



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

NOTICE OF PUBLIC MEETING

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 8th day of March, 2017.

By: _____

Karol Schmidt
Executive Director
(602) 542-5057

AGENDA

ARIZONA STATE BOARD OF EDUCATION
K-3 LITERACY AD HOC COMMITTEE
Friday, March 10, 2017
1:00 PM
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Conference Room 122

1:00 p.m. CALL TO ORDER

GENERAL SESSION

- A. Executive Director's Report
 - 1. Updates on pending legislation
- B. Presentation and discussion by Lenay Dunn from WestEd regarding identification of evidence based reading programs
- C. 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, § 15-701 and § 15-704.
- 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.
- 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

State of Arizona
Senate
Fifty-third Legislature
First Regular Session
2017

SENATE BILL 1131

AN ACT

AMENDING SECTIONS 15-211, 15-701, 15-704, 15-741, 15-742 AND 15-743,
ARIZONA REVISED STATUTES; RELATING TO SCHOOL CURRICULA.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-211, Arizona Revised Statutes, is amended to
3 read:

4 15-211. K-3 reading program; receipt and use of monies;
5 additional funding; report; program termination

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

10 B. Each school district and charter school shall submit to the
11 department of education a plan for improving the reading proficiency of
12 its pupils in kindergarten programs and grades one, two and three. The
13 plan shall include baseline data on the reading proficiency of its pupils
14 in kindergarten programs and grades one, two and three and a budget for
15 spending monies from both the K-3 support level weight and the K-3 reading
16 support level weight established in section 15-943. Each school district
17 and charter school shall annually submit to the department of education on
18 or before October 1 an updated K-3 reading program plan that includes data
19 on program expenditures and results, except that beginning in fiscal year
20 2016-2017, a school district or charter school that is assigned a letter
21 grade of A or B pursuant to section 15-241 shall submit this plan only in
22 odd-numbered years.

23 C. School districts and charter schools shall use monies generated
24 by the K-3 reading support level weight established in section 15-943 only
25 on INSTRUCTIONAL PURPOSES INTENDED TO IMPROVE reading ~~programs~~ PROFICIENCY
26 for pupils in kindergarten programs and grades one, two and three with
27 particular emphasis on pupils in kindergarten programs and grades one and
28 two.

29 D. Each school district and charter school that is assigned a
30 letter grade of C, D or F pursuant to section 15-241 or that has more than
31 ten percent of its pupils in grade three WHO DO NOT DEMONSTRATE SUFFICIENT
32 reading ~~far below the third grade level~~ SKILLS AS ESTABLISHED BY THE STATE
33 BOARD OF EDUCATION according to the reading portion of the ~~Arizona~~
34 ~~instrument to measure standards test, or a successor test,~~ STATEWIDE
35 ASSESSMENT shall receive monies generated by the K-3 reading support level
36 weight established in section 15-943 only after the K-3 reading program
37 plan of the school district or charter school has been SUBMITTED, reviewed
38 and recommended for approval by the department of education and approved
39 by the state board of education. THE STATE BOARD OF EDUCATION MUST GIVE
40 APPROVAL TO A SCHOOL DISTRICT OR CHARTER SCHOOL BEFORE ANY PORTION OF THE
41 MONIES GENERATED BY THE K-3 READING SUPPORT LEVEL WEIGHT MAY BE
42 DISTRIBUTED TO THE SCHOOL DISTRICT OR CHARTER SCHOOL PURSUANT TO THIS
43 SUBSECTION.

44 E. Pupils in a charter school that is in its first year of
45 operation and that is sponsored by the state board of education, the state

1 board for charter schools, a university under the jurisdiction of the
2 Arizona board of regents, a community college district or a group of
3 community college districts are eligible for the K-3 reading support level
4 weight.

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

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

10 1. The proper use of monies in accordance with subsection C of this
11 section.

12 2. The distribution of monies by the department of education in
13 accordance with subsection B of this section.

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

16 H. PURSUANT TO SUBSECTION G OF THIS SECTION, THE DEPARTMENT OF
17 EDUCATION SHALL DEVELOP PROGRAM IMPLEMENTATION GUIDANCE FOR SCHOOL
18 DISTRICTS AND CHARTER SCHOOLS TO ASSIST SCHOOLS IN ADMINISTERING AN
19 EFFECTIVE K-3 READING PROGRAM PLAN. THIS GUIDANCE SHALL INCLUDE
20 IDENTIFYING AND RECOMMENDING APPROPRIATE PROGRAM EXPENDITURES, PROVIDING
21 TECHNICAL OVERSIGHT AND ASSISTANCE FOR ANNUALLY UPDATING READING PROGRAM
22 PLANS, SELECTING AND ADOPTING EVIDENCE-BASED READING CURRICULA AND
23 PROVIDING AND PROMOTING TEACHER PROFESSIONAL DEVELOPMENT THAT IS BASED ON
24 EVIDENCE-BASED READING RESEARCH. THE DEPARTMENT SHALL PRIORITIZE SUPPORTS
25 AND INTERVENTIONS, INCLUDING ENROLLMENT IN READING TRAININGS AND
26 PROFESSIONAL DEVELOPMENT, FOR SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT
27 HAVE THE HIGHEST PERCENTAGE OF PUPILS WHO DO NOT DEMONSTRATE SUFFICIENT
28 READING SKILLS AS ESTABLISHED BY THE STATE BOARD OF EDUCATION. THE
29 DEPARTMENT SHALL DEPOSIT ANY MONIES RECEIVED FOR OFFERING READING
30 TRAININGS OR PROFESSIONAL DEVELOPMENT INTO THE DEPARTMENT OF EDUCATION
31 PROFESSIONAL DEVELOPMENT REVOLVING FUND ESTABLISHED BY SECTION 15-237.01.

32 I. ON OR BEFORE DECEMBER 15, THE DEPARTMENT OF EDUCATION SHALL
33 SUBMIT AN ANNUAL REPORT ON THE K-3 READING PROGRAM TO THE GOVERNOR, THE
34 PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES
35 AND SHALL PROVIDE A COPY OF THIS ANNUAL REPORT TO THE SECRETARY OF STATE,
36 THE STATE BOARD OF EDUCATION AND THE CHAIRPERSONS OF THE EDUCATION
37 COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES. THE REPORT
38 SHALL CONTAIN ALL OF THE FOLLOWING:

39 1. INFORMATION ON THE IMPROVEMENT OF K-3 READING IN THIS STATE,
40 INCLUDING ACHIEVEMENT DATA STATEWIDE AND ACHIEVEMENT DATA AT THE SCHOOL
41 DISTRICT AND CHARTER SCHOOL LEVEL. THE INFORMATION PURSUANT TO THIS
42 PARAGRAPH SHALL INCLUDE DATA AND INFORMATION ON CONTINUED PROFICIENCY ON
43 THE STATEWIDE ASSESSMENT IN SUBSEQUENT GRADES.

