



Move on When Reading

Annual Report

2021

Table of Contents

- I. [Executive Summary](#)
- II. [Move on When Reading: An Overview](#)
 - a. Purpose of the Legislation
 - b. History of the Legislation
 - c. Requirement of the Legislation
 - d. Impact of Early Literacy
 - e. Early Literacy
 - f. A Comprehensive Assessment System
- III. [Arizona Department of Education Activities to Support K-3 Reading](#)
 - a. Professional Development
 - i. Teaching Reading Effectively Sunsets
 - ii. Reading Fundamentals On Demand Academy
 - iii. Office Hours
 - iv. Book Studies
 - b. Funding for Training
 - c. Guidance Documents
 - d. MOWR Literacy Convenings
 - e. Literacy Collaborations
 - i. Literacy Partnerships
 - ii. Literacy Projects
 - 1. Decoding What Works Project
 - 2. Legislative Updates
 - 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
 - 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. [Move on When Reading Expenditures](#)
- VII. [References](#)

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 they are reading at or above grade-level by the end of 3rd grade. The Move on When Reading team is comprised of 1.5 full time staff members. This team is supported with the extended English Language Arts team to provide a plethora of professional learning, resources and technical support to educators and families across Arizona. This team has worked in tandem to create this annual report, which 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, and provides national, statewide, and school/district level data. The report will also highlight some of the impacts of COVID-19.

Contact Information

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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 they are reading at or above grade level by the end of 3rd grade. There is a heightened emphasis on the early literacy practices in the K-2 grades.

The MOWR team consists of 1.5 employees whose focus is supporting local education agencies in the implementation and design of a continuous improvement plan model in the format of a literacy plan. Literacy plans should be developed at a school level with school leadership to focus on specific literacy needs and plans for the school year in consultation with lead teachers and other stakeholders. This plan is a part of a continuous improvement cycle connected to school and district improvement cycles and strategic plans. This plan should be developed and thoughtfully designed based on current staff, students, and data.

Although this literacy plan and beginning-of-the-year universal screening data are due to ADE on or before October 1st each year, the Move on When Reading team supports schools throughout the year with a variety of tasks including curriculum adoptions, summer school opportunities, site-level professional development, budget spending and other needs, as expressed by schools. Additionally, schools submit two more submissions of universal screening data throughout the year, which allows the MOWR team to provide additional check-ins and ongoing support.

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 all public 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. Since that transition, 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 more than 1,300 elementary schools in Arizona. This is one of the smallest team for the administration of this type of legislation in the country.

Requirements of the Legislation

MOWR facilitates a multi-tiered system of supports by providing all public 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:

- The use of an evidence-based core reading program that addresses all pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
- The use of evidence-based intervention programs for Tier II (At Risk), Tier III (Significantly At-Risk), and Special Education students
- 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
- The implementation of an ongoing professional development plan to improve instruction in reading research
- Required parental notification of a student's area of struggle, the interventions being implemented at school, and strategies to be used at home
- 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
- The implementation of multiple interventions for students who are retained
- The use of MOWR funds for the improvement of kindergarten through 3rd grade literacy

Recent legislative actions brought additional changes to the literacy landscape in Arizona. These changes include requiring the screening of all kindergarten and 1st grade students for characteristics consistent with Dyslexia. These screening measures are included in the universal screening already taking place on each campus three times per school year.

Additionally, legislation requires each public-school campus that serves kindergarten through 3rd grade students to assign one kindergarten through 3rd grade teacher as the Dyslexia Training Designee (DTD). The DTD is required to participate in training courses focused on reading instruction, intensifying reading instruction, and understanding and recognizing dyslexia from a list of approved trainings that meet the legislative criteria. The DTD should be identified by each campus before July 1, 2022.

To further increase the foundational literacy knowledge of all educators who impact K-3 growth in Arizona, recent legislation also requires that all current kindergarten through 5th grade teachers who teach literacy acquire the K-5 Literacy Endorsement on their teaching certificate by 2028. All pre-service teachers exiting teacher prep programs will also need this new endorsement by 2025. To meet the requirements of this endorsement, teachers will need to have completed 90 clock hours or two university courses (6 credits) along with a State Board adopted literacy assessment to earn the endorsement.

Impact of Early Literacy

Literacy is 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 immediately for any student not on target to 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 were reading at or above the Proficient level as measured by the National Assessment of Educational Progress (NAEP) in 2019.

