



**Welcome**

**MOVE ON WHEN READING**

**AN OPPORTUNITY FOR 3<sup>RD</sup> GRADERS**

**STATE BOARD OF EDUCATION**

**&**

**K-12 ACADEMIC STANDARDS**

# Reading Research



# Why is reading on grade level by the end of third grade important?

## The Challenge

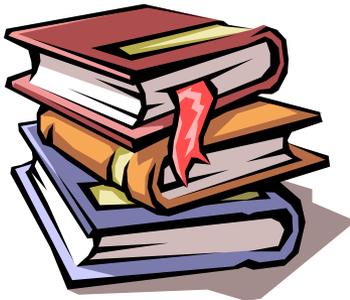
Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this crucial milestone.



# Literacy Counts

"Adolescents entering the adult world of the 21<sup>st</sup> century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives."

Richard Vacca



# Reading By 3<sup>rd</sup> Grade Matters

**4X**

Students who cannot read by the end of the 3<sup>rd</sup> grade are four times more likely to drop out of high school

**88%**

Eighty-eight percent of students who failed to earn a high school diploma were struggling readers in 3<sup>rd</sup> grade

**89%**

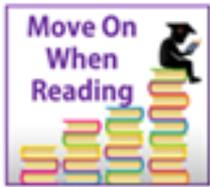
Eighty-nine percent of low-income students who achieved proficient reading skills by the 3<sup>rd</sup> grade graduated.



# Impact of Illiteracy

- **Arizona 2003 IES study**
  - Approximately 500,000 adults (16 years old +) do not have basic literacy skills
- **Nationally**
  - 3 of 4 welfare recipients are illiterate
  - 70% of prison inmates cannot read beyond a 4<sup>th</sup> grade level
  - \$73 billion in unnecessary medical expenses every year due to poor reading skills

# Arizona & MOWR Legislation



**Arizona Passed legislation to increase the reading proficiency of third grade students.**

**A.R.S. 15-701**

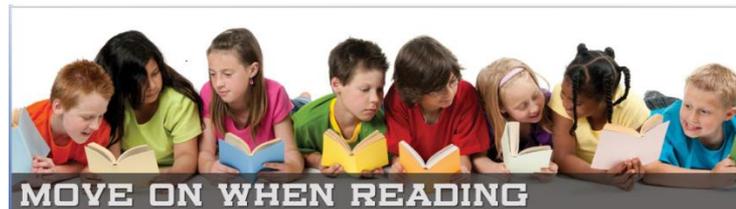
The MOWR law requires students to be retained in third grade if they receive a score of "falls far below" (FFB) on the statewide assessment.

# MOWR Action ARS 15-211

Beginning in 2012, School were required to:

- Create and implement an education plan for improving the reading proficiency of its students in K -3.
- Collect assessment data to track the progress in reading of their students.

Once MOWR Literacy Plans are submitted to the State Board, the school districts are provided monies to be used to improve their reading programs.



# Move On When Reading (MOWR) 2013-2014 School Year

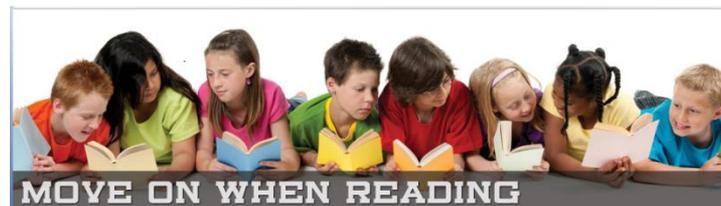
- 2013-2014 was the first year for retention:



- Third graders who scored in the Falls Far Below category were retained at the end of third grade based on AIMS spring.
- Schools were required to provide intensive reading support so the retained students could achieve proficiency in reading on grade level.

# Exemptions to the MOWR requirements:

- The law allows that a student scoring FFB the third grade level on the AIMS reading assessment can be promoted based on the following good cause exemptions:
  - English Language Learners or Limited English Proficient Students that have received less than two years of English instruction;
  - Students with disabilities, provided that the pupil's individualized education program (IEP) team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's IEP.

