

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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Nora Espinoza
Jimmie C. Hall
Dennis J. Roch
Sheryl M. Williams Stapleton
Mimi Stewart

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, 2013

MEMORANDUM

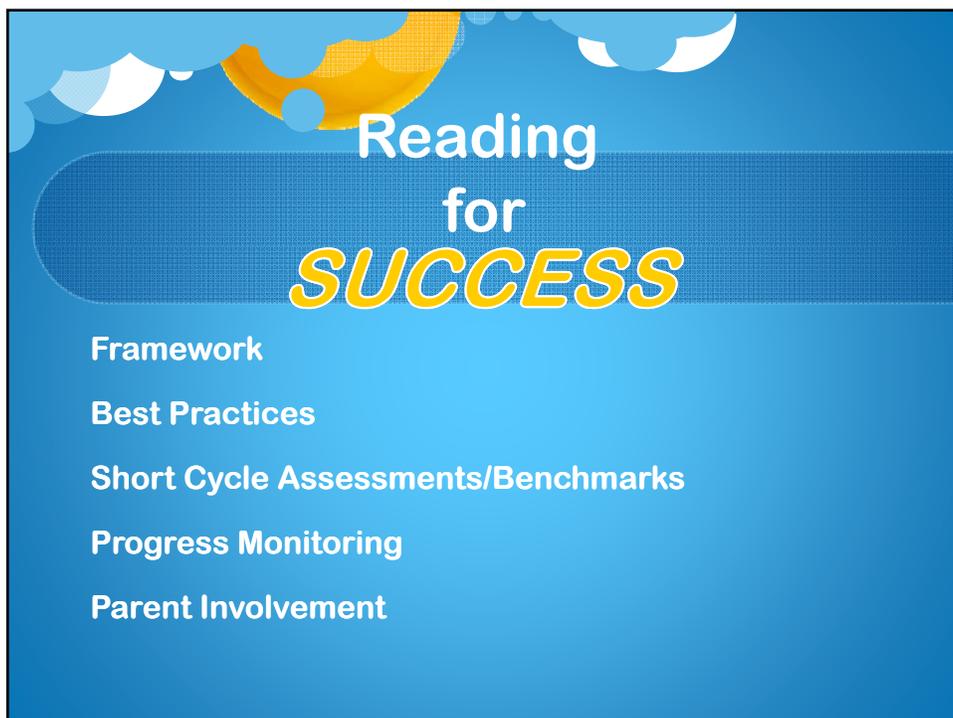
TO: Legislative Education Study Committee

FR: LaNysha Adams

RE: STAFF BRIEF: LOCAL DISTRICT INTERVENTIONS

For this item, the presenters on the agenda will provide oral presentations to the Legislative Education Study Committee (LESC).

Attached is correspondence from other districts interested in the discussion but unable to attend the November LESC meeting.



Framework

- 90 minute uninterrupted reading block
 - Scientific Researched Reading Program
- 45-60 minute Interventions
 - Scientifically Researched Based Reading Intervention Program
 - Grade Level Interventions Model
 - Walk to Interventions Model

Framework

- Scheduled time for Collaboration across grade level.
 - PLC (Professional Learning Communities)
 - Grade Level Meetings
 - Data Analysis
 - Grouping for Intervention
 - Review of Instructional Strategies
 - SAT (Student Assistance Team) Development

Interventions

- Based off of data

DIBELS (Dynamic Indicator Basic Early Literacy Skills)

Short Cycle Assessment-Discovery

Develop Intervention Groups

Individual Needs

Specific Skills

Best Practices

Reading Strategies based off of research:

Foundational Skills:

Phonemic Awareness

Phonics

Fluency

Comprehension

Vocabulary



Best Practices

Instructional Strategies:

- On-set Rhyme
- Syllabication
- Close Reading
- Text Complexity
- Vocabulary
- Differentiated Instruction
- Classroom Management



Short Cycle Assessment/Benchmark

BOY= Beginning of Year

MOY= Middle of Year

EOY = End of Year

Class Summary							
BOY		MOY		EOY			
DIBELS Next®							
BOY	NWF CLS	NWF WWR	DORF Flu.	DORF Acc.	DORF Retell	BOY	VOC
Comp. Score	Goal 54	Goal 13	Goal 52	Goal 90%	Goal 16	Status	Goal 12
●	47	14	39	93	17	●	14
●	30	4	39	95	21	●	12
●	65	18	84	94	12	●	10
●	39	8	89	97	30	●	13
●	44	0	59	98	14	●	12
●	39	1	61	94	17	●	12
●	57	16	63	95	20	●	13
●	30	7	25	78	N/A	●	13
●	40	9	53	91	19	●	12
●	34	5	18	78	N/A	●	15

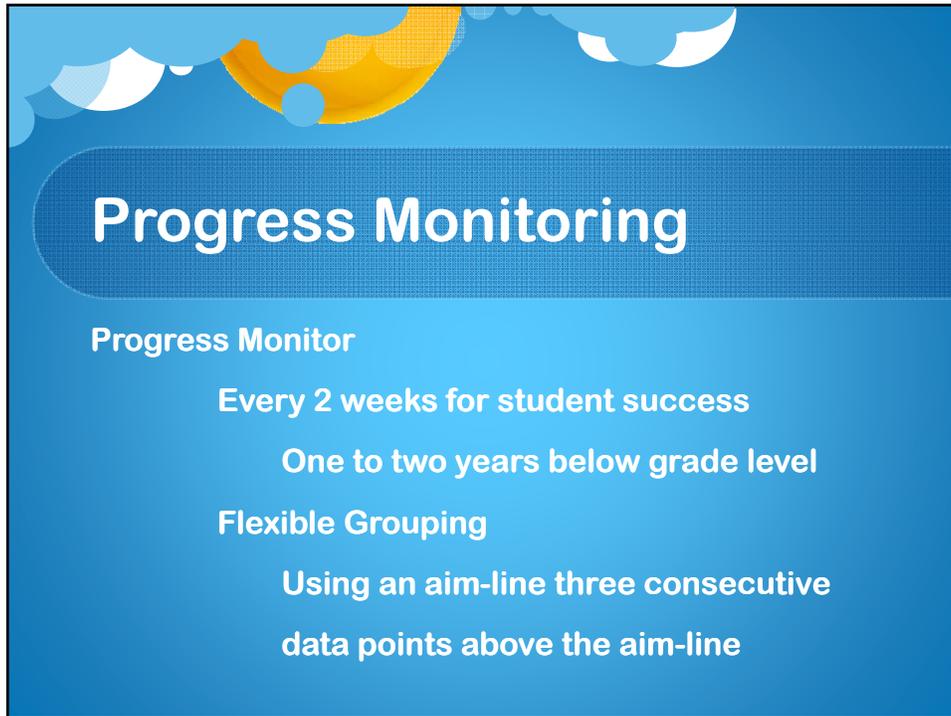
S Composite Score		122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380														
		85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324														
Sound Fluency (FSF)																																			
30																																			
20																																			
Naming Fluency (LNF)																																			
Benchmark set for LNF																																			
Phoneme Segmentation Fluency (PSF)																																			
20		40		40																															
10		25		25																															
Nonsense Word Fluency (NWF)																																			
17		28		27		43		58		54																									
8		15		18		33		47		35																									
		Whole Words Read		1		8		13		13																									
		0		3		6		6																											
DIBELS Oral Reading Fluency (DORF)																																			
Words Correct		23		47		52		72		87		70		86		100		90		103		115		111		120		130		107		109		120	
		16		32		37		55		65		55		68		80		70		79		95		96		101		105		90		92		95	
Accuracy		78%		90%		90%		96%		97%		95%		96%		97%		96%		97%		98%		98%		98%		99%		97%		97%		98%	
		68%		82%		81%		91%		93%		89%		92%		94%		93%		94%		95%		95%		96%		97%		94%		94%		96%	
Retell		15		16		21		27		20		26		30		27		30		33		33		36		36		27		29		32			
		0		8		13		18		10		18		20		14		20		24		22		25		25		16		18		24			
				Retell Quality of Response		2		2		2		2		3		2		2		3		2		3		3		2		2		3			
				1		1		1		1		2		1		1		2		1		2		2		2		1		1		2			
Daze																																			

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

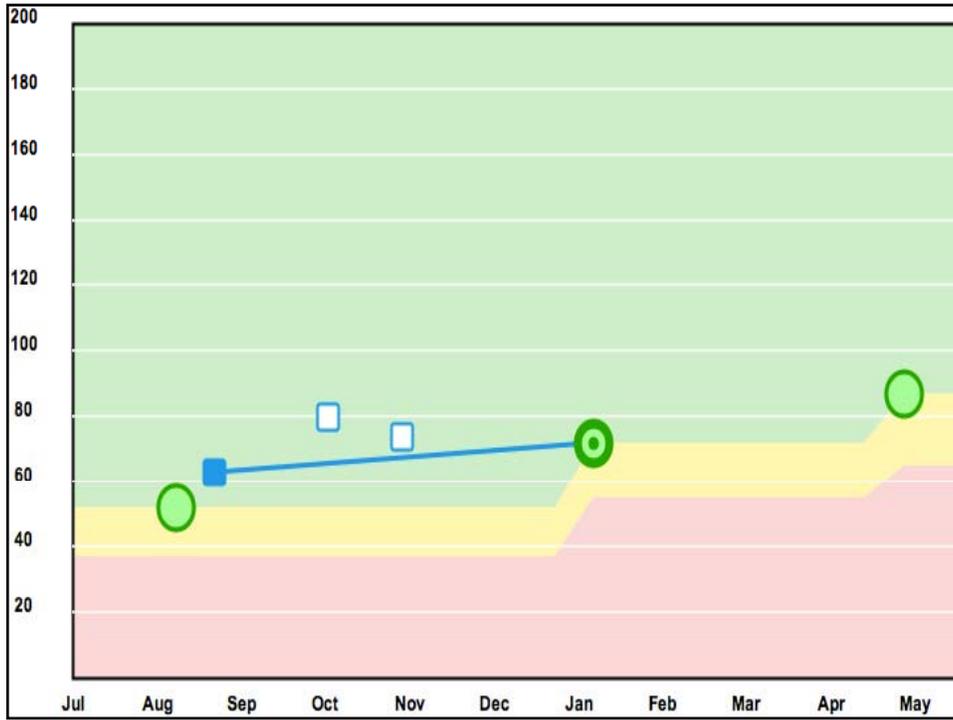


Progress Monitoring

Progress Monitor

- Every 2 weeks for student success
- One to two years below grade level
- Flexible Grouping**
- Using an aim-line three consecutive data points above the aim-line

Class Summary		BOY	MOY	EOY	Percentiles		Show K			
DIBELS Next®										
BOY		nwf CLS				nwf WWR				
Comp. Score	Goal 54	Progress Monitoring			Days Since	Goal 13	Progress Monitoring			Days Since
●	47	51	74	52	8	14	17	23	16	8
●	30	56	62	75	8	4	15	20	22	8
●	65					18				
●	39	92	57		6	8	31	15		6
●	44	42	69		7	0	12	21		7
●	39	34	60		7	1	5	14		7
●	57					16				
●	30	50	30	49	8	7	1	2	5	8
●	40	48	72		7	9	12	20		7
●	34	40	54	33	8	5	7	12	3	8



Parent Involvement

- o Family Literacy Night
 - Educate parents on how to help their student
 - Provide strategies to be used at home

Parent Involvement

- Parent/Teacher Conferences
- Communication
- Student reading level
- Provide Data with explanations

mCLASS® Literacy Progress Report

d Grade, Beginning-of-Year Assessment

Last assessment: August 20, 2013
Next assessment: January 6, 2014

Needs Most Support

What does this mean?

