MOWR Vetted Intervention (Tier II and/or Tier III) Programs Guidance For New Submissions

This document is to be followed by vendors who would like to submit a reading program for the first time to be vetted and added to the MOWR list.

Reading programs previously on the MOWR vetted list that may be undergoing periodic reexamination or reading programs that have previously been rejected only need to send updated research studies via email to vendorreview@azed.gov to begin the new vetting process.

All submissions for curriculum that use balanced literacy, or three cueing strategies will not be reviewed and do not qualify to be added to the vetted list.

Only submissions for curriculum based on Science of Reading and Structured Literacy will be accepted and reviewed.

Definitions

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (*Science of Reading: Defining Guide*, The Reading League, 2022)

Intervention Reading Program: Tiered intervention is a model in education that provides different levels of support and intervention for students based on their needs. The levels are often represented as tiers in a pyramid, with Tier 1 being the broadest and Tier 3 being the most intensive:

- **Tier 1**: General instruction for all students

- **Tier 2**: Targeted instruction for students who need additional support, such as small-group lessons

- **Tier 3**: Intensive intervention for students with the most intense needs, such as individual lessons or small-group work

The goal of tiered intervention is to ensure that each student receives the level of support they need to be successful. It's based on the idea that not all students need the same level of instruction.

Background

A.R.S. §15-704.D requires each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt an evidence-based reading curriculum that includes the essential components of reading instruction. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on evidence-based reading research.

The Arizona Department of Education will review reading curricula to compile a list of effective programs grounded on ESSA Tiers of Evidence. All programs that petition to be on the vetted list shall submit all required documentation, including statistically significant research in grades K-3 to demonstrate ESSA Tier 1, ESSA Tier 2, or ESSA Tier 3 evidence.

The Arizona Department of Education requires the following in addition to ESSA Tiers of Evidence for all efficacy studies:

- The study must be conducted within the last fifteen years.
- Studies must comprise of at least 350 participants including attrition to be considered for ESSA Tier 1 and Tier 2 and must include treatment and control groups.
- Studies must comprise of at least 100 participants including attrition to be considered for ESSA Tier 3 and must include statistical controls for selection bias.
- The study must include information regarding student subgroups.
- The study must include statistical controls for selection bias.
- Direct instruction provided by a teacher must be a mainstay of the intervention curriculum. If the curriculum is fully digital, the teacher must play a significant role in providing small group or 1:1 instruction that is a required (not optional) component.

As noted above, the bulleted items are part of a pre-screen checklist and are subject to change. To be considered for a full comprehensive review, the submitted efficacy study must meet all bulleted items to advance to the next phase of the review process which includes criteria from the rubric found in this document several pages below.

Purpose

The purpose of this review is to assist the Arizona Department of Education in gathering information on research that demonstrates statistically significant findings that align with the requirements set forth by A.R.S. §15-704.D to meet the criteria for MOWR program approval. ADE will use this information to build a list of vetted MOWR literacy programs that meet ESSA Tiers of Evidence 1, 2, or 3.

A.R.S. §15-704.D Establishes the adoption of evidence-based reading curriculum that explicitly and systematically teaches phonological awareness, phonics, fluency, vocabulary, comprehension, and written & oral expression for students in kindergarten through third grade. The Arizona Department of Education will review research that supports these components of literacy.

Based on the requirements of statute, the ADE requests that interested vendors provide research on reading curriculum that demonstrates statistically significant research in grades K-3 to meet ESSA Tier 1, Tier 2, or Tier 3 evidence. The vendor may include information provided by What Works Clearinghouse but may not do so in lieu of providing a full efficacy study. The review of the full study will determine whether the curriculum is added to the Arizona Department of Education's list or not. **What Works Clearinghouse is not used to review a curriculum.** It may be used as a tool to gather more information about the program if needed.

Instructions for Responding

All research shall be submitted by e-mail to vendorreview@azed.gov. Please frame submission requirements as outlined in the form linked https://forms.office.com/r/gc5jYB0dFM.

See below for worksheet information you will need to complete the form.

VENDOR FORM WILL ASK FOR:

1. Intervention program's marketed name.
2. Is this intervention program a stand-alone program or is it part of a comprehensive package that schools can purchase with their core reading program?
3. Direct vendor web address to this program's primary information.
4. Official name of publishing company.
5. Previously published/marketed program name or publisher.
6. Year of original publication date.
7. Year of latest/current edition publication date.

