

**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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State Capitol North, 325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501  
Phone: (505) 986-4591 Fax: (505) 986-4338  
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

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November 13, 2012

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** LaNysha Adams

**RE: STAFF REPORT: READING FOCUS AGENDA ITEMS 1-4**

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**Introduction**

In at least two 2012 interim meetings, the Legislative Education Study Committee (LESC) discussed a means by which to focus on reading initiatives and issues. In July, the committee members agreed to form a reading subcommittee; however, during the August interim meeting, the committee moved to add an additional day to the November interim schedule so that the full committee could hear and discuss testimony regarding this important topic.

This staff report provides includes background information on:

- selected reading initiatives statewide;
- summary of the New Mexico First Report, provided to the committee during the July 2012 interim meeting; and
- summary of New Mexico K-3 Plus Program Evaluation Report, heard by the committee during the December 2011 interim meeting.

For the November meeting, LESC staff have arranged for the following presentations on the topic of reading:

- Agenda Item 1: Ms. Stephanie Rose and Ms. Emily Workman, Associate Policy Analysts, Education Commission of the States, will inform the committee on reading policies and initiatives nationwide, with a focus on five selected states;
- Agenda Item 2: Ms. Rai Thompson, Assistant Director of Professional Development, Neuhaus Education Center<sup>1</sup> (NEC) and Ms. Brenda Taylor, State Dyslexia Consultant for the International Dyslexia Association and Trainer for the NEC, will discuss literacy education strategies implemented in Texas to address reading failure;
- Agenda Item 3: Public Education Department (PED) Staff will provide reports on selected reading initiatives statewide (see Selected Reading Initiatives Statewide below); and
- Agenda Item 4: Ms. Linda Perez, Principal, Anthony Elementary, Gadsden Independent Schools and Dr. Lisa Quintis, Literacy Coach, Anthony Elementary School, Gadsden Independent Schools, will highlight their success in exceeding the district and state’s proficiency levels in reading at a school with high rates of student poverty and high numbers of English language learners.

### **Selected Reading Initiatives Statewide**

#### ***Reading Assessment for New Teachers***

In 2011, legislation was enacted (Laws 2011, Chapter 95) to amend sections of the *Public School Code* to require a “rigorous assessment of the candidate’s knowledge of the science of teaching reading” to be included in the New Mexico teacher assessments examination for elementary Level 1 and alternative Level 1 licensure. In October 2011, the LESC heard a staff presentation describing the implementation of recommendations of House Joint Memorial (HJM) 16, *Study Reading Curricula in Teacher Education*. During discussion at the October meeting, an LESC member noted that PED still needed to develop a reading test for teachers for the law, which became effective July 1, 2012. According to PED, department staff is currently developing the assessments.

#### ***New Mexico Reads to Lead! Budget Allocation***

On April 16, 2012, Governor Susana Martinez announced the New Mexico Reads to Lead! K-3 Reading Initiative. Instead of distributing the \$8.5 million in early childhood reading reforms in the FY 13 budget, the Martinez administration set aside a portion of the education budget to be given out as grants (Attachment 1). To apply, districts were required to submit detailed budget narratives describing how their proposed activities aligned to increasing the quality of reading instruction and K-3 Reading Plans.

The RFA for Reads to Lead! (Attachment 2) required a comprehensive K-3 Reading Plan which needed to accurately depict and detail how each of the following contribute to improvement in student learning:

- leadership at the district/charter and school levels;
- professional development;

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<sup>1</sup> The Neuhaus Education Center, a nonprofit educational foundation based in Texas, is dedicated to preventing reading failure by providing teachers professional development in research-based methods of literacy instruction.

- assessment;
- curriculum; and
- instruction.

On July 19, 2012, PED notified seven school districts and one charter school that they would be the first to receive a Reads to Lead funding award (Attachment 3). Additionally, PED announced five districts that received provisional approval, where these districts had to provide further information to meet clearly defined expectations for the program.

After receiving 44 applications from districts and charters, PED granted funding awards to the following 13 districts and/or charters (Attachment 4):

- Albuquerque Public Schools for \$753,946;
- Espanola Public Schools\* for \$428,920;
- Bernalillo Public Schools \$379,760;
- Central Consolidated Schools\* for \$300,000;
- Gallup-McKinley County Schools for \$266,791;
- La Promesa Charter School in Albuquerque \$266,800;
- Los Alamos Public Schools for \$177,068;
- Aztec Municipal Schools for \$126,263;
- Moriarty-Edgewood Schools\* for \$123,325;
- Pecos Independent Schools for \$101,000;
- Lovington Municipal Schools\* for \$95,000;
- Raton Public Schools for \$89,000; and
- Santa Fe Public Schools\* for \$36,865.

### ***Bilingual Program Reading Models***

The *Bilingual Multicultural Education Act* ensures equal education opportunities for students in New Mexico. Students must have an equitable and culturally relevant learning environment, educational opportunities, and culturally relevant instructional materials for all students participating in the program. When adopting new materials for English core classes, the law stipulates that it should also be done for the core subjects being taught in the target language.

Schools with Bilingual programs receive federal and state funding according to the type of program that is being used. The *Bilingual Multicultural Education Act* provides funds to local districts and to charter schools to implement Bilingual Multicultural Education programs for all students, including English Language Learners. In addition, the federal *No Child Left Behind Act, Title III* (2001) provides funds to local districts (including charter schools) to implement English as a Second Language programs for English language learners. The State Bilingual Multicultural Education and Title III programs' role is to monitor bilingual programs throughout the state and to make sure that schools are in compliance.

According to an LESC member, the Office of Civil Rights (OCR) expressed concerns to PED about bilingual reading models throughout the state. PED has been asked to provide an update.

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\* These five school districts received conditional approval from PED.

## **Summary of New Mexico First Report**

During the July 2012 LESC interim meeting, Ms. Heather Balas, President and Executive Director of New Mexico First, presented the group's Centennial Town Hall education recommendations to the committee. During her presentation, Ms. Balas presented a graph comparing New Mexico's fourth grade reading proficiency, as measured by the National Assessment of Educational Progress (NAEP), to five selected states that were within two points of New Mexico in 1992. This graph is included as Attachment 5. At the August 2012 interim meeting, the committee voted to add an additional day to its November meeting to discuss best practices in reading and to address what these states have done to increase their reading proficiency scores.

Among the information provided, Ms. Balas:

- Summarized recommendations for reform in early childhood to:
  - strengthen the integration of educational resources from outside the classroom (i.e., nonprofits, government agencies, business sponsors);
  - improve family and community volunteerism in K-12 systems; and
  - start early by growing a comprehensive, early childhood education system with trained workforce, connected with K-3, and parent engagement.
- Emphasized that the performance of New Mexico fourth graders on reading assessments is among the lowest in the nation:
  - just 20 percent of New Mexico fourth graders tested proficient or better on the 2011 NAEP, the only assessment that provides comparable data among the states;
  - this performance was not statistically different from that in 1992; and
  - the demographics of New Mexico, with high poverty rates and high numbers of English language learners, further complicates national and state-specific reading assessment results.

Nationwide, NAEP scores in reading for fourth graders have improved from 27 percent proficient in 1992 to 34 percent proficient in 2011 (Attachment 6). Findings from the *2011 Nation's Report Card* in reading indicate that the percentages of fourth grade students proficient in reading in 2011 are higher than in 1992 for most ethnic groups. For this report, LESC staff presented the percent of fourth grade students scoring at or above proficient in reading on the NAEP by ethnicity for the following five states: Texas, North Carolina, Maryland, Kentucky, and Delaware (Attachment 7). In these states, the percent of fourth grade students at or above proficient in reading were higher in 2011 than in 1992 for all the ethnic groups with samples large enough to report results.

## **Summary of New Mexico K-3 Plus Program Evaluation Report**

In 2007, legislation endorsed by the LESC was enacted to establish K-3 Plus, a six-year pilot project that extends the school year in kindergarten through third grade by at least 25 instructional days. This early childhood education program is governed by statutes requiring that the program be evaluated and the results reported each year to the Legislature and the Governor.

In December 2011, the committee heard presentations about K-3 Plus from LESC staff and from Dr. Linda Goetze, Start Smart K-3 Plus Project Co-director, Utah State University (USU) and Dr. Damon Cann, Start Smart K-3 Plus Project Co-investigator, USU (Attachment 8).

Dr. Goetze and Dr. Cann presented the findings and recommendations of the K-3 Plus program evaluation report, highlighting the following points:

- K-3 Plus provides 25 additional days for students in high-poverty schools;
- cost is affordable at \$800 per student;
- 3.5 years remain in the federally funded evaluation program (Start Smart);
- data sources used in the evaluation are 2010 New Mexico Standards-based Assessment results and Student Teacher Accountability Reporting System; and
- the study included over 11,000 students: 1,600 third graders who participated in K-3 Plus prior to school year 2009-2010 and a control group of 10,000 students.

Based on an analysis of 11,769 students and 1,640 who had K-3 plus for at least one year immediately prior to third grade and 10,129 students that did not have K-3 Plus immediately prior to third grade, K-3 Plus students gained 7.5 points in reading and 43.8 points in writing on the 2009-2010 standards-based assessment.

Dr. Goetze made the following points to address the cost-benefit implications of the K-3 Plus program:

- to serve 1,000 students for one year costs \$800,000, \$1.6 million for two years, and \$2.4 million for three years;
- one year of third grade retention costs \$6,858 per student, and one year of third grade retention for 234 students costs \$1,604,722;
- the summer school cost savings for 234 third grade students is \$122,148, not including transportation or instructional materials; and
- preventing one year of retention, remediation, and summer school for 234 third grade students saves \$2.2 million.

**State of New Mexico**  
*Office of the Governor*

**Susana Martinez**

**Governor**

Contact: Scott Darnell

(505) 819-1398

[scott.darnell@state.nm.us](mailto:scott.darnell@state.nm.us)

For Immediate Release

April 16, 2012

**GOVERNOR SUSANA MARTINEZ ANNOUNCES THE  
“NEW MEXICO READS TO LEAD” EDUCATION INITIATIVE**

*Reform Initiative Focuses on K-3 Literacy, Investing \$8.5 Million on Tools  
and Resources to Help Parents and Teachers Identify Struggling Students and  
Ensure They Learn to Read*

**Albuquerque** – Alongside 3<sup>rd</sup> grade students at Mission Avenue Elementary in Albuquerque today, Governor Susana Martinez unveiled and kicked off the “New Mexico Reads to Lead” education initiative, which will implement several early childhood reading interventions designed to assist teachers and parents in identifying where our students are struggling in their literacy learning so that they can receive immediate and effective help.

The “New Mexico Reads to Lead” initiative is the result of an \$8.5 million direct investment in early childhood reading reforms in the FY13 budget. Focusing on roughly 100,000 students from kindergarten through the 3<sup>rd</sup> grade, the initiative will provide teachers with assessment tools that produce immediate information about where their students need assistance. It will also provide parents and teachers with resources and strategies on reading instruction – available in hard copy and on the Internet in both English and Spanish. And, as part of the program, up to 52 reading coaches will be hired throughout the state to support teachers in their efforts to help those students who are struggling to read the most.

“Learning to read is the key to success, and it can often determine whether a student grows up frustrated and discouraged or empowered and confident,” said Governor Martinez. “80% of our 4<sup>th</sup> graders do not currently read proficiently, and the „New Mexico Reads to Lead“ initiative is a direct investment in challenging this unacceptable status quo with proven reading reforms aimed at helping those kids who need it the most.”

The common reading assessments will not only allow parents and teachers to know exactly where a child needs reading help, but they will ensure that students who move from one district to another will not be lost in the transition. New Mexico’s student population is fairly mobile, and teachers receiving students from another district will be able to know right away where a new student is struggling and excelling in their literacy learning.

Furthermore, in order to ensure that reading instruction doesn't stop when the bell rings, parents will have access to strategies that are being implemented in their child's classroom, allowing them to explore various ways to help their child learn at home.

The Public Education Department will also require all school districts and charter schools across New Mexico to develop a comprehensive reading plan for their K-3 students, and a statewide literacy plan will also be put into practice.

"Our children, their parents and future generations of New Mexicans can't afford to wait," said Public Education Department (PED) Secretary Hanna Skandera. "The gift of literacy not only helps our children do better in the classroom, it gives them a valuable skill they will need for the rest of their lives," she continued.

Throughout this week, Governor Martinez will be reading to students in six different New Mexico communities and speaking to business leaders and civic organizations about the important role that education reform plays in increasing New Mexico's long-term economic competitiveness.

"Helping our kids learn to read is a shared responsibility that we should fully embrace," continued Governor Martinez. "New Mexico's long-term prosperity and growth depends upon our willingness to invest in reforming our education system – in a way that always puts kids first and doesn't settle for mediocrity or failure."

The website that will host reading resources for teachers and parents will be up and running by June, and reading coaches will begin their work throughout the state by the time school begins in August. The first reading assessments will also be utilized by teachers in the fall.

###

**New Mexico Reads to Lead!  
K-3 Reading Initiative  
Budget Allocation Distribution  
FY 13**

**Funding**

The \$8.5 million early reading initiative funding includes:

- \$3 M: procure and provide, in accordance with the procurement code, a K-3 Common Formative Assessment for use in all elementary schools to identify struggling readers as early as kindergarten;
- \$1 M: professional development for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers; and,
- \$4.5 M: regional and district level reading coaches and intervention support at the district level.