To reach grade level expectations, needs a great deal of additional practice, both at school and at home.

Why is Gioevanny being tested?

The teachers and administrators at our school want to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for *Dynamic Indicators of Basic Early Literacy Skills*, to examine how many important reading skills Gioevanny has learned.

What can I do?

To reinforce what is learning in school, you can read together every day at home.

What are the skills should learn to become a good reader?

Phonemic Awareness
Hearing and using sounds in spoken words

We no longer measure phonemic awareness because students should have this skill by the middle of first grade.

Phonics
Knowing sounds of letters and sounding out written words

We no longer measure s phonics because students should have this skill by the middle of second grade.

Accurate and Fluent Reading
Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (DORF)

Can your child...

- ...read all the words in a very short story?
- ...recognize familiar words without sounding them out?
- ...blend letter-sounds to read unfamiliar words?
- ...read words by themselves and in very short stories easily?

	14		55		79	
Reading with fluency (DORF)						

	47		89		95	
Reading with accuracy (DORF)						

Reading Comprehension
Reading for comprehension, the ultimate goal of reading, is measured by Daze.

Can your child...

- ...tell you about the story she or he just read?
- ...fill in the blank in this sentence?: "Before you eat, be sure to | your hands!"

Does your child...

- ...read often and in many subjects?
- ...show a passion for reading?

	0		5		8	
Constructing meaning from text (Daze)						

8

3rd Grade, Beginning-of-Year Assessment

Activities for
 Even if you have just a few minutes each day, you may be surprised by how much you can help your child learn to read. Here are some activities we recommend based on your child's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match your child's interests or to fit your schedule.



Where **Needs support**

 **Accurate and Fluent Reading**
 Reading words in stories easily, quickly, and correctly

Butterfly
 Use flash cards to display words your child is learning in school. Have your child say the word. For each incorrect guess, draw a different part of a butterfly (body, head, wings, six legs, two antennae). Your child's goal is to finish saying all the words before the butterfly is complete.

Automatic Reading
 Record your own voice as you read a story with ease. Have your child read along with the recording until he or she is able to sound like you without the recording. Schedule a time for your child to read the practiced text to you. Have your child read along with audiobooks, which are available from your local library or bookstore.

 **Reading Comprehension**
 Understanding the text, the ultimate goal of reading

Question Modeling
 When reading with your child, encourage him or her to ask questions by asking your own questions about the book aloud. Some good ways to start include: "I wonder, why ____? Why did ____ do that? What is going to happen next? Why did the author put that part in there?"

We are working hard to ensure that your child's reading development is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

Parent Involvement

 **Parent Volunteers**





Improving Reading Results for Students with Disabilities

Kids First. New Mexico Wins!

Background Information

- U.S. Dept. of Education, OSEP moving away from a one-size-fits-all compliance model
- Federal policy has been more concerned with basic access to education and not enough with critical achievement indicators.
- Real Results project will be looking at academic performance and student growth rates for students with disabilities

- Results Plan aligns with State's waiver under ESEA
- Supports New Mexico's A-F grading system
- Aligns with statewide school improvement strategic plan, "Kids First. New Mexico Wins!"
- New Mexico Real Results plan was developed by a broad stakeholder group consisting of:
 - school personnel
 - parents
 - advocates
 - State's Special Education Advisory Panel

Year 1

- **Gathering of school specific data regarding reading proficiency in successful schools**
- **Alignment of project with existing State initiatives**



Year 2

Criteria for school selection:

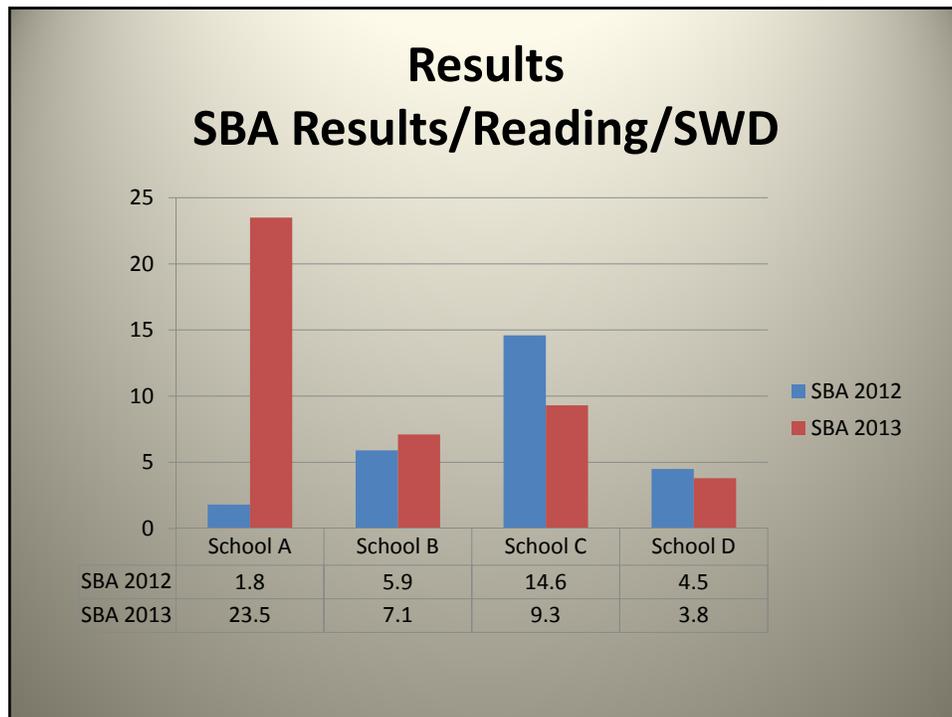


- High poverty
- High special education scores in Q 1
- Title I School
- At least 2 sites – High Native American populations

Selected Pilot Schools



- * **Mesa Elementary** – Central Consolidated
- * **Santo Domingo Elementary**—Bernalillo
- * **Ranchos de Taos Elementary**– Taos
- * **Moriarty Elementary**– Edgewood-Moriarty



Growth Factors

- **Data**
 - *Using* data to inform instruction
 - Drill down to specific skills for individual students
 - Intervention groups established based off of data
- **Differentiated Instruction**
 - Teachers tailored their instruction to meet student needs; no longer “one size fits all”
 - Instructional strategies used
- **Parent Involvement**
 - Data discussions with parents to show child’s progress
 - School provided strategies/activities to use at home

Thank you for your time!

Questions/Comments please contact:

Alicia Hatch

REC6

ahatch@rec6.net

SuccessMaker®



phillipmartin.com

Reading / Math

SuccessMaker

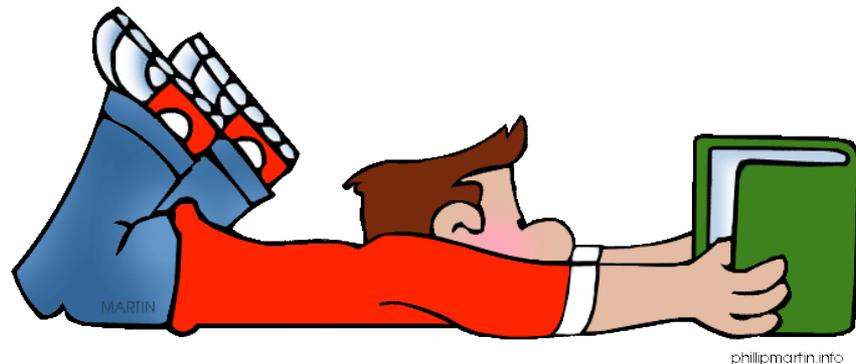
Initial Placement

Designed to adjust a student's course level to one that more accurately reflects the student's ability.



SuccessMaker Reading

The scope and sequence of SuccessMaker Reading incorporates the six strands of reading instruction for grades K-5 and four strands for grades 6-8, as outlined by the National Reading Panel.



SuccessMaker Math

Grade Levels K-8

SM Math provides content and reporting aligned to the National Council of Teacher of Mathematics (NCTM) standards and state standards.

Seven Strands of Instruction:

- Number Sense & Operations
- Data Analysis
- Probability
- Geometry
- Measurement
- Patterns, Algebra & Functions
- Fluency



SuccessMaker

Adaptive Standard Motion

Instructional Model:

- Initial Placement
- Guided Practice
- Remediation
- Independent Practice
- Remediation (if needed)



Monitoring Students- Reports

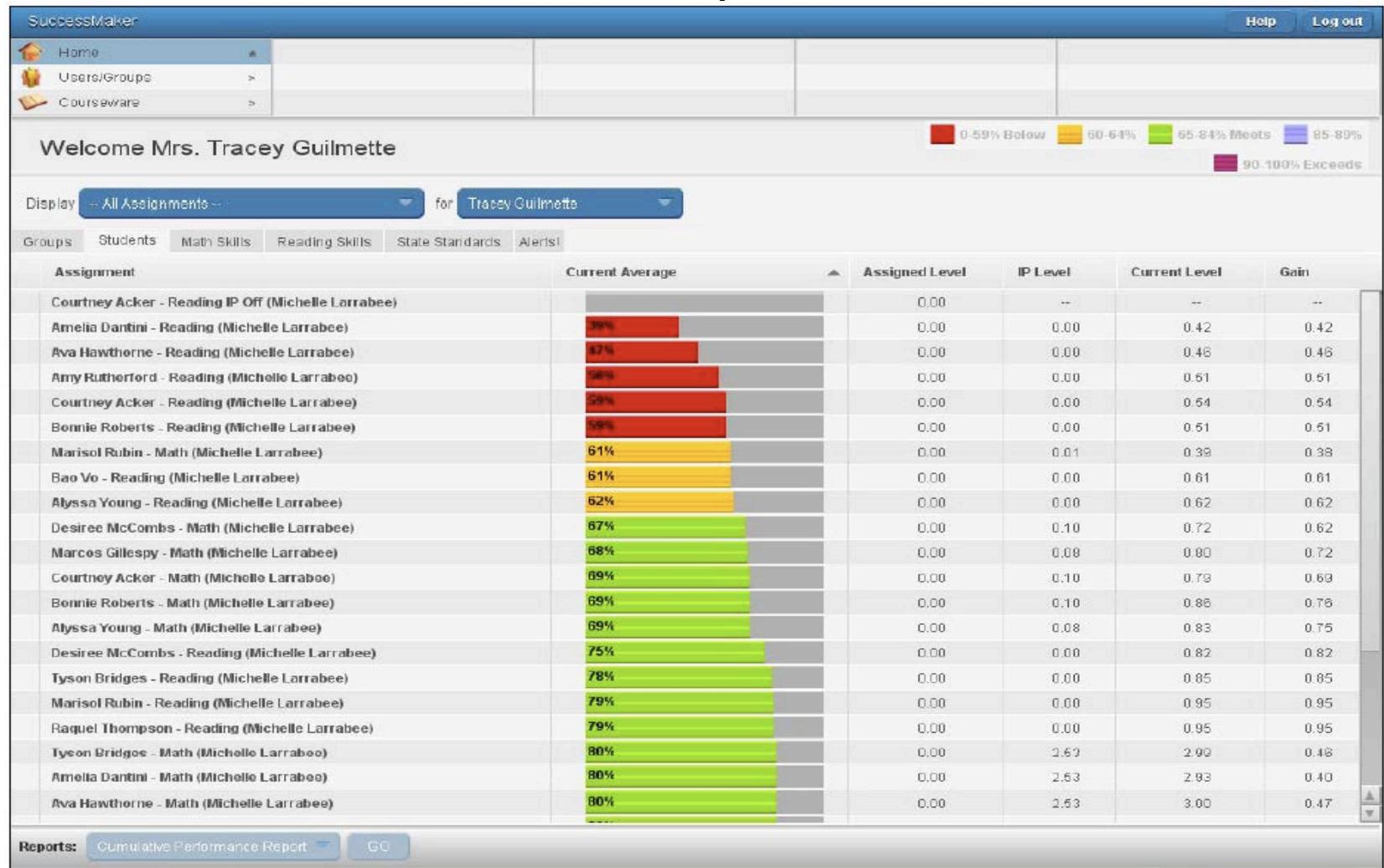
Main Reports to Monitor

- Cumulative Performance Report
- Student Performance Report
- Areas of Difficulty Report
- Last Session Report
- Prescriptive Scheduling Report



Sample Report

Dashboard & Last Session Report



SuccessMaker Reading Intervention

20 Minute Sessions Required

IP -Adaptive up to 50 Exercises

Reading is lesson based, not skills based. This means a student works through a lesson that is centered around one or two stories, then works on skills tied to the lesson. The lesson progression is 1. Direct instruction, 2. One or two stories, 3. Activity, 4. Checking for understanding

Last Session Report

Monitor Daily

Student is considered struggling with the content of a lesson if score is less than 65% on the lesson (a lesson can be up to two days based on a 20 minute session). Skill is marked as in:

1. Remediation:

Occurs at the end of the lesson. This will be reported on Last Session Report in the Remediation Column. This happens within the program.