It is important to understand the impact that early literacy instruction has on a student's future:

- 70% of inmates in prison cannot read above a 4th grade level
- 85% of juvenile offenders have difficulties with reading
- 88% of high school dropouts were struggling readers in 3rd grade
- Students who are reading below grade level at 3rd grade are four times less likely to graduate from high school
- African American and Hispanic students who are reading below grade level at 3rd grade are six times less likely to graduate from high school
- 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 the appropriate interventions implemented before the 3rd grade.**

Early Literacy

As part of A.R.S. [§15-704](#), the MOWR team assists all LEAs on the review, adoption, and implementation of curriculum, as needed. Each year, ADE re-reviews all products to ensure materials maintain legislative standards. Ultimately, it is the responsibility of each schools' leadership and literacy team to ensure curriculum in use continues to meet the highest standards. It is the goal of the Arizona Department of Education and Move on When Reading team to assist LEAs in the decision-making process for all curricular materials. A comprehensive core literacy system includes systematic, direct, and explicit instruction in the five pillars of early literacy. In addition to the 5 pillars, Arizona standards require oral and written language, spelling and handwriting.

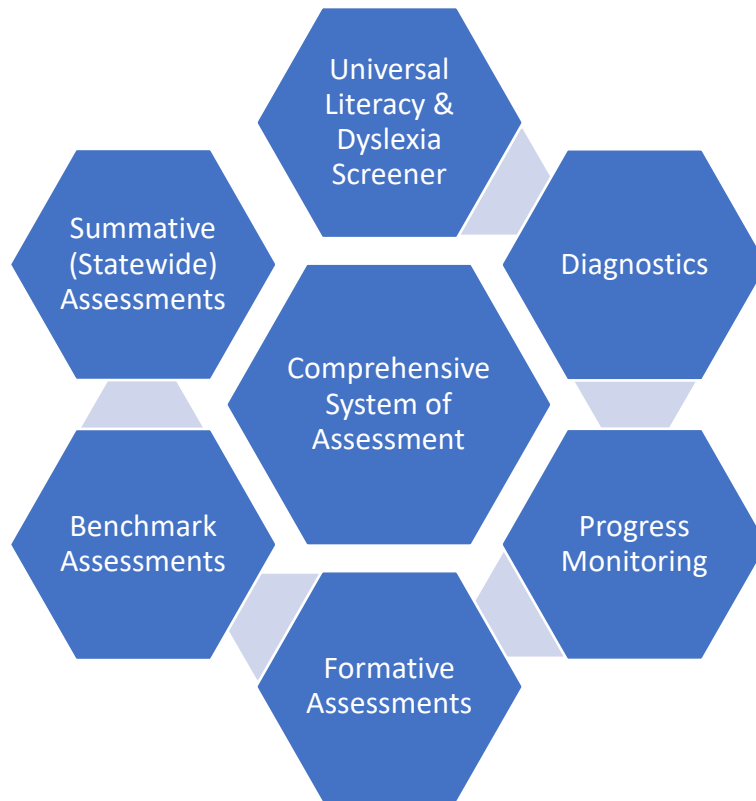
- Phonological Awareness: A global awareness of large chunks of speech, such as syllables, onset and rime, and sounds at the phoneme level
- Phonics: Study of the relationship between letters and the sounds they represent
- Fluency: The ability to read a text accurately, quickly, and with proper expression and comprehension. Fluent readers do not have to concentrate on decoding the words, so they can focus their attention on the meaning of the text.
- Vocabulary: The words that one must understand to comprehend what is being heard or read
- Comprehension: The ability to make meaning from a text, to accurately understand the information presented
- Oral Language: Skills related to speaking and listening which are the foundation of reading and writing.
- Written Language: The written form of communication that requires an understanding of language use as well as reading and writing skills.

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. As a result of the Rel West Laboratory 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](#). While not exhaustive and continually updated, these documents have supported LEAs in the selection and use of high-quality curriculum based on their need. It has also deepened their understanding of legislative requirements and the nuances of ESSA expectations.

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 in K-3. The MOWR team supports schools throughout the entire assessment process and in determining next steps of intervention for the needs identified.

- Universal Literacy and Dyslexia Screener
 - 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. Due to Dyslexia legislation passed in 2019, dyslexia screening measures have been embedded within the 8 approved tools that schools may use. Guidance for Universal Literacy and Dyslexia Screeners, along with the approved list of tools is available on the [ADE Dyslexia Page](#).
- Diagnostic Assessments
 - Targeted tests administered to students below benchmark on the universal literacy and dyslexia screener used to gather skill-specific information to target intervention.
- Progress Monitor
 - 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.
- Formative Assessments
 - Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners
- Benchmark Assessments
 - Assessments (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.
- Summative Assessment
 - 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’s MOWR team provides year-round professional development, technical assistance, guidance documents, and serves in an advisory capacity to support K-3 literacy across the state. Providing on-going support to almost 1,400 schools is the essence of the MOWR team. This support is manifested in real time technical support, guidance for literacy plans, legislative expectations, professional learning, curriculum adoption, and much more. The team is at the ready to support LEAs in any way possible to support improved literacy instruction across the state.

