

# Move on When Reading

## Annual Report

2018



## Table of Contents

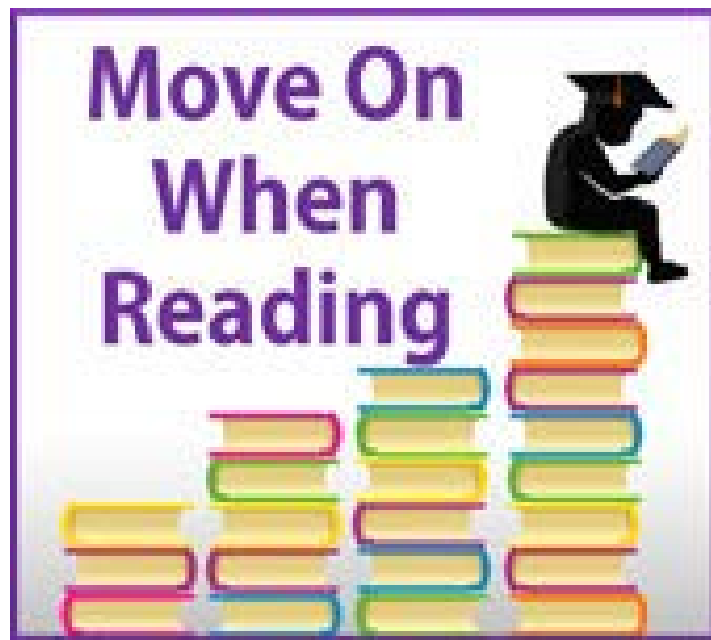
- I. [Executive Summary](#)
- II. [Move on When Reading: An Overview](#)
  - a. Purpose of the Legislation
  - b. History of Move on When Reading
  - c. Impact of Early Literacy
  - d. Requirement of the Legislation
  - e. The Five Pillars of Early Literacy
  - f. A Comprehensive Assessment System
- III. [Arizona Department of Education Activities to Support K-3 Reading](#)
  - a. Guidance Documents
  - b. Professional Development
    - i. Teaching Reading Effectively Overview
    - ii. Teaching Reading Effectively Data
    - iii. Other Professional Development Opportunities
  - c. Technical Assistance and Literacy Convenings
  - d. Literacy Collaborations
    - i. Literacy Partnerships
    - ii. Literacy Projects
- IV. [Further Move on When Reading Initiatives Given Increased Funding](#)
- V. [Achievement Data](#)
  - a. State and National Assessment Data
    - i. NAEP
    - ii. AzMERIT
  - b. Statewide Summative Assessment Data
  - c. Statewide Benchmark Assessment Data
  - d. Move on When Reading Retention Data
  - e. Four Exemptions to 3<sup>rd</sup> Grade Retention
  - f. LEA Data on 3<sup>rd</sup> Grade Retention
- VI. [MOWR Statewide Programmatic Data](#)
  - a. Core Reading Programs
  - b. Reading Block Duration
  - c. Reading Intervention Programs
  - d. Universal Screeners
  - e. Benchmark Assessments
- VII. [Move on When Reading Expenditures](#)
- VIII. [Bibliography](#)

## **Section I: Executive Summary**

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

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

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*Early Identification and Targeted Intervention Lead to Grade-level Reading*

## **Section II: Move on When Reading: An Overview**

### **Purpose of the Legislation**

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

### **History of the Legislation**

The MOWR legislation was passed in 2010 and fully implemented in 2013 to support early literacy for all kindergarten through 3<sup>rd</sup> grade students across the state. The legislation allots approximately 45 million dollars per year to be disseminated amongst schools with kindergarten through 3<sup>rd</sup> grade students. The program was administered by the Arizona State Board of Education until 2015. During that time, the Arizona State Board of Education received 1.5 million dollars each year to administer the program.

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

In 2016 and again in 2018, the State Board of Education convened the K-3 Literacy Ad Hoc Committee. This committee, made of literacy experts from across the state, recommends revisions to the MOWR legislation to be approved by the State Board of Education and recommended to the Arizona Legislature.

### **Impact of Early Literacy**

Literacy is a key to a full and successful adult life. The demands of the twenty-first century economy call for strong reading comprehension skills more than ever before. MOWR focuses on the use of evidence-based literacy assessments to identify a student's specific area of struggle with reading so that evidence-based strategies can be implemented to help the student read at or above grade level. The earlier a student's area of struggle is identified, the more successfully it can be remedied with targeted interventions. This is especially important in kindergarten through 3<sup>rd</sup> grade because, at 4<sup>th</sup> 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 4<sup>th</sup> 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 3<sup>rd</sup> grade still struggle with reading in 9<sup>th</sup> grade
4. 90% of high school dropouts were struggling readers in 3<sup>rd</sup> grade
5. Students who are reading below grade level at 3<sup>rd</sup> grade are four times more likely to not graduate from high school than their peers who are reading proficiently

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

#### Requirements of the Legislation

MOWR facilitates early identification and targeted intervention by providing all schools with kindergarten through 3<sup>rd</sup> 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 pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
2. The use of evidence-based intervention programs for Tier II (At Risk), Tier III (Significantly At Risk), and Special Education students
3. The use of a comprehensive literacy assessment system to evaluate and monitor student progress in reading: Universal screener, Diagnostic(s), Progress Monitor, Benchmark, and Summative Assessments
4. The implementation of an ongoing professional development system to improve instruction in early literacy
5. Required parental notification of a student's area of struggle, the interventions being implemented at school, and strategies to be used at home
6. The retention of a student who fails to meet the cut score on the reading portion of the statewide assessment and does not meet one of the four good-cause exemptions
7. The implementation of multiple interventions for students who are retained
8. The use of MOWR funds for the improvement of kindergarten through 3<sup>rd</sup> grade literacy

## The Pillars of Early Literacy

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

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

## A Comprehensive Assessment System

A balanced and comprehensive assessment system supports literacy achievement by providing data to inform decisions at the student, classroom, district, and statewide level. MOWR requires the following literacy assessment tools to identify and monitor the progress of students who struggle with reading.

