Legislative EDucation Study Committee

Policy Brief
Review of Structured Literacy Support Models

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New Mexico embarked on a strategic path to ensure all literacy instruction is evidenced-based with the passage of Laws 2019, Chapter 256 (Senate Bill 398). The intent of the law was to identify struggling readers before they fail, increase the number of students achieving reading proficiency, and reduce the number of students requiring special education services. This law requires universal dyslexia screening for first-grade students, early interventions for students displaying characteristics of dyslexia, and school districts to develop and implement a literacy professional development plan to implement structured literacy training for all elementary teachers.

Structured literacy is an umbrella term coined by the International Dyslexia Association in 2016 to describe a science-based, explicit, systematic, cumulative approach to reading and writing instruction. Structured literacy, also known as the science of reading, is an approach where teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress as much as possible. Research suggests this approach is helpful for all students and can be beneficial not only for students with reading disabilities, but all other students, as well.

Literacy is a foundational skill, but most students in New Mexico do not score as proficient in reading or writing, with the most recent data from the Public Education Department (PED) showing 39 percent of New Mexico students testing as proficient in reading during the 2023-2024 school year (SY24). However, overall student proficiency in reading has been growing recently: from 34 percent in SY22 to 39 percent in SY24.

Key Takeaways

- Literacy is a foundational skill, but most students in New Mexico cannot read or write proficiently *(Page 1)*.
- The Structured Literacy New Mexico initiative provides general literacy supports such as professional learning for elementary educators, and additional supports to schools selected as "model" and "support" schools *(Pages 2-3)*.
- While it appears general structured literacy supports are contributing to student achievement, the impact of model and support schools is less clear *(Pages 3-10)*.
- More data, including qualitative case studies, are needed to truly evaluate the impact of structured literacy *(Pages 13-14)*.

While legislative investments in structured literacy have often been cited as contributing to improved statewide student proficiency in reading, the state has not yet evaluated the impact of structured literacy policy and program on student outcomes to understand the impact of state investments. LESC staff's research agenda included an evaluation of how, and in what ways, student growth in reading is impacted by the types of structured literacy support received by schools. This policy brief shares these results of the LESC staff evaluation to determine if the state's investments in structured literacy, as well as the program design, have led to meaningful changes in reading proficiency rates over time.

A Review of New Mexico's Structured Literacy Policy and Program

PED launched the statewide literacy initiative Structured Literacy New Mexico at the beginning of SY21 to support educators in teaching all students to read after the Legislature passed, and the governor signed, Interventions for Students Displaying Characteristics of Dyslexia, codified in Section 22-13-32 NMSA 1978.

Program Design

PED began offering structured literacy professional learning supports in FY21 after the dyslexia/structured literacy working group determined implementation specifics of Section 22-13-32 NMSA 1978. In addition to providing Language Essentials for Teachers of Reading and Spelling (LETRS) training for kindergarten through fifth grade (K-5) educators and administrators, PED mandated other professional learning requirements. Prior to beginning LETRS, teachers must take required Structured Literacy for Diverse Learners Canvas courses which support evidence-based pedagogical practices, including for biliteracy guidance, for New Mexico teachers. Schools are required to screen all first grade students for dyslexia within the first 40 days of instruction or within two weeks of enrolling, using approved English or Spanish screeners, and teachers must take dyslexia screener training through the Canvas courses "Structured Literacy and Dyslexia 101" and "Teach me to Read" prior to beginning screening.

In addition, schools and teachers must provide ongoing support to students demonstrating characteristics of dyslexia with appropriate classroom interventions or referral to a student assistance team, which must prescribe timely, appropriate, systematic, scientific, and evidence-based interventions along with appropriate progress monitoring to determine the effectiveness of the intervention. Finally, schools and districts must develop a literacy professional development plan that includes a detailed plan for structured literacy training and a detailed plan for evidence-based reading interventions and submit to PED no later than October 15 every two years. A breakdown of structured literacy professional learning supports required by PED for all schools can be found in **Table 1: Required Structured Literacy Supports for All Schools**. For more information on structured literacy supports for all schools, including a historical review of structured literacy funding, see **page 9** of this brief.

Table 1: Required Structured Literacy Supports for All Schools

Requirement	Timeline
Elementary educators and administrators required to complete structured literacy and dyslexia Canvas courses	Prior to beginning LETRS
LETRS training for elementary educators and administrators	Ongoing
All first-grade students screened for dyslexia	Within 40 days of instruction, or within two weeks of enrolling in a New Mexico public school
A student who demonstrates characteristics of dyslexia (following the screener) and is having difficulty reading, writing, spelling, and understanding spoken language, or difficulty with expression, shall receive appropriate classroom interventions or be referred to a student assistance team.	Ongoing
Schools shall provide timely, appropriate, systematic, scientific, and evidence-based interventions prescribed by the student assistance team with appropriate progress monitoring to determine effectiveness of the intervention.	Ongoing
School districts and charter schools develop/revise a literacy professional development plan that includes a detailed plan for structured literacy training and a detailed plan for evidence-based reading interventions.	Must be updated by October 15 every two years

Source: PED

In addition to general structured literacy supports received by all elementary schools in the state, PED's Literacy and Humanities Bureau also facilitates an application process to select model and support schools, which receive additional structured literacy supports and funding. The Literacy and Humanities Bureau began offering model and support school supports in SY23.

Model Schools. According to PED, structured literacy model schools serve as exemplars of literacy instruction based on a structured literacy approach for New Mexico. PED selects model schools based on a competitive process that includes a written application and a comprehensive site visit. To qualify to be a structured literacy model school, PED must have previously identified the school as a structured literacy support school or model school. In addition, all teachers in the school must be LETRS trained, site administrators must participate in a Community of Practice (CoP), and teachers and administrators must sign a written agreement acknowledging the required work and expectations of a model school, including but not limited to having model classrooms identified for external visitation by educators from other schools to enhance learning. There are 11 model schools in SY25. See **Appendix A: List of Model and Support Schools** for a breakdown of model schools from SY23 to SY25.

Model schools receive the highest level of support from the state, including an on-site structured literacy coach who provides support to all teachers in the school, the Istation online curriculum component for all K-5 students, additional access to professional learning in structured literacy research and evidence-based practices, and a $50 thousand grant to support the implementation of structured literacy.

Support Schools. According to PED, structured literacy support schools receive assistance implementing structured literacy research and evidence-based practices throughout the school. Like model schools, PED selects support schools based on a competitive process that includes a written application. PED notes selection of support schools is based on need and availability of coaches. To qualify to be a structured literacy support school, all K-5 educators (and sixth grade if included in the elementary school setting) must be LETRS trained or currently enrolled in LETRS training, site administrators must participate in a CoP, and teachers and administrators must sign a written agreement acknowledging the requirements of structured literacy support schools, including but not limited to using Istation to conduct monthly progress monitoring and participating in the Level Up Reading Challenge. There are 67 support schools in SY25. See **Appendix A: List of Model and Support Schools** for a breakdown of support schools from SY23 to SY25.

Support schools receive a moderate level of state assistance, including a structured literacy coach assigned to the school who visits regularly to support educators and the administration in implementation of structured literacy. Structured literacy coaches also train school staff. Structured literacy schools receive grant funding between $25 thousand and $40 thousand, depending on the number of teachers in the school, to support the implementation of structured literacy.

General Schools. Every elementary school in the state that is not a model or support school could be considered a "general school." These schools might use SEG funds for supports such as substitute teacher coverage and stipends for teachers taking LETRS courses, but do not receive supports from PED other than professional learning requirements outlined on page 2 of this brief. Most general schools, but not all, have kindergarten through fifth grade teachers that are LETRS trained as of FY24. The level of fidelity to structured literacy practices introduced in LETRS likely varies widely depending on schools' understanding of the program.