Professional Development

Professional Development opportunities are critical in impacting educator knowledge and understanding of reading elements, reading processes, brain research and best practice. The MOWR team strives to provide relevant training in a variety of modes to meet the needs of educators in Arizona. We are pleased to present a variety of modes of learning including videos, webinars, face-to-face presentations, and documents with most of them available at little to no cost to educators.

Teaching Reading Effectively Sunsets

As part of its efforts to improve early literacy instruction, ADE previously offered the Teaching Reading Effectively (TRE) training. Due to COVID-19 restrictions, offerings of TRE were halted. While difficult at the time,

the cancellation of the in-person courses provided the MOWR team time to reimagine and redesign the course. The MOWR team learned that educators across the state are eager for training that is available when they are and is accessible without the need for travel, hotel stays, and time out of their classrooms. The new Reading Fundamentals OnDemand Academy allows teachers to participate in relevant training, based on their schedule. The vision for the OnDemand Academy is that it will continue to grow in available learning opportunities to help guide and train teachers in the Science of Reading.

[Reading Fundamentals On Demand Academy](#)

The newly launched [Reading Fundamentals OnDemand Academy](#) provides literacy related asynchronous training for educators at no cost. The courses developed span the k-12 continuum and are intended to be facilitated by school literacy leaders and completed with a team as a collaborative, shared learning experience. With the courses fully available online, educators can access them when they need them. The MOWR team is currently working on a variety of additional options that teach literacy practices and foundational reading skills aligned with the Science of Reading. Many of these courses will also meet the training requirements of the Dyslexia Training Designee and new K-5 Literacy Endorsement.

Since the launch of the OnDemand Academy in summer of 2021, there has already been a great response. Nearly **400** participants have registered for the courses. Certainly, as courses continue to be added and advertising continues, it is anticipated that course participation and completion will rise. The MOWR team is excited about the response thus far and have heard that various schools are requiring their teachers to participate in the courses already available.

[Office Hours](#)

The experiences with COVID-19 offered many new learning opportunities for all educators, including the MOWR Team. 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 office hours to share current information, 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 have continued monthly through the 2020-2021 school year and will continue moving forward.

[Book Studies](#)

Book studies provide educators the opportunity to connect with one another in a virtual space to share learning provided within a predetermined text. Educators come together to share their thoughts on the text as well as related strategies and practices. In the past year, five books were shared with educators, covering the topics of reading instruction, dyslexia, interdisciplinary literacy in the

secondary space and reading intervention for middle school students. Next year, six more free book studies are already planned, with more coming. Response has been overwhelming and the participation numbers continue to grow as new titles are shared. Interestingly, on all final surveys, 70% or more of responders share they prefer the virtual format and would not participate if the book study was conducted in person.

Recent Book Study Titles:

- *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook.* (2012) by Denton, C. A.
- *Fundamentals of Literacy Instruction & Assessment, pre-k-6* (2nd ed.). (2020) by Hougen, M.
- *Fundamentals of literacy instruction and assessment, 6-12.* (2015) by Hougen, M. C.
- *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms.* (2nd ed.). (2012) by Schoenbach, R., Murphy, L., & Greenleaf, C.
- *Overcoming dyslexia.* Alfred A. Knopf. (2020) By Shaywitz, S. E., & Shaywitz, J.

Funding for Training

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 trainings and the administration of the MOWR program. This reduction in funding reduced the number and types of trainings offered significantly. The transition to the Reading Fundamentals OnDemand Academy provides learning opportunities free to participants while keeping course development and administrative costs down for the MOWR Team. More funding will allow the team to develop and support additional content and courses while continuing to monitor and improve current courses.

Guidance Documents

To 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 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 legislation, MOWR requirements and best practices, use of MOWR funds, and submitting MOWR Literacy Plans, among other literacy topics. These documents are updated each summer prior to each new MOWR season.

- [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](#)
- [School and District MOWR responsibilities](#)
 - [ADE Connect Setup for MOWR](#)
 - [2021-2022 School Literacy Plan Guidance](#)
 - [2021-2022 LEA \(District Level\) Literacy Plan Guidance](#)
 - [2021-2022 Literacy Assessment Data Submission Guidance](#)
- [Literacy Plans](#)
 - [Essential Components of a K-3 Literacy Plan](#)
 - [Vetted Core Curriculum 2021-2022](#)
 - [Vetted 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](#)
 - [2021-2022 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](#)
 - [LEA K-3 Reading Budgets](#)
- [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](#)

Literacy Collaborations

While offering guidance documents, professional development, and technical assistance, the MOWR team also serves 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 units within the agency, including Assessment, Exceptional Student Services, School Support and Improvement, Unique Populations 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 and universal screening data 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, Academic Standards, Unique Populations, 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 also provided guidance on the implementation of recent legislative mandates.

