



**Move On When Reading
Annual Report
2022**

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. Reading Fundamentals On Demand Academy
 - ii. Office Hours
 - iii. Book Studies
 - iv. Science of Reading Webpage
 - b. Funding for Training
 - c. Guidance Documents
 - d. 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](#)

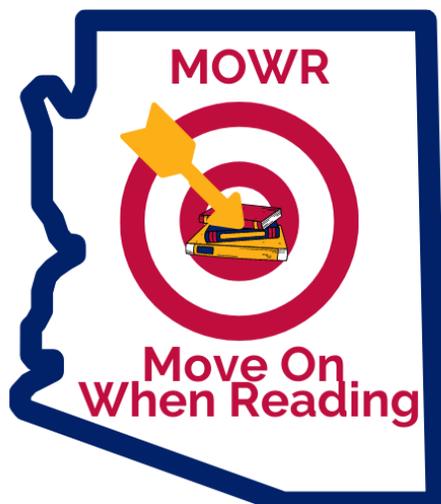
Section I: Executive Summary

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 along with members from the larger English Language Arts team. This extended MOWR/ English Language Arts team provides 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 kindergarten through 3rd grade 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

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

- Dr. Amy Boza – Director of ELA Standards and MOWR
 - Amy.Boza@azed.gov
- Sarah Bondy – K-5 Literacy Lead
 - Sarah.Bondy@azed.gov



Early Identification and Targeted Intervention Lead to Grade-level Reading

Section II: Move On When Reading: An Overview

Purpose of the Legislation

The Move On When Reading (MOWR) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so they are reading at or above grade level by the end of 3rd grade. There is a heightened emphasis on early literacy practices in kindergarten through 2nd grades.

The MOWR team consists of 1.5 employees funded by MOWR funds and the other members of the English Language Arts team who are funded by other grant and legislative funding sources. Throughout this report, the term MOWR team refers to the complete team whose focus is supporting local education agencies in the design and implementation of a continuous improvement model in the form 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 plan connected to school and district improvement cycles as well as strategic plans. This literacy 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 learning opportunities, site-level professional development, budget spending decisions and other needs as expressed by schools. Additionally, there are 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 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 kindergarten through 3rd grade 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 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 per year to administer the program. The

MOWR team at the Arizona Department of Education provides technical assistance on early literacy to more than 1,300 elementary schools in Arizona.

Requirements of the Legislation

Move On When Reading legislation 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 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 to include Universal Literacy and Dyslexia Screener, Diagnostic(s), Progress Monitor(s), Benchmark, and Summative Assessments
- The implementation of an ongoing professional development plan to improve instruction based on 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 have been embedded within the universal literacy screening already taking place on each campus three times per school year. A list of approved tools has been published and is reviewed annually to make certain products continue to meet the requirements of the legislation.

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 needed to

be identified by each campus before July 1, 2022. Each year, schools will identify their DTD and provide training documentation as a part of their annual MOWR literacy plan submission.

To further increase the foundational literacy knowledge of all educators who impact literacy growth in Arizona, recent legislation also requires that all current kindergarten through 5th grade teachers who teach literacy acquire the K-5 Literacy Endorsement 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 passing the State Board adopted literacy assessment. Through an RFI process, vendors and educational organizations submitted training sessions that would meet the criteria. Those that meet all the criteria have been added to a list for educators to make selections for training. The list of approved trainings includes both virtual and in-person options. Additionally, the MOWR team is working on creating coursework in the OnDemand Academy that will meet the criteria and be offered at little or no cost to educators.

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 valid and reliable 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. However, while reading scores in Arizona have steadily increased since 1998, only 31% 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 2022.

It is important to understand the impact that early literacy instruction has on a student's future as Lesnick, Joy, et al. have reported (2010):

- 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 is available to assist all LEAs in the review, adoption, and implementation of curriculum, as needed. The curricular materials include those designed for core literacy instruction and materials designed to support intervention. Each type of curricular tool has specific legislative requirements.

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 requires oral and written language, spelling, and handwriting. This visual clarifies how all the elements of literacy support one another and are intertwined.

