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August 27, 2015

MEMORANDUM

TO: Legislative Education Study Committee

FR: Christina McCorquodale

RE: STAFF BRIEF: READING INTERVENTIONS IN RURAL PUBLIC SCHOOLS

INTRODUCTION

During the 2015 legislative session, \$15 million was appropriated for FY 16 to fund New Mexico Reads to Lead! (RTL) the state's early reading initiative. This initiative provides expectations and supports for early literacy interventions to include:

- an increase in quality of reading instruction;
- a K-3 screening assessment to use for planning data-driven instruction;
- ensuring that districts and charter schools have a comprehensive plan for addressing literacy instruction; and
- support for parents and families through outreach with resources in English and Spanish.

At its July 2015 interim meeting in Rio Rancho, the Legislative Education Study Committee (LESC) heard testimony on the uses of RTL resources in FY 15 and FY 16 from staff representing four urban school districts: Albuquerque Public Schools; Bernalillo Public Schools; Belen Consolidated Schools; and Rio Rancho Public Schools. The committee also received information on three current alternative reading intervention programs.

School District Testimony

For FY 15, it was reported that RTL funding supported elementary reading coach and interventionist positions; the purchase of research-based programs and curriculum and instruction materials; stipends and substitute costs; district administrator positions to provide ongoing support to reading coaches; coordinate professional development and administer RTL requirements; and professional development opportunities, including summer reading training for K-3 teachers with a focus on strategies for teaching English language learners.

With regard to improvement for FY 16, district staff noted a focus on the Common Core State Standards for reading along with grade 3 data analysis; evidence of student learning through collaborative teaching learning cycle; the integration of math and literature supplemental materials; the implementation of virtual coaching with narrated video; continued funding for reading coach positions; and increased funding for professional development.

Referring to district challenges, district staff emphasized that positions are difficult to fill because they are “grant” positions which refers to short-term positions with uncertainty for future funding.

Alternative Reading Intervention Programs

MATCH New Mexico

Testimony from MATCH New Mexico staff indicated that this initiative assists students in grade 3 with reading skills so that they can be at grade-level for future learning, and provides them with a caring, consistent mentor to support with their learning deficits and provide positive feedback. Testimony indicated that the MATCH initiative is seeking funds to provide a stipend of \$1,500 per semester to 20,000 college students; salaries to select, train, and supervise mentor students; transportation; educational materials; support services, which include monitoring and evaluation; and educational and research consultants on occasion.

Albuquerque Public Schools (APS)

APS staff reported that the district implemented *Foundations*® as a preventative early literacy intervention model in order to provide K-3 classroom professional development. Reporting that there is no single funding source for the *Foundations*® program, the district combined funding from numerous sources to leverage dollars for the best benefit of students, namely: the federal *American Recovery and Reinvestment Act* (ARRA) dollars provides seed money for program start-up; the General Fund pays for general education teacher salaries; and the *Individuals with Disability Education Act* (IDEA-B) funding supports training for teachers and the trainers for the program. She noted that IDEA-B provisions allow dollars to be spent on general education students in order to prevent academic failure.

Lottery Student Community Outreach Pilot Project

During the 2015 legislative session, HB 460, *Study Lottery Tuition Recipient Mentoring* (Laws 2015, Chapter 84), was enacted. Beginning in the fall of 2016, the bill establishes the “Lottery

Student Community Outreach Pilot Project” as a six-year study that encourages students who receive the Legislative Lottery Tuition Scholarship to volunteer and provide community outreach, chiefly through mentoring public school students.

As sponsor of the legislation, Representative Patricio Ruiloba reported that among its provisions, this legislation requires the Higher Education Department (HED) to administer the pilot project along with at least three public postsecondary educational institutions.

HED staff reported that the department is working together with Representative Ruiloba to implement the pilot program, and noted that HED has indentified GEAR Up, a federally funded program, as an appropriate fit for a mentoring program.

August Interim Meeting Focus

For the August interim meeting, the committee will receive testimony on the uses of RTL resources from three school districts and two Regional Education Cooperatives representing rural schools.