Teacher Intervention:

Work with students who are performing below 65% on the Last Session Report.

If skill is still not mastered after remediation, the skill goes into **Skills at Risk**:

2. Skills at Risk

- Skill is put into delayed presentation.
- Student moves to the next lesson during their session time.
- The skill is presented at a later date, after the student has had the opportunity to **receive instruction outside the program**. This is why a student will say they have already completed that story.
- This will be reported on the Student Performance Report.

Teacher Intervention:

Student receives instruction on skill outside of the program:

1. Instruction using Learning Objectives. Use *Last Session Graph* or *off Line LO Viewers*.
2. Classroom instruction.

If skill still not mastered after outside intervention, goes into **Skills Not Mastered** (Student Performance Report, Areas of Difficulty Report):

Once a skill is listed under **Skills Not Mastered** (Areas of Difficulty Report), remediation will not remove it from the report.

To count the current course level as valid for each student the following must be met:

- Percent correct 65%-85% correct
- At least 10 skills assessed
- Mastery at 75% or higher

Item 4
11/13/13
11/12/2013

Local District Interventions Albuquerque Public Schools November 13, 2013

Zoe Ann Alvarez
District Reading Specialist
Albuquerque Public Schools

Janea Menicucci
District Reading Specialist
Albuquerque Public Schools

Albuquerque Public Schools November 2013

Prevention/Early Intervention Model Wilson Foundations®

- Albuquerque Public Schools provides professional development and materials for general education classrooms, kindergarten through second grade.
- Professional development and tools to implement the Wilson Foundations prevention/early intervention model have been provided to 86 out of 90 elementary schools.

Albuquerque Public Schools November 2013

Wilson Foundations®

- Provides research based integrated, systematic, word study, spelling and handwriting instruction in a multisensory approach
- Designed to complement existing core reading programs
- Designed to help reduce reading and spelling failure
- Daily instruction focuses on the five essential components identified by the National Reading Panel for Early Reading Success
- Teaches print knowledge, alphabetic principle, phonemic awareness, decoding, spelling, and vocabulary development

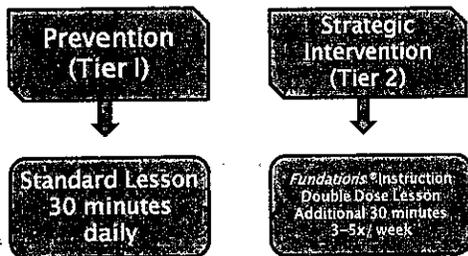
Phonemic Awareness	Prints	Phonics	Fluency	Comprehension
***	***	***	***	**

Albuquerque Public Schools November 2013

Common Core State Standards

- > Thoroughly teaches the foundational skills of the Common Core State Standards (CCSS)
- > Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system
- > *Foundations*® comprehensively supports the Foundational Skills of the Common Core State Standards (CCSS)
- > It also teaches or significantly supports other CCSS standards in reading, writing, speaking, listening and language

Wilson *Foundations*® Instruction



Albuquerque Public Schools November 2013

Tier I Prevention Model

- > 30 minute daily lesson
- > Whole group direct instruction
- > 4-5 daily activities that integrate the 5 essential components
- > Addresses different learning styles with a multisensory approach
- > Targeted, diagnostic, instruction
- > Instruction meets the Common Core State Standards foundational skills

Albuquerque Public Schools November 2013

Tier II Intervention

- For at-risk students an additional 30 minute lesson 3-5 times a week
- Classroom teacher or interventionist provides small group instruction
- Strategic intervention
- Data driven instruction
- Curriculum based measure for progress monitoring
 - Beginning to mid year probes
 - Mid to end year probes

Albuquerque Public Schools November 2013

Sustainability

- Grade level training for all new teachers and instructional coaches (new to school as well as new to grade levels)
- Foundations® Facilitator Certification

Albuquerque Public Schools November 2013



Dulce Elementary School Reform Initiative SY 2013-2014

Presented by Pam Montoya, DES Principal
Ferlinda Pesata, Instructional Coach
Cindy Julian, Instructional Coach
November 13, 2013

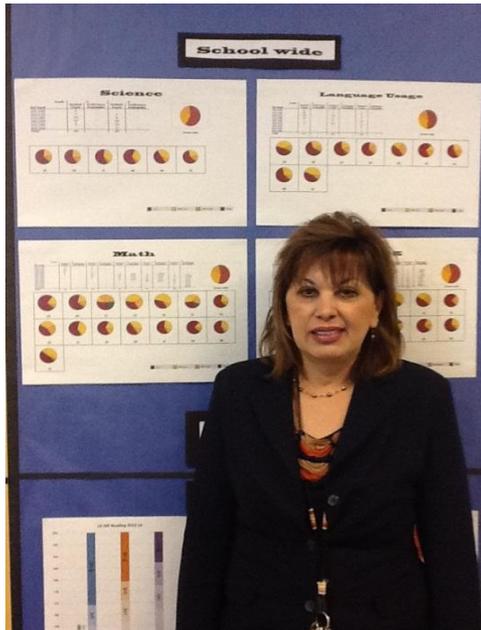
Dulce Independent Schools Superintendent





Dulce Elementary School

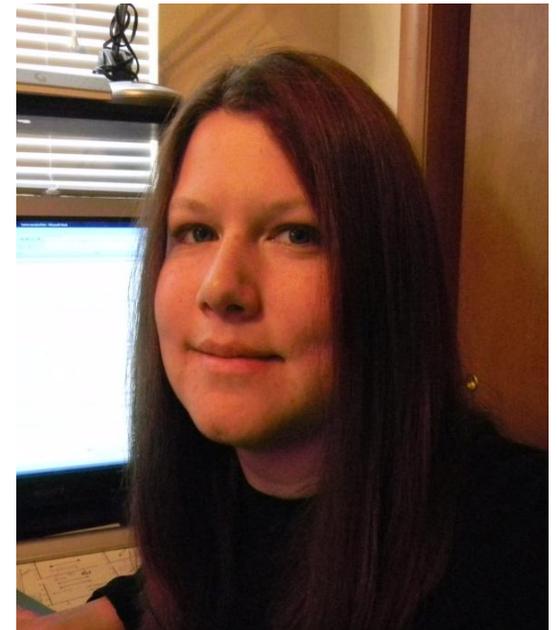
Pamela Montoya,
DES Principal



Ferlinda Pesata and Cindy Julian,
DES Instructional Coaches



Teresa Johnson,
Data Graphics- Inst. Asst.





Dulce Elementary School



“Problems cannot be solved by the same level of thinking that created them”.

Albert Einstein



Dulce Elementary School

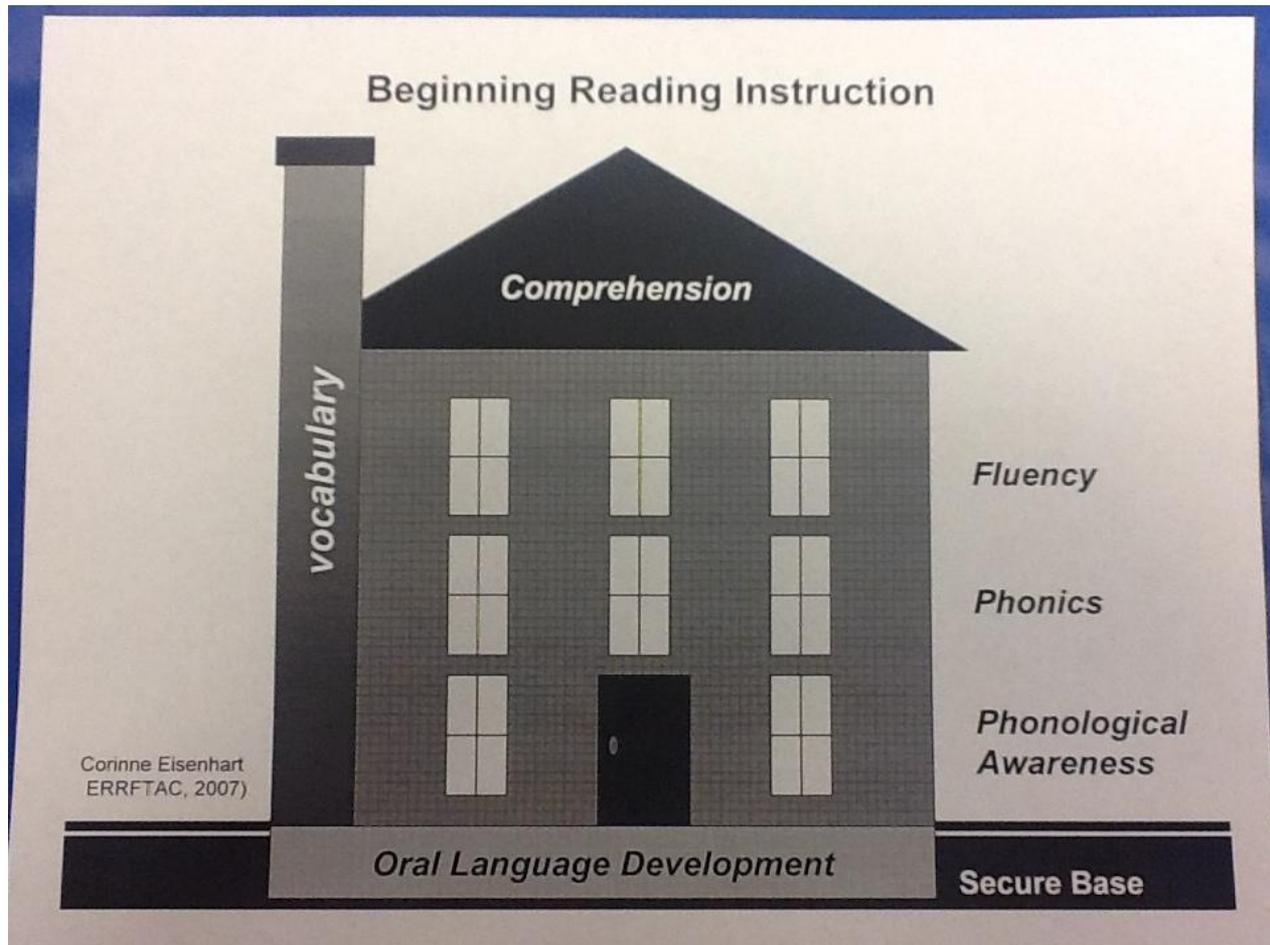
Purpose

Today's presentation is to share the proactive steps our school has taken toward school reform initiatives through the collection of data and data analysis to improve reading.

