

**Program:****Indicate which legislative appropriation this plan addresses.****Secondary Literacy**

The New Mexico Public Education Department (NMPED) has developed a comprehensive secondary literacy support system designed to strengthen disciplinary literacy instruction and student literacy outcomes across grades 6-12. This multi-tiered program provides targeted support through designated Disciplinary Literacy Support (DLS) Schools while offering additional professional development opportunities to all secondary schools statewide.

This evaluation will focus on the impact of the DLS School program, which provides the following supports for the 20 schools selected for the program. The number of schools was determined by what would be considered sustainable given current resources and staffing at PED, including the consideration of FY25 funding.

- Disciplinary Literacy Coaching provides on-site instructional coaching
- Financial Support for participating DLS Schools, with greater amounts for higher numbers of teachers participating
- Required programs for DLS schools
  - Reading Apprenticeship
    - 5 on-site professional development sessions (3 beginning of year, 3 early spring) on evidence-based instructional routines for classroom implementation
  - Amira Reading Intervention
    - AI-powered reading intervention suite including assessment, tutoring, and instruction
- Optional program for DLS schools: Leading for Literacy Course
  - Supports effective implementation of Reading Apprenticeship at district/school level

The table below shows the structure of these programs in an at-a-glance view.

<b>Program/Support</b>	<b>Disciplinary Literacy Support Schools (DLS) Schools</b>	<b>All Other Schools</b>
<b>Disciplinary Literacy Coach (DLC)</b>	✓ <b>Required</b>	✗ <b>Not available</b>
<b>Grant Funding (\$25K-\$40K)</b>	✓ <b>Provided</b>	✗ <b>Not available</b>
<b>Reading Apprenticeship</b>	✓ <b>Required</b>	◆ <b>Optional</b>
<b>Leading for Literacy Course</b>	◆ <b>Optional</b>	◆ <b>Optional</b>
<b>Amira Reading Intervention</b>	✓ <b>Required</b>	◆ <b>Optional</b>
<b>AIM Pathways (Grades 6-8 ELA/ELD/SPED)</b>	✓ <b>Required</b>	✓ <b>Required</b>

<b>Problem Statement:</b>	<p><b>Use this space to write a succinct problem statement the program is attempting to address.</b></p> <p>In New Mexico, data indicates that many students in grades 6-12 lack the sufficient literacy skills needed to be able to read and write proficiently at grade level. The 2024 National Assessment of Educational Progress (NAEP) data shows that only 19% of NM 8<sup>th</sup> graders are reading at or above proficiency, with 46% scoring below basic in reading. Furthermore, NAEP year-to-year data suggests that the achievement gap is growing. Ultimately, low literacy rates often result in negative outcomes for students, such as low graduation rates, increased chances of incarceration, and inadequate preparation for post-secondary education and career opportunities.</p> <p>After conducting a root cause analysis, the PED found that a contributing factor to these low literacy rates is the lack of training and professional development focused on foundational literacy instruction for secondary teachers. Another contributing factor is the lack of access to a secondary literacy intervention program/curriculum for students reading below grade level. This program attempts to support schools in addressing these factors that directly impact student literacy.</p>
<b>Overarching Goals:</b>	<ol style="list-style-type: none"> <li>1. Increased knowledge base in the science of reading and instructional best practices for secondary educators</li> <li>2. Increased implementation of evidence-based literacy instructional strategies across all secondary content areas</li> <li>3. Accelerated literacy growth, especially for Layer 2 and 3 students</li> <li>4. Accelerated growth in literacy at DLS schools</li> <li>5. Increased literacy proficiency rates for students in grades 6-12</li> <li>6. Completion of the AIM PPR:S course with an 80% score in each course section, as well as the overall course grade</li> <li>7. Evidence of classroom implementation as observed when using the Disciplinary Literacy Walkthrough Tool (pre and post)</li> </ol>
<b>Underlying Assumptions and Research Base:</b>  <i>Why do you think this program will work?</i>	<p><b>Use this space to include a brief summary regarding whether the program has been shown to work and whether the program is classified as evidence-based, research-based, promising, or does not yet have rigorous research. For definitions of these terms, see below and <a href="#">Section 6-3A-3 NMSA 1978</a>.</b></p> <p><b>Instructional coaching</b></p> <p>Seminal research by Joyce and Showers (1982, 2002) established coaching as a powerful form of professional development. Recent peer-reviewed studies reinforce these findings. For example, Davis et al. (2018) found that high school English teachers who received coaching implemented more evidence-based reading practices and achieved higher student reading comprehension gains than those who only attended workshops. Similarly, a meta-analysis by Kraft, Blazar, and Hogan (2018) demonstrated that coaching significantly improved instructional practice (effect size of ~0.49 standard deviations) and yielded modest but meaningful gains in student achievement (~0.18 standard deviations). However, these findings were primarily based on studies conducted in elementary schools. Taken together, the evidence suggests that well-implemented instructional coaching may</p>

