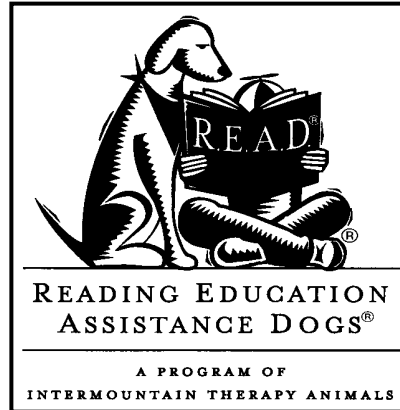


Tales of Joy R.E.A.D.® Program



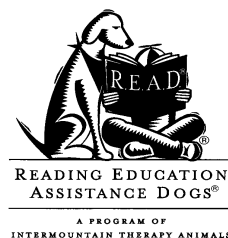
Annual Data Report School Year 2015—2016



Report Contents:

- ◆ **Teacher Survey results**
- ◆ **Parent comments & observations**
- ◆ **List of additional “special events”**
- ◆ **Grade level 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 6, 2016

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 15 - 16

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 our TENTH full year of implementation! Fantastic!!

We had 18 (of 22) registered Tales of Joy R.E.A.D.® teams at 9 elementary schools; Cielo Azul, Colinas del Norte, Enchanted Hills, Ernest Stapleton, Maggie Cordova, Martin Luther King, Jr., Rio Rancho, Sandia Vista and Vista Grande.

There were a total of 64 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). We also had an elementary teacher incorporate her registered Therapy dog into her classroom instruction once a week. Twenty-three teachers requested a Tales of Joy R.E.A.D.® team to work with students in their classroom this year and we again have teachers on a wait list.

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. Parent Comment/observation summary
3. List of Tales of Joy R.E.A.D.® program “additional special events” for SY 15 - 16
4. Grade level Student Reading Test Score forms
5. Summative Reading score graphs

The attached graphs show the Fall/ Winter/Spring reading scores; using the NWEA MAP® (Measures Academic Progress®) computerized assessment. *Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level-precisely measuring student progress and growth for each individual over time regardless of on, above, or below grade level performance-even if standards change.* As you can see the results are very positive! 92% of student reading scores improved from Fall to Spring. 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.

We presented B.A.R.K. to ALL Kindergarten teachers at Martin Luther King, Jr. elementary school with great success! Upon invitation we also present B.A.R.K. to the afterschool students in the S.A.F.E. program. The B.A.R.K. presentation was also given to grade levels at the K-3 Plus program at Colinas del Norte and Maggie Cordova last summer and will be presented again at both K-3 Plus sites this summer.

We currently have seven 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 (16 - 17) with at least 2 additional teams and continue to add others as they complete the criteria throughout the school year. I have facilitated one R.E.A.D.® Workshops this year (April 25, 2016) and will schedule at least two more over the summer months (June 8, 2016, June 13, 2016).

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

1. Visits to local nursing homes; hospitals, VA, The Rio at Cabazon rehab/nursing home
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, *61% of children attending were from Rio Rancho Public Schools*
4. Year round monthly Tales of Joy R.E.A.D.® program at Esther Bone Branch Library in Rio Rancho, *52% of children attending were from Rio Rancho Public Schools*
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 “Eggs n’ Beggin” event sponsored by Pet Food Gone Wild and the City of Rio Rancho
7. Participate in the annual “Act of Kindness Day” sponsored by RRPS and the City of Rio Rancho
8. Participate in the annual Reader’s Café, RRPS
9. “Literacy Night” at several of our RRPS elementary schools
10. Invitation to participate at “Literacy Nights” and “Reading events” at Ventana Ranch elementary school

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 and Ms. Weippert and her dog worked this past year in Lindrith school and the local library in Cuba. They also participate in our local library programs as often as they can on Saturdays.

“Paw Prints . . . Tales of Joy” book second edition is complete and has been added to the first edition!! The idea, creation and funding for this special project came about at the passing of one of our team members. We presented each student that our teams work with a copy of this book at the end of the school year. As new teams come on board each year we will be able to add new “editions” to our book.

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. We have a Fusion page on RRPS website www.rrps.net under Departments - Instruction - then scroll down to Tales of Joy R.E.A.D.® Program.

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

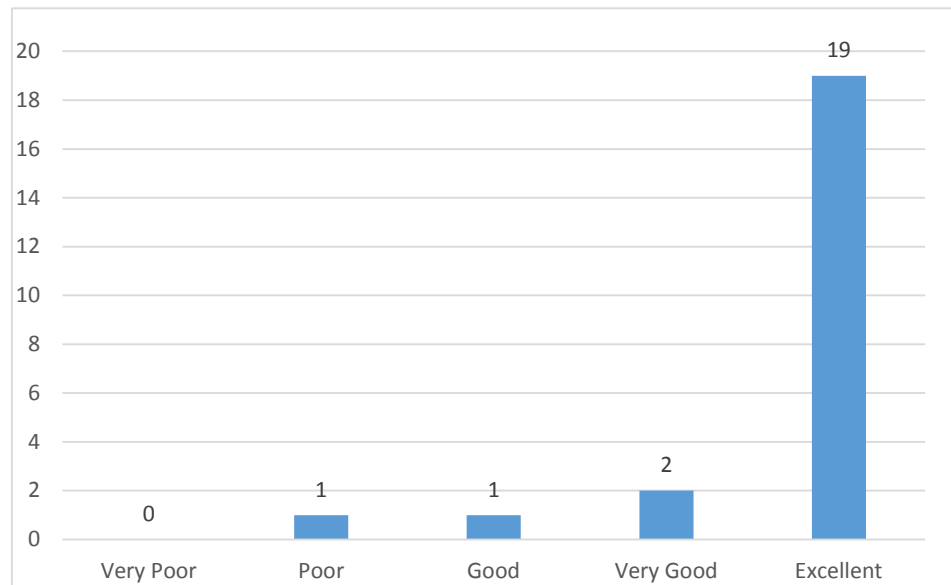
Enclosures (5)

Tales of Joy R.E.A.D.® Program Teacher Survey – September 2015 - 2016

23 Total responses:

1. Rate your experience working with a Tales of Joy R.E.A.D.® team this year?

Very Poor	0	0%
Poor	1	4.30%
Good	1	4.30%
Very Good	2	8.70%
Excellent	19	82.60%



Why?

I love the program and the kiddos enjoy having an audience that snuggles with them. It is a great motivating tool for my students to get to look forward to weekly.

The experience I had working with Tales of Joy was excellent. I feel this way because of the positive relationship that was built not only with the instructor and the students but with the instructor and myself. We communicated each day that she and DOG would come and we shared the same common goal for the students.

My students were always excited to see DOG. It is a highlight of the week.

The TOJ reading program helps students build confidence in reading and helps them to gain a love and excitement for reading.

Inconsistency, which is understandable, due to other commitments of the owner and doggie.

Our Tales of Joy R.E.A.D. person, HANDLER, was wonderful this school year. She made the children feel like rock stars. They were always excited every Thursday for her visit. I appreciated her enthusiasm and kindness towards our students.

My students are more confident after reading with DOG and HANDLER.

The kids enjoy reading with HANDLER and DOG. They look forward to seeing her and miss her when she is absent.

HANDLER and DOG were great and the kids really looked forward to reading with them.

My team was very flexible and excited to work with my students. It, as always, was such a positive experience.

The students looked forward to reading with DOG every Friday. It was a great motivator for them. HANDLER was amazing. She was so flexible.

She also did whole group reading so that everyone felt a part of the program. I was sad to see her move.

-good communication -HANDLER really takes the time to work with students on their reading. -HANDLER is so kind and patient with the students
HANDLER and DOG helped students build confidence in their reading.

The kids love it!

HANDLER is always super sweet, and was still willing to come work with the students even after losing DOG. We love HANDLER!

I have looked forward to participating in this program for some time and enjoyed the excitement this generated for the entire class.

It was such a positive experience for my students. Even the students that were not placed with DOG, loved having her in the classroom once or twice to meet her.

The students really look forward to the dog's visit and reading with them. I find it to be a really positive experience and have seen growth in students' scores two years in a row!

Our volunteer had things come up where she was not able to come consistently.

For this particular student, she not only needed the one on one attention provided to her through this program, she also needed the comfort of DOG to be a calming caring friend. She looked forward to her reading time each week.

My students loved it and I saw huge growth in their reading and confidence

2. Please share a positive experience you witnessed between your student(s) and the Tales of Joy R.E.A.D.® team:

My student's eyes light up and are so eager to read with DOG. They read their very best and enjoy their book even more throughout the week. I really enjoyed watching the student's expressions as DOG showed up at the door. The students were very eager and excited to meet with DOG. On a lot of those days, it really made the day of one of my students.

My students were always excited to see DOG. It is a highlight of the week. Recently, I have noticed my student feeling some ownership. I've seen her telling the other students about what DOG wants and likes. She seems proud to be able to go read with her.

My students become so excited to read every Thursday that they prepare with new books and draw numbers the day before to see who gets to read first. They all want to go read first.

Kids all begged to have the opportunity to read to the doggie! They thought DOG was really cute!

Both students' attitudes towards reading and learning have changed. They are excited about reading and sharing their ideas with others. Every Thursday when HANDLER knocks on the door to the classroom, the boys get super excited and have big smiles on their face.

Students can't wait to read to DOG. They ask me every week if DOG is coming (she always does), but they are so eager to meet with her.

Early in the year HANDLER took a kiddo to read who came in with just a few letters secure. They came back and she announced that he had read the whole book! Over the course of the year, he has grown tremendously - and I can see his relationship with HANDLER and DOG has been a powerful support to him.

HANDLER took pictures of each child reading with DOG and gave them to me. We used them in the yearbook this year!

One of my students who is normally very shy and reserved, just loves DOG. The experience makes him feel very special and he looked forward to it every week. It has greatly increased his excitement for reading.

A parent was commenting on it during Parent-Teacher conferences.

Before parent teacher conferences, HANDLER took pictures of the students with DOG and printed them. We gave them to the students at the conferences. Their little faces lit up when they saw the pictures. They were very eager to share with their parents about DOG and what they do with HANDLER. I thought this was such a great idea, I plan on doing it next year and recommend other teams doing it as well.

Students are always eager to read with DOG and HANDLER. They draw straws to see who gets to read first each week.

The students grew in reading

Tales of Joy R.E.A.D. has helped our students with their self-esteem.

The students also participated in the Dancing Classrooms Program. At the culminating event DOG and HANDLER attended. The students still talk about the fact that they came. DOG and HANDLER are members of the class.

Every week, I saw the three student's faces light up when the phone rang and I told them to go read with HANDLER and DOG. Additionally, I saw their motivation and excitement for reading increase.

One of my students who reads with the dog weekly has become so much more involved and participates in class much more than he did before. I have also seen his attendance improve tremendously.

The students were always very enthusiastic and excited when they came in. They were very attentive during their read a-louds.

