Move on When Reading

Annual Report

2017

Table of Contents

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, identifies further plans to improve K-3 literacy, and provides national, statewide, and school/district level data on K-3 literacy.

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

- Sean Ross – Director of K12 English Language Arts and Humanities
    - Sean.ross@azed.gov
- Destiny Chirello – K-3 Early Literacy Specialist
    - Destiny.chirello@azed.gov

Early Identification and Targeted Intervention Lead to Grade-level Reading
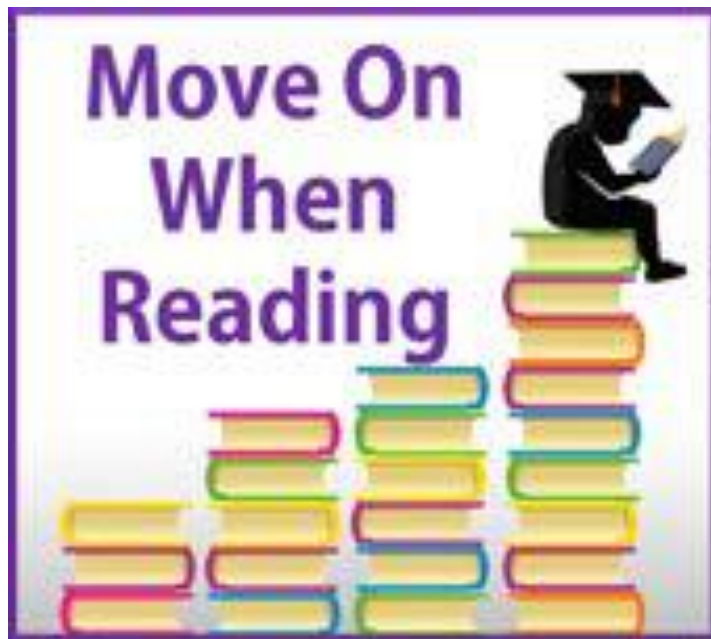
Section II: Move on When Reading: An Overview

Purpose of the Legislation

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

History of the Legislation

The MOWR legislation was passed in 2010 and implemented in 2013 to support early literacy for all kindergarten through 3rd grade students across the state. The legislation allots up to 45 million dollars per year to be disseminated amongst schools with kindergarten through 3rd grade students. The program was administered by the Arizona State Board of Education until 2015. 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 elementary schools in Arizona. This is the smallest team for the administration of this type of legislation in the country.

In 2016, the State Board of Education brought together the K-3 Literacy Ad Hoc Committee. This committee, made of literacy experts from across the state, recommended changes to the MOWR legislation that were eventually adopted by the State Legislature. A description of those changes can be found here: https://youtu.be/7TwQ8V1LL4w.

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 addressed with targeted interventions. This is especially important in kindergarten through 3rd grade because, at 4th grade, students transition 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. 60% of all American prison inmates are illiterate
2. 85% of all juvenile offenders have difficulties with reading
3. 75% of students identified with reading problems at 3rd grade still struggle with reading in 9th grade
4. 90% of high school dropouts were struggling readers in 3rd grade
5. Students who are reading below grade level at 3rd grade are 4 times more likely to not graduate from high school than their peers who are reading proficiently
6. 85-90% of struggling readers can grow to read at grade level with interventions implemented before the 3rd grade

It is clear that the consequences of reading below grade level negatively impact a child's future. However, early identification and targeted intervention, as called for in the MOWR legislation, can help each child learn to live a rich, literate life.

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

1. The use of an evidence-based core reading program that addresses all five pillars of early literacy: Phonemic 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

4. The implementation of a <u>professional development system</u> to improve instruction in early literacy
5. Required <u>parental notification</u> of a student's area of struggle, the interventions being implemented at school, and strategies to be used at home
6. The <u>retention</u> of a student who fails to meet the cut score on the reading portion of the statewide assessment and does not meet one of the four special exemptions
7. The implementation of multiple interventions for students who are retained
8. The use of MOWR <u>funds</u> for the improvement of kindergarten through 3rd grade literacy

<u>The Five Pillars of Early Literacy</u>

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

1. Phonemic Awareness
    a. Awareness of the individual sounds that make up words and the ability to manipulate those sounds
2. Phonics
    a. Study of the relationship between letters and the sounds they represent
3. Fluency
    a. The ability to read a text accurately, quickly, and with proper expression and comprehension
        i. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
4. Vocabulary
    a. The words that one must understand to comprehend what is being heard or read
5. Comprehension
    a. The ability to make meaning from a text, to accurately understand the information presented

<u>A Comprehensive Assessment System</u>

A balanced and comprehensive assessment system supports literacy achievement by providing data to inform decisions at every level of education. MOWR requires the following literacy assessment tools to identify and monitor students who struggle with reading.

