




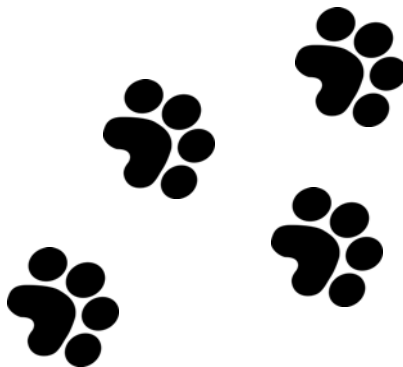
TALES of
J  Y
R.E.A.D.®
Program



Annual Data
Report

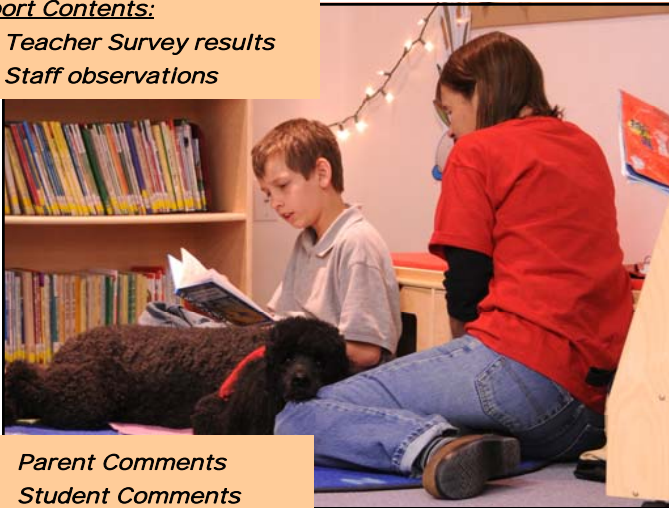


School Year
2010– 2011



Report Contents:

- ◆ *Teacher Survey results*
- ◆ *Staff observations*

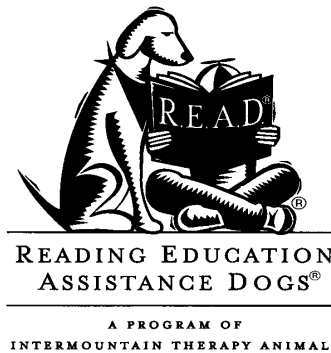


- ◆ *Parent Comments*
- ◆ *Student Comments*



- ◆ *Reading Test Score forms*
- ◆ *Reading Test Score graphs*
- ◆ *Reading Test Score graphs (students w/disabilities)*





TALES of JOY R.E.A.D.® Program

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

Date: June 13, 2011

From: Theresa McKinney, Program Coordinator

RE: TALES of JOY R.E.A.D.® Program data results SY 10 - 11

cc: Carl Leppelman, Richard Bruce, Happy Miller, Jolene Reed, Jerry Reeder, BJ Hartford, Elementary Principals, teachers in program

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

We had 13 registered TALES of JOY R.E.A.D.® teams at 7 elementary schools; Colinas del Norte, Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Rio Rancho, Sandia Vista and Vista Grande.

There were a total of 84 students (35 students' w/disabilities) grades K – 5 that received “one on one” weekly reading intervention [no reported data for 29 students]. Twenty-three 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 5 teachers!

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.

Attached you will find:

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

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 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 2011 we will have a total of 14 registered teams. We will be adding 7 NEW registered teams this summer! There are 4 teams that are district staff: Classroom teacher at Sandia Vista; District Autism Specialist; District Administrative Assistant and the Site Specialist at Ernest Stapleton.

We currently have an elementary school administrator and a teacher that have their puppies in training classes with the end goal to become a registered Therapy team and member of our TALES of JOY R.E.A.D.® program. 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 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. Monthly R.E.A.D. sessions with students at Presbyterian Ear Institute (PEI), the only speaking school for deaf children in New Mexico.
6. “Dog Safety” programs at several of our S.A.F.E. After School program sites
7. Participate in the annual Reader’s Café, RRPS

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 three 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.

We are beginning our second “sister” TALES of JOY R.E.A.D.® program in Bernalillo. Two of our new TALES of JOY R.E.A.D.® program teams will start a program in Martha Liebert Library this month! We welcome their commitment and dedication to their local community and children.

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 for more information.

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 2010 - May 2011

Completed by 17 Teachers; ___ Classroom Educational Assistants; ___ Other staff

“Handler” (dog owner) and “Dog” (registered Therapy dog) (no names have been used to keep all comments equitable)

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, even though the Handler's work schedule changed and had little time towards the end of the year.

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 Please!
Handler and Dog, please! They are wonderful! The students love them!

If no, why not?

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

- > Students moving multiple levels over the course of the school year.
- > Students reading levels went from nearing proficiency at the beginning of the year to proficient by the end of the year with the help of this program.
- > One of the students grew tremendously according to the NWEA test in Reading this year. The other (he started later than the first) actually went down by 6 points according to the NWEA test. According to the DRA test - both of the students point values did decrease, unfortunately. My theory on why this might happen is because of the written comprehension component of the DRA test. If the TOJ program would like to offer help in this area, the TOJ volunteers could ask the students to write summaries of what they have read to the dogs in between each session. (Great suggestion!)
- > My students were more enthusiastic about reading aloud and reading in general after this experience. Students moved from nearing proficiency to proficient while participating.
- > Most students went up at least one DRA level during the fall semester when Dog came to our literacy group.
- > They all advanced in their reading levels.
- > All students are on grade level. Helped fluency and confidence. Motivated student to read - he asked if Dog was coming.

TALES of JOY R.E.A.D. Program Teacher Survey September 2010 - May 2011

- > All the students that participated in the R.E.A.D.® program reading levels increased on the DRA.
- > I observed as well as documented growth in students reading. I notice that since the students were getting extra reading time with the TALES of JOY program, they were more excited about reading. They also gained a lot more confidence in their reading orally and with their abilities to effectively use their reading strategies.
- > One student made the biggest leap this year! Not only did his NWEA improve, but his reading level went from a 30 to beginning 50. He improved his skills of retelling and summarizing and his comprehension has really improved in fiction.
- > Increase in NWEA and DRA scores.
- > Unfortunately, these two students targeted didn't show much growth.
- > I observed greater relaxation toward Dog by my students with autism and severe disabilities. I noticed one student taking a great interest in books as the year progressed - would peruse books calmly and independently.
- > I observed more confident readers and test scores show increase in fluency and comprehension.
- > Handler and Dog worked with a very reluctant student. By the second month, he was willing to give up his recess to work more with the TALES of JOY R.E.A.D.® team.
- > My students went from nearing proficiency to proficient and one student started checking out chapter books.
- > Handler was wonderful in working with the students in the areas in which they struggled whether it was comprehension, fluency or both. In addition, these students did not have someone at home practicing with them so the additional practice with an adult weekly was wonderful. The students gained confidence in their skills as the year progressed. Both students began significantly below level and increased over the year more than one grade level.

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

- > Increase in confidence - a feeling of "I can".
- > The students really enjoyed reading with the dog and were very excited when they got to go read.
- > Both of the participants absolutely LOVED to go and read to their dog! They both wrote glowing reports on their comment forms about their successes in reading, and their love for Dog (their therapy dog).
- > Students enjoy reading more and want to participate. Before, it was more of a chore for them. They also consider it a privilege to read now.
- > Students loved reading to Dog, especially those that are considered the most struggling readers. They seemed to feel more at ease with reading out loud.
- > Love to read, especially about dogs and other animals.
- > All students looked forward to reading to Dog. One on one time with an adult was appreciated by students.
- > Student was excited to read every week with Dog. He looked forward to it. All students in the class want to participate!
- > The R.E.A.D.® program was a great motivator for 2 of my students who were reluctant readers at the beginning of the school year. I would simply remind them we needed to practice reading so when Dog came they would be ready. This is all it would take to get them started.