**K-3 Common Formative Assessment - \$3 million**

- **May, 2012:** Request for Proposal (RFP) posted
- **May through July, 2012:** RFP process
- **July, 2012:** Upon vendor contract award, PED purchase of assessments for districts for use with students in grades K-3
- **August, 2012 and ongoing:** Professional development provided by vendor for teachers on how to administer assessment and interpret resulting data

**Professional Development - \$1 million**

- The New Mexico Reads to Lead! initiative will provide professional development for teachers, reading coaches, and administrators. Planned activities include:
  - **July, 2012:** Regional professional development for K-3 teachers on evidence-based reading instruction and intervention and using data to guide instruction;
  - **August, 2012:** Reading Coach Institute for coaches, administrators, and lead teacher teams;
  - **September, 2012:** Data analysis and instructional implications online professional development made available for K-3 teachers;
  - **September, 2012– June, 2013:** Ongoing regional reading coach professional development on providing coaching and support for K-3 teachers to improve student achievement; and,
  - **June, 2013:** Regional professional development for K-3 teachers

## **Reading Coach Distribution and Support for Interventions - \$4.5 million**

- The New Mexico Reads to Lead! initiative will provide for up to 52 reading coaches including regional and district reading coaches to provide job-embedded and ongoing professional development for teachers in evidence-based instructional strategies and the use of data to drive instruction for increased student achievement in reading.
  - **Fourteen (14) regional reading coaches** to directly work with schools within the region and also provide professional development to existing coaches.

To extend regional coverage throughout New Mexico, examples of locations where the reading coaches could be based include:

- Regional Education Cooperatives (9);
  - Center for Education and Study of Diverse Populations (CESDP) offices in Espanola and at New Mexico Highlands University;
  - APEX Learning;
  - Northern Network; or
  - New Mexico Leadership Institute at UNM.
- **Up to 38 reading coaches or proposed other proven reading interventions for use in schools.** The Public Education Department will conduct a competitive Request for Application (RFA) process for districts to receive funding to hire reading coaches or propose other proven reading interventions. Priority of RFA acceptance will be based on strength of applications and consideration given to regions with large geographical distance between schools and number of large districts in the region.

Districts are encouraged to partner in submitting applications through the RFA process to maximize use of potential funding.

- RFA Timeline:
  - May, 2012:** Request for Application (RFA) posted
  - June, 2012:** District submissions of RFAs
  - July, 2012:** Application acceptance notification of awards
  - July, 2012:** Issue of district award funding



# New Mexico Reads to Lead! K-3 Reading Initiative

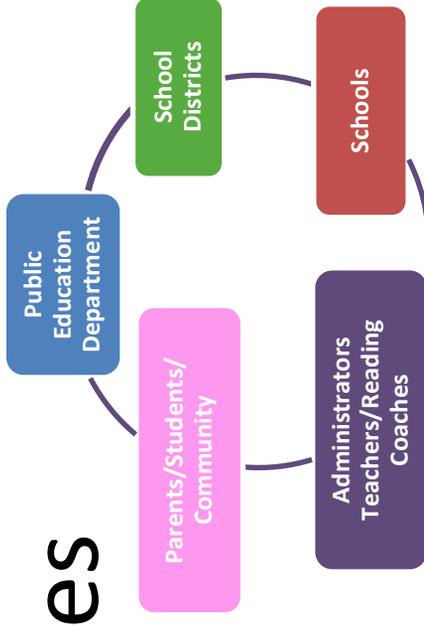
## Request for Application (RFA) Technical Assistance Webinar



May 17, 2012

ATTACHMENT 2

# Initiative Goal/Objectives



Overarching goal of increasing student achievement in grades K-3 to ensure that all students are proficient in reading before entering fourth grade through:

- Increasing **quality of reading instruction**
- Providing a **K-3 common formative assessment** for use in planning data-driven instruction
- Providing **quality professional development** for administrators, reading coaches, and teachers

# Initiative Goal/Objectives continued

- Ensuring that districts have a **comprehensive plan for addressing literacy** instruction
- Creating and implementing a **State Literacy Plan** for alignment of supports
- Reaching out to parents and families with **free resources in Spanish and English** to support children's reading at home

# Initiative Funding

- The **\$8.5 million** early reading initiative funding includes:
- **\$3 million** to procure and provide a common K-3 formative assessment for use in all elementary schools to identify struggling readers as early as kindergarten;
  - **\$1 million** to provide professional development for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers; and
  - **\$4.5 million** for districts/charter schools to provide reading coaches and intervention support.

# Current Legislation Supporting Implementation of a Statewide Reading Initiative

- New Mexico Code: Section 22-13-1.3 (2004)
  - A. The department shall design and implement a statewide reading initiative to improve reading proficiency in the state...and shall include the following:
    1. Consistent **assessment and evaluation** of student reading levels;
    2. Appropriate **staff development** to assist in the instruction of reading;
    3. **Extra time** in the student's day or year for implementation of reading programs;
    4. **Rewards provided to teachers** and other applicable licensed school employees in public schools that improve student reading proficiency; and
    5. Criteria for public schools to establish an **individualized reading plan** for students who fail to meet grade level reading proficiency standards.

# Sequence of Events

	Action	Responsibility	Date
1.	Issued Request for Applications	NMPED	May 10, 2012
2.	Technical Assistance Window	NMPED	May 10 – June 17, 2012
3.	<b>Application Submission Deadline</b>	<b>Applicants</b>	<b>June 18, 2012</b>
4.	Application Acceptance Notification	NMPED	July 2, 2012
5.	Issued District/Charter School Awards	NMPED	July 15, 2012

# RFA Eligibility and Scope

- Eligibility for application: New Mexico school districts and charter schools
- Scope includes funding for:
  1. **Reading coaches** hired by the school district and/or charter school;
  2. Support for **K-3 reading interventions**; and
  3. **Combination** of reading coaches hired by the school district and/or charter school and support for K-3 reading interventions.

# K-3 Comprehensive Reading Plan

The K-3 Reading Plan should accurately depict and detail how each of the following contribute to improvement in student learning:

- Leadership
- Professional development
- Assessment
- Curriculum
- Instruction

# K-3 Reading Plan Narrative

## District/Charter Level Leadership

The K-3 Reading Plan must describe:

- Measurable goals for student achievement in reading;
- Provision of leadership and support in defining the role of the reading coach (See *New Mexico Reading Coach Model*);
- Assurance of reading coaches' completion of the monthly coach log submitted to NMPED;
- Fidelity of implementation of evidence-based reading programs;

# K-3 Reading Plan Narrative

## District/Charter Level Leadership continued

The K-3 Reading Plan must describe:

- Process for monitoring the level of implementation of the K-3 Comprehensive Reading Plan and address concerns as needed;
- Requirement ensuring that all elementary schools have a 90-minute reading block for core reading instruction and additional time for intervention;

# K-3 Reading Plan Narrative

## District/Charter Level Leadership continued

The K-3 Reading Plan must describe:

- Facilitation of improvement plans for schools that are not making academic improvements, as determined by fidelity checks and student performance data; and
- Process for monitoring assessment data
- Sustainability of improved reading instruction in grades 4-5 next year

# K-3 Reading Plan Narrative

## School Level Leadership continued

The K-3 Reading Plan must describe:

- Process to establish, implement, and sustain a Reading Leadership Team;
- Process to establish and maintain the role of the reading coach;
- Monitoring of the collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students;

# K-3 Reading Plan Narrative

## School Level Leadership continued

The K-3 Reading Plan must describe:

- Assurance that time is provided for teachers to meet weekly for professional development opportunities;
- Monitoring implementation of the K-3 Reading Plan;
- How principals will establish themselves as literacy leaders in their schools

# K-3 Reading Plan Narrative

## School Level Leadership continued

The K-3 Reading Plan must describe:

- How principals will identify mentor teachers and establish model classrooms within the school for embedded professional development opportunities;
- How principal and reading coach (if applicable) will provide teachers with the information contained in the K-3 Reading Plan;

# K-3 Reading Plan Narrative

## Professional Development

Professional development options must be provided to address the following based on evidence-based research:

- Fidelity of implementation of all instructional materials, all reading programs, and strategies including intervention;
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments;
- Individualized based on student performance data – rather than a “one size fits all” model.

# K-3 Reading Plan Narrative

## Professional Development continued

### Example Chart A

#### CHART A: DISTRICT/CHARTER SCHOOL PROFESSIONAL DEVELOPMENT

District/Charter School Name: ABC School District

Name of Professional Development (PD)	PD Content Topic	Info about delivery model:	Length of PD	How is the PD related to student achievement in reading?	Evidence of scientific basis of PD	What follow-up PD will be provided?
Implementing the ELA Common Core State Standards	oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension	Face-to-face delivered by consultant	3 hours	Support for improved literacy instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension	Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA)	Teacher teams will complete a planning template for 2012-13 and submit to school administrator
XYZ Assessment Implementation	How to administer XYZ Assessment and Interpret Data	Face-to-face delivered by district trainer	2 hours	Using assessment data to drive instruction to meet student needs	Dr. Andrew Smith and Dr. Hugh Sowers, nationally normed	Teachers administer practice assessment with 5 students and submit reflection

# K-3 Reading Plan Narrative

## Assessment

The K-3 Reading Plan must describe:

- District/charter school process to utilize K-3 assessment data from screening/progress monitoring and other forms of assessment to determine specific reading instructional needs and interventions for students in grades K-3.

# K-3 Reading Plan Narrative Assessment

## Curriculum and Instruction

The K-3 Reading Plan must describe:

- All research-based instructional materials used to provide reading instruction including a description of how they will be **integrated** into the overall instructional design
  - Core Basal Reading Programs
  - Intervention Reading Programs
  - Educational Technology

# K-3 Reading Plan Narrative Assessment

## Curriculum and Instruction continued

The K-3 Reading Plan must describe:

- How all students will receive high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute reading block;
- How students targeted for intensive intervention will receive services;

# K-3 Reading Plan Narrative Assessment

## Curriculum and Instruction continued

The K-3 Reading Plan must describe:

- How writing will be incorporated into the 90 minute reading block;
- How classroom libraries will be utilized; and
- How reading instruction will be designed to intrinsically motivate students (e.g. books available representing multiple cultures, topics/interests

# Budget

The K-3 Reading Plan must include:

- Proposed Budget Request
- Budget narrative describing how proposed activities align to increasing the quality of reading instruction

Estimated Expenditures	# of FTEs (if applicable)	Dollar Total	Percentage of Total
Salaries			
Benefits			
<b>K-3 Reading Coach</b> Positions funded by <i>New Mexico Reads to Lead!</i> initiative			
<b>K-3 Reading Teacher</b> Positions funded by <i>New Mexico Reads to Lead!</i> initiative			
K-3 Reading Intervention Instructional Materials			
K-3 Reading Professional Development			
Other			
Indirect Costs (1% cap)			
<b>Total Proposed Budget Amount:</b>			



# New Mexico Reads to Lead! K-3 Lead Teacher Regional Reading Institute: July, 2012

- **Target Audience:** K-3 lead teachers
- **Purpose:** Professional development on the components of reading instruction aligned with Common Core State Standards and the use of assessment data to plan for instruction
- **Dates and Locations:**
  - Las Cruces: July 6-7, 2012
  - Ruidoso: July 10-11, 2012
  - ABQ: July 12-13, 2012
  - Las Vegas City: July 16-17, 2012
  - Farmington: July 16-17, 2012
- **Registration:** To register, access [www.rec9nm.org](http://www.rec9nm.org) under “News and Upcoming Events.” Registration site will open on May 22, 2012.



# New Mexico Reads to Lead! Reading Coach Institute: July 26-27, 2012

- **Target Audience:** Reading coaches, district staff, principals, and lead teacher teams
- **Purpose:** Professional development for LEA/School Teams to support building coaching services for the purpose of increasing student achievement
- **Dates:** July 26-27, 2012
- **Location:** Hotel Albuquerque Old Town, Albuquerque
- **Keynote Speakers:** Jan Hasbrouck, Vicki Gibson
- **Registration:** To register, access [www.rec9nm.org](http://www.rec9nm.org) under “News and Upcoming Events.” Registration site will open on May 22, 2012.

# New Mexico Reads to Lead!

## Questions?

For additional technical assistance  
please contact Melinda Webster  
at [melinda.webster@state.nm.us](mailto:melinda.webster@state.nm.us)  
or 505-827-6567





Hanna Skandera  
Secretary-Designate

**ATTACHMENT 3**  
**New Mexico**  
**Public Education Department**  
300 Don Gaspar  
Santa Fe, New Mexico 87501-2786  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

Larry Behrens  
Public Information Officer  
505-476-0393  
[Larry.Behrens2@state.nm.us](mailto:Larry.Behrens2@state.nm.us)

# NEWS RELEASE

For Immediate Release: July 19, 2012

## New Mexico’s ‘Reads to Lead’ Announces First Grant Award Recipients

*Over \$3 Million to be Awarded to Districts and Schools across New Mexico*

**SANTA FE** – The New Mexico Public Education Department (NMPED) notified seven school districts and one charter school they would be the first to receive new funding from the state’s ‘Reads to Lead’ program. The recipients were among 43 applications for funding received by NMPED. The recipients will implement new programs focused on literacy from Kindergarten through the third grade starting in the 2012-2013 school year. These new funds will be used in combination with successful efforts in place in many of these districts and be specifically targeted to helping the students who struggle most in reading.