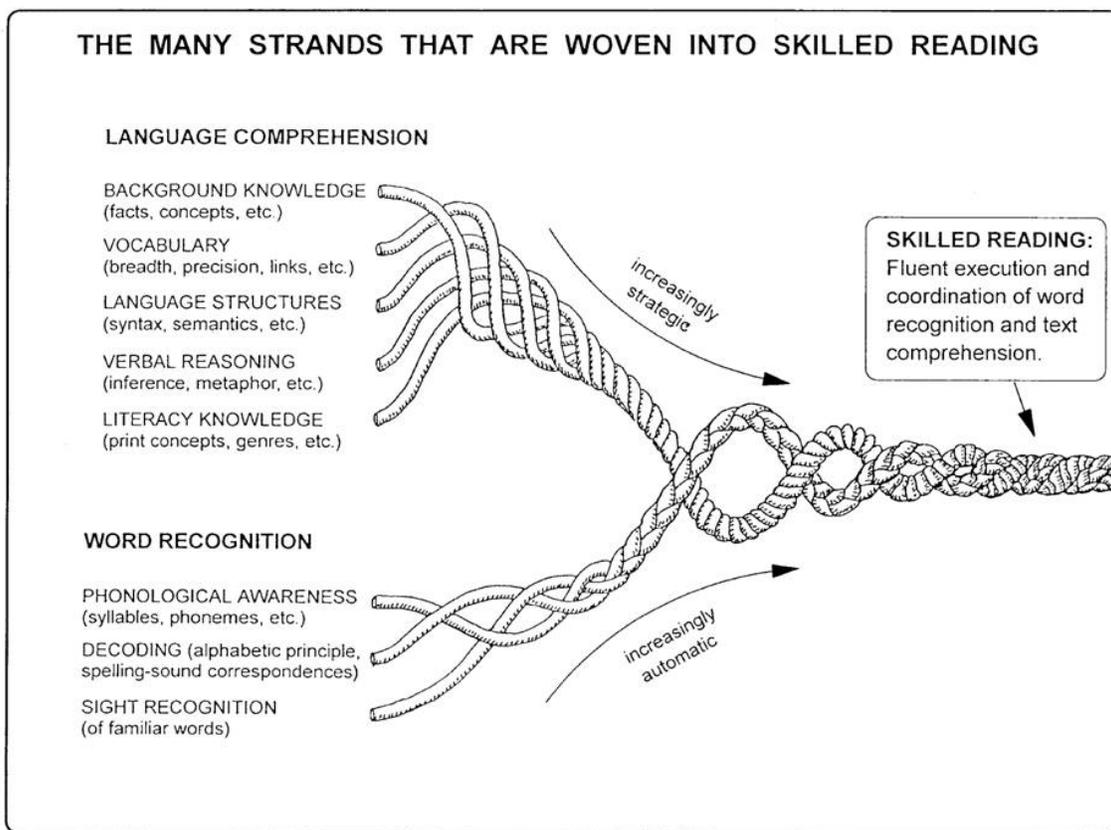


Image Credit: The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

- 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.

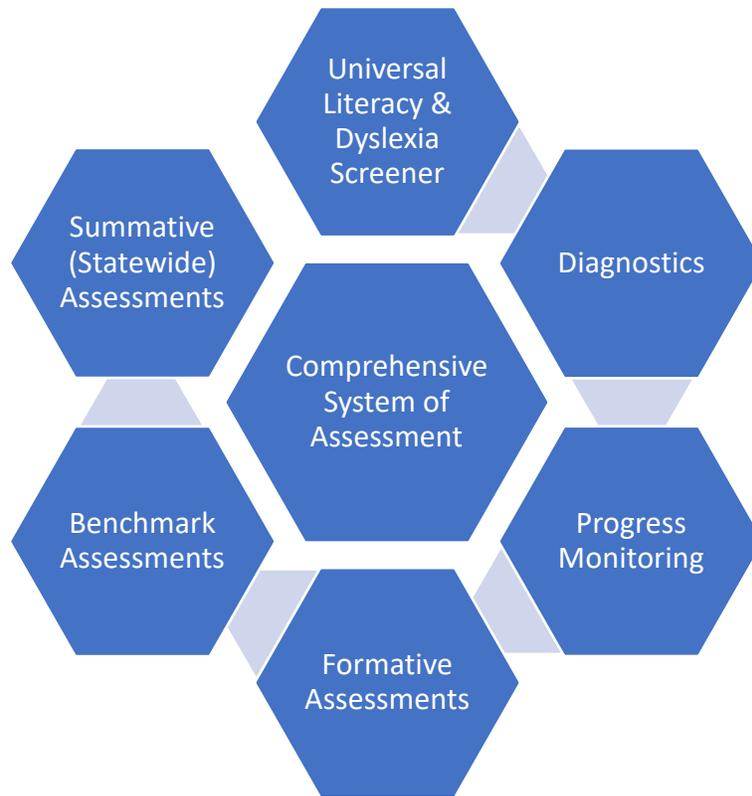
In addition to these reading elements, Arizona legislation requires core literacy programs to teach all the English Language Arts Standards and meet the ESSA requirements that show students are positively impacted by the product or tool at one of ESSA's identified top three tiers. A strong core reading program paired with direct and explicit instruction should meet the needs of at least 85% of students in learning to read.