TALES of JOY R.E.A.D. Program Teacher Survey September 2010 - May 2011

- > They all were excited to read more challenging books. I think it was because they were just reading for joy and not during a reading group or for a class assignment.
- > All of the students in my class want to read with the dog, especially the ones chosen! Their engagement is high. Last year, kids didn't want to go, but not this year.
- > They were more confident and eager to read. One fluency improved.
- > Sorry they really have bad attitudes set in.
- > All of the students looked forward to Dog coming and having the time to spend with him. I noticed one student was able to attend to being read aloud to for longer periods of time.
- > Students were very eager to read with Handler and Dog. That eagerness also transferred to class and home.
- > Both of my students were willing to give up recess in order to read with Handler and Dog. One student showed more willingness to read out loud to the class as his confidence grew.
- > I observed that both students could readily choose a book and be engaged in reading in a short amount of time.
- > As stated above, their confidence grew throughout the year and they actually asked for turns to read out loud in class.

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

- > Yes! Behaviors, social skills and communication were all positively reinforced.
- > Yes, students that got to read with Dog began to enjoy reading and were able to gain confidence in their reading skills.
- > Yes. Both students were communicative with the handler, and both kept very close track of when they were to leave the classroom in order to go read with their dog.
- > Students who participated were the envy of all other students! It was one program that they actually wanted to participate in and didn't consider it as a punishment or stigma as they sometimes do with other intervention programs.
- > Students that have ADHD actually came back to class a bit calmer, and all students felt more positive about reading their books on days Dog came and for a period of time afterwards.
- > In a selective mute child, she read to the dog and will not talk to adults.
- > Good, positive experience for behavior problem student!
- > Two of the students whom read with Dog have significant needs, their faces light up when it is their turn to read to the dog. They are so proud and happy to walk Dog to the library. It really boosts their self esteem to be able to read with the R.E.A.D.® dog. Other students have told them how lucky they are to be able to read to Dog.
- > They felt like they were special and this helped with their confidence not only in reading but in a social setting as well.
- > I was able to see benefits to students' social skills and they seemed genuinely happy after reading with Dog.
- > Yes - increased confidence.
- > Other students on group read days were excited and eager to go read.
- > Two autistic students were able to attend to books for greater periods of time. Student grew unafraid of Dog and actively pet him.

TALES of JOY R.E.A.D. Program Teacher Survey September 2010 - May 2011

- > I observed more confidence and motivation in all students who worked with Handler and Dog.
- > My very reluctant student showed more interest and enjoyment at school on days Handler and Dog came.
- > They had more confidence to read other materials, such as plays, poems, and read alouds.
- > Both of these students were confident socially from the start of the school year.

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:

- > This experience helps students slow down and enjoy the reading process.
- > I really love this program because it provides a one to one intervention for students who need extra support but do not qualify for other intervention programs.
- > It is a wonderful program! Thank you for sharing with us!
- > I would love to see TOJ added as a research-based intervention on SAT paperwork. (Great Suggestion!)
- > Handler and Dog are also very professional and good at working with students!
- > It is a wonderful program. Handler is a very important part of our children's lives.
- > Yes, it is a viable literacy intervention and has helped some students in the past, but not this year.
- > We love the program!
- > I love this program and Handler and Dog. Handler is able to give the students some one on one attention that they really need. She gets involved in their reading and they feel good about reading with her.
- > Thank you so much for such a valuable program!
- > An email sent February 2011 . . . I just wanted to let you know, if I haven't already that the two students who are reading with Dog and Handler have made these point gains in NWEA: Student one went from 169 to 183 in reading. Student two went from 183 to 194 and this brings her up to grade level. Her comprehension has improved so much and she exhibits much more confidence in reading. She doesn't even shy away from reading new character names, and city and state names. Thank you for this wonderful program!
- > I am very glad I participated in the program and look forward to participating again next year.

TALES of JOY R.E.A.D.® Program observations as documented by RRPS staff, Melissa Graff, Site Specialist, Owner/handler of Riley, CGC, TD Inc, R.E.A.D. dog. Riley accompanied Ms. Graff in her weekly job duties as well as working as a TALES of JOY R.E.A.D. dog with selective students throughout the school year.

- ❁ When Riley was reading with the students, I saw more confidence and more willingness to try new/challenging books.
- ❁ One student told me he had new books and they were really hard for him since he had not practiced. I encouraged him to try and reassured him that I would help with any difficult words. Out of the 150 -175 words in the story, he did not know two. One was a character's name and the other was a word that could not be sounded out by any phonetic rule. I teased him about being a "fibber" and his response was, "Well, it's not hard when I read to the dog."
- ❁ One student always made sure Riley saw the pictures. He would always turn the book and point out the important things in the pictures. One day Riley was lying on his back and the student turned the book upside down so Riley could see the pictures right side up.
- ❁ Riley was subjected to more than one IEP meeting during the school year. I always let the parents know he was in the room and asked if that was a problem. Only one time did a parent say she was afraid of large dogs, but gave permission for him to stay. He was always patient, quiet and unobtrusive during the meetings. Usually, he was curled up next to a staff member on the floor. However, there were two occasions that the tension rose in the room and he went to the person he perceived needed the distraction. Once was the parent and the second time it was a teacher. After things calmed down, he returned to his "spot" and went back to sleep.
- ❁ Throughout the school year we visited with the students in the CBI classroom. We participated in whatever activity was happening – read aloud, math, writing, music, science experiments, etc. On a few visits, we took the students outside to throw the ball for Riley. During each of these weekly visits, the students learned and used new vocabulary (The ball is slimy/soggy/slobbery vs. grunting in disgust when touching the ball). The students were excited each time we visited and even the students with multiple disabilities reached out to pet Riley. One of these students was angry one afternoon while we were visiting. One of the EAs finally realized she was angry because she couldn't reach Riley and no one was helping her move toward him. Once she was able to touch him, she was contented. Her engagement with him was always limited, but the fact she wanted to be close enough to touch him and let it be known was a huge accomplishment!

- ❁ Each week we also visited the Behavior Intervention Program classroom. We didn't always stay long depending on the mood of the students that day. The students read to him, showed him their work, and just talked to him. Even when behaviors were escalating, Riley provided a good distraction for the other students as well as staff.
- ❁ During SBA testing, I asked the two students I was scribing for if they were ok with Riley being there on the two Fridays. Both students had high test anxiety and Riley sat next to them, put his head in their laps and let them pet him while they worked through the tests. One student wanted to know if Riley could come every day of testing.
- ❁ For the staff during SBA testing, Riley was present for the test check out. Most of the teachers picking up tests stopped to pet him and commented on his therapy for the staff.
- ❁ Riley has much of the staff well trained. When they stop by my office, he always has a very soggy ball ready so they can play. He will throw or kick the ball to the visitor and they usually kick it for him. Almost all of the people stopping by my office on Fridays are there to see Riley, not me.

TALES of JOY R.E.A.D.® Program observations as documented by RRPS staff, Cindy Van Meter, MA, CCC-SLP, Autism Specialist, Owner/handler of Cassie, CGC, TD Inc, R.E.A.D. dog. Cassie accompanied Ms. Van Meter in her weekly job duties as well as working as a TALES of JOY R.E.A.D. dog with selective students throughout the school year.

- ❁ Cassie continued her job at Desert Pathways, the alternative school. She, as always, brought joy and smiles to “her” students and the other students at Desert Pathways as well as the faculty and staff. This year there is no data as to her increasing any good behaviors or better skills other than on Fridays the students and faculty were perhaps a little happier.
- ❁ She also started going to one of Sandia Vista’s inclusion classrooms that is primarily students with autism where she functioned as a R.E.A.D.® dog, more or less (she read to them!). There, she elicited increased language from the students as they “commanded” her to do her tricks and asked me for “more cookies for Cassie” as well as answered questions about the stories. All in all she had a great year!

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 10 - 11. 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.