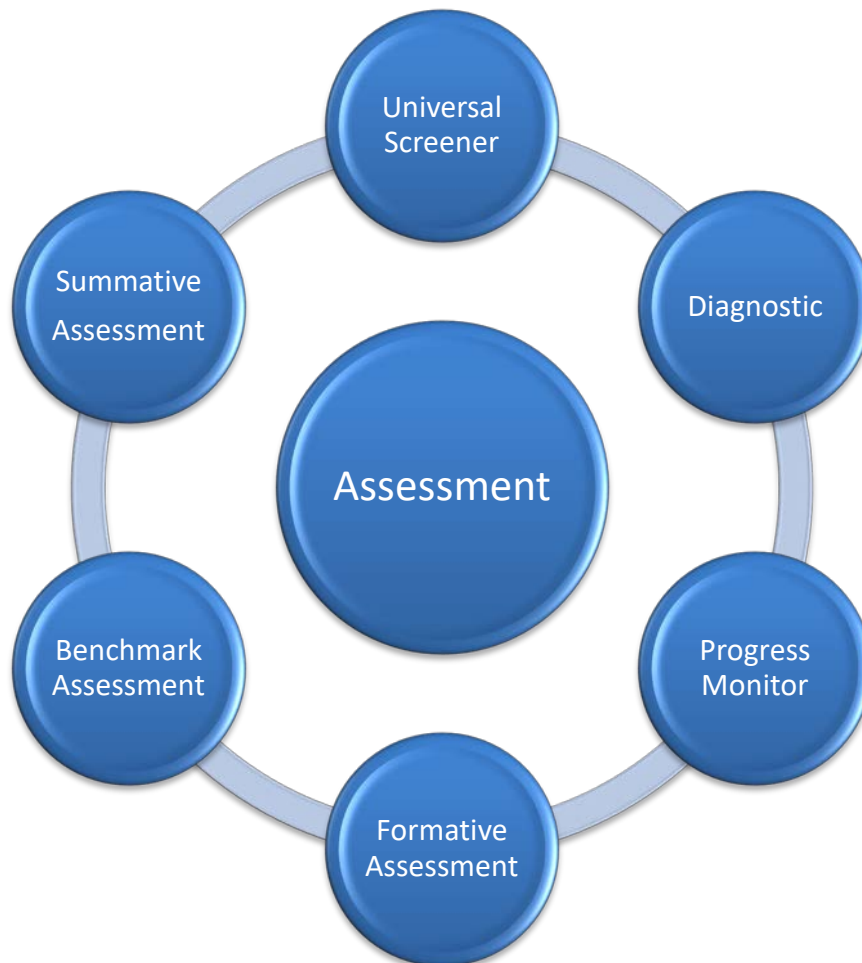
1. Universal Screener
  - a. Brief tests administered to every student at specific times (usually within the first four weeks of school) to identify students who are likely to struggle to acquire basic reading skills
2. Diagnostic Assessments
  - a. Targeted tests administered to students identified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

4. Benchmark Assessments

- a. Tests administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs

5. Summative Assessment

- a. An end of year or end of course test, such as 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.

#### **Guidance Documents**

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

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

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

- [Overview of the 2017 Legislative Changes to MOWR](#) (Video)
- MOWR Legislation
  - [A.R.S. §15-701](#)
  - [A.R.S. §15-704](#)
  - [A.R.S. §15-211](#)
- [Overview of School and District MOWR responsibilities](#)
- [ADE Connect Setup for MOWR](#)
- [New Reporting Requirements for 2018](#)
- [2018-2019 School Literacy Plan Guidance](#)
- [2018-2019 LEA \(District Level\) Literacy Plan Guidance](#)
- [K-3 Literacy Plan Checklist](#)
- [MOWR Literacy Assessment Data Submission](#)
- MOWR Sample Parent Letters
  - [Sample Letter 1 \(English\)](#)
  - [Sample Letter 1 \(Spanish\)](#)
  - [Sample Letter 2 \(English\)](#)
  - [Sample Letter 2 \(Spanish\)](#)
- [LEA K-3 Reading Budgets \(FY18 & FY19\)](#)
- [MOWR Overview 2018-2019](#)
- [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](#)
- [Guidance for Valid Literacy Assessments](#)
- [Criteria for Valid Literacy Assessments for Use with the Collection of Assessments Exemption to Retention](#)
- [Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices](#)



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

## Professional Development

### Teaching Reading Effectively Overview

As part of its efforts to improve early literacy instruction, ADE offers the Teaching Reading Effectively (TRE) training. The content of the TRE training includes current research and evidence based practices that are necessary to develop a student’s oral language, decoding and encoding skills, academic vocabulary, and reading comprehension. The 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 full responsibility of the MOWR program was transferred to the ADE, 500,000 dollars were allotted for both the delivery of the TRE trainings and the

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

### TRE Data

In 2018, TRE trainings were offered in **8** counties around Arizona:

- Cochise
- Coconino
- Maricopa
- Navajo
- Pima
- Santa Cruz
- Yavapai
- Yuma

In 2018, educators from the **13** counties have participated in TRE trainings:

- Apache
- Cochise
- Coconino
- Gila
- Graham
- Maricopa
- Mohave
- Navajo
- Pima
- Pinal
- Santa Cruz
- Yavapai
- Yuma

During 2018, **756** 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 (2018)

Average Pre-test Participant Score	Average Post-test Participant Score	Average Participant Growth
37%	83%	<b>46%</b>

The TRE has been offered in 8 counties around the state. The participants in these counties have shown impressive growth in their knowledge of the pillars of early literacy. Below is a list of the counties with the highest level of growth in the state during 2018.

### TRE: Growth in Literacy Knowledge by County (2018)

Santa Cruz	Pima	Yavapai	Maricopa
50%	51%	53%	54%

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 instruction. 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. In particular, this year the team began offering the Teaching Struggling Readers in Grades 4-12 training, which addresses struggling readers at the middle and high school levels.

- Teaching Struggling Readers in Grades 4-12
  - Teachers learn how to identify and address reading struggles in middle and high school
- Multisensory Grammar
  - Teachers learn multisensory approaches to teaching grammatical concepts such as syntax and parts of speech
- K-3 Writing Foundations
  - 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)
  - Teachers learn the role that syllables play in teaching students to read, write, and spell
- K-5 ELA Standards: Morphemes (Part I and Part II)
  - Teachers 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
  - Teachers 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
  - Guides MOWR coordinators through a step-by-step process for building their school literacy plans
- LEA-Level Literacy Plan Guidance Webinar
  - 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 provides guidance on how to meet ESSA evidence-level requirements. The recent requirement that core reading and reading intervention 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>.

Between August and December 2018 alone, the MOWR team of 1.5 employees fielded over **1,055** emails and over **500** phone calls while providing technical assistance to **1,255** districts and charter schools that serve K-3 students across the state.

### MOWR Literacy Convenings

In July 2018, the MOWR team, in partnership with Regional Education Laboratories West, held its first annual MOWR Literacy Convening. During this full-day session, schools and district K-3 personnel were brought together to discuss issues with K-3 literacy, the MOWR policy and program, and best practices in the teaching of reading. The first convening had **58** participants from **30** districts/charter schools and **9** counties.