To support schools in the process of reviewing literacy materials, the ADE MOWR team provided additional guidance to LEAs in the form of a vetted list 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 one for intervention. While not exhaustive, these documents are continually updated and have supported LEAs in the selection and use of high-quality curriculum based on their need. Their understanding of legislative requirements and the nuances of ESSA expectations has also deepened in the process. Ultimately, it is the responsibility of each schools' leadership and literacy team to ensure curriculum in use continues to meet the highest standards.

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 need and monitor the progress of students who struggle with reading in kindergarten through 3rd grade. 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 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 10 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:** Standards-based 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 aligned to specific standards.
- **Summative Assessment:** An end of year or end of course test, such as Arizona's statewide end of year assessments, 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 Move On When Reading 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 training and 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 Learning

Professional learning 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 asynchronous courses, videos, webinars, face-to-face presentations, and guidance documents with most learning opportunities available at little to no cost to educators. In the past year, the MOWR team has had more than **6,000 participants** in the variety of learning sessions offered.

Reading Fundamentals OnDemand Academy

The [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, without the need for substitutes, travel, or other costs. The MOWR team is currently working on a variety of additional options that teach literacy practices and foundational literacy skills aligned with the science of reading and Scarborough's Reading Rope. Many of these courses, when bundled together, 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 huge response that validates the need for more of these learning opportunities. In the past year, more than **2,200 participants** have registered for the available courses, with approximately 50% of those participants completing the course with 85% or better on the final knowledge inventory. 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 are aware of several school districts and charter schools using the courses as part of their professional learning plan and 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 and positive feedback from participants, office hours have continued monthly 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, seven books were shared with educators, covering the topics of reading instruction, dyslexia, interdisciplinary literacy in secondary and reading intervention. For next year, thirteen free book studies are already planned. Response continues to exceed expectations and the

participation numbers continue to grow even 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:

- *Fundamentals of Literacy Instruction and Assessment, Grades 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.
- *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades.* (2017) by Wexler, N.
- *Disciplinary Literacy Inquiry & Instruction.* (2019) Ippolito, J.
- *Overcoming dyslexia.* Alfred A. Knopf. (2020) By Shaywitz, S. E., & Shaywitz, J.
- *Conquering dyslexia.* (2020) Hasbrouck, J.
- *Structured literacy Interventions.* (2022) Spear-Swerling, L.

Science of Reading Webpage

To make certain educators have access to the most current and relevant literacy research and information, the MOWR team has created and curated a [Science of Reading Webpage](#). The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. (The Science of Reading: A Defining Movement Coalition, 2021). The webpage shares the latest information from researchers and literacy experts to include videos, info graphics, cognitive models, relevant books and articles, support for English language Learners, podcasts, tools for administrators, and more. The goal in developing this page is to provide a plethora of information in a single space to support educators.

Guidance Documents and Videos

To facilitate understanding of Move On When Reading policies and to assist schools with providing early identification and targeted interventions for struggling readers, the MOWR team develops guidance documents along with support videos and disseminates them directly to all Arizona MOWR contacts throughout the year. Support videos are short videos that walk school leaders through the processes for completing the MOWR Literacy Plan and data submissions. All support videos are housed on the MOWR/ELA YouTube channel. These documents, as well as other guidance documents and support videos, 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 literacy instruction, information about cognitive development, dyslexia, MOWR legislation, MOWR requirements, use of MOWR funds, and submitting MOWR Literacy Plans, among other literacy topics.

Funding for Professional Learning

From 2013-2015, the State Board of Education allotted \$500,000 to the ADE solely to facilitate the delivery of literacy trainings across the state, retaining \$1,000,000 for the administration of the Move On When Reading legislation. When full responsibility of the MOWR program was transferred to the ADE, \$500,000 were allotted for both the delivery of trainings and the administration of the MOWR program. This reduction in funding significantly reduced the number and types of trainings offered. The transition to the Reading Fundamentals OnDemand Academy provides free learning opportunities 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, grade, support and improve current courses.

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 (AZBCS) provides outstanding support when working with our charter schools. As a result of the collaboration with ASBCS, every charter school in the state has submitted literacy plans and universal screening data for the 2022-2023 school year.

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 Leadership
 - 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, kindergarten through 3rd grade literacy legislation around the nation, and to combine resources for guidance to the field.
- Read On Arizona
 - Read On Arizona, is a statewide, public and 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 and 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, which is in its third year of implementation. Additionally, Read On has facilitate learning collaborations with literacy leaders in both Mississippi and Florida which has provided a unique opportunity to learn and improve practices.
- Regional Education Laboratory West (REL West)
 - The MOWR team is supported by the REL West at WestEd team to learn and understand the requirements of ESSA and how to evaluate related research. This learning allows the MOWR team to vet core reading and reading intervention programs to determine 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. All projects require collaboration with groups inside and outside of ADE. All projects are designed to support and celebrate literacy outcomes in the state.