1. Universal Screener
    a. Brief tests administered to every student at specific times (usually within the first four weeks of school) to identify students who may struggle to acquire basic reading skills
2. Diagnostic Assessment
    a. Targeted tests administered to students identified as at risk by the universal screener to gather specific information on the student's specific areas of struggle with reading
3. Progress Monitor
    a. Brief assessments used continuously with struggling readers to determine the impact of interventions on student learning and to adjust instruction in response to student need

4. Benchmark Assessments
    a. Tests administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs
5. Summative Assessment
    a. An end of year or end of course test, such as AzMERIT, 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.

<u>Guidance Documents</u>

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

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

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

- [Overview of the 2017 Legislative Changes to MOWR](#) (Video)
- [Overview of School and District MOWR responsibilities](#)
- [ADE Connect Setup for MOWR](#)
- [New Reporting Requirements for 2017](#)
- [2017-2018 School Literacy Plan Guidance](#)
- [2017-2018 LEA Literacy Plan Guidance](#)
- [K-3 Literacy Plan Checklist](#)
- [MOWR Literacy Assessment Data Submission](#)
- MOWR Sample Parent Letters
  - [Sample Letter 1](#)
  - [Sample Letter 2](#)
- [LEA K-3 Reading Budgets (FY17 & FY18)](#)
- [MOWR Overview 2017-2018](#)
- [Core Reading Program Guidance](#)
- [MOWR K-3 Literacy Plan School Level Recorded Webinar](#)
- [MOWR K-3 Literacy Plan LEA Level Recorded Webinar](#)
- [Essential Components of a Literacy Plan](#)
- [K-5 Literacy Self-Assessment](#)
- [A Comprehensive K-3 Reading Assessment Plan: Guidance for Leaders](#)
- [New Exemption to Retention 2017-2018](#)
- [Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices](#)
- [Building Blocks to Becoming a Reader (Family Resource)](#)
- [Dyslexia Resources](#)
- [Dyslexia Handbook](#)

- [Read on Arizona Early Literacy Guide for Families](#)
- [Structuring the 90 Minute Reading Block (Video)](#)
- [K-3 Literacy for Administrators](#)
- [Appropriate Use of MOWR Funds to Support K-3 Literacy](#)
- [Using Assessment Data to Drive Instruction](#)

Professional Development

Teaching Reading Effectively Overview

As part of its efforts to improve early literacy instruction, ADE offers the Teaching Reading Effectively (TRE) training. The content of the TRE training includes current research and evidence based practices that are necessary to develop a student's oral language, decoding and encoding skills, academic vocabulary, and reading comprehension. The 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.

The primary units of the TRE training include:
- Foundations of Reading
- Learning to Read and Spell: A National Problem
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension and Writing

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

From 2013-2015, the State Board of Education allotted 500,000 dollars to the ADE solely to facilitate the delivery of the TRE and TRE-TOT trainings across the state, retaining 1 million dollars for the administration of the MOWR legislation. When the State Board of Education transferred full responsibility of the MOWR program to the ADE, 500,000 dollars were allotted for both the

delivery of the TRE trainings and the administration of the MOWR program. This reduction in funding has reduced the number of trainings that can be offered by the ADE across the state.

TRE Data

In 2016-2017, TRE trainings were offered in the following counties:

- Apache
- Coconino
- Maricopa
- Mohave
- Pima
- Pinal
- Yavapai

During FY 2017, 1,122 educators received literacy instruction through TRE and TRE-TOT trainings.

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

TRE Pre- and Post-test Data

Average Pre-test Participant Score	Average Post-test Participant Score	Average Participant Growth
38%	86%	48%

The TRE training provides proven results in expanding educator understanding on the foundational elements of early literacy.

Other Professional Development Opportunities

In addition to the TRE and TRE-TOT trainings, the K12 Standards section of the ADE, which includes the MOWR team of 1.5 employees, offers other professional development opportunities focused on K-5 literacy. These trainings are offered in face-to-face and webinar format. Additionally, LEAs can request for an ADE trainer to travel to their region to deliver the training for only the cost of mileage and lodging.

- Multisensory Grammar

- o Teachers learn multisensory approaches to teaching grammatical concepts such as syntax and parts of speech
- K-3 Writing Foundations
  - o Teachers learn how to best teach the progression of handwriting, spelling, and sentence construction skills to students
- K-5 ELA Standards: Syllables (Part I and Part II)
  - o Teachers will learn the role that syllables play in teaching students to read, write, and spell
- K-5 ELA Standards: Morphemes (Part I and Part II)
  - o Teachers will learn the role that word meanings and word attack skills play in teaching students to read, write, spell, and determine the meaning of unfamiliar words
- Understanding and Identifying Topic, Main Idea, and Topic Sentence When Reading
  - o Teachers will learn how to instruct students to identify the main idea and key details in a passage to increase comprehension
- School-Level Literacy Plan Guidance Webinar
  - o Guides MOWR coordinators through a step-by-step process for building their school literacy plans
- LEA-Level Literacy Plan Guidance Webinar
  - o Guides MOWR coordinators through a step-by-step process for building their comprehensive district literacy plans

Technical Assistance

In addition to the guidance documents and professional development the MOWR team provides to educators across the field, it also provides technical assistance to all schools with K-3 students. The technical assistance comes in two primary forms: literacy guidance and assistance with the building and submission of the MOWR literacy plans.