be an effective lever for enhancing literacy instruction and outcomes in grades 6 through 12, offering exciting potential as a means to improve secondary literacy instruction in New Mexico.

### Amira

Amira has demonstrated strong efficacy in improving literacy outcomes in elementary grades, particularly in reading fluency and comprehension. Multiple studies found that students using Amira for 20–25 minutes daily significantly outperformed peers on standardized reading assessments (Amira Learning, n.d.). State-level evaluations in Louisiana, North Dakota, Utah, and Texas further support these findings, showing accelerated growth in foundational reading skills among K–3 students who used the platform consistently (Amira Learning, n.d.). While no peer-reviewed studies have yet determined Amira’s impact in secondary settings, its AI-driven, feedback-rich design may hold promise for supporting older students, particularly those still developing fluency or reading below grade level.

### Reading Apprenticeship

Multiple studies, including a National Science Foundation study focused on integrating science instruction with Reading Apprenticeship in high school biology and an Institute of Education Sciences-funded trial in history and science, found that teachers trained in Reading Apprenticeship improved disciplinary literacy instruction, emphasizing metacognitive strategies and text-based discourse (WestEd, 2020). According to the What Works Clearinghouse (2022), two studies meeting WWC standards were assigned Tier 2, moderate evidence, on science achievement and GPA. While broad reading comprehension outcomes remain inconclusive, the model has a well-established track record of improving literacy in content-area instruction, making it a credible, research-based strategy for supporting secondary students’ academic achievement.

### AIM Pathways

AIM Pathways is an International Dyslexia Association (IDA) accredited professional development platform grounded in the science of reading, designed to deepen educators’ knowledge of structured literacy through evidence-based, online coursework. The program has been nationally recognized, receiving the Reimagine Education Gold Award and recommendation by the National Council on Teacher Quality for aligning with research-based reading instruction (AIM Institute, n.d.).

### References

- AIM Institute for Learning & Research. (n.d.). AIM Pathways™ professional development platform. <https://institute.aimpa.org/aim-pathways>
- Amira Learning. (n.d.). Research. Amira Learning. <https://amiralearning.com/research>
- Davis, M. H., McPartland, J. M., Pryseski, C., & Kim, E. (2018). The effects of coaching on English teachers’ reading instruction practices and adolescent students’ reading comprehension. *Literacy Research and Instruction*, 57(3), 255–275. <https://doi.org/10.1080/19388071.2018.1453897>

- Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership*, 40(1), 4–10.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- WestEd. (2020). Reading Apprenticeship program overview and evidence base. WestEd. <https://readingapprenticeship.org/wp-content/uploads/2021/02/Reading-Apprenticeshp-Evidence-Summary-2020.pdf>
- What Works Clearinghouse. (2022). Intervention report: Reading Apprenticeship®. Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/WWC/InterventionReport/727>