- 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. One example of this collaboration is the awarding of the Comprehensive Literacy State Development (CLSD) grant to ADE.

- Regional Education Laboratory West (REL West)
 - The MOWR team was supported by the REL West at WestEd team to learn and understand the requirements of ESSA and how to evaluate related research. This learning allowed the MOWR team to vet core reading and reading intervention programs to establish that ESSA evidence-level requirements are met. Additionally, the collaboration has led to targeted trainings for schools and districts across the state and nation.

- 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 several key projects.

[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

This ongoing project was on hold due to the impacts of COVID. The MOWR team intends to reevaluate and relaunch this project in conjunction with our partners to continue to share the great progress in literacy occurring around the state.

[Legislative Updates](#)

Recent legislation has called for two primary actions related to dyslexia and one other action related to teacher certification. 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 three areas, including reading instruction, intensifying instruction, and understanding and recognizing dyslexia. The final action is the change in certification requirements which requires all educator prep candidates and in-service teachers in grades kindergarten through fifth grade who teach literacy to secure a Literacy Endorsement. The ADE MOWR team is leading the implementation all recent legislative changes.

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 directly highlighting key information about their product. Eight vendors have been approved through this process, as of December 1, 2021, with opportunities for others to be added during an annual review process. 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 have been shared with LEAs to help them in determining a Universal Literacy and Dyslexia Screener that is most appropriate for their students. Recent legislative changes have allowed the 2021-2022 school year for schools to review approved programs on the list, select a product and create a training plan to prepare educators for full implementation of the new screener in the 2022-2023 school year. Although, there is no state funding available to support schools with this new legislative requirement, Most 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 and increased educator training will undoubtedly 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.

Training for Educators

Another requirement of recent legislation is for every campus with K-3 students to designate at least one educator as the Dyslexia Training Designee (DTD). The training required for the DTD must meet the criteria in the areas of Literacy Instruction (I), Intensifying Instruction (II), and Understanding and Recognizing Dyslexia (URD),

To make certain training opportunities are robust and meet the criteria of the law, the MOWR team worked under the guidance of the Dyslexia and Literacy Intervention Specialist to create a Request for Information (RFI) which outlines the required elements to be expected in approved future professional development, coursework, and training. In early 2021, vendors submitted their products for evaluation. This RFI process helped 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 MOWR team is continuing to review training opportunities and updates

the list regularly. In the 2021 budget, the Governor allocated \$1 million to support schools in training the DTD for their campus. While these funds will help those that apply, it does not meet the demand to train more than 1,300 teachers across Arizona. Schools are encouraged to leverage their MOWR funds, Early Literacy Grant funding, etc. DTD information for each campus will be reported to the MOWR team in the existing Literacy Plan portal beginning in the 2022 school year.

K-5 Literacy Endorsement

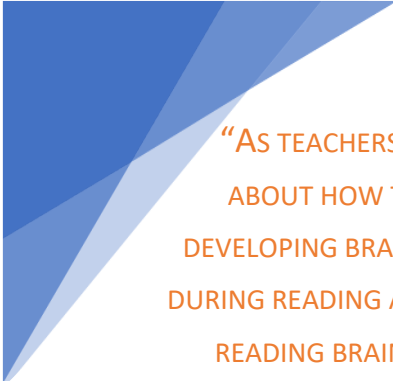
The final legislative change requires K-5 teachers who teach literacy to have a Literacy Endorsement. To earn this endorsement teachers will need to participate in 6 semester credits or 90 clock hours of training in the science of reading. Additionally, teachers would need to pass a State Board approved literacy assessment. Institutes of Higher Education are changing their programs to make certain newly trained teachers meet these requirements upon exiting their educator prep programs. Pre-service teachers will have until 2025 to earn the K-5 Literacy Endorsement. For those teachers already serving students, they will have until 2028 to complete the requirements for the endorsement. This would equate to about 15 hours of professional development per year. The MOWR team is developing free On-Demand courses that will help teachers secure training for this endorsement.

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, MOWR, and Early Childhood teams, Arizona was 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



“AS TEACHERS LEARN MORE ABOUT HOW THE TYPICALLY DEVELOPING BRAIN FUNCTIONS DURING READING AND THAT THE READING BRAIN FORMS NEW CONNECTIONS AS FOUNDATIONAL WORD-READING INSTRUCTION IS PROVIDED, TEACHERS CAN DESIGN AND IMPLEMENT EFFECTIVE READING INSTRUCTION.”
(2020, CHAPTER 2, PAGE 20)

Dr. Stanislas Dehaene

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 approximately 13,000 students and 750 educators across the birth to grade 12 continuum. Over the course of the next 5 years, the MOWR team will be directly supporting 40 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.

