



# **K-5 Literacy Endorsement**

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**Deputy Associate Superintendent of Academic Standards**


# The Importance of 3<sup>rd</sup> Grade Reading



Students who are not reading proficiently in third grade:

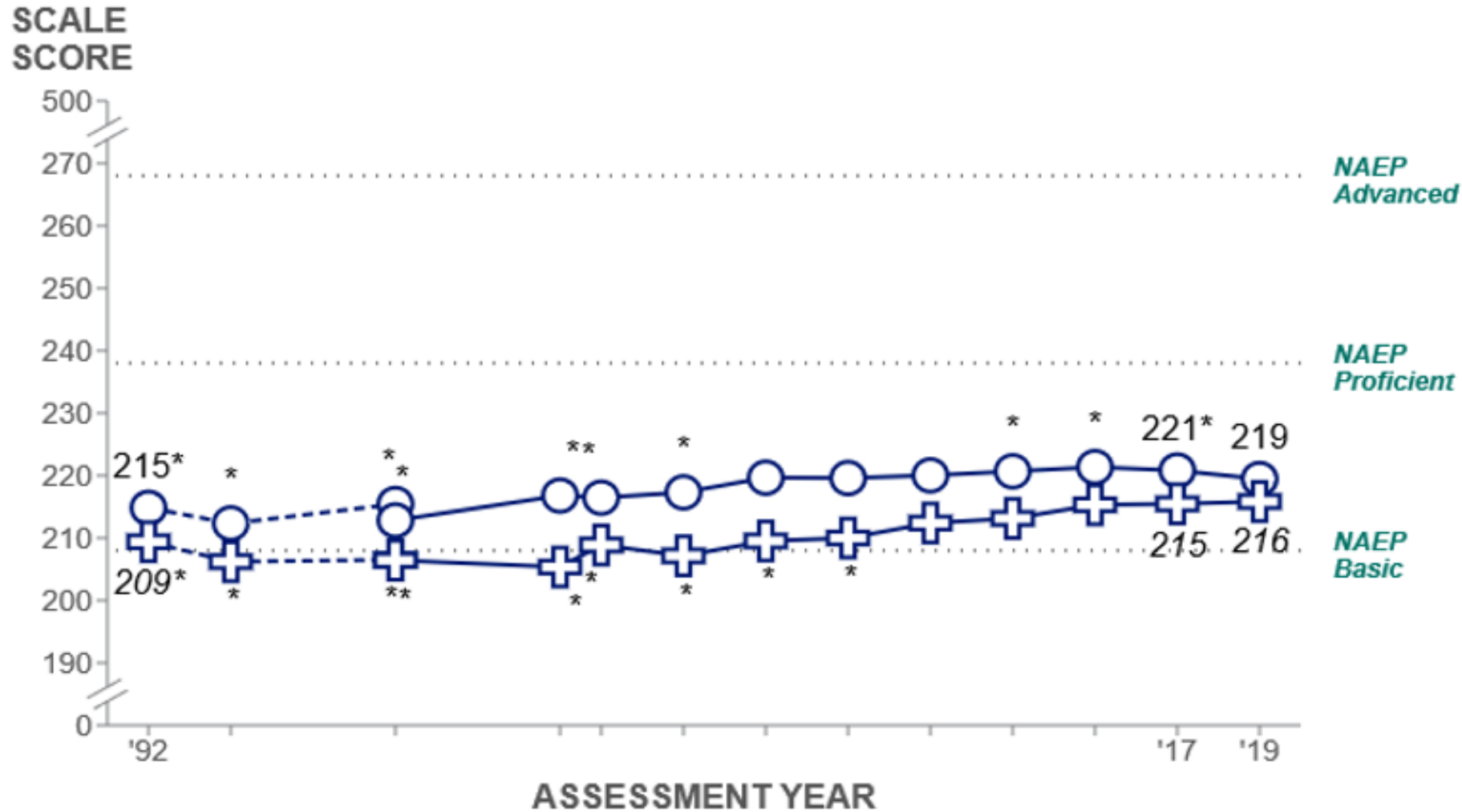
4 x  Are four times more likely to not graduate high school.

