

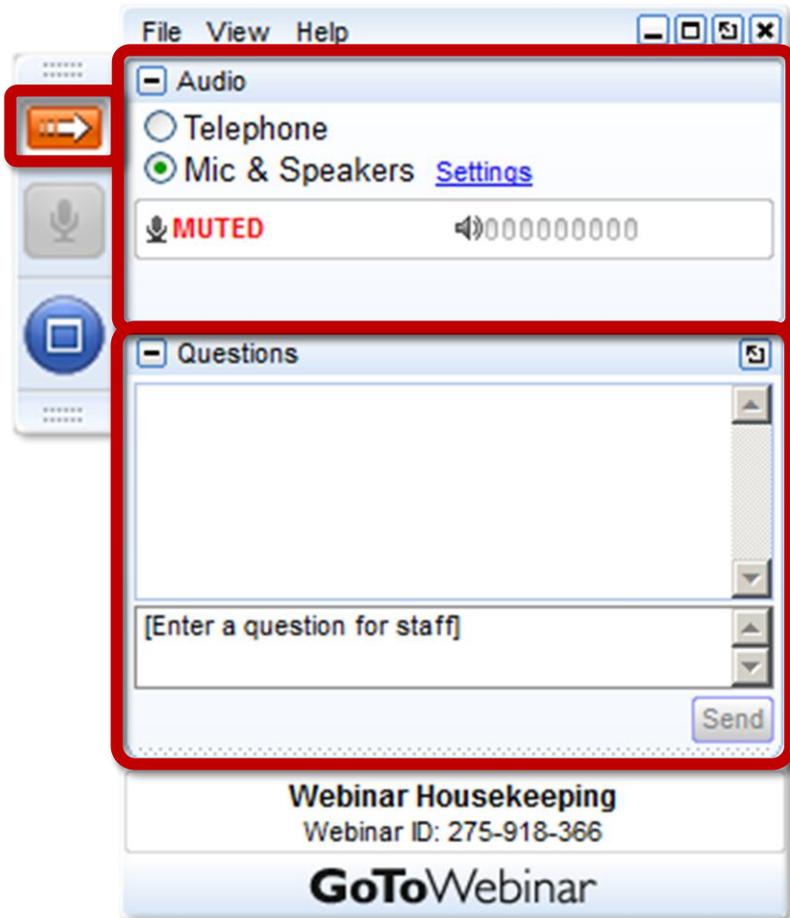


A Webinar Series presented by the K-12 Academic Standards Section at the Arizona Department of Education.

Move On When Reading
A.R.S. § 15-701
Prevention & Retention
May 3, 2012



GoTo Webinar - Housekeeping



Your Participation

Open and hide your control panel

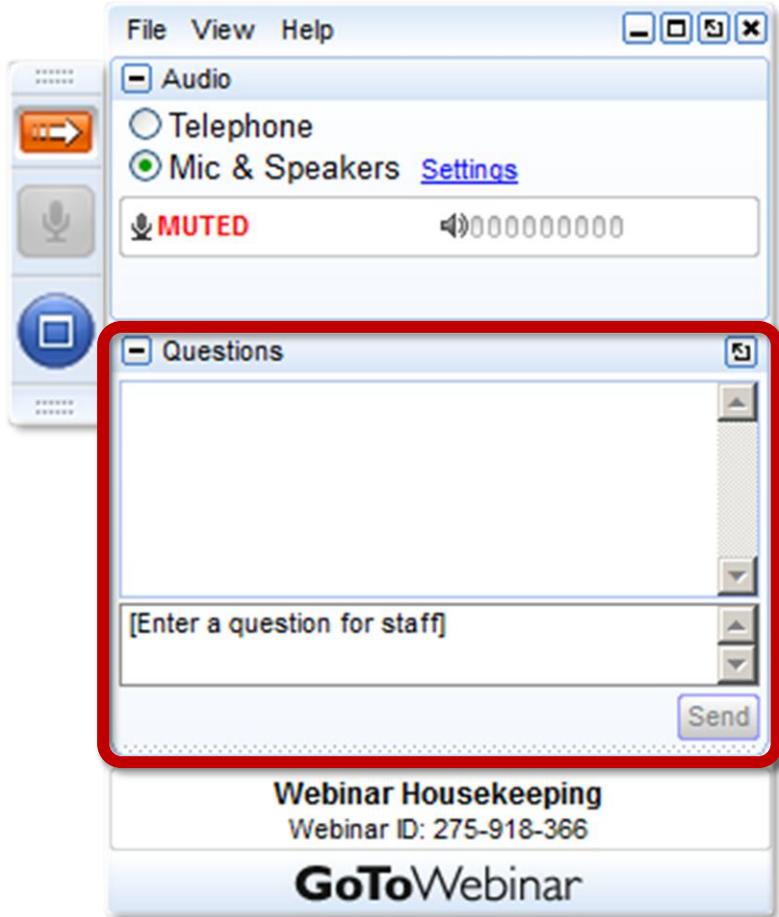
Join audio:

- Choose "Mic & Speakers" to use VoIP
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Submit questions and comments via the Questions panel.

Note: Today's presentation is being recorded and will be provided within 48 hours.

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Your Participation

- Please continue to submit your text questions and comments using the Questions Panel

For more information, please krystal.nesbitt@azed.gov.

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A Webinar Series presented by the K-12 Academic Standards Section at the Arizona Department of Education.

Move On When Reading

A.R.S. § 15-701

Prevention & Retention



Introductions

- Mary Wennersten
- Cathy Poplin

Poll Question

Overview

Setting the stage

ARS § 15-701~Move On When Reading

Prevention/Intervention

Our Focus, First and Foremost...



Setting the Stage

What does the research tells us about students who cannot read by the end of third grade?

When our children struggle...

- At-risk 1st graders have a 1:8 chance of ever catching up to grade level without intervention efforts
- 74% of children who are poor readers in 3rd grade remain poor readers in 9th grade
- An unskilled reader is **unlikely** to graduate high school.

The Education Commission of the States (2001)



www.gha-pd.com

My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students** can achieve literacy levels at or approaching grade level through intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-trained and well-supported teachers. These statistics include students with dyslexia.

Jan Hasbrouck, Ph.D.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan* and *Every Child Reading: A Professional Development Guide*.

Available online from Learning First Alliance

In our AZ K-12 Public School System...

Elementary K-8 Reading results (2010 AIMS)

- All students – 71% passed
- Economically Disadvantaged – 67% passed
- Special education – 36% passed

147,000 Elementary students **failed** the state reading assessment

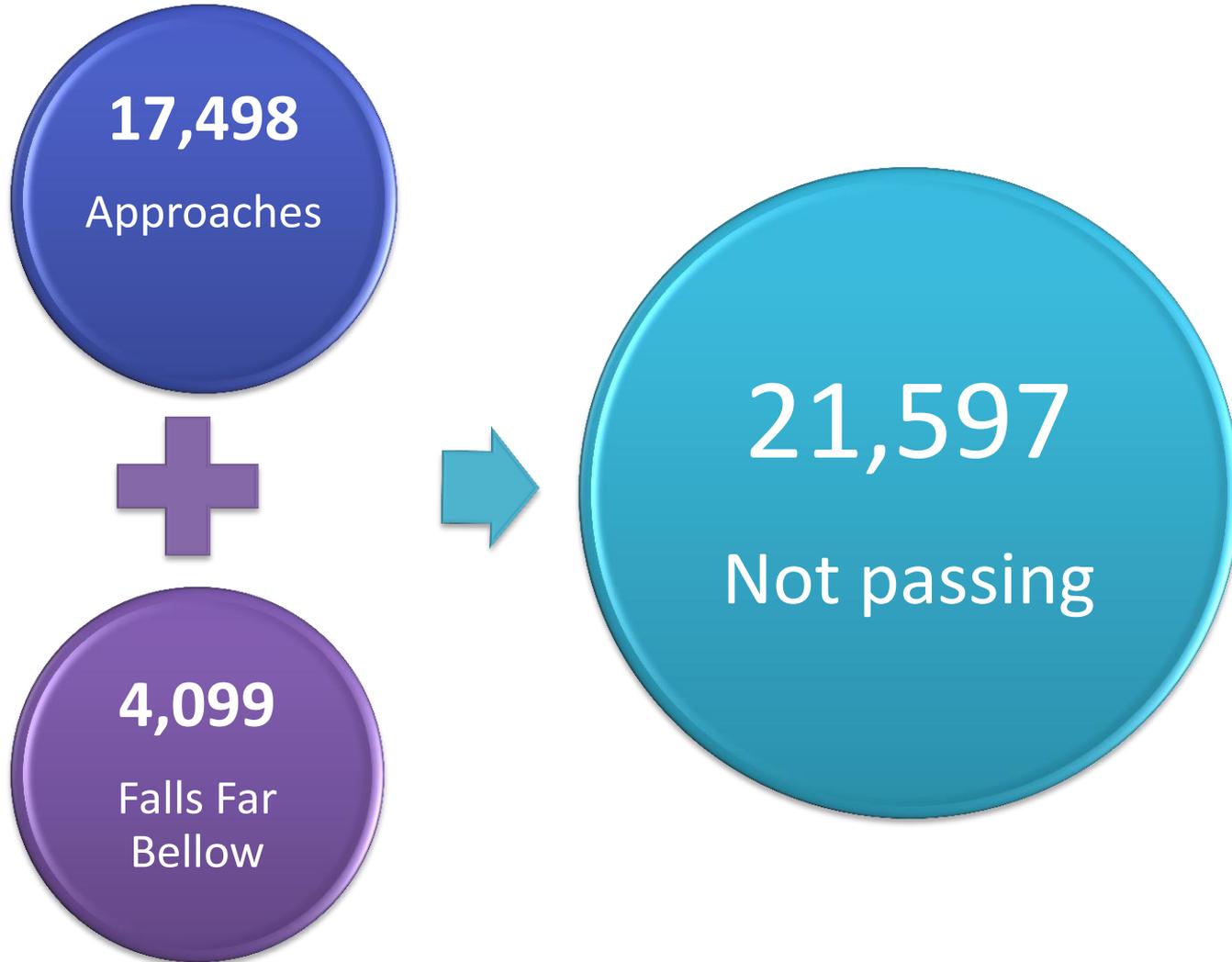
In our K-12 Public School System...

