

Move on When Reading

Annual Report

2020



A r i z o n a
Department of Education

Table of Contents

- I. [Executive Summary](#)
- II. [Move on When Reading: An Overview](#)
 - a. Purpose of the Legislation
 - b. History of Move on When Reading
 - c. Impact of Early Literacy
 - d. Requirement of the Legislation
 - e. The Five Pillars of Early Literacy
 - f. A Comprehensive Assessment System
- III. [Arizona Department of Education Activities to Support K-3 Reading](#)
 - a. Guidance Documents
 - b. Professional Development
 - i. Teaching Reading Effectively Overview
 - ii. Teaching Reading Effectively funding
 - iii. Teaching Reading Effectively Data
 - iv. Teaching Struggling Readers Overview and Data
 - c. MOWR Literacy Convenings
 - d. Literacy Collaborations
 - i. Literacy Partnerships
 - ii. Literacy Projects
 - 1. Decoding What Works Project
 - 2. Dyslexia Legislation Implementation: Universal Literacy and Dyslexia Screener and Training for Educators
 - 3. Comprehensive Literacy State Development (CLSD) Grant
- IV. [Further Move on When Reading Initiatives Given Increased Funding](#)
- V. [Achievement Data](#)
 - a. State and National Assessment Data
 - i. NAEP
 - b. Statewide Summative Assessment Data
 - c. Statewide Benchmark/ Screening Assessment Data
 - d. Move on When Reading Retention Data
 - e. Four Exemptions to 3rd Grade Retention
- VI. [MOWR Statewide Programmatic Data](#)
- VII. [Move on When Reading Expenditures](#)
- VIII. [Bibliography](#)

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 team's 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. The report will also highlight some of the initial ramifications and impacts of COVID-19.

Data Overview

The following data are presented with more context in the body of the report. Below are 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.
 - ii. This data source may experience impacts in the near future due to cancellation of exams in 2021 due to COVID-19.

2. State and County Trends

- a. In previous years, there have been documented increases in the percentage of students passing the AzM2 3rd grade English Language Arts exam across the state.
- b. 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. Percent Increase in Students Passing the AzM2 3rd Grade ELA Exam
 1. Apache County: 15%
 2. Cochise County: 6%
 3. Coconino County: 5%
 4. Gila County: 3%
 5. Graham County: 11%
 6. Greenlee County: 22%
 7. La Paz County: 16%
 8. Maricopa County: 5%
 9. Mohave County: 3%

10. Navajo County: 6%
11. Pima County: 6%
12. Pinal County: 4%
13. Santa Cruz County: 10%
14. Yavapai County: 6%
15. Yuma County: 9%

c. As a result of school closures in March of 2020 and subsequent cancellation of AzM2, there are no updated scores to report at the state or county levels.

3. Move On When Reading Retention Data

- a. Typically, less than 1% of third grade students are retained each year due to MOWR.
- b. In 2020, no third grade students were retained due to MOWR as a result of school closures and the cancellation of AzM2.

Contact Information

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

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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 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

Clearly, 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 a multi-tiered system of supports 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 core instruction, 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 plan to improve instruction in reading research
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 retention 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 multiple interventions for students who are retained
8. The use of MOWR funds for the improvement of kindergarten through 3rd grade literacy

The Pillars of Early Literacy

A comprehensive literacy system includes systematic, direct and explicit instruction in the five pillars of early literacy.

