

# STRUCTURED LITERACY NEW MEXICO

*This initiative allows the New Mexico Public Education Department to support educators in their Science of Reading journey. The NMPED has over 9,000 educators and administrators enrolled in Science of Reading training. The NMPED also provides coaching support to over 1,200 educators across the state, serving 25,000 students in kindergarten - fifth grade.*



**Structured Literacy New Mexico** continues to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services statewide. Senate Bill 398, signed into law in 2019, supports the work of this initiative by requiring every first grade student to be screened for dyslexia. SB398 also states that every public school district and charter school must train administrators and teachers who teach reading to implement appropriate evidence-based reading interventions.

The structured literacy coaching support is delivered under these common beliefs:

**Vision**

All New Mexico students will be guaranteed the fundamental civil right of literacy, empowering them to access their full potential and future choices.

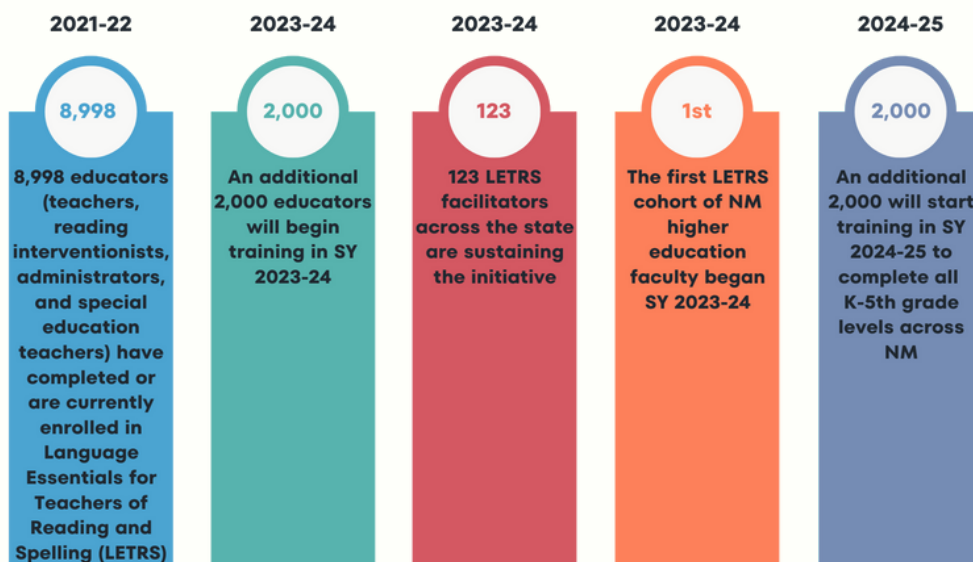
**Mission**

Our mission is to inspire/make transformational, systemic, sustainable change by implementing practices of science-based literacy instruction. Using data, we will build capacity and knowledge of the school community to support collaborative partnerships that result in improved student achievement.

New Mexico Structured Literacy Coaching Levels of Support

8 Model Schools	<ul style="list-style-type: none"> <li>• On-site coach and every teacher in the school receives coaching</li> <li>• All teachers LETRS trained</li> <li>• Identification of classrooms for external visitation of educators</li> </ul>
66 Literacy Support Schools	<ul style="list-style-type: none"> <li>• Regional coach available to the school for support</li> <li>• All teachers in LETRS training or trained</li> <li>• Site administrators in an admin community of practice</li> </ul>
80 School-Based Literacy Leaders	<ul style="list-style-type: none"> <li>• A teacher at the school receives coaching training and coaches two colleagues at the site</li> <li>• Regional coaching is provided to the literacy leader</li> <li>• Site administrator in an admin community of practice</li> </ul>
50 State-wide Coaches	<ul style="list-style-type: none"> <li>• This is a growing cadre of NM educators who are full-time coaches and receive specific training in the coaching model and support statewide</li> <li>• Trained in LETRS and coaching</li> </ul>
SY 2023-24	

STRUCTURED LITERACY NEW MEXICO OUTCOMES - JUNE 2023



## Coaching Teachers in Structured Literacy

Structured literacy coaches support Model and Support Schools in facilitating the understanding of reading and writing with the purpose of:

- familiarizing teachers and school administrators with the research on foundational reading skills, which includes all components of language and the Science of Reading;
- imparting knowledge of the ELA CCSS in each grade level and WIDA ELD standards;
- knowing and supporting teachers and school administrators in aligning curriculum, standards, statewide initiative, instruction, and assessment;
- understanding and supporting learning for multilingual learners and students with disabilities;
- guiding the understanding of pedagogy to familiarize teachers and school administration with research-based practices in literacy instruction;
- providing coaching supports through Observation Feedback Coaching Cycles, Student-Focused Coaching, and modeling;
- providing professional development on evidence-based practices in structured literacy; and
- facilitating data conversations with teachers and administrators to promote a data-rich community.