Decoding What Works: Success Analytics Project

Through a 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 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 in 2021 and 2022 due to the impacts of COVID. Read On and the MOWR team are planning a relaunch this project beginning with a review of recent data in December of 2022. The goal is to continue to share the great progress in literacy occurring around the state.

Legislative Updates

Legislation calls 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 K-5 Literacy Endorsement. The ADE MOWR team is leading the implementation of these legislative requirements.

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. Nine vendors have been approved through this process, as of December 1, 2022, 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](#), which houses the approved vendor list, as a guidance document to support LEAs in understanding the purpose of a Universal Literacy and Dyslexia 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. As of July 1, 2022, all schools should have chosen and planned full implementation for the 2022-2023 school year. Although there is no state funding available to support schools with this legislative requirement, all Arizona schools are now using a product on the approved list. Selecting and implementing a tool along with increased educator training will undoubtedly support educators in their data decision making to impact student literacy growth.

The following chart shows the current list of approved tools and the percent of Arizona schools currently using that tool. While review of 2022-2023 literacy plans is still in progress, of the 1,282 plans that have been reviewed so far, there seems to be an equal spread between several of the selected Universal Literacy and Dyslexia Screeners.

Universal Screening Tool	Used By (%)	Used By (#)
Acadience Reading K-6	12.17 %	156
aimswebPlus	5.30 %	68
Amira	1.33 %	17
DIBELS 8th Edition.	14.35 %	184
FastBridge CBMreading & aReading (2/3)	11.15 %	143
FastBridge Early Reading English- Composite (K/1)	10.92 %	140
i-Ready Assessment	4.99 %	64
iSTEEP.	2.89 %	37
mCLASS with DIBELS 8th and mCLASS RAN (K/1)	15.44 %	198
mCLASS with DIBELS 8th Edition (2/3)	14.35 %	184
Renaissance – Star AZ Literacy Assessment	7.02 %	90
Total number of schools with reviewed plans as of 12/9/2023		1282

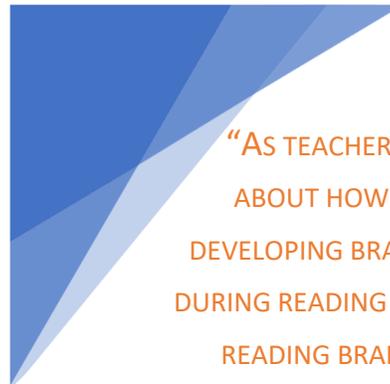
Dyslexia Training Designee. Another legislative requirement is for every campus with kindergarten through 3rd grade students to designate at least one educator as the Dyslexia Training Designee (DTD). The training required for the DTD must meet the criteria in the areas of Literacy Instruction (I), Intensifying 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 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 funds to support schools in training the DTD for their campus. While these funds did help many school districts, the demand was high and not all who applied received funds. All funds were dispersed within 8 weeks and will provide training for 876 educators for a total of \$1.8 million in allocated funds. DTD information for each campus was reported to the MOWR team within the existing Literacy Plan portal for the 2022 school year. Schools are encouraged to leverage their MOWR funds, Early Literacy

Grant funding, and other resources to support continued training for the DTDs. Of course, a reauthorization of these funds would be well received and encourage more teachers to get training.

K-5 Literacy Endorsement. The final legislative change requires kindergarten- 5th grade teachers who teach literacy to have a K-5 Literacy Endorsement. To earn this endorsement, teachers 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 equates 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. These courses in bundled groups are anticipated to be complete in late 2023.



“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

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 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 14,000 students and 750 educators in 40 schools, across the birth to grade 12 continuum. The MOWR team continues to support 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

Literacy Coaching

With funds provided by the Governor's office, the MOWR 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 coaching model first implemented in Mississippi. Through this model, funds for 25 coaches have been allocated to 9 districts with high needs. Currently 8 coaching positions have been filled, impacting 19 schools, 160 teachers and over 3,600 students. Monthly training is provided to coaches through WestEd in best-practices for coaching and facilitation as well as how to support the implementation of evidence-based reading instruction aligned with the science of reading. Additionally, coaches and their administrators attend quarterly training to align processes and protocols and develop a systemic approach to coaching on their campus.

Data from the first six months of implementation show that 84% of coaches' time is dedicated to coaching cycles and professional learning facilitation. Coaches are reporting growth in student foundational skills as measured by progress monitoring as well as increased understanding of and fidelity to evidence-based curriculum and instructional practices.

In addition, for training provided to coaches and administrators, the P-3 Coaching funds have been used to support teacher learning. Approximately 840 teachers and administrators in P-3 Coaching districts have started LETRS training.