In particular, the MOWR team was among the first teams in ADE to provide guidance on how to meet ESSA evidence-level requirements. The new requirement for 2017 that core reading programs meet ESSA evidence levels resulted in a heightened need for technical support. For further information on this requirement, see the following video: https://youtu.be/7TwQ8V1LL4w.

In September and October 2017 alone, the MOWR team of 1.5 employees fielded over 935 emails and over 500 phone calls while providing technical assistance to 450 districts and charters across the state.

Advisory Capacity

While offering guidance documents, professional development, and technical assistance, the MOWR team also serves as literacy advisors for several professional groups and committees.

- ADE Dyslexia Advisory Committee
  - This interagency committee built the dyslexia resources and the Dyslexia Handbook that can be found on the MOWR webpage. These resources are designed to help educators and families gain a greater understanding of dyslexia and what instructional techniques work best with dyslexic students.
- ADE Literacy Leadership Committee
  - This committee, led by the MOWR team, brings together representatives from all sections in the ADE that lead literacy initiatives: MOWR, K12 Standards, Office of English Language Acquisition Services, Special Education, Early Childhood, Title I, and Title II. This group examines the ADE's systematic approach to early literacy and looks for ways to combine strengths, resources, and knowledge.
- Arizona English Teachers Association (AETA)
  - The Director of the MOWR team serves as a non-voting Board member for the AETA. He represents the interests of MOWR at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field. The MOWR team also presents at the annual AETA conference.
- Arizona State Board of Education K-3 Literacy Ad Hoc Committee
  - This committee reviews the MOWR legislation and makes formal suggestions to the Arizona State Board of Education and Arizona State Legislature on elements and interpretations of the legislation.
- 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 English language arts.
- ExcelinEd 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.
- Language and Literacy Action Committee
  - The MOWR team serves on this statewide committee, which shares and builds resources to address early literacy needs around the state.
- Read on Arizona Language and Literacy 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.

This group aims to create a unified, statewide approach to improving early literacy in Arizona.

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. The average 3rd grade reading legislation team in other states consists of 7-10 full-time employees. Provided sufficient funding for increased staffing, the MOWR team would institute the following practices to further assist Arizona LEAs in improving K-3 literacy.

1. Review of evidence-based reading materials
    a. Given sufficient funding and staffing, the MOWR team would review core reading programs and reading intervention programs to compile a list for LEAs of programs that meet ESSA evidence-level requirements. This would increase the quality of programs used for reading instruction and intervention across the state.
2. Regional technical assistance
    a. Given sufficient funding and staffing, the MOWR team would offer specific technical assistance to regions of the state. Each region would have an assigned MOWR team member as a point of contact who would perform in-person outreach. This would increase the level of support and accountability for elementary schools in Arizona.
3. Increased professional development opportunities
    a. Given sufficient funding, or even the equivalent funding received by the State Board of Education when it oversaw the program, the MOWR team could increase the number of Teaching Reading Effectively trainings offered throughout the state.
    b. Currently, the budget allows for 22 TRE trainings around the state. With increased funding and additional staff, this number could double, which would also allow for dedicated trainings for LEAs with the highest number of struggling readers.
    c. Additionally, the cost of the TRE training for participants ($80.00 for the five-day training) could be reduced to make it more available to schools across the state.
4. Increased professional development offerings
    a. Given sufficient funding and staffing, the MOWR team could expand its professional development offerings to meet more literacy needs across the state.
    b. These trainings could focus on high areas of need, such as training in working with dyslexic students and struggling adolescent readers.
5. Input on statewide assessment
    a. Given sufficient funding and staffing, the MOWR team could serve in an advisory capacity for the design of the statewide reading assessment, working to make it even more aligned to state standards and literacy skills.
6. Building of a literacy website as a hub for teachers, parents, and students

a. Given sufficient funding and staffing, the MOWR team will build a literacy website that brings together current research, ADE literacy initiatives, statewide literacy initiatives, and parental guidance in literacy.

Section V: Achievement Data

Each year, LEAs with kindergarten through 3rd grade students submit MOWR literacy plans to the Arizona Department of Education. These plans contain literacy data collected from benchmark and summative assessments. LEAs 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 25 years, reading scores for Arizona 4th grade students have improved on NAEP, though they are below the national average.