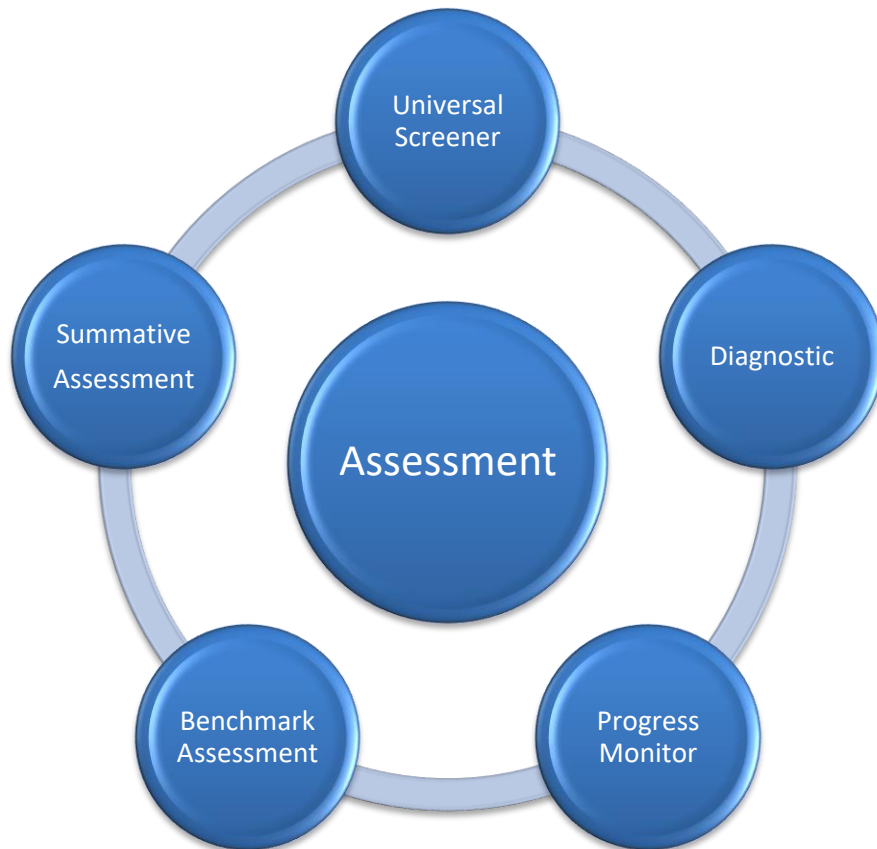
1. Phonological Awareness
 - a. A global awareness of large chunks of speech, such as syllables, onset and rime, and sounds at the phoneme level
2. Phonics
 - a. Study of the relationship between letters and the sounds they represent
3. Fluency
 - a. The ability to read a text accurately, quickly, and 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

A Comprehensive Assessment System

A [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 specifically related to early literacy indicators administered to every student at specific times (usually within the first four weeks of school and typically two other times per year, depending on tool) to identify students who are likely to struggle to acquire basic reading skills
2. Diagnostic Assessments
 - a. Targeted tests administered to students below benchmark on the universal screener used to gather skill-specific information to target intervention

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 (typically district created or provided with core curriculum) administered periodically during the school year (usually once per quarter or at the end of a unit) to supply teachers with individual student data to specific standards
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. Additionally, due to the impact of the pandemic, there has been a need for additional guidance in relation to actions as a result of executive orders and school closures. These documents, as well as other guidance documents, can 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.

- [Overview of MOWR](#)
- MOWR Legislation
 - [A.R.S. §15-701](#)
 - [A.R.S. §15-704](#)
 - [A.R.S. §15-211](#)
- [Celebrating Literacy Success-Third Grade Reading Success: Decoding What Works](#)
- [K-3 Literacy for Administrators](#)
- [MOWR COVID Guidance](#)
- [School and District MOWR responsibilities](#)
 - [ADE Connect Setup for MOWR](#)
 - [2020-2021 School Literacy Plan Guidance](#)
 - [2020-2021 LEA \(District Level\) Literacy Plan Guidance](#)
- [2020-2021 Literacy Assessment Data Submission Guidance](#)
- [Using Assessment Data to Drive Instruction](#)
- [Literacy Plans](#)
 - [Essential Components of a K-3 Literacy Plan](#)
 - [Approved Core Reading Programs 2020-2021](#)
 - [Structuring the 90 Minute Reading Block \(Video\)](#)
 - [Intervention Programs that meet ESSA Criteria](#)
 - [ESSA Guidance and Webinar Series](#)
 - [Move On When Reading Assessment Requirements](#)
 - [Multi-Tiered System of Support \(MTSS\)](#)
 - [Universal Literacy and Dyslexia Screener Guide](#)
 - [2020-2021 Approved Universal Literacy and Dyslexia Screeners](#)