Language Essentials for Teachers of Reading and Spelling (LETRS)

LETRS 3rd Edition is a comprehensive literacy training that is reading program agnostic and grounded in the science of reading which is called for in several grants awarded in Arizona. The training has four components that include reading materials, asynchronous learning, virtual training sessions with a LETRS trainer, and practice application for every session. The entire training covers all elements of reading and specifically calls out cognitive models like Scarborough's Reading Rope, The Simple View of Reading, Tolman's Hourglass and more. The information provided in this rich learning experience meets all criteria for Dyslexia Training Designee training requirements and K-5 Endorsement requirements. With funds allocated from the Governor's office and other grant funds, ADE and the MOWR team have supported more than 3,000 educators in high needs districts/ charters in implementing this 2-year training.

Section IV: Further MOWR Initiatives Given Increased Funding

The current 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, 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 varied professional development offerings of OnDemand courses, conference presentations, webinars, book studies, and in-person trainings to meet more literacy needs across the state.
 - 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;
 - Additional OnDemand Courses aligned to the elements in Scarborough's Reading Rope
 - Literacy instruction for administrators; and
 - Effective literacy systems, including appropriate use of assessment data.

- Regional support
 - With additional funds, the MOWR team could offer specific technical assistance and training 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.
 - The team will provide science of reading professional learning opportunities with several day-long sessions at host LEA sites across the state. This will allow participants from outlying areas of the state to have in-person professional development provided at a nearby location.

- 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 Move On When Reading 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

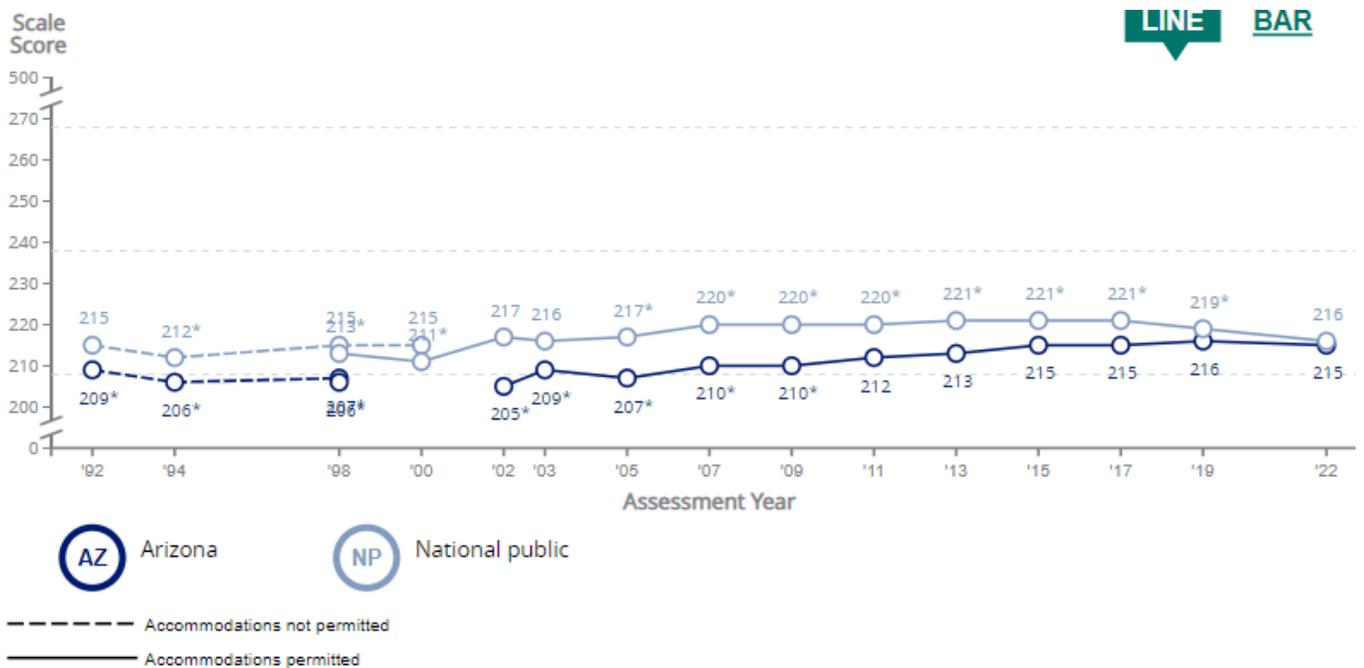
The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

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. Even with the impacts of COVID over the past several years, there has not been a statistically significant difference in scores of Arizona's 4th graders. The work must continue.

NAEP Data: 4th Grade Reading

2013		2015		2017		2019		2022	
Arizona	National Average								
213	221	215	221	215	221	216	219	215	215

NAEP- Average scale scores for grade 4 reading. Arizona students compared to students nationally.