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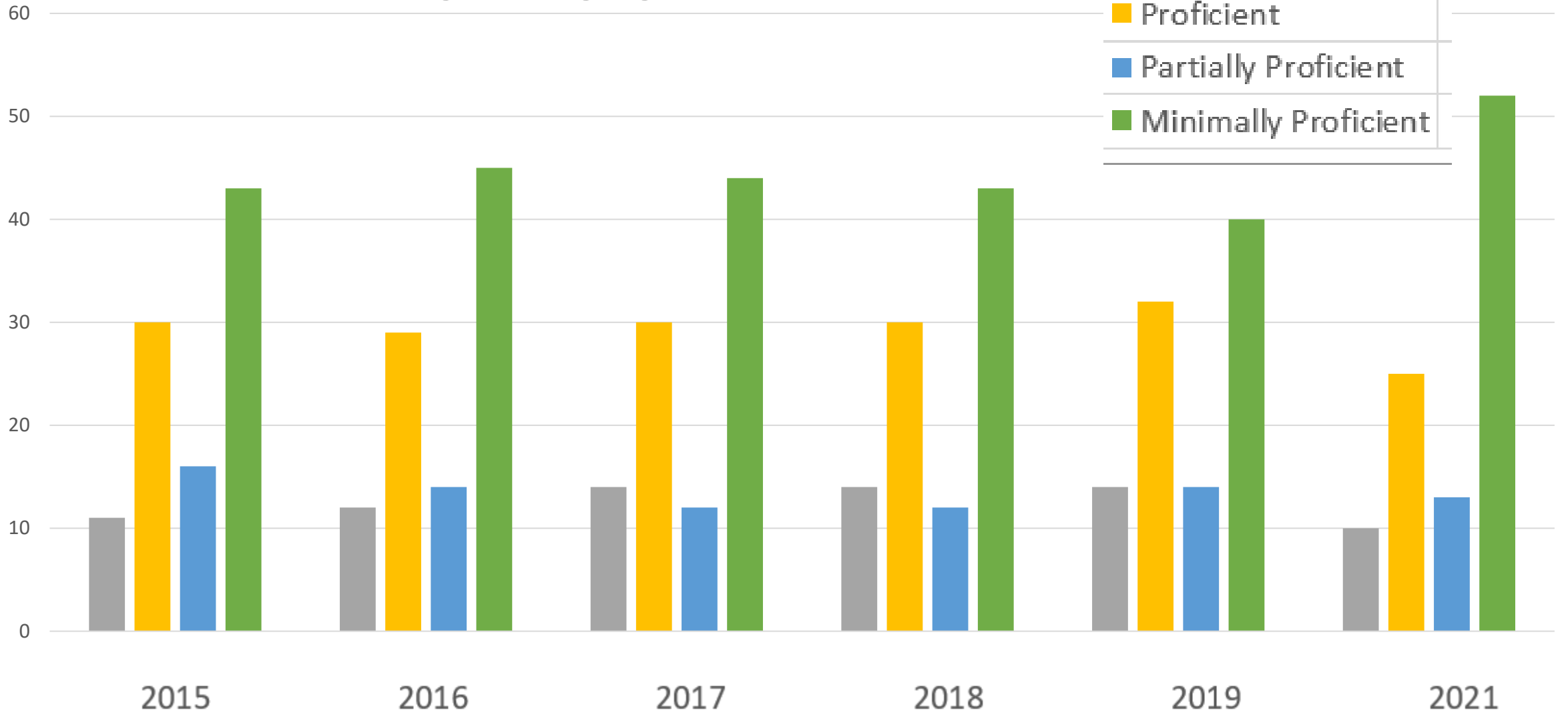
6x  African American and Hispanic students not reading proficiently in third grade are six times more likely to drop out or fail to graduate from high school.

# NAEP: State and National Growth in 4<sup>th</sup> Grade Reading

Trend in NAEP reading average scores for fourth-grade public school students in Arizona and nation



# Statewide 3<sup>rd</sup> Grade English Language Arts Exam – All Students



# Early Literacy Connected Legislation

Legislation	Brief Description	Intended Impact
Move On When Reading	K-3 Reading Legislation	<ul style="list-style-type: none"> <li>All students reading at grade-level by third grade</li> </ul>
Dyslexia Designee	K-3 Screening and Training	<ul style="list-style-type: none"> <li>K-1 screening and intervention</li> <li>Build teacher capacity in the science of reading and dyslexia</li> </ul>
SB1572 – K-5 Pre-service teachers	<ul style="list-style-type: none"> <li>Literacy endorsement</li> <li>Coursework in the science of reading</li> <li>Literacy exam to earn endorsement</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher capacity in the science of reading</li> <li>Data for EPPs to reflect on programs</li> <li>Implemented by July 2022</li> </ul>
SB1572 – In-service	<ul style="list-style-type: none"> <li>Literacy endorsement</li> <li>Coursework in the science of reading</li> <li>Literacy exam to earn endorsement</li> </ul>	<ul style="list-style-type: none"> <li>All K-5 teachers trained in the science of reading by 2028</li> </ul>

# K-5 Literacy Endorsement: Pre-service Educators

## K-5 Literacy Endorsement

- Required
  - K-5 teachers of reading
    - Classroom teachers
    - Early childhood educators (K-3)
  - Interventionists/Literacy coaches
  - Special education teachers
- Coursework
  - 6 credits in the science of reading, intervention, and dyslexia
- Exam
- Timeline
  - Courses offered: 2022
  - Endorsement earned: **2025**





# K-5 Literacy Endorsement: In-service Educators

## K-5 Literacy Endorsement

- Required
  - K-5 teachers of reading
    - Classroom teachers
    - Early childhood educators (K-3)
    - Interventionists/Literacy coaches
    - Special education teachers
- Exempted
  - Educators with a Reading Endorsement
- Coursework/Training
  - 6 credits (or equivalent training) in the science of reading, intervention, and dyslexia
- Exam
- Timeline
  - Endorsement earned: **2028**



# In-service Educators: Recertification Hours

## Teacher Recertification Hour Requirements

- 6-Year Standard Certificate = 90 clock hours for renewal
- 8-Year Standard Certificate = 120 clock hours for renewal
- 12-Year Standard Certificate = 180 clock hours for renewal

## K-5 Literacy Endorsement Requirements

1. 90 professional learning hours/6 credit hours
2. 15 hours per year between 2022 and 2028





# Foundations of Reading Exam

## Required By

1. Alabama
2. Arkansas
3. Connecticut
4. Mississippi
5. New Hampshire
6. North Carolina
7. Ohio
8. Wisconsin

## Aligned To

1. International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading
2. International Literacy Association Standards for the Preparation of Literacy Professionals

## Cost\*

1. \$139.00

- \*Based on state contracts



# What is the Science of Reading?



Florida Center for Reading Research

# Early Literacy Endorsement: Training Options

## Reading Endorsement

- Exempted from K-5 Literacy Endorsement
- 12,000 Arizona educators

## Coursework

- Approved Educator Prep Programs
- Institutes of Higher Education

## Trainings

- List of Approved Trainings (Coming)
  - RFI Process
    - [Dyslexia Trainings List](#) (Connected)
  - [Reading Fundamentals On Demand Academy](#)
    - **Free**
      - Asynchronous
      - School PD Days
      - Individual Use
  - [TRE for ELL](#)
  - [SPED Literacy Trainings](#)

