



CENTER FOR CHILDREN & TECHNOLOGY

EDUCATION DEVELOPMENT CENTER INC

# Native American and Hispanic Students' DIBELS Outcomes in New Mexico

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# New Mexico Reading First

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School implementation began in August, 2003.

Year 1: n = 7,095 (8/03 - 5/04)

Year 2: n = 18,102 (8/04 - 5/05)

Year 3: n = 16,480 (8/05 - 5/06)

Year 4: n = 17,233 (8/06 - 5/07)

Year 5: n = 13,876 (8/07 - 5/08)

Year 6: n = 4,524 (8/08 - 5/09)

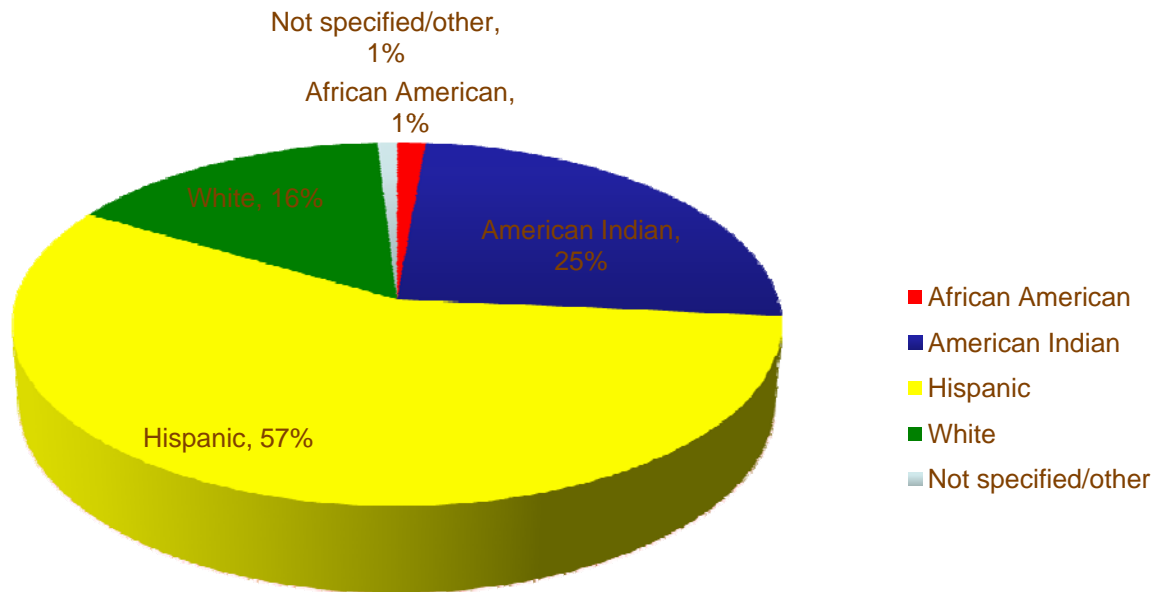
This school year (Y6) the program is serving 4,654 students attending 27 schools in 10 districts.

Please note: these numbers represent all participating students (unmatched) in Reading First schools.

# New Mexico Reading First: Some Basics

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Reading First student population, August 2008



Approximately 9% of current Reading First students receive special education services.

# New Mexican Hispanic Students

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- New Mexico's Hispanic student population differs from Hispanic students in many other parts of the country since the majority come from families who have resided in the state for generations.
- Many of these students are not from homes where Spanish is the primary language spoken, but they lack exposure to academic language and concepts that form the foundation of comprehension for early readers.