* Significantly different (p < .05) from 2022.

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant. Results are not shown for d

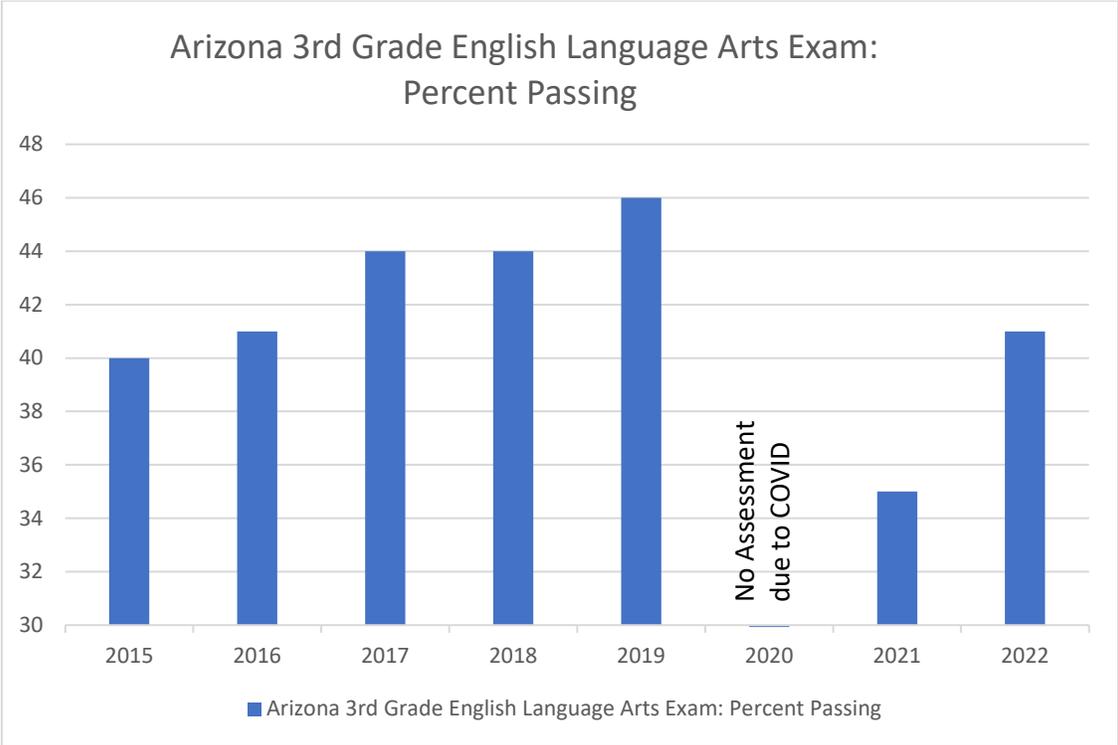
The increase in scores on NAEP is comparative to growth in reading of ½ a grade level for 4th grade students in Arizona. While this learning trend has continued over the past several years, there was a stabilization in scores due to the impacts of COVID.

Statewide Summative Assessment Data

Each year, students in 3rd-8th, 9th, and 11th grades take the statewide English Language Arts exam, which assesses their skills in reading and writing. Data from this assessment is used to

