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

AMENDED
NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to members of the State Board of Education K-3 Literacy Ad Hoc Committee, and to the general public, that the Committee will hold a meeting open to the public on **Monday, October 1, 2018 at 9:00 am at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, Arizona 85007.** A copy of the agenda is attached. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more Committee members 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.

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 27 day of September 2018.

By: _____

Alicia Williams
Executive Director
(602) 542-5057

AGENDA

K-3 LITERACY AD HOC COMMITTEE
October 1, 2018
9:00 a.m.
Arizona Department of Education, Room 122
1535 W. Jefferson
Phoenix, AZ 85007

9:00 a.m.   CALL TO ORDER, ROLL CALL AND INTRODUCTION OF COMMITTEE
MEMBERS

1. Presentation and discussion regarding the organization, duties and responsibilities of the Committee. This item may include a discussion of expectations of staff

2. Presentation, discussion and consideration to elect a chair and co-chair

3. 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

4. Presentation and discussion on the overview of Move On When Reading and implementation of changes to legislation in 2017

5. Presentation and discussion on the Move On When Reading Literacy Plan Analysis by Read On Arizona

6. ~~Presentation and discussion on the K-3 Quality Initiative partnership~~

7. Presentation and discussion on literacy best practices by Education Commission of the States

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

Adjourn

Move On When Reading:
A Brief Overview of Changes (2017-2018)

Sean Ross

Director of K-12 English Language Arts and Move On When Reading

Arizona Department of Education
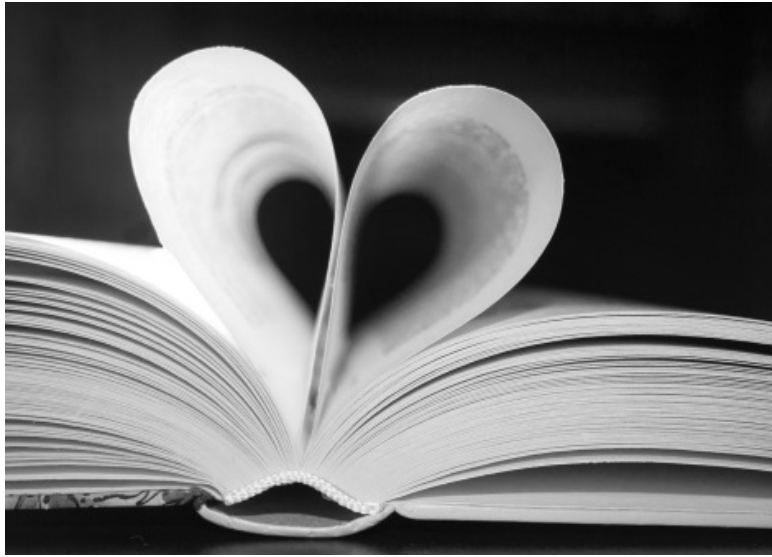
MOWR: Spirit of the Legislation

The MOWR legislation is designed to promote early identification and targeted intervention for struggling readers so that they are reading at grade-level by or before the end of 3rd grade.

MOWR: Funding

- **Funding**
  - $45,000,000 allotted to schools for K-3 reading support each year
  - Averages $145.00 per K-3 student
  - May be used for:
    - K-3 staffing
    - K-3 instructional materials
    - K-3 assessments
    - K-3 professional development
- **K-3 Reading Ad Hoc Committee Change 2017**
  - LEAs now report how they are <u>allotting</u> their MOWR funding

MOWR: Statewide Funding

MOWR Expenditures (2016-2017 School Year)

Total MOWR Funding Released to Schools	K-3 Staffing	K-3 Instructional Materials	K-3 Assessment Materials	K-3 Professional Development
$44,885,472	94%	4%	1%	1%

MOWR Estimated Expenditures (2017-2018 School Year)

