



Arizona State Board of Education  
K-3 Literacy Ad Hoc Committee

NOTICE OF PUBLIC MEETING  
**AMENDED AGENDA**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the K-3 Literacy Ad Hoc Committee and to the general public, that the Committee will hold a meeting open to the public as specified below. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Committee may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Committee may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. §38-431.03 (A) (3), the Committee may vote to convene in executive session for discussion or consultation for legal advice from the Committee's attorneys concerning any items on this agenda.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 1<sup>st</sup> day of November, 2016.

By: \_\_\_\_\_

A handwritten signature in blue ink, appearing to read "K. Schmidt", written over a horizontal line.

Karol Schmidt  
Executive Director  
(602) 542-5057

**AGENDA**

ARIZONA STATE BOARD OF EDUCATION  
K-3 LITERACY AD HOC COMMITTEE  
Friday, November 4, 2016  
1:00 PM  
Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
Conference Room 122

**AMENDED AGENDA**  
**K-3 LITERACY AD HOC COMMITTEE**  
November 4, 2016  
Page 2

1:00 p.m. CALL TO ORDER

**GENERAL SESSION**

- A. Presentation, discussion and possible action regarding recommendations to the State Board of Education for proposed amendments to the following statutes:
1. A.R.S. § 15-211, K-3 reading program; receipt and use of monies; additional funding; program termination
  2. A.R.S. § 15-701, Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition
  3. A.R.S. § 15-704, Reading proficiency; definitions
- B. Presentation, discussion and possible action regarding possible recommendations of rules and policies for the Move on When Reading program pursuant to A.R.S. § 15-211 for the following:
1. Development of compliance measures for K-3 reading proficiency plans submitted to the Department of Education
  2. The distribution of monies by the Department of Education for school districts and charters that submit a K-3 reading program plan which includes data on program expenditures and results
  3. The proper use of monies for school districts and charters that receive the K-3 reading support level weight with particular emphasis on pupils in kindergarten programs and grades one and two
- C. Presentation and discussion on the Kindergarten Developmental Inventory and K-3 formative assessments**
- D. **CALL TO THE PUBLIC.** This is the time for the public to comment. Members of the Committee may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

**AMENDED AGENDA**  
**K-3 LITERACY AD HOC COMMITTEE**  
November 4, 2016  
Page 3

- E. FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Committee may discuss future meeting dates and direct staff to place matters on a future agenda.**

**ADJOURN**

**EXECUTIVE SUMMARY**

<b>Issue:</b>	Presentation, discussion and possible action to recommend proposed amendments regarding recommendations to the State Board of Education for proposed amendments to A.R.S. §15-211, A.R.S. §15-701 and A.R.S. §15-704
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Action/Discussion Item

Information Item

**Background and Discussion**

The Move on When Reading (MOWR) law prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below the third grade level. The proposed legislation before the K-3 Literacy Ad Hoc Advisory Committee was drafted to conform with the Committee's recommendations regarding current MOWR laws and best practices.

Amendments to A.R.S. §15-211 substitute the name "Arizona Instrument to Measure Standards" with "successor test."

Amendments to A.R.S. §15-701 are as follows:

- A. Substitution of "Arizona Instrument to Measure Standards test" with "statewide assessment;"
- B. Replaces outdated language aligned to the AIMS cut score of "falls far below" and replaces it with "sufficient progress on reading skills" as established by the Board;
- C. Requires that a pupil shall not be retained twice in grade three;
- D. Allows a school district governing board or the governing body of a charter school to exempt from retention a pupil who has demonstrated mastery of all grade three reading standards as evidenced through an assessment-based student reading portfolio approved by the Board, which includes an alternative standardized reading assessment as determined and approved by the Board;
- E. Requires a school district governing board or the governing body of a charter school to offer all of the interventions and remedial strategies as developed by the Board to be chosen in consultation with the pupil's parent or guardian and the pupil's teacher and principal;
- F. If one of a pupil's intervention consists of being assigned to a new teacher for reading instruction or to summer school, the teacher shall be designated in one

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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of the top two performance classifications in the teacher's most recent evaluation;

G. Online reading instruction is no longer a stand-alone intervention and must be taught in conjunction with teacher-led small group reading instruction; and

H. Parents shall be notified if their child is substantially deficient in reading based on local or statewide assessments and the notification shall include a description of the specific individual needs of the pupil.

