

## Universal Literacy and Dyslexia Screener

As part of the Move On When Reading (MOWR) [A.R.S. §15-211](#), schools are required to submit current literacy assessment data on the reading proficiency of all students in grades K-3. This universal screening data is submitted to the ADE by October 1<sup>st</sup>, February 1<sup>st</sup>, and June 1<sup>st</sup> every year.

To meet the guidelines in [A.R.S. §15-704](#), each school/district needs to be using an Approved Literacy and Dyslexia Screener.

If your screener <b>IS</b> currently on the list:		If your screener is <b>NOT</b> currently on the list:
1.) Reach out to vendor for updates in protocols and new training.		1.) Contact the Move On When Reading team immediately.
2.) You are set and ready for the school year.		2.) All schools not using an approved tool completed an Action Plan which informed the MOWR team of next steps to comply.
3.) Select your approved tool from the MOWR dropdown for your literacy plan and literacy assessment data submissions.		2.) If schools choose not to ensure full implementation of an approved tool, the literacy plan and data submissions cannot be approved.

Click [HERE](#) for the official list of ADE’s Approved Universal Literacy and Dyslexia Screeners.

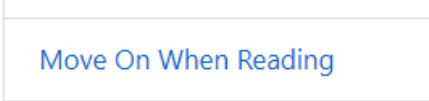
## Literacy Assessment Data Submission Guidance

As a reminder, this data submission follows the same process as the literacy plan. Once data is entered by the School Approver, the submission is submitted to the district/charter level. The LEA Approver then must review and accept the data for aggregation, prior to submitting to ADE.

**\*These same multiple steps must be followed, even for single-site charters or districts.**

## Step 1: Entering School-Level Assessment Data

1. The School Approver will log in to [ADEConnect](#) and select the Move On When Reading hyperlink to enter the MOWR portal.



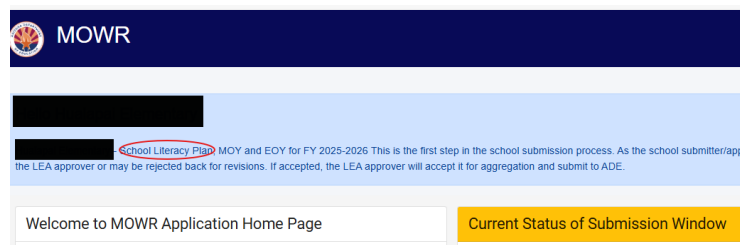
Move On When Reading

\*For those individuals who are both School and LEA Approver, you will need to toggle to LEA Approver using the blue User button on the right side of the screen and select “Switch.” For this second step as the LEA Approver, ensure all schools in your district/charter have first submitted their school literacy plans.

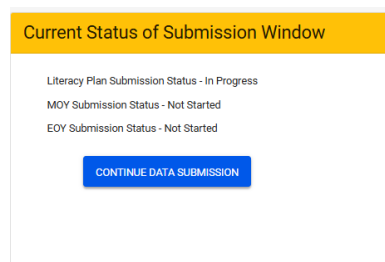
\*Note: A link to ADEConnect can also be found at [www.azed.gov](http://www.azed.gov) All user account permissions are managed by the district/school Entity Administrator. If you do not have MOWR permissions in ADEConnect, contact your district Entity Administrator for access. For guidance on the process for adding new MOWR contacts through ADEConnect, visit our section on [ADEConnect Setup/Updating Contacts.](#)

For an Entity Administrator directory, visit <https://adeconnect.azed.gov/FindEA>.

2. Verify accurate School Approver permission status on the home screen.



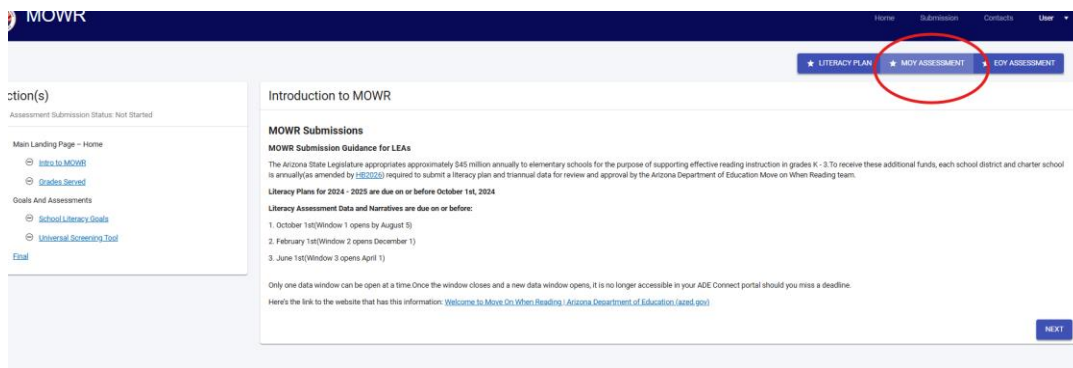
3. Locate ‘**Current Status of Submission Window**’ and find the ‘**Continue Data Submission**’ box in the middle of the homepage.