Total MOWR Funding Released to Schools (Estimated)	K-3 Staffing (Estimated)	K-3 Instructional Materials (Estimated)	K-3 Assessment Materials (Estimated)	K-3 Professional Development (Estimated)
$44,818,039	82%	12%	3%	3%

MOWR: Core Reading Programs

- **Core Reading Programs**
  - Systematically and explicitly teach the pillars of early literacy
    - Phonological Awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Comprehension
- **K-3 Reading Ad Hoc Committee Change 2017**
  - Core reading programs are required to be <u>evidence-based</u> (versus scientifically based)

MOWR: ESSA Evidence Levels

CATEGORY ONE:

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes

CATEGORY TWO:

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

1 STRONG EVIDENCE

2 MODERATE EVIDENCE

3 PROMISING EVIDENCE

4 "STRONG THEORY"

based on at least 1 well-designed and well-implemented experimental study

based on at least 1 well-designed and well-implemented quasi-experimental study

based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

includes ongoing efforts to examine the effects of such activity, strategy, or intervention

MOWR: Comprehensive Assessment System

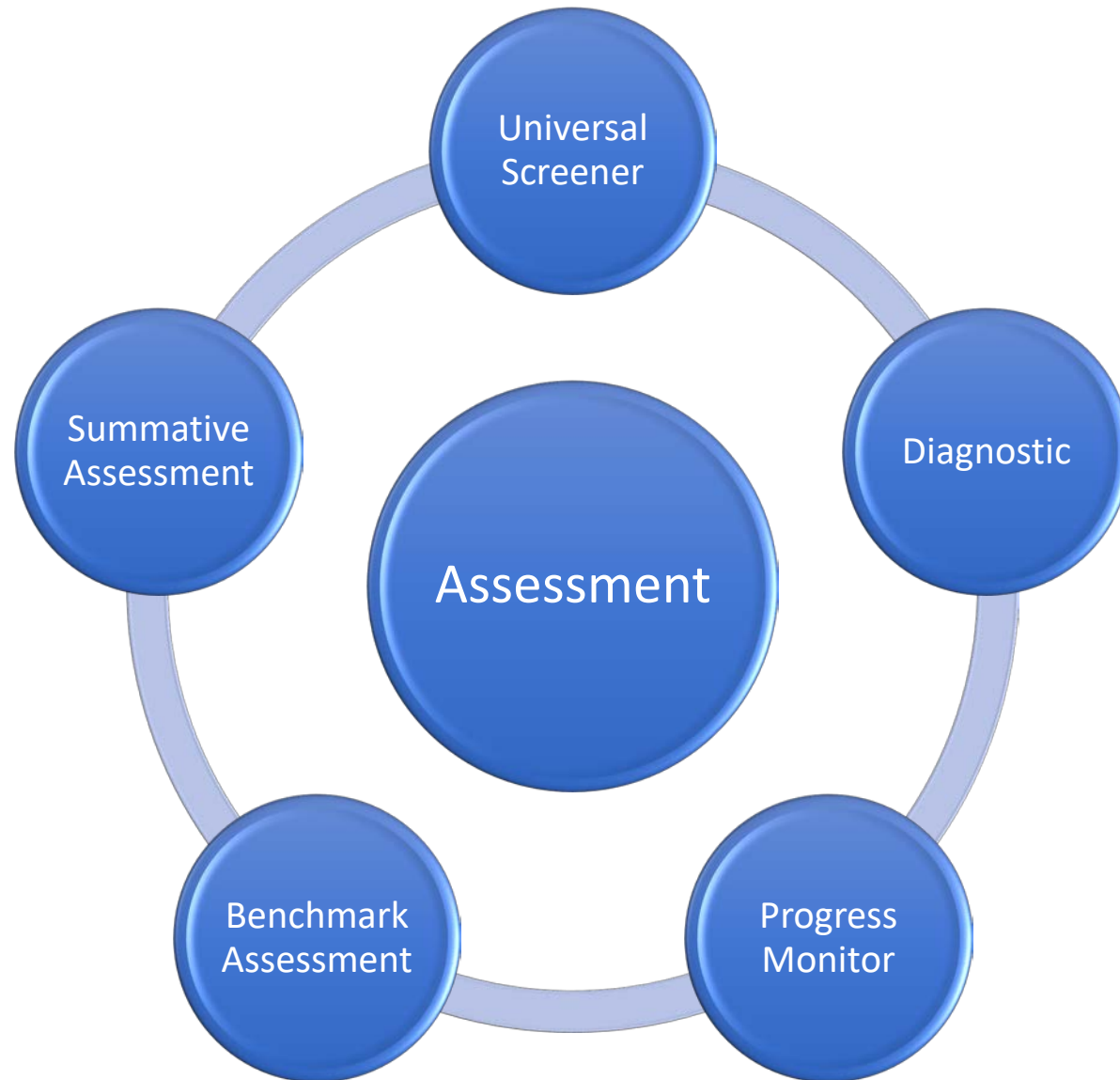- **Assessment System**
  - Students are screened for early identification and monitored for progress
    - Universal Screener
    - Diagnostics
    - Progress Monitor
    - Benchmark Assessment
    - Summative Assessment
- **K-3 Reading Ad Hoc Committee Change 2017**
  - Schools/Districts submit a <u>narrative</u> that analyzes trends with each data submission

