Move on When Reading

Annual Report

2019

Table of Contents

Section I: Executive Summary

The Move on When Reading (MOWR) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so that they are reading at or above grade-level by the end of 3rd grade. This annual report details the major elements of the program, provides a description of the activities undertaken by the Arizona Department of Education's MOWR team to improve K-3 literacy across the state, highlights the MOWR's team literacy partnerships with stakeholders at a state and national level, identifies further plans to improve K-3 literacy, and provides national, statewide, and school/district level data on K-3 literacy.

Data Overview

The following data are presented with more context in the body of the report. Below is trend data for K-3 literacy related to Arizona.

K-3 Literacy Trends in Arizona
1. National Trends
    a. Arizona's 4th grade reading scores on the NAEP exam have improved by six points over the past ten years.
        i. This improvement equates to ½ year's growth in 4th grade readers during that time.

2. State Trends
    a. The percentage of students passing the AzM2 3rd grade English Language Arts exam has improved by six points over the past five years.

3. County Trends
    a. The percentage of students passing the AzM2 3rd grade English Language Arts exam has improved in every county in Arizona over the past five years.
        i. Apache County: 15%
        ii. Cochise County: 6%
        iii. Coconino County: 5%
        iv. Gila County: 3%
        v. Graham County: 11%
        vi. Greenlee County: 22%
        vii. La Paz County: 16%
        viii. Maricopa County: 5%
        ix. Mohave County: 3%
        x. Navajo County: 6%

        xi.   Pima County: 6%

       xii.   Pinal County: 4%

      xiii.   Santa Cruz County: 10%

      xiv.   Yavapai County: 6%

       xv.   Yuma County: 9%

4. Move On When Reading Retention Data
   a. 0.3% of 3rd grade students in the state were retained due to MOWR for the 2018-2019 school year.

Contact Information

For further information on MOWR, please contact the ADE MOWR team.

- Sean Ross – Deputy Associate Superintendent of K-12 Academic Standards
  - Sean.Ross@azed.gov
- Sarah Bondy – K-3 Early Literacy Specialist
  - Sarah.Bondy@azed.gov
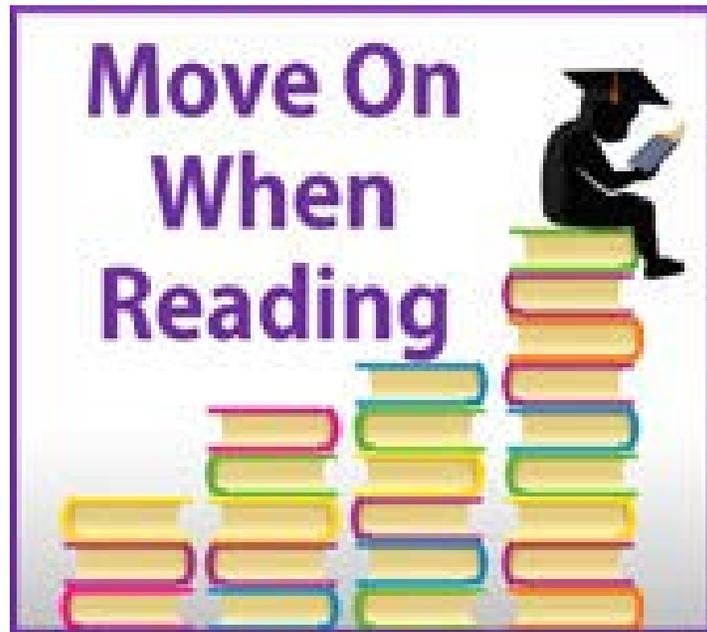
Early Identification and Targeted Intervention Lead to Grade-level Reading

Section II: Move on When Reading: An Overview

Purpose of the Legislation

The Move on When Reading (MOWR) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so that they are reading at or above grade level by the end of 3rd grade.

History of the Legislation

The MOWR legislation was passed in 2010 and fully implemented in 2013 to support early literacy for all kindergarten through 3rd grade students across the state. The legislation allots approximately 46 million dollars per year to be disseminated amongst schools with kindergarten through 3rd grade students. On average, schools in the state receive approximately $150.00 per K-3 student per school each year that is dedicated to improving early literacy.

The program was administered by the Arizona State Board of Education until 2015. During that time, the Arizona State Board of Education received 1.5 million dollars each year to administer the program. In October of 2015, the Arizona State Board of Education transferred responsibility for the MOWR program to the Arizona Department of Education. The Arizona Department of Education receives 500,000 dollars per year to administer the program. The MOWR team at the Arizona Department of Education consists of 1.5 full time employees, who provide technical assistance on early literacy to all 1,255 elementary schools in Arizona. This is the smallest team for the administration of this type of legislation in the country.

In 2019, SB1318 was signed into law. This new law calls for the screening of all kindergarten and 1st grade students for characteristics consistent with Dyslexia and the education of kindergarten through 3rd grade educators in how to recognize and best help students with these characteristics. The elements of this law are being embedded into the MOWR legislation to best leverage both laws to meet the needs of all students.

Impact of Early Literacy

Literacy is a key to a full and successful adult life. The demands of the twenty-first century economy call for strong reading comprehension skills more than ever before. MOWR focuses on the use of evidence-based literacy assessments to identify a student's specific area of struggle with reading so that evidence-based strategies can be implemented to help the student read at or above grade level. The earlier a student's area of struggle is identified, the more successfully it can be remedied with targeted interventions. This is especially important in kindergarten through 3rd grade because, at 4th grade, students transition more fully from learning to read to reading to learn. However, while reading scores in Arizona have steadily increased since 1998, only 30% of Arizona's 4th grade students are

reading at or above the Proficient level as measured by the National Assessment of Educational Progress (NAEP).

It is important to understand the impact that early literacy instruction has on a student's future:
1. 70% of inmates in prison cannot read above a 4th grade level
2. 85% of juvenile offenders have difficulties with reading
3. 88% of high school dropouts were struggling readers in 3rd grade
4. Students who are reading below grade level at 3rd grade are four times less likely to graduate from high school
5. African-American and Hispanic students who are reading below grade level at 3rd grade are six times less likely to graduate from high school
6. Low-income minority students who are reading below grade level at 3rd grade are eight times less likely to graduate from high school

It is clear that the consequences of reading below grade level negatively impact a child's future. However, early identification and targeted intervention, as called for in the MOWR legislation, can help each child learn to live a rich, literate life. In fact, **85-90% of struggling readers can grow to read at grade level with interventions implemented before the 3rd grade.**

Requirements of the Legislation
MOWR facilitates early identification and targeted intervention by providing all schools with kindergarten through 3rd grade students with a systematic and comprehensive approach to literacy. The systematic approach called for by MOWR addresses identification, assessment, strategic interventions, data collection, retention, and the appropriate use of funds to improve literacy. The components of MOWR are found in A.R.S. § 15-211, 15-701, and 15-704. These statutes contain the following requirements:

1. The use of an evidence-based core reading program that addresses all pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
2. The use of evidence-based intervention programs for Tier II (At Risk), Tier III (Significantly At Risk), and Special Education students
3. The use of a comprehensive literacy assessment system to evaluate and monitor student progress in reading: Universal screener, Diagnostic(s), Progress Monitor(s), Benchmark, and Summative Assessments
4. The implementation of an ongoing professional development system to improve instruction in early literacy
5. Required parental notification of a student's area of struggle, the interventions being implemented at school, and strategies to be used at home

6. The <u>retention</u> of a student who fails to meet the cut score on the reading portion of the statewide assessment and does not meet one of the four good-cause exemptions
7. The implementation of <u>multiple interventions</u> for students who are retained
8. The use of MOWR <u>funds</u> for the improvement of kindergarten through 3rd grade literacy

<u>The Pillars of Early Literacy</u>
A comprehensive literacy system includes systematic, direct and explicit instruction in the five pillars of early literacy.