NAEP Data

1998		2013		2015	
Arizona	National Average	Arizona	National Average	Arizona	National Average
206	213	213	221	215	221

The increase in scores on NAEP since the advent of the MOWR legislation (2013-2015) is comparative to an increase of ½ a grade level for 4th grade Arizona students.

Statewide Summative Assessment Data

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

The following table details the performance of 3rd grade students on the Spring 2017 AzMERIT exam.

2017 AzMERIT Data

| 3rd Grade AzMERIT: Percent Passing	3rd Grade AzMERIT: Highly Proficient	3rd Grade AzMERIT: Proficient	3rd Grade AzMERIT: Partially Proficient	3rd Grade AzMERIT: Minimally Proficient
44%	14%	30%	12%	44%

The following table shows a comparison of 3rd grade AzMERIT scores for the Spring 2016 and the Spring 2017 exams.

AzMERIT Statewide Comparative Data

	Percent Passing		Percent Highly Proficient		Percent Proficient		Percent Partially Proficient		Percent Minimally Proficient	
Year	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3	41	44	12	14	29	30	14	12	45	44

The following graph shows a comparison of 3rd grade AzMERIT scores for each county in Arizona between 2015 and 2017. As the graph indicates, scores have risen incrementally over the last three years of AzMERIT administration.

3rd Grade AzMERIT Percent Passing by County

Legend: 2015 (blue), 2016 (red), 2017 (green)
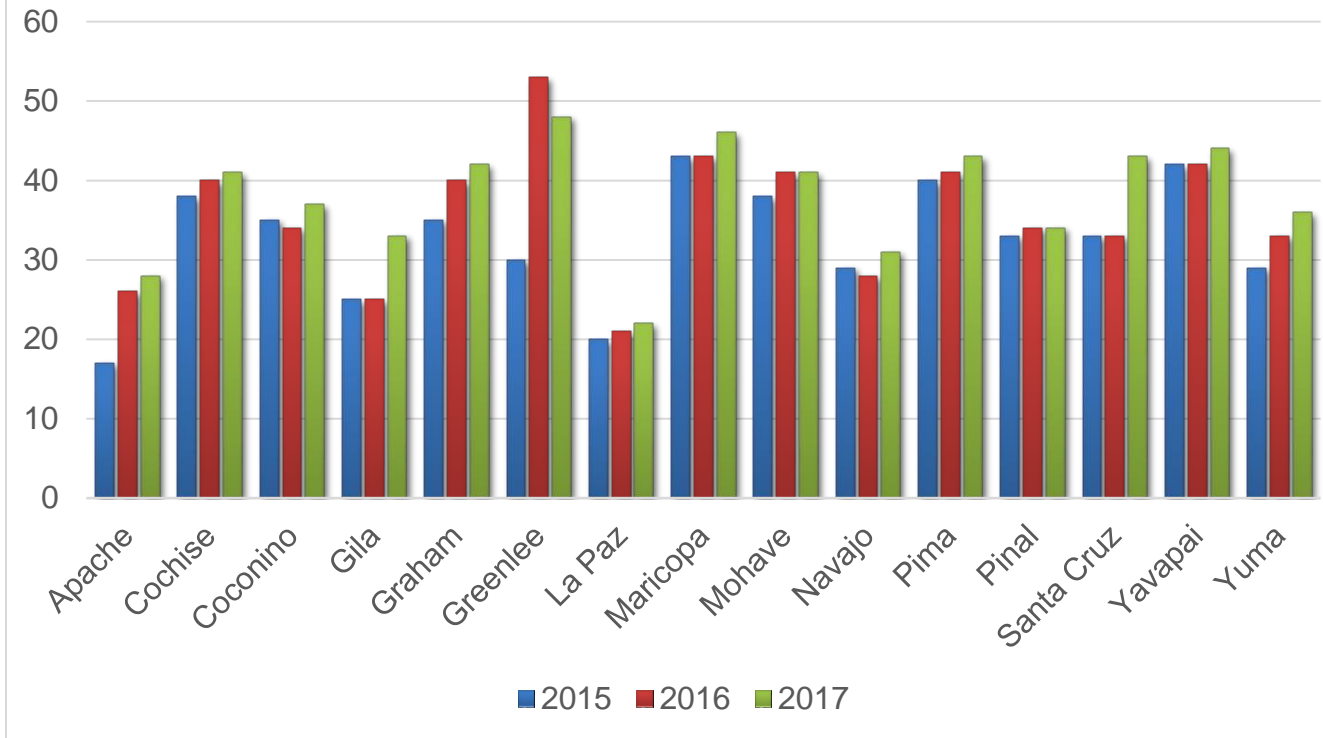
Measure of Interim Progress