Strategic Goal

To improve instructional practices and student outcomes. Our predicted outcome is to improve reading and math scores, based on school reform initiatives.

“Children’s speaking and listening skills lead the way for their reading and writing skills, and together these language skills are the primary tools of the mind for all future learning.”



t, 2005,

DES Reform Initiatives



Continuous Improvement Tools: DES Data Base

The New Mexico School Grade Report Card 2013 sparked an in-depth study of the data in all core areas, SBA, DIBELS, NWEA, ELL, & SPED

A large, multi-column spreadsheet or data table. The table has many columns and rows. The data is organized into several vertical sections, each with a different background color: yellow, pink, light blue, and light green. The text in the cells is small and difficult to read, but it appears to be a detailed data set with various numerical and categorical entries. The table is oriented vertically on the page.

DES Reform Initiatives



Various Improvement Tools: DES Data Base

- Data is collected from short cycle assessments done at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY):
 - SBA : 3rd grade 2012-13 currently in 4th grade (item plot analysis)
 - Access for ELL: based on K-3 data 2012-13
 - W-APT: data from entering K 2013-14
 - DIBELS: K-4 2013-14
 - NWEA: K-4 2013-14
 - STAR Reading & Math: 1st -4 2013-14
 - CCSS assessment Reading & Math: Kinder 2013-14
 - Program Assessments Reading & Math: K-4 2013-14

SBA Data Wall



- Current SBA Data Wall is reflective of our current fourth grade student performance on the SBA taken in third grade, school year 2012-13.

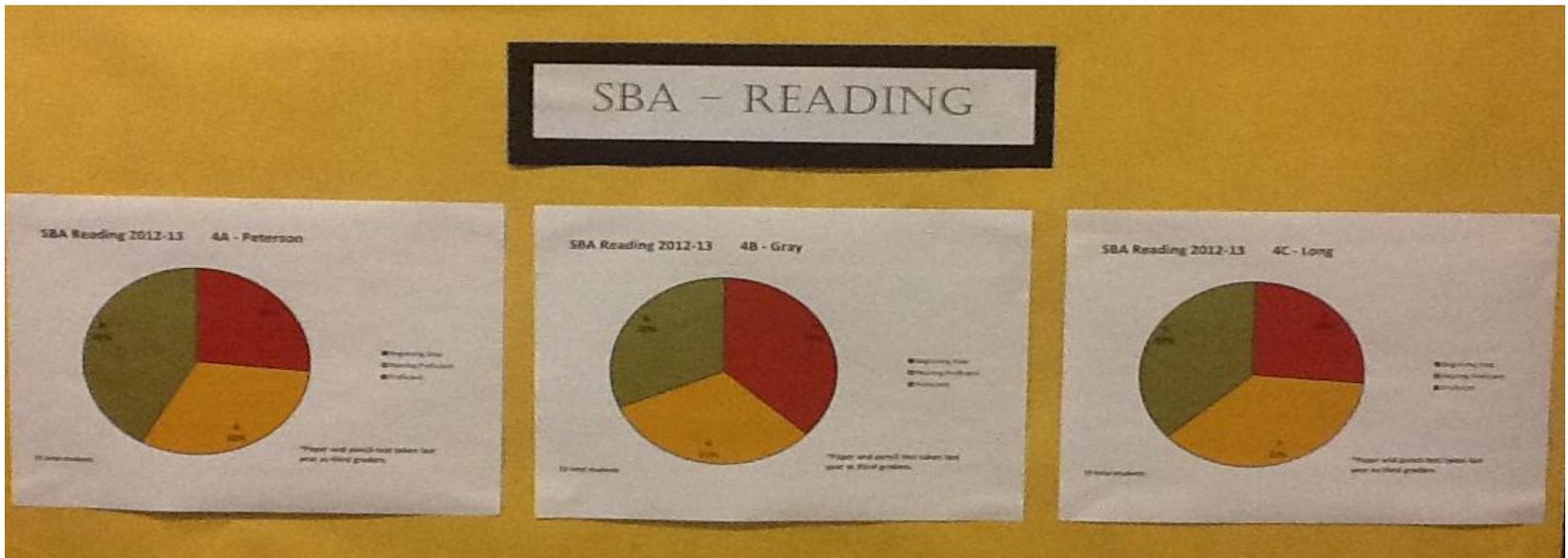


SBA Data Wall

Reading Data



- 57 students tested
- | | | |
|---------------------|-------------|-----|
| Beginning Step: | 17 students | 30% |
| Nearing Proficient: | 19 students | 33% |
| Proficient: | 21 students | 37% |

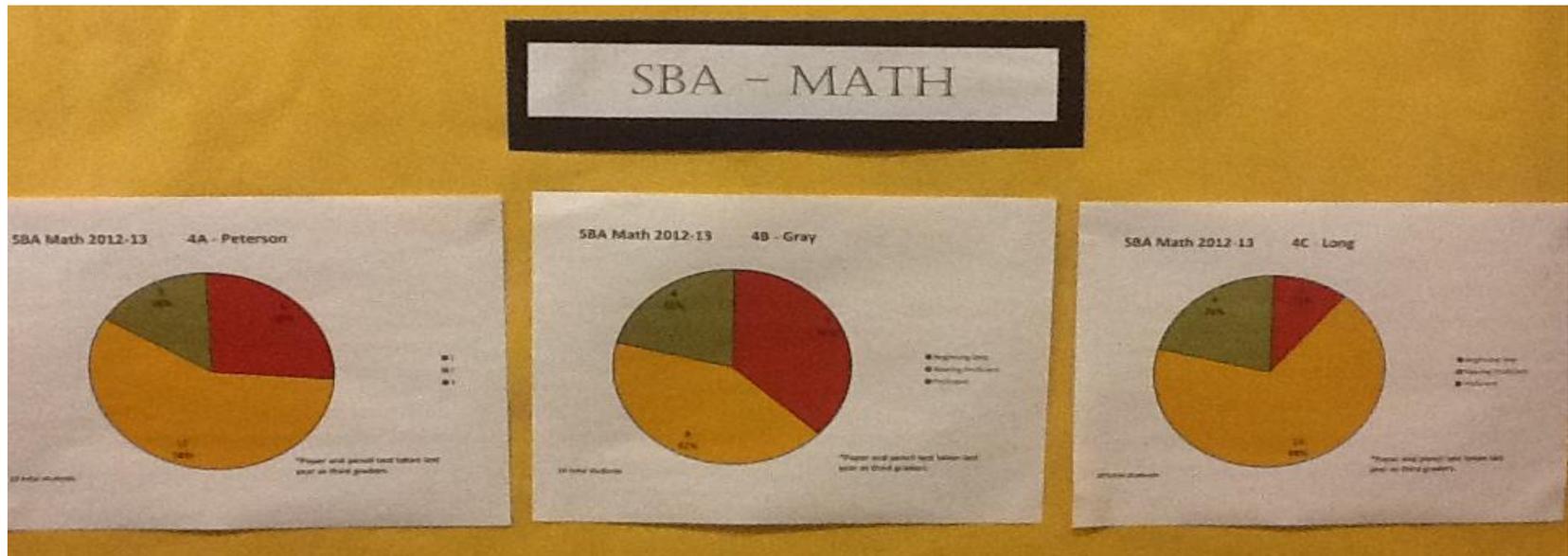


SBA Data Wall

Math Data



- **57 students tested**
- **Beginning Step: 14 students 25%**
- **Nearing Proficient: 32 students 56%**
- **Proficient: 11 students 19%**