Amendments to A.R.S. §15-704 change the name of "scientifically-based" reading instruction to "evidence-based" reading instruction and defines "evidence-based" consistent with the Every Student Succeeds Act (ESSA).

**Recommendation to the Certification Advisory Committee**

It is recommended that the K-3 Literacy Ad Hoc Advisory Committee recommend the proposed amendments to A.R.S. §15-211, A.R.S. §15-701 and A.R.S. §15-704 to the State Board of Education as proposed legislation.

15-211. K-3 reading program; receipt and use of monies; additional funding; program termination

A. The department of education shall administer a K-3 reading program to improve the reading proficiency of pupils in kindergarten programs and grades one, two and three in the public schools of this state.

B. Each school district and charter school shall submit to the department of education a plan for improving the reading proficiency of its pupils in kindergarten programs and grades one, two and three. The plan shall include baseline data on the reading proficiency of its pupils in kindergarten programs and grades one, two and three and a budget for spending monies from both the K-3 support level weight and the K-3 reading support level weight established in § 15-943. Each school district and charter school shall annually submit to the department of education on or before October 1 an updated K-3 reading program plan that includes data on program expenditures and results, except that beginning in fiscal year 2016-2017, a school district or charter school that is assigned a letter grade of A or B pursuant to § 15-241 shall submit this plan only in odd-numbered years.

C. School districts and charter schools shall use monies generated by the K-3 reading support level weight established in § 15-943 only on reading programs for pupils in kindergarten programs and grades one, two and three with particular emphasis on pupils in kindergarten programs and grades one and two.

D. Each school district and charter school that is assigned a letter grade of C, D or F pursuant to § 15-241 or that has more than ten percent of its pupils in grade three reading far below the third grade level according to the reading portion of the STATEWIDE ASSESSMENT ~~Arizona instrument to measure standards test, or a successor test,~~ shall receive monies generated by the K-3 reading support level weight established in § 15-943 only after the K-3 reading program plan of the school district or charter school has been reviewed and recommended for approval by the department of education and approved by the state board of education.

E. Pupils in a charter school that is in its first year of operation and that is sponsored by the state board of education, the state board for charter schools, a university under the jurisdiction of the Arizona board of regents, a community college district or a group of community college districts are eligible for the K-3 reading support level weight.

F. The department of education shall solicit gifts, grants and donations from any lawful public or private source in order to provide additional funding for the K-3 reading program.

G. The state board of education may establish rules and policies for the K-3 reading program, including:

1. The proper use of monies in accordance with subsection C of this section.
2. The distribution of monies by the department of education in accordance with subsection B of this section.

3. The compliance of reading proficiency plans submitted pursuant to subsection B of this section with § 15-704.

H. The program established by this section ends on July 1, 2022 pursuant to § 41-3102.

15-701. Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in § 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools.

2. Prescribe competency requirements for the promotion of pupils from the eighth grade and competency requirements for the promotion of pupils from the third grade incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies. Notwithstanding § 15-521, paragraph 4, the competency requirements for the promotion of pupils from the third grade shall include the following:

(a) A requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the ~~Arizona instrument to measure standards test, or a successor test,~~ STATEWIDE ASSESSMENT that DOES NOT demonstrate that the pupil's reading SUFFICIENT PROGRESS ON READING SKILLS falls far below the third grade level or the equivalent as established by the board, PROVIDED THAT A PUPIL SHALL NOT BE RETAINED TWICE IN GRADE THREE. A pupil may not be retained if data regarding the pupil's performance on the ~~Arizona instrument to measure standards test, or a successor test,~~ STATEWIDE ASSESSMENT is not available before the start of the following academic year. A pupil who is not retained due to the unavailability of test data must receive intervention and remedial strategies pursuant to subdivision (c) of this paragraph if the third grade assessment data subsequently DOES NOT demonstrate SUFFICIENT PROGRESS ON READING SKILLS that the pupil's reading ability falls far below the third grade level or the equivalent.