44 2. A DESCRIPTION OF THE ACTIVITIES OF THE DEPARTMENT TO SUPPORT
45 SCHOOL DISTRICTS AND CHARTER SCHOOLS IN IMPROVING K-3 READING.

1 3. SPECIFIC FINDINGS ON METHODS BY WHICH THE DEPARTMENT MAY
2 CONTINUE TO IMPROVE SUPPORT AND ASSISTANCE FOR SCHOOL DISTRICTS AND
3 CHARTER SCHOOLS IN THE ADMINISTRATION OF K-3 READING PROGRAM PLANS.

4 4. INFORMATION AND DATA ON K-3 READING PROGRAM PLANS THROUGHOUT
5 THIS STATE AND THE EXPENDITURE OF K-3 READING MONIES BY SCHOOL DISTRICTS
6 AND CHARTER SCHOOLS.

7 5. DATA REPORTED PURSUANT TO SECTION 15-701, SUBSECTION A,
8 PARAGRAPH 2, SUBDIVISION (d).

9 ~~H.~~ J. The program established by this section ends on July 1, 2022
10 pursuant to section 41-3102.

11 Sec. 2. Section 15-701, Arizona Revised Statutes, is amended to
12 read:

13 15-701. Common school; promotions; requirements; certificate;
14 supervision of eighth grades by superintendent of
15 high school district; high school admissions;
16 academic credit; definition

17 A. The state board of education shall:

18 1. Prescribe a minimum course of study, as defined in section
19 15-101 and incorporating the academic standards adopted by the state board
20 of education, to be taught in the common schools.

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

28 (a) A requirement that a pupil not be promoted from the third grade
29 if the pupil obtains a score on the reading portion of the ~~Arizona~~
30 ~~instrument to measure standards test, or a successor test, STATEWIDE~~
31 ~~ASSESSMENT that demonstrates that the pupil's reading falls far below the~~
32 ~~third grade level or the equivalent DOES NOT DEMONSTRATE SUFFICIENT~~
33 ~~READING SKILLS~~ as established by the board. A pupil may not be retained
34 if data regarding the pupil's performance on the ~~Arizona instrument to~~
35 ~~measure standards test, or a successor test, STATEWIDE ASSESSMENT~~ is not
36 available before the ~~start~~ END of the ~~following~~ CURRENT academic year. A
37 pupil who is not retained due to the unavailability of test data must
38 receive EVIDENCE-BASED intervention and remedial strategies pursuant to
39 subdivision (c) of this paragraph if the third grade assessment data
40 subsequently ~~demonstrates that the pupil's reading ability falls far below~~
41 ~~the third grade level or the equivalent DOES NOT DEMONSTRATE SUFFICIENT~~
42 ~~READING SKILLS.~~

43 (b) A mechanism to allow a school district governing board or the
44 governing body of a charter school to promote ~~a pupil~~ from the third grade
45 ~~who obtains a score on the reading portion of the Arizona instrument to~~

1 ~~measure standards test, or a successor test, that demonstrates that the~~
2 ~~pupil's reading falls far below the third grade level for any of the~~
3 ~~following~~ A PUPIL WHO DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS
4 PURSUANT TO SUBDIVISION (a) OF THIS PARAGRAPH IF THE PUPIL:

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

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

15 (iii) HAS DEMONSTRATED OR SUBSEQUENTLY DEMONSTRATES SUFFICIENT
16 READING SKILLS OR ADEQUATE PROGRESS TOWARDS SUFFICIENT READING SKILLS OF
17 THE THIRD GRADE READING STANDARDS AS EVIDENCED THROUGH A COLLECTION OF
18 READING ASSESSMENTS APPROVED BY THE STATE BOARD OF EDUCATION, WHICH
19 INCLUDES AN ALTERNATIVE STANDARDIZED READING ASSESSMENT APPROVED BY THE
20 STATE BOARD.

21 ~~(iii)~~ (iv) ~~A pupil who~~ Receives intervention and remedial services
22 during the summer or subsequent school year pursuant to subdivision (c) of
23 this paragraph and demonstrates sufficient progress ~~may be promoted from~~
24 ~~the third grade~~ based on guidelines issued pursuant to subsection B,
25 paragraph ~~5~~ 6 of this section.

26 (c) EVIDENCE-BASED intervention and remedial strategies developed
27 by the state board of education for pupils who are not promoted from the
28 third grade. A school district governing board or the governing body of a
29 charter school shall offer ~~at least~~ MORE THAN one of the intervention and
30 remedial strategies developed by the state board of education. The parent
31 or guardian of a pupil who is not promoted from the third grade and the
32 pupil's teacher and principal may choose the most appropriate intervention
33 and remedial strategies that will be provided to that pupil. The
34 intervention and remedial strategies developed by the state board of
35 education shall include:

36 (i) A requirement that the pupil be assigned ~~to a different teacher~~
37 for EVIDENCE-BASED reading instruction BY A DIFFERENT TEACHER WHO WAS
38 DESIGNATED IN THAT TEACHER'S MOST RECENT PERFORMANCE EVALUATION IN ONE OF
39 THE TOP TWO PERFORMANCE CLASSIFICATIONS PURSUANT TO SECTION 15-203,
40 SUBSECTION A, PARAGRAPH 38.

41 (ii) Summer school reading instruction.

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

1 (iv) SMALL GROUP AND TEACHER-LED EVIDENCE-BASED READING
2 INSTRUCTION, WHICH MAY INCLUDE COMPUTER-BASED OR online reading
3 instruction.

4 (d) A REQUIREMENT THAT A SCHOOL DISTRICT GOVERNING BOARD OR CHARTER
5 SCHOOL GOVERNING BODY THAT PROMOTES A PUPIL PURSUANT TO SUBDIVISION (b) OF
6 THIS PARAGRAPH PROVIDE ANNUAL REPORTING TO THE DEPARTMENT OF EDUCATION ON
7 OR BEFORE OCTOBER 1 THAT INCLUDES INFORMATION ON THE TOTAL NUMBER OF
8 PUPILS SUBJECT TO THE RETENTION PROVISIONS OF SUBDIVISION (a) OF THIS
9 PARAGRAPH, THE TOTAL NUMBER OF STUDENTS PROMOTED PURSUANT TO SUBDIVISION
10 (b) OF THIS PARAGRAPH, THE TOTAL NUMBER OF PUPILS RETAINED IN GRADE THREE
11 AND THE INTERVENTIONS ADMINISTERED PURSUANT TO SUBDIVISION (c) OF THIS
12 PARAGRAPH.

