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TALES of JOY

R.E.A.D.® Program

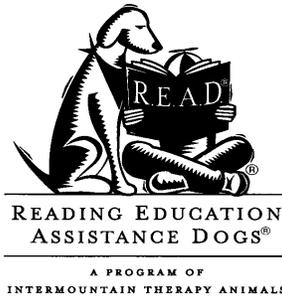
Reading Score Data results and Teacher Survey Documentation
School year 2006 – 2007



KA-CHING

JESSE





TALES of JOY R.E.A.D.® Program

To: Dr. V. Sue Cleveland, Superintendent of Schools

Date: May 30, 2007

From: Theresa McKinney, Program Coordinator

RE: TALES of JOY R.E.A.D.® Program data results SY 2006 - 07

cc: Carl Leppelman, Andy Lattimore, Cathy Ferris, Jolene Reed, Elementary Principals, teachers in program

Our TALES of JOY R.E.A.D.® program has just completed the first full year of implementation with great results!

We had 4 registered TALES of JOY R.E.A.D.® teams at 5 elementary schools; Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Rio Rancho ES and Vista Grande.

There were a total of 24 students (11 students w/disabilities) grades 1 – 5, in addition to an entire classroom at RRES, that participated in the TALES of JOY R.E.A.D.® sessions with “their” dog reading partner. Twelve teachers requested a team to work with students in their classroom this school year.

Each TALES of JOY R.E.A.D.® team worked with each student ½ hour per week for approximately 33 weeks, for a total of at least 16.5 hours of “one on one” reading intervention per student. Some students with disabilities worked for 20 minutes per session.

The attached graphs show the beginning/ middle/end of year reading scores; using either the DRA (Developmental Reading Assessment) or the NWEA MAP (Measure Academic Progress) computerized assessment. As you can see the results are very positive! We had 10 students that made significant gains (+5 to

+22); 10 students that increased scores (+1 to +4); and 4 students that remained the same. **No** students showed a decline in reading scores for the data reported!

The twelve teachers that participated in the program completed the Teacher Survey and their documentation is also attached, in addition to the documentation from Ms. Rivera regarding the benefits seen in her own classroom.

As you will see both the reading test results and survey are very positive regarding the measurable and immeasurable benefits of our TALES of JOY R.E.A.D.® teams working with the students.

Looking ahead to the Fall 2007 we will have a minimum of 7 registered teams, 3 of which are teaching staff at Rio Rancho ES, Ernest Stapleton ES and Colinas del Norte ES. These staff will be working with their dog in their respective classrooms. There are approximately 4 prospective new teams that will begin the Therapy Dogs Incorporated registration process on June 10th and as soon as completed will be available to work in our schools. As always we will continue to educate the public and staff about our program in hopes to recruit more TALES of JOY R.E.A.D.® teams!

Various team members are actively involved in community service projects as well:

1. Weekly visits to local nursing homes
2. Summer TALES of JOY R.E.A.D.® program bi-monthly at Barnes & Noble Book store and Hastings Book store for June & July
3. Bi-monthly TALES of JOY R.E.A.D.® program at the new Loma Colorado Library in Rio Rancho
4. "Dog Safety" program at several of our S.A.F.E. After School program sites
5. Will have a booth at the local "Bark in the Park" in Rio Rancho.
6. Will have a booth at the Fall Lovelace Health Fair.

I have just *now* received a call from "Safe House", a domestic violence shelter in Albuquerque that would like to incorporate our therapy teams into their group sessions with both women and children in attendance at the shelter! I will need to work closely with our 7 registered teams to see who may be available to supply this needed service.

The TALES of JOY R.E.A.D.® program teams are doing wonderful things within our community and for the students of RRPS!

Thank you again for your support of this program and commitment to Student Excellence!!

Enclosures

TALES of JOY R.E.A.D.® Program Teacher Survey

September 06 - May 07

1. Would you rate your experience working with a TALES of JOY R.E.A.D.® team this year as positive?

A. Yes

B. No

100% Yes

If no, why not?

2. Do you intend on requesting a TALES of JOY R.E.A.D.® team to work with your class again next year?

A. Yes

B. No

100% Yes

If no, why not?