- [Professional Development Guidance](#)
- [Literacy Plan Sample](#)
- [MOWR Sample Parent Letters](#)
 - [Entry Parent Letter](#)
 - [Entry Parent Letter - Spanish](#)
 - [At-risk Parent Letter-English](#) (letter only)
 - [At-risk Parent Letter-English](#) (Strategies only)
 - [At-risk Parent Letter-English](#) (letter + Strategies)
 - [At-risk Parent Letter-Spanish](#) (letter only)
 - [At-risk Parent Letter-Spanish](#) (Strategies only)
 - [At-risk Parent Letter-Spanish](#) (letter + Strategies)
- [MOWR Funding 101](#)
- [Appropriate Use of MOWR Funds to Support K-3](#)
- [LEA K-3 Reading Budgets for those required to submit \(FY21\)](#)
- [Comprehensive Assessment Framework](#)
- [Developing a Thriving Reader From the Early Years: A Continuum of Effective Literacy Practices](#)
- [Building Blocks to Becoming a Reader \(Family Resource\)](#)
- [Dyslexia Resources](#)
 - [AZ Dyslexia Handbook](#)
 - [Dyslexia Resource Guide for Families \(English\)](#)
 - [Dyslexia Resource Guide for Families \(Spanish\)](#)
 - [Read on Arizona Early Literacy Guide for Families](#)

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. Over the course of 5 days, the highly interactive, in-person 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.

Offerings of TRE have been greatly impacted due to the ramifications of Covid-19. When stay at home orders were initiated, one TRE class was in progress and several more scheduled for this year. As a result of the orders, all classes were canceled. Understanding the need to continue to provide high quality training in reading and the added need for a virtual presentation of the material, the ADE team is reformatting the course to create a robust learning experience housed within a web-based learning management system. Once complete, this online course will offer training to a wider scope of

educators across Arizona as location of trainings is no longer a hinderance. In previous years, the ADE team could train up to 800 per year. With the new format, there is potential to train exponentially more educators across the state. The ADE team is eager to present this course offering in 2021, once it is fully developed.

Teaching Reading Effectively Funding

From 2013-2015, the State Board of Education allotted \$500,000 to the ADE solely to facilitate the delivery of the TRE and TRE-Trainer of Trainer 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 reduced the number and types of trainings offered.

Teaching Reading Effectively Data 2020

Due to COVID-19 and related stay at home orders, in-person TRE classes were cancelled as of March 2020 and not able for reinstatement in current form. The new online course launch is expected in 2021.

Historical pre-post data for TRE participants averaged 40 percent growth in content knowledge as a result of participating in the TRE course. This emphasizes the need for continued training in fundamental reading practices and the science of reading. Additionally, there is an ongoing interest and desire for this specific training from educators and leaders across Arizona. With this in mind, the ADE team is diligently working to get the updated online course ready for participants.

Teaching Struggling Readers in Grades 4-12

In addition to the TRE, the Academic 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.

Unfortunately, when stay at home orders were initiated, one TSR class was in progress and several more scheduled for 2020, however were canceled and currently unable to be reinstated in current form. Planning is in motion for a transition of this course to the online learning management system, with the goal of a 2021 launch. The hiring of a full-time Secondary English Language Arts Specialist will help the development and facilitation of this new course.

Office Hours

This year, the experiences with COVID-19 have been unique and offered many new learning opportunities. Soon after school closures in March 2020, the Academic Standards Unit began offering regular office hour sessions coordinated by each content area for educators across the state. The MOWR team used this to share information in real time, update educators on new legislation and provide ongoing guidance and support specific to literacy. It proved to be a useful and important time to learn about the needs and challenges facing educators with opportunities to share and learn collaboratively. Due to the successful and collaborative nature of these sessions, office hours will continue to be offered through the 2020-2021 school year.

Literacy Collaborations

While offering guidance documents, professional development, and technical assistance, the MOWR team also serve as partners to several professional literacy groups through outreach, collaboration, and ongoing communication. In addition to the partner groups listed below, the MOWR Team works in collaboration with other teams within the agency, including ESS, OELAS and Early Childhood. Externally, the Arizona State Board for Charter Schools provides outstanding support when working with our charter schools. As a result of the collaboration with ASBCS, all charter schools required to submit literacy plans in 2020-2021 have done so.

