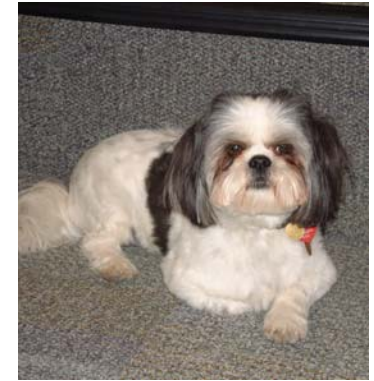
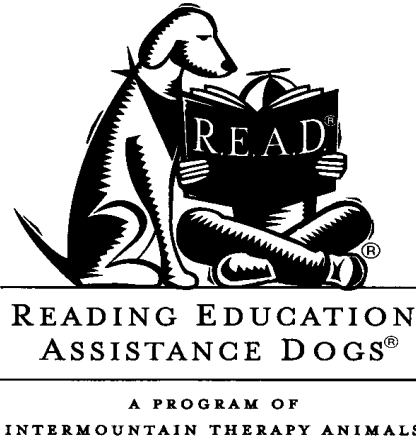




GRACIE



KA-CHING

# TALES of JOY

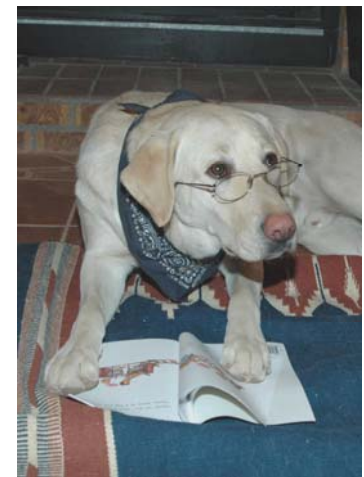
## R.E.A.D.® Program Data Report SY 07-08



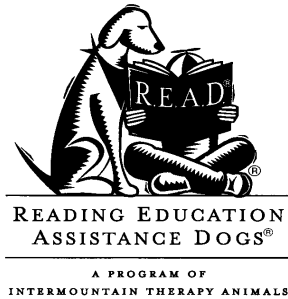
Babs



Arlo



JESSE



## TALES of JOY R.E.A.D.® Program

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

**Date:** June 6, 2008

**From:** Theresa McKinney, Program Coordinator

**RE:** TALES of JOY R.E.A.D.® Program data results SY 07 - 08

**cc:** Carl Leppelman, Andy Lattimore, Cathy Ferris, Jolene Reed, Jerry Reeder, BJ Hartford, Elementary Principals, teachers in program

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

We had 5 registered TALES of JOY R.E.A.D.® teams at 6 elementary schools; Colinas del Norte, Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Rio Rancho ES and Vista Grande.

There were a total of 29 students (19 students w/disabilities) grades K – 5 that received “one on one” weekly reading intervention. We also had two inclusion classrooms (K, 2<sup>nd</sup>) that had a TALES of JOY R.E.A.D. dog available in the classroom on a daily/weekly basis. The dogs interacted with all students within these inclusion classrooms in various areas in addition to the reading intervention (36 students, 10 students w/disabilities). A grand total of 65 students (29 students w/disabilities).

Nine teachers requested a TALES of JOY R.E.A.D. team to work with students in their classroom; a classroom teacher and a classroom EA (TOJ members) worked with their “dog partner” in their respective classrooms.

Each TALES of JOY R.E.A.D.® team worked with each student for a minimum ½ hour per week for approximately 32 weeks, for a total of at least 16.0 hours of “one on one” reading intervention per student. Some students with disabilities worked for 20 minutes per session.

As our program has grown so has our data collection and documentation. Attached you will find:

1. TALES of JOY R.E.A.D. Teacher Survey summary
2. Parent Comment/observation summary
3. Individual Teacher Student Reading Test Score forms
4. Summative Reading score graphs, Students w/Disabilities (yellow)
5. Summative Reading score graphs, Regular Ed students (beige)

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! **No** students showed a decline in overall reading scores for the data reported!

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

Looking ahead to the fall 2008 we will have a minimum of 10 registered teams. Three of which are RRPS staff; 1 staff currently doing internship at District office, 1 EA at Colinas del Norte and 1 Teacher at Ernest Stapleton. They will be working with their dog in their respective district wide position or in their classrooms. 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 monthly at Barnes & Noble Book store and Hastings Book store for June & July
3. Summer bi-monthly TALES of JOY R.E.A.D.® program at Loma Colorado Library in Rio Rancho, year round monthly program (Sept. – May)
4. Summer monthly TALES of JOY R.E.A.D. ® program at the newly opened Esther Bone Branch Library
5. “Dog Safety” programs at several of our S.A.F.E. After School program sites

We are also very proud to have a “sister” TALES of JOY R.E.A.D. program in Cuba, NM. Ms. Barron and her two dogs have passed all requirements and have begun work in the local library in Cuba. They also participate in our local library programs as often as they can on Saturdays.

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 (5)

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

## September 07 - May 08

H = Handler

D = Therapy Dog

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

A. Yes

12

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

11

B. No

1

If no, why not?

> I will not have a "class" next year.

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

- > The child that was here all year went up 8 reading levels. It definitely helped and brought the child out of their shyness.
- > All of my students made progress in reading during this year.
- > Both students who worked with H and D have attained greater than expected growth on their NWEA reading scores. I have also seen great gains in their oral reading and fluency.
- > D was such an integral part of the daily classroom program, it is hard to tease out what he has been responsible for. When he is gone, or sick, the parents let me know their child missed him.
- > Confidence, fluency, purpose for reading. Levels have improved at least 5 levels for readers having difficulty.
- > Huge changes. All scores went up.
- > All of my student's reading scores on NWEA increased. One student's scores went up 22 points this school year!!!
- > Students received more individualized attention with TALES of JOY.
- > Increased reading scores - testing using DRA levels.

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

### September 07 - May 08

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

- > More positive about reading. Both enjoy Reading now.
- > None
- > One of the students in particular loves to read and listen to me read aloud to the class. He is really comprehending well and enjoying reading fiction and non fiction books. The other student enjoys reading with **D**, but does not seem interested in reading at any other time.
- > **D** was always a sure thing to get kiddos to read.
- > Students loved reading to **H** and **D**. They love having an audience of any kind. **D** was non judgmental! But so is **H**.
- > They really love to read with **D**.
- > Willingness to read for pleasure. My students have been better about turning in their home reading logs.
- > They looked forward to it.
- > Both children have greater self-esteem and are now eager to read.