Impact of Structured Literacy in New Mexico

LESC staff analyzed whether the state's investments in structured literacy have led to meaningful changes in school-level proficiency rates or student growth over time, and whether those changes varied between model, support, and other elementary schools. Given that New Mexico has invested in structured literacy for approximately five years, the state should begin to see the impact of that investment in the students that have benefited from structured literacy training.

Data

LESC staff analyzed student performance on the New Mexico Measures of Student Success and Achievement (NM-MSSA) for English language arts (ELA) in third, fourth, and fifth grade, with proficiency rates analyzed at the school level from SY22 through SY24. Data provided by PED for SY24 used in this analysis is considered "preliminary" pending final validation. For this reason, results for SY24 should be interpreted with caution; during

validation, the department works with school districts to verify accuracy of data, and proficiency rates can change if inconsistencies are found.

LESC staff assessed if program design—whether a school was categorized as a model school, a support school, or general school—has a significant relationship with student achievement. Staff also examined trajectories for students as they move from third grade through fifth grade in the same school, asking whether students in model schools and support schools have trajectories that significantly differ from other schools across New Mexico.

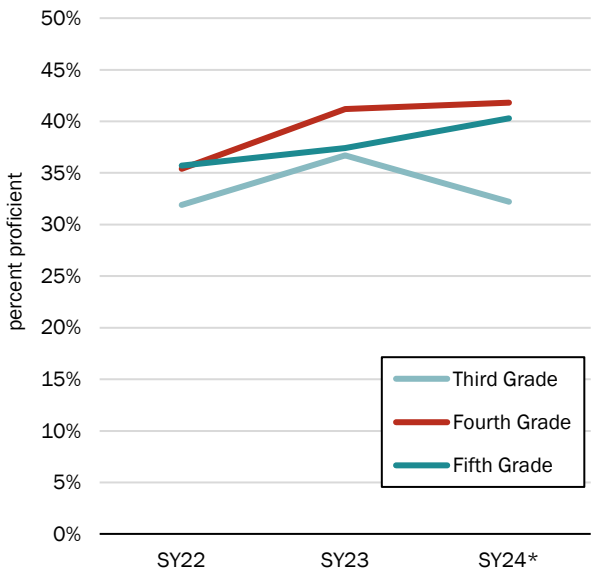
Overall Proficiency Rates

On average, reading achievement in third, fourth, and fifth grade has increased over the past three years statewide. However, this trend varies by grade level. While fourth and fifth grade proficiency rates have increased from about 35 percent proficient to over 40 percent proficient, the proficiency rate of third grade students increased from SY22 to SY23, then fell in SY24.

Structured literacy may have played a role in increasing statewide proficiency rates. Because a growing number of elementary school students are exposed to structured literacy each year, the general trend in student achievement in the elementary grades may be partially attributable to the statewide adoption of structured literacy. As educators implement strategies more completely, proficiency rates should continue to rise each year.

However, the statewide decline in third grade proficiency is also notable. One possible explanation for this decline is that the SY24 cohort of third grade students were kindergarteners during the Covid-19 pandemic. It is possible these third graders are significantly behind the previous cohort of third graders due to the challenges associated with virtual learning for very young students.

Figure 1: Statewide ELA Proficiency Rates by Grade Level
Grades 3-5, NM-MSSA



*Note: Results reported for SY24 are considered "preliminary" pending final validation by PED.

Source: LESC Analysis of PED Data

Another possible explanation of this trend lies in the implementation of structured literacy itself. As the state begins to transition to this new method of reading instruction, it is possible schools are working to adapt to a new, innovative way to teach reading. It's important to note that given the amount of requirements placed upon model schools, and to a lesser extent support schools, it makes sense that it would take these schools even longer to transition to a new way of teaching literacy. For example, model and support schools are required to use the Istation curriculum. Teachers will need to transition to this new curriculum as well as applying what they learned in LETRS. Some amount of "growing pains" are to be expected, especially since transitioning to structured literacy requires statewide buy-in and can be psychologically and emotionally taxing for teachers.

Regardless of the cause of the decline in proficiency in third grade, additional years of data will be necessary to evaluate the impact of structured literacy on a statewide level. LESC staff will continue to study this cohort of students to better understand whether the state can provide additional support to help them catch up with previous cohorts.

The Reading Wars

For over 100 years, a contentious debate over the best approach to reading instruction, colloquially known as "the reading wars," have pit structured literacy (phonics instruction in the early grades) against the use and recognition of words within everyday contexts for young students (whole language).

The United States government began investigating the best methods of reading instruction in the late 1990s, culminating in a study by the National Reading Panel in 2000, whose goal was to evaluate different methods of reading instruction. The National Reading Panel ultimately presented to Congress that systematic phonics instruction was more effective than any other type of reading instruction.

Prior to this study, many experts in education and child development presented to Congress, including an oft-cited statement by Dr. Reid Lyon in 1998, who at the time was the Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development at the National Institutes of Health. Dr. Lyon explained what has come to colloquially be known as the ladder of reading: "for 5 percent of students, learning to read seems effortless; for 35 percent of students, learning to read is relatively easy with broad instruction; for 40-50 percent of students, learning to read proficiently requires code-based explicit, systematic, and sequential instruction; and 10 to 15 percent of students are dyslexic, and learning to read requires code-based explicit, systematic, sequential, diagnostic instruction with many repetitions." Dr. Lyon's explanation points to why the reading wars persist—some students can learn to read no matter the instructional approach, but structured literacy instruction is essential for 50-65 percent of students to read proficiently.

In addition, research from the National Council on Teacher Quality shows a minority of teacher preparation programs teach structured literacy. This means many veteran teachers were not taught the research base behind structured literacy, or how to effectively teach the science of reading. As a result, veteran teachers often have to "buy in" to make the shift from what they've been taught and how they've been teaching to embrace structured literacy—which can be a difficult and emotional experience for some educators.

On average, model schools and support schools serve more challenging demographics than other schools in New Mexico. The bulk of this analysis focuses on whether proficiency rates have changed significantly for model and support schools when compared with other general elementary. Before evaluating their achievement, it is important to note that demographics differ between model schools, support schools, and general schools. As shown in **Table 2: Student Demographics at Model Schools, Support Schools, and General Schools**, both model and support schools have higher proportions of students from economically disadvantaged families, English learners, and students with disabilities than general schools without model or support designations.

Table 2: Student Demographics of Model Schools, Support Schools, and Genderal Schools

Grades 3-5, SY22-SY24

	N. Students (Three-Year Average)	Econ. Disadv.	English Learners	Students with Disab.
Model Schools	1,423	**46.9%**	**27.2%**	**19.4%**
Support Schools	5,940	**51.5%**	**22.9%**	**20.9%**
General Schools	57,799	42.1%	20.2%	16.3%

Note: Percentages indicated in bold are higher than the statewide average.

Source: LESC Analysis of PED Data

Likely by design, schools receiving targeted structured literacy training and supports tend to have higher levels of need than general elementary schools. However, previous analysis of student proficiency rates have shown

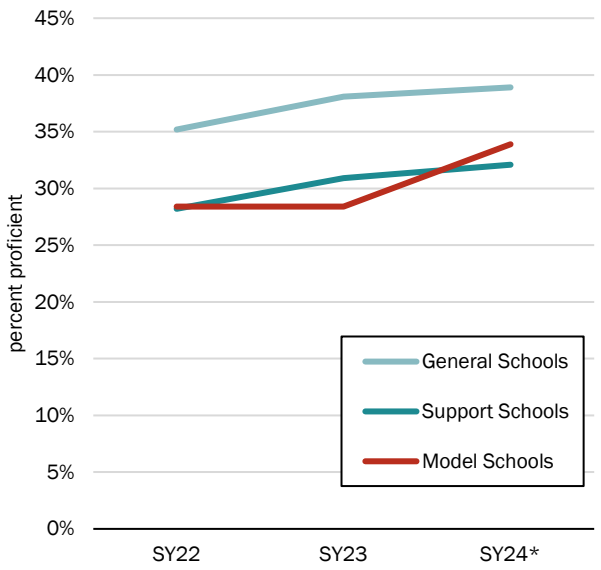
these three student subgroups are negatively correlated with student achievement; schools with higher rates of poverty, English learners, and students with disabilities tend to have a harder time reaching "proficiency."

