



## Move on When Reading Overview 2017-2018

### Introduction

Arizona's Move on When Reading (MOWR) legislation is designed to provide students with evidence-based reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and the workforce. The heart of the legislation focuses on early identification and intervention for struggling readers. 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. A.R.S. § 15-704 and 15-211 require every school/district who serves kindergarten through third grade students to

1. Provide a balanced literacy assessment system that assesses and monitors student progress. This balanced system must include the use of universal screeners, diagnostics, progress monitors, benchmark assessments, and summative assessments.
2. Adopt and implement an evidence-based reading curriculum that includes the five essential components of early literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
3. Provide high quality teacher training in evidence-based reading instruction.
4. Devote reasonable amounts of time to explicit and systematic literacy instruction and independent reading.
5. Use funding provided by the MOWR legislation to build the literacy skills of students in kindergarten through third grade.

### School Literacy Plans

Schools create and implement literacy plans to strategically identify and address the specific literacy needs of their students. School districts and charter schools with a letter grade of A or B are only required to submit literacy plans and benchmark literacy data during odd-numbered school years, for example the 2017-2018 school year. All school districts and charter schools with letter grades of C, D, or F, or without a letter grade, must submit K-3 literacy plans and benchmark literacy data each year.

*Any school districts or charter schools that do not submit literacy plans by October 1, 2017 will be in danger of losing their designated MOWR funds for the year.*

1. Annual Due Dates
  - a. Literacy Plan Submission: October 1
  - b. Literacy Benchmark Data Submission #1: October 1
  - c. Literacy Benchmark Data Submission #2: February 1
  - d. Literacy Benchmark Data Submission #3: June 1

## School Capacity building

To help teachers, schools, and districts build their capacity for evidence-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. Having teachers attend the TRE and/or TRE-TOT is an appropriate use of MOWR funds.

## 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. A.R.S. § 15-701 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 below the cut score established by the State Board of Education.

## AzMERIT Scoring

MOWR 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 [ORS User Guide](#).

## Exemptions to Student Retention

The MOWR legislation was designed with the understanding that some students face unique challenges to learning. There are four exemptions to retention for a student who does obtain 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.
4. A student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3<sup>rd</sup> grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education.

## Interventions for Retained Students

The goal of the Move on When Reading legislation is to provide each student the level of support he/she needs to become a strong reader. Students who are retained must receive *more than one* of the following interventions:

1. Summer school reading instruction.
2. Intensive reading instruction before, during, and/or after the regular school day.
3. Small-group, teacher-led reading instruction that may include computer based or online instruction.
4. Assignment to a different teacher whose most recent performance evaluation is in one of the top two performance classifications.

## **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 MOWR 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 made 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, 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 student's specific area(s) of struggle with reading.
2. A description of the current reading services being provided to the student.
3. A description of any available supplemental instructional reading services and/or supporting programs that are available at the school.
4. Strategies for the parents/guardians to use at home to assist their student in attaining reading proficiency.
5. 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.
6. 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.