“Reading is the foundation for success in every other subject and that’s why we’ve made it a priority,” said Governor Susana Martinez. Recently released assessments reveal only a little more than half of New Mexico students are reading on grade level. “For too long, we have seen the state throw money at our education problems without a real plan in place to help our students and improve their ability to learn in the classroom. These funds are strategically targeted to programs we know will help students the most.”

The first ‘Reads to Lead’ grant recipients are the following:

Districts/Charter Approved for Funding	Funding Amount
Albuquerque Public Schools	\$753,945.80
Bernalillo Public Schools	\$379,760.00
Gallup-McKinley County Schools	\$266,791.00
La Promesa Charter School	\$226,800.00
Los Alamos Public Schools	\$177,068.00
Aztec Municipal Schools	\$126,263.00
Pecos Independent School District	\$101,000.00
Raton Public Schools	\$89,000.00
<b>Total</b>	<b>\$2,120,627.80</b>

“Every one of these districts has demonstrated they will use these funds in a way that will deliver results for our students,” said NMPED Secretary-Designate Hanna Skandera. “We expect these dollars will make a difference with our students that struggle the most.”

In addition to those recipients, there are five districts receiving provisional approval. However, these districts must still provide further information to meet clearly defined expectations for the program:

<b>Districts Provisionally Approved for Funding</b>	<b>Provisional Funding Amount</b>
Espanola Public School District	\$428,920.00
Central Consolidated School District	\$300,000.00
Moriarty-Edgewood School District	\$123,352.31
Lovington Municipal Schools	\$95,000.00
Santa Fe Public Schools	\$36,865.00
<b>Total</b>	<b>\$984,137.31</b>

This new funding is part of the \$8.5 million signed by Governor Martinez for early reading interventions. The New Mexico ‘Reads to Lead’ program will also fund additional efforts that include:

- \$3 million to provide reading assessments for every New Mexico student from Kindergarten through third grade.
- \$1 million for 14 statewide reading coaches to assist educators.
- \$1 million for literacy based professional development available to every teacher in the state.

###

# ATTACHMENT 4

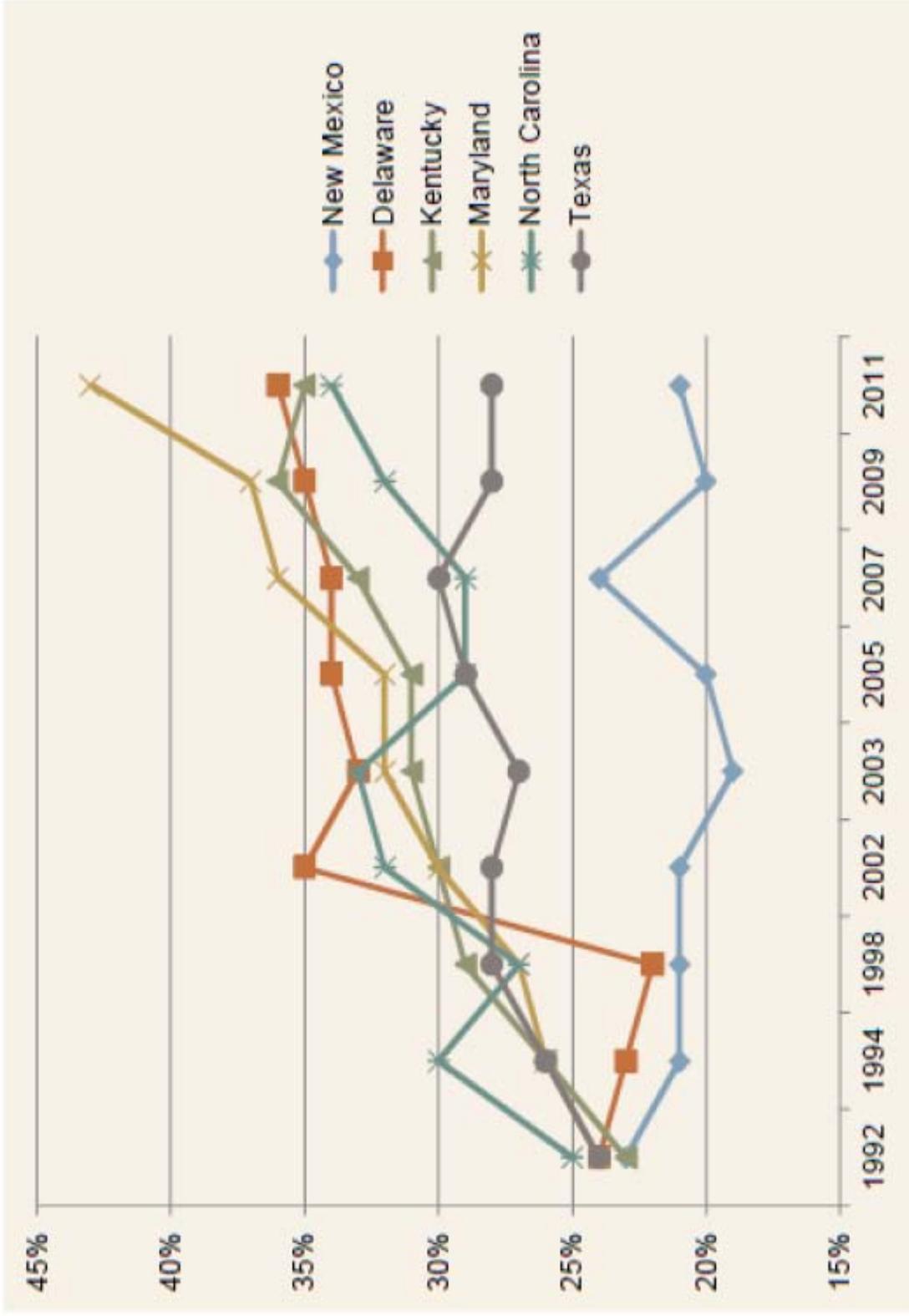
## FY 13 New Mexico Reads to Lead RFA Funding Awards

7/9/12

District/Charter (green highlighting indicates districts/charter receiving funding)	# of Proposed Reading Coaches	Reading Coach Proposed Funding (Salaries and Benefits)	Reading Teacher Proposed Funding	Intervention Instructional Materials	Professional Development	Other	Indirect Costs (1% cap)	Total FY13 Requested Funding to Districts/Charters Available \$1,118,744.60
Gallup McKinley County Schools	1	\$201,791.00	\$0.00	\$94,000.00	\$0.00	\$9,000.00	\$2,000.00	\$266,791.00
Albuquerque Public Schools	11	\$746,482.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,464.80	\$753,946.80
Raton Public Schools	1	\$80,544.48	\$0.00	\$0.00	\$8,455.52	\$0.00	\$0.00	\$89,000.00
Bernalillo Public Schools	2	\$143,000.00	\$238,400.00	\$0.00	\$16,600.00	\$0.00	\$1,700.00	\$379,700.00
Aztec Municipal Schools	1	\$73,336.00	\$0.00	\$42,590.00	\$9,087.00	\$0.00	\$1,250.00	\$126,263.00
Los Alamos Public Schools	1	\$62,500.00	\$0.00	\$80,000.00	\$24,450.00	\$8,365.00	\$1,753.00	\$172,068.00
La Promesa Charter School	2	\$166,800.00	\$0.00	\$20,000.00	\$40,000.00	\$0.00	\$0.00	\$326,800.00
Pecos Independent School District	1	\$66,000.00	\$0.00	\$24,500.00	\$10,500.00	\$0.00	\$0.00	\$101,000.00
Esanola Public School District	4	\$303,920.00	\$0.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$428,920.00
Central Consolidated School District	4	\$260,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
Santa Fe Public Schools	0	\$0.00	\$0.00	\$30,000.00	\$5,000.00	\$1,500.00	\$365.00	\$36,865.00
Lovington Municipal Schools	1	\$81,000.00	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$95,000.00
Mohrarty-Edgewood School District	1	\$92,131.00	\$0.00	\$10,000.00	\$20,000.00	\$0.00	\$1,221.31	\$123,352.31
Hatch Valley Public Schools	2	\$140,000.00	\$140,000.00	\$5,000.00	\$10,000.00	\$0.00	\$2,950.00	\$297,950.00
Dexter Consolidated School District	3	\$78,726.00	\$0.00	\$0.00	\$20,000.00	\$5,000.00	\$0.00	\$103,726.00
Estancia Municipal Schools	1	\$77,000.00	\$0.00	\$15,245.00	\$11,000.00	\$0.00	\$1,032.45	\$104,277.45
North Valley Academy Charter School	1	\$89,000.00	\$65,000.00	\$30,500.00	\$20,475.00	\$31,200.00	\$2,381.00	\$240,556.00
Belen Consolidated Schools	6	\$539,277.44	\$0.00	\$7,300.00	\$5,000.00	\$0.00	\$5,465.77	\$557,043.21
Mosaic Academy	0.20	\$14,829.00	\$18,532.00	\$10,574.00	\$1,765.00	\$4,300.00	\$0.00	\$50,000.00
Alamogordo Public Schools	5.01	\$418,673.00	0	\$96,750.00	\$79,500.00	\$84,516.78	\$6,413.00	\$647,758.00
Deming Public Schools	7	\$489,000.00	\$0.00	\$124,000.00	\$46,303.00	\$0.00	\$6,392.00	\$645,595.00
Los Lunas Municipal Schools	8	\$390,000.00	\$0.00	\$0.00	\$17,525.00	\$0.00	\$4,120.25	\$416,145.25
Socorro Consolidated Schools	1	\$53,000.00	\$212,000.00	\$20,640.00	\$97,000.00	\$71,780.00	\$5,403.00	\$545,683.00
Turquoise Trail Charter	0	\$0.00	\$97,437.00	\$0.00	\$0.00	\$0.00	\$0.00	\$97,437.00
Cobre Consolidated School District	4	\$292,000.00	\$292,000.00	\$10,000.00	\$19,000.00	\$0.00	\$6,180.00	\$634,180.00
Lindrieth Area Heritage School	0.50	\$52,125.00		\$8,485.00	\$13,500.00	\$0.00	\$742.00	\$74,852.00
Mesa Vista Consolidated Schools	1	\$60,000.00	\$112,080.00	\$26,347.00	\$10,000.00	\$2,500.00	\$2,078.00	\$213,003.00
Cien Aguas International Charter School	0.50	\$45,000.00	\$45,000.00	\$4,000.00	\$8,000.00	\$2,000.00	\$1,000.00	\$105,000.00
Roswell Independent School District	6	\$363,378.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$363,378.00
Clovis Municipal School District	4	\$222,200.00	\$0.00	\$2,500.00	\$19,575.00	\$0.00	\$0.00	\$244,275.00
Cuba Independent Schools	0	\$0.00	\$0.00	\$0.00	\$33,000.00	\$4,000.00	\$710.00	\$70,985.00
Farmington Municipal Schools	3	\$240,000.00	\$0.00	\$118,000.00	\$160,000.00	\$0.00	\$5,180.00	\$523,180.00
Silver Consolidated School District	1	\$75,000.00	\$0.00	\$10,000.00	\$30,000.00	\$0.00	\$1,150.00	\$116,150.00
Christine Duncan's Heritage Academy	1	\$65,000.00	\$0.00	\$15,000.00	\$10,000.00	\$0.00	\$0.00	\$90,000.00
Red River Charter School	0.50	\$13,519.00	\$10,000.00	\$1,000.00	\$2,000.00	\$1,000.00	\$200.00	\$29,719.00
Magdalena Consortium	1	\$64,256.00	\$257,023.00	\$22,000.00	\$84,000.00	\$66,540.00	\$4,939.00	\$498,758.00
Truth or Consequences Municipal Schools	1	\$65,000.00	\$0.00	\$7,000.00	\$7,000.00	\$70,000.00	\$1,420.00	\$150,420.00
Artesia Public Schools	2	\$147,000.00	\$0.00	\$32,000.00	\$20,000.00	\$0.00	\$1,000.00	\$200,000.00
Floyd Municipal Schools	1	\$87,750.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$1,177.50	\$118,927.50
Gadsden Independent School District	6	\$480,700.00	\$0.00	\$115,000.00	\$5,000.00	\$0.00	\$6,007.00	\$606,707.00
Hobbs Municipal Schools	2	\$146,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,491.00	\$251,579.00
Rio Rancho Public Schools	2	\$178,000.00	\$0.00	\$134,641.00	\$23,000.00	\$222,550.00	\$5,582.00	\$563,773.00
Ruidoso Municipal Schools	2	\$200,000.00	\$300,000.00	\$16,435.00	\$6,000.00	\$114,000.00	\$0.00	\$636,435.00
Ralph J. Bunche Academy	0.50	\$28,350.00	\$28,350.00	\$10,000.00	\$1,000.00	\$0.00	\$0.00	\$71,700.00