Given their higher levels of need, students in model and support schools are less likely to reach proficiency than students in general schools. General schools outperformed both model and support schools from FY22 to FY24 on the NM-MSSA ELA assessment, as shown in **Figure 2: Percent of Students Proficient in Model Schools, Support Schools, and General Schools**. The percentage of students proficient in ELA for general schools increased from 35 percent proficient in SY22 to 39 percent proficient in SY24. Model and support schools increased from about 28 percent proficient in SY22 to 34 percent and 32 percent proficient in SY24, respectively.

Model schools may have begun to close the achievement gap. While support schools generally mirrored the statewide trend, Figure 3 shows an interesting trend for model schools; proficiency rates held flat from SY22 to SY23 in model schools during a year when the rest of the state experienced growth in proficiency. In SY24—the following year—proficiency rates in model schools rocketed upward, outperforming support schools and showing some evidence that the achievement gap associated with high rates of poverty, English learners, and students with disabilities, may have narrowed. This trend may indicate model schools faced difficulty implementing structured literacy early in the program, but as the schools became more familiar with structured literacy and the requirements of being a model school, their achievement began to benefit. As shown on **Appendix A**, in SY24, most schools now categorized as "model schools" were either in their first year of being a model school or were still considered a support school. Additional years of implementation and associated outcome data will be important to understand whether these schools continue this trend toward closing the achievement gap.

Third grade students in model schools saw higher proficiency rates in SY24 while other third grade students across New Mexico did not. Recalling the statewide trend for third grade proficiency rates, at a time when proficiency was declining for third grade students in SY24, third grade students in model schools experienced a significant jump in proficiency.

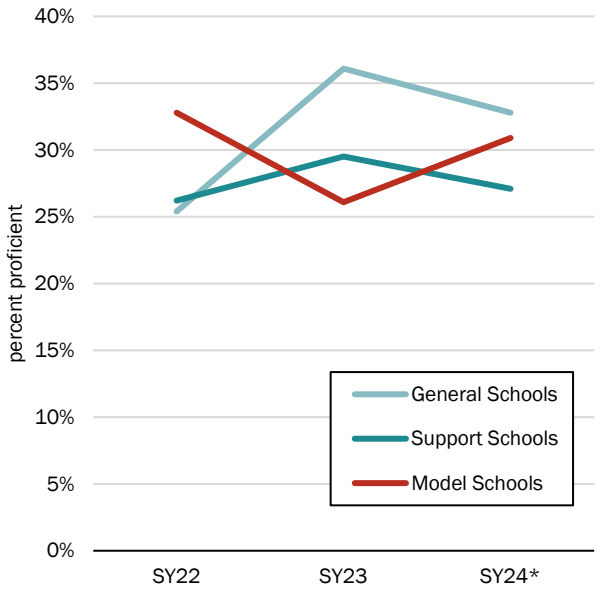
Figure 2: Percent of Students Proficient in ELA in Model Schools, Support Schools, and General Schools
Grades 3-5, NM-MSSA



*Note: Results reported for SY24 are considered "preliminary" pending final validation by PED.

Source: LESC Analysis of PED Data

Figure 3: Percent of Third Grade Students Proficient in ELA in Model Schools, Support Schools, and General Schools
Grade 3, NM-MSSA



*Note: Results reported for SY24 are considered "preliminary" pending final validation by PED.

Source: LESC Analysis of PED Data

This jump for model schools is shown in **Figure 3: Percent of Third Grade Student Proficient in ELA in Model Schools, Support Schools, and General Schools**. As shown in Figure 3, third grade students in model schools nearly reached proficiency rates of third grade students in general schools, despite their challenging demographic characteristics. However, this jump in SY24 proficiency was preceded by a significant decline for model schools in SY23, who had the lowest proficiency rates among the three groups in that year.

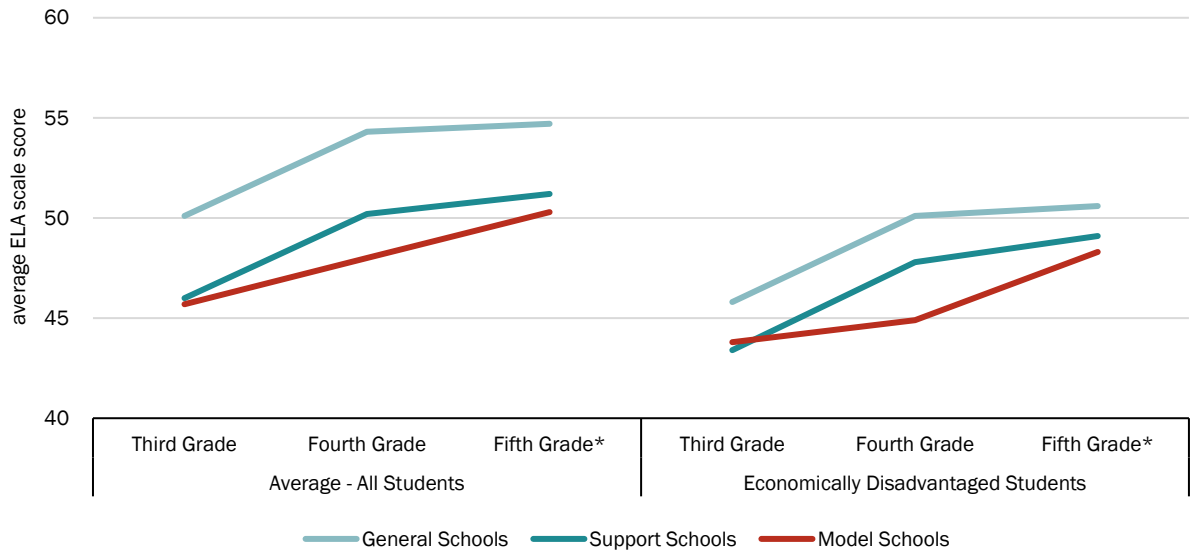
It is possible that, given model schools' early and intensive access to structured literacy support, they tackled the challenges associated with the transition to structured literacy one year earlier than other schools. While model schools addressed the implementation challenges associated with the transition to structured literacy in SY23, other schools across New Mexico may have experienced these challenges this year. Once again, additional years of data will be necessary to evaluate how these changes continue to play out over time, and whether the decline in proficiency for third grade is temporary.

Student Trajectories

To better understand the impact of program design on individual students in model, support, and general schools, LESC staff examined how students' scale scores varied over three consecutive years in the same school. The results of this analysis are depicted for all students in **Figure 4: Average ELA Scale Score for All Students and Economically Disadvantaged Students in Model, Support, and General Schools**.

On average, after three years in a model or support school, fifth grade students remain behind students in general schools. As depicted in Figure 4, average student scale scores on the NM-MSSA tend to increase overall as students progress from third grade through fifth grade, with some differences in trend lines between model, support, and schools with no designation. As noted in the previous charts, general schools outperform both model and support schools, due in large part to the demographic challenges students face in model and support schools.

Figure 4: Average ELA Scale Score for All Students and Economically Disadvantaged Students in Model, Support, and General Schools
Cohort of FY24 Fifth Grade Students, NM-MSSA



Note: Analysis includes 14,702 students - and 9,453 economically disadvantaged students - who were in the same school for three consecutive years from FY22 through FY24. A scale score of 60 is considered "proficient." Results reported for 5th Grade students are considered "preliminary" pending final validation by PED.