1. Phonological Awareness
   a. A global awareness of large chunks of speech, such as syllables, onset and rime, and sounds at the phoneme level
2. Phonics
   a. Study of the relationship between letters and the sounds they represent
3. Fluency
   a. The ability to read a text accurately, quickly, and with proper expression and comprehension
      i. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
4. Vocabulary
   a. The words that one must understand to comprehend what is being heard or read
5. Comprehension
   a. The ability to make meaning from a text, to accurately understand the information presented

<u>A Comprehensive Assessment System</u>
A [balanced](#) and comprehensive assessment system supports literacy achievement by providing data to inform decisions at the student, classroom, district, and statewide level. MOWR requires the following literacy assessment tools to identify and monitor the progress of students who struggle with reading.

1. Universal Screener
   a. Brief tests administered to every student at specific times (usually within the first four weeks of school) to identify students who are likely to struggle to acquire basic reading skills
2. Diagnostic Assessments
   a. Targeted tests administered to students identified as at-risk by the universal screener to gather specific information on the student's specific areas of struggle with reading

3. Progress Monitor
    a. Brief assessments used continuously to monitor struggling readers to determine the impact of specific interventions on student mastery of specific skills and to adjust instruction in response to student need
4. Benchmark Assessments
    a. Tests administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs
5. Summative Assessment
    a. An end of year or end of course test, such as AzM2, used to evaluate the effectiveness of a program
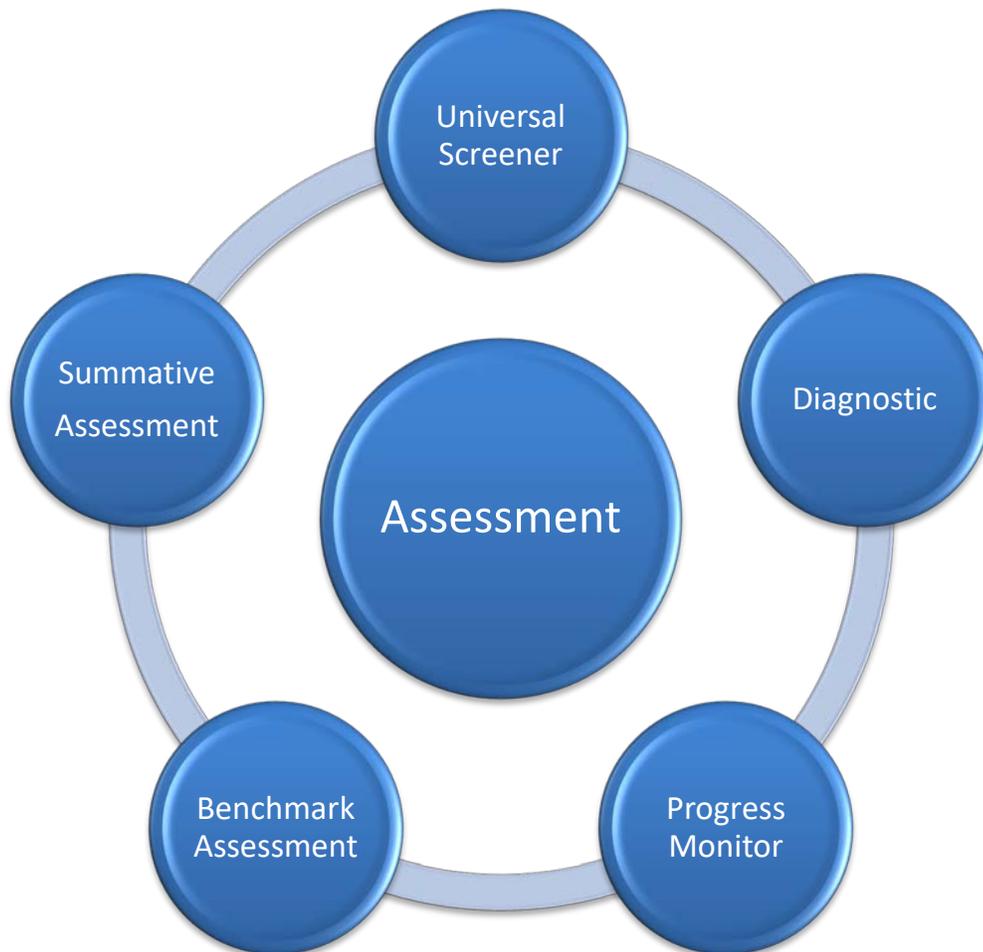
Section III: Arizona Department of Education Activities to Support K-3 Literacy
The Arizona Department of Education (ADE) MOWR team provides guidance documents, professional development, technical assistance, and serves in an advisory capacity to support K-3 literacy across the state.

Guidance Documents

To help facilitate understanding of MOWR policies and to assist schools with providing early identification and targeted interventions for struggling readers, ADE develops guidance documents and disseminates them directly to all Arizona MOWR contacts. These documents, as well as other guidance documents, can also be found by all stakeholders on the Move on When Reading page of the ADE website.

These MOWR resources provide guidance on early literacy, best practices in reading instruction, and information about cognitive development, dyslexia, MOWR legislative changes, MOWR requirements, use of MOWR funds, and submitting MOWR Literacy Plans, among other literacy topics.

To best reach all stakeholders in the field, the MOWR team has created resources in multiple formats: videos, webinars, face-to-face presentations, and documents.

- MOWR Legislation
  - A.R.S. §15-701
  - A.R.S. §15-704
  - A.R.S. §15-211
- Overview of School and District MOWR responsibilities
- ADE Connect Setup for MOWR
- New Reporting Requirements for 2018
- 2019-2020 School Literacy Plan Guidance
- 2019-2020 LEA (District Level) Literacy Plan Guidance
- K-3 Literacy Plan Checklist
- MOWR Literacy Assessment Data Submission
- MOWR Sample Parent Letters
  - Sample Letter 1 (English)
  - Sample Letter 1 (Spanish)
  - Sample Letter 2 (English)
  - Sample Letter 2 (Spanish)
- LEA K-3 Reading Budgets (FY19 & FY20)
- MOWR Overview 2019-2020
- Core Reading Program Guidance
- Approved Core Reading Programs 2019-2020
- Essential Components of a Literacy Plan
- K-5 Literacy Self-Assessment
- A Comprehensive K-3 Reading Assessment Plan: Guidance for Leaders
- Guidance for Valid Literacy Assessments (Video)
- Criteria for Valid Literacy Assessments for Use with the Collection of Assessments Exemption to Retention
- Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices

- [Building Blocks to Becoming a Reader (Family Resource)](#)
- [Dyslexia Resources](#)
- [Dyslexia Screening Legislation Initial Guidance (Video)](#)
- [Dyslexia Handbook for Educators](#)
- [Dyslexia Resource Guide for Families (English)](#)
- [Dyslexia Resource Guide for Families (Spanish)](#)
- [Read on Arizona Early Literacy Guide for Families](#)
- [Structuring the 90 Minute Reading Block (Video)](#)
- [K-3 Literacy for Administrators](#)
- [Appropriate Use of MOWR Funds to Support K-3 Literacy](#)
- [Using Assessment Data to Drive Instruction](#)
- [MOWR Summer School Guidance](#)

Professional Development

Teaching Reading Effectively Overview

As part of its efforts to improve early literacy instruction, ADE offers the Teaching Reading Effectively (TRE) training. The content of the TRE training includes current research and evidence-based practices that are necessary to develop a student's oral language, decoding and encoding skills, academic vocabulary, and reading comprehension. The training guides teachers through the science of reading, focusing on Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The TRE training is designed to empower teachers to use evidence-based strategies to improve reading instruction. The TRE training was created for K-3 general education teachers, K-5 special education teachers, literacy coaches, and leaders and is designed to improve classroom instruction and school wide literacy programs.

