



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

December 31, 2014

Susana Martinez
Governor
State of New Mexico
Office of the Governor
490 Old Santa Fe Trail
Room 400
Santa Fe, NM 87501

David Abbey
Director
New Mexico Legislative Finance Committee
325 Don Gaspar
Suite 101
Santa Fe, NM 87501

Frances Ramírez-Maestas
Director
New Mexico Legislative Education Study Committee
325 Don Gaspar
Suite 200
Santa Fe, NM 87501

Dear Governor Martinez, Mr. David Abbey, and Mrs. Ramírez-Maestas:

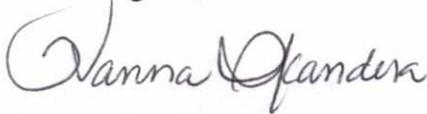
The Public Education Department (PED) is pleased to enclose the *K-3 Plus Education Annual Report for School Year 2013-2014*. This annual report fulfills the statutory requirement of the K-3 Plus Act in relevant part as follows:

22-13-28 NMSA 1978. K-3 Plus; eligibility; application; reporting and evaluation.

I. The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments. The department shall report annually to the legislature and the governor on the efficacy of K-3 plus.

This report is a comprehensive compilation of data that describes the efficiency and the effectiveness of the K-3 Plus program. The PED is collaborating with districts to provide exemplary K-3 Plus services to students.

Warm regards,



Hanna Skandera
Secretary of Education

HS/LL/mw

Enc. (1): *K-3 Plus Education Annual Report for School Year 2013-2014*



K-3 Plus Education Annual Report

for the School Year 2013-2014
December 2014

Hanna Skandera, Secretary of Education





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for the School Year 2013-2014
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The State of New Mexico

K-3 Plus Annual Report
For School Year 2013–2014
December 2014

Susana Martinez
Governor

Hanna Skandera
Secretary of Education

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Notes

- This document is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “K–3 Plus.”

Acknowledgements

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Beth Gudbrandsen, Ph.D., Constituent Services and Strategic Initiatives Division, New Mexico Public Education Department

Leighann Lenti, Deputy Secretary, New Mexico Public Education Department

Christiana Valdez, K–3 Plus Program Coordinator

Melinda Webster, Literacy Program Director, New Mexico Public Education Department

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Executive Summary

K–3 Plus was established in 2007 as a six-year pilot project that permitted schools with high numbers of disadvantaged students to begin the school year 25 days earlier for kindergarten through third grade. The purpose of the K–3 Plus program is to demonstrate that increased instructional time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, to increase cognitive skills, and leads to higher achievement scores for all participants.

K–3 Plus is conducted in high-poverty public schools. For the purposes of K–3 Plus, "high-poverty public school" means a public elementary school in which either 80 percent or more of the students are eligible for free or reduced-fee lunch at the time the school applies for the program or the school has earned a D or F grade the previous year.

The six-year K–3 plus pilot project has, in fact, demonstrated that increased time in kindergarten and the early grades does narrow the achievement gap between disadvantaged students and other students, increases cognitive skills, and leads to higher test scores for all participants.¹

Prior to the beginning of the summer 2013, new districts were recruited to the K–3 Plus program. The intent of the program was disseminated via presentations with district administrators as well as at various conferences in the state. Due to these efforts, K–3 Plus served 11,639 students in the summer of 2013—an increase of 4,956 students from the previous year in 140 different schools, 32 districts, and 2 state charters. The program effectively targeted high-needs students, with participants more likely than other students to qualify for free or reduced-price lunch; be Hispanic, Native American, and/or English language learners; or have been retained at least once.

Participating schools are required to assess students in literacy using *DIBELS Next* and in math through the New Mexico standards-based assessments. Results are reported to the Public Education Department (PED) and used in the evaluation of the program.

Programming requirements include daily, evidence-based literacy instruction of at least 90 minutes in kindergarten and 120 minutes in grades 1 through 3, using the school's core curriculum and the state's three-tiered Response to Intervention (RtI) framework. Additionally, the schools must make every effort to keep the students grouped in the same class with the same teacher during the regular school year.

Before the summer 2013 program year, four trainings were conducted for coordinators and administrators new to the K–3 Plus program to familiarize them with statutory requirements and guidance on how to best implement the program. Districts were seen to energetically recruit students for the K–3 Plus program through various media efforts.

For the first time, a preparation and planning day for staff at all K–3 Plus schools was provided. During the summer session, participating teachers analyzed student data and synthesized it in order to inform classroom practices.

Staff at K–3 Plus schools were provided professional development in the best practices of how children learn to read, the Common Core State Standards, and math instruction. Additionally, during the K–3 Plus 2013 summer program, a total of 15 districts were visited to ensure compliance.

The K–3 Plus Advisory Committee, as appointed by the secretary of education, is composed of representatives of school districts that participate in K–3 Plus and other stakeholders. The committee met twice during the year to advise the PED on the implementation of K–3 Plus.

A July 2012 Legislative Finance Committee report cited a study conducted by Utah State University that found positive effects on third-grade reading, writing, and math SBA performance as a result of early intervention. Additionally, the research indicated that the benefits from reduced grade retention and remediation services offset *all* K–3 Plus costs.

¹ Developing *Early Literacy in New Mexico Report* (Legislative Finance Committee: 2012), <http://www.nmlegis.gov/lcs/lfc/lfcdocs/perfaudit/Developing%20Early%20Literacy%20in%20New%20Mexico.pdf>.

Introduction

In 2007, House Bill 198 established K–3 Plus, a six-year pilot project that permitted schools with high numbers of disadvantaged students to expand the school year by 25 days for their kindergarten through third grade. The purpose of K–3 Plus was “to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills and leads to higher test scores for all participants.”² After five years as a pilot project, K–3 Plus was converted to a program in the Public Education Department (PED) through the enactment of House Bill 14 in the 2012 Legislative Session. A non-reverting fund—consisting of appropriations, gifts, grants, and donations—was created to support the program. Funding to participating local education agencies was established at “no less than thirty percent of the unit value per student.”³

The six-year K–3 plus pilot project has demonstrated that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills, and leads to higher test scores for all participants.

In its second year as a permanent program, K–3 Plus served 11,639 students in 32 districts and 2 state charters. A preparation and planning day for staff at all K–3 Plus schools was provided for the study of student data to inform classroom practices and to develop collaboration among school personnel.

In alignment with state reading initiatives, participating schools were asked to emphasize literacy instruction, particularly for the lowest-performing students. “This program should be an integral part of the district or charter program to ensure that all children read by third grade. It is important to prioritize data-driven literacy instruction and interventions to the lowest 25 percent of students in each grade level.”⁴

K–3 Plus effectively targets high-needs students through the eligibility requirement that funded elementary schools have enrolled 80 percent or more students who are eligible for free or reduced-fee lunch at the time of application or is a school earning a D or F grade the previous year.

While emphasizing literacy and targeting high-needs students, K–3 Plus is not a remediation program. As much as possible, K–3 is run as a 25-day, early, start-of-the-regular-school-year program. Participating schools must provide special education services and other interventions according to the students’ individualized education programs (IEPs) and to the state’s three-tiered RtI framework. Additionally, participating schools are asked to make every effort to assign students to the same teacher they will have during the regular school year. The emphasis of K–3 Plus is on increasing quality instructional time.

² Subsection A of Section 22-13-28 NMSA 1978.

³ Section 22-13-28 NMSA 1978 (amended).

⁴ *Kindergarten Through Third Grade Plus Project Extended School Year Opportunity July–August 2012 Technical Assistance*, PED, page 2.

Statutory Requirements

This section describes the laws and rules that apply to K–3 Plus in relevant part as follows:

K–3 Plus

. "22-13-28. K–3 PLUS--ELIGIBILITY--APPLICATION--REPORTING AND EVALUATION.--

- A. The six-year K–3 Plus pilot project has demonstrated that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students and increases cognitive skills and leads to higher test scores for all participants.
- B. The K–3 Plus program is created in the department to provide funding for additional educational time for disadvantaged students in kindergarten through third grade. K–3 Plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five instructional days, beginning up to two months earlier than the regular school years.
- C. K–3 Plus shall be conducted in high-poverty public schools. For the purposes of K–3 Plus, "high-poverty public school" means a public school in which eighty percent or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the program or an elementary school with a D or F grade the previous year.
- D. The department shall promulgate rules for application requirements and procedures and criteria for evaluating applications. In evaluating applications for K–3 Plus, the department shall grant priority to those schools with research-based, scientific reading strategies and programs. An applicant shall demonstrate that its K–3 Plus program will meet all department standards and employ only qualified teachers and other staff.
- E. K–3 Plus programs shall be funded at no less than thirty percent of the unit value per student. Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K–3 Plus students. Funding for individual school programs shall be based on enrollment on the fifteenth day of the program.
- F. School districts and charter schools that meet the qualifications for K–3 Plus funding may submit applications by March 15 for the succeeding fiscal year. The department shall notify all school districts and charter schools by February 1 that applications will be accepted until March 15 and that final funding is contingent on the final unit value set by the secretary. The notification shall include the application and any requirements for supplementary documentation. Applications may be submitted electronically or by mail or other delivery. Schools that are awarded funding for K–3 Plus for the next school year shall be notified by April 15 of the calendar year.
- G. The department shall provide additional professional development for K–3 Plus teachers in how young children learn to read. Teachers and educational assistants shall be paid at the same rate and under the same terms for K–3 Plus as teachers and educational assistants are paid for regular educational programs.
- H. Students participating in K–3 Plus shall be evaluated at the beginning of K–3 Plus, and their progress shall be measured through department-approved summative and formative assessments.
- I. The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments. The department shall report annually to the legislature and the governor on the efficacy of K–3 Plus.
- J. The department may use up to four percent of any appropriation made by the legislature for K–3 Plus for professional development for participating educators and department administrative costs.
- K. The department shall develop and disseminate information on best practices in the areas of student recruitment, retention and academic success of early learners.
- L. The secretary shall appoint a "K–3 Plus advisory committee" composed of representatives of school districts that participate in K–3 Plus and other stakeholders. The advisory committee shall meet twice a year to advise the department on K–3 Plus implementation."