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

- > The child that was here all year went up 8 reading levels. It definitely helped and brought the child out of their shyness.
- > Students were eager to read with **D** and it gave them practice reading with another person.
- > Both of the students who read to **D** this year were very low in all academic areas and had low self-esteem when it came to academics. Throughout the year, I noticed that both of them were participating more in class and answering questions during class discussions.
- > Tenderness, responsibility for caring for a pet, and sharing.
- > Contact with any living thing improves well being. Animals provide something hard to define. Everyone feels better when animals are part of the environment. It is more natural and increases the sense of safety and security.
- > Communication skills went way up. Confidence in reading went way up.
- > Social skills, greeting others, and ability to make "small talk" seem to have improved.
- > The kids always came back more relaxed after reading with **D**.
- > A student who was feeling down on herself felt a part of something with this program.
- > Greater self-confidence, more outspoken, eager to try new books.

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

### September 07 - May 08

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

**A. Yes**  
11

**B. No**  
1

If no, why not?

> TALES of JOY is a fun & positive bonus for the students, but I would not consider 20 minutes/week an intervention.

7. General Comments:

> The TALES of JOY dogs are very therapeutic for our students as well as our office staff. There were a couple of incidents with students that were very agitated. When we walked to the office **H** was here with **D**. They were allowed to pet her and interact with her (dog). This calmed them down right away. We just love having them around. Our office staff just love it when **D** checks in. They just gush over her and give her treats. This calms them down too.

> I have seen great benefits from this program, not only of the two students who read with **D**, but for the rest of the class also. We all felt special knowing we had a class mascot. Miss **H** would sometimes bring **D** for special occasions such as Writing Celebrations, movies, assemblies, and science projects. The students loved this and always wanted to impress **H** and **D**. Miss **H** was generous to all of the students and especially the two they read with. She brought goodies for Halloween and Christmas presents as well as other special treats. We all really enjoyed working with them this year!

> While all of my students loved reading to **D**, the students having trouble benefited the most. They could express themselves without fear of failure.

> This was and is just a great program for reading and communication skills.

> I believe that this program is wonderful as a tool for improving literacy, improving student's attitudes towards reading, increasing student's confidence levels and improving social skills.

> Thanks for all the help! My students thoroughly enjoyed **H** and **D**.

> I loved the program (new to me this year). I wish it could be more than two students - it is so hard to choose only two.\*

>Title II Interventions complete (PLC SAT):

- This student has been reading with **H** and **D** since the beginning of the school year. Have seen noticeable growth in the student's reading skills; work knowledge, word retention and ease of reading. This student is not a fast reader, however he is thorough and does comprehend and retain the content. Randomly recall and discuss the story and characters.

(CONTINUED)

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

### September 07 - May 08

- This student has made some progress in his group in areas of reading and writing. This student started reading at a late second grade reading level and has progressed to an early fourth grade level. The writing is still fairly basic, and he benefits from organizational and spelling support. This student does employ some strategies when reading and writing independently and he is a frequent participant in group projects and discussions.

> The program has helped my students in so many ways. In November, my class doubled in size due to losing a teacher. **H** and **D** were one of the main programs that stayed the same and allowed my students the structure and routine they were used to in their old class to be carried into our class. Having them continue to work with my entire class made the transition so much easier. Academically, they all improved in their reading. My younger students and "student" improved socially. They spoke more clearly, with more emotion, and with more to say. "Student" and "student" went from being very shy and scared around **D** to enjoying being with him. Especially "student" who loved walking **D** and telling people about his teeth. If I were at VGES next year, I would definitely want to have them work with my class. As it is, I am recommending that the new teacher have them come in next year. The students love both of them! When I return to a classroom, I will want to again have and utilize this program. I love it!

*\* The number of students in program is dependent upon the amount of volunteer time that the TALES of JOY R.E.A.D. team has available. We have more interest from Teachers/students than we have teams available to fulfill the need.*

## 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 07 - 08. 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!!

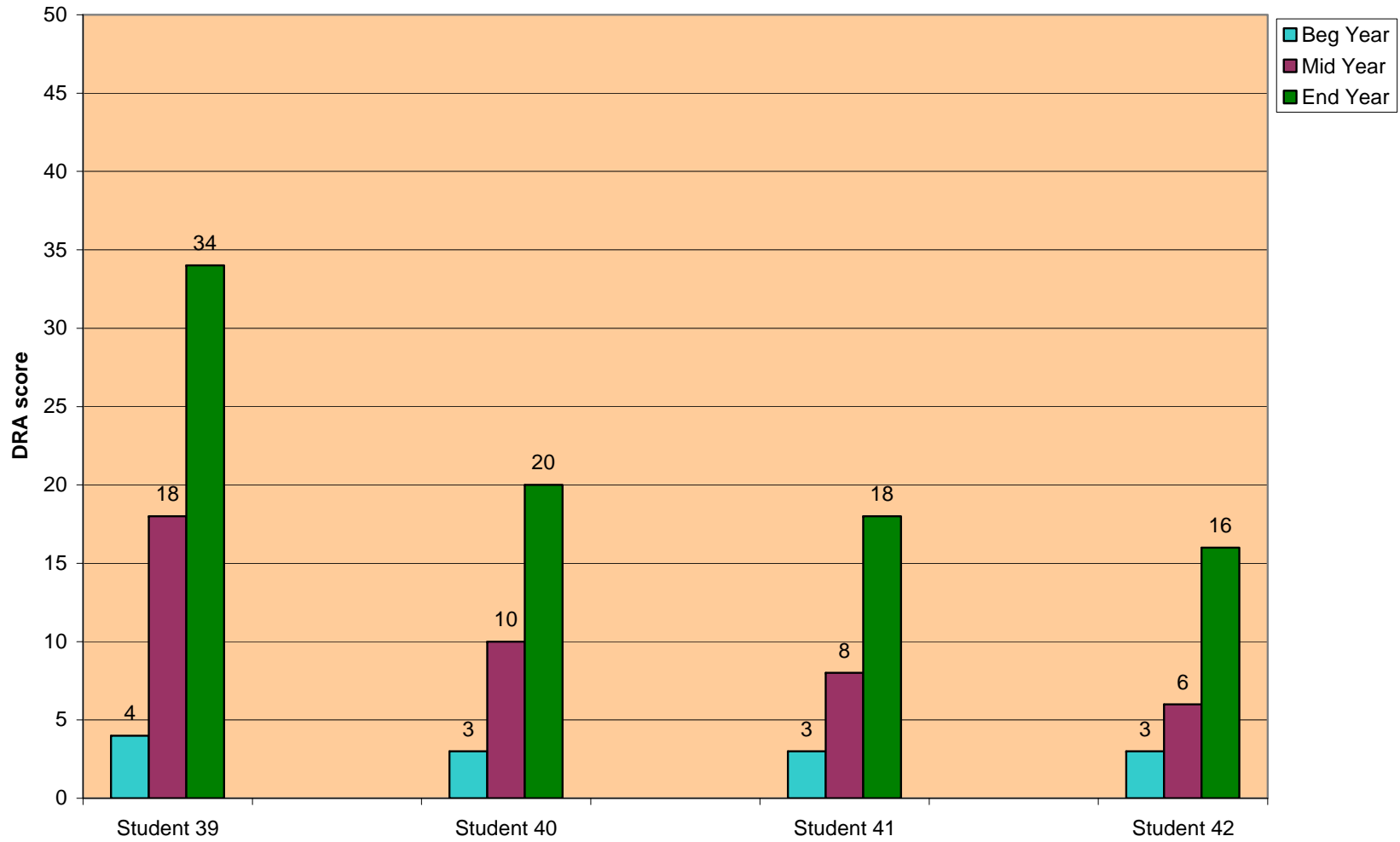
*Each number represents an individual parent response.*