## Logic Model

*Building a logic model helps clearly articulate what a program aims to accomplish. It shows the relationships between program resources, activities, outputs, and expected outcomes, and serves as a framework for planning, implementation, and evaluation. In the logic model below, fill in the boxes to identify who is responsible for implementation, the activities each actor will carry out, how you will measure whether activities are implemented as intended, and the expected short- and long-term outcomes. See the [Institute for Education Sciences](#) for more information about logic models.*

Actors	Activities	Outputs	Outcomes
<p>List the entities will be responsible for implementing the program (one row per actor).</p> <p><i>Examples: PED, school districts and charter schools, schools, educators, evaluators.</i></p>	<p>List the specific activities each actor will be responsible for carrying out during implementation.</p> <p><i>Examples: Awarding funding, providing technical support, collecting and cleaning data, training staff.</i></p>	<p>List the measures used to determine whether activities are being implemented as intended.</p> <p><i>Examples: Number of participants, attrition rate, number of times an activity was carried out, engagement metrics.</i></p>	<p>List the short-term and long-term measures that may be used to provide evidence that the program is making a difference.</p> <p><b>Short-Term:</b> Benefits for participants. <b>Long-Term:</b> Benefits for entire program.</p> <p><i>Examples: Knowledge, skills, proficiency rates, graduation rates, chronic absence rates, additional outcomes for participants.</i></p>
<p>PED</p>	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Develop an RFP to procure professional development vendor and a secondary literacy intervention program</li> <li>● Hire a coaching coordinator, literacy coaches, and a data analyst in collaboration with a REC</li> <li>● Release application and award grant funds for approximately 20 Disciplinary Literacy Support Schools.</li> <li>● Oversee registration processes for the various programs being offered:               <ul style="list-style-type: none"> <li>○ Science of reading professional learning (PL),</li> <li>○ Disciplinary literacy PL,</li> <li>○ Literacy leadership coaching, and</li> <li>○ Secondary reading intervention</li> </ul> </li> <li>● Provide supporting documents and resources aligned to the science of reading to secondary schools, including:               <ul style="list-style-type: none"> <li>○ A disciplinary literacy framework</li> <li>○ A disciplinary literacy walkthrough tool</li> <li>○ A revamped disciplinary literacy Canvas course</li> </ul> </li> </ul>	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Vendors identified and contracted.</li> <li>● Communication plan and collateral to disseminate requirements and opportunities to LEAs</li> <li>● # staff hired (coaching coordinator, literacy coaches, and data analyst)</li> <li>● # of Disciplinary Support Schools identified and funded by 9/1</li> <li>● # of LEAs represented and target teachers registered for science of reading PL</li> <li>● # of schools and teachers registered for disciplinary literacy PL</li> <li>● # of schools and leaders registered for literacy leadership coaching</li> <li>● # of students registered for secondary reading intervention</li> <li>● Disciplinary literacy framework published and distributed</li> <li>● Finalized literacy walkthrough tool</li> <li>● Revamped disciplinary literacy Canvas course published</li> </ul>	<p><b>Short-Term Outcomes</b></p> <ul style="list-style-type: none"> <li>● Increased knowledge base in the science of reading and instructional best practices for secondary educators</li> <li>● Accelerated literacy growth, especially for Layer 2 and Layer 3 students</li> </ul> <p><b>Long-Term Outcomes</b></p> <ul style="list-style-type: none"> <li>● An increase in the implementation of evidence-based literacy instructional strategies across all secondary content areas, as observed by administrators using the Disciplinary Literacy Walkthrough Tool</li> <li>● An increase in literacy proficiency rates for students in grades 6-12 on various</li> </ul>
<p>REC</p>	<p><b>Program Administration and Monitoring for Disciplinary Literacy Support Schools</b></p>	<p><b>Program Administration and Monitoring for Discipline Support Schools</b></p>	