## Funding Sources

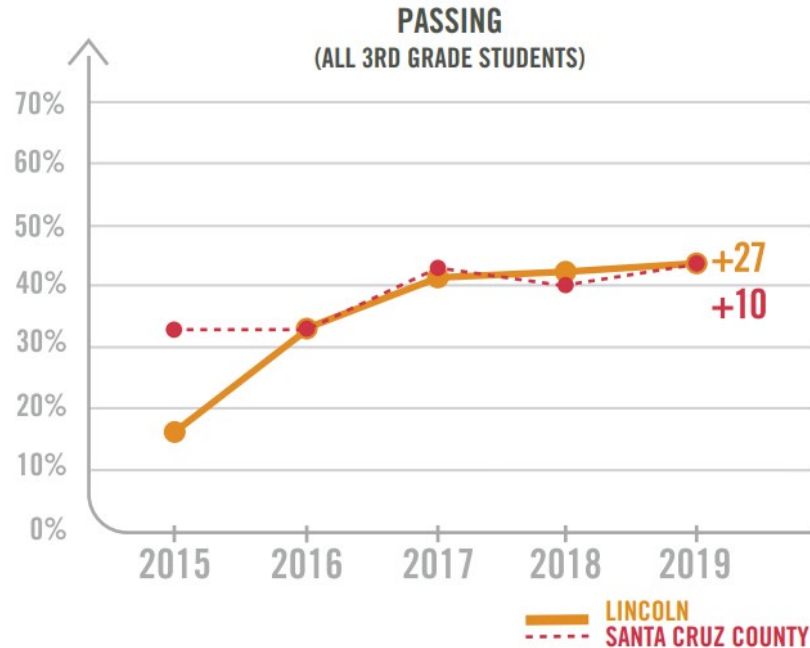
- Move On When Reading
- Early Literacy Grant
- ESSER/ARA
  - Acceleration Academies Grant
- CLSD Grant
- Dyslexia Designee Grant



# Training Arizona Teachers Works

## Decoding What Works

- Common traits among successful schools
  - Professional learning in the science of reading for all K-5 educators and administrators
  - Effective use of literacy data to improve instruction



**THIRD GRADE READING SUCCESS: DECODING WHAT WORKS CASE STUDY**

### Lincoln Elementary

Nogales Unified District, Nogales, AZ

Lincoln Elementary in Nogales, Arizona has experienced a dramatic increase in its third grade AZM2 English Language Arts passing rate, increasing from just 16% of third graders in 2015 to 43% in 2019. Understanding what steps Lincoln has taken to unlock success can provide insight for other schools.

Four key factors are identified as impacting reading improvement:

- Professional development of staff
- Systemic, actionable use of data
- An "all hands on deck" approach to achievement
- Meaningful, action-driven parent involvement

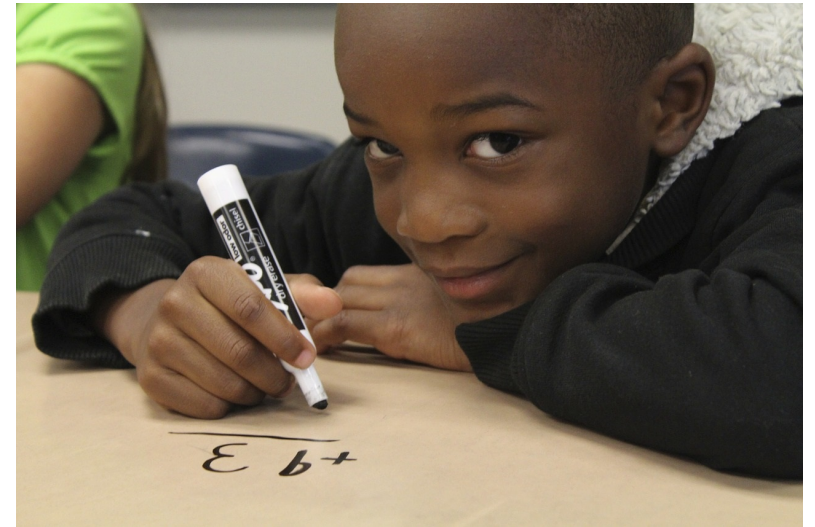
Interviewers/Editors:  
Terri Clark, Sean Ross, Sarah Bondy  
Writer: Kristin Borns



# Early Literacy Endorsement: Alternate Pathway

## Alternative Teacher Pathway

1. Proficiency Model
  - Based on Arizona Progress Meter Goals
    - Community Developed
2. Growth Model
  - Currently being explored by SBE, ADE, and Read On Arizona



# Questions?





# Read On Arizona

## The Pandemic's Impact on Early Literacy in Arizona

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Robert Vagi, PhD\* Veritas Research and Analytics

## AGENDA

- \* **Overview/Methodology**
- \* **Findings**
- \* **Questions/Discussion**



# Overview and Methodology

# Background

- The pandemic has disrupted every area of life, with K-12 education being no exception.
- Early evidence points to an overall negative impact on student learning, but this varies by grade, subject, and locale.
- **Motivating question:** How did the pandemic impact early childhood literacy in Arizona?