In 2019, the MOWR team will increase the number of convenings to better reach schools around the state.

## Literacy Collaborations

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

### Literacy Partnerships

- ADE Dyslexia Advisory Committee
  - This 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 Library Association
  - The Director of the MOWR team serves as a non-voting Board member for the ALA. He represents the K-12 literacy perspective at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field.
- Arizona State Board of Education K-3 Literacy Ad Hoc Committee
  - The MOWR team advises this committee, which 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.
- Read On Arizona Advisory Board
  - The Director of the MOWR team serves as a member of the advisory board for Read On Arizona, which is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective

continuum of services to improve language and literacy outcomes for Arizona’s children from birth through age eight over the next ten years.

- Regional Education Laboratories West
  - The MOWR team works with REL West to vet core reading and reading intervention programs to establish that they meet ESSA evidence-level requirements and to lead literacy convenings for schools and districts across the state.
- Statewide Literacy and Family Engagement Professional Development Committee
  - 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.

### 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 is one key project for 2018-2019.

- Decoding What Works: Success Analytics Project
  - This partnership with Read On Arizona is designed to highlight schools that are demonstrating significant growth in their 3<sup>rd</sup> grade ELA AzMERIT scores over the past four years. The case studies built during the project will highlight strategies that Arizona schools are using that are resulting in significant growth in 3<sup>rd</sup> 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 3<sup>rd</sup> grade AzMERIT 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.

This project will both spotlight successful schools and build a network for schools to reach out to for guidance.

#### **Section IV: Further MOWR Initiatives Given Increased Funding**

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

1. Increased professional development opportunities
  - a. Currently, the MOWR budget allows for only 22 Teaching Reading Effectively (TRE) trainings around the state each year. With increased funding and additional staff, this number would increase significantly, which would dramatically improve educator understanding of the science of the teaching of reading.
    - i. Increased funding would allow for a series of dedicated TRE trainings for schools and districts with the highest number/percentage of struggling readers.
    - ii. Increased funding would allow for an increase in the TRE trainings offered to rural communities around Arizona.
2. Increased professional development offerings
  - a. Additional funding would allow the MOWR team to expand its professional development offerings to meet more K-3 literacy needs across the state.
  - b. These trainings would focus on high areas of need, such as
    - i. Working with students with dyslexia;
    - ii. Using literacy assessments to identify and meet the needs of struggling readers;
    - iii. Effective small group instruction;
    - iv. Literacy instruction for administrators; and
    - v. Effective literacy systems in K-3, including appropriate use of assessment data.
3. Regional technical assistance
  - a. Given sufficient staffing, the MOWR team would offer specific technical assistance to regions of the state. Each region would have an assigned MOWR team member as a point of contact who would perform in-person outreach. This would increase the level of support and accountability for elementary schools in Arizona.
4. Input on statewide assessment
  - a. Given sufficient staffing, the MOWR team could serve in an advisory capacity for the design and/or selection of the statewide 3<sup>rd</sup> grade reading assessment, ensuring its alignment to state standards and appropriate literacy expectations.
5. 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**

**\*With the exception of the NAEP and AzMERIT data, the statewide and programmatic data in this section of the report represent data from LEAs with letter grades of C, D, or F only. Per statute, LEAs with letter grades of A or B are only required to submit data every other year, such as the upcoming 2019-2020 school year.**

**A new A-F letter grade formula was adopted in 2018, which means that letter grades are currently only available at the school level and not the district level, as required by MOWR statute. Since the most recent district/charter level grades were from 2014, that data was used to build the list of LEAs with C, D, and F letter grades that were required to submit MOWR literacy plans and literacy data this year.**

**While the data in this section can be representative of general patterns, it is important to understand that it is incomplete and represents less than ½ of the LEAs with K-3 students in Arizona.**

Each year, LEAs with kindergarten through 3<sup>rd</sup> grade students submit MOWR literacy plans to the Arizona Department of Education. (\*LEAs with letter grades of A or B are only required to submit every other year, such as for the upcoming 2019-2020 school year.) 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**

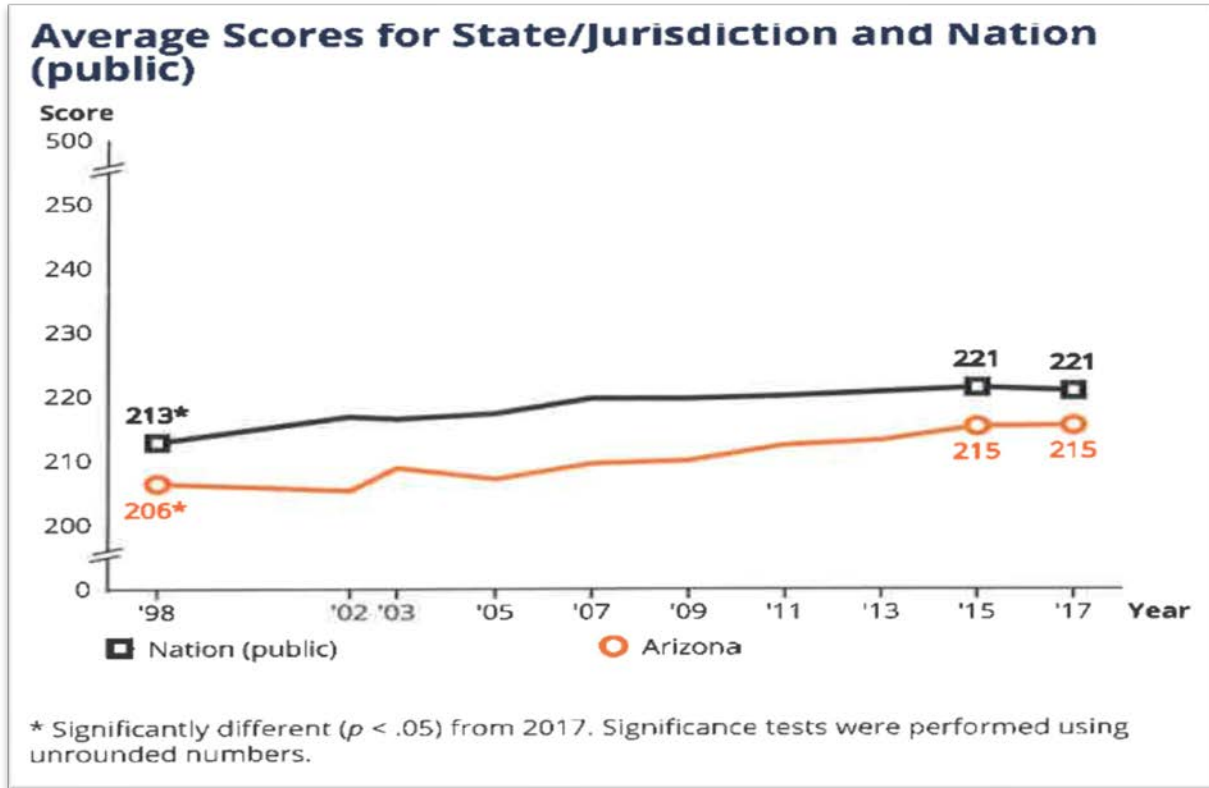
The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

Over the course of twenty years, reading scores for Arizona 4<sup>th</sup> grade students have improved on NAEP, though they are below the national average. Arizona has shown the third most growth in the country on 4th grade reading scores over the past ten years.