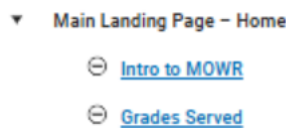
**\*\*Note:** The MOY or EOY Assessment button will only open when the submission window is OPEN.

**\*\*Literacy assessment data is submitted three times each year. Due dates:** (fall) October 1, (winter) February 1, and (spring) June 1.

4. Click on the MOY or EOY Assessment button located at the top right corner of the homepage.



5. Click on the **Main Landing Page-Home** arrow down and click on the **Intro to MOWR** link at the top and follow the steps below to enter all required information for this section of the literacy plan.

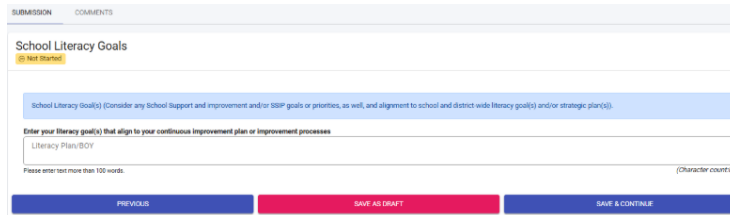


6. Select the grades that your school serves. This includes grade levels that may not have students enrolled, but your is capable of serving if they were to enroll. For example, if you are a K-8 school, but do not have any 1st graders enrolled at the time of completing the literacy plan then you would place a checkmark next to kindergarten, first grade, second grade, and third grade even though you currently do not have any 1st graders enrolled. Click **Save & Continue**.

- The **Comments** area is available for each section of the literacy plan if you wish to use it.



6. Type your **school narrative**. Include your **literacy goal** and your plan to meet this goal for the current school year. Refer to your MOY or EOY data analysis in your description. There is a minimum of 100 words and a maximum of 4,000 words.



7. Click **Save & Continue**.

8. Click the **+Add Screening Tool** button at the top of the screen. Select the **Universal Literacy & Dyslexia Screening Tool** used by your school.

- All K-3 students are screened for reading difficulties, including characteristics consistent with dyslexia, in the fall, winter, and spring benchmark periods.
- Reminder, this is the same tool used to submit your literacy assessment data 3X/year.

**\*\*Full implementation of an approved screener is required by [A.R.S §15-701](#).**

**\*\*If you are not currently using an approved screener, you must contact [moveonwhenreading@azed.gov](mailto:moveonwhenreading@azed.gov) prior to moving to the next section.**

**\*\*Visit our [Dyslexia](#) website to read the Universal Literacy and Dyslexia Guidance for Arizona's K-3 Schools/Districts and to view the list of approved screeners.**

9. Provide the **testing dates** for the Universal Literacy & Dyslexia Screening.

10. Enter the **total number** of students in grades kindergarten, first grade, second grade, and third grade who are at or above benchmark at the **middle of year** based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade students by **subgroup** who are at or above the benchmark at the **middle of year** based on the Universal Literacy and Dyslexia Screener Data.

Enter the number of students that are above or at benchmark

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="10"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="10"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="0"/>	<input type="text" value="10"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="30"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="30"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="40"/>
Income Eligibility 1 and 2	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="40"/>
Students with Disabilities	<input type="text" value="10"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text" value="30"/>

11. Enter the **total number** of students in grades kindergarten, first grade, second grade, and third grade who are approaching or at some risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade students by **subgroup** who are approaching or some risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data.

Enter the number students that are approaching benchmark and/or some risk

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
English Learners	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>
American Indian or Alaska Native	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>
Asian	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>
Hispanic or Latino	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Income Eligibility 1 and 2	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Students with Disabilities	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

12. Enter the **total number** of students in grades kindergarten, first grade, second grade, third grade who are at risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade students by **subgroup** who are at risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data.