# Methodology

- Used school **literacy plan** data from FY16 – FY21
- Only included schools using **Acadience Reading** in all years
- Due to reporting issues, we **did not include** data from FY17 and FY19
- For FY20, assessment data was only available for **Fall** and **Winter** assessment windows
- Final sample included **~200 elementary schools** from some of the state's largest and most representative districts

# Sample

- Fewer charter schools
- More likely to be in cities
- Slightly overrepresented in Maricopa County and slightly underrepresented in Pima County (69% vs. 56% and 5% vs. 16%, respectively)
- Higher total enrollment
- Slightly higher poverty rates and minority enrollment
- Slightly lower achievement

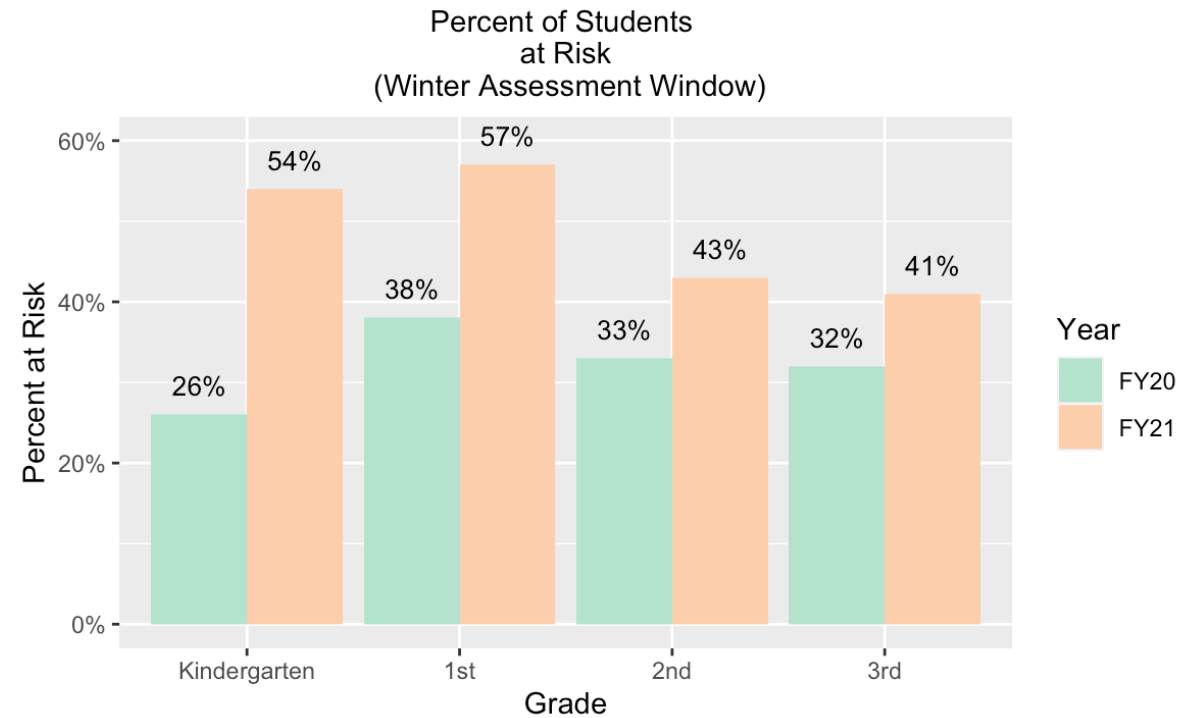
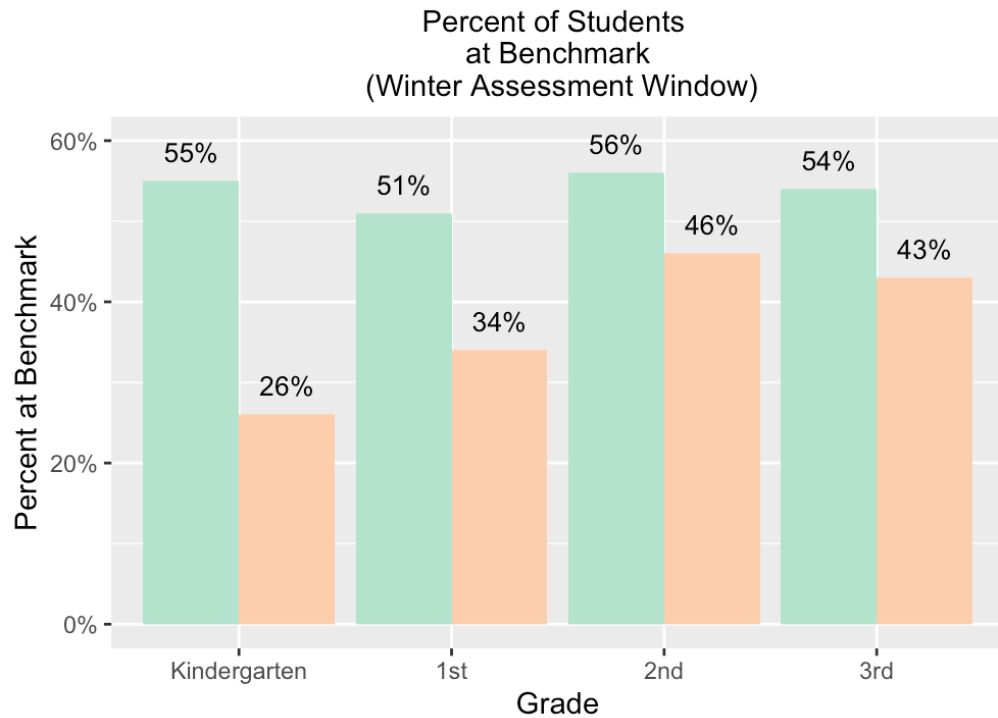
	Acadience Schools	Non-Acadience Schools
Charter Schools	3%	25%
Locale: City	64%	49%
Locale: Rural	10%	16%
Locale: Suburb	18%	24%
Locale: Town	8%	11%
Average Total Enrollment	583	493
Average Percent FRL	65%	55%
Average Percent Minority	68%	61%
Average Percent Passing ELA	42%	48%
Average Percent Passing Math	40%	47%

\*Note: All differences were statistically significant at  $p < .05$ .