As committee resource documents, this staff brief include as attachments:

- **Table, *New Mexico Reads to Lead! Funding Distribution for FY 15 and FY 16*;**
- **Attachment 1, Fact Sheet, *New Mexico Reads to Lead! Funding*;** and
- **Attachment 2, Fact Sheet, *New Mexico Reads to Lead! Request for Application Process*.**

**TABLE
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15 AND FY 16**

	A	C	B	D	
	DISTRICT/CHARTER	FY 15	FY 16	Difference	
1	ALAMOGORDO	\$162,500.00	\$162,500.00	\$0.00	1
2	ALBUQUERQUE	\$1,060,500.00	\$1,060,500.00	\$0.00	2
3	ALICE KING COMMUNITY SCHOOL	\$50,000.00	\$50,000.00	\$0.00	3
4	CHRISTINE DUNCANS COMMUNITY	\$50,000.00	\$50,000.00	\$0.00	4
5	CORRALES INTERNATIONAL	\$50,000.00	\$50,000.00	\$0.00	5
6	EL CAMINO REAL	\$50,000.00	\$50,000.00	\$0.00	6
7	MONTESSORI OF THE RIO GRANDE	\$50,000.00	\$50,000.00	\$0.00	7
8	MOUNTAIN MAHOGANY	\$50,000.00	\$50,000.00	\$0.00	8
9	ANIMAS	\$50,000.00	\$50,000.00	\$0.00	9
10	ARTESIA	\$130,000.00	\$130,000.00	\$0.00	10
11	AZTEC	\$130,000.00	\$130,000.00	\$0.00	11
12	MOSAIC ACADEMY CHARTER	\$50,000.00	\$50,000.00	\$0.00	12
13	BELEN	\$130,000.00	\$130,000.00	\$0.00	13
14	BERNALILLO	\$130,000.00	\$130,000.00	\$0.00	14
15	BLOOMFIELD	\$130,000.00	\$130,000.00	\$0.00	15
16	CAPITAN	\$50,000.00	\$50,000.00	\$0.00	16
17	CARLSBAD	\$162,500.00	\$162,500.00	\$0.00	17
18	JEFFERSON MONT. ACAD.	\$50,000.00	\$50,000.00	\$0.00	18
19	CARRIZOZO	\$50,000.00	\$50,000.00	\$0.00	19
20	CENTRAL CONS.	\$162,500.00	\$162,500.00	\$0.00	20
21	CHAMA VALLEY	\$50,000.00	\$50,000.00	\$0.00	21
22	CIMARRON	\$50,000.00	\$50,000.00	\$0.00	22
23	CLAYTON	\$50,000.00	\$50,000.00	\$0.00	23
24	CLOUDCROFT	\$50,000.00	\$50,000.00	\$0.00	24
25	CLOVIS	\$162,500.00	\$162,500.00	\$0.00	25
26	COBRE CONSOLIDATED	\$97,500.00	\$97,500.00	\$0.00	26
27	CORONA	\$50,000.00	\$50,000.00	\$0.00	27
28	CUBA	\$50,000.00	\$50,000.00	\$0.00	28
29	DEMING	\$162,500.00	\$162,500.00	\$0.00	29
30	DES MOINES	\$50,000.00	\$50,000.00	\$0.00	30
31	DEXTER	\$50,000.00	\$97,500.00	\$47,500.00	31
32	DORA	\$50,000.00	\$50,000.00	\$0.00	32
33	DULCE	\$50,000.00	\$50,000.00	\$0.00	33
34	ELIDA	\$50,000.00	\$50,000.00	\$0.00	34
35	ESPAÑOLA	\$130,000.00	\$130,000.00	\$0.00	35
36	CARIÑOS DE LOS NIÑOS	\$50,000.00	\$22,000.00	(\$28,000.00)	36
37	ESTANCIA	\$50,000.00	\$50,000.00	\$0.00	37
38	EUNICE	\$50,000.00	\$50,000.00	\$0.00	38
39	FARMINGTON	\$195,000.00	\$195,000.00	\$0.00	39
40	FLOYD	\$50,000.00	\$50,000.00	\$0.00	40
41	FT. SUMNER	\$50,000.00	\$50,000.00	\$0.00	41
42	GADSDEN	\$195,000.00	\$195,000.00	\$0.00	42
43	GALLUP	\$195,000.00	\$195,000.00	\$0.00	43