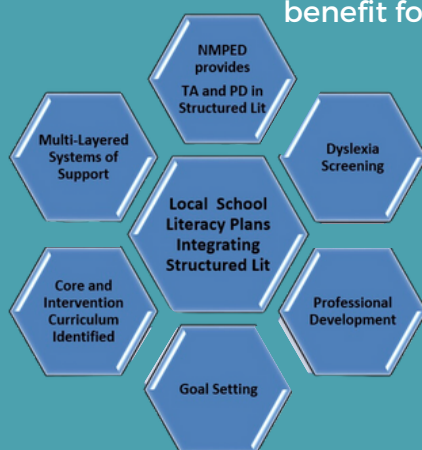
The coaches also provide teachers with effective strategies for instruction related to LETRS and for implementation of high-quality instructional materials.

### Coaching Supports

The NMPED provides sustained face-to-face and virtual professional learning experiences and technical assistance to support structured literacy student-focused coaches. The NMPED continues to deepen coaches' knowledge of the Student-Focused Coaching (SFC) model.

### Benefits of Coaching

Research validates the benefits of coaching. For classroom application, the short- and long-term effects are more substantial than learning new theories and strategies alone. Collaboration between teacher and coach is an added benefit for student achievement.

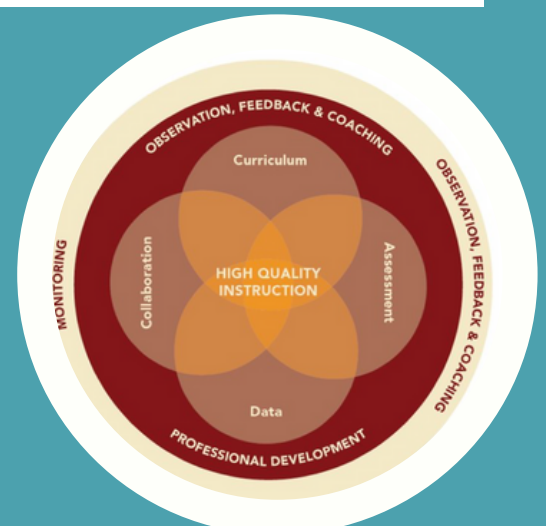


COMPONENT	IMPACT	CLASSROOM APPLICATION
Presentation of theory	Approx 5%	Very Low ●
Demonstration of modeling	Approx 10%	Low ●●
Practice in simulated setting	Approx 20%	Medium ●●●
Structured and open feedback	Approx 25%	High ●●●●
Coaching	Approx 90%	Very High ●●●●●

*Source: Joyce, B. and Showers, B.*



The NMPED staff and literacy coaches with Dr. Daryl Michel at a coaching bootcamp in Albuquerque, NM.



# VADO ELEMENTARY SCHOOL (NM) HIGHLIGHTED ON A **NATIONAL LEVEL**

As part of the Structured Literacy Model Schools, Vado Elementary in the Gadsden Independent School District received national recognition for their implementation of structured literacy.

Dr. Carol Tolman, co-writer of LETRS, will continue their work in New Mexico in SY2023-24. A large component of Dr. Tolman's work in the state involves promoting the successful implementation of the Science of Reading in New Mexico schools by featuring teachers from Model Schools in the new volume of LETRS modules. Articles from the American Federation of Teachers are [Creating Confident Readers](#) and [Light Bulb Moments](#).



"Creating Confident Readers,"  
by Louisa C. Moats, American  
Educator (Spring, 2023)



Light Bulb Moments by  
Cheryl Cole, Christy Quesada,  
Lee Anna Vasquez, Keren  
Buenfil, Patricia Ramos,  
American Educator  
(Spring, 2023)

## **NM Literacy Framework**

Provides guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction in New Mexico.



## **Biliteracy Guidance Document**

Supports the literacy and biliteracy instruction of ELs in the four BMEP models in which they receive their instruction.



## **Dyslexia Handbook**

Is a guide to teaching ALL students to read through structured literacy.



## **Structured Literacy Material Rubric**

The NMPED provides LEAs this tool to use to evaluate the supplemental instructional materials for components of structured literacy.