Literacy Partnerships

- Arizona Chapter of the International Dyslexia Association
 - The Dyslexia and Intervention Specialist of the MOWR team participates as a non-voting board member for the AZ IDA. She represents MOWR and ADE, while providing information and gaining insights from the field and this group.
- ADE Dyslexia Advisory Committee
 - This committee, led by the Dyslexia and Intervention Specialist of 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 Secondary ELA Specialist serves as a non-voting board member for the AETA. She represents the interests of MOWR at these meetings, presents on the program, presents on literacy, and gains valuable feedback from the field. Members of the MOWR team also present at the annual AETA conference.
- 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
 - 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 works in collaboration with the MOWR team on a variety of projects. A recent example of this collaboration is the awarding of the Comprehensive Literacy State Development (CLSD) grant to ADE.
- 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. Additionally, the collaboration has led to targeted trainings for schools and districts across the state.
- Statewide Literacy and Family Engagement Professional Development Committee
 - 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

- 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 were published and made publicly available on the [MOWR](#) and [Read On Arizona](#) websites in March 2020. Additionally, the leaders and educator representatives from the campuses were recognized at a State Board of Education Meeting in February 2020 and the recognition event is available on the [AZSBE YouTube Channel](#)

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

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 teachers have at least one teacher 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/>.

Part 1: Screening for Characteristics of Dyslexia-

As part of a formal Request for Information (RFI) process, assessment vendors submitted product information. The ADE team reviewed all submissions in relation to expected criteria to determine which products met the required components. Those products that met the expectations were included on the ADE [Approved Universal Literacy and Dyslexia Screener](#) list with videos from the vendors highlighting key information about their product. Seven vendors were approved during the initial review process and the list was published July 2020. In addition to the list, the MOWR team, in collaboration with the Office of English Language Acquisition Services (OELAS) and Exceptional Student Services (ESS) teams, created the [Universal Literacy and Dyslexia Screener Guide](#) as a guidance

document to support LEAs in understanding the purpose of a universal screener in conjunction with other important literacy assessments which are all used within a multi-tiered system of support (MTSS). Additionally, this extensive guide provides MOWR support and targeted parental strategies. Both resources were shared with LEAs to help them in determining a Universal Literacy and Dyslexia Screener that is most appropriate for their students. During the 2020-2021 school year, schools should review programs on the list, select a product and create a training plan to prepare educators for full implementation of the new screener in the 2021-2022 school year. Many Arizona schools are already using a product on the approved list and will continue their practice making certain to connect the new requirements of the dyslexia legislation. This, in conjunction with the coming training in Part 2 of the legislation, will support educators in their data decision making to impact student literacy growth. There is no state funding available to support schools with this new legislative requirement.

Part 2: Training for Educators-

Another requirement of the law is for every campus with K-3 students to designate at least one educator as the Dyslexia Designee. The training required of this designee must fulfill the areas of Understanding and Recognizing Dyslexia (URD), Literacy Instruction (I), and Intensifying Instruction (II).

To make certain training opportunities are robust and meet the criteria of the law, the MOWR team has worked under the guidance of the Dyslexia and Literacy Intervention Specialist to create an RFI which outlines the required elements to be expected in approved future professional development, coursework and training. In early 2021, vendors will submit their products for evaluation. This RFI process will help the team create an approved menu of options designed to train educators on the science of reading, reading instruction, targeted reading intervention and the characteristics of dyslexia. The revised version of Teaching Reading Effectively (TRE) will be one of many options and offerings which will meet this training legislation. Although this requirement will require schools to make important financial decisions, there is no state funding available to support schools with this new legislative requirement.

Comprehensive Literacy State Development (CLSD) Grant:

Through a collaborative process with Read On Arizona, First Things First and the Arizona Department of Education's Academic Standards team, which includes the ELA and MOWR teams, submitted a grant application and were subsequently awarded the Comprehensive Literacy State Development (CLSD) Grant in November of 2020. As shared from the ADE's [CLSD Webpage](#), this is a "5-year \$20,000,000 federal competitive grant that proposes to improve child literacy skills and instructional capacity on the science of reading. This grant project aims to strengthen collaboration, improve efficiency and drive innovation to accelerate language and literacy outcomes.