Actors	Activities	Outputs	Outcomes
	<ul style="list-style-type: none"> <li>● Hire a coaching coordinator, literacy coaches, and a data analyst in collaboration with the PED</li> <li>● Train literacy coaches in a coherent coaching model</li> <li>● Coordinate the coaching model in each Disciplinary Support School               <ul style="list-style-type: none"> <li>○ Identify a liaison at each school</li> <li>○ Meet regularly with the coaching liaison</li> <li>○ Support coaches</li> </ul> </li> <li>● Review and consolidate coaching data from schools</li> </ul>	<ul style="list-style-type: none"> <li>● # staff hired (coaching coordinator, literacy coaches, and data analyst)</li> <li>● # of coaches trained in the coherent coaching model</li> <li>● List of liaisons</li> <li>● Agendas or notes from meetings between the coaching liaisons at each and coaching coordinator</li> <li>● Agendas or notes from support meetings or touchpoints with coaches.</li> </ul>	<p>assessments, such as NAEP, NM-MSSA, and SAT</p> <ul style="list-style-type: none"> <li>● Disciplinary Literacy Support Schools showing accelerated growth in comparison to schools not supported by a state literacy coach</li> </ul>
LEAs	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Collaborate with REC/PED to disseminate messaging to encourage registration and participation in programmatic offerings.</li> <li>● Provide resources and support to ensure effective implementation of programmatic offerings.</li> <li>● <b>Disciplinary Support Schools:</b> Adhere to all program requirements outlined in assurance documents issued by the PED</li> </ul>	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Record of communication to encourage schools and students to register for the PL, literacy coaching, and reading intervention programs (e.g., email text, meeting agenda item)</li> <li>● Record of resources provided (e.g., meeting space, sub payments, tech infrastructure)</li> <li>● # of target teachers registered science of reading PL</li> <li>● # of schools and teachers registered for disciplinary literacy PL</li> <li>● # of schools registered leadership coaching</li> <li>● Signed assurance documents</li> </ul>	
Coaches at Disciplinary Support Schools	<p><b>Services and Supports for Educators at Disciplinary Literacy Support Schools</b></p> <ul style="list-style-type: none"> <li>● Provide two observation cycles per month to each teacher.</li> <li>● Provide training on data driven instruction for teachers.</li> <li>● Provide training on using HQIM for teachers.</li> </ul>	<p><b>Services and Supports for Educators</b></p> <ul style="list-style-type: none"> <li>● Coaching logs for each observation cycle.</li> <li>● # of teachers who received two observation cycles per month.</li> <li>● Agendas and rosters for trainings on data driven instruction and HQIM.</li> </ul>	
Administrators	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● (Admin of Disciplinary Support Schools) Identify a liaison at each school</li> <li>● Register educators and students in the various professional development and intervention programs offered by PED</li> <li>● Monitor teacher progress in science of reading PL</li> <li>● Monitor student usage and performance data the secondary literacy intervention program</li> </ul>	<p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● List of liaisons</li> <li>● # of targeted teachers registered for science of reading PL</li> <li>● # of teachers who completed science of reading PL</li> <li>● # of schools and teachers registered for disciplinary literacy PL</li> <li>● # of schools and leaders registered for literacy coaching PL</li> <li>● # of students registered for the literacy intervention program</li> </ul>	