“Handler” (dog owner) and “Dog” (registered Therapy dog) (no names have been used to keep all comments equitable)

- (1) Since my son has been taking this program I've noticed a huge improvement in his reading. He's beginning to read faster and understanding the story he read. Now he enjoys reading with his family more and has confidence in himself that he can do it. A big thanks to the program for helping my son succeed.
- (2) Our daughter thoroughly enjoyed participating in the TALES of JOY R.E.A.D. program. She was selected for being an emerging reader to enhance her reading abilities. We have noticed that both her fluency and confidence have increased. She looks forward to the program every week and talks about **Dog** frequently. As we do not have pets, it also made her more comfortable around animals. We are very appreciative that RRPS offers this fine program for kids.
- (3) My son really enjoyed reading with the dogs. It could be a number of things, but his reading skills have definitely increased and so has his confidence and joy for reading. He loved reading to **Dog**. I think this is a great program. Anything that encourages children to love learning is a great idea.
- (4) Since my son has participated in this program, I have noticed that his reading is better. He's learned to sound out words that he doesn't know or aren't familiar with. It has also helped him in his writing of words that he sees when he's reading. I think the program is good for him because it enhances and improves his social skills with his peers. He also loves interacting with animals.

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 2010 – 2011. 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 will be included in our end of the year annual Data Report. Thank you!

Each number represents an individual student response.

“Handler” (dog owner) and “Dog” (registered Therapy dog) (no names have been used to keep all comments equitable)

- (1) I liked reading with **Dog** because I got stickers. I also got to leave the room and see **Dog**.
- (2) I like reading with **Dog** because it's fun and she is playful and I like giving **Dog** treats because she is very fun to give her treats and I like reading to her too and that's only one reason. Why I like this class it's fun helps me read better and helps **Dog** listen more that's why I like reading with **Dog**.
- (3) I feel that my reading skills have made a big difference in my reading. I can read with more confidence every time I read to **Dog**. I feel that I am becoming better at reading thank you for your time. Because I feel that if I wasn't reading to **Dog** my reading would not be increasing. I also want to say thank you for your patience when helping me read. I like how we do activities together. Thank you.
- (4) I like reading with **Dog**.
- (5) Thank you for reading with me. It made my reading grade higher.
- (6) I really liked reading with **Dog** and I would want to read with her every day. She is a good dog I love her and she is really cute. I want **Dog** to know she is my favorite dog I have ever read to. It has been a really good year reading to her. I want **Dog** to know I will always love you and she has been a really good dog for me reading to her. My favorite parts were giving her treats.
- (7) I like it. I like reading with him.

- (8) It is fun. Helps with my reading. **Dog** likes the Danny books.
- (9) I like it. I like sitting by him and reading. Him licking me. It helped me read because I read a lot of books.
- (10) **Dog** is so cute and funny when I hear about her. She comforts me when I read her a story. TALES of JOY helps me a lot. If a hard word comes to me I sound it out. I love reading with **Dog** and her amazing owner. They are so nice to me and all of the other kids want to read with her and **Dog**. If I can read with her and **Dog** every year I would. **Dog** is so soft; if I can do it I pet her.
- (11) I really loved reading with **Dog** it was really fun! And I wish we were still reading with her. **Dog** was really pretty and nice. I love dogs.



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King Jr. Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
J – SWD	5	Spanish	9/16/10	197	1/20/11	200	4/14/11	199	NWEA	
T – SWD	5	English	9/16/10	199	1/21/11	195	4/14/11	190	NWEA	
C – SWD	5	English	9/23/10	155	1/13/11	178	4/14/11	163	NWEA	
T – SWD	5	English	9/23/10	190	1/13/11	190	4/14/11	197	NWEA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: 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: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
V	4	English	8/10	190			5/11	196	NWEA	Student missed the winter assessment window
M	4	English	8/10	197	12/10	199	5/11	206	NWEA	
E	4	English	8/10	190	12/10	194	5/11	200	NWEA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Colinas del Norte Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
V	5	English	9/10	181	1/11	190	5/11	197	NWEA	Qualified for Special Ed
S	5	English	9/10	199	1/11	212	5/11	204	NWEA	
S	5	English	9/10	185	1/11	192	5/11	199	NWEA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
E	K	English	9/10	3	12/7/10	4	4/18/11	8	DRA	Helped fluency
D	K	English	9/10	4	12/7/10	10			DRA	Moved out of state
N	1	English	9/10	2	12/7/10	3			DRA	Moved
D	K	English			11/30/10	3	4/18/11	6	DRA	Helped confidence
D	K	English			12/3/10	3	4/18/11	8	DRA	Above Grade level

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Rio Rancho Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
J	1	English	8/10	3	1/11	8	5/11	16	DRA	Very Good Progress
E	1	English	8/10	3	1/11	10	5/11	24	DRA	Excellent



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
M	3	English	10/10	30	12/10	34	5/11	38	DRA	M is really improving in fluency and comprehension and this is carrying over to her writing
A	3	English	10/10	30	12/10	34	5/11	38	DRA	A's reading and writing has improved as a result of reading with the dog. She took the place of a student who moved so she has not read with the dog all year. Yet, she has made significant growth in a short period of time.
T	3	English	10/10	28	12/10	34			DRA	Student moved in February.

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: 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: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
C	1	English	8/10	3	12/10	6	4/11	14	DRA	
E	1	English	8/10	4	12/10	10	4/11	16	DRA	
N	1	English	8/10	16	12/10	24	4/11	30	DRA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
J	4	English	8/10	18	11/10	24			DRA	Student discontinued program in November
J	4	English	8/10	36	11/10	40	5/11	40	DRA	Worked on fluency
A	4	English	8/10	36	11/10	40	5/11	40	DRA	Began in November and worked on comprehension



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
S	5	English	8/10	180	12/10	182	5/11	196	NWEA	
O	5	English	8/10	184	12/10	185	5/11	186	NWEA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

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

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
S	5	English	8/10	191	1/11	196	5/11	198	NWEA	Fast Forward 4x a week
K	5	English	8/10	211	1/11	199	5/11	209	NWEA	ELL 4x a week
B	5	Mandarin	8/10	199	1/11	198	5/11	210	NWEA	ELL 4x a week
N	5	English	8/10	188	1/11	194	5/11	203	NWEA	Fast Forward 4x a week Literacy small group
L	5	Vietnamese	8/10	200	1/11	209	5/11	206	NWEA	ELL 4x a week
G	5	English	8/10	199	1/11	195	5/11	200	NWEA	Literacy small group
G	5	English	8/10	208	1/11	202	5/11	207	NWEA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therpyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
J	1	English	9/10	1	12/10	6	5/11	18	DRA	Tested: DNQ
B - SWD	1	English	9/10	1	12/10	4	5/11	12	DRA	Receiving SE services
J	1	English	9/10	3	12/10	10	5/11	20	DRA	
K	1	English	9/10	8	12/10	10	5/11	14	DRA	
A	1	English	9/10	8	12/10	10	5/11	16	DRA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Sandia Vista Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
E	3	English	8/10	20	12/10	28	5/11	30	DRA	Went from beginning steps to nearing proficient
E	3	English	8/10	28	12/10	34	5/11	40	DRA	Went from nearing proficient to proficient!
S – SWD**	3	English	8/10	4	12/10	4	5/11	8	DRA	On an IEP for SLD
T – SWD**	3	English/ Navajo	8/10	2	12/10	6	5/11	10	DRA	On an IEP for SLD and is ELL
I – SWD**	3	English	8/10	18	12/10	20	5/11	28	DRA	Is in SAT process – being tested
N – SWD**	3	English	8/10	16	12/10	24	5/11	28	DRA	Is on IEP for ADHD
M – SWD**	3	English	8/10	18	12/10		5/11		DRA	Student moved
A – SWD**	3	English	8/10	30	12/10	38	5/11	40	DRA	504 plan for selective mute allows parent to test
W – SWD**	3	English	8/10	14	12/10	18	5/11		DRA	Student moved
J – SWD**	3	English	8/10	24	12/10	24	5/11	30	DRA	Is on IEP fro SLD

**Students include literacy class from Fall semester

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Colinas del Norte Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
G	5	English	10/10	190	1/11	198	5/11	184	NWEA	
D	5	English	10/10	162	1/11	191	5/11	199	NWEA	Great growth!