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

3rd Grade ELA

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

Data from the reading portion of the Spring 2017 AzMERIT exam illustrates the progress made towards the long-term goal for each sub-group.
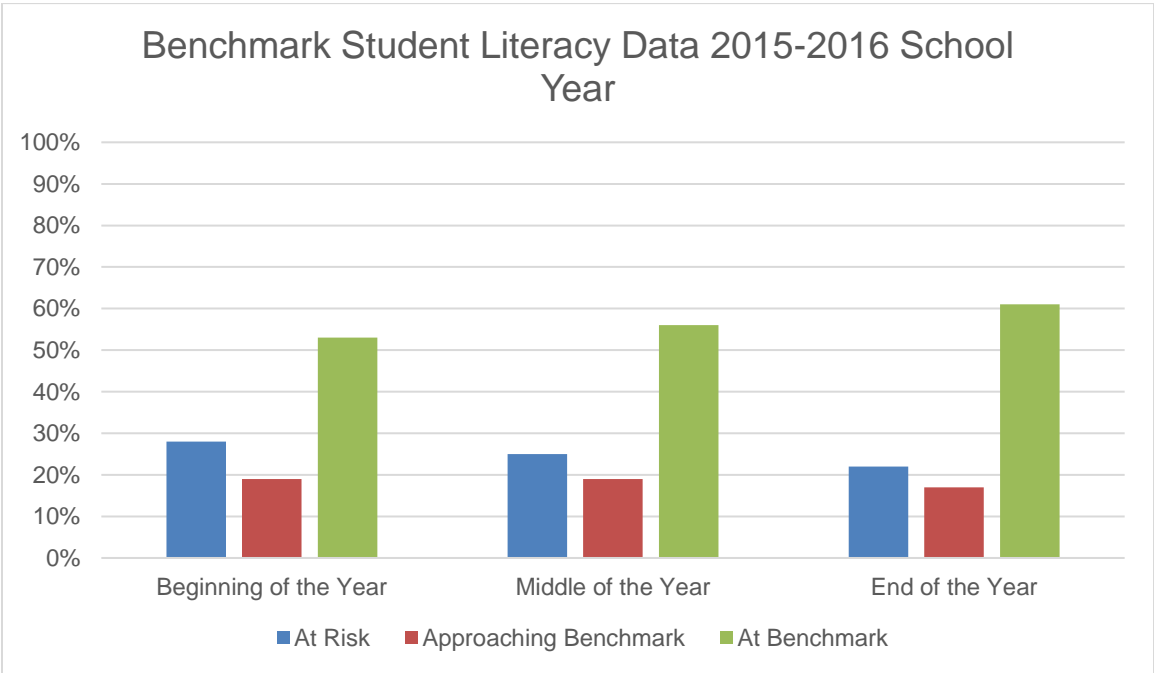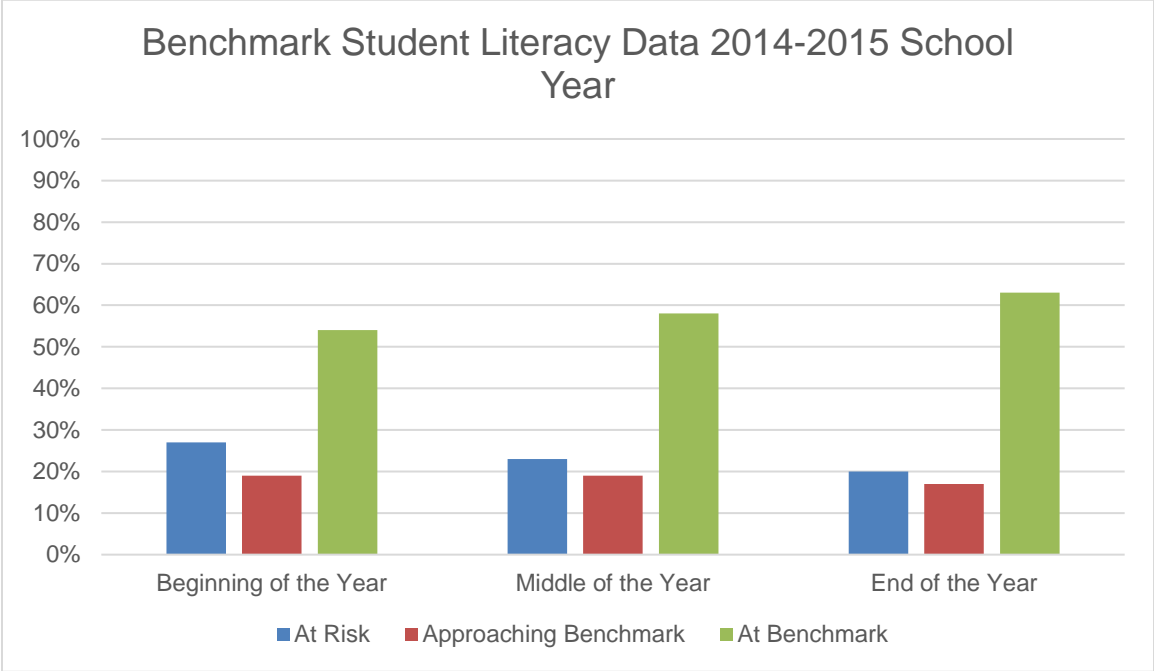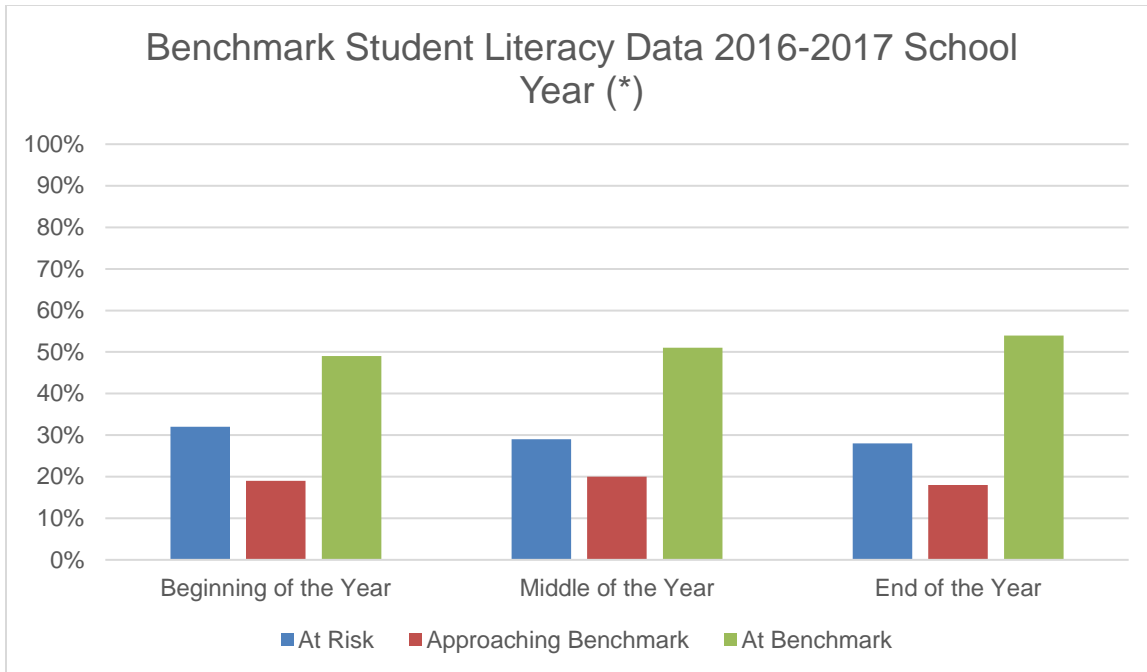
Measurement of Interim Progress Data