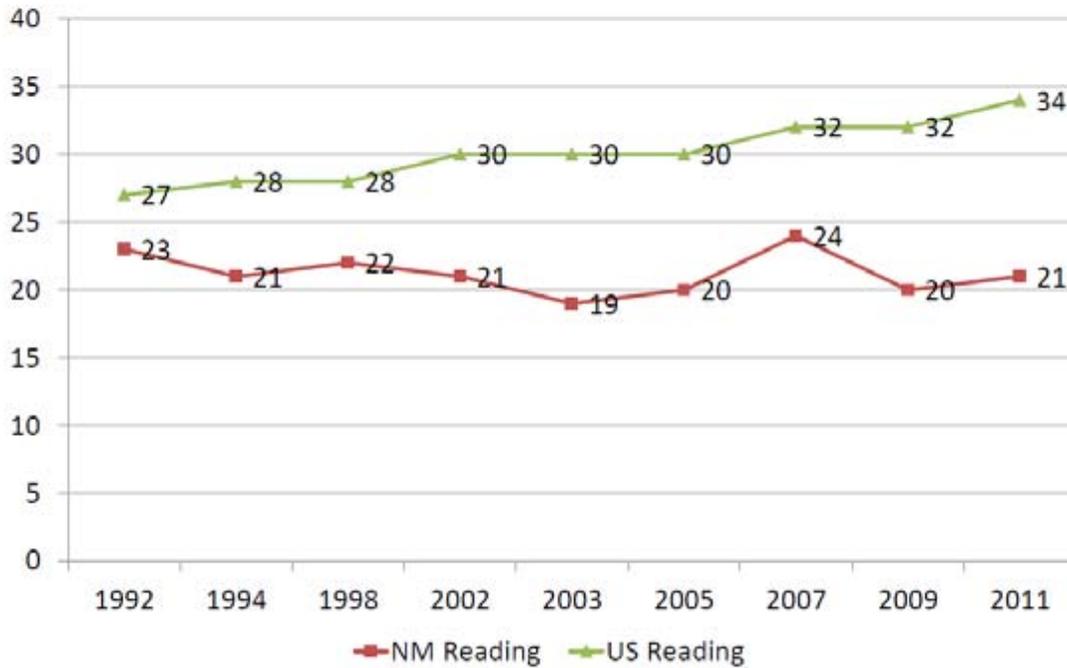
SOURCE: Legislative Finance Committee, July 2012

Percent of 4<sup>th</sup> Grade Students Scoring At or Above Proficient in Reading Compared to Five Other States (NAEP 1992-2011)

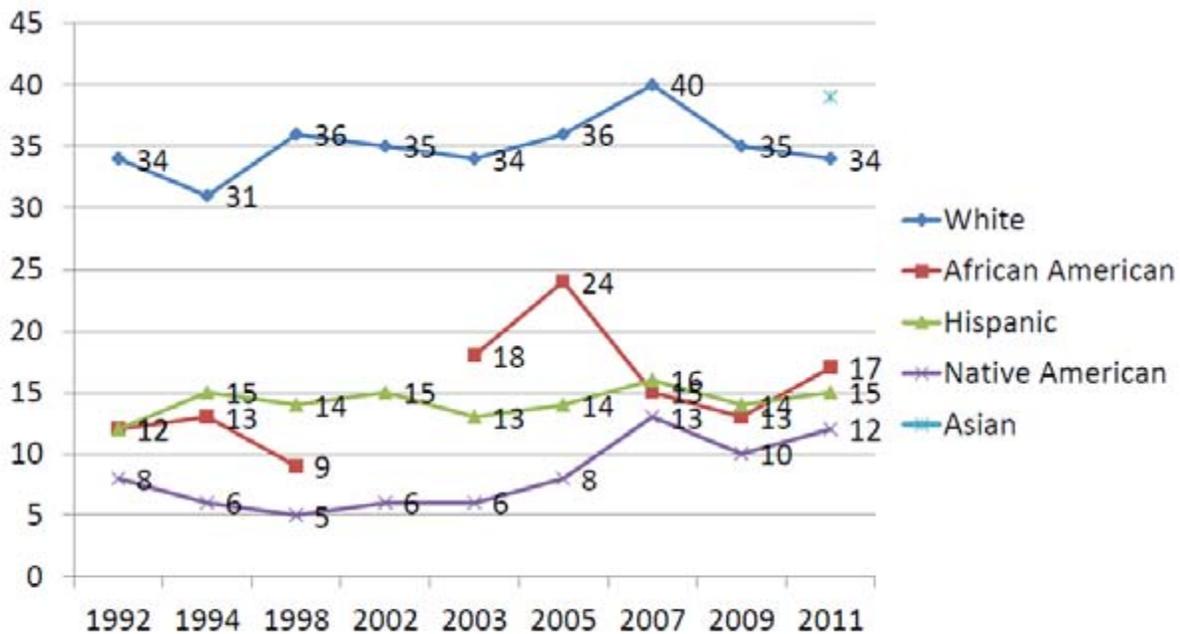


Source: New Mexico First Centennial Town Hall Overview, July 2012

**Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading Compared to the Nation (NAEP 1992-2011)**

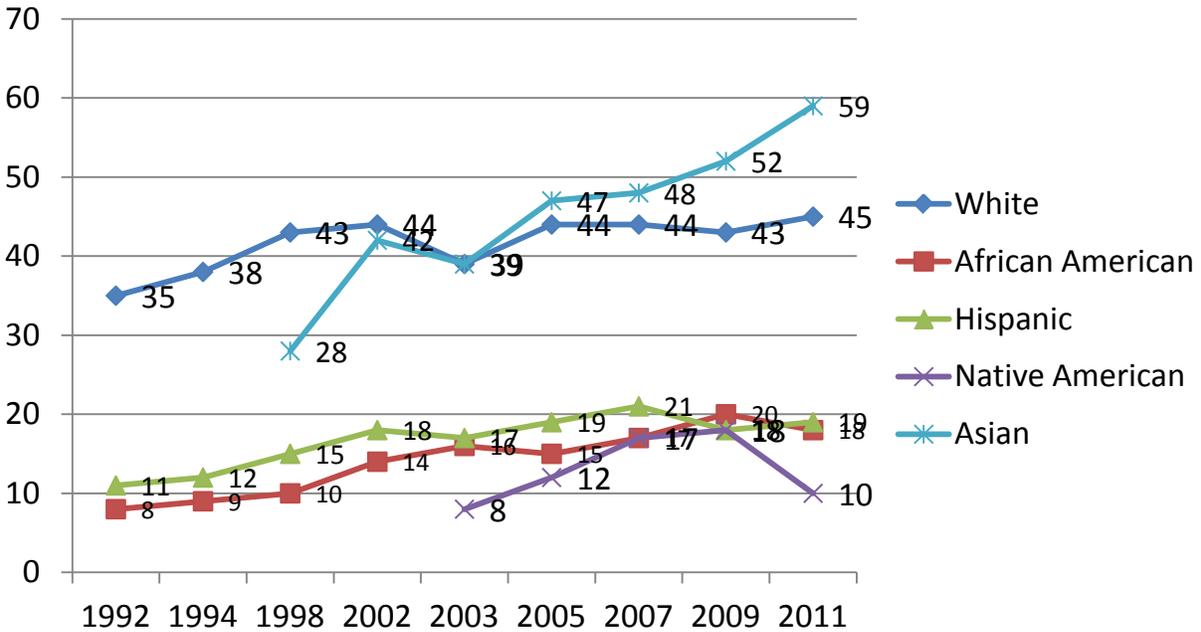


**Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)**



\*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.  
 African American data is not reported in all years because NAEP reporting standards have not been met.

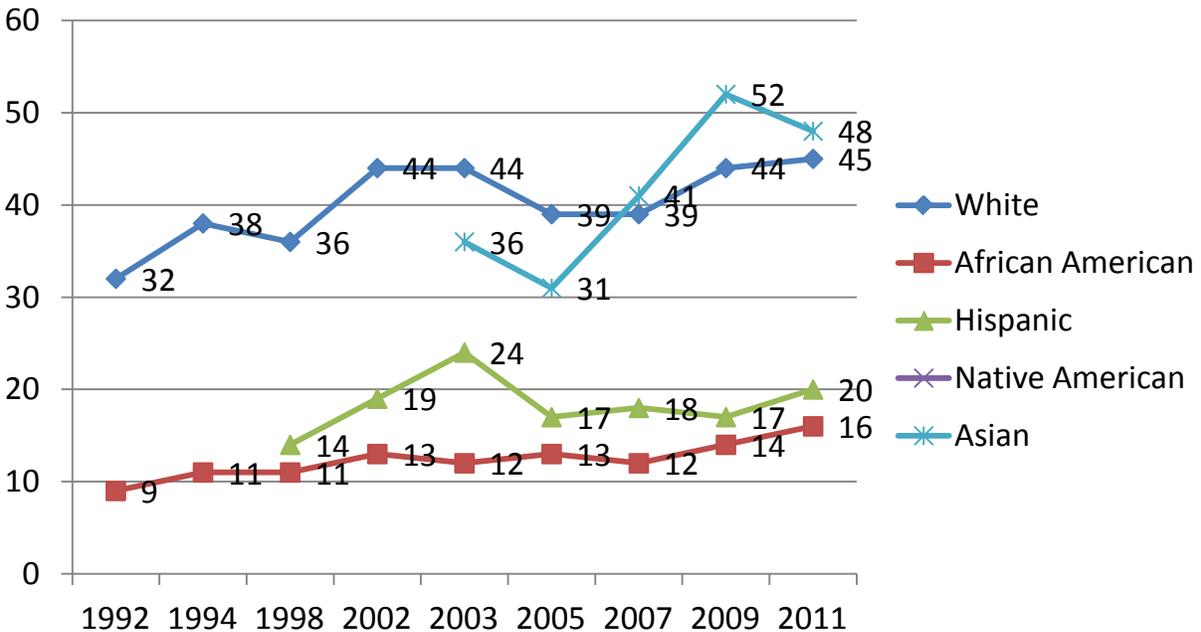
Percent of TX 4<sup>th</sup> Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)



\*Native American is not reported in all years because NAEP reporting standards have not been met.

\*Asian data are not reported in all years because NAEP reporting standards have not been met.

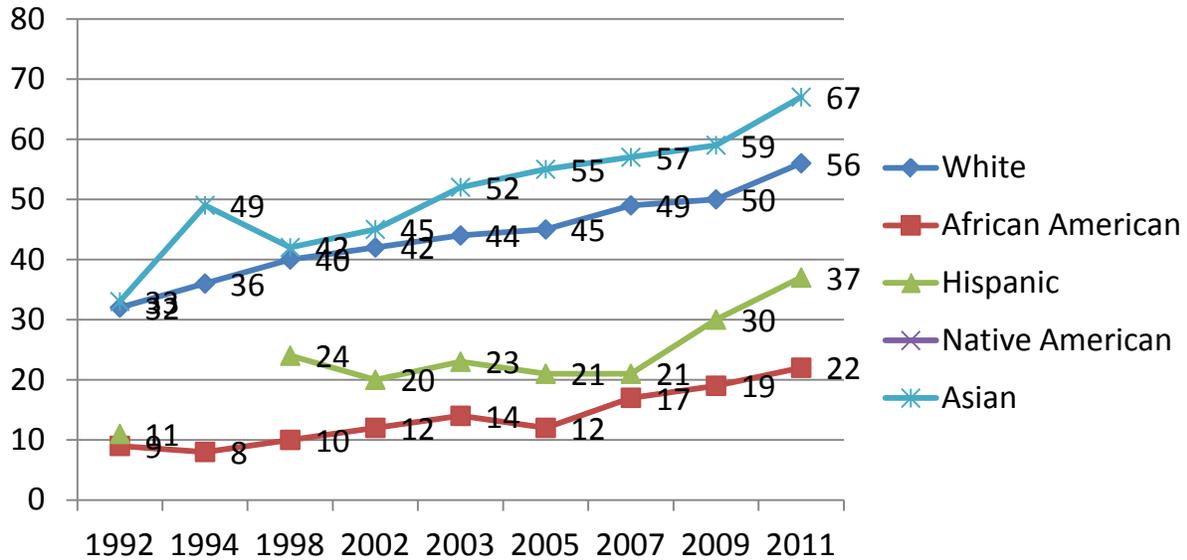
Percent of NC 4<sup>th</sup> Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)



\*Native American is not reported in all years because NAEP reporting standards have not been met.

\*Hispanic data are not reported in all years because NAEP reporting standards have not been met.

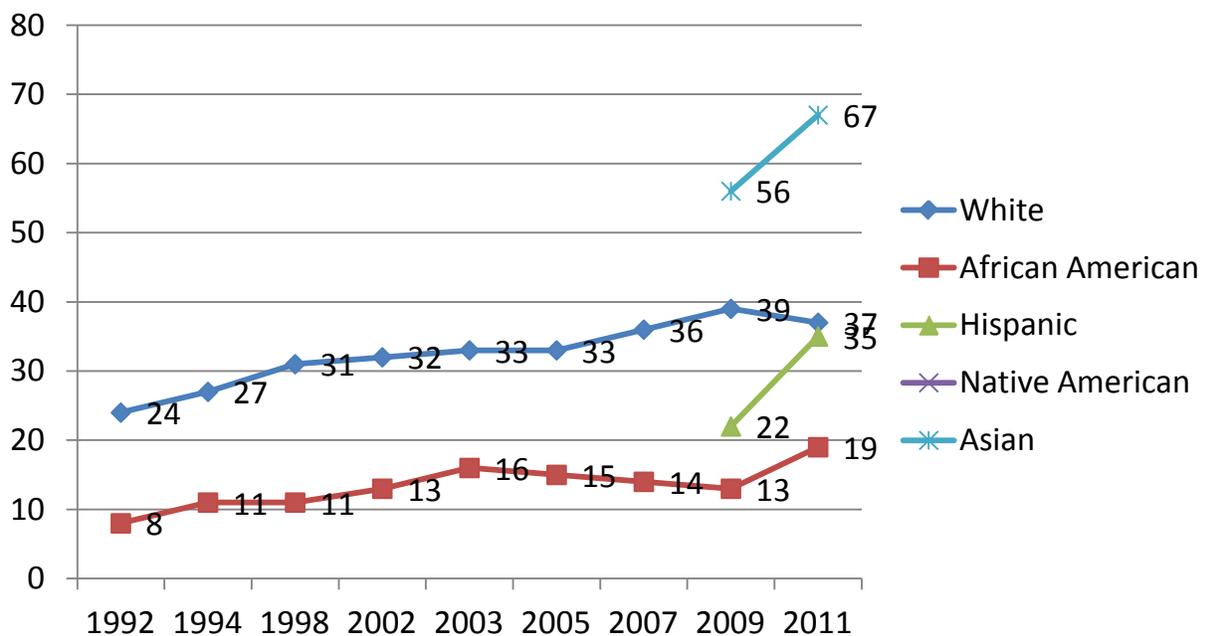
Percent of MD 4<sup>th</sup> Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)



\*Native American is not reported in all years because NAEP reporting standards have not been met.