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King Jr. Elementary School

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2010

Program End Date: May 2011

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		
C	2	English	8/10	2	12/10	3			DRA	Student disenrolled in February
M	2	English	8/10	1	12/10	2	5/11	6	DRA	
D – SWD	2	English	8/10	4	12/10	10	5/11	16	DRA	Student began participating in the R.E.A.D. program in November; also goes to the special education reading interventionalist for 1:1 instruction daily.

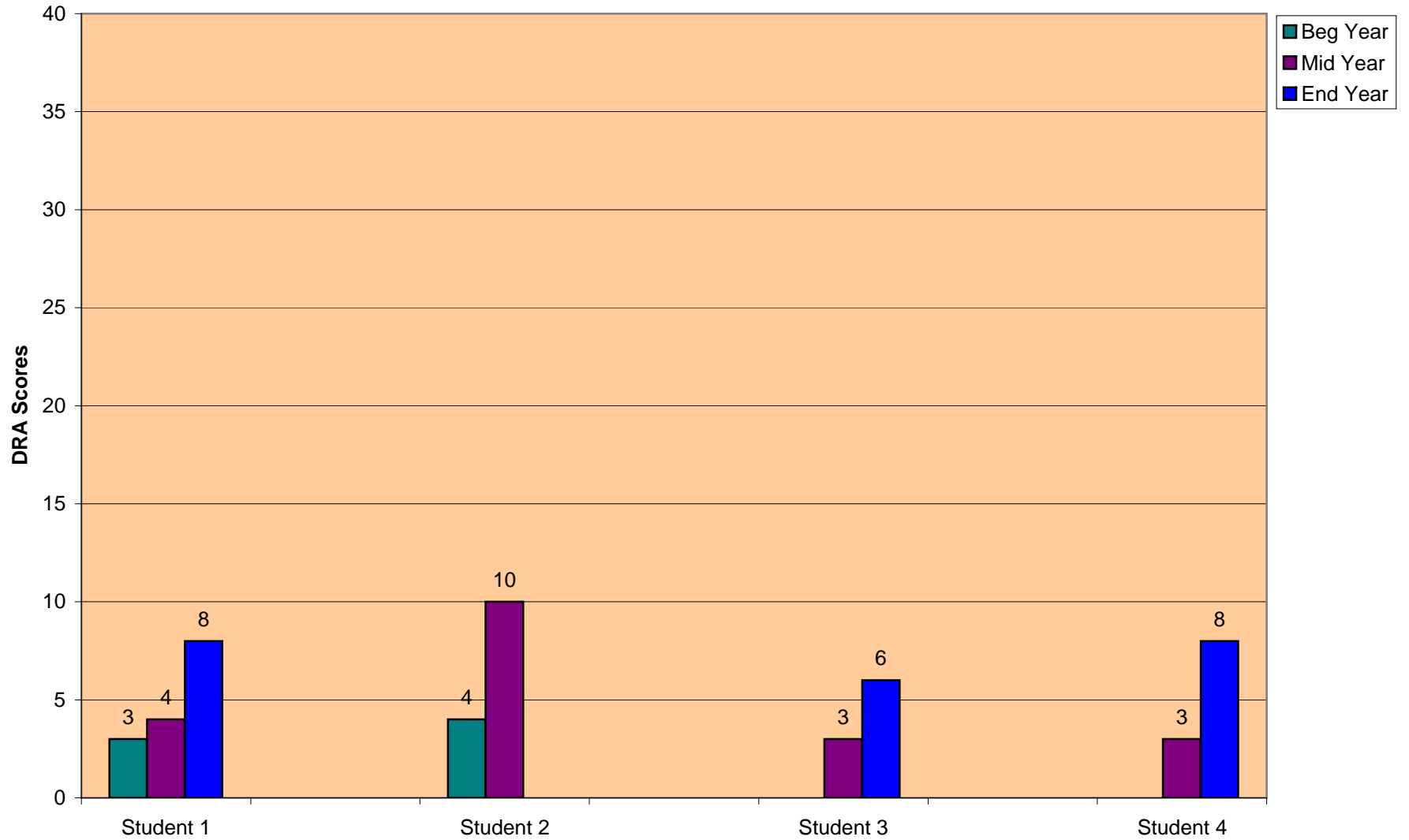
TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

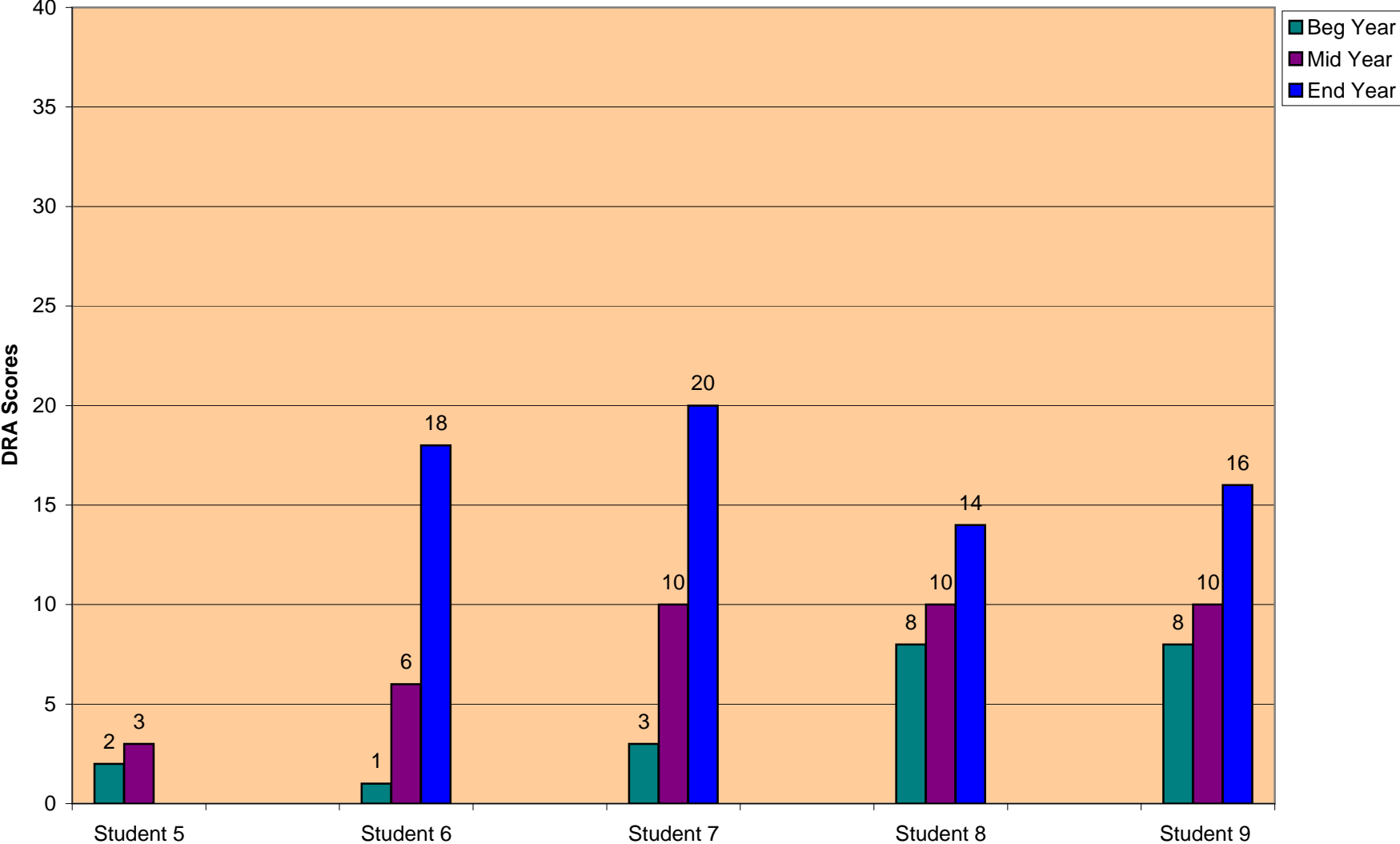
4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org