Path Forward Project

In 2020, Arizona was one of six states selected to be a part of the Path Forward for Teacher Licensure and Preparation multi-state initiative led by the Hunt Institute and the Barksdale Reading Institute. The Path Forward focused on building connections with institutes of higher education, strengthening teacher preparation in reading, and infusing teacher preparation programs with the science of reading.

The Arizona Path Forward team built three state goals that will guide its work moving forward:

- Goal 1: Strengthen the birth to K-12 to higher education literacy pipeline to build teacher capacity and improve student achievement in literacy
- Goal 2: Increase understanding of the science of reading in higher education faculty, mentor teachers (student teacher placement), and across programs
- Goal 3: Augment Institutes of Higher Education and Education Preparation Program coursework and experiences to align with the science of reading

Reading Coaching

With funds provided by the Governor’s office, the MOWR and ELA team is working in tandem with the Early Childhood Education Team, and community partners to introduce and implement a robust statewide coaching model based on the SWARM model in Mississippi. Through this model, the department would hire, train, and deploy coaches to schools with the most need to improve and sustain student achievement in literacy. This project is in the early stages of development and will be more developed in 2022.

Section IV: Further MOWR Initiatives Given Increased Funding

MOWR currently funds 1.5 full time employees, which is one of the smallest teams of this type in the country. Additionally, the entire 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:

- Increase professional development offerings to build educator capacity in the science of reading
 - Additional funding would allow the MOWR team to expand its professional development offerings to meet more K-3 literacy needs across the state.
 - Trainings would continue to be varied in participant experience to include On-Demand asynchronous training, synchronous learning opportunities to include webinars and book studies, or any combination of delivery methods.
 - These trainings would focus on high areas of need, such as
 - Using literacy assessments to identify and meet the needs of struggling readers;
 - Effective small group instruction;
 - Fundamentals of early writing instruction;
 - Intervention for struggling readers, including those with characteristics of dyslexia;
 - Literacy instruction for administrators; and
 - Effective literacy systems in K-3, including appropriate use of assessment data.
- Regional technical assistance
 - 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.
- Continue to build and develop collaborative relationships across the literacy continuum
 - 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;
 - Collaborate with state agencies across the nation to support ongoing improvement in literacy practices in Arizona;
 - Plan a nationwide event, in conjunction with literacy partners and groups, with researchers and experts in the Science of Reading.

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 using an

approved Universal Literacy and Dyslexia screener given three times per year. Additionally, data is collected to measure student progress in reading outcomes through state-wide and national assessments. These data sources provide schools/districts information to make programmatic decisions to improve student outcomes.

State and National Assessment Data

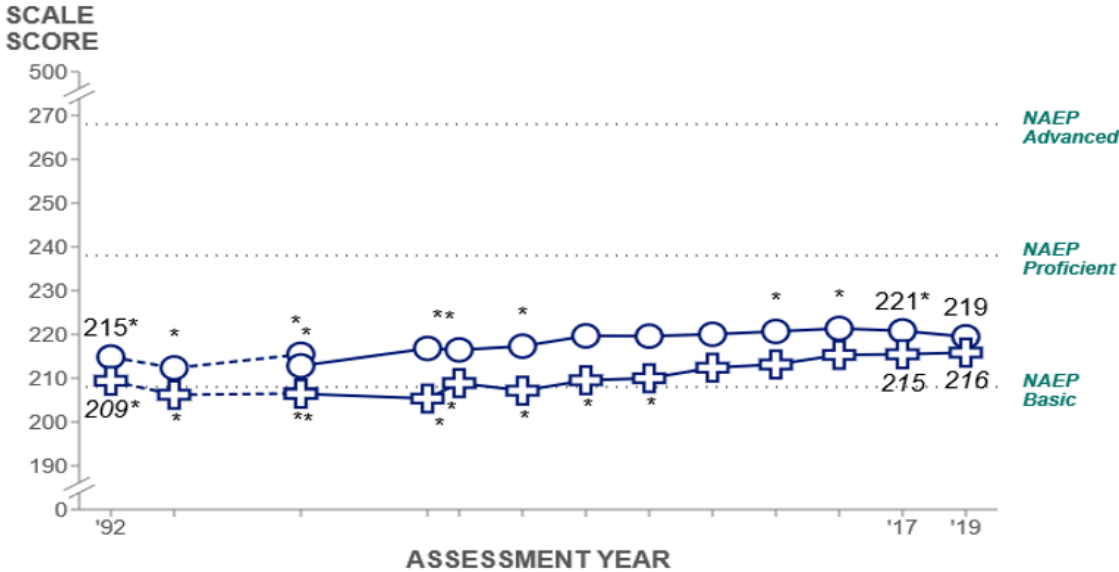
The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

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 (latest data) | |
|---------|------------------|---------|------------------|---------|------------------|---------|------------------|--------------------|------------------|
| 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