MOWR: A Comprehensive System of Assessment

District - LEA LA Data - Window 1

Organization Name	Comments
▢ School	Overall Needs: K - Targeted Tier 1 Instruction and individualized remediation during Tier II and Tier III interventions. Goal: Increase phonological awareness and phonics in areas such as: a. student knowledge of letter sounds, b. student ability to identify letters and their corresponding sounds, c. student ability to segment words by individual letter sounds, and d. student ability to manipulate
School	The data suggests that the students would benefit from a systematic approach to language acquisition and systematic phonics instruction to improve reading fluency and comprehension. Benchmark level students should continue to participate in small groups, in order to maintain their current reading fluency level.

MOWR: Parent Contact

- **Parent Contact**
  - Parents receive two letters per year
    - #1 – MOWR information for <u>all</u> K-3 families
    - #2 – Information for families of <u>at-risk</u> K-3 students

- **K-3 Reading Ad Hoc Committee Change 2017**
  - Letter #2 must now include descriptions of
    - The student's current area of struggle with reading
    - The interventions and strategies being used by the school to assist the student
    - Any supplemental services available at the school
    - The specific activities that parents can use at home
    - The MOWR legislation and 3rd grade promotion

Date

To the Parents of _____:

The _____ School District offers a comprehensive core reading program curriculum to all K-3 students that monitors each student's reading skills throughout the school year. The District core reading program, *(name the evidence-based reading program)* includes all of the components of early literacy skills: Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension.

The _____ School District continually monitors reading achievement through state, district, and classroom reading program assessments in grades K-3, adjusting instruction to meet each student's needs. This letter is to inform you that your child's reading proficiency is:

☐ At Benchmark (Reading proficiently)
☐ Approaching Benchmark (Has areas for improvement that may require intervention or remediation)
☐ Significantly At Risk (Requires reading intervention and remediation)

Arizona statute requires that a student meet the Move On When Reading cut score on the Reading portion of the 3rd grade AzMERIT exam. A student who fails to meet this score will be retained unless he meets one of four good-cause exemptions. More information on Move On When Reading can be found here: www.azed.gov/MOWR.

Your child's reading skills have been assessed, and he/she is currently struggling with mastering the literacy skill(s) marked below:

☐ Phonological Awareness (Oral language)
☐ Phonics (Letter-sound connections)
☐ Fluency (Reading at an appropriate rate)
☐ Vocabulary
☐ Comprehension

Students who are demonstrating difficulty in reading receive additional assistance and intervention to meet their individual needs. Progress monitoring measures are administered to inform instruction and monitor skill acquisition. The following interventions and strategies are being provided to your child to help him/her learn to read proficiently:

Arizona
Department of Education

MOWR: Retention

- **Retention**
  - A student who fails to meet the MOWR cut score on the Reading portion of the 3rd grade ELA AzMERIT exam is to be retained, unless he meets one of the good-cause exemptions

- **K-3 Reading Ad Hoc Committee Change 2017**
  - The "One Bad Day" exemption was added to the list of good-cause exemptions to retention

MOWR: Four Exemptions to Retention

(1) The student is an <u>English learner</u> or a limited English proficient student and has had <u>fewer than two years</u> of English language instruction.

