

## School and District Level Responsibilities for Move On When Reading Literacy Plans and Assessment Data

Welcome to Move On When Reading (MOWR). MOWR implementation requires coordination at both the school and LEA levels to improve K-3 literacy. Specific guidance on the submission process is available on the MOWR Submission [webpage](#).

Per [A.R.S §15-211](#) (D.) Each school district and charter school shall submit to the department of education a plan for improving the reading proficiency of the school district's or the charter school's pupils in kindergarten programs and grades one through three. The 2022 legislative session amended this legislation to remove the alternate-year submission exclusion. Therefore, beginning in 2022-2023, all K-3 schools must submit to the Arizona Department of Education (ADE) each year.

School Approvers are typically site principals, assistant principals, reading specialists, and/or school literacy leaders.

### School-level Approvers Must:

1. Ensure that a School Literacy Team is formed and should include: K-3 literacy leadership staff, including general education and special education teachers, coaches, Dyslexia Training Designee, and administrators, and have a deep understanding of
  - The school's evidence-based core reading program (Tier 1),
  - The school's literacy assessment system, and
  - The school's evidence-based Tier 2 and Tier 3 intervention systems, all of which are reflected in the school literacy plan.
2. The School Literacy Teams will create and enter MOWR literacy plans and assessment data submitted to the district/charter level.
  - MOWR district-level literacy plans and assessment data are due to the ADE annually by October 1st, so school plans should be submitted to the LEA level for approval and acceptance before this date.
3. Enter K-3 literacy assessment data and accompanying narratives two more times per year (due Feb. 1 and June 1).
  - The data is from the school's Universal Literacy and Dyslexia Screener.
  - The data reflects student reading levels at the beginning, middle, and end of the school year.
  - The data should be put into subgroups of:
    - Total students in grades K-3
    - English Learners
    - American Indian or Alaska Native

- Asian
  - African American/ Black
  - Hispanic or Latino
  - Native Hawaiian or Pacific Islander
  - White
  - Multiple races
  - Income Eligibility 1 and 2
  - Students with Disabilities
- The data from individual schools are aggregated into a single LEA submission, which is then submitted to ADE two more times per year, so school data needs to be submitted prior to the due dates.

\*Submission of MOWR literacy plans and literacy assessment data is a two-step process for all districts and charter schools, even single-site districts, and charters. Once plans are submitted at the school level by the School Approver, they must be aggregated and submitted to the ADE by the LEA Approver in the portal via ADEConnect. If the second step is not completed, the information is not sent to the Arizona Department of Education.

LEA Approvers are typically district/charter superintendents, heads of schools, district literacy leaders, and/or curriculum and instruction directors.

#### LEA-level Approvers Must:

1. Ensure that an LEA Literacy Team is formed and should include: district level leadership staff such as the Director of Curriculum and Instruction, district literacy specialists/coordinators, district coaches, and other administrators. Members of this group should have a deep understanding of
  - The district's evidence-based core reading program (Tier 1),
  - The district's literacy assessment system, and
  - The district's evidence-based Tier 2 and Tier 3 intervention systems, all of which are reflected in the district literacy plan.
2. Assist School Approvers as needed to gather and submit school-level plans and data.
3. Review and approve all individual school-level literacy plans and literacy assessment data submissions via the LEA-Approver MOWR portal prior to October 1st.
4. Aggregate all school-level literacy plans into one LEA literacy plan, beginning of the year data and submit to the ADE through the MOWR portal via ADEConnect by October 1<sup>st</sup>.

5. Aggregate all school-level literacy assessment data and submit it to the ADE by February 1st, and June 1st.
6. Submit district/charter-level information on the specific use of MOWR funds in the previous school year and the expected use of MOWR funds for the current school year. Total allocation will be prepopulated.
  - This is entered only once by the LEA Approver in the district literacy plan on the “Final” section.
7. Serve as the MOWR contact for the ADE MOWR team.
  - a. It is the responsibility of a district and/or charter’s Entity Administrator to ensure school-level and LEA-level MOWR permissions are up to date within ADEConnect via User Management. ADE cannot update edit user roles.
    - i. See the [ADEConnect Setup/Updating Contacts](#) tab.
8. Once the LEA Approver submits the aggregated literacy plan to the ADE, it is the LEA’s responsibility to check whether the plan has been approved or rejected.
  - a. If the plan is rejected, the LEA Approver must ensure that the errors in the plan are corrected and resubmitted to the ADE.