I loved how my student's face lit up when HANDLER and DOG would enter the room. That kind of motivation is priceless!

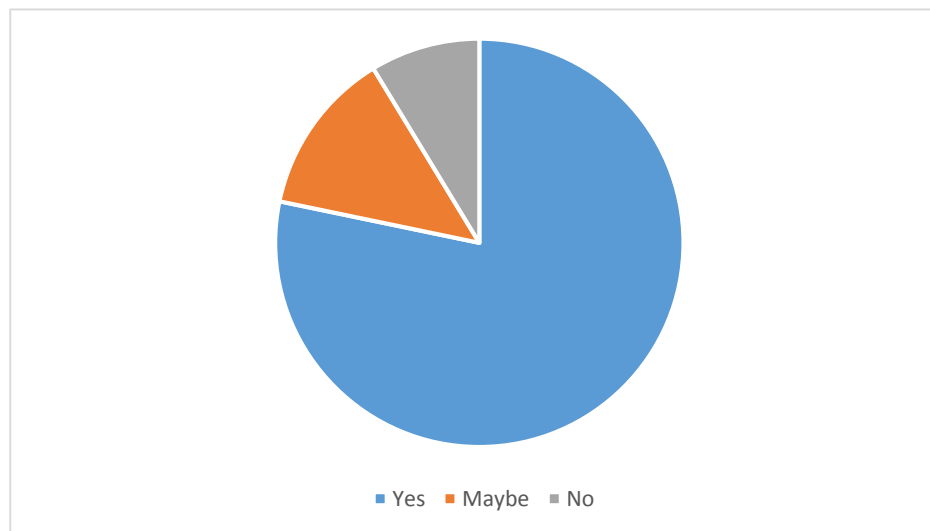
I had a student who's afraid of everything of the year new people new things the wind you name it he's afraid of it. Needless to say he was terrified, but interested. The first day he walked alongside the dog about 2 feet away, and read to him from room. By the middle of the program he was walking the dog petting the dog and he even started to conquer the other fears.

My kids always wonder if it is Thursday because they want to know if that is the day HANDLER and DOG come. They are so excited to read!

There were many. However, when my students come back from time with HANDLER and DOG and they have finished reading a book or practiced phonemic awareness. Nice to see their success.

3. Do you intend on requesting a Tales of Joy R.E.A.D.® team to work with your class again next year?

Yes	18	78.30%
Maybe	3	13.00%
No	2	8.70%



Why?

It is a great tool and motivator to encourage and develop the love for reading.

I feel it is a great addition to my classroom

I am not sure what I will be teaching. I would have chosen "maybe" if it was an option. It all depends on what I am doing next year. **NOTE: response was changed to Maybe in final report* (Maybe)*

This provides a positive experience with students and help build confidence.

Undependable. It disrupts my schedule to have such inconsistent reading opportunities. *(No)*

It was such a positive experience. One that I would love to duplicate next year!

This has been a great experience.

It is an irresistible blend of reading and animals

I feel like it helps my kiddos become more comfortable reading out loud and gives them confidence in their reading abilities.

It is so great!

I will be retiring after this year. *(No)*

I see how the students really look forward to reading to DOG. I think for some of them it is the highlight of their week.

I have seen a positive attitude with my students and it helps build their confidence.

I will be at a different school, in a different position *(Maybe)*

I love the TOJ program.

Depending on my assignment for next year, I feel that an additional reading support is beneficial for students to ensure that they do not fall through the cracks.

It is such a positive, enjoyable experience overall but it also has such an impact on student success.

Because I think it positively effects students' reading behaviors.

I love the program! I just have a hard time when my students are pulled out during the day when I need them to do other things. We will see what I decide. :) *(Maybe)*

Absolutely! I feel this program provides struggling learners an opportunity to feel special. It gives the students something to look forward to each week outside of regular classroom activities.

Joy I see on their face is all I need to do it another year but I feel the confidence and growth in the reading is why I want to do it again.

It has always been such a positive, motivating program for students to read.

Already did! Every year the students who benefit are so happy to get that special 1 on 1 time that they wouldn't get otherwise.

4. What positive shifts in student reading behaviors were you able to observe and document as a result of working with a Tales of Joy R.E.A.D.® team?

They were calmer and less distracted by others or noises in the classroom. It helped keep them on track having DOG by their side.

The students that I had working with the TOJ R.E.A.D team really enjoyed having the opportunity to leave the classroom and work on their reading skills with DOG. Once they started to feel successful with their reading skills outside of the classroom, the desire to read became more and more and they wanted to read with DOG every day. Knowing they couldn't read with DOG every day they still continued to read and always had book with them once they finished any type of work.

Excitement to read. Confidence in reading abilities.

The biggest shift I saw is that after a few weeks, the students really begin to build a confidence in their reading abilities and are proud of their accomplishments. They begin to read more independently and want to share the stories they are reading.

None

Although both children continue to have reading disabilities, their overall outlook on reading has changed significantly. They are excited, they know more words, they are now able to memorize text from familiar books (a great first step in learning how to read) and they enjoy reading time.

Students' reading scores improved on NWEA and overall Dibels reading fluency. I believe that reading with DOG has helped improved students' overall confidence to read loudly and not be afraid to make mistakes.

The above mentioned student's behavior has improved steadily all year.

In the beginning all of them were shy and lacked confidence and now they participate in class and have much more confidence in their reading.

The fluency improved!

The students gained confidence and viewed themselves as readers.

I attribute part of the students reading success to reading with HANDLER and DOG. These students may not show great gains on the reading NWEA, but individually they have made significant progress in reading.

Students are eager to read and share their stories with their classmates. Their confidence in their skills has grown.

reading fluency

Students were interested in different books because of our Tales of Joy.

The students were all excited to read with dog and enjoyed the help from HANDLER when demonstrating comprehension. In my opinion, enjoyment in reading is the first step to improving reading abilities.

Motivation and joy for reading. I had my students tell me that they were reading to their own dog at night for their nightly reading after reading with DOG.

Students reading levels grew and students made positive gains toward reading growth targets.

The students were excited to read with DOG but I didn't see a big change in their behavior in class.

This student entered kindergarten in October having no previous schooling. (She was supposed to be a first grader) She had no book handling skills, letter names or sounds and no foundational skills in reading at that time. She is now reading a DRA 3 and in the beginning stages of writing.

They are more willing to read

Confidence, excitement/enthusiasm

With STUDENT saw tremendous growth. At beginning of year he could not identify any letters or sounds. Now through partnership he knows all and can read!

5. What changes did you observe in your students willingness to engage in literacy activities in the classroom as a result of working with a Tales of Joy R.E.A.D.® team?

More willing and eager to engage in class discussions on topics we read. A boost in confidence.

I felt that both students had more courage to participate during ELA and even started to volunteer reading out loud to the class.

I am not sure. One of the students has blossomed with her reading, while the other has been inconsistent. It is hard to tell what factors go in to these results.

Students are more confident and begin to volunteer answers, read aloud, and focus on stories better.

None

They are engaged in the activities. There have been times they didn't want to do their classroom job (like get the lunch basket) because they were afraid they would miss the story we were reading.

The confidence has made a huge difference in students' willingness to participate. Both students participating in the program raise their hand to read more in class, and also share their ideas.

The above described student (let's call him Bernard) requested that the Asst. Principal come hear him read aloud. He is so proud of his progress - now he (we all are) writing his own book - he is so focused on expressing himself.

They all are very hard workers and with the practice they got, they felt like readers and were able to do more things independently because they were confident in their ability to read.

HANDLER took the students during our Literacy Center time. As the students came back from reading with HANDLER, they willingly joined their Literacy Center with very few distractions. They always came back to the classroom happy.

This year I didn't notice anything. But I know reading with DOG has an impact on those students. They may not know it now or be able to express it.

Students are eager to read and share their stories with their classmates. Their confidence in their skills has grown.

willing to participate

They looked forward to our Tales of Joy day.

The students were anxious to share their book about DOG with the class. All students were willing to read when called randomly and even volunteered to read. This was true even with more complex texts.

My most reluctant reader was placed in the Tales of Joy R.E.A.D program. Before Tales of Joy, he would browse books and if there were too many words on a page, he would immediately get discouraged and put the book away and say, "I can't read that." After Tales of Joy, he is no longer intimidated and is now reading beginner chapter books.

Students who were shy or reluctant to read are more willing to read after working with the dog. Students' self-esteem definitely seems higher.

I did not see a lot of change in my students during classroom activities.

She seemed to become more comfortable with literacy groups and definitely became more confident in all reading skills.

DRA's (Developmental Reading Assessment) going up

They participate more and are more willing to try things on their own.

Student confidence

6. Take a moment to meet with your student(s) who worked with a Tales of Joy R.E.A.D.® team and ask them the following . . . What was the best part of working with (Dog's name)?

The best part of working with DOG was having her sit next to us while we read and then giving her a treat after.

STUDENT- "When I read with him, it makes me think of my dogs. I read with them every morning and every night." "DOG helps me focus on my reading skills."

STUDENT- "I like to read with him and I like the books we read."

The way she cuddles. It makes me calm.

They love how DOG chooses his favorite books to read and that they get one on one time to read to him in a quiet area. One of them said it makes them feel special.

How cute he was.

STUDENT: I think DOG and DOG are the best. I would read to DOG and show pictures to DOG.

STUDENT: I love reading to DOG and DOG because it is kind of fun. I would read books to them and I liked it.

STUDENT--"She helped me read better. She calmed me down when I was reading."

STUDENT--"I get to read books with a dog and I like to pet dogs."

Seeing them each time HANDLER came. Reading books and cuddling with DOG. Having a special visitor just for me.

DOG is big and loves to lay on the floor and listen to us read...We can't wait to play with him at the end of the year.

1. Having DOG as a friend

2. Getting extra reading

3. Being friends with DOG and having him listen to me read. DOG is so cute. HANDLER is so nice. I try to read my best with DOG.

Two students said right away the best part of working with the team was getting the pictures. One student said his mom put it up on the wall in the kitchen for everyone to see. He said whenever he sees it, it makes him happy. Three of the students commented on how they liked giving DOG treats and having him do tricks. Another student said he liked the way DOG would look straight at him, and really look at him. He also said he liked the way DOG would help hold the book and lick his face. One student actually said she liked working with DOG, because he helped her learn to read and practice reading books. She said he helped her calm down when she would get frustrated, she would pet him.

They all agreed that they love the way DOG chooses books to read.

the weekly reading

STUDENT - We got to see dogs since they are my favorite animal & I got to read every Tuesday.

STUDENT - It was fun & you could have a good time together & calm down & read & enjoy reading.

STUDENT - That we got to read with DOG.

Students reported: DOG was soft and really listened. It was nice to read in a quiet place.

Student 1) When DOG dressed in the worm costume.

Student 2) That I got to feed her a treat.

Student 3) Reading

I like DOG because he loves me. DOG listens to me good when I read to her. DOG is cute and she gives good kisses.