(2) The student is in the process of a <u>special education referral</u> or evaluation and/or student has been diagnosed as having a significant <u>reading impairment</u>, including dyslexia.

MOWR: Four Exemptions to Retention

(3) The student has an <u>identified disability and has an IEP</u> **and** the IEP team (including parents) agrees that promotion is appropriate.

(4) The student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as <u>evidenced through a collection of reading assessments approved by the State Board</u>.

Required Interventions for Retained Students

Intervention	K-3 Committee Change*
Assignment to a new teacher	Assignment to a new teacher who was designated in the top performance classification on the most recent teacher evaluation
Online reading instruction	Student receives small-group reading instruction led by a teacher, which may include online reading instruction
Summer school reading program	Summer school reading program
Intensive reading instruction before, during, or after school	Intensive reading instruction before, during, or after school

*The K-3 Ad Hoc Reading Committee changed the requirement that schools use one of the interventions to the requirement that schools use **more than one** of the interventions.

MOWR: Additional Information

1. LEAs with letter grades of A or B are only required to submit literacy plans and literacy data every other year (2019-2020 for example).

2. LEA letter grades were not available this year, so the MOWR team was required to use 2014 letter grades to determine which LEAs must submit plans.

3. The MOWR cut score for retention on AzMERIT is the lowest in the country.

4. The ADE MOWR team is the smallest team for this type of legislation in the country.

5. The budget for the ADE MOWR team was cut by 2/3 when the program was passed from the SBE to the ADE.

   *This budget covers all K-3 reading professional development for teachers across the state, I.T. costs for the MOWR portal, and salaries for the MOWR team.