Source: LESC Analysis of PED Data

In support schools, students follow a similar trajectory to general schools, with strong growth from third to fourth grade that begins to flatten as students reach fifth grade. However, in Figure 4, model schools showed less growth from third to fourth grade, then consistent growth from fourth to fifth grade. The result for model schools is a steady trajectory that does not flatten for fifth grade students. If these students continue to grow at the same rate as they transition to sixth grade this year, it is possible they will see higher rates of proficiency than their peers that did not attend a model school.

After one year of program implementation, low-income students in model schools may be on track to eventually outperform low-income students in other schools. When examining the trajectories of students from low-income families, the results for model schools diverge from general and support schools. Once again, schools with no designation and support schools follow a growth trajectory that is steep from third to fourth grade then flattens in fifth grade. In model schools, students showed the opposite, with a small amount of growth from third to fourth grade, then substantial growth from fourth to fifth grade. These results are once again similar to average proficiency rates; after one difficult "transition year" where the gap between economically disadvantaged students and all students appears to have widened, the following year low-income students saw a rate of growth that appeared to narrow this gap. It remains to be seen whether these trends will hold in later years; if these trends continue, low-income students from model schools will be on-pace to outperform low-income students in other schools at some point in their educational trajectories.

Variation in Model School Performance

While the previous sections examined the average effects among all model schools, it is important to emphasize that no two model schools are exactly the same. LESC staff found wide variation in the outcomes for model schools, with some performing better than others. The variation in outcomes for model schools may indicate there are conditions under which model school supports are most effective. To maximize the effect of structured literacy model school supports, New Mexico's policy should be designed to replicate the conditions where the program had the greatest impact.

To better understand how trends differed among model schools, LESC staff constructed a linear regression model to predict SY24 proficiency rates for all schools. Using this model, staff examined how model schools' actual proficiency rates differed from their predicted proficiency rates. In other words, LESC staff constructed a model designed to show which model schools were able to "beat the odds."

The results of the regression are reported in **Table 3: Regression Results Regarding SY24 ELA Proficiency Rates**. The regression considers two prior years of proficiency rates from SY22 and SY23, as well as the percent of students who are economically disadvantaged, the percent of students who are English learners, and the percent of students who are students with disabilities. Overall, the regression offers a robust explanation for variation in SY24 achievement, with an *R*-squared coefficient of 0.80. The high *R*-squared coefficient indicates model explains about 80 percent of the variation in SY24 proficiency rates, with about 20 percent of the variation left to random chance and variables outside the model.

As shown in Table 3, the strongest predictor of proficiency rates in SY24 were proficiency rates in SY22 and SY23, each displaying a strong, positive,

Table 3: Regression Results Regarding SY24 ELA Proficiency Rates
Grades 3-5, NM-MSSA

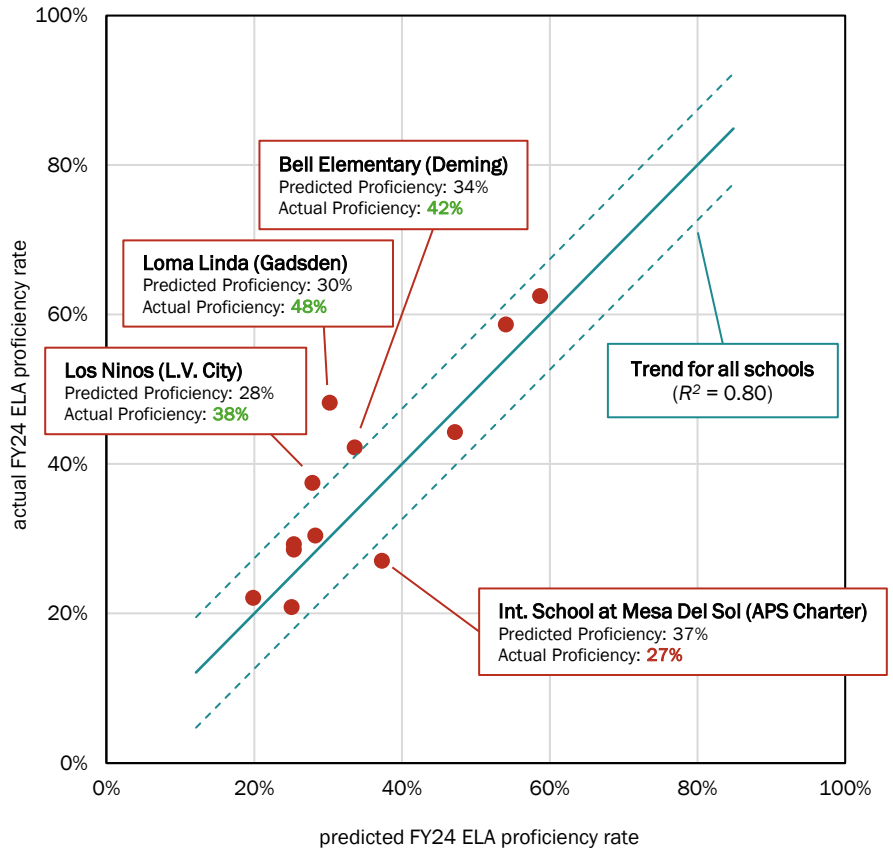
Variable	Effect Size	Sig.
Percent Proficient (SY22)	**0.21**	***
Percent Proficient (SY23)	**0.65**	***
Percent Economically Disadvantaged	0.01	
Percent English Learners	**- 0.06**	*
Percent Students with Disabilities.	-0.03	
Intercept	**0.08**	**
R^2 .= 0.80 N = 433		

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Source: LESC Analysis of PED Data

Figure 5: Predicted and Actual ELA Proficiency Rates in Model Schools compared with Statewide Trend

Grades 3-5, NM-MSSA



Note: Proficiency rates predicted using linear regression considering two prior years of proficiency, the schoolwide percent of economically disadvantaged students, English learners, and students with disabilities. Results reported for FY24 are considered "preliminary" pending final validation by PED.

Source: LESC Analysis of PED Data

statistically significant coefficient. These coefficients indicate schools with high proficiency rates in SY22 and SY23 tended to have higher proficiency rates in SY24. Because SY22 and SY23 proficiency rates are highly correlated with the other variables, the student demographics included in the model tend to have less of an impact on student achievement, with the exception of the percentage of English learners at a school, which has a significant negative effect on predicted SY24 achievement.

Some model schools outperformed their predicted proficiency rates, while others did not. In **Figure 5: Predicted and Actual ELA Proficiency Rates in Model Schools compared with Statewide Trend,** the turquoise lines describe the relationship between actual proficiency rates and proficiency rates predicted via linear regression for all schools, with the model's standard error represented in dotted lines. LESC staff plotted individual results for model schools in particular, represented by red dots on Figure 5. Schools plotted outside the dotted lines can be said to have significantly deviated from their predicted scores, with schools above the line performing better than expected, and schools below the line performing worse than expected.

As shown in Figure 5, three model schools performed significantly better than the model predicts: Los Ninos Elementary (Las Vegas City Schools), Loma Linda Elementary (Gadsden Independent School District) and Bell Elementary (Deming Public Schools). A cursory examination of these schools' demographic characteristics finds that both Loma Linda and Bell elementaries have a much greater English learner population than the statewide

average, having 52 percent and 58 percent English learners, respectively. Conversely, one school, the International School at Mesa Del Sol (Albuquerque Public Schools Charter School) significantly underperformed its predicted SY24 proficiency.

The variation in outcomes among model schools points to the need for more qualitative analysis to determine how differences in implementation may be helping schools beat the trendline. The three schools that significantly exceeded their predicted proficiency rates, as well as the one school that fell behind, are strong candidates for "case studies" for qualitative analysis. A deeper understanding of these schools' stories can help staff identify the conditions under which the structured literacy program can be successful, as well as implementation pitfalls that should be avoided. Lessons from these schools can help identify key policy levers the state can consider as the Legislature considers the best mechanism to flow funds to schools and as PED considers the types of supports schools need to effectively implement structured literacy.

