MEVSD K-5 Reading Services: A Financial Analysis & Core Tenets

Mark Gallagher, Ed.S.
K-12 MTSS Coordinator

Steven M. Griffin, M.A. CCC/SLP
Literacy Director
Scope

➔ Target:
  ◆ K-5 students receiving reading intervention services.
  ◆ Students with (and without) disabilities.

➔ Financial Sources:
  ◆ General, Title I, IDEA.
  ◆ Salary, benefits, supplies, training.
Students Served:
- 447 students without disabilities served for reading needs (19.42%).
- 212 students with disabilities served for reading needs (9.21%) - 391 total (16.99%)
- 659 total served for reading needs (28.63%).

Time:
- Average of $791.13 per evaluation and $183.90 per IEP for a Specific Learning Disability.
- Average meeting cost of $291.56 per hour (admin, psych, SLP, IS, and teacher).
- Total average cost of $1558.15 (1 evaluation, 1 IEP, 2 x 1 hour meetings).

Materials:
- $15,000 for Orton-Gillingham Level 1 practicum training (5 professionals)
Support Costs

→ Total MTSS Funding to Support Reading
  ◆ $1,964,649.79 total.
  ◆ $4,395.19 per student served.

→ Total SPED Funding to Support Reading
  ◆ 2,183,891.49 total
  ◆ $10,301.37 per student with a disability served.

→ Cost Differential
  ◆ $219,241.69 total Year 1 funding.
  ◆ -$5,906.19 (-57.33%) spending per student (rate of 2.34).
Yearly Savings

25 Year Cost Savings - MEVSD Model

Conservative  Realistic  Aggressive
Total Savings

Total Savings at 25 Years - MEVSD Model Implemented at K-5

- **Conservative**: $6,180,824.96
- **Realistic**: $11,908,351.25
- **Aggressive**: $18,954,434.45
1. Dyslexia can be identified at a very early age (K-2).

2. Equitable access to structured literacy for all students.

3. Our efforts are driven by the social-emotional wellness of our students and community - not just reading.

4. Lean & dynamic systems for effectively addressing the needs of every reader (Tier 1 & 2) allow Special Education (Tier 3) to operate as it was originally designed. In other words, we’ve unshackled ourselves from the Reading Wars and a bureaucratic nightmare.

5. This begins, and ends, with leadership (state, district, building).