- (1) I have seen a great improvement in my child's reading since she began therapy. My child now is more interested in reading and is not afraid to attempt new reading, all kinds of materials. My child now sounds out longer words and craves the knowledge of exploring words. My child also is more interested in attending school because she enjoys the dog and the one on one she is receiving. Before she was shy and didn't want to go to school because she didn't know a lot of words and now I have no problem. Thank You. Keep up the Dog Therapy it is very beneficial.
- (2) I was really excited to see the change in my son when he began this program. He was continually asking "how do you spell this, what does this say." A whole new world opened for him. He was determined to learn how to read, write and spell better. He really enjoys reading to me (his mom), his dad and his sister. I really think this program helped my son to see that reading is fun. He can read a book and enter a different world. I'm really happy that my son was able to enjoy this program and I feel that my son benefited a lot out of this program and I hope the schools will continue to use this program for our students.
- (3) The therapy dog has encouraged my child to not be afraid to read out loud. He is friendly and she has grown to enjoy him. He is a great pet.

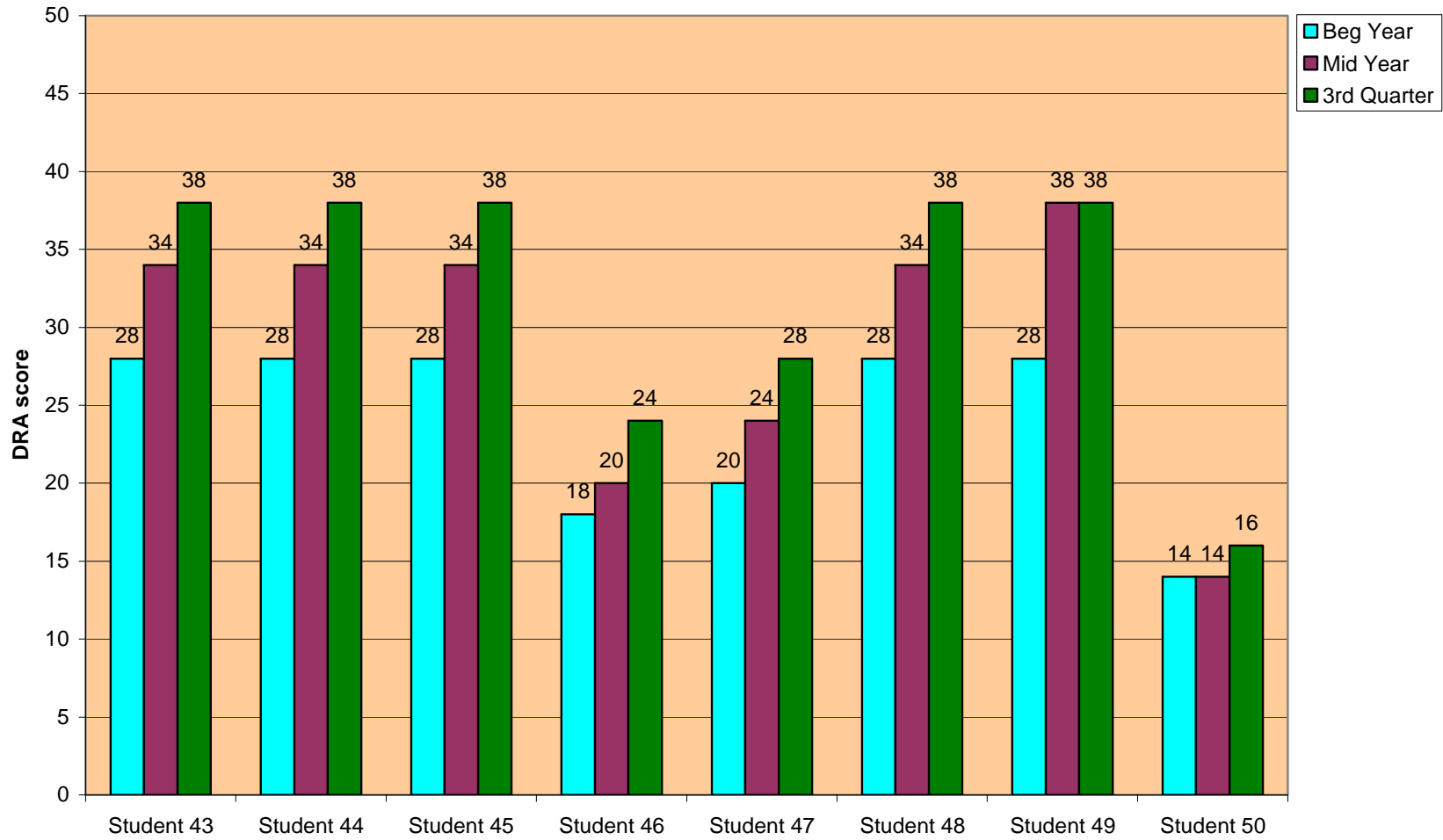


- (4) My daughter has enjoyed the therapy dog so much. He has been so much fun to her; she can't wait to go to school to see him. As a parent, teaching kids to be kind, patient, loving to animals is very important to their development. Any child would be lucky to have a therapy dog in their classroom.
- (5) My son has got a lot from this program. I think he has moved up in levels of reading quickly and reads more words in a certain time. He is speaking clearer.
- (6) My child absolutely enjoyed reading to the dog. I always know when she read to him because she was excited when she got home from school. This is a wonderful program and also spreads a lot of joy to the children when they get to do it. Thanks.
- (7) The program TALES of JOY R.E.A.D. helped my son very much because he hardly knew how to read anything and when he was in this program, he learned a lot and gained confidence and feels more sure of himself. I am very happy that program like this one exist. Thank you. (Parent's response was written in Spanish)
- (8) I think this program has been a great help. She has opened up a lot. Reading has gone up and she is excited to read new words. She really enjoys the program and the benefits she received from it are very noticeable. Thanks