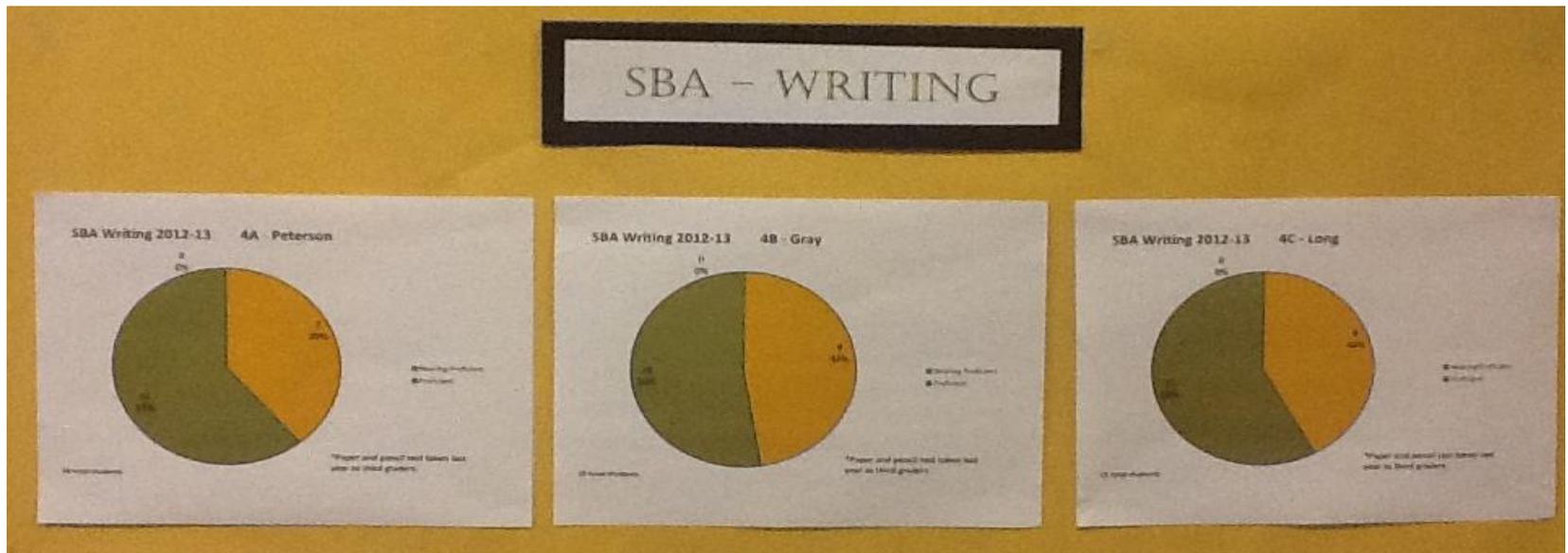


SBA Data Wall

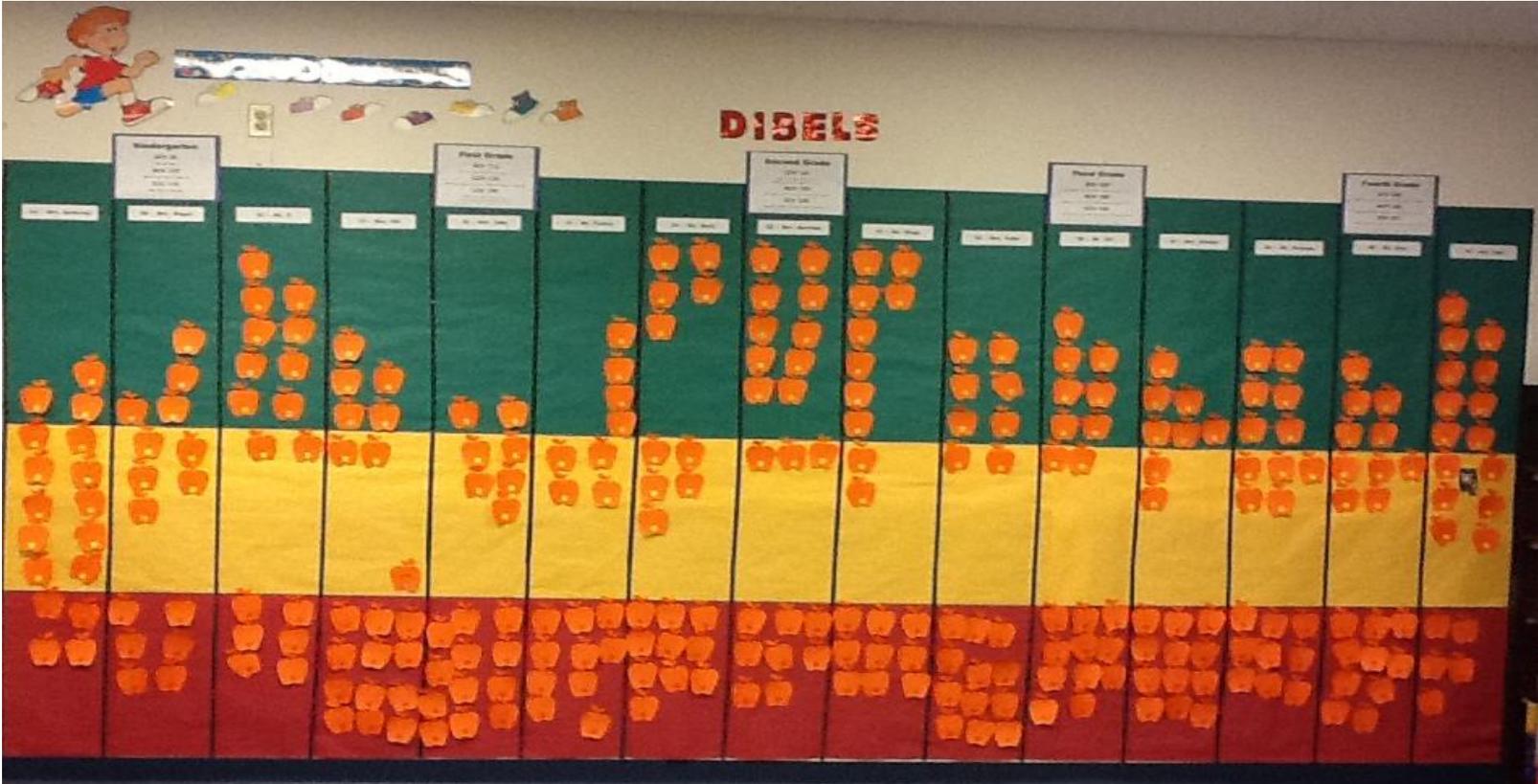
Writing Data



- 56 students tested
- **Beginning Step:** Not Measured
- Nearing Proficient:** 24 students 43%
- Proficient:** 32 students 57%



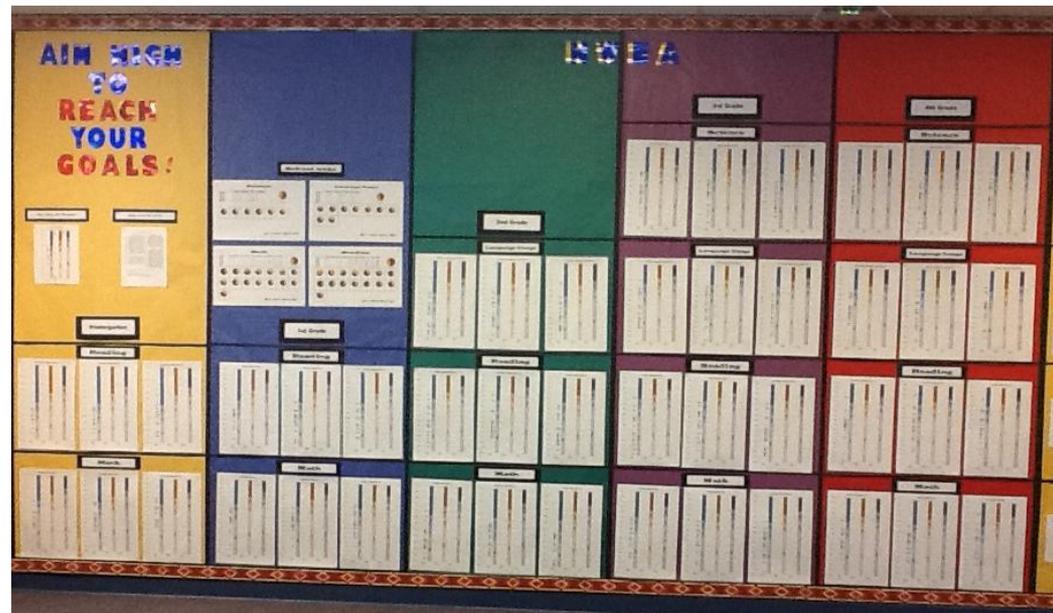
DIBELS Data Wall



NWEA Data Wall



- The NWEA Data Wall represents K-4 data from the subject areas assessed on the MAPS assessment.
- Data is based on BOY, MOY, EOY assessments.
- Student scores are measured in RIT scores and aligned to the national averages.





DES Demographics

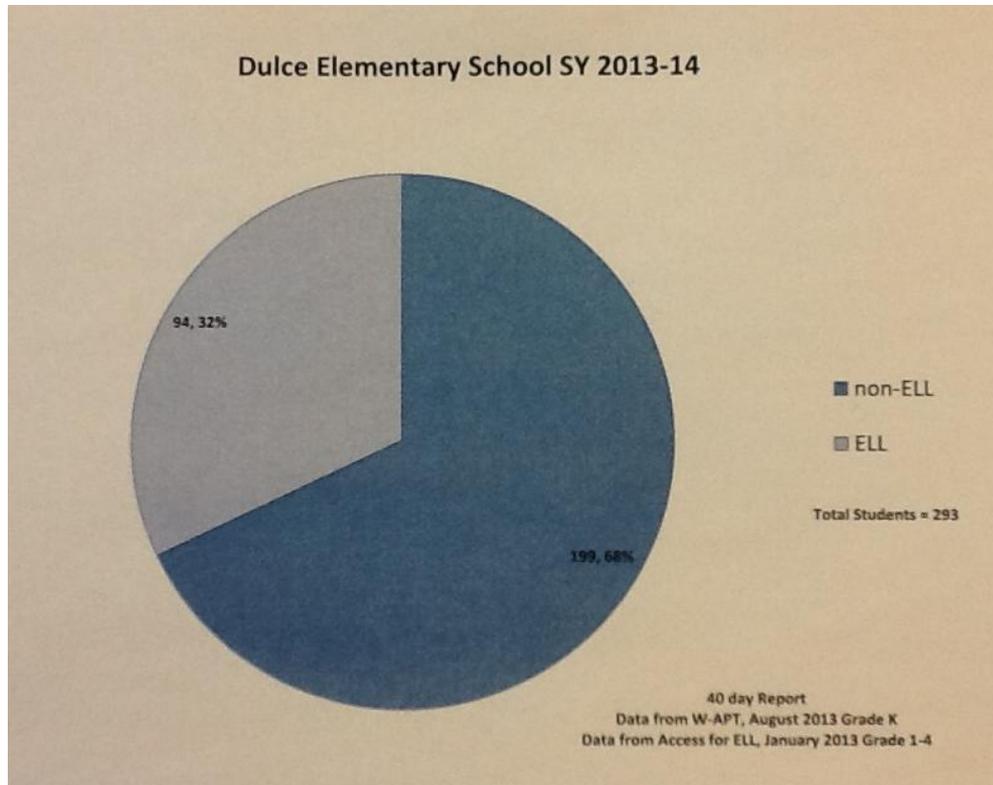
- Dulce Elementary School is located in the small Northern New Mexico community of Dulce on the Jicarilla Apache Reservation.
- Four busses transport students from the communities of Dulce and Lumberton.
- Dulce Elementary School is 82% Free and Reduced Lunch with 18% subsidized with Provision 2 of the National School Lunch Act.
- The Dulce Elementary School population is...
 - 283/290 students 98% Native American
 - 4/290 students 1% Hispanic
 - 3/290 students 1% Caucasian



DES ELL Demographics

- Dulce Elementary School English Language Learners (ELL) (based on the 40th day report)

Total ELL: 94/293 students 32%

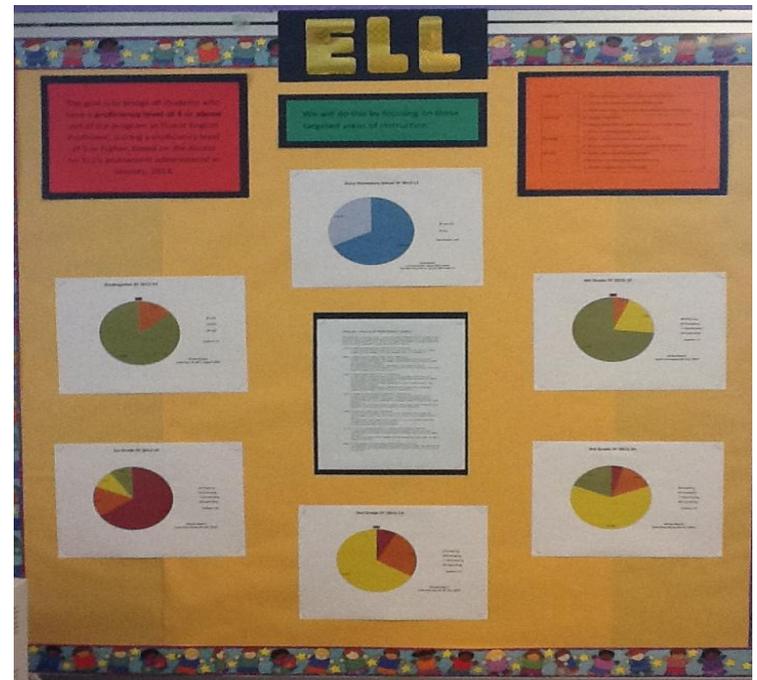




DES ELL Demographics

Total ELL: 94/293 students 32%

- 14 Kindergarten
- 32 First Grade
- 12 Second Grade 4%
- 21 Third Grade
- 15 Fourth Grade





DES ELL Demographics

Issue:

- A significant number of students enter school with Limited English Proficient (LEP) skills in the areas of receptive and expressive language, according to Access for ELL assessment trend data.

Reform Steps Taken:

- Built into this year's schedule an Oral Language Development time for all students in K-2.
- Implementation of Jicarilla Language and Culture classes
- Implementation of Reading Intervention, K-4
- Create a language rich learning environment



DES ELL Demographics

Recommendations:

- Correlate with the Jicarilla Apache Nation, Head Start and parents to address steps needed for improved early intervention targeting the foundations of early literacy and oral language development.
- Funding to develop and implement a culturally relevant oral language curriculum.
- Additional funding to train, employ and support highly qualified staff (TESOL, Bi-lingual, interventionists, Jicarilla Language and Culture teachers).
- All Stakeholders should demonstrate sensitivity to language and cultural differences



Oral Language Development Research

“From age 3 onward [a child] should build a vocabulary store of at least 2,500 words per year. [He/She] should encounter and explore at least two new words each day.”