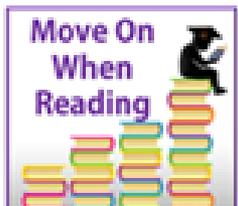


# School's responsibilities to Parents

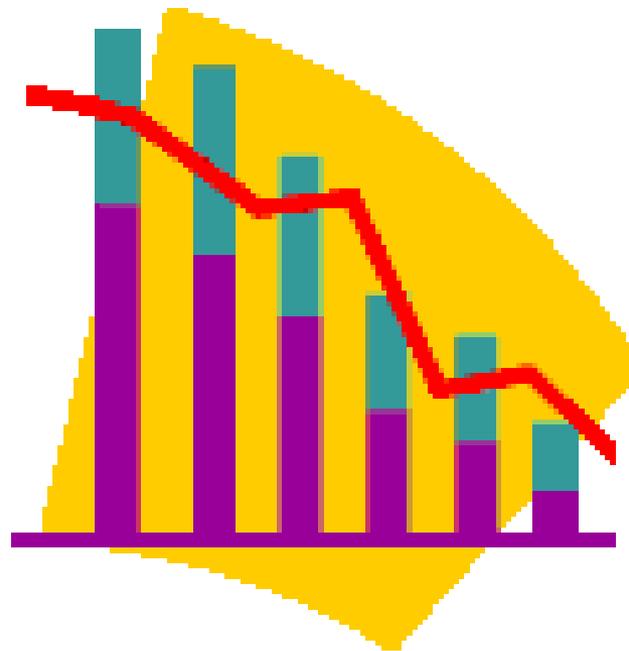


School's must provide written notification to parents/guardians regarding:

- Description of the MOWR policy
- Description of instructional services being provided
- Description of available interventions
- Description of strategies for parents to utilize to assist their child
- Potential of retention at the conclusion of 3<sup>rd</sup> grade
- Description of LEA policies on mid-year promotion



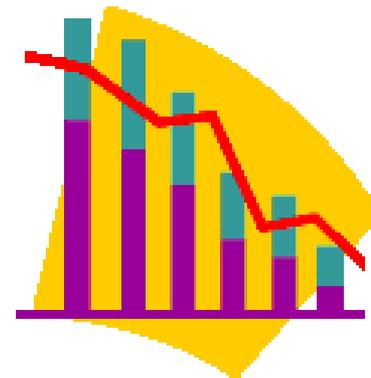
# Progress in 3<sup>rd</sup> Grade Reading Scores