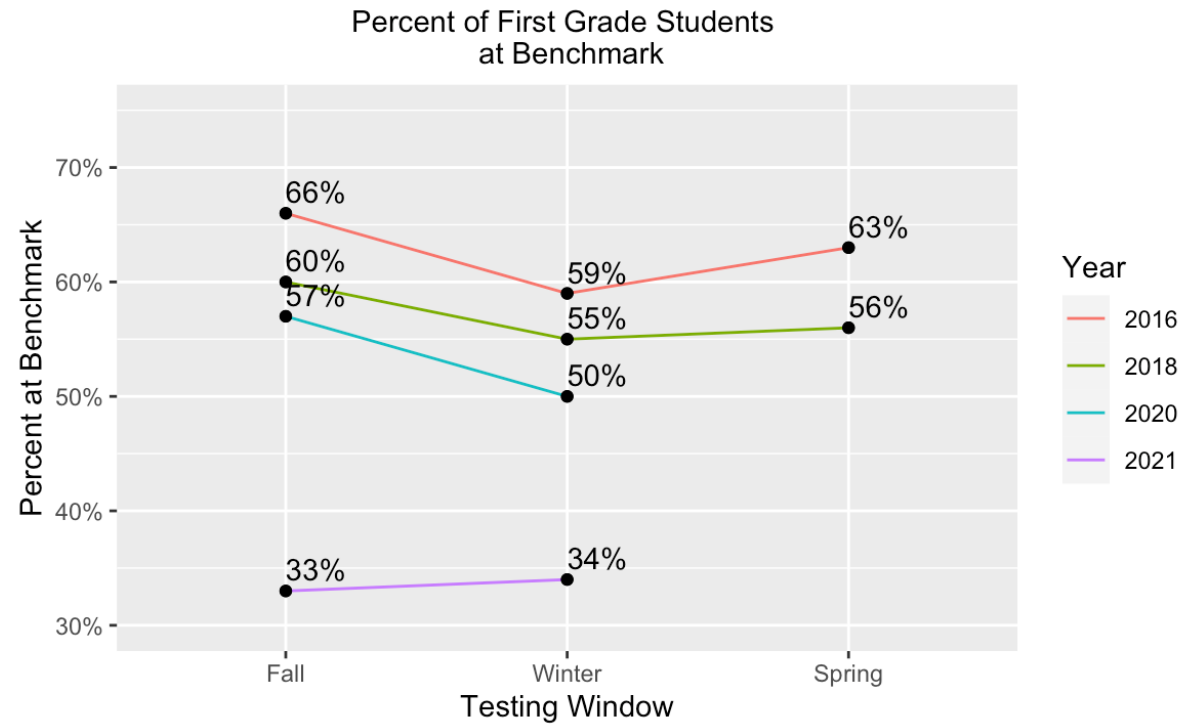
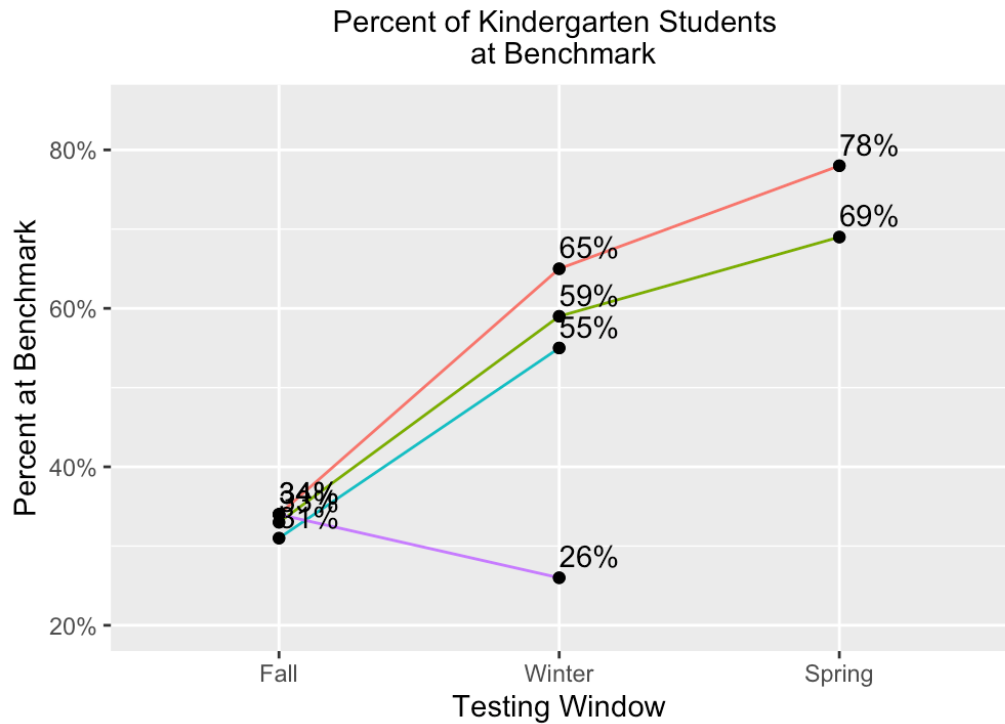


# Overall Findings

Compared to same-grade peers from the previous year, students in all grades were impacted negatively with the worst impacts being in the youngest grades.

