

# **Creative Education Institute's Correlations With New Mexico's Mandate For Individual Academic Plans for Student Improvement**

According to a document posted on the New Mexico Department of Education's webpage, *Individual Academic Plans for Student Improvement*, New Mexico requires "that all New Mexico students attending Schools in Need of Improvement (SINOI) must have an Individual Academic Plan," that the "plan must be formally monitored and documented," and that "progress throughout the school year must be communicated to the parent," along with "documentation of results." [See also State Education Reform Act (NMSA 1978 Section 22-1-1.2 and NMSA, Section 22-2C-6)].

New Mexico's requirements for an Individual Academic Plan (IAP) are as follows:

- Specific achievement goals for the student, which must be developed in consultation with the student's parents
- A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress
- A timetable for improving the student's achievement.

The sample IAP includes four questions:

1. What are the student's strengths and interests?
2. In what areas does the student need practice and support?
3. What are the data that support this?
4. These are the goals we have agreed to accomplish (Specific Achievement Goals). There is space in this section to list for each achievement goal the following:
  - a. What the student will do
  - b. What the parent will do
  - c. What the teacher will do
  - d. When progress will be measured (timeline)
  - e. How progress will be measured.

Other federal mandates require that the programs implemented must be grounded in scientific evidence.

Creative Education Institute (CEI) is uniquely suited to be a school's partner in writing these IAPs. A correlation to each of the requirements follows:

New Mexico IAP Requirement	CEI's Response
<ol style="list-style-type: none"> <li>1. Diagnosis of student strengths and interests.</li> <li>2. Diagnosis of areas in which student needs practice and support.</li> <li>3. Data which support diagnoses.</li> </ol>	<p>CEI provides three diagnostic assessments for both <i>Essential Learning Systems (ELS)</i> and <i>Mathematical Learning Systems (MLS)</i>, two of them third-party:</p> <ul style="list-style-type: none"> <li>• Slosson's <i>Diagnostic Screening Test for Reading (DSTR)</i> and <i>Diagnostic Screening Test for Mathematics (DSTM)</i></li> <li>• Academic Therapy's <i>Learning Efficiency Test (LET-II)</i></li> <li>• CEI's <i>ELS Placement Test</i> and <i>MLS Placement Test</i>.</li> </ul> <p>These three assessments provide the teacher with a wealth of data on the student's performance level, the zone of proximal development, specific strengths and weaknesses in learning (such as learning preferences and short- and long-term memory ability), and identification of appropriate placement in <i>ELS</i> and/or <i>MLS</i>.</p> <p>These three data sets, combined with other assessment data, school data, and teacher observations of student performance, the teacher will have adequate data on which to write an individual prescription (specific achievement goals) for each student's intervention with <i>ELS</i> and/or <i>MLS</i>.</p> <p>An important feature of CEI's assessment program is that the data will not only reveal where a student is weak and needs support, but the cause of that weakness, which is likely to be faulty sensory processing--caused either by learning difficulties or learning disabilities.</p>

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4. Specific achievement goals--Reading	<p><i>ELS</i> is a therapeutic intervention that includes in its content the five components identified by the National Reading Panel as critical to success in teaching reading:</p> <ul style="list-style-type: none"> <li>• phonemic awareness,</li> <li>• phonics,</li> <li>• fluency development,</li> <li>• vocabulary development, and</li> <li>• comprehension.</li> </ul> <p>More than 2000 individual words are taught—how to decode them, how to pronounce them, how to spell them, their definitions, and how to use them in context. Several thousand other words are taught indirectly.</p> <p>The lesson design includes elements of direct instruction, mastery learning, and, of course, one-on-one tutoring, utilizing computer-assisted instruction.</p> <p>Perhaps the most important instructional strategy incorporated is multi-sensory processing strategies—especially critical for struggling learners, whether due to difficulties or disabilities. <i>ELS</i> is totally individualized and differentiated; it includes adequate and varied practice for the development of fluency; it utilizes chunking and clustering to teach the word families; and it emphasizes engaged time-on-task.</p>
4. Specific achievement goals--Mathematics	<p><i>MLS</i> is a therapeutic intervention that includes in its content an emphasis on concept development and fact fluency. The scope and sequence include five units:</p> <ul style="list-style-type: none"> <li>• Understanding Whole Numbers</li> <li>• Whole Number Operations</li> <li>• Using Whole Numbers</li> <li>• Understanding Fractions</li> <li>• Fraction Operations</li> </ul> <p>These are both the areas in which students who struggle are most likely to have problems and the areas deemed</p>

