



ALBUQUERQUE PUBLIC SCHOOLS

Reads to Lead! Implementation and Future Goals

Erica Hidalgo
Director
Elementary Learning

Legislative Education Study Committee
Representative Dennis Roch, Chair
Senator John Sapien, Vice Chair



APS UTILIZATION OF THE READS TO LEAD! GRANT FY 2015: COACHES

- Eighteen (18) elementary schools impacted by the grant
- The district allocated 18 reading coaches to work with selected schools:
 - District Funded Positions*

Carlos Rey Elementary	Los Ranchos Elementary
Eubank Elementary	Montezuma Elementary
Hawthorne Elementary	Pajarito Elementary
Kit Carson Elementary	Wherry Elementary
Lavaland Elementary	Whittier Elementary

- Reads to Lead! Grant Funded Positions

Alamosa Elementary	La Luz Elementary
Armijo Elementary	La Mesa Elementary
Atrisco Elementary	Lowell Elementary
East San Jose Elementary	Navajo Elementary

APS UTILIZATION OF THE READS TO LEAD! GRANT FY 2015: ADMINISTRATION & OTHER COSTS

- Additional Reads to Lead! dollars were distributed to schools
 - \$9000 per school for stipends and substitute teacher funds
 - \$5000 for supplies, materials and consumables
- Two district administrator positions were created to:
 - provide ongoing support to the 18 reading coaches and schools;
 - coordinate professional development opportunities; and
 - administer the requirements grant.
- Multiple professional development opportunities
- iPads to support DIBELS implementation and UDL support for struggling learners
- Family engagement opportunities





APS UTILIZATION OF THE READS TO LEAD! GRANT FY 2015: PROFESSIONAL DEVELOPMENT

- Intensive coaching support to the 18 coaches
 - Four days of training with four additional hour long coaching sessions after the four days
 - The principals of the schools were invited to attend the training and one day was focused specifically on principal support

- Critical Reading Routines training
 - Two day training on the phonemic awareness and phonics with one day of “in classroom” models
 - Followed up by an additional two days of training
 - 122 teachers and instructional coaches participated



APS UTILIZATION OF THE READS TO LEAD! GRANT FY 2015: PROFESSIONAL DEVELOPMENT

- Summer Reading Institute
 - Two weeks of training open to all APS K-3 teachers
 - Sessions took place over the course of two weeks
 - Each learning session was one to three days
 - 465 Participants

