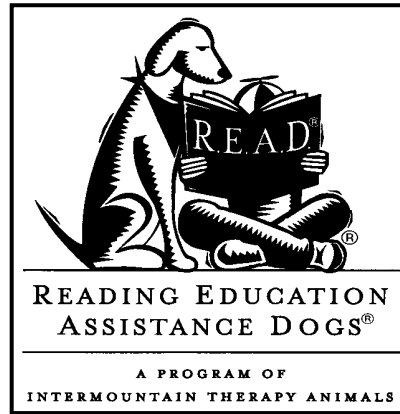


# Tales of Joy R.E.A.D.® Program



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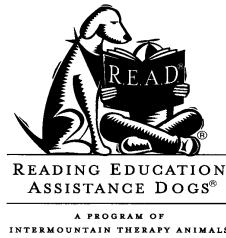
Annual Data  
Report  
School Year  
2013—2014



Report Contents:

- ◆ Teacher Survey results
- ◆ Handler/Staff comments & observations
- ◆ Parent comments & observations
- ◆ Student comments & observations
- ◆ List of additional "special events"
- ◆ Teacher Reading test score forms
- ◆ Summative Reading score graphs





## TALES of JOY R.E.A.D.® Program

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

**Date:** June 19, 2014

**From:** Theresa McKinney, Coordinator of Tales of Joy R.E.A.D.® Program

**RE:** Tales of Joy R.E.A.D.® Program data results SY 13 - 14

**cc:** Carl Leppelman, Richard Bruce, Elizabeth Jacome, Jerry Reeder, Portia Sharp, Elementary Principals, teachers in program

Our Tales of Joy R.E.A.D.® program has just completed the eighth full year of implementation! Fantastic!!

We had 15 (of 28) registered Tales of Joy R.E.A.D.® teams at 5 elementary schools; Enchanted Hills, Ernest Stapleton, Martin Luther King, Jr., Rio Rancho and Vista Grande.

There were a total of 50 students grades K – 5 that received “one-on-one” weekly reading support (less than 10 were notated students with disabilities – therefore ALL data was reported together). Fourteen teachers requested a Tales of Joy R.E.A.D.® team to work with students in their classroom; and we have a waiting list of at least 5 teachers!

Each Tales of Joy R.E.A.D.® team worked with each student for a maximum of 30 minutes/minimum 20 minutes per week for approximately 34 weeks, for a total of at least 17.0 hours of “one-on-one” reading support/intervention per student.

Attached you will find:

1. Tales of Joy R.E.A.D.® Teacher Survey summary
2. Handler/Staff Comment/observation summary
3. Parent Comment/observation summary
4. Student Comment/observation summary
5. List of Tales of Joy R.E.A.D.® program “additional special events” for SY 13 - 14
6. Individual Teacher Student Reading Test Score forms
7. Summative Reading score graphs

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! The reading test results, survey and comments are very positive regarding the quantitative and qualitative benefits of our Tales of Joy R.E.A.D.® teams working with the students.

While our Tales of Joy R.E.A.D.® Program expands each year – we have also made great strides in connecting with grade level teachers and presenting the B.A.R.K. (Be Aware Responsible & Kind) Child/animal safety program! This is a wonderful DVD with activity handouts that stress the importance of teaching students and adults how to recognize and respect when dogs & cats speak to us . . . and how to be safe in their presence! This is a Youth Humane program that talks directly to the students and teaches life lessons when dealing with dogs and cats! Our hope is to be able to schedule this presentation to additional teachers each year.

Again this year we presented B.A.R.K. to ALL Kindergarten teachers at Martin Luther King, Jr. elementary school with great success! This B.A.R.K. presentation, in addition to our Tales of Joy R.E.A.D.® program fit the criteria and requirements to supply Bonus Points for our schools’ state assessment grading system. If applicable, each school was given their individual data to include in their Bonus Points application to the State.

We currently have six prospective NEW Tales of Joy R.E.A.D.® teams at various stages in the required training process. Our hope is to begin the year with at least 2 additional teams and continue to add others as they complete the criteria throughout the school year. I have been contacted by retired RRPS staff and current staff inquiring as to the process/procedures to get their current dog, or a future puppy/dog through the intensive training criteria to become members of our Tales of Joy R.E.A.D.® Program!

On staff at Ernest Stapleton elementary school we have Ms. Loeffler, a second grade inclusion teacher & member of our Tales of Joy R.E.A.D.® program; that implemented her registered Therapy dog, Eloise, into her classroom curriculum and schedule on Friday mornings. She also works “one-on-one” with several select students each week in targeted R.E.A.D.® sessions. Our

newest RRPS staff member to complete the training requirements and criteria with her dog, Alice, to become a member of our Tales of Joy R.E.A.D.® program is Ms. Sharp, Reading Recovery Teacher Leader.

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

1. Visits to local nursing homes; hospitals and VA
2. Summer weekly Tales of Joy R.E.A.D.® program at Barnes & Noble Book store for June & July
3. Year round monthly Tales of Joy R.E.A.D.® program at Loma Colorado Library in Rio Rancho
4. Year round monthly Tales of Joy R.E.A.D.® program at Esther Bone Branch Library in Rio Rancho
5. B.A.R.K. (Be Aware Responsible & Kind) Child/animal safety presentations at several of our S.A.F.E. After School program sites and teacher classrooms throughout the school year.
6. Participate in the annual “Act of Kindness Day” sponsored by RRPS and the City of Rio Rancho
7. Participate in the annual Reader’s Café, RRPS
8. Booth at the local “Bark In the Park” event

Our “sister” Tales of Joy R.E.A.D.® program in Cuba is very active and doing wonderful things for the local community! Ms. Barron and her two dogs worked this past year in the local library in Cuba. They also participate in our local library programs as often as they can on Saturdays.

Our second “sister” Tales of Joy R.E.A.D.® program in Bernalillo Middle school was very successful the past school year! Two of our teams from Placitas do a wonderful job with the Native American students in Bernalillo. We welcome their commitment and dedication to their local community and children.

A third “sister” Tales of Joy R.E.A.D.® program is scheduled to begin this fall (2014) in an elementary school in Los Alamos.

The Tales of Joy R.E.A.D.® program teams are doing wonderful things within our community and for the students of New Mexico! “Paw” through our website: [www.TalesofJoyRead.com](http://www.TalesofJoyRead.com) for more information. We have a Fusion page on RRPS website [www.rrps.net](http://www.rrps.net) under Departments – Instructional Programs/School Profiles then scroll down to Tales of Joy R.E.A.D.® Program. KOB Good Day NM featured a segment on our Tales of Joy R.E.A.D.® program during the December 13, 2013 show. *(view the video clip from our Fusion page)*

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

Enclosures (7)

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

## September 2013 - May 2014

Completed by Teachers; \_\_\_ Classroom Educational Assistants; \_\_\_ Other staff

H = Handler

D = Dog

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

A. Yes  
100%

B. No

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  
70%

B. No  
30%

If no, why not?

> I would love to, but I am moving to Virginia, I have recommended another teacher who would love the program.  
> I am leaving the district and so I won't be at the same school.  
> With the ever changing student schedule it was difficult to keep up this year; I would like to offer another teacher the opportunity to experience this wonderful program.

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

> I saw more change in their behavior, which affected their reading levels. They became more confident in themselves.  
> All of my students made some progress in reading this year, the majority of them making two or more years of progress on the NWEA.  
> Both students became more confident, and they looked forward to Friday afternoons.  
> They made a lot of growth in reading. Although spring scores dropped, I think its more test burnout than reading drops.  
> All of the students made great gains. Two of the students ended on grade level. One student was one level below the expected level.  
> All my students have improved and met expected proficiency. Children are also more confident and excited to read.  
> All three of my students made progress. Two of the students did not reach their expected level but made great progress in letter identification. The extra support was very helpful.  
> All four students reading levels increased on the NWEA.  
> Two of the four students met their NWEA Reading growth targets, while the other two only missed it by 1 point each. Two of the four are reading at a DRA Level 14 with the possibility of mastering a 16 by the end of the year (16 is proficient for 1st). One of the other two is reading at a level 12 and should make a level 14 by the end of the year. The last student has an extremely difficult family situation and had informed me he did not want to learn to read that it was too hard. All of the students (except the last one documented) became more confident in their reading and would share in class discussions.  
> We began the Tales of Joy R.E.A.D.® program mid-year. Handler and Dog were our reading team. One of our students we selected to read with them was chosen because of his extreme shyness. He is a good reader but very, very shy. The times he saw Dog waiting for him were unbelievable. He was so joyful & motivated to interact! Our other students were thrilled to read with Dog too. They both made good gains in their reading.

## TALES of JOY R.E.A.D. Program Teacher Survey September 2013 - May 2014

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

- > I saw a love for animals grow, excitement for reading, and a willingness to open up to them.
- > Many reluctant readers were likely to feel more confident reading and began to read more frequently and with more confidence after reading with the dog.
- > They were mainly excited to read with Dog.
- > Willingness to read aloud. Higher selection of books.
- > The students gained confidence in their reading and viewed themselves as "readers". These children receive very little support in reading at home.
- > Students were more willing to participate and more eager to read in class.
- > All three students looked forward to reading with their dog. One student was started in the SAT process for a possible learning disability. He still does not like to read. The other two girls gained confidence and enjoyed reading independently and with partners.
- > Students always looked forward to reading with the dog and handler. I was impressed with how much attention and time the handler gave to each student.
- > After Christmas, they would all begin working on their reading assignments without delay. The girls were more eager to participate in class discussion.
- > All three students were more accepting and involved in reading activities. Reading with Dog was a bonus to their overall literacy development.