He was cute

"The reading was the best. I liked the books we read." "Reading books."

"We get to read, and play games, and I got to feed him carrots and peas."

"She listened to me"

" I was just me"

Reading – they were nice to me.

I got to read with HANDLER and DOG. HANDLER would help me if I got stuck. I like when she read to me.

Reading and HANDLER helping me. HANDLER always asked how I was doing.

Reading books!

DOG is my friend and I like petting him while I practice reading.

What was the worst part of working with (Dog's Name)?

having to say goodbye to DOG.

STUDENT- "Sometimes they have to go away to help someone else."

STUDENT- "I can't read with him when they go on vacation or when I am absent."

I don't get enough time to see her. Sometimes I miss recess.

They all agreed that the worst part is that they do not get to read with DOG and HANDLER everyday. They also said that they get excited when waiting their turn to go read because they all want to read first.

That he didn't come here very much.

STUDENT: No, I like DOG and DOG.

STUDENT: No, I loved reading!

STUDENT--"I got really nervous the first time I read."

STUDENT--"None. I like everything about it. I like walking with DOG. I like reading to her, petting her....There's nothing."

Missing her when she wasn't there.

No one had anything bad to say about DOG...he's GREAT!

1. I wish I could read more with him.

2. He is not here anymore

3. nothing I liked it.

I'm sad that DOG moved.

When I asked the students this question, they looked at me like I was crazy. They didn't have anything negative to say about the team. One student did say how sometimes the library was loud when he was trying to read to DOG, but then LIBRARIAN would tell the class to be quiet.

They did not have any negative experience working with DOG They said the worst part was having to leave him.

missing PE

There wasn't a worst part, except for when DOG died.

DOG needed to come more. More people needed a turn.

Student 1) When she died

Student 2) Nothing!

Student 3) When she died.

I wish I could read with DOG more. Nothing DOG can't come to school more

"Nothing". "None."

"I don't have anything worse"

None.... We could use more day

Nothing bad

I kept forgetting that I got a sticker

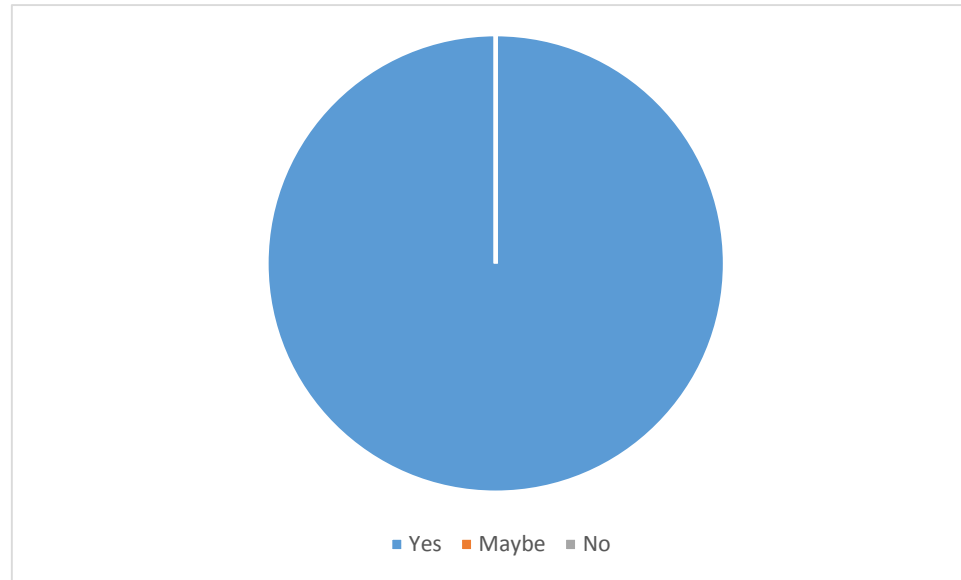
I didn't like to mess up

Nothing bad

None given, except they wanted to go more

7. Would you consider the Tales of Joy R.E.A.D.® program a viable literacy intervention?

Yes	23	100%
Maybe	0	
No	0	



Why?

It is a great program for all classroom settings but I see it has another way to help students with special needs along with emotional behaviors. A dog's presence gives a sense of peace to the classroom and the students are calmer and gentle.

I do consider Tales of Joy R.E.A.D a viable literacy intervention. It provides that 1:1 instruction. I also find it viable because the person working with the students follows what the teacher recommends for each student.

It could have more impact with more frequency, but it is ok the way it is too.

I have only experienced positive outcomes with this program. Students begin to enjoy reading, build confidence, and their reading level increases. I'm sure if it were implemented correctly!

It gives children the opportunity to feel successful! It allows children to realize that reading is everywhere and that one can read to everyone and everything including their pets.

I consider this an intervention because the students are getting one-on-one time to practice what they need most--reading aloud! I am unable to give students one-on-one attention in a normal class setting for very long. Students in the Tales of Joy R.E.A.D. program receive 20 to 30 minutes of uninterrupted time reading to their favorite dog companion and adult. HANDLER, our Tales of Joy volunteer, also adds specialized reading materials to have the kids work on, depending on what we are working on in class.

STUDENT made tremendous progress this year, behaviorally and as an emergent reader. Thank you, HANDLER, DOG, and of course PROGRAM COORDINATOR.

It gives struggling readers confidence in their reading.

It helps in a variety of ways: 1. fluency 2. accuracy 3. confidence building

It was important that I had leveled books available that were "just right" for the students. By reading these books to HANDLER and DOG, the students gained confidence and saw themselves as readers.

Most of the students I have read to dog are in LLI. I think the team is a perfect complement to support that program. DOG does so much more for those students than just help them be better readers. His type of intervention addresses the whole student.

It builds a love for reading and helps increase student confidence.

It helps those students who are not very confident

Tales of Joy helps students to enjoy reading, and discussing what they read. Many of my other students wish to be in the program.

As stated before, when attempting to improve literacy, or any learning domain, it is important to add excitement and enjoyment. 'Tales of Joy' also provides a safe and positive approach to learning.

Because it has had positive effects on my students reading behaviors. It is a teaching technique that is not provided to all students which is part of the definition of an intervention.

Because of the positive gains I have witnessed in student reading behavior and growth in reading scores.

I think that it can be a very good intervention. I like that the students are excited to practice reading with our volunteers.

As a classroom teacher I am not always able to provide students with 1:1 because of the number of students on my caseload, class size, etc.

Having this program enables students an opportunity to read with another person outside of their regular classroom, this application of reading is often the first step a student experiences apart from their teacher or parents.

Students growth

Every student enjoys this program while making progress. It is a great way to have an intervention outside the classroom – kids see it as a treat. Absolutely.

Some of these students don't get the 1 on 1 time to focus on growth needs at home so it really benefits them.

Additional comments:

My kids are LOVING reading with HANDLER and DOG. I have seen growth in all 3 of them – especially their decoding!

Amazing. I have a kiddo who is reading – whole lingual style – with HANDLER and DOG. He talks about them ALL the time and is determined to learn all his letters so he can read more when he sees them. He asked me for a set of flash cards for home! My other two kiddos enjoy the reading, too – I can just tell this is exactly when my whole language reader needed. Thank you SO MUCH!

Thank you to all of our teams. We had so much fun and the kids loved the dogs! You are all amazing and made literacy come alive for our students.

Thank you. The class wrote narratives about meeting DOG. What a lesson supporter!!!! Personal Narratives made sense to them as they wrote.

Thank you and everyone for making this experience possible for the kiddos.

An entire classroom wrote their comments on DOG coming to their classroom each week and how it made them feel. In reading each individual letter the overwhelming feeling of the students was that they ALL would have liked a chance to be able to read to DOG weekly! They were happy for the students who did participate weekly and were grateful when HANDLER and DOG were able to participate in classroom activities.

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 15 - 16. 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.

- ❀ Thank you! Her reading, comprehension, and pronunciation have vastly improved since last year. Though only in first grade she is a very bright and articulate young lady. Thank you for being a catalyst in her reading success and love for it. She also has a great story telling penchant. Thanks.
- ❀ Our son's eyes light up when he is able to read something on a sign or on the TV. It's a huge deal to him. He was struggling, we were frustrated, and this program changed all of that. Thank you for all of your help!
- ❀ I have noticed my child's reading skills improve dramatically. She also has a true joy in reading now. She reads every sign, box, etc. that she can and is constantly spelling and sounding words out. This is a great program. Thank you.
- ❀ At the beginning of the school year my son was really struggling with reading. He hated reading and would end up crying every time he tried. By the middle of the school year he had improved tremendously. He finally started to enjoy reading. Now that we're at the end of the school year, I am blown away at how well he reads. He has started on chapter books at home and the best change is that he now loves to read.

- ❁ Our child has improved lots in his reading. We notice he likes to read and enjoys reading to his younger sisters. He communicates with us a lot better when it comes to school work and any problems he has. I believe this program was great and glad that he was able to participate.
- ❁ My son looks forward to his time with DOG and talks about it when he comes home. We can tell that it gives him confidence and gets him to slow down and give better attention and more focus. It is also something he finds joy in and can improve a day that may not be going so well.
- ❁ My daughter enjoyed all the time she got to spend with DOG. She has gotten to the point where she likes to come home and read to her cat now too. She has improved overall with reading skills and has become more confident. It was a great program that she talked about all the time. It was a very rewarding program for my daughter.
- ❁ My child has been behind the curve as far as reading is concerned. I like that he has the means to be reading more each day. Reading has to be a part of every child's life in order to provide the best chance of success later in life. I will always be in favor of any programs that support and encourage reading. As an educator myself, I will work to promote reading as much as I can. As for this program I cannot provide any details about it other than there is a dog named DOG involved. I have seen an increase in my son's test scores, but we also have several other interventions in place at this time. Once again I will promote any reading program that will benefit and promote a child's learning experiences. Thank you!
- ❁ This is an excellent program! My son really enjoys it and has really improved his reading. I think this program needs to expand to all schools, it would make a difference in all students throughout the country. Good job!
- ❁ First of all, I would like to thank his teachers for referring him to this program. My son has a weather phobia and he had a hard time making friends at the beginning of the year. After working with the dog, I noticed a difference in his social growth. I noticed he was looking forward to school, especially to the days he was to read with DOG. I also noticed his weather phobia to be less problematic. He definitely found a friend in DOG and this boosted his confidence. He became comfortable with being alone for recess as opposed to being scared. He has socially grown as a result of working with the therapy dog. About a month ago he came home very sad because it was his last day with DOG and DOG was going away. To help him transition, he was given a yearbook of the therapy dogs and he showed me DOG's pictures. I can't thank his teachers and this program enough and I hope he can continue with it next year because it has helped him emotionally, socially and academically. I'm very grateful!!

