



# **Early Learning Initiatives**

Report to the  
Legislative Education Study Committee  
Chairman Dennis J. Roch  
Vice-Chairman John M. Sapien

Melinda Webster  
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December 17, 2015

# Overview

- Professional development related to K–3 instruction
- Intensive district support
- Reads to Lead funding and support
- Family engagement
- Absenteeism
- K–3 Plus funding and support
- DIBELS Next data
- Reads to Lead 2.0

# 2015–2016 Professional Development K–3 Instruction Best Practices

Dates	Professional Development	PED Bureau Collaboration	Number of Participants
September 2015– March 2016	DIBELS Next/IDEL Assessment - How to Administer -Data Analysis	-Special Education Bureau -Title I Bureau -Bilingual and Multicultural Education Bureau	300
October 2015	Instructional Coach Training	Title I Bureau	120
October 2015	Critical Thinking Routines	Priority Schools Bureau	150
October 28, 2015	Close Reading and Text Dependent Questions		350
October 2015– March 2016	Intensive School Support: Close Reading of Complex Texts and Writing Using Evidence From Text (10 schools)	Priority Schools Bureau	100
November 2015– January 2016	Language Essentials for Teaching Reading and Spelling (LETRS) Foundations Module	PED PreK Program	280
December 2015	Readers Raise the Roof Family Workshop: Train the Trainer	Title I Bureau	50
December 2015– March 2016	Promoting Language, Literacy, and Learning: Supporting English Language Development	Bilingual and Multicultural Education Bureau	550

# 2015–2016 Professional Development K–3 Instruction Best Practices

Dates	Professional Development	PED Bureau Collaboration	Number of Participants
November 2015– March 2016	MC <sup>2</sup> Math Webinars	Math and Science Bureau	200
January–March 2016	Writing Professional Learning Modules – Train the Trainer		50
May–June 2016	Summer 2016 MC <sup>2</sup> MathLab	Math and Science Bureau	120
Summer 2016	Literacy Professional Development Module for Administrators – blended online and in-person		300



# Professional Development Participant Comments

- “The presentation on coaching was right on and exactly what I believe many new coaches needed” (Magdalena coach)
- “One of the best trainings I have attended...I now have a real focus on what my job is and is not supposed to be” (instructional coach)
- “The critical thinking training was relevant to the classroom – can take knowledge and apply immediately to planning, prepping, and executing better lessons and interventions” (classroom teacher)
- “The critical thinking information was very useful! I am already implementing it in my classroom and have shared it with my grade level team and will share with entire staff next week” (classroom teacher)
- “The Promoting Language, Literacy, and Learning training was the best training I have been to yet – in 10 years in teaching” (classroom teacher)

# Intensive District Support

- All K–3 teachers in 10 schools within the following districts are receiving intensive professional development support :
  - Albuquerque Public Schools
  - Carlsbad Municipal Schools
  - Las Cruces Public Schools
  - Moriarty-Edgewood Schools
- School support includes the following for each of the topics-  
Close Reading of Complex Texts and Writing Using Evidence  
From Text :
  - Online modules
  - One day in-person training
  - Two days of coaching
  - Unlimited phone and email support

# 2015–2016 Reads to Lead

- 88 districts and 35 charter schools currently participating in the program
- 149 regional/district/school-based reading coaches and interventionists supported through the program for the purpose of increasing student achievement in grades K–3

# FY16

## Reads to Lead Funding

**\$15.0 million** includes:

- **\$1.9 million** to provide DIBELS Next and IDEL as common K–3 assessments
- **\$2.4 million** to provide regional reading coaches and professional development for teachers, coaches, administrators, and Readers Raise the Roof workshops for families
- **\$10.7 million** for districts/charter schools to provide reading coaches and intervention support

# Reads to Lead District and Charter School Funding

Includes funding for:

1. **Reading coaches** hired by the school district or charter school
2. **Reading interventionists** hired by the school district or charter school
3. Support for **K–3 reading interventions** including instructional materials and professional development

# Family Engagement

- Readers Raise the Roof family workshop
  - Approximately 5,700 family members have participated to learn how to help their child with reading
  - Train the trainer sessions offered for districts
  - Materials available in English, Spanish, and Diné





# Reads to Lead Reading Coach Quality

- A reading coach (K–3) must:
  - Be an effective content teacher at grades K–3
  - Hold an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement
  - Hold a TESOL Endorsement if working in a school with a high concentration of ELL students
  - Submit to a fingerprint-based background check if not already employed by the district/charter school
- Monthly Reading Coach Logs submitted to the PED

# Absenteeism

- Chronic absences in kindergarten and first grade can leave students unable to read by the end of third grade
- In sixth grade, poor attendance becomes a leading indicator that a student will drop out of high school
- By ninth grade, it is a better predictor of high school graduation than eighth-grade test scores