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

- > Communication skills improved. Behavior skills changed when Dog and Handler would come.
- > The students were very kind and gentle with the dog.
- > Students were more fluent in reading, but overall I think it helped them feel more comfortable with the skills they had and were more willing to take risks.
- > Yes, the one on one interactions were very helpful for self-esteem, building vocabulary and helping those children feel special.
- > One parent reported she had noticed a difference at home with the family dog. The student was more involved with the dogs at home. Another mother said her daughter now reads on a regular basis to the dogs at home by herself!
- > All my girls were better able to communicate with their peers and were much happier and confident during reading. The one boy had lots of outside issues but really enjoyed going with Handler and Dog. He would always ask to go first when they came.
- > Children who have the experience to read with these great pooches seem to experience a unique and very special bond with the dogs & reading. It makes them feel very special for 30 minutes a week and I think provides them with lifetime memories.

## TALES of JOY R.E.A.D. Program Teacher Survey September 2013 - May 2014

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

**A. Yes**

100%

**B. No**

7. General Comments:

> Great program! I would love to get my dog involved in this program to help children become more successful in reading!

> The schedule of the school day, and the number of students being pulled out was a little too overwhelming. I love the Tales of Joy R.E.A.D.® program, but would like to give another teacher an opportunity next year.

> Of my two SAT kids they both showed significant growth in reading this year.

> Awesome program!

> I wish more students could benefit from this experience!!

> I love working with the reading dogs. The dog brings such pleasure and joy into the classroom. The students look forward to seeing her once a week.

> This is my second year working with Handler and Dog. I think they are a very important resource for my students. The students they work with always improve in their reading and become more comfortable with the reading process and class discussions.

> When we lost our first Tales of Joy R.E.A.D.® team due to the Handler's work schedule changes; which I completely understand, we lost a very special part of our classroom. Having our NEW Tales of Joy R.E.A.D.® team with us this year was such a delight for all of us. Thank you for finding Handler and Dog for us!!

*(Continue on back if needed)*



## Tales of Joy R.E.A.D.® Program 2013 - 2014

Observations and comments from Handlers:

*(no student or dog names)*

- ❁ I do have something to note . . . One of my girls who happens to be Native American was not a very good reader. We had started a chapter book “The Summer of Riley” which as you likely know is not an easy book but a wonderful, wonderful book. I knew that we would not finish by the end of the year. I made the suggestion that she could check it out of the public library. And what do you know, the next week she came with her newly checked out Esther Bone library book under her arm. Not only that, she had read ahead and was excited to catch me up! I could not have been more thrilled. Not only had she made progress in her reading during the year but equally important she had taken the initiative to go to Esther Bone library and check out her book. The love of reading is such an important life skill. Books open up new worlds and new opportunities. Another one of my girls came to a read session and apologetically informed me that she had finished our book during the prior week and wanted to let me know how it ended! I have loved working with these girls.
- ❁ I wanted to share with you how much **Dog** and I are enjoying this year’s group of kiddos. *(This comment after the filming by KOB TV crew for TV airing in December 2013 – see further comments in RRPS staff)*  
**Child** makes me smile and laugh. He walked into the library on his tip toes and said “Phew, I am glad there are no cameras today.” It was such hard work in front of them last week and the book was also really tough. I told him that he did great and that his reading to **Dog** was great too. As usual at the end of our session he kissed **Dog** on his back and said that he can’t resist kissing him again and again and he did. **Dog** got kissed on the forehead a few times, and then the ultimate kiss came when **Child** asked what **Dog** would think if he kissed him on the lips . . . and so he did. I could of sworn little **Dog’s** eyes went cross-eyed. It was hysterical! So he did it again! **Child** just loves him. Little **Girl** is feeling more comfortable as she is starting to pet **Dog** more and more and of course **Girl-2** always finished her sessions by whispering bye to **Dog** and gently kissing his forehead. My heart just melts, every week. On top of that they are all such wonderful & good readers!!

Observation and comments from Staff that utilize their dog in both their job capacity and Tales of Joy R.E.A.D.® program:

- ❁ Tales of Joy R.E.A.D.® program featured on KOB Good Day NM TV program! Wow – what a wonderful opportunity (thanks to Enchantment Pet Resort & Spa for the invite!) to have our Tales of Joy R.E.A.D.® program spotlighted on the December 13th airing of KOB Good Day NM!  
As program Coordinator, I am so very proud, pleased and honored to be a part of this program – the wonderful work accomplished with our students – the outreach to our community – the commitment and dedication from all of our teams . . . to be able to share our Tales of Joy R.E.A.D.® program and the very special benefits to our children is just priceless!

- ❁ Comments, notes and observations regarding continued program growth and clarification. I received a phone call recently from a former RRPS principal who has always supported our Tales of Joy R.E.A.D.® program and mentioned at her retirement that this was something that she wanted to pursue. Unfortunately, she lost her dog to illness and is actively looking for another pup/dog to become a registered therapy dog and participate in our Tales of Joy R.E.A.D.® program. I have also been contacted and stopped in the school hallways by several RRPS staff that would like to be able to obtain a pup/dog or have a pup/dog that they feel would be a good candidate for our Tales of Joy R.E.A.D.® program!

Some clarification concerning current/former staff and utilizing their own registered Therapy dog in a work capacity! Over the years we have had Cindy VanMeter & Cassie (Autism Specialist & Speech Language therapist); Melissa Graff & Riley (site specialist) and Julie Rivera & Kaching (at the time Kindergarten Special ed teacher). Each was able to **incorporate** their therapy dog into their existing curriculum, schedule and teaching routine to enhance student learning! Cindy utilized Cassie in her work with our Autistic students with reading, social skills, communication etc. Melissa did work with Riley and select students in a R.E.A.D. setting once a week and also utilized Riley during IEP and SAT meetings. Julie worked with Kaching in her classroom setting; always with an EA and/or parent helper to oversee the classroom while she was with small groups and/or individual students – Kaching also participated in different classroom project events.

The clarification being that any RRPS staff that does go through the intensive training requirements to become a member of our Tales of Joy R.E.A.D.® program will have the ability to utilize their registered therapy dog to **engage, enhance and benefit the students** they work with; individually or within a classroom setting. Just as any registered therapy dog in a hospital, nursing home, VA or other setting ensues an atmosphere of calm; lowering anxiety, blood pressure and fear levels . . . the same is true with children in/out of the school setting.

We now have Leslie Loeffler & Eloise (2<sup>nd</sup> grade Inclusion teacher); Portia Sharp & Alice (Reading Recovery Teacher Leader) and myself with Jesse & Doc Holliday. Other staff at various schools have also expressed interest in obtaining a dog for this purpose or going through the training/criteria with a dog they presently have. The presence of a registered therapy dog will always be utilized to benefit our students in whatever capacity they can; educationally, mentally, physically, emotionally and spiritually!

Observations and comments from one of our K-1 Special Education teachers:  
*(no student or dog names)*

- ❁ This year was our first year implementing the Tales of Joy R.E.A.D.® program with my first grade students. My only regret is that I had not started this program sooner! I am very amazed by the tremendous impact this program has had in both the concrete scores but more importantly in the young lives love of learning for my students. Of the 4 students, 3 were on IEPs

(were in special education services) for various reasons and all had behavioral concerns as well as struggles in academics. One student moved half-way through the year to go to a different program, and another student was added to the program who just returned to school after overcoming terminal illness. This reading program is great for their learning but even better for the soul. Seeing my students gain excitement about reading and find purpose in coming to school (even if just for one day of the week) was the greatest gift any individual could give a teacher! **Handler** has been an incredible positive force in my classroom and her work has greatly impacted the future of learning for these young students.

While I could write endlessly of the many ways this program has impacted my students, I would like to share a few triumphant moments that test scores alone cannot capture. One of my students started Kindergarten being non-verbal. He is in first grade now, but has very limited language and is even more reluctant to speak. The process of getting him to speak without very specific prompting is very difficult; however he is able to read. When the dogs first started coming, they were the only thing he would talk about, and he soon would ask to write so he could draw pictures and write about the reading dogs he loves so much. He will read and talk with **Handler** and the dogs even though he may have spent the rest of the week with very little speaking. That he is willing and excited to participate, speak, and then talks about the reading dogs after reading, has been the key to getting this little boy verbal in the classroom and more comfortable with verbalizing thoughts! This has been huge!

One other amazing success story came from my student that moved half-way through the year. This little guy had several behavioral problems and became very frustrated with learning and low self-confidence which caused many behaviors. With the dogs he felt very comfortable and was able to read freely and enjoy at least one part of the school week. One day in particular, he was running out of the classroom and barricaded himself in the hallway to “leave school.” The school de-escalation team was called and a behavioral restraint was not far off if behaviors continued to escalate like they usually did. However, just as he was punching walls, he saw **Handler** come into the school and like nothing had happened, he ran over to the dog and asked if he could read. This became his therapy, his joy at school, and yet another key to success that this young man will not soon forget!

Words cannot describe my gratitude for all that you guys do in this program! **Handler** has been the greatest blessing a teacher could ever ask for and the work behind the scenes to facilitate everything is so greatly appreciated! I have seen the difference this program makes, both in test scores, but more importantly in increasing student moral and love towards learning.