The focus will be children birth to grade 12 in high-needs' schools and qualified opportunity zones serving Arizona's most disadvantaged students. CLSD is a substantial investment that will award up to 25 qualified schools and/or early childhood programs who have demonstrated readiness and the ability to implement.”

Through the course of this grant, educators in the neediest schools will have targeted and specific training in systems thinking, science of reading and other evidence-based trainings to directly impact the literacy success of students across the birth to grade 12 continuum. Over the course of the next 5 years, the MOWR team will be directly supporting schools receiving this grant through guidance and coaching in the selection of high-quality reading materials, evidence-based reading and instructional strategies, targeted training based on teacher needs and student data, and programmatic information.

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. Introduce and implement a robust statewide coaching model based on the SWARM model in Mississippi
 - a. The department would hire, train and deploy coaches to schools with the most need to improve and sustain student achievement in literacy.
2. Increased professional development opportunities to build educator capacity in the science of reading
 - a. Currently, the MOWR budget allows for only approximately 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 in the science of the teaching and 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.
 - iii. Increased funding would allow for important follow up and ongoing coaching provided to participants to support the transition of theory to practice within their classrooms.

3. Increased professional development offerings to build educator capacity in the science of reading
 - 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. Fundamentals of early writing instruction;
 - iv. Intervention for struggling readers, including those with characteristics of dyslexia;
 - v. Literacy instruction for administrators; and
 - vi. Effective literacy systems in K-3, including appropriate use of assessment data.
4. 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 and frequency of support, coaching and accountability for elementary schools in Arizona.
5. Build collaborative relationships across the literacy continuum
 - a. Given sufficient funding and staff, the MOWR team would include the addition of a common statewide entry level kindergarten exam;
 - b. Build relationships with Institutes of Higher Education to support the training in the science of reading, reading instruction and intervention and characteristics of dyslexia in pre-service programs;
 - c. Collaborate with state agencies across the nation to support ongoing improvement in literacy practices in Arizona.

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 screening and summative assessments. Schools/districts use this data to make programmatic decisions to improve student outcomes.

State and National Assessment Data

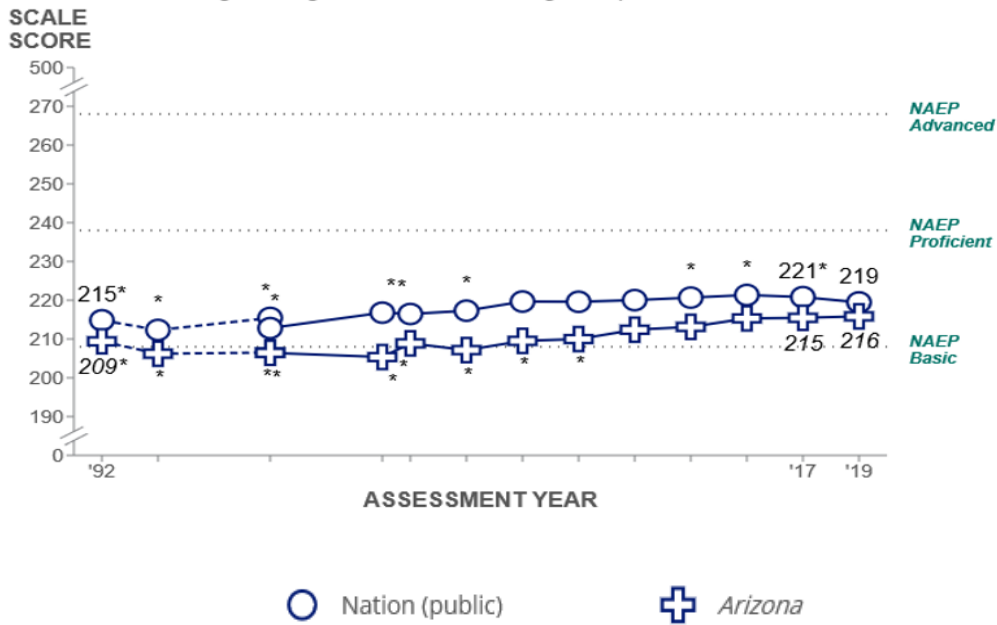
The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