✿ I completely support the Tales of Joy R.E.A.D.® Program. With the assistance of this program and the education provided by my son's teacher, my son is excited to read. My son comes home and tells me about his experiences with DOG. He loves to read to the dogs and he is very calm around them. My son has autism and ADHD so sitting still for long periods of time is difficult sometimes. I have noticed big changes in my son and I couldn't be happier. He will grab a book at home and now reads to our dogs at home. It is a joy to see my son enjoy reading when before it was always a struggle. I hope this program continues.

Tales of Joy R.E.A.D.® program additional special events SY 2015 2016

Monday, July 6th 8:30 – 10:30 **B.A.R.K.** presentation to Kindergarten **K-3+** program at Colinas del Norte *(Theresa & Doc Holliday; Liz & Patch, Nettie & Itsi)*

Wednesday, July 8th 9:30 – 11:30 **B.A.R.K.** presentation to Third grade **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Liz & Patch; Barbara & Jake)*

Monday, July 13th 8:30 – 10:30 **B.A.R.K.** presentation to First grade **K-3+** program at Colinas del Norte *(Theresa & Doc Holliday; Liz & Patch)*

Wednesday, July 15th 9:30 – 11:30 **B.A.R.K.** presentation to Second grade **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Liz & Patch; Barbara & Jake)*

Friday, July 31st 11:00 – 1:00pm **Barnes & Noble** summer **Bookfair** and 7:00 – 8:00pm Story Hour to support Bookfair

Saturday, September 26th 10:00 – 2:00pm annual **BARK in the PARK** at Pet Paradise in Rio Rancho

Thursday, October 1st 5:00 – 7:00pm **Literacy Night** at Earnest Stapleton elementary school *(Lesley & Eloise, Melissa & Riley, Karen & Scarlet, Liz & Patch)*

Thursday, October 1st – **Stress relief Therapy for UNM Students** prior to exams, contact is: Katarina Pacheco (RA) UNM, kpac5@unm.edu; 505-235-9371 *(Nettie & LucyLou)*

Wednesday, November 4th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool K, 1, 2 grades** at Vista Grande elementary school *(Theresa & Doc, Kim & Aurora, Karen & Scarlet)*

Thursday, November 5th 5:00 – 7:00pm **Literacy Night** at Rio Rancho elementary school *(Andrea & Dexter, Cherry & Lizzy, Liz & Patch, Michelle & Teagan London, Sharon & Dobby)*

Monday, November 9th 9:30 – 10:30 **B.A.R.K.** presentation to Mrs. Harrell & Mrs. Helvie **Kindergarten classes**, Martin Luther King, Jr. elementary school *(Theresa & Doc Holliday, Liz & Patch, JoAnn & Babe)*

Friday, November 13th 9:30 – 10:30 **B.A.R.K.** presentation to Mrs. Jones **Kindergarten class**, Martin Luther King, Jr. elementary school *(Theresa & Doc Holliday, Barbara & Jake, Liz & Patch)*

Friday, November 13th 2:40 – 3:40pm **B.A.R.K.** presentation to Mrs. Kush **Kindergarten class**, Martin Luther King, Jr. elementary school *(Theresa & Doc Holliday, JoAnn & Babe, Liz & Patch)*

Monday, November 16th 2:40 – 3:40 **B.A.R.K.** presentation to Mrs. Browning **Kindergarten class**, Martin Luther King, Jr. elementary school *(Theresa & Doc Holliday, Liz & Patch)*

Wednesday, November 18th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool K, 1, 2 grades** at Enchanted Hills elementary school *(Theresa & Doc Holliday, Kim & Aurora, Karen & Scarlet, Bonnie & Alia)*

Thursday, November 19th 5:00pm – 7:00pm **Literacy Night** at Ventana Ranch Elementary school, Melissa Graff is contact *(Melissa & Riley, Sharon & Dobby, Kim & Aurora, Liz & Patch)*

Friday, November 20th 2:40 – 3:40pm **B.A.R.K.** presentation to Mr. Griffiths **Kindergarten class**, Martin Luther King, Jr. elementary school *(Theresa & Doc Holliday, Liz & Patch)*

Wednesday, December 2nd 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool K, 1, 2 grades** at Ernest Stapleton elementary school *(Theresa & Doc Holliday, Cherry & Lizzy)*

Saturday, December 5th 11-1:00pm at **Barnes & Noble** bookstore, the last day of our **BookFair** (12/3, 4, 5) teams available at store for Meets & Greets with community *(Theresa & Doc, Liz & Patch, Bonnie & Dave & Chauncey)*

Wednesday, December 9th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool 3, 4, 5 grades** at Ernest Stapleton elementary school *(Theresa & Doc Holliday)*

Friday, December 11th 2:00 – 6:00pm at **Barnes & Noble** bookstore, **Gift Wrapping** fund raiser! *(Theresa, Liz, JoAnn, Bonnie & Dave, Barbara [with or without dogs])*

Sunday, December 13th 10:00 – 2:00pm at **Barnes & Noble** bookstore, **Gift Wrapping** fund raiser! *(Theresa, Liz, Portia, Cherry, Karen, Sharon [with or without dogs])*

Wednesday, December 16th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool 3, 4, 5 grades** at Vista Grande elementary school *(Theresa & Doc, Donna & Kwik)*

Wednesday, February 10th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool K, 1, 2 grades** at Cielo Azul elementary school *(Theresa & Doc)*

Wednesday, February 17th 2:30 – 4:00pm **B.A.R.K.** presentation to **S.A.F.E. Afterschool 3, 4, 5 grades** at Cielo Azul elementary school *(Theresa & Doc)*

Wednesday, February 17th 6:00pm – 7:30pm **Literacy Night** at Mark Twain Elementary school, Michele Rost is the contact person for this event *(Michele & Teagan London, Liz & Patch)*

Saturday, March 19th from 10:00 – 3:00pm **Egg's and Beggin** event at Cabezon Park *(Theresa & Doc, Liz & Patch, Barbara & Jake, Bonnie, Dave & Chauncey, Melissa & Riley, Julie & Mickey, Bonnie & Alia)*

Saturday, April 16th from 12:00 – 3:00pm **Act of Kindness Day** at Haynes Park, Rio Rancho **CANCELLED due to weather** *(Theresa & Doc, Melissa & Riley, Liz & Patch, Barbara & Jake, Bonnie, Dave & Chauncey, Sharon & Dobby, Cherry & Lizzy, Michele & Teagan London)*

Wednesday, April 20th from 6:00pm – 7:00pm **presentation to Civitan group** at Club Rio *(Theresa, Melissa & Riley, Liz & Patch, Kim & Aurora)*

Friday, April 22nd from 2:00 – 4:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchanted Hills ES, my office

Tuesday, April 26th from 10:00 – 11:00 **Reader's Café** at Puesta del Sol elementary school *(Theresa & Doc, Liz & Patch, Bonnie & Chauncey, Cherry & Lizzy, Barbara & Jake)*

Thursday, April 28th from 10:00 – 11:00 **Reader's Café** at Enchanted Hills elementary school *(Theresa & Doc, Liz & Patch, Nettie & Itsi)*

Friday, May 6th from 6:00pm – 8:00pm **"One Book One School"** event at Ventana Ranch Elementary school, Melissa Graff is contact *(Melissa & Riley, Theresa & Doc Holliday, Portia & Alice, Liz & Patch)*

B.A.R.K. presentations to the **K-3 Plus** summer school programs:

Colinas del Norte - Tales of Joy R.E.A.D. program B.A.R.K. presentations:
from 8:30 - 10:30am (approximately)

Thursday, June 23rd for Third grade *(Theresa & Doc, Liz & Patch)*

Thursday, June 30th for Second grade *(Theresa & Doc, Liz & Patch)*

Thursday, July 14th for First grade *(Theresa & Doc, Liz & Patch)*

Thursday, July 21st for Kindergarten *(Theresa & Doc, Liz & Patch)*

Maggie Cordova - Tales of Joy R.E.A.D. program B.A.R.K. presentations:
from 9:30 - 11:30 (approximately)

Tuesday, June 28th for Third grade *(Theresa & Doc, Liz & Patch, Barbara & Jake)*

Tuesday, July 12th for Second grade *(Theresa & Doc, Liz & Patch, Barbara & Jake)*

Tuesday, July 19th for First grade *(Theresa & Doc, Liz & Patch, Barbara & Jake)*

Tuesday, July 26th for Kindergarten *(Theresa & Doc, Liz & Patch, Barbara & Jake)*

****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 weekly 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: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 1	K	English	Fall		Winter	142	Spring	150	NWEA	
Student 2	K	English	Fall	140	Winter	148	Spring	153	NWEA	
Student 3	K	English	Fall	142	Winter	160	Spring	168	NWEA	
Student 4	K	English	Fall	144	Winter	150	Spring	160	NWEA	Dramatic shift in self advocacy vs aggression over the course of the year
Student 5	K	English	Fall	151	Winter	163	Spring	172	NWEA	EOY Goal 160
Student 6	K	English	Fall	139	Winter	142	Spring	150	NWEA	EOY Goal 150

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

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WEBSITE: www.therpyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 7	1 st	English	Fall	162	Winter	178	Spring	181	NWEA	
Student 8	1 st	English	Fall	157	Winter	164	Spring	166	NWEA	
Student 9	1 st	English	Fall	168	Winter	173	Spring	179	NWEA	
Student 10	1 st	English	Fall	153	Winter	152	Spring	152	NWEA	
Student 11	1 st	English	Fall	146	Winter	152	Spring	162	NWEA	
Student 12	1 st	English	Fall	145	Winter	158	Spring	159	NWEA	
Student 13	1 st	English	Fall	161	Winter	166	Spring	157	NWEA	
Student 14	1 st	English	Fall	158			Spring	170	NWEA	
Student 15	1 st	English	Fall	170			Spring	198	NWEA	
Student 16	1 st	English	Fall	145			Spring	167	NWEA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 17	1 st	English	Fall	175			Spring	192	NWEA	
Student 18	1 st	English	Fall	168	Winter	185	Spring	196	NWEA	
Student 19	1 st	English	Fall	166	Winter	161	Spring	178	NWEA	
Student 20	1 st	English	Fall	151	Winter	161	Spring	176	NWEA	
Student 21	1 st	English	Fall	156			Spring	168	NWEA	
Student 22	1 st	English	Fall	157			Spring	169	NWEA	
Student 23	1 st	English	Fall	150	Winter	158	Spring	167	NWEA	
Student 24	1 st	English	Fall	147	Winter	158	Spring	168	NWEA	
Student 25	1 st	English	Fall	149	Winter	159	Spring	165	NWEA	
Student 26	1 st	English	Fall	142	Winter	159	Spring	171	NWEA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 27	1 st	English	Fall	120	Winter	122	Spring	127	NWEA	
Student 28	1 st	English	Fall	181	Winter	199	Spring		NWEA	This was great for student. He was able to share his love of reading with DOG & HANDLER. It really brought him out of his shell & helped improve his attention to his reading.
Student 29	1 st	English	Fall	174	Winter	190	Spring	195	NWEA	Student has made great progress in her reading fluency in the classroom. I think having the time to read to DOG out loud has helped with this greatly.
Student 30	1 st	English	Fall	183	Winter	195	Spring	197	NWEA	Student looked forward to reading with DOG, it gave her an incentive.