Structured Literacy Funding and Supports

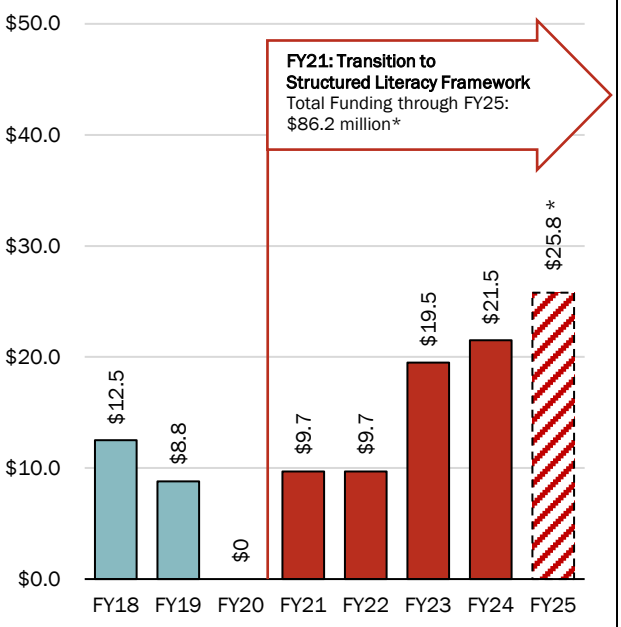
Differences in outcomes between schools, especially model schools receiving intensive structured literacy supports, are likely attributable to differences in implementation strategies. The Legislature has allocated structured literacy funding, and PED has provided broad supports for all schools, since FY21. However, as is the case with many initiatives, school districts have broad discretion over funding they receive. School districts are required to develop literacy plans to describe how they will allocate funding—including SEG funding—to implement structured literacy, but the extent to which these plans are followed is unclear.

Funding for Structured Literacy

Since the transition to the Structured Literacy New Mexico Initiative, the Legislature has allocated funding for structured literacy through both below-the-line program support appropriations and through state equalization guarantee (SEG) distributions directly to school districts and charter schools. Below-the-line program support for structured literacy totals $42.4 million from FY21 to FY25. SEG funding, which goes directly to school districts and charter schools to provide evidence-based structured literacy interventions, totals $32 million from FY21 to FY24, with an annual SEG distribution of $8 million for each of those fiscal years. See **Figure 6: Appropriations for Early Literacy** for a breakdown of total structured literacy funding from FY18 to FY25.

In FY25, while the Legislature again included language to fund structured literacy through SEG distributions, the language was different and no longer isolated SEG funding specifically for structured literacy. Instead, the FY25 SEG allocation included $59 million for districts and schools to not only fund structured literacy supports, but also to fund teacher mentorship requirements, create an educational plan, provide career and technical education programs, and implement the community school framework. This means in FY25, school districts and charter schools could spend between $0 and $59 million of their SEG allocation to support structured

Figure 6: Appropriations for Early Literacy
(in millions)



*Note: FY25 budget language included one flexible line item for several innovative school programs, including structured literacy and five other initatives. If school districts equally split the available funding across those initatives, staff estimate the total amount provided for structured literacy in FY25 could be $25.8 million.

Source: LESC Files

literacy. Because these allocations are through the SEG, which is discretionary, school districts and charter schools do not necessarily have to be spent in alignment with enabling legislation that established criteria for structured literacy initiatives in the state.

A review of LEA literacy plans also reveals districts and schools use a multitude of other funding sources to support structured literacy, including but not limited to state funding such as the family income index, and federal funding such as the Comprehensive Literacy State Development grant, and the Elementary and Secondary School Emergency Relief fund.

Since FY21, PED has used below-the-line funding to support LEAs in complying with Section 22-13-32 NMSA 1978. This work began with PED convening a dyslexia/structured literacy working group in SY21 to determine implementation specifics of the law, including identifying a state-funded structured literacy training provider. As a result of working group decisions, PED contracted with Lexia, a curriculum company offering structured literacy programs aligned with the latest scientific findings, to provide the LETRS structured literacy training to all K-5 general educators, special education teachers, reading specialists, and literacy coaches. PED also provided school administrators with LETRS for Administrators to support their understanding of the science of reading and evidence-based instruction. LETRS is an intensive two-year professional learning journey with eight units of in-depth learning through a blended model of online training paired with real-time professional learning led by certified LETRS trainers. Each LETRS unit is estimated to take 10-12 hours to complete.

Literacy Plans and Other Supports

In response to Subsection E of Section 22-13-32 NMSA 1978, PED developed guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction in New Mexico.

First, PED provided LEAs with a Structured Literacy Instructional Material Review Rubric to help districts and schools meet the requirements to provide "timely, appropriate, systematic, scientific, and evidence-based interventions for students displaying characteristics of dyslexia." While some core instructional materials may contain structured literacy components, supplemental materials may be required for intervention and to fill gaps in core materials that do not adequately address structured literacy. While PED's Instructional Materials Bureau reviews core instructional materials by subject every six years, and releases an adopted list of HQIM materials that meet the rigorous standards of the review process, PED does not review supplemental materials. This means LEAs must use a PED-provided rubric to review supplemental materials for alignment to structured literacy on their own.

Second, PED provided guidance for districts, schools, and teachers to build a comprehensive literacy system from birth through high school through the New Mexico Statewide Literacy Framework and The Science of Reading for Emergent Bilinguals in New Mexico. These documents were intended to assist districts and schools in the paradigm shift of moving from intervention to prevention that is required with structured literacy instruction, and ensure educators are equipped to meet the needs of all students.

Statewide Literacy Framework. The New Mexico Statewide Literacy Framework was developed in 2020 and updated in 2024 to serve as the cornerstone of structured literacy instruction in alignment with PED's New Mexico State Plan for the Every Student Succeeds Act and PED's mission, vision, and strategic goals. According to PED, the framework "provides a roadmap for designing reading systems and instructions that are well-designed, implemented, and evaluated throughout kindergarten through 12th grade. It is designed to be systematic, strategic, and dynamic."

The Statewide Literacy Framework provides guidance on the components of an effective literacy program from birth through 12th grade. It also provides guidance on assessment, intervention, coaching, family engagement, and meeting the needs of English learners in various Bilingual Multicultural Education Programs. While the Statewide Literacy Framework provides some guidance on biliteracy instruction for English learners, The Science of Reading for Emergent Bilinguals in New Mexico provides a review of the research base on the science of reading for emergent bilinguals, as well as a framework for structured literacy for English learners, including oral language development and assessment.

Local Literacy Plans. School districts and charter schools were required to develop, and then regularly update, a literacy professional development plan that includes a detailed plan for structured literacy training and for evidence-based reading interventions with the passage of Subsection E of Section 22-13-32 NMSA 1978. In SY21—the first year of implementation—PED required LEAs to use templates for assurances as well as the local literacy plan. The assurances required the superintendent or charter school leader to certify that he or she read the plan, and that the plan is related to the funds awarded to the LEA for structured literacy planning and professional learning (i.e., the funds allocated for structured literacy through the SEG).

While the law specifies the plan must continue to be implemented each school year and may be updated as necessary, PED requires all LEAs to update their literacy plans every two years. In addition, beginning with SY23, PED began requiring LEAs to use a new template for K-5 literacy plans as the department condensed the local literacy plan to align with NM Dash and Multi-Layered System of Supports (MLSS) requirements. PED also provided templates for K-8 Literacy Plans as well as K-12 Literacy Plans, although use of those templates is optional.