High School Reading results (2010 AIMS)

- All students – 64% passed
- Economically Disadvantaged – 60% passed
- Special Education – 32% passed

28,142 High School students **failed** the state reading assessment

2011 Arizona 3rd grade Reading



Previous Arizona Legislation

- **A.R.S. §15-701.01** – Established high stakes assessment for graduation
- **A.R.S. §15-704**
 - comprehensive K-3 assessment system,
 - a research based reading curriculum,
 - explicit instruction, and
 - intensive intervention
- **A.R.S. §15-756 - ELL**
- **Proposition 203**



Poll Question

2010 AZ English Language Arts Standards (Common Core)



2010 AZ English Language Arts Standards (Common Core)

Reading

Writing

Speaking and Listening

Language

2010 AZ English Language Arts Standards (Common Core)

Standards for Reading and Writing in
History/Social Studies, Science, and
Technical Subjects

STRANDS

Reading

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF** - Reading Standards: Foundational Skills (K-5)
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (6-12)

Writing

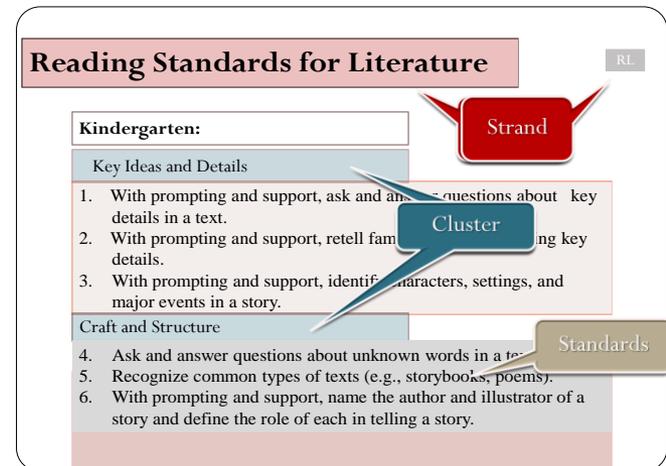
- **W** - Writing Standards
- **WHST** - Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)

Speaking and Listening

- **SL** - Speaking and Listening Standards

Language

- **L** - Language Standards



Appendices

Appendix A:

- Articulates the **research** that supports the need for increased **text complexity K-12**
- Includes information **supplementary** to K-5 Reading Foundations

Appendices

Appendix B:

- Applies understanding of text complexity to identify **grade level text samples** and corresponding **performance** tasks.

