

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

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# Scope

## → Target:

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

## → Financial Sources:

- ◆ General, Title I, IDEA.
- ◆ Salary, benefits, supplies, training.



# Relevant Figures

## → 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:

- ◆ \$17,356.10 for S.P.I.R.E. materials & CTOPP-2 screening protocols.
- ◆ \$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.

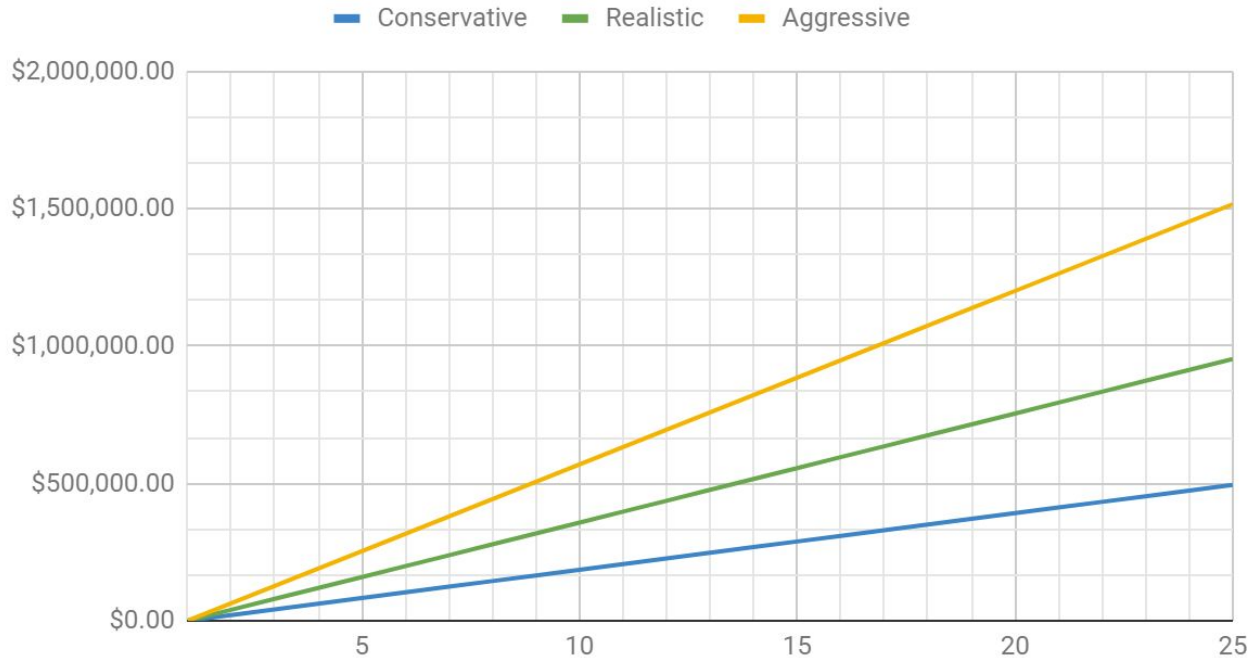
## → Cost Differential

- ◆ \$219,241.69 total Year 1 funding.
- ◆ -\$5,906.19 (-57.33%) spending per student (rate of 2.34).



# Yearly Savings

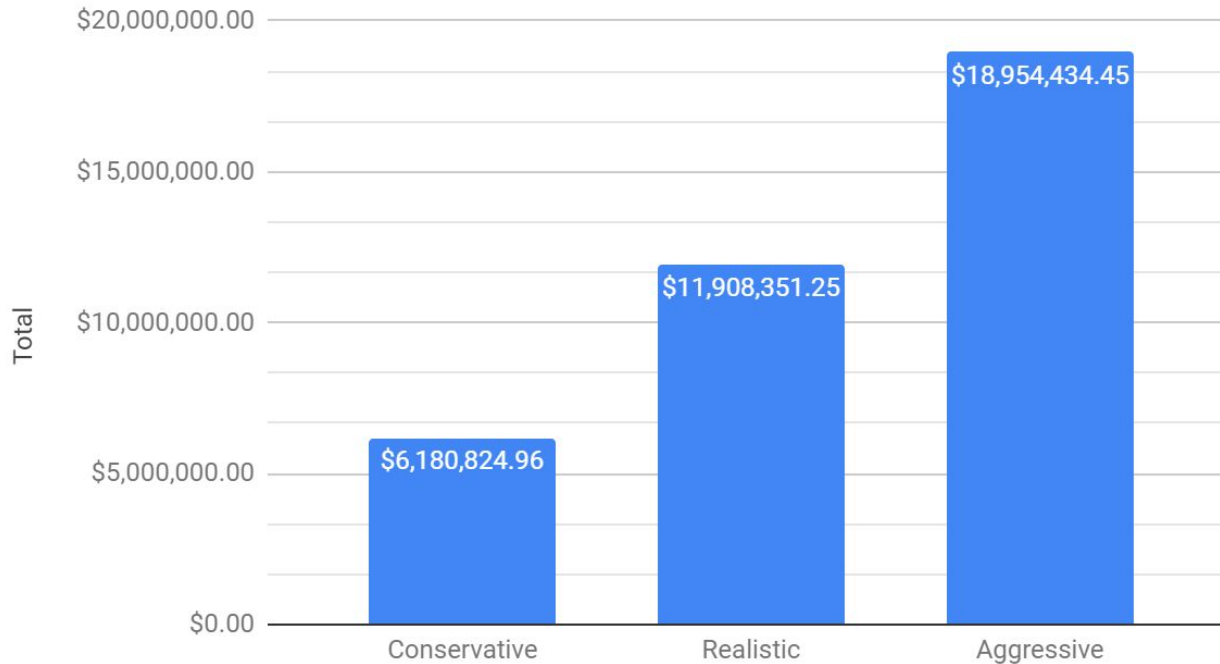
## 25 Year Cost Savings - MEVSD Model





# Total Savings

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





# MEVSD Core Literacy Tenets

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).**