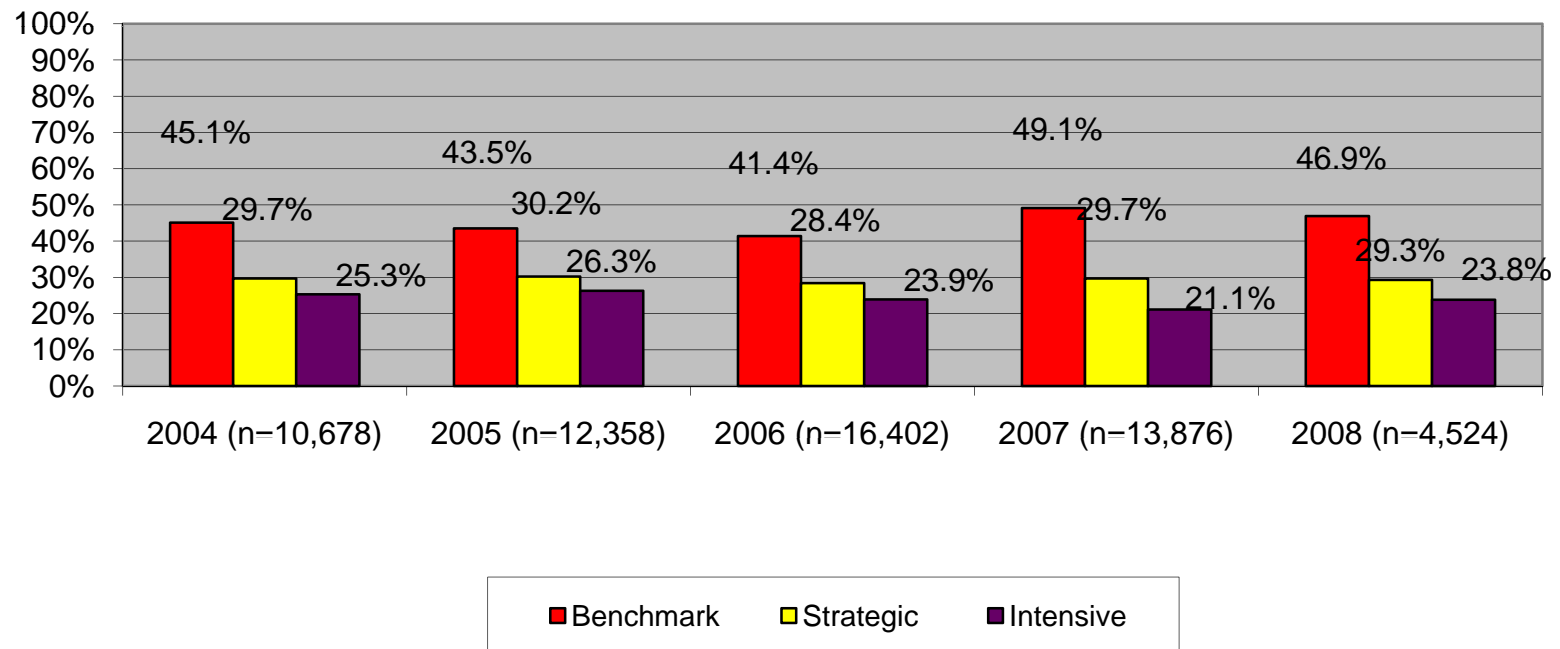
# New Mexican Native American Students

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- Similar to Hispanic students, many Native American students in New Mexico come from homes where English may be the primary language spoken, but other languages are spoken as well. Many are not prepared for the standard academic expectations in English when they arrive in the classroom.
- Native American students experience cultural factors that can present obstacles to literacy development, including high rates of absenteeism to attend tribal or family events, lack of parental involvement in schoolwork or reading, and cultural expectations that value listening over speaking in very young school-age children.