Teaching Reading Effectively Logistics

1. 5 Days (32.5 Hours of Professional Development Credit)
2. 5 Pillars of Early Literacy
3. 2 Texts
4. 1 Binder of Materials
5. $60.00 Per Participant

Once a teacher has completed the five-day TRE training, he/she can take the Teaching Reading Effectively – Trainer of Trainers (TRE-TOT) course. This course is designed to deepen each participant's understanding of early literacy so that he/she is qualified to deliver the TRE training locally at a school or district. These teachers take the knowledge of early literacy that they have acquired and use it to empower the teachers at their school or district to strengthen their literacy instruction for all students.

From 2013-2015, the State Board of Education allotted $500,000 to the ADE solely to facilitate the delivery of the TRE and TRE-TOT trainings across the state, retaining $1,000,000 for the administration

of the MOWR legislation. When full responsibility of the MOWR program was transferred to the ADE, $500,000 dollars were allotted for both the delivery of the TRE trainings and the administration of the MOWR program. This reduction in funding has reduced the number of trainings that can be offered by the ADE across the state.

Teaching Reading Effectively Data 2019

In 2019, TRE trainings were offered in **8** counties around Arizona:
- Apache County
  - Chinle
- Coconino County
  - Flagstaff
  - Page
- La Paz County
  - Parker
- Maricopa County
  - Phoenix
- Navajo County
  - Holbrook
- Pima County
  - Sells
  - Tucson
- Santa Cruz County
  - Nogales
- Yuma County
  - Yuma

In 2019, educators from **13** counties participated in TRE trainings:
- Apache County
- Cochise County
- Coconino County
- Gila County
- La Paz County
- Maricopa County
- Mohave County
- Navajo County
- Pima County

- Pinal County
- Santa Cruz County
- Yavapai County
- Yuma County

During 2019, **776** educators received literacy instruction through TRE and TRE-TOT trainings.

In each TRE training, each participant takes a pre-test and a post-test that assesses his/her understanding of foundational concepts of literacy. The results of the pre- and post-tests illustrate the impact of the training on participants' levels of understanding.

TRE: Pre- and Post-test Data (2019)

Average Pre-test Participant Score	Average Post-test Participant Score	Average Participant Growth
37%	81%	**43%**

<u>Teaching Struggling Readers in Grades 4-12</u>
In addition to the TRE and TRE-TOT trainings, the K12 Standards section of the ADE, which includes the MOWR team of 1.5 employees, offers the Teaching Struggling Readers in Grades 4-12 training, which addresses struggling readers at the middle and high school levels. This training focuses on the elements of reading (Comprehension, Vocabulary, Fluency, Phonics, and Phonological Awareness), the characteristics of students who struggle with these elements, and best practices in helping these students remediate their reading struggles.

During 2019, **123** educators received literacy instruction through the Teaching Struggling Readers training.

In 2019, educators from **10** counties participated in Teaching Struggling Readers trainings:
- Apache County
- Cochise County
- Coconino County
- Gila County
- Maricopa County
- Navajo County
- Pima County
- Pinal County
- Yavapai County

- Yuma County

MOWR Literacy Convenings

Each year, the MOWR team holds Move On When Reading Literacy Coordinator Convenings. In July 2019, the MOWR team, in partnership with Regional Education Laboratories West, held two MOWR Literacy Convenings for schools and districts around the state. During these full-day sessions, school and district K-3 personnel were brought together to discuss national, statewide, county, and local K-3 literacy data; the MOWR policy and program; best practices in the teaching of reading; and processes for making evidence-based decisions in early literacy.

The 2019 **96** educators from **30** districts/charter schools participated in the MOWR convenings.

In 2019, educators from **10** counties participated in the MOWR convenings:

Counties
- Coconino County
- Graham County
- La Paz County
- Maricopa County
- Mohave County
- Navajo County
- Pima County
- Pinal County
- Santa Cruz County
- Yavapai County

Literacy Collaborations

While offering guidance documents, professional development, and technical assistance, the MOWR team also serve as partners to several professional literacy groups.

Literacy Partnerships
- ADE Dyslexia Advisory Committee
  - This committee, led by the MOWR team, brings together representatives from all sections in the ADE that lead literacy initiatives: MOWR, K12 Standards, Office of English Language Acquisition Services, Special Education, and Early Childhood. Members of this interagency committee built the dyslexia resources and the Dyslexia Handbook that can be found on the MOWR webpage. This committee is also providing guidance on the

implementation of SB1318, which calls for screening of students and education of teachers on the characteristics of dyslexia.

- Arizona English Teachers Association (AETA)
  - The Director of the MOWR team serves as a non-voting Board member for the AETA. He represents the interests of MOWR at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field. The MOWR team also presents at the annual AETA conference.
- Arizona Library Association
  - The Director of the MOWR team serves as a non-voting Board member for the ALA. He represents the K-12 literacy perspective at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field.
- Arizona Senate Dyslexia Study Committee
  - As part of the implementation of SB1318, which calls for screening of students and education of teachers on the characteristics of dyslexia, the Arizona Senate convened a committee of experts to build recommendations for the Arizona Legislature. The Director of MOWR represented the Arizona Department of Education on this committee.
- Arizona State Board of Education K-3 Literacy Ad Hoc Committee
  - The MOWR team advises this committee, which reviews the MOWR legislation and the early literacy landscape in Arizona and makes formal suggestions to the Arizona State Board of Education and Arizona State Legislature on literacy systems and statutes in Arizona.
- Conference on English Literature
  - This organization, a committee of the National Council of Teachers of English, consists of English content leaders from states across the country. It builds and shares resources and serves in an advisory capacity on national issues involving the teaching of language arts.
- ExcelinEd National Literacy Group
  - A national group of literacy professionals that meets quarterly to discuss current research in literacy practices, k-3 literacy legislation around the nation, and to combine resources for guidance to the field.
- Read On Arizona Advisory Board
  - The Director of the MOWR team serves as a member of the advisory board for Read On Arizona, which is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight.
- Regional Education Laboratories West
  - The MOWR team works with REL West to vet core reading and reading intervention programs to establish that they meet ESSA evidence-level requirements and to lead literacy convenings for schools and districts across the state.
- Statewide Literacy and Family Engagement Professional Development Committee

o The MOWR team serves on this statewide committee, which brings together stakeholders from around the state who are involved with early literacy initiatives. These partners include Read On Arizona, First Things First, Arizona PBS, Southwest Human Development, DES, Make Way for Books, and City of Phoenix. This group works to create a unified, statewide approach to improving early literacy in Arizona.

Related Literacy Projects

In addition to working as partners with literacy organizations around the state and country, the MOWR team works on large projects each year to improve literacy outcomes and practices. Below are three key projects from 2019, all of which will continue into 2020 and beyond.

Decoding What Works: Success Analytics Project

o This partnership with Read On Arizona is designed to highlight schools that have demonstrated significant improvement in the percentage of students who pass the 3rd grade AzM2 English Language Arts exam. It also spotlights schools that have had the most success in reducing the number of students who score in the Minimally Proficient range on the same exam. The case studies built during the project highlight strategies that Arizona schools are using that are resulting in significant growth in 3rd grade reading proficiency. The objectives of the *Decoding What Works: Success Analytics Project* are to

- Identify the schools in Arizona who have the largest growth in 3rd grade AzM2 English Language Arts scores between 2015-2018;
- Interview educators and parents at select schools to identify practices that have most contributed to student growth;
- Share these case studies with schools across the state; and
- Build networks of schools to support greater student growth.