Detailed Report

Demographics

During the summer of 2013, 142 schools and 2 state charter schools implemented K–3 Plus programs. There were 11,639 students served with an average attendance rate by school of 90 percent.

K–3 Plus effectively targets high-risk students. Students participating in K–3 Plus are more likely to: qualify for free or reduced-price lunch; be Hispanic, Native American, and/or English language learners; or have been retained at least once. Of the 11,639 students served during the summer of 2013 the composition of students was as follows:

K–3 PLUS PARTICIPANTS		STATEWIDE
Target Group	Percent	Percent
Hispanic	72	62
Native American	12.6	11
English language learners	27	22

Program Requirements

Schools funded through the K–3 Plus program are required to assess and instruct their students; evaluate and report on their programs; and recruit, fund, and enroll their students in accordance with statute.

Assessment

Students participating in K–3 Plus shall be evaluated at the beginning of K–3 Plus, and their progress shall be measured through standardized assessments as follows:

- In literacy for kindergarten and grades one through three, the state-adopted assessment for K–3 Plus is the DIBELS Next for progress monitoring at three benchmark dates. This assessment is provided at no cost to districts and charter schools.
- In math, in grades three and four, the administered assessment is the New Mexico Standards Based Assessment (SBA)
- Because the K–3 Plus Project is designed for longitudinal study, assessment data is required for participating students. Consequently, a participating school must plan for the administration of the state adopted assessment, including the use of the progress monitoring tool, to all participating students as they progress through kindergarten, first, second, and third grades.
- Schools must comply with annual and interim reports as required by the PED for student and program assessments. This may require input of assessment data into the STARS system and/or a K–3 Plus database.

Measuring Learning and Instructional Progress During the K–3 Plus Session			
Timeframe*	Students	Type of Assessment	Measures
During first five days	All	K–3 Plus progress-monitoring baseline	Administer the same measures that appear on the DIBELS Next beginning of year (BOY) benchmark for each grade plus the Burst vocabulary
Week 3	Those likely to need intensive support—those at the Well Below benchmark	Progress monitoring	DIBELS Next measure(s) appropriate for each student
Week 5	Those likely to need strategic or intensive support— those at the Below or Well Below benchmarks	Progress monitoring	DIBELS Next measure(s) appropriate for each student

- The daily schedule for each classroom must show more time devoted to literacy instruction for all students than during the regular school year. Kindergarten should have at least 90 minutes and grades 1 through 3 should have 120 minutes of literacy instruction throughout the day, using evidence-based programs and tools. This instruction should be developmentally appropriate and intentional, using a balance of instructional strategies. Writing should be integrated throughout the curriculum. Kindergarten students should often be instructed through hands-on activities in learning centers.
- Programs should use both the adopted core curriculum and evidence-based intervention programs in alignment with the common core state standards. If an intervention program, when implemented with fidelity, has been unsuccessful in increasing student achievement during the regular school year, another evidence-based program must be implemented during the K–3 Plus session.
- The schedule must include time for all students to practice independent reading.
- The expectation is that the school will make every effort to meet the same mandatory class size requirements as during the school year.
- The school will make every effort to keep the classroom of students with the K–3 Plus teacher in the regular school year. K–3 Plus classrooms that will not be staffed by the same teacher during the regular school year must be identified, and prior permission must be obtained in writing from the K–3 Plus program manager to be eligible for reimbursement.

Evaluation and Reporting

The PED will evaluate to determine the effectiveness of the K–3 Plus program. All school sites receiving funding must agree to participate in all evaluation activities.

- As part of the evaluation, a school-level K–3 Plus class roster file report may be requested by the PED.
- All K–3 Plus students must be reported to the PED on the 15th day of the program. New fields will be required, including assigned teacher and number of years participating. Assessment data may also be required to be entered into the STARS system or a K–3 Plus database.
- Site visits by evaluators and/or the PED may also be conducted.
- Assessment data from the state-adopted assessment and SBA must be available to the PED through a department-approved process.
- Assessment information will be required in report format to include demographic data. The state may request additional information regarding staffing, endorsements, and licensure levels; program elements; professional development activities; parent involvement activities; implementation challenges, obstacles, and suggested modifications.

Application Review/Funding

K–3 Plus programs shall be funded at no less than 30 percent of the unit value per student. Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K–3 Plus students. Funding for individual school programs shall be based on the number of students attending at least 10 days and enrollment on the 15th day of the program. Statute requires that K–3 Plus funding awards are provided by April 15th. The requirement of enrollment on the 15th day of the program for the purpose of funding was signed into law after the 2013–2014 application process had been completed, with funding based on the number of students attending at least 10 days.

K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	Students in Application	# Students Registered
1	Albuquerque Public Schools	Adobe Acres Elementary	235	66	166	123	196	133	196	148	164	163
2	Albuquerque Public Schools	Alamosa Elementary	266	160	218	168	238	191	198	191	210	190
3	Albuquerque Public Schools	Armijo Elementary	99	142	Not funded		Did not apply		Did not apply		100	65
4	Albuquerque Public Schools	Atrisco Elementary	80	69	60	0	Did not apply		Did not apply		Did not apply	
5	Albuquerque Public Schools	Barcelona Elementary	216	191	234	139	133	117	144	98	147	106
6	Albuquerque Public Schools	Bel-Air Elementary	Did not apply		30	25						
7	Albuquerque Public Schools	Carlos Rey Elementary	Did not apply		80	83						
8	Albuquerque Public Schools	Christine Duncan Heritage Charter	Did not apply		Did not apply		Did not apply		44	25	54	26
9	Albuquerque Public Schools	Dolores Gonzales Elementary	142	108	163	117	136	107	44	25	128	101
10	Albuquerque Public Schools	Duranos Elementary	146	163	178	131	174	108	136	92	190	167
11	Albuquerque Public Schools	East San Jose Elementary	165	154	165	155	189	122	182	193	105	123
12	Albuquerque Public Schools	Edward Gonzales Elementary	With Helen Cordero		77	48	107	54	145	125	85	49
13	Albuquerque Public Schools	Edward Gonzales/ Helen Cordero	314	214	See individual schools		See individual schools		88	30	See individual schools	
14	Albuquerque Public Schools	El Camino Real Academy Charter	Did not apply		Did not apply		Did not apply		30	28	56	41
15	Albuquerque Public Schools	Helen Cordero Elementary	With Edward Gonzales		256	215	285	212	232	181	240	209
16	Albuquerque Public Schools	Emerson Elementary	130	124	184	100	100	62	92	36	120	42
17	Albuquerque Public Schools	Eubank Elementary	180	144	168	140	134	124	140	65	80	74
18	Albuquerque Public Schools	Eugene Field Elementary	160	117	150	104	131	102	96	67	163	80
19	Albuquerque Public Schools	Hawthorne Elementary	80	83	95	92	135	115	180	126	160	130
20	Albuquerque Public Schools	Hodgin Elementary	Did not apply		104	42						
21	Albuquerque Public Schools	Kirtland Elementary	195	133	104	83	147	103	133	101	150	101
22	Albuquerque Public Schools	Kit Carson Elementary	153	133	160	84	129	72	150	77	69	49
23	Albuquerque Public Schools	La Luz Elementary	100	65	110	79	105	81	100	80	100	64
24	Albuquerque Public Schools	La Mesa Elementary	130	129	226	178	200	164	200	165	152	170
25	Albuquerque Public Schools	Lavaland Elementary	113	118	162	140	150	146	153	145	210	138
26	Albuquerque Public Schools	Longfellow Elementary	Did not apply		144	77						
27	Albuquerque Public Schools	Los Padillas Elementary	132	90	110	88	136	75	96	61	120	44
28	Albuquerque Public Schools	Lowell Elementary	Did not apply		86	86	128	72	145	114	191	110
29	Albuquerque Public Schools	Maryann Binford Elementary	Did not apply		122	143						

K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	Students in Application	# Students Registered
30	Albuquerque Public Schools	Mountain View Elementary	168	114	160		116	100	76	105	100	79
31	Albuquerque Public Schools	Reginald Chavez	202	286	Not funded (district funded)		243	152	200	169	220	141
32	Albuquerque Public Schools	Tomasita Elementary	Did not apply		Did not apply		Did not apply		Did not apply		35	25
33	Albuquerque Public Schools	Valle Vista Elementary	152	154	180	151	193	119	177	130	123	120
34	Albuquerque Public Schools	Wherry Elementary	148	115	128	108	128	100	121	102	106	86
35	Albuquerque Public Schools	Whittier Elementary	95	73	95	83	103	75	119	76	106	77
36	Artesia Public Schools	Hermosa Elementary	Did not apply		Did not apply		Did not apply		Did not apply		66	50
37	Belen Consolidated Schools	Dennis Chavez Elementary	Did not apply		Did not apply		Did not apply		Did not apply		75	56
38	Belen Consolidated Schools	Gil Sanchez Elementary	Did not apply		Did not apply		Did not apply		Did not apply		110	65
39	Belen Consolidated Schools	H. T. Jaramillo Elementary	Did not apply		Did not apply		Did not apply		Did not apply		95	72
40	Belen Consolidated Schools	La Merced Elementary	Did not apply		Did not apply		Did not apply		Did not apply		110	78
41	Belen Consolidated Schools	La Promesa Elementary	Did not apply		Did not apply		Did not apply		Did not apply		110	83
42	Belen Consolidated Schools	Rio Grande Elementary	Did not apply		Did not apply		Did not apply		Did not apply		110	49
43	Bernalillo Public Schools	Algodones Elementary	79	64	84	67	Did not apply		Did not apply		100	60
44	Bernalillo Public Schools	Santo Domingo Elementary	200	93	183	95	Did not apply		Did not apply		120	82
45	Bernalillo Public Schools	W. Carrol Elementary	Did not apply		Did not apply		Did not apply		Did not apply		140	146
46	Carlsbad Municipal Schools	Craft Elementary	Did not apply		Did not apply		Did not apply		Did not apply		60	56
47	Carlsbad Municipal Schools	Hillcrest Elementary	Did not apply		Did not apply		Did not apply		Did not apply		120	46
48	Carlsbad Municipal Schools	Pate Elementary	Did not apply		Did not apply		Did not apply		Did not apply		60	48
49	Carrizozo Municipal Schools	Carrizozo Elementary	46	45	50	40	Did not apply		Did not apply		Did not apply	
50	Central Consolidated Schools	Naschitti Elementary	125	50	78	48	69	40	61	36	88	38
51	Central Consolidated Schools	Nataani Nez Elementary	81	67	School closed		School closed		School closed		School closed	
52	Central Consolidated Schools	Newcomb Elementary	206	130	170	111	164	119	126	121	176	108
53	Central Consolidated Schools	Nizhoni Elementary	170	84	163	138	148	125	119	83	176	116
54	Central Consolidated Schools	Eva B. Stokely Elementary	Did not apply		Did not apply		112	90	151	127	176	102
55	Central Consolidated Schools	Mesa Elementary	Did not apply		Did not apply		148	132	134	97	176	98
56	Central Consolidated Schools	Kirtland Elementary	Did not apply		Did not apply		Did not apply		Did not apply		176	98
57	Central Consolidated Schools	Ojo Amarillo Elementary	Did not apply		Did not apply		Did not apply		Did not apply		176	145
58	Central Consolidated Schools	Ruth N. Bond Elementary	Did not apply		Did not apply		Did not apply		Did not apply		176	110
59	Cobre Consolidated Schools	Bayard Elementary	Did not apply		Did not apply		Did not apply		Did not apply		100	42
60	Cobre Consolidated Schools	Central Elementary	Did not apply		Did not apply		Did not apply		Did not apply		96	63
61	Cobre Consolidated Schools	Hurley Elementary	Did not apply		Did not apply		Did not apply		Did not apply		167	37