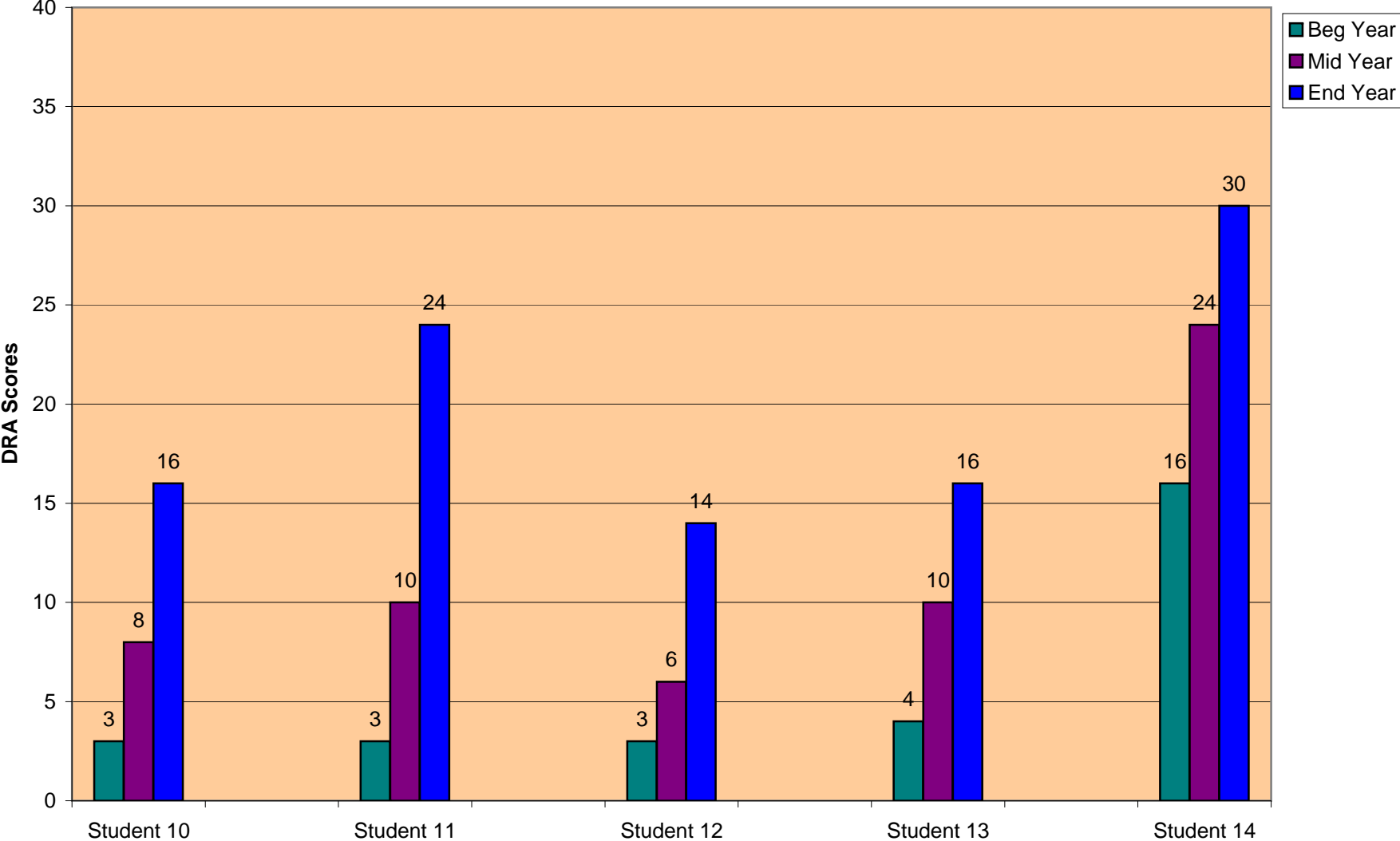
TALES of JOY R.E.A.D.® Program Data - Kindergarten DRA scores 10-11



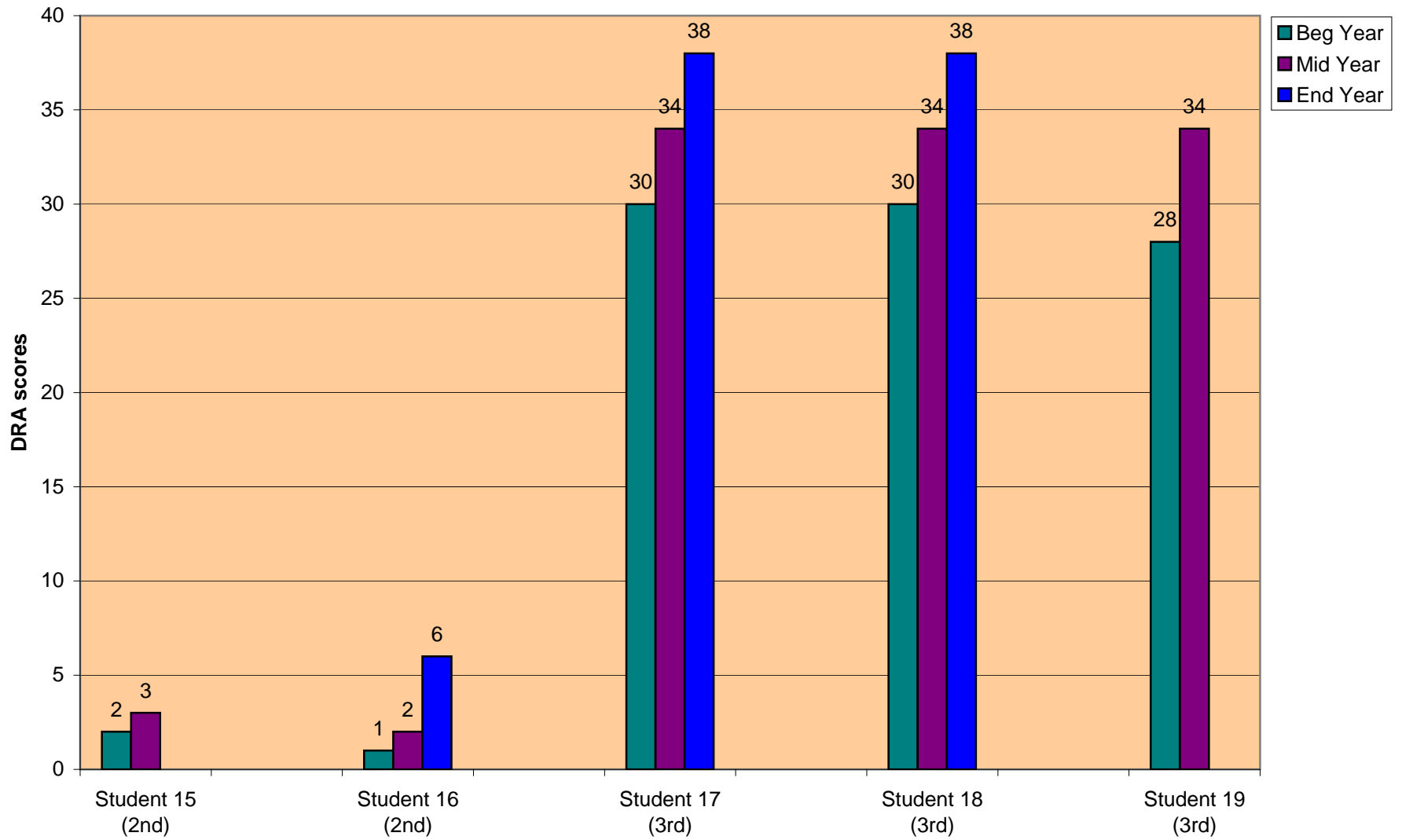
TALES of JOY R.E.A.D.® Program Data - First Grade DRA scores 10-11



