

EARLY CHILDHOOD EDUCATION BUREAU

March, 2007



Kindergarten Teachers – Where Should Your Students Have Scored in January?

All Kindergarten students in New Mexico are assessed with the DIBEL'S three times a year, September, January and May. At each of these assessments there are guidelines for determining where your students should be, identifying those who need extra time and assistance, and informing your instructional practice. The chart below depicts where students need to be at each assessment period. If your students are scoring low in any of the sub-assessments that is an indication that you need to focus on those skills to bring students up to grade level by May. Some good materials to use with struggling students, those identified as strategic and intensive are: Read Well, Early Reading Intervention, Language for Learning, and Read Naturally.

KINDERGARTEN	Beginning of the Year Months 1-3		Middle of the Year Months 4-6		End of the Year Months 7-10	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	< 4 4-7 ≥ 8	At Risk Some Risk Low Risk	< 10 10-24 ≥ 25	At Risk Some Risk Low Risk		
Letter Naming Fluency (LNF)	< 2 2-7 ≥ 8	At Risk Some Risk Low Risk	< 15 15-26 ≥ 27	At Risk Some Risk Low Risk	< 28 29-39 ≥ 40	At Risk Some Risk Low Risk
Phoneme Segmentation Fluency (PSF)			< 6 7-17 ≥ 18	At Risk Some Risk Low Risk	< 9 10-34 ≥ 35	At Risk Some Risk Low Risk
Nonsense Word Fluency (NWF)			< 4 5-12 ≥ 13	At Risk Some Risk Low Risk	< 14 15-24 ≥ 25	At Risk Some Risk Low Risk

Fulfilling the Promise of Preschool

The Report of the NASBE Study Group on Creating
High-Quality Early Learning Environments
Executive Version, October 2006

The public education system has become increasingly involved in designing early learning programs to meet the educational goal that all children start school ready to learn. Policymakers, business and community leaders, practitioners, and parents are reexamining how the nation responds to the needs of young children and their families in response to the significant changes in the demographics, workplace requirements, and the number of children spending time in child care settings. ***As a nation, we are becoming increasingly aware of how important early life experiences are to children's social, cognitive, and emotional development and how quality preschool programs and services can increase the odds for favorable outcomes.***

The No Child Left Behind Act (NCLB), has significantly affected most schools and every district in the country. But it is **states** that have the ultimate responsibility for seeing that their schools are up to the task by ensuring all children reach proficiency in academic performance. The good news is that substantial research shows that children's development can be altered by effective early interventions that lead to both short- and long-term favorable outcomes. Many studies of model preschool programs, particularly for economically disadvantaged children, show that students increase their cognitive abilities, leading to improvements in school readiness, school achievement, graduation rates, and long-term positive outcomes.

Policy-makers, economic analysts, and early childhood experts have made the case for large-scale investments in high-quality preschool programs based on the net benefits from increased academic performance and reduced rates of special education referrals, dropouts, welfare recipients, and criminal activity.

The Challenges:

- Very large numbers of young children still do not have access to preschool.
- Research is very clear that preschools must be of high quality in order to get all the gains that have been demonstrated by model programs.
- The fact remains that a majority of preschool programs are not of the quality necessary to bring out the potential benefits-and the least effective programs tend to be those serving low-income families.

Defining Quality: In reviewing the literature on preschool quality, the National Research Council gave priority to defining quality in terms of teaching attributes –how well teachers respond to children's differences, their learning processes, and capabilities; how successfully they integrate multiple developmental goals; and how well they modify curriculum and teaching practices to meet children's needs. All aspects of high-quality learning environments are gauged by the extent to which they provide teachers with the training, supports, curricula, guidance, supervision, and feedback to



ensure that:

- Children are respected, nurtured, and challenged and enjoy frequent interaction and communication with peers and adults;
- Children have ongoing opportunities to learn important skills, knowledge, and dispositions in classrooms that provide materials and activities that are individualized and challenge children's intellectual development; and
- Children acquire skills necessary to learn basic school readiness proficiencies and knowledge in such areas as expanded vocabulary and alphabetic principles; phonological awareness; concepts of numbers; areas of language and literacy; shapes, measurement, and spatial relations; task persistence; early scientific thinking; and information about the world and how it works.

