to bi-weekly grade level collaboration and data team meetings so teachers truly began to understand the data on a much deeper level than ever before. That year, at EOY, 60% of all K-2 students were on Benchmark.

- Identification of factors that caused a decrease in the data and why. LEAs that have not seen an upward trajectory can include a root cause analysis as an explanation.
At the end of 2014-2015, the only grade that did not show the desired growth was 3rd grade, which ended at 48% Benchmark which is exactly where those students had ended the year before as 2nd graders. Therefore, in 2015-2016 it became obvious with only two grade level teachers at each grade that there were specific classrooms that required additional support to raise students to Benchmark. An extensive plan was put in place with the same reading coach who was coming back for the third year and with the Regional Reading Coach to support these two classrooms that were not raising achievement as quickly as their grade level teachers. A new district Superintendent was hired that year; however, so the leadership at the elementary changed again and was much more limited. There was pushback from the teachers and there was less collaboration and data analysis. The same reading coach stayed in place along with the Regional Reading Coach, but the model changed again with the Reading Coach only doing the Benchmark assessments, the teachers did their own progress monitoring, and the reading coach did pull-outs in the afternoons with the Below and Well Below Benchmark students. There was less consistency and less oversight and accountability. As a result, the elementary dropped their overall school grade from a C to a D. There was less growth in both Q1 and Q3 students and the DIBELS scores at EOY were the lowest in the previous three years with KN at 57% Benchmark, 1st grade 50%, 2nd grade 33%, and 3rd grade 56%. ████████ Elementary also lost the Read to Lead grant.

Non- Funded Application

- Data by grade level (K-3) with an explanation for increase/decrease in reading
  Note: *No data for 3rd grade is provided due to the fact that 3rd grade was not phased in during 2015-2016 SY.*
  K-2Data is based on Indicadores Dynamicos de Lectura (IDEL).   41% of Kindergarten students moved up one level and 41 % moved up 2 levels.   First and Second grade has a slight increase.   Identification of success factors that cause an increase in the data During 2017-2018 SY, a longer school day and an intense one (1) hr. daily RTI program have been implemented for each student.   Data from Istation has been used in developing ability groups.   TIS is already seeing a significant increase in student's performance.
- Identification of factors that caused a decrease in the data and why. LEAs that have not seen an upward trajectory can include a root cause analysis as an explanation.
  During 2015-2016 SY, an after school tutoring program was provided for students. However, mixtures of student ability groups were in the program, which was difficult to meet all of the students' needs.

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Funding History

Fiscal Year	Appropriation	Appropriation Adjustment	Reduction (Solvency)	Final Budget
2013	$ 8,500,000.00			$ 8,500,000.00
2014	$ 11,500,000.00			$ 11,500,000.00
2015	$ 14,500,000.00	$ 39,900.00*		$ 14,460,100.00
2016	$ 15,000,000.00			$ 15,000,000.00
2017	$ 15,000,000.00		$ 933,854.00	$ 14,066,146.00
2018	$ 12,500,000.00			$ 12,500,000.00

*Laws of 2014, Chapter 63, Section 11. Appropriation Adjustment