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

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

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

25 B. School districts and charter schools shall provide annual
26 written notification to parents of pupils in kindergarten programs and
27 first, second and third grades that a pupil ~~who obtains a score on the~~
28 ~~reading portion of the Arizona instrument to measure standards test, or a~~
29 ~~successor test, that demonstrates the pupil is reading far below the third~~
30 ~~grade level~~ WHO DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO
31 SUBSECTION A OF THIS SECTION will not be promoted from the third grade.
32 ~~If the school has determined that the pupil is substantially deficient in~~
33 ~~reading before the end of grade three, the school district or charter~~
34 ~~school~~ SCHOOL DISTRICTS AND CHARTER SCHOOLS SHALL IDENTIFY EACH PUPIL WHO
35 IS AT RISK OF READING BELOW GRADE LEVEL IN KINDERGARTEN AND GRADES ONE,
36 TWO AND THREE, BASED ON LOCAL OR STATEWIDE ASSESSMENTS, AND shall provide
37 to the parent of that pupil a ~~separate~~ SPECIFIC written notification of
38 the reading deficiency that includes the following information:

39 1. A DESCRIPTION OF THE PUPIL'S SPECIFIC INDIVIDUAL NEEDS.

40 ~~1.~~ 2. A description of the current reading services provided to
41 the pupil.

42 ~~2.~~ 3. A description of the available supplemental instructional
43 services and supporting programs that are designed to remediate reading
44 deficiencies. Each school district or charter school shall offer ~~at least~~
45 MORE THAN one EVIDENCE-BASED intervention strategy and ~~at least~~ MORE THAN

1 one remedial strategy DEVELOPED BY THE STATE BOARD OF EDUCATION for pupils
2 with reading deficiencies. The notification shall list the intervention
3 and remedial strategies offered and shall instruct the parent ~~or guardian~~
4 to choose, in consultation with the pupil's teacher, the strategy MOST
5 APPROPRIATE STRATEGIES that will be PROVIDED AND implemented for that
6 child.

7 ~~3.~~ 4. Parental strategies to assist the pupil to attain reading
8 proficiency.

9 ~~4.~~ 5. A statement that the pupil will not be promoted from the
10 third grade if the pupil ~~obtains a score on the reading portion of the~~
11 ~~Arizona instrument to measure standards test, or a successor test, that~~
12 ~~demonstrates the pupil is reading far below the third grade level~~ DOES NOT
13 DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A, PARAGRAPH
14 2, SUBDIVISION (a) OF THIS SECTION, unless the pupil is exempt from
15 mandatory retention in grade three or the pupil qualifies for an exemption
16 pursuant to subsection A, PARAGRAPH 2, SUBDIVISION (b) of this section.

17 ~~5.~~ 6. A description of the school district or charter school
18 policies on midyear promotion to a higher grade.

19 C. Pursuant to the guidelines that the state board of education
20 distributes, the governing board of a school district shall:

21 1. Prescribe curricula that include the academic standards in the
22 required subject areas pursuant to subsection A, paragraph 1 of this
23 section.

24 2. Prescribe criteria for the promotion of pupils from grade to
25 grade in the common schools in the school district. These criteria shall
26 include accomplishment of the academic standards in at least reading,
27 writing, mathematics, science and social studies, as determined by
28 district assessment. Other criteria may include additional measures of
29 academic achievement and attendance.

30 D. The governing board may prescribe the course of study and
31 competency requirements for promotion that are in addition to or higher
32 than the course of study and competency requirements the state board
33 prescribes.

34 E. A teacher shall determine whether to promote or retain a pupil
35 in grade in a common school as provided in section 15-521, paragraph 4 on
36 the basis of the prescribed criteria. The governing board, if it reviews
37 the decision of a teacher to promote or retain a pupil in grade in a
38 common school as provided in section 15-342, paragraph 11, shall base its
39 decision on the prescribed criteria.

40 F. A governing board may provide and issue certificates of
41 promotion to pupils whom it promotes from the eighth grade of a common
42 school. Such certificates shall be signed by the principal or
43 superintendent of schools. Where there is no principal or superintendent
44 of schools, the certificates shall be signed by the teacher of an eighth

1 grade. The certificates shall admit the holders to any high school in the
2 state.

3 G. Within any high school district or union high school district,
4 the superintendent of the high school district shall supervise the work of
5 the eighth grade of all schools employing no superintendent or principal.

6 H. A school district shall not deny a pupil who is between the ages
7 of sixteen and twenty-one years admission to a high school because the
8 pupil does not hold an eighth grade certificate. Governing boards shall
9 establish procedures for determining the admissibility of pupils who are
10 under sixteen years of age and who do not hold eighth grade certificates.

11 I. The state board of education shall adopt rules to allow common
12 school pupils who can demonstrate competency in a particular academic
13 course or subject to obtain academic credit for the course or subject
14 without enrolling in the course or subject.

15 J. A school district may conduct a ceremony to honor pupils who
16 have been promoted from the eighth grade.

17 K. For the purposes of this section, "dyslexia" means a brain-based
18 learning difference that impairs a person's ability to read and spell,
19 that is independent of intelligence and that typically causes a person to
20 read at levels lower than expected.

21 Sec. 3. Section 15-704, Arizona Revised Statutes, is amended to
22 read:

23 15-704. Reading proficiency; definitions

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

31 B. Each school district or charter school that provides instruction
32 for pupils in kindergarten programs and grades one through three shall
33 conduct a curriculum evaluation and adopt ~~a scientifically based~~ AN
34 EVIDENCE-BASED reading curriculum that includes the essential components
35 of reading instruction. All school districts and charter schools that
36 offer instruction in kindergarten programs and grades one through three
37 shall provide ongoing teacher training based on ~~scientifically based~~
38 EVIDENCE-BASED reading research.

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

43 D. A pupil in grade three who does not ~~meet or exceed~~ DEMONSTRATE
44 PROFICIENCY ON the reading standards measured by the ~~Arizona instrument to~~
45 ~~measure standards test~~ STATEWIDE ASSESSMENT administered pursuant to

1 section 15-741 shall be provided CORE READING INSTRUCTION AND intensive,
2 EVIDENCE-BASED reading instruction as defined by the state board of
3 education until the pupil meets these standards.

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

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

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

27 H. For the purposes of this section:

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

- 30 (a) Phonemic awareness.
- 31 (b) Phonics.
- 32 (c) Vocabulary development.
- 33 (d) Reading fluency.
- 34 (e) Reading comprehension.

35 2. "EVIDENCE-BASED READING RESEARCH" MEANS RESEARCH THAT
36 DEMONSTRATES EITHER:

37 (a) A STATISTICALLY SIGNIFICANT EFFECT ON IMPROVING STUDENT
38 OUTCOMES OR OTHER RELEVANT OUTCOMES BASED ON EITHER:

39 (i) STRONG EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND
40 WELL-IMPLEMENTED EXPERIMENTAL STUDY.