Based on LESC staff review of submitted local literacy plans, it appears many districts and schools have similar goals and challenges related to increasing student proficiency in reading. Many LEAs expressed the urgent need to increase student reading proficiency. For example, one LEA wrote, "Although the number of students proficient has been improving, well over half of our students are at risk of dropping out, and well over half of our students will not likely catch up so that they are able to read proficiently as adults." LESC staff reviewed LEA literacy plans submitted to PED in SY23 and SY24 as part of this evaluation. Review of literacy plans submitted in SY23—when PED required all LEAs to submit literacy plans—revealed not all LEAs submitted plans. This raises questions regarding capacity of staff to address the content of literacy plans, a large task, given all 89 school districts and 39 state-chartered charter schools are required to submit literacy plans. It is important to note PED's Literacy and Humanities Bureau has a staff of only 12 to handle all literacy and humanities work, which includes oversight of social studies and all fine arts, in addition to ELA.

Structured Literacy in Other States

New Mexico is not alone in its legislative approach to instituting structured literacy in classrooms, with national research showing 38 states have passed such legislation since 2013. Two states, Mississippi and Tennessee, have done particularly similar work to leverage evidence-based practices to teach the science of reading.

Mississippi

The Mississippi Legislature passed the Literacy-Based Promotion Act (Senate Bill 2347) in 2013, which began the transition to structured literacy and also required schools to hold students back at the end of third grade if students did not hit a certain benchmark. In 2016, the Legislature amended the Literacy-Based Promotion Act (Senate Bill 2157) to include a requirement for individual reading plans for students testing below grade level in reading. The Literacy-Based Promotion Act led to impressive gains for students that have been recognized internationally and what some have dubbed the "Mississippi Miracle." In 1998, 47 percent of students in Mississippi tested as proficient on the National Assessment of Educational Process (NAEP), a national assessment that provides a common measure of student achievement across the country. By 2022, 64 percent of students in Mississippi tested as proficient on NAEP.

Staff at the Mississippi Department of Education have pointed to the Literacy-Based Promotion Act's multi-pronged approach as a catalyst to increasing reading proficiency. The act also included free, full-day prekindergarten programs that ensure children are ready to ready prior to kindergarten, universal literacy screening three times a year for students in kindergarten through third grade (K-3), individual reading plans for students screening below grade level, and formal methods to engage parents and families. The Mississippi Department of Education has also released a robust Mississippi Literacy-Based Promotion Act Implementation Guide to support and standardize the implementation of structured literacy across LEAs. In addition, Mississippi continues to invest $15 million annually to support literacy, 60 percent of which goes to coaching and intervention staff.

Mississippi also leveraged LETRS professional learning for all K-3 educators and kindergarten through eighth grade special education educators, as well as literacy coaches, to support implementation of structured literacy. Mississippi was extremely selective in its hiring of full-time coaches to support schools where students performed the worst on third grade standardized reading assessments, looking for the right combination of professional qualifications and personality. While the state's initial intent was to hire 75 full-time coaches in 2013, 600 applied, and only 24 were selected. Research shows literacy coaches have the potential to serve as transformational agents of change, but to succeed they must have clearly defined roles, extensive support, and an existing rapport among teachers.

Tennessee

The Tennessee Legislature passed the Tennessee Literacy Success Act (Senate Bill 3) in 2021, which requires every district to use phonics-based literacy skills to teach reading and create literacy plans, educator preparation providers to teach structured literacy to preservice teachers, universal reading screeners to gauge student progress, extra supports or retention for third graders no proficient in reading, and required reporting to the Legislature and public on statewide literacy progress. Predating the Tennessee Literacy Success Act, the Governor of Tennessee and the Tennessee Department of Education launched the Read to be Ready campaign in 2016, which set a goal to move at least 75 percent of third graders to reading proficiency by 2025.

Tennessee also relies on teacher training as a lever to increase student proficiency in reading. With the enactment of the Tennessee Literacy Success Act, educators are now required to complete a structured literacy course before licensure renewal. In addition, candidates seeking to obtain, renew, or advance a teaching license must provide evidence of completing an approved foundational literacy course to the Tennessee Department of Education.

According to the Tennessee Literacy Success Act Implementation Report, released by the Tennessee Department of Education in July 2024, the Tennessee Literacy Success Act continues to have a positive impact on grade level performance on the ELA portion of the Tennessee Comprehensive Assessment Program, the statewide standardized assessment for Tennessee. The Department reports proficiency rates for third grade ELA improved from 32.1 percent of students performing on grade level in 2021 to 40.9 percent of students performing on grade level in 2024. The Department notes this exceeds performance levels prior to the Covid-19 pandemic and is the highest level of proficiency since ELA standards were changed in 2017.

Summary, Limitations, and Future Research

Analysis of average school-level proficiency and student growth trajectories have indicated New Mexico is beginning to see the impact of structured literacy. Statewide increases in proficiency may be partially due to the statewide implementation of structured literacy, but isolated declines in proficiency, particularly for third grade students, may indicate schools experience some challenges as they transition to a structured literacy approach to teaching reading. While model schools, which tend to serve a higher percentage of disadvantaged students, may be showing some evidence of "closing the achievement gap" with other schools statewide, additional years of data will be necessary to show whether the trends in achievement will continue. Staff plan to perform case studies of schools that significantly outperformed the statewide trend to learn more about the conditions that led to successful implementation of structured literacy; lessons from these schools can help inform policy considerations for the future of the structured literacy program.

Limitations. Given that model and support schools are not randomly selected to receive structured literacy training and support, these results are hampered by some amount of selection bias. As mentioned in the analysis, student demographics differ significantly between model, support, and general schools. PED is explicit, particularly in its solicitation of applications for support schools, that the program is designed for schools that need extra support implementing structured literacy. While model schools are intended to serve as exemplars of literacy instruction according to PED, there is also a long list of requirements that model schools must meet to qualify to become a model school; it stands to reason that a school would not apply to be a model school

unless they were experiencing a need for additional supports. Further, a wide variation in outcomes among model schools underscores the need for qualitative analysis to determine implementation components that contribute to differences in outcomes.

Future Research. While these data have proven critical in helping staff identify success stories, the analysis opens new questions for future research, particularly regarding implementation choices, for both PED and local education agencies (LEAs).

Regarding PED implementation choices, it is clear PED exceeded the letter of the law regarding implementation of structured literacy. Some of the program design components of model and support schools also seem only tangentially related to structured literacy. For example, the application requires model and support schools to "participate in all aspects of the Level Up Reading Challenge," a competitive challenge that aims to inspire K-5 students to develop a love of reading and improve their literacy, and including visits from reading mascots Ralph the Reader and Ricky the Roadrunner. It is unclear if this initiative aligns with the evidence-based structured literary approach. Further, while on its face it is laudable that PED is taking it upon themselves to attempt to increase student engagement, adding components to Structured Literacy New Mexico is potentially problematic as LEAs differ widely in capacity to take on additional requirements, and the additional effort may be enough to dissuade smaller, or more rural, LEAs from participating.

All LEAs have numerous implementation choices to make in the Structured Literacy New Mexico initiative, whether their LEA includes model and support schools or not, and these choices can have a strong impact on student outcomes. For example, it is up to LEAs to choose instructional materials. Research suggests the use of high-quality instructional materials (HQIM), accompanied by professional learning, can improve student achievement. In addition, HQIM can help teachers implement professional learning, like LETRS, in their classroom. An ongoing question is how to sustain practice—in other words, how to ensure teachers are implementing what they have learned in LETRS in the classroom, and if there is a need for continuous or updated professional learning regarding structured literacy over time.

Qualitative analysis of structured literacy implementation in all schools, but particularly in model and support schools, is necessary to fully understand the impact of implementation choices on student outcomes in reading.

Policy and Budget Recommendations

While data are clear that Structured Literacy New Mexico is impacting student growth in reading in New Mexico, the impact of model and support schools was less clear. However, LESC staff recommend continued funding and support for model and support school implementation to collect additional years of data for analysis. It is also important to note it often takes between five and seven years to see the impact of program implementation in education. In addition, LESC staff recommend further study to determine key factors in program implementation leading to wide variation in outcomes among model schools.