MOWR: Contact Information

- ADE MOWR Website – www.azed.gov/MOWR

- MOWR Inbox – moveonwhenreading@azed.gov

- ADE MOWR Team
  - Sean Ross – Sean.Ross@azed.gov
  - Sarah Bondy – Sarah.Bondy@azed.gov
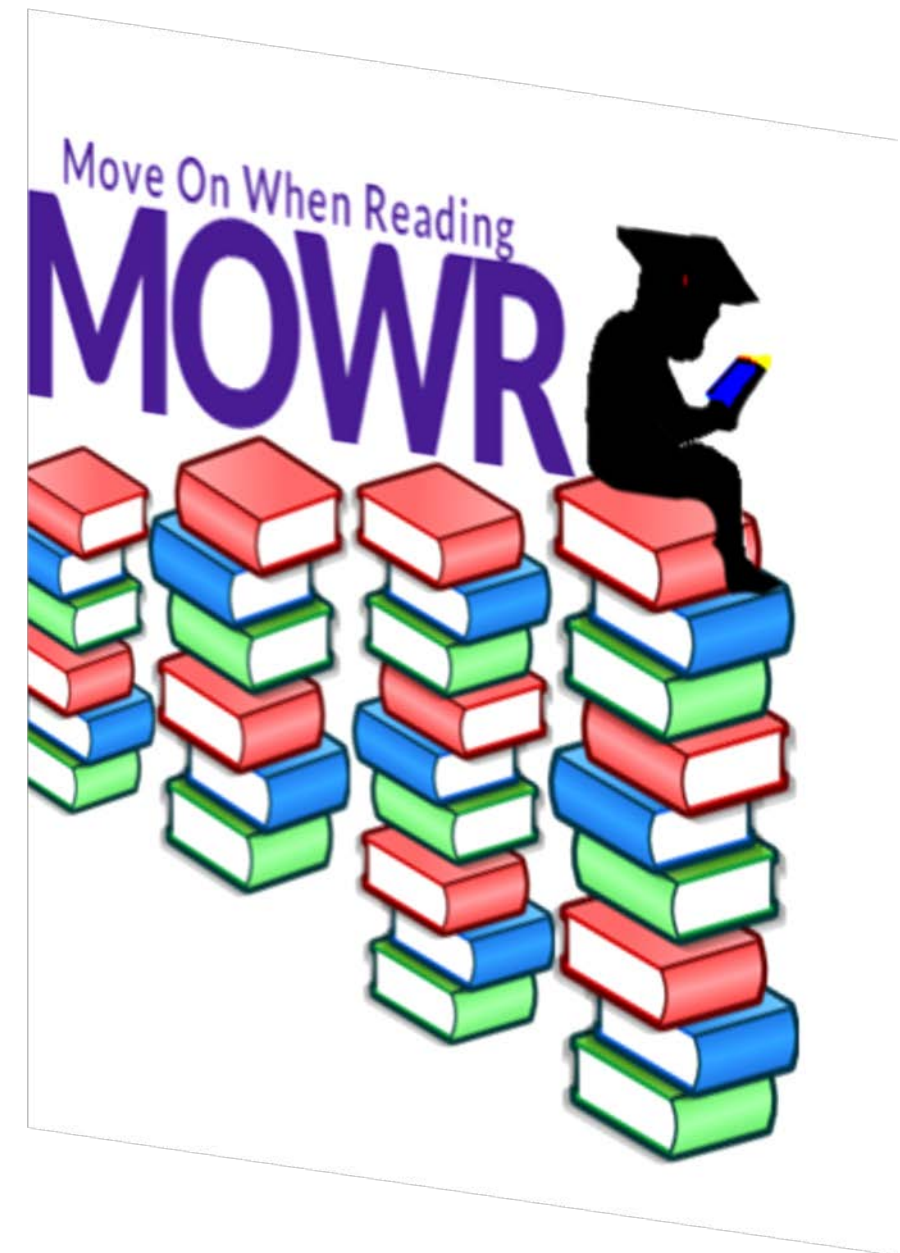
Questions?

Move on When Reading Literacy Plan Analysis

October 1st, 2018

Robert Vagi, Ph.D.

Introduction

- Collaboration between Read On Arizona and the Arizona Department of Education

- Sought to better understand how Move on When Reading programs and interventions are related to 3rd grade literacy

- Research Questions:

    1. *Are specific core literacy programs associated with higher rates of 3rd grade reading achievement?*

    2. *Are specific universal screening tools associated with higher rates of 3rd grade reading achievement?*

    3. *To what extent are school and district characteristics (i.e. poverty, enrollment, etc.) associated with different rates of 3rd grade reading achievement?*

Data and Methods

▶ School-level data from the 2015-2016 school year

▶ Only included schools for which complete data were available

▶ Main outcomes:

  ▶ Percent passing 3rd grade AzMERIT English Language Arts (ELA)

  ▶ Percent at performance level 1 on 3rd grade AzMERIT English Language Arts (ELA)

▶ Final sample included 953 schools

▶ Examined differences using two sets of analyses: those that accounted for other factors that might also affect student achievement and those that did not

Question 1: *Are specific core literacy programs associated with higher rates of 3rd grade literacy?*

- Core Literacy Programs: Target all students and incorporate various skills into one coherent program to ensure that students are successful in reading.

- Only examined programs used by 5% or more of schools:
    1. Houghton Mifflin Reading
    2. Journeys, MacMillian/McGraw-Hill Reading
    3. Reading Street
    4. Storytown
    5. Treasures
    6. Trophies

- Also examined the number of core literacy programs used in 3rd grade

Question 1: *Are specific core literacy programs associated with higher rates of 3rd grade literacy?*

▶ No statistically significant differences between schools that used each core literacy program and those that did not

▶ The relationships between the number of core literacy programs used in 3rd grade and the percent of students passing and at performance level 1 were not statistically significant.