41 (ii) MODERATE EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND
42 WELL-IMPLEMENTED QUASI-EXPERIMENTAL STUDY.

43 (iii) PROMISING EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND
44 WELL-IMPLEMENTED CORRELATIONAL STUDY WITH STATISTICAL CONTROLS FOR
45 SELECTION BIAS.

1 (b) A RATIONALE BASED ON HIGH-QUALITY RESEARCH FINDINGS OR POSITIVE
2 EVALUATION THAT AN ACTIVITY, STRATEGY OR INTERVENTION IS LIKELY TO IMPROVE
3 STUDENT OUTCOMES OR OTHER RELEVANT OUTCOMES AND THAT INCLUDES ONGOING
4 EFFORTS TO EXAMINE THE EFFECTS OF THESE ACTIVITIES, STRATEGIES OR
5 INTERVENTIONS.

6 ~~2.~~ 3. "Reading" means a complex system of deriving meaning from
7 print that requires all of the following:

8 (a) The skills and knowledge to understand how phonemes or speech
9 sounds are connected to print.

10 (b) The ability to decode unfamiliar words.

11 (c) The ability to read fluently.

12 (d) Sufficient background information and vocabulary to foster
13 reading comprehension.

14 (e) The development of appropriate active strategies to construct
15 meaning from print.

16 (f) The development and maintenance of a motivation to read.

17 ~~3. "Scientifically based reading research" means research that~~
18 ~~meets all of the following:~~

19 ~~(a) Applies rigorous, systematic and objective procedures to obtain~~
20 ~~valid knowledge relevant to reading development, reading instruction and~~
21 ~~reading difficulties.~~

22 ~~(b) Employs systematic empirical methods that draw on observation~~
23 ~~or experiment.~~

24 ~~(c) Involves rigorous data analyses that are adequate to test the~~
25 ~~stated hypotheses and justify the general conclusions drawn.~~

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

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

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

34 Sec. 4. Section 15-741, Arizona Revised Statutes, is amended to
35 read:

36 15-741. Assessment of pupils

37 A. The state board of education shall:

38 1. Adopt rules for purposes of this article pursuant to title 41,
39 chapter 6.

40 2. Adopt and implement ~~an Arizona instrument to measure standards~~
41 ~~test~~ A STATEWIDE ASSESSMENT to measure pupil achievement of the state
42 board adopted academic standards in reading, writing and mathematics in at
43 least four grades designated by the board. The board shall determine the
44 manner of implementation. The board may administer assessments of the
45 academic standards in social studies and science, except that a pupil

1 shall not be required to meet or exceed the social studies or science
2 standards measured by the ~~Arizona instrument to measure standards test~~
3 STATEWIDE ASSESSMENT.

4 3. Ensure that the tests prescribed in this section are uniform
5 throughout the state.

6 4. Ensure that the tests prescribed in this section are able to be
7 scored in an objective manner and that the tests are not intended to
8 advocate any sectarian, partisan or denominational viewpoint.

9 5. Ensure that the tests prescribed in this article collect only
10 types of pupil nontest data that are approved by the state board of
11 education at a public meeting and published on the website of the state
12 board of education pursuant to paragraph 7 of this subsection.

13 6. Include within its budget all costs pertaining to the tests
14 prescribed in this article. If sufficient monies are appropriated, the
15 state board may provide achievement test services to school districts that
16 request assistance in testing pupils in grades additional to those
17 required by this section.

18 7. Survey teachers, principals and superintendents on ~~achievement~~
19 ~~related~~ ACHIEVEMENT-RELATED nontest indicators, including information on
20 graduation rates by ethnicity and dropout rates by ethnicity for each
21 grade level. Before the survey, the state board of education shall
22 approve at a public meeting the nontest indicators on which data will be
23 collected and shall post in a prominent position on the home page of the
24 state board's website a link to the nontest indicators entitled "what
25 nontest data does the state of Arizona collect about Arizona pupils?".
26 The linked web page shall state the types of data collected, the reasons
27 for the collection of the data and the entities with which the data is
28 shared. In conducting the survey and collecting data, the state board of
29 education shall not violate the provisions of the family educational
30 rights and privacy act (P.L. 93-380), as amended, nor disclose personally
31 identifiable information.

32 8. Establish a fair and consistent method and standard by which
33 test scores from schools in a district may be evaluated taking into
34 consideration demographic data. The board shall establish intervention
35 strategies to assist schools with scores below the acceptable standard.
36 The board shall annually review district and school scores and shall offer
37 assistance to school districts in analyzing data and implementing
38 intervention strategies. The board shall use the adopted test and methods
39 of data evaluation for a period of at least ten years.

40 9. Participate in other assessments that provide national
41 comparisons as needed.

42 10. REQUIRE IN THE CONTRACT FOR THE STATEWIDE ASSESSMENT PURSUANT
43 TO THIS SECTION THAT SCORES AND ASSESSMENT DATA FROM THE THIRD GRADE
44 READING PORTION OF THE STATEWIDE ASSESSMENT ADOPTED PURSUANT TO THIS
45 SECTION BE RECEIVED BY LOCAL EDUCATION AGENCIES ON OR BEFORE MAY 15 OF

1 EACH ACADEMIC YEAR AND THE SCORES AND ASSESSMENT DATA FOR ALL OTHER
2 PORTIONS OF THE STATEWIDE ASSESSMENT ADOPTED PURSUANT TO THIS SECTION
3 SHALL BE RECEIVED BY LOCAL EDUCATION AGENCIES ON OR BEFORE MAY 25 OF EACH
4 ACADEMIC YEAR. THE STATE BOARD SHALL IMPOSE PENALTIES ON THE VENDOR FOR
5 SCORES RECEIVED AFTER THESE DATES.

6 B. The achievement tests adopted by the state board as provided in
7 subsection A of this section shall be given at least annually. Nontest
8 indicator data and other information shall be collected at the same time
9 as the collection of achievement test data.

10 C. Local school district governing boards shall:

11 1. Administer the tests prescribed in subsection A of this section.

12 2. Survey teachers, principals and superintendents on achievement
13 related nontest indicator data as required by the state board, including
14 information related to district graduation and dropout rates. In
15 conducting the survey and collecting data, the governing board shall not
16 violate the provisions of the family educational rights and privacy act
17 (P.L. 93-380), as amended, nor disclose personally identifiable
18 information.

19 D. Any additional assessments for high school pupils that are
20 adopted by the state board of education after November 24, 2009 shall be
21 designed to measure college and career readiness of pupils.