3. What changes in student reading levels were you able to observe and document?

- Student improved from a 1.0 to 2.2 grade level.
- Higher interest in reading and selecting books to read to ___ our R.E.A.D. dog.
- My students were excited and engaged in the reading process when they were reading to _____. They also gained confidence.
- My students showed less regression than in previous years. I am grateful for that.
- Reading fluency improved, number of words read in a one-minute time period increased, progress on NWEA testing.
- My student's NWEA levels scores in reading increased from a 182 in December to a 197 in April. She has only increased by 3 points on the DRA test. Her August score being a 62 and Dec. score a 65, the May DRA tests have not been given yet. She has been tested and diagnosed as working to the best of her ability. She works hard, but sometimes gets frustrated by her slow progress on test scores.
- The students grew within their level of reading. Although they have not raised their scores, they have become better readers.
- For one student it was an incentive for her to come to school, which was a big help and it raised her reading level consistently throughout the year. The other student enjoyed the time reading to ____, but has a difficult time with reading and it didn't really make a difference.
- Student went from a level 10 which is kindergarten (DRA) to a level 34 which is the middle of 3rd grade (DRA).
- The biggest change that I noticed was an increase in the confidence level of the project participants. They were more willing to read aloud in class.

TALES of JOY R.E.A.D.® Program Teacher Survey
September 06 - May 07

4. What changes did you observe in your students eagerness to start a reading activity as a result of this program?

- More interest during (some times) self selection.
- Where they were previously reluctant to read, now they view it as enjoyable.
- My students are reading books more. They are putting books aside that they think ___ will like to hear. They talk about and write about when they read to ___. My students are much more willing to try reading more difficult books.
- Student's willingness to read aloud has increased. Confidence level has improved. Students are now choosing to read for pleasure.
- Her attitude is great. Working with ___ and ___ provided her with a reward for her effort and the opportunity to read aloud in an unconditional love setting whereby she was not judged inadequate.
- The students are always excited to read with ___ each week. They look forward to ___ visit - it truly is the highlight of the week.
- Both students were more motivated to read after they started the program.
- Student was more confident in his reading ability. He picked out the books to read to ___ and was eager to participate in the practice of reading.
- The participants have become two of my more avid readers. They are consistent with completing their reading homework and class work.

5. Were you able to see any other positive benefits in your students behaviors, social skills, communication skills or overall well being?

- Attitude and self-esteem improved. The student is eager to get into the regular ed. setting.
- Lots of improvement in reading with expression.
- They were envied by other students! It was seen as a "status" activity by the other students.
- My students seem calmer after reading with ___. They show more understanding to others in our room. They are talking with each other and students in other classes in a more friendly tone and with more details.
- One of the students in the program appears to be much happier and well-adjusted. He looks so forward to having ___ and ___ come each week.
- Her self esteem increased and her acceptance of herself and continues to blossom into a dedicated learner no matter what her level is. (continued)

TALES of JOY R.E.A.D.® Program Teacher Survey

September 06 - May 07

- The students learned how to wait patiently for their turn to read with _____. They learned how to treat and respect animals. They learned unconditional love.
- Seemed to be able to focus better in the classroom.
- Student's peer interactions and increased positive behaviors were noted by the Social Worker and the general Education staff as well as administration and parent.
- The participants were always so excited to read with _____ and _____. I think that just having someone there to listen made a huge impression on them.

6. Would you consider the TALES of JOY R.E.A.D.® Program a viable literacy intervention?

A. Yes

B. No

100% Yes

7. General Comments:

- I would like TALES of JOY available for all my students.
- _____ is consistent in her approach with students. They always enjoy the time to read and talk about their reading with _____ and her lovely dog, _____.
- _____ was very professional and _____ was a pure joy. We also did whole group reading, working on comprehension and fluency, once per month (usually for holidays).
- I have loved spending time getting to know _____ and _____. I have also loved seeing the joy my students have when reading, especially to _____. Thank you for this wonderful program! I hope to have the chance to have it in my room again next year.
- This is a wonderful program. I would love to see it continue and would like to continue to be a part of it. It greatly benefits children in the program, children in the classroom that the program is a part of, as well as all of the children in the rest of the school.
- This program is excellent! Thank you _____ and Dr. Cleveland for making this program available to struggling students.
- I started with this class in the middle of the year. The students all claimed to have a dog named _____. It wasn't until I met _____ and _____ that I realized all the students thought _____ was theirs!

TALES of JOY R.E.A.D.® Program Teacher Survey September 06 - May 07

Documentation for TALES of JOY R.E.A.D.® program at RRES Julie Rivera, Ka-ching 06-07 SY

Ka-ching came to school with me every day this year. He was only available to the children within my classroom due to parental permission slips needing to be filled out. He was not taken outside the room for anything except pictures on picture day.

He took his rest breaks as he needed them. The children were very respectful about letting him rest and not bothering him.

He is such an integral part of the program. He listened to the children read, sat with them during story, circle, any time we had whole group work, he joined them for nap time and was the floor monitor during snack time. He was just around so much that the excitement and distraction wore off and so the children sought him out as they needed him.