Sub-group	Measurement of Interim Progress (2017 AzMERIT)
Black or African-American	No change from 2016
Hispanic/Latino	Increase from 2016
American Indian/Alaska Native	Decrease from 2016
Native Hawaiian/Other Pacific Islander	Increase from 2016
Multiple Races	Decrease from 2016
White (non-Hispanic)	Increase from 2016
Asian	Increase from 2016
ELL (Plus FEP 1-4)	No change from 2016
Economically Disadvantaged	Increase from 2016
SPED	Increase from 2016

Statewide Benchmark Assessment Data

Three times per year, LEAs submit literacy data from their benchmark assessment tools to illustrate student growth from the beginning, to the middle, to the end of the school year.

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

Benchmark Student Literacy Data 2014-2015 School Year

Benchmark Student Literacy Data 2015-2016 School Year

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

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

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 AzMERIT exam is to be retained. During the 2016-2017 school year,

- 2% of 3rd grade students (1,744 of 87,164 students) in the state failed to meet the MOWR cut score (before exemptions).

- 52% of the students who failed to meet the MOWR cut score on the AzMERIT exam met one of the four exemptions to retention and were promoted to the 4th grade (902 of 1,744 students).

- 1% of 3rd grade students (842 of 87,164 students) in the state failed to meet the MOWR cut score and were retained (after exemptions).