## TALES of JOY R.E.A.D.® Program!

Dear Parent/guardian,

Your son/daughter has been working with one of our Tales of Joy R.E.A.D.® therapy dogs this past school year 13 - 14. They have met on a weekly basis for a minimum of 20 minutes/maximum of 30 minutes; working on reading skills, communication skills and social skills etc.

At the end of each school year a comprehensive report is put together for Dr. Cleveland and the RRPS School Board to share the collected data and the wonderful benefits of this program for each student. No student names are given, only measurable data and staff comments.

I would like to invite you to share any comments/observations/changes you have seen in your child since participating in this program. Thank you for your support and dedication to your child's education!!

*Each 🌸 represents an individual parent response.*

**“Handler” and “Dog” have been keyed in place of actual names.**

- 🌸 My child loves Fridays when she gets to read with the dogs! This program has been wonderful and we hope she can continue it next year! She was very nervous about reading but now seems excited to read and she comes home and loves to tell us all about the books she read to the “dog” that day! Her reading and confidence have really improved!
- 🌸 I think it's a great program for kids who are learning how to read and that like animals. It does help for busy parents too.
- 🌸 My child loved to read with the dog. He would come home and tell us about it every time. I think it helped him to take his time when reading and to pay more attention to what the story was about. I think it is a great program for the children to participate in. I appreciate the school giving him the opportunity to do this. Thank you!
- 🌸 I have noticed a good change in my child and I really didn't give it much thought. Reading to the dog, what a great idea! He seems to be more patient and is being considerate. Most important, he is coming out of his “little shell”, displaying self-confidence. At feeding time, he treats the dogs with kindness and even talks to them. Thanks!!

- ❁ My child struggles with reading; however, she really enjoyed reading to **Dog** and it was a pleasant and fun experience for her.
- ❁ Yes I have observed that my child has made a big change since he has started the first grade. He can read me a whole book now. He also could tell me the words that I point out to him to say. Also he loves to go to school now.
- ❁ Yes I can see that he is no longer shy to read out loud now. He asks for books to read now. That dog really helped both my sons out. Thank you!
- ❁ I spoke with all of the parents of the children that participated and they were all pleased to have their children participate in the program. What in the world can be better than reading with **Dog** or any of the other wonderful Tales of Joy canines?!! Thank you for all you do! Perhaps **Handler & Dog** could join us again next year? We plan to do the same multi-age inclusion program. *(this comment made by a teacher on behalf of parents she spoke with)*

## TALES of JOY R.E.A.D.® Program!

Dear Student,

You have been working with a Tales of Joy R.E.A.D.® program team (dog and owner) for all/portion of this school year. Each week you read aloud to your Tales of Joy R.E.A.D.® team.

If you would like to comment on this experience and how it has impacted you (reading skills, confidence levels, overall observations); we welcome your comments.

All comments are included in an end of the year Annual Data Report.

Thank you!

*Each ❀ represents an individual student response.*

**“Handler” and “Dog” have been keyed in place of actual names.**

- ❀ I love the dogs. **Handler** is so nice and she helps me! She teaches me to read and I love to read now! I love to see the dogs, they are soft and they listen. I think the dogs can read too, I wish my dog would listen to me read.
- ❀ (NOTE: This student is receiving special education services and has limited verbal skills but was very excited to talk about the dogs and reading to them, student is reluctant to speak so that he was willing to open up about the dogs is a huge accomplishment just in itself.) I love dog. Dog sit, dog read with me, I love read.
- ❀ **Handler** is the best person ever, she reads with me and teaches me, and is so kind. She helps me when I don't know words and her dogs are very nice dogs. I love reading with the dogs. I love Fridays when the dogs come, I am sad when the dogs do not get to come and we do testing. Will miss **Handler** this summer!
- ❀ I, (child's name), liked how it made me like to read to other. I liked the dog also. I hope I can do it again.
- ❀ I got to read chapter books. I read good. **Dog** was a good dog.
- ❀ **Dog** was really cute. He was fun to read with. I'm lucky to got to read with him.

- ❁ I enjoyed reading with **Dog** a lot. I got to feed him treats. **Handler** was nice. I will miss them a lot!
- ❁ I think I've become a better reader. I like reading, I'm not scared of reading any more.
- ❁ It was nice to read with **Handler** and **Dog**. It was nice to learn about new words. It was fun! I think I've become a better reader this year. I can sound out words better and find parts in a word that I already know then add the other letters to help me.
- ❁ It was fun reading with **Handler** and **Dog**. I think I read faster now. I like reading!
- ❁ I enjoyed reading with **Dog** every week. It helped me become a better reader because we read books. **Dog** helped me with hard words.
- ❁ Reading with **Dog** helped me become a better reader. I learned so much! I like giving **Dog** carrots.
- ❁ I liked him. He was nice to me. He was a pretty dog. I liked his little beard. And I think he was funny. I really enjoyed reading with him. I think he would look funny in glasses.
- ❁ He was a good listener. He was helpful. He was loving. I like reading with him. He made me feel comfortable.
- ❁ Student not present for comments; however, she loved reading with him and her mom thought it was a wonderful experience for her! She took pride in her reading after starting with **Dog**!

## Tales of Joy R.E.A.D.® program additional special events SY 2013 - 2014

Wednesday, September 4<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to S.A.F.E. (K, 1, 2) at MLK, Jr. *(Theresa & Doc; Liz & Sunny)*

Wednesday, September 11<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to S.A.F.E. (3, 4, 5) at MLK, Jr. *(Theresa & Doc; Liz & Sunny; Jill & Honey BeeBee)*

Wednesday, September 18<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to S.A.F.E. (K, 1, 2) at VGES *(Theresa & Jesse; Liz & Gracie; Karen & Scarlet)*

Wednesday, September 25<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to S.A.F.E. (3, 4, 5) at VGES *(Theresa & Jesse; Karen & Scarlet; Donna & Kwik)*

Saturday, October 5<sup>th</sup> Barnes & Noble “Star Wars Read” from 11 – 2pm

Monday, October 7<sup>th</sup> 1:45 – 2:45 B.A.R.K. presentation to Cindy Douglas class, MLK, Jr. *(Theresa & Doc; Liz & Sunny)*

Tuesday, October 8<sup>th</sup> 2:00 – 3:00 B.A.R.K. presentation to Ryan Griffith class, MLK, Jr. *(Theresa & Doc; Liz & Sunny)*

Wednesday, October 9<sup>th</sup> 2 – 3:30 B.A.R.K. presentation to S.A.F.E. (all grades) at EHES *(Theresa & Doc; Nettie & dog)*

Saturday, October 12<sup>th</sup> Ground Breaking for “A Park Above” 11 – 4pm Westside Ct. RR *(Bonnie & Arlo; Dave & Chauncey; Melissa & Riley; Liz & dog)*

Monday, October 14<sup>th</sup> 1:45 – 2:45 B.A.R.K. presentation to Frances Browning class, MLK, Jr. *(Theresa & Doc; Liz & dog; Karen & Scarlet)*

Tuesday, October 15<sup>th</sup> 2:00-3:00 B.A.R.K. presentation to Camilla Pfeifer class, MLK, Jr. *(Theresa & Doc)*

Wednesday, October 16<sup>th</sup> 2 – 3:30 TOJ READ sessions S.A.F.E. (all grades) at EHES



*(Theresa & Doc; Karen & Scarlet; Donna & Kwik; Nettie & dog; Liz & dog)*

Thursday, October 17<sup>th</sup> 2:00-3:00 B.A.R.K. presentation to Sarah Jones class, MLK, Jr.  
*(Theresa & Doc)*

Monday, October 28<sup>th</sup> 2:00-3:00 B.A.R.K. presentation to Jenn Meredith class, MLK, Jr.  
*(Theresa & Doc; Karen & Scarlet; Liz & dog)*

Tuesday, October 29<sup>th</sup> 2:00-3:00 B.A.R.K. presentation to Paul Reichbach class, MLK, Jr. *(Theresa & Doc; Liz & dog)* ***(\*\*Note Mr. Reichbach actually had presentation on Wednesday with Mrs. Kenworthy's class)***

Wednesday, October 30<sup>th</sup> 9:30-10:30 B.A.R.K. presentation to Debbie Kenworthy class, MLK, Jr. *(Theresa & Doc, Karen & Scarlet)*

Thursday, November 14<sup>th</sup> 5-7pm Literacy Night celebration at ESES (Christina Trujillo contact). *(Andrea & Dexter; Bonnie & Arlo; Dave & Chauncey; Liz & dog; Melissa & Riley)*

Friday, November 15<sup>th</sup> 10:00 – 11:00 KOB Good Day NM filming Andrea & Dexter at RRES for airing in December 2013!