K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered								
62	Cobre Consolidated Schools	San Lorenzo Elementary	Did not apply		36	12						
63	Cuba Independent Schools	Cuba Elementary	Did not apply		Did not apply		Did not apply		36	18	20	18
64	Deming Public Schools	Battan Elementary	70	139	178	135	141	109	169	102	160	60
65	Deming Public Schools	Bell Elementary	Did not apply		Did not apply		Did not apply		85	46	60	34
66	Deming Public Schools	Chaparral Elementary	Did not apply		60	43						
67	Deming Public Schools	Columbus Elementary	Did not apply		Did not apply		Did not apply		316	337	375	362
68	Deming Public Schools	Memorial Elementary	Did not apply		72	112						
69	Deming Public Schools	Ruben S. Torres Elementary (Formerly Martin ES /Smith ES)	180	92	192	130	159	104	162	108	145	110
70	Dulce Public Schools	Dulce Elementary	100	87	100	78	80	72	80	70	80	48
71	Española Public Schools	E. T. Salazar Elementary	81	54	75	45	Did not apply		90	63	80	56
72	Española Public Schools	Hernandez Elementary	80	41	74	37	60	69	80	46	65	53
73	Española Public Schools	James Rodriguez Elem.	Did not apply		60	54						
74	Española Public Schools	Los Ninos Kindergarten Center	Did not apply		60	24						
75	Gadsden Ind. Schools	Berino Elementary	Did not apply									
76	Gadsden Ind. Schools	Chaparral Elementary	105	78	140	95	80	51	72	56	54	54
77	Gadsden Ind. Schools	Desert Trail Elementary	90	61	120	53	55	0	Did not apply		100	118
78	Gadsden Ind. Schools	Desert View Elementary	90	84	100	68	120	67	100	46	90	61
79	Gadsden Ind. Schools	Gadsden Elementary	Did not apply		Did not apply		Did not apply		58	32	53	41
80	Gadsden Ind. Schools	Mesquite Elementary	69	66	45	47	Did not apply		Did not apply		65	69
81	Gadsden Ind. Schools	Riverside Elementary	120	No K-3 +	Did not apply							
82	Gadsden Ind. Schools	Santa Theresa	Did not apply		155	92						
83	Gadsden Ind. Schools	Sunland Park Elementary	54	45	Did not apply		159	117	125	95	108	85
84	Gadsden Ind. Schools	Vado Elementary	230	126	166	128	113	88	88	150	170	121
85	Gallup-McKinley County PS	Chee Dodge Elementary	80	37	80	55	55	51	60	67	60	58
86	Gallup-McKinley County PS	Church Rock Academy	80	52	Did not apply		Did not apply		65	52	65	35
87	Gallup-McKinley County PS	David Skeet Elementary	80	63	Did not apply		Did not apply		Did not apply		15	4
88	Gallup-McKinley County PS	Jefferson Elementary	Did not apply		60	31						
89	Gallup-McKinley County PS	Juan De Onate Elementary	100	74	Did not apply		Did not apply		Did not apply		20	12
90	Gallup-McKinley County PS	Lincoln Elementary	Did not apply		48	28						
91	Gallup-McKinley County PS	Navajo Elementary	80	38	Did not apply							

K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered
92	Gallup-McKinley County PS	Ramah Elementary	75	23	48	46	40	28	48	40	48	42
93	Gallup-McKinley County PS	Rocky View Elementary	120	67	100	49	80	50	80	47	100	86
94	Gallup-McKinley County PS	Stagecoach Elementary	120	44	80	62	65	54	95	84	80	59
95	Gallup-McKinley County PS	Thoreau Elementary	80	47	Did not apply		Did not apply		Did not apply		20	26
96	Gallup-McKinley County PS	Tobe Turpen Elementary	Did not apply		40	10						
97	Gallup-McKinley County PS	Tohatchi Elementary	102	60	Did not apply		Did not apply		Did not apply		66	54
98	Gallup-McKinley County PS	Twin Lakes Elementary	80	25	Did not apply							
99	Gallup-McKinley County PS	Washington Elementary	Did not apply		43	26						
100	Hatch Public Schools	Garfield Elementary	Did not apply		95	70						
101	Hatch Public Schools	Hatch Valley Elementary	Did not apply		215	142						
102	Hobbs Municipal Schools	Edison Elementary	Did not apply		53	33						
103	Hobbs Municipal Schools	Jefferson Elementary School	84	54	Did not apply		Did not apply		43	36	58	67
104	Hobbs Municipal Schools	Southern Heights Elementary	84	71	Did not apply		Did not apply		43	38	47	16
105	Hobbs Municipal Schools	Will Rogers Elementary	Did not apply		Did not apply		Did not apply		43	40	51	32
106	Jemez Mountain PS	Lybrook Elementary School	45	34	36	16	Did not apply		Did not apply		Did not apply	
107	Jemez Valley Public Schools	San Diego Riverside Charter	37	29	51	32	40	38	49	25	49	43
108	Las Cruces Public Schools	Alameda Elementary	Did not apply		120	119						
109	Las Cruces Public Schools	Central Elementary	Did not apply		112	90						
110	Las Cruces Public Schools	B.T. Washington Elementary	160	Incomplete Data	240	122	Did not apply		200	171	200	114
111	Las Cruces Public Schools	Cesar Chavez/Sunrise Elem.	180	166	Not Funded		Not Funded		200	174	240	176
112	Las Cruces Public Schools	Conlee Elementary	220	160	160	142	Did not apply		200	143	205	147
113	Las Cruces Public Schools	Hermosa Heights Elementary	Did not apply		Did not apply		Did not apply		200	31	160	91
114	Las Cruces Public Schools	Loma Heights Elementary	Did not apply		150	113						
115	Las Cruces Public Schools	Mac Arthur Elementary	160	Incomplete Data	160	158	Did not apply		200	178	198	167
116	Las Cruces Public Schools	Mesilla Park Elementary	160	100	160	124	Did not apply		160	104	180	150
117	Las Cruces Public Schools	Sunrise Elementary	180	Incomplete Data	Not Funded		Did not apply		With Cesar Chavez		Did not apply	
118	Las Cruces Public Schools	Valley View Elementary	180	117	160	90	Did not apply		Did not apply		110	85
119	La Promesa Charter School	La Promesa Charter School	104	136	170	152	110	165	191	195	234	212
120	Las Vegas City Public Schools	Sierra Vista Elementary	Did not apply		45	39						