Ka-ching seemed to know when someone needed a little lovin' and would sit by them or lick their leg or ear. He helped to bring one little girl from her hidden spot of shyness into the light in the beginning of the year-he just loved her and wanted to be around her all the time.

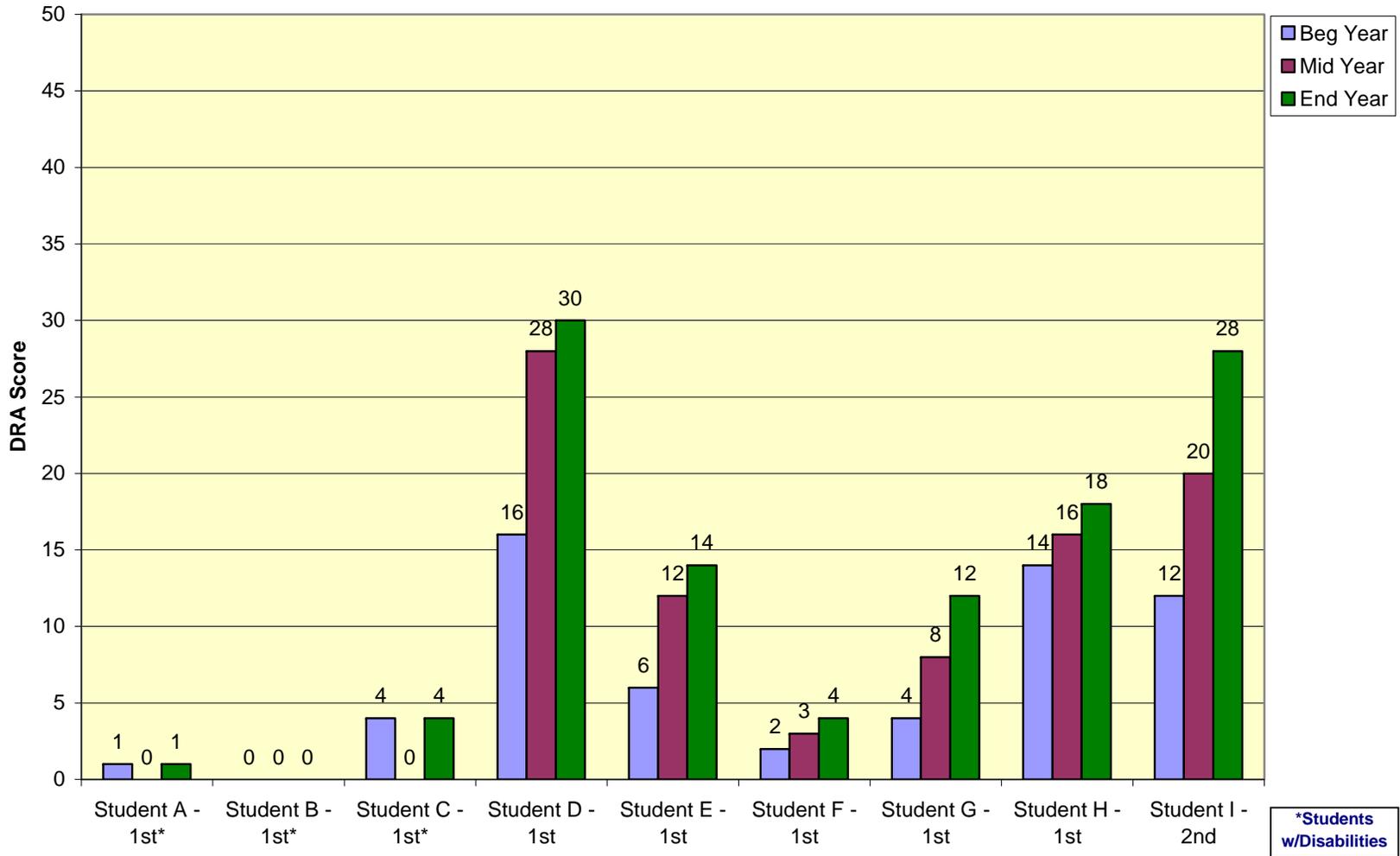
Another little guy (extremely bright-now identified as gifted) wasn't very interested in him at first, but became interested in the skeletal structure, so Ka-ching laid down and let him feel the bones in his legs, back, chest and face...wasn't too sure about it at first but when I talked to his mom about it-she said he was starting to read (yes read) books about skeletal structure.

Last year in preschool, the children were playing medical center and they had him laying on his back and would check his pulse and heart and put pretend band aids on him. He is just such a good dog...I really like having him here all the time because he becomes part of the class and so the excitement and distraction isn't there and he is just such a part of the whole program.