The first four schools were identified and interviewed during the 2018-2019 school year. The case studies for these four schools will be published and made publicly available on the MOWR and Read On Arizona websites in January 2020:

- Legacy Traditional School - Queen Creek
- Lincoln Elementary School, Nogales Unified School District
- Roosevelt School, Yuma Elementary School District
- Wildflower School, Avondale School District

Arizona State Board of Education Ad Hoc K-3 Literacy Committee

The Arizona State Board of Education reconvened the Ad Hoc K-3 Literacy Committee in 2018 to examine the early literacy landscape in Arizona and to produce a list of recommendations that the State Board of Education will present to the Arizona Legislature. The MOWR team serves in support of this committee.

The committee built its list of recommendations, which were then presented to and approved by the Arizona State Board of Education. These recommendations address the need for a balanced statewide literacy assessment system, the need for increased funding for the MOWR team at ADE, and changes to the MOWR legislation. The list of recommendations can be found here: https://azsbe.az.gov/sites/default/files/media/Early%20Literacy%20Report_12-17-2018.pdf.

Dyslexia: Implementation of SB 1318

In July 2019, Senate Bill 1318 was signed into law. This law calls for two primary actions related to dyslexia. The first is that all kindergarten and first grade students will be screened for characteristics consistent with dyslexia. The second element requires that all schools that serve kindergarten through third grade students have at least one staff member who has completed an ADE approved training in dyslexia. The ADE MOWR team is leading the implementation of SB 1318. An initial guidance video on the legislation can be found here: https://www.youtube.com/watch?v=RdcErYY8Fgs&t=87s. Dyslexia resources for teachers and families can be found here: http://www.azed.gov/mowr/dyslexia/.

As part of the law, the Senate Dyslexia Study Committee was convened and charged with making a list of formal recommendations for the implementation of the law. The MOWR Director represented ADE on this committee. The committee discussed the law and made the following formal recommendations, which will be presented to and considered by the Arizona State Legislature during the 2020 legislative session.

Committee Recommendations

On November 19, 2019, the Committee met and made the following recommendations to the Legislature:

1. Amend A.R.S. § 15-704 (B)(4)(d) to remove *nonsense word repetition* and instead include *nonsense word fluency* in the required indicators for dyslexia screening.

2. Amend A.R.S. § 15-704 (B) to require the Arizona Department of Education to develop a dyslexia screening plan by July 1, 2021, instead of July 1, 2020; and amend A.R.S. § 15-211 (C) to require each school district and charter school to ensure that at least one kindergarten through third grade teacher at each school receives dyslexia training by July 1, 2022, instead of July 1, 2021.

3. Establish a regional training model to increase capacity for teacher training and enhance awareness of the indicators of dyslexia.

4. Increase the annual funding to the Arizona Department of Education for the addition of three full-time employees to address the implementation of SB1318, to provide early literacy professional development to teachers across the state, to augment the Move on When Reading program, and to gather, aggregate, and analyze statewide data related to early literacy and dyslexia.

5. Provide additional funding for students with language-based learning struggles such as dyslexia to enhance professional development and expand teacher training opportunities, improve screening measures and intervention materials, and provide intensive instruction for students categorized as the following:

   a) eligible for special education as a student with a specific learning disability in reading and/or writing;
   b) eligible for Section 504;
   c) documented diagnosis of dyslexia; or
   d) receiving Tier II or III services.

6. Consider adding a reading exam to the certification process to ensure candidates for elementary education certification are prepared for reading instruction.

7. The Arizona Board of Regents add course requirements and training to support teaching the science of reading.

Section IV: Further MOWR Initiatives Given Increased Funding

The MOWR team currently consists of 1.5 full time employees, which is the smallest team of this type in the country. Additionally, the administrative budget for the MOWR team is $500,000 annually, which is 1/3 of the annual budget the program received from 2013-2015. This administrative budget covers salaries, I.T. costs, and all professional development costs for the state. Provided sufficient funding for increased staffing, the MOWR team would institute the following practices:

1. Increased professional development opportunities
    a. Currently, the MOWR budget allows for only 20 Teaching Reading Effectively (TRE) trainings around the state each year. With increased funding and additional staff, this number would increase significantly, which would dramatically improve educator understanding of the science of the teaching of reading.
        i. Increased funding would allow for a series of dedicated TRE trainings for schools and districts with the highest number/percentage of struggling readers.
        ii. Increased funding would allow for an increase in the TRE trainings offered to rural communities around Arizona.
2. Increased professional development offerings
    a. Additional funding would allow the MOWR team to expand its professional development offerings to meet more K-3 literacy needs across the state.
    b. These trainings would focus on high areas of need, such as
        i. Using literacy assessments to identify and meet the needs of struggling readers;
        ii. Effective small group instruction;
        iii. Literacy instruction for administrators; and
        iv. Effective literacy systems in K-3, including appropriate use of assessment data.
3. Regional technical assistance
    a. Given sufficient staffing, the MOWR team would offer specific technical assistance to regions of the state. Each region would have an assigned MOWR team member as a point of contact who would perform in-person outreach. This would increase the level of support and accountability for elementary schools in Arizona.
4. Building of a literacy website as a hub for teachers, parents, and students
    a. Given sufficient funding and staffing, the MOWR team will build a literacy website that brings together current research, ADE literacy initiatives, statewide literacy initiatives, and parental guidance in literacy.

Section V: Achievement Data

Each year, schools and districts with kindergarten through 3rd grade students submit MOWR literacy plans to the Arizona Department of Education. These plans contain literacy data collected from benchmark and summative assessments. Schools/districts use this data to make programmatic decisions to improve student outcomes.

State and National Assessment Data

The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

Over the course of twenty years, reading scores for Arizona 4th grade students have improved on NAEP. Though the scores are slightly below the national average. Arizona has shown rapid growth in 4th grade reading scores over the past ten years.

NAEP Data: 4th Grade Reading

1998		2013		2015		2017		2019	
Arizona	National Average	Arizona	National Average	Arizona	National Average	Arizona	National Average	Arizona	National Average
206	213	213	221	215	221	215	221	216	219

Trend in NAEP reading average scores for fourth-grade public school students in Arizona and nation
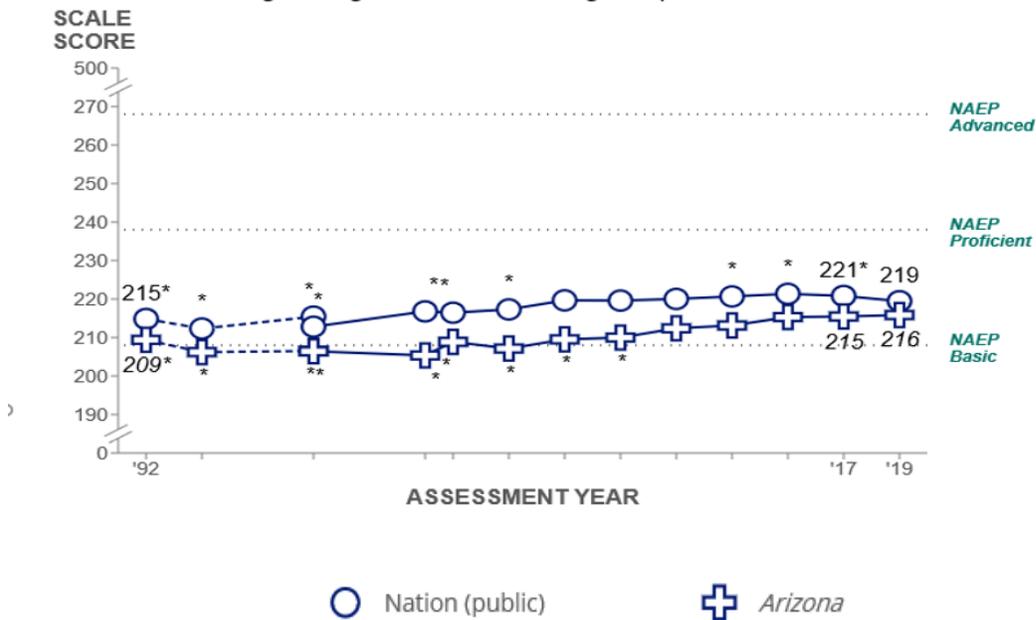
The increase in scores on NAEP is comparative to growth in reading of ½ a grade level for 4th grade students in Arizona.