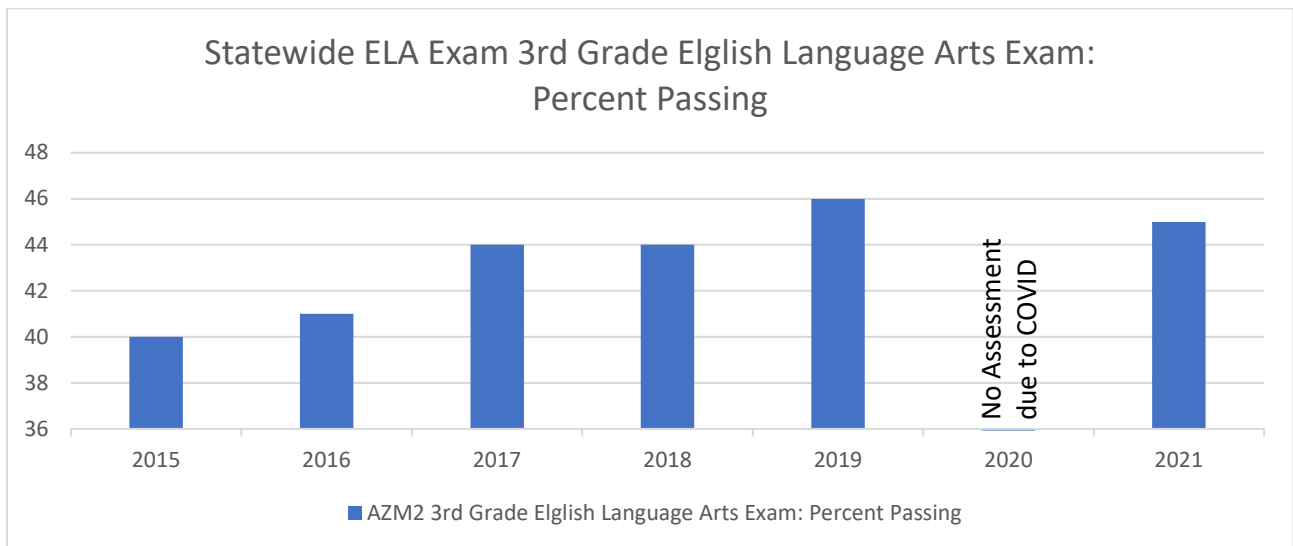


The increase in scores on NAEP is comparative to growth in reading of ½ a grade level for 4th grade students in Arizona. While this learning trend has continued over the past several years, current data on progress is not available due to school closures due to COVID. This gap in data will continue,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

Statewide Summative Assessment Data

Each year, students in 3rd-8th, 9th, and 11th grades take the statewide ELA 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, the statewide ELA assessment was cancelled, therefore, no summative data was collected for the 2019-2020 school year. The impact of COVID is noted in the 2021 statewide ELA data.

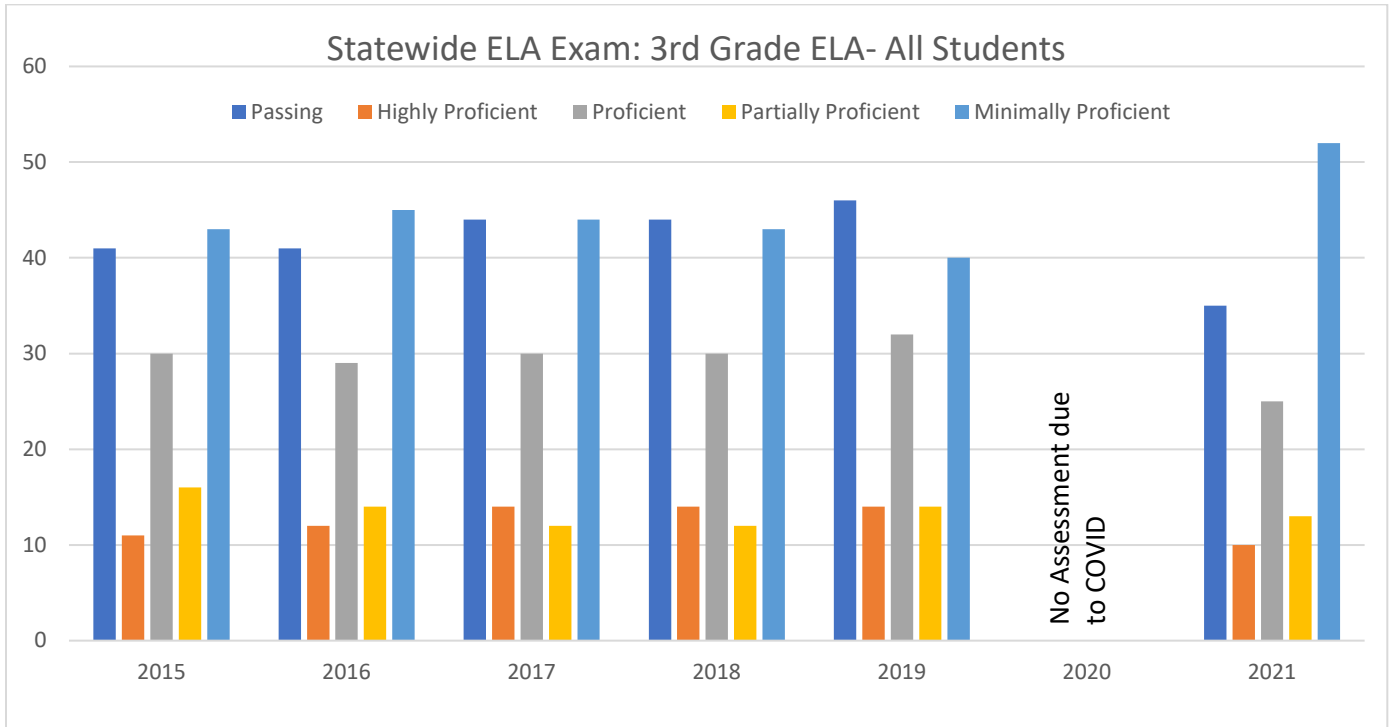
The following graph shows the annual growth in the percentage of students passing the 3rd grade statewide ELA exam over the five years, before closures due to COVID and the impacts noted during the 2020-2021 school year.