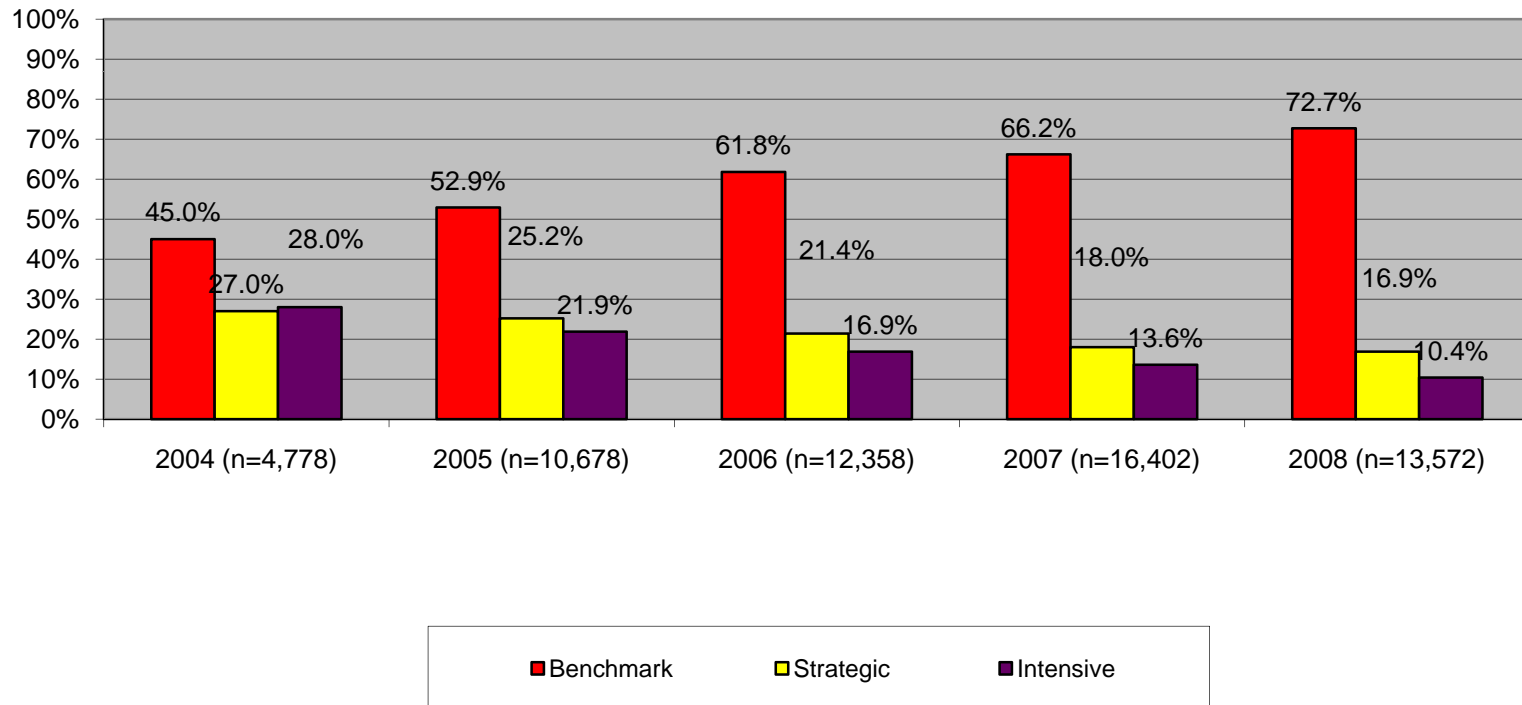
# State-Level Data

## Beginning of Year Scores 2003-2008



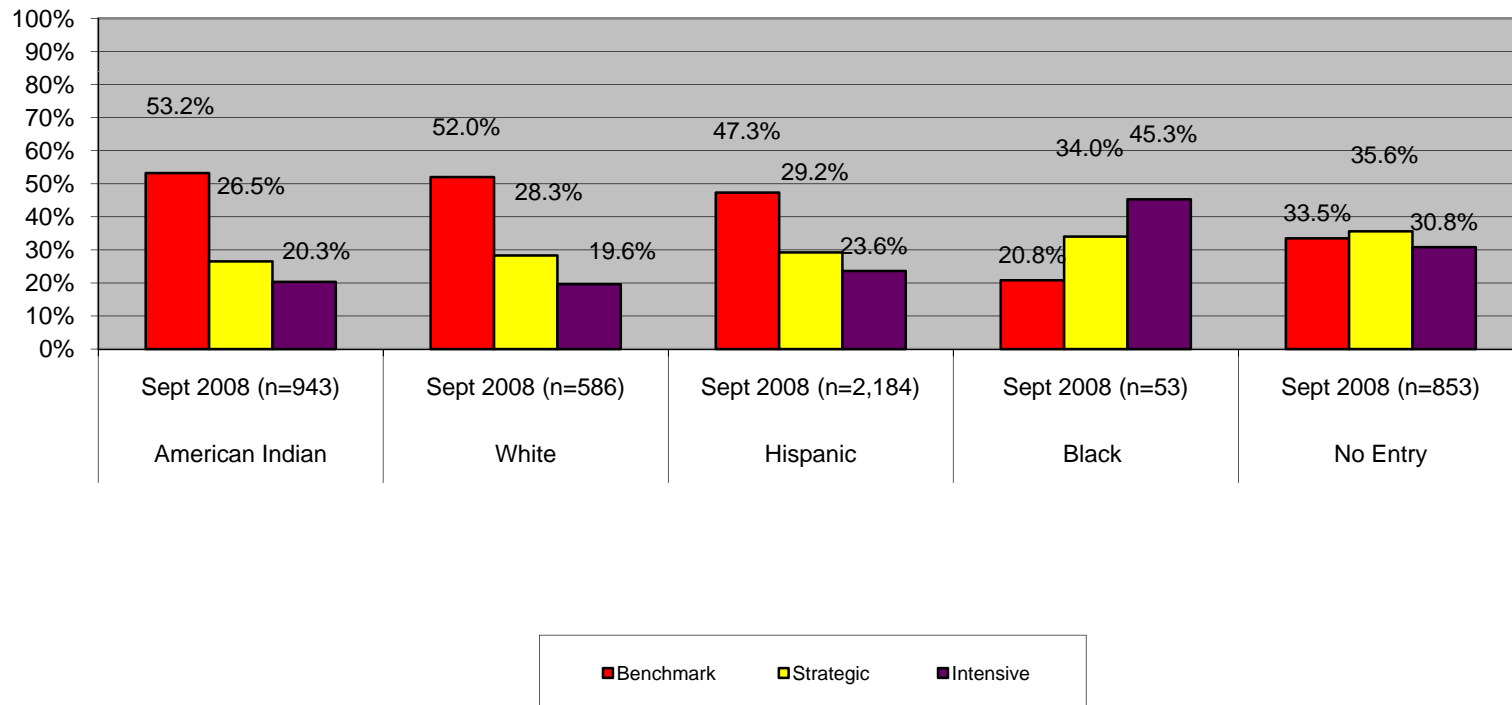
# State-Level Data

## End of Year Scores 2004-2008



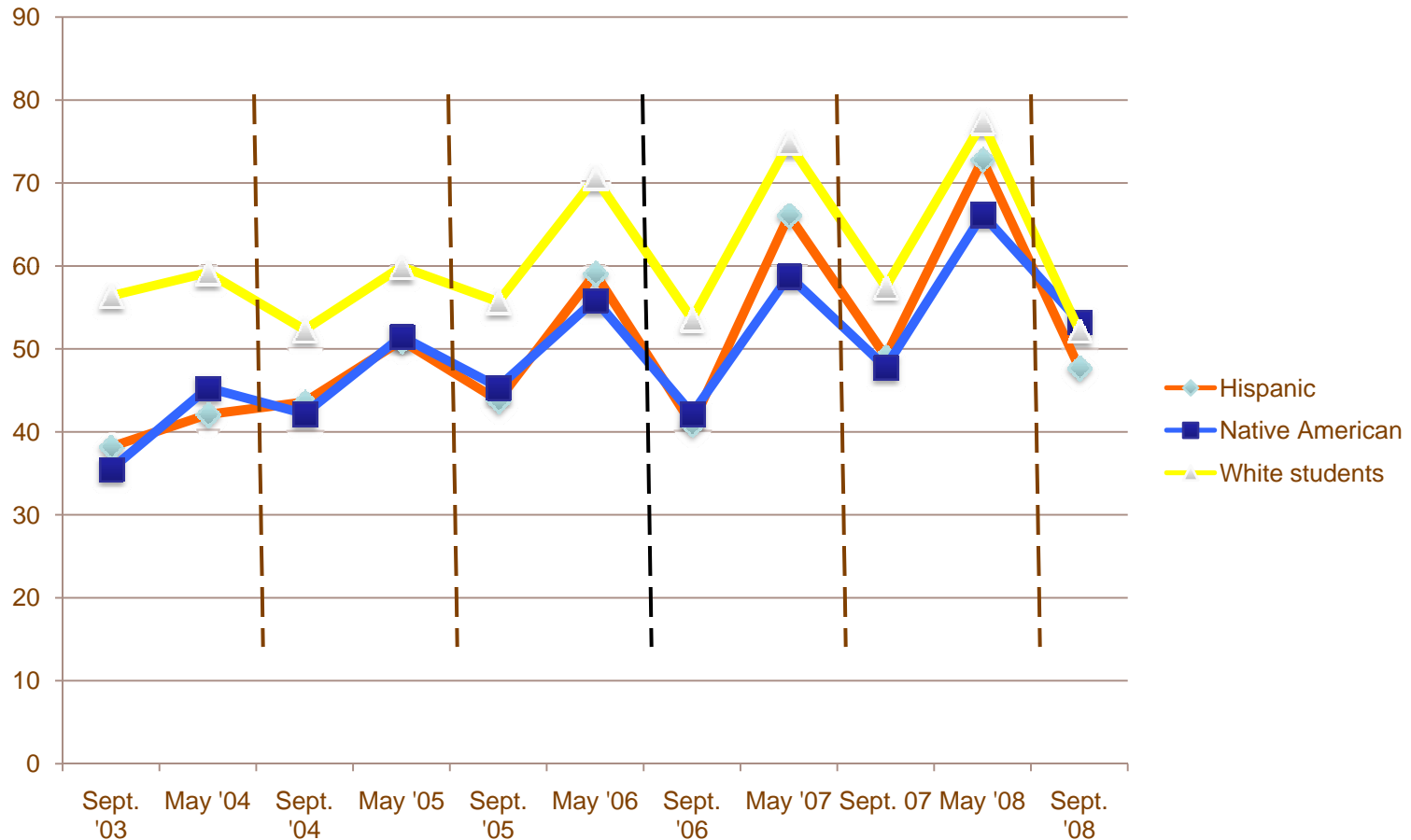