\*Hispanic data are not reported in all years because NAEP reporting standards have not been met.

Percent of KY 4<sup>th</sup> Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)



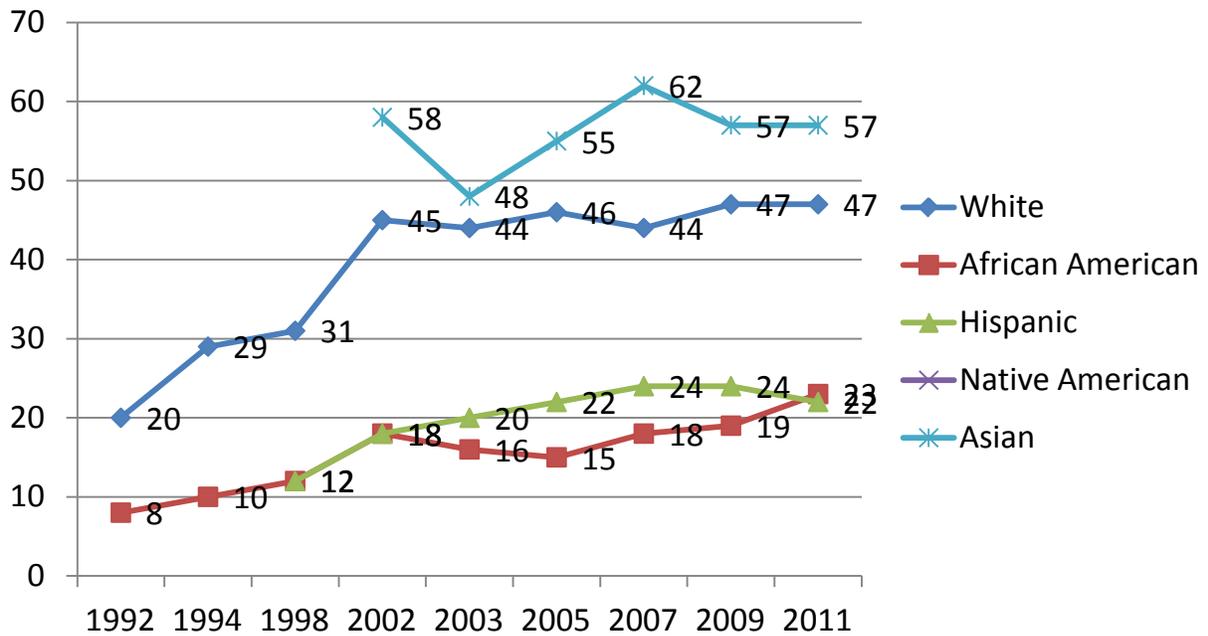
\*Native American is not reported in all years because NAEP reporting standards have not been met.

\*Hispanic data are not reported in all years because NAEP reporting standards have not been met.

\*Asian data are not reported in all years because NAEP reporting standards have not been met.

## ATTACHMENT 7

Percent of DE 4th Grade Students Scoring At or Above Proficient in Reading By Ethnicity\* (NAEP 1992-2011)



\*Native American is not reported in all years because NAEP reporting standards have not been met.

\*Hispanic data are not reported in all years because NAEP reporting standards have not been met.

\*Asian data are not reported in all years because NAEP reporting standards have not been met.

STATE OF NEW MEXICO  
LEGISLATIVE EDUCATION STUDY COMMITTEE

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December 14, 2011

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Phil Baca

**RE: STAFF REPORT: K-3 PLUS PROGRAM EVALUATION REPORT**

---

**INTRODUCTION**

In 2007, legislation endorsed by the Legislative Education Study Committee (LESC) was enacted to establish K-3 Plus, a six-year pilot project that extends the school year in kindergarten through third grade by at least 25 instructional days. As with New Mexico PreK, this early childhood education program is governed by statutes requiring that the program be evaluated and the results reported each year to the Legislature and the Governor.

In June 2011, the LESC heard a staff presentation describing changes in the program application for school year 2011-2012 and providing a preview of a five-year study of the effectiveness of the K-3 Plus program.

This staff brief and presentation provides an update on the new program requirements and the findings of a first look at the effectiveness of the K-3 Plus program. The staff brief concludes with a background section that summarizes the statutory provisions of the program and that reviews the funding history of the program.

**New Program Requirements for School Year 2011-2012**

As reported in June 2011, the K-3 Plus application for school year 2011-2012 contained the most changes since the inception of the program. One change was in the basis for funding:

from a classroom or teacher basis to a student basis. Other changes were in program design and in requirements for full funding. For the first time in the course of the K-3 Plus program:

- “districts should put an increased emphasis and time on literacy instruction” in order to align with the Governor’s education priorities;
- the program “should be an integral part” of each district’s or charter school’s program “to insure [sic] that all children read by third grade”;
- “it is important to prioritize data-driven literacy instruction and interventions to the lowest 25% of students in each grade level”;
- the amount of time spent in literacy instruction must vary according to the level of students in the Response to Intervention Framework: 30 additional minutes for students in Tier 2 and 60 additional minutes for students in Tier 3; and
- the amount of awards “may be reduced based on the actual number of students completing at least 20 of the 25 days of the K-3 Plus program.”

In response to queries from LESC staff, the Public Education Department (PED) has provided the following information regarding the status of these requirements, as well as updates on enrollment and funding:

- Of the 6,630 students projected to participate during school-year 2011-2012, 4,942 enrolled, and 4,562 attended 18 or more days.
- Of the \$5.3 million appropriation, \$3,702,615 has been allocated during school year 2011-2012.
- Funds for school year 2011-2012 were distributed as announced in June of 2011, with the exception that reductions were made when students attended 18 or fewer days instead of 20 or fewer days as originally indicated.
- Regarding the changes in program design, PED reports that the first one in the list above – an increased emphasis and time on literacy instruction to align with the Governor’s education priorities – was a feature of the application itself; and that the department will include information about the programs’ responses to the other changes in the year-end report.

Finally, according to the FY 13 funding request submitted by PED, an appropriation of \$8.5 million is included for K-3 Plus.

#### **EXTERNAL PROGRAM EVALUATIONS**

As reported during the 2010 interim, the Start Smart K-3 Plus Project, at Utah State University, recently received approximately \$19.1 million in funding to conduct a full evaluation of the K-3 Plus program based on cost-effectiveness (rather than implementation) based on two goals: (1) to determine the cost-effectiveness of the K-3 Plus program in reducing the achievement

gap; and (2) to use the evaluation to support the scale-up and replication of the K-3 Plus program.

The \$19.1 million includes:

- approximately \$15.3 million from the US Department of Education's Investing in Innovation (i3) program; and
- a required 20 percent funding match which has been met with dollars received from foundations and in-kind contributions from districts and publishers.

The evaluation demonstrates a definite benefit to K-3 Plus participants. When comparing New Mexico Standards Based Assessment results of K-3 Plus, third grade participants with third graders not participating in K-3 Plus the results show the following for 1,000 students;

- over 100 additional students were performing on grade level for Writing;
- over 200 additional students were performing on grade level for Reading; and
- over 300 additional students were performing on grade level for Math;

## **BACKGROUND**

### ***Statutory Provisions***

The K-3 Plus pilot project is designed 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. K-3 Plus, which is administered by PED, will measure the effect of the additional time on literacy, numeracy, and social skills development of the participants. Among its other provisions, the statute creating K-3 Plus:

- requires PED, in evaluating applications for K-3 Plus programs, to grant priority to those schools with Kindergarten Plus programs that have received one or more satisfactory annual evaluations;
- specifies that K-3 Plus must be conducted in high-poverty public schools – that is, schools in which at least 85 percent of the students are eligible for free or reduced-fee lunch at the time of application;
- requires PED to determine application requirements and procedures, as well as evaluation criteria;
- requires PED to provide additional professional development for K-3 Plus teachers in how young children learn to read;
- specifies that teachers and educational assistants must be paid at the same rate and under the same terms as teachers and educational assistants in regular educational programs;
- requires that students be evaluated at the beginning of the program and that their progress be measured (1) in literacy, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in kindergarten through grade 3; and (2) in numeracy in grades 3 and 4; and

- allows PED to use up to 4.0 percent of any legislative appropriation for K-3 Plus for professional development for participating educators and department administrative costs.

***State Funding, Including Approved Programs by Fiscal Year***

The Legislature has appropriated a total of almost \$32.9 million in General Fund revenue to fund the K-3 Plus pilot program:

- \$7.2 million for expenditure in FY 08:
  - for school year 2007-2008, PED approved 54 programs serving 5,069 students in 17 school districts.
- \$7.2 million for expenditure in FY 09:
  - for school year 2008-2009, PED approved 92 programs serving 6,996 students in 25 school districts; and
  - in addition, the Legislature appropriated \$3.0 million in Temporary Assistance for Needy Families funds, which were vetoed.
- \$8.5 million for expenditure in FY 10:
  - as a result of the special session in October 2009, however, this appropriation was reduced by 6.5 percent to \$7.9 million; and
  - for school year 2009-2010, PED approved 93 programs serving 8,053 students in 25 school districts.
- \$5.5 million for expenditure in FY 11:
  - in the 2010 special session, the appropriation was reduced by 0.544 percent to \$5,470,100. After the 3.244 percent reduction in August 2010, \$5,292,600 was available for K-3 Plus; and
  - for school year 2010-2011, PED approved 62 programs serving 5,816 students in 19 districts, plus one state-chartered charter school.
- \$5.3 million for expenditure in FY 12:
  - for school year 2011-2012, PED allocated \$3,702,615; and
  - approved 50 programs serving 4,564 students in 14 districts, plus one state-chartered charter school.

**PRESENTERS**

For this presentation, the co-director and co-investigator for Start Smart K-3 Plus at Utah State University will provide additional information:

- Dr. Linda Goetze, Project Co-Director for Start Smart K-3 Plus at Utah State University; and
- Dr. Dammon Cann, Project Co-Investigator for Start Smart K-3 Plus at Utah State University.

# A First Look at the Effectiveness of New Mexico K-3 Plus

i3 New Mexico StartSmart K-3 Plus Team

Presented by:

Linda D. Goetze, Ph.D.

Damon Cann, Ph.D.

Utah State University

Presented to the Legislative Education Study Committee

Representative Rick Miera, Chair

Senator Cynthia Nava, Vice-Chair

December 15th, 2011



# K-3 Plus Evaluation Summary

- ❧ K3 plus provides 25 additional days for students in high poverty schools at an affordable cost (\$800 per student).
- ❧ Federal government is funding Start Smart evaluation to see whether it can effectively reduce the achievement gap.
- ❧ Preliminary outcomes show K3 plus significantly boosts student 3<sup>rd</sup> grade achievement scores in reading, math and writing
- ❧ K3 plus saves money by avoiding need for more costly remediation programs and retention in 3<sup>rd</sup> grade
- ❧ Not enough kids have access to this program, nor the opportunity to participate before each school year from K-3

# What Data Exist?

- ❧ Demographic:
  - ❧ Student Teacher Accountability Reporting System (STARS)
- ❧ Achievement:
  - ❧ New Mexico Standards-Based Assessment (NMSBA or SBA)
- ❧ Funding, Cost and Benefits
  - ❧ Third grade retention and remediation costs and benefits to participants and society
  - ❧ Child care benefits to families
  - ❧ Other long-term benefits

# Selection Bias

- ❧ Is it appropriate to do a direct comparison of K-3 Plus students with non K-3 Plus enrolled Students?
- ❧ No... compared with their peers, K-3 Plus students are more likely to...
  - ❧ Be at schools with high rates of free/reduced lunch
  - ❧ Be ethnic minorities
  - ❧ Have been retained in grade
  - ❧ Be in special education programs
  - ❧ Be English learners