Thursday December 5, Friday December 6 and Saturday December 7<sup>th</sup> Bookfair at Barnes & Noble Westside to benefit our TOJ READ program – dogs will be there the 7<sup>th</sup> for Meet & Greet 11 – 1pm *(Bonnie & Arlo; Dave & Chauncey; Jill & HoneyBB; Liz & dog; Melissa & Riley)*

Wednesday, February 5<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to K-2 at MCE S.A.F.E. program *(Theresa & Jesse, Karen & Scarlet, Liz & Gracie, Julie & Mickey)*

Wednesday, February 12<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to 3-5 at MCE S.A.F.E. program *(Theresa & Doc Holliday, Karen & Scarlet, Liz & Sunny)*

Wednesday, ~~January 15<sup>th</sup>~~ moved to February 26<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to K-2 at RRES S.A.F.E. program *(Theresa & Jesse, Bonnie & Arlo, Dave & Chauncey, Julie & Mickey)*

Wednesday, ~~January 22<sup>nd</sup>~~ moved to March 5<sup>th</sup> 2:00 – 3:30 B.A.R.K. presentation to 3-5 at RRES S.A.F.E. program *(Theresa & Jesse, Liz & Sunny)*

Saturday, April 5<sup>th</sup> 12:00 – 3:00pm “Act of Kindness Day”, booth set up and teams for demo, information on program to parents, community

Reader's Café Day, Tuesday, April 29<sup>th</sup> at Maggie Cordova elementary school 10:00 – 11:00am, 5 teams participating

Reader's Café Day, Thursday, May 1<sup>st</sup> at Cielo Azul elementary school 10:00 – 11:00am, 6 teams participating

First Friday Monthly for Celeste Parris (*Lorissa Lobb 2<sup>nd</sup> semester teacher*) class at RRMS: (*Theresa & Doc*)

Friday, October 4<sup>th</sup> 9 – 10

Friday, November 1<sup>st</sup> 9 – 10

Friday, December 6<sup>th</sup> 9 – 10 *cancelled due to Mom's heart surgery*

Friday, January 10<sup>th</sup> 9 – 10

Friday, February 7<sup>th</sup> 9 – 10

Friday, March 7<sup>th</sup> 9 – 10

Friday, April 4<sup>th</sup> 9 – 10

Friday, May 2<sup>nd</sup> 9 – 10

Tuesday, July 8<sup>th</sup> 3:00 – 4:30 B.A.R.K. presentation to S.A.F.E. summer school students at Maggie Cordova (*Theresa & Doc, Dave & Chauncey, Bonnie & Arlo, Julie & Mickey*)

Sunday, July 13<sup>th</sup> Tales of Joy R.E.A.D®. program presentation to RGTTTC (Rio Grande Tortoise & Turtle Club) (*Liz & Sunny, Bonnie & Arlo, Dave & Chauncey, Andrea & Dexter*)

\*\*Ongoing second Saturday of the month at Loma Colorado Library from 11 – 1pm

\*\*Ongoing third Saturday of the month at Esther Bone Library from 11 – 1pm

\*\*Summer program Barnes & Noble for June & July every Friday 11 -1pm



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student #1	K	English	8/13	A	12/13	2	5/14	4	DRA	
Student #2	K	English	8/13	A	12/13	1	5/14	1	DRA	
Student #3	K	English	8/13	A	12/13	2	5/14	2	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Rio Rancho Elementary School

Phone Number: 892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student #4	1	English	8/13	12	1/14	24	5/14	28	DRA	
Student #5	1	English	8/13	3	1/14	10	5/14	16	DRA	
Student #6	1	English	8/13	18	1/14	24	NA	NA	DRA	
Student #7	1	English	8/13	8	1/14	16	5/14	24	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Rio Rancho Elementary School

Phone Number: 892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #8	1	English	8/13	2	1/14	5	4/14	6	DRA	
			9/23	140	1/21	146	4/7	158	NWEA	Met expected growth 16
Student #9	1	English	8/13	2	1/14	6	4/14	12	DRA	
			9/23	148	1/21	156	4/7	165	NWEA	Met expected growth 16
Student #10	1	English			1/14	8	4/14	16	DRA	
					1/21	171	4/7	175	NWEA	New in January
Student #11	1	English	8/13	3	1/14	6	4/14	14	DRA	
			9/23	154	1/21	162	4/7	170	NWEA	Expected growth 17 made 16
Student #12	1	English	8/13	3	1/14	6	4/14	14	DRA	
			9/23	149	1/21	157	4/7	164	NWEA	Expected growth 16 made 15

TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

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WEBSITE: [www.therapyanimals.org](http://www.therapyanimals.org)



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student #13	1	English	9/9/13	16	1/13/14	20	5/8/14	28	DRA	
Student #14	1	English	9/9/13	6	1/13/14	14	5/8/14	20	DRA	
Student #15	1	English	9/9/13	4	1/13/14	8	5/8/14	14	DRA	Reading with the dog really got him excited about reading.

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #16	1	English	8/23/13	4	12/10/13	6	5/13/14	16	DRA	
Student #17	1	English	8/23/13	4	12/10/13	10	5/13/14	16	DRA	
Student #18	1	English	8/23/13	2	12/10/13	7	5/13/14	16+	DRA	

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: January 2014

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #19	1	English	8/13	3	2/14	10	5/14	14	DRA	
Student #20	1	English	8/13	4	2/14	12	5/14	16	DRA	
Student #21	1	English	8/13	2	2/14	8	5/14	16	DRA	





# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Enchanted Hills Elementary School

Phone Number: 891-8526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student #22	1	English	8/13	A	1/14	2	4/14	4	DRA	
Student #23	1	English	8/13	A	1/14	1			DRA	Left school in January
Student #24	1	Spanish & English	8/13	8	1/14	12	4/14	20	DRA	
Student #25	1	English			1/14	6	4/14	14	DRA	Started school in January

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Vista Grande Elementary School

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: January 2014

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #26	1	English	8/13	28	3/14	28	5/14	28	DRA	Student is considered an advanced reader in 1 <sup>st</sup> grade – chosen for TOJ READ program due to extreme anxiety & shyness
Student #27	2	English	8/13	8	3/14	12	5/14	16	DRA	Qualified for Special Ed services
Student #28	2	English	8/13	12	3/14	16	5/14	20	DRA	

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #29	2	English	8/13	167	1/14	172	5/14	177	NWEA	Did not quite meet annual growth target
Student #30	2	English	8/13	160	1/14	183	5/14	184	NWEA	Met growth target



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #31	3	English	8/13	160	1/14	165	5/14	172	NWEA	
Student #32	3	English	8/13	164	1/14	175	5/14	174	NWEA	
Student #33	3	English	8/13	185	1/14	186	5/14	203	NWEA	
Student #34	3	English	8/13	172	1/14	174	5/14	181	NWEA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Enchanted Hills Elementary School

Phone Number: 891-8526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #35	3	English	8/13	176	1/14	170	5/14	195	NWEA	
Student #36	3	English	8/13	163	1/14	173	5/14	178	NWEA	
Student #37	3	English	8/13	155	1/14	175	5/14	169	NWEA	
Student #38	3	English	8/13	148	1/14	153	5/14	171	NWEA	
Student #39	3	English	8/13	171	1/14	184	5/14	189	NWEA	
Student #40	3	English	8/13	172	1/14	157	5/14	174	NWEA	
Student #41	3	English	8/13	133	1/14	154	5/14	155	NWEA	
Student #42	3	English	8/13	163	1/14	178	5/14	187	NWEA	
Student #43	3	English	8/13	160	1/14	188	5/14	190	NWEA	
Student #44	3	English	8/13	169	1/14	176	5/14	189	NWEA	

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2013

Program End Date: May 2014

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #45	4	English	8/13	176	1/14	184	5/14	203	NWEA	In SAT
Student #46	4	English	8/13	201	1/14	209	5/14	200	NWEA	
Student #47	4	English	8/13	196	1/14	205	5/14	204	NWEA	In SAT



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Earnest Stapleton Elementary School

Phone Number: 891-8473

Contact Person: [REDACTED]

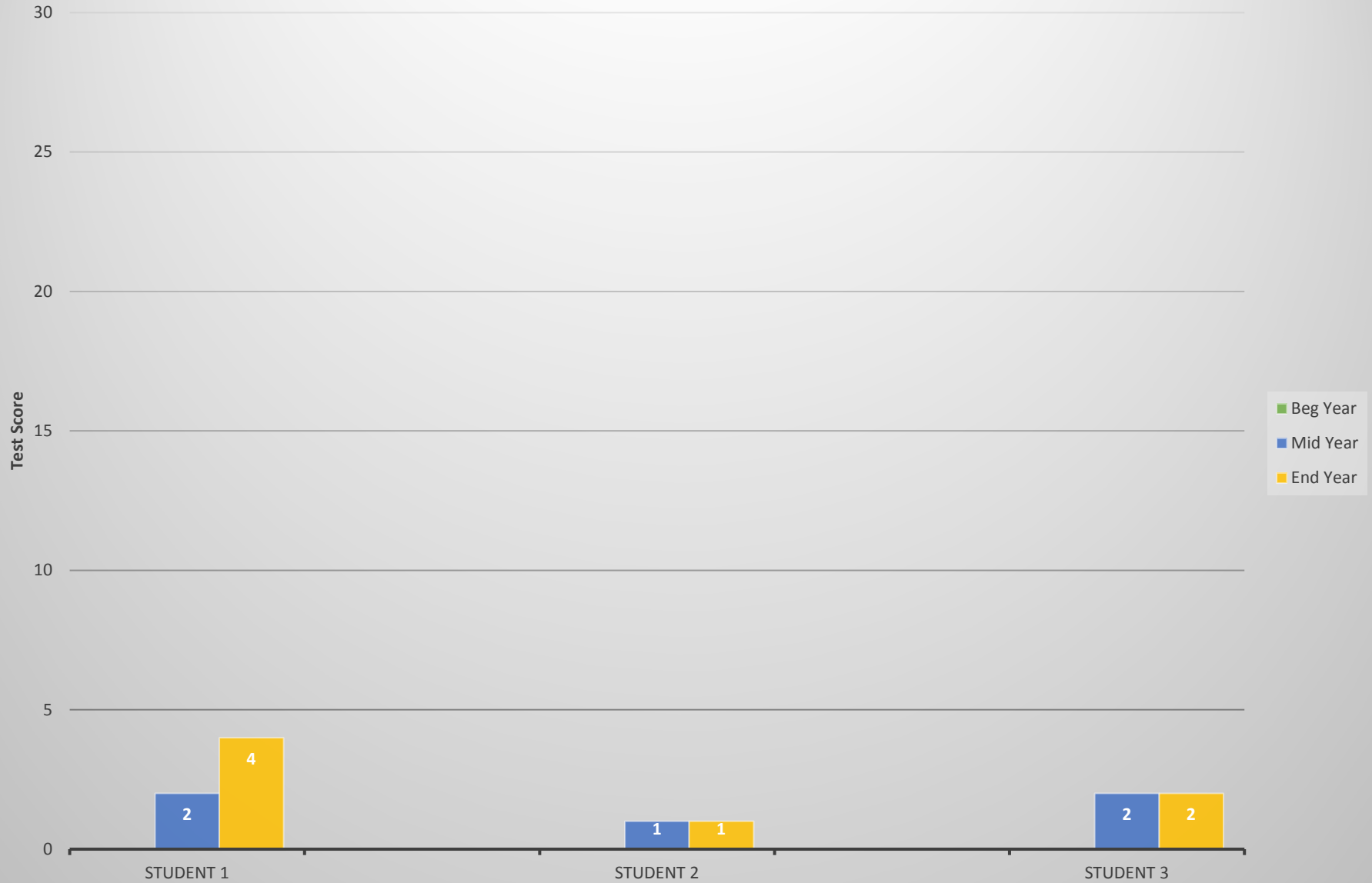
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Program Start Date: September 2013