# Attendance Works and the Campaign for Grade Level Reading



## Attendance Awareness Month and Nationwide Campaign 2015

<http://www.attendanceworks.org>

# K–3 Plus Summer 2015 Program

- 47 districts
- 6 charter schools
- 235 schools in total
- 21,059 grade K–3 students

# FY16

## K–3 Plus Funding

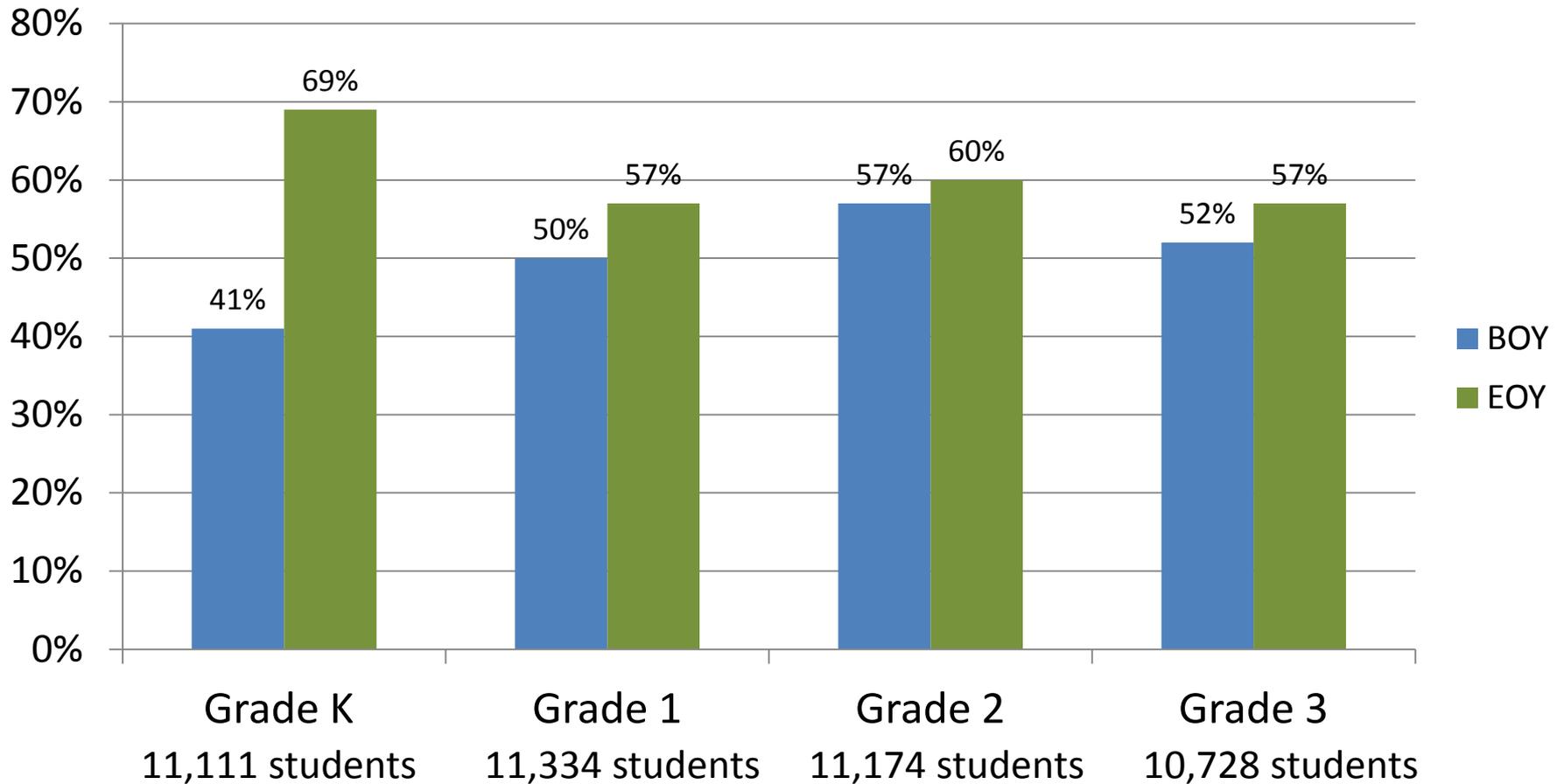
**\$23.7 million** includes:

- **\$22.7 million** for districts/charter schools to provide reading coaches and intervention support
- **\$758,000** to provide literacy and numeracy professional development for K–3 Plus teachers and administrators and
- **\$190,000** K–3 Plus staff and administrative costs