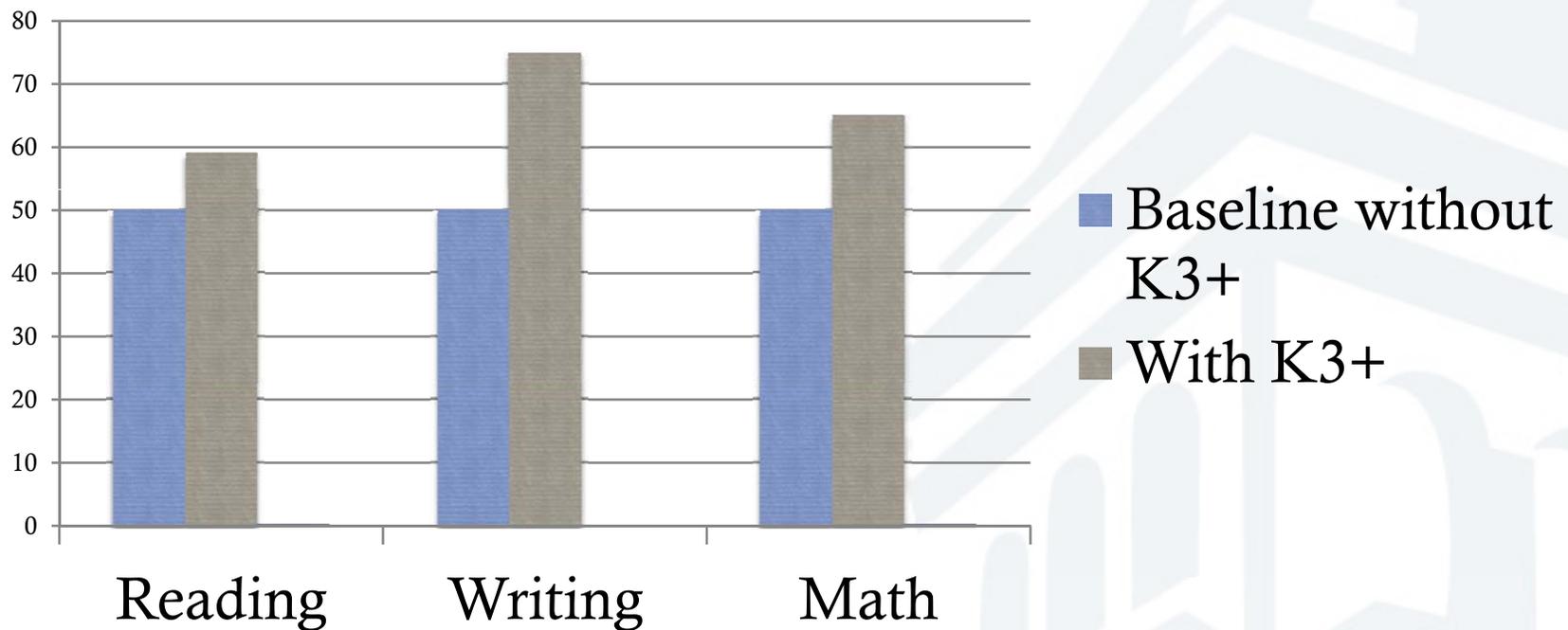
# What to do?

- ∞ Solution 1: Randomized experiment
  - ∞ From a pool of families who agree to enroll, randomly assign half to summer services and the other half to regular school year only
  - ∞ This is the approach of USU's New Mexico StartSmart K-3 Plus study funded by Department of Education's i3 program
- ∞ Solution 2: Address Differences
  - ∞ In essence, we first look at factors that effect selection into K-3 Plus and then “control” for differences in the likelihood of selection into the program

# New Mexico SBA Results: 2009-2010

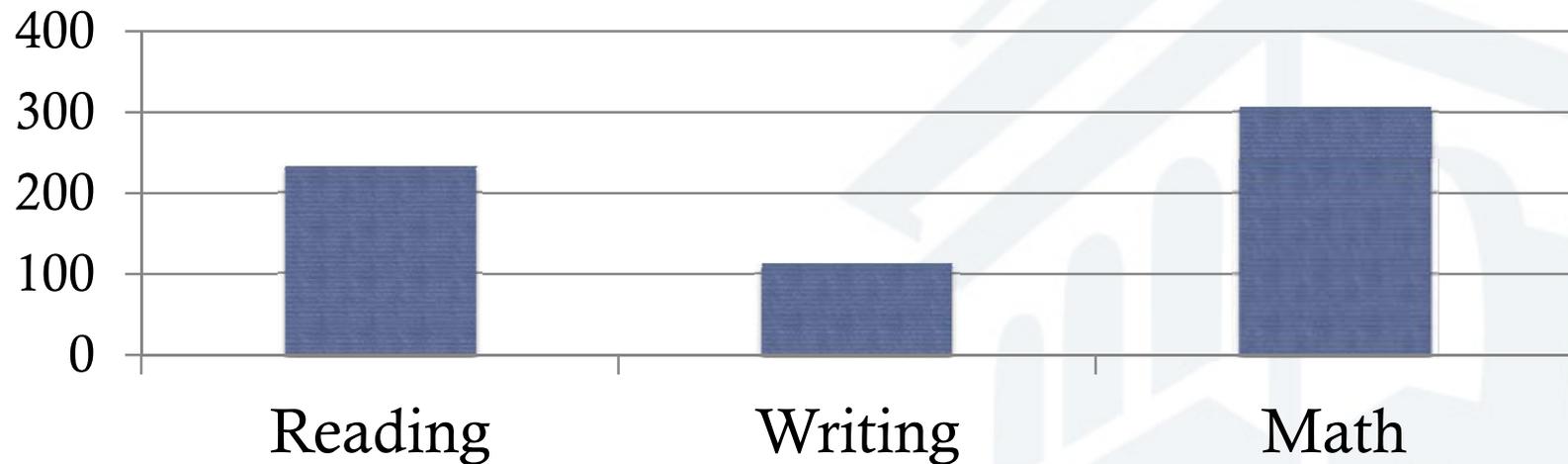
- Based on analysis of 11,769 total students and 1,640 who had K-3 Plus for at least one year immediately prior to 3<sup>rd</sup> grade and 10,129 did not have K-3 Plus immediately prior to 3<sup>rd</sup> grade, K-3 Plus students gained:
  - Reading: 7.5 points
  - Writing: 43.8 points
  - Math: 12.4 points
- Different means & points possible on exams make percentile performance a more intuitive measure:

## 2009-10 SBA Data: Effect of K3+ on Percentile Rank



# 2009-10 SBA Data: Effect of K-3 Plus on Grade-Level Proficiency

**Additional Students Performing at Grade Level per 1000 served in K-3 +**



# Some Cost Benefit Implications of K-3 Plus SBA Results

- ❧ There is not data on how many years of K-3 Plus the 2009-10 third grade students received.
- ❧ The students in K-3 Plus in 2009-10 SBA analysis received at least one year of K-3 Plus prior to third grade.
- ❧ The SBA data show that 234 out of 1000 third grade students that attended K-3 Plus in 2009-10 achieved 3<sup>rd</sup> grade reading proficiency that wouldn't have been proficient without K-3 Plus services.

# Some Cost Benefit Implications

## Grade Retention

- ☞ Serving 1000 students at current K-3 plus funding amounts costs \$800,000 per year or \$1.6 million for two years, \$2.4 million for three years and \$3.2 million for four years.
- ☞ One year of third grade retention costs \$6858 per student and for 234 students the total cost would be \$1,604,722.
- ☞ Mandatory summer school cost savings for these 234 students is \$522 per student or \$122,148 per year for 234 students without materials or transportation.
- ☞ Albuquerque Public Schools estimates the cost of reading remediation services to be \$14.2 million annually for 6,903 students in K-3 or \$2057 per student. Las Cruces estimate is \$2079 per student.
- ☞ Preventing one year of retention, remediation and mandatory summer school services for these 234 students saves approximately \$2,208,258.

# Some Cost Benefit Implications Grade Retention

- ∞ The cost of two years of K-3 Plus to students who are enrolled in the program is a more cost-effective strategy than grade retention for the 23.4% of students that are estimated to have achieved reading proficiency as a result of K-3 Plus enrollment.
- ∞ The benefits from reduced grade retention and remediation services offset almost all of the costs of 3 years of K-3 Plus services.

# Some Cost Benefit Implications: Child Care for Families

- ❧ K-3 Plus services are high quality educational services focused on literacy and numeracy not child care.
- ❧ There is a benefit to families and to CYFD as measured by the reduction in child care services needed for K-3 Plus services when they are in 25 days of summer programming.
- ❧ K-3 Plus child care value is estimated at \$421.16 for the 5 weeks of K-3 Plus services per family and student not including the value of K-3 Plus provided transportation.

# Some Cost Benefit Implications: Child Care for Families

- ❧ These child care providers were open an average of 11.6 hours per day and that results in an average price of \$1.91 per hour.
- ❧ K-3 Plus is a minimum of 150 total hours of service during the summer (not including transportation time).
- ❧ The rate study is based on an average of 173.33 hours per month and a rate of approximately \$2.81 per hour and doesn't include transportation to child care that is provided by the family.
- ❧ The five-star child care value of K-3 Plus based on these data is estimated at \$421.16 for the 5 weeks of K-3 Plus services per family and student for all families that participate in K-3 Plus and this is without the value of K-3 Plus provided transportation.

# Cost Benefit Implications: Third Grade Retention and Child Care

- After deducting the \$421 per family benefits of child care the net expenditure to society of K-3 Plus is estimated to be \$379 (\$800 minus \$421) per student.
- At that rate the cost of all four years of K-3 Plus for 1000 students is \$1,516,000 which is more than offset by the savings achieved through reduced grade retention of \$1,604,722 for the 234 students that achieved that benchmark in 3<sup>rd</sup> grade.

# Some Cost Benefit Implications of K-3 Plus SBA Results

- ❧ There is a need for better data on the cost of remediation services since the available data vary widely between districts.
- ❧ These data don't attach a dollar benefit to the gains in numeracy and writing that were identified.
- ❧ The cost benefit estimates don't include the value of work and tax revenues generated for students that are able to join the labor force at least a year earlier when they are not retained in grade.
- ❧ These data don't include long-term benefits that may result from increased performance of K-3 Plus attending students such as decreased special education services; decreased delinquency; increased graduation rates and increased college attendance and lifetime productivity.

# Conclusions

- ❧ These data support the continuation and expansion of K-3 Plus in New Mexico.
- ❧ Start Smart K-3 Plus funding for kindergartners in our partner districts will end after the summer, 2012.
- ❧ Several districts such as Las Cruces and Roswell dropped from New Mexico state-funded K-3 Plus because their cost is higher than \$800 per student and they don't have funds to make up the difference.

# Recommendations

- ❧ Extend the K-3 Plus program that is scheduled to end next year.
- ❧ Consider different per student funding for K-3 Plus in some schools and school districts particularly those where class sizes are small such as very rural schools
- ❧ Fund more K-3 Plus slots so that families, schools and districts that want to participate have access to state funds to continue services to high need students that benefit from K-3 Plus services.
- ❧ Help close the achievement gap early when it makes a difference in student and family lives over the long-term.

# Contact

Linda D. Goetze, Ph.D.  
Start Smart K-3 Plus  
Project Co-Director  
6819 Old Main Hill  
Utah State University  
Logan, Utah 84322-6819  
435 770 5829  
[linda.goetze@usu.edu](mailto:linda.goetze@usu.edu)

Damon Cann, Ph.D.  
Start Smart K-3 Plus  
Project Co-Investigator  
Political Science Department  
Utah State University  
Logan, Utah 84322-0725  
435 797 8705  
[damon.cann@usu.edu](mailto:damon.cann@usu.edu)



# P-3 READING & LITERACY



Selected State Data and Initiatives

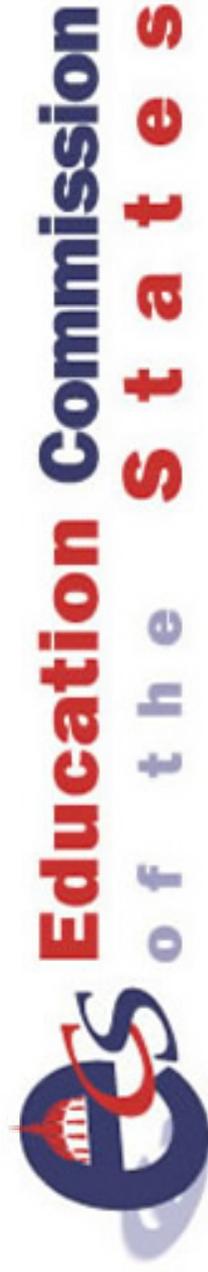
# Reading/Literacy: Selected State Data and Initiatives