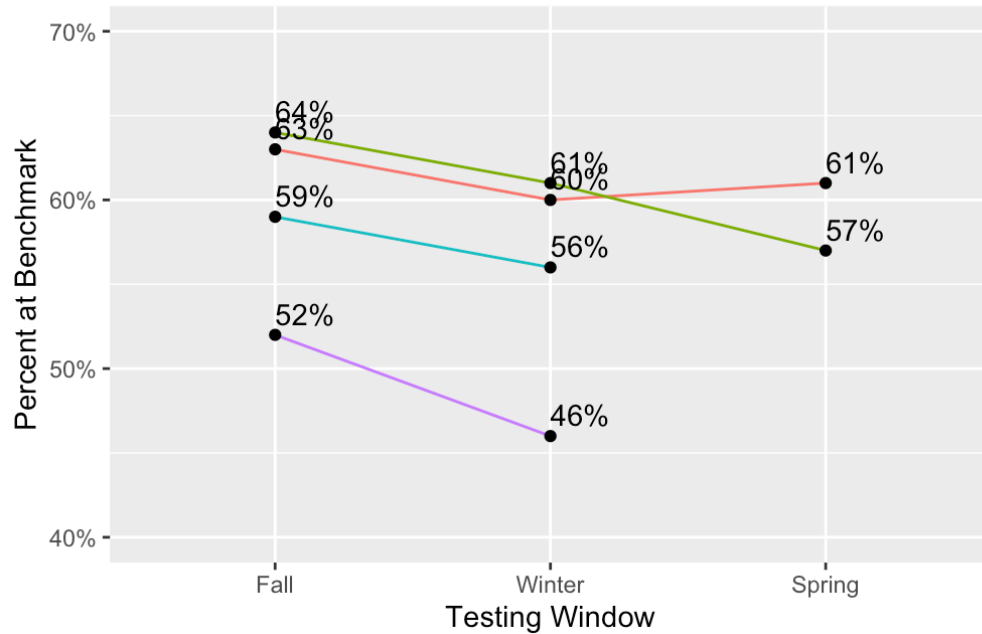


Not only did kindergarten students fall behind in FY21, it appears that kindergarteners who fell behind in spring of FY20 are not making adequate progress in first grade.

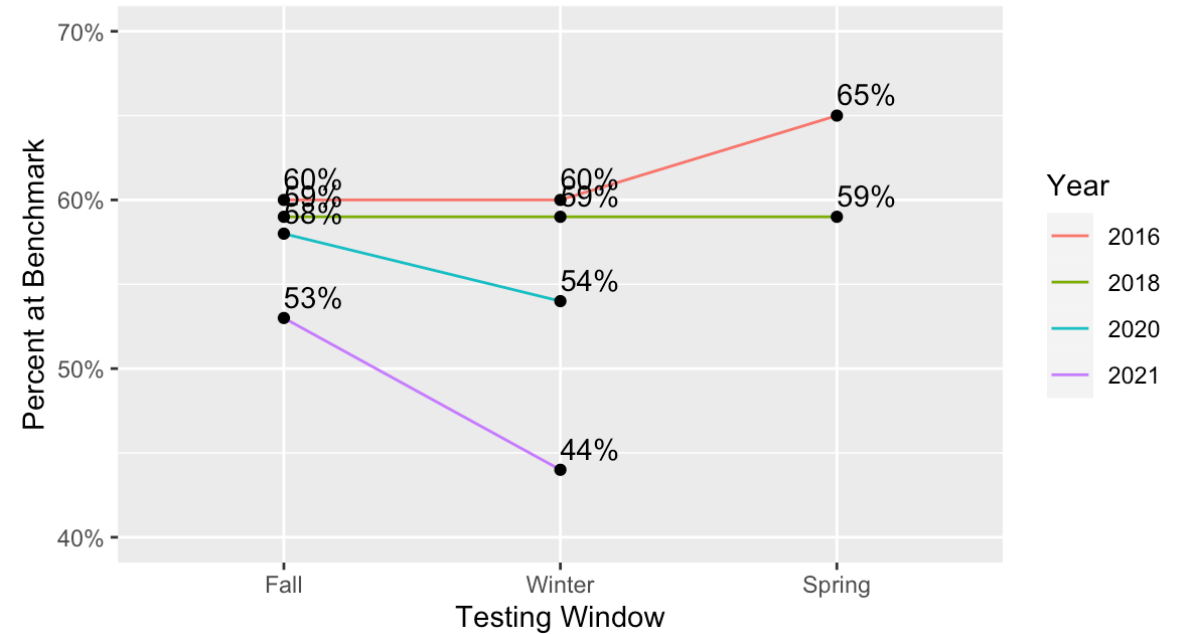


Trends in second and third grade are like younger grades with many students falling behind in FY21.

Percent of Second Grade Students at Benchmark



Percent of Third Grade Students at Benchmark



## Key Takeaways:

- Students in grades K-3 fell behind after the statewide shift to virtual learning with the greatest impacts in the youngest grades.



- In kindergarten, this amounted to a 50% decrease in the percentage of students scoring “at benchmark” compared to the previous year.

- Learning losses that occurred in FY20 carried into FY21.



- What’s more, these losses are persisting through FY21 and, in some grades, are getting worse.

- Even in “normal” years, benchmark trends either stayed the same or decreased over the course of a year.



- In other words, students were falling behind even before the pandemic.