<u>Statewide Summative Assessment Data</u>

Each year, students in grades 3-11 take the AzM2 exam, which assesses their skills in reading, writing, and mathematics. Data from this assessment is used to measure the effectiveness of student mastery of course goals, to determine the effectiveness of a recently concluded educational program, and/or to meet local, state, and federal requirements.

The following table details the performance of <u>all</u> 3rd grade students on the spring 2019 AzM2 English Language Arts (ELA) exam.

2019 3rd Grade ELA AzM2 Data (All 3rd Grade Students)

3rd Grade AzM2: Percent Passing	3rd Grade AzM2: Highly Proficient	3rd Grade AzM2: Proficient	3rd Grade AzM2: Partially Proficient	3rd Grade AzM2: Minimally Proficient
46%	14%	32%	14%	40%

The following graph shows a comparison of all 3rd grade AzM2 ELA scores for 2015 to 2018, which is each year of the exam's existence.

AzM2 Statewide Comparative Data 2015-2019

AzM2: 3rd Grade ELA – All Students

21
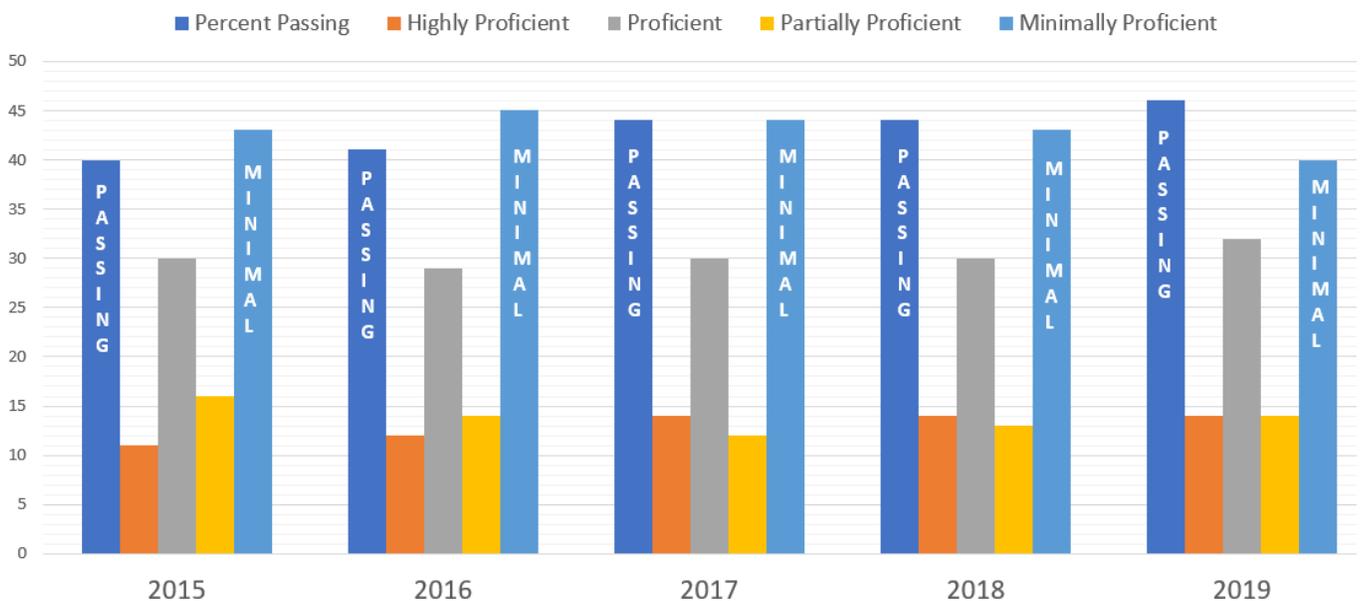
The following graph shows the annual growth in the percentage of students passing the 3rd grade AzM2 English Language Arts exam over the past five years.
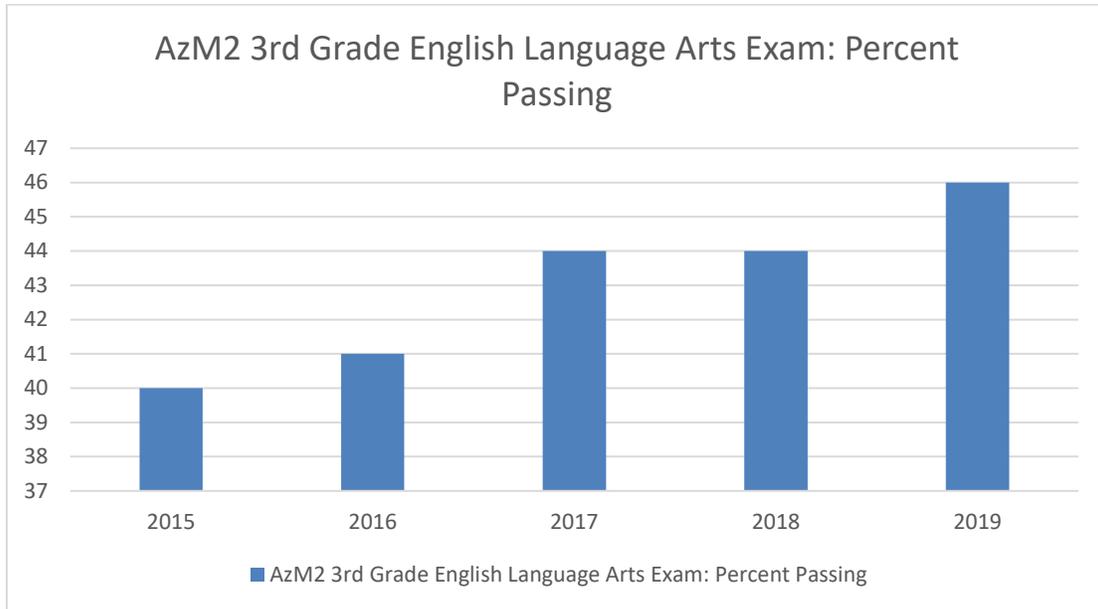
The following graphic illustrates the growth in the percentage of <u>all</u> students that are passing the 3rd grade AzM2 English Language Arts exam in each county in Arizona between 2015 and 2019.
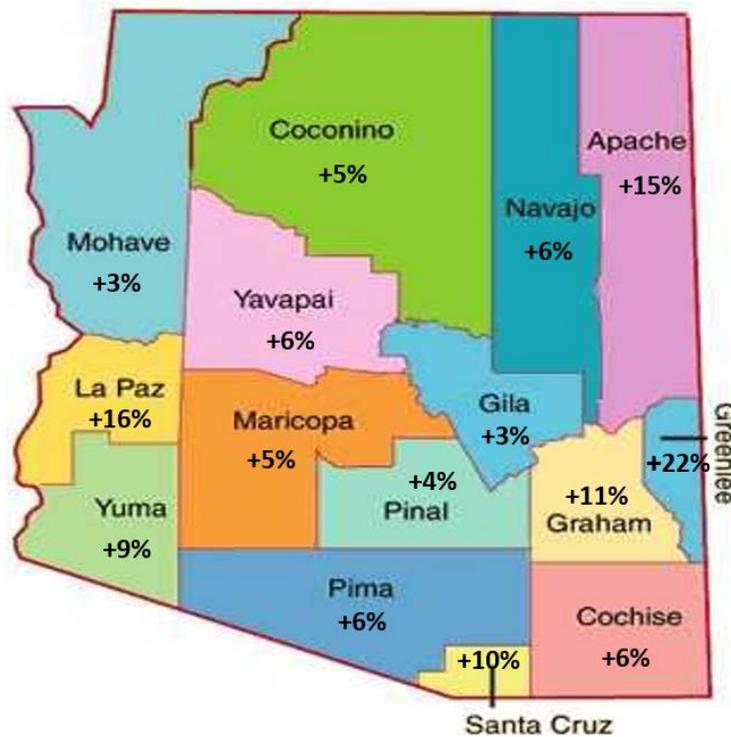
The following graphic illustrates the growth in the percentage of <u>Economically Disadvantaged</u> students that are passing the 3rd grade AzM2 English Language Arts exam in each county in Arizona between 2015 and 2019.
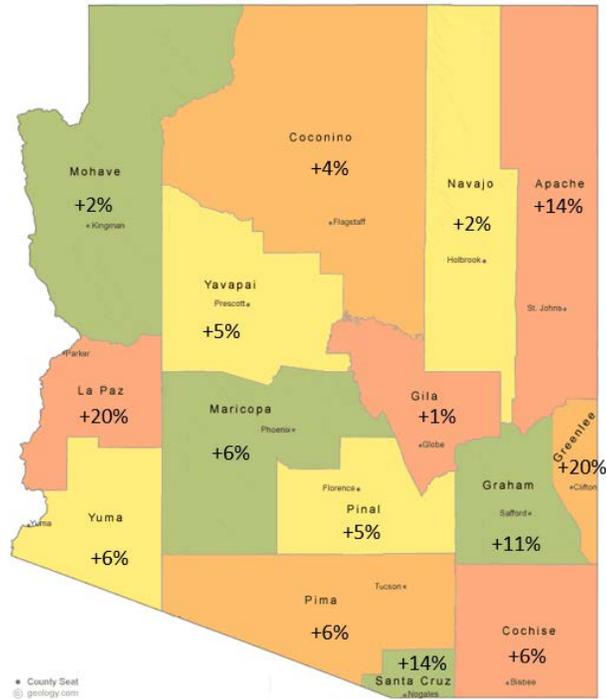
Source: Read On Arizona "AzMERIT Descriptive Trend Analysis 2015-2018"