Roskos, Tabors, & Lenhart (2004), p. 1.

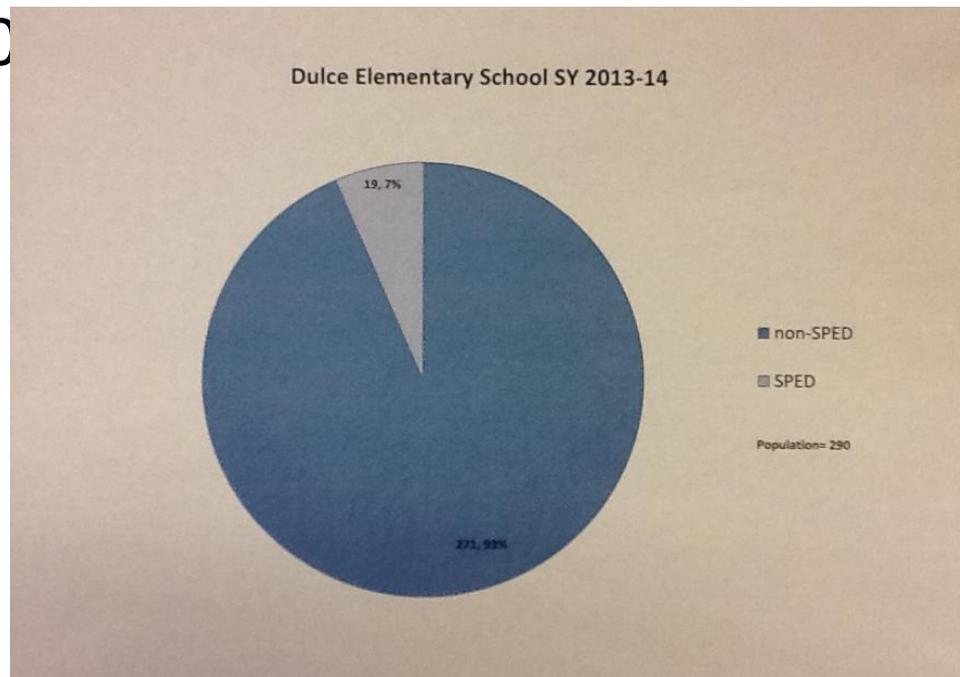


DES SPED Demographics

- Dulce Elementary School Special Education (SPED)

(based on current enrollment)

— 20/290



7%



DES SPED Demographics

Issues

- We have a high population of Special Ed. Students with Individualized Educational Plans (IEP) and qualify for ELL services

Reform Steps Taken

- Implementation of small group instruction and differentiated instruction, in a pull-out model, in the areas of reading and language arts based on individual needs and IEPs.
- Implementation of the inclusion model focused on the least restrictive environment for other core subject areas.

Recommendations

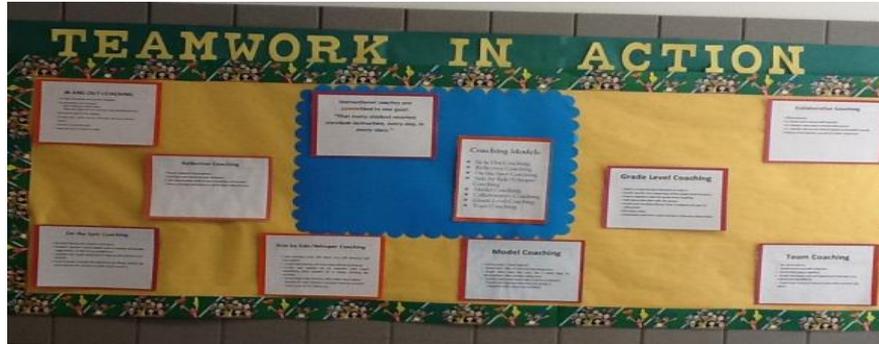
- Additional funding for added Educational Assistants support
- Additional funds for Sheltered Instruction Observation Protocol (SIOP) training and implementation for both SPED and ELL
- Additional funding to explore and implement real-life and cultural experiences and enhance career readiness opportunities outside of the regular curriculum.



DES Reform Initiatives

Instructional Coaches

“That every student receives excellent instruction, every day, in every class.”



What is Instructional Coaching

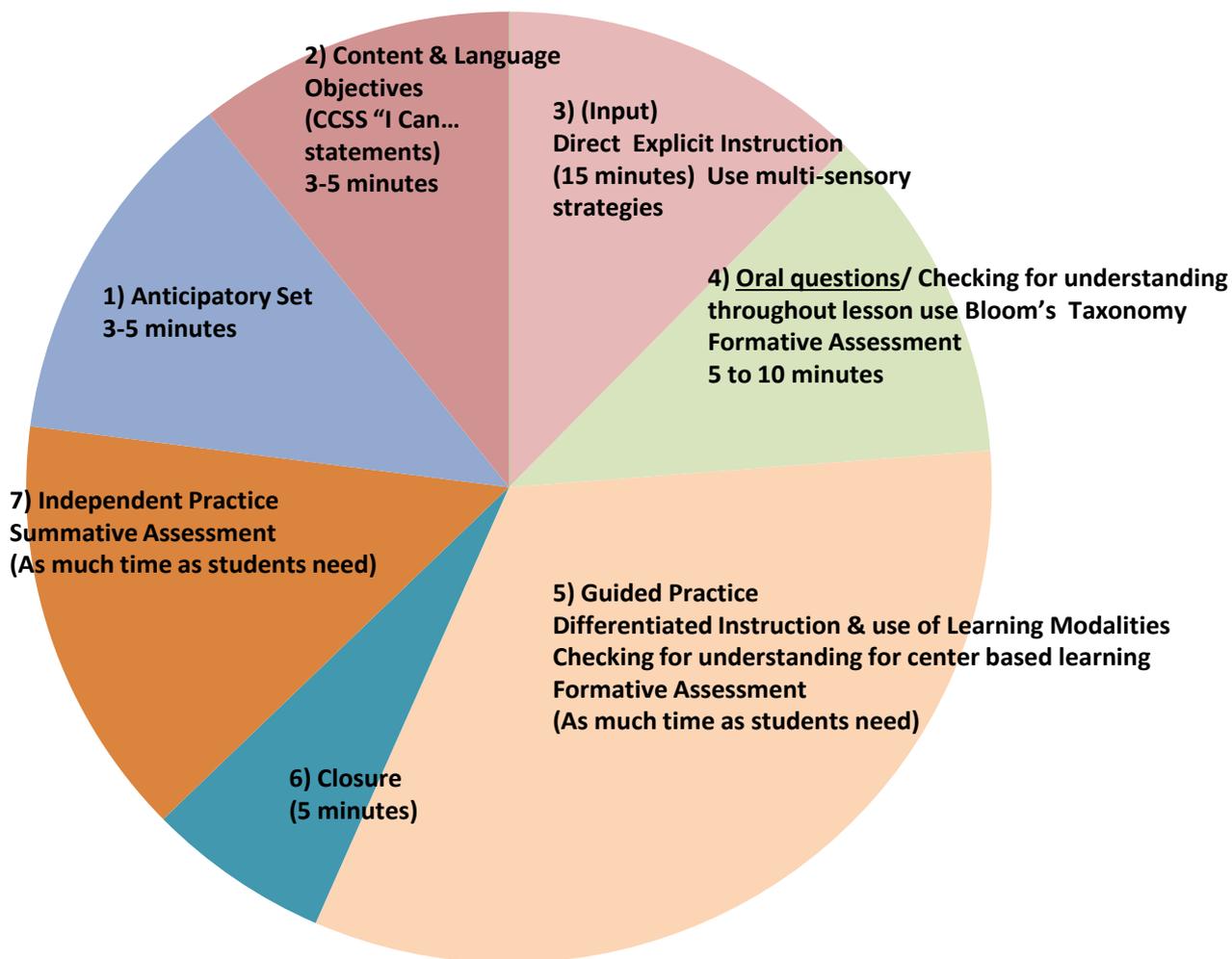
- Instructional Coaches are committed to establishing a professional partnership with all educators to help students meet New Mexico Common Core State Standards (CCSS) in core subjects and to help teachers meet the New Mexico State Evaluation Domains required by the state and the DIS district.
- On-Site Professional Developers



DES Reform Initiatives

Instructional Model

Dulce Elementary Instructional Model by Madeline Hunter





DES Reform Initiatives

NM TEACH Evaluation Domains and Rubric

Teacher Observation Tool—PED

Domains	Strands	Elements	Level of Performance				
			Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Domain 1: Planning and Preparation	Knowledge of Content and Pedagogy	1A: Demonstrating knowledge of content and pedagogy					
		1B: Designing Coherent Instruction					
		1C: Setting Instructional Outcomes					
		1D: Demonstrating knowledge of resources					
	Knowledge of Students	1E: Demonstrating knowledge of students					
		1F: Designing student assessment					
Domain 2: Creating an Environment for Learning	Creating an Environment of Respect & Rapport	2A: Creating an environment of respect and rapport					
		2B: Organizing Physical Space					
	Establishing a Culture of Learning	2C: Establishing a culture for learning					
	Managing Classroom Procedures	2D: Managing Classroom Procedures					
	Managing Student Behavior	2E: Managing Student Behavior					
Domain 3: Teaching for Learning	Communicates Clearly and Accurately	3A: Communicating with Students					
		3B: Using questioning and discussion techniques					
	Engaging Student Learning	3C: Engaging students in learning					
		3D: Assessment in Instruction					
		3E: Demonstrating flexibility and responsiveness					
Domain 4: Professionalism	Provides Feedback to Parents	4A: Communicating with Families					
	Professional Collaboration	4B: Participating in a Professional Community					
		4C: Reflecting on Teaching					
	Professional Growth	4D: Demonstrating Professionalism					
		4E: Growing and Developing Professionally					
		4F: Maintaining Accurate Records					



DES Reform Initiatives

Instructional Model / NM Teach Domains Correlation

- **Content Objective:** NMTEACH 1-A, 1-C
- **Anticipatory Set:** NMTEACH 1-B
- **Direct Explicit Instruction:** NMTEACH 1-A, 1-B, 1-C, 1-D
- **Direct Explicit Instruction/Modeling:** NMTEACH 1-A,1-B,1-C,1-D
- **Direct Explicit/Checking for Understanding:** NMTEACH 1-E, 1-F,2-A,2-B,2-C,2-D,2-E,3-A3-B, 3-C,3-D,3-E
- **Direct Explicit/Oral Questioning Strategies:** NMTEACH 1-E, 1-F, 2-A,2-B,2-C,2-D,2-E,3-A3-B, 3-C,3-D,3-E
- **Guided Practice/Differentiated Instruction:** NMTEACH -1-B,1-D,1-F,2-C, 2-D,3-A,3-B,3-C, 3-D, 3-E
- **Closure:** NMTEACH -3-C
- **Exit Slips:** NMTEACH -3-D, 4-C
- **Independent Practice:** NMTEACH-3-D,3-C,1-C,1-F



DES Reform Initiatives

Instructional Model / NM Teach Domains Correlation

- If students received 86% or above on skills taught on the Summative Assessment you are ready to move on to the next CCSS skill.
- CELEBRATE SUCCESS WITH STUDENTS!
NMTEACH -3-A,3-D



DES Reform Initiatives

Continuous Improvement Tools:

Goal Teams

- **Goal Teams** meet once a month to discuss current issues and data related to their area of Common Core subject at the school level. NM TEACH 4-B, 4-E
- Each **Goal Team** sponsors one to two Family Nights a school year.
- **Goal Teams** include:
 - Reading/Language Arts/Writing Goal Team
 - Math Goal Team
 - Science/Health/EEO Goal Team





DES Reform Initiatives

Continuous Improvement Tools: Leadership Team/Grade Level Teams

- **Leadership Team** meets once a month to address current issues and data related to the school EPSS plan. . NM TEACH 4-B, 4-E
- **The Leadership Team** is made up of Goal Team Chairs, Instructional Coaches, and Building Administrators.
- **Grade level teams** meet regularly with Instructional Coaches and the Principal for professional development, data analysis, and other needs. . NM TEACH 4-B, 4-E
- **Grade level teams** also meet, as needed, during other prep times.