**NAEP Data**

1998		2013		2015		2017	
Arizona	National Average	Arizona	National Average	Arizona	National Average	Arizona	National Average
206	213	213	221	215	221	215	221





The increase in scores on NAEP is comparative to growth of ½ a grade level for 4<sup>th</sup> 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.

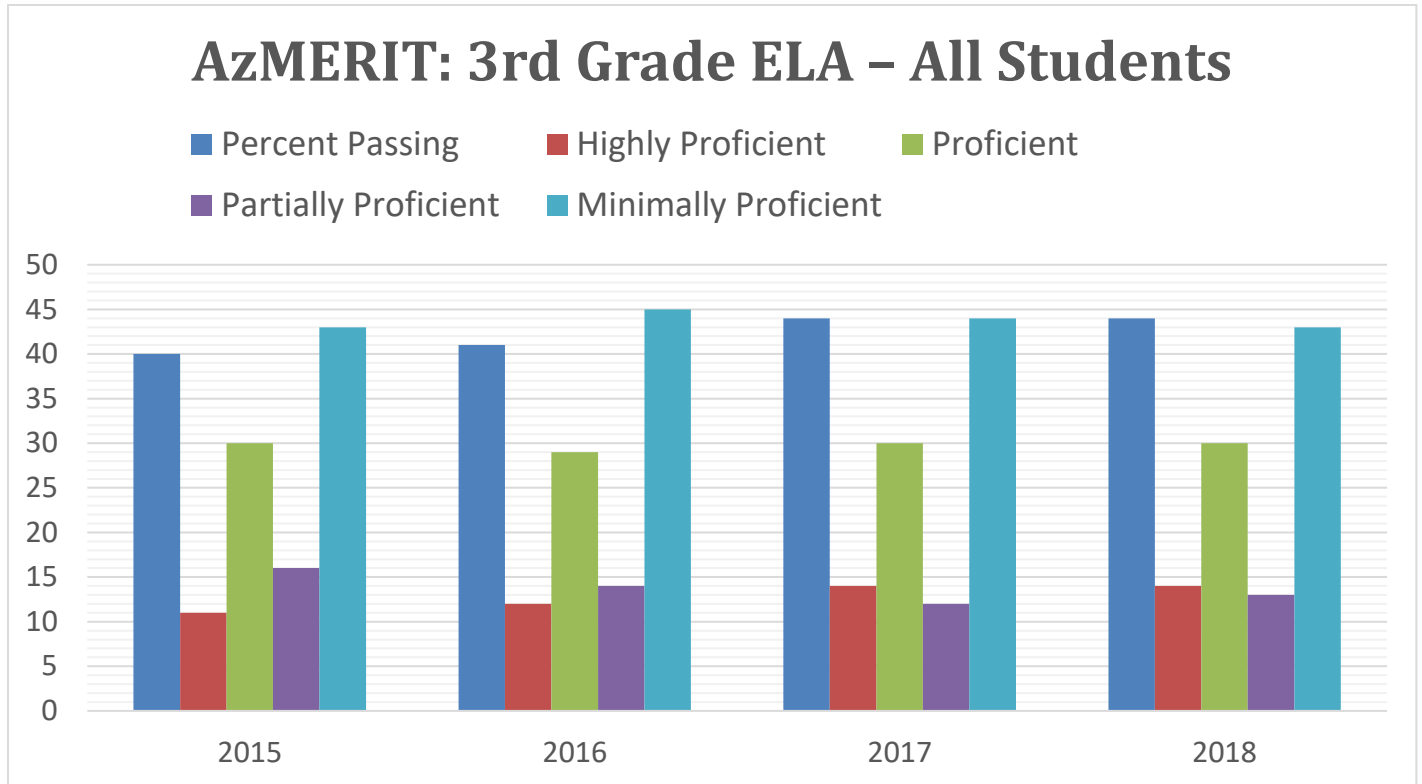
The following table details the performance of all 3<sup>rd</sup> grade students on the spring 2018 AzMERIT exam.