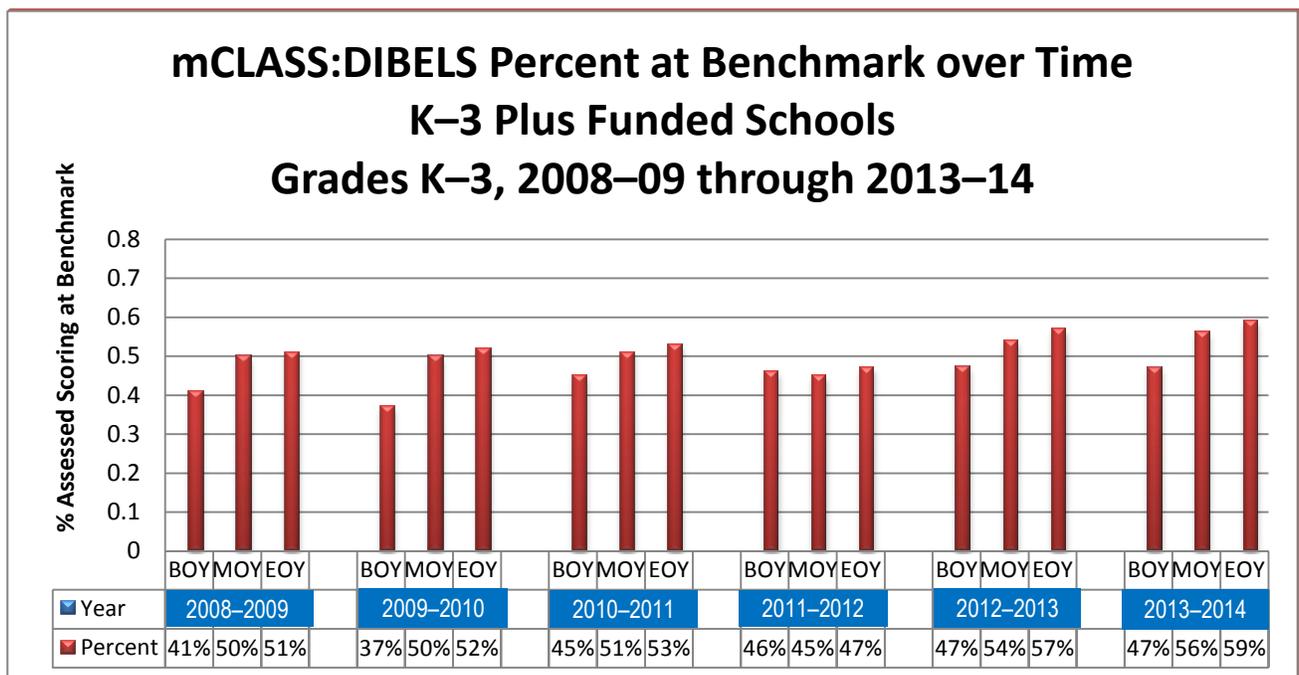
K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered
121	Lordsburg Public Schools	RV Taylor Elementary	Did not apply		Did not apply		Did not apply		Did not apply		75	47
122	Lordsburg Public Schools	Southside Elementary	Did not apply		Did not apply		Did not apply		Did not apply		25	16
123	Los Lunas Public Schools	Ann Parish Elementary	240	158	Not Funded		Not Funded		48	32	100	77
124	Los Lunas Public Schools	Desert View Elementary	240	164	165	116	120	122	100	81	100	94
125	Los Lunas Public Schools	Tome Elementary	Did not apply		Did not apply		Did not apply		Did not apply		60	48
126	Loving Municipal Schools	Loving Elementary	162	94	136	45	154	82	Did not apply		Did not apply	
127	Magdalena Municipal Schools	Magdalena Elementary	102	55	(Not Funded—not 25 days)		Not Funded		48	23	Did not apply	
128	Mora Independent Schools	Mora Elementary	Did not apply		Did not apply		Did not apply		Did not apply		30	28
129	Peñasco Independent Schools	Peñanco Elementary	70	61	Declined Award		Not Funded		Did not apply		60	33
130	Ralph J. Bunche Academy	Ralph J. Bunche Academy Charter School	Did not apply		Did not apply		Did not apply		Did not apply		50	35
131	Roswell Independent Schools	East Grant Plains Elementary	Did not apply		Did not apply		Did not apply		Did not apply		90	56
132	Roswell Independent Schools	El Capitan Elementary	Did not apply		Did not apply		Did not apply		Did not apply		100	74
133	Roswell Independent Schools	Missouri Elementary	Did not apply		Did not apply		Did not apply		Did not apply		60	109
134	Roswell Independent Schools	Monterrey Elementary	Did not apply		Did not apply		Did not apply		Did not apply		155	69
135	Roswell Independent Schools	Nancy Lopez Elementary	Did not apply		Did not apply		Did not apply		Did not apply		103	28
136	Roswell Independent Schools	Pecos Elementary	168	228	Did not apply		Did not apply		Did not apply		134	99
137	Roswell Independent Schools	Susnet Elementary	Did not apply		Did not apply		Did not apply		Did not apply		110	81
138	Roswell Independent Schools	Valley View Elementary	Did not apply		Did not apply		Did not apply		Did not apply		150	146
139	Roswell Independent Schools	Washington Avenue Elementary	Did not apply		Did not apply		Did not apply		Did not apply		120	91
140	Questa Independent Schools	Alta Vista Elementary	60	58	Not Funded (late application)		Did not apply		Did not apply		Did not apply	
141	Questa Independent Schools	Rio Costilla Elementary	20	Incomplete Data	Not Funded (late application)		Did not apply		Did not apply		Did not apply	
142	Santa Fe Public Schools	Agua Fria Elementary School	100	No K-3 +	Did not apply		Did not apply		Did not apply		120	82
143	Santa Fe Public Schools	Cesar Chavez Elementary	Did not apply		Did not apply		Did not apply		Did not apply		120	81
144	Santa Fe Public Schools	Francis X. Nava Elementary	Did not apply		Did not apply		Did not apply		Did not apply		80	88
145	Santa Fe Public Schools	Kaune Elementary School	Incomplete Data	50	School closed		School closed		School closed		Did not apply	
146	Santa Fe Public Schools	Larragoite Elementary School	100	57	School closed		School closed		School closed		School closed	
147	Santa Fe Public Schools	Ramirez Thomas Elementary	100	No K-3 +	Did not apply		Did not apply		Did not apply		160	73
148	Santa Fe Public Schools	R.M. Sweeney School	200	157	200	173	260	152	260	151	200	211

K-3 Plus Student Summary			Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012		Fiscal Year 2013		Fiscal Year 2014	
			Summer 2009		Summer 2010		Summer 2011		Summer 2012		Summer 2013	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered	# Students in Application	# Students Registered
149	Santa Fe Public Schools	Salazar Elementary School	80	58	60	45	Did not apply		120	82	80	76
150	Silver Consolidated Schools	Sixth Street Elementary	61	41	64	59	70	66	88	61	78	79
151	Socorro Consolidated Schools	Parkview Elementary	80	73	80	80	80	77	80	84	160	130
152	Taos Municipal Schools	Arroyo Del Norte Elem.	64	52	76	62	Did not apply		Did not apply		Did not apply	
153	Taos Municipal Schools	Enos Garcia Elementary	235	159	Not funded		114	91	120	126	120	137
154	Taos Municipal Schools	Ranchos De Taos Elem.	152	92	152	110	114	100	130	115	110	114
155	Truth or Consequences	Arrey Elementary	96	64	Did not apply							
156	Truth or Consequences	T or C Elementary	Did not apply		Did not apply		Did not apply		277	120	155	92
157	Vaughn Municipal Schools	Vaughn Elementary	Did not apply		22	19						
158	Wagon Mound Public Schools	Wagon Mound Elementary	Did not apply		21	15						
159	West Las Vegas Public Schools	Don Cecilio/Valley	80	46	40	17	Did not apply		Did not apply		40	2
160	West Las Vegas Public Schools	Luis Armijo/Valley	80	42	40	18	Did not apply		Did not apply		80	42
161	West Las Vegas Public Schools	Valley Elementary	80	0	Did not apply		Did not apply		Did not apply		45	16
162	Zuni Public School District	A.Shiwi Elementary	Did not apply		Did not apply		Did not apply		160	147	470	259
Totals			11138	7537	8011	5816	6630	4941	9295	6683	15845	11,639
Percentage of Students in Application That Actually Registered for K-3 Plus				67.66%		72.60%		74.52%		71.89%		73.45%

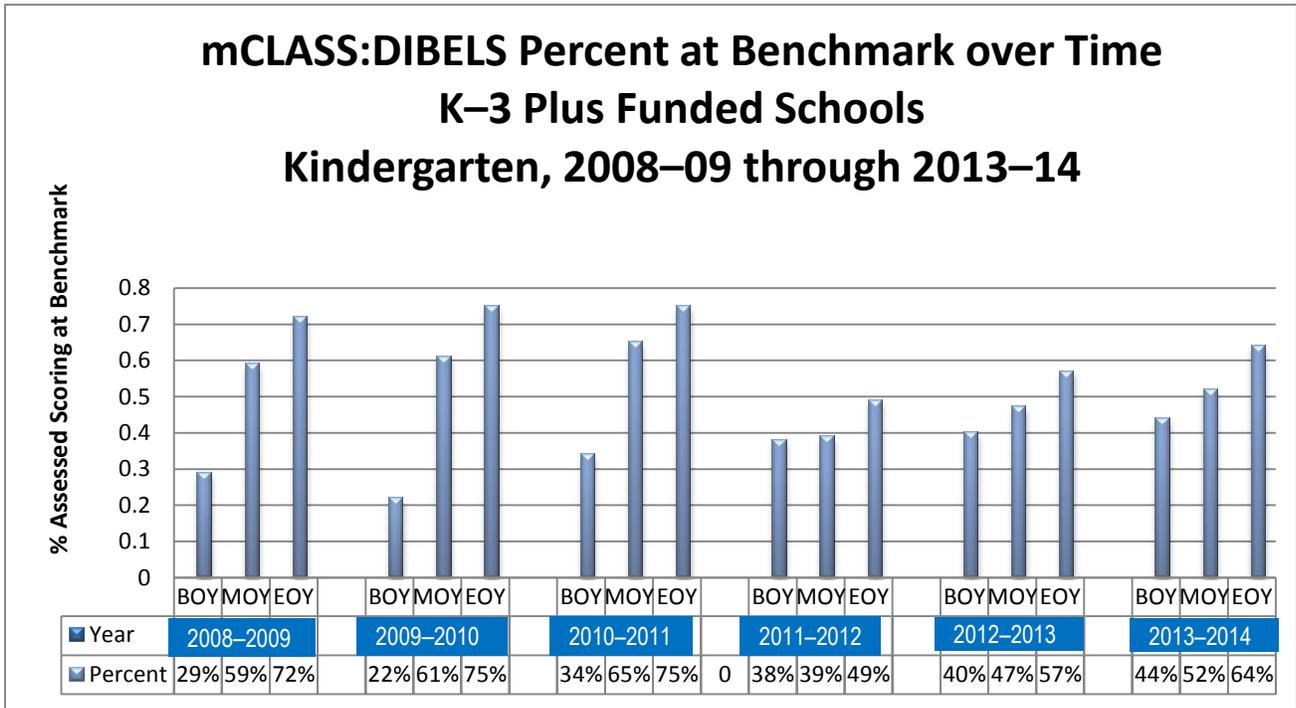
Assessment Results

In literacy, the state-adopted assessment in kindergarten and in grades one through three consists of at least bi-monthly progress monitoring and three benchmark dates. Over a six year period, DIBELS Next data indicates that there is an increase in student scores in grades kindergarten through third grade, from the beginning of the year (BOY) and the end of year (EOY) assessment. This means that there are more students scoring in the benchmark range (on grade level) by the end of the year. Literacy results for K–3 Plus funded schools from the school year 2008–2009 through the school year 2013–2014 are provided below.