(b) A mechanism to allow a school district governing board or the governing body of a charter school to promote a pupil from the third grade who DOES NOT DEMONSTRATE SUFFICIENT PROGRESS ON READING SKILLS PURSUANT TO SUBDIVISION (a) OF THIS PARAGRAPH ~~obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level~~ for any of the following:

(i) A ~~good cause exemption~~ if the pupil WHO is an English learner or a limited English proficient student as defined in § 15-751 and has had fewer than two years of English language instruction.

(ii) A pupil who is in the process of a special education referral or evaluation for placement in special education, a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or a pupil who is a child with a disability as defined in § 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program.

(iii) THE PUPIL DEMONSTRATED A MASTERY OF ALL GRADE 3 READING STANDARDS AS EVIDENCED THROUGH AN ASSESSMENT-BASED STUDENT READING PORTFOLIO APPROVED BY THE BOARD, WHICH INCLUDES AN ALTERNATIVE STANDARDIZED READING ASSESSMENT AS DETERMINED AND APPROVED BY THE BOARD.

(iv) A pupil who receives intervention and remedial services during the summer or subsequent school year pursuant to subdivision (c) of this paragraph and demonstrates sufficient progress may be promoted from the third grade based on guidelines issued pursuant to subsection B, paragraph 5 of this section.

(c) Intervention and remedial strategies developed by the state board of education for pupils who are not promoted from the third grade. A school district governing board or the governing body of a charter school shall offer ~~at least one of~~ the intervention and remedial strategies developed by the state board of education. The parent or guardian of a pupil who is not promoted from the third grade and the pupil's teacher and principal may choose the most appropriate intervention and remedial strategies that will be provided to that pupil. The intervention and remedial strategies developed by the state board of education shall include:

(i) A requirement that the pupil be assigned to a ~~different~~ teacher for reading instruction WHO IS DESIGNATED IN ONE OF THE TOP TWO PERFORMANCE CLASSIFICATIONS IN THE TEACHER'S MOST RECENT EVALUATION.

(ii) Summer school reading instruction WITH A TEACHER WHO IS DESIGNATED IN ONE OF THE TOP TWO PERFORMANCE CLASSIFICATIONS IN THE TEACHER'S MOST RECENT EVALUATION.

(iii) In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.

(iv) ENHANCED Online AND TEACHER-LED SMALL GROUP reading instruction.

3. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one through three that is designed to identify pupils who have reading deficiencies pursuant to § 15-704.

4. Develop intervention and remedial strategies pursuant to paragraph 2, subdivision (c) of this subsection for pupils in kindergarten programs and grades one through three who are identified as having reading deficiencies pursuant to § 15-704.

5. Distribute guidelines for the school districts to follow in prescribing criteria for the promotion of pupils from grade to grade in the common schools. These guidelines shall include recommended procedures for ensuring that the cultural background of a pupil is taken into consideration when criteria for promotion are being applied.

B. School districts and charter schools shall provide annual written notification to parents of pupils in kindergarten programs and first, second and third grades that a pupil ~~who obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level~~ WHO DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION will not be promoted from the third grade. SCHOOLS AND CHARTER SCHOOLS SHALL IDENTIFY



EACH PUPIL WHO ~~If the school has determined that the pupil is substantially deficient in reading IN KINDERGARTEN AND GRADES ONE AND TWO before the end of grade three, BASED UPON LOCAL OR STATEWIDE ASSESSMENTS, the school district or charter school~~ AND shall provide to the parent OR GUARDIAN of that pupil a separate written notification of the reading deficiency that includes the following information:

1. A DESCRIPTION OF THE SPECIFIC INDIVIDUAL NEEDS OF THE PUPIL.

~~2. A description of the current reading services provided to the pupil.~~

~~3. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. Each school district or charter school shall offer at least one intervention strategy and at least one remedial strategy.~~ THE INTERVENTION AND REMEDIAL STRATEGIES DEVELOPED BY THE STATE BOARD OF EDUCATION for pupils with reading deficiencies. ~~The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose the strategy that will be implemented for that child.~~ THE PARENT OR GUARDIAN OF A PUPIL AND THE PUPIL'S TEACHER AND PRINCIPAL MAY CHOOSE THE MOST APPROPRIATE INTERVENTION AND REMEDIAL STRATEGIES THAT WILL BE PROVIDED TO THAT PUPIL.