Enter the number students that are significantly at risk and/or high

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

13. Click **Save & Continue**.

14. Verify that all sections of the data submission are complete and all pages have a **green check mark**. If any sections are still a black circle, return to the section to complete.

15. Add any final school comments.

16. Click the Submit to the **LEA for Review** button.

\*\*You will receive a final notice asking if you want to continue. Once you submit this data you will not be able to edit it.

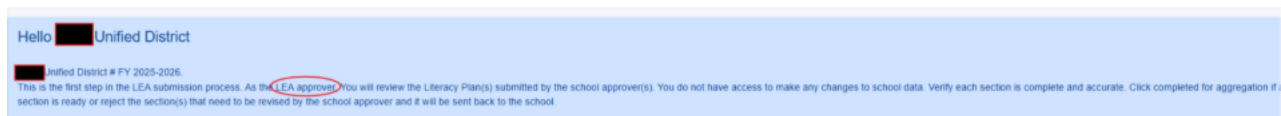
- The school-level data submission is now locked and cannot be edited.
- If you need to make changes after this step, contact your LEA Approver to reject your data submission.

\*For those individuals who are both School and LEA Approver, you will need to toggle to LEA Approver using the blue User button on the right side of the screen and select “Switch.” For the next step as the LEA Approver, ensure all schools in your district/charter have first submitted their school literacy plans.

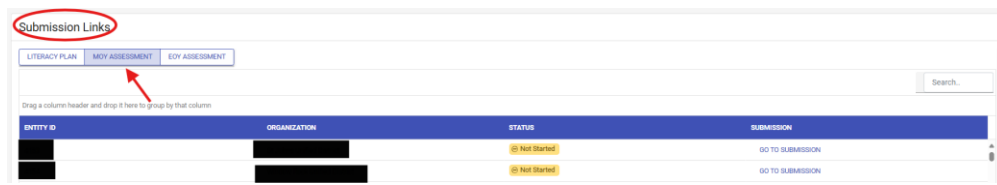
**These next steps will submit your aggregated district plan to ADE.**

## Step 2: LEA Approver Reviews and Accepts the School Level Data Submission

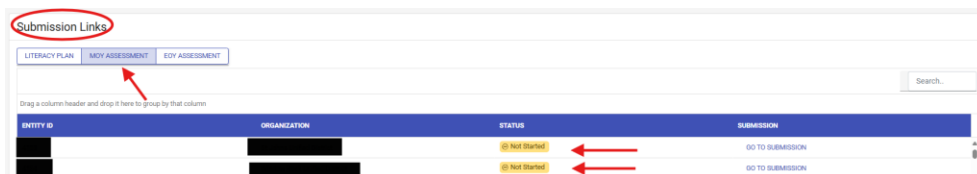
1. Log in to [ADE Connect](#) and select the Move On When Reding link to enter the MOWR portal as the LEA Approver. (double check the entity number to match the LEA)
2. Verify accurate LEA Approver permission status at the top of the dashboard.



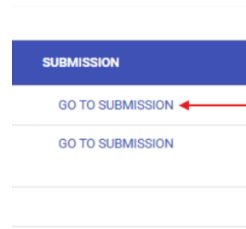
3. Locate on the dashboard: ‘Submission Links’ and ensure ‘MOY Assessment’ or ‘EOY Assessment’ is selected.



4. Locate ‘Status’ and verify that the school(s) within the LEA have successfully submitted to the LEA. If not, then you will not be able to proceed until this is done.

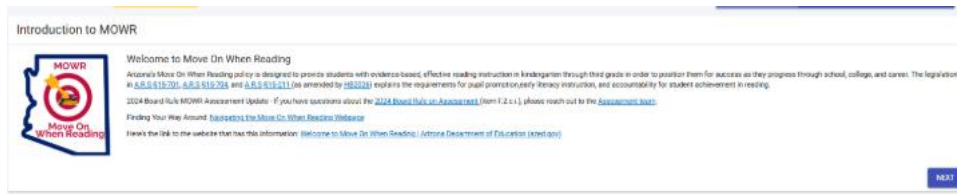


- If the school(s) you are going to review have successfully submitted to the LEA, then select ‘Go To Submission.’ You will have to do these next steps for each school within your LEA.