3RD GRADE STUDENTS RETAINED DUE TO MOVE ON WHEN READING

■ 3rd Grade Students who Met the MOWR Cut Score
■ 3rd Grade Students Retained Due to MOWR

3rd Grade Students Retained Due to MOWR
1%

3rd Grade Students who Met the MOWR Cut Score
99%
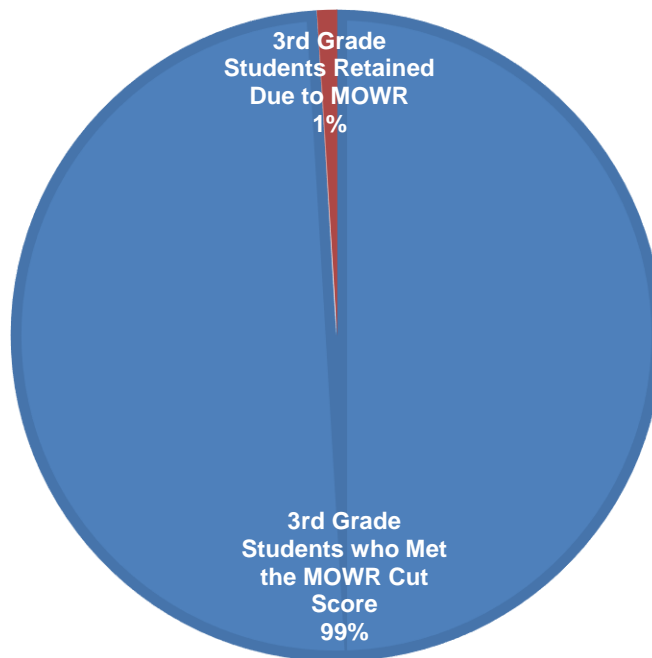
Four Exemptions to 3rd Grade Retention

If a student does not meet the cut score on the reading portion of the AzMERIT 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 <u>identified disability</u> and has an IEP (Individualized Education Plan) and the IEP team (including the parents) agrees that promotion is appropriate.
4. The student has demonstrated or subsequently demonstrates <u>sufficient reading skills</u> or adequate progress towards sufficient reading skills on the 3rd grade reading standards as evidenced through a collection of assessments approved by the Arizona State Board of Education. *Note – This exemption does not take effect until the end of the 2017-2018 school year.

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

MOWR Retention and Exemption Data

Total 3rd Grade Students Who Failed to Meet the MOWR Cut Score on AzMERIT (Before Exemptions)	English Language Learners with Less Than 2 Years of Instruction	Student in the process of an IEP referral or with an IEP	Student with an Identified Reading Disability	Final Count of 3rd Grade Students Retained Due to MOWR (After exemptions)
1,744	258 (15%)	151 (9%)	493 (28%)	842

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

LEAs with the Smallest and Largest Percentages of Retained 3rd Grade Students:
- 60% of LEAs did not have a single 3rd grade student who failed to meet the MOWR cut score on the reading portion of the AzMERIT exam.
- 94% of LEAs had fewer than 5% of their students fail to meet the MOWR cut score on the reading portion of the AzMERIT exam (before exemptions).
- 3% of LEAs had 50% or more of their students fail to meet the MOWR cut score on the reading portion of the AzMERIT exam (before exemptions).

LEAs with the Largest Percentage of Retained 3rd Grade Students (*)

LEA	% of Retained 3rd Grade Students Before Exemptions	% of Retained 3rd Grade Students After Exemptions
Empower College Prep	97% (58 of 60 students)	73% (44 of 60 students)
Baboquivari Unified School District # 40	93% (80 of 86 students)	93% (80 of 86 students)
Research Based Education Corp. (Paulden Community School)	93% (14 of 15 students)	53% (8 of 15 students)
San Carlos Unified District	85% (121 of 143 students)	65% (93 of 143 students)
Eloy Elementary District	84% (86 of 102 students)	59% (60 of 102 students)
Concordia Charter School, Inc.	82% (14 of 17 students)	6% (1 of 17 students)
Starshine Academy	75% (6 of 8 students)	75% (6 of 8 students)
Window Rock Unified District	70% (86 of 123 students)	47% (58 of 123 students)
Bisbee Unified District	70% (39 of 56 students)	68% (38 of 56 students)
San Fernando Elementary District	67% (2 of 3 students)	67% (2 of 3 students)
Phoenix Education Management, LLC (Sabis International School)	62% (64 of 103 students)	0% (0 of 103 students)

*Note: Data do not reflect the number of students who attended summer school and were subsequently promoted to 4th grade after demonstrating sufficient progress towards reading proficiently.

Section VI: MOWR Statewide Programmatic Data

A strong core reading program addresses the five pillars of early literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. A strong core reading program paired with direct and explicit instruction should meet the needs of at least 85% of students in learning to read. The following table indicates the most frequently used core reading programs in Arizona during the 2017-2018 school year.