3. Parental strategies to assist the pupil to attain reading proficiency.

4. A statement that the pupil will not be promoted from the third grade if the pupil ~~obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level~~ DOES NOT DEMONSTRATE SUFFICIENT PROGRESS ON READING SKILLS PURSUANT TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption pursuant to subsection A, PARAGRAPH 2, SUBDIVISION (b) of this section.

5. A description of the school district or charter school policies on midyear promotion to a higher grade.

[Repeat C-K verbatim]

#### § 15-704. Reading proficiency; definitions

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan appropriate and effective intervention.

B. 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 a ~~scientifically~~ 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 ~~scientifically~~ EVIDENCE-based reading research.

C. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall devote reasonable amounts of time to explicit instruction and independent reading in grades one through three.

D. A pupil in grade three who does not meet or exceed the reading standards measured by the ~~Arizona instrument to measure standards test~~ STATEWIDE ASSESSMENT administered pursuant to § 15-741 shall be provided intensive reading instruction as defined by the state board of education until the pupil meets these standards.

E. The governing board of each school district and the governing body of each charter school shall determine the percentage of pupils at each school in grade three who do not meet the reading standards prescribed by the state board of education and measured by the ~~Arizona instrument to measure standards test~~ STATEWIDE ASSESSMENT administered pursuant to § 15-741. If more than twenty percent of students in grade three at either the individual school level or at the school district level do not meet the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, ~~scientifically~~ EVIDENCE-based reading research.

F. Based on the review required in subsection E of this section, the governing board or governing body and the school principal of each school that does not meet the reading standards, in conjunction with school council members, if applicable, shall develop methods of best practices for teaching reading based on essential components of reading instruction and supported by ~~scientifically~~ EVIDENCE-based reading research. These methods shall be adopted at a public meeting and shall be implemented the following academic year.

G. Subsections E and F of this section shall be coordinated with efforts to develop and implement an improvement plan if required pursuant to § 15-241.02.

H. For the purposes of this section:

1. "Essential components of reading instruction" means explicit and systematic instruction in the following:

- (a) Phonemic awareness.
- (b) Phonics.
- (c) Vocabulary development.
- (d) Reading fluency.
- (e) Reading comprehension.

2. "Reading" means a complex system of deriving meaning from print that requires all of the following:

- (a) The skills and knowledge to understand how phonemes or speech sounds are connected to print.
- (b) The ability to decode unfamiliar words.

- (c) The ability to read fluently.
- (d) Sufficient background information and vocabulary to foster reading comprehension.
- (e) The development of appropriate active strategies to construct meaning from print.
- (f) The development and maintenance of a motivation to read.

3. “Scientifically EVIDENCE-based reading research” means research that meets all of the following:

(a) ~~Applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.~~ DEMONSTRATES A STATISTICALLY SIGNIFICANT EFFECT ON IMPROVING STUDENT OUTCOMES OR OTHER RELEVANT OUTCOMES BASED ON:

(i) STRONG EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED EXPERIMENTAL STUDY; OR

(ii) MODERATE EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED QUASIEXPERIMENTAL STUDY; OR

(iii) PROMISING EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED CORRELATIONAL STUDY WITH STATISTICAL CONTROLS FOR SELECTION BIAS; OR

(b) ~~Employs systematic empirical methods that draw on observation or experiment.~~ DEMONSTRATES A RATIONALE BASED ON HIGH-QUALITY RESEARCH FINDINGS OR POSITIVE EVALUATION THAT SUCH ACTIVITY, STRATEGY, OR INTERVENTION IS LIKELY TO IMPROVE STUDENT OUTCOMES OR OTHER RELEVANT OUTCOMES; AND

(c) ~~Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.~~ INCLUDES ONGOING EFFORTS TO EXAMINE THE EFFECTS OF SUCH ACTIVITY, STRATEGY, OR INTERVENTION.

(d) ~~Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.~~

(e) ~~Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.~~

(f) ~~Contains all of the elements of the essential components of reading instruction.~~

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## THE BLOG

# Evidence Means Different Things in ESSA and NCLB

09/01/2016 08:41 am ET | Updated Sep 01, 2016



Robert E. Slavin 

Director of the Center for Research and Reform in Education at Johns Hopkins University



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Whenever I talk or write about the new evidence standards in the Every Student Succeeds Act (ESSA), someone is bound to ask how this is different from No Child Left Behind (NCLB). Didn't NCLB also emphasize using programs and practices "based on scientifically-based research?"