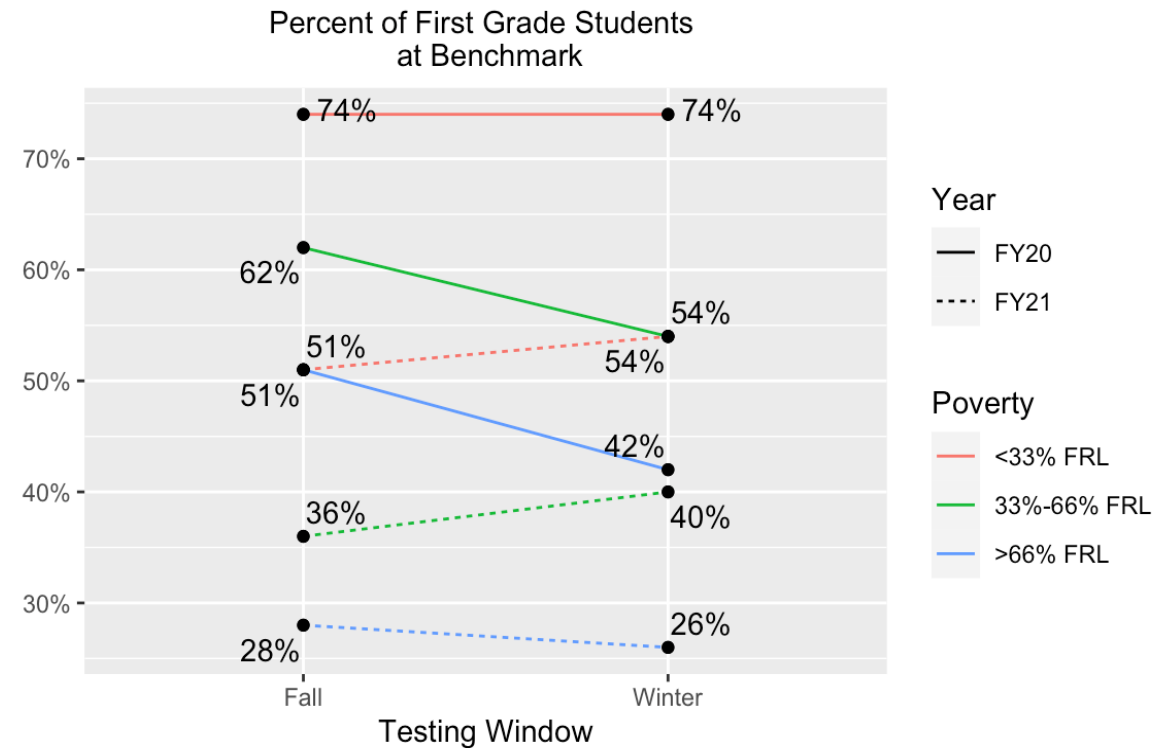
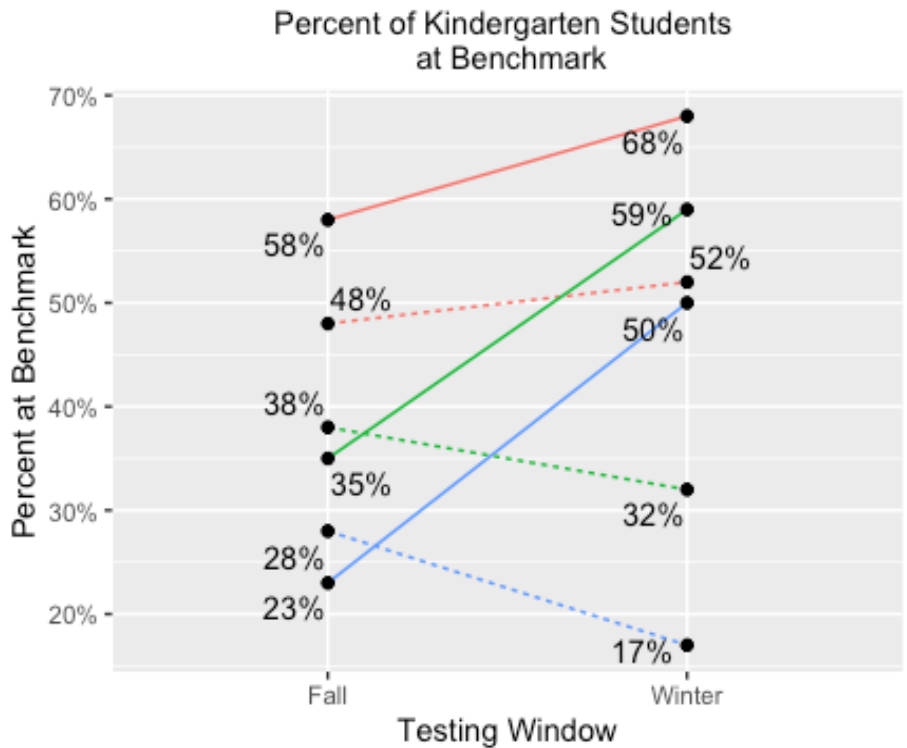
# Equity Analysis Methodology