# State-Level Data

## September 2008 DIBELS by Ethnicity



# Outcomes by ethnicity

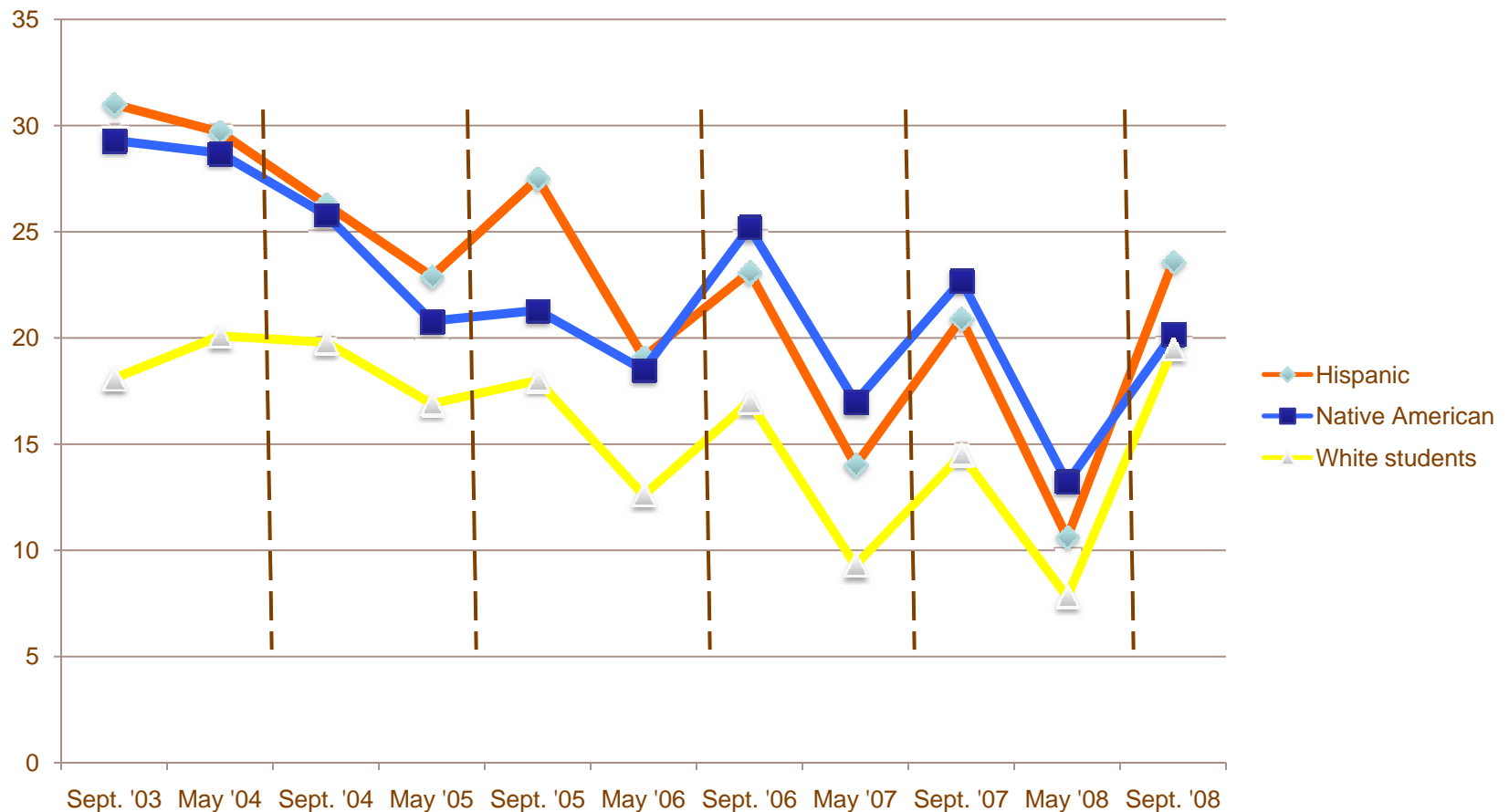
## Students at benchmark by ethnicity



**Please note: This graph represents matched beginning and end of year student data for a single year over years 1 through 6. The vertical dashed lines indicate breaks between years of data with students and exiting the program, and changing grades within the program. This is not longitudinal data for a single set of students.**