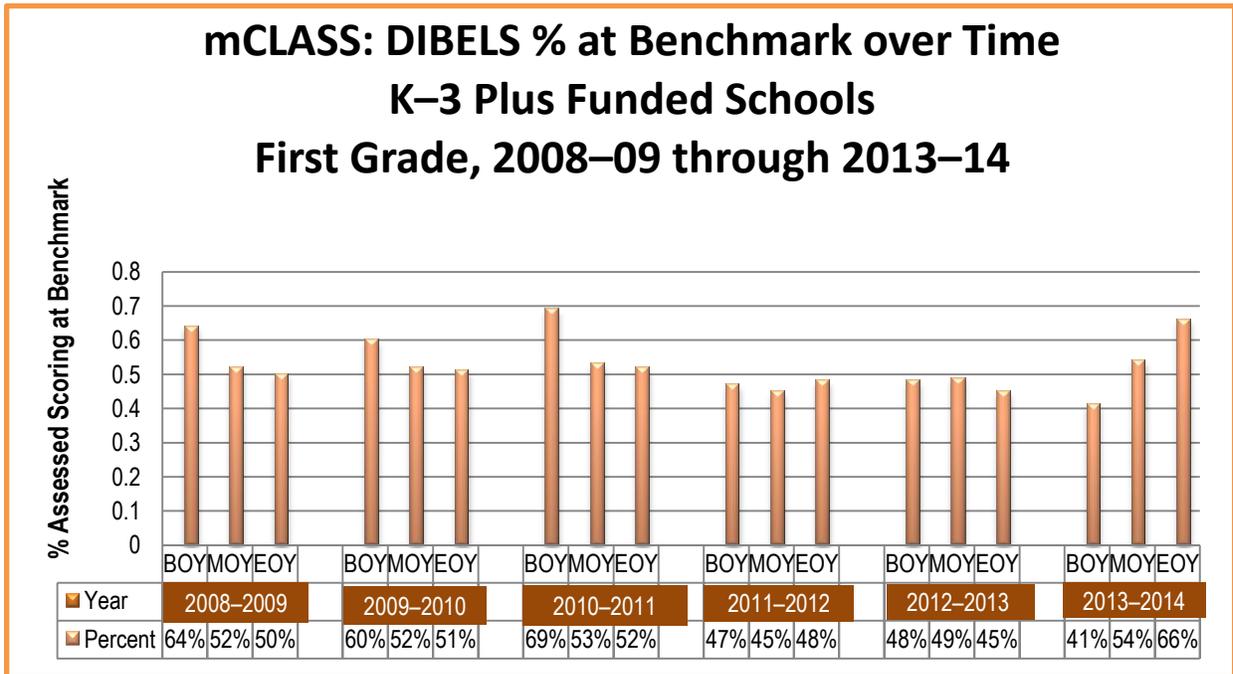
mCLASS: DIBELS K–3 Aggregated over Time



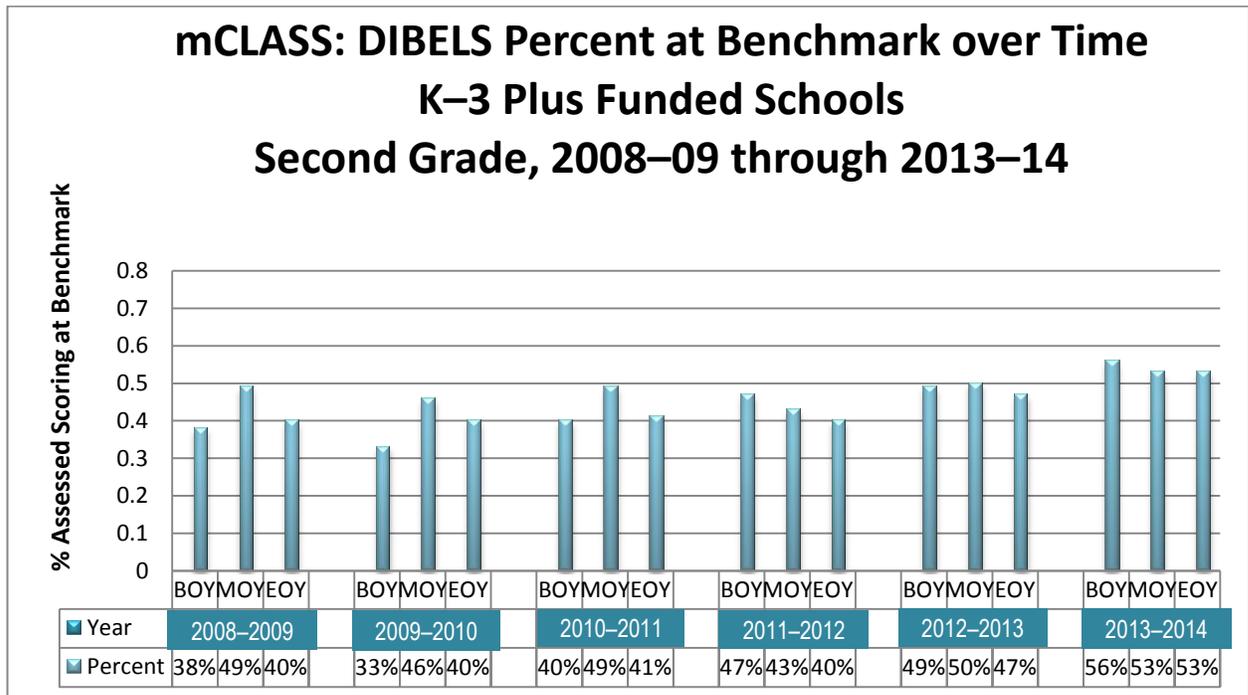
mCLASS: DIBELS Kindergarten over Time



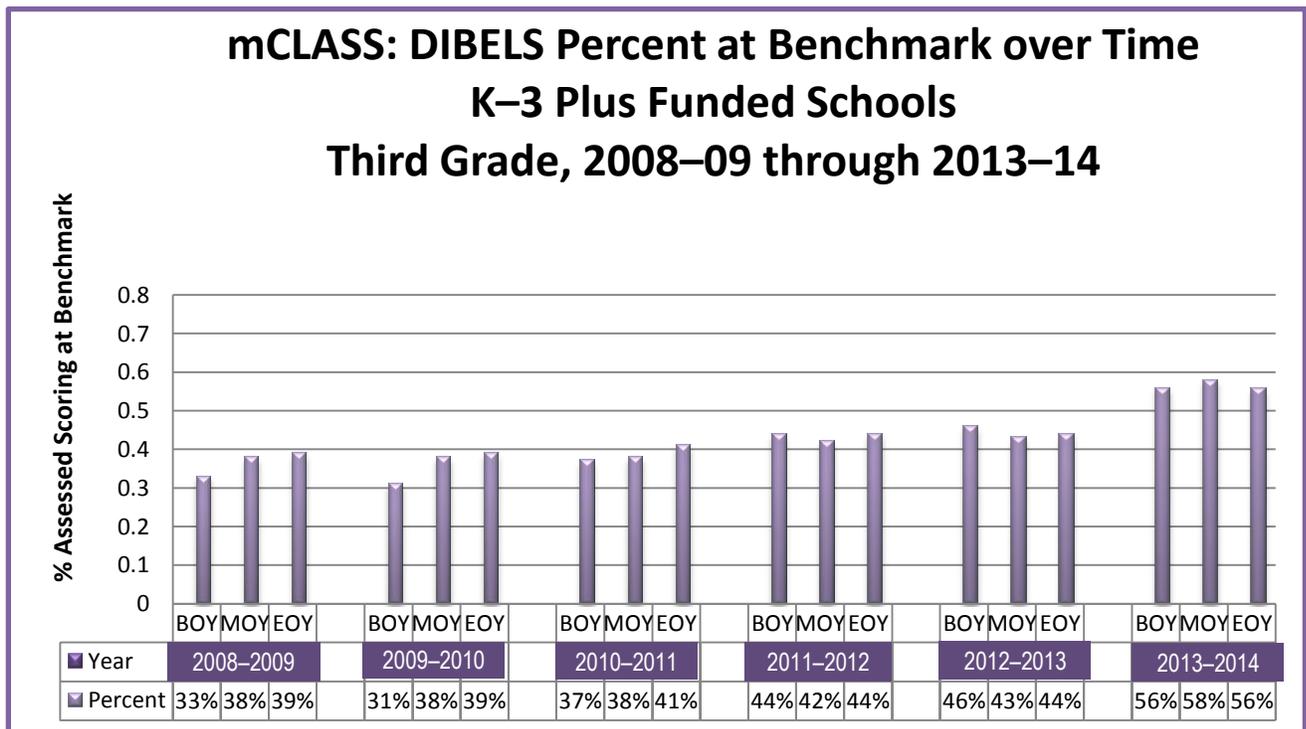
mCLASS: DIBELS First Grade over Time



mCLASS: DIBELS Second Grade over Time



mCLASS: DIBELS Third Grade over Time



SBA results for the school year 2013–2014 for third and fourth grades are provided below.