To fulfill the goal of the Structured Literacy New Mexico initiative to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services, the Legislature may consider continuing annual funding, as well as evaluation of programmatic supports. To accomplish these goals, the Legislature should consider:

- Continuing to allocate funding through the SEG for structured literacy to sustain LETRS supports for new teachers;
- Continuing to allocate targeted funding for early literacy and reading support for structured literacy model and support schools as well as the implementation of structured literacy coaches; and
- Evaluating the impact of model and support schools on student achievement in reading.

The Legislature may consider paying close attention to PED's budget request for SEG and BTL funding to sustain structured literacy supports as all training for K-5 educators comes to a close, and the focus shifts to sustaining practice and training new K-5 educators.

APPENDIX A: List of Model and Support Schools

SY22-SY24

			Structured Literacy Designation			Student Demographics (Grades 3-5)			ELA Proficiency (Grades 3-5)			
	District Name	School Name	SY23	SY24	SY25	Econ. Disadv.	English Learners	Stud. with Disab.	SY22	SY23	SY24	
	Model Schools											
1	ALBUQUERQUE	WHITTIER ELEMENTARY SCHOOL	Support	Model	Support	80.0%	25.4%	43.8%	25.8%	21.5%	20.9%	1
2	ALBUQUERQUE - CHARTER	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	Model	Model	Model	32.8%	0.0%	26.9%	45.8%	46.3%	44.3%	2
3	ALBUQUERQUE - CHARTER	THE INTERNATIONAL SCHOOL AT MESA DEL SOL	Support	Model	Model	39.6%	10.4%	17.7%	33.7%	35.4%	27.1%	3
4	CAPITAN	CAPITAN ELEMENTARY SCHOOL		Support	Model	37.5%	1.0%	15.6%	46.3%	56.3%	58.7%	4
5	CLOUDCROFT	CLOUDCROFT ELEMENTARY SCHOOL		Support	Model	25.0%	1.3%	21.3%	58.1%	60.0%	62.5%	5
6	CLOVIS	ARTS ACADEMY AT BELLA VISTA	Model	Model	Model	73.4%	10.5%	23.8%	23.6%	20.3%	29.3%	6
7	CUBA	CUBA ELEMENTARY SCHOOL		Support	Model	83.2%	53.0%	19.5%	6.3%	4.7%	13.7%	7
8	DEMING	BELL ELEMENTARY	Model			67.0%	58.3%	19.1%	29.5%	35.7%	42.2%	8
9	GADSDEN	VADO ELEMENTARY	Model	Model	Model	68.6%	60.6%	30.7%	19.3%	27.0%	28.6%	9
10	GADSDEN	LOMA LINDA ELEMENTARY SCHOOL	Support	Model	Model	66.1%	51.7%	16.9%	32.4%	28.8%	48.2%	10
11	LAS CRUCES	COLUMBIA ELEMENTARY SCHOOL	Support	Support	Model	57.6%	24.2%	28.0%	26.0%	25.8%	30.4%	11
12	LAS VEGAS CITY	LOS NIÑOS ELEMENTARY SCHOOL	Support	Model	Model	57.6%	7.1%	15.3%	27.4%	22.4%	37.5%	12
13	TRUTH OR CONSEQUENCES	TRUTH OR CONSEQUENCES ELEMENTARY	Support	Model	Model	2.4%	2.4%	23.5%	19.3%	12.9%	22.1%	13
	Support Schools											
14	ALAMOGORDO	DESERT STAR ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						14
15	ALBUQUERQUE	A. MONTOYA ELEMENTARY SCHOOL		Support	Support	37.3%	2.8%	31.6%	42.9%	44.3%	40.7%	15
16	ALBUQUERQUE	ALVARADO ELEMENTARY SCHOOL		Support	Support	32.4%	18.4%	25.7%	46.6%	52.9%	50.4%	16
17	ALBUQUERQUE	ARMIJO ELEMENTARY SCHOOL		Support	Support	68.1%	52.1%	29.4%	9.2%	12.6%	12.2%	17
18	ALBUQUERQUE	ATRISCO ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						18
19	ALBUQUERQUE	BEL-AIR ELEMENTARY SCHOOL		Support	Support	64.8%	16.0%	35.2%	12.2%	12.0%	25.0%	19
20	ALBUQUERQUE	CARLOS REY ELEMENTARY SCHOOL		Support	Support	55.6%	42.1%	30.2%	19.7%	32.5%	27.0%	20
21	ALBUQUERQUE	DOLORES GONZALES ELEMENTARY SCHOOL		Support	Support	62.6%	42.9%	43.5%	24.1%	31.3%	35.3%	21
22	ALBUQUERQUE	ECADEMYK8 ONLINE MAGNET SCHOOL		Support	Support	50.7%	13.8%	21.0%	34.9%	29.7%	32.7%	22
23	ALBUQUERQUE	EMERSON ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						23
24	ALBUQUERQUE	HODGIN ELEMENTARY	Support	Support		77.2%	26.1%	32.8%	20.0%	17.8%	19.2%	24
25	ALBUQUERQUE	KIRTLAND ELEMENTARY SCHOOL		Support	Support	71.7%	24.5%	24.5%	14.1%	17.0%	25.0%	25

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SY22-SY24

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	District Name	School Name	SY23	SY24	SY25	Econ. Disadv.	English Learners	Stud. with Disab.	SY22	SY23	SY24	
26	ALBUQUERQUE	LEW WALLACE ELEMENTARY SCHOOL		Support	Support	59.4%	14.9%	33.7%	25.9%	27.7%	23.3%	26
27	ALBUQUERQUE	LOWELL ELEMENTARY SCHOOL		Support	Support	80.6%	45.2%	31.5%	9.2%	8.9%	8.3%	27
28	ALBUQUERQUE	MACARTHUR ELEMENTARY SCHOOL		Support	Support	64.7%	19.1%	39.7%	32.9%	45.6%	42.6%	28
29	ALBUQUERQUE	MARY ANN BINFORD ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						29
30	ALBUQUERQUE	MISSION AVENUE ELEMENTARY SCHOOL		Support	Support	66.7%	19.3%	29.8%	18.4%	18.7%	28.8%	30
31	ALBUQUERQUE	PAJARITO ELEMENTARY SCHOOL		Support	Support	51.9%	47.4%	26.7%	13.3%	12.6%	10.6%	31
32	ALBUQUERQUE	RUDOLFO ANAYA ELEMENTARY SCHOOL		Support	Support	55.4%	30.1%	25.7%	27.6%	27.9%	25.6%	32
33	ALBUQUERQUE	VALLE VISTA ELEMENTARY SCHOOL		Support		58.1%	32.3%	35.5%	13.0%	22.6%	16.1%	33
34	ALBUQUERQUE - CHARTER	CHRISTINE DUNCAN HERITAGE ACADEMY		Support	Support	56.8%	72.1%	14.4%	8.8%	18.9%	26.0%	34
35	AZTEC	MCCOY ELEMENTARY	Support	Support		29.1%	17.4%	26.7%	43.8%	44.2%	28.9%	35
36	AZTEC	PARK AVENUE ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						36
37	BELEN	GIL SANCHEZ ELEMENTARY	Support	Support	Support	44.7%	12.9%	18.9%	46.6%	50.0%	40.4%	37
38	BELEN	LA PROMESA ELEMENTARY SCHOOL		Support	Support	55.4%	24.1%	27.7%	18.5%	33.7%	26.4%	38
39	CHAMA VALLEY	CHAMA ELEMENTARY SCHOOL		Support	Support	38.9%	11.1%	13.9%	11.4%	5.6%	10.7%	39
40	CHAMA VALLEY	TIERRA AMARILLA ELEMENTARY SCHOOL		Support	Support	28.9%	17.8%	6.7%	25.0%	24.4%	20.0%	40
41	COBRE CONSOLIDATED	BAYARD ELEMENTARY SCHOOL		Support	Support	66.7%	6.3%	27.0%	27.7%	36.5%	44.3%	41
42	COBRE CONSOLIDATED	CENTRAL ELEMENTARY SCHOOL		Support	Support	45.6%	12.3%	26.3%	27.8%	38.6%	31.3%	42
43	COBRE CONSOLIDATED	HURLEY ELEMENTARY SCHOOL		Support	Support	55.7%	4.9%	23.0%	31.3%	36.1%	64.0%	43
44	COBRE CONSOLIDATED	SAN LORENZO ELEMENTARY SCHOOL		Support	Support	64.3%	0.0%	28.6%	69.2%	53.6%	44.1%	44
45	ESPANOLA	ABIQUIU ELEMENTARY	Support	Support		58.8%	8.8%	14.7%	30.3%	8.8%	15.2%	45
46	ESPANOLA	ALCALDE ELEMENTARY	Support		Support	62.7%	23.7%	28.8%	25.0%	22.0%	37.0%	46
47	ESPANOLA	CHIMAYO ELEMENTARY	Support	Support	Support	61.5%	13.8%	18.5%	26.3%	29.2%	26.2%	47
48	ESPANOLA	DIXON ELEMENTARY	Support	Support	Support	60.0%	15.0%	25.0%	50.0%	45.0%	51.9%	48
49	ESPANOLA	EUTIMIO T. SALAZAR ELEMENTARY SCHOOL	Support	Support	Support	68.1%	25.7%	9.7%	17.9%	26.5%	25.2%	49
50	ESPANOLA	HERNANDEZ ELEMENTARY	Support			85.7%	21.4%	14.3%	7.7%	17.9%	20.0%	50
51	ESPANOLA	JAMES H. RODRIGUEZ	Support	Support	Support	67.2%	26.6%	14.8%	20.7%	14.8%	23.6%	51
52	ESPANOLA	SAN JUAN ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						52