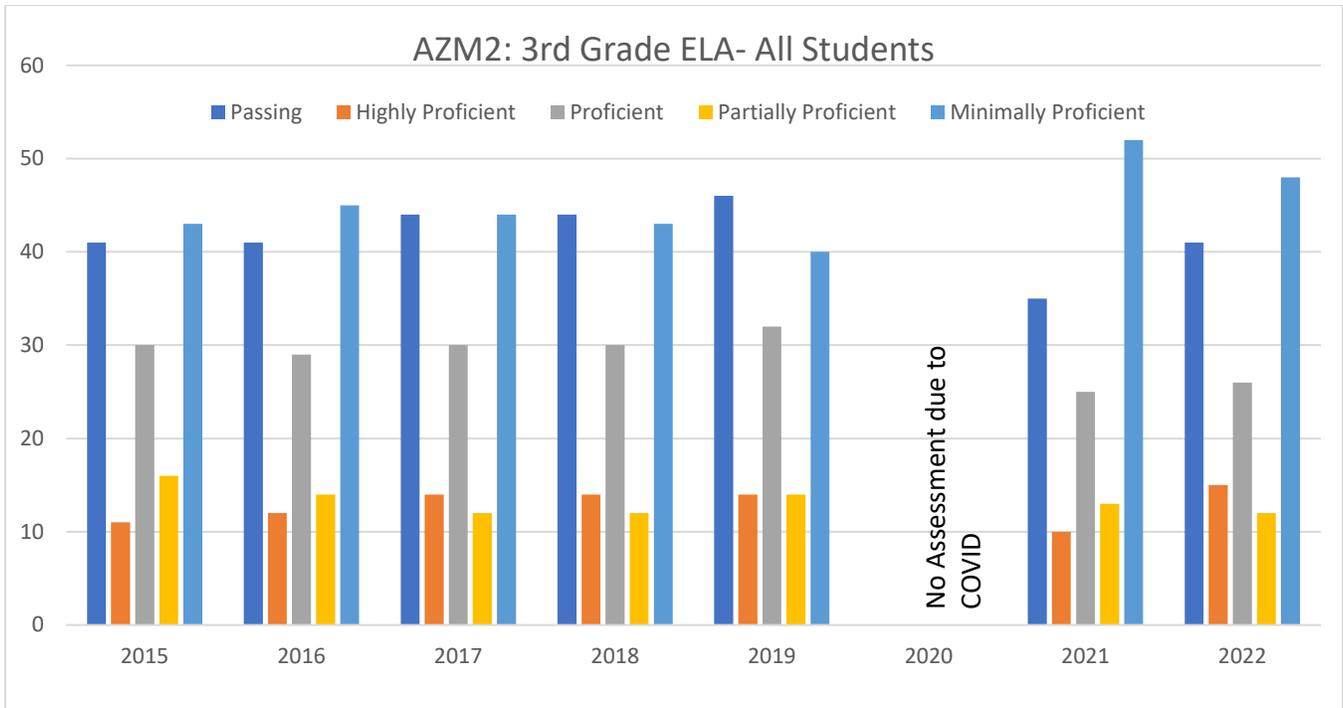
measure the effectiveness of student mastery of course goals, to determine the effectiveness of an educational program, and/or to meet local, state, and federal requirements. Due to the unique circumstances presented in 2020, the statewide ELA assessment was cancelled, therefore, no summative data was collected for the 2019-2020 school year. The impact of COVID is noted in the 2021 and 2022 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 in the school years since.



Statewide ELA Exam Comparative Data

The following graph shows a comparison of all 3rd grade statewide ELA scores for 2015 to 2022. 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 impacted the forward progress. Even with the drop in scores, Arizona teachers and students are resilient and already making gains.



County Data

Percent Passing the statewide 3rd Grade ELA Exam

Apache County: 25%	Mohave County: 34%
Cochise County: 38%	Navajo County: 30%
Coconino County: 35%	Pima County: 38%
Gila County: 25%	Pinal County: 31%
Graham County: 38%	Santa Cruz County: 33%
Greenlee County: 43%	Yavapai County: 39%
La Paz County: 22%	Yuma County: 31%
Maricopa County: 43%	

Statewide Benchmark Screening Assessment Data

Three times per year, LEAs submit school-level literacy data from their Universal Literacy and Dyslexia Screener for kindergarten through 3rd grade students. This data submission indicates the number of students at benchmark, approaching benchmark and significantly at-risk. Over the course of the three submissions, these data illustrate student progress from the beginning to the middle and to the end of the school year. In addition to submitting the student level data, school leaders must submit a descriptive narrative reflecting on the current data using a series of guiding questions. 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 and 2021-2022 school years, schools managed closures and modified schedules. Despite the disruptions, varied learning models and other ongoing issues, they were diligent in reporting their triannual data. In the 2022-2023 school year, schools have selected a Universal Literacy and Dyslexia Screener and have been submitting their beginning of the year data to ADE since the MOWR Portal was opened in 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.

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 English Language Arts 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.

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 because of school closures and the cancellation of the statewide exam. Since 2021, all MOWR retention policies have returned to normal.