#	LEA	SCHOOL	Third Grade SBA % Proficient and Above*		Fourth Grade SBA % Proficient and Above*			
			Reading	Math	Reading	Math	Science	
1	Albuquerque Public Schools	Adobe Acres Elementary	42.0	35.0	25.0	42.5	35.0	
2	Albuquerque Public Schools	Alamosa Elementary	27.5	20.2	25.8	24.0	43.2	
3	Albuquerque Public Schools	Armijo Elementary	21.6	10.7	12.9	7.0	25.7	
4	Albuquerque Public Schools	Barcelona Elementary	29.2	30.6	25.3	30.4	26.6	
5	Albuquerque Public Schools	Bel-Air Elementary	43.9	42.1	48.3	39.7	42.0	
6	Albuquerque Public Schools	Carlos Rey Elementary	46.0	45.2	28.9	28.1	28.1	
7	Albuquerque Public Schools	Christine Duncan Heritage Academy (Charter)	4.5	0	16.7	16.7	16.7	
8	Albuquerque Public Schools	Dolores Gonzales Elementary	39.7	39.7	45.2	67.7	62.9	
9	Albuquerque Public Schools	Duran Elementary	50.0	61.9	23.1	20.5	17.9	
10	Albuquerque Public Schools	East San Jose Elementary	30.3	37.1	29.9	42.9	46.8	
11	Albuquerque Public Schools	Edward Gonzales Elementary	40.5	37.6	30.1	29.2	34.7	
12	Albuquerque Public Schools	El Camino Real Charter	10.0	35.0	17.9	14.3	21.4	
13	Albuquerque Public Schools	Emerson Elementary	24.3	25.7	22.2	19.4	22.5	
14	Albuquerque Public Schools	Eubank Elementary	23.7	27.1	18.3	18.3	25.4	
15	Albuquerque Public Schools	Eugene Field Elementary	35.1	59.5	36.4	35.3	35.3	
16	Albuquerque Public Schools	Hawthorne Elementary	22.8	11.7	20.3	19.0	21.5	
17	Albuquerque Public Schools	Helen Cordero Elementary	K-2 School					
18	Albuquerque Public Schools	Hodgin Elementary	27.5	26.5	33	24.2	35.2	
19	Albuquerque Public Schools	Kirtland Elementary	43.1	33.3	42.5	25.0	37.5	
20	Albuquerque Public Schools	Kit Carson Elementary	30.6	27.4	18.6	18.6	23.7	
21	Albuquerque Public Schools	La Luz Elementary	21.6	16.2	20.0	17.8	24.4	
22	Albuquerque Public Schools	La Mesa Elementary	46.9	49.6	21.7	21.0	23.1	
23	Albuquerque Public Schools	Lavaland Elementary	37.0	19.6	18.5	12.0	19.6	
24	Albuquerque Public Schools	Longfellow Elementary	48.7	51.3	57.9	71.1	57.9	
25	Albuquerque Public Schools	Los Padillas Elementary	29.5	31.8	15.6	15.6	28.1	
26	Albuquerque Public Schools	Lowell Elementary	13.3	6.8	14.5	7.4	13.0	
27	Albuquerque Public Schools	Maryann Binford Elementary	39.7	41.2	22.7	19.7	24.2	
28	Albuquerque Public Schools	Mountain View Elementary	52.5	49.2	29.0	24.2	32.3	
29	Albuquerque Public Schools	Reginald Chavez	42.9	60.4	31.0	31.0	41.4	
30	Albuquerque Public Schools	Tomasita Elementary	37.3	35.3	44.4	40.7	25.9	
31	Albuquerque Public Schools	Valle Vista Elementary	39.4	38.3	19.2	27.5	32.5	
32	Albuquerque Public Schools	Wherry Elementary	22.1	10.4	20.8	20.8	21.9	
33	Albuquerque Public Schools	Whittier Elementary	26.9	15.4	18.6	15.7	24.3	
34	Artesia Public Schools	Hermosa Elementary	68.3	68.3	52.7	63.6	61.8	
35	Belen Consolidated Schools	Dennis Chavez Elementary	37.5	22.9	26.1	17.4	21.7	

*While *reading* and *math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

. SBA results for the school year 2013–2014 for third and fourth grades are provided below.

#	LEA	SCHOOL	Third Grade SBA % Proficient and Above*		Fourth Grade SBA % Proficient and Above*			
			Reading	Math	Reading	Math	Science	
36	Belen Consolidated Schools	Gil Sanchez Elementary	45.5	24.2	23.8	23.8	42.9	
37	Belen Consolidated Schools	H. T. Jaramillo Elementary	44.8	36.2	K–3 School			
38	Belen Consolidated Schools	La Promesa Elementary	50.0	50.0	17.9	28.6	32.1	
39	Belen Consolidated Schools	La Merced Elementary	29.2	44.4	30.9	29.4	50.0	
40	Belen Consolidated Schools	Rio Grande Elementary	28.9	28.9	45.7	34.3	51.4	
41	Bernalillo Public Schools	Algodones Elementary	22.2	38.9	59.1	50.0	54.5	
42	Bernalillo Public Schools	Santo Domingo Elementary	31.4	25.7	37.8	18.9	19.4	
43	Bernalillo Public Schools	W. Carroll Elementary	K–2 School					
44	Carlsbad Municipal Schools	Craft Elementary	28.3	41.7	26.7	42.2	57.8	
45	Carlsbad Municipal Schools	Hillcrest Elementary	30.3	13.6	27.6	20.7	31.0	
46	Carlsbad Municipal Schools	Pate Elementary	34.6	20.8	51.4	21.6	43.2	
47	Central Consolidated Schools	Eva B. Stokely Elementary	41.8	38.8	34.4	42.9	39.1	
48	Central Consolidated Schools	Kirtland Elementary	39.5	35.5	42.0	37.0	42.0	
49	Central Consolidated Schools	Mesa Elementary	14.0	34.0	18.2	14.5	12.7	
50	Central Consolidated Schools	Naschitti Elementary	14.3	57.1	25.0	33.3	25.0	
51	Central Consolidated Schools	Newcomb Elementary	39.2	47.1	49.0	53.1	38.8	
52	Central Consolidated Schools	Nizhoni Elementary	32.1	32.1	29.8	19.1	10.6	
53	Central Consolidated Schools	Ojo Armijo Elementary	48.0	42.7	32.7	32.7	25.5	
54	Central Consolidated Schools	Ruth N. Bond Elementary	50.6	60.7	K–3 School			
55	Cobre Consolidated Schools	Bayard Elementary	18.4	10.5	27.8	25.0	41.7	
56	Cobre Consolidated Schools	Central Elementary	36.8	26.3	33.3	23.3	30.0	
57	Cobre Consolidated Schools	Hurley Elementary	28.6	42.9	31.6	31.6	42.1	
58	Cobre Consolidated Schools	San Lorenzo Elementary	72.7	54.5	71.4	57.1	71.4	
59	Cuba Independent Schools	Cuba Elementary	17.2	27.6	29.6	48.1	46.2	
60	Deming Public Schools	Battan Elementary	46.2	35.5	29.4	31.8	36.9	
61	Deming Public Schools	Bell Elementary	34.5	17.2	13.3	13.3	26.7	
62	Deming Public Schools	Chaparral Elementary	46.6	50.7	35.1	52.6	44.2	
63	Deming Public Schools	Columbus Elementary	46.6	50.7	35.1	52.6	44.2	
64	Deming Public Schools	Memorial Elementary	47.9	50.7	36.8	38.8	43.3	
65	Deming Public Schools	Ruben S. Torres Elementary (Formerly Martin ES /Smith ES)	41.8	30.4	16.7	10.6	29.4	
66	Dulce Public Schools	Dulce Elementary	20.7	13.8	18.3	13.3	21.7	
67	Española Public Schools	Eutimio Salazar Elementary	31.5	44.4	29.2	43.8	41.7	
68	Española Public Schools	Hernandez Elementary	53.6	57.1	55.6	61.1	77.8	

*While *reading* and *math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

SBA results for the school year 2013–2014 for third and fourth grades are provided below.

#	LEA	SCHOOL	Third Grade SBA % Proficient and Above*		Fourth Grade SBA % Proficient and Above*			
			Reading	Math	Reading	Math	Science	
69	Española Public Schools	James Rodriguez Elementary	49.3	53.4	48.1	38.9	50.0	
70	Española Public Schools	Los Niños Kindergarten Cntr.	Kindergarten Center					
71	Gadsden Independent Schools	Chaparral Elementary	55.4	69.6	55.4	69.6	55.4	
72	Gadsden Independent Schools	Desert Trails Elementary	59.6	68.1	31.0	45.7	38.3	
73	Gadsden Independent Schools	Desert View Elementary	66.7	76.9	49.3	68.0	44.0	
74	Gadsden Independent Schools	Gadsden Elementary	65.7	74.3	39.5	60.5	44.7	
75	Gadsden Independent Schools	Mesquite Elementary	42.0	52.0	27.8	37.8	35.1	
76	Gadsden Independent Schools	Santa Theresa Elementary	71.6	77.0	52.4	68.6	59.6	
77	Gadsden Independent Schools	Sunland Park Elementary	70.0	58.0	47.1	60.8	47.1	
78	Gadsden Independent Schools	Vado Elementary	55.3	41.3	44.1	41.4	37.9	
79	Gallup-McKinley County PS	Chee Dodge Elementary	23.1	18.5	10.3	10.3	10.3	
80	Gallup-McKinley County PS	Church Rock Academy	15.7	39.2	5.8	17.3	13.5	
81	Gallup-McKinley County PS	David Skeet Elementary	9.7	29.0	7.9	10.5	13.2	
82	Gallup-McKinley County PS	Jefferson Elementary	56.4	48.7	30.2	29.5	27.3	
83	Gallup-McKinley County PS	Juan De Onate Elementary	42.0	44.4	27.3	21.8	16.7	
84	Gallup-McKinley County PS	Lincoln Elementary	28.6	26.2	31.0	26.8	21.4	
85	Gallup-McKinley County PS	Ramah Elementary	19.4	11.1	20.0	8.0	16.0	
86	Gallup-McKinley County PS	Rocky View Elementary	24.6	23.0	34.9	25.6	32.6	
87	Gallup-McKinley County PS	Stagecoach Elementary	25.0	25.0	19.1	10.6	14.9	
88	Gallup-McKinley County PS	Thoreau Elementary	26.7	31.1	25.0	28.8	19.2	
89	Gallup-McKinley County PS	Tobe Turpen Elementary	18.0	16.0	22.4	34.7	16.3	
90	Gallup-McKinley County PS	Tohatchi Elementary	32.3	29.0	34.5	17.2	24.1	
91	Gallup-McKinley County PS	Washington Elementary	21.2	9.1	37.8	29.7	27.8	
92	Hatch Valley Public Schools	Garfiled Elementary	43.5	47.8	19.0	42.9	28.6	
92	Hatch Valley Public Schools	Hatch Elementary	K–2 School					
94	Hobbs Municipal Schools	Edison Elementary	54.9	49.0	28.9	37.8	35.6	
95	Hobbs Municipal Schools	Jefferson Elementary	41.1	57.5	23.7	52.5	28.8	
96	Hobbs Municipal Schools	Southern Heights Elementary	33.3	41.7	26.1	47.8	23.2	
97	Hobbs Municipal Schools	Will Rogers Elementary	34.3	28.6	28.8	32.9	30.1	
98	Jemez Valley Public Schools	San Diego Riverside Charter	0.0	0.0	27.3	0.0	9.1	
99	Las Cruces Public Schools	Alameda Elementary	43.7	37.9	40.0	34.3	42.9	
100	Las Cruces Public Schools	B.T. Washington Elementary	50.0	35.1	23.9	28.3	28.3	

*While *reading* and *math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

SBA results for the school year 2013–2014 for third and fourth grades are provided below.