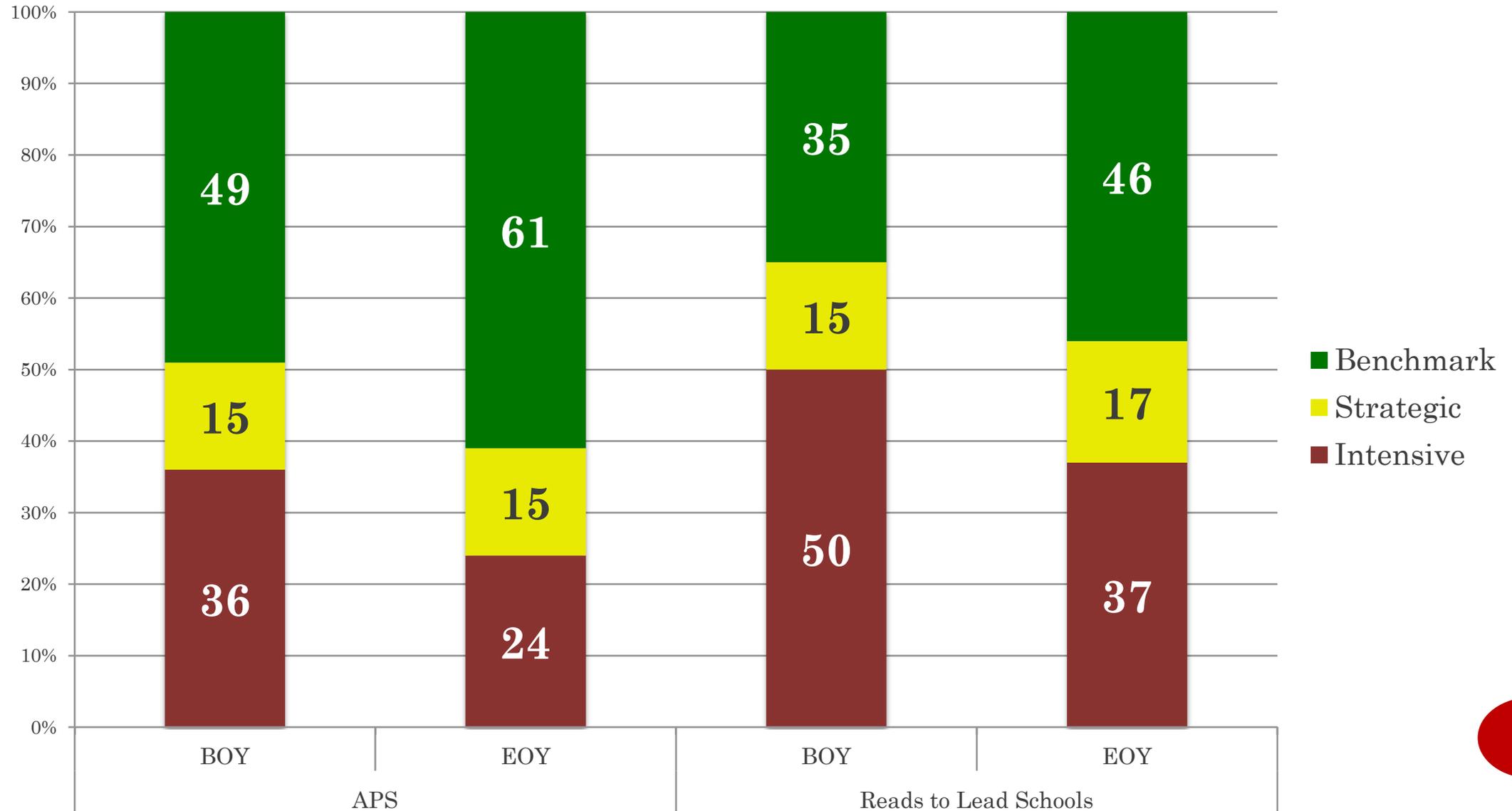
Topics Covered	
GLAD strategies for ELL Students	Critical Reading strategies
Cooperative Learning	Eight components of sheltered language instruction
Spanish literacy for dual language	Estrellitas (Spanish phonics)
Lesson planning	Literacy across content areas

COLLABORATION TO IMPLEMENT READS TO LEAD!

- Money is flexible and allows for district discretion so APS can build a program that works for our students and schools
- PED has been extremely responsive and supportive to APS staff when questions arise
- PED has provided excellent training opportunities



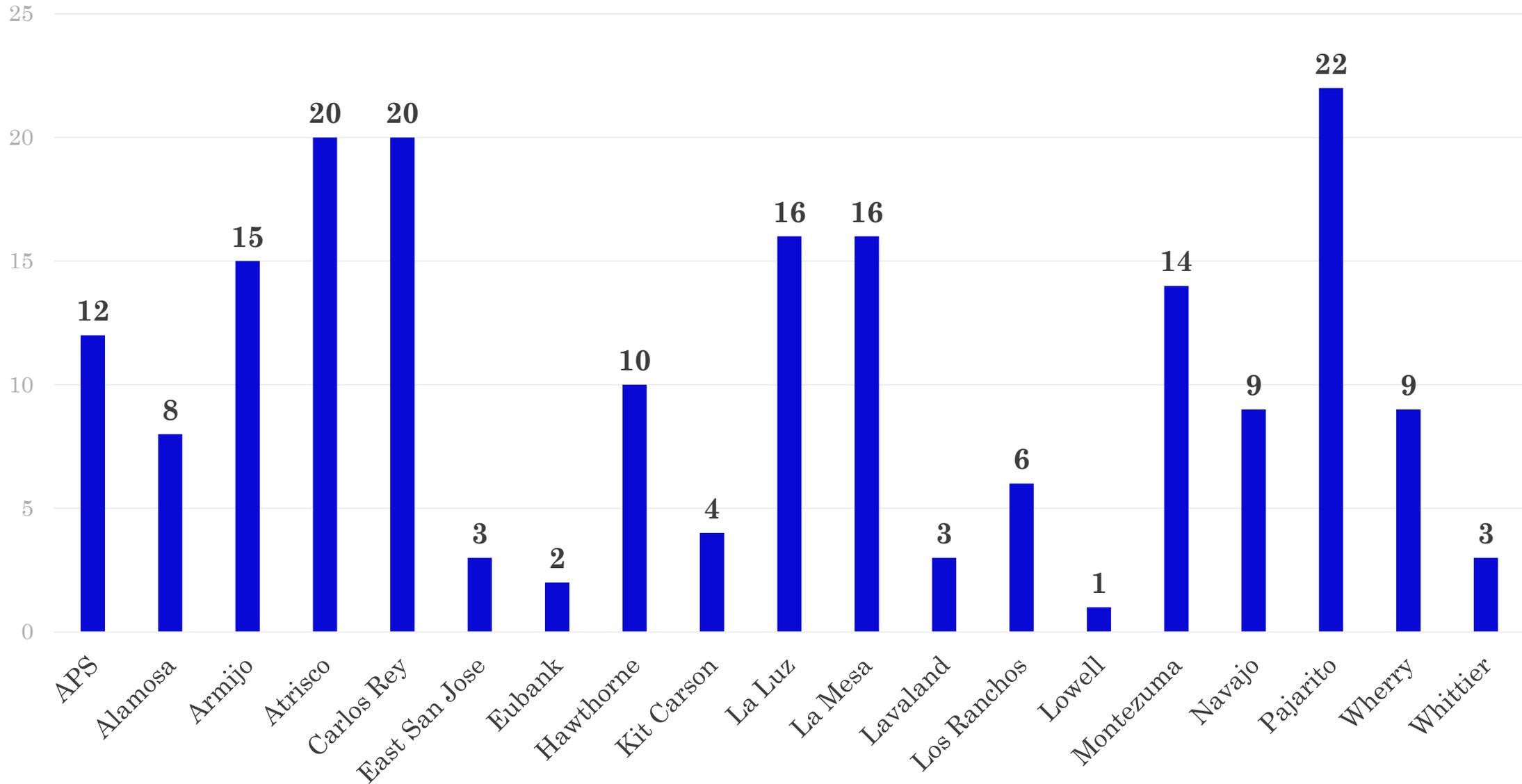
2014-2015 DIBELS Comparison APS compared to Reads to Lead