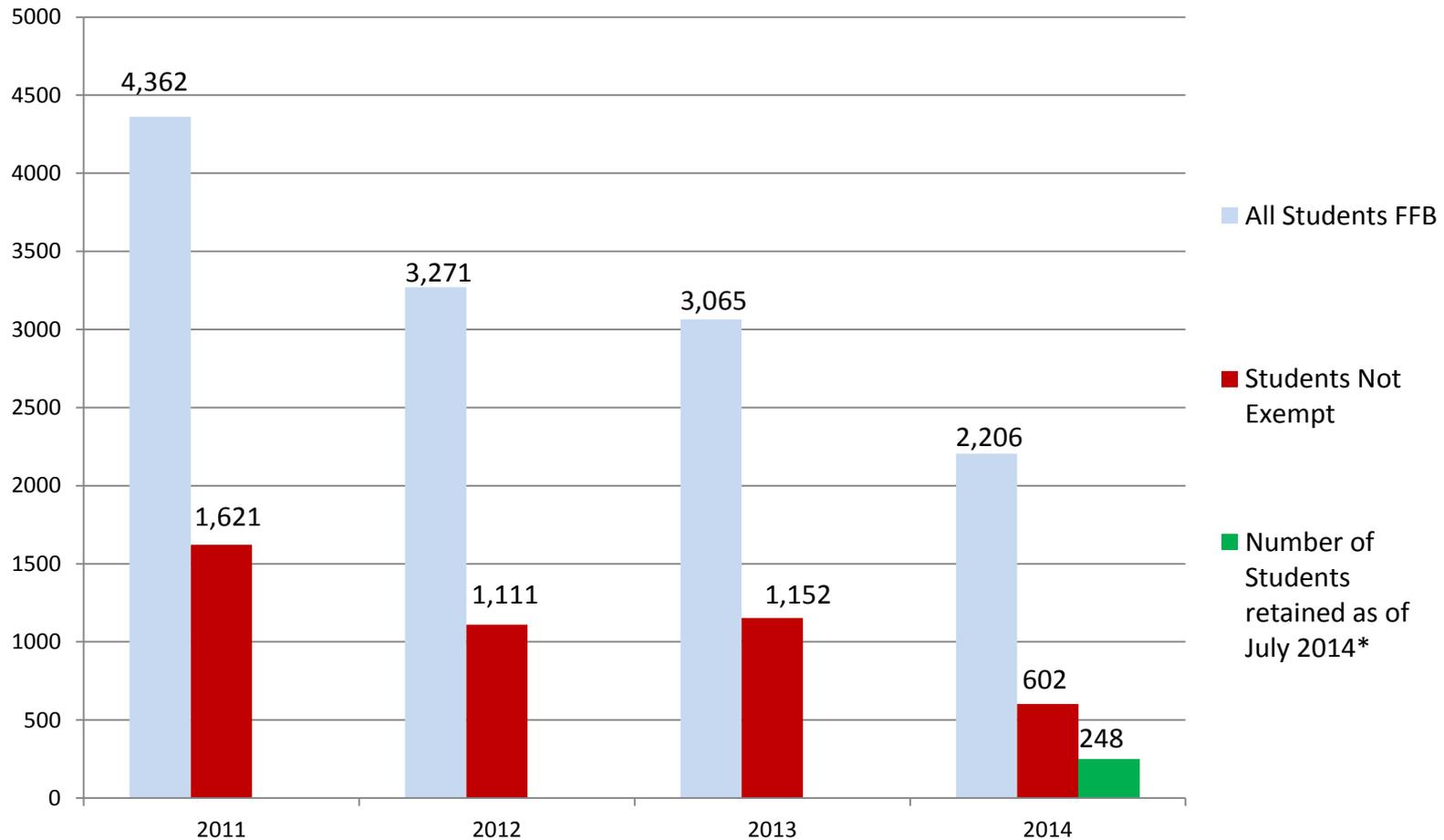
# Arizona 3<sup>rd</sup> Grade Data

## 2014 Preliminary MOWR data:

- In Spring 2014, more than 83,000 Grade 3 public school students participated in the AIMS Reading Assessment.
- Of those who were tested, data shows that approximately 2200 (or less than 3%) Grade 3 students Fall Far Below the standard on the assessment.
- Of those, as many as 70% of these students were eligible for promotion based on one of the two legal exemptions identified earlier.



# Number of Grade 3 Students Scoring Falls Far Below on AIMS Reading



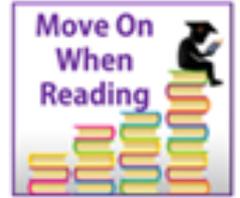
*\*Students scoring FFB on AIMS can be retested using "District/Charter" end of the year reading assessment. Some students attending summer school may be retested using "District/Charter" assessments and subsequently be found to have scored above the FFB category. In this case, a District/Charter may decide to promote the student.*

# MOWR for Spring 2015 AzMERIT Assessment and school year of 2015-2016



# A.R.S. 15-701

## Move On When Reading



One of the biggest questions about MOWR right now is: How will the adoption of the new assessment, AzMERIT, affect the MOWR retention policy?



# MOWR & Retention for Spring 2015 & the 2015-2016 School Year

- House Bill 2637 was passed and specifies
  - if school districts do not have student reading scores on the statewide assessment, AzMERIT, by the beginning of the school year **retention decisions** (*based on ARS 15-701*) **should not be made.**

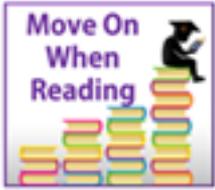


# MOWR & AzMERIT



- MOWR in place for the 2014-2015 school year
- End of 2014-2015: **NO AzMERIT** scores will be available until Fall of 2015.
- Students **ARE** promoted to 4<sup>th</sup> grade(2015-2016) based on MOWR law.

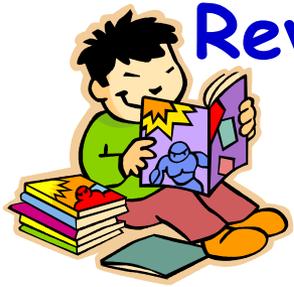




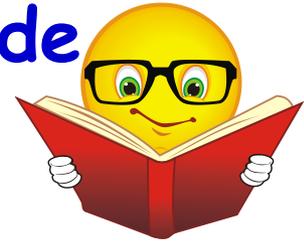
# What happens then?



- Scores **ARE** available after the beginning (fall) of the 2015-2016 school year.
- **Identify** students that scored *Falls Far Below* on the 3<sup>rd</sup> grade reading portion of the AzMERIT assessment (Test from Spring 2015)
- Schools **MUST** provide Identified student/s the same intervention and remedial strategies they would've received had they been retained (required under the law).



# Review: How does this affect 3<sup>rd</sup> grade students this school year?



- There will be **NO Retention, based on MOWR**, of 3<sup>rd</sup> Graders Falling Far Below on the AzMERIT assessment at the end of the 2014-2015 school year. (Because scores will not be available)
- 2015-2016: Schools **MUST provide** intervention and/or remedial strategies to students who were promoted to 4<sup>th</sup> grade (FFB on AzMERIT Sp 2015).

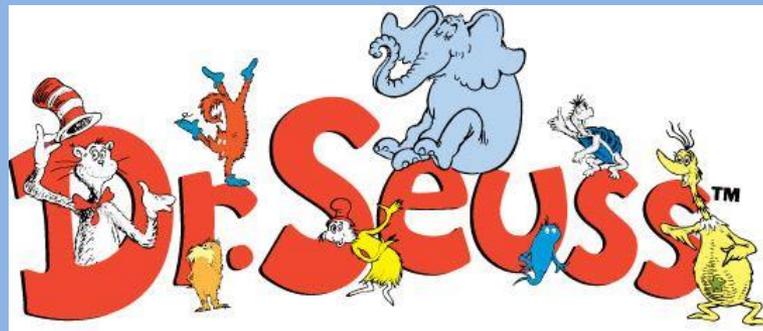


# Family Reading

The best reading support you can give your child is to read daily, nightly and always to your child. A suggested 20 minutes a day is great, more is even better, and research has shown that reading to your child in their home language is just as beneficial as the second language they are trying to learn!!



The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.



**Thank You!**

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