### **2018 3<sup>rd</sup> Grade ELA AzMERIT Data (All 3<sup>rd</sup> Grade Students)**

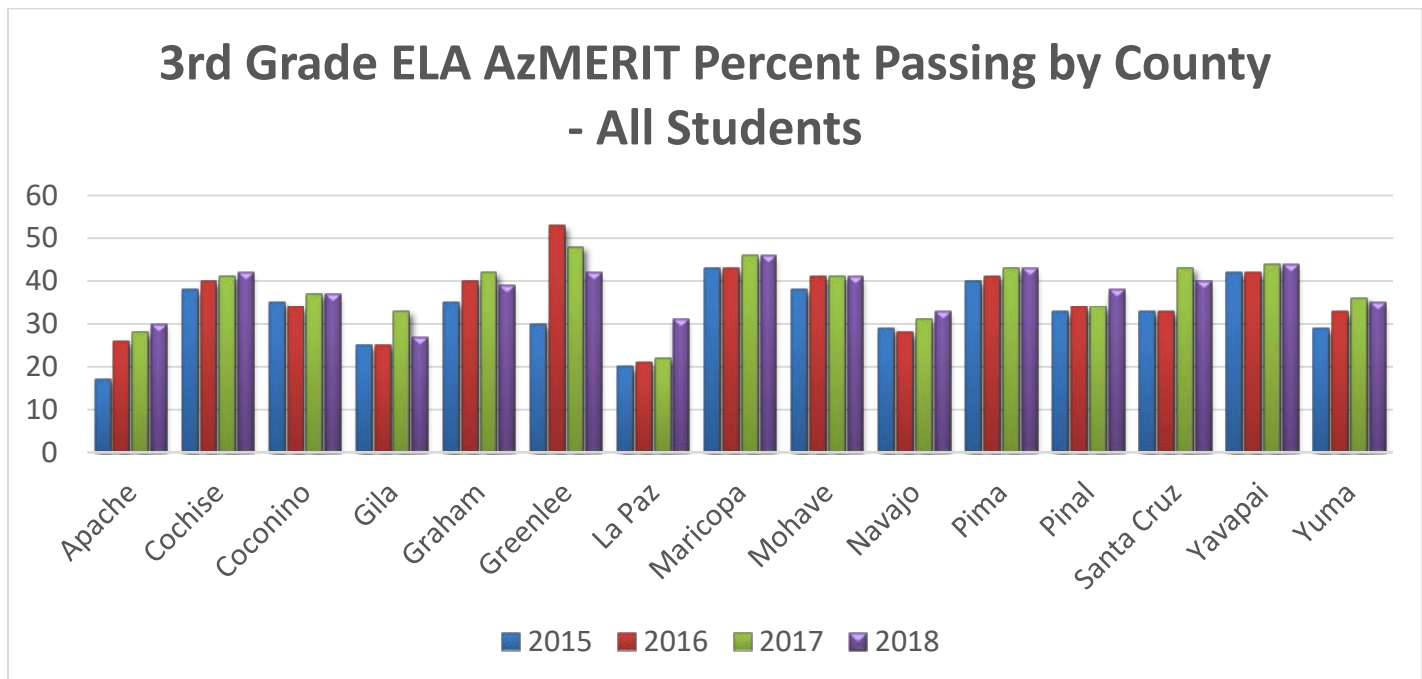
3 <sup>rd</sup> Grade AzMERIT: Percent Passing	3 <sup>rd</sup> Grade AzMERIT: Highly Proficient	3 <sup>rd</sup> Grade AzMERIT: Proficient	3 <sup>rd</sup> Grade AzMERIT: Partially Proficient	3 <sup>rd</sup> Grade AzMERIT: Minimally Proficient
44%	14%	30%	13%	43%

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

**AzMERIT Statewide Comparative Data 2015-2018**



The following graph shows a comparison of 3<sup>rd</sup> grade ELA AzMERIT scores for each county in Arizona between 2015 and 2018.



Statewide Improvement on AzMERIT

While only 44% of 3<sup>rd</sup> grade students statewide are currently passing the AzMERIT ELA exam, many schools are showing significant improvement in the growth of their 3<sup>rd</sup> grade AzMERIT ELA scores from 2015 to 2018.

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

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

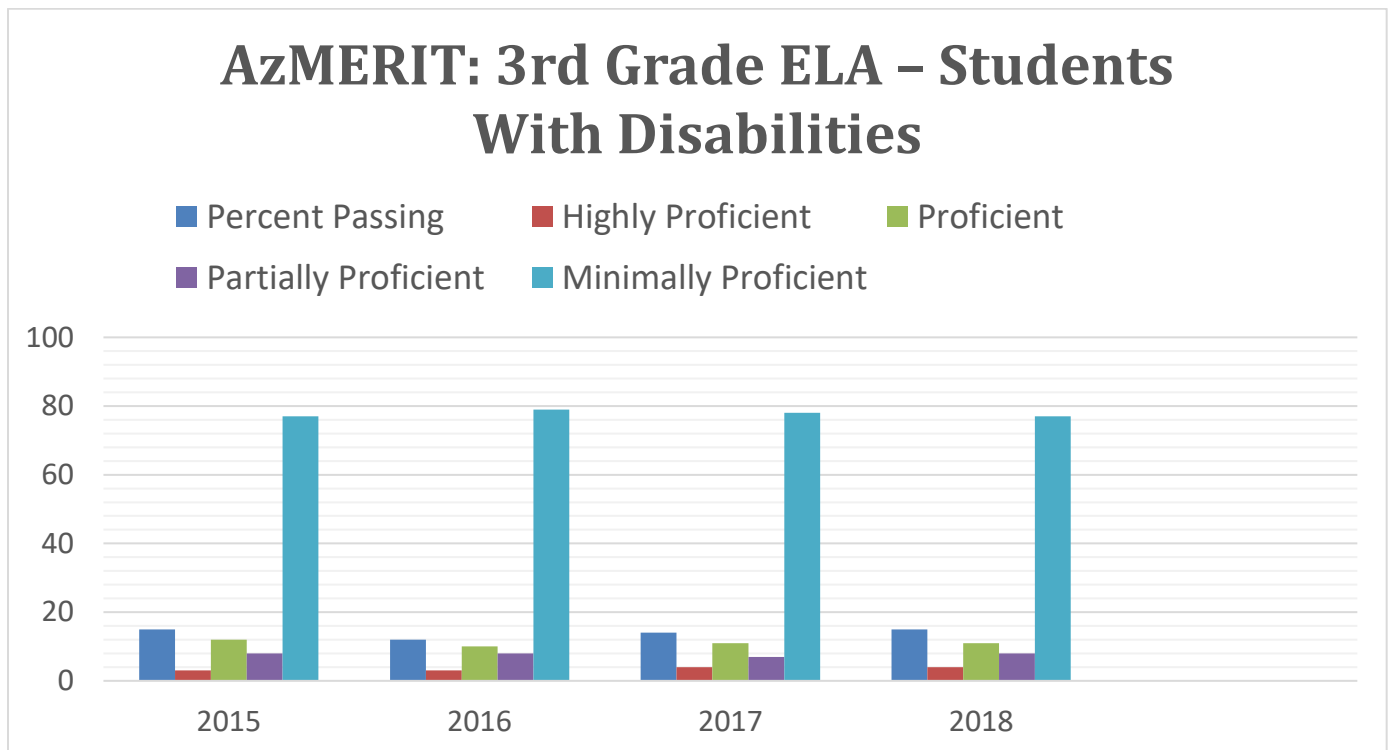
<b>Percent Reduction in the Number of Students Scoring Minimally Proficient on the 3<sup>rd</sup> Grade ELA AzMERIT Exam (2015-2018)</b>			
<b>School</b>	<b>District or Charter</b>	<b>County</b>	<b>% Reduction (2015 to 2018)</b>
Tsaile Elementary School	Chinle Unified District	Apache	37%
Sage Academy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