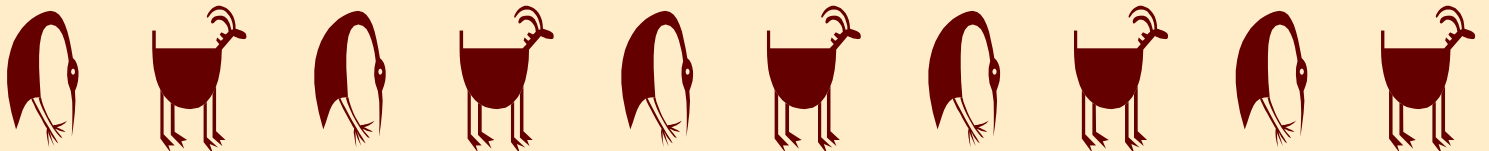
ELEMENTS BEHIND HIGH-QUALITY EARLY EDUCATION PROGRAMS:

- **COMPREHENSIVE STATE STANDARDS FOR PRESCHOOL PROGRAMS**
- **RICH, COHERENT CURRICULUM**
- **LANGUAGE AND EMERGENT LITERACY**
- **ASSESSMENT**
- **RESPONSIVENESS TO CULTURAL AND LINGUISTIC DIVERSITY**
- **INCLUSION OF CHILDREN WITH DISABILITIES**
- **PARTNERSHIPS WITH PARENTS**
- **CLASS SIZE/TEACHER-CHILD RATIOS**
- **HIGH-QUALITY TEACHERS**

2007-2008 Full Day Kindergarten Literacy Readiness Program Application

The 2007-2008 Full Day Kindergarten Literacy Readiness Program Application will be released or available on March 2, 2007. The application is for all public schools, including charter schools, which do not currently have an approved Full-Day Kindergarten Program application on file with the New Mexico Public Education Department (NMPED). Applications are due back to the NMPED by the close of Business or post-marked by April 13, 2007.

For questions please contact Phyllis Martinez, Early Childhood Education Bureau, 505-827-9972 or phyllis.matrinez@state.nm.us



REMINDER TO ALL CURRENTLY FUNDED FULL-DAY KINDERGARTEN LITERACY READINESS PROGRAMS

For those schools who have not submitted their student DIBELS data on the DIBELS website please do so immediately. At this time, there are schools that have not submitted fall or mid-year data.

The evaluation process for FDK Programs consists of two parts:

1. The administration and reporting of DIBELS Student Assessment Data; and
2. The FDK Annual Program Report.

Please comply with the two requirements to ensure continued funding of your FDK Program. For questions please contact Ann Zuni, Early Childhood Educa-

NEW MEXICO'S QUALITY EARLY CHILDHOOD INITIATIVES:

- **EVEN START**—Vonell Huitt 827-6443
- **KINDERGARTEN PLUS**—Phyllis Martinez 827-9972
- **PREKINDERGARTEN**—Richard LaPan, Ann Zuni 827-6561
- **READING FIRST**—Liza Rael 827-6627
- **READING MATERIALS FUND**—Phyllis Martinez 827-9972
- **Director, Lana M. Paolillo, Ph.D.**—827-6521

The Early Childhood Education Bureau is part of the Instructional Support Division at the Public Education Department

Off to a Shaky Start

Education Week: "From Cradle to Career", 2007

Even before they enter school, the conditions in children's homes and communities shape their chances for success. Young children from low-income families, for example, perform significantly lower on tests of literacy and math achievement even before they begin kindergarten, based on longitudinal data from the U.S. Department of Education.

Similarly, children who come to school malnourished, having a mother with less than a high school education, or a parent whose primary language is not English are much more likely than classmates without those factors to have academic and behavioral problems later on.

However, research has found that participating in intensive, high-quality early-childhood can improve school readiness. Children who attend such programs are less likely to drop out of school, repeat grades, or need special education than children who have not had such experiences.