As both graphics illustrate, significant improvement in the percentage of students passing the 3rd grade AzM2 English Language Arts exam is occurring in every county in the state.

Measure of Interim Progress
The Every Student Succeeds Act (ESSA) calls for each state to set progress goals in reading and math for student sub-groups to measure and improve progress. The following table details Arizona's long-term and interim goals for sub-groups in 3rd grade reading.

3rd Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	41	47	55	59	66	72	78	84	90
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90

Statewide Improvement on AzM2

While only 46% of 3rd grade students statewide are currently passing the AzM2 ELA exam, many schools are showing significant improvement in the growth of their 3rd grade AzM2 ELA scores from 2015 to 2018.

| Percent Growth on the 3rd Grade ELA AzM2 Exam (2015 to 2018)			
School	District/Charter	County	% Growth (2015 to 2018)
Sage Academy	Sage Academy, Inc.	Maricopa	46%
Roosevelt School	Yuma Elementary School District One	Yuma	43%
Navajo Elementary School	Scottsdale Unified School District	Maricopa	37%
Avalon Elementary	Excalibur Charter Schools, Inc.	Pinal	34%
Aguilar School	Tempe School District	Maricopa	32%
Tsaile Elementary School	Chinle Unified District	Apache	31%
Arlington Elementary School	Arlington Elementary District	Maricopa	31%
Joseph City Elementary School	Joseph City Unified District	Navajo	31%
The Paideia Academy of South Phoenix	The Paideia Academies, Inc.	Maricopa	29%
Wildflower School	Avondale Elementary District	Maricopa	27%
Legacy Traditional – Queen Creek	Legacy Traditional Charter Schools	Pinal	26%

44% of Arizona students scored in the Minimally Proficient range (the lowest range) on the spring 2018 3rd grade AzM2 ELA exam. Students who score in this range are the most at risk for not reading at grade level. However, between 2015 and 2018, many schools have made significant progress in reducing the number of students who score in the Minimally Proficient range.

Percent Reduction in the Number of Students Scoring Minimally Proficient on the 3rd Grade ELA AzM2 Exam (2015-2018)			
School	District or Charter	County	% Reduction (2015 to 2018)
Tsaile Elementary School	Chinle Unified District	Apache	37%
Sage Academy	Sage Academy, Inc.	Maricopa	33%
John R. Davis School	Roosevelt Elementary District	Maricopa	31%
Leading Edge Academy of East Mesa	LEAD Charter Schools	Maricopa	29%
The Paideia Academy of South Phoenix	The Paideia Academies, Inc.	Maricopa	28%
Wildflower School	Avondale Elementary District	Maricopa	27%
Tres Rios Elementary School	Littleton Elementary District	Maricopa	27%
Lincoln Elementary School	Nogales Unified District	Santa Cruz	27%
Canyon De Chelly Elementary School	Chinle Unified District	Apache	26%
Many Farms Elementary School	Chinle Unified District	Apache	26%
Fredonia Elementary School	Fredonia-Moccasin Unified District	Coconino	26%

Statewide Benchmark Assessment Data

Three times per year, LEAs submit literacy data from their benchmark assessment tools for kindergarten through 3rd grade students. These data illustrate student growth from the beginning, to the middle, to the end of the school year.

As the graphs below illustrate, for the past five school years, the number of at-risk students has decreased over the course of the year each year. Additionally, the number of students reading at benchmark has increased over the course of the year each year.

Benchmark Student Literacy Data 2014-2015 School Year

	Beginning of the Year	Middle of the Year	End of the Year
At Risk	27%	23%	20%
Approaching Benchmark	19%	19%	17%
At Benchmark	54%	58%	63%

Benchmark Student Literacy Data 2015-2016 School Year

	Beginning of the Year	Middle of the Year	End of the Year
At Risk	28%	25%	22%
Approaching Benchmark	19%	19%	17%
At Benchmark	53%	56%	61%

Benchmark Student Literacy Data 2016-2017 School Year (*)

Bar chart showing percentages for Beginning of the Year, Middle of the Year, and End of the Year. Legend: At Risk, Approaching Benchmark, At Benchmark. Vertical axis 0% to 100%.