Appendices

Appendix C:

- Identifies exemplars of student writing

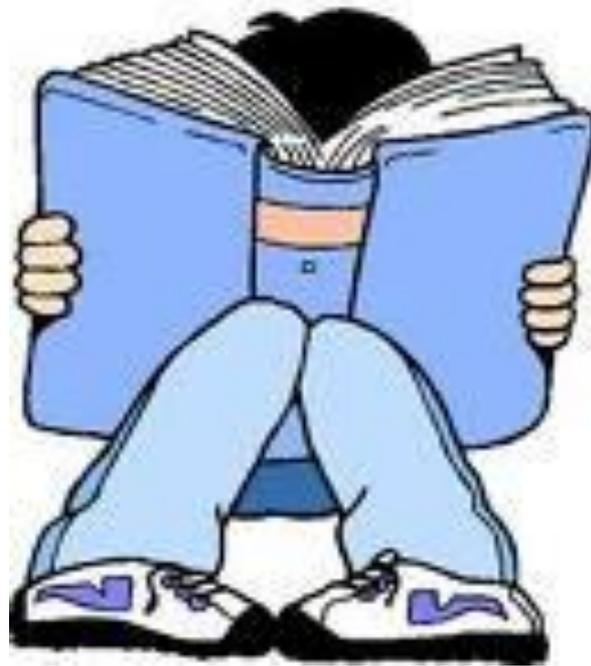
State Literacy Plan



<http://www.azed.gov/k12-literacy/arizona-state-literacy-plan-home-page/>

Poll Question

ARS § 15-701 Move On When Reading



Let's look at this 3rd Grade Reading Legislation

<http://www.azleg.state.az.us/ars/15/00701.htm>

A.R.S. § 15-701

...requires schools to **retain 3rd grade students who attain a “falls far below”** designation on the 3rd grade state reading assessment.

2011–2012 First Graders are the first children in danger of retention under this law.

A.R.S. § 15-701

- Official Notification
- Proactively work in partnership at schools and with parents to avoid retention.
- Early identification and intervention are key!

An RTI system addresses both key areas
- early identification and
- intervention

Who is responsible for notification?

- For guidance, visit the ADE website at:

<http://www.azed.gov/k12-literacy/move-on-when-reading-administrator/>

Engaging Parents

- Well informed of child's reading progress
- Well informed regarding retention law

Poll Question

Who is exempt?

Good cause exemptions:

- (i) The pupil is a **child with a disability** as defined in section 15-761 and **did not take the Arizona instrument to measure standards test, or a successor test.**

Who is exempt?

Good cause exemptions:

- (ii) The pupil is a **child with a disability** as defined in section 15-761, **has taken the Arizona instrument to measure standards test**, or a successor test, **and has been previously retained in a grade.**

Who is exempt?

Good cause exemptions:

- (iii) The pupil is an **English learner or a limited English proficient student** as defined in section 15-751 and **has had fewer than two years of English language instruction.**

Who is exempt?

Good cause exemptions:

- (iv) The pupil **has a reading deficiency** and has been **previously retained twice in a grade.**

Who is exempt?

Good cause exemptions:

- (v) The pupil **has demonstrated reading proficiency on an alternate assessment** approved by the state board of education.

Who is exempt?

Good cause exemptions:

- **(vi) The school district governing board or the charter school governing body accepts a parent's request for an exemption** for a pupil who does not meet any of the good cause exemptions prescribed in items (i) through (v) of this subdivision.

Poll Question

2013 – 2014 School Year



This year's 1st graders



...“or a successor test, that demonstrates that the pupil’s reading falls far below the third grade level.”

Prevention & Retention/Intervention





***Implementation Components for
a K-3 Comprehensive Reading
Program
(ARS 15-701 Move On When Reading)***

Leadership	Assessment and Data Based Decision Making	Goals, Objectives, Priorities
ELA Standards	Grade Level Instruction	Differentiated Instruction and Intervention
Instructional Time	Professional Development	Family Engagement