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



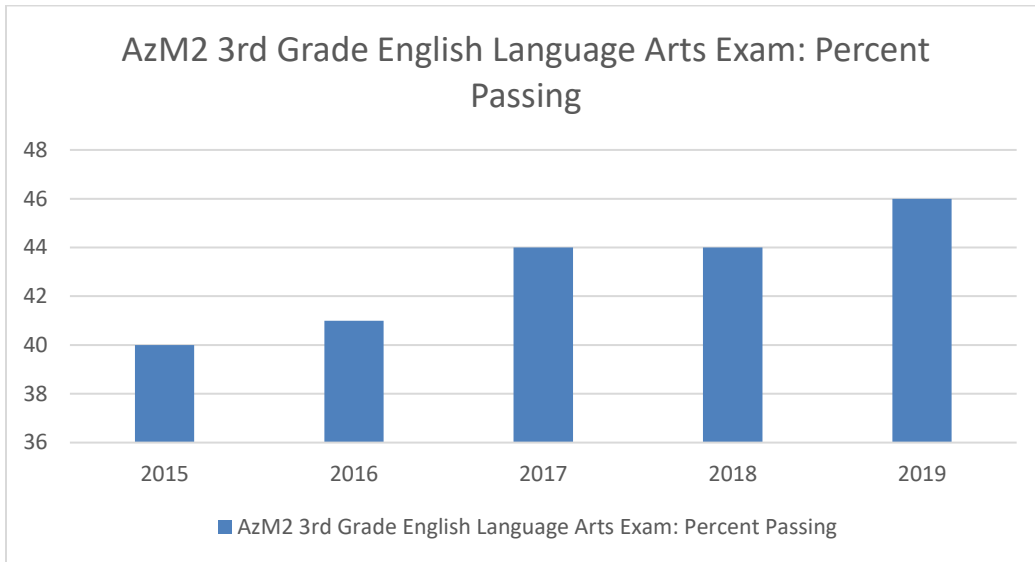
The increase in scores on NAEP is comparative to growth in reading of ½ a grade level for 4th grade students in Arizona. While this learning trend has continued over the past several years, current data on progress is not available due to school closures as a result of stay at home orders. This gap in data will continue, as NAEP has been cancelled for 2021.

Statewide Summative Assessment Data

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

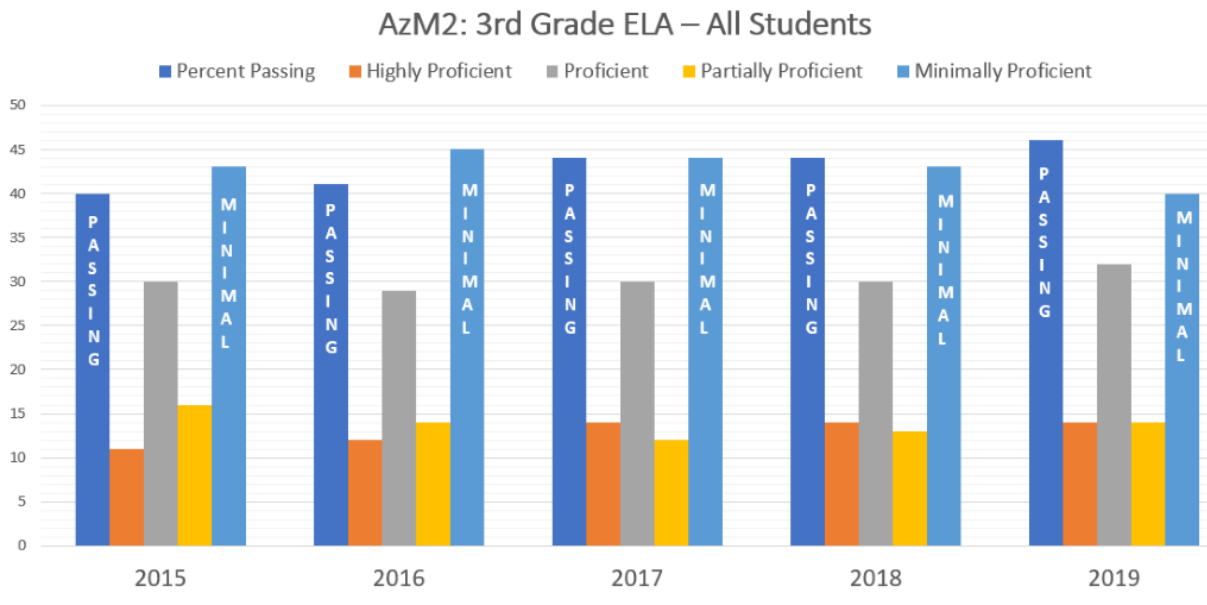
meet local, state, and federal requirements. Due to the unique circumstances presented in 2020, AzM2 was cancelled, therefore, no data was collected for the 2019-2020 school year. Our most recent AzM2 data from 2019 indicated 46% passing.