*Starting with the 2016-2017 school year, schools/districts with letter grades of A or B are only required to submit literacy plans and literacy data every other year. The data for 2016-2017 reflects only schools with letter grades of C, D, or F.
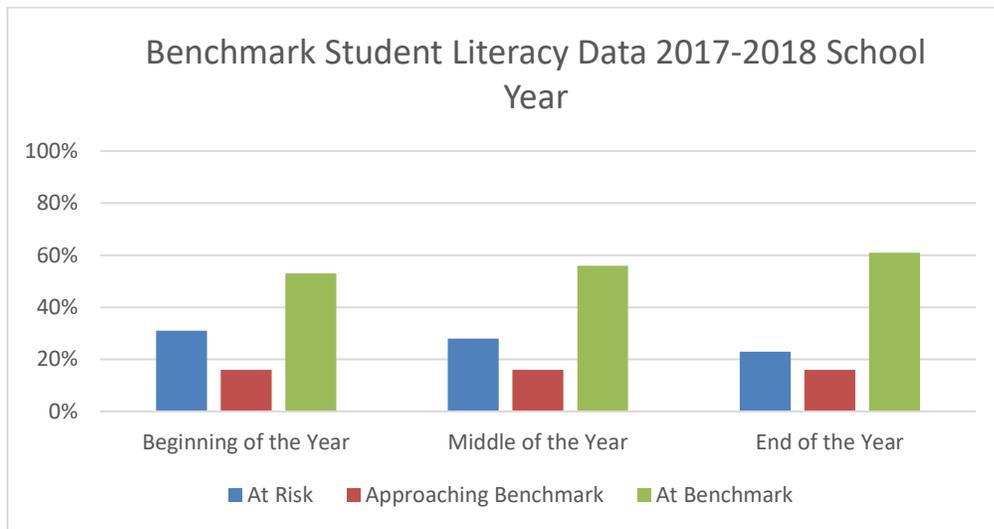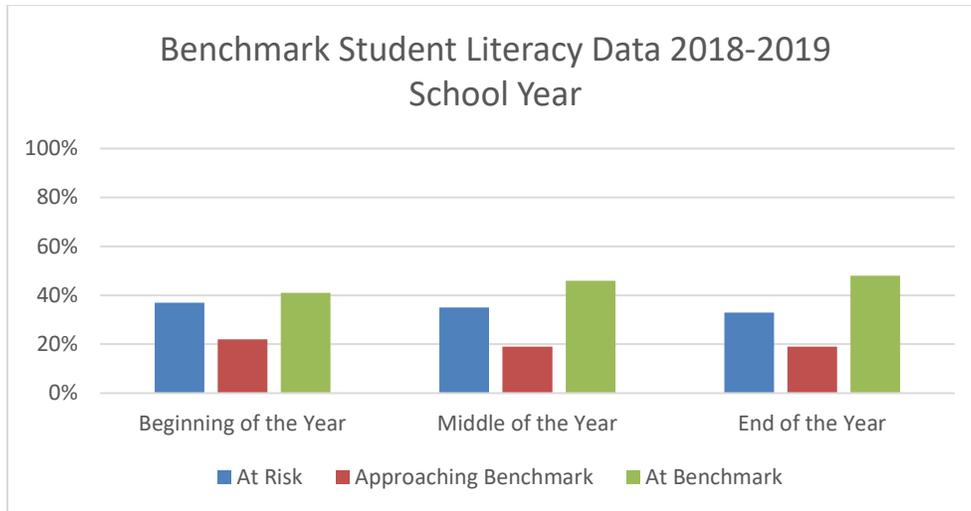
Benchmark Student Literacy Data 2017-2018 School Year

Bar chart showing percentages for Beginning of the Year, Middle of the Year, and End of the Year. Legend: At Risk, Approaching Benchmark, At Benchmark. Vertical axis 0% to 100%.

Benchmark Student Literacy Data 2018-2019 School Year

	At Risk	Approaching Benchmark	At Benchmark
Beginning of the Year	37%	22%	41%
Middle of the Year	35%	19%	46%
End of the Year	33%	19%	48%

*Starting with the 2016-2017 school year, schools/districts with letter grades of A or B are only required to submit literacy plans and literacy data every other year. The data for 2018-2019 reflects only schools with letter grades of C, D, or F.

<u>Move on When Reading Retention Data</u>

Per A.R.S. § 15-701, a 3rd grade student who does not meet the cut score established by the Arizona State Board of Education on the reading portion of the statewide AzM2 exam and does not qualify for one of four good-cause exemptions is to be retained.

<u>Retention Data 2018-2019 School Year</u>

- 2% of 3rd grade students in the state failed to meet the MOWR cut score.

- 72% of the students who failed to meet the MOWR cut score on the AzM2 exam met one of the four good-cause exemptions to retention and were promoted to the 4th grade.

- 14% of 3rd grade students who failed to meet the MOWR cut score did not qualify for an exemption, but subsequently attended summer school and demonstrated sufficient progress to be promoted to the 4th grade with their cohorts.

- **0.3% of 3rd grade students in the state were retained due to MOWR for the 2018-2019 school year.**

3ᴿᴰ GRADE STUDENTS RETAINED DUE TO MOVE ON WHEN READING 2018-2019 SCHOOL YEAR

■ 3rd Grade Students who Met the MOWR Cut Score

■ 3rd Grade Students Retained Due to MOWR

3rd Grade Students Retained Due to MOWR 0.3%

3rd Grade Students who Met the MOWR Cut Score (or Qualified for a Good-Cause Exemption) 100%
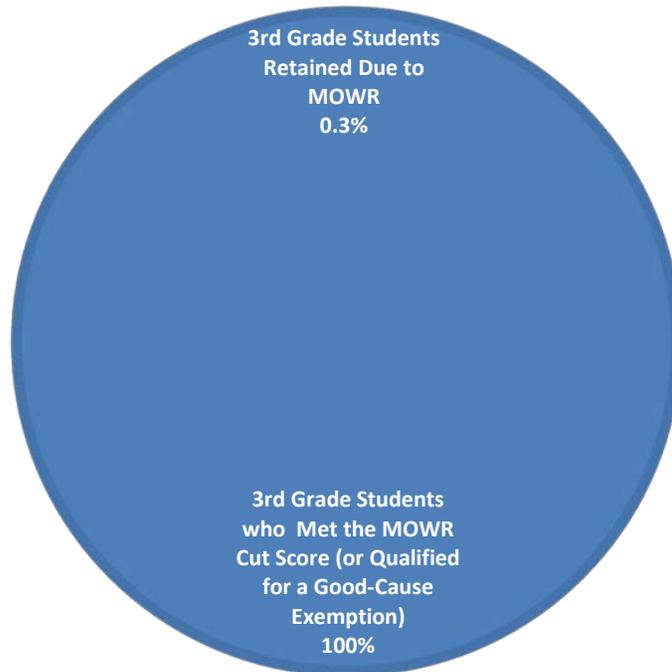
Four Exemptions to 3ʳᵈ Grade Retention

If a student does not meet the cut score on the reading portion of the AzM2 exam, he or she is to be retained to receive the extra time and attention to acquire the necessary literacy skills to move on to 4ᵗʰ grade. However, the MOWR legislation was designed with the understanding that some students face unique challenges to learning, so there are four exemptions to the retention requirement in the MOWR legislation.

1. The student is an English language learner or limited English proficient student and has had fewer than 2 years of English language instruction.
2. The student is in the process of a special education referral or evaluation, and/or the student has been diagnosed as having a significant reading impairment, including dyslexia.
3. The student has an identified disability and has an IEP (Individualized Education Plan) and the IEP team (including the parents) agrees that promotion is appropriate.

4. The student has demonstrated or subsequently demonstrates <u>sufficient reading skills</u> or adequate progress towards sufficient reading skills on the 3rd grade reading standards as evidenced through a collection of assessments approved by the Arizona State Board of Education.

Additionally, a student who fails to meet the MOWR cut score on the reading portion of the 3rd grade AzM2 exam may be promoted to 4th grade if he/she attends summer school and demonstrates sufficient progress towards reading.