DES Reform Initiatives

Continuous Improvement Tools:

Goal 1



Classroom Dashboards and Student Data Binders

- **Goal Team Dashboards** are located in the office area hallway
- Goal Teams post meeting minutes, graphs of short cycle data at each grade level.
- **Classroom Dashboards** include strategic goals, mission statement, attendance, and data graphs of DIBELS and NWEA.
- **Student Data Binders** are an indicator /record of how students perform on each assessment.
- **Student** should be able to chart their own progress and report progress to parents during Parent Teacher Conferences. NM TEACH 4-A, 4-D, 4-F

DES Reform Initiatives



Professional Development

- Introducing Instructional Coaching
- Bloom's Taxonomy presentation
- Instructional Model
- Lesson Plans and Schedules
- Data Folders/Binders
- NWEA
- NWEA DesCartes
- DIBELS
- SBA Item Plot Analysis
- Data Driven Instruction
- Intervention Programs Training
- Differentiated Instruction
- My Math Program Training
- SAT Training



DES Reform Initiatives

Schedules

- Schedules were developed over the summer months to align Common Core subjects, K-4, to be instructed at the same times.
- All Common Core subjects meet the required time of instruction for NMPED
- Departmentalization was in effect for grades 3 and 4 for Common Core subjects.

DES Reform Initiatives



Schedules

2013-2014 First Grade Schedule
Revised 9-9-13

Time: A.M.	Class	Subject	Time: P.M.	Class	Day 1/M	Day 2/T	Day 3/W	Day 4/T
7:45-8:00	1-A1-B, 1-C	Recess	12:05-12:35	1-A	P.E. *	P.E. *	Soc. St.	Soc. St.
8:00-8:05		Line Up	35"	1-B	Soc. St.	Soc. St.	P.E. *	P.E. *
8:05-8:20		Breakfast	12:00-12:35	1-C	Jic. Lang. *	Jic. Lang. *	Jic. Lang. *	Jic. Lang. *
8:05-8:25		Clean Up	12:35-12:50	15"	RECESS	RECESS	RECESS	RECESS
8:25-9:30	1-A	Reading	12:50-1:25	1-A	RMI	RMI	RMI	RMI
65"	1-B		35"	1-B	RMI	RMI	RMI	RMI
	1-C			1-C	RMI	RMI	RMI	RMI
9:30-10:30	1-A	Math	1:25-2:00	1-A	Jic. Lang. *	Jic. Lang. *	Jic. Lang. *	Jic. Lang. *
60"	1-B		35"	1-B	Library *	Library *	Comp.L.	Soc. St.
	1-C			1-C	P.E. *	P.E. *	Library *	Library *
10:30-11:05	1-A	Language Arts	2:00-2:35	1-A	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing
35"	1-B	Writing	35"	1-B	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing
	1-C			1-C	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing	Lang. A/Writing
11:05-11:20	1-A		2:35-3:10	1-A	Library *	Comp.L.	Soc. St.	Library *
15"	1-B	Recess	35"	1-B	Jic. Lang. *	Jic. Lang.	Jic. Lang.	Jic. Lang. *
	1-C			1-C	Soc. St.	Soc. St.	Comp.L.	Soc. St.
11:20-11:50	1-A	LUNCH	3:10-3:45	1-A	Science	Science	Science	Science
30"	1-B		35"	1-B	Science	Science	Science	Science
	1-C			1-C	Science	Science	Science	Science
			3:45-4:10	1-A	Oral Language	Oral Language	Oral Language	Oral Language
			25"	1-B	Oral Language	Oral Language	Oral Language	Oral Language
				1-C	Oral Language	Oral Language	Oral Language	Oral Language
4:10 DISMISSAL								

DES Reform Initiatives



Schedules

2013-2014 Fourth Grade Schedule
Revised 10-02-13

Time A.M.	Class	Subject	Time P.M.	Class	Day 1/W	Day 2/T	Day 3/W	Day 4/T
7:45-8:00	All	Recess	11:00-11:05	4-A	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2
8:00-8:05		Line Up	11:05-11:05	4-B	Sec. St.	Sec. St.	Library	Library
8:05-8:20		Breakfast	11:05-11:05	4-C	Library	Library	P.E.	P.E.
8:20-8:25		Clean Up						
8:25-9:00	4-A	Lang. Arts - Retention	12:05-12:05	All	Lunch	Lunch	Lunch	Lunch
	4-B	Math - Retention						
	4-C	Reading - Retention	12:05-1:05	4-A	Math Intervention	Math Intervention	Math Intervention	Math Intervention
			12:05-1:05	4-B	Math Intervention	Math Intervention	Math Intervention	Math Intervention
			12:05-1:05	4-C	Math Intervention	Math Intervention	Math Intervention	Math Intervention
9:00-10:00	4-A	Math - Retention						
	4-B	Reading - Retention						
	4-C	Lang. Arts - Retention	1:05-1:45	4-A	TEST PREP	TEST PREP	Sec. St. 1:05-1:25	Sec. St. 1:05-1:25
			1:05-1:45	4-B	Comp. L.	TEST PREP	TEST PREP 1:05-1:25	Sec. St. 1:05-1:25
			1:05-1:45	4-C	Sec. St.	Sec. St.	Sec. St.	Comp. L.
10:00-11:00	4-A	Reading - Retention						
	4-B	Lang. Arts - Retention	1:45-2:05	4-A	Recess	Recess	P.E. 4A/4B 1:45-2:05	P.E. 4A/4B 1:45-2:05
	4-C	Math - Retention	1:45-2:05	4-B	Recess	Recess	P.E. 4A/4B 1:45-2:05	P.E. 4A/4B 1:45-2:05
			1:45-2:05	4-C	Recess	Recess	TEST PREP	TEST PREP
			2:05-2:30	4-A	Science	Science	Science	Science
				4-B	Science	Science	Science	Science
				4-C	Science	Science	Science	Science
			2:30-2:50	4-A	Rdg. Int.	Rdg. Int.	Rdg. Int.	Rdg. Int.
			2:30-2:50	4-B	Rdg. Int.	Rdg. Int.	Rdg. Int.	Rdg. Int.
			2:30-2:50	4-C	Rdg. Int.	Rdg. Int.	Rdg. Int.	Rdg. Int.
			3:45-4:30	4-A	Library	Library	Comp. L.	Sec. St.
				4-B	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2
				4-C	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2	Flc. Language-T-2



DES Reform Initiatives

Lesson Plan Templates

- Lesson Plan Templates were developed for each individual grade level teacher as per their schedule.
- Lesson plans are reflective of the DES Instructional Model.
- Instructional Coaches are available for coaching teachers in instructional best practices with the lesson plans.



DES Reform Initiatives

Lesson Plan Templates

Time	Subject Categories	DAY 1 Monday, Sept. 2	Day 2 Tuesday, Sept. 3	Day 3 Wednesday, Sept. 4	Day 4 Thursday Sept. 5
8:05-8:20		Breakfast	Breakfast	Breakfast	Breakfast
8:25-9:30	<input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Vocabulary Strategies <input type="checkbox"/> Literary Elements <input type="checkbox"/> Text Features & Study Skills <input type="checkbox"/> Grammar, Mechanics, Usage <input type="checkbox"/> Phonics <input type="checkbox"/> Writing	READING (65 min)	READING (65 min)	READING (65 min)	READING (65 min)
		Lesson Title:	Lesson Title:	Lesson Title:	Lesson Title:
		CCSS Standards/ I Can Statements:			
		Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:
		Direct Explicit Instruction:	Direct Explicit Instruction:	Direct Explicit Instruction:	Direct Explicit Instruction:
		Oral Questions (DOK):	Oral Questions (DOK):	Oral Questions (DOK):	Oral Questions (DOK):
		Guided Practice (Formative):	Guided Practice (Formative):	Guided Practice (Formative):	Guided Practice (Formative):
		Differentiated Instruction (Formative):	Differentiated Instruction (Formative):	Differentiated Instruction (Formative):	Differentiated Instruction (Formative):
		Center Based Strategies (Formative):			
		Independent Practice (Summative):	Independent Practice (Summative):	Independent Practice (Summative):	Independent Practice (Summative):



DES Reform Initiatives

Revised Grading Scale Criteria

- A new Grading Scale is implemented to reflect higher expectations for student performance
 - 100% - 93% = A
 - 92% - 86% = B
 - 85% - 79% = C
 - 78% - 70% = D
 - 69% - Below = F
- Implementation of Power Teacher
 - Training provided for all classroom teachers
 - Parent Portal is now available for parents to monitor their child's grades



DES Reform Initiatives

Implementation of Research-Based Programs

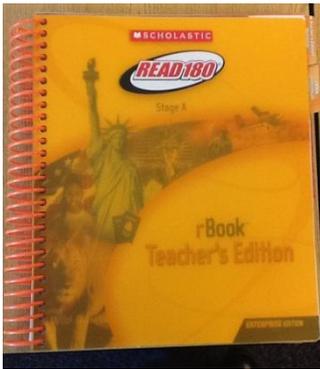


- Implementation of Math and Reading Intervention
 - Based on **NWEA DesCartes** grouping and prescriptive RIT goals
 - Included at all grade levels, K-4