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	<p>to be critical in research for success in higher-level mathematics, such as algebra.</p> <p>The most important strategy used to teach concept development is the incorporation of the concrete—semi-concrete—abstract (CSA) lesson sequence for each concept. Manipulatives and a working mat are provided to use in the concrete phase of the lesson. Representations of the manipulatives are depicted on the computer screen for the semi-concrete phase. And students apply their learning in real-world problems in the abstract phase.</p> <p>Similar to <i>ELS</i>, the program incorporates elements of direct instruction, mastery learning, and one-on-one tutoring, facilitated by computer-assisted instruction.</p> <p>Multi-sensory processing strategies, combined with adequate and varied practice/repetition are utilized in the development of fact fluency. <i>MLS</i> also includes chunking/clustering and engaged time-on-task.</p>
What the student will do— <i>ELS</i>	Each student assigned to an <i>ELS</i> lab receives an individual prescription—a sequence of lessons designated to meet his or her unique needs. The student works in the lab at least 45 minutes per day, five days per week.
What the student will do— <i>MLS</i>	Each student assigned to an <i>MLS</i> lab is placed in the program at his or her appropriate level—the zone of proximal development. The student works in the lab at least 45 minutes per day, five days per week on assigned topics.

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What the parent will do— <i>ELS</i> and <i>MLS</i>	CEI offers its partner schools parent awareness workshops. Program overviews are provided, along with suggestions of how parents can assist and support their children's success. CEI provides parent reports for <i>ELS</i> in both English and Spanish.
What the teacher will do— <i>ELS</i> and <i>MLS</i>	<p>In addition to facilitating the student's work in the lab, the teacher will receive training on how to use the initial assessment data to place the student appropriately in the program. She/he will also learn how to interpret the daily, periodic, and mastery assessment reports (continuous progress monitoring) to make modifications/ adaptations in the individual student's placement so that he/she is adequately challenged, but is also having enough success to motivate him/her to keep working. The <i>ELS/MLS</i> lab facilitator is trained to be data-driven in decision-making so that each day's instruction is truly informed by previous performance.</p> <p>The teacher is also trained by CEI to ensure student motivation. The programs themselves include ongoing, positive auditory feedback that encourage students; the success level is continually adjusted to keep them working; and CEI offers a number of student recognition programs to assist.</p>
When progress will be monitored	The software provides daily print-outs for continuous progress monitoring. Additionally, mastery lessons provide information for both <i>ELS</i> and <i>MLS</i> on whether students need to recycle—go through the lessons again (but with different exercises). There is also a summative assessment for both <i>ELS</i> and <i>MLS</i> that provides data for individual student or program evaluation.

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How progress will be monitored	<p>Daily—dynamic or formative assessments provided in the <i>ELS</i> and <i>MLS</i> software</p> <p>Mastery—periodic assessments that determine mastery of units or levels of instruction.</p> <p>Summative—The <i>DSTR/DSTM</i> is administered as pre- and post-tests to measure value-added or the gain that each student made during the time of instruction.</p>
Scientific Evidence	<p>CEI has four kinds of evidence of the remarkable results typically achieved by students in <i>ELS</i> and <i>MLS</i> labs.</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://www.ceilearning.com">www.ceilearning.com</a> and click on “results” to find the pre- to post-score gains of students in various school levels and subgroups (Title I, Special Education, English-Language Learners, etc.). Students on average gain approximately two years in one year of instruction. It is not uncommon in well-run labs to see growths of four or more years in one year.</li> <li>2. Go to <a href="http://www.ceilearning.com">www.ceilearning.com</a> and click on “support” to find numerous correlations to state curriculum standards, state program requirements, and even to findings of other research studies.</li> <li>3. Go to <a href="http://www.ceilearning.com">www.ceilearning.com</a> and click on “news” to access CEI’s archived issues of <i>SHARE</i>, our newsmagazine, which can be searched by keyword. These articles include case studies, anecdotal evidence, and first-person accounts of the success of students, teachers, schools, and districts in implementing <i>ELS</i> and <i>MLS</i> in a diversity of settings. Summaries of research also appear frequently.</li> </ol>

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	<p>4. Go to <a href="http://www.ceilearning.com">www.ceilearning.com</a> to access on the homepage CEI's two research papers:</p> <p><i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i></p> <p><i>Why MLS Works: Its Scientific, Theoretical, and Evaluation Research Base</i></p>