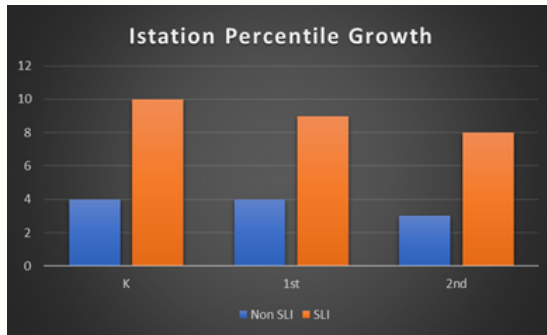
## **K-12 LEA Literacy Plan Template**

NM law states districts and charter schools shall have a literacy plan including SL training and evidence-based reading interventions.



**School Level  
Alignment to  
Structured Literacy**

## ISTATION PERCENTILE GROWTH OF STRUCTURED LITERACY MODEL AND SUPPORT SCHOOLS



Predicted completion document of LETRS training for all K-5 teachers by 2026.

The percentile growth of Structured Literacy Model and Support Schools in SY2022-23 demonstrates significantly higher performance in grades K-2. This is encouraging and validates the research that providing coaching support and professional learning does, in fact, lead to a change in classroom instructional practices. Based on this evidence and other indicators of success, the NMPED Literacy and Humanities Bureau hopes to continue this work and to expand the structured literacy initiative.

## CANVAS COURSES FOR STRUCTURED LITERACY

**NMPED Structured Literacy Courses**

<p>FREE Self-Paced Training</p> <p>Structured Literacy and Dyslexia for Diverse Learners 2.0</p>	<p>FREE Self-Paced Training</p> <p>Structured Literacy and Dyslexia for Bilingual</p>	<p>FREE Self-Paced Training</p> <p>Effective Structured Literacy Instruction for Adolescent Students</p>
<p>FREE Self-Paced Training</p> <p>Teach Me to Read Dyslexia Screener</p>	<p>FREE Self-Paced Training</p> <p>Disciplinary Literacy</p>	

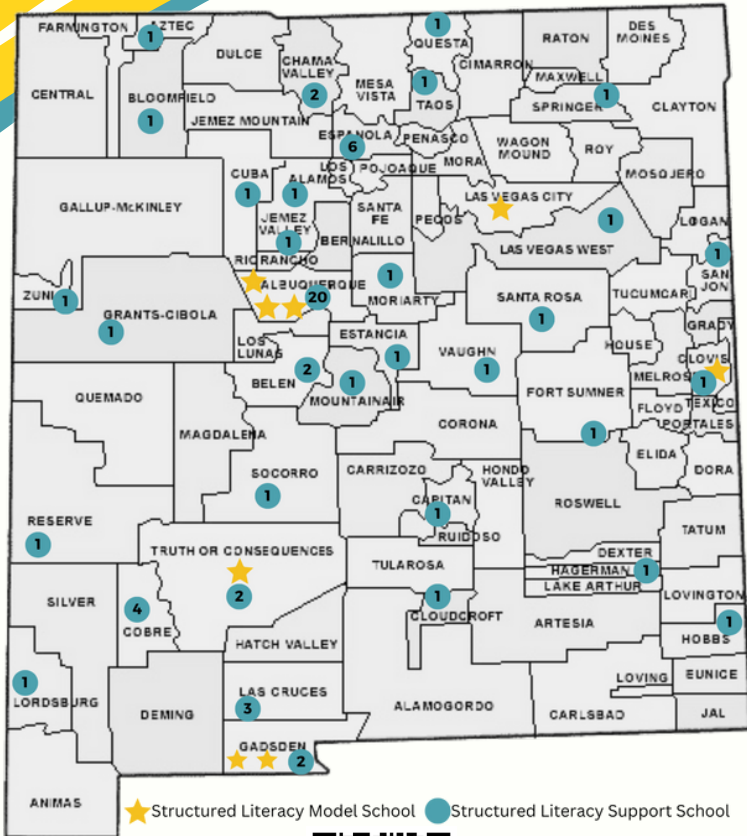


Canvas Courses for Structured Literacy

The NMPED developed Canvas courses to support statewide structured literacy implementation. These courses support teachers in providing relevant content and examples of how to support English Learners, diverse learners, and students struggling with literacy development in grades K-12. Courses are also available on disciplinary literacy and dyslexia screening.

# STRUCTURED LITERACY MODEL SCHOOLS

Structured Literacy Model Schools serve as exemplars of literacy instruction based on a structured literacy approach. These schools have begun the journey of implementing structured literacy schoolwide. The staff have an understanding of the components of a structured literacy approach and are willing to make instructional changes as needed. These schools receive coaching support for all teachers and a \$50,000 grant to help implement evidence-based practices in classrooms.