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 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



Statewide Benchmark Screening Assessment Data

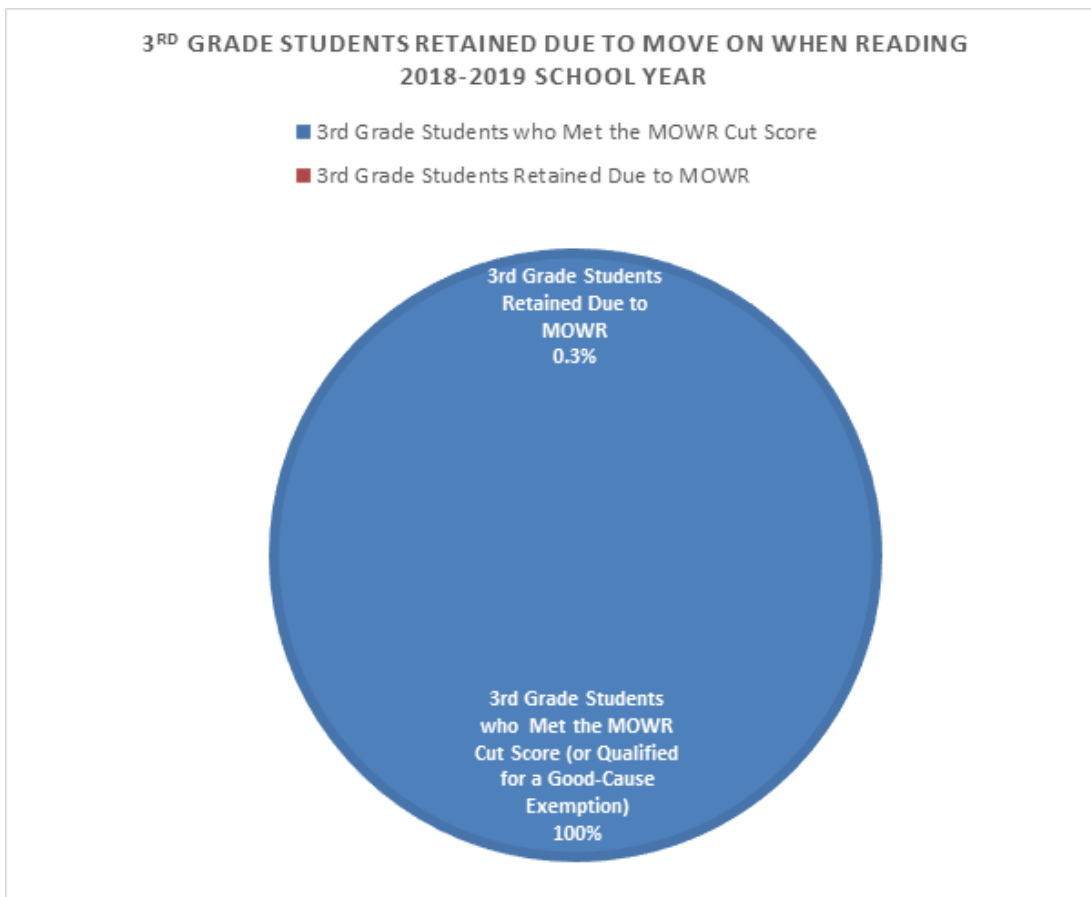
Three times per year, LEAs submit literacy data from their universal screener for kindergarten through 3rd grade students. These data illustrate student growth from the beginning, to the middle, to the end of the school year. In the spring of 2020, the expectation to submit data was suspended. The expectation for screening assessment data in the Fall of 2020 remained and LEAs were diligent in getting information submitted even in the face of extreme difficulties. There are concerns of reliability and validity of data collected as many assessments were modified from original form to be delivered virtually and the uncertainty of remote environments. It is anticipated that these concerns will continue through the 2020-2021 school year. In review of literacy plans, the MOWR team does consider the data submitted with mid-year data due in February and final data in June. The MOWR team will continue to work with district leaders to determine the effectiveness of current practices and how to best support LEAs in current reality and to meet individual needs.