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Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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	2 nd	English	Fall	172	Winter	175	Spring	174	NWEA	
Student 32	2 nd	English	Fall	167	Winter	175	Spring	172	NWEA	He only took 20 minutes on EOY assessment
Student 33	2 nd	English	Fall	176	Winter	191	Spring	193	NWEA	
Student 34	2 nd	English	Fall	168	Winter	166	Spring	169	NWEA	
Student 35	2 nd	English	Fall	166	Winter	172	Spring	190	NWEA	
Student 36	2 nd	English	Fall	175	Winter	180	Spring	194	NWEA	Tales of Joy was the only reading intervention received
Student 37	2 nd	English	Fall	165	Winter	173	Spring	177	NWEA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 38	3 rd	Vietnamese	Fall	197	Winter	190	Spring	196	NWEA	
Student 39	3 rd	English	Fall	183	Winter	186	Spring	187	NWEA	
Student 40	3 rd	English	Fall	151	Winter	157	Spring	164	NWEA	SE, LLI
Student 41	3 rd	English	Fall	139	Winter	155	Spring	156	NWEA	SE, LLI
Student 42	3 rd	English	Fall	151	Winter	162	Spring	159	NWEA	SE, SRA group, then LLI
Student 43	3 rd	Spanish	Fall	142	Winter	149	Spring	159	NWEA	ELL
Student 44	3 rd	English	Fall	168	Winter	203	Spring	191	NWEA	Student has grown tremendously in her oral reading fluency. Her EOY score went regressed, but this is a common trend among 3 rd graders the test was taken very early in the Spring, rather than at EOY.

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TALES of J_Y R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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	3 rd	English	Fall	149	Winter	167	Spring	167	NWEA	Student grew 18 pts in his RIT growth. His projected score for the EOY was 166, so he has improved quite a bit! I see an overall improvement in his reading comprehension.
Student 46	3 rd	English	Fall	171	Winter	191	Spring	186	NWEA	Huge growth shown on winter scores. Dropped a little in the Spring, but classroom performance supports winter results.
Student 47	3 rd	English	Fall	181	Winter	189	Spring	192	NWEA	In 2 nd grade had a history of performing in the 20 th percentile. This year in the 30 th percentile -DIBELS shows more growth.
Student 48	3 rd	English	Fall	151	Winter	162	Spring	167	NWEA	Steady growth
Student 49	3 rd	English	Fall	147	Winter	167	Spring	165	NWEA	Slight decrease
Student 50	3 rd	English	Fall	168	Winter	152	Spring	198	NWEA	Massive growth

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 51	4 th	English			Winter	178	Spring	178	NWEA	Stable
Student 52	4 th	English	Fall	189	Winter	196	Spring	211	NWEA	In SAT process for reading
Student 53	4 th	English	Fall	179	Winter	201	Spring	188	NWEA	
Student 54	4 th	English	Fall	196	Winter	205	Spring	193	NWEA	On IPSS for reading
Student 55	4 th	English	Fall	185	Winter	203	Spring	203	NWEA	
Student 56	4 th	English	Fall	171	Winter	179	Spring	179	NWEA	
Student 57	4 th	English	Fall	166	Winter	179	Spring	184	NWEA	
Student 58	4 th	English	Fall	159	Winter	160	Spring	175	NWEA	
Student 59	4 th	English	Fall	201	Winter	204	Spring	213	NWEA	
Student 60	4 th	English	Fall	185	Winter	180	Spring	207	NWEA	New IEP
Student 61	4 th	English	Fall	198	Winter	195	Spring	196	NWEA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: [REDACTED]

Phone Number: [REDACTED]

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2015

Program End Date: May 2016

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 62	5 th	English	Fall	195	Winter	207	Spring	204	NWEA	Student confidence level has improved and she is proud of her reading. Although still below grade level she has shown significant growth this year.
Student 63	5 th	English	Fall	188	Winter	189	Spring	203	NWEA	Student has also shown significant growth in reading and is proud to read aloud in class.
Student 64	5 th	English	Fall	197	Winter	206	Spring	211	NWEA	Student entered our district for the first time this year. His beginning score were low and improved. Represented our class in the spelling bee.

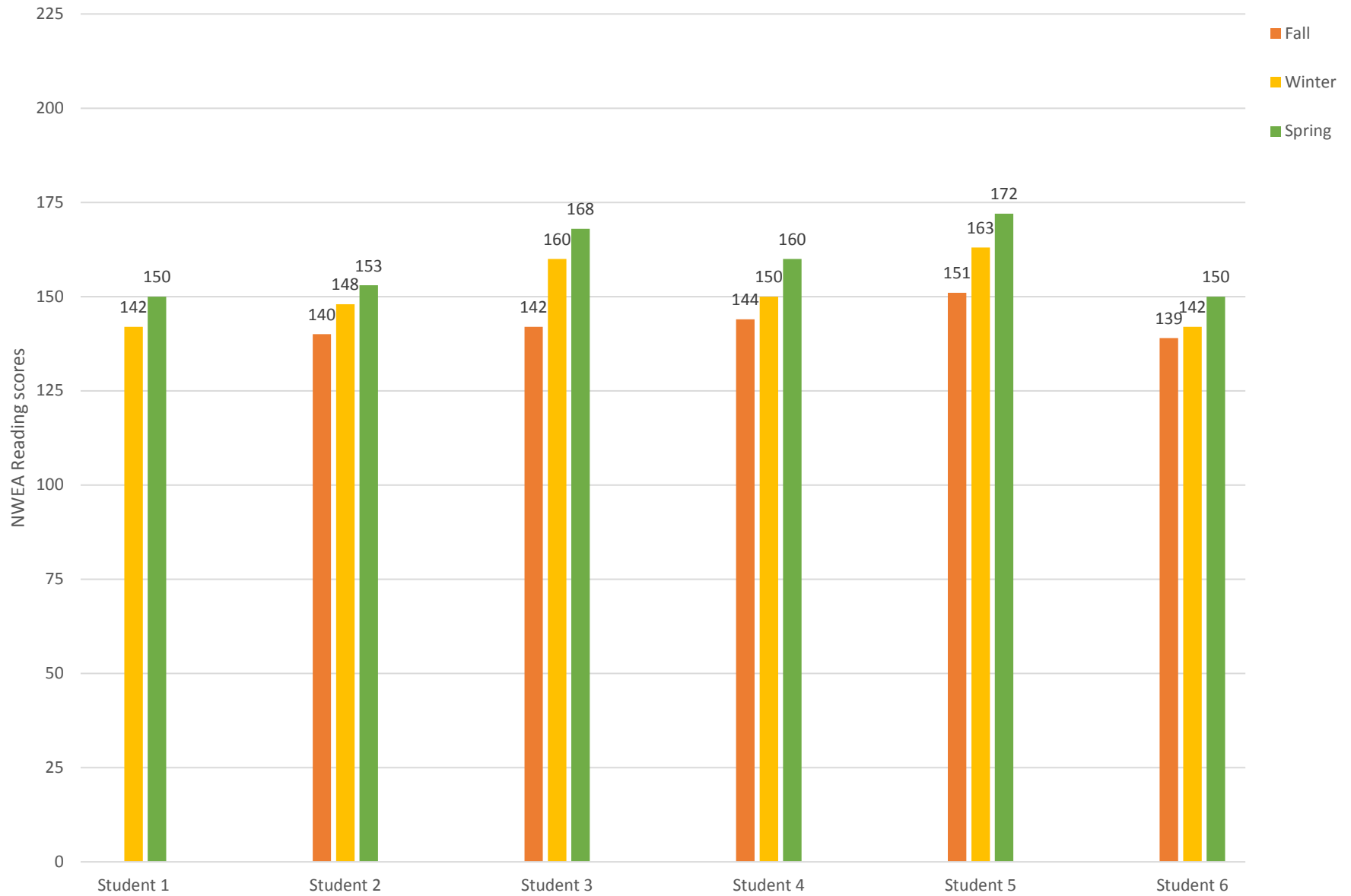
TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

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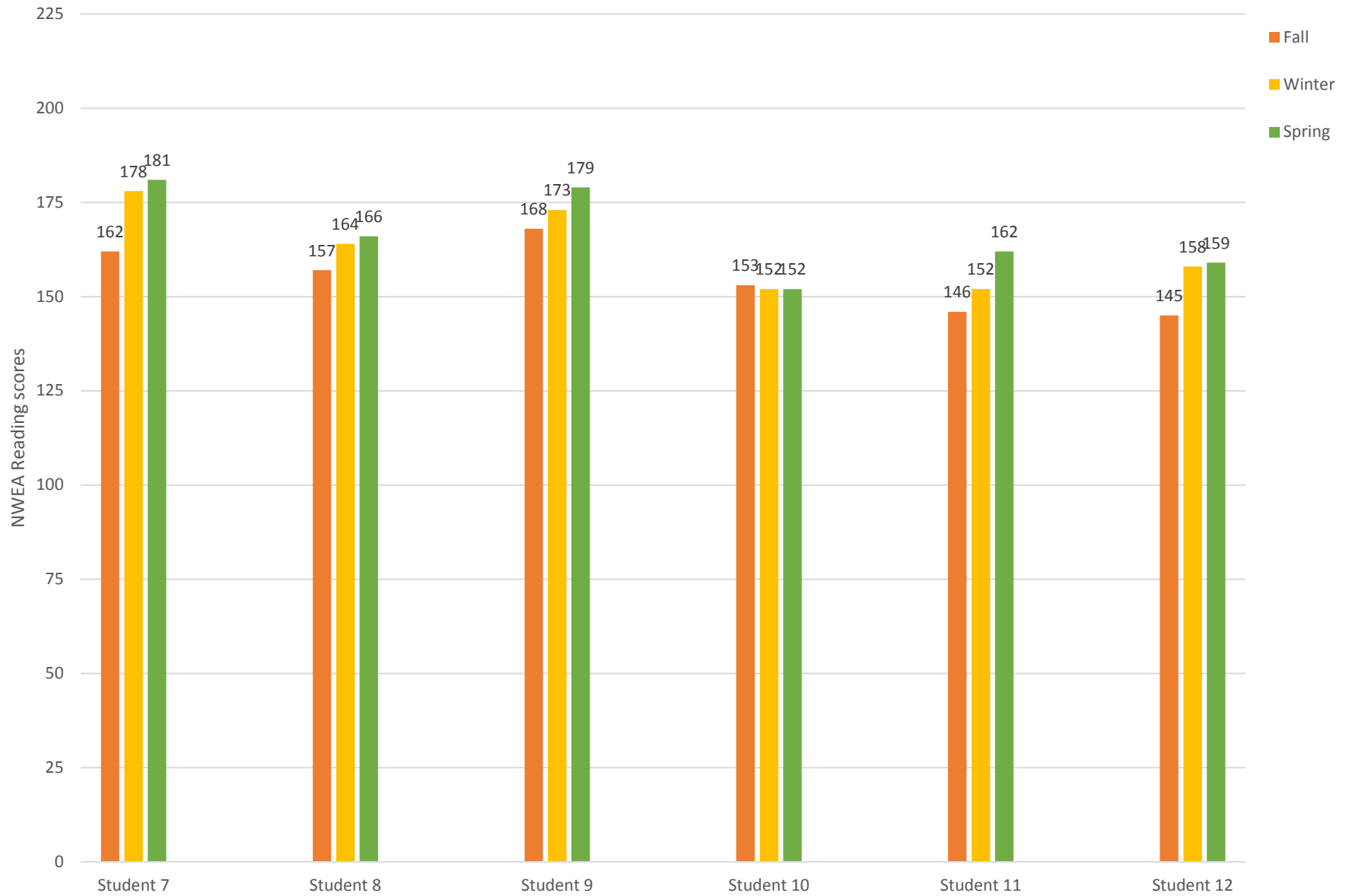
4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org