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## November 13, 2012

**Stephanie Rose**  
Associate Policy Analyst  
[strose@ecs.org](mailto:strose@ecs.org) (303) 299-3673

**Emily Workman**  
Associate Policy Analyst  
[eworkman@ecs.org](mailto:eworkman@ecs.org) (303) 299-3631



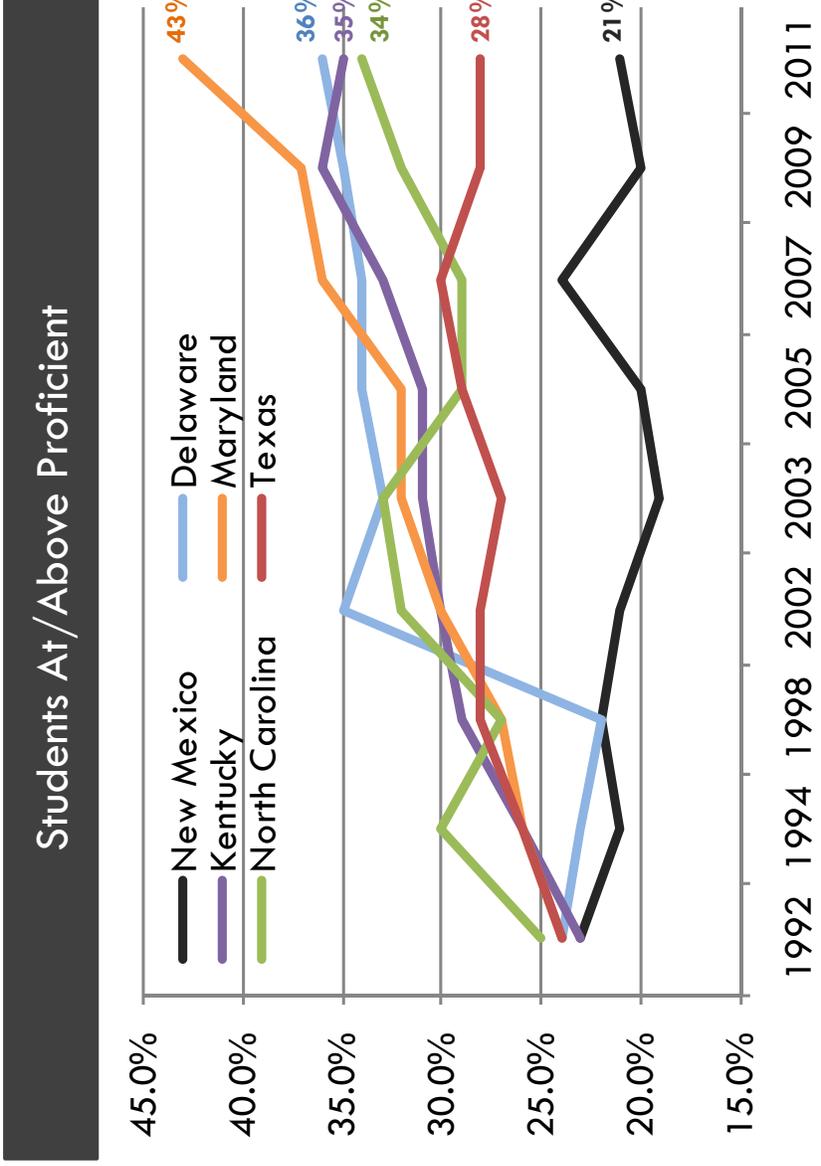
# Presentation Overview



- Review of NAEP Data
  - New Mexico and 5 Comparison States
  - Demographic Breakdowns
  - Underperforming Groups
- P-3 Overview for 5 Comparison States
  - Pre-K: Access and Quality
  - Kindergarten: Class Time and Attendance
  - 3<sup>rd</sup> Grade Reading Policies: Early Identification, Intervention, Retention
- From Policy to Practice
  - Best Practice Models: Montgomery County, MD
  - Best Practice Models: North Carolina
  - Best Practice Models: Texas
  - Best Practice Models: Common Themes
- Resources
- Appendix: Best Practice Models - Montgomery County Continued

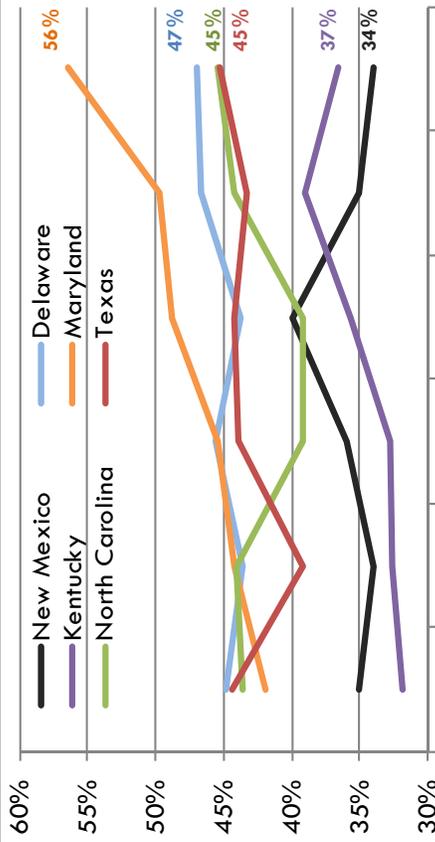
# NAEP 4<sup>th</sup> Grade Reading Data

- New Mexico and five comparison states: Delaware, Kentucky, Maryland, North Carolina, and Texas

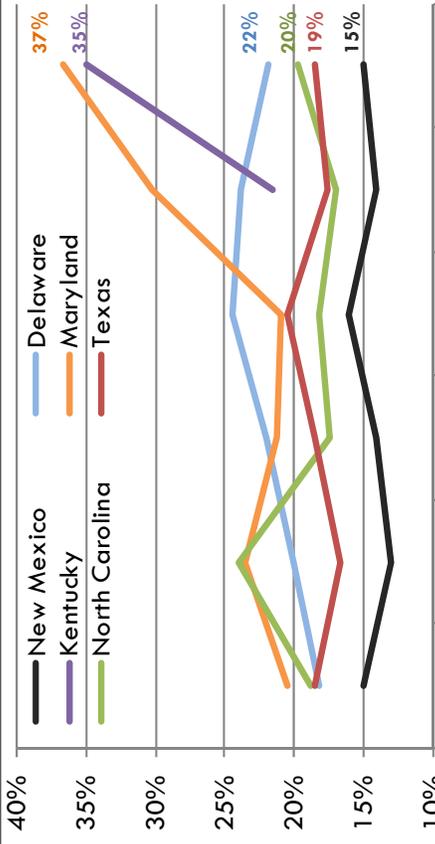


# NAEP 4<sup>th</sup> Grade Reading Data: Demographics

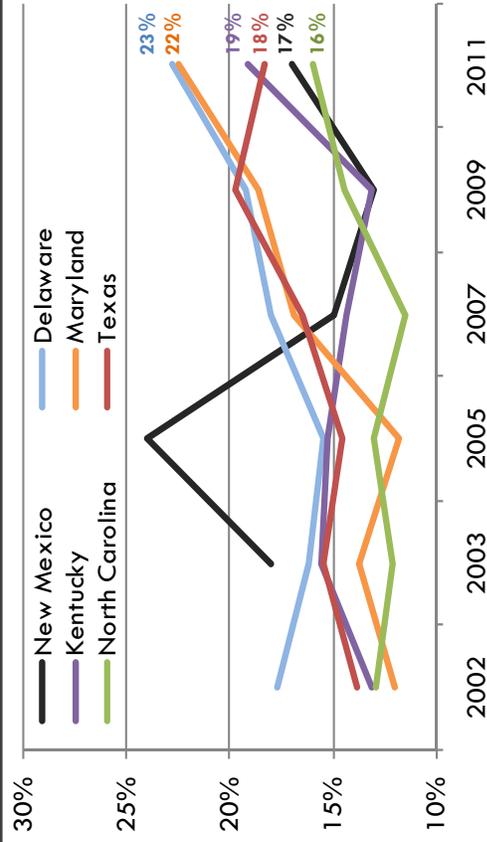
## White Students At/Above Proficient



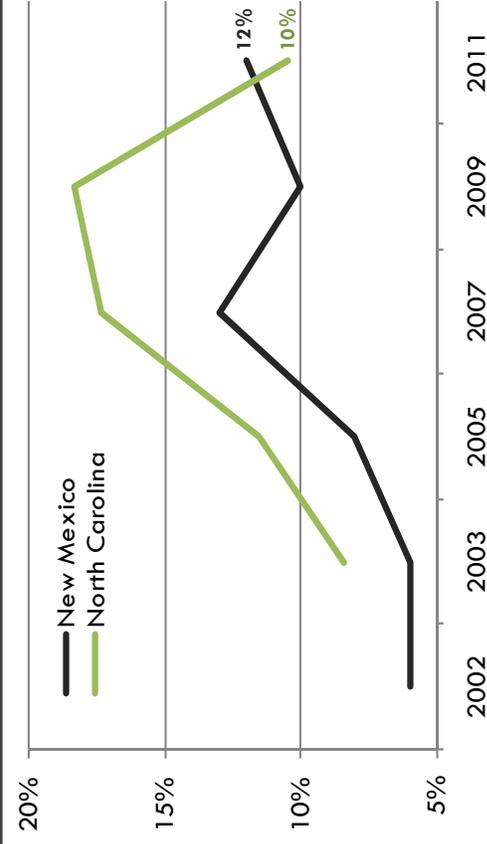
## Hispanic Students At/Above Proficient



## Black Students At/Above Proficient

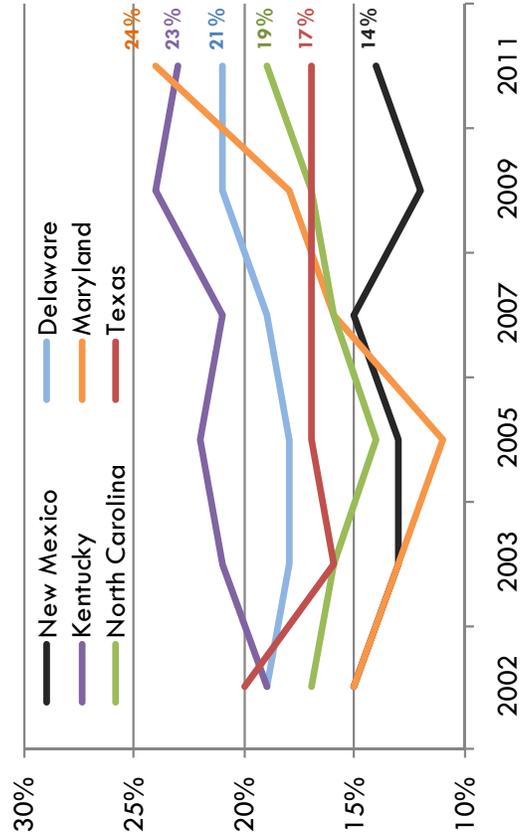


## American Indian Students At/Above Proficient

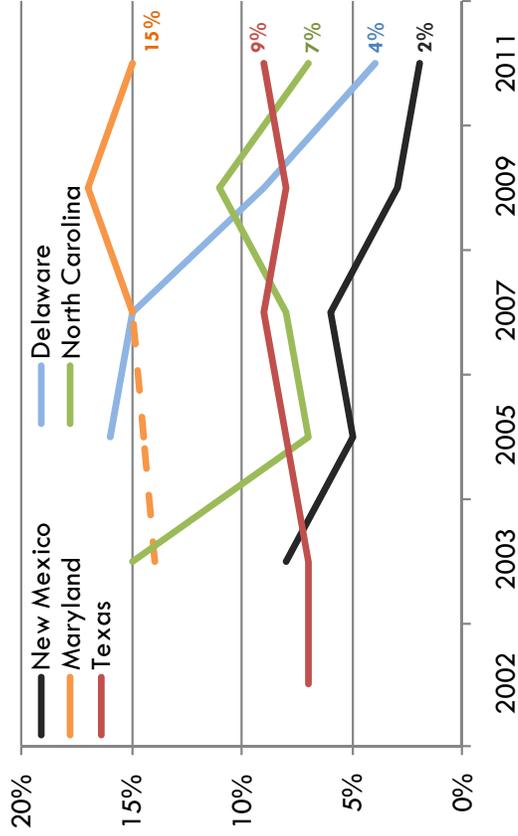


# NAEP 4<sup>th</sup> Grade Reading: Low Income & ELL Data

## Low Income Students At/Above Proficient



## ELL Students At/Above Proficient



## 2011 Income Measures

Poverty Rate	18.9%	11.0%	17.7%	8.6%	15.5%	16.8%
Students Free/RP Lunch	69.0%	48.8%	57.0%	42.0%	53.9%	62.4%

New Mexico

DE

KY

MD

NC

TX

## 2011 ELL Measures

Identified ELL for NAEP	17.0%	4.0%	2.0%	6.0%	7.0%	22.0%
No English in Home	32.0%	15.0%	6.0%	17.0%	14.0%	36.0%

New Mexico

DE

KY

MD

NC

TX



# Reading & Literacy: A P-3 Approach

- Importance of a P-3 Approach
  - ▣ 80% of brain development occurs before age 6, and the early years are especially critical for soft-skills development
  - ▣ Common Core State Standards begin in Kindergarten, were drafted for a full day of rigorous instruction
  - ▣ Seamless P-3 education **boosts achievement for at-risk groups** (including low income and ELL)
  - ▣ Students not reading proficiently by 3<sup>rd</sup> grade are 4x more likely to drop out
- What a successful P-3 system can do: **Montgomery County, MD**
  - ▣ ~90% of Kindergarteners enter first grade with essential literacy skills
  - ▣ ~88% of 3<sup>rd</sup> graders reading proficiently (vs. 32% nation wide)

*“The United States invests relatively little at the starting point – in early childhood development – and as a consequence pays dearly for this neglect at every point thereafter.”*