Question 2: *Are specific universal screening tools associated with higher rates of 3rd grade literacy?*

- Universal Screening Tool:
    - Focus on skills that are highly-predictive of academic success
    - Used to identify struggling learners and monitor progress
- Only examined tools used by 5% or more of schools:
    1. AIMS Web
    2. DIBELS
    3. DIBELS Next
    4. Galileo
- Also examined the number of screening tools used in 3rd grade
- Only examined percent at performance level 1

Question 2: *Are specific universal screening tools associated with higher rates of 3rd grade literacy?*

▶ No statistically significant differences between schools that used each universal screening tool and those that did not

▶ The relationship between the number of universal screening tools used in 3rd grade and the percent of students at performance level 1 was not statistically significant.

Question 3: *To what extent are school and district characteristics associated with different rates of 3rd grade literacy?*

- Examined the following characteristics:
  - Charter status
  - School and district enrollment
  - School and district percent free- and reduced-price lunch
  - School and district percent minority enrollment
  - Rural locale
- Analysis examined all characteristics simultaneously to account for any shared relationships
- Examined both percent passing and percent at performance level 1

Question 3: *To what extent are school and district characteristics associated with different rates of 3rd grade literacy?*

- School-Level Percent Free- and Reduced-Price Lunch:
  - A ten-percentage point increase was associated with a two-percentage point decrease in the number of students passing AzMERIT.
  - A ten-percentage point increase was associated with a two-percentage point increase in the number of students at performance level 1.

- School-Level Percent Minority Enrollment:
  - A ten-percentage point increase in minority enrollment was associated with a four-percentage point decrease in the number of students passing AzMERIT.
  - A ten-percentage point increase in minority enrollment was associated with a four-percentage point increase of students at performance level 1.

- District-Level Percent Minority Enrollment:
  - A ten-percentage point increase in minority enrollment was associated with a two-percentage point increase in the number of students passing AzMERIT at the school-level.

- Rural Schools:
  - On average, rural schools had three percent fewer students pass AzMERIT when compared with non-rural schools.

Conclusion

- Core Reading Programs and Universal Screening Tools:
  - Nonsignificant relationships don't mean that programs aren't helping students.
  - No evidence that a specific program offers an advantage over others.
- Poverty and minority enrollment are associated with lower rates of achievement independent of each other.
- More investigation needed for district-level minority enrollment.
- Rural schools have lower average achievement even after accounting for things like poverty, minority enrollment, charter status, etc.
- More usable data would allow further research.

Overview of State 3rd Grade Reading Policies

Twenty-nine states plus D.C. have retention policies in place to support students who are not reading proficiently by the end of third grade. Of these states, 16 states plus D.C. require third grade retention and 14 of those offer conditional promotion options. **Forty-two states plus D.C.,** detail the interventions available to K-3 students in state statute and regulation, often including extended instructional time, parental engagement, evidence-based instruction, summer reading opportunities and small group instruction.