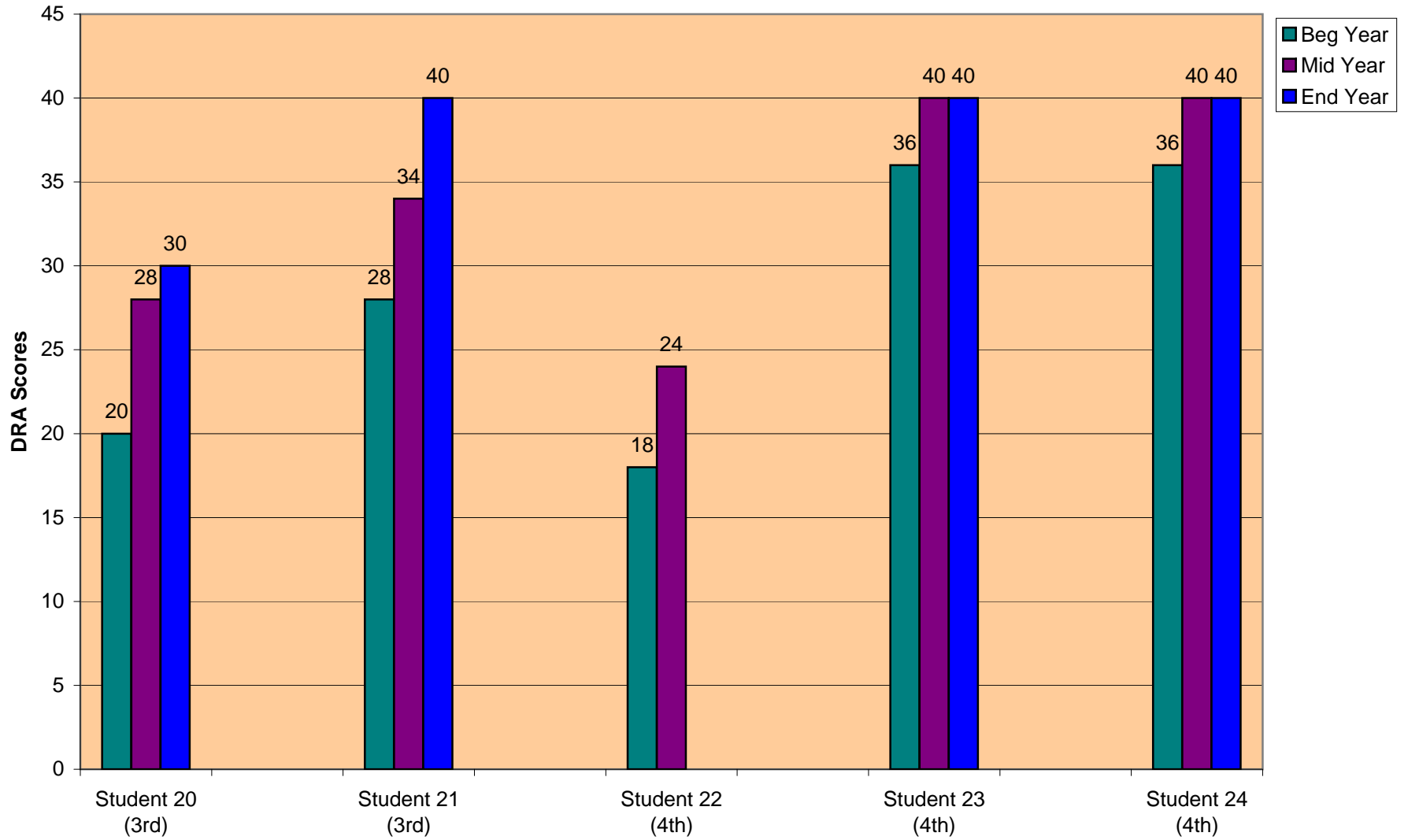
TALES of JOY R.E.A.D.® Program Data - First Grade DRA scores 10-11



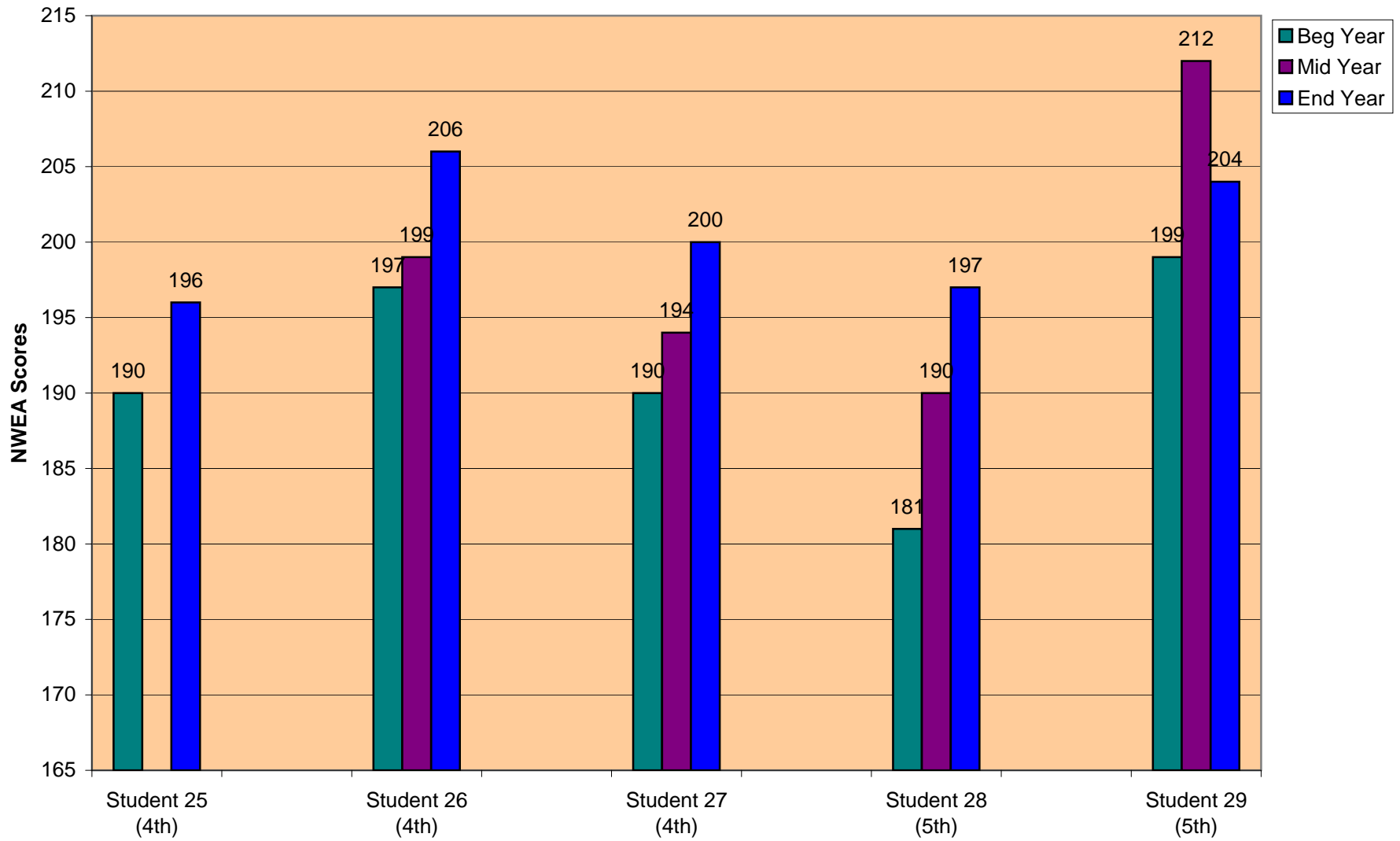
TALES of JOY R.E.A.D.® Program Data - Second/Third Grade DRA scores 10-11