22 E. A test for penmanship shall not be required pursuant to this
23 article.

24 Sec. 5. Section 15-742, Arizona Revised Statutes, is amended to
25 read:

26 15-742. Contract for purchase of tests

27 A. The state board of education shall enter into contracts with
28 contractors for the purchase of the tests adopted by the state board
29 PURSUANT TO SECTIONS 15-203 AND 15-741. Notwithstanding section 41-2546,
30 the state board may enter into contracts for the purchase of nationally
31 standardized norm-referenced tests pursuant to this section for a duration
32 of up to ten years. The contracts may also provide for the distribution
33 of the tests to the school districts and the scoring of the tests.

34 B. Contractors shall give a cash or corporate surety bond payable
35 to this state and approved by the state board indemnifying the state in
36 the test purchases in an amount not less than five hundred nor more than
37 ten thousand dollars as may be determined by the state board. The
38 contractor shall faithfully comply with the conditions of the contract and
39 shall furnish to the state the tests as provided in the contract at prices
40 not exceeding the lowest prices then granted to any buyer. If there is a
41 decrease in the prices given to a person purchasing such tests from the
42 contractor, the state shall have the benefit of the decrease in price.

43 C. The contractor shall file with the state board a sworn statement
44 stating the lowest prices for which the contractor's series of tests is
45 sold anywhere in the United States.

1 D. ANY CONTRACT ENTERED INTO PURSUANT TO THIS SECTION SHALL REQUIRE
2 THAT TEST SCORES AND ASSESSMENT DATA ON THE THIRD GRADE READING PORTION OF
3 THE STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741 BE RECEIVED BY
4 LOCAL EDUCATION AGENCIES ON OR BEFORE MAY 15 OF EACH ACADEMIC YEAR AND THE
5 SCORES AND ASSESSMENT DATA FOR ALL OTHER PORTIONS OF THE STATEWIDE
6 ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741 SHALL BE RECEIVED BY LOCAL
7 EDUCATION AGENCIES ON OR BEFORE MAY 25 OF EACH ACADEMIC YEAR.

8 ~~D.~~ E. If a contractor violates a condition of the contract, the
9 attorney general, ~~upon~~ ON request of the state board of education, shall
10 institute an action for damages on the bond of the contractor.

11 Sec. 6. Section 15-743, Arizona Revised Statutes, is amended to
12 read:

13 15-743. Test results; annual report

14 A. The state board of education shall provide annual reports for
15 every school and district and the state as a whole. The state board shall
16 annually submit these reports to school districts, the legislature and the
17 county school superintendents and shall make them available to the public.
18 The state board shall publish and distribute the reports by September 1
19 and shall also provide a cumulative summary of the reports every five
20 years. The annual reports and cumulative summary results shall include:

21 1. Average and range scores on the ~~Arizona instrument to measure~~
22 ~~standards test~~ STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741.

23 2. Standardized test scores by subject area according to
24 percentiles and stanines for the school, school district, county, state
25 and nation.

26 3. ~~Achievement-related~~ ACHIEVEMENT-RELATED nontest indicator data
27 collected in the survey of teachers, principals and superintendents as
28 required by section 15-741, including information related to dropout rates
29 by ethnicity for each grade level and graduation rates and postsecondary
30 employment and education by ethnicity. In reporting such data, the state
31 board of education shall not violate the provisions of the family
32 educational rights and privacy act (P.L. 93-380), as amended, nor disclose
33 personally identifiable information.

34 4. The numbers of pupils who have completed the academic standards
35 at grades three, eight and twelve.

36 B. Test results on individual pupils shall not be made available to
37 the public by name or individually identifiable reference.

38 C. The state board shall provide a copy of the results from the
39 tests prescribed in section 15-741, subsection A for each school district
40 to that school district. No results may be released to the public until
41 ten days after the reports are provided to each school district.

42 D. The state board shall provide each school district participating
43 in the testing program with a copy of each pupil's standardized
44 norm-referenced test scores in reading, language arts and mathematics, and
45 the associated grade equivalents, percentiles and stanines for the school,

1 school district, county, state and nation, a report of pupil progress on
2 an ongoing and annual basis, showing the trends in gain or loss in pupil
3 achievement over time in reading, language arts and mathematics for all
4 years in which pupils are enrolled in the school district for an entire
5 school year and for which this information is available and a report of
6 the pupil progress for pupils not enrolled in a district for an entire
7 school year. The state board shall also provide each school district with
8 each pupil's ~~Arizona instrument to measure standards test~~ STATEWIDE
9 ASSESSMENT scores and the ~~Arizona instrument to measure standards test~~
10 STATEWIDE ASSESSMENT scores for the school, district, county and state.

11 E. The school district shall provide a parent or guardian of each
12 pupil participating in the standardized norm-referenced testing part of
13 the program with a copy of the pupil's score in reading, language arts and
14 mathematics, and the percentiles and stanines. The school district shall
15 provide a parent or guardian of each pupil with a copy of the pupil's
16 scores on the ~~Arizona instrument to measure standards test~~ STATEWIDE
17 ASSESSMENT and the associated scores for the school, district, county and
18 state. The school district shall make available to the public through the
19 reports those scores for each school in the district and for the school
20 district, county, state and nation.

21 ~~F. Each pupil's Arizona instrument to measure standards test~~
22 ~~results for grade twelve shall be recorded on the pupil's high school~~
23 ~~transcript. The state board of education shall prescribe the format for~~
24 ~~recording Arizona instrument to measure standards test results on high~~
25 ~~school transcripts.~~

26 F. ANY TESTING WINDOW ESTABLISHED AND EXECUTED BY THE DEPARTMENT OF
27 EDUCATION OR THE STATE BOARD OF EDUCATION FOR THE ADMINISTRATION OF THE
28 STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741 MAY NOT BE LONGER
29 THAN FOUR CONSECUTIVE SCHOOL WEEKS AND SHALL ENSURE THAT LOCAL EDUCATION
30 AGENCIES RECEIVE SCORES AND ASSESSMENT DATA ON THE THIRD GRADE READING
31 PORTION OF THE STATEWIDE ASSESSMENT ON OR BEFORE MAY 15 OF EACH ACADEMIC
32 YEAR AND THE SCORES AND ASSESSMENT DATA FOR ALL OTHER PORTIONS OF THE
33 STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741 ARE RECEIVED BY
34 LOCAL EDUCATION AGENCIES ON OR BEFORE MAY 25 OF EACH ACADEMIC YEAR.

35 G. NOTWITHSTANDING SUBSECTION F OF THIS SECTION, SECTION 15-741 AND
36 SECTION 15-742, THE DEPARTMENT OF EDUCATION, SUBJECT TO REVIEW AND
37 APPROVAL BY THE STATE BOARD OF EDUCATION, MAY ADJUST THE TESTING WINDOW
38 FOR THE STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741 IN
39 ACADEMIC YEARS THAT THE STATE BOARD OF EDUCATION IS REVISING CURRENT
40 PROFICIENCY LEVELS OR IS ESTABLISHING NEW PROFICIENCY LEVELS FOR THE
41 STATEWIDE ASSESSMENT ADOPTED PURSUANT TO SECTION 15-741.