States Requiring or Allowing Third-Grade Reading Retention

Legend:
- ■ Require retention
- ■ Allow but do not require retention
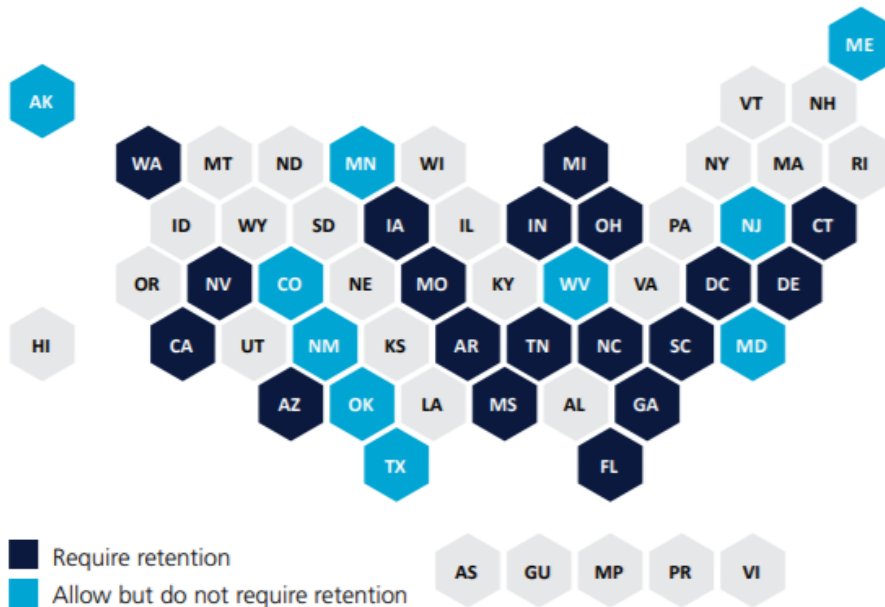
Note: Implementation will begin on July 1, 2019 in Nevada and during the 2019-2020 academic year in Michigan.

Source: NCSL 2018

Source: National Conference of State Legislatures: **Third-Grade Reading Legislation**

Why States Address 3rd Grade Reading Policies

In 2015, **roughly 2 out of 3 fourth graders** did not score proficient in reading. Research shows that students who do not read proficiently at the end of third grade are **four times more likely to not finish high school**. Responding to this data, many states have implemented retention policies for those failing to score proficient on reading tests by the end of third grade.

However, retaining a student can often be costly and negatively affect a student's long-term academic success. Many policymakers are now examining more preventative approaches to supporting students in becoming proficient readers.

State Actions to Address K-3 Literacy

For the forty-two states plus D.C. that provide guidance around a system of interventions for struggling students, these interventions can include:

- **Supplemental instruction, such as summer school, after-school or Saturday school tutorial programs** (Alaska, Arizona, Arkansas, Connecticut, Florida, Indiana, Maryland, Mississippi, Pennsylvania, Vermont)
- **Academic improvement plans, remediation plans, and progress monitoring** (Arizona, Arkansas, Colorado, Connecticut, Delaware, Georgia, Missouri, New York)
- **Family engagement programs and supports** (Arizona, Connecticut, Mississippi, Vermont)

Additionally, states use the following systems to support third grade reading proficiency:

- **Teacher Training and Professional Development: 36 states** have policies requiring that K-3 teachers receive instruction in reading education in their teacher preparation programs. **20 states** have policies requiring that K-3 teachers engage in professional development specific to reading.
- **Assessments**: All states assess students in reading and mathematics in third grade.
- **Assessment Data**: **44 states plus the District of Columbia** have policy in place to examine and use reading assessment data for decisions such as placement and grade promotion.

State Examples

Colorado

The **Colorado READ (Reading to Ensure Academic Development) Act** passed in the 2012 legislative session with the goal of identifying students with significant reading deficiencies, strengthening requirements for parental communication, and to provide funding for K-3 reading interventions. The READ Act requires, among other elements, the use of assessments to track literacy development, individual reading plans, district data reporting, and student progress to be incorporated into school and district accountability. **Per-pupil intervention funds** can be used to provide full-day kindergarten, summer school literacy programs, tutoring services, literacy specialists and other appropriate, scientifically based interventions.

In its first year of implementation, the **Colorado READ (Reading to Ensure Academic Development) Act** helped reduce the statewide number of students with significant reading deficiencies from 16% in 2013 to 14% in 2014 (or 5,000 fewer students). During that same period, English language learners with significant reading deficiencies decreased from 35% to 27% statewide. Beyond third grade, there are about **27,000 Colorado students with READ act plans** for significant reading deficiencies that continue past the third grade.