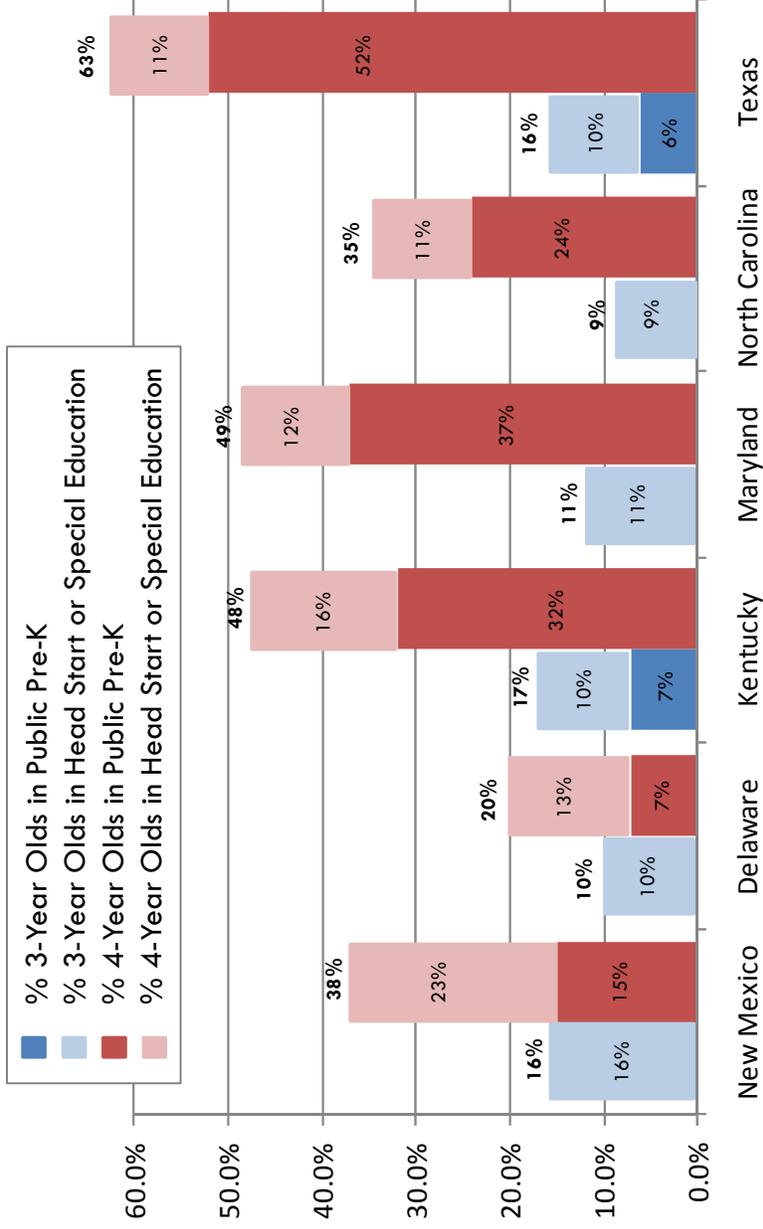
**Dr. James Heckman**  
Nobel Award Winning  
Economist



# Pre-K: Access + Quality



- Early literacy experiences for 3 and 4 year olds place students on the track to proficiency
- High enrollment of 4 year olds
  - Since 2002 DE, KY, MD, TX >25%
  - NC 1% enrollment in 2002, steady increase to 24% in 2011
  - New Mexico 1% enrollment until 2006, 15% in 2011
- High quality programs
  - DE, KY, MD, NC received 8-10 out of 10 NIEER quality indicators
  - Indicators cover standards, teacher degree requirements, class size, etc.



NIEER Quality Rating	New Mexico	Delaware	Kentucky	Maryland	North Carolina	Texas
	8/10	8/10	9/10	9/10	10/10	4/10

2011 State Spending per Pupil	\$3,561.0	\$6,795.0	\$3,399.0	\$4,414.0	\$5,166.0	\$3,761.0
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# Kindergarten: Class Time and Attendance

- Kindergarten policies vary widely across states:
  - 15 states and the District of Columbia require kindergarten attendance
  - 10 states (including NM) mandate that districts offer full day kindergarten (+DC offers full day K)
  - Only 5 states (+ DC) requires students to attend full day kindergarten, including Delaware and Maryland
  - Minimum required hours per day range from 2 to 6.5, equating to 360-1170 hours per year

		New Mexico	Delaware	Kentucky	Maryland	North Carolina	Texas
<b>Kindergarten</b>							
Age Requirement: 5 by	1-Sep	31-Aug	1-Oct	1-Sep	31-Aug	31-Aug	31-Aug
<b>Mandatory Attendance</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>
Districts Required to Offer:	Full Day	Full Day	Half Day	Full Day	Full Day	Full Day	Half Day
Minimum Hours/Day	5.5	6.0	NA	6.0	6.0	6.0	4.0
<b>Minimum Hours/Year</b>	<b>990</b>	<b>1,060.0</b>	<b>NA</b>	<b>1,080.0</b>	<b>1,060.0</b>	<b>720</b>	<b>720</b>
Max. Teacher:Student Ratio	1:20	1:22	1:23, 2:24	NA	1:21	1:25	1:25
Common Core (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes	No



# 3<sup>rd</sup> Grade Reading: Early Identification, Intervention, Retention

- Nationally 23 states (+DC) assess literacy prior to 3<sup>rd</sup> grade
  - FL, AZ assess students pre-k through 3<sup>rd</sup> grade
  - 17 + DC assess all grades K-3
- 23 states (+DC) intervene prior to 3<sup>rd</sup> grade
  - 19 + DC provide some type of remediation in all grades K-3

## Interventions Include:

- AIP:** Assignment to an Academic Improvement Program
- DT:** Assignment to a different teacher
- HRP:** Implementation of a Home Reading Program
- OI:** Online or computer-based instruction
- OS:** Instruction outside of school hours including after school and Saturday school instruction
- RS:** Involvement of a Reading Specialist
- SI:** Supplemental instruction (during school hours)
- SS:** Summer School or summer reading program
- T:** Individual or group tutoring
- TI:** Instruction tailored to student deficiencies

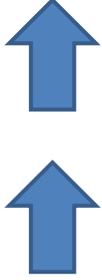
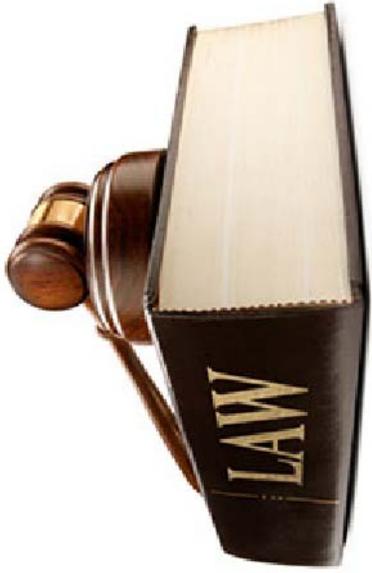
	New Mexico	Delaware	Kentucky	Maryland	North Carolina	Texas
<b>3rd Grade Reading</b>						
<b>P-3 Grades Assessed</b>	K-3 <sup>a</sup>	K-1, 3	K-3	2-3	K-3	K-3
<b>Required Interventions</b>	AIP	AIP	SI, TI	SI	AIP, HRP, DT, SI, SS, TI	SI
<b>Recommended Interventions</b>	OS	SS, OS, T	-	-	OS, T	OS, SS
<b>Retention?</b>	Allowed (1-7)	Yes	No	Yes	Yes	Yes (Grade 5)
<b>Promoted if Remediated?</b>	Yes	Yes	-	Yes	No	Yes
<b>Alt. Assessment/Portfolio?</b>	-	Yes	-	No	Yes	Yes
<b>Exemptions</b>	-	2x	-	2x, Special Education	3x, ELL, Disabilities	Parental Appeal

a) Statutes require: statewide literacy assessment in grade 3, K-3rd grade assessments in K-3 Plus Programs, local determination of proficiency for promotion in grades 1-7.

Source: State Statutes; Education Commission of the States [Third Grade Reading Policies](#) report.



# From Policy to Practice



# Best Practice Models – Montgomery County, MD

## (English Language Learners)

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- Effectively educating PreK-3<sup>rd</sup> ELLs - **Nearly 75% of ELL students are proficient readers**
  - Rigorous research-based curriculum for ELL students aligned with MCPS standards
  - Continuous assessment – use local assessments aligned to state and local standards
  - Extended Learning Opportunities provided through The Summer Adventures in Learning (SAIL) program
  - Extensive PD and culture of collaboration
  - Targeted support services – Instructional specialists, specialized counselors, on-site translators and parent-community coordinators
  - ELL/Bilingual Advisory Committee

# Best Practice Models – North Carolina

- FirstSchool -A PreK-3<sup>rd</sup> grade initiative to promote public school efforts to become more responsive to the needs of African American, Latino and low-income students to address schools' ongoing struggles to produce equitable outcomes for all
  - Culturally responsive, engaging, and developmentally appropriate curriculum, instruction, and assessment
  - Leadership that promotes and sustains change
  - Teacher prep and PD focused on a social justice perspective of education
  - Coordinated continuum of education and care
  - Parental and community involvement

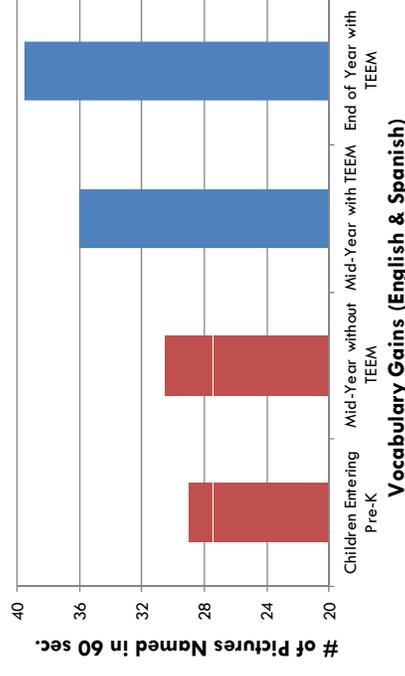
# Best Practice Models - Texas

Texas School Ready! (Texas Early Education Model (TEEM) – created by SB76 (2003))

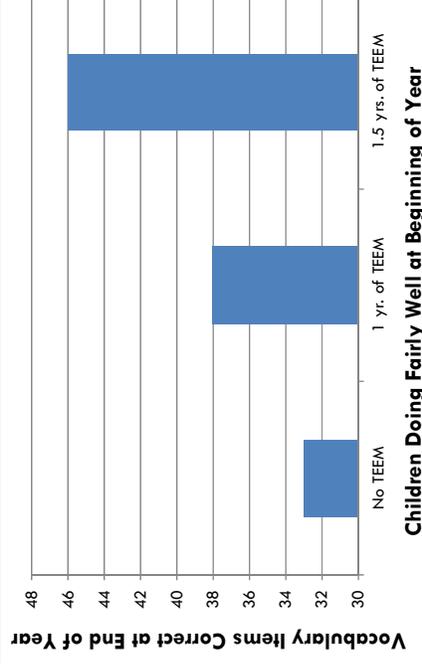
- Applied web-based professional development with monitoring
- Research-based Curriculum
- Technology-driven child monitoring to guide instruction
- Year 2 findings (2003-2005)

- Teachers showed significant improvement in the quality of: book reading; lesson planning; general classroom environment and centers; language building activities; literacy building activities; and team teaching
- Children improved in the areas that are most likely to predict reading success: vocabulary, letter knowledge, and phonological knowledge (breaking sentences into words, hearing the beginning sounds of words and rhyming)

**If School Readiness is the Goal: Some Schooling without TEEM is NOT Better than No Schooling at All**



**With TEEM Even Children who have Relatively Good Vocabulary Skills Show Strong Improvement (Spanish)**



# Best Practice Models – Common Themes

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- ❑ Teacher preparation
- ❑ Teacher/child care provider training, professional development
- ❑ Early intervention strategies
- ❑ Quality rating systems
- ❑ Private/public partnerships
- ❑ Strong emphasis on parental involvement
- ❑ Extended learning time

# Resources



- ECS Products:
  - P-3 [Issue Site](#)
  - State Summary: [Third Grade Reading Policies](#)
  - Policy Brief: [State Policy Roadmap for Improving Early Reading Proficiency](#)
  - Policy Brief: [Third Grade Literacy Policies – Identification, Intervention, Retention](#)
  - Policy Brief: [The Road to High-Quality Early Education](#)
  - Progress of Education Reform: [Technology in Early Education](#)
  - Research Summary: [PreK-Grade 3 Reading and Literacy Practices That Matter](#)
  - [Sign up](#) for our [P-3 Newsletter!](#)
- NIEER 2011 Yearbook
- RTTT-ELC [homepage](#)
- [Foundation for Child Development](#)
- Children’s Defense Fund Full-Day Kindergarten [Resources and state profiles](#)
- New America Foundation: [Early Education Initiative](#)



# Appendix: Best Practice Models

## Montgomery County, MD

- What a successful P-3 system can do:
  - ▣ ~90% of Kindergarteners enter first grade with essential literacy skills
  - ▣ ~88% of 3<sup>rd</sup> graders reading proficiently
- How did they do it?
  - ▣ Established clear and compelling district-wide goals that mapped to early learning, aligning services and creating a seamless Pre-K-12 system
    - Linked early learning and K-12 educators, provided a common curriculum
    - Published research-based standards and benchmarks Pre-K-12, with an eye toward college readiness
    - Focus on cognitive, socio-emotional, “soft-skill” development in ECE to prepare children for K-12

# Appendix: Best Practice Models

## Montgomery County, MD

- How did they do it? (continued)
  - ▣ Offered additional instruction and implemented high quality programs
    - Full-Day-K, after-school and summer learning opportunities
    - Highly qualified and screened early learning teachers
    - Standards-based Pre-K-12 curriculum, diagnostic assessments to inform instruction
    - 15:1 student-teacher ratios in ECE settings
  - ▣ Balanced support and accountability to ensure effective and consistent implementation
    - Professional development opportunities, peer assistance and review system, access to high quality instructional materials
    - Weekly team meetings to analyze student progress

# Appendix: Best Practice Models

## Montgomery County, MD

- How did they do it? (continued)
  - Innovated and monitored for continuous improvement
    - Leveraged technology for both students and educators
    - Longitudinal data warehouse and continuous monitoring of progress towards district goals
  - Involved parents and the community
    - Family outreach, toolkits, newsletters and other take-home materials
    - Partnerships with local organizations, linked community-based services and communicate early learning goals