Literacy Assessments

This information was compiled using a list of assessments approved by other states with legislation similar to MOWR. It provides examples to illustrate popular assessments used to measure elementary literacy and should not be interpreted as an exhaustive list of assessments or as an endorsement by the ADE. The information on this matrix was gathered through internet searches and information available on vendor websites.

	Assessment	Descriptive Information	Administration	Content	Scoring	Technical Adequacy
Case 21	<ul style="list-style-type: none"> ➤ formative ➤ summative/predictive benchmark <p>http://www.te21.com/case http://www.te21.com/pages/page.asp?page_id=334838</p>	<ul style="list-style-type: none"> ➤ benchmark assessment ➤ assesses state standards with a focus on foundational skills ➤ aligned to College and Career Ready Standards/Common Core State Standards ➤ customized for SC, NC, MS, TN, PARCC states and Common Core states ➤ Lexile linking study was done by vendor for NC 3rd grade standards in order to become approved as a <i>North Carolina Read to Achieve Alternative Assessment</i>. ➤ Contains selected response and custom response items 	<ul style="list-style-type: none"> ➤ computer or paper pencil ➤ untimed ➤ administered every 9 weeks 	<ul style="list-style-type: none"> ➤ reading literature ➤ reading informational ➤ vocabulary ➤ figurative language 	<ul style="list-style-type: none"> ➤ student projected achievement level: <ol style="list-style-type: none"> 1. minimum 2. basic 3. proficient 4. advanced 5. exceptional 	<ul style="list-style-type: none"> ➤ N/A
Discovery Education Grade 3 Summative Assessment	<ul style="list-style-type: none"> ➤ summative ➤ predictive benchmark <p>http://www.discoveryeducation.com/ http://www.discoveryeducation.com/pdf/assessment/Discovery_Education_Assessment_Research.pdf</p>	<ul style="list-style-type: none"> ➤ state specific predictive benchmark assessments customized for: AL, CA, FL, IL, KY, MS, MI, NC, NY, OH, SC, TN, VA, WI ➤ nationally normed standardized tests designed to predict performance on high-stakes tests ➤ uses state standards and growth scales to predict proficiency levels 	<ul style="list-style-type: none"> ➤ 9-12-week assessment intervals ➤ 4 benchmarks 	<ul style="list-style-type: none"> ➤ customized by state to assess all ELA standards 	<ul style="list-style-type: none"> ➤ reports are broken down by each state standard and indicate whether the student is: <ol style="list-style-type: none"> 1. not proficient 2. proficient 3. advanced 	<ul style="list-style-type: none"> ➤ N/A
Iowa Assessments / Iowa Test of Basic Skills	<ul style="list-style-type: none"> ➤ diagnostic <p>http://www.hmhco.com/~media/sites/home/hmh-assessments/assessments/iowa-assessments/pdf/iowa_measuring_growth_with_iowa_assessments.pdf http://www.setontesting.com/iowa-tests/</p>	<ul style="list-style-type: none"> ➤ standardized reading assessment ➤ aligned specifically to the Iowa Core to measure mastery, growth, and readiness 	<ul style="list-style-type: none"> ➤ spring 	<ul style="list-style-type: none"> ➤ vocabulary ➤ word analysis ➤ listening ➤ reading ➤ language 	<ul style="list-style-type: none"> ➤ norm referenced scale scores ➤ GL equivalent percentile rank normed in 2005 ➤ Lexile ➤ quantile scores ➤ skill/domain mastery 	<ul style="list-style-type: none"> ➤ N/A
I-Ready	<ul style="list-style-type: none"> ➤ adaptive diagnostic ➤ growth measure ➤ formative/monitoring <p>http://www.curriculumassociates.com/products/ready-research-overview.aspx</p>	<ul style="list-style-type: none"> ➤ predicts student performance results for the Smarter Balanced, PARCC, and CCSS assessments ➤ aligned to the Common Core ELA standards 	<ul style="list-style-type: none"> ➤ 3 benchmarks ➤ fall ➤ winter ➤ spring 	<ul style="list-style-type: none"> ➤ vocabulary ➤ comprehensibility on literature and informational 	<ul style="list-style-type: none"> ➤ individual student profile reports: <ol style="list-style-type: none"> 1. on level 2. < 1 level below 3. >1 level below ➤ provides scale score for each domain ➤ Lexile measure 	<ul style="list-style-type: none"> ➤ N/A

I-Station	<ul style="list-style-type: none"> ➤ formative ➤ progress monitoring <p>http://www.istation.com/Reading</p>	<ul style="list-style-type: none"> ➤ assessment component of i-station curriculum ➤ computer-adaptive assessment to measure current skill levels ➤ students are immediately linked to lessons to support assessment identified areas of need 	<ul style="list-style-type: none"> ➤ ongoing ➤ as needed to move students to next curricular focus 	<ul style="list-style-type: none"> ➤ vocabulary ➤ comprehension ➤ fluency 	<ul style="list-style-type: none"> ➤ growth reports ➤ identifies skill deficiencies ➤ groups students in tiers 	<ul style="list-style-type: none"> ➤ N/A
NWEA MAP	<ul style="list-style-type: none"> ➤ formative ➤ interim <p>https://www.nwea.org/ https://www.nwea.org/assessments/</p>	<ul style="list-style-type: none"> ➤ computerized assessment to monitor student achievement growth toward mastery of state standards ➤ aligned to curricular goals ➤ assists in instructional decisions ➤ customized to individual state standards 	<ul style="list-style-type: none"> ➤ administered 3-4 times per year (fall, winter, spring, summer) 	<ul style="list-style-type: none"> ➤ reading skills ➤ language skills ➤ reading strategies ➤ comprehension ➤ reading analysis ➤ reading critically ➤ narrative text ➤ informational text 	<ul style="list-style-type: none"> ➤ percentile rank ➤ benchmarks aligned to state standards ➤ above, at, below grade level performance ➤ normative and growth information 	<ul style="list-style-type: none"> ➤ strong evidence of technical adequacy
SAT-10	<ul style="list-style-type: none"> ➤ summative ➤ nationally standardized achievement test <p>http://www.pearsonassessments.com/learningassessments/products/100000415/stanford-achievement-test-series-tenth-edition.html?Pid=SAT10C</p>	<ul style="list-style-type: none"> ➤ assesses ➤ normed in 2007 ➤ measures growth 	<ul style="list-style-type: none"> ➤ fall and spring 	<ul style="list-style-type: none"> ➤ comprehension (reading and language) ➤ decoding ➤ cipher knowledge ➤ semantics 	<ul style="list-style-type: none"> ➤ norm-referenced ➤ scale scores ➤ percentile ranks ➤ grade equivalents 	<ul style="list-style-type: none"> ➤ N/A
Scholastic Reading Inventory	<ul style="list-style-type: none"> ➤ diagnostic <p>http://www.scholastic.com/SRI http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf http://www.intensiveintervention.org/progress-monitoring/scholastic-reading-inventory-reading</p>	<ul style="list-style-type: none"> ➤ measures how well students read literature and expository texts ➤ criterion-referenced ➤ intended to match students to appropriate text 	<ul style="list-style-type: none"> ➤ as needed to assess current level 	<ul style="list-style-type: none"> ➤ reading comprehension 	<ul style="list-style-type: none"> ➤ scale scores ➤ Lexile ➤ percentile ➤ grade equivalents 	<ul style="list-style-type: none"> ➤ N/A
STAR Early Literacy	<ul style="list-style-type: none"> ➤ screening ➤ formative ➤ diagnostic <p>http://www.renaissance.com/ http://www.renaissance.com/products/assessment/star-360/star-early-literacy-skills/</p>	<ul style="list-style-type: none"> ➤ self-administered by computer ➤ identifies whether students are meeting benchmarks at state, district, and school level ➤ forecasts performance on state tests 	<ul style="list-style-type: none"> ➤ ongoing administration 	<ul style="list-style-type: none"> ➤ print concepts ➤ phonological Awareness ➤ vocabulary ➤ phonics ➤ fluency ➤ language ➤ comprehension 	<ul style="list-style-type: none"> ➤ scale scores ➤ classifies students into 3 stages of reading development: <ol style="list-style-type: none"> 1. emergent 2. transitional 3. probable reader 	<ul style="list-style-type: none"> ➤ some evidence of technical adequacy

