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Introduction

Arizona’s Move On When Reading legislation is designed to provide students with scientifically based reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. This document provides a brief overview of the key elements of the legislation.

The school’s role

A student’s school/district plays a vital role in ensuring he/she is reading at grade level and is ready to transition from learning to read to reading to learn. Arizona revised statutes [15-704](http://www.azleg.gov/ars/15/00704.htm) and [15-211](http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00211.htm&Title=15&DocType=ARS) require every school/district who serves kindergarten through third grade students to

1. Select and administer screening, ongoing diagnostic, and classroom based instructional reading assessments to monitor student progress.
2. Adopt and implement a scientifically based reading curriculum that includes the essential components of reading instruction.
3. Provide teacher training based on scientifically based reading instruction.
4. Devote reasonable amounts of time to explicit literacy instruction and independent reading.
5. Use funding provided by the Move On When Reading legislation on reading programs for students in kindergarten through third grade.

School Literacy Plans

Schools create and implement strategic plans to use data to build the literacy skills of each of their students Beginning with the 2016-2017 school year, school districts and charter schools with a letter grade of A or B will only be required to submit literacy plans and benchmark literacy data during odd-numbered years. So, for example, A and B school districts and charter schools are not required to submit K-3 literacy plans or literacy benchmark data for the upcoming 2016-2017 school year, but they will for the 2017-2018 school year. All school districts and charter schools serving students in kindergarten through third grade with letter grades below B or without a letter grade must continue to submit annual K-3 literacy plans and benchmark literacy data via the Move On When Reading ADE Connect application by October 1st in accordance with [ARS 15-211](http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00211.htm&Title=15&DocType=ARS). School districts and charter schools with letter grades below B that do not submit literacy plans by October 1st will not receive their designated Move On When Reading funds for the year.

1. Annual Due Dates
   1. Literacy Plan Submission: October 1
   2. Literacy Benchmark Data Submission #1: October 1
   3. Literacy Benchmark Data Submission #2: February 1
   4. Literacy Benchmark Data Submission #3: June 1

School Capacity building

To help teachers, schools, and districts build their capacity for scientifically based literacy instruction, the Arizona Department of Education offers the Teaching Reading Effectively (TRE) and Teaching Reading Effectively Trainer of Trainers (TRE-TOT) trainings. The content of TRE includes current research and evidence based practices that are necessary to develop a student’s oral language, decoding and encoding skills, academic vocabulary, and reading comprehension. Teachers who pass the TRE exam with a score of 80% or higher may then take the TRE-TOT, which will train them in the delivery of the TRE training so that they can become ADE certified and can build the capacity of their schools and districts by delivering the TRE at their sites.

Student Retention

The strategic planning and quality instruction provided by Arizona schools work to ensure that students are reading at the appropriate level; however, some students require added time and attention to hone their literacy skills. Arizona revised statute [15-701](http://www.azleg.gov/ars/15/00701.htm) requires that a student not be promoted from the third grade if he/she obtains a score on the reading portion of the AzMERIT exam that falls far below the third grade level as established by the State Board of Education.

AzMERIT Scoring

Move on When Reading results are included in the AzMERIT electronic student data file and in two AzMERIT Reports, the online Individual Student Report and the paper Family Score Report. Information on accessing, interpreting, downloading, and printing ORS reports is included in the [AzMERIT Reporting Guide](http://www.azed.gov/assessment/files/2012/10/azmerit-reporting-guide_web_10.03.15.pdf).

Exemptions to Student Retention

The Move On When Reading legislation was designed with the understanding that some students face unique challenges to learning. There are three exemptions to retention for a student who does not earn a sufficient score on the reading portion of the AzMERIT exam.

1. A student is an English Language Learner or is Limited English Proficient and has received less than two years of English instruction.
2. A student with disabilities has an individualized education plan (IEP), and the IEP team, which includes the student’s parent/guardian, agrees that promotion is appropriate.
3. A student is in the process of a special education referral or evaluation for placement in special education and/or a student who has been diagnosed as having a significant reading impairment, including dyslexia.

Interventions For Retained Students

The goal of the Move On When Reading legislation is to get each student the level of support he/she needs to become a strong reader. Students who are retained must receive at least one of the following interventions, which may be selected by the student’s parent/guardian, teacher, and/or principal.

1. The student is assigned a different teacher for reading instruction.
2. The student receives summer school reading instruction.
3. The student receives online reading instruction.
4. In the next academic year, the student receives intensive reading instruction before, during, and/or after the regular school day.

Parent/Guardian Communication

Annual Notification

Students learn best when parents are a part of the educational process. Schools/districts are required to provide annual written notification to parents of students in kindergarten, first, second, and third grade informing them about the Move On When Reading legislation and the possibility for retention for students who do not earn a sufficient score on the reading portion of the AzMERIT exam.

Early Identification of Reading Deficiencies

The earlier parents and teachers are aware of a student’s struggles with reading, the sooner they can act. If a school/district determines that a kindergarten through third grade student is substantially deficient in reading before the end of third grade, the school/district will provide the parent/guardian of that student with separate written notification of the reading deficiency. This notification will include the following information:

1. A description of the current reading services provided to the students.
2. A description of the available supplemental instructional services and supporting programs that are designed to remediate the student’s reading deficiencies.
3. Strategies for parents/guardians to assist their students in attaining reading proficiency.
4. A statement that the student will not be promoted from the third grade if he/she does not obtain a sufficient score on the reading portion of the AzMERIT exam taken at the end of the third grade.
5. A description of the school/district policies on midyear promotion to a higher grade.

student Promotion After Retention

Summer School

A student who is retained in third grade due to an insufficient score on the reading portion of the AzMERIT exam can be promoted to the fourth grade upon completing a summer school program and demonstrating that he/she is reading at a proficient level on an appropriate reading assessment administered by the school/district prior to the start of the next school year.

Mid-year Promotion

A student who is retained in third grade due to an insufficient score on the reading portion of the AzMERIT exam can be promoted to the fourth grade midway through the next year, the year he/she is retained, if he demonstrates that he/she is reading at a proficient level on an appropriate reading assessment administered by the school/district.