Move on When Reading Retention Data

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. A school shall offer more than one of the intervention and remedial strategies provided to that pupil.

1. A requirement that the pupil be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one of the top two performance classifications.
2. Summer school reading instruction.
3. In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.
4. Small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.

Historically, very few students are retained each year. The chart below shows that 0.3% of 3rd grade students in the state were retained due to MOWR for the 2018-2019 school year, which is the last year of retention data.



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 sufficient reading skills 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.

During typical assessment years, students are eligible to be retained according to the criteria. However, in 2020, no third-grade students were retained due to MOWR as a result of school closures and the cancellation of AzM2.

Section VI: MOWR Statewide Programmatic Data

An effective 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. This year, as a result of the Rel West Laboratories coaching and collaboration, the ADE MOWR team provided additional guidance to LEAs in the form of a review of materials that meet the three main criteria of the law; the core is aligned to Arizona ELA Standards, specifically teach the key elements of reading; and meet the top 3 tiers of ESSA expectations. The result was two documents with lists of products that meet the criteria of the law for [core reading](#) and [intervention](#).

Section VII: Move on When Reading Expenditures

Per ARS 15-211, schools and districts shall use MOWR monies only on instructional purposes intended to improve reading proficiency for pupils in kindergarten programs and grades one, two and three with particular emphasis on pupils in kindergarten programs and grades one and two. The MOWR teams supports LEAs on using data to make informed decisions in the use of these funds for K-3 Staffing, K-3 Instructional Materials/Programs, K-3 Assessment Materials, and K-3 Professional Development.

The majority of MOWR funding received by LEAs in 2019-2020 was spent on staffing, which may include salaries for K-3 teachers, reading coaches, literacy interventionists, and paraprofessionals.

MOWR Expenditure Data 2019-2020 (FY20)

Total MOWR Funding Released (All Schools)	
\$ 44, 094,052.62	

K-3 Staffing	K-3 Instructional Materials	K-3 Assessment Materials	K-3 Professional Development
89%	8%	1%	2%

For the 2020-2021 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.

The majority of MOWR funding received by LEAs in 2020-2021 is estimated to be spent on staffing, which may include salaries for teachers, reading coaches, literacy interventionists, and paraprofessionals. A slight shift was noted in the expected expenses for 2020-2021, with more funds projected to be allocated in the instructional materials category. This may be due to the need for materials to be managed and delivered in a virtual format. Additionally, MOWR funding allocations may be redistributed and impact current programming due to implication of legislative changes requiring LEAs purchase of an approved screener and additional training for teachers in the science of reading, intervention and characteristics of dyslexia. Although MOWR funds may be used to support these two new requirements, it may force districts to make unfortunate staffing cuts as they are unfunded mandates.

MOWR Estimated Expenditure Data 2020-2021 (FY21)

Total MOWR Funding Estimated (All Schools)			
\$ 46,173,946.84			

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

Conclusion:

[Arizona’s Move on When Reading](#) policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade. Early intervention early by well-trained educators using high quality materials is essential to make certain all students are in a position for success as they progress through school, college, career and life.

Section VIII: Bibliography

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