#	LEA	SCHOOL	Third Grade SBA % Proficient and Above*		Fourth Grade SBA % Proficient and Above*			
			Reading	Math	Reading	Math	Science	
101	Las Cruces Public Schools	Central Elementary	43.2	37.8	48.9	36.2	48.9	
102	Las Cruces Public Schools	Cesar Chavez Elementary	K-2 School					
103	Las Cruces Public Schools	Conlee Elementary	50.6	53.5	38.8	29.4	32.1	
104	Las Cruces Public Schools	Hermosa Heights Elementary	31.1	25.7	40.5	48.6	52.7	
105	Las Cruces Public Schools	Loma Heights Elementary	53.4	55.2	50	51.3	44.9	
106	Las Cruces Public Schools	Mac Arthur Elementary	45.5	39.4	41.3	38.7	37.3	
107	Las Cruces Public Schools	Mesilla Park Elementary	45.8	32.2	59.6	46.8	63.8	
108	Las Cruces Public Schools	Valley View Elementary	56.4	54.5	41.3	38.1	31.7	
109	La Promesa Charter School	La Promesa Charter School	22.5	7.5	46.2	51.3	51.3	
110	Las Vegas City Public Schools	Sierra Vista Elementary	46.9	25.0	43.5	39.1	65.2	
111	Lordsburg Public Schools	RV Taylor Elementary	K-2 School					
112	Lordsburg Public Schools	Southside Elementary	57.8	44.4	35.3	32.4	41.2	
113	Los Lunas Public Schools	Ann Parish Elementary	52.3	47.7	22.6	14.5	24.2	
114	Los Lunas Public Schools	Desert View Elementary	39.3	47.5	50.0	48.3	53.4	
115	Los Lunas Public Schools	Tome Elementary	61.4	66.7	50.0	60.0	61.7	
116	Mora Independent Schools	Mora Elementary	31.1	28.9	18.3	37.9	65.5	
117	Peñasco Independent Schools	Peñasco Elementary	47.8	43.5	45.0	35.0	55.0	
118	Ralph J. Bunche Academy	Ralph J. Bunche Academy Charter School	16.7	16.7	37.5	25.0	37.5	
119	Roswell Independent Schools	East Grant Plains Elementary	66.7	77.8	50.0	58.0	56.0	
120	Roswell Independent Schools	El Capitan Elementary	48.6	60.0	43.5	41.9	37.1	
121	Roswell Independent Schools	Missouri Elementary	64.6	41.4	75.4	45.7	48.6	
122	Roswell Independent Schools	Monterrey Elementary	54.7	44.2	37.2	37.2	33.3	
123	Roswell Independent Schools	Nancy Lopez Elementary	39.5	41.9	22.0	12.0	20.0	
124	Roswell Independent Schools	Pecos Elementary	60.7	65.6	26.2	50.8	39.3	
125	Roswell Independent Schools	Sunset Elementary	51.7	60.0	29.7	29.7	32.8	
126	Roswell Independent Schools	Valley View Elementary	70.7	66.3	47.1	54.4	57.4	
127	Roswell Independent Schools	Washington Avenue Elementary	50.6	45.5	47.3	60.8	49.3	
128	Santa Fe Public Schools	Agua Fria	43.0	31.8	19.0	15.5	22.0	
129	Santa Fe Public Schools	Cesar Chavez	37.9	29.1	29.5	23.0	39.1	

*While *reading* and *math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

¹ Proficiencies for groups with fewer than 10 students are masked.

SBA results for the school year 2013–2014 for third and fourth grades are provided below.

#	LEA	SCHOOL	Third Grade SBA % Proficient and Above*		Fourth Grade SBA % Proficient and Above*			
			Reading	Math	Reading	Math	Science	
130	Santa Fe Public Schools	Francis X. Nava Elementary	27.5	23.5	23.4	14.9	40.4	
131	Santa Fe Public Schools	Ramirez Thomas Elementary	50.6	51.9	26.5	39.7	38.2	
132	Santa Fe Public Schools	R.M. Sweeney School	34.1	15.4	26.0	15.0	30.0	
133	Santa Fe Public Schools	Salazar Elementary School	35.8	41.5	22.6	21.0	27.4	
134	Silver Consolidated Schools	Sixth Street Elementary	35.0	35.0	59.1	36.4	54.5	
135	Socorro Consolidated Schools	Parkview Elementary	70.0	80.0	55.0	70.0	55.0	
136	Taos Municipal Schools	Enos Garcia Elementary	31.2	23.7	20.5	14.8	23.9	
137	Taos Municipal Schools	Ranchos De Taos Elementary	30.0	18.3	26.4	18.4	39.1	
138	Truth or Consequences	T or C Elementary	51.5	51.5	39.6	52.5	49.5	
139	Vaughn Municipal Schools	Vaughn Elementary	57.1	57.1	33.3	50.0	50.0	
140	Wagon Mound Public Schools	Wagon Mound Elementary	25.0	25.0	25.0	0.0	50.0	
141	West Las Vegas Public Schools	Don Cecilio/Valley	56.4	56.4	34.6	42.3	33.3	
142	West Las Vegas Public Schools	Luis Armijo/Valley	K–1 School					
143	West Las Vegas Public Schools	Valley Elementary	35.7	14.3	50.0	33.3	33.3	
144	Zuni Public School District	AShiwi Elementary	K–2 School					

*While *reading* and *math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

Grade	SBA Statewide Scores—% Proficient and Above		
	Reading	Math	Science
Third Grade	51.8	49.4	Not tested
Fourth Grade	43.8	42.7	48.3

Trends

With the enactment of House Bill 14 in the 2012 Legislative Session, K–3 Plus has completed its second year as a program in the PED. The program continues to demonstrate success, including an increase in student participation in high-poverty schools. In 2013, the K–3 Plus program was implemented in 32 districts, serving 142 schools and 2 state charter schools. This was an increase over 2012, when the program served 108 schools and 1 charter school. In the summer of 2013, there were 11,639 students participating statewide in the K–3 Plus program, an increase of 4,956 from the previous year.

Student Participation in K–3 Plus

ENTITY	2012	2013	NUMBER INCREASE	PERCENT INCREASE
Districts—of 89 possible	22	32	10	45
Schools	108	142	34	32
State Charter Schools	1	2	1	100
Students	6,683	11,639	4,956	74

Teachers have had the opportunity to participate in professional development in areas including the foundations of literacy, the Common Core State Standards, English language learners, differentiated instruction, data analysis, early learning mathematical practices, and high-yield instructional strategies. Over 430 teachers and administrators have participated in professional development offered by the K–3 Plus program.

As this critically important program expands, the PED K–3 Plus staff continues to support teacher training in reading and mathematics. School visits continue to focus on the objectives of the K–3 Plus program goals of narrowing the achievement gap by increasing instructional time that focuses on literacy and early mathematics skills. On-going program data analysis provides the PED and school staffs with invaluable evidence that allows the development of targeted guidance to support student academic achievement.

With regard to the school grading system, 35 percent of schools that participated in K–3 Plus beginning in 2012–2013 increased one or two letter grades. Of the schools that began participating in the K–3 Plus Program beginning in 2013–2014, 37.7 percent increased a letter grade, showing promising improvement.

In summary, the K–3 Plus program has demonstrated the following results:

1. Increased demand and participation at all levels (district, school, and students served)
2. Improved student achievement from beginning of year (BOY) to end of year (EOY) on the DIBELS Next literacy assessment.
3. Positive effects on third-grade reading, writing, and math SBA performance in comparison to students not attending K–3 Plus
4. Increased improvement in school grades

Conclusion

The extra 25 days of school in the K–3 Plus program provide additional time and opportunity for kindergarten through third grade students in high-poverty schools to meet grade-level objectives and become proficient readers by the end of third grade. Scheduling this extra time 25 days prior to the start of the regular school year provides teachers with additional opportunities to fully implement the core curriculum with fidelity, while ensuring that the most at-risk students are given the extra instruction they need through the state’s RtI framework. By targeting the schools with 80 percent or more students eligible for free or reduced-fee lunch, K–3 Plus effectively reaches New Mexico’s most at-risk students.

The K–3 Plus staff will continue to provide technical assistance and professional development to schools and districts. The staff will provide support with the monitoring and oversight of the program and addressing issues of recruitment, attendance, assessment, data reporting, and adherence to program guidelines and requirements. This assistance will increase the efficacy and efficiency of the program. Increased support in professional development and support for best practice and quality of instruction will best ensure that the additional instructional time provided is effective—which is the fundamental intent of the K–3 Plus program.

Glossary and Acronyms

Glossary

DIBELS Next

This is the most recent version of DIBELS, which is an assessment used to measure acquisition of elementary literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency in oral reading, and comprehension.

mCLASS:DIBELS Next

This refers to the literacy DIBELS Next software and online data collection for grades K–3 students.