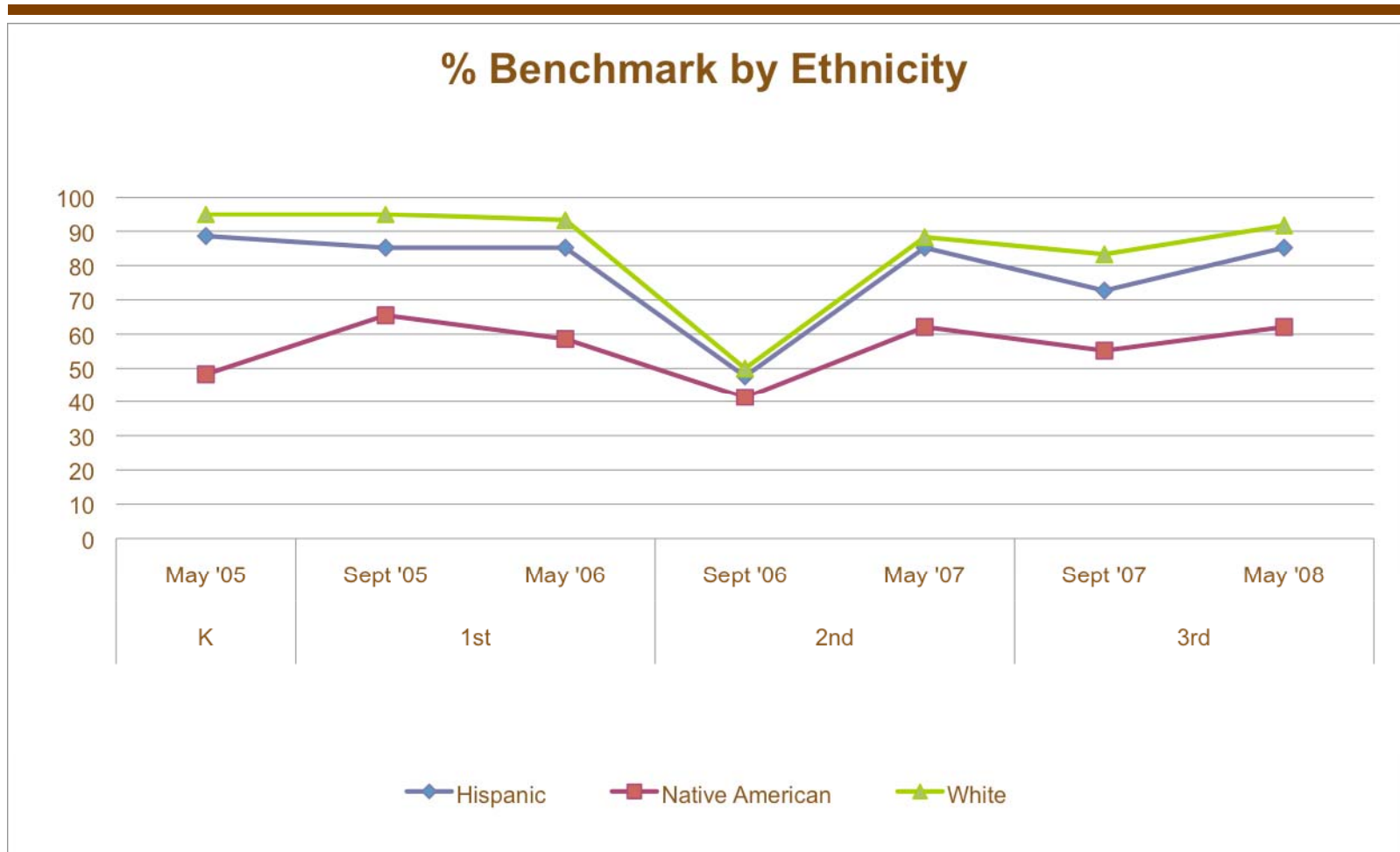
# Outcomes by ethnicity

## Students at intensive by ethnicity

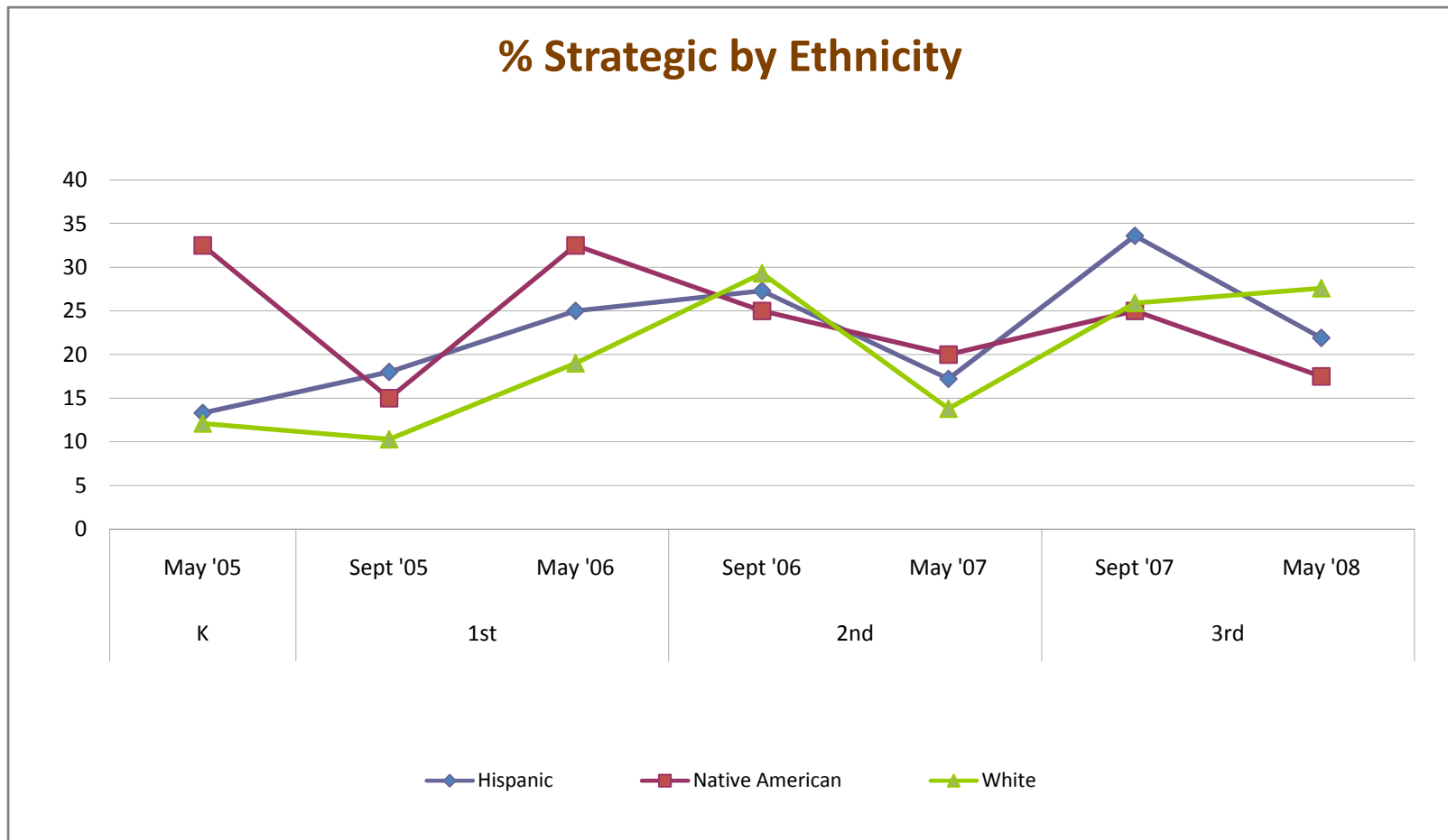


**Please note: This graph represents matched beginning and end of year student data for a single year over years 1 through 6. The vertical dashed lines indicate breaks between years of data with students and exiting the program, and changing grades within the program. This is not longitudinal data for a single set of students.**