Program End Date: May 2014

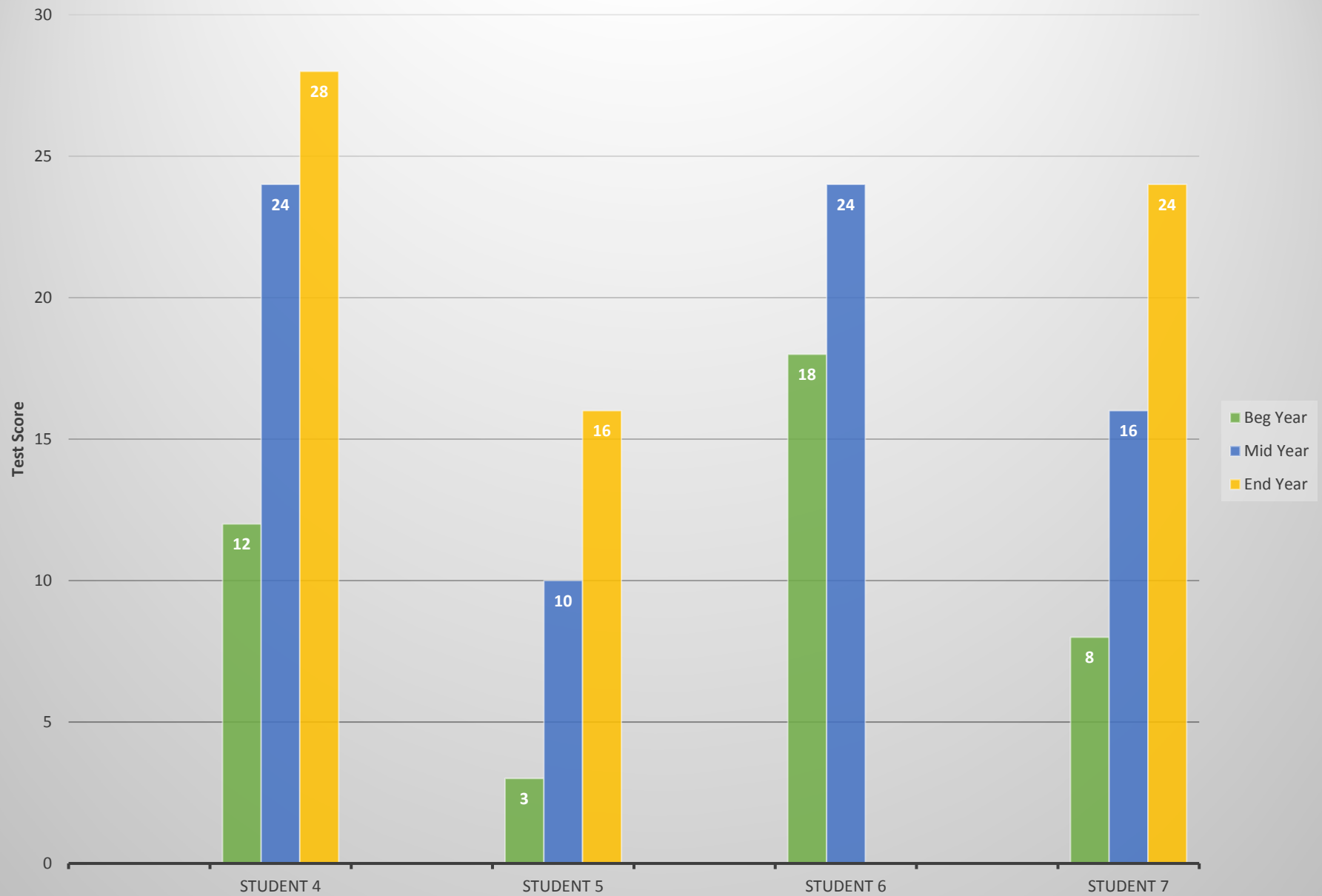
First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student #48	4	English	8/13	198	1/14	197	5/14	206	NWEA	
Student #49	4	English	8/13	205	1/14	206	5/14	200	NWEA	
Student #50	4	English	8/13	208	1/14	212	5/14	204	NWEA	