# Equity Analysis

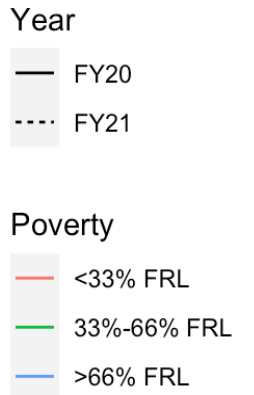
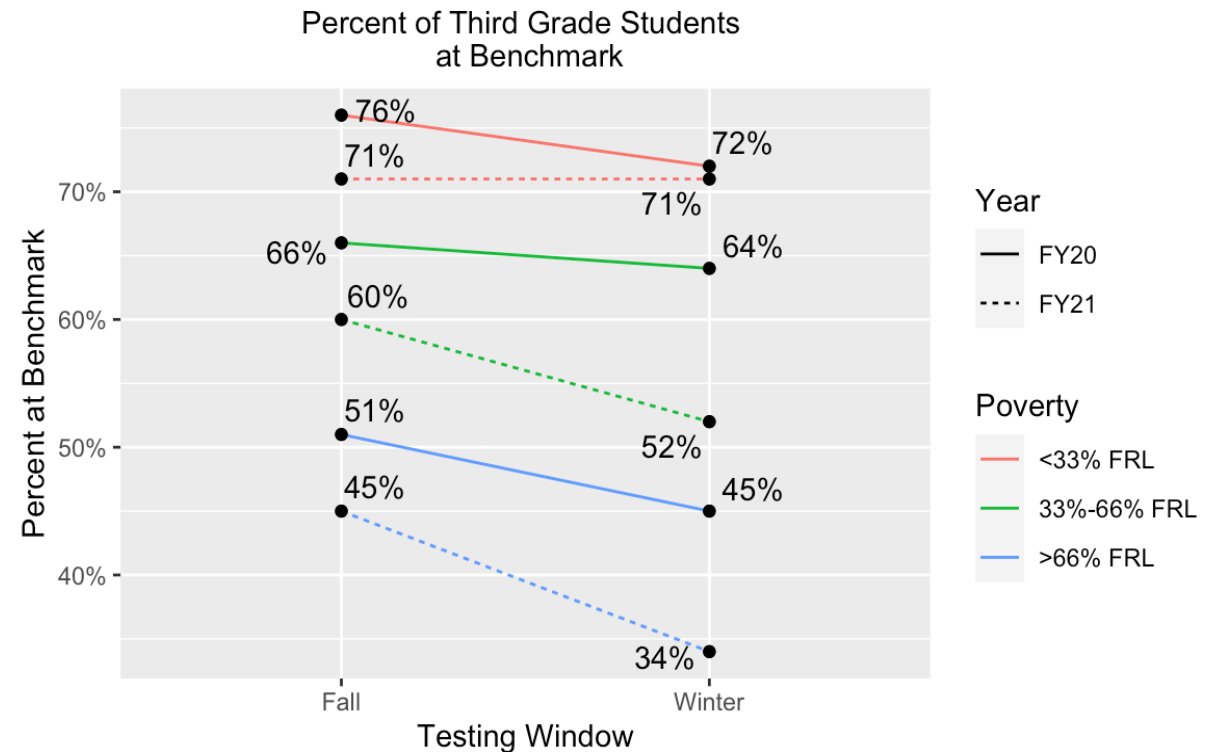
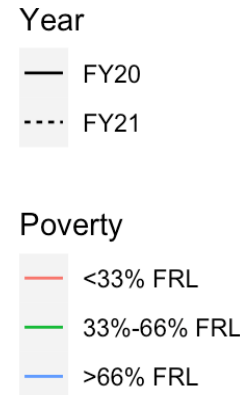
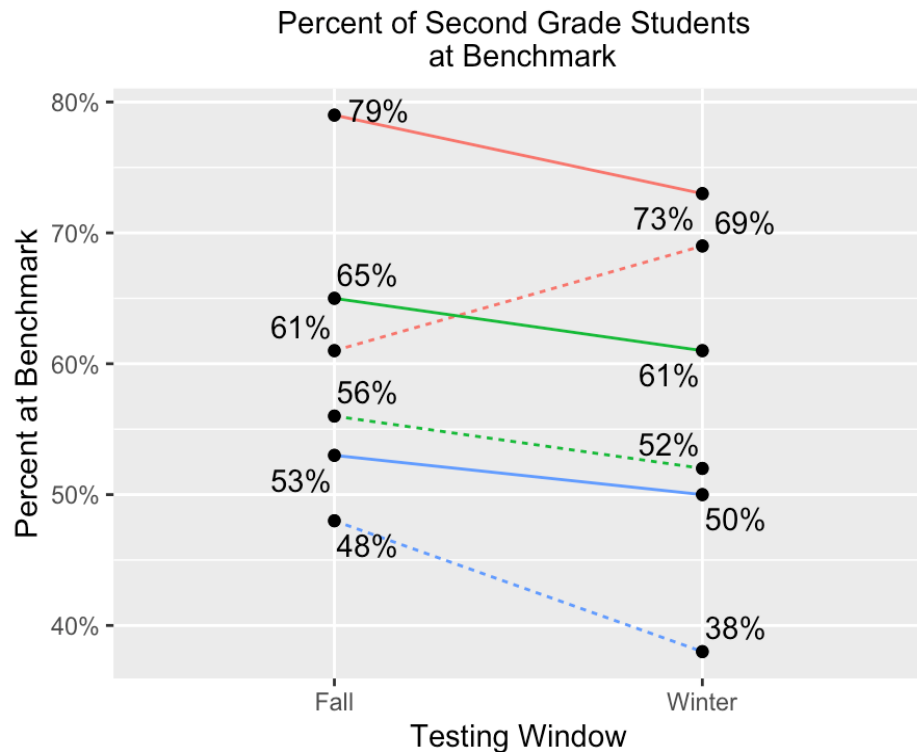
- Analysis is **preliminary**
- Used school **literacy plan** data from FY20 – FY21
- Used a **similar** approach to the other analyses
- Divided schools into **low-, mid-, and high-poverty** groups (<33% FRL, 33%-66% FRL, >66% FRL)
- **Important Caveat:** The final sample varied significantly across groups.
  - **Low-Poverty:** ~22 schools
  - **Mid-Poverty:** ~60 schools
  - **High-Poverty:** ~118 schools

# Equity Analysis Findings

In both Kindergarten and 1st grade, achievement gaps persisted during the pandemic. However, Kindergarteners in high-poverty schools fell behind at a higher rate than those at low-poverty schools.



Like Kindergarten students, 2<sup>nd</sup> and 3<sup>rd</sup> grade students in high-poverty schools fell behind at higher rates than their peers in low-poverty schools, ultimately widening achievement gaps.





## Key (Preliminary) Takeaways:

- The pandemic negatively affected all schools, regardless of poverty level and grade.
- Poverty-based achievement gaps persisted through the pandemic.



- However, schools' ability to make up ground is largely associated with school-level poverty.
- Because of poverty-based differences in recovery, achievement gaps are widening as a result of the pandemic.

# Questions and Discussion



**Questions?**