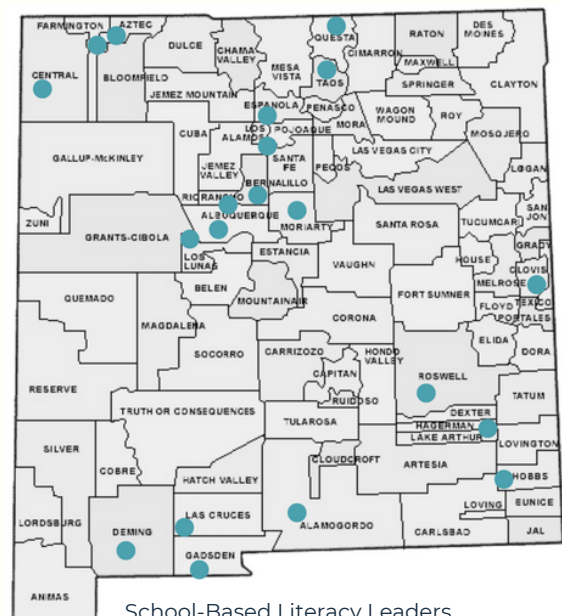
List of Model and Support Schools

# STRUCTURED LITERACY SUPPORT SCHOOLS

Structured Literacy Support Schools applied to be part of a network of schools focused on strong implementation of structured literacy. A literacy coach is assigned to the school and visits regularly to support educators and administrators in creating the systems to support the implementation of structured literacy practices. Literacy coaches also deliver professional learning to educators and administrators as needed or requested. These schools receive a grant ranging from \$25,000 to \$40,000, based on the number of teachers coached at each school site.

# SCHOOL-BASED LITERACY LEADERS

The Literacy and Humanities Bureau provides opportunities for teachers to become school-based literacy leaders as it empowers educators to share their knowledge and learning around structured literacy. School-based literacy leaders are trained in coaching models to support the implementation of structured literacy evidence-based practices in their schools. There are 80 school-based literacy leaders enrolled in New Mexico.



Locations of School-Based Literacy Leaders

School-Based Literacy Leaders

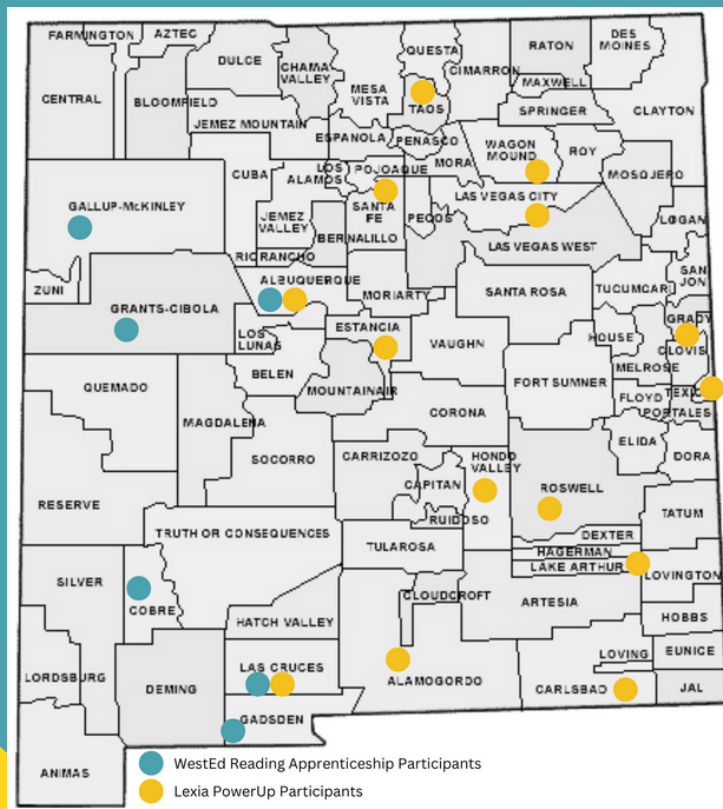
# READING ACCELERATION AND INTERVENTION FOR MIDDLE AND HIGH SCHOOL STUDENTS

The program's intent is to address deficiencies and identify areas of intervention in literacy for secondary students. NAEP, iMSSA, and MSSA data have shown that even as students progress into secondary grades (grades 6-8), many students are still not proficient readers. The NMPED provides support for NM secondary students and educators focused on teaching reading and literacy across content areas.