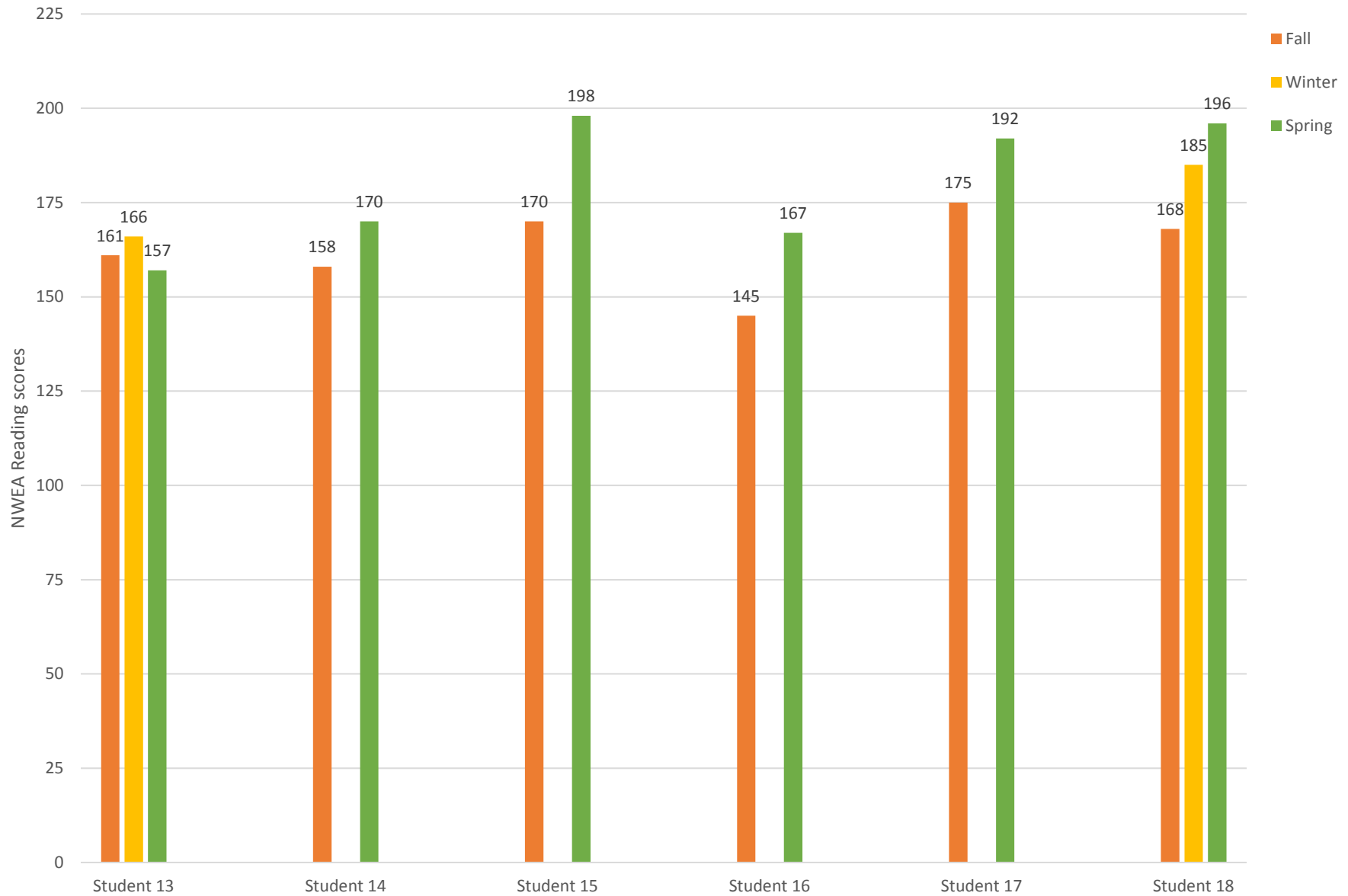
Tales of Joy R.E.A.D.® Program Data
Kindergarten NWEA Reading scores 2015 - 2016



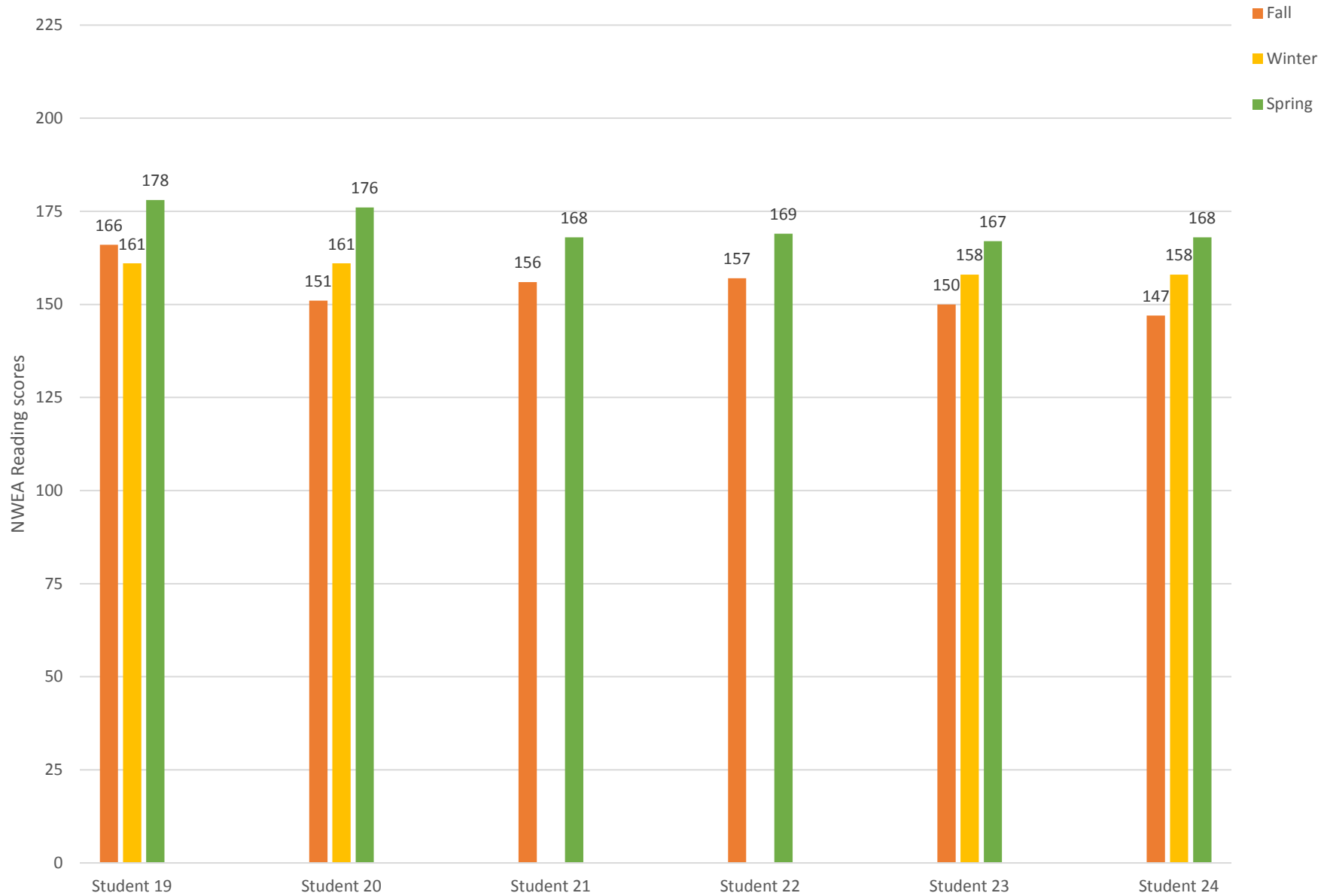
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First Grade NWEA Reading scores 2015 - 2016



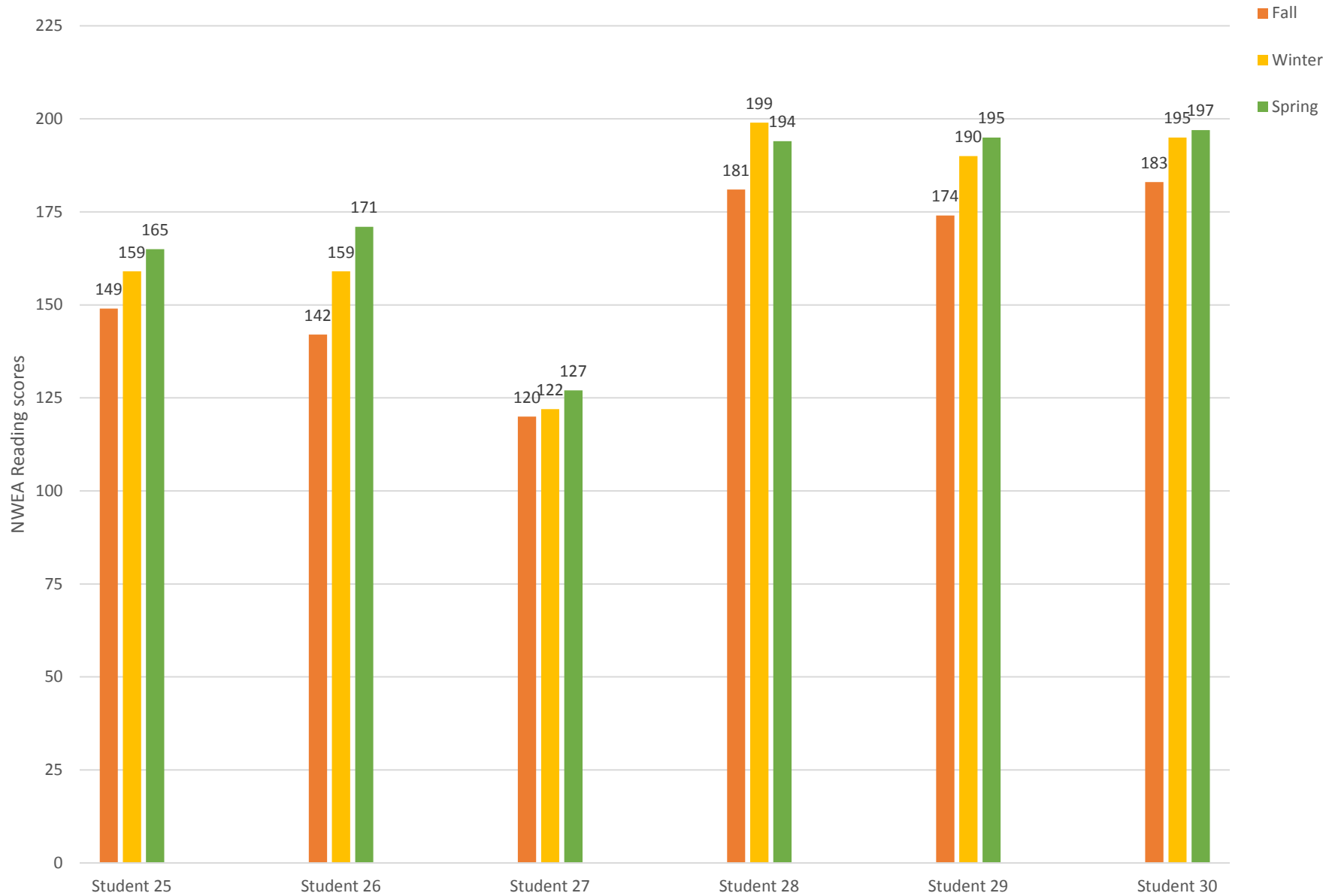
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First Grade NWEA Reading scores 2015 - 2016