Statewide ELA Exam Comparative Data 2015-2021

The following graph shows a comparison of all 3rd grade statewide ELA scores for 2015 to 2018, which is each year of the exam’s existence. The assessment was not given in 2020 due to COVID implications. Prior to 2020, there have been documented increases in the percentage of students passing the 3rd

grade English Language Arts exam across the state. Additionally, the percentage of students passing the statewide 3rd grade ELA exam improved in every county in Arizona in the five years prior to COVID. Clearly, COVID has impacted the forward progress. Overall, Arizona’s third graders dropped from 46% to 35% passing the statewide ELA exam from 2019. And all counties that previously had a positive increase trend from 2015 to 2019, dropped in scores in 2021.



County Trends

Percent Change in Students Passing the statewide 3rd Grade ELA Exam from 2017-2021

- Apache County: 3%
- Cochise County: -12%
- Coconino County: -6%
- Gila County: -13%
- Graham County: -8%
- Greenlee County: -6%
- La Paz County: 3%
- Maricopa County: -9%
- Mohave County: -8%
- Navajo County: -5%
- Pima County: -9%
- Pinal County: -9%
- Santa Cruz County: -24%
- Yavapai County: -11%
- Yuma County: -13%

Statewide Benchmark Screening Assessment Data

Three times per year, LEAs submit school-level literacy data from their Universal Literacy and Dyslexia for kindergarten through 3rd grade students. This data indicates the number of students at benchmark, approaching benchmark and significantly at-risk. Over the course of the three submissions, these data illustrate student growth from the beginning, to the middle, to the end of the school year.

Additionally, school leaders must submit a descriptive narrative. Guiding questions for this narrative include:

- How have you used diagnostic tools to further identify targeted needs and plan immediate interventions?
- What actions or revisions will occur at the school level based on current student needs?
- How have you targeted professional development for teachers to continue to support these areas?
- What resources/tools may you need to revisit to support the identified needs?

During the 2020-2021 school year, schools were managing closures and modified schedules. Even despite those disruptions, they were diligent in reporting the data they had and submitted their triannual data despite many hybrid and virtual models still in place. In the 2021-2022 school year, schools have worked together to figure out better testing administration and have been submitting their beginning of the year data to ADE since August and due by October 1. In review of literacy plans, the MOWR team does consider the initial data submitted in October, along with mid-year data due in February and final data in June. The MOWR team continues to work with district leaders to determine the effectiveness of current practices and how to best support LEAs within our current reality and to meet individual needs. The MOWR team is confident that the data collected in 2021-2022 will be more complete and fully represent the learning occurring on campuses.

