



ARIZONA DEPARTMENT OF
EDUCATION

Vendor Guidance-Submission for MOWR **Consideration for Intervention and/or** **Supplemental**

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

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.

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.

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.

Supplemental Reading Program: A supplemental program provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance a core or intervention instructional program during whole class or small group instruction with additional instruction or practice opportunities.

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.

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: [Vendor Review Submission Intervention and Supplemental – Fill out form](#)

Directions: Complete the Vendor Form. Within the form, item 12 will allow you to provide the full research study as a link.

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

VENDOR FORM WILL ASK FOR:

1. Is the research you are submitting 15 years or older?
2. Does the research you are submitting have at least 350 participants (to be considered for Tier 1 or 2) and no less than 100 participants after attrition to be considered for Tier 3?

3. Is diversity within student population and subgroups represented in your research results?
4. Is it fully understood that a submission of a fully digital, asynchronous curriculum, will only be reviewed and considered for the supplemental list?
5. This program is an INTERVENTION program (fully digital programs will only be considered for the Supplemental list)
6. This program is a SUPPLEMENTAL program
7. Official name of publishing company.
8. Program's marketed name
9. Vendor Contact for Arizona Sales Representative (Please include: Full name, job title)
10. Vendor Contact AZ Sales Representative email address:
11. Vendor Contact AZ Sales Representative phone number:
12. Weblink or PDF to FULL REPORT of efficacy study. Please note: To be added to our review schedule, the submission MUST include a full efficacy study
13. Direct vendor's web address to this program's primary information
14. Previously published/marketed program name or publisher. If no other name or publisher, enter n/a.
15. Year of latest/current edition publication date.
16. Specific grade levels for which this program is intended to serve. (Ex. PreK-3, K-2, 3-5)
17. Primary delivery format. (Select all that apply).
18. Targeted students (Select all that apply)
19. Intended group size (Select all that apply)
20. Recommended frequency intervention is to be used (Number of days recommended per week)
21. Recommended duration intervention is to be used (Number of minutes recommended per day or session)
22. Included instructional elements of structured literacy. (Select all that apply) ARS 15-704
23. Which literacy components are taught?

24. ESSA evidence rating for this intervention/supplemental program. (EdReports ratings do not apply) (Select one) ARS 15-70

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 review for both the Core and Intervention Lists, additional follow-up questions will be sent via email to clarify how the program intensifies instruction for specific reading skills, beyond standard differentiation for grade-level expectations. Submitted research **must be distinct** from that provided for the Core review and **must directly address the program's effectiveness as an intervention**. Additional documentation and, if necessary, meetings with the Review Committee may also be required.

Programs submitted as **fully asynchronous** will be considered for inclusion on the **supplemental list only**. Structured literacy practices require direct instruction from an educator within intervention models.

Dates of studies will be reviewed by the committee. The committee will not review any submissions of studies 15 years or older.

Sample size requirements: For review for intervention 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. Students must comprise at least 100 participants

including attrition to be considered for ESSA Tier 3 and must include statistical controls for selection bias.

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 **full** research study (not a brief or study overview), preferably peer reviewed, that finds the program to show **statistically significant data related to K-3 literacy** (data outside of K-3 grade levels will **NOT** be reviewed). 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 (**for K-3 students**)
- 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.