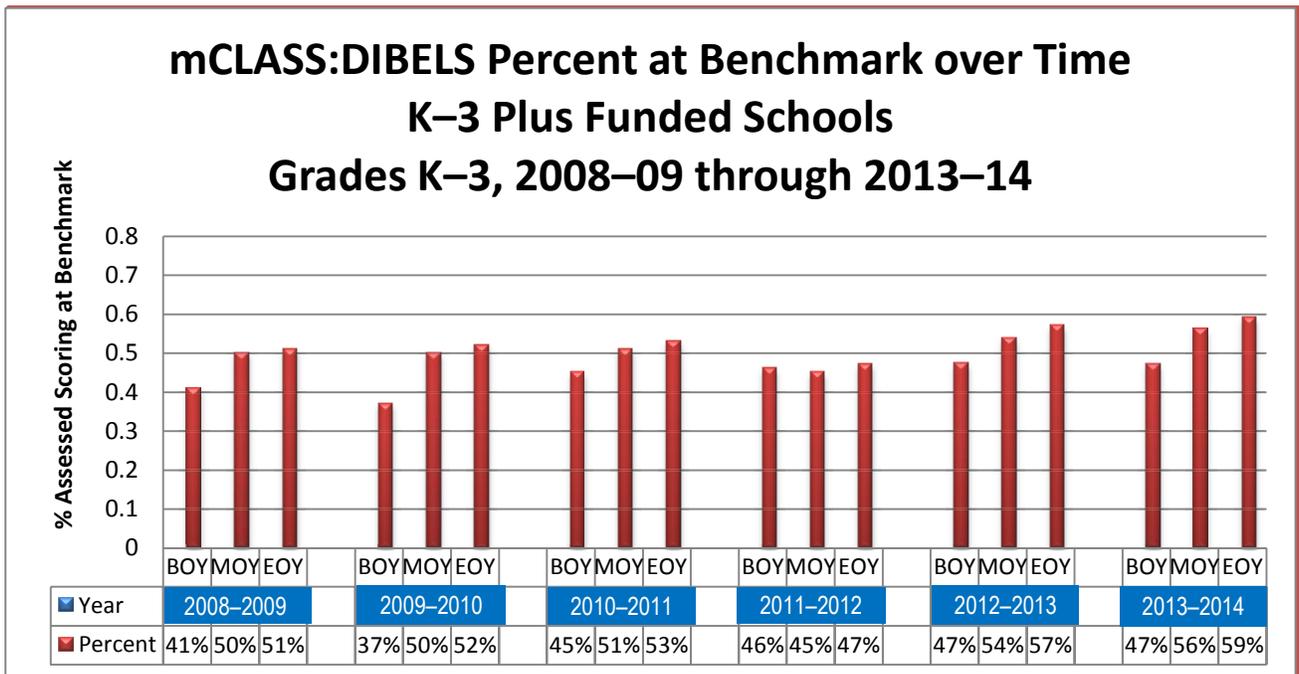
Acronyms

CCSS	Common Core State Standards
FY	Fiscal year
LEA	Local education agency
PED	Public Education Department
SBA	New Mexico Standards Based Assessment
STARS	Student Teacher Accountability Reporting System
SY	School year

Assessment Results

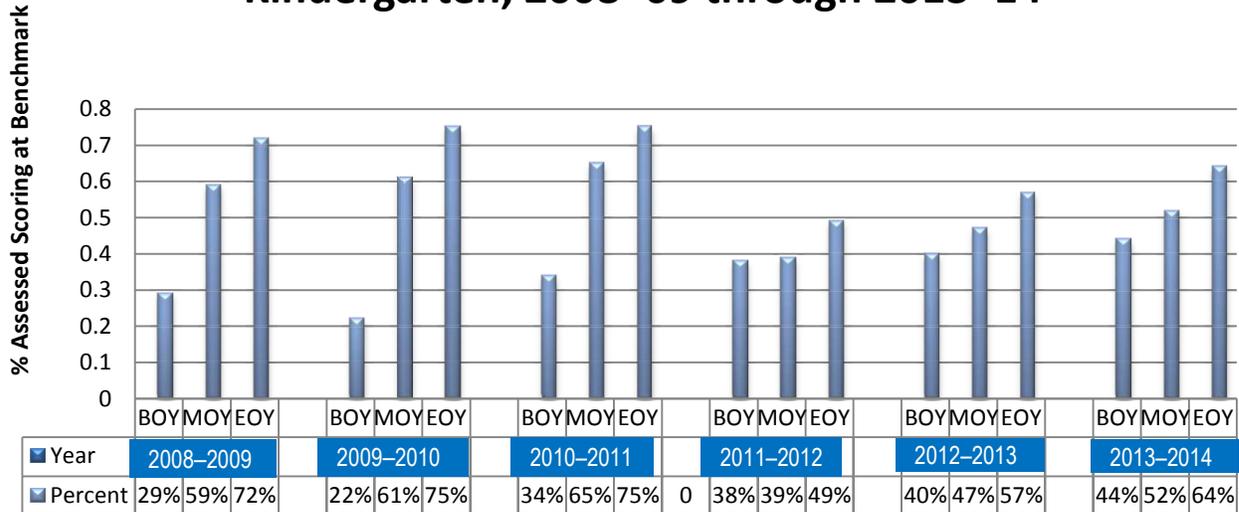
In literacy, the state-adopted assessment in kindergarten and in grades one through three consists of at least bi-monthly progress monitoring and three benchmark dates. Over a six year period, DIBELS Next data indicates that there is an increase in student scores in grades kindergarten through third grade, from the beginning of the year (BOY) and the end of year (EOY) assessment. This means that there are more students scoring in the benchmark range (on grade level) by the end of the year. Literacy results for K–3 Plus funded schools from the school year 2008–2009 through the school year 2013–2014 are provided below.

mCLASS: DIBELS K–3 Aggregated over Time



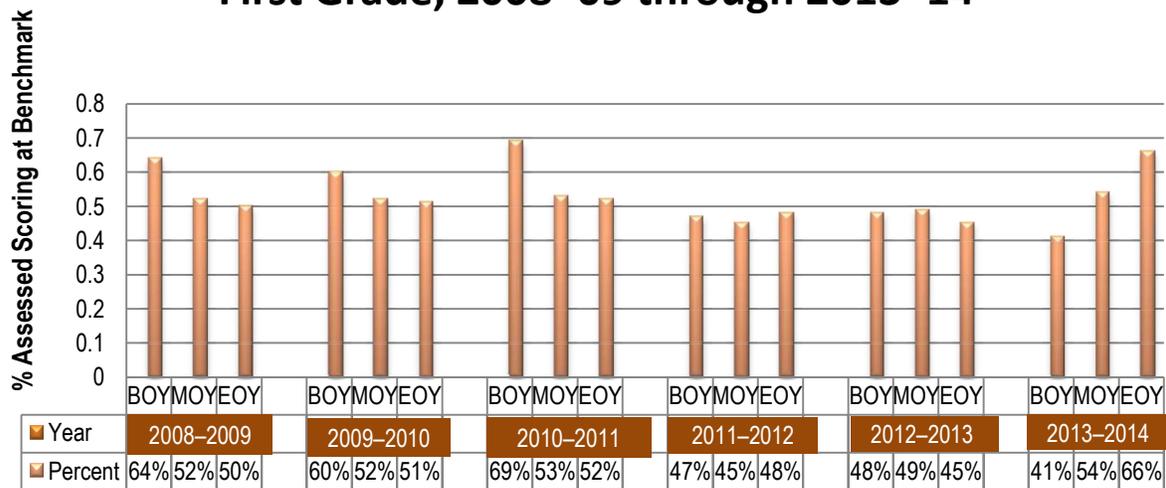
mCLASS: DIBELS Kindergarten over Time

mCLASS:DIBELS Percent at Benchmark over Time K-3 Plus Funded Schools Kindergarten, 2008-09 through 2013-14

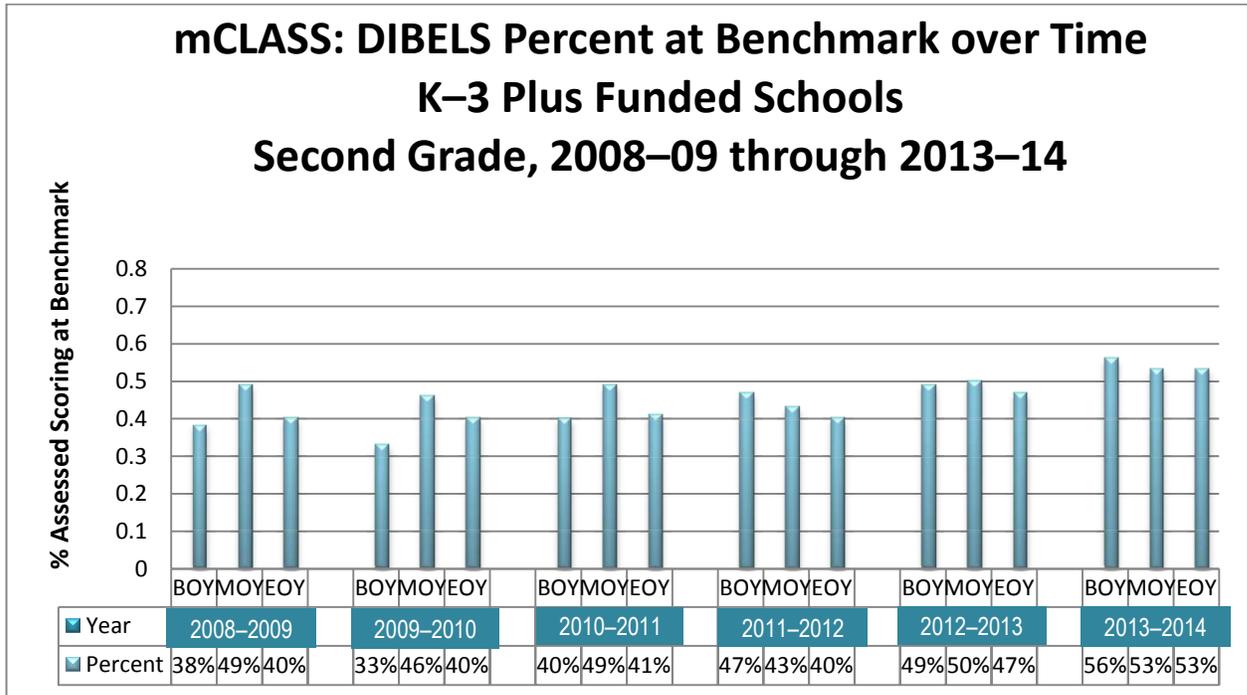


mCLASS: DIBELS First Grade over Time

mCLASS: DIBELS % at Benchmark over Time K-3 Plus Funded Schools First Grade, 2008-09 through 2013-14



mCLASS: DIBELS Second Grade over Time



mCLASS: DIBELS Third Grade over Time