Actors	Activities	Outputs	Outcomes
		<ul style="list-style-type: none"> <li>● # of students who engage in AI tutoring for at least 30 minutes per week as part of the literacy intervention program</li> </ul>	
Educators	<p><b>Services and Supports for Educators and Students</b></p> <ul style="list-style-type: none"> <li>● Complete components science of reading coursework</li> <li>● Complete components of disciplinary literacy PL</li> <li>● Facilitate student use of the secondary literacy intervention program</li> </ul>	<p><b>Services and Supports for Educators and Students</b></p> <ul style="list-style-type: none"> <li>● # of targeted teachers registered for science of reading PL</li> <li>● # of teachers who completed science of reading PL</li> <li>● Pass rate of teachers who completed science of reading PL</li> <li>● # of schools and teachers registered for disciplinary literacy PL</li> <li>● # of students who engage in AI tutoring for at least 30 minutes per week as part of the literacy intervention program</li> </ul>	
Literacy Program Vendors	<p><b>Services and Supports for Administrators and Educators</b></p> <ul style="list-style-type: none"> <li>● Provide professional learning opportunities in science of reading aligned secondary literacy for all target teachers</li> <li>● Provide professional learning opportunities for teachers at participant schools in disciplinary literacy</li> <li>● Provide literacy coaching for leaders at participant schools</li> </ul> <p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Execute grant agreements, data sharing agreements, and other programmatic documents with PED</li> <li>● Identify liaison to PED</li> <li>● Engage in regular check-ins with PED</li> <li>● Collect and review data to inform evaluation and continuous improvement efforts, and share with PED</li> </ul>	<p><b>Services and Supports for Administrators and Educators</b></p> <ul style="list-style-type: none"> <li>● Agendas and rosters for professional learning</li> <li>● Coaching logs that reflect implementation support for literacy leadership coaching</li> </ul> <p><b>Program Administration and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Grant agreement and data sharing agreement executed</li> <li>● List of participating schools</li> <li>● List of participating teachers</li> <li>● # of check-ins and other engagement (text, email) with PED</li> <li>● Program evaluation and continuous improvement data shared with PED</li> <li>● Program participation and completion data</li> <li>● Budget documentation</li> </ul>	

## Program Evaluation Plan and Description of Methods

*A program evaluation plan provides a roadmap for determining whether a program is achieving its expected outcomes. It should include information about the target population, data collection methods, and planned data analysis. If needed, refer to the [World Bank pre-analysis plan checklist](#) for additional guidance.*

<b>Target Population and Sampling</b>	<ul style="list-style-type: none"> <li>● What is the target population of the program? (For example, is the program run at a classroom level, a school level, or a districtwide level? Is the program predominantly for a specific demographic or at-risk group?)             <ul style="list-style-type: none"> <li>● Disciplinary Literacy Support (DLS): Schools that enroll students in grades 6-12</li> </ul> </li> <li>● What are the eligibility criteria for applying and participating in the program?             <ul style="list-style-type: none"> <li>● DLS Schools:                 <ul style="list-style-type: none"> <li>● Continuous improvement schools that had participated in a secondary literacy program; and/or</li> <li>● Below 40 percent literacy proficiency</li> </ul> </li> </ul> </li> <li>● How will you select participants? (For example, random selection, stratified sampling, propensity score matching)?             <ul style="list-style-type: none"> <li>● DLS Schools will be the participants in both the teacher practice analysis and the student reading outcome analysis. For the student reading outcome analysis, DLS Schools will be compared with matched non-participating schools with similar demographic characteristics and prior student performance. Propensity score matching will be used to create treatment and comparison school groups with similar characteristics of students served and prior literacy achievement. Preferably, all matched comparison sites will also be using Reading Apprenticeship and/or Amira, but sample size limitations will determine whether this restriction is possible. The comparison group will be generated as a 1:1 matched comparison sample using schools that did not implement the program but are otherwise similar. The method for matching will follow What Works Clearinghouse guidelines for appropriate matching characteristics and determinations of baseline equivalence.</li> </ul> </li> </ul>
<b>Evaluation Approach and Methods</b>	<ul style="list-style-type: none"> <li>● Describe how your evaluation will be conducted.             <ul style="list-style-type: none"> <li>● DLS Schools are provided with instructional coaches that conduct observation cycles with each teacher and provide professional learning opportunities for teachers on data-driven instruction and the effective use of high-quality instructional materials. Comparison schools are not provided school-level instructional coaches and so do not receive the level of job-embedded professional support that DLS Schools do.</li> <li>● This evaluation will compare the following outcomes:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Changes in teacher practice over the course of the intervention at DLS Schools. The measurement tool is a walkthrough tool instructional leaders use to measure evidence-based disciplinary literacy practices.</li> <li>• Accelerated growth of student reading outcomes using the comparison schools.</li> <li>• Who is responsible for ensuring LEAs are implementing the structured literacy programs as intended? <ul style="list-style-type: none"> <li>• PED will provide resources, training, funding, and monitoring. Ultimately implementation of the structured literacy programs is an LEA requirement and LEAs will be responsible.</li> </ul> </li> <li>• Specify what methods and statistical tests PED plans to use. See <a href="#">UNM's research hierarchy</a> for information on reliable research methods. <ul style="list-style-type: none"> <li>• The propensity score matching design will be used to measure differences in student academic achievement.</li> <li>• Changes in teacher practice will be measured using descriptive (measures of central tendency) and inferential (t-tests) analyses without a matched comparison group.</li> <li>• Assessment data (Amira, IMSSA, MSSA, PSAT 8/9, PSAT/NMSQT) and the Disciplinary Literacy Walkthrough Tool will all be used to compare accelerated growth of student reading and changes in teacher practice.</li> </ul> </li> <li>• If you are planning to assess the program's causal impact on student achievement, explain exactly how this will be done (for example, randomized control trials, matched comparisons). <ul style="list-style-type: none"> <li>• This quasi-experimental design will assess the program's causal impact on student outcomes from grade levels in participating schools with the same grade levels in matched comparison schools. Given the nature of the funding there may be limitations in the sample size to reach sufficient statistical power and, therefore, affect the reliability and generalizability of the findings. In that case, alternatives will be explored to evaluate the outcomes using descriptive and/or inferential analyses.</li> </ul> </li> <li>• If you cannot assess causal impact: Provide a clear rationale for your proposed evaluation design. <ul style="list-style-type: none"> <li>• The intended student outcomes of the program are being assessed in a causal design if there is a sufficient sample size of students. However, the evaluation will not be able to assess causal impact of changes in classroom practices because it would be burdensome on comparison schools to conduct the observations and collect the course completion data that would allow causal comparisons of these outcomes.</li> </ul> </li> </ul>
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**Data Collection**