**\*\* Note: If you are a single-site charter and/or the same School Approver and LEA Approver, you are reviewing your own school’s literacy plan, accepting that plan for aggregation, and submitting that aggregated plan to ADE. Continue to follow these steps.**

- Click on the Intro to **MOWR section** and read the Welcome. You may click on the links to see the resources regarding legislation and the latest State Board of Education rules. Click the **Next** button to go to **Grades Served**.



- Verify that the correct **grades the school serves** is entered. This includes grade levels that may not have students enrolled, but the school is capable of serving if they were to enroll. For example, if it is a K-8 school, but does not have any 1st graders enrolled at the time of completing the literacy plan then the school would place a checkmark next to kindergarten, first grade, second grade, and third grade even though the school currently does not have any 1st graders enrolled. Select **Approve** or **Reject**.
  - The Comments area is available for each section of the literacy plan if you wish to use it to share comments with the School Approver.



- Verify the **school narrative** is submitted. It should include a **literacy goal** and a description of how the school plans to meet this goal for the current school year. It should reference MOY or EOY data analysis in the description. There is a minimum of 100 words and a maximum of 4,000 words.

SUBMISSION COMMENTS

School Literacy Goals

Not started

School Literacy Goal(s) (Consider any School Support and improvement and/or SBP goals or priorities, as well, and alignment to school and district wide literacy goal(s) and/or strategic plan(s)).

Enter your literacy goal(s) that align to your continuous improvement plan or improvement processes

Literacy Plan/BOY

Please enter text more than 100 words. (Character count)

PREVIOUS SAVE AS DRAFT SAVE & CONTINUE

9. Select **Approve** or **Reject**.

10. Verify that the school has selected a **Universal Literacy & Dyslexia Screening Tool**.

- All K-3 students are screened for reading difficulties, including characteristics consistent with dyslexia, in the fall, winter, and spring benchmark periods.
- **Reminder, this is the same tool used to submit your literacy assessment data 3x/year.**

11. Verify the school has provided **testing dates** for the beginning of year Universal Literacy & Dyslexia Screening.

12. Verify that the **correct number of students** in grades kindergarten, first grade, second grade, and third grade who are at or above benchmark at the **middle of year** based on the Universal Literacy and Dyslexia Screener data was entered and by **subgroup**.

Enter the number of students that are above or at benchmark

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

13. Verify that the **correct number of students** in grades kindergarten, first grade, second grade, and third grade who are approaching or at some risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data was entered and by **subgroup**.

Enter the number students that are approaching benchmark and/or some risk

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

14. Verify that the **correct number of students** in grades kindergarten, first grade, second grade, and third grade who are at risk at the **middle of year** based on the Universal Literacy and Dyslexia Screener data was entered and by **subgroup**.

Enter the number students that are significantly at risk and/or high

	Kindergarten	First grade	Second grade	Third grade	Total
Number Of Students	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students with Disabilities	<input type="text" value="0"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

15. Select **Approve** or **Reject**.

16. Ensure that all sections of the data submission were reviewed for each school within the LEA and are correct. All sections should have a **green check mark**. If you have more than one school within your LEA, repeat the above process for each school.

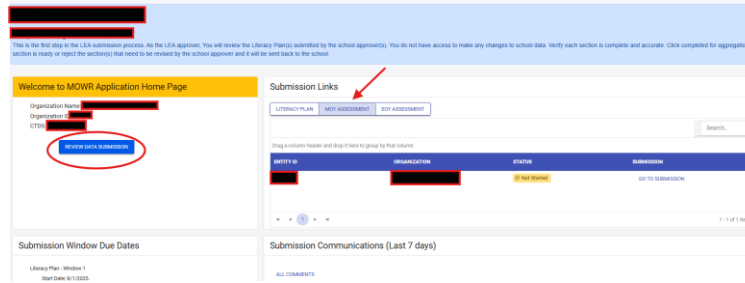
**This does not submit to ADE.**

**LEA Approver will complete all steps above to accept all plans for each school in the district/charter before completing steps below. If district/charter only has one school and school plan was accepted for aggregation, continue with steps below now.**

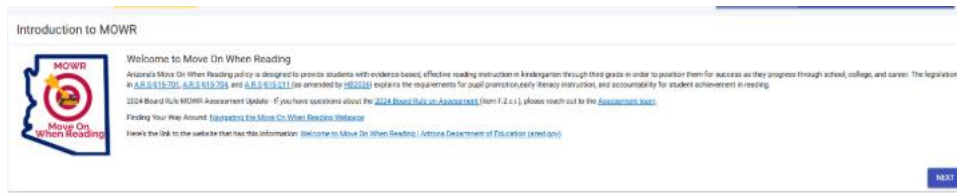
### Step 3: LEA Approver Aggregation of All Schools

This is the final submission step, which is due to the ADE MOWR team by February 1 for MOY and June 1 for EOY.