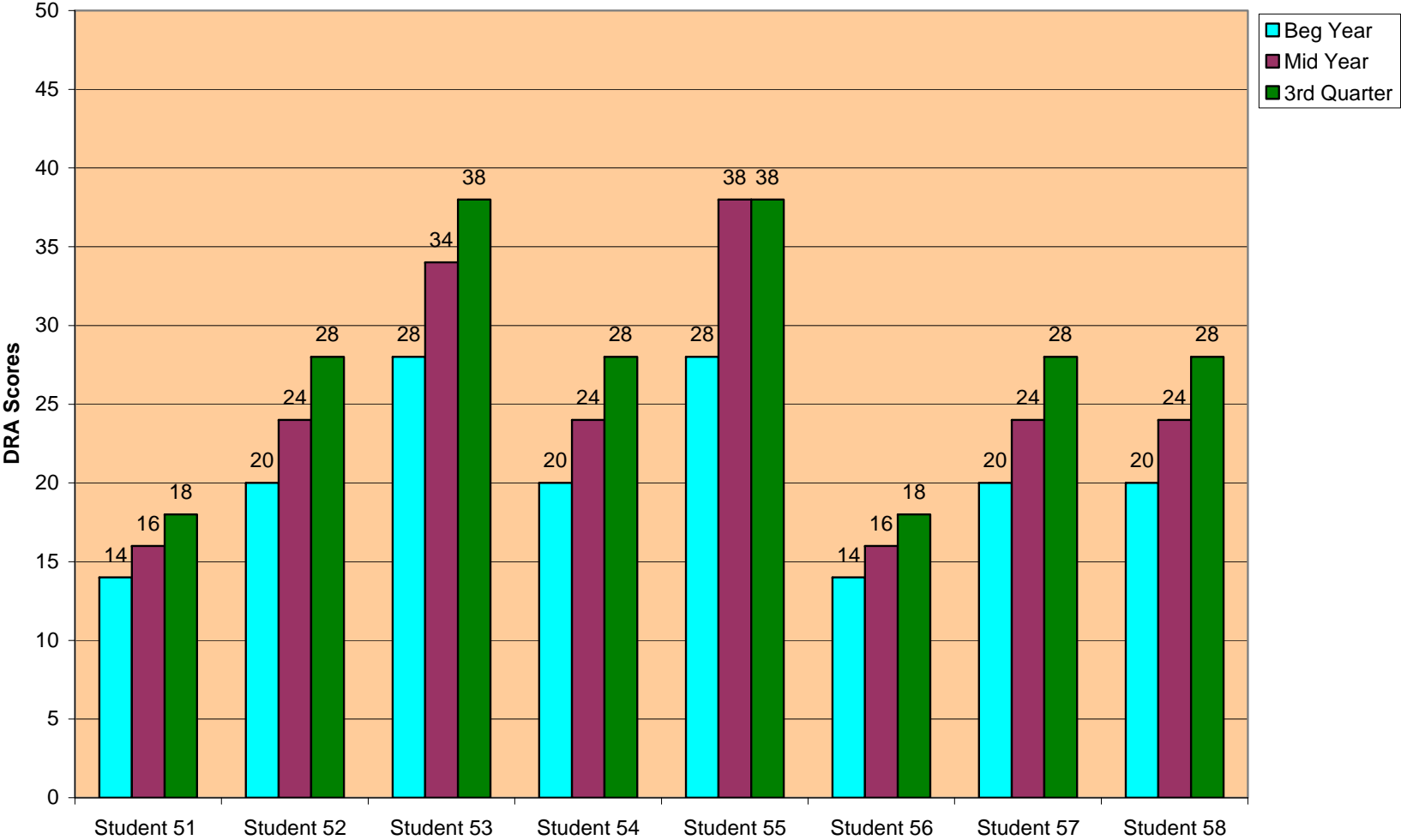
TALES of JOY R.E.A.D. Program Data - First Grade DRA scores 07 - 08



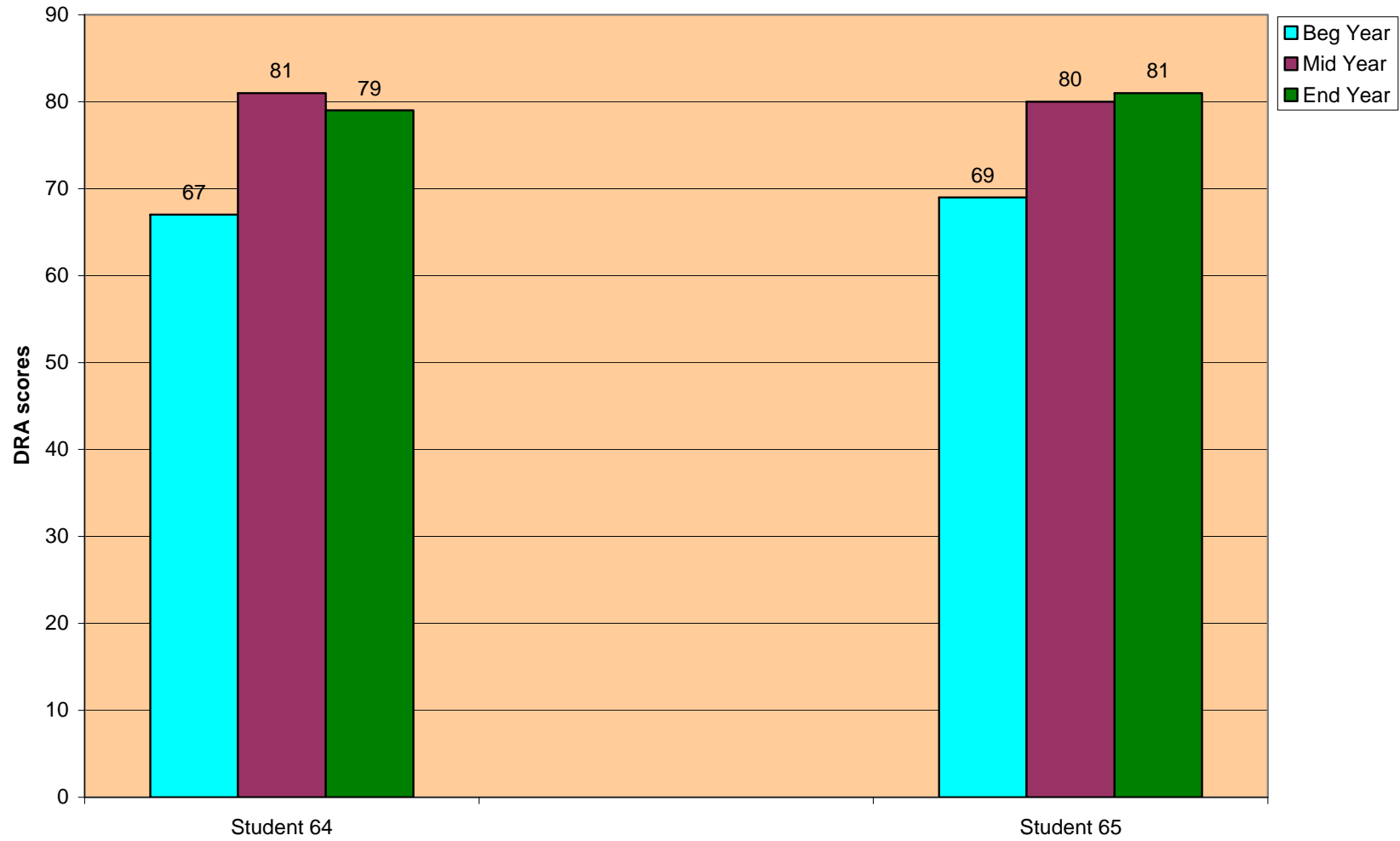
**TALES of JOY R.E.A.D. Program Data - Second Grade DRA scores 07 - 08**  
*(continued on second page)*