Though they look similar on the surface, evidence in ESSA is very different from evidence in NCLB. In NCLB, "scientifically-based research" just meant that a given program or practice was generally consistent with principles that

had been established in research, and almost any program can be said to be “based on” research. In contrast, ESSA standards encourage the use of specific programs and practices that have themselves been evaluated. ESSA defines strong, moderate, and promising levels of evidence for programs and practices with at least one significantly positive outcome in a randomized, matched, or correlational study, respectively. NCLB had nothing of the sort.

To illustrate the difference, consider a medical example. In a [recent blog](#), I told the story of how medical researchers had long believed that stress caused ulcers. Had NCLB’s evidence provision applied to ulcer treatment, all medicines and therapies based on reducing or managing stress, from yoga to tranquilizers, might be considered “based on scientifically based research” and therefore encouraged. Yet none of these stress-reduction treatments were actually proven to work; they were just consistent with current understandings about the origin of ulcers, which were wrong (bacteria, not stress, causes ulcers).

If ESSA were applied to ulcer treatment, it would demand evidence that a particular medicine or therapy actually improved or eliminated ulcers. ESSA evidence standards wouldn’t care whether a treatment was based on stress theory or bacteria theory, as long as there was good evidence that the actual treatment itself worked in practice, as demonstrated in high-quality research.

Getting back to education, NCLB’s “scientifically-based research” was particularly intended to promote the use of systematic phonics in beginning reading. There was plenty of evidence [summarized by the National Reading Panel](#) that a phonetic approach is a good idea, but most of that research was from controlled lab studies, small-scale experiments, and correlations. What the National Reading Panel definitely did not say was that any particular approach to phonics teaching was effective, only that phonics was a generically good idea.

One problem with NCLB’s “scientifically-based research” standard was that a lot of things go into making a program effective. One phonics program might provide excellent materials, extensive professional development, in-class coaching to help teachers use phonetic strategies, effective motivation strategies to get kids excited about phonics, effective grouping strategies to ensure that instruction is tailored to students’ needs, and regular assessments to keep track of students’ progress in reading. Another, equally phonetic program might teach phonics to students on a one-to-one basis. A third phonics program might consist of a textbook that comes with a free half-day training before school opens.

According to NCLB, all three of these approaches are equally “based on scientifically-based research.” But anyone can see that the first two, lots of PD and one-to-one tutoring, are way more likely to work. ESSA evidence standards insist that the actual approaches to be disseminated to schools be tested in comparison to control groups, not assumed to work because they correspond with accepted theory or basic research.

“Scientifically-based research” in NCLB was a major advance in its time, because it was the first time evidence had been mentioned so prominently in the main federal education law, yet educators soon learned that just about anything could be justified as “based on scientifically-based research,” because there are bound to be a few articles out there supporting any educational idea. Fortunately, enthusiasm about “scientifically-based” led to the creation of the Institute of Education Sciences (IES) and, later, to Investing in Innovation (i3), which set to work funding and encouraging development and rigorous evaluations of specific, replicable programs. The good work of IES and i3 paved the way for the ESSA evidence standards, because now there are a lot more rigorously evaluated programs. NCLB never could have specified ESSA-like evidence standards because there would have been too few qualifying programs. But now there are many more.

Sooner or later, policy and practice in education will follow medicine, agriculture, technology, and other fields in relying on solid evidence to the maximum degree possible. “Scientifically-based research” in NCLB was a first tentative step in that direction, and the stronger ESSA standards are another. If development and research continue or accelerate, successive education laws will have stronger and stronger encouragement and assistance to help schools and districts select and implement proven programs. Our kids will be the winners.

*This blog is sponsored by the Laura and John Arnold Foundation*

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**EXECUTIVE SUMMARY**

<b>Issue:</b> Presentation, discussion and possible action regarding possible recommendations of rules and policies for the Move on When Reading program pursuant to A.R.S. § 15-211
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Action/Discussion Item

Information Item

**Background and Discussion**

The Move on When Reading (MOWR) law requires school districts and charter schools which serve any K-3 grades to annually submit, by October 1, a literacy plan to the Arizona Department of Education (ADE). Beginning in 2012, the legislature appropriated approximately \$40 million to the K-3 reading program annually.