# Tales of Joy R.E.A.D.® Program Data - Kindergarten DRA scores 2013 - 2014

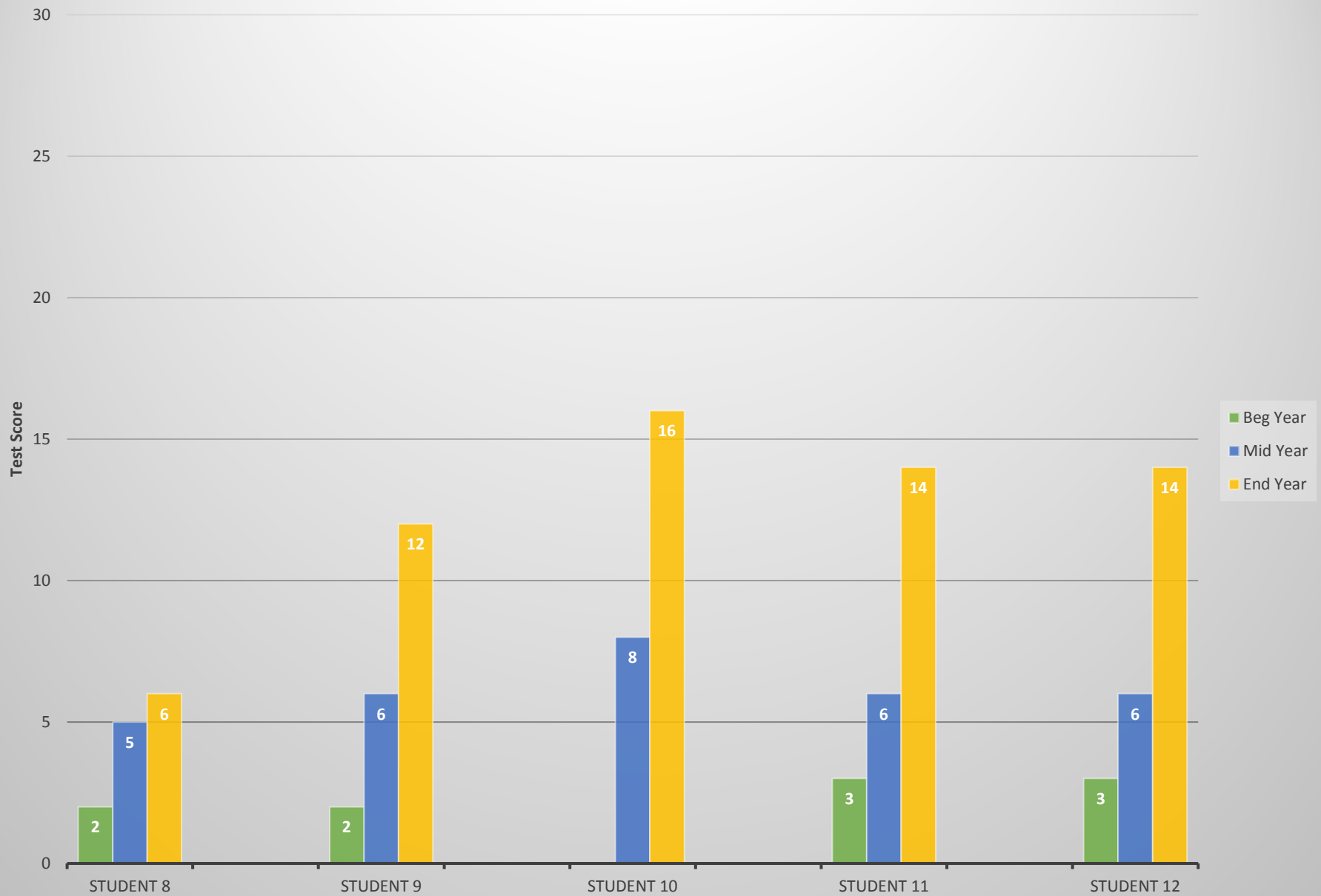




## Tales of Joy R.E.A.D.® Program Data - First grade DRA scores 2013 - 2014

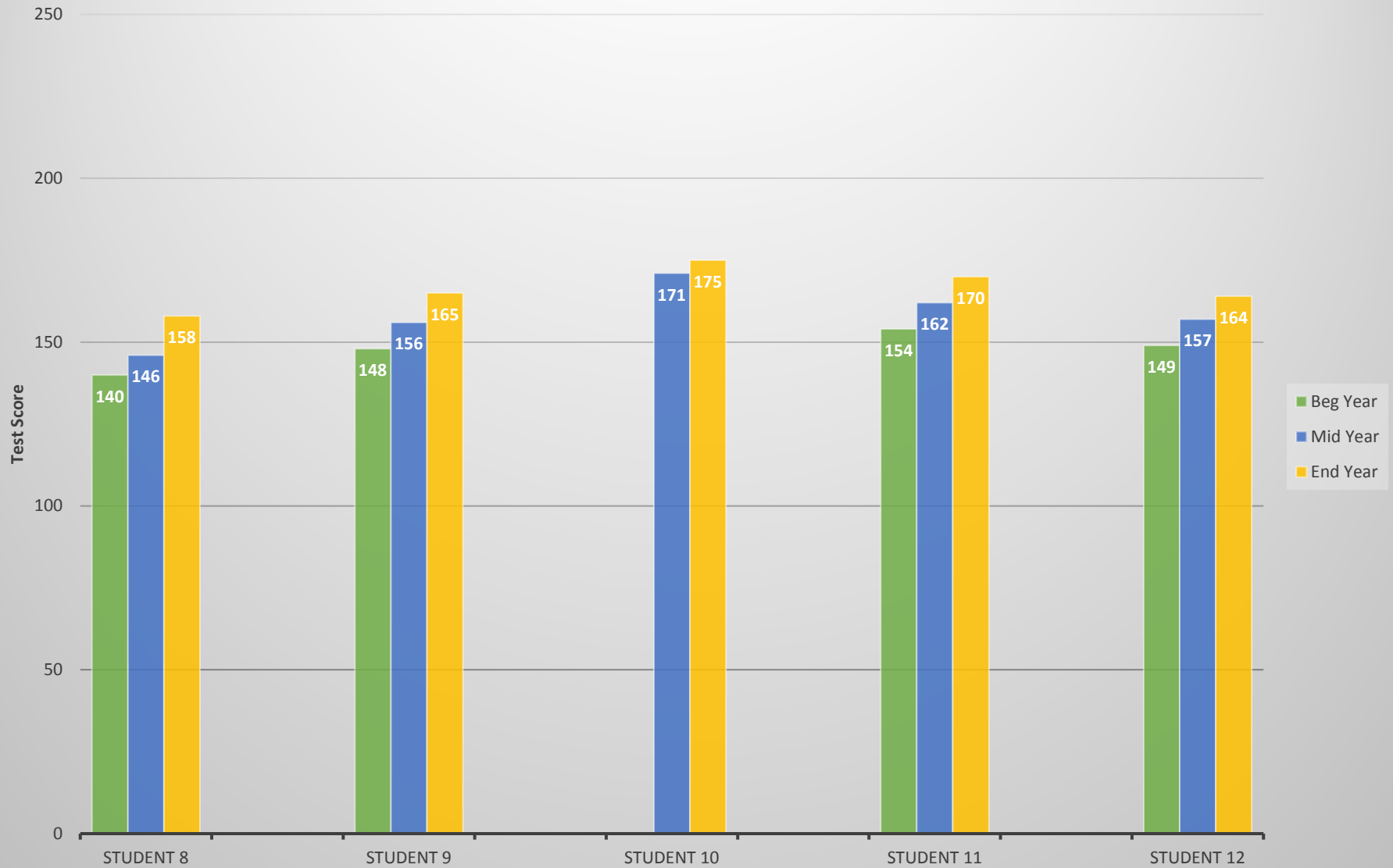


## Tales of Joy R.E.A.D.® Program Data - First grade DRA scores 2013 - 2014

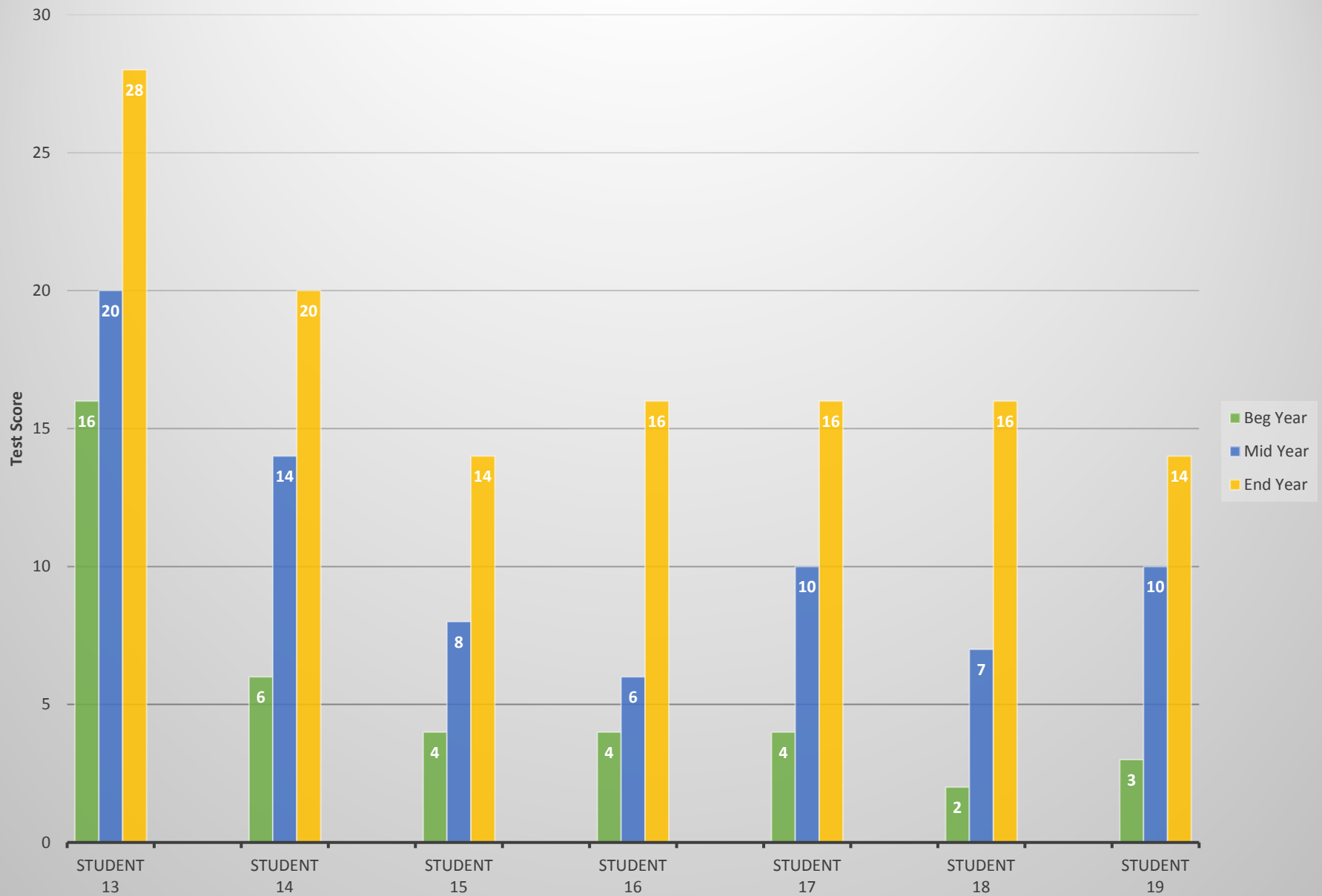