Iowa

Iowa's early literacy law requires an early warning system to screen students in the K-3 years. It also requires 90 minutes per day of scientific, research-based intensive reading instruction provided by the school district for K-3 students who are persistently at risk in reading. During intensive instruction, these students must be reassessed for reading proficiency using locally determined or statewide assessments, including periodic universal screening and annual standard-based assessments. Throughout the process, districts must regularly update the parent or guardian on the student's progress towards proficiency.

Florida

Just, Read Florida was created by **executive order** in 2001 to create a comprehensive and coordinated reading initiative across the state. In the years following, additional requirements and changes have been made to **state law** surrounding third grade reading retention. Florida **law** requires that each school district having low-performing elementary schools provide an additional hour each day for intensive reading instruction. Additionally, parental engagement efforts include informing parents of the exact nature of a student's difficulty in reading proficiency, the services provided, the potential for retention and strategies that can be used at home to support their reading.

Evaluations of this "Extra Hour Reading Initiative for Low Performing Schools" have shown that the program has had positive impacts on student outcomes. The Florida Legislature's Office of Program Policy Analysis & Government Accountability **reviewed** the Extra Hour Initiative and found that most schools improved their state reading scores after implementing the program.

State Legislation

- **Alaska** (**S.B. 57**, 2013)
    - Amended existing law requiring each school district to annually provide to parents and guardians of students enrolled in kindergarten through grade three in public school current information on the importance of early literacy, including intervention strategies, home literacy plans, grade retention standards, policies for the elementary school attended and strategies and resources to help children learn to read.
    - In partnership with local media outlets, the bill required the department to create and implement a communications campaign to educate parents and guardians about the importance of early literacy.

- **Oregon** (**H.B. 3069**, 2015)
    - Requires that the Teacher Standards and Practices Commission adopt rules that require teacher education programs in early childhood education, elementary education, special education or reading to demonstrate that students enrolled in the programs receive training to provide instruction that enables students to meet reading standards by the end of third grade

- **South Carolina (Act 284**, 2014)
    - As of the 2017-18 school year, a student must be retained in the third grade if they fail to demonstrate reading proficiency as shown by scoring in the lowest achievement level on the state literacy assessment. Several exemptions exist, however, regardless of being promoted or retained, a student scoring in this achievement level receives additional instructional supports to reach grade level reading proficiency.

- **Texas** (**S.B 925**, 2015)
    - Directs the commissioner of education to make available literacy achievement academies for teachers providing reading instruction to K-3 students.
    - Requires a literacy achievement academy to include training in effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the use of empirically validated instructional methods that are appropriate for struggling readers.
    - Permits a literacy achievement academy to include training in effective instructional practices in writing.

Additional Resources

- The National Governors Association's **A Governor's Guide to Early Literacy** suggests five policy actions to ensure all students can read by third grade. These policy actions include:

    - Adopting comprehensive language and literacy standards for early childhood education programs and K-3rd grade
    - Increasing access to strong pre-k and full-day kindergarten programs
    - Increasing family support in literacy development
    - Strengthening workforce development
    - Strengthening improvement and accountability methods

- The Annie E. Casey Foundation's **Early Warning: Why Reading by the End of Third Grade Matters** focuses on the importance of reading by fourth grade for our economy, the social factors that contribute to students not being at grade level reading, what efforts can help kids read, and how to make grade-level reading a priority.

- The Annie E. Casey Foundation's **Kids Count Data Center: Fourth Grade Reading Achievement Levels** shows what percentage of each state's fourth graders scored proficient on fourth grade reading assessments every other year from 2007-2015.

- National Association of Elementary School Principal's **Response to Intervention in Primary Grade Reading** report suggests that principals help support reading by:
    - Screening all students from potential reading problems in the beginning and middle of the year.
    - Monitoring progress and differentiating instruction (based on assessed reading skills for all students).
    - Implementing systemic skill instruction: Plan intensive instruction on foundational reading skills for students in Tier two and Tier three interventions.
    - Establishing a systemwide framework for RTI (Response to Intervention) to support the three recommended practices.