At its October 17, 2016 meeting, the K-3 Literacy Ad Hoc Advisory provided the following recommendations and questions regarding literacy plans:

1. ADE's rubric for the evaluation of literacy plans should be given to school districts and charters prior to the submission of literacy plans and there should be professional development trainings on how to meet the measures of the rubric.
2. Data points should be pulled on common indicators of success in the K-3 reading program from the literacy plans.
3. Should there be a request to the legislature to re-appropriate some of the \$40 million to ADE for more K-3 reading staff and trainers?
4. How does a school district or charter school show improvement and growth on their literacy plan?
5. Literacy plans should have both a narrative component that tells how a school district or charter school is monitoring students, how they are using their K-3 reading funds and their short and long-term goals for K-3 reading success.
6. Should there be a request to the legislature to re-appropriate some of the \$40 million for a university study of data on the annual report of literacy plans to be submitted to the Board?
7. Should funds be withheld until literacy plans are approved?

**Recommendation to the Certification Advisory Committee**

It is recommended that the K-3 Literacy Ad Hoc Advisory Committee recommend rules and policies for the Move on When Reading program pursuant to A.R.S. §15-211 to the State Board of Education.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

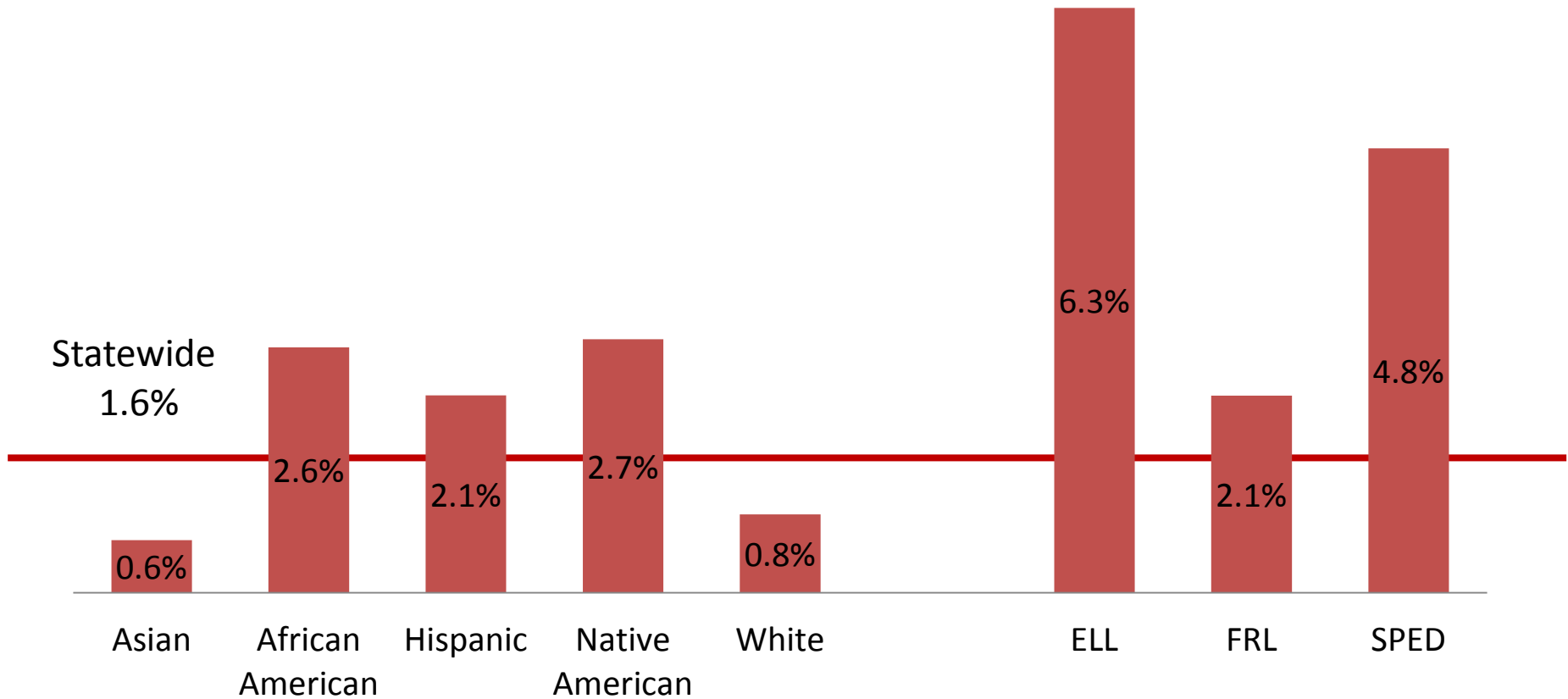
# Subgroups Percent Passing, 2015-2016

## Grade 3 ELA

<b>Subgroup</b>	<b>2015</b>	<b>2016</b>	
All Students	40	41	+1
African American	27	31	+4
Native American	18	19	+1
Asian	65	62	-3
Hispanic	28	30	+2
White	56	56	--
Limited English Proficient (ELL)	3	3	--
Students with Disabilities (SPED)	17	17	--
Economically Disadvantaged (FRL)	28	28	--



# 2016 Percent of Students Below the MOWR Cut Score in Grade 3 ELA



## **Programs for Elementary Struggling Readers Meeting ESSA Evidence Standards**

Below is a list of reading programs that meet the strong, moderate, or promising levels of evidence defined in the ESSA Evidence Standards. Within categories, programs are listed in order by a combination of average effect size, number and quality of studies, and collective sample size. Programs marked with a star (\*) had the strongest evidence, with at least one randomized experiment with positive outcomes, one or more additional studies, and an average effect size of at least +0.20.