8. Specific grade levels for which this program is intended to serve. (Ex. K-2, 3-5)
9. Does this curriculum use the Balanced Literacy approach to instruction?
10. Does this curriculum use leveled readers?
11. Specify which request for review: Tier II Intervention Program or Tier III Intervention Program or both.
12. Primary instruction delivery format.
13. Targeted students.
14. Intended group size.
15. Recommended frequency intervention is to be used (Number of days recommended per week).
16. Recommended duration intervention is to be used (Number of minutes recommended per day or session).
17. Which elements of structured literacy are included? ARS 15-704
18. Which literacy components are taught?
19. ESSA evidence rating for this intervention program. (EdReports ratings do not apply).
20. Include research study. Weblink or PDF to FULL REPORT of this intervention program's efficacy study. (Must include full report, not executive summary)
21. Answer whether ESSA evidence level is clearly displayed on this product's website. If yes, please share the direct link to this information. (ESSA rating must be clearly shown on website if designate, yes).
22. A clearinghouse has reviewed this product. If yes, please share the direct link for that website. (full web address) (Do not include EdReports ratings or case studies). If this product has not been reviewed by a clearinghouse such as WWC or Evidence for ESSA, enter n/a.
23. Contact for the Arizona vendor/sales representative. (Full name, job title, best email address, and direct phone number)
24. Any other information that would be helpful to the ADE Move On When Reading Team.

25. Is the three cueing system taught as strategies for decoding (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue)?

Evaluation Process

Each year, the process will be open to additional submissions. The submission window is July 1- November 1 with review occurring in the Spring of each year.

Vendors who are vetted agree if changes are made to their program, they will resubmit new research to the Arizona Department of Education for rereview to ensure all reading curricula continue to meet the legislative requirements as soon as changes are made. This can be done by emailing the changes to vendorreview@azed.gov

The vetted MOWR reading program list will be periodically reviewed and updated to reflect updated research or any future legislative changes.

Evaluation Criteria

Responses meeting the requirements will be evaluated by the Arizona Department of Education MOWR committee. The Committee will review and score responses based on the scoring rubric. The scoring rubric provides vendors with specific criteria used to evaluate a submission.

Request for further clarification from the vendor to assist the Committee in gaining additional understanding of a response may occur at any time.

If a vendor requests their program to be vetted for the Core as well as the Intervention Lists, then there will be additional follow-up questions via email to determine how the intervention intensifies instruction specific to a reading skill (and not simply differentiation for grade level reading standards). Research for these submissions must include research that is different than the research used for the Core submission and speaks directly to the use of the program as an intervention tool. There may be additional documents that may be asked for as well as possible meetings with the Review Committee.

MOWR Vetted Reading Program Rubric

Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list.

Scoring Values:

- **All** criteria is present
- Criteria is not met

Vendor will be emailed a blank rubric and asked to identify the page numbers where to find the criteria within the research provided. Once vendors email vendorreview@azed.gov with their completed rubric, review may begin by the Review Committee during the spring.

Research Study Submission

Each reading program must submit a research study, preferably peer reviewed, that finds the program to show statistically significant data related to K-3 literacy. The research must include the following to meet ADE's standards:

- ESSA Evidence Tier
- Independent Researchers (researchers not associated with the vendor/publisher)
- Established and consistent measure(s) used
- Sample Size (to include student demographics and attrition rates)
- Research Design
- Outcome
- Statistical Significance
- Effect Size (will be noted but is not required)
- MTSS Level of Support (will be noted but is not required)
- Peer Review (will be noted but is not required)

Notification

Following the review of the submission, vendors will be notified via email from the ADE MOWR Committee as to whether they will be included on the K-3 Reading Program list. This process may take 8-10 weeks at minimum. There is no appeal process.

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K-3 MOWR Vetted Reading Program List Rubric

Directions: Complete the Vendor Form. Within the form, items 10 and 11 will allow you to provide the full research study as a link.

For your reference, see below for Scoring Rubric that will be used to determine the addition of the Reading Program to ADE's Vetted MOWR Reading Program List.

Study: Date of Study: Grade Levels of Study: Reading Intervention Program's Marketed Name:		
	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier		
Independent Researchers (Y/N)		
Established Measure (Y/N)		
Sample Size		
Research Design		
Outcome		
Statistical Significance		
*Effect Size		
*MTSS Level of Support		
*Peer Review		

*Does not affect overall score