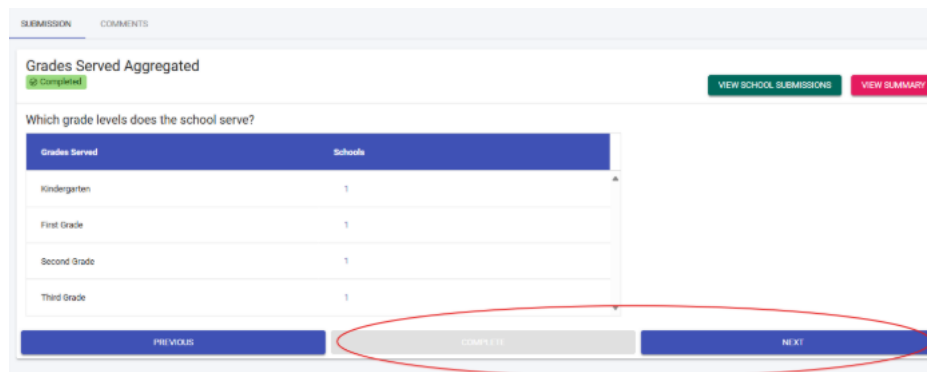
1. Log in to [ADE Connect](#) and select the Move On When Reding link to enter the MOWR portal as the LEA Approver. (double check the entity number to match the LEA)
2. Locate '**Current Status of Submission Window**' and click on '**Review Data Submission.**' Ensure that you are looking at the MOY Assessment field.



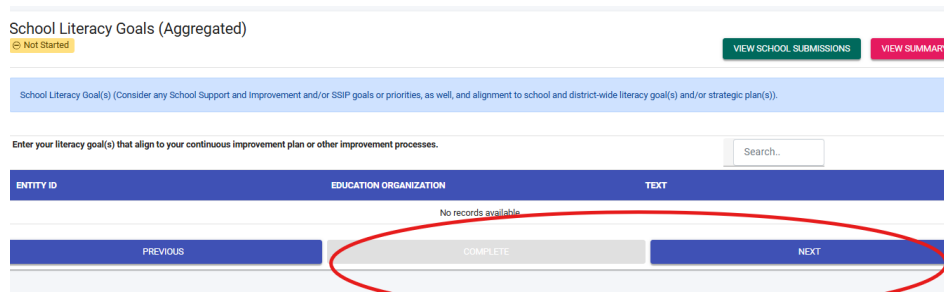
3. Click on the **Intro to MOWR section** and read the Welcome. You may click on the links to see the resources regarding legislation and the latest State Board of Education rules. Click the **Next** button to go to **Grades Served**.



4. Review that the **grades served** is correct and aggregated. Click the **Complete** button and click **Next**.



5. Verify the **literacy goal** is submitted for each school and aggregated. Click the **Complete** button and click **Next**.



6. Review that the Universal Screening Tool(s) selected is correct and aggregated. Click the **Complete** button and click **Next**.

Universal Screening Tool (Aggregated) Not Started [VIEW SCHOOL SUBMISSIONS](#) [VIEW SUMMARY](#)

Administered to every student at specific intervals to provide an indicator of risk in acquiring basic reading skills.

Aggregated Universal Screening Tool(s)

UNIVERSAL SCREENING TOOL	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
mCLASS with DIBELS 8th Edition and mCLASS RAN (K/1)	100%	100%	100%	100%

[PREVIOUS](#) [COMPLETE](#) [NEXT](#)

7. Click the button 'Submit to ADE.'

Final

Once Submitted, LEA Literacy Leadership Team Members and Budget will be displayed as Read Only Mode and ADE Users will be notified about Aggregated MOY Assessment Submission.

[PREVIOUS](#) [SUBMIT TO ADE](#)

Once you submit this form you will not be able to edit it. The MOWR team will now be able to review the district/charter submission and may contact you for clarification or questions.

**Congratulations!**  
**The District/Charter K-3 MOY or EOY Assessment Data is now submitted!**

If you have any questions or need assistance with the plan, please contact [MoveOnWhenReading@azed.gov](mailto:MoveOnWhenReading@azed.gov) or call 602-364-2355.