Evolution and Implementation of Arizona’s Third-Grade Reading Policy
Arizona Reading Policy Brief History

- Move On When Reading (MOWR) legislation passed (2010)
- Move On When Reading implementation began (2013)

- 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 and includes $45M in K-3 funding.

- **A.R.S. §15-701:** A 3rd grade Arizona student who scores below the State Board determined MOWR cut score on the Reading portion of the state assessment shall not be promoted unless student meets one of four good-cause exemptions.
K-3 Literacy Ad Hoc Committee Recommendations:

1. Comprehensive K-3 assessment system

2. Best practice in setting/raising cut score in context of 5 yr. assessment plan

3. Additional funds to ADE for state supports and Technical Assistance prioritized by need

4. Renew and redirect Early Literacy Program funding to areas of greatest need
Mission
Read On Arizona is a statewide collective impact initiative made up of 500+ agencies, philanthropic organizations and community stakeholders committed to determining the gaps, identifying solutions, and implementing a collaborative approach to improving language and literacy outcomes for Arizona’s children ages birth through the end of third grade.

Background
Launched in 2012, Read On Arizona’s 10-year strategic plan identified key challenges to early literacy and built on state-level work as well as local communities of practice, improving coordination, establishing baselines, setting targets, tracking results, and promoting shared accountability.

Advisory Board & Founding Partners
EXPLORATORY ANALYSIS
Move On When Reading
How School Literacy Plans Connect to Third-Grade Reading Achievement

Exploratory study examining relationships between elements of school and district literacy plans and literacy outcomes.
Success Analytics: Decoding What Works

Case Study #1
Wildflower School
Avondale Elementary School District
Read On Goodyear

What is it about the professionals and families that call Wildflower their academic home that has made such a substantial impact shown outwards?

Their commitment and belief that every student can meet their reading potential for students who are struggling, the Wildflower educators and staff use data to identify the specific areas of struggle, provide immediate support, and monitor progress towards meeting an improvement goal. Students receive this support with reading and sometimes receive this support with professional development.

Teach, support, and start beliefs so strongly in this approach for student success they have applied the same home to their work.

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QUESTIONS?

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