STAR Reading	<ul style="list-style-type: none"> ➤ screening ➤ formative ➤ diagnostic http://www.renaissance.com/	<ul style="list-style-type: none"> ➤ designed to assess reading comprehension and overall reading achievement. 	<ul style="list-style-type: none"> ➤ up to 5 times per year 	<ul style="list-style-type: none"> ➤ reading comprehension (modified cloze procedure) 	<ul style="list-style-type: none"> ➤ criterion and norm referenced scores. 	<ul style="list-style-type: none"> ➤ some evidence of technical adequacy
Terranova	<ul style="list-style-type: none"> ➤ standardized achievement test ➤ summative http://www.datarecognitioncorp.com/Assessment-Solutions/Documents/TerraNova%20Overview%20Brochure%202016.pdf	<ul style="list-style-type: none"> ➤ multiple-choice, timed achievement test ➤ aligned to Common Core State Standards and NAEP framework. ➤ <i>"Terra Nova is an achievement test, not a proficiency test such as the state administers. Proficiency tests are those in which students have been taught all the content and are now being tested on whether or not they "got" it. Achievement tests include content students may not have been specifically taught, but that they could be expected to have mastered according to their cognitive ability."</i> from: http://www.princeave.org/sites/default/files/terrano_va_testing_powerpoint_0.pdf 	<ul style="list-style-type: none"> ➤ spring 	<ul style="list-style-type: none"> ➤ word analysis ➤ vocabulary ➤ language mechanics ➤ spelling 	<ul style="list-style-type: none"> ➤ nationally norm-referenced 	<ul style="list-style-type: none"> ➤ N/A

The assessment tools below are used by the majority of Arizona schools according to the literacy plan reports.

Galileo	<ul style="list-style-type: none"> ➤ summative benchmarks ➤ progress monitoring http://www.ati-online.com/galileoK12/indexK12.html	<ul style="list-style-type: none"> ➤ aligned to local standards ➤ comprehensive assessment ➤ forecasts standards-mastery 	<ul style="list-style-type: none"> ➤ 3-4 times per year 	<ul style="list-style-type: none"> ➤ all state ELA standards 	<ul style="list-style-type: none"> ➤ risk level summary: <ol style="list-style-type: none"> 1. on course 2. low risk 3. moderate risk 4. high risk 	<ul style="list-style-type: none"> ➤ N/A
DIBELSNext	<ul style="list-style-type: none"> ➤ screener ➤ benchmark ➤ progress monitoring https://dibels.uoregon.edu/market/assessment/dibels	<ul style="list-style-type: none"> ➤ measures reading foundations standards ➤ designed to be economical and efficient indicators of a student's progress toward achieving a general outcome, rather than measuring what was taught, it answers, "is the student learning and making progress toward the long-term goal?" ➤ criterion-referenced 	<ul style="list-style-type: none"> ➤ benchmarks 3-4 times per year 	<ul style="list-style-type: none"> ➤ decoding ➤ fluency ➤ comprehension 	<ul style="list-style-type: none"> ➤ classifies students into three categories: <ol style="list-style-type: none"> 1. benchmark 2. strategic 3. intensive 	<ul style="list-style-type: none"> ➤ Strong evidence of technical adequacy (note: evidence was measured on DIBELS, not DIBELS next)
AIMSweb	<ul style="list-style-type: none"> ➤ screener ➤ progress monitoring http://www.aimsweb.com/assessments/features	<ul style="list-style-type: none"> ➤ curriculum-based measures of reading performance ➤ compatible with any curriculum or standards ➤ predictive of state testing performance ➤ identifies students at risk for poor academic outcomes 	<ul style="list-style-type: none"> ➤ benchmarks 3 times per year 	<ul style="list-style-type: none"> ➤ literacy ➤ fluency ➤ comprehension ➤ spelling ➤ writing 	<ul style="list-style-type: none"> ➤ risk level ➤ Lexile ➤ rate of improvement (growth) <ul style="list-style-type: none"> ➤ local and national comparison 	<ul style="list-style-type: none"> ➤ Strong evidence of technical adequacy (note: evidence was measured on AIMSweb Pro)

Sources:
Washington State Reading Assessment Information Matrix

Reading assessment database. Retrieved from: <http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchlang=English&andorgrades=any&grade3=yes&referenced=&andor=all&searchname=&andor2=all&searchsubtests=&andorelements=any&element1=yes&element2=yes&element3=yes&sortby=name+of+tool&resultsperpage=50&camefrom=search&submit=Search>

[http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool\[\]=13536_3&tool\[\]=13417_3&tool\[\]=13533_3&tool\[\]=13535_3](http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool[]=13536_3&tool[]=13417_3&tool[]=13533_3&tool[]=13535_3)

All <input type="checkbox"/>	Title	Area	Grade	Reliability of Performance Level Score	Reliability of Slope	Validity of Performance Level Score	Predictive Validity of Slope of Improvement	Disag. Reliability and Validity Data	Bias Analysis
<input type="checkbox"/>	i-Ready Diagnostic for Reading / English Language Arts	<u>Reading / English Language Arts</u>	3	●	●	●	●	Yes	Yes
<input type="checkbox"/>	Scholastic Reading Inventory	<u>Reading</u>	3	●	—	—	—	No	No
<input type="checkbox"/>	STAR	<u>Early Literacy</u>	3	●	●	●	●	Yes	Yes
<input type="checkbox"/>	STAR	<u>Reading</u>	3	●	●	●	●	Yes	Yes