Over 20,000 students receive support, primarily targeting grades 6-8; however, this support can be offered to students in grades 9-12 who demonstrate a need for more targeted and/or intensive interventions in addition to Layer 1 instruction. Teachers and administrators at roughly 60 schools in 20 different LEAs will receive training and professional development to support secondary students in accelerating their literacy learning.

## PROFESSIONAL LEARNING FOR SECONDARY TEACHERS ON THE SCIENCE OF READING

In SY2023-24, 150 secondary educators from various disciplines enrolled in WestEd's Reading Apprenticeship professional learning series, which includes five days of in-person sessions and five coaching sessions. This professional learning is rooted in the Science of Reading and emphasizes that all secondary educators play a role in teaching literacy. With this approach, students develop the knowledge and skills to become strong readers and writers in all content areas.



Secondary Literacy Programs

Secondary Literacy Programs



# LITERACY GUIDES FOR FAMILIES

The NMPED's Literacy Guides for Families were made with New Mexico families in mind and aim to support reading and writing development at home for all children.



Early Literacy Guides  
for Families



## BECOME A SUPERHERO READER TODAY

For SY2023-24, the NMPED launched the Level Up! Reading Challenge. Students are challenged to beat their reading scores, do their best, and Level Up! Students and teachers accomplish this by clearly understanding the role they play in ensuring success and growth. Using clear, explicit communication and instruction, Superhero Teachers work with their Superhero Readers to raise their scores every month by using data-driven instruction to identify priority content; differentiating Layer 1 core instruction; delivering Layer 2 focused interventions and small-group instruction; differentiating workstations; setting up a focused environment to produce high-quality data; maximizing student participation; and engaging students in their learning process.





# ADDITIONAL INFORMATION

## SECTION 22-13-32 NMSA 1978

In response to the Martinez-Yazzie lawsuit outcomes, current reading assessment metrics, and the need for evidence-based reading programs, the 2019 Legislature enacted a significant change in New Mexico. Both legislative chambers, along with the governor, approved a law that transformed the state's approach to literacy, embracing structured literacy. This shift also mandates comprehensive literacy plans with structured frameworks.

1. All first-grade students will be screened for dyslexia traits, receiving appropriate and effective intervention if necessary.
2. School districts and charter schools must create and implement annual literacy-focused professional development plans, including structured literacy training.
3. Schools must train administrators, reading instructors, and special education teachers to provide evidence-based reading interventions tailored to students' needs.

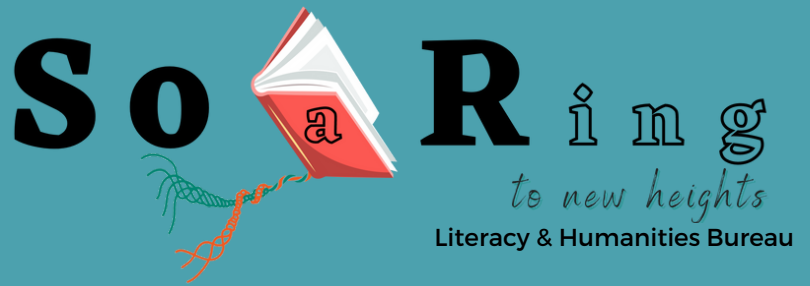
## FUNDING

In SY2020-21, the NMPED launched Structured Literacy New Mexico, a statewide literacy initiative. Over the period from FY21 to FY22, the State Legislature allocated \$38.9 million to enhance structured literacy. In the 2022 session, \$19.5 million was designated for structured literacy interventions in school districts and charter schools. This funding aimed to develop collaborative literacy models for kindergarten to fifth grade students. The NMPED declared the academic year 2021-22 as the "Year of Literacy" and requested the full FY23 appropriation of \$19.5 million for LETRS professional development in reading science for educators from kindergarten to fifth grade. The 2022 General Appropriation Act provided the NMPED with \$8 million from the general fund and an additional \$3.5 million from the public education reform fund. The remaining \$8 million for FY23 was allocated directly to districts and charter schools through the state equalization guarantee funding formula. An increased budget for FY24 introduces more literacy coaches and expands literacy support to secondary education, emphasizing literacy integration across all content areas.

Early Literacy Initiative	FY18	FY19	FY20	FY21	FY22	FY23	FY24	Total Funds FY21–FY24 (Transition to structured literacy framework)
		\$12.5	\$8.8	\$--	\$9.7	\$9.7	\$19.5	\$21.5

For more structured literacy resources, scan this QR code.





# STRUCTURED LITERACY NEW MEXICO

*Questions?*

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