Measure of Interim Progress

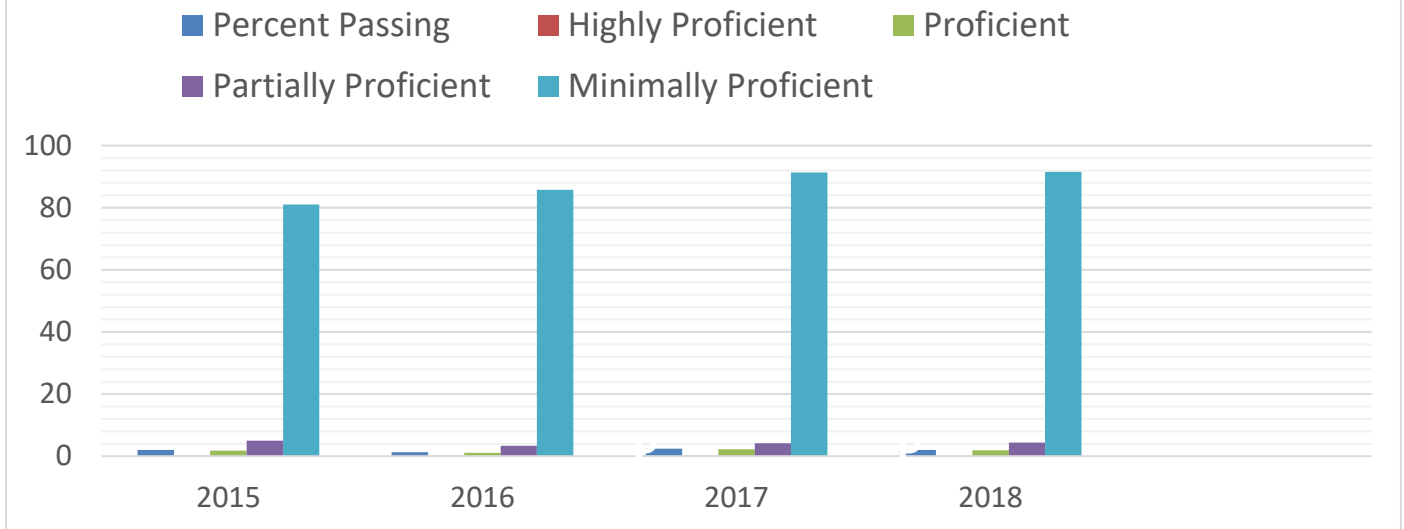
The Every Student Succeeds Act (ESSA) calls for each state to set progress goals in reading and math for student sub-groups to measure and improve progress. The following table details the long-term and interim goals for sub-groups in 3<sup>rd</sup> grade reading.

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 2018 AzMERIT exam illustrates the progress towards the long-term goal for two key groups, Students with Disabilities and English Language Learners.



## AzMERIT: 3rd Grade ELA – English Language Learners

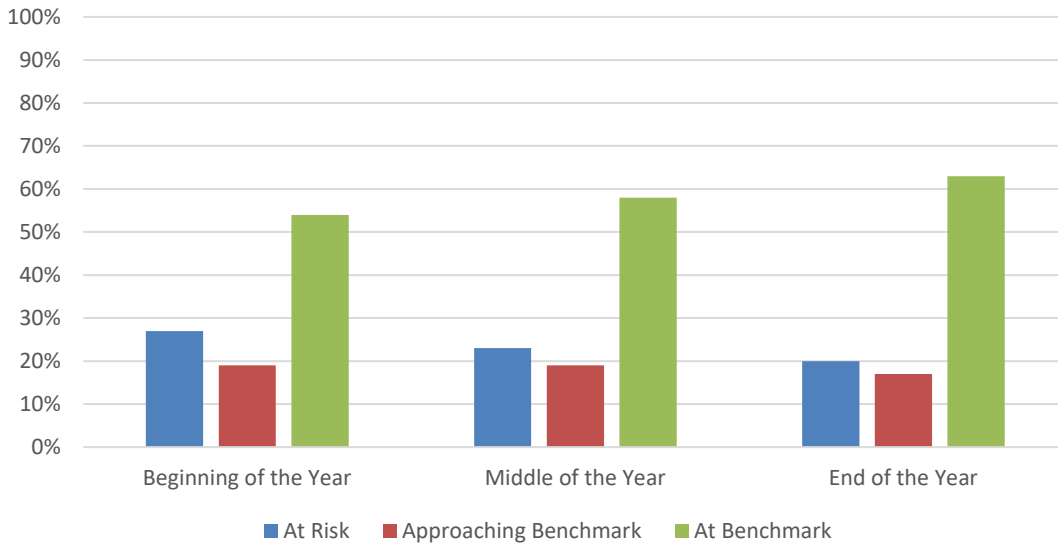


### Statewide Benchmark Assessment Data

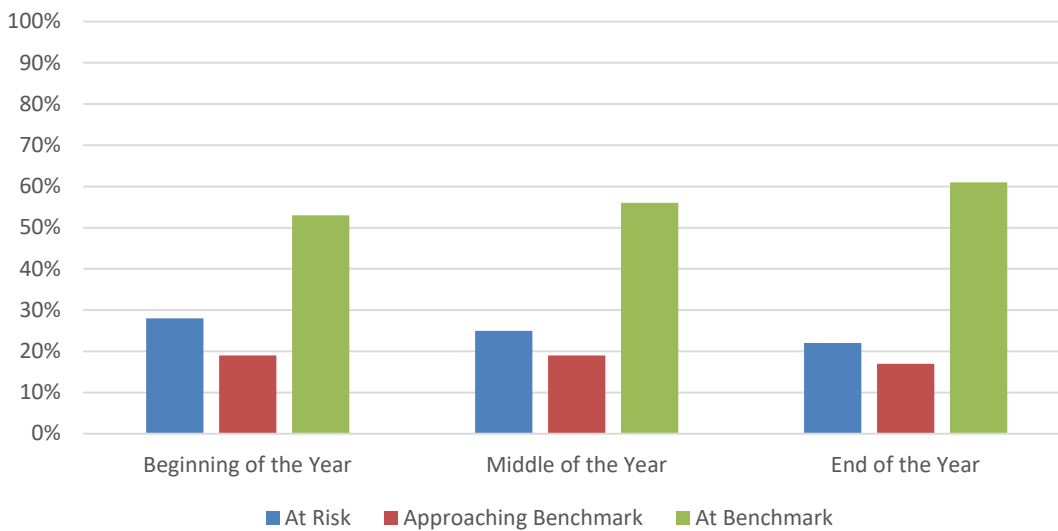
Three times per year, LEAs submit literacy data from their benchmark assessment tools to illustrate student growth from the beginning, to the middle, to the end of the school year.