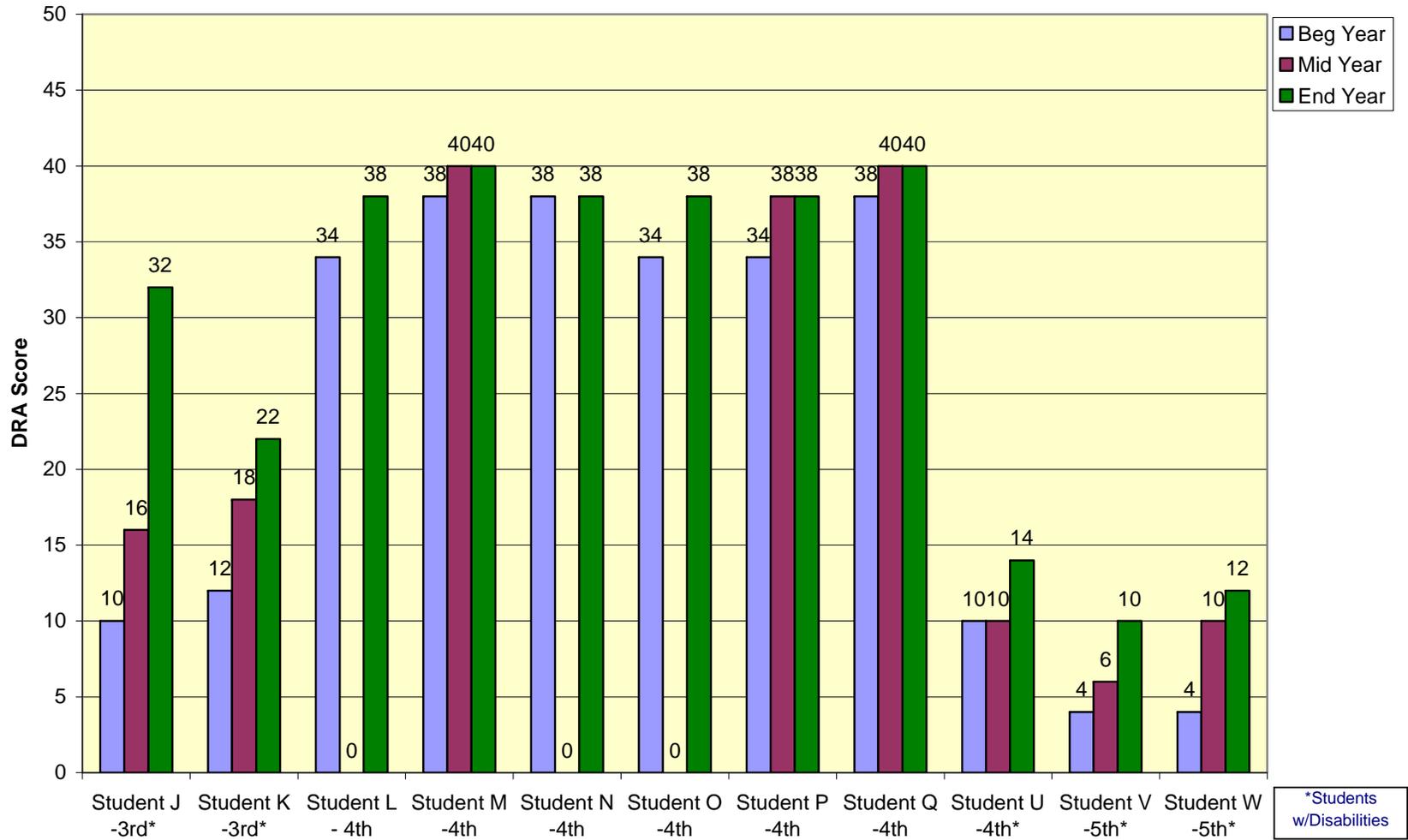
I can't really put it into words, but when he had to miss a day to go to the groomers-the children cared...in fact, when I missed they would tell their parents that Ka-ching wasn't there but wouldn't mention that I was also gone ;) and when I came back they asked why he couldn't come without me. I wish I had a digital or video camera so I could let the pictures tell the story.

I am so glad to hear more teachers are training dogs for their classroom!

TALES of JOY R.E.A.D.® DRA results 06 - 07 First & Second grades



TALES of JOY R.E.A.D.® DRA results 06 - 07 Third - Fifth grades



TALES of JOY R.E.A.D.® NWEA results 06 - 07 Fourth & Fifth grades