# Tales of Joy R.E.A.D.® Program Data - First grade NWEA scores 2013 - 2014

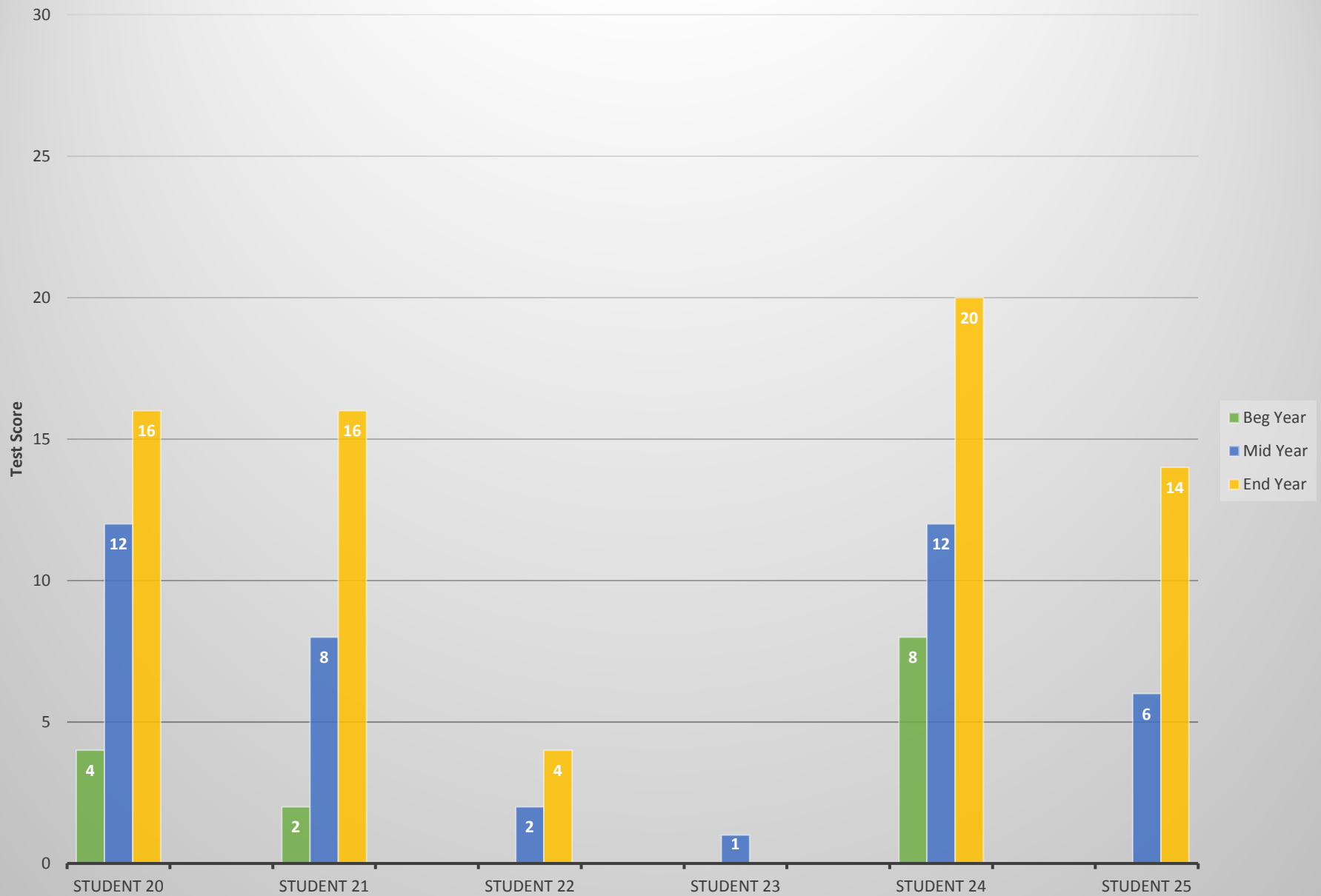
*(same students as previous DRA page)*



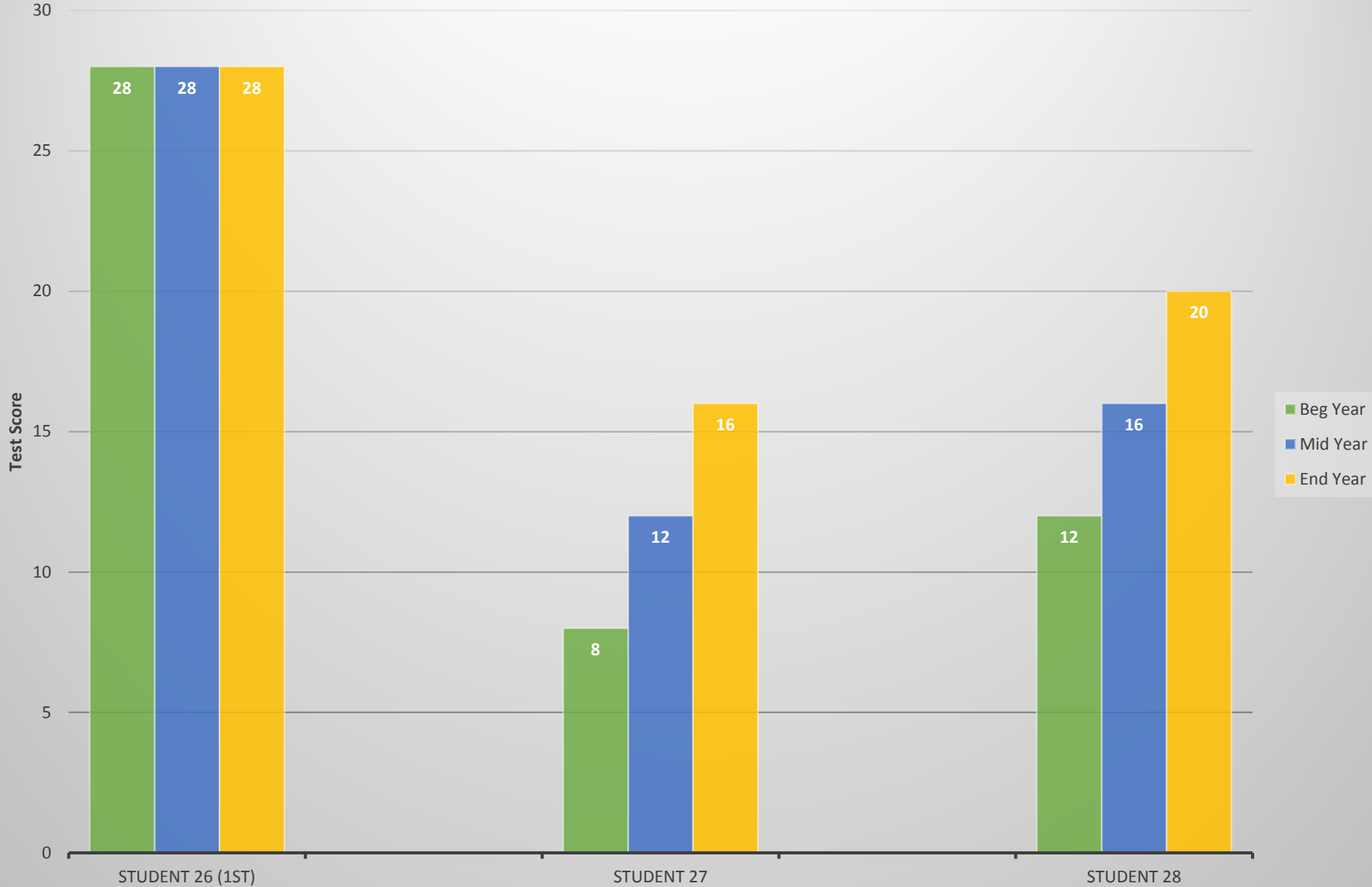
# Tales of Joy R.E.A.D.® Program Data - First grade DRA scores 2013 - 2014



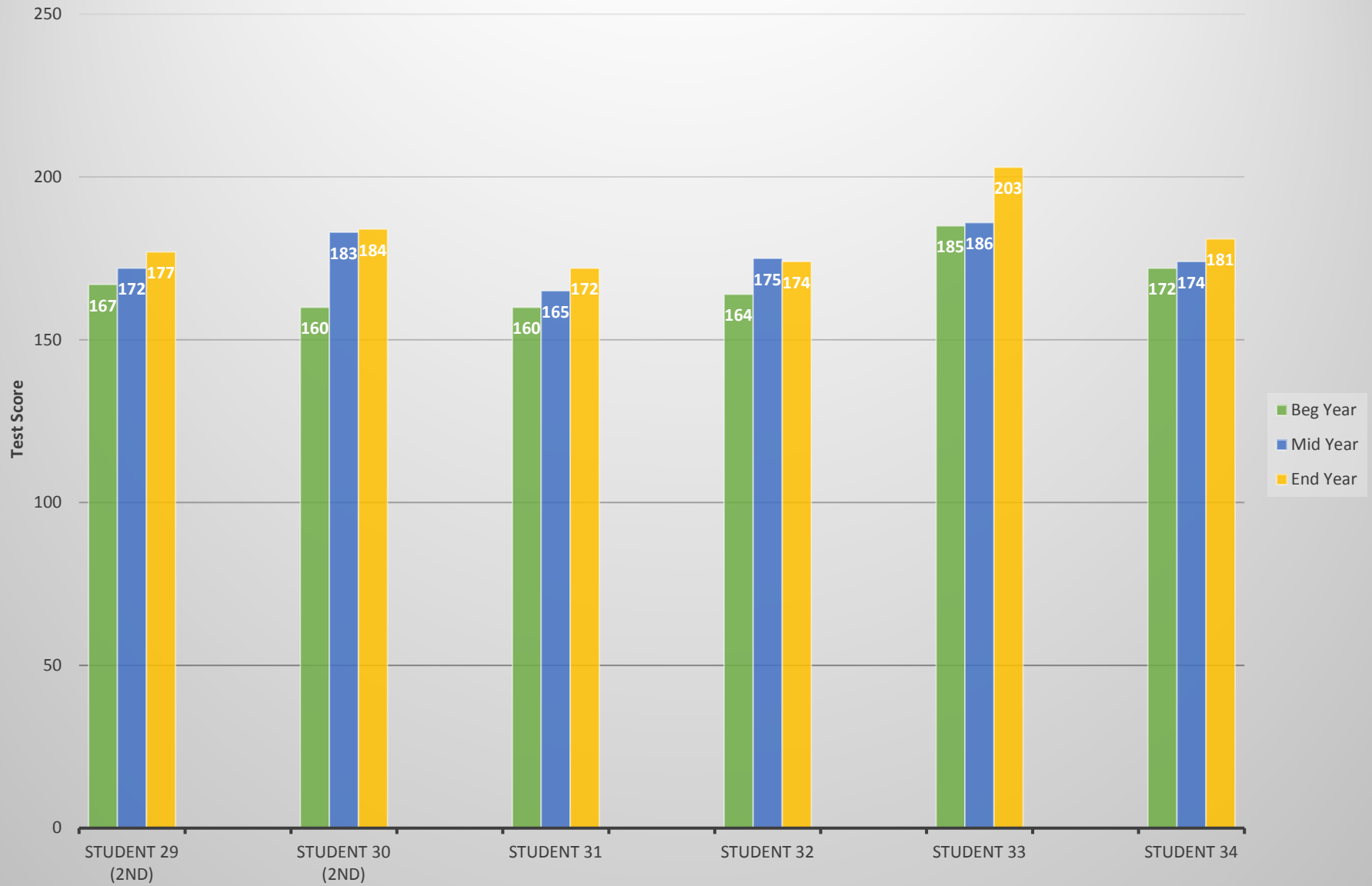
## Tales of Joy R.E.A.D.® Program Data - First grade DRA scores 2013 - 2014