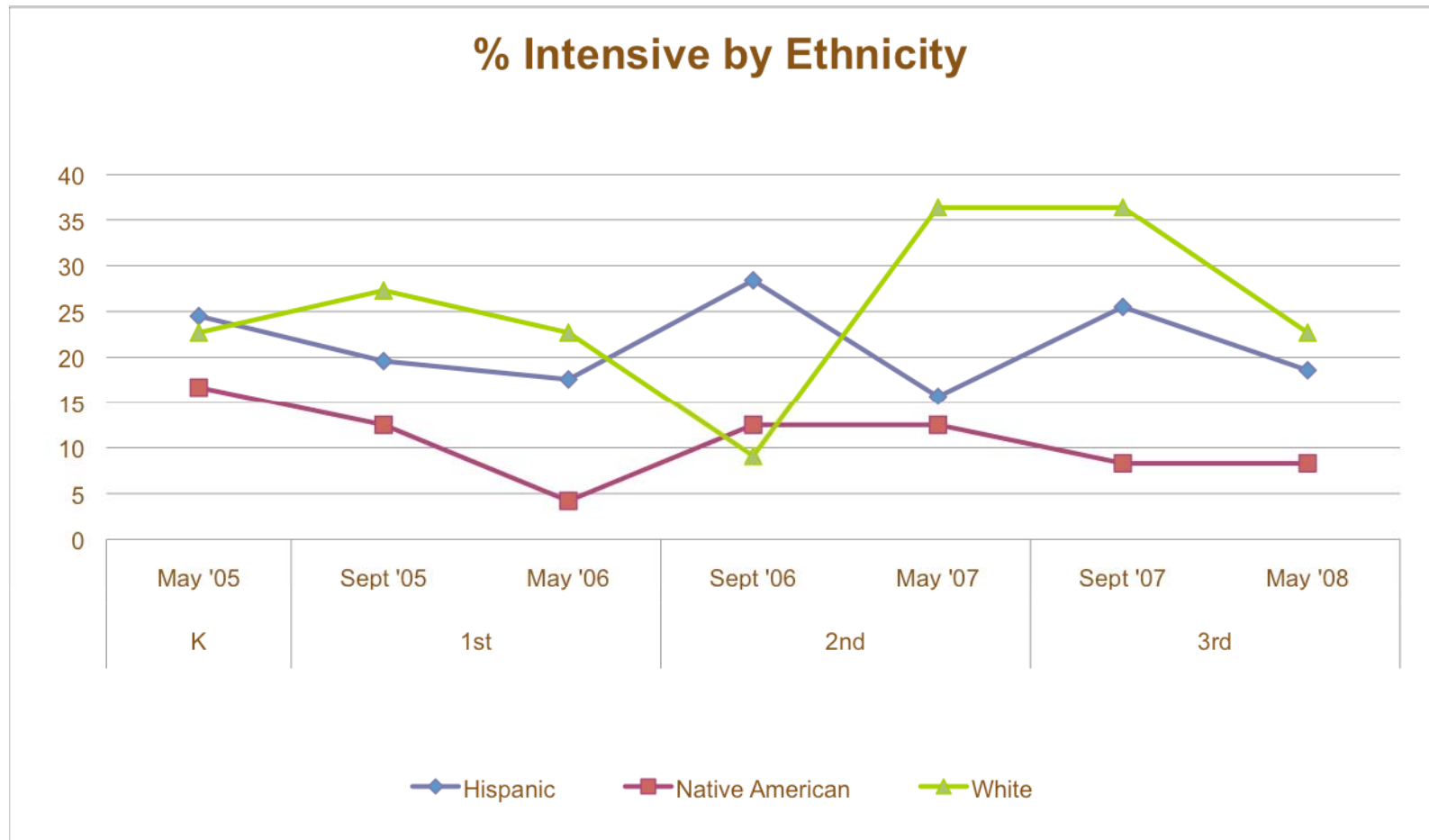
# % of students over time at Benchmark who began K at Benchmark



# % of students at strategic over time who began K at Strategic



# % of students at intensive over time who began K at intensive



# Unanswered Questions

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- Is the gap between Native American, Hispanic and White students closing?
- If so, why?
- Why are white students not making much progress and what can we do to support teachers to reach these students?
- Hispanic students are making progress, but still facing obstacles, what are these and how can we help teachers identify the particular needs of this population?

# Next steps

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We will continue to examine the longitudinal data to see if different trends emerge.

We will also examine DIBELS data along with program implementation data to see if there are implementation factors that help improve reading outcomes.



# Thank you

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