The following table details the 2018-2019 percentages of 3rd grade students who failed to meet the MOWR cut score on the reading portion of the AzM2 and qualified for one of the good-cause exemptions.

Percentage of Students Who Failed to Meet the MOWR Cut Score and Were Subsequently Promoted Due to Summer School or a Good Cause Exemption

English Language Learners with less than two years of instruction	Student in the process of an IEP referral or with an IEP	Student with an identified reading disability	Student with data from alternative literacy assessments to demonstrate sufficient progress towards reading	Retained student who was promoted to 4th grade by demonstrating sufficient progress in a summer school program
9%	10%	36%	17%	14%

As the table illustrates, **86%** of the 3rd grade students who failed to meet the MOWR cut score on the ELA AzM2 exam were subsequently promoted due to a good-cause exemption or summer school.

<u>LEA Data on 3rd Grade Retention</u>
Students who fail to meet the MOWR cut score on the reading portion of the AzM2 exam and who do not qualify for an exemption are to be retained in 3rd grade to receive the extra time they need to learn to read at grade level.

LEA Retention Data for LEAs (2018-2019):
- 54% of schools/districts did not have a single 3rd grade student who failed to meet the MOWR cut score on the reading portion of the AzM2 exam.
- 96% of schools/districts had fewer than 5% of their students fail to meet the MOWR cut score on the reading portion of the AzM2 exam.

Section VI: MOWR Statewide Programmatic Data

A strong core reading program addresses the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. A strong core reading program paired with direct and explicit instruction should meet the needs of at least 85% of students in learning to read. The following table indicates the most frequently used core reading programs by schools/districts in Arizona during the 2019-2020 school year.

Most Frequently Used K-3 Core Reading Programs in Arizona 2019-2020

Program: Journeys Publisher: Houghton Mifflin Harcourt	Program: Benchmark Advanced Publisher: Benchmark Education	Program: Wonders Publisher: McGraw Hill	Program: Reading Street Publisher: Pearson
13%	10%	9%	7%

Reasearch and legislation support that K-3 students must spend 90 minutes or more per day engaged in both learning to read and in strengthening their reading skills. The following table indicates the average time frames for the reading blocks for K-3 students in Arizona during the 2019-2020 school year.

K-3 Reading Block Duration in Arizona 2019-2020

Less than 90 minutes per day	90-120 minutes per day	More than 120 minutes per day
0%	80%	20%

An effective literacy intervention program addresses a student's specific area of struggle as identified by the universal screener and diagnostic assessment. The following table indicates the most frequently used Tier II literacy intervention programs in Arizona during the 2019-2020 school year.

Most Frequently Used Tier II K-3 Reading Intervention Programs in Arizona 2019-2020

Program: 95% Group Phonological Awareness and Phonics Lessons Publisher: 95% Group	Program: Fundations Publisher: Wilson	Program: Read Naturally Publisher: Read Naturally	Program: Reading A-Z Publisher: Learning A-Z
38%	13%	12%	8%

An effective literacy intervention program addresses a student's specific area of struggle as identified by the universal screener and diagnostic assessment. The following table indicates the most frequently used Tier III intensive literacy intervention programs in Arizona during the 2019-2020 school year.

Most Frequently Used Tier III K-3 Reading Intervention Programs in Arizona 2019-2020

Program: 95% Group Phonological Awareness and Phonics Lessons Publisher: 95% Group	Program: Read Naturally Publisher: Read Naturally	Program: Fundations Publisher: Wilson	Program: Phonics for Reading Publisher: Curriculum Associates
25%	10%	10%	8%

A universal screener is a brief test administered to every student at specific times (usually within the first four weeks of school) to identify students at risk of struggling to acquire basic reading skills. The following table indicates the most frequently used universal screeners in Arizona during 2019-2020.

Most Frequently Used K-3 Universal Screeners in Arizona 2019-2020

Assessment: Acadience Reading Publisher: DMG	Program: DIBELS 6th/8th Edition Publisher: Univ. of Oregon	Program: Galileo Publisher: ATI	Program: NWEA MAP Growth/Reading Fluency Publisher: NWEA
40%	16%	8%	8%

Benchmark assessments are administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs. The following table indicates the most frequently used benchmark assessments in Arizona during 2019-2020.

Most Frequently Used K-3 Benchmark Assessments in Arizona 2019-2020

Assessment: Acadience Reading Publisher: DMG	Program: Galileo Publisher: ATI	Program: NWEA MAP Growth/Reading Fluency Publisher: NWEA	Program: DIBELS 6th/8th Edition Publisher: Univ. of Oregon
37%	22%	10%	12%

Section VII: Move on When Reading Expenditures

During the 2018-2019 school year, MOWR funds allotted to LEAs were spent in four primary categories: K-3 Staffing, K-3 Instructional Materials/Programs, K-3 Assessment Materials, and K-3 Professional Development. The total funding below applies to all schools that serve k-3 students.

MOWR Expenditure Data 2018-2019 (FY19)

Total MOWR Funding Released (All Schools)
$ 46,330,648.28

K-3 Staffing	K-3 Instructional Materials	K-3 Assessment Materials	K-3 Professional Development
86%	10%	2%	2%

The majority of MOWR funding received by LEAs in 2018-2019 was spent on staffing, which includes salaries for teachers, reading coaches, literacy interventionists, and paraprofessionals.

For the 2019-2020 school year, LEAs estimate that they will apply MOWR funding in the following percentages. The total funding below applies to all schools that serve k-3 students.

MOWR Estimated Expenditure Data 2019-2020 (FY20)

Total MOWR Funding Estimated (All Schools)
$ 48,564,612.14

K-3 Staffing (Estimated)	K-3 Instructional Materials (Estimated)	K-3 Assessment Materials (Estimated)	K-3 Professional Development (Estimated)
86%	8%	2%	4%

The majority of MOWR funding received by LEAs is estimated in 2019-2020 is estimated to be spent on staffing, which includes salaries for teachers, reading coaches, literacy interventionists, and paraprofessionals.

Section VIII: Bibliography

1. "2016 Annual Report." *ExcelinEd*, ExcelinEd, http://www.excelined.org/2016AnnualReport/.
2. "2017 Annual Report." *ExcelinEd*, ExcelinEd, https://www.excelined.org/wp-content/uploads/2018/04/ExcelinEd.2017AnnualReport.pdf.
3. *Assessment*, Arizona Department of Education, www.azed.gov/assessment/naep/.
4. "The Campaign for Grade-Level Reading." *Grade Level Reading*, gradelevelreading.net/.
5. *Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices*. Read on Arizona, 2014, readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf.
6. *Early Warning! Why Reading by the End of Third Grade Matters.* Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters,* www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report.pdf.
7. Hougen, Martha Clare, and Susan M. Smartt. *Fundamentals of literacy instruction and assessment, pre-K-6*. Paul H. Brookes Pub. Co., 2012.
8. "K-3 Reading." *ExcelinEd*, ExcelinEd, www.excelined.org/policy/k-3-reading/.
9. Lesnick, Joy, et al. *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?* Chapin Hill at the University of Chicago, 2010, www.chapinhall.org/sites/default/files/Reading_on_Grade_Level_111710.pdf.
10. Oakhill, Jane, Kate Cain, and Carsten Elbro. *Understanding and Teaching Reading Comprehension.* Routledge, 2015.
11. Rose, Stephanie, and Karen Schimke. *Third Grade Literacy Policies: Identification, Intervention, and Retention*. Education Commission of the States, 2012, ecs.org/clearinghouse/01/01/54/10154.pdf.