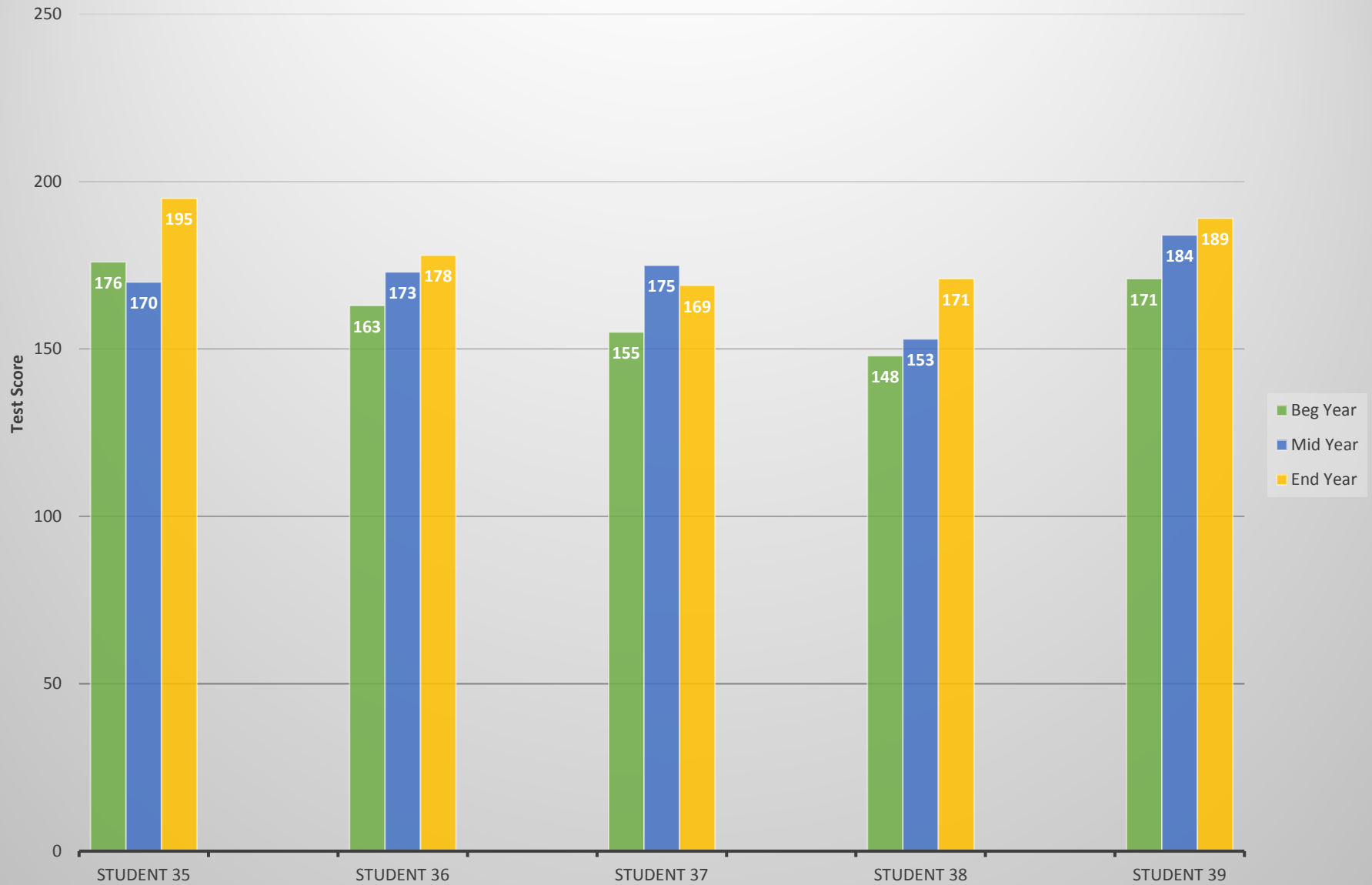
# Tales of Joy R.E.A.D.® Program Data - First/Second grade DRA scores 2013 - 2014



## Tales of Joy R.E.A.D.® Program Data - Second/Third grade NWEA scores 2013 - 2014

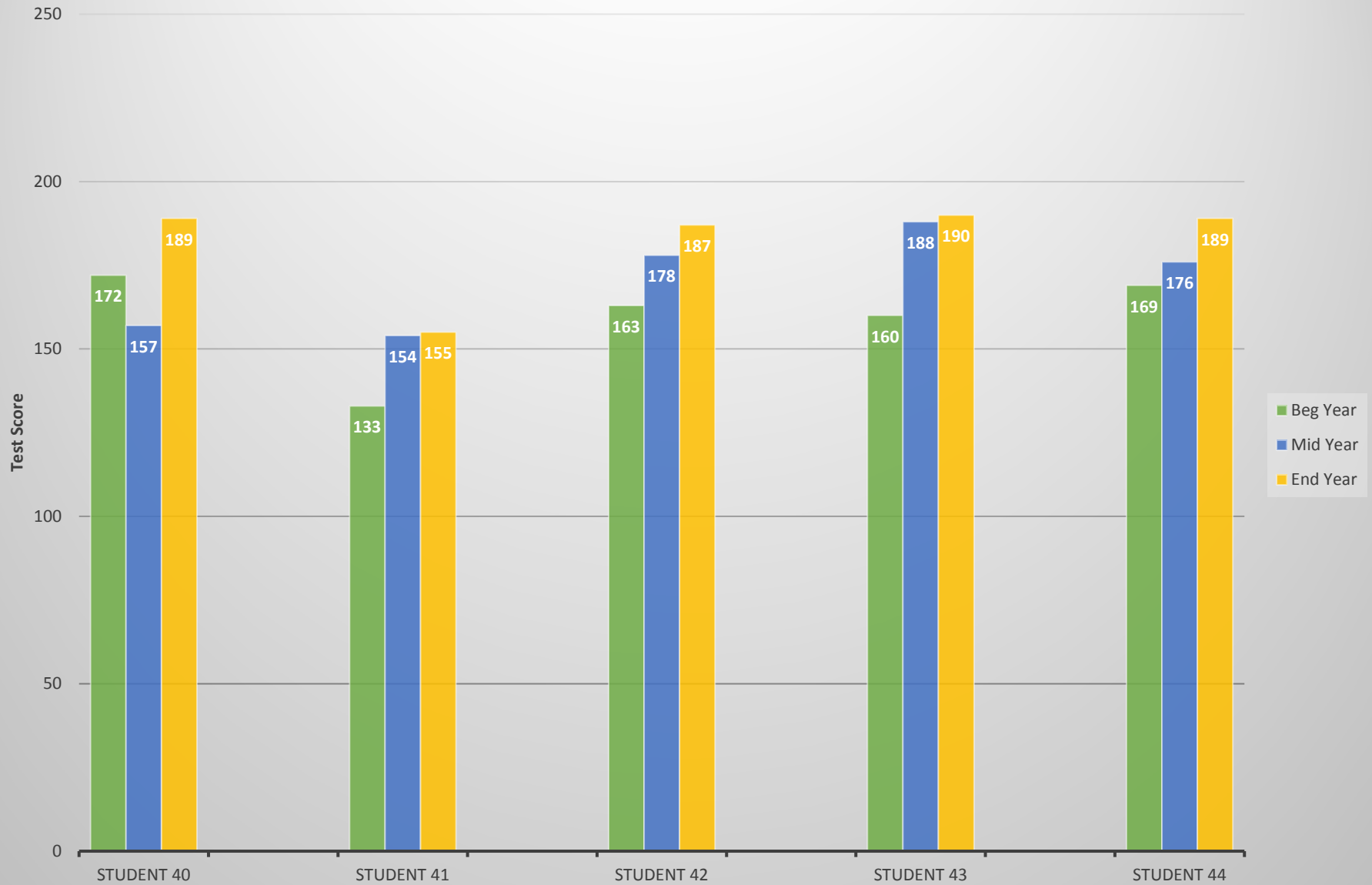


## Tales of Joy R.E.A.D.® Program Data - Third grade NWEA scores 2013 - 2014





## Tales of Joy R.E.A.D.® Program Data - Third grade NWEA scores 2013 - 2014



# Tales of Joy R.E.A.D.® Program Data - Fourth grade NWEA scores 2013 - 2014