### **STRONG EVIDENCE OF EFFECTIVENESS**

\*Reading Recovery: 1-1 tutoring by teachers, with extensive PD. Struggling first graders receive daily 30-minute tutoring for 12 to 20 weeks. Gr. 1.

\*Success for All: Whole-school approach emphasizing phonics, cooperative learning, family support for all, tutoring for struggling readers. PK-5.

\*Sound Partners: 1-1 tutoring by teachers or paras emphasizing explicit phonics. K-3.

\*Lindamood Phonetic Sequencing (LIPS) (AKA Auditory Discrimination in Depth): 1-1 tutoring by teachers, emphasizing phonemic awareness, teaching children to notice how they make sounds. K-5.

\*Targeted Reading Intervention (TRI): 1-1 tutoring by teachers, delivered remotely by webcam. Focus on rural schools. K-1

\*Empower Reading (AKA PHAST): Tutoring by teachers to groups of 4-8. Focus on students with learning disabilities. Mostly Canada. Gr. 2-5.

QuickReads: Tutoring by paras to 2 children at a time, 120 min/wk. Gr. 2-5.

Book Buddies: 1-1 tutoring by volunteers supervised by reading specialists. Gr. 1.

SMART (Start Making a Reader Today): 1-1 tutoring by adult volunteers, shared book reading in 30-minute sessions. PK-3.

Read, Write, & Type: Computer-assisted instruction emphasizes visual and auditory learning, with animations focused on phonics. K-2.

Edmark Reading Program: 1-1 tutoring by teachers or paras, designed to build a 150-word reading vocabulary for students not succeeding with phonetic teaching. K-1.

SpellRead: Tutoring to groups of 5 by teachers in 60-90 min. daily lessons. Extensive PD for tutors. Gr. 2-5.

Wilson Reading: Tutoring 1-1 or in groups up to 6 by teachers. Multisensory approach based on Orton-Gillingham. Extensive PD. Gr. 2-5.

Experience Corps: 1-1 tutoring by senior volunteers, who receive 25 hours of PD. K-5.

Reading Partners: 1-1 tutoring by volunteers, supervised by AmeriCorps members. Gr. 3-5.

### **MODERATE EVIDENCE OF EFFECTIVENESS**

Early Steps/Howard Street Tutoring: 1-1 tutoring by teachers, paras, or volunteers, with extensive PD. Gr. 1-3.

Cooperative Integrated Reading and Composition (CIRC): Whole-school cooperative learning approach emphasizing comprehension and writing strategies. Extensive PD. Gr. 2-5.