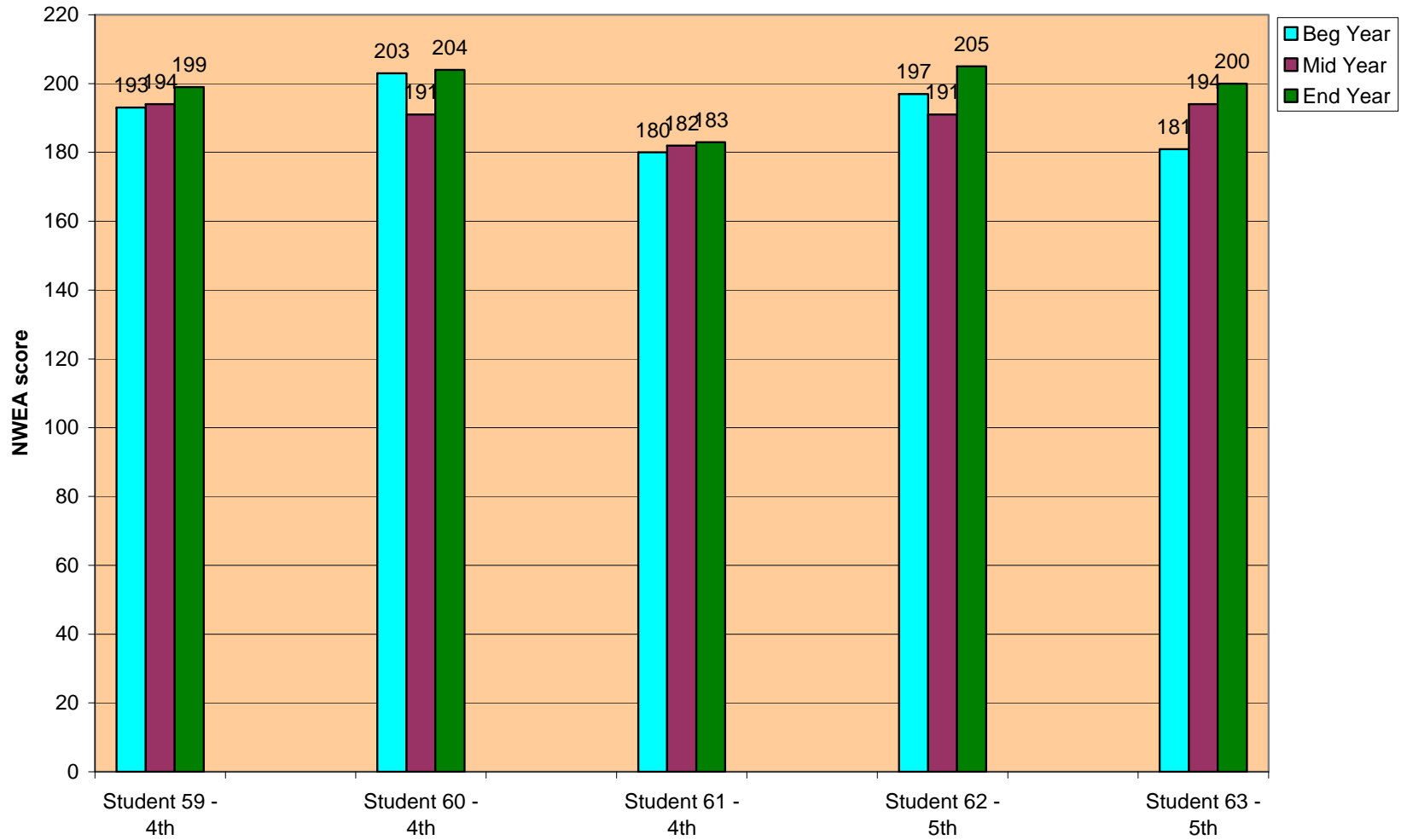
TALES of JOY R.E.A.D. Program Data - Second Grade DRA scores 07 - 08