TABLE
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15 AND FY 16

44	GRADY	\$50,000.00	\$50,000.00	\$0.00	44
45	GRANTS	\$130,000.00	\$130,000.00	\$0.00	45
46	HAGERMAN	\$50,000.00	\$50,000.00	\$0.00	46
47	HATCH	\$97,500.00	\$97,500.00	\$0.00	47
48	HOBBS	\$195,000.00	\$195,000.00	\$0.00	48
49	HONDO	\$50,000.00	\$50,000.00	\$0.00	49
50	HOUSE	\$50,000.00	\$50,000.00	\$0.00	50
51	JAL	\$50,000.00	\$50,000.00	\$0.00	51
52	JEMEZ MOUNTAIN	\$50,000.00	\$50,000.00	\$0.00	52
53	LINDRITH AREA HERITAGE	\$22,000.00	\$22,000.00	\$0.00	53
54	JEMEZ VALLEY	\$50,000.00	\$50,000.00	\$0.00	54
55	SAN DIEGO RIVERSIDE CHARTER	\$50,000.00	\$22,000.00	(\$28,000.00)	55
56	LAKE ARTHUR	\$50,000.00	\$50,000.00	\$0.00	56
57	LAS CRUCES	\$260,000.00	\$260,000.00	\$0.00	57
58	LAS VEGAS CITY	\$97,500.00	\$97,500.00	\$0.00	58
59	LOGAN	\$50,000.00	\$50,000.00	\$0.00	59
60	LORDSBURG	\$50,000.00	\$50,000.00	\$0.00	60
61	LOS ALAMOS	\$130,000.00	\$130,000.00	\$0.00	61
62	LOS LUNAS	\$162,500.00	\$162,500.00	\$0.00	62
63	LOVING	\$50,000.00	\$50,000.00	\$0.00	63
64	LOVINGTON	\$130,000.00	\$130,000.00	\$0.00	64
65	MAGDALENA	\$50,000.00	\$50,000.00	\$0.00	65
66	MAXWELL	\$50,000.00	\$50,000.00	\$0.00	66
67	MELROSE	\$50,000.00	\$50,000.00	\$0.00	67
68	MESA VISTA	\$50,000.00	\$50,000.00	\$0.00	68
69	MORA	\$50,000.00	\$50,000.00	\$0.00	69
70	MORIARTY	\$130,000.00	\$97,500.00	(\$32,500.00)	70
71	MOSQUERO	\$50,000.00	\$50,000.00	\$0.00	71
72	MOUNTAINAIR	\$50,000.00	\$50,000.00	\$0.00	72
73	PECOS	\$50,000.00	\$50,000.00	\$0.00	73
74	PEÑASCO	\$50,000.00	\$50,000.00	\$0.00	74
75	POJOAQUE	\$97,500.00	\$97,500.00	\$0.00	75
76	PORTALES	\$130,000.00	\$130,000.00	\$0.00	76
77	QUEMADO	\$50,000.00	\$50,000.00	\$0.00	77
78	QUESTA	\$50,000.00	\$50,000.00	\$0.00	78
79	ROOTS & WINGS	\$22,000.00	\$22,000.00	\$0.00	79
80	RATON	\$97,500.00	\$97,500.00	\$0.00	80
81	RESERVE	\$50,000.00	\$50,000.00	\$0.00	81
82	RIO RANCHO	\$260,000.00	\$260,000.00	\$0.00	82
83	ROSWELL	\$195,000.00	\$195,000.00	\$0.00	83
84	ROY	\$50,000.00	\$50,000.00	\$0.00	84
85	RUIDOSO	\$97,500.00	\$97,500.00	\$0.00	85
86	SAN JON	\$50,000.00	\$50,000.00	\$0.00	86
87	SANTA FE	\$195,000.00	\$195,000.00	\$0.00	87
88	TURQUOISE TRAIL	\$50,000.00	\$50,000.00	\$0.00	88
89	SANTA ROSA	\$50,000.00	\$50,000.00	\$0.00	89
90	SILVER CITY CONSOLIDATED	\$130,000.00	\$130,000.00	\$0.00	90