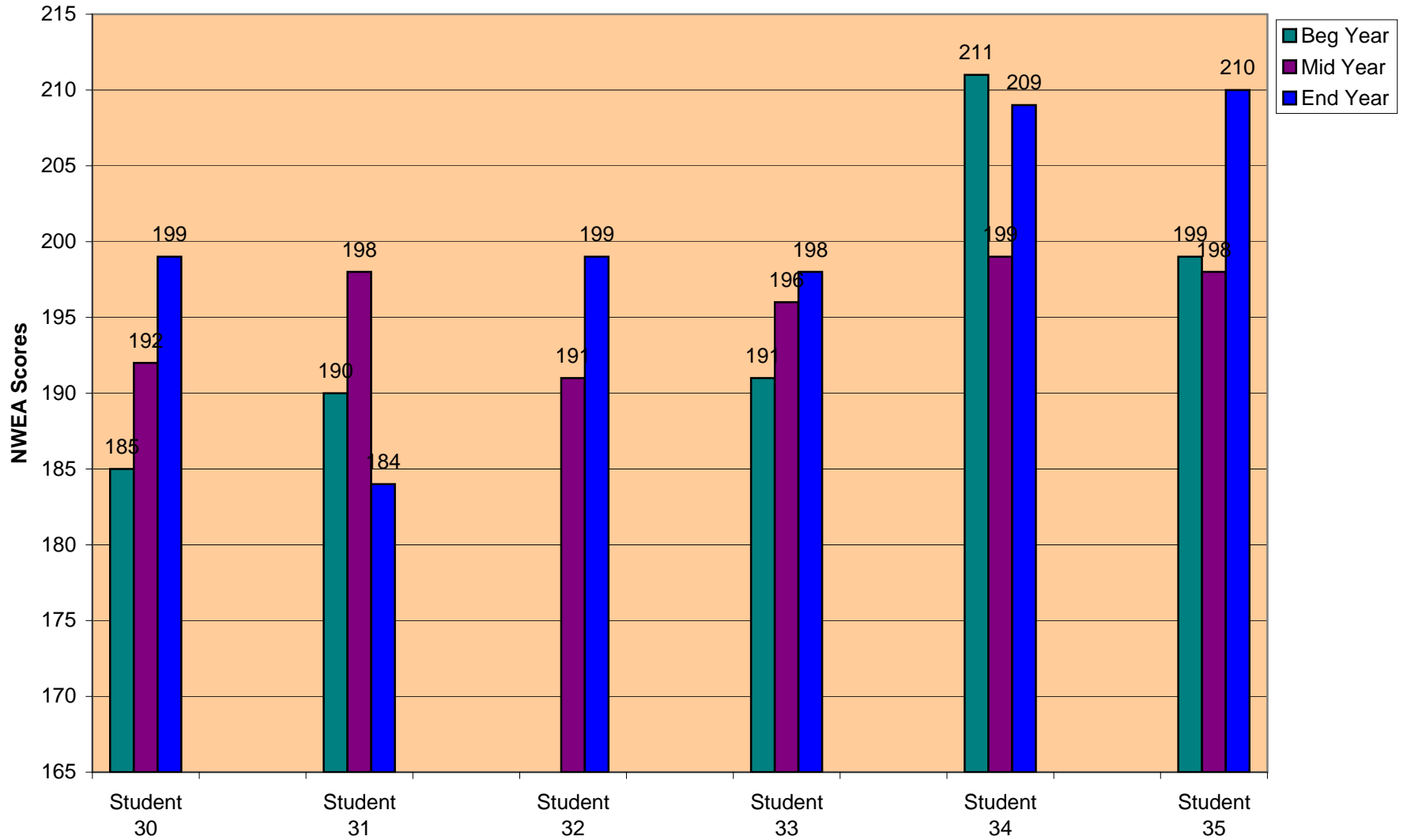
TALES of JOY R.E.A.D.® Program Data - Third/Fourth Grade DRA scores 10-11



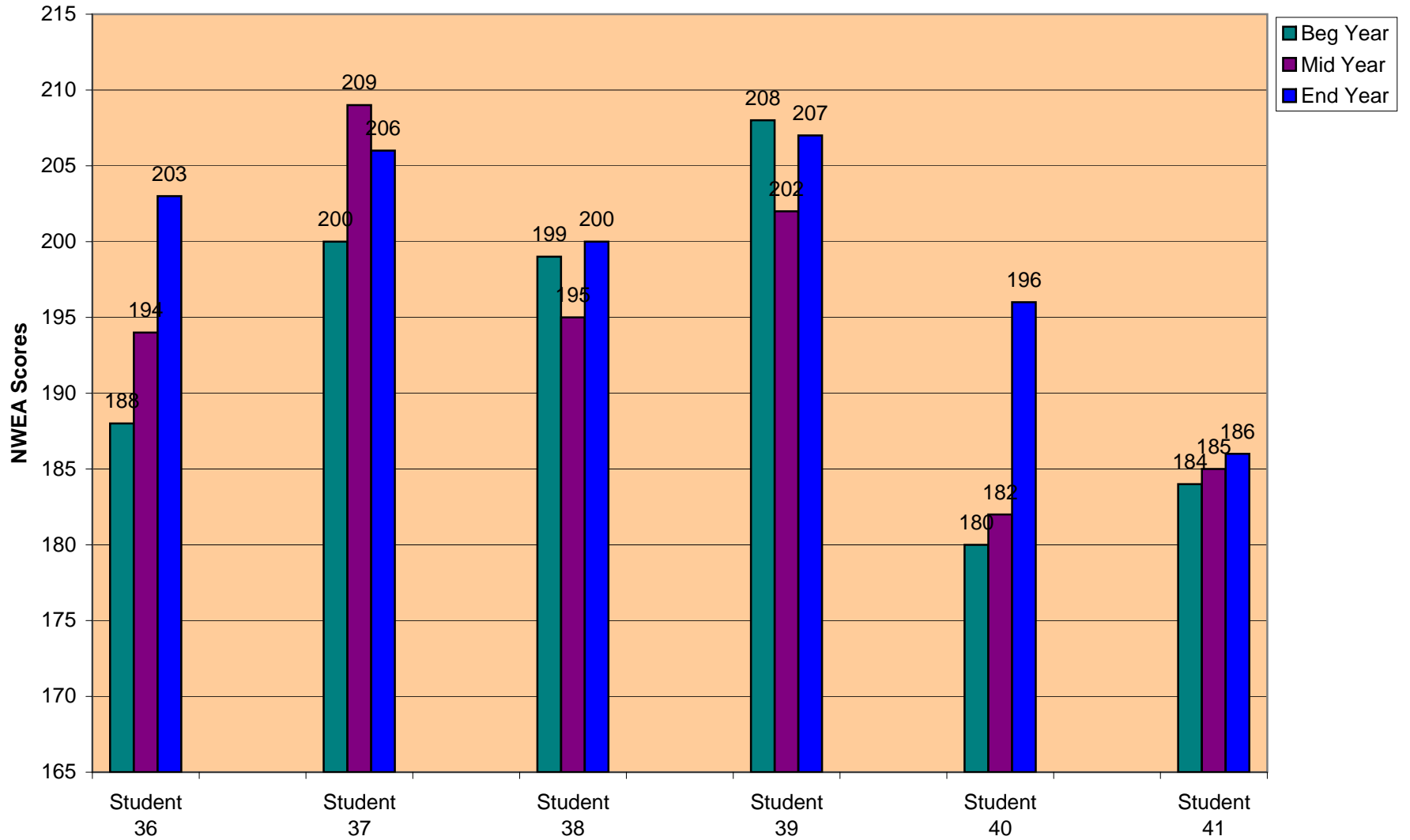
TALES of JOY R.E.A.D.® Program Data - Fourth/Fifth Grade NWEA scores 10-11