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SY22-SY24

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53	ESPANOLA	TONY E. QUINTANA/SOMBRILLO ELEMENTARY	Support		Support	66.3%	36.0%	15.1%	11.7%	15.1%	16.7%	53
54	ESPANOLA	VELARDE ELEMENTARY	Support	Support	Support	75.0%	15.0%	20.0%	25.0%	40.0%	19.0%	54
55	GADSDEN	BERINO ELEMENTARY SCHOOL		Support	Support	79.5%	57.8%	13.0%	16.8%	19.3%	25.4%	55
56	GRANTS CIBOLA COUNTY	MESA VIEW ELEMENTARY SCHOOL		Support		63.5%	17.1%	22.9%	22.5%	32.9%	36.7%	56
57	HAGERMAN	HAGERMAN ELEMENTARY SCHOOL	Support	Support	Support	35.9%	35.9%	17.9%	23.4%	25.6%	28.4%	57
58	HATCH VALLEY	RIO GRANDE ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						58
59	HOBBS	BROADMOOR ELEMENTARY SCHOOL		Support	Support	54.5%	13.3%	21.2%	49.1%	45.5%	45.9%	59
60	HOBBS	WILL ROGERS ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						60
61	JEMEZ VALLEY	JEMEZ VALLEY ELEMENTARY SCHOOL		Support		69.8%	20.9%	9.3%	26.0%	16.3%	18.5%	61
62	LAS CRUCES	CENTRAL ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						62
63	LAS CRUCES	LOMA HEIGHTS ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						63
64	LAS CRUCES	MESILLA ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						64
65	LAS CRUCES	MESILLA PARK ELEMENTARY SCHOOL		Support	Support	62.1%	32.2%	23.6%	33.1%	29.3%	38.2%	65
66	LORDSBURG	R.V. TRAYLOR ELEMENTARY (RVT) SCHOOL		Support	Support	68.4%	0.0%	15.8%	25.3%	17.5%	35.3%	66
67	LOS ALAMOS	CHAMISA ELEMENTARY/LOS ALAMOS ONLINE		Support	Support	4.8%	1.6%	19.0%	61.9%	66.7%	61.1%	67
68	LOS LUNAS	TOME ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						68
69	MORIARTY-EDGEWOOD	MORIARTY ELEMENTARY SCHOOL	Support			56.4%	17.1%	17.7%	28.2%	32.0%	28.6%	69
70	MORIARTY-EDGEWOOD	ROUTE 66 ELEMENTARY SCHOOL	Support			51.3%	11.0%	18.2%	35.7%	33.8%	32.2%	70
71	MORIARTY-EDGEWOOD	SOUTH MOUNTAIN ELEMENTARY SCHOOL	Support	Support		26.7%	3.1%	14.3%	57.5%	64.0%	62.0%	71
72	MOUNTAINAIR	MOUNTAINAIR ELEMENTARY SCHOOL		Support	Support	51.1%	0.0%	23.4%	23.5%	27.7%	34.9%	72
73	QUESTA	ALTA VISTA ELEMENTARY AND INTERM. SCHOOL		Support	Support	33.3%	0.0%	11.1%	11.8%	16.7%	5.0%	73
74	RESERVE	RESERVE ELEMENTARY SCHOOL		Support	Support	23.5%	0.0%	23.5%	27.8%	52.9%	41.2%	74
75	RIO RANCHO	PUESTA DEL SOL ELEMENTARY SCHOOL			Support	*New support school in SY25 - data not analyzed*						75
76	ROSWELL	NANCY LOPEZ ELEMENTARY SCHOOL	Support			66.3%	30.2%	23.3%	35.6%	36.0%	38.0%	76
77	SAN JON	SAN JON ELEMENTARY SCHOOL	Support	Support	Support	43.8%	0.0%	18.8%	21.4%	43.8%	44.8%	77
78	SANTA ROSA	SANTA ROSA ELEMENTARY SCHOOL	Support	Support	Support	53.6%	7.1%	17.9%	47.2%	40.5%	38.4%	78
79	SOCORRO	MIDWAY ELEMENTARY SCHOOL	Support			44.2%	2.3%	18.6%	40.5%	44.2%	61.7%	79

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80	SOCORRO	PARKVIEW ELEMENTARY SCHOOL	Support	Support	Support	73.0%	21.1%	9.9%	22.0%	23.0%	30.6%	80
81	SOCORRO	SAN ANTONIO ELEMENTARY SCHOOL	Support			61.5%	11.5%	15.4%	25.8%	46.2%	46.4%	81
82	SPRINGER	FORRESTER/WILFERTH ELEMENTARY	Support	Support	Support	55.6%	5.6%	11.1%	38.1%	33.3%	38.1%	82
83	TRUTH OR CONSEQUENCES	ARREY ELEMENTARY SCHOOL		Support	Support	0.0%	58.5%	14.6%	46.2%	43.9%	33.3%	83
84	TRUTH OR CONSEQUENCES	SIERRA ELEMENTARY COMPLEX		Support	Support	2.1%	3.5%	25.4%	31.9%	32.4%	31.6%	84
85	VAUGHN	VAUGHN ELEMENTARY SCHOOL		Support		57.1%	21.4%	35.7%	35.7%	35.7%	9.1%	85
86	WEST LAS VEGAS - CHARTER	RIO GALLINAS CHARTER SCHOOL	Support	Support	Support	50.0%	3.8%	23.1%	8.3%	15.4%	47.6%	86
87	STATE CHARTER	ALBUQUERQUE SIGN LANGUAGE ACADEMY			Support	*New support school in SY25 - data not analyzed*						87
88	STATE CHARTER	RAICES DEL SABER XINACHTLI COMM. SCHOOL		Support		58.3%	30.6%	5.6%	35.3%	36.1%	30.4%	88
89	STATE CHARTER	TAOS INTEGRATED SCHOOL OF THE ARTS	Support	Support	Support	42.6%	2.9%	20.6%	38.5%	39.7%	41.2%	89
	AVERAGE: Other General Elementary Schools					**42.1%**	**20.2%**	**16.3%**	**35.0%**	**38.1%**	**38.9%**	
		Count of Model Schools:	4	8	11							
		Count of Support Schools:	31	64	67							