**TABLE
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15 AND FY 16**

91	SOCORRO	\$97,500.00	\$97,500.00	\$0.00	91
92	COTTONWOOD CHARTER	\$50,000.00	\$50,000.00	\$0.00	92
93	SPRINGER	\$50,000.00	\$50,000.00	\$0.00	93
94	TAOS	\$97,500.00	\$97,500.00	\$0.00	94
95	ANANSI CHARTER	\$50,000.00	\$50,000.00	\$0.00	95
96	TAOS MUNICIPAL CHARTER	\$50,000.00	\$50,000.00	\$0.00	96
97	TATUM	\$50,000.00	\$50,000.00	\$0.00	97
98	TEXICO	\$50,000.00	\$50,000.00	\$0.00	98
99	TRUTH OR CONSEQUENCES	\$97,500.00	\$97,500.00	\$0.00	99
100	TUCUMCARI	\$97,500.00	\$97,500.00	\$0.00	100
101	TULAROSA	\$50,000.00	\$50,000.00	\$0.00	101
102	VAUGHN	\$50,000.00	\$50,000.00	\$0.00	102
103	WAGON MOUND	\$50,000.00	\$50,000.00	\$0.00	103
104	WEST LAS VEGAS	\$97,500.00	\$97,500.00	\$0.00	104
105	RIO GALLINAS CHARTER SCHOOL	\$50,000.00	\$22,000.00	(\$28,000.00)	105
106	ZUNI	\$97,500.00	\$97,500.00	\$0.00	106
	A	C	B	D	
	STATE CHARTERS	FY 2014-2015	FY 2015-2016	Difference	
107	ALBUQUERQUE SCHOOL OF EXCELLENCE ST. CHART (APS)	\$50,000.00	\$22,000.00	(\$33,000.00)	107
108	ALBUQUERQUE SIGN LANGUAGE ST. CHARTER (APS)	\$22,000.00	\$22,000.00	\$0.00	108
109	CIEN AGUAS INTERNATIONAL ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	109
110	CORAL COMMUNITY (APS)	\$50,000.00	\$50,000.00	\$0.00	110
111	DREAM DINE' (Central)	\$50,000.00	\$22,000.00	(\$28,000.00)	111
112	ESTANCIA VALLEY (MORIARTY)	\$50,000.00	\$50,000.00	\$0.00	112
113	HORIZON ACADEMY WEST ST. CHARTER (APS)	\$50,000.00	\$97,500.00	\$47,500.00	113
114	INT'L SCHOOL MESA DEL SOL ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	114
115	J. PAUL TAYLOR ACADEMY (LAS CRUCES)	\$50,000.00	\$50,000.00	\$0.00	115
116	LA JICARITA	\$22,000.00	\$22,000.00	\$0.00	116
117	LA PROMESA ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	117
118	LA TIERRA MONTESSORI SCHOOL (ESPANOLA)	\$22,000.00	\$22,000.00	\$0.00	118
119	MCCURDY CHARTER SCHOOL (ESPANOLA)	\$50,000.00	\$50,000.00	\$0.00	119
120	MONTESSORI ELEMENTARY ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	120
121	NEW MEXICO INTERNATIONAL SCHOOL (APS)	\$50,000.00	\$50,000.00	\$0.00	121
122	NORTH VALLEY ACADEMY ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	122
123	RALPH BUNCH ACADEMY (APS)	\$50,000.00		(\$50,000.00)	123
124	RED RIVER VALLEY (QUESTA)	\$22,000.00	\$22,000.00	\$0.00	124
125	SAGE MONTESSORI CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	125