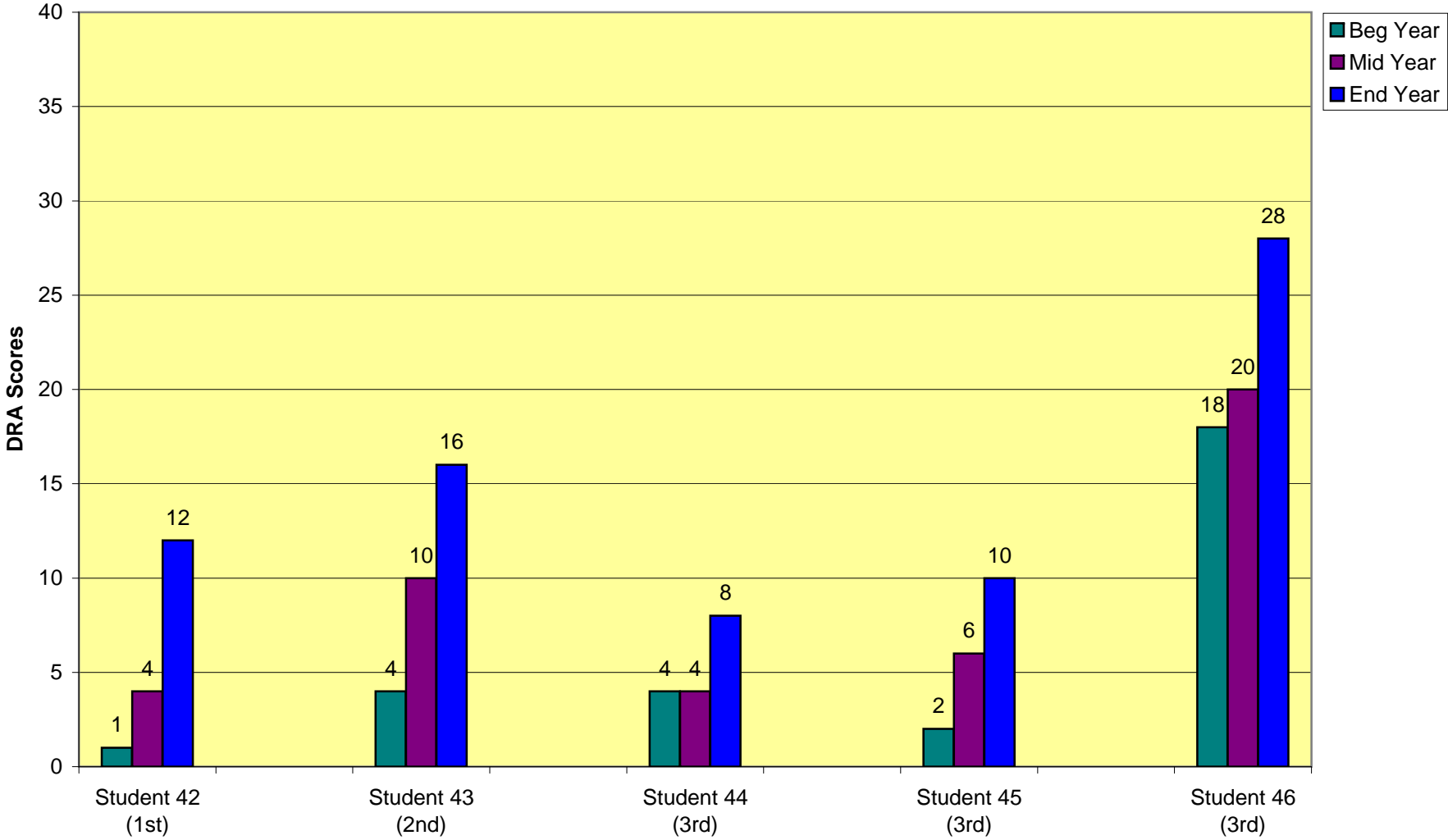
TALES of JOY R.E.A.D.® Program Data - Fifth Grade NWEA scores 10-11



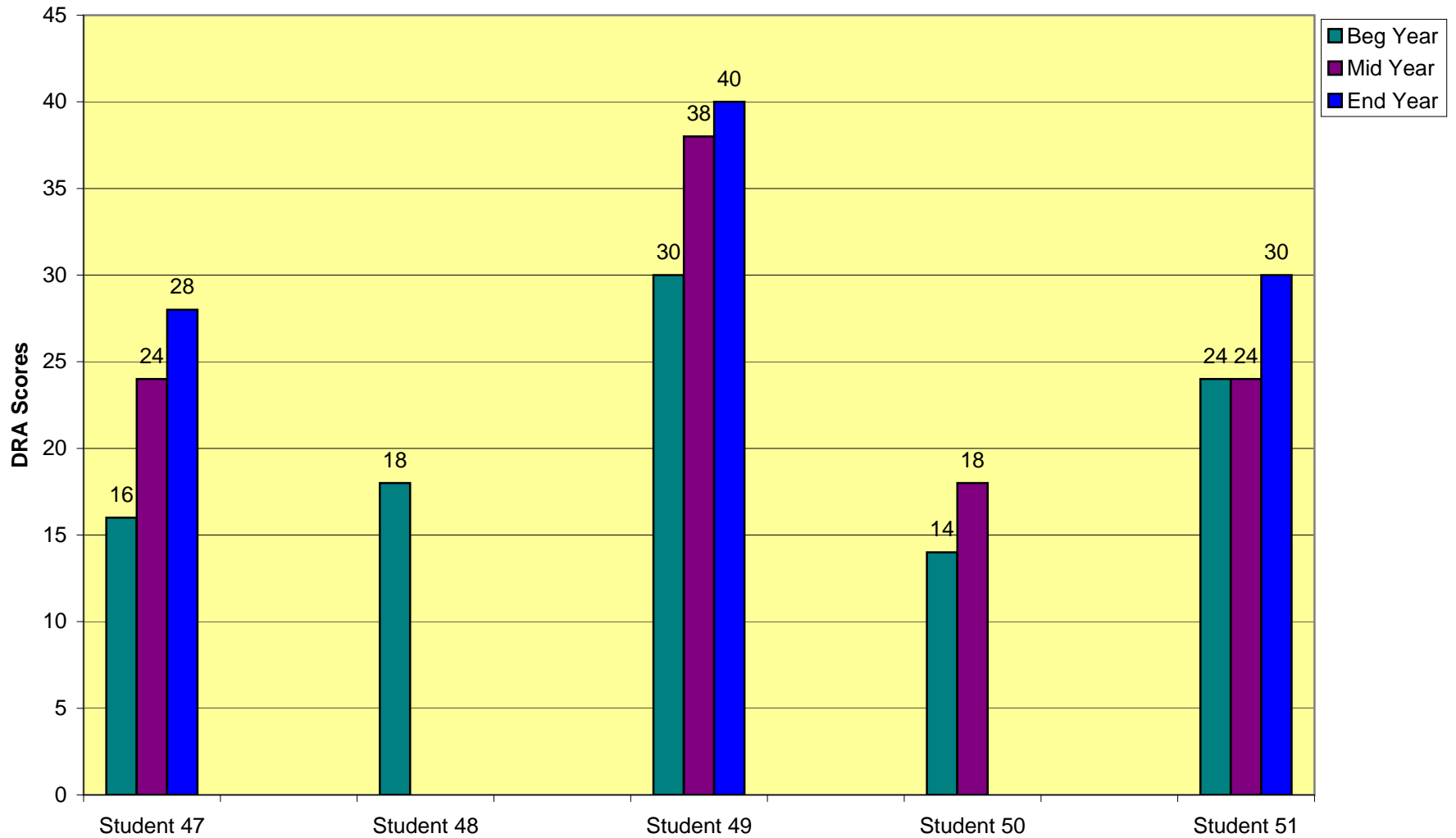
TALES of JOY R.E.A.D.® Program Data - Fifth Grade NWEA scores 10-11



**TALES of JOY R.E.A.D.® Program Data - First/Second/Third Grade DRA scores 10-11
Students w/Disabilities**



**TALES of JOY R.E.A.D.® Program Data - Third Grade DRA scores 10-11
Students w/Disabilities**



**TALES of JOY R.E.A.D.® Program Data - Fifth Grade NWEA scores 10-11
Students w/Disabilities**