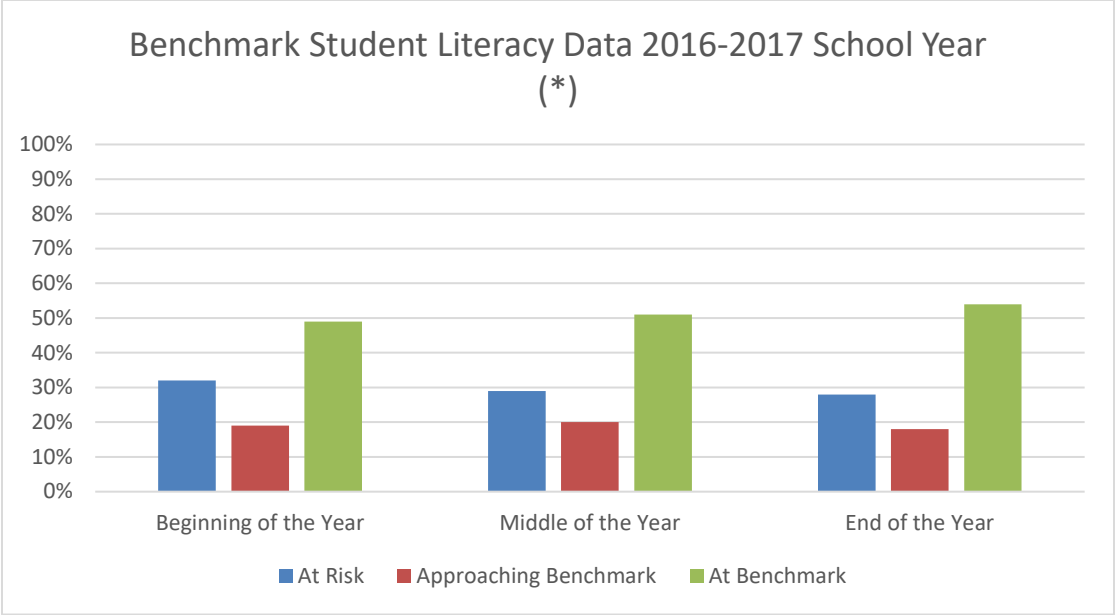
As the graphs below illustrate, for the past four school years, the number of at-risk students has decreased over the course of the year each year. Additionally, the number of students reading at benchmark has increased over the course of the year each year.

### Benchmark Student Literacy Data 2014-2015 School Year

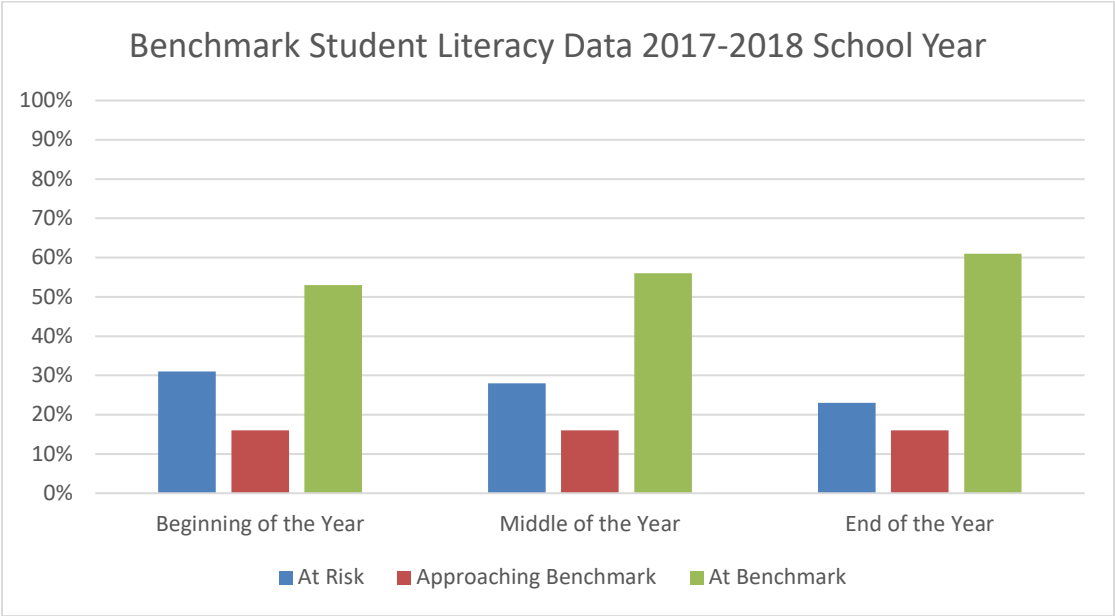


### Benchmark Student Literacy Data 2015-2016 School Year





\*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 3<sup>rd</sup> 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 and does not qualify for one of four good-cause exemptions is to be retained.

As a reminder, during the 2016-2017 school year, which has a complete set of data from all LEAs in the state:

- 2% of 3<sup>rd</sup> 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 good-cause exemptions to retention and were promoted to the 4<sup>th</sup> grade (902 of 1,744 students).
- 1% of 3<sup>rd</sup> grade students (842 of 87,164 students) in the state failed to meet the MOWR cut score and were retained (after exemptions). This number does not include students who were subsequently promoted to 4<sup>th</sup> grade due to demonstrating sufficient progress in a summer school reading course. Data on these students began to be collected with the 2018-2019 school year.

For the 2017-2018 school year, which has an incomplete data set with data only reported by LEAs with letter grades of C, D, or F:

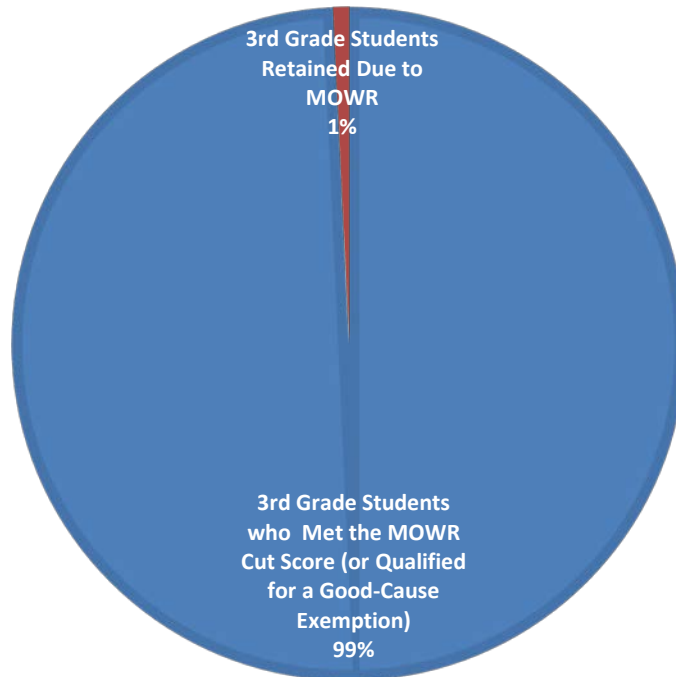
- 3% of 3<sup>rd</sup> grade students (546 of 21,255 students) in the state failed to meet the MOWR cut score (before exemptions).
- 71% of the students who failed to meet the MOWR cut score on the AzMERIT exam met one of the four good-cause exemptions to retention and were promoted to the 4<sup>th</sup> grade (390 of 546 students).
- 44% of the students who were retained and did not qualify for one of the good-cause exemptions attended a summer school reading program, demonstrated sufficient progress towards reading, and were promoted to the fourth grade prior to the start of the next school year (68 of 156 students).
- Overall, 88 3<sup>rd</sup> grade students from LEAs with letter grades of C, D, or F were retained due to the MOWR legislation.