DES Reform Initiatives

Implementation of Research-Based Programs



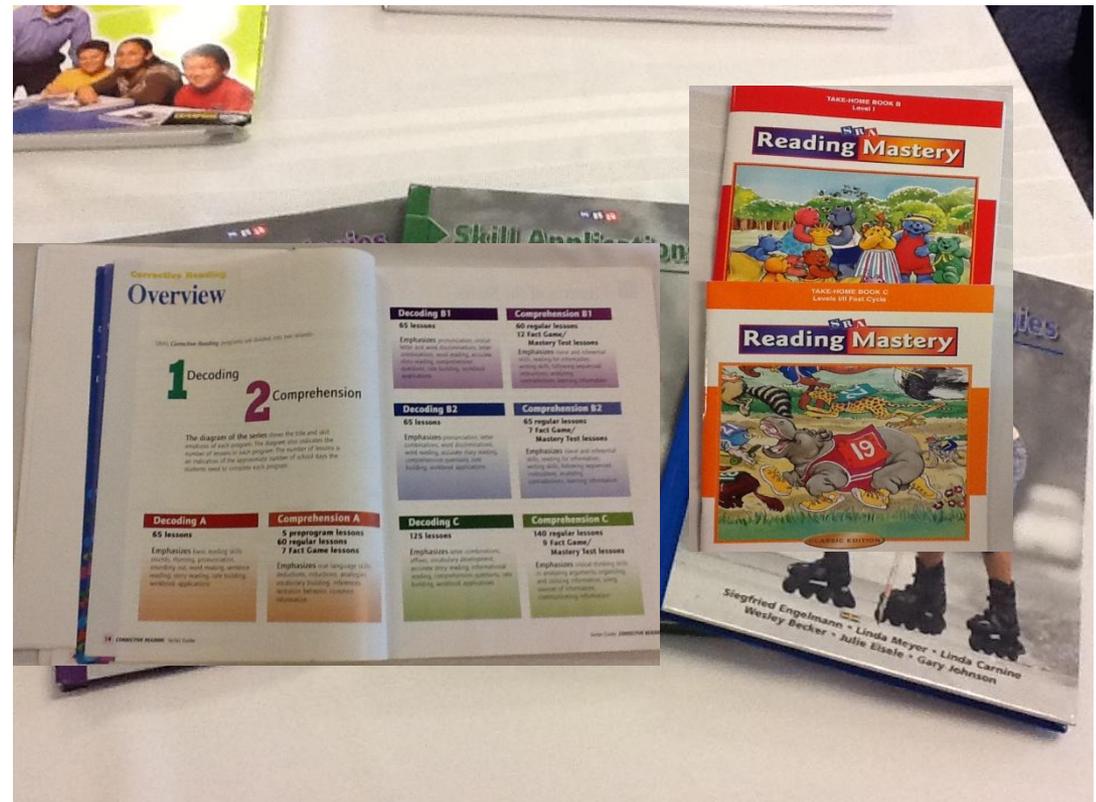
- Continuation of **Read 180/ System 44** Reading Intervention pull-out
- Scheduled for grades 2-4



DES Reform Initiatives

Implementation of Research-Based Programs

- Implementation of Reading Mastery/ Corrective Reading
- Reading Mastery implemented K-3
- Corrective Reading implemented 3-4
- Reading Intervention time built into the schedule





DES Reform Initiatives

Implementation of Research-Based Programs

- Implementation of **Oral Language**
 - Blocked into the schedule for K-2
- Implementation of **Test Prep** time
 - Blocked into the schedule for 3-4





DES Reform Initiatives

Jicarilla Language and Culture Program



A Final Thought



“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time , add up to big differences that we often cannot foresee.”

Marian Wright Edelman



Item 4
11/13/13

Eunice Public Schools

Dwain L. Haynes, Superintendent (dhaynes@eunice.org)
PO Box 129, Eunice, New Mexico 88231
Phone: (575) 394-2524 Fax: (575) 394-3006



Via e-mail

November 12, 2013

Honorable Senator John Saipien

LESC Chairman

Attention: LaNysha Adams

Research Analyst, Legislative Education Study Committee

Ph.D. Candidate, Language, Literacy, & Sociocultural Studies, University of New Mexico

RE: LESC REQUEST FOR DISTRICT PERSPECTIVE
Topic: Interventions for Struggling Readers

Dear Chairman Saipien,

I tender this letter in response to an e-mail drafted by Ms. Adams dated November 4, 2013, via Dr. Gloria Rendon, requesting the superintendents to provide information to the LESC Committee, which expresses the District's perspective about what is working regarding interventions for struggling readers as they relate to retention, I present the following based on an e-mail between my elementary principal, Tracy Davis and myself.

Mrs. Davis reported that her staff feel they are seeing some success with the LexiaCore5 program; however they have observed that the middle to high readers seem to benefit faster from the program. She continued "As we have only used the new improved program since the beginning of this year, it is early to judge the effectiveness." Further, she confirmed that as part of the Harcourt Reading series, interventions are available and are considered by the staff to be supportive of the struggling reader. Mrs. Davis went on to say that, "The teachers believe that too often interventions focused on just the phonics aspect and not the fluency and vocabulary aspects of the struggling reader. Exposure to a wide variety of reading materials and learning to love reading will do more to improve a struggling reader than the drill and kill of practicing skills in isolation."

The following is excerpted from an e-mail sent to me by Mrs. Davis concerning the requested elements:

As a former reading specialist, I found that listening to students read in a small-protected sitting; reading with students who struggle, and reading to students was the fastest way to build better readers. The Daily 5 program in the classroom setting is the best-balanced plan for reading instruction I have found regardless of the actual reading curriculum. A classroom filled with reading choices along with a teacher who reads and shares the love of reading with his or her students is the best intervention.

Vaughn Municipal Schools

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Mrs. Henrietta Garcia, Vice President
Ms. Floraida Tapia, Secretary
Mr. Rudy Martinez, Member
Mrs. Heather Sanchez, Member

101 East Fourth Street
P.O. Box 489
Vaughn, NM 88353
Phone 575-584-2283 Fax 575-584-2355

Administrators
Dr. Susan Wilkinson Davis, Superintendent
Mrs. Lynda Spencer, Principal
Mr. Pat Maes, Counselor/Testing
Ms. Trude Bauler, Business Manager

Memo to Legislative Education Study Committee

From Susan Wilkinson Davis, Ph.D., Ed.S., Superintendent

Re: Vaughn Municipal Schools Plan to Improve Student Reading

November 7, 2013

Because of low test scores and lack of growth on the Standards-Based Assessment in 2012-2013, we applied for and were awarded three state programs that impact early childhood education: NM PreK, K-3 Plus, and Reads to Lead. It is too early to have sufficient data to support our position, but we believe that by providing quality reading instruction through these three programs that our PreK-3 children will develop readiness and grade levels proficiencies by 3rd grade. Our students have taken the first DIBELS and Discovery assessments this fall; they will take two more assessments in winter and spring.

Teachers will refer students whose test scores in reading indicate low proficiency or lack of progress to the Student Assistance Team which includes the parent as well as staff. The team will recommend interventions to increase frequency, intensity and duration of instruction. Interventions may include individual work with the reading specialist, a certain number of minutes/day on the Imagine Learning intervention program, or implementation of strategies provided by the CREC reading coach. Vaughn Elementary School has small class sizes, therefore teachers can readily individualize instruction to meet student needs. Should a student fail to respond to the recommended interventions, the team can make additional suggestions for intervention, or make a referral for an evaluation for special education services. The district did not retain any students last year, but did refer a student for a special education evaluation.

In addition we have a bilingual education program in the elementary school to address the language and reading needs of children whose first language is Spanish. Imagine Learning, a web-based intervention program, can provide instructions and feedback, as well as reports, in both English and Spanish.

Please contact me if you have questions. We will continue to collect data on the efficacy of our plan to increase our students' reading abilities.



Dexter Consolidated Schools

PO Box 159

Dexter, New Mexico 88230

575-734-5420 (fax) 575-734-6813

Lesa Dodd
Superintendent

Porter Cutrell
High School Principal
575-734-5420 x322

Chanda Crandall
Middle School Principal
575-734-5420 x351

Kathleen Gallaway
Elementary School
Principal
575-734-5420 x410

Teresa Carmack
Special Education
Director
575-734-5420 x337

Mary Leininger
K-12 Programs &
Technology Director
575-734-5420 x363

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Orlando R. Chavez
Secretary

Dan Lathrop
Member

Susan Garnett
Member

4 November 2013

To the Legislative Education Study Committee:

I appreciate the opportunity to have a voice in the important issue of interventions for struggling readers and the prevention of retention. One year prior to assistance from the NM Reads to Lead initiative, our district recognized a dramatic drop in our reading proficiency over a four year span from 61.6% proficient to 48.9% proficient. Additionally, this drop was in direct correlation with elimination of Reading First strategies, as well as having an academic reading coach on staff. Our district, one year prior to assistance from the state, re-hired a reading coach and saw substantial growth in our lower quartile of students. The issue of what "is working" is not just one dimensional and must be reviewed with several things in mind.

First, small group, differentiated instruction is the only way students will make over one year's growth - necessary for the lowest quartile to be at grade level by grade three. Second, these small group interventions must provide targeted instruction. Finally, the interventions must be provided daily. The addition of DIBELS, by NMPED, is a tremendous tool toward this end. Reading coaches, while tremendously beneficial, are not near the value of a reading interventionist. (Reading coaches can be part time, reading interventionists must be full time.)

Third grade is too late to consider retention. Students who are below grade level at kindergarten and subsequently in first grade, who are making less than a year's growth, who are not provided strategic interventions, will not be ready for the rigor of third grade reading. The gaps in phonemic awareness will make it impossible for students to move from "learning to read" to "reading to learn". The rigor of the Common Core State Standards compound this, because there is not a large enough safety net in place to address over 50% of our kindergarten and first graders who are showing less than a year's growth. Data driven instruction, provided by properly trained reading interventionists, is truly the best method for providing hope to our struggling students.

What are we doing well? DIBELS. Reading Coaches. What else will it take? Thirty minutes minimum, of small group (6 - 8 is ideal) targeted instruction. The addition of one certified and one non-certified trained interventionist in each elementary school would be an excellent first step. How do we lower our retention rate? Students must be on grade level by second grade. How is this done? By recognizing the difference between Tier II and Tier III students and applying the appropriate interventions. (Small group targeted instruction, with... reading interventionists.) The only way to break the cycle of struggling readers is to create a new cycle of intervention and support.

We are passionate in Dexter about reading. We have learned the hard way about the effectiveness of strategies and programs for students below grade level. We are a work in progress. We offer our assistance any time and would appreciate the opportunity to listen to your experts and participate in dialogue for improvement.

Sincerely,

Kathleen Gallaway
Principal / Dexter Elementary School
Sally Knight
Reading Coach / Dexter Elementary School



CHAMA VALLEY INDEPENDENT SCHOOLS #19

ANTHONY CASADOS, SUPERINTENDENT
POST OFFICE DRAWER 10
TIERRA AMARILLA, NM 87575
PHONE #: 575-588-7285 OR 575-588-7660
FAX #: 575-588-7860
E-MAIL: ACASADOS@CHAMASCHOOLS.ORG
VISIT US AT: WWW.CHAMASCHOOLS.ORG

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LaNysha Adams
Research Analyst, Legislative Education Study Committee

Dear Ms. Adams:

In response to your query regarding notable intervention programs that are working for struggling readers, the Chama Valley Independent School District utilizes several intervention programs that are showing positive impact on student growth in reading. Students participate daily in RtI that addresses below grade level, at grade level, and above grade level students.

Teachers meet in Professional Learning Communities (PLCs) twice monthly to analyze data, discuss student progress, and plan interventions.

At the Kindergarten through third grades, the district uses Foundations and Compass Learning as supplemental reading interventions. The data from both NWEA MAPs and DIBELS drive the interventions. Teachers utilize DesCartes to create individualized lessons.

Students in grades three through six “walk to RtI” 45 minutes per day. Student work in groups with similar needs—one group may focus on comprehension while another focuses on vocabulary. Again, analysis of the data drives the intervention. Tier II students are assigned to smaller groups with a teacher other than their classroom teacher to allow for more targeted instruction.

Students in grades Kindergarten through sixth grade who are in Tier III use the SPIRE Program. Students at the middle school and high school level participate in academic academies that focus on areas of need.

The District also provides tutoring after school for all students.

If you need additional information, please feel free to contact me at 575-588-7294 or through my email.

Dr. Rebecca Truelove
Chama Valley Independent Schools
Director of Instruction
Tierra Amarilla Elementary Principal
GEAR UP Director
NM Fine Arts Program Director