APS Reads to Lead! 2014-2015

Percent of Increase in Students Who Scored at Benchmark



CHALLENGES EXPERIENCED FY2015 READS TO LEAD!



- Positions are difficult to fill
 - Advertised as grant position which means the position must be “short-term” due to uncertainty of future funding
 - Three of the eight coaches funded with Reads to Lead! dollars could not be filled
 - Two district administrator positions could not be filled
 - Lack qualified candidates to fill positions
 - This problem exists for FY 2016 funding as well
- Providing “mini-grants” to each school site did not provide adequate funding to make a significant and sustainable impact
- Isolating Reads to Lead! as a contributor to increased student achievement is difficult due to other programming at the schools



LESSONS LEARNED: NEW STRATEGY FOR FY2016 READS TO LEAD!



- Consider the grant a district grant, not an individual school grant
 - Combine funds to allow for projects with significant impact
 - Keep coaches at the current 18 schools for consistency
 - Provide consistent support across all schools
- Redefine the district administrator positions
 - Hire three district level resource teachers to provide training, modeling, and coaching across the district
- District Professional Development
 - Teachers to be trained this school year in reading strategies
 - Two days of training on foundational reading strategies;
 - Two half days of “in classroom” modeling; and
 - One additional full day to follow up and support teachers after 4-6 weeks of implementation

LESSONS LEARNED: NEW STRATEGY FOR FY2016 READS TO LEAD!



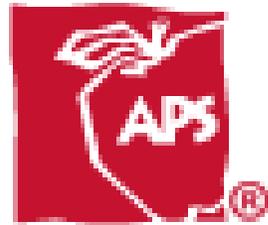
- Maximize economies of scale to create a larger impact on school instruction using Reads to Lead! funding.
- Provide more support directly to principals and classroom teachers through resource teachers and reading coaches
 - District administration to complete quick visit walkthroughs to observe teachers in schools
- Implement DIBELS with fidelity and utilize DIBELS data to monitor student achievement



CONTINUED IMPROVEMENTS USING STATE DOLLARS FOR READING IMPROVEMENT

- Sustainability
 - Build capacity in our schools and staff
 - Identify dollars for future funding and long term planning
- Human capital
 - Guarantee our teachers can address Tier I instruction so students are on grade level sooner and with less intervention
 - Reduce the number of students in SAT process and referred for special education
 - Engage with our families so they are active participants in their student's success
- Accountability
 - Use data to inform future decision making and make changes to our programs when necessary
- Increase student success

THANK YOU!



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