Core Reading Programs in Arizona 2016-2017

Program: Trophies Publisher: Houghton Mifflin Harcourt	Program: Journeys Publisher: Houghton Mifflin Harcourt	Program: Reading Publisher: Houghton Mifflin Harcourt	Program: Reading Street Publisher: Pearson
17% (217 Schools)	13% (165 Schools)	13% (158 Schools)	9% (112 Schools)

Reasearch and legislation support that K-3 students should spend 90 minutes or more per day engaged in both learning to read and in strengthening their reading skills. The following table indicates the average time frames for the reading blocks for K-3 students in Arizona during the 2017-2018 school year.

Reading Block Duration in Arizona 2016-2017

Less than 90 minutes per day	90-120 minutes per day	More than 120 minutes per day
0%	70%	30%

An effective literacy intervention program addresses a student's specific area of struggle as identified by the universal screener and diagnostic assessment. The following table indicates the most frequently used literacy intervention programs in Arizona during the 2017-2018 school year.

Reading Intervention Programs in Arizona 2016-2017

Program: Read Naturally Publisher: Read Naturally	Program: Phonics for Reading Publisher: Curriculum Associates	Program: Fundations Publisher: Wilson Language	Program: Six-Minute Solution Publisher: Sopris West
20% (249 Schools)	13% (158 Schools)	12% (149 Schools)	11% (140 Schools)

A universal screener is a brief test administered to every student at specific times (usually within the first four weeks of school) to identify students at risk of struggling to acquire basic reading

skills. The following table indicates the most frequently used universal screeners in Arizona during 2016-2017.

Universal Screeners in Arizona 2016-2017

Assessment: DIBELS Next Publisher: University of Oregon	Program: Galileo Publisher: Assessment Technology Incorporated	Program: AIMSWeb Publisher: Pearson	Program: NWEA/MAP Publisher: NWEA
62% (766 Schools)	15% (183 Schools)	7% (86 Schools)	6% (79 Schools)

Benchmark assessments are administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs. The following table indicates the most frequently used benchmark assessments in Arizona during 2016-2017.

Benchmark Assessments in Arizona 2016-2017

Assessment: DIBELS Next Publisher: University of Oregon	Program: Galileo Publisher: Assessment Technology Incorporated	Program: NWEA/MAP Publisher: NWEA	Program: AIMSWeb Publisher: Pearson
53% (651 Schools)	31% (384 Schools)	9% (109 Schools)	6% (83 Schools)

Section VII: Move on When Reading Expenditures

During the 2016-2017 school year, MOWR funds were spent in four primary categories: K-3 Staffing, K-3 Instructional Materials/Programs, K-3 Assessment Materials, and K-3 Professional Development.

MOWR Expenditure Data (FY17)

Total MOWR Funding Released	K-3 Staffing	K-3 Instructional Materials	K-3 Assessment Materials	K-3 Professional Development
$44,885,472.64	94%	4%	1%	1%

The majority of MOWR funding received by LEAs in 2016-2017 (FY17) was spent on staffing, which includes salaries for teachers, literacy interventionists, and paraprofessionals.

For the 2017-2018 school year, LEAs estimate that they will apply MOWR funding in the following percentages.

MOWR Estimated Expenditure Data (FY18)

Total MOWR Funding (Estimated)	K-3 Staffing (Estimated)	K-3 Instructional Materials (Estimated)	K-3 Assessment Materials (Estimated)	K-3 Professional Development (Estimated)
$44,818,039.36	82%	12%	3%	3%

The shift to an increased percentage of funding being estimated for use in purchasing K-3 Instructional Materials may be explained by the new requirement that core reading programs used by LEAs must meet the Every Student Succeeds Act requirements for being evidence-based. This new requirement has prompted many LEAs to review and update their core reading programs.

Section VIII: Bibliography

1. "2016 Annual Report." *ExcelinEd*, ExcelinEd, http://www.excelined.org/2016AnnualReport/.
2. *Assessment*, Arizona Department of Education , www.azed.gov/assessment/naep/.
3. "The Campaign for Grade-Level Reading." *Grade Level Reading*, gradelevelreading.net/.
4. *Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices*. Read on Arizona, 2014, readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf.
5. Hougen, Martha Clare, and Susan M. Smartt. *Fundamentals of literacy instruction and assessment, pre-K-6*. Paul H. Brookes Pub. Co., 2012.
6. "K-3 Reading." *ExcelinEd*, ExcelinEd, www.excelined.org/policy/k-3-reading/.
7. Lesnick, Joy, et al. *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?* . Chapin Hill at the University of Chicago, 2010, www.chapinhall.org/sites/default/files/Reading_on_Grade_Level_111710.pdf.
8. Rose, Stephanie, and Karen Schimke. *Third Grade Literacy Policies: Identification, Intervention, and Retention*. Education Commission of the States, 2012, ecs.org/clearinghouse/01/01/54/10154.pdf.