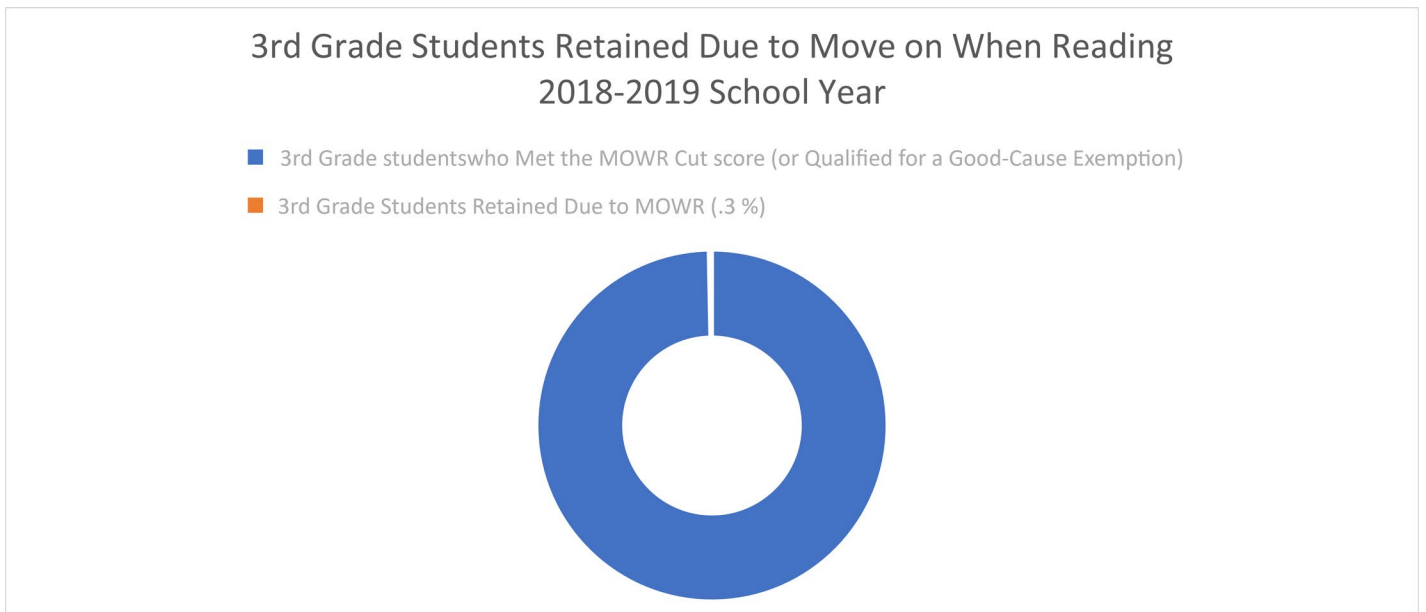
Move on When Reading Retention Data

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 interventions 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. These data will be updated for 2021 once information is processed from recent literacy plan submissions.



Four Exemptions to 3rd Grade Retention

If a student does not meet the cut score on the reading portion of the statewide English Language Arts exam, he or she is to be retained. Some students need this extra time and attention to acquire the necessary literacy skills to thrive and succeed in 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 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.

Additionally, a student who fails to meet the MOWR cut score on the reading portion of the 3rd grade statewide ELA 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 the statewide exam. This was not the case, however, in spring 2021, as it was decided statewide data was imperative and retention was to be a deciding factor based on this data.

Section VI: Move on When Reading Expenditures

Per A.R.S. § [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 team 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 2020-2021 was spent on staffing, which may include salaries for K-3 teachers, reading coaches, literacy interventionists, and paraprofessionals.

MOWR Expenditure Data 2020-2021 (FY21)

| | |
|---|--|
| Total MOWR Funding Released (All Schools) | |
| \$ 48,193,635.35 | |

| K-3 Staffing | K-3 Instructional Materials | K-3 Assessment Materials | K-3 Professional Development |
|--------------|-----------------------------|--------------------------|------------------------------|
| 95% | 3% | 1% | 1% |

For the 2021-2022 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 trend continues this year with the majority of MOWR funding received by LEAs in 2021-2022 estimated to be spent on staffing, which may include salaries for teachers, reading coaches, reading specialists, literacy interventionists, and paraprofessionals. MOWR funding allocations may be

redistributed and impact current programming due to implication of legislative changes requiring LEAs purchase of an approved Universal Literacy and Dyslexia Screener and additional training for teachers in the science of reading, intervention and characteristics of dyslexia as required for the Dyslexia Training Designee and the new K-5 Literacy Endorsement. Although MOWR funds may be used to support these new requirements, it may force districts to make unfortunate staffing cuts as they are mandates with little or no additional funding.

MOWR Estimated Expenditure Data 2021-2022 (FY22)

| |
|--|
| Total MOWR Funding Estimated (All Schools) |
| \$ 49,221,877.94 |

| K-3 Staffing (Estimated) | K-3 Instructional Materials (Estimated) | K-3 Assessment Materials (Estimated) | K-3 Professional Development (Estimated) |
|-----------------------------|--|---|---|
| 89% | 8% | 2% | 1% |

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 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. The MOWR team is proud to partner with schools and districts to create the most optimal learning situations which include training educators, choosing appropriate materials, assessing and using assessment data to determine and fill needs and supporting understanding of legislative mandates, so that all students become proficient readers.

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