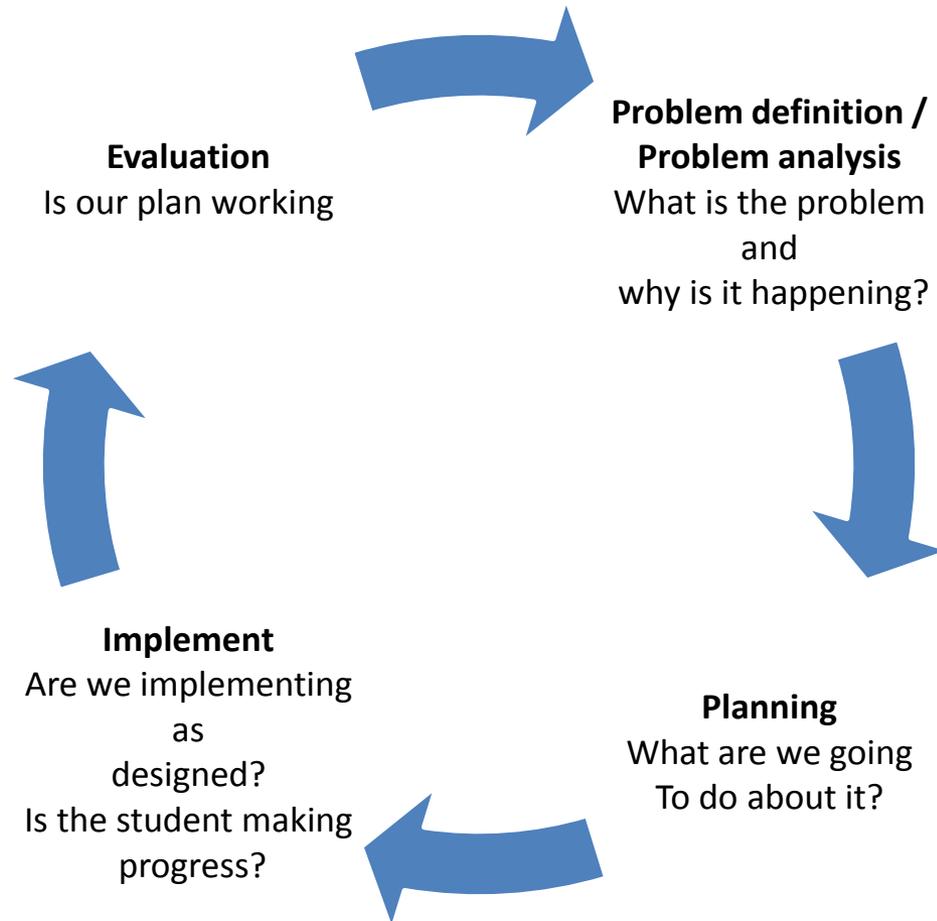
Essential Language Skills

- Evidence based reading instruction and intervention must focus on:
 - Phonological awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Written response

Instructional Elements

- Effective reading interventions
 - Alphabetic principle
 - Guided and independent reading
 - Writing exercises
 - Engaging students in text

Problem Solving Process



A.R.S. § 15-701



OPTIONS...

Remediation Model

Assigned a different teacher

An effective teacher is:

- skillful reading teacher
- cross K-3 grade level
- administers, analyzes, and uses assessment data

Remediation Model

Summer school

- 4-6 weeks
- Comprehensive assessment system
- Tier 2 intervention - 2 hours/day; or
- Tier 3 intensive intervention – 3 hours/day

Remediation Model

Online – “Blended Learning”

- 6 key elements of reading
- sequential, systematic, explicit instruction
- adaptive instruction
- corrective feedback
- alignment to teacher instruction
- engagement

Remediation Model

Online – “Blended Learning”

Scientifically researched based online programs are:

- *Supplemental* – one or more key element
- *Intensive* – all the key elements

Remediation Model

Intervention During the Academic Year

- Comprehensive assessment system
- SBR Core instruction (Tier 1) – 90 minutes/day
- SBR Intervention (Tier 2 or 3) – 45-75 minutes/day

Time Allocations

- Tier 1 – grade level core

- 90 minutes per day uninterrupted instruction

+

- Tier 2 – supplemental intervention

- 45-50 minutes per day

OR

- Tier 3 - intensive intervention

- 60-75 minutes per day

Total Time

- $90 + 45/50 = 135/140$ minutes/day (Tier 1 & 2)
- $90 + 60/75 = 150/165$ minutes/day (Tier 1 & 3)

Poll Question

Thank You!

**K-12 Academic Standards Section
High Academic Standards for Students Division
Arizona Department of Education**

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