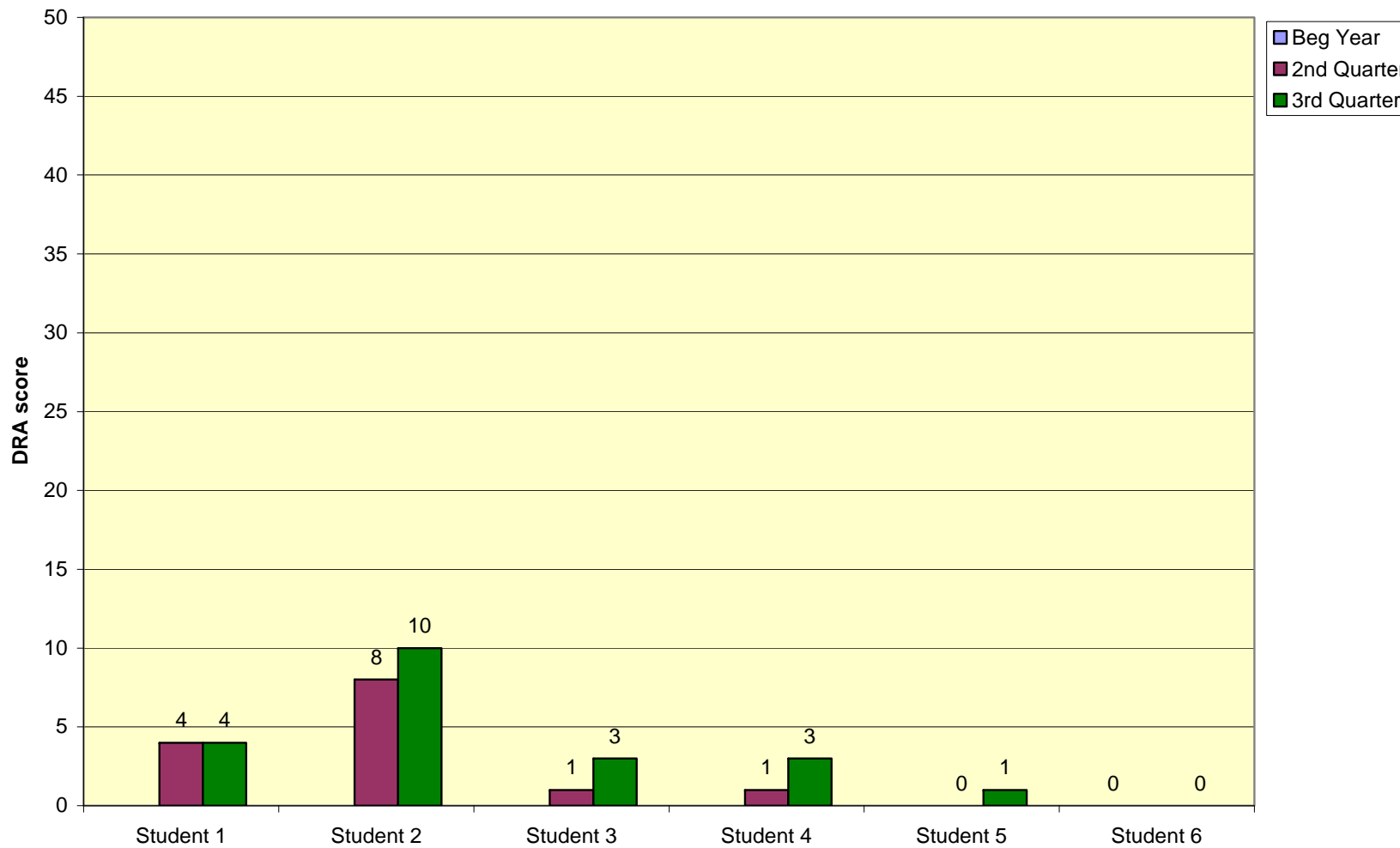
TALES of JOY R.E.A.D. Program Fifth Grade DRA scores 07 - 08



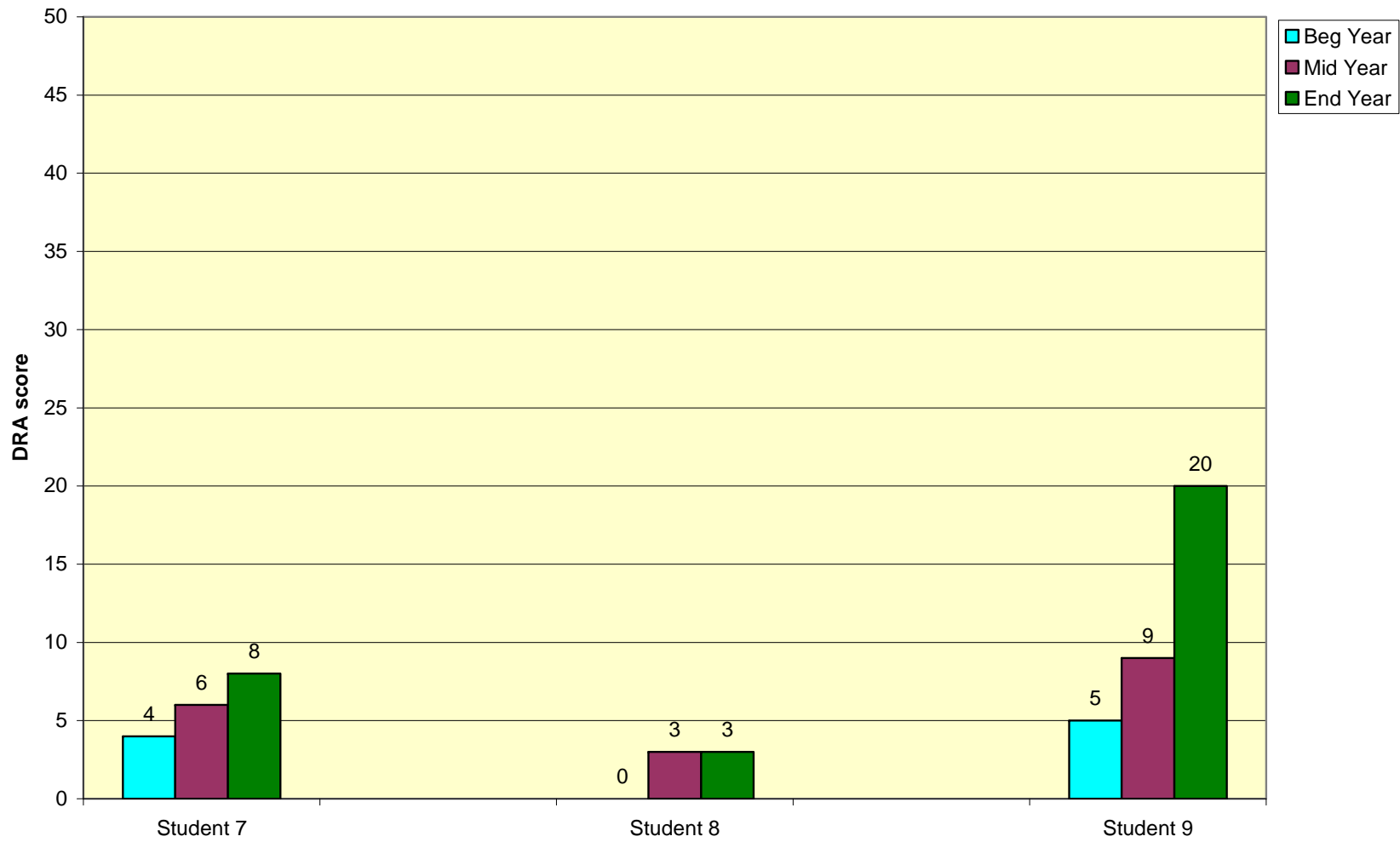
TALES of JOY R.E.A.D. Program Data - Fourth & Fifth Grade NWEA scores 07 - 08