- What data collection methods will be used?
  - Teacher practices

	<ul style="list-style-type: none"> <li>• Early fall and mid-spring walkthrough data using the DLSS walkthrough tool</li> <li>• Student outcomes (assessments specified on the DLS Schools application): <ul style="list-style-type: none"> <li>• Grades 6-8: iMSSA, beginning-of-year, middle-of-year, and end-of-year for the purposes of benchmarking student progress (state required assessment, MSSA, for grades 6-8)</li> <li>• Grades 9 &amp; 10: the PSAT (8/9 for grade 9; NMSQT for grade 10) during one of the testing windows determined by College Board</li> <li>• Grade 11: SAT (state required assessment)</li> </ul> </li> <li>• Who will be responsible for collecting the data? <ul style="list-style-type: none"> <li>• Teacher practices: Coaches</li> <li>• Student outcomes: PED</li> </ul> </li> </ul>
<b>Implementation Timeline</b>	Outline a proposed timeline for activities across the appropriation period:
	<p><b>Year One (2025-2026):</b></p> <ul style="list-style-type: none"> <li>• Finalize evaluation plan (by 9/1/2025)</li> <li>• Identify participating schools (by 10/31/2025)</li> <li>• Identify matched comparison schools (by 1/31/2026)</li> <li>• Gather data (ongoing- 6/30/2026)</li> <li>• Analyze data (ongoing- 9/1/2026)</li> <li>• Produce progress report with Year 1 outputs and outcomes (by 11/1/2026)</li> </ul>
	<p><b>Year Two (2026-2027):</b></p> <ul style="list-style-type: none"> <li>• Review and revise evaluation plan (by 8/1/2026)</li> <li>• Confirm participating schools (by 8/30/2026)</li> <li>• Confirm matched comparison schools (by 8/30/2026)</li> <li>• Gather data (ongoing- 6/30/2027)</li> <li>• Analyze data (ongoing- 9/1/2027)</li> <li>• Produce progress report with Year 2 outputs and outcomes (by 11/1/2027)</li> </ul>
<b>Contacts for Annual Progress Updates</b>	Please use this space to provide primary points of contact at PED for progress updates, expected by November 1 of each year. <ul style="list-style-type: none"> <li>• Severo Martinez, Literacy &amp; Humanities Bureau Director, <a href="mailto:Severo.Martinez@ped.nm.gov">Severo.Martinez@ped.nm.gov</a></li> </ul>