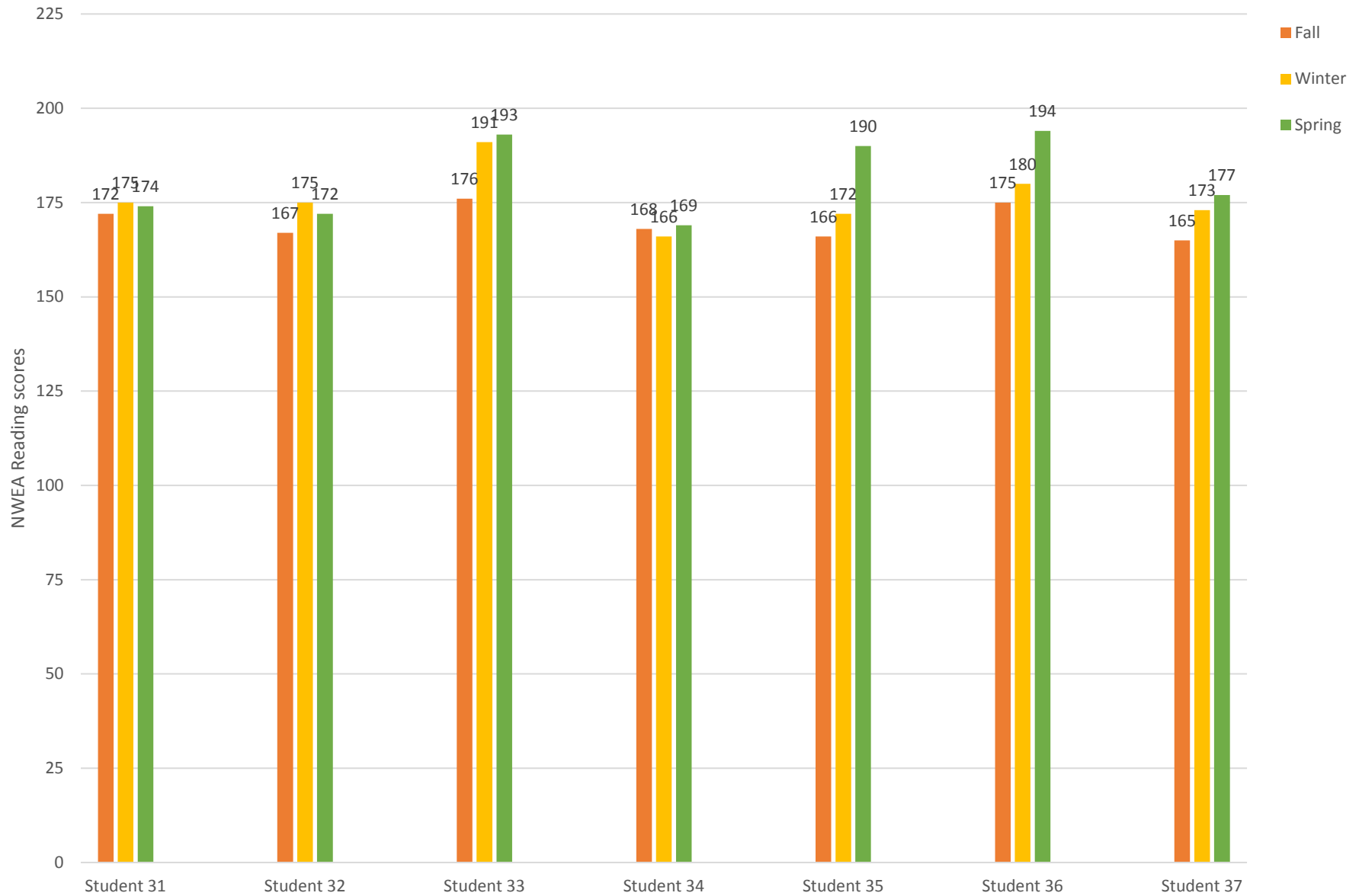
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First Grade NWEA Reading scores 2015 - 2016



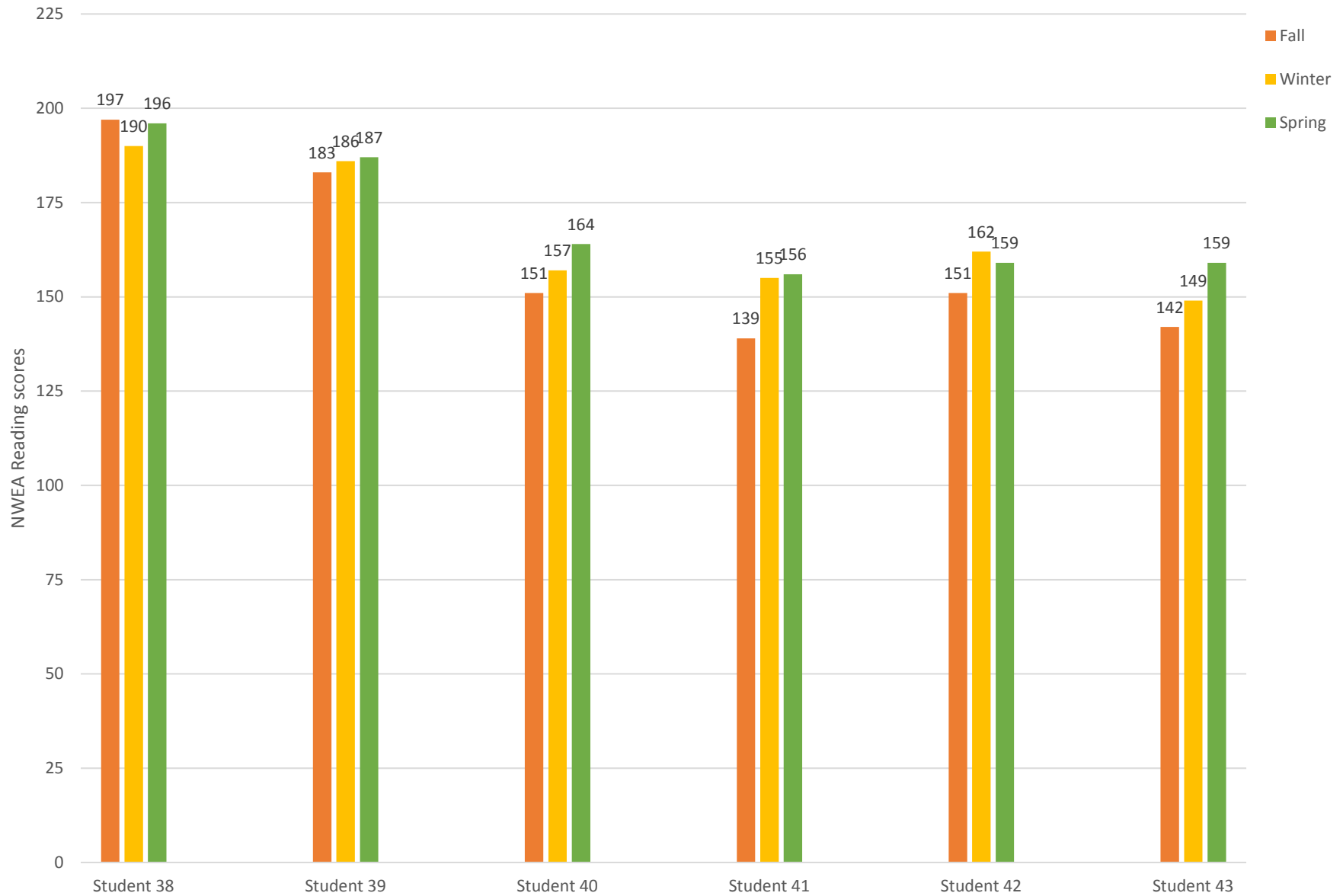
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First Grade NWEA Reading scores 2015 - 2016