Peer Assisted Learning Strategies (PALS): Whole-class partner reading. Students take turns as "coach" and "reader." Complements regular teaching, 90 min./wk. Gr. 1

Corrective Reading: Structured whole-class or small-group remedial approach with strong emphasis on phonics. Gr. 2-5.

Reading Rescue: 1-1 tutoring by teachers, paras, or volunteers, with program coordinators in each school. Daily structured 30-min. sessions. Gr. 1.

Early Intervention in Reading (EIR): Tutoring by teachers to small groups to supplement regular instruction. K-3.

Fast ForWord: Computer-assisted instruction. Adaptive, self-paced games. Assistance provided online from remote teachers. Gr. 3-6

### **PROMISING EVIDENCE OF EFFECTIVENESS**

Project Read: whole-class approach based on Orton-Gillingham Multisensory methods. Gr. 1-3.

Read Naturally: small-group supplementary approach focused on building fluency. Students work with audio recordings to reach fluency targets. Gr. 3-5

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## THE BLOG

# Twenty-four Proven Programs for Struggling Readers

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One of the greatest impediments to evidence-based reform in education is the belief that there are very few programs that have been rigorously evaluated and found to be effective. People often make fun of the What Works Clearinghouse (WWC), calling it the Nothing Works Clearinghouse, because in its early days there were, in fact, few programs that met WWC standards.

If you believe in the “nothing works” formulation, I’ve got astonishing news for you. You might want to find a safe place to sit, and remove any eyeglasses or sharp objects, before reading any further, to avoid accidental injury.

Ready?

I have been reviewing research on various programs for elementary struggling readers to find out how many meet the new [ESSA evidence standards](#). The answer: at least 24. Of these, 14 met the “strong” ESSA criterion, which means that there was at least one randomized study with statistically significant positive effects. Eight met the “moderate” standard, which

requires at least one quasi-experimental (i.e., matched) study with significant positive effects. Two met the “promising” standard, requiring at least one correlational study with positive effects. (For a list of struggling reader programs organized by ESSA categories, [click here](#)).

I should hasten to explain that the numbers of proven programs will be higher for struggling readers programs than for whole-class programs, because most of the struggling readers programs are one-to-one or one-to-small-group tutoring. But still, the number and diversity of proven programs is impressive. Among the 24 programs, eight used one-to-one tutoring by teachers, paraprofessionals, or volunteers. Nine used small-group tutoring by teachers or paraprofessionals. However, one used computer-assisted instruction, and five used whole-school or whole-class methods and reported significantly positive effects on the students who had been in the lowest-achieving third or quarter of the classes at pretest. Two of the 24 programs, Reading Recovery (1-1 tutoring by teachers) and Success for All (whole-school approach) are well known and have been around a long time, but many others are much less well known. Of course, one-to-one tutoring, especially by teachers, can be very expensive, but whole-school and whole-class approaches tend to be relatively inexpensive on a per-pupil basis.

Here’s my point. Schools seeking proven, practical approaches to improving outcomes for their struggling readers have a wide array of attractive alternatives. Six of them, Reading Recovery, Success for All, Sound Partners (1-1 tutoring by paraprofessionals), Lindamood (small group tutoring by teachers), Targeted Reading Intervention (1-1 tutoring by teachers), and Empower Reading (small group tutoring by teachers) all have large effect sizes from randomized experiments and have been proven in from two to 28 studies.

It is important to note that there are also many programs for struggling readers that have been evaluated and found to be ineffective, including tutoring programs. It matters a lot which program you choose.

Every school and district has children who are struggling to learn to read, and all too often their solution is to make up their own approach for these students, or to purchase materials, software, or services from vendors who can present no credible evidence of effectiveness. If there were no proven solutions, such strategies might make sense, but how can they be justified when there are so many proven alternatives?

A better use of time and energy might be for educational leaders to review the proven programs for struggling readers, seek information about their benefits and costs, speak with educators who have used them, and perhaps arrange a visit to schools using programs being considered. Then they’d have a good chance of picking an approach that is likely to work if well implemented.

Soon, we will have information about proven programs in every subject and grade level, for all types of learners. Wouldn’t this be a good time to get into

the habit of using proven programs to improve student outcomes?

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