TABLE
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15 AND FY 16

126	SANDOVAL ACADEMY OF BILINGUAL EDUCATION		\$50,000.00	\$0.00	126
127	TAOS INTEGRATED SCHOOL OF ARTS ST. (TAOS)	\$50,000.00	\$50,000.00	\$0.00	127
128	TAOS INTERNATIONAL SCHOOL (TAOS)	\$50,000.00	\$22,000.00	(\$28,000.00)	128
129	UPLIFT COMMUNITY SCHOOL (APS)	\$50,000.00	\$50,000.00	\$0.00	129
130	WILLIAM W & JOSEPHINE DORN CHARTER (APS)	\$22,000.00	\$22,000.00	\$0.00	130
131	TOTAL	\$10,759,500.00	\$10,654,000.00		131

FACT SHEET

NEW MEXICO READS TO LEAD! FUNDING**FY 15 - \$14.5 million:**

- \$1.9 million to provide a common K-3 interim assessment for use in all elementary schools to identify struggling readers (DIBELS Next¹ and IDEL²);
- \$1.9 million for professional development designed for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers and regional reading coaches; and
- \$10.7 million for reading coaches and intervention support; and

FY 16 - \$15.0 million:

- \$1.9 million to provide a common K-3 interim assessment for use in all elementary schools to identify struggling readers (DIBELS Next and IDEL);
- \$2.4 million for professional development designed for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers and regional reading coaches; and
- \$10.7 million for reading coaches and intervention support.

In the 2015-2016 Request for Application, the Public Education Department (PED) states that school districts and charter schools who participate in the noncompetitive application process will receive funding to:

- hire reading coaches by the school district or charter schools to provide professional development for educators to improve instruction in reading and support increased student achievement;
- support for grades K-3 reading interventions to include:
 - hire reading interventionists³ by district or charter schools to provide interventions for struggling students; or
 - purchase intervention instructional materials; and
- hire a combination of reading coaches by the school district or charter school and support for grades K-3 reading interventions.

In addition, based on the funding for *New Mexico Reads to Lead!*, PED will provide DIBELS Next and IDEL assessments for grades K-3 to districts and charter schools at no cost.

For both FY 15 and FY 16 funding was based on the distribution amounts by size of district or charter school, and collaboration with district leaders to fund on K-3 student membership.

¹ DIBELS Next is an assessment used to measure the acquisition of early literacy skills from kindergarten through grade 6.

² IDEL is a research-based formative assessment series designed to measure the basic early literacy skills of children learning in Spanish. The use of IDEL is optional.

³ According to PED, an interventionist must be a certified teacher.

FACT SHEET

NEW MEXICO READS TO LEAD! (RTL) REQUEST FOR APPLICATION PROCESS

Among its provisions, the 2015-2016 Request for Application (RFA) for the *New Mexico Reads to Lead!* (RTL) states that eligibility for RTL funds is limited to New Mexico school districts and charter schools. The RFA provides a:

- timeline of action beginning in March 2015 through May 2015 to include; and
- detailed application outline for eligibility that the Public Education Department (PED) requires districts and charter schools to:
 - outline budget activities that align to increasing the quality of reading instruction and student achievement in reading for grades K-3 by implementing a K-3 Comprehensive Reading Plan. Within these confines, districts and charter schools are encouraged to align RFA budget with the Program Budget Questionnaire and Web educational plan for student success (EPSS);¹ and
 - accurately depict and detail the role of administration (including principals), professional development, assessment, curriculum, and instruction in the improvement of student learning.