**TALES of JOY R.E.A.D. Program - Kindergarten DRA scores 07 - 08  
Students w/Disabilites**

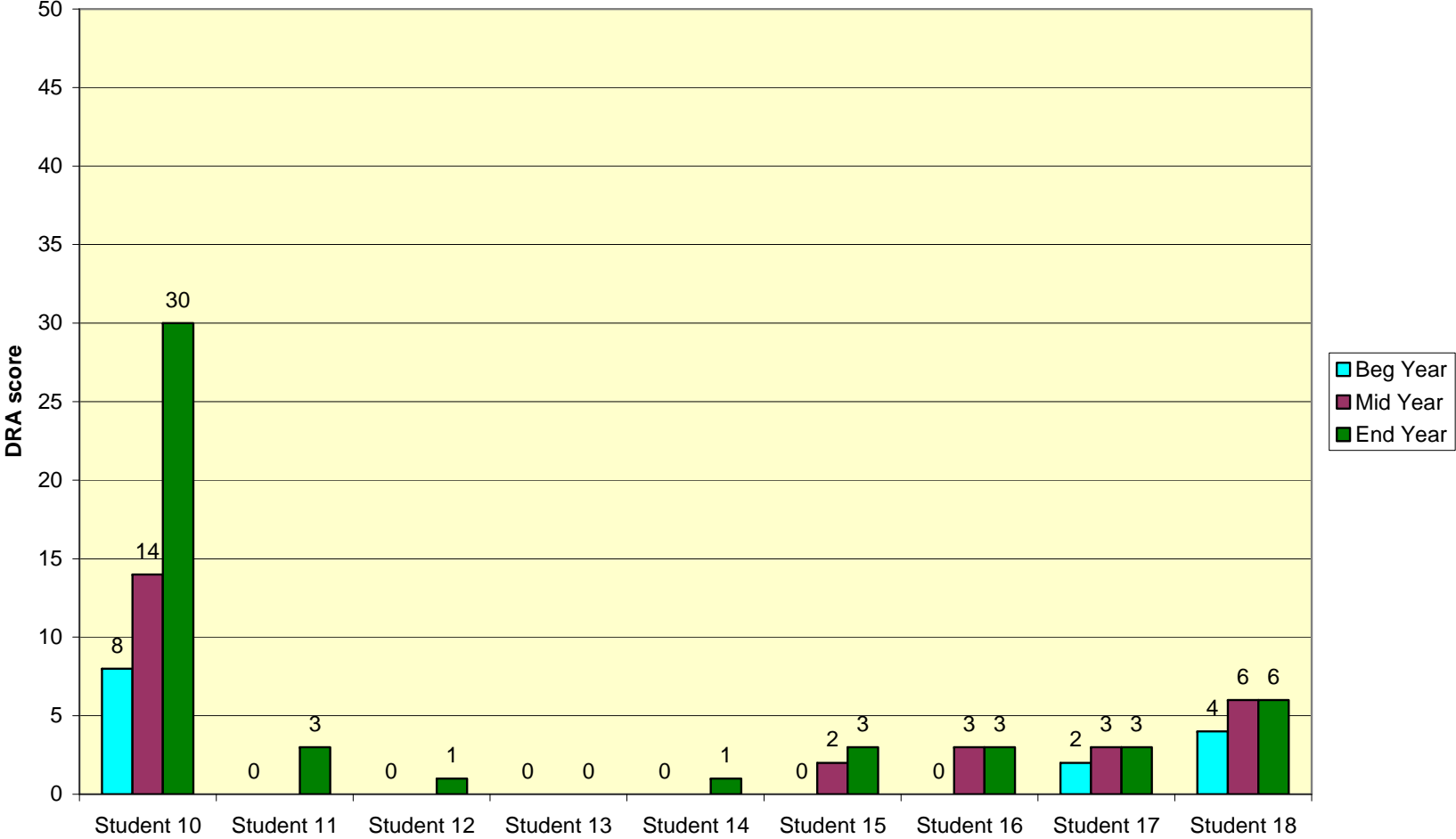


TALES of JOY R.E.A.D. Program Data - First Grade DRA scores 07 - 08  
Students w/Disabilities