**3<sup>RD</sup> GRADE STUDENTS RETAINED DUE TO MOVE ON WHEN READING  
2017-2018 SCHOOL YEAR**

**\*DATA REPRESENTS SCHOOLS WITH LETTER GRADES OF C, D, AND F**

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



**Four Exemptions to 3<sup>rd</sup> 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 4<sup>th</sup> grade. However, the MOWR legislation was designed with the understanding that some students face unique challenges to learning, so there are four exemptions to the retention requirement in the MOWR legislation.

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

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

The following table details the 2018 percentages of 3<sup>rd</sup> grade students from LEAs with letter grades of C, D, or F 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 (LEAs with Letter Grades of C, D, or F)**

Total 3 <sup>rd</sup> grade students who failed to meet the MOWR cut score on AzMERIT (before exemptions)	English Language Learners with less than two years of instruction	Student in the process of an IEP referral or with an IEP	Student with an identified reading disability	Student with data from alternative literacy assessments to demonstrate sufficient progress towards reading	Retained student who was promoted to 4 <sup>th</sup> grade by demonstrating sufficient progress in a summer school program	Final count of 3 <sup>rd</sup> grade students retained due to MOWR (after exemptions and summer school)
546	80	27	173	110	68	88

LEA Data on 3<sup>rd</sup> Grade Retention

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 3<sup>rd</sup> grade to receive the extra time they need to learn to read at grade level.

LEA Retention Data for LEAs with Letter Grades of C, D, or F (2017-2018):

- 49% of LEAs with letter grades of C, D, or F did not have a single 3<sup>rd</sup> grade student who failed to meet the MOWR cut score on the reading portion of the AzMERIT exam.
- 84% of LEAs with letter grades of C, D, or F had fewer than 5% of their students fail to meet the MOWR cut score on the reading portion of the AzMERIT exam (before exemptions).

**Section VI: MOWR Statewide Programmatic Data**

A strong core reading program addresses the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. A strong core reading program paired with direct and explicit instruction should meet the needs of at least 85% of students in learning to read. The following table indicates the most frequently used core reading programs by LEAs with letter grades of C, D, or F in Arizona during the 2018-2019 school year.

**Most Frequently Used Core Reading Programs in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Program: Journeys Publisher: Houghton Mifflin Harcourt	Program: Reading Street Publisher: Pearson	Program: Engage New York Publisher: Engage New York	Program: Wonders Publisher: McGraw Hill
12%	10%	10%	10%

Research 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 2018-2019 school year.

**Reading Block Duration in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Less than 90 minutes per day	90-120 minutes per day	More than 120 minutes per day
0%	64%	36%

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 2018-2019 school year.

**Most Frequently Used Reading Intervention Programs in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Program: Read Naturally Publisher: Read Naturally	Program: Phonics for Reading Publisher: Curriculum Associates	Program: Foundations Publisher: Wilson Language	Program: Six-Minute Solution Publisher: Sopris West
22%	17%	11%	11%

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 2018-2019.

**Most Frequently Used Universal Screeners in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Assessment: DIBELS Next Publisher: University of Oregon/Acadience	Program: Galileo Publisher: Assessment Technology Incorporated	Program: AIMSWeb Publisher: Pearson	Program: STAR Publisher: Renaissance
53%	14%	8%	6%

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 2018-2019.

**Most Frequently Used Benchmark Assessments in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Assessment: DIBELS Next Publisher: University of Oregon/Acadience	Program: Galileo Publisher: Assessment Technology Incorporated	Program: AIMSWeb Publisher: Pearson	Program: NWEA/MAP Publisher: NWEA
40%	32%	7%	6%

**Section VII: Move on When Reading Expenditures**

During the 2017-2018 school year, MOWR funds allotted to LEAs were spent in four primary categories: K-3 Staffing, K-3 Instructional Materials/Programs, K-3 Assessment Materials, and K-3 Professional Development. The total funding below applies to all schools; however, the percentages apply only to schools with letter grades of C, D, or F.

**MOWR Expenditure Data 2017-2018 (LEAs with Letter Grades of C, D, or F)**

Total MOWR Funding Released (All Schools)			
\$44,717,803.48			

K-3 Staffing (C, D, and F LEAs)	K-3 Instructional Materials (C, D, and F LEAs)	K-3 Assessment Materials (C, D, and F LEAs)	K-3 Professional Development (C, D, and F LEAs)
71%	23%	2%	3%

The majority of MOWR funding received by LEAs in 2017-2018 was spent on staffing, which includes salaries for teachers, reading coaches, literacy interventionists, and paraprofessionals.

For the 2018-2019 school year, LEAs estimate that they will apply MOWR funding in the following percentages. The total funding below applies to all schools; however, the percentages apply only to schools with letter grades of C, D, or F.

**MOWR Estimated Expenditure Data 2018-2019 (LEAs with Letter Grades of C, D, or F)**

Total MOWR Funding Estimated (All Schools)			
\$46,824,071.59			

K-3 Staffing (Estimated) (C, D, and F LEAs)	K-3 Instructional Materials (Estimated) (C, D, and F LEAs)	K-3 Assessment Materials (Estimated) (C, D, and F LEAs)	K-3 Professional Development (Estimated) (C, D, and F LEAs)
70%	19%	3%	8%

While most of the funding is used for staffing, the funding being estimated for use in purchasing K-3 instructional materials may be explained by the recent requirement that core reading and reading intervention programs used by LEAs must meet the Every Student Succeeds Act requirements for being evidence-based. This requirement has prompted many LEAs to review and update their core reading and reading intervention programs.

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