[http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool\[\]=13536_3&tool\[\]=13417_3&tool\[\]=13533_3&tool\[\]=13535_3](http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool[]=13536_3&tool[]=13417_3&tool[]=13533_3&tool[]=13535_3)

All <input type="checkbox"/>	Title	Area	Grade	Alternate Forms	Rates of Improvement Specified	End-of-Year Benchmarks	Sensitive to Student Improvement
<input type="checkbox"/>	i-Ready Diagnostic for Reading / English Language Arts	<u>Reading / English Language Arts</u>	3	●	●	●	—
<input type="checkbox"/>	Scholastic Reading Inventory	<u>Reading</u>	3	●	●	●	—
<input type="checkbox"/>	STAR	<u>Early Literacy</u>	3	●	●	●	●
<input type="checkbox"/>	STAR	<u>Reading</u>	3	●	●	●	●

Legend

- Convincing evidence
- ◐ Partially convincing evidence
- Unconvincing evidence
- Data unavailable

View Chart Resources

[http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool\[\]=13536_3&tool\[\]=13417_3&tool\[\]=13533_3&tool\[\]=13535_3](http://www.intensiveintervention.org/chart/progress-monitoring?grade=3&subject=reading&tool[]=13536_3&tool[]=13417_3&tool[]=13533_3&tool[]=13535_3)

The following is a report from the MOWR portal. This shows the summative assessment tool usage for third graders as reported on the literacy plans for 2016-2017.

Summative Assessment Tool	Used By (%)	Used By (#)	Number of Schools
DIBELS Next	30.30 %	210	693
Galileo	25.97 %	180	693
AIMS Web	7.22 %	50	693
NWEA/MAP	4.62 %	32	693
DIBELS	4.18 %	29	693
STAR	3.32 %	23	693
RAPS 360 (Reading Analysis and Prescription System)	1.59 %	11	693
Benchmark Assessment System	1.44 %	10	693

Summative Assessment data from 2015-2016

Summative Assessment Tool	Used By (%)	Used By (#)	Number of Schools
DIBELS Next	51.34%	612	1192
Galileo	27.77%	331	1192
AIMS Web	6.38%	76	1192
NWEA/MAP	5.37%	64	1192
DIBELS	4.95%	59	1192
STAR	3.69%	44	1192
Developmental Reading Assessment	2.94%	35	1192
Benchmark Assessment System	2.10%	25	1192
OTHER	2.01%	24	1192
i-Ready	1.01%	12	1192
iSTEEP	1.01%	12	1192
Words Their Way	1.01%	12	1192
RAPS 360 (Reading Analysis and Prescription System)	0.92%	11	1192
4-Sight	0.76%	9	1192
Reading Street Assessments	0.59%	7	1192

Rigby - Running Records	0.59%	7	1192
Acuity	0.42%	5	1192
95% Group Assessments	0.34%	4	1192
70 Spalding	0.25%	3	1192
Quick Phonics Screener (QPS)	0.17%	2	1192
Scantron	0.17%	2	1192
WRAT	0.08%	1	1192

Article 3. Curriculum Requirements and Special Programs

R7-2-318. K-3 Reading Program

- A. In this Article, unless the context otherwise requires:
- “Intensive reading instruction” is a proactive instructional approach used to reduce the likelihood of future reading problems by addressing severe and persistent difficulties with learning to read through the use of evidence-based instruction in smaller-group settings, increased instructional time, and increased intensity that is aligned to individual student needs or deficiencies and is driven by ongoing student performance data from a valid assessment tool.
 - “Interventions” are instructional supports provided to students with the purpose of preventing and remediating reading difficulties. These supports are organized in tiers which provide increasing instructional intensity and support with each level.
 - “Motivational assessments” are measures of motivation or attitudes toward reading and produce information to monitor student progress.
 - “Prevention” is instructional support provided to students before students have experienced failure in learning to read.
 - “Remediation” is instructional support provided to students after a student has experienced significant and persistent difficulties in learning to read.
 - “Universal screeners” are very brief measures based on established standardized benchmarks or performance targets developed through extensive research designed to improve accuracy of identifying students who will likely need additional support for meeting grade level reading standards.
- B. Prior to the release of monies generated by the K-3 reading support level weight, a school district or charter school assigned a letter grade of C, D or F, or that has more than ten percent of its pupils in grade three who do not demonstrate sufficient reading skills as established by the Board, shall submit to the Department on or before October 1, a comprehensive local education agency K-3 reading program plan, using the format prescribed by the Department. Each school district or charter school assigned a letter grade of A or B shall submit its plan to the Department on or before October 1 in odd numbered years only beginning in 2016-2017.
- C. Pursuant to A.R.S. §§ 15-211, 15-701 and 15-704, the K-3 reading program plan submission shall contain the following components for pupils in half-day and full-day kindergarten programs and grades one through three:
- School literacy contacts, literacy team members and master reading schedules;
 - A list of the staff who reviewed and approved the individual school K-3 reading program plans;
 - A budget and accompanying narrative for the prior and current school year regarding the expenditure of monies used only on instructional purposes intended to improve reading proficiency from the K-3 support level weight and the K-3 reading support level weight;
 - An evaluation and accompanying narrative of the effectiveness of the local education agency’s K-3 reading program for the previous school year and plans for improvement for the current school year;
 - Core reading programs which teach the essential components of reading instruction including explicit and systematic phonics pursuant to A.R.S. § 15-704(H)(1), with a description of the frequency and duration of the instruction;

6. Date of last curriculum review;
 7. Tier II and Tier III intensive reading intervention programs, including frequency and duration;
 8. Initial benchmark assessment data and an accompanying narrative on pupil reading proficiency;
 9. Assessment data on universal screenings, diagnostic tools, progress monitoring tools, summative assessment tools, motivational assessments, collections of reading assessments and alternative standardized reading assessments;
 10. A sample template of a parental notification letter;
 11. Evidence-based intervention and remedial services provided to students; and
 12. Evidence of ongoing teacher training based on evidence-based reading research.
- D. The local education agency shall submit universal screening data on October 1, winter benchmark data on February 1 and end of year assessment data on June 1 for pupils in kindergarten programs and grades one through three.
- E. Each school district or charter school governing body shall submit data for the prior school year on the total number of pupils that were subject to retention, the total number that were promoted, the total number actually retained and the interventions administered pursuant to A.R.S. § 15-701 to the Department no later than October 1 and prior to the release of monies generated by the K-3 reading support level weight.