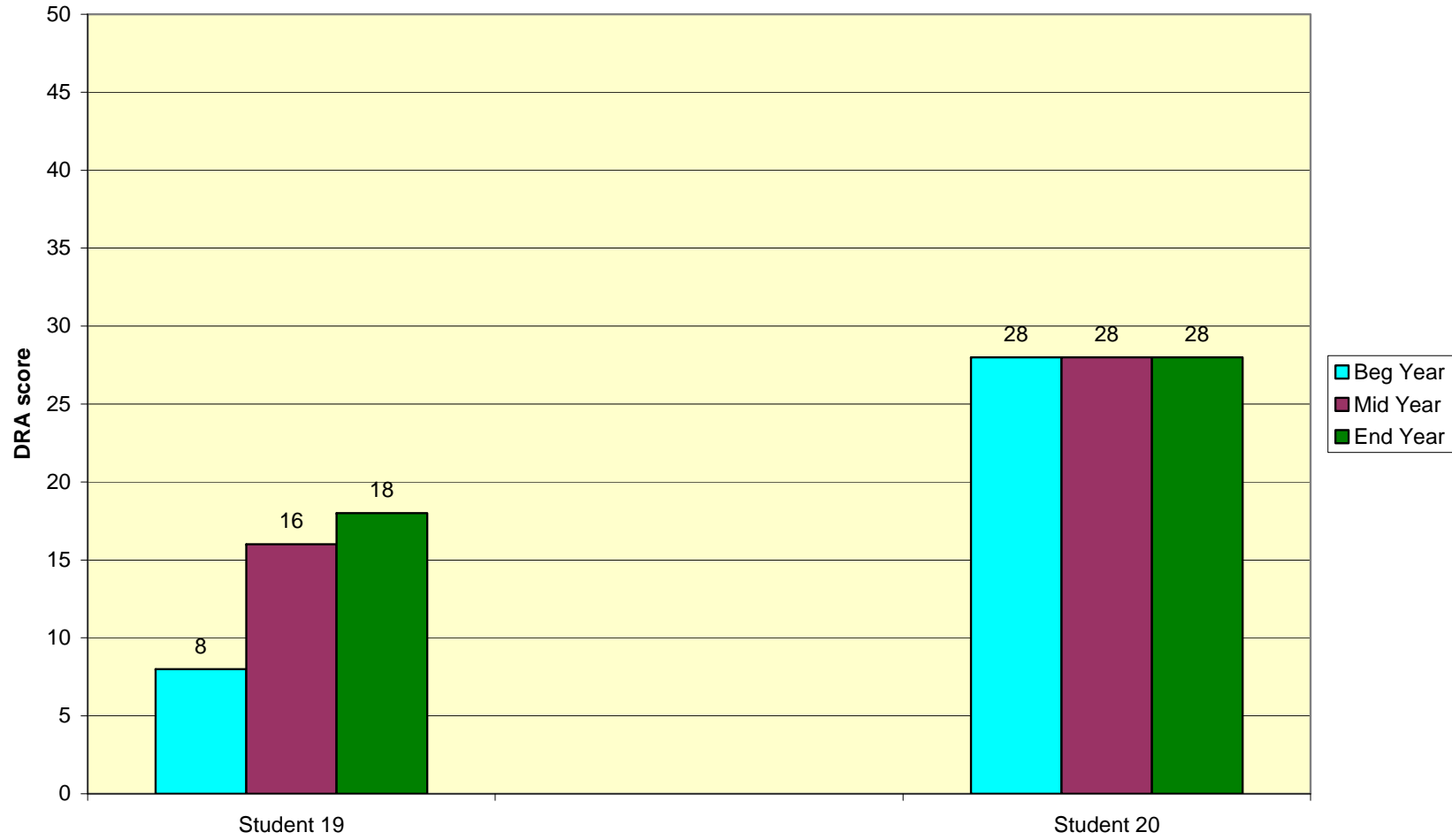




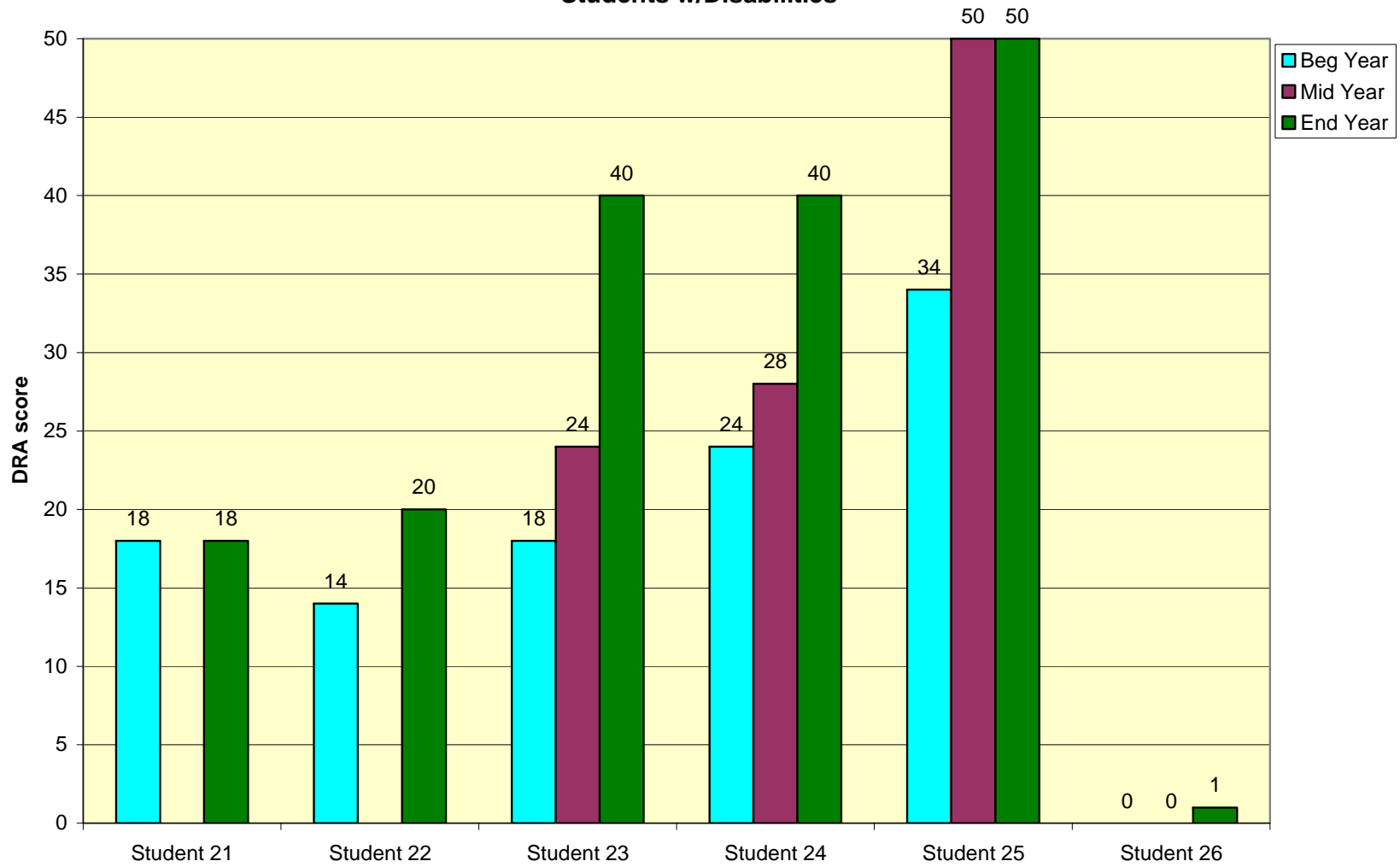
TALES of JOY R.E.A.D. Program Data - Second Grade DRA scores 07 - 08  
Students w/Disabilities



**TALES of JOY R.E.A.D. Program Data - Third Grade DRA scores 07 - 08  
Students w/Disabilities**



TALES of JOY R.E.A.D. Program Data - Fifth Grade DRA scores 07 - 08  
Students w/Disabilities



**TALES of JOY R.E.A.D. Program Data - Fifth Grade NWEA scores 07 - 08  
Students w/Disabilities**