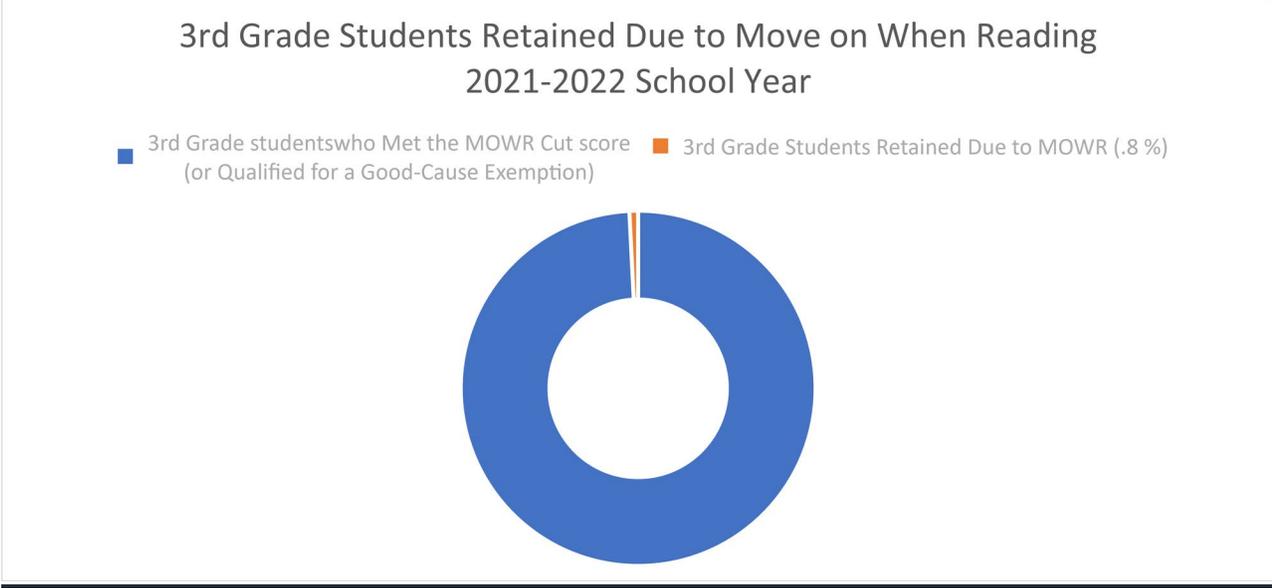
Four Exemptions to 3rd Grade Retention. If a student does not meet the cut score on the reading portion of the statewide English Language Arts exam, he or she is to be retained. Some students need this extra time and attention to acquire the necessary literacy skills to thrive and succeed in 4th grade. 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.

Historically, very few students are retained each year due to Move On When Reading. The chart below shows that 0.8% of 3rd grade students in the state who did not meet the MOWR cut score were retained in the 2021-2022 school year. These data will be updated for 2022-23 once all recent literacy plan submissions are reviewed.



Section VI: Move On When Reading Expenditures

Per A.R.S. § [15-211](#), schools and districts shall use Move On When Reading funds 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 kindergarten through third grade staffing, instructional materials/programs, assessment materials, and professional development.

The majority of MOWR funding received by LEAs in 2021-2022 was spent on staffing, which may include salaries for kindergarten through third grade teachers, reading coaches, literacy interventionists, and paraprofessionals.

MOWR Expenditure Data 2021-2022 (FY22)

Total MOWR Funding Released (All Schools)			
\$ 49,834,000			

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

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 2022-2023 (FY23)

Total MOWR Funding Estimated (All Schools)			
\$ 53,648,639			

K-3 Staffing (Estimated)	K-3 Instructional Materials (Estimated)	K-3 Assessment Materials (Estimated)	K-3 Professional Development (Estimated)
94%	4%	1%	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.

VII: References

- Annie E. Casey Foundation. (2010). *Early Warning! Why Reading by the End of Third Grade Matters*. Retrieved from https://assets.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf
- Assessments*. Arizona Department of Education. (2022, December 7). Retrieved December 10, 2022, from <https://www.azed.gov/assessment>.
- Denton, C. A. (2012). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Paul H. Brookes Pub. Co.
- ExcelinEd (2022), *K-3 Reading*. www.excelined.org/policy/k-3-reading/.
- Hasbrouck, J. (2020). *Conquering dyslexia*. Benchmark Education Company
- Hougen, M. (2020). *Fundamentals of Literacy Instruction & Assessment, pre-k-6* (2nd ed.). Brookes Publishing Co.
- Hougen, M. C. (2015). *Fundamentals of literacy instruction and assessment, 6-12*. Paul H. Brooks Publishing Co.
- Ippolito, J. (2019). *Disciplinary Literacy Inquiry & Instruction*. Learning Sciences Intl Llc.
- Lesnick, Joy, et al. (2010). *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 www.chapinhill.org/sites/default/files/Reading_on_Grade_Level_111710.pdf
- Oakhill, J., Cain, K., and Elbro C. (2015). *Understanding and Teaching Reading Comprehension*. Routledge.
- The Campaign for Grade-Level Reading (2022). *Grade Level Reading*, gradelevelreading.net/
- Read On Arizona. (2014). *Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices*. Retrieved from: <https://readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf>
- Rose, S., and Schimke. K. (2012). *Third Grade Literacy Policies: Identification, Intervention, and Retention*. Education Commission of the States, ecs.org/clearinghouse/01/01/54/10154.pdf
- Schoenbach, R., Murphy, L., & Greenleaf, C. (2012). *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms*. (2nd ed.). West ED.

Shaywitz, S. E., & Shaywitz, J. (2020). *Overcoming dyslexia*. Alfred A. Knopf.
Spear-Swerling, L. (2022). *Structured literacy Interventions*. The Guilford Press

Wexler, N. (2017). *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. Jossey-Bass