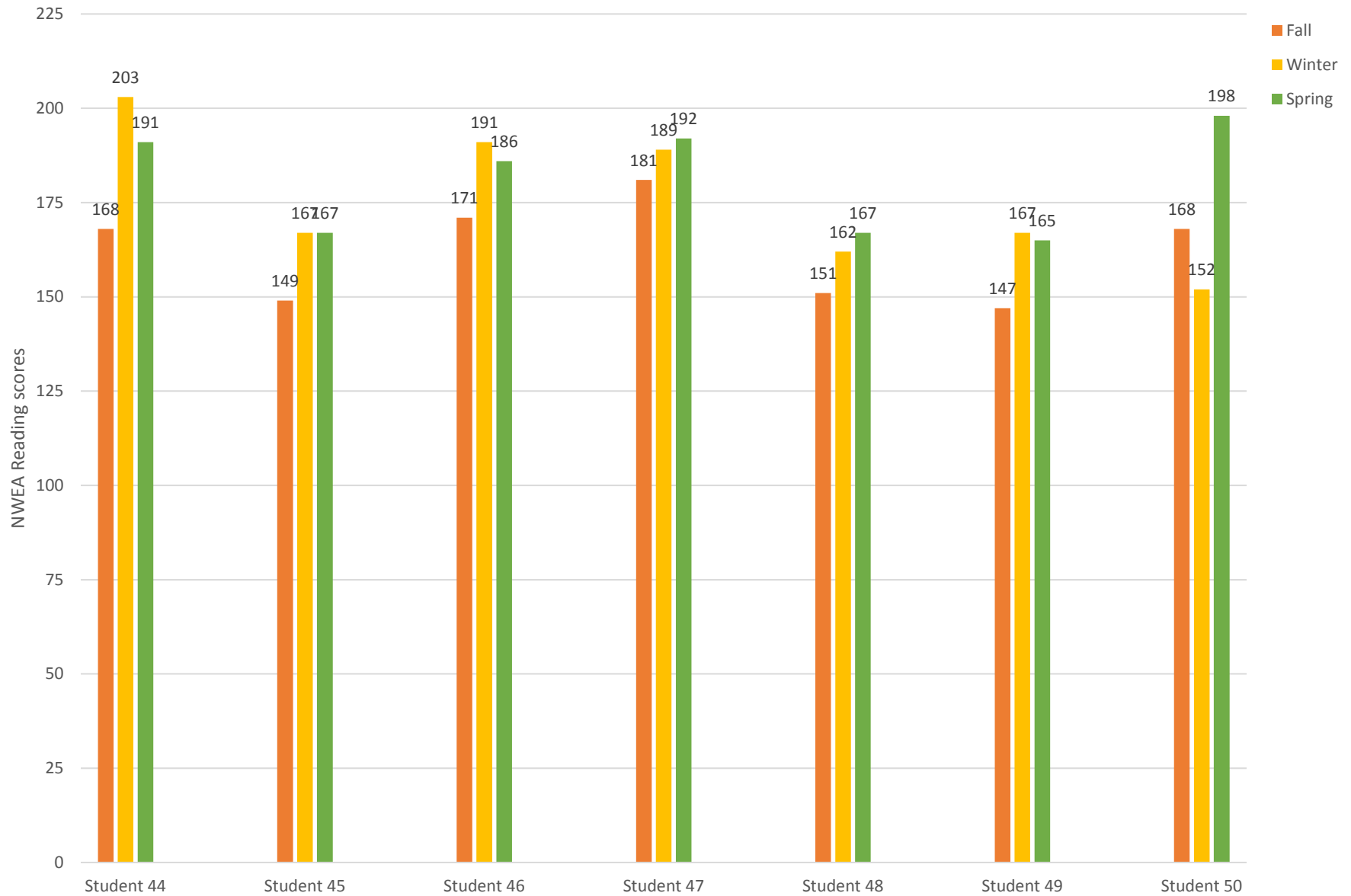
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Second Grade NWEA Reading scores 2015 - 2016



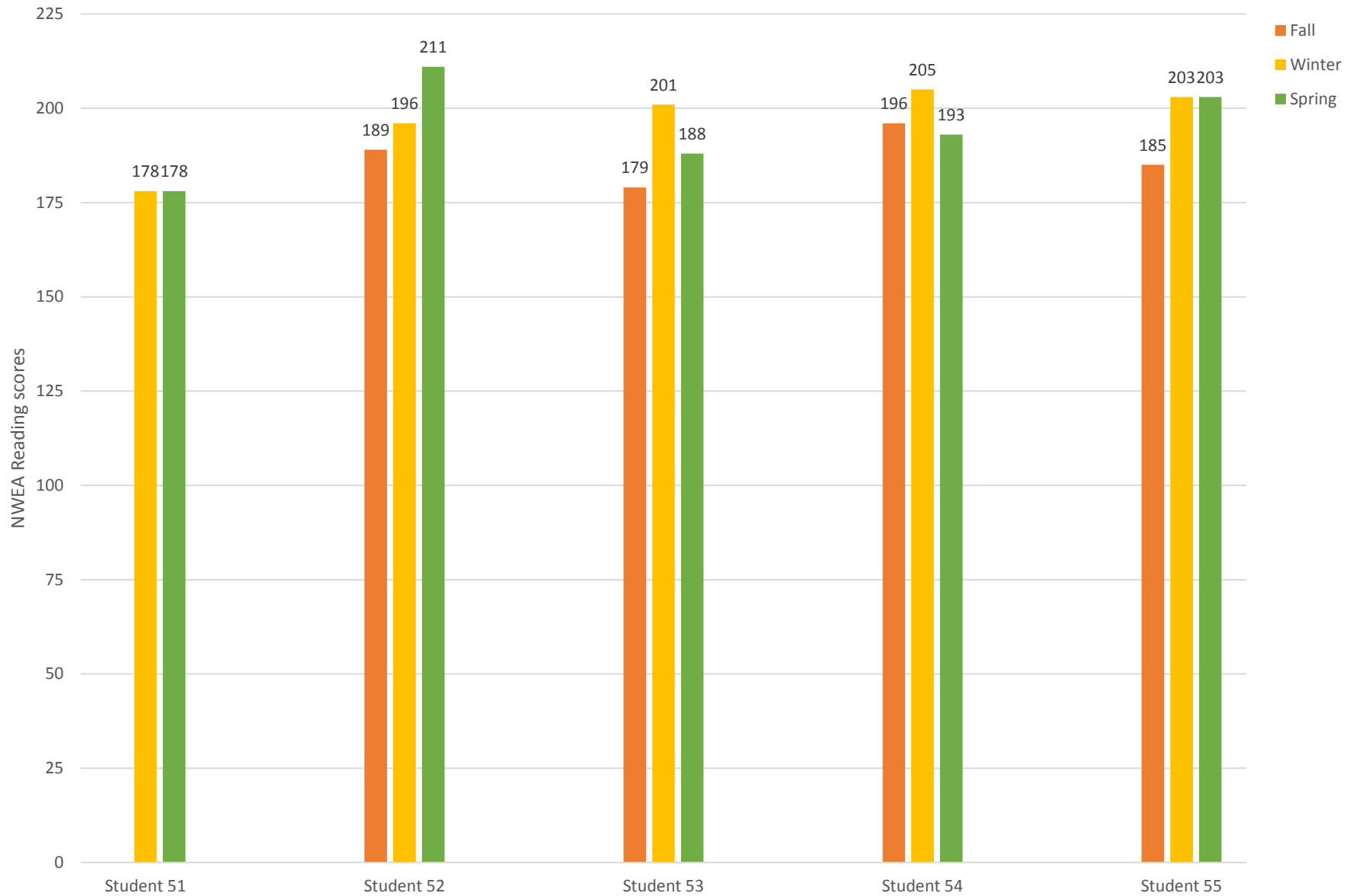
Tales of Joy R.E.A.D.® Program Data
Third Grade NWEA Reading scores 2015 - 2016



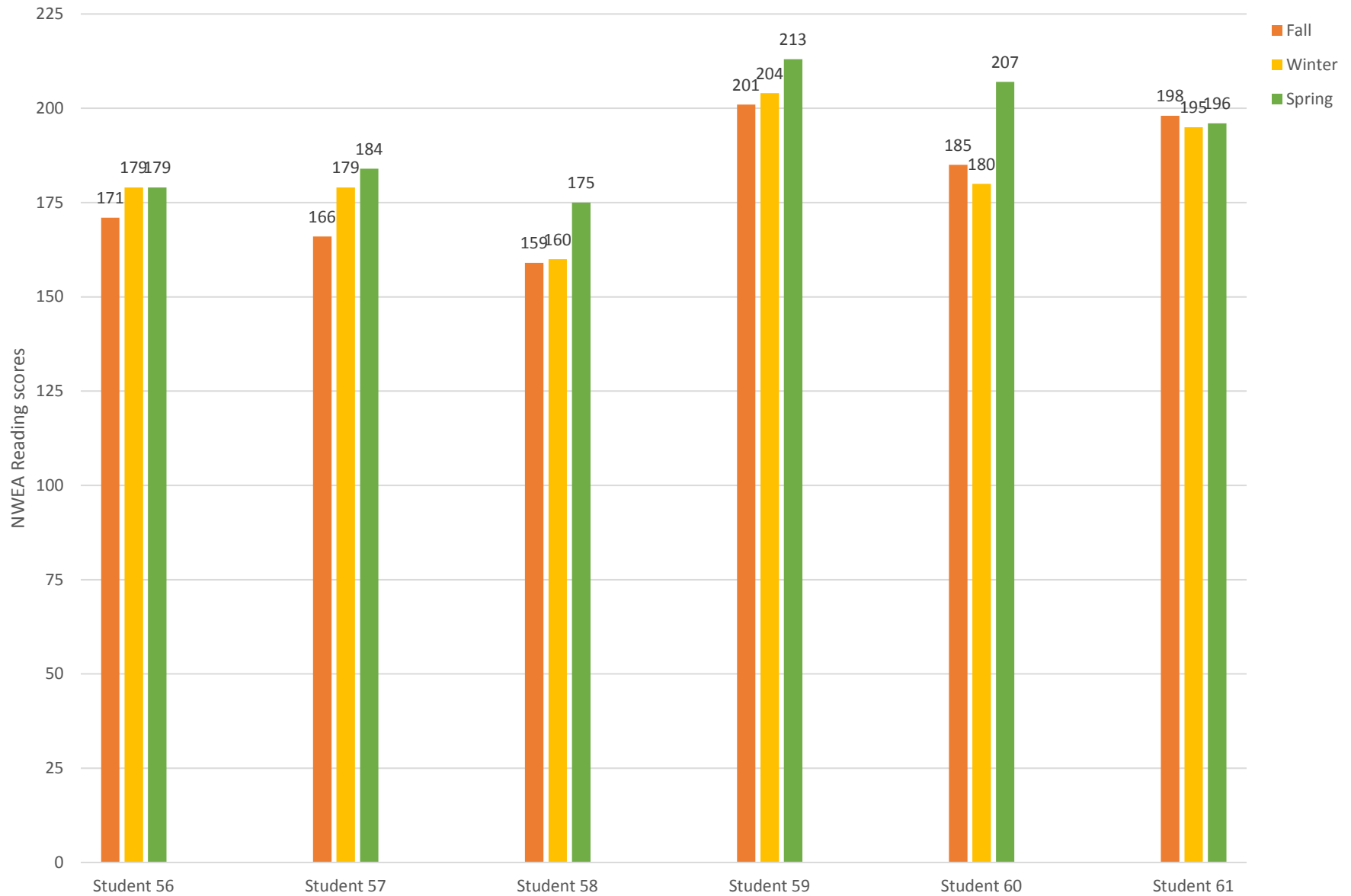
Tales of Joy R.E.A.D.® Program Data
Third Grade NWEA Reading scores 2015 - 2016



Tales of Joy R.E.A.D.® Program Data
Fourth Grade NWEA Reading scores 2015 - 2016



Tales of Joy R.E.A.D.® Program Data
Fourth Grade NWEA Reading scores 2015 - 2016



Tales of Joy R.E.A.D.® Program Data
Fifth Grade NWEA Reading scores 2015 - 2016