- Jacqueline Costales, Curriculum & Instruction Division Director,  
[Jacqueline.Costales@ped.nm.gov](mailto:Jacqueline.Costales@ped.nm.gov)

Topic	Secondary Literacy	Resolution
<b>Reviewers</b>	Tim Bedeaux and Jessica Hathaway, LESC Rachel Mabe and Sarah Dinces, LFC Lori Sciacca and Andrew Miner, DFA	
<b>Requested Changes</b>	<p><b><i>Provide information about how the appropriation will be allocated and expended:</i></b></p> <ul style="list-style-type: none"> <li>● Please include information about how the appropriation will be allocated and expended for each support. The process as to how funding amounts are determined for each support would be helpful. The plan would benefit from criteria for LEA selection or prioritization and a clear timeline for funding disbursement.</li> </ul> <p>Please see the list below of requested changes tied to specific sections from the secondary literacy evaluation plan:</p> <p><b><i>In the Program Description table showing program structure, require the Leadership for Literacy course:</i></b></p> <ul style="list-style-type: none"> <li>● The Leadership for Literacy course for all DLS schools should be required as opposed to just having it available as an option, as the agency states in its plan this course “supports</li> </ul>	<p>Added information on appropriation allocation and expenditure by support:</p> <ul style="list-style-type: none"> <li>● Allocations for DLS schools, Amira, and Reading Apprenticeship</li> </ul> <p>LEA selection is addressed in the Target Population and Sampling section of the evaluation plan</p> <p>From the Literacy Program team: “The Leading for Literacy course is only available to those who have completed both Essentials I and Essentials II, which is the first 5 days of the Reading Apprenticeship training. This was not a required component of the DLS Schools initiative because of administrators and LEAs expressing concern about substitute coverage or compensation.”</p>

	<p>effective implementation of Reading Apprenticeship at district/school level.”</p> <ul style="list-style-type: none"> <li>● Provide an analysis showing how PED determined the number of DLS schools in the experimental group (20), including the expected effect size and the number of schools needed to determine an effect at that effect size.</li> </ul> <p><b><i>In the Overarching Goals section, include teacher goals:</i></b></p> <ul style="list-style-type: none"> <li>● Include teacher goals in the overarching goals section given that supports impact teacher performance and should impact student performance.</li> </ul> <p><b><i>Within the Evaluation Approach and methods provide additional clarification and details:</i></b></p> <ul style="list-style-type: none"> <li>● Provide clarification on who is responsible for ensuring LEAs are implementing the structured literacy programs as intended</li> <li>● Details regarding how accelerated growth of student reading and changes in teacher practice will be compared.</li> </ul>	<p>Added text to the Program section with detail on how PED determined the number of DLS schools.</p> <p>Added text to the Overarching Goals section with two new goals:</p> <ul style="list-style-type: none"> <li>● Completion of the AIM PPR:S course with an 80% score in each course section, as well as the overall course grade</li> <li>● Evidence of classroom implementation as observed when using the Disciplinary Literacy Walkthrough Tool (pre and post)</li> </ul> <p>Added text to the Evaluation Approach and Methods section providing further clarification on PDE’s role with LEA implementation</p> <p>Added text to the Evaluation Approach and Methods section specifying what tools and assessments will be used to compare student reading growth and changes in teacher practice</p>
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	<p><b><i>Within the Implementation Timeline, have participating and matched schools prior to the beginning of the school year:</i></b></p> <ul style="list-style-type: none"><li>● Revise timelines for years two and three to have revised evaluation plans and confirmation of participating and matched comparison schools completed and identified prior to the beginning of the academic year to maximize data gathering and distribution of HQIM funding.</li></ul>	<p>Changed the dates for years two and three to have the revised evaluation plan along with confirmation of participating schools one month earlier (before the beginning of the academic year)</p>
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