The RFA also provides a rubric for district and charter school application feedback that scores each section from 0-2. The K-3 Comprehensive Reading Plan narrative is based on these sections and is aligned with the most important goals of Response to Intervention (RtI).² Based on expectations of the rubric include:

1. The district or charter school level leadership must:
 - indicate measurable school goals for student achievement in reading for school year 2015-2016 described as a percentage increase from the previous year;
 - outline district or charter school's student progression plan to ensure students are proficient readers by grade 3;
 - ensure that explicit instruction is aligned with Common Core State Standards (CCSS), and the use of complex, text-based vocabulary, and comprehension instruction is in a 90 minute reading block for core instruction, along with additional time for intensive intervention;
 - provide a timeline when the district or charter school will provide principals with information on the K-3 Reading Plan, and explain how the district or charter school will facilitate improvement for schools not making academic improvements; and

¹ Program Budget Questionnaire and Web EPSS are required by PED for district/charter school budget requests. As defined in the *Assessment and Accountability Act* [1978 NMSA 22-2C-6], EPSS means a student-centered tool developed to define the role of the academic improvement plan within the public school and the school district that addresses methods to improve student learning and success in school and that identifies specific measures of a student's progress.

² According to PED, RtI is an organizational framework by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school. Key elements provide quality core instruction to all students, administer high-quality assessment to monitor progress and identify students in need of intensive interventions, and design and deliver interventions that are responsive to student needs.

- define the role of the reading coach, monitor the implementation and effectiveness of *New Mexico Reading Coach Model*,³ and demonstrate how RTL funding resources will be distributed based on students' and teachers' level of need.
2. The school level leadership must:
- ensure that state-funded reading coaches and interventionists attend professional development provided by PED, and indicate how the principal will ensure that time is provided for teachers to meet weekly for professional development opportunities;
 - demonstrate how the reading leadership teams focus on literacy concerns across the school, how the principal will establish themselves as literacy leaders in their school, and increase family involvement;
 - ensure that assessment data is communicated to and between teachers, as well as how the principal will monitor teacher implementation of lesson plans; and
 - indicate how the principal will communicate the details of the K-3 Reading Plan and how the implementation of the plan will be monitored.
3. Providers of professional development (internal and external) must:
- ensure that all teachers, coaches, and administrators are grounded in the essential components of reading instruction: **oral language, phonological awareness, phonics, vocabulary, comprehension, and fluency**;
 - ensure that implementation of all instructional materials, reading programs, and strategies on evidence-based reading research is done with fidelity and must be aligned with Learning Forward;⁴ and
 - provide instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments that effectively identify students with reading difficulties.
4. Schools that offer a rich curriculum in classroom instruction must:
- describe by outlining all research-based instructional materials in grades K-3 that is used to provide **Tier 1, Tier 2, and Tier 3** reading instruction, and how it will be integrated into the overall instructional design;
 - explain how instruction is modified for students who do not respond to intensive interventions, and how reading instruction will be designed to intrinsically motivate students to become successful readers;
 - demonstrate how texts are reviewed for complexity so that all students have access to appropriate grade-level content and used for core instruction, as well as interventions; and
 - describe how writing in response to reading will be incorporated across curriculum as an aid to comprehension.

³ According to PED, a reading coach must be an effective content Level 2 or Level 3 teacher for grades K-3 for three consecutive years based on performance evaluations, and hold a TESOL endorsement if working in a school with a high concentration of English language learners. The model outlines the skills, instructional practices, assessment knowledge, and organizational leadership of a reading coach.

⁴ Learning Forward is an education association working solely to increase student achievement through more effective professional learning. For more information please visit <http://teachnm.org/programs/learning-forward.html>.

5. District/charter school's assessment system must:

- use DIBELS Next K-3 if in receipt of RTL funding;
- describe the process to utilize DIBELS Next K-3 (IDEL if needed) assessment data from screening/progress monitoring along with other forms of assessments to determine reading instructional interventions for grades K-3; and
- outline other district-wide or charter school assessments used with students in grades K-3.

6. District/charter school's proposed budget for use of RTL funding must outline estimated expenditures for K-3 Reading Coach, K-3 Reading Interventionist, K-3 reading intervention instructional materials, and professional development.

Finally, according to the RFA applications for RTL will be read and evaluated through a PED review process. Applications that receive scores of 0 or 1 on any section of the rubric will need to be completed or clarified through communication with the district or charter school and PED.