# K–3 Plus Eligibility

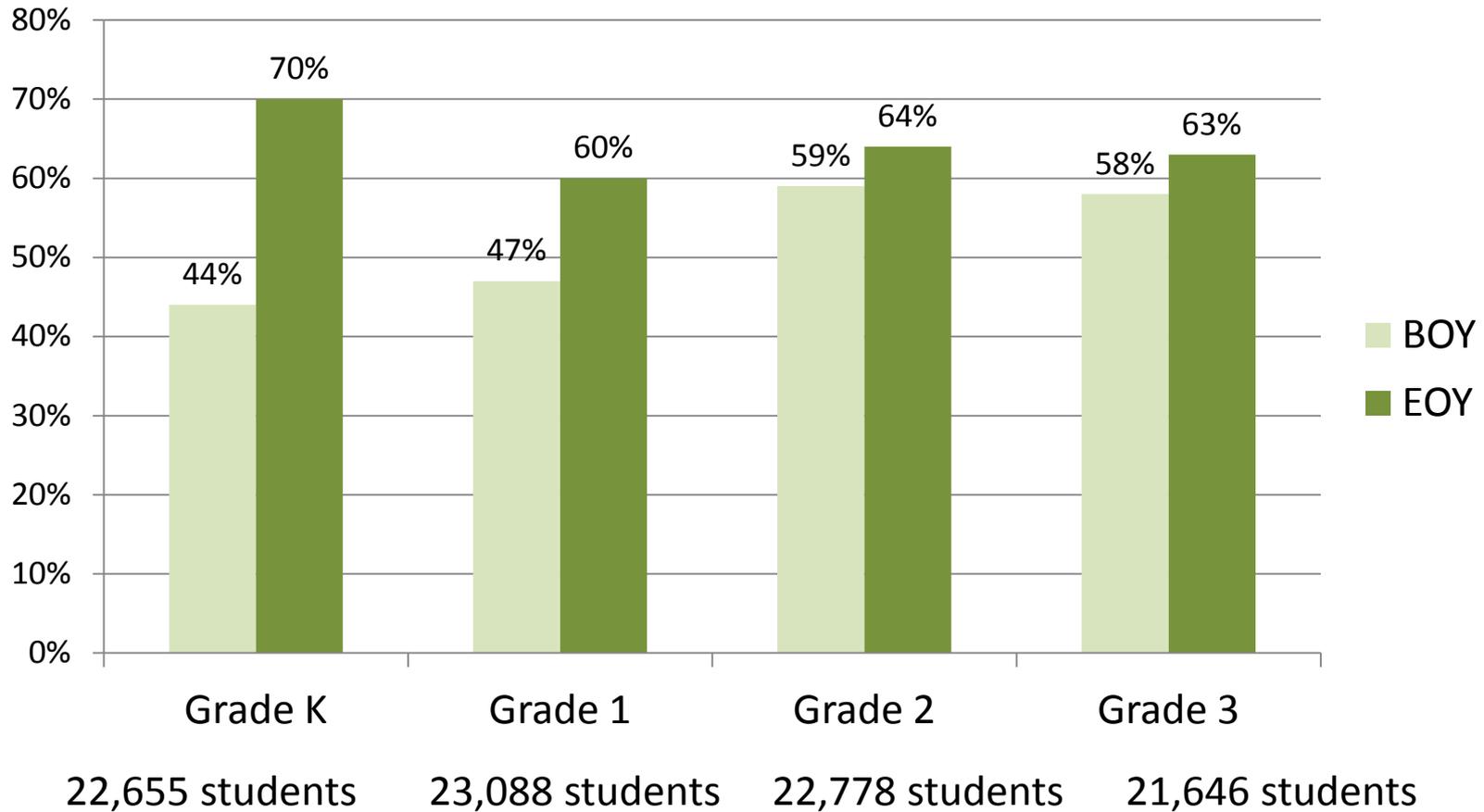
- High-poverty public schools
  - At least **80%** of students are eligible for free or reduced-fee lunch
- D or F schools (may continue eligibility for K–3 Plus after D or F schools have raised their school grade)

# 2014–2015 K–3 Plus Schools DIBELS Next Data Growth From Beginning of Year to End of Year At or Above Benchmark



# 2014–2015 Statewide DIBELS Next Data

## Growth From Beginning of Year to End of Year At or Above Benchmark





# Reads to Lead 2.0

- An additional \$10 million will provide new competitive funding
- Supplemental grants available to provide support for 60 low-performing schools

# NM Public Education Department

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## Literacy & Early Childhood Education Bureau

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Good Morning  
Thursday  
April 09, 2015

### New Mexico PreK Program



### K-3 Plus Program



### Lexile Framework for Reading



### Reads to Lead Program



### Amplify/DIBELS Next



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[http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd\\_index.html](http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_index.html)